



Far-Western University
Tikapur Multiple Campus
Tikapur, Kailali

Education Management Information System (EMIS) Report
2081-2082

Shrawan, 2082

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Thank you for your continued support and collaboration.

EMIS Committee
Tikapur Multiple Campus

STATEMENT OF RESPONSIBILITY

This document represents the collective effort of the EMIS Committee of Tikapur Multiple Campus to provide a comprehensive overview of institutional performance, student data, and academic outcomes for the fiscal year 2081–2082. The data presented herein has been collected, verified, and analyzed with due diligence, ensuring accuracy and reliability. The responsibility for coordinating, compiling, and presenting this report rests with the undersigned EMIS Coordinator.

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CHAPTER I: INTRODUCTION

1.1 Background

Far Western University's Tikapur Multiple Campus (TMC), a QAA-certified constituent campus, is situated in the eastern Kailali District, some 14 kilometers south of the East-West Highway. Together, social activists, administrators, professionals, businesspeople, and members of the local community established TMC as a nonprofit community initiative in 2001 (2058 B.S.) with the goal of turning it into a center of excellence in higher education.

The campus has been committed to provide inclusive and accessible higher education since its founding, especially for students who may not otherwise have access to it. With the support of a group of knowledgeable and experienced instructors, TMC works to support students' academic and personal growth in line with the changing demands of society.

The Tikapur Development Committee (TDC) awarded 80 bighas of land in 2058 B.S. to support its long-term goals, and then another 300 bighas in 2062 B.S. Only the original 80 bighas are still in use today; the rest of the land has been unlawfully seized by unauthorized people and landless squatters. During the campus's early phases, the TDC also provided labor and financial support.

TMC received official recognition as a Far Western University constituent campus on 1st Shrawan 2075 (July 2018). Since then, the University Grants Commission (UGC) has granted it second-term QAA accreditation, confirming its dedication to quality assurance in higher education and compliance with national academic norms.

Academic Programs and Student Services

TMC currently offers:

- Undergraduate's Programs in Management, Humanities & Social Sciences and Education: BBA, BBS, B.A., B.Ed. and P.B.Ed.
- Graduate Programs in Management, Humanities & Social Sciences and Education: MBS, MA, M.Ed.

The campus serves around 1,100 students from diverse socio-economic backgrounds, many of whom rely on TMC as their only access to higher education. Students benefit from facilities such as:

- Internet access

- Library resources
- Career counseling & consultancy
- Research extensions
- Educational tours & excursions
- Extra – Curricular (Non-Credit Courses)
- Scholarship

Vision for Excellence

Prioritizing quality above quantity, TMC is committed to community involvement, research, and academic success. The campus is in a good position to increase its influence because of its extensive land resources, committed faculty, and solid institutional backing from the UGC, governmental organizations, and non-governmental organizations. Among the top strategic priorities are:

- Enhancing faculty expertise
- Promoting research activities
- Introducing technical and vocational programs
- Supporting underprivileged and marginalized students

Commitment to Equity and Inclusion

TMC upholds inclusion, equity, and social justice in all aspects of its operations:

- Over 68 % of enrolled students are female.
- Special scholarships for girls, Dalits, Badi, EDGs, Raji, Mukta Kamaiya, and Kamlari communities.
- More than 62% of students belong to the Janjati ethnic community.
- Preferential hiring policies for female faculty members.

By fostering an inclusive and empowering academic environment, TMC continues to play a vital role in transforming education in the region.

1.2 Objectives of the Study

- i) To evaluate the academic standing and enrollment status of students in various programs.
- ii) To examine result of students in various program.
- iii) To offer recommendations to the campus administration for enhancing institutional effectiveness in key areas.

1.3 Fundamental Principles and Standards

Central to the institution's mission are its fundamental values and guiding principles. At the top of the list is a dedication to academic excellence, wherein an engaging atmosphere is created to promote learning, critical thinking, and intellectual curiosity. The organization promotes the concept of continuous learning, motivating students to stay involved in both scholarly and personal development long after their official education ends. A profound respect for diversity is also essential, as the college fosters an inclusive environment that honors people from various backgrounds, cultures, and belief systems. Additionally, there is a significant focus on social responsibility, encouraging students to engage actively in their communities and make positive contributions to the welfare of society. Ultimately, the organization acknowledges the significance of cooperation and teamwork as vital skills in both educational and professional contexts, equipping students to function efficiently in varied group settings.

1.4 Commitments

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

1.5 Strategic Areas and Priorities

- Infrastructural development
- Quality improvement
- Fiscal sustainability
- Equity establishment
- Program growth
- Community connection/involvement
- Academic Digitalization
- Extracurricular and market driven activities

1.6 Strategic Areas

1.6.1 Infrastructural development

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

1.6.2 Quality improvement

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

1.6.3 Fiscal sustainability

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

1.6.4 Equity establishment

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

1.6.5 Program expansion

- Expansion of Undergraduate programs
- Expansion of Graduate programs
- Upgrading of RMC as a national research wing

1.6.6 Community involvement

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

1.6.7 Academic Digitalization

- Digital Infrastructure
- Virtual Learning
- LMS
- Internet Connectivity
- Open access to Knowledge System

1.6.8 Extracurricular and market driven activities

- Organize Clubs and Societies
- Host Competitions and Events
- Promote Volunteer Programs
- Offer Leadership Opportunities
- Organize Clubs and Societies
- Host Competitions and Events
- Promote Volunteer Programs
- Offer Leadership Opportunities

1.7 Institutional Performance

Since its establishment, the campus has consistently focused on improving the quality of education and institutional effectiveness. To achieve this objective, it has implemented clear policy measures that are frequently assessed and updated to address the evolving requirements of the academic and social landscape. These ongoing enhancements are motivated by the overarching mission and goals of the organization.

The campus has launched various strategic initiatives designed to enhance the overall efficiency of its academic offerings. These initiatives involve improving the job prospects of graduates in local and global job markets, providing better access to higher education for underrepresented and disadvantaged populations, and cultivating a learning atmosphere that is inclusive and nurturing. Additionally, the institution prioritizes fostering research and innovation as essential elements of academic excellence

1.8 Efficiency

Educational efficiency acts as a crucial measure of quality improvement and has been among the top strategies of the campus. The organization has incorporated numerous measures in its strategic plan to guarantee ongoing enhancement in this domain. These encompass the growth of human resources, incorporation of ICT in education, arrangement of remedial classes, and the facilitation of ongoing seminars and workshops for students.

To assist students needing extra academic help, the campus provides remedial classes—especially during the early years of their academic programs, when this support is crucial. These courses aim to close knowledge gaps and enhance basic understanding.

Additionally, prior to officially starting their academic journey, students are offered orientation programs to assist them in acclimating to the new environment. During their studies, services for academic and career counseling are accessible to assist them in educational and professional growth.

Departments actively engage by consistently evaluating student performance and suggesting needed interventions, like extra tutorials. In certain cases, students request remedial assistance, demonstrating the campus's attentive and student-focused method to enhancing educational efficiency.

1.9 Research, Development, and Innovation (RDI)

Tikapur Multiple Campus (TMC) has established a dedicated Research Management Committee (RMC) to foster a culture of research, innovation, publication, and international collaboration. In line with university guidelines, the RMC serves as a pivotal body to cultivate a research-oriented environment for both faculty members and students.

To promote and facilitate academic research, the RMC allocates 5% of the campus's total operating budget as seed funding, primarily to support student theses. As a result, in this year the institution has successfully supported three student theses, two faculty research projects, and three mini research initiatives. Students are actively encouraged to participate in academic endeavors, including seminars, workshops, and collaborative research activities. Notably, student researchers have been engaged as co-investigators in faculty-led projects funded through the RMC. To date, three such faculty research projects have been completed with student participation.

Recognizing the importance of academic partnerships, Tikapur Multiple Campus has prioritized collaboration with external institutions and agencies, both within and beyond the university system. A key initiative in this regard is the signing of a Memorandum of Understanding (MoU) with the Research Management Committee of Ghodaghodi Multiple Campus (Tribhuvan University-affiliated), which aims to foster joint research on contemporary academic and societal issues. During this fiscal year, collaborative research is ongoing between Kailali Multiple Campus, Accham Multiple Campus and Tikapur Multiple Campus. Additionally, a research collaboration has also been established among Ghodagodi Multiple Campus, Kailali Multiple Campus and Accham Multiple Campus with TMC. Additionally, the campus successfully organized a National Conference held in Baishakh 26 and 27, 2082 with the support of the University Grants Commission (UGC), local and national institutions plans to organize the international conference in F/Y 2082-082 .

In the domain of academic publication, Tikapur Multiple Campus remains deeply committed to the dissemination of scholarly and institutional knowledge through its two prominent annual publications. TMC Saugat, a general compilation featuring informative articles and campus-related highlights, has been published regularly for the past 15 years. This year, the institution successfully released TMC Saugat 2081, Year 16, No. 15, marking another milestone in its ongoing effort to promote academic expression and institutional transparency. Alongside this, the campus also publishes the Journal of Tikapur Multiple Campus, a peer-reviewed journal dedicated to research-based academic writing. The journal has maintained consistency in quality and publication over the past seven years. In the current year, the campus proudly published the Journal of Tikapur Multiple Campus 2025, Volume 8, further reinforcing its commitment to academic excellence and research dissemination.

Further supporting academic growth, Tikapur Multiple Campus has initiated entrepreneurship development programs targeting young faculty members and students. These programs, backed by both technical and financial assistance from the UGC, reflect the campus's broader commitment to enhancing academic excellence, professional capacity, and innovation.

1.10 Digitalization System

Tikapur Multiple Campus has embraced digitalization by effectively utilizing the program "Pathsala," supported by a robust internet infrastructure and a dedicated campus website. The campus has integrated modern technologies such as e-banking and an e-library system to streamline

its operations. All important records—including student personal information, library book lending, and fee collection—are digitally maintained and managed through specialized software.

The Education Management Information System (EMIS) unit, established five years ago, is entrusted with the responsibility of digitizing and managing campus data. Looking ahead, the campus plans to establish a fully digital library where students can independently access and borrow books using advanced software and digital hardware.

During the COVID-19 pandemic, the campus swiftly adapted to virtual learning by conducting online classes and examinations through platforms like Zoom and Microsoft Teams. Online classrooms have also been used for remedial courses and extracurricular activities. Furthermore, to facilitate guest lectures, the campus intends to regularly employ online lecture systems. To enhance the learning environment, multimedia equipment such as projectors have been installed in every classroom, making digital tools an integral part of teaching and learning at Tikapur Multiple Campus.

In addition to these advancements, the campus actively disseminates notices and important information through its website and social media channels, ensuring effective communication with students and staff.

Supporting these efforts, this year campus has conducted capacity development training programs in three phases focused on digital skills to empower both faculty and students in using digital tools efficiently. Moreover, in partnership with the University Grants Commission (UGC), Tikapur Multiple Campus has established free Wi-Fi connectivity across the campus, enhancing digital access and connectivity for all users.

1.11 Supporting Wings

Tikapur Multiple Campus has established various committees, sub-committees, and specialized cells to support its administrative and academic functions. Among these are the Administrative Committee, Internal Quality Assurance Committee (IQAC), Self-Assessment Committee, and Research Management Committee. In addition, the campus has formed an Information and Publication Cell, Suggestion and Grievances Management Committee, Exam Committee, Scholarship Committee, and the Education Management Information System (EMIS) Committee.

Further, the campus supports essential services through committees such as the Library Management Committee, Procurement Committee, and the First Aid Unit. Student engagement and welfare are fostered through organizations like the Youth Red Cross Circle, Monitor Forum, Student Quality Group, and the Alumni Association. Together, these committees and cells play a vital role in enhancing the overall quality of education and ensuring smooth operation at Tikapur Multiple Campus.

1.12 Methodology

This study employed a quantitative research methodology, primarily utilizing secondary data obtained from the administrative and examination sections of Tikapur Multiple Campus (TMC). The approach ensures a comprehensive analysis of the available data, providing insights into various aspects of the campus's educational management system.

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

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

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

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

CHAPTER II: INSTITUTIONAL STATUS

2.1 Infrastructure

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

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

- **Land area** 380 Bigah or 953185.19 Sq.m.(300 Bigah encroached by landless squatter and other people)
- **Academic Building (Three Floor-Block A):-** 32 rooms, 1 hall (Karnali hall), 1 seminar hall (Dolphin Hall), 6 attached wash rooms (3 Ladies and 3 Gents).
- **Academic Building (Two Floor- Block B):** 15 rooms with 4 attached wash rooms. Currently used by School of Agriculture FWU.
- **Administrative and Library Building (Block C):**
Administrative Section (First Floor) :-(6000 sq. feet) with Office Room (Campus Chief, Account, Administration, Examination, Store sections) and Incubation centre (Chure hall).
Library Section (Ground Floor):- Reading Room, Computer Lab, Reference Section, Textbook Section, Journal Section, Male and Female wash rooms.
- Two-storied guest house.
- Tin-roofed blocks for a Bike Stand and two Cycle Stand
- Tin Roofed Blocks for security accommodation-4 rooms

- Cafeteria (Tin Roofed)
- Playground : Football, Volleyball, Badminton, Basketball, Table Tennis Court and a Tin ruffed Stage.
- Five purified water supply systems with overhead tanks.

2.2 Educational Aids

Educational aids are fundamental to academic enhancement for all Higher Education Institutions (HEIs) like Tikapur Multiple Campus. Use of ICT based teaching learning methodologies has become the demand of the day. Being in line with this faith, Tikapur Multiple Campus has worked out for its better development. TMC encourages the teachers to use computer and ICT based pedagogy to standardize the teaching methodology. The teachers are provided laptops to standardize their teaching tradition. The library, computer lab, lobby of administrative building and surroundings of the campus are under the surveillance of CCTV cameras.

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

Table 2.1: Educational Aids

Educational Aids	Number	Remarks
Educational Equipment		
Laptop	60	
CC TV	13	
Desktop computers	37	
Multimedia projector	29	
Tripod	1	
Computer lab	1	With 24 desktop computer
Smart board	5	
LG TV 42"	1	
LED Smart TV	2	
Furniture and other equipment's		
Telephone	4	

Video Camera	1	
Bench desk	933	
Chair(standard)	38	
Motor Cycle	1	
Ply Book Rack	14	
Camera	1	
Photo copier	1	
Printer	16	
Filter	6	
Generator	1	
Inverter	3	
Air Conditioners	12	
Water motor	3	
Aluminium Book Rack	100	
Revolving chair	18	
Lectern	28	
Scanner	2	
Musical instrument	1	
Sofa set	15	
Ceiling fan	226	
Low Bed	4	

The above table interprets the strength of the institution.

2.3 Staff Details

Table 2.2: Staff Details

Teaching Staffs Record			
1. Academic Qualification	Previous Year	Current Status	Remarks
Ph.D.	4	6	Two part time
M.Phill	8	8	
Graduate	28	25	
2. Post			
Professor	1	0	Retired
Associate Professor	17	16	Retired
Assistant Professor	7	7	
Assistant Lecturer	2	2	
Teaching Assistant	13	14	
3. Service Type			
Permanent	24	22	Retired
Contract (Full-Timer)	6	9	
Contract (Part-Timer)	10	8	
4. Subject			
Finance	4	3	Retired
Economics	3	3	
Health and Physical	3	3	
Marketing	2	2	
Management	1	1	1 Retired
Nepali	4	4	
English	6	6	
Mathematics	2	2	
Curriculum & Evaluation	2	2	
Development Studies	3	2	
Political Science	1	1	
Population Studies	1	1	
Sociology	4	5	
Computer Science & IT	1	1	
Account	3	3	
Total	40	39	

Non-Teaching Staffs Record			
1. Post	Previous Year	Current Status	Remarks
Account Officer	1	1	
Assistant Admin.	1	1	
Head Assistant	2	2	
Assistant	2	2	
Lab Assistant	1	1	
Junior Assistant	2	1	Retired
Peon	3	3	
Watchman	1	1	
Gardener	1	1	
Electrician	1	0	Retired
Sweeper	2	2	
Security Guard	3	3	
2. Service Type			
Permanent	8	8	
Contract	12	10	
Total	20	18	

The staff record table of Tikapur Multiple Campus provides a comparative overview of teaching and non-teaching staff for the current and previous years. Among teaching staff, there are 39 currently employed, a slight decrease from 40 last year. The majority hold Graduate degrees (25), with a noticeable increase in Ph.D. holders from 4 to 6. Some changes in positions are noted, such as the retirement of one professor and one associate professor. In terms of service type, permanent staff decreased from 24 to 22, while full-time contract staff increased from 6 to 9. Subject-wise, notable changes include a decline in Finance and Marketing faculty due to retirements, while the number of faculty in Sociology increased. For non-teaching staff, the total number dropped from 20 to 18, mainly due to retirements, including one junior assistant and one electrician. Permanent staff remained constant at 8, while contract staff decreased from 12 to 10. Overall, the campus experienced minor adjustments in staffing, reflecting retirements and a slight reshuffling across both teaching and non-teaching categories.

2.4 Academic Programs

The ratio of students-faculty plays a crucial role in quality enhancement. The campus maintains a ratio of 36:1 to ensure better interaction, engagement, and outcomes. All the programs are in semester modality. The students have easy access to their mentors. Regular attendance, interaction, project work, term papers, quizzes, note keeping, and mid-term examination are the criteria for overall performance evaluation of learning outcomes. The operational calendar, being aligned with the university academic calendar, is prepared and disseminated to students during their entry into the program. Moreover, the campus encourages the students to do presentations and group work to learn from colleagues and promote collaboration. The students' learning endeavors are supported by introducing non-credit courses. The campus has prioritized the use of ICT and social media in teaching. All faculties are provided laptops for PowerPoint presentations, and students are connected through Messenger and Facebook groups. All the classrooms are equipped with projectors and internet connectivity. Currently, Tikapur Multiple Campus has Undergraduate level programs in Management, Humanities and Social Sciences and Education. Likewise, it has also offered Graduate Degree programs in Education (Curriculum and Evaluation, English, Health, Nepali), Management and Humanities and Social Sciences (Development studies, Sociology, English Literature) as part of key programs offered by Far-Western University. In brief, it has been catering to qualitative education in students at different levels. The table below shows the details of the programs offered by Tikapur Multiple Campus.

Table 2.3: Academic Programs

Undergraduate'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
5	P.B.Ed	Social Sciences/Studies, Business Management, English	3
Graduate			
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

2.5 Student Enrollment of Academic Year 2081-082

Student enrollment details of Undergraduate and Graduate degree are shown below in tabular format

Table 2.4: Student Enrollment in B.Ed.

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	B.Ed.	First	13	39	37	3	0	0	12	52
2		Third	6	17	11	3	0	0	9	23
3		Fifth	2	13	8	0	0	0	7	15
4		Sixth	5	23	15	1	0	0	12	28
5		Eighth	5	61	52	0	0	0	14	66
Total			31	153	123	7	0	0	54	184

The above table presents enrollment data for the Undergraduate of Education (B.Ed.) program at Tikapur Multiple Campus, categorized by semester/year, gender, and ethnicity. A total of 184 students are enrolled across the First, Third, Fifth, Sixth, and Eighth semesters. Of these, 31 are male and 153 are female, indicating a significantly higher number of female students. In terms of ethnicity, Janjati students make up the largest group with 123 students, followed by 54 from other

communities. There are 7 Dalit students, while no students from the Madhesi or Muslim communities are currently enrolled. The highest number of students is seen in the Eighth semester with 66 students, while the Fifth semester has the lowest, with 15 students.

Table 2.5: Student Enrollment in P.B.Ed.

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	P.B.Ed.	First	39	62	56	4	0	1	40	101
Total			39	62	56	4	0	1	40	101

The table provides enrollment data for the Professional Undergraduate of Education (P.B.Ed.) program in its First semester at Tikapur Multiple Campus. A total of 101 students are enrolled, consisting of 39 males and 62 females, showing a higher female participation. In terms of ethnicity, the Janjati group comprises the majority with 56 students, followed by 40 students from other communities.

Table 2.6 : Student Enrollment in B.A.

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	BA	First	19	22	30	1	0	0	10	41
2		Third	6	12	14	0	0	0	4	18
3		Fifth	3	11	9	2	0	0	3	14
4		Sixth	5	36	34	1	0	0	6	41
5		Eighth	11	89	77	9	0	0	14	100
Total			44	170	164	13	0	0	37	214

The table 2.6 shows BA program has 214 students, with 79% females and 21% males, showing strong female participation. The majority are Janjati, followed by other communities and Dalits. Enrollment peaks in the 8th semester to 100 students and drops to the lowest in the 5th semester to 14. The data highlights ethnic diversity and gender inclusivity in higher education. The campus reflects a progressive enrollment trend favoring marginalized groups.

Table 2.7: Student Enrollment in B.B.S.

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	BBS	First	37	69	53	3	0	2	48	106
2		Third	9	34	23	2	0	0	18	43
3		Fifth	7	19	15	2	0	0	9	26
4		Sixth	9	28	26	2	0	0	9	37
5		Eighth	12	24	29	2	0	0	5	36
Total			74	174	146	11	0	2	89	248

The table 2.7 presents enrollment data for the Undergraduate of Business Studies (BBS) program distributed across various semesters. A total of 248 students are enrolled, with 74 males and 174 females, indicating a higher female participation. Ethnically, Janjati students lead with 146 enrollments, followed by 89 students from other communities, 11 Dalit students, and 2 Muslim students. The First semester has the highest number of students (106), while the Fifth semester has the lowest (26). The data reflects ethnic inclusion and a strong female presence in the BBS program.

Table 2.8: Student Enrollment in B.B.A.

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	BBA	First	7	18	11	1	0	0	13	25
2		Third	12	19	16	1	0	0	14	31
3		Fifth	5	17	7	1	0	0	14	22
4		Sixth	11	15	13	1	0	0	12	26
5		Eighth	15	23	18	1	0	0	19	38
Total			50	92	65	5	0	0	72	142

The table 2.8 shows the enrollment statistics for the Undergraduate of Business Administration (BBA) program across different semesters. A total of 142 students are enrolled, comprising 50 males and 92 females, highlighting higher female participation. Ethnically, Janjati students account for 65, followed by 72 students from other communities, and 5 Dalit students. The Eighth semester has the highest enrollment (38 students), while the Fifth semester has the lowest (22 students). The data indicates a balanced gender distribution and moderate ethnic diversity within the BBA program.

Table 2.9: Total Student Enrollment in Undergraduate degree Academic Year 2081-082

S.N.	Faculty	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	Education (B.Ed)	Sem. 1, 3, 5, 6 and 8	31	153	123	7	0	0	54	184
2	P.B.Ed.	Sem 1	39	62	56	4	0	1	40	101
3	Humanities and S.S. (B.A)	Sem. 1, 3, 5, 6 and 8	44	170	164	13	0	0	37	214
4	Management (BBS)	Sem. 1, 3, 5, 6 and 8	74	174	146	11	0	2	89	248
5	Management (BBA)	Sem. 1, 3, 5, 6 and 8	50	92	65	5	0	0	72	142
Total			238	651	554	40	0	3	292	889

The table 2.9 provides a consolidated overview of total Undergraduate-level enrollment, categorized by faculty, gender, ethnicity, and semester. A total of 889 students are enrolled across five programs: B.Ed., P.B.Ed., B.A., BBS, and BBA. Of these, 238 are male and 651 are female, highlighting a strong female majority. In terms of ethnicity, Janjati students make up the largest group with 554 students, followed by 292 from other communities, 40 Dalit students, 3 Muslim students, and no representation from the Madhesi community. Among the faculties, the Management (BBS) program has the highest enrollment with 248 students, while P.B.Ed. has the lowest with 101 students. The data reflects gender inclusiveness and ethnic diversity, with a consistent emphasis on female participation across all faculties.

Table 2.10: Student Enrollment in MBS

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	MBS	First	21	21	25	0	0	0	17	42
2		Third	15	14	14	1	1	0	13	29
Total			36	35	39	1	1	0	30	71

The table 2.10 shows the student enrollment in the MBS program for the First and Third semesters. Altogether, there are 71 students, including 36 males and 35 females. Among them, 39 belong to the Janjati community, 1 is Dalit, 1 is Madhesi, and 30 fall under the 'Others' category. The First Semester has 42 students, while the Third Semester has 29 students.

Table 2.11: Student Enrollment in M.A.

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	M.A.	First	23	23	25	0	0	0	21	46
2		Third	20	21	31	0	0	0	10	41
Total			43	44	56	0	0	0	31	87

The table 2.11 displays enrollment data for the M.A. (Master of Arts) program in the First and Third semesters. There are 87 students in total, with 43 males and 44 females. Ethnicity-wise, 56 students are from the Janjati group, and 31 belong to the 'Others' category, while no students are recorded as Dalit, Madhesi, or Muslim. The First Semester has 46 students, and the Third Semester has 41 students.

Table 2.12: Student Enrollment in M.Ed.

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	M.Ed.	First	9	16	11	1	0	0	13	25
2		Third	20	21	31	0	0	0	10	41
Total			29	37	42	1	0	0	23	66

This table shows the student enrollment in the M.Ed. program for the First and Third semesters. A total of 66 students are enrolled, including 29 males and 37 females. Out of them, 42 students are from the Janjati community, 1 is Dalit, and 23 are categorized as Others. There are no students from Madhesi or Muslim communities. The First Semester has 25 students, while the Third Semester has 41 students.

Table 2.13: Total Student Enrollment in Graduate Degree (Academic Year 2081-082)

S.N.	Faculty	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	Education	Sem. 1 and 3	29	37	42	1	0	0	23	66
2	Humanities and S.S.	Sem. 1 and 3	43	44	56	0	0	0	31	87
3	Management (MBS)	Sem. 1 and 3	36	35	39	1	1	0	30	71
Total			108	116	137	2	1	0	84	224

This table presents the Graduate level enrollment data for three faculties: Education, Humanities and Social Sciences, and Management (MBS) in Semesters first and third. A total of 224 students are enrolled, consisting of 108 male and 116 female students. Among them, 137 are from the Janjati community, 2 are Dalit, 1 is Madhesi, and 84 are categorized as Others. No students from the Muslim community are enrolled in these programs.

Table 2.14: Total Student Enrollment (Academic Year 2081-082)

S.N.	Level	Gender		Ethnicity					Total
		Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	Undergraduate	238	651	554	40	0	3	292	889
2	Graduate	108	116	137	2	1	0	84	224
Total		346	767	691	42	1	3	376	1113

This table 2.14 shows the overall student enrollment at both Undergraduate and Graduate levels. There are a total of 1,113 students, with 346 males and 767 females. By ethnicity, 691 students belong to the Janjati community, 42 are Dalit, 1 is Madhesi, 3 are Muslim, and 376 fall under the 'Others' category. The Undergraduate level has 889 students, and the Graduate level has 224 students.

2.6 Enrollment Status

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

Table 2.15: Enrollment Status

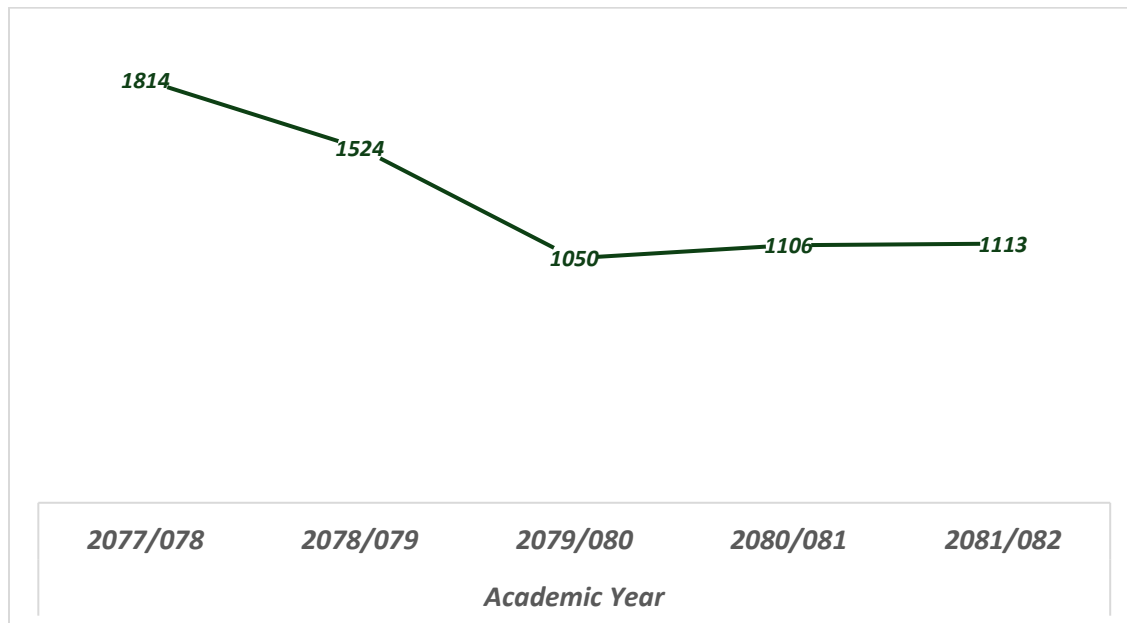
S.N.	Program	Academic Year				
		2077/078	2078/079	2079/080	2080/081	2081/082
1	B.Ed.	331	262	217	187	184
2	B.A.	517	539	342	276	214
3	BBS	686	432	227	272	248
4	BBA	78	115	121	160	142
5	P.B.Ed.					101
6	M.Ed.	42	40	33	54	66
7	M.A.	117	102	88	103	87
8	MBS/MBM	43	34	22	54	71
Total		1814	1524	1050	1106	1113

The table 2.15 illustrates the student enrollment at Tikapur Multiple Campus across different academic programs and years, spanning from 2077/078 to 2081/082. A prominent observation is the general decline in total student numbers over this period.

In the academic year 2077/078, the total enrollment stood at 1814, which then decreased to 1524 in 2078/079. The lowest point was reached in 2079/080, with only 1050 students. While there was a slight recovery to 1106 in 2080/081, the enrollment remained low at 1113 in 2081/082.

Individually, programs like B.Ed., B.A., and BBS consistently show a downward trend in student intake. For instance, B.A. dropped from 517 to 214, and BBS from 686 to 248 over the observed years.

Conversely, some programs exhibited varied patterns. BBA, for example, saw an initial increase before a slight dip. M.Ed. and MBS/MB, despite having smaller numbers, showed some growth towards the later years. Notably, for P.B.Ed. program only has enrollment for the final academic year, 2081/082, with 101 students. This comprehensive overview highlights a significant reduction in the campus's overall student population during these academic years. The graph below illustrates the table more clearly:

Figure 2.1: Student Enrollment Status

2.7 Dropout Status

Student admission and dropout detail of Undergraduate and Graduate degree is shown below in a tabular format.

Table 2.16: Admission and Dropout status of 2081/082

S.N	Program	Admission First Sem	Current Sem (2082/3/32)	Exam attend First Sem	Dropout First Sem
1	B.Ed.	52	Second	51	1
2	B.A.	41	Second	36	5
3	BBS	106	Second	90	16
4	BBA	25	Second	25	0
5	P.B.Ed	101	First	95	6
5	M.Ed.	25	First	21	4
6	M.A.	46	First	37	9
7	MBS	42	First	36	6
Total		438		391	47

The table presents the admission and dropout status of various academic programs in the first semester of the year 2081 at Tikapur Multiple Campus. A total of 438 students were admitted across

eight programs, including B.Ed., B.A., BBS, BBA, P.B.Ed., M.Ed., M.A., and MBS. Among them, 391 students appeared in the first semester examination, while 47 students dropped out, resulting in an overall dropout rate of approximately 10.73%. The BBS program had the highest number of admissions (106) and also recorded the most dropouts (16), whereas the BBA program showed full retention with no dropouts. This data highlights both the enrollment trend and student retention during the initial semester of the academic year 2081.

Table 2.17 : Student Admission and Dropout status of Graduate Degree 2079

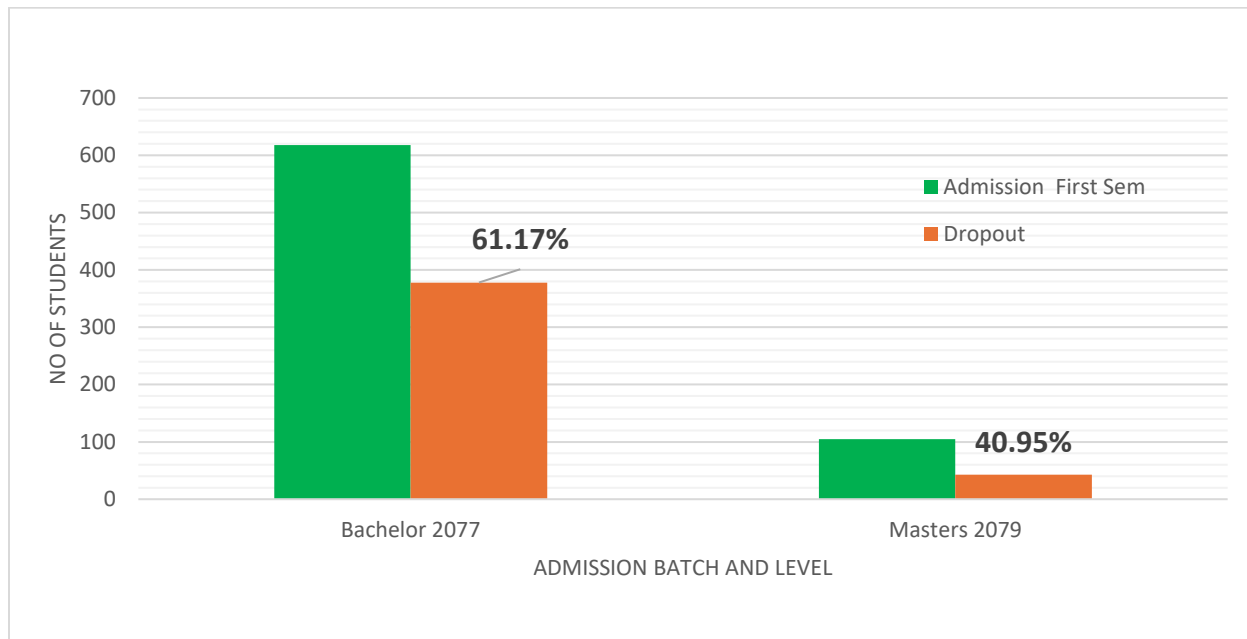
S.N	Program	Admission First Sem	Current Sem (2081/3/31)	Exam attend Fourth Sem	Dropout
1	M.Ed.	23	Fourth	15	8
2	M.A.	54	Fourth	33	21
3	MBS	28	Fourth	14	14
Total		105		62	43

The table provides information on the admission and dropout status of postgraduate programs—M.Ed., M.A., and MBS—in their fourth semester as of 2081-082. A total of 105 students were admitted in the first semester of these programs. Out of them, only 62 students attended the fourth semester examination, while 43 students dropped out, resulting in a significant overall dropout rate of approximately 40.95%. The M.A. program had the highest number of admissions (54) and the highest number of dropouts (21), whereas the MBS program showed the highest dropout percentage, with 14 out of 28 students not continuing. This data highlights serious concerns about retention in postgraduate programs over the study period.

Table 2.18: Student Admission and Dropout status of Undergraduate's Degree 2077

S.N.	Admission Batch	Program	Admission First Sem/Year	Current Sem (2081/3/31)	Eighth Sem	Dropout
1	2077	B.Ed.	151	Eighth	66	85
2		B.A.	269	Eighth	100	169
3		BBS	156	Eighth	36	120
4		BBA	42	Eighth	38	4
Total			618		240	378

The table 2.18 outlines the academic progression and dropout status of the 2077 admission batch for Undergraduate-level programs—B.Ed., B.A., BBS, and BBA—up to their eighth semester. A total of 618 students were admitted in the first semester of 2077 across these programs. By the eighth semester, only 240 students remained, with 378 having dropped out over the course of their study. The B.A. program had the highest number of admissions (269) and the highest number of dropouts (169), while the BBA program showed the best retention rate, with only 4 students dropping out of 42. This data reveals a concerning long-term dropout trend, particularly in general education programs like B.Ed., B.A., and BBS, indicating the need for improved student engagement and academic support systems.

Figure 2.2: Admission and Dropout Status

The bar chart represents the admission and dropout data for the 2077 and 2079 admission batches at the Undergraduate and Graduate level respectively. The green bars show the number of students admitted in the first semester, while the gray bars represent the number of dropouts to their final semester. The Undergraduate batch of 2077 had a dropout rate of 61.17 percent, and the Graduate batch of 2079 had a dropout rate of 40.95 percent.

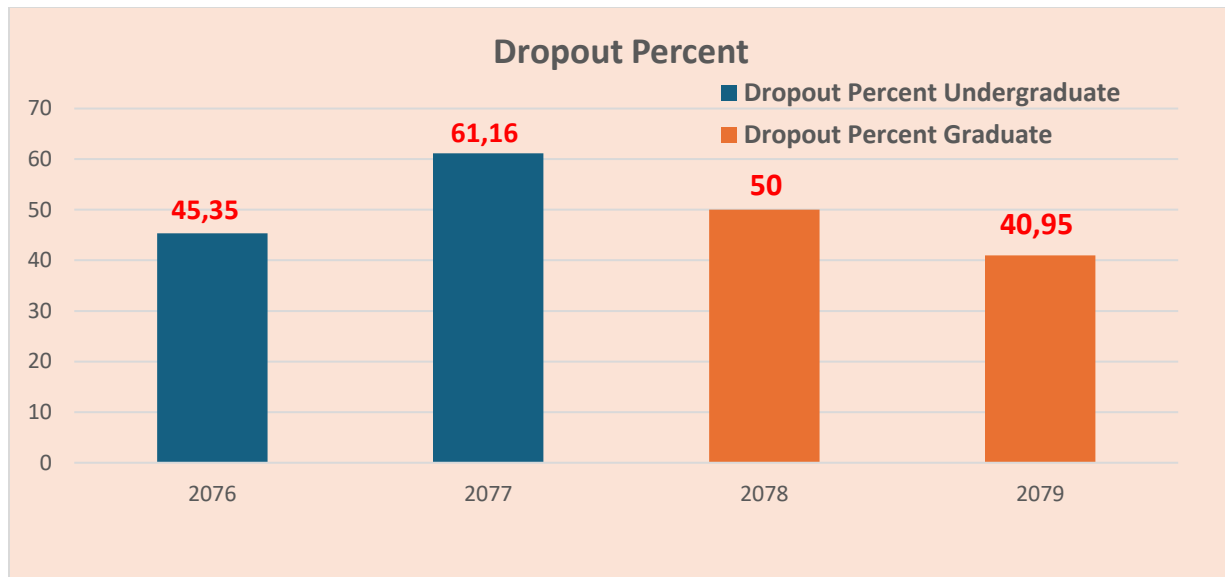
Table 2.19: Student Admission and Total Dropout Comparisons

S.N.	Level	Batch	Admission First Sem	Total Dropout	Dropout Percent
1	Undergraduate	2076	430	195	45.35
2		2077	618	378	61.16
3	Graduate	2078	120	60	50.00
4		2079	105	43	40.95

The above presents a comparison of student admissions and total dropouts across different academic levels and batches at Tikapur Multiple Campus. In the Undergraduate level, the 2076 batch had 430 students admitted in the first semester, with 195 students dropping out, resulting in a dropout rate of 45.35%. The situation worsened for the 2077 batch, where 618 students were admitted but 378 dropped out, reflecting a significantly higher dropout rate of 61.16%. At the Graduate level, the 2078

batch saw 120 admissions with 60 dropouts, indicating a 50% dropout rate. Similarly, the 2079 batch recorded 105 admissions and 43 dropouts, equating to a 40.95% dropout rate. The data highlights a concerning trend of high dropout rates across both Undergraduate and Graduate levels, with the highest dropout occurring in the Undergraduate 2077 batch. The graph below presents a comparative analysis of dropout rates for two distinct years.

Figure 2.3: Comparisons of Dropout Rates



2.8 Scholarship from UGC

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

Table 2.20: Scholarship status from UGC For the First Semester

S.N	Level	Faculty	Scholarship Type					Total
			Poor	Disable	Mukta Kamlari	Dalit	Sahid Dwandapidit	
1	Undergraduate	Management	50	0	1	1	0	52
2		Education	24	1	1	2	0	28
3		Humanities	12	0	0	0	0	12
4	Graduate	Management	0	1	0	0	0	1
Total			86	2	2	3	0	93

The table shows the status of student scholarships granted by UGC Nepal for Academic year 2081-082 across different levels and faculties, categorized by scholarship type. For Undergraduate programs, Management students received 52 scholarships, Education students received 28 scholarships, and Humanities students received 12 scholarships. For Graduate Programs, Management received 1 scholarship. In total, 93 students were awarded scholarship, with the majority being for students classified as Poor.

2.9 Scholarship from TMC

Tikapur Multiple Campus provides 25 percent of scholarships in the number of students for First semester of Undergraduate and Graduate level programs. This initiative aims to support students from underrepresented and disadvantaged groups, including the Jeheendaar, Women, Aadibasi/janjati, Backward, Garib, Dalit, Asahaye/Tuhura, Madhesi families. The following table provides an overview of scholarships granted by TMC from various faculties and levels, categorized by scholarship type.

Table 2.21: Scholarship status from TMC For the First Semester

S.N.	Level	Faculty	Scholarship Type									Total
			Jehendaar	Women	Aadibasi/janjati	Backward	Garib	Dalit	Asahaye/Tuhura	National Player	Sahid Dwandapidit	
1	Undergraduate	BBA	2	2	2	1	2	1	0	1	0	11
2		BBS	7	7	10	2	11	1	2	0	0	40
		B.Ed.	3	2	4	1	3	1	1	0	0	15
3		B.A.	3	3	1	0	3	0	0	0	0	10
4	Graduate	MBS	3	3	4	1	5	0	0	0	0	16
5		M.Ed.	1	3	3	1	2	1	0	0	0	11
6		M.A.	3	2	0	1	3	0	0	1	0	10
Total			22	22	24	7	29	4	3	2	0	113

The table 2.21 presents the distribution of various scholarships for academic year 2081-082 among different faculties (Undergraduate's and Graduate). It lists the number of students in each faculty receiving scholarships under categories like Jehendaar, Women, Aadibasi/janjati, Backward, Garib, Dalit, Asahaye/Tuhura, Madhesi, and Sahid Dwandapidit, summing up to a total of 113 scholarships.

Table 2.22: Academic Level and Year-wise Scholarship Summary

S.N	Level	TMC		UGC	
		2080-081	2081-082	2080-081	2081-082
1	Undergraduate	53	76	53	92
2	Graduate	36	37	5	1
Total		89	113	58	93

Table 2.22 presents a year-wise summary of scholarships awarded in the first semester across academic levels and funding sources. It compares the number of scholarships provided by Tikapur Multiple Campus (TMC) and the University Grants Commission (UGC) during the academic years 2080–081 and 2081–082. At the undergraduate level, TMC awarded 53 and 76 scholarships, while UGC awarded 53 and 92 in the respective years. At the graduate level, TMC provided 36 and 37 scholarships, whereas UGC awarded only 5 and 1.

CHAPTER III: RESULT ANALYSIS

3.1 Result Status Academic Year 2081-082

Result analysis of academic year 2081-082 comprises the result published by the Office of the Examination controller, Far-Western University in this fiscal year from shrawan 1st 2081 to Ashar 32th 2082 of both graduate and undergraduate students of Tikapur Multiple Campus. The detail information of the result status has been shown in the following tables:

Table 3.1: Result Status of BBS

S.N.	Semester/Year	Total	Pass	Pass Percent
1	Second	32	2	6.25
2	Fifth	40	10	25.00
3	Fourth Year	93	65	69.89
4	First	53	6	11.32
5	Fourth	38	9	23.68
6	Sixth	38	19	50.00
7	Third	30	2	6.67
8	Second (2082)	43	7	16.28
9	Fifth (2082)	37	14	37.84
10	Fourth (2082)	26	8	30.77
11	Seventh	36	31	86.11
Total		466	173	37.12%

The table 3.1 presents the pass rates of students across various semesters and years, showing significant variation in performance. The highest pass rate is in the Seventh Semester (86.11%), while the lowest is in the Second Semester (6.25%). Overall, out of 466 students, only 173 passed, resulting in a total pass percentage of 37.12 percentage.

Table 3.2: Result Status of BBA

S.N.	Semester	Total	Pass	Pass Percent
1	Seventh	33	33	100.00
2	Fifth	38	26	68.42
3	First	34	17	50.00
4	Fourth	25	7	28.00
5	Eighth	33	30	90.91
6	Sixth	38	17	44.74
7	Third	23	7	30.43
8	Second	31	20	64.52
9	Fifth (2082)	26	18	69.23
10	Fourth (2082)	22	11	50.00
11	Seventh (2082)	37	35	94.59
Total		340	221	65.00%

The table 3.2 shows the academic performance of students across different semesters, with a total of 340 students, of which 221 passed. The highest pass rate is in the Seventh Semester with a perfect 100%, while the lowest is in the Fourth Semester (28%). The overall pass percentage stands at 65%, indicating a moderate success rate.

Table 3.3: Result Status of BA

S.N.	Semester	Total	Pass	Pass Percent
1	Fifth	109	14	12.84
2	Second	20	6	30.00
3	First	23	7	30.43
4	Eighth	73	52	71.23
5	Fourth	46	10	21.74
6	Sixth	103	47	45.63
7	Third	14	2	14.29
8	Second (2082)	18	12	66.67
9	Fifth (2082)	41	3	7.32
10	Fourth (2082)	13	3	23.08
11	Seventh	100	72	72
Total		560	228	40.71%

The table 3.3 highlights student pass rates across various semesters of BA faculty, with a total of 560 students and 228 passes, resulting in a 40.71% overall pass rate. The highest performance is seen in the Seventh Semester (72%), while the lowest is in Fifth (2082) with only 7.32% pass. Overall, the data reflects generally low academic success across most semesters.

Table 3.4: Result Status of B.Ed.

S.N.	Semester	Total	Total Pass	Percent
1	Fifth	71	7	9.86
2	Second	19	10	52.63
3	First	26	8	30.77
4	Eighth	38	27	71.05
5	Fourth	29	4	13.79
6	Sixth	68	30	44.12
7	Third	16	9	56.25
8	Second (2082)	23	7	30.43
9	Fifth (2082)	28	18	64.29
10	Fourth (2082)	15	13	86.67
Total		333	133	39.94%

The table 3.4 summarizes pass rates across semesters, with 333 students in total and 133 passing, resulting in an overall pass percentage of 39.94%. The highest pass rate is in Fourth (2082) with 86.67%, while the lowest is in the Fifth Semester (9.86%). Performance varies widely, indicating inconsistent academic achievement across semesters.

Table 3.5: Result Status of MBS

S.N.	Semester	Total	Pass	Pass Percent
1	Second	15	11	73.33
2	First	35	10	28.57
3	Third	14	10	71.43
4	Fourth	14	13	92.86
5	Second (2082)	29	18	62.07
Total		107	62	57.94%

The table 3.5 presents the result status of regular MBS students for the year 2081, with a total of 107 students and 62 passing, giving an overall pass percentage of 57.94%. The highest performance is seen in the Fourth Semester with a 92.86% pass rate, while the lowest is in the First Semester at 28.57%. This indicates strong performance in later semesters compared to the earlier ones.

Table 3.6: Result Status of MA

S.N.	Subject	Semester	Total	Pass	Pass Percent
1	Sociology	First	24	10	41.67
		Third	26	16	61.54
		Fourth	22	20	90.91
		Second	17	12	70.59
2	MDS	First	18	10	55.56
		Third	7	5	71.43
		Fourth	7	7	100.00
		Second	14	8	57.14
3	English	First	16	5	31.25
		Second	11	5	45.45
Total			162	98	60.49%

The table 3.6 shows the result status of regular MA students in 2081 across three subjects—Sociology, MDS, and English—with a total of 162 students and 98 passes, resulting in an overall pass rate of 60.49%. Sociology Fourth Semester and MDS Fourth Semester show excellent performance with pass rates of 90.91% and 100% respectively. In contrast, English First Semester has the lowest pass rate at 31.25%.

Table 3.7: Result Status of M.Ed

S.N.	Semester	Total	Pass	Pass Percent
1	First	32	15	46.88
2	Third	16	7	43.75
3	Fourth	15	13	86.67
4	Second	27	11	40.74
Total		90	46	51.11%

The table 3.7 displays the result status of regular M.Ed. students in the year 2081, with a total of 90 students and 46 passing, resulting in an overall pass percentage of 51.11%. The highest performance is in the Fourth Semester with 86.67% pass rate, while the lowest is in the Second Semester at 40.74%. The results show better outcomes in the final semester compared to the earlier ones.

Table 3.8: Result Status of Undergraduate Summary

S.N.	Faculty	Total	Pass	Pass Percent
1	Management (BBS)	466	173	37.12%
2	Management (BBA)	340	221	65%
3	Education (B.Ed)	333	133	39.04%
4	Humanities and S.S.(BA)	560	228	40.71%
Total		1699	755	44.44%

The above table summarizes the result status of regular Undergraduate-level students in 2081, with a total of 1,699 students and 755 passing, giving an overall pass percentage of 44.44%. Among the faculties, BBA shows the highest pass rate at 65%, while BBS has the lowest at 37.12%. The data indicates comparatively better performance in professional programs like BBA.

Table 3.9: Result Status of Graduate Summary

S.N.	Faculty	Total	Pass	Pass Percent
1	Management (MBS)	107	62	57.94%
2	Education (M.Ed.)	90	46	51.11%
3	Humanities and S.S.(M.A.)	162	98	60.49%
Total		359	206	57.38%

The above table shows the result status of Graduate-level regular students in 2081, with a total of 359 students and 206 passing, resulting in an overall pass percentage of 57.38%. M.A. has the highest pass rate at 60.49%, followed closely by MBS at 57.94%, while M.Ed. has the lowest at 51.11%. Overall, Graduate students have shown moderate academic performance.

Table 3.10: Overall Result Status

S.N.	Level	Total	Pass	Pass Percent
1	Undergraduate	1699	755	44.44%
2	Graduate	359	206	57.38%
Total		2058	961	46.70%

The table 3.10 presents the overall result status of regular students in the year 2081-082, with a total of 2,058 students, out of which 961 passed, resulting in a pass percentage of 46.70%. Graduate level students performed better with a 57.38% pass rate compared to 44.44% at the Undergraduate level. This indicates relatively stronger academic outcomes at the graduate level.

3.2 Progress of the Result

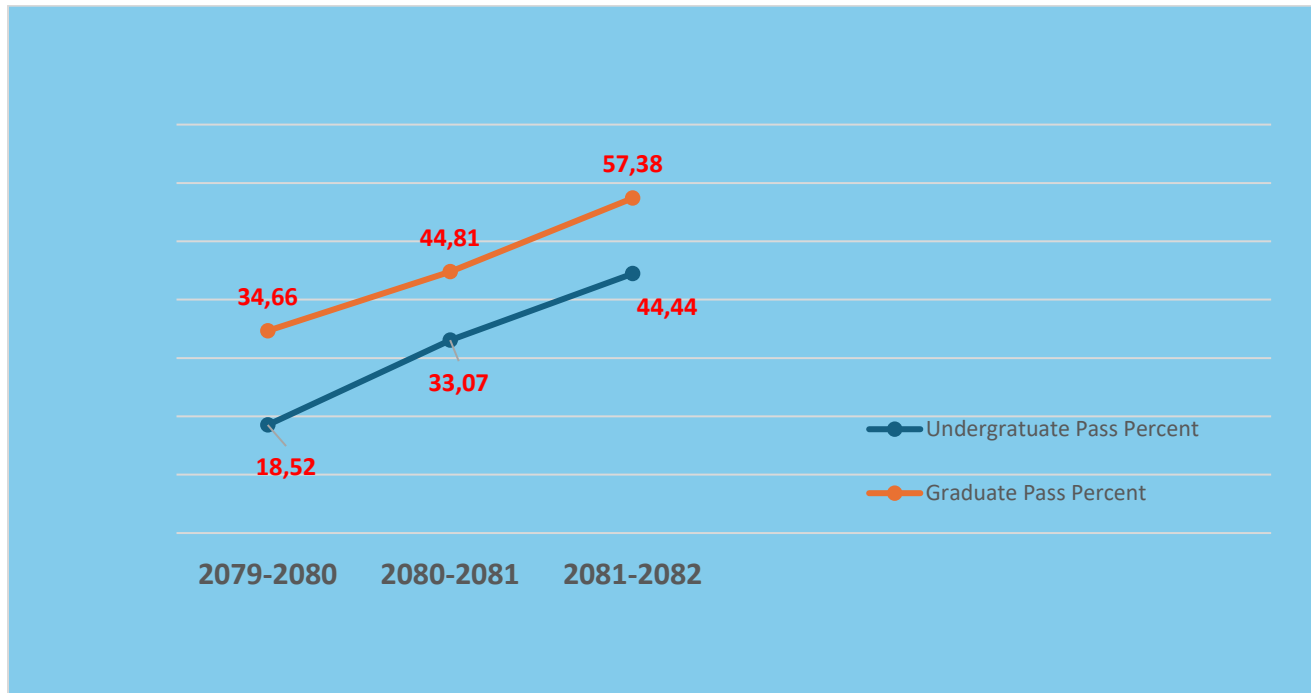
In this section student pass rates for Undergraduate and Graduate levels across three academic years, 2079-2080, 2080-2081 and 2081-2082 is shown. The following table provides data on student pass rates for Undergraduate and Graduate levels across three academic years, 2079-2080, 2080-2081 and 2081-2082.

Table 3.11:Result Status from year 2079-080 to 2081-082

S.N.	Academic Year	Level	Total Student	Pass	Pass Percent
1	2079-2080	Undergraduate	799	148	18.52
2	2080-2081	Undergraduate	1125	372	33.07
3	2081-2082	Undergraduate	1699	755	44.44
4	2079-2080	Graduate	75	26	34.66
5	2080-2081	Graduate	270	121	44.81
6	2081-2082	Graduate	359	206	57.38

The result status from the academic year 2079–2080 to 2081–2082 shows a consistent improvement in pass percentages at both the Undergraduate's and Graduate levels at the institution. For Undergraduate's programs, the pass rate increased steadily from 18.52% in 2079–2080 (with 148 out of 799 students passing) to 33.07% in 2080–2081, and further to 44.44% in 2081–2082, where 755 out of 1699 students passed. Similarly, at the Graduate level, the pass percentage rose from 34.66% in 2079–2080 to 44.81% in 2080–2081 and reached 57.38% in 2081–2082. This upward trend in academic performance indicates significant progress in student achievement over the three-year period.

The graph below presents a comparative analysis of Pass rates for three distinct years.

Figure 3.1: Analysis of Result Progress

3.3 Summary of the Result

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

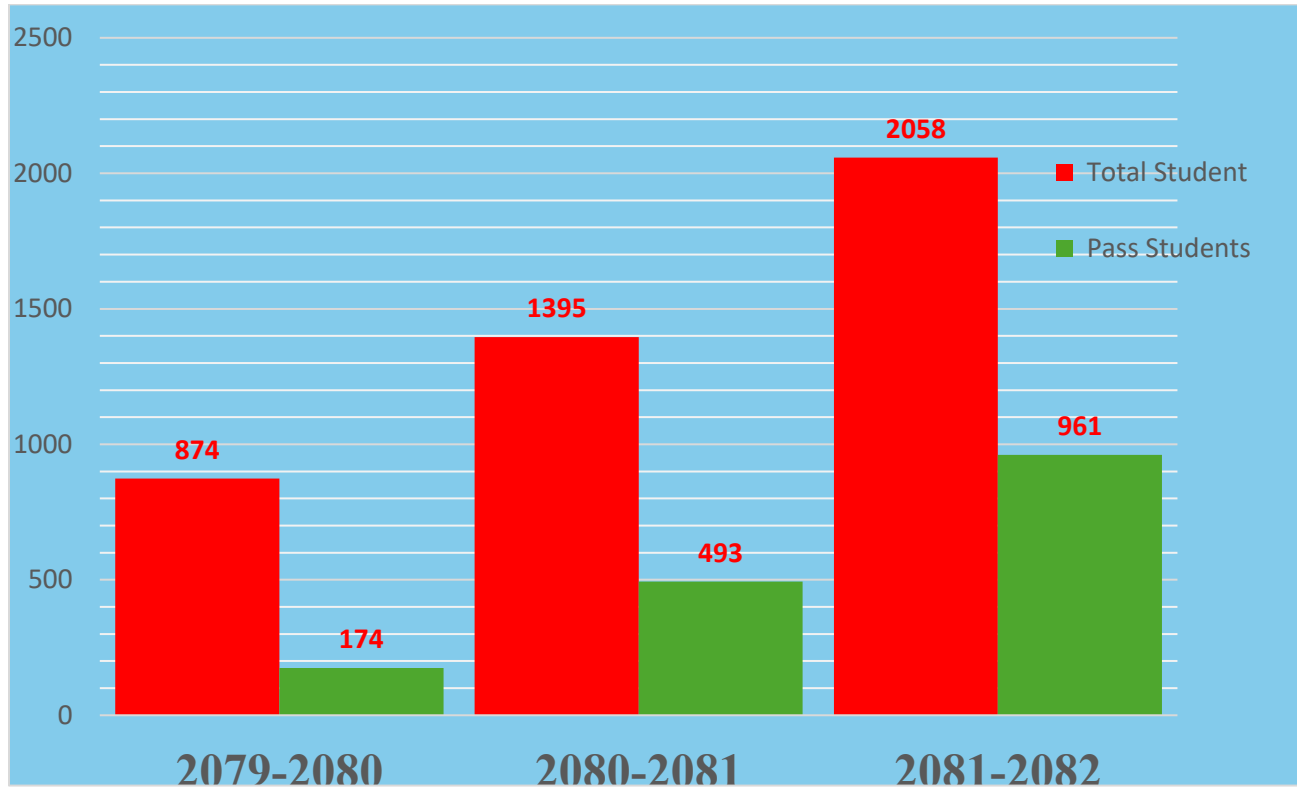
Table 3.12:Result Progress

S.N.	Academic Year	Total Student	Pass Students	Percent
1	2079-2080	874	174	19.91
2	2080-2081	1395	493	35.34
3	2081-2082	2058	961	46.70

The result progress over the three years from 2079–2080 to 2081–2082 demonstrates a notable improvement in student performance. In the year 2079–2080, out of 874 students, only 174 passed, resulting in a pass percentage of 19.91%. This figure increased significantly in 2080–2081, with 493 out of 1395 students passing, raising the pass rate to 35.34%. The upward trend continued in 2081–2082, where 961 out of 2058 students passed, achieving a pass percentage of 46.70%. This consistent growth reflects positive academic progress and suggests improvements in teaching, learning, and student support mechanisms.

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

Figure 3.2: Total Result Progress



3.4 Student Passed Out Status

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

Table 3.13: Student Passed Out Status of year 2081-082

Level	Faculty	Passed Out		
		Male	Female	Total
Undergraduate	BBS	21	48	69
	BA	5	21	26
	B.Ed.	5	15	20
	BBA	10	15	25
Graduate	MBM	4	1	5
	MA	2	9	11
	M.Ed.	4	6	10
Total		51	115	166

Table 3.13 presents the student passes of the academic year 2081–082 at different academic levels and faculties from FWU TMC. A total of 166 students graduated, comprising 51 males and 115 females. At the undergraduate level, the Bachelor of Business Studies (BBS) program had the highest number of graduates with 69 students (21 males and 48 females), followed by BA with 26 graduates, B.Ed. with 20, and BBA with 25. At the graduate level, the Master of Arts (MA) program saw 11 graduates, followed by M.Ed. with 10 and MBM with 5 graduates. Overall, the data reflects a higher number of female graduates compared to male graduates across both undergraduate and graduate programs.

Table 3.14: Passed Out Progress

Level	Faculty	2021 A.D.	2022 A.D.	2023 A.D.
Undergraduate	BBS	31	47	51
	BBA	-	-	17
	B.A.	15	20	9
	B.Ed.	12	10	6
Graduate	MBM / MBS	7	18	20
	M.A.	8	7	19
	M.Ed.	10	6	38
Total		83	108	160

Source:- Trace Study Survey 2023

Table 3.14 presents the passed-out status of graduates over the three years from 2021 to 2023 A.D., categorized by academic level and faculty. At the undergraduate level, the BBS program shows a steady increase in graduates from 31 in 2021 to 51 in 2023, while BBA reported its first graduates (17) in 2023. The number of B.A. graduates fluctuated, with a peak of 20 in 2022 and a drop to 9 in 2023. Similarly, B.Ed. graduates decreased consistently from 12 in 2021 to 6 in 2023. At the graduate level, MBM/MBS and M.Ed. programs showed a significant rise in graduates, especially M.Ed., which rose from 10 in 2021 to 38 in 2023. In contrast, M.A. graduates remained relatively stable. Overall, the total number of graduates increased each year, reaching 160 in 2023, indicating a positive growth trend in academic performance.

CHAPTER IV: CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

Tikapur Multiple Campus has made notable strides in the fiscal year 2081–2082, as reflected in its EMIS report. The institution continues to champion gender inclusivity, with female student enrollment surpassing that of males across most programs. Academic performance has improved significantly, with pass rates rising from 35.34% to 46.70% compared to the previous year. The campus has effectively leveraged scholarship programs to support marginalized communities, ensuring greater educational equity. Advancements in digitalization—such as the integration of e-learning platforms and digital record-keeping—have enriched the academic environment. Despite these gains, student retention remains a key challenge, particularly in Undergraduate’s programs. Infrastructure upgrades have enhanced physical learning spaces and educational resources. The Research Management Committee has initiated positive developments in academic research, though greater faculty and student participation is needed. Community engagement activities have strengthened collaboration with local stakeholders. While enrollment trends show variability, strategic marketing initiatives can help stabilize and grow student numbers. Faculty development programs must be scaled up to enhance pedagogical quality. Emphasizing data-driven decision-making is crucial for addressing existing performance gaps. With a clear commitment to quality education and inclusive growth, TMC is on the path to becoming a more dynamic and resilient institution. Continued collaboration among all stakeholders will be vital to sustain and accelerate this progress in the years ahead.

4.2 Recommendations

To build on the progress made and address the identified challenges, the following recommendations are proposed:

- Implement targeted academic support programs such as mentoring and counseling to reduce dropout rates, particularly in the early semesters. Conduct regular feedback sessions with students to understand and resolve their academic and non-academic issues effectively.
- Encourage faculty members to adopt innovative and interactive teaching methodologies, including blended learning approaches, to increase student engagement and academic performance. Provide continuous professional development opportunities to keep teachers updated with the latest teaching trends and technologies.

- Utilize EMIS data more effectively to monitor student progress, identify students at risk, and apply timely academic interventions. Institutional policies should be regularly reviewed and updated based on data-driven insights to support continuous academic and administrative improvement.
- Increase funding and institutional support for student and faculty research to build a stronger academic research culture. Foster partnerships with national and international organizations to promote collaborative research and knowledge-sharing opportunities.
- Establish a robust monitoring and evaluation system to assess the implementation and impact of these recommendations. Ensure regular publication of progress reports to maintain institutional transparency, accountability, and strategic alignment with campus goals.

The proposed recommendations aim to enhance academic excellence, promote inclusivity, and strengthen community engagement, ensuring that Tikapur Multiple Campus continues to play a vital role in advancing quality education.
