

Academic Audit Report - 2081/082

Tikapur Multiple Campus

QAA Certified (Re-accredited) Institution by UGC Nepal

Submitted to

Internal Quality Assurance Committee (IQAC)

Tikapur Multiple Campus, Kailali, Nepal

A Constituent Campus of Far Western University, Nepal

Submitted by

Prof. Dipak Raj Joshi, PhD

Date of Submission

Asad 20, 2082 (July 4, 2025)

Declaration

It is hereby declared that the Academic Audit Report of Tikapur Multiple Campus, prepared by external peer, is the original work prepared for the submission to Internal Quality Assurance Committee (IQAC), Tikapur Multiple Campus, FWU constituent QAA certified institution. It has not been used for any other purpose to anywhere. It has been prepared after the approval of my proposal by IQAC. I used various sort of campus data and responses made by individual respondent. I take responsibility and accountability for every interpretation and analysis made in the report.

Dipak Raj Joshi, PhD

External Peer for Academic Audit, TMC

Professor, Ghodaghodi Multiple Campus

2025 July

Acknowledgements

Preparing Academic Audit Report of an HEI for an external peer would not have been possible without the support of the authority, departments, units, committees, faculty, staff, and students of the institution. First of all, I would like to acknowledge gracious support of the Campus Chief Dhavindra Rawal and the entire team of IQAC that they provided me this valuable opportunity to conduct academic audit of a prestigious institution like TMC. They not only accepted my proposal for conducting this study but also provided necessary documents and idea with much kindness. It would have been impossible to complete the report in this form without the much-needed guidance and support from Min Bahadur Shahi, Associate Professor of TMC, SAT Chairperson and IQAC Member Secretary. His invaluable guidance on conceptual clarity about academic audit worked as guiding principle during the course of the study. He also provided me with academic audit format, campus publications, and valuable ideas to begin the work with. I express my sincere gratitude to Dr. Jnanu Raj Paudel, RMC Chairperson of TMC who was encouraging and ready to help. He provided me with data related to research and academic activities TMC faculty are involved in. He also prepared the data related to RMC activities which proved highly useful for my study.

I am extremely grateful to Associate Professor and Assistant Campus Chief Atma Ram Adhikari who was ready to support all the time. He kindly helped arranging discussion with students and faculty for FGD. He satisfied my queries related to the campus, its governance, and campus-university relationship. I acknowledge the support of library in-charge Bhanubhakta Bhandari, examination in-charge Dhruva Bahadur Rawal, store keeper Radha Upadhyaya, and EMIS coordinator Chitra Raj Upadhyaya. They provided information related to their responsibility with readiness.

It is greatness of the students representing FSU, youth Red Cross, monitor's circle, and quality circle that they enthusiastically took part in the discussion and provided their responses on various aspects of the campus. Campus faculty and staff including various committee members and professor's union representatives also supported during the study period. They expressed their views related to various aspects of campus. Without the help of all of them it would have been impossible to write this report in this form. I am thankful to all of them.

Finally, I would like to express my gratitude to IQAC members, administrative unit office bearers, MC, QC, FSU, faculty, and students who were present during the final presentation of the report in TMC hall. With their constructive comments and insightful feedback I got further improvement opportunity in the report. I am thankful to Dr. Keshar Bahadur Kunwar, Min Bahadur Shahi, Prem Prasad Bhandari, Dr. Jnanu Raj Paudel, Khem Raj Subedi, Campus Chief Dhavindra Rawal along with others present in the program, for contributions they made in the reformation of the report.

Dipak Raj Joshi, PhD

Professor, Ghodaghodi Multiple Campus, Kailali

External Peer for the preparation of Academic Audit Report

Tikapur Multiple Campus (FWU, Nepal)

Table of Contents

<i>Declaration</i>	<i>ii</i>
<i>Acknowledgements</i>	<i>iii</i>
<i>Table of Contents</i>	<i>v</i>
<i>List of Tables</i>	<i>viii</i>
<i>List of Figures</i>	<i>ix</i>
<i>List of Abbreviations</i>	<i>x</i>
Chapter One: Introduction	1-5
1.1 Institution	1
1.2 Academic Audit	1
1.3 Academic Audit Framework	2
1.4 Purpose of Academic Audit	2
1.5 Objectives of Academic Audit	3
1.6 Methodology	3
1.6.1 Document analysis	4
1.6.2 FGD	4
1.6.3 Key informant interview	4
1.6.4 Narrative analysis	4
1.6.5 Observation	5
1.7 Delimitation	5
Chapter Two: Presentation/ Discussion/ Analysis	6-37
2.1 Governance and Leadership	6
2.2 Organization Structure	7
2.2.1 Administration committee	8
2.2.2 Purchasing and planning committee	8
2.2.3 IQAC	8
2.2.4 Subject committee	9
2.2.5 Internal examination committee	9
2.2.6 Scholarship management committee	9

2.2.7 Self assessment committee	10
2.2.8 Research management committee	10
2.2.9 Public information publication committee	10
2.2.10 EMIS	10
2.2.11 Library management committee	10
2.2.12 Laboratory management committee	10
2.2.13 Teaching practice committee	11
2,2,14 Purchasing evaluation committee	11
2.2.15 ECA and public information centre	11
2.2.16 Feedback collection and counseling committee	11
2.2.17 Primary health care management committee	11
2.2.18 Article collection centre	13
2.2.19 Entrepreneurship and lifelong learning centre	13
2.3 Curriculum Management	13
2.4 Programs	14
2.5 Services	15
2.5.1 Administration	16
2.5.2 Account	16
2.5.3 Library	16
2.5.4 Examination unit	17
2.5.5 Store	17
2.5.6 EMIS	18
2.6 Human Resource: Faculty	18
2.6.1 MPhil/ PhD	19
2.7 Human Resource: Staff	20
2.8 Enrollment	21
2.8.1 Comparison of enrollment in the last four years	22
2.9 Student Dropout	23
2.10 Result	23
2.10.1 Comparison between 2079-080 and 2080-081 results	25
2.10.2 Number of graduates in 2023	26

2.10.3 Graduates' status of employability in the last four years	26
2.11 Student Welfare	27
2.11.1 Student governing committees and welfare activities	27
2.12 Physical Infrastructure	28
2.12.1 Land and premises	28
2.12.2 Buildings	28
2.12.3 Educational aids, equipments, furniture	29
2.13 Financial Observation	30
2.13.1 Financial audit observation 2079-080	30
2.13.2 Approved budget for 2081-082	30
2.14 Scholarship	32
2.15 Research	32
2.15.1 Faculty profile of TMC	34
2.15.2 RMC activities	35
2.16 Fee Structure	36
2.17 Comparing the Data with Previous Academic Audit Report	37
Chapter Three: Findings	38-41
3.1 SWOT Observation Based on Findings	38
3.1.1 Strengths	38
3.1.2 Weaknesses	39
3.1.3 Opportunities	40
3.1.4 Threats	41
Chapter Four: Conclusion and Recommendations	42-45
4.1 Conclusion	42
4.2 Recommendations	44
References	45

List of Tables

Table 1: TMC programs	14
Table 2: Description of TMC faculty	19
Table 3: Further study status of TMC faculty	20
Table 4: Description of TMC staff	21
Table 5: Enrollment in campus programs 2080-081	21
Table 6: Comparison of enrollment in last four years	22
Table 7: Result status of 2080-081	24
Table 8: Comparison between 2079-080 and 2080-081 results	25
Table 9: Graduate description 2023	26
Table 10: Comparing graduate data of the last four years	26
Table 11: Description of building blocks	28
Table 12: Educational aids, equipments, furniture	29
Table 13: Income status of TMC in 2080-081	30
Table 14: Approved budget for 2081-082	30
Table 15: Number of students receiving scholarship	32
Table 16: Faculty profile of TMC by research and further study	34
Table 17: RMC activities	36
Table 18: Fee structure	36

List of Figures

Figure 1: Conceptual framework: Components of Academic Audit	3
Figure 2: Organizational structure	12

List of Abbreviations

AM	Antemeridian
BA	Bachelor's of Art
BBA	Bachelor's of Business Administration
BBS	Bachelor's of Business Studies
BEd	Bachelor's of Education
BS	Bikram Sambat
CCTV	Closed Circuit Television
ECA	Extra Curricular Activities
EMIS	Educational Management Information System
FGD	Focused Group Discussion
FSU	Free Student Union
FWU	Far Western University
Grad.	Graduate
GRM	Grievance Redress Mechanism
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HR	Human Resource
IQAC	Internal Quality Assurance Committee
LED	Light Emitting Diode
MA	Master's of Art
MBS	Master's of Business Studies
MC	Monitor's circle
MEd	Master's of Education
MOU	Memoranda of Understanding
NEHEP	Nurturing Excellence in Higher Education Project
NOU	Nepal Open University
PM	Post Meridian
QAA	Quality Assurance Accreditation
QC	Quality Circle
RAM	Random Access Memory

RMC	Research Management Committee
SAT	Self Assessment Team
SHEP	Second Higher Education Project
SOPG	Standard Operational Policies and Guidelines
SSR	Self Study Report
TDC	Tikapur Development Committee
TMC	Tikapur Multiple Campus
TU	Tribhuvan University
UGC	University Grants Commission
VMGO	Vision, Mission, Goals, Objectives

Chapter One

Introduction

Institution

Tikapur Multiple Campus (TMC) was established in 2058 BS (2001) from the initiative of Tikapur Development Committee (TDC) with 80 bigha of land and 41 41-roomed three-storied modern building equipped with comfortable furniture. TDC provided the campus with 300 bigha more of land, 4 years later, in 2062 BS for its sustainability and extension possibilities in the future. TDC also assisted the campus in the initial phase with all the economic support, including the expenses on human resources (EMIS Report 2080-081, p. 1). This shows the strong dedication of the political, social, educational activists, intellectuals, and all the public residing in and around Tikapur, for the establishment of a lively higher education institution. The Indian Embassy supported the campus with another two-storied 16-roomed building and the ground floor of the administration building. UGC also supported the completion of the first floor of the administration building. TMC has other infrastructures like canteen, cycle stand, motorcycle stand, playground/ stadium, Science lab, seminar hall, generator and the like.

TMC is a special institution for its transformation from a full-fledged community campus affiliated to Tribhuvan University (TU) to a constituent campus of Far Western University (FWU) in 2075 BS (2018). The first Quality Assurance Accreditation (QAA) of the institution by University Grants Commission (UGC) Nepal was granted in 2070 BS in its community campus status, while the second time QAA status was achieved in 2076 BS after its ascendancy to constituent campus status. The campus has submitted its Self-Study Report (SSR) to UGC for the renewal of QAA for the third cycle (TMC Saugat, 2081). This shows that the campus has maintained its prestige over time.

Academic Audit

There is growing demand for and concern about quality education, with a standard curriculum and a globally acceptable system of education. Academic audit is a critical component of quality assurance and accreditation (QAA) in higher education institutions in Nepal. The QAA division of UGC Nepal has envisioned certain benchmarks for ascertaining quality at different levels of higher education. Continued sustenance focusing on needs and demands, updating curriculum, designing

new programs, providing better educational services, maintaining high quality, systemic development of IQAC, and conducting external quality assurance checks have been the pivotal areas of concern in higher education. It involves a systematic and objective evaluation of an institution's academic programs and processes to ensure standards and contribute to learning outcomes. This process helps institutions identify areas for improvement, enhance teaching and learning, and ultimately improve the quality of higher education.

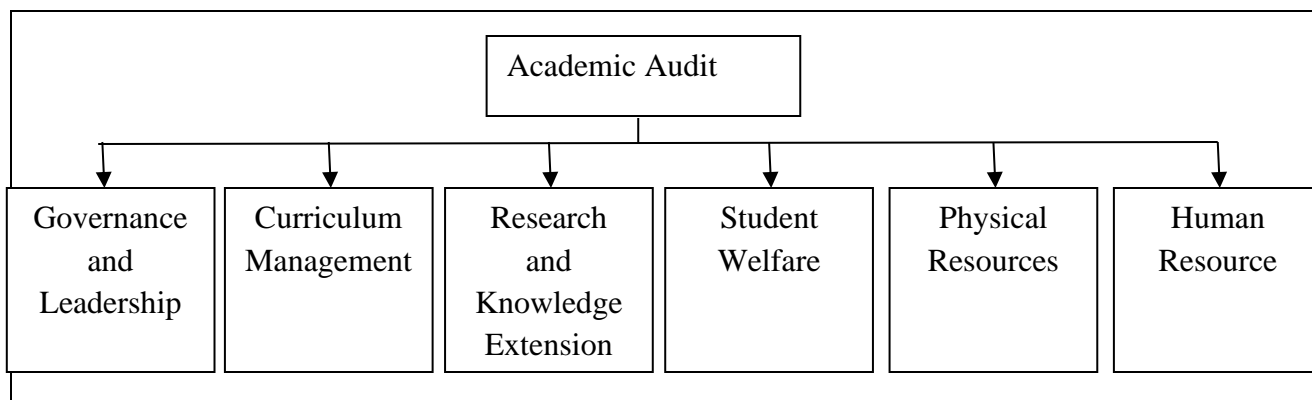
Generally, we are reluctant to expose our weaknesses. However, the institutions that strive for excellence always seek to contribute more to the growth and development of the system. Accreditation and reaccreditation show the continuous improvements of the institution. The QAA division expects institutions to undertake continuous academic and administrative audit by external peers or institutions after each assessment and accreditation. This independent evaluation reveals what more needs to be done.

Academic Audit Framework

HEIs around the world strive for learning outcomes and competencies in higher education. Learning outcomes, competencies, and quality are terms interchangeable in higher education. The rise of national qualification recognition conventions has made learning outcomes famous. Learning outcomes are about acquiring knowledge (cognition), or about performing a routine (behavior), or of developing a desire (affective). Competencies accommodate all three, sharpening skills sector, resulting in performance at the expected level. Competency is the ability of a learner to perform a task; to function in a role effectively, efficiently, safely, ethically, and responsibly at an expected level of standard. It requires the relevant knowledge in a practical way, sensitivity and thoughtfulness to carry out the task. Graduates are to be developed into competent employees/ entrepreneurs. UGC benchmarks set for the preparation of SSR are directed to fulfill the spirit. This study has followed the frame.

Figure 1

Conceptual Framework: Components of Academic Audit



Purpose of Academic Audit

- To evaluate the performance of the institution, and to identify the issues to be addressed
- To ascertain whether the institution is functioning efficiently with proven records
- To identify the areas of academic, administrative, examination, and library service reforms.
- To evaluate the optimum utilization of infrastructural and other resources; issues concerning leadership, organization, functional autonomy, and financial management
- To assess the strengths and weaknesses, and to recommend the areas of improvement

Objectives of Academic Audit

- To analyze the existing situation and functioning of different units, departments, and committees
- To find out areas of strength, weakness, opportunities, and threats for the institution
- To recommend remedial actions for further progress

Methodology

The methodological part plays a significant role in any study. The authenticity and trustworthiness of any research are determined by the process it went through and the overall methods followed during the process. Primary and secondary sources of data/ information have been utilized to meet the objectives of the study. Document analysis, focused group discussion, key informant interview, narrative analysis, and observation were the tools and methods utilized for the academic audit process of TMC. The available students and faculty were consulted for FGD since the sessions were conducted just before the closure of the campus for summer vacation. Documents consulted were obtained from the campus website, campus administration, campus IQAC, campus EMIS

committee, FWU website, and UGC website. The academic audit ideas were studied from the practices performed by national and international universities.

Document Analysis

Academic audit of TMC is mainly based on analysis of documents like EMIS Report, Annual Report, previous academic audit report, financial audit report, Tracer Study Report, NEHEP documents, university regulations and so on. The stated documents portray the picture of TMC well.

FGD

A focus group discussion for the study was conducted on the campus. The students' group comprised students, including the monitors' circle, quality circle, and Free Students' Union. FGD was also conducted with the faculty of the campus. Students and faculty were encouraged to discuss issues like the situation after TMC's transformation from a TU-affiliated community campus to FWU's constituent campus, the level of satisfaction with the facilities and services available on the campus and so on.

Key Informant Interview

Key informant interview was conducted in an unstructured manner with the Campus Chief, Assistant Campus Chief, Librarian, EMIS Officer, Store Keeper, IQAC member secretary, RMC authority examination unit staff, administration unit staff, and canteen operator. This session proved to be most useful since information regarding operational procedures, functioning, and systemic provisions was obtained from the process.

Narrative Analysis

During the study, some narratives from the faculty and staff also helped identify the lacuna existing among the human resources on the campus.

Observation

Observation of the infrastructure, services, facilities, and functioning of the system also provided significant ideas for writing the report.

Delimitations

Observation of the relationship between activities and outcomes has been expected in academic audit documents like this. But due to resource and time limitations, ground inspection of every detail has not been made. QAA guidelines, recent SSR indicators have been kept in consideration while preparing the report. Academic audit is a critical component of QAA in HEIs. UGC Nepal has envisioned certain benchmark indicators for ascertaining quality. These indicators

have been considered as guidelines for this academic audit. Available documents of the campus within the access of researcher have been used as evidence. Things considered insignificant have not been included.

Chapter Two

Presentation/ Discussion/ Analysis

In this section of the report, various data related to academic audit are presented, discussed, and analyzed. The new benchmarks of the UGC for SSR have been taken into consideration while presenting TMC data for discussion and analysis.

Governance and Leadership

TMC has been working along with the UGC systemic development framework since its entry into Scheme B in 2009, launched by UGC Nepal in order to implement the Second Higher Education Project (SHEP). After its merger with FWU in 2018, the university also helped formulate the governance system in line with the vision of UGC. The campus has framed itself into the university policies, regulations, and guidelines.

The planning, monitoring, and evaluation aspects of system operation and development have been maintained to standard. Administrative units, program coordinators, 3 subject committees, 18 governing and supporting academic committees, along with the campus chief and assistant campus chiefs, are jointly involved in the planning and implementation of activities. External agencies are also involved in various evaluation processes, like the final audit, academic audit, and purchasing evaluation process. University and UGC monitoring/ evaluation have strengthened the process.

The institution has well well-formulated master plan of development, a strategic plan of academic and quality-related performance, and action plans/ SOPGs related to performance procedures of various sorts. Moreover, the campus has well-formulated VMGOs in the strategic plan; an operational annual academic calendar; well well-functioning EMIS system; and maintenance of data security/ confidentiality/ information publication. It follows the annual intake policy of the university based on the entrance examination.

The campus has well well-functioning RMC. Result analysis is done regularly. Clean green premises have been maintained by placing dustbins, making quality circle and monitor's circle active, organizing awareness campaigns in the locality, and other activities of social responsibility and outreach. In the areas of safety and security also the campus has also made notable provisions like hiring security guards, fire extinguishers in the premises, first aid provisions, CCTVs, railings on paths/ stairs/ verandah and so on.

In spite of all this, the campus has to accelerate its performance in the field of attracting international students, placement of graduates, increasing the number of scholarships, social management, networking and collaboration with local/national/international agencies and so on. In order to train and upgrade the HR, the campus has done a lot. The campus has well-trained, qualified, and experienced faculty with a higher level of academic achievement. But the ratio of various posts is not maintained properly. New recruitment has been totally blocked due to university matters. One of the faculty members has retired; that post remains vacant due to procedural uncertainty.

FWU has formulated the organizational structure of its constituent campuses in Internal Procedure Management Regulations of Campuses/ Departments (2078 BS) so as to meet the systemic development criteria for higher education institutions (HEI) as envisioned by UGC Nepal. The structure has integrated the university organizational units like higher-level Administrative Committee, Subject Committees assisting the Campus Chief and Assistant Campus Chiefs; and UGC recommended committees for systemic improvement of HEIs— IQAC, RMC, SAT, EMIS— have been incorporated in the structure. TMC has maintained the organizational structure well.

In its community campus status, local people played a significant role in the governance. The general assembly of the campus, constituted by local people, formed the campus management committee. However, with TMC's transformation into a FWU constituent campus, there is no clear policy regarding the visible role of the community within the organizational structure. During the FGD with faculty and students, this issue was brought up for discussion. They said that the community is not satisfied with this. According to the campus chief, the campus is trying to mitigate the community's dissatisfaction by being pro-community in every activity. Campus research activities and publications are directly linked with social issues, assisting the community. Students from the community received the opportunity of quality higher education at a lower cost. FWU has established its Dean's Office of Agriculture Faculty and its central department in the TMC premises. These are all the benefits to the community from TMC being a constituent campus of the university.

FSU of TMC can also represent the community. The campus can establish a monument on the campus premises to recognize the community contribution to the establishment of the campus, also to show its respect to the community. An honorary advisory body can also be formed.

Organizational Structure

TMC Saugat 2081 has displayed the lists of persons in responsibility, in different committees formed according to the provisions of the organizational structure:

Administration Committee

It is the main body to suggest and recommend to the campus administration. They make every significant decision about educational program, evaluation, code of conduct, training, orientation, seminar, conference, etc.

Campus Chief	Dhavindra Rawal	Chair
Assistant Campus Chief	Athmaram Adhikari	Member
Education faculty subject committee chair	Tilak Dev Giri	Member
Humanities faculty subject committee chair	Bal Kumar Chaudhary	Member
Management faculty subject committee chair	Damodar Kandel	Member
Professors' Union	Prem Prasad Bhandari	Member
Head Assistant	Uddhab Bahadur Shah	Member Secretary

Purchasing and Planning Committee

The committee makes plans for construction, maintenance, and the supply of necessary provisions.

Campus Chief	Dhavindra Rawal	Chair
Associate Professor	Bal Kumar Chaudhary	Member
Assistant Campus Chief	Athmaram Adhikari	Member Secretary

IQAC

Quality enhancement, research, service delivery effectiveness, and overall improvement activities are done by IQAC. The committee makes decisions, policies, code of conduct, indicators, and recommends implementation.

Campus Chief	Dhavindra Rawal	Chair
Assistant Campus Chief	Athmaram Adhikari	Member
Education faculty subject committee chair	Tilak Dev Giri	Member
Humanities faculty subject committee chair	Bal Kumar Chaudhary	Member
Management faculty subject committee chair	Damodar Kandel	Member

RMC Chair	Dr. Jnanu Raj Paudel	Member
Assistant Administrator	Dhruba Bahadur Rawal	Member
Quality Circle coordinator (student)	Tapendra Aidi	Member
FSU representative	Kiran Saud	Member
Self-assessment committee coordinator,	Min Bahadur Shahi	Member secretary

Subject Committees

Subject committees function like departments. They have well-defined roles and responsibilities. There are three subject committees, and the chairpersons of them are listed below:

Education faculty subject committee chair	Associate Prof. Tilak Dev Giri
Humanities & social sciences subject committee chair	Associate Prof. Bal Kumar Chaudhary
Management faculty subject committee chair	Assistant Prof. Damodar Kandel

Internal Examination Committee

The examination-related portfolio falls under the responsibility of this committee. Exam schedule, exam conduction, result publication, result analysis, and coordination with the university examination controller's office related activities need to be performed by this body.

Campus Chief	Dhavindra Rawal	Chair
Assistant Campus Chief	Athmaram Adhikari	Member
Education faculty subject committee chair	Tilak Dev Giri	Member
Humanities faculty subject committee chair	Bal Kumar Chaudhary	Member
Management faculty subject committee chair	Damodar Kandel	Member
Assistant Administrator	Dhruba Bahadur Rawal	Member

Scholarship Management Committee

Associate Professor	Lal Singh Karki	Chair
Assistant Professor	Dr. Dhana Krishna Upadhyay	Member
FSU Representative	Kiran Saud	Member
Head Assistant	Uddhab Bahadur Shah	Member Secretary

Self-Assessment Committee

Associate Professor	Min Bahadur Shahi	Chair
Associate Professor	Bal Kumar Chaudhary	Member
Assistant Professor	Damodar Kandel	Member
Assistant Administrator	Puspa Raj KC	Member
Assistant Campus Chief	Athmaram Adhikari	Member Secretary

Research Management Committee

Assistant Professor	Dr. Jnanu Raj Paudel	Chair
Associate Professor	Nathu Ram Chaudhary	Member
Associate Professor	Tilak Dev Giri	Member Secretary

Public Information and Publication Committee

Associate Professor	Dr. Laya Prasad Khatiwada	Chair
Head Assistant	Uddhab Bahadur Shah	Member
Teaching Assistant	Nab Raj Pandey	Member Secretary

EMIS Committee

Assistant Professor	Chitra Raj Upadhyay	Chair
Assistant Campus Chief	Atmaram Adhikari	Member
Assistant Administrator	Dhruba Bahadur Rawal	Member Secretary

Library Management Committee

Associate Professor	Khem Raj Subedi	Chair
Associate Professor	Ram Prasad Tiwari	Member
FSU representative	Kiran Saud	Member
Lab Assistant	Bhanubhakta Bhandari	Member Secretary

Laboratory Management Committee

Associate Professor	Dr. Dev Raj Joshi	Chair
Teaching Assistant	Puspa Shahi	Member
Lecturer	Chitra Raj Upadhyay	Member Secretary

Teaching Practice Committee

Assistant Professor	Shankar Prasad Sharma	Chair
Associate Professor	Dr. Dev Raj Joshi	Member
Assistant Professor	Dr. Dhana K. Upadhyay	Member
Assistant Professor	Prem Prasad Bhandari	Member
Associate Professor	Gyanendra Bahadur KC	Member Secretary

Purchasing Evaluation Committee

Associate Professor	Min Bahadur Shahi	Chair
Internal Expert	Chitra Raj Upadhyay	Member
External Expert	Er. Rajendra Rawal	Member
Assistant Administrator	Puspa Raj KC	Member Secretary

ECA and Public Information Centre

Assistant Professor	Krishna Prasad Jaishi	Chair
Teaching Assistant	Nab Raj Pandey	Member
Teaching Assistant	Shiv Charan Chaudhary	Member Secretary

Feedback Collection and Counseling Committee

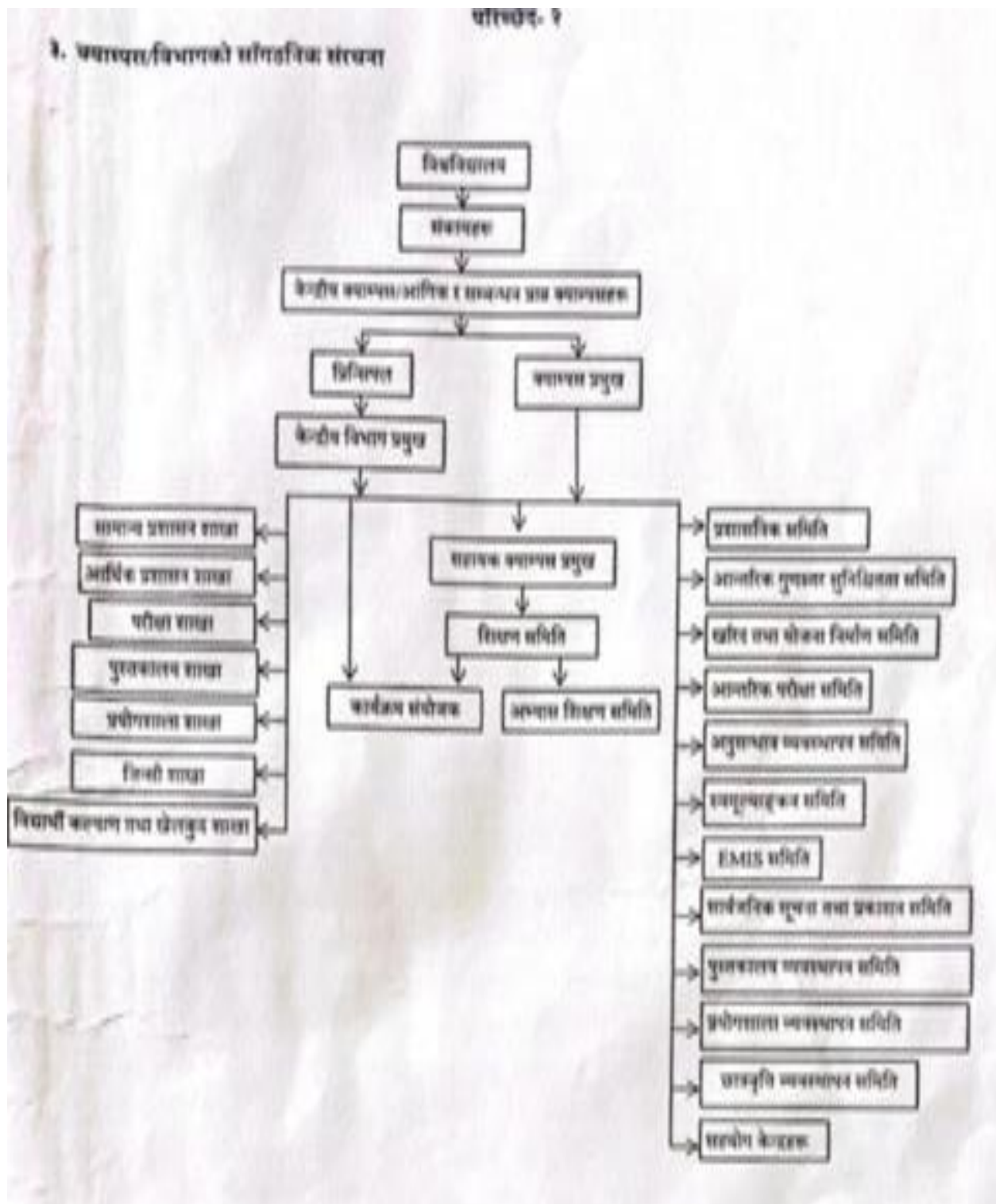
Associate Professor	Gyanendra Bahadur KC	Chair
Associate Professor	Suresh Kumar Bam	Member
Teaching Assistant	Indra Lal Chaudhary	Member Secretary

Primary Healthcare Management Committee

Assistant Professor	Shankar Prasad Sharma	Chair
Associate Professor	Tilak Dev Giri	Member
Assistant	Radha Upadhyay	Member Secretary

Figure 2

Organizational structure



Source: FWU, Internal Procedure Management Regulations of Campuses/ Departments (2078)

Writing Centre

Assistant Professor	Dr. Dhana K. Upadhyay	Chair
Associate Professor	Chhabi Sharma	Member
Assistant Professor	Khadak Bahadur Saud	Member Secretary

Entrepreneurship and Lifelong Learning Centre

Associate Professor	Nathu Ram Chaudhary	Chair
Assistant Administrator	Puspa Raj KC	Member
Assistant Professor	Umakant Bhandari	Member Secretary

In this organizational structure campus is a constituent part of the university. The Campus Chief is given more autonomy and power. The Campus Chief is accountable directly to the university. There is no other governing body between the university authority and the Campus Chief. The high-level administrative committee on campus is chaired by the campus chief. In this structure, the campus chief can exercise his/her vision full and free manner by being accountable to the university authority. Each committee is also given autonomy related to its respective responsibility. Teamwork is expected in this type of organizational structure.

Curriculum Management

Curriculum orientation, dissemination, and effective delivery for the all-round development of the learner are the expected learning outcomes from HEIs. TMC uses ICT, problem-solving, project work, assignments, and various alternative learning options to equip learners with 21st-century skills. Curriculum of local significance has been delivered through credit as well as non-credit options. Computer courses, entrepreneurship development courses, idea pitching sessions, community outreach activities, social awareness campaigns, and social entrepreneurship ventures have been conducted for the effective delivery of the curriculum.

TMC faculty members have prepared their attractive academic profiles in terms of further study and research. The quality of reports they prepare on an annual basis is also effective, the product of hard work. For the preparation of the report, there is an incentive. The reports are presented in various platforms in order to collect feedback and suggestions from the faculty and staff. They blend the research with teaching. It also makes the delivery of the curriculum effective.

The role of departments in TMC is performed by subject committees. The chairperson of the committee is responsible for making an annual or semester plan, implementing plans and the academic calendar so as to ensure students' all-round development. Students' feedback is also collected for different purposes. For the feedback collection, there is a separate committee.

For the effective delivery of curriculum, learning resources, library, and laboratory also play a pivotal role. There are codes of conduct, rules for using the resources effectively and efficiently. ECAs have been conducted by FSU, Monitor's Circle, and Quality Circle, about which there is provision made in the calendar. Guest lecturers, external experts, and resource persons are also necessary for the effective delivery of some aspects of the curriculum and TMC has maintained all of them well.

In spite of all these innovative 21st-century pedagogies, LMS-based software is still practiced. Electronic resources in the library are lacking. Feedback collection is still to be extended to the level of parents and the community. Although TMC faculty can take part in the university subject committee, they have not been involved in autonomous market-driven courses.

Programs

TMC has been running different programs at the Undergraduate and Graduate levels:

Table 1

TMC programs

SN	Faculty	Undergraduate Programs		Graduate Programs
1	Humanities and Social Sciences	Sociology, Development Studies, English, Economics (Four-year Undergraduate in 8 semesters)		Sociology, Development Studies, English (Two-year MA in 4 semesters)
2	Management	BBS, BBA (Four-year Undergraduate programs in 8 semesters)		MBS (Two-year program in 4 semesters)
3	Education	Four-year B.Ed. in 8 semesters	One year P. B Ed in 2 semesters	Nepali, English. Health Education,

		Nepali, English, Mathematics, Health and Physical Education	Nepali, English, Social, commerce and management	Curriculum and Evaluation (Two-year program in 4 semesters)
--	--	---	--	---

Source: Campus brochure

All the educational programs are in general subjects. In comparison to the previous academic audit report, only one program, one one-year program in the education faculty (PBE), has been added this year. Students' attraction and employability in such programs remain relatively lower in comparison to technical and vocational ones. The semester system has become popular worldwide. FWU has transformed all its programs into semester-based programs. In the semester system, the evaluation criteria are divided into internal assessment and external assessment systems; the pass percentage and grades are generally seen as attractive in comparison to annual programs.

Although the university has established the Dean's Office and the Central Department of Agriculture Faculty in the premises, TMC has been running all general subjects. More demanding subjects like science, law, journalism, tourism management, hotel management, and social entrepreneurship could make Tikapur really an educational hub. TMC has its prestigious history with infrastructural richness; it has been successful in maintaining the prestige, and luckily, it has become a constituent campus of a university. It is reasonable to think of the extension of educational programs.

Services

The campus programs run at morning, day, and evening shift. Administration, examination section, library, store, and other units remain open from 6:30 AM to 5:00 PM. The establishment of bank cash counter in the campus premises has made the service easier. Work load is prescribed to teaching faculty. There is clearly defined extra period policy in the university directives. For the non-teaching staff, office time is 10 to 5, and for the service they provide during 7 to 10 AM, 3 hours overtime is provided to them. Faculty and staff are allocated with various responsibilities that they perform with full accountability and satisfaction.

During the FGD with students it was found that they were satisfied with the service the campus provides to them. The campus service quality has been observed and monitored by various

student representatives like monitors' circle (MC), quality circle (QC), and Free Students' Union (FSU). The campus has provisioned a fully functional Grievance Redress Mechanism (GRM). Youth Red Cross and Alumnae Association are also seen to be active students' wings in the campus. For the delivery of services there are fully functional units like administration, examination, EMIS, library, account, and store. The units are connected with integrated automated system of Pathshala software.

Administration

Administration unit entries every data related to students. The data entered here is the master record given access to account, examination, and library units. Data related to students get originated in administration master computer. It is later used by other units according to the nature of their work.

Account

All details of account related information are generated by the account section. Since every unit is interconnected with Pathshala software, data related to students' account status can be observed by other units also.

Library

Pathshala software is seen as functional in the library as well. There are a record of 15107 books and 31 journals. The library system of TMC needs to be reformed. First of all, there is no professional librarian. Second, it used to keep textbooks related to the TU curriculum, and with the campus's shift to the FWU curriculum, the previously stored books have become outdated. Moreover, most of the textbooks related to the FWU curriculum have not been written yet. As a result of all this, students also say that there is a lack of reading materials for them. Students do not have a habit of reading from reference books. The library does not have a collection of such reference books either.

Third, the campus, like TMC, could have managed the storage of electronic resources. There is much space in the library. One of the corners could be converted into an E-library. Fourth, the distribution system in the library is also not scientific. Students do not have a library card either. Fifth, much worn out and needs repair, binding, and maintenance.

Students are not satisfied with the library service. They say that teachers provide them with the handouts they can rely on. The librarian also states that when students are not satisfied, it's a matter of humiliation for him.

Examination Unit

Exam forms are filled out online, mostly by students, and may be supported by the faculty. Primary data related to students is controlled by the administration unit. The students who are admitted to campus but do not fill up the examination form are transferred to the "left out" category by the administration unit. By observing information/records related to the student, the examination unit approves the form. Errors committed by students in filling out forms create several hazards. Due to Controller of Examination related errors, the cases of missing, absent, subject code, old/ new, practical marks, etc., the work of the examination unit becomes even complicated. The campus software system is not linked with the university's automated system. The campus examination unit should have access to the automated system of the Office of the Controller of Examinations of the university.

There are still students filling partial examination form of TU. This has overloaded the work of the examination unit on the campus. The person in charge has no options other than completing the work. Systematically organizing the work of the examination unit is the responsibility of the authority as well. Online form-filling workshops need to be conducted.

Store

The store unit of TMC is also seen as systematically managed. There is very little possibility of abuse or missing of goods purchased on the campus. There is a double-entry system of purchasing goods and demanding goods for office use. Permanent and durable goods are also distributed to different departments and units systematically. The store unit can tell every detail about the goods dispatched in the name of each unit and department. The store unit has records of every property, fixed assets, and durable and non-durable goods purchased by the campus.

There is a well-established system of borrowing musical instruments, sports uniforms, sports materials, tools, and equipment, which are under the custody of the store. Students, faculty, or staff can borrow things from the store by putting his/ her identification at the store and do clearance as the task gets over. When there is a program, sports, or a function of any sort, the storekeeper is always available to provide things. The storekeeper states that there is an expense of much paper and photocopying in their system of storekeeping and operating.

EMIS

The EMIS unit of TMC has been handled by a lecturer who is the coordinator of a three-member EMIS committee. The committee has meetings, makes decisions, and prepares the EMIS report annually. The EMIS report of the campus contains all the data related to student enrollment, student drop-out, result analysis, graduate data, and scholarship data.

The EMIS coordinator takes data from the examination, administration, and library to process them manually in an Excel sheet into different formats. The data is taken at the end of the fiscal year to prepare the annual EMIS report before Shraavan 15. Collecting and refining results-related data is very arduous work, according to the EMIS coordinator. The graduate list is prepared on the basis of certificates the students have received from the administration.

Financial data is not included in the EMIS report of TMC. There is no software for the preparation of data. Preparing data manually in an Excel sheet is arduous work. The incentive for the EMIS committee is six meetings annually, per meeting Rs. 510 and Rs. 15,000 for the submission of the report, which is divisible among three members by deducting 15% income tax.

The EMIS committee also worked on the UGC digitalization program under NEHEP. Multi-router traffic grapher has been established in order to improve the internet system. The EMIS committee organized training for faculty, staff, and students in three phases. The training sessions focused on subject-specific digital pedagogy. The campus has to seek sources for the modernization of hardware/ software, and for the modernization of equipment/ technology.

Human Resource: Faculty

The table shows that there are 22 permanent full-time teaching faculty in TMC, the figure is calculated to be 57.9% of the total faculty. Among the permanent full-time faculty, 72.7 % are Associate Professors, and 27% of them are Assistant Professors. The percentage of the full-time faculty is 81.5.

Table 2*Description of TMC faculty*

Faculty (Post)	Nature of Job			Total
	Permanent	Full-Time Contract	Part-Time Contract	
Associate Professor	16	-	-	16
Lecturer	6	3	-	9
Teaching Assistant	-	6	7	13
Grand Total	22	9	7	38

Source: EMIS report 2080-081

The ratio of Associate Professors and Assistant Professors is not likely. If all part-time contract and full-time contract posts, i.e., 16, were transformed into Assistant Professor posts, the number would reach 22, which would seem a little bit likely. The FGD with faculty revealed that the university service commission has blocked all recruitment and promotion activities. The process of adjusting campuses into the university system has not been completed yet. Some of the faculty members faced injustice during the adjustment period since the campus had given them promotion between 2071 and 2075 BS, but the 2070 O &M survey done by the university was considered as the basis for adjustment.

Besides this, there was a sense of optimism and satisfaction among the faculty members. According to them, with their adjustment to university, their horizon of academic advancement has been extended. The university has been following the academic calendar; the pass percentage has increased with the semester system. The faculties have received the opportunity to develop a curriculum; they have been working in a subject committee. Tikapur received government resources. BBA and Agriculture studies have been extended. These are all the benefits from the university, the faculty stated.

MPhil/ PhD

Among 31 full-time faculty members of TMC, more than 61% have either completed or are pursuing MPhil or PhD. In comparison to the previous academic audit report, this data has been found to have improved. Dr. Jagat Bahadur Singh Rawal, Professor in the institution, has taken retirement. Four more PhDs (Dr. Keshar Bahadur Kunwar, Dr. Jnanu Raj Paudel, Dr. Laya Prasad Khatiwada, and Dr. Dev Raj Joshi) have been added to the list this year. Even among the seven part-time faculties,

two of them (Dr. Yogendra Bajgain and Dr. Bhuwaneswar Pant) have completed their PhD. One of the faculties has been added to the PhD running status and two of them have been added to the MPhil running status, in comparison to the previous academic audit report.

Table 3

Further study status of faculty

S. N.	Name of the faculty	Status of the degree	Support
1	Keshar B. Kunwar	PhD	Campus study leave
2	Laya Prasad Khatiwada	PhD	University study leave
3	Deb Raj Joshi	PhD	University study leave
4	Dhan K. Upadhyay	PhD	Campus study leave
5	Jnanu Raj Paudel	PhD	University study leave
6	Dhavindra Rawal	MPhil/ PhD running	Campus study leave
7	Kedar Bhattarai	MPhil/ PhD running	UGC PhD fellowship
8	Nathu Ram Chaudhary	MPhil/ PhD running	UGC PhD fellowship
9	Khem Raj Subedi	MPhil/ PhD running	Campus study leave
10	Min Bahadur Shahi	MPhil/ PhD running	UGC PhD fellowship
11	Bal Kumar Chaudhary	MPhil/ PhD running	University study leave
12	Chhabi Sharma	MPhil/ PhD running	University study leave
13	Damodar Kandel	MPhil/ PhD running	University study leave
14	Nab Raj Pandey	MPhil/ PhD running	UGC PhD fellowship
15	Athmaram Adhikari	MPhil	Campus study leave
16	Tilak Dev Giri	MPhil	Campus study leave
17	Shankar P. Sharma	MPhil	Campus study leave
18	Shiv Charan Chaudhary	MPhil running	NOU online study
19	Puspa Shahi	MPhil running	NOU online study

Source: TMC administration

Human Resource: Non-Teaching Staff

Among the total staff working in TMC, 37.5% are permanent. Workload to them seems to be normal. Formal office time to them is allocated as 10:00 AM to 5:00 PM. They get overtime for their duty during morning time, i.e., 7:00 AM to 10:00 AM. So, they are satisfied with their job.

Table 4*Description of TMC staff*

Staff (Post)	Type of Job		Total
	Permanent	Full-Time Contract	
Assistant Administrator	2	-	2
Head Assistant	1	-	1
Junior Assistant	-	1	1
Assistant	1	-	1
Lab Assistant	-	1	1
Peon (Office Assistant)	2	1	3
Security	-	4	4
Gardner	-	1	1
Electrician	-	1	1
Sweeper	-	1	1
Grand Total	6	10	16

Source: TMC Saugat

Enrollment

Total intake in the first semester of all programs has been observed as 395. In undergraduate programs, females are seen three times more than males, while in graduate programs number of female students is 45%. Among the total students in TMC in 2080-81, the percentage of female students is seen to be 70. Program-wise distribution shows that BA and MA programs were most popular among students in the year 2080-081. Students in the management faculty were seen divided into BBS and BBA. Although the BBA program was the most expensive, quite a lot of students are seen in the program.

Table 5*Enrollment in campus programs 2080/081*

Programs	Sem 1	Sem 3	Sem 4	Sem 6	Sem 8	Males	Females	Total
B.Ed.	29	19	29	71	39	27	160	187
BA	26	20	48	109	73	44	232	276
BBS	61	32	42	40	97	88	184	272

BBA	40	23	26	38	33	61	99	160
UG Total	156	94	145	258	242	220	675	895
MBS	39	15	-	-	-	32	22	54
MA	62	41	-	-	-	56	47	103
M.Ed.	38	16	-	-	-	27	27	54
Graduate Total	139	72	-	-	-	115	96	211
Grand Total	-	-	-	-	-	335	771	1106

Source: Adapted from EMIS report 2080-081

Comparison of enrollment in the last four years

The comparative picture of enrollment in the last four years shows that the total number of students is declining over the years. Massive fluctuation in enrollment has been observed in undergraduate programs. BA and BBS programs witnessed the most severe decline. The only undergraduate program that is gradually increasing is the BBA over the years 2077 to 2080. Possible students from the BBS program might have shifted their choice to BBA. This is a positive shift on the part of the campus; students from cheaper subjects shifted to more expensive ones.

Table 6

Comparison of enrollment in the last four years

Programs	Year 2077-78	Year 2078-79	Year 2079-80	Year 2080-81
B.Ed.	331	262	217	187
BA	517	539	342	276
BBS	686	432	227	272
BBA	78	115	121	160
M.Ed.	42	40	33	54
MA	117	102	88	103
MBS	43	34	22	54
Total	1814	1524	1050	1106

Source: Adapted from EMIS report 2080-81

Student Dropout

Student dropout rate in higher education is a common phenomenon in Nepal. This has created a big problem for the effective management of educational services. Students enrolled in the first semester drop out before appearing in the final examination of the same semester. Others keep dropping out in the second or third, or fourth, or until the last semester. The EMIS report 2080-081 of TMC has revealed the picture. A total of 313 students were admitted in the first semester of all programs in the year 2080-081. But only 260 appeared in the examination of the same semester, which means a dropout of 53 students, i.e., 16.9% dropout.

The rate of successful completion of all semesters is even interesting. For example, the EMIS report 2080-81 reveals, 120 students were admitted to graduate programs in the first semester in the year 2077. Among them, 60 students appeared in the final examination of the fourth semester, two years later. This means 60 students dropped out, i.e., 50% of the enrollment.

In the same way, the picture of dropout in undergraduate programs is also similar. In the year 2077, for example, according to EMIS report 2080-081, altogether 430 students were enrolled in the first semester of undergraduate programs; among them, 235 students appeared in the final exam of the eighth semester in the year 2080. This means 195 students disappeared, i.e., 45.3% dropout in the run of all 8 semesters.

There must be a separate study to find out the details of the dropout. The single campus is not responsible for the situation. National policy and the entire environment must be investigated and reviewed. A single institution can only improve the quality of service it provides to hold the maximum number of students until the completion of the educational program they are enrolled in. The national trend is that the dropout rate is lower in technical and highly demanded subjects. Institutions must make their graduates competent with practical skills and problem-solving capabilities.

Results

The result is merely a surface outcome. As described earlier in the study frame, quality is the mixture of learning outcomes and competencies that gets reflected not merely in the cognitive, behavioral, and affective domains of the learner, but also in the skill and ethical domains. A competent learner is performance-oriented, performing a task effectively, efficiently, safely, ethically, and responsibly at an expected level of standard. These things are to make core values by the QAA-certified HEIs.

TMC programs are all in a semester system. Internal assessment of the semester system is based on formative evaluation and process writing, whereas final assessment of the system is based on product writing, the summative stage of assessment, generally the assessment of the knowledge level of the learner. The formative evaluation process makes the learner competent, who is expected to perform well during the summative evaluation process. The learner who has reformed himself/herself in this process during the semester performs well in the finals.

Table 7

Result status of 2080/081

Programs	Exam appeared, total all semesters			Passed, total of all semesters			Pass % average
	Males	Females	Total	Males	Females	Total	
BBS	107	224	331	31	33	64	19.34
BBA	53	92	145	39	60	99	68.28
BA	65	336	401	27	115	142	35.41
B.Ed.	27	221	248	2	65	67	27.02
Undergrad total	252	873	1125	99	273	372	33.07
MBS	18	5	23	7	1	8	34.78
MA	96	87	183	40	36	76	41.53
M.Ed.	28	36	64	17	20	37	57.81
Graduate total	142	128	270	64	57	121	44.81
Grand Total	394	1001	1395	163	330	493	35.34

Source: Adapted from EMIS report 2080-081

Most of the results are seen between 30 to 50%, some of them are far below the lower range and some of them are slightly above the upper range. This type of result can be observed in the annual system of educational programs, which is not expected in the semester system. The faculty in FGD said that the causes of lower results are the traditional mindset of the students that they are exam-oriented and hence faculty also adapt themselves accordingly. Another serious cause behind low performance is the low attendance rate of the students. How to bring them to the classroom regularly is a serious challenge, according to the faculty. The transformation of the annual system mindset into a semester-based based has remained an arduous issue.

Comparison between 2079-080 and 2080-081 results

The table below compares the results of the past two years. The succeeding year can be observed better than the previous one.

Table 8

Comparison between 2079-080 and 2080-081 results

Programs	Result status 2079-080			Result status 2080-081						
	Exam appeared	Passed	Pass percent	Exam appeared			Passed			Pass percent
				M	F	Total	M	F	Total	
BBA	133	54	40.60	53	92	145	39	60	99	68.28
BBS	195	21	10.76	107	224	331	31	33	64	19.34
BA	291	48	16.49	65	336	401	27	115	142	35.41
B.Ed.	180	25	13.88	27	221	248	2	65	67	27.02
UG total	799	148	18.52	252	873	1125	99	273	372	33.07
MBS	7	0	0	18	5	23	7	1	8	34.78
MA/MDS	51	23	45.09	96	87	183	40	36	76	41.53
M.Ed.	17	3	17.65	28	36	64	17	20	37	57.81
Grad. total	75	26	34.66	142	128	270	64	57	121	44.81
Grand total	874	174	19.91	394	1001	1395	163	330	493	35.34

Source: adapted from EMIS report 2080-81

In comparison to the year 2079-080 data, 2080-081 picture shows that the number of exam appeared student has increased significantly; and pas percentage has also been seen far better. If we examine the enrollment data related to both years, there is no significant increment in the figure. The previous table revealed the popularity of the BBA program in terms of enrollment and this table shows that the result status of the BBA program is also impressive in comparison to the rest of the programs. The pass percentage and appeared number both are seen as impressive. This is the positive picture.

Number of graduates in 2023

The total number of new students admitted in the year 2023 in TMC, in the first semesters of each program in the undergraduate and graduate levels, is 295; the graduate pass-outs in the same year have been recorded as 160. This shows that the output product each year is 54% of the intake.

Intake is annual and examinations are held in six months. This suggests that the graduate pass-out rate of TMC is only about 27% of the total intake.

Table 9

Graduate description 2023

Level	Faculty/ programs	Male	Female	Total
Undergraduate	Management	24	44	68
	Humanities	0	9	9
	Education	3	3	6
Undergraduate level total		27	56	83
Graduate	Management	13	7	20
	Humanities	15	4	19
	Education	18	20	38
Graduate level total		46	31	77
Grand total		73	87	160

Source: Adapted from Tracer Study Report 2023

Graduates and their status of employability in the last four years

The table shows the number of total graduates of TMC in the last four years and their status of employability or further study. The percentage of employed graduates is seen increasing over the years. In 2023, the data of employed graduates reached 18% which is not a very impressive figure. This suggests that the quantity of product is far lower in comparison to the intake, and the quality of the product is also not so good.

Table 10

Comparing graduate data from the last four years

Years	Total graduates			Employment status of the graduates	Unemployed status	Further study status
	Male	Female	Total			
2020	27	25	52	4 (7.6%)	48	19
2021	40	43	83	16 (19.2%)	67	18
2022	43	65	108	20 (18.5%)	88	40
2023	92	68	160	25 (15.6%)	135	58

Source: Adapted from Tracer Study Report 2023

We cannot totally say that the rate of employability is not so impressive due to the lower quality product. Employability is also suggested by several other factors. Internship and practical experience in learning help transfer knowledge into competence. Mere knowledge may not get translated into competence, performance may not be translated into competence, right attitude may not be enough to produce competence; overall environment may determine the mix of all three elements. Colleges must think of not only developing the capabilities of the graduates but also the mix of competencies.

Student Welfare

Student governing committees and welfare activities

TMC has a very good practice of making students active through various organizations like FSU, quality circle, monitors' circle, youth Red Cross, and alumnae association. FSU is the highest level of student governing body whose representation is ensured in various governing as well as functional committees. Every class has a monitor and a deputy monitor who look after matters like cleanliness, classroom management, program management, and communication. Monitors are selected for the whole semester by the class. There is monitors' circle (MC) committee whose meeting is conducted every month.

In the same way, there is a quality circle (QC), an 11-member committee for conducting ECA, skill development activities, quizzes, interaction, feedback to administration/ FSU, survey, etc. QC functions in coordination with MC. They also have a monthly meeting. Moreover, there is well well-functioning alumnae association through which students remain connected with the campus even after their graduation. As the graduation ends, the students take membership of this association. The Youth Red Cross circle of the campus organizes various programs like blood donation, clinics on a regular basis, and health awareness campaigns. Tour and recreational activities are conducted by the campus regularly. Students are given an internship opportunity. They are also involved in various sorts of outreach activities in the community.

In spite of all the provisions related to student exposure through MC, QC, Red Cross, and FSU in the campus, an effective mechanism for students' skill development, competency development, and enhancing practical learning is still to be developed in the campus. A lot can still be done in the areas of placement of graduates and pre-enrollment/post-graduation guidance/ career counseling. Strengthening the entrepreneurship program could support students greatly. Club work

culture could sharpen the students' skills in their area of interest. Writers' club, entrepreneurs' club, cricket club, dancing club, eco club, etc. could be very popular and effective among students.

Physical infrastructure

Land and premises

TMC has 380 bigha of land registered in its name. The campus premise is surrounded by a wall. There is a playground stadium in front of the building structures. Entering the campus gate, one can pass through the pitched path facing the stadium. Beautiful greenery, flower gardens, modernized building structures, and open spaces have an attraction to the entire premises. But 300 bigha of the campus land has been facing an encroachment and trespassing problem.

Buildings

TMC has a long-term construction master plan. There are three blocks in the campus. All of them are well-designed, earthquake-resistant and constructed with the assistance of the Tikapur Development Board, the Indian Embassy, and UGC Nepal, respectively. Block A is a storied main building; Block B and C have two stories each. Besides the three blocks, there is a two-storied guest house, 2 bike and cycle stands, a four-roomed security accommodation, and a cafeteria.

Table 11

Description of building blocks

Particulars/ Block	A	B	C	Total
Classrooms	26	6	-	32
Rest rooms	6	4	5	15
Admin	5	2	6	13
Halls	2	-	1	3
Staff rooms	1	-	-	1
Store	2	-	2	4
Units/ cells	5	-	-	5
Library	-	-	2	2
Laboratory	-	6	1	7

Source: Annual report 2080-081

The buildings, rooms, halls, and toilets are all clean and spacious. The administration block and library block also have a lot of space. The cafeteria of the campus is not as spacious as other structures.

Educational aids, equipment, and furniture

Faculty and staff are equipped with tools and technology. A laptop is provided to almost all of them. They are all digitally literate. All the equipment, tools, and technology are well protected, without missing possibility. The store section of the campus has knowledge about the responsibility of the tools, equipment, furniture and other goods.

Table 12

Educational aids, equipment and furniture

Educational aids	Number	Equipment	Number	Furniture	Number
Laptop	64	Telephone	3	Bench/ desk	560
CCTV	20	Video camera	1	Chair	38
Desktop computers	35	Motor cycle	1	Drawer	18
Projectors	18	Camera	1	Rack/ drawer	54
Tripod	1	Photocopier	4	Revolving chair	14
Computer lab	1	Water filter	7	Lectern	28
Smart board	5	Generator	1	Sofa set	15
LED	2	Inverter	4		
Scanner	3	ACs	12		
Musical instruments	1	Water motors	6		
		Ceiling fans	170		

Source: Annual report 2080-081

Financial Observation

Financial audit observation 2079-080

The final financial audit report of TMC 2079-080 has been observed to have audited the income- expenditure amount of Rs. 67,541,226.64, and asset & liabilities of Rs. 229,453,875.92 which totaled Rs. 296,995,102.56. The report has shown that the actual income of the campus was Rs. 53,387,524.66 whereas actual expenditure was Rs. 67,541,226.64 in the fiscal year 2079-080, therefore, the deficit amounts of Rs. 14,153,701.98 to be managed additionally by the institution for

the portrayal of healthy financial picture. The huge amount of assets the campus has earned so far demands some extra depreciation cost and other direct expenses for the sustainable development of the institution. The campus has to increase the internal income or decrease the expenditure amount for the sustainable healthy financial data.

Table 13

Income status of the TMC in 2080-081

Income sources	Income amounts Rs.
Income from students	11,567,668.07
Agricultural income	2,732,304.90
Government regular grants	35,126,549
Government grants on various topics	3,338,399
Total income	52,765,021.97

Source: Adapted from annual report 2080-081

Approved budget for 2081-082

Table 14

Approved budget for 2081-082

Capital expenses topics	Amounts Rs.	Operational expenses topics	Amounts Rs.
Construction	2,500,000	Teaching salary	23,515,973
Furniture	1,100,000	Teaching extra salary	8,900,000
Books in the library	700,000	Salary administration	7,336,833
Machinery	600,000	Allowance	2,185,800
Various construction	800,000	Provident fund	2,563,109
Consultancy service	200,000	Extra salary grants	600,000
		Upadan/ pension	2,563,103
		Travel	350,000
		Electricity/ water	350,000
		Fuel	75,000
		Print/stationery	430,000
		Newspapers	15,000
		Publication	140,000

		Exam	900,000
		Advertisement	270,000
		Maintenance	400,000
		Legal process	20,000
		Service fee	250,000
		Insurance	10,000
		Programs	200,000
		Guest	250,000
		Meeting	170,000
		Research	2,660,240
		Prize distribution	50,000
		Training/ seminar	300,000
		Student welfare	350,000
		Educational materials	50,000
		Scholarship	500,000
		Miscellaneous	400,000
Total	6,350,000	Total	55,865,052
	Total (capital operational expenses)		62,215,052

Source: Adapted from annual report 2080-081

This budget document also estimates the income of Rs. 52,765,021.97 and the expenditure of Rs. 62,215,052, in which the observed deficit is Rs. 9,450,030.03. About 5% of the total budget can be observed in research, training/ seminar, and publishing. Only about 10% of the total budget is seen to be allocated to capital expenditure.

Scholarship

EMIS report 2080-081 shows 13% of the total enrolled students received a different sort of scholarship. According to the report, the analysis of undergraduate-level data reveals that 11.8% of the total enrolled students have received a scholarship in the same year, while 19.4% of the total enrolled students in graduate-level programs have received the scholarship opportunity. Another picture, the table below, has revealed that 39.5% of the total scholarship has been occupied by UGC scholarship, while 60%. 5% of the total scholarship has been occupied by internal scholarships provided by the campus. This picture suggests that TMC has been providing scholarships to only

13% of the total enrolled students, while the figure has been claimed to be 25% in its prospectus. The distributive figure of internal scholarship to the total enrollment has been observed to be 8% only. The data reveals this because it does not contain scholarship data related to all semesters. If we observe the complete picture of scholarship, 25% of the enrolled students in the first semester receive a scholarship, as clarified by the campus authority.

Table 15

Number of students receiving scholarship by enrollment in 2080-081

Level	Total enrolled students in 2080-81	UGC Scholarship	Internal scholarship
Undergraduate	895	53	53
Graduate	211	5	36
Total	1106	58	89
	Total students receiving scholarship 58+89= 147		

Source: adapted from EMIS report 2080-081

Research

Research and innovation are the spirit of a higher education institution. Integration of research, innovation, and teaching is essential to compete in the present-day world. Guided by this principle, TMC has also established RMC for enhancing student research and faculty research. With the support of RMC, students and faculty are getting resources for conducting research. RMC has taken the initiative for collaboration with the academic and industrial sectors. RMC has also established the TMC research journal which has been proven to be an important platform for researchers. In topics like research, publication, training/ seminar, and campus budget 2081-082 has allocated a significant amount (about 5% of the total budget), in order to promote research culture in the institution.

Campus faculties have been taking part in conferences, seminars, and workshops. Recently, TMC has organized a national-level conference on "Multidisciplinary research and innovation in social sciences" (Baisakh 26-27, 2082), with the theme of innovating pedagogy and research. Altogether 70 abstracts were submitted to the organizers for presentation at the conference. It was a big intellectual gathering in Tikapur.

TMC publishes its *Journal of TMC* and *TMC Saugat* annually on a regular basis. So far eighth volume of the journal and the fifteenth volume of the magazine have been published. Both

publications publish articles written in English and Nepali. The suggestion to the campus is that developing *TMC Saugat* as the platform for publishing creative writing, along with campus reports, would be a wonderful practice. Publishing research articles in such a magazine may be of little academic value. In the absence of a research journal, such types of practice would also be acceptable, though.

The recent volume of the *Journal of TMC* (2025 February, vol. 8) publishes 8 articles in English and 7 in Nepali. It is suggested that TMC develop two separate journals publishing articles in English and Nepali. The editorial office of the journal is to be conscious about international journal publishing good practices for upgrading the quality of the journal, indexing it to various prestigious platforms, and increasing its impact factor.

Quantity and quality of research is expected in the present-day academia. Research is a significant indicator of academic advancement. Research activities can update and upgrade the academician. Prestigious universities around the world are providing their professors autonomy to design courses, teach, and evaluate students. For that level of autonomy, professors need to develop themselves. Quality research is the indicator of a professor's competence. Even two of the part-time faculty members in TMC have completed their PhD. The table below shows that TMC full-time faculty (a total of 31) have been developing their academic profile impressively.

Faculty Profile of TMC

Table 16

Faculty profile of TMC through research and further study

Name	Qualification/ subject	Experience	No. of academic activities in the last five years				
			Research Publications	Paper presented in conference	Foreign academic visit	Fellowship obtained	Member of academic society
Dhavindra Rawal	MPhil	23	08	2	-	-	3
Dr. Keshar B Kunwar	PhD	23	14	3	1	-	5
Lal Singh Karki	Masters	23	4	-	-	-	2
Dr. Laya P Khatiwada	PhD	23	10	-	-	-	2
Tilak Dev Giri	MPhil	23	5	-	-	-	1
Kedar Bhattarai	PhD Scholar	23	3	-	-	UGC, PhD Fellowship	3

Dr. Dev Rraj Joshi	PhD	23	5	7	1	-	3
Athmaram Adhikari	MPhil	22	2	2	-	-	2
Nathu Ram Chaudhary	MPhil	21	16	7	-	UGC, PhD Fellowship	2
Khem Raj Subedi	MPhil	23	12	4	-	UGC, FWU	3
Min Bahadur Shahi	PhD Scholar	20	16	4	-	UGC, PhD Fellowship	3
Bal Kumar Chaudhary	PhD Scholar	22	3	-	-	-	2
Gyanendra Bahadur KC	Masters	20	-	--	-	-	1
Suresh Kumar Bam	Masters	20	-	-	-	-	2
Chabi Sharma	PhD Scholar	20	5	-			3
Ram Prasad Tiwari	Masters	20	-	-	-	-	1
Shankar Prasad Sharma	MPhil	19	1				3
Dr. Dhana K. Upadhyay	PhD	19	5	1	-	FWU	3
Krishna Prasad Jaisi	Masters	18	2	-	-	-	3
Damodar Kadel	PhD Scholar	18	4	4	-	-	3
Dr. Jnanu Raj Paudel	PhD	16	14	12	2	UGC, FWU, MoSD	6
Prem Prasad Bhandari	Masters	14	2	-	-	-	3
Khadak Saud	Masters	12	-	-	-	-	-
Umakant Bhandari	Masters	12	-	-	-	-	-
Chitra Raj Upadhyay	Masters	3	3	-	-	-	-
Indralal Chaudhary	Masters	14	-	-	-	-	-
Nabraj Pandey	MPhil	9	8	1	1	PhD Fellowship	3
Shivcharan Chaudhary	Masters	7	-	-	-	-	1
Puspa Shahi	Masters	8	-	-	-	-	-
Bhawani P. Basautyal	Masters	6	-	-	-	-	-
Chudamani Baidhya	Masters	5	-	-	-	-	-

Source: RMC record

TMC faculty have also been involved in textbook writing based on the curriculum of FWU. Some of the faculty have received the opportunity to take part in curriculum development and various sorts of university responsibilities. RMC is also seen to be active in planning, conducting, and reporting research-oriented activities on campus.

RMC Activities

RMC of TMC has been publishing the Journal of TMC since 2014 and so far, 8 issues have been published, including the 2025 volume. Although the publication faced discontinuity in the years 2016, 2019, 2020, and 2021, it has been in regular publication since 2022, as stated in the annual report of RMC 2080-081. In addition to publicizing the research findings through publication, RMC has been practicing the dissemination of research at conferences and to stakeholders. There is an attractive culture of inquiry and a culture of sharing among faculty. RMC has also made several MOUs with various institutions, and importantly, it has begun a collaboration in research with Achham Multiple Campus this year. The table below shows the summary of RMC activities so far.

Table 17

RMC activities

S.N.	Activities	Frequency of activities in the last five years			
		2078	2079	2080	2081
1	RMC Meetings	5	6	9	15
2	Conference + seminar	1	2	4	5
3	Training	1	1	2	3
4	Journal publishing	1	1	1	1
5	Student research support	-	1	1	1
6	Faculty research support	-	-	2	2
7	Collaborative research				1
8	Dissemination of research findings to the stakeholders	-	-	2	2
9	Expert Service to the Educational Institutions	-	2	2	3

Source: RMC record

Fee Structure

A student has to pay up to Rs. 35000 for undergraduate programs and Rs. 32000 to Rs. 41000 for graduate level programs at TMC.

Table 18*Fee structure*

Level	Programs	Duration	First semester	Rest of the semesters
Undergraduate programs	BEd, BA, BBS	4 year/ 8 semesters	Rs. 4900	Rs. 4100/semester
	BBA	4 year/ 8 semesters	Rs. 22300	Rs. 19500/semester
	PBEd	1 year/ 2 semesters	Rs. 16000	Rs. 12000/semester
Graduate programs	MEd, MA	2 year/ 4 semesters	Rs. 9350	Rs. 7350/semester
	MBS	2 year/ 4 semesters	Rs. 11350	Rs. 9850/semester

Source: TMC brochure

For the comparable programs at nearby TU affiliated community campuses, a student has to pay up to Rs. 60000 to 70000 for undergraduate programs and Rs. 50000 to 80000 for graduate-level programs. This shows that in comparison to community campuses, TMC can provide services to students at about half the cost. Despite this, students' reluctance to attend TMC may be subject to community indifference due to its negligent role on campus in the changed context of campus's shift from a community institution to a constituent campus of FWU, or students' hesitation to take the risk of the new university. Whatever the reason may be, the campus has to make efforts to win students' consent in this phase of transition.

Comparing the Data with the Previous Academic Audit Report

TMC began conducting an academic audit by an external peer/ agency last year. This report is the second one. Several data related to the quality of higher education are seen to have improved in comparison to the past year.

One new educational program, Professional B.Ed. (one year B.Ed. Ed.in two semesters) has been added this year. The number of faculty and staff remains unchanged, except one of the faculties took retired from campus service. Three more faculty members completed their PhD this year. Two more faculties improved their status as MPhil running and one more to PhD running. The enrollment of students increased slightly from 1050 to 1106. The committees formed on the campus are all functional as they were last year.

The infrastructural report has shown some additions this year in the previous report. The previous report showed 13,353 books in the library record, and this year, the number has increased

to 15,107. The digitalization program of UGC under NEHEP has improved the status of the internet. Online classes can now take place in an effective and efficient way. The training on digital pedagogy and digital literacy in three phases has made faculty and staff more competent this year.

The status of dropout has also been seen to have improved this year. Dropout in undergraduate programs had been seen up to 50% and in graduate programs up to 65%; but this year the figure has declined to 45.3% and 50% respectively.

The pass rate in the previous report had been shown to be between 19% and 38% in undergraduate level programs, while the result of the BBA had been 65.5%. The results of graduate programs had been between 21% and 48%. This year, undergraduate and graduate total pass rates have been observed as 33.07% and 44.81% respectively. The results have been seen to be gradually improving in all programs. Scholarship data has been the same for the last year and this year. The number of graduates is seen to be increasing every year. The overall picture of the institution has been seen to be following a positive course.

Chapter Three

Findings

SWOT Observation Based on the Findings

Strengths

1. Campus is rich in physical infrastructure.
2. Working with UGC since its selection in scheme B
3. Accreditation and reaccreditation; well planned development, master plan, strategic planning, action plans, functional
4. Constituent campus of FWU is still working with the spirit of a community campus.
5. Healthy academic and financial reports
6. Full functional autonomy to administrative authority and academic committees
7. Positive tuning among UGC, FWU, and TMC in terms of the formation and practice of organizational structure
8. Academic committees are made responsible and accountable; teamwork is visible in their functioning.
9. All programs are semester-based.
10. The Agriculture Dean's Office and Central Department have been established in the TMC premises.
11. Every unit and department is providing services fairly and satisfactorily.
12. Campus programs are run during morning, day and evening shifts, ensuring optimum utilization of campus infrastructure.
13. Three hours of overtime during the morning shift for the staff has made the work efficient; this has added to the satisfaction level of the staff.
14. Pathshala software has integrated all administrative units, including the library
15. Staff and faculty have team spirit and they work hard to complete the tasks that fall under their responsibility, on time.
16. The store section has managed the record of property, equipment, tools and goods in an efficient manner
17. EMIS data are the result of hard work; the report is published annually; the report is helpful in various sorts of planning, operation, and reporting

18. Digitalization program under NEHEP supported strengthening the internet system, training faculty and staff
19. Well-experienced, qualified faculty and staff
20. Among 31 full-time faculty members of various sorts, 19 have either completed MPhil/ PhD or are pursuing the degrees.
21. The declining figure of enrollment has improved slightly.
22. Despite being the most expensive, the BBA program's popularity is increasing every year.
23. The result rate is improving every year.
24. Campus premises are clean, green, spacious, and attractive.
25. Buildings, labs, rooms, toilets, departments, library are all spacious.
26. All necessary educational aids, equipment, and technology are available at TMC.
27. Laptops are given to almost all of the faculty and staff; they are all technology-friendly and digitally literate.
28. The graduate pass-out rate is gradually increasing over the years.
29. Employability among graduates is also increasing over the years.
30. About 5% of the total budget is allocated to research, training, and publication.
31. *Journal of TMC* and *TMC Saugat* are regular annual publications.
32. RMC, IQAC, EMIS, SAT, and other committees in the organizational structure are functioning effectively.
33. Quality circle, monitor's circle, class monitors, youth red cross, alumnae association, and FSU are the full functional student-related institutions.
34. Clean drinking water, cafeteria, generator, cycle stand, motorcycle stand, playground facilities.

Weaknesses

1. Community involvement in the governance of the campus is lacking.
2. Something is lacking in running programs according to the spirit of the semester system.
3. General subjects are run; technical and demanding subjects are lacking.
4. The library lacks books associated with the FWU curriculum and reference materials.
5. Online resources are lacking in the library.
6. The Lab Assistant is given responsibility for the library; there is a need for a professional librarian.

7. Pathshala software does not have an EMIS section. So, the EMIS report is prepared manually.
8. Hardware, software, equipment, and technology have become outdated; they need to be updated with powerful RAM or modernized technology.
9. Sixteen of the faculty are well-experienced and qualified yet work as teaching assistants due to adjustment-related issues.
10. More than 62% of the staff are temporary, which may cause problems for the campus and university in the future.
11. Student dropout rate is alarming.
12. Pass rate and graduate rate are expected to be higher in the semester system, which has not been satisfactory so far.
13. Despite the infrastructural and academic richness of TMC, the profit and loss account shows a deficit in income and expenditure.
14. Only 13% of the total enrolled students receive a scholarship. The distributive figure of internal scholarship has been observed even lower, up to 8% only in EMIS data, but as clarified by the campus authority, 25% of the enrolled students receive scholarship, so the data must be clearly presented.
15. About 300 bigha of campus land has been trespassed by unauthorized persons (so-called landless); they have forcefully occupied the land and are unwilling to leave.

Opportunities

1. UGC and university support are opportunities for the campus.
2. FWU has formulated the organizational structure to meet the structure envisioned by UGC.
3. Technical, vocational, and subjects of high demand, like law, journalism, science, hotel management, and tourism management, can be added.
4. Opportunity to make Tikapur an educational hub, since no other campus of FWU has such a massive area of land.
5. Huge opportunity in the areas of entrepreneurship support programs and incubation centre.
6. Faculty can grab the opportunity to write textbooks related to the FWU curriculum.
7. E-library establishment opportunity in front of the TMC library
8. Integrated online software, HEMIS establishment opportunity
9. Campus to seek support for updating of hardware/ software, and modernization of equipment/ technology

10. Sixteen of the faculty under full-time and part-time contracts are well-experienced and qualified; they can be promoted to permanent posts.
11. About 70% of the female students are in TMC which is a gender empowerment opportunity.
12. For sustainable, healthy financial data, TMC has to increase its internal income and invest more in capital generation and student-related investment.
13. There is an upgrading potential of the *Journal of TMC* and *TMC Saugat*.
14. With the assistance of the community, local government, political parties, and security forces, the unlawfully occupied land of TMC can be evacuated.
15. If managed properly, campus land can be a huge source of income.

Threats

1. In the absence of a third party in the governance of the campus, there may be a threat of fulfilling conflict of interest.
2. Lack of proper library resources may be the cause of criticism against the campus.
3. About 73% of the permanent faculty are in the highest rank, i.e., 16 out of 22 are Associate Professors; almost all of them are retiring together; only 6 lecturers are below them; this may cause a problem in the future.
4. Issues related to temporary and part-time faculty may cause problems in the future.
5. Issues related to temporary staff may be problematic for both the campus and the university.
6. Not being able to handle semester programs properly may establish a bad system that will later be difficult to intervene.
7. Community indifference to campus may be harmful; it may lead to accelerated land encroachment and student enrollment
8. The bad effects of university politics may disrupt the acceleration of campus progress
9. Who is responsible for protecting campus property, including the trespassed land of the campus, in the context of the establishment of the Agriculture Dean's Office and other extension activities, is unclear.

Chapter Four

Conclusion and Recommendations

Conclusion

TMC's shift from TU-affiliated community campus to FWU constituent campus has been viewed both as a liability transfer and an asset transfer. Due to the declining number of students in community campuses, their sustainability became a debated issue. In this context, the transfer of such a massive area of land (380 bigha) and property worth approximately Rs 300,000,000 has been viewed as an asset transfer. The salary of nearly 60 employees has now become a burden on the government, which has been viewed as a liability transfer. But this incident in the life of an institution cannot be taken so lightly. With this, the institution faced so many challenges, and at the same time, innumerable opportunities await in the future course of the institution. The community property has been handed over to the government and it is yet to see whether the government tends it with care or appears negligent to it.

Seven years have passed since TMC's merger with the university and it has been successful so far in protecting its value. The campus renewed its second cycle of QAA status after its ascendancy to FWU in 2076, and now it has submitted SSR for the third cycle of QAA. Annual-based academic programs of TU have been replaced with semester-based FWU programs. Moreover, there are lots of opportunities in front of the campus, for introducing technical vocational subjects to highly demanded subjects like law, journalism, hotel management, tourism management, science, etc. The Sky is the boundless limit; the university can provide a carnivalesque platform to perform various roles for everyone. Campus faculty have boundless opportunities to grow. The campus can do activities with the internal income, such as the fees paid by the students in various topics. Government support for the salaries of the employees has made campus easier in conducting quality enhancement programs.

TMC has been improving all data related to enrollment, results, graduation, and dropout rate. All environments for quality enhancement are observed to be positive. Learning infrastructure, research infrastructure, and human resources are attractive and sufficient. The findings have been described in a SWOT analysis, and on the basis of the findings, some recommendations for further improvement have been made.

Collaboration with academia and industry, graduate placement, entrepreneurship innovation, integration of research with teaching and learning, development of market-driven autonomous courses, and extension of national and international linkage are among the highlighted areas to work on. Further research on the effective implementation of the semester system is needed on the part of TMC. Further research on quality improvement strategy, pedagogical intervention, areas of community outreach and social entrepreneurship can benefit the campus greatly. Such research and innovation could be useful and beneficial not only to society but also to the extended academic community.

Recommendations

1. Curriculum modernization: All academic programs are general subjects. Student retention and employability rates remain relatively lower in such programs. So, technical vocational programs and highly demanded programs like law, journalism, hotel management, and tourism management are recommended.
2. Increment in pass percentage: In the semester system, students do a lot of project work, internships, presentations, report writing, quizzes, midterms, etc. The campus should enhance student attendance and train faculty to make them competent in impactful handling of the semester system so as to increase not only learning outcomes but also make learners competent with skills, confidence, ethical values, and problem-solving capabilities.
3. Graduate and pass-out rate: Although graduate and pass-out rates are increasing in comparison to the past, this is not satisfactory for the semester system. Almost all of the students who complete the semester must pass and graduate. Failing the semester means they have not fulfilled the requirements of the semester. They have fulfilled the requirements of the semester, yet they fail means gap somewhere in the conduct of the program.
4. Dropout rate: To lower the rate, there must be non-credit courses, ECA activities, earning and learning opportunities, proper handling of the semester system, and highly demanded subjects.
5. Resources in the library: Manage e-resources, reference books, and more textbooks in the library. Faculty can write textbooks based on the FWU curriculum. Give responsibility of the library to a professional librarian.

6. Upgrading the automated system and technology: Online software developed especially for HEMIS needs to be connected. The campus needs to get access to the university's automated system. Upgrading the RAM in lab computers is needed. A strong LMS with its own learning Moodle platform needs to be developed.
7. Internal income increment: For this enrollment rate must be increased by making improvements in every sector.
8. ESP and Incubation center: Research, bring pedagogical intervention, and activate the incubation center to promote innovation, social entrepreneurship, and generate self-employment among students.
9. Female-friendly environment: More than 70% of the female students demand female friendly environment on campus.
10. Upgrade the quality of publications: Develop *Journal of TMC*, a monolingual journal, follow international journal publishing good practices; work for indexing the journal to prestigious indexes to create a good impact factor. Develop *TMC Saugat* into a creative writing platform, along with publishing information related to campus performance.
11. Scholarship: Increase the number of students receiving scholarships. Prepare a scholarship fund by requesting funding from the government and private sectors.
12. Student-targeted programs: Quality enhancement programs need to be directly targeted to students. Skill training, non-credit courses, community outreach, social entrepreneurship, club activities, ECA, etc., benefit the learners directly.
13. Issues related to temporary faculty and staff: The Campus is to discuss the issues related to temporary faculty and staff with the university and finalize the adjustment process to an end.
14. Performance appraisal: Strengthen the system of performance appraisal of faculty and staff by examining their annual portfolio. Students at the end of the semester may be asked to evaluate the faculty or the quality of services they received from different units of administration.
15. Collaboration and placement of graduates: This culture needs to be practiced. Collaboration can provide an opportunity to learn from each other. A little bit of institutional support for placement of graduates can help them greatly.

16. Guidance and counseling: Guidance for choosing a program, metacognitive training, learning strategy training, psychological counseling, further study counseling, and preparation for various exams are some of the areas that we can support our students.
17. Trespassed and encroached campus land: The University is responsible for protecting the land. Establish a harmonious relationship with the community, representatives at various levels, and local political parties for the solution. If needed, legal process and police administration help can be taken. Camus has to make a plan for the proper utilization of the land.

References

- Academic Audit Guidelines, n.d., School of Business, Pokhara University, extracted from the university website.
- Academic Performance Audit Report, 2080-081BS, Tikapur Multiple Campus.
- Campus Brochure, 2081 BS, Tikapur Multiple Campus.
- Annual Report, 2080-081 BS (2023-24), Tikapur Multiple Campus.
- Audit Report, 2079-080, Tikapur Multiple Campus.
- Conference Proceedings, 2025, National Conference on Multidisciplinary Research and Innovation in Social Sciences, research Management Committee, Tikapur Multiple Campus.
- Education Management System (EMIS) Report, 2080-08, EMIS Committee, Tikapur Multiple Campus.
- Far Western University Website, <https://www.fwu.edu.np/>.
- Internal Procedure Management Regulations of Campuses/ Departments*, 2078 BS, Far Western University, Nepal.
- Journal of Tikapur Multiple Campus*, 2025 Feb., vol. 8, Research Management Committee, Tikapur Multiple Campus.
- Research Management Committee (RMC) Annual Progress Report 2080-081 (2024), Tikapur Multiple Campus.
- Tikapur Multiple Campus Website, <http://tikapur.fwu.edu.np/>.
- TMC Saugat*, 2081 BS, vol. 15, Tikapur Multiple Campus.
- Tracer Study Report of Graduates of the Year 2023, Tikapur Multiple Campus.
- QAA for Higher Education in Nepal: Brief Guidelines*, 2013, QAA Division, University Grants Commission, Nepal.
- UGC Nepal Website, <https://www.ugcnepal.edu.np/>