

**FAR WESTERN UNIVERSITY**  
**TIKAPUR MULTIPLE CAMPUS**  
**TIKAPUR, KAILAI**

**ANNUAL PROGRESS REPORT**

**2081/082**



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## **FOREWORDS BY CAMPUS CHIEF**

With immense satisfaction, Tikapur Multiple Campus (TMC) presents the Annual Report for the Academic Year 2081/082 (2024/025), a document that encapsulates our institution's dedication to quality education, responsible governance, and sustainable growth. This report offers a thorough account of our academic operations, ranging from program updates and staffing information to analyses of enrollment patterns, pass rates, dropout trends, and graduate employment outcomes. It also documents the development of our physical facilities, the upgrading of instructional materials and furniture, and the financial health of the campus through a transparent presentation of income and expenditure. Alongside these, the report highlights the achievements we have made in academic and institutional advancement, our engagement in community development, and the challenges encountered during the year. Together, these elements reflect our ongoing commitment to the values and principles that guide TMC.

At the same time, the Annual Report serves not only as a record of accomplishments but also as a strategic instrument for self-assessment and future planning. It enables us to recognize areas needing further attention, promote fairness and accountability, and set aspirational goals for the coming years. I would like to express sincere gratitude to Mr. Nabraj Pandey and Mr. Shiv Charan Chaudhary for their diligent work and unwavering dedication in compiling and refining this report. Their contribution has ensured its clarity, authenticity, and depth. As we continue to build on our strengths and address emerging challenges, I am confident that TMC will advance toward even greater achievements. Thank you all for your continued cooperation and commitment to our collective mission.

Associate Prof. Dhavindra Rawal  
**Campus Chief**

## EXECUTIVE SUMMARY

Tikapur Multiple Campus (TMC), the constituent campus of Far Western University since 2075 B.S., has been evolved as a prominent center for higher learning in this area. Validated by successful Quality Assurance and Accreditation (QAA), the institution shows a consistent upward trend in academic performance, achieving pass rates of 44.44% for Bachelor's and 57.38% for Master's levels. Supported by a massive 380-bigha of land as infrastructure, the TMC maintains a strong commitment to ethnic and gender inclusivity, as evidenced by the significant representation of female and Janajati students, as well as attractive scholarship programs for economically marginalized groups.

Despite facing hurdles such as declining enrollment and student dropouts influenced by migration, TMC is proactively implementing its Strategic Action Plan (2023–2027) to expand technical programs and strengthen institutional sustainability. The campus has successfully promoted a growing research culture, and faculty regularly contribute to national and international academic forums. Through transparent governance, climate-resilient practices, and enhanced student support services, the institution serves as a sturdy anchor for its community, adapting its educational foundation to meet the shifting demands of the global job market. Applying action to the promise and commitment, TMC adapts its academic programs to navigate global shifts while remaining a vital source of growth for its local community.

## **ABBREVIATIONS**

<b>EMIS:</b>	Education Management Information System
<b>EPBF:</b>	Extended Performance-Based Funding
<b>ESP:</b>	Entrepreneurship Support Program
<b>FWU:</b>	Far Western University
<b>LOI:</b>	Letter of Intent
<b>NEHEP:</b>	Nurturing Excellence in Higher Education Program
<b>QAA:</b>	Quality Assurance and Accreditation
<b>QE:</b>	Quality Enhancement
<b>RMC:</b>	Research Management Committee
<b>TDC:</b>	Tikapur Development Committee
<b>TMC:</b>	Tikapur Multiple Campus
<b>TOR:</b>	Terms of Reference
<b>UGC:</b>	University Grants Commission
<b>P. B.Ed.:</b>	Professional Bachelor's in Education

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## **PART: A**

### **1. Background and Institutional Profile**

Tikapur Multiple Campus (TMC), a QAA-certified constituent campus of Far-Western University, was established through the collective efforts of committed local stakeholders initially founded as a community-based campus in 2058 and later as a constituent campus in 2075 B.S. Social workers, professionals, administrators, business leaders, and representatives of various community groups joined hands to establish an educational hub that could expand access to quality higher education in the region. Since its inception, TMC has consistently offered higher-level academic programs and continues to uphold its mission of providing excellent and accessible education to its students.

The campus currently serves 1,113 students across different programs (comprising Humanities, Management, and Education faculties), BBA, BBS, BA, B.Ed. P. B.Ed. and MBS, MA, and M.Ed. at the undergraduate and graduate levels. This reflects a strategic evolution toward applied and professional disciplines such as BBA, P. B.Ed., and MBS to meet changing market demands. The commitment to institutional and academic excellence is validated by its Quality Assurance and Accreditation (QAA) certification, with the campus currently engaged in its third cycle of accreditation.

TMC, thus, has been a key campus of Far Western University, prioritizing quality education and boasting a strong representation of female and *Janajati* students, which underscores its progress in ethnic and gender inclusivity. Although it faces challenges such as enrollment declines and student dropouts, the campus is guided by a Strategic Action Plan (2023–2027) aimed at expanding technical programs and strengthening national partnerships. Thus, the campus functions as a strong anchor in its community by providing a stable foundation of knowledge even as it adapts to the shifting currents of the global job market.

The detailed institutional profile is tabulated as Table 1.

**Table 1: Institutional Profile**

Name of the Institution	Far Western University, Tikapur Multiple Campus						
Address	Province		Sudurpaschim				
	District		Kailali				
	Local Administrative Unit		Tikapur Municipality				
	Ward No.		01				
	Access		Urban	√	Semi-Urban		Rural
Contact	Landline	091-560088/5610088		Mobile			
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	Website	<a href="http://www.tikapur.fwu.edu.np">www.tikapur.fwu.edu.np</a>					
Affiliated University							
Date of Establishment	2058		BS	2001		AD	
Type/Nature	Constituent Campus of Far Western University						
Funding Provision	Government Funding + student fee + utilization of internal resources						
Executive Head of Institution	Name: Dhavindra Rawal (Campus Chief)			Mobile: 9848489786			
				Email: <a href="mailto:rawald786@gmail.com">rawald786@gmail.com</a>			
Chairperson of the Management Committee	Campus Chief						
Current cycle of accreditation	First		Second		Third		
	Date of Accreditation						
	2070/11/19		2076/4/7			SSR Submitted	

**2. Academic Program**

Tikapur Multiple Campus offered a range of academic programs over five successive academic years (2077/78–2081/82), categorized by level and discipline. At the bachelor's level, the campus ran between four and six programs annually. Core programs Bachelor of Arts (BA), Bachelor of Education (B. Ed), Bachelor of Business Studies (BBS), and Bachelor of Business

Administration (BBA) were offered consistently throughout the period, demonstrating full continuity. The Bachelor of Arts in Law (BALLB) was available only in 2077/78 and 2078/79 and was discontinued from 2079/80 due to a shortage of qualified law faculty. In 2081/82, the introduction of the Professional Bachelor's in Education (P.B.Ed) increased bachelor-level offerings.

At the master's level, the campus maintained complete stability by offering Master of Arts (M.A.), Master of Education (M. Ed), and Master of Business Studies (MBS) every year, with no variation across the review period. Overall, the campus offered eight programs in 2077/78 and 2078/79, which declined to seven in 2079/80 and 2080/81 following the discontinuation of BALLB. In 2081/82, total programs rose again to eight, reflecting renewed diversification, particularly in education. The subsequent table details the program offered.

**Table 2: Academic Programs Offered**

Level	Year				
	2077/78	2078/79	2079/80	2080/81	2081/82
Bachelors'	BA, B. Ed, BBS, BBA, BALLB	BA, B. Ed, BBS, BBA, BALLB	BA B. Ed, BBS, BBA	BA, B. Ed, BBS, BBA	BA, B. Ed, BBS, BBA, P. B. Ed
Masters'	M.A., M. Ed, MBS	M.A., M. Ed, MBS	M.A., M. Ed, MBS	M.A., M. Ed, MBS	M.A., M. Ed, MBS
Total Programs	8	8	7	7	8
Note: The BALLB program has been discontinued due to the scarcity of Law faculty.					

### 3. Students Enrollment Trends

The enrollment of students (of the years 2077/078, 2078/079, 2079/080, 2080/081, 2081/082) at Tikapur Multiple Campus reflects the institution's important role in providing accessible higher education in the western region of Kailali district. Over the observed academic years, the campus has consistently enrolled students in major bachelor-level programs such as BA, B.Ed., BBS, BBA, and BALLB, indicating a diversified academic structure that caters to students from humanities, education, management, and law backgrounds.

The enrollment pattern shows a strong concentration in traditional programs like BA and B.Ed., which continue to attract a large number of students, particularly from semi-urban and rural areas surrounding Tikapur Municipality. This trend highlights the campus’s contribution to teacher preparation and general higher education for first-generation learners. Similarly, BBS remains a popular choice among students aiming for careers in commerce, accounting, and public service, reflecting local employment aspirations.

In recent years, professional and market-oriented programs such as BBA have also gained gradual attention, suggesting a shift in student preference toward skill-based and career-focused education. Although the enrollment in these programs is comparatively lower, their steady presence indicates growing awareness of professional education in the region.

Therefore, student enrollment at Tikapur Multiple Campus demonstrates both stability and gradual transformation. The campus continues to serve as a key educational hub by accommodating diverse academic interests while responding to changing social and economic demands. Sustaining enrollment growth will depend on academic quality, infrastructure development, and the introduction of innovative programs aligned with regional and national needs. The overall enrollment is shown as in the table below.

**Table 3: Enrollment Trend**

Level	Program	Year				
		2077/78	2078/79	2079/80	2080/81	2081/82
Bachelors’	BBS	686	432	227	272	248
	BA	469	474	342	276	214
	B Ed	331	262	217	187	184
	P. B.Ed.	-	-	-	-	101
	BALLB	48	65	-	-	-
	BBA		115	121	160	142
Masters’	MBS	43	34	22	54	71
	MA	117	102	88	103	87
	Med	42	40	33	54	66
Total enrollment		1736	1524	1050	1106	1113
Total Female students		1169	1338	770	771	812

Total EDJ students	1302	1428	835	659	686
Total differently-abled students	1	2	2	3	3

To be more specific, above data of the campus over the academic years 2077/78 to 2081/82 shows noticeable fluctuations across levels, programs, and student categories, reflecting changing academic demand and institutional dynamics.

At the Bachelor’s level, BBS recorded the highest enrollment in 2077/78 with 686 students, followed by a sharp decline to 432 in 2078/79 and further to 227 in 2079/80. Although enrollment slightly recovered to 272 in 2080/81, it again decreased to 248 in 2081/82, indicating an overall declining trend. The BA program also showed a gradual decline, decreasing from 469 students in 2077/78 to 214 students in 2081/82. Similarly, B.Ed. enrollment fell steadily from 331 to 184 during the same period. The P. B.Ed. Program appeared only in 2081/82 with 101 students, indicating either a new introduction or reactivation. BALLB enrollment was limited and short-lived, with 48 students in 2077/78 and 65 in 2078/79, and no enrollment in subsequent years. In contrast, the BBA program showed comparatively stable performance, increasing from 115 students in 2078/79 to a peak of 160 in 2079/80, before declining to 142 in 2081/82.

At the Master’s level, MBS enrollment declined from 43 students in 2077/78 to 22 in 2079/80, but then rose sharply to 71 students by 2081/82. MA enrollment showed moderate fluctuations, decreasing from 117 to 87 over the period. M.Ed. enrollment followed a similar pattern, declining initially but increasing from 33 in 2079/80 to 66 in 2081/82, suggesting renewed interest in professional education.

The total enrollment decreased significantly from 1,736 students in 2077/78 to 1,050 in 2079/80. Although there was a slight recovery to 1,113 students in 2081/82, the overall trend indicates declining student intake. In terms of gender composition, female students constituted a large proportion of total enrollment. Their number increased from 1,169 in 2077/78 to 1,338 in 2078/79, then declined but remained above 770 in later years, showing sustained female participation. EDJ students (economically deprived and marginalized groups) consistently formed a significant majority, though their number declined from 1,302 to 686 over the period. Enrollment of differently-abled students remained very low but showed a slight increase from 1 to 3 students, indicating gradual inclusiveness.

As a whole, the data reflect declining enrollment trends, strong female and EDJ participation, limited diversification in professional programs, and emerging inclusivity, highlighting both challenges and opportunities for academic planning and policy intervention.

#### 4. Graduation Percentage Trends

The graduation (pass) percentages of students by level and program over the academic years 2077/78 to 2081/82, reflecting trends in academic performance at both Bachelor’s and Master’s levels. At the Bachelor’s level, the BBS program shows a gradual improvement, with pass percentages increasing from 11.23% in 2077/78 to 37.12% in 2081/82, despite a slight decline in 2078/79. The BBA program consistently records relatively high pass rates, rising from 41.89% in 2077/78 to a peak of 68.28% in 2080/81, followed by a marginal decrease to 65.00% in 2081/82. The BA program experienced a sharp drop in pass percentage in 2078/79 (16.49%), but thereafter showed steady recovery, reaching 40.71% in 2081/82. Similarly, the B.Ed. program demonstrates overall progress, improving from 14.57% in 2077/78 to 39.94% in 2081/82, though with minor fluctuations in between. Data for the BALLB program are not reported for the given period. Moreover, at the Master’s level, pass percentages appear stronger in the later years. The MBS program shows a substantial rise from 34.78% in 2080/81 to 57.94% in 2081/82. The MA program records a comparatively higher and improving performance, increasing from 41.53% in 2080/81 to 60.49% in 2081/82, despite a moderate earlier level. Likewise, the MEd program reflects notable improvement, rising from 17.65% in the earlier period to 57.81% in 2080/81, and maintaining a relatively high level at 51.11% in 2081/82. Overall, the data indicate a general upward trend in student pass percentages, particularly in recent years, suggesting improvements in academic support, teaching effectiveness, and student performance across programs. The in-depth is in the table below.

**Table 4: Average Pass Percentage of the Students**

Level	Program	Year				
		2077/78	2078/79	2079/80	2080/81	2081/82
Bachelors’	BBS	11.23%	10.76%	16.67%	19.34%	37.12%
	BBA	41.89%	40.60%	49.46%	68.28%	65.00%
	BA	36.34%	16.49%	30.98%	35.41%	40.71%

	B Ed	14.57%	13.88%	28.49%	27.02%	39.94%
Masters'	MBS				34.78%	57.94%
	MA	46.34%			41.53%	60.49%
	MEd	17.65%			57.81%	51.11%

## 5. Students' Dropout Trends

TMC has been facing significant student dropout and enrollment challenges in recent years, reflecting broader trends in rural and community-based higher education in Nepal. While specific official dropout statistics for TMC are not widely published, the campus's historical context and local trends suggest declining student numbers and retention challenges influenced by external socioeconomic factors common across Nepali campuses. Nationwide research shows that many colleges, especially in non-urban areas, are grappling with reducing enrollment and increased dropouts, often linked to students leaving for employment or study abroad and economic pressures, which reduce the number who continues to higher years.

To counteract this, TMC introduced fee reductions and expanded scholarship programs after affiliating with Far-Western University, aiming to make education more affordable and encourage students to stay enrolled. Despite these efforts, retention remains a challenge in the context of broader trends in youth migration and shifting educational choices in Nepal. This can be tabulated as follows.

**Table No. 5: Students' Dropout**

Level	Program	Year				
		2077/78	2078/79	2079/80	2080/81	2081/82
Bachelors'	BBS	120	11	8	16	16
	BBA	4	6	6	-	0
	BA	169	7	3	5	5
	BEd	85	4	3	1	1
	P.B.Ed.	-	-	-	-	6
Masters'	MBS	20	14	15	6	6
	MA	30	21	33	9	9
	MEd	10	8	14	4	4

Total Average	438	71	82	41	47
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## 6. Students' Graduation Trends in Number

The graduation trends of students at Tikapur Multiple Campus have shown a generally positive trajectory over recent years, indicating an improvement in academic performance and student retention. The number of graduates has gradually increased across various programs, with notable growth in professional courses such as BBS and BBA. This trend reflects both the campus's expanding capacity and the increasing emphasis on higher education among local students. Despite minor fluctuations in certain years, the overall pattern suggests that more students are completing their programs, highlighting the campus's role in promoting educational attainment in the region. The details are in the table below.

**Table 6: Students' Graduation Number**

Level	Program	Year				
		2077/78	2078/79	2079/80	2080/81	2081/82
Bachelors'	BBS	33	31	57	51	Yet to receive data
	BBA	-	-	-	17	
	BA	16	15	20	9	
	BED	3	12	10	6	
Masters'	MBS	9	7	18	20	
	MA	11	8	7	19	
	Med	8	10	6	38	
Total		80	83	118	160	
Graduation number of female students		25	42	65	68	

The above table shows the graduation trends of students at both the bachelor's and master's levels over the academic years 2077/78 to 2081/82. At the bachelor's level, programs such as BBS, BBA, BA, and BEd have varied graduation numbers over the years. The total number of graduates increased from 80 in 1977/78 to 160 in 1980/81, indicating significant growth in student completion. At the bachelor's level, BBS graduates rose notably, while BA and BEd showed fluctuating but generally moderate numbers. The introduction of BBA in 2080/81

added to overall growth. At the master’s level, MBS and MA displayed gradual increases, whereas MEd recorded a sharp rise in 2080/81, becoming the highest among master’s programs. Female graduates also increased steadily, reflecting improved gender participation in higher education.

**Part: B**

**1. Research Work by the Faculties**

The faculties of TMC have been actively engaged in research activities that reflect both academic rigor and local relevance. Faculty members from disciplines such as management, education, humanities, and social sciences have conducted research focusing on teaching–learning practices, students’ academic performance, curriculum effectiveness, educational management, and socio-economic issues of the Sudurpaschim region. Many studies address local concerns such as community development, education access, gender issues, youth employment, and cultural practices, thereby linking academic inquiry with societal needs. Faculty members have presented research papers in national seminars, workshops, and conferences and some have published their findings in peer-reviewed journals and campus-level research publications. The campus has also encouraged action research and classroom-based research to improve pedagogical practices and enhance students’ learning outcomes.

In general, the research work carried out by the faculties of the Campus demonstrates a growing research culture, contributing to knowledge production, professional development of teachers, and the academic strengthening of the institution. The details are tabulated as:

**Table 7: Publication by Full-time Faculties**

Standard	Year				
	2077/78	2078/79	2079/80	2080/81	2081/82
Q1	-	-	-	-	-
Q2	-	-	-	-	-
Q3	-	-	-	-	1
Q4					1
Peer Reviewed	4	5	5	8	6

Non-reviewed	6	8	9	10	9
Books/ Chapter	3	3	5	7	4
Total	13	16	19	25	19

Based on the above data, the research output of the campus shows a clear pattern of gradual growth with some fluctuations over the five academic years from 2077/78 to 2081/82. During this period, publications categorized under Q1 and Q2 journals were absent in all years, indicating limited engagement with top-tier indexed journals. Q3 publications appeared only in 2081/82 with one article, while Q4 publications were recorded only in the final year as well, also with one publication, suggesting a very recent entry into indexed journal publishing. Peer-reviewed articles formed a major component of research output throughout the period, increasing from 4 in 2077/78 to 5 in both 2078/79 and 2079/80, peaking at 8 in 2080/81, and slightly declining to 6 in 2081/82. Non-reviewed publications consistently outnumbered peer-reviewed ones, rising from 6 in 2077/78 to a high of 10 in 2080/81 before decreasing marginally to 9 in 2081/82.

Likewise, publications in the form of books or book chapters also showed improvement over time, increasing from 3 in the first two years to 5 in 2079/80 and reaching a peak of 7 in 2080/81, followed by a decline to 4 in 2081/82. Overall, the total number of publications increased steadily from 13 in 2077/78 to a maximum of 25 in 2080/81, before falling to 19 in 2081/82. This trend indicates a strengthening research culture over time, with notable progress around 2080/81, although there remains significant scope for improvement in producing higher-quality publications in internationally indexed journals.

### **1.1 Research Projects**

TMC has gradually strengthened its research profile by securing research projects from different sectors over recent academic years. Faculty members of the campus have received research grants and project opportunities from university-level bodies, government agencies, and non-governmental organizations, reflecting growing institutional capacity and academic credibility. Most of these projects have focused on locally relevant issues such as education, management, social development, community health, agriculture, and regional development in the Sudurpaschim Province.

Through support from Far Western University, campus-based research committees, and external funding partners, faculty researchers have been able to undertake empirical studies, field-based surveys, and policy-oriented research. These projects have not only contributed to knowledge production but have also enhanced faculty research skills, student involvement, and community engagement. Overall, the research projects obtained from different sectors demonstrate the campus's increasing commitment to applied research, interdisciplinary collaboration, and the use of research outcomes to address local and regional development challenges. The following table indicates the details.

**Table 8: Research Projects by Faculty**

Type	Year				
	2077/78	2078/79	2079/80	2080/81	2081/82
Internally funded in faculty research	-	-	-	2	2
Each project amount	-	-	-	50,000	50,000
Externally Funded in Mini research	-	-	-	-	3
Each project amount	-	-	-	-	30,000
National conference	-	-	-	-	1
National conference amount	-	-	-	-	8,65,085.54
<b>Total</b>	-	-	-	<b>100000</b>	<b>1055085.54</b>
Research projects before 2079/2080 were not directly documented. From 2080/2081 onwards, projects began with funding allocated for two faculty members. In 2081/2082, two projects were internally funded, while three projects received external funding.					

The table shows that research projects at Tikapur Multiple Campus were not formally documented or directly funded before the academic year 2079/80. The data indicate that faculty research activities were not formally documented before 2079/80, suggesting limited institutional tracking or structured funding mechanisms in earlier years. A clear shift occurs from 2080/81 onward, when research projects began to receive designated funding. In 2080/81, two internally

funded faculty research projects were supported, each with an allocation of NPR 50,000, totaling NPR 100,000. Research engagement further expanded in 2081/82, with continued internal support for two projects and the addition of three externally funded mini-research projects at NPR 30,000 each. Moreover, faculty participation in a national conference, supported with substantial funding, reflects growing academic visibility. Overall, the trend demonstrates increasing institutional commitment to research and a gradual diversification of funding sources.

## 1.2. Conference/Workshop/Seminar

Tikapur Multiple Campus has made significant contributions to academic and professional development by regularly organizing conferences, workshops, and seminars that promote learning and scholarly exchange among students, faculty, and experts. A major highlight was the National Conference on “Indigenous Knowledge and Resources to Strengthen Diversity in Future Education System” held on June 16–17, 2023, which fostered discussion on inclusive pedagogy, multilingual education, and technology-enhanced learning. In May 2025, the Research Management Cell organized its First International Conference on “Multidisciplinary Research and Innovation in Social Sciences,” bringing together national and international scholars. The campus also conducted Digital Literacy and Digital Pedagogy workshops in March 2025, strengthening modern teaching competencies. Collectively, these initiatives position Tikapur Multiple Campus as a regional hub for academic growth and collaboration. For details, consult the following table.

**Table 9: Conference/Workshop/Seminar**

Program Type	Year				
	2077/78	2078/79	2079/80	2080/81	2081/82
International Conference	-	-	-	-	-
National Conference	-	-	-	-	1
Regional Conference	-	-	-	-	-
<b>Total</b>	-	-	-	-	1
International level Seminar/Workshop/Training	-	-	-	-	-
National level Seminar/Workshop/Training	-	2	2	1	2

Regional level Seminar/Workshop/Training	-	1	2	2	1
Institution-level Seminar/Workshop/Training	-	2	2	2	3
<b>Total</b>	-	5	6	5	7

The above table shows that academic programs such as conferences, seminars, workshops, and training activities at the campus were gradually strengthened over the years, particularly at the national, regional, and institutional levels. During the period from 2077/78 to 2080/81, no international or national conferences were organized; however, in 2081/82, the campus successfully conducted one national-level conference, marking an important milestone in its academic engagement. Although international and regional conferences were not organized throughout the five years, there was consistent growth in seminars, workshops, and training programs. At the national level, two programs were conducted in 2078/79 and 2079/80, followed by one in 2080/81 and an increase to two in 2081/82. Similarly, regional-level programs increased from one in 2078/79 to two in both 2079/80 and 2080/81, before slightly declining to one in 2081/82. Institutional-level programs showed steady improvement, rising from two programs in each of the years 2078/79 to 2080/81 to three programs in 2081/82. Overall, the total number of seminars, workshops, and training programs increased from five in 2078/79 to seven in 2081/82, reflecting the campus's growing commitment to academic development, capacity building, and scholarly interaction at multiple levels.

### **1.2 Paper Presentation by Full-time Faculty**

The full-time faculty of Tikapur Multiple Campus have actively contributed to the academic and research culture through paper presentations at various scholarly forums. Faculty members presented research papers in national conferences, seminars, and workshops, addressing contemporary issues in management, education, humanities, and social sciences. These presentations reflected the faculty's engagement with empirical research, theoretical debates, and local socio-academic problems relevant to the region. Through paper presentations, the faculty not only disseminated research findings but also exchanged ideas with scholars from other institutions, enhancing academic networking and professional development. Such scholarly

participation has strengthened the research environment of the campus and supported the promotion of evidence-based teaching and learning practices. Table 10 is the detailed proof.

**Table 10: Paper Presentation by Full-time Faculties**

Program Type	Year				
	2077/78	2078/79	2079/80	2080/81	2081/82
International Conference	1	1	1	2	2
National Conference	1	1	2	2	2
Regional Conference	2	2	3	3	4
<b>Total</b>	4	4	6	7	8
From 2077/78 to 2081/82, the number of paper presentations by full-time faculty gradually increased from 4 to 8. This shows steady growth in participation at international, national, and regional conferences over the years.					

From 2077/78 to 2081/82, TMC experienced a steady increase in the number of paper presentations delivered by full-time faculty members at academic conferences. In 2077/78, a total of four paper presentations were recorded, comprising one international, one national, and two regional conferences. This level of participation remained the same in 2078/79. However, in 2079/80, the total number rose to six, reflecting growth particularly at the national and regional levels. The upward trend continued in 2080/81 with seven presentations, supported by increased participation in international conferences. By 2081/82, the total number reached eight, with consistent engagement across international, national, and regional conferences. Overall, the data indicate a positive and gradual growth in research dissemination and academic engagement among full-time faculty members, highlighting the campus's increasing emphasis on scholarly activities and professional development.

### 1.3 Participation in Conference/ Seminar/Workshop/Training

Faculty members of TMC actively participated in various conferences, seminars, workshops, and training programs organized at national and institutional levels. These participations aimed to enhance academic competence, research skills, pedagogical practices, and professional development of the faculty. Through engagement in such academic and capacity-building programs, the faculty members gained exposure to recent developments in their respective disciplines, research methodologies, curriculum design, and innovative teaching-learning approaches. Participation in these programs also contributed to academic networking, knowledge sharing, and collaboration with scholars and institutions from different regions. Overall, involvement in conferences, seminars, workshops, and training programs has played a significant role in strengthening the academic quality, research culture, and institutional development of Tikapur Multiple Campus.

**Table 11: Faculty Participation in Conference/ Seminar/Workshop/Training**

Program Type	Year				
	2077/78	2078/79	2079/80	2080/81	2081/82
International Conference	1	1	2	3	3
National Conference	2	2	3	5	6
Regional Conference	2	1	3	2	5
<b>Total</b>	5	4	8	10	14
International level Seminar/Workshop/Training	-	-	-	-	-
National level Seminar/Workshop/Training	5	6	8	10	12
Regional level Seminar/Workshop/Training	3	4	4	5	8
Institution level Seminar/Workshop/Training	3	4	5	5	9
<b>Total</b>	11	14	17	20	29

The data, as mentioned in the above table, reflect the trends in research programs organized by the institutions over the five years from 2077/78 to 2081/82. Regarding conferences, the institution showed a steady increase in activity across all levels. International conferences started with 1 in 2077/78 and grew to 3 by 2080/81, maintaining the same number in 2081/82. National conferences displayed a more significant upward trend, rising from 2 in 2077/78 to 6 in 2081/82. Regional conferences fluctuated slightly, starting at 2, dropping to 1 in 2078/79, and then increasing to 5 by 2081/82. Overall, the total number of conferences increased from 5 in 2077/78 to 14 in 2081/82, indicating growing institutional engagement in scholarly activities.

Similarly, the trend in seminars, workshops, and training programs also exhibited significant growth. While no international-level programs were conducted during this period, national-level programs rose from 5 in 2077/78 to 12 in 2081/82. Regional-level programs increased from 3 to 8, and institution-level programs expanded from 3 to 9 over the same period. Consequently, the total number of seminars, workshops, and training programs increased substantially from 11 in 2077/78 to 29 in 2081/82. These figures collectively indicate that the institution has been progressively enhancing its academic engagement, professional development opportunities, and capacity for hosting scholarly events over the five-year span.

## **2. Human Resource Development**

Human Resource Development (HRD) refers to the systematic process of enhancing the skills, knowledge, competencies, and overall capabilities of an organization's workforce to improve individual and organizational performance. It encompasses various activities such as training and development programs, career planning, mentoring, performance appraisal, and employee engagement initiatives. HRD aims not only to equip employees with the technical and professional skills required for their current roles but also to prepare them for future responsibilities and leadership positions. By fostering continuous learning and professional growth, HRD contributes to increased productivity, innovation, and job satisfaction, while also reducing turnover and aligning human resources with the strategic goals of the organization. Effective HRD creates a motivated and competent workforce, which is essential for organizational sustainability and competitiveness in today's dynamic and knowledge-driven business environment.

**Table 12: Human Resource Development**

Title	Year				
	2077/78	2078/79	2079/80	2080/81	2081/82
Number of full-time faculties	26	26	28	28	31
Number of female full-time faculties	-	-	-	-	-
Number of part time faculties	13	13	13	13	10
Number of female part-time faculties	-	-	1	-	2
No. of full-time faculty with postdoc qualification	-	-	-	-	-
No. of full-time female faculties with post doc qualification	-	-	-	-	-
No. of full-time faculties with PhD qualification	1	1	2	3	4
No. of female full-time faculties with PhD qualification	-	-	-	-	-
No. of full-time faculties with MPhil. qualification	7	7	7	7	7
No. of female full-time faculties with MPhil. qualification	-	-	-	-	-
Training offered* (in number, except research)	-	-	-	3	-
Number of Participants in Training	-	-	-	60	-
Number of non-teaching staff receiving training*	5	7	11	9	7
Awards received by faculty**	-	-	-	-	-
From 2077/78 to 2081/82, the number of full-time faculty increased from 26 to 31, while part-time faculty decreased from 13 to 10. During this period, post-doc holders were absent, PhD holders rose from 1 to 4, MPhil holders remained constant at 7, a few female part-time faculties appeared, and one training program was offered in 2080/81 with 3 sessions.					

From the academic year 2077/78 to 2081/82, Tikapur Multiple Campus witnessed notable changes in its faculty composition and professional development activities. The number of full-time faculties gradually increased from 26 to 31, indicating a steady growth in permanent academic staff, whereas part-time faculties decreased from 13 to 10, suggesting a shift towards a more stable, full-time teaching workforce. Throughout this period, there were no full-time faculties with post-doctoral qualifications, and the number of PhD-qualified full-time faculties increased steadily from 1 in 2077/78 to 4 in 2081/82, reflecting the campus's commitment to enhancing academic expertise. The number of MPhil-qualified full-time faculties remained constant at 7, highlighting a stable presence of mid-level academic qualifications. Female representation among part-time faculty appeared minimal, with only one female in 2079/80 and two in 2081/82, while data on female full-time faculty and their qualifications were not recorded. Professional development activities were limited, with a single training program conducted in 2080/81 involving three sessions and 60 participants, while non-teaching staff training fluctuated from 5 to 11 participants over the years. No faculty awards were recorded during this period.

As a whole, the total number of faculty and staff-related activities varied annually, with the highest combined total observed in 2080/81 at 103, reflecting efforts toward capacity building despite limited gender representation and training opportunities.

### **3. Student Support & Services**

Student support and services play a vital role in enhancing the overall academic and personal development of students at Tikapur Multiple Campus. The campus provides a range of services aimed at ensuring that students have access to the resources they need to succeed both academically and socially. These services include academic advising, counseling, career guidance, and mentoring programs, which help students make informed decisions regarding their courses, career paths, and personal growth. Additionally, the campus offers library facilities, computer labs, and access to digital learning resources to support effective learning. Health and wellness services, including mental health counseling, are also available to address students' physical and emotional well-being. Extracurricular activities, such as clubs, cultural programs, and sports, are actively promoted to encourage holistic development and foster a sense of community among students. Through these support systems, Tikapur Multiple Campus not only facilitates academic achievement but also nurtures personal growth, resilience, and social

engagement, creating an environment where students can thrive both inside and outside the classroom. This can be tabulated as:

**Table 13: Student Support & Services**

Support & Services	Year				
	2077/78	2078/79	2079/80	2080/81	2081/82
Full Scholarship by TMC	143	42	45	89	113
Full Scholarship by UGC				58	93
Partial Scholarship	12	80	31	46	40
Total investment in scholarship by TMC (Rs)	600000	173850	571800	521150	359900
No of graduates' placement	4	16	20	23	-
Number of career counselling offered	5	7	10	12	22
Number of psycho-social counselling	2	5	3	1	2
Students provided with entrepreneurship support	-	-	-	1	-
Incubation center capacity	-	-	-	35	35
Number of students receiving internship opportunity	-	-	-	35	42
Number of soft skill trainings offered	-	-	-	-	-
Number of remedial classes offered	-	-	-	-	-
Number of non-credit courses offered	-	-	1	1	1
Number of ECA activities conducted	-	16	15	18	17
Number of outreach activities*	3	-	-	3	2
Awards received by students*	-	-	-	-	-
<b>Total</b>					
The outreach activities like teacher training, Eye test camp, and volunteering at a health camp (2080/2081). Teachers' Training workshop related to the influence of climate change in farming was conducted. (2081/2082)					

The data on support and services at Tikapur Multiple Campus over the five academic years from 2077/78 to 2081/82 reflects a dynamic approach toward student development and welfare. The number of students receiving full scholarships fluctuated, starting at 143 in

2077/78, dropping to 42 in 2078/79, and then gradually increasing to a combined total of 206 in 2081/82 (113 TMC and 93 UGC scholarships). Partial scholarships also varied, peaking at 80 in 2078/79 and slightly declining to 40 by 2081/82. The total financial investment in scholarships by TMC similarly showed variations, from NPR 600,000 in 2077/78 to NPR 359,900 in 2081/82, reflecting changing budget allocations and student support needs.

Placement support for graduates improved over time, with 4 students placed in 2077/78, rising to 23 by 2080/81, though placement data for 2081/82 was not provided. Career counselling services increased steadily from 5 sessions in 2077/78 to 22 in 2081/82, indicating a growing emphasis on guiding students for professional pathways. Psycho-social counselling, aimed at mental and emotional well-being, remained relatively limited, fluctuating between 1 and 5 sessions over the years. Entrepreneurial support was minimal, with only one student receiving such guidance in 2080/81, though the incubation center had a capacity of 35 students in 2080/81 and 2081/82, and internship opportunities were provided to 35 and 42 students, respectively, reflecting an effort to build practical skills.

Non-academic and extracurricular activities also saw gradual development. Non-credit courses were offered sparingly from 2079/80 onward, while extracurricular activities (ECA) such as sports, cultural events, and volunteer activities remained consistent, with a high of 18 activities in 2080/81. Outreach activities, including teacher training, eye test camps, health volunteering, and workshops on climate change impacts in farming, were conducted selectively across the years, showing the campus's engagement with the wider community. Overall, the data indicates that Tikapur Multiple Campus has been steadily enhancing both academic support and holistic development services for students, though some areas, such as remedial classes and soft skill trainings, still require further development.

## 2. Budget Allocation and Utilization

The budget allocation and utilization are tabulated as follows, Table 14.

**Table 14: Budget Allocation**

Heading	Year				
	2077/78	2078/79	2079/80	2080/81	2081/82
Total Budget	7,05,23,772.09	7,09,38,340.91	7,96,80,838.61	6,22,15,052.00	6,72,23,200.00
Total	4,26,73,772.09	5,18,38,340.91	5,36,30,838.61	5,58,65,052.00	5,94,73,200.00

Operational Budget					
Total expenditure	5,69,37,529.55	6,14,16,492.16	6,75,41,226.64	5,37,83,655.94	6,72,23,200.00
Expenditure of operational budget	4,06,07,768.05	5,05,39,978.93	5,69,74,228.74	5,01,72,481.23	5,22,45,370.66
Research Budget (Amount)	11,50,000.00	11,00,000.00	12,50,000.00	26,60,240.00	28,50,000.00
Research Budget (percentage of operational budget)	2.694	2.121	2.330	4.761	4.792
Expenditure amount of research budget	1,15,700.00	3,98,365.00	5,71,750.00	16,58,683.87	25,13,134.79
Library Budget (Amount)	10,00,000.00	10,00,000.00	9,50,000.00	7,00,000.00	7,00,000.00
Library Budget (Percentage of operational budget))	2.343	1.929	1.771	1.253	1.177
Expenditure amount of library budget	9,90,131.00	9,99,080.00	5,81,289.00	6,88,305.00	3,71,802.60

Maintenance Budget (Amount)	2,00,000.00	25,00,00.00	3,85,000.00	4,00,000.00	5,50,000.00
Maintenance Budget (Percentage)	0.492	0.482	0.702	0.716	0.924
Expenditure amount of the maintenance budget	1,31,805.80	2,58,913.60	3,90,161.69	4,68,700.17	3,95,174.90

The budget figures for 2077/78–2081/82 show a pattern of moderate growth in allocation but uneven and often weak utilization, particularly in priority academic areas. Although the total and operational budgets generally increased up to 2079/80 and again in 2081/82, actual expenditure consistently lagged behind allocations, indicating planning–implementation gaps. Research funding, while rising in both absolute terms and as a share of the operational budget (from about 2.1% to nearly 4.8%), suffered from very low utilization in earlier years, suggesting limited research culture or administrative bottlenecks; only in 2080/81 and 2081/82 does utilization improve significantly. In contrast, the library budget shows low allocation and sharp underutilization, especially in 2081/82, reflecting possible procurement delays or shifting institutional priorities away from academic resources. Maintenance spending remains marginal throughout, with allocations below 1% of the budget and inconsistent expenditure, which may risk long-term infrastructure deterioration. Thus, the data reveal a structural imbalance between financial planning and execution, with recurrent underinvestment and underutilization in core academic functions such as research and library development.

### 3. Infrastructure and Physical Facilities

The following table is the profile of infrastructure and physical facilities that the campus possesses.

**Table 15: Infrastructure and Physical Facilities**

Heading	Year
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	2077/78	2078/79	2079/80	2080/81	2081/82
Total land area owned by the institution	380 <i>Bigah</i>	380 <i>Bigah</i>	380 <i>Bigah</i>	380 <i>Bigah</i>	380 <i>Bigah</i>
Total buildings	3	3	3	3	3
Total classrooms	36	36	36	36	36
Rooms for offices	13	13	13	13	13
Number of furniture sets used in classrooms (Desk-Bench)	500	530	560	560	933
Number of desktops in labs	2	-	-	2	2
Number of laptops in labs	34	-	10	-	3
Number of desktops used for official purpose	2	-	-	2	2
Number of laptops used for official purpose	34	-	10	-	3
Number of desktops used in Computer lab	24	24	24	24	24
Number of laptops used in digitalization	-	-	-	24	64
Number of multimedia projectors	18	18	18	18	29
Number of smart boards	1	1	1	1	2
Internet capacity	-	-	-	5	310 Mbps
Number of CCTVs	-	3	10	1	1
Number of Seminar Halls	1	2	2	2	2
Number of Incubation center	-	-	-	-	1

The above data show that the institution has maintained stable infrastructure and physical facilities from 2077/78 to 2081/82. Key assets such as land area (380 Bigah), buildings, classrooms, office rooms, furniture, computers, projectors, smart boards, and CCTVs remain consistent, indicating sustainability and adequate capacity to support academic activities. A notable improvement appears in 2081/82 with the addition of desktops and laptops for computer labs and digitization, along with the establishment of an incubation center and expansion of

seminar halls. The availability of high-speed internet (310 Mbps) further strengthens the institution's teaching, learning, and research environment.

#### 4. Library and Resources

Regarding the details of the campus library and available resources, the following table shows them in an in-depth way.

**Table 16: *Library and Resources***

Heading	Year				
	2077/78	2078/79	2079/80	2080/81	2081/82
Land area covered by library	7546	7546	7546	7546	7546
Number of staffs working in library	2	2	2	2	2
Total books, journals items in library	17644	17644	17940	25460	26470
Total number of books, journals in library	17644	17644	17644	24470	24470
Total number of text books in library	15938	15938	15938	21268	21268
Total number of reference books in library	1701	1701	1701	3189	3189
Total journal items in library	5	5	5	13	13
Reading room capacity in library	25	25	25	25	25
Library opening hours a day (specify the time)	7:00AM-4:00PM	7:00AM-4:00PM	7:00AM-4:00PM	7:00AM-4:00PM	7:00AM-4:00PM
Average number of library visitors a day	152	136	134	129	135

The data on library and resources reflect a generally positive and stable academic support system over the five years. The library has consistently covered a substantial area of 7,546 square feet, providing an adequate learning environment. Although the number of library staff has remained constant at two, the steady operation suggests effective staff utilization. A notable strength is the significant growth in library holdings from 17,644 to 24,470 items in 2080/81, indicating strong institutional commitment to expanding academic resources. Both textbooks and reference books show remarkable increases, enhancing teaching, learning, and research

activities. The rise in journal items also reflects improved access to current knowledge. Stable opening hours and consistent daily visitors.

## 5. Teaching, Learning, and Evaluation

Teaching, learning, and evaluation details of the campus are tabulated as:

**Table 17: Teaching, Learning, and Evaluation**

Heading	Year				
	2077/78	2078/79	2079/80	2080/81	2081/82
Campus opening hour daily (specify the time)	10 hrs (6AM-4PM)	10 hrs (6AM-4PM)	10 hrs (6AM-4PM)	10 hrs (6AM-4PM)	10 hrs (6AM-4PM)
Total opening days of the campus	285	288	290	284	289
Total teaching days in the campus	198	203	207	201	
Average proportion of students' attendance in class daily	1320	1298	1160	967	820
Number of internal examination/s	2	2	2	2	2
Average proportion of students' attending internal examinations	1319	1200	1050	910	769
Overall average pass percentage in internal examination	1319	1200	1050	910	769
Number of guest lectures/visiting lectures offered	2	1	4	5	5
Number of exposure visits (industrial visit, school visit) offered to the students	-	1	3	3	4
Projects works completed by the students	86	57	60	45	53
Thesis completed by the students	19	24	29	22	18
Teacher: Student ratio	1:32	1:26	1:24	1:26	1:23
Classrooms: Students ratio	1:50	1:46	1:40	1:38	1:36
Student: Non-teaching Staff ratio	1:107	1:103	1:98	1:78	1:79
Number of National Linkage and Networking	5	6	8	22	25

Number of International Linkages and Networking	-	-	-	3	3
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The data show a generally stable teaching–learning environment over the five academic years. The campus operated for 10 hours daily with nearly consistent opening and teaching days. Student attendance in classes and internal examinations shows a gradual decline, indicating emerging challenges in student retention and engagement. Internal assessments remained regular, with two examinations conducted each year. Academic enrichment improved through an increasing number of guest lectures, exposure visits, and strong growth in national and international linkages, especially after 2080/81. Project work and thesis completion fluctuated moderately. Notably, teacher–student and classroom–student ratios improved over time, suggesting better academic support and learning conditions.

## 6. Governance and Transparency

The status of governance and transparency maintenance in TMC is tabulated below.

**Table 18: Governance and Transparency**

Heading	Year				
	2077/78	2078/79	2079/80	2080/81	2081/82
Frequency of CMC meetings	20	19	23	24	22
Frequency of IQAC meeting	3	5	4	07	9
Frequency of RMC meeting	11	14	9	13	15
Frequency of Library Committee's meeting	3	4	5	06	5
Frequency of Departmental meetings	5	6	4	05	06
Frequency of Alumni Association's meeting	3	4	4	05	06
Frequency of academia-industry dialogues (with banks and Schools)	-	2	3	4	4
Frequency of stakeholder consultation sessions/meetings	4	3	3	4	4

Major Publications (Please tick)							
Annual Report	√	EMIS Report	√	Audit Report	√	Research Journal	√
Satisfaction survey report	√	Student-initiated publication/s		Policies and Guidelines	√	Quality audit report	√
Newsletter/ Bulletin	√	Prospectus	√	Tracer study report	√		

The data on Governance and Transparency reflect a largely positive and strengthening institutional culture over the years 2077/78–2081/82. The consistently high frequency of CMC meetings indicates active central governance and regular decision-making. A notable rise in IQAC meetings, especially in the later years, demonstrates a growing commitment to quality assurance and internal monitoring. Although RMC meetings show some fluctuation, the overall trend suggests sustained research oversight. Gradual increases in library, departmental, and alumni meetings point to participatory management and academic engagement. The introduction and steady growth of academia–industry dialogues is particularly encouraging, reflecting responsiveness to employability and societal needs. Thus, the data affirm improving transparency, coordination, and inclusive governance practices.

**PART: C**

**1. Institution's Sustainability Approach**

Based on the following indicators, the sustainability approach of TMC has been mentioned.

**Table 19: Institution's Sustainability Approach**

*(NC#: Not Complied, PC: Partially Complied, C: Complied, A: Applicable, NA: Not Applicable)*

<b>SN</b>	<b>Parameters</b>	<b>Status</b>	<b>Remarks (list out the activities)</b>
1.	Building designs with climatic considerations (such as orientations, ventilation, lights etc).	A	Female-friendly toilet, advanced drinking water booth, marbling of the buildings' floor, installment of AC, well ventilated room and so forth
2.	Use of local building materials and minimization of the use of timber or other natural resource materials	A	Use of locally available bricks, stones, bamboo and <i>bet</i> dustbin, and cement while

			minimizing timber use
3.	List of civil works/buildings providing adequate considerations to risks related to earthquakes, floods, landslides, and fire	A	Earthquake-resistant design, fire safety measures, flood and landslide risk assessment.
4.	Civil works in or near cultural and religious sites, such as temples	NA	No civil works undertaken near cultural or religious sites.
5.	Civil works requiring forest land or cutting trees	A	No tree cutting or forest land acquisition required.
6.	Rectification status	PC	Ongoing rectification of minor structural and facility issues.
7.	Physical facility development and/ or upgrading requires obtaining additional land (in the form of donation or acquisition).	A	Additional land acquired through an institutional process without donation or dispute.
8.	Allocation of separate fund for maintenance of water supply and toilets, site drainage and solid & liquid waste management facilities	A	Dedicated budget allocated for water supply, toilets, drainage, and waste management.
9.	Infrastructure Plan (water & sanitation facilities, rainwater harvesting, landscape plan and solid & liquid waste management plan) prepared by the organization.	A	Comprehensive infrastructure plan prepared for water, sanitation, rainwater harvesting, landscaping, and waste management.
10.	Use of Code of Practice for Environmental Management in Civil Works (prepared by PSS, DoE) Use of Code of Practice for Labor Management in Civil Works (prepared by UGC/ other) or HEI develop by itself	A	Code of practice for environmental and labor management strictly followed.
11.	Civil work been subjected to environmental screening; meeting environmental	A	Environmental screening completed; EMP prepared;

	requirements, and Environmental Management Plans (EMP) or necessary documents prepared; Environmental Protection Act (EPA)/ Environmental Protection Rules (EPR) and Public Works Department (PWD) guidelines environmental provisions applied in each investment*		EPA, EPR, and PWD guidelines applied.
12.	Environmental training and awareness/orientations organized	A	Environmental training and orientation programs conducted for staff and students.
13.	Community trainings (on construction management) organized and were they as per National Environmental Guidelines?	A	Community training on construction management organized in line with national guidelines.
14.	Status of Compliance with NEHEP Environmental Guidelines as well as Nepal's environmental requirements	A	To somehow, compliance with NEHEP Environmental Guidelines and national environmental standards.
15.	Status for regular monitoring of environmental compliance	A	Regular monitoring and reporting system established for environmental compliance.
16.	Does the HEI follow the SOPs of Waste/Hazardous waste and e-waste management?	A	SOPs for waste, hazardous waste, and e-waste management implemented.
17.	Periodic testing for biological, chemical, and particularly for arsenic and fluoride content in water. Findings and other additional treatment facility, if any.	PC	Water quality tested periodically; partial compliance for arsenic and fluoride treatment facility.

18	Grievance Redressal Mechanism (GRM) What kind of GRM do the HEI has? Use of Code of Conduct for GRM (prepared by UGC/ other) Any trainings on GRM	A	GRM established with code of conduct, functional complaint handling, and related trainings conducted.
19.	Outstanding mitigation work for complying with the environmental safeguards and climate resilience	A	Mitigation works completed to ensure environmental safeguards and climate resilience.

The institution demonstrates a largely positive and proactive sustainability approach, with most parameters marked as applicable and effectively implemented. Climate-responsive building designs, use of local materials, disaster-resilient civil works, and adherence to national environmental laws and codes of practice reflect strong environmental responsibility. Dedicated budgeting, comprehensive infrastructure planning, waste and e-waste management SOPs, and regular environmental monitoring further strengthen institutional sustainability. Environmental training, community engagement, and a functional grievance redressal mechanism indicate inclusive governance. Although partial compliance exists in rectification works and water quality treatment, these gaps are being addressed progressively, showing continuous improvement toward long-term environmental sustainability and resilience.

## 2. Qualitative Progress Reporting

The qualitative progress made by the institution on long-term recommendations as given in the final PRT report is as follows.

**Table 20: *Qualitative Progress Reporting***

S.N.	PRT Recommendation	Progress Made
<b>First Cycle</b>		
1.	There should be a separate organizational setup and management, including financial management and sustainability, for higher education programs and higher secondary	380 bighas of land endowed by the Tikapur Town Development Committee.

	education programs. Higher education needs to be made research-oriented.	
2.	There should be a plan to increase the number of faculty members as well as their professional development. The campus must ensure that more teachers participate in faculty development programs such as seminars, workshops, trainings, orientation and refresher courses. There should be regular teacher colloquium/training programs of 3–4 weeks' duration for professional updating. There should also be provision for teacher enrollment in MPhil or PhD programs.	High societal demand for higher education in this area.
3.	The campus should start setting up subject wise departments such as English and Nepali departments with clear terms of reference ensuring department wise academic calendar, lesson plan, record keeping of student profile that list the performance progress (exam results), and the department must conduct regular analysis of the student results and accordingly respond with appropriate programs. There must be a system of getting regular student and teacher feedback and response.	Imparting education at a reasonable cost, with affordable tuition fees.
4.	There should be a 5 years plan for activities and professional development of the teachers in the departments supported by the central management.	Dedicated Management.
5.	Teachers should be encouraged to conduct research, participate in seminars and	Harmonious relation among the members of the management, teaching and non-

	conferences, present papers and publish in professional journals.	teaching staff as well as students.
6.	The campus should organize seminars/workshops/conferences/training/orientation programs. Each department must have 1–2 workshops/seminars annually.	Disciplined and cultured students.
7.	The Research Committee should explore the possibilities of getting research support from UGC and other national and international funding agencies.	The policies and regulations are developed in accordance with the provisions of TU regulations and guidelines, providing a stable policy and regulatory environment. The campus also provides facilities to the staff at par with TU provisions.
8.	Faculty and student exchange and inviting visiting professors need to be encouraged.	Institutional autonomy with respect to management and financial affairs.
9.	The Campus should plan with appropriate programs to increase pass percentage in the regular annual examination. For this, the campus must ensure adequate preparation by the students for the examinations including trimester exams and class tests in between.	Good regulatory provisions and practices, with formal selection procedures for the recruitment of teaching and non-teaching staff.
10.	Library service should be reformed with computerized services, additional reference books and journals. The current library staff should be trained. There should also be provision for professional librarian.	Significant development of infrastructures and their optimum utilization.
11.	Teachers and students should be encouraged to routine check of the important websites for research, training, and other academic/professional opportunities.	The campus has systematized regular student and employer feedback collection, monitored student achievements, and maintained teachers' work diaries in a

		more structured way.
12.	Programs should be developed to help new entrants to adapt to the new environment of higher education in terms of language, computer use, and self-motivation and study needs.	Each department has prepared detailed academic and lesson plans along with academic monitoring mechanisms focusing on student performance.
13.	Short-term courses in communicative English/spoken English and computer training should be provided to all teachers, administrative staff, and students.	Departments have started maintaining students' and teachers' performance profiles, analyzing progress, and providing remedial and supportive measures to enhance exam success rates, with a budget allocated for this purpose.
14.	The campus should offer employment-oriented programs.	Regular and frequent stakeholder meetings with parents, teachers, and community members have been institutionalized.
15.	Career guidance/counseling and placement service for students should be developed in the campus with record system and provision for individual support.	Faculty members are actively engaged in research, instructional material development, literature review, student counseling, class preparation, and tutorials.
16.	Feedback by the stakeholders regarding the performance of the campus needs to be obtained regularly and reform measures should be taken accordingly.	The campus has expanded extracurricular activities with expert guidance and optimal use of available facilities for holistic development of students and staff.
17.	Campus should plan equity and gender balance in staff (teaching as well as administrative staff).	Short-term training programs in communicative English and computer applications have been conducted for teachers, staff, and students.
18.	Interactive teaching learning approaches such	The campus has systematized regular

	group discussion, debates, role plays, student presentations and case study approach should be promoted.	student and employer feedback collection, monitored student achievements, and maintained teachers' work diaries in a more structured way.
19.	ICT and instructional materials must be introduced in teaching and learning for which classroom settings and infrastructures must be improved.	Each department has prepared detailed academic and lesson plans along with academic monitoring mechanisms focusing on student performance.
20.	There is need for improvement in the canteen to ensure hygienic environment and services.	Departments have started maintaining students' and teachers' performance profiles, analyzing progress, and providing remedial and supportive measures to enhance exam success rates, with budget allocated for this purpose.
21.	Student feedback on teachers' performance, employers' feedback, monitoring students' achievements and maintaining teachers' work diary need to be made regular, more effective and systematic.	Regular and frequent stakeholder meetings with parents, teachers, and community members have been institutionalized.
22.	The departments should prepare detailed academic plans, lesson plans, and academic monitoring including student performance.	Faculty members are actively engaged in research, instructional material development, literature review, student counseling, class preparation, and tutorials.
23.	There is a need for the departments to maintain students' and teachers' performance profiles, analyze their performance progress and take corrective supporting measures to ensure quality and higher rate of student success in examination. For this, there is a need to set	The campus has expanded extracurricular activities with expert guidance and optimal use of available facilities for holistic development of students and staff.

	aside fund for the departments.	
24.	There should be regular and frequent scheduled interactions with the stakeholders including parents, teachers and community.	The campus has systematized regular student and employer feedback collection, monitored student achievements, and maintained teachers' work diaries in a more structured way.
25.	Apart from teaching, the campus needs to ensure that the faculty members are engaged in academic activities such as research, instructional material development, literature study, student counseling, class preparation, and tutorials.	Each department has prepared detailed academic and lesson plans along with academic monitoring mechanisms focusing on student performance.
26.	Extracurricular activities should be promoted, ensuring optimum utilization of the available facilities and with proper professional/expert support for all-around development of students as well as staff members.	Departments have started maintaining students' and teachers' performance profiles, analyzing progress, and providing remedial and supportive measures to enhance exam success rates, with a budget allocated for this purpose.
<b>Second Cycle</b>		
1.	Formulate the policy for academic audit and plan to conduct it accordingly.	The campus has formulated a policy for conducting periodic academic audits and prepares annual reports with feedback to improve teaching-learning and administrative practices.
2.	Formulate the policy on annual reporting and feedback to the campus administration.	Policies have been framed to integrate research into teaching and learning, ensuring the involvement of students in research and publication, while also committing to increasing the research budget.

3.	Formulate the policy on the application of research to enhance the quality of teaching and learning and involvement of students in research and publication.	A systematic plan has been developed to mobilize alumni for the overall development of the campus, including academic, infrastructural, and financial contributions.
4.	Carry out satisfaction survey of the students periodically.	The campus has introduced an internal review process of the curriculum and provides feedback to the affiliating university for necessary improvements.
5.	Submit the plan on how the campus activates the alumni for the overall development of the campus.	The central library has been strengthened with the addition of updated books, journals, and periodicals, along with steps towards full automation. Plans are also underway to establish need-based departmental libraries.
6	Conduct periodic internal review on the curriculum and provision to provide necessary feedback for further improvement and give the feedback to the concerned university authority.	A separate computer lab with the latest ICT facilities has been established, and the agriculture science laboratory has been improved to enhance practical learning.
7	Ensure the preparation and submission of teaching plan by all the faculties under each subject committee, and develop the monitoring system of execution of the courses as planned.	The campus has managed a separate girls' common room, upgraded the first-aid unit with professional paramedical support, and improved sports facilities for holistic student development.
8	Prepare regulation to address students' absence due to illness and such other circumstances.	The Employment (Placement) Cell has been furnished and reactivated to support graduates' career opportunities, while the EMIS (Education Management Information System) has been

		strengthened with internal connectivity among library, finance, administration, and examination units.
9	Encourage the faculties to enhance educational qualification (M.Phil. and PhD).	The faculty has encouraged and offered study leave for M.Phil. and PhD. (8 faculties have received M.Phil. and 4 faculties have received PhD)
10	Make a commitment to increase the budget for research works and research activities.	The institution has committed to gradually increasing the annual budget allocation for research works and research activities.
11	Formulate and submit the policy and regulation for offering consultancy services at institutional level.	The campus has drafted and submitted a policy and regulation framework to institutionalize consultancy services.
12	Formulate and submit a policy and annual plan on the extension and outreach activities of the campus.	A formal policy and annual plan for extension and outreach activities have been prepared and submitted.
13	Set up a separate computer lab with enough latest versions of computers to address the growing need of the students on information and communication technology (ICT).	A new computer lab equipped with the latest version of computers has been established to meet the growing ICT needs of students.
14	Strengthen and improve the laboratory of Agriculture Science.	The Agriculture Science laboratory has been strengthened with upgraded facilities, modern equipment, and resources.
15	Upgrade the first-aid unit with necessary infrastructures, equipment, and medicines, and plan for its operation by paramedical professionals.	The first-aid unit has been upgraded with necessary infrastructure, medical equipment, and medicines, with operational planning under paramedical professionals.

16	Manage a separate girls' common room to address special needs of female students and staff	A separate and fully furnished girls' common room has been managed to address the specific needs of female students and staff.
17	Strengthen the Library further; Addition of recent resource materials in regular basis like reference books, original basic books, periodicals, and fully automation of the library system.	The library has been further strengthened with the addition of updated reference books, original texts, periodicals, and gradual automation of its system.
18	Submit the plan for managing professional human resource for library (at least graduates of library sciences and staff with professional training).	A plan has been submitted to recruit professionally trained human resources, including library science graduates and staff with professional training.
19	Establish a need-based departmental library in each department (subject committees' office).	Departmental libraries have been initiated within subject committees to provide need-based learning resources.
20	Improve the sports facilities to the students.	Sports facilities for students have been improved with additional equipment and better management of playgrounds and indoor activities.
21	Furnish the office of the Employment (Placement) Cell and activate its activities with emphasis.	The office of the Employment (Placement) Cell has been furnished and its activities reactivated with a renewed focus.
22	Strengthen the EMIS with internal connectivity among different related sections like library, finance, administration, and examination.	The EMIS has been strengthened with improved internal connectivity linking the library, finance, administration, and examination sections.
23	Develop a formal mechanism to seek public feedback on the campus's activities and make it	A formal mechanism has been developed and made functional to regularly seek

	functional.	public feedback on campus activities.
24	Well-maintain the profile of current students along with details of alumni and place it in the public domain.	Updated profiles of current students and detailed alumni records have been maintained and placed in the public domain.

### 3. The Best Practices of the Campus:

The best practices of Tikapur Multiple Campus have been revealed in the table below.

**Table 21: *The best practices of the campus***

S.N.	Best Practices
1.	<b><i>Commitment to Quality Assurance</i></b> – The campus has successfully achieved QAA certification twice, demonstrating its continuous dedication to maintaining academic quality, accountability, and institutional excellence.
2.	<b><i>Integration of Technology and Innovative ideas in Education</i></b> – By embedding recent technical trends and innovative ideas into teaching and learning, the campus equips students with modern skills relevant to global academic and professional demands.
3.	<b><i>Promotion of Research and Innovation</i></b> – The institution promotes a research-oriented culture among faculty and students, encouraging innovative academic practices, publications, and knowledge creation for social development.
4.	<b><i>Focus on Climate Resilience and Sustainability</i></b> – The campus prioritizes climate-conscious academic and infrastructural practices, ensuring environmental sustainability and preparing students to address future ecological challenges.

### 3.1.Scholarship Scheme

#### a) Scholarship

In the academic year 2081/082, as in the previous year, scholarships from TMC and the University Grants Commission (UGC), Nepal, were awarded to students based on the established criteria set by both organizations. To be more specific, as the *source received from* EMIS and the campus administration of TMC, the details of the scholarships can be enumerated as follows.

#### ❖ Scholarship by UGC

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
			86	2	2	3	0	93

The table shows the distribution of scholarships by level, faculty, and type, with a total of 93 students benefiting from different scholarship schemes at the undergraduate and graduate levels. Most scholarship recipients are at the undergraduate level, where the Management faculty has the highest number, followed by Education and Humanities. The majority of scholarships across all faculties are provided under the Poor category, indicating a strong focus on supporting economically disadvantaged students. A smaller number of scholarships are awarded to students from Disabled, Mukta Kamlari, and Dalit categories, mainly within the Education and Management faculties. At the graduate level, scholarship support is very limited, with only one Disabled student from the Management faculty receiving assistance. Overall, the data highlights that financial support is largely concentrated on undergraduate students from poor backgrounds, while other targeted categories receive comparatively fewer scholarships and no support is recorded under the Sahid Dwandapidit category.

#### ❖ Scholarship by TMC

Tikapur Multiple Campus (TMC), fairly being within the provision of 25% as full scholarship, has established its commitment to promoting inclusivity and supporting underrepresented groups by providing scholarships for the first semester of Bachelor's and Master's level programs across various faculties. The details are tabulated as follows.

**Table No. 22: Scholarship by TMC in 2081/082**

S.N.	Level	Faculty	Scholarship Type	Total
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			Jehendar	Women	Aadibasi /Janjati	Backward	Garib	Dalit	Asahaya/Turura	National Player	Sahid Dwanda pidit	
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
3		B.Ed.	3	2	4	1	3	1	1	0	0	15
4		B.A.	3	3	1	0	3	0	0	0	0	10
5	Graduate	MBS	3	3	4	1	5	0	0	0	0	16
6		M.Ed.	1	3	3	1	2	1	0	0	0	11
7		M.A.	3	2	0	1	3	0	0	1	0	10
			22	22	24	7	29	4	3	2	0	113

### 3.2. Activities for Institutional Progress

#### b) Activities Conducted

The institution confirmed a strong commitment to campus maintenance and community engagement through multiple sanitation programs, a tree plantation initiative, sports events, and the installation of fire extinguishers throughout the year. Academic and professional development was advanced via faculty training participation, thesis writing orientations, digital literacy and basic teaching skills workshops, a national conference, and an ESP proposal presentation. Institutional milestones included active student involvement in convocation, completion of guest house rituals, celebration of Far Western University's establishment day, and ongoing outreach by the campus chief to local schools starting late in the period. To be more specific, the following major activities relate to the academic & institutional progress of TMC.

- Sanitation Program by Students' Monitor within Campus Premises- 2081- 1-7m
- Convocation Program and Students' involvement form TMC-2081-1-9
- Completion of *Bastu Puja* (worshipping ceremony of building/house) of Guest House- 2081-1-14
- Participation of Faculty Member of TMC in GMC for training- 2081-1-4
- Proposal Presentation of ESP- 2081-1-28
- Organizing Establishment Day of FWU- 2081-3-3
- Organizing plantation program on 2081- 8-14
- Orientation on thesis writing: 2081-11-16
- Garbage settlement and sanitation program: 2081-9-5

- Inter Secondary Level School T-20 Cricket Program: 2081-10-27 (the inauguration date)
- Installation of fire extinguishers: 2081/8/28
- National Conference (two days): 2082-1-26 &27
- Basic Teaching Skills Training Program: 2081-10-25, 26 &27 (Venue: Karnali Secondary School, Tikapur, Kailali)
- Digital Literacy: 2081-10- 25,26 & 27
- Workshop on Climate Resilience in Agriculture: 2082-2-5 & 6 (Venue: Hotel Banana's, Tikapur, 5, Jhanjhatpur)

To substantiate clearly, the outlined initiatives and achievements as mentioned above significantly contributed to the institutional and academic progress of Tikapur Multiple Campus (TMC). The range of academic, co-curricular, and institutional activities conducted during 2081–2082 significantly contributed to the overall academic and institutional development of the campus. Programs such as sanitation drives, garbage management, plantation, and the installation of fire extinguishers strengthened students' civic responsibility while promoting a safe, clean, and environmentally sustainable learning environment. Academic enrichment was ensured through orientation on thesis writing, proposal presentation of ESP, digital literacy programs, and basic teaching skills training, which directly enhanced students' research competence, pedagogical capacity, and technological awareness. Faculty participation in external training at GMC and the organization of a national conference nurtured professional growth, research culture, and academic networking.

Institutional visibility and community engagement were reinforced through the convocation program, establishment day of FWU, Bastu Puja of the guest house, sports activities, and the campus chief's participation in schools within Tikapur Municipality and neighboring rural municipalities, which strengthened outreach, collaboration, and student enrollment prospects. Moreover, specialized programs such as the workshop on climate resilience in agriculture aligned academic activities with local and national priorities, thereby ensuring relevance, innovation, and institutional sustainability. Collectively, these initiatives reflect a holistic approach to academic excellence, institutional strengthening, and social responsibility.

#### 4. SLOC Analysis

The Strengths, Learning, Opportunities, and Concerns (SLOC) of the campus has been tabulated as follows.

**Table 23: SLOC Analysis**

<b>Strengths</b>	<b>Concerns</b>
<ul style="list-style-type: none"> <li>• Student performance, curriculum effectiveness and teaching methods.</li> <li>• Supports continuous improvement by aligning academic outcomes with institutional goals and quality assurance standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment of outcomes with institutional goals.</li> <li>• Continuous improvement in teaching and curriculum.</li> </ul>
<b>Opportunities</b>	<b>Leanings</b>
<ul style="list-style-type: none"> <li>• Enhancing curriculum design through outcomes-based insights.</li> <li>• Strengthening teaching methodologies for improve student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Alignments of academic outcomes with institutional goals.</li> <li>• Importance of continuous quality implement through evidence-based analysis.</li> </ul>

To substantiate the above data, SLOC analysis of Tikapur Multiple Campus reflects a largely positive academic culture focused on student performance, curriculum effectiveness, and responsive teaching practices. The emphasis on aligning student learning outcomes with institutional goals supports quality assurance and continuous improvement. Outcome-based insights create opportunities to refine curriculum design and strengthen teaching methodologies, ultimately enhancing student success. The growing awareness of evidence-based analysis further reinforces a culture of continuous quality implementation, enabling TMC to systematically improve academic standards and institutional effectiveness.

#### 5. Strategic Plan (2023 to 2027 AD)

The following table illuminates the overall Strategic Plan (2023 to 2027 AD).

**Table 24: Strategic Plan (2023 to 2027 AD)**

Strategic plan (2023 to2027AD)		
S.N.	Target	Progress
1.	Infrastructural Development	The works included construction and civil tasks such as landscape development, building a new administrative block, renovating the canteen, and marbling the ground and second floor of the main building.
2.	Quality Improvement	Human resource development, Students’ performance enhancement etc.
3.	Financial Sustainability	Increment of corpus fund, Generation and mobilization of resources and so on.
4.	Equity establishment	Diversity and Inclusion; To support EDJ- student; Social Justice
5.	Program Expansion	Expansion of Bachelor's and master's Programs in different streams and faculties.
6.	Community involvement	Conduction of Community Awareness Program; Conducting voluntary activities in the community.

The above Strategic Plan (2023–2027 AD) shows a well-conceived and forward-looking approach that balances physical growth with the academic, social, and financial priorities of TMC. The progress in infrastructural development reflects a clear commitment to creating a conducive learning environment, as evidenced by systematic improvements such as landscape development, administrative expansion, and facility renovation. Simultaneously, the focus on quality improvement through human resource development and student performance enhancement indicates an understanding that institutional excellence depends not only on buildings but also on people and pedagogy. Efforts toward financial sustainability particularly the increment of the corpus funds and diversified resource generation suggest growing fiscal responsibility and long-term viability. The emphasis on equity establishment through diversity, inclusion, and support for economically disadvantaged and marginalized (EDJ) students highlights a strong ethical and social justice orientation. Moreover, planned program expansion at both bachelor’s and master’s levels shows responsiveness to emerging academic demands and regional needs, while community involvement through awareness programs and voluntary

activities reinforces the institution's role as a socially engaged and responsible entity. Overall, the plan reflects an integrated and realistic strategy that aligns institutional development with academic quality, inclusiveness, and societal contribution.

**PART: D**

**Conclusion**

Tikapur Multiple Campus (TMC) has successfully proved itself as a prominent center for higher learning in Nepal, characterized by a strategic shift toward applied and professional disciplines such as BBA and MBS to meet evolving market demands. The institution's dedication to academic excellence is validated by its successful Quality Assurance and Accreditation (QAA) certification, and a general upward trend in student pass percentages across both Bachelor's and Master's levels. Furthermore, TMC serves as a vital model for regional inclusivity, maintaining a significant representation of female and Janajati students while providing extensive scholarship support to marginalized groups. Supported by a robust 380-bigha infrastructure and an increasing number of PhD-qualified faculty members, the campus continues to develop a growing research culture and community engagement.

Despite these achievements, the sources highlight that TMC faces persistent challenges, including declining overall enrollment and significant dropout rates influenced by student migration for study abroad and external economic pressures. To navigate these hurdles, the institution is rigorously implementing its Strategic Action Plan (2023–2027), which prioritizes the expansion of technical programs, the strengthening of national and international partnerships, and the enhancement of financial sustainability. By integrating innovative technology, climate-resilient practices, and outcome-based teaching methodologies, TMC aims to provide a stable foundation of knowledge while adapting to the shifting currents of the global job market.

To wrap up, the campus operates as a sturdy anchor for its community, evolving its governance and academic strategies to ensure long-term institutional resilience and social responsibility. Like a lighthouse guiding students through the fog of a shifting global economy, Tikapur Multiple Campus remains an inspiration of stable knowledge that continually adjusts its light to reach the most marginalized shores.