

Far Western University
Tikapur Multiple Campus
Tikapur, Kailali



Education Management Information System (EMIS) Report
2082/083

Website: www.tikapur.fwu.edu.np
Email: tikapur@fwu.edu.np

ACKNOWLEDGEMENT

The Education Management Information System (EMIS) Report for Fiscal Year 2082–083 of Tikapur Multiple Campus has been prepared using institutional data collected and verified by the EMIS Committee from various academic departments, administrative sections, and support units of the campus. The report has been compiled, analyzed, and prepared by Asst. Professor Chitra Raj Upadhyay to present an accurate and comprehensive overview of the campus's academic, administrative, and infrastructural status.

I would like to express my sincere gratitude to the Campus Chief, Mr. Dhavindra Rawal, the Member of the EMIS Committee, Faculty Coordinators, Teaching Committee Heads, Examination Section, Administration Section, Account Section, Library, and all teaching and non-teaching staff for their valuable cooperation in providing accurate and timely information required for this report. I also acknowledge the continued support of Far Western University and the University Grants Commission (UGC) in promoting quality higher education and strengthening institutional information systems. It is hoped that this report will serve as a valuable resource for planning, monitoring, quality assurance, and evidence-based decision-making. Any constructive suggestions for its further improvement will be highly appreciated.

Asst. Prof. Chitra Raj Upadhyay

Coordinator, EMIS Committee

Tikapur Multiple Campus

2083-04-15

TABLE OF CONTENTS

Title	Page No.
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	vii
CHAPTER I: INTRODUCTION	1
1.1 Background	1
1.2 Objectives of the Report	1
1.3 Scope of the Report	2
1.4 Methodology	2
1.5 Significance of the Report	2
1.6 Limitations of the Report	2
1.7 Organization of the report	3
CHAPTER II: INSTITUTIONAL STATUS	4
2.1 Infrastructure	4
2.2 Educational Aids	5
2.3 Staff Details	8
2.4 Academic Programs	11
2.5 Student Enrollment of Academic Year 2082-083	12
2.6 Enrollment Trend	20
2.7 Student Admission Trend	21
2.8 Dropout Status	23
2.9 Scholarship from TMC	28

2.10 Overall Scholarship Status	29
CHAPTER III: RESULT ANALYSIS	31
3.1 Result Status Academic Year 2082-083	31
3.2 Progress of the Result	39
3.3 Summary of the Result	41
3.4 Student Passed Out Status	42
CHAPTER IV: CONCLUSION AND RECOMMENDATIONS	45
4.1 Conclusion	45
4.2 Recommendations	45
APPENDIX I	47

LIST OF TABLES

Title	Page No.
Table 2.1 Land area details	5
Table 2.2 Educational Aids	6
Table 2.3 Teaching Staff Details	9
Table 2.4 Non-Teaching Staff Details	10
Table 2.5 Full-Time Staff Details	11
Table 2.6 Academic Programs	12
Table 2.7 Student Enrollment in B.Ed.	13
Table 2.8 Student Enrollment in P.B.Ed.	13
Table 2.9 Student Enrollment in B.A.	14
Table 2.10 Student Enrollment in B.B.S.	15
Table 2.11 Student Enrollment in B.B.A.	15
Table 2.12 Total Student Enrollment in Undergraduate Degree Academic Year 2082-083	16
Table 2.13 Student Enrollment in M.Ed.	17
Table 2.14 Student Enrollment in M.A	17
Table 2.15 Student Enrollment in M.B.S.	18
Table 2.16 Total Student Enrollment in Graduate Degree (Academic Year 2082-083)	19
Table 2.17 Total Student Enrollment (Academic Year 2082-083)	19
Table 2.18 Enrollment Trend	20
Table 2.19 Students Admission Trend	22
Table 2.20 Admission and Dropout status of 2082/083	23
Table 2.21 Admission and Dropout Status of Graduate Degree 2080 Batch	24
Table 2.22 Admission and Dropout Status of Undergraduate Degree 2078 Batch	25
Table 2.23 Admission and Dropout Status of P.B.Ed. Degree 2081 Batch	25
Table 2.24 Student Registration and Total Dropout Comparisons	27
Table 2.25 Scholarship status from TMC For the First Semester	29
Table 2.26 Year-wise First Semester Scholarship Summary	30
Table 3.1 Result Status of B.Ed.	31
Table 3.2 Result Status of P.B.Ed.	32

Table 3.3 Result Status of B.A.	33
Table 3.4 Result Status of B.B.S.	34
Table 3.5 Result Status of B.B.A	35
Table 3.6 Result Status of M.Ed.	36
Table 3.7 Result Status of M.A.	36
Table 3.8 Result Status of M.B.S.	37
Table 3.9 Undergraduate Result Summary	38
Table 3.10 Graduate Result Summary	38
Table 3.11 Overall Examination Result Summary	39
Table 3.12 Academic Year-wise Result Status	40
Table 3.13 Overall Result Trend	41
Table 3.14 Passed Out Status of year 2082-083	42
Table 3.15 Passed Out Progress	43

LIST OF FIGURES

Title	Page No.
Figure 2.1 Enrollment Trend	21
Figure 2.2 Student Admission Trend	23
Figure 2.3 Student Registration and Dropout Status	26
Figure 2.4 Dropout Rates by Level and Batch	28
Figure 3.1 Result Progress Analysis	41
Figure 3.2 Total Academic Progress	42
Figure 3.3 Passed Out Progress	44

CHAPTER I: INTRODUCTION

1.1 Background

Education Management Information System (EMIS) is a systematic process of collecting, processing, storing, analyzing, and disseminating educational information to support evidence-based planning, management, monitoring, and decision-making. A reliable EMIS enables educational institutions to maintain accurate records of students, faculty members, academic programs, physical infrastructure, financial resources, research activities, and institutional performance.

Tikapur Multiple Campus (TMC), one of the constituent campuses of Far-Western University, has adopted EMIS as an essential management tool for institutional development and quality enhancement. The system facilitates effective academic administration by providing timely and reliable information required for policy formulation, strategic planning, quality assurance, resource allocation, and continuous institutional improvement.

The EMIS Report for Fiscal Year 2082-2083 presents comprehensive information on the institutional status of Tikapur Multiple Campus. It includes data on academic programs, student enrollment, faculty and staff, physical infrastructure, scholarships, student retention, academic results, and other key institutional indicators. The report also analyzes recent trends and compares institutional performance with previous years to support informed decision-making.

The report has been prepared using official records maintained by different administrative units of the campus, including the Administration Section, Examination Section, Finance Section, Academic Departments, Library, and the EMIS Committee. The information presented in this report is intended to support campus management, the Campus Management Committee, Far-Western University, the University Grants Commission (UGC), accreditation bodies, researchers, and other stakeholders in evaluating institutional performance and planning future development activities.

1.2 Objectives of the Report

The general objective of this report is to provide a comprehensive overview of the institutional status and academic performance of Tikapur Multiple Campus during Fiscal Year 2082–083.

The specific objectives are:

- i. To present updated information on the campus profile and institutional development.
- ii. To analyze student enrollment by program, semester, gender, and ethnicity.
- iii. To assess student retention and dropout status.
- iv. To analyze academic results and student performance.
- v. To compare institutional performance with previous academic years.

1.3 Scope of the Report

This report presents the key academic and administrative information of Tikapur Multiple Campus for the Fiscal Year 2082-083. It covers the institutional profile, academic programs, faculty and staff, student enrollment and trends, dropout status, scholarships, physical and ICT infrastructure, academic performance, examination results, and graduating students. The report is based on quantitative data collected through the Education Management Information System (EMIS).

1.4 Methodology

This report is based on secondary data collected from the administrative and academic units of Tikapur Multiple Campus. Information was obtained from sources such as student information, admission and examination records, human resource and scholarship records, departmental reports, and other official campus documents. The collected data were verified, compiled, analyzed, and presented using tables, charts, percentages, and descriptive analysis.

1.5 Significance of the Report

This report serves as an important reference document for campus administration and stakeholders. It supports institutional planning, monitoring, evaluation, quality assurance, accreditation, and policy formulation. Furthermore, it promotes transparency and accountability by providing accurate and reliable institutional information.

1.6 Limitations of the Report

This report is based on the data available for Fiscal Year 2082-083 and may be subject to future updates or revisions. While every effort has been made to ensure data accuracy, some information relies on records maintained by individual departments. The report primarily focuses

on quantitative institutional indicators and may not fully capture all qualitative aspects of campus performance.

1.7 Organization of the report

The report is organized into four chapters:

Chapter I: Introduction

This chapter introduces the background, objectives, scope, methodology, significance, and limitations of the EMIS report. The chapter provides a brief overview of Tikapur Multiple Campus and the reporting framework adopted for the fiscal year 2082-083.

Chapter II: Institutional Status

This chapter presents the institutional profile of Tikapur Multiple Campus based on EMIS data. It includes information on teaching and non-teaching staff, academic programs, student enrollment, scholarship distribution, physical infrastructure, and overall institutional capacity during the reporting period.

Chapter III: Academic Performance Analysis

This chapter analyzes the academic performance of the campus using key indicators such as examination results, pass percentages, student progression, and graduates. It evaluates students' academic achievements across different programs and levels.

Chapter IV: Major Findings, Challenges, Recommendations, and Conclusion

This chapter summarizes the major findings derived from the EMIS data analysis. It identifies the key challenges affecting institutional and academic performance and proposes practical recommendations for improvement. Finally, the chapter concludes the report by highlighting the overall status of the campus and future priorities for institutional development.

CHAPTER II: INSTITUTIONAL STATUS

2.1 Infrastructure

Availability of proper physical facilities is one of the requirements for an institution to achieve desired academic goals. Well-developed physical facilities can only guarantee better educational achievement. Tikapur Multiple Campus has received kind support from different sectors to develop its physical facilities. The campus has enough physical facilities for both indoor and outdoor games. The campus has its own volleyball ground, table tennis court, and badminton court. The construction of a football ground, cricket ground, and basketball court has been completed in various years with the support of different institutions of government and non-government. Besides, the campus allocates a certain annual budget for sports activities each year.

During the Fiscal Year 2082-083, Tikapur Multiple Campus carried out the renovation and maintenance of Academic Building (Block B) and Block C to enhance its academic and administrative facilities. Block B accommodates the Management Faculty with smart boards and well furniture in all classroom, while Block C houses the Library and Computer Lab on the ground floor and the Administrative Section on the first floor. To ensure uninterrupted academic and digital services, the campus installed a new inverter with battery backup and UPS systems for the library and computer lab. The campus has also implemented a digitized library system and established separate reading cabins for students, providing a quiet and comfortable environment for study and research.

The details of the physical infrastructure are presented as follows:

- **Land area** 377 Bigah 12 Katta 16.717 Dhur or 2557605.25 Sq. m. (2015797.25 Sq. m. encroached by landless squatter and other people)

Table 2.1 Land area details

Description	Square Meter (Sq.m)	Bigha-Katta-Dhur
Campus Area in Use	541808 Sq.m.	80 Bigah 0.117 Dhur
Remaining Land	2015797.25 Sq.m.	297 Bigah 12 Katta 16.6 Dhur
Total Land Area	2557605.25 Sq.m.	377 Bigah 12 Katta 16.717 Dhur

Note: Adopted from campus administration office and the details of this description is shown in appendix I

- i. **Academic Building (Three-Floor Block A):** 32 rooms, 1 hall (Karnali Hall), 1 seminar hall (Dolphin Hall), 6 attached washrooms (3 Ladies and 3 Gents).
- ii. **Academic Building (Two-Floor Block B):** 16 rooms with 4 attached washrooms.
- iii. **Administrative and Library Building (Block C):**
 - a. **Administrative Section (First Floor) :-**(6000 sq. feet) with Office Room (Campus Chief, Account, Administration, Examination, Store sections) and Incubation Centre (Chure Hall).
 - b. **Library Section (Ground Floor):** Reading Room, Computer Lab, Reference Section, Textbook Section, Journal Section, Male and Female washrooms.
- iv. Two-storied guest house.
- v. Tin-roofed blocks for a Bike Stand and two cycle stands
- vi. Tin-roofed blocks for security accommodation-4 rooms
- vii. Cafeteria (Tin-roofed)
- viii. Playground: Football, Volleyball, Badminton, Basketball, Table Tennis Court and a Tin-roofed Stage.
- ix. Eight purified water supply systems with overhead tanks.

2.2 Educational Aids

Educational aids are fundamental to academic enhancement for all Higher Education Institutions (HEIs) like Tikapur Multiple Campus. Use of ICT-based teaching-learning methodologies has

become the demand of the day. Being in line with this faith, Tikapur Multiple Campus has worked out for its better development. TMC encourages the teachers to use computers and ICT-based pedagogy to standardize the teaching methodology. The teachers are provided with laptops to standardize their teaching tradition. The library, computer lab, lobby of the administrative building, and surroundings of the campus are under the surveillance of CCTV cameras.

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

Table 2.2 Educational Aids

Educational Aids	Existing (2081-082)	Added (2082-083)	Damaged Item	Total	Remarks
Educational and Office Equipment					
Laptop	58	40	8	90	
CC Camera	13	10	0	23	
Desktop computers	38	10	4	44	
Multimedia projector	29	0	4	25	
Tripod	1	0	0	1	
Computer lab	1	0	0	1	
Smart board	3	12	0	15	
Furniture and other equipment					
Telephone	4	0	1	3	
Video Camera	1	0	0	1	
Bench desk (Wood)	733	0	11	722	
Bench desk (Metal Set)	100	100	0	200	
Office Chair	20	3	3	20	

Back Jali Chair	8	0	2	6	
Plastic Chair	137	0	0	137	
Meeting Chair	105	0	0	105	
Library Chair	0	30	0	30	
Wood Chair Foam	38	0	0	38	
Round Meeting Table	4	0	0	4	
Office Table	33	3	0	36	
Single Reading Table	0	10	0	10	
Two-Seater Reading Table	0	20	0	20	
Revolving Stool	22	0	0	22	
Wood Stool	6	0	0	6	
Motor Cycle	1	0	0	1	
Ply Book Rack	14	0	1	13	
Camera	1	0	1	0	
Photo copier	1	0	0	1	
Printer	18	2	1	19	
Filter	6	0	0	6	
Generator	1	0	0	1	
UPS	2	2	0	4	
Inverter (Battery)	4	8	0	12	
Air Conditioners	12	0	0	12	
Water motor	3	0	0	3	

Aluminum Book Rack	100	0	0	100	
Lectern	28	6	0	34	
Scanner	2	0	2	0	
Musical instrument	1	1	0	2	
Sofa set	23	0	0	23	
Ceiling fan	226	0	1	225	
Stand Fan	9	0	0	9	
Low Bed	4	0	0	4	
CC Display TV	1	1	0	2	

(Source: Administration Section 2083, Asadh)

Table 2.1 shows that Tikapur Multiple Campus enhanced its educational aids and learning facilities during Fiscal Year 2082-083. The campus significantly increased ICT resources, including laptops, desktop computers, CCTV cameras, smart boards, UPS units, and inverter systems, while also improving library facilities by adding reading tables and chairs. Most existing equipment remained well maintained, reflecting the campus's continued commitment to strengthening the teaching-learning environment, promoting digital education, and improving academic and administrative services.

2.3 Staff Details

This section presents the human resource profile of Tikapur Multiple Campus for Fiscal Year 2082-083. It includes information on teaching and non-teaching staff by designation, employment status, qualification, and gender. The staff members play a vital role in ensuring the effective delivery of academic programs, administrative services, research, and student support, thereby contributing to the overall quality and development of the campus.

Table 2.3 *Teaching Staff Details*

Teaching Staffs Record			
1. Academic Qualification	Previous Year (2081-082)	Current Status (2082-083)	Remarks
Ph.D.	6	9	
M.Phil	5	5	
Masters	27	27	
2. Post			
Professor	0	0	
Associate Professor	16	16	
Assistant Professor	7	8	
Assistant Lecturer	2	1	
Teaching Assistant	14	16	
3. Service Type			
Permanent	22	23	
Contract (Full-Timer)	9	9	
Contract (Part-Timer)	8	9	
4. Subject			
Finance	3	4	
Economics	3	3	
Health and Physical	3	3	
Marketing	2	2	
Management	1	0	
Nepali	4	3	
English	6	10	
Mathematics	2	2	
Curriculum & Evaluation	2	2	
Development Studies	2	2	
Political Science	1	1	

Population Studies	1	1	
Sociology	5	4	
Computer Science & IT	1	1	
Account	3	3	
Total	39	41	

(Source: Administration Section 2083, Asadh)

Table 2.4 Non-Teaching Staff Details

Non-Teaching Staffs Record			
1. Post	Previous Year (2081-082)	Current Status (2082-083)	Remarks
Account Officer	1	1	
Assistant Admin.	1	1	
Head Assistant	2	2	
Assistant	2	2	
Lab Assistant	1	1	
Junior Assistant	1	1	
Peon	3	3	
Watchman	1	1	
Gardener	1	1	
Electrician	0	1	
Sweeper	2	2	
Security Guard	3	3	
2. Service Type			
Permanent	8	8	
Contract	10	11	
Total	18	19	

Table 2.5 Full-Time Staff Details

Total Staffs Record			
Employment Status	Teaching Staffs	Non-Teaching Staff	Grant Total
Permanent Full-Timer	23	8	31
Contract Full Timer	9	11	20
Total	32	19	51

(Source: Administration Section 2083, Asadh)

The Campus has a total of 51 full-time staff members, comprising 32 teaching staff and 19 non-teaching staff. Among them, 31 staff members are permanent full-time employees, while 20 are contract full-time employees. The staff composition reflects a balanced combination of permanent and contract personnel to support the campus's academic and administrative functions.

2.4 Academic Programs

Tikapur Multiple Campus offers a wide range of undergraduate and graduate programs under the semester system in affiliation with Far Western University. The campus provides quality higher education in the faculties of Management, Education, and Humanities & Social Sciences, to produce competent, skilled, and socially responsible graduates. Academic activities are conducted in accordance with the university's academic calendar, ensuring the timely completion of courses, examinations, and other academic requirements. The campus maintains a teacher–student ratio of approximately 1:36, which facilitates effective classroom interaction, individualized academic guidance, and continuous mentoring. Student learning is evaluated through continuous internal assessment, including attendance, assignments, presentations, project work, quizzes, class participation, and mid-term examinations, followed by end-semester examinations to ensure comprehensive assessment of learning outcomes.

To enhance the quality of teaching and learning, the campus has integrated Information and Communication Technology (ICT) into academic activities. Classrooms are equipped with multimedia projectors, smart boards, and internet connectivity, while faculty members utilize laptops and digital teaching resources to deliver interactive instruction. The campus also

encourages seminars, group discussions, project-based learning, and research-oriented activities to strengthen students' practical knowledge, critical thinking, and collaborative skills. In addition, students have access to modern computer laboratory facilities and a digitized library management system that support academic learning and research. Currently, the campus offers undergraduate programs in BA, B.Ed, BBS, BBA, and P.B.Ed., and graduate programs in MA, M.Ed., and MBS in various disciplines approved by Far Western University. The details of the academic programs offered by the campus are presented in the following table.

Table 2.6 Academic Programs

Undergraduate's			
S. N.	Faculty	Subject	No. of Subjects
1	BA	English, Sociology, Development Studies, Economics	4
2	B.Ed	Nepali, Health, English, Maths	4
3	BBS	Account, Finance, Marketing	3
4	BBA	Account, Finance, Marketing	3
5	P.B.Ed	Social Studies, Business Management, English	3
6	BHM	Proposed	
Graduate's			
S. N.	Faculty	Subject	No. of Subjects
1	MA	Sociology, Development Studies, English	3
2	M.Ed	Nepali, Health, TESOL, CPL	4
3	MBS	Account, Finance, Marketing	3

(Source: Administration Section 2083, Asadh)

2.5 Student Enrollment of Academic Year 2082-083

This section presents the student enrollment status of Tikapur Multiple Campus for the academic year 2082/083. The data provides an overview of the total number of students enrolled in different academic programs and highlights the distribution by faculty, level, gender, and other relevant characteristics. The information serves as an important indicator for educational planning, resource allocation, and policy formulation.

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

Table 2.7 Student Enrollment in B.Ed.

S.N.	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	B.Ed.	Second	20	70	63	4	0	0	23	90
2		Fourth	11	33	33	2	0	0	9	44
3		Fifth	6	11	7	2	0	0	8	17
4		Seventh	2	11	8	0	0	0	5	13
5		Eighth	3	19	10	1	0	0	11	22
Total			42	144	121	9	0	0	56	186

(Source: Administration Section 2083, Baishakh)

The above table presents the enrollment status of students in the Bachelor of Education (B.Ed.) programme for the academic year 2082/083. A total of 186 students are enrolled in the programme, comprising 42 male students (22.6%) and 144 female students (77.4%), indicating a significantly higher participation of female students. Ethnicity-wise, 121 students (65.1%) belong to the Janajati community, followed by 56 students (30.1%) from other communities and 9 students (4.8%) from the Dalit community. The Second Semester has the highest enrollment with 90 students (48.4%), whereas the Seventh Semester records the lowest enrollment with 13 students (7.0%). Overall, the B.Ed. programme demonstrates strong female participation and represents students from diverse ethnic backgrounds.

Table 2.8 Student Enrollment in P.B.Ed.

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	P.B.Ed.	First	18	24	21	0	0	0	21	42
2		Third	34	55	52	4	0	1	32	89
Total			52	79	73	4	0	1	53	131

(Source: Administration Section 2083, Baishakh)

The above table shows the enrollment details of the Post Bachelor of Education (P.B.Ed.) programme during the academic year 2082/083. The programme has a total enrollment of 131 students, including 52 male students (39.7%) and 79 female students (60.3%). Among the enrolled students, 73 (55.7%) are from the Janajati community, 53 (40.5%) belong to other communities, 4 (3.1%) are Dalit, and 1 (0.8%) is Muslim. The Third Semester has the highest enrollment with 89 students (67.9%), while the First Semester has 42 students (32.1%). The data indicates sustained demand for the P.B.Ed. programme and reflects inclusive participation across different social groups.

Table 2.9 Student Enrollment in B.A.

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	BA	Second	14	20	24	2	0	0	8	34
2		Fourth	11	17	20	1	0	0	7	28
3		Fifth	5	13	14	0	0	0	4	18
4		Seventh	2	9	7	2	0	0	2	11
5		Eighth	3	32	29	0	0	0	6	35
Total			35	91	94	5	0	0	27	126

(Source: Administration Section 2083 Baishakh)

The above table presents the enrollment status of students in the Bachelor of Arts (B.A.) programme for the academic year 2082/083. A total of 126 students are enrolled, consisting of 35 male students (27.8%) and 91 female students (72.2%). The Janajati community accounts for 94 students (74.6%), followed by 27 students (21.4%) from other communities and 5 students (4.0%) from the Dalit community. The Eighth Semester records the highest enrollment with 35 students (27.8%), while the Seventh Semester has the lowest enrollment with 11 students (8.7%). The findings indicate a strong representation of female students and Janajati students in the B.A. programme.

Table 2.10 Student Enrollment in B.B.S.

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	BBS	Second	42	77	68	9	0	1	41	119
2		Fourth	24	50	39	1	0	1	33	74
3		Fifth	6	33	21	2	0	0	16	39
4		Seventh	6	18	14	2	0	0	8	24
5		Eighth	9	25	25	2	2	0	5	34
Total			87	203	167	16	2	2	103	290

(Source: Administration Section 2083, Baishakh)

The above table illustrates the enrollment pattern of students in the Bachelor of Business Studies (BBS) programme during the academic year 2082/083. The programme enrolls 290 students, making it the largest undergraduate programme at the campus. Of the total, 87 students (30.0%) are male, and 203 students (70.0%) are female. Ethnicity-wise, 167 students (57.6%) belong to the Janajati community, 103 students (35.5%) belong to other communities, 16 students (5.5%) are Dalit, while 2 Madhesi (0.7%) and 2 Muslim (0.7%) students are also enrolled. The Second Semester has the highest enrollment with 119 students (41.0%), whereas the Seventh Semester records the lowest enrollment with 24 students (8.3%). The data indicates that BBS continues to be the most preferred undergraduate programme, particularly among female students.

Table 2.11 Student Enrollment in B.B.A.

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	BBA	Second	11	32	17	4	0	0	22	43
2		Fourth	6	18	11	1	0	0	12	24
3		Fifth	10	18	14	1	0	0	13	28
4		Seventh	5	17	7	2	0	0	13	22
5		Eighth	9	15	11	1	0	1	11	24
Total			41	100	60	9	0	1	71	141

(Source: Administration Section 2083, Baishakh)

The above table presents the enrollment status of students in the Bachelor of Business Administration (BBA) programme for the academic year 2082/083. The programme has a total enrollment of 141 students, comprising 41 male students (29.1%) and 100 female students (70.9%). Among the enrolled students, 60 (42.6%) belong to the Janajati community, 71 (50.4%) belong to other communities, 9 (6.4%) are Dalit, and 1 (0.7%) is Muslim. The Second Semester has the highest enrollment with 43 students (30.5%), while the Seventh Semester records the lowest enrollment with 22 students (15.6%). The enrollment pattern reflects the growing popularity of the BBA programme and its balanced representation of students from different communities.

Table 2.12 Total Student Enrollment in Undergraduate Degree Academic Year 2082-083

S.N.	Faculty	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	Education (B.Ed)	Sem 2,4,5,7 and 8	42	144	121	9	0	0	56	186
2	P.B.Ed.	Sem 1 and 3	52	79	73	4	0	1	53	131
3	Humanities and S.S. (B.A)	Sem 2,4,5,7 and 8	35	91	94	5	0	0	27	126
4	Management (BBS)	Sem 2,4,5,7 and 8	87	203	167	16	2	2	103	290
5	Management (BBA)	Sem 2,4,5,7 and 8	41	100	60	9	0	1	71	141
Total			257	617	515	43	2	4	310	874

(Source: Administration Section 2083, Baishakh)

The above table summarizes the enrollment of all Bachelor-level programmes offered by Tikapur Multiple Campus during the academic year 2082/083. A total of 874 students are enrolled at the bachelor's level, including 257 male students (29.4%) and 617 female students (70.6%). Ethnicity-wise, 515 students (58.9%) belong to the Janajati community, followed by 310 students (35.5%) from other communities, 43 students (4.9%) from the Dalit community, 4 students (0.5%) from the Muslim community, and 2 students (0.2%) from the Madhesi community. The

data clearly show that female students constitute more than two-thirds of the undergraduate enrollment, highlighting the campus's success in promoting gender equity and inclusive access to higher education.

Table 2.13 Student Enrollment in M.Ed.

S. N.	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	M.Ed.	First	39	28	38	2	0	0	27	67
2		Third	6	14	11	1	0	0	8	20
Total			45	42	49	3	0	0	35	87

(Source: Administration Section 2083 Baishakh)

The table presents the enrollment status of students in the Master of Education (M.Ed.) programme for the academic year 2082/083. A total of 87 students are enrolled in the programme, including 45 male students (51.7%) and 42 female students (48.3%), indicating a nearly balanced gender distribution with a slight predominance of male students. Ethnicity-wise, 49 students (56.3%) belong to the Janajati community, followed by 35 students (40.2%) from other communities and 3 students (3.5%) from the Dalit community. No students from the Madhesi or Muslim communities are enrolled in the programme during the reporting year. Semester-wise, the First Semester has 67 students (77.0%), whereas the Third Semester has 20 students (23.0%). The data indicates that the M.Ed. programme continues to attract a diverse student population and plays an important role in preparing qualified educational professionals.

Table 2.14 Student Enrollment in M.A

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	M.A.	First	36	53	60	7	0	0	22	89
2		Third	16	16	15	0	0	0	17	32
Total			52	69	75	7	0	0	39	121

(Source: Administration Section 2083, Baishakh)

Table 2.14 presents the enrollment status of students in the Master of Arts (M.A.) programme for the academic year 2082/083. The programme has a total enrollment of 121 students, comprising 52 male students (43.0%) and 69 female students (57.0%), indicating greater female participation. Ethnicity-wise, 75 students (62.0%) belong to the Janajati community, 39 students (32.2%) belong to other communities, and 7 students (5.8%) are from the Dalit community. There is no enrollment from the Madhesi and Muslim communities in the programme. The First Semester has the highest enrollment with 89 students (73.6%), while the Third Semester has 32 students (26.4%). Overall, the M.A. programme demonstrates healthy enrollment with broad representation of students from different social backgrounds.

Table 2.15 Student Enrollment in M.B.S.

S. N.	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	MBS	First	15	23	16	2	0	0	20	38
2		Third	15	14	18	0	0	0	11	29
Total			30	37	34	2	0	0	31	67

(Source: Administration Section 2083, Baishakh)

The above table presents the enrollment details of students in the Master of Business Studies (MBS) programme for the academic year 2082/083. A total of 67 students are enrolled in the programme, including 30 male students (44.8%) and 37 female students (55.2%). Among the enrolled students, 34 students (50.7%) belong to the Janajati community, 31 students (46.3%) belong to other communities, and 2 students (3.0%) are from the Dalit community. There is no enrollment from the Madhesi and Muslim communities during the reporting year. The enrollment reflects balanced gender participation and demonstrates continued interest in postgraduate management education.

Table 2.16 Total Student Enrollment in Graduate Degree (Academic Year 2082-083)

S. N.	Faculty	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	Education (M.Ed.)	Sem. 2 and 4	45	42	49	3	0	0	35	87
2	Humanities and S.S. (M.A.)	Sem. 2 and 4	52	69	75	7	0	0	39	121
3	Management (MBS)	Sem 2 and 4	30	37	34	2	0	0	31	67
Total			127	148	158	12	0	0	105	275

(Source: Administration Section 2083, Baishakh)

The above table summarizes the enrollment of all Master's-level programmes offered by Tikapur Multiple Campus during the academic year 2082/083. A total of 275 students are enrolled in postgraduate programmes, of whom 127 students (46.2%) are male, and 148 students (53.8%) are female. Among the three postgraduate programmes, M.A. has the highest enrollment with 121 students (44.0%), followed by M.Ed. with 87 students (31.6%) and MBS with 67 students (24.4%). Ethnicity-wise, 158 students (57.5%) belong to the Janajati community, followed by 105 students (38.2%) from other communities and 12 students (4.4%) from the Dalit community. There is no enrollment from the Madhesi and Muslim communities at the Master's level. Overall, the data indicates that postgraduate education at the campus continues to expand while maintaining gender balance and social inclusion.

Table 2.17 Total Student Enrollment (Academic Year 2082-083)

S. N.	Level	Gender		Ethnicity					Total
		Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	Bachelor	257	617	515	43	2	4	310	874
2	Masters	127	148	158	12	0	0	105	275
Total		384	765	673	55	2	4	415	1149

(Source: Administration Section 2083, Baishakh)

Table 2.17 presents the overall student enrollment at Tikapur Multiple Campus for the academic year 2082/083, covering both Bachelor's and Master's programmes. The campus has a total enrollment of 1,149 students, comprising 874 students (76.1%) at the Bachelor's level and 275 students (23.9%) at the Master's level. Of the total enrollment, 384 students (33.4%) are male, and 765 students (66.6%) are female, indicating that female students constitute nearly two-thirds of the campus population. With respect to ethnicity, 673 students (58.6%) belong to the Janajati community, followed by 415 students (36.1%) from other communities, 55 students (4.8%) from the Dalit community, 4 students (0.3%) from the Muslim community, and 2 students (0.2%) from the Madhesi community. The data demonstrates that the campus serves students from diverse social backgrounds while ensuring broad access to higher education. Overall, the enrollment pattern reflects the continued growth of Tikapur Multiple Campus as a multidisciplinary institution. The predominance of female students, strong representation of the Janajati community, and the substantial share of Bachelor's-level enrollment indicate the campus's significant contribution to promoting equitable, inclusive, and quality higher education in Sudurpashchim Province.

2.6 Enrollment Trend

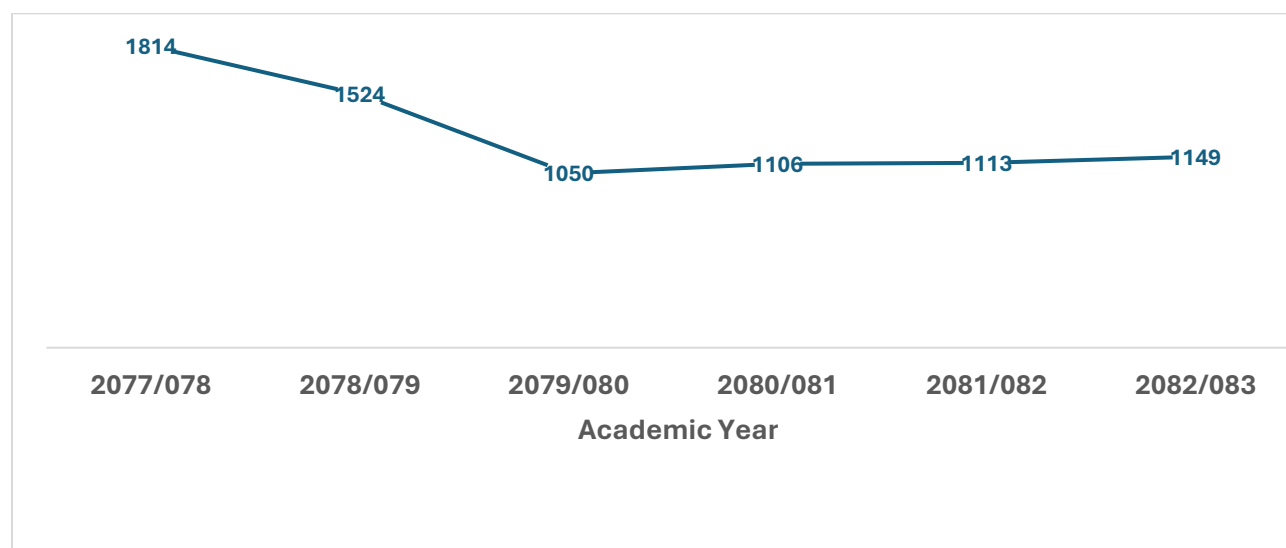
Total Student Enrollment of TMC in the six different academic years is shown in the table below

Table 2.18 Enrollment Trend

S. N.	Program	Academic Year					
		2077/078	2078/079	2079/080	2080/081	2081/082	2082/083
1	B.Ed.	331	262	217	187	184	186
2	B.A.	517	539	342	276	214	126
3	BBS	686	432	227	272	248	290
4	BBA	78	115	121	160	142	141
5	P.B.Ed.					101	131
6	M.Ed.	42	40	33	54	66	87
7	M.A.	117	102	88	103	87	121
8	MBS/MBM	43	34	22	54	71	67
Total		1814	1524	1050	1106	1113	1149

The above table presents the six-year trend of student enrollment by academic programme. The total enrollment declined from 1,814 students in 2077/078 to 1,050 students in 2079/080, followed by a gradual recovery to 1,149 students in 2082/083. During the academic year 2082/083, BBS recorded the highest enrollment with 290 students, followed by B.Ed. (186 students), BBA (141 students), P.B.Ed. (131 students), B.A. (126 students), M.A. (121 students), M.Ed. (87 students), and MBS (67 students). The introduction of the P.B.Ed. programme in 2081/082 contributed to the increase in total enrollment. Overall, the enrollment trend indicates that student numbers have gradually stabilized after earlier declines, reflecting the campus's continued efforts to expand access to quality higher education and strengthen academic programmes.

Figure 2.1 Enrollment Trend



2.7 Student Admission Trend

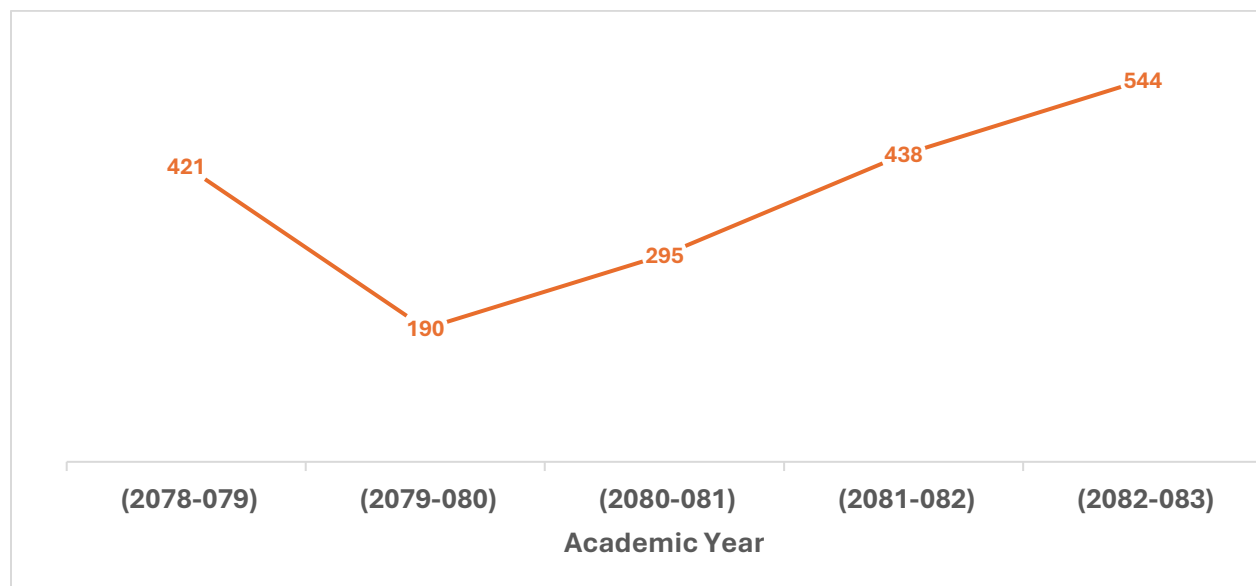
This section presents the trend of new student admissions at Tikapur Multiple Campus over the last five academic years (2078/079–2082/083). It includes the number of students admitted to the first semester of both undergraduate and graduate programmes, namely B.Ed., B.A., BBS, BBA, P.B.Ed., M.Ed., M.A., and MBS. The analysis highlights programme-wise admission patterns and annual variations in student intake, providing an overview of enrollment trends and the

growing demand for higher education at the campus. The information serves as an important basis for academic planning, resource management, and institutional development.

Table 2.19 Students Admission Trend

S. N.	Program	Admission (2078-079)	Admission (2079-080)	Admission (2080-081)	Admission (2081-082)	Admission (2082-083)
1	B.Ed.	49	25	29	52	95
2	B.A.	95	27	26	41	37
3	BBS	64	35	61	106	131
4	BBA	37	25	40	25	45
5	P.B.Ed				101	42
5	M.Ed.	40	18	38	25	67
6	M.A.	102	45	62	46	89
7	MBS	34	15	39	42	38
Total		421	190	295	438	544

The above table presents the trend of new student admissions at Tikapur Multiple Campus from the academic year 2078/079 to 2082/083. A total of 544 students were admitted in 2082/083, the highest during the five years, compared to 438 students in 2081/082. Among the programmes, BBS recorded the highest admission with 131 students, followed by B.Ed. (95) and M.A. (89). Admissions also increased in BBA and M.Ed., while B.A., P.B.Ed., and MBS experienced a slight decline. Overall, the admission trend indicates a significant increase in student enrollment, reflecting the growing popularity and academic reputation of Tikapur Multiple Campus.

Figure 2.2 Student Admission Trend

2.8 Dropout Status

Student admission and dropout details of Undergraduate and Graduate degrees are shown below in a tabular format.

Table 2.20 Admission and Dropout status of 2082/083

S. N.	Program	Registration First sem	Current Sem (2083/3/32)	Exam attend First Sem	Dropout First Sem
1	B.Ed.	91	Second	90	1
2	B.A.	34	Second	34	0
3	BBS	123	Second	119	4
4	BBA	45	Second	43	2
5	P.B.Ed	42	Second	42	0
6	M.Ed.	67	Second	61	7
7	M.A.	89	Second	80	9
8	MBS	38	Second	35	3
Total		529		504	26

Table 2.20 presents the admission and dropout status of students admitted in the first semester of the academic year 2082/083. A total of 529 students were registered across eight academic programmes. Among them, 504 students (95.3%) appeared in the first semester examination, while 26 students (4.9%) dropped out before completing the first semester. The highest number of registered students was in the BBS programme (123 students), followed by B.Ed. (91 students) and M.A. (89 students). In terms of dropout, M.A. recorded the highest number with 9 students, followed by M.Ed. (7 students), BBS (4 students), MBS (3 students), BBA (2 students), and B.Ed. (1 student), whereas B.A. and P.B.Ed. reported no dropout cases. Overall, the findings indicate a high student retention rate, with more than 95 percent of newly admitted students continuing their studies and appearing in the first semester examination.

Table 2.21 Admission and Dropout Status of Graduate Degree 2080 Batch

S. N.	Batch	Program	Registration First Sem	Exam attend Fourth Sem	Dropout
1	2080	M.Ed.	35	26	9
2		M.A.	59	39	20
3		MBS	33	28	5
Total			127	93	34

Source: Administration Section 2083, Asadh)

The table presents the retention and dropout status of students admitted to the Master's programmes in the academic year 2080. A total of 127 students were registered in the first semester of M.Ed., M.A., and MBS programmes. By the fourth semester, 93 students (73.2%) appeared in the examination, while 34 students (26.8%) had dropped out. Among the programmes, M.A. recorded the highest number of registered students (59), followed by M.Ed. (35) and MBS (33). Similarly, M.A. reported the highest dropout (20 students), followed by M.Ed. (9 students) and MBS (5 students). The findings indicate that approximately three-fourths of the students successfully continued their studies to the fourth semester, while about one-fourth discontinued, suggesting the need for continued academic support and student retention initiatives at the postgraduate level.

Table 2.22 Admission and Dropout Status of Undergraduate Degree 2078 Batch

S. N.	Admission Batch	Program	Registration First Sem	Eighth Sem Status	Dropout
1	2078	B.Ed.	51	22	29
2		B.A.	89	35	54
3		BBS	63	34	29
4		BBA	36	24	12
Total			239	115	124

(Source: Administration Section 2083, Asadh)

The above table presents the retention and dropout status of students admitted to the undergraduate programmes in the academic year 2078. A total of 239 students were enrolled in the first semester of B.Ed., B.A., BBS, and BBA programmes. By the eighth semester, 115 students (48.1%) successfully continued their studies, whereas 124 students (51.9%) had dropped out. Among the programmes, B.A. recorded the highest number of first-semester registrations (89 students), followed by BBS (63), B.Ed. (51), and BBA (36). The highest number of dropouts was observed in the B.A. programme (54 students), followed by B.Ed. (29 students), BBS (29 students), and BBA (12 students). Overall, the findings indicate that slightly more than half of the students admitted in the 2078 batch discontinued their studies before reaching the eighth semester, highlighting the need for strengthened student support, academic counseling, and retention strategies at the undergraduate level.

Table 2.23 Admission and Dropout Status of P.B.Ed. Degree 2081 Batch

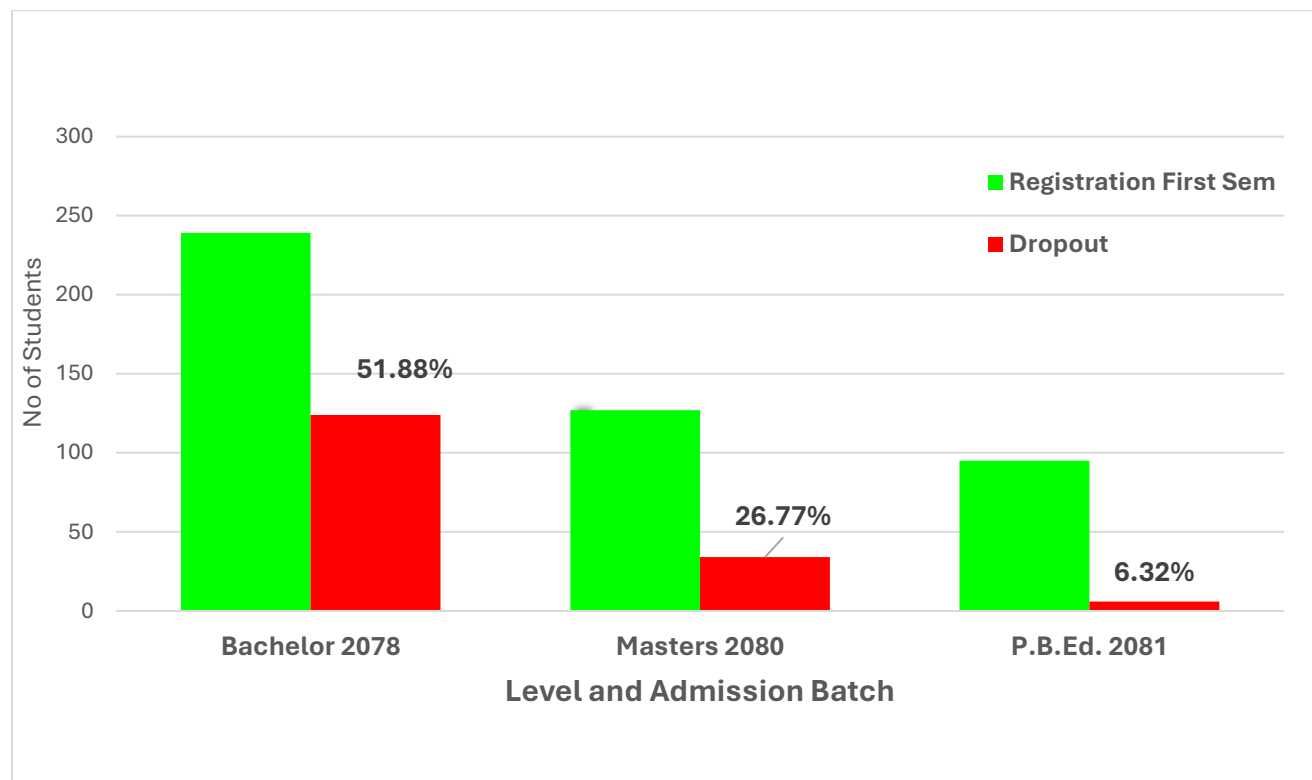
S. N.	Batch	Program	First Sem	Second Sem Status	Dropout
1	2081	P.B.Ed.	95	89	6

(Source: Administration Section 2083, Asadh)

The above table presents the retention and dropout status of students admitted to the P.B.Ed. programme in the academic year 2081. A total of 95 students were enrolled in the first semester.

By the second semester, 89 students (93.7%) had continued their studies, while 6 students (6.3%) had dropped out. The findings indicate a high student retention rate, with more than 93 percent of students successfully progressing to the second semester. This reflects the strong continuity of students in the P.B.Ed. programme and suggests effective student retention during the initial stage of the programme.

Figure 2.3 Student Registration and Dropout Status



The bar chart represents the registration and dropout data for the 2078, 2080 and 2081 admission batches at the Undergraduate, Graduate and P.B.Ed. level respectively. Among the batches and levels, the Bachelor Batch 2078 recorded the highest dropout rate (51.88%), followed by the Master's Batch 2080 (26.77%), while the P.B.Ed. Batch 2081 had the lowest dropout rate (6.32%). The figure indicates that student retention is comparatively higher in postgraduate and P.B.Ed. programmes, whereas undergraduate programmes require greater attention to improve student retention and reduce dropout.

Table 2.24 Student Registration and Total Dropout Comparisons

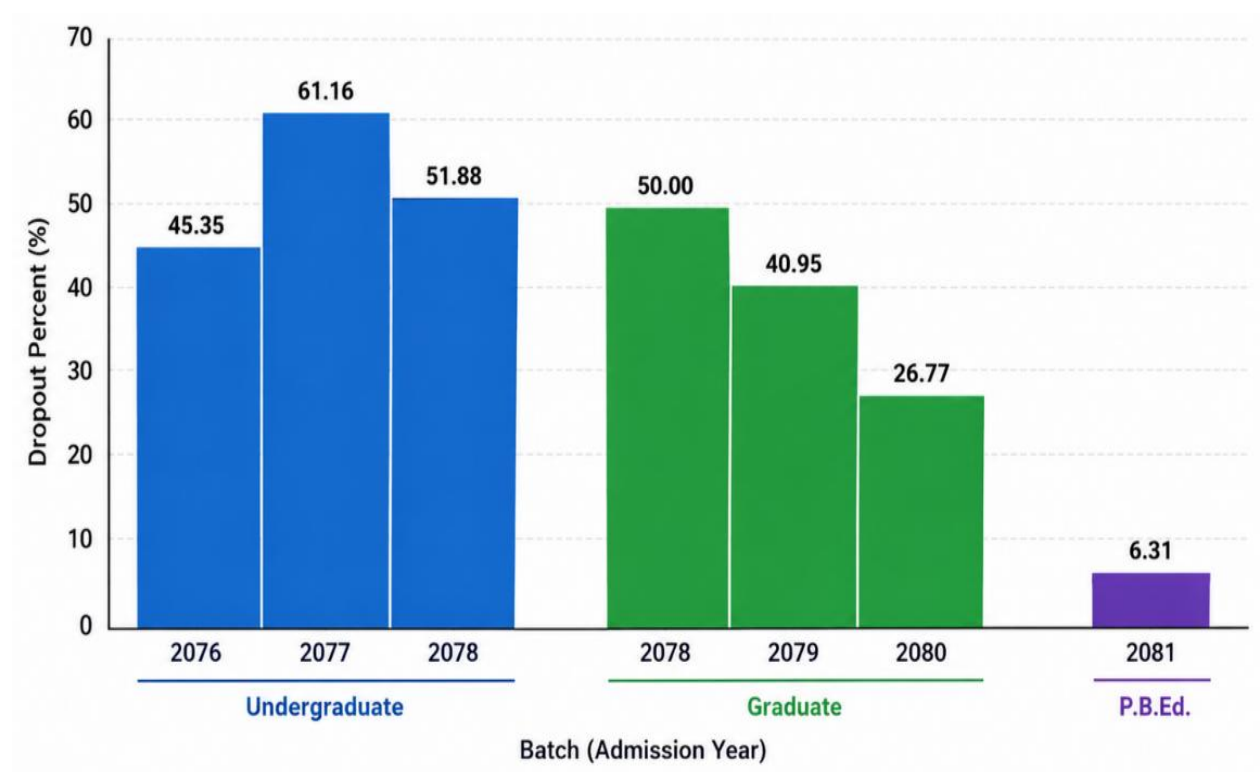
S. N.	Level	Batch	Admission First Sem	Total Dropout	Dropout Percent
1	Undergraduate	2076	430	195	45.35
2		2077	618	378	61.16
3		2078	239	124	51.88
4	Graduate	2078	120	60	50.00
5		2079	105	43	40.95
6		2080	127	34	26.77
7	P.B.Ed.	2081	95	6	6.31

The table compares the student registration and dropout status of different admission batches at the undergraduate, graduate, and P.B.Ed. levels. The data shows that the highest dropout rate was recorded in the Undergraduate Batch 2077, where 378 out of 618 students (61.16%) discontinued their studies, followed by the Undergraduate Batch 2078 (51.88%) and Graduate Batch 2078 (50.00%). In contrast, the Graduate Batch 2080 recorded a considerably lower dropout rate of 26.77%, while the P.B.Ed. Batch 2081 had the lowest dropout rate (6.31%), with only 6 out of 95 students dropping out. Overall, the comparison indicates a declining trend in dropout rates in recent years, reflecting improved student retention, particularly in graduate and P.B.Ed. programmes.

In addition, Figure 2.4 shows the dropout percentage of students enrolled in different academic programs at Tikapur Multiple Campus by admission batch. The Undergraduate program experienced relatively high dropout rates, increasing from 45.35% in the 2076 batch to a peak of 61.16% in the 2077 batch before declining to 51.88% in the 2078 batch. Similarly, the Graduate program shows a consistent improvement, with dropout rates decreasing from 50.00% in the 2078 batch to 40.95% in 2079 and further to 26.77% in the 2080 batch. The P.B.Ed. program recorded the lowest dropout rate at only 6.31% for the 2081 batch, indicating excellent student retention. Overall, the trend suggests that while dropout has been a concern in undergraduate and

earlier graduate batches, the campus has made notable progress in reducing student dropout in recent

Figure 2.4 Dropout Rates by Level and Batch



2.9 Scholarship from TMC

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

Table 2.25 *Scholarship status from TMC For the First Semester*

S.N.	Level	Faculty	Scholarship Type									
			Jehendaar	Women	Aadibasi/janjati	Backward	Garib	Dalit	Asahaye/Tuhur a	Janaandolan Ghaite	Lopanmukh	Total
1	Under-graduate	BBA	3	2	2	2	3	3	2	0	0	17
2		BBS	8	10	11	4	10	5	4	0	1	53
3		B.Ed.	6	7	10	5	9	0	0	0	0	37
4		B.A.	3	3	6	0	3	0	0	0	0	15
5		P.B.Ed.	2	2	3	1		0	0	0	0	8
4	Graduate	MBS	4	2	4	1	2	0	1	0	0	14
5		M.Ed.	5	3	7	1	8	0	1	0	0	25
6		M.A.	5	8	5	1	5	3	0	1	0	28
Total			36	37	48	15	40	11	8	1	1	197

(Source: Administration Section 2083, Asadh)

The table shows A total of 197 students received scholarships from Tikapur Multiple Campus in the first semester of the academic year 2082/83. Among the scholarship categories, Aadibasi/Janajati (48), Garib (40), Women (37), and Jehendaar (36) had the highest number of recipients. At the undergraduate level, BBS recorded the highest number of scholarship recipients (53), while at the graduate level, M.A. had the highest (28). The distribution of scholarships reflects the campus's commitment to supporting academically deserving and socially disadvantaged students through inclusive scholarship programs.

2.10 Overall Scholarship Status

This section presents the overall scholarship status of students at Tikapur Multiple Campus for the first semester over the selected academic years. It includes scholarships provided by both the campus and the University Grants Commission (UGC), highlighting the campus's efforts to

promote equitable access to higher education by providing financial assistance to deserving, disadvantaged, and marginalized students.

Table 2.26 Year-wise First Semester Scholarship Summary

S.N.	Scholarship Source	Level	2080-081	2081-082	2082-083
1	Campus	Undergraduate	53	76	130
2		Graduate	36	37	67
		Total	89	113	197
3	UGC	Undergraduate	53	92	-
4		Graduate	5	1	-
		Total	58	93	-
Total			147	206	

(Source: Administration Section 2083, Asadh)

Table 2.26 presents the year-wise first semester scholarship recipients under both Campus and University Grants Commission (UGC) scholarship schemes. The number of campus scholarship recipients increased steadily from 89 in 2080–081 to 197 in 2082–083, reflecting the campus's enhanced financial support for students. Similarly, UGC scholarship recipients increased from 58 in 2080–081 to 93 in 2081–082. However, the UGC scholarship results for Fiscal Year 2082–083 have not yet been published; therefore, the corresponding data are not available in this report and will be updated once officially released.

CHAPTER III: RESULT ANALYSIS

3.1 Result Status Academic Year 2082-083

This section presents the academic performance of students enrolled in various undergraduate and graduate programmes at Tikapur Multiple Campus during the academic year 2082/083. The analysis includes programme-wise examination results, pass percentage, and comparative performance at the undergraduate and graduate levels. The information provides an overview of students' academic achievements and serves as an important indicator for evaluating teaching effectiveness, learning outcomes, and institutional quality. The analysis also assists the campus in identifying areas requiring academic support and continuous quality improvement.

Result analysis of academic year 2082-083 comprises the results published by the Office of the Examination Controller, Far-Western University, in this fiscal year from Shrawan 1st 2082 to Ashar 32nd 2083 for both graduate and undergraduate students of Tikapur Multiple Campus. The detailed information on the result status has been shown in the following tables:

Table 3.1 Result Status of B.Ed.

S. N.	Semester	Total	Total Pass	Percent
1	First Sem	49	37	75.51
2	Second Sem	50	36	72
3	Third Sem	21	19	90.48
4	Fourth	17	13	76.47
5	Fifth Sem	15	12	80.00
6	Sixth Sem	25	14	56.00
7	Sixth Sem (2079 Batch)	13	9	69.23
8	Seventh Sem	66	34	51.52
9	Seventh Sem (2078 Batch)	23	19	82.61
10	Eighth Sem	65	61	93.85
Total		344	254	73.84%

(Source: Examination Section 2083, Asadh)

Table 3.1 presents the semester-wise result status of the B.Ed. programme for the academic year 2082/083. A total of 344 students appeared in the examinations, of whom 254 students successfully passed, resulting in an overall pass percentage of 73.84%. Among the semesters, the Eighth Semester achieved the highest pass rate (93.85%), followed by the Third Semester (90.48%), while the Seventh Semester recorded the lowest pass rate (51.52%). Overall, the results indicate satisfactory academic performance in the B.Ed. programme, with relatively stronger performance observed in the final-year semesters.

Table 3.2 Result Status of P.B.Ed.

S. N.	Semester	Total	Total Pass	Percent
1	First	95	82	86.32
2	Second	89	85	95.51
Total		184	167	90.76%

(Source: Examination Section 2083, Asadh)

The above table presents the semester-wise examination results of the Professional Bachelor of Education (P.B.Ed.) programme for the academic year 2082/083. A total of 184 students appeared in the First and Second Semester examinations, of whom 167 students successfully passed, resulting in an overall pass percentage of 90.76%. The Second Semester achieved a higher pass rate (95.51%) than the First Semester (86.32%). Overall, the P.B.Ed. programme demonstrated excellent academic performance, recording the highest overall pass percentage among all academic programmes offered by the campus.

Table 3.3 Result Status of B.A.

S. N.	Semester	Total	Total Pass	Percent
1	First	36	14	38.89
2	Second	28	20	71.43
3	Third	17	12	70.59
4	Fourth	16	11	68.75
5	Fifth	11	7	63.64
6	Sixth	36	12	33.33
7	Sixth (2079 Batch)	11	8	72.73
8	Seventh	35	21	60.00
9	Eighth	101	92	91.09
Total		291	197	67.70%

(Source: Examination Section 2083, Asadh)

The above table presents the semester-wise result status of the B.A. programme for the academic year 2082/083. A total of 291 students appeared in the examinations, of whom 197 students successfully passed, resulting in an overall pass percentage of 67.70%. Among the semesters, the Eighth Semester recorded the highest pass rate (91.09%), followed by the Sixth Semester (2079 Batch) (72.73%) and the Second Semester (71.43%), while the Sixth Semester recorded the lowest pass rate (33.33%). Overall, the B.A. programme achieved a moderate level of academic performance, with significantly better results observed in the final semester.

Table 3.4 Result Status of B.B.S.

S. N.	Semester	Total	Total Pass	Percent
1	First	89	21	23.60
2	Second	81	49	60.49
3	Third	40	22	55.00
4	Fourth	39	29	74.36
5	Fifth	24	19	79.17
6	Sixth	35	30	85.71
7	Sixth (2079 Batch)	23	23	100.00
8	Seventh	35	32	91.43
9	Eighth	35	35	100.00
Total		401	260	64.84%

(Source: Examination Section 2083, Asadh)

The above table presents the semester-wise examination results of the Bachelor of Business Studies (BBS) programme for the academic year 2082/083. A total of 401 students appeared in the examinations, of whom 260 students successfully passed, resulting in an overall pass percentage of 64.84%. The Sixth Semester (2079 Batch) and Eighth Semester achieved an excellent 100% pass rate, followed by the Seventh Semester (91.43%) and the Sixth Semester (85.71%). In contrast, the First Semester recorded the lowest pass rate at 23.60%, indicating comparatively weaker performance among newly admitted students. Overall, the BBS programme demonstrated moderate academic performance, with substantially higher pass rates observed in the senior semesters, reflecting improved academic achievement as students progressed through the programme.

Table 3.5 Result Status of B.B.A

S. N.	Semester	Total	Total Pass	Percent
1	First	25	20	80
2	Second	24	18	75
3	Third	28	14	50
4	Fourth	28	19	68
5	Fifth	22	22	100
6	Sixth	26	22	85
7	Sixth (2079 Batch)	22	22	100
8	Seventh	24	22	92
9	Eighth	37	36	97
Total		236	195	82.63%

(Source: Examination Section 2083, Asadh)

The above table presents the semester-wise examination results of the Bachelor of Business Administration (BBA) programme for the academic year 2082/083. A total of 236 students appeared in the examinations, of whom 195 students successfully passed, resulting in an overall pass percentage of 82.63%. The Fifth Semester and Sixth Semester (2079 Batch) achieved an outstanding 100% pass rate, followed by the Eighth Semester (97%) and the Seventh Semester (92%). The Third Semester recorded the lowest pass rate at 50%, while the remaining semesters-maintained pass rates above 68%. Overall, the BBA programme demonstrated excellent academic performance, achieving one of the highest overall pass percentages among the undergraduate programmes.

Table 3.6 Result Status of M.Ed.

S. N.	Semester	Total	Total Pass	Percent
1	First	21	17	80.95
2	Second	20	14	70.00
3	Third	26	17	65.38
4	Fourth	26	23	88.46
Total		93	71	76.34%

The above table illustrates the academic performance of M.Ed. students in the semester examinations conducted during the academic year 2082/083. Out of 93 examinees, 71 students successfully passed, achieving an overall pass rate of 76.34%. The Fourth Semester recorded the best performance with a pass rate of 88.46%, whereas the Third Semester had the lowest pass rate of 65.38%. Overall, the examination results indicate a strong and consistent academic performance of M.Ed. students across all semesters.

Table 3.7 Result Status of M.A.

S. N.	Semester	Subject	Total	Total Pass	Percent
1	First	English	7	4	57.14
2		Sociology	20	10	50.00
3		MDS	10	2	20.00
7	Second	English	6	5	83.33
8		Sociology	18	5	27.78
9		MDS	8	4	50.00
4	Third	English	10	6	60.00
5		Sociology	16	13	81.25
6		MDS	13	11	84.62
10	Fourth	English	10	10	100.00
11		Sociology	16	12	75.00
12		MDS	13	13	100.00
Total			147	95	64.63%

Table 3.7 presents the subject-wise and semester-wise examination results of the Master of Arts (M.A.) programme for the academic year 2082/083. A total of 147 students appeared in the examinations, of whom 95 students successfully passed, resulting in an overall pass percentage of 64.63%. Among the subjects, English and MDS achieved an excellent 100% pass rate in the Fourth Semester, while Sociology recorded its highest pass rate of 81.25% in the Third Semester. The First Semester (MDS) recorded the lowest pass rate (20.00%). Overall, the M.A. programme demonstrated moderate academic performance, with significantly better results in the higher semesters than in the initial semesters.

Table 3.8 Result Status of M.B.S.

S. N.	Semester	Total	Total Pass	Percent
1	First	36	8	22.22
2	Second	32	8	25.00
3	Third	28	18	64.29
4	Fourth	28	22	78.57
Total		124	56	45.16%

The above table presents the semester-wise examination results of the Master of Business Studies (MBS) programme for the academic year 2082/083. A total of 124 students appeared in the examinations, of whom 56 students successfully passed, resulting in an overall pass percentage of 45.16%. The Fourth Semester achieved the highest pass rate (78.57%), followed by the Third Semester (64.29%), while the First Semester recorded the lowest pass rate (22.22%). Overall, the MBS programme recorded the lowest pass percentage among the graduate programmes, indicating the need for enhanced academic support and learning interventions, particularly for students in the initial semesters.

Table 3.9 Undergraduate Result Summary

S. N.	Faculty	Total	Pass	Pass Percent
1	Management (BBS)	401	260	64.84%
2	Management (BBA)	236	195	82.63%
3	Education (B.Ed.)	344	254	73.84%
4	Education (P.B.Ed.)	184	167	90.76%
5	Humanities and S.S. (B.A.)	291	197	67.70%
Total		1456	1073	73.70%

The above table summarizes the examination results of undergraduate programmes at Tikapur Multiple Campus for the academic year 2082/083. A total of 1,456 students appeared in the examinations, of whom 1073 students successfully passed, resulting in an overall pass percentage of 73.70%. Among the undergraduate programmes, P.B.Ed. achieved the highest pass rate (90.76%), followed by BBA (82.63%) and B.Ed. (73.84%), while BBS (64.84%) recorded the lowest pass percentage. Overall, the undergraduate programmes demonstrated satisfactory academic performance, with education and management programmes achieving comparatively higher success rates.

Table 3.10 Graduate Result Summary

S. N.	Faculty	Total	Pass	Pass Percent
1	Management (MBS)	124	56	45.16%
3	Education (M.Ed.)	93	71	76.34%
5	Humanities and S.S. (M.A.)	147	95	64.63%
Total		364	222	60.99%

The above table presents the overall examination performance of graduate programmes at Tikapur Multiple Campus during the academic year 2082/083. A total of 364 students appeared

in the examinations, of whom 222 students successfully passed, resulting in an overall pass percentage of 60.99%. Among the graduate programmes, M.Ed. achieved the highest pass rate (76.34%), followed by M.A. (64.63%), while MBS recorded the lowest pass rate (45.16%). Overall, the graduate programmes demonstrated moderate academic performance, with the Education faculty showing comparatively stronger results than the Management and Humanities faculties.

Table 3.11 Overall Examination Result Summary

S.N.	Level	Total	Pass	Pass Percent
1	Graduate	364	222	60.99%
3	Undergraduate	1456	1073	73.70%
Total		1820	1295	71.15%

The above table provides an overview of the overall examination performance of students at Tikapur Multiple Campus during the academic year 2082/083. Out of 1,820 students who appeared in the examinations, 1,295 students successfully passed, resulting in an overall pass rate of 71.15%. The undergraduate programmes recorded a higher success rate (73.70%) compared to the graduate programmes (60.99%). The findings indicate that the campus maintained a satisfactory level of academic performance, with stronger results observed at the undergraduate level.

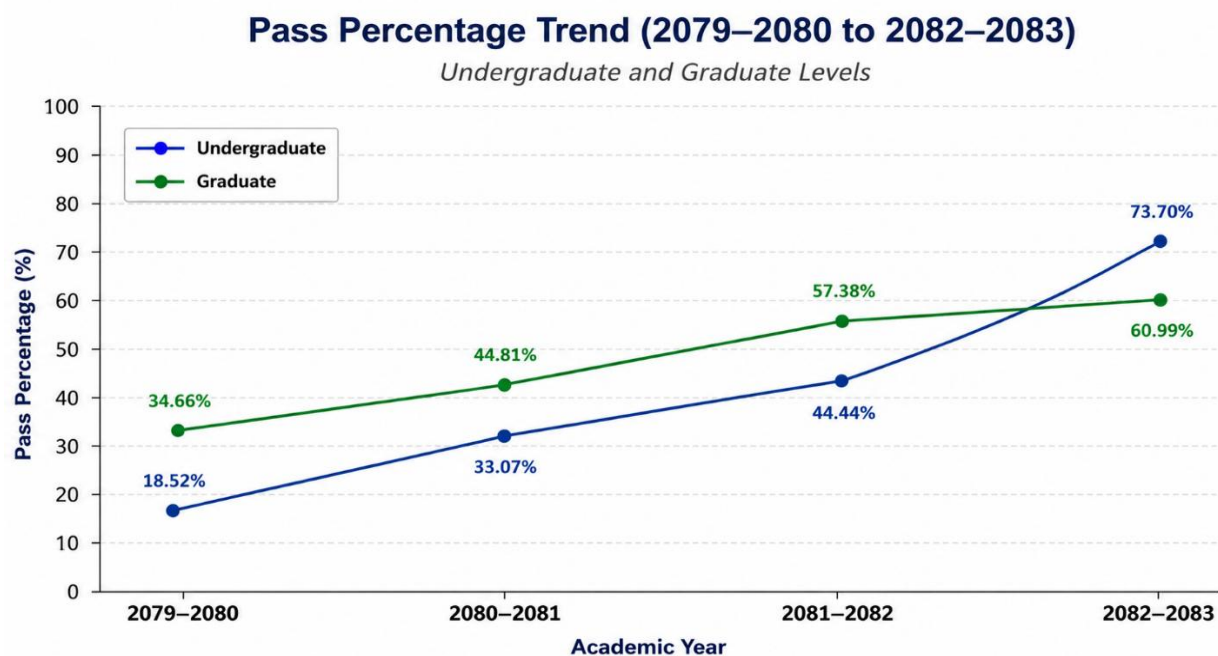
3.2 Progress of the Result

This section presents the progress of students' academic results at the undergraduate and graduate levels over the last four academic years (2079/080 to 2082/083). It compares the annual pass percentages to assess trends in academic performance and evaluate improvements in students' learning outcomes. The analysis provides insights into the effectiveness of the campus's teaching-learning process, academic support mechanisms, and quality enhancement initiatives. Furthermore, it helps identify areas requiring continuous improvement to strengthen academic excellence and increase student success in future examinations.

Table 3.12 Academic Year-wise Result Status

S. N.	Academic Year	Level	Total Student	Pass	Pass Percent
1	2079-2080	Undergraduate	799	148	18.52
2	2080-2081	Undergraduate	1125	372	33.07
3	2081-2082	Undergraduate	1699	755	44.44
4	2082-2083	Undergraduate	1456	1013	73.70
4	2079-2080	Graduate	75	26	34.66
5	2080-2081	Graduate	270	121	44.81
6	2081-2082	Graduate	359	206	57.38
7	2082-2083	Graduate	364	222	60.99

The above table presents the trend of students' examination results at the undergraduate and graduate levels from the academic year 2079/080 to 2082/083. The findings reveal a steady improvement in pass percentages over the four years. At the undergraduate level, the pass rate increased significantly from 18.52% in 2079/080 to 73.70% in 2082/083, while at the graduate level, it improved from 34.66% to 60.99% during the same period. The consistent upward trend indicates enhanced academic performance, reflecting the effectiveness of the campus's teaching-learning practices, continuous academic monitoring, and quality improvement initiatives. The graph also presents a comparative analysis of Pass rates for three distinct years.

Figure 3.1 Result Progress Analysis

The above figure illustrates the trend of pass percentages at the undergraduate and graduate levels from the academic year 2079/080 to 2082/083. Both levels show a consistent improvement in academic performance over the four years. The undergraduate pass rate increased markedly from 18.52% to 73.70%, while the graduate pass rate improved from 34.66% to 60.99%. The figure indicates a positive trend in students' academic achievement, reflecting continuous improvements in teaching–learning practices and academic support at the campus.

3.3 Summary of the Result

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

Table 3.13 Overall Result Trend

S. N.	Academic Year	Total Student	Pass Students	Percent
1	2079-2080	874	174	19.91
2	2080-2081	1395	493	35.34
3	2081-2082	2058	961	46.70
4	2082-2083	1820	1295	71.15

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

Figure 3.2 Total Academic Progress



3.4 Student Passed Out Status

In this section, the passed-out students of TMC are presented. The detailed information of the passed-out status is shown in the following table

Table 3.14 Passed Out Status of year 2082-083

Level	Faculty	Passed Out		
		Male	Female	Total
Undergraduate	BBS	13	26	39
	BA	8	71	79
	B.Ed.	4	48	52
	BBA	16	20	36
Graduate	MBS/MBM	11	3	14
	MA	10	11	21
	M.Ed.	8	10	18
Total		70	189	259

In the academic year 2082/83, a total of 259 students graduated from Far Western University Tikapur Multiple Campus, including 70 male (27.03%) and 189 female (72.97%) students. Of the total graduates, 206 (79.54%) were from undergraduate programs and 53 (20.46%) were from graduate programs. The BA program recorded the highest number of graduates (79), followed by B.Ed. (52), BBS (39), and BBA (36). Overall, female graduates significantly outnumbered male graduates across most academic programs, indicating strong female participation in higher education at the campus.

Table 3.15 Passed Out Progress

Level	Faculty	Passed Out		
		2080-2081	2081-2082	2082-2083
Undergraduate	BBS	34	69	39
	BA	23	26	79
	B.Ed.	8	20	52
	BBA	-	25	36
Graduate	MBS/MBM	13	5	14
	MA	19	11	21
	M.Ed.	19	10	18
Total		116	166	259

The number of students passing out from this Campus has shown a consistent upward trend over the last three academic years, increasing from 116 in 2080/81 to 166 in 2081/82, and reaching 259 in 2082/83. The highest growth was observed in the undergraduate level, particularly in the BA, B.Ed., and BBA programs, while graduate-level pass-out numbers remained relatively stable with slight fluctuations. Overall, the increasing number of graduates reflects improved academic performance and growing educational outcomes at the campus.

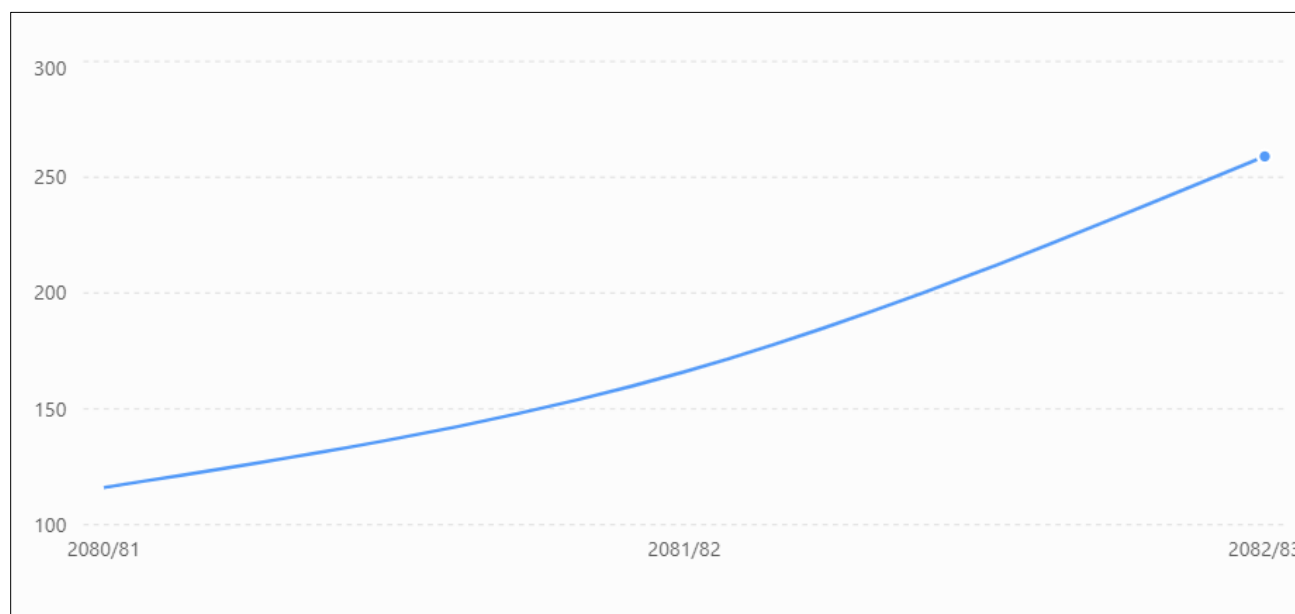
Figure 3.3 *Passed Out Progress*

Figure 3.3 illustrates a positive trend in the number of students graduating from Tikapur Multiple Campus over the last three academic years. The number of graduates increased from approximately 116 students in 2080/81 to around 166 students in 2081/82, and further to about 259 students in 2082/83. This steady increase indicates significant improvement in student completion rates and academic performance. The rising number of pass-out students reflects the campus's continued efforts to enhance teaching-learning quality, student support services, and overall academic success.

CHAPTER IV: CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The EMIS Report of Tikapur Multiple Campus for the Fiscal Year 2082–083 presents an overview of the campus's academic, administrative, and infrastructural progress. The campus has continued to expand quality higher education through its undergraduate and graduate programs while maintaining a strong commitment to equitable access and academic excellence. Student examination performance showed remarkable improvement, with the overall pass percentage reaching 71.15%, indicating significant academic progress compared to previous years. Similarly, the number of graduates increased steadily, reflecting improved student completion rates.

The campus also strengthened student support services by expanding first-semester scholarship opportunities, particularly for students from disadvantaged and marginalized groups. During the reporting period, major infrastructure improvements were completed, including the renovation of Block B and Block C, enhancement of the library and computer laboratory, installation of inverter, battery backup, and UPS systems, establishment of separate reading cabins for students, and implementation of a digitized library management system. These developments have significantly improved the teaching-learning environment and administrative efficiency.

Overall, the findings indicate that Tikapur Multiple Campus is making steady progress in academic performance, digital transformation, student services, and physical infrastructure. Continued institutional commitment and effective utilization of EMIS data will further strengthen quality assurance and sustainable campus development.

4.2 Recommendations

Based on the findings of this report, the following recommendations are proposed to support the continued development of Tikapur Multiple Campus:

- Continue implementing academic support programs to further improve student learning outcomes and increase pass and graduation rates.

- Strengthen strategies to reduce student dropout and improve student retention through regular academic counseling and mentoring.
- Enhance ICT-enabled teaching and learning by upgrading computer laboratories, internet services, and digital learning resources.
- Continue modernizing the library through additional digital resources, e-books, and expansion of the digitized library management system.
- Maintain and upgrade campus infrastructure regularly to provide a safe, accessible, and student-friendly learning environment.
- Promote research, innovation, and community engagement by encouraging faculty and student participation in research and outreach activities.
- Strengthen the use of EMIS for evidence-based planning, monitoring, and institutional decision-making by ensuring timely and accurate data management.
- Provide regular professional development and capacity-building opportunities for faculty and administrative staff.
- Continue promoting quality assurance and institutional excellence through continuous monitoring, evaluation, and strategic planning aligned with the mission and vision of the campus.

APPENDIX I

८० विगाहा जमिनको विवरण			
सि. नं.	वडा नं.	कित्ता नं.	क्षेत्रफल (वर्ग मि.)
१	९ड	६५३	५४८८
२	९ड	६३५	१६५३०
३	९ड	२०	४७१५
४	९ड	२१	२६१५०
५	९ड	२२	८४९५
६	९ड	६३७	८३८०
७	९ड	६४०	५००३०
८	९ड	२६	१९८२५
९	९ड	६४३	८४९००
१०	९ड	३५	२७७३५
११	९ड	६४६	२१८२०
१२	९ड	६५०	६७९६५
१३	९ड	६५५	१७३४०
१४	९ड	६५७	५१११०
१५	९ड	६४१	५८२०
१६	९ड	६४४	६५०
१७	९ड	६४७	४३७०
१८	९ड	६५१	५९९५०
१९	९ड	६५४	६६२०
२०	९फ	१	५३९१५
जम्मा (वर्ग मि.)			५४१८०८
जम्मा (विगाहा)			८० विगाहा ०.११७ धुर

३०० विगाहा जमिनको विवरण			
सि. नं.	वडा नं.	कित्ता नं.	क्षेत्रफल (वर्ग मि.)
१	९फ	२	५०९०७५
२	९ब	१	४७३९००
३	९म	१	१६७२०५
४	९म	४	१०२७२८.२५
५	९प	३	२०२८५
६	९प	७	१४७८६५
७	९प	१०	३८१८६५
८	९भ	८७	४५६६९
९	९भ	८९	१६७२०५
जम्मा (वर्ग मि.)			२०१५७९७.२५
जम्मा (विगाहा)			२९७ बिगाहा १२ कट्टा १६.४ धुर