

Annual Report

2082/2083



**National College of Computer Studies
(NCCS)**

Paknajol - 16, Kathmandu

01-5351711, 01-5328807

EXECUTIVE SUMMARY

National College of Computer Studies (NCCS) is centrally located at Paknajol, Kathmandu. The college is affiliated with Tribhuvan University (TU) and offers Bachelor of Information and Technology Management (BITM), Bachelor of Hotel Management (BHM), Bachelor of Science in Computer Science and Information Technology (B.Sc. CSIT), Bachelor of Business Management (BBM), and Bachelor of Computer Application (BCA) programs. Established as a Private Limited Company in 1999, NCCS aims to achieve excellence in the field of education. NCCS began its academic operations in 2002 with the introduction of the BITM program under TU affiliation.

The fundamental purpose of NCCS is to provide outstanding educational programs in a safe, well-equipped learning environment, delivered by well-qualified, experienced, friendly, and dedicated faculty members. The college maintains a homely atmosphere where students receive regular academic monitoring and individual attention. NCCS provides opportunities for all students to explore their potential, embrace challenges, and connect with caring and committed an educators.

NCCS is equipped with modern and excellent facilities; however, what truly makes the institution special is what happens inside the classrooms and across the campus. The college continuously strives to develop new academic programs and adopt innovative teaching techniques to make its students competitive both nationally and internationally.

The education system at NCCS enables students to understand the true value of learning while acquiring the academic skills and knowledge required for a successful future. Students are also provided with ample opportunities to develop leadership qualities and dynamic personalities. Graduates of NCCS are prepared for successful postgraduate studies and productive professional lives.

Since its inception, NCCS has been committed to providing high-quality education through well-qualified, experienced, dedicated, and friendly faculty members. Past experience shows that all-round development of students can be achieved through continuous guidance and dedication. NCCS students have demonstrated excellence not only in academics but also in extracurricular activities.

NCCS firmly believes that effective education requires close cooperation among the college, teachers, and parents. Through collective effort and mutual support, we aim to nurture students into competent, patriotic, disciplined, and responsible citizens of the nation.

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CHAPTER - I

INTRODUCTION

1.1 Background

National College of Computer Studies (NCCS) was established on November 19, 1999, under the Company Act with Registration No. 11487/056/57, with the vision of “A literate society with a purpose, a progressive society with ideals, and a conscious society working towards establishing a better and brighter future for all.”

NCCS is a highly professional and experienced institution based in Kathmandu. It has been affiliated with Nepal’s foremost and prestigious Tribhuvan University (TU) since 2002 and is fully dedicated to providing quality and comprehensive education in accordance with the university curriculum. NCCS strives to become a center of learning for young scholars who are determined to meet the challenges posed by rapid scientific and technological advancements. The college emphasizes value-based education, social work, counseling, career guidance, leadership development, and extracurricular activities to nurture self-confident, self-disciplined, and self-reliant graduates.

NCCS is an institution specializing in Information Technology and Management studies, comprising a team of multitalented professionals recognized among the best in the industry. The college prepares students not only to face the challenges of a fast-evolving professional environment but also to excel in their chosen fields. Currently, NCCS offers four-year, semester-based undergraduate programs in the following disciplines under TU affiliation:

- a.** Bachelor of Information and Technology Management (BITM)
- b.** Bachelor of Hotel Management (BHM)
- c.** Bachelor of Science in Computer Science and Information Technology (B.Sc. CSIT)
- d.** Bachelor of Business Management (BBM)
- e.** Bachelor of Computer Application (BCA)

In addition to academic programs, NCCS is actively engaged in software development, conducting IT training programs, and providing consultancy services to government offices and other organizations.

1.2 Vision, Mission, Goal, Objectives and Target

Vision:

A literate, progressive, and conscious society equipped with knowledge, skills, and innovation working together to build a better and brighter future for all through quality education, technology, and global engagement.

Mission:

To provide quality, technology-driven, and industry-relevant education that equips students with the tools, skills, and solutions needed for lifelong learning and rapid, sustainable progress, while strengthening institutional excellence across academics, student welfare, human resources, finance, and information systems.

Goal:

1. To offer a variety of present-day, career-oriented educational programs and tools that build students' capacities to the highest level possible, including digital and technical literacy.
2. To generate upstanding, qualified, and skilled professionals equipped to meet the current and future social, economic, and technological demands of the workforce, and capable of pursuing higher education.
3. To ensure the holistic development of students through robust academic support, counseling, extracurricular activities, and leadership development.
4. To strengthen institutional governance through transparent financial management, effective human resource development, and a reliable, technology-enabled information system.
5. To upgrade the present education system into a cutting-edge, technology-based system of learning, research, and innovation with global connectivity.

Objectives:

NCCS aspires to be a leading center of learning for young students, prepared to meet the challenges of rapid scientific advancement, digital transformation, and globalization. Beyond imparting knowledge and skills, the institution is committed to nurturing self-confidence, self-discipline, and self-reliance among students through value-based education, social responsibility, counseling, career guidance, leadership development, and a wide range of extracurricular activities. In parallel, guided by its Five-Year Strategic Plan, NCCS is strengthening its

academic, student support, financial, human resource, and information systems to build institutional capacity, quality assurance, and long-term sustainability positioning NCCS as an innovative, research-oriented, and globally engaged institution by 2031.

1.3 Quality Policy

Quality is founded on trust and is an integral part of the business principles of the National College of Computer Studies (NCCS). These principles guide our actions in delivering consistent, reliable, compliant, and continually improving educational services that are valued by students, parents, and all stakeholders. They are fundamental to achieving our aspiration of being recognized and trusted as a leading educational service provider.

NCCS is firmly committed to providing quality education that enables students to excel in the fields of Science & Technology and Management in order to respond effectively to the changing and challenging needs of society and industry. Achieving this commitment requires the active involvement of all members of the institution, a clear understanding of individual responsibilities, and empowerment to take appropriate action to safeguard learners, stakeholders, and the institutional reputation.

Objectives of the Quality Policy

The Quality Policy of NCCS encompasses the following key commitments:

- To contribute to the academic excellence and overall knowledge development of students.
- To continuously enhance the competence of faculty members and encourage the adoption of modern and innovative teaching–learning methodologies.
- To disseminate technical and professional knowledge through continuing education programs and to promote Research and Development (R&D) activities for national economic growth.
- To produce qualified, motivated, and efficient graduates capable of meeting present and future national and international market demands, while inculcating strong moral and ethical values among students and staff.
- To maintain state-of-the-art infrastructure and a conducive learning environment.
- To comply with all relevant laws, regulations, and institutional requirements.

- To encourage participation and accountability for quality responsibilities among employees and third parties through effective communication, education, training, coaching, supervision, and established standards.
- To continually improve the Quality Management System (QMS) in order to ensure consistent enhancement of service quality.

Implementation and Monitoring

At NCCS, the Quality Policy is implemented through the **Internal Quality Assurance Committee (IQAC)** and the **Self-Assessment Team (SAT)**. Teamwork, engagement, ownership, and collective support are essential to achieving quality objectives. Accordingly, NCCS is committed to providing the necessary leadership, management, and resources to support quality initiatives.

The Quality Policy is reviewed annually and communicated to all faculty members and staff to ensure ongoing relevance and effectiveness.

To strengthen quality enhancement and management practices, NCCS engages **URS Pvt. Ltd.** and professional business consultants. In addition, academic audits are conducted regularly, with recommendations focusing on continuous improvement of the learning environment, examination systems, library management, and related academic activities.

Furthermore, NCCS is an **ISO 9001:2015 certified institution**, and annual external quality audits are conducted by URS to ensure compliance with international quality standards and to promote continual improvement.

CHAPTER – II

ACADEMIC PROGRESS

National College of Computer Studies (NCCS) aims to become a recognized center of learning for students who are determined to meet the challenges posed by rapid scientific and technological advancements and increasing global mobility. NCCS prepares students for successful pursuit of higher education and professional careers in their chosen fields. The college is supported by a team of highly qualified, experienced, and dedicated faculty members who are regarded among the best in their respective disciplines. Beyond imparting academic knowledge, NCCS places strong emphasis on developing self-confident, self-disciplined, and self-reliant individuals through value-based education, social engagement, counseling services, career guidance, leadership development programs, and a wide range of extracurricular activities.

Admission Process

The admission of new students at NCCS is conducted in two stages:

Stage I: University-Level Admission (Tribhuvan University)

The first stage of the admission process is administered by Tribhuvan University (TU). The University publishes notices for entrance examinations for various programs through its official website and national daily newspapers. Interested applicants submit the prescribed application form along with required academic certificates to the University Examination Office. The Examination Department verifies academic records, and eligible candidates are issued admit cards to appear in the entrance examination. After conducting the entrance examination, TU publishes the results through its website and notice boards. Only candidates who successfully qualify in the entrance examination are eligible to apply to affiliated colleges.

Stage II: College-Level Admission (NCCS)

In the second stage, qualified candidates' approach NCCS for college admission. The Administration Office or Front Desk provides applicants with the institutional admission form, which must be duly completed and submitted along with copies of required academic documents. The Admission In-Charge or Admission Committee reviews the submitted information and schedules candidates for a group discussion and personal interview. Based on performance in these assessments, selected candidates are notified and instructed to complete the fee payment

process. Upon successful payment, students are issued a registration/enrollment number, student identity card, and provided with detailed program information and orientation schedules.

2.2 Enrollment Status

Particulars	Year: 2080/2081		Year: 2081/2082		Year: 2082/2083	
	Bachelors	Total	Bachelors	Total	Bachelors	Total
Admitted to the program	203	203	255	255	226	226
Drop-outs						
a. Within four months of joining	0	0	0	0	0	0
b. Afterwards	8	8	15	15	26	26
Appeared for the final year examinations	188	188	243	243	233	233
Passed in the final examinations	186	186	240	240	233	233
Pass % of number appeared (Total)	98.94%	98.94%	98.77%	98.77%	100%	100%
Pass % with distinctions	19.68%	19.68%	14.81%	14.81%	14.16%	14.16%
Pass %, (Very Good)	42.02%	42.02%	34.16%	34.16%	37.77%	37.77%
Pass %, (First class)	34.57%	34.57%	48.97%	48.97%	46.35%	46.35%
Pass %, (Second class)	2.66%	2.66%	0.82%	0.82%	1.72%	1.72%
Number of students expelled from examination hall if any	0	0	0	0	0	0

2.3 Academic Program

National College of Computer Studies (NCCS) offers five bachelor-level programs under the affiliation of Tribhuvan University (TU).

- a. Bachelor of Information and Technology Management (BITM)
- b. Bachelor of Hotel Management (BHM)
- c. Bachelor of Science in Computer Science and Information Technology (B.Sc. CSIT)
- d. Bachelor of Business Management (BBM)

- e. Bachelor of Computer Application (BCA)

Bachelor of Information and Technology Management (BITM)

Program Mission

The mission of the Bachelor of Information and Technology Management (BITM) program is to develop socially responsible, scientifically oriented, and result-driven Information Technology (IT) professionals. The program is designed to equip graduates with the skills and attributes required to function as effective and efficient IT professionals in organizational and business environments.

Program Objectives

The BITM program aims to:

- Prepare IT professionals proficient in the use of computers and computational techniques for developing effective information systems to solve real-life organizational problems.
- Develop students' skills in object-oriented software design methodologies and data management systems.
- Provide professional training by integrating information technology with managerial knowledge and skills.
- Prepare graduates for postgraduate-level studies in Information Management and related disciplines within and outside the country.

Bachelor of Hotel Management (BHM)

Program Mission

The Bachelor of Hotel Management (BHM) program aims to produce service-oriented professionals for the hotel, restaurant, and tourism industries. Graduates develop entrepreneurial capabilities and effective problem-solving skills applicable to real-world hospitality contexts. The program enables students to integrate theoretical knowledge with practical application in diverse hospitality business environments.

Program Objectives

The BHM program aims to:

- Develop service-minded specialists for the hotel, restaurant, and tourism sectors.
- Foster entrepreneurial thinking and innovative problem-solving abilities.

- Enable graduates to apply theoretical concepts independently and creatively in hospitality operations.
- Prepare graduates for supervisory, managerial, consulting, planning, and development positions in the national and international hospitality industry.

Bachelor of Science in Computer Science and Information Technology (B.Sc. CSIT)

Program Overview

The Bachelor of Science in Computer Science and Information Technology (B.Sc. CSIT), affiliated with Tribhuvan University, is a four-year program comprising 126 credit hours. The program integrates computer science and information technology courses along with practical, laboratory, and project-based learning. Elective courses are included to address the evolving needs of the IT job market.

Program Objectives

The B.Sc. CSIT program aims to:

- Provide intensive knowledge in the theory, design, programming, and application of computer systems.
- Develop functional knowledge of computer hardware systems and computer software technologies.
- Enable students to apply computing and IT principles to real-world problems.
- Develop competencies essential for computer professionals and IT managers.

Bachelor of Business Management (BBM)

Program Overview

The Bachelor of Business Management (BBM) program is designed for aspiring business leaders and future managers. It equips students with the knowledge, skills, and confidence required for effective management in a dynamic and highly competitive national and global business environment. The program focuses on producing competent middle-level managerial professionals across various sectors.

Program Objectives

The BBM program aims to:

- Develop students' skills in creative thinking, decision-making, leadership, and communication.
- Enhance understanding of entrepreneurship, innovation, and effective management of business operations.
- Prepare graduates for professional careers as business managers and entrepreneurs.

Bachelor of Computer Application (BCA)

Program Overview

The Bachelor of Computer Application (BCA) is a four-year (eight-semester) undergraduate program in Information Technology that provides a strong academic foundation for careers in computer applications and software development. The program is designed to produce competent software professionals with a broad range of technical knowledge.

Program Objectives

The BCA program aims to:

- Produce professionals in computer applications, particularly as programmers and software developers.
- Provide knowledge of tools and techniques used in software development.
- Offer balanced theoretical and practical education in computer applications.
- Enhance students' ability to design solutions to technical problems in industrial, commercial, and government sectors.
- Prepare graduates for higher studies such as MIT, MBA, MCA, and related programs.

2.4 Education Pedagogy

The institution has well defined teaching policy which includes all implementable teaching procedures for better learning and skill transfer to students. The teaching policy emphasis various approaches for better learning. Some adopted approaches are: class assignment, case presentation, educational field tour, report preparation, project work/research and so on. Educational tour is one of the best ways for students have an opportunity to familiarize themselves with real business practice, history, culture, geography and real challenges of the local people. The outcomes are very satisfactory when these methods are implemented. The students have better and in-depth knowledge about subject matter. They get more confident in their understanding and such activities can play supportive role in their career development.

CHAPTER - III

Pedagogy of Teaching

Abstract

This paper presents on the latest advancements in professional practice in higher education in NCCS, and highlights the gains and challenges of faculty development programs, that influence pedagogical approaches and impact student success. It discusses initiatives taken at NCCS go generate learning environment. It discusses the teaching methods applied by teachers to grant the subject matters. Besides it deals how students are evaluated and the overall environment generated by the college and teachers to make students ready to face the challenge in the real field. Besides, it explores teachers and college effort to educate more to the students.

Introduction

This paper attempts to explore to present the applied pedagogy of teaching, institutional effort in research and quality education, further strategies to grant quality education, educational research, to connect the institution goal. In the present context, most of the institutions of higher learning across the nation are facing challenges from political, economic, social and technological level to be more responsive to students' needs and NCCS is also not out of it. NCCS is also connected and assumed future societal roles or their output in the society. To meet the mentioned challenges faculty are already feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate.

Institutions of higher education are struggling with the issues of high stakes testing and accountability. Teacher preparation programs are being held to high standards in order to prepare the best teachers to meet the challenges of today's diverse classrooms. This study investigated the experience teacher education faculty in NCCS which actually teaching in higher education classrooms, what pedagogical methods and assessment strategies are being used, and what pedagogical and assessment strategies are perceived as effective for use in higher education classrooms has been discussed.

Moreover, higher education institutions like NCCS are facing new challenges especially in this age of rapid technological changes and adoption in this sector. Educators need to face and address today's higher education learning landscape offering new insights, fresh ideas and learning experiences from different educator perspectives. The future for education is seen as hugely dynamic and mobile. Knowledge comes from reflection and contemplation. The engine for learning is a continuous cycle of engagement and reflection. With the advent of social or participatory web, it has enabled users to participate actively in knowledge building. The principles of active production, collaboration, sharing, publishing and social bookmarking have been transferred to education. Educators in NCCS of higher learning have been preparing as hugely dynamic and mobile, and incorporate them in their teaching interactions with the students? The best way for universities to stay relevant is to innovate and introduce dynamic and new methods of teaching.

Objective of Teaching

NCCS aims to become a center of learning for young students who are determined to meet the challenges posed by the increasing pace of the scientific advancements and mobilization. NCCS not only knowing what and how but making students self-confident, self-disciplined and self-reliant by stressing value education, social work, counseling, career guidance, leadership training and other extracurricular activities has been the major focus at NCCS.

Teaching Pedagogy adopted by NCCS

Pedagogy may be commonly defined as the art and science of teaching. However, viewing pedagogy in this way fails to honor the historical experience and connect crucial areas of theory and practice. To understand the term fully, it needs to be explored through the thinking and practice of those educators who look to accompany learners, care for and about them, and bring learning into life. Teaching is just one aspect of their practice. In recent years, there has been more intense and wider discussions on this term perceived from different directions.

Teaching and learning are just like two sides of a coin. The most crucial factor of learning how student learning that occurs. Since teaching is a skill and it determines how skillfully instructor present idea to the learners. As there is a saying: "Tell me I forgot. Show me I remember. Involve me I understand."

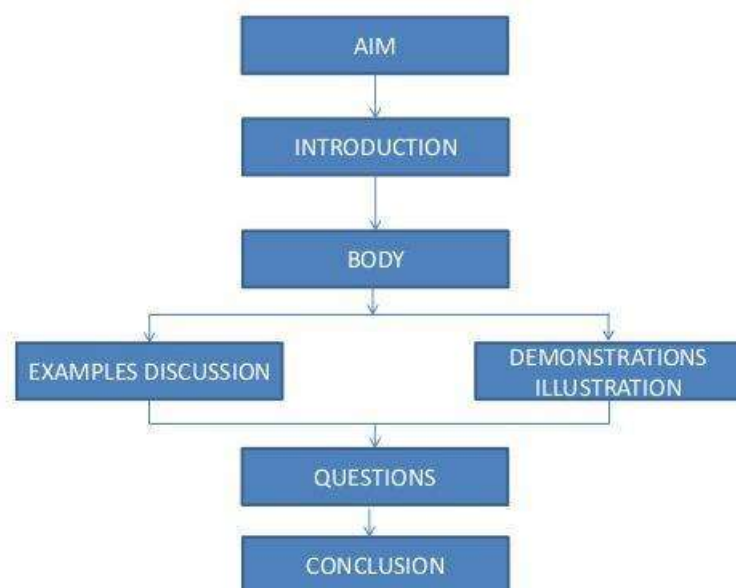
There are different types of teachings methods which can be cauterized into four broad types.

1. Teacher Centered Method
2. Learner Centered Method
3. Content Focus Method
4. Interactive/ Participative Method

Broadly NCCS teachers have been using the following teaching methods. Which have been put front and the rest are not common in each class however teachers have been using according to the demand of subject matter. Some of the major methods are as below:

Lecture method:

Some of the teachers in NCCS have been teaching using lecture method. This method is mostly used to teach theoretical subjects. Although lecture model of teaching is frequently criticized however this is a fact that it has managed to survive so long in pace of many technological developments. Lectures are often used to teach organized bodies of knowledge which is an important part of the school curriculum at all levels, and they have continued as a primary form of instruction in colleges and universities even at different school stages. Teachers have been using this technique to introduce topics, summarize the main points of the learning activity and stimulate further learning. Most of the subject matters are organized by teacher as the chart shows:



Besides, to make lecture method, most of the teachers are using multimedia to deliver lecture. They are saving time and even presenting difficult subject method using power-point slide.

Discussion method

The method of teaching specific method is discussion method and teachers in NCCS have been using this method according to the subject matter. Mostly, teachers are using this method in theoretical subject and at the time of starting topic of the teaching subject matter. It is considered that discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand.

Case study Method

Case teaching grounds academic instruction in reality by engaging students in discussion of specific situations. Case teaching is learner centered, characterized by intense interaction between instructor and student as well as among students in a group. Conceptually, case teaching assumes that learning is more effective if students discover or construct knowledge with faculty guidance than if they sit passively and receive content from a distant —sage on the stage.

How Does Case Teaching Differ from Traditional Teaching? First, it may be important to specify how case teaching and traditional—lecture—teaching are alike. The objectives are largely the same. No matter what pedagogy is used to deliver an education, most faculty want their students to learn significant disciplinary content, to refine their critical thinking and communication skills, and to gain in self-confidence and social awareness.

Group Discussion

NCCS teachers have been using group discussion method in some of the case only. On the demand of subject matters they have been doing the practice of it. It is considered that group discussion is a child centered strategy, in which students are divided into groups and they are encouraged to discuss on the subject matter given. It helps in developing self-confidence among the learners; provides freedom for expression to the learners; develops the habit of cooperation; makes patience in the habit of listening one's own criticism. However, group-discussion cannot

be used as a teaching strategy but it can be used as a supplement technique after lecture and demonstration method of teaching.

Teaching and learning methods

In the process of learning it is impossible to learn any concrete issue by using only one method. The teacher has to use different methods during the teaching process; also a combination of methods is frequently used in NCCS. In the process of teaching methods often supplement one other.

The most widely spread teaching and learning methods as well as their definitions are given below. A teacher should choose the proper method according to the concrete aim and problem.

1. Discussion/debates. This is the most widely spread method of interactive teaching. A discussion process greatly increases the quality of students 'involvement and their activity. A discussion may turn into an argument and this process is not merely confined to the questions posed by the teacher. It develops students 'skills of reasoning and substantiating their own ideas.
2. Cooperative teaching is a teaching strategy in the process of which each member of a group not only has to teach the subject himself, but also to help his fellow-student to learn it better. Each member of the group works at the problem until all of them master the issue.
3. Collaborative work; using this method implies dividing students into separate groups and giving each group its own task. The group members work at their issues individually and at the same time share their opinions with the rest of the group. According to the problem raised, it is possible to shift the functions among the group members in this process. This strategy ensures the students 'maximum involvement in the learning process.
4. Problem-based learning (PBL) is a method which uses a concrete problem as the initial stage both for acquiring new knowledge and integration process.
5. Heuristic method is based on the step-by-step solving of a given problem. It is realized by means of independent fixing of the facts in the teaching process and determining the ties among them.
6. Case study – the teacher discusses concrete cases together with the students and they study the issue thoroughly. E.g., in the sphere of engineering safety it can be a discussion of a concrete accident or catastrophe, or in political science it can be a study of a concrete, e.g., Karabakh problem (Armenian-Azeri conflict).

7. Brain storming – this method implies forming and presenting as many radically different ideas and opinions on a given topic as possible. This method sets conditions for developing a creative approach towards a problem. This method is effective in a large group of students and consists of the following stages: using a creative approach for defining a problem/issue;
 - For a certain period of time listing (mainly on the blackboard) students' ideas on the problem without any
 - Criticism; determining the evaluation criteria for stating the correspondence of the idea to the aim of the research;
 - Evaluating the chosen ideas according to the previously determined criteria;
 - Selecting the ideas that most of all correspond to the given issue by applying the method of exclusion;
 - Revealing the best idea for solving the given problem.
8. Role-playing games and simulations – games played according to a previously prepared scenario enable students to estimate the problem from different standpoints. They help students to form alternative points of view. Such games as well as discussions help students to develop skills of independently expressing their own ideas and participating in discussions.
9. Demonstration method implies presenting information with the help of visual aids. It is quite effective in reaching the required result. It is frequently advisable to present the material simultaneously through audio and visual means. The material can be presented both by a teacher and a student. This method helps us to make different steps of perceiving the teaching material more obvious, specify what steps the students are supposed to take independently; at the same time this strategy visually shows the essence of an issue/problem. Demonstration can be very simple.
10. Demonstration method implies presenting information with the help of visual aids. It is quite effective in reaching the required result. It is frequently advisable to present the material simultaneously through audio and visual means. The material can be presented both by a teacher and a student. This method helps us to make different steps of perceiving the teaching material more obvious, specify what steps the students are supposed to take independently; at the same time this strategy visually shows the essence of an issue/problem. Demonstration can be very simple.

- 11.** Deductive method determines such a form of conveying any kind of knowledge which presents a logical process of discovering new knowledge on the basis of general knowledge, i.e. the process goes from general to concrete.
- 12.** Analytical method helps us to divide the whole teaching material into constituent parts. In this way the detailed interpretation of separate issues within the given complex problem is simplified.
- 13.** Synthetic method implies forming one issue from several separate ones. This method helps students to develop the ability of seeing the problem as a whole.
- 14.** Verbal or oral method comprises a lecture, narration, conversation, etc. During the process the teacher conveys, explains the material verbally, and students perceive and learn it by comprehending and memorizing.
- 15.** Written method implies the following forms of activity: copying, taking notes, composing theses, writing essays, etc.
- 16.** Laboratory method implies the following forms of activity: conducting experiments, showing video materials, etc.
- 17.** Practical methods unite all the teaching forms that stimulate developing practical skills in students. In this case a student independently performs different kinds of activity on the basis of the knowledge acquired e.g. field study, teaching practice, field work, etc.
- 18.** Explanatory method is based on discussing a given issue. In the process of explaining the material the teacher brings concrete examples the detailed analysis of which is made in the framework of the given topic.
- 19.** Activity-oriented teaching implies teachers' and students' active involvement in the teaching Process, when practical interpretation of the theoretical material takes place.
- 20.** Designing and presenting a project. While designing a project a student applies the knowledge and skills he has acquired for solving a problem. Teaching by means of designing projects increases students' motivation and responsibility. Working on a project involves the stages of planning, research, practical activity and presenting the results according to the chosen issue. The project is considered to be completed if its results are presented clearly, convincingly, and correctly. It can be carried out individually, in pairs or in groups; also, within the framework of one or several subjects (integration of subjects); on completion the project is presented to a large audience.

ICT Base Teaching & Learning Practice

At NCCS, we encourage our faculty to utilize Information Technology actively to enhance the learning experience of the students, improve communication way to teachers, students, parents and College administration. Since the use of information technology has become more than just an option, we strive to stay up to date and integrate the latest technology and educational tools to increase efficient learning and communication for our students and teachers. In this regard NCCS must provide the facility of high-speed internet connection for all.

Some of the tools that we use are as follows:

- NCCS EMIS System.
- TU resource center to provide resources for students and teachers
- NCCS Portal
- NCCS Library Management System
- Audio, visual tools

The above tools are used to provide following services:

Allow students to access learning materials to add on to materials provided by College by accessing TU resource center directly from their personal computer or from the computer at College.

NCCS is giving continuity to education for students by providing remote classroom services meeting the unique demand of current day and age. Using the NCCS EMIS and Portal, teachers and students are able to communicate assignments, test scores, educational materials efficiently. NCCS faculties actively use audio and visual tools and materials, such as ppt. presentation, U-tube educational videos related to subject to guide students more effectively and efficiently. NCCS also uses the EMIS system to keep records of students' Results, Attendance, counseling reports, Books borrowed from library, account details securely. It helps students, parents and teachers can access using the credential provided by the school admin at any given time.

Learning Evaluation

Learning science is a cumulative process; each new piece of information is added to what students already know (or believe) about the topic at hand. If students have a solid foundation, the new pieces fit together more easily. However, if the students' preparation is spotty or incomplete, they may find it harder to grasp the new material. If the new material conflicts with earlier misconceptions or firmly held assumptions, the students unfortunately may ignore or distort the new information so that it fits into their old framework of understanding.

The most common way to evaluate a course and a faculty member's teaching is to use a student rating form at the end of the term. These forms often are used by faculty committees and administrators to make personnel decisions about merit increases, promotion, and tenure for faculty. A substantial body of research has concluded that administering questionnaires to students can be both valid and reliable, providing faculty and administrators with a wealth of knowledge about the attitudes, behavior, and values of students.

NCCS has adopted three methods to evaluate the student's learning:

1. **Class Test:** In all the teaching programs students are taken two class tests, which covers short course of learning.
2. **Exams:** NCCS takes two exams of the full marks in two times. The first covers the course from the beginning and the last exam covers the whole course.
3. **Assignment:** Some of the courses have practical marks and it needs to be sent in Tribhuvan University. To evaluate their overall learning, they are given assignment as report writing or journal writing and they are evaluated.

Bachelor's Internal Evaluation for TU

		BITM / BBM	BHM / BCA		B. Sc. CSIT
S. No.	Criteria	Internal Assessment (40)	Theory Subjects Internal Assessment (40)	Practical Subjects Internal Assessment (20)	Internal Assessment (20)
1.	Class Test	5	5	2.5	2
2.	Mid-Term Exam	10	10	5	5
3.	Final Exam	15	15	7.5	10
4.	Attendance / Grooming	5	5	2.5	3
5.	Project Work / Assignment	5	5	2.5	

General criteria for appearing in final exam

Specially, college has generated two general criteria before they appear in the final exam. The first is attendance and second exam taken by the college. Students at least should present 80% and they also need to pass exam taken by the college. Students need to appear in exam frequently unless they pass the college test. They are given extra support and guidance by the teachers to prepare for the final test.

General passing criteria in the college tests

NCCS takes at least four tests for students during a semester. The passing criterion is 50% of the full marks in the written as well as in assessment or project writing. Students are asked questions on the basis of TU format however most of the cases they have to appear a bit tough questions than the board exam.

Teachers' role to the students

Teachers in NCCS have been generating friendly relationship with students. To explore the student potentialities and strength they create good environment in college premises. They believe that teachers can play an important role in student's life to become successful in career and business. They help students to become a good human being in society and good citizen of the country. They know that students are the future of any nation. So the future development of any nation is in the hands of teachers. What students become in life is depends on teachers. Teachers impart the data and information in the brain of students to analyze. Analyzing the situation that is possible is the most important thing that students learn from teachers. With the spirit of the idea teachers have been teaching in NCCS.

College role for the sake of students

College can play crucial role to make the teaching and learning environment more effective. NCCS has been creating friendly environment to the students. College thinks that the primary purpose of granting education is to prepare graduates for their future career. While thousands of people would enroll for the sake of acquiring general knowledge and skills which will make them competitive in the job market, there is a portion of them who would expect to obtain the specific qualifications only for their dream job. College organizes their courses 'programs in order to provide future employees with all the skill sharpening professional training for their specific occupation.

In general, students have more positive perceptions of supportive campuses where faculty members interact frequently with them on issues related to their courses and college environment. For first-year students, average faculty reports of frequency of course-related interactions are positively related to a supportive campus environment, interpersonal support, and support for learning. However, after institutional controls are introduced, the effect reduced and became insignificant. Students get exposure with the college environment.

Facility for research work for faculty as well as students

NCCS has been encouraging for both teachers and students. The college believes that research is quite important to make learning environment better than today's time. Especially, for the teachers they are given leave without any hesitation if they want to participate in workshop, seminar either in Nepal or abroad. Besides students are also motivating for the research work and project works in real field.

Budget for research and motivation

Every year NCCS allocates Research and budget in research works and to motivate students and teachers to create effective learning environment. College invites professionals for guest lecture to enhance the knowledge of both teachers and students. Students are taken in field visit to accomplish their project works. Seminars and workshops are frequently organized to examine as well to grant much information. So, the budget is allocated for research, workshops, seminars, guest lectures, field visit and so on.

Classroom management for effective learning environment

NCCS has been attempting to manage classroom in different ways. In some of the programs there are about 24 students only and, in some programs, there are up to 42 students and it is not exceeding than the university rules to put students in a classroom. It has managed three students in a bench and there is space to put bags and books of the students in the bench and desks. Sufficient light has managed in the classroom. Fans are adjusted sufficient numbers to make the classroom environment cool. Teacher rostrum is put in front and college staff manages multimedia as per the requirement of teachers. College has managed projectors and sound system for each classroom.

Additional program & elective subject provision

Universities in Nepal do not change their curriculum frequently. Students are forced to learn old course that might not be applicable in the real field. Especially, IT students face several challenges when they do not get the opportunity to learn the subject matter that is applicable in the market. To meet the market demand, NCCS has been granting extra IT training to students beyond the TU syllabus. Besides, students learn Japanese language to make them fit in the Japanese environment.

Facilities for weak students

All the students cannot compete and learn equally although there is same subject matter to learn and even the subject is taught by the same teacher. There can be several reasons behind this. However, some of the students need special care to make them familiar with the subject matter. Recently, NCCS has generated Google Classroom for IT students and in other subject, students they are taught online by their subject teacher. The institution has provision for revision class for all student and extra classes for weak student.

Teaching plan for effective teaching and learning

Unquestionably, a good lesson planning is essential to the process of teaching and learning. To deliver subject matter effectively it needs the significance of classroom management and that is possible from the effective lesson plan. A teacher needs to play effective role to attract students whatever teaching method they apply.

Still, universities in Nepal have not developed effective academic plan and both students and teacher often become the victim of it. However, to cope with the challenge, in NCCS all teachers make micro-syllabus and lesson plan before they start teaching. They have to submit it to the faculty coordinator and it is approved by program director. If a teacher needs extra classes then they have to consult with faculty coordinator and college manages extra classes for the subject.

Extracurricular activities for students

NCCS has established a structured mechanism to promote student engagement, leadership, and quality enhancement through the formation of a Students Quality Circle (SQC) and several functional student clubs. The Students Quality Circle (SQC) comprises ten students selected from different faculties of the sixth semester and functions with a tenure of one academic year. The SQC serves as a platform for students to actively participate in institutional quality improvement processes, identify academic and administrative issues, propose innovative solutions, and foster a culture of teamwork, discipline, and leadership. The activities of the SQC are conducted under the close supervision of college management and designated faculty coordinators.

To further strengthen co-curricular and skill-oriented activities, the college has established the following student clubs, each consisting of two representatives from every section and functioning under the guidance of designated faculty members:

- a. **Sports Club:** The Sports Club promotes physical fitness, sportsmanship, and teamwork among students. It organizes intra-college sports competitions, annual sports meet, and facilitates student participation in inter-college tournaments. The club encourages a healthy lifestyle and helps students develop discipline, leadership, and cooperative skills.
- b. **Event Management Club:** The Event Management Club is responsible for planning, organizing, and executing academic, cultural, and social events of the college. It provides students with practical exposure to coordination, communication, time management, and teamwork while ensuring the smooth conduct of seminars, workshops, orientations, and cultural programs.
- c. **Hospitality Club:** The Hospitality Club focuses on developing professional etiquette, customer service skills, and operational knowledge related to the hospitality industry. It organizes training sessions, food preparation activities, workshops, and practical demonstrations that enhance students' understanding of hotel operations, tourism services, and service management.
- d. **IT Club:** The IT Club aims to strengthen students' technical competencies and foster interest in emerging technologies. It conducts coding sessions, software development workshops, technical seminars, Hackathon, and project exhibitions. The club also promotes innovation, research, and collaborative learning among IT students.

Through the effective functioning of the SQC and various clubs, NCCS ensures the holistic development of students by integrating academic learning with practical experience, leadership training, and meaningful extracurricular engagement.

Scholarship/medal for meritorious students

In NCCS, scholarships are given to meritorious students to push them in their creative freedom and their true self-worth. The primary purpose behind this is to ensure that each student may avail the crucial push during their educational journeys. NCCS have been producing TU toppers probably every year and they are given financial reward every year. Sport players are awarded by medals and certificates. Besides, best performer group in internship or project works are also awarded by certificates.

Conclusion

A quality educational program has clear outcomes for student learning that address the needs of the twenty-first century, with the program preparing students accordingly. This means that very often, educational programs and the inherent assessment processes cannot remain as they were in the past but require review to retain their currency and relevance, and therefore their quality. Consequently, academic staff in higher education institutions has a responsibility to keep their academic programs current and to look for the best teaching approaches to prepare students for society and their future lives. In the same way, the —shape of the educational program has major implications for what can be considered appropriate assessment approaches. Assessment of student learning, being integral to the educational program, is also not a static process that can be repeated in the same form over time. That is, as well as grasping subject content which, in itself is evolving and developing, students in higher education today need to be prepared for the changing world.

Continuous professional development is an imperative to ensure competent professional practice in higher education. The individual performance of each faculty member is a crucial factor in achieving quality teaching. Institutional policies, procedures and standards are essential to encourage and support the achievement of excellence in learning and teaching. Self-evaluation of experimentations, peer-reviewing, benchmarking of practices, and reflective practice promulgate quality teaching and learning standards.

CHAPTER – IV

PHYSICAL INFRASTRUCTURE

4.1 Infrastructure Development

NCCS has excellent infrastructure and all the necessary facilities to promote academic excellence. Apart from providing excellence, NCCS also believes in the fact that it is the duty of college to provide an opportunity for full-fledged development of students.

In order to facilitate this opportunity in terms of physical infrastructure, NCCS has 28,064 square feet (5.2 Ropanies) of land with 5 buildings equipped with all the necessary facilities to promote academic excellence. It has well ventilated 46 large class rooms and modern equipment (from overhead multimedia projectors to LCD projectors) to facilitate teaching-learning activities. The land and building are on lease for 20 years.

NCCS has the state-of-art computer laboratory that caters to the needs of the students. The computer lab is well equipped, fully air-conditioned rooms containing more than 123 networked computers. NCCS has forty-five computer stations in lab-1, forty-five computer stations in lab-2, thirty-five computers in lab-3 and thirty-five computers in lab-4. All computers are provided with power back up and they are connected to several laser printers, offering standard black and white or color printing options. All the computers have internet capabilities and personalized instruction on the latest equipment and software programs. NCCS also has one DL/DCCN Lab with eight computers and eight digital logic kit with power back up as well as one physics and one microprocessor lab with all necessary equipment.

The institution has full facilitated multipurpose hall (Capacity of 130 Students) and a very large seminar hall. Along with this, the institution also provides facility of locker room for ladies and gents separately, a well-furnished teacher's room, canteen with annex extension for all students and employees, dining with kitchen for staffs and staffs 'quarter. Moreover, NCCS has built ten drinking water stations, eighteen gents' urinal and nine toilets for gents, and eleven toilets for ladies.

The institution has good facility for sports and ECA activities. In this regard, NCCS has one badminton court, one basketball court, two sets of table tennis boards, three sets of pool table and two sets of carom board.

Health Service

The institution has two-bed capacity sick room with first-aid. The management also has personal contacts with doctors and ensures their services whenever needed. There is also a public hospital with sufficient emergency and general services facilities situated at five-minute walking distance from the college which is a plus point for the institution.

Departments' computers Detail:

All the departments and units are well equipped with computer and all computers are connected with high speed internet facilities and printers. These facilities are provided for the use of faculty member and staffs.

The faculties of Bachelor of Information and Technology Management (BITM), Bachelor of Hotel Management (BHM), Bachelor of Science in Computer Science and Information Technology (B.Sc. CSIT), Bachelor of Business Management (BBM), and Bachelor of Computer Application (BCA) are each equipped with dedicated computers for academic and administrative purposes. Similarly, the Admin and Finance Department, the Public Information and Student Affairs Department, and the Library are provided with adequate computer facilities to support their respective operations. All faculties and departments have access to individual computer systems, ensuring effective teaching–learning processes and smooth administrative functioning.

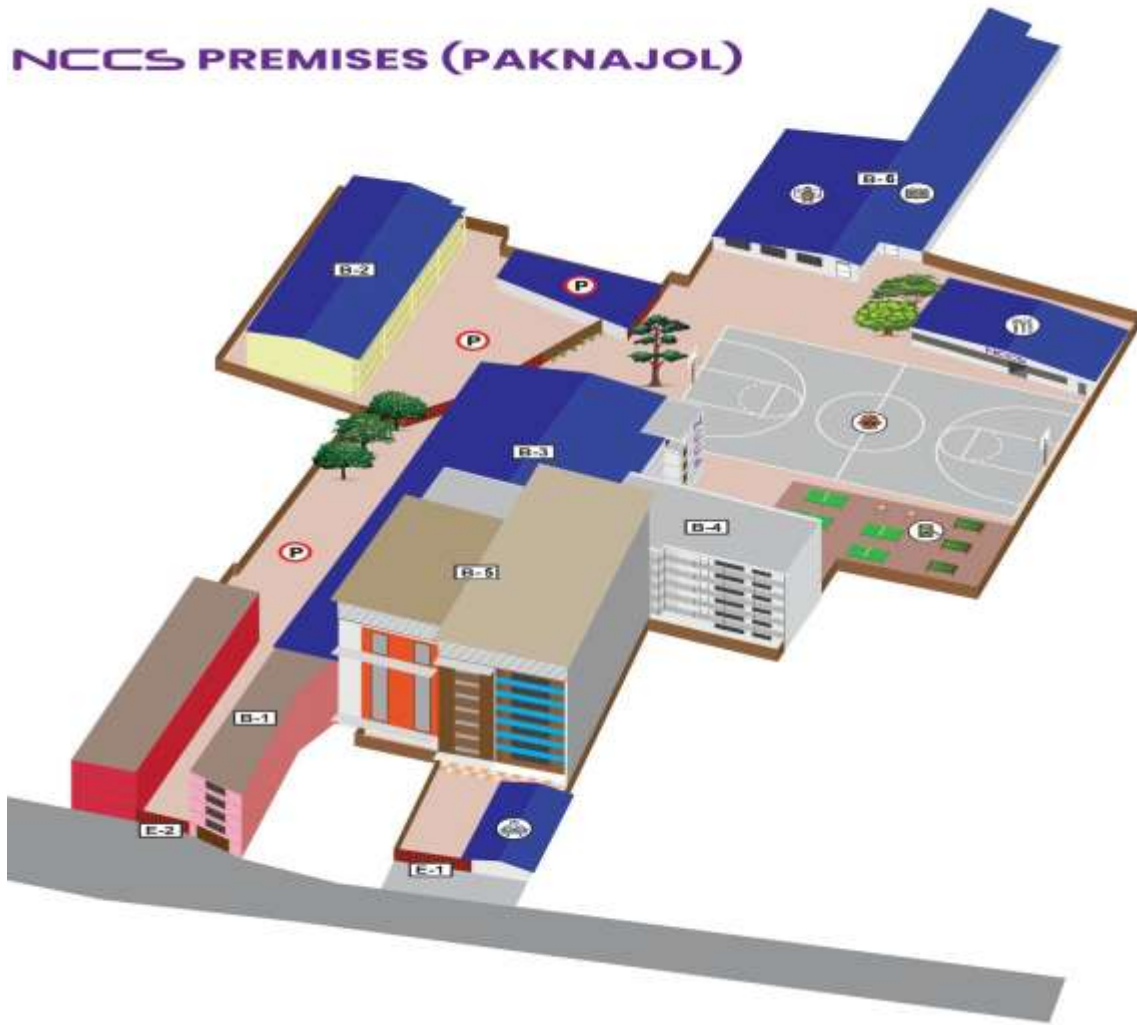
Library and Study Materials

It is widely acknowledged that meaningful reference works and research support is absolutely essential to ensure successful dissemination of knowledge. NCCS provides study materials, information, resources and services necessary to support academic programs and research for faculty, students, staff, and the college administration. NCCS makes it a point to upgrade its study materials, resources with the fast-changing technology. The institution has formed a three-member separate committee for library management whose job include monitoring, controlling and providing guidelines for effective operation of the library. The program director is head of

the committee. The head of public information department looks after all the affairs of library activity and report it to the library management committee head. The function of library management committee is well defined and documented. Similarly, operational guidelines for library is also documented and approved by the board. The library management committee defines the role and responsibility of library-in-charge. The library management committee is also responsible to frame general library policy and regulations as well as prepare budget and proposals for the development of the library services. The head of public information and student affair department, on the other hand, is responsible for the management of daily activities as well as annual report preparation.

The operation time of library is from 7:30 AM to 4:30 PM on working day. The library provides free access and service to all enrolled students and institution staffs. The library has 15,600 text books, 1,900 reference books and 120 magazines. The library also provides free access of TU e-library which has very rich resource for book, journals and other information materials. The library has enough space (54 square meters) where 90 students can easily accommodate at a time for study purpose. The library has five computers with internet connection and power backup. There are one photocopying and printing machine with scanner in the library to facilitate students. The library houses a separate reading and reference sections and has subscription for both national and international journals. All most all dailies and magazines are subscribed to the library.

NCCS PREMISES (PAKNAJOL)



Total Area Covered (Land): 28064 Square Feet (5.2 Ropanies)

Rooms for Administration

1. Principal / Vice Principal Office Room -furnished (14' x 22 ') - Projector Installed
2. Account Section -furnished (14' x 25')
3. Waiting & Student Counselling Room with Projector - furnished (13' x 26')
4. Front Office Room (25' x 13')
5. Meeting Room (15' x 24')
6. Counselling Room 1 (8' x 10')
7. Counselling Room 2 (8' x 10')
8. Counselling Room 3 (8' x 10')
9. HR / Exam Office Room -furnished (11' x 14')
10. BHM Store Room - furnished (10' x 14')
11. RMC /Program Director Room - furnished (14' x 14')

12. Server Room with 1 server, 2 DVR & 1 NVR for CC Cameras (10' x 11')
13. EMIS / IT Support Room with 4 computers - (12' x 20')
14. Coordinator Office Room 1 -furnished (14' x 25 ')
15. Coordinator Office Room 2-furnished (14' x 25 ')
16. VP Residence
17. Staff Kitchen with Dining (16' x 22')
18. Security Guard Post (6' x 5')

Academic Building

1. Class 15 - for 45 students (15' x 29') - Projector Installed
2. Class 16 - for 45 students (14' x 26') - Projector Installed
3. Class 18 - for 42 students (14' x 24')-Projector Installed
4. Class 19 - for 45 students (14' x 25') - Projector Installed
5. Class 20 - for 45 students (14' x 24')-Projector Installed
6. Class 21 - for 45 students (14' x 21') - Projector Installed
7. Class 22 - for 45 students (13' x 24') - Projector Installed
8. Class 23 - for 42 students (14' x 24') - Projector Installed
9. Class 24 - for 36 students (14' x 27') - Projector Installed
10. Class 25 - for 45 students (14' x 27') - Projector Installed
11. Class 26 - for 45 students (14' x 27') - Projector Installed
12. Class 30 - for 42 students (16' x 22') - Projector Installed
13. Class 31 - for 42 students (16' x 22') - Projector Installed
14. Class 32 - for 42 students (16' x 22') - Projector Installed
15. Class 33 - for 42 students (16' x 22') - Projector Installed
16. Class 34 - for 42 students (16' x 22') - Projector Installed
17. Class 35 - for 42 students (16' x 22') - Projector Installed
18. Class 36 - for 42 students (16' x 22') - Projector Installed
19. Class 37 - for 42 students (16' x 22') - Projector Installed
20. Class 38 - for 42 students (16' x 22') - Projector Installed
21. Class 39 - for 42 students (16' x 22') - Projector Installed
22. Class 201 - for 42 students (15' x 24') - Projector Installed
23. Class 202 - for 42 students (15' x 24') - Projector Installed
24. Class 203 - for 42 students (15' x 24') - Projector Installed

25. Class 204 - for 42 students (15' x 24') - Projector Installed
26. Class 205 - for 42 students (15' x 24') - Projector Installed
27. Class 301 - for 42 students (15' x 24') - Projector Installed
28. Class 302 - for 42 students (15' x 24') - Projector Installed
29. Class 303 - for 42 students (15' x 24') - Projector Installed
30. Class 304 - for 42 students (15' x 24') - Projector Installed
31. Class 305 - for 42 students (15' x 24') - Projector Installed
32. Class 401 - for 42 students (15' x 24') - Projector Installed
33. Class 402 - for 42 students (15' x 24') - Projector Installed
34. Class 403 - for 42 students (15' x 24') - Projector Installed
35. Class 404 - for 42 students (15' x 24')
36. Class 405 - for 42 students (15' x 24')
37. Class 501 - for 42 students (15' x 24')
38. Class 502 - for 42 students (15' x 24')
39. Class 503 - for 42 students (15' x 24')
40. Class 504 - for 42 students (15' x 24')
41. Class 505 - for 42 students (15' x 24')
42. Class 602 - for 42 students (15' x 24')
43. Class 603 - for 42 students (15' x 24')
44. Class 604 - for 42 students (15' x 24')
45. Class 605 - for 42 students (15' x 24')
46. Teacher's Study Room with 2 Computers (Cabin) (14' x 22')
47. Teachers Room - Furnished (14' x 26')
48. Office Space with Students Counselling Room (48' x 58')
49. Seminar Hall 1 – Capacity of 60 persons (30' x 24') -Smartboard & PA System Installed
50. Seminar Hall 2 - Capacity of 36 persons (15' x 24')- Projector & PA System Installed
51. Seminar Hall 3 - Capacity of 100 persons (38' x 74') - Projector & PA System Installed
52. Gents toilet (5' x 4') (Building I - Ground Floor)
53. Ladies toilet (5' x 4') (Building I - Ground Floor)
54. Gents toilet (5' x 4') – 2 (Building I - Second Floor)
55. Ladies toilets - (9' x 12' + 3' x 12') (Building III - Ground Floor)
56. Gents urinal and toilet (9' x 10') (Building III - Ground Floor)
57. Ladies Toilet – 9 (Building V)

- 58. Gents Toilet – 5 (Building V)
- 59. Gents Urinal – 5 (Building V)
- 60. Safe Drinking Water (RO System Installed)

Laboratory Building

- 1. Computer Lab I
 - a. Computers(I5) – 45
 - b. Multimedia – 1
 - c. Power backup with internet facilities
 - d. Room size – 15' x 46'
- 2. Computer Lab II
 - a. Computers(I3) – 45
 - b. Multimedia – 1
 - c. Power backup with internet facilities
 - d. Room size – 20' x 28'
- 3. Computer Lab III
 - a. Computers(I7) – 36
 - b. Multimedia – 1
 - c. Power backup with internet facilities
 - d. Room size – 15' x 26'
- 4. Computer Lab IV / Cloud Computing Lab
 - a. Computers(I7) – 36
 - b. Multimedia – 1
 - c. Power backup with internet facilities
 - d. Room size – 15' x 32'
- 5. Digital Logic Lab
 - a. Digital Logic Trainer Kit (with 2-input gate) – 12
 - b. Flip Flop Trainer Kit – 12
 - c. 4-Bit Adder & Subtractor – 12
 - d. Mux & Demux Trainer Kit – 12
 - e. Encoder & Decoder Trainer Kit – 12
 - f. 4-Bit Shift Register Trainer Kit – 12
 - g. Syn. And Asyn. Counter Trainer Kit – 12

- h. Computers(I5) – 12
- i. Multimedia – 1
- j. Power backup with internet facilities
- k. Room size – 15' x 27'

6. Computer Network Lab

- a. Computers(I5) – 12
- b. Programmable Router - 6
- c. Multimedia – 1
- d. Power backup with internet facilities
- e. Room size – 15' x 27'

7. Microprocessor Lab

- a. Microprocessor Trainer Kit -12
- b. Computers(I5) – 12
- c. Multimedia – 1
- d. Power backup with internet facilities
- e. Room size – 15' x 27'

8. Physics Lab

- a. Resistance Box - 6
- b. DC Moving Coil - 12
- c. Decade Capacitance Box - 8
- d. VTVM / EVM - 2
- e. I.C Regulated PS- 5
- f. Voltage Tester - 16
- g. Water Resist - 4
- h. Rheostat single Tube - 8
- i. Solder less Breadboard - 30
- j. L.C.R Resonance Apparatus -4
- k. Battery Eliminator - 8
- l. Thermistor Characteristic App - 4
- m. AC/DC Power Supply - 8
- n. Audio Frequency Function Generator - 8
- o. IC Regulated Battery Eliminator - 4
- p. Vernier Caliper -7

- q. Flywheel Apparatus - 2
- r. Hartley Oscillator - 1
- s. Metro OS-5020 - 1
- t. LWDOGS Oscilloscope L-212 - 1
- u. Heater -2
- v. Scale - 4
- w. MPS 85-3 MP Trainer Kit - 12
- x. Multimedia – 1
- y. Power backup
- z. Room size – 15' x 28'

9. Chemistry Lab (15' x 28')

10. Biology Lab (15' x 26')

11. List of Equipment's and Machine

S.N	Items		Particulars	Adjustment	Qty
1.	Computer's and accessories	1.	Computer Server	Office	1
		2.	WIFI Router	Office	15
		3.	Computer Workstation	Office	31
		4.	Inverters for Server	Office	1
		5.	Laser Printer	Office	16
		6.	Scanner	Office	3
		7.	Hub/Switch	Office	20
		8.	Laptop	Office	16
		9.	Multimedia Projector	Office	44
		10.	Generator	Office	3
		11.	Display Screen	Office	2
		12.	Smart Board	Hall	1
		13.	Computer Workstation	Labs	170
2.	Electronics Equipment's	1.	Exhaust Fan	Office	9
		2.	Ceiling Fan	Office	11
		3.	Tea/Coffee Maker	Office	1

		4.	EPABX Set	Office	2
		5.	Telephone Set with 6 lines	Office	8
		6.	Refrigerator	Office	1
		7.	Photo Copy Machine	Office	2
		8.	Euro Guard Water Cleaner	Office	2
		9.	Exhaust Fan	Computer Lab	2
		10.	Ceiling Fan	Computer Lab	6
		11.	Projector	Computer Lab	4
		12.	DL Kits	DL Lab	12
		13.	Microprocessor Kits	Microprocessor Lab	12
		14.	Multi Meter	DL Lab	2
		15.	Measuring Instrument Set	DL Lab	1
		16.	Digital Electronic Trainer	DL Lab	12
		17.	Computer Set	DL Lab	12
		18.	Flip Flop Trainer Kit	DL Lab	12
		19.	4 –Bit adder & Sub tractor Trainer Kit	DL Lab	12
		20.	Syn. & Asyn. Counter Trainer Kit	DL Lab	12
		21.	Mux & Demux Trainer Kit	DL Lab	12
		22.	Shift Register Trauner Kit	DL Lab	12
		23.	Digital Logic Trainer Kit (2 Inputs)	DL Lab	12
		24.	Encoder & Decoder Trainer Kit	DL Lab	12
		25.	Resistance Box	Physics Lab	6
		26.	DC Moving Coil	Physics Lab	12
		27.	Decade Capacitance Box	Physics Lab	8
		28.	VTVM / EVM	Physics Lab	2
		29.	I.C Regulated PS	Physics Lab	5
		30.	Voltage Tester	Physics Lab	16

		31.	Water Resist	Physics Lab	4
		32.	Rheostat single Tube	Physics Lab	8
		33.	Solder less Breadboard	Physics Lab	30
		34.	L.C.R Resonance Apparatus	Physics Lab	4
		35.	Battery Eliminator	Physics Lab	8
		36.	Thermistor Characteristic App	Physics Lab	4
		37.	AC/C Power Supply	Physics Lab	8
		38.	Audio Frequency Function Generator	Physics Lab	8
		39.	IC Regulated Battery Eliminator	Physics Lab	4
		40.	Vernier Caliper	Physics Lab	7
		41.	Flywhel Apparatus	Physics Lab	2
		42.	Hartley Oscillator	Physics Lab	1
		43.	Metro OS-5020	Physics Lab	1
		44.	LWDOGS Oscilloscope L-212	Physics Lab	1
		45.	Heater	Physics Lab	2
		46.	Scale	Physics Lab	4
		47.	MPS 85-3 MP Trainer Kit	Physics Lab	12
3.	Furniture	1.	Table	Office	18
		2.	Chair	Office	20
		3.	Rack	Office	5
		4.	Shelf	Office	15
		5.	Sofa	Office	2
		6.	Table	Library	12
		7.	Chair	Library	72
		8.	Rack	Library	10
		9.	Shelf	Library	5
		10.	Table	Cafeteria	28

11.	Bench	Cafeteria	55
12.	Rack	Cafeteria	1
13.	Desk / Bench	Class Room	610
14.	Podium	Class Room	12
15.	White Board	Class Room	30
16.	Chair	Class Room	27
17.	Chair	Multipurpose Hall	100
18.	Table	Computer Lab	158
19.	Chair	Computer Lab	158
20.	Dish Landing table	HM Practical Lab.	1
21.	Clean dish table	HM Practical Lab.	1
22.	Service table	HM Practical Lab.	1
23.	Glass Rack	HM Practical Lab.	1
24.	Plate Rack	HM Practical Lab.	1
25.	3 sink table	HM Practical Lab.	1
26.	Square table (3' x 3') with chairs for 4	HM Practical Lab.	4
27.	Rectangular table (2'6" x 4'6") with chairs for 6	HM Practical Lab.	4
28.	Round table with 3' diameter with chairs for 4	HM Practical Lab.	1
29.	Gents locker	HM Practical Lab.	120
30.	Ladies locker	HM Practical Lab.	48
31.	Racks	HM Practical	13

		Lab.	
32.	Working table	HM Practical Lab.	5
33.	Bed with all accessories	HM Practical Lab.	4
34.	sofa	HM Practical Lab.	4
35.	Writing Table	HM Practical Lab.	4
36.	Cabinet	HM Practical Lab.	4
37.	Desk with marble on the top and drawer	HM Practical Lab.	1
38.	Bar chairs	HM Practical Lab.	4
39.	Support table in between 2 big burner	HM Practical Lab.	2
40.	working table for 3 medium burner	HM Practical Lab.	2
41.	Dining table (8'x2')	HM Practical Lab.	2
42.	Dining bench (8'x1')	HM Practical Lab.	4
43.	Table 6' X 18'	HM Practical Lab.	1
44.	Chair	HM Practical Lab.	24
45.	White Board	HM Practical Lab.	1
46.	Podium	HM Practical Lab.	1
4.	Laboratory Equipment's		
1.	8 Kitchen station (7'x7) '	HM Practical Lab.	10

2.	Demo Kitchen (7'x8) '	HM Practical Lab.	1
3.	Fridge 550Ltr	HM Practical Lab.	2
4.	Deep fridge 350Ltr	HM Practical Lab.	2
5.	Salamander	HM Practical Lab.	1
6.	Griller	HM Practical Lab.	1
7.	Fryer	HM Practical Lab.	1
8.	Hot case	HM Practical Lab.	1
9.	Ban Mary	HM Practical Lab.	1
10.	Gas Bank: 10 gas cylinder for main kitchen	HM Practical Lab.	15
11.	Single deck gas oven	HM Practical Lab.	1
12.	Doe mixer (20kg)	HM Practical Lab.	2
13.	Cooking range (domestic, put in stand)	HM Practical Lab.	3
14.	Fridge (550Ltr)	HM Practical Lab.	2
15.	Deep fridge (350Ltr)	HM Practical Lab.	1
16.	Sink with range	HM Practical Lab.	11
17.	Washing / pot wash : 25sq.ft	HM Practical Lab.	1
18.	Washing machine with dryer	HM Practical	3

		Lab.	
19.	Iron with stand	HM Practical Lab.	1
20.	Side table	HM Practical Lab.	9
21.	T.V	HM Practical Lab.	4
22.	Mini fridge	HM Practical Lab.	4
23.	Bathroom with tub and other accessories	HM Practical Lab.	4
24.	carpet	HM Practical Lab.	8
25.	Side lamps	HM Practical Lab.	8
26.	Telephone with PABX	HM Practical Lab.	4
27.	Computer set	HM Practical Lab.	4
28.	Washing sink	HM Practical Lab.	4
29.	3 medium Burner (60"x24")	HM Practical Lab.	9
30.	2 big burners (24"x24")	HM Practical Lab.	2
31.	Washing sink	HM Practical Lab.	12
32.	Griller plate	HM Practical Lab.	1
33.	Masala grinder	HM Practical Lab.	1
34.	Potato pillar	HM Practical Lab.	1

		35.	Exhaust with fan	HM Practical Lab.	5
		36.	Gas Bank = 10 cylinder for bakery and bulk kitchen	HM Practical Lab.	2
		37.	Ban Mary including support table and other accessories for 100	HM Practical Lab.	22
		38.	Washing sink	HM Practical Lab.	16
		39.	Dish Washing Machine	HM Practical	1
	4Books & Software	1	Books in Library	Library	15600
	5Sports & ECA	1	Basketball Court	Sport	1
		2	Table tennis Board	Sport	3
		3	Pool Table	Sport	3
		4	Carom	Sport	2
		5	Badminton Court	Sport	1

12. Housekeeping Room – 101 (15' x 24')

13. Ladies Locker Room (15' x 12')

14. Double Bed Room – 201 (13' x 14')

15. Gents Locker Room (25' x 12')

16. Linen Room (6' x 4')

17. Restaurant/ Bar/ Coffee shop/ toilet (66' x 16')

18. Double Bed Room (31' x 15')

19. Suite Room with Modern furnishing

20. Training Kitchen and Bakeries (Basic, Demo, Buck, Satellite, Advance, Bakeries) - (48' X 38' + 42' X 14')

a. Kitchen Station - 9

b. Demo Kitchen - 1

c. Buck Kitchen - 1

d. Satellite kitchen - 1

- e. Fridge 550 liter - 2
- f. Deep fridge 330 Liter.
- g. Single Door Fridge 150 Liter - 4
- h. Salamander
- i. Griller
- j. Fryer
- k. Dish landing table
- l. Clean dish table
- m. Service table
- n. Hot case
- o. Ban Marry
- p. Glass rack
- q. Plate rack
- r. Sink table
- s. Washing / pot wash
- t. Dining table and bench
- u. Washing sink
- v. Single deck gas oven
- w. Doe mixer
- x. Dish Washing Machine
- y. Food Warmer
- z. Hot Plate

OTHERS

- 1. CC Camera.....35 (With 2 DVR)
- 2. Network Camera.....15 (With NVR)
- 3. PA System (Mike, amplifier and speaker)
- 4. Washing Machine – 2
- 5. Hot Water Solar - 1
- 6. Generator -I (capacity -25KVA)
- 7. Generator -II (capacity -45KVA)
- 8. CC Camera Display TV1
- 9. Staff Parking
- 10. Parking with staircase & Lift (48' x 58')

Library Building

1. Library/ E - Library with 7 computers & 1 Laptop for Bar Code Scan - (29' x 46')
2. Photocopy Machine - 1
3. Scanner - 3
4. Books in Library – 15,600

Canteen Block

1. Canteen –furnished (14' x 26' + 14' x 26' + 28' x 14')

Capacity of 110 Students. Kitchen Utilities:

- a. Fridge - 2
 - b. Kitchen Station - 4 burner
 - c. Working Station - 1
 - d. Rack-2
 - e. Exhaust Hood - 1
2. Bakery (15' x 20')
 - Capacity of 60 Students
 - Bakery Rack
 - Deep Fridge

Student Council / Student Union

1. SQC / Student Council Room - (15' x 24') Projector Installed

Sports Infrastructure

Basketball Court	1
Table tennis Board	3
Pool Table	3
Carom	2
Badminton Court	1
Futsal (Nearby College Premises)	1

CHAPTER – V

FINANCIAL PROGRESS

Financial Audit

The Audited Consolidated Financial Statements for National College of Computer Studies (NCCS) are part of the public record and made available on the College.

National College Of Computer Studies Pvt.Ltd Paknaol,Kathmandu Estimate Budget		
FY - 082/083		
Total Annual Budget Income		169,900,000.00
Total Annual Budget Expenditure		162,266,944.44
Annual Budget Expenditure Detail		
S.No.	Particulars	Amount
1	Salary & Allowance	65,000,000.00
2	House Rent	5,540,000.00
3	Stationery	3,000,000.00
4	Electricity, Telephone & Water	862,500.00
5	Books (Students)	805,000.00
6	Repairs & Renewals	800,000.00
7	Publicity	3,000,000.00
8	Health & Medicine	100,000.00
9	R & D	20,447,555.55
10	ECA(Sports)	500,000.00
11	Insurance	500,000.00
12	Internet & Wab	1,500,000.00
13	Faculty Development	8,000,000.00
14	Workshops Seminar	4,000,000.00
15	Capital Exp	8,500,000.00
16	Library	5,111,888.89
17	Exam Fee,Reg.etc	10,100,000.00
18	Pracital education Materils	10,000,000.00
19	Interest	9,000,000.00
20	Other Exp	5,500,000.00
Total Expenditure		162,266,944.44
Annual Budget Income Detail		
S.No.	Particulars	Amount
1	Fee from Student	169,000,000.00
2	Interest Recived	300,000.00
3	Other Income	600,000.00
Total Income		169,900,000.00
To Compute the R. & D. Expenses & Library Expenses & Percentages. Following Formula has been used: 1) Total exp-Capital Exp = a) Variable expenses with out R.&D.exp & Library expenses or		
b) Total Variable Expenses		155,718,333.33
Less Fixed exp		
1) Salary & Allowance 6,00,00,000		
2) House Rent 55,40,000		
3) Capital exp 85,00,000		79,040,000
c) Variable exp		8,16,78,333
A. R&D: 20 %		2,17,80,889
B. Library : 5%		54,45,200
Unit Cost Of Education		
a) Per Student Expenditurs on the base of total exp :		153,082.02
b) Per Student Expenditurs on the Variable Cost :		78,516
c) Total No of Students		1060



PAN : 302023534

P.R. Bhattarai & Associates
पि.आर. भट्टराई एण्ड एसोसिएट्स
Registered Auditors

M.No. 4886
COP No. 1703

Independent Auditor's Report
To the Shareholders of
National College of Computer Studies (P). Ltd. Kathmandu, Nepal

Opinion

We have audited the the financial statements of **National College of Computer Studies (P).Ltd.** Kathmandu, Nepal (hereinafter referred to as "the company"), which comprises the Statement of Financial Position as at Ashad 32, 2082 [July 16, 2025] and Statement of Income, Statement of Cash Flows & Statement of Changes in Equity for the year then ended and notes to the accounts including a summary of significant accounting policies and other explanatory notes.

In our opinion, accompanying Financial Statements give a true and fair view of the financial position of National College of Computer Studies (P).Ltd. as at 32 Ashad 2082, its financial performance and its statement of cash flows for the year then ended in accordance with Nepal Accounting Standard for Micro Entities (NAS for MEs).

Basis for opinion

We conducted our audit in accordance with Nepal standards on Auditing. Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the books of account and we have fulfilled our other ethical responsibilities in accordance with the ICAN's hand book of the code of Ethics for professional accountants. We believe that audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Nepal Accounting Standard for Micro Entities (NAS for MEs.), and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatements, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the company or to cease operations, or has no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatements, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with NSAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with NSAs, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidences that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one



resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidences obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidences obtained up to the date of our auditor's report. However, future events or conditions may cause the company to cease to continue as a going concern.
- Evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

We also provide those charged with governance with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

Report on Other Legal and Regulatory Requirements

The Company has contributed to the Social Security Fund (SSF) for permanent teachers, excluding contractual staff, in compliance with the provisions of the Labor Act.

We have obtained information and explanations asked for, which, to the best of our knowledge and belief were necessary for the purpose of our audit. In our opinion, proper books of account as required by law have been kept by the company in so far as it appears from our examination of those books of account of the company. In our opinion the Balance sheet, profit or loss account, statement of changes in equity & cash flows statement for the period then ended and a summary of significant accounting policies and other explanatory notes have been prepared in accordance with the requirements of Companies Act, 2063 and are in agreement with the books of accounts maintained by the company. In our opinion and to the best of information and according to the explanation given to us and from the examination of the books of accounts of the company, we have not come across any case where the board of directors or any employee of the company have acted contrary to legal provisions relating to accounts, or committed any misappropriation or caused any loss or damage to the company.

For P. R Bhattarai & Associates
Registered Auditors

RA. Pushpa Raj Bhattarai

Proprietor

Date: 2082.09.06

Place: Kathmandu, Nepal

UDIN : 251225RA04886RpZLc



National College of Computer Studies (P).Ltd.

Statement of Financial Position
As at 32, Ashadh 2082 (16 July, 2025)

		Amount in Rs.		
Particulars	Notes	32 Ashadh 2082	Restated as at 31 Ashadh 2081	Restated as at 1st Sharwan 2080
Assets				
Non-Current Assets:				
Property, Plant and equipments	3.1	136,109,180.50	27,854,894.84	31,213,863.52
Intangible Assets	3.2	33,900.00	50,850.00	67,800.00
Work in Progress	3.3	-	94,167,188.46	32,535,792.48
Other Receivables (Deferred Tax)	3.4	118,691.47	270,534.98	43,946.00
Total Non-current Assets		136,261,771.97	122,343,468.27	63,861,402.00
Current Assets:				
Inventories	3.5	-	-	-
Trade and other receivables	3.6	16,336,150.00	15,487,075.00	8,403,525.00
Other Current Assets	3.7	2,641,738.88	5,105,484.00	10,979,457.66
Cash and cash equivalents	3.8	7,189,739.95	8,957,379.58	14,949,113.10
Total Current Assets		26,167,628.83	29,549,938.58	34,332,095.76
Total Assets		162,429,400.80	151,893,406.85	98,193,497.76
Equity and Liabilities				
Share Capital	3.9	21,000,000.00	21,000,000.00	21,000,000.00
Retained Earnings	3.10	42,537,156.90	36,335,586.04	28,392,745.70
Total Equity		63,537,156.90	57,335,586.04	49,392,745.70
Liabilities				
Non- Current Liabilities				
Loans and Borrowings	3.11	54,691,431.42	69,814,492.98	27,100,000.00
Deferred tax liability		-	-	-
Total Non-Current Liabilities		54,691,431.42	69,814,492.98	27,100,000.00
Current Liabilities:				
Loans and Borrowings	3.11	25,123,061.56	6,235,507.02	4,200,000.00
Trade payables	3.12	1,798,419.29	-	335,250.00
Other Current Liabilities	3.13	15,298,191.52	15,615,951.70	14,445,169.05
Income Tax Liability	3.14	1,981,140.11	2,891,869.12	2,720,333.01
Total Current Liabilities		44,200,812.48	24,743,327.84	21,700,752.06
Total Liabilities		98,892,243.90	94,557,820.82	48,800,752.06
Total Equity and Liabilities		162,429,400.80	151,893,406.85	98,193,497.76

Significant accounting policies and notes to the accounts 1, 2 & 3

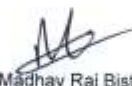
This is the same statement of Financial Position referred to our report of even date attached


Santosh Raj Maskey
(Chairman)


Sundar Raj Pandey
(Director)


Pushpa Raj Bhattarai
Proprietor
P.R. Bhattarai & Associates
Registered Auditors


Sampurna Basnyat
(Director)


Madhav Raj Bista
(Account officer)



National College of Computer Studies (P).Ltd.

Statement of Income

For the Year Ended 32 Ashadh 2082 (16 July 2025)

		Amount in Rs.	
Particulars	Notes	32 Ashadh 2082	Restated as at 31 Ashadh 2081
Revenue from Operations	3.15	136,565,085.00	137,407,025.00
Interest Income	3.17	455,315.00	312,737.26
Other Income	3.17	-	103,878.85
Total Income		137,020,400.00	137,823,641.11
Direct expenses	3.16	-	-
Employee Benefit Expenses	3.18	57,733,300.00	56,950,427.78
Financial expenses	3.20	3,845,701.51	2,550,387.00
Depreciation and Amortization Expenses	3.1 & 3.2	4,971,451.33	4,164,610.68
Others expenses	3.19	62,135,392.67	63,550,095.17
Total Expenses		128,685,845.51	127,215,520.63
Profit Before Tax		8,334,554.49	10,608,120.48
Income Tax Expense		2,132,983.63	2,665,280.14
Provision for Income Tax	3.14	1,981,140.11	2,891,869.12
Deferred Tax Expenses/(Income)		151,843.51	(226,586.98)
Net Profit for the year		6,201,570.86	7,942,840.34

Significant accounting policies and notes to the accounts 1, 2 & 3

This is the same statement of Financial Position referred to our report of even date attached


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(Chairman)

Sundar Raj Pandey
(Director)


Pushpa Raj Bhattarai
Proprietor
P.R. Bhattarai & Associates
Registered Auditors


Sampurna Basnyat
(Director)




Madhav Raj Bista
(Account officer)



National College of Computer Studies (P).Ltd.

Statement of Cash Flows

For the Year Ended 32 Ashadh 2082 (16 July 2025)

Particulars	Amount in Rs.	
	As at 32 Ashadh 2082	Restate as at 31 Ashadh 2081
CASH FLOWS FROM OPERATING ACTIVITIES		
Profit for the year	6,201,570.86	7,942,840.34
Adjustment for:		
Depreciation/Impairment on Property, Plant and Equipment	4,971,451.33	4,164,610.68
Interest Income		
Interest Expense		
Deferred tax	151,843.51	(226,568.98)
Loss/(gain) on sale of Property, Plant and Equipment		
Income Tax expense charged to statement of income		
Working Capital Adjustments		
Decrease/(Increase) in trade and other receivables	(849,075.00)	(7,083,550.00)
Decrease/(Increase) other current Assets	2,463,745.12	5,873,973.66
Decrease/(Increase) in Inventories		
Increase/(Decrease) in trade and other payables	1,798,419.29	(335,250.00)
Increase/(Decrease) in provisions	(910,729.01)	171,536.11
Increase/(Decrease) in other liabilities	(317,760.18)	1,170,782.65
Cash Generated from Operations	13,509,465.93	11,678,354.46
Interest paid		
Income tax paid		
NET CASH FLOWS FROM OPERATING ACTIVITIES (A)		
CASH FLOW FROM INVESTING ACTIVITIES		
Proceeds from sale of PPE, Investments/Financial Assets		
Interest/Dividend received		
work in progress	94,167,188.46	(61,631,395.98)
Acquisition of Property, Plant and Equipment	(113,208,787.00)	(788,692.00)
NET CASH FLOWS FROM INVESTING ACTIVITIES (B)	(19,041,598.54)	(62,420,087.98)
CASH FLOW FROM FINANCING ACTIVITIES		
Proceeds from the issue of Equity and Preference Share		
Proceeds from other non-current borrowings	(15,123,061.56)	44,750,000.00
Proceeds from current borrowings	18,887,554.54	
Repayment of Borrowings		
Dividend Paid		
NET CASH FLOW FROM FINANCING ACTIVITIES (C)	3,764,492.98	44,750,000.00
Net Increase in Cash and Cash Equivalents	(1,767,639.63)	(5,991,733.52)
Cash and Cash Equivalents at the beginning	8,957,379.58	14,949,113.10
Exchange gains/(losses) in cash and cash equivalents		
Cash and Cash Equivalents at the end	7,189,739.95	8,957,379.58

Significant accounting policies and notes to the accounts 1, 2 & 3

This is the same statement of Financial Position referred to our report of even date attached

Santosh Raj Maskey
(Chairman)

Sampurna Basnyat
(Director)

Sundar Raj Pandey
(Director)

Madhav Raj Bista
(Account officer)

Pushpa Raj Bhattarai
Proprietor

P.R. Bhattarai & Associates
Registered Aditors





नेपाल सरकार

अर्थ मन्त्रालय

आन्तरिक राजस्व विभाग

आन्तरिक राजस्व कार्यालय बालाजु

(आयकर नियमावली २०५९ को नियम २६ सँग सम्बन्धित)

प.सं: २०८२.०८३

च.नं. ५६६६

कर चुक्ता नं. ८२५९०९७१०



यो पत्र मिति २०८२.१०.१४ मा तयार भएको छ।

प्रिन्ट मिति: २०८२.१०.१४



विषय: कर चुक्ता प्रमाण पत्र।

श्री नेशनल कलेज अफ कम्प्युटर स्टडिज प्रा. लि.

१६-काठमाडौं,

स्थायी लेखा नं: ५०००३५०६७

यस कार्यालय अन्तर्गत दर्ता रहेका तपाईं ले आ.व २०८१.०८२ मा देहाय बमोजिमको आय रकमको आय विवरण मिति २०८२.०९.२२ मा यस कार्यालयमा पेश गरी सो अनुसार देहाय बमोजिमको आयकर दाखिला गरेकोले यो कर चुक्ताको प्रमाण पत्र प्रदान गरिएको छ।

आय विवरण पेश गरेको मिति	जम्मा आय (कारोबार) रकम रु.	कर योग्य आय रु.	दाखिला गरेको कर रकम रु.
२०८२.०९.२२	१३७,०२०,४००.००	७,९२४,५६०.००	१,९८१,१४०.००

(कर अधिकृत)

पुनः

- यो प्रमाणपत्र त्यस फर्म/ उद्योग कम्पनी / संस्थाले पेश गरेको विवरणको आधारमा जारी गरिएको छ। पेश भएको विवरण छानविनमा परेमा आयकर ऐन, २०५८ को दफा १०१ बमोजिम संशोधित कर निर्धारण हुन सक्ने जानकारी गराइन्छ।
- यो कर चुक्ताको प्रमाण-पत्र विभागको वेब साइट www.ird.gov.np मा कर चुक्ता रुजु वा Tax Clear Search मा गएर रुजु गरी यकिन गर्न सकिने छ।

CHAPTER – VI

Social Responsibility

6.1 Workforce Development and Community Programs

National College of Computer Studies (NCCS) places strong emphasis on social responsibility, ethical values, and the holistic development of its students. As part of its commitment to societal engagement, the institution organizes a variety of programs throughout the year, including blood donation drives, distribution of clothing to underprivileged communities, and environmental awareness campaigns during educational tours. These activities provide students with practical exposure to real-life challenges and encourage active participation, fostering civic responsibility and social awareness.

The college's Code of Conduct emphasizes respect for the rights, beliefs, and opinions of others. To reinforce this principle, members of the College Management Committee regularly conduct sessions with students to raise awareness about civic duties, such as maintaining cleanliness, showing respect for senior citizens, differently-abled individuals, and pregnant women, and complying with federal, state, and local laws. Through these initiatives, students develop an understanding of their responsibilities as conscientious citizens.

NCCS places high importance on instilling moral and ethical values. From the very first day, students are introduced to principles of ethics, morality, and diligence through the Orientation Program (Day One Program) conducted by senior management members or societal role models, this program familiarizes students with college rules and regulations, teaching and learning facilities, career development opportunities, and the significance of ethical conduct. Beyond orientation, the institution organizes counseling sessions, motivational programs, and skill-development workshops to cultivate hard work, honesty, and professional competence. Program coordinators continuously monitor students' activities and behavior to ensure the development of responsible, skilled, and ethically grounded professionals.

In addition to ethical and social development, NCCS provides financial support to deserving students. Following Tribhuvan University guidelines, the college offers scholarships to 10% of enrolled students. Based on the annual admission quota, approximately 69 students benefit from

the scholarship program each year, ensuring academic support for meritorious and financially needy students.

NCCS also maintains a well-established Placement Cell that offers free guidance and placement services to students. The cell aligns students' qualifications with suitable job opportunities and facilitates internships and placements through strong networks with national and international organizations, particularly in the hospitality sector. Many graduates secure employment immediately after completing their studies, reflecting the effectiveness of the college's career support initiatives.

The institution actively promotes community engagement and cultural preservation. It supports local festivals such as Dashain, Tihar, Mahashivratri, and Saraswati Puja and contributes to community development programs through organizations like the Swet Ganesh Club. NCCS also provides financial assistance to the old age home in Sorhakutte, demonstrating its commitment to social welfare and community development.

Through these multifaceted initiatives, NCCS not only provides academic knowledge but also nurtures socially responsible, ethically grounded, and professionally competent individuals ready to contribute positively to society.

CHAPTER – VII
Action Plan / Strategic Plan

Action Plan (Short Term Goal) – Year 1 (2026–2027)

SN.	Action	Status	Responsibility	Accomplishment Date
1	Academic Services			
1.1	Review and update all existing curricula to align with TU and industry standards.	Curriculum review process to be initiated in coordination with TU guidelines.	Program Director & IQAC	October 15, 2026
1.2	Initiate outcome-based teaching and learning practices.	Outcome-based framework to be drafted and piloted in select courses.	Program Director	November 30, 2026
1.3	Launch faculty development and training workshops on modern pedagogy and ICT integration.	Workshop schedule to be prepared and included in the academic calendar.	HR Officer & Program Director	September 20, 2026
1.4	Begin internal academic audits and course evaluations.	Audit checklist and schedule to be prepared by IQAC.	IQAC	December 15, 2026
2	Student Services			
2.1	Establish a Student Support and Counseling Unit.	Proposal for the Unit to be drafted and submitted to CMC for approval.	Head - Public Information and Student Affair	September 30, 2026
2.2	Develop an online feedback and grievance system for students.	Feedback and grievance portal to be designed and tested.	Technical Director & Head - Public Information and Student Affair	November 15, 2026
2.3	Organize co-curricular and leadership development programs.	Annual co-curricular calendar to be prepared.	Head - Public Information and Student Affair	January 31, 2027
2.4	Upgrade existing sports facilities and initiate inter-departmental sports events.	Assessment of existing facilities to be conducted; upgrade plan to be prepared.	Admin Officer	February 28, 2027
3	Financial Services			
3.1	Introduce transparent budgeting and expenditure tracking system.	Budgeting software/template to be identified and adopted.	Finance Officer	October 31, 2026
3.2	Conduct annual internal financial audits.	Internal audit schedule to be finalized with the audit committee.	Finance Officer & BOD	March 31, 2027
3.3	Develop financial guidelines and manuals for	Draft guidelines to be prepared and circulated for	Admin and Finance Officer	November 30, 2026

	departmental use.	departmental review.		
4	Human Resources			
4.1	Develop HR policy framework covering recruitment, evaluation, and incentives.	Draft HR policy to be prepared and submitted to CMC for approval.	HR Officer	October 15, 2026
4.2	Conduct a staff development and motivation workshop.	Workshop topics and facilitator to be identified.	HR Officer	December 20, 2026
4.3	Begin designing a faculty performance appraisal system.	Appraisal indicators to be drafted in consultation with faculty.	HR Officer & IQAC	February 28, 2027
5	Information Systems			
5.1	Implement a centralized Management Information System (MIS) for student and staff data.	MIS requirements to be finalized and vendor/platform selection initiated.	Technical Director	November 30, 2026
5.2	Initiate partial digitization of administrative and academic records.	Priority records identified for digitization; process to begin.	Technical Director & Admin Officer	March 31, 2027
5.3	Conduct training for faculty and staff on MIS use.	Training schedule to be prepared once MIS modules are ready.	Technical Director	April 30, 2027

Action Plan (Long Term Goal) – Years 2–5 (2027–2031)

SN.	Action	Status	Responsibility	Accomplishment Date
1	Academic Services			
1.1	Introduce new elective/value-added courses in IT and Management; strongly activate the Internal Quality Assurance Cell (IQAC); conduct regular internal assessments and external peer reviews; strengthen e-library and digital learning resources.	Planned for Year 2 (Development and Implementation Phase), building on Year 1 foundation.	Program Director & IQAC	June 2028
1.2	Introduce collaborative academic programs with national/international institutions; implement continuous assessment systems across all programs; upgrade laboratories and learning	Planned for Year 3 (Expansion and Quality Enhancement Phase).	Program Director & IQAC	June 2029

	resources to meet accreditation standards; publish an annual NCCS Academic Journal.			
1.3	Prepare for external quality accreditation and benchmarking; review and refine all academic programs based on feedback and evaluation; establish the NCCS Center for Teaching and Learning Excellence; expand research and innovation activities.	Planned for Year 4 (Consolidation and Sustainability Phase).	Program Director & IQAC	June 2030
1.4	Introduce interdisciplinary and emerging programs (AI, Data Science, Cyber security, Entrepreneurship, etc.); strengthen applied research, innovation, and consultancy initiatives; establish industry-academia collaboration frameworks; promote international faculty exchange and collaborative research.	Planned for Year 5 (Innovation, Leadership, and Global Engagement Phase).	Program Director & IQAC	June 2031
2	Student Services			
2.1	Launch a mentorship program linking senior and junior students; develop the NCCS Career Guidance and Placement Cell; organize annual inter-college competitions, seminars, and social responsibility programs; conduct annual satisfaction surveys.	Planned for Year 2 (Development and Implementation Phase).	Head - Public Information and Student Affair	June 2028
2.2	Expand student counseling and placement services; initiate community engagement and outreach projects; enhance health, wellness, and recreational facilities; establish a student leadership development program.	Planned for Year 3 (Expansion and Quality Enhancement Phase).	Head - Public Information and Student Affair	June 2029
2.3	Institutionalize student	Planned for Year 4	Head - Public	June 2030

	participation in decision-making committees; strengthen the alumni association and networking platform; develop digital platforms for student engagement and counseling.	(Consolidation and Sustainability Phase).	Information and Student Affair	
2.4	Launch student incubation, innovation, and entrepreneurship support programs; expand international exposure through exchange programs and global competitions; strengthen graduate tracking and employability assessment; institutionalize lifelong career support services for graduates.	Planned for Year 5 (Innovation, Leadership, and Global Engagement Phase).	Head - Public Information and Student Affair	June 2031
3	Financial Services			
3.1	Begin multi-year financial planning linked with institutional goals; establish a financial reserve fund for infrastructure and technology upgrades; implement partial automation of the financial management system.	Planned for Year 2 (Development and Implementation Phase).	Finance Officer & BOD	June 2028
3.2	Review and revise the tuition structure based on cost-benefit analysis; enhance financial sustainability; establish an internal audit and financial monitoring committee.	Planned for Year 3 (Expansion and Quality Enhancement Phase).	Finance Officer & BOD	June 2029
3.3	Achieve full automation of the financial management system; prepare a long-term financial sustainability plan; conduct financial performance review and publish an annual financial report.	Planned for Year 4 (Consolidation and Sustainability Phase).	Finance Officer & BOD	June 2030
3.4	Diversify revenue streams through research grants, consultancy, training	Planned for Year 5 (Innovation, Leadership, and Global Engagement Phase).	Finance Officer & BOD	June 2031

	programs, and international collaborations; establish an Endowment and Development Fund; implement advanced financial forecasting and risk management systems; strengthen financial governance and compliance.			
4	Human Resources			
4.1	Implement the faculty and staff evaluation system based on defined indicators; introduce recognition and reward mechanisms for outstanding performance; conduct specialized training in leadership, management, and ICT tools.	Planned for Year 2 (Development and Implementation Phase).	HR Officer & IQAC	June 2028
4.2	Introduce career progression pathways for faculty and administrative staff; conduct annual HR satisfaction and organizational climate surveys; strengthen participatory management and team-based decision-making.	Planned for Year 3 (Expansion and Quality Enhancement Phase).	HR Officer & IQAC	June 2029
4.3	Institutionalize HR development and evaluation mechanisms; strengthen organizational culture through participatory leadership; organize the annual NCCS Staff and Faculty Retreat for reflection and planning.	Planned for Year 4 (Consolidation and Sustainability Phase).	HR Officer & IQAC	June 2030
4.4	Introduce advanced faculty development programs focused on research leadership, innovation, and global engagement; develop succession planning and leadership development frameworks; implement performance-	Planned for Year 5 (Innovation, Leadership, and Global Engagement Phase).	HR Officer & IQAC	June 2031

	linked incentives; strengthen continuous professional development.			
5	Information Systems			
5.1	Expand MIS to cover examination, library, and attendance modules; develop web-based access for students and faculty to view records and results; upgrade network infrastructure and introduce cloud storage.	Planned for Year 2 (Development and Implementation Phase).	Technical Director	June 2028
5.2	Integrate MIS with mobile access for students and staff; implement data analytics for academic and administrative decision-making; strengthen cybersecurity measures and data backup systems.	Planned for Year 3 (Expansion and Quality Enhancement Phase).	Technical Director	June 2029
5.3	Complete full digital transformation of academic and administrative operations; develop data-driven dashboards for management decisions; maintain continuous system updates and user training.	Planned for Year 4 (Consolidation and Sustainability Phase).	Technical Director	June 2030
5.4	Integrate advanced analytics, AI-enabled decision support, and predictive modeling into MIS; establish digital research repositories and open-access platforms; strengthen interoperability with national/international academic systems; ensure continuous improvement in cybersecurity, data privacy, and system resilience.	Planned for Year 5 (Innovation, Leadership, and Global Engagement Phase).	Technical Director	June 2031

National College of Computer Studies (NCCS) Strategic Five-Year Detailed Work Plan

The **NCCS Strategic Plan** is designed to integrate College-wide priorities that align with the institution's mission, vision, and long-term strategic goals. The objectives outlined below address the specific needs and requirements of the major functional areas within the College. These priorities are reviewed and revised annually, with implementation beginning from the upcoming academic session.

The Strategic Plan serves as a guiding framework to ensure that all departments and services work cohesively towards enhancing academic excellence, student success, institutional efficiency, and continuous improvement across all operations.

1. Strategic Plan of Academic Services

The Academic Services component focuses on strengthening the quality of teaching, learning, and academic management processes across the institution. Its core objectives are:

- **Improve and promote student success within the College** by ensuring access to quality education, personalized academic support, and effective mentoring systems.
- **Fulfill the College's responsibilities and commitments** in program management, encompassing **curriculum development, revision, implementation, and evaluation** to ensure academic relevance and quality.
- **Develop, revise, and evaluate academic management policies** to maintain alignment with national educational standards and emerging global trends.
- **Enhance the teaching and learning environment** by integrating innovative teaching methodologies, upgrading classroom infrastructure, and encouraging faculty development initiatives.

2. Strategic Plan of Student Services

The Student Services plan emphasizes the holistic development and well-being of students, aiming to create an inclusive, supportive, and engaging campus environment. Key objectives include:

- **Promote and enhance student success** by ensuring access to academic, counseling, and extracurricular opportunities.
- **Review and improve communication channels** for students to express concerns, grievances, or suggestions in a timely and transparent manner.

- **Identify and address sources of student dissatisfaction** through surveys, feedback mechanisms, and periodic evaluations.
- **Improve on-campus sports and recreational facilities** to encourage physical well-being and foster a sense of unity among students.
- **Facilitate inter-campus collaboration and activities**, promoting cultural exchange, teamwork, and leadership development.

3. Strategic Plan of Financial Services

The Financial Services component aims to strengthen institutional financial management systems and ensure transparency, accountability, and sustainability. Objectives include:

- **Enhance efficiency and effectiveness in financial management** by adopting sound budgeting, monitoring, and reporting practices.
- **Implement transparent accounting systems** to ensure responsible use of institutional resources.
- **Support strategic financial planning** that aligns with the College's growth and development priorities.

4. Strategic Plan of Human Resources

The Human Resources plan is focused on improving faculty and staff performance, motivation, and institutional culture through participatory and professional development practices. Its objectives are:

- **Design and implement an effective faculty evaluation process**, developed collaboratively with faculty members, to encourage continuous professional growth and uphold academic quality.
- **Identify, adapt, and apply best practices** for recognizing and rewarding employee contributions to foster a positive organizational climate.
- **Assess and address technical staffing needs** across different departments and campuses to ensure adequate support for teaching, administration, and technology integration.
- **Adopt participatory management techniques** that empower employees, encourage innovation, and strengthen teamwork within the institution.

5. Strategic Plan of Information Systems

The Information Systems plan focuses on improving technological infrastructure and data management for operational efficiency and appropriate decision-making. The key objectives are:

- **Upgrade administrative and academic information systems** to streamline workflows, reduce redundancy, and enhance data accuracy.
 - **Expand the use of web-based and digital platforms** for sharing information with students, faculty, and staff, as well as for online data collection and reporting.
 - **Organize periodic meetings and workshops with faculty members** as part of the Management Information System (MIS) initiative to ensure effective use of data-driven decision tools.
-

Five-Year Detailed Work Plan of NCCS (2026–2031)

Year 1 (2026–2027): Foundation and Strengthening Phase

Objective: Establish systems, frameworks, and policies for institutional improvement and quality assurance.

Academic Services

- Review and update all existing curricula to align with TU and industry standards.
- Initiate outcome-based teaching and learning practices.
- Launch faculty development and training workshops on modern pedagogy and ICT integration.
- Begin internal academic audits and course evaluations.

Student Services

- Establish a Student Support and Counseling Unit.
- Develop an online feedback and grievance system for students.
- Organize co-curricular and leadership development programs.
- Upgrade existing sports facilities and initiate inter-departmental sports events.

Financial Services

- Introduce transparent budgeting and expenditure tracking system.
- Conduct annual internal financial audits.
- Develop financial guidelines and manuals for departmental use.

Human Resources

- Develop HR policy framework covering recruitment, evaluation, and incentives.
- Conduct a staff development and motivation workshop.

- Begin designing a faculty performance appraisal system.

Information Systems

- Implement a centralized **Management Information System (MIS)** for student and staff data.
- Initiate partial digitization of administrative and academic records.
- Conduct training for faculty and staff on MIS use.

Year 2 (2027–2028): Development and Implementation Phase

Objective: Implement academic, administrative, and support systems for better institutional performance.

Academic Services

- Introduce new elective or value-added courses in IT and Management streams.
- Strongly activate an **Internal Quality Assurance Cell (IQAC)**.
- Conduct regular internal assessments and external peer reviews.
- Strengthen e-library and digital learning resources.

Student Services

- Launch a mentorship program linking senior students with juniors.
- Develop NCCS Career Guidance and Placement Cell.
- Organize annual inter-college competitions, seminars, and social responsibility programs.
- Conduct annual satisfaction surveys and analyze results.

Financial Services

- Begin multi-year financial planning linked with institutional goals.
- Establish a financial reserve fund for infrastructure and technology upgrades.
- Implement partial automation of financial management system.

Human Resources

- Implement faculty and staff evaluation system based on defined indicators.
- Introduce recognition and reward mechanisms for outstanding performance.
- Conduct specialized training in leadership, management, and ICT tools.

Information Systems

- Expand MIS to cover examination, library, and attendance modules.
- Develop web-based access for students and faculty to view records and results.
- Upgrade network infrastructure and introduce cloud storage for institutional data.

Year 3 (2028–2029): Expansion and Quality Enhancement Phase

Objective: Strengthen institutional capacity, enhance quality assurance, and promote innovation.

Academic Services

- Introduce collaborative academic programs with national/international institutions.
- Implement continuous assessment systems across all programs.
- Upgrade laboratories and learning resources to meet accreditation standards.
- Publish an annual NCCS Academic Journal.

Student Services

- Expand student counseling and placement services.
- Initiate community engagement and outreach projects.
- Enhance health, wellness, and recreational facilities.
- Establish a student leadership development program.

Financial Services

- Review and revise tuition structure based on cost-benefit analysis.
- Enhance financial sustainability.
- Establish internal audit and financial monitoring committee.

Human Resources

- Introduce career progression pathways for faculty and administrative staff.
- Conduct annual HR satisfaction and organizational climate surveys.
- Strengthen participatory management and team-based decision-making.

Information Systems

- Integrate MIS with mobile access for students and staff.
- Implement data analytics for academic and administrative decision-making.
- Strengthen cyber security measures and data backup systems.

Year 4 (2029–2030): Consolidation and Sustainability Phase

Objective: Consolidate achievements, institutionalize best practices, and ensure sustainability.

Academic Services

- Prepare for external quality accreditation and benchmarking.
- Review and refine all academic programs based on feedback and evaluation.
- Establish NCCS Center for Teaching and Learning Excellence.
- Expand research and innovation activities with faculty and student participation.

Student Services

- Institutionalize student participation in decision-making committees.
- Strengthen alumni association and networking platform.

- Develop digital platforms for student engagement and counseling.

Financial Services

- Achieve full automation of the financial management system.
- Prepare long-term financial sustainability plan.
- Conduct financial performance review and publish an annual financial report.

Human Resources

- Institutionalize HR development and evaluation mechanisms.
- Strengthen organizational culture through participatory leadership.
- Organize annual NCCS Staff and Faculty Retreat for reflection and planning.

Information Systems

- Complete full digital transformation of academic and administrative operations.
- Develop data-driven dashboards for management decisions.
- Maintain continuous system updates and user training.

Monitoring and Evaluation

- **Frequency:** Annual review and mid-term evaluation after two years.
- **Responsible Body:** College Management Committee
- **Performance Indicators:**
 - Achievement of annual targets
 - Student and staff satisfaction rates
 - Financial audit compliance
 - Institutional performance benchmarks
 - Academic quality outcomes

Year 5 (2030–2031): Innovation, Leadership, and Global Engagement Phase

Objective: Position NCCS as a leading, innovative, and globally connected academic institution with sustainable systems and societal impact.

Academic Services

- Introduce interdisciplinary and emerging programs aligned with future workforce needs (AI, Data Science, Cyber security, Entrepreneurship, etc.).
- Strengthen applied research, innovation, and consultancy initiatives with measurable outputs.
- Establish industry-academia collaboration frameworks for curriculum co-design, internships, and joint projects.

- Promote international faculty exchange, guest lectures, and collaborative research activities.
- Develop a structured framework for academic excellence awards and innovation grants.

Student Services

- Launch student incubation, innovation, and entrepreneurship support programs.
- Expand international exposure through exchange programs, joint projects, and global competitions.
- Strengthen graduate tracking and employability assessment systems.
- Institutionalize lifelong career support services for NCCS graduates.

Financial Services

- Diversify revenue streams through research grants, consultancy, training programs, and international collaborations.
- Establish an Endowment and Development Fund to support scholarships, research, and infrastructure growth.
- Implement advanced financial forecasting and risk management systems.
- Strengthen financial governance and compliance with national and international standards.

Human Resources

- Introduce advanced faculty development programs focused on research leadership, innovation, and global engagement.
- Develop succession planning and leadership development frameworks.
- Implement performance-linked incentives tied to research, innovation, and institutional contribution.
- Strengthen institutional capacity through continuous professional development.

Information Systems

- Integrate advanced analytics, AI-enabled decision support, and predictive modeling into MIS.
- Establish digital research repositories and open-access platforms.
- Strengthen interoperability with national and international academic systems.
- Ensure continuous improvement in cyber security, data privacy, and system resilience.

Summary of Expected Outcomes (by 2031)

- Complete institutional automation through MIS and digital transformation.
- Established culture of continuous quality improvement and accreditation readiness.
- Enhanced student support, placement, and alumni engagement systems.
- Improved academic delivery through trained faculty and updated curriculum.
- Financial transparency and sustainability ensured.
- Strengthened participatory management and organizational efficiency.
- NCCS recognized as an innovative, research-oriented, and industry-linked institution
- Strong national and international academic partnerships established

CHAPTER – VIII

EMIS

EMIS is the institution's proprietary software system designed to record and manage student data comprehensively. The system enables detailed analysis of individual student performance and generates performance reports for academic monitoring. Faculty members submit attendance records, assignments, and test reports to the Program Coordinator, who, with the assistance of support staff, enters the data into the EMIS system. The system is fully integrated with the college's accounts, administration, and library modules, ensuring centralized management of institutional information.

In addition, NCCS has developed a dedicated college website and student portal through which each student's data can be accessed. The information system is updated and maintained on a daily basis to ensure accuracy and reliability.

The EMIS platform is interlinked with the college website, allowing stakeholders and individual students to view their records securely by logging in with a username and password at www.nccs.edu.np. An important feature of EMIS is its ability to facilitate effective communication between the college and parents. College administrators can share information, provide updates, and send targeted notifications to students and parents in real time, thereby enhancing transparency, engagement, and timely communication.

Student Details

**Full Name**

Anisha Maharjan

NCCS Reg No.

NCCSBBM142

Gender

Female

Date of Birth (BS)

26/10/2060

Date of Birth (AD)

N/A

Batch

2023-2027-6

Joined Program

BBM

Contact Information

Permanent Address

Manamaiju, Tarkeshwor, 10, Municipality, Kathmandu, Bagmati, Bagmati, Nepal

Temporary Address

Manamaiju, Tarkeshwor, 10, Municipality, Kathmandu, Bagmati, Bagmati, Nepal

Email**Telephone**

N/A

Mobile

Guardian & Parents

Father's Name

Sanukaji Maharjan

Father's Contact

9841837422

Mother's Name

N/A

Mother's Contact

N/A

Guardian's Name

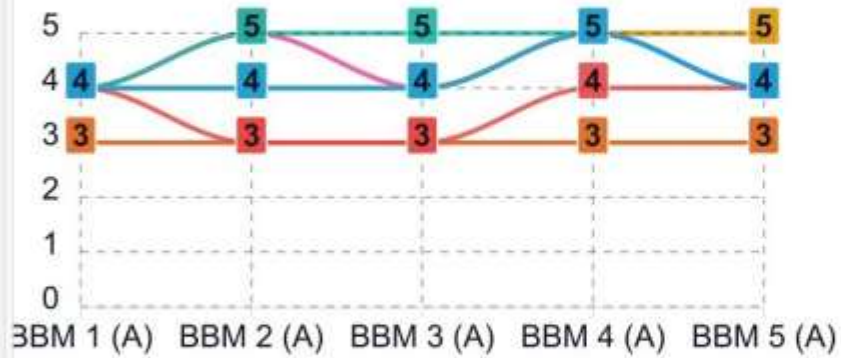
N/A

Guardian's Contact

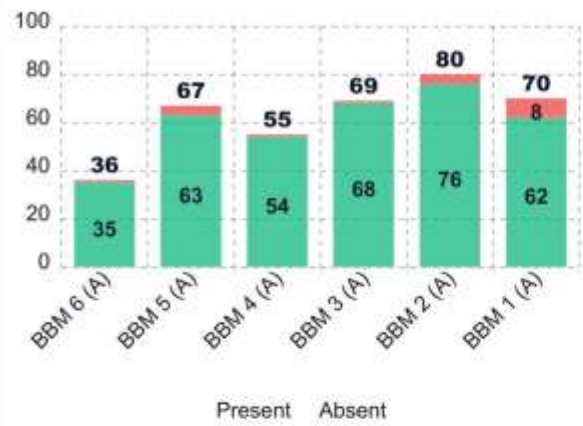
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Academic Background

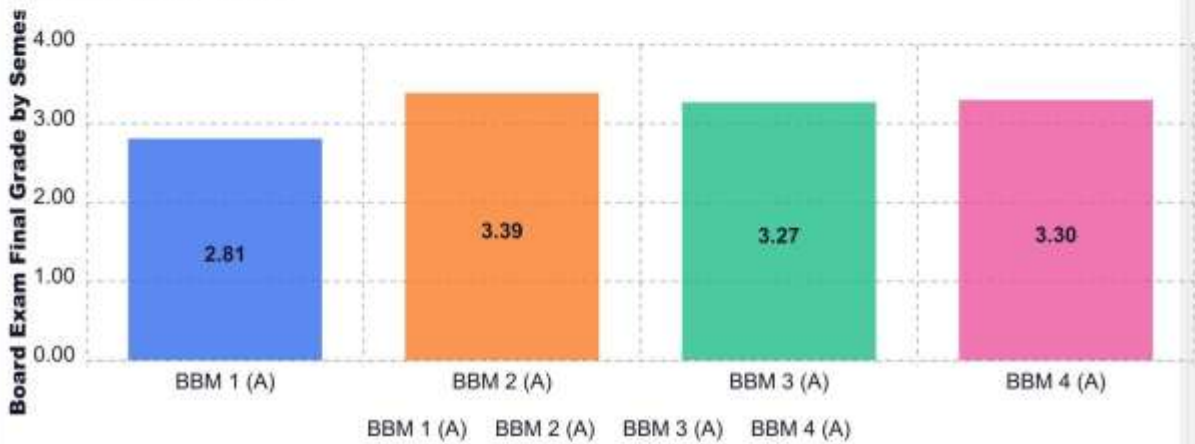
No academic background records found.

 Scientific Analysis Overview

CCA Participation ECA Participation
Interaction in Class Room Attitude Attendance
Learning Skill Assignment Submission Results
Research Oriented Project



Exam Performance Snapshot



Library History

Taken: 28 | Returned: 25

SN.	Book	NSBN	Issue Date	Return Date	Status	Remark
1	Database Management System	C-030-001-003	Jul 10, 2026	-	ISSUED	
2	(New Course) Entrepreneurship and Business Resources Mapping	C-030-005-012	Jul 10, 2026	-	ISSUED	
3	(New Course) Business Environment	C-030-006-004	Jul 10, 2026	-	ISSUED	
4	Fundamentals of Marketing (New Course)	C-029-007-001	Jan 09, 2026	Jul 02, 2026	RETURNED	
5	Operations Management (New Course)	C-029-010-022	Jan 09, 2026	Jul 02, 2026	RETURNED	
6	Foundation Of Information Technology & Applications (New Course)	C-029-009-023	Jan 09, 2026	Jul 02, 2026	RETURNED	
7	Financial Markets and Services (New Course)	C-029-008-002	Jan 09, 2026	Jul 02, 2026	RETURNED	
8	Banking Law	C-029-011-016	Jan 09, 2026	Jul 02, 2026	RETURNED	
9	Legal Aspects of Business and Technology	C-029-001-027	Jun 05, 2025	Jan 09, 2026	RETURNED	
10	Business Research Method	C-006-004-001	Jun 05, 2025	Jan 09, 2026	RETURNED	
11	Taxation and Auditing	C-028-006-030	Jun 05, 2025	Jan 09, 2026	RETURNED	
12	Basic Psychology for Social work	C-028-008-026	Jun 05, 2025	Jan 09, 2026	RETURNED	
13	Financial Management	C-028-007-021	Jun 05, 2025	Jan 09, 2026	RETURNED	
14	Cost & Management Accounting (new course)	C-027-008-017	Dec 11, 2024	Jun 03, 2025	RETURNED	
15	Nepalese History and Politics (new course)	C-027-007-031	Dec 11, 2024	Jun 03, 2025	RETURNED	
16	Business Statistics	C-027-006-024	Dec 11, 2024	Jun 03, 2025	RETURNED	
17	Business Communication(New Course)	C-002-032-004	Dec 11, 2024	Jun 03, 2025	RETURNED	
18	Business Communication(New Course)	C-002-032-040	Dec 10, 2024	Dec 10, 2024	RETURNED	
19	Voices A Reader (New Course)	C-026-009-003	Jun 10, 2024	Dec 10, 2024	RETURNED	
20	Macroeconomics	C-026-003-025	Jun 10, 2024	Dec 10, 2024	RETURNED	
21	Business Mathematics II	C-026-001-025	Jun 10, 2024	Dec 10, 2024	RETURNED	
22	Leadership and Organizational Behavior(New Course)	C-026-008-009	Jun 10, 2024	Dec 10, 2024	RETURNED	
23	Principles Of Financial Accounting(New Course)	C-026-007-009	Jun 10, 2024	Dec 10, 2024	RETURNED	
24	Sociology for Business Management	C-025-010-027	Dec 29, 2023	Jun 02, 2024	RETURNED	
25	Business Mathematics I	C-025-004-021	Dec 29, 2023	Jun 02, 2024	RETURNED	
26	Visions A thematic Anthology	C-025-009-024	Dec 29, 2023	Jun 02, 2024	RETURNED	
27	Foundation of Business Management	C-025-008-009	Dec 29, 2023	Jun 02, 2024	RETURNED	
28	Microeconomics	C-025-002-015	Dec 29, 2023	Jun 02, 2024	RETURNED	

Scientific Analysis



Mark Sheet

Subject	First Class Test -				First Class Test Retest - I				Mid Terminal				Mid Terminal Retest - I				Internal Final Terminal				Board Exam			
	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM	Marks	Grade
Microeconomics for Business	25	12.5	3.00	F	25	12.5	20.00	B	100	50.0	52.00	F	-	-	-	-	100	50.0	50.00	F	4	2.7	0.00	F
English-I	25	12.5	18.00	B-	-	-	-	-	100	50.0	88.00	B-	-	-	-	-	100	50.0	73.00	B-	4	2.7	3.75	A-
Foundation of Business Management	25	12.5	14.00	F	-	-	-	-	100	50.0	75.00	B	-	-	-	-	100	50.0	88.00	B+	4	2.7	3.30	B+
Business Mathematics I	25	12.5	19.00	B	-	-	-	-	100	50.0	45.00	F	100	50.0	0.00	F	100	50.0	54.00	F	4	2.7	3.27	B
Sociology for Business Management	25	12.5	13.50	F	-	-	-	-	100	50.0	63.50	F	-	-	-	-	100	50.0	65.00	F	4	2.7	5.75	A-
Total Grade			2.35	F			3.20	B			2.44	F			0.00	F			3.62	F			3.81	B-

Attendance History

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Present	Absent
Mangsir 0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	2
Falgun 93.75%	P	P	P	P	-	P	-	P	P	P	P	-	P	P	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	1
Chaitra 93.75%	P	P	-	-	P	P	P	P	P	-	-	-	P	P	P	P	-	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	1
Poush 68.23%	-	-	-	-	-	-	-	-	-	-	P	P	P	-	-	-	-	-	-	-	-	-	P	P	P	P	-	-	-	-	-	-	9	4
Magh 100%	-	P	P	P	P	-	P	P	P	P	P	-	-	-	-	P	P	P	P	-	P	P	P	P	P	-	-	P	P	-	-	-	22	0
Baisakh 100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0
Overall Summary:																																	62	8

Overall Summary for BBM 1 (A)

Total Present: 62 **Total Absent:** 8 **Total Days:** 70 **Overall Percentage:** 88.57%

Feedback History

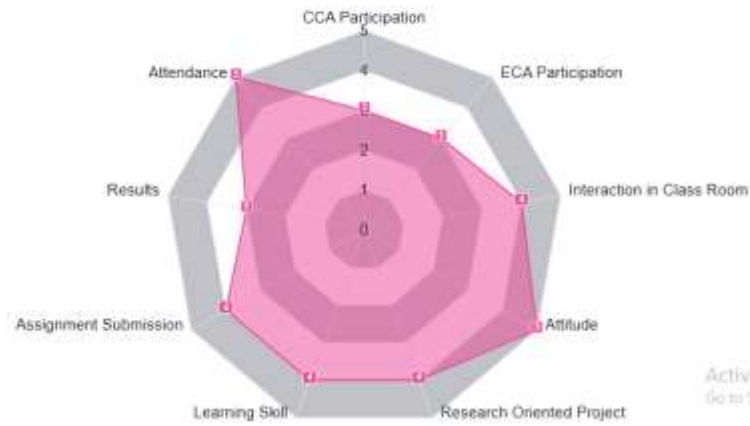
No feedback records found for this class.

Activate Windows
Go to Settings to activate Windows.

Academic Insights

Overall | **BBM 1 (A)** | **BBM 2 (A)** | **BBM 3 (A)** | **BBM 4 (A)** | **BBM 5 (A)** | **BBM 6 (A)**

Scientific Analysis



Activate Windows
Go to Settings to activate Windows.

Mark Sheet

Subject	First Class Test				First Class Test Retest - 1				Mid Terminal				Internal Final Terminal				Internal Final Terminal Retest - 1				Final	
	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM
Financial Accounting	25	12.5	18.00	B-	-	-	-	-	100	50.0	71.00	B-	100	50.0	54.00	F	-	-	-	-	4	2.7
Macroeconomics for Business	25	12.5	15.50	F	-	-	-	-	100	50.0	50.00	F	100	50.0	42.00	F	100	50.0	51.00	F	4	2.7
Seminar on Contemporary Issues of Macro Economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	2.7
English - II	25	12.5	18.00	B-	-	-	-	-	100	50.0	82.00	B	100	50.0	60.00	B	-	-	-	-	4	2.7
Business Mathematics - II	25	12.5	9.00	F	25	12.5	15.00	F	100	50.0	80.00	F	100	50.0	54.00	F	-	-	-	-	4	2.7
Leadership and Organizational Behavior	25	12.5	11.50	F	25	12.5	14.00	F	100	50.0	64.00	F	100	50.0	65.00	F	-	-	-	-	4	2.7
Seminar on Leadership & Organizational Behavior	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	2.7
Final Grade	2.23				2.34				2.67				2.38				2.94					

Attendance History

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Present	Absent
Ashadh 92%	-	P	-	P	P	P	P	-	A	A	P	P	P	P	-	P	P	P	P	P	P	-	P	P	P	P	P	P	-	P	P	-	23	2
Shrawan 96.3%	P	P	P	P	-	P	P	P	P	A	P	-	P	P	P	P	P	P	-	-	P	P	P	P	P	-	P	P	P	P	P	P	26	1
Bhadra 100%	-	-	-	-	-	-	-	-	-	-	-	P	P	P	-	P	P	P	P	P	-	-	-	P	P	P	-	P	A	A	A	A	14	0
namee 100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-	1	0
Jestha 91.87%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	P	P	P	P	P	-	P	P	P	-	A	P	P	11	1
Ashwin 100%	-	-	-	-	-	-	-	-	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0
Overall Summary:																																76	4	

Overall Summary for BBM 2 (A)

Total Present: 76

Total Absent: 4

Total Days: 80

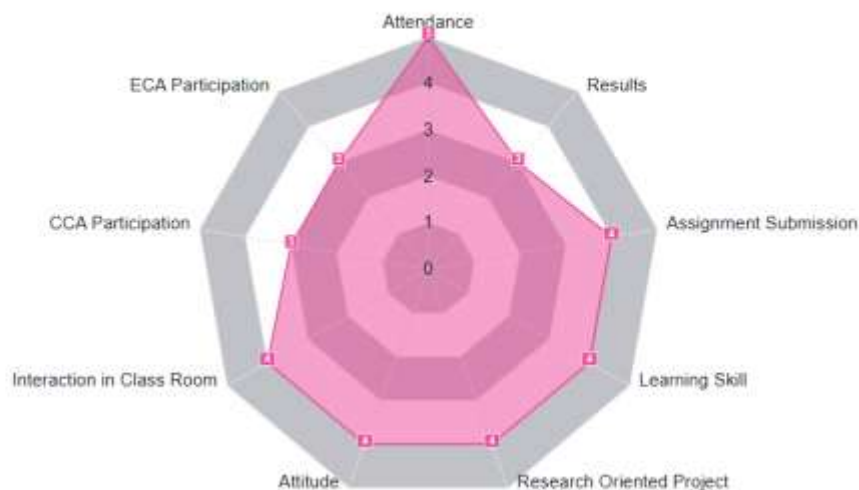
Overall Percentage: 95%

Feedback History

No feedback records found for this class.

Activate Windows
Go to Settings to activate Windows.

Scientific Analysis



Mark Sheet

Subject	First Class Test				Mid Terminal				Internal Final Terminal				Board Exam			
	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM	Marks	Grade
Cost and Management Accounting	25	12.5	16.50	F	100	50.0	53.00	F	100	50.0	80.00	F	4	2.7	2.94	B-
Business Communication	25	12.5	15.00	F	100	50.0	62.00	F	100	50.0	57.00	F	4	2.7	3.66	B+
Fundamentals of Finance	25	12.5	13.00	F	100	50.0	50.00	F	100	50.0	51.00	F	4	2.7	3.00	B
Nepalese History and Politics	25	12.5	20.00	B	100	50.0	55.00	F	100	50.0	71.00	B-	4	2.7	3.50	B+
Business Statistics	25	12.5	20.00	B	80	30.0	18.00	F	80	30.0	30.00	F	4	2.7	3.21	B
Total Grade			3.70	B-			1.97	F			5.31	F			3.27	B

Attendance History

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Present	Absent
Feigun 100%	P	P	-	P	P	P	-	P	P	-	P	P	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	0
Mangsir 100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	P	P	-	-	P	P	P	P	P	-	-	-	7	0
Poush 100%	P	P	P	P	P	-	P	P	P	P	P	-	P	P	P	P	P	P	-	P	P	P	P	-	-	-	-	-	-	-	-	-	21	0
Magh 96%	-	-	-	-	-	P	P	P	P	P	P	-	P	P	P	P	-	P	-	P	P	P	P	P	-	P	-	P	-	-	-	19	1	
Chaitra 100%	-	-	-	P	P	P	P	P	-	P	P	P	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	0	
Baisakh 100%	-	-	-	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	P	-	-	-	-	-	2	0	
Overall Summary:																																68	1	

Overall Summary for BSM 3 (A)

Total Present: 68

Total Absent: 1

Total Days: 69

Overall Percentage: 98.55%

Feedback History

No feedback records found for this class.

Activate Windows
Go to Settings to activate Windows.

Scientific Analysis



Mark Sheet

Subject	First Class Test				Mid Terminal				Internal Final Terminal				Board Exam			
	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM	Marks	Grade
Legal Environment for Business in Nepal	25	12.5	12.50	F	100	50.0	50.00	F	100	50.0	40.00	E	4	3.7	3.00	D
Financial Management	25	12.5	21.00	B+	100	50.0	81.00	B	100	50.0	63.00	B-	4	3.7	3.00	B
Psychology	25	12.5	15.00	F	100	50.0	50.00	F	100	50.0	59.00	F	4	3.7	3.58	B+
Taxation and Auditing	25	12.5	21.00	B+	100	50.0	91.00	A	100	50.0	42.00	F	4	3.7	3.24	D
Business Research Methods	25	12.5	19.00	B	100	50.0	73.00	B-	100	50.0	64.00	F	4	3.7	3.70	A-
Final Grade			2.83	B-			2.46	F			2.48	F			3.38	D+

Attendance History

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Present	Absent
Poush 100%							P																										1	0
Jestha 98.81%																			P	P	P	P	P		P	A	P	P	P	P			10	1
Ashadh 100%	P	P	P	E	P	P		P	P		P	P	P		P	P	P	P	P	P		P		P		P	P		P	P	E	E	25	0
Shrawan 100%	P	P		P	P		P	P	P		P	P	P	P	P		P	P	P	P													17	0
Mangsir 100%																P																	1	0
Overall Summary:																																54	1	

Overall Summary:

Overall Summary for BBM 4 (A)

Total Present: 54

Total Absent: 1

Total Days: 55

Overall Percentage: 98.18%

Feedback History

No feedback records found for this class.

Activate Windows

Go to Settings to activate Windows.

Scientific Analysis



Mark Sheet

Subject	First Class Test				Mid Terminal				Internal Final Terminal			
	FM	PM	Marks	Grade	FM	PM	Marks	Grade	FM	PM	Marks	Grade
Fundamental of Marketing	25	12.5	11.50	F	100	50.0	67.00	F	100	50.0	63.00	F
Operation Management	25	12.5	14.00	F	100	50.0	77.00	B	100	50.0	71.00	B
Financial Markets & Services	25	12.5	13.00	F	100	50.0	57.00	F	100	50.0	50.00	F
IT and Application	20	10.0	16.50	B+	60	30.0	43.00	B+	60	30.0	39.50	F
Banking Law	25	12.5	13.50	F	100	50.0	54.00	F	100	50.0	50.00	F
Final Grade			2.82	F			2.81	F			2.49	F

Attendance History

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Present	Absent
Falgun 100%	-	-	-	-	-	-	-	-	-	P	P	P	P	P	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	0
Poush 100%	-	-	-	-	-	-	-	P	P	-	P	-	P	-	P	-	P	-	P	-	P	P	P	P	-	-	F	F	F	-	-	-	15	0
Chaitra 90.40%	-	P	P	-	P	P	-	P	P	P	P	-	-	F	P	-	P	P	P	P	P	P	P	P	P	P	-	-	-	-	-	-	19	2
Magh 88.01%	-	P	-	-	-	P	P	P	P	-	P	P	P	P	-	-	P	P	P	P	P	P	P	-	P	P	P	P	P	-	-	-	20	2
Jestha 100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	P	-	-	-	-	-	-	-	-	-	-	-	1	0
Boisakh 100%	-	P	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0
Overall Summary:																																	63	4

Overall Summary for BBM 5 (A)

Total Present: 63

Total Absent: 4

Total Days: 67

Overall Percentage: 94.03%

Feedback History

No feedback records found for this class.

Activate Windows
Go to Settings to activate Windows.

Subject	First Class Test			
	FM	PM	Marks	Grade
	A-			
Database Management System	20	10.0	10.50	F
Business Environment	25	12.5	16.00	F
Entrepreneurship & Business Resource Mapping	25	12.5	15.00	F
Cooperative Management	25	12.5	19.00	B
Final Grade:			2.54	F

Attendance History

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Present	Absent
Shrawan 34.44%	P	-	-	-	A	P	-	P	-	-	P	P	P	P	P	-	-	P	P	P	P	P	-	-	-	P	P	P	P	-	-	-	17	1
Bhadra 100%	P	P	P	P	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	0
Ashadh 100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	P	P	P	P	P	-	-	P	P	P	P	P	-	-	P	P	P	P	14	0
Overall Summary:																																35	1	

Overall Summary for BBM 6 (A)

Total Present: 35 **Total Absent:** 1 **Total Days:** 36 **Overall Percentage:** 97.22%

Feedback History

No feedback records found for this class.

Activate Windows
Go to Settings to activate Windows.

CHAPTER – IX

CONCLUSION

National College of Computer Studies (NCCS) is a progressive institution committed to excellence in the fields of Information Technology and Management. The college provides students with opportunities for all-round development, combining rigorous academic programs with a wide range of extracurricular activities, sports, and inter-college events. These initiatives are designed to nurture talent, encourage leadership, and prepare students to meet the challenges of the contemporary world with confidence and competence.

NCCS offers a peaceful, inclusive, and learner-centered environment that ensures equal opportunity and freedom for all students. The institution is equipped with modern infrastructure and facilities that support both teaching and learning. The college has 46 spacious, well-ventilated classrooms, all equipped with modern teaching aids. The state-of-the-art computer laboratories comprise 160 networked computers across four main labs—Lab-1 and Lab-2 with 45 stations each, and Lab-3 and Lab-4 with 35 stations. In addition, the college maintains a DCCN Lab with eight computers and eight digital logic kits with power backup, a microprocessor lab, and a physics lab, all fully equipped to meet practical learning needs.

The library is a well-managed space accommodating 90 learners at a time. It provides free access to books, periodicals, and the internet, and students can access the TU e-library through five dedicated computers. The library houses over 15,600 textbooks, 1,900 reference books, and 120 periodicals, providing comprehensive resources for academic and research purposes. With the guidance of experienced faculty and efficient management staff, NCCS has consistently achieved excellent results in university examinations.

NCCS has clearly defined its vision, mission, goals, and objectives and has developed a six-year strategic plan to achieve them. The college has formulated a Quality Policy and established an Internal Quality Assurance Committee (IQAC) to implement and monitor its Quality Management System (QMS). The institution adopts systematic internal quality assurance processes and engages external agencies to provide comprehensive feedback on organizational performance and stakeholder expectations.

The governance of NCCS comprises a three-member Board of Directors and thirteen-member College Management Committee (CMC) representing diverse professional backgrounds, responsible for making all final decisions. For smooth operations, the institution has created

three major administrative departments and four committees, each with clearly defined objectives, roles, and responsibilities. An annual academic calendar is prepared, detailing major events, class tests, and examinations. The institution has also developed a micro-syllabus in consultation with Tribhuvan University (TU) and provides bridge and remedial courses for academically weak or disadvantaged students.

NCCS emphasizes value-based education, integrating moral and ethical principles, civic responsibility, and discipline into its curriculum. The college maintains strong national and international networks for internships and job placements, ensuring that students gain practical exposure and professional experience. To support academic management, the institution has developed its own Enterprise Management Information System (EMIS), which records detailed student data and generates performance reports. The system also facilitates analysis of faculty performance, program relevancy, infrastructure utilization, and additional activities. The college regularly conducts surveys and feedback mechanisms to identify areas for improvement and publishes an annual magazine, “Palaa,” to promote student creativity and expression.

The institution has appointed a Human Resource Officer, reporting to the Administration and Finance Head, to manage recruitment, define staff roles and responsibilities, and conduct annual performance evaluations. This systematic approach to HR management ensures that qualified personnel support both academic and administrative excellence.

Through its comprehensive academic programs, modern infrastructure, value-based education, strategic planning, and efficient administrative systems, NCCS continues to provide a nurturing environment that produces skilled, knowledgeable, and ethically grounded professionals prepared to excel in their chosen fields.