

Annual Report

2080/2081



National College of Computer Studies

Paknajol - 16, Kathmandu

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Executive Summary

National College of Computer Studies (NCCS) remains committed to providing quality higher education and creating a supportive, inclusive, and academically enriching learning environment. Established in 1999 and commencing its academic journey in 2002, NCCS is affiliated with Tribhuvan University (TU). The College offers undergraduate programs including Bachelor of Information Management (BIM), 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).

During the academic year 2080/81 B.S., NCCS continued its pursuit of academic excellence by strengthening teaching-learning practices, providing modern educational facilities, and ensuring effective academic support. Qualified, experienced, and dedicated faculty members remained central to creating a student-friendly learning environment. The College emphasized interactive classroom practices, practical learning, regular monitoring of student progress, and personalized guidance to enhance academic performance and overall learning outcomes.

NCCS strongly believes that education should contribute to the holistic development of students. Therefore, alongside academic knowledge and professional competencies, the College encouraged students to develop leadership qualities, creativity, discipline, teamwork, communication skills, and social responsibility. Participation in extracurricular and co-curricular activities was actively promoted to provide students with opportunities to explore their talents and develop confidence and well-rounded personalities.

The attainment of Quality Assurance and Accreditation (QAA) from the University Grants Commission (UGC), Nepal, in 2022 remains a significant milestone in the institutional journey of NCCS. This recognition reflects the College's commitment to quality standards, institutional accountability, academic excellence, and continuous improvement. During the year, NCCS continued its efforts to strengthen academic and administrative practices in accordance with quality assurance principles.

The College also recognizes the importance of collaboration among faculty members, students, parents, alumni, and other stakeholders. Such partnerships have contributed to creating a productive educational environment and supporting institutional development.

Throughout 2080/81, NCCS remained focused on academic quality, innovation, student achievement, and continuous institutional improvement. Moving forward, the College remains dedicated to preparing competent, confident, responsible, and socially conscious graduates capable of pursuing higher education, succeeding in their professional careers, and contributing meaningfully to society and the nation.

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CHAPTER - I

INTRODUCTION

1.1 Background

The National College of Computer Studies (NCCS), inaugurated on November 19, 1999, under the Company Act with Registration No. 11487/056/57, aims to forge a literate, purposeful, and idealistic society, committed to fostering a better and brighter future for all. Situated in the heart of Kathmandu, NCCS has aligned itself with Nepal's esteemed Tribhuvan University since 2002, pledging to deliver superior education based on the university's curriculum. The college is on a mission to evolve into a beacon of knowledge for young minds ready to navigate the complexities introduced by swift scientific progress and societal shifts.

Emphasizing the holistic development of its students, NCCS focuses on instilling self-confidence, self-discipline, and self-reliance through a blend of value education, social work, counseling, career guidance, leadership training, and various extracurricular activities. Specializing in IT and Management studies, NCCS is powered by a cadre of highly qualified and experienced professionals, recognized as some of the best in their fields. The college is committed to not only equipping students to meet the dynamic demands of the industry but also to excel within it.

Offering a diverse range of four-year semester-based programs such as Bachelor in Information Management (BIM), 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), NCCS ensures that its academic portfolio is both comprehensive and contemporary, adhering strictly to the Tribhuvan University curriculum.

Beyond its educational endeavors, NCCS engages in software development, IT training programs, and consultancy services for government offices and other entities, showcasing its dedication to bridging the gap between academic learning and practical application. This integration of education with real-world IT and management solutions underscores NCCS's commitment to quality education, personal growth, and the

advancement of IT and management practices within Nepal, making it a pivotal institution in the nation's educational landscape.

1.2 Vision, Mission, Goal, Objectives and Target

Vision

A literate society with a purpose, a progressive society with ideas and a conscious society working towards establishing better and brighter future for all.

Mission

To achieve our mission, we will work diligently in the field of education to impart upon eager minds the tools, skills, knowledge and solutions required for visible and rapid progress in our society.

Goal

1. To offer variety of application and career oriented educational programs based on the need of course in accordance with market requirement.
2. To generate qualified and skilled professionals to meet the current and forthcoming need of the national and international market and can also able to pursue higher education.
3. To develop international industry standard software and web related application and place the company in the IT globe.
4. To upgrade present education system to technology base education system.

Objective & Targets:

The provided points outline specific goals and initiatives of the National College of Computer Studies (NCCS):

1. Producing Well-Knowledgeable, Skilled Professionals with Moral Values and Ethics:

The primary objective is to educate and nurture students in a way that they not only gain knowledge and skills in their chosen fields but also develop a strong sense of morality and ethics. The college aims to produce graduates who are not only competent professionals but also responsible and ethical individuals.

2. Establishing a Quality Management System:

The college aims to develop and implement a Quality Management System (QMS) that ensures the compliance and quality of its services. This QMS would adhere to guidelines provided by the Quality Assurance and Accreditation Division of the University Grants Commission (QAAD-UGC) and potentially follow ISO standards. Key steps to achieve this goal include: a) Establishing the Quality Management System. b) Conducting internal quality audits to monitor and ensure compliance with established standards. c) Completing the Self-Study Report (SSR) form, which likely involves self-assessment and reporting on the college's quality and performance.

3. Introducing Personality & Skill Development Short-Term Training Programs:

NCCS plans to enhance the overall development of its students by offering short-term training programs focused on personality and skill development. These programs could cover a range of topics, including communication skills, numerical skill development, and training on new software applications. The aim is to equip students with practical skills and personal attributes that complement their academic knowledge and prepare them for success in their careers.

These outlined objectives and initiatives reflect NCCS's commitment to providing comprehensive education that goes beyond academic learning and extends to personal and professional development. The college seeks to create a well-rounded educational experience that produces competent, ethical, and skilled graduates who are prepared to excel in their chosen fields

1.3 Quality Policy

The provided information highlights the strong emphasis on quality and excellence at the National College of Computer Studies (NCCS):

Quality as an Integral Part of Business Principles:

Quality stands as the bedrock of the National College of Computer Studies (NCCS)'s operational ethos. Anchored in this principle, NCCS is committed to delivering services of the highest standard, ensuring that they align with the benchmarks of validity, compliance, and the expectations of students, parents, and stakeholders. This steadfast commitment to excellence is integral to NCCS's vision of becoming a distinguished leader in educational services, earning recognition and trust across the board. By prioritizing quality in all aspects of its operations, NCCS aims to not only meet but exceed the demands of the educational landscape, establishing itself as a beacon of trustworthiness and excellence in the realm of higher education.

Commitment to Providing Quality Education:

NCCS pledges to deliver education of unparalleled quality, with a focus on enabling students to excel in Science & Technology and Management domains. Recognizing the ever-changing demands of society and industry, NCCS is dedicated to equipping students with the necessary skills and knowledge to adeptly meet and address these shifting challenges. This dedication to excellence requires a unified effort from all members of the institution, emphasizing the collective responsibility to uphold and enhance the quality standards. Through this joint and committed approach, NCCS aspires to not just meet but exceed the benchmarks of quality education, ensuring that its students are thoroughly prepared for their future endeavors.

Elements of Quality Policy:

The Quality Policy of NCCS is built on several fundamental pillars, aimed at:

- Boosting the academic achievements and knowledge growth of students.
- Enhancing the expertise of faculty members and advocating for innovative teaching strategies.
- Spreading technical knowledge via ongoing education and encouraging research and development activities.
- Generating competent and ethical graduates who are well-prepared to meet both national and international market needs.

- Ensuring the provision of superior infrastructure and a supportive learning atmosphere.
- Complying with applicable laws, standards, and internal policies.
- Promoting engagement and responsibility for quality at every level within the institution.
- Committing to the continual enhancement of the Quality Management System.

Quality Assurance and Leadership:

NCCS enforces its Quality Policy via the Internal Quality Assurance Committee (IQAC). This committee is crucial in maintaining quality standards and achieving the institution's goals. The leadership of NCCS is dedicated to allocating the required resources and support to preserve and improve the quality of its educational programs.

External Validation and ISO Certification:

To bolster its dedication to quality, NCCS collaborates with external organizations for verification and enhancement purposes. The institution has partnered with URS Pvt. Ltd. and a business consultant to boost quality and implement efficient management techniques. Furthermore, NCCS has obtained ISO 9001:2015 certification, with URS conducting regular audits to confirm the institution's quality management practices meet global standards.

In summary, the National College of Computer Studies prioritizes quality education, ongoing advancement, and responsibility, as demonstrated by its extensive quality policy and the steps taken to maintain these high standards.

CHAPTER – II

ACADEMIC PROGRESS

The National College of Computer Studies (NCCS) has a clear and comprehensive approach to admitting new students, focusing on academic excellence, personal development, and a thorough admissions process. The college aims to provide a conducive environment for students to excel in their academic pursuits and prepare them for further education and future challenges.

Entrance Process:

1. TU Entrance Exam:

The first part of the admission process involves students applying to the Tribhuvan University (TU) for the desired program. The university publishes notices regarding the entrance exams for various programs, either on their website or in newspapers. Interested students submit application forms along with their educational certificates to the university's exam office. The university then evaluates academic records and issues admit cards to eligible candidates for the entrance exam.

2. TU Entrance Exam and Result:

The university administers the entrance exams and publishes the results on notice boards and their official website. Qualified candidates who have passed the entrance exam then proceed to the next step.

3. Approaching the College:

After passing the TU entrance exam, candidates approach the National College of Computer Studies for the second part of the admission process.

College Admission Process:

1. Submission of Form and Documents:

Students are provided with an admission form by the college's administration officer/front desk officer. They fill out the form and submit it along with the required educational qualification certificates.

2. Review and Evaluation:

The college's admission in-charge or admission committee reviews the submitted certificates and information provided in the form.

3. Group Discussion and Interview:

Eligible students are invited to participate in a group discussion and interview, where their communication skills, knowledge, and suitability for the program are assessed.

4. Selection and Notification:

Based on the group discussion and interview, the admission committee selects students for admission and informs them of their selection.

5. Fee Payment and Registration:

Selected students are required to pay the necessary fees. Once the fees are paid, the college provides the students with a registration/enrollment number, issues an identity card, and provides program details along with an orientation date.

By following a detailed and structured admission process, NCCS ensures that students who are admitted to the college are not only academically qualified but also possess the necessary skills, qualities, and potential to thrive in their chosen fields. This approach aligns with the college's goal of nurturing self-confidence, self-discipline, and self-reliance among its students through a holistic education experience.

1.1 Enrollment Status

Particulars	Batch 1:			Batch 2:		
	Year: 2079/2080			Year: 2080/2081		
	Bachelors	Masters	Total	Bachelors	Masters	Total
Admitted to the program	192	N/A	192	203	N/A	203
Drop-outs						
a. Within four months of joining	0	N/A	0	0	N/A	0
b. Afterwards	10	N/A	10	8	N/A	8
Appeared for the final year examinations	182	N/A	182	188	N/A	188
Passed in the final examinations	178	N/A	178	186	N/A	186
Pass % of number appeared (Total)	97.80%	N/A	97.80%	98.94%	N/A	98.94%
Pass % with distinctions	11.53%	N/A	11.53%	62.23%	N/A	62.23%
Pass %, (First class)	68.68%	N/A	68.68%	33.51%	N/A	33.51%
Pass %, (Second class)	0.59%	N/A	0.59%	3.19%	N/A	3.19%
Pass %, (Third class)	22.53%	N/A	22.53%	-	N/A	-
Number of students expelled from examination hall if any	0	N/A	0	0	N/A	0

2.2 Academic Program

The National College of Computer Studies (NCCS) offers a comprehensive suite of five bachelor's degree programs, each affiliated with Tribhuvan University (TU). These programs are designed to cater to a wide range of academic interests and career aspirations in the fields of computer science, business, and hospitality. The programs include:

1. Bachelor of Science in Computer Studies and Information Technology (B.Sc. CSIT)
2. Bachelor of Computer Application (BCA)
3. Bachelor of Information Management (BIM)
4. Bachelor of Business Management (BBM)
5. Bachelor of Hotel Management (BHM)

Bachelor of Information Management [BIM]

The Faculty of Management's Bachelor in Information Management (BIM) program has a well-defined mission and specific objectives that underscore its dedication to nurturing capable and socially conscious information technology (IT) professionals. The program's goals and aspirations are clear, highlighting its intent to create graduates who are not only proficient in IT but also possess a deeper understanding of its integration with business and management. Let's delve into the program's mission and specific objectives:

Mission:

The primary mission of the BIM program is to cultivate socially responsible IT professionals who approach their work scientifically and focus on delivering tangible results. This mission encapsulates the program's commitment to producing graduates who not only excel in their technical skills but also carry a sense of responsibility towards society. The program aims to equip these graduates with the necessary attributes and competencies to thrive as efficient and effective information technology professionals. In essence, the BIM program aims to contribute to the development of professionals who are not only knowledgeable but also ethical and socially aware in their application of IT.

Program Objectives:

The BIM program's specific objectives further outline its commitment to producing competent and well-rounded graduates:

1. Proficiency in IT and Problem Solving:

The program aims to prepare graduates who possess a high level of expertise in utilizing computers and computational techniques. This expertise is directed towards developing robust information systems that can address real-world challenges within diverse organizational contexts. By emphasizing problem-solving skills, the program aims to ensure that its graduates can effectively leverage IT tools to create practical solutions that benefit businesses and society.

2. Object-Oriented Software Design:

Through its curriculum, the BIM program strives to nurture students' proficiency in object-oriented software design methodologies. These skills empower students to create software solutions that are well-structured, efficient, and aligned with contemporary best practices in software development. This objective reflects the program's dedication to equipping graduates with skills that are directly applicable in designing and building sophisticated software applications.

3. Data Management Expertise:

Another key objective of the BIM program is to develop students' expertise in data management systems. This focus ensures that graduates are well-equipped to organize, store, and retrieve data efficiently, which is crucial for informed decision-making within organizations. By imparting data management skills, the program acknowledges the increasing importance of data-driven strategies in today's business landscape.

4. Integration of IT and Management Skills:

The BIM program recognizes the significance of integrating information technology with managerial skills. Graduates are not only expected to implement IT solutions but also to comprehend the strategic and organizational

implications of these solutions. This objective highlights the program's commitment to producing professionals who can bridge the gap between IT and management, contributing to the overall success of businesses and organizations.

5. Pathway to Postgraduate Study:

The BIM program goes beyond undergraduate education by preparing students for advanced studies in the field of information management. Graduates are encouraged and equipped to pursue further education at the postgraduate level, both nationally and internationally. This objective reflects the program's dedication to facilitating continuous learning and professional growth among its graduates.

In conclusion, the BIM program's mission and specific objectives showcase its holistic approach to education. By emphasizing technical proficiency, problem-solving abilities, software design expertise, data management skills, and the integration of IT with managerial competencies, the program aspires to produce graduates who can make meaningful contributions to the field of information management. Through this comprehensive preparation, the BIM program aims to empower individuals to succeed not only in their careers but also in their roles as responsible and socially conscious members of society.

Bachelor of Hotel Management [BHM]

The Bachelor of Hotel Management [BHM] program is designed with clear and targeted objectives that equip students with a wide-ranging skill set and knowledge base, paving the way for a prosperous career within the hotel, restaurant, and tourism industry. Graduates emerge from the program as service-oriented specialists who are not only well-versed in the practical aspects of the industry but also possess the ability to think critically and creatively to tackle real-world challenges.

Program's Objectives :

1. Service-Minded Specialists:

Graduates are meticulously trained to excel in providing exceptional service within the hospitality industry. They recognize the paramount importance of

guest satisfaction and are armed with the essential skills to deliver exceptional experiences across various hospitality settings, including hotels, restaurants, and tourism establishments.

2. Entrepreneurial Spirit:

The program nurtures an entrepreneurial mindset among students, enabling them to identify and capitalize on opportunities within the industry. Graduates are encouraged to think innovatively, devising creative solutions that contribute to the advancement and triumph of hospitality enterprises.

3. Applicable Problem Solving:

Graduates are adept at applying problem-solving techniques to practical situations encountered in their day-to-day operations. They possess the ability to analyze challenges and implement effective solutions, thereby contributing to the smooth and efficient functioning of the hospitality sector.

4. Theoretical Knowledge Application:

Students are equipped with the ability to assimilate theoretical concepts and apply this knowledge in real-world scenarios. This proficiency bridges the gap between theory and practice, enhancing graduates' capacity to make informed decisions and play a valuable role in the success of hotel businesses.

5. Independent and Creative Thinking:

Graduates possess the confidence and competence to engage in independent and creative thinking. They are capable of adapting to dynamic environments and formulating innovative strategies to address a spectrum of issues and opportunities that arise within the hotel industry.

6. Qualifications for Diverse Roles:

The overarching goal of the program is to equip graduates with qualifications for a diverse array of roles within the international hotel industry. They are well-prepared for positions spanning supervision, management, consulting, planning, and development. This versatility underscores their capacity to make

meaningful contributions to the expansion and triumph of hospitality establishments.

In essence, the Bachelor of Hotel Management program is dedicated to nurturing well-rounded professionals who possess not only technical proficiency but also the ability to think critically, apply theoretical knowledge, and innovate within the intricate landscape of the hotel, restaurant, and tourism industry. This comprehensive skill set positions graduates to excel in a myriad of leadership and managerial roles on a global scale within the dynamic hospitality sector. The program's objectives underscore its commitment to producing individuals who are not only well-prepared but also uniquely equipped to make a significant impact in this dynamic and ever-evolving field.

Bachelor of Science in Computer Science & Information Technology [B. Sc. CSIT]

The Bachelor of Science in Computer Science and Information Technology (B. Sc. CSIT) program, affiliated with Tribhuvan University (T.U.), is designed as a comprehensive four-year course that focuses on IT and computer-related subjects. The program is structured to address the demands of the job market in the IT profession and offers a combination of core and elective courses. With a total of 126 credit hours, the program covers a broad range of computer science and allied courses.

Key features and objectives of the B. Sc. CSIT program include:

1. Comprehensive IT Curriculum:

The program is designed to provide an in-depth understanding of computer science and information technology. It covers both theoretical and practical aspects of the field, ensuring that graduates are well-equipped to tackle real-world challenges.

2. Elective Courses:

To cater to the evolving needs of the IT industry, the program offers a variety of elective courses that allow students to specialize in specific areas of interest. These elective courses provide students with the flexibility to tailor their education to align with their career goals.

3. Practical and Project Work:

The program places significant emphasis on practical application and project-based learning. This approach ensures that students not only acquire theoretical knowledge

but also gain hands-on experience in solving real-world problems and developing practical solutions.

4. Development of Fundamental Principles:

The program aims to develop a strong foundation in the fundamental principles of both Computer Science and Information Technology. It teaches students how these principles can be effectively applied to address complex challenges faced by the industry.

5. Skills for IT Professionals and Managers:

The B. Sc. CSIT program is designed to cultivate skills that are essential for both IT professionals and IT managers. Graduates are equipped with the technical expertise required to develop software, manage IT systems, and contribute effectively to the IT industry.

Program Objectives:

The primary objectives of the B. Sc. CSIT program are as follows:

1. To provide a comprehensive and intensive knowledge base in computer theory, design, programming, and application.
2. To offer functional knowledge of hardware systems, enabling students to understand the underlying components and architecture of computer systems.
3. To impart essential knowledge of computer software systems, covering various aspects of software development, programming languages, and software engineering.

Overall, the B. Sc. CSIT program aims to produce graduates who are well-versed in both computer science and information technology, capable of addressing industry challenges and contributing to the advancement of the IT field as professionals or managers

Bachelor of Business Management [BBM]

The Bachelor of Business Management (BBM) program offered by the Faculty of Management at Tribhuvan University is tailored for individuals aspiring to become future business leaders and managers. Graduates of the BBM program are equipped with a comprehensive set of knowledge, skills, and self-confidence necessary to

contribute effectively to the management of businesses in an ever-changing and highly competitive national and global business landscape. The program is strategically designed to meet the demands of the business world and to produce competent middle-level managerial professionals in various sectoral areas.

Program Objectives:

The BBM program is structured with the following specific objectives in mind:

1. Develop Critical Skills:

Foster students' creative thinking, decision-making, leadership, and communication skills. The program aims to instill in students the ability to analyze complex situations, make informed decisions, and effectively communicate their ideas and strategies.

2. Entrepreneurship and Innovation:

Cultivate students' understanding of entrepreneurship and innovation. Graduates are expected to be well-versed in developing innovative solutions and effectively managing business operations within dynamic and evolving business environments.

3. Professional Preparation:

Prepare students for successful careers in the professional world as business managers and entrepreneurs. The program aims to provide students with the necessary knowledge and competencies to excel in managerial roles and take on leadership positions in various organizations.

Overall, the BBM program focuses on developing a well-rounded skill set that encompasses both practical and theoretical aspects of business management. Graduates emerge with a solid foundation in decision-making, leadership, communication, entrepreneurship, and business operations, positioning them to contribute effectively to the success and growth of businesses in today's competitive landscape.

Bachelor of Computer Application [BCA]

The Bachelor's in Computer Application (BCA) program is a comprehensive and specialized undergraduate degree in the field of Computer Applications. The program

is designed to provide students with a strong academic foundation for pursuing advanced careers in computer application and software development. Spanning four years (eight semesters), the BCA program equips students with the skills and knowledge necessary for a successful career in the ever-evolving field of information technology.

Key Features of the BCA Program:

1. Career-Oriented:

BCA is a career-focused program that prepares students for roles as computer programmers and software developers. It is tailored to meet the demands of the IT industry, where qualified professionals are needed to create and maintain software solutions.

2. Comprehensive Curriculum:

The program encompasses a wide range of subjects related to software development, providing students with a solid understanding of various tools and techniques used in the field. This comprehensive curriculum ensures that graduates are well-equipped to tackle the challenges of real-world software development projects.

3. Practical and Theoretical Learning:

BCA students receive a balanced education that covers both practical and theoretical aspects of computer applications. They gain hands-on experience through practical assignments and projects, enabling them to apply theoretical knowledge to practical scenarios.

4. Problem-Solving Skills:

The program focuses on enhancing students' problem-solving skills, particularly in addressing technical challenges that arise in various industries, including industrial, commercial, and government sectors.

5. Foundation for Further Studies:

BCA serves as a solid foundation for further academic pursuits. Graduates can build upon their BCA education and pursue advanced degrees such as Master's

in Information Technology (MIT), Master of Business Administration (MBA), Master of Computer Applications (MCA), and other related fields.

Program Objectives:

The BCA program is designed with the following specific objectives in mind:

1. To produce professionals skilled in computer application, particularly as programmers and software developers.
2. To impart knowledge about the diverse tools and techniques employed in software development.
3. To provide a well-rounded education that covers both practical and theoretical aspects of computer application studies.
4. To enhance students' ability to devise technical solutions to problems encountered in various sectors, including industry, commerce, and government.
5. To lay a strong foundation for students to pursue further studies in advanced fields such as MIT, MBA, MCA, etc.

Overall, the BCA program is structured to prepare students for successful careers in the IT industry by providing a comprehensive education that blends practical skills with theoretical knowledge, enabling them to excel as computer application professionals and software developers.

2.3 Education Pedagogy

The institution has established a comprehensive teaching policy designed to maximize learning outcomes and ensure the effective transfer of skills to students. This policy emphasizes a variety of instructional strategies to enrich the educational experience and cater to diverse learning styles. Key approaches adopted within this policy include:

1. Class Assignments: Utilized to reinforce learning material covered in lectures, class assignments encourage independent research, critical thinking, and the practical application of theoretical concepts.
2. Case Presentations: By analyzing and presenting case studies, students gain insights into real-world scenarios, enhancing their problem-solving and analytical skills. This approach bridges the gap between theoretical knowledge and practical application.

3. **Educational Field Tours:** Field tours offer students hands-on learning experiences in real-world environments, facilitating a deeper understanding of their field of study through direct observation and interaction.
4. **Report Preparation:** This involves students in research activities, requiring them to compile their findings into structured reports. This process cultivates research, writing, and analytical skills, essential for academic and professional success.
5. **Project Work:** Engaging students in project work fosters teamwork, project management, and technical skills as they work collaboratively to achieve specific objectives, simulating professional work environments.
6. **Research:** Encouraging students to undertake research projects nurtures a culture of inquiry, innovation, and critical thinking, preparing them to contribute new knowledge and solutions to their fields.

This teaching policy, with its emphasis on diverse and interactive learning approaches, is aimed at developing well-rounded, skilled professionals ready to face the challenges of their respective industries.

Educational Field Tours:

Educational field tours are recognized as an especially impactful component of the teaching policy, offering students a unique opportunity to engage directly with the practical aspects of their studies. These tours are invaluable for providing exposure to actual business operations, historical contexts, local cultures, geographical insights, and the challenges faced by different communities. Through firsthand experiences, students acquire a level of understanding and insight that cannot be achieved through classroom learning alone.

This direct engagement with the real world contributes significantly to a comprehensive grasp of the subjects at hand, enabling students to appreciate the intricacies and complexities of real-world scenarios. By stepping out of the traditional classroom setting and into environments where theory is applied in practice, students not only enrich their academic knowledge but also develop a more profound appreciation for the subjects they study. This approach ensures that learning extends beyond theoretical knowledge, fostering a well-rounded education that prepares students to navigate and contribute to their fields with a nuanced perspective.

Benefits and Outcomes:

The implementation of the institution's multifaceted teaching approaches has yielded highly positive outcomes. Students emerge from these experiences with a deeper and more comprehensive understanding of their subjects, alongside increased confidence in their knowledge and abilities. The active participation in a range of activities, including educational field tours, not only enriches their academic understanding but also significantly contributes to their career readiness.

By engaging with the material in varied and practical contexts, students acquire a set of skills that transcend traditional academic knowledge. They develop critical thinking abilities, practical skills, and the versatility needed to apply their learning in diverse professional situations. This holistic approach to education ensures that students are not just academically proficient but also prepared to tackle real-world challenges with confidence and innovation.

In conclusion, the institution's deliberate and diversified teaching policy, with a strong emphasis on methods like educational field tours, is instrumental in enhancing the educational experience. This policy not only facilitates a deeper understanding of subject matter but also prepares students for substantial personal and professional growth. Through these efforts, the institution ensures that its graduates are well-equipped for successful careers, embodying the knowledge, skills, and adaptability required in today's dynamic world.

CHAPTER – III

PEDAGOGY OF TEACHING

Abstract

This paper explores the recent developments in professional practices within higher education at the National College of Computer Studies (NCCS). It sheds light on the outcomes and obstacles associated with faculty development programs, which in turn shape instructional strategies and contribute to student achievements. The paper delves into the various initiatives undertaken by NCCS to foster a conducive learning environment, encompassing teaching methodologies employed by educators to impart subject knowledge. Additionally, it addresses student evaluation techniques and examines the overarching atmosphere cultivated by the college and faculty to equip students with the competencies required to confront real-world challenges.

Key Focus Areas:

1. Faculty Development Programs:

The paper discusses the impact of faculty development initiatives on the overall educational experience. It highlights the benefits of continuous training and skill enhancement for educators, showcasing how these efforts lead to improved pedagogical approaches and ultimately contribute to student success.

2. Learning Environment Generation:

The initiatives undertaken at NCCS to cultivate a vibrant and enriching learning environment are explored. This involves creating an atmosphere that nurtures curiosity, critical thinking, and active engagement among students, fostering a holistic educational experience.

3. Teaching Methods:

The paper examines the diverse teaching methodologies employed by faculty members to deliver subject matter effectively. It highlights innovative techniques that enhance student comprehension and encourage active participation in the learning process.

4. Student Evaluation:

Student evaluation practices are discussed, shedding light on how NCCS ensures fair and comprehensive assessments. The paper explores the various assessment tools and strategies used to gauge students' grasp of the curriculum and their overall progress.

5. Preparation for Real Challenges:

The paper delves into how the college and faculty collaboratively create an environment that prepares students to tackle real-world challenges. This encompasses both theoretical knowledge and practical skills, ensuring students are well-prepared for the demands of their future careers.

6. Efforts in Education:

The paper explores the joint efforts of teachers and the college to provide enhanced educational experiences to students. This includes additional educational support, resources, and initiatives aimed at nurturing students' intellectual growth and fostering a lifelong passion for learning.

In summary, this paper offers an in-depth exploration of the latest advancements in professional practices within higher education at NCCS. It underscores the significance of faculty development programs, a conducive learning environment, effective teaching methods, comprehensive student evaluation, and the overall commitment of the college and faculty to equip students with the knowledge and skills necessary for success in their chosen fields.

Introduction

This paper seeks to delve into various aspects of pedagogy and educational strategies applied at NCCS, with a focus on teaching methods, institutional efforts in research and quality education, strategies for enhancing educational quality, educational research, and aligning these aspects with the institution's goals. The contemporary landscape of higher education in Nepal and the challenges posed by political, economic, social, and technological factors are acknowledged, highlighting the need for institutions to be responsive to the evolving needs of students. NCCS, like others, is grappling with these challenges while aiming to fulfill its role in society.

Faculty members at NCCS are adapting to the evolving educational landscape by embracing modern pedagogical practices. The paper discusses the pressures faculty members face to create interactive and technology-integrated learning environments, and to employ collaborative learning strategies where suitable. In this context, the study investigates the pedagogical methods and assessment strategies employed by teacher education faculty at NCCS. It also examines the perceived effectiveness of these methods and strategies in higher education classrooms.

Furthermore, the paper acknowledges the shifting landscape of higher education, driven by rapid technological advancements. NCCS and similar institutions are confronted with the need to adapt to these changes while maintaining educational quality. The paper emphasizes the importance of educators being proactive and innovative in their approach to teaching. It highlights the dynamic nature of education and the integration of mobile learning experiences, active production, collaboration, sharing, and social bookmarking as integral components of modern pedagogy.

The paper also underscores the significance of continuous engagement and reflection in the learning process. It suggests that the participatory nature of the web has paved the way for more interactive and collaborative learning experiences. Educators at NCCS are encouraged to adopt dynamic and mobile teaching methods to stay relevant and effectively engage students in the learning process.

In conclusion, this paper paints a comprehensive picture of the educational landscape at NCCS, acknowledging the challenges posed by the rapidly changing higher education environment. It highlights the efforts being made to enhance pedagogical approaches, embrace technology, and engage students in meaningful learning experiences. Ultimately, the paper encourages educators at NCCS to continue innovating and adapting in order to provide quality education and meet the demands of today's dynamic learning environment.

Objective of Teaching

NCCS is committed to establishing itself as a prominent hub of learning, specifically catering to motivated young students who are eager to confront the ever-accelerating pace of scientific progress and societal transformation. Beyond merely imparting

knowledge about "what" and "how," NCCS places paramount importance on nurturing students to become self-assured, self-disciplined, and self-reliant individuals. This holistic approach to education is achieved through a multi-faceted approach that emphasizes various key aspects:

1. Value Education:

NCCS recognizes the significance of instilling strong ethical values in its students. This helps cultivate a sense of responsibility, integrity, and empathy, fostering well-rounded individuals who contribute positively to society.

2. Social Work:

Encouraging students to actively engage in social service and community projects nurtures a sense of social responsibility and empathy. By participating in social work, students develop a deeper understanding of societal issues and contribute to the betterment of their communities.

3. Counseling:

Providing counseling services equips students with the necessary support and guidance to navigate personal and academic challenges. Counseling helps students make informed decisions, manage stress, and develop a positive mindset.

4. Career Guidance:

Offering comprehensive career guidance aids students in making informed choices about their academic and professional pathways. This empowers them to align their strengths and interests with suitable career opportunities.

5. Leadership Training:

NCCS recognizes the importance of leadership skills in today's competitive world. Leadership training empowers students to take initiative, collaborate effectively, and take on leadership roles with confidence.

6. Extracurricular Activities:

Extracurricular activities are integral to holistic development. NCCS provides a platform for students to engage in a wide range of activities, such as sports, arts, clubs, and societies, fostering well-rounded individuals with diverse interests.

By placing a strong emphasis on these aspects, NCCS endeavors to create an educational environment that not only imparts academic knowledge but also molds individuals who are well-equipped to face challenges, contribute positively to society, and excel in their chosen fields. This comprehensive approach aligns with NCCS's vision to foster self-confident, self-disciplined, and self-reliant graduates who are poised for success in a rapidly evolving world.

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 is how student learning occurs. Since teaching is a skill and it determines how skillfully an instructor presents ideas to the learners. As there is a saying: "Tell me I forgot. Show me I remember. Involve me I understand."

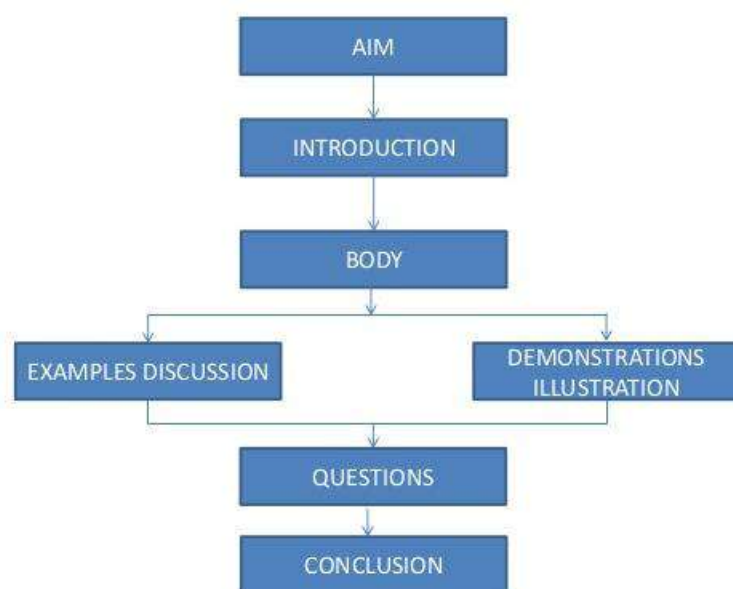
There are different types of teaching methods which can be categorized into four broad types.

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 another 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 learn 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.

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- 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

It's great to hear that NCCS is actively integrating information technology into its educational practices to enhance the learning experience and communication among students, teachers, parents, and the college administration. Embracing technology can indeed lead to more efficient and effective education. The tools and systems you mentioned play a crucial role in achieving these goals:

1. NCCS EMIS System:

An Education Management Information System (EMIS) plays a crucial role in streamlining and organizing critical aspects of educational data management. It encompasses a broad array of functionalities, including the maintenance of student records, tracking of attendance, management of academic results, and documentation of counseling reports. By integrating these key areas, an EMIS

significantly enhances the efficiency of administrative processes, ensuring that essential information is readily accessible to all relevant stakeholders. This system not only simplifies the management of educational data but also supports informed decision-making and strategic planning within educational institutions.

2. TU Resource Center:

Providing access to a resource center helps students and teachers access additional learning materials, enriching the educational experience beyond what's provided in traditional classrooms.

3. NCCS Portal:

A dedicated portal can serve as a central hub for communication, announcements, assignments, and other important information. It helps keep students and teachers connected and informed.

4. NCCS Library Management System:

A library management system ensures efficient management of library resources, making it easier for students and teachers to borrow and access relevant materials.

5. Audio-Visual Tools:

Incorporating audio-visual tools like presentations and educational videos enhances the teaching and learning process by making concepts more engaging and easier to understand.

6. Remote Classroom Services:

Providing remote classroom services acknowledges the evolving demands of education. It enables continuity in learning even when physical presence is not possible, allowing for flexibility and adaptation to different situations.

7. Communication and Feedback:

The integration of technology facilitates communication between teachers and students, as well as between the college administration and parents. This enables

timely sharing of assignments, test scores, and other updates, leading to better collaboration and understanding.

8. Data Security:

Using systems like the EMIS system to securely store and manage student data ensures confidentiality and proper record-keeping.

By utilizing these tools and services, NCCS is fostering a more interactive and comprehensive learning environment that accommodates modern educational needs. It's important to continue adapting and evolving as technology advances, ensuring that students receive the best possible education and support.

Learning Evaluation

The approach that NCCS has adopted for evaluating student learning is comprehensive and involves multiple methods, which is commendable. This multi-faceted approach allows for a more holistic assessment of students' understanding and performance. Let's break down the three methods that NCCS uses for evaluating student learning:

Class Test: Regular class tests provide students with opportunities to demonstrate their understanding of the material covered in a specific unit or section of the course. These tests are essential for assessing their grasp of foundational concepts and tracking their progress throughout the term. Class tests help identify areas where students might be struggling and provide them with timely feedback to improve their learning.

Exams: The use of two comprehensive exams is a valuable strategy. The first exam, covering the course from the beginning, assesses students' understanding of the material presented earlier in the term. This helps reinforce their foundational knowledge. The second exam, covering the entire course, gauges their ability to synthesize and apply concepts from different sections. This method encourages students to consolidate their learning over time and connect various pieces of information.

Assignments: Assignments that involve practical work, report writing, or journal writing provide students with opportunities to apply theoretical knowledge to real-world scenarios. These assignments not only test their understanding but also encourage

critical thinking, problem-solving, and communication skills. Sending assignments to be evaluated externally by Tribhuvan University ensures objectivity and fairness in the assessment process.

By combining class tests, exams, and assignments, NCCS is fostering a well-rounded evaluation process that aligns with the principles of cumulative learning. This approach helps address the challenge of new information conflicting with existing misconceptions. It encourages students to build a solid foundation of knowledge and gradually expand their understanding while adapting to new concepts.

Additionally, the adoption of student rating forms and questionnaires provides valuable insights into the effectiveness of faculty members and the learning experience. Gathering feedback from students allows for continuous improvement in teaching methods, course content, and overall instructional quality.

Overall, NCCS's approach to evaluation reflects a thoughtful consideration of student learning dynamics and aims to promote a deeper and more meaningful understanding of the subject matter

Bachelor's Internal Evaluation for TU

		BIM / BBM	BHM / BCA		B.Sc. CSIT
S.No.	Criteria	Internal Assessment (40)	Theory Subjects Internal Assessment (40)	Practical Subject 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

Building a friendly and encouraging environment can have a profound impact on students' personal and academic growth. Here's a breakdown of the key points you've mentioned:

1. Friendly Relationship:

The teachers at NCCS have cultivated a friendly relationship with their students. This approach can foster open communication, trust, and a comfortable learning atmosphere. When students feel comfortable with their teachers, they are more likely to ask questions, seek help, and actively engage in the learning process.

2. Exploring Potentialities and Strengths:

The teachers at NCCS are dedicated to identifying and nurturing the potential and strengths of their students. By creating a conducive environment within the college premises, teachers are able to help students discover their talents and excel in various areas.

3. Role in Student's Life:

The teachers believe in their significant role in shaping the lives of their students. They understand that their guidance and mentorship can play a crucial part in helping students achieve success in their careers and businesses.

4. Character Development:

The teachers go beyond academic instruction and focus on helping students become good human beings in society and responsible citizens of the country. This emphasis on character development can contribute to students' personal growth, ethical values, and contribution to society.

5. Future of the Nation:

The teachers recognize the pivotal role they play in shaping the future of the nation. They understand that the education and guidance they provide to students can have a lasting impact on the development and progress of the country.

6. Imparting Data and Analysis:

Teachers are actively involved in imparting knowledge and information to students. They equip students with the skills to analyze situations critically and thoughtfully. This analytical ability is a valuable life skill that students can apply in various contexts.

7. Teaching with the Spirit of the Idea:

The teachers at NCCS are driven by a strong sense of purpose and dedication. They embody the idea of shaping students' lives and futures, and they carry this spirit into their teaching practices.

Overall, the approach taken by the teachers at NCCS reflects a deep commitment to holistic education, personal development, and the future success of their students. Such an environment can inspire students to excel academically, grow as individuals, and contribute positively to society.

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.

NCCS is focused on creating an effective teaching and learning environment that prepares students for their future careers. The college's approach is multifaceted and emphasizes several important aspects:

1. Friendly Environment:

NCCS prioritizes creating a friendly and supportive environment for students. This positive atmosphere can enhance student engagement, collaboration, and overall satisfaction with their college experience.

2. Career Preparation:

The college recognizes that the primary purpose of education is to prepare graduates for their future careers. NCCS is responsive to the diverse needs of its students, catering both to those seeking general knowledge and skills for the job market and to those who are pursuing specific qualifications for their dream jobs.

3. Tailored Course Programs:

NCCS organizes its courses and programs to provide students with skill-sharpening professional training relevant to their specific occupations. This approach aligns education with the practical needs of the job market, enhancing graduates' readiness for their chosen fields.

4. Faculty-Student Interactions:

The college values interactions between faculty members and students. Regular and meaningful interactions between faculty and students contribute to a supportive campus environment. These interactions can offer academic guidance, mentorship, and opportunities for students to engage deeply with course content.

5. Supportive Campus Environment:

Research suggests that students tend to have more positive perceptions of campuses where faculty members engage frequently with them regarding course-related matters and the overall college environment. Such interactions can contribute to a sense of belonging and support among students.

6. Interpersonal Support and Learning:

The positive relationship between faculty-student interactions and a supportive campus environment suggests that these interactions contribute to fostering interpersonal support and a conducive atmosphere for effective learning.

7. Exposure to College Environment:

Students gain exposure to the college environment through these interactions. This exposure helps them become familiar with campus life, resources, and opportunities, which can contribute to their overall college experience.

It's noteworthy that the impact of faculty-student interactions on a supportive campus environment becomes less significant when institutional controls are considered. This suggests that while these interactions play a role, broader institutional factors may also influence the overall campus environment and students' perceptions.

In summary, NCCS's approach highlights the importance of tailoring education to students' career goals, fostering positive interactions between faculty and students, and creating a supportive campus environment conducive to effective learning and personal development. This approach aims to prepare students not only academically but also holistically for their future endeavors.

Facility for research work for faculty as well as students :

NCCS places a strong emphasis on encouraging both teachers and students through research and practical project work. Here's a breakdown of the key points you've mentioned:

1. Teacher Development and Research:

NCCS values the professional development of its teachers. The college recognizes the significance of research in enhancing the learning environment. Teachers are provided with opportunities to attend workshops, seminars, and conferences both within Nepal and abroad. This demonstrates a commitment to keeping teachers updated with the latest developments in their fields and allowing them to engage with peers and experts from around the world.

2. Support for Professional Growth:

By granting leaves for participation in workshops and seminars, NCCS shows its dedication to supporting teachers' continuous learning and growth. This approach benefits both teachers and students, as well-informed and skilled teachers contribute to a high-quality education.

3. Student Engagement in Research and Projects:

NCCS motivates students to engage in research work and practical projects in real-world settings. This hands-on experience can enhance students' understanding of theoretical concepts and equip them with valuable skills that are directly applicable to their chosen fields.

4. Real-World Application:

Involvement in research and project work enables students to bridge the gap between theory and practice. By applying their knowledge in real-life scenarios, students develop problem-solving skills, critical thinking, and creativity.

5. Holistic Learning Environment:

By fostering a culture of research and practical projects, NCCS contributes to a more comprehensive and dynamic learning environment. This approach encourages active participation, collaboration, and a deeper understanding of the subject matter.

6. Nurturing Curiosity and Innovation:

Encouraging research and projects cultivates a spirit of curiosity and innovation among both teachers and students. This can lead to the development of new ideas, solutions, and approaches that contribute to the advancement of knowledge and the betterment of society.

7. Local and Global Perspective:

NCCS's support for participation in workshops and seminars, both domestically and internationally, reflects a commitment to a well-rounded educational experience that exposes teachers and students to diverse perspectives and insights.

In summary, NCCS's focus on research, professional development, and practical projects contributes to a vibrant and enriching educational environment. By encouraging both teachers and students to engage in research and hands-on work, the college aims to foster a culture of continuous learning, innovation, and excellence.

Budget for research and motivation

NCCS's commitment to allocating a significant budget for various educational initiatives demonstrates its dedication to creating an effective and enriching learning environment. Here's a breakdown of the key points you've mentioned:

1. Research Budget:

NCCS commits a significant portion of its resources, allocating a budget of at least NPR 10,000,000, to support research endeavors. This financial backing is essential for enabling both faculty and students to participate actively in research activities. Such engagement is pivotal not only for the advancement of academic knowledge but also for enhancing the quality of the learning environment. By investing in research, NCCS fosters an atmosphere of inquiry and innovation, encouraging the exploration of new ideas and the development of solutions that can contribute to the broader academic community and society at large.

2. Motivation for Teachers and Students:

By providing financial resources for research, NCCS motivates both teachers and students to actively participate in scholarly pursuits. This encouragement fosters a culture of inquiry, innovation, and academic excellence.

3. Guest Lectures:

The college enhances the learning experience by inviting professionals for guest lectures. These experts share their insights, experiences, and knowledge with both teachers and students, providing a valuable opportunity for exposure to real-world perspectives and industry trends.

4. Field Visits:

NCCS facilitates field visits for students to carry out their project works. Field visits provide practical exposure and hands-on experience, allowing students to apply theoretical concepts in real-world settings and gain a deeper understanding of their subjects.

5. Seminars and Workshops:

The frequent organization of seminars and workshops serves multiple purposes. These events offer platforms for in-depth discussions, idea exchange, and skill development. They also help disseminate information, expose participants to new concepts, and encourage critical thinking.

6. Comprehensive Learning Experience:

Through research, guest lectures, field visits, seminars, and workshops, NCCS creates a holistic learning experience that extends beyond traditional classroom teaching. This approach equips students and teachers with a diverse set of skills, knowledge, and perspectives.

7. Knowledge Dissemination:

The allocation of a budget for various initiatives underscores NCCS's commitment to disseminating knowledge and facilitating continuous learning. These activities contribute to the overall growth and development of the academic community within the college.

8. Investment in Education:

By investing in research, workshops, seminars, and other educational activities, NCCS demonstrates its belief in the transformative power of education. Such investments can yield long-term benefits for both individuals and society as a whole.

In summary, NCCS's allocation of budget for research, workshops, seminars, guest lectures, and field visits reflects its proactive approach to enhancing the learning environment, promoting research and innovation, and providing a well-rounded educational experience for students and teachers alike.

Classroom management for effective learning environment

NCCS is taking proactive measures to manage its classrooms effectively and provide a conducive learning environment for students. Here's a breakdown of the key points you've mentioned:

1. Classroom Size and Student Numbers:

NCCS employs a flexible approach to classroom management, accommodating varying class sizes. While some programs have a smaller number of students (around 24), others may have larger classes (up to 42 students). Importantly, the college adheres to the maximum student numbers stipulated by university rules.

2. Student Seating Arrangement:

The college has organized seating in such a way that three students share a bench. This arrangement allows for comfortable seating and provides adequate space for students to place their bags and books.

3. Classroom Facilities:

NCCS ensures that classrooms are well-equipped and maintained. Sufficient lighting is provided to create an optimal learning environment. Additionally, an appropriate number of fans have been installed to regulate the temperature and keep the classroom cool.

4. Teacher Rostrum:

A teacher rostrum is placed at the front of the classroom, providing a designated area for instructors to conduct lectures and facilitate discussions. This arrangement ensures that teachers have a comfortable and effective platform from which to teach.

5. Multimedia and Technology Integration:

The college recognizes the importance of multimedia and technology in modern education. Multimedia resources are provided as per the requirements of teachers. Projectors and sound systems are available in each classroom, enabling the integration of visual and auditory aids to enhance teaching and learning.

6. Support Staff and Maintenance:

College staff are involved in managing and maintaining the classroom facilities, including multimedia equipment. This support ensures that classrooms are well-prepared and functional for each session.

7. Conducive Learning Environment:

By addressing seating, lighting, temperature, and technology needs, NCCS is dedicated to creating an environment that is conducive to effective teaching and learning. These efforts contribute to a positive classroom experience for both students and teachers.

8. Adherence to Educational Standards:

NCCS's approach aligns with educational standards and best practices, ensuring that classrooms meet the necessary requirements for a high-quality learning experience.

In summary, NCCS's classroom management strategies aim to optimize the physical learning environment and support modern teaching methods. By providing comfortable seating, adequate facilities, and multimedia resources, the college enhances the overall educational experience for its students and facilitates effective instruction by teachers.

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 Chinese and Japanese language to make them fit in the Chinese and 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 reason 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.

NCCS's dedication to providing a diverse range of extracurricular activities for its students is commendable. Here's a comprehensive description of the extracurricular activities that NCCS offers:

1. Playing Environment:

NCCS recognizes the importance of leisure time and provides students with a playing environment. This allows students to engage in physical activities and relax, contributing to their overall well-being.

2. Designated Personnel for ECA:

The college management allocates a dedicated staff member for extra-curricular activities (ECA). This ensures organized and effective management of various extracurricular initiatives.

3. Exploring New Activities:

College years provide a unique opportunity for students to explore new activities, discover their passions, and gain insights into their interests and motivations.

4. Holistic Self-Discovery:

Both inside and outside the classroom, students develop a better understanding of themselves and their motivations. This period of self-discovery shapes their personal and professional identities.

5. Role of Extracurricular Activities:

While it might seem unconventional, colleges are genuinely interested in how students spend their free time. Extracurricular activities, combined with grades and test scores, offer colleges a comprehensive view of a student's character, interests, and potential.

6. Extracurricular Activity Types:

NCCS offers a variety of extracurricular activities to cater to diverse interests and skills of students. These activities include:

- a. Academic Club: Teams within classrooms promote collaborative learning, enhancing subject knowledge and cultivating leadership skills.
- b. Debate/Opponent Team: Group tasks like debates and presentations improve communication and critical thinking. Outstanding performances are recognized with prizes or certificates.

- c. Internship: Real-world internships in various fields develop students' capabilities, dedication, and maturity for future work environments.
- d. Student's Magazine: Encourages writing skills, allowing students to express themselves creatively. The college publishes a magazine every two years.
- e. Sports: Participating in sports fosters teamwork, leadership, and healthy competition. Students engage in sports competitions annually.
- f. Cultural Activities: Students are encouraged to participate in cultural programs to boost confidence and showcase their talents.

Through these diverse extracurricular activities, NCCS not only supports students' personal growth and skill development but also fosters a vibrant and inclusive college community. These activities encourage teamwork, leadership, creativity, and a sense of cultural appreciation, preparing students for a well-rounded future.

Scholarship/medal for meritorious students

At NCCS, scholarships are granted to exceptional students to empower them in their pursuit of creative expression and to recognize their inherent value. This initiative serves as a means to provide pivotal support to each student on their educational journey. Notably, NCCS has consistently produced top-performing students within Tribhuvan University (TU) every year, and these accomplished individuals are rewarded with financial incentives. Additionally, athletes who excel in sports competitions are honored with medals and certificates for their outstanding achievements. Moreover, students who demonstrate exceptional performance in internships or project work receive certificates as a testament to their accomplishments.

The underlying objective of these scholarships and awards is to foster an environment where students are encouraged to explore their potential to the fullest extent. By recognizing and celebrating academic excellence, creative endeavors, athletic prowess, and commendable project contributions, NCCS aims to inspire students to reach for greater heights and realize their true capabilities.

These initiatives not only serve as a form of recognition but also act as a source of motivation, encouraging students to strive for excellence and invest in their personal and academic growth. The scholarships and awards underscore NCCS's commitment to

nurturing well-rounded individuals who are empowered to make meaningful contributions to their respective fields and society as a whole

Conclusion

In conclusion, the hallmark of a high-quality educational program lies in its capacity to adapt to the evolving demands of the 21st century, effectively equipping students with the requisite skills and knowledge for their futures. As the educational landscape continues to transform, it is imperative for programs to undergo regular reviews and updates to ensure their relevance and effectiveness. The onus of this critical task rests on the academic staff of higher education institutions, who are instrumental in shaping curricula and incorporating innovative teaching methodologies.

Similarly, assessment methodologies must evolve in tandem with the shifting paradigms of education and societal needs. Today's students require not only a robust understanding of their subject matter but also the agility to navigate a rapidly changing world. Hence, assessment strategies need to be adaptable and forward-thinking to adequately prepare students for future challenges.

Continuous professional development stands as a cornerstone for maintaining high standards in higher education. The collective performance of faculty members significantly influences the quality of education, underscoring the necessity for continuous enhancement and learning. Institutional policies and standards play a pivotal role in nurturing an environment that fosters excellence in both learning and teaching. Self-assessment, peer reviews, benchmarking, and reflective practices are essential tools in upholding and advancing teaching and learning standards. Through these mechanisms, educators can ensure their teaching methods stay effective, pertinent, and attuned to the changing needs of students and the broader society.

Facing this dynamic educational environment, a commitment to quality education demands concerted efforts from educators, institutions, and policymakers alike. By embracing change, championing continuous learning, and exploring innovative educational approaches, higher education can effectively address current challenges and pave the way for a brighter future for its students.

CHAPTER – IV

PHYSICAL INFRASTRUCTURE

4.1 Infrastructure Development

NCCS takes pride in offering an excellent infrastructure and comprehensive facilities to foster academic excellence and holistic student development. Recognizing the importance of nurturing well-rounded individuals, the college provides ample opportunities for students to grow and thrive beyond their academic pursuits. Here's an overview of the facilities and infrastructure available at NCCS:

Campus and Buildings: NCCS boasts a substantial campus area of 28,064 square feet (5.2 Ropanies) spread across three well-equipped buildings. These buildings are thoughtfully designed to support a conducive learning environment. The classrooms are spacious and well-ventilated, with modern teaching aids such as overhead multimedia projectors and LCD projectors, enhancing the teaching-learning experience.

Computer Laboratory: The college takes technology seriously, evident through its state-of-the-art computer laboratory. The lab accommodates over 123 networked computers, distributed across three rooms. Each computer station is equipped with power backup, internet connectivity, and access to various software programs. Printing facilities are readily available, allowing students to complete their coursework effectively.

Specialized Labs: NCCS offers specialized laboratories to cater to different disciplines. These include a Data Communication and Computer Networks (DCCN) lab, a Physics lab, and a Microprocessor lab. These labs are equipped with the necessary tools and equipment to support practical learning and experimentation.

Multipurpose and Seminar Halls: A well-furnished multipurpose hall with a capacity of 130 students provides a space for various academic and extracurricular activities. Additionally, a large seminar hall serves as a venue for lectures, presentations, workshops, and events.

Support Facilities: NCCS ensures the well-being and convenience of its students and staff. Separate locker rooms are provided for both male and female students. The

college features a comfortable teacher's room, a canteen with an annex extension to cater to the needs of all members, and a dining area with a kitchen for staff. The institution has also invested in the provision of drinking water stations, urinals, and toilets.

Expansion Plans: NCCS is committed to continuous improvement and growth. The college has plans to expand its infrastructure further to meet the evolving needs of its students and programs. This expansion will ensure that students have access to even more advanced facilities and resources.

Sports and Extracurricular Activities: Recognizing the importance of physical and extracurricular activities, NCCS provides sports facilities including a badminton court and a basketball court. Indoor games like table tennis, pool, and carom are also available, contributing to a well-rounded student experience.

In conclusion, NCCS offers a comprehensive and well-equipped infrastructure that supports both academic excellence and the overall development of its students. From modern classrooms and computer labs to specialized facilities and support amenities, the college is dedicated to providing an enriching and conducive environment for learning, growth, and achievement.

Master plan for existing and future expansion

The institution is well established and successful. However, there is always a room for improvement. The BODs of NCCS along with the help of civil engineer and architect have developed a master plan with provision for expansion of infrastructure in future. The design of site plan along with buildings and other facilities plan is attached in annex.

Health Service

The institution has two-bed capacity infirmary 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:

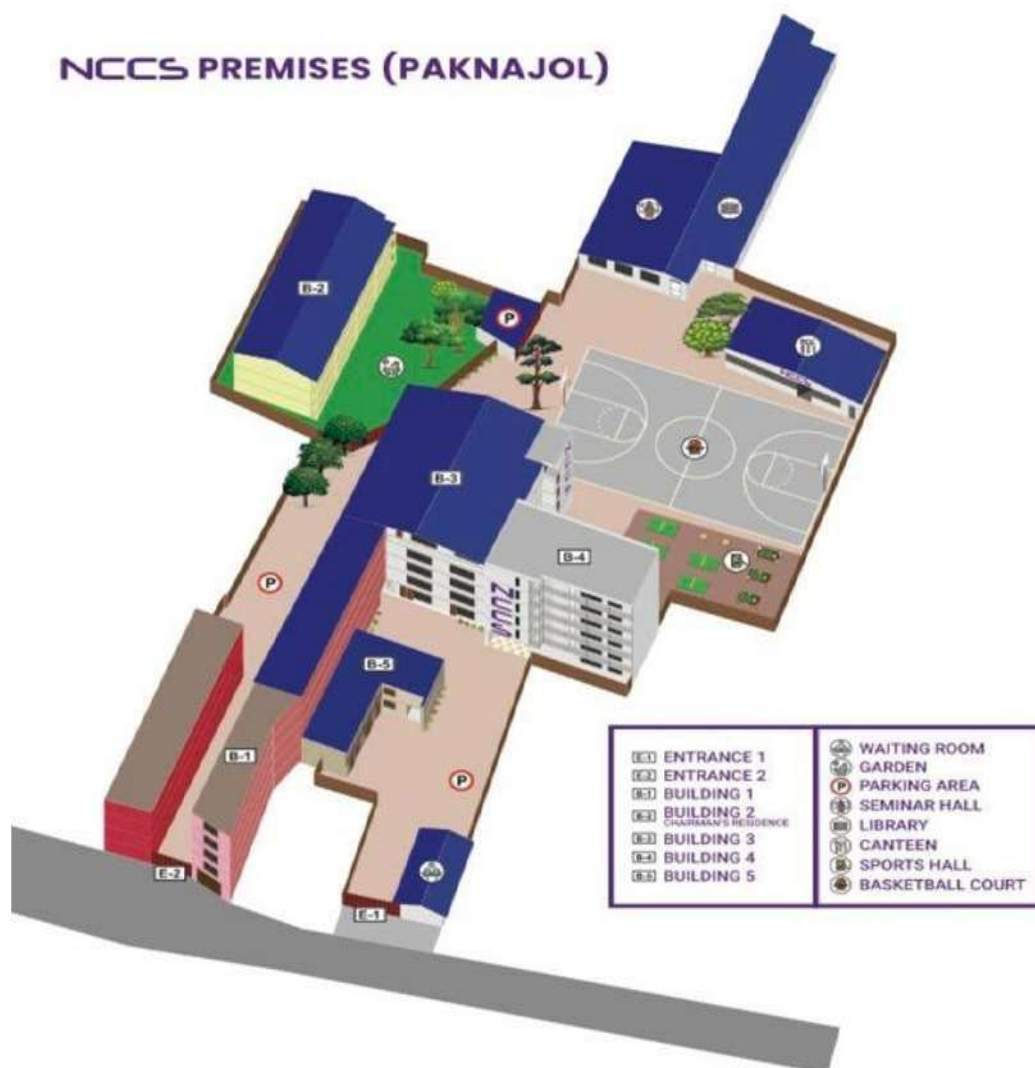
All the departments and units are well equipped with computer and all computers are connected with high speed internet facilities and printers. These facilities are provided for the use of faculty member and staffs.

The faculty of Bachelor of Information Management (BIM), Bachelor of Hotel Management (BHM), Bachelor of Science in Computer Science & Information Technology (B.Sc. CSIT), Bachelor of Business Management (BBM) and Bachelor of Computer Application (BCA) has three computers in each faculty. Similarly, Admin & Finance department has five computers, Public Information & student Affair department has two computers and Library has five computers in which four computers are made available for use of all students.

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 13,200 text books, 1,800 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 50 students can easily accommodate at a time for study purpose. The library has five computers with internet connection and power backup. There are two 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.



Total area covered: 28064 Square Feet (5.2 Ropanies)

A. Building I

Ground floor

1. Waiting & Student Counselling Room with Computer & Projector - furnished (13' x 26')
2. Front Office Room (25' x 13')
 - a. Front office desk
 - b. Telephone with PABX
 - c. 4 Computers with Printer
 - d. Side table with chair

1st Floor

1. Faculty Room with 2 computers and Mini Library (15' x 24')
2. Faculty toilet (5' x 4')
3. Ladies' toilet (5' x 4')
4. Account Room with 2 computers & printer (10' x 8')
5. Ladies Locker Room (15' x 12')

2nd Floor

1. BHM/BIM/BSc.CSIT/BCA Coordinator Room with 4 computers (13' x 14')
2. Principal Room with Laptop & Projector (17' x 14')
3. Gents' toilet (5' x 4')
4. Gents Locker Room (25' x 12')
5. Linen Room ((6' x 4')

3rd Floor

1. Computer Lab II- 45 computers with Projector & power back up (25' x 14')
2. Computer Lab III-35 computers with Projector & power back up (26' x 14')

4th Floor

1. Restaurant / Bar / Coffee shop / toilet (66' x 16')
 - a. Square tables with chairs
 - b. Rectangular tables with chairs
 - c. Cutlery rack
 - d. Bar rack
 - e. Bar desk and chairs
 - f. Washing sink
 - g. Coffee machine
 - h. Coffee tables with chairs
 - i. TV

5th Floor

1. Double Bed Room (31' x 15')
 - a. Double & twin beds with all accessories (like pillow, bed sheet, bed cover, mattress, mattress guard, blanket, cushion etc.)
 - b. side tables with lamps
 - c. TV with rack
 - d. Writing table with chair
 - e. Cabinet
 - f. Carpet
 - g. Bathroom (sink, basin, bathtub, tile, commode)

B. Building II

Ground Floor

1. Computer Lab IV- 25 computers with Projector & power back up (11' x 14')
2. BHM Store Room - furnished (10' x 14')
3. RMC /Program Director Room - furnished (14' x 14')
4. Ladies toilets - (9' x 12' + 3' x 12')
5. Gents urinal and toilet (9' x 10')
6. Class 4 – for 42 students (14' x 26')
7. Class 5 - for 42 students (14' x 26')
8. Class 6 - for 42 students (28' x 14')
9. Server Room – (10' x 11')
10. EMIS / BBM Coordinator Room with 5 computers - (12' x 20')

1st Floor

1. Class 8 - for 36 students (14' x 22') - Projector Installed
2. Class 9 - for 45 students (14' x 25') – Projector Installed
3. Class 12 - for 45 students (14' x 25') - Projector Installed
4. Computer Lab I – 45 computers with Projector & Power back up (15' x 46')
5. DL/ DCCN Lab - 8 computers / 8 Digital Logic kit with Projector & power back up (14' x 26')
6. Physics / Microprocessor Lab with Equipment (14' x 21')

2nd Floor

1. Class 14 - for 36 students (14' x 22') - Projector Installed
2. Class 15 - for 45 students (15' x 29') – Projector Installed
3. Class 16 - for 45 students (14' x 26') – Projector Installed
4. Class 17 - for 42 students (15' x 32')
5. Class 18 - for 42 students (14' x 24') – Projector Installed
6. Class 19 - for 45 students (14' x 25') – Projector Installed
7. Class 20 - for 45 students (14' x 24') – Projector Installed

3rd Floor

1. Class 21 - for 45 students (14' x 21') – Projector Installed
2. Class 22 - for 45 students (13' x 24') – Projector Installed
3. Class 23 - for 42 students (14' x 24')
4. Class 24 - for 36 students (14' x 27') – Projector Installed
5. Class 25 – for 45 students (14' x 27') – Projector Installed
6. Class 26 - for 45 students (14' x 27') – Projector Installed
7. Class 27 - for 42 students (14' x 27')

4th Floor

1. Training Kitchen and Bakeries (Basic, Demo, Buck, satellite, Advance, Bakeries) – (48' x 38' + 42' x 14')
 - a. Kitchen Station - 7
 - b. Demo Kitchen - 1
 - c. Buck Kitchen - 1
 - d. Satellite kitchen - 1
 - e. Fridge 550 ltr
 - f. Deep fridge 330 Ltr.
 - g. Salamandar
 - h. Griller
 - i. Fryer
 - j. Dish landing table

- k. Clean dish table
- l. Service table
- m. Hot case
- n. Ban Marry
- o. Glass rack
- p. Plate rack
- q. Sink table
- r. Washing / pot wash
- s. Dinning table and bench
- t. Washing sink
- u. Single deck gas ovan
- v. Doe mixer

C. Building III

- 1. Library / E – Library with 7 computers - (29' x 46')
- 2. Seminar Hall – Capacity of 100 persons (38' x 74')

D. Building IV

Ground Floor

- 1. Suite Room with Modern furnishing

1st Floor

- 1. Class 30 - for 42 students (16' x 22') – Projector Installed
- 2. Class 31 - for 42 students (16' x 22') - Projector Installed

2nd Floor

- 1. Class 32 - for 42 students (16' x 22') - Projector Installed
- 2. Class 33 - for 42 students (16' x 22') - Projector Installed

3rd Floor

- 1. Class 34 - for 42 students (16' x 22') - Projector Installed
- 2. Class 35 - for 42 students (16' x 22') - Projector Installed

4th Floor

- 1. Class 36 - for 42 students (16' x 22') - Projector Installed
- 2. Class 37 - for 42 students (16' x 22') - Projector Installed

5th Floor

- 1. Class 38 - for 42 students (16' x 22') - Projector Installed
- 2. Class 39 - for 42 students (16' x 22') - Projector Installed

6th Floor

- 1. Staff Kitchen with Dining (16' x 22')

E. Proposed Building V (Construction on Progress)

Ground Floor

- 1. Parking with staircase & Lift (48' x 58')
- 2. Toilet (5' x 20')

1st Floor

- 1. Office Space with Students Counselling Room (48' x 58')
- 2. Toilet (5' x 20')

2nd Floor

1. Class 40 - for 42 students (15' x 24')
2. Class 41 - for 42 students (15' x 24')
3. Class 42 - for 42 students (15' x 24')
4. Class 43 - for 42 students (15' x 24')
5. Class 44 - for 42 students (15' x 24')
6. Toilet (5' x 20')

3rd Floor

1. Class 45 - for 42 students (15' x 24')
2. Class 46 - for 42 students (15' x 24')
3. Class 47 - for 42 students (15' x 24')
4. Class 48 - for 42 students (15' x 24')
5. Class 49 - for 42 students (15' x 24')
6. Toilet (5' x 20')

4th Floor

1. Class 50 - for 42 students (15' x 24')
2. Class 51 - for 42 students (15' x 24')
3. Class 52 - for 42 students (15' x 24')
4. Class 53 - for 42 students (15' x 24')
5. Class 54 - for 42 students (15' x 24')
6. Toilet (5' x 20')

5th Floor

1. Class 55 - for 42 students (15' x 24')
2. Class 56 - for 42 students (15' x 24')
3. Class 57 - for 42 students (15' x 24')
4. Class 58 - for 42 students (15' x 24')
5. Class 59 - for 42 students (15' x 24')
6. Toilet (5' x 20')

6th Floor

1. Class 60 - for 42 students (15' x 24')
2. Class 61 - for 42 students (15' x 24')
3. Class 62 - for 42 students (15' x 24')
4. Class 63 - for 42 students (15' x 24')
5. Class 64 - for 42 students (15' x 24')
6. Toilet (5' x 20')

7th Floor

1. Seminar Hall (48' x 58')
2. Toilet (5' x 20')

F. Canteen (19' x 42')

- 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

G. Bakery (14' x 50')

- Capacity of 100 Students.

H. Playing Ground

1. Basketball Court
2. Table Tennis – 4 nos
3. Pool – 3 nos
4. Carom board – 2 nos
5. Ladies Restroom
6. Gents Restroom

OTHERS

1. NEC (V260) Projector.....9
2. VIVETEK (SMALL) Projector2
3. VIVETEK (BLACK) Projector... 3
4. Canon Projector3
5. Optima Projector3
6. Epson Projector2
7. View Sonic Projector.....5
8. LAPTOP (I5).....6
9. LAPTOP (I3).....7
10. LAPTOP (Core 2 Duo)..... 2
11. PROJECTOR STAND.....1
12. CC Camera.....34 (With 2 LCD Monitor)
13. 3 in 1 Brother printer 70301
14. Brother Printer Blank/White -----6
15. Canon Printer4
16. PA system (Mike, amplifier and speaker)
17. Washing Machine – 2
18. Hot Water Solar - 1
19. Generator -I (capacity -5KVA)
20. Generator -II (capacity -25KVA)
21. Generator -III (capacity -45KVA)

List of Laboratory Equipment

S.N	Items		Particulars	Adjustment	Qty
1	Computer and accessories	1	Computer Server	Office	2
		2	WIFI Router	Office	10
		3	Computer Workstation	Office	33
		4	UPS for Server	Office	2
		5	Laser Printer	Office	9
		7	Scanner	Office	4
		8	Hub/Switch	Office	10
		10	Laptop	Office	15
		11	Multimedia Projector	Office	24
		12	Generator	Office	3
		13	Display Screen	Office	1
2	Electronics Equipments	1	Exhaust Fan	Office	9
		2	Celing Fan	Office	9

		3	Tea/Coffee Maker	Office	1
		4	EPABX Set	Office	2
		5	Telephone Set with 4 lines	Office	8
		6	Laminator	Office	1
		7	Refrigerator	Office	1
		8	Photo Copy Mechine	Office	2
		9	Euro Guard Water Cleaner	Office	1
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
		14	Desk / Bench	Class Room	460
		15	Podium	Class Room	12
		16	White Board	Class Room	30
		17	Chair	Class Room	27
		19	Chair	Multipurpose Hall	84
4	Books & Software	1	Books in Library	Library	13000
5	Sports & 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

List Of Office Equipments and Machines

S.N	Items		Particulars	Adjustment	Qty
1	Computer and accessories	1	Computer Server	Computer Lab	2
		2	WIFI Router	Office	10
		3	Computer	Computer Lab	158
		4	UPS for Server	-----	2
		5	Hub/Switch	Computer Lab	10
		6	Printer	Office	9
		7	Computer	Office Room	33
2	Electronics Equipments	1	Exhust Fan	Computer Lab	2
		2	Celing Fan	Computer Lab	6
		3	Projector	Computer Lab	4
		4	DI Kits	DL Lab	8
		5	Microprocessor Kits	Microprocessor Lab	6
		6	Multi Meter	DL Lab	2
		7	Measuring Instrument Set	DL Lab	1

3	Furniture	1	Table	Computer Lab	150
		2	Chair	Computer Lab	150
		3	Dish Landing table	HM Practical Lab.	1
		4	Clean dish table	HM Practical Lab.	1
		5	Service table	HM Practical Lab.	1
		6	Glass Rack	HM Practical Lab.	1
		7	Plate Rack	HM Practical Lab.	1
		8	3 sink table	HM Practical Lab.	1
		9	Square table (3' x 3') with chairs for 4	HM Practical Lab.	4
		10	Rectangular table (2'6" x 4'6") with chairs for 6	HM Practical Lab.	4
		11	Round table with 3' diameter with chairs for 4	HM Practical Lab.	1
		12	Gents locker	HM Practical Lab.	120
		13	Ladies locker	HM Practical Lab.	48
		14	Racks	HM Practical Lab.	13
		15	Working table	HM Practical Lab.	5
		18	Bed with all accessories	HM Practical Lab.	4
		20	sofa	HM Practical Lab.	4
		21	writing table	HM Practical Lab.	4
		22	Cabinet	HM Practical Lab.	4
		23	Desk with marble on the top and drawer	HM Practical Lab.	1
		24	Bar chairs	HM Practical Lab.	4
		25	Support table in between 2 big burner	HM Practical Lab.	2
		26	working table for 3 medium burner	HM Practical Lab.	2
		28	Dining table (8'x2')	HM Practical Lab.	2
		29	Dining bench (8'x1')	HM Practical Lab.	4
		30	Table 6' X 18'	HM Practical Lab.	1
		31	Chair	HM Practical Lab.	24
		32	White Board	HM Practical Lab.	1
		33	Podium	HM Practical Lab.	1
4	Laboratory Equipments	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.	10
		11	Single deck gas oven	HM Practical Lab.	1
		12	Doe mixer (20kg)	HM Practical Lab.	1
		13	Cooking range (domestic, putin stand)	HM Practical Lab.	1
		14	Fridge (550Ltr)	HM Practical Lab.	1
		15	Deep fridge (350Ltr)	HM Practical Lab.	1
		16	Sink with range	HM Practical Lab.	2
		17	Washing / pot wash : 25sq.ft	HM Practical Lab.	1
		18	Washing machine with dryer	HM Practical Lab.	1
		19	Iron with stand	HM Practical Lab.	4
		20	Side table	HM Practical Lab.	4
		21	T.V	HM Practical Lab.	4

		22	Mini fridge	HM Practical Lab.	1
		23	Bathroom with tub and other accessories	HM Practical Lab.	4
		24	carpet	HM Practical Lab.	4
		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"×24")	HM Practical Lab.	3
		30	2 big burner (24"×24")	HM Practical Lab.	2
		31	Washing sink	HM Practical Lab.	2
		32	Griller plate	HM Practical Lab.	1
		33	Masala grinder	HM Practical Lab.	1
		34	Potato piller	HM Practical Lab.	1
		35	Exhaust with fan	HM Practical Lab.	1
		36	Gas Bank = 10 cylinder for bakery and bulk kitchen	HM Practical Lab.	10
		37	Ban Mary including support table and other accessories for 100	HM Practical Lab.	1
		38	Washing sink	HM Practical Lab.	2

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
Paknajol, Kathmandu
Estimate Budget

FY - 080/081

Total Annual Budget Income

157,504,000.00

Total Annual Budget Expenditure

147,273,333.33

Annual Budget Expenditure Detail

S.No.	Particulars	Amount
1	Salary & Allowance	66,000,000.00
2	House Rent	5,540,000.00
3	Stationery	4,500,000.00
4	Electricity, Telephone & Water	750,000.00
5	Books (Students)	700,000.00
6	Repairs & Renewals	2,200,000.00
7	Publicity	2,600,000.00
8	Health & Medicine	300,000.00
9	R & D	13,746,666.67
10	ECA(Sports)	450,000.00
11	Insurance	1,500,000.00
12	Internet & Web	1,250,000.00
13	Faculty Development	7,000,000.00
14	Workshops Seminar	3,500,000.00
15	Capital Exp	7,000,000.00
16	Library	3,436,666.67
17	Exam Fee, Reg. etc	9,500,000.00
18	Practical education Materials	9,500,000.00
19	Interest	3,000,000.00
20	Other Exp	4,800,000.00
	Total Expenditure	147,273,333.33

Annual Budget Income Detail

S.No.	Particulars	Amount
1	Fee from Student	155,000,000.00
2	Interest Recived	504,000.00
3	Other Income	2,000,000.00
	Total Income	157,504,000.00

Note

While Computing the percentages share Of R & D expenses and Library expenses fixed cost like salary and Allowance, Rent and Capital Expenditure has been deducted.

A.Share of R&D: 20 %

B.Library : 5%

Total Budgeted Expenses : 14,72,73333.33

Less :

a) Fixed Exp

Salary and allowance : 6,60,00,000

Rent : 55,40,000

b) Depreciation (Capital exp) Rs 70,00,000

Amount on the basis of Which R & D % , Library exp Calculated Rs.68733333.33

Unit Cost Of Education

a) Unit Cost = Total expenditure Budget (actual) Divided
by number of Students Enrolled 971 Student

Unit Cost (Actual) = Rs.

151,671.82

b) Unit Cost Calculated Excluding Salary Component
971 Student

Unit Cost (Excluding Salary) = Rs.

67,971.16



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

PAN : 302023534

M.No. 4886
COP No. 1703

**Independent Auditor's Report
To the Members of**

M/s National College of Computer Studies Private Limited, Kathmandu, Nepal

We have audited the financial statements of **National College of Computer Studies Private Limited, Kathmandu, Nepal** (the 'Company') for the year ended on Ashad 31, 2080 [July 16, 2023] which comprise of Balance Sheet, Profit and Loss Account, Cash Flow Statement and Notes to the Financial Statements, including a summary of significant accounting policies.

In our opinion and to the best of our information and according to the explanations given to us, the said Statement of Accounts read with the notes have been properly prepared in accordance with Generally Accepted Accounting Principles and give true and fair view:

- In the case of the Balance Sheet, of the state of affair of the Company as at Ashad 31, 2080 [July 16, 2023];
- In the case of Profit and Loss Account, the Profit for the year ended on that date;
- In the case of Cash Flow Statement, the inflows, and outflows of cash for the year ended on that date.

In our opinion and to the best of our information and according to the explanation given to us and from our examination of the books of account of the Company, we have not come across the cases where the directors or any employees of the company has acted in contravention of the existing laws, neither have they misappropriated fund nor caused any to the Company so far as it appears from our audit.

Basis for opinion

We conducted our audit in accordance with Nepalese Standards on Auditing (NSAs). 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 company in accordance with the Code for Professional Accountants issued by The Institute of Chartered Accountants of Nepal (ICAN), and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management for the Financial Statements

The management are responsible for the preparation of financial statements that give a true and fair view in accordance with applicable financial reporting framework, and for such internal control, as the management determine, is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the management are 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 the management either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.



National College of Computer Studies (P).Ltd.
Kathmandu

Balance sheet
As at 31 Ashad, 2080

Particulars	Schedule	Current Year	Previous Year
Sources of Fund			
Share Capital	1	21,000,000.00	3,000,000.00
Reserve and Surplus	2	28,392,745.70	20,219,440.65
Share capital Advance		-	-
Loan			
Secured Loan	3		
Unsecured Loan		31,300,000.00	9,298,036.60
		-	-
Total Sources of Funds		80,692,745.70	32,517,477.25
APPLICATION OF FUNDS			
Fixed Assets			
WDV Value	4	35,936,193.68	38,287,618.48
Less: Depreciaton		4,654,530.16	5,141,191.73
		31,281,663.52	33,146,426.75
Investment			
Work in Progress (College Building)	5	-	-
Defferd Tax		32,535,792.48	135,600.00
		43,946.00	76,120.00
Current Assets:			
Inventories	6	-	-
Trade Receivable	7	8,403,525.00	1,006,735.00
Cash & Bank Balances	8	14,949,113.10	16,173,620.12
Advances and deposits	9	10,979,457.66	6,741,079.26
Total Current Assets		34,332,095.76	23,921,434.38
Current Loabilities & Provisions			
Sundry Creditors	10	335,250.00	-
Provisions and others payable	11	17,165,502.06	24,762,103.88
Total Current Liabilities		17,500,752.06	24,762,103.88
Net current Assets			
Total Application of fund		16,831,343.70	(840,669.50)
		80,692,745.70	32,517,477.25
Significant Accounting policies & Notes to the account 18		As per our separate report of even date	
Schedule 1 to 17 from integral part of the financial statements			

For and on behalf of board

for, P. R. Bhattarai & Associates
Registered Auditor

Accountant

Directors

RA. Pushpa Raj Bhattarai



National College of Computer Studies (P).Ltd.

Kathmandu

Statement of Cash Flow
As on Ashad 31, 2080

Particulars	Current Year	Previous Year
Net Profit/(Loss) after tax as per P & L Account	8,173,305.05	64,343.45
Add: Depreciation	4,654,530.16	5,141,191.73
Add: Deferred Tax expenses/(Income)	32,174.00	(76,120.00)
Cash flow from Operating activities before change in working capital:	12,860,009.21	5,129,415.18
Decrease/(Increase) in Inventory	-	-
Decrease/(Increase) in Debtors	(7,396,790.00)	1,219,496.00
Decrease/(Increase) in Advance & Deposits	(4,238,378.40)	(4,972,988.66)
Increase/(Decreases) in current liabilities	335,250.00	-
Increase/(Decreases) in others payables	(7,596,601.82)	19,445,161.36
Cash flow from Operating activities	(18,896,520.22)	15,691,668.70
Investing activities :		
Sale/(purchase) of Fixed Assets	(2,789,766.93)	(6,331,573.68)
Decrease/(Increase) in Work in progress	(32,400,192.48)	(135,600.00)
Decrease/(Increase) in loan	22,001,963.40	(2,292,523.74)
Decrease/(Increase) in Investment	-	-
Cash flow from Investing activities :	(13,187,996.01)	(8,759,697.42)
Financing activities :		
Increase/(Decreases) in Equity Share capital	18,000,000.00	-
Increase/(Decreases) in sharecapital advance	-	-
Increase/(Decreases) in Dividend	-	(9,473,684.00)
Cash flow from Financing activities :	18,000,000.00	(9,473,684.00)
Net Cash flow during the year	(1,224,507.02)	2,587,702.46
Opening Cash & Cash equivalents	16,173,620.13	13,585,917.67
Closing Cash & Cash equivalents	14,949,113.10	16,173,620.13

Significant Accounting policies & Notes to the account 18
Schedule 1 to 17 from integral part of the financial statements

As per our separate report of even date

For and on behalf of board

for, P. R. Bhattarai & Associates
Registered Auditor

Accountant

Directors

RA. Pushpa Raj Bhattarai



National College of Computer Studies (P).Ltd.
Kathmandu

Profit and Loss Account

(From Sharwan 1, 2079 to Ashad 31, 2080)

Particulars	Schedule	Current Year	Previous Year
Income			
Fee Income	12	146,100,593.36	95,077,030.00
Less: Direct expenses	13	-	-
Gross Profit		146,100,593.36	95,077,030.00
Other Income	14	704,632.48	2,157,923.82
Total Income		146,805,225.84	97,234,953.82
Operating expenses:			
Less: Administrative & Academic expenses	16	66,724,047.76	32,909,061.21
Less: Staff Exeptions	17	61,372,950.00	56,736,500.67
Less: Bank Interest	15	3,127,885.86	1,565,628.11
Operating Profit/(Loss)		15,580,342.22	6,023,763.83
Less: Depreciation	4	4,654,530.16	5,141,191.73
Net Profit/(Loss) before Interest and Tax		10,925,812.06	882,572.10
Income Tax		2,720,333.01	894,348.65
Deferred Tax Expenses/(Income)		32,174.00	(76,120.00)
Net Profit/(Loss) after Tax		8,173,305.05	64,343.45
Profit/(Loss) upto last year			
Previous year adjustment & taxes			
Balance Transferred to Reserve & Surplus		8,173,305.05	64,343.45

Significant Accounting policies & Notes to the account 18
Schedule 1 to 17 from integral part of the financial statements

As per our separate report of even date

For and on behalf of board

for, P. R. Bhattarai & Associates
Registered Auditor

Accountant

Directors

RA. Pushpa Raj Bhattarai



National College of Computer Studies (P).Ltd.
Kathmandu

Schedule S: Fixed Assets & Depreciation
Financial Year 2078-080

Particulars	Dep Rate	Opening WDV	Up to Pouch	Addition during the Year Mach to Chaira	Balance to Asset	Disposal/ Sale of Assets	Total (Opening +Addition)	Depreciation for the Year	WDV As on 31/03/2080	WDV As on 32/03/2079
Block A:	5%	16,837,848.89	-	-	-	-	16,837,848.89	841,892.44	15,995,956.45	16,837,848.89
Sub-Total		16,837,848.89	-	-	-	-	16,837,848.89	841,892.44	15,995,956.45	16,837,848.89
Block B	25%	10,018,191.19	143,802.00	19,670.00	836,132.50	-	11,017,795.69	2,813,454.34	8,204,341.35	10,018,191.19
Sub-Total		10,018,191.19	143,802.00	19,670.00	836,132.50	-	11,017,795.69	2,813,454.34	8,204,341.35	10,018,191.19
Block C	20%	1,593,710.26	-	-	238,200.00	-	1,831,910.26	334,622.05	1,497,288.21	1,593,710.26
Sub-Total		1,593,710.26	-	-	238,200.00	-	1,831,910.26	334,622.05	1,497,288.21	1,593,710.26
Block D	15%	4,896,676.41	661,728.00	71,529.00	733,955.43	-	6,163,889.84	847,611.33	5,316,277.51	4,896,676.41
Sub-Total		4,896,676.41	661,728.00	71,529.00	733,955.43	-	6,163,889.84	847,611.33	5,316,277.51	4,896,676.41
Block E		-	-	-	84,750.00	-	84,750.00	10,950.00	73,800.00	-
Sub-Total		-	-	-	84,750.00	-	84,750.00	10,950.00	73,800.00	-
Grand Total		23,146,426.75	805,530.00	91,199.00	1,893,037.93	-	35,926,193.68	4,604,530.16	31,321,663.52	33,146,426.75





नेपाल सरकार

अर्थ मन्त्रालय

आन्तरिक राजस्व विभाग

आन्तरिक राजस्व कार्यालय बालाजु

(आयकर नियमावली, २०६८ को नियम २६ सँग सम्बन्धित)

प.सं: २०८०.०८१

च.नं: १८७९

कर चुक्ता नं. ८०३६४९९०७

यो विवरण मिति २०८०.०६.२५ मा रुजु भएको छ।

मिति: २०८०.०६.२५



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 २०७९.०८० मा देहाय बमोजिमको आय रकमको आय विवरण मिति २०८०.०६.२३ मा यस कार्यालयमा पेश गरी सो अनुसार देहाय बमोजिमको आयकर दखिला गरेकोले यो कर चुक्ताको प्रमाण पत्र प्रदान गरिएको छ ।

आय विवरण पेश गरेको मिति	जम्मा आय (कारोबार) रकम रु.	कर योग्य आय रु.	दाखिला गरको कर रकम रु.
२०८०.०६.२३	१४६,७८७,७६५.००	१०,८८१,३३२.००	२,७२०,३३३.००


(कर अधिकृत)

पुनश्च:

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

CHAPTER – VI

SOCIAL RESPONSIBILITY

Workforce Development and Community Programs

The college demonstrates a strong commitment to social responsibility by organizing various programs that contribute positively to the community. Here's a detailed overview of the college's initiatives:

1. Social Responsibility Programs:

The institution actively engages in social responsibility initiatives, such as blood donation drives, distributing clothes to those in need, and conducting environment awareness campaigns. These programs encourage students to actively participate in activities that benefit society and demonstrate the institution's dedication to community welfare.

2. Respect and Values:

The institution's code of conduct emphasizes respecting the rights, beliefs, and opinions of others. To promote these values, regular classes are held during leisure periods. These sessions focus on civic responsibility, including topics like following traffic rules, maintaining cleanliness, showing respect and priority to elderly, differently-abled individuals, and pregnant women, and obeying federal, state, and local laws.

3. Ethics and Moral Values:

The institution places a high importance on moral values and ethics. Employees are provided clear guidelines to exemplify these values through both speech and behavior, setting a strong example for students. Ethical values are ingrained from the very beginning through an orientation program that includes sessions on ethics and morality, conducted by senior management members or role models from society.

4. Scholarship Program:

The institution offers scholarships to 10% of enrolled students, following guidelines set by the university. This initiative supports deserving students and ensures that a portion of the student body benefits from financial assistance.

5. Placement Services:

The institution's well-established placement cell aids students in finding suitable employment opportunities. Through a network of national and international institutions, particularly in the hospitality industry, the college facilitates internships and placements. This strong network results in a significant number of students securing jobs immediately after graduation.

6. Preservation of Culture and Festivals:

The institution takes an active role in preserving local festivals, cultures, and traditions. Financial support is extended to local festivals such as Dashain, Tihar, and Mahashivratri, demonstrating the institution's commitment to cultural heritage.

7. Community Development:

The institution supports local community initiatives, including the Swet Ganesh club, which contributes to community development. Additionally, financial assistance is provided to an old age home located in Sorhakutte, Kathmandu, reflecting the institution's dedication to social welfare.

In summary, NCCS's multifaceted approach to social responsibility encompasses a range of initiatives that positively impact students, the local community, and society at large. By actively engaging in programs that promote ethical values, respect for others, and community development, the institution plays a pivotal role in nurturing responsible and well-rounded individuals.

CHAPTER – VII ACTION PLAN

Revise Action Plan

SN.	Action	Status	Responsibility	Accomplishment Date
1.	Objective: To Provide Adequate Facilities for Teaching & Learning			
1.1	Facilities of library and e library having sufficient book, journal, magazine and computers connected with high speed internet & printer.	Library is well maintained. To ensure facilities of e-library	Library Management Committee	Continuous Upgrade on Every Semester
1.2	Provision for guest lecture, seminar and training for interpersonal skill development	Implemented, address in academic calendar.	Program Coordinator	Continuous on Every Semester
1.3	To provide facility for ECA, Sports, Educational tour	Implemented, address in academic calendar.	Program Coordinator	Continuous on Every Semester
1.4	Encouragement and support for involvement in social activities.	In practice	Program Coordinator And faculty member	Continuous effort
2	Objective: To Ensure Availability of Qualified & Dedicated Faculty Member who can motivate and encourage student for learning;			
2.1	To revise HR Policy and include criteria of Salary, Incentive, Promotion, Award, Provident fund, Medical insurance,	Implementing, Need to update	HR officer consultation with all HOD	1 year
2.2	Define support for Research work, Training for enhancement of skill and knowledge etc in HR Policy.	Implementing, Need to update	HR officer consultation with all HOD	1 year
2.3	SOP for selection and recruitment process of teaching & non teaching staff.	Implemented	HR officer consultation with all HOD	In practice
3	Objective: Design and implementation of additional support to enhance the knowledge and skill of student for better performance in job			
3.1	To establish cell for student counseling	Implementing, need some improvement	Public Information & Student Affairs	1 year

SN.	Action	Status	Responsibility	Accomplishment Date
3.2	Networking with business organization for Internship & Placement services	Need to Increase	Principal, Vice Principal, Program Director and Public information head.	In practice
3.3	Financial support- develop policy for financial support to student e.g. concession in fee, Scholarship, Incentives, Aid, etc.	Implementing as per TU & College Guidelines	Head- Finance and Administration	In practice
3.4	Budget allocation and policy to promote research work	Fulfill criteria as per QAAD-UGC guide line	Head- Finance and Administration	In practice
4	Objective: To explore and run various bachelor level professional program to meet the needs of community.			
4.1	To run present program BIM, BHM, B.Sc. CSIT, BBM, BCA.	Running	IQAC	Completed
4.2	To prepare proposal for other professional Bachelor level program to meet the changing needs of community.	In Progress,	Vice Principal	---
5.	Objective: Explore and implement additional short term supporting program to enhance the knowledge and skill for better performance in job			
5.1	To prepare proposal regarding additional support program to enhance the knowledge and skill for better performance in job e.g. Software development, Programming, opportunity for learning language, communication skill, report & proposal writing skill, preparation of Business Plan etc or any other relevant program which can be implemented in institution.	Prepared	Vice principal Program coordinator	In practice
5.2	Objective: To maintain and refine support systems for enhancing college functions and student success.			
5.3	To prepare academic calendar and class routine to complete the syllabus in time.	Implementing	Program Coordinator	In practice
5.4	To conduct academic & quality audit once a year to enhance management practice.	Implementing	IQAC	In practice

5.5	Proper evaluation of student & faculty member and analyze what should be done to enhance their performance?	Implementing in every semester	Public information & Student Affairs.	Continuous process
6.	Objective: Upgrade current teaching and learning practice to ICT base teaching and learning practice			
6.1	To Include ICT base teaching and learning practice in teaching pedagogy.	Fully Included	Program Coordinator	In practice
6.2	Provide technical support and tools for ICT base teaching & learning practice	Fully Included	System Manager-IT	In practice
7.	Objective: To revive organization structure , policies and guide lines			
7.1	Proper division of work i.e. creation of department, unit, committee with clear Role, Responsibility and authority.	Completed	HR Department	In practice
7.2	Strengthen coordination among department/units and employee.	Improve coordination	Principal, Vice Principal	Continuous process
7.3	Formulation of Standards, Procedure (SOP), and policies	Completed	IQAC	In Practice
7.4	Preparation of Teaching Pedagogy, HR policy, Financial policy, Quality policy, Strategic Plan etc.	In Progress	IQAC	1 year
7.5	Design & Implementation of EMIS	Implementing, need to improve	System Manager-IT	In Practice
7.6	Design & Implementation of QMS	Completed	IQAC	In practice
7.7	Design & Implementation of Performance appraisal	Implementing	HR Department	In practice
8.	Objective: Improvement in existing infrastructure and resources to support NCCS's commitment to excellence			
8.1	To provide well ventilated and spacious classroom equipped with multimedia and smart board.	Well managed. Decide for smart board	IQAC	1 year
8.2	Provide common office space for faculty members where they can carry their work ,	Common room for faculty member has been allocated.	IQAC	Completed
8.3	To provide space for seminar and event with necessary appliances	Available	IQAC	Completed
8.4	Provide facilities for sports, canteen	Available	Vice Principal	Completed
8.5	Ensure high speed internet connection for all within college	Access the requirement	System Manager	In Practice
9.	To build/acquire own hotel equipped with all the necessary amenities, facilities and services to support the tourism of Nepal as well as in house support to the students of BHM, BBM and BIM.			
9.1	Preparation of business plan	Future plan	BOD & External agency	8 years
9.2	Resource allocation (manpower, money and time) and construction of building.	Future plan	BOD & External agency	10 years
9.3	Site planning, design of building and supporting system.	Future plan	BOD & External agency	8 years
9.4	Comply with safety measures.	Future plan	BOD & External agency	9 years
9.5	Design of services- Blue print design.	Future plan	BOD & External agency	10 years
10.	To run the college in its own land & building in 12 years			
10.1	Selection of location, land acquisition,	Future plan	BOD & External agency	
10.2	Development of infrastructure and facilities	Future plan	BOD & External agency	
10.3	Shifting resources and facility for operation	Future plan	BOD & External agency	
11.	Develop international standard software and web related application & Provide IT solution			
11.1	Formulate promotion and market strategy	Initiated	BOD & External agency	3 years
11.2	Allocate separate space and resources for work	Initiated	BOD & External agency	3 years
11.3	Create team of well skilled and qualify professional for Software development & IT solution	Initiated	BOD & External agency	3 years
12.	To address the recommendation by HEQAAC	Completed	SAT & IQAC	---

CHAPTER – VIII

HUMAN RESOURCES

Human Resources in the Institution

Category	Number
Full Time Faculty Members	30
Part Time Faculty Members	28
Visiting/Guest Faculty Members/ Course Contract	6
Non-teaching Staffs	38

Details of the Faculty Members

SN	Designation of the Faculties	No. of the Faculties by Nature/Type		
		Full Time	Part Time	Visiting
1	Faculty Member	30	28	6
2	Teaching Assistant/Instructor	3	2	-
Total		33	30	6

Other Details of the Faculty Members (including full time and part time)

Academic Qualification	No. of Faculties	Experience (in Yrs)	No. of Faculties
Post Doc.	-	More than 20 years	-
PhD	-	15 to 20 years	2
M. Phil	-	10 to 15 years	1
Master's	-	5 to 10 years	51
Bachelor's	-	Less than 5 years	-

Details of the Non-teaching Staff

Particulars	Distribution of Staffs by Gender		
	Male	Female	Total
Administrative Staff	23	15	38
Technical Staff	9	2	11
Total	32	17	49

(Source: NCCS EMIS)

CHAPTER – IX

CONCLUSION

The academic year 2080/81 B.S. represents another significant period in the continuous development of National College of Computer Studies (NCCS). As a Quality Assurance and Accreditation (QAA) certified institution accredited by the University Grants Commission (UGC), Nepal, in 2022, NCCS remains firmly committed to maintaining academic excellence, institutional accountability, quality assurance, and continuous improvement in higher education.

Throughout the year, the College continued to strengthen its academic and administrative practices while providing a supportive and student-centered learning environment. NCCS emphasizes the holistic development of students by integrating quality classroom instruction with practical learning, extracurricular and co-curricular activities, sports, competitions, training, and other developmental opportunities. These initiatives contribute to developing students' academic competence, professional skills, leadership qualities, discipline, ethical values, and social responsibility.

The College continues to enhance its physical and academic infrastructure, including well-equipped computer and specialized laboratories, library facilities, digital learning resources, internet services, and other facilities required for effective teaching and learning. The Educational Management Information System (EMIS) further supports systematic record management, academic monitoring, and evaluation of student performance.

Institutional governance and quality assurance remain important priorities of NCCS. The College Management Committee (CMC), Internal Quality Assurance Committee (IQAC), academic departments, and various committees work collaboratively to implement institutional policies, strategic plans, and annual activities. Regular feedback, data collection, analysis, monitoring, and evaluation contribute to evidence-based decision-making and continuous institutional improvement. Bridge courses, remedial support, academic counseling, and other student-support mechanisms further demonstrate the College's commitment to inclusive and effective education.

NCCS also recognizes the importance of partnerships and stakeholder engagement. Collaboration with national and international institutions, industries, alumni, parents, and other stakeholders supports internships, training, professional exposure, and career development opportunities for students. Similarly, systematic human resource management and performance evaluation contribute to maintaining an efficient and motivated academic and administrative workforce.

Looking forward, NCCS remains committed to sustaining the standards achieved through QAA accreditation and addressing emerging educational, technological, and professional challenges. Guided by its vision, mission, strategic priorities, and core values, the College will continue to strengthen quality assurance, innovation, institutional effectiveness, and stakeholder engagement while preparing competent, ethical, responsible, and globally competitive graduates who can contribute meaningfully to Nepal and the wider society.