2025

STRATEGIC PLAN

2025-2029

ACE INSTITUTE OF MANAGEMENT

Baneshwor, Kathmandu, Nepal

Principal's Statement

The development of the Strategic Plan was an extensive two-year process during which the campus community, obtaining strategic information, refined metrics, and enhanced the strategic planning and organizational learning and change capabilities throughout the campus. Incorporating the strategic plan into our institutional framework and integrating it into our daily operations is a key approach for us. It is essential that we collaborate to realize our common vision. Our actions today, regardless of our scale, will invariably shape the trajectory of our future endeavours. Our dedicated team continuously upholds the highest standards of quality and achievement, focusing firmly on ensuring the success and well-being of our students.

I would extend our heartfelt gratitude to each and every individual who has participated and shared their valuable insights during the consultation process.

We would like to express our deep appreciation for the valuable guidance provided by the esteemed academicians at Pokhara University, whose insightful recommendations have greatly enriched our endeavors.

Finally, we are deeply indebted to Mr. Ramesh Shresth and his dedicated team for their invaluable leadership in guiding the consultation process, conducting numerous interviews, meticulously distilling the feedback, and generously sharing their wealth of experience and wisdom to steer the drafting of the plan.

Dr. Ashish Tiwari

Principal

Foreword

Established in 1999, Ace has continuously grown and transformed over the past two decades, solidifying its reputation as a premier educational provider focused on empowering individuals and organizations in Nepal to actively aid in the country's progress and development.

In this document, we provide a comprehensive overview of the specific goals and objectives outlined in detail in our strategic plan. The success of the plan depends on the collaborative efforts of the Board of Directors, faculty, students, staff, and leadership, uniformly devoted to its implementation, which will ultimately be assessed through designated impact metrics.

This strategic plan reflects our unwavering dedication to creating a setting where all Ace community members can actively engage in furthering the institution's mission. It is our initiate to fostering an environment where individuals are valued, supported to excel in their careers, and encouraged to enhance their personal growth. This enduring commitment will endure any shifts in leadership that may occur in the future.

In light of the core mission that each higher education institution upholds, it becomes essential for us to effectively communicate the significance of diversity, equity, and inclusion within our community. By clarifying why these principles matter to us and elaborating on the ways in which they align with the university's mission, we can establish clear objectives that propel our dedication towards furthering these values.

While we understand that finishing the planning phase might not always lead to immediate results, we strongly believe that consistently refining and articulating the plan is what ultimately produces tangible and meaningful outcomes.

Our committed and enthusiastic team is looking forward to working together to effectively carry out the plan and demonstrate significant outcomes within the span of five years.

With Regards

Mr. Ramesh Shresth

Coordinator

Strategic Plan Preparation Committee

ACRONYM

ABI	American Bankruptcy Institute
AI	Artificial Intelligence
BBA	Bachelor of Business Administration
BBA-BI	Bachelor of Business Administration – Banking & Insurance
BCSIT	Bachelor of Computer System and Information Technology
BE	Bachelor of Engineering
BSc	Bachelor of Science
CBCS	Choice-Based Credit System
EC	Executive Committee
ECA	Extra-curricular activities
EMBA	Executive MBA
EMIS	Education Management Information System
EV	Electric Vehicle
HoD	Head of Department
HR	Human Resource
HRD	Human Resource Development
ICT	information and communication technology
IFRS-ACCA	ACCA Diploma in International Financial Reporting
IQAC	Internal Quality Assurance Committee
KU	Kathmandu University
KUSOM	Kathmandu University School of Management
LAN	Local area network
LED	Light-emitting diode
LIBRA	Library for Robust Analysis
LMIS	Learning Management Information System
MBA	Master of Business Administration
MBS	Master of Business Studies
MCA	Master of Computer Applications
MIM	Master in Management
MIT	Massachusetts Institute of Technology
MoU	Memorandum of Understanding
MPA	Master of Public Administration

MPhil	Master of Philosophy
NGOs	non-governmental organizations
OECD	Organization for Economic Co-operation and Development
PU	Pokhara University
QAA	Quality Assurance and Accreditation
SAT	Self-assessment Team
SIIA	Software & Information Industry Association
SSR	Self-study Report
SWOC	Strength Weakness Opportunity and Challenges
TU	Tribhuvan University
UGC	University Grants Commission
UK	United Kingdom
UV	Ultraviolet

Table of Contents

<center>**SECTION ONE**</center>

Context and Rational

The Ace Institute of Management is a private college that is situated in the area of New Baneshwor, which is part of Kathmandu in Nepal. This institution holds an affiliation with Pokhara University. The college specializes in providing programs that are focused on management and information technology, equipping students with the necessary skills and knowledge to excel in these dynamic fields.

A strategic plan serves as a precise framework that guides the decision-making process and offers clear direction for individuals involved in making decisions. It provides essential guidance not only for decision-makers but also for those in positions of executive authority and various thematic committees. This plan outlines specific objectives, allocates resources effectively, and establishes priorities, ensuring that all actions align with the overall goals and mission of the organization. By following this structured approach, decision-makers can evaluate options more effectively, leading to informed choices that drive success and progress.

A strategic plan serves as a comprehensive framework that outlines key elements and goals, providing essential guidance for the development of specific action plans and thematic actions. By offering detailed outlines, a strategic plan facilitates the creation of focused and effective plans that address particular themes or issues within the overall strategy.

Purpose of Strategic Plan

- o To establish a clear vision, mission, specific goals, and measurable objectives.

- o To identify key priorities that will guide the institutional efforts and allocate resources effectively to ensure that all initiatives are adequately supported.

- o To outline concentrate efforts on achieving the primary objectives of the Ace Institute of Management, ensuring that every action taken aligns with the institution's overarching aims and aspirations.

Planning Process

Data collection, SWOC (Strengths, Weaknesses, Opportunities, Challenges) analysis, outlining a clear vision, mission, goals, and objectives, as well as designing a comprehensive plan of action, are essential processes that the strategic planning team has followed.

The planning process involved a diverse group of individuals, including the members of the senate, the members of the executive committee, the principal, the directors, the heads of departments, as well as the faculty members and staff. Each of these stakeholders played a significant role in contributing their insights, expertise, and perspectives to ensure a comprehensive and effective planning initiative. Their collaborative efforts were essential in shaping the outcomes of the planning process.

Need for a Strategic Plan

The Strategic Plan Drafting Committee has done a SWOC analysis. This analysis, which includes an assessment of the Strengths, Weaknesses, Opportunities, and Challenges, has led the committee to clearly understand the reasons why a strategic plan is essential. Additionally, the committee has identified specific priority areas that need to be focused on in order to effectively address the findings derived from the SWOC analysis.

- Excellence in teaching and learning.
- Interdisciplinary research and development.
- Skill Development of faculty and students.
- Extension Programs.
- Institute-Industry collaboration.
- Higher Education Management Information System.
- Use of ICT.
- Promote quality culture.
- Efficient human resource management system with well-defined roles and responsibilities.
- Communication and public information programs.

Strategic Plan Preparation Committee

Introduction

In alignment with the institution's commitment to continuous improvement, quality enhancement, and long-term visioning, a Strategic Plan Preparation Committee is being formed. This committee will be responsible for the development of a comprehensive strategic plan that aligns with the institution's mission, vision, and values, while incorporating feedback from relevant stakeholders.

Objectives of the Committee

- To lead and coordinate the development of the institution's strategic plan.
- To ensure that the strategic planning process is inclusive, evidence-based, and aligned with national and international quality standards (including QAA requirements).
- To identify strategic priorities, goals, and action plans.

Committee Structure

The committee will consist of selected administrative personnel, and other relevant stakeholders from across departments. Members have been chosen based on their expertise, leadership roles, and familiarity with institutional priorities.

Coordinator –	Dr. Ashish Tiwari,	Principal & Director
Secretary –	Adv. Ramesh Shrestha,	Head – HR & Admin
Member –	Mr. Avishek K. Karky,	Director MBA
Member –	CA. Shristi Baral,	Head – Accounts
Member – Representative	Mr. Rajat Bajracharya,	Student Quality Circle
Member –	Mr. Ramesh K Chauhan,	SAT Coordinator
Member – Committee	Mr. Nar B. Chhetri	Coordinator – EMIS
Member – Research Management Committee.	Dr. Pradeep HR Rajopadhyay	Secretary –
Member – MBAe	Ms. Charu Shrestha	Associate Director,

Roles and Responsibilities

- Review and analyze existing institutional documents, performance reports, and stakeholder feedback.
- Conduct internal and external environmental scans (SWOT/PESTLE analyses).
- Facilitate consultations, workshops, or surveys with students, faculty, alumni, and industry partners as needed.
- Draft key components of the strategic plan including:
  - Vision, Mission, and Core Values
  - Strategic Objectives and Goals
  - Key Performance Indicators (KPIs)
  - Implementation and Monitoring Framework
- Coordinate with the QAA Committee and other academic/administrative units to ensure alignment with accreditation requirements.
- Submit the draft strategic plan for feedback and final approval by the Executive Committee/Board.

Reporting and Timeline

- The committee shall report periodically to the Head of Institution.
- A timeline for key deliverables will be developed during committee meeting.
- Final submission of the strategic plan is expected by the month of June 2025.

Expected Outcomes

- A comprehensive strategic plan that reflects institutional priorities and stakeholder expectations.
- A clear roadmap for implementation, monitoring, and future evaluation.
- Strengthened institutional readiness for QAA evaluation and future growth.

SECTION TWO

Institutional Profile

Profile of Ace Institute of Management

Ace Institute of Management was established in 1999 with a clear vision to redefine management education in Nepal. Since then, Ace has grown into a prominent affiliated private college, known for its academic rigour, professional orientation, and transformative learning experiences.

Located at **Bibhuti Janak Marg, New Baneshwor, Kathmandu**, Ace is affiliated with **Pokhara University** and offers a diverse range of undergraduate and graduate programs in business and information technology. The institution blends theoretical foundations with practical applications, fostering graduates who are not only competent professionals but also responsible citizens.

Contact Information

- **Telephone:** 5970178
- **Email:** ace@ace.edu.np
- **Website:** https://aim.ace.edu.np

Program Approval and Starting Date

Level	Name of Programs	University Affiliation	Date of Approval	Date of Commencement of Program
Master's Level	EMBA	Pokhara University	2056/01/30 (BS) 13 May 1999(AD)	2056/02/30 (BS) 13 June 1999 (AD)
Master's Level	MBA	Pokhara University	2060/02/07 (BS) 21st May 2003 (AD)	2060/03/06 (BS) 21st June 2003 (AD)
Master's Level	MBAe	Pokhara University	2065/09/07 (BS) 18th February 2009 (AD)	2065/10/08 (BS) 17th March 2009 (AD)
Bachelor's Level	BBA	Pokhara University	2056/01/30 (BS)13 May 1999(AD)	2056/02/30 (BS) 13 June 1999 (AD)
Bachelor's Level	BBA–BI	Pokhara University	2065/03/29 (BS) 13th July 2008 (AD)	2065/07/29 (BS) 12th November 2008 (AD)
Bachelor's Level	BCSIT	Pokhara University	2081/01/19 (BS) 1st May 2024 (AD)	2081/02/19 (BS) 1st June 2024 (AD)

Ace Institute of Management offers a range of undergraduate and graduate programs affiliated with **Pokhara University**, designed to meet evolving industry demands and develop competent professionals. The institute has introduced its programs progressively over the years, demonstrating a commitment to innovation and excellence in higher education.

Master's Level Programs:

- **Executive MBA (EMBA)**
  - *Approved:* 13 May 1999 | *Commenced:* 13 June 1999
- **Master of Business Administration (MBA)**
  - *Approved:* 21 May 2003 | *Commenced:* 21 June 2003
- **MBA (Evening) – MBAe**
  - *Approved:* 18 February 2009 | *Commenced:* 17 March 2009

Bachelor's Level Programs:

- **Bachelor of Business Administration (BBA)**
  - *Approved:* 13 May 1999 | *Commenced:* 13 June 1999
- **Bachelor of Business Administration – Banking & Insurance (BBA–BI)**
  - *Approved:* 13 July 2008 | *Commenced:* 12 November 2008
- **Bachelor of Computer System and Information Technology (BCSIT)**
  - *Approved:* 1 May 2024 | *Commenced:* 1 June 2024

Student Enrolment (2081)

BBA Program
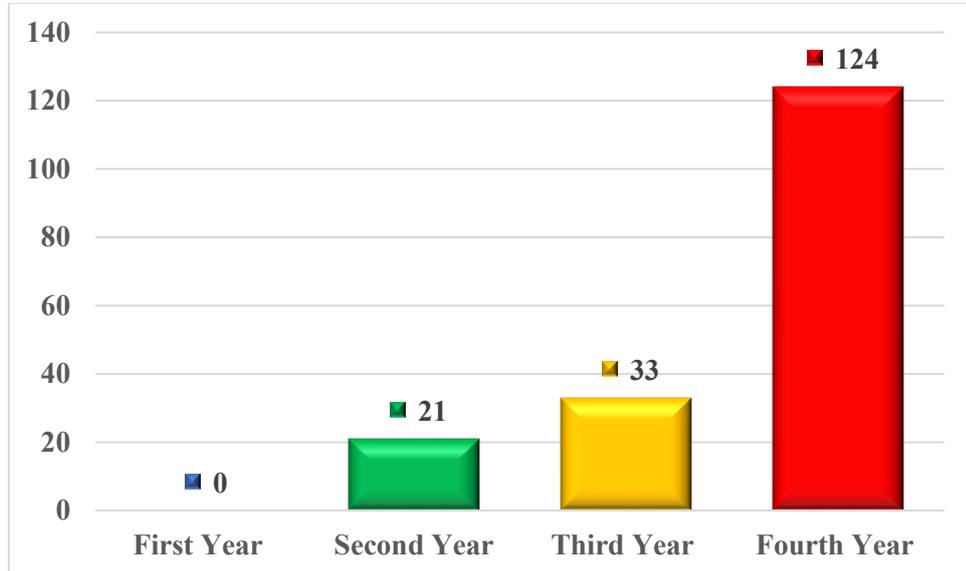
Currently, there are a total of 487 students enrolled in the BBA programs. The number of students in the second year is notably lower compared to the first, third, and fourth years.

BBA (Finance)
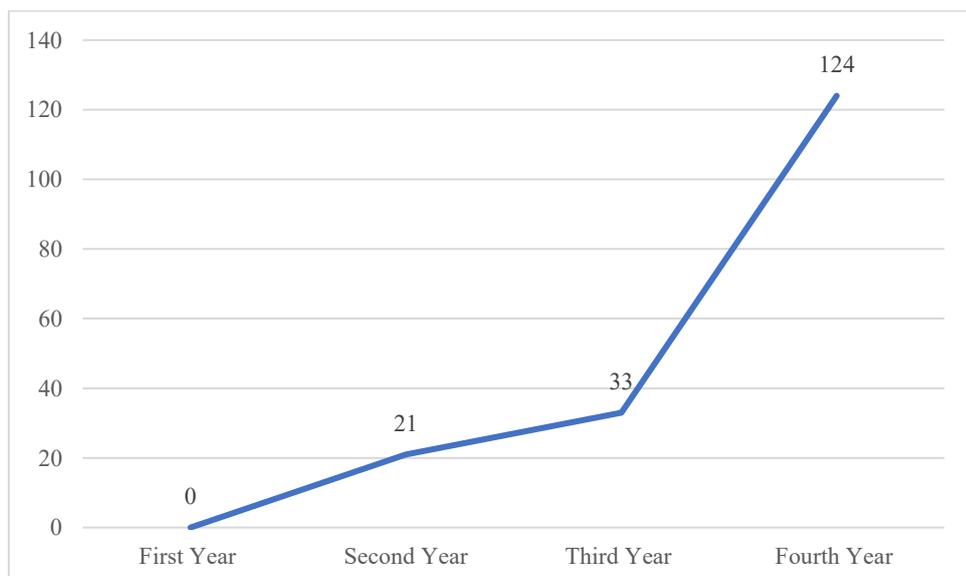
BCSIT

BCSIT, a new program recently introduced by the college, is expected to attract more students over time due to its growing popularity and relevance in the field of technology and information.

	First Year	Second Year	Third Year	Fourth Year
■ Series1	0	21	33	124
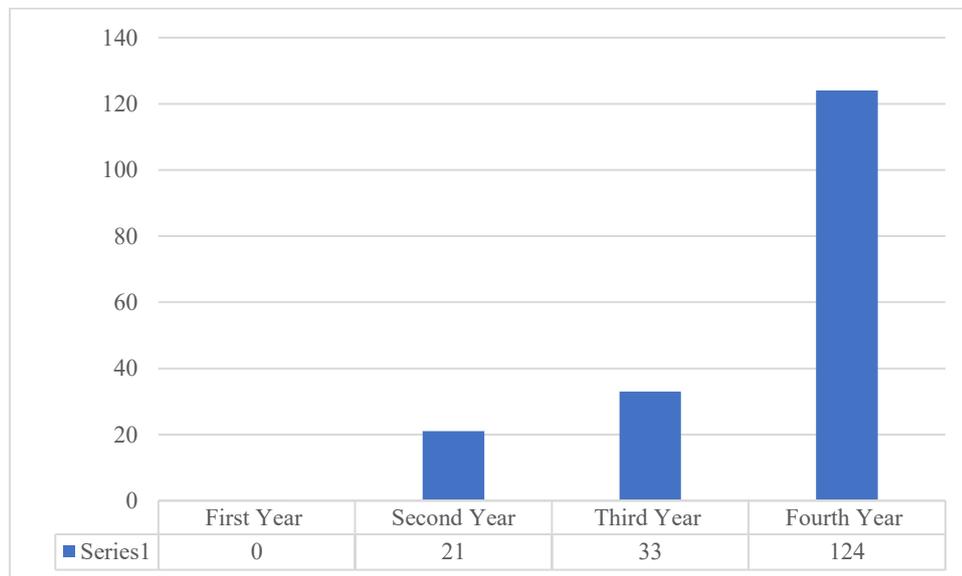
BBA–BI

The college administration is currently in the process of carefully strategizing and implementing a comprehensive rebranding initiative for the BBA–BI program, aligning it with the ever-evolving needs and trends of the market, as well as catering to the specific interests and preferences of the students enrolled in the program.
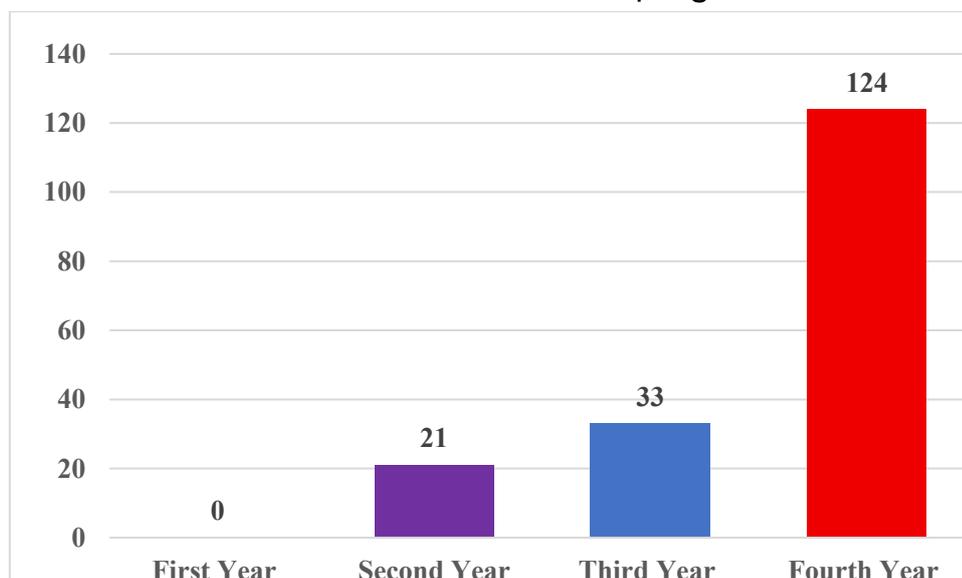
Student Enrollment – MBA Program (2081)

Program	First Year	Second Year
MBA	110	94

Student Enrollment – MBA Evening (2081)

Program	First Year	Second Year	Third Year
MBA Evening	29	15	37

Student Enrollment – EMBA Evening (2081)

Program	First Year	Second Year
EMBA	21	22

The student enrollment data for the academic year 2081 shows a total of 1,079 students across bachelor's and master's programs. At the bachelor's level, BBA has the highest enrollment with 487 students, distributed across different years: 206 in the first year, 91 in the second year, 58 in the third year, and 132 in the fourth year. Other bachelor's programs include BBA–Finance with 40 students (all in the first year), BCSIT with 46 students (first year only), and BBA–BI with 178 students (124 in the first year, 33 in the second year, and 21 in the third year). At the master's level, MBA (Regular) has 204 students (110 in the first year and 94 in the second year), while MBA (Evening) has 81 students (29 in the first year, 15 in the second year, and 37 in the third year). The EMBA program has 43 students (21 in the first year and 22 in the second year). The data also includes an ethnic breakdown (Janajati, Dalit, Madhesi, and Others) for each program and year.

Overall, the institution has a strong enrollment across both undergraduate and graduate programs.

Student Examination Status in the Last Three Years

Program	2080/81		2079/80		2078/79		Grand Total
	Total Appeared	Total Pass	Total Appeared	Total Pass	Total Appeared	Total Pass	
BBA	997	673	1184	711	1115	699	3296
BBA-BI	430	281	529	345	561	318	1520

The examination records from the past three academic years reveal important trends in student performance across our bachelor's programs. The BBA program demonstrated consistent participation levels, with a total of 3,296 examinees over the three years. In the most recent academic year (2080/81), 997 students appeared for examinations with 673 passing, resulting in a 67.5% pass rate. The previous year (2079/80) saw higher participation with 1,184 examinees and a 60.0% pass rate (711 students passing), while 2078/79 recorded 1,115 examinees with a 62.7% pass rate (699 successful candidates).

The BBA-BI program showed a similar pattern of stable performance, though with smaller cohort sizes totalling 1,520 examinees across the three years. The most recent data (2080/81) indicates 430 examinees with a 65.3% pass rate (281 successful students). The previous years maintained comparable pass rates, with 529 examinees (65.2% pass rate) in 2079/80 and 561 examinees (56.7% pass rate) in 2078/79.

These results suggest that while the BBA program attracts significantly more students, both programs maintain relatively stable pass rates between 56–68%. The BBA-BI program has shown modest improvement in pass rates over the three years, rising from 56.7% to 65.3%. The data provides valuable insights for academic planning and student support initiatives, particularly in understanding enrollment trends and maintaining academic standards across both programs.

Program	2078/2079		2079/2080		2080/2081		Grand Total	
	Total Appeared	Total Pass	Total Appeared	Total Pass	Total Appeared	Total Pass	Total Appeared	Total Pass
MBA	568	392	421	332	350	232	1339	956
MBA Evening	369	292	234	178	172	130	775	600
EMBA	82	54	71	38	61	17	214	109

The examination records for our Master's Programs over the past three academic years reveal distinct trends across different offerings. The regular MBA program maintained the highest enrollment, with a total of 1,339 examinees over the three years. The 2078/79 academic year saw the strongest participation with 568 examinees and a 69.0% pass rate (392 successful candidates). While subsequent years showed declining enrollment (421 examinees in 2079/80 and 350 in 2080/81), the program maintained respectable pass rates of 78.9% and 66.3% respectively.

The MBA Evening Program demonstrated a similar pattern of decreasing enrollment but consistent performance quality. Starting with 369 examinees in 2078/79 (79.1% pass rate), the program saw reduced numbers in subsequent years (234 in 2079/80 and 172 in 2080/81) while maintaining pass rates between 75-79%. The EMBA program, while significantly smaller in scale with just 214 total examinees, showed more variable results – from a 65.9% pass rate in 2078/79 to just 27.9% in 2080/81, suggesting potential areas for academic support improvement.

These trends highlight the need to examine factors contributing to declining enrollments across all Master's programs while maintaining our commitment to academic quality. The stable performance in MBA programs contrasts with the EMBA's fluctuating results, indicating different challenges across our graduate offerings that may require targeted interventions.

Faculty Members and Staff (2082)

Faculty Members

In total, there are a total of 40 dedicated faculty members currently employed at the college.

The institution's teaching staff composition shows a clear focus on lecturer positions across different employment types. The permanent lecturer cadre consists of nine faculty members, with five identifying as Janajati and four falling under the others category. A larger group of twenty-three lecturers are employed on a contract basis, comprising eleven Janajati, one Madhesi, and eleven Others. The part-time lecturer workforce is significantly larger, totalling sixty-three individuals, with twenty-one Janajati, one Dalit, one Madhesi, and forty Others. The data reveals no temporary lecturers currently employed at the institution. Information regarding other academic positions including Professor, Reader, Assistant Lecturer/Teaching Assistant, and Instructor is not provided in the available records. This absence of data for higher academic ranks and some teaching positions could indicate either vacancies in these positions or incomplete data reporting. The staffing structure demonstrates a substantial reliance on contractual and part-time teaching staff compared to permanent faculty appointments. The ethnic composition across all lecturer categories shows representation from Janajati, Madhesi, and Dalit communities, along with a significant proportion categorized as Others. The complete picture of faculty composition would require additional data about the currently unreported academic positions.

Administrative Staff

The institution's non-teaching staff comprises primarily administrative personnel, with limited representation in other categories. The administrative staff forms the core of permanent non-teaching employees, totalling 54 individuals. This group shows diverse ethnic representation, with 24 staff members from Janajati backgrounds, 1 Madhesi, and 30 categorized as Others. The administrative team is supplemented by a small number of contract workers (4 total) and part-time employees (3 total).

Other staff categories show minimal activity. The "Other Staffs" category currently has no employees across all contract types. However, the "Others" classification presents an interesting case, with no permanent positions but 27 temporary workers. This temporary group includes 4 Janajati, 1 Dalit, and 22 from other ethnic backgrounds.

The data reveals a strong reliance on permanent staff for administrative functions, with temporary positions only appearing in the unspecified "Others" category. The total non-teaching workforce across all categories amounts to 62 employees when combining administrative staff with the temporary workers in the "Others" classification. The absence of Dalit representation among permanent administrative staff and the complete vacancy in "Other Staffs" positions may warrant further examination of hiring practices and staffing needs.

Graduation Trend

EMBA

2078/2079		2079/2080		2080/2081	
Total	Girls	Total	Girls	Total	Girls
20	7	25	9	35	11

BBA, BBA-BI, MBA

Program	Batch 2017		Batch 2018		Batch 2019	
BBA	Total	Girls	Total	Girls	Total	Girls
	104	57	100	57	100	55
BBA-BI	57	36	54	31	28	20
MBA	93	63	87	50	60	26
MBAe	59	24	28	10	32	14

The institution's graduation data reveals consistent enrollment patterns across different academic programs over multiple years. At the bachelor's level, the BBA program maintained stable numbers, graduating approximately 100 students annually from 2017-2019, with female representation consistently strong at 55-57% of each cohort. The BBA-BI program showed more variability, graduating 57 students in 2017 but declining to 28 by 2019, with female participation decreasing from 63% to 71% of graduates over this period.

Master's level programs demonstrated distinct enrollment trajectories. The regular MBA program experienced a gradual reduction in graduates from 93 in 2020 to 60 in 2022, accompanied by a notable decrease in female graduates from 68% to 43% of the cohort. The MBA evening program (MBAe) showed fluctuating numbers, peaking at 59 graduates in 2078/79 before declining and then partially recovering, with female representation remaining between 31-44% of graduates. The EMBA program displayed consistent growth, increasing from 20 graduates in 2078/79 to 35 in 2080/81, though female participation remained relatively stable at 35-40% of each graduating class.

These trends highlight several noteworthy patterns: bachelor's programs maintain more stable enrollment than master's programs; female representation is strongest in undergraduate studies; and while some graduate programs are contracting, professional programs like EMBA show steady growth. The data suggests potential areas for investigation regarding the declining female participation in graduate programs and the varying demand across different master's level offerings.

Scholarship Distribution and Student Support Analysis

The scholarship data reveals significant institutional and external support for students across various academic programs. At the bachelor's level, the BBA program received the most substantial funding with Rs. 149,054,200 distributed to 439 students, including 194 female recipients. The BBA-BI program supported 106 students with Rs. 68,463,700, while smaller programs like BCSIT (92 students) and BBA-Finance (43 students) received proportionally less funding.

Master's level programs showed different support patterns, with the regular MBA program awarding Rs. 4,466,100 to 94 students (49 female). The MBA evening and EMBA programs had smaller cohorts receiving scholarships - 39 and 14 students respectively - with correspondingly smaller funding amounts.

The data highlights several key points about scholarship distribution:
1. Considerable financial support exists for undergraduate students, particularly in the BBA program
2. Female students represent a substantial portion of scholarship recipients across most programs
3. Scholarship types vary significantly, with partial-fee scholarships being more common than full-fee awards
4. Ethnic diversity in scholarship recipients shows representation across Janajati, Dalit, Madhesi and other groups

The institution demonstrates a strong commitment to student support through these scholarship programs, with funding amounts and recipient numbers generally corresponding to program size. The data suggests potential opportunities to expand support for smaller programs and investigate the distribution patterns between different scholarship types.

Financial Status

For three consecutive fiscal years—2079/80, 2080/81, and 2081/82—the institution has shown a stable financial pattern with consistent revenue generation primarily from student fees. While income slightly fluctuated year-to-year, the institution maintained a surplus each year, indicating responsible financial management.

Income Overview

The primary source of income across all three fiscal years was **student revenue/fees**, with no diversification shown in other income streams. In FY 2079/80, the income peaked at approximately **Rs. 287.9 million**. It slightly declined to **Rs. 265.7 million** in FY 2080/81 but rose again in FY 2081/82 to **Rs. 287.8 million**, recovering to nearly the same level as two years prior.

Expenditure Trends
Expenditures are divided into **regular (recurrent) costs** and **development (capital) expenditures**.

- In FY 2079/80, the total expenditure was **Rs. 243.2 million**, with **recurrent expenses dominating**.
- In FY 2080/81, total expenditure rose to **Rs. 255.6 million**, and in FY 2081/82, it increased further to **Rs. 276.6 million**.
- Recurrent costs have consistently included salaries, scholarships, teaching materials, maintenance, and student welfare. Among these, **salaries and scholarships** have notably increased each year.
- A large portion of operating costs each year is classified as **"Miscellaneous"**, which lacks clarity but forms a significant part of the budget—Rs. 163.9 million in FY 2080/81 and Rs. 183.7 million in FY 2081/82.

Capital Expenditures

Capital investments include **land and construction, equipment, furniture, books, and others**. These remained modest compared to recurrent expenses.

- In FY 2080/81, capital expenditure was **Rs. 35.6 million**, slightly decreasing to **Rs. 20.2 million** in FY 2081/82.
- Major spending areas included **land/construction** and **other unspecified items**.

Surplus Analysis

- In FY 2079/80, the institution achieved a high **budget surplus of Rs. 44.8 million**.
- This surplus decreased significantly to **Rs. 10 million** in FY 2080/81 and slightly increased to **Rs. 11.25 million** in FY 2081/82.
- The declining surplus trend suggests rising expenditures are outpacing revenue growth.

Conclusion

The institution demonstrates financial stability, driven entirely by student fee income. While it maintains a surplus each year, increasing operating costs—particularly under broad categories like "miscellaneous"—and reduced development spending may require strategic financial planning and more detailed budgeting. Continued reliance on a single income stream (student fees) also highlights the need for diversification to ensure long-term sustainability.

Physical Infrastructure

Physical Facilities Details

At our institution, we take pride in our well-established infrastructure, which is thoughtfully organized into Blocks A to E. Each block has been meticulously designed to cater to the diverse academic and administrative functions of the campus. Together, they house state-of-the-art classrooms, administrative offices, research centres, recreational spaces, and other essential facilities—fostering a holistic environment for learning, innovation, and institutional growth.

The institution operates on a land area of almost 3 Ropani. However, it is important to note that the existing buildings are situated on non-owned land, which presents a consideration for future infrastructure development.

The campus consists of 2 main buildings comprising:
- 29 classrooms designed for effective teaching and learning,
- 16 administrative rooms for institutional management and operations,
- 1 fully equipped computer lab with 50 workstations for student and faculty use.

<u>**Block A – Main Block:**</u>

<u>**Ground Floor**</u>

The ground floor houses 6 air-conditioned classrooms, each furnished with individual tables and chairs, offering a comfortable and well-lit ambience to support effective student learning. Additionally, the floor includes two offices: one for the Associate Director of the Morning MBA Program and another for administrative operations.
A spacious courtyard is available for student recreation, equipped with two table tennis boards and ample open space for relaxation and social interaction. A coffee centre within the courtyard serves as a hub for refreshments and informal gatherings. At the front of the building, a basketball court provides further opportunities for physical activity and student engagement.

First Floor

The first floor of the college consists of 4 well-furnished classrooms, each equipped with individual tables and chairs, providing a comfortable and conducive learning environment for students. The floor also includes a reception area, a guest counselling room, and a spacious corridor. Administrative facilities on this floor include the principal's office, the Chairman's office, a meeting room, a dedicated MBA Program Office to facilitate program-specific operations and a counselling room to ensure smooth operation and student support.

Second Floor

The second floor consists of 5 well-furnished classrooms, each equipped with individual tables and chairs, providing a comfortable and student-friendly ambience ideal for focused learning. The floor also accommodates 2 Program Directors and 2 Associate Directors in designated office spaces, ensuring smooth academic and administrative coordination. Additionally, there is a Faculty Room to support academic staff needs and a dedicated BBA Program Office to facilitate program-specific operations.

Third Floor

The third floor comprises 5 well-ventilated classrooms, each equipped with individual tables and chairs to ensure student comfort and focus. The classrooms maintain a pleasant and conducive learning environment. Additionally, the floor houses a fully equipped computer lab with 50 individual seating stations. An HR/Admin Director's office is also located on this floor, providing administrative support and coordination.

Fourth Floor

The fourth floor consists of 4 well-furnished classrooms, each equipped with individual tables and chairs to ensure a comfortable and focused learning environment. The classrooms offer a pleasant ambience, promoting a positive atmosphere for student engagement and study.

Additionally, the floor houses a spacious library that can accommodate up to 60 students at a time. The library is well-stocked with course books, reference materials, magazines, and daily newspapers, supporting both academic and general knowledge development.

Fifth Floor

The fifth floor consists of 4 well-ventilated classrooms, each equipped with individual tables and chairs to ensure student comfort and focus. The classrooms offer a pleasant ambience conducive to learning. Additionally, there is a spacious student lounge with a balcony, providing a relaxing space for students during breaks.

Ace Ideating Zone:

A modern, creative workspace encouraging brainstorming, innovation, and project-based learning. Equipped with whiteboards, movable desks, high-speed internet, and presentation tools to support collaborative sessions and workshops.

Resources Supporting Operations:

- High-speed internet and LAN access for all offices.
- CCTV monitoring for safety and security.
- Ergonomic office furniture and storage facilities.
- Printers, copiers, and telecommunication systems for daily operations.
- Fire safety equipment and emergency exits are marked clearly.

Parking Areas:

Parking areas 1 to 3 have been strategically designated across various blocks to optimize traffic flow and ensure ease of access for staff, students, and visitors. Each parking zone is planned with clear signage, sufficient capacity, and safety measures.

- **Parking 1:** Located near the main entrance for administrative staff and visitors, ensuring quick and secure access to the reception and offices.

- **Parking 2**: Adjacent to the academic block, this area serves faculty members and student vehicles, promoting convenience and timely class attendance.

Resources & Facilities:

- Marked entry/exit points and pedestrian walkways
- Surveillance cameras (CCTV) for security
- Proper lighting and maintenance
- Fire safety provisions

Sanitation Facilities:
- For males**:** 8 commodes and 12 urinals
- For females**:** 12 commodes

Furniture and IT Equipment:

Furniture Resources:

- All rooms are adequately furnished with:
- 1,190 desks and chairs for student use in classrooms,
- 44 tables and 79 chairs designated for administrative and office use,
- 3 cabinets and 42 cupboards for storage and filing purposes.
- Fans for ventilation
- Wall clocks to maintain time discipline
- Whiteboards or notice boards for academic and administrative communication

IT Equipment Resources:

- A range of equipment is deployed across different spaces based on need:
- Desktop computers and laptops for staff and instructional use
- Projectors in classrooms to facilitate visual learning
- Printers in office cubicles for documentation purposes
- Large TV in the classroom for media-based learning and infotainment
- The institution supports a strong digital and technological environment, including:

- ✓ 29 computers
- ✓ 21 printers
- ✓ 3 photocopiers
- ✓ 30 overhead projectors
- ✓ High-speed internet connectivity at 600 Mbps, ensuring seamless access to digital tools, resources, and communication platforms.

Water Facility

Provision of Safe and Clean Drinking Water at Ace Institute of Management. At Ace Institute of Management, we place the highest importance on the health, well-being, and hygiene of our students, faculty, and staff. To support a safe and conducive learning environment, the institute has implemented a comprehensive water safety and sanitation plan that ensures consistent access to safe, clean water throughout the campus.

Drinking Water Facilities

Filtered jar water is provided across all key areas of the campus, including:

- Classrooms and lecture halls
- Administrative and faculty offices
- Staff lounges and meeting rooms
- Libraries and laboratories
- Student recreational and common areas

The water jars are sourced from a certified and licensed supplier. Each jar undergoes multi-stage purification, including sediment filtration, and UV treatment, ensuring compliance with safety and hygiene standards. All jars are sealed, labelled with the supply date, and inspected before distribution.

Central Water Filtration System for General Use

For non-drinking purposes (such as in restrooms, cafeterias, and cleaning), a separate centralized water filtration system is in place. This includes:

- Sediment filtration to remove particles and impurities
- Activated carbon filters to eliminate odours and chemical contaminants
- UV sterilization units to neutralize harmful microorganisms. The system is routinely maintained by trained staff, with scheduled filter replacements and disinfection procedures. Water samples from the system are periodically sent to certified laboratories for quality testing.

Sanitation and Maintenance Measures

Ace Institute of Management ensures that:

- All water storage tanks are cleaned and disinfected regularly
- Plumbing systems are inspected monthly to prevent leaks or contamination
- Drinking points are kept clean and located in hygienic areas
- Used water is properly drained and managed to avoid any sanitation risks

Awareness and Monitoring

- Students and staff are educated on safe water usage practices during orientation and through informational boards displayed around the campus.
- A dedicated campus maintenance committee oversees the water safety measures and ensures swift resolution of any reported issues.
- Feedback and complaints are addressed promptly, and preventive actions are taken to ensure ongoing water safety and quality.

Ace Institute of Management remains committed to providing a safe, healthy, and supportive environment by ensuring access to clean and reliable water for all members of its academic community.

Toilet Facilities

Each toilet facility within the premises has been designed and maintained to ensure cleanliness, comfort, and hygiene for all users. The toilets are fully equipped with the following essential amenities:

- Tissue paper is regularly replenished and placed in an accessible location for user convenience.
- A looking glass (mirror) is installed above the wash basin to support personal grooming and hygiene practices.
- Hand wash liquid is available in dispensers at each handwashing station, promoting proper hand hygiene.
- Clean towels or hand-drying alternatives (e.g., paper towels or electric dryers) are provided to ensure hands can be dried safely and hygienically.
- Dustbins are placed inside each toilet unit to dispose of general waste in a sanitary manner.

In addition, separate sanitary dustbins with lids are placed in female restrooms to facilitate the safe and discreet disposal of sanitary products, promoting menstrual hygiene and comfort.

Each toilet cubicle spans approximately 22 square feet, offering adequate space for movement and ease of use. The space is well-ventilated and routinely cleaned by designated housekeeping staff, with cleaning records maintained to ensure accountability and regular upkeep.

Canteen Facility

The college offers a well-maintained and efficiently managed canteen facility that spans an area of 500 square feet. Thoughtfully designed to provide both functionality and comfort, the canteen can accommodate between 40 to 100 individuals at a time, with a combination of indoor and outdoor seating arrangements. This ensures ample space for students, faculty, and staff to dine in a relaxed and hygienic environment.

The canteen operates with a strong emphasis on cleanliness, safety, and quality. A dedicated, hygienically maintained kitchen supports food preparation, adhering to strict health and sanitation standards. Staff members follow established health and safety protocols, including regular health check-ups, the use of personal protective equipment, and adherence to food handling best practices.

A designated storage room is available for the safe and organized keeping of food supplies, ensuring that ingredients are stored in appropriate conditions. The canteen offers a buffet system beginning in the morning, providing a variety of freshly prepared meals. The menu is diverse, catering to different tastes and dietary needs, and is regularly updated to maintain quality and nutritional balance.

Overall, the canteen serves as a vital part of the campus infrastructure, offering a clean, spacious, and welcoming environment that promotes the well-being of all its users.

Indoor Game Facility

The college promotes recreational and mental well-being through its well-equipped indoor game facility. Students can enjoy a variety of games such as chess, table tennis, ludo, and other board games. These activities provide a relaxing break from academics while encouraging friendly competition, strategic thinking, and social interaction in a comfortable indoor setting.

In addition to serving as a leisure space, the facility also supports cognitive development and stress management, contributing to students' overall mental health. The area is designed to be safe, inclusive, and welcoming, ensuring equal access for all students. Regular game sessions and friendly tournaments are organized to foster community spirit, teamwork, and a balanced academic environment.

Playground Facility

At our educational institution, we understand the importance of providing our students with a well-rounded education that includes ample opportunities for physical activity and sports. That's why we

take pride in offering our students a well-equipped and spacious playground area spanning over 3750 square feet of outdoor space.

The playground is designed to support a variety of age-appropriate games and physical education activities, promoting motor skill development, teamwork, and overall physical well-being. It is regularly maintained to ensure a clean, safe, and child-friendly environment. We also ensure proper supervision during outdoor activities to maximize safety and engagement.

Our commitment to physical education is further reflected in our structured sports curriculum, which integrates seamlessly with academic programs, encouraging holistic development in our students.

Parking Facilities

Our institution is equipped with a well-planned and expansive parking facility spanning over 3,000 square feet, specifically designed to accommodate the needs of our students, faculty members, staff, and visitors. This dedicated area underscores our commitment to providing a safe, accessible, and environmentally responsible campus environment.

Key Features:

Strategic Location and Accessibility:

The parking area is strategically positioned within proximity to key academic and administrative buildings. Marked entry and exit points ensure smooth traffic flow and reduce congestion during peak hours. Barrier-free access is provided to accommodate individuals with physical disabilities, with designated parking spaces near ramps and building entrances.

Capacity and Organization:

The area is efficiently laid out to maximize space usage, accommodating both two-wheelers and four-wheelers in separate sections. Signage and directional arrows are installed for organized and safe navigation.

Security Measures:

- 24/7 CCTV surveillance ensures continuous monitoring of the premises.
- The area is well-illuminated with high-lumen LED lighting, enhancing visibility and deterring unauthorized activities during the evening and early morning hours.
- Security personnel conduct routine patrols and checks to maintain safety standards.

Sustainability Initiatives:

In support of our institution's green campus initiative, the parking lot includes designated electric vehicle (EV) charging stations. The surface is constructed with environmentally friendly materials that allow for stormwater drainage, reducing surface runoff and heat absorption.

Maintenance and Cleanliness:

The parking area is routinely cleaned and maintained, ensuring a hygienic and visually appealing environment. A maintenance team is on standby for regular inspections and immediate repairs if needed.

Emergency Readiness:

Fire extinguishers and emergency call points are strategically installed across the parking zone.
Access routes for emergency vehicles are marked and unobstructed. This parking facility not only meets but exceeds safety, accessibility, and sustainability standards set by regulatory authority.

Faculty Room

The faculty room is well-furnished and spread across 200 square feet, providing a functional and comfortable space for teachers. It is equipped with 12 chairs, 2 large-sized tables, and 3 large wooden cupboards for storage. The room also includes a water dispenser for refreshment, a projector for academic use, and 3 ceiling fans for ventilation, along with 1 door and 2 windows ensuring proper lighting

and airflow. The setup is designed to support daily academic work and interactions efficiently.

Library

Ace boasts a modern and spacious library that covers an area of 907 square feet at Block F and 2000 square feet at Block A, providing ample space for students to study and conduct research. The library is equipped with the latest Library Management Software known as LIBRA, making it easy for students to locate and borrow books.

The library has a collection of more than 1000 registered books, including textbooks, reference books, and fiction, and non-fiction books, catering to the diverse academic interests of the students. In addition, the library offers subscriptions to 10 different newspapers and 10 different magazines/journals, ensuring that students stay updated on the latest happenings in the world.

Apart from the physical library, Ace also offers students access to an Electronic Library and Research Journals. The school provides students and faculty with access to electronic study resources and electronic libraries through ProQuest. Students and faculty can access these resources from anywhere with an internet connection, using their unique usernames and passwords.

The electronic library and research journals provide students with a wealth of information on various topics, enabling them to conduct research efficiently and effectively. The resources available through ProQuest cover a wide range of topics and include scholarly articles, academic journals, and research papers. This access to electronic resources is an essential component of Ace's commitment to providing students with a world-class education.

In conclusion, the library at Ace is a vital resource for students and faculty, providing access to a vast collection of books and electronic resources. The institution's commitment to offering the latest technology and software demonstrates its dedication to ensuring that students receive a top-notch education.

General Overview of ProQuest:

ProQuest is a resource of electronic collections containing a huge number of documents - originally published in journals, newspapers and magazines - in multiple fields, from arts, literature, and social science to science, technology, and medicine. ProQuest also offers billions of pages of global content that includes historical newspapers, dissertations, and uniquely relevant resources for researchers of any level. It also provides thousands of e-books and other resources.
Ace students and faculty have access to the following.

ProQuest Central

ProQuest Central is the largest, multidisciplinary, full-text database available in the market today. This resource provides access to 47 of ProQuest's complete databases, with a variety of content types across over 175 subjects, making this the broadest single research resource in the world. Unlike other resources, ProQuest Central is made up of separate, fully searchable databases which may be used together or separately. ProQuest Central won the Software & Information Industry Association (SIIA) 2010 CODiE Award for Best Online General Reference Service.
While ProQuest Central provides access to millions of much-coveted full-text articles from thousands of scholarly journals, it also provides access to information not available in other aggregated resources such as:

- Over 100,000 full-text dissertations in the areas of business, psychology, physical sciences, health, education and more
- Over 455,000 working papers from organizations such as NBER and OECD
- Millions of up-to-date company reports, market and industry reports, and country profiles
- The most comprehensive collection of market, industry, and economic reports available on the market today.

ABI / INFORM Complete (Online Journals Database):

ABI is specially designed for Business researchers. It includes over 8,000 publications, more than 5,700 of which are available in ongoing

full text. ABI / Inform Complete includes full text of key journals from the world's most important scholarly publishers such as Emerald Group Publishing, Cambridge University Press, Palgrave Macmillan, Springer, MIT Sloan School of Management, and many others. ABI Inform Complete also Includes dissertations, working papers, news, and market research. It provides exclusive content through agreements with some of the world's most prestigious publishers—including Dow Jones, Cambridge University, Emerald, and Palgrave MacMillan—ProQuest offers exclusive access to hundreds of key business titles. ABI/INFORM is the only business database where researchers can find full text for the Wall Street Journal, the Economist, and the Financial Times. ABI/Inform Complete also provides over 40,000 full-text dissertations from over 1,000 colleges and universities. 3,000 new dissertations are added every year. ABI / Inform also provides thousands of business cases, hundreds of them in full text. Identify cases from leading business schools like Harvard, Ivey, Thunderbird, and HEC Montreal.

E-Book Central

College Complete: 56,000+ titles with content chosen to support 2-year and smaller 4-year colleges. Covers traditional areas like business, management, and nursing & allied health plus emerging areas like artificial intelligence and criminal justice. Topics to support job market gaps like advanced manufacturing, construction, and healthcare are also addressed.

Details of Library

Floor	Use	Area (Square Feet)	Equipment and Furniture
Third	Sorte	133	About 1000 books 300 Magazines (old collection) and other library materials
	Counter	30	Computer Sets=2 Working Tables=2 Chairs=2
	Magazine Section	272	Newspaper displays racks=2 Magazine display rack=1
	Text Book section	1085	Shelving Racks=21 with10,000 Books
	Reference Section	90	Racks = 12 Reference Books = 2500 Reports/ Thesis etc. = 1100 E-books collection = 600
	Study Room	360	Study table=9 Chairs=50 Computer = 2
	Technical Section	231	Table=1 Cupboard=1
	Librarian Room	143	Computer Set=1 Librarian Table=1 Chair=1 Barcode Reader=1 Printer = 1
	Other		AC, Watch, CCTV 2, Window - 7 etc
	Doors	21	Aluminium Door

Faculty Members

S.N	Name	Gender	Qualification	Teaching Subjects
1	Abhaya Rana	Male	MBA	Trade Finance
2	Abhijit Shrestha	Male	MBA	Management of Human Resources
3	Amrish Kumar Das	Male	BE. Electronics and Communication, MBA (Dual Marketing & Finance)	Operations & Supply Chain Management
4	Anish Pokharel	Male	BSC in Computer science & information Technology	Data Structure and Algorithm
5	Apar Bhattarai	Male	MBA	Project Work
6	Archana Shakya	Female	MBA	Organizational Behavior
7	Arpan Gelal	Male	MSc in Development Economics	Society and Politics
8	Avishek Kumar Karki	Male	DBA (Cont.)	Strategic Brand Management
9	Ayush Shrestha	Male	MBA	IT for Business
10	Bal Krishna Khadka	Male	M.Sc. In Statistics from Tribhuvan University and M.Phil. In Finance from Kathmandu University	Statistics of Managers

11	Barsha Rana Shahi	Female	M. Phil in Sociology	Organizational Behavior, Sociology, Psychology, Behavioral Science
12	Barun Aryal	Male	MBA	Commercial Bank Management, Bank Operations and Management
13	Bedu Ram Aryal	Male	M.SC	Mathematics
14	Benzin Dahal	Male	EMBA	Venture Ideas and Model, Operations Management
15	Bhuwan Prasad Ojha	Male	PHD	Mathematics
16	Bikash Malla Thakuri	Male	LLM –Master in law	Legal Aspects of Business and Technology
17	Bimesh Man Pati	Male	MBA	Financial Management, Credit Risk Management, Investment Management
18	Biraj Singh Chhetri	Male	Executive MBA	Organizational Behavior and Soft Skills Practicum
19	Birat Prasad Shrestha	Male	MBA	Rural Marketing, Strategic Management, Advertising and Sales Promotion
20	Birendra Mahato	Male	M. Phil in Management	Financial Accounting, Managerial Accounting

21	Charu Sharma Thapa	Female	M Com	Principles of Marketing, Management of Human Resources
22	Cheta Bahadur Bharati	Male	MBS	Financial Accounting, Managerial Accounting
23	Deepak Thapa	Male	MBS	Essentials of Finance, Financial Management
24	Deeptangshu Thapa	Female	DBA Management (Asian Institute of Technology)	Consumer Behavior
25	Dinesh Basnet	Male	MPhil. in Finance, Tribhuvan University	Financial Management, Portfolio Management & Security Analysis
26	Dipankar Sherpa	Male	MPhil. Education Leadership (KU), MBA Marketing (Ballarat University, Australia), BSc Computing (Sunderland University, UK)	
27	Diwas Dahal	Male	MBS	Financial Institutions and Markets
28	Dr Ashish Tiwari	Male	MBA/ DBA	Marketing & Entrepreneurship
29	Dr. Pradeep Rajopadhyay	Male	MBA, MPhil, PhD	Accounting and Finance

30	Dr. Resham Raj Regmi	Male	LLM, Tribhuvan University, PhD (Faculty of Law, University of Delhi)	Corporate Governance
31	Durga Prasad Gautam	Male	MA in English	Business Communication
32	Ganesh Thapa	Male	MBA	Digital Systems, Management Information System, Software Skills Practicum
33	Govinda Maharjan	Male	MBA	Investment Management, Corporate Finance
34	Gyanendra Adhikari	Male	MPhil in Economics	Microeconomics & Macroeconomics
35	Hari Kumar Karki	Male	PhD – Scholar	Business and Society
36	Hariom Sharma	Male	MBA	Principles of Management, Strategic Management
37	Indra Dhoj KC	Male	M. Phil. (Finance), TU	Business Environment Analysis
38	Jayendra Rimal	Male	MBA and BE (Mechanical)	Human Resources Management
39	Kabindra Koirala	Male	MCA	IT for Business
40	Kanishka Shakya	Male	MBA, KUSOM	Marketing Management
41	Kashyap Shakya	Male	MBA	Consumer Behavior, Strategic Management

42	Keshava Gyawali	Male	M Phil	Management Information System
43	Krishna Bahadur Manandhar	Male	MA Economics–TU & University of Manchester, England	International Finance, Financial Institution and Market
44	Krishna Nakarmi	Male	MSC Statistics, EMBA	Business Statistics & Data Analysis and Modeling
45	Madan Dhungana	Male	M. Phil	Small Business Entrepreneurship, Introduction to International Business
46	Madan Lal Pradhan	Male	MBA, KUSOM	Organizational Behavior and Human Resources Management, HRD Strategies, Compensation Management
47	Mahendra Joshi	Male	M. Phil in Development Studies	English / Business Communication
48	Nabaraj Poudyal	Male	M. SC in Statistics	Business Statistics, Basic Econometrics, Mathematics
49	Nabin Bajracharya	Male	MA–Psychology	Organizational Behavior, Psychology and Behavioral Science
50	Narad Thapa	Male	Ph.D.	Financial Accounting, Managerial Accounting

51	Neha Shrestha Amatya	Female	MBA	Business Environment in Nepal, International Business
52	Nilisha Tuladhar	Female	M.Phil.	English / Business Communication
53	Niranjan Shrestha	Male	MBA	Fundamentals of Entrepreneurship
54	Nitin Krishna Shrestha	Male	MBA, Pokhara University	Accounting for Managers, Corporate Financing Decisions
55	Nixon Dangol	Male	B. Sc Computer Science	Object-Oriented Language (Java)
56	Pankaj Pradhananga	Male	EMBA (KUSOM)	Tourism & Hospitality Management
57	Prajeet Kumar Timalsina	Male	PhD – Scholar	Fundamentals of Operations Management, Business Research Methods
58	Prajwol Sayami	Male	Chartered Accountant (ICAI, ICAN), EMBA–Pokhara University, Diploma in IFRS–ACCA	Managerial Accounting, Business Tax Planning
59	Pranish Balami	Male	MBA, Pokhara University	Digital Marketing
60	Pravat Uprety	Male	MSc (Statistics), MA (Population) Tribhuvan University	Business Research Methodology, Quantitative Methods for Decision-Making

61	Prem Bahadur Dhami	Male	MPhil	Business Research Methods
62	Rabindra Silwal	Male	M. Phil. (KTM university), MBA (PU), M Sc. Statistics (Tribhuvan University	Business Statistics
63	Rahish Lal Shrestha	Male	MBA, Lahore University of Management Sciences	International Business
64	Rajat Bajracharya	Male	MBA	Strategic Management Sales Management, Services Marketing
65	Rajib Mangal Joshi	Male	EMBA	Business Environment in Nepal
66	Ram Koju	Male	MBA, MPA	Risk and Insurance Management / Property and Liability Insurance
67	Ramesh Kumar Chauhan	Male	MSc, MPhil	Mathematics
68	Ramesh Maharjan	Male	MIM, MPhil	Corporate Finance, Financial Institutions and Markets
69	Ramila Katuwal	Female	MBA	International Banking and Insurance
70	Rijan Dhakal	Male	MA (Economics); Ph D Scholar (At present)	Managerial Economics

71	Rimesh Rajbhandari	Male	B.E (Computer), MBA, KUSOM	Management Information Systems
72	Riswo Ram Gorkhali	Male	MBA, Pokhara University	Managerial Communications
73	Roshan Bhattarai	Male	MBA	IT for Business, Management of Technology, Management Information Systems, Software Skills Practicum
74	Roshan Kumar Bardewa	Male	MA in Economics	Microeconomics & Macroeconomics
75	Rudra Khatiwada	Male	MBS	Corporate Finance
76	Sachet Shrestha	Male	MBS	Principles of Insurance, Life and Health Insurance
77	Sagar Chudali	Male	BSCCSIT	Programming Language
78	Sagar Upadhyaya	Male	MBA	Fundamentals of Computer Systems, Management Information System
79	Sandesh Karmacharya	Male	MBA	Human Resource Management
80	Sangita Maharjan	Female	MBA	Negotiation and Conflict Management, Principles of Insurance
81	Satish Jung Shahi	Male	MBA, Pokhara University	

82	Saurav Adhikari	Male	MCIS	Internet Technology & Project I
83	Saurav Raj Verma	Male	MPhil Running	Essentials of E-Business
84	Sharad Adhikari	Male	MBS	Financial Accounting
85	Sharad Shahi	Male	MBA	Media and Public Relations
86	Sharan Shankar Paudel	Male	LLM, MA	Legal Aspects of Banking and Insurance
87	Sharmila Maharjan	Female	MA	Psychology, Project work
88	Shilpa Dhakal	Female	MPhil	Management of Human Resources, Sales Management, Organizational Behavior
89	Shradha Aryal	Female	MPhil	Project Work
90	Shubhanjan Poudel	Male	MBA	Services Marketing
91	Sohan Babu Khatri	Male	B.E (Civil), MBA (Finance and Marketing)	Entrepreneurship & Innovation, Strategic Management
92	Sudhir Kumar Bogati	Male	MBA	Services Marketing, Compensation and Benefit Management
93	Sujan Koirala	Male	M.Phil. in Economics	Macroeconomics & Global Economy
94	Sujan Raja Shrestha	Male	M Phil in Marketing	

95	Sujan Subedi	Male	MSBA	Emerging Concepts in Management
96	Sujina Bajracharya	Female	MBA	Treasury Management, International Banking and Insurance
97	Sunita Shrestha	Female	MSC	Business Statistics & Data Analysis and Modeling, Mathematics
98	Surakchya Adhikari	Male	MBA	Social Entrepreneurship, Essentials of E-Business

Organizational Structure

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                        ┌──────────────────┐
                        │ Board of Director │
                        └──────────────────┘
                                 │
                        ┌──────────────────┐
                        │     College      │
                        │   Management     │
                        │   Committee      │
                        └──────────────────┘
                                 │
                        ┌──────────────────┐        ┌──────────┐
                        │   Chair Person   │        │   IQAC   │
                        └──────────────────┘        └──────────┘
                                 │                       ▲
  ┌──────────┐          ┌──────────────────┐     ┌──────────────┐
  │   SQC    │----------│    Principal     │-----│  EMIS Unit   │
  └──────────┘          └──────────────────┘     └──────────────┘
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| Director of EMBA | Director of MBAe | Director of MBA | Director of Undergraduate School | Director of Administration |

| IT | Human Resource | Finance |
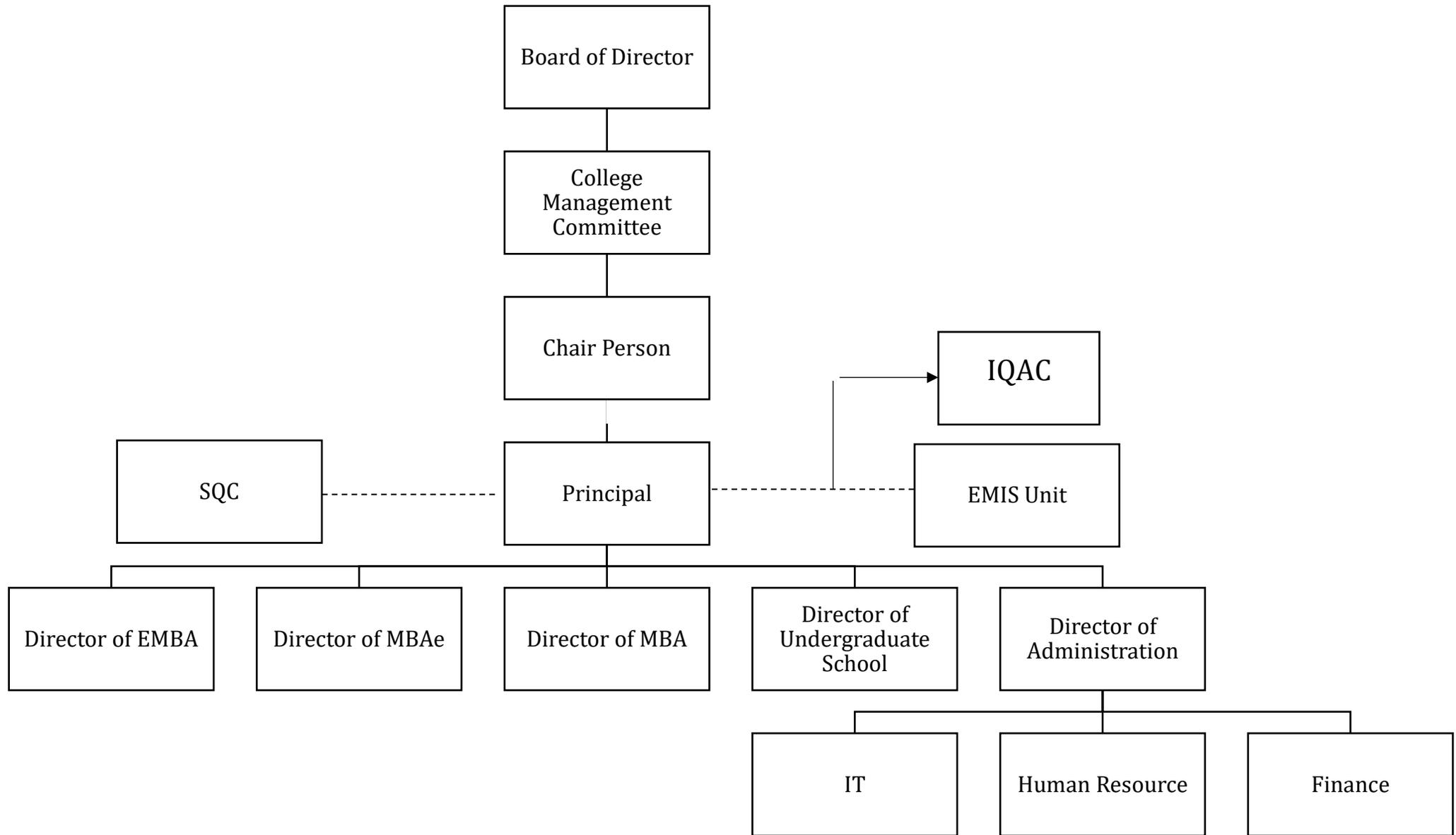
<div align="center">**SECTION THREE**</div>

Strengths, Weaknesses, Opportunities, and Challenges (SWOC)

Over the past years, Ace Institute of Management has actively engaged in SWOC analysis as a part of its strategic planning and quality assurance process. Ace has continuously refined its academic offerings, enhanced faculty development, upgraded digital and physical infrastructure, and strengthened industry collaborations ensuring its sustained growth and alignment with evolving educational and professional demands. Hence, following are SWOC analysis of Ace Institute of Management:

Strength

a. A long and glorious history of 26 years, with firm trust amongst stakeholders and public.
b. A strong brand reputation and image, attracting top talents and students across Nepal.
c. Strong collaboration with Industry leaders, with MOUs with over 80 Organizations, for Placements, Internships and Live Projects for students.
d. 300+ experienced and distinguished highly skilled faculty members.
e. 7000+ extensive and robust alumni network.
f. Diverse and vibrant student community, representing all districts of Nepal.
g. State-of-the-art on-campus facilities, which promote effective learning.
h. Academic Excellence and Rigor.
i. Broad academic resource base, both online and physical.
j. Plethora of extra and co-curricular activities and opportunities for all-round student growth.
k. A supportive learning environment with a highly efficient academic management team and faculty members.
l. Robust Online Learning Management System.
m. A vibrant startup center assisting aspiring entrepreneurs from Ace community to build business ventures.

n.   A strong research center, with bi-annual journal publication and student support in thesis.

Weakness

a.   Relatively high tuition fee may limit access for some potential students with low economic background
b.   Relatively less outreach and promotional presence outside Kathmandu.
c.   Despite a strong alumni network, there's a lack of formal alumni organization.
d.   A relatively higher dropout rate seen in the first year of enrollment, largely because of students leaving to pursue education abroad
e.   More focus needs to be placed in Infrastructure development to meet the rising student numbers, and added academic programs
f.   More focus needs to be laid on Student-exchange program for a more diverse learning experience for students
g.   More focus needs to be laid on organizing International Conferences, connecting the faculty and students with the global environment.

Opportunities:

h.   Development of more advanced academic programs, in line with evolving job market.
i.   More innovative curriculum development, reflecting the changing market scenario.
j.   Faculty Development Programs for more effective teaching-learning.
k.   Collaborations with other national and international universities and higher education institutions for more learning opportunities for students.
l.   Distance and online learning opportunities, to address increasing demand for online education.
m.   More community outreach activities can improve college reputation, and also attract more students from the local community.

n.   Development of short-duration Professional Programs for executives and working professionals.

Challenges

a.   A highly growing and more intense competition
b.   Rapid technological change can outpace changes in curriculum development and relevance
c.   National political or other crisis can disrupt operations and enrollments
d.   Uncertain economic downturn and fluctuations of the country can impact enrollments
e.   Unfavorable regulatory changes in laws and policies regarding higher education can impose challenges

This ongoing and reflective SWOC process has allowed Ace to align its academic innovations, infrastructural investments, and stakeholder engagement with its long-term mission and vision.

Vision Mission, Goal, Philosophy, Values, Objectives, Programs and Strategies

The Vision of Ace Institute of Management

To achieve recognition as an esteemed and well-known higher education institution on a national level in the context of Nepal.

The Mission of Ace Institute of Management

- To achieve the highest standards of teaching, learning, creativity, soft skill development, research and employability.
- To achieve the status of an accredited higher education institution in Nepal.
- To transform Ace Institute of Management into a Deemed University in Nepal.
- To foster an environment that nurtures students' growth and evolution into self-regulated, lifelong learners; thoughtful, responsible individuals; and principled, innovative leaders, who improve their society and the world.

Goal

The primary goal of Ace Institute of Management is to enhance and broaden students' knowledge and skills, thereby equipping them with the necessary knowledge and skills to embark on successful and fulfilling careers, laying the groundwork for a purposeful and impactful life.

Our Philosophy

- We learn more when we assume responsibility for and self-regulate our learning.

- Learning never ends if we avoid intellectual arrogance and embrace intellectual humility.

- o We learn more if we compete only with ourselves and cooperate and collaborate with others.

- o Learning is a choice; with mental effort and persistence, everyone can learn.

Our Values

- o Honesty in work.
- o Sincerity in relationships.
- o Respect for self and others.
- o Responsibility for one's actions.
- o Reflecting on and learning from our experience.
- o Care for resources.
- o Respect for laws and regulations.

Objective

1) To implement established standards, parameters, procedures, and benchmarks to enhance the quality in all facets of the Ace Institute of Management, while simultaneously striving to obtain quality certifications from the University Grants Commission as well as from Pokhara University.

2) To promote and encourage interdisciplinary research, especially in the field of management and information technology, by establishing and developing facilities and providing resources that significantly enhance the capabilities of interdisciplinary research.

3) To introduce and implement innovative teaching methods, tools and practices in the teaching and learning process.

4) To cultivate and encourage entrepreneurial thinking, enhance employability opportunities, and concurrently offer essential assistance for nurturing innovative ideas as well as facilitating professional achievements.

5) To develop, maintain, and utilize artificial intelligence, industry-relevant and globally recognized information and

communication technology (ICT) infrastructure and tools effectively.

6) To organize extension activities that focus on promoting environmental sustainability, raising health awareness, and enhancing the overall living standards of the community.

7) To develop state-of-the-art facilities that are designed specifically to deliver high-quality academic programs, fostering innovative research activities, providing comprehensive co-curricular and extracurricular facilities, as well as ensuring effective student support services.

8) To provide student support services that serve the individual needs of every student, ensuring that all individuals receive the assistance, services and resources they require for their educational success.

9) Effectively informing stakeholders as well as the general public through the promotion of a public information system.

Proposed Programs

- Quality Assurance
- Research and development.
- Academics
- Entrepreneurial thinking and professional achievement
- Information Technology
- Extension
- Infrastructures and services
- Networking
- Support Services
- Informing Stakeholders

Strategies

a) Implement the standardized procedures, specified parameters, metrics, and indicators that have been established by the University Grants Commission.

b) Implement a quality assurance policy, guidelines, and detailed procedures.

c) Conduct quality audits, management audits, and academic audits.

d) Encourage and support research activities undertaken by both faculty members and students.

e) Utilize information and communication technology (ICT)–)–enabled tools, such as Moodle and similar platforms.

f) Employ diverse teaching methods and educational tools.

g) Execute the faculty development plan to enhance and improve the overall proficiency of the faculty members.

h) Establish a strong and effective network with various national and international organizations.

i) Articulate the concept of corporate social responsibility as it pertains to the Ace Institute of Management.

j) Execute the policies and plans related to human resource management.

k) Design and implement non-credit courses that are grounded in value-based principles, non-credit courses should be Choice-Based Credit System (CBCS).

l) Design and implement Skill Enhancement programs for the students. These programs should focus on developing various skills, such as critical thinking, communication, problem-solving, and teamwork, to better prepare them for real-world challenges.

m) Develop and maintain the academic infrastructure and educational resources.

n) Implement a master plan along with an augmentation strategy focused on enhancing infrastructure development.

o) Develop and maintain modern classrooms and laboratories that are equipped with the latest technology and resources.

p) Focuses on increasing the number of students who can take advantage of scholarships, receive free education opportunities, and obtain additional forms of financial assistance that go beyond the existing government programs and initiatives.

q) Install and utilize an integrated and web-based Higher Education Information Management System that is capable of meeting and adhering to the guidelines established by the University Grants Commission.

r) Establish Student Grievance Redressal Cell.

s) Adopt a governance, leadership, and management approach that is focused on achieving specific, measurable outcomes.

t) Increase the number of publications to enhance the visibility and recognition of the institution within the academic community.

SECTION FIVE

Action Plan (2025–2029)

Program- Quality Assurance

Actions	Start	End	Responsible	Expected outcome	Estimated budget
Objective To implement established standards, parameters, procedures, and benchmarks to enhance the quality in all facets of the Ace Institute of Management, while simultaneously striving to obtain quality certifications from the University Grants Commission as well as from Pokhara University.					
Accomplish internal quality assurance guidelines.	April 2025	June 2025	Executive Committee (EC)	Implemented internal quality assurance guideline	3 Million
Establish IQAC	April 2025	June 2025	Executive Committee (EC)	Established IQAC	2.3 Million
Start and complete the QAA process.	April 2025	June 2027	IQAC / SAT	Submitted SSR to UGC	4 Million
Annually conduct academic, management and quality audit	2025	2029	IQAC / SAT	Published academic, management and quality audit report	2 Million
Establish a well-functioning database system.	April 2025	Dec 2025	EMIS Unit	Used all-inclusive EMIS	0.7 Million
Arrange training, workshops,	2025	2029	IQAC / SAT	Arranged training, workshops,	2.4 Million

seminars and orientation for faculty, staff and students regarding QAA-related standards and progress.				seminars and orientation for faculty, staff and students regarding QAA-related standards and progress.	

Program - Research and Development

Actions	Start	End	Responsible	Expected outcome	Estimated budget
Objective To promote and encourage interdisciplinary research, especially in the field of management and information technology, by establishing and developing facilities and providing resources that significantly enhance the capabilities of interdisciplinary research.					
Accomplish Research Policy	April 2025	June 2025	Executive Committee (EC)	Implemented research policy	0.1 Million
Establish Research Committee	April 2025	April 2025	Executive Committee (EC)	Formed Research Committee	0.9 Million
Ensure funding for research activities.	April 2025	April 2029	Executive Committee (EC)	Allotted adequate budget for research activities	0.8 Million
Provide seed money for faculty and students to carry out mini-research and academic research.	April 2025	April 2029	Research committed	Disbursed research funds for faculty and students.	0.8 Million
Organize research-related capacity development training programs for faculty and students	April 2025	April 2029	Research committed	organized Capacity Building Training programs	0.5 Million

Publish peer-reviewed journal	April 2025	April 2029		Editorial Board	
Establish connections and build relationships with both national and international organizations.	April 2025	April 2029	Research committed	Done MoUs with national and international organizations.	0.5 Million

Program - Academics

Actions	Start	End	Responsible	Expected outcome	Estimated budget
Objective To introduce and implement innovative teaching methods, tools and practices in the teaching and learning process.					
Accomplish Human Resource Management Policy/rules/regulation	May 2025	May 2025	Executive Committee (EC)	Executed Human Resource Policy	0.1 Million
Advancing faculty skill ls for next-gen education	April 2025	April 2029	Principal	Organized training, workshops, seminars etc.	0.9 Million
Introduce ICT blended teaching and learning.	April 2025	April 2029	Head of Department	Used latest ICT	0.5 Million
Use digital technology for teaching and evaluation	April 2025	April 2029	Head of Department	Integrated digital technology for teaching	1 Million
Provision of Remedial class/bridge courses	April 2025	April 2029	Head of Department	Conducted remedial / bridge courses	0.4 Million
Introducing new educational programmes	April 2025	April 2029	Principal	Offered undergraduate and post-graduate programs	1.5 Million
Use EMIS/ LMIS	May 2025	June 2025	Principal / EMIS Unit	Installed EMIS and used Moodle	0.7 Million
Provision of curriculum	June 2025	July 2025	Executive Committee (EC)	Formed Curriculum	0.7 Million

Actions	Start	End	Responsible	Expected outcome	Estimated budget
evaluation committee				Evaluation Committee	
Use an academic calendar and teaching plan	April 2025	April 2029	Principal	Employed academic calendar and teaching plan	0.2 Million
Develop e-learning materials	April 2025	April 2029	Head of Department	Published 15 types of e-learning materials	1.2 Million
Establish a student performance assessment mechanism.	June 2025	July 2025	Principal	Established student performance assessment mechanism	0.5 Million

__Program - Entrepreneurial thinking and professional achievement__

Actions	Start	End	Responsible	Expected outcome	Estimated budget
Objective To cultivate and encourage entrepreneurial thinking, enhance employability opportunities, and concurrently offer essential assistance for nurturing innovative ideas as well as facilitating professional achievements.					
Incorporate non-credit courses into the credit system	May 2025	May 2026	HoD	Launched non-credit courses	0.2 Million
Establish a network with industries.	April 2025	April 2029	Placement Committee	Done MoUs	1 Million
Plan and implement soft skill development programs	April 2025	April 2029	ECA and Extension Committee	Done MoUs	0.7 Million

Establish Incubation Centre	May 2025	May 2026	Principal	Established Incubation Centre	2.2 Million
Manage Job Placement and Internship services	April 2025	April 2029	Placement Committee	Student benefitted from Placement and Internship services	0.2 Million
Engage Alumni	April 2025	April 2029	ECA and Extension Committee	Engaged Alumni in skill development and placement activities	1 Million
Should be done Tracer Study	April 2025	April 2029	Research Management Committee	Published yearly Tracer study	1.2 Million

Program - Information Technology

Actions	Start	End	Responsible	Expected outcome	Estimated budget
Objective To develop, maintain, and utilize artificial intelligence, industry-relevant and globally recognized information and communication technology (ICT) infrastructure and tools effectively.					
Install and use HEMIS and LMIS	May 2025	May 2026	EMIS Unit	Installed and used HEMIS and LMIS-integrated EMIS	0.4 Million
Develop remote access to various learning resources	April 2025	April 2029	EMIS Unit	Students and faculty accessing remote access learning resources	0.4 Million
Develop digital infrastructure	April 2025	April 2029	Principal	Developed digital infrastructure	0.4 Million
Use the latest web-based or other software for teaching, learning and evaluation.	April 2025	April 2029	EMIS Unit	Used more than a dozen latest web-based or other software for teaching, learning and evaluation	0.6 Million
Arrange HEMIS / LMIS user's training	April 2025	April 2029	EMIS Unit	Faculty and students participated in the HEMIS / LMIS users training	0.2 Million

| Arrange AI Training | April 2025 | April 2029 | EMIS Unit | Faculty and students participated in AI training | 0.2 Million |
| Develop EMIS and ICT Policy | May 2025 | May 2026 | EMIS Unit | Executed EMIS and ICT Policy | 0.7 Million |

Program - Extension

Actions	Start	End	Responsible	Expected outcome	Estimated budget
Objective To organize extension activities that focus on promoting environmental sustainability, raising health awareness, and enhancing the overall living standards of the community.					
Plan and execute yearly Extension programs.	April 2025	April 2029	ECA and Extension Committee	Implemented extension programs	2 Million
Establish a network with Gos/NGOs	April 2025	April 2029	ECA and Extension Committee	MoU with Gos/NGOs	0.2 Million
Conduct outreach programs	April 2025	April 2029	ECA and Extension Committee	Conducted outreach programs	0.5 Million

Program - Infrastructures and services

Actions	Start	End	Responsible	Expected outcome	Estimated budget
Objective To develop state-of-the-art facilities that are designed specifically to deliver high-quality academic programs, fostering innovative research activities, providing comprehensive co-curricular and extracurricular facilities, as well as ensuring effective student support services.					
Develop a master plan and infrastructure development plan	May 2025	June 2025	Principal	Developed and started to accomplish master plan and infrastructure development plan	10 Million
Develop digitalized classroom	April 2025	April 2029	Principal	Developed digitalized classroom	25 Million
Hostel facility for students	April 2025	April 2029	Principal	Provided hostel facilities for students	35 Million
Provision of water quality test	April 2025	April 2029	Principal	Done water quality test	5 Million
Establish a conventional library system.	May 2025	June 2026	Library advisory committee	Used EMIS for library management and established digital library	2.2 Million

Program - Support Services

Actions	Start	End	Responsible	Expected outcome	Estimated budget
Objective To provide student support services that serve the individual needs of every student, ensuring that all individuals receive the assistance, services and resources they require for their educational success.					
Establish a Health Service Unit	May 2025	June 2025	EC		0.3 Million
Establish Grievance Redressal Cell	May 2025	June 2025	EC		0.2 Million
Obtain Student, faculty and staff feedback.	May 2025	June 2029	Grievance Redressal Cell	Obtained and analysed Student, faculty and staff feedback.	0.1 Million
Provide mensural health services for girls and female faculty	May 2025	June 2029	Health Service Unit	Provided sanitary pads and mensural health services for girls and female faculty	0.2 Million
Provide basic emergency health services.	May 2025	June 2029	Health Service Unit	Provided basic health services	0.2 Million
Increase the number of free ships.	May 2025	June 2029	Principal	Increased number of free ships	0.1 Million

Provision of academic and career counselling	May 2025	June 2029	ECA and Extension Committee	Increased number of free ships	1 Million

Program - Informing Stakeholders

Actions	Start	End	Responsible	Expected outcome	Estimated budget
Objective Effectively informing stakeholders as well as the general public through the promotion of a public information system.					
Establish mechanisms to deliver communication and public information	May 2025	June 2025	EC	Established Communication and Public Information Cell	0.7 Million
Use digital media to inform stakeholders.	May 2025	June 2029	Communication and Public Information Cell	Used digital media to inform stakeholders	0.1 Million
Publish annual report and other study report	May 2025	June 2029	Communication and Public Information Cell	Published annual report and other study report	1.2 Million

SECTION SIX

Review, Monitoring, and Reporting

1) IQAC and SAT will collaboratively develop a comprehensive strategic plan implementation monitoring checklist.
2) IQAC and SAT will collaborate to conduct a thorough and systematic monitoring of the implementation of the strategic plan.
3) The monitoring report will be prepared and subsequently forwarded to the Principal of the Ace Institute of Management for review and consideration.
4) The initiative for the half-yearly review and amendment of the Strategic Plan is scheduled to take place in the middle of the year 2027.