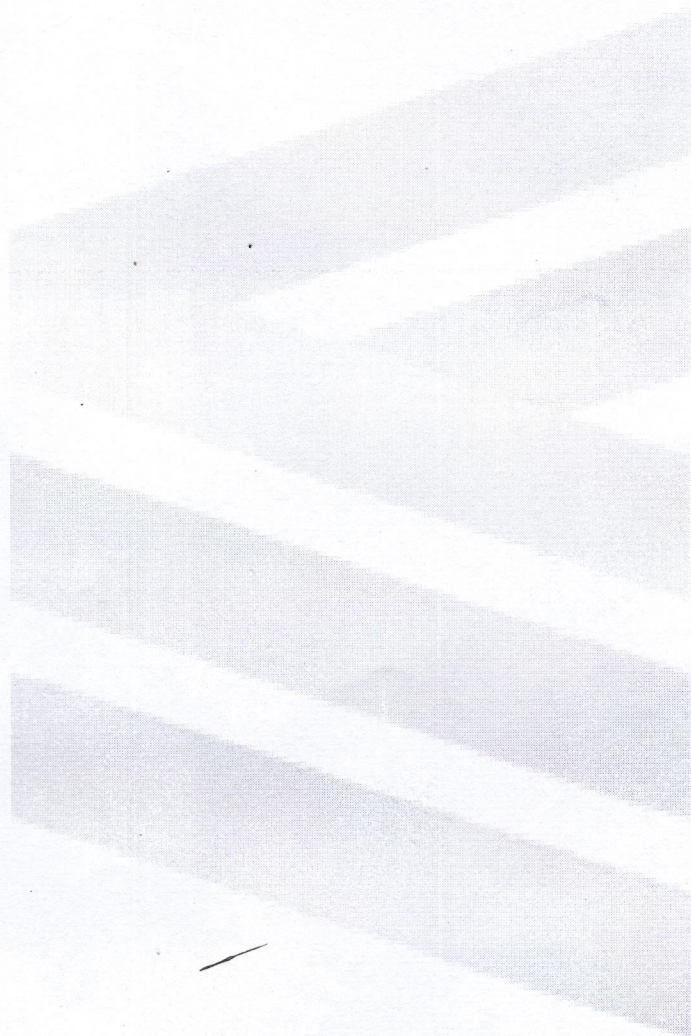
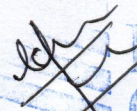


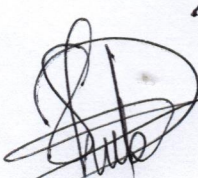
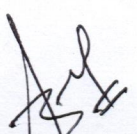
Strategic Plan 2026–2030

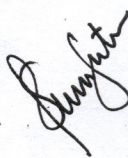


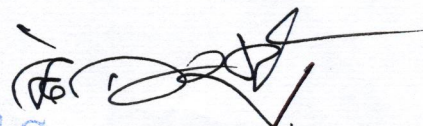
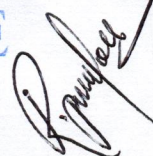
King's College

6/24/2025

 KING'S
COLLEGE
Kathmandu, Nepal



SECTION I: PREAMBLE 4

1.1. King's College at a glance.....	4
1.1.1. Vision.....	4
1.1.2. Mission.....	4
1.1.3. Goals.....	5
1.1.4. Objectives.....	5
1.1.5. Working Principles and Value System.....	5
1.2 The University.....	6
1.2.1 Introduction to Westcliff University.....	6
1.2.2 Vision, Mission, and Goals of Westcliff University.....	6
1.2.3 Strategic Priorities and Goals.....	7
Goal 1: Financial Growth.....	7
Goal 2: Infrastructure Development.....	8
Goal 3: Student Success, Experience, and Alumni Engagement.....	9
Goal 4: Staff, Faculty & Leadership Development.....	10
Goal 5: Community Connections, Partnerships, and Collaboration.....	11
Goal 6: Knowledge Creation and Dissemination.....	11
Goal 7: Startup and Entrepreneurial Ecosystem.....	12
Organizational Chart.....	14

Section 2: Institutional Arrangements for Internal Quality Assurance 15

Executive Committee (EC).....	15
Internal Quality Assurance Committee (IQAC).....	15
Self-Assessment Team (SAT).....	15
Professional Development and Career Service (PDCS).....	15
Communiversy.....	15
Center for Research and Development (CERAD).....	16
Center for Social Emotional Learning (CSEL).....	16
Partnership and Collaboration Department (PCD).....	16
Learning and Writing Center (LWC).....	16
Data and Technology Team (DTT).....	16
Academics Services and Compliance Department (ASCD).....	16
Innovation Kitchen Team (IKT).....	16
Center for Innovative Pedagogy and Learning (CIPL).....	17
Finance and Investment Hub (FIH).....	17
Office of Safe and Respectable Learning (OSRL).....	17
General Services and Logistic (GSL).....	17

Student Engagement Team (SET)	17
Marketing and Admission Team (MAT)	17
Finance, Accounting and Compliance Department (FACD)	18
People and Culture Department (PCD)	18
SECTION 3: ENVIRONMENTAL SCANNING.....	19
3.1 Political-Legal Environment	19
3.2 Economic Environment	19
3.3 Socio-Cultural Environment.....	20
3.4 Technological Environment.....	20
3.5 Geographic Environment.....	21
3.6. Internal Environment Scanning	21
FIVE-YEAR PLAN OF ACTION.....	23
Goal 1: Financial Growth.....	23
Goal 2: Infrastructure Development.....	25
Goal 3: Student Success, Experience, and Alumni Engagement.....	30
Goal 4: Staff, Faculty & Leadership Development.....	41
Goal 5: Community Connections, Partnerships, and Collaboration	49
Goal 6: Knowledge Creation and Dissemination	53
Goal 7: Startup and Entrepreneurial Ecosystem	64
Communiversities and King's College: Reimagining Higher Education for Social Impact	68
Section 4: Strategic Implementation, Monitoring, Evaluation, Accountability, and Learning (MEAL)	71
4.1 Strategic Implementation.....	71
4.2 Performance Monitoring and Evaluation.....	72
4.3 Conformance to Accountability and Responsiveness.....	72
4.4 Learning System and Knowledge Management	73
4.5. Continuity.....	73
Conclusion	73

1.1. King's College at a glance

King's College was established in 2003 as a higher secondary school offering the GCE A Levels program and ventured into higher education in 2009 by offering Bachelor's and Master's programs. The college promotes entrepreneurial spirit through progressive education and contributes to the entrepreneurial ecosystem of Nepal. It is located at Babar Mahal, Kathmandu. Affiliated with Westcliff University, California, USA, it offers Bachelor of Science in Information and Technology (BSIT), Bachelors of Business Administration (BBA), Bachelor of Science in Computer Science (BSCS) and Master of Business Administration (MBA) programs. The Ministry of Education, Science, and Technology (MoEST) approves all the programs offered by the College. Similarly, all the programs are equivalent to Tribhuvan University's undergraduate and graduate programs.

The association with Westcliff University provides a unique opportunity for globally relevant skills that suit Nepal's evolving and ever-changing needs. Building on its current success, King's College seeks to become an international model for progressive education. The college prioritizes entrepreneurship-based, research-focused, project-based and community-oriented programs to foster its vision of 'transforming society through entrepreneurship'.

Trying to remove the walls between communities and classrooms, the college leads and supports the innovation of communities and visions to build an education ecosystem where communities, industries, students, and educators come together in the learning environment to bring entrepreneurial mindset, co-creation, and co-learning to action. To support its vision, it aims to build a community of entrepreneurs and people who play a vital role in society's development. The College is guided by the philosophy that students learn best when they are connected to the social realities outside the four walls of classrooms. Right from its inception, the college has prioritized crafting and implementing policies, programs, infrastructure, resources, and technologies required to develop, continuously transform, and promote itself as an entrepreneurial higher education institution in the country.

This section should include facts and figures such as number of students, etc

1.1.1. Vision

Transforming society through entrepreneurship.

1.1.2. Mission

King's College is committed to developing and nurturing an entrepreneurial mindset among individuals, fostering accountability to the community we serve, and implementing a progressive education philosophy that empowers individuals to become responsible, innovative, and impact-driven.



1.1.3. Goals

The goal of King's College is to provide entrepreneurship education development, and actions in the community with impact delivery of accessible quality higher education as a social initiative for nation-building.

1.1.4. Objectives

King's College has been dedicated –

- Develop and nurture an entrepreneurial mindset among students by integrating real-world problem-solving, innovation, and venture creation into the academic experience.
- Promote academic excellence through a progressive education philosophy that encourages critical thinking, experiential learning, and lifelong curiosity.
- Encourage students to become responsible, innovative, and impact-driven individuals who contribute meaningfully to their communities and beyond.
- Foster an inclusive and respectful learning environment where diversity in gender, ethnicity, religion, and background is embraced and celebrated.
- Strengthen collaboration with stakeholders including national and international academic institutions, industry partners, and community organizations through research, student engagement, and faculty exchange.
- Actively engage with and support the entrepreneurial ecosystem of Nepal by mentoring aspiring entrepreneurs, facilitating ecosystem connections, and contributing thought leadership.

1.1.5. Working Principles and Value System

King's College values progressive education, multidisciplinary education, experiential learning, "community-as-curriculum," academia-state-industry-community collaboration, and entrepreneurialism. Every member of King's College carries and operates around the college's core values and aims to instill them in its students. It firmly understands and values the significance of developing and promoting relevant organizational culture and functional system practices on quality assurance as an ongoing institutional process to achieve and retain national and international recognition and accreditation of institutional inputs with certified quality outcomes. The working philosophy of the college is always guided by a shared culture that cares for social justice, a sense of innovation, and entrepreneurial thrusts with inclusive, equitable, sustainable, and responsible touch for everything the college serves. This institution's guiding principles are collaboration, accountability, empowerment, and institutional responsiveness.

The core values of King's College are:

Accountability: We believe in an open and transparent environment that nurtures excellence in our initiatives. We accept responsibility for our actions.

Collaboration: We promote an inclusive environment, both internally and externally, and collaborate with individuals and institutions locally, nationally, and globally to further excellence.



Empowerment: We promote the culture of learning and continuous professional development of faculty members, students, and employees by offering access to knowledge, experience, and exposure.

Funnovation: We believe that fun is a big part of innovation. Driven by progressive education philosophy, we work in multidisciplinary teams, embrace ambiguous challenges, and celebrate work and the spirit of innovation.

Humility: We are modest in our conduct with every stakeholder and respect different perspectives. We also acknowledge that knowledge is infinite and our learning is continuous.

Integrity: We believe in honesty, fairness, and trust. We practice what we preach and are open to constructive feedback from our stakeholders.

1.2 The University

1.2.1 Introduction to Westcliff University

King's College is affiliated with Westcliff University, USA. Westcliff University was established to provide quality education for students wishing to enter the fast-growing fields of Business and Education. Westcliff University, which received its initial approval from the Bureau for Private Postsecondary Education in 1993, offers various programs in the College of Business and the College of Education.

Westcliff University is accredited by the WASC Senior College and University Commission (WSCUC), a regional accreditation body recognized by the U.S. Department of Education (ED) and the Council on Higher Education Accreditation (CHEA). www.wscuc.org. Westcliff University is listed on the Council for Higher Education Accreditation (CHEA) listing of accredited universities. Additionally, Westcliff University is an active accredited institutional member of CHEA (www.chea.org) Westcliff University, College of Business is globally accredited by ACBSP. Founded in 1988, the Accreditation Council for Business Schools and Programs (ACBSP) ignites a standard of excellence with an accreditation process based on the Baldrige Education Criteria for Performance Excellence. The accreditation focuses on recognizing teaching excellence, determining student learning outcomes, and a continuous improvement model. Institutions with programs accredited by ACBSP are committed to continuous improvement that ensures their business program will give students the skills employers want. To learn more, please visit <https://www.acbsp.org>.

1.2.2 Vision, Mission, and Goals of Westcliff University

Vision Statement:

Westcliff University strives to become the most innovative global educational institution, respected for its transformative, technologically advanced programs and initiatives with a focus on excellence, social responsibility, and diversity.

Mission Statement:



Westcliff University's mission is to Educate, Inspire, and Empower students from around the world to achieve personal and professional success by providing practical, innovative, high-quality campus and online programs.

Core Values:

Following are the core values of Westcliff university

- Integrity
- Accountability
- Social Responsibility
- Global Citizenship
- Diversity, Equity, Inclusion
- Collaboration
- Compassion

Core Competencies:

An essential dimension to Westcliff University's mission to educate, inspire, and empower students from around the world is the attainment of core competencies. These competencies delineate the skills, attitudes, and knowledge that are critically needed to achieve the university mission, and as such play a vital role in the development of each student. The following are the seven core competencies:

- Written Communication
- Oral Communication
- Interpersonal Skills
- Critical Thinking
- Ethics
- Information Literacy
- Quantitative Reasoning

1.2.3 Strategic Priorities and Goals

The strategic plan 2026- 2023 identifies Seven key institutional priorities that college will focus on for a five-year period. These priorities identify significant focus areas that the institution aims to achieve and goals serve as specific, quantifiable targets which indicate accomplishment of the strategic priorities.

In alignment with its core values and mission, King's College is motivated to operate as a non-profit distribution institution, reinvesting its resources to enhance academic quality, student experience, and social impact. The college also envisions evolving into an autonomous college, with greater academic freedom, governance independence, and the ability to lead innovation in higher education in Nepal and beyond.

Goal 1: Financial Growth

Strengthen the financial sustainability of the college by diversifying revenue streams, optimizing resource use, and expanding income-generating programs and partnerships.



The bottom of the page features a row of signatures and the King's College logo. The logo consists of a blue stylized 'K' followed by the text 'KING'S COLLEGE' and 'architecting future' in a smaller font. There are approximately eight handwritten signatures in black ink, some of which are partially obscured or overlapping.

Objectives

1. To increase student enrollment through multi-channel marketing, outreach campaigns, and lead generation strategies.
2. To improve lead conversion by enhancing personalized communication, CRM systems, and inquiry response protocols.
3. To ensure financial compliance through regular audits and adherence to internal and external regulatory standards.
4. To strengthen internal control systems by implementing effective cost control and accountability policies.
5. To enhance financial operational efficiency by automating processes and improving data-driven financial reporting.
6. To expand institutional revenue by diversifying academic offerings and developing income-generating partnerships.
7. To establish a participatory budgeting system that aligns resources with strategic priorities and department needs.
8. To identify and mitigate financial risks through regular financial risk assessments and scenario planning.
9. To optimize administrative operations by streamlining workflows and reducing inefficiencies in service delivery.
10. To maximize the use of technology resources for academic, operational, and student support functions

Goal 2: Infrastructure Development

Enhance the physical and digital infrastructure to support learning, teaching, and operational environments.

Objectives

1. To implement a centralized inventory and service management system that streamlines maintenance, asset tracking, and operational efficiency.
2. To upgrade classroom infrastructure to create modern, tech-enabled, and student-friendly learning environments.
3. To improve campus sustainability by increasing greenery, reducing energy consumption, and adopting eco-friendly practices.
4. To ensure inclusive and accessible infrastructure that supports the diverse needs of students, faculty, and staff.
5. To develop and execute a capital investment plan that secures and expands college-owned property for long-term institutional growth.
6. To redesign the King's College website to enhance usability, stakeholder engagement, and digital presence.
7. To improve SEO, performance, and accessibility of the website to increase institutional visibility and compliance with web standards.

8. To upgrade IT infrastructure to ensure reliable, scalable, and secure systems for academic and administrative functions.
9. To install smart teaching technologies that modernize classrooms and enhance interactive, technology-driven pedagogy.
10. To build and maintain an integrated Education Management Information System (EMIS) for data-driven academic and administrative planning.
11. To provide user-friendly online platforms that support student access to learning, mentoring, and essential academic services.

Goal 3: Student Success, Experience, and Alumni Engagement

Foster a student-centered ecosystem that supports academic achievement, personal development, and meaningful engagement with alumni as lifelong partners.

Objectives

1. To enhance academic performance and student retention by strengthening learning support and monitoring systems.
2. To strengthen curriculum and academic rigor through regular review, industry alignment, and outcome-based education.
3. To promote academic wellbeing and inclusion by creating an environment where diverse learners feel supported and valued.
4. To enhance faculty and teaching assistant (TA) recruitment, development, and retention through structured training and recognition programs.
5. To enhance academic documentation practices for consistency, compliance, and institutional memory.
6. To oversee and streamline student enrollment, grading, and certification processes for accuracy, transparency, and efficiency.
7. To improve internship and placement support by expanding networks and creating structured pathways to employment.
8. To enhance student employability and industry readiness through skills development, exposure, and career mentoring.
9. To integrate academic learning with industry practice through live projects, field visits, and practitioner engagement.
10. To strengthen academic and operational information management systems for evidence-based decision-making.
11. To build lifelong alumni engagement and contribution through meaningful connections, events, and giving opportunities.
12. To sustain and grow alumni-focused initiatives that foster community, mentorship, and institutional support.
13. To develop and maintain a comprehensive alumni database for communication, tracking, and engagement.
14. To enhance the overall student experience and campus life through vibrant co-curricular programming and inclusive spaces.

15. To strengthen student support and wellbeing services that address academic, emotional, and social needs.
16. To deepen student learning and career readiness through experiential opportunities like projects, simulations, and real-world challenges.
17. To facilitate ongoing exposure and skill-building through workshops, networking sessions, and industry competitions.
18. To create meaningful touchpoints for prospective, current, and past students that foster connection and community.
19. To enhance access to higher education by attracting and retaining a diverse, talented, and inclusive student body.

Goal 4: Staff, Faculty & Leadership Development

Invest in the continuous professional and leadership development of staff and faculty to nurture a motivated, skilled, and mission-driven team.

Objectives

1. To strengthen IT support services to ensure smooth digital operations, timely issue resolution, and user satisfaction.
2. To conduct periodic workload and well-being assessments to enhance faculty and teaching assistant (TA) satisfaction and engagement.
3. To organize faculty development workshops that are directly aligned with teaching effectiveness and curriculum outcomes.
4. To offer regular CPD (Continuous Professional Development) programs such as seminars, conferences, and workshops for faculty enhancement.
5. To improve staff and faculty recruitment and management by applying transparent, inclusive, and merit-based hiring and onboarding processes.
6. To foster ongoing staff and faculty professional development through structured training, upskilling, and leadership pathways.
7. To enhance human resource operational efficiency by streamlining HR processes, digitizing systems, and improving service delivery.
8. To provide ongoing training and technical support to faculty, staff, and students for digital tools, academic systems, and institutional platforms.
9. To develop all faculty members with pedagogical competencies for delivering student-centered, evidence-informed, and reflective teaching.
10. To implement the 'Empowering Hours' initiative to encourage focused, uninterrupted time for innovation, learning, and mentorship.
11. To institutionalize peer observation and feedback mechanisms that promote reflective teaching and continuous improvement.
12. To organize regular teaching-learning bootcamps that equip faculty and TAs with practical tools for active and inclusive instruction.

13. To support all students in their academic knowledge and skills through targeted programs such as writing workshops, mentoring, and learning support.

Goal 5: Community Connections, Partnerships, and Collaboration

Build, nurture, and strengthen relationships with industry, civil society, and global institutions to create shared value through collaboration, knowledge exchange, and social impact.

Objectives

1. To strengthen curriculum and academic rigor by ensuring continuous alignment with learning outcomes, industry needs, and global standards
2. To strengthen networks with local communities through collaborative programs, service learning, and knowledge exchange initiatives.
3. To build self-sustaining collaborations with external partners that support shared goals in education, research, and innovation.
4. To promote financial literacy and expand access beyond the college by delivering outreach programs in schools and underserved communities.
5. To strengthen engagement with high schools in order to build enrollment pipelines and enhance institutional visibility.
6. To deepen collaboration with industry partners for curriculum input, internships, mentorships, and job placement opportunities.
7. To strengthen entrepreneurship collaborations with local and global ecosystems, investors, accelerators, and thought leaders.
8. To create knowledge from entrepreneurship initiatives by documenting learning, publishing insights, and contributing to the academic discourse.
9. To improve incubation quality and venture graduation rates by enhancing mentoring, resource access, and structured support systems.
10. To design and implement collaborative initiatives and programs with academic, industry, and civic stakeholders for mutual growth.
11. To expand collaboration with community, industry, civil society, and global partners for impact-driven learning, research, and outreach.
12. To organize regular industry meetups to foster networking, career readiness, and real-world exposure for students and alumni.
13. To strengthen institutional visibility and partnerships through strategic branding, presence in relevant forums, and engagement activities.

Goal 6: Knowledge Creation and Dissemination

Promote a culture of research and innovation that generates relevant knowledge and contributes to local and global communities through open dissemination.

Objective



1. To promote a vibrant research culture by integrating inquiry, innovation, and scholarship across academic programs.
2. To ensure timely initiation, progress, and completion of student research and case study requirements as part of graduation readiness.
3. To strengthen curriculum and academic rigor through regular review, industry alignment, and outcome-based learning.
4. To foster knowledge dissemination, publication, and outreach through conferences, extension programs, and institutional platforms.
5. To expand library collections and infrastructure to support diverse academic needs, interdisciplinary access, and student engagement.
6. To build international and institutional collaborations that enrich research, teaching, and global learning opportunities.
7. To create and share knowledge from entrepreneurship initiatives to build institutional expertise and influence the wider ecosystem.
8. To improve incubation quality and student venture graduation rates through structured support, mentorship, and resource access.
9. To strengthen quality assurance systems and foster a culture of continuous improvement and evidence-based planning.
10. To enhance readiness for accreditation and regulatory compliance through documentation, alignment, and process improvement.
11. To drive student and faculty engagement by creating inclusive, vibrant academic and campus experiences.
12. To align academic programs with global standards (e.g., Westcliff University) and ensure compatibility in curriculum and delivery.
13. To improve institutional visibility, partnerships, and stakeholder engagement through strategic outreach and joint initiatives.
14. To promote digital capacity and information management through platform training, data security policies, and instructional resources.
15. To strengthen academic leadership and governance through effective planning, resource allocation, and strategic oversight.

Goal 7: Startup and Entrepreneurial Ecosystem

Build a thriving entrepreneurial ecosystem by equipping learners with entrepreneurial mindsets, supporting venture creation, and linking with startup networks.

Objective

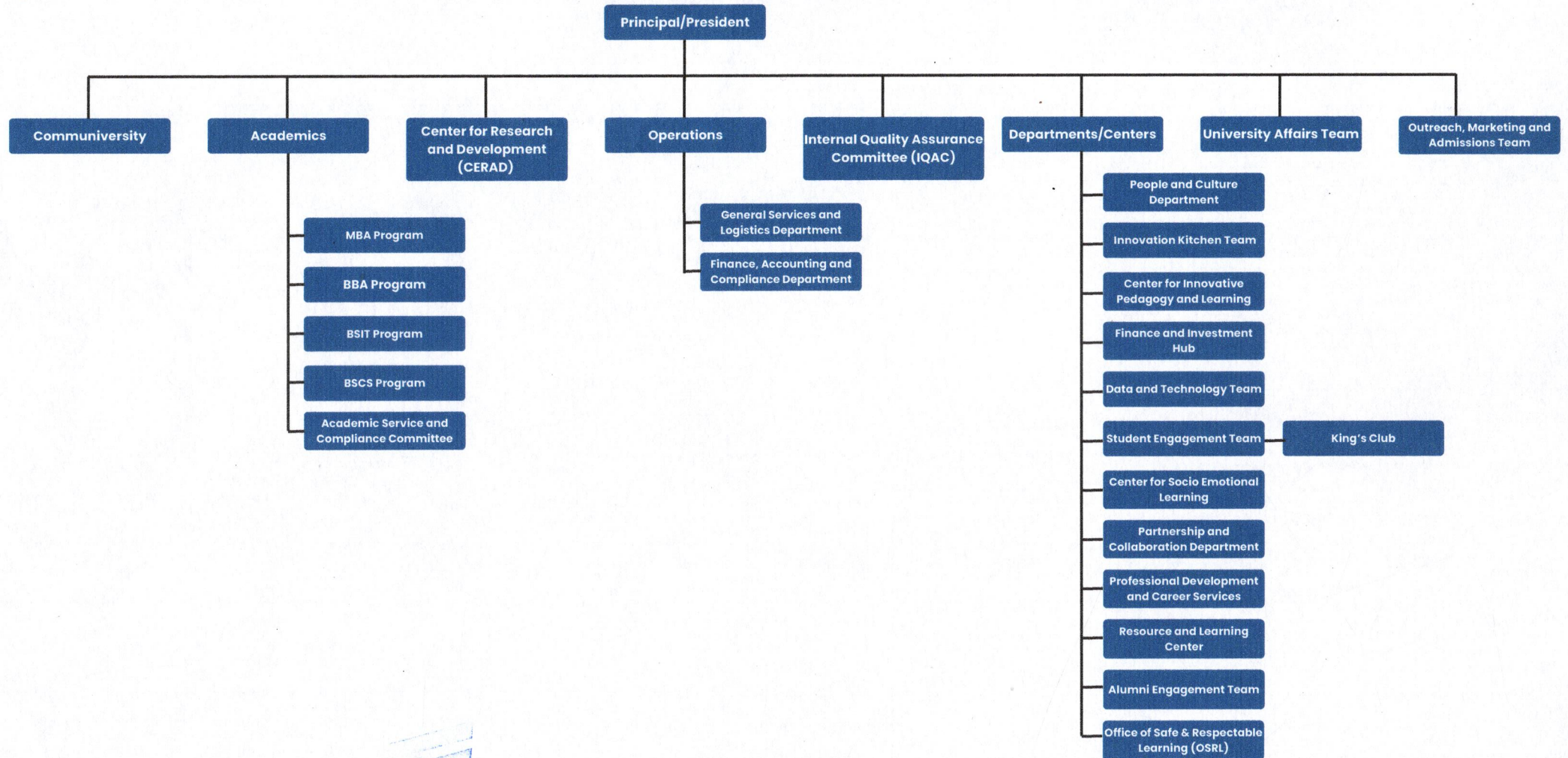
1. To increase student involvement in entrepreneurship by providing opportunities, events, and platforms that encourage active participation and venture creation.
2. To increase capacity for entrepreneurship education within academia by developing and integrating relevant courses, training faculty, and updating curriculum content.

3. To enhance the capacity of the Entrepreneurship Hub through improved infrastructure, staffing, resource allocation, and operational systems.
To improve incubation quality and venture graduation rates by providing structured mentorship, business development support, and clear progression milestones.
4. To develop consulting services for other incubation centres to share best practices, build networks, and expand entrepreneurial impact regionally.
To improve idea generation programs such as hackathons, innovation challenges, and brainstorming sessions that stimulate creativity and new venture concepts.
5. To foster venture creation and development by supporting startups from ideation through to launch with coaching, funding access, and market linkages.





King's College Organogram



Section 2: Institutional Arrangements for Internal Quality Assurance

To achieve its vision and mission, the college has established various specialized teams and departments that work collaboratively to ensure excellence in academic delivery, operational efficiency, and strategic growth. Each team is structured with defined roles and responsibilities, contributing to the overall development of the institution through innovation, accountability, and continuous improvement.

Executive Committee (EC)

The Executive Committee (EC) is formed as a standing committee of the institution with a purpose of facilitating the overall governance and functioning of all the departments, centers, and committees of the institution. The EC will comprise 7 to 9 members.

Internal Quality Assurance Committee (IQAC)

The Internal Quality Assurance Committee (IQAC) is a standing team under the leadership of the Vice Principal. The objective is to establish and sustain a culture of quality within the institution by planning, implementing, and monitoring measures that enhance academic and administrative performance. The IQAC aims to foster a learner-centric environment, promote continuous improvement through stakeholder engagement, and ensure alignment with national and international quality standards to achieve institutional excellence. The IQAC will comprise 7 to 9 members.

Self-Assessment Team (SAT)

The Self-Assessment Team (SAT) shall be formed of three members with a working tenure of four years. The Executive Director appoints the members of SAT. The SAT works collaboratively with departments, committees, and centers to facilitate quality assurance processes, maintain documentation, and serve as institutional facilitators during QAAC review visits.

Professional Development and Career Service (PDCS)

The Career Services and Professional Development Department at King's College works on designing student-centered programs to help students develop market relevant skills and competencies. The center functions as a liaison between organizations and students, in terms of career opportunities or collaborative engagements. The center works as a support system for students to develop their professional self through specialized modular courses, networking opportunities, industry experience and related programs that complement academic learning.

Communiversality

Communiversality aims to revolutionize higher education in Nepal by bridging academia, industry, and community to align theory with practice. Through a "Community as Curriculum" model, we seek to embed local knowledge and wisdom into academic programs, fostering experiential, real-world learning that equips learners with critical thinking, problem-solving, and innovative skills. By actively partnering with community stakeholders, our goal is to create



sustainable, community-centered solutions to social and economic challenges, cultivating agency in learners while promoting shared growth and meaningful impact.

Center for Research and Development (CERAD)

Center for Research and Development (CERAD), a research wing at King's College, plays the role of a sole medium of managing research projects and collaborating with other academia and relevant experts. CERAD undertakes research and consulting projects, develops academic case studies, conducts research training, organizes conferences and workshops, publishes journal articles, cases, and policy briefs in numerous platforms including King's College's journal. CERAD is a faculty and student-led endeavor that focuses on making King's College a credible research institution.

Center for Social Emotional Learning (CSEL)

The objective of the Center for Social Emotional Learning is to empower students, faculty and staff with the mindset and skills of Emotional Intelligence for better wellbeing, effective communication and peaceful relationships.

Partnership and Collaboration Department (PCD)

The department is committed to establishing and strengthening strategic partnerships and collaborations with international universities, global companies, academic institutions, industry partners, government agencies, and community organizations. It aims to foster mutually beneficial relationships that enhance academic programs, research initiatives, and the overall development of students by promoting knowledge exchange, providing global learning opportunities, and supporting innovative projects.

Learning and Writing Center (LWC)

The Learning Resource Management Committee (LRMC) is a functional team headed by the Head of Library. The Learning and Writing Center aims to enhance student success by providing personalized academic support, fostering critical thinking, research, and writing skills. It ensures equitable access to resources, promotes collaborative learning, and encourages lifelong learning habits.

Data and Technology Team (DTT)

The Data and Technology Team (DTT) is responsible for managing the organization's data infrastructure and technological resources, ensuring effective data governance, security, and optimal use of IT systems to support business operations.

Academics Services and Compliance Department (ASCD)

The Academic Services and Compliance Department aims to provide efficient academic and administrative support while ensuring compliance with institutional policies and regulatory standards. It focuses on managing registration, scheduling, documentation, as well as fostering communication and collaboration. The department is dedicated to advising and supporting the overall development of students, enhancing their experience through robust support systems and feedback mechanisms.

Innovation Kitchen Team (IKT)

The aim of Innovation Kitchen Team is to equip aspiring entrepreneurs with skills and the mindset essential for navigating the complexities of the entrepreneurial journey. Through a blend of experiential learning, mentorship, tailored programs and immersive experience, we aim to bridge the gap between aspiration and execution. Instilling an entrepreneurial mindset



early empowers students to tackle challenges confidently and turn their ideas into thriving ventures.

Center for Innovative Pedagogy and Learning (CIPL)

The Center for Innovative Pedagogy and Learning (CIPL) is an initiative to promote innovative pedagogy and effective teaching practices at King's College. The center aims to empower and support faculty members in their pursuit of effective teaching, course design, and student learning. CIPL provides a collaborative and engaging learning environment where faculty members can learn, share their knowledge, skills, experiences, and ideas, and collaborate with each other to develop and enhance their teaching practices.

Finance and Investment Hub (FIH)

The Finance and Investment Hub at King's College aims to provide students with a collaborative, hands-on environment to develop practical financial skills, conduct research, and engage in real-world investment scenarios. The hub focuses on enhancing financial literacy and preparing students for the dynamic world of finance, empowering them with knowledge and critical thinking to make informed financial decisions.

Office of Safe and Respectable Learning (OSRL)

The objective of the Office of Safe and Respectable Learning (OSRL) is to foster a culture of diversity, equity, inclusion, safety, and social justice within King's College. OSRL aims to educate and raise awareness among students, staff, and faculty about these practices while embedding them into the institution's operations and policies. The office is also committed to handling student grievances through formal and informal channels with a focus on resolution and support. Additionally, OSRL seeks to build internal and external communities that promote allyship, collaboration, and the exchange of knowledge and resources to advance its mission of creating a safe and respectful learning environment.

General Services and Logistic (GSL)

The General Services and Logistics department aims to ensure the seamless operation of logistics, supplies, and services essential for the functioning of the institution or events. It focuses on managing resources efficiently to minimize waste, maximize productivity, and maintain high standards in procurement, distribution, and general service operations. The department ensures the timely provision of goods and services to meet organizational needs.

Student Engagement Team (SET)

The objective of the Student Engagement Team (SET) is to enhance the overall student experience at King's College by fostering active participation in extracurricular activities, clubs, and events. The team aims to create a vibrant campus community by encouraging students to engage beyond academics, helping them develop leadership, teamwork, and social skills. Through collaboration with student clubs, organizations, and faculty, SET ensures that students are supported in exploring their passions, interests, and potential, contributing to a well-rounded college experience.

Marketing and Admission Team (MAT)

The Marketing and Admission Team drives student recruitment efforts by developing strategic marketing campaigns and managing the admissions process. They work to enhance the institution's visibility, attract prospective students, and ensure a smooth and efficient enrollment experience.



Finance, Accounting and Compliance Department (FACD)

The FACD oversees the institution's financial planning, accounting operations, and regulatory compliance. It ensures accurate financial reporting, budget management, and adherence to legal and institutional policies to maintain fiscal integrity.

People and Culture Department (PCD)

The People and Culture (P&C) Department aims to foster a positive and inclusive workplace environment by promoting employee well-being, professional growth, and organizational alignment. It supports employee engagement through professional development, compliance with ethical standards, and the implementation of robust policies and procedures. Additionally, P&C is dedicated to enhancing employee satisfaction, encouraging collaboration, and cultivating a cohesive and dynamic workforce.



SECTION 3: ENVIRONMENTAL SCANNING

Over the past five years, the higher education landscape in Nepal has undergone significant changes. As of 2024, Nepal has 12 universities, 4 health academies, and over 1,500 higher education institutions including constituent and affiliated colleges (UGC, 2024). The COVID-19 pandemic in 2020–2022 prompted a rapid shift in teaching and learning approaches, accelerating the use of educational technologies and revealing gaps in digital infrastructure and access. As King's College positions itself for sustainable growth, an environmental scan considering political-legal, economic, socio-cultural, technological, and geographic factors provides a foundation for its strategic planning and decision-making.

3.1 Political-Legal Environment

Higher education institutions in Nepal are primarily governed by the National Education Policy under the Ministry of Education, Science, and Technology (MoEST). Foreign-affiliated institutions like King's College also operate under the Foreign Educational Institution Operation Directive 2059 B.S., which regulates academic programs, partnerships, and quality assurance measures.

Driving Factors

- The MoEST has recently strengthened oversight of foreign-affiliated institutions through new operational guidelines. This is expected to enhance regulatory clarity and institutional credibility.
- Restrictions on diploma and language-based NOCs have redirected student interest toward degree-granting foreign-affiliated institutions within Nepal.

Restraining Factors

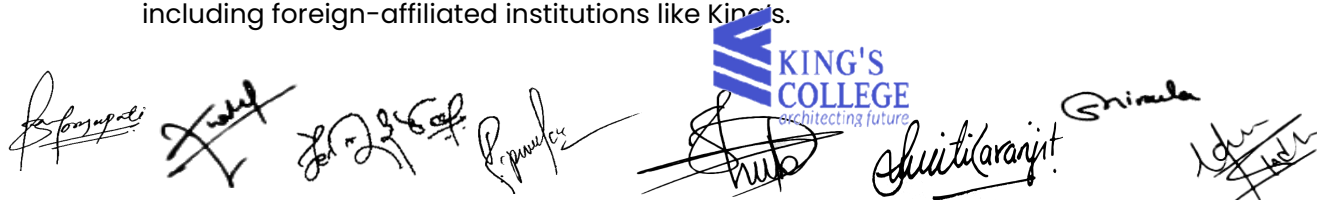
- Lack of consistent policies and delays in government approvals can hinder program expansion and innovation.
- Negative perceptions or unclear understanding of foreign-affiliated colleges continue to affect student enrollment, especially when national policy discourse lacks supportive narratives.

3.2 Economic Environment

Nepal's economy is still recovering from COVID-19 shocks and global inflationary trends. While remittance inflows remain strong (contributing over 23% to GDP in FY 2023/24), youth unemployment and rising living costs continue to influence educational choices.

Driving Factors

- Remittance-fueled households are more able to afford private higher education, including foreign-affiliated institutions like King's.



- Compared to studying abroad, earning a foreign degree domestically remains a cost-effective alternative for many middle-income families.

Restraining Factors

- With increased global mobility, many students prefer to study abroad for broader exposure and post-study work opportunities.
- Rising tuition and cost of living in Kathmandu may deter lower-middle-income families from considering private colleges.

3.3 Socio-Cultural Environment

Nepal's socio-cultural landscape has continued to evolve with greater urbanization, digital exposure, and changing family structures. Gender parity in education is improving, and awareness of global education standards is rising.

Driving Factors

- There is a growing aspiration among students and parents to access quality higher education with international credentials.
- Positive shifts in gender enrollment and urban family investment in education support demand for progressive institutions like King's.

Restraining Factors

- The reputation of foreign-affiliated institutions is sometimes marred by inconsistencies in delivery, leading to skepticism.
- The desire for foreign lifestyle experiences, work opportunities, and flexible online programs continues to push students abroad.

3.4 Technological Environment

Technology adoption in education has accelerated since 2020. Online learning platforms, LMS integration, digital libraries, and hybrid learning models have become mainstream, though access and capacity remain uneven.

Driving Factors

- Increased internet penetration and digital literacy have created opportunities for blended and online education models.
- King's College's affiliation with a foreign university enables access to modern educational technology and global best practices.

Restraining Factors

- Financial constraints to use advanced ICT tools limit technology implementation.
- The growth of fully online international degree programs poses competition to in-country foreign-affiliated institutions.

3.5 Geographic Environment

The physical location of an institution continues to influence student perceptions and accessibility.

Driving Factors

- King's College is centrally located in Kathmandu Valley, with good access to public and private transportation.
- Proximity to commercial and residential hubs supports convenience for students and staff.

Restraining Factors

- Urban noise pollution and limited physical infrastructure (e.g., sports or recreational space) may impact student experience.
- The college's location near the Bagmati River, which suffers from environmental degradation, poses aesthetic and infrastructural challenges.

3.6. Internal Environment Scanning

The SWOC (Strengths, Weaknesses, Opportunities, and Challenge) analysis has been conducted to identify key factors, issues, and trends that may impact King's College over the next five years. This is an essential component of the strategic plan which supports college to design the action plan.

Strengths

- Strong focus on entrepreneurship and innovation, embedded in both curriculum and institutional culture.
- Hands-on, experiential learning pedagogy, grounded in the "community as curriculum" and "learning by doing" approach.
- A young, energetic, and industry-experienced faculty team that blends academic rigor with practical insight.
- Strong and active partnerships with industry and academic institutions, enhancing real-world learning and collaboration.
- A conducive learning environment that supports both student and faculty growth and development.
- Diverse academic concentrations offered across programs, allowing students to tailor their learning to career interests.

Weaknesses



- Limited physical space for extracurricular and recreational activities, impacting overall student engagement.
- Inadequate documentation and record-keeping practices, which affects institutional memory and quality assurance processes.

Opportunities

- Expanding community engagement and collaboration with local businesses, aligning with the college's mission of social impact.
- Building partnerships with international organizations to offer global exposure and co-branded learning opportunities.
- Introducing new, innovative academic programs, including day-time courses and interdisciplinary offerings.
- Strengthening alumni relations and developing mentorship networks to support student growth and institutional advocacy.

Challenges

- Frequent changes in academic policies at the national level, affecting program planning and continuity.
- Regulatory instability in the higher education sector, particularly for foreign-affiliated institutions.
- Talent retention challenges, especially among faculty and staff in a competitive academic labor market.
- Limited academic autonomy in designing and executing curriculum due to affiliation constraints.
- Resource mobilization and infrastructure limitations, hindering growth and quality enhancement initiatives.

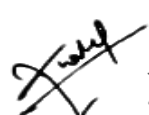
FIVE-YEAR PLAN OF ACTION

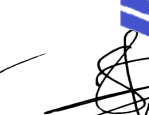
Goal 1: Financial Growth

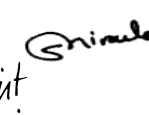
Strengthen the financial sustainability of the college by diversifying revenue streams, optimizing resource use, and expanding income-generating programs and partnerships.

Strategic Objective	Strategic initiatives	Indicator	2026	2027	2028	2029	2030	Responsible Committee(s) /Member
Increase enrollment and program revenue by executing multi-channel marketing and sales strategies.	Launch targeted digital advertising and SEO to drive leads and enrollment.	Leads generated	500	550	605	665	732	MAT
	Conduct personalized communication through email/SMS/phone.	Lead conversion %	5%	5%	5%	10%	10%	MAT
	Run referral programs and activate alumni and faculty for outreach.	Referral-generated leads	5%	17	19	21	25	MAT
	Organize information sessions, workshops and faculty meetups for prospective students	Event attendance	300	320	350	360	380	MAT
	Deploy CRM for lead nurturing.	Enrollment growth (YoY % increase)	5%	5%	5%	5%	5%	MAT
	Implement early-bird discounts	number of students using early bird discount	12	24	36	48	60	MAT
	Implement flexible payment options.	% of students using payment plans	0.43% (2)	1.07% (5)	2.15% (10)	2.15% (10)	2.15% (10)	MAT

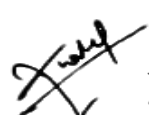
	Provide comprehensive counseling to walk-in inquirers	Inquiry to enrollment (conversion)	30%	35%	40%	40%	40%	MAT
Audit & Compliance	Achieve full compliance with national/international audit and tax regulations	% of annual statutory audits completed on time with no major remarks	100%	100%	100%	100%	100%	FACD
	Ensure 100% accuracy in financial records and transactions	% of accounting entries error-free (internal audit)	≥98%	≥99%	≥99%	≥99%	≥99%	FACD
Cost Control & Internal Control Policy	Conduct cost-benefit analysis and implement verified expenditure chain	Cost reduction from baseline (NPR)	NPR 1M	NPR 1.5M	NPR 2M	NPR 2.5M	NPR 3M	FACD
	Develop and enforce internal control policy (receivables and expenditures)	Policy implemented and reviewed annually	X	Reviewed	Reviewed	Reviewed	Reviewed	FACD
Financial Operational Efficiency	Streamline operations and improve cash flow management	% months with positive cash flow	75%	85%	90%	95%	100%	FACD
	Reduce operational overheads	Overhead as % of total expense	30%	28%	26%	25%	23%	FACD
Revenue Expansion	Increase student enrollment	Net student growth (%)	8%	10%	12%	12%	15%	FACD
	Generate revenue from CERAD, IK, and CIPL	Annual income from these units (NPR)	NPR 1M	NPR 1.5M	NPR 2M	NPR 2.5M	NPR 3M	FACD
Budgeting	Prepare and approve annual budgets	% of budget submitted and approved on schedule	100%	100%	100%	100%	100%	FACD
	Monitor and manage budget variance	% budget variance (target < 10%)	<10%	<8%	<7%	<7%	<5%	FACD
	Implement corrective actions	% of identified issues	80%	85%	90%	95%	100%	FACD

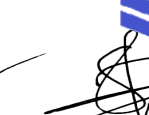



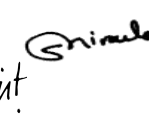




	from monthly reports	resolved each quarter						
Financial Risk Assessment	Manage foreign exchange risk (for international transactions)	% of transactions impacted by FX loss	<5%	<4%	<3%	<3%	<2%	FACD
	Manage risk of interest rate fluctuation on loans	Interest rate exposure documented and capped	Capped at 10%	Capped at 10%	Capped at 10%	Capped at 10%	Capped at 10%	FACD
Optimize Administrative Operation	Implement centralized procurement to reduce duplications	% reduction in procurement cost through bulk/centralized purchase	5%	10%	10%	10%	10%	GSLD
	Optimize use of office supplies (printing, stationery, etc.)	% reduction in stationery and printing costs	5%	5%	5%	5%	5%	GSLD
	Improve vendor contract management (cost-effective suppliers)	No. of vendor contracts renegotiated for better pricing	5	5	5	5	5	GSLD
	Conduct regular cost-benefit analysis on recurring expenses	Number of cost-saving measures implemented	3	3	3	3	3	GSLD
	Encourage energy-saving practices across departments	Electricity usage per person/month	<3%	<5%	<5%	<5%	<5%	GSLD
Optimize technology resource usage	Conduct audit of all software licenses, platforms used, and utility vs cost	Cost savings from discontinued/unnecessary tools	1%	1%	1%	2%	2%	DAT

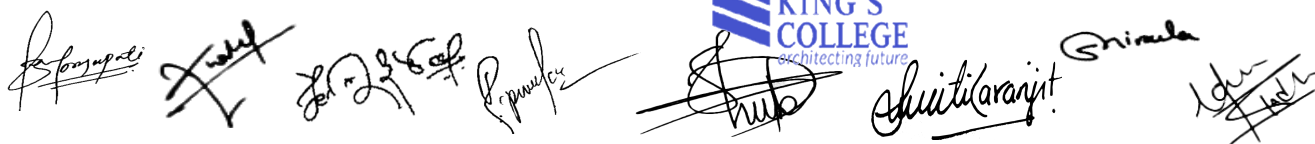




Goal 2: Infrastructure Development

Enhance the physical and digital infrastructure to support learning, teaching, and operational environments.

Strategic Objective	Strategic initiatives	Indicator	2026	2027	2028	2029	2030	Responsible Committee(s) /Member
Upgrade Physical Classroom Infrastructure	Conduct classroom infrastructure audit to identify priority upgrade needs	Infrastructure Audit Report (Semiannually)	2	2	2	2	2	IQAC
	Develop and implement annual maintenance plans for buildings	Maintenance plan prepared and approved annually	X	X	X	X	X	GSLD
	Replace traditional seating with modular round-table formats and ergonomic chairs to promote collaboration.	Number of Classrooms with Round table and new chair	5	-	-		-	GSLD
	Upgrade electrical fittings to include sufficient power sockets and charging stations for student devices.	Number of Classrooms with electric socket	10	6	-	-	-	GSLD
	Implement classroom design standards (Lighting, cotton)	Number of classroom redesigned- as per need	5	5	5	5	5	GSLD

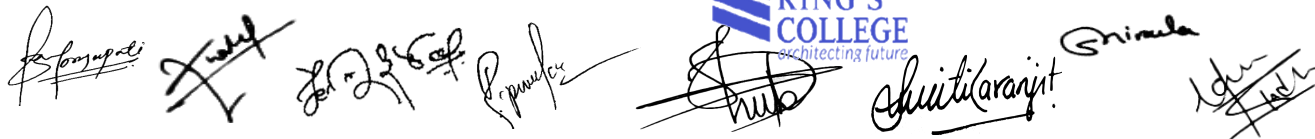




 KING'S COLLEGE

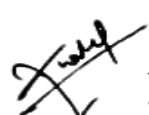
 architecting future

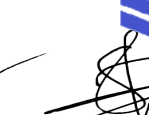
Inventory and Service Management	Regular inventory audits and stock verification	Number of inventory audits conducted (Semiannually)	2	2	2	2	2	GSLD
	Efficient distribution of goods	% of distribution completed within scheduled time frame	>95%	>95%	>95%	>95%	>95%	GSLD
	Respond to maintenance complaints or requests from departments	Average response time to requests	<48hrs	<48hrs	<48hrs	<48hrs	<48hrs	GSLD
	Maintain a digital/physical log of maintenance records	% of maintenance activities logged and documented	100%	100%	100%	100%	100%	GSLD
Improve Sustainability & Greenery	Reduce single-use plastics and promote reusable alternatives	Survey	90%	90%	90%	90%	90%	GSLD
	Launch awareness campaigns and student engagement programs on sustainability.	Number of Campaigns and awareness program	3	3	3	3	3	SET
	Conduct energy and resource audits	Audit Report	x	x	x	x	x	IQAC
	Enhance campus cleanness	student and staff satisfaction	>80%	>80%	>90%	>90%	>90%	GSLD
Infrastructure accessibility and inclusion	Infrastructure accessibility and inclusion Audit	Audit Report	x	x	x	x	x	IQAC
	Develop an accessible and equipped space for counselling, grievance handling	Number of counseling	100	100	100	100	100	OSRL
		Counseling satisfaction	70%	70%	70%	70%	70%	OSRL

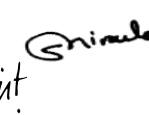


 KING'S COLLEGE
 architecting future

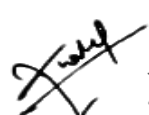
	Conduct training for faculty and staff on best accessibility & inclusion practices	Number of trainings	2	2	2	2	2	OSRL
		Participation Rate	80%	80%	80%	80%	80%	OSRL
	Build or renovate structures to ensure physical accessibility (ramps, elevators)	DEIA Review Report	x	x	x	x	x	OSRL
Capital Investment (Property)	Build reserve & contingency fund strategy to acquire college-owned property	Approval of capital investment strategy by management	x	–	–	–	–	FACD
	Plan 1: Allocate %f annual profit to capital reserve fund	% of annual profit transferred to reserve	10%	12%	15%	15%	15%	FACD
	Plan 2: Allocate % annual revenue as contingency for land/property	% of annual revenue allocated	2%	2.50 %	3%	3%	3%	FACD
	Initiate formal steps to identify, evaluate, and secure property	Milestones: site visits, due diligence, MoU signed, etc.	–	–	Feasibility Study	Continue	Continue	FACD
	Periodic review and approval from Board of Governors	No. of formal reviews per year	1	1	2	2	2	FACD
Upgrade King's College Website	Redesign with Modern UI/UX and Responsive Design	Satisfaction Rate	45%	55%	65%	70%	75%	DAT
	Maintain Photo/Video Calendar	Bi-monthly media updates	6	10	10	10	10	DAT
		New gallery/content	2	3	3	3	3	DAT

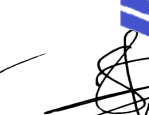



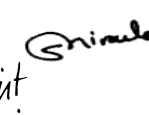




	Create a Dynamic Content Strategy	Blog/news posts published	10	10	10	10	10	DAT
		Pages updated	2	2	2	2	2	DAT
	Optimize PageSpeed, domain authority, WCAG compliance	WCAG level					Level 2	DAT
Tech Infrastructure	New computer lab setup; Add multiple plug points/power sockets in classrooms	Number of New Laptops	5	5	5	5	5	DAT
		Number of New Computers	30	-	-	-	-	DAT
		Number of Classrooms Updated with charging ports	16	-	-	-	-	DAT
Install smart teaching technologies	Install Interactive Display Boards in classrooms and the Program Hall	Number of classrooms and halls upgraded with digital boards	8	10	-	-	-	DAT
Develop EMIS	Automate academic/admin operations	Planning & Analysis	100%					DAT
		Design, Development	-	-	50%	50%		DAT
		Testing,Deployment	-				100%	DAT
		Maintenance	-				100%	DAT
Provide Online Platforms for Students	Offer education plan access to tools like Figma, Canva Pro, Office 365	Availability for students & staff	100%	100%	100%	100%	100%	DAT
	Provide access to DataCamp Classroom and AWS Educator Account	Availability for students & staff	100%	100%	100%	100%	100%	DAT

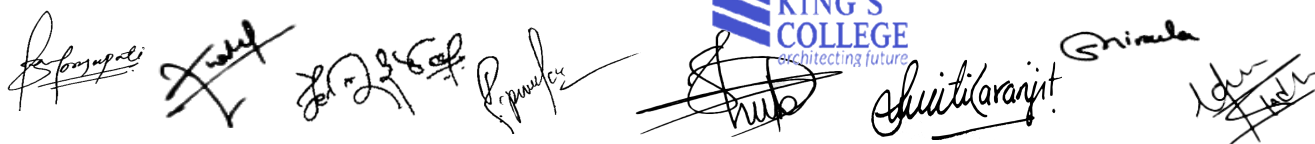




Goal 3: Student Success, Experience, and Alumni Engagement

Foster a student-centered ecosystem that supports academic achievement, personal development, and meaningful engagement with alumni as lifelong partners.

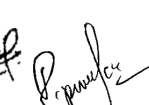
Strategic Objective	Strategic initiatives	Indicator	2026	2027	2028	2029	2030	Responsible Committee(s) / Member
Enhance academic performance and retention	Establish academic advising and feedback system	Graduation rate	70%	≥70%	≥70%	≥70%	≥70%	ASCD
		Retention and progression rates	75%	≥75%	≥75%	≥75%	≥75%	ASCD
		Academic warning & probation rates	6%	≤5%	≤5%	≤5%	≤5%	ASCD
		Annual Administrative dropout rate (%)	≤12%	≤10%	≤8%	≤7%	≤5%	ASCD





	Develop a data-driven early alert and academic risk tracking system	Rate of students flagged at risk	20-30%	20-30%	20-30%	20-30%	20-30%	ASCD
		Intervention follow-up rate	>80%	>80%	>80%	>85%	>85%	ASCD
		Program Withdrawals reduced	<5%	<5%	<5%	<5%	<5%	ASCD
	Provide structured remedial and support courses	Enrollment in support classes	80%	80%	80%	80%	80%	ASCD
		Pass rate improvement rate	≥95%	≥95%	≥95%	≥95%	≥95%	ASCD
		Number of student feedback on effectiveness	50%	55%	60%	65%	70%	ASCD
Strengthen curriculum and academic rigor	Conduct annual curriculum review in collaboration with faculty and industry advisors	Number of curriculum revisions implemented	20%	20%	20%	20%	20%	ASCD
		Faculty participation rate	25%	30%	35%	40%	45%	ASCD
		Number of Industry meetups	4	4	4	4	4	ASCD
	Introduce academic skill-building modules (research, writing, analytics, course specific)	Number of modules offered	24	24	24	24	24	ASCD
		Completion rate of modules	80%	80%	80%	85%	85%	ASCD
		Student performance in capstone/research projects	85%	85%	85%	90%	90%	ASCD
	Design first-year academic transition programs with faculty mentorship	First-year academic success rate	70%	75%	75%	80%	80%	ASCD
		First-year satisfaction survey score (Out of 5)	5	5	5	5	5	ASCD








		Mentorship meeting frequency	6	6	6	6	6	ASCD
Promote academic wellbeing and inclusion	Embed inclusive teaching practices and diverse content in the curriculum	Curriculum inclusion audit results	X	X	X	X	X	IQAC
		Student feedback on inclusivity	X	X	X	X	X	IQAC
	Set up academic grievance redressal committee with faculty-student representation	Academic grievances resolved (support system)	100%	100%	100%	100%	100%	ASCD
		Average resolution time	≤48 hours	≤48 hours	≤36 hours	≤36 hours	≤24 hours	ASCD
	Review students satisfaction level	Student satisfaction rate	>70%	>70%	>70%	>70%	>70%	ASCD
Enhance faculty and teaching assistant (TA) recruitment, development, and retention	Implement competitive recruitment, onboarding, and mentorship programs for new faculty and TAs	Faculty and TA retention rate (%)	>80%	>85%	>85%	>85%	>85%	ASCD
	Establish career advancement pathways and recognition programs for academic contributions	Satisfaction score (Out of 5) from faculty and TA surveys	4.3	4.33	4.36	4.39	4.4	ASCD
	Create a centralized TA training program focused on pedagogy, academic	TA effectiveness rating (Out of 5) based on student feedback	4	4.1	4.2	4.3	4.4	ASCD

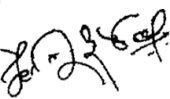
	integrity, and student engagement							
Enhance Documentation Practices	Standardized template of Graduation documents	% of documents in store	25%	23%	20%	15%	10%	ASCD
	Set up a documentation calendar aligned per session (e.g., semester start/end, grade submission, GAP responsibilities)	% of timely submissions tracked per week	90%	92%	94%	96%	98%	ASCD
Oversee Student Enrollment, Grading & Certification	Manage student enrollment in Westcliff programs	% of enrollment processes completed on schedule	90	95	98	100	100	ASCD
	Ensure timely and accurate grading and issuance of transcripts/certificates	% of grading and certification completed on time	95	97	98	100	100	ASCD
Improve Internship & Placement Support	Application Process Support	Number of vacancies/openings communicated	150	165	180	198	215	PDCS
		Number of applicants	200	220	242	260	275	PDCS
		Number of students undergoing application support (CV-resume review/interview counseling/scheduling)	60	80	100	NA	NA	PDCS



 The bottom of the page features several handwritten signatures in black ink. In the center, there is a logo for "KING'S COLLEGE" with the tagline "architecting future" below it. The logo consists of a stylized blue 'K' made of three horizontal bars.

		Students placed (Rate of placement of graduating students)	60%	65%	70%	70%	70%	PDCS
		Students completing Industry Experience (Rate of completion from Graduating Batch)	80%	80%	80%	80%	80%	PDCS
		Number of students attending internship/ work experience sessions	80%	80%	80%	80%	80%	PDCS
Enhance Student Employability & Industry Readiness	Develop and offer skill driven modules	Number of new professional modules developed (All Programs)	5	5	5	5	5	PDCS
		Number of modules offered (Tech)	30	30	30	30	30	PDCS
		Number of modules offered (Business+General)	120	115	120	120	122	PDCS
		Student satisfaction Rate (From feedback)	>80%	>80%	>80%	>80%	>80%	PDCS
	Improve Students Engagement in Modules	Module completion rate (Business+General)	70%	75%	80%	82%	82%	PDCS
		Module completion rate (Tech)	65%	75%	80%	82%	82%	PDCS












KING'S COLLEGE

 architecting future

		Feedback rate on professional modules	4	4	4	4	4	PDCS
		Withdrawal rate on professional modules	86%	80%	78%	72%	70%	PDCS
	Career Preparation	Number of Students completing Final Year Professional Module	100	112	120	120	120	PDCS
		Number of Students participating in CS workshops/ sessions	50	50	50	50	50	PDCS
	Tech Project Mentorship	Number of Project Mentorship offered	2	2	2	2	2	PDCS
		Project Mentorship completion rate	85%	85%	85%	85%	85%	PDCS
Integrating Academic Learning with Industry	Consulting Projects	Number of consulting projects conducted	2	2	2	2	2	PDCS
		Number of Students completing Consulting projects	40	40	40	40	40	PDCS
	Courses/ Certifications from Industry	Number of students completing certifications	10	10	10	10	10	PDCS
	Organize regular industry-academia events such as Insight series	Number of guest speakers/insight series hosted	5	6	6	6	6	PDCS





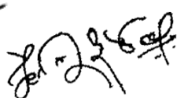




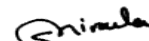


Information management	Efficiently Integrate student database for placement & module tracking	% of accurate and updated students data in the database	90%	100%	100%	100%	100%	PDCS
	Effective documentation	% of major events, information, records being documented	90%	100%	100%	100%	100%	PDCS
Build lifelong alumni engagement and contribution	Organize alumni reunions and events	Number of alumni events	4	4	4	4	4	AET
		Attendance at events (Average)	60	60	60	60	60	AET
	Engage alumni in mentoring and guest sessions	Number of alumni-led sessions and mentoring	4	4	4	4	4	AET
	Create "Alumni Impact Fund" to support students	Number of students supported	5	10	15	15	20	AET
	Featured alumni success story	Number of alumni success story shared	12	12	12	12	12	AET
	Visit alumni workplace and build relationship	Number of alumni workplace visit	24	24	24	24	24	AET
		Alumni Newsletter publication	6	6	6	6	6	AET
	Launch alumni newsletter	no. of alumni contributors per edition	5	10	15	15	20	AET



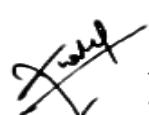


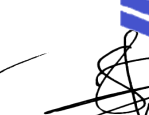


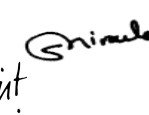



	Alumni coming back to College	Number of alumni attending college event (guest lecture / program participation)	5	10	15	15	20	AET
	Alumni venture Connecting	Number of MoU with alumni Venture	5	10	15	15	20	AET
Sustaining Alumni initiatives	Alumni giving campaigns	total amount raised	100000	150000	150000	150000	150000	AET
		no. of alumni donors	50	50	50	50	50	AET
Alumni Database	Alumni Record	Updating Alumni Record	50%	60%	80%	90%	100%	AET
Enhance the overall student experience and campus life	Organize Programs Aimed at Leadership Development of the Clubs and Students	Number of leadership development workshops and sessions held annually. Includes onboarding, regular and thematic sessions	5	6	6	8	8	SET
		Number of mentorship sessions per sub club held annually. Includes regular mentor - club check in sessions	5	6	6	8	8	SET
		Percentage of club leaders completing leadership induction training. Measures reach of formal leadership onboarding	60%	75%	85%	90%	90%	SET
		Number of peer mentorship pairings facilitated. Senior-	10	20	30	40	40	SET






		junior leader mentoring system						
		Avg. feedback score from leadership events (out of 5). Collected post-training	4	4.2	4.3	4.5	4.5	SET
	Organizing of Club-Led student engagement programs	Number of student clubs submitting annual plans and reports. Assesses club activity & accountability	8	8	8	8	8	SET
		Number of programs organized by different student clubs. Any formal event organized by student clubs	24	24	30	30	30	SET
		Average number of programs organized by each student club. Any formal event organized by student clubs	3	3	4	4	4	SET
		Average number of participants per program.	20	25	25	30	30	SET
	Lead Internal Student Engagement Through Various Campus-Led Programs	Number of in-house student programs/events organized by SEO. Civic, cultural, thematic, or recreational	4	5	6	6	6	SET

		Average number of students participating in such programs. Participants in the programs	100	120	130	140	150	SET
		Percentage of events with cross-club/departmental collaboration. Promotes interdisciplinary synergy	10%	10%	10%	15%	15%	SET
	Facilitate Student Engagement in External Platforms and Programs	Number of external programs attended by the students representing the College annually. Includes competitions, seminars, volunteering	12	14	16	18	20	SET
		Total number of students participating in the external programs. Includes competitions, seminars	35	40	45	50	55	SET
	Lead the Monitoring, Evaluation, Communication and Survey	Percentage of students meeting the required Extra Curricular Engagement Targets	60	70	70	80	90	SET
		Percentage of first year students joining one of the sub clubs.	80.00%	85.00%	90.00%	95.00%	100.00%	SET
		Percentage of participation of students in annual student	1	1	1	1	1	SET

[Signature]

[Signature]

[Signature]

[Signature]

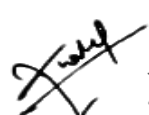
KING'S COLLEGE
architecting future

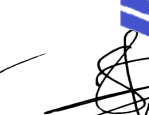
[Signature]

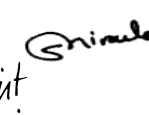
[Signature]

[Signature]

		engagement survey. Institutional reflection for improvement and evidence for planning						
		Percentage of student engagement satisfaction rate. Percentage of student engagement satisfaction rate	50%	55%	60%	65%	70%	SET
		% of communication channels functional and up-to-date. Website, notice board, social media, etc.	70%	80%	90%	95%	100%	SET
Strengthen student support and wellbeing services	Offer counseling and wellness services	Number of counseling service conducted	60	70	80	90	100	CSEL
		Counseling satisfaction rate	4/5	4.25/5	4.5/5	4.75/5	4.75/5	CSEL
	Conduct workshops/courses related to wellbeing	Number of courses/workshops delivered	12	13	14	14	14	CSEL
		Satisfaction rate	4/5	4.25/5	4.5/5	4.75/5	4.75/5	CSEL
Deepen Student Learning and Career Readiness	Run King's Growth Fund (KGF)	Number of Student and King's community Investors	80	90	100	120	150	FIH
		Investment Fund Size	NPR 12,00,000	NPR 13,00,000	NPR 15,00,000	NPR 18,00,000	NPR 20,00,000	FIH


		Monthly Report Submission	12	12	12	12	12	FIH
		Workshop for Investors	3	3	3	3	3	FIH
Facilitate Ongoing Exposure and Skill-Building	Develop and organize workshops or networking sessions on finance and investment	Total Number of Workshop or sessions conducted	3	3	3	3	3	FIH
		Number of Participants (average)	15	20	25	25	30	FIH
	Intra College Finance-Based Competition	Number of Student Participation	20	25	-	-	-	FIH
	Inter College Finance-Based Competition	Number of Student Participation	-	-	30	40	50	FIH
		Number of college participation	-	-	10	15	20	FIH
Create meaningful touchpoints for prospective, current, and past students that enhance engagement	Highlight student and alumni success stories and career-focused content to build connection and engagement .	Social media engagement rate, impressions	10% increase YoY	10% increase YoY	15% increase YoY	15% increase YoY	20% increase YoY	MAT
Enhance access to higher education and attract a diverse, talented student body and encourage retention	Provide scholarships to students on need and merit basis	% of students receiving scholarship	10% of admitted students	10% of admitted students	10% of admitted students	10% of admitted students	10% of admitted students	MAT










Goal 4: Staff, Faculty & Leadership Development

Invest in the continuous professional and leadership development of staff and faculty to nurture a motivated, skilled, and mission-driven team

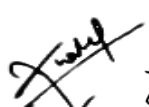
Strategic Objective	Strategic initiatives	Indicator	2026	2027	2028	2029	2030	Responsible Committee(s) /Member
IT Support	support sessions/ workshops	Number of trainings	2	2	2	2	2	DAT
		Feedback score	60%	65%	67%	69%	70%	DAT
Conduct periodic workload assessments and well-being surveys to improve faculty/TA satisfaction		Number of professional development and training sessions conducted annually	6	6	6	6	6	ASCD
Conduct faculty development workshops aligned with teaching and curriculum goals		Number of workshops	6	6	6	6	6	ASCD
		Faculty/TA participation rate	70%	70%	75%	80%	85%	ASCD
		Post-training satisfaction survey score	>80%	>80%	>80%	>90%	>90%	ASCD




Conduct refresher Continuous Professional Development (CPD) courses/seminars/conferences/symposia/workshops/programms for faculty.		Number of Emotional Intelligence related Professional Development (PD) sessions	1	2	2	2	2	CSEL
		One-One Coaching;	3	4	5	6	6	CSEL
		Satisfaction Rate of Workshops/Coaching	80%	80%	80%	90%	90%	CSEL
Staff & Faculty Recruitment & Management	Recruit and retain qualified and diverse faculty	Total Faculty Hired	8	8	8	8	8	P&C
		% of new staff and faculty from marginalized/minoritized groups	15%	18%	20%	22%	25%	P&C
		% of new staff and faculty of different genders (Includes binary, non-binary, transgender, etc.)	10%	15%	15%	20%	20%	P&C
		% of female adjunct faculty	50%	50%	50%	50%	50%	ASCD
		Retention Rate	>90%	>90%	>90%	>90%	>90%	P&C
Staff & Faculty Professional Development	Conduct refresher Continuous Professional Development (CPD)	Number of CPD events organized annually	6	6	6	6	6	P&C
		Staff/Faculty participation rate	60%	70%	75%	80%	85%	P&C

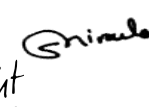
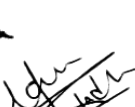



	courses/seminars/ conferences/ symposia/ workshops/programs for faculty.	Conduct advocacy series and professional development sessions to increase knowledge about DEIA practices amongst faculty and staff members	1	1	1	1	1	OSRL
		Facilitate events, workshops and spaces to celebrate the diversity amongst the staff and faculty community	1	1	1	1	1	OSRL
		Re-creational Activities	6	6	6	6	6	P&C
	Promote a culture of seeking higher education opportunities amongst faculty members	Increase number of faculty pursuing or holding PhDs	1	2	2	2	2	P&C
		Number of workshop/conference attended by faculty/staff supported by college	10	15	20	20	20	P&C
Human Resource Operational Efficiency	Recruitment & Onboarding Efficiency	Develop a DEIA-informed professional code of conduct for incoming staff and faculty members.	x	-	-	-	-	OSRL
		Timeline of onboarding	10	7	7	7	7	P&C
		Develop customized faculty and staff accommodation	x	-	-	-	-	OSRL

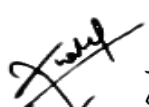







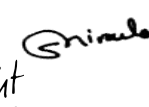
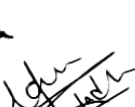



		strategies and need assessments						
Performance Management	KPI Submission by staff	100%	100%	100%	100%	100%	P&C	
	TOR report	100%	100%	100%	100%	100%	P&C	
	Quarterly Presentation	3	3	3	3	3	P&C	
	Performance Reviews	1	1	1	1	1	P&C	
Payroll and Benefits Administration	Ensure timely and error-free payroll	100%	100%	100%	100%	100%	P&C	
	Group Insurance Enrollment	100%	100%	100%	100%	100%	P&C	
	Yearly Health Check-Up Enrollment	100%	100%	100%	100%	100%	P&C	
	SSF Enrollment/ Retirement Fund	100%	100%	100%	100%	100%	P&C	
HR Compliance and Policy Management	Develop a DEIA-informed professional code of conduct for incoming staff and faculty members.	x	-	-	-	-	OSRL	
	Updated HR Manual Annually	x	X	X	X	X	P&C	
	Develop disabilities, chronic illnesses and medical conditions and needs	x	-	-	-	-	OSRL	

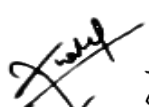







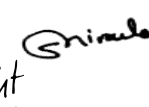
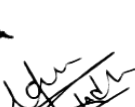



		disclosure and accommodation strategy template						
	Employee Records and Data Management	Maintain secure, accurate, and confidential employee files	x	X	X	X	X	P&C
	Cost Efficiency	Analyze and optimize HR-related spending (e.g., training, hiring)	2%	2%	2%	2%	2%	P&C
Provide Training & Support to Faculty, Staff & Students	Conduct training sessions for new faculty on Westcliff policies, tools, and processes	Number of training sessions conducted	6	6	6	6	6	UAT
Develop and equip all faculty members (FT, PT, TA) with the pedagogical foundation to design and deliver high quality, student centered teaching using evidence informed strategies, while fostering a reflective, innovative,	Faculty Development Workshops (facilitated by CIPL/internal/external experts on targeted themes (pedagogy, how learning happens, student engagement, learning science, AI in education, etc) and on general themes like communication, time management, using technology, etc	Number of sessions (in program hall, and one outside)	6	6	6	6	6	CIPL
		Percentage of participants	80%	85%	85%	90%	95%	CIPL

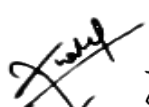







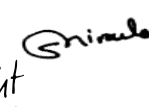
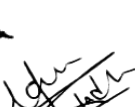



collaborative teaching culture.		Reflection by participants	50%	60%	70%	80%	90%	CIPL
	Teacher's Professional Standard Handbook	Development and finalization of standard handbook	X	-	-	-	-	CIPL
		Rate of signature in standard handbook	100%	100%	100%	100%	100%	
Empowering Hours	Platform for faculty members and TA to reflect, share, and celebrate teaching learning reflections. This is also to collaborate with external faculty members, community, and students	Number of sessions	12	12	12	12	12	CIPL
		Percentage of internal faculty members	50%	50%	50%	50%	50%	CIPL
		Reflections submitted by the participants	50%	50%	50%	50%	50%	CIPL
		Followers in LinkedIn	210	300	350	400	500	CIPL
		Whatsapp Community Members	250	270	300	350	400	CIPL
		Empowering Hours Yearly Booklet	X	X	X	X	X	CIPL
Peer Observation & Feedback	Structured cycles of classroom observation	Percentage of faculty members to go through Peer Observation	80%	85%	85%	90%	95%	ASCD

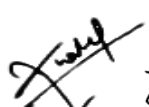







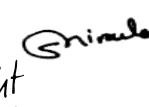
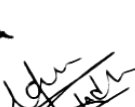



	with developmental feedback, led by peers, done at the end of the session							
Teaching Learning Bootcamp	Intensive onboarding for new/novice faculty and refresher for current ones, aligned with King's instructional priorities (ERTA cycle)	Number of bootcamps	2	2	2	2	2	CIPL
		Percentage of new faculty members attending the bootcamp	70%	75%	80%	85%	90%	CIPL
		Reflection by participants	80%	85%	85%	90%	95%	CIPL
	Teacher Conference/Seminar A flagship event celebrating teaching excellence at King's College, featuring faculty presentations, panel discussions, and keynote speakers. We will also call for Presentations from external faculty members from other educational institutions.	Number of teacher conference/seminar	1	1	1	1	1	CIPL

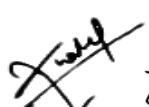







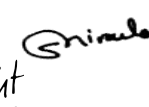
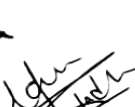



		Attendance out of total faculty members	50	75	100	>100	>100	
	Demo Session of New Faculty Done in collaboration with Westcliff	Percentage of new faculty selection based on the feedback after Demo	70%	80%	80%	80%	80%	ASCD
	Global Faculty Cafe done in collaboration with Westcliff	Percentage of faculty members of King's participating in the event	40%	50%	50%	60%	60%	ASCD
Support all students in their academic knowledge and skills	How Learning Happens A 6 week module for students, to help them with effective learning strategies	Number of offerings in a year	2	2	2	2	2	CIPL
		Number of students in a batch	15	20	20	25	30	CIPL
		Pass percentage	80%	80%	85%	85%	90%	CIPL
	Creative Writing Workshops For students (and teachers too)	Number of sessions	2	2	2	2	2	LWC
		Number of participants in a batch	15	20	20	25	30	LWC
		Submission of learning reflection	80%	85%	85%	90%	95%	LWC





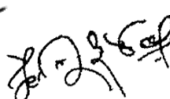
Goal 5: Community Connections, Partnerships, and Collaboration

Build, nurture, and strengthen relationships with industry, civil society, and global institutions to create shared value through collaboration, knowledge exchange, and social impact

Strategic Objective	Strategic initiatives	Indicator	2026	2027	2028	2029	2030	Responsible Committee(s) /Member
---------------------	-----------------------	-----------	------	------	------	------	------	----------------------------------









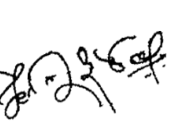




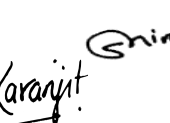
KING'S COLLEGE
 architecting future

Strengthen curriculum and academic rigor	Integrate community projects, live projects, and experiential components	Number of courses with projects	75%	80%	85%	90%	95%	ASCD
		Number of community projects	12	12	12	12	12	ASCD
Strengthen networks with local communities	Open sessions for the public	Number of community gatherings	6	6	7	7	8	CSEL
Strengthen self-sustaining collaborations with external partners	Selling paid courses/workshops to organizations	Number of paid workshops/courses delivered	7	8	9	10	11	CSEL
Promote Financial Literacy and Access Beyond the College	Design and deliver financial literacy programs to enhance early financial education in schools and underserved institutions across Nepal.	Number of Programs Delivered	3	3	5	8	10	FIH
		Number of Schools/Institutions Reached	2	3	5	8	10	FIH
		Number of Students/Participants Engaged	50+	75+	100+	150+	200+	FIH



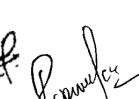







Strengthen engagement with high schools to build enrollment pipelines and enhance brand reach.	Collaborate and maintain relations with high school faculties (A-Levels, +2, IB and CBSC) to increase the personal referral rate	Number of institutional partnerships (schools, industry)	12	15	18	20	25	MAT
		Number of students/leads sourced from partner high schools	350	400	450	500	550	MAT
	Collaborate with high schools for outreach programs, Events, workshops, along with participation in college fairs and educational fairs.	Number of outreach event attended	20	25	25	25	25	MAT
Strengthen Industry Collaboration	Initiate and develop Fresh Collaborations/Partnerships	Number of MOUs or active engagement	12	12	12	12	12	PDCS
	Engage with broader stakeholder for students engagement	Number of MoUs or external partnerships for engagement.	5	8	8	8	10	SET
4. Strengthen Entrepreneurship Collaborations	MoUs with colleges running incubation centres	Number of MoUs	3	3	4	4	4	IKT
	MoUs with technical orgs supporting student entrepreneurs	Number of MoUs	2	2	4	4	4	IKT

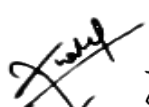




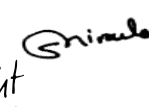
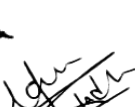



	Collaborations with financial institutions	Number of MoUs	2	2	2	2	2	IKT
	Network/MoU with angel investors	Number of MoUs	3	3	3	3	3	IKT
5. Create Knowledge from Entrepreneurship Initiatives	Research collaboration with external scholars	Number of MoUs/projects	3	3	3	3	3	IKT
6. Improve Incubation Quality and Graduation	MoUs to strengthen applicant pipeline	Number of MoUs signed	2	2	2	2	2	IKT
Initiatives & Programs for Collaboration	Entrepreneurial Offerings (National Visits, Bootcamps, Incubation Support)	Number of workshop/bootcamps	2	2	2	2	2	PCC
	International Programs - Faculty & Staff (Global Visits, Short-term Study Programs, Faculty/Staff Exchange)	Number of Programs / Participants	2	2	2	2	2	PCC
	International Programs-Students (International Visits/ Exchanges/ Short Courses/ Other Events)	Number of Programs / Participants	4	4	4	4	4	PCC
Expand Community, Industry, Civil Society & Global Collaboration	Partnership formation policy	Approved Policy document	X	-	-	-	-	PCC
	Signing of MoUs	MoUs with Companies (Industry Partners)	10	10	10	10	10	PCC





		MoUs with Educational Institutions	5	5	5	5	5	PCC
		MoUs with Community Partners	5	5	5	5	5	PCC
		MoUs with Government	2	2	2	2	2	PCC
		MoUs with international organization	3	5	5	5	5	PCC
	Website Update & Partner Visibility		X	-	-	-	-	PCC
	Quarterly Newsletters	Number of newsletter (3)	3	3	3	3	3	PCC
	Joint Modules or Certification Offerings	Number of Joint Modules/ Courses	3	3	3	3	3	
	Internal Tracker for Partnership Lifecycle (Leads → Engagement → Outcomes)	Tracking System	X	X	X	X	X	PCC
Industry Meetup	Meeting Industry Partners	Number of Meetings/Visits	12	12	12	12	12	PDCS
	Host annual event focusing industry partners	Number of Participants (Depending on the nature of program)	50+	50+	50+	50+	50+	PDCS
Strengthen Institutional Visibility and Partnerships	Institutional Representation and Partnerships	Participation in national and international forums	10	10	10	10	10	EC




Goal 6: Knowledge Creation and Dissemination

Promote a culture of research and innovation that generates relevant knowledge and contributes to local and global communities through open dissemination.

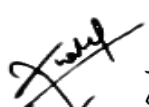
Strategic Objective	Strategic initiatives	Indicator	2026	2027	2028	2029	2030	Responsible Committee(s) /Member
1. Promote Research Culture	1.1 Establish research clusters	Create thematic hubs (Entrepreneurship Ecosystem, Digital Economy, Education, Tech Innovation)	2	4	4	4	4	CERAD
	1.2 Expand Research Fellowship	Offer Students' Research Fellowships	2	2	2	2	2	CERAD
		Offer faculty fellowships	1	1	1	1	1	CERAD
	1.3 Conduct Research Workshops	Conduct research trainings/workshops for students year	6	6	6	6	6	CERAD
		faculty research methodology workshops/	3	3	3	3	3	CERAD
	1.4 Internal Research Grant	Implement mini research grant projects	2	2	2	2	2	CERAD




	1.5 Research <i>Dabali</i>	Organize sessions with students, researchers and practitioners	2	2	2	2	2	CERAD
2. Integrate Research into Curriculum	2.1 Integrate local research, and case study papers into the academic curriculum	Number of case studies developed	6	6	6	6	6	CERAD
		Introduce case studies in class as applicable.	5	5	5	5	5	ASCD
	2.2 Review academic courses and add the research-based assignment	Review the research-based assignments in all the courses	80%	100%	100%	100%	100%	ASCD
3. Knowledge Dissemination	3.1 King's Annual Student Magazine	Publish annual student magazine in the website	x	x	x	x	x	CERAD
	3.2 Research Repository	3.2.1 Publish International Journal of Entrepreneurship and Economic Issues (IJEI)	x	x	x	x	x	CERAD
		3.2.2 Design and Publish a case study booklet in the website	6	6	6	6	6	CERAD
		Publish all the report and study in the website	x	x	x	x	x	CERAD
	4.1 Annual Report	4.1.1 Develop an annual report of King's College	x	x	x	x	x	CERAD

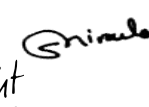
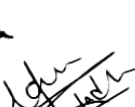



4. Publication, Extension and Outreach Program		with major institutional data						
	4.2 Offer Consultancy and Extension Services to Private and Local Organizations, Businesses, and Entrepreneurs	4.2.1 Provide at least consultancy and extension services	3	3	3	3	3	CERAD
	4.3 Policy Brief Development	4.3.1 Develop Policy briefs	3	3	3	3	3	CERAD
	4.4 Outreach Events	4.4.1 Participate outreach events	2	3	3	3	3	CERAD
		Number of research outputs by full time faculty	5	7	10	12	15	CERAD
		Number of research papers published in peer-reviewed journals	3	5	7	10	15	CERAD
	4.5 SSR for UGC	4.5.1 Submit SSR Report to the UGC	X	X	X	X	X	SAT
5. Internationalization & Collaboration	5.1 Grant Applications	5.1.1 Submit joint research proposal to international agency	1	2	2	2	2	CERAD
	5.2 Organize Conferences	5.2.1 Host 3 national (2026, 2028, 2030) and 3 international conference (2025, 2027 & 2029)	✓ (Nat'l)	✓ (Int'l)	✓ (Nat'l)	✓ (Int'l)	✓ (Nat'l)	CERAD

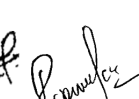




Ensure timely initiation, progress, and completion of case study/research work	Set and communicate clear research timelines aligned with the academic calendar (proposal, draft, final submission)	Completion rate within a 2 months of graduation	90%	90%	90%	90%	90%	CERAD
	Assign research supervisors by start of research semester with defined responsibilities	Satisfaction rate with supervision and support	80%	80%	80%	80%	80%	CERAD
1. Diverse & Balanced Collection	Conduct regular collection development reviews	No. of review meetings conducted and report generated	2	2	2	2	2	LWC
	Explore Open Access and institutional repository options	No. of OA resources integrated	2	2	2	2	2	LWC
	Solicit faculty input for collection needs	No. of faculty consulted per year	10	12	15	18	20	LWC
3. Specialized & Interdisciplinary Access	a. Explore consortia/resource sharing agreements	No. of new agreements signed	1	1	1	1	1	LWC
	b. Invest in databases supporting emerging fields	No. of databases subscribed	1	2	2	2	2	LWC
	c. Provide access to primary source materials	No. of new primary source resources	2	2	2	3	3	LWC
4. Optimize Physical Space	b. Designate quiet zones & group study areas	No. of new learning zones created	1					LWC

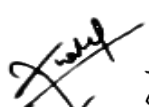
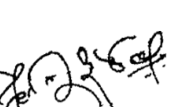







5. Promotion of Services	a. Conduct orientation sessions for students	% of new students oriented	100%	100%	100%	100%	100%	LWC
6. Professional Engagement	a. Participate in library associations	No. of memberships or affiliations	1	2	2	2	2	LWC
	b. Organize or attend resource sharing/training events	No. of events participated	3	3	3	3	3	LWC
Student & Faculty Engagement	a. Organize student-centered programs (reading clubs, workshops)	No. of student engagement activities	6	6	6	6	8	LWC
	b. Co-host research or writing support sessions with faculty	No. of faculty-student sessions held	4	4	4	4	4	LWC
	Collect user feedback for service improvement	Student satisfaction survey- library	>80%	>80%	>80%	>80%	>80%	LWC
	Improve students engagement in the library	Percentage of students participated in library activities	20%	30%	35%	40%	50%	LWC
Foster a vibrant, inclusive, and engaged library community	a. Organize Open Library Community Showcase Day annually to highlight student/faculty work, promote resources, and build academic culture	No. of showcase events conducted	1	1	1	1	1	LWC
	b. Engage students, faculty, alumni, and visitors through exhibitions, talks, demos, and performances	No. of participants attending	50+	70+	100+	100+	100+	LWC

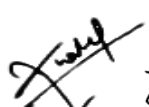





	c. Collect and analyze feedback for service improvement and future programming	% of positive feedback (satisfaction surveys)	≥80%	≥85%	≥85%	≥90%	≥90%	LWC
	e. Convert attendees into active library users	No. of new user registrations post-event	30	35	40	40	40	LWC
Expand physical collection and upgrade library infrastructure	a. Increase annual acquisition of physical books (aligned with curriculum & research needs)	No. of new physical books added	100	120	150	180	200	LWC
	b. Conduct annual gap analysis to identify missing subject areas in print collection	Gap report produced and acted upon (Yes/No)	Yes	Yes	Yes	Yes	Yes	LWC
	d. Increase physical shelf/storage capacity through space reorganization or expansion	% increase in shelving/storage space	10%	20%	30%	35%	40%	LWC
	Develop proposal for new or additional library facility (if growth requires)	Proposal status	X					LWC
5. Create Knowledge from Entrepreneurship Initiatives	Publish journals and reports on entrepreneurship	Number of reports/journals	3	3	3	3	3	IKT
	Develop local entrepreneur case studies	Number of cases produced and used	3	3	3	3	3	IKT

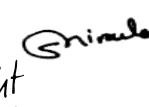
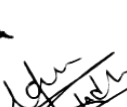



	Tracer report	Publication of tracer report	1	1	1	1	1	AET
Strengthen Quality Assurance Mechanisms	Develop and revise policy documents and manuals	No. of policies/guidelines updated or developed	5	5	5	5	5	IQAC
	Conduct periodic internal academic & administrative audits	No. of audits conducted	2	2	2	2	2	IQAC
	Collect and review departmental performance data (KPIs)	% of departments submitting quality data on time	100%	100%	100%	100%	100%	IQAC
	Department-wise quality review meetings	No. of reviews conducted	3	3	3	3	3	IQAC
	Perform 2026-2030 strategy review meetings	Strategic review report	1	1	1	1	1	IQAC
	Facilitate external Audit	Audit Report	-	X	-	X	-	IQAC
	Peer academic auditing	Peer academic auditing	X	X	X	X	X	IQAC
Foster a Culture of Continuous Improvement	Implement feedback mechanisms for students, alumni, faculty, and employers	% of feedback implemented (under the control and scope)	100%	100%	100%	100%	100%	IQAC
	Organize capacity-building workshops on quality standards	No. of workshops held	2	2	2	2	2	IQAC

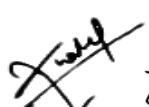







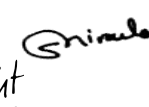
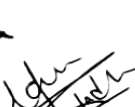



Promote Evidence-Based Decision Making	Strengthen institutional data collection and analysis	No. of reports generated	100%	100%	100%	100%	100%	IQAC
	Publish Annual Quality Assurance Report (AQAR)	AQAR published on time	Yes	Yes	Yes	Yes	Yes	IQAC
Enhance Accreditation and Compliance Readiness	Conduct pre-accreditation gap analysis	No. of gap assessments completed	1	1	1	1	1	IQAC
Institutionalize Continuous Quality Monitoring	Develop a rolling Quality Improvement Plan (QIP) based on SSR findings	QIP document developed and reviewed annually	Yes	Yes	Yes	Yes	Yes	SAT
	Track progress on each SSR recommendation using a live action-tracking dashboard	% of recommendations monitored and updated	100%	100%	100%	100%	100%	SAT
	Conduct mid-term internal reviews aligned with UGC audit cycle	Mid-term internal review	-	-	-	-	-	SAT
Strengthen Department-Level Self-Assessment	Guide departments to prepare their own self-assessment reports	No. of departments completing self-assessment	100%	100%	100%	100%	100%	SAT
Build a Living Evidence Ecosystem	Integrate SAT data needs into EMIS to avoid duplication	% of SAT data automated through EMIS	50	70	90	100		SAT
	Regularly update evidence folders and audit trails in a centralized digital archive	% of documentation updated quarterly	80	90	100	100	100	SAT





Strengthen Institutional Partnership & Communication	Facilitate regular communication channels with Westcliff University	Number of formal meetings/calls held	12	12	12	12	12	UAT
Align Academic Programs with Westcliff Standards	Coordinate curriculum updates, assessment methods, and learning outcomes	% of programs aligned with King's College Standard	70	80	90	95	100	UAT
	Monitor and improve academic program implementation	Number of program reviews conducted	2	2	2	2	2	UAT
Ensure Compliance & Accreditation Readiness	Prepare and submit required accreditation and regulatory documentation	Number of reports submitted on time	100%	100%	100%	100%	100%	UAT
Lead Joint Events, Projects & Initiatives	Plan and execute joint academic, cultural, or research events	Number of joint events/projects	2	3	4	4	5	UAT
Continuous Quality Improvement & Feedback Management	Collect and analyze stakeholder feedback related to Westcliff programs and operations	Number of feedback reports generated	2	3	4	4	4	UAT
	Address operational challenges and implement improvements	% of issues resolved within agreed timelines	75	80	85	90	95	UAT
Improve the quality, responsiveness, and efficiency of university services offered to	Develop and implement a University Service Charter (response time,	Service Charter developed and adopted	X					UAT




students, faculty, and partners	accountability, transparency)							
	Track service delivery response time (admissions, grading, transcript, query resolution)	% of requests resolved within SLA (e.g., 5 working days)	70%	80%	90%	95%	95%	UAT
	Establish an online ticketing/helpdesk system for managing academic and service queries	% of queries managed through system	50%	70%	90%	100%	100%	UAT
	Conduct annual service satisfaction surveys for students and faculty	Satisfaction score (%)	70%	75%	80%	85%	90%	UAT
Drive Institutional Strategic Direction and Oversight	Strategic Planning Workshop - Formulation of Strategic Plan 2026-2030	Workshop conducted and documented	Yes	Review	Review	Update	Update	EC
	New strategic plan - Updated 5-year institutional strategic plan with clear KPIs and priorities	Strategic plan document approved and implemented	Approved	Implement	Implement	Implement	New cycle begins	EC
Ensure Effective Resource Allocation and Financial Oversight	Resource Allocation and Budget Finalization	Approved departmental budgets and timely allocation of resources	Completed	On time	On time	On time	On time	EC
Promote Academic Innovation and Program Expansion	Launch New Academic Programs	Number of new academic programs launched	1	1	1	1	1	EC




Ensure Compliance with Accreditation and Regulatory Bodies	Accreditation and Compliance Oversight	Timely submission of regulatory reports and compliance met	Yes	Yes	Yes	Yes	Yes	EC
Enhance Executive Leadership Capacity	Executive Development Program	Number of executive team members trained	2	2	2	2	2	EC
Platform onboarding manuals	Develop internal platform policies/guides	% of staff with access/training completed	X	-	-	-	-	DAT
Build digital capacity through instructional content	Create video tutorials and step-by-step manuals for key platforms (e.g., King's Support)	Video tutorials/manuals	X	-	-	-	-	DAT
Design & develop data security policy	Develop data usage and security policy	Policy document	X	-	-	-	-	DAT
Strengthen engagement with broader community	Establish podcast Studio	Well functioning podcast Studio	X	-	-	-	-	MAT

Goal 7: Startup and Entrepreneurial Ecosystem

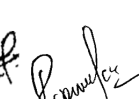
Build a thriving entrepreneurial ecosystem by equipping learners with entrepreneurial mindsets, supporting venture creation, and linking with startup networks.

Strategic Objective	Strategic initiatives	Indicator	2026	2027	2028	2029	2030	Responsible Committee(s) /Member
Strengthen Entrepreneurial & Investment Mindsets	Run Babal Challenge	Organize a 3 month Entrepreneurship and Angel Investment Program (Babal Challenge)	5	6	8	10	12	FIH
		Startup participation number	15	18	20	22	25	FIH
		Startup's investment pitching in front of investors	10	15	18	20	23	FIH
		Publish Marketing Content in social media	20	25	25	25	25	FIH
	Grow King's Startup Investment Fund (KSIF)	Onboard Emerging Investors	10	5	5	5	5	FIH
		Engage King's Community as Investors	100	150	200	250	300	FIH




		(Shareholders)						
		Startup Evaluation and Support	5	8	10	12	15	FIH
1. Increase Student Involvement in Entrepreneurship	Develop new programs on entrepreneurship	Number of programs	1	2	2	2	2	IKT
		Number of people engaged	100	120	140	160	180	IKT
	Start Idea Potluck to promote ideators	Number of people engaged	100	120	140	160	180	IKT
	Run Design Thinking workshops	Number of workshops	4	4	4	4	4	IKT
	Run Product Consulting programs	Number of consulting sessions	3	3	3	3	3	IKT
	Run Hackedemia innovation sprint	Number of participants	30	30	40	40	50	
	Run otharo program	Number of team participant	15	20	20	20	20	IKT
Increase Capacity for Entrepreneurship Education in Academia	Develop new entrepreneurship-related courses	Number of new courses	1	1	1	1	1	IKT
	Develop new entrepreneurship modules	Number of modules developed	3	3	4	4	4	IKT
	Integrate entrepreneurship	Total project hours	10	10	15	15	15	IKT

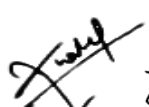




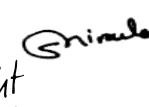
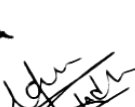



	projects into coursework	delivered						
	Conduct teacher training to enhance entrepreneurship pedagogy	Number of trainings held	1	1	2	2	3	IKT
Enhance Capacity of the Entrepreneurship Hub	Upskill internal team through external sessions	Number of sessions attended	2	2	3	3	3	IKT
	Host Learning Sessions / Recipe Sharing	Number of sessions	4	4	5	5	5	IKT
	Encourage staff-generated content	Number of knowledge pieces produced	4	4	4	4	4	IKT
	Continue PopCorn Series for ideation culture	Number of sessions	4	4	5	5	5	IKT
Improve Incubation Quality and Graduation	Increase and improve applications	Number of applications	30	30	30	30	30	IKT
	Internal referrals from faculty/departments	Percentage of cohort referred	20%	25%	30%	35%	40%	IKT
	Provide high-quality mentorship	Avg. incubatee feedback rating (out of 5)	4	4.2	4.3	4.5	4.5	IKT
	Ensure quality coaching	Avg. incubatee rating (out of 5)	4	4.2	4.3	4.5	4.5	IKT
	Increase graduation rate of incubatees	Percentage of incubatees graduating	60%	65%	70%	75%	80%	IKT
	Host Masterclasses for skill-building	Avg. feedback from incubatees	4	4.2	4.3	4.5	4.5	IKT





	Startup Garage: One-on-one expert consultations	Number of experts involved	3	4	4	5	5	IKT
		Number of 1:1 sessions held	6	8	10	12	15	IKT
7. Consulting for Other Incubation Centres	Develop and execute ideation/venture-building programs	Number of consulting projects completed	1	2	2	2	2	IKT
8. Improve Idea Generation Programs	Conduct Idea Potluck for idea collection and validation	Number of events conducted	2	3	3	4	4	IKT
Venture Creation and Development	Establish and support new student and alumni ventures	Number of ventures created	10	15	20	20	20	IKT

Communiversi and King's College: Reimagining Higher Education for Social Impact

Communiversi is a humble yet transformative initiative by King's College to reimagine higher education in Nepal by bridging academia, industry, and community. By integrating local knowledge, wisdom, and lived realities into the learning process, the program fosters a sense of agency—both personal and communal—among students. Through immersive, community-based experiences and deep self-reflection, students gain not only knowledge but also the capacity to make tangible, meaningful contributions to society.

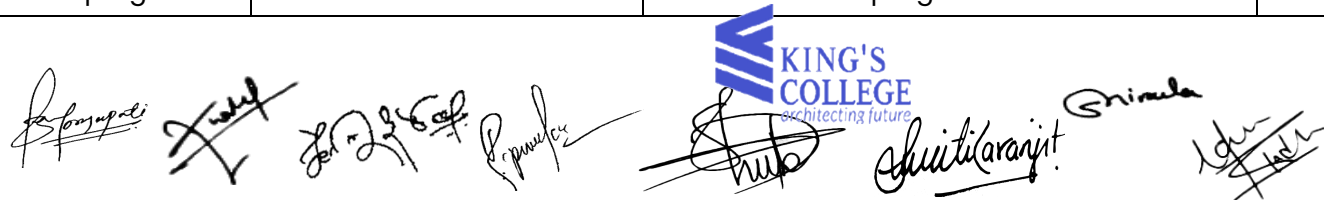
This initiative is strongly aligned with King's College's evolving identity as a non-profit distribution institution—one committed to reinvesting its resources to elevate academic quality, enrich the student experience, and deepen social impact. It also resonates with the college's aspiration to become an autonomous institution, empowered with academic freedom and governance independence, capable of leading educational innovation in Nepal and beyond.

Communiversi thus exemplifies King's commitment to knowledge co-creation, community partnership, and a values-driven academic model that prepares students not just for employment, but for leadership in social change.



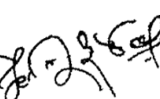
The image shows a row of signatures and the King's College logo. The logo is a blue square with a white 'K' and the text 'KING'S COLLEGE' and 'architecting future' below it. There are seven signatures in black ink, some of which are stylized and overlapping.

Strategic Objectives	S. Initiatives	Targets	2026 Target
Innovative pedagogy and Community immersive programs 1 year long degree program	Curriculum Development	Number of Curriculum developed	9
		Number of workshops	18
	Faculty recruitment and development	Number of faculties development	9
		Qualitative feedback from faculties	Above 7 (out of 10)
		Number of workshops	9
	Marketing & Outreach	Social Media engagement	
		Number of educational institutions reached	20
	Student recruitment and selection	Students enrolled	25
		Students reached	500
		Students interviewed	75
		Percentage of diversity (gender, education background, geography, ethnicity etc)	60%
		Scholarship provided	20%
		Students qualitative feedback	Above 7 (out of 10)
	Industry partnership	Number of industry partners	5
	Funding and finance	Funds raised	2000000
Community immersive program		No of immersive programs	3




for International partners		Programs' satisfaction from the partner	Above 70%
		Qualitative Feedback from the participants	Above 7 (out of 10)
Community immersion policy documents/handbooks		Effectiveness of the handbook	60%
Co-creation with stakeholders	Community partnerships	MoUs signed	3
		Number of workshops and trainings	6
	International Partnerships	MoUs signed	5
	Alumni Engagement	Number of Alumni programs conducted	3
		Alumni participation	30
	Mentors engagement	Number of mentors	15
	Education institutions/networks partnerships	MoUs signed	3
	Workshops/Conference with partners	Number of workshops/conference attended	2
		Number of workshops/conference conducted	2
Knowledge creation and dissemination	Reports	Reports produced	1
	Journal Articles	Number of journal articles	1
	Communiversity Khabar	Number of publication	12
	News articles	Number of news articles	3







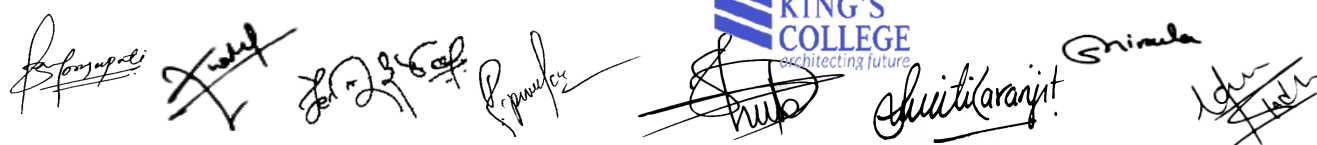



Section 4: Strategic Implementation, Monitoring, Evaluation, Accountability, and Learning (MEAL)

4.1 Strategic Implementation

An approved strategic goal will be implemented through the Head of the Institution/IQAC and committee team accordingly. Once the strategic plan has been approved by IQAC and the college board, a workshop shall be arranged with staff college-wide to disseminate information and plan to implement the developed strategies. The college would initiate an institution-defined approach to evidence-based monitoring, evaluation, assurance of accountability and learning (MEAL) system to achieve the set goals.

Strategic Goals	Responsible Committee/ People
Goal 1: Financial Growth	Executive Committee; Internal Quality Assurance Committee; Finance, Accounting and Compliance Department; Marketing and Admission Team
Goal 2: Infrastructure Development	Executive Committee; Internal Quality Assurance Committee; General Services and Logistic; Data and Technology Team
Goal 3: Student Success, Experience, and Alumni Engagement	Executive Committee; Internal Quality Assurance Committee; Academics Services and Compliance Department, Student Engagement Team, Alumni Engagement Team, Professional Development and Career Service
Goal 4: Staff, Faculty & Leadership Development	Executive Committee; Internal Quality Assurance Committee, Center for Innovative Pedagogy and Learning, People and Culture Department,
Goal 5: Community Connections, Partnerships, and Collaboration	Executive Committee; Internal Quality Assurance Committee; Partnership and Collaboration Department, Center for Research and Development, Innovation Kitchen Team, Communiversy HoDs
Goal 6: Knowledge Creation and Dissemination	Internal Quality Assurance Committee; Center for Research and Development, Innovation Kitchen Team, Communiversy HoDs




Goal 7: Startup and Entrepreneurial Ecosystem	Innovation Kitchen Team; Finance and Investment Hub, Center for Research and Development
--	--

4.2 Performance Monitoring and Evaluation

Each individual and team are expected to perform the assigned job. The following mechanism will be adopted to monitor the performance of the committee and individual in all the job responsibilities.

Dimension	Responsible	Time Frame
Introducing Self Monitoring and Evaluation Mechanism	All the committee and Individual	Every 4 months / Regularly
College initiated monitoring and evaluation mechanism	IQAC, Executive Committee	Provide report every 4 months / Regularly
University-initiated monitoring, evaluation system	Westcliff University	Annually

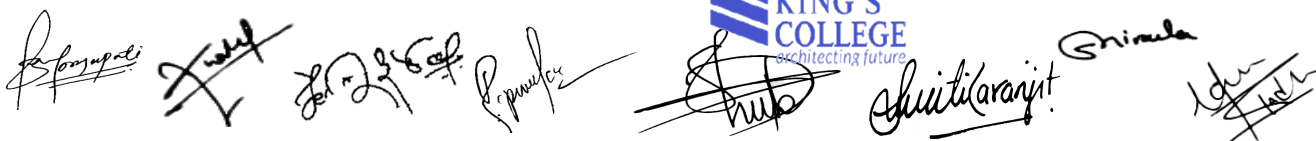
Depending upon the requirement, the respective work teams, designated officers and the College Executive Committee shall be held responsible and accountable for every consequence resulted due to success or failure of strategic and functional operations of the institution's goals, monitoring and evaluation time frame might be changed in the future as per mutual understanding between the University and College.

In case of any project, where involving two committees is required, an executive committee will be assigned one committee as a leading committee so that monitoring and evaluation can be performed smoothly. A standing committee is responsible for the successful execution of the project.

A developed performance monitoring and evaluation system will be reviewed annually and if required changes will be made. Feedback from the committee, staff, faculty and students will be taken to the account during the review process.

4.3 Conformance to Accountability and Responsiveness

The purpose of conducting monitoring and evaluation is to learn and to provide a mechanism for accountability for the individual committees, students, faculty, staff, and university. The respective committee and dedicated staff shall be held responsible and accountable for every consequence resulting due to the success or failure of the strategic initiative of the institution. The committee/individual is responsible to maintain regular communication and provide reports to the Executive Committee. They should follow the policy guidelines of the institution while operating and utilizing the resources to achieve the organizational goals. The consequences also shall be provisioned in event of neglectful or intentional misconduct affecting the institution's pride.




Any difficulties associated with the work shall be communicated to the Executive Committee. The Executive Committee will be responsible to support all the functional committees and individuals.

4.4 Learning System and Knowledge Management

Institution will build a system to record all the tasks of the committee. Those success or failure stories will be part of the organization's learning memory and each committee will be responsible to record them in the centralized system. Learning coming from all the programs and projects will be disseminated to the relevant stakeholder. An annual report highlighting each strategic goal will be published annually.

The institution will develop itself as a hub of local knowledge generation. To generate the knowledge, institutions will adopt the CCE (Community, Curriculum, and entrepreneurship) model based on the college vision. The curriculum and project work should be related to the community and the institution will be committed to develop an entrepreneurial mindset among the students and staff. An embed of local case studies, project work, community lead project, consulting project will be implemented.

4.5. Continuity

Every year the strategic plan will be reviewed and if required changes will be made with an approval of the Executive Committee and board of directors. Development and implementation of a ten-year strategic plan of action will be made an institutional culture. Thus, upon completion of the strategic plan of 2026-2030, the college would develop another strategic plan.

Conclusion

This document outlines the five-year Strategic Plan (2026-2030) of King's College. It serves as a strategic roadmap that reflects the college's deliberate commitment to academic excellence, entrepreneurial education, and societal impact. This plan embodies our collective aspirations to transform King's College into a model institution that nurtures future-ready graduates, fosters innovation, and drives sustainable development in Nepal and beyond.

We believe that the priorities and direction articulated in this plan will inspire our students, faculty, staff, partners, and broader community to align their efforts with our institutional mission. The success of this strategic journey depends on our shared ownership, accountability, and unwavering dedication to implementation.

This Strategic Plan will be periodically reviewed and adapted to remain responsive to changing contexts, challenges, and opportunities. We are confident that the robust consultations, critical self-assessments, and in-depth analysis undertaken in developing this plan have laid a strong foundation. As one unified team, we will focus on our strategic priorities and continuously strive to demonstrate King's College's capacity to lead innovation in higher education and contribute meaningfully to a better, more equitable future.

Handwritten signatures and a blue stamp of King's College, Kathmandu, Nepal, are visible at the bottom of the page.