

# ANNUAL REPORT

Entrepreneurship-driven  
education with global impact



#### Entrepreneurship at the Core

Driving societal change through innovation-focused education.



#### Expanding Academic Horizon

New programs, rising enrollments, global partnerships.



#### Real-World Impact

Student-led ventures, inclusive learning, and industry exposure.

#### Report Preparation Team

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Date of report endorsement by Executive Committee: This annual report (2023/24) of King's College has been approved by the College Executive Committee on 2024, Dec 20

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## Executive Summary

King's College is a progressive educational institution dedicated to nurturing entrepreneurial leadership and promoting innovative learning. As an academic institution affiliated with Westcliff University, USA, the College has remained committed to providing quality higher education since its inception. This annual report is prepared following the guidelines set by the University Grants Commission (UGC) and serves to disseminate the overall activities, achievements, challenges, and strategic initiatives undertaken by the College during the reporting period.

The report covers the fiscal year of 2023–2024, providing a comprehensive overview of the institution's academic and administrative progress. It aims to ensure transparency and accountability in governance and institutional operations by sharing key performance indicators and qualitative developments with all stakeholders.

This annual report presents statistical data on student enrollment and graduation rates, with further disaggregation by academic programs, levels, and fiscal years. The document highlights the academic programs currently offered, including BBA, BBA, BSCS, and MBA.

In addition, the report outlines progress in physical and digital infrastructure, financial performance, community engagement, faculty development, and social outreach activities. It also discusses the major issues and challenges encountered—such as shifting education paradigms, evolving regulatory requirements, and student engagement in a hybrid learning model.

Finally, the report includes planned programs and strategies for the upcoming year, emphasizing curriculum innovation, inclusive education, faculty training, international collaborations, and institutional sustainability.

## **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) 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 and other collaborations provide 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.

## **Vision**

Transforming society through entrepreneurship.

## **Mission**

King's College

- prepares/nurture/mentor entrepreneurial cadres capable and willing to harness Nepal's untapped resources.
- address unemployment by creating entrepreneurs, promoting social justice of wealth distribution, and contributing to the economic growth of Nepal.
- Is accountable towards the community we serve as we believe that education is public property even though King's College in itself is a private entity.
- implement progressive education philosophy by enacting community as a curriculum.
- offer graduate and undergraduate programs with a special focus on entrepreneurship.

## **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.

## **Objectives**

King's College has been dedicated –

- To enable our students to be motivated learners so that they can achieve academic excellence.
- To promote entrepreneurial and managerial competencies hence transforming them into 21st-century professionals capable of solving emerging global challenges.
- To nurture our students with courage, self-esteem, integrity, gratitude, and accountability. Also, to provoke them to be resourceful, creative, and productive citizens.
- To encourage an inclusive culture where faculty members, students, employees, and community members, regardless of their gender, ethnicity, religion, and status, get opportunities to enhance their professional and personal lives.

- To collaborate with all stakeholders, national and international, through research, conferences, student engagement, and faculty exchange.
- To play an active role in the entrepreneurial ecosystem of Nepal and support entrepreneurs

### **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.

## **Governance**

### **Executive Committee**

Executive Committee of the college comprises following members;

Name	Designation
Mr. Narottam Aryal	Chairman
Ms. Sumira Shrestha	Member Secretary
Ms. Smriti Karanjit	Member
Mr. Bikram Prajapati	Member
Mr. Raj Poudel	Member
Mr. Udgum Khadka	Member
MR. Chittaranjan Pandey	Member

### **Internal Quality Assurance Committee**

Internal Quality Assurance Committee of the college comprises following members

Name	Designation
Mr. Bikram Prajapati	Chairman
Ms. Smriti Karanjit	Member Secretary
Ms. Manoj Pandey	Member
Mr. Milan Kumar Sardar Tharu	Member
Mr. Umes Shrestha	Member
Mr. Udgum Khadka	Member
Mr. Chittaranjan Pandey	Member



## Human Resources

Human Resources of the college includes academic faculty members and administrative employees (including students position and non-teaching staff).

Detail of human resources is presented in below table;

S. N	Particulars	Number of Employees
1	Full Time Faculty	32
2	Non-Teaching Staff	36
3	Total	68

## SWOT Analysis

### Strengths

- Strong focus on entrepreneurship and innovation
- Hands-on, experiential teaching learning pedagogy; driven by community as curriculum and learning by doing philosophy
- Young, energetic, and talented faculty team with rich industry experience
- Strong partnerships with industry and academic institutions.
- Conducive space for students and faculty growth
- Availability of a wide range of concentration under the academic programs.

### Weakness

- Limited availability of physical space for extracurricular and recreational activities
- Low number of faculty members having PhD

### Opportunities

- Expanding community engagement and collaboration with local businesses.
- Building partnerships with international organizations for global exposure.
- Offering day-time, and new innovative academic programs.
- Bringing new academic program i.e., Master of Science in Artificial Intelligence
- Strengthening alumni engagement and creating mentorship networks.

## Challenges

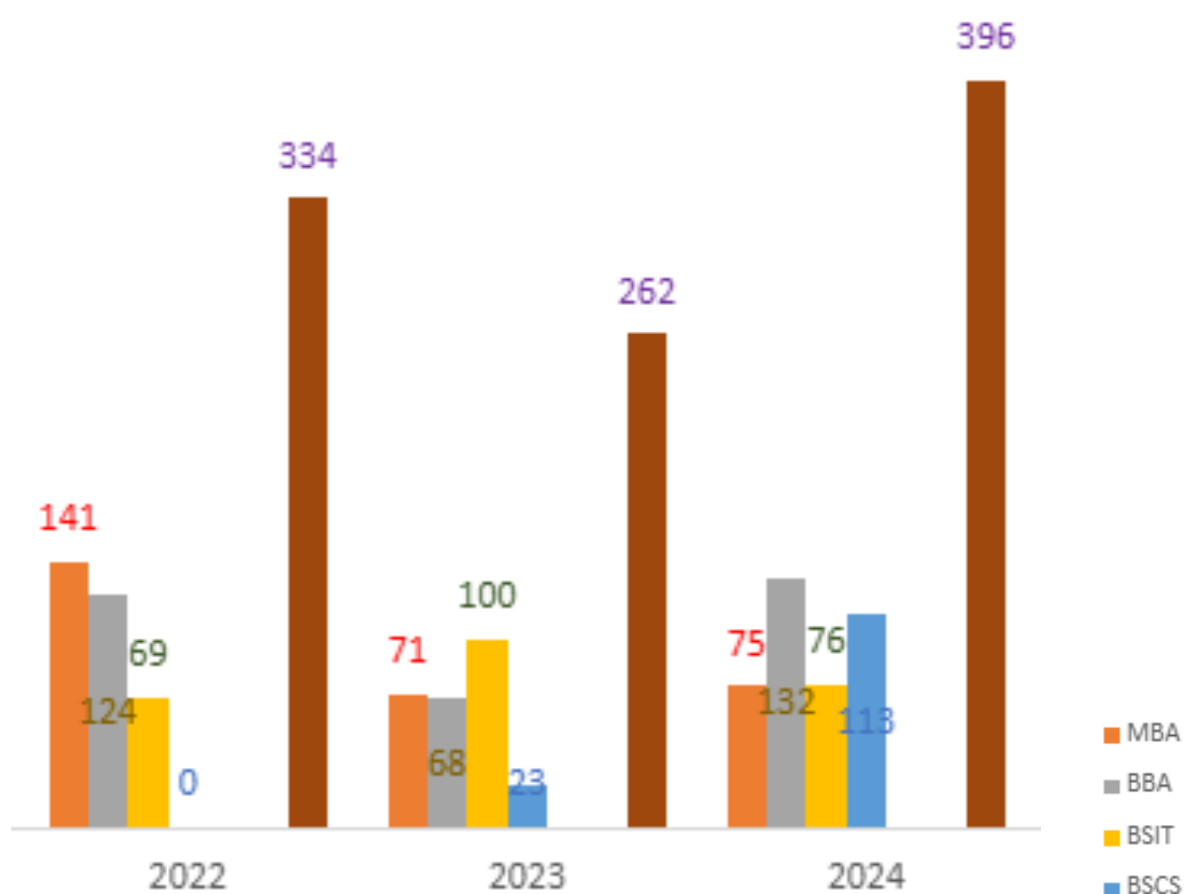
- Instability in government regulations affecting higher education.
- Challenges in retaining talent.
- Limited autonomy in designing and executing academic programs.
- Resource mobilization and infrastructure development challenges.

## Academic Progress

This section covers student enrolment, pass record and graduate trend analysis of previous three years including programs details and educational pedagogy.

### Enrollment

Enrollment of students in different programs showed a fluctuating trend over the past three years. In the year 2022, the total number of student enrollments was 334. In 2023, the enrollment decreased to 262. However, in 2024, the college experienced a significant rise in student intake, with the total number of enrollments reaching 396. Total enrolment of students in different programs are presented as follows:



### Enrollment in MBA program

The MBA program is a session-based academic program. In the year 2022, the total number of student enrollments in the MBA program was 141. However, in 2023, the enrollment significantly dropped to 71 students. In 2024, there was a slight improvement, with the number of enrollments increasing to 75 students, indicating a modest recovery in student interest and admissions.

Year	Female	Male	Total
2022	61	80	141
2023	28	43	71
2024	27	48	75

### Enrollment in BBA program

The BBA program continues to be one of the core undergraduate offerings of the college. In the year 2022, the total number of student enrollments in the BBA program was 124. This number declined to 68 in 2023, reflecting a significant decrease. However, in 2024, the enrollment rebounded substantially, reaching 132 students, showing renewed interest and growth in the program.

Year	Female	Male	Total
2022	43	81	124
2023	31	37	68
2024	48	84	132

### Enrollment in BSIT program

The BSIT program has seen varying enrollment trends over recent years. In 2020, the program enrolled 69 students. This number increased significantly in 2023, reaching a total of 100 students, indicating growing interest in the field. However, in 2024, the enrollment declined to 76, reflecting a moderate drop compared to the previous year.

Year	Female	Male	Total
2022	18	51	69
2023	24	76	100
2024	30	46	76

### Enrollment in BSCS program

The BSCS program was introduced by the college at the end of the Fall 2023 academic session as part of its strategic expansion into emerging

fields of technology and computer science. In its initial phase in 2023, the program enrolled 23 students. In 2024, the enrollment grew significantly to 113 students, demonstrating strong demand and a positive reception of the program among prospective students.

Year	Female	Male	Total
2023	8	15	23
2024	31	82	113

*Note: This report has not calculated Level-wise disaggregation by Educationally Disadvantaged Students because the data sources do not categorize students as such at the level-wise detail required for analysis. As a result, meaningful disaggregation by these specific groups could not be performed.*

### Graduate Record

Program-wise Completion (graduation) and Drop-out rates of students for the last four years. The overall academic performance of students enrolled in various programs over the past four years is summarized below in terms of graduation and dropout rates. These figures reflect the institution's ability to support student success and highlight areas for continued improvement and intervention.

Program (A)	Year of Enrolment (B)	Enrolment Number (C)	Final Year / Semester Examination (D)	Completion Number (include only regularly completing the program) (F)	Completion % = Graduate within postulated time (Cohort Year) / Enrolment of Cohort year *100 (F/C)*100	Drop-out % = Appeared in the Final semester or Year exam / Enrolment number of Cohort Year =100- (E/C*100)
BBA	2016	65	2020	44	67.69%	32.32%
	2017	95	2021	44	46.32%	53.68%
	2018	119	2022	83	69.75%	30.25%



	2019	202	2023	143	70.79%	14.36%
MBA	2018	130	2022	101	77.69%	22.31
	2019	206	2021	173	83.98%	16.02%
	2020	150	2022	124	82.67%	11.33%
	2021	150	2023	115	76.67%	18%

**Note:** As of this reporting period, there are no graduates under the BSIT and BSCS programs, as these cohorts have not yet reached the completion stage of their academic cycles.

### Academic Programs

King's College offers a diverse array of academic programs at both the undergraduate and graduate levels, designed to equip students with practical knowledge and industry-relevant skills. The undergraduate offerings include the Bachelor of Business Administration (BBA), with concentrations such as Financial Management, Human Resource Management, Marketing, Investment & Economics, Digital Marketing, Art and Design, FinTech, and Business Analytics. The college also offers two technology-focused degrees: the Bachelor of Science in Information Technology (BSIT), with concentrations in Cybersecurity, Cloud Computing, and IT Project Management; and the Bachelor of Science in Computer Science (BSCS), offering specializations in Data Science, Software and Web Application Development, and Artificial Intelligence.

At the graduate level, King's College provides a comprehensive Master of Business Administration (MBA) program. Students can choose from a wide range of concentrations including Financial Management, Human Resource Management, Marketing, Entrepreneurship, Agribusiness Management, Nonprofit Management, Technology and Innovation, and Data Analytics.

### Proposed Programs

Master of Science in Artificial Intelligence

## **Educational Pedagogy**

King's College is dedicated to providing a transformative, student-centered learning experience grounded in its guiding philosophy—"Curriculum as Community." This approach positions students as active co-creators of knowledge and fosters meaningful collaboration among students, faculty, and the wider community. Emphasizing project-based learning, students engage with real-world challenges, critically explore concepts, and collaborate across disciplines. Through this model, King's cultivates innovation, critical thinking, and empathy—essential qualities for personal growth and leadership in today's world.

King's fosters an engaging and interactive learning environment by integrating multimedia tools, group projects, community visit, guest lectures by industry experts, and peer-to-peer learning activities. Faculty are encouraged and supported to explore innovative teaching methods and cultivate inclusive classrooms that respect diverse perspectives. This progressive pedagogy ensures that graduates of King's College are not only academically proficient but also socially conscious, self-aware, and prepared to contribute meaningfully to society.

The Center for Innovative Pedagogy and Learning (CIPL) serves as a dynamic hub for faculty development, dedicated to enhancing teaching through continuous collaboration, professional growth, and shared learning. By providing targeted resources, training, and support, CIPL empowers faculty to create more effective, engaging, and innovative learning experiences, fostering a culture of continuous improvement that enriches student outcomes.

## **Physical Progress**

### **Infrastructure**

The college has 7 floors. 5 of them have used to run classes and 2 for the administration section. In addition to this there are 22 tailored, spacious, well lighted and adequately ventilated classrooms with a total built-in area of 16428 square feet

- No. of Classroom: 4- [40 seats] [653.66 sq. feet] (with Projector and installed)
- No. of Classroom: 10 [35 seats] [580 sq. feet] (with Projector and installed)
- Specialization Classrooms: 4 [ 20 Seats] (with Projector installed)

The College has a seminar hall with the capacity of 150 persons, which is used for seminars, workshops and conferences.

### **Educational Aids**

**Library:** The College has a separate library block located on the ground floor of the main building. The computer facility is available and students have free access to e-libraries like LIRN. The student and faculty has access to the journal like JSTOR, PROQUEST etc.

**IT Center:** There are computer facilities in the College which are easily accessible to students and faculty. The computer lab is located at the ground floor of the building. Currently, 46 computers are accessible to the students at the college. The internet facility is openly accessible to both the faculty and the students inside the college premises. In addition to this, the Room 501 has been designed in the concepts of the LAB classroom. The internet and other adjustments have been set up so that students can have their own laptop to work. The College has provisions for internet, intercom, and CCTV facilities. There are 34 intercom service devices in use currently at the college. The college provides internet service through Vianet Communications. There are 9 CCTV currently in use at the college. In addition to this, the college has 305Mbps of internet accessible for all the staff, students and faculty.

**Seminar Hall:** The College has a seminar hall with the capacity of 150 persons, which is used for seminars, workshops and conferences. It was redesigned in Jan 2023.

**Club Room:** The college has a separate room for Club. The college has both physical and infrastructural facilities available in terms of sports and physical education. The college includes spaces for basketball, table tennis. Further the college has MoU with external agency for futsal and basketball.

**Innovation Kitchen Workspace:** The Innovation Kitchen Workspace is located on the six floors of the building. This space has been used for the workshop and different training sessions. Students are allowed to work there with prior approval of staff.

**College Cafeteria:** College Cafeteria is located on the seven floors of the building. The students, staff and faculty meet at the cafeteria for the food.

**Coffee Shop:** The Kaffe Codes has been given permission to open the Cafe in the college premises.

**Learning Resources:** In addition to this, if faculty and students requested any teaching materials like chart paper, pencil or laptop to work. The college has dedicated people assigned to support them and make all the material available.

## **Summary of Activities Organized by Department/Committee- July - December**

### **Student Engagement Team**

King's College actively fosters student engagement through a diverse range of events that promote learning, collaboration, and community spirit. Recent activities included blood donation drives, cultural festivals (Dashain, Tihar), entrepreneurial and innovation expos, esports tournaments, socialization staycations, and skill-building competitions such as Ace Spectrum and Ace Expressions. These events successfully enhanced practical skills, teamwork, networking, cultural awareness, and personal growth among students. Initiatives like the Dental Camp and sustainability conclave also promoted health awareness and environmental responsibility.

Despite the successes, the college faces challenges in sustaining proactive club membership engagement and expanding participation. Scheduling conflicts due to varied class timings limit student attendance in some activities. Furthermore, existing club structures require updates and expansion to better match student interests, prompting the formation of new clubs such as the Debate Society and Entrepreneurship Club. The Student Engagement Team continues to work on strategic outreach and program development to overcome these barriers and enrich the campus experience.

### **Communiversitiy**

Communiversitiy has been actively engaging youth and building community partnerships through a series of outreach events and collaborations. Key activities included the Nepal Ecoversity gathering to strategize alliance development, youth engagement discussions in August, and participation in the Global Shapers and FAO events where interested individuals registered for further involvement. The team also undertook



immersive visits to Janakpur and Helambu, integrating their reflections into curriculum planning to foster pedagogical innovation.

Strategic partnerships were formalized through multiple Memorandums of Understanding (MoUs) with community partners such as Rajarshi Janak, industries including WorldLink Communication and FISoft, and safety partners like Duluwa Outdoors, reinforcing the ecosystem development and entrepreneurship goals.

## **Summary of King's College Outreach and Engagement Activities**

### **Alumni Relations**

- **King's Homecoming:** Successfully engaged 500 alumni, primarily from the class of 2009, strengthening partnerships and cultivating valuable networks to support future referrals and collaborations.

### **Prospective Student Engagement**

- **Thames Graduate Fair:** Provided counseling and program presentations to prospective postgraduate students, helping them explore academic opportunities at King's College.
- **Presentation Workshop #3:** Enhanced communication and presentation skills of prospective students, boosting their confidence in delivering impactful presentations.
- **Graphic Design Workshop:** Introduced design principles and software tools, sparking interest in graphic design among prospective students.

### **High School Partnerships and Visits**

Regular visits were conducted with coordinators and teachers from key partner high schools (Gems, KMC, LA, Uni-Globe, Global, Trinity College, Kathmandu World School) to nurture ongoing collaborations. These visits focused on:

- Converting prospective students into enrolled candidates, especially targeting the Fall 2 intake.
- Providing deeper understanding of King's College culture, programs, and campus life.
- Strengthening relationships through faculty meetings and feedback sessions with +2 and A-level faculty.

## Education Fairs and Admission Events

- **UTC Education Fair:** Counseled prospective students and promoted King's College programs.
- **King's Admission Day at UTC:** Delivered detailed program, course, and admission counseling to high school graduates, aiding informed decision-making.

## Open House Events

- Collaborated with top high schools in Kathmandu to organize four undergraduate open houses, achieving 100% attendance. These events provided comprehensive insights into King's academic programs, campus life, and admissions process.

## Summary of CERAD

The Center for Research and Development (CERAD) has played a pivotal role in fostering research culture and enhancing community development through a variety of focused initiatives. One significant activity involved supervising student research interns as they developed blogs that documented their hands-on research experiences. This not only deepened the students' learning and engagement but also helped promote CERAD's research capacity and outreach to a broader audience.

In addition to student engagement, CERAD undertook the development of detailed case studies, such as those focused on the Tuki Sunkoshi projects. These case studies captured critical lessons learned and best practices from the projects, highlighting challenges faced and strategies employed to overcome them. For example, the case studies provided insights into how community participation was mobilized and how local resource management improved project outcomes. These documented experiences serve as a valuable knowledge repository for guiding future community development initiatives.

Moreover, CERAD contributed to academic literature by authoring a comprehensive chapter on the history and evolution of Tuki, an important regional development institution. This chapter preserved the institutional history for future generations and enriched understanding of Tuki's role in regional development processes.

Overall, CERAD's efforts have successfully promoted a culture of research and knowledge sharing, bridging academic inquiry with practical development interventions, thereby strengthening both student learning and community impact.

### **Innovation Kitchen team**

The Innovation Kitchen team has been actively engaged in nurturing entrepreneurial skills and promoting innovation through various targeted initiatives. One of their flagship events was **Hackedemia**, a hackathon specifically designed for IT entrepreneurs. This event provided a dynamic platform for budding entrepreneurs to ideate, develop, and showcase innovative IT solutions in a competitive, fast-paced environment.

To build foundational skills, the team designed and ran a **10-hour module on Design Thinking 101**, introducing participants to creative problem-solving techniques and user-centered innovation. This module helped participants grasp the importance of empathy, ideation, and iterative prototyping in entrepreneurship.

The team also represented Innovation Kitchen at the **Nepal Food Forum organized by the FAO**, where they operated an information stall to increase awareness about their work. Additionally, the team's head, Sushant Rijal, contributed as a panelist, sharing insights on innovation and entrepreneurship at the event, thus strengthening IK's visibility among key stakeholders.

Further, IK actively supported incubation programs, exemplified by Sushant delivering a session on the **Business Model Canvas to incubatees of the Clock B B-Gyan Accelerator**, helping startups refine their business strategies.

Internally, the team fostered continuous learning through a **Learning Hour**, where members Yomoo and Bisheshta shared fresh knowledge on entrepreneurship, promoting a culture of knowledge exchange.

IK also partnered with King's College for the **National Student Innovation Summit (NSIS) 2024**, contributing to curriculum development, training students from King's College and Monastic School, and leading

training sessions during the conference, thereby empowering young innovators.

At the **Hackathon of Code for Change**, the team facilitated a session on **Design Thinking as a tool for concept creation**, equipping participants with practical skills to develop impactful project ideas.

To boost outreach, the team finalized and approved designs for an IK brochure and standee, which are now used as promotional materials to enhance awareness and engagement.

### **Center for Social Emotional Learning**

Lastly, IK developed and ran multiple modules including **Design Thinking 101**, **Entrepreneurial Mindset**, and **Brand Archetype** for King's College students. Approximately ten modules were designed overall, with two specifically tailored to address departmental challenges, showcasing IK's commitment to customized, practical entrepreneurial education.

The Center for Social Emotional Learning (CSEL) has been dedicated to enhancing emotional intelligence and mental well-being among students and staff through a variety of structured programs and supportive initiatives. For undergraduate students, CSEL offered a **14-hour Emotional Intelligence 101 course**, designed to develop foundational emotional intelligence skills. Students were encouraged to submit reflection videos, allowing them to articulate and internalize their learnings effectively.

For MBA students, CSEL provided a tiered approach to emotional intelligence development. The **EI Mindset Level I course** was a 10-hour program for incoming MBA students, followed by **Level II**, also 10 hours, for those who successfully completed the first level. Both courses incorporated student reflection videos as a tool to deepen self-awareness and reinforce key concepts learned during the sessions.

CSEL extended its offerings to staff members as part of professional development through the **EI Mindset Level I course for staff**, which was also 10 hours long, fostering emotional intelligence in the workplace and supporting a positive organizational culture.



Recognizing individual needs, CSEL provided **one-on-one coaching** sessions for students seeking personalized guidance. This coaching helped students gain clarity on their personal needs, behaviors, and emotional responses, contributing to their overall growth and academic success.

To support mental health holistically, the center established a **Reflective Space** where students could openly discuss and reflect on their challenges and mental health concerns. This safe space provided valuable emotional support and helped destigmatize mental health conversations.

In addition, CSEL conducted a **2-hour Psychological First Aid training for faculty**, equipping them with the knowledge and skills to support students in distress. Faculty members learned critical dos and don'ts for effectively assisting students facing emotional or psychological difficulties.

### **Center for Innovative Pedagogical Learning**

The **Center for Innovative Pedagogical Learning (CIPL)** has been actively fostering professional growth among faculty through a series of structured programs and sessions. One of its flagship initiatives, **Empowering Hours**, is a monthly event held from July to November, where internal and external faculty members come together to engage in thoughtful presentations followed by reflective "thinking sessions." These gatherings serve as a dynamic platform for educators to share insights, reflect on innovative teaching practices, and collaboratively explore new ideas, thereby strengthening the culture of continuous professional development.

In support of practical teaching enhancements, CIPL organized focused **Faculty Development Workshops** throughout the year. Notably, the August 1, 2024 workshop centered on **Project-Based Learning**, empowering teachers to integrate real-world projects into their curriculum to boost student engagement and experiential learning. Another significant workshop held on October 28, 2024, addressed the **Fundamentals of College Teaching**, with an emphasis on applying the ERTA (Engage, Reflect, Transfer, Apply) framework to improve classroom instruction. This workshop aimed to deepen faculty understanding of

effective pedagogical strategies, although some participants recognized challenges in fully implementing ERTA techniques.

CIPL also facilitated the **Learnship program** in multiple batches, designed to further enhance faculty competencies, although specific details of this initiative were not elaborated. Complementing these efforts, the **Classroom Observation for Learning Program (CIPL)** played a vital role in monitoring and supporting instructional quality, providing constructive feedback to faculty for continuous improvement.

Together, these initiatives demonstrate CIPL's commitment to promoting innovative teaching, reflective practice, and sustained faculty development, ultimately aiming to enrich the overall learning environment.

### **Professional Development and Career Service**

King's College hosted a masterclass in Artificial Intelligence and Cybersecurity, led by experts including Dr. Nabin Sharma, Jacqui Pope, and Naman Shah. The session provided insights into AI applications such as medical image analysis for improved diagnosis, autonomous systems for navigation, and algorithms for object detection in surveillance. This gave students and faculty practical exposure to AI and deep learning projects developed by UTS.

On July 29, 2024, King's College signed a Memorandum of Understanding with ADEX International to offer AWS Solution Architect certification courses to BSIT and Computer Science students. This partnership enables access to globally recognized certifications, resources, and hands-on learning experiences, enhancing students' cloud computing skills and career readiness.

The college organized its Industry Meet on August 9, 2024, bringing together tech professionals, entrepreneurs, HR managers, recruiters, and founders. The event included presentations on King's College projects and technology programs, workshops on industry trends, talent acquisition, and innovation strategies. Participants networked and explored potential collaborations, strengthening industry ties and knowledge exchange.

Bajra Tech conducted a seminar focused on Nepal's game development industry, introducing students to programming, design, and

industry trends. The seminar also highlighted the Bajra Traineeship Program, offering mentorship and real-world project experience for students interested in game and software development careers.

Professor Nagendra Shrestha from Yokohama National University shared insights on measuring the economic importance of countries in a global context, enriching undergraduate economics students with international perspectives.

Students who participated in the 3A France exchange program created reflection videos and podcasts to share their experiences, supporting cultural exchange and deepening international academic collaboration.

King's College signed an MoU with the Indian Institute of Digital Education (IIDE) to provide seminars and workshops on digital marketing, aiming to equip students with foundational skills for careers in the digital economy.

For the Fall 2024 session, the college partnered with four industry organizations—Khalisizi, Avani Nepal P Ltd., Epic Bags Nepal, and We Sell Cotton Candy—to offer undergraduate consulting projects. Students worked on real-world business challenges, gaining practical exposure and consulting experience.

A new batch of BSIT and Computer Science students enrolled in the AWS Certified Solution Architect program facilitated by ADEX International, continuing opportunities for industry-recognized certification and skill development in cloud computing.

On November 18, 2024, Vivekanand Business School conducted a data visualization workshop attended by 34 students. The workshop emphasized market trend analysis, business optimization, and innovation through data-driven decision-making, helping students enhance their analytical skills for professional growth.

Overall, these initiatives reflect King's College's commitment to integrating academic knowledge with industry practices, preparing students with the skills and experience needed for future careers in technology and business.

## Finance and Investment Hub

King's Finance and Investment Hub launched the King's Growth Fund (KGF 1.0) in its beta phase, marking one of Nepal's first student-managed investment funds. Over three months, the fund achieved a 10% return on investment, engaging over 25 investors and providing students hands-on experience in investment management.

A two-day Basics to Stock Market Workshop introduced 35 students to fundamental stock market concepts and trading strategies, followed by a simulation competition that reinforced learning through practice. The workshop received positive feedback for effectively building students' understanding of market operations.

Monthly Investors Meet-ups fostered collaboration between students and investors, facilitating discussions on KGF updates, potential investment opportunities, and current market trends. These sessions enhanced practical insights and strengthened the connection between academic learning and real-world investment dynamics.

The Babal Challenge 1.0, a two-month entrepreneurial and investment competition, involved thematic sessions, pitching rounds, and product showcases. This challenge empowered over 70 students with entrepreneurial skills and real-world investment knowledge, encouraging teamwork and innovative thinking. The second phase of the challenge, Babal 2.0, began thereafter to continue fostering these skills.

Following the success of KGF 1.0, the program expanded to KGF 1.1, increasing investor participation from 10 to 20 and growing the fund's capital. This ongoing phase aims to build on prior successes with higher returns and broader engagement.

One analytical activity compared the performance of mutual funds with the Nepal Stock Exchange (NEPSE) across bear and bull market phases. Students studied historical data to evaluate growth, risk, and stability between the two investment options. Group discussions helped deepen understanding of how market conditions influence investment returns, enhancing students' ability to assess risks and make informed investment decisions.



Together, these initiatives have provided King's students with practical finance and investment experience, blending theory with market realities and preparing them for future careers in financial management and entrepreneurship.

### **Office of Safe and Respectable Learning**

The Office of Safe and Respectable Learning (OSRL) undertook multiple initiatives in 2024 to promote diversity, equity, inclusion, safety, and social justice across King's College.

On August 10, a session on feedback collection and management was held for 11 CAs from the BSIT and BSCS departments, aiming to educate students, staff, and faculty about inclusive practices and equitable feedback processes within the institution.

Advocacy Series #10, titled "Navigating the Aftermath: A Pulse Check," was organized in response to the increased visibility of gender-based violence (GBV) cases. This event provided a supportive space for eight participants to discuss and process difficult emotions, helping institutionalize safe and inclusive practices on campus.

In preparation for the Social Innovation Fellowship 2025, OSRL members designed a course on Intersectional Identity, integrating it into the fellowship's curriculum. The team also attended workshops on curriculum integration to strengthen the course. This work supports building both internal and external communities centered on allyship and knowledge sharing.

A field immersion visit to Janakpur enabled OSRL facilitators to plan fellowship activities for that location, reinforcing their community-building efforts and fostering collaboration between stakeholders.

In collaboration with Innovation Kitchen, OSRL conducted a session on creating an inclusive company culture aimed at working professionals and entrepreneurs. Around 20 participants learned about the significance of inclusivity in workplaces and made personal commitments toward fostering inclusive environments.

Additionally, OSRL completed a five-week BBA module focused on inclusion, identity, and social justice, ending with a creative zine-making assignment. About 20 students participated, gaining foundational awareness about equity and social justice principles.

Together, these initiatives demonstrate OSRL's commitment to fostering a safe, respectful, and inclusive learning environment by educating the campus community, supporting emotional well-being, and promoting allyship and social innovation.

### **Summary of Key Strengths- Internal Academic and Administrative Audit 2024**

The Admission and Counselling team is well-structured, technically skilled, and aligned with institutional values. They receive regular training, understand their roles clearly, and maintain consistency in decision-making. The curriculum is updated periodically with input from industry experts, students, and alumni to ensure relevance. The institution has strong alumni engagement supported by a dedicated team, regular events, and active social media presence. The organizational structure is mostly clear, with defined roles and effective internal controls. Students report positive learning experiences, supported by welcoming staff and engaging extracurricular activities. The college values entrepreneurship development, with dedicated teams and programs promoting innovation. Additionally, there are strong industry collaborations that benefit student learning and practical exposure.

### **Key Areas for Improvement**

Some Standard Operating Procedures (SOPs) and detailed Terms of Reference (ToR) are missing in certain teams, which could be formalized to enhance clarity. Counsellors would benefit from improved resources such as updated FAQs and dedicated visual aids to better inform prospective students. Assignments should be reviewed and localized more to reflect the students' context. Documentation, particularly meeting minutes, needs better consistency and review. The Innovation Kitchen requires a clearer mandate and more engagement with students to fully support entrepreneurship goals. Lastly, maintaining a more complete alumni database would improve networking opportunities.

## Summary

In summary, King's College remains dedicated to providing quality education and fostering a supportive learning environment. The college has made significant progress in curriculum development, student engagement, and industry collaboration. While some areas require further improvement, such as enhancing documentation and expanding entrepreneurial activities, ongoing efforts are in place to address these challenges. With continued focus on strategic growth and inclusivity, King's College is committed to advancing its mission and serving its students and community effectively in the years ahead.

