Chapter 1: Introduction to KU

Chapter highlights: This chapter gives a short introduction to Kathmandu University which is the main subject matter under study and also sheds light on its historical background and the general public's perception of the university. The latter portion of this chapter outlines objectives, significance and methodology of the research.

Kathmandu University: The journey towards excellence

When one looks at the official logo of KU, one notices a 12-leafed lotus flower which epitomizes “the transformation of a bud into ethereal beauty of a fully blossomed flower in the summer” (see appendix IV). Like the inherent potential of the plant-life on its logo, KU believes that it lays the “proper base for transformation of young students into a knowledgeable citizen”.

Generally, KU is the most preferred destination of the students within the country for higher education; even passing the entrance examination is considered as a remarkable achievement in their life. Today, most guardians are assured of their children’s future be it in job prospects or higher studies in national and foreign universities. But the scenario was quite contrary two and half decades ago. During 1980s Nepalese parents were concerned about sending their children abroad (former Soviet Union, Philippines, India, Bangladesh etc) for higher studies in a self-financing scheme. There were also rare opportunities for studying technical subjects inside Nepal.

Kathmandu University has its origin in Kathmandu Valley Campus that was founded in 1985 to run a TU-affiliated I.Sc. Program. Eventually, Kathmandu University was established by an ACT OF PARLIAMENT in November 1991
The Rhetorical Vision of Internationalization

(“Kathmandu University Facts” 2011). KU fact-sheets introduce it as an autonomous, not-for-profit, non government public institution. KU trains and educates young professional and makes them able to take up the challenges in their life.

Renowned Political leaders like Dr Babu Ram Bhattarai and Pushpa Kamal Dahal “Prachanda” were astounded with the infrastructural development and credible brand equity of KU. Immediately after leaving their underground life and declaring their public appearance at 2006 in the Nepalese political scenario, they visited KU, Dhulikhel Hospital and Medical School of KU in Chaukot of Panauti. They later expressed to the VC Sharma that his “team had already started doing what we had wished and what we determined to do in the country”. This statement testifies the fast growing success of KU within a short span of time. According to Pushpa Kamal Dahal, KU is an institution that represents the best traditions of university, and has achieved the highest standards of excellence in research and teaching. One might dismiss such statements as flattery but the reality is that KU is leading the academic sector of Nepal while maintaining professional relations with foreign institutions, ensuring its skilled graduates to be easily absorbed by the market and garnering the best teaching staff to nourish its students.

KU aims to establish itself as a world class university by 2018 and it is in need of Rs 3 billion to materialize its plans of being a full-fledged international university. It aspires to be included among “top 500 universities of the world” and “top 100 universities of Asia.” This ambitious approach of KU is manifested in its logo whose each component including its color is encoded with particular values and norms. The blue, red and yellow color noticeably distributed over the KU logo symbolizes KU as the “institution of psychic strength and intellectual capability with ideologies and aspirations
to serve the humanity for a better future”. KU drives ahead with the values that “successful education should undertake to stimulate and nurture the mind to its highest capacity in the three areas namely theory, practice and creativity”.

Kathmandu University, arguably the best university in Nepal, is ranked 50th in the Indian Subcontinent. It is growing in magnitude, not only in terms of construction and number of affiliations, but also with the introduction of new subjects, fellowships for graduate and post-graduate studies, foreign collaboration and volume of students’ enrollment. The university, located 30 km away from hustle and bustle of the noisy capital in Kathmandu Valley, not only provides sound academic environment for the learner but also, on account of securing its administrative autonomy, struggles to calm the voices of dissatisfied professors, local communities and politically motivated students. Former Prime Minister and CPN UML leader Madhav Kumar Nepal believes that if Nepal had 10 such dedicated teams like that of KU, the nation would have already taken long strides towards development. He accused the yet-unrecognized KUPA members of creating hurdles to the development-oriented move of the university administration.

It is obvious that the level of dissatisfaction among students, academicians and parents regarding the quality of education in the present scenario has escalated due to the influence of media.

The condition was not satisfactory before either. Most of the scholars like Late Dr. Trailokya Nath Upadhyaya and policy level personalities like Daman Nath Dhungana blame students’ involvement in political riots and protests as one of the chief causes behind this. The perception that most of the educational institutions especially affiliated to TU are more akin to training centers for emerging politicians than educational
institutions or in other words - breeding ground for politics - still remains in public psyche. Except a few, they have done little more than produce unemployed graduates.

Inflicted with the cultural dysfunctions like political appointments and promotion based on political affiliations and close ties, Nepalese education institutions don’t carry the true motive of education, i.e. to establish themselves as hubs for learning.

However, the series of optimistic voices regarding the future of KU continue to echo from the nationally and internationally revered personalities. President of Nipissing University, Canada, Prof. Dave G. Marshall, in his address to graduates of sixth convocation of KU held on 17 September 2000 said, “It is evident to me that Kathmandu University has provided you with new skills and knowledge required by new technologies and economies of the future.” KU graduates represent the most qualified and skilled section of youth human resources in the nation. Prof. S.M.S Faiz, Vice Chancellor of University of Dhaka, agrees saying that the contributions of KU graduates will surely influence the mind, character, conduct and direction of future generations who will draw strength from the examples that their predecessors have set. Prof. Piyasakol Sakolsataydorn, President, Mahidol University of Thailand believes that the qualified graduates produced by KU will use their knowledge and wisdom to benefit the lives of others.
Objective of the study

Besides being the most comprehensive documentation about KU from theoretical perspective, the main objective of this research is to examine the news coverage of Kathmandu University since its inception and analyze the rhetorical perception of it emerging from the media coverage. This study outlines the various facets of an educational institution - the university whose foundation can be traced back to a college in Kathmandu which now stands as the most prestigious university in Nepal within the time frame of less than two decades.

Significance of the study

It is generally believed that KU carries the highest brand equity among the educational institution of Nepal and is driving ahead to establish itself as the world class university. Amid the miserable and politically disturbed education sector of Nepal after the decade-long (1996-2006) Maoist insurgency, KU survived retaining an excellent image, initially in the form of Kathmandu Valley Campus (1985-1991) and gradually grew into a university of international standard. This study, remaining within academic domain, considers the above mentioned series of institutional ventures as the subject matter and applies Bormann's fantasy theme analysis to study the process. At the backdrop, when most of the educational institutions of Nepal are losing their credibility, it is a matter of concern for national as well as the international community to delve into the various factors that contribute to the present reality of the KU. This study assumes that the messages disseminated through media coverage of KU is “dramatic” as reminded by Bormann – “the action is set in a time and place other than here-and-now of the group”.
KU, which was established in 1991, today glows as the icon of success for most of us in spite of the heavily politicized education sector in Nepal. There have been several news, features, interviews and commentaries behind the success stories of KU, the privately initiated university which sustained throughout the decade long Maoist insurgency and still strives for excellence. But it would be totally unfair for a researcher to generalize this idea without conducting a full-fledged study of the various sides of the university itself. The present form of KU is just the tip of the iceberg and I believe that this study will drive one back to the hidden stories of institutional upbringing full of hardship and challenges. KU has delivered so much to the local community as to the nation and the international community that it certainly carries heavy social significance on one hand while on the other, the university as an organizational unit has never been studied from fantasy theme analysis method. So this work would be a new avenue in rhetorics in two ways: first, it would be the most comprehensive documentation of the history of KU from theoretical perspective which is itself a significant work; and second, by applying the fantasy theme analysis method to study the rhetorical vision of the university, the insights on the various facets of institutional upbringing gets refined.

**Methodology**

Fantasy theme analysis method was used to study the media coverage of the university. Fantasy Theme Analysis is a critical method developed by Earnest Bormann which he derived from Symbolic Convergence Theory. Fantasy Theme analysis can be applied to describe, interpret and evaluate any kind of rhetorical materials.
The Rhetorical Vision of Internationalization

(conversations, movements, speeches, organization, messages etc.). Foss (2009) reminds us that here fantasy is not used in its popular sense – as something imaginary and not grounded in reality. Instead, fantasy is “the creative and imaginative interpretation of events,” (p.2).

Foss (2009) simplifies – “Fantasy themes tell a story about a group’s experience that constitutes a constructed reality for the participants” (p.2). Foss agrees with Bormann’s argument that we use fantasy theme criticism to evaluate an artifact in terms of its characters, setting and action, going in line with the ‘central metaphor’ of Drama. Rhetorical study basically involves the observation of what Aristotle calls “the art of discovering all the available means of persuasion” (Foss, 2009). Jack Selzer (2004) calls it an “effort to understand how people within specific rhetorical situations attempt to influence other through language” (p.281).

Research Questions

The main research question of this study is: What are the major rhetorical visions emerging from media coverage of KU? The research has focused on other two basic questions:

1) What are the major fantasy themes, fantasy types and rhetorical visions of KU media coverage?

2) How the rhetorical visions emerging from the media coverage contributes to the growing charm of KU?
Study Corpus

All the news and feature stories, photographs, editorial, opinion articles, advertisements, condolence letter, letters to the editor, official notifications, guest columns, interviews relevant to Kathmandu University that were published since its inception of the university in 1991 till 2010 A.D. are taken as the study corpus of this research. As archived in the Kathmandu University Central Library at Dhulikhel, the researcher identified two thousand one hundred and fifty six (2156) published works among which 10 representative articles from each year, i.e. 150 texts were selected as central texts for analysis while remaining texts were used as per convenience and need of the research for reference. To note, most of the central texts were centered on the overall values, principles, future direction and brand image of the university accompanied by other various crucial aspects.

This paper explores the news coverage Kathmandu University got on various dailies and weeklies, local or national. Only the opinion and commentaries related to the University’s core vision and policy centered issues were examined for this study because virtually all the published content of more than 20 years of period would be impossible to study in the period of 3 months. Those contents were selected based on the prominence of the written text and the significance of the text in its beliefs, principles and goal of the organization. In other words, only those texts that were focused to talk about the visionary aspect of the university and its growing ingredients were selected.
After identifying the relevant news, the researcher closely read each article and coded the words, phrases or statements explaining the particular characters, plot-lines and settings keeping in line with the central metaphor of drama. After finding the three major constituents of fantasy theme analysis, distinctive fantasy themes were found and explained individually in terms of their related characters, actions and settings. Then similar fantasy themes were grouped together to produce distinct fantasy types and finally the rhetorical vision. Also, the texts were closely scanned for symbolic cues, sanctioning agents and rhetorical strategies which would help to analyze the rhetorical visions.

FIGURE 1: The above diagram shows the Volume of newspaper published content Vs time.

The newspapers and magazines covering KU ranged from local and national dailies to weeklies as well. The local newspaper and magazines found to be covering KU issues were Saaptahik Punarjagaran, Kavretimes, Sanjivani Weekly, Chesta Weekly, Kavrepost, Urja Nepal, Sanchar Darshan, Nepal Bhoomi Saaptahik, Newa Chitiz, Saakar Sapan, Madhyamarga, Hamro Indrawati, Ajako Samacharpatra, diyalo Quaterly, Sanghu Saataphik, Ghatana Ra Bichaar, Jana Satta, Jana Pratirodh and Aabeg
Weekly. The national dailies and magazines giving news space to KU throughout the 19 years of its journey were The Kathmandu Post, Kantipur Daily, Annapurna Post, The Himalayan Times, Nepal Samacharpatra, Gorkapatra, The Rising Nepal and Rajdhani while miscellaneous outlets include Rajpatra, Bimarsha Saaptahik, Nepal–Rastriya Pachik, Tathyaka Gatibidhi, Medical Educations’ Jewel, Space time today, The Himalayan, Himal, the Sunday Post, Nepal Journal of Science and technology, Manipal, Yugbodh, SUN, SPOTLIGHT, Competition Success, India News, spacetime Today and Nepali Times.
Chapter 2

Fantasy Theme Analysis: A literature Review

Chapter highlights: This chapter comprehensively deals with the fantasy theme analysis which is the methodology applied in this study to examine the media coverage of KU. First, fantasy theme analysis is defined along with supporting conceptual framework including fantasy types, rhetorical visions, symbolic cues and sanctioning agents. The latter portion of this chapter explains how to conduct fantasy theme analysis and what were the prior studies on this particular field of rhetoric i.e. fantasy theme analysis.

What is fantasy theme analysis?

*Fantasy Theme Analysis* is a criticism method developed by Earnest Bormann which he derived from *Symbolic Convergence Theory*. Fantasy Theme analysis can be applied to describe, interpret and evaluate any kind of rhetorical materials (conversations, movements, speeches, organization, messages etc.).

Foss (2009) reminds from Bormann’s unpublished thesis “*How to Make a Fantasy Theme Analysis*” about the use of the word *Fantasy*, in the context of *symbolic convergence theory*, that *Fantasy* is not used in its popular sense—as something imaginary and not grounded in reality. Instead, *fantasy* is “the creative and imaginative interpretation of events,” (p.2). Fantasy is defined by looking at its Greek root. Its Greek root is phantasikos, which Bormann defines as "able to present or show to the mind, to make visible" (Bormann, 1982).
Foss (2009) points out that there are two units of analysis in *Fantasy-theme criticism* developed by Earnest Bormann. The first is the *Fantasy theme*, “an interpretation through communication that is organized and artistic and assumes the form of settings, characters, and actions”. The second unit of *fantasy theme* criticism is the *rhetorical vision*, the grouping together of several shared *fantasy themes* to create a worldview. Foss (2009) simplifies—“*Fantasy themes* tell a story about a group’s experience that constitutes a constructed reality for the participants” (p.2). Foss agrees with Bormann’s argument that we use fantasy theme criticism to evaluate an artifact in terms of its characters, setting and action, going in line with the “central metaphor” of *Drama*.

Critics are to be aware that two pioneer researchers namely Earnest Bormann and Robert Bales are attributed for the discovery of “*fantasy theme analyses* as a method of competitive rhetorical criticism”. Bales’ discovery of “group fantasizing”, a kind of communication that occur within a group, triggered Bormann’s quest of converting that communication process into a theory- *Symbolic Convergence Theory* and a method – *Fantasy theme analysis*.

Foss (2009) informs that Bormann synthesized the dramatizing process that occurs in context larger than Bales’ small group communication – “In contexts larger than small groups, fantasizing or dramatizing occurs when individuals find some aspect of a “message that catches and focuses their attention until they imaginatively participate in images and actions stimulated by the message”.

It is to be noted that Bormann’s theory of *Fantasy Theme analysis* (Bormann, 1972) started with a small group communication seminar at the University of Minnesota where he studied “decision making process” of the participating individual groups. He
The Rhetorical Vision of Internationalization

applied content analysis of group meetings and extended case studies of individual groups to study the communication process and interrelate with rhetorical theory (p.396). The relationship between Rhetorical vision and *Fantasy theme* with a specific message explains why so much persuasive communication simply repeats what the audiences already know (Bormann, 1972, p.399).

Assumptions of *SCT*

The research article (Foss, 2009) elaborates the assumptions upon which *Symbolic Convergence theory* is based. The First assumption states that Symbols, the ingredients of any kind of communication, create reality and the reality changes with the change in the symbols used in the communication process. The second assumption states that individual perception of those symbols despite being different; they converge to form a shared reality. Foss (2009) defines Convergence, in the theory as “to the way two or more private symbolic worlds incline toward each other, come more closely together, or even overlap during certain processes of communication.”

Bormann has acknowledged Robert Bales and his associates for discovering “the dynamic process of group fantasizing” explained fully in “Personality and Interpersonal Behavio” in 1970. According to Bormann, Bales study provides critic with an account of how ‘dramatizing’ communication creates “social reality” for a group of people with a way to examine messages for insights into group’s culture, motivation, emotional style, and cohesion (396). Bormann (1972) states that Through the Bales’s discovery of *The dynamic process of group fantasizing* (p.396), the critic got to understand the communication process by which the zero-history group used fantasy chains to develop a common culture (p.397).
There arises a serious question- How to visualize or characterize the process of dramatizing in communication process? Bormann (1972) simplifies- “The tempo of conversation would pick up. People grow excited, interrupt one another, blush, laugh, and forget their self-consciousness. The tone of the meeting often, often quiet and tense immediately prior to the dramatizing, would become lively, animated, and boisterous, the chaining process, involving both verbal and non-verbal communication, indicating participation in the drama” (p.397). According to Bormann (1972), in any dramatization phenomenon, “Characters” and the “setting” are seen as the main manifest content of a group communication. This further gives rise to “Group Fantasy Theme” which Bormann wants critic to understand as “recollection of something that happened to the group might do in the future” (p.397). This “dramatization” which Bormann stresses as the fundamental aspect of any group communication applies in lager public hearings and speeches and in mass media audiences as well. (p.398)

FTA carries a high significance in interpretation and evaluation of certain phenomenon or events or actions or messages. Bormann (1972) justifies the “explanatory power” of fantasy chain analysis as its ability to account for “development, evolution and decay of dramas that catch up groups of people and change their behavior” (p.399). The same behavior changing ability of Fantasy Theme Analysis is rephrased in Bormann’s words (1972) -

“Dramatization serves to build member’s sense of community and impels them strongly to action accompanied by social reality filled with heroes, villain, emotions and attitudes.” (p.398)
Individual *fantasy themes* are created because people to avoid feeling of lost and hope, they create individual themes or their world view in order to cope with unchangeable societal forces or uncontrollable natural forces (p.400).

Within a group, fantasy themes could be jokes, stories, or metaphors that happened in the past or will occur in the future. When the same set of fantasy theme is used repeatedly across many groups, it can create a new view of reality, which is called a rhetorical vision (Brock, Scott, & Chesebro, 1990).

**How to conduct FTA?**

But to carry the *fantasy theme analysis*, the theoretical framework need to be understood, so Bormann (1972) suggests critic to proceed *fantasy theme analysis* by collecting evidence related to the manifest content of the communication, using video or audio tapes, manuscripts, recollections of participants, or his own direct observation (p.401). Then according to Bormann, the critic discovers and describes the narrative and dramatic materials that have chained out for those who participate in the rhetorical vision. When a critic has gathered a number of dramatic incidents he can look for pattern of characteristics (do the same people keep cropping up as villains?) of dramatic situations and actions and of settings (where is the sacred ground and where the profane?). Then the critic after coming up with representative *fantasy themes*, he/she should creatively reconstruct the rhetorical vision much as how different *fantasy themes* like “murder”, “atrocities”, “attack” can be merged into a single rhetorical vision i.e. “Terroris”.

Bormann (1972) suggests that once the critic has constructed the manifest content of the rhetorical vision he/she can ask more specific question relating to elements of dramas. Bormann questions are –
“What are the dramatis personae? Does some abstraction personified as characters provide the ultimate legitimization of drama? God? The people? The Young? What are the young people really trying to tell us? Who are the heroes and the villains? How concrete and detailed are the characteristics? Motives attribute? How are members of rhetorical community characterized? For what are insiders praised, the outsiders or enemies castigated? What values are inherent in the praise worthy characters?” (p.401)

Bormann (1972) further asks-

“What are the dramas set? In the wilderness? In the countryside? In the Urban ghetto? Is the setting given supernatural sanction? What are the typical scenarios? What acts are performed by the ultimate legitimizer? The neutral people? The enemy? Which are sanctioned and praised? Which censored? What life styles are exemplified as praise worthy? What meanings are inherent in the drama? Where does the insider fit into the great chain of being? How does the movement fit into the scheme of history? What emotion evocations dominate the dramas? Does hate dominate? Pity? Love? Indignation? Resignation? What motives are embedded in the vision? Would the committed work for or resist legal action? Violence? Would they resign this life to get ready for an afterlife?” (p.402)

Bormann (1972) suggests critic to ponder upon following questions while conducting fantasy theme analysis –

“How artistic is the development of fantasy theme? How skilful the characterization? How artistic is the use of language? How rich the total panorama of the vision? How capable is the drama to arouse and interpret emotion” (p.402)
Prior research in FTA

Prior research shows that Bormann’s (1972) fantasy theme analysis has been applied to rhetorical materials of diverse nature on account of studying their perception, reality and impacts. This section of literature review summarizes some of them.

In her essay, Foss (2009) has analyzed “One Tree Hill”, the lyrics written by Bono, the singer of U2 (p.12) in honor of his late friend and assistant Greg Carroll who died in an road accident, where she had applied fantasy-theme criticism by Earnest Bormann to explore the strategies a rhetor uses to cope emotionally with the sudden death. Foss (2009) has underscored Violence and Non-violence as the two major Fantasy themes in her text. Violence themes were accompanied by characters like day, sun, scars, world, poet while their actions were referred to beg, leaves no shadows, carved into stone, bleed for. Similarly Non-violence theme was denoted by human characters that don’t perform violence. For example Moon has been taken as one of the nonviolent characters which always seem to demonstrate its passivity (Foss, 2009, p.14). Those two Violence and Non-violence fantasy themes eventually gave rise to rhetorical vision – “Humans ultimately find some sort of balance, comfort, understanding and commonality in the face of violent, unfair, and unpredictable nature that kills”. Foss (2009) suggests through the Rhetorical vision of her Fantasy theme analysis of “One tree hill” that human should not try to fight against the extreme forces of nature but accept them with passivity (p.15).

Shields and Preston (1985) has extended Bormann’s theory of Fantasy Theme analysis in the domain of competitive rhetorical criticism by identifying five assumptions
underlying the *fantasy theme* analysis and then defining the theory’s nomenclature (p.102).

At the later portion of the extended work by Shields and Preston, The method of *Fantasy theme analysis* has been applied (Shield & Preston, 1985) to three different kind of messages. First one (p.109) is a single speech dated on 18 November 1981 where President’s Address to the nation at Press Club centered on arms control and reduction. The acronym START which stands for Strategic Arms Reduction Talk emphasized in the Reagan’s speech has been dealt as a rhetorical vision where the world has been visualized where there is no threat from weapon and arms. The heroic role of US to promote disarmament and arm control policy to safeguard citizen’s freedom on one side and the devious role of Soviets and their Satellite nations to create the devastated and wrecked on the other side (p.139) is visible in critics’ eye on account of analyzing the dramatis personae or on how the message content of the speech attributes positive and negative qualities to different rhetorical communities. Dramatis personae can also be called characters; they can be any agent or actor that can be personified, such as individuals, groups, stories, or myths (as cited in Lee, 2006).

The series of messages in response to the downing of Korean Airline flight 007 on 1 September 1990 has been taken as the study corpus and *fantasy theme* has been applied (Shields & Preston, p.111) to give it a critical rhetorical point of view. Particularly President Reagan’s comments on Soviet attack like “barbaric”, “terrorist”, “inhuman”, “callous”, “indifferent to human moral percepts and humanity” (p.112) gives an account of how the villain roles are attributed the negative provoking and globally rejected characteristics. Reagan’s response to the attack characterizes Soviet Union as the nation standing against not only Korean but all human races and also the notorious history of
Soviet Union in causing human causalities has been stated on account of amplifying its villain role.

Another *fantasy theme analysis* of anti-nuclear movement initiated by Clamshell Alliance Movement (1976-78) is another such rhetorical text where various ingredients of *Fantasy theme analysis* are clearly indentified. One of the commonly visible elements is sanctioning agents or legitimizing factors which, in this article (Shields & Preston, p.113) refer to “safety”, “prevention of the environment”, “activism”. Such themes, according to Shields and Preston, help establish the rhetorical vision of the Clamshell alliance Movement to end the nuclear plant as the alternative to fulfill the energy demand.

Shield and Preston (1972) puts forward five Assumptions on which fantasy theme method of rhetorical criticism is based on.

By first assumption, Shield and Preston clarifies how a common rhetorical community possessing a common rhetorical vision is formed in a smaller group to greater mass. According to them, people’s “shared view of reality” is formed through speeches, conversations and messages (p.102). Such symbolically created statements or expressions about certain events carry aesthetic features which makes the communication parties more persuaded, convinced or attentive about the topic of discussion. This leads to the formation of common rhetorical community possessing prevalent rhetorical vision (p.103). In the footnotes (Shield & Preston, 1985, p.102), it is clarified that it is not necessary all people in a group or rhetorical community come to participate in a single rhetorical vision. Participants might express contradicting expression or conclusion to explain the same events or phenomenon.
The second assumption (Shield & Preston, 1985) puts forward *Fantasy theme analysis* as a best rhetorical concept to analyze the “shared view of reality” of a rhetorical community. Also a fantasy theme may range from a phrase, to a sentence, to a paragraph in length (p.103). But how the member of rhetorical community receives motivation for action, how their emotional arousal occurs and how they perceive certain meaning out of the communication process? The text answers in the third assumption (Shield & Preston, 1985) that “message” which Shield & Preston elaborate as “the dramatist statement intrinsic to the vision” carries all those factors. Hence, the inter-relation between the behavior and the rhetorical vision (symbolic manifestation of the shared reality) can be understood in any rhetorical community (p.103). The fourth assumption (Shield & Preston, 1985) states that people starts attributing positive, negative and neutral roles or characteristics to different members of rhetorical community in order to form a “composite dramatist explanation of the events or people’s action or things”. In Shields and Prestons’ word- “As people begin to share and extend fantasy explanations of people's actions, things, objects, and events, they build up a composite dramatist explanation of reality that is filled with heroes, villains, plotlines, scenic description and *sanctioning agents* for maintaining and promulgating the *rhetorical visions*” (p.103)

The fifth, and the last, assumption reminds the critic in simple sentence that rhetorical visions are often in competition about the same issues (p.104). For example the role of US in conducting foreign affairs can be understood as its notorious role in creating ‘cold war’, and “Imperialism”.

Here it is safe to opine that five assumptions put forwards by Shields and Prestons must have clarified how a small group communication grow into a rhetorical community and eventually leading to the formation of rhetorical vision.

Shield and Prestons’ work (Shield & Preston, 1985) doesn’t end here; their three basic concepts (p.104) and five structural concepts (p.106) regarding how to use fantasy theme analysis in competitive rhetorical criticism carry high significance in this study as well.

*Fantasy types* according to Shield and Prestons are other “more general” form of different fantasy themes that “emit the same structure across the rhetorical visions of different rhetorical communities” (p.105). But how Fantasy types differ from Fantasy themes? they (Shield & Preston, 1985) clarifies by stating that fantasy types are represented by comments in abstract or cryptic form or more general than what has been initially characterized as fantasy theme. Short phrases like “fetching good out of evil”, “the proof is in the pudding”, “the dawn of a new day”, “they are out to get us (conspiracy)”, “we can work it out” etc which work as the list of fantasy theme may be summed up by critic as per need to give it a form of fantasy type in broader sense.

*Model Societal Fantasy* in Shield and Prestons’ word (Shield & Preston, 1985) is “a fantasy theme so intrinsic to the rhetoric of our society that it exists as a general pattern in the symbolic reality structure of individuals regardless of their association with a particular rhetorical community, stemming from longstanding values, public dreams, and rhetorical visions. What is often spoken of as the "work ethic" represents a modal societal fantasy” (p.105).
Shield and Prestons (1985) has defined five structural elements of fantasy theme analysis in which one of them is rhetorical vision. According to them, Rhetorical vision can be understood “as a kind of merging of various shared fantasy themes, fantasy types, and modal societal fantasies to provide a broader view of a culture's or rhetorical community's symbolic reality” (p.106). In addition, Rhetorical vision depicts other structural elements of the shared view of reality hidden in the messages like dramatis personae, plotlines, scenes and sanctioning agents. Some examples elucidated as rhetorical visions were “Black Power”, “The New Deal”, “Manifest Destiny”, “Secular Humanism”, “The New Politics”, “The 'Me' Generation, “Radical Feminism”, “Reaganomics”, “Social Economic Justice” etc.

The text (Shield & Preston, 1985) has defined dramatis personae are the characters that are given life within the drama (vision). So, the critic can point out dramatis personae as those characters that are attributed certain qualities, heroic or villainous, depicted as taking certain actions (violent or peaceful). Those characters appear in particular setting and their actions ‘motivated or justified by the sanctioning of a certain agent’ (p.106).

The third structural element of fantasy theme analysis i.e. Plotline refers to the action of the drama which are carried out in certain settings often understood as “scenarios” (p.107). In other words, critic can detect plotline through the recurring fantasy types and also through the fantasy types which depicts the action of the vision or drama. Shield and Prestons has presented certain phrases like “good versus evil”, “underdog versus colossus”, “acceptance of what fate brings”, “pull yourself up by the bootstraps”, “business as usual”, :conspiracy” etc as the sample on account of explaining
The fourth element scene is the setting where the action takes place. In other words, the plotlines take place in certain settings which allow critic to attribute certain heroic or villainous role to the *dramatis personae*. The last element sanctioning agents is the concept in the fantasy theme criticism which legitimize the rhetorical vision or “the source that justifies the acceptance and promulgation of a *rhetorical vision*” (p.108).

Hence it is safe to say that all the elements of structural and basic concepts of fantasy theme analysis are inter-related to each other in such a level that the interpretation of one element provides insights to the meaning of other elements.

*A fantasy theme analysis* has been done (Bishop, 2003) to explain the *rhetorical vision* that emerges from newspaper and broadcast news coverage of a American television personality, Fred Rogers since his half-hour program “Mister Rogers’ Neighborhood” devoted on educating children went on air in the late 1990s. In the text, Bishop (2003) has identified the Roger’s rhetorical vision -“To establish a kind of social equilibrium, where the noise and commercialism of children’s television is balanced by Rogers’s quiet strength” (p.28).

At one place Bishop has analyzed “For more than 3 decades, setting, character and action fantasies at the heart of the rhetorical vision of Rogers have helped reporters understand changes in the television and in its impact on families and children” (p.18). Bishop (2009, p.19)opines that on the setting when US television “is deeply troubled by violence and quickening pace of children’s entertainment” *Mister Roger’s Neighborhood* provides a great deal of “missing” comfort and peace for the children audience. “Neighborhood Make-Believe” (p.20) has been put forwarded by Bishop (2009) as one of
the fantasies created by journalist where the program’s screen background or setting is projected as if “there are no assassination, riot, or murders” unlike the real messed-up world. That provides action-impelling message to the world i.e. “the world might be a better place to live if they (children and parents) could live there (Rogers’s Neighborhood)” (p.20).

Bishop (2009) further analyzes Fred Roger, the television presenter of *Mister Roger’s Neighborhood* as the sanctioning agent (p.20) because his “nice”, “sincere”, “warm”, “gentle personality” has legitimized what he had tried to convey in his program i.e. restore a nice place to live and grow with peace and comfort. Roger’s legitimizing potential is obvious when one knows the fact that he has been attributed with several heroic labels (p.21)- “America’s nurturing surrogate dad”, “the gentle giant of children’s television”, “tour guide for children” and “the world’s nicest grown-up for almost 25 years”. While villainous role is attributed to television executives (p.27) who have failed to address the children and other public issues on account of competing for higher Television Rating Points (TRPs) and higher profit margin, propelled by “market driven model”. At the middle portion of the text (Bishop, 2003, p.22), *Rhetorical community* of Roger’s television program has been identified as “group of individuals who work in and who cover television, an industry that journalist feel is badly in need of Roger’s guidance”. Another key rhetorical community includes children and parent (p.23) who, according to Bishop “are drawn to Rogers by their exasperation with television’s violent and sexual content”.

Besides above texts, FTA finds its application in diverse fields and contexts. Foss & Littlejohn (1986) compared personal statements and the film ‘The Day After’ and conducted the FTA of nuclear war issue to study the complex rhetorical vision
emerging from them. Paterson (1986) applied FTA in studying the psychological development of children as a part of his master thesis. Endres (1989) conducted FTA to examined the symbolic reality of unmarried mothers and identified three rhetorical visions emerging from it- the Down and Out Vision, the Making the Best Vision, and the Yummie Vision. FTA has been applied in studying the growing trend of classic rock music sector as well (Waite, 2008). Wilkinson & Bormann (2007) with the help of FTA examined the family communication and relationship development among step mothers and step children. Engstrom (2009) conducted FTA of publications of non-governmental organizations that seeks to bring peace to the world. Interestingly the rhetorical vision emerging from the publication suggests that the peace was only achievable in future and the organization was itself involved in sustaining the peace (Engstrom, 2009). Chou (2007) applied FTA to study the recruitment strategies and conversion rhetoric in contemporary religious movements, focusing primarily on two movements in Taiwan, Tzu Chi and Falun Gong. FTA has been applied (Luce, 2005) to analyze the political cartoons and the study found out that cartoons create rhetorical vision and argument to sway the public opinion. Renee Elizabeth Jernander (2004) analyzes the historical presidential speeches to study the war rhetorics expressed by George H. Bush and George W. Bush during each of their administrations. Lisa Wexler Como (2005) applied FTA and textual analysis method to study symbolic realities of three individual through their published memoir about their sufferings from depression. Virginia Lea Stuhr (2003) explored common fantasy themes existing in the life of four young male characters of the highly controversial novel Catcher in the rye who spent their youth in assignation of prominent and public figures. FTA finds it application in studying photographic contents of famous artist like Betty Crocker (Greenwood, 2009).
Chapter 3

Three basic constituents of FTA in the media coverage of KU

Chapter highlight: I outline the different facets of characters, plotlines and settings- the three constituents of fantasy theme analysis. These constituents were elaborated in terms of the positive or negative attributes associated with them. I have also tried to include the pertinent rhetorical strategies used to highlight particular characters, plotlines or settings in the drama. Characters were accessed according to the nature of their exposure- major or minor while plotlines and settings are attributed with different themes like nature, academia, apolitical, motivate and remind, rewards, protest etc and their relevance are explained.

Dramatis personae

Dramatis personae can also be called characters; they can be any agent or actor that can be personified, such as individuals, groups, stories, or myths (as cited in Lee, 2006). The text (Shield & Preston, 1985) has defined dramatis personae are the characters that are given life within the drama (vision). So, the critic can understand dramatis personae as those characters that are attributed certain qualities, heroic or villainous, depicted as taking certain actions (violent or peaceful). Those characters appear in particular setting and their actions ‘motivated or justified by the sanctioning of a certain agent’ (p.106).

Media portray Kathmandu University (KU) and the incumbent Vice Chancellor (VC) Prof Dr. Suresh Raj Sharma (SRS) as the two major visible dramatis personae and remaining individuals and community as the supporting characters. They play the role of protagonist in the drama around which specific setting themes and action themes revolve
to create a shared reality or composite drama. KU and Vice Chancellor Suresh Raj Sharma are stressed in their embedded structure. Their existence in the absence of one another gives birth to a fantasy theme “Who after the VC Sharma?” This synonymous form of the VC Sharma and KU characterize the bankruptcy of intellectual in KU system that can be trusted to lead after SRS. According to media, the “exemplary” legacy of the VC Sharma for more than fourteen years through reappointment has been elemental in the present reality of KU. This di-complementary image diminishes the possibility of existence of institution in its present form in the absence of one another. Keshav Poudel & Sanjaya Dhakal (2005) of SPOTLIGHT recognize KU as “flagship university committed to deliver quality education’ and the VC Sharma as the ‘dedicated educator’ simultaneously.

Journalists sketch the VC of KU as a “dedicated individual” who started from scratch to bring such a highly acknowledged university into existence. He is also an “historical figure” who opened a new avenue in the higher education sector of Nepal. He is portrayed as an “honest and patient hardworking” student who passed ISC in (four years in second division through), MSC in third division and acquired PH.D from London. Through this, his inner qualities have been given more significance relative to his average academic record. Entering into the family space of the VC, Journalists frame the VC SRS as an “ideal” husband who managed his family despite most of his life time investment for the strengthening of the higher education in Nepal both from governmental and public level. Kantipur daily in its interview with the VC SRS in 1998 has already admitted his heroic and exemplary attributes and portrayed him as the “role model VC”. Being awarded “the best manager of the year” (“Utkrista bebastapak,” 2004), the VC also embodies the “output oriented” mentality which had led him to
implement his insights into action. Journalist elaborate his output based personality in the form of his decade long experience as the member secretary of National Planning Commission (NPC) (1977-87) and his insight—“Political interference is the core hurdle to development of education sector” triggered him to establish KU which is free from any kind political dismay. The fantasy theme “No politics in KU” further authenticates Sharma’s positive attributes in the drama. What critic might note in the drama is that, the VC doesn’t appear as the only “hero” in the institutional setup of KU but also the team members including dedicated faculty members, local leaders and experts from diverse field turn up as the major part of the KU community whose supporting role for promulgating the vision of KU has sufficient space for discussion. The VC symbolizes the “policy making” authority whose specific suggestions regarding the higher education of Nepal seems to be accepted and appreciated by most of the media (“Kathmandu Bishwobidhya lai,” 2005). Simultaneously, Law maker and educator in policy making level are criticized for their “listener role” which in fact should have been “implementing role”. The Rising Nepal (2005) also applauds the VC Sharma for his “pioneer effort in South Asia” on account of inaugurating the Child Right Resource center in one of the KU affiliated colleges (St. Xavier College of Maithighar).

As cited in the SPOTLIGHT (Yogi, 2000) among the visible dramatis personae, the triangular venture of the VC Sharma as a senior educationist, Dr. Ram Kantha Makaju as a senior medical personality and Bel Prasad Shrestha as a highly revered local leader appear as the dominating heroes since the inception of the university.

The VC in Kantipur daily (Sharma, 2004) characterizes KU as an “example”, “autonomous unit”, “politically free university”, “publicly owned institution”, “icon of quality education” and “pioneer force for internationalization of higher education”. In this
regard, Media present KU as a “strong force” because the institutional effort for internationalization is being reinforced despite the threat from political sector.

*The Rising Nepal* (1995) characterizes KU as “the first private university of South Asia”, “non-profit Non-governmental organization” and “private sector run international university”. An expert (Sharma, 2008) motivates people to “visit the place”- naturally blessed KU and enjoy its “magnificent building, picturesque and quaint background with surrounding hills” (p.4). Most of the character themes are embedded with setting themes. Journalist in one instance has highlighted international standard of KU through its international academic reach, for instance KU has been providing degree to graduates of highly technical and sophisticated subjects like “power engineering” and MDMS studies being conducted in Austria Vienna and India (“Kathmandu Bishwobidhyala antarastriya,” 2008). In addition, KU has been presented as the potential setting for development of high standard technological advancement. High brand equity of KU is fantasized for securing job of students even before completion of their course while the miserable national setting prevails where engineering manpower are hired from India, Thailand, Russia and China. Brand equity of KU further shore up when we find media presenting KU as the only institution which ‘strictly adhere to academic calendar’ amid Nepalese universities where the holidays are rampant and academic calendar never seems to be priority in their administrative policy.

Simultaneously the miserable setting of state-owned educational institutions is stated by the VC (“Institutional autonomy,” 2006, p.4) where students’ requirement of 75 percent attendance and 40 percent pass marks doesn’t catch up KU whose policy for academic excellence since its inception is strictly followed. This underestimated role of Non-KUs appears clumsy amid the global requirement of 100 percent class attendance
which KU has been following. Media portray KU as Role model for all to achieve excellence in short span of time. The VC SRS refers to Universities of USA, India, Pakistan and Bangladesh where heavy investment in higher education prevails unlike Nepal and at this point, KU strive to compete for such international standard (as cited in “Sharma opens Child,” 2005). So it’s not a new fact among Journalists to applaud KU for its ‘exemplary’ role in higher education sector (as cited in “Rajnitikaran nai sthariye sikshyama,” 1998). The drama highlights government for its potential ‘constructive’ role in extending all possible cooperation need by KU especially focused on avoiding any kind of political intrusion that appear as the main hurdle to KU progress. This cohesive effort of KU has led to exhibit its brand as the most successful University in Nepal which is marching on the path of Internationalization process. Adhikary (2008) presents SAUFEST as the international effort of KU which provided common platform for South Asian students to exchange their culture. Critic might accept that KU acts as a “cultural bond” to gather youth from South Asia in venue and provides them platform to share their ideas and experience and discuss the topic common to all (“SAUFEST Kicks off amid fanfare,” 2008).

Humagain (1998) attributes KU as “the best alternative” to government-owned educational institution. The VC (Sharma, 2003) characterizes KU as the institution of “common ownership” though the recognition prevails that KU is a private initiative without much support from government. Media applaud KU as “honorary figure” (“Uccha Sikchyama gun,” 1998) for its one and half decade long education movement keeping in line with realm of community sentiments.

_Kantipur_ appreciates KU’s eminent effort in its editorial (“Uccha shikshya ma bideshi,” 2002) for its promotion of quality in technical education and producing expert
which has eventually saved the further currency loss despite the derailing and politically disturbed Nepalese education sector.

Sometimes KU is fantasized as “model University” in the world on account of stating its effort to launch Post-graduate studies. The institutional contribution to fulfill the demand of technical manpower in the country is attributed to its “role model” image (“KU committee to search for VC,” 1999). At the same time, media coverage underscores the “intrinsic value” inherent in KU degree unlike other university “Non-KUs” where political driven education settings are based on certificate-based academic calendar.

_Gorkhapatra_ in its editorial (“Bishwobidhyalako gunastar,” 1999) outlines institutional vision of KU for its policy of prioritizing highly technical subjects like science and engineering. The memorandum of understanding signed between KU and IUCN (“KU, IUCN sign MoU,” 1997) indentifies KU as “hub for research and technological advancement”. Such several MoU presents KU as a “pioneer education institution” to empower its faculty by collaborating with international agencies like IUCN. Balaram Pyasi (2002) in _Space Times Dainik_ reinforces such public image of KU by notifying students’ “creative and hardworking” output like “harvesting machine” which also owned first prize in KUPEX-2002. Journalists repeatedly highlight KU as the only university striving for better with in constraint resource. KU’s striving quality is further legitimized by the VC (“Education par excellence,” 2004) the introduction of new academic program based on national and community needs, interests of guardian and students). D. Dhakal (2001) states that Its “wise” decision to attract academically sound and financially strong students verifies its “decision making” role and at the same time its “limited role” simultaneously. This positive attribute further chain out in the form of “Highly demanded KU graduates” and those graduates get job either before the
completion of their course or within six months of their course completion. To say more, KU graduates, major dramatis personae, appear to be accepted and preferred for higher education in foreign universities as well (Dhakal, 2001, p.2). Their heroic acts to collaborate with Pulchownk Engineering students and discover international award winning project like “lighting Nepali Village” has reinforced the KU as potential “hub for technological innovation” (“Engineering Upalabdhi,” 2005). Tamang, K.S. (2010) applauds Biotechnology Students for their research work in creating “alternative to petrol”.

Ironically amid such good qualities of KU students, according to a news story of Gorkhapatra KU students demands Marijouna (a type of locally available drug) and that has led to the flourishing of drug business among KU local community (“Bidyarthi gajedi bhaepachi,” 2002).

The drama also presents the group of “curious” dramatis personae including political leader, administrative officials, media personnel, business personality, tourists and international students whose skeptical attitude regarding the KU’s excellence has provoked KU administration to justify its reality. The reality of hardship which KU faced during its inception, ranging from uniting the dedicated team to filtering few students with high caliber and sound financial background is visible in the drama. The hardship KU has to undergo on account of completely sidelining politics from academic environment of the university is stressed too. SRS as an ideal VC becomes a highlighted theme when his continuous leadership is claimed to have build KU in the way it appears now.

There is a letter to the editor in The Himalayan Times which frame the VC Sharma as a “dissatisfied policy maker” and sometimes “Dictator” (“Arrogance has to
go,” 2008). Another letter to the editor of the same publication (Jha, 2009) characterizes the VC as “a person cut down to size by the exposure of his lust for the chair” and “a great proponent of nepotism and favoritism”. His autocratic personality is rendered through the published news (“Teachers seek sacking of KU vice-chancellor,” 2007) where he is accused of mobilizing locals to quell a peaceful protest staged by Nepal University Teachers Association (NUTA). This comes into view when the students of KU affiliated colleges were victimized for the KU’s hasty act of giving affiliation and not monitoring the infrastructural setting of its affiliated colleges due which students were suffering (“Batabaran bigyanka bidyarthiko samasya,” 1999). This image chain out another fantasy theme in the drama emerging from media coverage: “Discrimination among KU Students”. According to the same news story, KU’s policy of disallowing graduated of 3 years bachelor in Environmental Science restricts them for admission in Master level of Environmental Science. On the same ground, Poudel, K. & Dhakal, S. (2005) criticizes KU for its “limited” role in catering few elite section of Urban for higher education leaving behind vast array of financially needy students from rural areas.

According to the VC SRS Nepalese education sector in the acute need of vocational and technical education which KU has been addressing since its inception (“Rojgaari mulak Sikshya,” 1996).

SRJ is put forwarded as the one who kick-off the culture of acknowledging the people who deserve some amount of blissful words amid the miserable setting of the country where the culture of forgetting other’s contribution is gradually dominating Nepalese mindset (“Sikchya chhetra ka ulekhniya data haru,” 1996). At the same vibe, the acknowledgement of the foreign professors, United Mission to Nepal (UMN) and American universities whose contribution has led to establishment of credible image of
The Rhetorical Vision of Internationalization

KU (89) is stressed by *Nepal Samacharpatra* (“Kathmandu Bishwobidhyala anta rastriya tarfa”, 2008).

The VC SRS (1996) in *Saaptahik* KU exemplifies itself as an appealing force for public participation in the development of education sector of Nepal. Also, its courageous role for preventing the further loss of national resource by increasing the qualified manpower within national boundary is appreciated by the VC SRS (“Uttar Dine kathin jigyasaharu,” 2003). Critic might argue that “nation and citizen” are implied character in the drama playing “incomplete” role for the true development of higher education sector. The absence of true sense of acknowledgment, in them towards the historical figure who have laid foundation of higher education in Nepal is repeatedly brought into discourse by the VC (“Pahilo Bishwobidhyala,” 2008). Media coverage of KU also portray educational figure i.e. campus chief of historically sustaining education institution like TC who should have been appointed as the VC of the to-be-upgraded universities in the respective regions. The potential role of “Nation” is centered on its to-be-made decision i.e. handle responsibility of empowerment and infrastructural development of University to metropolitan Municipality of the respective region of Nepal. It’s to-be-accomplished role in upgrading that historically sustaining education institution like Tri-Chandra College is underscored at the same context.

Critic might argue that Donor Community forms the dominating space in the rhetorical community of KU whose philanthropic efforts are continuously chained out in the form of “Acknowledgment” fantasy theme. *Kantipur* displays Local institutions like Municipality, Hospitals and industrialists as the true heroes whose elemental contributions have laid the foundation of KU (“Kathmandu Bishwobidhyala,” 1997), are displayed as the true heroes. To elaborate further, media showed no greed on listing the
details of different scholarship and grants KU received for setting up its sound infrastructural settings. United Mission to Nepal (UMN) scholarship, Robort J Calendar Scholarship, Bikram Jain scholarship for School of Science along with KUSOM and Pharmacy formed the major part of that heroic community. Municipality Scholarship for local students in medical and engineering, Juddha Bahadur Shrestha Scholarship for Chancellor Award and Rana Bahadur Shah Scholarship for Vice Chancellor award also appear visible. As stated in *The Rising Nepal* (“KU meet approves school of medicine,” 1998) those donors, scholars, industrialists, principals of other colleges, teachers and students appear in the “constructive” discourse for empowering University’s brand equity directly and indirectly, who also forms the organizational body (KU Council) of KU. In particular, Rana Bahadur Shah, heroic dramatis personae is applauded for his “sense of sacrifice” - he managed scholarship for KU. In similar fashion, *The Kathmandu Post* appreciates other industrialists for their social effort to establish scholarship for management studies (“KU convocation held,””1996). Side by side, the VC SRS acknowledges the heroic effort of KU to expand scholarship so that financially deprived students would get admitted to highly cost-demanding and technical subject like engineering, MBBS and Science (“Prawidhik janasakti utpadanko mahatwa,” 2003). According to media, different forms of scholarship existing in the KU are “Paunati Scholarship for medicine”, “Ministry of education for medicine”, “Hasimoto Scholarship”, “Gopal Raj Bhandari Scholarship”, “Mohan Gopal Khetan Scholarship”, “Jagadish Agrawal Scholarship”, “Juddha Bahadur Shrestha Scholarship”, “MDC scholarship”, “UMN scholarship scheme”, “Dhulikhel Municipality” and notably “KU fund” which is university’s own attempt to reinforce the students’ reach to education while at the same time KU is framed as the institution for only “limited students”. There are several donors who are steadily acknowledged for their ‘benefactor role’ (“Sikchyad
chhetra ka ulekhniya data haru,” 1996) in making KU the way it is now. Media presents Queen Jagadamba, a historical figure at the front line for her heroic role to donate land for KU during its foundation in 1990s.

The VC (Sharma, 2004) in Kantipur blames Government to stand as the “incapable” unit to deliver sufficient scholarship schemes for higher education. Its incapability is further criticized for not being able to amass required physical infrastructure for Universities it allows to open. In The Kathmandu Post He repeatedly pick holes for the “hasty decision making” role of Nepal government which lack clear cut policy regarding autonomy, size, quality and character of the university in Nepal (“How much space for universities,” 2005).

KU in the eyes of VC SRS appear as the sound academic institution where qualified teachers, competent and hardworking students, helpful local leaders, philanthropic industrialist, foreign agencies, collaborating Indian University and foreign citizens willing to study unite together to characterize the “potential growth” of the institution (“Kathmandu Biswobidhyalaya: kasle ke paye,” 1998). Opinion leader applaud the “amazing” role of KU for delivering an excellent education institution to local community while at the same KU’s contribution to the Nation by providing qualified manpower chain out side by side. KU’s “amazing role” becomes vigilant when critic notices that KU graduates are highly demanded in Nepalese market. According to media, KU is also a “cultured institution” which embodies decency, service orientation, self-esteem, value based education and healthy competitive approach. In addition, KU is the institution that has been built on wisdom, exploration and experiments with knowledge.
The VC opines that the “miserable” setting of Nepalese society plays the “flaccid” role in the chaining process. Journalist talk about the severely inflicted Nepalese society where the delay in updating course curriculum exist, attempt to meet the “only” immediate man power demand is rampant which otherwise should have been done in the way so as to address the future demand as well. Media coverage of KU has framed “General Nepalese” as the “victim” since Nepalese parents are bearing burden of cost of higher education especially for highly cost-demanding technical subjects like science and engineering. The VC in Kantipur (“Education par excellence,” 2004) says that the demands of experts and faculties are fulfilled by hiring from foreign Universities. SLC toppers and award winning KU students formed another part of the positive rhetorical community. Kantipur states that their contribution for academic excellence is stated to have “blazed the trails” (as cited in “Ramro kurako suruwat,” 1997) for other. Manoj Basnet (2010) credits “responsible” guardians of KU students who have fulfilled the heroic act of educating their children within nation rather than in some foreign institution. Moreover, female graduates of KU who have forced symbolical effort against social dysfunction like Dowry system through their exemplary role of prioritizing education are appreciated. Among the students, engineering students comprise another part of heroic reflection of KU. Media coverage highly portrays their “technological innovations” in the form of the “computer controlled robot” that owned First prize for Kathmandu University Project Exhibition (KUPEX-2003) (“Safai garne robot,” 2003). Similarly, the unified action of Department of Mechanical Engineering (DME), Department of Electrical and electronic engineering (DEEE) and Department of Computer Science and Engineering further reinforce the “technological and innovative” role of the University. Their heroic act appear in the form of “Dobhase-an online English-Nepali Machine translation system”, “solar tracker”, “Robotic arm”, “Improved stove”, “Online water quality
monitoring system using broadband imaging and neural network”, and “Home appliances control system” (as cited in “Safai garne robot,” 2006). KU engineering students are fantasized as the students with high caliber for organizing technological event like “Software meet” in one of the most advanced and technologically equipped setting i.e. IT park of Panauti. In the same way, Web Search Pvt. Ltd is acknowledged for providing loan scholarship for Computer Engineering students in KU (“Scholarship BE in Computer ,” 2007).

Most of the time journalists present Local community for their destructive. *Gorkhapatra* portrays violent and disrupting image of local community especially local youth who interfere in the welfare program of students and appear violent within KU premise (“Karmachari niskashanko birodhma,” 2007). Their “interfering role” comes into view through *The Himalayan Times* where it is stated that they threatened to kill the NUTA members and verbally abuse them (“Teachers seek sacking of KU,” 2007).

From the early 1990s Media coverage characterizes His Majesty government in its “ineffective role” (as cited in “Keep education above political,” 1995) for not being able to provide scholarship to poor and intelligent. KU media coverage promotes Education sector in general as the politically free zone. *Gorkhapatra* presents Political figures and Governmental units as the “unsuccessful unit” (as cited in “Bishwobidhyalako gunastar,” 1999) to provide employment for graduates. M.P. Wagley (2008) states in *The Himalayan Times* that The contribution of Political figures like Prime ministers are just limited to “appreciation” and not in the policy level. The “interfering” activities of ANNFSU(R) further pollutes the image of Political parties whose demand of student representation in the University’s Senate body is disseminated in “aggressive” manner. Their public threat of weeklong protest against KU with their
demand of transformation in the fee structure and administrative activities in medical colleges has put political image of leaders into a serious identity crisis among. Ministers of Nepal repeatedly appear to play their “lip service” role while opinion leaders and educators claim that their incompetence to address the issues of Higher education of Nepal has added nothing than confusions (“Kathmandu Bishwobidhyala lai bishwo estaar ma,” 2005). Most of the governmental role limits to “oral commitment” forming the incapable part of the education sector (“KU teachers announce agitation,” 2010). Non-KUs education institutions like Pokhara University (POu), NSU, BPKIHS, NAMS and LBU, due to political appointments rampant in their organizational culture, appear to serve nothing more than “breeding ground for politics”.

Similarly teachers of KU appear opponent to KU administration to dig out and resolve some dissatisfaction issues. Those unresolved issues include restoration of sacked teachers, recognition of Teacher Association (KUPA) by University, making temporary teachers permanent and lift the staled promotion of teachers (“KU teachers announce agitation,” 2010). Chhatra Karki in Samaya underlines the legal policy of KU act where there is not any provision regarding the formation of students, teachers or staff association unless KU senate meeting amend the KU act (“Chaina kunai baadha,” 2007). This intra-KU struggle is said to have triggered due to “nepotism and irregularities” prevailing in the KU administration. This message chain out in another form as well. The VC of Non-TU, which automatically involve the VC Sharma, are claimed to be “inflicted” with Nepotism and are “non-qualified and weak” who opened universities to ensure job opportunities for their relatives and near ones (“Bishwobidhyala badhaunu matrai,” 2010). Unhealthy practices and unfair criteria for appointing University executives in different Universities including KU add another challenge in the
brand equity of the KU. R.P. Humagain (1998) of Gorkhapatra states that KU only comprise 2.14 percent of total Nepali students pursuing their higher studies while TU cater 93.7 percent of total students. Hence it is safe to say that TU forms the notable part of the dramatis personae in the communicative process of drama.

On the other side journalist frame KU as an icon of “effective management”. The effective management role of KU is attributed for its heroic effort to maintain regular academic calendar since its inception amid the derailed political setting of the country, conduct timely exam with instant result. Such impression has stressed KU as the “role model” for all other universities in Nepal (“Chaina kunai baadha,” 2007). S. Mudvari (2005) presents the negative image of TU teachers and administration for their inability to apply effective exam monitoring and evaluation system.

Journalist has framed Nepal Medical Council (NMC) as the authorized figure (“Maintain basic standard,” 1996) for supervising the academic requirements and correcting the administrative pitfalls of KU. It is to be noted that KU’s act of giving affiliation to different medical college has always been a controversial topic for discussion drawing wide criticism from intellectual community. In the drama, the affiliated colleges seem to invite violence between KU administration and local community. Kantipur reports that KU is repeatedly blamed by the local community for not adhering to its earlier agreement which comprise providing employment to the local people (“Manipal Collegema tanaav,” 1999). KU’s act of using police force to suppress the Local protest is criticized in the media coverage which further chain out a major media reality in the form of rhetorical vision i.e. “Dissatisfaction with KU management”. Also, Locals appear the major villainous dramatis personae in the drama because their act most of time portray their destructive effort on the administrative effort of KU.
Mainipal College, Nepal’s first medical college from private level, appear as the “irresponsible” institution to ignore the infrastructural need of the students who are enrolled there by charging high amount of tuition fee (‘Future of KU- Problem of trust and leadership,” 2004). On this account KU whose brand is embedded with the affiliated medical colleges also sounds “derogative”.

Nepali people in general are motivated for their “powerful” role unlike government which even can’t prioritize investment culture in higher education (“Kasto sanstha ho Kathmandu,” 2004). To add fuel in the fire, government appears to play devious role, its attempt to implement the culture of political appointment in Executive post of all universities as its excuse to end the void situation like that of TU has put privately owned public institution KU in serious dilemma (“Sabai Bishwobidhyala ma youtai niyam,” 2007).

There are several times when ‘KU Administration’ is highly criticized for its “autocratic” role. From the inception of the university, “Administrative ignorance” fantasy theme seems to catch up among the group of protesting professor, few locals, politically motivated KU students and sister organization of various political parties. Its ignorance is further characterized by the non-democratic trend of appointing Head of department (HOD) based on close ties, provoke rift among students and teachers, and ignore the “written request for dialogue”. Media coverage shows that MBBS students are “aggressive” and politically “proactive” on account of struggling for their secured career. But critic might argue that this character theme doesn’t chain out repeatedly. According to Nepal Samacharpatra Their act of forming ‘Scholarship Central struggling Committee’ to make KU fulfill their demand has put them in villainous side of character
theme while KU’s ‘silent’ role in addressing its students issues receives criticism too (“Chatra bitti ma mbbs padheka bidhyarthiharu dwara deshyapti,” 2008).

RC Sharma in *The Himalayan Times* portrays the skeptical image of KU in the form of ‘privately managed public university’ which lack transparency and prioritize administrative monopoly over students and teachers. This had led to flourishing of “close ties” culture through its “chosen few” (as cited in “Kathmandu University In need,” 2008) executives.

RC Sharma (2008) in *The Himalayan Times* opines that KU administration ignores the security issues of KU students. He presents the villainous image of KU in reference to TU which has “well defined criteria, academic qualification, teaching research experience, national and international experience, presentation and teaching efficiency” (as cited in “Kathmandu University In need,” 2008) and which KU has failed to accomplish. KU’s incomplete role is further stressed by its inability to form a formal and trustworthy “University Service Commission”. Side by side, KU’s “apolitical” image comes into view along with its timely examination and new courses.

Protesting professors, which appear as the major villainous dramatis personae in the drama, their wicked act of padlocking KU for minor issues chain out in the form of “No politics in KU” rhetorical vision (“Karmachari niskashanko birodhma Kathmandu Bishwobidhyalaya,” 2007). Side by side, SB Shrestha in *The Himalayan Times* stresses KUPA as a “non political professional body” (as cited in “Arrogance has to go,” 2008). Politically motivated students are criticized for their irresponsible act which most of the time comprise padlocking KU and disrupting classes. Local community also characterizes its negative image in the drama for lacking true sense of ownership and
support towards the KU. Similarly some section of professors always seems to grumble against KU administration due to main reason- their demand not being heard.

The VC SRS (1999) repeatedly criticizes Government for its direct and indirect ‘interfering’ role in education sector and that has led to the diminishing scenario of quality education in Nepal. Society and public play the role of “guardian” in the drama and their contribution and feedback forms the decisive part of the most of the fantasy themes and rhetorical visions of KU emerging from the media coverage. In Bormann’s term, Nepalese market seems to reinforce the “job guarantee” as strong fantasy model society type emerging from the media coverage due its high possibility of KU graduates being easily absorbed with high preference for their technical skills (“Kathmandu Biswobidhyalaya,” 1998). Government is portrayed as “pessimistic source of development” in Nepal which always put forward its excuse “shortage of resource for higher education” to sideline the higher education sector which becomes the major concern for KU rhetorical community.

**Plotlines**

*Plotline* refers to the action of the drama which is carried out in certain settings often understood as “scenarios” (Shield & Preston, 1985, p.107). In other words, critic can detect plotline through the recurring *fantasy types* and also through the *fantasy types* which depicts the action of the vision or drama. Shield and Prestons has presented certain phrases like “good versus evil”, “underdog versus colossus”, “acceptance of what fate brings”, “pull yourself up by the bootstraps”, “business as usual”, “conspiracy” etc as the sample on account of explaining *plotline*. 
KU has “blazed the trails for other” (as cited in “Uccha Sikchyama gunastar,” 1998) and there is visible plotline for rhetorical community -follow the KU’s footsteps to bring excellence in any educational institution. KU conduct research oriented activities. The visible plotline in the drama is that KU earned recognition and credibility in short span of time. Journalist comments that KU made a ‘stride’ (as cited in “Rajnitikarna nai sthariye,” 1998) in education sector of Nepal.

**Remind and motivate action theme**

The VC is leading University since its inception and spend majority of his times inside university (as cited in “Kehi Barsa bhitrai Nepal ma estariya,” 1998) who has been continuously reinforcing the vision of internationalizing the university. The VC clearly defines “Internationalization”. According to him, In order to be an institution of international standard, one should keep updated and modern curriculum, enroll students with high caliber, prioritize research and development activities, manage sound environment for residential and recreational services and actively collaborate with foreign universities. The rhetorical vision of Internationalization stresses that 5% students should be internationally competent and 30-40% of course should be taught by foreign professors (“Internationalizing higher education,” 1999).

The VC is credited by media coverage for the sustenance of quality education in KU. M.P. Wagle (2004) appeals to all not to limit the VC Sharma’s contribution within national boundary but recognize him as a national hero, a successful icon of educational excellence (p.4). The efficient management skill of VC Sharma is reflected in the drama through the award he bagged “best manager of the year” provided by Management Association Nepal (MAN) (“Utkrista Bebastapak ma Dr. Sharma,” 2004). The drama puts light on his “27 year long” teaching experience in TU and “10 year long”
experience in NPC as member secretary ("Kehi Barsa bhitrai Nepal ma estariya," 1998). His actions in the drama revolve around reminding rhetorical community about the dysfunctions rampant among educational institutions. On account of presenting his “patient and hardworking” attributes, the drama highlights his actions during students life when he passed ISC in 4 year (it should have been only two years) with third division, BSc in second division, MSc in third division. Nepal Samacharpatra reports that In one of the council meeting of KU, he presented six concrete problems faced by the “direction-less” higher education of Nepal ("Kathmandu Bishwobidhyala lai bishwo estaar," 2005). The VC reminds us that there is no any Nepali university ranking among the world top 500 universities and KU strives to secure its position at such international level. Till the date, KU ranks 50 among all the universities of Indian Subcontinent (as cited in "Kathmandu Bishwobidhyala anta rastriya," 1998). The VC also reminds us about the acute need of concrete policies regarding the autonomy, size and character of universities in Nepal and simultaneously the issues of higher education of Nepal. At the same time, his “policy changing” plotline in the drama has invited a serious problem among students of affiliated campuses. The VC based on his education policy, disabled 3 year level graduates to study master level of Environment science in KU.

Nepal Samacharpatra also reports that people shouldn’t depend on government to initiate developmental work instead It should utilize local resources and man power ("Kathmandu Bishwobidhyala anta rastriya," 2008). His reminding action also includes illiteracy, ignorance and economic deprivation as major issues in relation to child right. The VC can be perceived as the one active not only in academic discourse but also in social working sector as well. He inaugurated the child right resource center, which is the first of its kind in south Asia ("KU VC Sharma opens Child rights," 2005). Through such
act, the drama identifies the VC as the heroic dramatis personae who helped disadvantaged children academically, socially and financially. The VC stresses that graduate should be utilized for national building (“12 saye bidhyarthi,” 2007). D Dhakal (2001) credits VC for freeing university from political interference (p.2).

The VC is tactful in implementing his insights that he amassed during his a decade long tenure in NPC (1977-1987). But his act of “mobilizing locals to quell a peaceful protest stages by NUTA” (as cited in “Teachers seek sacking of KU,” 2007) appears as a negative plotline in the drama characterize his autocratic personality.

**Brain drain Versus Employment opportunity**

This action theme appears during the foundational setting which says that KU garnered the required resources amid the existing social stigma in education sector, searched for the appropriate donors, convinced them, united a dedicated team of experts to envision a world class university at private level, drew attention of qualified faculties members, admitted students with high caliber, sidelined politics and produced qualified and technical manpower to meet the immediate as well as future demand of the nation (“Uttar Dine kathin jigyasaharu,” 2003). Not only that, according to the VC SRS, KU team justified their master planning, developed concrete plan on examination, date of results, fee collections and administrative forms (“Kathmandu Biswobidhyalaya: kasle,” 1998). On the first 4 year of its inception, KU amazed the rhetorical communities including intellectuals, students, policy makers and academicians with its first row of qualified and skilled graduates who were absorbed in the market easily. To set the foundation of KU, local institutions like Dhulikhel and Panauti Municipalities, industrialist like R B Shah and Khetan had assisted from their level.
Kantipur reports about KU engineering students being awarded with “Mondialogo Engineering award-2005”, and receiving “18000 US dollar” as a reward for their internationally revered project “Lighting Nepali village” (“Engineering Upalabdhi,” 2005). Balram Pyasi (2002) of Space Time Daineek reports that KU engineering students discovered “Thresor” a harvesting machine which owned first prize in KUPEX-2002 (“Bidhyarthidwara dhaan,” 2002). K.S Tamang (2010) reports in Kantipur that KU biotech students were working in their lap as a part of their project to create alternative to petrol (“Petroleamko bikalpa kathbata,” 2010). In an interview with Dr. Suresh Raj Sharma, Pokharel (1996) states that KU seems to bridge theoretical knowledge with practical skills and materialize the vision of world class university.

The VC claims that formation of any kind of students or teachers union leads politicization of the educational institution and eventually the deteriorating of quality in education.

According to M.P Wagley (2007) KU maintained the institutional standard and later raised it to the international level. Critic might agree that the act of KU to “host” SAUFEST-2008 a mega event and bring south Asian student under the roof of KU promulgates the rhetorical vision of Internationalization. The drama stresses that KU doesn’t carry any profit motive and the university has always tried to provide scholarship to poor students on account of ensuring social justice.

This action theme also talks about the contribution of KU to the health sector of local community. KU changed “a sleepy town” to a “bustling satellite city” and “home” to the best educators and professionals in the country (as cited in Poudel & Dhakal, 2005). KU has now filled Kavre with 57 doctors and 100 nurses which before 1994 had not a single doctor. In the mean time, KU adopted the policy of maintaining its
organizational size relatively small but it is marching ahead to establish itself as a full-fledged international university. KU’s gratitude to Norway and UMN for providing money and human resources during its inception is repeatedly stated.

KU attempts to stop brain-drain by producing quality man power easily absorbed in Nepali market. The media coverage shows that by providing technical and vocational education, KU has prevented further brain drain and avoided further leakage of national assets. On account of establishing KU as the “valuable asset to nation” there are certain visible plotlines associated with it like KU conducts classes under all faculties, increases its enrollment capacities and arrange classes for post-graduate and research studies (“Education key to upliftment of,” 1995). People have admitted in media that KU always conducts exams as per schedules and has implemented fair examination and evaluation system. It hires competent faculties and staffs to run the department (“Arrogance has to,” 2008). KU stresses English linguistic skills, computer skills and presentation ability (“Kehi Barsa bhitrai Nepal ma stariya,” 1998). Side by side, the visible plotline in the drama is that KU has removed the compulsion among Nepalese students to go abroad for post graduate studies by standing itself as the favorable education destination (“Shree Paanch yubarajdhirajbata Kathmandu,” 1995).

To produce quality man power, the VC (Sharma, 2004b) accepts that KU attract academically sound and financially strong student through strict entrance examination. The success of KU in accomplishing such actions can be verified from the research data which says that “80% graduates passed at their first attempt”, “40% graduates are female”, “73% graduates has obtained attracting job” (as cited in Sharma, 2004b). Media coverage claims that KU satisfies “donor community” through its proper and visible mobilization of the financial resource available to them. KU “guaranteed” job for
graduates before completion of their courses or within six months of their course completion.

Opinion leaders (Wagle, 2004) remind us that KU receives nominal grants from UGC but still KU aims at building educational infrastructure, conference centers, highly sophisticated laboratory by utilizing the resources it is given by donors on the backdrop of national setting where corruption is rampant among most of the educational institutions. The drama identifies general Nepalese as somebody who are used to working in low level and under qualified job in foreign nations like shoemaker, kitchen helper, and guard and petrol pump employee. But Nepalese parents are applauded for finishing their responsibilities - enable their children to be self-dependent by investing money for their quality education.

“We move ahead at working level rather than commitment and statement level”- this is the message KU has stretched among the rhetorical community through its massive construction works (Sharma, 1996b). The drama also emphasizes that KU moves ahead with “community sentiments” (“Uccha Sikchyama,” 1998). Some media coverage states that KU carries “service motive” rather than “profit motive” (“KU committee to search for,” 1999).

To fulfill such aim, KU collaborates with international and financial agencies (“KU, IUCN sign,” 1997). One of such example is Memorandum of Understanding (MoU) between KU and IUCN to empower department of Environmental Science of KU. MoU between Nepal Bank Limited (NBL) and KUSOM is another such plotline through which NBL informs KU students about professional opportunities existing in the banking sector, provide them with education loans, and support them with practical knowledge (“NBL, KUSOM sign,” 2006). Similarly, KU launched a new academic programme
called Master of Education in Environment Education and sustainable development (EESD) with collaboration with Norwegian university of Life Sciences, the Oslo university college of Norway and University of Dhaka (‘‘KU starts M. Ed degree,’’ 2008). KU collaborated with Web Search Pvt Ltd to provide loan scholarship to computer engineering students (‘‘Scholarship BE in Computer,’’ 2007). The drama shows that KU collaborates with Norway, Japan and Australia and invest more than half core in research and technology development (‘‘KU holds science,’’ 2006). It would be contextual to state that KU organizes technological events like Software meet where various computer projects are demonstrated. KU highly prioritizes Bio-technology and has already invested Rs 50 million for its laboratory resources.

KU organizes its convocation regularly, provides chancellor awards, Juddha Bahadur gold medal and Rana Bahadur Shah Gold medal to graduates of excellent academic records. At one point, the drama states that KU produced 5 thousand 9 hundred 22 graduates with in 16 year of its establishment (‘‘12 saya bidhyarthi dikchit,’’ 2007). Opinion leaders expect (Maskey, 2002) KU graduates will contribute to poverty alleviation and national development. In one of its convocation setting, KU is inspired by Thailand’s education reforms and is motivated to promote values and wisdom like that of Thailand. Such views are expressed amid the presence of Prof. Piyasakol Sakolsataydorn, President, Mahidol university of Thailand who presided as the chief guest in the ceremony (Wagley, 2008).

Bhagirath Yogi of Spotlight (Yogi, 2000) acknowledges that KU has turned Dhusulkhel from a “sleeping town for weekend travelers” to “satellite city and hub for science and technology”. KU has upgraded employment rate of local communities by creating opportunities. While the plotlines of local community revolves around
“disrupting” the welfare programs in KU followed by physical assault with KU students and sometimes padlocking KU (“Karmachari niskashanko,” 2007). Sometimes they appear as “drug supplier” to KU students (as cited in “Bidyarthi gajedi bhaepachi,” 2002). In news (“Teachers seek sacking of KU,” 2007) it is stated that locals threatened to kill the NUTA members as well as verbally abuse them during a peaceful protest staged by NUTA in the premise of KU. In exchange, KU has appealed local community to “cooperate and ensure justice to them”. This has been implemented by local community in the form of “local dances and music” during SAUFEST-2008 hosted by KU (“SAUFEST Kicks off,” 2008).

The drama identifies KU as having “common ownership” and to materialize such theme, According to the VC (Sharma, 2003a) KU tries its best to expand scholarship scheme for high cost-demanding subjects like medicine, engineering and management. KU provides degree to the foreign students who study highly sophisticated subjects like “power engineering”, MDMS studies in Austria and India under KU’s supervision. KU repeatedly appeals all students, guardians, professors, staffs and donors through Nepal Samacharpatra to contribute to the University’s progress (“Kathmandu Bishwobidhyalaya anta,” 2008).

First time in Nepal

KU introduces new academic programs based on national and community needs, interest of guardian and students. Through such technical faculties, KU compensates economic burden of students through maintaining higher efficiency and lowering further losses (Sharma, 2004b). KU takes lessons and inspirations to launch such new programs
The Rhetorical Vision of Internationalization

for example KU after being inspired from Britain and Netherland launched Developmental studies in 1995 through its affiliated college- National College (“Bikash adyaansambandhi tin barsa,” 1995).

On account of identifying KU as “a strong force”, KU administration (Manjushree, 2008) claims that KU developed the plan despite disagreement and criticism, sustained the developmental work despite shortage of resources, and changed the barren hill into a center for education and learning. One of such testimonies is the act of KU to endorse “School of medical Sciences” in 1998 through its council meeting. It materializes KU’s sense of growing in national as well international arena (“KU meet approves school,” 1998). It is to be noted that KU received severe criticism during its inception for coming up for the first time with the concept of private university. Still in present some opinion leaders claims that KU receives ample physical property and financial assistance from government (“SAUFEST Kicks off,” 2008) which KU has been denying ever since.

It is visible in the ‘formal’ setting the KU (Manjushree, 2008) has invited internationally revered personalities like Dr. APJ Abdul Kalam and Prof. Piyasakol Sakolsataydorn, President, Mahidol university of Thailand to establish its honor and respect. KU has collaborated with 70 universities of 21 foreign countries to materialize its vision of internationalization. Foreign agencies are applauded for providing expert services to KU (Pokharel, 1996). One visible instance is that of collaboration between UGC and British Council to organized three-week training seminar in Department of English in 1996 (“Training seminar on ELT,” 1996). KU moves ahead in the path of internationalization by fighting against the vulnerability of politicization (Manjushree, 2008). To go in line with the realm of internationalization, KU started credit transfer
system, followed semester based academic calendar, motivated many medical college and engineering colleges to receive affiliation and challenged the old concept that development works are initiated only by government or with government assistance. KU strictly adheres to its academic calendar and it has maintained its calendar since its inception. It doesn’t facilitate holidays (except government declared holidays) at the cost of its academic calendar. KU compensates the loss of University office hours caused by strikes through cutting of winter and summer holidays (“Kathmandu Bishwabidhyala rabida,” 2009).

There is simple mantra KU follows to avoid any kind of political intrusion i.e. “Don’t annoy politicians but if needed, help them” (as cited in Sharma, 1996b). KU repeatedly appeals for public participation in educational development. Local weeklies states (Pokharel, 1996) that KU invites experts from education, business and industry sector to develop its curriculum that addresses the immediate as well as future human resource demand of nation. KU’s motive of autonomous administration becomes clear in the drama when, in one news coverage, KU has demanded ‘self idea and management’ to enhance its internationalization process (as cited in “Kathmandu Bishwobidhyala anta,” 2008). This has led to several plotlines that doesn’t support KU’s favorable image. The drama states that KU “forces” honest, qualified and dedicated faculties to work at “junior” position. KU “runs” academic departments through handful of teaching assistants and doesn’t bother about “senior teachers” leaving the university. KU lacks cohesive force to bind faculty and doesn’t adhere to fixed set of rules and regulation (Sharma R.C, 2008).

Another plotline supporting the internationalization efforts (Adhikary, 2008) is that KU hosted ‘SAUFEST-2008’ where it provided platform for south Asian student to
enhance their culture. Dr. Suresh Raj Sharma (Sharma, 1998) in Kantipur emphasizes that it is KU due to which nation got qualified manpower, local community got a credible university and KU families got opportunity to serve their nation.

While the action theme of one of the supporting dramatis personae “Nepal government” revolves around receiving criticism for not equipping medical and engineering institution (“Kathmandu Bishwobidhyala lai bishwo estaar,” 2005). Nepal government only acts as a villainous role in the drama. The act of government to announce the opening of seven new universities sounds skeptical to KU insiders on the backdrop of miserable national setting where the existing universities are not receiving “required” infrastructural assistance from government (“Keep education above political,” 1995, p.4). Rather than managing scholarships for poor and intelligent, government seems to bother more on using students in their political campaign and waste their time. So, KU stresses that education sector should be kept above political debate. KU requests law maker and policy level personalities to sanction or prohibit the opening of any kind of political unit in the Universities of Nepal. The government decision to set aside 55% of total educational budget for primary education has pushed higher education sector into peril (“Rajnitikaran nai sthariye sikshyama,” 1998). Government receives suggestions from the media coverage of KU that it should empower the institutional setup of the higher education and aim for producing skilled and semi-skilled manpower to meet the immediate and future demand of the nation.

Other serious concern in the drama (Sharma, 1999a) is that Nepalese society ignores the contributions and sacrifices of historical education figure. The drama also reminds to KU rhetorical community that society closely inspects teachers and students, so everybody should work and give their best output to develop education sector. The
“miserable national” setting also reveal the action of Nepalese students who have inclination toward foreign degree and go abroad for higher education to study science and engineering on self finance schemes especially India and US (“Uccha shikshya ma bidshehi,” 2002). The parallel “ignoring” action of KU is also presented in the drama which says that KU ignores the written request of its faculties to sit for dialogues and solve the problems. In the response of teaching faculties of Pharmacy department it is stated that they were not satisfied with the “irrelevant” appointment of HOD by KU and KU has provoked rift among staffs. The VC (Sharma, 2005) highlights in media about the serious concerns over government policy that it might replicate the old teaching-cum-affiliation based universities and deteriorate the education mayhem. To terrorize such mayhem, government dares to appoint the VC based on political affiliation to end “void” situation in all Non-KUs. The news also states that ANNISU-R announced a week long protest against KU, demanded transformation in fee structure and administrative transparency of medical colleges. They even threatened to padlock offices of VC and Registrar (“ANNISU-R to protest against,” 2010). In this context, politically motivated students and student wings of political parties are appealed to stop the de-systematization of the entire education system. Wagle (2008) opines that their act of demanding representation in the University Senate body is not so hopeful.

The drama highlights hypothetical actions of government i.e. government should have upgraded historically sustaining educational campus into a full-fledged university. Simultaneously, the campus chiefs of those campuses located in different corners of nation should have been appointed as the VC of those respective to-be-upgraded universities. The VC, in one of the IT events, requested government to handle IT park of Panauti to KU for its efficient use. Government, which is supporting dramatis persona,
should handle responsibility of empowerment of infrastructural development of universities to metropolitan municipality of the respective universities.

National and general Nepalese, which are implied characters in the drama, lacked sense of acknowledgment towards those people who have laid foundation of higher education in Nepal. The drama stresses that everybody should give justice to locals and education sector by appointing proper personalities as the VC of the universities unlike the culture of political appointment.

In such context, the article in *Kantipur* (Sharma RC, 2008) draws attention to the scenario where KU ignores the security issue of KU students. The drama stresses that Nepal should take lesson from Bangladesh where democratic change has enhanced its education sector unlike Nepal where students are only used to create the mob during political movement (Sharma, 2008).

**Rewards for KU products**

Different department of KU like DME, DEEE, which act as the supporting role in rhetorical vision, demonstrates the innovative projects of its students. To name few, they are “Robotic arm”, “solar tracker”, “improved stove”, “online water quality monitoring system using broadband imaging and neural network” and “home appliances” (“KU holds science,” 2006). The creative projects of KU students have materialized projects like “computer controlled robot” that has wide application in hospitals, classes, hotels, libraries. Department of Computer Science and Engineering (DoCE) has demonstrated its project “Dobhase- an online English- Nepali Machine translation system”. The article in
Kantipur (Basnet, 2010) states that such students and departmental ventures verify their belief that opportunity exist within Nepal and everybody should work for common goal.

Opinion leader (Dhakal, 2001) summarizes that Most of the KU graduates get job within six month of their course completion and side by side foreign universities prefer and accept KU graduate for higher studies (p.2). In similar fashion, the VC (Sharma, 2006) applauds international community for accepting semester system which KU has been following.

Protest and Politicization

Teachers of KU or “protesting professors” which stand as the major villainous dramatis personae in the drama, their action of presenting list of demands in points and pressurize KU to recognize their association (KUPA) is visible (“KU teachers announce agitation,” 2006). In the magazine (Karki, 2007) it is stated that protesting professors padlocked KU and demanded recognition of their union (KUPA). They want KU to lift the staled promotion of teachers who, according to them, deserve promotion (“KU teachers announce agitation,” 2006). SPOTLIGHT highlights the other side of KU that the university caters few urban elite for higher education (Poudel & Dhakal, 2005).The drama also brings out another aspect of plotlines that Non-TUs, one of which is KU, were opened just to secure job for their relatives. The act of KU to provide affiliation to medical colleges has been criticized severely. Sometimes journalist (“Maintain basic standard,” 1996) comments that KU “steeped with alacrity” on account of presenting the affiliation complexities invited the hasty policy level decision of KU. At the same time, it is stated that TU has established itself as “failed center” for producing Unemployed graduates. The irony is that TU enrolls more students than its capacity and still ranks
“first” in Nepal. R.P Humagain (1998) suggests TU to provide independence and autonomy to its affiliated campus.

Local media (Pokharel, 1996) opines that KU boasts for supervising the “first private medical school- Mainipal College”. At the same time, there are articles in newspapers (KC, 2007) that talk about the unhealthy practice and unfair criteria followed by KU for appointment and promotion of its staffs and faculties. KU has been repeatedly stressing that it provides quality and practical, vocational and technical education while in contrast the drama suggests that KU should monitor infrastructural requirements and quality of education in such affiliated colleges to avoid suffering of students (KC, 2007). Mainipal College, one of the KU affiliated colleges, violated the medical standard set by NMC by enrolling students to second year despite its failure to meet required standards (“Maintain basic standard,” 1996). Such management pitfalls of KU have invited violent situation in the form of scuffle between local and KU administration (“Manipal Collegema tanaav,” 1999). Even students appear aggressive sometimes. Formation of “Scholarship Struggling Central Committee” by medical students is the symbolic cue that addresses the dissatisfaction of students (“Chatra bitti ma mbbs padheka,” 2008).

The negative plotlines of KU highlights that KU feeds “chosen few” executives and promote the cultural dysfunctions like “close ties” and “nepotism, favoritism and irregularities” (as cited in RC Sharma, 2008). RC Sharma (2008) accuses KU of promoting and appointing teachers based on “discussions and interviews” unlike TU where there are well defined criteria for teacher selection. To say more, TU considers “academic qualification, teaching-research experiences, national and international experience, presentation and teaching efficiency” while KU failed to keep up with such well defined criteria. On other hand, KU repeatedly stresses on “changing the teaching
method” (“Education key to upliftment,” 1995). Department of English (Later changed to Department of Languages and Mass Communication) organized three-week training seminar which was aimed for bringing efficiency in teaching method (“Training seminar,” 1996).

Government-owned institutions lack autonomy in administration and maintenance of regular academic calendar. In contrast, KU maintains its regular academic calendar, timely examination with results and uniform administrative functions (Karki, 2007). Such governmental institutions select students based on local pressure, determines classroom based on growing demand of community and employs teacher based on appointments by DDO (Sharma, 2006). The drama stresses that KU regularly publicized its financial information through council meeting in clear figures for example KU passed budget of 83 crore 54 lakh in 2008 (“Kathmandu Bishwobidhyala,” 2008).

Setting

Scene is the setting where the action takes place. In other words, the plotlines take place in certain settings which allow critic to attribute certain heroic or villainous role to the *dramatis personae* (Shield & Preston, 1985, p.108).

KU at the beautiful Hilltop

The “geographical” setting of University is visualized as a naturally preserved area far from hustle and bustle of capital valley. Its natural beauty is further elaborated as “green hill surrounding, peace and attractive location, Himalayan range vivid on the
north, modern building with attractive design” (Sharma, 2003b). This natural setting is further depicted as “a sleepy town located 30 km to the east of Kathmandu Valley” which is being changed to “bustling satellite city and home to best educators and professionals in the country”. Side by side, people’s old perception of Dhulikhel as the “picnic spot for weekend traveler” has been challenged by the presence of KU (as cited in Poudel & Dhakal, 2005). Opinion leaders repeatedly put light on the “naturally blessed setting” in terms of “magnificent building, picturesque and quaint background with surrounding hills”. On account of presenting its “foundation” setting, journalists highlight a photo showing “prince being escorted through the stairs with half-built library building at the background” in a green and sound environment (“Shree Paanch yubarajdirajbata Kathmandu,” 1995).

The “natural” setting also comes into view when journalists describe VC Sharma’s individual personalities. His usual day starting with a “morning walk” in the fresh Dhulikhel is invested dominantly in the university (“Kehi Barsa bhitrai Nepal ma,” 1999).
Small but Sound academic world

The “academic” settings often stressed are that of convocation ceremony through which till now 25% graduates are foreign, 40% graduates are female- the fact which is the outcome of a research report. Such “formal” gatherings were presided by internationally revered personalities like formal president of India, Dr. APJ Abdul Kalam, Prof. Piyasakol Sakolsataydorn, President, Mahidol university of Thailand, Nobel Laureate Professor Elinor Ostrom and many others. Manoj Basnet (2010) of Kantipur also reminds us the “internationalized” setting of KU convocation presided by Nobel Prize winner Elinor Ostrom as a chief guest.
The Rhetorical Vision of Internationalization

Many of the highlighted “academic” settings are that of “well managed library” where research activities are conducted and “strict and disciplined” examination setting through which only “students with high caliber” are qualified for admission. The university incorporates core science and engineering subjects along with post-graduate studies in arts and music. The “instant success” setting of KU is put forwarded by VC Sharma (2004b) in the form of 80% pass at first attempt, 40% female graduates and 73% graduates immediately employed (Sharma, 2004b).

Opinion leader (Pokharel, 1996) characterizes KU as the “efficiently managed” place where team work policy is implemented with the presence of full-time and part-time faculty members. In KU curriculum is developed by experts from education, business and industry, and assistance from local community, institutions and donors including altruistic individual like Rana Bahadur Shah (RB Shah) prevails transparently.

Media communicates about the prevalent psyche of Nepali students who have increasing inclination toward foreign degree and that has become a key reason to trigger outgoing of various Nepali students to India for higher education.

The drama also brings into light the “pre-Rana” setting where there were less population, unremarkable governmental activities and low concern for education among Nepalese people. This setting changed after 2007 B.S when development activities accelerated in road, health and industry sector. After 2028 B.S. the ‘mental’ setting of Nepalese enhanced the perception of degree-cum-education as something for “respect and facility” unlike vocational education as “inferior and low workforce” (as cited in Sharma, 1996a). Opinion leaders focus on “historical” setting of education sector before 1990s where students, to finish 2 year certificate program used to take four years, late admission was rampant, completion of course in time was rare, medical seats were only
The Rhetorical Vision of Internationalization

30, and outgoing students to foreign countries for higher education on self-finance was huge (Dhakal, 2001, p.2). Journalists express regrets over many such “historical” settings of Rana Regime and also that of Panchayat regime during which education sector missed great opportunity to flourish and while at the same time, the sustaining unity among the local leaders and medical institutions for establishing KU has remained exemplary (“Ramro kurako suruwat garna sarkarko,” 1997).

The VC (Sharma, 2004b) reminds us about the dysfunctions rampant in the “national” setting of education sector. He says that Experts and faculty requirements are fulfilled from foreign universities and agencies thus adding economic burden to the already mayhem existing in the education sector. Student’s selection for admission based on local pressure, class room size determined on the basis of growing demand of community, teacher’s selection by district offices and curriculum developed by Curriculum Development Center (CDC) are the cases which verifies the “politicized” setting of administration in most of the educational institution. The poor academic setting of Government-owned schools and campuses where 75% attendance and 40% pass marks has been quoted “ironical” in reference to internationally accepted 100% global standard applied and followed by KU. The “ironical” scenario is presented where TU still ranks “first in Nepal” despite such irregularities and the fact that TU caters 93.7% of total students pursuing their higher studies in Nepal while KU caters only 2.14% total students (as cited in KC, 2007). The VC takes us to the general Nepalese classes where students suffer from “class room inadequacy” and “insufficient laboratory” (as cited in SR Sharma, 2008). According to him (Sharma, 1999b) most of the educational institutions delay in updating courses and produce manpower only to meet the immediate demand of the country. In contrast, Tamang (2010) sees KU as a “different” place where science and
engineering laboratories are equipped with sophisticated instruments and resources so as to enable student to create nationally revered project like “alternative for petroleum”. KU still want to invest significantly more money and manpower in Bio-technology to utilize the potentialities carried by “Biodiversity” of Nepal. The laboratory setting of KU which is equipped with sophisticated instruments and high-tech resources support the above theme (Mishra, 2003).

The “market” setting of Nepal is brought into light where maximum engineering human resources are hired from India, Thailand, Russia and China. This “market” setting is challenged by KU whose graduates are easily absorbed for employment and also preferred for higher education in abroad universities (“Kehi Barsa bhitrai Nepal ma estariya,” 1998). In fact, VC stresses in Kantipur that Nepali markets are dying for making KU graduates their employee (Sharma, 1998). This is brought into light on the backdrop of KU where administrative autonomy is fully celebrated and which has become the key factor to deliver quality education to the students with job security in the market (Sharma, 2006). But journalists are not happy with the “miserable” national setting where reach for technical education is rare due to its high-cost demanding nature.

The VC (Sharma, 1999a) opines that Nepalese education sector is moving ahead without direction and concrete vision and this has been intensified by governmental interferences in educational institution where political motive surpasses the real intention. The editorial in Kantipur states that Nepali education sector lacks experts while at the same time most of the universities are inflicted with politicization (“Uccha shikshya ma bideshi,” 2002).

The ‘success’ factors of KU rest on its policy of implementing internationally accepted semester system and organizing international event like SAUFEST. Besides, journalists has also given news space to KU for hosting “SAUFEST-2008” which
provided common platform to South Asian students to celebrate the exchange of their culture. Media coverage celebrates the “cultural” setting of KU where SAUFEST has been inaugurated in Dhulikhel amid the euphoric presence of international students, teachers, academician, university executives, professors, ministers and local communities (“SAUFEST Kicks off amid,” 2008). “Joyful” setting is elaborated in the form local dances and music of local communities. On this occasion, Journalists also describe the “journey” setting of Kathmandu valley where students of different universities of Pakistan, Bangladesh, Nepal, India travelled together to promote their commonness. The common “political” setting of all countries is presented where politicization is skeptically perceived in relation to the progress of educational institution (Adhikary, 2008).

Journalists also remind us that KU used to organize “KUPEX”, a nation-wide project exhibition where different creative projects related to science and engineering used to be demonstrated and supported financially especially to the best one. Balaram Pyasi (2002) through such “celebrated” settings informs that KU conveys its concern over rural development and side by side promotes itself as a place only for the gathering of students with high caliber and creativity. The “foundation” scenario of KU highlights various hardships it went throughout the journey till the present. During initiation hours, the drama tells that KU suffered from acute lack of sufficient financial resources. There were answerless big questions like how to build buildings, gather infrastructures for buildings, library, highly sophisticated laboratory for science and engineering; How to gather experts for preparing curriculum? How to gather the team of qualified teachers? (Sharma, 1998). Since KU lacked sufficient experiences regarding such big entrepreneurial venture during 1990s, to establish university of high credibility and international standard was hair-splitting task for the VC and his team as indicated in the
drama. Such “foundation” setting attributes University’s trustable impression among
Nepalese parents and few sections of educationists due to its earlier success of
Kathmandu Valley Campus. The drama also applaud the setting where there were no
complain from guardian and no strike in first 4 years of KU venture that has led to such
smooth functioning of the university during its foundation.

Humagain (1998) claims that it was education sector which sparked the
flourishing of Banking and industries in Nepal. This setting provides KU possible bases
KU to appeal different financial institutions for establishing scholarship to needy
students. The drama also claims that fighting with “limited resources” education sector
has always contributed positively to political sector for example “its historical
contribution on restoration of democracy” but media coverage stress that the time has
come “not to waste student time” (as cited in “Keep education above political,” 1995). To
add more to the miserable “hopeless” national setting, journalists (Poudel & Dhakal,
2005) stress that government struggles to provide even basic and primary education and
the question of financially supporting university like KU was a far cry.

Media characterize KU for its “community ownership” and at this backdrop, the
foundation settings is described by Bhagirath Yogi (2000) where KU has collaborated
with a well-equipped community-run Dhulikhel Hospital and community run water
supply Project. The foundation setting in the drama also stress that KU has been
established under Multiple University concept which has been addressing the need of
technical man power for industrialization in Nepal (“Rajnitikaran nai sthariye
sikshyama,” 1998).

Media coverage of KU repeatedly cast the “historical” educational setting which
was better than the present in terms of investment culture. The drama presents the fact
that Government invests 55% of total education budget for primary education and nominal amount has been set aside for higher education. The drama notifies us about the improving scenario of investment culture among Nepalese parents as some journalists applaud parents of present Nepal who proactively invest money over education on account of providing their children quality education for even cost-demanding subjects like science and engineering. Before restoration of democracy of 1990s, government, foreign donors heavily invested on building educational infrastructures unlike now where the privately initiated university like KU has to garner its resources itself through its appeal to the community and local leaders. KU leadership (Sharma, 2005) has also referred India, USA, Pakistan, and Bangladesh for their serious concern on heavy investment in Higher education. In addition, lack of clear cut government policy over autonomy, size, quality and character of University in Nepal has accelerated the mess.

Media coverage (Mudvari, 2005) also draws serious concerns over “cloudy administrative” setting of Non-TUs where unhealthy and unfair criteria for appointment and promotion of university executives prevails. In contrast, some journalists bring into light the derailing academic situation of Nepal oldest college (TC) where there is “no sense of difference between Psychology and Philosophy” and suffers from acute need of proper “examination monitoring and evaluation system”. The fantasy theme “Ailing TU” also clarifies such miserable setting. In such universities, one of which is KU, the drama presents the scenario where political affiliation has become necessity for promotion. The miserable political setting of Nepal is highlighted where leaders are “illiterate” and truly “unaware” about their potential philanthropic efforts and that led to “Maoist Guerilla war” which caused thousands of innocent deaths (as cited in Adhikary, 2008). Such “unfair” setting comes in the form of discrimination among the KU students, the vast
difference between students of central campus and affiliated campuses. Such discrimination has led to the “bleak” future of students of one of its affiliated colleges (Mainipal in this case) (“Maintain basic standard,” 1996).

Journalists (Pokharel, 1996) remind us that KU is first of its kind which supervises first private medical institution in the country. The setting of Bhairahawa, where medical students staged protest aggressively against the government policy of ignoring the smooth career resonates with the “violent” form with in KU premise where NUTA members were protesting and in no time local interfered the protest with death threat and verbal abuses (“Teachers seek sacking of KU,” 2007). The “violent” setting (“Manipal Collegema tanaav,” 1999) in the drama also comes into light when KU uses police force to suppress the local protest.

KU has always stressed the need of “liberal” political setting in Nepal. It is known to everyone that KU is running sophisticated technical subjects. KU has been catering students in various subjects like science, management, engineering, computer, technology, and pharmacy, environment science of undergraduate, graduate and post-graduate level. Simultaneously, media coverage also addresses the “vulnerable” situation where KU might have fallen if it hadn’t avoided the threat of politicization. In addition, Rhetorical questions are put forwarded to trigger our visualization. Such vulnerability comes in response to exigencies that most of the academic departments are run by teaching assistants followed by many senior teachers leaving the university. News reminds us about the time when Four teaching staffs resigned at once. Talking about departmental settings, journalist highlight “dwindling” setting of pharmacy department due to which KU is depicted as the university which gives least attention to research activities and lacks ‘cohesive force’ to bind faculties. RC Sharma (2008) describes the
“dissatisfied” setting of KU on account of informing about the administrative pitfalls of KU i.e. it doesn’t adhere to any fixed set of rule and regulation like TU. But such negative impressions of departments are challenged by some news (“Training seminar on ELT,” 1996) which highlight departmental initiatives like “training seminar” organized by Department of English (which has changed to Department of languages and mass communication). Such “departmental” settings have been characterized by the presence of British Council, member of UGC, the VC of Non-KUs, 18 English teachers from TU and MSU.

One asks who will own the KU property in case the University collapses. Similarly, will donor community extend their assistance if they see the derailing infrastructural form of KU like other educational institution of Nepal?

Media coverage presents the “historical” setting where government failed to upgrade “90 year old Tri-Chandra College” to a university and also the nation failed to acknowledge the campus chiefs of historically sustaining education institutions of different corners of nation by not upgrading them to VC of to-be-upgraded respective universities.

**Academia sans politics**

Kathmandu University is free from any kind of political hassles and corruption. Media stresses the management efficiency through its qualified and competent faculty members. While at the same time Journalists (RC Sharma, 2008) remind the audience ‘post-Jana Andolan’ political setting which caused void situation in VC post of TU, NSU, PU and POu. Such institutions are characterized by lack of “teaching-learning activities, motivation, sense of ownership and dedication”.
The tension created by protesting professors is brought into light regarding different demands to be addressed including the recognition of KUPA by the university. Simultaneously, Journalist Chatra Karki (2007) explains the “legal” setting on which KU was established. In other words, KU Act doesn’t have any kind of provision regarding formation of Students, Teachers or professors Association. Only the amendment passed by University Senate body can entertain such organizational recognition. Journalists ascribe “anti democratic” setting of KU to such tensions. KU is depicted as the “incomplete” institution which is characterized by absence of formal and trustworthy “University Service Commission” (as cited in RC Sharma, 2008). The “unfair” management setting is brought into light where “honest, qualified and dedicated faculties” are forced to work at junior position. Side by side some people (Shrestha, 2008) claims KU’s academic setting of having the fair practice of hiring “competent faculties and staff”, “scheduled and fair examination” and “absolute absence of nepotism, favoritism and corruption”. The “technological and innovative’ setting of KU has been presented in the form of Student’s creative projects like ‘lighting Nepali village’ which has been able to draw attention of internationally recognized agencies like United Nation Educational Scientific and Cultural organization (UNESCO).

The ‘bankruptcy’ of intellectuals in KU system in brought into light according to which there is hardly anyone like the VC Sharma so as to be entrusted with the job of VC. The ‘hypothetical’ situation is imagined where KU stands in the absence of VC Sharma on the backdrop that Sharma’s contribution has not been limited within title of KU VC but extended to ‘national hero’ and ‘successful icon of educational excellence’ (as cited in Wagle, 2004).
Opinion leaders applaud the prevailing ‘apolitical’ setting in KU where timely examination schedules and new course is favoring the institutional credibility on the backdrop of ‘miserable national’ setting where most of the institutions are messed up by political appointments and student’s politics. Such ‘sound’ academic settings are reinforced by KU adherence to the policy of ‘not giving’ holidays except national holidays. Media stress that KU declare holiday only on some specific occasions like ‘KU Day’, ‘Dashain and Tihar festival’, ‘Loktantra Day’, ‘Fagu Purnima’, ‘New Year’, ‘world Labor Day’, ‘Buddha Jayanti’, ‘Maghe Sankranti’ and ‘sports week’. The strong ‘Policy level’ setting in KU is focused where quality of education and regular academic calendar is not disturbed at the cost of cancelling its ‘summer’ and ‘Winter’ holidays. This comes in reference to the derailing academic setting of Non-KUs where holidays are rampant with no any concern for regular academic calendar. Through such settings, KU has been portrayed as the ‘hub for quality education and guaranteed job’ (‘Kathmandu Bishwavidhyala,” 2009).

On account of digging out security issues, there are concerns over University’s passive role in delivering security to its students. This is in response to the ‘interfering’ role of local community. The geographical attributes of KU is brought into light where the fencing is not prioritized due to which such interference has become vulnerable (“Karmachari niskashanko birodhma Kathmandu,” 2007). At the same time, KU’s progress comes in serious crisis when government is in process to make a single law to supervise all universities of Nepal on account of preventing void administrative setting (No VC in TU) in other universities as well (“Sabai Bishwobidhyala ma youtai,” 2007). To desensitize the defect of such controversial law, KU’s plea for ‘legal de-politicization’ is published in the news (“Kanoon banauda dhyan dina,” 2007).
Quest for Affordable Education

The media portray KU’s fee structure relatively lower than foreign universities. The VC highlights tight financial setting of KU (Sharma, 2004b) where running cost is maintained through students’ fee and the cost of infrastructural development is covered through donors. This financial setting is presented in the form of “collaboration” with financial institutions like Nepal Bank Limited (NBL). This says that NBL will inform KUSOM students about the professional opportunities existing in the bank, provided them with education loan, support them with practical knowledge. The Memorandum of Understanding (MoU) between KU and IUCN also suggests the “collaborative and understanding” environment between KU and international institutions (“KU, IUCN sign,” 1997). Journalist (RC Sharma, 2008) on account of criticizing characterizes KU as the “secret” place where financial details are tightly guarded and information about “never ending” construction works are rarely revealed. But there are news where KU has revealed in its council meeting that current KU budget has “Rs 50 crore available for construction” (“KU meet approves,” 1998). Also some criticize KU for giving affiliations to different medical campus without monitoring required resources on the backdrop that KU itself has no faculty of medicine of itself (“Maintain basic standard,” 1996). For example students complain the KU’s lack of monitoring over infrastructural requirement and quality of education in its affiliated campus like St. Xavier where students of Environmental Sciences are suffering (“Batabaran bigyanka bidyarthiko samasya.,” 1999).

There are often formal programs presided by KU chief executives to talk about their annual budgets and future plan and policies. For example Media bring into light the
'investment’ setting where more than half a core is invested by the University in research and technology development and such programs are funded by Norway, Japan and Australia (‘KU holds science,’ 2006). Such motivations of KU are supported by IT related event like “Software Meet” organized in peace setting of IT Park (near KU central campus) situated in Panauti. Through media coverage one can argue that on the backdrop of miserable setting of IT Park which government hasn’t been able to use properly, KU stands as the most trustable actor to mobilize the unused resources of IT park.

The formal setting also comprises convocation ceremony where the numbers of graduates are increasing since its first convocation in 1994 AD. Convocation ceremony is presented in its “glorious” form for instance 14th Convocation was presided by internationally revered formal President of India Dr. APJ Abdul Kalam and President of Mahidol University of Thailand. Through such portrayal, M.P Wagle (2008) tries to establish KU as the only “institutional” setting where the most revered and recognized personalities including intellectuals, undergraduates, graduates and post graduate students, academicians, Ministers, diplomatic communities come to celebrate its success. The “glorious” setting of KU comes from the fact that KU has alone been ruling medical sector by educating 424 among 505 students all over Nepal till 1998 A.D. P Maskey (2002) takes us to setting of convocation ceremony which most of time shows the institutional concern over poverty and governmental ignorance of rural development prevalent in the country. From its foundation, KU has been stressing need of spreading education in villages of Nepal where majority of citizens are deprived of quality education (‘Shree Paanch yubarajdhirajbata Kathmandu,” 1995).
Internationalization of Higher Education

KU’s collaboration with 56 Universities of 18 national and 22 national and international institutions primarily defines this setting. Foreign students are graduating from KU through NORAD scholarship and fellowship program. To say more about scholarship program, media coverage presents the “job” setting of KU students who are provided free scholarship by outsourcing IT Company like Websearch where the candidate has to be employed for 4 years after completion of their course. Their 60% tuition fee will be given by the company while 40% fee has been paid through their work (“Scholarship BE in Computer ,” 2007). Side by side, KU has already started internationally recognized subjects like Buddha studies, Music, Confucius Philosophy and MBA. Similarly Chinese and Korean language classes are already running (“Kathmandu Bishwobidhyala lai,” 2005). The VC Sharma’s visit to different educational institution of India, Srilanka, China, Britain, America, Switzerland, Singapore, Japan, Pakistan, Bangladesh, Thailand, France, Philippines, Kenya, Zambia, Malaysia and Israel. The VC (Sharma, 1999b) stresses that for a university to be of international standard, 5% students should be of internationally competence and 30-40% of course should be taught by foreign professors.

An article in Kantipur (Sharma, 2003b) challenges the mental perception among the foreign visitors of KU, who were pre-occupied with the thought that a poor country like Nepal couldn’t have possibly such a developed and excellent education institution. Journalist on account of presenting its internationalized setting, the formal program presided by foreign dignitaries as chief guest comes in view. One such instance is premise of Saint Xavier’s College, Thapathali, where VC inaugurated Child right
Resource Center, which was the first venture of its kind in south Asia ("KU VC Sharma opens Child rights," 2005).

To avoid further crisis, KU is presented as a “growing” setting where there is need of honest and responsible people. KU’s growing setting comes in the form of “two phases of convocation” for the first time due to more number of graduates. In this particular context, Manoj Basnet (2010) reflects the level of happiness and satisfaction among the parents of graduates seems to be reflected clearly in the drama. The “growing” scenario of KU has been portrayed in timeline for example School of Science, KUSOM and SOE were initiated in 2049 B.S, 2050 B.S., and 2051 B.S respectively. What we perceive KU today is the step by step initiation of such faculty units (as cited in “Kathmandu Bishwobidhyala,” 1997).

It is moving towards internationalization process in one hand while the vulnerability toward politicization has posed threat to such process. Hari Manjushree (2008) stresses the “ignorant” setting among local community who lack sense of true support and ownership and who are always searching for excuse to protest and interfere in KU.

There has been mounting pressure over KU on the backdrop of ‘changing national’ setting characterized by “new era of political and social structuring” (as cited in RC Sharma, 2008). And the concern has been raised over different government-owned educational institutions which have turned into “breeding grounds for politics” and their contribution have been nothing other than producing most of the “unemployed” and “non-skilled” graduates in the country (as cited in “Bishwobidhyalako gunastar,” 1999). Despite such absurdities Manjushree (2008) claims that KU has been successful in collaborating with 70 universities of 21 foreign countries and set itself as a “role model”
for others. Also the drama also brings into light the growing academic setting where 50 foreign professors have already enjoyed their teaching experience in KU while 30 professors are currently enrolled. KU has target of enrolling 100 foreign professors in coming 10 years. Media also put forward the current “financial” setting of KU which is in severe need of 3 Arab rupees to establish itself as full-fledged international university (“Kathmandu Bishwobidhyala anta rastriya,” 2008).

**Moral and Social accountability of KU**

The VC Sharma embodies a sense of sacrifice and dedication. Media coverage identifies Dhulikhel as a place which has turned from a “weekend travelling spot” to “satellite city”. Yogi (2000) explains the pre-KU setting of Dhulikhel where very few local people had job, 42% family were poor, and 4% had good economic status. Media coverage continuously stress KU’s motive free from profit-making and also, KU is receiving nominal grant from UGC. According to Poudel & Dhakal (2005) Before KU had its graduates in 1994, there were no doctors and now there are 57 doctors and 100 nurses serving local patient and striving for excellent medical response. Journalist remind us the Pre-KU setting where brain drain was rampant, Nepalese students were going abroad for higher education in medicine and engineering on self-finance schemes and there was acute need of quality technical and medical colleges in Nepal while turbulent academic calendar of TU was already intimidating education sector (Poudel & Dhakal, 2005).

According to Sharma (1996b) KU glorifies itself as the institution that moves forward on “working level” rather than “commitment and lip service” level. The moral
setting of KU is elaborated in media in the form of institution that build on “wisdom and exploration and experiments with knowledge”. Such setting is compared with the derailing situation of PU, POU, NSU, BPKIHS, NAMS and LBU due to political appointments and students’ politics. Such institutions are termed “certificate based” educational institution where quality education and the practice of regular academic calendar are not prioritized (“Uccha Sikchyama gun,” 1998). In addition, University is visualized in the form of “journey” characterize by its movement towards progress in the “culture of decency, service orientation, self-esteem, value based education and the culture of healthy competition” in international level. Journalists also frame KU as the place where the “best” titles and rewards shower. The VC Sharma being awarded with “Best manager of the year”, the “glorious” setting of KU has further sharpened and side by side the national cultural setting is applauded where every year one male and female is awarded for their efficient management in different institutions all over the Nepal. Side by side the media coverage also criticize “dysfunctions’ prevalent in the society where the “culture of acknowledging philanthropic and altruistic personalities of education sector” is being diminished (“Sikchya chhetra ka ulekhniya data haru,” 1996).

Crisis in the education sector

The national crisis scenario where there is no policy regarding how to address higher education of Nepal is addressed in this setting theme. KU attempts to prevent Brain drain and unemployment. This mayhem is further intensified by Nepali students reluctant to go abroad for higher education on self-finance (“Kathmandu Bishwobidhyala lai bishwo estaar ma,” 2005). The “miserable” setting of Nepali market is brought into light where lack of employment opportunities is intimidating the students circle. Besides
that, Nepalese education sector has been suffering from acute lack of experts, high cost of reading materials and laboratory instruments (Humagain, 1998). Media coverage also stresses that KU has been success to relief the country from the “clutches of poverty, illiteracy and diseases” and lessen “growing manifold of woes of the country to low standard of education” (“Education key to upliftment,” 1995). KU has minimized such employment crisis by producing qualified and technical graduates but still Nepal government and politically motivated few students are there who padlock KU to make their “unnecessary” political demands fulfilled. According to media, another group of students seem to derail the KU’s image by demanding Marijuwana from local community and their act has opened the illegal way of profit-earning for local people (“Bidyarthi gajedi bhaepachi fastaeko,” 2002).

University also suffer from the demands of protesting professors and politically motivated students whose “demands fell on deaf” in the drama (“KU teachers announce agitation,” 2010). The accusations on KU imposed by Dr. Bibhuti Ranjan Jha (2009) state that “Nepotism and irregularities” prevalent in university. While there has been mounting pressure from teachers and local, community to increase scholarship schemes, KU is in miserable condition unable to declare concrete percentage of scholarship, may be due to cost-demanding courses like science and engineering are the dominant subjects being taught by the university (Sharma, 2003a). This comes into light in another form “hub for science and engineering”. KU is determined to have no any compromise with quality while providing cost effective technical education. The drama justifies the high-cost setting of KU with the argument that if KU provide scholarship schemes of its own without the help of other agencies or donors then the economic burden will rest on the already admitted students (Sharma, 2003b). But still some journalists claim KU to be
“hub for different kind of scholarship”. As stated KU scholarship has been funded by
UMN, Robort J calendar Scholarship and Bikram Jain Scholarship for ISc, KUSOM and
Pharmacy, Municipality scholarship for local community, Juddha Bahadur scholarship
for Chancellor award by Rana Bahadur Shah. Published news applaud the united effort of
Industrialist, service-based institution and individual like Rana Bahadur Shah embody
“sense of sacrifice” to establish scholarship for management studies (“KU convocation.”
1996).
Chapter 4

Fantasy types and Fantasy themes

Chapter Highlights: In this chapter I am going to interpret how these components have helped build various fantasy types about Kathmandu University.

Fantasy themes are the unit of analysis that depicts the structural elements of rhetorical visions, i.e., the *dramatis personae*, plotlines, scenes, and sanctioning agents (Shield and Prestons, p.105). Indeed, a fantasy theme may even mirror a complete rhetorical vision in a kind of abbreviated form.

From the Media coverage of KU, critic might generate five major *fantasy types* which are supported by their respective *fantasy themes*. De-politicization *fantasy type*, a role model university *fantasy type*, management and policy crisis *fantasy type*, internationalization *fantasy type* and address the national need *fantasy type* are those five fantasy type which were the outcome of similar fantasy themes which will be explained in this chapter. This section will explain the pattern of emergence of those five different fantasy types. The fantasy themes which were grouped together to create a common fantasy type will be illustrated by their major characters, settings and plotlines. Members of rhetorical community who participate to bring such fantasy type into existence will be included along with the clear demarcation of KU insider’s and outsider’s view in creating particular shared reality.
1. De-politicization efforts of KU Fantasy type

Most of the KU insiders as well as outsiders join together to promote the de-politicization of the educational institutions all over the country in general and KU in particular. The cultural dysfunctions like political appointment and promotion rampant in most of the educational institutions are discouraged through de-politicization fantasy type. This fantasy type seems to chain out in formal settings like KU council meeting and convocation ceremony through the voice of KU council’s member which includes VC, registrar and scholars along with political figures like prime minister and education minister.

This study found similar fantasy themes from the media coverage of KU which can be grouped together to create five major fantasy types.

“KU is beautiful” appears one of the visible fantasy themes. This theme is fantasized by most of the journalists and opinion leaders representing both KU administration and independent media community. The geographical location of the Kathmandu University (KU) is presented through its natural setting- “28 kilometer apart from polluted capital valley with range of Himalayan in the north” and “magnificent building, picturesque and quaint background with surrounding hills”. The presence of sound academic and physical environment is also celebrated through this theme. The theme motivates all to “visit this place once” on account of appealing to the rhetorical community of KU. Besides the peace and favorable climatic setting, the provision of environmental studies and feasibility of researches in the environmental sector also strengthen the “KU is beautiful fantasy” theme.
This theme gives sense of isolation to KU which has both positive as well as negative sides. Positive sides says that the distance from the capital has facilitated the KU management to enjoy its “full” administrative autonomy and avoid any kind of political intrusions which would hamper its academic calendar while the isolation from capital valley has been one of the main hurdles to hire experts and faculties most of whom prefer to work in valley rather than travelling up and down 28 km apart in Dhusikhel.

“No politics in KU” fantasy theme present similar characters, settings and actions that combine to discourage any kind of politically motivated activities in education sector. There is general belief that political activities are not entertained in KU neither from students’ level nor from the staffs and teachers level. The major *dramatis personae* in the theme are politically motivated students and dissatisfied professors while supporting characters are local community and political leaders. The visible *Plotline* is centered on pressurizing KU management to recognize KUPA and fulfill their demands. Such actions are stressed in the “derailing and politically disturbed” Nepalese education sector which is in acute need of rejuvenation. Inside KU there are politically motivated few students who padlock KU to make their political demand fulfilled. This theme is repeatedly stressed throughout the drama especially from KU insiders with the argument that formation of any kind of union is against KU act.

“Management Autonomy” fantasy theme represents the main strategy of KU administration to sideline politics from academic sector. KU stands itself as the icon for “effective management” which is attributed to its principle of full autonomy in its management. TU teachers and its management are negatively portrayed by this theme. Management autonomy comes in parallel with the de-politicization effort of KU to maintain its regular academic calendar. Bagging the “best manager of the year” appears
as the visible plotline. Stress on “self idea and management” by KU executives is believed to have brought some consequences like “senior teachers leaving the university” and “honest, qualified faculties forced to work at junior position”. The theme is set in the post-April rising (after Jana Andolan-2008) which led to the void situation in the VC post of most of the Non-KUs and management autonomy has been highlighted as the absolute need of such circumstances.

2. A role model University *Fantasy type*

The Media coverage has portrayed KU as the Role Model University for All Nepalese Universities. The fantasy type has been further reinforced by similar fantasy theme like ‘set the example for all’ and ‘Pioneer University’, ‘Cultured University’, ‘Acknowledgment’ and ‘KU Vs Non-KUs’. The academic records of KU, its regular convocation ceremony, its participation in national and international festivals and conferences, the international and national awards, and employment opportunities assured by KU’s higher brand equity and so on, all these positive factors contribute to recognize KU as the role model for all. A role model attribute becomes more convincing when one delves into so many hardships KU passed throughout the decade-long Maoist insurgency and the “politically disturbed” education sector of Nepal.

“Set the example for all” *Fantasy theme* advocate the university as the pioneer force to initiate ice-breaking ventures in the higher education sector of Nepal. Pushpa Kamal Dahal ‘Prachanda’ in his address at 14th convocation said, “It is matter of satisfaction for me that Kathmandu University as an exemplary to quality higher education in Nepal is heading towards achieving the mission of being recognized as the
center of educational excellence with the heights of quality performance”. The VC Sharma and the KU students of engineering and sciences appear as the major contributor to promote this theme while local institutions like municipality and local leaders play their respective supporting role. Plotlines are that of maintaining regular academic calendar, conducting timely examination and results and winning international awards and titles. The setting is that of “short span of time” and “growing academic horizon” of KU and its success in collaborating with 70 universities of 21 foreign countries. SPOTLIGHT magazine termed “School of Success” to represent KU in one of its cover story which, critic might analyze as symbolic cue that glorifies the perception of KU.

“Pioneer University” Fantasy theme explains the major entrepreneurship skills of KU and its team since the inception of the university in 1991 AD. The VC as a successful education entrepreneur and KU as a successful institution characterize Pioneer University fantasy theme. In this theme the noteworthy actions are “inaugurating” first child right resources in south Asia, “introducing” advanced technical subjects in Nepal for the first time, “signing” Memorandum of understanding (MoU) with internationally recognized agencies like IUCN and others as well as KU “supervising” the first private medical school (Mainipal college) of Nepal. The settings highlighted are that of “brain drain” conditions of whole nation and the dominance of politicized educational institutions of Nepal and their general image as “breeding ground for politics”.

Cultured University Fantasy theme portrays KU as a ‘cultured based institution’ which embodies decency, service orientation, self-esteem, and value based education with healthy competitive approach. In addition, this theme elaborates the cultural attributes like wisdom, exploration and experiments with knowledge on which KU was founded. The VC appears as the major character who acknowledges the contribution of
others in the foundation of KU. The actions to establish the theme are that of hosting SAUFEST-2008, allowing south Asian students and academicians to exchange their culture and prioritizing the culture of investment in education sector. The settings highlighted are “miserable social” condition of whole country inflicted by dysfunction like forgetting the contribution of historical figures on education sector. Another setting is that of foundation scenario when the VC Sharma his team had to face many hardships to establish KU.

“KU Vs Non-KUs” Fantasy theme implies the rhetorical competition prevalent between KU and other universities under TU affiliation of Nepal in terms of regular academic calendar, graduates qualifications and skills as well as the market preference. Media coverage state KU graduates are highly preferred for job as well as abroad higher study while Non-KUs educational institutions like Pokhara University (PoU), Nepal Sanskrit University (NSU), BPKIHS, NAMS and LBU, due to political appointments rampant in their organizational culture, appear to serve nothing more than “breeding ground for politics”. In contrast, KU has been portrayed as the hub for quality education and guaranteed job. This theme underscores the “intrinsic value” inherent in KU degree unlike other university “Non-KUs” where political driven education settings are based on certificate-based academic calendar. The Plotlines of KU are that of nation building, stopping brain drain, enhance technological innovation etc while Non-KUs are terrorizing the mayhem. This theme highlights derailing academic setting of Non-KUs where holidays are rampant with no any concern for regular academic calendar.

“Acknowledgement” Fantasy theme criticizes the general tendency of forgetting the people’s contribution to the society and advocates the practice of expressing gratitude to the deserving people of the society. The VC Sharma is seen to be reinforcing this
fantasy theme throughout the media coverage. Campus chiefs of historically sustaining campuses of different development regions, donor community, local leaders and institutions as well as industrialist depicted as the appreciated characters. Their “altruistic and philanthropic” act of establishing scholarships, donating land and money for infrastructural assemblage of KU are attributed to the this fantasy theme while government’s failure to upgrade old campuses to University and appointing those campus chiefs as the VC of those respective campuses appear to desensitize the culture of acknowledgement. Nation and general Nepalese, which are implied characters in the drama, lacked sense of acknowledgment towards those people who have laid foundation of higher education in Nepal. The setting is that of “dysfunctions” prevalent in the society where the culture of “acknowledging philanthropic and altruistic personalities of education sector” is gradually diminishing.

3. Management and policy crisis Fantasy Type

Management and policy crisis among KU stake holders is not a new topic to deal with as different protest programs and strikes against KU administration has verified such state of crisis. The fantasy type has been further reinforced by similar fantasy theme like “KU Management pitfalls”, “Higher Education policy of KU”, “Leadership Change in KU”, and “Career insecurity in KU”. This fantasy type brings into light various management pitfalls of KU and its inability to manage different crisis invited from dissatisfied teachers, politically motivated students and ignorant local community. There have been skeptical voices over the “non-profit” motive of KU and its policy of charging high fees for the technical subjects being conducted in KU and its affiliated campuses. People doubt over the leadership of VC Sharma, who is accused of having lust for the
post of VC and continuation of his re-appointment for the post of VC despite receiving mounting criticisms from intellectual community.

“KU Management pitfalls” Fantasy theme highlights another side of KU’s success factor which is often not highlighted in media coverage. KU administration, dissatisfied professor, ignorant local community appear as the major characters to dig out the management shortcomings of KU. From the inception of the university, Management Pitfalls fantasy theme seems to catch up among the group of protesting professor, few locals, politically motivated KU students and sister organization of various political parties. Administrative ignorance is further characterized by the non-democratic plotlines of KU like “appointing” Head of department (HOD) based on close ties, “provoke” rift among students and teachers, and “ignore” the written request for dialogue. In addition, KU’s act of giving affiliation to different medical college has always been a controversial topic for discussion and most of the time drawing wide criticism from intellectuals and scholars. In the drama, the affiliated colleges seem to provoke violence between KU administration and local community. KU is repeatedly blamed by the local community for not adhering to its earlier agreement which comprise providing employment to the local people. Mainipal College, one of the KU affiliated colleges, violated the medical standard set by NMC by enrolling students to second year despite warnings from NMC and its failure to assemble required infrastructural standards. Such management pitfalls of KU have invited violent setting in the form of scuffle between local and KU administration. Even students appear aggressive sometimes. Formation of “Scholarship Struggling Central Committee” by medical students is the symbolic cue that demonstrates the dissatisfied sentiments of students in affiliated colleges. Such dissatisfied psyche also hints about the administrative pitfalls of KU which doesn’t adhere to any fixed set of rule
and regulation like TU. Media coverage also bring serious concerns over “cloudy administrative” setting of Non-TUs (one them automatically includes KU) where unhealthy and unfair criteria for appointment and promotion of university executives prevails. In short, this theme has chained out among the detractors like KUPA members and politically motivated students.

Political leaders, scholars and policy level personalities unite together to create another fantasy theme- “Higher Education policy of KU”. The media coverage outlines KU’s policy of prioritizing highly technical subjects like science and engineering (“Bishwobidhyalako guna,” 1999). The VC Sharma symbolizes the “policy making” authority whose specific suggestions regarding the higher education of Nepal seems to be accepted and appreciated most of the time (“Kathmandu Bishwobidhyala lai bishwo,” 1995). Simultaneously, Law maker and educators in policy making level are criticized for their “listener role” which should have been “implementing role”. The plotlines are that of KU “stepping with alacrity” on account of increasing its number of affiliating colleges. This represents the hasty policy level decision of KU. The plotlines also include “sanctioning or prohibiting” the formation of any kind of political unit in Universities in Nepal. At the same time, The VC Sharma’s “policy changing” act has invited a serious problem among students of affiliated campuses. The VC based on his education policy, disabled 3 year level graduates to study master level of Environment science in KU (“Batabaran bigyanka bidyarthiko,” 1999). Simultaneously the miserable setting of government owned education institution comes into view where students’ requirement 75 percent attendance and 40 percent pass marks doesn’t catch up KU whose policy for academic excellence since its inception is strictly followed (Sharma, 2006). Such “sound” academic settings are reinforced by KU’s adherence to the policy of “not giving”
holidays except national holidays. The strong “Policy level” setting in KU is focused where quality of education and regular academic calendar is not disturbed at the cost of cancelling its “summer” and “Winter” holidays. This comes in reference to the derailing academic setting of Non-KUs where holidays are rampant with no any concern for regular academic calendar. The visible setting is that of government failing to invest sufficient infrastructure in higher education. This fantasy theme appeals to the rhetorical community to de-politicize the educational institution, grow investment culture in higher education and prioritize technical and vocational education rather than following old teaching-cum-affiliation based education system of TU.

“Leadership Change in KU” Fantasy theme challenge the more than one and half decade long leadership of VC Sharma who has been leading the KU since its inception in 1991 through reappointments followed by wide criticisms for such non-democratic practices in public institution while among KU stakeholders, there is very less space to argue whether anybody would replace the VC Sharma and maintain the standard of KU as it is now. KU and Vice Chancellor Suresh Raj Sharma (VC SRS) are stressed in their embedded structure. Their existence in the absence of one another gives birth to a strong fantasy theme “Who after the VC Sharma?” This synonymous form of VC Sharma and KU characterize the bankruptcy of intellectual in KU system that can be trusted to lead after SRS. SRS as an ideal VC becomes a highlighted theme when his continuous leadership is claimed to have build KU in the way it appears now. At the same time another part of media coverage frames the VC Sharma as a “dissatisfied policy maker” and sometimes “Dictator” (as cited in Shrestha, 2008). Some characterize the VC as “a person cut down to size by the exposure of his lust for the chair” and “a great proponent of nepotism and favoritism”. His autocratic personality is rendered through the
published news where his act of mobilizing locals to quell a peaceful protest staged by Nepal University Teachers Association (NUTA) is underscored. This comes into view when the students of KU affiliated colleges were victimized for the KU’s hasty act of giving affiliation only and not monitoring the infrastructural requirements of its affiliated colleges due which students were suffering. The drama also brings out another aspect of plotlines that Non-TUs, one which is KU, were opened just to secure job for their relatives. The act of KU to provide affiliation to medical colleges has been criticized severely. Such settings are also portrayed in “violent” form with in KU premise where NUTA members were protesting and in no time local interfered the protest with death threat and verbal abuses. The “violent” setting in the drama also comes into light when KU uses police force to suppress the local protest in one of the scuffle with local community. Such negative portrayal of KU administration has triggered the leadership change discourse in the drama.

“Career insecurity in KU” Fantasy theme discusses various problems and challenges faced by KU administration and concerned stakeholders who want to pursue their career in KU. Due to the affiliation complexities invited by KU administration itself, the consequences are being suffered by students of KU affiliated colleges in general and affiliated medical colleges in particular. Despite paying high tuition fee to cover cost of medical studies, students are deprived from required infrastructural settings. MBBS students of KU are portrayed “aggressive” and politically “proactive” on account of struggling for their secured career. The plotlines are that of honest, qualified and dedicated faculties “forced” to work at junior position followed by KU administration not sticking to any fixed rules and regulation. Such combination of settings and actions had created sense of insecurity among students and faculties regarding their career in KU.
4. Internationalization of Higher Education *Fantasy Type*

From its inception, KU has been stressing its vision of developing KU as a university of international standard. KU is in current need of 3 Arab to upgrade into full-fledged international university. The increasing number of foreign graduates, the introduction of internationally recognized subjects, the enrollment of foreign professors for conducting research activities in KU and KU’s participation in international festivals and conferences justify the internationalization effort of KU. KU’s foreign collaboration and its effort to empower its institutional unit support the internationalization *fantasy type* in the drama.

*Foreign Collaboration of KU* Fantasy theme identifies KU as the “pioneer force” for internationalization of higher education in Nepal through its policy of foreign collaboration (Sharma, 2004a). Foreign collaboration appears to sustain despite the parallel existence of political threats. This theme highlights international standard of KU through its international academic reach. One such instance is that KU has been providing degree to graduates of highly technical and sophisticated subjects like “power engineering” and MD/MS studies being conducted in Austria Vienna and India (“Kathmandu Bishwobidhyala anta,” 2008). This theme glorifies the relatively higher preference of KU graduates for abroad higher education as well as attractive job within Nepal. The drama projects heroic contributions of foreign professors, United Mission to Nepal (UMN) and American universities for reinforcing the foreign collaboration of KU. KU’s international collaboration also appears in the form of “formal” setting like SAUFEST-2008 and annual Convocation Ceremony where internationally revered personalities like Nobel Prize winner Elinor Ostrum, APJ Abdul Kalam and Prof.
Piyasakol Sakolsataydorn, President, Mahidol University of Thailand are present. Such ceremony highlights the increasing number of foreign graduates from KU through NORAD scholarship and fellowship program.

That fact that KU has collaborated with 70 universities of 21 foreign countries verifies the theme (Manjushree, 2008). Foreign agencies are applauded for providing expert services to KU. One visible instance is that of collaboration between UGC and British Council to organized three-week training seminar in Department of English in 1996 (“Training seminar on ELT,” 1996). This theme drives KU to be “one of the TOP 500 universities in the world”. The VC Sharma’s visit to different educational institutions of India, Srilanka, China, Britain, America, Switzerland, Singapore, Japan, Pakistan, Bangladesh, Thailand, France, Philippines, Kenya, Zambia, Malaysia and Israel. KU stresses that for a university to be of international standard, 5% students should be of “international competence” and 30-40% of course should be taught by foreign professors. Thus, foreign collaboration fantasy theme has dominantly promulgated the internationalization rhetorical vision of KU.

“Expansion and Empowerment” Fantasy theme explores how KU is empowering its different administrative units and expanding its horizon extending up to international level. Expansion and empowerment fantasy theme chain out among Departmental unit of KU, local communities and donor communities. This theme reflects the sense of growing among KU families in terms of new faculties and increasing number of KU affiliated colleges. The numbers of graduates are increasing annually which is visible in the data of consecutive convocation ceremony of KU. Simultaneously increasing number of female graduates in the society where female literacy is still struggling to rise is another factor that strengthens the empowerment theme. It also
comprises “responsible” guardians of KU students who have fulfilled the heroic act of educating their children within nation rather than in some foreign institution. Moreover, female graduates of KU who have forced symbolical effort against social dysfunction like Dowry through their exemplary role of prioritizing education are appreciated. Among the students, engineering students forms another part of heroic reflection of KU. Media coverage highly portrays their “technological innovations” in the form of the “computer controlled robot” which also owned First prize for Kathmandu University Project Exhibition (KUPEX-2003). Similarly, the unified action of Department of Mechanical Engineering (DME), Department of Electrical and electronic engineering (DEEE) and Department of Computer Science and Engineering further reinforce the “technological innovative” role of the University. Their heroic act appear in the form of “Dobhase-an online English-Nepali Machine translation system”, “solar tracker”, “Robotic arm”, “Improved stove”, “Online water quality monitoring system using broadband imaging and neural network”, and “Home appliances control system”. KU engineering students are fantasized as the students with high caliber for organizing technological event like “Software meet” in one of the most advanced and technologically equipped setting i.e. IT park of Panauti. In the same way, Web Search Pvt. Ltd is acknowledged for providing loan scholarship for Computer Engineering students in KU. But such impressions of department are challenged by some journalists who highlight “training seminar” organized by Department of English (which has changed to Department of languages and mass communication). Such ‘departmental’ settings have been characterized by the presence of British Council, member of UGC, VC of Non-KUs, 18 English teachers from TU and MSU To say more “expansion” feature is justified by its increasing accommodation capacity in terms of student’s enrollment and incorporation of new subjects is continuing while the sustainability aspect of the University is reflected on
KU’s past record of being able to satisfy the donor with the management of sound infrastructural setting. “KU is beautiful” theme is stressed because the University’s setting lie in 30 kilometer distance apart from noisy and polluted capital valley which favor the university in maintain political-free and sound academic environment.

Government receives suggestions from the media coverage of KU that it should empower the institutional setup of the higher education and aim for producing skilled and semi-skilled manpower to meet the immediate and future demand of the nation.

“KU Policy of Morality and Fairness” Fantasy theme brings into light some of the moral challenges KU needs to combat while at the same time media celebrate the moral characterizes if the VC Sharma and his team to create such credible institution of international standard. This theme echoes the voice of Detractors who claims that KU follows unhealthy practice and unfair criteria for appointment and promotion of its staffs and faculties in reference to its hasty manner of giving affiliation to non-qualified colleges. KU’s moral responsibilities has been said to have been fulfilled to some extent if one visualize The pre-KU setting of Dhulikel where very few local people had job, 42% family were poor, 4% had good economic status. Before KU in 1994, there were no doctors and now there are 57 doctors and 100 nurses serving local patient and striving for excellent medical response. The VC Sharma’s sense of sacrifice and dedication is attributed for such reality along with Dr. Ram Kantha Makaju and Mayor Bel Prasad Shrestha. The morality radiates from repeatedly stressed KU’s motive of profit-free based venture of such international standard institution despite receiving of nominal grant from UGC (Wagle, 2004). Furthermore, the media coverage of KU characterizes its institutional motive marching ahead on “working level” rather than “commitment and lip service” level.
Morality and fairness fantasy theme elaborate KU as the institution that build on ‘wisdom and exploration and experiments with knowledge”. In contrast, detractors bring into light the “unfair” management setting where “honest, qualified and dedicated faculties” are forced to work at junior position. This theme also attracts the personal attributes of the VC Sharma which claims that he is “inflicted” with Nepotism and carries ‘non-qualified and weak’ personality. Questions has been raised over his motive implying that he has opened universities to ensure job opportunities for his relatives and near ones (KC, 2007).

5. Address the National Need Fantasy Type

Similar themes unifying together to address the national need of education sector are explained under this Fantasy type. This fantasy type included those similar settings, actions and characters that address the man power demand of the nation and explains how the presence of KU has alleviate country by preventing further brain drain.

“Stop Brain Drain” Fantasy theme highlights the miserable national settings where students are reluctant to go aboard for higher studies on the self-finance schemes while KU strive to save the national assets by stopping those students and render them in its postgraduate level of studies. On account of establishing KU as the “valuable asset to national” there are certain visible plotlines associated with it like KU conducts classes under all faculties, increases its enrollment capacities and arrange classes up for postgraduate and research levels (“Education key to upliftment,” 1995). Stop brain drain fantasy theme reflects the foundational hardship of KU. The plotlines during the foundational setting shows that KU garnered the required resources, searched for the
appropriate donors, convinced them, united a dedicated team to initiate university at private level, drew attention of qualified faculties members, admitted students with high caliber, sidelined politics and produced qualified and technical manpower to meet the immediate as well as future demand of the nation. KU team justified their master planning, developed concrete plan on examination, date of results, fee collections and administrative forms. On the first 4 year of its inception, KU amazed society with its qualified and skilled graduates being absorbed in the market easily. To set the foundation of KU, local institutions like Dhulikhel and Panauti Municipalities, industrialist like R B Shah and Khetan have assisted from their level.

Certificate-based academic institutions which are trying to produce “unemployed” KU pose a major threat to the accomplishment of this vision of stopping brain drain. This theme suggests policy of prioritizing highly technical subjects like science and engineering (“Bishwobidhyalako gunastar,” 1999) in order to address such national need which would mitigate the situations in Nepalese industry where engineering manpower are hired from India, Thailand, Russia and China.

Stop brain drain fantasy theme identifies general Nepalese as somebody who are used to work in low level and under-qualified job like shoemaker, kitchen helper, and security guard and petrol pump employee in foreign nations. This theme applauds Nepalese parent for finishing their responsibilities to enable their children to be self-dependent by investing money for their quality education. KU attempts to stop brain-drain by producing quality man power easily absorbed in Nepali market (“Kathmandu Bishwobidhyala lai bishwo estaar ma laijane,” 1995). The media coverage shows that by providing technical and vocational education, KU has prevented further brain drain and avoided further leakage of national assets. KU conducts exams in time. KU stresses
English linguistic skills, computer skills and presentation ability. Side by side, the visible plotline in the drama is that KU has removed the compulsion among Nepalese students to go abroad for post graduate studies.

This theme illustrates some of the examples which can motivate others to realize the opportunity existing within country. Critic might notice that KU engineering students have been awarded with “Mondialogo Engineering award-2005” receiving “18000 US dollar” as a reward for their internally revered project “Lighting Nepali village” (as cited in “Engineering Upalabdhi,” 2005). KU engineering students discovered “Thresor” a harvesting machine which owned first prize in KUPEX-2002. KU biotech students attempted in their project “to create alternative to petrol” which addresses the fuel-problem of Nepal as well as international market.

“Prioritize Technical and Vocational Education” Fantasy theme stresses the acute need of technical and vocational education in Nepal where the curriculums are still based on teaching-cum-affiliation approach rather than research-based-innovation approach as envisioned during the inception of TU. This theme applauds the heroic effort of KU to expand scholarship so that financially deprived students would get admitted to highly cost-demanding and technical subject like engineering, MBBS and Sciences. The consequences are fruitful like the “technological and innovative” setting of KU in the form of Student’s creative projects like “lighting Nepali village” which has been able to draw attention of internally recognized agencies like United National cultural Program (UNESCO). This theme highlights the fact that KU has invested more than five million rupees in research and technology development and such programs are funded by Norway, Japan and Australia. Such motivations of KU are supported by IT related event like “Software Meet” organized in peace setting of IT Park (near KU central campus)
situated in Panauti. Through media coverage one can argue that on the backdrop of miserable setting of IT Park which government hasn’t been able to use potentially, KU stands as the most trustable actor to mobilize the unused resources of IT park. this theme also catch up the students and scholars as there was acute need of quality technical and medical colleges in Nepal while turbulent academic calendar of TU was already intimidating education sector (Poudel & Dhakal, 2005).

Through his theme, KU explains what efforts are being reinforced to mitigate the high-cost nature of such technical subjects. KU is determined to have no any compromise with quality while providing cost effective technical education. Argument is put forwarded that if KU provide scholarship schemes from its own University fund without the help of other agencies or donors then the economic burden will rest on the already admitted students.
Chapter 5

Rhetorical Visions and Strategies in the media coverage of KU

Chapter highlights: This chapter discusses how the mission and vision statement of KU resonate with the rhetorical vision emerging from the media coverage of KU. “To Provide Quality Education For Leadership" is the mission of KU while “To become a World Class University Devoted to Bringing Knowledge & Technology to the Service of Mankind" is its vision. In this chapter two competing rhetorical visions will be analyzed in term of their chaining out and then the constituents of KU’s mission and vision statements will be discussed in reference to the rhetorical vision emerging from media coverage. In the second section, various rhetorical strategies that are used to portray a particular image of KU and other constituents of rhetorical community will be explained.

Rhetorical vision of De-politicization and Internationalization

The rhetorical vision of De-politicization and Internationalization come into existence through the similar fantasy types namely “A role model university”, “de-politicization”, “address the national need” and “Internationalization of higher education”. These similar fantasy types were further supported by their respective fantasy themes which have been explained in chapter 4.

When one delves into the extent of media coverage of KU, the leadership of KU in education sector of Nepal as well as South Asia is apparent through its different thematic emphasis like foreign collaboration, international awards and titles, pioneer effort in establishing Child-Right Resource Center and so on. KU’s mission to establish itself as a world class university is reflected in its internationalization efforts discussed in the earlier chapter through different fantasy themes, characters, settings and actions.
Depoliticizing and internationalizing the education system appears as the most visible rhetorical vision emerging from media coverage while Leadership Change in KU appears as the opposite rhetorical vision as echoed by its detractors. In this context, a critic might recall Shield and Preston (1985) when they stated – “everyone's symbolically created view of reality will eventually or always be the same. Nor is it to say that people come to participate in one and only one rhetorical vision. Indeed, participants in different or competing rhetorical visions often express opposing or contrary thoughts, ideas, and conclusions (expressed through fantasy themes) to explain the exact same phenomenon” (p.102). Detractors associate their leadership vision remaining within the political domain while KU insiders and most of journalists highlight KU’s vision of leadership in its pioneer effort to bring new avenue into the higher education sector of Nepal. Leadership can be taken as one of the most powerful sanctioning agent for which two groups of a rhetorical community compete with each other to establish their own rhetorical visions.

The rhetorical community that includes KU executives, donors, industrialists, journalists, scholars, local leaders and graduates celebrate the leadership of KU as their own attributes. KU’s introduction of new technical courses in the sciences and engineering represent its leadership in the employment sector because its annual production i.e. qualified and skilled graduates are easily employed by the market. KU’s leadership in abroad studies is visible through its higher brand equity and its semester system of academic calendar which is internationally recognized. KU’s leadership in internationalization glows through its collaboration with 56 Universities of 18 nations and 22 national and international institutions.

There is another rhetorical community which includes protesting and dissatisfied professors, politically motivated students and ignorant local communities who target the post of the VC as the way to establish their vision of leadership. They perceive leadership change in KU as the change of person in the post of VC. They protest the re-appointment of the same VC by using their own political term - “non-democratic practice.” Their
quest to change the leadership has shaped their actions as destructive and aggressive eventually identifying themselves as villainous characters to the first group of rhetorical community. KU and its contributors unify to increase the international reach through the empowerment and expansion of its institutional setup. KU prioritizes investment in research and technology while its students’ projects and participations in international conferences seem to materialize its vision of internationalization.

Also, the desperate attempts of politicization of education institution in the name of student’s representation and democratization doesn’t seem to catch up the KU rhetorical community because students, professors, staff and local people of that rhetorical community have been long experiencing peaceful and sound growth of the university in the absence of any kind of “political intrusion”. “Lack of financial transparency” fantasy themes are not supported with sufficient settings and actions which has led to the decay of the attempt to promulgate this certain vision. “Policy crisis” fantasy theme do chain out in the contemporary context of social transformation the country is going through, but the theme emerge from the dramatic persona “Prime-minister Prachanda” or the chairman of Maoist Party

“Regular academic calendar”, “acknowledgment” to donor community, “KU is beautiful” “Expansion” and other similar themes support the rhetorical vision of internationalization. For a university to be of international standards, it should have sound infrastructure, international relations, foreign students, foreign professors accompanied by internationally accepted values and norms of education. The above similar fantasy themes group together to build a strong foundation for KU to materialize its vision of Internationalization.

De-politicization of the education sector complements the overall rhetorical vision of KU because since its inception in 1991, KU has been repeatedly stressing political interference as the main hurdle to the progress and prosperity of the education sector. Self-management of itself is another part of KU’s effort of de-politicization. The vision of
de-politicization is also reflected in the KU act which doesn’t have any provision regarding formation of union of students, teachers or staffs.

**Rhetorical Strategies**

According to Shield and Prestons, within fantasy theme analysis, rhetorical strategy refers to the critical assessment of whether or not the message (the drama or vision) exhibits greater emphasis on character or plot-line or scene or sanctioning agent. With fantasy theme analysis as well, rhetorical strategy refers to the critic's assessment of the degree of consistency between certain reality links and here-and-now phenomena and the symbolically depicted character, attributes, scenic elements, and plot-line actions. This section discusses the rhetorical tools taken to create a particular image of specific characters and their respective actions and settings.

Media coverage of KU emits a pleasant image of KU and rhetorically there are many modal societal types emerging for it. “Beautiful KU” is one of them. The natural and the beautiful settings emphasized in the news content followed by its track record in academic sector evokes in our minds the visualizations of KU as beautiful place to visit and study. KU is beautiful in many aspects. Modern buildings are constructed in spectacular manner so as to grab attention of anyone who visits KU for the first time. The greenery is maintained through regular gardening and trees plantation. These efforts of KU administration have instilled an acceptable image about KU that it is beautiful, both inside the university and outside of it.

Most of the students who pursue their careers and their parents don’t bother so much about the employment opportunities after graduation. Critics might accept Job guarantee as another modal societal type emerging from the media coverage. High brand equity, intensive project works included in the curriculum and various MoU established
by KU with various national and international professional institutions unite together to ensure “job guarantee” for KU graduates.

Media coverage repeatedly stresses that no kind of politically motivated activities are entertained in the university. No Politics in KU is a strong modal societal type that seems to catch the sensibilities of students, teachers, staffs and guardian because it is common perception that politics has ruined almost every sector of Nepal and the Nepalese don’t want to see politics ruin the academic sector. The university has been successful in avoiding any kind of political intrusion and that has drawn positive response from all.

KU and school of Success are accepted synonymous in media coverage. Within a very short span of time, KU has been able to accomplish successful ventures in academic sector and that has been acknowledged by national as well as international dignitaries. Everybody wants to be a part of this success.

People also doubt the efficient functioning of the university after the incumbent VC Dr. Suresh Raj Sharma retires. Who after VC Sharma? comes ahead as the visible rhetorical question whose answers have become hot topics for discussion. Besides, the continuous reappointment of VC Sharma has received wide criticism from the intellectuals but KU has been defending Sharma’s position throughout till date. It also seems that there lie tough challenges in the coming days for KU administration. “Close ties” appear as another modal fantasy type that echoes from one section of KU family including dissatisfied teachers, staffs and politically motivated students.

Some of section of KU rhetorical community believes that most of the engineering departments of KU are run by Teaching Assistants, most of whom are fresh KU graduates. People also believe that KU charges high fees. Though it can be understood that technical subjects demand expensive laboratory equipments and expert teaching manpower, media coverage shows that people are ready to accept the fact and
this has challenged the fee structure of KU. It has been dealing with these challenges by providing few scholarship schemes established through assistance of financial institutions and industrialists.

Another major rhetoric behind its present sense of success is the repetition of highlighting the hardships gone through during the foundation of KU. The acknowledgement of the need of technical manpower and employment oriented education system during 1980s has been attributed to the VC Sharma and his team for in this university's ventures. Pathos and ethos are used simultaneously to applaud various contribution aspects of the university. Philanthropic and altruistic effort of industrialists and donors is highly acknowledged in the drama on account of assuring them that their contribution has been driven in right direction for the betterment of the humanity. The pathos is reflected in the efforts that KU goes through to relieve the country from the clutches of poverty, illiteracy and diseases and desensitize “growing manifold of woes of the country to low standard of education”.

Characterizing the VC Sharma as a moral, responsible and dedicated person is followed by personifying KU with several decorative phrases so as to create acceptable image in the audience mindset. VC Sharma has been put ahead in different forms sometimes as a hard working individual and sometimes as a moral and responsible academician who is highly concerned for quality education in Nepal. His moral attributes – “sense of sacrifice and dedication” – is emphasized in contrast to the political leaders and government-based personalities most of whom had already lost their credibility due to political affiliation and lack of concern for what they ought to do from their respective responsible positions. The VC is put forward as a historical figure to applaud and praise the strides he has taken in higher education, and also the hardships he endured during foundation of the university. His patience and dedication are portrayed through his ability to implement his vision of modern education system in the Nepalese education sector. His non-political image is another ethos factor that reinforces his credibility and
conviction. He is portrayed as an “honest, patient and hardworking” student who passed I.Sc. (in four years in second division through), M.Sc. in third division and acquired Ph.D. from London. When talking about his family, journalists frame the VC Sharma as an “ideal” husband who gave time to his family despite his for-life investment to strengthen the higher education in Nepal from both governmental and public level. His heroic and exemplary attributes present him as the “role model VC” for the entire rhetorical community of the education sector (“Kehi Barsa bhitrai Nepal ma stariya ucchasikchya,” 1998). But what might be the rhetoric behind presenting the VC and KU in this manner? It might be to secure the legacy of the institution in safe hands unlike the politically influenced academicians like that of TU and other Non-KUs.

Contrasting attributes are associated between KU and Non-KU by the use of rhetorical tools like antithesis. The drama states that KU moves ahead in “working level” rather than “commitment and lip service” that is being adopted by other educational institutions of low credibility. KU believes in “public participation”, “community ownership” and “team work policy”. Antithesis is also used to demonstrate the historic effort of the university in “changing the barren land into a center for education and learning”. KU appeals to all rhetorical communities that in order to achieve the excellence like KU, everyone should “develop the plan despite disagreement”, “sustain the development work despite shortage of resource” and avoid any kind of “political intrusion” from government or local level.

Students’ admission in KU is associated with that of job guarantee even before course completion and possibilities of higher studies in foreign universities. KU is personified in the positive form through the word phrases like “wisdom and exploration and experiments with knowledge” and “culture of decency, service orientation, self-esteem, value based education and the culture of healthy competition” in the international level while non-KU institutions are associated with cultural dysfunctions like political appointments and promotion based on political affiliations. Non-KU institutions like PU,
PoU, NSU, BPKIHS, NAMS and LBU are associated with political appointments and students politics and such institutions are termed “certificate based” educational institutions where quality education and regular academic calendar are not prioritized (‘Uccha Sikchyama gunastar,” 1998).

To ensure the international reach of KU, rhetorical figures included to denote its collaboration with 56 Universities of 18 nation and 22 national and intentional institutions are repeatedly stated. Similarly, the rhetoric behind emphasizing the presence of 57 doctors and 100 nurses in Dhulikhel seems to pinpoint the differences made by KU after its inception in Dhulikhel because there were no doctors there before. KU’s claim of spreading education for betterment of humanity becomes relevance at this point. Antithesis and associations are used as the major rhetorical strategies to depict the “changes” it brought in national scenario. Journalist remind us that during the pre-KU setting where brain-drain was rampant, Nepalese students were going abroad for higher education in medicine and engineering on self-finance schemes. At this point, KU appears as the hero to “realize” the acute need of quality technical and medical colleges in Nepal while turbulent academic calendar of TU was already failing the education sector. Antithesis is also used to portray heroic contribution of KU in changing Dhulikhel from a “weekend travelling spot” to “satellite city” despite receiving nominal grant from UGC. In the pre-KU Dhulikhel, very few local people had jobs, 42% families were poor, 4% had good economic status. Such settings are compared with the derailing situation of non-KUs. In addition, the university is visualized in the form of “journey” characterized by its movement towards progress by adhering to university norms and values.

There are particular phrases like “new”, “first”, “best”, “international”, “foreign”, “pioneer” and “regular” are used rhetorically to celebrate the achievements of KU. The VC Sharma being awarded with “Best manager of the year”, KU appearing as a “pioneer education institution” to empower its faculty by collaborating with International Union for The Conservation of Nature (IUCN) are some examples. Media coverage highly
portrays their “technological innovations” in the form of a “computer controlled robot” which also won the first prize for Kathmandu University Project Exhibition (KUPEX-2003) (Mishra, 2003). Mainipal College, Nepal’s first medical college from private level, appears as the “irresponsible” institution to ignore the infrastructural need of the students who were enrolled there by paying a high tuition fee. Media characterize KU as “the first private university of South Asia”. This image is further reinforced by “creative and hardworking” output of KU students in a “harvesting machine” which also won first prize in KUPEX-2002.

KU’s ‘apolitical’ image comes into view along with its timely examination and new courses. The VC Sharma also embodies the ‘output oriented’ personality which had led him to implement his vision into action. The media places KU as ‘the best’ alternative to government-owned education institutions’ and KU appears as a ‘pioneer’ education institution to empower its faculty by collaborating with The world conservation Union (IUCN). Journalists also applaud VC Sharma for his ‘pioneer’ effort in South Asia on account of inaugurating the Child Right Resource Center at one of KU’s affiliated colleges (“KU VC Sharma opens Child rights Resource Centre,” 2005). KU’s widespread quality is further enhanced by the introduction of new academic program based on national and community needs, interests of guardian and students.

The media coverage of KU promotes its credibility through emphasis over existing regular academic calendar amid the political instability and heavily politicized education sector. Their policies to prioritize investment over education sector and render quality education for betterment of humanity are addition ethos element in support its positive attributes. Ku emits its sense of acknowledgment to the donor communities and contributor through its publications in national and local dailies.

Argument is the rhetorical tool used to defend its inability over managing sufficient scholarship schemes as expected by the society. KU’s effort to prevent further economic burden to already admitted students has been put forward as the major logic
behind its inability to provide sufficient scholarship schemes. The feasible alternative KU sees is to appeal to the donor community and government to manage scholarships for needy students. It is argued that University while charging high tuition fees and preventing poor students to be part its learning venture, has materialized its goal of providing education for the national cause. Opinion leaders, most of whom are well wishers of KU, stress that KU has provided qualified human resource for the nation amid the chaotic educational scene where most TU affiliated colleges are just doing nothing else than producing unemployed graduates. Through the production of skilled and technical manpower, KU prevents further loss of national manpower who otherwise would go abroad in search of better opportunities.

Media celebrates the united effort of industrialists, service-based institutions and individuals like Rana Bahadur Shah who embody the “sense of sacrifice” to establish scholarship for management studies. In addition, some journalists claim KU to be a “hub for different kind of scholarship.” As stated, KU scholarship has been funded by UMN, Robort J Calendar Scholarship and Bikram Jain Scholarship for ISc, KUSOM and Pharmacy, Municipality scholarship for local community, Juddha Bahadur scholarship for Chancellor award by Rana Bahadur Shah (“Kathmandu Bishwobidhyala,” 1997).

KU insiders and other intellectuals agree with the social reality that that political interference is the major hurdle to the smooth functioning of an educational institution whether it is KU or any other institutions under other universities. The VC argues that students’ involvement in political activities will deprive them from spending sufficient time for learning and academic activities and that would prevent them from attaining a vision of leadership. If students are politically motivated, it is argued that their priority would change and quality education won’t be achieved despite the sound infrastructure and competent faculty members. That might be the reason why KU has been struggling continuously to secure administrative autonomy from central political domain as well as
different unions like KUPA and KUSA trying to secure legal acceptance and acknowledgement within KU.

**Conclusion**

This study is the outcome of detailed scanning of the news coverage of KU. The study found out that the news coverage emphasizes particular fantasy themes supported by particular characters, actions and setting themes. The rhetorical vision of depoliticization and internationalization emerging from the media coverage appeared as the dominant ones while the rhetorical vision of leadership change didn’t chain out due to less emphasis. I believe that this study can be a ground work for anybody who wishes to conduct research on any organization from fantasy theme method of criticism. This research is itself an important document for the university and the source of insights for KU rhetorical community while the step by step methods applied to produce particular actions, characters or setting themes has brought into light various rhetorical strategies used in media coverage to highlight particular issues. It would equally serve as a comprehensive documentation of one of the Nepal’s most successful educational institutions. Despite the pessimistic scenario in the education sector, this research has added some, if not ample amount to the vast field of knowledge of rhetoric. Moreover, by conducting such rhetorical researches in the field of communication, it is expected to broaden the horizon of the application of rhetoric in academic sector.


ANNISU-R to protest against KU. (2010, August 30). The Himalayan Times


Bara saya bidhyarthi dikchit. (2007, September 18). Kantipur


Batabaran bigyanka bidyarthiko samasya. (1999, September 11). Kantipur

Bidyarthi gajedi bhaepachifastaeko aawaidh gajakheti. (2002, August 7). Gorkhapatra

Bikash adyaansambandhi tin barsa snatak pathyekram suru. (1995, August 31). Kantipur


Engineering Upalabdhi. (2005, June 4). *Kantipur*


Humagain, R.P. (1998, June 10). Bidyarthile gudastharye Sikshya pauna sakeka chainan; *Gorkhapatra*


Kathmandu Bishwobidhyala. (1997, January 4). *Kantipur*


*Ghatna ra Bichar Saapthahik*


Kehi Barsa bhitrai Nepal ma estariya ucchasikchyha hunecha. (1998, April 14). *Kantipur*

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KU convocation held. (1996, December 9). *The Kathmandu Post*


Kathmandu Bishwabidhyala ra bida. (2009, December 29). *Annapurnapost*

Kathmandu Bishwobidhyala anta rastriya tarfa. (2008, June 8). *Nepal Samacharpatra*


Kathmandu Bishwobidhyala ko bajet parit. (2008, July 22). *Nepal Samacharpatra, p.5*
Kathmandu Bishwobidhyala lai bishwo estaar ma laijane pratibadhatta. (2005, April 2).

*Nepal Samacharpatra*

Kanoon banauda dhyan dina agraaha. (2007, June 3). *Annapurnapost*

Karmachari niskashanko birodhma Kathmandu Bishwobidhyalaya ma taalabandi. (1 Magh 2063) Monday. *Gorkhapatra*


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*Rajdhaani*


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Pokharel, S. (1996, August). Provision of high quality education is the objective of Kathmandu University (An Interview with Dr. S. R. Sharma). *Diyalo Quarterly*

Ramro kurako suruwat garna sarkarko much takna nahune. (1997, September 11). *Kantipur*

Rajnitikaran nai sthariye sikshyama hasrako karak: Pradhanmantri. (1998, June 8). *Kantipur*

Sabai Bishwobidhyala ma youtai niyam banaene. (2007, May 7). *Gorkhapatra*

SAUFEST Kicks off amid fanfare. (2008, February 8). *The Kathmandu Post*
Scholarship BE in Computer Engineering by Websearch. (2007, July 9). *Kantipur*

Shree Paanch yubarajhirajbata Kathmandu Biswobidhyalayako samudghatan. (1995, August 10). *Kantipur*


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Training seminar on ELT. (1996, July 1). *The Kathmandu Post*


*Uccha sikchyama gunastar*. (1998, July 9). *Gorkhapatra*

*Uccha shikshya ma bideshi lagani* [editorial]. (2002, May 23). *Kantipur*

Utkrista Bebastapak ma Dr. Sharma. (2004, February 9) *Annapurna post*


Appendix I: Fantasy Type Content Maps

A. FIGURE 3: De-politicization Fantasy Type Content Map
C. FIGURE 5: Management and Policy Crisis Fantasy Type Content Map

- Insecure Career Fantasy Theme
  - Actions: force to work, exploit, cover cost, etc.
  - Characters: MBBS students, faculty, etc.
  - Settings: junior position, aggressive, administration, KU, etc.

- Leadership Change in KU Fantasy Theme
  - Settings: KU, winter holidays, etc.
  - Characters: VC, KU policy makers, dictators, police, force, etc.
  - Actions: que, protect, secure, use, etc.

- Higher Education Policy Fantasy Theme
  - Settings: policy, summer and winter holidays, etc.
  - Characters: political leaders, law makers, educators, etc.
  - Actions: step with alumni, fight, followed fail, grow, de-politicize, etc.

- Management Pitfalls Fantasy Theme
  - Settings: KU, premises, etc.
  - Characters: KU administration, frustrated professors, NMC, KU, etc.
  - Actions: ignore, appointing giving affiliations, blame, etc.
D. FIGURE 6: Internationalization of Higher Education Fantasy type Content Map
E. FIGURE 7: Address the National Need Fantasy type Content Map
Appendix II: Sample of a Fantasy Theme Coding Sheets

A. FIGURE 8: Sample of a Fantasy Theme Coding Sheet I

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<table>
<thead>
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<th>Characters (dramatic personas)</th>
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<tr>
<th>Rhetorical vision(s):</th>
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</table>
B. Sample of a Fantasy Theme Coding Sheet II

Rhetorical vision 1:

Fantasy type 1:

Fantasy theme 1:

Characters:

Actions (plotlines):

Settings:

Fantasy theme 2:

Characters:

Actions (plotlines):

Settings:

Fantasy type 2:

Fantasy theme 1:

Characters:

Actions (plotlines):

Settings:

Fantasy theme 2:

Characters:

Actions (plotlines):

Settings:

Fantasy theme 3:

Characters:

Actions (plotlines):

Settings:
Appendix III: Graphical Representation of media coverage of KU (1995-2010 AD)

**FIGURE 9:** The above graph shows the media coverage flow of KU from 1995AD to 2010 AD
FIGURE 10: The above pie-chart presents the media coverage of KU in 1996 AD.

FIGURE 11: The following pie-chart presents the media coverage of KU in 1997 AD.
FIGURE 12: The above pie-chart presents the media coverage of KU in 1998 AD.

FIGURE 13: The above pie-chart presents the media coverage of KU in 1999 AD.
The Rhetorical Vision of Internationalization

FIGURE 14: The above pie-chart presents the media coverage of KU in 2000 AD.

FIGURE 15: The above pie-chart presents the media coverage of KU in 2001 AD.
FIGURE 16: The above pie-chart presents the media coverage of KU in 2002 AD.

FIGURE 17: The above pie-chart presents the media coverage of KU in 2003 AD.
FIGURE 18: The above pie-chart presents the media coverage of KU in 2004 AD.

FIGURE 19: The above pie-chart presents the media coverage of KU in 2005 AD.
FIGURE 20: The above pie-chart presents the media coverage of KU in 2006 AD.

FIGURE 21: The above pie-chart presents the media coverage of KU in 2007 AD.
FIGURE 22: The above pie-chart presents the media coverage of KU in 2008 AD.

FIGURE 23: The above pie-chart presents the media coverage of KU in 2009 AD.
FIGURE 24: The above pie-chart presents the media coverage of KU in 2010 AD.
Appendix IV: Official Logo of Kathmandu University

FIGURE 25: KU official Logo with description.
Appendix V: KU Fact Sheet
Background

Kathmandu University has its origins in Kathmandu Valley Campus that was founded in 1985 to run its program under Tribhuvan University. Eventually, Kathmandu University was established by an Act of the Parliament in November 1991.

The University is an autonomous, not-for-profit, non-government public institution. It is an institution of higher learning dedicated to maintain high standards of academic excellence. The vision statement of the University is to become a world-class university devoted to bringing knowledge and technology to the services of Nepal. The University has the mission to provide quality education for leadership.

In Kathmandu University we train and educate young professionals and make them able to take up the challenges and be the change agent in whichever career and institution they join.

Location

OU is located in a mountainous landscape in Dhuikhel Municipality about 30 kilometers north-east of Kathmandu. It has a unique panoramic view of the Himalayan range. It has also a campus in Balkumari at Kathmandu Valley.

Physical Assets, 2010

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<td>Kathmandu Complex</td>
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Number of Staff, 2010 (Excluding Affiliated Colleges)

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<td>Associate Professor</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>3505</strong></td>
</tr>
</tbody>
</table>

FIGURE 27: KU Factsheets Page 2 & 3
FIGURE 28: KU Factsheets Page 4 & 5
## Fee Structure of the University, August 2011

### Programs

**School of Science**

<table>
<thead>
<tr>
<th>Program</th>
<th>Duration</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science</td>
<td>4 years</td>
<td>470,000.00</td>
</tr>
<tr>
<td>Bachelor of Science, Environment Science</td>
<td>4 years</td>
<td>425,000.00</td>
</tr>
<tr>
<td>Bachelor of Science, Human Biology</td>
<td>4 years</td>
<td>425,000.00</td>
</tr>
<tr>
<td>Bachelor of Science, Applied Mathematics</td>
<td>4 years</td>
<td>340,000.00</td>
</tr>
<tr>
<td>Bachelor of Science, Applied Physics</td>
<td>4 years</td>
<td>340,000.00</td>
</tr>
<tr>
<td>Bachelor of Statistics</td>
<td>4 years</td>
<td>340,000.00</td>
</tr>
<tr>
<td>Bachelor of Technology, Biotechnology</td>
<td>4 years</td>
<td>510,000.00</td>
</tr>
<tr>
<td>Bachelor of Technology, Environmental Engineering</td>
<td>4 years</td>
<td>450,000.00</td>
</tr>
<tr>
<td>Master of Science, Environmental Science</td>
<td>2 years</td>
<td>240,000.00</td>
</tr>
<tr>
<td>Master of Pharmacy</td>
<td>2 years</td>
<td>260,000.00</td>
</tr>
<tr>
<td>Master of Pharmacy (Sponsored)</td>
<td>2 years</td>
<td>390,000.00</td>
</tr>
<tr>
<td>MS by Research, Biotechnology</td>
<td>2 years</td>
<td>340,000.00</td>
</tr>
<tr>
<td>MS by Research, Biotechnology (Sponsored)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS by Research, Pharmaceutical Science</td>
<td>3 years</td>
<td>475,000.00</td>
</tr>
<tr>
<td>Post Baccalaureate Doctor of Pharmacy</td>
<td>1.67 years</td>
<td>330,000.00</td>
</tr>
<tr>
<td>Master of Philosophy, Environmental Science</td>
<td>1.67 years</td>
<td>165,000.00</td>
</tr>
<tr>
<td>Master of Philosophy, Physics</td>
<td>1.67 years</td>
<td>165,000.00</td>
</tr>
<tr>
<td>Master of Philosophy, Mathematics</td>
<td>1.67 years</td>
<td>165,000.00</td>
</tr>
<tr>
<td>Doctor of Philosophy, Environmental Science</td>
<td>3 - 5 years</td>
<td>330,000.00</td>
</tr>
<tr>
<td>Doctor of Philosophy, Pharmaceutical Science</td>
<td>3 - 5 years</td>
<td>330,000.00</td>
</tr>
<tr>
<td>Doctor of Philosophy, Physics</td>
<td>3 - 5 years</td>
<td>330,000.00</td>
</tr>
<tr>
<td>Doctor of Philosophy, Mathematics</td>
<td>3 - 5 years</td>
<td>330,000.00</td>
</tr>
<tr>
<td>Doctor of Philosophy, Biotechnology</td>
<td>3 - 5 years</td>
<td>400,000.00</td>
</tr>
<tr>
<td>Doctor of Philosophy, (Sponsored)</td>
<td>3 - 5 years</td>
<td>330,000.00</td>
</tr>
<tr>
<td>(Environmental Science, Physics, Mathematics, Pharmacy)</td>
<td>3 - 5 years</td>
<td>330,000.00</td>
</tr>
</tbody>
</table>

**School of Engineering**

<table>
<thead>
<tr>
<th>Program</th>
<th>Duration</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Engineering</td>
<td>4 years</td>
<td>450,000.00</td>
</tr>
<tr>
<td>Master of Engineering</td>
<td>2 years</td>
<td>240,000.00</td>
</tr>
<tr>
<td>MS by Research, Engineering</td>
<td>2 - 3 years</td>
<td>240,000.00</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>3 - 4 years</td>
<td>330,000.00</td>
</tr>
<tr>
<td>Doctor of Philosophy (Sponsored)</td>
<td>3 - 4 years</td>
<td>330,000.00</td>
</tr>
</tbody>
</table>

**School of Management**

<table>
<thead>
<tr>
<th>Program</th>
<th>Duration</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Business Administration (BBA)</td>
<td>4 years</td>
<td>450,000.00</td>
</tr>
<tr>
<td>Master of Business Administration (MBA)</td>
<td>2 years</td>
<td>280,000.00</td>
</tr>
<tr>
<td>Executive Master of Business Administration (EMBA) (Individual)</td>
<td>2 years</td>
<td>310,000.00</td>
</tr>
<tr>
<td>Executive Master of Business Administration (EMBA) (Sponsored)</td>
<td>2 years</td>
<td>310,000.00</td>
</tr>
<tr>
<td>PG Diploma in Security Management</td>
<td>1 year</td>
<td>115,000.00</td>
</tr>
<tr>
<td>PG Diploma in Security Management (Sponsored)</td>
<td>1 year</td>
<td>145,000.00</td>
</tr>
<tr>
<td>Master in Security Management</td>
<td>2 years</td>
<td>270,000.00</td>
</tr>
<tr>
<td>Master in Security Management (Sponsored)</td>
<td>2 years</td>
<td>250,000.00</td>
</tr>
<tr>
<td>Master of Philosophy</td>
<td>1.67 years</td>
<td>180,000.00</td>
</tr>
<tr>
<td>Master of Philosophy (Sponsored)</td>
<td>1.67 years</td>
<td>270,000.00</td>
</tr>
</tbody>
</table>

**School of Arts**

<table>
<thead>
<tr>
<th>Program</th>
<th>Duration</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor in Music</td>
<td>3 years</td>
<td>100,000.00</td>
</tr>
<tr>
<td>Bachelor in Media Studies</td>
<td>4 years</td>
<td>375,000.00</td>
</tr>
<tr>
<td>Bachelor of Fine Arts</td>
<td>4 years</td>
<td>180,000.00</td>
</tr>
</tbody>
</table>

### List of Non-academic Collaborating Organisations

- AIU
- GTZ
- SDC
- DANIDA
- HANDBAN
- SINTEF
- KOICA
- NORAD
- WWF
- Alternative Energy Promotion Centre (AEPC)
- Alternative Technology Pvt., Ltd.
- Butwal Power Company Limited
- Department of Hydrology and Meteorology
- Ford Foundation
- Fulbright Commission
- Happy House Foundation
- Hydro Lab (P) Limited
- Information Technology Profession Forum (ITPF)
- International Foundation for Science (IFS)
- International Center for Integrated Mountain Development (ICIMOD)
- International Union for Conservation of Nature & Natural Resources (IUCN)
- Land Management Training Centre, government of Nepal
- National Society for Earthquake Technology
- Nepal Dairy Institute of Technology and Management
- Nepal Pharmaceutical Laboratory
- Network for Quality, Productivity and Competitiveness
- Practical Action
- Rangpur Yehe Institution (RYY)
- United Mission to Nepal (UMN)
- United Nations for Education, Scientific & Cultural Organization (UNESCO)
- University Grants Commission
- Water & Energy Commission Secretariat (WECS), NG/Nepal
FIGURE 30: KU Factsheets Page 8 & 9
<table>
<thead>
<tr>
<th>Country</th>
<th>University/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>University of Vienna</td>
</tr>
<tr>
<td></td>
<td>BOKU - University of Agriculture</td>
</tr>
<tr>
<td></td>
<td>Universität Stimmung - Peiselsmühle</td>
</tr>
<tr>
<td></td>
<td>Allg. Geologische Beratungsstelle</td>
</tr>
<tr>
<td></td>
<td>Johannes Kepler University, Linz</td>
</tr>
<tr>
<td>Australia</td>
<td>Griffith University</td>
</tr>
<tr>
<td></td>
<td>University of Dhaka</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Ahsanullah University of Science and Technology</td>
</tr>
<tr>
<td>Canada</td>
<td>Nipissing University</td>
</tr>
<tr>
<td></td>
<td>Laurentian University</td>
</tr>
<tr>
<td></td>
<td>Royal University of Brunei</td>
</tr>
<tr>
<td>China</td>
<td>Hebei University of Economics &amp; Business</td>
</tr>
<tr>
<td></td>
<td>Jinan University</td>
</tr>
<tr>
<td></td>
<td>Tibetan Academy of Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Nanjing University</td>
</tr>
<tr>
<td></td>
<td>University of Science and Technology of China</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>Masaryk University</td>
</tr>
<tr>
<td>Finland</td>
<td>Helsinki University of Technology</td>
</tr>
<tr>
<td></td>
<td>University of Turku</td>
</tr>
<tr>
<td>France</td>
<td>Université de Nice-Sophia Antipolis</td>
</tr>
<tr>
<td>Germany</td>
<td>Cologne University of Applied Sciences</td>
</tr>
<tr>
<td></td>
<td>University of Kassel, DFTN</td>
</tr>
<tr>
<td></td>
<td>Ruhr-Universität-Universität-Gütersloh</td>
</tr>
<tr>
<td></td>
<td>Georg-August-Universität-Göttingen</td>
</tr>
<tr>
<td>Hungary</td>
<td>Semmelweis University</td>
</tr>
<tr>
<td></td>
<td>Anna University, Chennai</td>
</tr>
<tr>
<td></td>
<td>Delhi University, Delhi</td>
</tr>
<tr>
<td></td>
<td>Birla Institute of Technology &amp; Science</td>
</tr>
<tr>
<td></td>
<td>Indian Institute of Management, Calcutta</td>
</tr>
<tr>
<td></td>
<td>Indian Institute of Science, Bangalore</td>
</tr>
<tr>
<td></td>
<td>Indian Institute of Technology Madras</td>
</tr>
<tr>
<td></td>
<td>Manipal Academy of Higher Education</td>
</tr>
<tr>
<td></td>
<td>Nagpur University</td>
</tr>
<tr>
<td></td>
<td>University of Hyderabad</td>
</tr>
<tr>
<td></td>
<td>University of Delhi</td>
</tr>
<tr>
<td></td>
<td>Guru Gobind Singh Indraprashtha University</td>
</tr>
<tr>
<td></td>
<td>Jadavpur University</td>
</tr>
<tr>
<td></td>
<td>Pune University</td>
</tr>
</tbody>
</table>

**FIGURE 31: KU Factsheets Page 104 & 11**
Other Features

- Dhulikhel Hospital is functioning as University Hospital.
- Kathmandu University High School (KUHS) in Chaukot, Panauti, is set up to provide education to the children of faculty and staff of KU in particular and public in general.
- Kathmandu University International Center (KUIC), near Dhulikhel Bus Park has a conference hall with the seating capacity for sixty participants and 14 well-furnished guest-rooms.
- Kathmandu University International Hostel, Dhulikhel complex has 17 well furnished rooms for international guests.
- Confucious Institute offers Chinese Language modular courses.
Appendix VI: Photo story of the History of Kathmandu University (1985-2011 AD)

FIGURE 35: The above picture shows the hill top situated in Dhulikhel, Kavre available for Kathmandu Valley Campus in 1990 AD. Presently, the school of Engineering and School of Sciences of Kathmandu University is running in this place.
FIGURE 44: The following picture shows panoramic view of Kathmandu University central Campus situated in hill top of Dhulikhel, Kavre. This view can be seen from the premise of Kathmandu University School of Medical Sciences situated in the hill top of Chaukot, Panauti. On the far background is the Banepa City.
Appendix VII: Sample of list of newspaper published content about KU (1995 AD)

Note: The researcher has prepared the list of newspaper published content about KU from (1995-2010). The following list is a sample. The total list of published content can be accessed from Kathmandu University Central library, Dhulikhel.

1. Pragik chetra lai rajnetik bibad bata mukta rakhnuparne; 7, Ashad 2052, Wednesday; Gorkhapatra
2. Pustak pradhan; 8, Ashad 2052; Kantipur
3. Keep education above political debate: PM; 7, Ashad 2052; The Rising Nepal
4. Sikshya ko rajniti; 8,Ashad 2052 ,Thursday; Kantipur
5. B.P.Koirala swasthya bigyan pratishthan ko bidharti bharna sambandhi suchana; 15, Baishak 2052; Kantipur
6. Ghar bhada ma line suchana; 13, Baishak 2052; Kantipur
7. Kathmandu Biswobidhyalaya ka lagi bus, mess sanchalan garne ra hostel nirman garne sambandhi prastab pesh garna abhwan; 13, Baishak 2052; Kantipur
8. Kathmandu Biswobidhyalaya prayogshala ko lagi furniture supply garne bare; 13, Baishak 2052; Kantipur
9. Sikshya ra sanchar ko nirvikta; 10, Chaitra, 2051; Kantipur
10. Jibendera Simkhada; ‘Manipal college le Nepal bata paisa na kamaune’; 11, Chaitra, 2051; Kantipur
11. Sanchar ra saichik jagat matra nirvik; prama; 8, Chaitra 2051; Kantipur
12. RSS; Govt not to meddle in academia; 8, Chaitra 2051; The Rising Nepal
13. GOVT: Pm addresses KU meet; 8, Chaitra 2051; The Rising Nepal
14. Address Changed; 25, Magh 2051; The Rising Nepal
15. Kendriya Karyalaya sareko suchana; 22, Magh 2051; Kantipur
16. Kathmandu Biswobidhyalaya asthaye badpurti sambandhi suchana; 22, Magh 2051; Kantipur
17. Samrat Upadhyay; Barbara, it’s Samrat calling; The Kathmandu Post
18. Swikriti napayeko college mantra dwara silanyas; 21, March 1995; Kantipur
19. Education key to upliftment of society: PM; 22, December 1995; The Rising Nepal
20. KU: Varsity hailed;
21. Sikshyako gudasthar nahuda anekau samasya sirjana; 7, Paush 2052; Gorkhapatra Dainik (Sadharan sabha)