SELF-STUDY REPORT FOR INSTITUTIONAL ACCREDITATION

(SECOND CYCLE)

SUBMITTED BY:

KATHMANDU UNIVERSITY SCHOOL OF ARTS
HATTIBAN, LALITPUR
NEPAL
NOVEMBER 2023

[**LAST UPDATE - March 2026**]

SUBMITTED TO:

HIGHER EDUCATION QAA COUNCIL
UNIVERSITY GRANTS COMMISSION
SANOTHIMI, BHAKTAPUR
NEPAL

Declaration of the head of the institution

Kathmandu University
School of Arts

Date: November 8, 2023

The Chairperson,
Educational Quality Assurance and Accreditation Council,
University Grants Commission,
Sanothimi, Bhaktapur, Nepal.

Subject: Submission of Self Study Report (SSR) for the Second Cycle Quality Assurance and Accreditation (QAA)

Dear Sir/Madam,

As per our commitment to submit the Self Study Report (SSR) while submitting the Letter of Intent (LOI) to participate in the Second Cycle of the Quality Assurance and Accreditation (QAA) process, we would like to submit this Self Study Report (SSR) in the format provided by the Educational Quality Assurance and Accreditation Council (EQAAC) is attached. We declare that the data and information inserted are authentic upto the institutional records and knowledge and we are ready to provide further information if needed.

Thank you.

Sincerely Yours,

.....
Ms. Ekku Maya Pun, Acting Dean
Kathmandu University School of Arts
9 November 2023

SCHOOL OF ARTS

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Acknowledgements

The QAA Unit, Kathmandu University School of Arts (KUSOA) acknowledges and thanks for the help provided by all stakeholders involved in preparation of this Self Study Report (SSR). We are particularly grateful to the Internal Quality Assurance Committee (IQAC) of Kathmandu University (KU), Dhulikhel, and of the School of Arts, Hattiban for the overall guidance and support; to all the Head of the Departments and Program Coordinators of the School for coordinating for the departmental activities and feedbacks; and to all faculties and staff members of the School for providing the data and information when requested. Last but not the least, this report could not have been prepared without the guidance and support from the Educational Quality Assurance and Accreditation Council (EQAAC) of the University Grants Commission (UGC) Nepal, to whom we dedicate our sincerest gratitude.

Executive summary

The first Quality Assurance and Accreditation (QAA) certificate was awarded to Kathmandu University School of Arts (KUSOA) on 22 November 2018. As the first cycle of QAA is coming to an end, the school has expressed its interest to participate in the second cycle QAA and the Letter of Intent (LOI) has been submitted and accepted by the University Grants Commission (UGC) Nepal, the accreditation granting body. This Self Study Report (SSR) is prepared following the UGC's guidelines to submit a self assessment of the School before a peer review is carried out for granting the QAA certified status for the second cycle.

Maintaining the quality of education provided by educational institutions is crucial for the development of any society and nation. This Self Study Report analyzes the data and information available in our school to check if it meets the quality standards set by the University Grants Commission and finds out that the criteria and indicators to check the quality standards can be fulfilled. Based on a careful analysis of all data and information according to our institutional records, our school believes that it deserves the Quality Assurance and Accreditation (QAA) certificate for the second cycle.

The first part of the report is divided into two sections. The first section provides information for the institutional profile, answering 29 questions. The second section provides benchmark-wise inputs for the institutional Self-Study Report. Eight criteria are assessed to evaluate the quality of the institution in all aspects of academic and administrative activities and procedures.

The second part of the report is a comprehensive analysis of the benchmark-wise indicators. For each indicator, the objectives, current status, gap analysis and efforts to minimize the identified gaps, good practices of the school, and a critical appraisal are discussed in a summary form. The report is summarized briefly in the following section, and annexes are provided to give evidence to the claims made throughout the report.

The last part—Post Accreditation Performance—provides information regarding how the feedback provided by the Peer Review Team (PRT) during its visit before granting the first QAA certification has been addressed.

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PART ONE

DATA COLLECTION FORMAT FOR INSTITUTIONAL SELF-STUDY REPORT

SECTION A: INFORMATION FOR INSTITUTIONAL PROFILE

1. Institutional Information

Name of the Institution	Kathmandu University School of Arts
Province	Bagmati
District	Lalitpur
Metropolitan City/Sub-Metropolitan City/Municipality/Rural Municipality	Lalitpur Metropolitan City
Ward No.	23
Street (Tole)	Udhyog Marga, Airawot tole
Post Box No.	6250, Kathmandu

2. Information for Communication

a. **Office**

Name of the Officials	**Telephone with Extension No.**	**Fax No.**	**E-mail**
Executive Head of the Institution Dr. Uddhab Pyakurel	+977-01-5913306 Ext - 210		uddhab.pyakurel@ku.edu.np
Executive Assistant of the Institution			
Chairperson of the Management Committee Prof. Dr. Bivek Baral Vice Chancellor, KU	011-661399 977-11-415100, 977-11-415200		vcoffice@ku.edu.np

b. **Residence**

Name of the Officials	**Telephone with Extension No.**	**Fax No.**	**E-mail**
Executive Head of the Institution			
Executive Assistant of the Institution			

Chairperson of the Management Committee Prof. Dr. Bivek Baral Vice Chancellor, KU	011-661399		vcoffice@ku.edu.np

3. Type of Institution

- Constituent ☐✔
- Affiliated ☐
- Degree Awarding Autonomous Institution ☐

4. Institutional Management

- Public ☐✔
- Community ☐
- Private ☐
- Other (please specify) ☐✔ Autonomous, not for profit

5. Financial category of the institution

- Government Funded ☐
- Self-financing ☐✔
- Community ☐
- Other (please specify) ☐

6. Dates Related to the Institution

a) Date of establishment of the Institution: 29/11/1996 AD
b) Date of commencement of the Bachelor or higher level Program(s): 29/11/1996 AD
c) Date of Government/UGC approval (only for institutions affiliated with foreign universities) :

7. University to which the institution is affiliated/related:

The School of Arts is a constituent school of Kathmandu University.

8. Is the institution autonomous in terms of

- Financing ☐✔
- Administrative Management ☐✔
- Academic Management ☐✔
- None ☐

9. Institution's Land area in Ropanees/Bighas/Square Meters

The total land area owned by the School is 11,175.82 square meters. Among that, 3,284.82 square meters of land area in Hattiban, Lalitpur is shared with School of Education while 1,118 square meters in Gyaneshwor (KU Sama Center), Kathmandu

and 6,773 square meters in Haldibari, Jhapa is owned by the School. 8,368 square meters in Tripura Sundari, Tripureshwor, Kathmandu is leased for 25 years.

The status of land of Kathmandu University including that of the School of Arts is available publicly on KU website - https://ku.edu.np/static-page/ku-status-of-land

10. Location of the Institution

- Urban ☐✔ (Hattiban, Balkumari, Tripureshwor, Gyaneshwor)
- Semi-urban ☐✔(Chaukot)
- Rural ☐

11. Current number of academic programs offered in the Institution under the following categories: (Enclose the list of academic programs offered)

Academic Programs	Number of Program
Bachelor's	16
Master's	9
MPhil	0
PhD	5
Any other (specify) Short-term non-credit courses	The Department of Music and the Department of Fine Arts provide various short-run courses. Music: Tabla, Flute, Sarangi, Sitar, Madal, etc. Art: Drawing, Painting, Sculpture, Ceramics, and Photography.
Total	15

Bachelor's Level Programs

1. **Bachelor in Community Development (BCD)**
   https://ku.edu.np/program/bachelor-community-development-program
2. **Bachelor in Economics (B.Econ)**
   https://ku.edu.np/program/bachelor-economics-kusoa
3. **Bachelor in Yogic Sciences and Wellbeing (BYSW)**
   https://ku.edu.np/program/bachelor-in-yogic-science-and-well-being
4. **Bachelor in Media Studies (BMS)**
   https://ku.edu.np/program/bachelor-in-media-studies
5. **Bachelor in Music (Ethnomusicology)**
   https://www.kumusic.edu.np/kumusic/bachelor-in-ethnomusicology/
6. **Bachelor of Fine Arts (BFA)**
   https://ku.edu.np/program/bachelor-of-fine-arts
7. **Bachelor of Craft and Design (BCDes)**
   https://ku.edu.np/program/bachelor-in-craft-design

8. **Bachelor in Social Work (BSW)***
   School of Arts | Kathmandu University
9. **Bachelor in Environment Studies***

   School of Arts | Kathmandu University

10. **Bachelor in Korean Studies (Language and Business)**

    School of Arts | Kathmandu University

11. **Bachelor of Arts in English, Mass Communication & Journalism (BA-EMCJ)**
    https://ku.edu.np/program/bachelor-of-arts-in-english-and-mass-communication-and-journalism
12. **Bachelor in Development Studies (BDevS)***
    https://www.nationalcollege.edu.np/en/programs/bachelor-in-development-studies
13. **Bachelor in Development Finance (BDFin)***
    https://www.nationalcollege.edu.np/en/programs/bachelor-in-development-finance

14. **Bachelor of Social Sciences (BoSS)***
    https://www.nationalcollege.edu.np/en/programs/bachelor-in-social-sciences
15. **Bachelor in Psychology***
    https://www.nationalcollege.edu.np/en/programs/bachelor-in-psychology

The courses marked with an asterisks (*) are not directly taught at KUSOA but at other colleges affiliated with Kathmandu University.

Master's Level Programs

1. **Masters in Economics (MECON)**
   https://ku.edu.np/program/masters-in-economics
2. **Master in Development Studies (MDEVS)**
   https://ku.edu.np/program/master-in-development-studies
3. **Master in Human and Natural Resources Studies (MHNRS)**
   https://ku.edu.np/program/master-human-natural-resources-studies
4. **Master in Urban Studies (MUS)**
   https://ku.edu.np/program/master-in-urban-studies
5. **Master in Media Studies (MMS)**
   https://ku.edu.np/program/master-in-media-studies-mms
6. **Master in Film Studies (MFA)**
   https://ku.edu.np/program/master-in-film-studies

7. **Master in Ethnomusicology (M.Mus)**
   https://www.kumusic.edu.np/kumusic/masterinethnomusicology/
8. **Master in Landscape Management and Heritage Studies**
   https://ku.edu.np/program/landscape-management-and-heritage-studies
9. **Masters in History and Philosophy**
   https://ku.edu.np/news-app/admission-open---ma-in-histroy-and-philosophy?tags=a&search_site_name=kusol&show_on_home=0

*PhD-level programs:

PhD studies are not program-specific; they can be conducted in any of the departments or research centers of the school.
https://soa.ku.edu.np/program/phd
Recently provided PhDs include PhD in

- Nepali
- English
- Communication/Media Studies
- Development Studies

Other programs:

The Department of Music and the Department of Art and Design offer short-term non-credit courses.

1) Short-Term Non-Credited (Department of Art and Design) - https://kuart.edu.np/short-term-non-credited/
2) Non-academic short-term course (Department of Music) - http://www.kumusic.edu.np/kumusic/nonacademic/

12. List the Departments in the Institution (faculty/institute-wise)

Faculty/Institute	**Name of the Departments**
Science and Technology	
Humanities and Social Sciences	1. Department of Languages and Mass Communication 2. Department of Art and Design 3. Department of Music 4. Department of Development Studies 5. Department of Yogic Science 6. Department of Economics
Management	
Education	
Law	
Engineering	
Medicine/Health Science	
Agriculture	
Forestry	
Other Faculties	

13. Give details of the self-financing/self-initiated courses, if any, offered by the institution (for public institutions only).

Programs	Level of Study	Eligibility requirement for student admission	Student Number (Enrolment/Capacity)

N/A

14. State the norms and procedures for recruitment of teaching and non-teaching staff of the Institution (Enclose the details):

The recruitment of teaching and non-teaching staff follows the *Kathmandu Bishwabidyalaya, Shikshak tatha Karmachari Sewa Sharta Niyam - 2050* and the guidelines formed under this rule: *Chhanot Samitiko Aantarik Kaaryawidhi Nirdeshika 2067 (Academic Position)* and *Chhanot Samitiko Aantarik Kaaryawidhi Nirdeshika 2067 (Administrative and Technical Position)*. These policy documents are available on the "**Policy and Guidelines**" sections of the KU website - https://ku.edu.np/policy-guidelines. These can also be assessed directly through the links below:

Kathmandu Bishwabidyalaya, Shikshak tatha Karmachari Sewa Sharta Niyam - 2050

Chhanot Samitiko Aantarik Kaaryawidhi Nirdeshika 2067 (Academic Position)

Chhanot Samitiko Aantarik Kaaryawidhi Nirdeshika 2067 (Administrative and Technical Position)

15. Number of faculty members at present

Particulars	Academic Qualification				Grand Total
	PhD	Mphil	Master's	Bachelor's	
Professor	5				5
Associate Professor	5	1	2		8
Assistant Professor	2	1	6		9
Lecturer	7	3	12		22
Teaching Assistant			1		1
Full Time Teachers (Total)	**19**	**5**	**21**		**45**
Professor	3				3
Associate Professor	10		7	2	19
Assistant Professor	11		18	4	33
Lecturer	5		27		32

Teaching Assistant			1		1
Part Time Teachers (Total)	**29**		**53**	**6**	**88**
Total	**48**	**5**	**74**	**6**	**133**

16. Give the details of average number of hours/week (class load)

Name of the Programs/Courses	For Full Timers	For Part Timers	Total
`			

Full-time faculties have seven hours per day of office time, usually from 8:00 AM to 3:00 PM. One hour is generally allocated for a lunch break. Hence, working hours for full-time faculties are 7 hours*6 days = 42 hours per week, including lunch breaks.

The workload for visiting faculty (part-timers) depends upon the number of courses they are going to teach. The minimum number of hours of teaching by visiting faculties is 48 hours in one semester, which is required to complete one 3-credit course. Typically, there are twelve weeks in a semester, and one course requires 4 hours of teaching per week. Hence, the class load for a visiting faculty teaching one course is 4 hours per week. This number increases by 4 per week for each additional course.

Please see - WORKLOAD GUIDELINES & STANDARDS FOR FACULTY MEMBERS

17. Number of the non-teaching staff of the institution at present

Particulars	Gender-wise distribution of the staff			Grand Total
	Male	Female	Other	
Administrative Staff	17	9		26
Technical Staff	0	1		1
Total	**17**	**10**		**27**

Project and other staff:

Particulars	Gender-wise distribution of the staff			Grand Total
	Male	Female	Other	
Staff	2	9		11

18. Regional profile of the students enrolled in the institution for the current academic year

No of Students Enrolled*	Bachelors'		Masters'		MPhil		PhD		Total
	M	F	M	F	M	F	M	F	
From the same district where the institution is located	40	55	5	16			1	1	118
From other districts	206	152	36	29			2	2	427
Same province	147	139	25	37			2	2	352
From other province	102	65	16	8			1	1	193
From SAARC countries	2	0	0	0			0	1	3
From other countries	0	0	0	2			0	0	2
Total Number of Students	**246**	**207**	**41**	**45**			**3**	**4**	**546**

*The main administrative building as well as the office of the dean is located in the Lalitpur district, but some departments and academic programs are partially located also in the Kathmandu and Kavre districts. "From the same district where the institution is located" row in the table above presents data from the Lalitpur district only.

19. Details of the last two batches of students

Particulars	Batch 1			Batch 2		
	UG 2020-24	PG 2021-25	Total	UG 2021-25	PG 2022-26	Total
Admitted to the program	116	18	134	144	54	198
Drop-outs	44	3	47	52	16	68
Appeared for the final year/semester examinations	72	17	89	91	39	130
Passed in the final examinations	72	17	89	91	39	130

Pass % of number appeared (Total)	100%	100%	100%	100%	100%	100%
Pass % with CGPA 3.7-4	27.78%	52.94%	80.72%	29.67%	55.26%	84.93%
Pass % with CGPA 3.3-3.7	40.28%	41.18%	81.46%	37.36%	44.74%	82.1%
Pass % with C3.-3.3	26.39%	5.88%	32.27%	25.27%	0.00%	25.27%
Pass % with CGPA 2.7-3	4.17%	0.00%	0.00%	7.69%	0.00%	0.00%
Pass % with CGPA 2.3-2.7	1.39%	0.00%	0.00%	0.00%	0.00%	0.00%
Pass % with CGPA 2-2.3	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Pass % with CGPA 1.7-2	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Pass % with CGPA 1-1.7	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Pass % with CGPA below 1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Note: For other types of evaluation systems such as GPA, provide respective grades and brief explanations about their ranges in percentage.

Note: At Kathmandu University, some students retake some exams in order to increase their grades. Some students who withheld their examination in the previous years appear in the examination in the later years. The university provides flexibility to the students regarding the exam dates/schedules. If for any reason they do not become able to attend the semester end or final examinations, they notify the school or the responsible department/program, and they will be able to give the exam next year. For the undergraduate level, a student has to complete the required credits within 7 years, and for the graduate level, a student has to complete the required credits within 5 years of enrollment.

Different bachelor programs have intakes at different times of the year, so the numbers here are the CGPA of the latest batch of students to have graduated from KUSOA with their degrees.

The master's cohorts of 2021 and 2022 are taken here, as master's students have 4 years since the start of their admission to complete their dissertations and achieve their

degrees. So, these are the last two batches whose complete CGPA ranges can be identified and thus are included here.

The grading/evaluation system for undergraduate students is based on the following rules:

Total Score	Letter Grade	Grade Point
80 and above	A	4
75 – 79.5	A-	3.7
70 – 74.5	B+	3.3
65 – 69.5	B	3
60 – 64.5	B-	2.7
55 – 59.5	C+	2.3
50 – 54.5	C	2
45 – 49.5	C-	1.7
40 – 44.5	D	1
Below 40	F	0

The grading/evaluation system for graduate students is based on the following rules:

Marks	Grade	Grade Points
85 and Above	A	4.00
80 – 84.9	A-	3.70
75 – 79.9	B+	3.33
70 – 74.9	B	3.00
65 – 69.9	B-	2.67
60 – 64.9	C+	2.33
55 – 59.9	C	2.00
50 – 54.9	C-	1.67
45 – 49.9	D	1.00
< 45	F	Fail

This information is available on the webpage of the respective program as well as in program brochures, which are available on the KUSOA website.

Bachelor's level programs:

1) **Bachelor in Community Development (BCD) -** https://kusoa.edu.np/programs/bachelor-in-community-development-programme/
2) **Bachelor in Economics (B.Econ) -** https://soa.ku.edu.np/program/bachelor-economics-kusoa
3) **Bachelor in Yogic Sciences and Wellbeing (BYSW) -** https://kusoa.edu.np/programs/bachelor-in-yogic-sciences-and-wellbeing-bysw/
4) **Bachelor in Media Studies (BMS) -** https://kusoa.edu.np/programs/bms/

5) **Bachelor in Music (Ethnomusicology) -**
http://www.kumusic.edu.np/kumusic/bachelor-in-ethnomusicology/
https://soa.ku.edu.np/program/bachelor-in-Ethnomusicology
6) **Bachelor of Fine Arts (BFA) -** https://kuart.edu.np/bfa-studio-art/
7) **Bachelor of Craft and Design (BCDes) -**
https://kuart.edu.np/bachelor-of-craft-design/
8) **Bachelor in Social Work (BSW) -**
https://soa.ku.edu.np/program/bachelor-in-social-work
9) **Bachelor in Environment Studies -**
https://kusoa.edu.np/programs/bachelor-in-environment-studies/
10) **Bachelor in Korean Studies (Language and Business) -**
https://kusoa.edu.np/programs/bachelor-in-korean-studies-language-and-business/
11) **Bachelor of Arts in English and Mass Communication & Journalism**
https://soa.ku.edu.np/program/bachelor-of-arts-in-english
12) Bachelor in Development Studies (BDevS)
Bachelor in Development Studies - National College | National College Nepal
13) Bachelor in Development Finance (BDFin)
Bachelor in Development Finance - National College | National College Nepal
14) Bachelor of Social Sciences (BoSS)
Bachelor of Social Sciences - National College | National College Nepal
15) Bachelor in Psychology (BPsyc)
Bachelor of Psychology - National College | National College Nepal

Master's level programs:

1. **Masters in Economics (MECON) -**
https://soa.ku.edu.np/program/masters-in-economics
2. **Master in Development Studies (MDEVS) -**
https://soa.ku.edu.np/program/master-in-development-studies
3. **Master in Human and Natural Resources Studies (MHNRS) -**
https://soa.ku.edu.np/program/master-human-natural-resources-studies
4. **Master in Urban Studies (MUS) -**
https://soa.ku.edu.np/program/master-in-urban-studies
5. **Master in Media Studies (MMS) -**
https://kusoa.edu.np/programs/master-in-media-studies-mms/
6. **Master in Film Studies -** https://soa.ku.edu.np/program/master-in-film-studies
7. **Master in Ethnomusicology (M.Mus) -**
http://www.kumusic.edu.np/kumusic/master-of-arts-in-music/
https://soa.ku.edu.np/program/master-in-ethnomusicology
8. **Master in Landscape Management and Heritage Studies -**
https://soa.ku.edu.np/program/landscape-management-and-heritage-studies
9. **Masters in History and Philosophy**
https://sihp.edu.np/programmes/mahp/

Grade-wise pass percentage of the last two batches of students **(See Annex-1 > Grade-wise % of last 2 batch of students)**

20. Give the last annual budget of the Institution with details of income & expenditure:

Details of the latest Income and expenditure—(See Annex **3 > 2078-79 Trial Balance (all) updated)**

21. What is the institution's *'unit cost'* of education? [unit cost = total annual expenditure budget (actual) divided by the number of students enrolled]. Also give the unit cost calculated excluding the salary component.

Unit cost
total annual expenditure budget/number of students
= 129,253,327.091 / 1102
= NRs. 117289.7705

Unit cost excluding salary component
= (139,320,659.91 - 59,973,822.4) / 1102
= NRs. 53741.02082

22. What is the temporal plan of academic work in the Institution?

- Semester System ☐✔
- Annual System ☐
- Any other (specify) ☐

23. Tick the support services available in the institution from the following:

- Central library/Library ☐✔
- Departmental library ☐✔
- E - Library ☐✔
- Computer centre ☐✔ (computer lab)
- Health centre/unit ☐✔(Sick Room available at Hattiban Ground)
- Play ground ☐✔
- Printing press ☐ ✔ (Printing service available)
- Seminar hall ☐✔
- Hostel ☐
- Guest house ☐✔(Balkumari)
- Canteen ☐✔
- Common room for students ☐
- Changing room for students ☐
- Any other (specify) ☐ ----------

24. Whether a duly formed Institution Management Committee is in place?

- Yes ☐✔
- No ☐

If yes provide the composition of the committee in separate sheet

Dean is responsible for the overall academic and administrative management of the School. For the organizational structure of the School please see

Annex - 4 > Organizational Structure - KUSOA

25. Furnish the following details (in figures) for the last three years:

Particulars	**Year I**	**Year II**	**Year III**
Working days of the institution	240	240	240
Teaching days set by the university	210	210	210
Teaching days per semester/year			
Teaching days per year	210	210	210
Working days of the library	330	330	330
Books in the library	23418	24127	25000
Journals/Periodicals subscribed by the library National: International: Journals through Proquest, Research4life, and Jstor	We have subscribed to ProQuest, Research4Life, and JSTOR, which include both national and international journals, book collections, audios, videos, newspapers and many more.		
Computers in the institution	87		109 (including laptops)
Research projects completed	https://rdi.ku.edu.np/funded-projects/school/arts		
Teachers who have received national recognition for teaching/research/consultancy		1	1
Teachers who have received international recognition for teaching/research/consultancy			1
Teachers who have attended international seminars	1	1	1
Teachers who were resource persons at national seminars/workshops	2	2	1
No. of hours of instruction against the plan (per year or per semester)			

Note: Please attach the annual calendar of operations of the institution

For Academic and Administrative calendars of the last three years, see
Annex 4 > SOA_Calendar 2024-25, SOA_Calendar 2025-26, and SOA_Calendar 2025-26

26. Give the number of ongoing research projects and their total outlay.

SN	Name of the Project	Principle Researcher	Funding Agency	Funds (Rs.)
1	SNP 2025	Prof. Dr. Dhiraj Giri	The Asia Foundation	10894853
2	Shrinking Civic Space in Democracies in South Asia	Dr. Uddhab Pyakurel	University Grants Commission	1500000
3	Provincial and Local Governance Strengthening Program	Dr. Uddhab Pyakurel	UNDP, Nepal	48748350
4	Agripath	Prof. Dr. Sagar R. Sharma	Centre for Development and Environment of the University of Bern, Switzerland	104720.22 Euro
5	MEMO	Prof. Dr. Sagar R. Sharma	Complex Migration Flows and Multiple Drivers in Comparative Perspective (MEMO)	61780.00 (Canadian $)
6	UGC-CDRC-Kamala	Dr. Chandra Lal Pandey	UGC	50,00000
7	UGC-Matching Grants	KUSOA and UGC	UGC-KUSoA	58,075,365.19
8.	Promoting Gender Equality and Social Inclusion in Schools Building on What Children Value and Aspire to Do and Be	Dr. Binayak Krishna Thapa	IDRC	121416066
9	Vyas Municipality	Prof. Dhiraj Giri	Vyas Municipality	3,49,800

Details of ongoing research projects are updated on this link of the "Research, Development and Innovation" of KU regularly- https://rdi.ku.edu.np/funded-projects/school/arts/

27. Does the Institution have collaborations/linkages with international institutions?

- Yes ☐✔
- No ☐

If yes, list the MoU signed and furnish the details of the active MoU along with important details of collaborations.

A list of Memorandums of Understanding (MoUs) between the School and international institutions is available in **Annex 5.**

28. Does the management run other educational institutions besides the institution?

- Yes ☐ ✔
- No ☐

If yes, give details.

The School does not fully run other institutions but is responsible for programs offered through affiliated colleges and Extended partnership.

National College (https://nationalcollege.edu.np) is an affiliated college that offers the following programs:

- Bachelor in Development Studies
- Bachelor of Development Finance
- Bachelor of Social Sciences
- Bachelor of Psychology
-

Center for Buddhist Studies offers a four-year BA, two MA degrees, and a three-year research PhD degree program through partnership with KUSOA. Details of the programs offered are available at - https://ryi.org/programs/degree-programs

29. Give details of the resources generated by the institution in the last year through the following means:

Source of Funding	**Amount (Rs.)**
UGC/Government grants	4600000
Donations	No
Fundraising Drives/Activities	Student Fee, Projects and Grants
Alumni Association	No, in terms of financial data
Research and Consultancy	1,549,506.49
Fee from Self-financed/initiated courses	30,520.00
Fees from regular programs	139082311
Any others (specify) …….	0

Latest details of Income and Expenditure is available in
Annex - 3 > 2081 -82 Trial Balance (all) updated

SECTION B: BENCHMARK-WISE INPUTS FOR INSTITUTIONAL SSR

CRITERION 1: POLICY & PROCEDURES (15 MARKS)

1. Are there clearly defined vision, mission, goals, and objectives of the Institution in written?
Yes ☐✔ No ☐ If yes, mention and attach the document.

In addition to the goals and objectives set out while establishing the School of Arts, it shares the same vision, mission, goals and objectives of Kathmandu University. VMGOs are also publicly available on the "About" section of the KU and KUSOA website.

VMGO, Kathmandu University - https://ku.edu.np/about-us
VMGO, School of Arts - https://soa.ku.edu.np/about-us

2. Are there clearly defined plans, programs and strategies to achieve its specific goals and objectives?
Yes ☐✔ No ☐ If yes, mention and attach the document.

The School has made a "Strategic Plan (2019-2024)" to achieve its timely goals. Similarly, Kathmandu University has also made a recent strategic plan - "Reimagining Kathmandu University, Strategic Plan 2022-2027". This comprehensive strategy includes school – wise strategies, together with the strategies of the School of Arts.

Similarly, Annual Plans are made every year before a new fiscal year begins -
Annual Plans and Programs (Academic Year: 2080/81)

Strategic Plan (2019-2024), KATHMANDU UNIVERSITY, Schools of Arts Hattiban, Lalitpur (**See Annex - 4 > KUSOA Strategic Plan 2019 - 2024)**

Strategic Plan, Kathmandu University - Reimagining Kathmandu University, Strategic Plan 2022-2027

Review Report of the "Strategic Plan 2019 - 2024" of the School of Arts **(See Annex - 4 > Review Report - KUSOA Strategic Plan 2019 - 2024)**

***Also KUSOA Strategic Plan 2025 - 2029 is currently being updated**

3. Are there duly formed organizational structures where the policies of the Institution are formulated, reflected, reviewed and updated?
Yes ☐✔ No ☐ If yes, mention the organizational chart and member compositions.

Roles and responsibilities of each body, including the policy formulation, reflection, review and updates, are assigned in the Kathmandu University Act, 2048.

Organizational Chart of KU - https://ku.edu.np/organization-chart

Organizational Chart of School of Arts (**See Annex - 4 > Organizational Structure - KUSOA)**

Member composition of each body are available on the respective sections of the website: https://ku.edu.np/leadership-governence

Senate - https://ku.edu.np/senate
Academic Council - https://ku.edu.np/academic-council
Executive Council - https://ku.edu.np/executive-council
Faculty Board - https://ku.edu.np/faculty-board
Research Committees - https://ku.edu.np/research-committees
Subject Committees - https://ku.edu.np/subject-committees
Board Of Trustees - https://ku.edu.np/board-of-trustees

Faculty Board, School of Arts - **(See Annex - 4 > 2081/82 Annual Report KUSOA)**
Research Committee, School of Arts - **(See Annex - 4 > 2081/82 Annual Report KUSOA)**
Subject Committees, School of Arts - **(See Annex - 4 > 2081/82 Annual Report KUSOA)**

4. Has the Institution adopted any mechanism/process for internal quality monitoring and checks?
Yes ☐✔ No ☐ Justify with supporting documents.

An Internal Quality Assurance Committee, chaired by the dean of the School, exists in the School. Internal Quality Assurance Committee (IQAC) of the school works according to the guidelines for IQAC.

Internal Academic Audits (IAA) are conducted, on a departmental level first and then on a School level, regularly.

Composition of the Internal Quality Assurance Committee **(See Annex - 6 > IQAC Guidelines KUSOA)**

Guidelines for the Internal Quality Assurance Committee, KUSOA **(See Annex - 6 > IQAC Guidelines KUSOA)**

Formats for departmental IAA **(See Annex - 6 > Components for Departmental Internal Academic Audit)**

5. Is there any document of the institution to specify the job responsibilities of departments, units and individuals?
Yes ☐✔ No ☐ If yes, give details/reference.

The Kathmandu University Act 2048 specifies the roles and responsibilities of each body of the university, including constituent schools under it.

Similarly, terms of reference (TOR) is given together with the nomination letter to each individual for any position in the School; full time faculties, visiting faculties, staff, research assistants etc.

Roles and responsibilities of individual office bearers and units are specified in the *Kathmandu Bishwabidyalaya Ain 2048 and Kathmandu Bishwabidyalaya Kaarya Byawastha Niyam 2049*.

Kathmandu Bishwabidyalaya Ain 2048
Kathmandu Bishwabidyalaya Kaarya Byawastha Niyam 2049

6. Is there any defined and written scheme to evaluate the pre-defined job responsibilities of departments, units and individual staff?

Yes ☐✔ No ☐ If yes, produce those schemes and examples of some practices

Performance Appraisal Forms are developed and used to evaluate the pre-defined job responsibilities of faculty and staff members. However, because of the advancement of technologies, such forms are being filled up using online systems. Both paper and online systems are in use in the School until now.

Online system of maintaining Human Resource Information - https://hrd.ku.edu.np/hris (requires KU login details)

Performance Appraisal Forms -
Faculty Related Forms
1. Faculty Annual Appraisal Form (Junior)
2. Faculty Annual Appraisal Form (Senior)

Staff Related Forms
1. Officer - Appraisal Form
2. Support and Attendant - Performance Appraisal Form
3. Support and Attendant - Vacancy Application Form

7. Does the institution have a strategic plan and action plan emphasizing on team work and participatory decision making and a scheme for information sharing?

Yes ☐✔ No ☐ If yes, give details.

Heads of Departments (HoDs) and Coordinators' meetings are held every Monday to share ideas, information, updates with each other and with the dean of the School. Meeting agendas are set and discussed and collective decisions are made during the meeting.

Internal Quality Assurance Committee meetings are held every month to discuss the internal quality monitoring of the School.

Faculty board meetings are held regularly, and the quorum is 51% of the members of the board - *KU Shaikshik Prashasan Niyam 2049* [Section 3.4]

Subject Committee meetings are held regularly and the quorum is 51% of the members of the committee - *KU Shaikshik Prashasan Niyam 2049* [Section 4.5]

Guidelines for the IQAC - **(See Annex 6 > IQAC Guidelines KUSOA)**

IQAC meeting minutes - **(See Annex 6 > IQAC Meeting minutes)**

Faculty board meeting minutes - **(See Annex 6 > FB meeting minutes)**

Subject Committee meeting minutes - **(See Annex 6 > SC Meeting minutes)**

8. Does the institution have program(s) to strengthen the regular academic programs through other self-sustaining programs/courses and others?
Yes ☐✔ No ☐ If yes, give details.

Erasmus student and faculty exchange programs are in place with a formal Memorandum of Understanding (MOU) between the University/School and the Erasmus+ program of the European Union. Faculties and students go to the partaking universities of Europe each year. This has helped our students as well as faculty members gain international experiences that have helped to strengthen the academic activities and reputation of the School.

MOUs between KUSOA and other academic institutions - **(See Annex 5)**

The Department of Art and Design, and Department of Music of the School offer non-credit, short term courses to whoever is interested in fine arts and music. Information regarding admission criteria, process, fees, evaluation etc are publicly available on the website of the respective departments.

Department of Music - http://www.kumusic.edu.np/kumusic/nonacademic/
Department of Art and Design - https://kuart.edu.np/short-term-non-credited/

Provisions for ensuring the sustainability of the programs conducted based on the market needs are mentioned in the Labor Market Driven Program (LMDP) Policy, LMDP Strategies and LMDP Guidelines 2024.

Additionally,

Sustainability of the programs: Memorandum of Understandings (MoUs) with various academic and industrial partners are done.

Financial Sustainability: There are provisions for the utilization of endowment funds established in the University in case of need.

Infrastructure sustainability: Construction of new buildings in Hattiban Complex, Construction of new building for Bachelor in Yogic Science and Wellbeing (BYSW) program in Chaukot, Kavre.

Human Resources and Administration sustainability: Addition of new faculties and academic staff is done based on the need. The advertisements, results and updates are published publicly on the notice section of the school website - https://kusoa.edu.np/notice/

9. Are there any formal provisions under which the institution brings "stakeholders or community feedback and orientation" in its activities?
Yes ☐✔ No ☐ If yes, give details.

The Senate, the supreme body of the Kathmandu University, consists of members and observers from various professions and positions including members of National Planning Commission, Ministry of Education, and Ministry of Finance, the mayors of Dhulikhel and Banepa municipalities, donors, industrialists, educationists etc. The feedback of all those stakeholders have an active voice in the Senate meetings and decisions.

Composition of the university senate - https://ku.edu.np/senate

10. Were any committees/external agencies appointed during the last three years to improve the organization and management?
Yes ☐ No ☐✔ If yes, what were the recommendations?

The School has planned to form an external committee for getting feedback and to improve the institution's overall management.

11. Are the students involved in the institution management system and quality assurance?
Yes ☐✔ No ☐ If yes, give details.

The President of the Student Welfare Council (SWC) is a member of the Internal Quality Assurance Committee (IQAC) of the School.

The President of the Student Welfare Council (SWC) is a member of the Internal Academic Audit (IAA) team of the School.

Guidelines for the IQAC - **(See Annex 6 > IQAC Guidelines KUSOA)**

Academic Audit Guidelines - KUSOED Academic Audit Guidelines 2022
IQAC meeting minute regarding the decision to adopt the KUSOED guideline to perform IAA - **(See Annex 6 > IQAC Meeting minutes > IQAC-2080-02-19)**
Letter to the President, SWC - **(See Annex 6 > Letter to SWC president - IQAC)**

Article II (6) of the Constitution of Kathmandu University School of Arts Student Welfare Council ensures legal rights to students' involvement in the institution management system and quality assurance.

(See Annex 1 > Constitution of Kathmandu University School of Arts Student Welfare Council)

12. Has there been an academic audit? Justify it.
a. by the university ☐
b. by the Institution ☐✔
Please attach the copies

Academic audits are conducted by the University as well as the School periodically. Departmental audits are conducted first and submitted to the School which monitors and evaluates them before conducting School-level audits. The University monitors and evaluates the School-level audits. This is an ongoing activity in the School. Relevant guidelines and reports are attached:

Annual Academic Quality and Institutional Audit 2079/80 - **(See Annex 6 > ANNUAL ACADEMIC QUALITY AND INSTITUTIONAL AUDIT 2079/80 - KUSOA)**

Formats for departmental internal audit - **(See Annex - 6 > Components for Departmental Internal Academic Audit)**

Academic Audit Guidelines - KUSOED Academic Audit Guidelines 2022
IQAC minute regarding the decision to adopt the KUSOED guideline to perform IAA - **(See Annex 6 > IQAC Meeting minutes > IQAC-2080-02-19)**

13. Is there any specific mechanism to combine teaching and research?
Yes ☐✔ No ☐ If yes, give details

The last semester of almost all programs (undergraduate and graduate) is dedicated either to an internship or to research (students have the freedom to choose). In addition to that, courses that teach about research (for example, research methodology) are compulsory in almost all programs.
Additionally, our staff run research projects and hire students as fellows to complete the research project. This helps teachers/researchers as well as students in the teaching and research activities. Students' publications from the LIKE research lab, which is run by our faculty, are available in the lab's website - http://like.edu.np/reports

PhD researchers are involved in teaching undergraduate and graduate courses during which they teach practical experiences of research to the students. This has created a nice interactive environment through an amalgamation of teaching and research activities in the classrooms.

14. Have you observed any positive outcomes of a combination of teaching and research?

Yes ☐✔ No ☐ If yes, give details.
Yes, research activities conducted by teaching faculties hire students, which provides them the opportunity to understand how professional/research activities should be conducted after completing the studies and provides some financial incentives as well. Many of the students have been employed later because of the experiences and engagement in such project activities. Reports from students' works are published as the projects' output (e.g., from the LIKE lab - http://like.edu.np/reports)
15. Provide institution specific other innovations which have contributed to its growth and development.
The School of Arts (Prof. Dr. Lochan Rijal, Head of the Department of Music) is heading a project called 'Tripura Sundari.' "The concept behind this rebuilding project is 'Historical Preservation of both Intangible and Tangible Heritage' to preserve one while also preserving the other. The musical heritage of Nepal, which includes the various ethnic and ancient music, can be used to preserve and maintain tangible heritage by housing its academic and research wings as well as its archives in properly restored and maintained ancient buildings of historical significance. Detailed information and evidence about the project is available here – http://www.kumusic.edu.np/kumusic/tripura-sundari-2/ In the birthplace of Natya Samrat Bal Krishna Sama in Gyaneshwor, a severely destroyed building by the 2015 earthquake is being renovated by KU, which is popularly known as the KU Sama center, and is coordinated by Dr. Ramchandra Paudel from the School of Arts. This center aims to "develop it as a Center for academic discourse in Nepal. This will be a center where artists can engage their mind, body and soul into individual or collaborative artistic expressions through the medium of performance or writing. This center will be developed as a place where the artists are given the freedom to discover their own voices, confidence and insights, a place of solitude and support to immerse themselves in their art. This center will focus on academic discourse, collaboration, creativity, research, communication and serve as a platform for supporting and showcasing pure artistic talent by providing space for exhibition, gallery space, workshop and discussion rooms, educational facilities, technical equipment and supporting staff." Detailed information and evidence of the project are available here - http://www.kumusic.edu.np/kumusic/sama-center/ The music outreach center in Haldibari, Jhapa, aims to "make it a hub and create job opportunities for the local musicians from the eastern region as well as an academic/research center for the musicians and musician scholars from Nepal and around the world. Considering the importance of such a center and its potential as a hub for the preservation and transformation of the musical heritage, Mr. Badri Prasad Upreti, a native from Haldibari, Jhapa has supported the Department of Music and its vision by donating the land for building such an outreach center. Haldibari and its neighboring area is known for the musical heritage of Santhal, Gandharva, Damai, Rai, Tharu, Limbu, Rajbanshi, Meche, Bahun, Chettri,

Tamang, Bahun, Chettri, Kami, and many more." Detail information and evidences of the project are available here - http://www.kumusic.edu.np/kumusic/eastern-nepaloutreach/

CRITERION 2: CURRICULAR ASPECTS (10 MARKS)

16. Is there any provision for ensuring consistency of teaching and learning with the academic goals and objectives of the institution? (0.5)

Yes ☐✔ No ☐ If yes, give details.

All academic programs taught in the school contribute to the achievement of the goals and objectives set by it. An academic calendar is developed for each year, and semester plans based on the calendar are developed for each semester. Each course is allocated certain credit points, which are to be practiced as instructed during the specified class hours. Each course syllabus is reviewed in a timely manner so that every course is updated with the latest market requirements. The course instructor needs to follow the syllabus and complete within the time allocated to the course. Before beginning the classes, each faculty member needs to develop a course plan that s/he is responsible for and submit it to the Head of the Department (HoD). The faculty is also required to submit a course completion report at the end of the semester.

Academic Calendars **- (See Annex - 4 > SOA_Calendar 2081_82, SOA_Calendar 2081_82i)**

Course Syllabus (some samples) - (**See Annex - 9 > Course Syllabi**)

Course Plan (sample) **- (See Annex - 9 > Course Syllabi > Syllabus - Creative writing for media Fall 2023 Final)**

17. Are programs flexible enough to offer students the following benefits? (0.5 x 3 = 1.5)

a. Time frame matching student convenience☐✔

The class routine is published at the beginning of the semester following the academic calendar. Hence, students are informed about the class routines for the coming semester. This makes it convenient for the students to plan their activities and routine for the coming six months.

The routine is published for Bachelor in Media Studies program for the semester beginning from February 2026 - **(See Annex - 9 > Class Schedule February 2026 Session DoLMC)**

b. Horizontal mobility ☐✔

A student can take up to 9 credits from another department of the School with approval from the heads of the department. A decision regarding this was made by the Academic Council meeting.

Academic council meeting minutes - **(See Annex - 8 > AC meeting minute 2076-04-08)**

c. Elective options ☐✔

Apart from the mandatory courses students are required to complete, they are provided with elective subjects based on which program they are enrolled in.

There are six optional subjects for Bachelor in Community Development Program for example - https://ku.edu.np/program/bachelor-community-development-program

Similarly, seven optional subjects are provided for students of Master in Urban Studies - https://ku.edu.np/program/bachelor-community-development-program

In the same way, each program offers a varying number of optional subjects. All mandatory and optional subjects offered in each program are regularly updated in the "Academic Programs" section of the School website - https://soa.ku.edu.np/programs

18. Indicate the efforts to promote quality of education with provision of skills transfer among the students such as (0.5 x 5 = 2.5) - Please give evidence

a. Capacity to learn ☐✔

Student Exchange Programs: In order to provide our students and faculties with the knowledge and experiences from diverse backgrounds and cultural and geographic settings, as well as enhance their capacity to adapt and learn from multicultural environments, the School has been practicing student and faculty exchange programs with various national and international universities.

MOUs between the School and various institutions - **(See Annex - 5)**

Fieldwork and internships: Students in various courses have to visit different rural areas within the country to study about the community and develop reports based on their work and study. These are mandatory for some programs while optional for other programs. Reports of internships supported by the LIKE lab are available here - http://like.edu.np/reports/

Musical performances and exhibitions: Students in the department of Music conduct musical performances as part of their courses, which are evaluated. Similarly, students in the department of Art and Design conduct art exhibitions as a part of their courses. This takes the students out of their classroom and enhances their capacity to learn more practical knowledge.

Art Exhibitions by students from Fine Arts - https://kuart.edu.np/category/newsandevents/

b. Communication skills ☐✔

Videography and blogs: Students actively involve in videography and blogging. For example, undergraduate students of the BMS organize a blog 'BMS Dispatch' where they share their writings - https://bmsdispatch.wordpress.com. This helps them share their learnings and experiences with each other and with a wider audience and also help to get peer feedback.

Organization of seminars and workshops: One of the objectives behind encouraging students to organize workshops and seminars is to enhance their 'personal relations' skill. Organizing events makes students deal with the sponsors, potential participants, as well as resource persons. This helps students with communication, negotiation and argument skills.

c. Numerical skills ☐✔

Not all programs have (neither do they require) mathematical subjects but students have the freedom of taking courses from programs that include such subjects, such as economics (through the horizontal mobility opportunity). This provision helps students enhance their numerical skills, especially to those who are interested.

d. Use of information technology ☐✔

Internet Service in the school: Within the school premises, students, staff, faculties as well as visitors have free access to wired and wireless internet anytime.

Computers in the labs and library: All members of the school have access to the computers with internet connection in the library, in the computer lab and also in the media studio. Library resources are available from 8:00 to 19:00 six days a week and from 11:00 to 17:00 on Saturdays. Access for online resources subscribed to by the school, with the school's credentials, is available anytime.

e. Work as a part of a team and independently ☐✔

Group discussions/presentations and Individual presentations: Group discussions and group presentations in the classrooms are also used for students' evaluation. This encourages students to actively take part in such discussion and presentation tasks. Similarly, students are also required to give individual presentations for some courses. These practices of evaluation teach and encourage students to do teamwork as well as to work independently.

Evaluation scheme provided to the students together with the syllabus in the beginning of the semester - https://soa.ku.edu.np/programs

Student Welfare Council: This organization in the school helps students to perform teamwork and also to develop leadership skills. It also acts as a bridge between students and the administration. It also conducts various student activities such as Sports Week and Freshers/Farewell event.

19. Are there any additional focused programs and electives offered by the institution? (1)
Yes ☐✔ No ☐ If yes, give details.

Additional, non-credit courses are offered in the Department of Music and Department of Art and Design that are focused on imparting practical education and knowledge in music and fine arts. Details of the course are available publicly on the website.
Non-credit courses offered in the Department of Art and Design - https://kuart.edu.np/short-term-non-credited/

Non-credit courses offered in the Department of music - http://www.kumusic.edu.np/kumusic/nonacademic/

Elective courses offered for each program are made publicly available on the school website so that prospective students will know what they will be studying and what elective options they will have in the program they wish to enroll in even before applying for admissions. New/revised curricula are always updated in the website of the school, and hence the following links provide the latest information regarding the elective courses offered for each program:

Master in Urban Studies (MUS) - https://ku.edu.np/program/master-in-urban-studies

Master in Development Studies - https://ku.edu.np/program/master-in-development-studies

Master in Human and Natural Resources Studies - https://ku.edu.np/program/master-human-natural-resources-studies

Masters in Media Studies (MMS) - https://kusoa.edu.np/programs/mms/

Bachelor in Media Studies (BMS) - https://kusoa.edu.np/programs/bms/

Bachelor in Community Development Programme - https://kusoa.edu.np/programs/bachelor-in-community-development-programme/

Bachelors in Economics - 1. https://soa.ku.edu.np/program/bachelor-economics-kusoa

Bachelor in Yogic Sciences and Wellbeing (BYSW) - https://kusoa.edu.np/programs/bachelor-in-yogic-sciences-and-wellbeing-bysw/

Bachelor of Craft & Design - https://kuart.edu.np/bcdapplicationinfo/

Bachelor of Fine Arts - https://kuart.edu.np/bfa-studio-art/

Master of Fine Arts (MFA) - https://kuart.edu.np/mfa/

Bachelor in Music - http://www.kumusic.edu.np/kumusic/bachelor-in-ethnomusicology/

Master in Music - http://www.kumusic.edu.np/kumusic/masterinethnomusicology/

20. Has the institution taken any initiative to contribute/feedback to the curriculum of the university? Give evidence with the examples of last 4-5 years (1)

Yes. Many subject committees are chaired by the Heads of Departments who are responsible for checking, revising, and updating the course contents. The revised course content is presented in the Academic Council and is implemented after the approval.

Curriculum workshops are held before beginning a new semester to make necessary updates on recent trends and developments. Curriculum workshops are also held while preparing a new course.

Attendance of some curriculum workshops, as examples - **(See Annex - 9 > Attendance - curriculum workshops)**

Report on developing MMS course - **(See Annex - 9 > Report on the preparation of Master of Media Studies Course at DoLMC)**

21. Is there any mechanism to obtain feedback from academic peers and employers? (1)
Yes ☐✔ No ☐ If yes, give details.

A curriculum workshop is held right before a semester begins each time and the teaching faculties are required to present their plans for teaching, evaluating and updates in the existing curriculum. Many of our visiting faculties come from organizations which are the potential employers of our graduates. Course feedback and other relevant suggestions are provided by all those participants. This practice has been very helpful to obtain feedback from the peer instructors on the curriculum that is going to be taught to the students. In the same way, the demands of the market and of the prospective employers are also considered when those visiting faculties teach the course.

News/Photos on the official social media (facebook) profile of the Media Studies Program of Kathmandu University - https://www.facebook.com/Kubms/posts/pfbid033t7rPRt6s7qTqSZmzzhXUJKQXyeAVjYxacqxpbfgEjyqxnhdMfTF13akGrLGBc4l

News/Photos on social media (facebook) profile of the Media Studies Program of Kathmandu University - https://www.facebook.com/sadharanikarana.adhikary/posts/pfbid02y33WmrY3xL4A5sCMo4xfRiyWExCfxvSpmU6xWAJ4tLMJNMUtSMQB5qFxt5yxaGh2l

Attendance of the Curriculum workshop - **(See Annex - 9 > Attendance - curriculum workshops)**

22. Give details of institution-industry-neighborhood networks if any? (1)

The School has many MoUs with non-academic, industrial organizations as well.

MoUs between school and industrial partners/organizations - **(See Annex - 5)**

23. Does the institution inculcate civic responsibilities among the students? Give brief explanation in terms of activities (0.5)

Yes. Our students plan and propose various activities that directly contribute to society, sometimes with the active help of the school and sometimes by themselves. A few examples of such activities:

Blood donation program - **(See Annex - 4 > 2022 Annual Report KUSOA** [page 26-27]**)**

Clothes distribution by BCD students, 6-12 Nov, 2022 - **(See Annex - 8 > Share the warmth)**

Harmony and Hues, A celebration of Arts - https://kusoa.edu.np/notice/harmony-hues-a-celebration-of-arts

24. What are the efforts of the institution towards all-round personality development of the learners? Give a brief explanation in terms of activities. (0.5)

In-semester student evaluations are done through individual/group presentations of the students.

Students are encouraged to take part in activities out of the regular coursework

Students from Bachelor in Community Development (BCD) program, for example, are regularly engaged in “Caring for the elderly people” program

Peer learning and community engagement activities from the students studying in the Department of Art and Design are regular.

For students in the Media Studies program, visits to the media industry or the visits of media professionals to the classrooms is organized regularly.

Opportunities for national and international networking is provided through lectures/presentations from various industries and academic institutions - https://www.facebook.com/Kubms/posts/pfbid031JpzjxArHYRDbXHghK9biHgdVcwBdogHBgxzh8kc8xXujR4RpJabgKZmgW96NXBtl

Interaction program for PhD candidates - https://www.facebook.com/Kubms/posts/pfbid0y92h6acADvqxBpAWRbeZCj62VSAkWLzvYXyGmuFQhdwyZiBLECYyXdEwxXNMdGKel

Practical exercises and field visits are integral components, depending upon the nature of the courses. (**See Annex 9 > Course Syllabi**)

25. What are the practices of the institution to impart moral and ethical value based education? Give examples of some practices (0.5)

"Professional Practice for Artists" is a compulsory course for students in the Art and Design program.

Overall ethical considerations are taught in courses related to research (for example, Research Methodology), which are included in most of the courses.

"Media ethics" is a compulsory course for all students in the Media Studies program.

Plagiarism checking tools (Turnitin, Grammarly) are subscribed to by the university and are used to check any unethical activity in students' theses/dissertations.

Syllabus - "Professional practice for Artists" - **(See Annex - 9 > Course Syllabi)**

Syllabus - "Media Ethics" - **(See Annex - 9 > Course Syllabi)**

Syllabus - "Research Methodology" - **(See Annex - 9 > Course Syllabi)**

CRITERION 3: TEACHING LEARNING AND EVALUATION (15 MARKS)

26. Which of the following methods do you apply in adm itting the new graduates? Select as many as apply. (1)

- ☐ through academic records ✔
- ☐ through written entrance tests ✔
- ☐ through group discussions
- ☐ through interviews✔
- ☐ through combination of above all

We mention the eligibility criteria for admissions in our various programs during the call for applications. Usually, we conduct a written entrance test by checking that the minimum eligibility criteria are met, that also include the previous academic records of the students. Those who pass the written test are interviewed and are notified for admission if the interview committee decides that they are eligible for admission.

Call for admissions, notice -
Application guidelines - School of Arts | Kathmandu University

27. Is there any provision for assessing students' needs and aptitudes for a course? (0.5)

Yes ☐✔ No ☐ If yes, cite examples.

Along with the written entrance examination, students are required to write their motivation, personal statements and also to attend an interview before getting admission to the School. With these practices, the School assesses students' needs and aptitudes for the particular course they are applying for. There are cases that a student applies for one course/program in the School but during the process of admission s/he knows more about other courses that are offered in the School and shifts to those courses.

28. Does the institution provide bridge/remedial courses to the academically weak and disadvantaged students? (0.5)
Yes ☐✔ No ☐
If yes, cite examples (UGC or other support received in this regard may be indicated).

One day per week is allocated for remedial class, counselling and whatever support students may be looking for. Latest Bachelor in Media Studies (BMS) and Masters in Media Studies (MMS) routine are attached as examples, and the days for independent study and extra classes are highlighted. **(See Annex - 9 > Class Schedule February 2026 Session DoLMC)**

We conduct internal assessments of the students throughout the semester. During the internal assessments, the faculty responsible for the course interacts and provides suggestions/guidance to students whose performance is relatively weak. And students are free to consult the faculty member anytime (even by phone calls outside office hours).

Master's level students are given tutorials in the courses in which they are weak.

PhD students are required to enroll in courses in which they are judged to be weak by the concerned supervisor.

Similarly, we have introduced extra help sessions to students struggling with core economic courses in microeconomics and macroeconomics and mathematical courses like statistics and calculus. These classes are mandatory for all students whose performance in course activities is below a certain threshold level, and students have responded positively to this initiation by the department.

29. Does the institution encourage the teachers to make a teaching plan? (0.5)
Yes ☐ No ☐ If yes, give details.

Yes, a curriculum workshop is held at the beginning of each semester where all teaching faculties present the updated curriculum and get peer feedback. Each of them makes teaching plans and submits them to the concerned Head of the Department which are then approved by him/her. Rather than implementing a fixed teaching method, all our teaching faculties are encouraged to make their own plans in a condition that the course objectives will be met.

Attendance of the Curriculum Workshops - **(See Annex - 9 > Attendance - curriculum workshops)**

Course plan prepared by the course instructor for “Creative Writing” course - **(See Annex - 9 > Course Syllabi > Syllabus - Creative writing for media Fall 2023 Final)**

30. Are syllabi in harmony with the academic/teaching calendar? (0.5)

Yes ☐✔ No ☐

If yes, give details of implementation in terms of monitoring, coverage, correction, etc

Yes, our courses and syllabi strictly follow the academic calendar. Except during some unexpected circumstances, all courses are completed, exams are held, and results are published within the time stipulated in the calendar.

Head of the Departments (HoDs) are also held responsible for the implementation of academic plans and procedures, and they monitor and evaluate the courses’ progress in their departments. Course completion reports are submitted by the teachers to the concerned HoDs.

For correction, student satisfaction surveys are conducted and reports prepared after the completion of each course.

Academic calendar - **(See Annex - 4 > SOA_Calendar 2020-21, SOA_Calendar 2021-22, SOA_Calendar 2022-23)**

Exam notice, schedules and results are regularly updated on the website of the School - https://kusoa.edu.np/exam-types/exam-notice

Student satisfaction survey report - **(See Annex - 7 > Faculty Performance Appraisal Report)**

31. How does the institution supplement the lecture method of teaching with other teaching methods with specific weightage in terms of hours (directed studies, assignments, presentations)? Produce some examples. (0.5)

Each of our courses has basic evaluation criteria for the students, such as attendance, mid-semester evaluation, active participation in the class, etc. Apart from that, based on the nature of the course, students in various courses are assigned different tasks: musical performances for students in the Department of Music, art exhibitions for students in the Department of Art and Design, and various types of writing assignments for students in the Media Studies program.

Syllabus of the Research Methodology course along with evaluation criteria - **(See Annex - 9 > Course Syllabi)**

Syllabus of the Creative Writing course along with evaluation criteria - **(See Annex - 9 > Course Syllabi)**

Syllabus of Professional Practice for Artists course along with evaluation criteria - **(See Annex - 9 > Course Syllabi)**

32. Is there a facility to prepare audio visuals and other teaching aids? (0.5)
Yes ☐✔ No ☐ If yes, give details about the facilities.

Other than conventional lectures, the School has a media studio, labs, smart boards, etc., to aid audio-visual ways of teaching (as well as for preparation of those materials), and a yoga studio for demonstration and practice of Yoga activities for Bachelor in Yogic Science course. Teaching materials and methods during the covid pandemic were developed with the help of these facilities in the School.

33. Furnish the following for the last two years (1.5)
Workload per week (for full time teachers): 42 hours (including lunch breaks)
Workload per week (for part time teachers): *
Ratio of full-time teachers to part-time teachers: 1:0.6 (38 full time : 24 visiting)
Ratio of teaching staff to non-teaching staff: 1:0.6 (38 full time : 24 staffs)
Percentage of classes taught by full-time faculty:
Number of visiting professors/practitioners:

*Workload for visiting faculty is not specified per week. That depends upon the number of courses the faculty is going to teach. The minimum hours a visiting faculty teaches is 3 credits which requires 48 hours of teaching within a semester.

Please see - WORK LOAD GUIDELINES & STANDARDS FOR FACULTY MEMBERS

34 (a). Are the students oriented to the program, evaluation system, codes of conduct and other relevant institutional provisions and requirements? (0.5)
Yes ☐ ✔ No ☐ If yes give evidence.

An orientation program is organized for all new students before the classes begin each year. Departmental orientation programs are also organized by concerned departments for students as required. Information about the courses, syllabus, facilities, evaluation systems, codes of conduct, library and IT rules and regulations, and any other necessary information for the students is provided during the orientation program.

Regular notices are published in the notice board and also on the school website - https://kusoa.edu.np/notice

Photos of the orientation program posted on social media -
Orientation Program of Kathmandu University School of Arts, 2022-
https://www.facebook.com/kathmanduniversity/posts/pfbid02iSiHt58UqS4oP52LFQCRxpiGfKqpkKj2FmvwBZFK9ESTYVvYDz9e91eKXD8wSY5Hl

Orientation program of the Master in Urban Studies- Batch 2023 -

https://www.facebook.com/deptofdevstudies/posts/pfbid038Gz63EowD9PBFKctbc3GTZyvTWBWYNe9F94WVr1S8cFggeaK41bN1LSvbBjTYrpMl

34 (b). Are evaluation methods communicated to students at the beginning of the academic session? (0.5)

Yes ☐✔ No ☐

If yes, give evidence.

Yes. We provide the students with a detailed course syllabus, including evaluation methods for each course, before starting a new semester.

The course syllabus for Research Methodology course **(See Annex - 9 > Course Syllabi)**

The course syllabus for Professional Practice for Artists course **(See Annex - 9 > Course Syllabi)**

35. Does the institution monitor the overall performance of students periodically? (0.5)

Yes ☐✔No ☐ If yes, give details

Yes, students' assessments are done throughout the semester by the faculty responsible for the course. In the semester and end-semester exams are conducted.

Evaluation criteria for students, Portfolio Development and Presentation - **(See Annex - 9 > Course Syllabi)**

Evaluation criteria for students, Research Methodology - **(See Annex - 9 > Course Syllabi)**

36. In the case of a new appointment of the teaching faculty made by the institution itself, select among the following funding criteria that are evident in your institution. (1.5)

Vacancy Category	Operational Mechanism					
	Job Advertisement	Selection Committee Formation	Examination by Selection Committee	Evaluation of Demo Classes	Interview by Selection Committee	Job Contract Through Formal Appointment Letter
Self-Funded	✔	✔	✔	✔	✔	✔
Government Funded						
Any other category						

The selection process is applicable for full-time teaching staff. The university policy is followed for such selection.

Kathmandu Bishwabidyalaya, Shikshak tatha Karmachari Sewa Sharta Niyam - 2050

Chhanot Samitiko Aantarik Kaaryawidhi Nirdeshika 2067 (Academic Position)

37. Provide the following information (in number) about the teaching staff recruited during the last two years. (0.5)

Teaching staff recruited*			
From the same district it operates (Lalitpur)		**From other districts**	
Year I: 2081/82	Year II: 2082/83	Year I : 2081/82	Year II : 2081
0	0	2	5

*Full-time recruitments

38 (a). Does the institution have the freedom and the resources to appoint and pay temporary/ad hoc teaching staff? Are such provisions defined in the institution act/board decision/minute? (0.5)
Yes ☐ ✔ No ☐ If yes, give details of their salary structure and other benefits.

The Dean of the School has the rights to hire teaching and visiting faculties for one year on a contract basis.

Kathmandu Bishyabidyalaya Kaarya Byawastha Niyam - 2049 [Section 7, page 19]

38 (b). Does the institution have provision and practice for inviting visiting/guest faculty on a regular basis? (0.5)
Yes ☐✔ No ☐
If yes give details

Visiting/guest faculties are an important component of our teaching learning process. As per the need and the nature of different courses we offer, guest lecturers are invited every semester for one course or the other.

Memos for payment along with CV and the payment details for the guest faculties in various departments of the School - **(See Annex - 1 > Visiting (guest) faculties)**

Dr Bhanubhakta Acharya, a faculty of the University of Ottawa with Bachelor in Media Studies (BMS) family - https://www.facebook.com/Kubms/posts/pfbid0ntT5e4Uxu5wSFikiQ56KvunnMF8S12hKWw7QpSgER866H4QUeVZGzUZy91AyxBGYl

An interaction with Professors of a Norwegian University visiting the Department Languages and Mass Communication, KUSOA - https://www.facebook.com/Kubms/posts/pfbid0amcjRXqJ57KFhwasBsheoMdu6UFWoCcJPnNAqs8ogUzFxLhcYsS9usN1W3qR4qGMl

Mr. Prashanta Kumar Shill, a Senior Lecturer at the Department of Journalism and Media Studies, Port City International University, Bangladesh, visited the Department of Languages & Mass Communication, KUSOA - https://www.facebook.com/Kubms/posts/pfbid0nPYziCJX3Mb2EwMvthhgduK9diDaRqeDdLsRxS1eR3X46u6mkwP1wkZMrie7SLV4l

39. Number of teaching staff who have attended seminars/conferences/workshops as participants/resource persons/organizer in the last two years: (1.5)

Particulars	Participants	Resource persons	Organizer
Institutional level			
National level			
International level			

Almost all full time staff participate as 'participants' in seminars/conferences/workshops on institutional and national level whereas some of them also participate as 'resource persons', 'keynote speakers' in international level as well. Some of such events are organized online and the participation in such online events is not institutionally recorded as participants arrange their time according to their timetable. For evidence, some invitation letters to our faculties in such events are provided, as examples. **(See Annex 1 > Faculties participation in academic events)**

The School itself organizes such events in a timely manner. The "National conference on Media Ethics" was one of such events organized by the school - https://kusoa.edu.np/notice/call-for-papers-to-national-conference-on-media-ethics/

40. Does the institution follow the self-appraisal method to evaluate the performance of the faculty in teaching, research, and extension programs? (0.5)
Yes ☐✔ No ☐
If yes, how are teachers encouraged to use the feedback? Provide justifications.

Annual self-appraisals are conducted for all the concerned faculties to evaluate the performance in teaching, research and administration. This is evaluated by the concerned HoDs and submitted to the office of the Dean.

Reminder for submission of performance evaluation form - **(See Annex - 7 > Reminder - Submission of Performance Evaluation Form)**

Performance Appraisal Forms -

Faculty Related Forms

1) Faculty Annual Appraisal Form (Junior)
2) Faculty Annual Appraisal Form (Senior)

Staff Related Forms

1) Officer - Appraisal Form
2) Support and Attendant - Performance Appraisal Form
3) Support and Attendant - Vacancy Application Form

41. Does the institution follow any other teacher performance appraisal method? (0.5)

Yes ☐✔ No ☐

If yes, give details of the same and state how the results of the appraisal are used.

Evaluation by the HoD and evaluation by students after the completion of a course is done regularly.

Performance Appraisal Report (Students' response) - (**See Annex 7 > Faculty Performance Appraisal Report**)

Performance Appraisal Forms -

Faculty Related Forms

1) Faculty Annual Appraisal Form (Junior)
2) Faculty Annual Appraisal Form (Senior)

Staff Related Forms

1) Officer - Appraisal Form
2) Support and Attendant - Performance Appraisal Form
3) Support and Attendant - Vacancy Application Form

42. Does the institution collect student evaluation on institution experience? (0.5)

Yes ☐✔ No ☐

If yes, what is the significant feedback from students and how has it been used?

Yes, School collects anonymous feedback from the students regarding Teaching, Learning, and Physical Facilities of the School. After the completion of each course, an online form is sent to all students where they can evaluate the learning experiences and provide free comments keeping their identity anonymous. This is the form that is being used to collect such feedbacks - https://docs.google.com/forms/d/e/1FAIpQLSfxgwcqTDeEHAGTwi1z3ObFHgyS2p9MPja9hZwE693gdsQNcg/viewform

A report is compiled occasionally based on the feedbacks received and is evaluated by the Head of the concerned department and also of the School as per the felt need. This has helped the School to improve teaching/learning processes/arrangements/methodologies.

If students are not able to provide online feedbacks, forms are printed and provided to them so that they can provide their evaluation/comments/suggestions. An example of such feedback provided by student is available in **(Annex 1 > Student_Feedback_ArtDesign)**

One of the latest, significant feedbacks received from the students was about the maintenance of the Table Tennis board. The School has addressed this issue and fixed the board.

43. Does the institution conduct refresher courses/seminars/conferences/symposia/ workshops/programs for faculty development?(0.5)
Yes ☐✔ No ☐ If yes, give details.

Faculty development programs are organized occasionally sometimes by the school and sometimes by the research projects active in the school. Additionally, faculties are also encouraged to to take part in seminars, conferences and workshops nationally or internationally, and the required leave for such occasions are provided. Faculty exchange through Erasmus+ program is ongoing.

Similarly, junior faculties are encouraged to pursue higher level studies and the help from school regarding leave and other administrative procedures are provided.

Program in Godawari, report - **(See Annex - 8 > Curriculum revision program in Godawari)**

Visit to Germany, photos - **(See Annex - 8 > SP Dahal Germany, Jade Germany)**

Program in Classic restaurant, photos, attendance - **(See Annex - 8 > Classic Restaurant - all school, Classic Restaurant - all school 1)**

National conference on Media Ethics - https://kusoa.edu.np/notice/call-for-papers-to-national-conference-on-media-ethics/

44. Give details of faculty development programs and the number of teachers who benefited from them during the last two years. (0.5)

Faculty Development Programs	**No. of Beneficiaries**
Faculties doing PhD	2
Faculties doing Masters	4
Godavari program	62
Training program from SoEd	3
Smart Classroom, Dhulikhel	
Training Online learning and teaching system	7
Faculty's art exhibition	1

Program in Godawari, report - **(See Annex - 8 > Curriculum revision program in Godawari)**

Program in Classic restaurant, photos, attendance - **(See Annex - 8 > Classic Restaurant - all school, Classic Restaurant - all school 1)**

45. Furnish information about notable innovations in teaching. (0.5)

Regular classes are taught on a regular basis but during the covid pandemic we were quick to prepare the guidelines for online teaching and were able to effectively conduct and complete the planned classes within stipulated time.

Latest audiovisual technologies are used in the classrooms, labs, and studios.

Art exhibitions and music performances are organized regularly by the Department of Art and Design and the Department of Music which enhances the creativity and innovative way of thinking of the students as well as the faculties.

Art exhibition notice - https://kusoa.edu.np/notice/harmony-hues-a-celebration-of-arts/

Events organized by the Department of Music - https://www.kumusic.edu.np/kumusic/events/

46. What are the national and international linkages established for teaching and/or research? (0.5)

Memorandum of Understanding (MoUs) signed between the school and national and international academic and other research institutions is attached. - **(See Annex - 5)**

CRITERION 4: RESEARCH, CONSULTANCY AND EXTENSION (10 MARKS)

47. Research budget of the institution in % of total operating budget. (1)

The School had committed to allocate 5% of the total operational budget for research purposes and had submitted it to the UGC on 26 May 2023 - **(See Annex 2 > KUSOA_research_budget_commitment_letter)**

6.9 % of the operating budget of the school is allocated for research for the fiscal year 2081/82.
(See Annex 3 > Budget - FY 2081-82 > Page no. 4 (Heading no. 36))

Details of the budget utilization plan **- (See Annex 4 > Preliminary Guidelines for Research, Development and Innovation (RDI) unit_SOA)**

48. How does the institution promote research? (1)

- Encourage PG students doing project work✔
- Teachers are given study leave✔
- Teachers provided with seed money✔
- Provision of Research Committee✔
- Adjustment in teaching load/schedule

Thesis grant awards are provided to students - **(See Annex 10 > Service agreements - LIKE Lab and Students) AND (See Annex 10 > Thesis grants - Department of Development Studies)**

Call for proposals for internally funded projects (KU) - https://ku.edu.np/news-app/call-for-proposals-for-internally-funded-projects--2023

Call for proposals for internally funded projects (KUSOA) - https://kusoa.edu.np/notice/call-for-proposals-from-the-faculties-for-internally-funded-research-at-kusoa/

List of faculties and PhD scholars who received grants from the RDI unit of the School in 2024 - **(See Annex - 1 > Faculties and PhD scholars - first grant - RDI)**

Research committee - **See** Annual Report (page 28) - https://kusoa.edu.np/publication/annual-report-2022

Provision of Study leave for teachers - *Kathmandu Bishwabidyalaya Shikshak Tatha Karmachari Sewa Sharta Niyam 2050*, [Section 5.9]

Ongoing research projects - https://rdi.ku.edu.np/funded-projects/school/arts

49. Is the institution engaged in PhD level programs? (1)
Yes ☐✔ No ☐ If yes, give details

Yes. Eligibility criteria for enrollment and current and completed projects are regularly updated on the School website on the related section - https://kusoa.edu.np/programs/phd-programs/

50. What percentage of teachers is engaged in active research - guiding research scholars, operating projects, publishing regularly, etc.? Give details. (0.5)

All (100%) of our teachers are engaged in one or the other activities mentioned above.

Publication list of faculties - **(See Annex - 1 > Publication list - Full time Faculty)**

List of active projects (together with the names of the project leader) - https://rdi.ku.edu.np/funded-projects/school/arts/

51. Mention the admission status of the MPhil/PhD scholars in your institution. (0.5)

Level	Enrollment Status		Total
	Full Time	Part Time	
MPhil			
PhD	6	1	7

52. How many PhDs have been awarded during the last five years? (1)

13 (until now)

Year Wise graduates of each program and each School is available publicly on the university website - https://eis.ku.edu.np

53. Does the institution provide financial support to research students? (0.5)
Yes ☐✔ No ☐ If yes, give % of financial support from recurring cost.

Yes, financial support is provided to students who conduct their thesis research through projects run by the faculties. The amount of financial support for each student is not fixed but an agreement is made during the admission regarding how much financial help the candidate gets, and the amount depends upon the type and funds of the project which is supporting the PhD students.

MoU with a PhD candidate specifying the benefits and services - **(See Annex - 5 > Sushant and KU agreement for PhD)**

Learning, Innovation and Knowledge Exchange (LIKE) lab under the school offers funded PhD opportunities - https://kusoa.edu.np/notice/call-for-application-for-phd-candidate-under-like-lab/

Fee paying PhD students admitted to the School are made to teach three courses within the PhD period (typically 3 years) and financial remuneration is provided to them. This gives them the opportunity to work in the same institution where they are doing their PhD and also to enhance their skills beneficial for completing the PhD.

Financial support is also provided to PhD Scholars / PhD Research Fellows utilizing the school's internal research funds - https://kusoa.edu.np/notice/call-for-proposals-from-the-phd-scholars-phd-research-fellows-for-internally-funded-research-at-kusoa/

List of faculties and PhD scholars who received grants from the RDI unit of the School in 2024 - **(See Annex - 1 > Faculties and PhD scholars - first grant - RDI)**

54.Provide details of the ongoing research projects: (0.5)

Total number of projects	Project Revenues (in NRs.)

Details of Active Research Projects (as well as project archives) are available online on the Research, Development and Innovation (RDI) section of the university - https://rdi.ku.edu.np/funded-projects/school/arts/

55. Give details of ongoing research projects funded by external agencies. (0.5)

Funding agency	Amount (Rs.)	Duration (Years)	Collaboration, if any

Details of Active Research Projects (as well as project archives) are available online on the Research, Development and Innovation (RDI) section of the university - https://rdi.ku.edu.np/funded-projects/school/arts/

56. Does the institution have research/academic publication? If yes, give details of publications in the last two years. (0.5)

"Bodhi: An Interdisciplinary Journal" is an academic journal published by the Department of Languages and Mass Communication of the School. The journal was published annually until 2023. From 2024 onwards, Bodhi is published on a quarterly basis. Though its focus is on communication, media, and journalism, it is interdisciplinary and publishes articles from multiple fields/disciplines.

There is an open access for all published articles. Articles can be accessed via nepjol online or also via the School website. Volume 8 of the journal was published in 2022. Volume 9 was published in September 2023.

Details of the journal is available here - https://www.nepjol.info/index.php/BOHDI/
All past issues of the journals can be found here - https://www.nepjol.info/index.php/BOHDI/issue/archive

A new journal publication is planned as well.

57. Does the institution offer consultancy services? (0.5)
Yes ☐✔ No ☐ If yes, give details.

Yes, the provision to offer consultancy services (by the institution or the faculties) is stated on the guideline developed for the Research, Development and Innovation (RDI) section of the university according to which "Individual Consulting is permitted to Kathmandu University faculty members provided the faculty member's full—time obligation to University is met." Details of the guideline is available here - https://rdi.ku.edu.np/guidelines/Administration_of_Consultancy_Projects

The Department of Art and Design has worked as an academic partner for The British Council's "In Our Hands to support creative green entrepreneurship" program. Details in the link - https://kuart.edu.np/in-our-hands-to-support-creative-green-entrepreneurship

The Department of Art and Design worked for "Road to COP26" grantee selection through the partnership between the British Council and other institutions. Details in the link - https://www.britishcouncil.org.np/road-cop26-innovation-grant-programme

58. Does the institution have a designated person for extension activities? (0.5)
Yes ☐ No ☐ If yes, indicate the nature of the post as –
Full-time ☐ Part-time ☐ Additional charge ☐✔

Responsibility of Associate Dean includes public relations and extension activities.

Terms of Reference (Job Description) of Associate Dean - **(See Annex - 1 > ToR - Associate Dean_Affiliation and Public Relations)**

59. Indicate the extension activities of the institution and its details: (0.5)

- Community development ☐✔
- Training in Disaster Management ☐
- Health and hygiene awareness ☐
- Medical camps ☐
- Adult education and literacy ☐
- Blood donation camps ☐✔
- AIDS awareness ☐
- Environment awareness ☐✔
- Any other ☐✔

For some examples of activities conducted by the institution - **See** Annual Report 2022 [page no. 18]

60. Are there any outreach programs carried out by the institution (for example, Population Education Club, Adult Education, National Literacy Mission, etc.)? (0.5)
Yes ☐✔ No ☐ If yes, justify.

East Nepal Outreach center of the Department of Music in Haldibari, Jhapa (http://www.kumusic.edu.np/kumusic/eastern-nepaloutreach) helps in the conservation and promotion of local music and traditions. The plan for this outreach center is to make it a hub and create job opportunities for the local musicians from the eastern region as well as an academic/research center for the musicians and musician scholars from Nepal and around the world.

The Department of Art and Design conducts a STUDIO ART III course which collaborates with the Kirtipur local community that supports the promotion of local art and culture. Activities conducted under this collaboration contribute to the preservation, development and promotion of art to international level through the School's networking with international institutions.

MoU between the Department of Art and Design and Satori Center for the Arts and DAHPA DHUKU - **(See Annex - 5 > MoU_SatoriAndSoA)**

61. How are students and teachers encouraged to participate in extension activities? Any defined approaches? (0.5)

Students are required to do a rural internship in the BCD program, for example. https://kusoa.edu.np/programs/bachelor-in-community-development-programme

Teachers from the Department of Art and Design and the Department of music perform Art Exhibitions, musical performances, and tournaments where students are encouraged to perform their skills and abilities.

Excursions and education tours are conducted by the departments which requires interactive participation of teachers and students not only for their regular courses but also for the successful completion of the event. This makes faculties and students take part in organization, management, coordination of such events.
EDUCATIONAL TOUR AND PLEIN AIR PRACTICE - **(See Annex - 4 > LUMBINI - REPORT EDUCATIONAL TOUR)**

62. Does the institution work and plan the extension activities along with NGO's and GO's? Give details of last 3 years. (0.5)

MoUs with various Government Organizations and NonGovernment Organizations are done. For example, MoU between the Department of Art and Design and Santori Center for the Arts and DHAPA DHUKU work together in Kirtipur Municipality for the promotion of Lok (Folk) Music - **(See Annex - 5 > MoU_SatoriAndSoA)**

CRITERION 5: INFRASTRUCTURE & LEARNING RESOURCES (20 MARKS)

A. General Physical Infrastructure

63. Does the institution have a comprehensive master plan indicating the existing buildings and the projected expansion in the future? (0.5)

The Strategic Plans of Kathmandu University and School of Arts outline the expansion plans of the whole institution, including strategies of physical infrastructure development.

Strategic Plan (2019-2024), KUSOA - **(See Annex - 4 > KUSOA Strategic Plan 2019 - 2024)**

Reimagining Kathmandu University, Strategic Plan (2022-2027)

Master plan of the Sama Center - **(See Annex 4 - DoA Approved DPR - Sama Center)**

64 (a). How does the institution plan to meet the need for augmenting the infrastructure to keep pace with academic growth? Produce plan, if any. (0.5)

The construction of a new building in the Hattiban premises is an example of our plan to meet the increasing demand for managed classroom spaces.

A renovation program is going on in Tripurasundari which will accommodate all the music department related academic and other activities - http://www.kumusic.edu.np/kumusic/tripura-sundari-2
Master plan of Tripurasundari - (**See Annex 4 - FOLK MUSIC MUSEUM MASTER PLAN**)

KU Sama Center in Gyaneshwor (http://www.kumusic.edu.np/kumusic/sama-center) is also being renovated to accommodate most of the academic activities related to Nepali literature.
Master plan of the Sama Center - **(See Annex 4 - DoA Approved DPR - Sama Center)**

East Nepal Outreach of the music department in Jhapa - http://www.kumusic.edu.np/kumusic/eastern-nepaloutreach

Similarly, For academic growth through affiliated programs and extended partnerships, such as the Buddhist Studies program, the School plays a regulatory role rather than planning for infrastructures and other details itself. It provides affiliation and extends partnership roles, only after ensuring that the required resources to run such programs are made ready by the affiliation seeking and/or partnership offering entities. Regular monitoring is done to ensure that the regulations are adhered to, as stated in the Affiliated and Extended Partnership Programs Rules - 2071. **(See Annex 4 - Affiliated and Extended Partnership Programs Rules - 2071[Annex 3; Page 15])**

64 (b). What support facilities are available for conducting the education programmes in the institution?(0.5)

- Laboratory ✔
- Library✔
- Others✔

Give details

Various support facilities for conducting the education programmes are available in the School which include media studio, computer lab, departmental and School library. Similarly, Art Studio is available for students in the Department of Art and Design.

65. Does the institution have provision for regular maintenance of its infrastructure? Provide scheme. (0.5)

Yes, the budget for repairs and maintenance is allocated each year. Similarly, staff for regular cleaning and maintenance of the overall School work full time, regularly in the School (https://kusoa.edu.np/soa-faculties-and-staffs).

Annual Plans and Programs: (Academic Year: 2080/81) - https://ku.edu.np/file-access/2093 [Page no. 15 for School of Arts]

66. How does the institution ensure optimum utilization of its infrastructure facilities? Produce the plan. (0.5)

Classes in the School of Arts begin at 8 o'clock in the morning, while the same classrooms are also used by the School of Education for conducting evening classes and run till 8 o'clock in the evening.

The libraries of SoA and SoEd operate jointly, providing more space and resources for students from both schools.

67. Does the institution encourage use of the academic facilities by external agencies? (0.5)
Yes ☐✔ No ☐ If yes, give clearly defined regulations.

Library facilities can be used by anyone outside the school too. Students and scholars from outside the School visit the school library for academic purposes.

68. What efforts are made to keep the institution clean, green and pollution free? Give details (0.5)

Dustbins are placed in various locations to keep the School premises clean.

Cleaning staff clean the offices, classrooms, labs, libraries, restrooms daily.

Tree plantation programs are organized on various occasions by different departments/sections of the School (photos updated on social media) - https://www.facebook.com/ananta.risal/posts/pfbid02fZ79Uhoe7tDeo3Q1on73hc5dFUiUx7dLBcLyh5kawPJnm4ATFerCB6jNKpgW6JZMl

Greenery plan of KU - **(See Annex - 4 > Report KU Greenery Plan)**

69. Are there computer facilities in the institution that are easily accessible to students and faculty? (0.5)

- Number of computer accessible to the students ☐ 55
- Computer accessible to the faculty ☐ 54
- Internet accessible to the students ☐✔
- Internet accessible to the faculty ☐✔

70. Give the working hours of the computer center and its access on holidays and off hours. (0.5)
Computer and media labs are open during the normal classroom hours i.e., 8:00 AM to 3:00 PM everyday. During holiday and off hours, access can be granted to faculties and students based on the need.
71 (a). How many departments have computers of their own? Give details. (0.5)
All five departments (and 5 programs) have computers, either with the faculty or in the office.
71 (b). Does the institution have provisions of internet/intercom/CCTV/other facilities? Give details (0.5)
Yes, the School has the following facilities: **CCTV** - CCTV are placed in various locations throughout the school. **Internet** - Within the School premises, wifi service is available 24 hours. Additionally, all computers in the library and labs have internet access. **Eduroam service** is available for any visitors from participating institutions around the world.
72. Explain the output of the center in developing computer aided learning packages in various subjects during the last three years? (0.5)
Teaching learning materials are produced and updated in the Moodle site regularly, which is done with the help of computer and lab facilities available in the School. https://kusoe.edu.np/arts/ (requires KU login details)
73. Is there any provision for maintaining/updating the computer facilities? Provide the details of the system. (0.5)
An IT person is working in the School for the regular maintenance and updating of computers and the website of the School. Evidence of an IT person working can be verified by the log sheet and memo/payment from the School. **- (See Annex - 3 > IT person - Work, payment)**
74. Does the institution make use of the services of inter-university facilities? (0.5)
MOUs with many international universities are done and facilities available in those universities can be used by each other.

The Eduroam facility allows members of the School to use the online services from participating universities while traveling anywhere around the world - https://sims.ku.edu.np/eduroam/request.php (requires KU login details)

MoUs with national and international institutions - **(See Annex - 5)**

75. What are the various health services available to the students, teachers and other staff? Give details. (0.5)

Medical insurance is available for all students, faculties, staff in collaboration with KU Teaching Hospital (Dhulikhel hospital).

Sick-room and first aid kits for primary health care are available in the School.

Notice regarding medical insurance for researchers in the University (including all Schools) - https://ku.edu.np/news-app/notice-for-Medical-insurance-researcher-24-sept-2023?search_school=10&search_site_name=kuhome&show_on_home=0

76. What are the physical and infrastructural facilities available in the sports and physical education centre? Give details. (0.5)

Table tennis boards, Yoga studio are available in various locations of the School.

Students are encouraged to take part in external sports events and support is provided for those students.

77. What are the incentives given to outstanding sports persons? (0.5)

Awards, certificates, and encouragement is provided for such students. For those students who participate in external sports events, leave requests are arranged accordingly and extra classes to cover up the courses they missed during the participation in the sport event are organized.

(See Annex 1 > Participation in external sports events)

78. Give details of the student participation during the last year at the university, regional, national and international events. (0.5)

Particulars	**Participation of Students**	**Outcomes**
District		
National		
International		

The School occasionally organizes sports events within the institution where almost all students participate. Other than that, some students participate in national level events as well. The school is planning to keep records of such participation in days to come.

Student testimonials and photos of one sports week organized by the School in 2026 are available in the report prepared after the completion of the event **(See Annex - 4 > Report Sports Week - Art and Design)**

Other than that, undergraduate students from the Economics Department have also participated in the South Asian Economics Students' Meet annually since 2024.

79. Give details of the hostel facilities available in the institution? (0.5)

Hostel facility is not available.

80. Give details of the facilities for drinking water and toilets. (0.5)

Water jars with drinking water are available in all the floors of all school buildings.
Separate toilet facilities for two genders (male and female) are available in various places of the school.

B. Library as a Learning Resource

81 (a). What are the working hours of the library? (0.25)

- On working days – 8:00 AM to 7:00 PM (Monday to Friday)
- On holidays – 11:00 AM to 5:00 PM (Saturday and Sunday)
- Prior to examinations

81 (b). Does the library provide open-access to students? (0.25)
Yes ☐✔ No ☐

Yes, students are able to use any library resources openly. Moreover, electronic resources are accessible to all students anytime -
https://elibrary.ku.edu.np
https://opac.ku.edu.np
www.jstor.org
research4life

plus other open-source databases.

82. Mention the total collection of documents. (3.5)

☐	Books	(0.2)	25,000

□ Current Journals ▪ Nepalese (0.2) ▪ Foreign (0.2)	3 online journals subscribed)
□ Magazines (0.2)	varies
□ Reference Books (1.0)	2500
□ Text Books (0.2)	6547
□ Refereed journals (0.4)	Open Source Databases
□ Back Volumes of Journals (0.2)	2 (published by SoEd and SoA)
□ E- Information Resources (0.4) ▪ CD's/DVD's ▪ Databases ▪ Online Journals ▪ AV Resources	Old collections exist but most of such resources are available only in digital formats now.
□ Special collection (0.5) (Please specify for example: UNO Depository center, World Bank Repository, Competitive Examinations, Book Bank, Old Book Collection, Manuscripts)	Department of Fine Arts: Departmental Library Collection

83. Give the number of books/journals/periodicals that have been added to the institution library during the last two years and their cost. (1)

	The year before last 2080/81		**The year before 2081/82**	
	Number	**Total cost**	**Number**	**Total cost**
i. Text books	2000		1500	
ii. Other books/References	103		143	
iii. Journals/periodicals				
iv. Any others				

84. Mention (1; 0.25 for each)
(i) Total carpet area of the institution library (in sq.mts.) [200, new under construction]
(ii) Total number of departmental libraries [2]
(iii) Seating capacity of the Library [83]
(iv) Open student access to library [Yes]

85. Give the organizational structure of the library. (0.5)
(i) Total number of staff (0.3)
a. Professionals (List with qualifications) - 3
b. Semi-professionals
c. Others

SN	Name	Position	Qualification	Remarks
1	Padam Bahadur Karki	Librarian	Masters	
2	Prabina Kayastha	Library Assistant	Masters	
3	Sabitri Lama	Library Assistant	Bachelors	
4				

(ii) Library advisory committee (0.2), Give details

The Dean as the head of the school is responsible for the overall library management of the School. The online library system is centralized and managed by KU so that the library resources can be accessed by any members of the university regardless of the Schools or Departments they are affiliated to - https://opac.ku.edu.np/pages.pl?p=about

The Organizational structure of the School includes the library and IT department. **(See Annex 4 - Organizational Structure - KUSOA; Annex 4 - Library Structure - KUSOA)**

86. Staff development programs for library (0.5)
(i) Refresher/orientation courses attended
(ii) Workshops/Seminars/Conferences attended
(iii) Other special training programs attended - Documentation and Archiving training

Periodic training programs are organized by the central library in Dhulikhel and library staffs from all School including School of Arts take part in such training programs. The School has planned to keep such records in days to come.

87. Are the library functions automated? (0.5)

Yes ☐✔ No ☐

If yes: Fully automated ☐✔ (0.5) Partially automated ☐ (0.25)

D-space facility has been started recently which allows library users to locate all thesis dissertations - https://elibrary.ku.edu.np/

Name the application software used - KOHA

88. What is the percentage of the library budget in relation to the total budget of the Institution? (0.5)

For the fiscal year 2081/82 :
Library Budget: 17,00,000
Total budget - 16,09,00,000

Recurring budget - 14,71,00,000
Capital budget - 1,38,00,000

This makes the library budget **1.06 percent of the total budget**, **1.16 percent of the Recurring budget** and **12.32 percent of Capital budget**.

See Annual Budget 2081/82 - https://ku.edu.np/file-access/2414

89. Does the library provide the following services/facilities? (10 x 0.1 = 1)

- Circulation Services ☐ ✔
- Maintenance services ☐
- Reference/referral service ☐✔
- Information display and notification services ☐✔
- Photocopying and printing services ☐✔ (separate photocopy/print service available)
- User Orientation/Information Literacy ☐ ✔
- Internet/ Computer Access ☐✔
- Inter-Library Loan services ☐✔
- Networking services ☐
- Power Backup facility ☐✔

90. Furnish details on the following (1; *to be equally distributed*)
(i) Average number of books issued/returned per day. [330]
(ii) Average no. of users visited / Documents consulted per month [9900]
(iii) Please furnish the information on no. of Log- ins in to the E-Library Services/E-Documents delivered per month [7840]
(iv) Ratio of Library books to number of students enrolled [1:34, varies since student number varies]

CRITERION 6: STUDENT SUPPORT AND GUIDANCE (10 MARKS)

91. Furnish the following details: (0.25 x 4 = 1)

- Percentage of regular students appearing for the exam - Almost 100%
- Drop out rate (drop out from the course) - Few students every year
- Progression to further study (Bachelors to Master, Master to Mphil/PhD) - Tracer Study is in progress
- Prominent positions held by alumni - https://kusoa.edu.np/students-and-alumni

Tracer Study is conducted occasionally. Responses are being collected using this google form in the format provided by the UGC.

Until 2023 - https://forms.gle/FF22XhYMssqTrgYS7

Since 2024 - https://forms.gle/nBpvsNGX9AkDEL7N7

92. How many students have passed the following examinations in the last five years? (0.25 x 4 = 1)

- Nepal Civil Services Examinations
- Other employment related examinations
- International level entrance examination
- Others (please specify)

Tracer Studies are conducted occasionally and the current one is in progress.

93. Does the institution publish its updated prospectus annually? (1)

Yes ☐✔ No ☐

If yes, what are the contents of the prospectus? (attach a copy)

Coursewise brochures for each course are published annually and are available on the webpage of the respective program. For example, see below:

Program brochure, MMS - https://kusoa.edu.np/wp-content/uploads/2023/06/MMS_Flyer.pdf

Program brochure, MUS - https://kusoa.edu.np/wp-content/uploads/2018/07/Urban-Studies_2023.pdf

Program brochure, BMS - https://kusoa.edu.np/wp-content/uploads/2023/06/BMS.pdf

94. What kind of financial aids are available to students from the government, the institution and others? Give details. (0.5)

Project based scholarships for students who wish to work as project interns.

UGC Formula funding scholarships.

Tuition fee waiver for semester toppers..

Based on the recommendation letter provided by the Lalitpur Metropolitan city, the School provides a full scholarship for one student in each program according to the MoU between the School and the Lalitpur Metropolitan City. MoU with Lalitpur Metropolitan City - **(See Annex - 5 > MoU_KU & LMC_final_Jan 30 2022)**

95. Mention the number of students who have received financial aid during the last two years. (0.5)

Financial aid	**Year before last**	**Year before**
i. Merit scholarship	4+18+3 = 25	4+27+11 = 42
ii. Merit-cum-Means		
iii. Any others (UGC Formula Funding + and KU need based + Lalitpur Metropolitan Scholarship)	25+6+1 = 32	24+2+1 = 27

Details of scholarships and their recipients - **(See Annex 3 > Scholarships)**

96. Does the institution have an employment cell and a placement officer who offers career counseling to students? If yes, give details of the cell and its office. (0.25 x 2 = 0.5)
i. Employment cell: ☐
ii. Placement officer:☐

Counseling is done by the faculties regularly, as and when required.
The formation of a School level Student Employment and Placement Unit is in process. However, some departments have formed the departmental level placement units and employment opportunities and career advice are provided.

(See Annex 1 > Gmail - Placement Unit - Department of Languages and Mass Communication)

97. Do teachers participate in academic and personal counseling? (0.5)
Yes ☐✔ No ☐ If yes, give details as to how they are involved.

Yes, teachers provide counseling to students on a voluntary basis. Students are free (and even encouraged) to discuss any problems (related to their studies or even family problems if they feel comfortable sharing them) they might have so that their problems do not hamper their studies.

98. How many students were employed through placement service during the last year? (1)

Particulars	UG students	PG students	Research scholars
i. Local firms/companies			
ii. International firms/companies			
iii. Government			
iv. Public (semi-government) sector			
v. Private sector			

Recommendations are provided by the faculties, and facilitation whenever required by the students is also done so that the graduates find a job or start their own startups. However, this happens mainly when students come to consult with the faculties. The school plans to conduct regular tracer study and also to keep the records of such data in days to come.

99. Does the employment cell motivate the students to seek self-employment? (1)
Yes ☐ No ☐
If yes, how many are self-employed (data may be limited to last 5 years)?

Faculties encourage students to come up with ideas to begin their own start-ups and help them. Establishment of a dedicated employment cell and record keeping will be done in days to come.
Moreover, the University through its Academia Industry Cooperation, Kathmandu University (AICKU) offers direct employment opportunities to its own graduates, giving first preferences to the program toppers, including graduates from the School of Arts, as per the Kathmandu University Employment Promotion Program. Since the program has started recently, at least 14 such employment offers have been made to the graduates from all programs.

(See Annex 8 > Call for Automatic Employment - 04-08-2024)
(See Annex 8 > Call for employment EOI - 25-10-2024)

100. Does the institution have an Alumni Association? (0.5)
Yes ☐✔ No ☐
If yes, indicate the activities of the Alumni Association.

Alumni Network at the Kathmandu University organizes Alumni meetings and other various programs. The task force of the Alumni network includes members from all the Schools including School of Arts. Alumni Network activities, such as annual Alumni Meet are

regularly updated on the dedicated webpage created by the university - https://alumni.ku.edu.np

Similarly, some of our alumni organize various events where the school faculties and students are invited to take part and get engaged in discussions and networking. Their experiences and skills are often discussed and shared with participating faculties, staff and students which makes their involvement, either directly or indirectly, in the management and academic enhancement of the School. As an example, Mr. Aijt Bhatta (Master's in Development Studies, 2018) chaired the **International Youth Exchange on Entrepreneurship & Environment (IYE-2024)** where faculties and students participated as the chief guest, speakers, trainers etc. These kinds of activities have ensured the participation of alumni in varius ways for academic and administrative enhancement of the School.

(**See Annex 1 > Events with alumni engagement**)
Moreover, our own alumni are working in our School in various capacities. Prof. Dr. Megh Raj Dangal, Associate Prof. Dr. Lochan Rijal, Associate Prof. Dr. Ramchandra Paudel, Dr. Binayak Krishna Thapa, Mr. Chandiraj Dahal, Mr. Ngima Gelu Lama among others are currently involved in academic activities (teaching-learning, project management etc.) All faculty profiles are available on the website - https://kusoa.edu.np/soa-faculties-and-staffs/

101. How are the policies and criteria of admission made clear to prospective students? (0.5)

The policies and criteria of admission are published during the advertisements calls for applications through newspapers, social media and website of the school.

School of Arts | Kathmandu University

102. State the admission policy of the institution with regard to international students. (0.5)

Ten percent of the total student quota for each program is allocated for international students.

Application guidelines are published on the School website:

School of Arts | Kathmandu University

For International Applicants:

Application process: The international applicants can send their application form including all the required documents via email to: soa_admission@ku.edu.np

Fees for international students: the total fees for applicants from SAARC countries equals to 1.5 times the fees stated for domestic students. Other international students will pay the double the fees stated for domestic students.

VISA Application: Kathmandu University School of Arts facilitates and supports the students for visa application process once they are offered admissions to any of the academic programs at the School.

https://kusoa.edu.np/2022/06/information-for-international-applicants/

103. What are the support services given to international students? (0.5)

- International student service office ☐
- Special accommodation ☐
- Induction courses ☐
- Socio-cultural activities ☐
- Welfare program ☐
- Policy clearance ☐ ✔
- Visa Support ☐✔

Letter requesting Nepal Investment Mega Bank for opening a bank account for foreign student - **(See Annex - 2 > Letter to NIMB)**

104. What are the recreational / leisure time facilities available to students? (1)

- Indoor games ☐✔
- Outdoor games ☐✔
- Nature Clubs ☐
- Debate Clubs ☐
- Student Magazines ☐✔
- Cultural Programs ☐
- Audio Video facilities ☐ ✔
- Any others ----------

CRITERION 7: INFORMATION SYSTEM (10 MARKS)

105. Is there any cell in the institution to analyze and record various academic data? (2)
Yes ☐✔ No ☐
If yes, mention how does the cell work along with its compositions?

Education Management Information System (EMIS) Unit: The Education Management Information System (EMIS) Unit of the School keeps the record of most of the academic data. It follows the guidelines for the EMIS of the School and collaborates with most of the stakeholders to maintain the overall records of the academic data.

Examination center: The academic data, mostly that of students, is maintained by the examination center of the School which liaises with the office of the controller of

examinations of the University. Exam related information is regularly updated on the 'Exam' section of the School website and also on the University website.

Exam, KUSOA - https://kusoa.edu.np/exam
Exam, KU - https://exam.ku.edu.np

EIS of the University: The EIS unit of the university publishes the summary records of student data from the whole university, including School of Arts. Non-confidential data are accessible publicly on the webpage of the EIS and summary reports can be generated and downloaded as required - https://eis.ku.edu.np/

Composition of the EMIS Unit of the School - **(See Annex - 6 > EMIS Committee, guidelines)**

Guidelines for the EMIS Unit of the School - **(See Annex - 6 > EMIS Committee, guidelines)**

106. What are the areas on which such analysis is carried out? (1.5)

Enrollment and pass out trends of students in the school is maintained/analyzed by EIS, KU - https://eis.ku.edu.np/

Students' overall record, including exam grades and other evaluations are kept/analyzed by the Exam section of the school.

Details of teaching and administrative staff of the School are kept/analyzed by the Administrative section of the school.

Results are published by the Exam section - https://kusoa.edu.np/exam-types/exam-notice

In this era of information and technology, most of the information, except confidential, is updated on the School website - https://kusoa.edu.np

107. How these analyzed data are kept in the institution records? (1)

All relevant data are kept in digital as well as paper formats as far as possible. IT personnels in the University and the School also maintain Database Management Systems using softwares, and information that are not confidential and can be published publicly are also kept online for public access. See https://eis.ku.edu.np

108. Are these information open to the stakeholders? (1)
Yes ☐✔ No ☐
If yes, explain how they are disclosed?

The EIS (https://eis.ku.edu.np) section of the University provides enrollment and graduation data for all years since the establishment of the School (and the University). This is publicly available and reports can be generated and downloaded based on the users' needs.

Annual data from the School are also published on the Annual Report of the School at the end of the fiscal year. The latest Annual Report (2022) is available on - https://kusoa.edu.np/publication/annual-report-2022

Exam results and other relevant information is published on the exam section of the website regularly - https://kusoa.edu.np/exam

109. Are the methods of study and analysis also open to the stakeholders? (1)
Yes ☐✔ No ☐

Methods and policies for student admissions are publicly available on the University as well as School website.

Exam related evaluation methods and analysis methods are also available on the website of the School publicly. Moreover, evaluation methods are also available on the program brochures that are freely and publicly available - https://kusoa.edu.np/academic-programs

Guidelines regarding the Education Management Information System (EMIS) Unit of the school can be accessed freely by contacting the School.

110. Is there any mechanism to receive comments or feedbacks on the published data? (1)
Yes ☐✔ No ☐
If yes, explain how does it happen?

Contact details of the University information officials are publicly available on the website. Anyone can reach the officials via call or email to provide feedback - https://ku.edu.np/information

Contact emails of the School's faculties and staffs are publicly available on their profile pages of the School - https://kusoa.edu.np/soa-faculties-and-staffs/

Similarly, for information published and shared on social media, anyone is free to provide their feedback publicly.

Social Media profiles of the School:

Facebook : https://www.facebook.com/KathmanduUniversitySchoolOfArts
Instagram : https://www.instagram.com/kusoa_official
Youtube : https://www.youtube.com/@schoolofartsadmission5641

111. What are the impacts of such an information system on the decision making process? (1.5) Produce in brief the impact analysis.

Keeping records of applicant information has helped to identify the demand of a particular course. For example, if the number of students applying for a particular course is constantly high, the school tries to manage additional resources to increase the number of quotas for the course and vice versa. The admissions office keeps and analyzes such data to study the trend.

Keeping the records of students' grades has helped faculties to write recommendation letters for the students for higher studies or for job applications.

112. Give examples of quality improvements initiated due to the use of information system. (1)

Information dissemination through the school website and other social media channels has increased the visibility of the school and hence the number of applicants who wish to study in the school has increased.

Data made public online (for example through EIS - https://eis.ku.edu.np) and the publication of audit reports has increased public trust because of the School's (and University's) commitment to enhance transparency.

Academic publications (for eg, the BODHI journal - https://nepjol.info/index.php/BOHDI) have helped in the scientific knowledge generation and its public dissemination.

CRITERION 8: PUBLIC INFORMATION (10 MARKS)

113. Is there a public information cell within the institution? (2)
Yes ☐✔ No ☐
If yes, give details.

Public information related to the School is published on the websites, newsletters and also shared on social media.

Reception office is open during the office hours which provides general, public information based on the request.

KU covers the overall public information system within the university as well as all schools https://ku.edu.np/information

114. What are the areas of information published by the cell? (1)

- Academic ☐ (0.25)
- Administration ☐ (0.25)
- Financial ☐ (0.5)
- All ☐ (1.0)✔

General information is regularly published through the website whereas additional information based on need and request received is also published.

Annual Plans, Annual Progress Reports, Annual Budget, Audit Reports are published publicly via the KU website in the Reports section - https://ku.edu.np/reports

Other academic and administrative information are published on the website of the school. For eg, Annual reports and other publications on the Publications section - https://kusoa.edu.np/publications

Education Information System (EIS) of the university publishes information related to the students - https://eis.ku.edu.np

115. Where are these information published? (1.5)

- Newspapers ☐✔ (0.5)
- Magazines ☐✔ (0.5)
- Institutional special magazine dedicated for this ☐✔ (0.5)

Public information is mainly published on the website, KU bulletin, brochures.

Public information cell of the University - https://ku.edu.np/information

116. How often are these information published? (1)

- Yearly ☐ (1)✔
- In 4 years ☐ (0)

These are published, updated regularly.

117. Mention all such publications of last two years (1)

Areas	**Year I**	**Year II**
Brochures (program brochures)	12	13
Posters		
KU Bulletin	26	26

KU Insider - https://ku.edu.np/insider

Program brochures are published on the respective sections of the program - https://kusoa.edu.np/academic-programs

118. Does the cell also collect responses, if any, on the published information? (1)

Yes ☐✔ No ☐

If yes, give details

Responses/feedbacks received through the "Contact" section of the website are monitored regularly - https://kusoa.edu.np/contact-us/

Comments received on social media are monitored and required actions are taken.

Comments are also received on departmental social media profiles and required actions are taken.

Chatbots are available on the website of the school where anyone can seek information they need, and it is monitored regularly. (For eg, see on the bottom right corner of the Department of Music website - https://www.kumusic.edu.np/kumusic)

119. Is there any system to evaluate the impact of public information on quality improvements? (1)

Yes ☐ ✔ No ☐

If yes, how these impacts are measured?

Monitoring and Evaluation (M&E) Directorate has been established and indicators have been set to monitor the overall performance of the university, including its schools of which School of Arts is also a part. Following are the important components for M&E:

1. Monitor and evaluate programs, projects and policies
2. Find a school/department that has a strong faculty
3. Make sure that the curriculum is relevant
4. Evaluate the student satisfaction ratings
5. Quality accreditation of schools
6. Strong alumni network
7. Research specialization
8. University's track record with academic rigor and standards
9. Admissions
10. Tuition and estimated costs for a student for the academic year
11. Make sure that the program is accredited.
12. Job Placements

Monitoring and Evaluation Design and Implementation Plan - https://cdn.ku.edu.np/Z%26R_Qrfvta_naq_Vzcyrzragngvba1667552695.cqs/2

Monitoring and Evaluation Indicators - https://cdn.ku.edu.np/Z%26R_vaqvpngbef1667552695.cqs/2

120. Mention some positive impacts made by the public information practice. (1.5)

Estabishment of Monitoring And Evaluation Directorate:

The Monitoring and Evaluation (M&E) Directorate is newly established at the Office of the Vice Chancellor to maintain overall quality of the university and enhance its academic as well as research strength. The major aim of the Division is to plan and design the M&E systems, prepare operational policies, norms, standards, formats and procedures and develop monitoring indicators and evaluation parameters of the university.

More details are updated on the webpage regularly -
https://ku.edu.np/monitoring-and-evaluation

PART TWO

ANALYSIS OF THE DATA

2.1 Preamble

Kathmandu University School of Arts (KUSOA) is one of the seven schools of Kathmandu University which is a Quality Assurance and Accreditation (QAA) certified higher education institution in the field of arts and social sciences. The first QAA certificate was awarded to KUSOA on 22 November 2018.

The school started by offering a Bachelor in Music program in November 1996. Since its inception in 1996, the school has continuously provided quality education to thousands of students who are working in various sectors after their graduation. Realizing the interests of students as well as the market needs, the school has expanded its academic outreach by starting new programs on a timely basis. Currently, under its four departments, KUSOA offers four-year bachelor (undergraduate) programs and two-year master (postgraduate) programs, on a semester basis, in the fields of humanities, music, fine arts and social sciences. The school started offering a Doctor of Philosophy (PhD) program in 2007.

Similarly, the school also has two independent academic programs as well as five research centers that collaborate with national and international partners, and some of them run autonomously. By imparting high quality education to students with these academic programs and research centers, the school has emerged as a leading educational institution in the field of arts and social sciences in the country.

Library, media lab, art studio, and canteen facilities are available for students studying in the school. A large number of musical instruments are available in the music department, most of which are available for use in the class by learning students. The classrooms are air conditioned and are also well equipped with projectors, sound systems, smart boards and a good quality internet access to ensure quality education to all our students. Trainings, workshops and seminars are organized regularly according the calendar schedules and participation of students, faculties and staffs is encouraged also in such national and international events. This ensures the professional development and networking of our students, faculties and staffs not only within the school but also outside. National and international Memorandum of Understanding (MOU) has been signed for enhancement of collaboration between the school and other educational and research institutions. As a result, many of our students, faculties and staffs go abroad for exchange studies and other related activities and return back to serve the country with experiences gained in different parts of the world. Similarly, many foreign students and professionals also come to our school; some as exchange students, some as full time students, and some as visiting scholars.

As the first cycle of QAA is coming to an end, the school has expressed its interest to participate in the second cycle of QAA and the Letter of Intent (LOI) has been submitted and accepted by the University Grants Commission. This Self Study Report (SSR) is prepared following the UGC's guidelines to submit a self assessment of the School before a peer review is carried out for granting the QAA certified status for the second cycle.

A timeline of the introduction of various academic programs:

Year	Activity
1996	SOA started
1996	Launched BA program in music Launched MA program in music Provided affiliation for BA in social works
1999	Provided affiliation for BA in development studies
2002	Launched diploma in music Launched BA in Buddhist studies
2003	Launched diploma in fine arts Launched MA in human and natural resource studies
2004	Launched bachelor of fine arts
2006	Launched BA in media studies Launched MA in Buddhist studies Provided affiliation for BA in development finance
2007	Started Doctor of Philosophy (PhD) program
2008	Launched MA in development studies
2011	Launched MA in landscape management and heritage studies
2012	Launched bachelor in community development
2013	Launched Bachelor in economics Affiliation provided for Bachelor of social science
2022	Launched bachelor in yogic sciences and wellbeing, Launched master in urban studies Launched masters in media studies, and Launched master of fine arts
2023	Launched Bachelor in craft and design
2024	Launched Masters in Economics
2025	Launched Masters in Film Studies

Since the resources get updated on a timely basis and institutional mechanisms and functionings change as and when required by the guiding policies of the University and the School, the latest Annual Report of the School available publicly on the School's website (https://kusoa.edu.np/publication/annual-report-2022) presents a clear picture of the latest status of the School.

Method of the SSR preparation:

An initial draft of the SSR is prepared by the **Quality Assurance and Accreditation (QAA) Unit** of the School that looks after and coordinates the overall QAA process of the School. The report is presented and discussed in the **Head of the Departments and Program Coordinators (HoD Coordinators') meeting**, together with the dean of the School, that is being held every Monday. The report is reviewed thoroughly and a series of discussions are held. The same report is also presented in the meetings of the **Research, Development and Innovation (RDI)** committee, **Education Management Information System (EMIS)** unit, Admission Committee meetings and discussions are held.

The feedback received during these meetings are incorporated and the report is further presented to the **Internal Quality Assurance Committee (IQAC) meetings** that are held once a month. The **Internal Quality Assurance Committee (IQAC)** of the School consists of representatives from the Student Welfare Council (SWC), from the School administration and from the IQAC of Kathmandu University. The IQAC provides detailed feedback and ideas for further improvement of the report. After a series of discussions and feedback from the IQAC, the SSR report is finalized which is then approved by the School's IQAC for submission.

On a technical side, the report is prepared using google docs. It is shared with all concerned faculties and staff and they can work together in this document online, from anywhere. Since our departments and programs are located in multiple places (Hattiban, Tripureshwor, Balkumari, and Dhulikhel), this is the most effective way to collaborate for the work. In this way, not only a particular person works for a particular section but we discuss multiple perspectives and update the report accordingly. A dedicated Research Assistant takes care of the formatting and technical issues of the report who also takes part in the meetings. The coordinator of the QAA unit coordinates the overall work and progress.

Strengths, Limitations, Opportunities, and Challenges (SLOC) Analysis:

<u>Strengths:</u>

- The mission, vision, goals and objectives are clearly defined
- Institutional policies are clearly formulated and updated regularly as and when needed
- A functional and well-maintained academic calendar
- Memorandum of Understanding (MOUs) with international academic institutions
- A number of faculty and student exchange programs with international academic institutions
- Many academic programs are community focused and interdisciplinary
- Healthy and affordable canteen facility
- Competitive and qualified faculty members
- Regular updates to existing, and introduction of new, course syllabi
- Well equipped laboratories and media studio

- An automated library system
- Student evaluation throughout the semester (not only at the end)
- Small number of students in each class with close interaction with teachers
- Properly defined job responsibilities for faculties and staff
- Use of latest information technology (IT) tools in the classroom
- In-house employment offer to academically outstanding students after their graduation
- Publication of own academic journal and faculties' publications in national and international journals
- Scholarship opportunities to students
- Availability of bank counter within the School premises
- Regular meetings of the HoDs/Coordinators and Internal Quality Assurance Committee (IQAC)

Limitations:

- Limited space for extracurricular outdoor activities
- Lack of transportation facilities to students
- Lack of hostel and accommodation facilities to students, and faculties and staff
- Limited funds for faculty development activities
- Difficulty in coordination between all units of the School since the programs/services are offered from multiple locations

Opportunities:

- More collaboration with international institutions for research activities
- Expanding job markets
- Collaboration with communities and industries
- More interdisciplinary programs (for example, Craft and Design program with School of Engineering, Yogic Science program with School of Medical Science)
- Attraction of more foreign students to exchange studies and short-term, non-credit courses

Challenges:

- Expansion of land/space and physical infrastructure
- Attraction of youth in foreign studies and their tendency to leave the country right after high school

2.2 Criterion Wise Analysis

CRITERION 1: POLICY & PROCEDURES

Objectives:

The purpose of 'policy and procedures' criterion is to show the existence of policies in the school that guide it towards achieving its mission, vision, goals, and objectives. Strategies and action plans are formulated based on the policies and a clear organizational structure exists to perform various academic and administrative activities. Activities performed follow a system-based approach of management of the school.

Current status:

Clearly defined vision, mission, goals and objectives exist which guide the operation of the school. Various policies are formulated based on which strategic plans and annual plans are prepared. A strategic plan (2019-2024) is in place to provide proper direction to school, and updates are made to align it with the strategies of the university - "Reimagining Kathmandu University, Strategic Plan 2022-2027"

The organizational structure of the school shows the various entities within the school which work together to achieve the envisioned goals and objectives. Job responsibilities of each unit are clearly mentioned in University Act and other related policy documents.

A clear organizational structure exists. The academic roles and administrative roles are clearly differentiated. Guidelines for internal quality assurance are prepared and implemented.

Performance appraisal forms are easily accessible. However, an online system of performance appraisal is also in place currently.

Gap analysis and efforts to fulfill the gaps:

On a technical side, not all policy documents are prepared in both English and Nepali language. Since all administrative staff of all levels may not be familiar with the English language, their understanding of the prevailing policies may be limited.

Policies are being amended on a timely basis to provide more autonomy to the school (from the university). The seventh amendment of "**Kathmandu Bishwabidyalaya, Aarthik Niyam 2049**" in Shrawan 04, 2074 has added Section 9 to provide more financial autonomy to the Schools, including the School of Arts.

Good practices:

Annual plans are prepared at the beginning of each fiscal year. Similarly, an academic calendar is also prepared and strictly followed. Departments prepare semester plans before a semester begins which has helped in the effective and smooth running of classes.

Critical appraisal:

All staff are not aware of the prevailing policies and a system to inform the introduction of new policies to all staff of all levels is lacking. However, the cooperation between all members of the school is laudable since they help each other in times of need.

Amendments to the policies are made on a timely basis to provide more autonomy to the schools from the university.

Online system of faculty/staff evaluation was introduced recently which has helped to make the evaluation process more systematic.

CRITERION 2: CURRICULAR ASPECTS

Objectives:

The objective of this criterion is to show that the curriculum developed and followed for the programs offered in the school are strong, revised timely and include the latest developments in the field of the taught programs. This also aims to show the stakeholders' involvement in the process of curriculum development and revision and that the stakeholders' feedbacks are collected and taken into consideration during the process.

Current status:

The existing curriculum supports the academic goals and objectives of the school by offering courses on fine arts, music, communication and development studies which are integral components in the field of arts and humanities. New curricula are developed for the new interdisciplinary programs such as Yogic Science and Wellbeing, and Crafts and Design. Curriculum revisions are held regularly, often at the beginning of each semester. Students' feedback is collected after the completion of the course to check if students' expectations from the courses were met.

Elective options are made available to the students. Even horizontal mobility, i.e. the possibility to take courses up to a certain credit from another department, is possible which helps in all round personality development of the students.

Gap analysis and efforts to fulfill the gaps:

Opportunities for more students to go abroad for exchange studies would enhance their knowledge and learning, and would help them to gain international exposure. Convincing more funding agencies for their support for such exchanges would make the curriculum more appealing to students.

The school regularly makes efforts to find institutional and industrial partners who support students for such opportunities and signs Memorandum of Understanding (MOUs) with them.

Good practices:

Some departments organize curriculum workshops at the beginning of each semester that allows the responsible faculty to make changes to the curriculum to include the latest developments in the field. Since it is not done individually but through a workshop, multiple perspectives are discussed and conclusions are drawn regarding what indeed needs to be changed/added and what may not be necessary. The course plans are provided to the students before starting the classes each semester. This practice helps students as well as faculties to keep track of the teaching learning progress during the semester.

International student exchange opportunities are offered that enhance their critical perspectives and understanding.

A Student Welfare Council (SWC) exists that is not politically biased but advocates and works for the welfare of the students themselves.

Non credit and short courses in fine arts, music make it possible for everyone to enroll to enhance their passion in those fields.

Provisions for in-semester evaluation of students are kept and updated accordingly, together with curricula updates.

Critical appraisal:

Overall, the curricular aspects are good. The process of updating and formulating new curricula is very nice and up to date. New, interdisciplinary courses are offered and curricula for such courses are formulated through participatory approach. More opportunities for student exchange programs with foreign universities should be provided; even funding support for such opportunities would make the school more appealing to prospective students.

CRITERION 3: TEACHING LEARNING AND EVALUATION

Objectives:

This criterion aims to show that the teaching learning process is effectively organized with well managed and well planned activities. The hiring of faculty members and the enrollment of students follow a transparent and systematic process.

Current status:

Merit based admissions for students and merit based recruitment of faculty members is in place. All such enrollments follow the policy of the university and the school. Academic plans are made at the beginning of each semester and course syllabi and evaluation criteria are provided and made clear to students before starting the course.

The workload guidelines for teaching faculties are clearly defined, and student evaluation is done throughout the semester using multiple criteria, such as attendance, participation, presentation, written assignments, mid term exams etc. Faculty members

are encouraged to take part in conferences, workshops and seminars and also to organize similar activities in the school.

Gap analysis and efforts to fulfill the gaps:

Given the nature of courses offered in the school, such as fine arts and music, a large number of visiting faculties are to be hired based on their specialization. Since it is not possible to keep a large number of full time faculty to cover a tiny portion of the course, some programs are taught by many visiting faculties. However, the school has maintained the quality of teaching learning in such programs by hiring only the well qualified visiting faculties. Also the resources for teaching learning are made available anytime based on the need.

Good practices:

A transparent, merit based admission takes place.

There is a prior understanding between the teaching faculty and students regarding course syllabus and students' evaluation criteria.

Multiple skills, such as presentation, classroom participation, project work, group assignments are used for student evaluation, not only a single exam at the end of the semester.

Faculties are encouraged and supported to organize and take part in academic conferences and workshops to further enhance their knowledge and skills.

A number of memorandum of understanding (MOUs) have been signed with many academic and industrial organizations to cooperate in academic endeavors.

Evaluation of the faculties by students after a course is completed is done.

Critical appraisal:

Merit based recruitment of staff and admission of students has helped in maintaining the quality of education provided by the school. The policies for such recruitment exists and is followed all the time. Increasing the proportion of full time faculties in relation to visiting faculties is a challenge because of the costs associated with it.

CRITERION 4: RESEARCH CONSULTANCY AND EXTENSION

Objectives:

The aim of this criterion is to show that the school allocates resources in a reasonable amount for the promotion of research and innovation activities. The publication of research articles in national and international journals as well as the publication of its own academic journal and recruitment of PhD candidates are the basis for fulfilling the objectives of this criterion. Through these activities, the purpose is to develop a culture of research practices among faculties as well as students.

Current status:

A Research Development and Innovation (RDI) unit exists in the school with a dedicated person looking after such activities. Internal funds are provided to faculty members for research on a competitive basis. In the same way, Phd fellowships are offered also on a competitive basis. Memorandum of Understandings (MOUs) are done with various industrial partners and academic institutions, many of which are international, for the exchange of ideas and for collaboration for research activities. All faculty members have published research papers in various journals. Nine externally funded research projects are running at the moment which also hire students for work based on their interests. The school also allocates 5% of its operating budget for research activities annually.

The school publishes its own academic journal called BODHI annually and publishes interdisciplinary research articles. The journal is open access and is indexed in NEPJOL and is freely accessible.

Students are assigned project works/ research work to enhance their practical understanding. As a part of their course, students in the final year of their undergraduate and graduate studies conduct a thesis. Extension activities, such as blood donation and tree plantations are organized by students with support from the school.

Gap analysis and efforts to fulfill the gaps:

Academic publications by faculty members are promoted, however, encouraging undergraduate and graduate students to publish their thesis work needs to be practiced.

A separate policy for RDI activities is drafted to make the funding and other research processes easier to follow.

Efforts are ongoing to make the academic journal, BODHI, to an international standard journal.

Good practices:

The university as well as the school provide seed money to its faculties to encourage research.

Students are required to conduct a thesis or to do an internship which helps them to get familiar with the professional work environment after their graduation.

The school encourages and also helps the students to take part in extension activities such as tree plantations, blood donations, cleaning campaigns, etc.

Critical appraisal:

All faculty members are involved in research activity in one way or the other. However, their research activities can be increased. Since the school has already been publishing its interdisciplinary, academic journal, it should not miss its chance to make it an internationally recognized journal. The RDI policy needs to be revised in a timely manner and to make the process of seeking external funds easier. The internal funds to support faculties and PhD students should be increased which is, however, a challenging task.

CRITERION 5: INFRASTRUCTURE AND LEARNING RESOURCES

Objectives:

The purpose of this criterion is to show that the school has the required infrastructure and resources to keep the teaching learning process comfortable and effective, and also to indicate plans for the expansion and improvement of existing resources, especially the physical infrastructures.

Current status:

The main administrative and academic functions of the school are held from Hattiban in Lalitpur. However, the school has its infrastructure in various locations; in Balkumari, Lalitpur, in Dhulikhel, Kavre, in Gyaneshwor and Tripureshwor, Kathmandu, and in Haldibari, Jhapa. Academic programs are offered in Hattiban, Balkumari and Tripureshwor.

Well maintained library, computer lab, art studio and media studio are available for students for their learning process. Inter-departmental and inter-school library services are available.

Internet facilities are easily available. Eduroam service is available for any visitors from participating institutions around the world. A dedicated IT person works to keep the ICT infrastructure/tools working properly.

Gap analysis and efforts to fulfill the gaps:

A new building, with generous support from the University Grants Commission (UGC) Nepal is made to fulfill the space constraints. However, infrastructure and space for outdoor activities are still not enough.

Funds to renovate the existing infrastructures in Tripurasundari and in Gyaneshwor are lacking. The Head of the Music Department is working hard to generate funds and to renovate the infrastructure in Tripurasundari, Tripureshwor.

Good practices:

Infrastructure for teaching learning is often shared with the School of Education and School of Management which has helped in optimum utilization of the available resources.

Critical appraisal:

The school has been expanding the physical infrastructure and other required resources for teaching and learning process based on the felt need as well as the availability of funds. Library and labs are updated regularly.

More open space for outdoor, physical activities of students is needed.

Infrastructure for academic activities needs to be expanded given the growing demand of programs, often interdisciplinary, and the advancement of technology. For example, a

Geographic Information System (GIS) lab with sophisticated softwares and high capacity computers for the department of development studies is needed. Similarly, funds for renovation of infrastructures in Tripurasundari and Gyaneshwor are needed.

Accommodation and hostel facilities for faculty, staff and students would further make it easier for them to focus on academic activities.

CRITERION 6: STUDENT SUPPORT AND GUIDANCE

Objectives:

This criterion aims to show that enough guidance and support services are provided to the students by the school. These services are provided in the form of information since the beginning of the admission of students, support for visa services for international students to the financial support/scholarships during their studies to tracking of the graduates through tracer studies after their graduation from the school.

Current status:

Program brochures are updated and published annually to disseminate information regarding the admission process and criteria to the prospective students. These are also published publicly on the school website. Support services and policies regarding admission, tuition fees, visa etc are published on the website for international students. Tuition fees for semester toppers are waived for each program, and other forms of scholarships - UGC formula funding scholarships, Lalitpur Metropolitan scholarships - are offered to deserving students. Guidance for students is provided for internship seeking, for job seeking after graduation by all faculties.

Gap analysis and efforts to fulfill the gaps:

A separate employment cell, or placement officer is yet to be managed. However, given that our school admits only a limited number of students based on the quota approved by the academic council, and our school has active MoUs with many academic and industrial partners, our faculties help the students for placement or for higher studies all the time. The faculty:student ratio is maintained in such a way that our faculties are able to provide enough placement and career advice and support services to our students.

Alumni association exists; however, its activities need to be increased.

Space for outdoor activities within the Hattiban premises, where the main administrative and academic functions are operated from, is limited and hence the school encourages and supports students to take part in activities organized by the university in Dhulikhel and also by other organizations/associations elsewhere.

Good practices:

Program brochures are updated and published annually so that the information regarding admission process and criteria are publicly available to prospective students. Support

services related to the visa application are provided to international students who require a visa to study in Nepal.

Faculty members, who are familiar with the students since the beginning, provide counseling and support services for job placements and recommendations for higher studies, and hence this practice has become more effective than establishing a separate placement cell and/or officer.

Only a fixed number of students are admitted based on merit and hence the quality of education provided by our school has been well maintained.

Critical appraisal:

Since students are admitted on a quota basis and guidance can be sufficiently provided by the teaching faculties, a separate unit for helping students for job placement may not have been felt yet. Such a unit may be established based on the felt need in the future.

The Alumni association should be encouraged to be more active and used to promote/increase the visibility of the school.

Tracer studies need to be conducted more frequently, preferably on an annual basis.

CRITERION 7: INFORMATION SYSTEM

Objectives:

This criterion aims to justify the existence of a system that keeps all the records of academic data and carries out the analyses. The summaries of such analyses are displayed publicly and the mechanism for stakeholder feedback exists.

Current status:

An Education Management Information System (EMIS) unit exists in the school that collaborates with all other entities of the school such as library, examination center, admissions office, etc. with aims to keep a centralized system for all data storage and management. Data and information that are not confidential are published publicly on the websites and also through publications such as annual reports, EIS reports, audit reports etc. Feedbacks can be provided by anyone through the websites, social media, email, phone, or orally by visiting the school.

Gap analysis and efforts to fulfill the gaps:

Since various sections of the school are entitled to perform specific tasks, for example, admissions office for the overall admission process, examination center for performing examination and keeping of such records, finance division to keep financial information, library for keeping library records, maintaining a single EMIS unit to keep every type of data has been challenging. However, the EMIS unit formed in the school has been trying to figure out the ways to handle the situation and how to proceed forward.

Good practices:

The website of the school is well maintained and almost all public information is being disseminated through the website.

Social media channels are updated regularly and the feedback is being collected from there.

Critical appraisal:

Establishing an Education Management Information System (EMIS) is not difficult technically, but training and encouragement to all entities to use the system may be challenging. The roles and responsibilities of other existing units, for example the admissions office, examination center may need to be revised when a comprehensive EMIS is made functional.

CRITERION 8: PUBLIC INFORMATION

Objectives:

The objective of this criterion is to justify that the public information regarding the school is published openly, and monitoring and evaluation of the activities is done on a regular basis.

Current status:

All public information that is supposed to be published openly is made available through various means. Annual reports, audit reports are updated on the website. Educational information, except confidential information, are available on the Education Information System (EIS) unit of the university. News bulletins, academic journals publish relevant information. Chatbots on the website are used to provide information to whoever is interested. Monitoring and evaluation directorate of the university carries out the M and E of such activities.

Gap analysis and efforts to fulfill the gaps:

Instead of a separate public information cell, related information is published and made available by the respective sections/units of the school. Some publications are yet to be made regular.

Good practices:

The school website is well maintained and relevant information is regularly updated there for public visibility.

The process to provide feedback by stakeholders is easy, i.e. through social media, or email or telephone.

A Monitoring and Evaluation Directorate works to evaluate the activities performed by the school.

Critical appraisal:

Public information cell as a separate section is yet to be established but the information is being published by the responsible units/sections of the school that are disclosed through the website. The public disclosure using this process has worked well till date. Feedbacks are collected using feedback forms and chatbots in the website, through social media and email communication.

2.3 Summary of the SSR

This Self Study Report (SSR) is prepared in the format provided by the University Grants Commission and based on the data and information according to the institutional records kept by the Kathmandu University School of Arts (KUSOA).

The School of Arts started in 1996 AD by offering a bachelor level program in music. Since then, it has expanded its educational services in many areas of arts and humanities. To cater to the growing demand of quality education within the country and to pursue efforts to prevent the mass exodus of students towards western countries in search of quality education, the school decided to follow and get a status of quality assured institution by the University Grants Commission of the government of Nepal, for the first time in 2018. By keeping up with quality it provided since its commencement, and by pursuing efforts to enhance it further, the school has excelled so far, thanks to the support provided by all concerned stakeholders and our well wishers. Aiming to keep the status of a Quality Assurance and Accreditation (QAA) Certified institution, this SSR is prepared and submitted to the UGC for its review.

The school has well defined policies and action plans that aim to work towards achieving its vision, mission, goals and objectives set while establishing the institution. The curricula are revised and updated in a timely manner, providing knowledge on the latest developments. A conducive teaching learning environment exists in the institution and student admission and faculty recruitment follow a merit based approach. Research activities are encouraging and flourishing. Physical infrastructures are expanded based on need. However, more funds for expansion and renovation seem to be crucial. Student support is provided by all faculty and staff members of the school whenever requested by students. Educational data and information storage and management systems exist which may need to be further enhanced in days to come. Public information is disseminated through various means/media and stakeholders' feedback is collected.

The process of preparing the SSR has been a great learning experience. Critical reflection of the institution's own strengths, weaknesses, opportunities and challenges has made it aware of those things and has aided in making plans for the future.

2.4 Annexes

The annexes of the Self Study Report are arranged in an online drive. To make it easier for accessing the digital files with their names, a systematic and logical naming is done for each file instead of combining them all in one format where scrolling back and forth would be required.

Annex 1 - Student-faculty
https://drive.google.com/drive/folders/1dZlduenXWUomZpoeogKcl8oJzjVhJ9p

Annex 2 - Letters minutes etc
https://drive.google.com/drive/folders/1Jgyl8V3Hb2zxQcvWNwiiGiNXT6wX2M29

Annex 3 - Finance
https://drive.google.com/drive/folders/1jPEYs347UjWOf2agcoRSvKSC0AyUqUMq

Annex 4 - Plans reports calendars
https://drive.google.com/drive/folders/1JEE0cbGxhQF7zItcTnbTJoQukM6Z_d5p

Annex 5 - Memorandum of Understandings
https://drive.google.com/drive/folders/1Vvf9O3NsbeNHDqZu450NS-g_hOhlleUG

Annex 6 - IQAC, IAA, EMIS
https://drive.google.com/drive/folders/14Ljbb8NZxsFgB0O261tC6SN3qdJA241x

Annex 7 - Appraisal forms, reports
https://drive.google.com/drive/folders/1w4TMOAl3vNm2sa-J-0wmLtIBvKIVtVPK

Annex 8 - Attendance, photos
https://drive.google.com/drive/folders/1s1wCDXaSezxN40tBniorems-BvcPzfUG

Annex 9 - Syllabi, teaching plans
https://drive.google.com/drive/folders/16Rklha2qyt9vhAqDaMMlbkpEupUOY1rH

Annex 10 - Research Projects
https://drive.google.com/drive/folders/10RALqbsu_tMA1orkZUJjF41MfTqhdDz-

POST ACCREDITATION PERFORMANCE

(of the QAA First Cycle)

Kathmandu University
School of Arts
Hattiban, Lalitpur
Nepal

The Peer Review Team (PRT) provided criterion-wise recommendations when it visited the School in 2018. The implementation status of the recommendations after getting the accreditation certificate are mentioned below.

SN	Criteria	Recommendation	Implementation Status	Remarks
1	Policy and Procedure	Financial and administrative autonomy may be enhanced for effective functioning of the school.	The seventh amendment of "*Kathmandu Bishwabidyalaya, Aarthik Niyam 2049*" in Shrawan 04, 2074 has added Section 9 to provide more financial autonomy to the Schools, including the School of Arts. Kathmandu Bishwabidyalaya, Aarthik Niyam 2049 [Page 18] - https://ku.edu.np/file-access/793	
		Revisit the Human Resource Development Plan to make it more comprehensive and contextual to School of Arts on the basis of Organization and Management (O & M) analysis	A Strategic Plan of the School (2019-2024) has been made and Annual Plans are being made based on the Strategic Plan. (https://drive.google.com/file/d/1nFaND6vGub3RJu41YYZKGfcf63c8Amu-/view?usp=sharing) Strategic Plan 2022-27 of Kathmandu University (KU) is in place. (https://drive.google.com/file/d/1AZEGORbMvOtbuXWAq2PnFgglYm0Ht96N/view?usp=sharing) A letter has been sent to the Human Resources Division, KU on 12 July 2022 regarding the additional Darbandis for School of Arts. However, the recruitment process will be managed by the Central Office. Vacancy for new and upgrading of existing faculties is regularized:	

			- Vacancy Announcement for Lecturer Position in Yogic Science - https://kusoa.edu.np/notice/vacancy-announcement-for-lecturer-position-in-yogic-science/ - Vacancy Announcement for Community Mobilizer and Knowledge Mobilizer in LIKE Project - https://kusoa.edu.np/notice/vacancy-announcement-for-community-mobilizer-and-knowledge-mobilizer-in-like-project/ - Vacancy Announcement for Lecturer Position in Media Studies - https://kusoa.edu.np/notice/vacancy-announcement-for-lecturer-position-in-media-studies/ - Vacancy Announcement for Lecturer Position in Master in Urban Studies - https://kusoa.edu.np/notice/vacancy-announcement-for-lecturer-position-in-master-in-urban-studies/ - Vacancy Date Extended Notice for Lecturer Position in Master in Urban Studies - https://kusoa.edu.np/notice/vacancy-date-extended-notice-for-lecturer-position-in-master-in-urban-studies/	
		IQAC need to be made more functional with its operational guidelines	Earlier, the School was following the IQAC guidelines of the University. However, IQAC guidelines of the School have been formulated in early 2023 and regular meetings are held.	

			Internal Quality Assurance Committee (IQAC) Guidelines, KUSOA, 2023 - https://docs.google.com/document/d/1QWrgz73PMpRKj0HSXqkL7DYiIAQWrRUz/edit?usp=sharing&ouid=105659469841599984774&rtpof=true&sd=true Meeting minutes of the IQAC - https://drive.google.com/drive/folders/108wvPZn-ECF9qmX2TIoeXPSkWroOrO9u?usp=sharing	
2	Curricular Aspects	Curriculum updating may be continued keeping in view the latest trends in the market, the public governance, and the society.	We conduct curriculum related seminars and workshops in a timely manner. Before beginning each semester, the responsible teaching faculty is required to present the curriculum and propose updates based on the recent developments and market trends in a workshop usually organized by the Department. Visiting faculties and experts are also invited to the workshop and their feedback is incorporated in the curriculum. Curriculum Revision program in Godawari (Report) - https://drive.google.com/file/d/17ZpZqmoIP0o7mwXmilVXMYsoF4MIW-Ev/view?usp=sharing Report on the preparation of Master of Media Studies Course at DoLMC - https://drive.google.com/file/d/15TYYAEL1r4yrPYeh_b1cGRBnKwLAbihF/view?usp=sharing Curriculum details of the Master of Media Studies Course at DoLMC -	

			https://drive.google.com/file/d/1OACG7V3lSnd7ynkRsfqFG9Ar-jbNGBYS/view?usp=sharing Report on Program Development Workshop for the proposed Bachelor of Crafts and Design course - https://drive.google.com/file/d/1cuWuW88d9Ssq3Yh_6aeWGus1TdpeqBMx/view?usp=sharing Updated curriculum for Bachelor in Media Studies program is implemented from 2023 August session. The updated curriculum - https://drive.google.com/file/d/11KvZ45aFg10MGmy0_-aOpi865_Liz121/view?usp=sharing Academic Council meeting minute regarding the decision to adopt the new/updated curriculum - https://drive.google.com/file/d/170vd0E9px6jkc35FpROzoyDSmB_yYqMz/view?usp=sharing	
		Incorporate the pedagogical skills and innovations in teaching learning while updating the curriculum	In the **Department of Music**, skill based local musicians are recruited as trainers in the capacity of teaching faculty in the Department of Music of the School. This has helped to promote the local musical experiences and practices from people without a formal degree in music but with a lot of working experiences and knowledge about local music. In the same way, initiation of university ensemble is another innovative approach to present the skills learnt by the students. The **Department of Art and Design** has started a new undergraduate level course, Bachelor in Craft and Design (BCDes), where experimental, prior and peer learning is practiced. People	

			with a lot of working skills in the field of local craft and design practices are targeted as the students of this course through which the three (experimental, prior and peer learning) teaching learning is practiced/promoted. Students are encouraged to work for the research projects through the LIKE Lab while doing their compulsory thesis/internship project. This has helped students gain practical experiences on research and professional careers. Participation in Trainings, workshops for faculties are arranged. To enhance faculty's pedagogical skills, faculties are supported to join Master's in Higher Education program (form SoEd). Completion Certificate and Transcript of Sagar Manandhar (our full time faculty) - https://drive.google.com/file/d/1N_VEHylvIxzXdg_oE12KG0Gcd84aSfZe/view?usp=sharing https://drive.google.com/file/d/1NZYdHntNY2z889FnYqIiWSGxpXv6DI03/view?usp=sharing	
3	Teaching Learning and Evaluation System	Outcome based teaching learning system may be consolidated along with continuous assessment of the students	Continuous assessment of students is being practiced. The evaluation of students in each program includes in-semester evaluation and end-semester evaluation (50:50). The evaluation scheme is provided to students at the beginning of the semester and is also available on the webpage of the respective program. For eg, see the syllabus of	

			Creative writing for media - https://docs.google.com/document/d/1EtJSnkbgaIDy2PZnSAImEXww17RwQ9JW/edit?usp=sharing&ouid=105659469841599984774&rtpof=true&sd=true Research Methodology - https://docs.google.com/document/d/1Ouzo_N3YmUu2bl1BRgLzNrDkSkZZl4k1/edit?usp=sharing&ouid=105659469841599984774&rtpof=true&sd=true Performance of student ensemble, making of musical instruments, and new music compositions are practiced throughout the course in the **Department of Music.** Art exhibitions are regular activities organized by the **Department of Art and Design.** In the **Department of Economics (DoE)**, students are not only taught economics in both a theoretical and applied capacity. Their base, in theory, is built in the initial semesters, whereas they get their first taste of research in an applied economic research course , where they choose a topic of interest and estimate sophisticated econometric models using primary and/or secondary datasets. They are required to come up with a first draft of a full-fledged research article during their third year. This not only gives them a great head start for their final year research and project work, but also it provides them an opportunity to participate in research seminars to help their outreach. This year, one of our students was awarded Sen Haq best paper award in the South Asian Economics Student Meet	

			(SAESM) and other students also showed meaningful participation in the event.	
		Revisit the plan for increasing the number of full time faculties to enhance the quality of teaching and learning	Given the nature of courses we offer, such as Music and Fine Arts, we have to invite notable/professional artists/musicians etc for different components of each course/program. While increasing the number of full time faculties for each program indeed enhances the quality of teaching, we have learnt that resource constraints also need to be considered. However, eight new darbandis (from 32 to 40 now) have been added. New recruitments and upgrading of existing faculties is going on a regular basis: - Vacancy Announcement for Lecturer Position in Yogic Science - https://kusoa.edu.np/notice/vacancy-announcement-for-lecturer-position-in-yogic-science/ - Vacancy Announcement for Community Mobilizer and Knowledge Mobilizer in LIKE Project - https://kusoa.edu.np/notice/vacancy-announcement-for-community-mobilizer-and-knowledge-mobilizer-in-like-project/ - Vacancy Announcement for Lecturer Position in Media Studies - https://kusoa.edu.np/notice/vacancy-announcement-for-lecturer-position-in-media-studies/ - Vacancy Announcement for Lecturer Position in Master in Urban Studies -	

			https://kusoa.edu.np/notice/vacancy-announcement-for-lecturer-position-in-master-in-urban-studies/ - Vacancy Date Extended Notice for Lecturer Position in Master in Urban Studies - https://kusoa.edu.np/notice/vacancy-date-extended-notice-for-lecturer-position-in-master-in-urban-studies	
		Use test results to enhance students' performance	Additional classes for failed/weak students are offered at a practical level in the School. Formative approach of teaching learning is in practice where students are provided with feedback on the test results. Feedbacks are provided during the in-semester evaluation of students so that they could improve their results in the end-semester exams. In the **Bachelor in Economics (BECON) program**, starting the February-July 2023 session, we have introduced extra help sessions to students struggling with core economic courses in microeconomics and macroeconomics, and mathematical courses like statistics and calculus. These classes are mandatory for all students whose performance in course activities is below a certain threshold level and students responded positively to this initiation by the program.	
4	Research, Consultancy	A comprehensive guideline for research, consultancy, and extension activities	RESEARCH, DEVELOPMENT AND CONSULTANCY (RDC); POLICY, GUIDELINES & PROCEDURES (2015) exists. In order to maintain consistency and uniformity throughout the university, the School	

	and Extension	may be revised and updated in the context of School of Arts	follows the above mentioned policy. The School has the rights to adjust working procedures remaining within the framework of the policy. For that, “Preliminary Guidelines for Research, Development and Innovation (RDI) unit of the Kathmandu University School of Arts” has been formulated - https://drive.google.com/file/d/1bdQ0bUvCGU8L_voWGzON-7ezwoJNP2y1/view?usp=sharing A dedicated faculty has been appointed to look after the RDI section of the School - https://drive.google.com/file/d/14ZETp77UcsxJqncdSVJ1_8ssxVlZPFBh/view?usp=sharing A committee has been formed for the formation of a detailed RDI guideline of the School - https://drive.google.com/drive/folders/1dVX1AoTfZqOE-4NIK_ujiWIfPVVVVQQB?usp=sharing Internal funds for faculties are provided on a competitive basis by the RDI section of the School - https://kusoa.edu.np/notice/call-for-proposals-from-the-faculties-for-internally-funded-research-at-kusoa/	
		Participation of school faculties in Research Committee is recommended	All Research Committee members of the school are faculty members. The five member Research Committee earlier is now composed of seven members.	

			Provision for faculty who are not members of the Research committee to be invited as experts in the Research committee as per need. Research Committee of the School is presented in the Annual Report of the School - https://kusoa.edu.np/publication/annual-report-2022	
		School should sustain PhD program by ensuring provisions of scholarships	Scholarships for PhD are considered and offered on a case by case basis. Associate professors and professors are entitled to have one PhD student as a research fellow with a fee waiver. "Preliminary Guidelines for Research, Development and Innovation (RDI) unit of the Kathmandu University School of Arts" - https://drive.google.com/file/d/1bdQ0bUvCGU8L_voWGzON-7ezwoJNP2y1/view?usp=sharing Internal funds for the PhD Scholars/PhD Research Fellows is offered by the RDI of the School - https://kusoa.edu.np/notice/call-for-proposals-from-the-phd-scholars-phd-research-fellows-for-internally-funded-research-at-kusoa/	
		School of Arts should have its own Journal of an international standard	The School has its own academic journal, BODHI. However, taking it to an international standard is a continuous process and we are continuously working hard to enhance the quality and standard of the journal. The journal archives can be assessed here - https://nepjol.info/index.php/BODHI	

			The latest Advisory Board and Editorial Board of the journal BODHI as decided by the departmental meeting (Department of languages and Mass Communication) - https://drive.google.com/file/d/1GmkZTnba7O8SPXwSstrZ-skJ6RwusINd/view?usp=sharing The School is working towards the publication of a new journal called Social Science Review.	
5	Infrastructure and Learning Resources	Action plan for developing physical facilities to cater the increasing needs of students should be in place	New building under construction is almost complete, which is constructed with the generous support from the UGC, Nepal. Spaces for Labs and studios for Fine Arts, Media studies; Planning/design studio for Urban studies are allocated/considered in the new building.	
		Separate ladies room is a need	This is planned to be allocated in the new building that is under construction and required resources are already procured, jointly with the School of Education (SoEd).	
		More number of computers be placed in the library so as to enable students to have easy access to e-resources	A few computers are added. Computers available in the labs are also used by students where they can access the e-resources. Library automation has enabled students to get access to e-resources from any computer (even personal computers): Library automation means automating all the housekeeping operations of the library such as acquisition, cataloging, serial control, circulation, OPAC, etc. KU library previously used CDS/ISIS for information storage & retrieval. It was just a computerized catalog. The technological development and the increasing demand	

			of the users compelled us to think of the library automation, which resulted to install the Software for University Libraries (SOUL) developed by INFLIBNET Centre, an inter-university center of UGC of India, which made KU library the first academic library to have library automation in Nepalese context. Being more up-to-date, we have switched into the popular online library software KOHA (Open Source) which provides online access (search as well as status check) to our users from anywhere anytime. It also integrates KUCL with other KU libraries situated at different locations. (https://ku.edu.np/library)	
		Maintenance is to be improved	Maintenance of labs and classroom facilities are conducted periodically and when felt. Maintenance of old furnitures and addition of new furnitures in the classrooms and labs.	
		ICT facilities may be enhanced as per the requirement of the students and faculties	We have been doing it continuously based on the felt need. For example, new CC cameras and smart boards are purchased and installed. Internet capacities and wifi facilities have been enhanced. We are in the process of buying new cameras for the media lab.	
		Art labs have to be enhanced with space for storage and display, equipment and materials	To address the problem of space constraints for classrooms and labs, a new building is under construction. These recommendations will be fully implemented after the construction is complete.	

6	Student Support and Guidance	Student placement and guidance cell has to be initiated and made functional	A dedicated person has been appointed to support students since the admission process to other student welfare activities throughout their studies. Letter of Appointment as a coordinator of Admission and Student Welfare - https://drive.google.com/file/d/1YsVIMitb6_ySOp938Sxdo1inD6feAs9t/view?usp=sharing A Student Welfare Council (SOA) exists which is established with the main support of the School. It facilitates peer learning and support by conducting various co curricular and extra curricular activities. Guidance and counseling on department/program level is done continuously.	
		Slow and advanced learners be identified for furtherance of their interests	Our faculties have been doing that for each course they are responsible for and students are encouraged to knock on the faculties' office door whenever they need any assistance. Student mentorship is practiced in Bachelor of Craft in Design course in which students with advanced knowledge and skills mentor their own classmates.	
7	Information System	EMIS has to be made comprehensive and transparent to all the stakeholders	The formation of the EMIS system is in process. However, the guidelines and the EMIS committee have already been formed. https://drive.google.com/drive/folders/1HGiSvbFxbzxUmqZ9JEPyztjYLVqnMAZf?usp=sharing	
		Connectivity of EMIS with all the units of the school be ensured	Finance, exam, library and departments are planned to be connected to the EMIS system.	

8	Public Information	Activate the role of alumni and place its details on school's website the profile of students along with details of alumni	Notable alumni profile has been placed on the School website - https://kusoa.edu.np/students-and-alumni Alumni Network at Kathmandu University maintains a central alumni network that conducts various activities which are regularly updated on the website - https://alumni.ku.edu.np The **Department of Music** has placed the list of its alumni in the website of the department - http://www.kumusic.edu.np/kumusic/m-mus-alumni/ A facebook page of the alumni of the Department of Art and Design publishes alumni activities - https://www.facebook.com/odanalumni	
		Develop a mechanism to seek public feedback on school's activities	There are various mechanisms through which public feedback can be provided to the school. All contact details are publicly available on the school website. https://kusoa.edu.np/contact-us/ Similarly, all our activities are updated on social media channels and everyone is free to give comments and feedback. Issues raised/questioned are taken seriously. Chatbots are activated on the websites of the Departments (for eg **Department of Music** - https://www.kumusic.edu.np/kumusic) Physical boxes to collect feedback from visitors are placed in accessible locations (near the entrances).	