

Quality Assurance of Academic Organisations – A Comparative Study of ISO 9001, ISO 21001 and QAA (UGC Nepal)

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Educational System in Nepal

With the establishment of the first school in 1853, the era of modern education began in Nepal. Though it was aimed only for the members of the ruling families and their courtiers, it attracted the interest of the ordinary people as well. After about 100 years later, schooling for the general people began in 1951 after the over throw of autocratic regime. Even after these seven decades of educational history, the quality of education system in Nepal is still poor. After the introduction of the private education system, the gap between poor and rich in terms of education has widened.

Like in many countries, School Education in Nepal comprises Primary Level, Middle School/Lower Secondary Level (SLC), High School/ Secondary Level and +2/ Higher Secondary Level. Bachelor's/Undergraduate Level, Master's Level/Graduate/Degree Level, Post Graduate, MPhil Level and PhD Doctoral Level are the part of Higher Education system.

Quality Concern at Nepalese Academic Organisations

There is a need of quality enhancement of academic institutes as managing quality is crucial for academic sector. However, many organisations are finding it hard to manage the quality. In almost every part of educational institute, from the curricula to the teacher recruitment to the curricula development, quality is always a big issue. Quality processes and products help to maintain customer satisfaction and loyalty and reduce the risk and cost of replacing faulty goods.

Schools and colleges can build a reputation for quality by gaining accreditation with a recognized quality standard.

Globally various quality management approaches have been used for educational and other organisations with an aim of improving their overall quality. Among various approaches, ISO certification system has become popular and effective for such organisations. Many organisations in Nepal have adopted ISO 9001, 14001, 45001, 22000, 27001 etc. which are globally recognized standards to improve the value of the product and/or service, the sales and marketing advantage, and company requirements. Organisations appreciate how the standard can improve their business processes and reduce scrap, rework and cost. Quality management system through establishment and implementation of ISO and other standards are suitable for both small and large organisations as it helps in improving the internal management. Organisations increase their efficiency, productivity and profit focusing on less wastage, improved customer retention and acquisition and consistent outcomes, measured and monitored (Timsina, 2020). Similarly, there are other quality improvement and enhancement tools and techniques which can be applied for the educational organisations. In every country, government has developed criteria and checklists with an aim of implementing them for the quality improvement of the schools and the colleges.

There is a huge concern among stakeholders of the academic institutes to improve the educational quality. This way they can satisfy the students and other stakeholders. In spite of this fact, only a few institutes have gone through the process of ISO 9001 and a very few have shown interest to have ISO 21001 certification which specifies requirements for a management system for educational organizations (EOMS). All requirements of ISO 21001:2018 are generic and intended to be applicable to any organization that uses a curriculum to support the development of competence through teaching, learning or research, regardless of the type, size or method of delivery (ISO, 2018).

To support the higher educational institutes with an aim of reforming the higher education in Nepal the University Grants Commission (UGC) has launched the Quality Assurance and Accreditation (QAA) programme. It aims to carry out it through quality enhancement or implementing QAA. QAA has been taken as a mission of improving quality of education in Nepal (UGC, 2013). Accordingly, a Quality Assurance and Accreditation Committee (QAAC) has been formed for the development and implementation of QAA activities in higher education in Nepal. The QAA Division in UGC has been established to facilitate QAAC and to perform regular activities related to QAA (UGC, 2020).

Accreditation is the process by which authorized body evaluates the quality of a higher education institution as a whole or of a specific educational programme in order to formally recognize it as having met certain predetermined minimal criteria or standards. The QAA provides opportunities for institutions and their programs to assess their performance and their weaknesses (UGC, 2012). QAA is basically focused to the higher level education, there is no such initiatives for the improvement of school education in Nepal.

Quality Improvement for School Effectiveness

Managing innovation and quality is crucial for organisations. In almost every part of business, from the products and processes to the human resources and the whole management team, quality is always a big issue. Quality products help to maintain customer satisfaction and loyalty and reduce the risk and cost of replacing faulty goods. Companies can build a reputation for quality by gaining accreditation with a recognized quality standard. Organisations increase their efficiency, productivity and profit focusing on less wastage, improved customer retention and acquisition and consistent outcomes, measured and monitored (IIQA, 2021).

ISO 21001 can be implemented in schools to achieve quality improvement which in turn helps in school effectiveness efforts. School effectiveness refers to the performance of the organizational unit called 'school'. The performance of the school can be expressed as the output of the school, which in turn is measured in terms of the average achievement of the pupils at the end of a period of formal schooling. School effectiveness is seen as the degree to which schools achieve their goals, in comparison with other schools, in terms of student-intake, through manipulation of certain conditions by the school itself or the immediate school context. The overall concept of school effectiveness may be defined differently depending on the criteria developed by different researchers and academicians. Timsina (2008) has proposed following criteria to assess the quality of effective schools to achieve school effectiveness. They are:

1. School's vision and future plan
2. Active educational leadership
3. Consensus and cooperation in schools
4. Curriculum quality and opportunity to learn
5. School and classroom climate and culture
6. Monitoring pupil's progress and feedback system
7. Parental, Community and SMC Involvement
8. Effective learning time and instruction.

In each of these main criteria, several other sub criteria are proposed. The criteria are measured against marks received for the quality as perceived by different stakeholders. It can be measured and presented in the graphical form.

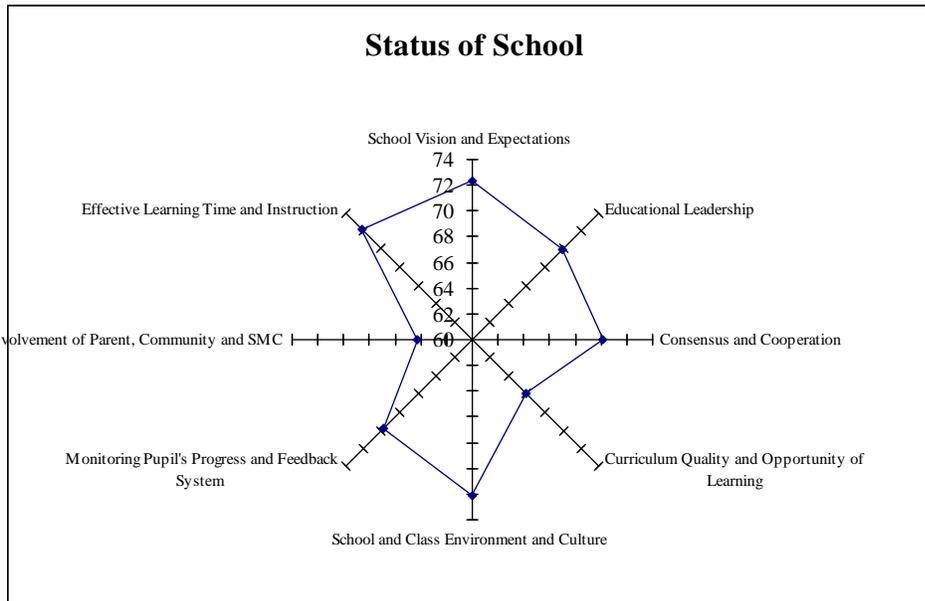


Figure 1: Status of School

Source: Timsina (2008)

British Council awards the International School Award as rewards to schools that have shown a commitment to embedding international awareness and understanding within their class or school. The Council encourages schools through this reward by supporting schools in completing collaborative, curriculum-based work with a number of international partner schools, involvement of the wider community. The International School Award is available in 16 countries and is well-regarded by school inspection bodies and ministries of education globally. It is a global accreditation scheme recognising good practice in incorporating international dimension in schools. Successful schools are accredited for three years. ISA acknowledges school collaboration internationally and provides a framework for recognising schools. Since 2012, 493 schools in Nepal have participated in ISA and 146 have won the full award (Council, 2021).

Quality Concerns at Higher Institutions

There are different ways of assessing the quality of academic institutes. Many organisations assess the level of Universities or colleges and give certain rank. In one of the ranking carried out in 2021 by Times Higher Education from UK, TU has been given the rank of 351-400 among top 500 Asian universities that covered 33 Asian countries. As TU is catering education to more than 80% of the students at higher education level in Nepal, this rank can be considered as a slow progress compared to other Universities. In the result of the Webometrics published in July 2020, TU has stood in the 3,804th position among 30,000 universities worldwide. With the recent

advent of world university ranking system, they have also become more aware of quality assurance system in higher education institutions across the world. (Pun, 2020).

Through the 10th Plan (2002-07), Government of Nepal proposed the formation of Quality Assurance and Accreditation system with an aim of improving the quality of higher academic institutes. After this policy directive, the University Grants Commission (UGC) launched the Quality Assurance and Accreditation (QAA) programme as an important aspect of reform in higher education in Nepal. Quality Assurance and Accreditation Committee (QAAC) was formed in 2003 for the development and implementation of QAA activities in higher education of Nepal. The QAA Division in UGC was established in 2007 to facilitate QAAC and to perform regular activities related to QAA.

UGC has mandated all the higher educational institutes to go through the QAA. In Nepal, there are 1407 higher education institutes spreading throughout the country (Pradhan, 2021). In line with the same plan, TU established the Centre for Quality Assurance (TUQA Centre) in 2018 to monitor and facilitate its constituent campuses, faculty/institutes, and central departments participating in the Quality Assurance and Accreditation (QAA) process (TUQA Centre). As higher education has become increasingly competitive, universities and governments have to rethink about their higher education status quo so that they could improve their position on the global higher education context. (Pun, 2020).

In Nepal, there are 11 Universities, which are as follows:

1. Tribhuvan University (TU), 1959
2. Nepal Sanskrit University (NSU), 1986
3. Kathmandu University (KU), 1991
4. Purbanchal University (PU), 1994
5. Pokhara University (PokU), 1997
6. Lumbini Bouddha University (LBU), 2005
7. Far-western University (2010)
8. Mid-western University (2010)
9. Agriculture and Forestry University (2010)
10. Nepal Open University (2016)
11. Rajarshi Janak University (2017).

Source: UGC, 2021

Universities and colleges spread out all over Nepal. The number of university, academy and colleges is as follows:

Table 1: List of higher education institutes in Nepal

Description	Prov 1	Prov 2	Prov 3	Prov 4	Prov 5	Prov 6	Prov 7	Total
University	1	1	4	1	2	1	1	11
Academy	1		2			1		4
Colleges	196	126	612	124	197	56	96	1407

Source: Pradhan, 2021.

Relevance of ISO 9001 and ISO 21001 for Nepalese Academic Institutes

Quality management system through establishment and implementation of ISO and other standards are suitable for both small and large organisations as it helps in improving the internal management. Organisations increase their efficiency, productivity and profit focusing on less wastage, improved customer retention and acquisition and consistent outcomes, measured and monitored (IIQA, 2021). ISO 9001:2015 specifies requirements for a quality management system where an organization need to demonstrate its ability to consistently provide product that meets customer and applicable statutory and regulatory requirements (ISO, 2015). It defines good management system practices and aims at providing a global standard that spells out quality and trust. The standard is designed to address the delicate balance between maintaining profitability ad reducing environmental impact with the commitment of the entire organization (Timsina, 2021).

ISO 9001 is defined as the international standard that specifies requirements for a quality management system (QMS). Organizations use the standard to demonstrate the ability to consistently provide products and services that meet customer and regulatory requirements. It is the most popular standard in the ISO 9000 series and the only standard in the series to which organizations can certify. ISO 9001 was first published in 1987 by the International Organization for Standardization (ISO), an international agency composed of the national standards bodies of more than 160 countries. The current version of ISO 9001 was released in September 2015. ISO 9001:2015 applies to any organization, regardless of size or industry. More than one million organizations from more than 160 countries have applied the ISO 9001 standard requirements to their quality management systems. ISO 9001 is based on the plan-do-check-act methodology and provides a process-oriented approach to documenting and reviewing the structure, responsibilities, and procedures required to achieve effective quality management in an organization (ASQ, 2021).

For academic institutes, ISO 9001 has been replaced by ISO 21001 namely the Educational Organisation Management System (EOMS). This standard has included ISO 9001

and other nine standards. So, there is now no need of ISO 9001 if ISO 21001 has been implemented in the organisation.

ISO standards are based on process approach. As an example, ISO 21001 (EOMS) promotes the adoption of a process approach when developing, implementing and improving the effectiveness of an EOMS, to enhance learner and other beneficiary satisfaction by meeting learner and other beneficiary requirements. It manages interrelated processes as a system contributes to the organization's effectiveness and efficiency in achieving its intended results. This approach enables the organization to control the interrelationships and interdependencies among the processes of the system, so that the overall performance of the organization can be enhanced. The process approach involves the systematic definition and management of processes, and their interactions, so as to achieve the intended results in accordance with the policy, objectives and strategic plan of the organization. Management of the processes and the system as a whole can be achieved using the PDCA cycle with an overall focus on risk-based thinking aimed at taking advantage of opportunities and preventing undesirable results (ISO, 2018).

ISO 21001 is a stand-alone management system standard, aligned with ISO 9001 and other nine standards. It focuses on the management systems of educational organizations as well as the impact of these on learners and other relevant interested parties. EOMS can be implemented alongside regional, national, open, proprietary and other standards or related documents. ISO 21001 document provides a common management tool for organisations providing educational products and services capable of meeting learners' and other beneficiaries' requirements.

There is a critical and continuous need for educational organisations to evaluate the degree to which they meet the requirements of learners and other beneficiaries, as well as other relevant interested parties and to improve their ability to continue to do so. Principles for an EOMS are a) focus on learners and other beneficiaries, visionary leadership, engagement of people, process approach, improvement, evidence-based decisions, relationship management, social responsibility, accessibility and equity, ethical conduct in education, and data security and protection.

By the use of ISO 21001, organisations get several benefits such as better alignment of objectives and activities with policy, enhanced social responsibility by providing inclusive and equitable quality education for all, more personalized learning and effective response to all learners and particularly to learners with special education needs, distance learners and lifelong learning opportunities, and consistent processes and evaluation tools to demonstrate and increase effectiveness and efficiency. Similarly, they find it useful through increased credibility of the organisation, as a means that enables educational organisation to demonstrate their commitment to effective educational management practices, a culture for organizational improvement, harmonization of regional, national, open, proprietary, and other standards within an

international framework, widened participation of interested parties, and stimulation of excellence and innovation (ISO, 2018).

Accreditation Process

In line with its plan to show its higher education standards and a strong presence in the global quality competition, the University Grants Commission (UGC), Nepal has established the Quality Assurance and Accreditation Council (QAAC) as a statutory body in 2007 that advises on quality in higher education institutions. The accrediting national body like QAAC are not autonomous and are interfere by the political influence.

Because of the overarching role of education in overall national development, government has emphasised the need of establishing higher educational institutions giving emphasis on quality assurance. Both the constituent and community or private campuses may go through the QAA process and get accredited itself. TUQA may work to meet the requirements and standards of the national quality assurance framework as well as facilitate the adoption and implementation of internal quality enhancement within TU higher education institutions (Pun, 2020).

Accreditation is the process by which authorized body evaluates the quality of a higher education institution (HEI) as a whole or of a specific educational program in order to formally recognize it as having met certain predetermined minimal criteria or standards. The QAA provides opportunities for HEIs and their programs to assess their performance and their weaknesses (UGC, 2013). The objective of QAA is to develop a system for the conscious, consistent, and catalyst action to improve and sustain the academic and administrative performance of the HEI and to make the quality as an integral part of the system towards academic excellence. HEIs need quality assurance to meet statutory requirements and satisfy professional obligations.

There are many internal and external forces which encourage HEIs to go through the accreditation. Some of the major forces are university regulations and motivation for branding. It may be the direction from the strategic planning. Accreditation may be required by the regulatory bodies and international organisations for collaboration, credit transfer etc.

UGC (2013) has highlighted the need of accreditation to assure quality, improvement, easing transfer, recognition etc. Accreditation provides a source and urge for continuous improvement in the educational practices followed by an institute, due to the periodic evaluation by the agencies. Accreditation of institutions and programs is important to students for smooth transfer of programs among colleges and universities. Accreditation of institutions and their programs makes them recognized as a symbol of high quality education practitioner (UGC, 2013).

Table 2: Overall process of QAA

Step I	Submission of Letter of Intent (LOI) form by College to QAAD-UGC	QAAD gives the letter of acceptance of LOI
Step II	Preparation of Self-Study Report (SSR) by College and Submit to QAAD-UGC	Based on 8 Criteria
Step III	SSR Technical Review	Suggestion for Improvement if needed
Step IV	PRT Review of SSR	Suggestion for Improvement if needed
Step V	PRT Pre-Visit	Suggestion for Improvement if needed
Step VI	PRT Final Visit	
Step VII	PRT Report	Yes or No Decision for Certification
Step VIII	Certification of QAA	

Step I: Submission of Letter of Intent (LoI)

The HEIs willing to participate in the QAA process have to submit a Letter of Intent in the specified format along with the information of the information and determine the eligibility. QAAD will send the manuals and guidelines to the eligible institutions to complete the entire process of self-assessment (UGC, 2013).

The requirement for LoI has been clearly defined by UGC. It should cover the following points:

1. Executive Head, HOD, program coordinators, IQAC coordinator must be full time faculties.
2. In case of Campus offering professional courses, they should meet the minimum criteria stated by the professional councils.
3. Campus must be explicitly expressed in schematic form depicting the Institutional Head and others representing overall responsibilities including academic responsibility, administrative responsibility, financial responsibility and examination responsibility.
4. Campus must have produced at least 4 batches of graduates & 5 yrs of establishment.
5. Campus must formulate specific budget for academic and institutional development.
6. The minimum number of students should be 200. (Not applicable to Central Departments).

Following documents are required for the LoI:

1. Formal letter
2. Approval letter for conducting the program from university. (Affiliation letter)
3. Appointment letters and Job description of executive head, IQAC head, coordinators, directors etc.
4. Regulation of Campus. (Bidhan, Prabadha Patra, Niyamawali)

5. Letter of recognition from the respective professional council (in case of technical programs only)
6. Organogram
7. Periodic strategic plan
8. Annual Budget of current fiscal year.
9. Audit Report of latest two fiscal year.
10. Annual report of latest two year

Step II: Preparation of Self-Study Report

The eligible institution itself has to prepare the Self – Study Report (SSR). Preparation of SSR is an internal exercise for the participating institutions expected to be done with honesty, self-trust and confidence. It aims at providing an opportunity for the institutions to measure their effectiveness and efficiency, and to identify core strengths and weaknesses (UGC, 2013).

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The self-study is a reflective, self-evaluation, internal review of college. It is aimed at quality improvement and self-appraisal. It is an analysis of strengths and weaknesses, outlining how improvements can be made. It expresses degree level expectations and learning outcomes that drive admission requirements, curriculum content, modes of delivery, bases of evaluations of student performance and commitment of resources.

Weightage for the Criteria

Criteria	Weightage
Policy and Procedures	15
Curricular aspects	10
Teaching-Learning and Evaluation System	15
Research-Consultancy and Extensions	10
Infrastructure and Learning Resources	20
Student Support and Guidance	10
Information System	10
Public Information	10
Total	100

Following committees are formed in the accreditation process.

1. IQAC - Committee
2. SAT (Self Study Team) - Committee
3. Research Consultancy and Extension Committee / Research Management Cell
4. Student Counselling Committee
5. Information Cell (Student /teachers Satisfaction Survey, Tracer Study) + Information officer
6. Publication Committee (Journal, Annual report etc)
7. EMIS (Educational Management Information System): Online / Offline
8. Alumni Association

Planning for SSR preparation and submission

1. Formation of IQAC and SAT
2. Arrangement of IQAC Secretariat/ Office
3. Preparation of SSR Preparation Schedule & Budget
4. Formation of Committees
5. Completion of Different Actions
6. Collection of Documents for Annex
7. SSR Writing (First Draft)
8. Review of SSR & Internal Marking
9. Editing and Updating SSR
10. Finalization of SSR (Final Draft)

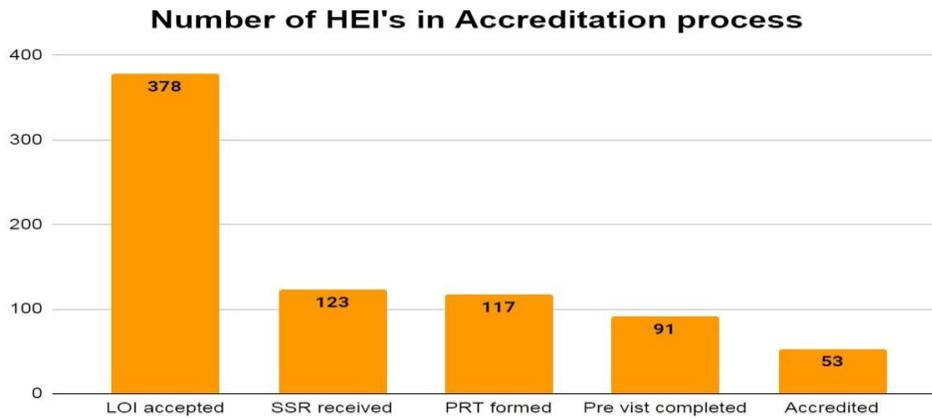
11. Printing & Binding of SSR
12. Submission of the SSR

Peer Review

After receiving the formal SSR report from the participating institution, QAAC forms a Peer Review Team (PRT) to evaluate the QAA status based on the SSR and visit the institution and inspect the patterns of evidence to validate the SSR through observation and interaction with the people concerned in the respective institution. The Peer Review Team (one foreign expert included) makes critical examination of the self-assessment report and makes field based observation towards completing the assessment diagnostically and make suggestions for quality enhancement in line with the criteria and indicators of QAA system (Pradhan, 2021). PRT is concerned for the validity and reliability of the SSR report. Based on the information received through SSR, it also provides a confidential score to facilitate the final grading. The PRT report and the assessment will be discussed in the Technical Committee and will be submitted to QAAC.

Approval and Certification

Based on all the information collected through visits and criteria fulfilled by the institution, QAAC recommends to UGC for the accreditation status. UGC finally approves the certificate for five years after which re-certification following the same criteria is required. This can be started even before the termination of the certification period (UGC, 2013).



Source: Pradhan, 2021

Comparative Analysis

QAA is accomplished through a process of Self-Assessment and Peer Reviews using defined criteria/benchmarks derived from generic and discipline-related. Benchmarks will be elaborated by the team of academic experts and published prior to the start of the QAA process for each

particular academic program (UGC, 2013). QAA criteria includes policy and procedures in which institutional definitions of goals, objectives and standards for quality need to be explored. Under curricular aspects, translation of goals, objectives and standards into curricular action and under teaching -learning and evaluation system, reflection of teaching – learning practice needs to clarify. Research, consultancy and extension emphasises facilitating aspects of the institution to promote research, consultancy and extension including the outcome. Infrastructure and learning resources highlights adequacy, optimal use and maintenance of the available facilities to enhance quality. Student support and guidance includes provision of necessary assistance for good students' experiences for their progression. Information system requires institutional arrangement of the information systems required for efficiency for management and public information highlights publication of institutional information including stakeholders' feedback for improvement.

ISOs also follow generic criteria in seven key areas, namely context of the organisation, leadership, support, operation, performance evaluation and improvement (ISO, 2015). In both the systems, a quality audit process will be initiated in parallel to assess the compliance of a given program with the academic standards prescribed by the organisations concerned. The organisations must fulfill the criteria as assigned in the QAA or ISO standards. In QAA, these criteria form the bases for both preparing the SSR by the institutions and the validation of the SSR by the PRT. In ISO, if these criteria are not fulfilled, nonconformities may result which in turn disqualify the organisation to be an ISO certified organisation.

This paper has highlighted the similarities and dissimilarities between QAA and ISO system. In ISO, it has considered both the ISO 9001 which is applied mainly for the quality management aspect and ISO 21001 which is implemented mainly for the educational organisations. As ISO standards follow the same high level structure, the criteria are clearly explained under the same clause in both the standards. The detail comparison is presented in the annex.

CONCLUSIONS

The study has concluded that there are many similarities between QAA and ISO 9001/21001 standard as both focus on overall development and management of the organisations. Both the documents have highlighted the importance of implementing several criteria to maintain the quality of the organisation. Both the standards are compatible with each other. However, they are not completely overlapping in terms of the clauses, they rather complement each other. It can be recommended that for the effective implementation of the QAA in the educational organisations, it is good to incorporate ISO 9001/21001 as well. It will help the organisation to fully manage itself by implementing quality management system.

In Nepal, there is no any autonomous accrediting organisation. ISO certifications or QAA accreditation should be free from influence of any other organisation. As QAA is the part of UGC and it in turn is responsible for the improvement of education at higher level, giving accreditations through its own mechanism gives less credit in international arena. There must be

a separate entity at higher level which can oversee all the quality related activities in Nepal. In the absence of such autonomous body and legality of the certifications or accreditations, it is difficult to claim their validity and reliability.

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Annex

Annex 1: Criteria of QAA in reference to ISO 9001 and ISO 21001

Criterion 1: Policy and Procedures

QN	QAA Criteria Benchmark-wise imputes	Clause of ISO 9001 & 21001
1	Clearly defined vision, mission, goals, and objectives of the Institution	4.1, 5.2.1, 6.2
2	Clearly defined plans, programs and strategies to achieve its specific goals and objectives	5.2
3	Organizational structures with policies of the Institution are formulated, reflected, reviewed and updated, organizational chart and member compositions.	5.3
4	Institution adopted any mechanism/process for internal quality monitoring and checks	7.1.5, 9.1, 9.2
5	Document of the institution to specify the job responsibilities of departments, units and individuals	4.2
6	Defined and written scheme to evaluate the pre-defined job	4.2

QN	QAA Criteria Benchmark-wise imputes	Clause of ISO 9001 & 21001
	responsibilities of departments, units and individual staff.	
7	Institution has strategic plan and action plan emphasizing on team work and participatory decision making and a scheme for information sharing.	6.2
8	Institution have program(s) to strengthen the regular academic programs through other self-sustaining programs/courses and others.	6.2.2
9	Formal provisions of “stakeholders or community feedbacks and orientation” in its activities.	4.2, 8.2.1, 9.1.2
10	Committees/external agencies appointed during the last three years to improve the organization and management.	4,2
11	Students involved in institution management system and quality assurance.	4.2
12	Academic audit conducted?	9.2
13	Specific mechanism to combine teaching and research.	8.3.2
14	Any positive outcomes of combination of teaching and research.	
15	Provide institution specific other innovations which have contributed to its growth and development.	7.4.2

Criterion 2: Curricular Aspects

QN	Benchmark-wise imputes	Clause of ISO 9001 & 21001
16	Provision for ensuring consistency of teaching and learning with the academic goals and objectives of the institution.	5.1.2
17	Programs offering students the following benefits: <ul style="list-style-type: none"> • Time frame matching student convenience • Horizontal mobility • Elective options 	
18	Efforts to promote quality of education with provision of skills transfer among the students: <ul style="list-style-type: none"> • Capacity to learn • Communication skills • Numerical skills • Use of information 	7.2

QN	Benchmark-wise imputes	Clause of ISO 9001 & 21001
	<ul style="list-style-type: none"> Work as a part of a team and independently. 	
19	Focused programs and electives offered by the institution.	
20	Initiative to contribute/feedback to the curriculum of the university in the last 4-5 years.	9
21	Mechanism to obtain feedback from academic peers and employers.	9
22	Institution-industry-neighborhood networks.	7.2
23	Civic responsibilities among the students.	7.2
24	All-round personality development of the learners.	7.2
25	Imparting moral and ethical value based education.	7.2

Criterion 3: Teaching-Learning and Evaluation

QN	Benchmark-wise imputes	Clause of ISO 9001 & 21001
26	Methods you apply in admitting the new graduates <ul style="list-style-type: none"> Through academic records Through written entrance tests Through group discussions Through interviews Through combination of above all 	8.2.2, 8.5.1.2
27	Provision for assessing students' needs and aptitudes for a course.	8.2.2, 8.5.1.2.2
28	Provide bridge/remedial courses to the academically weak and disadvantaged students.	8.2.2
29	Encourage the teachers to make a teaching-plan.	8.1.2, 8.1.3
30	Syllabi in harmony with the academic/teaching calendar.	
31	Supplement the lecture method of teaching with other teaching methods with specific weightage in terms of hours.	
32	Facility to prepare audio visuals and other teaching aids.	7.1.3.1
33	Furnish the items for the last two years <ul style="list-style-type: none"> Teaching days per semester against the requirement Working days per week against the requirement Work load per week (for part time teachers) Ratio of full-time teachers to part-time teachers Ratio of teaching staff to non-teaching staff Percentage of classes taught by full-time Faculty Number of visiting professors/ practitioners 	7.1.2.1. 7.5.1

QN	Benchmark-wise imputes	Clause of ISO 9001 & 21001
34	a. Students oriented to the program, evaluation system, codes of conduct other relevant institutional provisions and requirements. b. Evaluation methods communicated to students at the beginning of the academic session.	9.1
35	Monitor the overall performance of students periodically.	9.1
36	Funding criteria that in the case of new appointment of the teaching faculty. <ul style="list-style-type: none"> • Job Advertisement • Selection Committee Formation • Examination by Selection Committee • Evaluation of Demo Classes • Interview by Selection Committee • Job Contract Through Formal Appointment Letter 	
37	Provide the information (in number) about the teaching staff recruited during the last two years	8.5.5
38	a. Freedom and the resources to appoint and pay temporary/ad hoc teaching staff. b. Provision and practice for inviting visiting/guest faculty on regular basis.	7.1.2
39	Number of teaching staff who have attended seminars/conferences/workshops as participants/resource persons/organizer in the last two years.	9.1
40	Follow the self-appraisal method to evaluate the performance of the faculty in teaching, research and extension program.	9.1
41	Follow any other teacher performance appraisal method.	9.1
42	Collect student evaluation on institution experience.	9.1
43	Conduct refresher courses/seminars/conferences/symposia/workshops/programs for faculty development? If yes, give details.	7.1.6.1
44	Give details of faculty development programs and the number of teachers who benefited out of them, during the last two years.	7.1.2
45	Furnish information about notable innovations in teaching	8.5.1.3
46	National and international linkages established for teaching and/or research	8.5.1.3

Criterion 4: Research, Consultancy and Extension

QN	Benchmark-wise imputes	Clause of ISO 9001 & 21001
47	Research budget of the institution in percentage of total operating budget	
48	Promoting research <ul style="list-style-type: none"> • 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 	8.2
49	Engaged in PhD level programs?	7.2
50	Percentage of teachers engaged in active research - guiding research scholars, operating projects, publishing regularly, etc.	8.2
51	Mention the admission status of the M. Phil/PhD graduates in your institution.	7.2
52	Number of PhDs awarded during the last five years	7.2
53	Financial support to research students Percentage of financial support from recurring cost.	7.2
54	Ongoing research projects	7.2
55	Ongoing research projects funded by external agencies.	
56	Research/ academic publication.	
57	Consultancy services.	
58	A designated person for extension activities.	7.1.2
59	Extension activities of the institution and its details	
60	Outreach programs, for example, Population Education Club, Adult Education, National Literacy Mission, etc.	
61	Students and teachers participation in extension activities.	7.2
62	Work and plan the extension activities along with NGO's and GO's.	7.2

Criterion 5: Infrastructure and Learning Resources

QN	Benchmark-wise imputes	Clause of ISO 9001 & 21001
63	Comprehensive master plan indicating the existing buildings and the projected expansion in the future.	6.2
64	a. Plan to meet the need for augmenting the infrastructure to keep pace with academic growth. b. Support facilities are available for conducting the education	7.1.3

QN	Benchmark-wise imputes	Clause of ISO 9001 & 21001
	programs in the institution.	
65	Provision for regular maintenance of its infrastructure.	7.1.3
66	Optimum utilization of its infrastructure facilities. Produce the plan.	7.1.3
67	Use of the academic facilities by external agencies.	
68	Keep the institution clean, green and pollution free.	7.1.4
69	Computer facilities in the institution that is easily accessible to students and faculty?	7.1.3
70	Give the working hours of the computer centre and its access on holidays and off hours.	7.1.3
71	a. Number of departments with computers of their own. b. Provisions of internet/intercom/CC TV/other facilities.	7.1.3
72	Output of the centre in developing computer aided learning packages in various subjects during the last three years.	7.1.3
73	Provision for maintaining/updating the computer facilities.	7.1.3
74	Use of the services of inter-university facilities.	
75	Various health services available to the students, teacher and other staff.	7.1.4
76	Physical and infrastructural facilities available in the sports and physical education centre.	.1.3
77	Incentives given to outstanding sports persons.	
78	Student participation during the last year at the university, regional, national and international meets.	
79	Hostel facilities available in the institution.	7.1.3
80	Facilities for drinking water and toilets.	7.1.4
Library as a Learning Resource		
81.a	Working hours of the library	
81. b	Library provides open-access to students	
82	Mention the total collection of documents. ➤ Books ➤ Current Journals ▪ Nepalese ▪ Foreign ➤ Magazines ➤ Reference Books	7.1

QN	Benchmark-wise imputes	Clause of ISO 9001 & 21001																														
	<ul style="list-style-type: none"> ➤ Text Books ➤ Reference journals ➤ Back Volumes of Journals ➤ E- Information Resources <ul style="list-style-type: none"> ▪ CD's/DVD's (Book CDs) ▪ Databases ▪ AV Resources ➤ Special collection UNO Depository center, World Bank, Old Book Collection, Manuscripts.																															
83	Number of books/journals/ periodicals that have been added to institution library during the last two years and their cost. <table border="1" data-bbox="305 835 886 1388" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="305 835 505 919"></th> <th colspan="2" data-bbox="505 835 695 919">The year before last</th> <th colspan="2" data-bbox="695 835 886 919">The year before</th> </tr> <tr> <th data-bbox="305 919 505 1087"></th> <th data-bbox="505 919 586 1087">No.</th> <th data-bbox="586 919 695 1087">Total Cost (NRS)</th> <th data-bbox="695 919 776 1087">No.</th> <th data-bbox="776 919 886 1087">Total cost (NRs)</th> </tr> </thead> <tbody> <tr> <td data-bbox="305 1087 505 1136">i. Text books</td> <td data-bbox="505 1087 586 1136"></td> <td data-bbox="586 1087 695 1136"></td> <td data-bbox="695 1087 776 1136"></td> <td data-bbox="776 1087 886 1136"></td> </tr> <tr> <td data-bbox="305 1136 505 1213">ii. Other books</td> <td data-bbox="505 1136 586 1213"></td> <td data-bbox="586 1136 695 1213"></td> <td data-bbox="695 1136 776 1213"></td> <td data-bbox="776 1136 886 1213"></td> </tr> <tr> <td data-bbox="305 1213 505 1304">iii. Journals/ periodical</td> <td data-bbox="505 1213 586 1304"></td> <td data-bbox="586 1213 695 1304"></td> <td data-bbox="695 1213 776 1304"></td> <td data-bbox="776 1213 886 1304"></td> </tr> <tr> <td data-bbox="305 1304 505 1388">iv. Any others</td> <td data-bbox="505 1304 586 1388"></td> <td data-bbox="586 1304 695 1388"></td> <td data-bbox="695 1304 776 1388"></td> <td data-bbox="776 1304 886 1388"></td> </tr> </tbody> </table>		The year before last		The year before			No.	Total Cost (NRS)	No.	Total cost (NRs)	i. Text books					ii. Other books					iii. Journals/ periodical					iv. Any others					
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84	Mention <ul style="list-style-type: none"> i) Total carpet area of the institution library (in sq.mts.) (ii) Total number of departmental libraries (iii) Seating capacity of the Library (iv) Open student access to library 	7.1.3																														
85	Organizational structure of the library.																															
86	Staff development programs for library	7.1.3																														
87	Library functions automated? Name the application software used.	7.1.3																														
88	Percentage of library budget in relation to the total budget of the Institution.	7.1																														

QN	Benchmark-wise imputes	Clause of ISO 9001 & 21001
89	Library provides the different services/facilities? <ul style="list-style-type: none"> • Circulation Services • Maintenance services • Reference/referral service • Information display and notification services • Photocopying and printing services • User Orientation/Information Literacy • Internet/ Computer Access • Inter-Library Loan services • Networking services • Power backup facility 	7.5
90	Furnish details on the following Average number of books issued/returned per day. (i) Average no. of users visited / Documents consulted per month (ii) Please furnish the information on no. of Log- ins in to the (iii) E-Library Services/E- Documents delivered per month. (iv) Ratio of Library books to number of students enrolled	7.5

Criterion 6: Student Support and Guidance

QN	Benchmark wise Inputs	Clause of ISO 9001 & 21001
91	Furnish the following details: <ul style="list-style-type: none"> • Percentage of regular students appearing for the exam: • Dropout rate (drop out from the course): • Progression to further study (Bachelors to Master, Master to M. Phil/PhD): • Prominent positions held by alumni: 	7.5
92	Number of students passed the different examinations in the last five years <ul style="list-style-type: none"> • Nepal Civil Services Examination: • Other employment related examinations: • International level entrance exam: • Others (Please specify): 	7.5

QN	Benchmark wise Inputs	Clause of ISO 9001 & 21001
93	Publish its updated prospectus annually.	7.4.1, 7.5
94	Financial aids available to students from the government, the institution and others.	
95	Number of students who have received financial aid during the last two years.	4.2
96	Employment cell and a placement officer who offers career counseling to students.	
97	Teachers participate in academic and personal counseling.	
98	Number of students employed through placement service during the last year.	
99	Employment cell motivate the students to seek self-employment.	
100	Alumni Association.	8.5.2
101	Ways of policies and criteria of admission made clear to prospective students.	7.3
102	Admission policy of the institution with regard to international students.	5.2
103	Support services given to international students. <ul style="list-style-type: none"> • International student service office • Special accommodation • Induction courses • Socio-cultural programs • Welfare programs • Policy clearance • Visa support 	
104	Recreational/leisure time facilities available to students. <ul style="list-style-type: none"> • Indoor games • Outdoor games • Nature Clubs • Debate Clubs • Student Magazines • Cultural Programs • Audio Video facilities • Any others ----- 	

Criterion 7: Information Systems

QN	Benchmark wise Inputs	Clause of ISO 9001 & 21001
105	Cell to analyze and record various academic data.	7.5
106	Areas on which such analysis is carried out.	7.5
107	Analyzed data kept in the institution records.	7.5
108	Information open to the stakeholders.	4.2, 5.1.2, 7.5
109	Methods of study and analysis open to the stakeholders.	
110	Mechanism to receive comments or feedbacks on the published data.	7.5, 9.1.2
111	Impacts of such information system on decision making process.	9.1
112	Examples of quality improvements initiated due to the use of information system.	9

Criterion 8: Public Information

QN	Benchmark wise Inputs	Clause of ISO 9001 & 21001
113	Public information cell within the institution.	7.3
114	Areas of information published by the cell. <ul style="list-style-type: none"> • Academic • Administration • Financial • All 	7.3
115	Information published <ul style="list-style-type: none"> • Newspapers • Magazines • Institutional special magazine dedicated for this 	7.3
116	Frequency of information published <ul style="list-style-type: none"> • Yearly • In 4 years 	7.3
117	Mention all such publications of last two years	7.3
118	Cell collects responses.	9
119	System to evaluate the impact of public information on quality improvements.	9
120	Positive impacts made by the public information practice.	9