



Comparison between the National Assessment and Accreditation Council (NAAC) criteria and the ISO 21001 Educational Organizations Management Systems (EOMS) standard

NAAC focuses on accreditation and quality assessment within the context of Indian higher education.	ISO 21001 provides a standardized framework for establishing and improving an educational management system,
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National Assessment and Accreditation Council (NAAC) Criteria:

NAAC is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. NAAC evaluates universities and colleges based on several criteria to determine their quality and performance. These criteria include aspects such as:

- Curricular Aspects:** This criterion assesses the effectiveness of the curriculum, its relevance to the needs of students and society, and the availability of academic flexibility.
- Teaching-Learning and Evaluation:** Focuses on the quality of teaching and learning methods, teacher-student interaction, assessment practices, and the use of technology.
- Research, Consultancy, and Extension:** Evaluates the institution's research output, engagement in consultancy, and extension activities that contribute to societal development.
- Infrastructure and Learning Resources:** Assesses the physical and academic infrastructure, library facilities, and availability of digital resources.
- Student Support and Progression:** Considers support services for students' well-being, counseling, guidance, and efforts to promote student success and progression.
- Governance, Leadership, and Management:** Examines the institutional leadership, governance structure, financial management, and decision-making processes.
- Innovations and Best Practices:** Recognizes innovative approaches, best practices, and initiatives that enhance the quality of education and institutional performance.



ISO 21001 Educational Organizations Management Systems (EOMS):

ISO 21001 is an international standard that outlines the requirements for establishing, implementing, maintaining, and improving a management system for educational organizations. It aims to enhance an organization's ability to provide educational products and services that meet learners' needs and expectations. The standard's key areas include:

1. **Context of the Organization:** Similar to other ISO management system standards, ISO 21001 emphasizes understanding the organization's context, including internal and external factors that impact its educational services.
2. **Leadership and Commitment:** Focuses on leadership's involvement, commitment, and responsibility for the effectiveness of the management system and educational outcomes.
3. **Learner-Centeredness:** Emphasizes tailoring educational services to meet learners' needs, expectations, and diverse requirements.
4. **Competence and Staff:** Addresses the competence and development of staff, ensuring they possess the necessary skills and expertise to deliver quality education.
5. **Operations Management:** Covers processes related to educational service delivery, including design, development, and evaluation of educational programs.
6. **Learning Environments:** Focuses on creating safe, supportive, and inclusive learning environments that foster effective teaching and learning.
7. **Support Services:** Encompasses student support services, infrastructure, learning resources, and other support mechanisms that contribute to educational quality.
8. **Performance Evaluation and Improvement:** Similar to other ISO standards, ISO 21001 emphasizes monitoring, measurement, analysis, and continuous improvement of the educational management system and outcomes.



In summary, NAAC criteria and ISO 21001 EOMS share similarities in assessing various aspects of educational institutions, such as **curriculum, teaching quality, infrastructure, and student support.**

Comparison Between NAAC and ISO21001 Clauses

NAAC Criterion	ISO21001 Clauses
Criterion I: Curricular Aspects	
1.1 *(U)Curriculum Design and Development	4.1 Understanding the organization and its context
	4.2 Understanding the needs and expectations of interested parties
1.1. *(A) Curricular Planning and Implementation	8.2.1 Determining the requirements for the educational products and services
	8.3 Design and development of the educational products and services
1.2 Academic Flexibility	8.6 Release of the educational products and services
1.3 Curriculum Enrichment	6.3 Planning of changes
	10.1 Nonconformity and corrective action .
	10.2 Continual improvement
1.4 Feedback System	6.3 Planning of changes
	9.1 Monitoring, measurement, analysis and evaluation
	9.1.2 Satisfaction of learners, other beneficiaries and staff
Criterion II: Teaching Learning and Evaluation	
2.1 Student Enrolment and Profile	8.1.2 Specific operational planning and control of educational products and services
2.2 Catering to Student Diversity	
2.3 Teaching-Learning Process	8.5 Delivery of the educational products and services.
2.4 Teacher Profile and Quality	7.1.2 Human resources.
2.5 Evaluation Process and Reforms	7.2 Competence
	7.2.2 Additional requirements for special needs education .
	9.1 Monitoring, measurement, analysis and evaluation
2.6 Student Performance and Learning Outcomes	8.7 Control of the educational nonconforming outputs
	9.1 Monitoring, measurement, analysis and evaluation
2.7 Student satisfaction Survey	9.1.2 Satisfaction of learners, other beneficiaries and staff
Criterion III: Research, Innovations and Extension	
3.1 Promotion of Research and Facilities	
3.2 Resource Mobilization for Research	
3.3 Innovation Ecosystem	10.2 Continual improvement
3.4 Research Publications and Awards	10.3 Opportunities for improvement



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3.5 Consultancy	
3.6 Extension Activities	
3.7 Collaboration	
Criterion IV: Infrastructure and Learning Resources	
4.1 Physical Facilities	7.1.3 Facilities
4.2 Library as a Learning Resource	7.1.4 Environment for the operation of educational processes
4.3 IT Infrastructure	7.1.6 Organizational knowledge
4.4 Maintenance of Campus Infrastructure	
Criterion V: Student Support and Progression	
5.1 Student Support	5.1.2 Focus on learners and other beneficiaries
	5.1.3 Additional requirements for special needs education
5.2 Student Progression	7.1.5 Monitoring and measuring resources
5.3 Student Participation and Activities	
5.4 Alumni Engagement	
Criterion VI: Governance, Leadership and Management	
6.1 Institutional Vision and Leadership	5.1 Leadership and commitment
	5.2.1 Developing the policy
	5.2.2 Communicating the policy
	9.3 Management review
6.2 Strategy Development and Deployment	4.1 Understanding the organization and its context
	4.2 Understanding the needs and expectations of interested parties
	6.1 Actions to address risks and opportunities
	6.2 Educational organization objectives and planning to achieve them
6.3 Faculty Empowerment Strategies	5.3 Organizational roles, responsibilities and authorities
6.4 Financial Management and Resource Mobilization	
6.5 Internal Quality Assurance System	8.2.2 Communicating the requirements for the educational products and services
	8.2.3 Changes to requirements for the educational products and services
	8.7 Control of the educational nonconforming outputs
	9.1.4 Methods for monitoring, measurement, analysis and evaluation
	9.2 Internal audit
	10.1 Nonconformity and corrective action
Criterion VII: Institutional Values and Best Practices	
7.1 Institutional Values and Social Responsibilities	5.1 Leadership and commitment
7.2 Best Practices	10.2 Continual improvement
7.3 Institutional Distinctiveness	



ISO21001 Clauses

1 Scope

2 Normative references

3 Terms and definitions

4 Context of the organization

4.1 Understanding the organization and its context

4.2 Understanding the needs and expectations of interested parties

4.3 Determining the scope of the management system for educational organizations

4.4 Management system for educational organizations (EOMS)

5 Leadership

5.1 Leadership and commitment

5.1.1 General

5.1.2 Focus on learners and other beneficiaries

5.1.3 Additional requirements for special needs education

5.2 Policy

5.2.1 Developing the policy

5.2.2 Communicating the policy

5.3 Organizational roles, responsibilities and authorities.

6 Planning

6.1 Actions to address risks and opportunities

6.2 Educational organization objectives and planning to achieve them

6.3 Planning of changes

7 Support

7.1 Resources

7.1.1 General

7.1.2 Human resources

7.1.3 Facilities

7.1.4 Environment for the operation of educational processes

7.1.5 Monitoring and measuring resources

7.1.6 Organizational knowledge

7.2 Competence

7.2.1 General

7.2.2 Additional requirements for special needs education

7.3 Awareness



- 7.4 Communication
 - 7.4.1 General
 - 7.4.2 Communication purposes
 - 7.4.3 Communication arrangements
- 7.5 Documented information
 - 7.5.1 General
 - 7.5.2 Creating and updating
 - 7.5.3 Control of documented information
- 8 Operation
 - 8.1 Operational planning and control
 - 8.1.1 General
 - 8.1.2 Specific operational planning and control of educational products and services
 - 8.1.3 Additional requirements for special needs education
 - 8.2 Requirements for the educational products and services
 - 8.2.1 Determining the requirements for the educational products and services
 - 8.2.2 Communicating the requirements for the educational products and services.
 - 8.2.3 Changes to requirements for the educational products and services
 - 8.3 Design and development of the educational products and services
 - 8.3.1 General
 - 8.3.2 Design and development planning
 - 8.3.3 Design and development inputs
 - 8.3.4 Design and development controls
 - 8.3.5 Design and development outputs
 - 8.3.6 Design and development changes
 - 8.4 Control of externally provided processes, products and services
 - 8.4.1 General
 - 8.4.2 Type and extent of control
 - 8.4.3 Information for external providers
 - 8.5 Delivery of the educational products and services
 - 8.5.1 Control of delivery of the educational products and services
 - 8.5.2 Identification and traceability
 - 8.5.3 Property belonging to interested parties
 - 8.5.4 Preservation
 - 8.5.5 Protection and transparency of learners' data
 - 8.5.6 Control of changes in the educational products and services
 - 8.6 Release of the educational products and services
 - 8.7 Control of the educational nonconforming outputs
- 9 Performance evaluation
 - 9.1 Monitoring, measurement, analysis and evaluation
 - 9.1.1 General
 - 9.1.2 Satisfaction of learners, other beneficiaries and staff
 - 9.1.3 Other monitoring and measuring needs
 - 9.1.4 Methods for monitoring, measurement, analysis and evaluation
 - 9.1.5 Analysis and evaluation
 - 9.2 Internal audit
 - 9.3 Management review
 - 9.3.1 General



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9.3.2 Management review inputs

9.3.3 Management review outputs

10 Improvement

10.1 Nonconformity and corrective action

10.2 Continual improvement

10.3 Opportunities for improvement