

**EDUCATIONAL ORGANIZATIONS MANAGEMENT SYSTEM (EOMS)
MANUAL
ISO 21001:2018 Standard
(Version 01)**

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Preamble

This document articulates the commitment of **Madanapalle Institute of Technology & Science (MITS), Deemed to be University**, to quality, academic excellence, and continual improvement. It provides an overview of the key processes with reference to the policies and procedures that constitute the **Educational Organization Management System (EOMS)** and presents a holistic and integrated framework for managing the University's academic, administrative, research, extension, and support activities.

The University has established and implemented the **Educational Organization Management System (EOMS)** across all its Schools, Departments, Centres, and Administrative Units to ensure effective governance, regulatory compliance, and continual improvement in educational services.

During the transition period following the conferment of Deemed to be University status, the University shall continue to administer and govern the academic activities of students admitted under the previous autonomous regulatory framework in accordance with the applicable regulations under which they were admitted, until the completion of their respective programmes. Students admitted after the conferment of Deemed to be University status shall be governed by the Regulations, Ordinances, Policies, and Academic Procedures of **Madanapalle Institute of Technology & Science (MITS), Deemed to be University**.

Accordingly, wherever applicable, this Manual shall be read in conjunction with the relevant statutory requirements, including the **University Grants Commission (UGC) Regulations, AICTE Regulations** (where applicable), and any other applicable regulatory requirements.

The implementation of the EOMS is intended to improve and sustain the overall institutional performance and educational services while enhancing the satisfaction of learners, beneficiaries, personnel, and other interested parties through the effective implementation and continual improvement of the Educational Organization Management System.

The University's EOMS Manual serves as a guide and reference document for all Faculty members, staff, and administrators. It shall be read in conjunction with the University's Policies, Regulations, Procedures, work instructions, guidelines, and other documented information forming part of the Educational Organization Management System. The Manual may also be used by interested parties and external organizations to understand the University's Educational Organization Management System to the extent necessary.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	TABLE OF CONTENTS		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/01
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 2

Sr. No	Document No.	Description	Page (s)	Rev No	Rev Date	Manual Page No.
1.	---	Cover Page		01	05.03.2026	1
2.	EOMS-MITSU/01	Table of Contents	2	02	05.03.2026	3
3.	EOMS-MITSU/02	Amendment Details	2	02	05.03.2026	5
4.	EOMS-MITSU/03	Institute Profile	1	01	05.03.2026	7
5.	EOMS-MITSU/04	Context of the Organization	3	01	05.03.2026	8
6.	EOMS-MITSU/05	Leadership	5	01	05.03.2026	11
7.	EOMS-MITSU/06	Planning	3	01	05.03.2026	16
8.	EOMS-MITSU/07	Support	9	01	05.03.2026	18
9.	EOMS-MITSU/08	Operation	12	01	05.03.2026	28
10.	EOMS-MITSU/09	Performance Evaluation	5	01	05.03.2026	40
11.	EOMS-MITSU/10	Improvement	2	01	05.03.2026	45
12.	EOMS-MITSU/Annex -1	Internal and External Issues	4	02	05.03.2026	47
13.	EOMS-MITSU/Annex- 2	Needs and Expectations of the Interested Parties	2	01	05.03.2026	51
14.	EOMS-MITSU/Annex -3	Process Input-Output Matrix	3	01	05.03.2026	53
15.	EOMS-MITSU /Annex-4	Organization Chart	1	01	05.03.2026	56

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	TABLE OF CONTENTS		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/01
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 2 of 2

Sr. No	Document No.	Description	Page (s)	Rev No	Rev Date	Manual Page No.
16.	EOMS-MITSU/Annex -5	Risk Assessment and Mitigation Plan	4	01	05.03.2026	57
17.	EOMS-MITSU/Annex -6	Objectives/Goals and Action Plan	8	02	05.03.2026	61
18.	EOMS-MITSU/Annex -7	Communication Matrix	9	02	05.03.2026	69



MITS

MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE

(Deemed to be University under section 3 of UGC Act, 1956)

AMENDMENT DETAILS

Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/02
Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 2

Sr. No.	Nature/Details of Revision	REV No.	Date	Sign of EOMS Coordinator
01	First Issue of EOMS Manual as per ISO 21001:2018	00	01.06.2023	
02	First Issue of EOMS Manual as per ISO 21001:2018	01	20.05.2025	
03	Doc-No- EOMS-MITS/01 - Table of Contents	01	20.05.2025	
04	Doc-No- Annex -1 - Internal and External Issues	01	20.05.2025	
05	Doc-No- Annex -6 - Objectives/Goals and Action Plan	01	20.05.2025	
06	Doc-No- Annex -7 - Communication Matrix	01	20.05.2025	
07	First Issue of EOMS Manual as per ISO 21001:2018	02	05.03.2026	
08	Doc. No: EOMS-MITSU/01- Table of Contents	02	05.03.2026	
09	Doc. No: EOMS-MITSU/Annex -1 - Internal And External Issues	02	05.03.2026	
10	Doc. No: EOMS-MITSU/Annex - 2 - Needs And Expectations Of The Interested Parties	01	05.03.2026	
11	Doc. No: EOMS-MITSU/Annex - 3 - Process Input-Output Matrix	01	05.03.2026	
12	Doc. No: EOMS-MITSU/ Annex - 4 - Organization Chart	01	05.03.2026	



MITS

MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE

(Deemed to be University under section 3 of UGC Act, 1956)

AMENDMENT DETAILS

Issue No : 01

Revision No: 02

Doc. No: EOMS-MITSU/02

Issue Date: 01/06/2023

Revision Date: 05/03/2026

Page 2 of 2

Sr. No.	Nature/Details of Revision	REV No.	Date	Sign of EOMS Coordinator
13	Doc. No: EOMS-MITSU/ Annex – 5 - Risk Assessment and Mitigation Plan	01	05.03.2026	
14	Doc. No: EOMS-MITSU/ Annex – 6 - Objectives /Goals And Action Plan	01	05.03.2026	
15	Doc. No: EOMS-MITSU/Annex – 7 - Communication Matrix	01	05.03.2026	

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	INSTITUTE PROFILE		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/03
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 1

About MITS:

Madanapalle Institute of Technology & Science (MITS) was established in 1998 in the picturesque and pleasant environs of Madanapalle and is ideally located on a sprawling 26.17-acre campus on the Madanapalle–Anantapur Highway (NH-42) near Angallu, about 10 km away from Madanapalle.

MITS was established under the auspices of the Ratakonda Ranga Reddy Educational Academy under the visionary leadership of Late Sri N. Krishna Kumar, M.S. (U.S.A.), the then President, and Dr. N. Vijaya Bhaskar Choudary, Ph.D. In recognition of its sustained academic excellence and contribution to higher education, the Government of India, on the recommendation of the University Grants Commission (UGC), conferred upon MITS the status of a **Deemed to be University** under Section 3 of the UGC Act, 1956, vide Notification No. 9-1/2025-U.3(A) dated 15 July 2025. MITS Deemed to be University is presently led by the visionary and proactive leadership of **Dr. N. Vijaya Bhaskar Choudary, Founder and Chancellor**.

All the Schools and Departments of MITS Deemed to be University collaborate with leading research institutions, industries, and academic organizations for teaching, training, research, innovation, consultancy, and skill development. Experts from reputed national and international organizations are regularly invited to deliver guest lectures, workshops, seminars, and training programmes on emerging technologies and research areas. The University actively promotes interdisciplinary and multidisciplinary education, research, innovation, and entrepreneurship in line with the **National Education Policy (NEP) 2020**.

MITS has grown over the years to become one of the premier institutions of higher education in India that students aspire to join. With over 27 years of academic excellence, the University has earned **NAAC A+ Accreditation** and **NBA Accreditation** for its eligible programmes. Guided by the progressive vision of its leadership, MITS Deemed to be University is committed to achieving excellence in academics, research, innovation, entrepreneurship, and societal development through meaningful collaborations with national and international academic institutions, research organizations, industries, and community partners. A vibrant academic ecosystem, state-of-the-art infrastructure, modern laboratories, and world-class learning facilities provide an ideal environment for students and faculty to excel in their professional careers, research pursuits, and lifelong learning.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	CONTEXT OF THE ORGANIZATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/04
	Issue Date: 01/06/2023	Revision Date:05/03/2026	Page 1 of 3

4. CONTEXT OF THE ORGANIZATION:

4.1 Understanding the organization and its context:

The University -MITS determines external and internal issues that are relevant to its purpose, its social responsibility, and its strategic direction, and that affect its ability to achieve the intended outcomes of its EOMS. The relevant internal and external issues of the University are determined.

The University-MITS monitors and reviews information about these external and internal issues. Same is reviewed during Management Review Meeting once in Year.

MITS functions as a Deemed to be University under Section 3 of the UGC Act, 1956. MITS is currently operating under a transitional academic framework. Existing admitted students continue their programmes under the Autonomous Regulations until the completion of their respective programmes, while newly admitted students are governed by the Regulations of MITS Deemed to be University. The Educational Organization Management System (EOMS) applies uniformly to both categories of learners and encompasses all academic, administrative, research, extension, and student support processes. Throughout this manual, the term "**applicable academic regulations**" refers to the regulations governing the respective category of students.

Refer Annex -1 – Internal and External Issues

4.2 Understanding the needs and expectations of interested parties:

Due to the impact or potential impact of various interested parties to the EOMS system in consistently providing products and services that meet the Learners and Beneficiaries requirement and comply with an applicable statutory and regulatory requirement. MITS has identified the list of relevant interested parties and determined their corresponding needs and expectations.

MITS is committed to continually monitor, review and analyze information and relevant requirement of the interested parties to assure that requirements are effectively managed in the EOMS.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	CONTEXT OF THE ORGANIZATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/04
	Issue Date: 01/06/2023	Revision Date:05/03/2026	Page 2 of 3

Refer Annex -2 – Needs and Expectations of the Interested Parties

4.3 Determining the scope of the management system for educational organizations:

MITS determines the boundaries and applicability of the EOMS to establish its scope. When determining this scope, MITS considers:

- a) the external and internal issues referred to in 4.1;
- b) the requirements of relevant interested parties referred to in 4.2;
- c) the products and services of the organization.

MITS applies all the requirements of this document if they are applicable within the determined scope of its EOMS.

The scope of the EOMS will be available and be maintained as documented information.

SCOPE OF MITS:

Designing of Curriculum and Imparting Education at Under Graduate level in Engineering (B. Tech.) and Post Graduate Level in Management (MBA) and Computer Applications (MCA).

4.4 Management system for educational organizations (EOMS)

4.4.1 MITS establishes, implements, maintains and continually improves an EOMS:

Including the processes needed and their interactions, in accordance with the requirements of this document.

MITS determines processes for the EOMS and their application throughout the University and:

- a) determines the inputs required and the outputs expected from these processes;
- b) determines the sequence and interaction of these processes;
- c) determines and applies the criteria and methods (including monitoring, measurement and related performance indicators) needed to ensure the effective operation and control of these processes;
- d) determines the resources needed for these processes and ensure their availability;
- e) assigns the responsibilities and authorities for these processes;

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	CONTEXT OF THE ORGANIZATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/04
	Issue Date: 01/06/2023	Revision Date:05/03/2026	Page 3 of 3

- f) address the risks and opportunities as determined in accordance with the requirements of 6.1;
- g) evaluates these processes and implements any changes needed to ensure that these processes achieve their intended results;
- h) Improves the processes and the EOMS.

4.4.2 To the extent necessary, MITS:

- a) maintains documented information to support the operation of its processes;
- b) Retains documented information to have confidence that the processes are being carried out as planned.

Refer Annex -3 – Process Input-Output Matrix

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	LEADERSHIP		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/05
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 5

5. LEADERSHIP:

5.1 Leadership and commitment:

5.1.1 General:

Top management demonstrates leadership and commitment with respect to the EOMS by:

- a) being accountable for the effectiveness of the EOMS;
- b) ensuring that the educational organization policy and educational organization objectives are established and are compatible with the context and strategic direction of the organization;
- c) ensuring the integration of the EOMS requirements into the organization's business processes;
- d) promoting the use of the process approach and risk-based thinking;
- e) ensuring that the resources needed for the EOMS are available;
- f) communicating the importance of effective educational organization management and of conforming to the EOMS requirements;
- g) ensuring that the EOMS achieves its intended outcome(s);
- h) engaging, directing and supporting persons to contribute to the effectiveness of the EOMS;
- i) promoting continual improvement;
- j) supporting other relevant management roles to demonstrate their leadership as it applies to their areas of responsibility;
- k) supporting the sustainable implementation of the educational vision and related educational concepts;
- l) establishing, developing and maintaining a strategic plan for the organization;
- m) ensuring that learners' educational requirements, including special needs, are identified and addressed;
- n) Considering principles of social responsibility.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	LEADERSHIP		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/05
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 2 of 5

Top Management shall ensure effective governance of all academic, research, administrative and support functions in accordance with the applicable academic regulations, statutory requirements and the Educational Organization Management System (EOMS). During the transition period, leadership shall ensure equitable implementation of EOMS requirements for both existing Autonomous batches and newly admitted Deemed to be University batches.

5.1.2 Focus on learners and other beneficiaries

Top management is directly responsible for ensuring that:

- a) the needs and expectations of learners and other beneficiaries are determined, understood and consistently met, as evidenced by monitoring their satisfaction and educational progress;
- b) the risks and opportunities that can affect the conformity of products & services and the ability to enhance learner and other beneficiary satisfaction are determined and addressed.

5.1.3 Additional requirements for special needs education

A special needs learner is someone who might have educational needs that cannot be met through regular instruction and assessment practices (e.g. exceptionalities such as behavioral, communicational, intellectual, physical, giftedness, or other learner need for special education; learners can have more than one exceptionality). This implies the need to ensure the existence of communication channels, so that the interested parties can receive the information they need for their activity.

Top management ensures that:

- Resources and training are in place to support accessibility in learning environments;
- reasonable accommodation is provided for learners with special needs to promote equitable access to facilities and the educational environments as other learners.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	LEADERSHIP		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/05
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 3 of 5

5.2 Policy:

5.2.1 Developing the Policy:

Top management establishes, reviews and maintains an educational organization policy

MITS Vision

“To serve our region, nation and world through academic excellence, research relevance, and community engagement while emphasizing the importance of the individuals.”

MITS Mission

- The MITS Deemed to be University is committed to providing a dynamic and inclusive learning environment that nurtures intellectual curiosity, promotes critical thinking, and cultivates ethical leadership. Our mission is to empower students with the knowledge, skills, and values necessary to thrive in a rapidly changing global society.

Strategic Goals:

- To achieve academic excellence through innovative teaching-learning processes, outcome-based education, continuous assessment, and learner-centric practices.
- To promote research, innovation, entrepreneurship, consultancy, interdisciplinary collaboration, and lifelong learning for societal and global impact.
- To foster ethical leadership, critical thinking, inclusivity, community engagement, and holistic development while preparing globally competent and socially responsible graduates.

EOMS POLICY

Madanapalle Institute of Technology & Science (MITS) Deemed to be University is committed to bring out and nurture the talents and skills of youth in the fields of Engineering and Management to cater to the challenging needs of Society and Industry by

- Contributing to the Academic standards and overall knowledge development of the Students
- Providing excellent Infrastructure and a conducive learning environment
- Enhancing the competence of Faculty and promoting R & D Programs

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	LEADERSHIP		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/05
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 4 of 5

- Collaborating with Institutions and Industries
- Ensuring continual improvement of Educational Organizations Management System

We identify, understand, and address the needs and expectations of all Stakeholders and are committed to complying with all applicable statutory and regulatory requirements and to fulfilling our social responsibilities towards the Community and Society at large. Further, we are dedicated to safeguarding Intellectual Property through appropriate policies, practices and respect for Innovations and Research outcomes.

5.2.2 Communicating the policy

The Educational Organization policy is made available and maintained as documented information;

It is communicated by display, training.

It is ensured that it is understood and applied within the organization; It is made available to relevant interested parties, as appropriate.

5.3 Organizational roles, responsibilities and authorities

Top management ensures that the responsibilities and authorities for relevant roles are assigned and communicated within the organization.

Refer Annex –4 -Organization Chart

Top management assigns the responsibility and authority for:

- a) ensuring that the EOMS conforms to the requirements of this document;
- b) ensuring that the educational organization policy is understood and implemented;
- c) ensuring that the processes of the EOMS deliver their intended outputs;
- d) reporting on the performance of the EOMS and on opportunities for improvement (see 10.1) to top management (see 9.3.2);
- e) ensuring the promotion of a focus on learners and other beneficiaries throughout the organization;

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	LEADERSHIP		
	Issue No : 01 Issue Date: 01/06/2023	Revision No: 01 Revision Date: 05/03/2026	Doc. No: EOMS-MITSU/05 Page 5 of 5

- f) ensuring that the integrity of the EOMS is maintained when changes to the EOMS are planned and implemented;
- g) managing the organization's communications (see 7.4);
- h) ensuring that all learning processes are integrated, regardless of method of delivery;
- i) control of documented information (see 7.5);
- j) Managing the requirements of learners with special needs.

Overall responsibility for the EOMS rests with the Vice Chancellor. The Registrar, Deans, Directors, Heads of Departments, Functional Heads, IQAC and the EOMS Coordinator shall implement, monitor and continually improve the Educational Organization Management System within their respective areas of responsibility.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	PLANNING		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/06
	Issue Date:01/06/2023	Revision Date: 05/03/2026	Page 1 of 3

6. PLANNING

6.1 Actions to address risks and opportunities:

6.1.1 When planning for the EOMS: MITS considers the issues referred to in 4.1 and

The requirements referred to in 4.2 and 4.4 and determine the risks and opportunities that need to be addressed to:

- a) give assurance that the EOMS can achieve its intended outcome(s);
- b) enhance desirable effects;
- c) prevent, mitigate or reduce, undesired effects;
- d) Achieve continual improvement.

6.1.2 MITS plans:

- a) actions to address these risks and opportunities;
- b) how to:
 - integrate and implement the actions into its EOMS processes (see Clause 8);
 - Evaluate the effectiveness of these actions.

Actions taken to address risks and opportunities are proportionate to the probability of occurrence and potential impact on the conformity of products and services. Risk assessment shall consider academic, research, administrative, statutory, regulatory, financial, technological, information security, learner support, community engagement, and institutional risks associated with the University's activities in accordance with the applicable academic regulations.

Refer Annex – 5 – Risk Assessment and Mitigation plan.

6.2 Educational organization objectives and planning to achieve them

6.2.1 MITS establishes educational organization objectives at relevant functions, levels and processes needed for the EOMS.

The educational organization objectives are:

- a) consistent with the educational organization policy;
- b) measurable (if practicable);

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	PLANNING		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/06
	Issue Date:01/06/2023	Revision Date: 05/03/2026	Page 2 of 3

- c) take into account applicable requirements;
- d) relevant to the conformity of products and services and to the enhancement of learner, staff and other beneficiary satisfaction;
- e) continually monitored;
- f) communicated;
- g) Updated as appropriate.

MITS maintains and retain documented information on the educational organization objectives and the achievement of them.

6.2.2 When planning how to achieve its educational organization objectives, MITS determines, and outline in its strategic plan:

The University establishes institutional objectives aligned with its Vision, Mission, Strategic Goals, Educational Organization Policy, and applicable statutory and regulatory requirements. The objectives are reviewed periodically during the Management Review Meeting (MRM) and approved by the Academic Council or the Competent Authority, as applicable.

- a) What will be done;
- b) What resources will be required;
- c) Who will be responsible;
- d) When it will be completed;
- e) How the results will be evaluated;

Refer Annex – 6 – Objectives /Goals and Action Plan.

6.3 Planning of changes

Where MITS determines the need for changes to the EOMS, the changes shall be carried out in a planned manner (see 4.4).

MITS considers:

- a) the purpose of the changes and their potential consequences;
- b) the integrity of the EOMS;
- c) the availability and readiness of internal resources;
- d) the allocation or reallocation of responsibilities and authorities;
- e) The availability and readiness of external providers needed to implement the change.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	PLANNING		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/06
	Issue Date:01/06/2023	Revision Date: 05/03/2026	Page 3 of 3

Changes affecting Academic programmes, Learner services, Research activities, Governance structures, Statutory compliance and Institutional processes shall be planned, implemented, communicated, and monitored to ensure the continued effectiveness of the Educational Organization Management System.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	SUPPORT		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/07
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 9

7. SUPPORT:

7.1 Resources

7.1.1 General

MITs Deemed to be University shall ensure the availability of adequate academic, research, administrative, digital, financial, physical and technological resources necessary to support teaching-learning, research, innovation, consultancy, extension activities, learner support services, and institutional governance in accordance with the applicable statutory and regulatory requirements.

7.1.1.1 MITs determines and provides the resources needed for the establishment, Implementation, maintenance and continual improvement of the EOMS, in such a way that they sustainably enhance:

- a) learner engagement and satisfaction through activities that improve learning and promote the achievement of learning outcomes;
- b) staff engagement and satisfaction through activities to improve staff competencies to facilitate learning;
- c) other beneficiary satisfaction, through activities that contribute to the social benefits of learning.

7.1.1.2 MITs determines and monitors which resources will be provided by:

- a) the organization;
- b) External providers.

MITs takes into account the needs of learners with special needs and shall ensure that a variety of accessibility requirements are anticipated.

7.1.2 Human resources

7.1.2.1 Human resources include as applicable:

- a) staff employed by the organization;
- b) volunteers and interns working with or contributing to the organization;
- c) staff of external providers working with or contributing to the organization.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	SUPPORT		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/07
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 2 of 9

7.1.2.2 MITS:

- a) determines and provides the human resources necessary for the effective implementation of its EOMS and for the operation and control of its processes;
- b) determines, implements and publish recruitment or selection criteria, which shall be available to relevant interested parties;
- c) Maintains documented information on the process used for recruitment or selection, and retains documented information on the results of the recruitment.

The institution keenly processes the recruitment of staff within the above levels. The institution determines and provides the required human resources for the effective implementation of its EOMS and for the operations and process controls.

To select competent human resources, the institute determines and deployed a selection and recruitment process and criteria to ensure that the same is available for interested parties.

Institute determines for the development of necessary competence of the personnel performing work for every position in teaching and non-teaching categories. The qualifications, experience, recruitment, promotion and service conditions for various positions shall be governed by the applicable regulations, statutes, ordinances and policies of MITS Deemed to be University and the requirements prescribed by UGC, AICTE (where applicable), Government of India, Government of Andhra Pradesh and other statutory and regulatory authorities.

Wherever applicable and whenever needed, training is planned and delivered accordingly to various categories of employees to achieve the necessary competence in the activities being performed by them. The institute organizes various training program, faculty development program, short term programs, and conferences for the employees and also provides financial assistance to the employees for these activities. The institute encourages the research and development activities by providing financial resources and facilities to the faculties and research scholars.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	SUPPORT		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/07
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 3 of 9

7.1.3 Facilities:

7.1.3.1 The facilities include, as applicable, the following facilities that meet learner requirements:

- a) buildings, and grounds;
- b) equipment including hardware and software;
- c) Utilities.

7.1.3.2 MITS:

- a) Determines, provides and maintains safe facilities:
 - 1) that are suitable for human resources to support learners' development of competence;
 - 2) that enhance learners' development of competence;
- b) Ensure that the dimensions of the facilities are adequate to the requirements of those using them.

7.1.3.3 The institute ensures the availability of infrastructure and facilities for:

- 1) Teaching-learning, Self-learning, and implementing knowledge process for institutional human resource and learner, to develop and enhance competence
- 2) Rest and recreation schedule to acquire adequate time for maintenance and restructure or renovate the building infrastructure, and/or technical facilities.

7.1.4 Environment for the operation of educational processes:

The institute has developed a healthy and Conducive environment for its operations. The state-of-art infrastructure, proper office set-up, behavioral policy (code of conduct) play a vital role in the maintenance of the requisite operations environment. The organization abides to provide and maintain a suitable environment to promote the overall well-being of overall stakeholders by considering:

- 1) Psychological factors consist of work demands, influence at work, possibilities for development, commitment to workplace, rewards, role clarity of leadership, etc.
- 2) Physical factors include environmental factors like temperature, workplace luminous, humidity, ventilation, hygiene, and noise, etc.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	SUPPORT		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/07
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 4 of 9

7.1.5 Monitoring and measuring resources:

7.1.5.1 General:

MITS determines and provides the resources needed to ensure valid and reliable results when monitoring or measuring is used to verify the conformity of products and services to requirements.

MITS ensures that the resources provided:

- a) are suitable for the specific type of monitoring and measurement activities being undertaken, i.e. adequate to the target, the type, method of educational delivery and duration of the educational service;
- b) Are maintained to ensure their continued fitness for their purpose.

MITS retains appropriate documented information as evidence of fitness for the purpose of monitoring and measurement resources.

7.1.5.2 Measurement traceability:

When measurement traceability is a requirement or is considered by MITS to be an essential part of providing confidence in the validity of measurement results, measuring resources are:

- a) verified or calibrated, or both, at specified intervals, or prior to use, against measurement standards traceable to international or national measurement standards; when no such standards exist, the basis used for calibration or verification are retained as documented information;
- b) identified in order to determine their status;
- c) Safeguarded from adjustments, damage or deterioration that would invalidate the calibration status and subsequent measurement results.

MITS determines if the validity of previous measurement results has been adversely affected when measuring equipment is found to be unfit for its intended purpose, and take appropriate action as necessary.

7.1.6 Organizational knowledge:

7.1.6.1 General:

MITS determines the knowledge necessary for the operation of its processes and to achieve conformity of products and services. This knowledge is maintained and made available to the extent necessary. When addressing changing needs and trends, MITS considers its current knowledge and determine how to acquire or access any necessary additional knowledge and required updates.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	SUPPORT		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/07
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 5 of 9

MITs encourages the exchange of knowledge between all educators and staff, particularly amongst peers.

Organizational knowledge includes Academic Regulations, Research Outputs, Intellectual property, institutional best practices, Digital repositories, Policies, Standard Operating Procedures, Accreditation documentation, Curriculum Resources and knowledge generated through research, consultancy and extension activities.

7.1.6.2 Learning Resources:

MITs provides learning resources, as appropriate and shall make them available where and when needed. The learning resources,

- a) reflect the needs and requirements of learners, other beneficiaries and educators;
- b) need to be reviewed at planned intervals to ensure they are up to date;
- c) need to be cataloged and referenced.

MITs respect intellectual property requirements and encourages reusability of resources.

7.2 Competence:

7.2.1 General:

MITs:

- a) determines the necessary competence of person(s) doing work under its control that affects its educational organization performance;
- b) ensures that these persons are competent on the basis of appropriate education, training or experience;
- c) establishes and implements methods for evaluating the performance of staff;
- d) where applicable, take actions to acquire the necessary up to date competence, and evaluate the effectiveness of the actions taken;
- e) take actions to support and ensure the continual development of relevant staff competence;
- f) Retains appropriate documented information as evidence of competence.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	SUPPORT		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/07
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 6 of 9

7.2.2 Additional requirements for special needs education

MITS supplies resources to support educators by:

- a) ensuring that all educators and staff having contact with learners with special needs have appropriate specialized training, which can include:
 - meeting the learning needs of learners who have different requirements;
 - differentiated instruction and assessment;
 - instructional scaffolding;
- b) Providing access to a network of specialists.

7.3 Awareness:

MITS ensures that relevant persons doing work under the organization's control are aware of:

- a) the educational organization policy and strategy, and relevant EOMS objectives;
- b) their contribution to the effectiveness of the EOMS, including the benefits of improved educational organization performance;
- c) the implications of not conforming with the EOMS requirements.

Awareness Programmes shall also include the University's Vision, Mission, Strategic Goals, Educational Organization Policy, Code of Ethics, research integrity, statutory compliance and quality culture.

7.4 Communication:

7.4.1 General:

MITS determines the internal and external communications relevant to the EOMS, including:

- a) on what it will communicate;
- b) why to communicate;
- c) when to communicate;
- d) with whom to communicate;
- e) how to communicate;
- f) Who communicates?

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	SUPPORT		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/07
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 7 of 9

7.4.2 Communication purposes:

Internal and external communication has the purpose of:

- a) seeking the opinion or consent of relevant interested parties;
- b) conveying to interested parties relevant, accurate and timely information, consistent with the organization's mission, vision, strategy, and policy;
- c) Collaborating and coordinating activities and processes with relevant interested parties within the organization.

7.4.3 Communication arrangements:

7.4.3.1 MITS determines and implements effective arrangements for communicating with learners and other interested parties in relation to:

- a) organizational policy and strategic plan;
- b) design, content, and delivery of educational products and services;
- c) inquiries, application, admission, or registration;
- d) learners' performance data, including results of the formative and summative assessment;
- e) Learner and interested parties' feedback, including learner complaints and learners / interested parties' satisfaction surveys.

MITS informs to the learners and other beneficiaries about external contact points in case of unresolved issues like information about university tribunal, Anti-Ragging ombudsman, etc.

7.4.3.2 At planned intervals, MITS:

- a) monitors the implementation of its communication efforts;
- b) Analyze and improve the communication plan based on the results of monitoring. MITS retains documented information of the communication process.

Refer Annex – 7 – Communication Matrix.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	SUPPORT		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/07
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 8 of 9

7.5 Documented information:

7.5.1 General:

MITs's EOMS includes:

- a) documented information required by this document;
- b) documented information determined by the organization as being necessary for the effectiveness of the EOMS.

7.5.2 Creating and updating:

When creating and updating documented information, MITS ensures appropriate:

- a) identification and description (e.g. a title, date, author, or reference number);
- b) format (e.g. language, software version, graphics) and media (e.g. paper, electronic), taking into account the accessibility requirements of persons with special needs;
- c) review and approval for suitability and adequacy.

7.5.3 Control of documented information

7.5.3.1 Documented information required by the EOMS and by this document are controlled to ensure:

- a) it is available and suitable for use, where and when it is needed;
- b) it is adequately protected (e.g. from loss of confidentiality, improper use, or loss of integrity, or unintended alterations).

7.5.3.2 For the control of documented information, MITS address the following activities, as applicable:

- a) distribution, access, retrieval, and use;
- b) protection and security, including redundancy;
- c) storage and preservation, including preservation of legibility;
- d) control of changes (e.g. version control);
- e) retention and disposition;
- f) ensuring confidentiality;
- g) Prevention of the unintended use of obsolete documented information.

Documented information of external origin determined by MITS to be necessary for the planning and effective operation of the EOMS is identified, as appropriate, and controlled.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	SUPPORT		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/07
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 9 of 9

The controls established are maintained as documented information.

Refer SOP Control of Documents

Electronic records maintained through the University's ERP, Learning Management System (LMS), digital repositories and other authorized information systems shall be controlled, protected, backed up, retained and disposed of in accordance with the University's Documented Information Control Procedure and Record Retention Policy.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OPERATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/08
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 12

8. OPERATION:

8.1 Operational Planning and Control

8.1.1 General

MITs plans, implements, and controls the processes (see 4.4) needed to meet requirements for the provision of educational products and services, and to implement the actions determined in 6.1, by:

- a) determining requirements for the educational products and services;
- b) establishing criteria for the processes;
- c) determining the resources needed to achieve conformity to the educational product and service requirements;
- d) implementing control of the processes in accordance with the criteria;
- e) determining and keeping documented information to the extent necessary:
 - 1) to have confidence that the processes have been carried out as planned;
 - 2) to demonstrate the conformity of educational products and services to their requirements.

The output of this planning is suitable for MITs's operations.

MITs controls planned changes and reviews the consequences of unintended changes, taking action to mitigate any adverse effects, as necessary. MITs ensures that outsourced processes are controlled

8.1.2 Specific operational planning and control of educational products and services:

MITs plans the design, development and expected outcomes of the educational products and services, including:

- a) learning outcomes;
- b) ensuring appropriate and accessible teaching methods and learning environments;
- c) defining criteria for learning assessment;
- d) conducting a learning assessment;
- e) defining and conducting improvement methods;
- f) Providing support services.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OPERATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/08
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 2 of 12

MITS Deemed to be University shall plan, implement and control all Academic, Research, Innovation, Consultancy, Extension, Examination and Learner support processes in accordance with the applicable Academic regulations, Statutory requirements and approved academic policies.

8.1.3 Additional requirements for special needs education:

MITS:

- a) shows flexibility to support the learner co-construction of the learning process based on skills, abilities and interest, including approaches such as:
 - 1) adaptive instruction;
 - 2) accelerated or enriched content;
 - 3) allowing enrolment in two distinct programs or educational organizations;
 - 4) individually tailored measures;
 - 5) curriculum adjustment or modification of the education program to match the learner
 - 6) specific profile, above or below the default age-appropriate grade or level expectations for a particular subject or course;
 - 7) recognition of prior learning and experience;
- b) facilitate a team environment with adequate resources to support individual learners to meet their optimal potential;
- c) provide linkages to workplace opportunities;
- d) ensure the provision of healthy and nutritious meals as necessary.

8.2 Requirements for the educational products and services

8.2.1 Determining the requirements for the educational products and services

When determining the requirements for the educational products and services to be offered to learners and other beneficiaries, MITS ensures that the requirements for the educational products and services are defined, including:

- a) those considered necessary by the organization due to its policy and strategic plan;
- b) those resulting from needs analysis that is performed to determine requirements of (current and potential future) learners and other beneficiaries, in particular, those with special needs;
- c) those resulting from international demands and developments;

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OPERATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/08
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 3 of 12

- d) those resulting from the labor market;
- e) those resulting from research;
- f) Applicable health and safety requirements.

MIT ensures it can meet the claims made for the educational products and services it offers.

8.2.2 Communicating the requirements for the educational products and services

- a) Commencing with, or prior to the delivery of the educational products and services, MITS notify the learners and other relevant interested parties, and where appropriate, check their understanding of:
 - b) the purpose(s), format and content of the educational products and services being provided, including the instruments and criteria to be used for evaluation;
 - c) the commitments, responsibilities, and expectations placed on the learners and other beneficiaries;
 - d) the means by which the learning achieved and assessed will be recognized and retained as documented information;
 - e) the methods to be used in case of interested party dissatisfaction or disagreement between any interested party and the EOMS;
 - f) who will support learning and evaluation, and how it will be supported;
 - g) any costs involved, such as tuition fees, examination fees, and the purchase of learning materials;
 - h) any prerequisites, such as required skills (including ICT skills), qualifications and professional experience.

8.2.3 Changes to requirements for the educational products and services:

MIT ensures that relevant documented information is amended and that relevant interested parties are made aware of the changed requirements when the requirements for educational products and services are changed.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OPERATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/08
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 4 of 12

8.3 Design and development of educational products and services:

MITS Deemed to be University establishes, implements and continually improves documented processes for the design, development, review and revision of educational programmes, curriculum, academic regulations, courses, assessment systems and learner support services. Programme design and development shall be carried out through the Board of Studies, Academic Council, Board of Governors and other statutory bodies in accordance with the applicable statutory and regulatory requirements.

8.4 Control of externally provided processes, products, and services:

8.4.1 General:

The Processes to avail external services and products is the centralized at MITS hence, MITS ensures that externally provided processes, products, and services conform to requirements

MITS determines the controls to be applied to externally provided processes, products and services when:

- a) products and services from external providers are intended for incorporation into MITS's own products and services;
- b) products and services are provided directly to the learners or other beneficiaries by external providers on behalf of MITS;
- c) a process, or part of a process is provided by an external provider as an outcome of a decision by MITS.

MITS determines and applies criteria for the evaluation, selection, monitoring of performance, and re-evaluation of external providers, based on their ability to provide processes or products and services in accordance with requirements. MITS retains documented information of these activities and any necessary actions arising from the evaluations.

8.4.2 Type and extent of control:

MITS ensures that externally provided processes, products, and services do not adversely affect the organization's ability to consistently deliver conforming products and services to its learners and other beneficiaries.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OPERATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/08
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 5 of 12

MITS:

- a) ensures that externally provided processes remain within the control of its EOMS;
- b) defines both the controls that it intends to apply to an external provider and those it intends to apply to the resulting output;
- c) takes into consideration:
 - 1) the potential impact of the externally provided processes, products and services on MITS's ability to consistently meet learner and other beneficiary requirements;
 - 2) the effectiveness of the controls applied by the external provider;
- d) Determine the verification or other activities necessary to ensure that the externally provided processes, products, and services meet requirements.

8.4.3 Information for external providers:

MITS ensures the adequacy of requirements prior to their communication to the external provider.

MITS communicate to external providers its requirements for:

- a) the processes, products, and services to be provided;
- b) the approval of:
 - 1) products and services;
 - 2) methods, processes, and equipment;
 - 3) the release of products and services;
- c) competence, including any required qualification of persons;
- d) the external provider's interactions with the organization;
- e) control and monitoring of the external provider's performance to be applied by the organization;
- f) verification or validation activities that the organization, or its learners and other beneficiaries, intend to perform at the external provider's premises.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OPERATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/08
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 6 of 12

8.5 Delivery of educational products and services:

8.5.1 Control of delivery of the educational products and services:

8.5.1.1 General:

MITs implements service provision under controlled conditions. Controlled conditions include, as applicable:

- a) the availability of documented information that defines:
 - 1) the characteristics of the educational products to be produced, the educational services to be provided, or the activities to be performed;
 - 2) the results to be achieved;
- b) the availability and use of suitable and validated monitoring and measuring resources;
- c) the implementation of monitoring and measurement activities, including the consideration of complaints, other feedback and the results of formative assessment at appropriate stages, in order to verify that criteria for control of processes or outputs and acceptance criteria for educational products and services have been met;
- d) the use of suitable infrastructure and environment for the operation of processes;
- e) the appointment of competent persons, including any required qualification (see 7.2);
- f) the validation, and periodic revalidation, of the ability to achieve planned results of the processes for production and service provision, where the resulting output cannot be verified by subsequent monitoring or measurement;
- g) the implementation of actions to prevent human error;
- h) the implementation of release, delivery, and post-delivery activities.

8.5.1.2 Admission of learners:

Admissions shall be carried out in accordance with the applicable admission regulations approved by the University and the statutory authorities.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OPERATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/08
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 7 of 12

8.5.1.2.1 Pre-admission information

MITS ensures that before learners are admitted, they are provided with:

- a) adequate information that takes into account organizational requirements and professional requirements, as well as the MITS's commitment to social responsibility;
- b) adequate and clear information about:
 - 1) the intended learning outcomes, career perspectives, educational approach;
 - 2) the participation of learners, and other beneficiaries as appropriate, in their educational process;
 - 3) the admission criteria and costs of the educational product or service.

8.5.1.2.2 Conditions for admission:

MITS establish a process for the admission of learners. In addition to the requirements in 4.4.1, the process:

- a) establishes admission criteria that conform to:
 - 1) MITS requirements;
 - 2) requirements from the professional field;
 - 3) requirements due to the content of the program and/or pedagogical approach;
- b) ensures that admission criteria and processes are applied uniformly for all learners;
- c) maintained as documented information;
- d) be publicly available;
- e) ensure the traceability of each admission decision;
- f) retains documented information as evidence of admission decisions.

8.5.1.3 Delivery of educational products and services:

MITS establishes processes for:

- a) teaching;
- b) facilitation of learning;
- c) Administrative support of learning.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OPERATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/08
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 8 of 12

In addition, MITS Deemed to be University establishes and implements processes for research, innovation, consultancy, extension activities, intellectual property management, technology transfer, incubation, entrepreneurship, industry collaboration and community engagement in accordance with the University's policies, applicable academic regulations, and statutory and regulatory requirements. These activities are monitored and reviewed periodically to ensure their effectiveness and contribution to the University's Vision, Mission and Strategic Goals.

8.5.1.4 Summative assessment:

MITS:

- a) ensures that methods to detect plagiarism and other malpractices are in place and are communicated to learners;
- b) ensures the traceability of grades, such that an objective connection can be identified between learner work presented and the grade assigned;
- c) retains documented information of the assessment as evidence of the grades assigned;
- d) makes the retention period of such documented information publicly available.

8.5.1.5 Recognition of assessed learning:

MITS ensures that after summative assessments:

- a) learners are informed of the outcomes of the assessment activity and grade;
- b) learners are given the opportunity to appeal or ask for rectification of the outcomes of the assessment activity and grade;
- c) learners have full access to their work and its detailed assessment, as well as opportunities for feedback;
- d) evidence of the outcomes of the assessment is issued to the learner as documented information;
- e) the reasons for the decision on grading and final assessment are retained as documented information;
- f) the documented information is retained for a specified retention period;
- g) the retention period of such documented information is publicly available.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OPERATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/08
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 9 of 12

8.5.1.6 Additional requirements for special needs education:

8.5.1.6.1 With input from learners and other interested parties, an organization's management, teaching and support staff can identify steps to improve the accessibility of educational services. MITS apply reasonable judgment as to what might be possible during a specific time frame.

8.5.1.6.2 With respect to delivery of learning, MITS:

- a) employs differentiated instruction strategies that are targeted to learners in the classroom;
- b) uses approaches recommended for learners with special needs to encourage the development of self-awareness, self-regulation, and met a cognition;
- c) balances the needs of the learner, the educator, the requirements of the course, the context(environment) within larger frameworks (e.g. curricular requirements, national values);
- d) flexibly implement individualized measures, as applicable, including:
 - 1) curriculum modification;
 - 2) fostering self-directedness and independence;
 - 3) Tutor and mentorships.

8.5.1.6.3 With respect to the assessment of learning, MITS:

- a) provides multiple and diverse opportunities for learners to demonstrate their mastery of the topics of instruction;
- b) ensures instruction provides scaffold activities and assessments that allow learners to build and demonstrate their learning;
- c) Flexibly implement individualized measures, as applicable, including adequate evaluation methods.

8.5.1.6.4 Individual learners who require specific assistance with learning in order to achieve the agreed-upon learning outcomes shall be accommodated in a manner that balances learner requirements, the integrity of the learning outcomes, and capacity of the MITS.

8.5.2 Identification and traceability:

MITS ensures identification and traceability with respect to:

- a) the progress of learners through the organization;
- b) the study and employment paths of those who graduate or complete a course or program of the study, where applicable;

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OPERATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/08
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 10 of 12

c) output from the work of staff in terms of:

- 1) what was done;
- 2) when;
- 3) by whom.

8.5.3 Property belonging to interested parties:

MITS exercises care with property belonging to any interested party while it is under the control of or being used by, the educational organization. MITS identifies, verify, protect and safeguard any property provided for the use and obtain consent, where required if the property is incorporated into educational products and services. When the property of an interested party is lost, damaged or otherwise found to be unsuitable for use, MITS reports this to the relevant interested party and take appropriate corrective actions (see 8.5.5 and 10.2) and retain documented information on what has occurred.

8.5.4 Preservation:

MITS preserves the outputs during production and service provision, to the extent necessary to ensure conformity to requirements.

8.5.5 Protection and transparency of learners' data

MITS establishes a method to deal with the protection and transparency of learners' data and maintain it as documented information. The method establishes:

- a) what learner data are collected, and how and where they are processed and stored;
- b) who has access to the data;
- c) under which conditions learner data may be shared with third parties;
- d) how long the data are stored for.

MITS only collects and shares learners' data with their explicit consent. MITS gives learners and other interested parties access to their own data and the ability to correct or update their own data. MITS takes all appropriate measures to ensure that learners' data can only be accessed by authorized persons. Technological protection measures are validated. MITS gives learners and other interested parties access to their own data.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OPERATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/08
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 11 of 12

8.5.6 Control of changes in the educational products and services:

- a. MITS reviews and control changes for production or service provision, to the extent necessary to ensure continuing conformity with the requirements.
- b. MITS retains documented information describing the results of the review of changes, the person(s) authorizing the change, and any necessary actions arising from the review.

8.6 Release of the educational products and services:

The release of products and services to learners and other beneficiaries do not proceed until the planned arrangements have been satisfactorily completed unless otherwise approved by a relevant authority and, as applicable, by the learner and other beneficiaries.

MITS retains documented information on the release of products and services. The documented information includes:

- a) evidence of conformity with the acceptance criteria;
- b) Traceability to the person(s) authorizing the release.

8.7 Control of the educational nonconforming outputs:

8.7.1 MITS ensures that outputs that do not conform to their requirements are identified and controlled to prevent their unintended use or delivery.

MITS takes appropriate action based on the nature of the nonconformity and its effect on the conformity of educational products and services. This also applies to non-conforming educational products and services detected after delivery of products, during or after the provision of services.

8.7.2 MITS deals with nonconforming outputs in one or more of the following ways:

- a) correction;
- b) segregation, containment, return or suspension of the provision of products and services;
- c) informing the learners or other beneficiaries;
- d) Obtaining authorization for acceptance under concession.

Conformity to the requirements shall be verified when nonconforming outputs are corrected.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OPERATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/08
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 12 of 12

8.7.3 MITS retains documented information that:

- a) describes the delivery of the programs;
- b) describes any non-conforming outputs;
- c) describes the actions taken;
- d) describes the concessions obtained;
- e) identifies the authority deciding the action in respect of the nonconformity

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	PERFORMANCE EVALUATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/09
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 5

9. PERFORMANCE EVALUATION

9.1 Monitoring, measurement, analysis and evaluation:

9.1.1 General

MITS determines:

- a) what needs to be monitored and measured;
- b) the methods for monitoring, measurement, analysis, and evaluation, as applicable, to ensure valid outcomes;
- c) the acceptance criteria to be used;
- d) when the monitoring and measuring shall be performed;
- e) when the results from monitoring and measurement shall be analyzed and evaluated.

MITS retains appropriate documented information as evidence of the Monitoring, measurement, analysis, evaluation and their results. MITS evaluates the educational organization performance and the effectiveness of the EOMS. The University shall monitor, measure, analyse and evaluate academic, research, innovation, consultancy, extension, learner support, governance and administrative processes using defined Key Performance Indicators (KPIs) aligned with the University's Vision, Mission, Strategic Goals, Educational Organization Policy and applicable statutory and regulatory requirements. People should be given an opportunity to critically review their own work in a reflective and constructive manner, as a contribution to their improvement.

9.1.2 Satisfaction of learners, other beneficiaries and staff:

9.1.2.1 Monitoring of satisfaction:

MITS monitors the satisfaction of learners, other beneficiaries and staff, as well as their perceptions of the degree to which their needs and expectations have been fulfilled. MITS determines the methods for obtaining, monitoring and reviewing, this information.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	PERFORMANCE EVALUATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/09
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 2 of 5

9.1.2.2 Handling of complaints and appeals:

MITS establishes and maintains as documented information a method for handling complaints and appeals, and ensures this known to its interested parties (see 10.2). The method includes specifications for:

- a) communicating the method to all relevant interested parties;
- b) receiving complaints and appeals;
- c) tracking complaints and appeals;
- d) acknowledging complaints and appeals;
- e) performing an initial assessment of complaints and appeals;
- f) investigating the complaint and appeals;
- g) responding to the complaints and appeals;
- h) communicating the decision;
- i) closing complaints and appeals.

The method ensures the confidentiality of complainants and appellants and objectivity of investigators. MITS retains documented information as evidence of the complaints or appeals received, as well as of their resolution.

9.1.3 Other monitoring and measuring needs:

MITS ensures that the following feedback is requested from and made available as appropriate to relevant interested parties:

- a) feedback on educational products and services;
- b) feedback on their effectiveness in achieving the agreed learning outcomes;
- c) Feedback on the MITS's influence on the community.

MITS monitors the level of feedback obtained and takes actions to increase it where it is not sufficient.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	PERFORMANCE EVALUATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/09
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 3 of 5

9.1.4 Methods for monitoring, measurement, analysis, and evaluation

9.1.4.1 MITS determines:

- a) the methods for obtaining, monitoring and reviewing information on performance;
- b) targets against which this performance will be measured.

9.1.4.2 MITS ensures that:

- a) the interested parties involved in or affected by the evaluation are identified;
- b) the persons conducting the evaluation are competent and objective;
- c) evaluation reports are transparent and clearly describe the educational products and services and their objectives, the findings, as well as the perspectives, methods, and rationale used to interpret the findings;
- d) the context (e.g. learning environment) in which the educational service is provided is examined in enough detail to enable influences on the educational service to be identified.

9.1.5 Analysis and evaluation:

MITS analyses and evaluates appropriate data and information arising from monitoring and measurement.

The results of the analysis are used to evaluate:

- a) conformity of products and services;
- b) the degree of beneficiary satisfaction;
- c) the degree of staff satisfaction;
- d) the performance and effectiveness of the EOMS;
- e) if planning has been implemented effectively;
- f) the effectiveness of actions taken to address risks and opportunities;
- g) the performance of external providers;
- h) the need for improvements to MITS's management system.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	PERFORMANCE EVALUATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/09
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 4 of 5

9.2 Internal audit:

9.2.1 MITS conducts internal audits twice a year to provide information on whether the EOMS:

- a) conforms to:
 - 1) the MITS's own requirements for its EOMS;
 - 2) the requirements of this document;
- b) is effectively implemented and maintained.

9.2.2 MITS:

- a) plans, establish, implements and maintains an audit program(s), including the frequency, methods, responsibilities, planning requirements and reporting, which takes into consideration the EOMS' objectives, the importance of the processes concerned, feedback from relevant interested parties and the results of previous audits;
- b) defines the audit criteria and scope for each audit;
- c) selects auditors and conducts audits to ensure objectivity and the impartiality of the audit process;
- d) ensures that the results of the audits are reported to relevant management;
- e) identifies opportunities for improvement;
- f) takes appropriate correction and corrective actions without undue delay;
- g) retains documented information as evidence of the planning and implementation of the audit program and the audit results. Auditors shall not audit their own work.

9.3 Management review:

9.3.1 General:

Top management reviews MITS's EOMS and overall strategy at planned intervals, twice a year and update them accordingly to ensure its continuing suitability, adequacy and effectiveness.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	PERFORMANCE EVALUATION		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/09
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 5 of 5

9.3.2 Management review inputs:

The management review includes consideration of:

- a) the status of actions from previous management reviews;
- b) changes in external and internal issues that are relevant to the EOMS;
- c) information on the EOMS performance and effectiveness, including trends in:
 - 1) learner and other beneficiary satisfaction and feedback related to learner and another beneficiary requirements;
 - 2) the extent to which objectives have been met;
 - 3) process performance and conformity of products and services;
 - 4) nonconformities and corrective actions;
 - 5) monitoring and measurement results;
 - 6) audit results;
 - 7) the performance of external providers;
 - 8) formative and summative assessment outcomes;
- d) the adequacy of resources;
- e) the effectiveness of actions taken to address risks and opportunities (see 6.1);
- f) opportunities for continual improvement;
- g) staff feedback related to activities to enhance their competence.

9.3.3 Management review outputs:

The outputs of the management review include decisions related to:

- a) continual improvement opportunities;
- b) any need for changes to the EOMS;
- c) resource needs.

MITS retains documented information as evidence of the results of management reviews.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	IMPROVEMENT		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/10
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 2

10. IMPROVEMENT

10.1 Nonconformity and corrective action:

10.1.1 When a non conformity occurs, MITS:

- a) reacts to the nonconformity, and as applicable:
 - 1) takes action to control and correct it;
 - 2) deals with the consequences;
- b) evaluates the need for action to eliminate the causes of the nonconformity, in order that it does not recur or occur elsewhere, by:
 - 1) reviewing the nonconformity;
 - 2) determining the causes of the nonconformity;
 - 3) determining if similar nonconformities exist, or could potentially occur;
- c) implements any action needed;
- d) reviews the effectiveness of any corrective action taken;
- e) makes changes to the EOMS, if necessary.

Corrective actions shall also address nonconformities related to Academic Programmes, Curriculum implementation, Research activities, Examinations, Learner support services, Statutory and Regulatory compliance, Digital systems, Extension activities, Consultancy, Innovation and Administrative processes, wherever applicable.

10.1.2 MITS retains educational documented information as evidence of:

- a) the nature of the nonconformities and any subsequent actions taken
and
- b) the results of any corrective action.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	IMPROVEMENT		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/10
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 2 of 2

10.2 Continual improvement

MITS continually improves the suitability, adequacy, and effectiveness of the EOMS, taking into account relevant research and best practices. MITS considers the results of analysis and evaluation, and the outputs from management review, to determine if there are needs or opportunities that shall be addressed as part of continual improvement.

Continual improvement shall be driven through feedback from Learners, Faculty, staff, Alumni, Employers, Industry, Research collaborators and other interested parties; Internal and External audits; Management Reviews; Benchmarking; Accreditation outcomes; Institutional rankings; Research outputs; Innovation initiatives; Risk assessments and best practices in higher education.

10.3 Opportunities for improvement:

MITS determines and select opportunities for improvement and implements any necessary actions to meet learner and other beneficiary requirements and enhance the satisfaction of learners, other beneficiaries, staff, and other relevant interested parties, including external providers. These include:

- a) improving products and services to meet requirements as well as to address future needs and expectations;
- b) correcting, preventing or reducing undesired effects;
- c) Improving the performance and effectiveness of the EOMS.
- d) enhancing teaching-learning processes, curriculum delivery and learner success;
- e) strengthening research, innovation, consultancy and intellectual property creation;
- f) improving community engagement, extension activities and industry collaboration;
- g) promoting digital transformation, educational technologies and institutional effectiveness;
- h) improving governance, compliance with statutory and regulatory requirements, and quality assurance processes.

MITS Deemed to be University is committed to fostering a culture of continual improvement by integrating evidence-based decision-making, innovation, stakeholder feedback, quality assurance practices, benchmarking, and institutional learning to enhance academic excellence, research, governance, and community engagement in alignment with its Vision, Mission and Strategic Goals.

***END OF MANUAL ***

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Internal And External Issues		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex -1
	Issue Date:01/06/2023	Revision Date: 05/03/2026	Page 1 of 4

1. SCOPE

The purpose of this procedure is to define the process for identifying, monitoring and reviewing the internal and external issues, interested parties, risks and opportunities that influence the strategic direction and the **Educational Organization Management System (EOMS)** of MITS Deemed to be University.

2. PURPOSE

This procedure applies to all the activities within the scope of the **Educational Organizations Management System** Manual

3. RESPONSIBILITY

EOMS team leader, Deans of various Schools and HOD's of all departments are responsible for the effective implementation of this procedure.

4. DETAILS OF PROCEDURE

Understanding the organization and its context

Following the conferment of Deemed to be University status under Section 3 of the UGC Act, 1956, MITS operates under a transitional academic framework. Existing admitted batches continue under the Autonomous Regulations until completion of their respective programmes, while newly admitted batches are governed by the Regulations of MITS Deemed to be University. Educational Organization Management System (EOMS) applies to both categories of learners and all associated academic, research, administrative and support processes. Throughout this procedure, the term **"applicable academic regulations"** refers to the regulations governing the respective learner category.

Internal Issues	External Issues
Vision, Mission, Strategic Goals and Institutional Strategic Plan	UGC / Government Policies
University Governance (Board of Governors, Academic Council, Board of Studies, Finance Committee)	Statutory & Regulatory Compliance (UGC, AICTE*, Professional Councils, Government Regulations)
University Organizational Structure	Government Policy Changes
University Policies, Statutes and Ordinances	National & International Regulations
Academic Regulations	Changing Learner Expectations
Curriculum Design and Periodic Review	Industry 5.0 & Emerging Technologies
Competence of Faculty and Researchers	Expectations of Learners, Parents and Other Stakeholders

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Internal And External Issues		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex -1
	Issue Date:01/06/2023	Revision Date: 05/03/2026	Page 2 of 4

Internal Issues	External Issues
Competence of Administrative & Technical Staff	Social & Demographic Changes
Faculty Development and Capacity Building	Higher Education Competition
Teaching, Research and Working Environment	National & International Competition
Availability of Academic, Research and Digital Resources	AI and Digital Transformation
ERP, Learning Management System (LMS) and Digital Infrastructure	Cyber Security Threats and Digital Risks
Research, Innovation and Knowledge Creation Ecosystem	Research Funding Opportunities
Consultancy, Industry Collaboration and Outreach	Industry Expectations and Employability Trends
Intellectual Property (IPR) Management	Intellectual Property Laws and Technology Transfer Ecosystem
Innovation, Incubation and Entrepreneurship Ecosystem	Startup and Innovation Ecosystem
Student Support Services (Mentoring, Counselling, Career Guidance, Scholarships)	Employability Trends and Skill Requirements
Quality Culture and Continual Improvement	Global University Rankings (NIRF, QS, THE)
Accreditation and Ranking Readiness	Accreditation Requirements (NAAC, NBA and Other Agencies)
Financial Sustainability and Resource Mobilization	Funding Opportunities and Economic Conditions
Sustainability and Green Campus Initiatives	Climate Change, Environmental Sustainability and ESG Requirements
Cyber Security, Data Privacy and Information Security	Data Protection, Privacy Regulations and Emerging Cyber Threats
Institutional Reputation and Stakeholder Satisfaction	Sustainable Development Goals (SDGs) and Global Higher Education Trends

Interested parties

“Interested parties” are those stakeholders who receive our Educational Products or Services Processes., who may be impacted by them, or those parties who may otherwise have a significant interest in our organization. This includes both internal and external parties. The identification of an interested party does not necessarily bring that party into the scope of the EOMS.

Properly planning a change by applying risk-based thinking can help to avoid negative consequences such as rework or cancellation or postponement of service; it can also result in positive consequences such as reduction of nonconforming outputs; or reduced incidents of human error.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Internal And External Issues		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex -1
	Issue Date:01/06/2023	Revision Date: 05/03/2026	Page 3 of 4

MITS has determined interested parties and their needs that are relevant to the EOMS.
These are:

Interested Party	Needs & Expectations
Learners (UG, PG & PhD)	Quality education, employability, research opportunities, learner support
Parents	Academic quality, communication and student safety
Faculty	Career growth, research support and recognition
Non-Teaching Staff	Training, welfare and career development
Alumni	Continued engagement and networking
Employers	Industry-ready graduates
Industry Partners	Collaboration, consultancy and innovation
Board of Governors	Effective governance
Academic Council	Academic quality and compliance
Board of Studies	Curriculum relevance
UGC	Statutory compliance
AICTE (where applicable)	Regulatory compliance
Government	Policy implementation
NAAC / NBA	Quality assurance and accreditation
Research Funding Agencies	Effective utilization of grants
Community	Social responsibility and outreach
International Partners	Academic and research collaboration
Vendors / Service Providers	Transparent and mutually beneficial relationships

MITS monitor and review information about these interested parties and their relevant requirements.

Issues of Concern

For each interested party, the related issues of concern shall be identified and documented. These issues may reflect direct concerns of the party or there may be indirect concerns. Such concerns may impact on the interested party, or may be derived from the party that impact on the organization. Issues may be either internal or external, depending on whether the interested party is internal or external. In addition, a certain type of party may have both internal and external concerns.

- ❖ When attempting to identify internal concerns, it may be useful to consider service concerns, employee concerns, etc.
- ❖ When attempting to identify external concerns, it may be useful to consider concerns arising from competition, society and culture, labour relations, statutory and regulatory issues, economic issues, etc.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Internal And External Issues		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex -1
	Issue Date:01/06/2023	Revision Date: 05/03/2026	Page 4 of 4

Risk and Opportunity

Management will then identify risks and opportunities related to the issues of concern. Management will then determine a treatment method for each risk or opportunity. Risks are managed to reduce their likelihood and severity, while opportunities are managed to increase their likelihood and benefits. Blended issues may require more complex treatment.

Refer: 1. Doc. No: EOMS-MITSU/PRO/ R & O/01
2. Doc. No: EOMS-MITSU/PRO/ RA/01

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	NEEDS AND EXPECTATIONS OF THE INTERESTED PARTIES		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/Annex - 2
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 2

Sl. No.	Interested Party	Needs and Expectations
1	Learners (UG, PG & Ph.D.)	Quality education, Learner-centric environment, effective Teaching-learning, Research opportunities, Employability, Skill development, Transparent evaluation, Mentoring, Career guidance, Student support services, Safe and inclusive campus.
2	Parents / Guardians	Academic excellence, Student safety, Regular communication, holistic development, Placement opportunities, ethical values and discipline.
3	Faculty Members	Academic freedom, Professional development, Research support, Funding opportunities, recognition, Transparent appraisal, Conducive work environment and Career progression.
4	Administrative & Technical Staff	Training, Career development, recognition, safe working environment, welfare measures, effective communication and participation.
5	Vice Chancellor / Top Management	Effective implementation of the EOMS, achievement of Vision, Mission and Strategic Goals, Statutory compliance, continual improvement, Institutional sustainability and Stakeholder satisfaction.
6	Deans, Directors, Heads of Departments & Functional Heads	Clear responsibilities, adequate resources, Policy support, Academic quality, Research promotion, effective governance and continual improvement.
7	Board of Governors (BoG)	Good governance, Statutory compliance, Institutional growth, Financial sustainability and Strategic achievement.
8	Academic Council & Board of Studies	Curriculum relevance, Academic quality, Outcome-based education, compliance with regulations and continuous curriculum improvement.
9	UGC	Compliance with UGC Regulations, quality assurance, governance, academic standards and statutory reporting.
10	AICTE / Other Regulatory Bodies (where applicable)	Compliance with applicable Statutory and Professional requirements.
11	Government (Central & State)	Compliance with legal requirements, implementation of national education policies and contribution to national development.
12	NAAC, NBA & Accreditation Bodies	Continuous Quality improvement, compliance with accreditation criteria and evidence-based quality assurance.
13	Industry & Employers	Industry-ready graduates, Research collaboration, consultancy, Internships, Innovation and skilled manpower.



MITS

MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE

(Deemed to be University under section 3 of UGC Act, 1956)

NEEDS AND EXPECTATIONS OF THE INTERESTED PARTIES

Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/Annex - 2
Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 2 of 2

Sl. No.	Interested Party	Needs and Expectations
14	Research Funding Agencies	Effective utilization of grants, quality research outcomes, compliance and measurable impact.
15	Alumni	Continued engagement, networking, institutional reputation, lifelong learning opportunities and contribution to university development.
16	International Academic Partners	Academic collaboration, faculty/student exchange, joint research and internationalization.
17	Suppliers / Service Providers	Fair procurement process, transparent communication, timely payments and long-term business relationships.
18	Community & Society	Social responsibility, extension activities, community engagement, environmental sustainability, ethical practices and regional development.



MITS

MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE

(Deemed to be University under section 3 of UGC Act, 1956)

PROCESS INPUT-OUTPUT MATRIX

Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/Annex - 3
Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 3

Process	Inputs	Outputs
Strategic Planning	- Vision - Mission - Strategic Goals - Stakeholder Needs - Risk Assessment - Regulatory Requirements - Benchmarking - Management Review	- Strategic Plan - Annual Operational Plan - KPIs - Quality Objectives - Institutional Action Plans
Curriculum Development	- UGC Regulations - NEP 2020 - Industry Feedback - Alumni Feedback - Employer Feedback - Board of Studies - Academic Council - Benchmarking	- Curriculum - Academic Regulations - Scheme of Instruction - Syllabi - COs - POs - Assessment Scheme
Teaching Delivery & Assessment	- Course Delivery - Active Learning - LMS Activities - Outcome Attainment - Student Engagement	- CO Attainment - PO Attainment - Result Analysis - Academic Improvement Actions
Learner Support Services	- Student Requirements - Mentor Reports - Student Feedback	- Placement Support - Career Guidance - Mentoring - Counselling - Scholarships - Student Satisfaction
Resource Management	- Human Resource Requirements - Financial Resources - Infrastructure Needs - IT Requirements - Learning Resources - Procurement Needs	- Infrastructure - Laboratory Facilities - Library - ERP - LMS - Digital Resources - Financial Sustainability
Internal Audits & Continuous Improvement	- Audit Findings, - KPI Reports, - Feedback, - Risk Register, - Benchmarking Data, - Compliance Reviews	- Corrective Actions - Preventive Actions - Best Practices - Innovation - Benchmarking - Quality Improvement Plans



MITS

MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE

(Deemed to be University under section 3 of UGC Act, 1956)

PROCESS INPUT-OUTPUT MATRIX

Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/Annex - 3
Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 2 of 3

Process	Inputs	Outputs
Compliance Management	- UGC - AICTE - NAAC - NBA - ISO - Statutory Requirements	- Compliance Reports - Regulatory Returns - Audit Compliance
Risk Management	- Risk assessment reports, - Incident data	- Risk Register - Risk Treatment Plan - Opportunity Register
Staff Training	- Competency Assessment - Performance Review	- FDPs - SDPs - Research Competence - Digital Skills
External Stakeholder Engagement	- Industry Needs - Alumni Feedback - Community Needs	- MoUs - Consultancy - Internship - Community Projects - Collaborative Research
Data Management	- Student records - Assessment results - Institutional data	- Institutional Dashboard - Analytics - Decision Support - Regulatory Reports
Admission Management	- Admission Policy - Eligibility Criteria - Entrance Tests	- Admitted Students - Admission Records
Research & Innovation	- Research Policy - Funding - Faculty Expertise	- Publications - Patents - Projects - Innovations
Consultancy & Extension	- Industry Needs - Community Needs	- Consultancy Projects - Outreach Programmes
Examination Management	- Academic Regulations - Assessment Plan	- Results - Grade Sheets - Certificates
Placement & Career Development	Industry Requirements	- Placements - Internships - Career Guidance
International Relations	Collaboration Opportunities	- MoUs - Student Exchange - Joint Research



MITS

MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE

(Deemed to be University under section 3 of UGC Act, 1956)

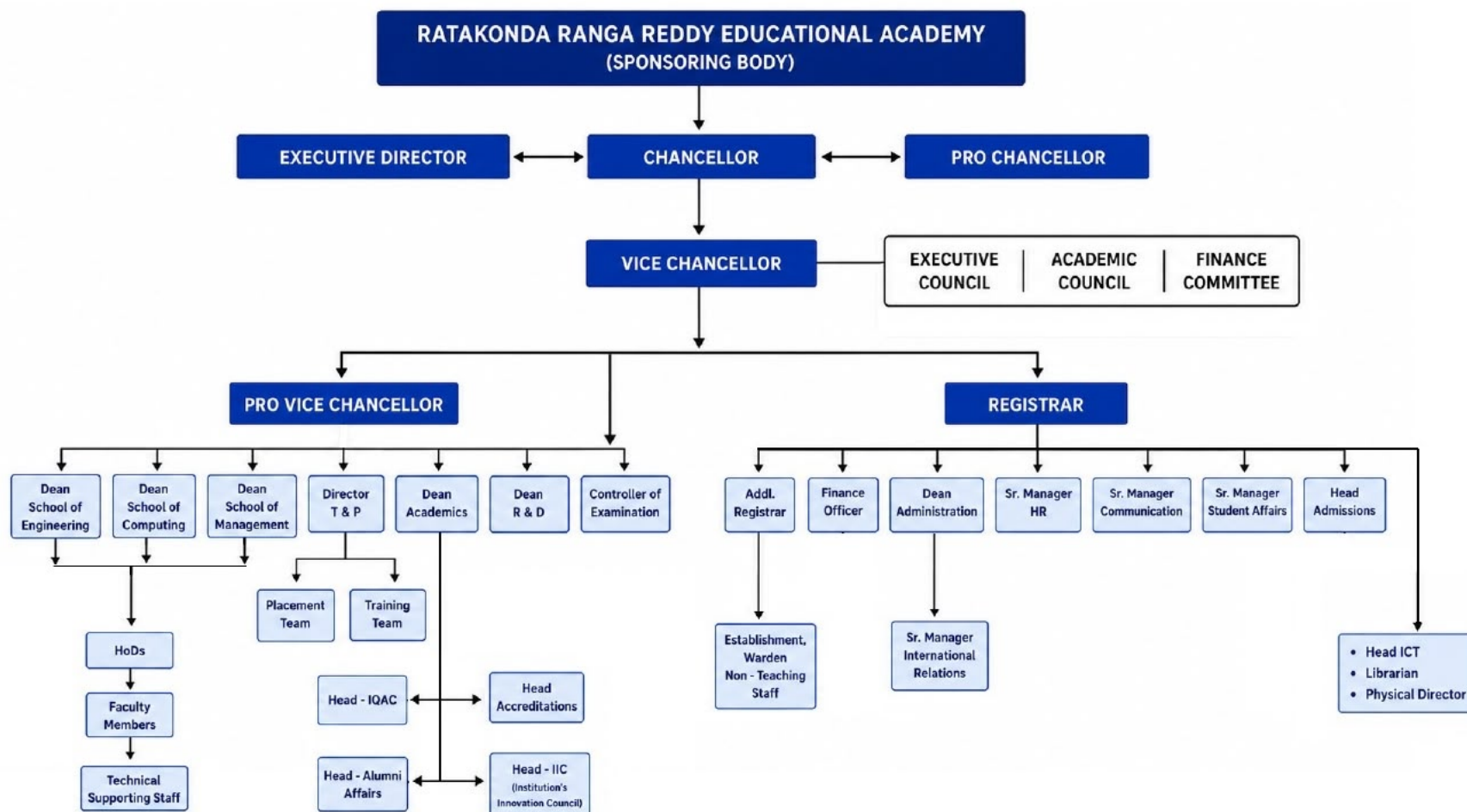
PROCESS INPUT-OUTPUT MATRIX

Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/Annex - 3
Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 3 of 3

Process	Inputs	Outputs
Entrepreneurship & Incubation	▪ Innovation Ideas ▪ Funding	▪ Startups, Incubation Support
Library & Knowledge Management	▪ Learning Resources	▪ Information Services ▪ Digital Repository
IT & Digital Services	▪ ERP & LMS	▪ Digital Learning Services
Quality Assurance (IQAC/EOMS)	▪ Audit Results ▪ KPI Reports	▪ Quality Improvement Plans

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	ORGANIZATION CHART		
	Issue No : 01	Revision No: 01	Doc. No: EOMS-MITSU/ Annex - 4
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 1

ORGANOGRAM – MITS DEEMED TO BE UNIVERSITY



	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Risk Assessment and Mitigation Plan		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/ Annex - 5
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 4

Risk Category	Risk Description	Proposed Mitigation Action
Administrative / Strategic Risks	Strategic initiatives fail to give desired results	Monitor performance of strategic initiatives and review through Management Review Meetings; initiate corrective measures.
	Changes in regulations, policies and procedures	Regular liaison with regulatory bodies; monitor changes and update Institutional processes.
	Entry of resource-rich competitors	Improve institutional efficiency, Branding, Innovation and technology adoption.
	Failure of organizational development initiatives	Conduct technical and financial feasibility studies; obtain expert consultation.
	Loss/leakage of confidential information and critical data	Confidentiality agreements, restricted access, information security controls.
	Delay in implementation of University policies	Periodic review by Top Management and statutory bodies.
	Governance-related delays	Define responsibilities, timelines, and approval mechanisms.
	Failure to achieve strategic goals	Quarterly KPI monitoring and Management Review.
	Cost and time overruns in planned activities	Advance planning, contingency plans, periodic monitoring and resource allocation.
Academic Risks	Failure to achieve academic targets	Root cause analysis, corrective and preventive actions.
	Failure to meet statutory requirements	Periodic compliance monitoring and statutory audits.
	Low student enrolment	Outreach activities, branding, scholarships, Industry Partnerships.
	Poor student retention	Mentoring, counselling, Academic support mechanisms.
	Poor CO/PO attainment	Curriculum review, Remedial classes, Faculty development.
	Delay in curriculum revision	Annual Boards of Studies and Academic Council reviews.
	Examination malpractice	Strict Examination procedures, Surveillance and disciplinary actions.
	Delay in result publication	ERP-based examination management system and monitoring.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956) Risk Assessment and Mitigation Plan Issue No : 01 Revision No: 02 Doc. No: EOMS-MITSU/ Annex - 5 Issue Date: 01/06/2023 Revision Date: 05/03/2026 Page 2 of 4		
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Risk Category	Risk Description	Proposed Mitigation Action
Laboratory Risks	Laboratory equipment failure	Laboratory equipment failure
	Stock-out of critical materials/spares	Stock-out of critical materials/spares
	Calibration delays	Calibration delays
	Software licence expiry	Software licence expiry
	Laboratory safety non-compliance	Laboratory safety non-compliance
	Hazardous waste management issues	Hazardous waste management issues
Research & Innovation Risks	Low research publications	Research incentives, mentoring programmes and FDPs.
	Low research funding	Dedicated sponsored research/project support cell.
	Patent/IPR disputes	Effective IPR policy implementation and legal review.
	Research misconduct	Research Ethics Committee oversight and plagiarism checks.
	Low consultancy projects	Strengthen industry collaboration and consultancy promotion.
	Failure of innovation initiatives	Strengthen incubation, entrepreneurship and innovation ecosystem.
Student Welfare Risks	Student mental health issues	Counselling Centre support and wellness initiatives.
	Ragging incidents	Effective Anti-Ragging Committee and awareness programmes.
	Gender-related complaints	Implementation of ICC/POSH policies and grievance redressal.
	Student grievances	Online grievance portal and timely resolution mechanism.
	Hostel safety concerns	Periodic inspections and safety monitoring systems.
Human Resource Risks	Non-availability of quality human resources	Succession planning, workforce planning and strategic recruitment.
	Attrition of skilled employees	Employee engagement, benefits, grievance redressal and career growth opportunities.
	Inadequate employee training	Need-based training and continuous professional development.
	Faculty succession planning gaps	Identification of future leaders and mentorship programmes.
	Leadership development deficiency	Leadership training and administrative exposure.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Risk Assessment and Mitigation Plan		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/ Annex - 5
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 3 of 4

Risk Category	Risk Description	Proposed Mitigation Action
Procurement Risks	Delay in procurement of materials and services	Annual procurement planning and rate contracts.
	Stock-out of critical materials	Maintain safety stock and monitor inventory levels.
	Vendor performance issues	Vendor evaluation and performance monitoring system.
	Single-source dependency	Develop alternate qualified vendors and suppliers.
	Procurement delays for research equipment	Advance procurement planning and vendor coordination.
Information Technology Risks	Unauthorized access to institutional systems	Information Security Management System and access control mechanisms.
	Weak password practices	Password policies and regular audits.
	Cyber attacks	Firewalls, IDS/IPS, Antivirus, SOC monitoring.
	Ransomware attacks	Offline backups, disaster recovery plans and awareness training.
	ERP system failure	High availability infrastructure and backup servers.
	LMS outage	Cloud-based redundancy and business continuity planning.
	Data privacy breaches	Access controls, encryption and compliance monitoring.
Accreditation & Compliance Risks	NAAC compliance gaps	Periodic internal reviews and evidence verification.
	NBA compliance gaps	Programme-level monitoring and continuous improvement.
	NIRF ranking decline	KPI tracking and targeted performance improvement.
	ISO nonconformities	Internal audits, CAPA implementation and management review.
	Regulatory non-compliance	Periodic compliance audits and statutory monitoring.
Internationalization Risks	Low international collaborations	Promote international partnerships and joint research.
	Visa restrictions affecting mobility	Virtual collaborations and diversified partnerships.
	International student support issues	Dedicated international student support mechanisms.
	MoU inactivity	Periodic review and outcome tracking of collaborations.

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Risk Assessment and Mitigation Plan		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/ Annex - 5
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 4 of 4

Risk Category	Risk Description	Proposed Mitigation Action
Community Engagement Risks	Low participation in extension activities	Awareness programmes and structured outreach activities.
	Weak industry engagement	Strengthen industry connect, internships and consultancy initiatives.
	Limited CSR projects	Collaborate with industries and NGOs for CSR initiatives.
	Community Radio sustainability challenges	Diversify funding and strengthen community participation.
Financial Risks	Reduction in funding	Diversify revenue sources and strengthen grants acquisition.
	Delay in fee collection	ERP-enabled fee monitoring and follow-up mechanisms.
	Cost escalation	Budget monitoring and expenditure control.
	Budget overruns	Periodic financial reviews and corrective actions.
Security Risks	Threats to security of people and property	Security assessment, CCTV surveillance and access control.
	Campus safety incidents	Emergency response plans, monitoring and awareness programs.

Risk Rating Matrix

Risk Description	Likelihood	Impact	Risk Level	Risk Owner	Mitigation Action	Residual Risk
Failure to achieve academic targets	Medium	High	High	Dean Academics	Academic monitoring and review	Medium
Cyber attack	Medium	High	High	CTO/IT Department	Security controls and monitoring	Medium
Low student enrolment	Medium	High	High	Admissions Team	Branding and outreach activities	Medium
Accreditation compliance gaps	Medium	High	High	PAARC/IQAC	Internal audits and reviews	Low
Laboratory equipment failure	Medium	Medium	Medium	HoD/Lab In-charge	Preventive maintenance	Low

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OBJECTIVES /GOALS AND ACTION PLAN		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/ Annex - 6
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 8

OBJECTIVES / GOALS and ACTION PLAN

1.) TEACHING LEARNING

S. No	Title of the Description	Target
1.1	Syllabus Coverage	100% syllabus coverage each semester
1.2	Internal Tests Pass Percentage	≥ 90% pass percentage in internal tests
1.3	End Semester Examinations Pass Percentage	≥ 80% pass percentage in end semester exams
1.4	Lesson Plan Vs Actuals Permitted Deviation	≤ 10% deviation from lesson plan
1.5	Papers Published by Faculty in SCI/Scopus & Peer Reviewed Journals	Minimum 250 papers published per academic year
1.6	No of Funded Projects / Proposals Submitted to Sponsoring Agency in an Academic Year	Minimum 20 funded projects/proposals submitted per academic year
1.7	No of Patents filed by faculty members every Academic Year	Minimum 5 patents filed per academic year
1.8	Design of Curriculum	UG (B. Tech): Major revision every 4 years, minor revision every 2 years
		PG (M.Tech, MBA,MCA): Revision every 2 years
1.9	Value-Added Courses Conducted	4 value-added courses per year; minimum 100 student enrollments annually
1.10	Guest Lectures/Seminars Organized	Minimum 4 guest lectures/seminars per semester
1.11	Industry Internships Completed	≥ 80% of eligible students complete internships annually
1.12	Industry-Sponsored Projects Undertaken	5 industry-sponsored projects per year
1.13	Industrial Visits Organized	Minimum 2 industrial visits per year
1.14	Student Participation in Technical Events	50 participations and 10 awards per year
1.15	Co-Curricular Activities Organized	Minimum 4 co-curricular activities per year
1.16	Extra-Curricular Activities Organized	3 extra-curricular activities per year
1.17	Faculty Development Programs (FDPs)/STTPs Organized/Attended	Minimum 4 FDPs/STTPs per year

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	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)	
	OBJECTIVES /GOALS AND ACTION PLAN	
	Issue No : 01	Revision No: 02
	Issue Date: 01/06/2023	Revision Date: 05/03/2026
	Doc. No: EOMS-MITSU/ Annex - 6	
	Page 2 of 8	

1. Department : TEACHING LEARNING Action Plan

S. No	Title of the Description	Indicator (What will be done)	Required Resources (What)	Methodology of Measurement (How)	Frequency of Monitoring (When)	Responsibility (Who)
1.1	Syllabus Coverage	Ensure full syllabus coverage	Lesson plans, academic calendar, faculty	Syllabus completion reports, deviation analysis	End of every semester	HOD, Faculty
1.2	Internal Tests Pass Percentage	Meet learning outcomes in internal tests	Test papers, faculty, evaluation rubrics	Analysis of test results, pass percentage	End of every semester	HOD, Faculty
1.3	End Semester Examinations Pass Percentage	Meet learning outcomes in end semester exams	Exam papers, evaluation rubrics, faculty	Analysis of exam results, pass percentage	End of every semester	HOD, Faculty
1.4	Lesson Plan Vs Actuals Permitted Deviation	Monitor adherence to lesson plans	Lesson plans, academic calendar, faculty	Deviation analysis, syllabus completion reports	End of every semester	HOD, Faculty
1.5	Papers Published by Faculty in SCI/Scopus & Peer Reviewed Journals	Encourage faculty research publications	Access to journals, research funding, library	Publication records, citation analysis	Annually	HOD, Research Coordinator

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	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OBJECTIVES /GOALS AND ACTION PLAN		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/ Annex - 6
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 3 of 8

2.Department: Administration Action Plan

S.No	Objectives (What will be done)	Indicator	Required Resources(What)	Methodology of Measurement (How)	Frequency of Monitoring (When)	Responsibility (Who)
1	Ensure timely documentation and record management	%	MITS Portal, Trained staff	Internal Audits and checklist reviews and documents digitized and archived	Quarterly	EOMS/IQAC Coordinator
2	Improve grievance redressal mechanism	Numbers	Grievance portal, grievance committee	Grievance resolution logs & Avg. days to resolve issues < 3 days	Monthly	Vice Principal Administration
3	Optimize resource allocation and utilization	%	Asset management system	Resource audit reports & Resource utilization ratio	Quarterly	Purchase Officer
4	Enhance Staff Satisfaction and Retention	%	HR policies, training, feedback forms	Staff feedback, staff retention > 95% Retention reports	Yearly	HR Manager
5	Ensure safety and security compliance	%	Safety manuals, security staff	Zero safety non-conformities & Safety audit checklist	Monthly	Campus Security Officer

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ISO-EOMS: 21001:2018

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OBJECTIVES /GOALS AND ACTION PLAN		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/ Annex - 6
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 4 of 8

3.DEPARTMENT: Admissions Action Plan

S.No	Objectives (What will be done)	Indicator	Required Resources(What)	Methodology of Measurement (How)	Frequency of Monitoring (When)	Responsibility (Who)
1	To ensure timely and transparent admission process	%	Admission Portal, staff, guidelines	Admission Records, timeline tracking, applications processed, admission timeline adherence	Every admission cycle	Senior Manager Communication
2	To increase the number of quality applicants	%	Marketing materials, outreach programs	Application statistics, demographic analysis, applications received, diversity metrics	Annually	Admission Office
3	To maintain accurate admission records and documentation	%	Admission software, filing systems	Spot checks, Completeness and accuracy of records	Monthly during admission period	Admission Office

S.No	Programme	Target
2.1	UG (B.Tech)	95%
2.2	PG (M.Tech, MCA & MBA)	95%

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ISO-EOMS: 21001:2018

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)	
	OBJECTIVES /GOALS AND ACTION PLAN	
	Issue No : 01	Revision No: 02
	Issue Date: 01/06/2023	Revision Date: 05/03/2026
	Doc. No: EOMS-MITSU/ Annex - 6	
	Page 5 of 8	

4.Department: Training & Placement Action Plan

S.No	Objectives (What will be done)	Indicator	Required Resources (What)	Methodology of Measurement (How)	Frequency of Monitoring (When)	Responsibility (Who)
1	To increase the number of companies visiting for campus placements	Numbers	Industry contacts, Placement cell staff	Companies visiting per Placement season Placement Records, Company visit logs	Every Placement season	Placement Cell
2	To improve student placement percentage	%	Student database, Training Resources	eligible students placed each season, Placement Reports, Student Feedback	Every Placement season	Placement Cell
3	To organize pre-Placement Training and skill development programs	Numbers	Trainers, training materials, venues	Training sessions, Attendance Records, Feedback forms	Annually	Placement Cell, Training Coordinator
4	To maintain strong industry relationships for internships and placements	Numbers	Industry contacts, networking events	MOU Records, Recruiter feedback	Annually	Placement Cell
5	To track and support alumni career progression	, %	Alumni database, communication tools	Alumni placement data, Alumni Surveys, Placement follow-ups	Annually	Placement Cell, Alumni Coordinator

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ISO-EOMS: 21001:2018

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OBJECTIVES /GOALS AND ACTION PLAN		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/ Annex - 6
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 6 of 8

5.Department: Examination Cell Action Plan

S.No	Objectives (What will be done)	Indicator	Required Resources (What)	Methodology of Measurement (How)	Frequency of Monitoring (When)	Responsibility (Who)
1	To conduct examinations smoothly and on schedule	Numbers	Exam halls, invigilators, question papers	Exam schedule adherence reports	Every semester	Controller of Examination
2	To ensure accuracy and confidentiality of exam results	%	Result processing software, secure servers	Result audits, Error rate in results, data security measures	Every semester	Examination Cell
3	To provide timely publication of results	%	IT infrastructure, staff	Result Publication timelines (Time taken from exam to result declaration)	Every semester	Examination Cell
4	To handle exam grievances and revaluation requests efficiently	Numbers	Grievance cell, staff	Grievance logs, resolution reports	As needed	Controller of Examination

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ISO-EOMS: 21001:2018

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OBJECTIVES /GOALS AND ACTION PLAN		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/ Annex - 6
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 7 of 8

6.Department: Library Action Plan

S.No	Objectives (What will be done)	Indicator	Required Resources (What)	Methodology of Measurement (How)	Frequency of Monitoring (When)	Responsibility (Who)
1	Enhance digital access to resources	%	Digital library access, databases	❖ Usage analytics from digital platforms and Increase in e-resource usage	Monthly	Librarian
2	Improve book circulation and access	Numbers	Automated Library Management System (LMS)	Circulation reports (Circulation rate per student)	Monthly	Librarian
3	Conduct User Awareness Programmes	Numbers	Budget, resource persons	Programme records, feedback	Each semester	Librarian
4	Update and Maintain Collection Relevance	%	Book purchase committee, budget	Syllabus mapping	Annual	Librarian
5	Ensure Library Audit & Compliance	Numbers	Internal audit checklist	Audit reports(Zero NC in audits)	Half-yearly	Internal Audit Team

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ISO-EOMS: 21001:2018

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	OBJECTIVES /GOALS AND ACTION PLAN		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/ Annex - 6
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 8 of 8

7.Department: EOMS Coordinator Action Plan

S.No	Objectives (What will be done)	Indicator	Required Resources(What)	Methodology of Measurement (How)	Frequency of Monitoring (When)	Responsibility (Who)
1	To ensure conduction of Internal Audit and MRM as per decided frequency	Plan vs Actual	Internal Auditors, Auditee	Plan vs Actual of Internal Audit & MRM	Once in a Semester	EOMS Coordinator/ IQAC

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ISO-EOMS: 21001:2018

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Communication Matrix		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex - 7
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 1 of 9

Internal Communication

Sl. No.	Topic for Communication	Personnel to be Communicated	Responsibility for Communication	Mode of Communication
1	Awareness on EOMS	All Employees	EOMS Team Leader, HR	Training Programs
2	Policy / Rules	All Employees	EOMS Team Leader, HR, Functional In-charges	Display Boards, Training Sessions
3	Roles & Responsibilities concerning EOMS	Concerned Employees	Functional In-charges	EOMS Manual, Procedure Manuals
4	Objectives & Targets	EOMS Committee Members	Functional In-charges	MRM
5	EOMS Issues	Functional In-charges	Functional In-charges	Internal Circulars
6	Environment / Occupational Health & Safety Performance	Safety Committee	Functional In-charges	Management Review Meetings
7	Process Changes / Modifications	EOMS Team Leader, HR	Functional In-charges	Internal Circulars
8	Non-Conformance Reports	Concerned Employees, MR	Functional In-charges	Verbal, Email, NC Report
9	Holiday List	All Employees	HR Department	Email, Notice Board
10	Organization Changes / Standing Orders	All Employees	HR Department / Top Management	Circular via Email, Notice
11	Appointment of New Faculty (Teaching & Above)	Concerned Departments	HR Department	Email
12	Internal Training Notifications	Participants / Departments	Dean Academics/Vice Principal Administration	Email

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Communication Matrix		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex - 7
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 2 of 9

External Communication:

Sl. No.	Interested Party	Topic for Communication	Mode of Communication	Responsibility (Receiving / Recording / Communicating)
1	Learners	Relevant academic and administrative information	Verbal, Letter, Email	EOMS Team Leader / HR / MR
2	Local Community	Awareness about EOMS Policies and Institutional Commitments	Verbal, Letter, Display at Main Entrance	EOMS Team Leader / HR / MR
3	Social Organizations	Information on Health, Safety, Environmental Hazards	Verbal, Letter	EOMS Team Leader / HR / MR
4	Regulators / Government Authorities	Response to notices, show cause, statutory consents (e.g., pollution, labor laws)	Formal Letters, Email	EOMS Team Leader / HR / MR
5	Stakeholders (Parents, Alumni)	Academic Calendar, Events, Results, Development Updates	Website, Emails, Letters, Courier	Principal / Registrar / HR
6	Accrediting Agencies (NAAC, NBA)	Compliance reports, audit submissions, progress reports	Online portals, Emails, Courier	IQAC / PAARC/Dean Accreditation
7	General Public	Institution updates, Admission details, Social outreach	Website, Press Releases, Social Media	Public Relations Officer / Admin
8	Industry Partners / Recruiters	Internship, Placement, MOU updates	Email, Phone, Website	Placement Officer / TPO

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Communication Matrix		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex - 7
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 3 of 9

Teaching & Learning:

S. No.	What to Communicate	When	To Whom	How (Mode of Communication)	Responsible Person/Role
1	Syllabus Coverage status	Monthly	HOD, Vice Principal Academics	Academic reports, LMS dashboard	Faculty/ Academic Coordinator
2	Internal Test pass percentage	After each Internal test	Students, Faculty, Academic Coordinator	Internal Test result sheet, Email, ERP	COE / Faculty
3	End semester examination result analysis	After every semester	HOD, Principal	Result analysis reports, Review meetings	COE / HOD
4	Lesson plan vs Actuals and deviation report	Monthly	Faculty & HOD	Excel reports, Printed summaries, ERP	Faculty / Academic Coordinator
5	List of papers published by Faculty	Quarterly	R&D Cell	Publication list via Email, Google Scholar link	Faculty / Research Cell
6	Funded projects and proposals submitted	As submitted / Quarterly	Dean R&D	Proposal submission report, Progress reports	Faculty / Dean R&D
7	Patents filed	Upon filing / Half-yearly	R & D Cell	Patent application tracking, Email	Faculty / R&D Cell
8	Curriculum revision details	Once in 4 years / as needed	BoS, Academic Council, Industry Experts	Meeting minutes, Email, Official circulars	Dean Academics / BOS Chairperson
9	Value-added course plan and completion	Every semester	Students, HOD	Circulars, LMS updates, Feedback forms	Course Coordinator
10	Guest lectures / Seminars conducted	After each event	Department	Event reports, Feedback forms	Faculty Event Coordinator

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Communication Matrix		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex - 7
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 4 of 9

S. No.	What to Communicate	When	To Whom	How (Mode of Communication)	Responsible Person/Role
11	Internship completion status	End of Internship Period	IIIC, Faculty, Students	Internship certificates, Reports	Internship Coordinator
12	Industry-sponsored projects progress	Mid & End of project	Industry mentor, Dept. HOD	Review presentations, Progress reports	Project Coordinator
13	Industrial visits conducted	After each visit	Department	Visit report with photos, Feedback summary	Industry Visit Coordinator
14	Student Participation in Technical events	Ongoing / Semester end	HOD, Mentors	Achievement Records, Certificates	Mentors / Coordinators
15	Co-curricular activities organized	Each semester	Students, Faculty	Photos, Reports	Faculty Coordinator
16	Extra-curricular activities organized	Each semester	Students, Cultural/Sports Committees	Event circulars, Reports, Certificates	Cultural Club / Physical Director
17	FDPs/STTPs attended or organized	As attended / conducted	Department	Participation certificates, Summary report	FDP Coordinator / Faculty

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)				
	Communication Matrix				
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex - 7		
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 5 of 9		

Administration:

S. No.	What to Communicate	When	To Whom	How (Mode of Communication)	Responsible Person
1	Status of document digitization & timely reporting	Monthly / Quarterly	Department Heads, IQAC,	MITS Portal, Email, Document Audit Reports	Vice Principal Administration
2	Grievance status and resolution report	Weekly / As grievances arise	Students, Staff, Grievance Committee	Grievance Portal Updates, Email Notifications	Grievance Redressal Cell Coordinator
3	Resource allocation and utilization summary	Quarterly	Finance Dept., Purchase, Audit Team	Internal Audit Reports, Inventory Logs, Meetings	Vice Principal Administration / Finance Section
4	Safety compliance report and incident updates	Monthly or After each incident	Security Team, Management, Safety Committee	Safety Audit Reports, Emergency Emails	Campus Safety Officer / Security Head

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Communication Matrix		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex - 7
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 6 of 9

Admission:

S. No.	What to Communicate	When	To Whom	How (Mode of Communication)	Responsible Person
1	Admission schedule, Merit list status	Pre-admission and during Cycle	Admission Cell, IT Cell,	Portal, Website Update, Email	Director of Admissions
2	Campaign Performance and quality applicant data	Post-campaign and admission season	Marketing Team, PRO, Alumni	Campaign Analytics Dashboard, Emails	Admissions Marketing Team / PRO
3	Status of admission records and documentation	Weekly / Monthly	Admissions, Academic Section, Finance	Document Audit Reports, Checklists	Data Entry Staff
4	Parent/student query resolution statistics	Weekly / Bi-weekly	Admission Team, Parent, Management	Satisfaction Survey Results, Call Logs	Admission Team

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Communication Matrix		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex - 7
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 7 of 9

Training & Placement Cell:

S. No.	What to Communicate	When	To Whom	How (Mode of Communication)	Responsible Person
1	List of companies visited, year-on-year comparison	After each placement season	TPO Team, Industry	MITS Portal, Email, Dashboards	TPO
2	Placement percentage, student eligibility status	Mid and end of placement cycle	Students, Departments, Recruiters	Email Circulars, Mock Test Portals	TPO / Department Placement Coordinators
3	Pre-placement training session plan and effectiveness data	Monthly / Quarterly	Training Partners, Faculty, Students	Feedback Forms, Session Reports, Smart Class Updates	TPO / Training Coordinator
4	Internship performance, MoUs signed, recruiter feedback	Biannually / After Industry Visits	Industry Bodies, Faculty, Alumni Network	Email Updates, LinkedIn, MoU Logs	TPO / IIIC Coordinator
5	Alumni placement status, success stories, career tracking	Quarterly / Annually	Departments, Alumni Cell, Management	Alumni Portal, LinkedIn Analytics, Feedback Forms	Alumni Coordinator / TPO

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Communication Matrix		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex - 7
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 8 of 9

Examination Cell:

S. No.	What to Communicate	When	To Whom	How (Mode of Communication)	Responsible Person
1	Exam schedules, duty lists, seating arrangements	2 weeks before exams	Departments, Faculty, Students, Invigilators	Circulars, Email, Web Portal	COE / Exam Cell Coordinator
2	Result entry procedures, confidentiality protocols	Before result processing begins	Evaluators, Data Entry Team	Email briefings, Secured portals, Room access control briefings	COE / Data Entry In-Charge
3	Final result publication status, timelines	Within 30 days after exam completion	Academic Council, Students	Module, Emails, College Website	COE
4	Exam grievance resolution status and revaluation outcome	Within 7 working days after submission	Grievance Cell, Concerned Students, Faculty Evaluators	Grievance Tracker, Email Alerts, Revaluation Logs	Exam Grievance Cell / COE
5	Archived data status (question papers, attendance, mark sheets)	At the end of each semester	IQAC, NAAC/NBA Teams, Exam Auditors	Record Logs, Archive Status Reports, Digital Access Notifications	Exam Cell Record In-Charge / COE

	MITS MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE (Deemed to be University under section 3 of UGC Act, 1956)		
	Communication Matrix		
	Issue No : 01	Revision No: 02	Doc. No: EOMS-MITSU/Annex - 7
	Issue Date: 01/06/2023	Revision Date: 05/03/2026	Page 9 of 9

Library:

S. No.	What to Communicate	When	To Whom	How (Mode of Communication)	Responsible Person
1	Availability of digital library resources, access procedures	Start of every semester & upon updates	Students, Faculty, Researchers	Email circulars, Website updates, Digital Library Portal	Librarian
2	Circulation policies, overdue reminders, book return deadlines	Weekly / Real-time (as required)	Students, Faculty, All borrowers	SMS alerts, Library notifications, Printed Notices	Library Assistant / Issue Counter Staff
3	Awareness program schedules and topics	Twice every semester	Students, Faculty	Posters, Seminar invites, Department circulars	Librarian / Event Coordinator
4	Book updates, suggestions & syllabus alignment reviews	Once every semester	Faculty, Department Heads, Store Section	Email requests, Book suggestion register, Meetings	Librarian
5	Library audit reports, stock discrepancies, compliance checklists	Annually / As per audit cycle	IQAC, Finance, Audit Cell, Store Section	Printed reports, Digital audit logs, Meeting presentations	Stock Verification Committee / Librarian