



KERALA AGRICULTURAL UNIVERSITY
COLLEGE OF AGRICULTURE, VELLAYANI
THIRUVANANTHAPURAM 695 522

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1.1. Introduction to the EOMS Manual

This manual serves as a comprehensive guide to facilitate the effective utilization of our Educational Organizations Management System, [EOMS] which has been designed to enhance the learning experience for learners and streamline academic processes for faculty and administration.

As the landscape of higher education continues to evolve, the integration of technology in teaching and learning becomes increasingly vital. This EOMS aims to provide a robust platform that supports various aspects of academic life, including course management, resource sharing, communication, and assessment.

By leveraging this system, we aim to create an engaging and efficient educational environment that fosters collaboration and innovation and positive outcomes with participation of all stakeholders to ensure the learners are able to contribute to financial independence for themselves and participate in ensuring food security



1.1.1. Documents in our management system

The following documents and those appearing on the websites mentioned below and the service manuals, Academic Manual and Statues and Ordinance together constitute our management systems which are accredited by ICAR.

1. This EOMS Manual and its supporting documents
2. Kerala Service Rules – Addressing Administrative matters
3. Kerala Stores and Purchase Manual – addressing all procurement related matters
4. Academic Handbook published by the University covers all aspects of academic matters in detail covering all processes comprehensively starting from types of courses offered, duration, admission processes, support structure, fees , affirmative action's for social support curricular and extracurricular activities, sports and games, NSS, NCC, Students Union, Organization Chart, Roles and Responsibilities and authorities of various designations, reporting formats et al . The details of which are available on the following websites and also as printed copies and circulars and the evidence of who these are implemented are available in various reports
5. The Statues and Ordinances manual describes various administrative matters in clear terms and the college follows the same.

For further details refer to the following websites

6. College Websites <http://coavellayani@kau.in> -
7. University Website www.kau.in
8. ICAR website www.icar.org.in



1.2. Purpose of the Manual

The EOMS Manual for the College of Agriculture, Vellayani, serves multiple purposes, including:

- 1) **Purpose and Functionality:** The manual provides a framework for the Educational Organization Management System (EOMS), detailing how it functions, its objectives, and its significance in the academic environment.
- 2) **Guidelines and Protocols:** It outlines the procedures, standards for faculty, staff, and learners on how to benefit from the EOMS. This includes instructions on how to navigate the system, submit assignments, and access resources.
- 3) **Quality Assurance:** The manual serves to ensure that the academic standards are maintained. By providing a structured approach to online management and education, it helps promote quality assurance in the delivery of courses.
- 4) **Communication Tool:** The manual acts as a communication tool to keep all stakeholders informed about policies related to online management, course delivery, assessments, and other academic activities.
- 5) **Training Resource:** It can also serve as a training resource for new faculty and learners, helping them understand the functionalities of the EOMS.
- 6) **User Support:** The manual typically includes troubleshooting tips and support resources to assist users in resolving any issues they may encounter during their course duration.
- 7) **Feedback Mechanism:** It outlines how users can provide feedback and promoting a culture of continuous improvement based on user experiences.
- 8) **Enhancing Learning and Teaching:** By effectively implementing the EOMS, we aim to enrich the learning experience for learners and provide faculty with the tools they need to deliver quality education.
- 9) **Continuous Improvement:** The manual also emphasizes the importance of user feedback for the ongoing development and enhancement of the EOMS, ensuring that it remains responsive to the needs of its users.

1.3. College of Agriculture, Vellayani, an Overview:

History

College of Agriculture, was established in 1955 [website –<http://coavellayani@kau.in>]

From its humble beginnings with a handful of learners, the institution has grown significantly over the past eight decades, now serving over 1400 plus learners per year across Diploma, undergraduate and postgraduate and PhD programs.

Affiliated with the KAU and accredited with ICAR, the college has established itself as a beacon of academic excellence and social upliftment in the region.

Its evolution reflects a commitment to adapting to technological and societal changes, and fostering a multidisciplinary approach to education.



1.4. Mission

Please see website –coavellayani@kau.in

1.5 Vision

Please see website –coavellayani@kau.in

1.6. Values

Please see website –coavellayani@kau.in

1.7. Policies

Please see Document Number 105 – regarding various other Policies of the College



2. Definitions and Abbreviations

Terms and Definitions connected with ISO Standards are available in Document Number 100

3. Legal and Regulatory Framework

The College of Agriculture, Vellayani, located in Thiruvananthapuram, Kerala, operates **under the Kerala Agricultural University (KAU), under the Kerala Agricultural University Act, 1971 (Act 33 of 1971)** to oversee agricultural education, research, and extension in the state. Therefore, the regulations applicable to the College of Agriculture, Vellayani, stem from KAU's legal and administrative framework, along with national and state environmental, educational, and operational regulations.

Below is a list of key regulations and legal frameworks applicable to the College of Agriculture, Vellayani, based on its status as a constituent college of KAU and its operations as an educational and research institution in Kerala:

1. Kerala Agricultural University Act, 1971

Description: This is the primary legislation governing KAU and its constituent colleges, including the College of Agriculture, Vellayani. It outlines the university's objectives, structure, powers, and responsibilities, such as providing education in agriculture, conducting research, and extending knowledge to farmers.

Key Provisions:

Establishment of colleges and their academic programs (e.g., B.Sc., M.Sc., Ph.D. in agriculture and allied sciences)

Governance through the General Council, Executive Committee, Academic Council, and other bodies

Regulations for admissions, examinations, and faculty appointments

Applicability: Defines the operational and academic framework for the college.

2. KAU Statutes, Ordinances, and Regulations

Description: Under the KAU Act, the university has framed statutes, ordinances, and regulations to manage its day-to-day functioning, academic programs, and administration.

Examples:

Academic Regulations: Rules for course curricula, credit systems, examinations, and degree conferment (e.g., B.Sc. (Hons.) Agriculture, M.Sc. Agriculture).

Admission Regulations: Procedures for entrance exams (e.g., conducted by KAU or through ICAR quotas) and eligibility criteria.

Service Regulations: Conditions of service for faculty and staff, including recruitment, promotion, and conduct.

Applicability: These internal rules govern the college's academic and administrative operations.

3. Indian Council of Agricultural Research (ICAR) Guidelines



Description: As an ICAR-accredited institution, the College of Agriculture, Vellayani, adheres to ICAR norms for agricultural education and research.

Key Provisions:

Standardization of syllabi for undergraduate and postgraduate programs (e.g., B.Sc. Agriculture aligned with ICAR's model curriculum).

Accreditation and quality assurance standards.

Funding and research project guidelines (e.g., All India Coordinated Research Projects).

Applicability: Ensures national-level compliance in agricultural education and research quality.

4. Environmental Regulations

Environment (Protection) Act, 1986:

Governs environmental compliance for institutions, including waste management and pollution control

The college, as a White Category entity has minimal pollution potential but must comply with basic environmental norms for sewage, solid waste, E Waste, Battery Waste, Plastic waste, and laboratory waste disposal.

Water (Prevention and Control of Pollution) Act, 1974:

Regulates wastewater discharge, especially if laboratories or farms release effluents into nearby water bodies like Vellayani Lake

Air (Prevention and Control of Pollution) Act, 1981:

Applies to emissions from generators or other minor sources on campus

Hazardous and Other Wastes (Management and Transboundary Movement) Rules, 2016:

Relevant for managing chemical waste from laboratories (e.g., in biotechnology or soil science departments)

Applicability: Ensures the college's activities (e.g., farm operations, lab experiments) do not harm the environment.

5. University Grants Commission (UGC) Regulations

Description: Although KAU is a specialized agricultural university, certain UGC regulations apply indirectly through funding or academic recognition.

Examples:

UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff, 2018: Governs faculty qualifications and promotions.

UGC (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Learners in Higher Educational Institutions) Regulations, 2015: Mandates an Internal Complaints Committee (ICC) for addressing sexual harassment.

Applicability: Ensures compliance with national higher education standards.

6. Kerala State Education Rules

Description: General education rules of Kerala may supplement KAU's regulations, particularly for administrative and student welfare aspects.

Examples:

Rules for hostel management, student discipline, and scholarships

Compliance with state reservation policies for admissions (e.g., SC/ST/OBC quotas)

Applicability: Applies to non-academic governance and student-related matters.

7. Labour and Employment Laws

Description: Applicable to staff and workers employed by the college, including contractual laborers on the instructional farm.



Examples:

Minimum Wages Act, 1948: Ensures fair wages for non-teaching staff and laborers.

Employees' Provident Fund and Miscellaneous Provisions Act, 1952: Provides social security benefits.

Kerala Shops and Commercial Establishments Act, 1960: Apply to canteens or sales counters on campus.

Applicability: Governs employment conditions for college staff.

8. Right to Information Act, 2005

Description: As a public institution under KAU, the college is subject to transparency requirements under this act.

Applicability: Mandates the provision of information to citizens regarding admissions, finances, and administration upon request.

9. Kerala State Biodiversity Rules, 2015

Description: Given its proximity to Vellayani Lake and its agricultural research focus, the college must align with biodiversity conservation norms.

Applicability: Relevant for research involving plant varieties, genetic resources, and farm practices.

10. Food Safety and Standards Act, 2006

Description: Applies to canteens, hostels, or any food processing research conducted at the college.

Applicability: Ensures food safety standards are met in campus facilities.

11. Building and Infrastructure Regulations

Kerala Panchayath Building Rules, 2011 or Kerala Municipality Building Rules, 2019 (depending on jurisdiction):

Govern construction and maintenance of college buildings, hostels, and farm infrastructure.

Applicability: Ensures compliance with local zoning and safety standards.

12. Specific Program-Related Regulations

Biotechnology Regulations: If the college conducts biotech research (e.g., B.Sc.-M.Sc. Integrated Biotechnology program), it must comply with the Rules for the Manufacture, Use/Import/Export and Storage of Hazardous Microorganisms/Genetically Engineered Organisms or Cells, 1989 under the Environment (Protection) Act.

Organic Agriculture: For programs like the Diploma in Organic Agriculture, compliance with National Programme for Organic Production (NPOP) standards may apply for certification-related training.

13. Right to Education and Equity:

The college upholds the **Right to Education Act, 2009**, principles by ensuring non-discriminatory access to education, aligning with ISO 21001:2018's principles of accessibility and equity (Annex B.9).

14. Data Protection:

The College adheres to the **Information Technology Act, 2000**, and anticipates compliance with the forthcoming Digital Personal Data Protection Act, ensuring learner data security (Clause 8.5.5 and Annex B.11).

15. Intellectual Property:

The College respects intellectual property rights as per the **Copyright Act, 1957**, and its latest revisions and encourages ethical conduct in education (Clause 5.2.1.h and Annex B.10).

16. Organizational Status



The College of Agriculture, Vellayani, operates under KAU's autonomous framework, so its primary regulations derive from the KAU Act (www.kau.in) and its internal statutes. However, it must also comply with broader national and state laws applicable to educational institutions, environmental management, and public administration. The New Educational Policy applies to the institution

17. Curriculum and Examinations:

The college follows the KAU syllabus, academic calendar, and examination procedures, ensuring standardization of educational products and services (Clause 8 of ISO 21001:2018).

18. Admission Process:

Admissions are conducted per university guidelines, with online applications processed through the KAU portal, ensuring traceability and fairness (Clause 8.5.1.2).

19. Faculty and Infrastructure Standards:

The College meets university requirements for faculty-student ratios, laboratory facilities, and library resources, supporting Clause 7.1 (Resources) of ISO 21001:2018.

20. Governance:

The College submits annual reports and complies with periodic inspections by the university, ensuring accountability and alignment with Clause 9 (Performance Evaluation).

College integrates these legal and regulatory requirements into its EOMS to ensure compliance and enhance educational quality:

- **Clause 4.1 (Context):** The framework informs the college's understanding of external issues, such as regulatory changes and societal needs.
- **Clause 5.1 (Leadership):** Top management ensures compliance through policy development and resource allocation.
- **Clause 7.5 (Documented Information):** Records of compliance (e.g., NAAC reports, UGC recognition letters) are maintained.
- **Clause 9.2 (Internal Audit):** Regular audits verify adherence to legal standards.

This legal and regulatory framework provides the foundation for College of Agriculture, Vellayani to deliver quality education while meeting the expectations of learners, staff, and other interested parties

Reference and Records

1. KAU Rules and Regulations
2. UGC circulars (www.ugc.gov.in)
3. UGC recognition Status,
4. Kerala Government G.O.s (Government Orders)
5. Kerala Stores and purchase procedures
6. Kerala Government – Service Rules
7. Academic Handbook
8. Statutes and Ordinances
9. Affiliation agreement with the KAU
10. Registrations with the Panchayath



4. Understanding the Organization and Its Context

College of Agriculture, Vellayani is committed to delivering high quality education in agricultural sciences, and allied disciplines to empower learners and other stakeholders we are mandated to serve.

To ensure the effectiveness of our EOMS, we systematically identify, analyze, and monitor external and internal issues that influence our ability to achieve intended educational outcomes, as required by Clause 4.1 of ISO 21001:2018

Climate Change and ISO First Amendment of 2024 is a relevant issue for the College and our management systems addresses the same.

Situated in Kerala, a state known for its educational advancements and cultural richness, College of Agriculture, Vellayani operates within a dynamic context. The college serves a diverse student body, including rural and urban learners, and aligns its offerings with national priorities such as skill development and digital literacy.

Our commitment to ISO 21001:2018 underscores our dedication to establishing, implementing, and continually improving an EOMS that meets the needs of learners, staff, and other beneficiaries while adhering to regulatory requirements set by the ICAR UGC, KAU and Kerala government.

The relevant internal and external issues which impacts the service offering of the institution are captured and responded to proactively and the evidence of which is captured in the Council Meetings files and Deans Circulars and mails



Internal and External issues and its latest revisions and updates: -

Refer to Procedure Number 107 for details regarding Context of the organization, internal and external issues.

Refer to minutes of meetings, council meetings, Circulars, statutes, ordinances and Management Review meetings, Accreditation Documents, Self Study Reports for updates and revisions and responses

4.1 External Issues

The college operates within a dynamic external environment shaped by educational, societal, economic, and regulatory factors. Key external issues include:

- **Educational Trends:** The adoption of the National Education Policy (NEP) 2020 drives a shift toward multidisciplinary education, skill-based learning, and digital integration, necessitating curriculum updates and faculty training.
- **Technological Advancements:** The rise of e-learning platforms, online assessments, and digital libraries requires investment in ICT infrastructure and staff competency.
- **Economic Conditions:** The economy offers opportunities for industry collaboration but also highlights funding challenges, with reliance on government grants, student fees, and limited private endowments.
- **Societal Expectations:** Growing demand for affordable, inclusive education in Kerala particularly for first-generation learners and marginalized communities, aligns with the state's reservation policy and our social responsibility goals.
- **Competitive Landscape:** Competition from other comparable colleges in the region and emerging private universities pushes us to enhance quality and employability outcomes.
- **Health, Safety and Environmental Factors:** The increasing urban congestion and climate change impacts requires robust health, safety, and contingency planning, compliant with Kerala Public Health Act and ISO 21001:2018 Annex G.4.1.2.

Internal factors reflect the college's capabilities, culture, and performance, influencing our ability to meet strategic objectives:

- **Infrastructure:** The college campus is, equipped with classrooms, laboratories, a library, and digital facilities, supports teaching and learning to meet modern standards.
- **Human Resources:** A dedicated team of faculty and administrative staff, qualified per UGC norms (e.g., NET/SLET/Ph.D.), drives academic delivery, though recruitment and retention remain challenges due to funding constraints.
- **Organizational Culture:** The college fosters inclusivity, ethical conduct, and community engagement, aligning with ISO 21001:2018 Annex B principles (e.g., social responsibility, ethical conduct).
- **Performance Metrics:** Historical data indicating areas for improvement in learner satisfaction and graduate employability.
- **Financial Resources:** Annual budget primarily from student fees and state grants, limits expansion but supports core operations.

4.2 Internal Issues

Some of the internal issues arise from fund availability on time

Inadequate Infrastructure Relative to Student Intake:

The college has significantly increased the number of seats for its B.Sc. Agriculture program (now around 160 seats), but this expansion has not been accompanied by proportional



improvements in infrastructure. Students report insufficient lab facilities and hostel accommodations, leading to overcrowding and resource strain.

The lack of adequate facilities creates challenges in conducting practical classes and accommodating the growing student population effectively.

Exhaustive and Demanding Curriculum:

The course curriculum is described as rigorous, with a minimum of 23 credits per semester, which students find fatiguing and frustrating. The packed schedule, including midterms, practical exams, and semester finals with minimal gaps, adds to academic pressure.

The intense workload, coupled with frequent assignments, presentations, and record submissions, leaves students with little time for extracurricular activities or relaxation, potentially affecting mental health and overall well-being.

Faculty and Resource Allocation:

While the faculty is generally well-qualified, with most professors holding Ph.D. degrees, the rotation system—where teachers are shuffled annually across courses—can disrupt continuity in teaching and student mentorship.

Some students note that the faculty-to-student ratio may not be optimal for the increased student intake, potentially impacting personalized guidance and support.

Hostel and Campus Facilities:

Hostel facilities are a significant concern, with reports of inadequate space to accommodate all students, particularly after the increase in admissions. The hostel charges add to the financial burden for some students.

While the campus is praised for its natural beauty and proximity to Vellayani Lake, the lack of modern amenities in hostels and labs and smart class rooms compared to the growing student body is a recurring issue.

Administrative and Organizational Challenges:

The admission process, while structured through exams like KEAM and ICAR AIEEA, can be complex due to the need for online registration, document submission, and category/quota selections. Some students find the process cumbersome, particularly for postgraduate and Ph.D. programs requiring written tests and interviews.

There are occasional delays in result announcements and updates to admission notifications, which can create uncertainty for applicants.

Limited Placement Opportunities for Undergraduates:

While the college has a good reputation for placements, with some alumni securing roles as agricultural assistants, farm officers, and lab assistants, job opportunities for B.Sc. graduates are limited compared to those with M.Sc. or Ph.D. degrees. Students note that higher qualifications are often necessary for well-paying roles.

The median salary is competitive, but the placement process could be improved to better support undergraduate students.

While the College of Agriculture, Vellayani, is a leading institution with a strong legacy in agricultural education and research, the issues highlighted suggest a need for strategic planning to address infrastructure and resource gaps.



The rapid increase in student intake, likely driven by demand for agricultural education, has outpaced the development of facilities, which could compromise the quality of education and student experience.

The rigorous curriculum, while comprehensive, may benefit from restructuring to balance academic demands with student well-being.

Additionally, the placement landscape underscores a broader issue in agricultural education in India, where advanced degrees are often necessary for career advancement, potentially discouraging students who cannot pursue further studies.

Infrastructure Investment: Allocate funds to expand lab facilities, hostel accommodations, and modern amenities to match the increased student intake.

Curriculum Review: Introduce flexibility in the credit system or provide more breaks between exams to reduce student fatigue.

Placement Support: Enhance career services to connect undergraduates with more job opportunities, possibly through partnerships with agribusinesses and government programs.

Streamlined Administration: Simplify the admission process with clearer guidelines and timely updates to reduce applicant stress.

Refer Procedure number 107 for details regarding Context and internal and external issues

Monitoring and Review

The college monitors these issues through:

- **Context Review:** Conducted during the monthly review meetings
- **Stakeholder Feedback:** Surveys and consultations (Clause 4.2) updates to external and internal assessments.
- **Strategic Planning:** Issues are integrated into the Strategic Plan 2025-2030 reviewed biannually by the Governing Council.

This process ensures that our EOMS remains responsive to changes, supporting Clause 4.1's requirement to determine and review relevant issues.



4.2 Understanding the Needs and Expectations of Interested Parties

Clause 4.2 of ISO 21001:2018 and First Amendment of 2024 regarding climate change mandates identifying interested parties relevant to the EOMS and understanding their needs and expectations and we take into consideration the impact of climate change and incorporate the intent of this into our internal decision making and curriculum planning

At College, we recognize that our ability to deliver quality education depends on addressing the requirements of key stakeholders whose influence or interest impacts our operations. These parties are identified, and their needs are systematically assessed and monitored.

4.2.1. Relevant Interested Parties

The college has identified the following interested parties as critical to the EOMS, per Annex C of ISO 21001:2018: and listed out the needs and expectations of each one of them and assess the performance against the same at least once a year or along with our audit and review programs

List of Interested Parties as per Annex C of ISO 21001:2018

C.1 Learners

- **Description:** Learners are the primary beneficiaries of educational services, encompassing individuals or groups acquiring and developing competence through teaching, learning, or research. This includes learners at all levels. Their needs and expectations typically revolve around quality education, accessibility, relevance of content, and support for achieving learning outcomes.



C.2 Parents, Guardians, and Family Members of Learners

- **Description:** These are individuals responsible for or closely connected to learners, particularly in cases where learners are minors or dependents. They are interested in the safety, well-being, and educational progress of learners, as well as the affordability, reputation, and effectiveness of the educational organization. They may influence decisions such as enrollment or participation in programs.

C.3 Staff

- **Description:** Staff includes all persons working for and within the educational organization, such as educators (teachers, trainers, facilitators), administrative personnel, and support staff. Their interests include fair working conditions, professional development opportunities, job security, and resources to effectively perform their roles in delivering educational services.

C.4 Governance Bodies

- **Description:** Governance bodies refer to entities or groups responsible for overseeing the educational organization, such as boards of directors, trustees, or management committees. They are concerned with strategic direction, policy alignment, financial sustainability, and compliance with legal and regulatory requirements, ensuring the organization fulfills its mission and vision.

C.5 Partners

- **Description:** Partners are external organizations or entities collaborating with the educational organization, such as other educational institutions, training providers, or research collaborators. Their interest lies in mutual benefits, such as shared resources, joint programs, or enhanced credibility, and they expect consistency, reliability, and alignment in collaborative efforts.

C.6 Suppliers

- **Description:** Suppliers provide goods or services to the educational organization, such as educational materials (e.g., textbooks, software), infrastructure or outsourced services (e.g., catering, transportation). They are interested in clear requirements, timely payments, and long-term business relationships with the organization.

C.7 Local Community

- **Description:** The local community encompasses residents, businesses, and organizations in the geographical area surrounding the educational organization. They may be affected by the organization's operations (e.g., noise, traffic) or benefit from its contributions (e.g., employment, community education programs). Their interests include social responsibility, environmental impact, and community engagement.

C.8. Society

- **Description:** Society represents the broader public and collective interest beyond the immediate community, including national or global perspectives. It expects educational organizations to contribute to societal goals such as equitable education, economic development, cultural preservation, and sustainable practices, aligning with social responsibility principles

C.9. Government Bodies and Regulatory Agencies

- **Description:** These are public authorities at local, regional, or national levels that set legal, regulatory, or funding frameworks for educational organizations. Their interests include compliance with laws, accreditation standards, quality assurance, and the fulfillment of public policy objectives (e.g., literacy rates, workforce readiness)

C.10. Funding Entities



- **Description:** Funding entities provide financial resources to the educational organization, such as government grants, private donors, or sponsors. They expect transparency, accountability, and evidence of effective use of funds to achieve educational outcomes, often tied to specific goals or performance metrics.

C.11. Accrediting / Awarding Bodies

- **Description:** Awarding bodies are organizations responsible for issuing qualifications, certifications, or accreditations (e.g., universities, examination boards, professional associations). They are interested in the educational organization's adherence to standards, assessment integrity, and the quality of educational delivery to ensure the credibility of their awards.

C.12 Competitors

- **Description:** Competitors are other educational organizations or providers offering similar services or vying for the same learners, staff, or resources. Their relevance lies in their potential to influence market positioning, innovation, or pricing strategies, prompting the organization to maintain competitiveness and differentiation.

C.13 Media

- **Description:** Media includes traditional outlets (e.g., newspapers, television) and digital platforms (e.g., social media, Reports) that report on or influence public perception of the educational organization. They are interested in newsworthy events, scandals, or successes, affecting the organization's reputation and stakeholder trust.

C-14. Alumni:

- a) **Needs:** Continued engagement and opportunities to contribute to the college.
- b) **Expectations:** Networking events, recognition, and updates on college progress.
- c) **Impact:** Support fundraising and enhance institutional prestige.



Monitoring and Review

The college ensures these needs and expectations are understood and addressed through:

- a) **Stakeholder Analysis:** Conducted annually using the Stakeholder Survey
- b) **Engagement Mechanisms:** Regular interactions via parent-teacher meetings, alumni events, industry workshops, and compliance audits.
- c) **Feedback Integration:** Needs are reviewed during departmental meetings and incorporated into the EOMS Objectives Plan Vs actual ensuring alignment with Clause 6.2.

Actions Taken

- a) **Learners:** Career Counseling to meet employability expectations.
- b) **Staff:** Annual **Faculty Development Programs** (FDPs) comply with UGC norms and address competence needs.
- c) **Government:** Online admission portal aligns with KAU requirements for traceability.

1. **Refer procedure number 108 – Needs and expectations of interested parties**
2. **Refer List of Interested Parties 108-01– Needs and Expectation Status and Action plans**
3. **Refer List of Interested Parties 108-02– Needs and Expectation Status and Action plans addressing climate change issues**



4.3 Scope of the EOMS

- 1) The College of Agriculture, Vellayani, is a constituent of Kerala Agricultural University, primarily provides higher education in agricultural sciences and allied sectors leading to university degrees, aligning with **NIC code 85302**. This classification covers institutions offering specialized higher education, including agriculture, as confirmed by the NIC-2008 structure available on the Ministry's website (mospi.gov.in).
- 2) The List of Courses offered by us are updated on the website of the college
- 3) Scope of this management system covers all activities of the Institution as appearing in the Organization Chart on the website/with the IQAC Co ordinator
- 4) **The Scope of this management system covers the following: -**

“Provision of undergraduate, postgraduate and doctoral education programs in agricultural sciences and allied sectors”
- 5) All Requirements as specified in ISO 21001-2018 applies to the scope of the college without any exemption
[Please refer to Document number 103 Scope of the Management Systems]



4.4 Management System for Educational Organizations (EOMS)

College of Agriculture, Vellayani has established an Educational Organization Management System (EOMS) in compliance with Clause 4.4 of ISO 21001:2018 to support its Mission and its Vision

The EOMS ensures that educational products and services—such as curriculum delivery, assessments, and student support—are systematically planned, controlled, and improved to enhance learner satisfaction, staff competence, and stakeholder expectations.

This section details the processes, their interactions, and the mechanisms for maintaining and enhancing the system.

4.4.1 Management Systems

The college has designed and implemented an EOMS that integrates all operational and academic processes to achieve its intended outcomes, including academic excellence, learner employability, and community impact. The system is structured around the Plan-Do-Check-Act (PDCA) cycle ensuring a proactive approach to quality management.

Key Processes

The EOMS comprises the following core processes, each aligned with the college's strategic objectives and regulatory requirements (e.g., UGC & KAU):

1. **Admission Process**
 - 1) **Purpose:** To enroll eligible learners in undergraduate and postgraduate and PhD programs.
 - 2) **Scope:** Application, eligibility verification, reservation compliance, and registration.
2. **Curriculum Delivery Process**
 - 1) **Purpose:** To deliver teaching and learning activities that achieve defined learning outcomes.
 - 3) **Scope:** Lesson planning, classroom instruction, practical sessions,
4. **Assessment Process**
 - 1) **Purpose:** To evaluate learner performance and ensure academic integrity.
 - 2) **Scope:** Formative assessments, summative exams, and result publication.
5. **Resource Management Process**
 - 1) **Purpose:** To provide human, physical, and technological resources for effective operations.
 - 2) **Scope:** Faculty recruitment, infrastructure maintenance, and ICT provisioning.
6. **Student Support Process**
 - 1) **Purpose:** To enhance learner experience and success.
 - 2) **Scope:** Counseling, career guidance, library services, and extracurricular activities.
7. **Feedback and Improvement Process**
 - 1) **Purpose:** To collect and act on stakeholder feedback for continual improvement.
 - 2) **Scope:** Surveys, grievance redressal and corrective actions.

Process Management

The college ensures effective operation and control of these processes by addressing the requirements of Clause 4.4.1 (a-h):

a) Inputs and Outputs:

- 1) Example: Admission Process – Inputs: Applications, eligibility criteria; Outputs: Enrolled learners

b) Sequence and Interaction:



- 1) Processes interact seamlessly, e.g., Admission feeds into Curriculum Delivery which is evaluated by Assessment

c) Criteria and Methods:

- a. Criteria: Measurable indicators such as admission completion rate.
- b. Methods: Regular monitoring reviewed monthly by the Quality Assurance Committee.

d) Resources:

- 1) Please see the website
- 2) Allocated per annual plans

e) Responsibilities and Authorities:

- 1) Assigned roles: Dean oversees EOMS; HoDs manage curriculum delivery; Dean handles admissions.
- 2) Detailed in the Roles and Responsibilities Description and description

f) Risks and Opportunities:

- 1) Risks: Faculty turnover, infrastructure constraints; Opportunities: Industry partnerships, digital expansion.
- 2) Addressed per Clause 6.1 and tracked in the Risk and Opportunity Register

g) Evaluation and Changes:

- 1) Processes evaluated via internal audits (Clause 9.2) and stakeholder feedback (Clause 9.1).

h) Improvement:

- 1) Continual improvement driven by audit findings, management reviews (Clause 9.3), and corrective actions (Clause 10.1).

[Please refer Document number 103 Scope of the Management Systems]



4.4.2 Documented Information

To support the EOMS's effectiveness, the college maintains and retains documented information as required by Clause 4.4.2:

- **Maintained Documented Information:**

- 1) Policies: outlines commitments to quality, equity, and social responsibility. -refer to document regarding policies
- 2) Procedures: See the list of processes addressed in this and other documents referred to in this manual

- **Retained Documented Information:**

- 1) Records: Admission lists, exam results, audit reports, and feedback summaries.
 - 2) Examples: Admission Register Assessment Outcomes
 - 3) Retention Period: As per KAU norms
 - 4) All documented information is controlled per Clause 7.5, ensuring availability, protection, and accessibility
 - 5) (Implementation and Maintenance
- **Implementation:** The EOMS was launched in November 2024



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- **Maintenance:** Regular updates occur through:
 1. **Management Reviews:** Annual review by the Governing Council (Clause 9.3).
 2. **Internal Audits:** Annual audits by trained auditors or using services of qualified auditors from external sources (Clause 9.2).
 3. **Process Monitoring:** Monthly performance reports reviewed by the Dean
- Continual Improvement**
- The college commits to continual improvement of the EOMS by:
- Analyzing performance data (e.g., learner pass rates, placement statistics) per Clause 9.1.
 - Acting on nonconformities (Clause 10.1), e.g., addressing low attendance with remedial classes compared to previous trends
 - Incorporating best practices, such as adopting UGC's blended learning guidelines in 2023.

Alignment with Strategic Objectives

The EOMS supports College's objectives by ensuring processes are learner-centric, resource-efficient, and compliant with regulatory standards (e.g., UGC, &KAU)

Refer Document number 101 –Documented Management Systems



5.1 Leadership and Commitment

Leadership at College of Agriculture, Vellayani is pivotal in driving the success of the Educational Organization Management System (EOMS), as mandated by Clause 5.1 of ISO 21001:2018.

Top management, comprising the Dean, Governing Council, and senior administrative and academic leaders, demonstrates unwavering commitment to establishing, implementing, and continually improving the EOMS.

This commitment ensures that the college delivers high-quality educational products and services aligned with its mission and its vision

5.1.1 General

Top management at college demonstrates leadership and commitment by actively overseeing and supporting the EOMS through specific actions, fulfilling the requirements of Clause 5.1.1 (a-n):

a) Accountability for Effectiveness:

1. The Dean and HODs are accountable for the EOMS's performance, reviewing key indicators (e.g., pass rates, learner satisfaction) during monthly Quality Assurance Committee meetings

b) Policy and Objectives Compatibility:

2. The Quality Policy and objective ensuring alignment with the college's context (Clause 4.1) and strategic direction are made and reviewed every year by the governing council

c) Integration into Business Processes:

3. The EOMS is embedded into core processes like admissions and curriculum delivery with top management ensuring seamless integration.

d) Promoting Process Approach and Risk-Based Thinking:

4. Top management promotes the PDCA cycle and risk management (Clause 6.1)

e) Resource Availability:

5. Resources allocated and reviewed annually to support EOMS goals.

f) Communicating Importance:

6. The Dean communicates EOMS importance during staff orientation and with messages

g) Achieving Intended Outcomes:

7. Intended outcomes are tracked via the Objectives with top management ensuring corrective actions (Clause 10.1) in case targets are unmet.

h) Engaging and Supporting Persons:

8. Faculty and staff are engaged through workshops (e.g Awareness Training, and supported with resources, tracked in the Training Register

i) Promoting Continual Improvement:

9. Top management drives improvement, e.g., adopting blended learning in based on learner feedback, documented in Improvement Reports

j) Supporting Relevant Management Roles:

10. Heads of Departments (HoDs) are empowered to lead curriculum delivery, with authority delegated via the Description of Roles and Responsibilities

k) Sustainable Implementation of Vision:

11. The vision is sustained through long-term initiatives overseen by the Governing Council.

l) Strategic Plan Maintenance:



12. The Strategic Plan 2025-2030 is developed and updated annually, aligning with state educational priorities and ISO 21001:2018 principles.

m) Addressing Learners' Requirements:

13. Special needs learners receive accommodations (e.g., extra time in exams), identified via the Learner Needs Assessment

n) Social Responsibility:

14. Top management champions social responsibility through community outreach documented in the Community Engagement Report

5.1.2 Focus on Learners and Other Beneficiaries

Top management places learners and other beneficiaries (e.g., parents, employers) at the core of the EOMS, ensuring their needs and expectations (Clause 4.2) are met, as required by Clause 5.1.2:

- **a) Determining and Meeting Needs:**

- 1) Learner needs (e.g., employability skills) are accessed via annual Stakeholder Surveys (Form QA-003), with satisfaction monitored through the Learner Satisfaction Index
- Progress is tracked via academic results and placement data

- **b) Addressing Risks and Opportunities:**

- 1) Risks (e.g., dropout rates) and opportunities (e.g., industry tie-ups) are identified per Clause 6.1, with actions like the Career Counseling Cell (enhancing satisfaction, documented in the Risk and Opportunity Register

Evidence of Commitment:

- Dean's address to learners reinforcing learner-centric policies.
- Establishment of a Feedback Committee to address learner concerns, with actions Reported in Feedback Resolution Records

5.1.3 Additional Requirements for Special Needs Education

College recognizes learners with special needs (e.g., physical disabilities,) as a priority group, and top management ensures specific accommodations per Clause 5.1.3:

- **Definition of Special Needs Learners:**

- 1) Learners requiring non-standard instruction/assessment, identified via Learner Needs Assessment

- **Resources and Training:**

- 1) Resources: Ramps

- **Reasonable Accommodation:**

- 1) Examples: Extra exam time (30 minutes), scribe assistance, and accessible classrooms, implemented per Accommodation Plan
- 2) Ensures equitable access aligning with UGC's inclusivity mandates and ISO 21001:2018's accessibility principle (Annex B.9).
- 3) Approval is given for extra support in providing scribes, extra time and grades and files maintained

- **Communication Channels:**

- 1) A Special Needs Officer facilitates communication with learners and families, with interactions Reported in Communication Records

Evidence of Compliance:



- Annual review of special needs accommodations during Management Review (Clause 9.3), with outcomes in Management Review Minutes
- Compliance with reservation policies and UGC guidelines for differently-abled learners .

Leadership Commitment in Practice

Top management's commitment is operationalized through:

- 1) **Governance Structure:** The Governing Council, chaired by the Dean meets quarterly to oversee EOMS implementation.
- 2) **Leadership Engagement:** The Dean conducts monthly walkthroughs to assess classroom delivery and learner engagement.
- 3) **Resource Support:** Amount invested for ICT upgrades, reflecting Clause 5.1.1(e).
This approach ensures that College's EOMS is learner-focused, inclusive, and aligned with its strategic goals, regulatory requirements (e.g., UGC, KAU), and ISO 21001:2018 standards.



5.2 Educational Policy

Policy

We are committed to provide high quality educational services in agriculture and allied sectors, to fulfill needs and expectations of learners and other stakeholders in alignment with the Mission, Vision, and Values of the Kerala Agricultural University.

To accomplish this, we shall strive to:

- Provide an outstanding service experience with dignity, respect, empathy, and compassion
- Regularly evaluate and enhance service delivery for achieving high stakeholder satisfaction
- Promote self-sustaining agricultural practices, prioritizing prosperity of farmers
- Foster innovative approaches and entrepreneurial opportunities using scientific and technological expertise
- Protect intellectual property while addressing stakeholder expectations
- Ensure fulfillment of compliance obligations, social responsibility, and improved governance practices
- Set and monitor objectives to drive actionable outcomes
- Enhance competency at all levels of the institution and work towards academic excellence
- Empower stakeholders to tackle food security, safety, and quality amidst climate change, economic challenges, and market dynamics, while promoting social progress and sustainable development

Dr. Roy Stephen
Dean of Faculty
College of Agriculture, Vellayani
Thiruvananthapuram-695522
Kerala Agricultural University

08-November 2024



നയം

കേരള കാർഷിക സർവകലാശാലയുടെ ദൗത്യം, ദർശനം, മൂല്യങ്ങൾ എന്നിവയുമായി യോജിച്ച് പഠിതാക്കളുടെയും മറ്റ് പങ്കാളികളുടെയും ആവശ്യങ്ങളും പ്രതീക്ഷകളും നിറവേറ്റുന്നതിനായി, കൃഷിയിലും അനുബന്ധ മേഖലകളിലും ഉയർന്ന നിലവാരമുള്ള വിദ്യാഭ്യാസ സേവനങ്ങൾ നൽകാൻ ഞങ്ങൾ പ്രതിജ്ഞാബദ്ധരാണ്.

ഇത് നേടിയെടുക്കുന്നതിന്:-

- അന്തസ്സോടെയും ബഹുമാനത്തോടെയും സഹാനുഭൂതിയോടെയും അനുകമ്പയോടെയും മികച്ച സേവന അനുഭവം നൽകുക
- ഉയർന്ന പങ്കാളിത്ത സംതൃപ്തി കൈവരിക്കുന്നതിനായി സേവന നിലവാരം പതിവായി വിലയിരുത്തുകയും മെച്ചപ്പെടുത്തുകയും ചെയ്യുക
- കർഷകരുടെ അഭിവൃദ്ധിക്ക് മുൻഗണന നൽകിക്കൊണ്ട് സുസ്ഥിരമായ കാർഷിക രീതികൾ പ്രോത്സാഹിപ്പിക്കുക
- ശാസ്ത്ര സാങ്കേതിക വൈദഗ്ദ്ധ്യം ഉപയോഗിച്ച് നൂതനമായ സമീപനങ്ങളും സംരംഭകത്വ അവസരങ്ങളും വളർത്തുക
- പ്രതീക്ഷകൾ നിറവേറ്റുന്നതിനിടയിൽ ബൗദ്ധിക സ്വത്ത് സംരക്ഷിക്കുക
- നിയമപരമായ ബാധ്യതകൾ, സാമൂഹിക ഉത്തരവാദിത്തം, മെച്ചപ്പെട്ട ഭരണ രീതികൾ എന്നിവയുടെ പൂർത്തീകരണം ഉറപ്പാക്കുക
- പ്രവർത്തനക്ഷമമായ ഫലങ്ങൾ നേടുന്നതിനുള്ള ലക്ഷ്യങ്ങൾ സജ്ജമാക്കുകയും നിരീക്ഷിക്കുകയും ചെയ്യുക
- സ്ഥാപനത്തിന്റെ എല്ലാ തലങ്ങളിലും കഴിവ് വർദ്ധിപ്പിക്കുകയും പണ്ഡിതോചിതമായ മികവിനായി പ്രവർത്തിക്കുകയും ചെയ്യുക
- കാലാവസ്ഥാ വ്യതിയാനം, സാമ്പത്തിക വെല്ലുവിളികൾ, വിപണി ചലനാത്മകത എന്നിവയ്ക്കിടയിൽ ഭക്ഷ്യസുരക്ഷ, ഗുണനിലവാരം എന്നിവ കൈകാര്യം ചെയ്യാൻ പങ്കാളികളെ ശാക്തീകരിക്കുക, അതേസമയം സാമൂഹിക പുരോഗതിയും സുസ്ഥിര വികസനവും പ്രോത്സാഹിപ്പിക്കുക.



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5.3.1 Organogram

Please See the Latest Organization Chart with IQAC Co ordinator and on the Website



5.3 Organizational Roles, Responsibilities, and Authorities

At College of Agriculture, Vellayani, top management ensures the integrity and effectiveness of the Educational Organization Management System (EOMS) by assigning clear roles, responsibilities, and authorities to relevant personnel, as required by Clause 5.3 of ISO 21001:2018. This structured approach guarantees that the EOMS conforms to the standard's requirements, supports the college's mission and meets the needs of learners, staff, and other interested parties (Clause 4.2). Responsibilities are communicated within the organization to foster accountability, promote a learner-centric focus, and ensure compliance with regulatory frameworks such as the University Grants Commission (UGC) and KAU guidelines.

Assignment of Responsibilities and Authorities

Top management, led by the Dean and supported by the Governing Council, assigns responsibilities and authorities for key EOMS functions. These assignments are documented in the Roles and Responsibilities Document reviewed annually during the Management Review (Clause 9.3), and communicated through staff meetings, orientation programs, and the college intranet. The following roles and their specific responsibilities/authorities are established to fulfill Clause 5.3 requirements (a-j):

Each Procedure in the management system and formats also specifies roles and responsibilities. Also Refer Kerala Government Service Rules for roles and responsibilities.



1. Dean

Responsibilities:

- a) Overall accountability for the EOMS's effectiveness (Clause 5.1.1a).
- b) Ensuring the policies are defined, implemented, and reviewed.
- c) Approving the Strategic Plan 2025-2030 and objectives are set and reviewed
- d) Chairing the Quality Assurance Committee and Management Review Meetings.

Authorities:

- a) Final approval of resource allocations (e.g., budget, staffing) per the Resource Allocation Plan
- b) Authorization of major changes to the EOMS (e.g., new program introductions).
- a) **Evidence:** EOMS Performance Reports signed by the Dean

2. Heads of Departments (HoDs)

Responsibilities:

- a) Implementing the curriculum delivery process within their departments.
- b) Ensuring learner and staff focus (Clause 5.1.2) by addressing feedback from stakeholders
- c) Managing departmental resources and faculty competence (Clause 7.2).

Authorities:

- a) Approving lesson plans and assessment methods within KAU guidelines.
- b) Recommending faculty training needs to the Dean
- c) **Evidence:** Departmental Performance Reports submitted to the Dean

3. Administration Team

Responsibilities:

- a) Managing the admission process and ensuring compliance with Kerala reservation policies and KAU norms.
- b) Overseeing control of documented information (Clause 7.5), including Admission Register

Authorities:

- a) Finalizing admission lists and issuing enrollment confirmations.
- b) Approving document retention schedules per the Document Control Procedure
- c) **Evidence:** Admission Compliance Checklist

4. IQAC Co-ordinator

Responsibilities:

- a) Ensuring EOMS conformity to ISO 21001:2018 (Clause 5.3a) through regular monitoring.
- b) Coordinating internal audits (Clause 9.2) and reporting results to top management.
- c) Managing communications (Clause 7.4)

Authorities:

- a) Scheduling audits and training auditors.
- b) Issuing corrective action requests (Clause 10.1).
- c) **Evidence:** Internal Audit Reports and Corrective Action Report

Refer to Detailed procedure number 400-2- Roles and Responsibilities of IQAC Co ordinator

5. Special Needs Officer

Responsibilities:

- a) Managing requirements of learners with special needs (Clause 5.1.3), including accommodations
- b) Facilitating communication with special needs learners and their families.

Authorities:



- a) Approving individual accommodations (e.g., extra exam time).
- b) Recommending resource needs to the Dean
- c) **Evidence:** Special Needs Feedback Records reviewed biannually.
- 6. **Feedback Committee Coordinator**
 - a) **Responsibilities:**
 - a) Ensuring the educational organization policy is understood and implemented (Clause 5.3b) by collecting and analyzing stakeholder feedback
 - b) Promoting learner focus (Clause 5.1.2) through Feedback Resolution Records
 - b) **Authorities:**
 - a) Initiating actions based on feedback (e.g., remedial classes).
 - b) Reporting trends to HoDs and the Dean
 - c) **Evidence:** Feedback Summary Reports presented monthly.

Communication of Roles and Responsibilities

Top management ensures that assigned roles, responsibilities, and authorities are communicated effectively within the organization:

- **Staff Orientation:** New employees receive an Induction Training detailing their roles, conducted upon joining
- **Intranet Portal:** The Roles and Responsibilities Description is accessible online, updated after each Management Review.
- **Departmental Meetings:** HoDs brief faculty monthly, with minutes recorded in Meeting Reports
- **Notice Boards:** Key responsibilities are posted in administrative areas/or in the computer systems /website as is appropriate.

Ensuring EOMS Integrity during Changes

Top management maintains the EOMS's integrity when changes are planned and implemented (Clause 5.3f):

- **Change Management Process:** Major changes follow the Change Management Procedure with impacts assessed and Reported in Change Management Report
- **Review Mechanism:** The Dean oversees change implementation, ensuring process continuity (e.g., curriculum updates approved by HoDs).

Specific Responsibilities per Clause 5.3 (a-j)

Top management assigns the following to ensure EOMS compliance:

- **a) Conformity to ISO 21001:2018:** IQAC Co-ordinator ensures adherence, verified by annual audits.
- **b) Policy Implementation:** IQAC Coordinator promotes policy awareness.
- **c) Process Outputs:** HoDs ensure curriculum and assessment deliverables.
- **d) Performance Reporting:** HODs reports to the Dean during Management Reviews.
- **e) Learner Focus:** Feedback Committee Coordinator integrates learner feedback into operations.
- **f) System Integrity:** Dean &HODs oversees change management.
- **g) Communications:** IQAC coordinator manages internal and external communications (Clause 7.4).
- **h) Learning Process Integration:** HoDs ensure consistency across delivery methods (e.g., classroom, online).
- **i) Document Control:** Dean maintains documented information.
- **j) Special Needs:** Special Needs Officer addresses accessibility requirements.



Implementation in Practice

- **Governance:** The Governing Council, chaired by Dean assigns roles during its quarterly meetings
- **Training:** Staff are trained on their roles via Awareness Workshops tracked in Training Register
- **Monitoring:** The Dean reviews role execution biannually, with findings in Leadership Review Report

This structure ensures that College's EOMS operates efficiently, supports regulatory compliance (e.g., UGC, KAU), and aligns with its strategic objectives.

References [Available on the website]

Academic Hand Book

Statutes and Ordinances

Management System Documents



6.1 Actions to Address Risks and Opportunities

College of Agriculture, Vellayani recognize that effective planning is essential to achieving the intended outcomes of its Educational Organization Management System (EOMS), as required by Clause 6.1 of ISO 21001:2018. Top management proactively identifies and addresses risks and opportunities that could impact the college's ability to deliver quality education, enhance learner satisfaction, and meet the expectations of interested parties (Clause 4.2). This risk-based approach aligns with the college's mission of Empowering through Education and supports compliance with regulatory requirements (e.g., UGC, KAU) while fostering continual improvement.

6.1.1 Determination of Risks and Opportunities

When planning the EOMS, the college considers the external and internal issues identified in Clause 4.1 (e.g., technological advancements, funding constraints) and the needs and expectations of interested parties outlined in Clause 4.2 (e.g., learners' employability skills, staff development). The following objectives guide the identification process:

- **a) Assurance of EOMS Outcomes:**
- Ensuring the system achieves goals like academic excellence
- **b) Enhancing Desirable Effects:**
- 1) Leveraging opportunities to improve educational quality and institutional reputation.
- **c) Preventing or Reducing Undesired Effects:**
- 1) Mitigating risks that could disrupt operations or learner outcomes.
- **d) Achieving Continual Improvement:**
- 1) Identifying areas for innovation and growth (e.g., digital learning adoption).

Identification Process

- **Risks:** Potential negative impacts, such as faculty turnover, student drop outs, vacant seats against sanctioned strength or infrastructure inadequacies.
- **Opportunities:** Positive possibilities, such as industry partnerships or government grants, Twinning Programs, Campus Connects,
- **Methodology:** Risk and Opportunity Assessment Workshop involving top management, HoDs, and the IQAC CO-ORDINATOR using SWOT analysis and stakeholder feedback
- **Documentation:** Results are recorded in the Risk and Opportunity Register updated biannually.

Examples of Identified Risks and Opportunities

- **Risks:**
- 1) **Faculty Turnover:** High resignation rates due to competitive salaries elsewhere (Probability: Medium; Impact: High).
- 2) **Infrastructure Constraints:** Limited lab space for growing enrollment (Probability: High; Impact: Medium).
- 3) **Digital Disruption:** Slow adoption of e-learning affecting competitiveness (Probability: Medium; Impact: High).



- **Opportunities:**

- 1) **Industry Collaboration:** Partnerships with Agricultural Produce Value Addition Segments, IT and manufacturing sectors for internships (Probability: High; Impact: High).
- 2) **Digital Expansion:** Adoption of a Learning Management System (LMS) to enhance accessibility (Probability: High; Impact: Medium).
- 3) **Government Funding:** NEP 2020 grants for skill-based programs (Probability: Medium; Impact: High).

6.1.2 Planning Actions

The college plans actions to address identified risks and opportunities, ensuring integration into EOMS processes (Clause 8) and evaluation of effectiveness, per Clause 6.1.2. Actions are proportionate to their probability and potential impact, as assessed in the Risk and Opportunity Register

Action Planning Process

- **Steps:**

1. **Prioritization:** Risks/opportunities ranked by severity (e.g., High/Medium/Low) using a risk Description.
 2. **Action Development:** Specific, measurable actions assigned to responsible parties.
 3. **Integration:** Actions embedded into processes like curriculum delivery (QA-P02) or resource management
 4. **Evaluation:** Effectiveness measured via performance indicators (e.g., placement rates, satisfaction scores).
- **Documentation:** Actions detailed in the Risk and Opportunity Action Plan reviewed quarterly by the Quality Assurance Committee.

Examples of Actions

1. **Risk: Faculty Turnover**
 - 1) **Action:** Implement a Faculty Retention Program (e.g., annual increments, FDPs)
 - 2) **Integration:** Resource Management
 - 3) **Evaluation:** Monitor turnover rate tracked in Staff Retention Report
 - 4) **Responsible:** Dean and Dean
2. **Risk: Infrastructure Constraints**
 - 1) **Action:** Propose a new lab block in the budget, seeking UGC funding.
 - 2) **Integration:** Resource Management
 - 3) **Evaluation:** Lab capacity increase tracked in Infrastructure Report
 - 4) **Responsible:** Dean
3. **Opportunity: Industry Collaboration**
 - 1) **Action:** Establish MoUs with [e.g., Corporate Recruiters] for internships
 - 2) **Integration:** Student Support Process
 - 3) **Evaluation:** Placement rate increase tracked in Placement Statistics
 - 4) **Responsible:** Career Counseling Cell Coordinator.
4. **Opportunity: Digital Expansion**
 - 1) **Action:** Increase utilization of LMS, with faculty training
 - 2) **Integration:** Curriculum Delivery Process
 - 3) **Evaluation:** Learner usage rate tracked



- 4) **Responsible:** HoDs and IQAC coordinator

Risk Mitigation Options (Clause 6.1.2)

1. Avoiding: Canceling risky initiatives (e.g., unfeasible programs).
2. Taking: Pursuing calculated risks (e.g., new courses with market demand).
3. Eliminating: Addressing root causes (e.g., improving faculty pay).
4. Sharing: Partnering with external providers (e.g., outsourcing lab facilities).

Opportunity Pursuit Options (Clause 6.1.2)

1. New Practices: Blended learning adoption.
2. Partnerships: Industry and alumni collaborations.
3. Technology: ICT enhancements per NEP 2020.

Implementation and Integration

1. **Process Integration:** Actions are embedded into operational processes (Clause 8), e.g., LMS training integrated into faculty development (Clause 7.2).
2. **Resource Allocation:** Budgeted via the Resource Allocation Plan e
3. **Communication:** Actions communicated via Internal Communication records and staff meetings.

Evaluation of Effectiveness

- **Methods:** Performance indicators monitored monthly via the Performance Reports with annual reviews during Management Review (Clause 9.3).
- **Examples:**
 - 1) Faculty Retention Program: Turnover rate reduction rate per year
 - 2) LMS Launch: Increase Learner adoption rate
- **Adjustments:** Ineffective actions (e.g., low internship uptake) revised per Corrective Action reports

Alignment with Strategic Goals

This risk-based planning supports College's objectives by mitigating disruptions and capitalizing on growth opportunities, ensuring compliance with UGC and KAU standards while enhancing learner outcomes in a competitive educational landscape.

References

1. Document Number 109 –Procedure for Risks and Opportunities
2. Document Number 109-01 Risk Registers
3. Document Number 109-02 – Opportunities Identified
4. Vision 2030 Document
5. ISO 31000-2018 Standard on Risk and Opportunities

6.2 Educational Organization Objectives and Planning to Achieve Them

Refer to separate document with IQAC Co-Ordinator for the latest and full list of measurable objectives

College of Agriculture, Vellayani is guided by the following objectives, which align with the ISO 21001:2018 standard and the institution's strategic goals:



1. **Academic Excellence:** To design and deliver curricula that meets the needs of learners, industry, and society, ensuring measurable learning outcomes and continuous improvement.
2. **Learner-Centric Approach:** To enhance learner satisfaction and engagement by providing personalized support, particularly for learners with special needs, and maintaining transparent communication with all interested parties.
3. **Resource Optimization:** To provide and sustain adequate human, physical, and technological resources to support effective teaching, learning, and operational processes.
4. **Community Impact:** To strengthen ties with local communities, employers, and alumni, fostering partnerships that enhance educational offerings and contribute to regional development.
5. **Continual Improvement:** To implement evidence-based decision-making and regular evaluations (e.g., internal audits, management reviews) to refine the Educational Organization Management System.
6. **Cultural and Ethical Development:** To promote cultural, ethical conduct, and social responsibility among learners, preparing them as global citizens with strong moral foundations. College of Agriculture, Vellayani establish and plans educational organization objectives to ensure the effectiveness of its Educational Organization Management System (EOMS), as required by Clause 6.2 of ISO 21001:2018.

These objectives align with the college's mission

They address the needs and expectations of interested parties (Clause 4.2), incorporate risks and opportunities (Clause 6.1), and utilize measures from Annex E-2 (e.g., dropout rates, learner satisfaction, employment rates) and tools from Annex E-3 (e.g., satisfaction surveys, statistical analysis) to ensure measurable, actionable outcomes. This section is divided into Clause 6.2.1 (Objectives) and Clause 6.2.2 (Planning).

6.2.1 Educational Organization Objectives

The college establishes objectives at relevant functions, levels, and processes within the EOMS, reflecting Annex E-2 measures to enhance educational quality, learner engagement, and institutional performance. These objectives meet Clause 6.2.1 (a-g) requirements.

Objectives and Alignment

The following objectives are established, consistent with the Policies

1. **Reduce Dropout Rates**
 - 1) **Objective:** Reduce annual dropout rates
 - 2) **Function/Level:** Student Support Services.
 - 3) **Process:** Student Support Process
 - 4) **Measure (Annex E-2):** Dropout rate.
 - 5) **Rationale:** Improves retention and supports inclusivity.
2. **Enhance Learner Satisfaction**
 - 1) **Objective:** Achieve high level of learner satisfaction
 - 2) **Function/Level:** Feedback Committee.
 - 3) **Process:** Feedback and Improvement Process
 - 4) **Measure (Annex E-2):** Learner satisfaction.
 - 5) **Rationale:** Enhances learner experience and engagement.



3. Improve Attendance

- 1) **Objective:** Increase average learner attendance
- 2) **Function/Level:** Academic Departments (HoDs).
- 3) **Process:** Curriculum Delivery Process
- 4) **Measure (Annex E-2):** Attendance and/or engagement rate of learners.
- 5) **Rationale:** Ensures active participation and learning outcomes.

4. Increase Graduation Rates

- 1) **Objective:** Improve graduation rate as a percentage of admissions compared to previous year
- 2) **Function/Level:** Dean and HoDs.
- 3) **Process:** Assessment Process
- 4) **Measure (Annex E-2):** Graduation rate (as percentage of original admissions).
- 5) **Rationale:** Reflects academic success and program completion.

5. Expand Accredited Courses

- 1) **Objective:** Ensure 100% of programs are accredited
- 2) **Function/Level:** IQAC CO-ORDINATOR
- 3) **Process:** Resource Management
- 4) **Measure (Annex E-2):** Percentage of accredited programs.
- 5) **Rationale:** Enhances institutional credibility and compliance.

6. Minimize Complaints

- 1) **Objective:** Reduce annual learner and stakeholder complaints
- 2) **Function/Level:** Feedback Committee.
- 3) **Process:** Feedback and Improvement Process
- 4) **Measure (Annex E-2):** Number of complaints.
- 5) **Rationale:** Improves satisfaction and operational efficiency.

7. Boost Assessment Pass Rate

- 1) **Objective:** Improve average assessment pass rate higher than previous year
- 2) **Function/Level:** Academic Departments (HoDs).
- 3) **Process:** Assessment Process
- 4) **Measure (Annex E-2):** Assessment pass rate.
- 5) **Rationale:** Ensures academic excellence and learner competence.

8. Enhance Employment Rates

- 1) **Objective:** Increase employment rate of Learners compared to previous year
- 2) **Function/Level:** Career Counseling Cell.
- 3) **Process:** Student Support Process
- 4) **Measure (Annex E-2):** Job placement rate at specified intervals after graduation (replacing employment rates for consistency with Annex E-2).
- 5) **Rationale:** Aligns with employability goals and NEP 2020

Characteristics of Objectives (Clause 6.2.1 a-g)

- **a) Consistent with Policy:** Reflect the policy's emphasis on quality, equity, and social responsibility.
- **b) Measurable:** Quantified using Annex E-2 measures (e.g., dropout rate, pass rate).
- **c) Applicable Requirements:** Comply with UGC, KAU standards
- **d) Relevant to Conformity and Satisfaction:** Support educational product conformity and learner/staff satisfaction.
- **e) Continually Monitored:** Tracked monthly via the Performance Reports
- **f) Communicated:** Shared during staff meetings and learner orientations, Reported in Internal Communication Reports



- **g) Updated as Appropriate:** Reviewed annually in Management Review (Clause 9.3).

6.2.2 Planning to Achieve Objectives

The college develops detailed plans within the Strategic Plan 2025-2030 to achieve these objectives, addressing Clause 6.2.2 (a-e) requirements and leveraging Annex E-3 tools for evaluation.

Planning Elements (Clause 6.2.2 a-e)

- 1. Reduce Dropout Rates**
 - a) What Will Be Done:** Offer counseling and financial aid programs.
 - b) Resources Required:** Two additional counselors.
 - c) Who Will Be Responsible:** Student Support Coordinator.
 - d) When It Will Be Completed:** Ongoing, target met by which year
 - e) How Results Will Be Evaluated:** Dropout rate tracking (Annex E-2) using statistical data analysis (Annex E-3).
- 2. Maintain a high level of Learner Satisfaction**
 - a) What Will Be Done:** Enhance scope of LMS and improve campus facilities.
 - b) Resources Required:** IT infrastructure.
 - c) Who Will Be Responsible:** Feedback Committee Coordinator
 - d) When It Will Be Completed:** Year on year
 - e) How Results Will Be Evaluated:** Satisfaction surveys (Annex E-3) in Learner Satisfaction reports
- 3. Improve Attendance (90% by YYYY)**
 - a) What Will Be Done:** Introduce attendance incentives and engaging pedagogy.
 - b) Resources Required:** Training for faculty.
 - c) Who Will Be Responsible:** HoDs.
 - d) When It Will Be Completed:** Ongoing,
 - e) How Results Will Be Evaluated:** Attendance rate (Annex E-2) in Attendance Records using SWOT analysis (Annex E-3).
- 4. Increase Graduation Rates**
 - a) What Will Be Done:** Enhance remedial classes and academic advising.
 - b) Resources Required:** Additional tutors.
 - c) Who Will Be Responsible:** Dean and HoDs.
 - d) When It Will Be Completed:** Ongoing
 - e) How Results Will Be Evaluated:** Graduation rate (Annex E-2) in Graduation Statistics, using focus groups (Annex E-3).
- 5. Expand Accredited Courses**
 - a) What Will Be Done:** Prepare ICAR accreditation documentation and align curricula.
 - b) Resources Required:** Consultant support.
 - c) Who Will Be Responsible:** IQAC CO-ORDINATOR
 - d) When It Will Be Completed:** Ongoing
 - e) How Results Will Be Evaluated:** Accreditation percentage (Annex E-2) in Accreditation Status Report using self-assessment (Annex E-3).
- 6. Minimize Complaints (<10 by YYYY)**
 - a) What Will Be Done:** Strengthen grievance redressal mechanisms.
 - b) Resources Required:** Online complaint portal/or an App for reporting
 - c) Who Will Be Responsible:** Feedback Committee Coordinator



- d) **When It Will Be Completed:** Ongoing
e) **How Results Will Be Evaluated:** Complaint count (Annex E-2) in Complaint reports, using complaint systems (Annex E-3).
7. **Boost Assessment Pass Rate (80% by YYYY)**
a) **What Will Be Done:** Implement faculty training and revised assessment methods.
b) **Resources Required:** Training resources.
c) **Who Will Be Responsible:** HoDs and IQAC coordinator
d) **When It Will Be Completed:** Ongoing, target by YYYY
e) **How Results Will Be Evaluated:** Pass rate (Annex E-2) in Assessment Outcomes, using statistical data analysis (Annex E-3).
8. **Enhance Employment Rates**
a) **What Will Be Done:** Expand industry MoUs and career workshops.
b) **Resources Required:** Partnership facilitation.
c) **Who Will Be Responsible:** Career Counseling Cell Coordinator.
d) **When It Will Be Completed:** Ongoing
e) **How Results Will Be Evaluated:** Placement rate (Annex E-2) in Placement Statistics using needs analysis (Annex E-3).

Strategic Plan Integration

- Plans are embedded in the Strategic Five-Year Plan with budgets and timelines reviewed annually by the Governing Council.

Implementation and Monitoring

- Implementation:** Actions integrated into EOMS processes (Clause 8),
- Monitoring:** Tracked monthly via Performance Reports, with corrective actions (Clause 10.1) Reported in Corrective Action Report
- Tools (Annex E-3):** Surveys, statistical analysis, and focus groups ensure robust evaluation.

Alignment with Context and Standards

These objectives address's educational demands comply with UGC and KAU norms, and support strategic goals, leveraging Annex E ISO 21001-2018 or comprehensive process measurement.

References

- Document Number 106- Procedure Regarding Objectives
- Document Number 106-031 List of Objectives – [please see latest List of Objectives with IQAC Co ordinator]



6.3 Planning of Changes

College of Agriculture, Vellayani recognize that changes to its Educational Organization Management System (EOMS) are inevitable due to evolving educational needs, technological advancements, and stakeholder expectations (Clause 4.2).

Clause 6.3 of ISO 21001:2018 requires the college to plan and implement these changes in a systematic manner to maintain the system's integrity and effectiveness.

This process ensures that the college continues to deliver quality education, supports its mission of Empowering through Education, and achieves its objectives (Clause 6.2), such as improving learner satisfaction and employment rates.

Determination of Need for Changes

The college identifies the need for changes to the EOMS based on:

- 1) **Internal Factors:** Performance evaluations (Clause 9.1), audit findings (Clause 9.2), and management review outcomes (Clause 9.3), e.g., low attendance rates prompting pedagogical adjustments.
- 2) **External Factors:** Regulatory updates (e.g., NEP 2020 mandates), technological trends (e.g., digital learning adoption), and stakeholder feedback (e.g., industry demand for skill-based courses).
- 3) **Risks and Opportunities:** Insights from Clause 6.1, such as infrastructure constraints or opportunities for industry partnerships.

Changes are documented in the Change Management Report and reviewed by the Quality Assurance Committee to determine their necessity and scope.



Planning and Implementation of Changes

When changes are deemed necessary, the college plans and executes them in a controlled manner, adhering to Clause 6.3 requirements and referencing Clause 4.4 for process management. The planning process considers:

a) Purpose of Changes and Potential Consequences

- 1) **Purpose:** Clearly defined objectives for each change, e.g., enhancing learner engagement or ensuring regulatory compliance.
- 2) **Consequences:** Potential impacts assessed, such as resource demands or disruptions to existing processes.
- 3) **Example:** Introducing an LMS (Learning Management System) in 2025 to improve learner satisfaction (Clause 6.2 objective).
 - a) **Purpose:** Enhance accessibility and feedback mechanisms.
 - b) **Consequences:** Increased IT costs, potential faculty resistance, improved learner outcomes.

b) Integrity of the EOMS

- 1) **Ensuring Continuity:** Changes are designed to maintain process interactions (Clause 4.4.1b), e.g., LMS integration into the Curriculum Delivery Process without disrupting teaching schedules.
- 2) **Mitigation:** Risks to system integrity (e.g., data security with LMS) addressed per Clause 6.1, tracked in Risk and Opportunity Register



c) Availability and Readiness of Internal Resources

- a) **Resources Assessed:** Human (e.g., faculty training), physical (e.g., IT infrastructure), and financial (e.g., budget allocation) resources evaluated.
- b) **Example:** LMS Scope Expansion as per the Resource Allocation Plan
- c) **Readiness:** Training schedules and funding secured before rollout, ensuring preparedness.

d) Allocation or Reallocation of Responsibilities and Authorities

- a) **Assignments:** Roles adjusted or reassigned as needed, documented in the Roles and Responsibilities Description
- b) **Example:** IT Team tasked with LMS maintenance, HoDs responsible for faculty training coordination.

e) Availability and Readiness of External Providers

- **External Support:** Partnerships with external vendors assessed for capability and timelines.
- **Example:** Contract with supplier with readiness verified via Vendor Evaluation Form



Change Management Procedure

- **Process:** Governed by the Change Management Procedure which includes:
 1. **Proposal:** Change request submitted by responsible party (e.g., IQAC co-ordinator)
 2. **Review:** Quality Assurance Committee assesses purpose, consequences, and resources.
 3. **Approval:** Dean authorizes significant changes
 4. **Implementation:** Actions executed with timelines and responsibilities defined.
 5. **Monitoring:** Post-implementation review ensures effectiveness.
- **Documentation:** Details Reported in Change Management Report

Examples of Planned Changes

1. **Change: Introduction of Changes**
 - a) **Purpose:** Improve learner satisfaction and attendance
 - b) **Consequences:** Enhanced access, potential initial disruption.
 - c) **Internal Resources:** Faculty training Targets
 - d) **Responsibilities:** HoDs manage rollout.
 - e) **External Providers:** Vendor contracted
 - f) **Outcome:** Usage Report

References

1. Document number 111 –Change Management
2. Mails and Minutes of meetings regarding Changes



7.1 Resources

College of Agriculture, Vellayani is committed to providing adequate resources to establish, implement, maintain, and continually improve its Educational Organization Management System (EOMS), as required by Clause 7.1 of ISO 21001:2018. These resources support the college's mission of Empowering through Education and its objectives (Clause 6.2), Resources are allocated to enhance learner engagement, staff competence, and stakeholder satisfaction while ensuring compliance with regulatory standards (e.g., UGC, KAU).

7.1.1 General

The college determines and provides resources to enhance learner satisfaction, staff engagement, and beneficiary outcomes, per Clause 7.1.1.

7.1.1.1 Resource Determination and Provision

Resources are identified to support:

- **a) Learner Engagement and Satisfaction:** Activities like remedial classes and digital learning platforms to improve learning outcomes.
- **b) Staff Engagement and Satisfaction:** Professional development (e.g., X' CPD hours annually) and a supportive work environment.
- **c) Other Beneficiary Satisfaction:** Community outreach and industry partnerships enhancing social benefits.



7.1.1.2 Internal vs. External Resources

- **Internal:** Provided by the college, e.g., faculty, classrooms, library.
- **External:** Sourced from providers, e.g., IT vendors for LMS, guest lecturers.
- **Determination and Monitoring:** Assessed annually via Resource Needs Assessment with allocations tracked in Resource Allocation Plan
- **Special Needs:** Accessibility resources (e.g., ramps, assistive software) anticipated for differently-abled learners, per Clause 5.1.3.

7.1.2 Human Resources

Human resources are critical to the EOMS, and the college ensures their availability and competence per Clause 7.1.2.

7.1.2.1 Categories of Human Resources

- **a) Staff Employed:** Including permanent and contractual employees.
- **b) Volunteers and Interns:** Number of alumni volunteers for events, number of student interns in administrative roles.
- **c) External Providers:** number of guest lecturers for specialized courses.
-

7.1.2.2 Management of Human Resources

- **a) Determination and Provision:** Needs determined via Staffing Plan (Record QA-057), ensuring [e.g., faculty-student ratio] per UGC norms. Provided through recruitment and training.
- **b) Recruitment/Selection Criteria:** Published in Recruitment Policy e.g., NET/SLET/Ph.D. for faculty, available on the college website and shared with stakeholders.
- **c) Documented Information:** Recruitment process maintained in Recruitment Procedure results retained in Staff Recruitment Records

Refer to Latest KSR Publications

7.1.3 Facilities

Facilities support teaching and learning, meeting learner requirements per Clause 7.1.3.

7.1.3.1 Types of Facilities

- **a) Buildings and Grounds:** [e.g., classrooms, campus], library, and administrative block.
- **b) Equipment:** Hardware (e.g. computers, projectors), software (e.g., library management system), and lab equipment (e.g., chemistry lab apparatus).
- **c) Utilities:** Electricity, water supply, and internet connectivity.

7.1.3.2 Facility Management

- **a) Determination, Provision, and Maintenance:**
 1. **Suitability:** Facilities suitable for faculty to support learner competence (e.g., labs for practicals) and enhance learning (e.g., smart classrooms).
 2. **Safety:** Maintained per Kerala building codes, with annual safety audits in Facility Maintenance Report
- **b) Adequacy:** Dimensions adequate for [e.g., Number of learners], assessed via Facility Utilization Report



7.1.3.3 Specific Facilities

- **a) Teaching:** Classrooms and labs.
- **b) Self-Learning:** Library with [e.g., Number of books].
- **c) Implementing Knowledge:** Project rooms and workshops.
- **d) Rest and Recreation:** Canteen, sports ground.
- **e) Subsistence:** Drinking water stations.
- **Notes:** Digital spaces (e.g., computer lab) and outdoor areas (e.g., garden) included.

7.1.4 Environment for the Operation of Educational Processes

The college maintains a suitable environment to promote wellbeing, per Clause 7.1.4.

- **a) Psychosocial Factors:** Supportive culture with counseling services, stress management workshops – Availability of Student Counselor
- **b) Physical Factors:** Adequate lighting, ventilation, and ergonomic furniture in classrooms, maintained per Environmental Audit Report
- **Monitoring:** Annual surveys in Staff and Learner Environment Feedback

Reference

1. List of Assets
2. Maintenance Schedules

7.1.5 Monitoring and Measuring Resources

Resources for monitoring and measurement ensure valid results, per Clause 7.1.5.

7.1.5.1 General

- **Determination and Provision:** Tools like surveys, exam software, and attendance trackers provided to verify outcomes (e.g., pass rates). Equipment used for measuring and monitoring in the Labs or any other place
- **Suitability:** Appropriate for targets (e.g., satisfaction surveys for learners), maintained
- **Evidence:** Calibrations and Monitoring Reports in Laboratories

7.1.5.2 Measurement Traceability

- **Requirement:** Traceability needed for measuring instruments [in laboratories]
- **Actions:** Calibrated annually against KAU standards, identified in Tool/Equipment Calibration Report safeguarded from unauthorized changes.
- **Validation:** Issues of uncertainties of measurement reviewed, with actions in Corrective Action Report

Reference

Calibration/Verification Status of all measuring and monitoring Equipment /instruments

7.1.6 Organizational Knowledge

The college manages knowledge to support EOMS operations, per Clause 7.1.6.



7.1.6.1 General

- **Determination:** Knowledge needs (e.g., teaching methods, regulatory compliance) identified via Knowledge Needs Assessment
- **Maintenance and Access:** Stored in **Knowledge Repository** on intranet, shared via workshops, procedures, published papers,
- **Updates:** Trends (e.g., NEP 2020) reviewed annually, with new knowledge (e.g., blended learning) added.
- **Exchange:** Peer discussions encouraged during Faculty Forums

7.1.6.2 Learning Resources

- **Provision:** Textbooks, e-journals and lab manuals
- **Requirements:** Reflect learner needs (e.g., employability skills), reviewed biannually.
- **Intellectual Property:** As per Copyright Act, 1957; reusability encouraged (e.g., open-source materials).

Implementation and Oversight

- **Allocation:** Annual budget approved by Governing Council, detailed in Resource Allocation Plan
- **Monitoring:** Dean oversees resource use, reported in Resource Utilization Review
- **Improvement:** Gaps (e.g., lab shortages) addressed per Clause 10.1, tracked in Improvement Action Report



Alignment with Goals

Resources support objectives and compliance with UGC norms, ensuring College delivers quality education

References

1. Published Reports
2. Library – Maintains the repository

7.2 Competence

College of Agriculture, Vellayani ensure that all personnel involved in the Educational Organization Management System (EOMS) possess the necessary competence to perform their roles effectively, as required by Clause 7.2 of ISO 21001:2018.

Competence is critical to achieving educational objectives and delivering quality education that meets the needs of learners, staff, and other interested parties (Clause 4.2).

The college systematically determines, develops, and evaluates competence, with special attention to supporting learners with special needs, ensuring compliance with regulatory standards (e.g., UGC, KAU).

7.2.1 General

The college establishes processes to ensure personnel competence, addressing Clause 7.2.1 (a-f) requirements.

Competence Management Process

a) Determining Necessary Competence:

- a) Competence requirements identified for each role affecting EOMS performance (e.g., teaching, administration), based on job descriptions in Competence Requirements Description
- b) Example: Faculty need subject expertise, pedagogical skills, and ICT proficiency; administrative staff need organizational and communication skills.

b) Ensuring Competence:

- a. Personnel are deemed competent based on:
 - i. **Education:** Minimum qualifications per UGC norms (e.g., NET/SLET/Ph.D. for faculty, bachelor's degree for admin staff).
 - ii. **Training:** Internal and external programs (e.g., Faculty Development Programs - FDPs).
 - iii. **Experience:** Relevant teaching or administrative experience (e.g., minimum 2 years for assistant professors).
- b) Verified during recruitment via Staff Recruitment Records

c) Evaluating Performance:

- a. Methods: Annual performance appraisals, classroom observations, and learner satisfaction outcomes /feedback.
- b. Documented in Staff Performance Evaluation Report conducted by HoDs and reviewed by the Dean

d) Acquiring and Evaluating Competence:

- a) **Actions:** Training mentoring by senior faculty, or hiring qualified staff.
- b) **Effectiveness:** Assessed via post-training evaluations and improved performance metrics (e.g., pass rates).

e) Continual Development:



- a) Ongoing development supported through:
 - 1) Annual FDPs (target: 20 CPD hours per faculty by YYYY, Clause 6.2).
 - 2) Online courses (UGC-approved).
 - 3) Peer mentoring programs.
- b) Tracked in Training Register

- **f) Documented Information:**

- a) Evidence retained in Competence Records including qualifications, training certificates, and performance reviews of employees

Implementation

- 1) **Recruitment:** Follows Recruitment Procedure ensuring candidates meet competence criteria
- 2) **Training Plan:** Annual Competence Development Plan budgets for FDPs and workshops.
- 3) **Monitoring:** Dean oversees competence levels, reporting gaps in Competence Review Report annually.

7.2.2 Additional Requirements for Special Needs Education

The college provides specific resources and training to support educators and staff working with learners with special needs (e.g., physical disabilities, learning difficulties), per Clause 7.2.2.

Special Needs Competence

a) Resources and Training:

Ensuring Competence: All educators and staff interacting with special needs learners receive specialized training:

- 1. **Meeting Diverse Requirements:** Training in differentiated instruction (e.g., adapting lessons for visual impairments).
- 2. **Differentiated Instruction and Assessment:** Techniques like scaffolding and alternative assessments (e.g., oral exams for dyslexic learners).
- 3. **Instructional Scaffolding:** Methods to break tasks into manageable steps.
 - o **Programs:** Annual Special Needs Education Workshop
 - o Supplemented by online courses (e.g., Inclusive Education).
 - o **Tracking:** Recorded in Special Needs Training Report

b) Network of Specialists:

- 1) **Access Provided:** Collaboration with external specialists, e.g., psychologists from speech therapists, and learning disability experts.
 - 2) **Support:** Specialists consulted for individual learner plans, documented in Special Needs Accommodation Plan
 - 3) **Engagement:** Quarterly meetings with specialists Reported in Specialist Consultation Records
- Implementation**

- 1) **Identification:** Special needs learners identified via Learner Needs Assessment
- 2) **Training Delivery:** trained annually, with effectiveness evaluated via learner progress (e.g., improved attendance for special needs learners).
- 3) **Resource Allocation:** budgeted annually for assistive tools (e.g., Braille kits), per Special Needs Budget

Evidence of Compliance

- 1) **Competence Records:** Certificates and performance evaluations in Competence Records



- 2) **Learner Outcomes:** Monitored via Special Needs Progress Report aligning with Clause 5.1.3 requirements.

Alignment with Objectives and Standards

- 1) **Objectives:** Supports Clause 6.2 goals (e.g., 90% faculty CPD by 2027, 4.5/5 learner satisfaction by 2026) by ensuring competent staff.
- 2) **Standards:** Meets UGC faculty qualification norms and KAU inclusivity mandates, enhancing EOMS effectiveness in the current educational context.

Implementation and Oversight

- 1) **Responsibility:** Dean oversees recruitment and training; Special Needs Officer manages special education competence.
- 2) **Monitoring:** Annual competence audits by IQAC co-ordinator, reported in Competence Audit Report
- 3) **Improvement:** Gaps (e.g., ICT skills lag) addressed via Improvement Action Report

7.3 Awareness

College of Agriculture, Vellayani ensure that all personnel performing work under its control are aware of the Educational Organization Management System (EOMS), as required by Clause 7.3 of ISO 21001:2018.

This awareness is critical to achieving the college's objectives (Clause 6.2), such as improving learner satisfaction and maintaining assessment pass rate by 2028, while aligning with regulatory standards (e.g., UGC, KAU). The college promotes understanding of the EOMS policy, objectives, individual contributions, and the implications of non-conformance among staff, ensuring effective implementation and continual improvement.

Awareness Process

The college establishes a systematic process to create and maintain awareness among relevant personnel, addressing Clause 7.3 (a-c) requirements:

a) Educational Organization Policy and Strategy, and Relevant EOMS Objectives

- **Content:** Personnel are informed of:
 - 1) **Policy:** Emphasizing quality education, equity, and social responsibility.
 - 2) **Strategy:** The Strategic Five Year Plan
- **Objectives:** Objectives Plan Vs Actual
- **Communication:** Delivered through:
 - 1) Annual staff orientation
 - 2) Departmental meetings, Reported in Meeting Reports
 - 3) Intranet portal updates with policy and objectives accessible to all staff.



b) Contribution to EOMS Effectiveness and Benefits

- **Understanding Contribution:** Staff are educated on how their roles enhance EOMS performance:
 - 1) Faculty: Teaching and assessment impact pass rates and learner satisfaction.
 - 2) Administrative Staff: Efficient admissions and resource management support operational goals.
 - 3) Support Staff: Facility maintenance ensures a conducive learning environment.
- **Benefits Highlighted:** Improved learner outcomes (e.g., higher employment rates), staff development (e.g., CPD opportunities), and institutional reputation
- **Methods:** Workshops /awareness trainings emphasizing individual impact.

c) Implications of Not Conforming with EOMS Requirements

- **Awareness of Risks:** Personnel are informed of potential consequences:
 - 1) **Learner Impact:** Reduced satisfaction or academic performance
 - 2) **Regulatory Issues:** Non-compliance with UGC or KAU standards, risking accreditation or funding.
 - 3) **Operational Disruptions:** Delays in processes (e.g., admissions) or resource mismanagement.
- **Communication:** Covered in Induction Pack (and reinforced via Non-Conformance Awareness Sessions)

Implementation

- **Target Audience:** All staff under college control, including [e.g., number of faculty, administrative staff, volunteers], per Clause 7.1.2 categories.
- **Delivery Mechanisms:**
 - 1) **Initial Training:** New hires receive EOMS orientation within 30 days, tracked in Training Register
 - 2) **Ongoing Awareness:** Annual refresher sessions supplemented by monthly newsletters in Internal Communication Report
 - 3) **Visual Aids:** Policy and objectives posted on notice boards and digital screens across campus.
- **Special Needs Focus:** Staff interacting with special needs learners (Clause 7.2.2) receive additional awareness on accessibility requirements

Monitoring and Evaluation

- 1) **Assessment:** Awareness levels evaluated via:
 - a. **Quizzes:** Post-training assessments
 - b. **Feedback:** Staff surveys in Awareness Feedback Form (Form QA-085), targeting understanding and engagement.
- 2) **Results:** Documented in Awareness Evaluation Report reviewed biannually by the IQAC coordinator
- 3) **Corrective Actions:** Gaps (e.g., low quiz scores) addressed through additional training, Reported in Corrective Action Report

Evidence of Compliance

- 1) **Documented Information:**
 - a. Training attendance and quiz results in Training Register
 - b. Policy acknowledgment signatures in attendance records