



Thakur Educational Trust's (e-Regd.)

**THAKUR RAMNARAYAN
COLLEGE OF ARTS & COMMERCE**

NAAC Accredited & ISO 21001:2018 Certified



Thakur Ramnarayan Educational Campus, S.V. Road, Dahisar (East), Mumbai - 400 068
Tel: 022 2828 1200 | Fax: 022 2828 1300 | www.trcac.org.in

Criterion 6 - Governance, Leadership and Management


Key Indicator - 6.1 Institutional Vision and Leadership

QIM 6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

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Vision and Mission Statement

	Thakur Ramnarayan College of Arts & Commerce		Doc. Ref. :-	TRCAC/EOMS/AM/01
	Apex Manual (AM) Part II Main Body		Issue No. :-	01
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i) considers the needs and expectations of relevant interested parties

Vision

To be a leading institution of higher education contributing to societal development through holistic approach towards learning

Mission

To nurture and sustain academic excellence by imparting quality education to develop a community of intellectuals with professional skills and ethical values

Educational Organization Policy

We shall adhere to our vision and mission relevant to the purpose and context of the organization and fulfill our social responsibilities.

We shall consider the needs and expectations of all interested parties by managing their intellectual property and considering all educational, scientific, and technical developments.

We shall work to achieve our Educational Organization Objectives by satisfying all academic and statutory requirements through continual improvement of the Educational Organizations Management System (EOMS).

Top management of TRCAC reviews Educational Organization Policy in a planned manner.

5.2.2 Communicating the Policy

Educational Organization Policy are made available and maintained as documented information. Educational Organization Policy is communicated, understood, and applied within the TRCAC by way of explaining to faculty and staff through induction training. Educational Organization Policy is made available to relevant interested parties, as appropriate in the form of board and printed in brochures.

Guidelines for communication with interested parties are provided in Section 07, Annexure of the Apex Manual.

5.3 Organizational roles, responsibilities, and authorities

Top management of TRCAC ensures that the responsibilities and authorities for relevant roles are assigned and communicated throughout TRCAC. Top management assigns the responsibility and authority for:

a) ensuring that the EOMS conforms to the requirements of ISO 21001 International Standard

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ISO Certification

CERTIFICATE OF APPROVAL

Issued by Indian Register Quality Systems
(A Division of IRCLASS Systems and Solutions Private Limited)

This is to certify that the Educational Organizations Management Systems of

Organisation: Thakur Ramnarayan College of Arts & Commerce

Address: Thakur Ramnarayan Educational Campus, Swami Vivekananda Marg, Anand Nagar, Dahisar East, Mumbai- 400068

has been assessed and found conforming to the following requirement

Standard: ISO 21001:2018

- Scope:**
- To Provide Undergraduate Education in Faculty of Arts, Commerce and Science as per Norms and Standards of University of Mumbai
 - To Provide Higher Secondary Education in Arts and Commerce Stream as per Curriculum of Maharashtra State Board of Secondary and Higher Secondary Education, Pune

Certificate No.: IRQS/243100186

Initial Certification Date: 06/02/2021

Current Date of Granting: 05/02/2024

Expiry Date: 05/02/2027



Shashi Nath Mishra
Head IRQS

This approval is subject to continued satisfactory maintenance of the Quality Management Systems for Educational Organization Management Systems for educational organizations, requirements with guidance for use of the organization to the above standard which will be monitored by IRQS. The use of the Accreditation Mark indicates accreditation with respect to activities covered by the certificate with accreditation no. QM 006. Condition Overleaf

COA/IRQS/NABCB/QMS-EOMS/Rev 01

Head Office: 52A, Adi Shankaracharya Marg, Opp. Powai Lake, Powai, Mumbai - 400 072, India.

Governance & Leadership Policy documents

Thakur Ramnarayan College of Arts & Commerce is “ISO 21001:2018 certified” and follows the ISO 21001 International Standard Educational Organization Management systems (EOMS). The institute follows apex manual and procedure manual which is prepared as per EOMS manual.

Apex Manual Provides the following:


- a) Complete structure of EOMS documentation
- b) Educational organization policy and educational organization objectives
- c) Organizational structure
- d) Responsibility and authority
- e) Sequence and interaction of processes
- f) Any other requirement laid down in ISO 21001 International Standard


Procedure manual Provides the following

- 1) Documented procedures as per ISO 21001 International Standard
- 2) Institutional Processes and Management Processes required for the EOMS
- 3) Documented information, including essential records as per ISO 21001 International

The institute EOMS plays a vital role in taking actions towards the realization of vision and mission and hence shapes the Governance and Leadership policy.




Principal

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5 Introduction to ISO 21001 International Standard

5.1 General

This document provides a common management tool for organizations providing educational products and services capable of meeting learners' and other beneficiaries' requirements.

5.2 Relevance

There is a critical and continuous need for educational organizations to evaluate the degree to which they meet the requirements of learners and other beneficiaries, as well as other relevant interested parties and to improve their ability to continue to do so.

NOTE A classification of interested parties in educational organizations is provided in Annex 06.

Although educational organizations and learners worldwide are the main beneficiaries of this document, all interested parties will benefit from standardized management systems in educational organizations.

EXAMPLE Employers who sponsor and encourage staff to participate in educational services can also benefit from this document.


The potential benefits to an organization of implementing a management system for educational organizations (EOMS) based on this document are:

- a) better alignment of objectives and activities with policy (including mission and vision)
- b) enhanced social responsibility by providing inclusive and equitable quality education for all
- c) more personalized learning and effective response to all learners and particularly to learners with special education needs, distance learners and lifelong learning opportunities
- d) consistent processes and evaluation tools to demonstrate and increase effectiveness and efficiency
- e) increased credibility of the organization
- f) a means that enables educational organizations to demonstrate their commitment to effective educational management practices
- g) a culture for organizational improvement
- h) harmonization of regional, national, open, proprietary, and other standards within an international framework
- i) widened participation of interested parties
- j) stimulation of excellence and innovation

5.3 Relationship between this document and other International Standards

This document is a stand-alone management system standard, aligned with ISO 9001. It focuses on the management systems of educational organizations as well as the impact of these on learners

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and other relevant interested parties.

This document conforms to ISO's requirements for management system standards. These requirements include a high-level structure, identical core text, and common terms with core definitions designed to benefit users implementing multiple ISO management system standards.

This document can be implemented alongside regional, national, open, proprietary, and other standards or related documents.

5.4 Principles for an EOMS

This EOMS entails the following management principles:

- a) focus on learners and other beneficiaries
- b) visionary leadership
- c) engagement of people
- d) process approach
- e) improvement
- f) evidence-based decisions
- g) relationship management
- h) social responsibility
- i) accessibility and equity
- j) ethical conduct in education
- k) data security and protection

NOTE The details of these principles are analysed in Annexure 5.

5.5 Process approach


5.5.1 General

This document promotes the adoption of a process approach when developing, implementing, and improving the effectiveness of an EOMS, to enhance learner and other beneficiary satisfaction by meeting learner and other beneficiary requirements. Specific requirements considered essential to the adoption of a process approach are included in 4.4.

Understanding and managing interrelated processes as a system contributes to the organization's effectiveness and efficiency in achieving its intended results. This approach enables the organization to control the interrelationships and interdependencies among the processes of the system, so that the overall performance of the organization can be enhanced.

The process approach involves the systematic definition and management of processes, and their interactions, so as to achieve the intended results in accordance with the policy, objectives and strategic plan of the organization. Management of the processes and the system as a whole can be

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achieved using the PDCA cycle (see 5.5.2) with an overall focus on risk-based thinking (see 5.5.3) aimed at taking advantage of opportunities and preventing undesirable results. The application of the process approach in an EOMS enables:

- understanding and consistency in meeting requirements
- the consideration of processes in terms of added value
- the achievement of effective process performance
- improvement of processes based on evaluation of data and information

Figure 1 gives a schematic representation of any process and shows the interaction of its elements. The monitoring and measuring check points, which are necessary for control, are specific to each process and will vary depending on the related risks.

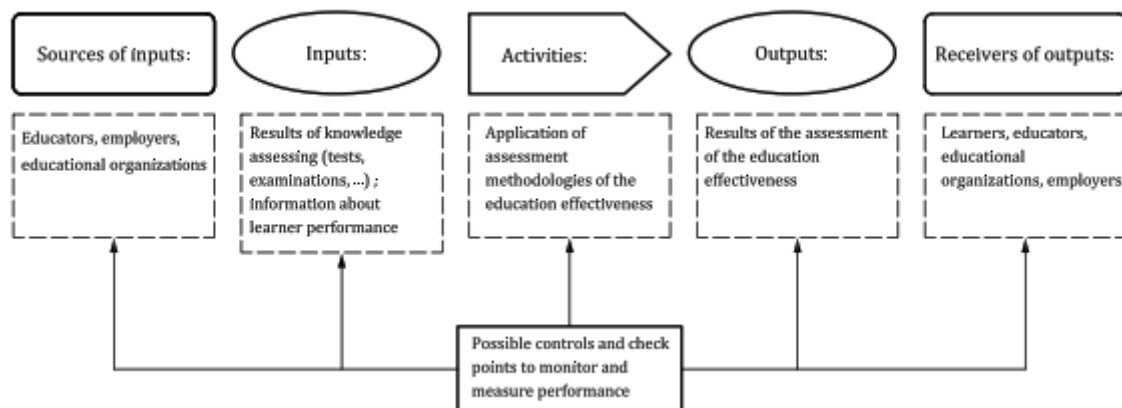
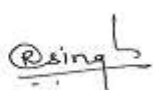



Figure 1 — Schematic representation of the elements of a single process (assessment of the educational effectiveness process)

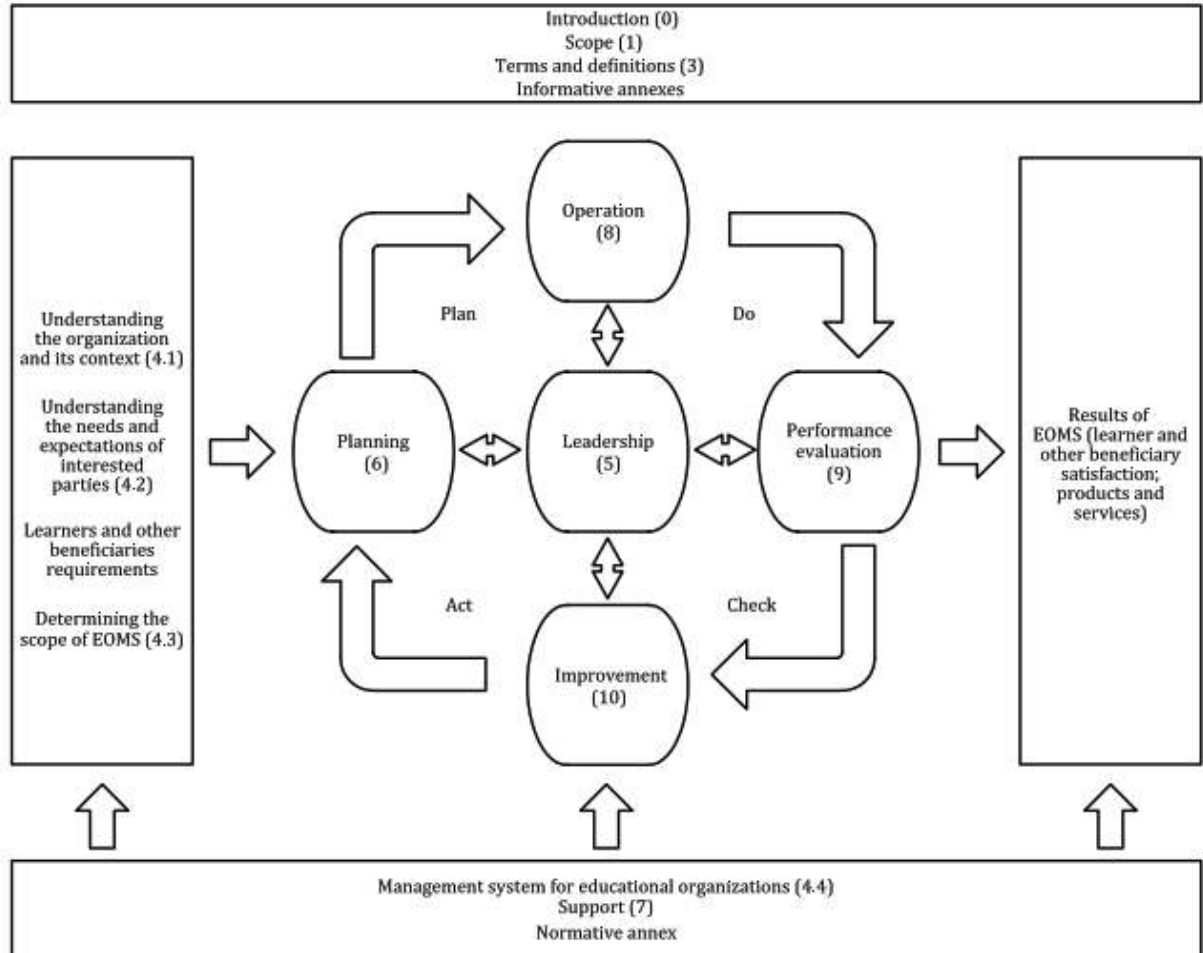
5.5.2 Plan-Do-Check-Act cycle

The Plan-Do-Check-Act (PDCA) cycle can be applied to all processes and to the EOMS as a whole. Figure 2 illustrates how Clauses 4 to 10 can be grouped in relation to the PDCA cycle.

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EOMS in the framework of ISO 21001



NOTE Numbers in brackets refer to clauses in this document.

Figure 2 — Representation of the structure of this document in the PDCA cycle


The PDCA cycle can be briefly described as follows:

- Plan: establish the objectives of the system and its processes, and the resources needed to deliver results in accordance with learners' and other beneficiaries' requirements and the organization's policies, and identify and address risks and opportunities
- Do: implement what was planned
- Check: monitor and (where applicable) measure processes and the resulting products and services against policies, objectives, requirements, and planned activities, and report the results
- Act: take actions to improve performance, as necessary

5.5.3 Risk-based thinking

Risk-based thinking is essential for achieving an effective EOMS. To conform to the requirements

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of this document, an organization needs to plan and implement actions to address risks and opportunities. Addressing both risks and opportunities establishes a basis for increasing the effectiveness of the quality management system, achieving improved results, and preventing negative effects.

Opportunities can arise as a result of a situation favourable to achieving an intended result, e.g., a set of circumstances that allow the organization to attract learners and other beneficiaries, develop new products and services, reduce waste or improve productivity. Actions to address opportunities can also include consideration of associated risks. Risk is the effect of uncertainty and any such uncertainty can have positive or negative effects. A positive deviation arising from a risk can provide an opportunity, but not all positive effects of risk result in opportunities.

5.6 Organizational mission, vision, and strategy

Figure 3 illustrates EOMS strategy as related to mission and vision.

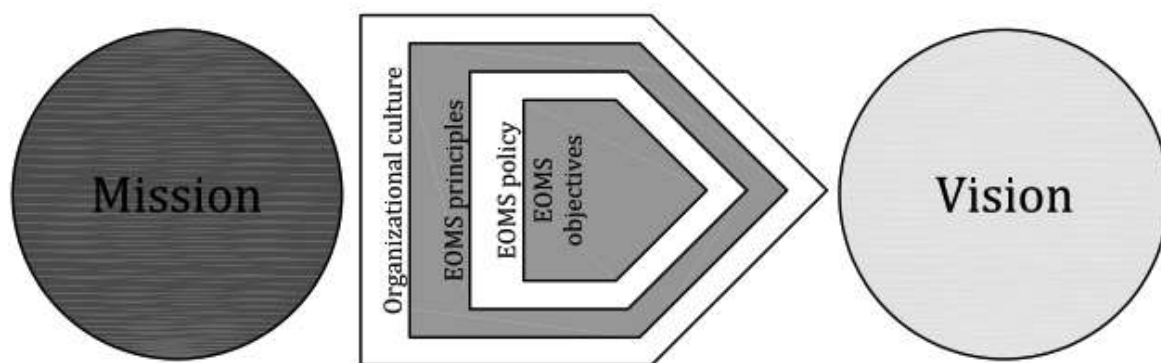


Figure 3 — EOMS strategy as related to mission and vision

The EOMS policy statements are framed by the organization’s culture (the complete set of beliefs and values that condition its behaviour) and by the EOMS principles. In turn, the EOMS policy statements provide the framework for the establishment of the EOMS objectives, which are periodically revised to ensure the organization’s mission is effectively and efficiently accomplished while walking the continuous path towards the achievement of the organization’s vision. The articulation of these elements is usually called a strategy.

5.7 Additional requirements and guidance

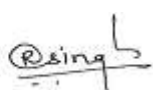
Annexure 5 outlines the principles for an EOMS.


Annexure 6 provides a classification of interested parties.

Annexure 7 provides guidelines for communication with interested parties.

Annexure 8 provides guidance on processes, measures, and tools in educational organizations.

Annexure 9 outlines health and safety considerations for educational organizations.

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4.3 Determining the scope of the management system for educational organizations

TRCAC considers the external and internal issues referred to in 4.1, the requirements of relevant interested parties referred to in 4.2, and the products and services of the TRCAC to determine the boundaries and the applicability of the EOMS to establish its scope.

TRCAC has applied all the requirements of ISO 21001 International Standard if they are applicable within the determined scope of its EOMS.

The scope of the EOMS is available and maintained as documented information. The scope states the types of products and services covered and provides justification for any requirement of ISO 21001 International Standard that the TRCAC determines is not applicable to its EOMS.

Conformity to ISO 21001 International Standard is claimed only if the requirements determined as not being applicable do not affect the TRCAC's ability or responsibility to ensure the conformity of its products and services and the enhancement of learners' and other beneficiaries' satisfaction.

All products and services provided to learners by an educational organization are included within the scope of this EOMS.

The scope of the EOMS is "To Provide Undergraduate Education in Faculty of Arts, Commerce and Science as per Norms and Standards of University of Mumbai
and

To Provide Higher Secondary Education in Arts and Commerce Stream as per Curriculum of Maharashtra State Board of Secondary and Higher Secondary Education, Pune"

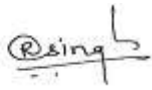
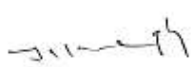
Exclusion – Nil


4.4 Management system for educational organizations (EOMS)

4.4.1 TRCAC has established, implemented, maintained, and continually improved EOMS, including the processes needed and their interactions, in accordance with the requirements of ISO 21001 International Standard.

TRCAC has determined Institutional Processes and Management Processes for the EOMS and their application throughout the TRCAC. These processes:

- determine the inputs required and the outputs expected from these processes
- determine the sequence and interaction of these processes
- determine and apply the criteria and methods (including monitoring, measurement, and related performance indicators) needed to ensure the effective operation and control of these processes
- determine the resources needed for these processes and ensure their availability
- assign the responsibilities and authorities for these processes
- address the risks and opportunities as determined in accordance with the requirements of 6.1
- evaluate these processes and implement any changes needed to ensure that these processes achieve their intended results

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h) improve the processes and the EOMS.

Sequences and interaction of Institutional and Management Processes have been depicted as follows:

- a) A pictorial view of the EOMS implementation – Section 03, Annexure of the Apex Manual.
- b) Sequence and interaction of processes – Section 04, Annexure of the Apex Manual.

To bring clarity to operations and effectiveness in controlling, the processes are well defined which essentially cover the following:

- 1) Purpose
- 2) Scope
- 3) Targets and Goals
- 4) Responsibilities
- 5) Procedure
- 6) Risks and Opportunities
- 7) Monitoring and Measurement
- 8) Analysis and Evaluation
- 9) Scope for Improvement
- 10) Records
- 11) References

4.4.2 To the extent necessary, TRCAC maintains documented information to support the operation of its processes and retains documented information to have confidence that the processes are being carried out as planned.

TRCAC has defined documentation as follows:

- a) **Apex Manual (TRCAC/EOMS/AM/01)**

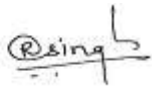
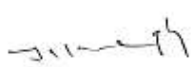
Apex Manual covers the following:


- 1) Complete structure of the EOMS as per ISO 21001 International Standard
- 2) All functional requirements for effective implementation and continual improvement of the EOMS

- b) **Procedure Manual (TRCAC/EOMS/PM/02)**

Procedure Manual covers the following:

- 1) Documented procedures as per ISO 21001 International Standard
- 2) Institutional Processes and Management Processes required for the EOMS
- 3) Documented information, including essential records as per ISO 21001 International Standard to ensure the effective planning, operation, and control of the Institutional and

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Management processes

- 4) Forms and Formats related to Institutional Processes required for the EOMS
- 5) Forms and Formats related to Management Processes required for the EOMS

4.5 References

Sr. No.	Document Name	Document Reference
1	ISO 21001 International Standard Management Systems for Educational Organizations- Requirements with Guidance for Use	TRCAC/MP/01/EXT/01

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5 Leadership

5.1 Leadership and commitment

5.1.1 General

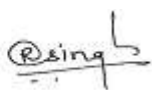
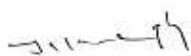
Top management of TRCAC demonstrates leadership and commitment with respect to the EOMS by taking the following measures:


- a) Taking accountability for the effectiveness of the EOMS
- b) Ensuring that the Educational Organization Policy and Educational Organization Objectives are established for the EOMS and are compatible with the context and strategic direction of the TRCAC
- c) Ensuring the integration of the EOMS requirements into the Institutional and Management processes
- d) Promoting the use of the process approach and risk-based thinking
- e) Ensuring that the resources needed for the EOMS are available
- f) Communicating the importance of effective educational organization management and of conforming to the EOMS requirements of the TRCAC
- g) Ensuring that the EOMS achieves its intended outcomes
- h) Engaging, directing, and supporting persons to contribute to the effectiveness of the EOMS
- i) Promoting continual improvement by conducting Management reviews in a defined manner and at defined intervals
- j) Supporting other relevant management roles to demonstrate their leadership as it applies to their areas of responsibility
- k) Supporting the sustainable implementation of the educational vision and related educational concepts
- l) Establishing, developing, and maintaining a strategic plan for TRCAC
- m) Ensuring that learners' educational requirements, including special needs, are identified, and addressed
- n) Considering principles of social responsibility

5.1.2 Focus on learners and other beneficiaries

Top management of TRCAC is directly responsible for ensuring that:

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

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TRCAC determines the learner's requirement at the initial stage. TRCAC has established Institutional Processes and Management Processes for compliance with the needs and expectations of learners and other beneficiaries. TRCAC monitors learners' satisfaction and educational progress.

TRCAC has established Institutional Processes and Management Processes to address risks and opportunities that can affect conformity of products and services and the ability to enhance learner and other beneficiary satisfaction. These are monitored continuously and reviewed in every MRM.

5.1.3 Additional requirements for special needs education

TRCAC has established Admission Process TRCAC/IP/01, Teaching Learning Process TRCAC/IP/02, Examination Process TRCAC/IP/03, Library Process TRCAC/IP/04, Co-curricular, Extra-curricular and Extension Activities Process TRCAC/IP/06, Placement and Higher Education Process TRCAC/IP/07, Training and Development Process TRCAC/MP/04 to address additional requirements for special needs education.

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

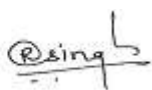
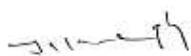
Top management of TRCAC ensures that resources and training are in place to support accessibility in learning environments and reasonable accommodation is provided for learners with special needs to promote an equitable access to facilities and the educational environments as other learners.

5.2 Policy

5.2.1 Developing the Policy

Top Management of TRCAC has established and maintained an Educational Organization Policy that

- supports the educational organization mission and vision
- is appropriate to the purpose and context of the TRCAC
- provides a framework for setting Educational Organization Objectives
- includes a commitment to satisfy applicable requirements
- includes a commitment to continual improvement of the EOMS
- takes into account relevant educational, scientific and technical developments
- includes a commitment to satisfy the TRCAC's social responsibility
- describes and includes a commitment towards managing intellectual property

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