

Criterion 6- Governance, Leadership and Management


Key Indicator- 6.1 Institutional Vision and Leadership

Metric No.	
6.1.1 QIM	<p><i>The governance of the institution is reflective of and in tune with the vision and mission of the institution</i></p> <p>Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers in the decision making bodies of the institution within a maximum of 200 words</p> <p>The College's governance framework, spearheaded by the Murgaoon Education Society's Board of Trustees, is intrinsically aligned with our vision of fostering a progressive and inclusive educational environment. This top-level governing body champions a democratic and participatory decision-making process, ensuring that the insights and perspectives of all stakeholders – including faculty, staff, and future generations of students – are considered in shaping the institution's trajectory.</p> <p>The strategic plan directly translates this vision into actionable priorities. A core emphasis is placed on Environmental Sustainability, evidenced by our ongoing commitment to implementing eco-friendly initiatives that contribute to a responsible and conscious campus environment. Concurrently, Institutional Advancement is a key strategic pillar, driving our aspiration for greater autonomy and the eventual attainment of deemed university status. This ambitious goal is rooted in our mission to enhance academic flexibility, foster innovation in curriculum development, and elevate the quality and impact of our research.</p> <p>Our collaborative management approach boosts effectiveness, with faculty playing key roles as Department Heads, on committees, and in the Local Managing Committee. This decentralized system ensures decisions are guided by both academic knowledge and ground-level insights, encouraging shared ownership and responsibility in achieving the College's vision and mission.</p> <p>Link</p>
6.1.2 QIM	<p><i>The effective leadership is visible in various institutional practices such as decentralization and participative management.</i></p> <p>Describe a case study showing decentralization and participative management in the institution in practice within a maximum of 200 words</p> <p>The institution follows a decentralized and participatory governance model, involving students, alumni, parents, and staff in various committees. Faculty and students are encouraged to lead the planning and execution of activities. Proposals from department heads, association chairpersons, and cell coordinators are reviewed by the Institutional Quality Assurance Cell (IQAC), and once approved, are integrated into the annual college calendar. This reflects the institution's</p>

	<p>commitment to inclusive, transparent, and responsive functioning.</p> <p>Case Study (NSS Unit)</p> <p>The institution's NSS Units operate under a decentralized, participatory model guided by the NSS Advisory Committee. A key example is the adoption of Birla Village for sustained community engagement. The NSS Programme Officer In-charge, along with other NSS POs and student volunteers, engages directly with villagers to identify their most pressing needs. This approach fosters a strong sense of co-ownership in addressing local challenges.</p> <p>Based on these insights, collaborative proposals are developed for health camps, literacy drives, environmental initiatives, and skill development workshops. These are reviewed by the IQAC to ensure alignment with NSS objectives and the institution's broader vision. Regular feedback ensures all initiatives remain relevant, impactful, and community-focused.</p> <p>Link</p>
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Key Indicator- 6.2 Strategy Development and Deployment

Metric No.	
6.2.1	<p><i>The institutional Strategic/ perspective plan is effectively deployed</i></p>
QIM	<p>Describe one activity successfully implemented based on the strategic plan within a maximum of 200 words</p> <p>As part of MES Vasant Joshi College's Strategic Plan for 2024–25 and, in line with the goals outlined in the Institutional Development Plan, strengthening research was identified as a key focus and actively discussed in staff meetings. Acting on this vision, the college organised a five-day Faculty Development Programme on Research Methodology from 19th to 25th September 2024, led by the RDI Cell and IQAC. The sessions helped faculty deepen their understanding of research design, data analysis, ethics, and the use of AI in research.</p> <p>To involve students meaningfully, the college introduced Certificate Courses in Research Methodology. A Workshop on Quantitative Data Analysis was also held on 28th February 2025 for SYBBA students.</p> <p>On 16th April 2025, an International Conference brought together faculty and students to present papers and engage in interdisciplinary discussions. Faculty also took part in conferences at various academic levels.</p> <p>Another major initiative was the State Level Summer School on Research Methodology in Social Sciences, held from 6th to 10th May 2025, for school and higher secondary teachers, with support from the Goa State Research Foundation.</p> <p>Together, these efforts reflect a clear and committed push to build a strong and inclusive research culture.</p>

	<p>File Description</p> <ol style="list-style-type: none"> 1. Strategic Plan and deployment documents on the website: https://mescollege.edu.in/wp-content/uploads/2023/10/idp.pdf 2. Paste link for additional information 3. Upload any additional information
<p>6.2.2 QIM</p>	<p><i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i></p> <p>Describe the Organogram of the Institution within a maximum 200 words</p> <p>MES Vasant Joshi College, affiliated to Goa University and recognized under Sections 2(f) and 12(B) of the UGC Act, functions through a transparent and participative governance model. Policies related to administration, service rules, and institutional functioning are implemented effectively through structured mechanisms. A key example is the deployment of the Green Initiative Policy. Under this policy in 2024–25, the college undertook a Green Audit. Additionally the institution celebrated environment-focused days such as World Environment Day and Van Mahotsav. It also established a kitchen garden and a medicinal plant garden on campus—demonstrating the institution’s policy-driven commitment to sustainability.</p> <p>The governance structure begins with the Managing Committee of the Murgaoon Education Society, which provides overall direction. The Local Managing Committee (LMC), comprising the Principal and faculty representatives, oversees day-to-day decisions. The Principal, supported by the Vice-Principal, IQAC Coordinator, and Heads of Departments, ensures the implementation of academic and administrative strategies.</p> <p>Administrative operations are managed by the Head Clerk, Accountant, UDCs, LDCs, and MTS. The Librarian and Director of Physical Education oversee their respective units. Advisory and statutory bodies like IQAC and the College Council foster transparency and collective decision-making. This structured organogram supports effective, accountable, and policy-oriented institutional functioning.</p> <p>File Description</p> <ol style="list-style-type: none"> A. Paste link for additional information B. Link to Organogram of the Institution webpage :  organogram with letter head-Suggested.pdf C. Upload any additional information
<p>6.2.3. QnM</p>	<p><i>Implementation of e-governance in areas of operation</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Options:</p> <ol style="list-style-type: none"> A. All of the above B. Any 3 of the above C. Any 2 of the above

	<p>D. Any 1 of the above E. None of the above</p> <p>Data Requirements: (As per Data Template)</p> <ul style="list-style-type: none"> ● Areas of e-governance Administration Finance and Accounts Student Admission and Support Examination ● Name of the Vendor with contact details ● Year of implementation <p>File Description (Upload)</p> <ul style="list-style-type: none"> ● ERP (Enterprise Resource Planning) Document ● Screen shots of user inter faces ● Any additional information ● Details of implementation of e-governance in areas of operation, Administration etc(Data Template)
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Key Indicator- 6.3 Faculty Empowerment Strategies

Metric No.	
6.3.1 QIM	<p><i>The institution has effective welfare measures for teaching and non-teaching staff</i></p> <p>Provide the list of existing welfare measures for teaching and non-teaching staff within a maximum of 200 words:</p> <p>The college has implemented a range of welfare measures, grouped into distinct categories, to ensure employees remain motivated and maintain high morale:</p> <p>1) Social Measures</p> <ul style="list-style-type: none"> ● The college facilitates access to Government Welfare Schemes. 09 staff members benefitted: Maternity Leave – 01, Child Care Leave – 03, Sabbatical Leave – 01, and Paternity Leave – 04, Medical leave - nil. ● A vibrant Staff Club promotes bonding and morale through celebration of festivals, staff lunches, experiential learning trips, movie outings, and felicitation of staff on superannuation. ● The staff have access to two pantries and drinking water facility, as well as Wi-Fi. <p>2) Economic Measures</p> <ul style="list-style-type: none"> ● The M.E.S. Employees Cooperative Credit Society, with 67 active members, provides financial support —12 members availed long-term loans and 10 members availed short-term loans. ● The college encourages applications for Reimbursement of Children’s Education Allowance to support the educational needs of staff dependents – 18 staff applied during this year. ● A Staff Enrichment Program on Money Mastery, was organised for the staff. ● Leave Travel Concession (LTC) availed during the year – 01 staff. <p>3) Health and Well-being</p>

	<ul style="list-style-type: none"> • Zumba sessions were conducted for staff and students during the Annual Athletic Meet to encourage physical fitness and relaxation. • A certified doctor visits the campus weekly to offer medical consultation to staff and students, ensuring timely healthcare support. <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information 6.3.1 Additional Information (merged)_compressed.pdf • Upload any additional information 				
<p>6.3.2 QnM</p>	<p><i>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</i></p> <p>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</p> <table border="1" data-bbox="344 763 655 880"> <tr> <td>Year</td> <td>2024</td> </tr> <tr> <td>Number</td> <td>20</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the teacher • Name of conference/ workshop attended for which financial support provided • Name of the professional body for which membership fee is provided <p>File Description:</p> <ul style="list-style-type: none"> • Upload any additional information 6.3.2 Additional Information.pdf • Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) 6.3.2.1 Number of teachers provided with financial support.xlsx 	Year	2024	Number	20
Year	2024				
Number	20				
<p>6.3.3 QnM</p>	<p><i>Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year</i></p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year</p> <table border="1" data-bbox="344 1435 655 1552"> <tr> <td>Year</td> <td>2024</td> </tr> <tr> <td>Number</td> <td>05</td> </tr> </table> <p>Data requirement for year: (As per Data Template)</p> <ul style="list-style-type: none"> • Title of the professional development Programme organized for teaching staff • Title of the administrative raining Programme organized for non- teaching staff • Dates (From-to) <p>File Description (Upload):</p> <ul style="list-style-type: none"> • Reports of the Human Resource Development Centres (UGCASC or other relevant centres). 6.3.3 Report of Academic Staff College.pdf • Reports of Academic Staff College or similar centers 6.3.3 Report of Academic Staff College.pdf • Upload any additional information 6.3.3 Additional Information.pdf • Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) 6.3.3 Excel Template.xlsx 	Year	2024	Number	05
Year	2024				
Number	05				

<p>6.3.4 QnM</p>	<p>Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year(Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during theyear</p> <table border="1" data-bbox="363 465 673 584"> <tr> <td>Year</td> <td>2024</td> </tr> <tr> <td>Number</td> <td>33</td> </tr> </table> <p>Data requirement for the year: (As per Data Template)</p> <ul style="list-style-type: none"> ● Number of teachers ● Title of the Programme ● Duration (From–to) <p>File Description</p> <p>D. IQAC report summary 6.3.4 IQAC Report Summary.pdf</p> <p>E. Reports of the Human Resource Development Centres (UGCASC or other relevant centers). 6.3.4 Report of Human Resource Development Centre 2.pdf</p> <p>F. Upload any additional information 6.3.4 Additional Information - Certificates (2) 2.pdf</p> <p>G. Details of teachers attending professional development programmes during the year (Data Template) 6.3.4 No. of Teachers undergoing FDPs.xlsx</p>	Year	2024	Number	33
Year	2024				
Number	33				
<p>6.3.5 QIM</p>	<p>Institutions Performance Appraisal System for teaching and non- teaching staff</p> <p>Describe the functioning status of the Performance Appraisal System for teaching and non-teaching staff within a maximum of 200 words.</p> <p>Response:</p> <p>The college implements a well-structured Performance Appraisal System aligned with UGC regulations and Goa University statutes. Teaching staff seeking promotion submit the PBAS (Performance-Based Appraisal System) proforma under the Career Advancement Scheme (CAS). Faculty performance is assessed based on teaching-learning outcomes, research contributions, and administrative responsibilities. In the academic year 2024–25, six teaching staff members were promoted under CAS.</p> <p>Additionally, the Principal’s Review and Feedback for teaching staff is conducted at the end of each semester, which evaluates academic, administrative, and research performance.</p> <p>For non-teaching staff, the appraisal system follows the Government of Goa’s Modified Assured Career Progression Scheme (MACPS). Annual Confidential Reports (CRs) are compiled by the Head Clerk and submitted to the Principal. A Departmental Promotion Committee (DPC), constituted by the Chairman of the Managing Committee as per DHE norms, evaluates the reports and forwards its recommendations for approval. In 2024–25, two non-teaching staff received their first financial upgradation under MACPS.</p> <p>This performance review mechanism fosters a culture of accountability, transparency, and continuous professional growth across all categories of staff.</p> <p>File Description</p> <ul style="list-style-type: none"> ● Paste link for additional information 6.3.5 Additional Information.pdf 				

	<ul style="list-style-type: none"> • Upload any additional information
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Key Indicator- 6.4 Financial Management and Resource Mobilization

Metric No.	
6.4.1 QIM	<p><i>Institution conducts internal and external financial audits regularly</i> Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words</p> <p>Internal and external financial audits are conducted on a regular basis by the College.</p> <p>Internal Audit: The internal audit is performed on an annual basis. A designated auditor, appointed by the Governing Body of the College, undertakes the internal audit. The internal audit for the financial year 2024-2025 was executed by M/s D.S. Pawoskar & Co., yielding satisfactory findings. This audit comprehensively examines all financial receipts and disbursements of the college. A comprehensive audit report, accompanied by the finalized audited accounts, is presented to the management.</p> <p>External Audit: The external audit is executed in accordance with the directives established by the Government of Goa. The Directorate of Higher Education, Government of Goa, located in Alto Porvorim, is authorized to carry out the external audit. The Accountant, Principal, and Managing Committee provide their utmost collaboration to ensure the seamless execution of the audit process. The audit has been completed up to the financial year ending March 2021, and the corresponding reports are currently pending.</p> <p>File Description</p> <ul style="list-style-type: none"> • Paste link for additional information • Upload any additional information

<p>6.4.2 QnM</p>	<p><i>Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)</i></p> <p>6.4.2.1: Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)</p> <table border="1" data-bbox="343 353 705 436"> <tr> <td>Year</td> <td></td> </tr> <tr> <td>INR in Lakhs</td> <td>15.124</td> </tr> </table> <p>Data requirement for year (As per Data Template)</p> <ul style="list-style-type: none"> • Name of the non-government bodies, individuals, Philanthropers • Funds / Grants received <p>File Description</p> <ul style="list-style-type: none"> • Annual statements of accounts • Any additional information • Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) 	Year		INR in Lakhs	15.124
Year					
INR in Lakhs	15.124				
<p>6.4.3 QIM</p>	<p><i>Institutional strategies for mobilization of funds and the optimal utilization of resources</i></p> <p>Describe the resource mobilization policy and procedures of the Institution within a maximum of 200 words</p> <p>Response:</p> <p>The institution, a government-aided college affiliated with Goa University, employs clear strategies for fund mobilization and optimal resource utilization.</p> <p>Resource Mobilization Policy and Procedures: The college primarily mobilises funds through salary and non-salary grants received from the Government of Goa, and additional funding is secured through grants, donations, scholarships, and sponsorships.</p> <p>Optimal Utilization of Resources Policy and Procedures: To ensure a smooth financial flow, all funds are utilised strictly in accordance with the college fund utilization policy. Salary grants are directly deposited into the respective accounts of teaching and non-teaching staff by the college office. Non-salary grants from the Government of Goa, are designated for maintenance, furniture, and student activities, with an additional fifteen lakhs allocated for annual security, cleaning, and gardening expenses.</p> <p>A key procedure involves maintaining separate budget and bank accounts for Government-aided courses (B.A. and B.Com) and self-financing courses (B.B.A., B.C.A., and M.Com). All collected funds are meticulously managed, with expenditures planned through budgets and income and expenditure statements. Furthermore, the institution ensures financial accountability through consultations with relevant authorities. Financial statements are reviewed by the college accountant and subsequently require approval from the Principal.</p> <p>File Description</p>				

	<ul style="list-style-type: none">• Paste link for additional information• Upload any additional information
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6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 200 words

The Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes across academic and administrative functions. Through systematic planning, monitoring and review, the IQAC has fostered a culture of continuous improvement, transparency and accountability. As part of quality initiatives, the institution has undertaken green audit, energy audit and gender audit, promoting sustainability, inclusivity and responsible governance.

Two significant practices institutionalized through IQAC initiatives are as follows.

First, stakeholder feedback system: IQAC has established a structured mechanism for collecting feedback from students, parents, alumni and teachers through standardized formats. Feedback on curriculum, teaching learning process and support services is analyzed and used for academic planning, curriculum enrichment and corrective actions, thereby improving effectiveness and relevance.

Second, faculty development and teaching learning review: In collaboration with the Research Development and Innovation Cell, IQAC organized a five day Faculty Development Programme on Research Methodology to enhance research competencies. Eminent resource persons conducted interactive sessions, strengthening research culture. IQAC also periodically reviews teaching plans, lecture engagement, pedagogical methods and learning outcomes, leading to experiential learning practices and certificate courses delivered by faculty as resource persons, enhancing employability and outcome based education and innovation.

File Description:

- [Upload Additional information](#)
- [Provide Link for Additional information](#)

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The IQAC periodically reviews the teaching-learning process, operational structures, methodologies, and learning outcomes to drive continuous improvement. Among the reforms facilitated is the

Experiential learning promotes holistic development by encouraging students to reflect on their experiences, analyze outcomes, and make informed decisions. It prepares them for real-life work environments and builds confidence, leadership skills, and a sense of social responsibility.

By bridging the gap between theory and practice, experiential learning contributes significantly to academic excellence and employability. It aligns with the objectives of outcome-based education and supports the development of lifelong learners who can adapt to diverse and changing environments.

Certificate Course: The IQAC holds regular meetings to discuss and assess critical areas of college development. In line with its efforts to enhance industry readiness and foster strong institution-industry linkages, the college introduced certificate courses focused on equipping students with practical, market-relevant skills. These courses were thoughtfully designed to bridge the gap between academic learning and industry demands, offering participants valuable insights and hands-on competencies. Through active collaboration with industry partners, this initiative not only improved students' employability but also underscored the institution's dedication to providing holistic and future-ready education.

[Upload Additional information](#)

- [Provide Link for Additional information](#)

6.5.3 - Quality assurance initiatives of the institution include:

Regular meeting of Internal Quality Assurance Cell (IQAC);

Feedback collected, analyzed and used for improvements

Collaborative quality initiatives with other institution(s)

Participation in NIRF

any other quality audit recognized by state, national or international agencies (ISO Certification, NBA

Option A

Options:

- A. All of the above
- B. Any 3 of the above
- C. Any 2 of the above
- D. Any 1 of the above
- E. None of the above

Paste Link of annual report

[Upload e-copies of the accreditation and certifications](#)

[Upload any additional information](#)

[Data template](#)