

## **Institutional Distinctiveness**

Murgaon Education Society (M.E.S.) was established in 1971 with a mission to provide access to higher education, to the youth residing in and around Mormugoa Taluka. This was a boon to students who had to travel to neighbouring towns.

M.E.S. College of Arts & Commerce was the first educational institution set up by Murgaon Education Society in the year 1972. Over the years the college has helped students to develop a positive attitude towards national and global development. The College aims to bring integrated development of its students so that they can play a positive role in nation building, become self-reliant, and provide leadership to the society.

The institution is distinctive as, in line with its vision of 'serving the society', it provides higher education, giving equal opportunity to all students seeking admission. The college lays emphasis on the educational needs of economically backward class and deprived communities belonging to SC/ST/OBC categories. Many of the students come from slum areas, migrant settlements and minority communities. Many are first generation learners belonging to the socially and economically backward sections of the society. The institution believes in inclusive education in terms of gender, income, caste, etc.

With a view to have an in-depth understanding of the socio-economic background of students, the IQAC conducted a survey of students across all programmes, aided as well as self-financed. The purpose of the survey was to analyze the household monthly income, educational qualification of parents and state/country of origin. It was found that students do not provide accurate information pertaining to family income at the time of seeking admissions. Further, information about the education level of parents and state of origin is not known. A questionnaire was distributed by the mentors of each class to the students.

As far as the aided programmes are concerned, there were a total of 815 respondents. It was found that for 30% of the respondents, the household monthly income was below Rs. 10,000 and for 38% of the respondents, the household monthly income was between Rs 10,001 – Rs 20,000. This clearly shows that for 68% of the respondents, the household monthly income was less than Rs 20,000. Only for 11.5% of the respondents the monthly income was above Rs 40,000. An analysis of the educational qualification of parents shows that 15% of them were either illiterate or had primary education, 19% of them were school dropouts and 53% of them had completed either SSC or HSSC. It was observed that only 13% of them were either graduates/ diploma holders or post-graduates. An analysis of the state of origin shows that students were

originally from 24 states across the country. Many of their parents were migrants who have settled down in Goa. About 48% of them were Goans. This shows that students come from diverse cultures. There were three students from Afghanistan.

An analysis of the socio-economic background of students in the self-financed programmes, namely, BCA, BBA and BBA (Shipping & Logistics) was also done. There were a total of 111 respondents. As far as the self-financed programmes are concerned, it was found that for 48% of the respondents, the household monthly income was less than Rs 20000 and for 30% of them, household monthly income was above Rs 40,000. An analysis of the educational qualification of parents shows that that 9% of them were illiterate, 9% of them were school dropouts and 44% of them had completed either SSC or HSSC. It was observed that 38% of them were either graduates/ diploma holders or post-graduates. An analysis of the state of origin shows that students were originally from 11 states across the country. Many of their parents were migrants who have settled down in Goa. About 53% of them were Goans. There were 17 students from Afghanistan, one from Bahrain and one from UK.

The institution strives hard to support students who are financially weak through Students' Education Fund created by the faculty. Every year faculty members contribute a requisite amount from their salary to this fund voluntarily. The said funds are made available to the needy students based upon the number of applicants and available funds.

Whenever the sanctioned intake capacity is full, efforts are made to obtain additional divisions and faculty by obtaining NOC from Directorate of Higher Education (DHE), Government of Goa and Goa University with an aim of providing education to all.

The college serves the society through

- Organising blood donation camps
- Conducting anti-plastic awareness drive
- Distribution of cloth bags in the local festival and to the shop keepers in the surrounding areas
- Adoption of village (Zari and Sancoale village)
- Financial literacy programmes in vernacular languages
- Sharing of the college resources with the surrounding community (hall, sports ground, library, etc)
- Celebration of the 'joy of giving' week, wherein household articles, clothes, grocery, etc. are donated to the needy people with the help of NGOs.

- Awareness drive on voter's rights and the election process in the nearby villages.
- Collection of funds for the victims of national disaster.
- Provision of college infrastructure for the conduct of state/central examinations is done free of cost.

These experiences have enriched education and contributed to inculcating the values of community development, spiritual values, transparency and service to humanity.