

# A.V.C. COLLEGE (AUTONOMOUS)

NAAC Reaccredited 'A+' Grade Institution (4th Cycle) (CGPA=3.46/4.00)

NIRF All India Ranking 2024: College Rank Band 101-150

UGC Recognised "College with Potential for Excellence" - Phase I & II

MANNAMPANDAL, MAYILADUTHURAI - 609 305.

## Socio-Economically Disadvantaged Groups (SEDGs)



Internal Quality Assurance Cell (IQAC)

A.V.C. College (Autonomous)

Mannampandal, Mayiladuthurai, Tamilnadu - 609 305.

## **SOCIO-ECONOMICALLY DISADVANTAGED GROUPS (SEDGs)**

Accessibility of quality education to all has been a major challenge in countries all over the world. In our country, there are several disadvantaged groups, such as women, minorities, SCs and STs, who lag behind others in the field of education. Taking all together in the development of the nation is the prime goal of the Government of India. The students belonging to SEDGs face several challenges and difficulties in accessing quality education because of socio-cultural, economic, and historical reasons. People with the following identities as *Socio-Economically Disadvantaged Groups* (SEDGs) and emphasized their increased participation, particularly in higher education:

### **(i) Gender Identity:**

- Female (Girls and Women make up about half of all SEDGs and, in particular, those belonging to underrepresented groups have multiple disadvantages)
- Transgender.

### **(ii) Social Backwardness Identity:**

- Scheduled Castes (SCs)
- Scheduled Tribes (STs)

### **(iii) Educational and Economic Backward Identity:**

- Non-Creamy Layer among Other Backward Classes (OBCs)
- Economically Weaker Sections (EWSs)
- Students from the vernacular medium schools
- First Generation Learners

### **(iv) Minority Identity:**

- Religious Minorities
- Linguistic Minorities

### **(v) Persons with Disabilities and Benchmark Disabilities.**

- A person with long-term physical, mental, intellectual, or sensory impairment,
- A person with not less than forty percent of a specified disability as certified by the certifying authority.

### **(vi) Vulnerable and Low Socio-economic conditions:**

- Migrant communities,
- Low-income households Below Poverty Line (BPL)
- Child beggars and Children in vulnerable situations
- Victims of or children of victims of trafficking
- Students who lost their parents
- Any other group of low socio-economic conditions

### **(vii) Less-developed, poor-access, and disadvantaged locations:**

- Villages and towns,
- Tribal Areas/Scheduled Areas as mentioned in the V and VI Schedule under the Constitution of India.
- Slums, • Aspirational Areas with Special Educational Zones (SEZs)
- North East States, • Islands, • Border Areas.
- Conflict Prone Areas, • Disaster-prone areas, including flood, drought, earthquake, etc.

Achieving the Sustainable Development Goals (SDGs), adopted by all United Nations Member States in 2015, particularly the challenges related to achieving SDG-4 (quality education), SDG-5 (gender equality), SDG-1 (no poverty), and SDG-8 (decent work and economic growth). These guidelines are meant to ensure that students belonging to Socio-Economically Disadvantaged Groups (SEDGs) have a safe and secure environment and equitable access to quality education in Higher Educational Institutions (HEIs).

**Objectives:**

- a) Improving equitable access to quality education for SEDGs through bridge courses, earn while-learn, and outreach programmes;
- b) Extending and ensuring basic facilities and amenities to SEDGs for inclusive, healthy, safe, and secure environments on campuses; and
- c) Setting up Equal Opportunity Cell for the purpose of sensitization of all stakeholders, policy implementation, monitoring, equalizing access to inclusive quality higher education, ensuring respectful dignity, promoting egalitarian and constitutional values, and grievance redressal in Higher Education Institutions in India.

The following measures are undertaken to achieve the objectives:

1. Admissions processes and Curriculum are more inclusive.
3. Conduct *bridge courses* for students from disadvantaged educational backgrounds.
4. Ensure *sensitization* of faculty, counselors, and students on the gender-identity issue and its inclusion in all aspects of the College, including curriculum.
5. Strictly enforce all *no-discrimination* and *anti-harassment rules*.
6. Develop a roadmap that contains specific plans for action on increasing participation from SEDGs, including but not limited to the above items.

To facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), HEIs may undertake appropriate affirmative actions such as a) Bridge Courses, b) Earn-while Learn, c) Outreach programmes - SEDGs Special Education Zones, and d) Sensitizing Stakeholders of HEIs.

Finally, to ensure the working of these measures, primarily for making the HEIs more inclusive, equitable, and sensitive to SEDGs, HEIs shall establish an Equal Opportunity Cell (EOC) for Socio-Economically Disadvantaged Groups. A brief account of each of these measures is given on the following pages:

**Bridge Courses:**

Bridge courses are helpful, especially for newly admitted students in the transition to studying in higher education institutions. It is aimed at helping the moderate and below moderate level students belonging to the SEDGs at the entry-level to bridge the gap between the subjects studied at the previous level and those to be examined at the entry level of the new academic programme that the students have been admitted to. It provides an adequate foundation in the core subjects so that such students do not have difficulty when the classes commence.

The bridge courses are intended to help the students of SEDGs category perform academically at par with other category students. Such courses are to be conducted every year before the commencement of the semester programme. The Bridge courses are to provide in advance both primary and supplementary knowledge on the advanced subjects taught to these students during the semesters. For this purpose, academic institutions need to identify students who require to undergo the bridge courses, and wherever possible, the bridge courses can be taught in the local languages. The bridge courses should be tailor-made to meet the requirements of SEDG students, and a unique timetable should be prepared to deliver the content.

### **Objectives of Bridge courses:**

- To help the students to overcome deficiencies in their learning.
- To help those students with different learning abilities and multiple challenges to perform at par with other students.
- To act as a buffer for the new entrants.
- To provide adequate time to the SEDGs students for a smooth transition to hardcore engineering and other professional courses.
- To provide in advance basic knowledge on core courses to prepare the students for the identified courses, which will commence in the forthcoming semesters.
- To equip the students with the necessary knowledge and confidence to take on more challenges.

### **Steps taken by College:**

- ✓ Bridge courses for students with learning deficiencies and inadequacies. These classes are conducted for students to assist them in achieving expected competencies in subjects. Bridge courses can also be taken from online platforms such as SWAYAM.
- ✓ **Orientation courses for freshers.** These are preparatory courses such as mathematics, computers, communication skills, accounting, etc., designed to connect a student's previous course. The course student wants to join so that he/she does not have to begin from the start of the course the student wants to take differently from the course he is currently pursuing.

### **Broader Areas focused upon:**

- ✚ The national development concerns, development perspectives, and priorities.
- ✚ Connect with the community, world of work, and global society.
- ✚ Self-empowerment, motivation, teamwork, and leadership development.
- ✚ Elective living in a constructive and creative way with competence and confidence;
- ✚ life skills including elective communication, decision-making, problem-solving,
- ✚ creative thinking, critical/ scientific thinking, interpersonal skills, self-awareness,
- ✚ empathy, equanimity, coping with stress, and resilience.
- ✚ Emerging career opportunities and challenges.
- ✚ E-learning resources, application of Information and Communications Technology (ICT), and social media for making education employable.