



VILLA MARIE DEGREE COLLEGE FOR WOMEN

6-3-1089, Raj Bhavan Road, Somajiguda, Hyderabad - 500082
Affiliated to Osmania University, Management Programs Approved by AICTE
Recognised by UGC u/s 2(f), an ISO 9001:2015 Certified Institution
Accredited by NAAC with B++ Grade

MINORITY, BACKWARD & SPECIALLY CHALLENGED COMMITTEE

[SOCIO ECONOMICALLY DISADVANTAGED GROUPs (SEDGs)]

Introduction

Villa Marie Degree College for Women is committed to promoting equality, inclusivity, and social justice in higher education. As a minority institution, the college recognizes its responsibility to provide a supportive and empowering environment for students belonging to minority communities, socially and economically disadvantaged groups, backward classes, and specially challenged students.

In accordance with the principles enshrined in the Constitution of India, the college established the **Minority, Backward & Specially Challenged Committee** from the academic year 2018–2019 to safeguard the rights and welfare of students from Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), EWSs, minority communities, and students with disabilities. This committee is operating in line with the **SOCIO ECONOMICALLY DISADVANTAGED GROUPs (SEDGs)**.

The committee aims to ensure equal opportunities in academic, social, cultural, and personal development while fostering dignity, respect, and confidence among all students. The institution remains committed to upholding constitutional provisions including Article 29, Article 30, and Article 340, which focus on the protection and advancement of minorities and backward communities.

The college provides an inclusive, safe, and equitable educational environment for students belonging to minority communities, backward classes, and specially challenged groups. The institution ensures that no student faces discrimination on the basis of caste, religion, disability, culture, language, or socio-economic background.

The college further commits to:

- Promoting equal access to education and institutional resources.
- Supporting academic growth and personal development of disadvantaged students.
- Creating awareness regarding welfare schemes, and support services.
- Encouraging participation in curricular, co-curricular, and leadership activities.

- Addressing grievances and challenges faced by students belonging to these categories in a fair and sensitive manner.

Objectives:

The objectives of the Minority, Backward & Specially Challenged Committee are to:

- Identify students belonging to SC, ST, OBC, minority communities, and specially challenged categories within the institution.
- Create awareness about government scholarships, financial assistance, and welfare schemes available for eligible students.
- Ensure a supportive and secure campus environment where all students feel respected and protected.
- Empower students and faculty from minority and backward communities through guidance, mentoring, and developmental initiatives.
- Address the short-term and long-term academic, social, emotional, and infrastructural needs of students from these groups.
- Promote inclusivity, diversity, and equal opportunity within the institution.

Aims:

The committee aims to support the holistic development of students and faculty belonging to minority communities and socially backward sections. The committee seeks to facilitate their academic progress, emotional well-being, spiritual needs, and active participation in institutional life.

Composition of Socio Economically Disadvantaged Groups (SEDGs)

| S.No | Name | Designation | Position |
|-------------|-------------------------|------------------------|-----------------------------|
| 1 | Mrs. Revati Devi Mathur | Principal | Chair-Person & ICC-Convenor |
| 2 | Mrs. Gayatri | Asst. Prof | Member |
| 3 | Dr. K. Naveen Kumar | IQAC – Coordinator | Member |
| 4 | Mr. Venkatesh | Physical Director | Member |
| 5 | Dr. Latha Gowlikar | Asst. Professor | Member |
| 6 | Mrs. Y. Ratna | Administration Officer | Member |
| 7 | Lingala Persis | Student | Member |
| 8 | Bachalakura Shruthi | Student | Member |

Activities:

1. **Bridge Courses:** Students of the first semester undertake Bridge Courses during the first week of the programme. Students are introduced to the basics through this introductory programme. The course helps them smoothly transition from secondary education to graduate studies by familiarizing them with the foundational concepts of their respective disciplines and preparing them for advanced learning.

It familiarizes students with the curriculum, learning methods, and digital tools required for higher education. By the end of the course, students develop confidence, teamwork, and foundational knowledge that prepares them for successful academic and professional growth. The bridge courses also enable students to strengthen their interpersonal and presentation skills, which eventually contribute to their academic and professional growth. The programme adopts peer learning and experiential learning methods during the initial phase, allowing students to approach higher education in a structured and engaging manner.

The bridge course concludes with an interactive group session with senior students, helping freshers understand academic expectations, explore digital skills, learn about internship opportunities and prepare themselves for various curricular and co-curricular activities offered by the institution.

2. **Earn - while – Learn Scheme:**

a) Certificate Courses – A Value-Added Best Practice

The Certificate Courses offered by our institution serve as a significant value addition to the core curriculum. These programs are thoughtfully designed to enhance students' practical exposure, strengthen their employability, and prepare them to meet real-world workplace expectations. By complementing the main academic subjects, the courses effectively bridge the gap between theoretical learning and industry requirements.

The selection of programs is guided by current market trends and emerging industry needs, ensuring relevance and applicability. First-year students, who come from diverse academic backgrounds, are initially provided with Soft Skills training to build essential foundational competencies. In subsequent years, students are given the flexibility to choose from a wide range of specialized courses aligned with their individual interests and career aspirations.

Over time, these Certificate Courses have evolved into one of the institution's best practices, significantly contributing to the holistic development and enhanced employability of students.

b) Placements

Students secure placements in reputed MNCs through campus recruitment drives. The placement activities and the Campus Recruitment Training Program help students improve their technical, communication, and professional skills, enabling them to begin their careers in leading organizations.

c) Internships

As part of the curricular practices, students are regularly encouraged to undertake internships during their summer breaks. Students successfully complete internships in reputed organizations and learning centres. These internships provide valuable industry exposure, practical learning experiences, and opportunities to enhance professional competency.

Students are given opportunities to work in different sectors. Through these experiences, students develop communication skills, teamwork, leadership qualities, professional ethics and workplace adaptability. Many students who perform well during their internships continue to work with the organizations as part-time employees.

Apart from providing financial independence, internships help students gain confidence and understand professional work culture at an early stage. The practical exposure enables them to identify their interests, strengths, and career aspirations more clearly. Students also learn how to handle responsibilities, meet deadlines, interact with clients and work in team-oriented environments. These internship experiences significantly enhance their employability and help them make informed decisions regarding their future career pathways and higher education opportunities.

d) Entrepreneurship Development (ED) Cell activities: These activities encourage innovation, leadership, and entrepreneurial thinking through workshops, mentoring, business idea competitions, and interaction with industry experts.

- 3. Outreach Programs:** The outreach programs are organized to develop social responsibility, leadership, and community engagement among students. Through activities such as awareness campaigns, village visits, environmental initiatives, and social service programs, students gain practical exposure and learn the importance of contributing to society. These

programs help in building empathy, teamwork, and ethical values alongside academic learning.

4. **Program for Slow Learners:** The institution gives special attention to students who require additional academic support through a structured remedial teaching system. Slow learners are identified at the beginning of the degree programme through various assessment methods such as diagnostic tests, classroom activities, assignments, worksheets, presentations and internal examinations. Faculty members carefully observe the learning abilities, comprehension levels, communication skills and subject understanding of students in order to identify those who may need extra academic guidance. Once identified, these students are encouraged to attend remedial classes conducted by the respective departments. The objective of these classes is to strengthen the students' foundational knowledge, clarify doubts and improve their confidence in learning.
5. **Orientation Program:** Formal orientation for I-year students introduces them to the institution's academic structure, rules, curriculum, examination system, and career opportunities through organized sessions and presentations. Informal orientation helps students interact freely with faculty, seniors, and classmates through ice-breakers, group activities, and campus interactions. Together, these orientations help students adjust comfortably to college life, build confidence, and develop a sense of belonging.
6. **Health & Well Being:** The Health Centre on campus aims to provide immediate healthcare access, promote preventive healthcare, support mental well-being, raise health awareness, and create a safe and wellness-focused environment for students and staff.
7. **Counselling Cell:** College can be a challenging time for many students, and sometimes we all need someone to talk to. That's why Villa Marie has established counselling cell to provide emotional, psychological and academic support to the students.

The counselling cell is a dedicated space where students can discuss their issues and concerns. These professionals are experienced in helping students navigate a wide range of problems, from stress and anxiety to relationship issues and academic challenges and to provide students with the support they need to overcome their difficulties.

In addition to one-on-one counselling, counselling cell organizes workshops and group sessions on topics such as time management, stress management, and developing healthy relationships. These sessions are an excellent opportunity for students to learn new coping strategies and connect with other students who may be experiencing similar issues.