



J.J. College of Arts and Science (Autonomous)

Re-Accredited by NAAC with "A" Grade in 3rd Cycle
Affiliated to Bharathidasan University – Tiruchirappalli
J.J. Nagar, Sivapuram Post, Pudukkottai – 622 422

7.3 Institutional Distinctiveness

Institutional Distinctiveness

J.J. College of Arts and Science (Autonomous) was the first educational initiative of the Karpaga Vinayaga Educational Trust, a philanthropic initiative begun by the Honourable S. Ragupathy, former Minister of State and Central; and his family and friends with the objective of providing quality education at affordable cost to the students especially the **rural students** in and around Pudukkottai District.

College was started in 1994 with just **3 UG Programmes, 48 students and 7 faculty members**. Today the College offers **17 UG, 13 PG, 11 M.Phil and 8 Ph.D., and 2 PG Diploma programmes**. It has **5198 students** on its rolls and there is also significant number of students from marginalized sections. There are **186 Teaching staff** and 48 non teaching and technical staff. College celebrated **Silver Jubilee on 4-1-2019**.

This was the first self-financing College started in the Pudukkottai District with affiliation to Bharathidasan University, Tiruchirappalli. The UGC has conferred Autonomy to the Institution in 2012 and extended subsequently in 2018. The College has gained the distinction of producing rank-winners in all its Programmes and rearing high class sports talent in various games/events and leaders of industry, trade, commerce, management and administration. The alumni constitute a rare roll-call of honour, adorning excellent positions of merit at the national and international levels. This has enhanced the prestige and popularity of the College.

Vision:

“Providing value based education in emerging fields which are locally relevant, globally compatible and skill oriented to the rural youth at graduate, post-graduate and research levels, leading to their holistic development, thereby contributing to the process of nation building”.

In order to translate vision of the institution into reality, students are supported to achieve full potential in their academic, creative and physical and spiritual development so as to become empowered and worthy citizens capable of contributing to nation building. This is evident in all curricular and co-curricular activities of the institution.

Teaching/learning/Evaluation/Research:

Institution always aspired to be distinctive using a variety of aspects such as interdisciplinary research, motivating startups, innovative teaching pedagogy, value-based education, empowering society through introducing projects and motivating entrepreneurship.

Interdisciplinary Research:

Designing curriculum in a way to introduce and train students through interdisciplinarity is an approach practiced in our College. This type of study allows the student to learn by making connections between ideas and concepts across different disciplinary boundaries. Students learning in this way are able to apply the knowledge gained in one discipline to another different discipline as a way to deepen the learning experience. The most effective approach to interdisciplinary study enables students to build their own interdisciplinary pathway between the courses offered in their respective semesters. A carefully facilitated induction programme in the first year ensures that students are educated on the benefits of inter- disciplinary studies in the first year itself.

Innovative Teaching Pedagogy:

Our College has adopted innovative teaching pedagogy using Smart Classrooms to help teachers in delivering the concept better, and produce more meaningful learning experiences by using audio/visual aids from various sources.

Group Classroom Experiments:

A number of students work in groups on carefully designed guided inquiry questions.

Role Plays:

Role Plays are an effective method of getting the message across. Students take on the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. More rarely, students take on the roles of some phenomena, such as part of an ecosystem, to demonstrate the lesson in an interesting and immediate manner.

Projects and Models:

Known as the effective teaching tools, models and projects are used as demonstrative tools to explain a particular concept. Once the child creates his/her own project, it is easier for the child to internalize the concept by 'learning by doing'.

Context rich problems:

Short realistic scenarios giving the students a plausible motivation for solving the problem. The problem is a short story (beginning with "you") in which the major character is the student. Context rich problems reflect the real world, and may include excess information, or require the student to recall important background information.

Interactive Lectures:

Easy way for instructors to intellectually engage and involve students as active participants in a lecture. Students are encouraged to participate in an activity that lets them work directly with the material.

Questioning:

This approach turns a lecture into a guided discussion wherein the instructor poses thoughtful questions to students.

Comprehensive and Continuous Assessment:

Provides educators with a better understanding of what students are learning and engages students more deeply in the process of learning.

Societal Consciousness

Social awareness and consciousness serve as a precursor to social movement. Educational institutions build moral essence and ethical values to produce socially desirable behaviour, personality and character which promote innovation, peace, equal opportunities and justification among individuals, society and nation. Our 2 NSS units have contributed immensely in this regard