



**Maharani Lakshmi Ammanni College for Women Autonomous**

Affiliated to Bengaluru City University  
Re-accredited by NAAC with "A" grade, Recognised by UGC  
under Section 2(f) and 12(b) of the UGC Act 1956  
Conferred the Status of 'College with Potential for Excellence' by UGC

**BEST PRACTICE**  
**HOLISTIC EDUCATION TOWARDS WOMEN**  
**EMPOWERMENT**  
**2016-2021**

## **TITLE**

### **HOLISTIC EDUCATION TOWARDS WOMEN EMPOWERMENT**

#### **OBJECTIVES:**

1. To build resilience and self-reliance
2. To develop critical and analytical thinking
3. To nurture values of inclusivity and responsiveness
4. To cultivate skills for self-expression
5. To promote qualities for ethical decision making

This practice is centered around holistic development of the learners' personality by creating an ecosystem for enhancement of the physical, intellectual, emotional, social and spiritual quotients. The activities outlined under this practice are intended to enhance the overall well-being of women students. This will enable their adaptability in a dynamic external environment for healthy balance in their personal and professional domains.

#### **THE CONTEXT**

The student community at mLAC belong to a socio-economic background that provides limited scope for empowerment of women. The vision of the college, **to empower Women through Education for Character Formation**, is aimed at empowering women students to survive and thrive in the present turbulent VUCA world with confidence and strength. Focus on academic learning alone will thwart multi-dimensional growth that is required to empower the women students. It is in this context, that the need for holistic education was felt and steps were initiated in the year 2010 which gained momentum in 2016 with the college being awarded autonomous status.

Activities organized by Women Development Centre, Entrepreneurship Development Cell, Communicative English Lab, Industry integrated programs and the Placement Cell are components of holistic education. Sports, community service, counselling, NCC and NSS also ensure overall personality development of the women learners.

## THE PRACTICE

The following table illustrates the components of holistic education provided, approximate number of beneficiaries and the expected outcomes.

Sl.No.	Nature of activity	Approx. no. of beneficiaries per year	Expected Outcome
1	Students' association election using EVM	1500 students	Awareness of <ul style="list-style-type: none"> <li>• democratic process</li> <li>• duties and responsibilities of office bearers</li> <li>• civic responsibilities</li> </ul>
2	Students' association activities	1500 students	Developing skills <ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Decision making</li> <li>• Critical and analytical thinking</li> <li>• Crisis management</li> <li>• Negotiation</li> <li>• Inter-personal</li> </ul>
3	WDC activities	1000 students	Awareness and sensitization on <ul style="list-style-type: none"> <li>• Women's rights</li> <li>• Self-defense</li> <li>• Self-reliance</li> <li>• Health &amp; Wellness</li> <li>• Mental health issues</li> </ul> Development of <ul style="list-style-type: none"> <li>• Managerial skills</li> <li>• Interpersonal skills</li> <li>• Team skills</li> </ul>
4	Entrepreneurship Development Cell activities	100 students	Awareness of <ul style="list-style-type: none"> <li>• Schemes for and institutions that support women entrepreneurs</li> <li>• Skills required for starting business</li> </ul> Development of <ul style="list-style-type: none"> <li>• Entrepreneurial skills</li> <li>• Skills for Product ideation and design</li> <li>• Managerial skills</li> <li>• Marketing skills</li> </ul>

			<ul style="list-style-type: none"> <li>• Presentation skills</li> <li>• Accounting skills</li> </ul>
5	Pre-placement training	700 students	Development of skills for <ul style="list-style-type: none"> <li>• Aptitude test</li> <li>• Group discussion</li> <li>• Presentation</li> <li>• Interview</li> </ul> Prepares for <ul style="list-style-type: none"> <li>• Making career choices</li> <li>• Entry into corporate world</li> </ul>
6	Communicative English	100 students	Ability for <ul style="list-style-type: none"> <li>• Spoken English</li> <li>• Written English</li> </ul> Builds <ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Self-esteem</li> </ul>
7	Basic computer skills	100 students	Enhances capabilities for <ul style="list-style-type: none"> <li>• Use of technology</li> <li>• Lifelong learning</li> <li>• Self-directed learning</li> <li>• Career growth</li> </ul> Builds <ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Self-reliance</li> <li>• Resilience</li> </ul>
8	Add-on & Industry integrated courses	900 students	Bridges the gap between <ul style="list-style-type: none"> <li>• Academic learning &amp; Industry requirement</li> <li>• Conceptual knowledge and practical application</li> </ul> Equips learners with <ul style="list-style-type: none"> <li>• Career oriented skills</li> <li>• Wide spectrum of knowledge and skills</li> <li>• Holistic learning</li> </ul>
9	Internships and industrial visits	900 students	Enables <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Professional grooming</li> <li>• In-depth knowledge</li> <li>• Placement</li> <li>• Preparedness for professional roles</li> </ul>
10	Star program for science students	900 students	Nurtures <ul style="list-style-type: none"> <li>• Scientific temper</li> </ul>

			<ul style="list-style-type: none"> <li>• Research oriented learning</li> <li>• Experiential learning</li> <li>• Critical thinking skills</li> <li>• Analytical skills</li> </ul>
11	Outreach activities	800 students	Develops <ul style="list-style-type: none"> <li>• Greater awareness towards societal issues</li> <li>• Sensitivity towards societal needs</li> <li>• Responsible citizenship</li> <li>• A sense of purpose for themselves and commitment to the cause</li> </ul>
12	Sports	60 Students	Nurtures <ul style="list-style-type: none"> <li>• Physical strength and endurance</li> <li>• Qualities of sportsmanship</li> <li>• Collaborative skills and team spirit</li> <li>• Self-discipline and patriotism</li> </ul>
13	NCC	104 Cadets	Nurtures <ul style="list-style-type: none"> <li>• Spirit of patriotism and selflessness</li> <li>• Concern for fellow-beings</li> <li>• Discipline and a secular outlook</li> <li>• Responsible citizenship</li> <li>• Holistic development</li> </ul>
14	Counselling	30 students	Promotes <ul style="list-style-type: none"> <li>• A sense of well-being</li> <li>• Emotional balance</li> <li>• Sensitivity to oneself and towards others</li> <li>• Greater resilience and adaptability</li> </ul>

It may be relevant to note that the activities mentioned above are offered to all the students of the college. Students make a choice of the activities they wish to participate in, based on their interest and aptitude. Pre-placement training is one activity, which is offered to all students who register for campus placements.

## EVIDENCE OF SUCCESS

A survey conducted to assess the extent of outcome attainment for each of the components of holistic education at mLAC

Sl. No.	Nature of activity	Rating for Outcome attainment Scale 1 to 5	Quotient developed
1	Students' Association election using EVM	3.97	Social, Emotional and Intellectual
2	Students' association activities		
3	WDC activities	4.23	Emotional / Social / Spiritual
4	Entrepreneurship Development Cell activities	4.12	Intellectual & Social
5	Pre-placement training	4.06	Intellectual/Social/Emotional
6	Communicative English	4.05	Intellectual / Social
7	Basic computer skills for all students	4.18	Intellectual
8	Add-on courses & Industry integrated courses	3.79	Intellectual
9	Internships and industrial visits	3.09	Intellectual / Social
10	Star program for science students	4.13	Intellectual
11	Outreach activities	4.21	Social / Emotional / Spiritual
12	Sports	4.73	Physical / Emotional
13	NCC	4.42	Physical /Social /Emotional/ Spiritual
14	Counselling	4.07	Emotional / Spiritual

Analysis of data collected from the students to assess the success of the best practice 'Holistic education towards women empowerment', indicates that the expected outcomes for each of the components have been attained to a large extent (4.05 on a scale of 1 to 5).

## PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Problems encountered:

- Availability of limited infrastructure to carry out varied activities towards holistic education, the college being situated in the heart of Bangalore city
- Switching from offline mode to online mode in the last 2 years due to the pandemic.
- Issues related to finding common time and space for students across streams to be a part of the various activities

Resources required:

- Physical resources in the form of classrooms, laboratories, Computers, library, auditorium / seminar hall, playground, space for indoor activity

- Human resources with varied knowledge and skills to initiate and implement activities
- Financial resources to conduct the activities.

### **RELEVANCE OF THIS PRACTICE TO OTHER INSTITUTIONS**

In the words of Rabindranath Tagore, “the highest education is that which does not merely give us information but makes our life in harmony with all existence”. Therefore, holistic education is that which caters to the multi-dimensional requirements of a learner and ensures harmony of the individual self with the environment.

Holistic education at mLAC with its multi-dimensional approach is aimed at drawing out the best in the learner by striking a fine balance of the physical, intellectual, emotional, social and spiritual quotients. Feedback from students indicates that they experience a positive change in the form of higher self-confidence, self-esteem, self-reliance, resilience and patriotism. Students also report a significant positive impact in their ability to think critically, analyze logically, make rational decisions, and communicate coherently. Hence this practice is worthy of emulations