Maris Stella College
(AUTONOMOUS)
A COLLEGE WITH POTENTIAL FOR EXCELLENCE
VIJAYAWADA-8, A.P, INDIA
ISO 9001:2015 CERTIFIED
Since 1962

BEST PRACTICES

I. Title of the Best Practice: Women Empowerment for Entrepreneurship

1. Introduction:

Entrepreneurship is a multi-faceted, multi-dimensional concept. Women's entrepreneurship is a process in which women gain greater control over resources. In recent years, women have been taking increasing interest in income generating activities, self-employment and entrepreneurship. There is widespread belief that economic strength is the basis of social, political and psychological power in society. Thus women's low status is seen to stem from their low economic status and consequent dependence and lack of decision making power. Self-training to equip women for specific jobs is a relatively new concept. A package of assistance covering product selection, innovation, competency development, market information and training in management is required. Women entrepreneurship through income generating projects is one of the best ways towards self-sufficiency and poverty alleviation for women in a country where employment is not guaranteed. The development of entrepreneurs will optimize the use of unexploited natural resources; generate self-employment and self sufficiency of economy for women. The Women entrepreneurship through income generating projects would lead to benefits not only to the individual woman but also the family and community as a whole.

2. Objectives of the practice:

- To stimulate and augment the entrepreneurial spirits and skills among women and to create new small and medium enterprises in the private sector.
- To network with national and international agencies, NGOs and Government organizations for developing & promoting entrepreneurship.
- To provide support and financial assistance and create learning facilities for women for financial self-reliance.

- To build capacities in women and develop them for future Entrepreneurs in different regions to facilitate women empowerment.

3. Context of the programme:

Women empowerment is essential to help them achieve economic freedom. The State government has been initiating several measures for women empowerment and to ensure their progress in different sectors but they were not provided proper recognition for their services. According to Vijayawada Municipal Corporation, the city has 111 slums, with 3 lakh population and 25 percent people in Vijayawada live in slums. A large number of women do not have property or assets. Hence, they encounter problems while applying for loans due to lack of collateral. Women are expected to play a larger part in handling the household and taking care of their family. In the case of working mothers, taking care of their children takes up a lot of time and energy, thereby often forcing them to give less priority to their business. In entrepreneurial ventures women need support. Unfortunately, in many cases, women find themselves on their own with no one to guide them.

4. The Practice

A baseline survey was conducted in the areas such as Krishnalanka, Kasturibaipeta, Durgapuram, Madhura Nagar, Prakash Nagar and Moghalrajpuram, to identify women who were unemployed and also were interested to be entrepreneurs. It was decided to train them in cutting and tailoring. The next step was to ensure the feasibility of the proposed training, planning and launching of the programme, making modifications in the light of the survey findings and final evaluation.

The college decided to launch Skill Training Programmes for women in collaboration with various national and international organizations. Three lecturers were appointed to explore various possibilities of empowering women. A suitable room for conducting the training programme and for the safe custody of the sewing machines was also provided.

There were eight batches of women at different durations taking up garment making. They were trained in their own respective areas. Professional staff were appointed to train women who registered for basic and advanced courses. Staff and students who registered for STARS as well

as Social Work students regularly monitored the success of the programme. Community participation and tapping of local resources was one of the criteria adopted for the success of the programme.

Table indicating skill development for garment models for self-employment:

Batch	Year	Duration of Training	Name of the Area	Collaborative Organizations	No of women
1	Dec 2014- Feb 2015	3 Months	Krishna Lanka	Prajwala Counselling centre	24
2	July - Dec 2015	6 Months	Kasturibaipeta	All India Democratic Women Association	23
3	Sep - Nov 2015	3 Months	Durga Puram	All India Democratic Women Association	29
4	Dec 2015- Feb 2016	3 Months	Madhura Nagar	All India Democratic Women Association	28
5	Feb - Mar 2016	4 Months	PrakashNagar	All India Democratic Women Association	35

Infrastructural facilities, persona for training were provided by the collaborative agency. A baseline survey, purchase of machinery and its upkeep, registration for the programmes, organizing and coordination, assessment of the programme and issue of the course completion certificates were the responsibilities of the staff and students of Maris Stella College. Financial assistance of the UGC was a great support in taking up women empowerment programmes every academic year. After the completion of the programme, every batch was assessed with theory and practical examinations and candidates were issued course completion certificates with grade. It was an empowering Skill Development Programme where women felt confident in taking up self-employment according to their aptitude and interest. Two hundred and twenty eight women completed the Certificate Programme of Skill Development to enter the garment industry.

The next process was identifying women for advanced training which was offered by the Ministry of Textiles, Government of India, conducted through the Association of Lady Entrepreneurs of Andhra Pradesh. It was a free training programme given to women who aspired for self-development and entrepreneurship. Intensive Entrepreneurship Training Programme was conducted exclusively for women. Women were encouraged and motivated for Intensive

Entrepreneur Training offered by the Ministry of Textiles, Government of India conducted through the Association of Lady Entrepreneurs of Andhra Pradesh. Capacity Building Programmes such as Awareness Sessions, Industrial Exposure and Hands on Experiences were conducted to mobilize women. Fifty five women from different areas attended the programmes according to their aptitude.

Table indicating Intensive Entrepreneurship Training Programme

Sno	Category	Duration of Training	Collaborative Organizations	Number of Women
1	Garment Industry	Two months (April 15th - June 15th, 2016)	Association of Lady Entrepreneurs of Andhra Pradesh	23
2	Jute Industry	Two months (April 15th - June 15th, 2016)	Association of Lady Entrepreneurs of Andhra Pradesh	23
3	Magam Work	Two months (April 15th - June 15th, 2016)	Association of Lady Entrepreneurs of Andhra Pradesh	9

5. Evidence of success

90 percent of the women who were trained under the programme were able to find employment in different settings. Majority of the women were able to sustain themselves and take up employment individually or as a team.

6. Problems Encountered

Regular and systematic monitoring was not possible as the training centres were far and it took lot of time to contact the women. Due to financial constraints many instructors could not be appointed for the follow up programmes. Though it was a free programme, we encountered dropout problems among the women who had registered for the training programmes.

7. Conclusion

The social status of women is a reliable indicator of the social development of a society. Women in India suffer from being both economically and socially invisible. To counter powerlessness and economic deprivation women need to alter their self-image and thereby bring about social change. In promoting income generation for economic empowerment, Skill Development Programmes open a new chance for women to realize their potentials. Women get organized and look for new ventures that enable them to become the future entrepreneurs of society.

II. Title of the practice : e-learning and ICT Applications

1. Objectives:

- To identify and locate information sources and enable stakeholders to select topics for projects.
- To identify various types of resources of e-Learning.
- To enable students to take up MOOCs offered by NPTEL and SWAYAM platforms.
- To create an awareness regarding NLIST and Inflibnet resources and aid faculty and students in registering for the same.
- To evolve Stella Virtual Library facility as an e-Learning resource.
- To encourage students to do online courses offered in the college.
- To design an ICT enabled campus.
- Automation of the Exam Section, Library and Administration.

3. The Context:

Information Literacy and e-learning skills are major thrust areas in the globalised world. With the increasing wealth of electronic resources, a vast amount of information is available in electronic form and students are lagging in the skills needed to tap these resources. Many online portals are available enabling stakeholders to take up online courses and tech-savvy librarians can play an important role in providing information and helping learners find quality resources. It is essential at all levels of education and to all learning environments.

To convert the campus into an ICT enabled one, is one of the ongoing processes.

4. The Practice:

Information literacy programmes were started in the year 2010 in college. The librarian Dr. Rani

Syamalamba completed a UGC Minor Research Project 2010 and took initiative to promote information literacy concept among staff and students. She organised training programmes for staff and students and also developed a few modules.(www.stellavirlib.org)

She completed one more UGC MRP on "Design and Development of Open Educational Resources in Higher Education" in 2014 and developed a web portal Stella Virtual Library (www.stellavirlib.org) which stood on the platform of Open Educational Week 2016. Then onwards initiatives were taken to develop the concept of e-learning in the college.

The e-learning centre of Maris Stella provides information in the Library Blog. It provides e-learning and Information Literacy techniques to learners. Information Literacy Programmes are arranged in the first year to help them become familiar with the e-resources that are available free online. New sites are introduced to the students to assist them in locating different types of resources like e-books, e-journals, and course material, in training them to become members in NDL, register for online courses on Swayam, NPTEL platforms and so on. Training sessions have been held for Faculty too, to enable them to offer online courses and organize Virtual Classrooms. Some of the Departments are offering Online courses to students of our institution.

The institution has provided the Maris Stella e-learning portal (https://marisstellaelearning.gnomio.com/) to encourage students to take online courses.

5. Evidence of Success:

With regular training and encouragement, more than 500 students and staff have registered in various online courses, answered assignments and a few appeared for online examinations. In recogni tion of her efforts the librarian, Dr. Rani Syamalamba was presented the NPTEL Appreciation Award. Students and staff were made aware of e-resources like NPTEL, N-list, SWAYAM, NDL and are now making use of these ICT platforms. Virtual classrooms have been organized.

Dr.C.Krishnaveni, faculty member of the Mathematics Department is using MOODLE platform for organising courses and assessing student performance and is awarding certificates. An eight-week online certificate course on "Arithmetic" was offered to the students of Maris Stella College during the academic year 2017-2018 from 06.11.2017 to 06.01.2018 through the Maris Stella e-learning portal, marisstellaelearninggnomio.com.

This course is offered online to non-mathematics students for the first time in the college. Altogether 48 students were enrolled for the course (II BCAP: 24 and II B.Sc. CBZ: 24) and 34 students (II BCAP: 16 and II B.Sc. CBZ: 18) successfully completed the course and received their certificates.

The basic idea behind offering this online certificate course is to allow the students to do additional courses from anywhere and at any time to enhance their knowledge and skills. This course is designed basically for UG students to acquire basic knowledge in Arithmetic, problem-solving techniques, analytical skills so that they will be able to prepare for various entrance examinations and recruitment tests to pursue higher studies and jobs.

The same course, "Arithmetic" was revised and offered to all the students in the college during the academic year 2018-2019 from 23.07.2018 to 16.09.2018. 2 credits were allotted for this course. Altogether 254 students (science and commerce) were enrolled for the course. 198 students completed the course and received certificates.

The institution is slowly moving towards total automation in all its Administrative, Academic and Financial matters. From maintaining an active website, issue of online application forms for admission, automation of the Exam Section and Library, use of software for attendance, ICT based techniques in teaching and learning, computer-based practice and testing in English through the Language Lab, organising Virtual Classrooms and Plickers, the faculty and students have become Tech - savvy.

6. Problems Encountered and Resources Required:

- The major problem encountered in the implementation of this practice was the speed of the Internet and system configuration which supports the use of these technologies.
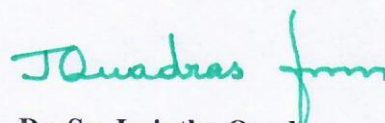- Majority of the students are still unaware of ICT usage.

- Time constraints.

To overcome these problems regular training should be provided to learn ICT literacy techniques which need support from faculty and management. Faculty are also responsible for promoting ICT tools, and e-learning techniques among students, as it is a new area and concentrated focus is needed to implement it. Hence trained faculty who can train others is the **need of the hour**

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