Best Practice: 01

Capacity Building and Skill enhancement through a Training Programme in Beekeeping

Objectives

1. To equip students with employability skills

2. To create environment awareness

3. To motivate students for starting small-scale industry

Context

Radhanagari tehsil lies on the outskirts of the reserve forest zone. So there are remote possibilities of industrialization. Recently, the forest region has been declared as the eco-sensitive zone which has further restricted industrial activities in the region. A larger section of the region is dependent on agriculture. The government is pursuing the people living in villages and hamlets located deep in the forest to shift to the other safe and secure places. However, the previous experiences of the villagers who compelled to rehabilitate due to the construction of the water reservoirs are not so good. So these people are unwilling to rehabilitate to some other places. The student community of the institution belongs to these villages and hamlets. The institution assumes this kind of locational disadvantage can be turned into an opportunity. Beekeeping is a good source to mobilise the economy of the villagers, in which the students can play a vital role. Keeping in view this perspective, the institution runs every year a training programme in beekeeping. Besides this, as stated in the core values of the institution, it aspires to inculcate among students the respect for nature.

Practice

Keeping in mind this context, the institution is running a training programme in beekeeping successfully. Initially, the course was conducted in association with the Khadi Gramodyog

Mahamandal. But now the course coordinator and the ex-students have become the trainers. So the institution follows the curriculum as designed by the Khadi Gramodyog, but without any formal assistance. It is a 21-day course which includes theory work for 15 days (30 hrs) and practical work for 07 days (21 hrs). In the academic year 2019-20, the course was run from 18/01/2020 to 07/02/2020. 15 students benefitted from the course.

Evidence of success

1. Students have started the beekeeping projects.

2. Students have become the master trainers in beekeeping.

3. Students have been sensitised in connection with Nature conservation.

4. Our student Mr Pravin Patil who is associated with a Nature conserving organization "Honey Dew" has saved many honey bees by relocating the hives from the urban centres such as Kolhapur and Pune. His contact No. is 9637331520, Email ID: pravinpatil1520@gmail.com)

The problems encountered and resources required

Convincing parents is a major hurdle because many of the students are girl students and for practical work, students need to go to the actual site of the honey-bee colonies in the forest zone. Besides human resources, it needs specially designed wooden cases. The plant becomes successful near the forest zone. Honey collected outside the forest zone is not up to the mark.

Best Practice: 02

Catering to Student Diversity through Mentor System

Objectives

1. To monitor the overall development of a student

2. To identify student's personal, academic and social background as well

3. To cope up a student in facing stress related issues

Context

Radhanagari tehsil belongs to remote and rural vicinity. Since located on the outskirts of the forest zone, many learners are the first generation learners. So bringing such learners in the main stream of higher education is a daunting task. So it becomes challenging to see that these learners do not discontinue their higher education.

Practice

Once a student is enrolled in BA/B.Com. part I, at the beginning of the academic year, he/she is allotted to the respective mentor. The institution has designed specific forms. In the first meeting, the mentor records all the personal, familial and social background of the mentee in the prescribed proforma. It helps in identifying the mentee's social status; it also helps in identifying the advanced and slow learner. The mentee is instructed in the first meeting about the nature of the system. The mentee is expected to meet the mentor whenever he/she faces problems on the institution's campus. The mentor helps the mentee in many ways – right from selecting the elective subjects to recommending him/her to physical director, cultural committee for participating in different events. The concerned mentor tracks the record of the mentee till the mentee is taking education in the institution. The system helps in creating a bond of affection between the mentor and mentee which definitely boosts the healthy atmosphere in the overall development of the institution.

Evidence of success

- A greater number of students appear for final exams

- No specific grievances related to ragging or sexual harassment or any stress related issues are registered.

- As student remains attached to his/her mentor until he/she is on the campus, it automatically strengthens the emotional bonding between mentor and mentee which remains intact for many years even after the completion of their education.

- Mentors come to know the reasons for the discontinuation of their mentee's education which throws light on the social mindset that still needs counseling.

The problems encountered and resources required

Mentors find it difficult to convince the parents to continue the education of girl-students. A good number of parents are still reluctant to allow their daughters to pursue the higher education or any academic endeavour. Poverty, illiteracy and social constrains are the major reasons for this kind of mentality.