

Title: Enhancing global competencies through Skill developing

Goals:

1. To make the student able and compete by enhancing creativity and innovation
2. To train the students in communication skills, soft skills, and practical skills
3. To increase the employability of the students
4. To enhance the overall academic performance
5. To prepare the students for global competition
6. To minimize the barrier between curricular and industry requirement
7. To inculcate entrepreneurial skills among students
8. To create awareness in environmental and social issues

The Context:

The huge paradigmatic shift in the global market has brought pressure and responsibilities on the educational institutions. The traditional educational system and its curriculum are found to be impractical and unemployable. There is a new concept of a global village that emerged because of globalization. Students from traditional colleges found it difficult to face the force of global competition. Considering the situation, the college embarked on enhancing the global skills and competencies which will enable the students to meet the new scenario by acquiring the employable and communicative skills.

The Practice:

The practice makes room for a group of teachers to voluntarily conduct different courses that provide training to students and equip them with a set of global skills like communication, soft skills and practical skills, necessary to compete in the global market. Teachers from different departments design the courses syllabi with the help of external academicians and industrial experts. The teacher put effort without remuneration besides the regular work. Nominal fees are collected from the students.

Wide publicity is made among the students and they are stimulated to join the courses. While doing so, the importance of enhancement of skills and job opportunities are made explicit. The admission process is feasible for the students as installments in fee payments are made available for them. Besides the time table of said courses is made in such a way that teachinglearning is not hampered.

Teachers are conducting classes for different courses after admitting students to the courses. Also, different practical sessions are conducted to improve technical, communication as well as soft skills. For certain courses like community college special training is carried out in collaborating industries.

The following courses are run by the Institute

Sr.No	Name of certificate/Diploma introduced in last five years	Year of Introduction
1.	Certificate Course in Functional English	2013
2.	Certificate Course in Management of Travel and Tourism	2013
3.	Certificate Course in Human Rights	2013
4.	Certificate Course in IncomeTax	2013
5.	Certificate Course in online Banking and Marketing	2013
6.	Certificate Course in Biodiversity and its Conservation	2013
7.	Certificate Course in Mushroom Cultivation	2013
8.	Rural Journalism	2013
9.	Community College (Diploma in Cast Iron Foundry Technology)	2014
10.	Community College (Diploma in Industrial Pollution and Wastewater Treatment)	2014
11.	Certificate Course in Fish Aquarium Construction, Management and Maintenance	2015
12.	Certificate Course vermiculture and Vermicomposting	2015
13.	Remote Sensing	2017
14.	Certificate course in R Software	2018
15.	Digital Marketing	2018

Evidence of success:

1. A horizon of opportunities of employment is seen widened after completion of the courses
2. Most of students get employment in local as well as multinational industries
3. Few student have started their own business
4. Students can market themselves effectively

5. Student can identify their personal preferences, strengths and skills
6. Student can gain access to hidden employment market
7. Student can create realistic plan for their continuing search for employment
8. Students can develop soft skills that employers are looking for.
9. Students are motivated for the environmental awareness

Problems Encountered and Resources Required:

1. It is difficult to give admission to these courses to every aspirant.
2. A fluctuation in global market is seen regarding with employment opportunities
3. A shortage of expert trainers is experienced.
4. Low accessibility to high end instruments and softwares

Most of the resources required are fulfilled by the college with the help of the parent institute.

Best Practice – II

Title: Reforms in the selected villages through adoption

Goals:

1. To bring awareness among the people about cleanliness and health
2. To construct and repair the connecting roads and alleys
3. To generate awareness on the gender issues and social issues like literacy, sanitation, safe drinking water, etc
4. To generate Environmental awareness
5. To create awareness regarding watershed development and management
6. To organise the check up camp for livestock
7. To study the socioeconomic status of the villagers

3) The Context:

Though the college is situated in the semiurban area, most of the students belong to the rural area. The college has always followed the path of the visionaries like Mahatma Gandhi who states “India situates in the village”. Inspired by his statement, the NSS unit of the college took initiative to bring the reforms in the selected villages in its neighbourhood community by adopting that village for specific period. The college strived to reform these villages on the basis of the priorities of the changes required in that village and on the concept of a model village visualised in the following statement of the NIRDs:

“ Village Adoption means to work along with the community at the grass root level, while enabling / empowering them for pursuing the goal of development of the village in line with the sustainable Development Goals and learning as to what works and what doesn't and evolve a model of village development for replication and trainings.”

5) The Practice:

In the above context, the NSS unit took responsibility of preparing the plan and selecting the village for this adoption. The priority of selecting a village is the backwardness of that village in terms of cleanliness, health and hygiene, environment consciousness, women empowerment, rainwater harvesting, irrigation, etc. Besides, the demand and willingness of the people of that village for the voluntary participation. Accordingly the NSS unit identified the basic requirements in the village Renawale in 2014 and Pogarwadi in 2015 and did the reformative activities for development in those village in the respective years. The college also made tieups with certain NGO's and Youth organisations in that villages to do activities in collaboration. In the year 2016, the Government of Maharashtra started a Munijan scheme of the village adoption and asked the universities to implement the scheme through the NSS units of the college. Accordingly, the college adopted the village Kushi in 2016 for the period of five years and the NSS unit of the college started doing the extension activities for reforms thereafter.

The list of the reformative activities at Renawale, Pogarwadi and Kushi

- Cleanliness drive
- Plantation and conservation
- Health checkup camp
- Lectures on women empowerment
- Rainwater harvesting

- Nala bunding
- Road repairing
- Cementary repairing
- Environment awareness programme
- Digital Banking awareness drive
- Toilet pits construction
- Livestock health check up
- Socioeconomic survey
- Voters awareness camp

6) Evidence of Success:

- Improvements in health awareness
- Roads repaired
- Nala Bunding constructed
- Report of socioeconomic survey submitted to the Local Administrative bodies.
- Green covered area enlarged
- People went for cashless transactions
- Rainwater harvested through the pond.
- Awareness among women about rights and duties created.

7) Problems Encountered and Resources Required:

- Poor participation of women.
- Limited financial resources
- Local political influences
- Poor cooperation from government agencies.

Title: Lal Bahadur Shastri Smruti Vyakhyanamala 'Jai Jawan Jai Kisan' Lecture series

Introduction: The college as a part of Shri Swami Vivekanand Shikshan Sanstha was established in 1967 with the vision to bring reformation in the life of the common people. Lal Bahadur Shastri and Swami Vivekanand were the idols to the founder of our Sanstha Dr. Bapuji Salunkhe. The college started to organize the lecture series "Jai Jawan, Jai Kisan" in the memory of late Shri Lal Bahadur Shastri on the occasion of the Golden Jubilee Year 2005 of Shri Swami Vivekanand Shikshan Sanstha. The lecture series was started with the following aims: 1. To organize lectures for students and farmers to immortalize Lal Bahadur Shastri's principles and his contribution to India and inculcate human values among them 2. To bring awareness and relevance of motto 'Jay Jawan, Jay Kisan' given by Lal Bahadur Shastri in contemporary society 3. To nurture the patriotism among the students 4. To bring awareness of the lifestyle of soldier and career in army among the young generation 5. To inspire students to join army and to be military man or military officer. 6. To organize the lectures of military officers who have great contribution in military. 7. To organize lectures of farmers who successfully experimented and used technology in their farm. 8. To pay respect and sense of gratitude towards the farmer for their noteworthy contribution in the progress of India 9. Problems of farmers Distinctiveness of institutional performance in imbuing human values Lal Bahadur Shastri is a symbol of patriotism and bravery. He created immense respect for the contribution of jawans and kisans to the nation. Since Satara district is recognized for its passion and contribution for defence services and for agricultural initiatives in Cooperative sector as well, this lecture series has acquired the distinctiveness in society. This two day lecture series is organised on the 11th and 12th of January every year to memorise death anniversary of Lal Bahadur Shastri and to celebrate the birth anniversary of Swami Vivekanand on these respective two days. This inculcates the respect for Indian national heroes. To justify the title of lecture series "Jay Jawan Jay Kisan", one of the two lectures is related to Indian defense services and the other is to the agriculture sector. To fulfil this commitment, only defense personal of higher ranks and progressive and experiencing farmers are invited to deliver highly motivating speeches. The selected topics of the lectures are chosen based on their relevance in the present time. This not only opens the windows of new knowledge but also inspires the students to make career in the defense services and agriculture sector. For extending the benefit of these speeches of the expertise to the students, to the farmers and to society in general, the lecture series is arranged in campus as well as off campus. Some of the lectures are arranged in the village itself.

In the year 2018-19, two persons Brig. Hemant Mahajan and Mr. Sudhakar Sabale delivered lectures.