



BEST PRACTICE-

A) Title of Practice: Social Awareness to the villager's regarding manufacturing and use of

- a) Organic Insecticides and Fertilizers.
- b) Adult education Program for the villager's.



1.1 Objective:

- Importance of organic insecticides and fertilizers.
- Problems arising from chemical fertilizer's affect on human health.
- Pollution of soil, water, and air due to chemical insecticides and fertilizers.
- To prepare organic insecticides using available plant leaves, gomutra (the urine of an Indian cow) and other available materials.
- To promote adult education to the surrounding villagers.
- Adult education classes are held on Saturday in the villages.
- Preparation of gomutra urea (Indian cow urine urea soil) and Jivamrut fertilizers.
- Use of different organic insecticides, namely Dashaparni Ark, Insect Controller, Bramhashra, Nimashra and Agniashra.
- Preparation of a fungus controller and jivamrut (liquid and soil).

1.2 The Context:

The use of chemical fertilizers and insecticides has adverse effects on the health on human beings. The problem is very serious. The content of poison in human food is increasing day by day, causing serious health problems and creating various diseases like diabetes, cancer, etc. It's a need of the hour to increase the use of organic food where organic fertilizers and organic insecticides are used. The role of the mother in the house is to be the first teacher for their whole family. In villages, the majority of women's are illiterate; hence, adult education


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for women is an essential part of the lives of villager's, along with illiteracy of mens also. Due to literacy and the use of organic fertilizers and insecticides, not only the health but also the financial situation of the villager's is improved. The cost of chemical insecticides is increasing day by day, and due to the continuous use of chemical insecticides, farmers have to use strong insecticides to control these insects. Some of the insects are friends of the farmer and are killed due to these insecticides, and the nature cycle gets disturbed. These entire problems are solved. In addition, farmers will get better prices for their grains, vegetables, etc. as the demand for organic food is increasing in India and abroad.

1.3 The Practice:

Shree Gajanan maharaj shikshan prasarak mandal's vilas tambe college of education Dumberwadi Otur has started the actual practice of social awareness among the villagers through the use of organic insecticides, afertilizers adult education. In the beginning, the importance of the use of organic insecticides and fertilizers is explained to the villagers. The advantages of organic insecticides in terms of health and enhancing the financial position of farmers is described to the villagers. The actual procedure for the preparation of organic insecticides, namely Dashaparni Ark, Bramhashra, Nimashra, and Agnishra, is explained in detail. The preparation of a fungus controller is explained and practiced. The use of organic fertilizers using cow dung, cow urine, and waste material is explained, and the procedure for preparing cow urine urea is explained in detail. The classes of villager's are conducted in the evening and education for the illiterate women's and villagers is provided so that the mother in the house can read and write, so that the total family gets an advantage of literacy.


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1.4 Evidence of Success:-

This best practice has proven to be successful through the following activities:

1. Farmers have used these organic insecticides, fungal controllers, and cow urine urea soil so that they get a good price for their vegetables and grain in the market.
2. The farmers are motivated to start an organic product market, and Mr... has started exporting organic food.
3. The use of chemical insecticides and urea is almost stopped in this village. So the village is known for its organic product and the financial position of farmers is enhanced
4. Additionally fifty three ladies from this village is now literate.
5. No girl is out of education system from this village.
6. Farming is now profitable, and the flow of people diverting to the cities is reduced.
7. The number of cows and bull in the village has increased.

1.5 Problems Encountered and Resources Required:

1. The people in the village did not believe in the beginning that organic insecticides could replace chemical insecticides.
2. The preparation of cow urine soil urea is beyond their imagination and they resist in the beginning to use.
3. The importance of organic food and its enhanced market price is not believed by farmers, as their belief is that crops cannot be taken without the use of chemical insecticides and chemical fertilizers.
4. The availability of cow dunk and cow urine is the problem, as the number of Indian cows is reduced but their number is sufficient now.


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Attachment:

- 1) Preparation of Dashaparni Ark
- 2) Preparation of Bramhashra
- 3) Preparation of Nimashra
- 4) Preparation of Agniashra
- 5) Preparation of cow urine urea soil
- 6) Preparation of Jivamrut (Liquid and Powder)


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Name of the leaves of Dashparni ark -

- 1: Azadirachta indica
- 2: Annona squamosa
- 3: Vitex negundo
- 4: Calotropis gigantea
- 5: Millettia pinnata
- 6: Datura stramonium
- 7: Ipomoea carnea
- 8: Lantana camara
- 9: Parthenium hysterophorus
- 10: Tribulus terrestris
- 11: agya bond not found
- 12: Ricinus communis
- 13: Cascabela thevetia
- 14: Psidium guajava
- 15: Aegle marmelos
- 16: Carica papaya




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श्रीमती बाळूबा देवा. उ. नं. ४ वर्षांपासून
 शारदा होत आहे.

ज्योति: वेमणवाबा पोस्ट, अहमदनगर
 भारपूर जमातीत असले. वेमणवा
 येथे कवी वाचक रावणा

श्रीमती बाळूबा देवा यांचे परिवार (जोशिया कुटुंब)

३ फूट x ५ फूट सिमेंटची टाकी २९ इंच
 विद्युत लागू करा. उंची ३३ फूट टाका
 वीड फूट जाळीत आसा.

१ फूट जाती त्या टाकीत वार्षिक करून
 टाका १०० लिटर जोशिया जेजून येथे
 पाहिल्या दिवशी ३५ लिटर जोशिया टाका
 आलीवर टाका २४ तासात राव
 जाती काली होऊन जाईल. दुसऱ्या
 दिवशी आलीला पाणी आसत व त्यावर
 १५ लिटर जोशिया टाका. यानुसार
 त्यावर स्वयंयुक्तता पद २३ स्वका.
 ती टाकी साठवून देवा.

श्रीमती बाळूबा देवांचे किटक नाशक

रोज या जमाती जाती याने भारत
 व १५ लिटर या जोशिया टाका. ही
 जिया. २ फूट व दिवस याने. अजून
 १ दिवस तसेच देवा. ११ दिवसांनंतर
 मुशिया जाती त्यावर होईल.
 Expire - 1 year, Temp - 80° वा गरम
 २ करी 100 - 150 kg टाका

Page No. _____
 Date _____

(एकूणत आरंभित वाचक याने)
 जोशिया - १० लिटर
 जिजापता - ३३ किमी (जिजापती पाने)
 लोखंडा - १०० ग्राम

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जिजापती पाने व लोखंडा-यांना वार्षिक
 करून देवा. रूका जातीच्या आरंभित
 १० लिटर जोशिया व जिजापती व लोखंडा
 पेट टाका व त्यांना जाळीत
 जाऊन देवा. रूकापेस दिवसांनी
 त्यांना वारं वार देवा. त्यांना



6) जैविक खताने निर्माण :

7) जीवाणूत :

जीवाणूत बनविण्यासाठी लागणारे साहित्य

गोमूत्र - 20 लिटर.

गोबर - 20 किलो

गुळ - 2 किलो.

चना बेसन पाठ - 2 किलो.

वडारखालील / पिंपळारखालील माती - 9 किलो

पाणी - 200 लिटर

टाकी - 400 लिटर

विधी : टाकीमध्ये सर्व साहित्य टाकून चांगले

एकत्र करायचे. त्याला चांगले हलवायचे. नंतर

टाकीत पाणी टाका व त्याला रोज सकाळ

संध्याकाळ 10 दिवस लाकडी काडीने हलविले

हे झावण सावलीत ठेवणे त्यावर सूर्यप्रकाश

जसेच पावसाचे पाणी पडणार नाही याची

काळजी घ्यावी. शेतात खुळांना देताना 95 लिटर

पाण्यात 9 लिटर जीवाणूत टाकून देणे. किंवा

वस्त्रगाळ करून 900 लिटरमध्ये 3 ते 4 लिटर

जीवाणूत टाकून देता येते स्प्रे करता येते.

जसेच ड्रिपर मधून पाण्यात मिसळवून देता येते.

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③ कुरशीनाशक :

देवी गार्डचे लोक एका झोपातले
जमा करावे. त्याला खूप आंबट होईपर्यंत
ठेकून द्या. कमीत कमी आठ दिवस व
जास्तीत जास्त १ वर्ष. वर्तमानाच्या स्टॉक
च्या झोपात जमा होऊ द्या. वरुणागळ करून
हे मिश्रण कुरशीनाशक म्हणून वापरणे
यात पाणी मिसळू नये.


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वरुन रवाणी या प्रिफरेंसमध्ये कोणत्याही
 90 वनस्पती किंवा गाय रवात नाही
 अशा वनस्पती.

वरील सर्व वनस्पतींची चांगली
 -चटणी करून घेणे. घात एक किलो
 हिशी लवंगी मिश्री (तिखट) ठेचून टाकणे
 अर्धा किलो देशी लसूण ठेचून टाकणे.
 4 लिटर गोमूत्र व 4 किलो देशीगाईचे
 गोमय (शेण) घेणे.

वरील सर्व पदार्थ एका 200 लिटरच्या
 ड्रामात चांगले एकत्र करून घेणे. ड्राम
 सावलीत ठेवणे जेणेकरून त्यावर सरळ
 सुर्यप्रकाश पडणार नाही किंवा पावसाने
 पाणी पडणार नाही. ड्रामामध्ये उरलेल्या
 भागात पाणी स टाकून ड्राम भरून घेणे
 त्याला एक वाहिना चांगले झुकव्या वटवणे
 त्याचे पूर्ण फरमेंटेशन होईल. नंतर
 वरुणगाळ करून वापरावे
 टीप: ड्रामचे तोंड खुली कपड्याने किंवा
 कार्यापान बांधावे.

प्रमाण: 900 लिटर साठी 3 ते 4 लिटर


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1

③ दशपणी अर्क कोड नियंत्रक :



२०० लिटरचे प्रमाण :

- ① कडूनिंबाचा पाळा - २ किलो
- ② सीताफलचा पाळा - २ किलो
- ③ निरगंडीचा पाळा - २ किलो
- ④ रुईचा पाळा - २ किलो
- ⑤ करंज पाळा - २ किलो
- ⑥ धोतऱ्याचा पाळा - २ किलो
- ⑦ वेदरगचा पाळा - २ किलो
- ⑧ टण्टणीचा पाळा - २ किलो
- ⑨ गाजर गवत (कॉंग्रेस गवत) - २ किलो
- ⑩ गोखरू पाळा - २ किलो
- ⑪ आग्धा बोंड - २ किलो
- ⑫ एरंड पाळा - २ किलो
- ⑬ कंठेराचा पाळा - २ किलो
- ⑭ सीताफल पाळा - २ किलो
- ⑮ पेरूचा पाळा - २ किलो
- ⑯ बोगाचा पाळा - २ किलो
- ⑰ पपईचा पाळा - २ किलो

वरील पैकी कोणत्याही पाळा

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7.2.1 INSTITUTIONAL BEST PRACTICE

* B) TAILORING COURSE-

Providing a sewing machine course to needy girls and women at an educational college is a thoughtful initiative that can empower them in several ways. This program offers practical skills that can lead to economic independence and self-sufficiency for these young women. By learning how to operate a sewing machine and develop sewing skills, they gain the ability to create and repair clothing, which can lead to income-generating opportunities. Additionally, this training can instill a sense of creativity and entrepreneurship, as they may use their skills to start their own small businesses or contribute to their family's income. Moreover, sewing courses can boost self-esteem and confidence among the participants, as they acquire a valuable skill that can be used for personal and community benefit. This initiative promotes gender equality by providing women with tools to support themselves and their families. It also encourages lifelong learning and skill development, which can open doors to further educational and vocational opportunities. In sum, offering sewing machine courses at an educational institution is a meaningful way to empower and uplift disadvantaged girls, fostering economic and personal


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growth while promoting self-reliance and a sense of achievement.

Providing a Tailoring course to needy girls and women at an educational college is a thoughtful and impactful initiative aimed at empowering them.

*** Objects:**

1. ***Skill Development*:** This initiative equips girls women with practical skills in sewing and garment making. They learn how to operate sewing machines, create patterns, and stitch various types of clothing.
2. ***Economic Empowerment*:** Sewing skills can be a source of income generation. By mastering this craft, these girls and women have the potential to start their own small businesses or find employment in the textile and fashion industry.
3. ***Self-Sufficiency*:** The ability to make and repair clothing for themselves and their families can reduce their dependence on external sources, promoting self-sufficiency.
4. ***Creativity and Entrepreneurship*:** Sewing encourages creativity and entrepreneurship. Girls and women can design their own clothing, accessories, or home decor items, and potentially market and sell them.


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5. ***Boosted Confidence***: As they gain proficiency in sewing, participants often experience a boost in self-esteem and confidence, knowing they possess a valuable and marketable skill.
6. ***Gender Equality***: This initiative promotes gender equality by providing equal opportunities for girls to gain practical skills and economic independence, contributing to a more equitable society.
7. ***Community Impact***: The sewing skills learned can have a broader community impact. contribute to local economies, or teach others in their community.
8. ***Lifelong Learning***: It encourages lifelong learning and skill development, fostering a culture of continuous self-improvement and adaptability.
9. ***Pathway to Further Education***: Some participants may discover a passion for fashion design or related fields, leading them to pursue higher education and career opportunities in these areas.


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10. ***Personal Growth***: Beyond the practical skills, the initiative instills a sense of achievement and personal growth, as girls and women take pride in their ability to create and contribute.

The Context: The initiative to provide tailoring courses to needy girls and women in near rural area at an educational college is born out of the recognition of various social and economic challenges that these girls and women often face. Here's the context behind this thoughtful initiative:

1. Economic Disadvantage: Many of these girls and women come from economically disadvantaged backgrounds, where access to quality education and opportunities for skill development is limited.

2. Gender Disparities: In many societies, gender disparities persist, with girls and women facing barriers to education and economic independence. This initiative aims to address these disparities.

3. Lack of Vocational Skills: Needy girls and women may lack access to vocational training that can provide them with practical skills for income generation.


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- *4. Empowerment*: Empowering girls and women is recognized as a way to uplift entire communities. When girls are educated and equipped with skills, they have the potential to transform their lives and the lives of those around them.
- *5. Employment Opportunities*: The fashion and textile industry is a significant source of employment in many regions. By providing sewing skills, these girls can access job opportunities in this industry.
- *6. Self-Reliance*: Learning to sew not only provides a means of generating income but also fosters self-reliance. Girls can take care of their clothing needs and potentially contribute to their family's well-being.
- *7. Creativity and Innovation*: Sewing encourages creativity and innovation. It enables girls to design and create their own clothing and textile products, which could lead to entrepreneurship.
- *8. Social and Cultural Impact*: The ability to create and repair clothing can have a positive impact on social and cultural aspects within their communities. Girls may become involved in cultural dressmaking or contribute to local events.


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9. Confidence Building: Gaining a skill like sewing boosts self-esteem and confidence, which can have a ripple effect on their overall personal development.

10. Lifelong Learning: Encouraging girls to engage in lifelong learning and skill development sets the stage for continuous self-improvement and adaptability in a rapidly changing world.

In this context, providing sewing machine courses at an educational college is a thoughtful and practical response to these challenges and opportunities. It aims to empower needy girls and women by giving them the tools to break free from economic constraints, contribute to their communities, and build brighter, more self-reliant futures for themselves.

The practice:

women who have done sewing machine course and who are interested to come to our college and teach tailoring course. In this tailoring skill, initially we gathered women from nearby rural areas whose situation is weak and unemployed . we informed them about this tailoring skill then fixed the course time according to their convenience twice a week on Saturday and Sunday from 11.00 to 2.00 for 3 months. The course was started and some college students participated in it


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The actual practice of sewing machine courses to needy girls and women at an educational college involves a structured and hands-on approach to imparting valuable skills.

- *1. Curriculum Design*: Educational institutions design a comprehensive curriculum that covers various aspects of sewing and garment making. This curriculum can range from basic stitching techniques to advanced garment construction.
- *2. Qualified Instructors*: Skilled and experienced instructors, often with a background in fashion or textiles, are employed to teach the courses. These instructors guide the girls through the learning process.
- *3. Practical Training*: The courses are heavily focused on hands-on training. Girls and women learn by actually sewing and creating garments, giving them practical experience from the outset.
- *4. Theory and Safety*: In addition to practical sewing skills, the girls and women are often taught relevant theory, such as fabric types, pattern making, and safety precautions when using sewing machines.
- *5. Creativity and Design*: Some courses encourage creativity and design, allowing girls and women to explore their artistic talents by creating their own clothing designs.


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6. Business and Entrepreneurship: In some instances, the curriculum may include elements of entrepreneurship, teaching girls how to turn their sewing skills into a source of income by starting small businesses.

7. Supportive Environment: Educational colleges aim to create a supportive and encouraging learning environment where girls and women can feel comfortable and motivated to learn and experiment.

8. Monitoring and Evaluation: The progress and impact of the initiative are regularly monitored and evaluated to ensure that it is achieving its objectives.

This practical approach ensures that girls not only gain sewing skills but also have opportunities to apply those skills, fostering economic empowerment, self-confidence, and personal growth. The initiative is designed to create a platform for girls and women to develop practical, marketable skills that can improve their quality of life and contribute to their communities.


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***The evidence of success -**

for a sewing machine course to needy girls and women at an educational college can be measured in various ways, demonstrating the positive impact of the initiative.

1. ***Economic Independence***: Success can be seen in the economic independence achieved by the participants. Many girls and women who complete the course may start their own sewing businesses contribute to their family's income.
2. ***Income Generation***: The ability of the girls and women to generate income through their sewing skills is a strong indicator of success. They can use this income to support themselves and their families.
3. ***Employment Opportunities***: Success can also be measured by the number of program graduates who secure jobs in the fashion and textile industry, thus gaining financial stability.
4. ***Community Involvement***: Girls and women who use their sewing skills to contribute to their communities, whether through charitable work or teaching others, provide evidence of the initiative's success in promoting community engagement.


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5. ***Educational Advancement***: Success can also be seen in cases where participants decide to pursue further education in fashion design or related fields, indicating that the initiative has ignited a passion for learning and career advancement.

6. ***Confidence and Self-Esteem***: Improved self-esteem and confidence among the girls and women who complete the course are clear signs of personal success. Their belief in their abilities and self-worth can be measured through interviews and self-assessment.

7. ***Stories of Transformation -***: Personal success stories of participants who have gone on to lead more empowered and self-reliant lives can provide compelling evidence of the initiative's impact.

8. ***Long-Term Impact***: Monitoring the long-term impact on the lives of participants, such as tracking their progress and achievements over several years, can offer a comprehensive view of the initiative's success.

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In conclusion, the evidence of success for a sewing machine course for needy girls is multifaceted, including economic independence, income generation, entrepreneurship, and community involvement. These factors collectively indicate that the initiative is making a meaningful difference in the lives of the participants, fostering their empowerment and personal growth.

• **Problems –**

First, women were not ready for this course, we convinced them of the importance of this skill in the future economically

***Attachment-**

1. Photos of practice


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