



**College of Home Science Nirmala  
Niketan**

**NAAC Re-Accredited “A+” Grade**

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*7.2.1. Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.*

**Best Practice – 1**

1. **Title of the Practice: DELIVERING QUALITY EDUCATION THROUGH PROACTIVE AND SYSTEMATIC TRANSITIONING FROM ONLINE TO HYBRID/BLENDED TO OFFLINE MODE OF EDUCATION**

**2. Objectives of the Practice**

- a. To enhance the quality of education via online mode of education.
- b. To assist students and staff to become acclimatized to hybrid/blended mode of education.
- c. To meet students’ academic needs and address other inhibitions by ensuring comprehensive guidance as we transitioned from online to hybrid/blended to offline mode.

**3. The Context**

Due to the Covid scenario, staff and students were introduced to online teaching-learning mode in the previous academic year starting March 2020. In the current academic year, our goal was to evaluate those teaching-learning methods and to enhance the same. As covid scenario eased out, following Government protocols, fully vaccinated staff and students were permitted to attend college on premises, while some continued with their education from home. To meet the needs of both the groups, college introduced the hybrid/blended mode of education. The groups also had some covid safety related concerns about coming to college, sitting for long hours, and commuting by public transport. College took some measures to guide and help these groups to address these concerns and get used to this mode.

**4. The Practice**

The college was using MS Teams for conducting online classes. From the previous year’s observations about online classes, teaching-learning methods were evaluated, and various ways were incorporated to enhance the teaching-learning through student engagement.

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These included discussions, game/activity based learning, audio-visual aids, online quizzes, use of anecdotes to understand concepts, etc. MS Teams features like breakout rooms, polls, etc. were used to encourage interactive student participation.

In between the academic year, hybrid/blended mode of education was introduced. Those fully vaccinated staff, students were permitted to attend college on premises, while some continued with their education from home. It was challenging to meet the needs of both these groups. Some measures to cater to the same were taking classes with use of smart classrooms, laptops, mobiles so that content is well received to both the groups. Parents' concerns about covid related safety in college were addressed and they were assured of the same.

Students' academic needs were met by interacting with and assisting students who were weak in academic performance or those unable to study optimally due to illnesses and family difficulties. Students who did not have access to computer and internet facility were provided with the option to come to college to appear for the exams.

Mental health needs were met through teacher mentors and college counsellor. Teachers proactively monitored students' behaviors and offered unconditional support. Regular mentoring sessions were held online on topics like time and stress management, self-care, importance of healthy eating practices, tips for transition from online to offline mode of education, etc. Students were encouraged to talk to the counselor for the emotional challenges they experienced. They were also motivated to participate in online cultural and extra-curricular activities of the college which gave them an outlet to vent off their stress and raise their self-esteem.

Pandemic and post-pandemic coping called for high resilience in people. Thus college followed certain protocols and practices like being more flexible and adaptable to students' concerns, needs around physical and emotional health. Requests such as more time for assignment submission were considered on an individual case basis. Class timetables were modified considering students' needs. At the same time, they were encouraged to build resilience and will power to cope through the difficulties. Thus, while being student-friendly, college helped them to cope with stressors with resilience. On this theme, sessions were conducted, for instance, on Music & Movement Therapy, Yoga, etc.

### **5. Evidence of Success**

Students and staff had needs of varied types due to the ongoing pandemic. These needs were met in the above-mentioned ways. Flexibility and adaptability whilst coping with unpredictability were key strengths that remained relevant during the academic year. Students were supported in these uncertain times academically, personally and holistically. Communication was facilitated through a multi-pronged approach using social media and the college website so that students were updated with the academic expectations (e.g. Lectures, practicals and examinations). Students benefited through the individualized and group mentoring sessions conducted as reported through their positive feedback and overall

performance. The mentoring sessions acted as a catalyst towards encouragement and attainment of students' academic goals and objectives. The financial assistance and installment facilities for payment of fees helped in reducing student drop-out rate for the academic year. The timetable was prepared to suit the norms of social distancing so that each group use the physical facilities at different time period during the day, this gave an assurance to the students of safety in terms of covid.

#### **6. Problems Encountered and Resources Required**

Those students who were attending from home faced challenges of device and internet connectivity. Thus, all classes were recorded, study materials were made available on MS teams to help students to re-watch the class and study from resources at their pace.

For teachers taking classes via blended mode, college ICT team ensured that the classrooms were enabled with MSTeams to simultaneously conduct lectures on premises and online. Hybrid mode continued till it was possible for every single student to attend on premises due to norms of vaccination. Few teachers were conducting classes from their homes for genuine reasons. This created dissatisfaction among students who came to college to attend classes in premises, because they ultimately had to login and attend the same online. To address this concern, college took measures to reduce the barriers encountered by teachers towards conducting classes in college like encouraging vaccination, keeping flexible working hours, etc.

### **Best Practice – 2**

#### **1. Title of the Practice: CARE FOR MOTHER EARTH - PROMOTING SUSTAINABILITY**

#### **2. Objectives of the Practice**

- a) To inculcate the spirit of ecological consciousness and sustainability in staff and students.
- b) To promote socio-economic sustainability and development among underprivileged groups through community outreach programmes.
- c) To empower students to build social responsibility and temperament through college activities.
- d) To conserve and optimize the use of natural resources in order to save Mother Earth.

#### **3. The Context**

The college stands for a socially and environmentally relevant education. It believes in valuing all components of the ecosystem, and taking conscious efforts to do least harm to the environment and its consumers. Sustainability also means to create an environment of social equality, better standard of living, economic wellbeing and empowerment of all sections of the society in an inclusive manner. Keeping in mind this concept, the education that is rendered by the college ensures to promote ecological consciousness, socio-economic sustainability, and social responsibility.

#### **4. The Practice**

Our curriculum is designed to instill ecological consciousness and sustainability in staff and students. We practice this in various ways such as collecting data and information through Google Forms, e-flyers, e-notices, organising e-waste collection drive and discarding the same through proper channel, use of newspapers and brown paper for pattern drafting in textile laboratory, using fabric and paper shredders, spreading awareness through posters of Reduce, Reuse, Recycle around the college premises, appropriate dry and wet waste management.

Students are facilitated to learn the skills to conserve, optimize the use of natural resources in order to save Mother Earth. For instance, students organized “Jamboree” - an annual fashion show with the theme of “Stay Sustain... Care for Mother Earth”. Students designed, stitched and exhibited their outfit made of old curtains, sarees, dupattas, bedsheets, etc. The NSS unit had many activities under the same theme such as tree-plantation drive, my energy, my responsibility, waste management and composting.

To promote socio-economic sustainability and development among underprivileged groups, community outreach programmes were conducted. During the online teaching phase, the students were placed in various GOs, NGOs and industries for their fieldwork/internships/projects. They planned and conducted online sessions with varied stakeholders like underprivileged children and youth, industry personnel, craftsmen, and other community groups. Some students planned sessions titled “Each One Teach One” - in which they taught bakery skills, cooking, mathematical skills, financial literacy, macramé, using Arogya Setu App, etc. Several workshops on topics like enhancing well-being through yoga, raising self-esteem, effective communication, time management, mindfulness, positive thinking, etc. were curated depending on the needs of the target groups and were delivered. Workshops on these topics were aimed to develop a more positive outlook towards life in times of stress, and empower them with better coping strategies.

Once students resumed attending on campus, they were given an exposure to the rural community by organizing rural camps. The main objective was for the students to observe the lifestyle and challenges faced by the community, develop a sense of humility, value for resources, gratitude and altruism. Through these camps, the students also empowered the underprivileged beneficiaries by developing entrepreneurial skills in them such as to design and make products of saleable value like Warli painted artifacts such as kurtas, stoles, bags, handkerchiefs, cups/mugs, and home décor accessories. This made them aware about their right to livelihood.

#### **5. Evidence of Success**

There was a lot of positive feedback from the students and the beneficiaries. Students reported feeling enlightened and inner satisfaction for what they have in life. The sessions also helped in the upgradation of skills by participation in various workshops and training programmes. The students also displayed a sound, quick ability to develop innovative ideas and sustainable products. Through these sessions, the theoretical knowledge and skills of the students were transferred to the beneficiaries. The beneficiary groups acquired knowledge and skills that

empowered and strengthened their existing capacities towards better economic standard of living through social entrepreneurship. Inclusiveness was observed in planning of activities for various stakeholders e.g. rural and urban, local groups, across various socio-economic strata and age-groups, gender equality. Making computer covers from waste fabrics from the textile department and making paper bags are examples of maximizing the use of natural resources

#### **6. Problems Encountered and Resources Required**

The planning of activities was challenging as students could not meet in groups during the online learning phase due to the pandemic. The availability of desired resources with the beneficiaries was limited thus the students had to come up with other innovative options and this gave the students the opportunity to make the best use of minimum available resources and maximized the potential use of existing resources.

Though the objective was to encourage socio-economic sustainability in the community, students themselves were facing a lot of physical, emotional stress. Thus, they were finding it emotionally challenging to extend their goodwill and resources for the underprivileged. The teachers understood this and were proactive to support them emotionally. They were made to understand the benefits of unconditional service for the underprivileged. Keeping this in mind, the teachers facilitated the students' preparation of these sessions with available resources and skills.