



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: ENTREPRENEURIAL SKILL DEVELOPMENT IN STUDENTS

2. Objectives of the Practice:

- a) To nurture an entrepreneurial culture by encouraging creativity, innovation, and a problem-solving approach among students.
- b) To provide practical exposure to real-world scenarios through internships, industry visits, mentorship programs, and collaboration with entrepreneurs/experts in the field.
- c) To support students in conceptualizing and launching their own start-ups by providing mentorship and support.
- d) To inspire students to address societal challenges through innovative and sustainable entrepreneurial solutions.
- e) To create opportunities for students to network with peers, mentors, industry professionals, and alumni for knowledge sharing and business growth.

3. The Context:

Initiative: In today’s dynamic economic landscape, fostering entrepreneurial skills among students is essential for higher education institutions. The college recognizes the growing demand for graduates who can think innovatively, adapt to challenges, and contribute to socio-economic development. The entrepreneurial skill development initiative addresses this need by creating a culture of innovation and problem-solving on campus. With a strong focus on experiential learning, the programme offers practical exposure through internships, industry collaborations, and mentorship by experts, bridging the gap between academics and real-world practices. The college also encourages students to pick up research that leads to entrepreneurial ventures. Recognizing the challenges faced by budding entrepreneurs, the college provides structured support for start-up ideation and development, ensuring students

can confidently venture into the entrepreneurial ecosystem. Additionally, the programme emphasizes addressing societal challenges with sustainable, need-based solutions. This initiative aligns with the institution's vision of empowering students to become change-makers and future leaders.

4. The Practice:

To achieve the objectives of the entrepreneurial skill development initiative, the college has **implemented** a comprehensive framework that integrates entrepreneurial education, practical exposure, and support systems. An entrepreneurial mindset is fostered among students through workshops, conferences, seminars, and interactive sessions led by successful entrepreneurs and experts. These sessions focus on building creativity, critical thinking, and problem-solving skills. For instance, the students of Department of Human Development organised "Funtastic Fest" wherein they planned minimally costing innovative games for visitors that correspond to developmental objectives, as well as putting up food stalls. Several students of the Department of Textile and Fashion Technology presented their entrepreneurial work in the conference titled "SRIJEN, Skill Development, Research Innovation & Incubation of Entrepreneurship, INVENTURE 2024". They also put up "Jamboree Haat" - Entrepreneurial Skill Development and Market. This event allowed them to develop their entrepreneurial skills, plan, source, organize, and run the market or a business of their own. To practise management and organisation skills, students sourced best quality products from different vendors by visiting various markets including manufacturers, wholesalers and retailers. They put up a plethora of products like kurtis & kurti sets, t- shirts & tops, fabrics, fashion and oxidized jewellery, hair accessories, scarves, dupattas, stoles & belts, and stationery. The students of the Department of Community Resource Management put up a CRM Market titled "Alice in Wonderland" which featured an array of stalls that showcased exquisite collections of accessories and foods inspired by Alice in wonderland.

To ensure practical exposure, the college collaborates with industries, start-ups, and business leaders, facilitating internships and industrial visits. Students of the college have gone to study tours to places like Hyderabad, Amritsar, Chandigarh to gain hands-on experience.

Social entrepreneurship is another key focus of the practice. Students are encouraged to develop sustainable solutions to societal issues through special initiatives and projects. The college organizes community outreach programs and sustainability-focused campaigns, instilling a sense of responsibility in addressing real-world challenges. For instance, students of the Department of Textile and Fashion Technology developed products like Sustainable Tiles from Textile Building Material Waste, Plastic wrap waste for sustainable footwear.

To sustain the impact of these practices, the college incorporates entrepreneurship-related topics into the curriculum and ensures continuous improvement through feedback and impact assessments.

Through this holistic approach, the college **institutionalized** entrepreneurial skill development, creating an ecosystem that empowers students to innovate, lead, and make meaningful contributions to society and the economy.

5. Evidence of Success:

The college's entrepreneurial initiatives have achieved notable success, demonstrated by the active engagement and accomplishments of its students. Events such as the "Funtastic Fest" by the Department of Human Development showcased students' creativity and organizational skills, combining developmental objectives with entrepreneurial thinking. Similarly, the "Jamboree Haat" by the Department of Textile and Fashion Technology and the "Alice in Wonderland CRM Market" allowed students to gain hands-on experience in planning, sourcing, and managing future business initiatives. These events highlighted their ability to conceptualize and execute innovative ventures.

Participation in conferences like "SRIJEN, Skill Development, Research Innovation & Incubation of Entrepreneurship, INVENTURE 2024" showcased the students' entrepreneurial projects to a wider audience. Social entrepreneurship was emphasized through initiatives like creating sustainable tiles from textile waste and eco-friendly footwear, demonstrating innovation and responsibility toward societal challenges.

Study tours to cities such as Hyderabad and Chandigarh provided students with real-world exposure, enhancing their understanding of market dynamics and industry operations. The integration of entrepreneurial topics into the curriculum has institutionalized a culture of innovation, equipping students with essential skills. These initiatives collectively reflect the college's success in fostering entrepreneurial mindsets, empowering students to lead with creativity, sustainability, and purpose.

6. Problems Encountered and Resources Required:

While implementing the Entrepreneurial Skill Development Initiative, the college faced challenges such as financial expenses to support large-scale student ventures. Coordinating and planning for such events proved demanding due to time and scheduling constraints. Students initially lacked confidence and exposure, requiring additional efforts in capacity-building from the teachers. Organizing events like "Jamboree Haat" and "CRM Market" demanded significant logistical planning, from sourcing quality materials to securing vendor partnerships.

Planning and participating in so many events needed dedication, tolerance, time and stress management. Teachers motivated, encouraged, counseled and thereby ensured that they did not feel emotionally bogged down, rather resilient, efficient and that they enjoyed the process. Students were guided through financial budgeting and seeking right vendors who could provide them with articles at wholesale cost. Strengthening industry tie-ups was one of the initiatives so that students could be provided better mentorship opportunities and market linkages.

Best Practice – 2

1. **Title of the Practice: COMMUNITY AND EXTENSION WORK IN RURAL AND TRIBAL AREAS**

2. **Objectives of the Practice:**

- a) **Promote Community Engagement:** To foster social responsibility and empathy among students by engaging with rural and tribal communities.
- b) **Empower Marginalized Groups:** To support sustainable development through education, healthcare, skill development, and livelihood initiatives.
- c) **Enhance Awareness:** To create awareness about hygiene, health, nutrition, education, and environmental conservation in underserved areas.
- d) **Bridge Knowledge Gaps:** To transfer knowledge and resources for improving the quality of life in rural and tribal regions.
- e) **Develop Student Competencies:** To provide students with practical exposure to societal challenges, enhancing leadership, teamwork, and problem-solving skills.

3. **The Context:**

Initiative: The college recognizes its role in fostering social responsibility and contributing to the welfare of rural and tribal communities. Many of these communities face challenges such as limited access to education, healthcare, and sustainable livelihoods. Through its **Community and Extension Work Initiative**, the college aims to bridge these gaps by actively engaging students and faculty in developmental activities. By addressing critical issues like hygiene, nutrition, health, education, and environmental conservation, the college seeks to empower marginalized groups and improve their quality of life. This initiative also aligns with the institution's commitment to holistic education, enabling students to understand societal challenges first-hand and contribute meaningfully to addressing them. Additionally, it provides students with opportunities to enhance leadership, teamwork, and problem-solving skills through real-world exposure. By integrating community outreach into its academic framework, the college strives to create a positive and sustainable impact in rural and tribal areas.

4. **The Practice:**

The Community and Extension Work Initiative is designed to engage students and faculty in meaningful activities that address the needs of rural and tribal communities. The college **implements** this initiative through a structured framework that integrates academic learning with community service, fostering a culture of empathy, social responsibility, and sustainability. Several initiatives were carried out:

The students of the Department of Foods, Nutrition and Dietetics visited Jeevandhara Institute of Social Service, Kolad and conducted sessions for women and children of Adivasi padas on Nutrition and Health Education.

Students from the Department of Human Development conducted need-based workshops for rural youth in Karajgaon on self-esteem, emotional awareness, body positivity, and for

Balwadi teachers on computer literacy, creative reuse, effective lesson planning, and balanced meals. In Bharuch, workshops for youth focused on ethical decision-making, leadership, public speaking, mindfulness, and conflict management.

The students of the Department of Textile and Fashion Technology visited Sakhya Women's Guidance Cell (self-help group) at Saphale and conducted several activities for the beneficiaries like tie-dye on cotton dupattas, stencil printing on T-shirts, envelope making and printing, block printing on pillow cases and stoles, jewelry making, fabric and yarn tassels.

The students of the Department of Community Resource Management planned and conducted a series of workshops for female youth at Bharuch on topics like self-defence, personal grooming, first-aid and types of bandages, few workshops entailed teaching to make income-generating products like candle making, clay jewellery, scrunches making, and stationery pouches.

These initiatives were guided by need assessment surveys conducted with community center in-charges. Based on the findings, students, supported by faculty, planned workshops on health, hygiene, nutrition education, soft skills, self-confidence, and income generation. These skill development programs empower rural and tribal communities, particularly women and youth, by enhancing their physical and emotional well-being and fostering economic independence.

The college **institutionalized** the National Service Scheme (NSS) to conduct community outreach programs. NSS special camps in Kharajgaon featured street plays on education, addiction, and domestic violence, along with bio-compost pit making, vanrai bandhara construction, tree plantations, and healthy recipe demonstrations. Donations of clothes and stationery, cultural programs in village schools, and fitness sessions like yoga and zumba for female youth further enriched the initiatives. These activities foster experiential learning, instill values of empathy, selflessness, gratitude and service orientation, and strengthen the college's commitment to community development, enabling students to grow as socially conscious individuals while empowering rural and tribal communities.

5. Evidence of Success:

The Community and Extension Work Initiative has achieved significant outcomes, skills being **internalized** and positively impacting rural and tribal communities while enriching student learning. Nutrition education sessions by the Department of Foods, Nutrition, and Dietetics at Jeevandhara Institute enhanced health awareness among Adivasi women and children.

The Department of Human Development empowered rural youth in Karajgaon and Bharuch through workshops on self-esteem, emotional awareness, leadership, and mindfulness, while training Balwadi teachers in computer literacy and effective lesson planning. Skill-based workshops by the Department of Textile and Fashion Technology at Saphale equipped women with income-generating skills like tie-dye, stencil printing, and jewelry making, promoting economic independence.

The Department of Community Resource Management conducted workshops in Bharuch for female youth, teaching personal grooming, self-defense, and the creation of marketable products like candles and jewelry. NSS camps in Kharajgaon addressed social issues through street plays and promoted sustainability through activities like bio-composting and tree plantation drives.

These initiatives have not only empowered communities but also instilled empathy, leadership, and social responsibility among students. By integrating academic learning with community service, the college has created a mutually beneficial ecosystem fostering personal growth for students and meaningful progress for rural and tribal communities.

6. Problems Encountered and Resources Required:

Planning of activities was challenging as students could not meet in groups due to tight curricular schedules. The availability of desired resources with the beneficiaries was limited thus the students had to come up with other innovative options which gave the students the opportunity to make the best use of minimum available resources and maximize the potential use of existing resources.

There were few logistical constraints in traveling and staying in remote rural and tribal areas, which required careful coordination. Collecting resources to organize workshops, gathering beneficiaries sometimes was challenging. Sustaining their interest and engagement required patience and creative, captivating ways of communication. To overcome these challenges, adequate resources such as co-ordinating with centre in-charge, collaborating with community leaders who could facilitate better access and understanding. Students' stress was addressed by faculty, they guided students to be positive, resourceful, quick and efficient.

