

Format for Presentation of Best Practices

1. Title of the Practice

Nutrition Education '*Nutri-Shiksha*' - A Class to Community Initiative

2. Objectives of the Practice

- To enable the students from the field of Clinical Nutrition & Dietetics to effectively impart nutrition education to the community.
- To address nutritional concerns in vulnerable sections of society such as adolescents through nutrition education.
- To use experiential learning techniques in the field and virtual mode to enhance learning in the community.
- To use effective communication strategies in changing Nutrition knowledge of adolescents.

3. The Context

The contextual features or challenging issues that needed to be addressed in designing and implementing this practice

Nutri-Shiksha has been implemented to bridge the widening gap between nutrition misinformation and scientific nutritional knowledge. In an endeavor to provide this awareness to the community, our college worked on improvement in individual food choices & knowledge through structured nutrition education programmes and approaches.

4. The Practice

The best practice and its uniqueness in the context of India higher education.

Nutrition is a major environmental influence on the health of an individual. Poor knowledge and awareness regarding nutrition have created several lacunae in the choices made to nourish oneself and family. To tackle this challenge, Nutrition education programs at the community level will help to influence preferences and practices followed in selection of healthy foods. Dr. BMN College of Home Science, has worked and continues to stride towards betterment

of the health through nutrition education programs for the nutritionally challenged and vulnerable populations. The faculty and students of the Postgraduate studies programme in Clinical Nutrition & Dietetics, have always understood the challenge posed by poor nutrition in the immediate community. The college empowered these vulnerable sections of society with nutrition education via in-person and online approaches.

In view of the COVID - 19 pandemic, the responsibility to continue nutrition education online was done through Focussed Group counseling sessions by MSc students of Clinical Nutrition & Dietetics on prevalent nutritional issues for all non-nutrition students in the Seva Mandal Society group of colleges , Mumbai.

5. Evidence of Success

Evidence of success such as performance against targets and benchmarks, review/results.

39 MScCND students counseled 600 students on healthy lifestyle patterns, balanced diet & mindful eating. Results showed that adolescent girls on college campus had a higher level of nutritional awareness, enabling postgraduate students to leverage their academic contributions in community counselling.

6. Problems Encountered and Resources Required

The problems encountered and resources required to implement the practice

The pandemic made it difficult to interact with the students for counseling, hence effective virtual modules on pertinent topics were prepared and presented over Google meet and Zoom platforms.

Best Practice 2

1. Title of the Practice

Promotion and Enhancement of Research Ethos in staff & students

2. Objectives of the Practice

- To sensitize and train undergraduate students on the concept of community based participatory action research, sharpen analytical-scientific lens while undertaking research, train students on how to collect and present data
- To impart ethics in research & hone skills in documentation and writing of research publications

3. The Context

The contextual features or challenging issues that needed to be addressed in designing and implementing this practice

The college received a UGC grant under the STRIDE initiative for establishment of the Research Capacity Building Center to promote research culture and capacity building among staff and students.

At Dr. BMN College, research has always been ingrained in the teaching and learning process. However, an organised approach to developing the research capacity of undergraduate (UG) and postgraduate (PG) students, as well as teaching faculty, was identified as being essential. The Center has created courses at four levels of research inputs with a specific focus on student research capacity building in order to achieve the core purpose.

4. The Practice

The best practice and its uniqueness in the context of India higher education.

To encourage a research-oriented mindset in students and improve faculty research abilities, a perspective plan was created. The plan involved

1. Implementation of a Course for promoting research ethos for undergraduate students
2. Introduction of structured courses in research to UG and PG students.
3. Mentoring of faculty members towards working on minor research projects.

Evidence of success such as performance against targets and benchmarks, review/results.

123 students availed the benefit of the courses introduced for the UG and PG students, Faculty Mentoring programmes to prepare minor research projects, Formal Collaboration with Homi Bhabha Center for Science Education, Establishment of Critical thinking laboratory.

1. 123 students availed the benefit of the courses introduced for the UG and PG students through online mode due to the pandemic situation in 2021 - 2022 by the Research Capacity Building Centre (RCBC)

First level 1 : Foundation Course on Research methods (number of beneficiaries:28)

Second Level: Preparatory course on Review of Literature (number of beneficiaries: 25)

Third level: Orientation to Research (number of beneficiaries: 30)

Fourth Level: Research with Practical Approach (number of beneficiaries:40)

2. Organising Mentoring programmes to help the faculty at Dr. BMN College of Home Science and Smt. MMP Shah College Women's College of Arts & Commerce prepare their minor research projects resulting in 4 ongoing minor research projects and 6 approved projects from Dr. BMN College and 11 ongoing minor research projects from Smt. MMP Shah College.

3. Formal Collaboration with Homi Bhabha Center for Science Education to introduce undergraduate students to innovative and relevant fields like creative thinking and design thinking through workshop sessions conducted by domain experts nominated by the HBCSE

4. Establishment of Critical thinking laboratory to provide an exclusive space for the students to undertake various activities related to research capacity building.

5. Institutional access to DrillBit Plagiarism Detection Software has been acquired by the Research Capacity Building Centre to promote original and inventive research by students and teachers.

6. 15 students received assistance in the form of registration sponsorships and multiple free rounds of plagiarism detection utilising the DrillBit software in order to encourage undergraduate students to participate in research competitions