



Yearly Status Report - 2019-2020

Part A

Data of the Institution

1. Name of the Institution	CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION
Name of the head of the Institution	Dr.Asmita Huddar
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	02225531041
Mobile no.	9819265464
Registered Email	principal.hacse@gmail.com
Alternate Email	sirurg@gmail.com
Address	64/65 , Collectors Colony, Chembur
City/Town	Mumbai
State/UT	Maharashtra
Pincode	400074

2. Institutional Status					
Affiliated / Constituent		Affiliated			
Type of Institution		Co-education			
Location		Urban			
Financial Status		state			
Name of the IQAC co-ordinator/Director		Dr.Gayatri Sirur			
Phone no/Alternate Phone no.		02225530451			
Mobile no.		9323790584			
Registered Email		iqac.hacse@gmail.com			
Alternate Email		principal.hacse@gmail.com			
3. Website Address					
Web-link of the AQAR: (Previous Academic Year)		http://www.hashuadvanismarak.org/pdf/aqar-2018-2019.pdf			
4. Whether Academic Calendar prepared during the year		Yes			
if yes,whether it is uploaded in the institutional website: Weblink :		http://www.hashuadvanismarak.org/pdf/annual-calendar-19-20.pdf			
5. Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
1	B	2.26	2016	29-Mar-2016	28-Mar-2021
6. Date of Establishment of IQAC			03-Sep-2016		
7. Internal Quality Assurance System					
Quality initiatives by IQAC during the year for promoting quality culture					
Item /Title of the quality initiative by IQAC		Date & Duration		Number of participants/ beneficiaries	

In the light of WFH after March , IQAC developed guiding principles for online mode to be used effectively	03-Apr-2020 0	44
Faculty evaluation feedback given by students was shared with each faculty for them to draw conclusions	06-Dec-2019 1	44
Development of templates for activity report and innovative practices as post VES and Vidyalankar workshops on NAAC preparation	06-Sep-2019 0	7
Peer reviewing of lectures started in a structured manner using the objective template	06-Sep-2019 0	4
CRE 3 days conference on research with resource person from New Delhi	15-Oct-2019 3	58
Animated AV was commercially developed for branding, promotion and for creating digital footprint.	01-Jun-2019 1	500
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	2019 0	0
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

3

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report	View File																
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No																
12. Significant contributions made by IQAC during the current year(maximum five bullets)																	
<p>1. Principal was appointed as consultant by NAAC to incorporate special education components in the new TE manual. IQAC of HACSE supported her in compiling the points. 2. Two day educational tour was organized for all faculty and all students to visit anganwadees and constructive classrooms. Symposium on home schooling by Dr Ramesh Panse was held at Gram Mangal (Aine Village, JawaharDistrict) . 3. Free hearing screening camp was an outcome of deliberations during the IQAC agenda on developing community understanding among students. Same was held and 43 senior citizens benefitted from the same. This was a combined effort of IQAC and CAAI. 4. Planned and prepared the paper work for two value added certificate programs to be introduced soon 5. Online CET prep camp for the prospective students from the collected data base was held and was successful.</p>																	
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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year																	
<table border="1"> <thead> <tr> <th>Plan of Action</th> <th>Achievements/Outcomes</th> </tr> </thead> <tbody> <tr> <td>To identify, consolidate and implement professional practices in handling data and documentation</td> <td>Soft data management practices identified and being used more systematically for example e mail id, symbol system, titles of folders, IA records. etc</td> </tr> <tr> <td>Induction program for new faculty</td> <td>Same was carried out in 3 phases: with management, with students and among faculty</td> </tr> <tr> <td>Setting the tone for preparing for NAAC Cycle 2</td> <td>Workload and parameters assigned to the faculty . Flowchart of activities discussed, debated and put up in the faculty room.</td> </tr> <tr> <td>Appointment of 4 aided posts after getting NOC from Government of Maharashtra.</td> <td>3 faculty appointed as per norms of University of Mumbai, Government of Maharashtra , RCI and UGC</td> </tr> <tr> <td>Minimum 4 SOPs to be developed: book bank, Aayam, AQAR, participatory management</td> <td>Developed four SOPs and added in SOP manual.</td> </tr> <tr> <td>Campus recruitment to be held inviting at least 5 employers</td> <td>7 employers visited and non school organizations too participated.</td> </tr> <tr> <td colspan="2" style="text-align: center;">View File</td> </tr> </tbody> </table>		Plan of Action	Achievements/Outcomes	To identify, consolidate and implement professional practices in handling data and documentation	Soft data management practices identified and being used more systematically for example e mail id, symbol system, titles of folders, IA records. etc	Induction program for new faculty	Same was carried out in 3 phases: with management, with students and among faculty	Setting the tone for preparing for NAAC Cycle 2	Workload and parameters assigned to the faculty . Flowchart of activities discussed, debated and put up in the faculty room.	Appointment of 4 aided posts after getting NOC from Government of Maharashtra.	3 faculty appointed as per norms of University of Mumbai, Government of Maharashtra , RCI and UGC	Minimum 4 SOPs to be developed: book bank, Aayam, AQAR, participatory management	Developed four SOPs and added in SOP manual.	Campus recruitment to be held inviting at least 5 employers	7 employers visited and non school organizations too participated.	View File	
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14. Whether AQAR was placed before statutory	No																

body ?	
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2020
Date of Submission	16-Jan-2020
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	<p>YES (PARTIAL) • HACSE does not have its own MIS currently. However, we are an active part of the larger management information systems. Institution is well linked with the MIS system of regulatory authorities such as government of INDIA, Government of MAHARASHTRA, University of Mumbai, Social welfare department etc. • To fulfil various administrative protocols information of students is sent to AIISHE • Anti ragging undertaking is completed by all the students through MIS linked with UGC. • Scholarship application and distribution is done through MIS linked to social welfare department. • Enrolment, eligibility, exam related work such as submission of examination form, issuing hall tickets, reporting attendance and malpractices during examination, submission of internal assessment marks, all these tasks are done through MIS linked to UOM. • Our library is also equipped with OPAC, a form of MIS.</p>

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Over a period of time, particularly after the first NAAC visit, HACSE has evolved a well planned mechanism for curriculum transaction and documentation. It has a balance between rigidity and flexibility. We are very rigid about covering the whole syllabus systematically, using ICT for curriculum transaction and having transparent IA system. We are flexible about ways and

means to achieve the learning objectives and inviting variety of resource persons. At the end of every academic year, before the start of new academic year - an academic calendar is prepared after reflections on what worked better and what did not. Following are some of the activities, that indicate our mechanism for the year 2019-2020

1. Regular Academic Meetings: At least 2 Academic meetings were held per term and Common agenda included:
 - Reviewing earlier feedback / loopholes / improvement suggestions,
 - workload distribution in terms of course owners
 - Identifying visiting faculty and discussing budget for the same.
 - Special programs to be held and their process owners
 - Reviewing attendance issues.
 - Planning for value added courses
 - Mentoring issues
 - Exam related issues
2. Functional Mentoring system: Each student had access to one faculty for discussing the issues impacting their academic output. E-mentoring was initiated due to the rise of pandemic Covid 19.
3. Workload distribution: Academic and Administrative duties were distributed and separate tentative time tables made regularly.
4. Evaluation of Staff: Evaluation of faculty by students was carried out. The tool used had two components: A. Teaching style and B. Professionalism. 10 items each to be rated on a 5 point rating scale.
5. Staff Feedback: Feedback is provided to the faculty on their strengths and weakness. They are given freedom to select 2-3 points for working on improvement every year.
6. Visiting faculty: For giving variety of exposure to students in terms of perspectives and teaching styles, college planned, visiting faculty very carefully. Different professionals visited college to teach modules to students during the academic year.-pedagogy experts and experts from the field of Psychology.
7. Special attention to those who have language concerns and diverse needs: Notes were made available to those who write exams in Marathi and Hindi. Special coaching was undertaken for them.
8. Assessment Policy: College has an assessment policy which is transparent and structured. Some of the Highlight points of the internal assessment procedure of HACSE in 2019-20 are as follows:
 - Best of 3 test selected
 - Innovative practices include open book test and surprise test.
 - Students were shown the IA calculations of all to make the marking transparent. Moreover, students were encouraged to negotiate marking to facilitate learning and also motivating faculty to be consistent and fair.
9. Online Teaching-learning: Faculty conducted lectures, final presentations on internship, and assessment in online mode. As planned, the entire portion was completed in prescribed time duration in online mode during the Lockdown period. Curriculum transaction is the core of any activities and same reflects in its planning and implementation.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
NIL	NIL	01/06/2019	0	NIL	NIL

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEdSplEd	NIL	01/06/2019
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
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BEdSplEd	Hearing Impairment	01/07/2019
BEdSplEd	Learning disability	01/07/2019

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Aabhasi -Getting ready for online teaching learning	17/05/2020	32
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEdSplEd	Hearing Impairment	10
BEdSplEd	Learning Disability	23
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<p>We at HACSE, collected feedback on all aspects of curriculum and on other events from different stake holders such as students, alumni, faculty, employers. Periodical analysis is done by all staff together (all members of programme assessment committee) to combine and compile the responses- formally and informally The practice of student evaluating faculty is followed every year and same was done in 19-20 as well. Students are given a feedback forms after semester end. Students are encouraged to respond without fear as their identity is not disclosed and strict confidentiality is maintained. The process of obtaining feedback is as follows, Principal explains the purpose of the exercise and distributes the sheet. Students fill the sheet by putting circle to appropriate points. Principal reviews and explains scope of improvement to each faculty. Each faculty gets to see the feedback of only one-self to reflect and modify. Employers' feedback is collected through a questionnaire specially designed for the purpose. Employers are mailed this tool with a request to be honest. They are asked to give feedback from improvement. They fill the tool and send it to a separate e mail id in PDF form. These responses are discussed in the meeting and improvement points are drawn. Alumni's feedback too is obtained through a specially designed tool which the rolled out batch completes</p>

and sends to a particular e mail in PDF form. Same is discussed during academic meetings. There are basically 2 ways to seek feedback from the students on curriculum transaction 1. Structured written form: This is filled in by the beneficiaries - either students or the participants of our workshop / seminar / conference at the end of the program. This is a standard one with the combination of rating scale pointers and space for open ended suggestions. 2. Feedback box. There are two feedback boxes installed in the college in which students and beneficiaries are motivated to drop suggestions and feedback. They are allowed to conceal their identity. The box is checked once a month and the feedback is acted upon on regular basis. Response to feedback: (either of the following) 1. Event coordinator prepared the feedback report and important points were discussed in post event or quarterly meeting. Analysis of feedback was also part of the report of the event either submitted to the funder or approval agency. CRE feedback forms were submitted to RCI with the analysis. 2. The principal reviewed the feedback obtained through feedback box. Minor suggestions which were appropriate were immediately taken care of. For example: Adding books in book bank. Keeping school text books in the class etc 3. Mentors encouraged students to talk about their views on teaching and assessing. Students gave feedback on evaluation and same was discussed in the mentors meeting.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEdSplEd	Hearing Impairment	20	12	4
BEdSplEd	Learning Disability	25	23	12

[View File](#)

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	15	0	6	0	0

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
6	6	11	2	0	11

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Student mentoring system is available in the college. Since our college has a small and the ratio of mentor: mentee being small comparatively, mentoring comes naturally. Teachers are motivated and try to mentor students to bring out the best in them. Mentors are easily available to the mentees during college hours and if any circumstances arise, then after working hours. Guidance, support and personal counselling to the best possible ways has been so far - one of the important role played by teachers including principal at HACSE. Let's have a look at Student mentoring system in HACSE in 2019-20 Assigning each student to a mentor- 1. There are 5 mentors which include 2 associate professor 3 assistant professors for mentoring. 2. Mentor-mentee list was displayed on the notice board. 3. Time table reflected the mentoring time. 4. Mentors regularly kept track of learning graph of mentees. 5. The focus issues for mentoring were low performance, language issues, concerns related to financial issues. 6. On informal level, mentors paid re-evaluation fees, when they were confident that students deserved more marks than what she /he obtained. 7. The most important impact of mentoring was seen on improving attendance. It also helped those who were weak at English. 8. Even e-mentoring was introduced due to covid 19 Pandemic

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
37	6	1:6

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
8	6	2	4	3

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2020	NIL	Assistant Professor	NIL
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEdSplEd	4E00613	III	24/01/2020	04/03/2020
BEdSplEd	4E00313	III	24/01/2020	05/03/2020
BEdSplEd	4E00611	I	07/02/2020	06/03/2020
BEdSplEd	4E00311	I	07/02/2020	06/03/2020
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Continuous Internal Evaluation (CIE) system was reviewed for reforms in 2019-2020. Pandemic since mid March led to slight modifications and adaptation to continuous internal evaluation. Same was reviewed and communicated to students through online meetings. The syllabus of B Ed Special Education has

the component of continuous evaluation. There are marks assigned in the syllabus itself to the interactions that students undertake as a process of learning. This nature of the syllabus facilitates ongoing evaluation. Following were some of the reforms initiated: • Best two unit test out of 3 • We gave rubrics to students before exam or presentation. • Flexibility in pattern of taking unit tests. • Notional tasks are implemented carefully. -rubrics/essential components were discussed with the students for their best internal evaluation. Freedom was given to choose notional task, support was given for performing notional task well. • From March to May, all notional tasks were collected in online mode and were assessed online mode. Project (D18 and D19) and Internship presentation was in online mode. • Students were shown the marks of their internal work for improvement in future. Their signatures were taken on their IA before sending to university as per the principle of transparency. • Late submission rules were for consistency in reduction in marks. • For observations and lessons we insisted that students get to know marks with feedback on each of the lessons before the next lesson is delivered. This helped students draw and monitor learning graph.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Program coordinator of the college prepared the blue print of the semester calendar. Details were added through the semester as events, visits, guest lectures, co-curricular activities etc. were scheduled. Implementation of the Academic Calendar: • Master calendar was pasted in faculty room • Students were e mailed the monthly calendar and weekly time table • Modifications and changes in the schedule were indicated in the final calendar • Consolidated calendar with high light activities was published in annual report -Arushi • Daily updates were maintained through whatsapp group created and used for the purpose. In spite of Pandemic, HACSE was firm faculty was on its toes to adhere to its academic calendar. Slight modifications were made in time table as the lecture sessions were in online mode. Arrangement of planned activities in academic calendar was conducted in online mode considering the adjustments, adaptations of resource persons, lecture delivery through online sessions. In fact, our staff and students tried to make the best use of online platform for updating self, doing online courses, self-study courses, online workshop, webinars, which were a blessing in disguise. This was not a part of academic calendar as it was an unplanned event. So slightly college had to adjust, adapt, vary from the activities planned during this covid 19 pandemic situations.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://www.hashuadvanismarak.org/plo-clo-for-ld.html>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
4E00314	BEdSplEd	Hearing Impairment	10	10	0
4E00614	BEdSplEd	Learning Disability	12	12	0

[View File](#)

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<http://www.hashuadvanismarak.org/pdf/Compiled-SSS-docs-2020.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Any Other (Specify)	0	NIL	0	0
International Projects	0	NIL	0	0
Students Research Projects (Other than compulsory by the University)	0	NIL	0	0
Projects sponsored by the University	0	NIL	0	0
Industry sponsored Projects	0	NIL	0	0
Interdisciplinary Projects	0	NIL	0	0
Minor Projects	0	NIL	0	0
Major Projects	0	NIL	0	0
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Subject seminar on Brialle by Yukti Gupta	NA	16/11/2019
CRE(State level seminar- RCI approved) on Research Methodology 30 (Special Educators)	NA	15/10/2019
Expert lecture -Professional Teaching Competencies in teaching for children with disabilities By Dr.V .Bhagwat	NA	18/05/2020
CRE on use of TLM and	NA	07/01/2020

Educational Technology for 30 (special Educators and Psychologists)		
World Deaf Week: Felicitatation of three sucessful deaf professionals followed by discussion (Dr. Alim Chandani, Mr Sunil re Sahasrabuddhe and Sonal Raut)	NA	27/09/2019
Symposium on Use of technology in Education By Ninad Vengurlekar	NA	14/12/2019
Crispiani method for reading (12 SY LD particpated) at SNTD	NA	25/06/2019
Disability Orientation for Media Professionals working in Sony TV Population First Workshop	NA	31/07/2019

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Intercollegiate Competition (Caption Writing)- First Prize	Jitendra. H. Jagawat	CCYM[S HACSE	22/02/2020	Student
Intercollegiate Competition (Caption Writing) -Third Prize	Pradeep. S. Jaiswar	CCYMS HACSE	22/02/2020	Student
Intercollegiate Competition (Poetry Writing- Marathi) -First Prize	Smita Ahire	CCYMS HACSE	22/02/2020	Student
Intercollegiate Competition (Poetry Writing- Marathi) -Second Prize	Pallavi Dongre	CCYMS HACSE	22/02/2020	Student
Intercollegiate Competition (Poetry Writing- Hindi) -First Prize	Kajal .K.Naik	CCYMS HACSE	22/02/2020	Student
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NA	NIL	NIL	NIL	NIL	01/06/2019
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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
NIL	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	NA	1	0

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
NA	4

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Parent Training In Management of Hearing Impairment In Early Intervention Programmes'	Ms.Kasturi Kulkarni	EduTech online journal of education	2019	0	Ph.D Scholar at Ali Yavar Jung National Institute for the Speech and Hearing Disabilities (AYJNISHD) Divyangjan (D)	0

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
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Parent Training In Management of Hearing Impairment In Early Intervention Programmes'	Ms.Kasturi Kulkarni	EduTech online journal of education	2019	0	0	Ph.D Scholar at Ali Yavar Jung National Institute for the Speech and Hearing Disabilities (AYJNISHD) Divyangjan (D)
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	3	47	28	46
Presented papers	1	2	0	0
Resource persons	0	1	4	5
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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Volunteering for MDA for awareness about Dyslexia - Dyslexia Awareness week	MDA	1	22
Organisation of felicitation program -Successful Deaf personalities on Teachers Day- World Deaf Week by Dr.Alim Chandani,Mr.Sunil Sahastrabuddhe and SonalRautWorld Deaf Week by Dr.Alim Chandani,Mr.Sunil Sahastrabuddhe and SonalRaut	Centum GRO	1	22
View File			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	0
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Audio Visual Clip with Message to common public - Health Awareness - Need and benefits of Social Distancing ,precautions to be taken , Stay home message to fight against Covid 19 -prepared by faculty and students of CCYMS HACSE	HACSE	Message to protect self and Globe to fight against Covid-19	1	37
Awareness Campaign for prospective B Ed students on how to fill B Ed CET form -online mode	15 Colleges of Arts,Commerce and Science	CET form filling Awareness in online mode	6	5
Organisation of Street play on breaking the Gender barriers by Mens against violence and abuse - MAVA performed by student volunteers -Sanche Mein Duniya	MAVA, HACSE,RTT,AAVC,	Streetplay	1	30
Senior Citizen walkathon	CCYM	Walkathon	3	37
Save the Girl Child workshop by Population First on 18/10/2019	Population First	Gender Issue	1	12

Dyslexia Awareness month	MDA (S.Y.B Ed (Learning Disability volunteered at MDA as part of Dyslexia Awareness month	Dyslexia Awareness	1	12
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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Collaborated with Hellen Keller Institute for Deaf and Blind for Observation-Practical and Faculty Exchange for SEM(I)HILD	15	NIL	1
Collaborative lectures Faculty Exchange for SEM(I)HILD with Dept of Special Education, SNTD	25	NIL	5
Collaborative lectures Faculty Exchange for SEM(I)HILD with Suvidya College of Special Education	15	NIL	2
Resource Sharing and Consultancy for the Red Flag International Project by Sols Arc on Screening for Special Needs	3	NIL	120
Resource Sharing and Consultancy for Development of online course material for certificate course on Inclusion by LEARN STUDIO	2	NIL	120
Resource Sharing and Consultancy to Trinayani for developing puppet show on INCLUSION in hindi	1	NIL	30

Collaborative lectures with SuvidhyaCentre for Special Education NIMH SNDT Women's University	50	NIL	5
Collaborative lectures for pedagogy lectures Science, Mathemtics, Social Science,English) Sem II with NIPID	25	NIL	10
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internships/ Field Engagement:	F3 Field engagement/Internship(Inclusive school) for SEM IV (SY B Ed-HI)	Swami Vivekanand Vidyalaya (secondary section)	06/02/2020	24/03/2020	2
Internships/ Field Engagement:	F2 Field engagement/Internship(Other disability) for SEM IV (SY B Ed-HI)	Smt. Kamla Mehta School for the Blind	23/12/2019	26/02/2020	3
Internships/ Field Engagement:	F2 Field engagement/Internship(Other disability) for SEM IV (SY B Ed-HI)	Sulabha Special school	23/12/2019	26/02/2020	3
Internships/ Field Engagement:	F2 Field engagement/Internship(Other disability) for SEM IV (SY B Ed-HI)	Astitva School (MR Section),	23/12/2019	26/02/2020	2
Internships/ Field Engagement:	F2 Field engagement/Internship(Other	Jidd Special School (MR)	23/12/2019	26/02/2020	3

	disability) for SEM IV (SY B Ed- HI)				
Internships/ Field Engagement:	F1 Field Engagement: Disability S pecializatio n for SEM III (SY B Ed- HI)	Hellen Keller Institute for the deaf blind	05/08/2019	27/08/2019	2
Internships/ Field Engagement:	F1 Field Engagement: Disability S pecializatio n for SEM III (SY B Ed- HI)	Rochiram. T. Thadani School for Hearing Handicapped	05/08/2019	27/08/2019	2
Internships/ Field Engagement:	F1 Field Engagement: Disability S pecializatio n for SEM III (SY B Ed- HI)	Rotary School for the Deaf	05/08/2019	27/08/2019	2
Internships/ Field Engagement:	F1 Field Engagement: Disability S pecializatio n for SEM III (SY B Ed- HI)	Pragati Vidyalaya	05/08/2019	27/08/2019	2
Internships/ Field Engagement:	F1 Field Engagement: Disability S pecializatio n for SEM III (SY B Ed- HI) - Batch 2018-2020	EAR Center	05/08/2019	27/08/2019	2
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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Dr.Anjali Morris Foundation	12/07/2019	Internship/Field En gagement/Practicum (For Three Years)	4
IDBA, Mooka Badhir Sangathan, Indore(1/4/2020 to	01/04/2020	Practical tasks of B.Ed HI students related to Indian	4

[View File](#)**CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES****4.1 – Physical Facilities**

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
1.6	0.35

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Existing
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Existing

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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
E-granthalaya	Partially	3.0	2013

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	203	34426	0	0	203	34426
Reference Books	188	105554	0	0	188	105554
e-Books	0	0	0	0	0	0
Journals	11	143648	1	33291	12	176939
e-Journals	0	0	0	0	0	0
Digital Database	0	0	0	0	0	0
CD & Video	176	25630	0	0	176	25630
Library Automation	1	5000	0	5000	1	10000

Weeding (hard & soft)	73	711	0	0	73	711
Others (specify)	0	0	0	0	0	0
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr.Asmita Huddar	C15 B.Ed. LD Module 3	AV on Social Media (As per the UDL accessible format) on Ensuring the participation of persons with disabilities in local elections	29/06/2019
Dr.Asmita Huddar,Principal (in collaboration with Surhud Mandal ,Pune)	A2 Module 3	AV on Social Media (As per the UDL accessible format)-a sample story on Value Education for Children With Disabilities	20/05/2020
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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	7	0	7	0	0	1	0	8	0
Added	0	1	0	0	0	0	0	0	0
Total	7	1	7	0	0	1	0	8	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

8 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NIL	NIL

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on	Expenditure incurred on	Assigned budget on	Expenditure incurred on
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academic facilities	maintenance of academic facilities	physical facilities	maintenance of physical facilities
15.47	11.67	1.6	0.35

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Infrastructure is the backbone of the college. HACSE has always strived to provide best learning environment. We are well equipped with all facilities needed for smooth functioning. HACSE has all essential exclusively owned infrastructure facilities like classrooms, library with reading room, well-equipped science laboratory, computer lab with an Internet connection, girls' common room and an early intervention centre. Other shared facilities with a special school in same building and exclusively owned by management include conference room, an auditorium, gym and yoga classroom, multipurpose hall and meeting room. There are systems in place for smooth functioning and maintenance of facilities. 1. After purchasing any instrument, equipment or furniture, details are entered in stock register. 2. For shared facilities, there is system of giving a note to management office with required details. Facilities like an auditorium or multipurpose hall are assigned to HACSE, RTT or CCYM on a first come first-served basis. RTT high school times are 8am to 2 pm and college timings are 9.30am to 4 pm and hence shared facilities are fully utilized by both school and college without much hassle. 3. Library advisory committee is in place to guide and help the librarian to work smoothly. Library committee had framed different policies for smooth functioning of library. Following procedures and templates are in place: • Circulation policy for lending books displayed on website as well • Library allowed students to keep books for more days during examination period • Acquisition policy • Withdraw outdated and discarded books • Book bank facility made available for SC/ST and Differently able students • AMC for library software E-granthalaya. 4. Whenever librarian goes on long leave, principal makes temporary provisions to keep library open and allow students to use resources. 5. Register has been maintained to keep record of any complaint against an instrument/equipment that needs to be repaired. Accordingly money is spent from repair and maintenance budget under guidance of principal. 6. AMC for water purifier, AC and lift service. 7. There is a system of on call facilities for electrical work, carpentering works, and plumbing works. 8. College has feedback system. Suggestion boxes are installed for drawing attention to maintenance issues. There is special email id made for same purpose by principal. 9. Anti-virus software installed in all computers, laptops for preventing data theft, virus attacks. 10. Tally used for accounting purpose and to keep financial transactions records and biometric system used for attendances purpose. 11. Tally latest version licensed copy for updating and maintaining account of college. Same shared with all activities, useful for considering account and also useful for preparing balance sheet for the same. Maintenance of infrastructure is a collective responsibility and the work culture makes it easy for all to follow it. We ensure exposure of best practices for taking its care. Procedures and policies for above were discussed with students on induction program.

<http://www.hashuadvanismarak.org/pdf/code-of-conduct-staff.pdf>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Post Matric Scholarship	0	0

	Government of Maharashtra		
Financial Support from Other Sources			
a) National	NIL	0	0
b) International	NIL	0	0
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Session on User Awareness Programme on Occasion of Librarians Day	12/08/2019	22	HACSE -Inhouse arranged for Students- By Ms.Sandhya Pagare -Librarian ,HACSE
Introduction to assistive technology By XRCVC	09/11/2019	22	Xaviers Resource Centre for the Visually Challenged (XRCVC)
World Deaf Week Session Dr. Alim Chandani, Mr Sunil Sahasrabuddhe and Sonal Raut	27/09/2019	22	Dr. Alim Chandani, Mr Sunil Sahasrabuddhe and Sonal Raut
Workshop on Phonemics(Awareness) and Phonics	21/09/2019	15	Geeta Dalal (SNDT)
Workshop on Life Skills for teachers By Dr.Amit Mishal	29/08/2019	22	Oriental College of Education and Research,Andheri
Workshop on Crispiani Method by Piero Crispiani and Eleonora Palmieri (SNDT)	25/06/2019	22	Piero Crispiani and Eleonora Palmieri (SNDT)
Workshop on Resume Writing by Nocholus Reishus (English Language Fellow at KJ Somaiya Institute) at @US Consulate, Bandra	26/11/2019	22	Nocholus Reishus (English Language Fellow at KJ Somaiya Institute) at Dosti House, U.S. Consulate, General Mumbai
Session on Use of technology in Education By Ninad Vengurlekar	14/12/2019	22	HACSE (Mr.Ninad Vengurlekar- Founder of Utter App)
Expert Lecture- Professional Teaching Competencies in	18/05/2020	37	Ms.Vijaya Bhagwat

teaching for children with hearing impairment -(Secrets of my success as a special Educator)By Ms.Vijaya Bhagawat - online mode			
Session By Dr.Shyamala Dalvi online mode	16/05/2020	37	Dr.Shyamala Dalvi)
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2020	Job Readiness Sessions- 1. Ms.Geeta Shrivastava (AAVC) 2. Dr.Amit Mishal	0	15	0	7
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Akansha Foundation, ,Shruti School, Stephen School, Urmi Foundation, Adya Akshar School, Rotary	24	1	St. Joseph High School, Gateway School , Sol's ARC, Don Bosco International School , NMT Academy , Hill Spring	6	6

School Dombivali , Dubai Scholars, Dubai, Reliance Foundation , Little Heart Special , VMS, Asmita Learning Center (11 O rganisations)			Internationa l School		
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2019	0	NIL	NIL	NIL	NIL
2020	0	NIL	NIL	NIL	NIL

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	0
SET	0
SLET	0
GATE	0
GMAT	0
CAT	0
GRE	0
TOFEL	0
Civil Services	0
Any Other	0

No file uploaded.

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
On Occasion of World disability day - organization of intercollegiate competition-Caption Writing, Poetry Writing (Marathi and Hindi)	Intercollegiate Level	10
On occassion of National	Intercollegiate Level	6

Science Day e-Poster Competition		
Awareness among the academic society about COVID 19 from 27/5/2020 to 11/6/2020	Intercollegiate Level	408
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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2020	NIL	National	0	0	0	NIL
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Students represented themselves on various academic bodies/committees of the institution helping institution in carrying out different academic, curricular and co-curricular activities in smooth and effective manner. The activities organized by the Student Council under the leadership of the in charge faculty are as follows • Alumni Meet • Capacity Enhancement /Building -Through Yoga Sessions-Pandemic -Covid 19 • Annual Day 23 Feb 2020 • Walkathon -22 Feb 2020 • Free Hearing Testing for Senior Citizens -15 Feb 2020 • National Science Day -29/02/2020 • Education Tour -Gram mangal - 6/7 march 2020 • Aayam - Capmus Placment -24 Jan • Rubaroo: online conversation with authors- 11Jan 2020 • Continuous Rehabilitative Education (conference) -3-9 Jan 2020 • Health and Screening Camp -4 Jan 2020 • Celebration of Christmas -21 Dec 2019 • International day for persons with disabilities -3 Dec 2019 • Fresher Party -16 Nov 2019. • Swachchhta mohim Reading Room -6 Oct 2019 • Arushi Publication -Student Editors Members of the Council for the Year 2019-2020 are as Follows: Student council members President- Simran Advani Secretary- Bharati Singh Member 1- Khushbu Shah Member 2- Pradeep Jaiswar Member 3- Vinita Khedkar Student repretatives in other committees College Development Committee (1.1.19 to 31.12.19) Bharati Singh Rachel F Internal Complaint Committee - ICC (1.1.19 to 31.12.19) (Committee against Sexual Harassment and Women Development) Student Representative - Rubina Ansari Internal Quality Control Cell: IQAC (1.1.18 to 31.12.19) Student Representative: Shiwali Jaiswal Anti-ragging Committee (1.1.18 to 31.12.20) Student Representative: Ayesha Sayyed Mohit Gupta Library Committee (1.1.18 to 31.12.20) Student Representative: Rachel Fernandes Social Media (1.1.18 to 31.12.19) Student representatives: Khushboo Shah Vinita Khedkar Class Representatives (2019-2020) S.Y.B.Ed. (HI): Shraddha Shirke S.Y.B. Ed. (LD): Jasmin Shah F.Y.B.Ed. (LD):Afreen Shaikh F.Y.B.Ed. (LD): Pooja Tanna Most of the students after completing their B Ed will work for private schools or non-profit organisations. Resource mobilisation and fund is one of the key skills for any body ,who works for such organisations. Considering this,fund raising drive was carried out with the help of student council. Students were given training on fund raising and they raised Rs.46,200/- for CCYM. Students visited Gram Mangal Anganwadis and were overwhelmed about the learing experience. They donated Rs.5000/- for the Anganwadis as expression of their community responsibility.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

318

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

AAHA Meet on 28/5/2020. It was a Zoom Virtual meet with fun filled and informative activities. Alumni group Faculties and ex- faculties of HACSE,- Guest of Honour, Non-teaching staff, (51 alumni) Alumni group,SY volunteers (Total Number of participants- 77). Objectives : 1. To organize a reunion for alumni with fun filled and informative activities, 2. To share some updates about college and discuss some important agendas for further continuous collaboration with alumni group. Following was undertaken during the Meeting: All participants got updated about the recent changes and developments in HACSE through video, presentation by faculties. - All participants enjoyed through video of memory flashback and recreational activities. - A value added course "Aao Baten Karen" was launched by HACSE. - The program was followed by an informative session on professional ethics taken by the guest of honour and speaker Dr. Vijaya Wad. - The achievements of alumni HACSE were shared with all they were felicitated with the honoured salute from all the participants and certificates issued by HACSE. - Important agenda regarding alumni support system were discussed by faculties. - The program was very much appreciated by all the participants, there were some technical and networking issues from the side of participants which were resolved by our technical team. - Feedback were collected from the participants and the responses were as followed- 1. most of the participants were strongly supported the idea of conducting online meet where as out of 57 participants, 7 disagreed with the idea of having virtual meets. 2. Majority of participants were strongly appreciated the overall coordination of activities in terms of balance between fun and information, whereas 10 participants disagreed and expressed that it could have more balanced activities. 3. 42 participants expressed that they will actively participate in AAHA activities whereas 8 were neutral in their responses. 4. 38 participants liked the invited lecture whereas 12 were neutral in their response. 5. 43 participants were appreciated the overall coordination and logistics of the programme whereas 7 gave their neutral responses about it. 6. Most of the participants liked the entire programme whereas few liked only the individual activities such as recreational activity, guest lecture, meeting with old friends. Below are the suggestions shared by participants- - Number of participants should not be restricted. - Considering online, the duration of the program was longer. - Alumni should also get more time to interact with all and it should be more interactive. - More fun filled activities could have been included. - RTT teachers also could have been joined the program. - Alumni meet should be organized more frequently. - Different topics have been suggested for the sessions for next alumni meet. - CRE program should also be conducted through online.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

HACSE recognizes the abilities of its faculty and believes in decentralization and participative management. The administration of the college is decentralized too. Collaborative Decision Making: Both Principal and vice-principal (on informal basis), along with the faculty are involved in collaborative decision making. For most of the decisions, all faculty are asked to opine, for the best possible solution or way to complete the particular task at hand or decision to be taken. In other words, Collaborative decision making is practiced. For most of the logistics related to academic planning, work distribution, organisation of events, etc. suggestions are asked from all staff members. Decisions taken are collective decisions. Formation of Committees /Responsibility of committee: Different committees are formed at micro levels to ensure that all institutions academic, administrative activities are completed on time .This includes workload distribution, celebration of days, placement, lectures, time table making , library work etc. Different committees /cells are made for efficient functioning under whom work is distributed. The Faculty under the guidance of the Principal is responsible for the academic functioning of the college, by being part of a number of specialized committees that work with a high degree of efficiency with considerable autonomy and initiative. Process Owner: College has a system of selecting / appointing 'Process Owner' for each process / event. This person is the leader on the delivering the services not only in terms of implementation but also in terms of decision making. Since this is on rotation basis and since process owners are appointed as per the aptitude and choice, all other cooperate well and most of the events / processes are well coordinated. This year too, after every activity was completed, the process owner held the meeting and sent the report to the IQAC about the event. Assigning credit for the work done is a sensitive area in building work culture. Principal, Staff, students all hardly leave any opportunity of acknowledging one another for their performance, boosting morale, confidence and motivating each-others to excel and give much better outcome if future. In short, acknowledging peers and students for best contribution in conducting or organising event was one of the standard policies followed this year as well. Principal motivated for best performance provided feedback when required. We also have a system of three cheers after any event for the beneficiaries to be aware of the credits.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	The admission of the college take place through Maharashtra Common entrance Test. All over the state the enrolment in B Ed programs is decreasing. HACSE's efforts to increase enrolment included: <ul style="list-style-type: none"> • Massive awareness campaign in graduate colleges to inform third year students about career options in special education • Collecting student database of third year students interested in B Ed • Use of social media for awareness • Collaboration with other colleges of special education • Online / offline camp for preparing candidates for CET • Hand

holding to candidates who are not good at ICT

Industry Interaction / Collaboration

Effective Industry interactions in special education refers to collaborative activities with special and mainstream schools, clinical and diagnostic centres, non-profit organizations, other colleges of special education and disability specific projects carried out by various organizations. HACSE was involved in varied types of activities in collaborations with these and adopted the quality improvement strategies through: ? Visits ? Academic placements ? MOUs ? Consultancy ? Educational tour ? Volunteering ? Observations / lessons ? Subject seminars IQAC developed SOPs and templates for streamlining a few of these activities.

Human Resource Management

? HRM includes Procedure of recruitment of 3 faculties completed successfully on aided posts as per the prescribed norms of RCI, UoM, UGC and Govt of Maharashtra and as per the roster review. This was indeed a long and tedious procedure (from the GR of creating the posts, obtaining NOC, Advertising the posts, scrutiny of applications, setting up panel including nominee of Joint director, holding interview, appointments and obtaining university approval) since these posts are newly installed as efforts of the college for 5 years. Other points include: Faculty attended / held in-house / external CREs, FDPs, conferences.

Library, ICT and Physical Infrastructure / Instrumentation

? Library: Purchases made from well-established publishers in consultation with staff. Book bank for needy, E-Granthalaya automation software, antivirus software in all PCs, reading room with CCTV ? ICT: Two Classroom (equipped with Smart TV), and One Multipurpose hall equipped with Projector and Screen. ? Well maintained updated website ? Physical Infrastructure: includes: well equipped classrooms, library, science lab, early intervention centre, Noise free acoustic testing room etc. Also includes shared facilities like auditorium, gym, yoga centre, canteen, library, CAAI, Computer room.

<p>Research and Development</p>	<p>? Faculty involved in publications of annual news letter - Arushi ? Course on research is implemented in innovative ways ? Students are encouraged to consume and present research through journals available in library ? As part of D 19 course each one of them are taught to write a research proposal and develop research tool ? Faculty is involved in research publications. ? College has successfully bagged external funded research from university of Mumbai. ? Faculty attended research related FDP</p>
<p>Examination and Evaluation</p>	<p>? Exam related online activities: filling of examination forms, IA submission, Announcement of Result, attendance ? Innovative techniques - surprise test, paired submission, open book test, collaborative assessment etc ? Students were prepared well for the 4 semester end examinations by university ? Faculty appointed as chair-persons /moderators/examiners in the university exam ? Faculty undergone training in OSM ? Fair and structured internal assessment for skill development / lesson and field engagement ? IA policy was revised. Marks of IA were shown to the students • Transparency maintained by obtaining signatures on IA before submission.</p>
<p>Teaching and Learning</p>	<p>? Teaching and Learning Includes: ? Module wise distribution in advance for the whole semester ? Renowned guest faculty invited for cross disability exposure ? Rubaroo: in conversation with the authors (online discussion with book authors in special education) ? Collaborative lectures for cost effective shared expertise facilitating student networking ? Individual mentoring and coaching for students from vernacular medium including notes in Marathi ? Going beyond syllabus in terms of Visits to more centres than prescribed, educational tour, workshops etc ? Watching Educational movie followed by discussion ? Structured peer review system for faculty where faculty attend and review each others' lecture.</p>
<p>Curriculum Development</p>	<p>All faculty were involved in revision of curriculum in RCI 2015 and UOM 2016. So they understand the curriculum well and hence the curriculum is well implemented in our college. Faculty are</p>

involved in curriculum development of other syllabus on regular basis for example, in 19-20 the faculty helped in development of a course on special needs for the MA (Psychology) program at an autonomous college (Nagindas college). Principal is academic council member invitee of an autonomous B ed college (H J college) and plays role in shaping their curriculum development and deployment on regular basis.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Finance and Accounts	<p>Finance and Accounts through e-governance at HACSE was carried out in following ways: ? Tally software used for accounts. It is linked with all activities of management. Accounts team from all activities work in coordination. The PCs are linked with each others as ? Multi user with LAN. This helped consolidated accounting ? Tally's latest version ERP 9 is used and admin staff underwent training for the same ? 6 monthly internal audit is carried out systematically since management members are from the field of banking and CA ? NEFT and other cashless means were used for payments and collection of fees ? Online banking is used by CCYM</p>
Student Admission and Support	<p>E-governance in Admission and student support has initiated at HACSE. Though University of Mumbai, DHE for admission purpose is taking efforts to lead with e-governance. ? Admissions are online. CAP is followed for providing admissions for students. CET form filling is online. CET exam is conducted in Offline mode. ? Online document verification - details /dates/circulars are updated. Verification of documents is carried out ARA. ? Merit list for admission is generated online for spot round ? College registration for CET at Govt of Maharashtra is online ? Doubts of candidates related to documents and process are responded through mail ? Eligibility procedure at university is online ? Enrolment procedure is online and students are provided support by college to complete the procedure</p>
Examination	<p>? e-governance and conduction of exams as follows: ? Circulars relating to exams/daily pasting -online ? Link for</p>

	<p>internal exam -marks submission. Processes like exam Form filling, hall ticket generation, attendance at the time of examination are online processes -all Online ? Result are announced on university website including ? Even Re evaluation result is announced on website .</p>
Planning and Development	<p>? Official WA groups - 1. Faculty for scheduling and routine communications 2. NAAC 3. Accounts and admin 4. Alumni HI 5. Alumni LD 6. Current HI 7. Current LD 8. Current common ? E-Planning /E-copy: PC /Laptop was used for preparing - weekly time tables, placement schedules and soft copy shared to staff , students. ? E-correspondence: Correspondence with visiting faculty, schools, centres, etc done through e mail , care taken avoid hard print ? E-documentation of Workload distribution: Workload distribution documented in master soft copy and shared by all. ? E-Feedback : Feedback through e mails, google form</p>
Administration	<p>At HACSE e-governance was followed in 19-20 for effective administration in the following ways ? All circulars are e circulars from management, from principal office to faculty, from program coordinator to students ? Folders are created for all master documents subject wise. Scanned copies of all imp documents are preserved in these folders. These documents are also preserved in mail inbox of concerned staff in appropriate folders. ? Folders in hard disk and in mail box have same names for easy access. All staff and faculty use same names to preserve documents.</p>

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2019	Ms.Kasturi Kulkarni	About NAAC at VES College	HACSE	1000
2019	Dr.Asmita Huddar	At SNTD	HACSE	2000
2019	Ms.Sandhya Pagare	About NAAC at VES College	HACSE	1000

2019	Dr.Asmita Huddar	About NAAC at Raheja College	HACSE	1000
2019	Dr Amit Mishal ,NAAC Coordinator	Awareness Program for Teacher Education Institutions held on 12 th December 2019 in NAAC Office, Bengaluru .	HACSE	3646
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2020	FDP - Ms. Vijaya Bhagwat Expert lecture- Professional Competencies in teaching (Secrets of my success as a special Educator by Vijaya Bhagwat) for CWD.	FDP - Ms. Vijaya Bhagwat Expert lecture- Professional Competencies in teaching (Secrets of my success as a special Educator by Vijaya Bhagwat) for CWD.	18/05/2020	18/05/2020	6	2
2020	FDP- Webinar by BY Shymala Dalvi- Inhouse HACSE - Curricular adaptation and differentiated instruction	NIL	16/05/2020	16/05/2020	6	0
2019	Interactive session on Development of Life Skills	Interactive session on Development of Life Skills	29/08/2019	29/08/2019	6	2

2019	Resume Writng Workshop @ US Consulate By Nicholoas Reishus at @US Consulate, Bandra	NIL	26/11/2019	26/11/2019	4	0
2020	FDP by Dr.Anjali Morris Education and Health Foundation ,Pune- Series of Online Workshops (5 Days- three hours session on each Day) on Specific Learning D isabilitie s from 13 April 2020 to 1st May 2020.	NIL	13/04/2020	01/05/2020	4	0
2019	FDP - Work shop-Demon stration I nteractive Session on 'Demonstra tion of APP- TEXT IT ALOUD' -By faculty Dr. Shubha Pandit with Team of Students from K J Somaiya En gineering College	NIL	21/11/2019	21/11/2019	6	0
2019	Skill Devlopment session on	NIL	31/08/2019	31/08/2019	4	0

	formulating IEPs for the faculty of three colleges (SNDT, HACSE, NIEPID)					
2020	FDP-Session on Statistics By Dr.Vidya Wadadekar	NIL	09/05/2020	14/05/2020	5	0
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
NIL	0	01/06/2019	31/05/2020	0
No file uploaded.				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
3	3	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
1. Personal accident insurance of New India Assurance for Rupees 1 lac for all the teaching staff 2.. SGSP (State Government Salary Package) linked Insurance Scheme of Government of Maharashtra.	New India Assurance Company Lmtd Policy for personal Accident .Sum Assured -Rs.50,000/-	Financial assistance in revaluation (informal level), book bank ,assistance in application and processing of social welfare scholarship (post matric scholarship/free ship)

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The accounts of the college are audited regularly. The management members are from the field of banking and CA. They are also on management boards of several educational institutes. Hence, HACSE has a smooth and rule abided financial system. Institution conducts internal and external financial audits regularly as per the requirement. Budget was prepared by HACSE and was sanctioned by the CCYM. Monthly advance is drawn and accounts is maintained. There is no pending audit, objection raised or dropped. External audit for externally funded activities and internal audit by the management is carried out.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the

year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Chembur Colony Yuvak Mandal	905700	College non salary expenditure B.Ed (Special Education - Hearing Impairment) Rs.424000 /- B.Ed (Special Education Learning Disability) Rs. 481700/-
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6.4.3 – Total corpus fund generated

905700

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Universty of Mumbai	No	NIL
Administrative	Yes	i. Local Inquiry Committee for Affiliation of LD Programme ii. Document audit by ARA (Admission Regulating Authority).	Yes	Internal Audit By CCYM

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NIL

6.5.3 – Development programmes for support staff (at least three)

CCYMS HACSE deputed Mr.Amol Salvi our clerk for Workshop on VII pay calculation for non teaching staff held in VES in November 2019.
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6.5.4 – Post Accreditation initiative(s) (mention at least three)

<p>1. Formally starting value added certificate course for curriculum enrichment. First one launched this year is called Aabhasi: Getting ready for online teaching learning. The next one AAO BAAT KARE: towards better communication is in pipeline. 2. Formalising and regularizing - Holistic Feedback System from all stake holders. Analysis of the feedback and converting analysis into action points are given importance post accreditation. 3. Published annual report - Arushi was made more NAAC oriented. 4. More structured and active role of IQAC. 5. Timely submission of AQAR was planned and records were maintained accordingly.</p>

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
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b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	CRE 3 days conference on research with resource person from New Delhi	15/10/2019	15/10/2019	17/10/2019	58
2019	Peer reviewing of lectures started in a structured manner using the objective template	06/09/2019	06/09/2019	31/05/2020	4
2019	Development of templates for activity report and innovative practices as post VES and Vidyalankar workshops on NAAC preparation	06/09/2019	06/09/2019	31/05/2020	7
2019	Animated AV was commercially developed for branding, promotion and for creating digital footprint.	01/06/2019	01/06/2019	31/05/2020	500
2019	Faculty evaluation feedback given by students was shared with each faculty for them to draw conclusions	06/12/2019	06/12/2019	31/05/2020	44

2020	In the light of WFH after March , IQAC developed guiding principles for online mode to be used effectively	03/04/2020	03/04/2020	31/05/2020	44
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Street Play - MAVA was arranged on 18/2/2020 with two objectives (i) give demo of use of street play to create awareness among masses (ii) To facilitate gender equity and attitude change towards breaking the gender barrier.	18/02/2020	18/02/2020	27	3
E-Poster Making Competition organised focus Gender Equity Empowerment . one topic was 'Women in Science -*4 Participants from 6 -Selected-'Women in science' -to make poster. *HACSE won our aim of gender awareness-equity of men and women in Science	07/02/2020	25/02/2020	6	0

Save the Girl Child programme by Population First was attended by the students as Women's Day Celebration	18/10/2019	18/10/2019	20	2
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7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
NIL

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0
Provision for lift	Yes	0
Ramp/Rails	Yes	0
Braille Software/facilities	Yes	0
Rest Rooms	No	0
Scribes for examination	Yes	0
Special skill development for differently abled students	No	0
Any other similar facility	Yes	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	1	1	01/06/2019	20	Personal counselling of 2 students- Dr.Sirur	Personal counselling of 2 students- Dr.Sirur	3
2019	1	1	11/08/2019	1	Aarambh	South Indian Association Workshop with 85 primary teachers for three hours - Inclusive	2

						Education	
2019	1	1	01/06/2019	1	CAAI (Centre for Audio logical Assessment and Intervention)	Early Intervention services for families of preschool children with hearing loss	14
2019	1	1	01/06/2019	1	Remedial Sessions	Inclusive Education	12
2019	1	1	01/06/2019	1	Exam exemption for CWSN	Inclusion	0
2019	1	1	15/02/2020	1	Hearing Screening Camp for Senior Citizens Advices/suggestion s for devices	Hearing Screenig testing was done	20
2020	1	1	29/01/2020	1	Awareness campaign for career options(phone calls newspaper pamphlets and college campaign)	Highligti ng the Si tuatednes s for Better En rollment	5
2019	1	1	03/10/2019	1	Adhikar	Family Em powerment Certifica te Programme for parents in Chembur	15
2020	1	1	18/02/2020	27	MAVA -Street Play Gender Awareness	Sensitist ing gender barrierslocal community ..all college, RTT	30

						School, AAVC College staff and Students	
2019	1	1	01/06/2019	250	Reading Room(Study Spaces to students preparing for competitive exams at low cost	Giving youth space to learn (nominal charges)	100

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
CODE OF CONDUCT of HACSE	01/06/2019	The code of conduct was developed in 2018 for five years. It is displayed on the website and hard copy displayed on notice board . It has 8 components touching upon academic, administrative and financial points. Currently the code of conduct is a guiding document for the staff. Later on a guiding documents for the students will be developed by IQAC. IQAC will also work on modifying the code of conduct to include the points related to environmental issues.(Date of Publication -22/02/2018)

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Celebration of Independence Day	15/08/2019	15/08/2019	10
MDA - students volunteering for the Dyslexia Awareness week	04/10/2019	04/10/2019	37
Celebration of World Deaf Week (Dr.Alim	27/09/2019	27/09/2019	22

Chandani,Mr.Sunil Sahastrabuddhe and Sonal Raut			
Dasara / Durga pooja celebration	07/10/2019	07/10/2019	22
Students were made to attend an event by Population First On International day for Girl Child	18/10/2019	18/10/2019	22
Street Play on non violent child raising practices	18/02/2020	18/02/2020	30
Gandhi Jayanti Cleanliness Drive	02/10/2019	02/10/2019	22
International Day of Persons with disabilities Inter College Poster and Caption Competition	03/12/2019	03/12/2019	37
Christmas Celebration -Revisiting Christianity	21/12/2019	21/12/2019	37
Annual Day Celebration	23/02/2020	23/02/2020	37
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Tree plantation in campus Healthy food in canteen Provision for Rain water harvesting Compost pit Segregation of dry and wet waste

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICES AT CCYM'S HACSE FROM ACADEMIC YEARS 2015-16 To 2020-21 PRELOGUE:

Our college has always tried to go beyond what has been prescribed by the regulatory authorities. To do more, to impact more and to look for missing links. Therefore it was rather difficult for us to select and present just 2 best practices from the competing 10-12 choices. We held a survey for students asking them what they like most about the activities and which they think is out of box practice. Faculty too brainstorm over it and here we present 2 practices which truly reflect our mission and our ways of looking at things. It is not out of place to mention that Adhikar is unique in the sense, no other B Ed college offers the same. Collaborative practices are here to stay in the field of special education and we believe we paved the path. **COLLABORATIVE TEACHING LEARNING PRACTICES - BEST PRACTICE (ONE) ? Title of the Practice :**

Collaborative teaching learning practices ? Objectives of the practice:

Collaborative lectures are expected to:

- Offer the variety of learning environment to the students which is the key to success,
- Give opportunity to get specialized academic inputs from experts/faculty of various institutes. Students from all colleges involved get the exposure from the best expert available.
- Create healthy networking among students who are future rehab professionals
- Facilitate healthy networking among faculty
- Lead to increased

quality of teaching since external students would be attending the lectures and hence it gives opportunity to the teachers to prepare more and present better.

? The Context: B Ed Special Education is a branch which requires inputs from many different disciplines. In all the four semesters, the theory part requires

B Ed students to learn subjects like Psychology, Audiology, Speech therapy, Physiotherapy, Home science, Statistics, Performing arts, General Education.

First semester provides students cross disability exposure and they have to learn topics related to different disability specializations such as visual impairment, hearing impairment, Learning disability, Autism spectrum Disorders, Intellectual disability. After reviewing the B Ed syllabus the year it was

introduced, CCYM's HACSE felt the need of having best academic collaborations for not only HACSE students but also for all the students belonging to

different special education B Ed colleges. ? The practice :

• Collaborative teaching learning experiences for students of four B Ed (Special Education colleges) in Mumbai .

• This collaborative teaching learning practice

initiated by HACSE has now become a routine practice For all the cross disability topics in Sem I, B Ed students get exposure to classroom teaching via observation of demonstration lessons under the respective experts, who have immense work experience in a particular disability. • For Sem III and Sem IV students combined lectures are especially organized for project based subjects.

• Routinely certain modules are shared among colleges in following way: i.

Barter system: a module is exchanged for module without financial implications

ii. Share the cost of invited visiting faculty iii. Holding combined subject

seminars for example in topics like development of IEP or development of low cost TLM iv. Faculty exchange with Pillai college of Education and Narayana

Guru College ? Evidence of Success: • B Ed students of all 4 colleges get

knowledge in nonthreatening environment, strengthening professional networking as against competitive environment. • They are exposed to internal faculty of

all colleges - drawing best of the human resource, for example HACSE is the only college among these four colleges which has a fulltime Audiologist and

speech therapist so what is hearing loss is taught to all the students of all

colleges by her. • Student -teachers have WhatsApp group, share exam updates,

share learning resources and approach any faculty for doubts. • These are

future teachers and they better be holding each other's hands. HACSE may humbly

take the credit for flagging off this journey. ? Problems encountered and

resources required: Currently all the four colleges follow this practice of collaborative teaching. However the major issue which is causing inconvenience

for some students was commuting as travelling long distance was always a

challenge for students from Mumbai. Another problem is that a great amount of

prior planning needs to be undertaken to streamline combined lectures of 4

colleges. Resources required are mainly availability of faculty with the

desired specialization. ADHIKAR (FAMILY EMPOWERMENT PROGRAM) : BEST PRACTICE

(TWO) ? Title of the practice :ADHIKAR (A certificate Family empowerment

program) ? Objective of the practice :

• To empower families of children with hearing impairment. • To equip parents of children with hearing impairment with

knowledge and skills, which will facilitate upbringing of their child. • To

orient and educate student-teachers about role of families of children with

hearing impairment. • To give opportunities to student-teachers to develop

organizational skills by volunteering in Adhikar. • To encourage student-

teachers to attend few sessions of Adhikar, giving them opportunity to interact

with parents and listen to various experts from the field. ? The Context:

Family plays a very crucial role in the life of any child and more so in life

of children with disability. Research studies so far have supported the fact

that when family involvement is high, better are the outcomes of children with

disabilities. Families have to be groomed early when children are very young so

that critical period for development is tapped .CCYM's HACSE sensed this dire

need to empower families with right techniques , better strategies to cope up

the challenges in bringing up a child with hearing impairment and

conceptualised 'Adhikar'. ? The practice: Adhikar involves a series of interactive sessions by experts belonging to field of special education, psychology, speech therapy, Audiology, Nutrition and physical education. A variety of topics are covered ranging from knowing hearing loss of the child, hearing devices ,speech language stimulation at home ,auditory training at home ,rights of the child ,behavioural management in children etc. The overwhelming part of Adhikar has been the sessions conducted by senior experienced parents of CWHI, sharing their stories and experiences, challenges with novel parents .The sessions are held twice in a week and on other days the parents are encouraged to observe the classroom practices and assist the teachers. Adhikar is a 3 month certificate course offered to any parent of pre-schoolers with hearing impairment. Over the years, maximum participants for Adhikar have been parents from Rochiram Thadani High School. B Ed students from HACSE are given opportunity to attend 9 to 10 sessions of Adhikar. They also assist in organising the program .They are involved in introducing speakers ,taking attendance ,managing question answer sessions, taking photographs, writing names on the certificates and help during valedictory function. ? Evidence of success: Feedback about each and every session is collected at the end of the Adhikar program. The analysis of feedback has indicated that the parents have been giving positive feedback about the overall program. They have reported better understanding about their child's hearing loss and its management. Till date more than 300 families have benefitted from this program. Adhikar has been playing a dual role. First, it has empowered the parents of deaf children. Secondly, HACSE's B.Ed students are getting an opportunity to observe the challenges faced by these parents and look for best available solutions. Apart from knowledge about disability, B.Ed students also develop good organizational skill. ? Problems encountered and resources required : • Funding: Funding is a real challenge in conducting Adhikar sessions. Experts from various different fields need to be invited for sharing their expertise. Although they contribute at nominal remuneration, gathering funds for 'parents' who donors perceive 'without any disability' and fall into so called 'normal' category is very difficult. Tremendous efforts are required to find out donors for supporting the cause of parent empowerment. • Parents of the pre-schoolers belong to mostly lower socioeconomic class and are labourers who survive on their daily wages. Working parents find it very difficult to visit schools twice a week by compromising their jobs. It is a challenge to motivate them to put in regular attendance in Adhikar. • Mothers who have other younger children (siblings of CWHI) have usually no one to take care of their baby when they attend the session. Thus usually babies accompany their mothers during the session. It does cause distraction for parents

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<http://www.hashuadvanismarak.org/pdf/best-practice.pdf>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Efforts towards inclusive world - Systematic march towards inclusive world: (our distinctive efforts that set us apart) HACSE in tune with its vision, has been taking proactive consolidated steps towards creating right based, inclusive, diversity friendly society. With major focus on CWSN, HACSE remains committed to develop and empower human resources in the field of special education which would facilitate inclusive education. Some highlights of our mission: a. Aarambha : Orientation program on disability management for general educators conceptualized by HACSE. Program duration typically three four days , giving practical tips to mainstream teachers about handling CWSN in inclusive

classrooms. Conducted once a year, participants are briefed about various school related issues of children with different disabilities such as hearing impairment, Visual impairment, Learning disability, Intellectual disability etc. b. Rainbow leaflets: Very comprehensive handy set of material conceptualized and compiled by principal of HACSE and developed by various experts. Rainbow at glance, gives mainstream teachers great information about identification/suspicion of various disabilities, Dos and Don'ts of classroom practices for inclusive education. c. Lectures at HRDC- To promote inclusion at higher education, lectures on disability orientation and disability management are delivered during orientation /refresher courses held by HRDC ,UOM . Many assistant professors have attended such sessions. d. Disability policy and Centre for disability at UOM: Principal has been instrumental in developing disability policy for UOM. Disability guidelines have been published in public domain .UOM has also installed a Centre for Disability Studies to ensure implementation of RPWD Act. Dr Huddar has been one of key persons in establishing this centre and its smooth functioning. e. Remedial support to LD students :Faculty of HACSE is actively involved in giving free remedial sessions for children with LD. Sessions help CWLD to cope up challenges and facilitates their inclusion . f. CAAI :Equipped with modern infrastructure for audio logical testing of babies advocates neonatal hearing screening followed by early intervention for hearing impairment .Identification and intervention of young babies with hearing impairment in age range of 0-3 years taps critical period of language development and facilitates speech and language development at par with their age mates. This not only leads to better outcomes in overall development but prepares them for inclusive schools. g. Development of EMLEM-Tool developed to measure environment of mainstream schools. h. Dr Huddar has also given consultancy to Trinayani to develop games and material to promote inclusion i. Session on inclusion in Adhikar : HACSE puts in efforts to prepare parents for their child's inclusive education .Sessions on inclusion briefs parents about rights of their child, advantages of inclusive education, challenges faced by child and family in inclusion and strategies to overcome challenges j. Preparation of students for inclusive set ups: HACSE ensures best schools with inclusive set up for field engagement of SY students. HACSE organizes educational tour to mainstream experimental schools, Anganwadis for all their students which help them to get realistic picture of inclusive education .

Provide the weblink of the institution

<http://www.hashuadvanismarak.org/introduction.html>

8.Future Plans of Actions for Next Academic Year

Future Plans of action for academic year 2020-2021 No discussion of academic activities in 19-20 can be complete without referring to the CPL of the century - Covid 19, pandemic and lockdown. HACSE is coping up with the challenges thanks to its team spirit as well as skills in ICT. However, ICT is an ocean and nobody can claim to know all. As a team we want to know more, learn more so that online teaching learning - which appears to be a new normal now, can be taken up more effectively. With this context following are our future plans for the year 20-21

1. Rigorous skill development for the staff to effectively function in online mode. For this we plan to have in house sessions to begin with. In this we plan to teach each other the technology known to each one of us. We also plan that each one of us would undergo FDP or ant STP for empowering ourselves for online teaching learning.
2. Teaching - learning is a two way process and for online teaching learning both the stake holders have to be techno savvy. We intend to offer a value aided program for equipping our students and alumni with ICT skills much needed by them as fully functioning teachers. College has been considering launching value added programs for quite some time but due to other priorities and because the team was not complete till Nov 2019, that was not possible. Now

that the team is in place and the time to launch value added program on ICT is just right, we plan to roll the program in early months. 3. The biggest consideration and land mark event in 2020-21 will however remain to be submission of SSR and taking ahead the NAAC procedure. We have been working on AQAR and IQAC throughout the last 4-5 years. However, due to NAAC procedure on hold for B Ed programs and due to NAAC revising the manual, there were gaps in our efforts towards compiling data and information. Our endeavours and march towards quality assurance did not stop and hence we need to roll up to project what we have been doing in a realistically effective way. We have formed teams and most of the workload towards IQAC and AAQR have been distributed and is in progress. Deadlines have been set and series of meetings planned. We need to review the presentations by the role model B Ed colleges in general education since in the world of special education we still remain to be one of the only two independent colleges of special education in the country undergoing NAAC process. We need to give it a holistic look putting our best foot forward. All effort in this direction is our plan. 4. Last year we had appointments of teaching staff done as per the stringent norms set by GoM, UGC, UoM and RCI. Still two posts are vacant due to superannuation of one faculty and the other being