



Yearly Status Report - 2017-2018

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 B Huddar
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	02225531041
Mobile no.	9819265464
Registered Email	hac_ccym@yahoo.co.in
Alternate Email	principal.hacse@gmail.com
Address	Hashu Advani College of Special Education, 64-65 , Collector's 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	Self financed and grant-in-aid																		
Name of the IQAC co-ordinator/Director	Ms.Sandhya Pagare																		
Phone no/Alternate Phone no.	02225530451																		
Mobile no.	9167226370																		
Registered Email	principal.hacse@gmail.com																		
Alternate Email	hacselibrary2011@gmail.com																		
3. Website Address																			
Web-link of the AQAR: (Previous Academic Year)	http://www.hashuadvanismarak.org/pdf/aqar-2016-2017.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-2017-18.pdf																		
5. Accrediation Details																			
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B</td> <td>2.26</td> <td>2016</td> <td>29-Mar-2016</td> <td>28-Mar-2021</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	1	B	2.26	2016	29-Mar-2016	28-Mar-2021
Cycle	Grade	CGPA	Year of Accrediation	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																			
<table border="1"> <tr> <td>Quality initiatives by IQAC during the year for promoting quality culture</td> </tr> </table>		Quality initiatives by IQAC during the year for promoting quality culture																	
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
Template for collaborative lectures with exchange modules has been developed and implemented.	08-Sep-2017 1	30
All the academic and administrative formats were reviewed and SOPs developed and restructured as per the templates prescribed by NAAC.	01-Jun-2017 365	30
Anti-Ragging committee and internal complaint committee have been formed and IQAC committee has been re-formed.	01-Jan-2018 365	30
Identify best practices to encourage students for their best performance throughout the B.Ed program. Award	22-Feb-2018 1	1
The need was felt to ensure the better functioning of the technology. Hence, it was recommended to call a technician on regular based for the maintenance	01-Jun-2017 1	30
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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	2017 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)

? Poster for awareness drive was made be Trilingual so that words can be reach out to more people. ? It was observed that many of the students from the low income families were facing challenges to pay the course fee. Hence, various philanthropic organisation were identified through which financial support ca be extended to the students as per their eligibility. ? 21st March 2018, Cyber safety session was conducted by Mumbai Police. The session was attended by staff and students of college ? Schedule for CET preparatory camp was fixed up in the month of May 2018. All necessary arrangements were done. ? Website was restructured and made more diversity friendly. ? Home page of our website was added with the link to IQAC activities of our college. ? Whats App groups have been created for current students and alumni. CRs have been appointed. ? E transition has been implemented effectively

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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

Plan of Action	Achivements/Outcomes
Project AVT,a completely sponsored project was planned and started to help preschoolers from RTT school .	AVT project successfully rolled in after collection of funds from philanthropist.
It was planned to identify funding agencies for the project of classroom renovation and upgradation of the infrastructure.	Proposals were sent to many companies for tapping CSR, principal and faculty made presentations for raising funds for this project.
Considering the increasing demands in the profession and high demand practices, it was recommended to give equal emphasis on conducting and attending workshops/ seminars for staff and students. Some topics such as- Jello _AAC, AVT ,cyber safety, art based therapy, stick figure workshop , voice modulation were shortlisted.	All the workshops were conducted as per the schedule .Staff and students of HACSE participated enthusiastically and benefitted with the same .Students of other Special BEd colleges also were invited and were the beneficiaries.
As per the guidelines of IQAC, the tenure period to the committee members is of 2 years. Hence, it was informed that the committee needs to be re-	IQAC committee was reformed

formed.	
Since HACSE has formed many committees for the effective functioning of the system, it was recommended to highlight those committees along with its members and the tenure period in the forthcoming additions of Arushi.	Arushi has systematically documented all the committees with their tenures
The need was felt to conduct a survey to ensure which all ways are impacting the admission process. Hence, it was planned to conduct Internal online survey on future students.	Tool to conduct internal online survey was developed and survey was conducted and completed successfully
First CRE (Learning Disability) on study skills was proposed to RCI Government of India and approval was obtained from RCI	CRE was successfully carried out from 25-7-17 to 27-7-17 ,43 participants benefitted from it .
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14. Whether AQAR was placed before statutory body ?	No
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	2018
Date of Submission	24-Feb-2018
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 MIS currently however it has partial management information system. 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 such as 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. • Enrollment, eligibility ,exam related work such as submission of examination form ,issuing hall</p>

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.

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

For Effective curriculum: For effective curriculum delivery on the curriculum provided by CCYM'S HACSE, the college had undertaken the following initiative in this period of time: ? Planning and Distribution of Academic Calendar: Before beginning of the new academic year, academic calendar is prepared which is elaborate planning for curriculum transaction, co curricular activities and extracurricular activities. The academic calendar is systematically prepared, is mostly rigid ,but slight alterations need to be done due to various factors such as schedule of FY Admission, availability of the guest speakers, venue /space, uncertain holidays ? Beginning of semester - A separate meeting is held with the staff by the course coordinator for workload distribution. Apart from assigning individual modules, faculty is made in-charge for a particular course and practical and field work. Academic calendar is updated on the website. ? Workload distribution (staff) - Academic and Administrative duties are allotted after taking individual consent, Faculty is given freedom to swap the modules among themselves. A separate tentative weekly time table is made regularly. The whole process is monitored by the principal. ? Evaluation of Staff: Semester wise evaluation of staff is done by students, feedback is provided by students on their strengths and weakness of teaching process. ? Parent, teachers, Alumni feedback taken: Continuous feedback from in-house teachers is taken verbally during the internal meetings and principal tries to bring a solution for the same. Alumni feedback is sought to bring qualitative changes in the process. ? Effective infrastructure for Effective curriculum: HACSE is well equipped in terms of infrastructure. Classrooms have Movable desk, comfortable chairs, green chalk boards, Smart class rooms, well-ventilated rooms. Campus also has an auditorium and conference hall to conduct seminars, workshops and combined lectures. HACSE also has good library facilities, audiovisual room ICT lab, free internet connection, uninterrupted power supply. CAAI (Centre for Audio-logical Assessment and Intervention) is used to demonstrate various speech and aural rehabilitation related practical training for students. Apart from this interactive Guest lecturers/Combined lectures/Soft skill programmes /CRE/Sharing of resources /Visits - Many such events are arranged.

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
NA	NA	01/06/2017	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

BEdSpEd	NIL	01/06/2017
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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
BEdSpEd	Hearing Impairment	01/06/2017
BEdSpEd	Learning Disability	01/06/2017

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
NIL	01/06/2017	0
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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
BEdSpEd	Hearing Impairment	15
BEdSpEd	Learning Disability	7
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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	No
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
<ul style="list-style-type: none"> • We at HACSE collect feedback on all aspects of curriculum, courses and other services from different stake holders such as students, alumni, parents, faculty, employers, collaborated colleges for guest lectures, employers, industry-experience-practice teaching/internship school. • Periodical analysis is done by all staff together (all members of programme assessment committee) to combine and compile the responses- formally and informally (through oral/written/telephonic conversations/communication at gatherings). • The practice of student evaluating faculty - Feedback about internal and visiting is obtained. 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 the stapled faculty wise sheets and explains scope of improvement to each faculty. Each faculty gets to see the feedback of only oneself to reflect and modify.

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	Learning Disability	25	3	3
BEdSplEd	Hearing Impairment	20	18	8

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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
2017	11	0	5	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	Number of smart classrooms	E-resources and techniques used
5	5	6	2	0	6

[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)

1. CCYM's HACSE has a very strong and effective mentoring system due to its excellent student teacher ratio. Students have liberty to report real life concerns to their mentors and mentors have provided psychological support and solutions to improve their overall wellbeing. Student mentoring system in HACSE: • We have student mentoring system in which following details were practiced in 17-18 • Each student is assigned a mentor as soon as they enroll in the course. • The students continue with the same mentor for all four semesters. • There are 5 mentors which include 1 associate professor 3 assistant professor and a librarian • Mentor-mentee list was displayed on the notice board. • Time table reflected the mentoring time. • Mentors regularly kept track of learning graph of mentees. • The focus issues for mentoring were low performance, language issues, concerns related to financial issues. 2. On informal level mentors paid re-evaluation fees when they were confident that students deserved more marks than what she /he obtained. 3. The most important impact of mentoring was seen on improving attendance. It also helped those who were weak at English. 4. Students gave positive feedback on mentoring.

Number of students enrolled in the	Number of fulltime teachers	Mentor : Mentee Ratio
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institution		
22	5	1:4

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
6	5	1	0	2

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
2017	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
BEdSp1Ed	4E00311	I	16/02/2018	10/04/2018
BEdSp1Ed	4E00312	II	07/06/2018	30/08/2018
BEdSp1Ed	4E00313	III	23/12/2017	02/03/2018
BEdSp1Ed	4E00314	IV	16/05/2018	31/07/2018
BEdSp1Ed	4E00611	I	16/02/2018	12/04/2018
BEdSp1Ed	4E00612	II	07/06/2018	29/08/2018
BEdSp1Ed	4E00613	III	23/12/2017	01/03/2018
BEdSp1Ed	4E00614	IV	16/05/2018	12/06/2018
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

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. HACSE followed the same in a very systematic way. For project work (D courses) and skill development courses , students were grouped in smaller set and each set was assigned a supervisor. This led to better interactions and the marks could be given in a fair way to students. During lesson executions student are given immediate feedback and grades which helped students draw and monitor their learning graph. Notional task is a very important aspect of internal evaluation and almost 20 weightage is given to notional task performance, which is counted in internal assessment marks. Rubrics for each notional task are explained in detail also students are given a chance to improvise their submission if it is not upto the mark. Internal assessment marks calculation paper wise are shown to students and to keep the system transparent and open it is mandatory to obtain signature on IA calculation before it is finally submitted to UOM.

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 as events / visits / visiting faculty / co-curricular activities etc. are scheduled. For all four batches the same template is used. Academic calendar helps students know overall activities expected from them and most importantly deadlines for their submissions and unit tests . Implementation of the academic Calendar : • Master calendar was displayed in faculty room and classroom too. • 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.

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
4E00614	BEdSplEd	Learning Disability	3	3	100
4E00314	BEdSplEd	Hearing Impairment	7	8	100

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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-2018.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	210	University of	0.32	0

sponsored by the University		Mumbai		
Industry sponsored Projects	210	ETC-NMMC	2.93	1.97
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
Jellow workshop	IIT Mumbai	14/10/2017
AVT workshop by Jaspal Chowdhari	Cochlear India	22/10/2017
Workshop on Cyber Safety	NA	21/03/2018
Puppet making workshop	NA	20/03/2018
Stick figure workshop	NA	07/04/2018
Subject seminar on UDL by DR Mathew	AYJNIHH	10/05/2018
Voice modulation workshop	NA	07/04/2018
Art Based Therapy	NA	09/04/2018

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
Anima Sen best research paper award	Ms.Kasturi Kulkarni	NIL	22/08/2017	Teacher
Essay Writing-First Prize	Ms.Aparna Vyavaharkar	NIEPID(NIMH)	08/12/2017	Student
Essay Writing-Third Prize	Ms. Sabeela Bijli	NIEPID(NIMH)	08/12/2017	Student
Poster Making -Third Prize	Ms.Poonam Deokar	NIEPID(NIMH)	08/12/2017	Student
Quiz Competition-First Prize	Ms.Aparna Vyavaharkar	NIEPID(NIMH)	08/12/2017	Student
Quiz Competition-First Prize	Ms. Sabeela Bijli	NIEPID(NIMH)	08/12/2017	Student
Quiz Competition -First Prize	Ms. Sabiha Khan	NIEPID(NIMH)	08/12/2017	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	01/06/2017

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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)
International	NA	1	0
International	NA	1	5.5

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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	5

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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
NIL	NIL	NIL	2017	0	NIL	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
NIL	NIL	NIL	2017	0	0	NIL

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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	0	1	3	18

Presented papers	0	0	0	0
Resource persons	0	5	1	6
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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
Adhikar	INHOUSE(HACSE) ,RTT	1	12
CAAI	INHOUSE(HACSE)	1	16
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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
No file uploaded.			

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
Senior Citizen walkathon	CCYM	Walkathon	4	11
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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
Collaborative lectures with Suvidya College of Special Education Sem I	8	NIL	6
Collaborative lectures for pedagogy lectures Sem II	2	NIL	16
Collaborative lectures-SNDT	7	NIL	3
Collaborative lectures- Pillai College of Education and	5	NIL	1

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
Field Engagemen (Other than HI) Sem IV -120 Hours - Special school of other disabilities	Internship BEd (HI)	CARE (Dept of Special Education_	11/01/2018	09/03/2018	21
Field Engagemen (Other than HI) Sem IV -120 Hours - Special school of other disabilities	Internship BEd (HI)	Jai Vakeel School	11/01/2018	09/03/2018	21
Field Engagemen (Other than HI) Sem IV -120 Hours - Special school of other disabilities	Internship BEd (HI)	Smt. Kamla Mehta School for the Blind	11/01/2018	09/03/2018	21
Field Engagemen (Other than HI) Sem IV -120 Hours - Special school of other disabilities	Internship BEd (HI)	Mona Remedial Educational Centre	11/01/2018	09/03/2018	21
Internship	Internship	Save the Children Kurla, India	06/11/2017	17/11/2017	2
Field Engagement of Inclusive school	Internship BEd (HI)	Vanita Vikas Vidyalaya , Ghatkopar	08/01/2018	14/02/2018	7

placement (SEM IV)120 Hours					
Field Engagement of Inclusive school placement (SEM IV)120 Hours	Internship BEd (HI)	IES,Mulund	08/01/2018	14/02/2018	7
Field Engagement of Inclusive school placement (SEM IV)120 Hours	Internship BEd (HI)	Panta Valavalkar High school, Kurla	08/01/2018	14/02/2018	7
Field Engagement of Inclusive school placement (SEM IV)120 Hours	Internship BEd (HI)	Swami Vivekanand Highschool, Chembur.	08/01/2018	14/02/2018	7
Field Engagement	Field Engagement	Disha School	06/11/2017	17/11/2017	7
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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
NIL	01/06/2017	NIL	0
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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
2.19	1.25

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Video Centre	Existing
Seminar halls with ICT facilities	Existing

Classrooms with Wi-Fi OR LAN	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Newly Added
Class rooms	Existing
Campus Area	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	121	18448	41	8428	162	26876
Reference Books	120	59604	3	19960	123	79564
e-Books	0	0	0	0	0	0
Journals	11	82138	1	28822	12	110960
e-Journals	0	0	0	0	0	0
Digital Database	0	0	0	0	0	0
CD & Video	175	25630	1	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
NIL	NIL	NIL	01/06/2017
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth	Others
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								h (MBPS/ GBPS)	
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 academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
14.75	13.03	2.19	1.25

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)

The library has various policies to administrate and manage the library very well. It includes • Collection Development Policy • Reference Collection Policy • Donation Policy • Withdrawal Policy • Library Membership • Circulation Policy. For maintain the physical facilities • Note book system where the students and staff can enter their complaints for repairing. • Suggestion Box • Note book system through CCYM Regular updation of Anti-Virus Software

<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	NIL	0	0
Financial Support from Other Sources			
a) National	Leela LAL	1	75000
b) International	NIL	0	0
View File			

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 implemetation	Number of students enrolled	Agencies involved

YOGA	01/07/2017	21	RTT
English Coaching - Ms.Kasturi Kulkarni	01/07/2017	12	VES COLLEGE
Hitchki movie	06/04/2018	21	HACSE
Subject seminar on application of ICT	18/05/2018	11	Dr.BIjoy Thomas
CRE(Study skills)	25/07/2017	21	RCI ,HACSE
CRE (Parent empowerment)	27/02/2018	11	RCI ,HACSE
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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
2018	Exit Camp	0	11	0	0
View File					

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
NIL	0	0	NIL	0	0
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2017	0	NIL	NIL	NIL	NIL
No file uploaded.					

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
SET	1
View File	

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

Activity	Level	Number of Participants
QUIZ ON DISABILITY	INSTITUTIONAL LEVEL	11
YOGA DAY CELEBRATION	INSTITUTIONAL LEVEL	12
WORLD DEAF DAY CELEBRATION	INSTITUTIONAL LEVEL	21
LIBRARIAN'S DAY	INSTITUTIONAL LEVEL	21
ANNUAL DAY	INSTITUTIONAL LEVEL	21
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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
2017	NIL	National	0	0	0	NIL
2018	NIL	National	0	0	0	NIL
No file uploaded.						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

In the year 2017-18, student council did not exist at HACSE. However, students from the first year and second year B.Ed HI and B.Ed LD programs were appointed as members of several committees of HACSE. They acted as representatives of students in these committees of college. They worked as a liaison between the students and the staff members of the college. The following information represents the details of the committees which had representation of B.Ed students. • Sabila Bijlee - Internal complaint committee (ICC) - 1/1/17-31/12/18 • Student Representative: Zainab Rodde - Internal Quality Control Cell: IQAC (1.1.15 to 31.12.17) • Student Representative: Snehal Kulkarni - Library Committee (1.1.17 to 31.12.19) Class Representatives (2017-2018) • F.Y.B.Ed. (HI): Rashmi Gaudo • F.Y.B.Ed. (LD): Aparna Vyavaharkar • S.Y.B.Ed. (HI): Kavita Maru • S.Y.B.Ed. (LD): Shabana Sayyed

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

297

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

NIL

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)

A. Program Coordination Each program have two program coordinators .One for the first year and the other for the second year. Coordinator-ship is assigned by choice and on rotation basis . Coordinators have been given the responsibility of decision making, planning, scheduling of lectures and practicum. Faculty meetings are conducted regularly for the work load distribution and planning students activities. Accountability for basic cleanliness and technology is given on rotation basis to class representatives by program coordinators .Grievance committee to resolve grievances is appointed on rotation basis and is managed by the program coordinators .Thus ,the college ensures decentralization and dynamic leadership to make the academic -administrative processes more participatory. Faculty meeting to seek opinion and action plan on selecting visiting faculty, internal assessment policies, schedule, extracurricular activities, pre and post events are held regularly and convened by the event coordinator. B. Local managing committee: College functions through LMC. Several important academic ,administrative and financial decisions are discussed and taken during LMC meetings. These meetings are generally held 8/ times per year . LMC is regularly attended by management representatives and the principal. Faculty attends the meeting on rotation basis so that each one of them get to participate in the macro level decision making process. The meeting is also attended by non-teaching staff and external experts. Because of this ,the understanding and interpersonal skills of the faculty are empowered.

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
Curriculum Development	Curriculum has been prescribed University of Mumbai which is strictly followed for both the programs All faculty were involved in revision of curriculum in RCI 2015 and UOM 2016 Milestone revision of syllabus within 1 year to two year BEd achieved which focuses on inclusion cross disability ,field engagement (internship) has been introduced for the first time New syllabus with project mode was introduced. Series of meetings were held for implementation
Teaching and Learning	? Teaching and Learning Module wise distribution among faculties Faculty meeting is held previous to module allocation Renowned guest faculty is invited to give cross disability exposure Annual calendar is planned in the beginning of the semester and modified as per the events Weekly calender is prepared before the week begins and shared via WA and Mail Planning for collaborative lectures is

	<p>one of the best ,cost effective shared practices which allows all the BEd Sp. Ed colleges to use their expertise for the benefit of the students. HACSE is very much empathetic towards needs of students from vernacular medium ,notes in Marathi are made available.</p>
Examination and Evaluation	<p>There are four semester end examination held by UOM per program • Faculty of HACSE has been appointed as chiearpersons /moderators/examiners in the university exam • As UOM evaluation is completely online ,Faculty has undergone training in OSM(Online assesement marking) • Internally college conducts three unit tests per semester • The weight-age for internal and external marks is 20:80 • college has developed an IA policy, in which students are encouraged to attempt three unit tests however marks of best of two are considered for IA calculations, • All the marks are are shown to the students • Transparency is maintained by obtaining signatures on IA before the submission to University of Mumbai</p>
Research and Development	<p>Students are taught to write a research proposal and develop research tool. ? Faculty is involved in research publications TEAM HACSE is actively involved in inhouse news letter publication (Arushi) College has successfully bagged external funded research from agencies such as NMMC . Faculty was encouraged to pursue Minor Research Project and it was conducted successfully at community level faculty is supported to pursuing PhD, Faculty is encouraged to undergo research related FDP</p>
Library, ICT and Physical Infrastructure / Instrumentation	<p>Library has E-Granthalaya the library automation software. • The library has a precious reading room with the CCTV • Quick Heal - antivirus software has been installed in all PCs and systems. • HACSE is well equipped with physical and academic facilities, like LCD projector, Internet connection, printer, multipurpose hall, seminar halls, auditorium, gym and yoga centre, etc. • Well maintained and updated College website</p>
Human Resource Management	<p>HACSE strives hard to improve the quality in all the domains . Improvement in teaching learning is</p>

achieved by encouraging faculty for a Refresher course , short term course ,CREs ,faculty development program, Faculty development program Faculty are supported through application for their CAS Time bound promotion for non teaching staf are followed Regular staff meetings are held for administration and accounts. In house training on GST / accounts / tally. Teaching and non teaching staff encouraged to attend courses organized by other colleges.

Industry Interaction / Collaboration

For giving additional exposure to other disabilities, B.Ed students from HACSE visit different institutions in the field of disability rehabilitation. They are placed in different types of schools (special schools, mainstream schools and special schools of cross disability) for lesson observation and lesson-execution. Memorandum Of Understanding were signed with organizations for the purpose of collaboration and advanced academic input to B.Ed students. Feedback were collected from organizations and employers regarding quality of teaching of B.Ed students to maintain good quality. Templates were developed for reflective learning. They provided scope to the students to reflect upon their learning. Special subject seminars are help with experts from industries HACSE has developed a special disability management and orientation program for mainstream teachers called Arambh

Admission of Students

Students are admitted to B.Ed special education course through Online Common Entrance Test CET) It is organized by Government of Maharashtra. Students seek admission at HACSE from all the 3 rounds as per their merit. During the spot round, un-admitted students can directly seek admission to HACSE. Rules regarding category (open, reserved or PWD) are strictly adhered to while admitting students at HACSE. HACSE organizes Free CET camp for perspective B.Ed students. Awareness campaign for special education as career option are organized by college faculty at different colleges. Database is maintained every year for better enrollment in following years.

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

E-governance area	Details
Planning and Development	Use of WhatsApp for scheduling and functioning Use of social media for event declaration Students are expected to create separate email id and circular sent through email
Administration	Internal circulars are emailed exclusively, Folders are created for all master documents subject wise external (UGC RCI UOM) circulars also are in email form Scanned copies of all important 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.
Finance and Accounts	<ul style="list-style-type: none"> • Salary slip is generated with tally and mailed to each staff • Budget expenditure is prepared , • Library related orders communicated through emails , • Common Talley for CCYM activity • Online payments to UOM ,library vendors ,RCI etc • Tally software is used for accounts. • It is linked with all the activities of of the management.
Student Admission and Support	<ul style="list-style-type: none"> • Pre CET camp is conducted for Orientation to prospective students • Handholding is done till online form is filled and option form filling • Hall ticket is generated online • Maharashtra CET is conducted online • List of candidates selected is also online • Admissions are Online • Eligibility procedure at university is online • Enrollment procedure is online • Document verification of students is done by ARA
Examination	<ul style="list-style-type: none"> • Invite letters for Exam are sent through mail • Paper setting and uploading and downloading paper is done online • Result are announced on university website including Re-evaluation result

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	Name of the professional body for which membership	Amount of support
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		support provided	fee is provided	
2018	NIL	NIL	NIL	0
2017	NIL	NIL	NIL	0
No file uploaded.				

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)
2018	Cyber safety	Cyber safety	21/03/2018	21/03/2018	6	2
2017	Workshop on auditory verbal therapy	NIL	22/11/2017	22/11/2017	3	0
2018	Educational movie	Educational movie	06/04/2018	06/04/2018	6	2
2018	Ojas Wellness seminar	Wellness seminar	07/04/2018	07/04/2018	6	2
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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
CRE on Study Skills	5	25/07/2017	25/07/2017	3
CRE :Parent as equal partners in intervention process	5	28/02/2018	01/03/2018	2
Jellow workshop on AAC	2	14/10/2017	14/10/2017	1
Research methodology workshop by ICSSR	2	30/06/2017	01/07/2017	2
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time

0	1	0	1
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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 Lmted 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)

Internal financial audit by management Latest version of Tally software is used for accounts ,which is linked with all the activities of the management. This facilitates coordination among all the accounts team ,as all the PCs are linked with ach other with LAN. The biggest advantage of having management team from the banking sector and President himself being a CA is strict financial discipline .Internal audit is carried out systematically and periodically. External audit done for the funds received NMMC UGC MRP University of Mumbai appointed external agency for the reconciliation of accounts related to various fees submitted by affiliated colleges to the university for the last 10 years. HACSE faced the reconciliation scrutiny and got the clearance for the same with no financial queries or claim raised by the external agency.(Jadhav CA Firm)

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
1. AVT (FUNDS) – in CCYM by Philanthropists 2. Chembur Colony Yuvak Mandal 3. Chembur Colony Yuvak Mandal	1411200	1.Project AVT 2. For Non-Salary Expenditure B Ed (HI) 3. For Non-Salary Expenditure B Ed (LD)
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6.4.3 – Total corpus fund generated

1393000

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	No	NA	No	NA
Administrative	No	NA	No	NA

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)

Non teaching staff attended - One day state level seminar on 'Effective mechanism for quality assessment and auditing on 15th July 2017

6.5.4 – Post Accreditation initiative(s) (mention at least three)

- Template for collaborative lectures with exchange modules has been developed and implemented.
- WhatsApp groups have been created for current students and alumni.
- As per the guidelines of IQAC, the tenure period to the committee members is of 2 years. Hence, the committee was re-formed.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
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
2018	Faculty evaluation by students	21/01/2018	26/05/2018	31/05/2018	21
2018	SOTY (Student of The Year) award for students	22/02/2018	22/02/2018	22/02/2018	21
2018	Anti-ragging committee was set up	06/04/2018	06/04/2018	31/05/2018	21

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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
NIL	01/06/2017	31/05/2018	0	0

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

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
2017	1	1	01/07/2017	1	Aarambh	Inclusive Education	30
2017	1	1	01/06/2017	1	CAAI	Early Intervention	7
2017	1	1	01/07/2017	15	Remedial Sessions	Inclusive Education	2
2017	1	1	01/07/2017	1	Exam exemption for CWSN	Inclusion	1
2017	1	1	01/07/2017	1	Modified college work working hours due to construction of monorail	Attendance due to Situatedness	30
2018	1	1	08/01/2018	1	Awareness campaign for career options(phone calls newspaper pamphlets)	Highlighting the Situatedness for Better Enrollment	5
2017	1	1	22/08/2017	1	Adhikar	Family Empowerment Certificate Programme for parents in Chembur	10

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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	22/02/2018	The code of conduct 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.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Independence Day	15/08/2017	15/08/2017	28
Gandhi Jayanti	02/10/2018	02/10/2018	28
Disability day Celebration	03/12/2017	03/12/2018	17
Republic day	26/01/2018	26/01/2018	31
Annual day	24/02/2018	24/02/2018	31
Walkathon	04/02/2018	04/02/2018	15
Maharashtra day	01/05/2018	01/05/2018	6

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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

- Tree plantation
- Provision for rainwater harvesting
- Segregation of dry and wet waste
- Compost pit is being maintained in the campus in the corner ,behind the lift.

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 onwards 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 t stay in the

field of special education and we believe we paved the path. 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 of Education ? 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 conceptualized '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 ,behavioral 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 preschoolers 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 organizing 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 preschoolers belong to mostly lower socioeconomic class and are laborers 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 Donts 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 audiological 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 facilities 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
- k. 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

With both the long term programs sustained and working well, it is time for HACSE to work towards visibility and branding. It is important to be known as a professional organization delivering quality services. It is also important to be in a good net working position among the rehab organizations. The future plan therefore includes: 1. NAAC gives importance to professional consultancy as an indicator of quality since other organizations / professional would seek paid consultancy only if they are sure of the quality of the consulting organizations. Therefore it is thought that the team HACSE would identify such opportunity. Such consultancy can be given to any of the non-profit organization with similar

mission. There are a few requests coming our way for providing academic support and as per the availability of the resources the teaching staff has been providing the same. However, this has been on informal basis as a goodwill gesture. We now intend to ask for token amount to be able to judge the quality level of our services. Paid consultancy is also more relevant from quality perspective since paid services are tend to be more structured and outcome oriented. 2. With B Ed program becoming for two years and as offers 2 B Ed programs now, the need for infrastructure expansion is felt constantly. Down 3-4 years, our student strength was total 20 students, which now is 90 students. First and foremost we need to provide for better equipped classrooms for our learners who aspire to be techno-savvy teachers. Our syllabus and forward looking faculty demand ICT supported classes so that all four classes can simultaneously benefit from the state of the art set up rather than juggling from cases as per the need. We have 2 classroom equipped with ICT technology and suitable benches. We plan to empower one more classroom next year with appropriate and comfortable seating arrangements. The biggest concern for this is funding. We intend not to burden our management and decide to look for the more modern funding options including CSR. We intend to develop proposals for CSR funding and approach companies or banks whose CSR goals are related to education or disability. 3. Encouraged by our experience with the research project we completed, we plan to sustain the research activities every year. We plan to carry out one externally funded research every year since research is a backbone of professionals' growth. In colleges with no master degrees, it is often neglected. We don't want that to happen at HACSE. Moreover, external funding for research ensures quality of implementation since there is an agency monitoring the steps and the outcome. It is also necessary for the faculty to get the benefit of the career advancement schemes and obtaining API scores.