SELF APPRAISAL REPORT
for
NAAC ACCREDITATION
2015

CCYM'S HASHU ADVANI COLLEGE
OF SPECIAL EDUCATION

64/65, Collectors' Colony, Chembur, Mumbai 400 074
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PREFACE

Collaboration (as against competition) is one of the core values of Chembur Colony Yuvak Mandal's **Hashu Advani College of Special Education**. When one simply refuses to compete with the others, competition with the self gets inevitable. Raising the bar becomes a routine - irrespective of our size and strength. Yes, **HACSE** probably is the smallest aided college that NAAC has ever evaluated: 20 intake capacity, 6 staff members and working in the area of special education of children with hearing impairment which has lowest incidence among all the disabilities. Education of the children with hearing impairment has a tiny place in mainstream education system. Thus, we have all the reasons of getting lost in the teacher education scenario in Maharashtra. But with whatever size and scope, we do exist and have a mission to accomplish. There are pros and cons of being a modest set up but quality, equity, collaborations and learning can still rule the show.

Manpower development of in-service or pre service teachers is our thrust area and we take pride in training teachers who would bring about change in the lives of children with disabilities. More importantly, we prepare them to contribute to macro level changes. As a team of qualified and experienced staff and with strong support from management, we try to run extra miles in providing services to the underprivileged unreached sections of the society. We have gone beyond the prescribed duties and have expanded our activities through launching centre for Audiological Assessment and Identification (CAAI) and Arambha – Empowerment unit for families of children with learning disabilities. With whatever limited space and resources, **HACSE** has become a brand in the education of hearing impairment thanks to our habit of setting newer objectives and working upon it. The College was established in the year 1997. It started receiving salary grant from the year 1999. It received 'Very Good' grading from RCI in the year 2000. The 10 -15 years journey after that has witnessed milestone developments like permanent affiliation by University of Mumbai, long term recognition by Rehabilitation Council of India, starting CAAI and ANKOOR, obtaining recognition and NOC has been obtained from the Commissioner of Disabilities for B.Ed (LD), faculty participation in curriculum development and

starting certificate course for parents – Adhikar. Now, as the milestone development in teacher education (revised two years B.Ed program) is round the corner, we want to reflect upon our functioning. We need external experts to measure our success, show us our shortcomings and facilitate our journey ahead. Hence, we are applying for accreditation. We believe that the journey is more important than the actual grade that is assigned to us. Actually, with no other B.Ed – (Special Education) colleges bagging higher grades, we do not have many role models to follow.

We, as a team, were always ready for external experts measuring our quality and guiding us. We applied for accreditation to NAAC and RCI 10 years ago when it was neither common nor mandatory. Now, applying for NAAC, working on SSR, readying for the visit have already taught us many things. It made us proud of many things and also drew our attentions to a few limitations. The process has also brought us all together binding us as a team and we have become more focused and more quality conscious. We are putting in efforts to streamline various informal ways and means. We wish to improve our records and feedback systems. If this awakening is the purpose of NAAC then we are already on our way! We, me and my NAAC team headed by Dr Gayatri Sirur and fantastically supported by our librarian await the visit and obviously the grade that will be assigned to us. This grade, I am sure will not only tell the OTHERS where we stand today but will also indicate where we started from. Most importantly, it will tell US –how to go ahead on a never ending path of quality assurance.

dr asmita huddar, Principal, CCYM'S HACSE

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Self-Appraisal Report

Part I: Institutional Data

A.   Profile of the Institution

(1)   Name and address of the institution: Hashu Advani College of

Special Education

(2)   Website URL: www.hacse.org.in

(3)   For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/ Principal	022-25531041	---	Principal.hacse@gmail.com
Vice-Principal	------	----	---------
Self - appraisal Co-ordinator	022-25530451	----	sirurg@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	022-26438388	9819265464
Vice-Principal	--------	-------
Self - appraisal Co-ordinator	022-23804450	9323790584

(4)   Location of the Institution:

Urban [✓]   Semi-urban [ ]   Rural [ ]   Tribal [ ]

Any other (specify and indicate) [ ]

(5)   Campus area in acres: | 0.46056129 |

(6)   Is it a recognized minority institution? Yes [ ]   No [✓]

3

(7)   Date of establishment of the institution:

Month & Year

MM	YYYY
07	1997

(8)   University/Board to which the institution is affiliated: | University of Mumbai |

(9)   Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.
Month & Year

2f
MM	YYYY
Applied	

Month & Year

12B
MM	YYYY
---	-----

(10)   Type of Institution
a. By funding   i.   Government   ☐

ii. Grant-in-aid   ☑

iii. Constituent   ☐

iv. Self-financed   ☐

v.   Any other (specify and indicate)   ☐

b. By Gender   i.   Only for Men   ☐

ii. Only for Women   ☐

iii. Co-education   ☑

c. By Nature   i.   University Dept.   ☐

ii. IASE   ☐

iii. Autonomous College   ☐

iv. Affiliated College   ☑

v. Constituent College   ☐

vi. Dept. of Education of Composite College   ☐

vii. CTE   ☐

Viii. Any other (specify and indicate)   ☐

(11)   Does the University / State Education Act have provision for autonomy?

Yes | ✓ | No | |

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If yes, has the institution applied for autonomy?

Yes ☐   No ☑

(12)   Details of Teacher Education programmes offered by the institution:

As per the norms of Rehabilitation Council of India special education B.Ed programs do not have the following levels. In B Ed Special Education level wise options are not offered. All student teachers are expected to teach in all levels.

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
(i)	Pre-primary			Certificate		
				Diploma		
				Degree		
(ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
(iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
				Degree		
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify) For (i) to (iv)			Certificate		
				Diploma		
		B Ed Special Education –Hearing Impairment	Graduation (B.A/ B.Com/ B.Sc etc)with minimum 50%	Degree	Two years from 2015-2016	Marathi/ English

(Additional rows may be inserted as per requirement)

(13)   Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary / Sr. secondary				
Post Graduate				
Other (specify)				
** CCYM's HACSE comes under the regulation of RCI and not under NCTE. RCI does not give level wise separate recognition. The college has overall permanent recognition.				

(Additional rows may be inserted as per requirement)

B.   Criterion-wise inputs

Criterion I: Curricular Aspects

(1)   Does the Institution have a stated

Vision   Yes   ☑   No   ☐

Mission   Yes   ☑   No   ☐

Values   Yes   ☑   No   ☐

Objectives   Yes   ☑   No   ☐

(2)   Does the institution offer self-financed programme(s)?

   If yes,   Yes   ☐   No   ☑

   (a)   How many programmes?   Nil

   (b)   Fee charged per programme   Nil

(3)   Are there programmes with semester system   YES

(4)   Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes   ☑   No   ☐

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

3

(5)   Number of methods/elective options (programme wise)

   D.Ed.   ☐

   B.Ed.   1

   M.Ed. (Full Time)   ☐

   M.Ed. (Part Time)   ☐

   Any other (specify and indicate)   ☐

(6)   Are there Programmes offered in modular form

6

Yes ☑   No ☐

Numbe	1

(7)   Are there Programmes where assessment of teachers by the students has been introduced

Yes ☑   No ☐

Numbe	1

(8)   Are there Programmes with faculty exchange/visiting faculty

Yes ☑   No ☐

If yes, how many?

Numbe	1

(9)   Is there any mechanism to obtain feedback on the curricular aspects from the

1   Heads of practice teaching schools   Yes ☑   No ☐

2   Academic peers   Yes ☐   No ☑

3   Alumni   Yes ☐   No ☑

4   Students   Yes ☑   No ☐

5   Employers   Yes ☑   No ☐

(10)   How long does it take for the institution to introduce a new programme within the existing system?

We are yet to introduce a new program

(11)   Has the institution introduced any new courses in teacher education during the last three years?

Yes ☐   No ☑

Number	

(12)   Are there courses in which major syllabus revision was done during the last five years?

Yes [✓]   No [ ]

| Number | 1 |

(13)   Does the institution develop and deploy action plans for effective implementation of the curriculum? ##

Yes [✓]   No [ ]

(14)   Does the institution encourage the faculty to prepare course outlines?

Yes [✓]   No [ ]

Criterion II: Teaching-Learning and Evaluation

(1)   How are students selected for admission into various courses?

    (a)   Through an entrance test developed by the institution   [ ]

    (b)   Common entrance test conducted by the University/   [✓]
           Government

    (c)   Through an interview   [ ]

    (d)   Entrance test and interview   [ ]

    (e)   Merit at the qualifying examination   [ ]

    (f)   Any other (specify and indicate)   [ ]

           (If more than one method is followed, kindly specify the   [ ]

           weightages)   [ ]

(2)   Furnish the following information (for the previous academic year):

    ○   Date of start of the academic year | 15th July 2013 |

    ○   Date of last admission | 30th August 2013 |

    ○   Date of closing of the academic year | 31st May 2014 |

    ○   Total teaching days | 180 |

    ○   Total working days | 240 |

(3)   Total number of students admitted (Academic year 2014-15)

Programme	Number of students	Reserved	Open

	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed. (Special Education Hearing Impairment)	2	5	7	2	1		0	4	
M.Ed. (Fsull Time)									
M.Ed. (Part Time)									

(4)   Are there any overseas students?   Yes ☐   No ☑

If yes, how many?

Nil

(5)   What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a.   Unit cost excluding salary component   53364

b.   Unit cost including salary component   793754

*(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)*

(6)   Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	60.83	50.71	67.92	48
M.Ed. (Full Time)				
M.Ed. (Part Time)				

(7)   Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes ☐   No ☑

9

(8)   Does the institution develop its academic calendar?

     Yes ☑   No ☐

(9)   Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed. (Special Education)* Current Syllabus)	40%	10%	50%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

(10)   Pre-practice teaching at the institution(as per Current syllabus

     (a)   Number of pre-practice teaching days(observation days) | 2 | 7 |

     (b)   Minimum number of pre-practice teaching lessons
            given by each student(lesson observation) | 5 | 0 |

(11)   Practice Teaching at School (as per Current syllabus)

     (a)   Number of schools identified for practice teaching | 0 | 3 |

     (b)   Total number of practice teaching days | 2 | 5 |

     (c)   Minimum number of practice teaching
          lessons given by each student | 2 | 5 |

(12)   How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	10	No. of Lessons Pre-practice teaching	13

   Microteaching   IEP + Guided

(13)   Is the scheme of evaluation made known to students at the beginning of the academic session?

     Yes ☑   No ☐

(14)   Does the institution provide for continuous evaluation?

     Yes ☑   No ☐

(15)   Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.	N A	
B.Ed.(Current)	20	80
M.Ed. (Full Time)		
M.Ed. (Part Time)		

(16)   Examinations

(a) Number of sessional tests held for each paper | | 2 |

(b) Number of assignments for each paper | | 1 |

(17)   Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software / courseware (CDs)	✓ Speech correction	
Audio resources		✓
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	Disability related tests and tools	

(18)   Are there courses with ICT enabled teaching-learning process?

Yes [ ]   No [✓]

| Number | 0 |

(19)   Does the institution offer computer science as a subject? As per the current syllabus

*Yes [✓]   * No [✓]

*No for current syllabus and yes for the syllabus with effect from 2015

If yes, is it offered as a compulsory or optional paper?

Compulsory [ ]   Optional [✓]

Criterion III: Research, Consultancy and Extension

(1)   Number of teachers with Ph. D and their percentage to the total faculty strength

Number	3	75	%

(2)   Does the Institution have ongoing research projects?

Yes ☐   No ☑

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
---			

(Additional rows/columns may be inserted as per the requirement)

(3)   Number of completed research projects during last three years.

0

(4)   How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

- Teachers are given study leave   ☒
- Teachers are provided with seed money   ☒
- Adjustment in teaching schedule   ☑
- Providing secretarial support and other facilities ☑
- Any other specify and indicate   ☐

(5)   Does the institution provide financial support to research scholars?

☐   ☑

Yes   No

(6)   Number of research degrees awarded during the last 5 years.
        a. Ph.D.   2

        b. M.Phil.   0

(7)   Does the institution support student research projects (UG & PG)?

        Yes ☐   No ☑

(8)   Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	✓		6
National journals –Referred papers Non referred papers	✓		10
Academic articles in reputed magazines/news papers	✓		5
Books			6
Any other (specify and indicate) Study material for distance education programs and ARUSHI news letter/Proceedings of conferences	✓		15

(9)   Are there awards, recognition, patents etc received by the faculty?

        Yes ☑   No ☐

        | Number | 1 |

(10)   Number of papers presented by the faculty and students (during last five

        years):

                                 Faculty   Students

        National seminars   4   ☐

        International seminars   ☐   ☐

        Any other academic forum   ☐   ☐

(11)   What types of instructional materials have been developed by the
        institution?
        (Mark `✓' for yes and `X' for No.)

        Self-instructional materials   ☑

                                        13

Print materials   ☑

Non-print materials (e.g. Teaching Aids/audio-visual,   ☑
multimedia, etc.)

Digitalized (Computer aided instructional materials)   ☐

Question bank   ☐

Any other (specify and indicate)   ☐

(12)   Does the institution have a designated person for extension activities?

Yes ☑   No ☐

If yes, indicate the nature of the post.

Full-time ☐   Part-time ☐   Additional charge ☑

(13)   Are there NSS and NCC programmes in the institution?

Yes ☐   No ☑

(14)   Are there any other outreach programmes provided by the institution?

Yes ☑   No ☐

(15)   Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

| 1 |

(16)   Does the institution provide consultancy services?

Yes ☑   No ☐

In case of paid consultancy what is the net amount generated during last three years.

| NIL |

(17)   Does the institution have networking/linkage with other institutions/ organizations?

Local level	✓
State level	
National level	

14

International level	

Criterion IV: Infrastructure and Learning Resources

(1)   Built-up Area (in sq. mts.)

419.84

(2)   Are the following laboratories been established as per NCTE Norms?

(a)	Methods lab	Yes	☐	No	☑
(b)	Psychology lab	Yes	☑	No	☐
(c)	Science Lab(s)	Yes	☐	No	☑
(d)	Education Technology lab	Yes	☐	No	☑
(e)	Computer lab	Yes	☑	No	☐
(f)	Workshop for preparing teaching aids	Yes	☑	No	☐

(3)   How many Computer terminals are available with the institution?

11

(4)   What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

10000/-

(5)   What is the Amount spent on maintenance of computer facilities during the previous academic year?

11398/-

(6)   What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

5646/

(7)   What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

Nil

(8)   Has the institution developed computer-aided learning packages?

Yes ☐   No ☑

(9)   Total number of posts sanctioned   Open   Reserved

	M	F	M	F
Teaching		4		
Non-teaching	2			

(10)   Total number of posts vacant   Open   Reserved

	M	F	M	F
Teaching	-	-	-	-
Non-teaching	-	-	-	-

(11)   a. Number of regular and permanent teachers   Open   Reserved
        (Gender-wise)

	M	F	M	F
Lecturers		2		1

	M	F	M	F
Readers##		1		

	M	F	M	F
Professors				

        b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)
                                        Open   Reserved

	M	F	M	F
Lecturers		1		

	M	F	M	F
Readers				

	M	F	M	F
Professors				

        c. Number of teachers from: Same state | 5 |

16

Other states

(12)   Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:10
M.Ed. (Full Time)	
M.Ed. (Part Time)	

(13)   a. Non-teaching staff   Open   Reserved

	M	F	M	F
K. Permanent	2			

Temporary	M	F	M	F
				1

b. Technical Assistants   Permanent

M	F	M	F

Temporary

M	F	M	F

(14)   Ratio of Teaching – non-teaching staff

5:3

(15)   Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

78%

(16)   Is there an advisory committee for the library?

Yes ✓   No

(17)   Working hours of the Library

On working days   9 to 4

On holidays   NIL

During examinations   9 to 7

(18)   Does the library have an Open access facility

Yes ☑   No ☐

(19)   Total collection of the following in the library

   a. Books | 1217 |

       - Textbooks | |

       - Reference books | 114 |

  b. Magazines | 11 |

  e. Journals subscribed

       - Indian journals | 7 |

       - Foreign journals | 1 |

  f. Peer reviewed journals | 1 |

  g. Back volumes of journals | 71 |

  h. E-information resources | |

       - Online journals/e-journals | |

       - CDs/ DVDs | 146 |

       - Databases | |

       - Video Cassettes | |

       - Audio Cassettes | |

(20)   Mention the

  Total carpet area of the Library (in sq. mts.) | 137.21 Sq.mts |

  Seating capacity of the Reading room | 50 |

(21)   Status of automation of Library

  Yet to intimate | |

  Partially automated | ✓ |

Fully automated

(22)   Which of the following services/facilities are provided in the library?

Circulation	✓
Clipping	✓
Bibliographic compilation	✓
Reference	✓
Information display and notification	✓
Book Bank	
Photocopying	
Computer and Printer	
Internet	✓
Online access facility	
Inter-library borrowing	
Power back up	
User orientation /information literacy	✓
Any other (please specify and indicate)	

(23)   Are students allowed to retain books for examinations?

Yes ☑   No ☐

(24)   Furnish information on the following

Average number of books issued/returned per day	20

Maximum number of days books are permitted to be retained

by students	7
by faculty	30

Maximum number of books permitted for issue

for students	2
for faculty	5

Average number of users who visited/consulted per month	written record is not maintained
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	60

(25)   What is the percentage of library budget in relation to total budget of the institution

2%

(26)   Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I (2013-2014)		II(2012-2013)		III(2011-2012)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	NA	NA	NA	NA	NA	NA
Other books	55	52217.91	144	55209.58	52	30562
Journals/ Periodicals	10	9652	10	13720.09	9	14697
Any others specify and indicate						
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

(1)   Programme wise "dropout rate" for the last three batches

Programmes	Year 1 13-14	Year 2 12-13	Year 3 11-12
D.Ed.			
B.Ed.	1	Nil	1
M.Ed. (Full Time)			
M.Ed. (Part Time)			

(2)   Does the Institution have the tutor-ward/or any similar mentoring system?

Yes ☑   No ☐

If yes, how many students are under the care of a mentor/tutor?

(3)   Does the institution offer Remedial instruction?

Yes ☐   No ☑

20

(4)   Does the institution offer Bridge courses?

CRE   Yes ☑   No ☐
ARAMBH

(5)   Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I 13-14	II 12-13	III 11-12	I	II	III	I	II	III
Pass percentage	83.33	100	94.44						
Number of first classes	2	4	nil						
Number of distinctions	nil	Nil	nil						
Exemplary performances (Gold Medal and university ranks)	nil	1	nil						

(6)   Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET	-		
SLET/SET	-		
Any other (specify and indicate)	-		

(7)   Mention the number of students who have received financial aid during the past three years.

Financial Aid	I	II	III
Merit Scholarship	10	09	03
Merit-cum-means scholarship			
Fee concession			
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

(8)   Is there a Health Centre available in the campus of the institution?

Yes ☐   No ☑

(9)   Does the institution provide Residential accommodation for:

Faculty   Yes ☐   No ☑

Non-teaching staff   Yes ☐   No ☑

(10)   Does the institution provide Hostel facility for its students?

Yes ☑   No ☐

If yes, number of students residing in hostels
                                        Men | 0 |

                                        Women | 0 |

(11)   Does the institution provide indoor and outdoor sports facilities?

Sports fields   Yes ☑   No ☐

Indoor sports facilities Yes ☐   No ☑

Gymnasium   Yes ☑   No ☐

** Sports ground is not owned by CCYM but free accessed by public maintained by BMC

(12)   Availability of rest rooms for Women

Yes ☑   No ☐

(13)   Availability of rest rooms for men

Yes ☑   No ☐

(14)   Is there transport facility available?

Yes ☐   No ☑

(15)   Does the Institution obtain feedback from students on their campus experience?

Yes ☐   No ☑

(16) Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	**No**	**Number**	**Yes**	**No**	**Number**
Inter-collegiate		Nil				
Inter-university		Nil				
National		Nil				
Any other (specify and indicate)		Nil				

(Excluding college day celebration)

(17) Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	NIL	
Regional	NIL	
National	NIL	
International	NIL	

(18) Does the institution have an active Alumni Association?

Yes   No ☑

If yes, give the year of establishment [   ]

(19) Does the institution have a Student Association/Council?

Yes ☐   No ☑

(20) Does the institution regularly publish a college magazine?

Yes ☑   No ☐

(21) Does the institution publish its updated prospectus annually?

Yes ☐   No ☑

(22) Give the details on the progression of the students to employment/further study (Give percentage) for last three years.

	Year 1 (%) 13-14	Year 2 (%) 12-13	Year 3 (%) 11-12
Higher studies	0	15.78	0
Employment (Total)	50	78.94	89.47
Teaching	37.5	68.42	82.21
Non teaching	12.5	10.52	5.26

(23)   Is there a placement cell in the institution?

Yes ✓   No ☐

If yes, how many students were employed through placement cell during the past three years.

1 2013-14	2 2012-13	3 2011-12
5	2	2

(24)   Does the institution provide the following guidance and counselling services to students?
   (a)   Academic guidance and Counseling   Yes ✓   No ☐

   (b)   Personal Counseling   Yes ✓   No ☐

   (c)   Career Counseling   Yes ✓   No ☐

Criterion VI: Governance and Leadership

(1)   Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee?

Yes ✓   No ☐

(2)   Frequency of meetings of Academic and Administrative Bodies: (last year) ##

Governing Body/management	9 times
Staff council	Nil
IQAC/or any other similar body/committee	Once a year
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	4 months

(3)   What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility   Yes ☐   No ☑

Medical assistance   Yes ☐   No ☑

Insurance   Yes ☐   No ☑

Other (Facilities like yoga , Gym)   Yes ☑   No ☐

(4)   Number of career development programmes made available for non-teaching staff during the last three years

0	0	2

(5)   Furnish the following details for the past three years

     (a)   Number of teachers who have availed the Faculty Improvement Program   of the UGC/NCTE or any other recognized   organisation

4

     (b)   Number of teachers who were sponsored for professional development programmes by the institution

National

0	0	4

International

0	0	0

     (c)   Number of faculty development programmes organized by   the Institution #

		0

     (d)   Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

0	0	9

     (e)   Research development programmes attended by the faculty

0		8

(f)   Invited/endowment lectures at the institution

0	2	3

Any other area (specify the programme and indicate)

		0

(6) How does the institution monitor the performance of the teaching and non- teaching staff?

(a)   Self-appraisal   Yes ☑   No ☐

(b)   Student assessment of faculty performance   Yes ☑   No ☐

(c)   Expert assessment of faculty performance   Yes ☐   No ☑

(d)   Combination of one or more of the above   Yes ☐   No ☑

(e)   Any other (specify and indicate)   Yes ☐   No ☑

(7) Are the faculty assigned additional administrative work?

Yes ☑   No ☐

If yes, give the number of hours spent by the faculty per week

6

(8) Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid   Rs.4931437/

Fees   Rs.158202/

Donation   Nil

Self-funded courses   Nil

Any other (specify and indicate)   Nil

(9) Expenditure statement (for last two years)

	Year 1	Year 2
Total sanctioned Budget		
% spent on the salary of faculty	73%	78%
% spent on the salary of non-teaching employees	12%	10%
% spent on books and journals	1%	1%

% spent on developmental activities (expansion of building)	0%	0%
% spent on telephone, electricity and water	1%	1%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0%	0%
% spent on maintenance of equipment, teaching aids, contingency etc.	1%	1%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1%	1%
% spent on travel	1%	1%
Any other (specify and indicate)	10%	7%
Total expenditure incurred		

(10)   Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.   Deficit in Rs.

2011-12   Nil   Rs.572982.48

2012-13   Nil   Rs.605872.65

2013-14   Nil   Rs.577746.12

(11)   Is there an internal financial audit mechanism?

Yes ✓   No ☐

(12)   Is there an external financial audit mechanism?

Yes ✓   No ☐

(13)   ICT/Technology supported activities/units of the institution:

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes		No	✓
Career Counselling	Yes		No	✓
Aptitude Testing	Yes		No	✓

	Yes	✓	No	

Examinations/Evaluation/

Assessment

Yes	✓	No	

Any other (specify and indicate)

Yes		No	

(14)   Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes ✓   No ☐

(15)   Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes ✓   No ☐

(16)   Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes ✓   No ☐

(17)   Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes ✓   No ☐

(18)   Is a grievance redressal mechanism in vogue in the institution?

(a)   for teachers   ✓

(b)   for students   ✓

(c)   for non - teaching staff   ✓

(19)   Are there any ongoing legal disputes pertaining to the institution?

Yes ☐   No ✓

(20)   Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes ✓   No ☐

(21) Is the institution sensitised to modern managerial concepts such as

strategic planning, teamwork, decision-making, computerisation and TQM?

Yes ☑   No ☐

Criterion VII: Innovative Practices

(1)   Does the institution has an established Internal Quality Assurance Mechanisms ?   #

Yes ☑   No ☐

(2)   Do students participate in the Quality Enhancement of the Institution? #

Yes ☑   No ☐

(3)   What is the percentage of the following student categories in the institution? (Academic year 2014-15)

	Category	Men	%	Women	%
a	SC			1	16.66
b	ST				
c	OBC	1	16.66		
d	Physically challenged				
e	General Category			4	66.66
f	Rural	1	16.66		
g	Urban			5	83.33
h	Any other (specify)				

(4)   What is the percentage of the staff in the following category?
        *percentage calculated including Permanent and temporary staff

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	20%	1	33.33%
b	ST				
c	OBC				
d	Women	5	100%	1	33.33%
e	Physically challenged				
f	General Category	4	80%	2	66.66%
g	Any other (specify)				

(5)   What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission**		On completion of the course**	
	Batch I 2013-14	Batch II 2012-13	Batch I 2013-14	Batch II 2012-13
SC	54.52 (5)	53.66(3)	58.00(5)	60(2)
ST	46.16 (2)	67.92(1)	52.15(2)	74(1)
OBC	58.35 (4)	0	61.8(4)	0(0)
Physical challenged	52.14 (1)	64.25(1)	69(1)	55(1)
General Category	57.2 (5)	54.27(3)	63.66(5)	66(2)
Rural	53.98 (6)	66.08(3)	56.16(6)	64.5(2)
Urban	56.20 (13)	54.44(4)	61.61(13)	65.6(3)
Any other NT and SBC	55.75 (2)	0	52(2)	0

Number of students in bracket

Part II: The Evaluative Report

i.   Executive Summary:

India has excellent network of NGOs (Non Govt. Organizations) with almost one NGO per 600 people (Times of India: 23/02/2015). Each of these NGOs has its own interesting story about how the founders bumped into a challenge and then turned it into a mission. Here is ours: In 1950s Chembur an underdeveloped central suburb of Mumbai had refugee camps for people migrated after the partition of India. Hashu Advani, a born leader with vision, was concerned about youngsters wasting time in non-productive activities gathered them together for constructive community services. CHEMBUR COLONY YUVAK MANDAL (CCYM) thus started on a modest note in 1953. Today, it has its own five floored building reflecting typical Mumbai culture of maximum utilization of infrastructure. CCYM launched HASHU ADVANI COLLEGE OF SPECIAL EDUCATION (HACSE) in the year 1997 and Government of Maharashtra started providing salary aid since the year 1999.

The biggest **strength of HACSE is its manpower:** from management to non-teaching staff. The management members are true followers of Hashuji believing in dedication, purity of means and financial discipline. This makes the organizational functioning simple and straight. Short cuts and cutting the corners in academic, administrative and financial matters are never even considered. Transparency in governance is combined with quality in curriculum transactions, thanks to the academic staff. The principal of the college has experience of almost 30 years with global exposure. She is the current Chairperson of Board of Studies, (Special Education – Ad Hoc) at Mumbai University which benefits the field as well as the college. The teaching faculty too is a fantastic combination of qualifications, talents and experience. Their multiple interests and abilities have taken the college activities much beyond the 'prescribed' ones. Each has made the best use of her academic freedom to coordinate a service oriented activity. A modest yet efficient library is managed well by a young techno savvy librarian. Non- teaching staff supports the growth and activities with equal enthusiasm and efficiency. We are proud of our multi lingual and multi-cultural skills and reflect the melting pot spirit of Mumbai.

Thanks to this wonderful team the college has been successful in contributing (tiny, yet definite) squirrel's share towards the national goal of EDUCATION FOR ALL. All the regulatory authorities have shown faith in the work of the college. HACSE has been following the objectives and values of these bodies and also been pro-actively contributing in their functioning. CCYM, Mumbai University (MU), Dept of Higher Education (Government of Maharashtra) and Rehabilitation Council of India (RCI) have been involving the HACSE staff in their activities like academic inspections, training programs, curriculum development committees, examination related tasks etc. Mutual

appreciation and academic support are the basis of this long-term relationship between the college and its regulating authorities. In fact, the college also collaborates with the other significant bodies with similar objectives like Ali Yavar Jung National Institute for the Hearing Handicapped, Sarvashiksha Abhiyan, United Nations Education Funds in India and Ramakrishna Mission's Vivekanand University.

Here is the brief activity profile of the college: First and foremost is the **B Ed (Special Education – Hearing Impairment)** – a long term teacher education program permanently affiliated to MU and recognized by the RCI. College ensures quality assurance in the planning and implementation of curriculum transaction through various ways like feedback system, use of technology, multi lingual lecturing, variety of hands-on skills, several visiting faculty, modern assessment strategies, transparency of internal assessment, reflective lessons, post-exam camp etc. **Having one of the biggest and best special schools for the deaf in the same campus under same management** is our plus point. School and college complement each other facilitating well monitored practice lessons. Moreover, special education services are crowded in western Mumbai and are rather scanty towards central regions and outskirts. Hence, location of College towards the central side can also be looked at as our strength. We provide the services where these are most needed.

The College organizes Continuous Rehabilitation Education **(CRE)** programs for the in-service special teachers. The RCI issues credit points to the participants for attending these (one credit per hour). Since the success of a child with special needs greatly depend upon the family involvement, a certificate course for parent empowerment – **Adhikar** is offered regularly. College also holds a state level conference **(Anubhooti)** for around 300 special teachers which too is supported with the RCI credit points. **Aarambha** is our annual orientation program wherein identification and classroom management of children with disability are taught to the mainstream school teachers. One more feather in our cap is our annual report cum newsletter–**Arushi.** Over and above these human resource development related activities, HACSE also offers two flagship activities on very subsidized charges for the needy families: Center for Audiological Assessment and Intervention **(CAAI)** and **ANKOOR:** Empowerment unit for individuals with learning disabilities.

Ours is a small set up. This, by default leads to some **weaknesses**. It is difficult to put on papers but the procedure of NAAC has drawn our attention to our rather poor documentation and record keeping skills. Additionally, being part of Mumbai is synonymous to having space related challenges. The current space does not support our aspirations for expansion. Being a typical NGO, funds too is a concern. Moreover, being unable to provide adequate library resources in Marathi to the students (simply due to lack of availability in the market) creates challenge in building a quality program. Delayed enrollment

through common entrance test held by Government of Maharashtra is yet another weakening point.

Our **opportunities** are limitless and we try to make the best use of it – sometimes we succeed, sometimes we do not. Many of our students **are from lower socio economic background, from rural outskirts of central Mumbai** and belong to reserved category. We look at our enrolled students as an opportunity to reach our services to the unreached. We also look at our **well placed alumni** as our opportunity to impact the field. Special Education is a futuristic field with global **opportunities of higher education** as well as of fulfilling career. We wish to empower ourselves so that our beneficiaries can avail such opportunities. Special education is moving towards cross disability skills rather than the single disability expertise. This has opened up new opportunities for the college and for the students. Due to our long term and persistent efforts, **special education for the first time has appeared in the perspective plan of Mumbai University**. In that light, the College has applied for B.Ed. (Special Education - Learning Disability) to Mumbai University. We have already received NOC from Commissioner for Disabilities and recognition from the RCI for the same. We look at B Ed Learning Disability as yet another opportunity to empower school education system in the country. We also look at **opening job market** in mainstream schools (for example, recent revisions in CBSE board) for our special educators as an opportunity impacting the future.

Although we put in the best possible efforts, there are **a few threats** that bother us. At a macro level, inadequate quality of school and college input in the state (or country) to ready the students to face any professional program is a serious threat to quality assurance of any professional program. Same is the case with us. Growing number of teacher education programs involved in **academic 'mal practices'** (for example, students are allowed to appear for exams without fulfilling the criteria of minimum attendance) and **mushrooming of non recognized short certificate courses / diplomas in special education** particularly in cities are threats to sincere long term training programs like ours. We perceive the introduction of B Ed Special Education through **distance mode** as a biggest threat to quality in education. Academically, we are looking forward to the revised B Ed syllabus for two years. However, its probable negative impact on enrolment is the current biggest threat to all Special Education Colleges – ours is no exception.

Our strengths and opportunities reinforce our professional spirits while our weaknesses and threats inspire us to work more. We are probably **the smallest aided college in the state** but we have our own reasons to be proud of. With this, **we are open to NAAC** as a system to appreciate us and more importantly help us identify concern areas to work upon.

ii.   Criterion- Wise Analysis:

Criterion I: Curricular Aspects

1.1   Curricular Design and Development

1.   State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

VISION:

In order to move towards a right based, inclusive and diversity friendly society, **CCYM's Hashu Advani College of Special Education** remains committed to develop and empower the manpower in the field of special education which would work towards facilitating age appropriate and joyful education of individuals with special needs in mainstream, special and open education.

MISSION:

To Execute Human Resource Development Programs which
- Address all sections of society: aspirant youth, in service educators, school authorities, administrators and policy makers;
- Are long term as well as short term in nature;
- Aligned with special as well as general education needs of the school system in India;
- Bring measurable improvement in knowledge, skill and attitude of the beneficiaries of the concerned program;
- Facilitate special education as a career option for talented youth

OBJECTIVES:

- To annually develop 20 trained teachers who have appropriate knowledge, skills, attitude and self-efficacy to educate children with hearing impairment;

- To create measurable opportunities to update self efficacy of minimum 60 in-service special and mainstream teachers per year in order to empower them to perform optimally;

- To contribute in a measurable way towards the growth and development of the field of special education and school education;

- To participate proactively in professional networking with NGOs and GOs working towards similar objectives;

- To facilitate development of Chembur Colony Yuvak Mandal – the parent body so that it could deliver quality services to more number of individuals.

VALUES:

(1)   To be able to keep activities in tune with values of regulatory bodies: Chembur Colony Yuvak Mandal, Rehabilitation Council of India, Mumbai University, Department of Higher Education (Government of Maharashtra) and University Grants Commission.

(2)   To provide manpower development services to all the enrolled candidates (of short term and long term training programs) and beneficiaries irrespective of religion, caste, class, language, abilities, background and other such diversifying factors.

(3)   To facilitate learning of all options, strategies, methods of reaching education to children with disabilities without bringing in personal likes and dislikes so that the professionals can select and use the appropriate ones on a rather case by case basis.

(4)   To look for collaborative and cooperative options in fulfilling objectives rather than the competitive ones. Running together always matters, running faster may not.

(5)   To believe in continuous learning and reflecting upon for becoming better teachers and better human beings.

The major consideration addressed by the vision and the objectives of CCYM'S HACSE are as follows:

The focus of the college activities is to work towards one of the disadvantage groups of the society – individuals with disabilities and special needs. Curriculum transaction activities are planned to empower the B Ed students to be advocates of equity of opportunities and protection of rights of the individuals with disabilities. The college leaves no stone unturned to inculcate the value of social justice, gender equity and respecting diversity (including

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diversity of abilities and disabilities) among the students. Secondly, the college has a small but active cell for alumni empowerment and placement services which provides ongoing support and career information to the alumni. Through these two ways (curriculum transaction of current batch and alumni services) the college attempts to keep the students in the loop of prime considerations reflected in the college objectives which are: empowerment of the disadvantaged group of individuals with disabilities, life-long academic growth for the teachers, creating awareness for learning global trends and efforts for creating newer openings for higher education and career for teachers of the children with disabilities.

2.   Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

The college per se is not directly involved in curriculum development since it implements the curriculum prescribed by the Rehabilitation Council of India under the affiliation of Mumbai University. However, the faculty of the college being well qualified and experienced, each one is involved in curriculum development through the formal committees appointed by Mumbai University as well as the Rehabilitation Council of India. To fulfill the objectives of these committees, the faculty is involved in taking feedback on performance of our alumni from the employer on a rather informal level. The faculty studies the parallel syllabi and interacts with academic experts to be able to give active input during the functioning of these committees.

3.   How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

As mentioned in the earlier point the faculty of the college contributes to curriculum development through active involvement in various formal committees. Global trends reflect well through the activities of these committees. Global policies related to Universalization of Education, early identification of disability and inclusive education reflect in working of these committees. Special attention is provided to the guidelines prescribed in the UNCRPD (United Nations Convention for the Rights of Persons with Disabilities). This is particularly to plan curriculum implementation in order to facilitate right based inclusive education in a barrier free environment.

4.   How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

Being timely revised program in special education, the said curriculum of B Ed (special education) by default ensures good amount of exposure to national trends like value education and ICT. The college is committed to create and provide opportunities for the same. B Ed program being a long term one

gives opportunities for both. In most of the short term programs too, the issues of ICT and value education are very well highlighted. The College, however, has never directly worked on environment issues over and above the process of making the governance more and more paperless. Other national issues that college pays extra attention to are social justice and gender equity.

5.   Does the institution make use of ICT for curricular planning? If yes give details.

ICT is used extensively for curriculum planning and transaction. All the faculty members have their own work stations with PCs. Classroom is equipped with LCD and internet connections. The management believes in paperless governance as far as possible. Hence, ICT is used for several purposes like correspondence,   academics,   accounts,   administration   and   internal communication including internal circulars.

Curricular planning, distribution of notes and references, assignments projects submissions, alumni connect, website update, reports, documents, correspondence, online form filling, preparing lecture notes, sharing power point presentation etc. are routine parts of activities which are ICT based.

1.2   Academic Flexibility

1.   How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

Reflective practice is a key to success. B.Ed program generally pay attention to it predominantly through classroom lessons. HACSE is no exception. The curriculum itself emphasizes on self reflections. College helps students to reflect upon their own performances formally as well as informally. Clear and early feedback is given to the students after the tests and assignments. The lesson plan format gives space to the students to reflect upon their lessons is order to draw action points in terms of dos and don'ts to be followed in forthcoming lessons. Students are encouraged to write positive as well as critical self-reflections. New revised curriculum which will be implemented with effect from the year 2015 emphasizes reflective learning also in theory courses. Faculty is looking forward to implement this new curriculum.

2.   How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

The college has an academic practice of planning careful academic calendar and detailed task distribution. Both are developed in order to have no gaps and overlaps so that the implementation is smooth. Each of the staff is made accountable for at least one maintenance activity, one administrative committee and one academic activity. The planning is done in a democratic way giving choices to all to select the tasks. Tasks are generally assigned on rotation

basis to the staff. However, once assigned, the concerned member is expected to complete the task from planning to report. Management believes in academic freedom and flexibility which are given to the staff to take ownership of the activity. The success is measured and post event meetings are held to reflect upon learning points.

3.   What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

College has basically identified various areas of concern and provides additional inputs to the beneficiaries in these areas. Faculty ensures that the ongoing batch of B Ed students benefit out of these beyond curriculum activities. They not only attend the relevant sessions but also are involved is organizational tasks like registration, refreshments, inauguration, introductions of guest speakers, vote of thanks, distribution of notes, certificate distribution, providing technological support etc. These value added courses are 1) Adhikar – The parent empowerment certificate course for family members of children with disabilities. B Ed students are made to attend at least 50% of the sessions during these training programs. 2) English speaking skill development sessions for B Eds 3) Skill development into internet technology for B Ed students who do not have PCs or laptops at home (majority of students do not). 4) Arambha – Disability orientation of mainstream teachers. 5) CREs – RCI recognized Continuous Rehabilitation Education programs are carried out parallel to the
 B Ed program. B Ed students attend relevant sessions of these programs and actively participate in the interactions.

4.   How does the institution ensure the inclusion of the following aspects in the curriculum?
(i)   Interdisciplinary/Multidisciplinary
(ii)   Multi-skill development
(iii)   Inclusive education
(iv)   Practice teaching
(v)   School experience / internship
(vi)   Work experience /SUPW
(vii)   Any other (specify and give details)
 (Also list out the programmes/courses where the above aspects have been incorporated).

i)   B Ed special education by nature is multidisciplinary program. It draws expertise from general education, psychology, statistics, medicine, paramedical faculties, linguistics, sociology, social work etc. The curriculum reflects the same and the college invites experts from all these disciplines to teach and interact with the students.

ii)   These visiting faculties not only cover the theory but also work on skill development indicated in the curriculum. It is also a common practice to send the students to various centers where the visiting faculty work so that the theory is not covered in isolated way delinked from real life situations.

iii)   Inclusive education is an extremely important component of Special Educational program. Our B.Ed program has been having candidates with disabilities enrolled for the program. Their inclusion in the classroom and curricular adaption are used as role models for the students to reflect upon.

iv)   The college has been organizing practice teaching sessions in very systematic and reflective way. Management having own special school for the deaf is the biggest advantage to the college. This school – Rochiram T. Thadhani High School for Hearing Handicapped is one of the biggest and best special schools in Maharashtra. Placement, planning, monitoring and feedback etc. become smooth and systematic, thanks to the practice teaching school located in the same campus. Yet, the students are given exposure and placement of other special schools also on rotation basis. This is to ensure variety of exposure and also to manage distances in a city like Mumbai. The College tries its best to place students closer to their homes so that they can use the energy and resources for lesson planning and developing TLM. Supervisors from the college visit these respective schools for monitoring and evaluating placement activities.

v)   B Ed (HI) curriculum implemented so far till the 2014-15 batch does not have component of internship. But students were sent to visit 5 to 6 different schools / centers to spend whole day observing the activities. However, B.Ed (Special Education) curriculum has been revised as per NCTE and RCI Regulations 2015. The new revised syllabus has 3 internships for the students; 2 in special schools and 1 in a mainstream inclusive school.

vi)   Special schools have adequate coverage of SUPW in their curriculum. Hence, a few lessons are marked for these activities.

vii)   One of the unique practices in Hashu Advani College of Special Education is that of holding post exam camp. B Ed program is a very demanding and tightly scheduled professional program. College admissions are done through Maharashtra CET and hence

enrollment takes place as late as in August. Due to all these factors, the students and faculty are on their toes covering the prescribed portions of the syllabus. There is hardly any time left for socializations, individual interactions, informal debates, discussions on new ideas and informal reflections. College holds post exam camp in which both faculty and students participate in more relaxed manner. Applying for jobs, writing CVs, holding mock interviews etc. are undertaken during this post examination camp. This makes the program more pragmatic and gives a formal closure to the learnt curriculum.

List of course (programs) – NA (Since currently there is only one long term program offered.(B Ed Special Education- Hearing Impairment)

1.3   Feedback on Curriculum

1. **How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?**

Feedback is taken on formal as well as informal level. Formal feedback is obtained from the students during post exam camp. Principal herself takes up the activity of obtaining feedback from the students on each of the faculty. Feedback is also obtained separately for library services since the last academic year.

College takes feedback from employers but the process is open ended. When a student informs the alumni cell about his / her placement a letter to seek feedback and to offer continual supports is sent to the employer. Some employers respond whereas others do not.

College holds several short term training programs and feedback is taken very systematically from the beneficiaries of the programs (CRE programs, Anubhooti conference and Adhikar parent certificate course). These feedbacks are discussed during the post event meeting to draw learning points.

College has so far not taken feedback from community and academic peers. It appears to be useful and hence college may start obtaining these feedback forms from the coming academic year.

2.   Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

The feedback forms for students are made available in English and Marathi. The students are asked not to write their names and put only tick marks

on the form with blue ink. Principal has the access to the students' feedback forms. Students are told about it so that they respond in a more candid way. The principal herself reviews these forms. She communicates the summary of strengths and challenges to each individual faculty separately.

3.   What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

Although a modest set up (perhaps the smallest aided college in India in terms of staff and intake capacity), college has contributed a lot for the curriculum development in following capacity mainly due to qualified and experienced faculty.

(A)   Principal, Dr. Asmita Huddar is the Chairperson, Board of Studies, (Ad Hoc – Special Education) University of Mumbai. Her tenure is from the year 2015 to 2018.Under her leadership 5 syllabi are being revised as per NCTE and RCI regulations. These are

       (a)   B.Ed (Special Education) Hearing Impairment
       (b)   B.Ed (Special Education) Learning Disability
       (c)   B.Ed (Special Education) Autism Spectrum Disorder
       (d)   B.Ed (Special Education) Intellectual Disability
       (e)   M.Ed (Special Education) Hearing Impairment

       She was convener of B Ed (Learning Disability) curriculum development committee at Mumbai University. She is member of expert committee at the Rehabilitation Council of India for B Ed special Education. She is also member of expert committee at RCI for Indian Sign Language Interpreters course. She is member of expert committee at Sarva Shiksha Abhiyan – Government of Maharashtra

(B)   Dr. Gayatri Sirur (Assistant Professor) is member of expert committee at Mumbai University for syllabus revision of B Ed (HI)

(C)   Dr.Lakshmi Gopalakrishnan (Assistant Professor) is member of expert committee at Mumbai University for syllabus revision of B Ed (HI)
       She is also a member of Syllabus Development Committee for B Ed (LD)

In these various capacities, the faculty of the college has positively impacted the field of manpower development.

1.4   Curriculum Update

1.   Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

Earlier B Ed general and special education curriculum was for 1 academic year. Same has become for 2 years after recent revision (RCI regulations 2015) which will be implemented with effect the 2015 -16 batch.

At Mumbai University the program has become more choice based. It is now made the CBSGS (Credit Based semester with grading system). Also annual transactions have been converted into semester system (Total four semesters)

Following are the major revisions impacting the quality of teacher education:

(a)   From special Education to inclusive education: Global and national policies are moving from segregation to inclusive education and hence all teachers are expected to be teachers of ALL students. Revised syllabus has additional component (Theory, Practical, and Internship) of inclusive education.

(b)   From Single disability specialization to cross disability knowledge and skills. New revised syllabus offers training into all disability unlike the earlier syllabus which concentrated only on one selected disability.

(c)   Additional component of Internship has been added to give the candidates field experience.

(d)   Adding courses on professional development like research and ICT.

(e)   Adding range of optional courses in core as well as disability specific areas. This makes the system more choice based and benefits the students.

(f)   Adding reflective perspective to knowledge processing.

2.   What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

At macro level, Special Education colleges are recognized by RCI and affiliated to Universities. Over and above these two controlling bodies, UGC and Department of higher education, Government of Maharashtra also have set some norms. Hence, the college operates under the regulations and supervision of these academic bodies. Strategies and revisions are prescribed by these

bodies. However, as mentioned earlier the principal and faculty are involved in the process through the various expert committees. At micro level, the management of the college keenly monitors the academic transactions through the routine Local Management committee meetings.

1.5   Best Practices in curricular Aspects

1.   What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

Following are the strategies of quality assurance (Sustenance as well enhancement)

(a)   Systematic and feedback based curriculum planning
(b)   Rotation of academic workload
(c)   Preparing summarized Marathi notes (B.Ed Special Education does not have standard text books)
(d)   Open, transparent, participatory and modern assessment strategies
(e)   Use of ICT for curriculum transactions
(f)   Range of experts as visiting experts
(g)   Grouping for practical work
(h)   Mentoring system
(i)   Educational tour
(j)   Post exam camp

2.   What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

(a)   Writing reflections on lessons
(b)   Bilingual exposure in theory and practice
(c)   Facilitating use of technology for teaching learning
(d)   Post exam camp for students
(e)   Some experts are invited for lectures to college while students are sent to respective centers for some other experts
(f)   Alumni involvement in curricular transactions
(g)   Peer reviewing of assignments / test papers
(h)   Guided lessons and team lessons in the beginning of the practice teaching
(i)   Best lesson award
(j)   College is exploring possibilities of collaborative lectures with other 3 colleges of special Education in Mumbai
(k)   Involvement of professionals with deafness for teaching theory as well as practical component
(l)   Post placement academic support to alumni

(m)   Introductory session on M Ed towards the end of the B Ed program

Criterion II: Teaching-Learning and Evaluation

2.1   Admission Process and Student Profile

1.   Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

Admission for the B. Ed. (Regular) First Year Course is given through the Centralized Admission Process by conducting the Common Entrance Test (CET) according to merit. Admission Process is completely On-line. Students fill in on line forms, they get center and hall ticket, they appear for CET, result is announced, they fill up college choice, List of students sent to college, admission committee scrutinizes eligibility and candidates are admitted. Names of admitted candidates are uploaded. Higher Education approves the list and MU provides the eligibility.

Eligibility for Central Common Entrance Test (CET)

(I)   Following candidates are eligible to appear B. Ed. first year admission process (CET) &are eligible for B. Ed. course admission.

- Candidates who have completed their Three Year Graduation in B.Sc. (Science/Mathematics etc.), B.A. Social Sciences (History/ Geography/ Economics/ Politics/Psychology/Philosophy/Education/Library science, etc.), B.A. Humanities (Languages & Literature) from the recognized University,
- the candidates belonging to open category who have secured minimum 50% marks (Marks obtained in between 49.50% to 49.99% will be considered as 50%), either in graduation /post graduation
- those candidates belonging to Backward Class Category (SC, ST, VJ-A, NT-B, NT-C,) NT-D, OBC, SBC.) who have secured minimum 45% marks (Marks obtained in between 44.50% to 44.99% will be considered as 45%) either in graduation or post-graduation
- Candidates from outside Maharashtra Universities belonging to all category who have secured minimum 50% marks (Marks obtained in between 49.50% to 49.99 % will be considered as 50%) either in graduation or post-graduation, Engineering & Technology (having Mathematics and Science as a special subject) as well as excluding graduates of faculty mentioned in 2.1(A), graduates from all other faculty (e.g., Commerce, Management, Engineering, Computer, Law, IT Agri, BBI, Medicine, Social Sciences, Excluding subjects of Social Sciences

mentioned at 2.1, Fine Art, Performing Arts - Music/Dance/Drama etc.).

- As well as a course to which Maharashtra Government has given equivalence of graduation and the candidates belonging to open category who have secured minimum 55% marks (Marks obtained in between 54.50% to 54.99% will be considered as 55%) either in graduation or post-graduation and those candidates belonging to Backward Class Category (SC, ST, VJ-A, NT-B, NT-C, NT-D, OBC, SBC.) who have secured minimum 50% marks (Marks obtained in between 49.50% to 49.99% will be considered as 50%) either in graduation or post-graduation and candidates from outside Maharashtra Universities belonging to all category who have secured minimum 55% marks (Marks obtained in between 54.50% to 54.99 % will be considered as 55%) either in graduation or post-graduation, such candidates are eligible to appear B. Ed. first year admission process (CET) & eligible for B. Ed. course admission.

Criteria of passing marks for Common Entrance Test (CET):

(a)   The minimum qualifying marks in CET for Open category candidates should   be 18 marks out 50;
for reserved categories candidates 15 marks and
for the candidates from Out of Maharashtra Universities belonging to all categories candidate 18 marks

(b)   Students desirous of seeking admission to English Medium Colleges of Education will have to appear for English Language Content Test (ELCT) along with CET. It is essential for the candidates to secure minimum 18 marks (36%) out of 50.

Procedure of Deciding the Ranking in the Merit List

Based on the marks obtained by the candidate at degree examination and the Common Entrance Test, the merit list of the eligible candidates is prepared taking into consideration following points:

(A)   (1)   50% of the marks obtained as per the rule 2.1(a) and 2.1(c).

        (2)   The candidates who becoming eligible due to Post Graduate Marks, his marks will be considered according to rule 12(A)(1).

(B)   Marks obtained by the candidate in the CET.

Order of Merit will be decided on the basis of the sum of the scores in 12A.(1) or 12A(2) and 12B above.

Following criteria will be adopted to fix the order of merit in case of equal

academic merit cases are found.
  (1)   CET score shall be the first criteria, if they are equal, then,
  (2)   Higher percentage at degree level, if they are equal then,
  (3)   Respective Higher percentage at Third year, Second year and First year, if these are also equal then,
  (4)   Senior by age will get preferential order.

This is criteria has been laid down by Directorate of Higher Education, Maharashtra State

2.   How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

Institution has systematic and rigorous plan for advertising the B Ed (Special Education Hearing Impairment) Program. In general awareness about special education being very minimal in general public, the college staff including principal use following avenues for advertisements such as articles in news papers, interviews through TV and Radio, information dissemination through face book, website, whatsapp, bulk SMS, phone calls to database collected throughout the year, pamphlets and also holding camps in other colleges or approaching these colleges through their career guidance cell.

3.   How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

HACSE only admits those students who have cleared MH CET and the merit of a student is decided taking into consideration their final year percentage and CET score. A ready merit list is provided by Dept of Higher Education (Maharashtra) Admission to our B. Ed (Special Education –Hearing Impairment) program is given as per the merit of the students abiding strictly the rules of Government of Maharashtra regarding reservation of various categories.

4.   Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged).

Majority of our students belong to lower or middle economic group, few migrate from outskirts of Maharashtra and get exposed to the fast and urban Mumbai culture for the first time. College takes utmost care in bringing all the students of diverse background together through lot of interaction, discussion and at times through individual counseling. College which is specialized in special education, is already sensitized to the needs of the physically challenged, thus provides barrier free environment for easy mobility of such students. During examination rule of the University of Mumbai to grant additional

half an hour for students with special needs is strictly followed even at the college as well as University examinations.

5.   Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programs? If yes give details on the same.

Though at college level there is no provision for assessing students knowledge/needs and skills before commencement of teaching program, for every student admitted in Hashu Advani College of Special Education it is mandatory to clear CET (Common Entrance Test) conducted by Government of Maharashtra, this test assesses students skills in Mental Ability, Teacher Aptitude and General knowledge. All eligible candidates applying for B Ed course who wish to seek admission in English Medium Colleges of Education have to appear for English Language Content Test (ELCT).

2.2   Catering to Diverse Needs

1.   Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

Working in the field of special education the staff and the management of the college is well aware about the relevance of diversity friendly environment of an academic institute. College enrollment and academic transaction is transparent fair and open as per the norms and regulations of RCI, University of Mumbai, Government of Maharashtra. One of the values of the CCYM is to provide services and opportunities irrespective of religion, cast, class and gender .It can be noted CCYM's HACSE is the only college officially providing curricular transaction in English and Marathi unlike rest of the special education colleges in Mumbai. Bilingual lectures and teaching learning material is made accessible as per MU norms. Students can write their exam papers in English/Hindi /Marathi and Gujarati. Institute also has trained signed language users in case services are needed by individuals with deafness.

2.   How does the institution cater to the diverse learning needs of the students?

College has been having student with disability in every batch for last 3 to 4 years and the college environment is made more   diversity friendly in order to satisfy their educational needs.

The college being situated in the central line of Mumbai; is closer and well linked with suburban areas. Most of the students are from these areas. To facilitate their learning capacities college runs extra miles to work on their English and communication skills, soft skills and technology skills. Last four five years most of the students enrolled belong to either reserved category or to underprivileged background. Considering this, college takes up various activities like providing free net access, free mid day meal and funds to develop teaching

learning material. College has separate budgeted fund for student welfare from which, small funding is provided for educational needs. For example, in the year 2012-13, a candidate with physical disability was provided transport funds needed for school placement.

3.   What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

College has record of filing and clearing 100% cases of   Post matric scholarship to the eligible candidates from the reserved category. The college has also been instrumental in obtaining free ships and scholarships to few other candidates from agencies like NASSEOH and ANGC.

Being the social education program, dealing with diversities is a part of theory as well as skill development component of the curriculum. In the view of right based approach to disability as prescribed by UNCRPD the management and staff of the college considers disability as one of the components of diversity .Same reflects in the vision statement of the college which emphasizes creation of right based, inclusive and diversity friendly society and institution. Curricular transactions are particularly planned to give opportunities to the learners to come together and explore each other's diversities and strengths. They are given plenty of group projects, team teaching assignments and shared learning experiences.

4.   How does the institution cater to the diverse learning needs of the students?

Institute encourages faculty members to attend refresher courses in which some lectures were catered to sensitization towards diverse needs of students. Faculty of the college holds disability sensitization sessions for other colleges in the vicinity.

5.   What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

Diversity and inclusion are most significant parts of B.Ed special education syllabus. Student teachers are given variety of exposure in developing appropriate skills and attitude. Individuals with disabilities are projected as role models for curricular adaptation and inclusive practices. College has human welfare committee and an active woman development cell which is sensitive about preventive measures for sexual harassment.

2.3   Teaching-Learning Process

1.   How does the institution engage students in "active learning"? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

As far as possible, academic learning of the college reflects and emphasizes active learning by the students. However, it is not out of place to mention that the students who enroll for our program have not been given opportunity and exposure for active learning or independent learning. Unfortunately, our experience says that the input that has gone into them through school and Degree College does not ready them for entering into a professional course like B Ed special education.They, as learners are not tuned to higher level thinking and mostly do not have habit of reflecting upon the taught matter. In the beginning of the academic program itself they are given orientation to following skills without which it is impossible to teach them. Some of them make best use of this opportunity and improve a lot but many find this style of learning very difficult. Hence the principal herself begins by discussing following points:

- Meaning of regularity of studies and raising the graph nearing exam,
- Dos and Donts for a student in terms of processing knowledge rather than collecting it
- Note taking
- Writing own points on photocopied notes
- Learning without text books,
- Managing subject files,
- Things you do if you are absent for a day or two,
- Groupings for learning,
- Importance of participating in discussion,
- In fact, they are made to say 3 things loudly on the first day – "I don't know", "I don't understand and "I don't agree" so that they do not hesitate to say so.
- Students with poor communication skills are particularly worked upon.
- Importance of collaboration over competition
- Concept of reflection is discussed but same will be worked upon more systematically in the revised syllabus
- How to use library resources (the librarian takes a day long session on this
- Google guru and web search

However, attempts at facilitating students to higher order thinking are not given up though out the year. It is ensured through several reasons given below:

    a. First and the foremost, the student group is very small. There is a lot of scope for individualized monitoring and modeling good learning habits.

    b. As per the syllabus class participation is one of the parameter on which student is judged and evaluated. There are 5 marks (per subject) assigned to it in internal assessment. Students tend to take interest in discussions when they are told this.

    c. Students are also exposed to constructivist perspective of teaching learning.

    d. Visit to organizations such as Grammangal (constructivist new education preschool) balvadis and anganwadis are undertaken. These preschool units are run as model educational set ups of constructivist theory which highlight active learning. This also helps them relate theory with practice.

    e. The experiential learning is well supported by interactive class strategies like role playing, individual projects, peer tutoring, and class presentations.

    f. Faculty almost every time announces the topic in advance so that students put in some thoughts before the topic is formally taught.

    g. Peer tutoring is facilitated

    h. After the tests, role model answers (which are original and are not copy pasted) are shown to all

    i. Original thinking and putting in own points are always reinforced and appreciated.

2.   How 'learning' is made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

    The college has several socially oriented activities like CAAI (Centre for Audiological Assessment and Intervention) which relentlessly works towards early identification of hearing impairment in young followed with early intervention. Ankoor, which is another activity, offers family support and remedial teaching for children with learning disabilities. Bed students are kept involved in these activities interms of observation and active participations. yond this learning is made student centered through various ways:

Mentoring system with 1:5 ratio

- Multi cultural and multi lingual grouping and pairing for projects and assignments,
- Modern and creative ways of class tests like students setting question papers or peer examiners,
- Exposure to short term training courses as observer to see how professional discussions are held'

- Concept of study habit and how to cultivate these are discussed in the beginning of the program (there is a standardized tool on study habit which was used with 2013 batch to measure their study habit score.
- Constructivist view of learning is also introduced in the very beginning (which they learn theoretically later) to facilitate higher order learning
- Faculty presents rubrics on 'how you can impress me' so they clearly understand what is expected from them.
- Alumni with leadership qualities are involved in teaching the current batch in a smaller group settings
- Sometimes students are further grouped into smaller groups
- Students are encouraged to give feedback directly to the principal.

3.   What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

Interactive instruction approach is used extensively. Individual student initiative, self-reliance and self monitored improvement are encouraged.

Experiential learning is mostly used in practical part of the curriculum. The students are placed in various schools for observation of school teachers in action, hearing aid trial, hearing aid fitting, assessment of speech, psychological assessment of students.

Innovative practice developed:

However, the most important part of any B Ed program is the practice teaching lessons. Actually, that is the part of the syllabus that the students should look forward to if they want to become teachers. Yet, in most of the cases, they fear the lessons and have a great hesitation to begin with their lessons. Teaching the students with deafness is quite complex for the beginners. Considering all these, college undertakes transition lessons called guided lessons. These are followed by observations and demonstration lessons. These are the first 4 lessons of each of the students. For each of the lessons the college supervisor, class teacher of the special school and other B Ed students are present. Teaching is done as a collective effort the concerned student being the leader. He is given suggestions, demonstrations and tips on how to move ahead with the teaching. Many a times the supervisor actually teaches a point to show how it is to be done. There are several benefits:

- B Ed Students shed their initial hesitation,
- They get to 'see' what works and what doesn't in classroom
- They get peer feedback,
- All learn from one student's mistake,
- School students who are taught during this lesson do not waste time,
- It is a great learning for the faculty
- It creates good bonding between school teachers and college faculty,

- School teachers who otherwise have little update on recent development get to learn newer ways and means from college faculty

Most importantly, these guided lessons are followed by with open discussions wherein all reflect upon and recapitulate take home points.

Over the last 5 years that we have been practicing this, we have noticed that this works well with students. It needs a lot of coordination since this is not a part of the syllabus.

4.   Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

No additional provision for Models of teaching is made. In fact, Modls of teaching is not a part of theory or practical courses of B Ed Special Education. Point is not applicable.

5.   Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Micro teaching is part of notional hour tasks as per Mumbai University syllabus. These are carried out in the beginning of the year particularly for the following skills:

- stimulus variation,
- questioning technique,
- blackboard skills,
- Introduction.

Students undertake 10 lessons as per the syllabus, which are monitored by faculty and immediate feedback is provided for improvisation. Students then deliver the lesson again incorporating the suggestions. The lessons are supported with discussions so that the students get to reflect upon.

6.   Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

Students are expected to master the teaching skills as a part of a structured activity. Since the management has one of the biggest and the best school for the deaf, practice lessons are carried out in a very smooth way. Process of practice teaching is executed following very systematic and numerous steps. Before the lessons are carried out students are placed in special schools for classroom observations. These are extremely important in special education since the B Ed students have never seen how a deaf child is

taught in life. Classroom observation serves dual purpose in special education: B Eds get to see how the teacher teaches and they get to know the level of functioning of the students. Therefore it is considered as the foundation of the lessons. Classes for student's observations are selected very carefully. Classes belonging to all standards and with excellent teachers are selected. This is done on rotation basis. As per the syllabus, classroom observations are in the first term and the lessons come in second semester. College arranges for extra observations in the second semester since there is a gap of 3-4 months between the observation and the lessons. Following are the major steps planned and implemented:

- Introduction to theory of teaching and learning,
- Explanation of observation and lesson plan format,
- Viewing videotaped lessons,
- Practicing and writing observation,
- real time classroom observation (Minimum 50 school periods),
- Submitting observation reports to the supervisors and getting feedback for improvement (6 students per supervisors),
- micro teaching sessions
- Demonstration lessons by experienced teachers,
- Transitioning guided lessons with peer feedback,
- Independent lessons as per the syllabus,
- Lesson evaluation along with written feedback,
- Students reflecting upon their own performance
- Submission of files to the supervisors.

Students are expected to carry out 25 lessons which are supervised by experienced qualified and eligible class teachers. College lecturers supervise minimum 7 lessons per student. Over and above this, students carry out 10 micro teaching and 10 individualized lessons. Micro teaching and IEP lessons are carried out for 3-4 days back to back arresting all other activities. However, the routine 25 lessons are carried out as one lesson per day. These lessons are carried out in two rounds. After the first round there is a break of a week so that there is time for group reflections. Plus it is also seen if any of the student is facing under achievement and repair strategies are needed. In the first round all the trainees are in RTT high school which is management's own school in the same building. In the second round many trainees are sent to other schools for verity of exposure.

In the beginning of the second semester the lesson schedule is announce for the trainees to know who is placed in which class. We see to it that each of the trainee get to give lessons in all the three levels: pre primary, lower primary and upper primary. All lesson plans are checked and modified by the college supervisors and lessons are carried out only after their approval. Some lessons are supervised by qualified school teachers and some by college supervisors. Each lesson has 50 marks out of which 38 marks are assigned by whoever is

supervising the lesson. Remaining 12 marks are assigned by the college supervisors after the student submits the file. All supervisors, whether from college or school are strictly told to give immediate feedback which is:

- Both, positive comments and areas of improvement,
- In written form,
- Given as soon as the lesson is delivered,
- Shown to the trainees for learning,
- Supported with the discussions,

College has designed own formats to ensure the learning. These formats are combination of open ended as well as close ended (multiple choice items) so that the balance between learning and planning is achieved. These formats include:

- Micro teaching format
- Classroom observation format
- Lesson planning format
- IEP format
- Lesson evaluation format
  These formats are in English and Marathi and are modified every alternate year

7.   Describe the process of Block Teaching / Internship of students in vogue.

Block teaching and internship are not prescribed in the syllabus hence not carried out currently. New revised syllabus has 3 internships and college is looking forward to introduce that in a very systematic as well as creative way.

8.   Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Yes, the practice teaching sessions and plans are developed in partnership with school staff. Rochiram T Thadani High School for Hearing Handicapped is the biggest special school in Mumbai and is run by the same management. Presence of practice teaching school in the same campus facilitates school college collaborations and helps in smoother, better functioning. Trainee teachers take the topics from the school teachers on the basis of:

- Level of the students,
- Portion covered so far,
- Ensuring variety of school subjects covered by each trainees (Please note that in a typical school for the deaf there no subject teachers till 8th std. All teachers teach all subjects and hence the trainees have to learn to teach all subjects immaterial of their degree subject.)

- General understanding of how 'good' the trainee is for dealing with a complex topic so that the time of the school students is not wasted.

After getting the topic the trainees develop the lessons plans under the guidance of college lecturers and finally deliver the lessons in the presence of either both or one of them.

Following is the breakup of the lessons:

- Language lessons: 12 (2 for directed activity, 2 for story, 2 for poem, 2 for news/conversation, 2 for unseen passage/visit and 2 for language text book)
- Subject lessons: 10 (2 for science, 2 for math, 2 for Geography, 2 for civics/economics, 2 any school subject)
- Co curricular activities: 3 lessons

9.   How do you prepare the student teachers for managing the diverse learning needs of students in schools?

Student teachers are encouraged to study the case profiles of all the students in the class. Strengths and concerns of these children as learners are noted. The lesson plans include these details if these impact the teaching learning process.

10.   What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

It is obligatory for each candidate to take at least four lessons using ICT or web based technology. Free internet services and training to use internet are part of curricular transactions although not mentioned in the syllabus. Model practice teaching school where trainees are placed for practice teaching has PC and educational software in each of the classes. Students are given special demonstration lessons for the use of ICT in teaching.

Moreover special subject seminars and CREs are arranged for in service teachers which invariably have inputs on how to incorporate latest technology in teaching and B. Ed trainees are given opportunity to attend most of the relevant sessions.

2.4   Teacher Quality

1.   Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Yes, the practice teaching plan is developed in partnership. The model practice teaching school has a committee for work related to lesson plans. This committee meets regularly and functions to facilitate practice teaching of student teachers. Every year, college faculty holds a workshop for the school teachers

for brushing up the skills and for linking theory with practice. More detailed information on various formats and development procedure is given in 2.3.

2.   What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

The management has its own school for the deaf where all the B Ed students are placed in the first round for practice teaching. For the second round the students are placed in four schools with whom the college has entered into a MOU. The selection of the school is predominantly on the basis of following parameters:

- Medium of instruction,
- Method of communication used in school (Sign language or oral method), Geographic location of the student's residence and special school.(Please note that special schools are spread in different corners of Mumbai, commuting to these school might take two-three hours. As far as possible, students are placed in special schools from areas which are well linked from their residence. Students are placed in different special schools other than placing them only in management school)
- Those schools are given priority wherein the school authorities and teachers believe that placing trainees help mutually.

* Please note that intake capacity of HACSE is only 20.
** Please note that all special schools by default have the ratio to be1:8 to12. Hence, student teacher ratio is not a parameter of decision making in terms of selecting a particular school over the others. However, when trainees are sent to a normal (mainstream school then the only parameter considered is the location of the schools closer to college. There are many mainstream schools in Chembur and the teacher student ratio here is somewhere between 1: 50 to 70 – common in Mumbai)

3.   Describe the mechanism of giving feedback to the students and how it is used for performance improvement.
Feedback is given on three levels
(i)   When the college supervisor approves the lesson plan.
(ii)   When the lesson is executed. This includes on the spot verbal modifications and consolidated written suggestions for improvements
(iii)   Evaluation ends with self reflections by students.
Moreover, as indicated in point # 2.3 feedback is given in formal as well as informal way but very systematically.

4.   How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

The current syllabus with one year B.Ed did not give opportunities to B.Ed. students to interact with the schools beyond 25 lessons. Yet college made it a point to involve the trainees in the following activities of the RTT School:

- Sports day
- Annual gathering
- Disability Rally
- Diwali celebration
- Competitions
- Educational visit
- Picnic
- Examination

The portion on school management and parent empowerment are taught by the High school principal. This gives them the opportunity to know about school functioning and educational needs to a limited extent.

However, the new revised B.Ed. syllabus with effect from 2015-16 has a lot of scope of learning school policies and systems with three internships in the third and the forth semester. Plus, it also talks about following exposures which we believe is going to be wonderful opportunities for our B Eds to know schools policy directions:

Working as teacher assistant for:

- prayers / assembly,
- checking hearing device,
- attendance,
- home work/class work,
- writing diaries,
- preparing TLM,
- teaching practice sessions recapitulation,
- break times,
- record keeping,
- managing administrative work,
- staff and parent meetings

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The faculty at the college is actively involved in publications, updating knowledge and skills. They also add academic qualifications like additional Masters or PhD. Over and above this, they undergo short term refresher courses as prescribed by UGC norms and CRE programs as prescribed by Rehabilitation Council of India for general update on knowledge and skills. The subject papers in the B Ed syllabus are covered by the visiting faculty from General B. Ed colleges in nearby area. These are particularly selected on the basis of merit and hence our students get adequate exposure in subject teaching.

6.   What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

The strength of any organization is its manpower. Strongly believing in this, the college runs extra mile to ensure professional development of the faculty and the school teachers. Following are some of the ways:

- Each of the faculty members is expected to attend minimum one conference per year
- College has staff welfare fund from where conference registration fees are given, duty leave is granted for academic reasons,
- Staff is encouraged to make presentations,
- They are given opportunity to become guest faculty into disability management for other institutes,
- They arrange and attend professional development sessions within CCYM and also externally
- Non teaching staff too attends the workshop held for them by HE regularly

7.   Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

At any level, appreciation, recognition and credit play important role in making the team members more participatory. Being a small organization the HACSE works like a family. Hence there is a lot of on the spot feedback, appreciation and conflict resolving informally. Formally, following ways are used to motivate the team members:

- Each of the staff members is given opportunity to edit the Arushi (In house academic theme based newsletter).
- Arushi gives details of achievements of all the staff members,
- CCYM every year felicitates staff for their special achievements.
- CCYM also felicitates staff members for acquiring Masters or additional qualifications,
- B Ed trainees are encourage to felicitate the faculty on extra achievement like Ph D completion,
- Motivational sessions are as part of annual day sessions.
- Farewell program of superannuated teachers is carried out in a very candid way which motivates the staff
- Hashuji's Jayanthi and Punyatithee are observed with sincere retrospections.

2.5   Evaluation Process and Reforms

1.   How the barriers to student learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

College has effective mentor system wherein each faculty is assigned 5-6 students for mentoring. The mentors not only look into the academic but environmental issues also. College works towards making the infrastructure barrier free for which every budget has a provision. This includes making corridors accessible, elevators to college building, CCTV camera, fire-fighting system, public announcement system, making toilets disability friendly, ramp at the main gate etc.

Counseling services by professional counselor once in a week are made available for the student teachers.

2.   Provide details of various assessment /evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning?

The internal assessment and examination are held as per the details given in the syllabus of Mumbai University. The scheme of assessment for theory i.e. Part A – The performance of each candidate in Part A is evaluated through internal assessment and semester end exam with weightage of 20:80 respectively. Internal assessment is based on the continuous evaluation which is done through two periodical class test, one assignment and class participation and overall conduct. Two periodical tests utilize innovative ways of evaluation and variation in strategies to make the evaluation holistic. Innovative ways of evaluation used are open book test, library test, choice based assignments and surprise test.

Scheme of assessment for Part B i.e. (Practical) does not have semester end examination .It consist of internal assessment which is done on the basis of performance of students in classroom observation, practical work related to aural rehabilitation, speech teaching and psychology, IEPs, lesson planning and execution and skill development in sign language. Student teachers have to give final lesson which is evaluated by one internal and one external examiner. Student teachers also have to appear for viva in skill development in sign language and signed system, aural rehabilitation, Speech teaching and Educational psychology.

3.   How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

Internal assessment of the college involves quick feedback on performance to the students for theory and practicals. Marking system is

transparent and students are given adequate opportunity for improvement. For example, as per the syllabus, students are expected to deliver 25 lessons but the academic planning provides for delivering 30 lessons. Moreover, students are given four tests out of which scores of best two are selected. For better communication and feedback and for maintaining transparency in evaluation internal assessment scores are displayed from time to time on notice board and signatures are obtained. Students are given time for rectification, if any.

4. How is ICT used in assessment and evaluation processes?

We have centralized data base where faculty enters internal assessment marks.

2.6   Best Practices in Teaching -Learning and Evaluation Process

1.   Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

HACSE always experiments with new methods in teaching and evaluation. Open book test, surprise tests, decide marks for each question yourself are few evaluation methods tried with students. In teaching, before starting a new lecture, students are asked to reflect and tell three new points which they learnt in the last lecture.

2.   How does the institution reflect on the best practice in the delivery of   instruction, including use of technology?

Institute encourages innovative practices and gives academic freedom. Academic and routine staff meetings provide avenues to reflect upon the practices.

Criterion III: Research, Consultancy and Extension

3.1   Promotion of Research

1.   How does the institution motivate its teachers to take up research in education?

Teachers are always motivated to take up research as a result of which two of our faculty members successfully completed Ph.D.

Consultancy and support is offered to those who are keen in doing research and publishing research articles related to special education – particularly to the alumni.

Faculty is permitted to devote time in supporting research through following activities: Consultancy to RTT teachers and alumni in research and also in NCED presentation, helping alumni in dissertation work for completion of M.Phil, M.Ed, and Ph.D.

There is a research circle wherein school teachers and college faculty one by one present an article from a peer reviewed journal.

2.   What are the thrust areas of research prioritized by the institution?
Research areas prioritized by the Institution are inclusive education, disability related issues, outcomes of innovative methods, parent empowerment and early identification, intervention of hearing impairment, study of vision and mission statement of institutes working in disability management.

3.   Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

NA

4.   Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

Dr. Asmita Huddar

Attended

- A conference on 'Badalta Maharashtra' organised by Loksatta on 2nd August 2013.
- A workshop on 'Management of emotions and emotional intelligence' at American Consulate on 30th August 2013
- A workshop on ICF and Hearing loss organized by AYJNIHH.
- A UGC sponsored short term course for academic administrators organized by UGC academic staff college

Organized

- Anubhuti, RCI recognized state level conference for special educators on the theme 'Empowering teaching learning process: Age appropriate language in 2013

- Assisted American consulate in organizing educational fair for the deaf in collaboration with Gallaudet University

Dr. Gayatri Sirur

Attended

- 42nd National Conference of Indian Speech & Hearing Association 22rd to 24th January, 2010.

- An interaction program for research scholars and post-doctoral fellows of social sciences by UGCASC from 8th March to 11th March 2011.

- A Workshop on 'BRAIN GYM' 3rd April 2010.

- A "Early intervention and Diagnosis" by aegis of Audiology Forum, Mumbai Chapter along with Phonak India.

- Fourth Regional Conference MISHACON 3rd and 4th Dec 2011 Workshop on ABR and Augmentative communication.

- A workshop on Evaluation and Treatment of voice disorders from 8th March to 13th to 15th 2013 at Tata Memorial Hospital.

- 3 days' workshop on Adult Neuro communication disorders - Assessment and Therapy at Mumbai from 6th -8thSept 2012.

- MISHACON 2014 Pune 7 to 9th December 2013

- An Orientation program for faculty organized by RCI in Goa from   30th Jan to 31st January 2014.

- A National Workshop on ICF and Hearing Loss on 4th Feb 2014

Organized

- Adhikar-Parents training program 2 months (2009-10)

- "Education today and tomorrow; Empowering school   leaders" State level Headmaster's conference from 2nd to 5th Feb 2010

- Adhikar-Parents training program 2 months(2010-11)

- A CRE on "Inclusive/ Integrated education for children from 12th to 13th July 2010

- Adhikar-Parents training program 2 months (2012-13)

- CRE (A state level training program funded by Rehabilitation Council of India) on the topic "Developing Listening Skills" from 5th to 7th November 2012.

- CRE (A state level training program funded by Rehabilitation Council of India) on the topic "Technology" from 19th to 21st December 2013

Dr. Lakshmi Gopalakrishnan

Attended

- National Conference on 'Upholding Human Dignity: Exploring new Paradigms" at Bombay Teacher training college on 26.08.10 & 27.08.10

- Indian Sign Language (ISL) introductory Course for master trainers 2.05.2011 to 13.05.2011(2 weeks) Ali Yavar National Institute for the Hearing Handicapped, Mumbai.

- Education & Teaching Pedagogy (REFRESHER COURSE) Jaipur, Rajasthan 23.07.2012 to 11.08.2012 UGC's Academic Staff College, University of Rajasthan, Jaipur

- Workshop on Microteaching, classroom demonstration on simulated teaching, Role play etc.

- Workshop on 'Advanced Trends in educational and socio-economic rehabilitation of PWD Dept. of Applied Psychology, University of Mumbai from 25.09.2012 to 26.09. 2012

- RCI organized All India coordinators' Meet at Ahmedabad on 14th and 15th Feb. 2013

- STC on SPSS hands on training 7.10.2014 to 12.10.2014 ASC-Bharathiar University, Coimbatore

Ms. Sandhya Pagare

Attended

- Two Days UGC sponsored National Seminar on "Evolving Library as Learning Resources Centre: Challenges and New Horizons" 14th and 15th Nov. 2014 organized by ChanguKhana Thakur College of Arts, Commerce and Science in collaboration with Navi Mumbai Librarians' Association.

- UGC Sponsored One Day National Conference on "Reshaping the Academic Libraries: Trends and Issues" held on 12th Sept. 2014 organized by Jashbhai Management Patel College of Commerce, Mumbai.

- BOSLA-TISS Annual Lecture Series on 23rd August 2014 jointly organized by Bombay Science Libraries' Association, Mumbai and TISS, Mumbai.

- Workshop on Library Strategic Directions: Meetings the needs of 21st Century Scholar organized jointly by University of Mumbai and Harvard Business School, USA on 6th Dec. 2013.

- Programme on Research Methodology in Social Sciences from 18th November to 22nd November, 2013 at the Western Regional Centre ICSSR, Mumbai.

- Workshop on Academic Performance Indicators for College Libraries held on 29th Oct. 2012 organized by Jashbhai Maganbhai Patel College of Commerce and Narsee Monjee College of Commerce and Economics.

- One Day workshop on "How to write research proposals and funding proposals" organized by Department of Economics, Pragati College of Arts and Commerce, Dombivli held on 26th September, 2012.

- One day National Seminar on "Post-Modernizations of Libraries: Challenges and opportunities" organized by DLISC VPM's K. G. Joshi College of Arts and N. G. Bedekar College of Commerce, Thane held on Nov. 25, 2011.

- National Seminar on Perspectives of LIS Research in India towards 2020" held on 9th Aug. 2011 and " "National Workshop on Web 2.0 Tools and Techniques for LIS Services" held on 10-11 August 2011 organized by Gokhale Institute of Politics and Economics (GIPE), Pune.

- One day Program on "Achieving Professional Excellence" organized by NMIMS and SLA - Asian Chapter conducted on 4th June, 2011 organized by Narsee Monjee Institute of Management Studies, Mumbai and Special Libraries Association -Asian Chapter

Ms. Kasturi Kulkarni

Attended

- Workshop on 'Quantitative Data Analysis in Education' in 2012 organized by Department of Education, Mumbai University.

- NCED annual national conference at Nasik in 2013-14.

- An Orientation Programme for M.Phil and PhD students organized by SC/ST/OBC students and Teachers Association, at Mumbai University in April 2013.

- A workshop on 'Capacity Building in conducting Experimental Research in Education' organized by Education Department, Mumbai University in July, 2014.
- National Conference for PhD Scholars on 'Contemporary Social Problems and contribution of Social Science Research in India' organized by Rajiv Gandhi Centre for Contemporary Studies, Mumbai University in 2015.

- Short term training programme 'Inspiring Minds- Parent and caregiver transformations (IMPACT-12) titled 'Conduct Problems and their management' in 2015-16

- Short term training programme 'Inspiring Minds- Parent and caregiver transformations (IMPACT-12) titled 'Attention deficit –an overview' in 2015-16

3.2   Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

Compiled and summarized notes in English and Marathi by faculty members are distributed to students. Instructional materials are translated into Marathi, for Marathi speaking students. Management encourages publishing materials e.g. Vatadya, Sarathi, Bhashankur and Dhwani (a parent guide for preschoolers etc). This material is useful for student- teachers, during training periods and when they become teachers. Faculty is actively involved developing self study materials for distance education of different Universities (IGNOU, YCMOU, and TNOU) which can be referred and used by the student educators.

During CREs invariably lectures on developing teaching aids and materials are conducted which are attended by staff and teacher. Some of the sessions conducted were as follows –Developing language using craft, How to prepare teaching aids, How to play with children and about teaching material using internet.

2. Give details on facilitates available with the institution for developing instructional materials?

Institution has provided computers, laptop and free internet for developing instructional materials. DTP facility is available and funds are allotted for publication of materials. Whenever required, sponsorship is sought through management/faculty and well wishers.

3.   Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.
        No

4.   Give details on various training programs and/or workshops on material development (both instructional and other materials)
        Institution every year organizes continuous rehabilitation education programs, which give latest inputs to faculty and student teachers about latest developments in rehabilitation field which are of lecture cum workshop. Some of the lectures arranged specifically on material development were:
   • Use of craft in language development for the Children with hearing impairment by Ms. Sumitra Gupta
   • A workshop on 'How to prepare teaching aids' by Ms. Honey Thakkar
   • A lecture on 'Use of internet resources to make effective lesson plans by Ms. Shahida Mogar

   • A lecture cum demonstration on 'how to play with children' by Ms. Meena Bindal

5.   List the journals in which the faculty members have published papers in the last five years.

•   Journal of Rehabilitation Council of India.

•   Journal of National Convention of Educators of the Deaf.

•   TEACHER PLUS by Azim Premji University.

•   Shaikshik Parisamvad (An International Journal of Education) by Banaras, Hindu University.

•   International Journal on Scientific Research and Management (online).

•   Journal of Disability Management & Special Education.

•   International Journal of Pediatric Otorhinolaryngology.

6.   Give details of the awards, honors and patents received by the faculty members in last five years.
        Dr. Asmita Huddar was awarded 'Karna Bhadir Mitra' Puraskar by Shree. Sadguru Sai Baba Seva Trust's R. Ranganathan Niwasi Karnabhadir Vidyalay on the occasion of Karna Bhadir Mahotsav 2014.

7.   Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

    Nil

3.3   Consultancy

1.   Did the institution provide consultancy services in last five years? If yes, give details.

    CCYM's HACSE routinely provides academic consultancy to various government and nongovernment organizations.

Organization	Type	Nature of professional support
Ramkrishna Mission Vivekananda University	Deemed university	Principal is the member of academic council of the University in the area of special education.
IGNOU	Deemed university	Involvement of all teaching staff in developing and editing teaching learning material for B Ed and M Ed for distance education program.
YCMOU	Open University Government Of Maharashtra	Involvement of teaching staff in developing and editing teaching learning material for B Ed and M Ed for distance education program.
Tamil Nadu Open University	Govt. of Tamil Nadu	Involvement of all teaching staff in developing and editing teaching learning material for B Ed and M Ed for distance education program.
ISHARA Foundation	NGO	Academic expert committee member
AYJNIHH		1. Principal is the member of academic committee and invited editor of resource book of AYJNIHH 2. One of the teaching staff was member of scrutiny committee for malpractices in examination at diploma level.

Organization	Type	Nature of professional support
RCI	Govt. of India	1. All the teaching staff provides consultancy in the form of institutional assessment in the form of other B Ed programmes in the country 2. Principal is the member of three expert committees (B Ed /M Ed syllabus revision, Diploma in Indian sign Language syllabus committee and communication option committee.
ORF	NGO	Member of expert committee for promoting inclusive education through RMSA
University Of Mumbai	Government Of Maharashtra	Principal is the chairperson of Board of Studies, is member of academic council and BUTR of MU.
SSA INDIA	Government of India	Expert for training of teachers and development of resource material for SSA.
SSA Maharashtra	Government of India	Expert committee for reviewing and monitoring SSA activities in Maharashtra
USEFI(United States Education funds-India	US government	Worked as expert committee member for the selection process and organized career camp for the deaf.
Trinayani	NGO	Consultancy or developing audio visual and print material to promote inclusive education.

2.   Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.

Yes, all the teaching members are competent to undertake consultancy in following areas.

- Training of the staff in special education, audiology and speech
- Development of resource material
- Disability orientation
- Syllabus development
- Exam related issues
- Inclusive education

3.   How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

Nil

4.   How does the institution use the revenue generated through consultancy?

Not applicable

3.4   Extension Activities

1.   How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)
        CCYM runs array of activities specially keeping focus on local community as beneficiaries. That is the essence of CCYM – why it was founded in the first place. CCYM has socially inclined activities like Yoga coaching class, Akar health club, reading room facility for students appearing for competitive exams, shelter home for families of cancer patients and senior citizen club. HACSE is indirectly involved in these services. But it has started two projects independently which are extremely beneficial for early identification / intervention of children with hearing impairment and remedial teaching for children with learning disability. The details of the two extension services namely CAAI and ANKOOR are as follows.

CAAI (CENTRE FOR AUDIOLOGICAL ASSESSMENT AND INTERVENTION): HACSE has proudly stepped into yet another challenging endeavor in 2011 which is geared towards global dream of early identification and intervention of infants / babies / toddlers with hearing impairment. The college, which is already working in the field of teacher education, established HASHU ADVANI CENTER FOR AUDIOLOGICAL ASSESSMENT AND INTERVENTION (CAAI) which is equipped with modern audiological infrastructure. CAAI works towards early childhood hearing screening, hearing assessment and intervention of the children with hearing impairment (CWHI).

        "Earlier the better" is a well-accepted principle in rehabilitation of CWHI. CWHI can develop speech and language skills at par with their normal hearing counterparts, provided they are identified and intervened very early; that is within first three months after the birth. Students who are hearing impaired vary widely in their communication skills. Among the conditions that affect the development of communication skills of persons with hearing impairments are the nature and degree of hearing loss, benefit derived from amplification, family environment etc. However, the most important factor being the age of identification and intervention.

CAAI aims at identifying and intervening Children with hearing impairment (CWHI) very early, in order to give them opportunity to acquire language, speech, and education in mainstream schools and be a productive part of an inclusive society.

Objectives of CAAI

- To screen neonates and infants, to rule out hearing loss.
- To carry out comprehensive audiological assessment such as play audiometry, visual reinforcement audiometry, auditory brainstem response audiometry, Oto acoustic emission test for children.
- To offer selection of appropriate hearing aids and /or cochlear implants for children with hearing impairment.
- To provide early educational intervention services to the young children and their families.
- To build a model set up for observation of audiological clinical work for student teachers.

ANKOOR: Empowerment unit for families of children with Learning Disabilities:

Ankoor remains committed to initiate, facilitate and provide academic support to school going children with learning disability involving pro active positive participation of classroom teachers, families and community.

Objectives

- The prime objective of ANKOOR is to achieve measurable positive changes in the academic, social, and personal functioning of children with learning disabilities currently residing / schooling in and around Chembur.

Specific Objectives

- To make schools (management, teachers, curriculum and environment) more diversity friendly in general and more pro active about issues and concerns related to learning disabilities.
- To empower families by providing them services, information, referrals and transfer of skills to teach the student with learning disabilities.
- To provide individualized academic support services to the identified students with learning disabilities.

Range of Services

- School screening for Learning Disabilities

- Creating awareness and pro active attitude among society and school teachers
- Parent / Family Advocacy and Empowerment
- Providing academic support to children with disabilities
- Exemptions and concessions for examinations
- Coordinating and collaborating with appropriate agencies for
  - Screening, Diagnosis and certification
  - Curricular adaptations in schools
  - Referrals for intervention for families located far away

2.   How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

College has some avenues wherein community participation is facilitated in a more informal way, for example young babies from orphanage visit CAAI regularly who help us demonstrate assessment procedures for our student teachers. Similarly, families who come for assessment of their children inform others about our subsidized services and help us advocate our services to more number of people. CCYM, our management also runs community activities like Yoga classes or senior citizen association. Collaboration with these activities benefits us for creating more community awareness.

The college looks for volunteers to work on English and ICT skills of our students. Many a times we get college students or senior citizens willing to work on it. That has been proven as a great support in empowering our students.

3.   What are the future plans and major activities the institution would like to take up for providing community orientation to students?

College is eagerly waiting to start B. Ed (Special Education -Learning disability). College has got NOC from Commissioner for Disabilities and also procured recognition from RCI, University affiliation is awaited. Infrastructure to begin this program is also ready. Considering the high incidence of Learning disability and dearth of manpower development in this field, launching B Ed LD is going to be the biggest community service towards Education For All. Moreover, college has been organizing hearing screening for senior citizens and school screening for learning disability.

Revised B Ed syllabus has a lot of scope of community orientation of the students. College will take up these activities with equal sincerity and spirit.

4.   Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

No project was undertaken by the college in the last five years but Dr Gayatri Sirur completed her Ph D on early identification of hearing loss parallel to CAAI

activities. Information and conclusions of this project are useful to us for B Ed as well as the CAAI activities.

Two of the projects carried out by the RTT school are Publication of educational exercise books for the deaf and translation and publication of DHVANI prent guidance kit. The principal and faculty of the college were formal parteners in the project. HACSE involvement included: selection of material, coordinating visit of director, Balvidyalaya (owner of English Dhvani kit) to CCYM, seeking copyright and payments involved, editing the material, guiding in layout, adding preface and publishing the same. Both the materials are being used by hundreds of families from Maharashtra. It will be worth noting that this commercially available (no loss and no profit basis) material specially made for Marathi speaking parents is first of its kind. HACSE is very proud of its involvement in this community oriented project which CCYM funded as community initiative.

5.   How does the institution develop social and citizenship values and skills among its students?

Mini workshop is organized on Gandhian thoughts by Sarvoday Mandal was a great eye opener for students to understand Gandhiji's thoughts. Students also participate in rallies and programs held on world disability day, which are meant to create awareness about disability issues among general public. Discussion sessions on value education, developing life skills have also helped to inculcate such values in student teachers. Students are taken for visit to educational set up for underprivileged students to teach them to respect what we have. Current batch was taken to a small school in slum areas to interact with the school children on diversity ad inclusion. This impacted a lot on the thinking of the students who had visited a slum school for the first time. Teachers from RTT School, fellows from the "Teach for India" project and social workers from Pratham who work with children in interior areas have been visiting HACSE to interact with B Ed students.

In coming year – 2015-16 the college plans to hold hearing screening of students of Karmveer Bhaurao School for the underprivileged children.

3.5   Collaborations

1.   Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

HACSE has established linkages with Ali Yavar Jung National Institute for the Hearing Handicapped (*AYJNIHH*) an autonomous organization under the Ministry of Social Justice and Empowerment. Exchange of faculty, participation in seminars and workshops, Mutual consultancy in areas of expertise are some of the activities undertaken as a result of this linkage.

2.   Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

Nil

3.   How did the linkages if any contribute to the following?

- Curriculum Development
- Teaching
- Training
- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

NA

4.   What are the linkages of the institution with the school sector? (Institute-school-community networking)

(a)   HACSE holds two three CREs per year which are recognized by Rehabilitation Council of India for in-service teachers. Typical duration of these professional development programmes for special educators is three to five days.

(b)   The student teachers of the college are placed in five to six special schools in Mumbai. The teacher supervisors are given training on lesson planning and supervising.

(c)   College holds state level conference for in-service special teachers, which is attended by around 300 teachers.

(d)   College regularly organizes disability orientation for the mainstream school teachers.

(e)   Teaching staff gives lectures in parent training program organized by SSA.

(f)   Teaching staff involved in training of anganwadi teachers organised by TISS.

5.   Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

        Since the management has its own special school for the deaf the practice teaching part of the B. Ed Syllabus is carried out in a smooth and

collaborative manner. The college designs and periodically revises the classroom observation and lesson plan format for practice teaching. Each student is assigned a supervisor who monitors and evaluates the practice teaching lessons. There is a feedback and evaluation format which facilitates reflective practices. The school teachers who are qualified and experienced enough to supervise the lessons are updated on lesson plan evaluation every year by the college faculty. Periodic meeting of college faculty and school supervisors are held to facilitate better learning of the student teachers.

Moreover, school principal is a member of college LMC and the college principal is a member of school committee. This facilitates easy and smooth academic as well as administrative functioning. Many infrastructural facilities are shared between the school and college.

6.   How does the faculty collaborate with school and other college or university faculty?

The faculty has collaborative practices with other degree and diploma level colleges. This predominantly includes visiting other training programs as visiting faculty and inviting their faculty for the benefit of our students. The invited faculties are generally from other B Ed colleges and concentrate on pedagogy courses. Our faculty generally provides inputs on disability and inclusion. The principal is invited for reviewing synopsis presentation at masters' level and Viva of PhD students at various universities in India.

3.6 Best Practices in Research, Consultancy and Extension

1. **What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?**

As mentioned elsewhere, CAAI (Centre for Audiological Assessment and Intervention) and ANKOOR (Empowering the families of Children with Disability) are routine extension activities for which manpower is hired by the management. One faculty member is assigned for ongoing monitoring of these activities who looks after quality of services and smooth functioning. Feedback of beneficiaries is obtained and reviewed for quality enhancement.

However, being a modest setup college is not actively engaged in research activities at organizational level. On individual capacity the faculty is involved in research activities through their own masters /PhD /publications.

2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?
 The best practices in the extension services include concentrating on underprivileged sections through subsidized charges/collaborative efforts for

school subject exemption and school screening for identification of children with learning disability.

Professional and organizational networking are known best practices in service delivery for children with special needs. Faculty has also occasionally supported the extension activities of   other organizations like ADAPT and SSA

Criterion IV: Infrastructure and Learning Resources

4.1   Physical Facilities

1.   Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

CCYM's HACSE has the infrastructure as per the norms of RCI (Rehabilitation Council of India – Statutory body parallel to NCTE) and University of Mumbai.

Infrastructural Facilities as per RCI norms are:

- Lecture Hall / Classrooms – 3 basic requirements (minimum one Additional classroom for each additional programme)
- Multipurpose Hall – 1
- Staff Room – 1
- Resource Room* – 1
- HOD / Principal Room – 1
- Administrative Room - 1
- Library – 1
- ICT - 1
- Disabled Friendly and gender- wise washrooms

Amount invested for developing this infrastructure reflects in budget documents of management, which is the parent body of HACSE. Every year assets are developed in terms of construction of additional rooms and purchase of equipment and library resources as per the request submitted by the college.

2.   How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The management of CCYM obtained FSI and built fifth floor to facilitate the expanded activities. Two classrooms have been assigned for the expansion of college activities, including B.Ed (Learning Disability).

3.   List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.

Indoor games like carom and chess are made available. Yoga and gymnasium services are also available for students and staff at subsidized rates.

4.   Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

The CCYM's HACSE shares following infrastructure with RTT High school and Anil Asrani vocational training institute: committee room, conference hall, teaching learning resource room, auditorium for the deaf and computer room.

5.   Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

College has adequate number of separate washrooms for staff, students, men and women. Management has yoga Kendra and Gym facility which are availed by staff and students at subsidized rates.

A doctor visits the campus every week. Health camps are organized regularly, B Ed students avail the facility. Management runs a canteen which is linked with the home science course in the vocational unit; it is run by the parents of the deaf children.

Healthy and hygienically prepared healthy meal is provided to the school by ISKON, same is availed by many B.Ed. students.

6.   Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

College does not have hostel facilities for the girls but the faculty helps students from outside Mumbai to get PG accommodation in nearby areas. Management has shelter home for families of cancer ridden patients, which is located near the college. Five boys are offered hostel facility in this shelter home on no profit basis.

4.2   Maintenance of Infrastructure

1.   What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

•   Building

- Laboratories
- Furniture
- Equipments
- Computers
- Transport/Vehicle
  (Annexure -   for Budget allocation)
  The money budgeted for

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.															
Financial yr	2009 - 10			2010 - 11			2011 - 12			2012 - 13			2013 - 14		
Maintance of	Budget	Actual	Unspent amt	Budget	Actual	Unspent amt	Budget	Actual	Unspent amt	Budget	Actual	Unspent amt	Budget	Actual	Unspent amt
Building	7000	18248	-11248	20000	21911	-1911	16000	11094	*4906*	20000	21876	-1876	3000	3150	-150
Laboratories	0	0	0	0	0	0	0	0	*0*	0	0	0			0
Furniture	5000	9138	-4138	4000	2818	*1182*	5000	1920	*3080*	10000	10550	-550	2000	790	*1210*
Equipment	2000	1792	*208*	3000	1560	*1440*	5500	2550	*2950*	3500	3676	-176	1500	1200	*300*
Computer	7000	11457	-4457	16000	17827	-1827	14000	8517	*5483*	7000	5736	*1264*	10000	11398	-1398
Others	1000	2059	-1059	2000	1582	*418*	4500	1742	*2758*	4500	3961	*539*	3500	3695	-195
Transport / Vehicle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Being an NGO finance committee of CCYM decides whether the amount to be spent considering the funding position (Even if the amount is budgeted)

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The management believes in optimal utilization of the infrastructure. It is necessary, particularly in cities like Mumbai where space is the one of the concerns. The infrastructure available with management is shared by all the activities and resources are sometimes used for other professional and academic activities after school and college hours. The college has intake capacity of twenty but the library has space to accommodate 100 students and hence external membership is given to local students of various disciplines.

3. How does the institution consider the environmental issues associated with the infrastructure?

Management encourages staff to adopt paper less strategies for administration thus internet is used extensively for most the official work. Students and staff are motivated for minimum utilization and no wastage of resources like water and electricity.

4.3   Library as a Learning Resource

1.   Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

The college has proactive and techno savvy librarian who is qualified and experienced to make the library services more efficient. Our library also hosts a library science student of master level. This helps mutually: the candidate gets hand on skills and we get support to carry out library work.

2.   What are the library resources available to the staff and students?

(Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

*   Books –volumes   :   1217
*   Titles   :   962
*   Journals (National)&(International)   :   09
*   Magazines   :   11
*   Audio visual Resources   :   146
*   Soft ware (e granthalaya)

All the resources mentioned in the format are available with the college library and the quantity and the amount spent for these areas as per the norms of RCI and MU. Over and above this, college library also has many test tools needed for education and disability management.

3.   Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions? If yes, give details including the composition and functioning of library committee.

The college has management approved library policy which describes the strategies for access, acquisition etc. The resource material given in the syllabus is considered as a priority for purchase of the material. Funds are raised towards purchasing costly books or test tools. For example: for learning disability.

4.   Is your library computerized? If yes, give details.

There is library committee in place which monitors library functioning. College has e granthalaya software and the college is in process of making more and more activities computerized. Currently our library can be labeled as partially computerized.

5.   Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

The college has a separate computer lab with free internet connection to the students which is not part of the library. Since faculty has their own work stations with PCs with internet access they do not use this computer lab. However, students particularly those who don't have computers at home use the computer lab extensively. There is a computer period marked in the timetable of the B Ed program.

RTT High school has received a complete computer lab in terms of installing the set up by IL&FS on behalf of Government of Maharashtra. With the view of sharing the infrastructure for maximum utilization of resources, this lab will be open for the B Ed trainees at 2.30 p.m. (after the school hours) every day for 45 minutes.

6.   Does the institution make use of Inflibnet /Delnet/IUC facilities? If yes, give details.

No

7.   Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

College is open on all working days irrespective of vacation periods. Library is open seven hours a day and reading room facilities for external members is open beyond college hours amounting to total 16 hours a day. During the examination period book lending and referencing is open for 3 hours beyond college hours.

8.   How do the staff and students come to know of the new arrivals?

Updates on new arrival are displayed on notice board, flashed on blog and website.

9.   Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

No, not currently. But the college has already planned to start the same from the batch 2015-2016. The librarian is very keen on this and wants to provide the service.

10.   What are the special facilities offered by the library to the visually and physically challenged persons?

The library services are made more and more user friendly as per the disability of the B Ed candidate. Following are the points which make our library diversity friendly:

- Library has low vision kit since we had one student with low vision in our B Ed batch.

- Book cupboards are wheel chair accessible since we had a physically challenges candidate,
- Fire fighting system
- CCTV camera in reading room,
- Separate work station for girls

4.4   ICT as Learning Resource

1. **Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.**

The college has a separate computer lab with free internet connection to the students which is not part of the library. Since faculty has their own work stations with PCs with internet access, they do not use this computer lab. However, students particularly those who don't have computers at home use the computer lab extensively. Computer lab is shared by students and teachers of the special school. PowerPoint presentations and audiovisual clips are routinely used for classroom interactions. RCI runs a separate channel for manpower development in special education- Navshikhar same is used as and when required. (Service closed down recently)

2. **Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included**

Currently students are given weekly time to use internet and informal training on using the internet in the beginning and at the end of the year. The new revised syllabus has one complete course on ICT.

3. **How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?**

PowerPoint presentations and audiovisual clips and web based presentation are routinely used for classroom interactions. Students are encouraged to give assignments and presentations using PPT. Summarized notes and resources are shared through e groups.

4. **What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)**

Most of the classrooms in model practice teaching school have PCs and educational software. Students are encouraged to use Navneet software for planning and executing lessons.

4.5   Other Facilities

1.   How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

The management provides the school and college space to other academic and professional activities after school and college hours. For example, external users of the library and a small autism centre run by a parent.

2.   What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The college has collection of educational CDs. Teaching learning material at school level and CDs of popular cinema reflecting issues related to disability are used by the staff and student as and when required.

3.   What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The main two laboratories used by HACSE are computer lab and psychology laboratory and teaching aid resource room. The maintenance is taken care of by the management as these labs are shared by RTT, HACSE and all activities of Management.

4.   Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

The college has a big multipurpose hall with the capacity of 350 individuals. This is used for sports and conference activities. College also has a small auditorium (capacity of 80 Individuals) which is used for combined lectures and lesson demonstration and parents meeting.

5.   Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

The classrooms are equipped with PCs, Internet access, LCD projectors.

4.6   Best Practices in Infrastructure and Learning Resources

1.   How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

Faculty is given feedback through faculty evaluation which helps them reflect upon their teaching and improvement. Faculties also observe teaching of each other's and provide feedback for improvement.

2.   List innovative practices related to the use of ICT, which contributed to quality enhancement.

Nil

3.   What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?
Use of web based learning, AVs and LCD projectors are commonly used.

Criterion V: Student Support and Progression

5.1 Student Progression

1.   How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?
The college assesses the students' preparedness informally through a survey asking them about their language proficiencies and command over computer/ICT. They are encouraged to use internet access for learning, on the basis of this survey.

2.   How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?
Special Education colleges generally have a friendly environment due to the number of students per batch (around 20 to 25). Therefore the student faculty interactions are good and personal attention is provided to needy students. There is a counselor available for students and a particular time allotted to counselor once in a week. Our counselor is very active and motivates learners providing them inputs on study habits and examination strategies.

3.   Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?
On an average, there has been 1 or 2 drop outs post admission every year (Out of 20 seats). Students getting appropriate job/career option have been the pre dominant reason for this. Our B.Ed students are graduates and are

mostly from underprivileged background. They keep applying for vacancies after graduation, if a better earning job comes their way, they tend to discontinue their higher education. This is the case with boys. With girls, generally family priorities are the reasons for drop out. Students who wish to drop out are counseled adequately and offered suitable solutions (if any) to encourage them to continue the course.

Year and gender wise dropout rate

Dropout rate	Males	Females
2009-10	0	3
2010-11	1	0
2011-12	0	1
2012-13	0	0
2013-14	1	1

4.   What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

College holds post exam camp during which they are given inputs on soft skills, job hunting, preparing CVs and facing mock interviews. College has a small informal alumni and placement cell through which information about vacancies is given. College website too provides information of available jobs.

5.   What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

Year	Particular	Percentage
2011-12	Higher Education	0%
	Employed	89.47%
2012-13	Higher Education	15.78%
	Employed	78.94%
2013-14	Higher Education	0%
	Employed	50%

Almost all of them remain in the field not necessarily working in a special school but professionally active in various ways.

6.   Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student

teachers after graduating from the institution? If yes give details on the same.

College arranges for free access and training for ICT during the program. In 5 days post exam camp these skills are strengthened. However, no such training is organized for the alumni. The programs that benefit the alumni are:

- CRE
- Arushi
- Anubhooti
- Vacancy update
- Website information
- Informal academic guidance on ongoing basis for those who approach.

7.   Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

College has a small alumni and placement cell. Vacancies available in special schools, Sarva Shikshan Abhiyan and mainstream schools are updated in a register and alumni are given information about it. Website too gives update on available jobs. WhatsApp group for all the alumni has been formed and job vacancies are always updated. Last two years all candidates have been placed in various set ups.

8.   What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

Vacancies in special schools are limited in number. The career options that the candidates need to look for are in mainstream schools. Being in the field of special education, the college has good networking with special schools. Same is not the case with mainstream schools. College is in process of communicating to schools about role of special teachers. A GR of Maharashtra Government in equivalence of general and special teachers is also awaited.

9.   Does the institution have arrangements with practice teaching schools for placement of the student teachers?

There is no such arrangement at the formal level with practice teaching school but good candidates are offered career openings at practice teaching schools.

10.   What are the resources (financial, human and ICT) provided by the institution to the placement cell?

No resources are formally provided since the number of students every year is at the most 20. A faculty is made in charge and data base is maintained in a register.

5.2   Student Support

1.   How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

Academic calendar and daily time table for next academic year is prepared in the last week of the current academic year itself. Student feedback is taken into consideration while doing this. Staff meeting is held and workload distribution is done before the vacation of the faculty. This helps them do ground work during vacation period. As far as possible, theory units are exchanged among our teaching staff including the   principal. This is done to avoid monotony in teaching and facilitating faculty to read and update knowledge.

Variety of visiting faculty is invited to give ample exposure to the students. Students are also sent to visit various organizations for lectures and observation. Summarized notes are provided before or after teaching.

2.   How is the curricular planning done differently for physically challenged students?

Being in the field of special education the faculty is aware of curricular adaptation required for individuals with various disabilities. College has had individuals with physical and sensory disability for whom adapted classroom strategies were used.

3.   Does the institution have mentoring arrangements? If yes, how is it organised?

Yes, the college has mentoring system wherein 20 students are divided into 4 groups and staff members are assigned to each group for mentoring. . Academic concerns and to an extent non academic challenges are addressed through this system. Free in-house counseling services are available for the students.

4.   What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

Students feedback, reflective practices, peer feedback are used regularly for empowering teachers.

5.   Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?

The management has its website on which special school, B.Ed college and vocational center activities are highlighted.   Information about aims, objectives, contact details, staff profile, activity details and new developments in the field is shared through our website. Information related to forthcoming events, entrance exams, results, vacancies etc are also part of the website which is updated at least twice a month.

6.   Does the institution have a remedial programme for academically low achievers? If yes, give details.

Institution does not have a structured remedial program for academically low achievers however faculty members use different strategies for teaching.

7.   What specific teaching strategies are adopted for teaching (a)Advanced learners and (b) Slow Learners.

Advanced learners are given more demanding assignments and informally the low achievers are provided support of additional   academic input which is done through the mentors.

8.   What are the various guidance and counselling services available to the students? Give details.

Organization has a full time permanent counselor attached to the special school. Once in a week she is available for B.Ed students as per indicated in the time table. So far, her services are used by various B.Ed students for variety of reasons. The details of these services are kept confidential with the counselor to protect the dignity of the students, mentors are aware of the students availing the facility.

9.   What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

Being a small setup, mostly the mentors have good rapport with the students. Hence, in last 7-8 years there has been no grievance communicated in spite of feedback boxes installed in library as well as in student common room.

10.   How is the progress of the candidates at different stages of programs monitored and advised?

Progress in monitored through the mentor system. The scores of internal assessment are displayed on notice board immediately. This transparent system helps students get the justified feedback on their performance.

11.   How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

Lessons are scheduled only after student teachers undertake guided lessons, micro teaching and demonstration lessons. Each students is assigned a supervisor from college who herself supervises several lessons of the students.

5.3 Student Activities

1.   Does the institution have an Alumni Association? If yes,
  (i)   List the current office bearers
  (ii)   Give the year of the last election
  (iii)   List Alumni Association activities of last two years.
  (iv)   Give details of the top ten alumni occupying prominent position.
  (v)   Give details on the contribution of alumni to the growth and development of the institution.

College has alumni cell and not a registered association. Currently Dr. Gayatri Sirur is in-charge of alumni and placement cell

2.   How does the institution encourage students to participate in extra-curricular activities including sports and games? Give details on the achievements of students during the last two years.

B.Ed (Special Education) program is a very structured and tightly scheduled program of merely 9 months. For the last 4-5 years the admissions are delayed almost by a month due to delay in Maharashtra CET. With this background, sports and recreational activities are left with very less scope. Yet, 3-4 events are held per year. Watching a movie related to education and disability is also one of the awaited events.

3.   How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

Every year, students are encouraged to contribute articles/poems in the in-house newsletter ARUSHI.

4.   Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding

B.Ed program has a student council wherein one class representative and two facilitators are selected by the student themselves.

5.   Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

College has library committee, Marathi Mandal/and women cell in which student representatives are committee members.

6.   Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Yes, Alumni and placement cell writes a letter to the employer and asks for feedback on student as well as the program.

5.4   Best Practices in Student Support and Progression

1.   Give details of institutional best practices in Student Support and Progression?

Mentoring system, transparent internal assessment scoring system, counseling services, alumni interaction, post exam camps, interaction with deaf adults, involvement in activities of special school including assembly, sports, cultural activities, parent meetings, workshops for in service teacher etc. are the best practices practiced by college for   student support and progression.

Criterion VI: Governance and Leadership

6.1   Institutional Vision and Leadership

1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

VISION:

In order to move towards a right based, inclusive and diversity friendly society, **CCYM's HashuAdvani College of Special Education** remains committed to develop and empower the manpower in the field of special education which would work towards facilitating age appropriate and joyful education of individuals with special needs in mainstream, special and open education.

MISSION:

To Execute Human Resource Development Programs which
- Address all sections of society: aspirant youth, in service educators, school authorities, administrators and policy makers;
- Are Long term as well as short term in nature;
- Aligned with special as well as general education needs of the school system in India;
- Bring measurable improvement in knowledge, skill and attitude of the beneficiaries of the concerned program;

- Facilitate special education as a career option for talented youth

OBJECTIVES:

- To annually develop 20 trained teachers who have appropriate knowledge, skills, attitude and self efficacy to educate children with hearing impairment;
- To create measurable opportunities to update self efficacy of minimum 60 in-service special and mainstream teachers in order to empower them to perform optimally;
- To contribute in a measurable way towards the growth and development of the field of special education and school education;
- To participate proactively in professional networking of NGOs and GOs working towards similar objectives;
- To facilitate development of Chembur Colony Yuvak Mandal – the parent body so that it could deliver quality services to more number of individuals.

VALUES:

(6) To be able to keep activities in tune with values of regulatory bodies: Chembur Colony Yuvak Mandal, Rehabilitation Council of India, Mumbai University, Department of Higher Education (Government of Maharashtra) and University Grant Commission.

(7) To provide manpower development services to all the enrolled candidates (of short term and long terms training programs) and beneficiaries irrespective of religion, caste, class, language, abilities, background and other such diversifying factors.

(8) To facilitate learning of all options, strategies, methods of reaching education to children with disabilities without bringing in personal likes and dislikes so that the professionals can select and use the appropriate ones on a rather case by case basis.

(9) To look for collaborative and cooperative options in fulfilling objectives rather than the competitive ones. Running together always matters, running faster may not.

(10) To believe in continuous learning and reflecting upon for becoming better teachers and better human beings.

2.   Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to

serve, the school sector, education institution's traditions and value orientations?

Yes

3.   Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The management members of CCYM and HACSE are dedicated followers of Shri Hashu Advani, who is known for his clean image even as a finance minister of Maharashtra. Most of these belong to various fields like education health corporate sector and finance. Because of this background, the management is proactively involved in planning implementing, monitoring, fund raising and the overall functioning of college. The LMC meetings are held systematically and routinely wherein academic, administrative and financial matters are discussed at length. Management has been very supportive in our new ventures and expansions.

LIST OF THE COMMITTEE MEMBERS

S. No.	Name of the committee Member	Designation
1	Shri.Narender Kalra	President
2	Shri. Srichand Talreja	Chairman
3	Shri. Suresh Malkhani	Vice - Chairman
4	Shri Amar Asrani	Director
5	Shri Papan Saheja	Secretary.
6	Shri Bhagwan Adiyani	Joint Secretary
7	Shri Deepak Nihalani	Treasurer.
8	Dr. Asmita Huddar	Principal
9	Mrs. Gayatri Sirur	Representative of Teaching Staff
10	Mrs. Lakshmi Gopalakrishnan	Representative of Teaching Staff
11	Mr. Amol Salvi	Representative of Non Teaching Staff

All staff committee (Frequency of meetings; twice a year)

Tasks are assigned on rotation basis. Following are the compositions of various committees for the academic year

Right to Information (Frequency of meeting; as and when required)

(1)   Mr.Amar Asrani
(2)   Dr.Asmita Huddar
(3)   Mr.Amol Salvi

Women Development Cell (once in a year)

(1)   Convener   -   Dr.Lakshmi Gopalakrishnan
(2)   Teaching staff Representative   -   Ms.Kasturi Kulkarni
(3)   Non teaching Staff representative -   Ms.Sandhya Pagare
(4)   Student representative   -   Ms.Garima Rai
(5)   Representative from NGO   -   Mrs.Poonam Sawant.

Marathi Mandal (Once a year)

(1)   Convener   -   Mrs. Sandhya Pagare
(2)   Teaching staff representative   -   Ms. Gayatri Sirur

Hindi Committee   (Once a Year)

(1)   Convener   -   Mrs.Gayatri Sirur
(2)   Non teaching Staff representative -   Mr.Amol Salvi

Technology Support Committee (Twice a year)

(1)   Mrs. Gayatri Sirur
(2)   Ms. Sandhya Pagare
(3)   Mr. Hemant Gandhare

Cleanliness & Maintenance Committee (Thrice a year)

(1)   Ms. Sandhya Pagare
(2)   Ms. Kasturi Kulkarni

B.Ed (H.I) Course coordinator

Dr. Lakshmi Gopalakrishnan

Internal Complaint Committee

(1)   Convener   -   Dr.Lakshmi Gopalakrishnan
(2)   Member   -   Mrs.Bhagyashree Vertak
(3)   Member   -   Mrs.Amruta Bendre

Library Committee

(1) Chairman   - Dr. Asmita Huddar
(2) Staff Member   - Dr. Lakshmi Gopalakrishnan
(3) Member Secretary - Ms. Sandhya Pagare
(4) Student member   - Ms. Nilkanti Adhangale

4.   How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

Responsibilities are defined and communicated to the staff of the institution, through quarterly meetings for workload distribution and monitoring. Administrative and academic workload is distributed in rotation every year so that all staff members get the exposure of all the activities.

5.   How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

Update on ongoing activities and feedback about the completed activities is made available to the management for review through regular e mails, face to face discussion as and when needed and through regular LMC meetings.

6.   How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The institution identifies and addresses the barriers (if any) in achieving the vision/mission and goals by discussing   during routine as well as specially organized meetings.

7.   How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

Overall the work environment in the organization is warm yet professional. For improvement of the effectiveness and efficiency of the institutional processes, management attends to grievances of the teaching and non teaching staff, if any and organizes motivational lectures. Rewarding the employee and awarding the special achievement during annual function is also a commonly followed practice by the management to encourage and support involvement of the staff.

8.   Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

Clear distribution of work with almost no gap and overlap, advanced planning, use of positive reinforcement and providing flexible yet professional

system, Participation in decision making, academic freedom and building team spirit are main focus of the leadership.

6.2   Organizational Arrangements

1.   List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

Various committees mentioned in point number 6.1 (3) functions through routine as well as need based meetings. Following are the some of the important decisions made during the last academic year (2013-14)

	Date	Decision taken
Academic	8/5/13	English teaching class will be conducted by the college for the students of R.T.T
Academic	5/10 /13	B.Ed (H.I) enrollment status was presented before the committee. The strategies for the next year which would ensure full enrolment such as holding training camp for potential candidates to fill all the seats were discussed. Ways to strengthening of placement services was also discussed.
Academic	23/4/14	It was proposed to hold Anubhooti (State level conference) with a yearlong gap and then in the winter break as it could not be held as per the schedule in the month of June due to work related to revised syllabus
Academic	8/5/13	Collect information on converting the news letter ARUSHI into peer review journal with index number.
Academic	2 /10/13	Update on RCI inspection on B.Ed (LD) / B.Ed (H.I) was presented.
Finance	2/10/13	As per RCI norms, those colleges which already have one special education B.Ed, will have to show endowment fund in the form of fixed deposit worth Rs.100000/-. Accordingly, fixed deposit worth Rs.100000/- was made in Janakalyan Bank and pledge statement for the same was obtained from Janakalyan Bank.

	Date	Decision taken
Administration	15/3/14	Library fee deposit of the B.Ed candidates: Library deposit receipt refund becomes difficult as many candidates fail to produce the receipts after completing the B.Ed (HI). Therefore it was decided to keep the receipt with the librarian, giving only photocopy to the students so that the deposit amount can be refunded immediately to the students.
Administration	8/5/13	It was suggested that a committee should be formed to review the website which should meet every 6 months.
Administration	21/12/13	Since College uses www.hacse.org.in as official URL which has direct link with main CCYM site. This URL reflects in all official documents like business card, letterhead etc and is also submitted to organizations like RCI, MU and HE. It was approved that after the website redesigning also the college URL name to be continued without change. Approved.
Faculty	3/7/13	Grammangal has requested Dr. Asmita Huddar to be guest editor for the Diwali issue since the theme of this issue is "Disability and Inclusion. Principal was encouraged to take up this venture.
Faculty	15 /3/ 14	Update on Career Advancement Scheme- College has put up proposal for upper grade for Dr. Lakshmi Gopalakrishnan and Mrs. Gayatri Sirur. College has been asked to hold a camp for this. Date and budget to hold the camp for holding scrutiny for CAS.
Faculty	23/4/14	Extension of Ms. Kasturi Kulkarni for the post of lecturer in HACSE for the coming academic year was approved with raise in salary
Infrastructure	3/7/13	Website redesigning and regular update was discussed. It was suggested that representative of HACSE, RTT. And AA vocational training center along with management representatives should meet in the last week of July 2013 for this purpose. Ms. Sandhya Pagare librarian will be the representative of HACSE.
Publication	5/10/13	Use of technology for special Education" was the theme finalized for "Arushi"

Important decisions taken during staff meeting (2013-14)

Decisions taken on 28 /6 /13
Accounting heads for different activities for the year 2013-14 were decided
It was decided to develop new lesson plan format and feedback to be taken from principals of special schools
It was decided to put up the proposal for CAS for Dr Lakshmi Gopalkrishnan and Ms Gayatri Sirur.
Ankoor was handed over from Jalpa Shah to Ms Chaya Datar.
It was decided to operate CAAI only thrice a week on commission basis.
Strategies and work load distribution for improving enrollment was planned.
Update on LD affiliation was given. It was decided to initiate file preparation of original documents for scrutiny at MU.

2.   Give the organizational structure and the details of the academic and administrative bodies of the institution.
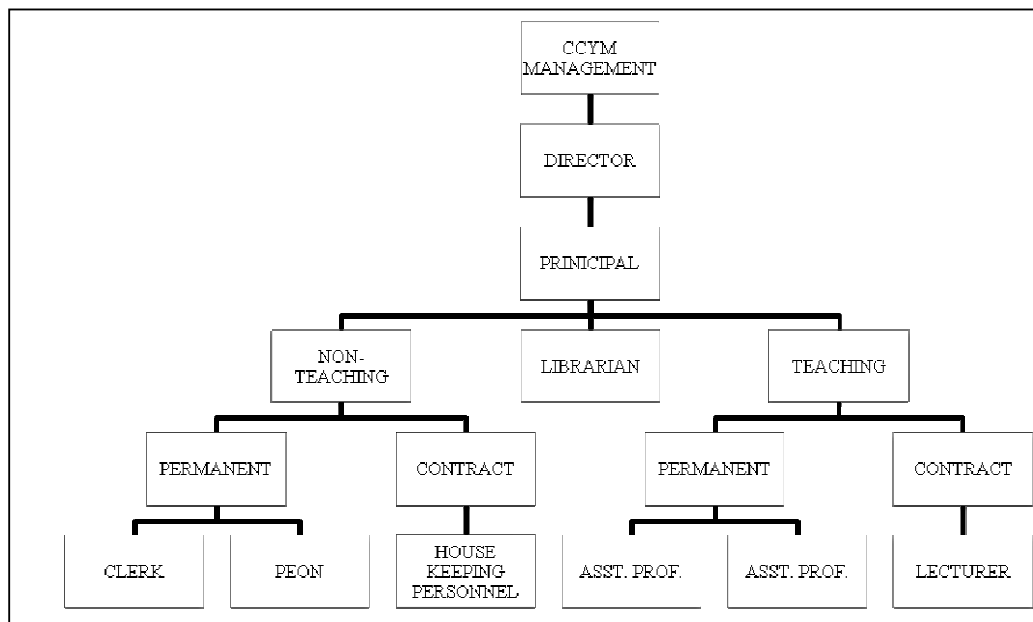
HACSE has an organizational structure of a typical grant in aided NGO. Chembur Colony Yuvak Mandal founded in 1953 is a parent body managing the functioning of 11 activities; HACSE is one of these activities started in 1997.

Composition of management is given elsewhere. Three members are directly linked with the routine activities of the college: The Director looks after academic activities; Secretary oversees the administrative and financial matters while the management supervisor takes care of routine maintenance matters.

The college functions through various committees which meet periodically and report to the principal. The principal, appointed by the university as per the prescribed norms is the administrative as well as the academic head of the college. She works like a mediator between the management and the college staff. Staff includes teaching and non-teaching staff profile of which is given elsewhere.

3.　To what extent is the administration decentralized? Give the structure and details of its functioning.

As mentioned at many relevant points, HACSE is a very small set up having 20 intake capacity and 8 staff members: 6 salary aided staff by government of Maharashtra and 2 management aided staff. Therefore the discussion on decentralization of administrative work is not very relevant. However, it is noted here that administrative, financial and maintenance tasks are assigned to all on rotation basis through the working of the committees. These committees consisting of 2 or 3 members are constituted as university requirements as well as for smooth functioning of the college activities. The range of activities of HACSE and the brand name it has in disability field in spite of being a small team indicates the quality functioning of the college.

4.　How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

College is in good networking with the special B.Ed College, general education college in Mumbai and disability management NGO in Mumbai.

5.　Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes very sincerely and regularly, but rather informally in following way:
- Students' feedback on faculty and library services: feedback collected by principal and summary with improvement point shared with concerned faculty.
- Feedback of Participants of short term training program: summarized by the program coordinator and discussed in post event meeting.
- Feedback from beneficiaries of services: Taken verbally so far by the principal herself and improvement points are communicated to the coordinators.

- Feedback on Principals performance is discussed in management meeting and feedback given to the principal by the Director.

6.   What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

Collaboration and co-operation is one of the core values of HACSE. It is facilitated through following ways:

- Workload distribution is participatory and on rotation basis
- During the pre event meeting the program coordinator holds distributes the responsibilities like, meal coordination, resource persons, inauguration, photography and press release, photocopying etc is clearly done to avoid conflicts,
- Decisions about deputing staff for conferences or meetings is taken considering everyones priorities, availability and professional need.
- After a faculty goes out for presenting paper or attending conference, she shares the summary of the same with others,

6.3 Strategy Development and Deployment

1.   Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

College does not have its own MIS in place but is part of MIS of Directorate of Higher Education (Government of Maharashtra)

2.   How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

CCYM is a very pro-active management which emphasizes quality enhancement and expansion of services. Management encourages expansion of activities and provides for space and resources and salaries of manpower required for the expansion. In last 4 years, Management has launched and ran successfully several new activities like Anil Asrani vocational training institute, Center for Audiological Assessment and Intervention (CAAI) and Ankoor – empowerment unit for families with Learning Disability, New reading room facility.

3.   How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Since basic infrastructure is in place, salary of human resources for expansion of activities is the primary concern. College puts up a proposal which

is discussed in the LMC first. Then it is discussed in academic committee followed by finance committee of CCYM either approving it or not.

4.   Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

Annual calendar is made in consultation with the practice teaching schools considering their exams, holidays and other priorities. School and college annual calendars are made simultaneously. Headmaster of the Rochiram T. Thadhani high school for the Hearing Handicapped is one of the members of the Local Management Committee. Hence it becomes simpler to plan college activities in tune with schedule of the school. There is a committee to develop academic plan in the school. In college the academic plan is made by the principal and the program coordinator for the concerned year. The template is ready, and every year details are filled as per the calendar of that year. Efforts are put in to write all details in it so nothing is missed out.

5.   How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

Objectives one displayed on notice board and on website. As and when a new employee joins he/she is explained about the college, its priorities and values by the principal herself. Students are informed about the same during the induction periods.

6.   How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

Vision, mission and implementation plans are monitored, evaluated and revised once in three years by the management. Activity heads make presentations for the management and suggest the need for update if any.

7.   How does the institution plan and deploy the new technology?

Most of the administrative and academic function is paperless and heavily depend on ICT. E-mails are used for circulars and inter faculty communication. Each staff member has one work station with PC and internet connection.

6.4   Human Resource Management

1.   How do you identify the faculty development needs and career progression of the staff?

Career development is planned as per the guidelines given by UGC in the format of API (Academic Performance Indicator) of career advancement scheme. This is done through IQAC (2010) which actually is not formalized in the college. It was worked upon when the CAS of the two faculty members was

due in 2013. While working on it we realized the importance and relevance of it and now plan to follow the guidelines in better way.

Once again, being a small set up, we don't require an elaborate mechanism for identifying needs for faculty development. This is taken care of in the staff meetings.

2.   What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The performance assessment mechanism includes:

- Student feedback on performance of faculty collected by the principal herself,
- Annual confidential report required to be maintained as per Government of Maharashtra, Faculty fills in self appraisal part and then principal comments upon these and puts her response. These are kept in the custody of the principal herself and no one else has access to it. The principal fills in the form of CR for her performance review and submits the same to the director. These are kept in her custody and no one else has access to it.
- API format required by the CAS procedure
- Student feedback on library services and librarian. Taken from students by the principal herself and kept in her custody.

The principal reviews the feedback from the students and formally informs the faculty about good as well as improvement points.

3.   What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

- Staff can avail benefits of other activities of CCYM (like Gym, Yoga class, Canteen) at subsidized charges.
- Short term loan with 0%interest is provided to staff if salary from state government is obtained late.
- Subsidized services to family members of HACSE (for example reading room facility)
- Flexible timings (without impacting the quality of the activities), for example incoming time being either 9 am, 9.30 and 10 am as per basically traffic situation of the location. However, Flexible timing DOES NOT mean lesser than required hours on campus, shortcuts in attendance or daily flexibility.
- Management provides NOC for staffs who want to explore opportunities at other colleges.

4.   Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

CCYM the management of special school and B.Ed College, regularly organize in house staff development training sessions. For example, this year towards the end of the academic year school organized sessions on sensory integration, stress management, self-defence etc. which were attended by the staff and students of HACSE.

5.   What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

College follows recruitment policy, salary structure and service condition prescribed by department of higher and technical education, Government of Maharashtra. Most of us are working here for more that 7 to 10 years. Most of us are happy to superannuate from HACSE itself. This is thanks to:
- Academic freedom,
- friendly and stress free work environment
- clean strategies retain the staff.
- UGC pay scales and job satisfaction

All these also help the team bound to each others as well as to the organization.

6.   What are the criteria for employing part-time/Adhoc faculty? How are the part H time/Adhoc faculties different from the regular faculty? (E.g. salary structure, workload, specializations).

For the management posts, standard procedure of advertisement, information of website, interviews etc. is followed, salaries at par with other NGO is given. Annual increment of 5% is given to management staff. Working times professional opportunities, leave etc. are given at par with regular staff.

7.   What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).
- College bears the cost of registration fees for 1 conference per year per staff member.
- Duty leave is approved to attend to professional work assigned by controlling and monitoring agencies like RCI inspection or syllabus development of MU.

- Visiting other organizations to deliver lectures is encouraged for developing professional networking.
- Faculty is encouraged to publish papers and make presentations. Academic support is provided to them.

8.   What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

- Well equipped work stations with PC and internet connectivity,
- meeting room,
- subsidized canteen services
- good library resources are provided to faculty
- free income tax consultancy
- support infrastructure like fridge, microwave etc
- subsidized doctor services if required during working hours

9.   What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Feedback boxes are placed in student common room, faculty room and library.

10.   Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

College organizes various activities beyond the curriculum transactions. These include –

- holding short term training for in service teachers (CRE – recognized by Rehabilitation Council of India),
- disability orientation to mainstream teachers (Arambha),
- parent certificate course, (Adhikar),
- Annual news letter (Arushi),
- Annual state level conference (Anubhooti).

The responsibility for these events is assigned on rotation basis to the teaching staff. Administration responsibilities are assigned in rotation basis so that the staff gets variety of exposure and academic freedom is given to empower leadership qualities.

11.   Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

Academic achievements (like Ph.D, Masters degree) are appreciated by felicitation of the concerned staff on annual day. Newsletter Arushi high lights the achievements.

6.5   Financial Management and Resource Mobilization

1.   Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

Salary aid by Government of Maharashtra (Dept. of Higher Education)

Year	Amount of grant received
2011 – 12	2315662
2012 – 13	3500671
2013 – 14	4931437

2.   What is the quantum of resources mobilized through donations? Give information for the last three years.
        College does not receive any donations directly. The parent NGO (CCYM) receives the donations for all the activities of the management. Expenses of college, over and above the salaries of aided staff are obtained by the college from the management after sanctioning the budget and granting advance. College supports management in fund raising activity but directly does not work upon fund raising. CCYM, HACSE and RTT High School have very clean and professional image in the field. With this and due to 80 G tax exemption / FCRA, raising funds is not a major concern.

3.   Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?
        All the expenses over and above the salaries of aided staff is borne by the management. The deficit is met through donations and fund raising events organized by the management. With increased costs and location in costly city like Mumbai make it difficult to get contractual staff and space for expansion activities. But, otherwise day-to-day expenses for administration, professional growth and maintenance are managed by the management.

4.   What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Following are the details

Financial Year	Sanctioned budget*		Actual*	
	Income	Expenditure	Income	Expenditure
2009 – 2010	3097182	3473602	1961267	2367296.23
2010 – 2011	3308216	3637896	2561545.55	3021602.39
2011 – 2012	3640890	3977070	2667644	3240626.48
2012 – 2013	3793123	4206303	3645847.50	4251720.15
2013 – 2014	4142620	4559520	5019455	5597201.12

*Including contra entries of salary grant from Government of Maharashtra

Financial Year	Deficit*
2009 – 2010	406029.23
2010 – 2011	460056.84
2011 – 2012	572982.48
2012 – 2013	605872.65
2013 – 2014	577746.12

* The management is a charitable organization and the deficit is compensated by the management. This indicated deficit reflects in the audit statement as per the balance sheet of CCYM.

5.   Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes, accounts are audited regularly. Internal audit system is in place after which external audit is carried out through statutory auditor. There are no major pending audit paras and no objections raised so far.

Audit for salary grant is held by senior auditor form Director of Higher Education (Government of Maharashtra) including 10 year audit which the college has cleared without any audit para or objection in the year 2014. There were a few recommendations for improvement which were followed at the college.

6.   Has the institution computerized its finance management systems? If yes, give details.

Yes, for example use of e statement of bank accounts, sms banking tally system and e filing of TDS for accounting.

6. 6 Best practices in Governance and Leadership

1.   What are the significant best practices in Governance and Leadership carried out by the institution?

Participatory decision making,   academic freedom and rotation of annual tasks are the significant best practices in governance and leadership carried out by the institution.

Criterion VII: Innovative Practices

7. 1   Internal Quality Assurance System

1.   Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Composition IQAC was established in the year 2010. In the initial years and till date IQUAC only manages administrative issues related to API and CAS.

YEAR	Chairperson	I-QUAC Coordinators
JULY 10- JUNE 12	Dr Asmita Huddar	Ms. Gayatri Sirur
JULY 12-JUNE14	Dr Asmita Huddar	Dr. Lakshmi G.

The composition of the IQAC for the year July 2014 to June 20116 is as follows:

1.   Chairperson: Dr Asmita Huddar
2.   I-QUAC Coordinator: Ms Sandhya Pagare
3.   Teacher representative :Dr Lakshmi Gopalkrishnan
4.   Member from the Management:Mr Amar Asrani
5.   Nominee from Alumni:Dr Varsha Bhagat

2.   Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

Quarterly staff meeting, pre event and post event meetings are conducted which reflect the positive and negative aspects of the outcome as well as points out to the barriers which were faced during the particular process. These meetings help the staff to draw learning points. Regular LMC meetings are attended by teaching staff on rotation basis. Beyond this, no formal measurable mechanism is established so far.

3.   How does the institution ensure the quality of its academic programmes?

Quality of the academic programs is maintained due to experienced, motivated and hardworking staff of the college. Team spirit is maintained to overcome difficulties faced while achieving a particular target to maintain the quality. Student's feedback, monitoring by the principal and reflecting upon results and placements also give us guidelines to improve the overall performance. For example, we increased the emphasis on informal training in English and ICT, when we concluded that after acquiring these skills, these candidates tend to have better career opportunities. Since the intake capacity is 20, any given time the students are not more than 2. Hence the teaching learning sessions are easily made interactive. It is easy to give individualized attention to each of them through a mentoring system. Mentors show interest in students more than just the academic issues. Due to all these the college is able to provide a positive and friendly learning experience. This, along with exposure to variety of visiting faculty maintains the quality of academic interactions.

4.   How does the institution ensure the quality of its administration and financial management processes?

Management strongly believes in clean financial practices and monitors the same closely. No financial short cuts are followed. Trustee being from the field of education as well as financial / management / banking sectors, financial discipline is well taken care of. Management is capable of guiding college in all financial and technological concerns and hence the college is able to ensure quality in administration and financial processes. More importantly, management members visit the activity campus every week. The academic Director is present in the campus three days a week. Secretary, admin supervisor, clerk cum accountant and peons of CCYM are fulltime at the campus making daily routine and decision making smooth and rapid.

5.   How does the institution identify and share good practices with various constituents of the institution.

Collaboration meetings among library, academic staff and administrative staff are regularly held to share good practices. Formal as well as informal meetings are held for discussing macro issues and working out solutions of minor concerns.

7.2   Inclusive Practices

1.   How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

Being a college of special education, diversity and inclusion are part of curriculum as well as the functioning of the college. Inclusion is taught in theory and practical to the students. Faculty treats inclusion to be the philosophy of the life. It supports other organizations working in the field of inclusion.

2.   What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

The complete B.Ed (Special Education) program is based on inclusion and exceptionalities. With the introduction of the revised syllabus, attitude skills and knowledge required for inclusion is provided to the staff and students through theory, practical and newly introduce internship.

3.   Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

Discussion method, interactive learning, class participation, team projects are part of regular curricular transaction. Student number being small (20) individual attention to ensure participation is easily possible. A lot of opportunities for self reflection are given through the teaching learning process and the college activities.

4.   How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

Developing proficiency to work with diverse children is one the primary aims and hence major part of the curriculum is devoted to that.

5.   How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Curricular adaptation and reasonable accommodation are the keys to success when it comes to including candidates with special needs. Such opportunities are provided to them without challenging their dignity. Being special educators and rehabilitators, the faculty is qualified and experienced in curricular adaptations needed for each disability. College also does advocacy for the candidates so that they can avail the concessions given to them at the university examinations (for example, candidate with low vision getting half an

hour extra or a wheel chair being provided to the student to appear for the examination.

6.   How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

College holds one program per year on gender sensitivity. Faculty believes in gender equity and that reflect in their routine behavior.

7. 3   Stakeholder Relationships

i.   How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

Annual newsletter cum annual report - Arushi and the website provides details about the activities and functioning of the college.

ii.   How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

Reflecting meetings, student evaluation of faculty and pre post event meetings help college draw conclusions from success and failure of processes. This information is shared with management and regular basis but not with the stakeholders. Review meetings are held particularly when the target is not achieved. For example, low enrollment is the biggest concern in B Ed colleges of Maharashtra due to many reasons like B Ed colleges being surplus in number compared to the potential vacancies of decision of Government of Maharashtra of not appointing teachers on permanent posts but to appoint them on contract. Special education colleges experience low enrollment also due to lack of awareness. Management held a special review meeting to improve enrollment after the admissions of 2014.

iii.   What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality?   How does the institution use the information for quality improvement?

Feedback is obtained from employers, students and participants of short term training programs/conferences. Conclusions drawn in terms of Dos and Don'ts reflect planning the next event.

OTHER RELEVANT KEY ASPECTS IN SPECIAL EDUCATION

How are the specific skills required to work with children with disabilities developed?
Teaching children with disabilities is similar to as well as different from teaching the non disabled children. The syllabus highlights both the skills. The college believes in working on skills more effectively since teacher education is a skill based program. Following are the steps taken for developing adequate skills:
- Skill sessions are planned well in advance,
- Skill development is done in smaller groups and in pairs,
- Skill development part is done in real life situations (classrooms, clinics, other centres) rather than closed classrooms,
- Skill development is always spread over the longer period,
- More skills are worked upon than what has been prescribed by the syllabus (parent meetings, low cost TLM etc)
- Students are encouraged to understand the skill part of professional activities through various programs: skills of introducing the resource person, skills of making CDs and distributing during programs or reading feedback forms and making summary with learning points)

How does the college contribute in the development of the field of special education?
Development of the college depends upon the development of the field and vice versa. Hence, principal and teaching staff is involved in several activities which are beyond the prescribed workload of the college. This includes:
- Work upon and assist in policy decisions of regulatory bodies: RCI, MU, CCYM and HE
- Disability Awareness presentations at various forums like Principal's workshop organized by UGC staff college, Principal's meeting organized by HE, B Ed college teachers training on revised syllabus
- Syllabus development at RCI and MU level,
- Teaching learning material development for B Ed and M Ed (special education): IGNOU, YCMOU,
- Institutional inspections for affiliation and recognition,
- Consultancy to NGOs in planning and implementation,
- Assisting regulatory bodies in CAS, interviews etc,
- Peer reviewing of articles for Journals,
- Leading the working group of state aided B Ed HI colleges for the benefit of the field of special education

What are the future activities of the college marked for the coming 3 years?
Coming years are going to be very crucial for the field of college education as well as for HACSE due to several reasons including revised B Ed syllabus. Following will remain our future plan

- Systematic and student centered implementation of the new revised syllabus (Reference work by faculty on new topics added, identifying and inviting new centres / schools / visiting faculty, developing Power point presentations, equipping library and resources, translations, development of formats etc),
- Completing NAAC accreditation,
- Obtaining 2 f 12 B category status from UGC,
- Making CCYM activities and campus more and more barrier free,
- Launching B Ed (special education – Learning Disability),
- Undertaking Research and Development activity: minimum one externally funded project (development of material on literacy development),
- Exploring more and innovative options for sustained financial support for the expansion of activities,
- Working out sustainable strategies for student enrolment,
- Streamlining Adhikar parent empowerment program in terms of increased reach and syllabus development,
- Streamlining alumni activities,
- Specific measurable efforts towards developing jobs and career opportunities for the special teachers towards EDUCATION FOR ALL and also for attracting graduates for this career.

iii. Mapping of Academic Activities of the Institution
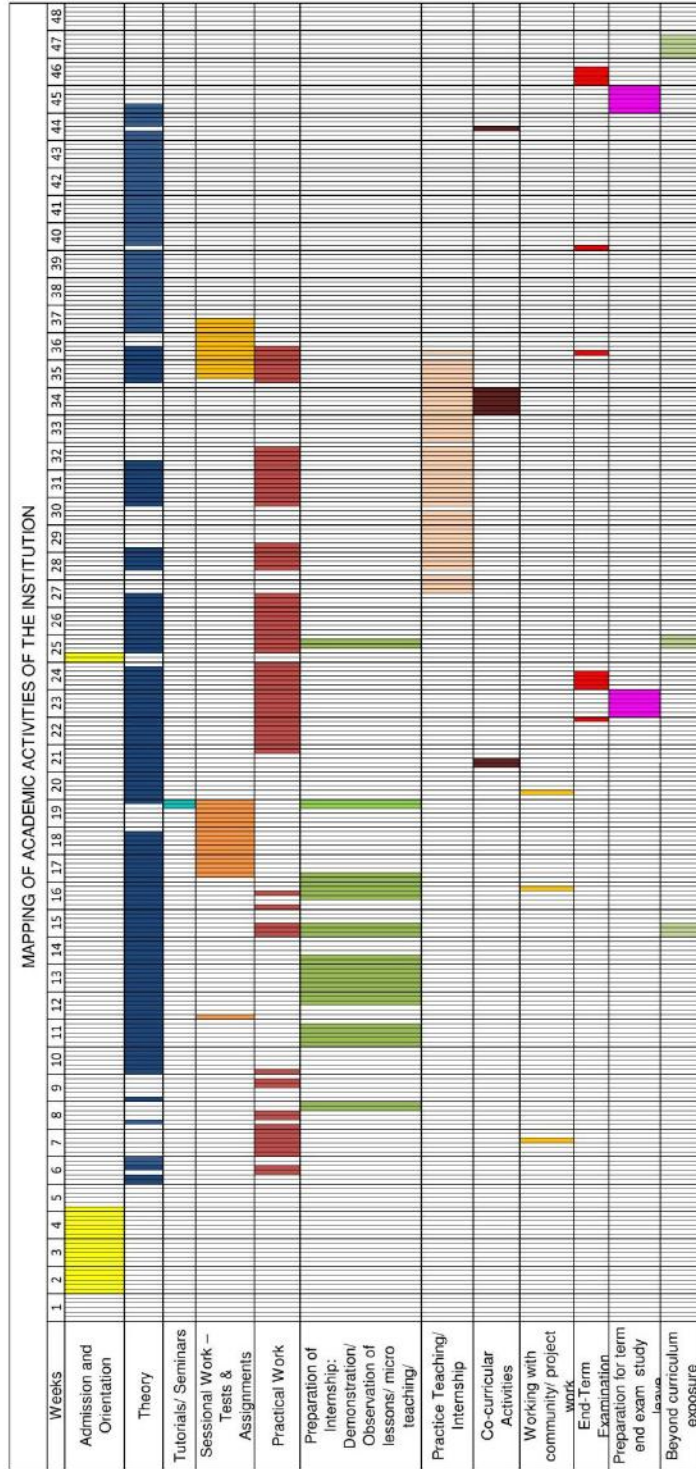
MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

iv.   Declaration by the Head of the Institution

Chembur Colony Yuvak Mandal's

HASHU ADVANI COLLEGE OF SPECIAL EDUCATION
B Ed (Special Education : Hearing Impairment)
Affiliation: University of Mumbai, Recognition: Rehabilitation Council of India
Grant in aid: DHE, Govt. of Maharashtra

Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Signature of the Head of the institution
with seal:

DIRECTOR
CHEMBUR COLONY YUVAK MANDAL'S
Hashu Advani College of Special Education
64/65, Collector's Colony, Chembur,
Mumbai - 400 074.

Place:

Date:

64/65, Collector's Colony, Chembur, Mumbai-400 074. Maharashtra, INDIA
© (022) 25531041, 25530451, email: hac_ccym@yahoo.co.in, principal.hacse@gmail.com,
< www.hacse.org.in> ⓕ https://www.facebook.com/ChemburColonyYuvakMandal

C. APPENDICES

Feed back from students

CCYM's Hashu Advani College of Special Education, 64-65, Collector's Colony,
Chembur Mumbai 400074

Students' overall Evaluation of the programme and Teaching
(To be filled only after the course results are declared)

Department :   Course   : B. ed (H.I.)
Student   : Garima Rai   Year   : 2014-2015

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

    a) adequate   b) inadequate
    c) challenging   d) dull

2. Background for benefiting from the course was
    a) more than adequate   b) adequate
    c) inadequate   d) cannot say

3. Was the course easy or difficult to understand?
    a) easy   b) manageable
    c) difficult   d) very difficult

4. How much of the syllabus was covered in the class?
    a) 85 to 100%   b) 70 to 85%
    c) 55 to 70%   d) less than 55%

5. What is your opinion about the library material and facilities for the course?
    a) more than adequate   b) adequate
    c) inadequate   d) very poor

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6. To what extent were you able to get material for the prescribed readings?
    a) Easily   b) with some difficulty
    c) not available at all   d) with great difficulty

7. How well did the teacher prepare for the classes?
    a) thoroughly   b) satisfactorily
    c) poorly   d) indifferently

8. How well was the teacher able to communicate?
    a) Always effective   b) sometimes effective
    c) Just satisfactorily   d) generally ineffective

9. How far the teacher encourages student participation in class?
    a) mostly yes   b) sometimes
    c) not at all   d) always

10. If yes, which of the following methods were used?
    a) Encouraged to raise questions   b) get involved in discussion in class
    c) encourage discussion outside class   d) did not encourage

11. How helpful was the teacher in advising?
    a) Very helpful   b) sometimes helpful
    c) not at all helpful   d) did not advise

12. The teacher's approach can best be described as
    a) Always courteous   b) sometimes rude
    c) always indifferent   d) cannot say

13. Internal assessment was
    a) Always fair   b) sometimes unfair
    c) Usually unfair   d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?
    a) Helps to improve   b) discouraging
    c) no special effect   d) sometimes effective

15. How often did the teacher provide feedback on your performance?
    a) Regularly/in time   b) with helpful comment
    c) often/ late   d) without any comments

16. Were your assignments discussed with you?
    a) Yes, fully   b) yes, partly
    c) not discussed at all   d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?
    a) Yes   b) no

    If yes, was it helpful?
    a) Yes   b) no

18. If you have other comments to offer on the course and suggestions for the teacher you
    may do so in the space given below or on a separate sheet.

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CCYM's Hashu Advani College of Special Education, 64-65, Collector's Colony,
Chembur Mumbai 400074

Programme: B.Ed Spl. Edn. (H.I)

Department: Semester/Term/Year:

Students are required to rate the courses on the following attributes using the 4 -point
scale shown. The format given is for one course. Do the same for other courses on
separate page.

4.00	3.00	2.00	1.50	0.0
A	B	C	D	
Very Good	Good	Satisfactory	Unsatisfactory	
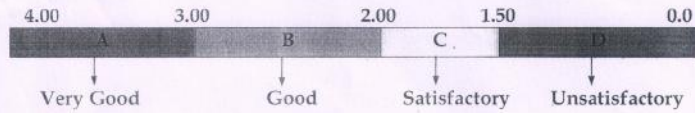
Course-I

	Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1.	Depth of the course content including project work if any	✓			
2.	Extent of coverage of course	✓			
3.	Applicability/relevance to real life situations	✓			
4.	Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)	✓			
5.	Clarity and relevance of textual reading material	✓			
6.	Relevance of additional source material (Library)		✓		
7.	Extent of effort required by students		✓		
8.	Overall rating	✓			

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Chembur Mumbai 400074

Student Feedback on Teachers

Programme: B.Ed Spl. Edn. (H.I)   Semester/Term/Year :

Please rate the teacher on the following attributes using the 4 -point scale shown

4.00	3.00	2.00	1.50	0.0
A	B	C	D	
Very Good	Good	Satisfactory	Unsatisfactory	
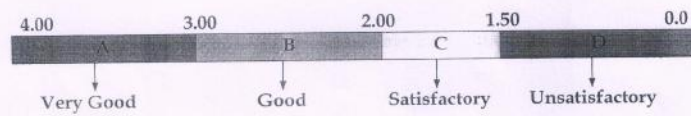
Name of the Teacher: Mrs Lakshmi Gopalakrishnan

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)	✓			
2. Communication Skills (in terms of articulation and comprehensibility)	✓			
3. Sincerity / Commitment of the teacher		✓		
4. Interest generated by the teacher		✓		
5. Ability to integrate course material with environment/other issues, to provide a broader perspective	✓			
6. Ability to integrate content with other courses	✓			
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)	✓			
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course		✓		
9. Provision of sufficient time for feedback	✓			
10. Overall rating	✓			

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2.Teacher Appraisal (Blank)

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APPENDIX 'D-2'
(See statute 422)
FORM FOR ASSESSMENT OF WORK OF COLLEGE LECTURES

Year of Assessment : ___ _____

1.   Basic Information :-
    (i)   Name of the College in full _____
    _____

    (ii)   Region in which situated (Urban/rural) _____

    (iii)   Name of the Lecturer (in full) Shri/Smt./Kumari _____
    (Beginning with Surname) _____

    (iv)   Date of Birth _____

    (v)   Qualifications of the Lecturer

Degree and Post Graduate degree examination	Special/ Principal Subject offered	Allied/ Additional/ Subordinate Subjects offered	Class Obtained	Year of Passing	University

    (vi)   Subjects taught and faculty _____
    (vii)   Designation _____
    (viii)   (a) Date of joining the present college _____
            (b) Date of approval of appointment by the University _____
    (ix)   Teaching experience at the college level _____ years _____ months.

Names of Institutions where employed previously	Period of service from to	Designation	Classes taught	Subjects taught	Scale of Pay

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: 2 :

II. Courses taught and workload	Number of periods per week			
	Lectures	Tutorials	Practicals	Subjects & papers taught
(i) Under – graduate				
(ii) Post – graduate				
(iii) M.Phil				

III.   Teaching Methods applied :-

Name and describe new teaching methods used, if any, besides lecture method, i.e.

(i)   Distributing lecture synopsis and bibliography _____

(ii)   Encouraging questions in class _____

(iii)   Announcing topics for discussion in advance _____

(iv)   Holding seminars _____

(v)   Use of audio-visual aids _____

(Wherever facilities exists)

(vi)   Holding of moot courts, arranging for court visits etc. in case of the law students _____

IV.   Contribution to COSIP & COHSSLP Schemes in the college or though ULP (wherever such scheme exits)

_____

_____

_____

V.   Any other contribution in :-

(i)   Teaching Methods _____

(ii)   Evaluation Techniques _____

(iii)   Course Development etc _____

VI.   Academic and Professional Growth (During the preceding three years):-

(i)   Research qualifications acquired _____

(ii)   Research projects undertaken _____

(iii)   Research papers published indicating titles and names of journals in which published _____

(iv)   Guidance rendered to Research Scholars _____

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: 3 :

*(v)   Participation in Seminars, Workshops and conferences _____

*(vi) Participation in Orientation Programmes, refresher courses etc

*(vii) Faculty improvement programme _____

*(viii) Any other type of training _____

VII.   Participation in Extra-mural Activities :-

    (i)   Extra-curricular activities-debates, cultural activities, counseling to students, planning forums, Union, NSS, NCC, Scouting etc.

    (ii) Service to community-Adult Education, Extension Service etc.

VIII. Help rendered in college administration by membership of various committees such as Discipline Committee, Admission Committee, Students' Welfare Committee etc.

IX.   Any other information about contribution (not conveyed above) relevant to a proper assessment of activities.

X.   General Observation :-

    (i)   Attendance

       (a) Regularity _____

       (b) Punctuality _____

    (ii) Student-teacher of relationship _____

    (iii) Colleague relationship _____

    (iv) Class Control _____

    (v) Reading Habits and other matters _____

Place :- _____

Date :- _____

                                       Signature of the Lecturer

* (Wherever such facilities exits)

Evaluation by the Head of the Department or the senior-most Lecturer in the Department or Principal.

| Item | Factual Verification | | Evaluation | | | | |
	Correct	Exaggerated	Excellent	Very Good	Good	Average	Poor
I							
II							
III							
IV							
V							
VI							
VII							
VIII							
IX							
X							

Date :- _____

_____
* Signature of the Head of the
Department or the Senior-most
Lecturer in the Department or Principal

Observation of the Principal

_____

_____

_____

Date :- _____

_____
Signature of the Principal

_____
(Seal of the College)

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3. VALUE FRAME WORK FOR ASSESSMENT OF HIGHER EDUCATION INSTITUTION

1. Contribution to National Development

i. More access with equity –

Hashu Advani College of Special Education firmly believes in equity in all its transactions, irrespective of caste, creed, religion, socioeconomic class and individual abilities of persons associated with it – in whichever capacity (staff, student, beneficiaries of extension services, service providers etc. Generally it is observed that girls are more inclined to join B.Ed (Special Education). However, college puts in efforts to attract more boys to this field from rural areas by providing hostel facility. The college has made provision for boys' hostel. Thus, the college tries to achieve balance in enrollment as per the gender of the concerned student.

Every year, a big number of students belonging to reserved category are enrolled in this program; many come from rural areas, from outskirts of Mumbai and a few from interior parts of Maharashtra. Students from natural proportion of minority are also enrolled every year. HACSE takes utmost care in treating every student with dignity. During the academic year through discussions, celebrations of different events we try to inculcate our values of equity, team spirit and collaboration among students.

ii. Developmental thrust in identification of research areas and academic programs-

The management encourages faculty to attend seminars related to varied academically related topics .They have strongly supported each faculty member to enroll and successfully complete the master as well as doctoral program. This has resulted in two faculty members completing their doctorate and two more enrolling for PhD. Principal of the college is a Ph D guide at 2 universities and helps teachers of the special school and the faculty to involve in applying research conclusions in daily routine. College faculty guides school teachers to undertake a small research related to classroom issues. These school teachers present the conclusions every year in the Annual National Conference of the NCED.

iii. Community engagement –

Chembur Colony Yuvak Mandal runs array of activities which cater to various strata of society. The management has a very strong inclination to serve the underprivileged through various charitable activities. HACSE's Centre for

Audiological Assessment and Intervention (CAAI) is a completely funded activity by our trust which works towards early identification and intervention of hearing loss. The audiological services offered are at a very nominal rate with the sole intention of not missing out any young child with hearing impairment irrespective of the socioeconomic class they belong too. Similarly, Vivekananda Yoga Kendra conducts Yoga classes which are open to all age groups. It aims at developing the physical, mental and spiritual well being of the individuals. Hashu Advani senior citizen's association arranges get together, weekly meetings and social interactions of senior citizens. Activities like festivals, functions, birthday celebrations and picnics are organized for the recreation of the senior citizens.

HACSE is closely associated with Balanand (an orphanage in Chembur), our teacher trainees are taken every year to Balanand. The prime objective of this visit is to give our teacher trainees experience of joy of sharing. We organize educational games and interact with those children and distribute goodies.

2. Fostering Global Competencies among Students

i.   Development of generic skills –

Generic skills are cultivated among students through giving them opportunities and exposure to various events. For example, post exam camp provides them an opportunity to learn to develop their CVs and training to face interviews. Training to work transition is ensured by providing lectures on interpersonal skills and the school culture. Motivation for higher education is triggered by arranging talks with alumni who have opted for higher education.

They also develop cooperative skills, leadership skills, event management skill and problem solving skills by assisting in organizing various events. They are involved in activities like presenting 'vote of thanks', note taking, participant registration, introducing guests, coordinating inauguration etc. Through various competitions their creative skills are facilitated. Student teachers being a part of organizing committee learn various skills under the supervision of teacher educators and special teachers.

ii.   Development of application skills –

Teacher trainees are encouraged to apply the skills they have learnt during simulated teaching, microteaching, IEP while managing classroom in absence of class teacher. Small workshop and competitions are held on development of teaching aids and poster making. They are taught to make power point presentations.

iii.   Development of life skills –

Our students are from lower socioeconomic background but they have immense potentials and interest in learning new things. College particularly arranges for skill development into English and internet technology. Students are encouraged to use internet technology or educational software for their practice lessons. Sessions on handling self, how to   communicate, how to face the transition

from college to work and how to face interviews, developing effective communication skills while dealing with teachers, parents and other management staff are held during post exam camp. Last year a special session on development of life skills by Ms Kalpana Chavan was attended by our teacher trainees.

3. Inculcating Value System in Students

i.   Value integration in academic programmes

CREs which are arranged by HACSE definitely includes at least 1/2 sessions on value education. Seminars on value education and transactional analysis have been arranged in the past. Outstanding resource persons in this area are invited. HACSE organizes educational tours to such academic institutes which have been a role model in working and succeeding against very odd conditions. Such educational tours help in cultivating team spirit, professional spirit, positive approach and understanding of ground realities. We want our trainees to link theory with practice. Team projects, paired assignments, group tasks are used to the maximum which facilitates the values for which we are committed: equity of opportunities and collaboration. One of our committed values is continuous learning. We encourage alumni to take up short term and long term courses to equip themselves to a great extent. The field of education of children with deafness is full of controversies over methods and strategies. We strongly believe in teaching all options and empowering them to select the appropriate one for the students. Therefore, we expose them to both oral and manual strategies without making them biased about any one option.

ii.   Value integration in management practices

Management felicitates student and staff, publishing their achievement in Arushi (annual newsletter). The management supports activities which are aimed at upliftment of economically backward, women in distress, chronically ill cancer ridden patients. The management members consist of CAs, educationists and professionals from corporate sector. Hence, financial discipline, transparency, paperless governance and team spirit are encouraged. Since regular meetings are held to discuss issues and concerns at various levels the environment is democratic and participatory.

iii.   Value inculcation through co-curricular and extra-curricular activities

HACSE strives hard to imbibe cultural, social, moral and spiritual values through various activities such as competitions, poster making (Mahatma Gandhi's life and thoughts), Slogan writing on female foeticide, poem recitation, rangoli during Diwali. Students are also encouraged to organize   games and competition for the

staff. Many festivals, Independence Day, republic day, Gandhi Jayanthi, Ambedkar Jayanthi are celebrated with vigor. Lectures are specially arranged to address the issues of cyber safety especially on cautions to be taken while handling social media.

4. Promoting the Use of Technology –

i. For enrichment of learning

Many lectures are presented through power points, internet resources are utilized during lectures whenever applicable. Educational CDs, disability related short films are also shown to teacher trainees through LCD. It is compulsory for each student to give at least one lesson using internet resource. Students are given exposure to educational software by Navneet, installed in each classroom. Latest audiological technology is also introduced to the teacher trainees by inviting experts from hearing aid industry. Every year few sessions are conducted to orient teacher trainees on web search and how to access internet. These skills are also polished during post exam camp. Use of WhatsApp for forwarding social messages and new academic information and use of social media for good cause are also cultivated among teacher trainees.

ii. For increasing the access-online programs –

New events of the college, achievements of the teacher trainees as well as alumni are updated on the college website, face book page for wider access. For college enrollment the students have to appear for a common entrance test. These forms have to be filled online. Many students are not techno savvy to be able to do that. College holds camps for students to help them fill online form. After completing the program successfully, they have to register their names as rehabilitation professionals at the RCI. This process too is online and college trains them for the same.

iii) For system management –

Information related to students, staff is stored digitally. Internal evaluation records, attendance is also stored via Microsoft Excel. Account related tasks are completely computerized (Talley). Library automation is a common practice. College librarian is planning to launch a system of circulation using library software from the academic year 2015.

5.   Quest for Excellence

i Development of benchmarks of excellence –

HACSE obtained 'Very good performance' award by RCI. The only state aided Special Education College in Mumbai getting permanent affiliation from University of Mumbai. Marching beyond the current disability management activities, college successfully got recognition for B.Ed. (Special Ed - Learning Disability). We consider our students as one of the ways to set the benchmark of the excellence. Our alumni profile speaks for itself. Our alumni which is as small as not more than 250 as impacted the field of special education and manpower development positively following is the list

- o Dr.Kishore Mare: Assistance Professor – Banaras Hindu University

- o Mr.Sandeep Tambe – Deputy Director of RCI

- o Mr.Amol Pawar, Ms.Geeta Sawant, Ms.Maya Kulkarni - Principal, Special schools for the deaf in Mumbai

- o Dr.Varsha Bhagat – Director – Educational Training Centre, Navi Mumbai Municipal corporation (Prime Minister award winner)

- o Mr.Kiran Belge – Sarvashika Abhiyan Coordinator
- o Ms.Shilpa Bhise – Rastriya Madyamik Shika Abhiyan

- o Ms.Ashwini Suralkar – Principal, D.Ed college

- o Mr.Chetan Somavanshi – Principal B.Ed college

- o Ms.Smruti Mahulikar – Dr.Babasaheb Ambedkar Research and Training Institute (BARTI)

- o Many Alunai work as lecturer in B.Ed, D.Ed colleges like Ms.Sadhana Lamture, Mr.Dhamanand, Mr.Javed Shaikh

- o Dr.Gayatri Ahuja – Assistant Prof in Aliyavar Jung National Institute

- o Ms.Priyanka Bendkule – Early Intervention Specialist

- o Ms.Job Rajal, Ms.Leena Verma, Ms.Rituparna Ganguli working in special education in overseas.

Please note: these are very few selected ones presented here in a limited space. However we are proud of ALL of them – most of whom are working as class room teachers in special or mainstream schools.

ii Best Practices application

Only 20 intake of students in special education program, gives them a great advantage in various academic activities such as microteaching, simulated teaching, developing IEPs, speech teaching. Practice teaching school in the same campus allows students to have more interactions with the class teachers which help them to develop better teaching strategies. Teacher trainees are encouraged to actively participate in Adhikar (Parent's training program). They also volunteer at the rally held every year on the world disabled day to spread awareness about disability in general public. Organizing competitions during teacher's day celebrations, helping the RTT school teachers in many school events such as annual day, school picnics, sports etc gives them an overall exposure to managing various classroom activities other than academics.

iii Institutionalization of continuous improvement systems –

Continuous assessments, innovative practices in evaluation such as open book tests, group   assignments, decide marks for each question and answer them. These practices help them to judge themselves in a realistic manner. An immediate feedback of the performance and steps to improvise it, gives teacher trainees better understanding of the evaluation system.

4. ANNEXURE

A.   Brief Note

1. TEACHER EDUCATION SCENARIO IN SPECIAL EDUCATION: A BRIEF NOTE

India has a long history of special education in the form of segregated special schools in various parts of India. However, the teacher education in special education is comparatively a recent field of study. For several years in initial period, it was restricted to certificate or diploma level almost as unsupervised unrecognized isolated programs. Teacher education programs at B Ed Level appeared in 1980s and got more regularized and uniformed after the emergence of the **Rehabilitation Council of India** (Statuary body of Ministry of SJ & E, Govt of India). RCI is the regulating body for teacher education programs in special education at par with NCTE for general B Ed. Currently in India, there are 175 B Ed (special education) programs through regular mode catering to the needs of students with 6 disabilities. Out of these, 46 create teachers for children with Hearing Impairment. Out of these 46, as many as 9 are in Maharashtra (source: www.rehabcouncil.nic.in 12/05/2015). Out of these 9 only 2 are aided by state government and only 3 are permanently affiliated to the concerned university. **CCYM'S HACSE** is one of such permanently affiliated and state aided colleges.

In Mumbai, there are five B Ed (Special education) colleges offering 8 programs: two in hearing impairment and three in mental retardation and 1 in Learning disability and 1 in visual impairment. 4 programs are affiliated to Mumbai University and 3 to SNDT.

CCYM'S HACSE functions in tune with various regulatory bodies :

AGENCY	SCOPE	NATURE	AREAS OF REGULATION
CCYM	Internal	Parent body	Management of routine functions and expenditure beyond salaries of aided posts
Mumbai University	Mumbai and suburban areas	Affiliation	Academic governance like curriculum transaction, examinations, certification, approvals of faculty, fee structure, eligibility
RCI	India	Recognition & Accreditation (till 2013)	Curriculum development, eligibility of manpower, registration/renewal of professionals, setting academic norms, and funds for short term training
Dept of Higher Education	Maharashtra	Salary grant	**Finance, accounts and administration ** Execution of recruitment and personnel management including leave, increments, pension, attendance etc

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			** Common entrance Test,
UGC	India	Setting norms,	Academic, financial, Career Advancement, financial aid under 2 (f) & 12 (b) (in process)
Ministry of SJ & E	Maharashtra	Employment and scholarship to beneficiaries	**Employment and career opportunities of special teachers (our beneficiaries) **postmatric scholarship to our B Ed students

Regulations of and policy amendments by these bodies impacting college functioning: (selected ones and recent ones)

1. Change of nomenclature: From 2013 RCI modified the program nomenclature from B Ed – Hearing Impairment to B Ed (special Education – Hearing Impairment). When RCI sent such circular, College wrote to BOS of MU to make modifications. Same is done in 2015.

2. Revision of B Ed curriculum by NCTE followed by revision of B Ed (special Education) by RCI (2015): From our next batch – 2015-16 the new revised syllabus introduced by RCI and adapted at MU will be implemented. Updated features of this curriculum are: duration of the program to get 2 years from one year, adding cross disability components as against earlier single disability focus, moving from preparing teachers for segregated set up to preparing them for inclusive set up, adding optional courses in all semesters and introduction of field internships with self reflections.

3. Revision of B Ed program to CBSGS: Followed by UGC and NCTE recommendations, Mumbai University is in process of turning professional programs into Credit Based semester Grading Systems. B Ed (Special Education) is no exception. With effect 2013 the program is CBSG system with choices of optional papers. This is a positive step for quality as well as bringing the program at par with global requirements.

4. MU establishing Ad Hoc Board of Studies for special Education: Followed by RCI recommendations MU established Ad Hoc BOS for special education in 2012 of which the principal of HACSE is the current chair person. Separate BOS has given more flexibility and freedom to the B Ed Special education colleges.

5. Mandatory CET for B Ed enrolment: In order to assure quality as well as to control malpractices in admission process, Supreme Court made common entrance test compulsory for B Ed programs. Govt of Maharashtra therefore holds Common Entrance Test since 2004 for all the B Ed programs. HACSE's admissions are carried out through this CET since then.
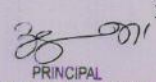
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6. Raising the eligibility cut off percentage for B Ed: Earlier the minimum required percentage for enrolling for B Ed was 45% for open category and 40% for reserved category. Updated cut offs are 45% and 50%. To an extent, failure rate has gone down after this raise in eligibility standards in spite of passing cut off in final exam being raised from 40% to 45%

7. Update of student teacher ratio: Followed by NCTE guidelines Govt of Maharshtra modified the Teacher student ratio from 1:10 to 1:14 which has impacted workload distribution in B Ed colleges

8. Biometric attendance for college staff: Since financial year 2012-13, Dept of HE has made it compulsory to submit bio metric report of attendance for the college staff which has impacted positively by streamlining the system.

9. Amendment of clause 3.1 of the UGC regulations (2009): Due to this, RCI norms will be applicable to affiliation of B Ed (special Education).

10. With a lot of efforts from HACSE and for the first time, the perspective plan (2015) of Mumbai University reflects special education indicating that there is a need for more programs in special education. Considering that the Learning Disability has highest incidence and the services are scanty, HACSE has proposed to start B Ed (Special Education – Learning Disability). NOC from Commissioner Disability and recognition from the RCI is obtained. Scrutiny and Local enquiry Committee visit for the affiliation with MU have been completed successfully. State Govt NOC is awaited.

11. Policies reflecting educational inclusion: Since the inclusive policies are being advocated and implemented the career opportunities of our B Ed students have increased giving them opportunities to work in mainstream schools.

12. Introduction to Ph D in special education: MU introduced Ph D program is special education in 2014. This has opened up avenues of higher education for our B Ed trainees.

13. Accreditation of special education colleges by NAAC: As a recognizing body, earlier RCI used to carry out accreditation of teacher education colleges in special education. HASCE went through the process and got 'very good' grade from RCI in 2002. HACSE applied for NAAC in 2004 in spite of grading by RCI. However, NAAC directed the college to RCI for accreditation. In 2013 RCI guided all the colleges to get accreditation done through the NAAC. After the RCI letter dated 03/07/14 which requested all the special education colleges to get accredited by NAAC, HACSE initiated the process.

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B.   Academic Calendar & Routine Timetable

HASHU ADVANI COLLEGE OF SPECIAL EDUCATION
CALENDER OF ACTIVITIES B.Ed (HI) 2013-14

FROM	TO	ACTIVITY	ACTION TAKEN
29/7/13		Introduction to B.Ed/ disability / HI. School visit (RTT school) & Vocational training centre Introduction to observation format	Dr. AH, KK
12/8/13	19/8/13	Informal placement(RTT school)	KK
5/8/13	6/8/13	Introduction to formats & courses,	Dr. AH, KK
7/8/13		Visit to Mainstream schools and evaluation	
8/8/13		Viewing films/ reading manuals.	KK
2/9/13	18/11/13	Regular time table starts	
15/8/13		Flag hoisting ceremony, college visit by the Guest	
16/8/13		Visit to Sulbha school (Mental retardation)	KK
20/8/13	21/8/13	Visit to Mainstream schools and evaluation	
23/8/13		Visit to NASEOH, Chembur	Dr. AH
26/8/13		Visit to Vikas vidyalaya	KK
27/8/13		Guest lecture for social science teaching begins.MA- 1	Chakradev Sir
29/8/13	30/8/13	Demo observations at RTT school	KK
31/8/13		Guest lecture for social science teaching (MA-1) Sub- Seminar on improving self esteem by Shivangi Satpute	Chakradev sir Shivangi Satpute
2/9/13		Indian Sign Language practicals starts	KK
5/9/13		Teacher's day celebrations. Subject seminar on Grammar and Technology by Prerna Tai (MH-1)	Mrs. Prerana Chandwandkar
6/9/13		Sub-seminar on MH-1 (pre-requisites , methods of teaching language to children with hearing impairment)	Mrs. Shramishtha Oak
9/9/13	13/9/13	School placement in respective schools for lesson observation	KK
14/9/13		Sub seminar on Stages of growth and development (MHS-4)	Prajakta Apte
16/9/13		Class test MI-1 (1) 10 Marks	
23/9/13		Routine time table starts	
27/9/13		Visit to Spastic society followed by sub-seminar by Dr. Sharmila Donde (MC-1)	Dr. Sharmila Donde
7/10/13	8/10/13	Audio practicals Notional Hours for aural rehab MH2 (CAAI)	G.S
9/10/13	10/10/13	IEP submission	Dr. L G
11/10/13		GAEL –Demonstration and notional hours of MH-1. Language & communication skills of the teacher trainees	K.K
14/10/13	25/10/13	Introduction to Micro teaching skills and practice lessons	Dr. L G
17/10/13		Visit to Heller Keller institute for deafblind children	
18/10/13		Attending parent's training programme (session on parent empowerment)	Dr. Anjali Patankar
21/10/13		Visit to NAB followed by sub-seminar on visual impairment (MC-1) by Rachana Mishra	KK
22/10/13		Periodic class tests Submission of assignment (MH- 1)	Dr. A.H

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23/10/13		Submission of visit reports and journals maintained for notional hours (MH- 1)	
24/10/13	24/11/13	Routine time table starts	
08/10/13	10/10/13	Attending CRE programme on Empowering the Empowerers (selected lectures)	G.S
12/11/13		Workshop on women empowerment	Mrs. Namrata Kulkarni
8/11/13	9/11/13	Observing lesson CDs	K.K
9/11/13		Sub seminar on ADD and ADHD (MC 1) & Diwali Celebration, watching movies	Chhaya Datar
10/11/13		Sub-seminar on multiple disabilities	Mrs. Bagachi
10/11/13		Submission of assignments and 2 class tests	KK
31/10/13	06/11/13	Diwali vacation	
19/11/13	20/11/13	Educational tour at Pune (Bal shikshan parishad)	Dr. AH & KK
		Sub seminar on assessment of written language	Dr. VarshaBhagat
22/11/13		Sub seminar on 'Reading & Comprehension'	Mrs. Amita Burde
22/11/13	13/13/13	Routine time table	
30/11/13		Viva MH 2	
4/12/13		IA submission	
1/12/13	6/12/13	Exam preparation leave	
7/12/13	11/12/13	SEMESTER – I (Theory examination begins)	
16/12/13		Beginning of SEMESTER- II	

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HASHU ADVANI COLLEGE OF SPECIAL EDUCATION: TIME TABLE (2013-14)
MONDAY TO FRIDAY (Sem 1)
(Pl see separate TT for practice teaching lessons)
TT for Sat: As per schedule of visiting faculty. Students MUST report at 9.30 AM

DATE	8.30 TO 9.30	9 .30 TO 10.30	10.30 TO 12.00	12.00 TO 12.30 Pm	1.00 To 2.30PM	2.305 To 4.00 PM
Mon	School Placement	MH 1 (Dr. AH)	MC1 (KK)	LUNCH	MH2 (GS)	Explanation of syllabus/tasks/evaluation /exam/TLM (LG)
Tues	School Placement	MH1 (Dr. AH)	Micro teaching/ IEP lessons (LG)	LUNCH	MC1 (KK)	MH2 (GS)
Wednes	School Placement	MH1 (Dr. AH)	MC1 (KK)	LUNCH	MH2 PRACT (GS)	MH2 (GS)
Thurs	School Placement	(MH1 AND MH2)	MA 1 (LG)	LUNCH	MC1 (LG)	MH2 (GS)
Fri	School Placement	MC1 (LG)	MH 1 (Dr. AH)	LUNCH	MH2 PRACT (GS)	Class test

TIME TABLE FOR SCHOOL PLACEMENT DAYS (19/9/13 TO 1/10/13) (8AM TO 2PM-RTT SCHOOL) FROM 2.30 TO 4.OO PM

19/9	20/9	23/9	24/9	25/9	26/9	27/9	30/9
Feedback on observation report AH	Feedback on observation report AH	IEP format LG	Explanation of assignments AH	IEP and feedback on observation AH	Micro teaching theory LG	Micro teaching theory LG	Orientation to mainstream teachers LG

TIME TABLE FOR PRACTICAL SEMINAR (7/10/13 and 9/10/13)

9.00 TO 10.00	10.00 TO 11.45	12.00 TO 01.30	2.30 TO 04.00
Notional hrs MH 1	Audio practical	ISS Skill dev	Notional hrs MH 2

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SEMESTER II

HASHU ADVANI COLLEGE OF SPECIAL EDUCATION: TIME TABLE (13-14)
MONDAY TO FRIDAY (16/12/13 to 25/4/14) (Pl see separate TT for lessons for Jan & Feb)
TT for Sat: As per schedule of visiting faculty. Students MUST report at 9.30 every Sat

TIME	MON	TUES	WED	THURS	FRI
9.15 TO 10.30	MC4 AH	MC3 KK	MC4 AH	MC3 KK	MC2 LG
10.30 TO 11.45	MH3 GS	MH3 GS	MH3 GS	MH3 Practical GS	MH3 GS
11.45 TO 12.00	Break for	Mentoring/	Individual	Coaching/	Self study
12.00 TO 01.15	MC2 LG	MC2 LG	MC2 LG	MC2 LG	MC4 KK
01.15 TO 02.00	L	U	N	C	H
02.00 TO 03.00	Notional tasks	Notional tasks	ISL	Notional Tasks	ISL
03.00 to 04.00	Lesson /IEP PLANNING	*Current affairs (SP)	Library	ISL	*Web learning (SP)

MONDAY TO FRIDAY (2.00 TO 3.30)

Group A Roll numbers 1 & 2 Group B Roll numbers 3 & 4 Group C Roll numbers 5, 6 & 7

Activity coordinator	MON	TUES	WED	THURS	FRI
LG	A	C	B	A	C
KK	B	A	C	B	A
GS	C	B	A	C	B

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64/65, Collector's Colony, Chembur,
Mumbai - 400 074.

C.   Syllabus

UNIVERSITY OF MUMBAI

Syllabus for B.Ed Hearing Impairment (HI)
Program: B.Ed
Course : B.Ed (HI)

(Credit Based Semester and Grading System with
effect from the academic year 2011–2012)

Hashu Advani College of Special Education
Chembur,
Mumbai - 400074.

PRINCIPAL
(HACSE)
HASHU ADVANI COLLEGE
OF SPECIAL EDUCATION
Mumbai - 400 074

PRINCIPAL
CHEMBUR COLONY JANSEVAK MANDAL'S
Hashu Advani College of Special Education
64/65, Chembur Colony, Chembur,
Mumbai - 400 074.

University of Mumbai

Syllabus for the Bachelor of Education (Hearing Impairment)

(B. Ed. HI)

As per the D.O. No. F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC, the B.Ed. (HI) programme of one academic year is revised in the University of Mumbai as Credit Based Semester and Grading System comprising of two semesters and implemented from academic year 2011-12. The syllabus of B.Ed (HI) is based on the approved syllabus of the Rehabilitation Council of India (RCI).

The Title and Eligibility of the programme are as per the existing approved university records

- **Title** – Bachelor of Education (Hearing Impairment) B. Ed. (H.I.)
- **Eligibility:** Following candidates are eligible for admission to B.Ed. (HI)

  A candidate for the degree of B.Ed. (HI) must have passed a Bachelors' degree examination of this University in any discipline or a corresponding degree examination of any other UGC recognized University.

- **Aims and Objectives of the Programme**

  The B.Ed. (HI) programme aims to develop teachers for children with hearing impairment for various special and mainstream educational settings. The programme will prepare human resource to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children and in particular to children with hearing impairment.

  The objectives of the programme are as follows**:**

  (i)   To acquire knowledge about change in the prevailing and emerging Indian Society in view of recent trends in education and national development

  (ii) To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.

(iii) To develop skills and competencies to cater to the needs of children with hearing impairment in mainstream and special class settings particularly, in cognitive, affective and skill domains.

(iv) To equip with various techniques of teaching and evaluation of children with hearing impairment in special and mainstream settings.

I   The programme of B. Ed (HI) comprises of part- A theory and part – B practical courses which will be covered in two consecutive semesters. The required attendance for part-A is 80% and that of part-B is 90% in each semester. A candidate for the examination in courses in part- A and part- B must apply to the Registrar of University of Mumbai with certificates required, through the Principal/ Head of the College of Education in which he/she has received training.

II   The entire programme of B. Ed. (HI) is of 40 credits. Each credit will comprise of 30 learning hours. The part – A theory courses comprises of 4 Core courses (4 credits per course), 3 Specialization courses (3 credits per course) and 1 applied course (3 credits per course). The part –B practical courses comprises of 7 Skill courses.

III   Each theory course of part-A will have instructional and notional hours. The instructional hours will include classroom instructions and practical. The notional hours will include assignments, projects, journal writing, case studies, library work, visits, attending seminars / workshops, preparations for examinations etc. specified under each theory course of the B. Ed. (HI) programme.

IV   The assessment in part- A comprising of theory courses shall be semester wise as per the scheme of courses given in **VI** and **VIII** by way of written papers and internal assessment. The Principal/Head of the College of Education shall forward to the University, the marks obtained by each candidate for internal assessment of part -A as given in **VI** and **VIII**.

V   The assessment in part- B comprising of skill (practical) courses shall be evaluated internally by each College of Education at the end of semester as per the scheme of skill courses (practical) given in **VII** and **IX** except a final lesson in MHS-1.2 of **IX** of the second semester. The final lesson will be evaluated by one external and one internal examiner as appointed by the College of Education. The Principal/Head of college of education shall forward to the University, the marks obtained by each candidate by internal

assessment of part -B as in **VII** and **IX** including marks of MHS-1.2 of **IX** in the second semester.

Semester I

VI   Schemes of Theory courses (Part- A)

Course Code	Course Title	Credits	Hours		Marks	
			Instructional	Notional	Semester End Assessment	Internal Assessment
MC-1	Nature and needs of various disabilities- an introduction	4	60	60	80	20
MH-1	Facilitating development of language and communication skills in children with hearing impairment	3	60	30	80	20
MH-2	Aural Rehabilitation	3	60	30	80	20
MA-1	Subject Teaching	3	60	30	80	20
	Total	**13**	**240 hrs**	**150 hrs**	**320 marks**	**80 marks.**

VII Schemes of Skill (Practical) courses (Part- B)

Course Code	Course Title	Credits	Hours	Marks	
				Semester End Assessment	Internal Assessment
MHS-1.1	Classroom observation in special school	2	60	Nil	50
MHS-2	Aural Rehabilitation	1	30	Nil	25
	Total	**3**	**90 hrs**	**Nil**	**75**

Semester II

VIII Schemes of Theory courses (Part- A)

Course Code	Course Title	Credits	Hours		Marks	
			Instructional	Notional	Semester End Assessment	Internal Assessment
MC-2	Education : A global perspective	4	60	60	80	20
MC-3	Educational psychology and persons with disabilities	4	60	60	80	20
MC-4	Educational planning and management, curriculum designing and research	4	60	60	80	20
MH-3	Introduction to speech and speech teaching to the children with hearing impairment	3	60	30	80	20
	Total	**15**	**240hrs.**	**210 hrs.**	**320 marks**	**80 marks**

IX Schemes of Skill (Practical) Courses (Part- B)

Course Code	Course Title	Credits	Hours	Marks		Total
				Semester End Assessment	Internal Assessment	
MHS-1.2	Lesson planning and execution in special schools	4	120	25	75	100
MHS-1.3	Skill development in sign language and signed system	2	60	Nil	50	50
MHS-1.4	Individualized teaching lessons	1	30	Nil	25	25
MHS-3	Speech Teaching	1	30	Nil	25	25
MHS-4	Educational Psychology	1	30	Nil	25	25
	Total	**9**	**270 hrs.**	**25**	**200**	**225**

X   Scheme and Details of Assessment of Theory (Part A) courses:

The performance of the candidates in each of the theory courses shall be evaluated through Internal Assessment and Semester End Assessment.

Internal Assessment will be on the basis of continuous evaluation as indicated in **VI** and **VIII**. The weightage of Internal Assessment will be 20 % of the total marks of each course.

Semester End Assessment will be on the basis of performance in the semester end theory written examinations. The weightage of Semester End Assessment will be 80% of the total marks of each course.

Internal Assessment   **(20 Marks)**

- Two periodical class test   10 Marks
- One assignment   05 Marks
- Class participation and Overall conduct of candidate   05 Marks

Semester End Assessment   (**80 Marks**)

- Duration –3 Hours of written exam.
- Question Paper Pattern:

1) There shall be different sections of long and short questions.

2) All sections shall be Core with internal choice of questions within each section.

XI   Schemes and Details of Assessment of Skill (Practical) (Part B) Courses.

There will be no Semester End Assessment for skill courses except a final lesson in MHS-1.2 of **IX** of the second semester. There will be only Internal Assessment as indicated in **VII** and **IX**.

Details of Internal Assessment for each of the practical courses are as follows:

MHS-1.1 Classroom observation in special school   **(60 Hours)**

A candidate of B.Ed (HI) needs to observe a minimum of 50 school periods in a special school. Observations are to be allocated at all levels/sections of the school and for all school subjects. The candidate needs to write the observation reports of 50 school periods in a format prescribed by the College of Education and is to be evaluated by the supervisor. Lessons in the second semester may preferably be allocated on the classes which the candidate has observed.

Internal Assessment   **Marks**

Observation Report   50 Marks

Note: Each observation will be evaluated out of a maximum of 10 marks. At the end of the

Semester-I all the observations marks are to be averaged out of a total of 50 marks and

submitted to the University as Internal Assessment of MHS-1.1

MHS-1.2 Lesson planning and execution in special schools   **(120 Hours)**

A candidate of B.Ed (HI) program has to plan and execute 25 lessons in a special school. The

'lesson' refers to group lesson delivered in a classroom and supervised by a supervisor from

either practice teaching schools or the College of Education. Lessons to a candidate need to

be allocated at all levels/sections of the special school. The breakup of 25 lessons is:

- 12 language lessons (2 each of Directed activity, Story, Visit, Poem, Conversation
  based on News and unseen Passages)

- 10 Subject teaching lessons

- 3 Lessons on Co-curricular activities such as Craft, Games, Celebration etc.

Internal Assessment   **Marks**

25 Lessons in special school   75 Marks

Note: Each lesson will be evaluated out of a maximum of 50 marks as per different

parameters such as Planning, Execution, Use of Teaching Aids, Evaluation etc as per a

prescribed format developed by the College of Education. The marks allocated need to

be averaged out of 75 marks at the end of the second semester and submitted to the

University as Internal Assessment of MHS-1.2

Semester End Assessment   **Marks**

One Final lesson in special school   25 Marks

Note: This lesson shall be evaluated by both external and internal examiners appointed by

the College of Education averaged and submitted to the University as Semester End

Assessment marks of MHS-1.2

MHS-1.3 Skill development in Sign Language and Signed System   60 Hours

Orientation to Sign Language   10 hrs.

Skill development at word level   10 hrs.

Skill development in finger spelling   10 hrs.

Skill development at sentence and conversational level   20 hrs.

Skill development in Signed system   10 hrs.

Internal Assessment   **Marks**

Word level   10 marks

Sentence land conversational level   10 marks

Finger spelling   10 marks

Signed system   10 marks

Viva   10 marks

Note: Assessment as per the above heads will be for a maximum of 50 marks. Tests and a viva shall will be conducted and marks allocated will be submitted to the University as Internal Assessment of MHS-1.3

MHS-1.4 Individualized Lesson planning   25 marks

Individualized lesson shall be carried out on 2 students from the special school. 4 lessons shall be executed on each student. Each lesson will be for 15 minutes and will be marked out of a maximum of 10 marks. The marks allocated need to be averaged out of 25 marks at the end of the Second semester and submitted to the University as Internal Assessment of MHS-1.4

MHS-2 Aural Rehabilitation   (30 Hours)

• Identifying different types / parts of individual hearing aids and handling
  different types of hearing aids 3 hrs. 8

- Trouble shooting of hearing aids   3 hrs.
- Correct use and wear of hearing aids (including cells)   3 hrs.

- Six sound test (on 10 children at least)   5 hrs.
- Auditory training (planning and execution with supervision)   3 hrs.
- Individual lessons 5 lessons   5 hrs.
- Group lessons 5 lessons   5 hrs.

  (Lessons to be based on different levels of auditory training – gross non speech, fine non speech, gross speech and fine speech (with segmental, supra segmental and non segmental aspects)

- Getting familiar with group amplification systems   3 hrs.

Internal Assessment   **25 Marks**

- Journal   05 Marks
- Viva   20 Marks

Note: Marks allocated to the candidate need to be submitted to the University as Internal Assessment of MHS-2.

MHS-3 Speech Teaching   **(30 Hours)**

- Identifying errors in speech samples of children with hearing impairment
  (tapes) Speech intelligibility rating.   6 hrs.
- Planning activities of group speech teaching only with respect to non segmental
  (duration control, loudness control, pitch control)   5 hrs.
- Making and using speech kit.   5 hrs.
- Planning and executing 5 sessions of group speech teaching.   10 hrs.
- Planning and executing 3 sessions of individual speech teaching for two children.   4 hrs.

Internal Assessment   **25 marks**
- Practical work done through out the year   15 marks
- Viva   10 marks

Note: Marks allocated to the candidate need to be submitted to the University as Internal Assessment of MHS-3.

MHS-4 Educational Psychology   **(30 Hours)**

Internal assessment	**25 marks**
Case study	10 marks
Journal	05 marks
Viva	10 marks

Note: Marks allocated to the candidate need to be submitted to the University as Internal Assessment of MHS-4.

XII   STANDARD OF PASSING

- The passing percentage of theory courses is 40% and that of skill courses is 50 % in both the semesters separately.

- The overall grade of the B. Ed. (HI) programme will be calculated on the basis of totaling the theory and skill courses of both semesters. The grade marks and grade points are as follows:

Grade	Marks	Grade points
O	770 & above	7
A	660-769	6
B	605-659	5
C	550-604	4
D	495-549	3
E	470-494	2
F (Fail)	469 & below	1

R-_____

(a)   METHOD TO CARRY FORWARD THE MARKS

(i) A candidate who PASSES in the Internal Assessment but FAILS in the Semester End Examination of the Course shall reappear for the Semester End Examination of that Course. However, his/her marks of the internal assessment shall be carried over and he/she shall be entitled for grade obtained by him/her on passing of the complete course.

(ii) A candidate who FAILS in the Internal Assessment but PASSES in the Semester End

Examination of the course shall submit and reappear for the internal assessment in the form of related project for that course. However, his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on qualifying the course. The project will consist of 20 marks which will be divided into 10 marks for the documentation of the project given by the concerned teachers of the course and 10 marks for the viva related to the project. For passing the project combined marks of documentation and viva will be considered.

(b)   ATKT (ALLOWED TO KEEP TERM)

(i) A student shall be allowed to keep term for Semester II irrespective of number of heads of failure in **VI** and **VII** of the Semester I.

(ii) The result of Semester II shall be kept in abeyance until the student passes each of semesters-I, semester II.

(iii) A candidate who fails in part- A and/or part -B fully or partially is allowed to reappear only for a maximum of 3 consecutive attempts or three years whichever is earlier.

(iv)A candidate failing in part - A can reappear for the examination without putting in attendance for the instructional hours of that course/s. Candidate failing in part -B will be required to repeat 25% of practical of part -B as given by the concerned teacher by putting in 25% attendance.

Note: It is mandatory for every teacher of children with hearing impairment to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of education of children with hearing impairment in India. Hence, successful candidates of B.Ed. (HI) shall have to register their names with RCI. As continuous professional growth is necessary for the renewal of the certificate, the teachers in this field should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India.

11

CORE COURSES

Course code- MC-1

NATURE AND NEEDS OF VARIOUS DISABILITIES - AN INTRODUCTION

OBJECTIVES: **(60 Hours)**

After studying this paper, the student teachers are expected to

1   Understand the different concepts, characteristics, trends and issues in special education

2   Discuss the nature, types, characteristics and educational implications of sensory impairment

3   Discuss the nature, types, characteristics and educational implications of orthopedic conditions, and neurological dysfunctions.

4   Explain the nature, types, characteristics and educational implications of Intellectual Disabilities.

5   Explain the nature, types, characteristics and educational implications of Multiple Disabilities

6. Examine the nature, scope and issues in career education and rehabilitation of persons with special needs.

Course Content:

Unit 1 : Introduction   **(08 Hours)**

1.1   Impairment, Disability, Handicap: Concept and Characteristics

1.2   Exceptionally: Concept and Types

1.3   Special Education: Definition and History

1.4   Service Delivery Systems

1.5   Changing Trends and Issues in Special Education

Unit 2: Sensory Impairment (Visual Impairment and Hearing Impairment)   **(10 Hours)**

2.1   Hearing and Visual Impairment: .

2.2   Types of Hearing Impairment and Visual Impairment.

2.3   Etiological factors

2.4   Multi-sensory impairments and Associated Conditions

2.5   Educational Implications.

Unit 3: Locomotor Disabilities & Neurological Dysfunctions   **(10 Hours)**

3.1   Nature & needs of Orthopedic Conditions: Muscular Dystrophy, Spine Bifida, Osteogenesis Imperfecta, Poliomyelitis.

3.2   Nature & needs of Neurological Dysfunctions: Cerebral Palsy

3.3   Nature & needs of ADD and ADHD

3.4   Nature & needs of Leprosy-cured

3.5   Educational Implications

Unit 4: Intellectuel Déshabilites (LD, MR, PDD, Slow Learners)   **(14 Hours)**

4.1   Definition and Characteristics

4.2   Classification / Types

4.3   Etiological Factors

4.4   Treatment strategies for PDD

4.5   Educational Implications

Unit 5: Multiple Disabilities   **(08 Hours)**

5.1   Definition and Characteristics

5.2   Types / combinations

5.3   Etiological Factors

5.4   Treatment strategies for associated conditions

5.5   Educational Implications

Unit 6: Career Education and Rehabilitation   **(10 Hours)**

6.1   Habilitation and Rehabilitation: Concept, Nature and Need

6.2   Education for Independent Living

6.3   Transition from school to work, Vocational training and job opportunities

6.4   Legal issues in rehabilitation

6.5   Challenges and implications

Notional hours   **(60 Hours)**

- Observation/group activity on disability orientation for teachers
  in mainstream schools   20 hrs.
- Evaluating learning environment in mainstream schools   20 hrs.
- Visits to rehabilitation institutes and report writing.   20 hrs.

* Note: Mode of presentation will be in the form of report.

Reference books:

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.

- Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.

- Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.

- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.

- Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles

- Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.

- Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.

- Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.

- Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.

- Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH

- Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.

- Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.

- Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.

- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.

- Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.

- Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth.

Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.

- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.

- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.

- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.

Course code – MC-2

EDUCATION: A GLOBAL PERSPECTIVE

OBJECTIVES: **(60 Hours)**

After studying this paper, the students teachers are expected to :

1 Explain the nature, process and philosophy of education.

2 Spell out the aims and functions of general, special and inclusive education.

3 Describe the various systems of education with reference to general, special and inclusive education.

4 Discuss the various roles of educational agencies in India and abroad.

5 Analyze the role of educational system in the context of modern ethos like democracy, socialism and secularism.

6 Explain the emerging trends in general, special and inclusive education

Course Content

Unit 1: Nature, Process and Philosophy of Education **(10 Hours)**

1.1 Education: Its conceptual development – the delineation of its meaning in traditional and modern times.

1.2 Nature and Philosophy of Idealism, Naturalism, Pragmatism, Humanism and Constructivism

1.3 Nature and Philosophy of special education

1.4 Implications of Idealism, Naturalism, Pragmatism, Humanism and Constructivism in general and special education

1.5 Historical perspective of education in India & abroad.

Unit 2: Educational Aims **(10 Hours)**

2.1 Aims, functions and priorities of education

2.2 Aims, objectives and functions of special education

2.3 Direction and priorities of general and special education

2.4 Recent trends in general and special education in India

2.5 Education For All movement, Education through 21st century, NPE (1986); POA (1992), RCI Act (1992), IED Scheme, SSA (1992), PWD Act (1995), NT Act (1999), Biwako Millenium Framework, UNCRPD (2006), Right to Education Act, (2009) and its implications.

Unit 3: Inclusive Education   **(10 Hours)**

3.1   Concept and principles of inclusion: aims, functions, priorities; implications of educational philosophies on inclusive education

3.2   Continuum of educational services

3.3   Inclusive Education a rights-based model: Community linkages and partnerships for inclusion

3.4   History and current status of Inclusive education in India: strengths, limitations and issues.

3.5   Role of schools (regular/special) and teachers/educators (regular/special) in facilitating inclusive education

Unit 4: Education in the Social Context   **(10 Hours)**

4.1   Formal, Informal and Non – formal Education

4.2   Continuous and Life – long Education

4.3   Community Based Education

4.4   Open Learning, Distance Education with reference to General and Special Education

4.5   Value Oriented Education

Unit 5: Educational Agencies for National Development   **(10 Hours)**

5.1   Educational challenges for economic and socio – political development   .

5.2   Role of home, school, society and mass media

5.3   Role of Government and Non – Government agencies in general and special education. Example : MHRD, MSJ&E, NCERT, SCERT, National Institutes for Handicapped and various NGOs; International Non Government Organization (INGOs) like UNICEF, UNESCO, ACTIONAID, CBM,

5.4   Resource mobilization through funding agencies

5.5   Educational Concessions / facilities for persons with special needs.

Unit 6 : Education and the Modern Ethos   **(10 Hours)**

6.1   Democracy, Socialism and Secularism

6.2   Constitutional provisions in human rights

6.3   Equalization of educational opportunities: an overview strategies, schemes and laws in various countries.

6.4   Human resource development in education (RCI, NCTE, Open Universities, Teleconferencing, Continuing Rehabilitation Education Programs - CREs, National Institutes); NCF and its impact on Teacher Education.

6.5   Planning and management of human resources in education – teachers, volunteers,

parents, community; need for public-private partnerships.

	(60 Hours)
Notional hours:	

- Community Based Rehabilitation   20 hrs.
- Parental empowerment.   20 hrs.
  (one parental empowerment meeting in special school and one parent teacher association meeting

  will be presented in the form of report).
- Assignments (Minimum two assignments)   20 hrs.

Reference books

- Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.
- Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT.
- Bhat. B.D. (1996). Educational Documents in India. New Delhi Arya Book Depot.
- Bhatia, Kamala and Bhatia, Balder. (1997). The Philosophical and Sociological Foundations. New Delhi Doaba House.
- Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.
- Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
- Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literary by 2000.. New Delhi IAE Association.
- Mathew.S, *Education of children with hearing impairment*, Kanishka Publishers, New Delhi.

- Mohanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi Sterling publishers Pvt. Ltd.
- Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). Education in India Some critical Issues. New Delhi National Book Organisation.
- Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.
- Steven. B. (1998). School and Society. Sage Publications.
- Suresh. D. (1998). Curriculum and child development. Bhargava.

- Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
- Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.

Course code MC – 3

EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

Objectives   **(60 Hours)**

After studying this paper, the student trainees are expected to:

1. Explain the concepts and principles of growth and development.
2. Describe the various theories of learning and their implications to the disabled.
3. Explain the concepts of intelligence and aptitude in general and with specific reference to the PWDs.
4. Explain the concept of personality and mental health and their implications to the PWDs.
5. Define the meaning and techniques of guidance and counseling in general and with special reference to the PWDs.

Course content

Unit1: Introduction to Psychology   **(10 Hours)**

1.1   Definition, Nature, Scope, Branches of psychology and Methods for Investigating behavior

1.2   Educational psychology: scope and relevance to general and special education.

1.3   Motivation: definition and theories.

1.4   Sensation, attention and perception and thinking.

1.5   Implications of above with regard to specific disabilities.

Unit2: Growth and Development   **(10 Hours)**

2.1   Definitions, Principles and Theories of Growth and Development (Bronfentrinner, Piaget, Kohlley)

2.2   Influence of heredity and environment

2.3   Stages of development with reference to children with disabilities.

2.4   Developmental needs from infancy through adolescence.

2.5   Developmental delay and deviance.

Unit 3: Learning   **(10 Hours)**

3.1   Concept formation.

3.2   Learning: Definition, domains and factors affecting learning

3.3   Theories of Learning (Behavioral, Cognitive and Social)

3.4   Memory and Forgetting.

3.5   Implications of the above with regard to various disabilities.

Unit 4: Intelligence, Aptitude and Creativity   **(10 Hours)**

4.1   Definition of Intelligence and aptitude.

4.2   Theories of Intelligence (Spearman, Guildford, Thurstone and Gardner)

4.3   Concept of Creativity, its process, characteristics of creative people and teachers role in stimulating creativity.

4.4   Psychological Testing: Objectives, principles and tests of intelligence.
      aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT, DST, Passi/Baquer Mehdi,).

4.5   Implications of the above with regard to various disabilities.

Unit5: Personality   **(10 Hours)**

5.1   Definition, Theories and Assessments of Personality

5.2   Frustration and conflict

5.3   Mental health and signs and symptoms of maladjustment

5.4   Characteristics of childhood and adolescence (ADHD, CD, ODD, Anxiety disorders, Depressive disorder, Eating disorder).

5.5   Implications of disabilities in personality assessment.

Unit: 6: Guidance and Counseling   **(10 Hours)**

6.1   Definition and Scope of guidance and counseling, and role of parents and teachers in Rehabilitation.

6.2   Approaches and techniques of guidance and counseling with reference to various disabilities.

6.3   Discipline and Management of classroom behavior problems.

6.4   Vocational assessment, guidance and training.

6.5   Yoga and other adjunctive aids(music, dance, art and biblio therapy).

Notional hours: **(60 Hours)**

- Journal Preparation   15 hrs.
- Case study   15 hrs.

     (Mode of presentation in the form of report)

- Assignments, examinations and projects   30 hrs.

Reference books:

- Adams J.A. (1992). Learning and memory An introduction. Homewood, Illinois Dorsey Press.
- Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York : Academic Press,
- Butcher. H.]. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
- Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
- Guilford.].B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand.
- Hunter, Ian. M.R. (1994). Memory, London: Penguin Books.
- Keller. F.S. (1997). The Definitions of Psychology (Ed.,). New York: Appleton century.
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Course code MC– 4

EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

OBJECTIVES   **(60 Hours)**

After studying paper, the student teachers are expected to realize the following objectives

1. Understand the meaning and scope of educational management
2. Understand the concept and meaning of curriculum and instructional strategies and their implications for children with disabilities
3. Explain the concept, meaning, scope and types of educational technology
4. Describe the need and scope of educational research.
5. Discuss the meaning, scope and types of educational evaluation

Course content:

Unit 1: Educational Management   **(10 Hours)**

1.1 Educational management: meaning, need, scope, system approach, matrix management.

1.2 Concept and Principles of Institutional Planning and Management, Admission, School plan, Classification, Provisions, Records and report writing.

1.3 Staff: recruitment, development, appraisal

1.4 Institutional Organization, Administration, Inspection and Supervision and Mentoring in a school setting.

1.5 Types of Leadership and Organizational Climate in a school setting.

Unit2: Curriculum   **(10 Hours)**

2.1 Definition, Meaning, Principles and types of Curriculum.

2.2 Principles of curriculum development and disability wise curricular adaptations.

2.3 Curriculum planning, implementation and evaluation-implications for disabilities and role of teachers.

2.4 Importance and types of co-curricular activities and its linkage with curricular activities.

2.5 Disability wise Adaptations of co-curricular activities.

Unit3: Instructional Strategies **(10 Hours)**

3.1   Theories of instruction – Bruner and Gagne.

3.2   Approaches to instruction –cognitive, behavioral, and eclectic

3.3   Instructional Design - Macro / Micro designs**.**

3.4   Individual, peer, small group, large group instructions**.**

3.5   Teaching materials-aids and appliances, other equipments and their development

3.6   Models of teaching – concept and scope, Concept Attainment Model, Development Model, Role Play Model

Unit 4: Educational Technology **(10 Hours)**

4.1   Educational Technology: Concept and Scope, Objectives, planning and implementation; ICT**.**

4.2   Role & Types of Audio-visual aids in teaching; Use of Multi-media in education of students with special needs.

4.3   Individualized Instruction: Programmed Instruction, Computer Assisted Instruction and Interactive Learning.

4.4   Environmental modifications and use of assistive technology and Barrier free environment for Persons with Disabilities.

4.5   Teaching learning materials: Importance, need and guidelines on use with reference to various disabilities

Unit 5: Educational Research **(10 Hours)**

5.1   Educational Research: need and scope

5.2   Principles of Research in Education

5.3   Tools of Research

5.4   Types of Research: Fundamental, Applied & Action

5.5   Overview of research studies in special education in India

Unit 6: Educational Evaluation **(10 Hours)**

6.1   Meaning, scope and types of evaluation; changing trends in educational evaluation.

6.2   Types of Tests: tools & techniques of conventional & alternate evaluation.

6.3   Characteristics of a good test, construction of test, items for CRT, NRT, Teacher Made Test;

6.4   Descriptive statistics, Measures of central tendency (Mean, Median, Mode), Measure of variability (Standard Derivation, Quartile Deviation)

6.5   Inferential statistics, correlation, rank order correlation, construction of different graphs and diagrams. Presentation of data through graphs, tables & diagrams – need & importance.

Notional hours: **(60 Hours)**

  • Adaptation of teaching strategies and evaluation.   20hrs.

  • Execution of lesson in special schools (5 lessons)   20 hrs.

  • Execution of lesson in mainstream schools including planning time (5 lessons) 20 hrs.

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SPECIALIZATION COURSES

Course Code MH-1

FACILITATING DEVELOPMENT OF LANGUAGE AND

COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT

Objectives   **(60 Hours)**

After studying this paper, the student teachers are expected to be able to:

1. Describe the importance, nature, scope and development of language and communication

2. Explain various methods, principles and techniques of language teaching / development

3. Discuss the roles and responsibilities of the various functionaries in language development

4. Describe various models and methods to develop and assess literacy skills.

5. Describe the need, theoretical base, types, tools and techniques of language assessment.

Course content

Unit 1: Communication and Language   **(12 Hours)**

1.1   Definition, nature and scope of communication.

1.2   Definition, nature and functions of language

1.3   Biological and psychological foundations of language

1.4   Prerequisites and phases of language development

1.5   Concept of critical period and early intervention for language acquisition

Unit 2: Communication Methods and Techniques   **(12 Hours)**

2.1   Principles of developing language in children with hearing impairment

2.2   Options in Linguistic Communication for children with hearing impairment

        (Philosophy, justification, advantages & disadvantages, types & programmes in India)

        a) Oralism -Auditory Oral Education, Auditory Verbal Education (Unisensory and Multi-sensory Approaches)

        b) Total Communication (simultaneous use of speech and Sign System)

        c) Educational Bilingualism (use of Sign Language and literacy of verbal language)

2.3   Methods of teaching language to children with Hearing Impairment

        a) Natural method: Concept and the principles (Groht- 1977 & others)

b) Structural method: Concept and the principles (e.g. Fitzerald key and APPLE TREE)

c) MRM and Other Combined Method: Concept & Principles (Uden 1977 and others)

2.4 Techniques of teaching language to children with Hearing Impairment:

a) News/Conversation	**b)** Story telling	**c)** Directed activity
d) Visit	**e)** Free play	**f)** Picture description
g) Dramatization	**h)** Poems	**i)** Unseen passages

2.5 Role of language Text Books in School Education with special reference to children with hearing impairment

Unit 3: Role of Functionaries   (12 Hours)

3.1 Functionaries: Families, professionals / Para-professionals community and media

3.2 Role of Parent-teacher partnership and team work in the process of language development

3.3 Importance and methods of parent guidance, counseling and home-training

3.4 Sociological implications: attitudes of siblings, peers, parents, teachers and community

3.5 Community awareness and role of care givers in day and residential special and inclusive set up.

Unit 4: Literacy: Reading and Writing   (12 Hours)

4.1 Literacy: meaning, concept, pre requisites and challenges in development

4.2 Reading in children: Importance, need and readiness skills

4.3 Development of Reading skills at different levels

    a) Models of reading (Top Down, Bottom-Up & Interactive)

    b) Classification of Reading –

        1) Functional, Recreational, Remedial and Developmental

        2) Loud Reading, Silent Reading

    c) Methods of Teaching Reading - Traditional and modern Methods.

    d) Development of independent reading comprehension

4.4 Writing in children: Importance, need and readiness skills

4.5 Development of writing skills at different levels

    a) Prewriting skill development

    b) Methods of development of writing {look and write: copying, listen and write: dictation, prompted writing, memorized writing, independent, spontaneous writing}

    c) Assessment of writing

Unit 5: Assessment of language at different levels   **(12 Hours)**

5.1   Meaning, definition and scope and areas of language assessment

5.2   Language assessment & language text book examination: Similarities and Differences

5.3   Types of assessment and selection of tests (Standardized/ formal, informal tests)

5.4   Teacher Made Tests at different levels

5.5   Classroom assessment techniques: Conventional and modern

      5.5.1 Knowledge based, language based questions

      5.5.2 Open ended, close ended questions

      5.5.3 Direct, Indirect, inferential questions

Notional hours: **(30 Hours)**

- Language Assessment of children with hearing impairment   15 hrs.
- Language and communication skills of teacher trainees   15 hrs.

Note: Mode of presentation for all the above will be in the form of report writing.

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Course code MH-2

AURAL REHABILITATION

Objectives   **(60 hours)**

After studying this paper, the student teachers are expected to be able to:

1. Describe the Anatomy and Physiology of the ear

2. Understand the operation of an Audiometer and its use in the assessment of hearing loss in adults, infants and children.

3. Explain the functions, types and parts of hearing aids

4. Understand the use of hearing aids to compensate for the hearing impairment and development of language

5. Discuss the concept, need and stages of auditory training to facilitate development of spoken language

6. Understand concepts involved in setting up of classroom for CHILDREN WITH HEARING IMPAIRMENT

7. Link the above with educo- audiological issues and decision making.

Course Content

Unit 1: Hearing and Hearing Impairment   **(12 Hours)**

1.1. Basic Anatomy and Physiology of hearing mechanism including central mechanism

1.2. Classification of hearing impairment (hard of hearing, deaf, prelingual, post lingual, sensorineural, conductive, Functional, Central hearing loss)

1.3. Causes of Hearing loss- prenatal, perinatal, postnatal causes, prevention of hearing loss (importance, levels, strategies, role of GOs and NGOs)

1.4. Early identification of hearing loss- its importance, tests (subjective and objective) and other methods available

1.5. Impact of earlier identification / intervention on overall development.

Unit 2: Audiometry   (12 Hours)

2.1   Sound, propagation of sound and parameters of sound, zero dB reference for pressure & power

2.2   Pure tone audiometry and speech audiometry, basics of masking — parts and use of audiometer.

2.3   Free field audiometry, aided and unaided audiograms

2.4   Interpretation of audiogram, concept of speech banana, basic and educational implications

2.5   Case reports and their interpretation in relation to educational decision making like mode of communication, type of educational setting and educational goal setting etc.

Unit 3: Amplification Devices and Cochlear implant   (12 Hours)

3.1   Parts of a hearing aid, their functions

3.2   Types and trouble shooting of hearing aids / ALDs, (Body worn, B.T.E., in the ear and Programmable hearing aid); and Parameters for determining functioning of Hearing aids

3.3   Importance of ear moulds, Types of ear moulds

3.4   Cochlear Implants: parts and functions, basic criteria for candidacy.

3.5   Training parents regarding use, care and maintenance of hearing aids and moulds.

Unit 4: Setting up of and Audiological Management of special & inclusive classrooms (12 Hrs)

4.1   Setting up of a classroom for children with hearing impairment and Classroom acoustics: S/N ratio, ways to improve it

4.2   Adjustments of children with various degrees of loss in one group

4.3   Classroom amplification devices, Group: hard-wire system, induction Loop system, FM system, infrared system, Individual: speech trainer

4.4   Care and Maintenance of all group hearing aid systems

4.5   Comparison between group hearing aid systems and individual hearing aids

Unit 5: Auditory Training   (12 Hours)

5.1   Auditory training: definition, meaning and scope, and benefits of auditory training, 6 sound test.

5.2   Stages of Auditory Training-Detection, discrimination, identification, comprehension using gross sounds, environmental sounds and speech.

5.3   Discrimination and comprehension of non speech and speech sounds using segmental, non segmental and supra segmental features.

5.4   Importance of Auditory training in the comprehension of spoken language.

5.5   'Auditory learning', listening training and uni-sensory approaches

Notional hours: **(30 Hours)**

• Identifying parts of the ear from the model/ picture of ear   3 hrs

• Identifying different sounds / noise makers   3 hrs

• Identifying parts of the audiometer   3 hrs

• Pediatric assessment (observation 2 cases)   2 hrs

• Conditioning and play audiometry (observation 3 cases)   3 hrs

• Orientation to aided and unaided audiograms   3 hrs

• Audiogram interpretation (10 audiograms- unaided and aided)   3 hrs

• Observation of H/A selection procedure   3 hrs

• Observation of ear mould making   4 hrs

• Observation of intervention session with Cochlear Implant   3 hrs

Reference books

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Course code MH-3

INTRODUCTION TO SPEECH AND SPEECH TEACHING TO THE CHILDREN WIRH HEARING IMPAIRMENT

Objectives   **(60 Hours)**

After studying this paper, the student teacher is expected to realize the following objectives:

1) To acquaint the student teacher with the Anatomy and Physiology of the Speech mechanism.

2) To acquaint the student teacher with the normal development of speech.

3) To acquaint the student teacher with the development of speech in a child with hearing impairment.

4) To acquaint the student teacher with the disorders in the speech of children with hearing impairment.

5) To acquaint the student teacher with methods of assessment of speech in children with hearing impairment.

6) To acquaint the student teacher with methods of correcting the speech errors of the children with hearing impairment, individually and in the classroom.

Course Content

Unit 1: Speech Mechanism   **(12 Hours)**

1.1   Definition and functions of Speech

1.2   Anatomy and Physiology of the Respiratory, Phonatory, Articulatory, Resonatory systems and Regulatory Mechanism

1.3   Speech as an overlaid function

1.4   Mechanism of breathing , breathing for speech

1.5   Prerequisites for the production of speech.

Unit 2: Normal Speech- Reception and Production   **(12 Hours)**

2.1   Characteristics of Speech, parameters of speech

2.2   Segmental, Non Segmental and Supra Segmental aspects of speech (voice, duration, pitch, loudness, quality, rhythm, rate, intonation, stress, accent, phrasing, pause)

2.3   Speech intelligibility: meaning, assessment and improvement

2.4   Multi- sensory speech reception – hearing and vision, hearing and touch, vision and touch.

Unit 3: Phonetics   **(12 Hours)**

3.1   Definition of phonology and phonetics

3.2   Description and classification (vowels, consonants and diphthongs) of speech sounds

3.3   Introduction to IPA with reference to phonemes of regional languages

3.4   Relevance of Phonetics in the correction of speech of children with hearing impairment

3.5   Speech Profile of typical Indian children with hearing impairment.

Unit 4: Speech Perception, production and Evaluation   **(12 Hours)**

4.1   Perception of Speech in children with and without Hearing Aid.

4.2   Development of speech in a child with and without hearing impairment

4.3   Description and classification of speech errors present in the speech of a child with hearing impairment (Problems related to voice, articulation and supra segmental)

4.4   Assessment of voice, articulation and supra-segmental– (vocalization, duration, loudness, pitch and voice quality, vowels, consonants, diphthongs). Technology for speech assessment.

4.5   Planning for correction of the errors detected. (Lesson Plan)

Unit 5: Teaching Speech   **(12 Hours)**

5.1   Models and approaches of speech teaching – Dr Ling's model, Auditory global approach, Multisensory syllable unit approach, Auditory verbal therapy

5.2   Consonant and vowel correction: Place, Manner and voicing

5.3   Technology for teaching and correction of speech (Auditory, visual, tactile- electronic/ computer assisted)

5.4   Individual speech teaching and classroom speech teaching activities (preschoolers/primary and secondary school going children with hearing impairment.)

5.5   Role of parents in development and maintenance of intelligible speech in children with hearing impairment.

Notional hours: **(30 Hours)**

- Recording speech of non impaired two children, two children with hearing impairment 4 hrs.

- Identifying various parameters of speech of the hearing impaired by listening to Tapes 6 hrs.

- Varying own speech parameters/ recording   2 hrs.

- Labeling parts of speech systems   1 hrs.

- Making diagrams of saggital sections of sounds in own language   3 hrs.

- Word lists for sounds of own language (with pictures in IMF)   4hrs.

- Group observation of speech screening of 3 children   3hrs.

- Handling aids and equipments (observation)   4hrs.

- Observation (group speech teaching) 3 group lessons   3hrs.

Reference books:

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APPLIED COURSE

Course code MA-1

Subject Teaching

Section –A: Science and Mathematics

Section-B: Social science

Objectives: **(60 Hours)**

 After studying this paper, the student teachers are expected to be able to :

1) Describe the significance of teaching the school subjects.

2) Explain the objectives and methods of teaching school subjects.

3) Discuss the co-curricular and curricular activities related to school subjects.

4) Demonstrate skills in planning, execution and evaluation of the school subjects.

5) Display skills in preparation and use of instructional materials.

6) Demonstrate skills in linking various school subjects together for the general knowledge building

SECTION A: SCIENCE AND MATHEMATICS

Unit: 1 Place in the curriculum and life   **(6 Hours)**

1.1   Importance of teaching science and mathematics

1.2   Objectives and specifications of teaching the subject at different levels

1.3   Correlation of science and maths with other school subjects: internal &external

1.4   Roles & duties of subject teachers in teaching the subjects at different educational programmes

1.5   Scientific approach to learning.

Unit2: Approaches to teaching science and mathematics   **(10 Hours)**

2.1   Maxims of Teaching:

2.2   Methods of Teaching: Importance, procedure, advantages and limitations of

    a) Lecture –cum-demonstration,   **b)** Laboratory,   **c)** Heuristic, **d)** Project,

    e) Inductive-deductive,   **f)** Analytic-synthetic, **g)** Problem solving method

2.3 Techniques of teaching: Importance, procedure, advantages and limitations of

    a) Dramatization, role play,   **b)** Programmed learning,   **c)** Group study,

    d) Self study   **e)** Story telling,   **f)** Team teaching,

    g) Simulated teaching,   **h)** Drill techniques (Maths)

2.4 Instructional Materials for teaching-learning: Types and importance of -

    a) Audio aids   **b)** Visual aids,   **c)** Projected aids,

    d) Non projected aids,   **e)** Audio visual aids

 2.5 Criteria for evaluation of instructional materials

## Unit 3: Lesson Planning and Evaluation   (10 Hours)

3.1 Year plan, Unit plan, Lesson, plan: Planning and development

3.2 Evaluation of students in science and math's: Concept, types, techniques (oral, written, practical), strengths and limitations

3.3 Diagnostic evaluation for teaching Maths & Science: Nature and importance

3.4 Tools for evaluation: **(i)** Teacher made tests (Development), **(ii)** rating scales,

                (iii) checklists,   **(iv)** Observation

3.5 New Trends in evaluation: performance based evaluation, alternate evaluation, knowledge based evaluation

Unit4: Curriculum and Text book   (6 Hours)

4.1 Organization of content on the basis of **a)** Concentric **b)** Topical **c)** Historical

4.2 Content study of science and maths syllabus (VII to X)

4.3 Co-curricular activities: Importance, use and types

4.4 Science Laboratory: Importance and establishment

4.5 Adaptations and accommodations required for teaching the children with hearing impairment

SECTION-B: SOCIAL SCIENCE

Unit: 1 Place in the curriculum and life   **(6 Hours)**

1.1   Importance of teaching social science

1.2   Objectives and specifications of teaching the subject at different levels

1.3   Correlation of social science with other school subjects: internal &external

1.4   Roles & duties of social science teachers in teaching the subjects at different educational programmes

1.5   Scientific approach to learning

Unit2: Approaches to teaching social science(10 Hours)

2.1   Maxims of teaching social science

2.2 Methods of Teaching: Importance, procedure, advantages and limitations of

   a) Lecture –cum-demonstration,   **b)** Discussion,   **c)** source,   **d)** Project,

   e) Problem solving,   **f)** concept based   **g)** regional,   **h)** journey,

   i) Demonstration   **j)**cooperative and collaborative methods   **k)** comparative

2.3   Techniques of teaching: Importance, procedure, advantages and limitations of

   a) Dramatization, role play, **b)** Programmed learning , **c)** Group study
   (seminar & workshops), **d)** Self study (supervised, Assisted) **e)** Story
   telling, **f)** Team teaching,

   g) Stimulated teaching, **h)** e- learning (online, offline)

2.4   Instructional Materials for teaching-learning social science : Types and importance of

   a) Audio aids **b)** Visual aids, **c)** Projected aids, **d)** Non projected aids, **e)** Audio visual aids

2.5   Criteria for evaluation of instructional materials

Uniit3: Lesson Planning and Evaluation   **(6 Hours)**

3.1   Year plan, Unit plan, Lesson plan: Planning and development

3.2   Evaluation of students in social science: Concept, types, techniques
       (oral, written), strengths and limitations

3.3   Diagnostic evaluation for teaching social Science: Nature and importance

3.4   Tools for evaluation: **(i)** Teacher made tests (Development), **(ii)**
       rating scales, **(iii)** checklists, **(iv)** Observation, **(v)** projects

3.5   New Trends in evaluation: performance based evaluation, alternate evaluation,
       knowledge based evaluation

Unit4: Curriculum and Text book   **(6 Hours)**

4.1   Organization of content on the basis of a) Concentric b) Topical c) Historical

4.2   Content study of social science syllabus (VII to X)

4.3   Co-curricular activities: Importance, use and types

4.4   Remedial teaching

4.5   Adaptations and accommodations required for teaching social science the

       children with hearing impairment.

Notional hours	**(30 Hours)**
• Micro teaching	20 hrs.
• Observation in other schools(M.R., V.I. and others)	05 hrs.
• Observation in mainstream schools	05 hrs.

D.   Master Plan
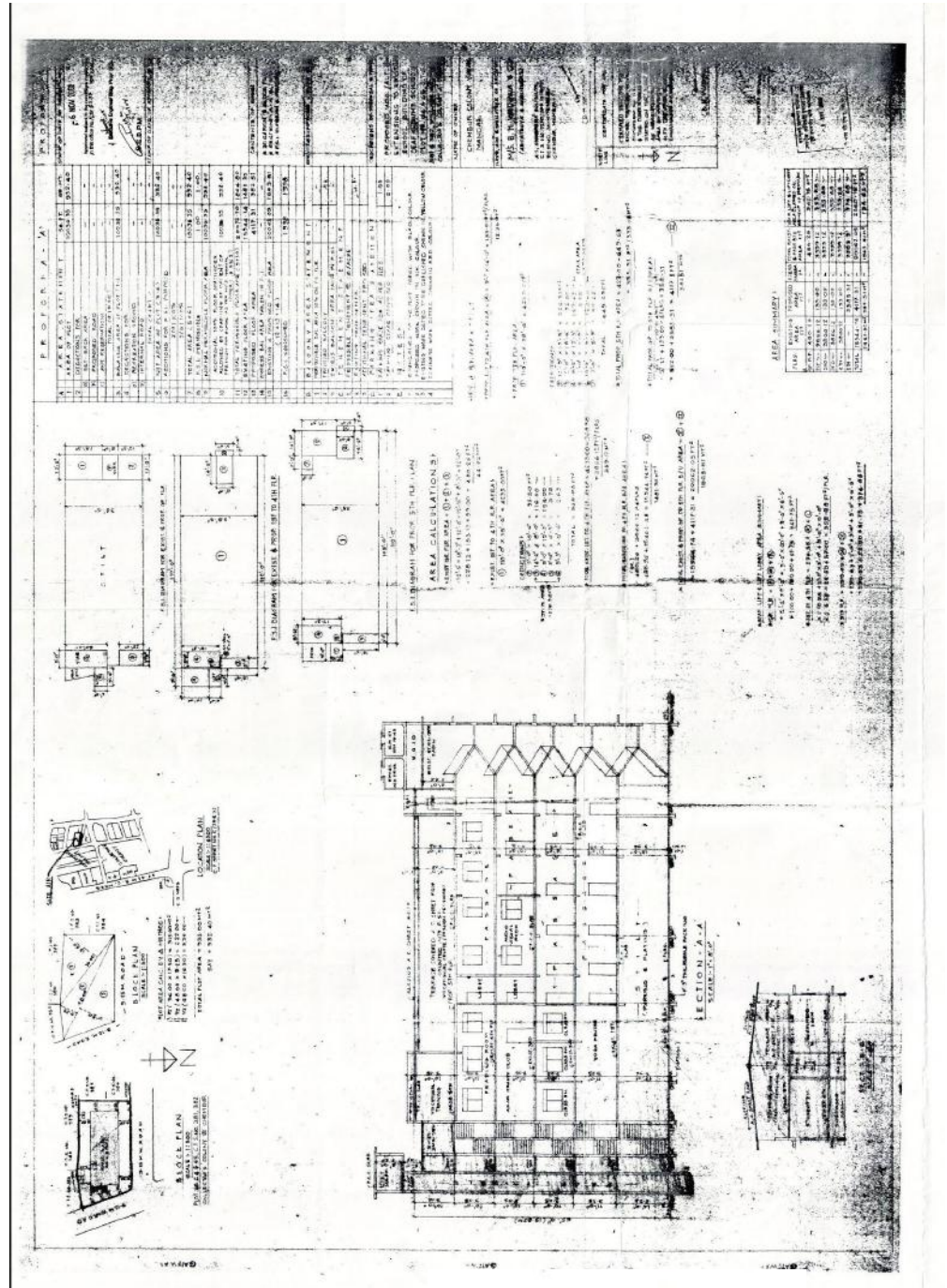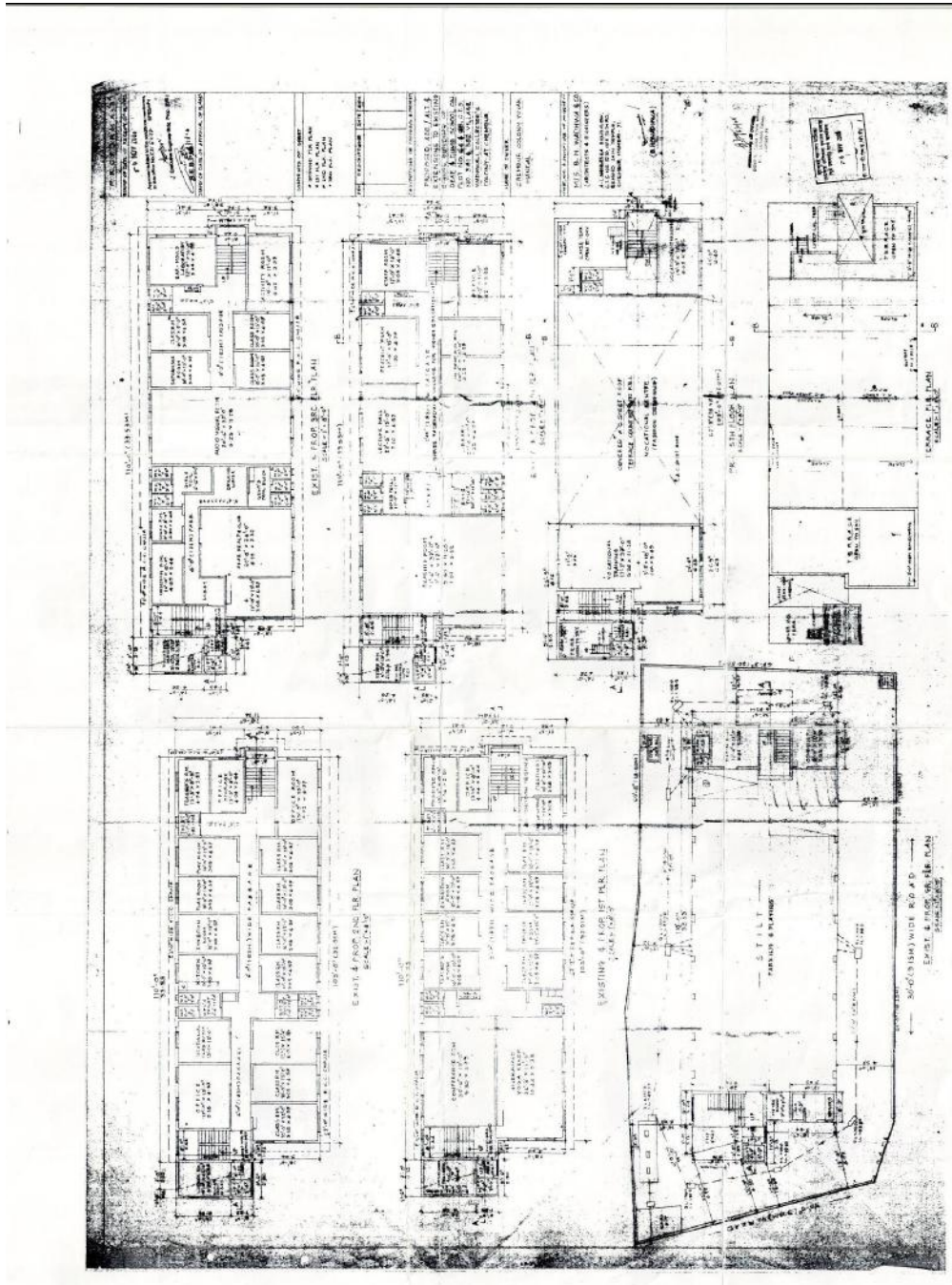
E.   Sample Feedback

CCYM's HASHU ADVANI COLLEGE OF SPECIAL EDUCATION

STUDENT EVALUATION OF LIBRARY SERVISES

YEAR _____

Please circle the appropriate response from BEST (5) to WORST (1). DO NOT write your name.

Library Services

#	Parameter	5	4	3	2	1
1	Reading Space					
2	Academic Reading Material					
3	Non academic reading material					
4	Journals and reference material					
5	Material in Marathi / English					
6	Cataloguing & records					
7	Internet services					
8	Cleanliness / neatness					
9	User friendly for students					
10	Library policy (borrowing, fine etc)					

Librarian

#	Parameter	5	4	3	2	1
1	Is Efficient worker					
2	Is Approachable for guidance					
3	Is Regular and punctual					
4	Has good social and communication skills					
5	Facilitates liking for reading and library					
6	Attempts innovative library activities					
7	Understands special education issues					

PRINCIPAL
CHEMBUR COLONY YUVAK MANDAL'S
Hashu Advani College of Special Education
64/65, Collector's Colony, Chembur,
Mumbai - 400 074

HASHU ADVANI COLLEGE OF SPECIAL EDUCATION
STUDENT EVALUATION OF THE FACULTY,
Academic Year 2014 - 15

Date:
FACULTY NAME: _____

	PARAMETERS	RATINGS (5 point Scale) Most Satisfactory ⟶ Least Satisfactory				
A)	**Teaching style**	01	02	03	04	05
1)	Brushes previous knowledge before staring					
2)	Maintains focus of the topic					
3)	Supplements teaching with use of black board/audio - visual					
4)	Holds class discussion making teaching interactive					
5)	Gives clear feedback to answers					
6)	Teaches at appropriate speed					
7)	Distributes detailed or outlined notes on subject matter					
8)	Explains points adequately / well					
9)	Designs quizzes / examination / assignments / projects appropriately					
10)	Sums up at the end and announces next topic in advance					
A)	**Professionalism**					
1)	Is regular					
2)	Is punctual					
3)	Shows no favour or bias					
4)	Gives prompt & clear feedback after examination					
5)	Deals appropriately with multilingual group of students					
6)	Is accessible in & out of the class (includes availability of the teacher to motivate outside class discussion					
7)	Shows appropriate reference material / works					
8)	Communicates clearly and effectively					
9)	Has good command over language/s used for lecture					
10)	Helps link theory with practice					

Total Score: _____

PRINCIPAL
CHEMBUR COLONY YUVAK MANDAL'S
Hashu Advani College of Special Education
64/65, Collector's Colony, Chembur,
Mumbai - 400 074

F.   Audited Income and Expenditure

Report of an auditor relating to accounts audited under sub-section (2) of section 33 & 34 and rule 19 of the Bombay Public Trusts Act.

Registration No: E-1994

Name of Public Trust :- CHEMBUR COLONY YUVAK MANDAL.

For the year ending 31st MARCH 2014

(a) Whether accounts are maintained regulary and in accordance with the provisions of the Act and the rules ;	Yes
(b) Whether receipts and disbursements are properly and correctly shown in the accounts ;	Yes
(c) Whether the cash balance and vouchers in the custody of the manager or trustee on the date of audit were in agreement with the accounts ;	Yes
(d) Whether all books, deeds, accounts, vouchers or other documents or records required by the auditor were produced before him ;	Yes
(e) Whether a register of movable and immovable properties is properly maintained, the changes therein are communcated from time to time to the regional office , and the defects and inaccuracies mentioned in the previous audit report have been duly complied with ;	Yes
(f) Whether the manager or trustee or any other person required by the auditor to appear before him did so and furnished the necessary information required by him ;	Yes
(g) Whether any property or funds of the Trust were applied for any object or purpose other than the object or purpose of the Trust ;	No
(h) The amounts of outstandings for more than one year and the amounts written off, if any ;	Nil
(i) Whether tenders were invited for repairs or construction involving expenditure exceeding Rs. 5000/-	Quotations were called for and construction was taken up departmentaly
(j) Whether any money of the public trust has been invested contrary to the provisions of Section 35 ;	No
(k) Alienations , if any , of the immovable property contrary to the provisions of Section 36 which have come to the notice of the auditor ;	No
(l) All cases of irregular , illegal or improper expenditure , or failure or omission to recover monies or other property belonging to the public trust or of loss or waste of money or other property thereof , and whether such expenditure , failure , omission , loss or waste was caused in consequence of breach of trust or misapplication or any other misconduct on the part of the trustees or any other person while in the management of the trust ;	Nil
(m) Whether the budget has been filed from provided by rule 16 A ;	No
(n) Whether the maximum and minimum number of the trustees is maintained ;	Yes
(o) Whether the meetings are held regularly as provided in such instrument ;	Yes
(p) Whether the minutes book of the proceedings of the meeting is maintained ;	Yes
(q) Whether any of the trustees has any interest in the investment of the trust ;	No
(r) Whether any of the trustees is a debtor or creditor of the trust ;	No
(s) Whether the irregularities pointed out by the auditors in the accounts of the previous year have been duly complied with by the trustees during the period of audit ;	N.A
(t) Any special matter which the auditor may think fit or necessary to bring to the notice of the Deputy or Assistant Charity Commissioner.	Notes to Accounts and Accounting policies forming part of I&E A/c and BalanceSheet

For S. V. Mauskar
Chartered Accountant

Date : 3 - SEP 2014

(S.V.Mauskar -Proprietor)
Auditor

Place: MUMBAI

PRINCIPAL
CHEMBUR COLONY YUVAK MANDAL'S
Hashu Advani College of Special Education
64/65, Collector's Colony, Chembur,
Mumbai - 400 074.

Bombay Public Trust Act, 1950

SCHEDULE - VIII

PRINCIPAL
CHEMBUR COLONY YUVAK MANDAL'S
Hashu Advani College of Special Education
64/65, Collector's Colony, Chembur,
Mumbai - 400 074.

Registration No: E-1994-

Name of the Public Trust : Chembur Colony Yuvak Mandal

HASHU ADVANI COLLEGE OF SPECIAL EDUCATION
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING MARCH 31ST, 2014

2012-2013	EXPENDITURE	2013-2014		2012-2013	INCOME		2013-2014
3500670.00	To Salary to Staff out of Grant	4931437.00			By Rent (accured)		
	Yearly Salary				(realised)		
	P.F. Contribution						48936.00
	P.T. Contribution			37703.00	By Interest		
	To Salary to Visiting Lecturers				(accured)		
	To Salary to Sweeper				(realised)		
					on F. D.		
	To Remuneration to Trustees	0.00		12846.00	On Loans		7930.00
	To Remuneration (in case of a math)	2247.00			On Bank Account :-		
	to the head of the math,inclu- ding his				(BANK INTEREST)		
	household Exp.,if any	0.00		89.00	By Misc. Receipt		15.00
	To Professional Fees	38675.41			By Dividend		
2294.00	TO Audit Fees						
	TO Income Tax			94539.50	By Income from other Sources		31137.00
	To Contribution and Fees				(Sch-VIII)		
48005.26	To Depreciation (Sch-VII)			3500670.00	Salary Grant from Dept.	4931437.00	
					Add:Tution Fees	128272.00	
					Add:Int. on Salary A/c.	114.00	
					Les: Bank Charges	224.00	
					Add: Admission Fees	480.00	
					Less: Transferred to Dept of High. Sec.	128642.00	4931437.00
702750.89	To Exp. In Objects of the Trust(Sch-II)	62841.71		605872.65	By Expenses Compensated by Trust		577746.12
4251720.15	Total Rs.	5597201.12	0.00	4251720.15	Total Rs.........	0.00	5597201.12

As per report of even date
For S. V. MAUSKAR
Chartered Accountants

(S.V.MAUSKAR- Proprietor)
3 - SEP 2014

CHEMBUR COLONY YUVAK MANDAL

President   Treasurer   Secretary

Bombay Public Trust Act,1950

Name of the Public Trust : : Chembur Colony Yuvak Mandal
HASHU ADVANI COLLEGE OF SPECIAL EDUCATION

SCHEDULE - IX
[Vide Rule 17 (1)]

Registration No: E-1994

BALANCE SHEET FOR THE PERIOD ENDING MARCH 31ST, 2014

2012-2013	FUNDS & LIABILITIES	2013-2014		2012-2013	PROPERTY & ASSETS	2013-2014	
	Trusts Funds or Corpus & Other Funds:-				**FIXED ASSETS**		
6,500.00	Balance as per last Balance Sheet(Sch-IV)	6,500.00		177,522.59	Balance as per last B.S. (Sch-IV)	177,522.59	
-	Additions during the year				Additions during the year	149,874.00	
					Less: dep. During the year	38,675.41	288,721.18
	Other Funds:-				**UNIVERSITY RESERVE FUND**		
117,782.80	L. D. Project Balance as per last Balance Sh	117,782.80		416,130.55	Bal. As per last B.S.	416,130.55	
	Add: During the year.	97,295.00			Add: During the year	100,000.00	516,130.55
	Less: Utilized during the year	132,888.00	82,189.80		**DEPOSITS:**		
	ADVANCE			2,280.00	M.T.N.L.	2,280.00	
933,530.77	Balance as per Last B.S.	933,530.77		1,270.00	Reliance	1,270.00	3,550.00
	Add: Additions during the year	703,500.00			**AMOUNTS RECEIVABLE:(Sch. IX)**		
	Less: Compensation during the year	577,746.12	1,059,284.65	449,719.00	Bal. As per last B.S.	449,719.00	
	CURRENST LIABILITIES:(Sch. X)				Add: During the year	101,622.00	
333,277.00	Balance as per last B.S.	333,277.00			Less: During the year	203,643.00	347,698.00
	Add: During the year.	5,322,649.00			**CASH & BANK BALANCE:**		
	Less Paid during the year	5,265,107.00	390,819.00		Cash in Hand		
				3,115.00	Cash at Union Bank	4,163.00	
				1,544.00	Cash at Canara Bank - 36516	1,607.00	
				97,060.00	Cash at Canara Bank-36517	62,217.00	
				1,243.00	Cash at Jankalyan Bank-10715	1,294.00	
				208,604.00	Cash at Bank of Maharashtra	276,097.00	
				32,602.43	Cash at Jankalyan Bank	37,315.72	382,693.72
1,391,090.57			1,538,793.45	1,391,090.57	Total Rs...........		1,538,793.45

As per our report of even date

For S. V. MAUSKAR
Chartered Accountants

(S.V.Mauskar)

3 - SEP 2014

PRINCIPAL
CHEMBUR COLONY YUVAK MANDAL'S
Hashu Advani College of Special Education
64/65, Collector's Colony, Chembur,
Mumbai - 400 074.

The above Balance Sheet to the best of my/our belief containts a ture account of the Funds and Liabilities and of the Property and Assets of the Trust.
For Chembur Colony Yuvak Mandal

President   Treasurer   Secretary

Name of the Public Trust : Chembur Colony Yuvak Mandal
FOR THE YEAR ENDED 31/03/2014
Object of the Trust : Schedule - II

31.03.2013	Particulars	CONSOLIDATED 31.3.2014	Activitywise Total
40800.40	To Printing & Stationery	81,152.00	
13273.00	" Conveyance	10,883.00	
7017.00	To Competitions	5,199.00	
600.00	To Advertisement	-	
19189.00	To Miscellaneous	16,293.00	
5511.00	To Sports Competition	26,160.00	
0.00	To Staff Welfare	19,214.00	
3153.00	" Water Charges	25,758.00	
32555.00	To Sports Equipment	-	
0.00	To Students Welfare	14,210.00	
1880.00	To Exp. For Garden	620.00	
12539.00	To Library	4,519.00	1,519,953.50
2994.00	To News Paper & Periodicals	3,590.00	
49112.00	" Conveyance	70,523.00	
14832.00	To Electricity Charges	14,025.00	
5209.00	To Audio Visual Aids	2,500.00	
44634.20	To Printing & Stationery	57,134.00	
1000.00	To Provisional Eligibility Fees	1,000.00	
368.00	" Function & Festival	520.00	
2046.00	" Miscellaneous	4,658.00	
45799.00	To Repairs & Maintenance	20,233.00	
5811.00	To Postage	4,049.00	
25550.00	To Exam & Enrolment Fees	9,150.00	
8411.60	" Sanitation	6,715.00	
7297.50	To Students Welfare	1,425.00	
600.00	To Bank Charges	1,474.71	
12239.50	To Aramh Exp.	-	
37780.00	To RCI-CRE Expenses	11,510.00	
1150.00	To Parent Training Programme	1,700.00	
11021.00	To Teaching Tour	1,432.00	
3035.00	To Revaluation Fees	1,670.00	
73000.00	To Affiliation Fees	20,000.00	
6300.00	To Advertisement	9,123.00	
2895.00	To Refreshment	75.00	
0.00	To First Aid		
53729.09	To Library	62,489.00	
23109.90	" Telephone	25,344.00	
1064.00	To University Contribution	560.00	

PRINCIPAL
CHEMBUR COLONY YUVAK MANDAL'S
Hashu Advani College of Special Education
64/65, Collector's Colony, Chembur,
Mumbai - 400 074.

Name of the Public Trust : Chembur Colony Yuvak Mandal
FOR THE YEAR ENDED 31/03/2014
Object of the Trust : Schedule – II

31.03.2013	Particulars	CONSOLIDATED 31.3.2014	Activitywise Total
4910.00	To Staff Welfare	2,000.00	
232060.00	To Salary	251,296.00	
1500.00	To RCI Reg. Fee		
15000.00	To RCI INSPECTION Exp.	15,000.00	
5294.00	To Teaching Aids & Toys	3,146.00	
5000.00	To B.Ed L D (RCI Inspection)Fees	22,500.00	624,841.71
230.00	To Miscellaneous	0.00	
1987.00	To Printing & Stationery	6,890.00	
0.00	To Electricity Charges	-	
355725.00	To Salary	396,565.00	
0.00	" Water Charges	-	
15058.00	To Repairs & Maintenance	45,549.00	
500.00	To Vocational Course Reg. Fees	500.00	
3063.00	To Teaching Aids & Toys	152.00	
2939.00	" Conveyance	3,127.00	
60.00	" Sanitation	-	
6516.00	" Telephone	6,322.00	
337.50	To Bank Charges	1,111.04	
	To Book Buinding Exp.	1,088.00	
216356.50	To Booque Project& Project Exp.	182,251.00	
12487.50	To Fasion Design Course Exp.		
0.00	To Electricity Charges	14,451.00	
	To Computer Class Exp.	700.00	
3000.00	To Mechanical Draftsman Exp.		
3600.00	To Drawing Exp.	1,712.00	
2300.00	" Function & Festival	5,000.00	
950.00	To Hobby Class Exp.	3,855.00	
2393.00	To Beauty Class Exp.		
1657.00	To Fine Art Exp.	10,281.00	
6993.00	To Exam Fees	8,200.00	
5700.00	To Janshikshan Courses Exp.	57,800.00	
14800.00	To Advertisement	250.00	
3680.00	To Prizes	-	
1599.00	To Embriodary Class Exp.	-	
0.00	To Students Welfare	562.00	
0.00	To Printing & Stationery	2,038.00	748,404.04
80000.00	To Salary	152,000.00	
0.00	" Refreshment Expenses	-	
2519.00	To Printing & Stationery	140.00	

G. RCI Recognition

S. No. 2010/......   0237

REHABILITATION COUNCIL OF INDIA

भारतीय पुनर्वास परिषद

New Delhi

RECOGNITION CERTIFICATE

Certificate No. RCI/ INS ..MH./.565

Name of the Institute	Address	Training Programme	Degree/Diploma	Date of recognition	Date of expiry
Hashu Advani College of Special Education	64-65, Collector's Colony, Chembur, Mumbai -400764	B.Ed.Spl.Ed.(HI)	Degree	2013-14 to 2017-18	31/03/2018

Intake capacity per batch	25	Duration of the programme	1

D.N.Sreenivasappa
MEMBER SECRETARY

Prof. Sudesh Mukhopadhyay
CHAIRMAN

PRINCIPAL
CHEMBUR COLONY YUVAK MANDAL'S
Hashu Advani College of Special Education
64/65, Collector's Coony, Chembur,
Mumbai - 400 074.

NOTE:
1. The Institute/University will follow standard prescribed by the Council for each programme.
2. The Institute/University should submit mid-term evaluation report on the programme being conducted.
3. The Institute/University will inform three months in advance about their qualifying examination to enable inspection/visitation by representative of the Council.
4. The Institute/University should provide a list of qualified students each year along with their addresses.
5. Students should be instructed for registration in Central Rehabilitation Register after successful completion of the course.
6. The Institute/University should apply six months before the expiry of validity of recognition/approval.

H.   University Affiliation

University of Mumbai

AFFILIATION SECTION –
No. Aff-II/ICD/ 2014-15/ _19_
22nd July, 2014

To,
The Principal,
Chembur Colony Yuwak Mandal's
Hashu Advani College of Special Education,
64-65, Collector's Colony,
Chembur,
Mumbai - 400 074.

Subject:- Granting permanent affiliation for the B.Ed.(Spl. Education)
degree programme.

Madam / Sir,
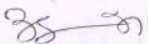
With reference to your application No. F-34/1752, dated 03/03/2012 requesting for permanent affiliation to teach the course of studies leading to the B.Ed. (Spl. Education) degree programme, I am to inform you that the Academic Council at its meeting held on 07th June, 2014 _vide_ Item No. 3.3 considered the report of the Local Inquiry Committee and _resolved_ as under :-

Resolved that the report of the Local Inquiry Committee **be accepted,** and that in accordance therewith, the Chembur Colony Yuvak Mandal, Hashu Advani College of Education, 64/65, Collector Colony, Chembur, Mumbai- 400 071, **be granted permanent affiliation** for teaching of the course of study for the B.Ed. (Spl. Education) degree examination in the subjects mentioned in the LIC report from the academic year 2011-2012.

The College authorities should do payment of the requisite affiliation fees for every year. Also the concerned college will participate in the examinations related work and the teachers will involve in the Central Assessment Scheme of the University in both halves of the examinations.

In pursuance of the above resolution of the Academic Council, this is to inform you that the Chembur Colony Yuwak Mandal's, Hashu Advani College of Special Education, 64-65, Collector's Colony, Chembur, Mumbai- 400 074 has been granted permanent affiliation to teach the course of studies leading to the B.Ed. (Spl. Education) degree programme from the academic year 2011-12 under Section 88 of the Maharashtra Universities Act, 1994 as incorporated in the text of resolution of the Council.

A copy of the report of the Local Inquiry Committee is enclosed herewith.

PRINCIPAL
CHEMBUR COLONY YUVAK MANDAL'S
Hashu Advani College of Special Education
64/65, Collector's Colony, Chembur,
Mumbai - 400 074.

Yours faithfully,

(Dr. Rajpal Hande)
Director
(Board of College & University Development)

Hashu Advani College
of Special Education.
Date 25/7/14
Inward No. 15.2.1828
File No...34...

I. University Results

UNIVERSITY OF MUMBAI

OFFICE REGISTER FOR B.ED. HEARING IMPAIRMENT (HI) (SEM. I) EXAMINATION-DECEMBER 2013

COLLEGE : 479 H.A.C.S.E.

JANUARY 12, 2014
PAGE : B

COURSE 1 : 01 NATURE & NEEDS OF VARIOUS DIS.
COURSE 2 : 02 FACI. DEVP. OF LANG. & COMM. SKILL
COURSE 3 : 03 AURAL REHABILITATION
COURSE 4 : 04 SUBJECT TEACHING
COURSE 5 : 05 CLASSROOM OBSER. IN SPC. SCHOOL
COURSE 6 : 06 AURAL REHABILITATION

SEAT NO.	NAME OF CANDIDATE	CENTRE	COURSE I (4)	COURSE II (3)	COURSE III (3)	COURSE IV (3)	COURSE V (3)	COURSE VI (1)	RSLT GPA GRADE (19)
			MAX WR 80 INT 20 TOT 100 MIN 40	WR 80 INT 20 TOT 100 MIN 40	WR 80 INT 20 TOT 100 MIN 40	WR 80 INT 20 TOT 100 MIN 40	WR TOT IN	IN	
3/	BENDKULE PRIYANKA VISHNU PUSHPA	1 MUMBAI	62 79 65 17	65 B1 46 17	63 7 18	56 7 17	73 40	17	P 6.7 A
6/	CHAVARKAR RUPALI DEVESH	1 MUMBAI	56 72 54 16	54 72 18	70 6 18	50 7 16	66 40	18	P 6.7 A 16.108
12/	JAGTAP JYOTSNA SURENDRA	1 MUMBAI	03 16F 22 13	35F 16 10	26F 23 11	7 A 3	6 0 18 2	34F 28E	P 7.6 A 16.109
16	KHARAT BALU CHANDRAKANT BABUBAI	1 MUMBAI	F — —	— 1 F	— 1 F	— 1 F	1 B 2	5 C 10 1	F ATKT 3
26	MOHITE SHASHIKANT SURYAWANT SHALAN	1 MUMBAI	40 54 36 14	4B 13	53 4 C 12 3	41 4 C 13 3	54 25	16	P 3.9 D 16.63
28/	BADOLE VAISHALI SHISHUPAL RITA	1 MUMBAI	C 4 D 16 3	3 C 9 3	11F 01 14	15F 01 14	15F 26E	13E	F ATKT 3
			F — —	— 1 F	— 1 F	— 1 F	1 — 2	4 C 8 1	F ATKT 3
			43 59 44 16	61 6 B 17 18	40 4 B 16 3	56 5 0 17 3	76 41	20	P 5.9 B 16.95

GPA: GRADE POINT AVERAGE (GPA=TOT CG/TOT CE; CG=GP X CE; RLE: LOWER EXAMINATION NOT CLEARED; RPV: PROVISIONAL; ATKT: ALLOW TO KEEP TERMS)
GRADE 100% GRADE POINTS: GRADE 100% GRADE POINTS:

(THEORY)			
O	70-100	7	A
A	60-69	6	B
B	55-59	5	C
C	50-54	4	

*: MARKS CARRIED; /:FEMALE; AA:ABSENT;RCC:0.5050; RR: RESERVED; QR:GRADE; GP:GRADE POINT; CE:CREDIT EARNED

OFFICE REGISTER FOR B.ED. HEARING IMPAIRMENT (HI) (SEM I) EXAMINATION-DECEMBER 2013
UNIVERSITY OF MUMBAI

COLLEGE - 479 H.A.C.S.E.

JANUARY 12, 2014
PAGE :

SEAT NO.	NAME OF CANDIDATE	CENTRE	COURSE I (CREDIT) (4)	COURSE II (3)	COURSE III (3)	COURSE IV (3)	COURSE V (2)	COURSE VI (1)	RSLT GPA GRADE (19)
			MR TOT INT	MR TOT INT	MR TOT INT	MR TOT INT	MR TOT INT	IN	
		MAX BO 100 40	80 100 40	80 100 40	80 100 40	80 100 40	50 25	25 13	
		MIN INT 20	20	20	20	20			
			GR GP GR	GR GP GR	GR GP GR	GR GP GR	GR GP GR	GR GP	
			CE CG CE	CE CG CE	CE CG CE	CE CG CE	CE CG CE	CE CG	TOT.CE TOT.CG

COURSE 1 : 01 NATURE & NEEDS OF VARIOUS DIS.   COURSE 2 : 02 FACI.DEVP.OF LANG. & COMM.SKILL
COURSE 3 : 03 AURAL REHABILITATION   COURSE 4 : 04 SUBJECT TEACHING
COURSE 5 : 05 CLASSROOM OBSER. IN SP.C.SCHOOL   COURSE 6 : 06 AURAL REHABILITATION

34/	SHARIF AASIFA KALIMULLAH HAJIRA	1 MUMBAI	AA OOF AA	AA OOF AA	OOF OOF	OOF AA AA	OOF OOF	OOF	ABS
			AA AA	AA AA		AA			
			F I F	I F	I F	I F	I F	I	A
			- - -	- -	- -	- -	- -	-	
41/	UKIRDE ANITA SANTOSH	1 MUMBAI	45 62 55	55 72 33	48 46 63	50 39	17		
			17	17	15	17			
			A 6 0	A 6 0	A 7 D	3 A	6 0	Z A	6 7 B
			4 24 3	4	21 3	9	18 2	14 1	8 16 92
47/	HOKE PRIYANKA VINAYAK	1 MUMBAI	41+ 52+ 39+	50+ 40+	50+ 33+	45 27	14+		
			11+	11+	10+	12			
			C 4 C	C 4 C	4 D	3 C	4 B	P	
			4 16 3	4	12 3	9 2	8 1	5 3.8 D	
				12 3				5 16 62	

#: 0.229; @: 0.5042; *: 0.5045 + MARKS CARRIED; /: FEMALE; AA: ABSENT; RCC: 0.5050; RR: RESERVED; GR: GRADE; GP: GRADE POINT; CE: CREDIT EARNED
CGPA: GRADE POINT AVERAGE (CGPA=TOT.CG/TOT.CE; CG=CP X CE; RLE: LOWER EXAMINATION NOT CLEARED; RPV: PROVISIONAL; ATKT: ALLOW TO KEEP TERMS)

(THEORY)	GRADE 100%	GRADE POINTS;	GRADE 100%	GRADE POINTS;	GRADE 100%	GRADE POINTS;
O	70-100	7	A	60-69	6	B 55-59 5
D	45-49	3	E	40-44	2	F(FAIL)39 & BELOW 1
(INTERNAL)	GRADE 100%	GRADE POINTS;	GRADE 100%	GRADE POINTS;	GRADE 100%	GRADE POINTS;
O	70-100	7	A	60-69	6	B 55-59 5
						C 50-54 4
F(FAIL)49 & BELOW 1						

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CENTRAL COMPUTING FACILITY
UNIVERSITY OF MUMBAI

OFFICE REGISTER FOR B.ED. HEARING IMPAIRMENT (HI) (SEM. II) EXAMINATION-MAY 2014

COLLEGE : 479 Hashu Advani

COURSE 1 : 01 EDU-A GLOBAL PERSPECTIVE
COURSE 2 : 02 EDU. PSYCHOLOGY & PERSONAL DEV.
COURSE 3 : 03 EDU. PLAN.& MGMT CURR. DESG.ME
COURSE 4 : 04 INTRO.TO SPEECH & SPEECH TECH
COURSE 5 : 05 LESSON PLANN.& EXEC.IN SPECIAL
COURSE 6 : 06 SKILL LEVEL IN SIGN LANG.IN SIG
COURSE 7 : 07 INDIVIDUALIZED TEACH. LESSONS
COURSE 8 : 08 SPEECH TEACHING
COURSE 9 : 09 EDUCATIONAL PSYCHOLOGY

202/ BAGDE VAISWALI SHISHUPAL RITA — MUMBAI

204/ BENDRE R.E PRIYANKA VISHNU PUSHPA — MUMBAI

207/ CHAVANKAR RUPALI DEVESH — MUMBAI

214/ JAGTAP JADISNA SURENDRA — MUMBAI

218 KHARAT BALU CHANDRAKANT DADUBAI — MUMBAI

228 MANE BHAGWANT SHRIKANT SHALAN — MUMBAI

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JUNE 17, 2014
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OFFICE REGISTER FOR B.ED. HEARING IMPAIRMENT (HI) (SEM.II) EXAMINATION-MAY 2014
COLLEGE : 479 Mashu Advani

SEAT NO.	NAME OF CANDIDATE	CENTRE		

COURSE 1 : 01 EDU: A GLOBAL PERSPECTIVE
COURSE 2 : 02 EDU. PSYCHOLOGY & PERSONS. B/S&
COURSE 3 : 03 EDU. PLAN.& MGMT CURR. DESG.RE
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COURSE 8 : 08 SPEECH TEACHING
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241/ UKIRDE ANITA SANTOSH　　1 MUMBAI

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Mumbai - 400 074.

J.   Sample Feedback on Practice Teaching by Staff of Practice Teaching School

CCYM's Hashu Advani College of Special Education
B.Ed (H.I) Teaching Practical, Lesson Plan
SUPERVISOR'S SHEET

Academic Year:- 2013   LESSON NO -   Date - 28/1/2013

Name of trainee:- Chitra. S. Soravane. 15   Class:- Standard V

Positive Remarks - * try to be louder, although you are clear and slow.
* good effort.

Specific remarks for improvement - * expected better recap and assessment exercises
* try to be innovative and creative in assessment techniques

		Good				Satisfactory						Fair
1	Lesson Planning	12	11	10	9	8	7	6	(5)	4	3	2 1	0
2	Lesson Introduction	2				(1)							0
3	Communication and Language Skills	6	5		(4)	3			2	1			0
4	Explanation of points	6	5		(4)	3			2	1			0
5	Accurate and Correct Knowledge	(2)				1							0
6	Selection of Language points	6	5		(4)	3			2	1			0
7	Clarity of giving feedback to students	(2)				. 1							0
8	Usage of teaching aids	(2)				1							0
9	Black Board Writing and chart work	2				(1)							0
10	Class Control and Encouragement	(2)				1							0
11	Student's enjoyment and participation	2				(1)							0
12	Body language, eye contact and confidence	2				(1)							0
13	Recaptulation	2				(1)							0
14	Evaluation	2				(1)							0
	Total Marks	50											

Mark obtained   31   35

Name of the Supervisor Mrs. Olivia Moraes

School The Stephen High School for the Deaf.

Moraes
29/01/2013.
Signature

5.   BEST PRACTICES

BEST PRACTICE I

1.   **Title of the practice**- Adhikar
2.   **The context that required initiation of the practice** (100-200 words)-

Parents play a very vital role in academic, physical, psychological development of children with hearing impairment (CWHI). It would not be an understatement to say that most of the successful CWHI belong to those families; where parents are proactive and incessantly work towards progress of their ward. Thus, a parent empowerment program is mandatory for the organizations. Hence HACSE offers a certification program for the parents of young recently diagnosed children. More importantly, it is one of the primary accountabilities of a special teacher to empower families. Therefore parent attitude and participation come in the theory component of the B Ed (Special Education) syllabus. HACSE conducts parents training program – ADHIKAR every year. B Ed students are involved in the program in coordination, interactions, presentations etc. Thus, it serves a dual purpose.

3.   **Objectives of the practice (50-60 words)**
a) To empower the parents of children with hearing impairment CWHI.

b) To disseminate preliminary knowledge about educational, audiological speech intelligibility related, psychological and social aspects about development of CWHI.

c) To demonstrate B Ed students the working of such sessions.

4.   **The Practice (250-300 words)**
'Adhikar' Parents training program is run by HACSE which is spread over 3 to 4 months (2 sessions of 2 hours per week) in every academic year. It is open for any parent who has a young child with hearing impairment. However, mostly parents of CWHI studying in RTT High school for the Hearing Handicapped attend it. The sessions are held twice a week and many experts from the field of special education, psychology, audiology, speech pathology and social work are invited as resource persons. Successful deaf adults and their parents are specially invited. Topics covered are varied such as acceptance of disability, overcoming emotional barriers, advocacy, rights of the disabled, developing language at home, activities to facilitate good language and intelligible speech, understanding hearing loss, care and maintenance of hearing aids, teaching through play way method, concessions and facilities available for CWHI, art of parenting and strategies to facilitate inclusive education. **The best sessions are those where**

parents of CWHI who have accomplished extraordinary things are invited to share their experiences and strategies adopted by them for their child's overall success. The training program is conducted for nominal amount of Rs.150. Collected fee is utilized to print the study material and purchase of one educational game for the CWHI which is distributed during the valedictory function. Certificates are issued for successful parents. Lectures are delivered in bilingual mode (Hindi and Marathi).The sessions are interactive and give opportunity to each parent to discuss various issues and concerns they face in everyday life, while bringing up a child with disability. B Ed student teachers attend many sessions of parents training program every year. This gives them exposure in acquiring various skills like developing parent teacher partnership, including parents in rehabilitation team, setting up realistic targets for CWHI and achieving them with the help of parents. It also gives them exposure on how to conduct monthly parents meeting, understanding psychology of parents. Some students make presentations and assist in coordination.

5.   **Obstacles faced if any and strategies adopted to overcome them (150-200 words).**

Major obstacles faced in conducting this program are:

Motivating parents to enroll in this program as most of the parents are illiterate or semi-literate. They are very apprehensive about enrolling for such training program. They need to be convinced to enroll adjusting timings with their daily chores or job work as some of them earn their living through daily wages.

Handling their illiteracy and putting a brave front in explaining things in simple language and with examples from day to day life. The group is heterogeneous in terms of medium of instructions which is also a challenge for the resource persons. Also few parents of children with hearing impairment are deaf themselves, thus to communicate effectively a sign language interpreter is also made available for each training session.

6.   **Impact of the practice (1000 words) –**

First of all it has impacted positively on our B Ed students since they get to see the series of parent meeting sessions which they are expected to conduct later.

The first break through Adhikar has with parents is it acts as a facilitator in their emotional catharsis. Attending a training program in group not only gives them more secure feeling by knowing they aren't the only ones who are facing challenge.

It facilitates parent to parent interactions.

7.   **Resources required**-

Parents training program requires a well lit lecture hall with good ventilation. Many of the lectures are presented through power point thus LCD projector and a PC are necessary. They are also shown short films on disability related issues

with help of DVD player. A blackboard is always available in the class. Adhikar always tries to invite best resource persons who have specialization in a particular disability related field, who can do great justice to the topic. The resource persons are given nominal remuneration as a token of appreciation.

8.　　　　　**Contact person for further details** – Dr Gayatri Sirur

BEST PRACTICE II

1.   **Title of the practice** –CRE (Continuous Rehabilitation Education)

2.   **The context that required initiation of the practice (100-200 words)-** Every special educator feels the need to upgrade the knowledge and skills in order to offer better innovative methods while teaching irrespective of years of experience they have . Many of our alumni are working in areas where there are no avenues for updating their skills. Moreover, all special educators are expected to collect 100 credit points through CREs for their 5 yearly renewals at RCI. Hence B Ed colleges are accountable to provide avenues of learning.

Every year CREs (Continuous Rehabilitation Education) are offered through three or five days program giving them new insights into various topics such as subject teaching, use of technology, developing literacy etc.

3. **Objectives of the practice (50-60 words)**

i)To enhance knowledge of educators by introducing various novel methods, taxonomy, techniques, maxims of teaching, latest concepts, effective ways of designing appropriate infrastructure & teaching aids and latest development in policies and acts.

ii) To update skills and provide hands on training in latest educational methods as to enable them to use these methods effectively for better teaching and learning experiences.

4. The Practice (250-300 words)-

The practice which is note worthy followed at HACSE is to encourage active participation of our teacher trainees in CRE. The involvement is at the planning, execution and participation level. Each teacher trainees is assigned a particular role and has to complete the task with utmost care and responsibility. The tasks given are such as registration of the candidates, conduction of inaugural function, and dispersion of notes, monitoring during lunch hour and offering technical support to resource persons.

All the special educators have to register at Rehabilitation Council of India. It is mandatory for each one of them to register under RCI to get license to teach in children with special needs. This registration has to be renewed every five years after collection of 100 credit points. Thus CRE becomes not only an important aspect for academic growth but it has become mandatory to attend CREs to collect credit points which allows them to renew their registration with RCI.

 Every CRE resource persons are chosen with extra caution as to do full justice with the particular topic. The expertise of each resource person varies and many of them are borrowed from other fields as to understand application of

principles of other subjects for better implementation of existing teaching techniques.

The topics selected for CREs are approved by Rehabilitation Council of India. The dates and the topic of CRE is advertised extensively through emails, WhatsApp and college website. Applications are invited from all over Maharashtra and first thirty candidates are registered on first come first basis. Maximum two candidates from each special school are enrolled so as to give benefit of shared knowledge to many schools through these chosen candidates from each special school.

5. Obstacles faced if any and strategies adopted to overcome them

There is a great demand for CREs by special educators. Special Schools request to enroll more and more candidates from each school. Though this demand can't be entirely fulfilled by HACSE, college tries to hold at least 2 CREs (30 candidates each) and one state level conference (after obtaining CRE status from RCI) with intake capacity of 250 special educators.

Sarva Shiksha Abhiyan (SSA- a project of Central Government MHRD) with zero rejection policy has a focus on education of children with special needs. The CREs need to be specifically designed to cater to the diverse needs of these mobile teachers, which can be really challenging. HACSE has made efforts to give opportunity to SSA teachers in upgrading their skills however teachers from outskirts of Maharashtra find it difficult to make lodging boarding arrangements in Mumbai. HACSE goes an extra mile to find suitable and affordable accommodation for them, so that they may enroll for CREs.

RCI has now decided to fund only one CRE program per year which automatically compels HACSE to self finance the consecutive programs. To conduct a program without any gains requires college to charge at least Rs 1500 for five days course. Many of the special educators do not afford the same. HACSE tries to cut down the fees from candidates by providing in house working lunch, curtailing expenditure on stationary, travel allowances of the resource persons, distributing CDs instead of photocopying notes and most importantly utilizing the existing resources of the management to the fullest and avoiding hiring it from outside. We also look for small donors or funders to take care of some expenses.

6. Impact of the practice (1000 words)-

Special educators always welcome this CRE break from their routine job. Many give written feedback of implementing new practices, which are introduced in the CRE. Such opportunities not only help teachers to refresh their knowledge, learn new developments but it also enriches them just beyond the academic benefits. It is seen that over the five days participants develop a strong network among each other and continue to keep in touch with each other. Participants use

CREs as an avenue to discuss issues they face in everyday academic life. The solutions for which, may not come necessarily from the resource person but other participants may throw light on how their system has managed successfully to solve a particular issue of the same nature. CRE is the best opportunity for our teacher trainees to interact with their seniors. In the beginning of their innings as a special educator, they get an academic treat to listen to latest developments in their field. Their involvement in CRE helps them to acquire organization skills, time management skills, using effecting communication, working in a group, collective thinking and execution of a program overcoming various hurdles.

7.   Resources required-

Major resources required are (i) the logistics such as a big hall, mic system, LCD player, Laptop. (ii) Selection of best resource persons and coordinating the program as per their different schedules (iii) Lunch and breakfast arrangements for the participants. (iv) Collection of PowerPoint presentations from the resource persons and distributing it through CDs.

8.   Contact person for further details - Dr Laksmi Gopalakrishnan

6.   Glossary

Audiological Assessment	It is the process of **evaluation** of hearing functioning.
Credit points	Points earned by attending, presenting, lecturing and coordinating various programmes and activities approved by RCI. With 100 points, the certificate of rehabilitation professionals can be renewed for next 5 years.
CRE (Continuous Rehabilitation Education)	A programme intended to update and upgrade the knowledge and skills of the professionals in the field of disability on a continuing basis which varies from 2-5 days , and approved by Rehabilitation Council of India but organized by RCI recognized colleges.
Guided lessons	These are the first 4 transitioning practice teaching lessons in which the supervisors actively guide / demonstrate the trainees the right ways. After these lessons the trainees deliver independent lessons.
IEP (Individualized Education Plan)	It is a plan which contains the assessment, statement of goals and objectives of the teaching session considering the disability of the particular student
Indian Sign Language	It is a naturally evolved language predominantly used by Indian deaf population which uses manual communication as opposed to acoustically conveyed sound patterns. This involves simultaneously combining hand shapes, orientation and movement of the hands, arms or body, and facial expressions to fluidly express a speaker's thoughts.
Methods of Communication	These are methods used to communicate with a person with hearing impairment, such as (i) oral method (uses speech and hearing) (ii) Educational bilingual method (use of sign languages) and (iii) total communication (use of manual plus oral methods)
Mainstream Education	Practice of educating students with special needs in regular classes.
Special Education	It is a specially designed instruction that meets the unique needs of a child who has a disability in either special or mainstream or open education.
SSA (Sarva Shiksha Abhiyan)	It is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, under MHRD

UNCRPD (United Nations Convention on the Rights of Persons with Disabilities)	It is an international human rights instrument of the United Nations which protects the rights and promotes equality of persons with disabilities which is ratified by Indian government.

7. Abbreviation

Abbreviation	Expansion
CCYM	Chembur Colony Yuvak Mandal
HACSE	Hashu Advani College of Special Education
CAS	Career Advancement Scheme
CAAI	Centre for Audiological Assessment and Intervention
MU	Mumbai University
UGC	University Grant Commission
B.Ed (HI)	Bachelor of Education (Hearing Impairment)
B.Ed. Spl. Edn (LD)	Bachelor of Special Education (Learning Disability)
CWHI	Children with Hearing Impairment
NCTE	National Council for Teacher Education
RCI	Rehabilitation Council of India
NGO	Non Government Organization
CRE	Continuous Rehabilitation Education
UNCRPD	United Nations Convention for the Rights of Persons with Disabilities
NASEOH	National Society for Equal Opportunities for the Handicapped
CET	Common Entrance Test
SSA	Sarva Shiksha Abhiyan
CAP	Central Assessment Process
ANGC	Association of Non Government Colleges
MOU	Memorandum of Understanding
NCED	National Convention for the Educators of the Deaf
IEP	Individualized Educaiton Plan
ICF	International Classification of Functioning
AYJNIHH	Ali Yavar National Institute for the Hearing Handicapped
MISHA	Indian Speech and Hearing Association (Maharashtra Chapter)
MISHACON	Conference hosted by MISHA
ISL	Indian Sigh Language