

CHEMBUR COLONY YUVAK

*Arushi*



NAAC-B



**Chembur Colony Yuvak Mandal's**

HASHU ADVANI COLLEGE OF SPECIAL EDUCATION

&

ROCHIRAM . T. THADANI HIGHSCHOOL FOR HEARING HANDICAPPED

**Theme : Labeling / Addressing PWDs**

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# CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION (HACSE)



**H**ASHU ADVANI COLLEGE OF SPECIAL EDUCATION (HACSE), popularly known as HACSE (Affiliation : Mumbai University, Recognition: RCI, Accreditation : NAAC (B), Grant in-aid; Government of Maharashtra), undertakes various activities related to human resource development in the field of special education. The college is named after Late Shri Hashuji Advani who founded Chembur Colony Yuvak Mandal in the year 1953. The current activities of HACSE include : 1) B.Ed (Hearing Impairment) 2) B.Ed Special Education (Learning Disability) 3) CAAI (Center for Audiological Assessment and Intervention) 4) Short term CRE

Training Program for in-service special teachers. 5) Arambha: Disability Orientation Program for in-service mainstream teachers 6) Arushi: Publication of newsletter for alumni, 7) Anubhuti: State Level Conference for Special Teachers, 8) Adhikar: A certificate course for parents of CWHI, 9) Consultancy and support to various GO/ NGOs like RCI, SSA, State governments, University of Mumbai, SSS, Trinayani, etc. 10) Externally Funded Research.



## Rochiram.T. Thadhani High School for the Hearing Handicapped

**E**stablished in the year 1987, Rochiram.T.Thadhani High School for the Hearing Handicapped, recognized by Social Welfare Department, Government of Maharashtra, has completed thirty years of dedicated services to the society with a great satisfaction of transforming the lives of thousands of students from "Silence to Sound". Affiliated to Maharashtra State Secondary School Certificate (SSC) Examination Board, RTT is widely acknowledged as one of the benchmark special schools of the board. The

school offers kindergarten to SSC level education in Marathi and Hindi mediums. The team RTT includes special educators, audiologists, speech therapists, psychologists and social worker.

## Anil Asrani Vocational College (AAVC)

**E**stablished in the year 2016, Anil Asrani Vocational College has shown excellent performance in the very first year with 100% result in the Board exams. Along with showing academic excellence, the dedicated team of AAVC emphasizes on overall personality development of the students transforming their lives, which will go a long way in building their future. The alumni describe the two years spent in the college as the Best period of their lives.



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## ***From the Principal's Desk...***

Some 25 years ago when I was studying linguistics formally, 'n' number of concepts simply amused me. One of the significant concepts that remained with me even years after I broke up with formal linguistics is 'Linguistic Relativity'. The interactions between language and thoughts was a profusely debated issue then (not that the issue is resolved now!). 'Can you think without using language?', 'Can you use language without thinking?' are the questions that led many scholars for centuries to search and research. 'Linguistic Relativity' states "structure of a language influences the way its speakers conceptualize the world". In other words, our words are not mere expression of thoughts as is seen conventionally but, these dominate / control our thoughts. It is as profound as to say - you will be able to see a color only if you know the word for it. Really? Really!

What does this have to do with the PWDs? EVERYTHING! Our language of addressing them determines their world. If people consistently call a smart person 'dumb' then more often than never he/she first starts thinking and believing to be 'dumb' and then eventually may 'become' dumb - to put it over simplistically. An individual with different abilities if labeled 'handicapped' will first believe himself /herself to be 'handicapped' and then start 'behaving' handicapped. Labeling matters! Social and hence, legal labeling is a dangerous game of social mindset and conditioning being played for generations. Persons with disabilities / different abilities are paying the price of our insensitive labeling. Society still can be forgiven for inappropriate labeling but the rehab professionals and special educators cannot be. Their words mirror their thoughts. It is high time we train our mind and tongue to be more responsible while addressing PWDs, at least give an issue a careful review to begin with. We rehabilitators can't be casually found saying 'normal' in place of non-disabled or typically developing children. Right? Right!

Hence, this issue of Arushi requesting your kind attention to 'labeling / addressing PWDs'. Hope the edit team has 'addressed the addressing issue' well. Happy reading, happy reflecting!

**Dr. Asmita Huddar, Principal, CCYM'S HACSE**



## ***From the Headmaster's Desk....***

This is the 16<sup>th</sup> issue of Arushi. Like every year, this year also, Arushi will prove its importance as a source of information in the field of special education. RTE (2009) and RPWD (2016) promotes access to free and compulsory education to every child of 6 to 14 years. As a result of implementation of both the acts, parents and disabled students are reaching mainstream schools. Various concessions and facilities have been offered for promoting educational access to children with disabilities. Today Samagra Shiksha Abhiyan (2019) is in practice that subsumes the Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan, RMSA. This program depicts schools as centers that prepare children for life and ensure that all children including students with disabilities get the maximum benefits from preschool till standard XII. Now a days, there are diverse learners in respect of gender, cast, intellectual capacity, disability, marginalized students in classrooms of mainstream schools. The success in implementation of above mentioned Acts mainly depends on the role and competencies of teachers in discharging their duties as prescribed. Through this news-letter we will try to get more information, different ways and means to sustain the disabled students in mainstream schools. Good luck and best wishes to editorial board who are compiling the concepts, ideas, solutions for the field!

**Poonam Sawant, Principal, RTT HighSchool for Hearing Handicapped**

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## ***Editor's Note***

I am grateful to all the authors for their marvelous contributions in Arushi 2020 titled “**Labeling / Addressing Persons with Disabilities**”. While reading the write ups, I have noticed that there is a paradox about this theme. This theme is quite ‘broad’ and ‘specific’ at the same time. This theme is broad because write ups from a wide range of authors, including experiences of persons with visual impairment, hearing impairment, persons without any disability, family members of persons with disability, stakeholders and rehab-professionals can be accommodated in it. However, at the same time, this theme is very specific. Each author has specifically focused on different aspects of ‘labeling’ and this has made the theme deep, relevant and meaningful. Arushi 2020 also gave me an opportunity to interact with our students and shape their thoughts towards labeling PWDs. I feel proud to see them working relentlessly for children with special needs. The maturity and dedication with which they are approaching PWDs is getting reflected through their poems and write-ups in this issue.

I thank HACSE for the opportunity to edit this issue. I also thank Mrs. Sunanda Chakraborty, for the ground work undertaken for Arushi 2020. It gives me great pleasure to present this issue to the readers since I truly believe that the chosen topic is very relevant today. I am sure you will enjoy reading Arushi 2020! As an action-oriented person this ‘making’ of Arushi kept me on my toes. I hope this issue will set your thoughts in motion. The purpose then will have been served.

**Kasturi Kulkarni**, Assistant Professor, CCYM’S HACSE



## ***Student-editors Perspective***

In this year's issue of Arushi, we reflected on labeling PWDs. While supporting the editing process, we discovered the different aspects of labeling the PWDs. As student teachers, we were exposed to different labels given to the PWDs. In using those terms that we choose to use, we drew upon discourse of disability whose meanings are not widely understood let alone agreed upon. It is important to understand that the PWDs are people first and then comes their disabilities. It is important for us to learn that labels play a huge role in relation to social assumptions and biases. The current aim should be movement towards labels that clearly position the barriers faced by individuals within the social structures around them, not within the individuals themselves. This cannot be achieved through subtle changes to our current terminology. The labels need to move from being a tool of oppression to become a tool of facilitation. They should encourage those who hear them to engage with possibilities. Hopefully, as we future teachers learn more and more about the field, we may be able to bring a positive change in the field by application of the knowledge we have been receiving.

**Rachel Fernandes**- B Ed L D (Second Year)  
**Khushbu Shah** – B Ed H I (Second Year)

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**ARUSHI reflects true spirit of collaborative team work. Special thanks to Smt. Geeta Shrivastava, Incharge Principal, AAVC, for extending help in proof-reading of write-ups in Arushi 2020.**



# 1. To Label or Not to Label

**Supriya More,**  
Educational Psychologist, RTT High School

We live in a society that labels everything. We have labels on our clothes, our furniture and the list is never ending. The person who is “heavier than their average weight expectation” is fat. A person who is different than what we are used to seeing, and may act a bit outlandishly, may be called crazy. We like the convenience of neatly packaged words so we can sum up the person, place or thing and know what to expect. Whatever the word that is used, labels are often used as a way to describe characteristics in just one word. The problem with this is that it creates stereotypes for what that word means and then people use that word to insult or describe others and it creates stigmas. The labels we use to categorize children in school setting can be medical, such as “ADHD” (Attention deficit hyperactivity disorder) and “ODD” (Oppositional defiant disorder). They can be administrative, like “social, emotional and behavioural difficulties” and they can be informal (“challenging” or “disruptive”). Labels like these are used in our education system to categorize children according to their academic ability, educational needs and behavior. Another reason that labels exist, frankly is out of laziness or convenience. It is much easier to say a child has ADHD, than to say that they have trouble focusing during lengthy verbal lessons, often lose their belongings, and seem to need to move more than the average child. It is much easier to say that a child has autism spectrum disorder than to say that they communicate and socialize differently than their peers. However, especially with children, even harmless labels can play a lasting role in self-esteem, behavior and long-term personality.

Children develop and define their sense of self by processing what others tell them about who they are, what they are good at, how they behave and so on. Every time a teacher says he or she is a “good student” or a coach says “average player”, that helps define the way the child views himself or herself. Labels have much more of an impact that we realize, and we need to be mindful of how we talk about our children. Being mindful of the descriptions we give off to children can make a difference in the self-esteem and self-concept that they develop. Children change and develop but labels, unfortunately, tend to stick. This can make it hard for children to leave behind negative reputations and start afresh. Many labels, such as “social, emotional and behavioural difficulties”, locate the problem within the child, individualizing issues and shifting the focus away from the wider context. This can make it hard to tackle problems holistically.

The use of formal labels can help identify children who require additional support. But the use of labeling remains controversial. Not all uses of labels have negative consequences for children. Labels can also be used to bring together children with similar experiences and foster a positive group identity where peers provide support for children and their families.

Medical and administrative labels can open the door to extra resources so children get the help they need, such as additional assistance in the classroom or access to counselling. Labels, where a shared understanding exists, can facilitate inter-professional working for the benefit of the child. They can also help educators identify necessary professional development opportunities and implement appropriate



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inclusive teaching strategies.

Some of the advantages and disadvantages of labeling are mentioned below

### ***Advantages***

#### **1. Individualized Education Plan (IEP)**

An obvious pro of labeling a child who has special needs in the classroom is that teachers can use this information to help the child learn using their limitations as a guide. Once a student is identified, the student can receive an individualized education program designed to meet his/her unique needs. Identifying students in specific categories of disability allows professionals to design an educational plan specifically for the student which will best meet the students' educational needs.

#### **2. Extra Learning Support**

By labeling a child, they will receive extra services that they may not have been able to receive otherwise. For example, the child may be able to receive instruction in a learning support room at a pace that works for them. They can receive frequent repetition and instruction in a much smaller setting with other students.

#### **3. Targeted Instruction**

Receiving instruction based on what students need is crucial in helping them excel and be successful in the future. The teachers and staff are better equipped to teach the child in a way that ensures learning by knowing what the specific learning disability is for each student.

### ***Disadvantages***

#### **1. Low Self-Esteem for the Student**

There are many laws in place that protect the rights of students with disabilities including access to services and they help to ensure that these students are not discriminated against. However, many children do have low self-esteem once they are labeled. Students who are identified as students with disabilities may doubt themselves, feel that they are not as smart as others and create a sense of learned helplessness. These students may feel that they cannot do well in school or are not smart.

#### **2. Lower Expectations from Parents & Teachers**

Parents and teachers may be guilty of having lower expectations for children with special needs. They may believe the student cannot do what is required of the other students and therefore lower the learning expectations for the child. Basically, if the teachers and parents don't believe in the child, then the child won't believe in himself either. Lower expectations sets up the student for failure.

#### **3. Peer Issues**

Fellow students can be mean and make fun of the student with special needs because they are different.

This may lead to the student having difficulty making friends and/or make them vulnerable to bullying or other mis-treatment. It is very important that teachers and parents help these students to build a positive self-image and boost their self-esteem by helping them build healthy relationships with others. In order to ensure that the positives outweigh the negatives when labeling a child as 'special needs' in the school system, it is necessary that parents get involved and become educated about the process. Either way, labels can be both good and bad for a student. It is important as an educator to be aware of the approaches used towards labelled students, where assessing abilities should be constant as that will keep the teacher up to date with students' learning, not having to rely on the label. A little extra help can go a long way.

## Center for ~~dis~~ABILITY Studies! Department of Education, University of Mumbai



सबसे उपयुक्त लेबल आमतौर पर वह है  
जो एक व्यक्ति के माता-पिता ने उन्हें दिया है, हैं न!

समर्थन, टिप्पणीया, योगदान या अधिक जानकारी के लिए हमें संपर्क करें।  
[disability.ac.mu@gmail.com](mailto:disability.ac.mu@gmail.com)

Labels are for filling. Labels are for clothing. Labels are not for people.

-Martina Navratilova





## 2. Terms of Impairment

**Madan Vasishta**

**Retired Professor, Gallaudet University, USA**

Shakespeare through Juliet had asked “what’s in a name?” Obviously, Shakespeare and Juliet did not have to deal with political correctness or the extremely biased and sensitive issue of selecting a name for some disability. The terminology to describe various disabilities has changed over time and will continue changing. The requirement to be politically correct forces us to select and use names that are not offensive. And this political correctness changes with time, faster than weather. Juliet’s rose “by any name would smell as good” but the names of disabilities start to stink faster than a fish.

Some of the terms I will refer to below might raise eyebrows of highbrow people working with and for people with, hmmm, disabilities, but I am using these as references and request to be forgiven. The generic “handicapped” referring to all people with various disabilities fell out of grace and was replaced with a softer term—disabled. They also played with euphemisms like “differently abled” and rather sugary “capable”. They forgot that “abled” is not an English word. These will keep changing as people find a “softer” or sexier appellation.

For individual disability, let us start with blindness. They were visually handicapped and then became visually impaired and now visually disabled as well as visually challenged. Similarly, deaf people were plainly deaf then they became hearing handicapped and hearing impaired and also hearing challenged. We need a whole encyclopedia to go over all the 21 disabilities included in the RPWD and the names that are/were/will be used to identify them, so will stop here.

Before I go further, I would like to challenge this “challenged” appellation. I have a lot of challenges. Yes, I am deaf, therefore, hearing challenged. I am five feet four, therefore, vertically challenged. Being bald, I am follicle (or rather follically) challenged. At times, I am morally challenged too. The list goes on. However, I would prefer to be called a short, bald, deaf man with questionable moral turpitudes.

We all are challenged mentally a lot of time. Are we, then, all mentally challenged? Therefore, calling people who fall on the left side of the normal curve, mentally challenged is, well, discrimination. Similarly, people have selective hearing and should be called hearing challenged. People who go to the beach to ogle at the eye candies of the opposite sex variety and ignore the beauty of the sea and sunset are obviously visually challenged. The list goes on.

Then there is the “people first” hypocrisy. Instead of simply saying “deaf child” we are advised to say, “the child with deafness” or a “child who is deaf.” These are efforts to prolong the time to mention the area of disability. It is analogous to calling a beautiful girl, “the girl with beauty” or “the girl who is beautiful.” I am sure that the girl would prefer to be called simply a “beautiful girl.” It can get even worse when a tall man is called “a man with tallness.”

Deaf people do not like being called hearing impaired. They prefer to be called deaf or hard of hearing. These terms show their hearing status clearly. The term “hearing impaired” was invented by hearing people with impaired thinking, according to a friend of mine.

Let us call a spade a spade. Let us show proper respect to disabled people by being with them and associating with them. Let us not hide our hidden prejudice by inventing euphemism.

And no....I am not going to mention Divyangjan.



### When Readers Write!

सर्व समावेशक असा अंक आहे. संशोधनासारखा महत्त्वाचा पण दुर्लक्षित असा विषय निवडला..... अग्निनंदन !  
अनुभवी व्यक्तींप्रमाणे नवीन पिढीलाही संधी दिली आहे. तसेच भारताबाहेरील अनुभवही अंतर्भूत केले गेले आहेत. कर्णबधिर मुलांच्या शिक्षणतज्ञांप्रमाणे सर्वसामान्य मुलांच्या शिक्षणतज्ञांचाही समावेश आहे. Very informative... !  
शिक्षकांनी आवर्जून वाचावा.

रिसर्च पेपर कसे लिहायचे याची शिक्षकांना माहिती मिळाली. News That Matter... हा तर माहितीचा खजिना आहे. तसेच छोट्या-छोट्या गोष्टींवर सुद्धा संशोधन कसे करायचे याची या अंकाने जाणीव झाली.

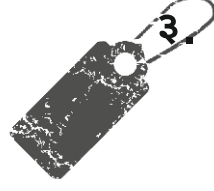
अंक माहितीपूर्ण, आशयवान, विविधरंगी, सुबक व संशोधनासाठी उत्तेजन देणारा आहे.

CI च्या प्रसारानंतर तसेच योग्य आधुनिक श्रवणयंत्राची उपलब्धता झाल्यामुळे; श्रवणप्रशिक्षण व वाचा सुधारण्याला अनन्यसाधारण महत्व आले आहे. त्यामुळे पुढील अंकाने शिक्षकांसाठी श्रवणप्रशिक्षण व वाचा याची माहिती असलेले पाठ कसे आखायचे, interesting व्यवसाय कसे घ्यायचे या विषयावरील असावा....

पुढील वाटचालीसाठी मनःपूर्वक शुभेच्छा! BSSamel.

- भक्ती समेळ.





### ३. माझे वेगळेपण

शुभदा प्रविण अघोर,

विशेष शिक्षिका, प्रगती विद्यालय, दादर

कन्यारत्न झाले म्हणून शिंदे परिवार; (नाव बदलले आहे.) खूश होता. आईने वात्सल्याने बाळाला जवळ घेतले. सगळे खूश होते. काही महिन्यात आईला जाणवले की आपलं बाळ बोलत नाही. आपण हाक मारली तर पाहात नाही. मोठ्या आवाजाला दचकत नाही. मनात शंकेची पाल चुकचुकली. मनात असंख्य शंका येत होत्या. ई.एन.टी.ने तपासणी केली व अनूला ऐकू येत नाही यावर शिक्कामोर्तब झाले. 'श्रवण-हास' व 'कर्णबधीर' हे शब्द ऐकून शिंदे दांपत्यावर आभाळ कोसळले.

पण जीवनात सकारात्मकता ठेवणारी माणसे धक्क्यातून लवकर बाहेर येतात तसे शिंदे कुटुंब यातून सावरले आणि आपल्या मुलीवर लागलेल्या या अपंगत्वावर शिक्षणाने मात करण्याचे ठरवले. फिजीओथेरेपी, स्पीच थेरेपी, ऑक्यूपेशन थेरेपी या सगळ्यातून अनू शिकत, झगडत होती. ती विशेष शाळेत जात होती. शिंदे कुटुंबाचे जीवनाचे ध्येय बनले की अनूला सक्षम बनवायचे. अनू, तिचे पालक, तिची विशेष शाळा, शिक्षक, कुटुंबातील इतर सदस्य या सर्वांच्या परिश्रमाचे फलित म्हणजे आज ती तिच्या पायावर सक्षमपणे उभी आहे.

तेव्हा आज मागे वळून पाहतांना तिचे पालक म्हणतात, 'बरं झालं, आम्हाला तिचे वेगळेपण समजलं. सुरुवातीला आम्हाला ज्या शब्दाने घाबरवले होते, त्यानीच आम्हाला स्पष्ट दिशा दाखवली. आम्ही पुढील प्रवासासाठी तयार झालो. तेव्हा मुकी बहिरी मुलगी असचं सबोधलं जायच. पण आम्हाला हे कर्णबधिरत्व आहे, हे सांगून तिच्यावर वेगळेपणाचा शिक्का बसला. त्यामुळेच इतरांपेक्षा कितीतरी अधिक पटीने मेहनत घ्यायला आम्ही तयार झालो. अनुवर लागलेल्या शिक्क्याचा आम्ही स्वीकार केला व तिची योग्य प्रगती साधली.

अशी समाजात अनेक मुलं आहेत ज्यांना अशा प्रकारचे शिकवे आहेत. याची चांगली बाजू अशी की. या नामकरणांमुळे या मुलांना इतरांपेक्षा काहीतरी वेगळे द्यावे लागते, त्यांच्यावर वेगळी मेहनत घ्यावी लागते हे समजते. त्यांच्या विविध विषयातील समस्या जाणून काम करता येते. अध्यापन पद्धतीत बदल करता येतो. शैक्षणिक साहित्य वेगळे बनवून इतर सर्वसाधारण मुलांच्या क्षमतेपर्यंत आणण्याचा निश्चितच प्रयत्न केला जातो. नाण्याची दुसरी बाजू अशी आहे की या शिक्क्यामुळे मुलांच्या आत्मविश्वासाला धक्का पोहचू शकतो. पालकांच्या व शिक्षकांच्या अशा मुलांकडून अपेक्षा कमी होऊ शकतात. पण शेवटी म्हणतात ना 'जग आपण पाहू तसं दिसत, दृष्टिकोन महत्वाचा!'



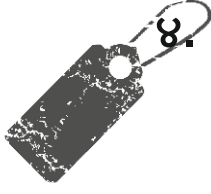
#### Ruta Anand Karve (SY.LD) on Mental Health Day

She entered the clinic,  
Shattered and confused,  
Feeling bruised and misused,  
She had little or no idea,  
Why was she here?  
Would anyone understand her tear?  
She sat in front of the counselor,  
Still in her own world,  
With her body tightly curled.  
Finally, she gathered her wits,  
And shared some moments,  
And to her surprise, the therapist listened  
without any comments.  
Session after session,  
She opened up a bit,

With the counselor being understanding  
about it.  
The therapist helped her,  
Discuss and introspect,  
Till she could understand and redirect,  
There came a time,  
When she felt secured and confident,  
This was her victory, clearly evident.

*Ruta is our second year B.Ed (LD) student  
who has written this poem on the occasion  
of World Mental Health Day.*





## ४. 'दिव्यांग' नावाच्या पलीकडील जग समजून घेतांना

**Sonal Shilpa Santosh,**  
Assistant Manager, Youth For Jobs

आपल्या आजूबाजूला इतक्या गोष्टी घडत असतात की मनात असून देखील आपल्याला कधी कधी सहभागी होता येत नाही. आत्ता कालचच उदाहरण घ्यायचं झालं तर माझ्या एका मैत्रीणीने मला एका गाण्याच्या कार्यक्रमाची जाहिरात व्हॉट्सअॅपवर पाठवली. मला काय बोलावे हे कळेना. मी काही रिप्लाय दिला नाही. मी हिअरींगएड वापरत असल्याने गाणी, सिनेमा इत्यादी कार्यक्रमांना जाणे शक्यतो टाळते. आवाज येत असला तरी शब्द समजत नाही. मग त्याच मैत्रीणीचा थोड्या वेळाने मेसेज आला. 'सॉरी हा, सोनल, मी आपलं तुला सहज पाठवलं. मला नंतर समजले कि तू दिव्यांग आहेस ना, नाही जमणार तुला.' मला कसं रिअॅक्ट करू हेच समजेना. एकतर तिने माझी अडचण समजून घेऊन मेसेज केला म्हणून बर वाटलं, पण जास्त चीड आली ती त्या तीने वापरलेल्या शब्दाची -दिव्यांग ! खूप कमीपणाचं वाटलं. खर तर आपण म्हणतो, नावात काय आहे. पण माझ्या मते नावात खूप काही असते. व्यक्तीचा आदर आणि समानतेच मूल्य.

आपल्या समाजात डिसॅबिलिटी म्हणजे अपंगत्व यावर जागरूकता पहिल्यापासूनच फार कमी आहे. फार पूर्वीच्याकाळी handicapp हा शब्द इंग्लंडमध्ये प्रचलित होता. इंग्लंडचा राजा हेनरीच्या कारकिर्दीच्या १५ व्या व १६ व्या शतकात इंग्लंडमधील अपंग दिग्गजांमधून हा शब्द आला. युद्धानंतर स्वतःचा जीव वाचवण्यास असमर्थ असल्यामुळे त्यांना भीक मागण्यासाठी 'हातात टोपी' घेऊन रस्त्यावर उतरावे लागले. राजा हेनरी आठव्याने अपंग लोकांना भीक मागणे कायदेशीर केले. कारण त्यांना रोजगार कुठे मिळू शकेल याची शाश्वती राजाला नव्हती. तेव्हापासून हँडीकॅप म्हणजेच अपंग हा शब्द वापरला जावू लागला. इंग्रजांपाठोपाठ भारतात देखील हा शब्द वापरला जावू लागला, पण इंग्रज जाऊन ७५ वर्षे झाली तरी या शब्दाचा पगडा अजून आहेच भारतीय जनमनावर !

भारतात पहिला कायदा १९९५ मध्ये आला. Persons with Disabilities Act, 1995 या कायद्याने अपंगत्व असलेल्या व्यक्तीला Persons with Disability या नावाने संबोधित केले जावे असा नियम केला. नंतर बरेच कायदे आले आणि खूप सुधारणा झाल्या. २०१६ साली अस्तित्वात आलेल्या Rights of Persons with Disabilities (RPWD) मध्ये डिसॅबिलिटी-प्रकारांची संख्या ७ वरून २१ वर झाली. आजच्या घडीला भारतामध्ये हा फार मोठा कायदा आहे. इतकी स्थित्यंतरे झाली असून देखील आज आपण हँडीकॅप या शब्दावर अडकून बसलो आहोत. यात अजून भर म्हणून की काय, आपल्या माननीय पंतप्रधानांनी दिव्यांग या शब्दाचा पुरस्कार करत सगळ्यांना जोरदार झटकाच दिला. अपंगत्व हे परमेश्वराने दिलेले वरदान आहे असाच काहीसा अर्थ व्यक्त होतो. मुळीच दिव्य अंश हा आहे. असे एकप्रकारे अपंगत्वाला मोठे समजून मोठेपण बहाल केला गेला आहे. जेव्हा या शब्दाची घोषणा झाली तेव्हा अपंग मुले, मुली, सोशल वर्कर, पालक, डॉक्टरस आणि या क्षेत्रात काम करणारे तज्ञ यांनी तीव्र आक्षेप घेतला. बाकीची जनता जी या क्षेत्राबद्दल पूर्णपणे अनभिज्ञ होती, त्या सर्वांनी पंतप्रधान या बिचाऱ्या अपंग लोकांसाठी काहीतरी करू पाहत आहेत असे समजून सुरात सूर मिसळले. सार्वजनिक ठिकाणी, बस स्टॉप, मॉल, मनोरंजनाची ठिकाणी दिव्यांगांच्या पाट्या झळकू लागल्या. मात्र या शब्दाबद्दल तिरस्कार वाढत गेला. मान्य आहे की अपंग लोक त्यांना असलेल्या शारीरिक व मानसिक कमतरतेमुळे इतरांपेक्षा थोडे वेगळे पडतात, कारण त्यांच्या दैनंदिन हालचालींवर मर्यादा येतात. या मर्यादा येतात कारण आपल्याकडे त्यांचे जीवन सुखकारक होईल यासाठी कोणती खास व्यवस्था नाही. म्हणजेच accessibility नाही. उदा: जो माणूस व्हीलचेयर वापरतो, त्याला रेल्वे, बसने प्रवास सहजपणे करता येईल का? सरकारी कार्यालयांमध्ये किंवा इतरत्र लिफ्टच्या सोयी आहेत का? ऐकू येत नसणाऱ्यांना किंवा बोलता येत नसलेल्यांना शिक्षणाच्या कोणत्या सुविधा उपलब्ध आहेत? अपंगांना रोजगाराच्या काय संधी उपलब्ध आहेत ? शिक्षण, नाकरीच्या संधी, अपंगत्वाचे प्रमाणपत्र मिळण्याची सुविधा, आरोग्याच्या सुविधा, सहाय्यक उपकरणे परवडणाऱ्या किमतीत मिळण्याची व्यवस्था, या सारखे एक ना अनेक प्रश्न आहेत. या प्रश्नांवर जागरूकता घडवून आणण्याऐवजी, अपंगत्वाला ईश्वरी प्रतिभा समजून उदो उदो करण्याची काय आवश्यकता आहे? दिव्यांग ही उपमा देवून त्यांच्यातल्या शारीरिक कमतरतेचा व अपंगत्वाचा गौरव करून आपण काय मिळवले? शहरीकरणामुळे, शिक्षणाच्या, आरोग्याच्या व रोजगाराच्या संधींमुळे शहरी भागात जागरूकता आहे. पण अजूनही ग्रामीण भागात परिस्थिती बिकट आहे. गावा-गावात अंधश्रद्धा, अनिष्ट चालीरिती, गैरसमज, तसेच वैद्यकीय सेवा न मिळाल्याने बाळांना अपंगत्व येते. येथे कृतीची गरज आहे, दिव्यांगांचा गौरव करण्याची नाही.

सुरुवातीपासून वेगवेगळ्या भाषा, प्रांत, चालीरीती, श्रद्धा यात विविधता असलेल्या आपल्या समाजात अपंगत्वाला वेगवेगळ्या नावांनी संबोधले जाते. Abled, differently challenged, special child, specially abled, deaf आणि असेच काही. माझ पण बालपण या शब्दात असच थोड्या फार फरकाने विखुरले गेले आहे. लहान असतांना मशीन लावत असल्याने माझे मशीन सगळ्यांना दिसायचे, मग त्यांच्या प्रश्नांचा भडिमार माझ्यावर व माझ्या आई वडिलांवर, तुमची मुलगी special child आहे का? deaf and mute आहे का? कधी पासून असं आहे? मला खरं तर या नावांनी गोंधळायला व्हायचे. मी special आहे असं जेव्हा कोण म्हणत तेव्हा वाटायचं कि मी वेगळी आहे का कोणी? नॉर्मल शाळेत कशी काय जाते ? असं बोलल्यावर मी ऍबनॉर्मल आहे का असं वाटायचं. लोक मशीन पाहून बोलायचे तेव्हा अजूनच लाज वाटायची. मग मी माझे केस वाढवून मोकळे ठेवायला लागले. असे केल्यामुळे कुणी काही बोलणार नाही असं मला वाटलं. खर तर आई वडिलांना कधीच असं वाटलं नाही. पण मला काय



वाटेल, मला वाईट वाटेल म्हणून तेही बोलायचे की तुला पाहिजे तर केस ठेव मोकळे.

सुदैवाने profound hearing loss असून देखील मला शाळेत किंवा बाहेर जास्त अडचणी नाही आल्या कधी. काही शब्दाचा उच्चार मला जमायचा नाही तर कधी-कधी शब्दाचे उच्चार चुकीचे असायचे. शाळेतले मित्र मैत्रिणी किंवा आजूबाजूचे चिडवायचे तेव्हा वाईट वाटायचे. लोक आपल्यावर हसायचे म्हणून, मला माझा weakness दाखवायचा नव्हता. मी आपली हसण्यावारी न्यायची. मी ठरवले होते की, कितीही अडचणी आल्या तरी शिक्षण काही थांबवायचं नाही. शिक्षणामुळे मला एक नव जग खुलं होत गेले. सामाजिक क्षेत्रात विविध विषयांवर काम करणारी माणस भेटली त्यांचे विचार, कल्पना, यांची ओळख झाली आणि आत्मविश्वास वाढला. मी देखील सुरुवातीला गोंधळले, बावरले होते. मी नक्की कोण आहे? ऐकू येत नाही म्हणून अपंग, special मुलगी आहे का? मी कमी आहे का? असे बरेच प्रश्न पडायचे. पण हळू हळू या सर्वांची उत्तर मिळत गेली. जेव्हा मी स्वतःला ओळखायले लागले. हा प्रवास नक्कीच सोपा नव्हता. पण या प्रवासाने मला माझ्या अस्तित्वाची एक वेगळी जाणीव झाली आणि आत्ता मी त्याच आत्मविश्वासाने माझी ओळख पसरवते. ती म्हणजे 'पर्सन विथ डिसअॅबिलिटी'. माझ्या आजूबाजूच्या लोकांना मी देखील स्वतःहून सांगते आपण अपंग व्यक्तिशी बोलतांना तो/ती सर्वसामान्य व्यक्ती आहे असेच संबोधून बोलले पाहिजे. मला माझ्या मशीनची अजिबात लाज वाटत नाही. किंवा कमीपणा देखील वाटत नाही. हा बदल एका रात्रीत घडून आला नाही आणि घडवून आणण्याची अपेक्षा करणेदखील चुकीचं आहे. उलट मी हे आनंदाने स्वीकारून जगत आहे आणि याच क्षेत्रात मी काम करत आहे याचा मला आनंद आहे. बोलणारी लोक बोलायचे आणि हासायचे काही थांबत नाही, आपण का मग थांबायचे? हाच धडा मी शिकले. अडचणी असणारच हे एकदा मनोमन ठरवलं की काही कठीण जाणार नाही, कारण शेवटी कसं जगायचं हे आपल्या हातात असते.



### LABELING - THE AATMAN WAY! ([www.aatmanacademy.org](http://www.aatmanacademy.org))

As the team HACSE was going deeper in the issue of 'addressing and labeling' the PWDs, we received complimentary copy of a beautiful calendar from the Aatman Academy. And guess what, we got a fresh perspective on addressing/ labeling disability and addressing ourselves - the teachers. With thanks to Aatman Academy, here is what the calendar shares:

"There are no teachers at Aatman! Only our wonderful LFs! Learning is the most important activity at Aatman, therefore those who support that activity are the **Learning Facilitators!**"

"I am loved, respected and cared, for who I am and with my '**diverseabilities**'. Everyone belongs. Everyone is included in everything that happens on campus". Aren't these the most non-glorifying, positive and professionally acceptable terms!



*Congratulations!*

### 100% RESULTS ! Here are the SSC toppers of RTT High School

Rank	Name	Percentage
1 <sup>st</sup>	Simran Lalit Suhanda	80 %
2 <sup>nd</sup>	Jainul Abiddin Razak	79.20%
3 <sup>rd</sup>	Simrin Sultan Qureshi	78.40%

## 5. PWD in The UAE: Disability with Determination

**Aashiya Jassim, Leader of Inclusion, Dubai Scholars Private School**

**Suzanne Rodricks- Phase Head, Dubai Scholars Private School**

Dubai- UAE is the home to hundreds of nationalities, various cultures & faiths. It is amazing to see how people from all walks of life, nationalities, cultures contribute to the vision of this progressive and respectful nation. Therefore, inclusion comes almost naturally to the UAE. Historically, the nation is known to have a diverse society and displays one of the highest levels of tolerance for diversity in the region. Such diversity obviously includes diversities of abilities.

‘Persons of Determination’ or ‘The Determined Ones’ is how the UAE has chosen to view the attributes of persons with disabilities; a reflection of their strength of character, their perseverance and their courage, as stated under the National Policy for Empowering People with Special Needs. In 2016 HH Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the United Arab Emirates, and ruler of the Emirate of Dubai, introduced the term **People of Determination** to describe people who were formally called special needs as outlined in the Federal Law No. 29 of 2006 Concerning the Rights of People with Special Needs.

HH Sheikh Mohammed bin Rashid Al Maktoum considers it a responsibility of all residents of Dubai and of the UAE, to strive towards this vision of empowering People of Determination. He stated that ‘Determination, strategy and vision for the future are our real resources in the quest for excellence and success’. The inspiration for the development of Dubai Inclusive Education Policy Framework is clear and is one where the rights and access to equitable opportunities for people of determination are assured and protected.

The policy framework having been set firmly in place sees all educational institutes and educators whole heartedly welcome the ruling. Schools now address the students with special needs as ‘Students of Determination’. This label is now used in all official documents.

KHDA -The Knowledge and Human Development Authority (KHDA) is the educational quality assurance and regulatory authority of the Government of Dubai, United Arab Emirates. KHDA leads the Inclusive Education taskforce and the development of Dubai’s Inclusive Education strategy. It ensures that all educational institutes in Dubai, embrace and understand that this concept underpins all effective education. It encourages, through its partnership with schools, all teachers, parents, management and other professionals to aim for increased progress and attainment of all students, with a special focus on those who experience special educational needs and disabilities.

The Inclusion Framework provides a holistic description and constructive information of the conditions necessary to enable all education settings to develop fully inclusive systems of education. It describes the following standards to provide clear guidance in order to enhance and extend quality inclusive education

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services within schools and other education settings across Dubai:

- Identification and Early Intervention
- Admissions, Participation and Equity
- Leadership and Accountability
- Systems of Support for Inclusive Education
- Special Centres as a Resource for Inclusive Education
- Co-operation, Co-ordination and Partnerships
- Fostering a Culture of Inclusive Education
- Monitoring, Evaluation and Reporting
- Resourcing for Inclusive Education
- Technical, Vocational Education and Training (TVET) Higher Education and Post-School Employment.

### **About our School and Our Journey in Inclusive Education**

As a Leader of Inclusion, my journey at Dubai Scholars Private School (DS) has been a significant one, especially since it has contributed largely towards my own learning curve. Our aim and commitment has been to ensure the educational and social inclusion of all students at DS. Our school has definitely begun moving away from the traditional ‘one-size-fits-all’ system of education, has picked up pace and shows promise of turning into a school with a more inclusive educational ideology.

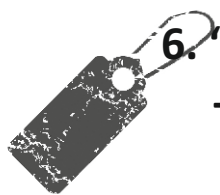
### **How do we respond to the labeling issue?**

“We believe that ‘ability-linked labels’ are not for humans; our names are enough to help people distinguish one person from the other. Students of Determination or those with Special Needs are considered ‘special’ since they do not fit into the ‘normal’ of society. But who decides what is normal and what is not? We? The majority? Today the modern, innovative curricula aims to tap the inner creativity in each child by catering to their differences, since we believe that all humans are different and it is nothing but ethical to value differences. So by restricting their identity and ability, based on a tag influenced by their diagnosis, aren’t we still categorizing them into moulds created by society, in which all are expected to fit – one way or the other.

According to me, all of us are special- all of us are equally determined. Let me elaborate-Each one of us requires support in some form or the other - may be to learn a new skill or hone the ones we already possess. We consider and address these as an individual’s ‘training needs’, but, for a person of determination, we tend to look at their needs as ‘areas of deficit’ or ‘special’. Keeping this in mind, at Dubai Scholars we do not use labels, we place them into tiers of support based on their challenges. We discuss and action challenges not dwell on the diagnosis.

All our students are determined to do better. All our teachers are determined to make our school a place where every learner progresses. Our parents and management share the same beliefs. Have we reached our destination yet? Not quite. The journey will continue. We will pick up many more success and misses along the way. But these wonder moments make our journey exciting, fulfilling and worth every effort.





## **6. “Does Language Use Really Matter?” - Some Reflections on Disability Identity**

**Dr. Kalpana Kharade, Associate Professor,  
K.J.Somaiya Comprehensive College of Education,**

### **Abstract**

Persons with Disability have to cross several barriers in their everyday life. Social, cultural, economic and psychological to name a few. Several factors are responsible for these internal and external barriers. Language used with regard to their personal and social identities is one of such factors which affects their whole existence. It reflects the societal attitude which shape their experiences, particularly during their formative stages of life. Internationally, there exists controversy around the disability-first versus people-first language. This small article makes an attempt to throw some light on the language used for referring to the persons with disabilities across the world in general and in India in particular and appeals the readers to rethink about their use of language to refer to people with disability for creating a more positive disability identity.

### **Introduction**

Individuals with disabilities had been experiencing widespread marginalization, stigmatization, and discrimination. A specific aspect of society’s treatment of people with disabilities that contributes to their experience is the language used to refer to them. Language reflects how people view each other (Blaska, 1993) and, if disrespectful or negative, can further perpetuate discrimination. Unfortunately, the language used to refer to people with disabilities has historically kept them in their marginalized position by portraying them in a derogatory way (Haley & Brodwin, 1988). By defining individuals on the basis of disability, they may be reduced to their disability and thereby dehumanized.

According to theory and empirical research, the words or phrases people speak or write affect society’s perception of people with disabilities and the self-image of those individuals with disabilities as well (Froschl et al., 1984). Negative perceptions may result in a lack of access to resources, feelings of well-being, or acceptance (Link et al., 1989). At the same time, language-use can help society become responsible for including individuals with disabilities in all its endeavors. Let us discuss language and the importance of using community-chosen terminologies as a means of respecting or disrespecting the identities and autonomy of disabled individuals.

### **Contemporary Language Use around Disabilities**

Among professionals and institutions that provide care for the disabled population, there is some debate over what types of language is most appropriate when referring to the phenomenon of disability or people with disabilities. Some prefer straightforward terminology, such as “people with disabilities”, “disabled individuals” and “disabled populations.” Others have drifted to what they consider more sensitive or

politically correct language, by using phrases such as “special needs”, “differently abled”, “people of all abilities”, “challenged” and others. But, the use of all these labels depends up on the model of disability one believes in.

## **Models of Disabilities and Language Use**

Scholars and activists have developed various models to describe the complex phenomenon of disability. It is crucial to be aware of the ways in which these models use frameworks to define and represent disability, as well as personal identity. There exists much debate around the use of terminology used by the medical and social model of disability. The dispositions adopted by these models help us in understanding of contextualizing frameworks of disability language.

In a medical model, individuals are seen as possessing a problematic trait specifically tied to a diagnosis and labeled an “impairment”. Disability in this case becomes a restriction caused by the impairment. In this model, individuals are identified by deficiencies, thereby minimizing strengths and environmental factors that create barriers for people with disabilities. The limitations of a medical model of disability are challenged in a social model which opposes the prejudices. In a social model, impairments are seen as socially constructed and result in oppression and exclusion from full participation in mainstream social activities: individuals are “disabled by society, not by our bodies” (Watson, 2005). Some scholars find a social model problematic because it tends to write off the significance of impairment. Whichever model we consider, we do see an attempt of non-disabled people to minimize the differences between disabled and non-disabled people and a drive to celebrate disability identity, cultural distinctiveness, and disability pride. The World Health Organization seeks to integrate multiple models by centering on problematic features of bodies but simultaneously acknowledging social and environmental factors (WHO, 2016). In this model, the term “disability” refers to the entire experience of impairment and social implications.

In 2010, the state of New Jersey in the United States banned use of the term “retarded” and its variations in references to people with disabilities in state laws or regulations. Originally used for medical purposes, “retardation” became a term of devaluation and exclusion. The bill called for use of people-first language in reference to any person with disability (New Jersey Legislature, 2010). People-first language, a semantic approach that “puts the person before the disability...describes what a person has, not who a person is” (Inc., 2009). According to Smith (2007) currently preferred people-first language may reflect positive attitudes and promote inclusion of individuals with disabilities by referring first to the person, then the disability. In contrast to people-first language, identity-first language describes the person as “disabled”. Some people prefer this and argue that this fits the social model even better than does people-first language, as it emphasizes that the person is disabled not by their body, but by a world that does not accommodate them.

The term “disabled people” as a political construction is also widely used by international organisations of disabled people, such as Disabled Peoples’ International (DPI). Using identity-first language also parallels how people talk about other aspects of identity and diversity. For example: “In the autism community, many self-advocates and their supporters prefer terminology such as ‘Autistic,’ ‘Autistic person,’ or ‘Autistic individual’ because we do agree that autism as an inherent part of an individual’s identity. The

same way one refers to ‘Lesbian/Gay/Bisexual/Transgender/Queer’, ‘gifted, or ‘Jewish’. Similarly, the Deaf community rejects people-first language in favor of identity-first language.

### Indian Scene

In India, disability has always been seen as a result of wrong Karma and disabled as a person who has to repay for his sinful actions committed in this or in his earlier births. No one denies that, recently the situation has been improving in favor of disabled people. Nevertheless, the language used with regard to the disabled people does raise doubts in their mind. On one hand we hear words like “Surdas” for blind person, “Taimoorlang” for lame person and on the other hand “Pragyachakshu” which means person with wisdom and “Antarchakschu” which means “eye within” to describe the blind person. All these words are not true descriptors of the fact. We Indians have also borrowed some terms from the west like “specially abled” and “Differently abled”. Such terminologies actually single the disabled out. Rather than equalizing their status they are in a way differentiated in the society. On the top of it the term “Divyang” which means “Person with divine organs” just further glorifies the disability and patronizes the fact. To conclude, it can be said that the language used does matter but as Shree. Prasanna Kumar Pincha, Former Chief Commissioner for Persons with Disabilities, Ministry of Social Justice and Empowerment, govt. of India, New Delhi has rightly opined that the language used should state the facts in straight manner but with at most decency, decorum and civility. There is no need to lift the disabled person from his attributed sub-human level to super human level”. Thus, the person can be addressed by his disability identity but in doing so his self esteem must be honoured by all means.

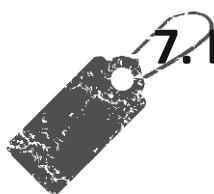
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### SETTING UP NEW OSM CENTER AT CCYM'S HACSE

In tune with the examination reforms at university of Mumbai, paper correction is now done on screen. University advocates the college to have their own OSM centers wherein the faculty carries out paper correction on screen in the college campus itself. HACSE launched its own OSM center as per the prescribed norms where 2 PCs are marked for the work and is ready with tech compatibility and software in association with the university. Since July 2019 the center is in use and the faculty can complete the task of paper correction flexible within the deadline not compromising their lectures.





## 7. Let's Un-handicap Our Language!

**Dr. Amit Mishal**

**Associate Professor in Education, CCYM'S HACSE**

A disability is simply not being able to do certain things as the majority does, such as to hear, see or walk. When somebody is labeled as having any disability, they tend to be looked down upon by others. They are not given equal opportunities and denied their fundamental rights.

Do many of us feel the need to get rid of the nasty labels all together and learn the true meaning and redefine it? Well, not possible pragmatically! What we can do with labels is not getting rid of it but use these professionally without compromising the dignity of the person. When we write or speak about people with disabilities how many of us put the 'person first' for reflecting individuality, equality or dignity of people with disabilities? Many of us still use those 'Catch-all Phrases' like 'the blind', 'the deaf' or 'the disabled'. For example if we are to write or speak about people with disability/ disabilities it is better to use term 'people with disabilities' rather than 'disabled people' or 'the disabled'.

All of us while using these terms in everyday use, should try to replace term/phrase 'wheelchair-bound' with the phrase 'persons who uses a wheel-chair'. Lets replace Mr XYZ '**suffers** from .....

Whenever we use disability related language to describe negative traits, we try to promote the view that people with disabilities are somehow defective or abnormal, a view that contributes to the isolation, oppression, and maltreatment of people with disabilities. People often I hear saying 'WHAT'S IN NAME' – 'Naam Mein Kya Rakha Hai'. Why should we assign so *much* discussion to *a name* (or in this case, *a label*) but many a times everything **is** in the name/ label. Hence, using words in the everyday communication is necessary when it comes to people with disabilities. We dream of 'un-handicapping' the PWDs but the journey begins with 'un-handicapping' our language first. And for that we need to un-handicap our mind-set foremost – since there is no use wiping mirror if the object is unclean!



### **GOOD MORNING HACSE !**

2019 marked the beginning of the practice of morning assembly for staff and students. Thanks to Dr Amit Mishal we all begin the day with a secular prayer which reminds us to value the global humanity ethics beyond any country or community. This is followed by the thought of the day presented by any of the students in any of the language. Principal of the college demonstrates one physical and breathing exercise for all to practice that day whenever possible. We plan to add more to this basic structure of assembly in near future.

## 8. Addressing People with Disabilities; Changing Perspectives

Poonam Mishra, Assistant Professor, CCYM'S HACSE

It is a human right of each and every individual regardless of his / her abilities and disabilities to be addressed with respect and dignity. In terms of enormous diversities among the individuals, now a days the labeling is so high in order to take right based decisions for them. Ironically, People with Disabilities (PwDs) with such diversities are generally labeled by so many names which many a times give a very negative side of their potentials. In the light of it, legal initiatives have been taken in recent years and the term "Disability" has been declared to be used for the standardization of diagnosis, terminologies/ labeling and decision-making process at global level. In my opinion, as far as legal rights are concerned, labeling is essential to categorize individuals based on their needs and strengths in order to provide them need based life skills.

I also strongly believe that only labeling does not define a person completely unless we do not understand their inherent strength with positive attitude. It has been experienced that the negative attitude of people often leads to the restricted opportunities and the low self-esteem level among PwDs which affect overall life functioning at later stage of their lives. It was also found in many case studies that after experiencing the disrespectful and de-motivating language about them for a long, PwDs also start talking about self in the same manner. In many of my interactive sessions, when I interact with children with intellectual disability, they say that "I am mad, my mind is less, I cannot do anything because I am disabled" and so on and when I ask why they think so then they say that "I know because X or Y said so". Such statement clearly reflects the impact of language on the life of individuals. Judging someone exclusively based on the labels may miss many a times the innate abilities, beauty and uniqueness of that individual. So, in order to let them enjoy their life with equal and accessible opportunities, we need labels but while using these for professional purpose we must avoid mindset and limiting expectations associated with it by the society in general. We all as professionals, parents and community members must move beyond the boundaries of labeling in search of the inherent potentials among the PwDs.



### When Readers Write!



We were looking forward to see the new Arushi this year since it was on Research. This issue of Arushi really fulfills the objective of sharing thoughts on Research. I also liked the report of the college which gives a tour of all the activities in crisp table format. It shows how HACSE sure extra miles go beyond the given curriculum. What I liked the most is the visual images and the fresh design of the newsletter- particularly the selection of photos. It does emphasize the brand called HACSE. What I would like to see more in next issue would be more scope for writing of the students themselves. With that request, thank you for this treasure of knowledge and perspective.

Sahiba Shaikh  
Special Educator.

## 9. Some commonly used terms and ideas in the PwD space

**Anita Iyer Narayan, Founder & Managing Trustee, Ekansh Trust**

I would like to begin with a blog I wrote more than a decade ago. This was around the time I was still a volunteer and hadn't begun to work full time with Persons with Disabilities. The empathy kicked in then and understanding followed.

### THE INVISIBLES

There is a thin line between stupidity and insensitivity. I think I crossed it the day I said "I have to go, it is getting dark outside" to the child I was reading to, in the Blind School in Delhi. What is 'dark'? He asked very casually. This question has stayed with me for longer than I can remember. It haunts me still. I had tried to explain that I meant 'late', but I had meant 'dark', hadn't I? What is 'dark'? And why did it scare me more than it did him?

Somehow, it is really not about having special places for special people. That would be racism of a sort, wouldn't it? It is about being able to share the whole world with them. They have as much right to it as we do. Yet we decide what is best for them because we refuse to tap our hearts and intellect for ways to deal with their needs. We refuse to learn the languages they speak. Instead we try and come up with devices to make them as much like us as possible. We would do well to introduce braille and sign language as optional subjects in school. We could have interactive workshops in schools and colleges where special children mingle with 'normal' children. But we'd rather skim the surface and do what we can, comfortably. I call us emotionally handicapped.

There is a world on the other side of the mirror but we prefer not to look. Perfect images, made to order, please our eyes so much more that we force parents of special children to sweep entire entities under the carpet with our insensitivity. We almost never see these children at malls and cinemas and birthday parties and parks. Why? I know they enjoy everything 'normal' children do, maybe differently, but definitely as much. Why do parents of these very special children rather they live in isolation or confinement than bring them out to face the world? What do these people fear?

Us.

And that, I think, is a shame. ....

Inclusion is a widely used term in today's world. When it comes to People with Disabilities, it essentially means comfortably fitting in with mainstream society. We are all aware that there are various models of Disability including the social and medical models.

Disability, in my opinion, is simply a physical or mental condition that gets in the way of some tasks. If Accessibility happens, this inability disappears. Accessibility is another often used word in this domain, and it is again simply the capacity to get to something – whether it is a physical space or a thing or information or even a basic human right. Examples: A deaf person struggles to convey a message to a



hearing person using sign language. Ensuring classes for all in sign language or an interpreter will eliminate this struggle. ? A wheelchair user struggles to get into a train. A ramp of a perfect gradient will ensure that he / she can board the train independently with dignity intact. ? A person who is blind cannot read the menu in a restaurant so hesitates to go lest he inconveniences his friends. A Braille menu or an audio recorded menu would solve this problem. If we look closely, it is not so much the disability as the lack of accessibility that causes the struggle. And what causes lack of accessibility is the lack of awareness, acceptance and sensitivity.

In the past decade ‘we have conducted three huge job fairs for PwD where everyone with a disability, regardless of academic qualifications, was welcomed. Each job fair attracted over a thousand candidates from all over India. We also had the best of companies participating. This is what, in my opinion, constitutes a fair. We found that most of the candidates were still in the early levels of academics and even awareness of their own potential. The well qualified, well-adjusted numbers were low.

We analyzed the resumes in our data base and realized that while Equal Opportunity Employment is becoming a policy and reality, Equal Opportunity Education and Social Interaction are still lagging. Whether 3% or 5% reservations are made in the employment space, the same % is not in inclusive classrooms or other public places. In this scenario, I decided it was time to take few steps back to look at Inclusive Education before we focused on employment.

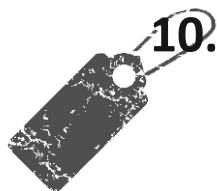
We began to appeal to parents and teachers, students & Professionals of architecture, management, education, design, etc. to think inclusive. Our outreach programs on “prevention, detection and early intervention” also revealed that children do not get the support they need in their early years. Each of us is a direct product of our upbringing and nurturing by family and society. Our self-confidence depends very much on our small and large achievements in different phases and facets of life. Therefore, a rich, loving and respectful environment is essential for a child to grow into a confident adult. The stigmas, superstitions, biases, ignorance and apathy in our society are yet to be tackled. We have directly progressed to education and employment of PwD. It is like planting a seed in barren sand. Any farmer will tell us that the land has to be tilled, watered and fertilized for the seed to grow into a fine, strong tree. And it is the same with Children with Disabilities.

And so, my appeal to youngsters entering the field of working for PwD is to not focus only on helping them adjust to society, but to also help society walk half the distance by becoming more aware, accepting and sensitive, and therefore inclusive.



### **Automation in education: What aspiring teachers should know - Study International**

Automation is set to drastically alter the workplace, but just how much will technology such as artificial intelligence (AI) affect teachers? Such information is helpful for those aspiring to enrol in teaching courses at universities – knowing how, when, what, where and who will be impacted by automation's impact on the profession lets students make the right preparations for their future careers. According to a study by Silver Swan Recruitment, the teaching profession has “an incredibly low chance of automation” in the future at just one percent, one of the lowest on their list.



## 10. Personal Take by Shri P K Pincha on Use of terminology to address PWDs

Source: [https://youtu.be/k5Lbbhek\\_hI](https://youtu.be/k5Lbbhek_hI)

Summarized by: Smita Chaulkar, Vice Principal, Hearing Impairment Section, ETC

Shri Prasanna Kumar Pincha worked as the Chief Commissioner for Person with Disabilities and it was the first time ever that a person with disability was appointed for this post. He has worked for the cause of Rights of Persons with Disabilities all his life. He has also very strongly put forward his views on terminology used from various platforms when he was a chief commissioner and also thereafter.

He has made a video with an intention to discuss deeply on the issue of terminologies used in reference to people with disabilities. He states that terminologies showcase the mindset and perspective of the society towards Persons with Disabilities. He emphasizes that these terminologies do make a difference. He gives a Personal experience of his childhood where people called him ‘**Surdas**’. Surdas was a renowned poet & incidentally was blind. This made Mr. Pincha very embarrassed. He calls it a “**borrowed identity**” and he further questions, “Why should one live with such borrowed identity?” People or society gives these names with no bad intensions but these are not appropriate labels. The fact should be stated as truth with decency. Decency should not be a compromise or a way to cover-up the truth.

Another term he objects to is “**Pragyachakshu**” (Vision of wisdom). He says this term may be true for many abled bodied & vice versa. He feels that whenever and wherever it is needed or incidental there is no harm in calling a person ‘visually impaired’.

The term “**differently abled**” which is borrowed from the west is also disapproved by Mr. Pincha. He states that no two individuals can be identical; they may have varied areas of interest. Each person is unique. He says, “If I am differently able with reference to some able bodied person then the able bodied will also be differently able with reference to me”. This terminology spreads a wrong signal that Persons with Disabilities are not one from the society and are different. In this terminology the Persons with Disabilities are singled out and they are denied the opportunity of equality. He proclaims that, terminology should not highlight on differentiation rather it should focus on equality. The terminologies used should not be patronizing or conducive says Mr. Pincha.

Another term that he disagrees with is “**Divyanjan**” (divine organ). It feels hysterical to say that a person who cannot see has divine eyes. If this term is in reference to acknowledge the power possessed by Persons with Disabilities then Mr. Pincha rightly questions the very existence of the department of “Empowerment of Persons with Disabilities”. He restates that “these are patronizing & conducive terms.”

The term “**Specially abled**” is also disapproved by Mr. Pincha He says that each individual will have abilities and skills in specific areas and it is irrelevant term to indicate degree of disability.

The term “**Handicapped**” is also objected by Mr. Pincha. He says that this term was picked up from Medieval European period, where people took hat in their hands to beg for money. The cap in hand over a period of time became a term handicapped. This term was used for people with disabilities as society considered them to be helpless.

Mr. Pincha has always raised his eye brow and voice over use of these terminologies by Central & State govt bodies. Terminologies are important and should be used with rationale, incidentally & ethically. He lays emphasis on acceptance of facts rather than sugar coating it.

Thus, through the video Mr. Pincha wants to generate sensitivity over the terminologies used to refer to Persons with Disabilities, a neglected issue indeed. I think all special educators and rehabilitators must take a note of this discourse and train their mind and tongue to use appropriate terms to address PWDs.



## BAGGING INTER-COLLEGE PRIZES

The second year B.Ed (Hearing Impairment) and B.Ed (Learning Disability) students from CCYM'S HACSE had participated in the Inter-college festival named Pratyush organized by Somaiya Vidyavihar College on 14<sup>th</sup> March, 2019. Hearty Congratulations to our prize-winners!

Sr. No.	Names of students	Competition	Prize Won
1.	Rachel Fernandes	Poetry	3 <sup>rd</sup> Prize
2.	Vinita Khedkar	Slogan Making	2 <sup>nd</sup> Prize
3.	Shabnam Shaikh & Shizanne D'mello	Poster Making	3 <sup>rd</sup> Prize





## 11. The Word Power

**Ritika Shahani, Founder Director, Trinayani**

Words have POWER of their OWN. They can Encourage and Empower or Discourage and Dishearten. THE LANGUAGE WE USE and the images that we create and promote through language, reflect the attitudes we have towards any particular group of people. One group that the public and others have heard little about is persons with disabilities.

Having worked in the disability sector for 30 years as a special educator, communication therapist and inclusive support teacher, I realize that **Labels** are definitely useful and important. They can help us to understand qualities, strengths and needs. However, labels can also be damaging and inaccurate. They can stop us from knowing and understanding a person as an individual.

The Language we use is important as it usually creates an attitude and is also a reflection of how people in society see each other. The use of outdated language and words to describe people with disabilities for example, leads to stereotype perceptions.

Do you know that the word “Handicapped” (commonly used by non-disabled people to refer to disabled people) originated from a begging term meaning “cap-in-hand” or the word “Cripple” is derived from the term “creep”? Most or many individuals with disabilities do not consider themselves handicapped. They consider themselves as having a difference or variance in one or more areas (as do many of us).

So, when speaking about PWDs, perhaps the most important thing to remember is to always put the person first. Referencing the persons before their disability, describing a person according to what a person **HAS** and not according to what a person **IS** conveys respect and simple good manners. Being aware of the words we choose when we communicate is the first step towards correcting injustice.

We all want to say and do the right thing, but sometimes knowing the right words to say can be a mystery. Through the NGO Trinayani, ( <http://www.trinayani.org>) I founded in 2016 we use the medium of “arts” to increase perceptions and change attitudes of children and communities towards persons with special needs or persons with a disability. We have recently developed a ‘TOWARDS INCLUSION’ Disability Awareness Game kit, comprising 6 thrilling card games, to change the mainstream narrative around disability from that of sympathy and charity to dignity, respect and solidarity. One of our Game “SAY THIS, NOT THAT” provides useful tips of the preferred and appropriate language to be used when addressing or talking to or about disabled persons. **Here are a few general tips;**

- ☛ Mention the person first, placing the focus on the person, not on the disability. For example, say, “My friend, Ruchi, who is blind” or “My yoga instructor, who is an acid attack survivor.”
- ☛ Avoid using group designations such as “the blind,” “the deaf,” or “the disabled.”
- ☛ Don’t refer to a person in terms of his or her condition such as “an epileptic,” “wheelchair-bound,” or “someone afflicted with Multiple Sclerosis”. Instead say “wheelchair user”, “has epileptic”.



**AS FAR AS POSSIBLE DO NOT USE WORDS SUCH AS** Afflicted, Confined, Crippled, Drain, Burden, Stricken, Poor, Suffer from, Unfortunate, Victim, Retarded, Diseased or Handicapped. Having done my B.ED in Deaf education, I know for sure that phrases like “deaf and dumb” are technically incorrect. A better way to address or describe a person with a hearing disability or hearing impairment would be the following:

- ☞ Person who is deaf and is unable to hear adequately
- ☞ Person who may prefer using sign language to communicate
- ☞ Person whose speech may sound different from the majority

**Deaf people cannot speak is also a misconception.** Deafness does not affect the vocal cords, although it can affect a person’s ability to hear and monitor the sounds they make. Some people who are deaf make a conscious choice not to use their voice while others choose to speak. The type and degree of hearing loss as well as the age of the person when they became deaf (i.e. before or after learning to speak a language) also influences their ability to acquire language and speech. Their speech at times can be unclear and requires patience to be understood.

**Similarly, we often presume that deaf persons do not appreciate music, theatre, movies, etc.,** because they cannot hear. In reality however, in today’s time, many movies and television shows are captioned. That means that conversations appear as words on the screen. Also, the type and degree of hearing loss as well as the age of the person when they became deaf influences their appreciation of music.

**On another note, I have often heard people using the term “normal” very casually.** Now, the difficulty with using the term “normal” to refer to a person without a disability is the inference that a person with a disability is “abnormal” or “not normal”. So, when referring to what is “normal” or inferring what is “abnormal”, be careful to indicate you are talking or writing about “development” and not a person or program. We have addressed this concern in our Game kit too.

Remember, in all circumstances, one of the least valuable emotions or approaches to people with disabilities is pity. Pity is unnecessary, unhelpful, and unproductive. Since what we say has a serious Effect on people around us, we must learn how to use appropriate language. Negative and improper words conjure up feelings of pity and uselessness and perpetuate stereotypes. Therefore, choose to use Words with Dignity, a vocabulary that’s inclusive and respectful of everyone.

### **Towards obtaining the 'label' - 'Dr'**

HACSE is blessed with highly qualified professionals with diverse skill sets. Kasturi Kulkarni is the researcher of the team - constantly involved in some ROL, some data collection or some tool development. She has researching temperament and it is no surprise that she has many publications to her credit and has bagged best research awards too. It is but natural that she completes her Ph D with the same enthusiasm and zeal. Yes, she has submitted her Ph D Thesis in special education at university of Mumbai. She completed the work under the guidance of Dr Varsha Gathoo (AYJNISHD). We wish her all the best in the journey ahead and waiting for the next issue wherein we would 'address' KK mam as Dr Kasturi Kulkarni.



## 12. My Experience, my take....

**Ninad Vengurlekar, CEO-Utter App**

I have grown up with persons of disabilities since I was a child. My best friend's sister was deaf and therefore could barely speak. And one of my school-mates, and later college -mate had polio.

Both these individuals are doing very well in their careers. My friend's sister won a national award from President of India around 35 years ago. My other friend is a senior accountant with an export firm, has married and is a father of wonderful kids. I never called them using any label to indicate their disability, for us they had names and that was it! I didn't know the word divyang, nor did I bother about their disability. In school I have had physical fights with my disabled friend, but we fought as equals, and none of us crossed the line to take advantage of his disability. Similarly, my friend's sister used to make strange noises in excitement or anger, when we played cards or carom with her. We had a hearty laugh at those weird sounds, but not once did she feel insulted by our actions. So I grew up in an environment of inclusiveness without ever being taught to do so formally.

In my life, I have never seen a disabled person being mocked at. But I have seen hundreds of disabled people being discriminated against in terms of infrastructural access in India. Though there are efforts to make infrastructure more inclusive, I still cannot imagine a lady on a wheelchair going into a railway platform, boarding a train and getting down and boarding a bus and reaching her office. It is unimaginable. But it happens. I have seen all these basic facilities provided to people in Europe and America - blind, deaf, paralyzed and whatever else. So why not in India? If the infrastructure provides for access and persons with disabilities perform at par then inappropriate labeling would automatically disappear.

So the first step is physical access to move around freely. This to me is the single greatest change this country needs to do for the physically disabled. Whether it is hearing aids for the deaf or wheelchairs for the physically disabled or easy pathways in buses, trains and cabs or even disabled friendly road signs, action in these areas is what we need. When we increase access to move freely in this country, we enable participation. By increasing participation, we increase opportunities, then incomes, and thereafter the inclusiveness and equality.

We can call them Divyang as per the modern trend or whatever else we want and decide. But I don't think these semantics would lead to any impacting change. What is required is a level playing field. The disabled need to be brought out of their self-imposed shells and given the confidence that they too can compete and perform like typically functioning people. The first step is to stop labeling them as "different" and the second is to integrate them in the society as able bodied individuals. They do not need sympathy. They need respect - in terms of labeling and most importantly in terms of providing for their access needs.

**Stop labeling people just because they are not like you.**

**- Joyce Meyer**



## 13. The flip side: Disadvantages of Labeling a child with disability

**Sneha Shah, Audiologist & Speech Language Therapist, CAAI, HACSE**

One concern over disability labeling is the potential for such labels to cause children to be singled out and even ridiculed. Peers can treat children who are different from themselves unkindly. Some parents worry that labels increase the likelihood of this happening, and that the labels themselves would become a way to tease or ridicule their child.

Another way labeling can harm students is through the way that they may come to define and artificially limit the way that the children with special needs come to think of themselves, and the way that others come to think of these students. Disability labeling focus on what students cannot do, not on what they can do, and therefore can encourage children to think of themselves as incomplete or inadequate. The use of such labels may also inadvertently push well-meaning family members and teachers to lower their expectations of a child once labeled with a disability. This in turn may affect the child's overall success because when parents and teachers do not challenge children adequately, it makes it harder for them to think well of themselves. Positive self-esteem is something that grows from the experience of meeting and conquering challenges; it cannot easily develop when expectations of a child are low.

A final criticism of disability labeling is that labels are inherently general, and fail to capture the unique strengths and limitations of each child, or the severity of their symptoms.

Knowing the down-sides associated with disability labeling can help parents and teachers and special needs students themselves to compensate for them. Parents, teachers, and other school professionals can work diligently to see each child as an individual with unique needs, strengths, and qualities. Parents, in their role as advocates for their children, play a particularly important role in helping to insure that negative expectations do not come to dominate a child's educational planning. Parents perform this corrective role by emphasizing their child's abilities along with their disabilities. They can keep a watchful eye on their child's experiences with other children, and keep in check their own expectation of their child to ensure they are neither too high, nor too low.



### **Congratulations to the Champs of AAVC (H.Sc. Batch 2018-19)**

Rank	Name	Percentage	Subject
1 <sup>st</sup>	Nishu Kumari Sav	75.38%	Medical Laboratory Technician
2 <sup>nd</sup>	Shahid Ansari	68.92%	Computer Technology
3 <sup>rd</sup>	Komal Gore	68.92%	Computer Technology



## 14. An excerpt of an audio recording by Mr Prasanna Kumar Pincha, former Chief Commissioner of Persons With Disabilities

Summarized by Sabeela Bijle, Alumna, CCYM'S HACSE

In India, Persons With Disabilities (PWDs) have long been labeled with various inappropriate terms, such as “divyang”, “sashakt”, “pragyachukshu” (for blind), in addition to imported words such as “differently-abled”, “specially-abled”. The word “handicapped” also continues to exist in our vocabulary. In my childhood, I was called “Surdas”, after the great poet who incidentally was blind. It continues to be used in many parts of the country even today to refer to the blind.

This labeling has been a topic of very animated discussion which has picked up momentum thanks to the concluding observations of the United Nations Convention for the Rights of Persons of Disabilities, where concerns were expressed on the terminology in use in India.

No doubt, these are words that are coined with the best of intentions. People assume that they are being very decent and nice to PWDs when using these words, and not many of them know that these are not appropriate. These words ascribe many extraordinary and special meanings to PWDs; for example, “divyang” is a combination of “divinity” and “limbs/organs”. Similarly, “differently-abled” and “specially-abled” are counter-productive and instead of treating PWDs with equanimity, these words tend to highlight the disability and the lack of empowerment that PWDs have.

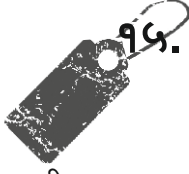
When I was working in the government, and even after I left the government, I made many suggestions and representations to ensure that such words are not used in our institutions, government departments and other premier organisations which have been set up for the empowerment of PWDs. Hence these institutions carry the appropriate labeling and terminology as of now.

The question, how to address PWDs, arises. We, and I mean PWDs, do not need sugarcoating for these terms. It is best that labeling is factual, and is used wherever relevant and necessary, and addressed with decency and decorum. The key word is “relevant and necessary”, which goes to say that the disability of a person need not be addressed if either condition is not met. I, for one, would be perfectly comfortable being addressed as a “blind gentleman”.

It should be remembered that disability is included in the definition of “diversity”. Just as a tall person is referred to as a tall person, a fair-complexioned person is referred to as a fair-complexioned person, PWDs should be addressed just as appropriately. Also, people have many talents, such as being good in maths, or music, or art – and those with disabilities also have the right to be treated just the same as those without. This is key.

Hopefully, this excerpt from the talk throws some light on appropriate labeling and terminology used for PWDs and affects some much-needed change in these areas.





## १९५. मुलांनाही हवी असते सामाजिक प्रतिष्ठा

- शुभदा सातपुते, उपमुख्याध्यापिका, रोचीराम.टी.थडाणी हायस्कूल.

मुलांकडे बघणारी आपली नजर मुलाला घडवत असते. मुलासारखा टिपकागद नाही. मुलांसारखे पारदर्शक व सूक्ष्मदर्शक यंत्र आणि कोणतेच नाही. आणि त्यांच्या सारखा मन जाणणाराही कोणी दुसरा नाही, मग ते मूल अपंग असुदे वा सामान्य! आपण मुलाला हाक मारतो त्यामागे आपली त्याच्याबद्दलची भावना, विचार भविष्यातील आशा प्रतिबिंबित होतात आणि मूल हे आविष्कार सहजपणे टिपते ! शिक्षकांच्या नजरेतला आत्मविश्वास आणि बाळाच्या नावाचा उच्चार हा मुलांसाठी जीवनरस असतो. म्हणूनच आपण आपल्या विद्यार्थ्यांना काय संबोधतो हे महत्वाचे असते. विद्यार्थ्यांच्या देखत काय संबोधतो आणि त्यांच्या अपरोक्ष त्यांना काय संबोधतो याकडे आपण डोळसपणे पहायला हवे.

इ.७ वीचा वर्ग खूप दिवस गणिताच्या शिक्षिकेविषयी काही ना काही सांगत होता. एक दिवस त्या वर्गाच्या सर्व विद्यार्थ्यांना मी माझ्या ऑफिसमध्ये बोलावले आणि गणिताची शिक्षिका काय म्हणते ते सांगितले. “तुम्ही लक्ष देत नाही. मिहीका खूप वाद घालते, घरचा अभ्यास करत नाही” हे ऐकल्यावर मुले चपापली. ती शिक्षिका तुमच्या इतर शिक्षकांनाही सांगेल की मिहीका नीट बोलत नाही, उलट उत्तरे देते. लक्ष देत नाही शिकवतांना. मग सगळ्या शिक्षिका तुझ्याकडे बघतांना तसाच विचार करतील. आत्ता टिचर्स तुला चांगली, नृत्य करणारी, अभ्यासात हुशार असे म्हणून ओळखतात पण आत्ता सगळी जण तुला ही मुलगी काही चांगली विद्यार्थीनी नाही असे म्हणतील. चालेल तुला?” हे ऐकल्याबरोबर ती म्हणाली नाही! लेकीन क्यों? तेव्हा मी म्हटलं गणिताची टीचर सांगेल ना सर्वांना ‘तू नीट नाही वागत, उध्दट आहेस!’ हे ऐकल्यावर मुलांमध्ये एकदम फरक पडला. आमच्याकडे पहिल्यासारखं पाहिलं पाहिजे ‘चांगली मुलं’ म्हणून! त्यातला एक मुलगा म्हणाला ‘दीदी मैं कभी भी टीचर से विवाद नहीं करता. प्रश्न पूछता हूँ लेकिन उलटा जवाब नहीं देता हूँ !’ मी म्हटलं ‘शाब्बास शहाणा आहेस, असाच रहा. मोठा हो! बघा चांगल वागलं की आशिर्वाद मिळतात, वाईट वागल की लोक नाव ठेवतात. आशिर्वाद आपल्याला चांगल बनवतात. आशिर्वाद हवेत ना !’

शिक्षिकेशीही चर्चा करून इतर बारिक प्रश्न सोडवले, पण आपल्याबद्दल इतर काय म्हणतात याला मुले किती महत्त्व देतात हे समजले.



## World Deaf Day - 2020

CCYM'S HACSE celebrated World Deaf Day on 27<sup>th</sup> September, 2019. On this occasion three deaf role models namely Ms. Sonal Raut, Mr. Sunil Sahasrabudhe and Dr. Alim Chandani were invited to share their perspective about deafness.



They interacted with the audience which consisted of the deaf students from RTT school, B.Ed students and staff from HACSE. The audience were exposed to all the three methods of linguistic communication as Oralism reflected through Sonal's communication while Educational Bilingualism was reflected through Alim and Sunil's communication. All the three speakers motivated the

audience. Towards the end they were felicitated for their achievements.



## 16. 'Labeling': A different perspective

Dr. Gayatri Sirur, Associate Professor, CCYM'S HACSE

Oh! You teach children who are deaf and **DUMB!** a common response of people when I introduce myself as an Audiologist and Speech Pathologist. Is this expression a result of their insensitivity, apathy, rudeness or ignorance? Often times, it is pure ignorance and laypersons have indeed assumed DUMB is a synonym for Mute (a person who cannot speak). They firmly believe that children with hearing impairment cannot speak. Under such circumstances should one strongly demand/argue/fight for the change of label or take the responsibility of educating them. Addressing PWDs can be tackled in the right way by creating awareness about disabilities and what abilities these individuals have!

'Labeling' when associated with persons with disability brings out some negative connotation attached to it. However, when one tries to neutrally analyze the undertone attached to 'to the label', it is not necessarily 'negative'. There are various circumstances which demand to know under which category (which we may refer as a label) the individuals belongs to; for example obtaining railway concession, obtaining school concessions, to claim job reservation.

Hon'ble Prime Minister Shri Narendra Modi in 2015 coined a new term 'Divyangjan' to address persons with disability. The term welcomed and accepted by many and argued by a few. Not going into that debate here since the coin has two sides. On one side, attaching divine power to a person does not unlock the challenges he / she faces. It could be prove misleading white wash. On the other side, in spite of the 'not-so-appropriate' selection of the word, the new term has given some momentum among policy makers and media which were looking for a 'not so technical' umbrella term to refer to PWDs. Several GRs, notifications, Policy documents, circulars are found to be issued post 2015 using this term. However, beyond this debate, what needs to be rationally assessed is apart from the psychological impact and benefits of this label on PWDs whether it has facilitated overall progress of PWDs and helped them to overcome difficulties they commonly face in various domains. As rightly quoted by Akhil Paul, founder Director of Sense India which works in the areas of deaf-blindness "Using different names is not going to help people with disability unless the government and society take positive action for them to be recognized as equal citizens".



### ALUMNI UPDATE

HACSE is proud of each of our alumni for the work they are doing in the field of special education. Team Arushi presents three jewels from the list.

Madhuri and Amol were batchmates of HACSE B Ed and are now happily married with a lovely daughter. What makes the couple unique is their zeal to give back to the society. They founded a school for the deaf in interior area of Karamboli called Ratnamala karnabadhir / matimanda Vidyalaya. With an aim of providing the education free the couple works in the evening and night and run the school during the day time. They started with 2 students in an open space in 2016. Now they have registered the school, moved it to a rented place and have got 20 students. You are the true soldiers of EDUCATION FOR ALL. HACSE salutes you for your efforts.

While we produced real 'doers' like Madhuri and Amol, we are also proud of our academicians who began the journey at HACSE. Sadhana Lamture, oops, **Dr** Sadhana Lamture who completed her Ph.D at Mumbai University in special Education under the guidance of Dr Varsha Gathoo (AYJNISHD) is one such alumna which made us proud. Ways to go Sadhana. Stay blessed.



## **17. LABELING: What we would-be special educators think! (Our B.Ed Students' take)**

The theme of Arushi 2020 is broad as well as specific. Initially the students took longer time to submit their write-ups since it is not about any module or unit from their curriculum. Then to facilitate their work, guidelines and pointers were provided to them drawing their attention to attitude related objectives of the curriculum. This helped them in crystallizing their thoughts and organizing their content effectively. Here is what few of them wish to express.

### **1. Sweta Chatterjee, (SY.B.Ed.LD)**

While our PM Narendra Modi suggests use of 'divyaang - divine body' insted of 'vikalang - handicap', to address the PWD population, PWD themselves are indifferent with these labels. As long as the infrastructure in our country doesn't ensure inclusion, they will always remain unable to access information, education, public transport etc. Hence the label 'Person with Disability' is most appropriate to address them unless we become an all inclusive country.

### **2. Khushbu Shah, (SY.B.Ed.HI)**

For me addressing PWD is always looking at person's strength and not at weakness. So I want every rehab professionals to use the term PWSP (person with super powers). If rehab professionals use this term they will always look at that person with extra respect and try to identify that super powers in them. When rehab professionals believe in PWSN then parents will also believe in their child's strength. It may not sound professional but it will impact the attitude of the society. Don't we want that to happen?

### **3. Shizzanne. D'mello, (SY.B.Ed.LD)**

Language is complicated! The pragmatics of it, even more so. Pragmatics of language related to disabilities, doubly so! Which is why so many stutter when addressing persons with disabilities. This is only a sign of thoughtfulness - not a bad thing at all. But are we overthinking? Using the wrong term can cause individual harm and maintain oppression within the society. The argument has always been “person first” versus “identify first” language — “with a disability” or “disabled”? I, prefer the first. It conveys professionalism and is atleast a reminder to focus on the individual before the disability. But, some within the disabled community itself might not agree, while many others might disregard a term that others proudly claim. However, I find that sometimes, these words are intentionally included to make a point (spin a story, perhaps?) — “Pranjal Patil, India's first visually challenged woman, IAS officer.”

Whatever happened to the human spirit? I find that headlines like these cause more myths that they intend to bust, limiting the individual. As Robert Hensel said, “There is no greater disability in society than the inability to see a person as more.” Maybe moving one, we are someday confined by simply addressing a rose by it's name. The intention is not to tell you what to do. It is to help make informed decisions.

### **4. Vinita Khedkar, (SY.B.Ed.LD)**

According to me the term that would protect the dignity of persons with impairment is: 'DIFFERENTLY ABLED PERSONS'. They too possess abilities just like others, its manifestation may differ. Some may not be able to see but can still navigate, some may not speak but can still 'communicate'. Some can play football in their wheelchairs. This term underlines their abilities and not their disabilities.

## 5. Diptee Bansode (SY.B.Ed.LD)

### "Revival Therapist"

While all are discussing labelling PWDs, I want to advocate renaming the term 'therapist' to 'revival therapist'. Revival means to bring to life and therapist means expert of specific kind. Here Revival Therapist will understand the specific concerns or disabilities including behavior of the child and apply his /her knowledge through different therapies in a set course of action with measuring results at periodic intervals, thus reviving the life or condition of the child nearest possible to the normal.

## 6. Aayesha Sayyed (SY.B.Ed.HI)

Labelling refers to defining or describing someone in short and to the point apt way. For example, describing a person who cannot hear or has less hearing capacity is labelled as "Hearing Impaired". So, labelling is done basically to a person who is different from the majority others. Labelling something can be positive but labelling someone can be negative. But there is no way without using it. Labeling is unavoidable in any field of study.

## 7. Bharati Singh, (SY.B.Ed.HI)

How about focussing on labelling 'non different' population instead? Lets STOP calling ourselves 'NORMAL'. and stick to using 'persons without disabilities'.

### SOME CAN EXPRESS IN POEMS.....

#### 1. Sweta Chatterje, (SY LD)

Kissi ne kaha langda mujhe ,  
Kissi ne kaha Lula,  
Koi kahe andha mujhe,  
Koi kahe behara,  
Samaj ne kai naam diye Hai mujhe,  
Kya yeh kabhi insaan samjhenge mujhe?  
#HumanFirst

#### 2. Pradip Jaiswar (SY HI)

मैं विकलांग हूँ,  
मैं विकलांग हूँ।  
कागज तो यही कहते हैं।  
पर उसी कागज पर एक नाम लिखा है,  
वो भी तो मेरा ही है।  
उसी कागज पर मेरा भारतीय होना भी लिखा है,  
आप मुझे किस नाम से पुकारना चाहेंगे।  
आप मुझे उस नाम से पुकारें,  
जो मुझे अपने सपनों से जोड़े।

#### 3. Rachel Fernandes (SY LD)

##### PWD

Often I have seen a trend of name change,  
A label given to me,  
I'm called a person with disability,  
A person with special needs or  
Directly named after my disability.  
I never understood the hype about it among typical people.  
The typical people who are the majority,  
& me whose just a part of the minority.  
But they often forget that minority doesn't mean weak,  
It just means a bit different.  
And it's okay to be different.  
A typical person who has diabetes will be called a diabetic,  
There are no emotions attached to his ailment.  
So why is it with mine?  
I have learned to live my life with my differences  
And if it really affects the typical people call me out with-  
Love, acceptance and respect.  
What you call me out won't matter,  
But how you call me would.  
And even then if you want to name me  
Name me a – PWD – Person With Determination.



## Our Publications

कर्णबधिर बालकांचा भाषा विकास वयानुरूप व्हावा म्हणून पालक व शिक्षकांचा आटापिटा चालू असतो. त्यांच्या या धडपडीत योग्य वाचन साहित्याची नेटाने गरज असते. हे जाणून चेंबुर कॉलनी युवक मंडळाच्या प्रकाशन विभागातर्फे खालील पुस्तके शिक्षकांसाठी व पालकांसाठी उपलब्ध आहेत.

पुस्तक	भाषा	विषय	किंमत
भाषाकुर (६ पुस्तके)	मराठी/हिंदी	भाषा व वाचन व व्याकरण विकास	५० रुपये प्रती पुस्तक
शिशुवाणी	मराठी/हिंदी	कविता संग्रह	३० रुपये प्रती पुस्तक
सारथी	मराठी	भाषा विकास	२५ रुपये प्रती पुस्तक
कॅलेंडर १	मराठी/हिंदी	पूर्व प्राथमिक/प्राथमिक शब्द आणि वाक्यसंग्रह	१०० रुपये प्रती पुस्तक
कॅलेंडर २	मराठी/हिंदी	शिशूवर्गासाठी वाचनपूर्व तयारीसाठी चित्रसंग्रह	८० रुपये प्रती पुस्तक
अभ्यासक्रम (भाग १)	मराठी	पूर्व प्राथमिक विभागासाठी	१०० रुपये प्रती पुस्तक
ध्वनी I	मराठी	तीन वर्षांखालील मुलांचा भाषा वाचा विकास	४५० रुपये प्रती पुस्तक
ध्वनी II	मराठी	सहा वर्षांखालील मुलांचा भाषा वाचा विकास	५०० रुपये प्रती पुस्तक
इंद्रधनुष्य संच	इंग्रजी	विविध प्रकारच्या अपंग मुलांचे समावेशित शिक्षण	१५० रुपये प्रती पुस्तक
आरंभ	मराठी	सर्वसमावेशित शिक्षण	मोफत
शब्दवेल भाग १		फेब्रुवारी २०२० मध्ये प्रकाशित होईल	
शब्दवेल भाग २		२०२०.२१ मध्ये प्रकाशित होईल	

संपर्क - ०७७७५३१०४०/७५५३७६७४/७५५४३२६२४/२५५४७९४  
श्रीमती. शुभदा सातपुते: ९८७०४४९३४

वेळ: सकाळी १०.०० ते दुपारी २.००  
सायं: ५.०० ते ७.०० वाजेपर्यंत



### And what YouTube has to say about labeling?

Popular clip called 'early intervention: a missing ink' on YouTube by ASLIZED supports this view in a different context and highlights how incorrect selection of words impacts the whole process of re/habilitation. It advocates correct use of terms particularly while describing the diagnosis to the parents. Terms like 'bad news', 'something is wrong', 'Sorry to share....', 'your child has been diagnosed....' etc if used by the audiologists / doctors / early intervention specialists, do impact the mindset of the parents negatively and (may be) permanently. The advocated terms are 'identified' in place of 'diagnosed', 'hearing level or status' in place of 'hearing loss', 'early involvement' in place of 'early intervention' and 'communication opportunities' in place of 'communication options'. It also warns doctors and counselors not to use the commonly used statement – 'your child failed the hearing test'. THIS MAKES SENSE, right?

## Hello, am Atharva,

My mom is a special educator and she told me about the discussion on addressing persons with disabilities. I thought I would share my experience. I completed school and am doing good at college now and I can give credit to my school for that. But on the first day when I was introduced as 'child with hearing disability' by my teacher in my class, I felt the gap in connection with classmates. There was always a distance. If you ask me whether I was admitted in my school and got education, I will certainly say yes but if you ask me whether I was part of social dynamics in the classroom, I would say no, I wasn't. But ideally schools should work on both, right? So when you address issues related to barriers, please address friendship and bonding issues as well. Labeling and introduction are very important. They are as important as the academic points. At least for me they are.



### TERMS

विकलांगता വികലാംഗരായ HANDICAP  
अभूर्णता विकलांग अपंग ஊனமுற்றோர் معذور

अक्षमता வெகல்யம் DISABILITY અક્ષમતા  
અક્ષમતા இயலாமை عدم استحکام

क्षति ഹാനി IMPAIRMENT शनि क्षति कमजोरी

சேதம்

اثر



## 18. NEWS THAT MATTERS: Compiled by

Compiled by Poonam Mishra, Assistant Professor, CCYM'S HACSE

1. Kerala Tourism's Barrier-Free Tourism Project has won global recognition with the United Nations World Tourism Organisation (UNWTO) making a special mention of the south Indian state as an "Emerging Global Destination" in the Accessible Destination Awards 2019. The project was implemented of the project in the district of Thrissur which thus became India's only destination to win the honour. The facilities include ramps, accessible toilets, lactation rooms, Braille pamphlets, signage, touch-screen kiosks, audio and sign aids, wheelchairs and walking aids.  
**Source:** <https://www.news18.com/news/india/kerala-tourisms-disabled-friendly-project-earns-unwto-special-mention-2470023.html>
2. To ensure maximum participation of voters with disability in the upcoming Delhi Assembly elections, poll authorities in the city have added a dedicated facility for voters helpline (number 1950) for registration of grievances. This unique step has been taken to ensure maximum participation of PwDs. A new option in the voter helpline will exclusively register the complaints or grievances of PwD voters by directly connecting them with the call centre. Hope such system is up-scaled for the whole nation soon.  
**Source:** <https://www.news18.com/news/india/delhi-ceo-office-launches-dedicated-helpline-facility-for-persons-with-disability-2445205.html>
3. The Assam government has decided to relax eligibility criteria for differently abled persons applying for state government jobs. Chief Minister Sarbananda Sonowal met officials from bodies representing persons with disabilities (PwDs) and assured them of relaxing criteria such as prior job experience, computer and sports skills for grade 4 jobs in state departments. They requested the chief minister to relax the three eligibility criteria to facilitate recruitment of differently abled persons in the state government. The chief minister also asked the Social Welfare Department to provide funds to the All Assam Deaf and Dumb Sports Meet to be held in Tezpur and take steps in promoting sign language.  
**Source:** <https://www.news18.com/news/india/assam-govt-to-relax-job-eligibility-criteria-for-differently-abled-applicants-2416371.html>
4. The disabled and people over 80 years of age can now cast their vote through postal ballot, the government said on Saturday, in a move that will help increase voter turnout. At present, voting through postal ballot is available to armed forces and those assigned poll duties. On the recommendation of the Election Commission, the Ministry of Law and Justice has amended the Conduct of Election Rules, 1961, on 22/10/2019 allowing senior citizens & person with disabilities in the absentee voter list. The absentee voter refers to someone who is unable to go to the polling station. Officials said that in both these categories there are people who are unable to reach the polling stations and thus are unable to cast their votes. This will enable people from these two categories to cast their votes with ease and will also thus increase the voter turnout. The poll officer will attest the absentee voter in the case of senior citizens and person with disability in the form 13A. In the last Lok Sabha elections, about 60.14 per cent of absentee voters voted through e-postal ballot while in 2014, during the general election, this figure was just 4%.  
**Source:** <https://www.news18.com/news/india/disabled-people-over-80-years-of-age-can-now-vote-through-postal-ballot-2363453.html>
5. Samsung Good Vibes is a two-way communication app that allows the deaf-blind to send and receive messages with friends, family or anybody else through their smart-phones. It translates Morse Code input into text or voice and vice versa. A deaf-blind person can send a message from

the app by **tapping on the screen using Morse Code**—where all letters of the English alphabet are combinations of **dots and dashes**. The letters can be input as short tap for a dot and long press for a dash. Likewise, incoming messages can be understood as vibrations by the deaf-blind, where small vibration means a dot and long vibration means a dash.

**Source:** <https://enabled.in/wp/samsung-good-vibes-app-a-communication-app-for-the-deafblind/>

6. Saksham is a MHRD Scheme being implemented by of All India Council for Technical Education (AICTE) aimed at providing encouragement and support to specially abled children to pursue Technical Education. This is an attempt to give every young student, who is otherwise specially abled, the opportunity to study further and prepare for a successful future.

**Source:** <https://enabled.in/wp/aicte-saksham-scholarship-scheme-for-student-with-disabilities/>

7. Ministry of Communications Department of Posts, Government of India (GDS Section) issued the circular regarding the reservation and appointment for handicapped (Persons with Disability) in engagement of Gramin Dak Sevaks on February 26<sup>th</sup>, 2019. The representation of the physically handicapped persons should be approximate to the levels applicable to group C and D posts. As per recommendation of the committee constituted for identification of posts in GDS as suitable for Persons with Benchmark disabilities in pursuance of RPWD Act 2016.

**Source:** <https://enabled.in/wp/wp-content/uploads/2019/03/Indian-PostOffice-RESERVATIONFORPWD.pdf>

8. CBSE being sensitive to the needs of the disabled students issued a circular regarding the exemptions/concessions extended to Persons with Benchmark Disabilities for class X and XII examinations conducted by the CBSE and Standard Operating Procedure. It has been observed that neither the schools nor the students are fully aware about these exemptions and are also not following the correct way of seeking available facilities during their course of studies and examination. These exemptions/concessions will be applicable for the 2020 examination onwards.

**Source:** <http://cbse.nic.in/newsite/attach/CWSN%20April%202019.pdf>

9. An International Conference on education for the deaf held in Haryana puts forward the fact that only 5% hearing impaired children get basic schooling and 1% of the total deaf population has access to quality education in the country. Further stated that most of children face difficulties in understanding concepts on a daily basis in schools because education and information are not accessible in Indian Language.

**Source:** <https://www.hindustantimes.com/cities/only-5-hearing-impaired-children-go-to-school-in-india/story-wLpw6nntrw5b748Cwng7ZN.html>

10. Ghansoli based woman, Vanitha M Iyer (30), has won the prestigious National Award for the Empowerment of Persons with Disabilities, 2019, which is given by the union ministry of social justice and empowerment. Ms Vanitha who is hearing impaired since birth, and is a skilled lip reader accepted her award in Delhi on 3<sup>rd</sup> December 2019 under the category of Best Employee with Hearing Impairment.

**Source:** <https://m.timesofindia.com/city/navi-mumbai/maharashtra-ghansoli-woman-overcomes-herdisability-wins-national-award/articleshow/72281680.cms>

11. Union Minister of Information and Broadcasting Prakash Javadekar announced that soon, at least one news bulletin per day on all private channels will be broadcast with sign language interpretation. Other shows will be broadcasting similarly once in a week. This facility was provided only by Doordarshan until now. It is one of the big moves to enhance the accessibility of television programs for the hearing impaired persons. A government statement said it will be done through the provision of captioning and Indian Sign Language.

**Source:** <https://indianexpress.com/article/india/private-channels-to-air-news-shows-with-sign-language-5987419/>





## 19. Highlights 2019: RTT High School

Compiled by - Ms. Supriya More & Namrata Kulkarni

THE YEAR THAT PASSED BY: 2019 @ RTT HIGH SCHOOL		
EVENT	PATICIPANTS	COORDINATOR RESOURCE PERSON FUNDING
National IT Challenge for Youth with Disabilities	Zishan Shaikhstd Mehek Khan (Students)	SunitaChindarkar Sunil Pawale
Integration by enrolling students in mainstream schools	2 students: fully integrated 4 students: partially integrated in Vivekananda school	Integration committee and respective class teachers
Annual Parent Teacher Meet	197 Parents	PTA committee
Orientation Meet of new parents	17 Parents of newly admitted students	PTA committee
Special parents meeting for discipline	Parents of 1 <sup>st</sup> to 10 <sup>th</sup> standard students	PTA committee
Stress management workshop	SSC Students and Parents	Supriya More
Workshop: behavior modification /pre writing skills	Parents of pre- primary section	Supriya More
Workshop on study skills	Std 9 <sup>th</sup> and Std 10 <sup>th</sup>	Supriya More & Namrata Kulkarni
Ganpati Celebration	Students upto Std 4 <sup>th</sup>	Celebration committee member
Diwali Celebration	Students and teachers	Celebration committee member
Hearing aid donation Program	2 students received Starkey Ignite	Students of Swami Vivekanand School
	20 hearing aids, each worth Rs. 24,000	Various individual donors
	7 students received digitally programmable hearing aids in donation (Total worth Rs. 1,40,000)	Shri. Ashok Bhatia
	7 students received digitally programmable hearing aids each worth Rs. 24990	Dr. Narurkar Dr. Bradoo Dr. Parihar Dr. Menon Mr. Rajadhyaksha
	Partial donation to 1 student	Jayanti Ramaurthy
Dental Check up	All the student	Dr. Maitry Shah
Eye Check up	All the students	Health Fiesta Preschool teachers / social worker Pramukhswami Eye hospital pediatric ophthalmologist
Parent Sensitization Program	Parents of newly enrolled students	Psychologist, Social Worker, Audiologist and Speech Therapist
Yoga Day celebration	Students from standard 2 <sup>nd</sup> to 10 <sup>th</sup>	Mr. Pimple, Mr Waghmare and Rujuta Patil.
Annual School Sports meet	Students from Shishuvarg to SSC	Sports committee
Chembur festival (Puppet making)	6 students	Meghana Soparkar
visit to Gram Panchayat, Karjat	Students of standard 6 <sup>th</sup> to 9 <sup>th</sup>	Bhagyashri Vartak
Presenting CCYM National Anthem(ISL) by RTT students	Royal Opera House, program by DrBatra's Foundation and Times group	Bhagyashri Vartak, Rujuta Patil and Nakul Bharmal
Workshop on Natural Disaster	Students from Standard 5 <sup>th</sup> to 10 <sup>th</sup>	Mr. S Gurav and Mr. A Gurav (Raksha

		Samajik Vikas Mandal)
Walkathon for senior citizens	12 students	Walkathon team
A project on Say NO to Plastic	220 students received goodie bags	Tulsiani Trust
Annual excursion to Alibaug	Standard 4 <sup>th</sup> to 8 <sup>th</sup>	Picniccommittee Joglekar Cottage & Mayur bakery
Computer project Exhibition	Students from Balvarg to stand <sup>th</sup> .10	Computer committee.
Value Education	Students From stand 1st to <sup>th</sup> .10	Supriya More, Bhagyashri Vartak, Namrata Kulkarni and Nakul Bharmal
CCYM Clean up drive	All the students and staff	Cleanliness committee.
Celebration of Constitution day	Students from Std 5 <sup>th</sup> to 8 <sup>th</sup>	BhagyashriVartak

### WHAT WE HAVE BEEN DOING ....RTT TEAM

WHAT WE HAVE BEEN BUSY WITH.....RTT HIGH SCHOOL	
What	Details
<b>POONAM SAWANT</b>	
Submitted research thesis	To Mumbi University for the degree of Ph D (Arts) special education
Delivered lectures to teachers	For special teachers in CRE organi zed by NCED, Maharashtra chapter
Publication of articles (Marathi and English)	International online multidisciplinary Journal review of research. Shodh Sarita- An international Bilingual reviewed referred research journal.
Delivered lectures for	M. Ed(Special Education) B.Ed (Special Education) in AYJNISHD(D) M.Ed(HI) AYJUNISHD(D)
Correction of papers.	DHLS Examination.
<b>SHUBHADA SATPUTE</b>	
Delivered lectures including at CRE	On early literacy material at CRE organized by HACSE and Cochlea
Delivered lectures for special teachers	At Shirdi and Kopargaon
<b>HARSHA PATIL / VARSHA FOUZDAR / VANITA DHURI</b>	
Attended CRE	State level programs recognized by RCI
<b>KAVITA MARU</b>	
Attended a 3 hour workshop	understanding Dyslexia and DALI Screening Tool conducted by Maharashtra Dyslexia association, Mumbai
Attended workshop	Attended workshop on " Effective study and memorizing strategies for children " conducted by Astitva Clinic
Attended program	Attended Program of Principles of Early Language Development conducted by Listening Together, Received LSLS credit points002
<b>RUJUTA PATIL</b>	
Successfully completed 5 night trek	In Leh Ladak, Chaddar trek on frozen river Zaskar at a height of 14000ft
<b>MADHAVI SAVARKAR</b>	
Attended CIGICON	Annual conference of Cochlear im plant Group of India jin Mumbai
MISHACON (Annual conference of Maharashtra Branch)	2 days at Deenanth Mangeshkar Hospital Pune
Dysphagia Workshop	1 day at Cooper Hospital, Mumbai
<b>ATUL JADHAV</b>	
Article Publication	Effect of Abacus Training on Numerical Ability of Students with Hearing Loss in DCID journal Vol 29. Co- author Dr Varsha Gathoo Awareness about Abacus among Teachers from Special and Regular Schools in ERJ vol IV. Co- author Dr Varsha Gathoo
Obtained Doctor of Philosophy (Ph.D.) in Special Education	"The Effect of Abacus Training oCognitive Abilities of Students with Hearing Loss". University of Mumbai, Guide: Dr Varsha Gathoo



## 20. MEDALS AND LAURELS: RTT TEAM

RRT ACHIEVEMENTS: MEDAL AND AWARDS: TEACHERS AND STUDENTS		
WHO	AWARDED	BY
Poonam Sawant	For achieving 100% result in SSC	Rotary club of Chembur by Anagha Paranspe
Alka kale Sumati Girigosavi	Best teacher award	We Club of Anushakti Royals Sindhi society gymkhana
Nanda Gajbiye Sangeeta Shere	Guvatta award	Rotary Club of Deonar
Meghana Soparkar	Dr Kalatai Joshi Smriti Karandak state level award for teaching skills	Deputy Collector Rohini Nare and Deputy Inspector general of Police (Ahmed Nagar)
Sumati Girigosavi	Contribution in special education	Rotary club of Chembur by Anagha Paranspe
Sunita Chindarkar	1st class in Exam – prathama	Sugam Sangeet Prachar Samittee , Pune
	1st class in Exam – Subhod	Sugam Sangeet Prachar Samittee , Pune
	Certificate of Custodian	National Institute of Technology, Kurukshetra In collaboration with Dept of EPD
Bhagyashri Vartak	Best teacher's award	We Club of Anushakti Royals
Rujuta Patil	Best teacher's award	Sindhi society gymkhana
STUDENTS ACHIEVEMENTS		
Zeeshan sheikh	Consolation prize in interschool quilling competition	Sadhna Vidyalaya (Dadar)
19 STUDENTS	10 gold medals 5 silver medals 4 bronze medals	Social welfare department on occasion of international day for person with disabilities (district level sport events)
Rtt school	Championship trophy Winner in March past Runners up trophy in athletics	
Snehanalawade	Gold medal in 700 meters	State level Interschool sports event (Amravati)
10 students	1 gold medal and 2 bronze medals in Gymnastics 2 gold medals, 3 silver, 2 bronze	Core sport republic sport tournament, Santacruz
10 students	9 students passed with distinction and 1 student passed with first class	Maharashtra state board secondary exams (SSC)
6 students	Participated in Robotic workshop and received 1 Prize for best team performance	Sankalp Sansthan initiated by Rujuta Patil.
6 students	2 <sup>nd</sup> prize in embroidery interschool event	Meghana Soparkar
50 students 40 parents	In various events on World Deaf Day	Competition committee of RTT school and Inner Wheel club of Chembur
Ankita Waghmare	2nd prize in speech competition	Inter school speech competition Sadhana Vidyalaya , Dadar

### One interesting word in English. Oxymoron:

An Oxymoron is defined as a phrase in which two words of opposite meanings are brought together....Here are some funny oxymoron:

AND LAST BUT NOT THE LEAST 'Handicapped human being'

Clearly Misunderstood	Exact Estimate	Small Crowd
Act Naturally	Found Missing	Fully Empty
Pretty Ugly	Seriously Funny	Only Choice
Original Copies	Open Secret	Tragic Comedy
Foolish Wisdom	Liquid Gas	<b>Completely handicapped</b>

## 21. ANNUAL REPORT (1/1/19 TO 31/12/29): The HACSE Update!



The backbone of any expansion plan is human resource. Our effort towards offering B.Ed (Learning Disability) is no exception. After the long and complex process of almost five years for obtaining salary aid, HACSE recieved NOC for making appointments of 4 aided teaching posts. High point of 2019 then cannot be any different from these appointments. Following every minute norm and procedure set by Govt of Maharashtra, UGC, RCI, University of Mumbai and roster section, the appointments did happen in November 2019. The team HACSE has now become more diverse – it has the rare combination of **experts in hearing impairment, learning disability, audiology / speech pathology, intellectual disability and general education**. Welcome Dr Amit Mishal, Ms Nisha Kutty and Ms Poonam Mishra. The dream of offering quality education to the would-be special teachers appears more real now.

2019 also marked three developments crucial for student centric educational system. Formation of **student council and college development committee and Aayam: campus recruitment**. For the first time college had formal elections wherein students selected their symbols, ran a small campaign and voted for the candidate they trusted. We also had two meetings of the council and it was a fulfilling experience since students through this council now are part of decisions and responsibilities. The council led by President Simran Advani and Secretary Bharati Singh is hoping to contribute to the development of the college. They are also part of the newly formed CDC, college development committee. Dr Raju Arak, experienced professional from AYJNISHD is the external expert guiding the college on the right path though the CDC. Thirdly, HACSE for the first time offered campus recruitment event wherein 7 organizations participated including Dubai International School. Around 45 Second year students and alumni (members of AAHA) benefitted from the effort. Team HACSE was happy to facilitate our students change the dimension (AAYAM) from being learner to being teacher.

HACSE, has been organizing CRE (Continuous Rehabilitation Education) programs every year for empowering the in-service special teachers. 2019 was no exception. But special feature this year was **inviting national level expert** from Delhi as resource person on research methodology – Dr Sansanwal. Apart from the routine flagship activities – Adhikar, Aarambha, Arushi, awareness drive etc, two other things kept us on our toes – our involvement in developing adapted formats for assessment and accreditation for special education for NAAC and preparing ourselves for our NAAC second round scheduled in 2021. In shot, 2019 was tiringly hectic – but as Fredrick Herzberg asserts, **“the powerful motivation in our lives is not money; it's the opportunity to learn, grow in responsibilities, contribute to others and be recognized for achievements”**. Bang on Mr Herzberg, you said it!



HACSE so far, a squirrels share..... tiny yet dedicated and definite action!

- Produced over **358** Special Educators through B.Ed (Special Education) program
- Touched lives of over **400** parents of children with hearing impairment through parent empowerment program-ADHIKAR.
- Oriented over **585** mainstream teachers on disability and inclusion through—AARAMBHA.
- Reached **hundreds** of alumni, friends and collaborators through our newsletter- ARUSHI.
- Trained over **710** in-service teachers through RCI approved Continuous Rehabilitation Education.
- Extended information to over **3050** college students through the awareness drive every year.
- Catered to hearing assessment needs of over **1500** families through CAAI.

## Collaborators and Well Wishers of HACSE



## ANNUAL REPORT : CCYM'S HACSE

### Our 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.

### Our Mission: To Execute Human Resource Development Programs which

- Address all section 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

### Our Value:

- Services to ALL
- Opportunities for ALL strategies / methods
- Collaborations and cooperation as against competition
- Continuation of reflection and learning

### A. Long Term Learning Program

Title	Affiliation	Recognition	Duration	Type	Seat	Entry
B. Ed (Special Education) Hearing Impairment	Mumbai University	RCI	2 years (4 Sem)	Aided	20	Maharashtra CET
B. Ed (Special Education) Learning Disability	Mumbai University	RCI	2 years (4 Sem)	Aided	25	Maharashtra CET

### B. Short Term Learning Programs

Title	Nature	Recognition	Beneficiaries	No.	Coordinator
Research Methodology	Continuous Rehabilitation Education	RCI	Special Educators	30	Nisha Kutty
Use of technology & TLM	Continuous Rehabilitation Education	RCI	Special Educators and Psychologists	30	Kasturi Kulkarni
Adhikar	Parent Certificate Program	HACSE	Parents of CWHI	22	Gayatri Siruri

### C. Highlight Events: \*coordinated by IQAC towards quality improvement in Curricular Delivery

Activity / workshop	Date	Resource	Process Owner
Art based education	28/3/19 29/3/19	Bhavisha Sanadhya & Zill Botadkar	Sandhya Pagare
Photography for teachers	13/4/19	Subhash Jirange	Nisha Kutty
Voice modulation	24/4/19	Juee Khopkar	Gayatri Sirur
Crispiani Method	25/6/19	Piero Crispiani and Eleonora Palmieri (SNDT)	Nisha Kutty
Life Skills for teachers	29/8/19	Dr. Amit Mishal	Sunanda Chakraborty
Phonemics and Phonics	21/9/19	Geeta Dalal (SNDT)	Sunanda Chakraborty
World Deaf Week	27/9/19	Dr. Alim Chandani, Mr Sunil Sahasrabuddhe and Sonal Raut	Sandhya Pagare
Volunteering for MDA	4/10/19	MDA	Nisha Kutty
Introduction to assistive technology	9/11/19	Xavier's Resource Centre for the Visually Challenged (XRCVC)	Nisha Kutty
Speech to text – App demo	21/11/19	Dr Shubha Pandit and BE students of Sommaiya college	Asmita Huddar
Resume Writing	26/11/19	Nochulus Reishus @US Consulate	Asmita Huddar
Preparing for NAAC	13/12/19	Vidyalankar Institute of Technology	Asmita Huddar
Use of technology in Education	14/12/19	Ninad Vengurlekar	Asmita Huddar

### D. Collaboration with Organizations ACADEMIC COLLABORATION WITH OTHER ORGANISATIONS

Organisation	Nature	Beneficiaries
Nagindas Khandwala college (Autonomous)	Consultancy for curriculum development(MA)	College
H J college of Education (Autonomous)	Academic Development	College
Trinayani Foundation	Consultancy in material development	Society
Signex	Consultancy in material development	Society
Kuchch school	Skill development for teachers	School
Dilkhush School :	Observation -Practical	SEM(I)HILD
NASEOH Chembur	Observation -Practical	SEM(I)HILD
Hellen Keller Institute for Deaf and Blind	Observation –Practical and Faculty exchange	SEM(I)HILD
ADAPT, Bandra	Observation -Practical	SEM(I)HILD
NMMC's ETC, Navi Mumbai	Observation (Cross Disability)-Practical	SEM(I)HILD
Victoria School for the Blind	Observation (Cross Disability)-Practical	SEM(I)HILD
Atman Academy	Observation (Inclusive Set up)-Practical	SEM(I) LD
Anil Asrani Vocational College	Observation (Inclusive Set up)-Practical	SEM(I) LD
Dept of Special Education, SNDT	Faculty Exchange	SEM(I)HILD
Suvidya College of special Education	Observation And Faculty Exchange	SEM(I)HILD
NIEPED	Combined lectures	F Ys
Education Audiology / Research Society	Lessons	SEMII
KDN Shruti School	Lessons	SEM III
RTT School for the hearing handicapped	Lessons Professional volunteering	SEM III
Stephen school	Lessons	SEM III

Central School for the Ed of the Deaf	Lessons / Internship(Cross Disability)	SEM III
Little hearts learning center	Lessons	SEM III (LD)
Don Bosco International school	Lessons	SEM III (LD)
NMT	Observation of remedial Education	SEM III (LD)
Sols Arc	Observation of remedial Education	SEM III (LD)
Jidda Special school (ID)	Internship(Cross Disability)	SEM IV (HI)
City Academy	Internship(Cross Disability)	SEM IV(LD)
Vikas Vidyalay for the Deaf	Internship(Cross Disability)	SEM IV(LD)
Pragati Vidyalay	Internship(Cross Disability)	SEM IV(LD)
Swami Vivekanand HighSchool	Internship (Inclusive)	SEM IV (HI)
Swami Vivekanand Preschool	Internship (Inclusive)	SEM IV (HI)
Swami Vivekanand (Hindi Medium)	Internship (Inclusive)	SEM IV (HI)
Sanathan Dharma vidyalay	Internship (Inclusive)	SEM IV (HI)
Don Bosco International school	Internship	SEM IV(LD)
Akansa foundation	Internship	SEM (IV) (LD)
Muktangan	Internship	SEM IV (LD)
The Gateway School of Mumbai	Field Engagement	SEM IV (LD)
Maharashtra Dyslexia Association	Professional Volunteering	SEM II (LD)

### What We Have Been Doing... (Amid, our hectic routine!)

#### We all were involved in:

- ☛ Awareness campaign, admissions, scheduling, teaching, coordinating visiting faculty, internal assessment
  - ☛ Paper setting/translating/evaluating and/or moderating for Mumbai University's B. Ed (Special Education) Hearing Impairment and/or Learning Disability programs
  - ☛ Collaborative lectures for B. Ed students of other organizations including Suvidya Centre of Special Education, NIMH and SNDT Women's University
- Delivering lectures in ADHIKAR – Parent Training Program / CRE short term programs

#### B. Ed program Coordination (2018-2019)

	B. Ed (HI)	B. Ed (LD)
<b>SEM 1</b>	Gayatri SirurSunanda	Chakraborty
<b>SEM 2</b>	Gayatri SirurSunanda	Chakraborty
<b>SEM 3</b>	Kasturi Kulkarni	Nisha Kutty
<b>SEM 4</b>	Kasturi Kulkarni	Nisha Kutty

### INDIVIDUAL DETAILS OF FACULTY:

☞ Prof. Asmita Huddar, Principal, CCYM's HACSE ☞



#### SPECIAL ACHIEVEMENTS:



- ◆ Convener, RR (Research and Recruitment) committee at UoM
- ◆ University nominee on Academic Council of an autonomous college of Education
- ◆ Member scrutiny Committee for application for opening new colleges in the faculty of interdisciplinary studies at YoM
- ◆ Member scrutiny committee for the applications received by UoM for the post of Dean (Interdisciplinary faculty)

- ♦ Member of 2 committees at Rehabilitation Council of India (Govt of India) A. Diploma / Bachelor level syllabi in special Education, B. India sign language and curriculum development
- ♦ Member of Consultation team to K-DISK project under Youth Innovation Program of Govt of Kerala on adapting the same for the Youth with disabilities.
- ♦ Member consulting committee of NAAC on development of template and manual for assessing teacher education institutes including special education

### **DELIVERED LECTURES:**



- ♦ On 'Diversity, Disability and Inclusion' at Human resource development Center (HRDC) at UoM
- ♦ On Quantifying Variables in Research at CRE program organized by NIPID (Vashi)
- ♦ On 'Evolving Disability Policy' at STP organized by HRDC at DSE – SNDDT on Challenges and transformations in inclusive Higher Education.
- ♦ On Role of research in professional life: Consumption of research

### **ORGANISED**



- ♦ Series of 2 workshops for the content writers of SONY entertainment TV on projecting disability in popular media in collaboration with Population First and UNICEF

### **ATTENDED**



- ♦ International Conference organized by DSE, SNDDT on Be the difference : Equality and Equity in Education
- ♦ International conference organized by Maharashtra Dyslexia Association – READ on development of early writing skills
- ♦ Workshop on revised NAAC parameters and measures for the principals organized by the LS Raheja college
- ♦ Workshop on Data Organization for Assessment and Accreditation organized by Vidyalankar College in July 2019
- ♦ Workshop on NAAC peer visit and exhibits organized by Vidyalankar in Dec 2019
- ♦ Workshop on 'Breaking Barriers' organized by TED X at the American Consulate

### **PUBLICATION / PRESENTATIONS / PEER REVIEWING / CHAIRING SESSIONS**



- ♦ Chaired a session during a national conference organized by NIPID on ASD
- ♦ Peer reviewed one manuscript of an article for the journal of Rehabilitation Council of India
- ♦ Chaired two sessions at the international conference held at SNDDT by DSE on



- ♦ Written / edited study material for Dip in Indian sign Language Interpretation for RCI.

## **OTHER ACTIVITIES**

- ♦ Worked as the member of 3 Selection committee and interview panels as subject expert for the post of Principal and assistant professors at UoM.
- ♦ Led the reconciliation process for university fees and obtained a clear report with completion certificate.
- ♦ Led the process of aided appointments of 4 faculty for B Ed Learning Disability as per the norms of Govt of Maharashtra, UoM and RCI
- ♦ Consultancy to SLAD on rights of the PWD including meeting with Chief Minister representing SLAD.
- ♦ Provided consultancy to Trinayani foundation in developing puppet show on inclusion
- ♦ 2 institutional assessment for D Ed and B Ed programs at Faridabad and Jaipur for RCI
- ♦ Member of fact finding committee of UoM for investigation of a case of exam related malpractices by a B Ed.
- ♦ Member curriculum development committee of an autonomous college (Nagindas College) for the MA program in Psychology.
- ♦ Undertook examination related tasks for ISLRTC (Govt of India)

✧ **Dr. Gayatri Sirur, Associate Professor, CCYM's HACSE** ✧



### **SPECIAL ACHIEVEMENT**



- ♦ Organised and conducted free hearing screening for senior citizens and babies residing in and around chembur in December 2019 on the event of World Disability day

## **DELIVERED LECTURES/KEY NOTE ADDRESS**



- ♦ Delivered lectures for SNDT, SUVIDYA and NIEPED students on medical aspects of hearing impairment
- ♦ Delivered lecture for parents of children with hearing impairment attending ADHIKAR (Parent Empowerment program)

## **ORGANISED**



- ♦ Coordinated and Organised College Developmental Committee (CDC) meeting of CCYM's HACSE

## **ATTENDED**



- ♦ One day workshop on 'Nai Talim Based Experiential Learning' organized by Thakur Shyamnarayan College of Education and Research

- ♦ Webinar on Auditory Verbal Therapy organized by Indian Speech and Hearing Association on 14<sup>th</sup> August 2019
- ♦ Webinar on 'Guidelines and Trends in Telerehabilitation' on August 23<sup>rd</sup> 2019
- ♦ CRE organized by CCYM's HACSE on 'Research Methodology'
- ♦ Webinar on 'Evaluation on Vestibular Disorders' on 26<sup>th</sup> September 2019
- ♦ Webinar on Management of APD on 17<sup>th</sup> October 2019
- ♦ Webinar on Aphasia Management on 29<sup>th</sup> November 2019
- ♦ State level conference organized by Maharashtra Chapter of Indian Speech and Hearing Association (MISHA), the theme of the conference was 'Evidence based practice'.
- ♦ Demo cum orientation session on NAAC preparation at VET.

## **OTHER ACTIVITIES**

- ♦ Appointed as a subject expert for viva of Bharti Vidyapeeth Deemed University
- ♦ Appointed as an expert in scrutiny committee constituted by Shikshan Shulka Samiti ,Higher Education ,Government Maharashtra.
- ♦ Invited as a judge to speech competition held by RTT school for the hearing handicapped, on the occasion of celebration of world deaf day .
- ♦ Coordinated and monitored activities of CAAI (An outreach development initiative by CCYM's HACSE)
- ♦ Coordinated sponsored AVT project for young children with hearing impairment under CAAI
- ♦ Raised Funds for AVT project under CAAI
- ♦ Headed the scrutiny committee at CCYM's HACSE
- ♦ Appointed as a paper setter for Diploma in Special Education conducted by RCI
- ♦ Chief conductor of examination of HACSE for semester end examination of University of Mumbai
- ♦ Appointed as a paper setter, examiner and moderator for semester end examination of University of Mumbai
- ♦ Formed and maintained whats app group of HACSE alumni specially meant to exchange professional information and job placements

❧ **Dr. Amit Mishal** ❧



### **SPECIAL ACHIEVMENT:**



- ♦ Was invited to Judge the H ward level Science Exhibition on 4<sup>th</sup> Dec 2019

## **DELIVERED LECTURES:**



- ♦ Was invited as resource person to deliver lecture on pedagogy of teaching science (Module 5) on 13<sup>th</sup> April 2019.
- ♦ Conducted Session (Workshop) on Life Skills on 29<sup>th</sup> August 2019.

## **ATTENDED:**



- ♦ Attended the training programme 'I for INCLUSION – Introduction to Accessible Technologies conducted on November 9, 2019 by Xavier's Resource Centre for the Visually Challenged (XRCVC), Mumbai
- ♦ Attended workshop on American Style resume & cover letter writing by resource person - Nicholus Reishus ( English Language Fellow at K J Somaiya Institute) on 26<sup>th</sup> Nov 2019 at Dosti

House, Consulate General of the United States, Bandra, Mumbai.

- ♦ Attended One Day Faculty Development Programme on Introduction to MOOCs and Swayam at Dhirajlal Talakchand Sankalchand Shah College of Law, Malad on 8<sup>th</sup> Dec 2019.
- ♦ Actively participated in 'Awareness Program for Teacher Education Institutions' held on 12<sup>th</sup> Dec. 2019 in NAAC Office, Bengaluru.
- ♦ Participated in the 'One Day National level Workshop' on 'NAAC Peer Team Visit Preparations: Criteria Exhibition' organized by the internal Quality Assurance Cell of Vidyalkar Institute of Technology, Mumbai on 13<sup>th</sup> Dec. 2019.

## **PUBLICATIONS :**



- ♦ Published a chapter in book titled 'Pedagogy of English- Role of English in India' Publication – House of Journals.
- ♦ Published paper titled 'Art And Music Should Find Place In The Regular Time Table In Educational Institutions For Development Of Perseverance, Presence Of Mind, Zeal, Mental Hygiene In The Millennial And Post- Millennial Youth !' in the Peer Reviewed & Referred International Journal of Multidisciplinary Educational Research.

## **OTHER ACTIVITIES:**

- ♦ Appointed as Jr. Supervisor to Assess Gender, School and Society. (Bachelor of Education-Regular)
- ♦ Appointed as a Re-evaluator to assess Pedagogy Of Teaching :Science


**Sandhya Pagare-Kankute, Librarian, HACSE**




**ORGANIZED / COORDINATED:**



## **DELIVERED LECTURES:**



- ♦ Delivered lecture on library orientation on 4<sup>th</sup> Nov. 2019
- ♦ Delivered lecture as a Resource Person at 11<sup>st</sup> Annual State Level One Week Training Programme on 26<sup>th</sup> Dec. 2019
- ♦ Taught basic of PPT to the students of students of RTT School, Chembur on 18<sup>th</sup> July 2019.

## **ORGANISED**



- ♦ Art Based Education workshop on 28<sup>th</sup> and 29<sup>th</sup> March 2019
- ♦ Provided one month training to MLISc student of DLISs of University of Mumbai from 6<sup>th</sup> May to 6<sup>th</sup> June 2019
- ♦ User Awareness Programme on the occasion of the Librarians' Day 12<sup>th</sup> Aug. 2019.
- ♦ World Deaf Week in 27<sup>th</sup> Sept. 2019

**ATTENDED:**

- ♦ Refresher course in Library and Information Science from 4<sup>th</sup> Jan. 2019 to 24<sup>th</sup> Jan. 2019
- ♦ Two Days National Workshop on Scholarly Research Work on 15<sup>th</sup> & 16<sup>th</sup> March, 2019
- ♦ One day Seminar on New Dimensions of NAAC Accreditation on 8<sup>th</sup> Aug. 2019
- ♦ Attended HACSE organized CRE programme from 15<sup>th</sup> Oct. To 17<sup>th</sup> Oct. 2019 as an observer.
- ♦ One day National Level Workshop on NAAC Peer Team Visit Preparations on 13<sup>th</sup> Dec. 2019 At VET

❧ **Kasturi Kulkarni, Assistant Professor, HACSE** ❧

**SPECIAL ACHIEVEMENT**

Submitted Ph.D (Special Education) thesis in the area of Parent Empowerment to the University of Mumbai.

**DELIVERED LECTURES**

- ♦ Delivered lectures for SNDT, SUVIDYA and NIEPED students on medical aspects of hearing impairment
- ♦ Delivered lecture for parents of children with hearing impairment attending ADHIKAR (Parent Empowerment program)

**ORGANISED**

- ♦ Co-ordinated ISLRTC examinations organized by ISLRTC, New Delhi in HACSE.
- ♦ Co-ordinated Dr. Uma Soman's one day seminar on 'Making Language Measurable' in HACSE
- ♦ Co-ordinated Avasar -skill development program for B.Ed special education students (HI & LD)
- ♦ Co-ordinated CRE program on Use of technology & use of teaching learning material, approved by RCI for 30 special educators.
- ♦ Co-ordinated Sem III and IV of B.Ed (HI) SY students.

**ATTENDED**

- ♦ One day Seminar on New Dimensions of NAAC Accreditation on 8<sup>th</sup> Aug. 2019.
- ♦ Demo cum orientation session on NAAC preparation at VET on 13th December, 2019.
- ♦ CRE organized by CCYM's HACSE on 'Research Methodology'.

**PUBLICATIONS:**

- Worked as author for study material to be developed by IDOL, Mumbai University.
- Published paper titled 'Parent Training in Management of Hearing Impairment in Early Intervention Programs' in EduTech a journal in the UGC CARE list of journals.

## OTHER ACTIVITIES

- ♦ Appointed as a paper setter for Diploma in Special Education conducted by RCI
- ♦ Appointed as paper setter, moderator, evaluator by Mumbai university.
- ♦ Appointed as a paper setter, examiner and moderator for semester end examination of University of Mumbai
- ♦ Formed and maintained whats app group of CRE teachers specially meant to exchange professional information and job placements

❧ **NISHA KUTTY, Assistant Professor, CCYM'S HACSE** ❧



### SPECIAL ACHIEVEMENT



- ♦ Appointed as Assistant Professor in CCYM's Hashu Advani College of Special Education in the aided post.
- ♦ Assisted Dr. Asmita Huddar in framing syllabus on Disability, special needs and inclusion for M.A (Psychology) students of Nagindas Khandwala College.

## DELIVERED LECTURES



- ♦ Lectures for B.Ed students of other organizations like Center of Special Education, SNDT University.
- ♦ Talk on Sensitivity towards Children with Special Need to teachers in South Indian Association High School in Dombivli.
- ♦ Talk on Behaviour Modification with parents of KDN Shruti School.
- ♦ Talk on Differentiating Content in inclusive education for students of Guru Nanak College of Education and Research.
- ♦ Talk on Behaviour modification in Adhikar session with parents of Rochiram Thadani High School.

## ORGANISED



- Three day CRE on Research recognized by RCI.
- Co-ordinated the workshop on photography for students.
- Co-ordinated Crispiani workshop at SNDT for students.
- Coordinated the workshop on phonemic awareness at SNDT for students.
- Co-ordinated with MDA for students volunteering for the Dyslexia Awareness week.
- Co-ordinated with Xaviers Resource Centre for the Visually Challenged for the workshop on Assistive Technologies.

## ATTENDED



- Two day pre-conference workshop and symposium on “Be the Difference: Equality and Equity in Education”.
- Two day National Seminar on Autism organized by NIEPID.
- Attended a workshop on Resume Writing in US Consulate
- ♦ Demo cum orientation session on NAAC preparation at VET on 13th December, 2019.



## PUBLICATIONS



Editor of Arushi 2019

## OTHER ACTIVITIES

- Remediation with children with Learning Disability
- Appointed as paper evaluator for Diploma in Special Education by RCI.
- Appointed as paper setter, paper evaluator & moderator for B.Ed (Special Education) by Mumbai University.

✧ Poonam Mishra, Assistant Professor, CCYM'S HACSE ✧

### ATTENDED:

- ♦ Attended Four days Pre-Conference Workshop and Symposium and 1<sup>st</sup> International Conference in Education “Be the Difference: Equality and Equity in Education” organized by Department of Special Education, SNDT, Women's University, Mumbai in 2019.
- ♦ Demo cum orientation session on NAAC preparation at VET on 13th December, 2019.

### PUBLICATIONS:



- ♦ Mishra, P. (2019). Inclusive Education Practices at Pre-School Level: From Rational to Reality, Chapter in Book-Be the Difference: Equality and Equity in Education by Department of Special Education, SNDT Women's University, Mumbai. Chapter-5.PP.47-56. SR Publishing House, New Delhi. ISBN 978-93-8288-94-1.

### OTHER ACTIVITIES:

- ♦ Invited as a Resource Person to Conduct Workshop for Teachers training on “Exceptionalities and Inclusive Education” organized by Deepak Foundation and DPS, Surat, Gujarat in June, 2019.
- ♦ Developed Teacher Training Module (On Intellectual Disability) and Lesson Plan for Inclusive Education Classroom Teaching for Deepak Foundation, Vadodara.
- ♦ Appointed as a paper setter for bachelor level courses by SVT College of Home Science, SNDT, Women's University, Mumbai.
- ♦ Appointed as a Paper Evaluator for D.Ed Special Education (HI), by AYJNISHD, Bandra, Mumbai.
- ♦ Appointed as a paper setter for state level teacher eligibility test by SCERT.
- ♦ Deputed as member in Scientific Committee for 1<sup>st</sup> International Conference on Equality and Equity in Education conducted by Department of Special Education, SNDT, Women's University, Mumbai in January, 2019.

✧ Amol Salvi, Clerk, HACSE ✧

### ATTENDED:

- ♦ Workshop on VII pay calculation for non teaching staff held in VES in Nove 2019
- ♦ Workshop on VII pay calculation for teaching staff in May 2019 held at MCC College

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## People at work: HACSE COMMITTEES 2019

### **College Development Committee (1.1.19 to 31.12.19)**

Papan Saheja (President)  
Asmita Huddar (convenor)  
Raju Arak (External expert)  
Gayatri sirur (Member)  
Sandhya Pagare (Librarian)

### **Student council members**

President- Simran Advani  
Secretary- Bharati Singh  
Member 1- Khushbu Shah  
Member 2- Pradeep Jaiswar  
Member 3- Vinita Khedkar

### **Right to information committee: (1.1.19 to 31.12.19)**

Information Officer – Papan Saheja (Secretary)  
Appealing Officer - Asmita Huddar (Principal)  
Assistant Officer - Amol Salvi (Clerk)

### **Internal Complaint Committee - ICC (1.1.19 to 31.12.19)**

(Committee against Sexual Harassment and Women Development)  
Presiding Officer - Gayatri Sirur (Associate Professor)  
Convener - Sandhya Pagare-Kankute (Librarian)  
Teaching Staff Representative - Kasturi Kulkarni (Assistant Professor)  
Non-teaching Staff Representative – Trupti Parab (Assistant Clerk)  
Student Representative – Rubina Ansari  
External NGO Representative: Namrata Kulkarni (Social Worker)

### **Internal Quality Control Cell: IQAC (1.1.18 to 31.12.19)**

Adviser: Asmita Huddar (Principal)  
Coordinator IQAC and NAAC: Gayatri Sirur (Associate Professor)  
Support: Nisha Kutty (Assistant Professor)  
Student Representative: Shiwali Jaiswal

### **Anti-ragging Committee (1.1.18 to 31.12.20)**

Teacher Representative: Nisha Kutty (Assistant Professor)  
Student Representative: Ayesha Sayyed & Mohit Gupta

### **Library Committee (1.1.18 to 31.12.20)**

Secretary: Sandhya Pagare-Kankute (Librarian)  
Teacher Representative: Nisha Kutty (Assistant Professor)  
Student Representative: Rachel Fernandes

### **Social Media (1.1.18 to 31.12.19)**

In charge: Sandhya Pagare-Kankute (Librarian)  
Student representatives: Khushboo Shah & Vinita Khedkar

### **Class Representatives (2018-2019)**

F.Y.B.Ed. (HI): Shraddha Shirke; F.Y.B. Ed. (LD): Jasmin Shah  
S.Y.B.Ed. (LD): Rashmi Gaud; S.Y.B.Ed. (LD): Aparna Vyavaharkar

# Calendar of Activities beyond Regular Timetable

## B. Ed Special Education (HI and LD): From January 2019 to December 2019

Month	FY (HI /LD)	SY (HI /LD)
Jan	-Lecture @ SNDT -Sem I University Examination	-Sem III University Examination - Sem IV begins -Aayam- Campus recruitment -Internship @ inclusive and Special Schools
-Prize distribution / patriotic songs and flag hoisting on Republic day		
Feb	-Sem II begins -Classroom observation @ Mount Litera International School and Shishuvan	-Case Study @ South Indian Association School -Puppet show by learning factory-Avsar-Skill development by Bindiya Hasaram -Annual Day Celebration
-Puppet show by learning factory- -Avsar: Skill development sessions -Annual Day Celebration -Volunteering for senior citizens 'walkathon'		
March	-Participated in the intercollegiate competition organized by Somaiya college -Combined lecture with SNDT students -Class tests 1 -Micro teaching lessons Pedagogy Lectures	-Collaborative teaching @ Shishuvan - Group teaching @ South Indian School - Art Based Education Workshop by Bhavisha Sanadhya and Zill Botadkar
Skill development in self defense through Karate techniques – Women's day celebration		
April	-Class tests 2 -Pedagogy lectures in maths and science	-Internship @Sion and MDA -Avsar sessions on skill development -Photography workshop by Subhash Jirange -Community work @ AAVC -Voice Modulation workshop by Juee Khopkar
May	--Subject seminars in maths and science	-Sem IV University Examination -Student Council Election
June	-Sem II University Examination - Maharashtra CET	-Sem III begins -Workshop on Crispiani Method @ SNDT
July	-Maharashtra CET results - Enrollment begins	-Observation of remedial sessions@ MDA, NMT academy and ETC - Class Tests 1
Yog day celebration		
August	-Online process for admission begins	-Internship @ Special Schools -Observation @ special schools -Workshop on Life Skills –Dr. Amit Mishal
Celebration on Independence Day		
Sept	-Sem I begins -Visit to NGOs including NASEOH	-First CDC Meeting -Class room teaching -Celebrated World Deaf Week - Attended Workshop on Phonics by Geeta Dalal -Dasara Celebration

<b>-Felicitation program of successful Deaf personalities on World DEAF day -Teachers day celebration</b>		
Oct	-Attended / Volunteering Adhikar (family empowerment sessions) -Visit to Dilkhush school	-Volunteered for awareness about Dyslexia with MDA -Volunteered for / attended CRE on Research -Attended an event by Population First On International day for Girl Child -Case study file submission
Street Play on non violent child raising practices and inauguration of Adhikar – Gandhi Jayanti Cleanliness Drive Diwali celebration followed by Vacation Volunteering at Library		
Nov	-Visit to Adapt center -Visit to SOPAN -Participated in intercollegiate book review competition organized by Shroff college.	2 <sup>nd</sup> Class Unit test -Attended the workshop on Introduction of Assistive Technology @ XRCVC -Internship Presentation and File submission -Attended workshop on Resume Writing @ US Consulate
-Fresher's party and welcome to FYs -Subject seminar session on Brialle by Yukti Gupta -Attended the demo of "Text Aloud" app by Somaiya college of engineering		
Dec	-Combined lectures with SNTD and Suvidya @HACSE -Combined lecture @SNTD -Combined lecture @ SOPAN - Visit to VMS -Internship at RTT school	-D17 Presentations and reflections -3 <sup>rd</sup> Unit tests -Christmas Vacation
-Lecture on using Technology in Education by Ninad Vengurlekar (Founder of UTTER) - Program on world disability day and organization of intercollegiate competition - Free health camp thorough Thyrocare -Revisiting Christianity: Christmas program -Student feedback on faculty (internal and out sourced) Student Council meeting		



**THREE CHEERS FOR OUR HACSE TOPPERS OF BATCH 2017-19: Congratulations!!**

B.Ed HI		B.Ed LD	
Rank	Name	Rank	Name
1 <sup>st</sup>	Sakshi Velankar	1 <sup>st</sup>	Aparna Vyavaharkar
2 <sup>nd</sup>	Dolly Gupta	2 <sup>nd</sup>	Sabila Bijlee
3 <sup>rd</sup>	Ayushi Shah		

## Externally Funded Research: AVSAR: Yet another opportunity to learn necessary skill set



The B Ed students who have enrolled in **HACSE** for the academic year 2018-20 are going to be the future teachers contributing to the field of special education. The B.Ed (Special Education) curriculum prescribed by Mumbai University aims to empower the students in three areas namely: Theory, Practical teaching skills and Field engagement. All the three areas provide lot of scope for the development of conventional professional knowledge & skills essential to become efficient teachers. However, development of these higher level teaching skills is based upon the acquisition of few primary skills. These skills may be termed as the core-skills that facilitate the acquisition of the professional teaching-learning skills. These skills involve: Communication skills like pausing, paraphrasing, posing questions, Language-comprehension skills, Note-taking skills, Task-analysis and task-management, Collaboration skills, Skills of setting teaching goals. With the objective of providing a leaning platform for the students to acquire these skills an externally funded research project was undertaken and completed. Following are the details of the project of which Kasturi Kulkarni was the Principal Investigator.

**Objectives:** To compare the score of use of note taking aids by the B.Ed students obtained before and after short term training on note taking skills.

**Method:** This project used experimental research with pre-test post-test non-equivalent group design. The pre-test & post-test were administered to assess the improvement if any in the note taking skill. 16 intervention sessions were planned and delivered by Bindiya Hassaram (Learning Differently)

**Post Analysis Conclusion:** that the Avasar sessions were effective and they have led to significant improvement in the scores of note-taking skills of B Ed students.

**FUNDING:** Shri Ripujit Lal funded the project worth Rs 100000.

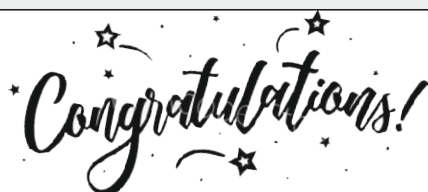
### WELCOME TO OUR NEW CCYM MEMBERS!

Name	Where	Designation	Qualification	Email
Dr. Amit Mishal	HACSE	Associate Professor	Ph.D(Education)	drmishal.hacse@yahoo.com
Nisha Kutty	HACSE	Assistant Professor	MA, M.Ed (LD)	nisha.hacse@gmail.com
Poonam Mishra	HACSE	Assistant Professor	MA, M.Ed (ID), M.Phil (Sp Ed)	pm.hacse@gmail.com
Sahiba Shaikh	AAVC	Lecturer	BA, B.Ed	sayyedsaba908@gmail.com
Preeti Gupta	AAVC	Accountant	B.Com	preetigupta841@gmail.com



## Workshop by Dr. Uma Soman

The biggest focus point and task of our students and teachers is obviously development of language. They learn and practice so much about it. However, they are unable to catch it in measurable ways. Hence, HACSE had invited Dr. Uma Soman to guide the staff and students about planning, teaching, objective setting, and outcome measurement of language. The subject seminar titled 'Making language measurable' was organized on 8/1/2019 at HACSE. Dr. Uma Soman is the Director of Professional Development and Certified Auditory-Verbal Educator at Listening and Spoken Language Specialist, USA. The session was full of skill development. The activities were centered on literacy development of deaf children. Apart from the staff and students, 14 teachers from RTT school also participated in the seminar. The seminar was a great success and it was a learning experience for the audience.



## AND THE STUDENTS OF THE YEAR 2019 ARE .....

### AND THE 'STUDENT OF THE YEAR' 2019 ARE.....

Name of the Student	Name of Organization
Pooja Kokane	RTT High School
Aparna Vyavaharkar	HACSE
Seema G Lodhi	AAVC

## NAAC acknowledging the existence of special education colleges! HACSE gears up!!

NAAC, as we know being accountable to assessment and accreditation has revised the accreditation process from July 2017. A welcoming component of this revision is adapted benchmarks, indicators and parameters appropriate for colleges in special education. Dr Asmita Huddar attended a series of consultation meeting towards this purpose at NAAC Bangalore. The manual is now in public domain since Nov 2019 for colleges of special education to be part of this vibrant system of accreditation.

For awareness of this manual and new accreditation process, NAAC arranged an awareness program on 12<sup>th</sup> December 2019. HACSE deputed Dr. Amit Mishal, Associate Professor and NAAC coordinator to attend the same. Principals, NAAC coordinators, from all over teacher education colleges across India were present for the awareness program held at NAAC, Bengaluru. All the participants were made aware of revised procedure of accreditation followed by a lot of discussion reflections. Many doubts were resolved and suggestions by all faculties who attended the awareness program were shared with NAAC members. It was a wonderful awareness program and AM sir feels more geared up to plan second cycle of NAAC soon.

### OUR FIRST ATTEMPT AT WIDENING THE INTERNSHIP SPHERE

Collaboration is the value cherished by team HACSE. One of the biggest collaboration opportunities is placing our students for field engagement or internship. HACSE is in collaboration with more than 50 organizations in special or inclusive world where our students explore best learning opportunities. However, all of these are in and around Mumbai. This year we decided to move out of Mumbai and let our students (who are willing) to get exposure at esteemed organizations in Maharashtra. Thanks to Dr Anjali Morris Foundation, Pune our attempt was successful. 4 second year students were placed at Morris Foundation for 6 weeks and we all feel blessed to be able to get benefit of their experience for grooming our teachers. Thanks Dr Uma Kulkarni and her team. We look forward to more collaboration with you and many more dynamic organizations across the nation.

### WINNERS OF INTERCOLLEGE COMPETITION AT HACSE

Competition	Name	Prizes
Caption Writing	Jitendra. H. Jagawat (HACSE)	1st
Caption Writing	Anupama Cowlagi (SNDT)	2nd
Caption Writing	Pradeep. S. Jaiswar (HACSE)	3 <sup>rd</sup>
Poetry Writing (Marathi)	Smita Ahire (HACSE)	1 <sup>st</sup>
Poetry Writing (Marathi)	Pallavi Dongre (HACSE)	2 <sup>nd</sup>
Poetry Writing (Hindi)	Kajal .K.Naik (HACSE)	1 <sup>st</sup>
Poetry Writing (Hindi)	Pushpita Choudhary (NIEPID)	2nd
Poetry Writing (Hindi)	Manjula Shetty (NIEPID)	

*Congratulations!*

### Adhikar – Certificate course on Family Empowerment Flagged off from 2/10/2019

Process Owner – Dr G S Sirur

Beneficiaries -22 parents of children with hearing impairment from RTT school

Duration of the Certificate Course – December 2019 to March 2020 (Every Tuesday and Thursday )

Total sessions -30

The first session marking a street play by SY HI students on non - violent parenting.

Highlights of the course- Parents are encouraged to do classroom observation apart from attending the lectures .This facilitates to bridge the gap between theory and practical. Validictory function will be honored by Apurva Damle and her mother .Ms Apurva is an individual with Bilateral profound hearing loss, a successful audiologist and speech pathologist can be considered as role model for all our CWHI.

### FIRST STUDENT COUNCIL OF HACSE! ALL THE BEST WITH NEW ROLE STUDENTS

President: Simran Advani

Secretary: Bharti Singh

Member : Khushbu Shah

Member: Pradeep Jaiswar

Member: Vinita Khedkar

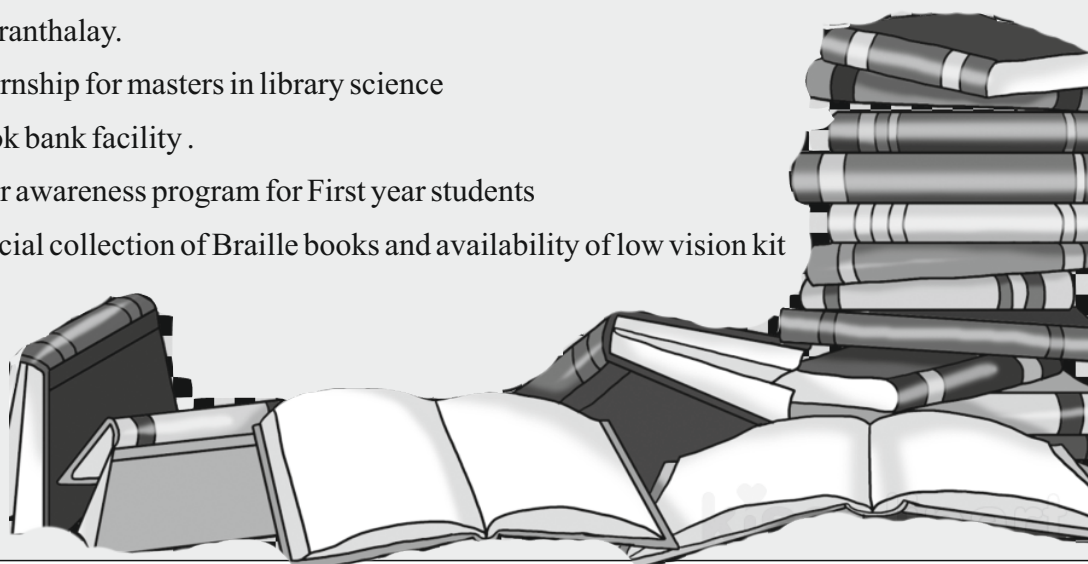
## **AARMBHA – DISABILITY AND INCLUSION ORIENTATION OF MAINSTREAM SCHOOLS**

Inclusive education is backed by our legislations and our policies. It is here to stay. However, are our teachers and schools prepared in terms of infrastructure, attitudes and curricular transactions needed for successful inclusion of diverse population in mainstream schools? With a few exceptions of some schools, we are not. AARMBHA – the beginning is our tiny contribution towards the larger goal of preparing schools for CWSN. In 2019 we collaborated with the South Indian Association's school in Dombivali. 85 teachers from primary section were oriented about including children with diverse needs. Ms Nisha Kutty was the process owner and she along with Ms Sunanada Chakraborty held lecture and skill development session for the teachers. The theme was – impact of teachers on little minds and strategies for inclusion. Teachers gave positive feedback that they feel more ready to ensure quality education for the students with special needs. We mark this as the beginning of their positivity and willingness towards inclusive education.... AARMBHA!



## **THE LIBRARY SCORE: 2019**

- ▼ TOTAL TITLES 1322
- ▼ TOTAL COPIES: 1628
- ▼ PAID OFF LINE JOURNALS: 6
- ▼ TEST TOOLS: 76
- ▼ AV collection: 175
- ▼ OTHER HIGHLIGHTS:
- ▼ E Granthalay.
- ▼ Internship for masters in library science
- ▼ Book bank facility .
- ▼ User awareness program for First year students
- ▼ Special collection of Braille books and availability of low vision kit



## HACSE'S CAAI: Call for Support

**C  
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CAAI Centers to newborn babies, Infants & children with objective of early identification of hearing loss

Unique hearing screening program initiated by an NGO in chaamber area

Speech therapy & AVT services are also available

Program Specially designed for children belonging to lower socio-economic classes

Affordable rates of screening

Center for audiological assessment & intervention equipped with modern infrastructure for specialized Audiological testing for babies, advocates, new born hearing screening. The main objective of CAAI is early identification of hearing impairment through new born hearing screening followed by intervention. In CAAI, new born hearing screening is done with oto acoustic emission (OAE) and auditory brainstem response audiometry (ABR). We invite you to be a partner in this noble mission called CAAI. Your support will go a long way in making differently-abled children active & participative members of the society.



Inclusive education is here to stay. But we need to make the schools and teachers ready for it. HACSE publishes a set of 8 leaflets- Rainbow set, summarizing points on making schools barrier free for all types of children with disabilities. This set was developed thanks to the funding received from Rotary Deonar. The Rainbow set is available on sale for Rs 150/- excluding delivery charges.



# Audit Report 2019-20 (pg 1)

Bombay Public Trust Act, 1950

SCHEDULE - IX

[Vide Rule 17 (1)]

Name of the Public Trust : Chembur Colony Yuvak Mandal ---- Registration No: E-1994-(BOM)

Unit : HASHU ADVANI COLLEGE OF SPECIAL EDUCATION  
BALANCE SHEET FOR THE PERIOD ENDING MARCH 31ST, 2019

SOURCES OF FUNDS		31.03.2019		31.03.2018	
FUNDS & LIABILITIES					
Trusts Funds or Corpus:-					
Balance as per last Bal. Sheet (Sch-IV)	6500.00	6500.00	-	6500.00	
Additions during the year	0.00		-		
Other Funds:-					
Balance as per last Bal. Sheet (Sch-V)		0.00	-	0.00	
Additions during the year	-		-		
Less: Utilised during the year					
ADVANCE FROM UNITS:			702497.86		631832.89
CURRENT LIABILITIES: (Sch. VI)			1450037.60		1193425.00
Bank O D A/c	-		0.00	-	0.00
Income & Expenditure Account :-					
Balance as per last Balance Sheet	0.00	0.00		0.00	
Less: During the year					
Total Rs.....		2,159,035.46		1831757.89	

APPLICATION OF FUNDS		31.03.2019		31.03.2018	
PROPERTY & ASSETS					
FIXED ASSETS					
Balance as per last B.S. (Sch-VII)	287738.49	438560.28	329986.26	287738.49	
Additions during the year	218762.00		0.00		
Less: dep. During the year	67940.21		42247.77		
Less: Assets sold/Disposed off	0.00				
INVESTMENTS:			316130.55		316130.55
CURRENT ASSETS, DEPOSITS & ADVANCE					
DEPOSITS:			21200.00		21200.00
ADVANCES TO OTHER UNITS (Sch-XI)			0.00		0.00
AMOUNTS RECEIVABLE: (Sch.-VIII)			287861.36		303713.36
CASH & BANK BALANCE:					
Cash in Hand		0.00		0.00	
Cash at Bank (Sch-IX)		1095283.27		902975.49	
Total Rs.....		2,159,035.46		1831757.89	

As per our report of even date The above Balance Sheet, to the best of my/our belief contains a true account of the Funds and Liabilities and of the Property and Assets of the Trust.

For Kishore Mehta & Associates

Chartered Accountants

Firm Regn No. 105252W

For CHEMBUR COLONY YUVAK MANDAL

Kishore Mehta  
Partner  
Membership No. 035526



Place: Mumbai  
Date:

President  
Treasurer  
Secretary



Bombay Public Trust Act, 1950

SCHEDULE - IX

[Vide Rule 17 (1)]

Name of the Public Trust : Chembur Colony Yuvak Mandal ---- Registration No: E-1994-(BOM)

Unit : HASHU ADVANI COLLEGE OF SPECIAL EDUCATION

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING MARCH 31ST, 2019

EXPENDITURE		31.03.2019		31.03.2018	
To Expenditure in respect of Maint.			10741.52		57219.62
To Salary to Staff out of Grant					
Yearly Salary			7824793.00		5201784.00
To Establishment Expenses (Sch-I)			0.00		0.00
To Remuneration (in case of a math)			0.00		0.00
Rent from Units					
TO Audit Fees			2280.00		4280.00
TO Income Tax			0.00		0.00
(a) Bad Debts			0.00		0.00
(b) Loan Scholarship			0.00		0.00
To Miscellaneous Expenses					
Misc			0.00		0.00
To Depreciation (Sch-VII)			67940.21		42247.77
To Exp. on Objects of the Trust (Sch-			769860.30		1005069.98
To Expenses compensated by Trust			0.00		0.00
To Surplus carried over to Bal.Sheet			0.00		0.00
Total Rs. ....			8,675,615.03		6310601.37

INCOME		31.03.2019		31.03.2018	
(accrued)					
Interest					
on F. D.			23879.00		31599.00
On TDS					
On Bank Account :-			2873.00		3566.00
(BANK INTEREST)					
Salary Grant for Hacse college			7824793.00		5201784.00
By Dividend			0.00		0.00
By Misc. Receipt			12269.00		3550.95
By Amount Written Back			0.00		0.00
By Income from Oth Sources (Sch-			161804.00		337847.00
Expences Compensated by Trust			649997.03		732254.42
Defit for the year trd to balance sheet					
Total Rs.....			8,675,615.03		6310601.37

As per our report of even date The above Balance Sheet, to the best of my/our belief contains a true account of the Funds and Liabilities and of the Property and Assets of the Trust.

For Kishore Mehta & Associates

Chartered Accountants

Firm Regn No. 105252W

For CHEMBUR COLONY YUVAK MANDAL

Kishore Mehta  
Partner  
Membership No. 035526



Place: Mumbai  
Date:

President  
Treasurer  
Secretary





# Audit Report 2019-20 (pg 2)

Bombay Public Trust Act, 1950

SCHEDULE - IX

[Vide Rule 17 (1)]

Name of the Public Trust : CHEMBUR COLONY YUVAK MANDAL ----- Registration No: E-1994- (BOM)

Unit : HASHU ADVANI COLLEGE OF SPECIAL EDUCATION (B.Ed .. L.D.)

BALANCE SHEET FOR THE PERIOD ENDING MARCH 31ST, 2019

SOURCES OF FUNDS		31.03.2019	31.03.2018
<b>FUNDS &amp; LIABILITIES</b>			
<b>Trusts Funds or Corpus:-</b>			
Balance as per last Bal. Sheet (Sch-V)	0.00	0.00	0.00
Additions during the year	0	-	-
Balance as per last Bal. Sheet (Sch-V)		0.00	0.00
Less: Utilised during the year			
ADVANCE FROM UNITS:		224650.00	154200.00
CURRENT LIABILITIES: (Sch. VI)		115387.00	100676.00
Bank O D A/c	-	-	-
Balance as per last Balance Sheet	-	-	-
Reserves & Surplus	-	-	-
<b>Total Rs.....</b>		<b>2,361,887.00</b>	<b>1642676.00</b>

APPLICATION OF FUNDS		31.03.2019	31.03.2018
<b>PROPERTY &amp; ASSETS</b>			
<b>FIXED ASSETS</b>			
Balance as per last B.S. (Sch-VII)	37769.00	34022.08	0.00
Additions during the year	1411.00	43632.00	37769.00
Less: dep. During the year	5157.92	5863.00	300000.00
<b>INVESTMENTS:</b>		300000.00	300000.00
<b>CURRENT ASSETS, DEPOSITS &amp; ADVANCE</b>			
<b>AMOUNTS RECEIVABLE: (Sch.-VIII)</b>		69481.00	217584.00
Cash at Bank (Sch-IX)		14273.20	11248.20
<b>Income &amp; Expenditure Account :-</b>			
Balance as per last Balance Sheet	1076074.80	1944110.72	247662.00
Less Appropriation, if any	0.00	-	1076074.80
Add: Excess of expenditure over income	868035.92	828,412.80	-
<b>Total Rs.....</b>		<b>2,361,887.00</b>	<b>1642676.00</b>

As per our report of even date The above Balance Sheet, to the best of my/our belief contains a true account of the Funds and Liabilities and of the Property and Assets of the Trust.

For Kishore Mehta & Associates

Chartered Accountants

Firm Regn No. 105252W

For CHEMBUR COLONY YUVAK MANDAL

Kishore Mehta  
Partner  
Membership No. 035526

Place: Mumbai  
Date :

President

Treasurer

Secretary



Bombay Public Trust Act, 1950

SCHEDULE - IX

[Vide Rule 17 (1)]

Name of the Public Trust : CHEMBUR COLONY YUVAK MANDAL ----- Registration No: E-1994- (BOM)

Unit : HASHU ADVANI COLLEGE OF SPECIAL EDUCATION (B.Ed .. L.D.)

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING MARCH 31ST, 2019

EXPENDITURE	31.03.2019	31.03.2018
To Expenditure in respect of Rates, Taxes, Cesses, Rent Building Insurance	-	-
Lift Maint.	14156.88	24547.40
To Rent to Mandal	-	-
To Salary to Staff out of Grant Yearly Salary	-	-
To Establishment Expenses	0.00	0.00
To Remuneration to Trustees	0.00	0.00
To Remuneration (in case of a Rent from Units	0.00	0.00
TO Audit Fees	627.00	627.00
TO Income Tax	0.00	0.00
To Contribution and Fees	0.00	0.00
TO Donation to other Trust	0.00	0.00
To Miscellaneous Expenses Misc	0.00	0.00
To Depreciation (Sch-	5157.92	5863.00
To Exp. on Objects of the Trust	1177141.12	1202320.80
To Expenses compensated by Trust	-	-
<b>Total Rs. ....</b>	<b>1,197,082.92</b>	<b>1233358.20</b>

INCOME	31.03.2019	31.03.2018
(accured)		
By Rent ..... (realised)	-	-
By Interest .....		
on F. D.		
On TDS		
On Bank Account :- (BANK INTEREST)	24672.00	22975.00
Salary Grant for RTT School		
Non Salary Grant for RTT School		
Salary Grant for Hacse college		
By Dividend	0.00	0.00
By Misc. Receipt	2800.00	-
By Arambh Grant		
By Income from other Sources (Sch-III)	301575.00	381970.40
Expences Compensated by Trust		
Deficit for the year trd to balance sheet	868035.92	828412.80
<b>Total Rs.....</b>	<b>1,197,082.92</b>	<b>1233358.20</b>

As per our report of even date The above Balance Sheet, to the best of my/our belief contains a true account of the Funds and Liabilities and of the Property and Assets of the Trust.

For Kishore Mehta & Associates

Chartered Accountants

Firm Regn No. 105252W

For CHEMBUR COLONY YUVAK MANDAL

Kishore Mehta  
Partner  
Membership No. 035526

Place: Mumbai  
Date :

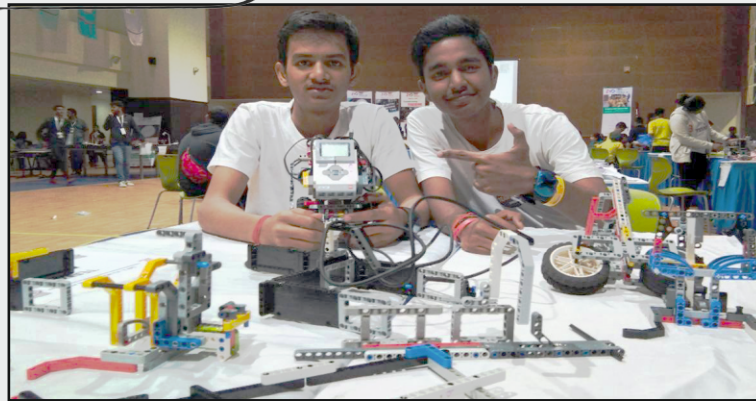
President

Treasurer

Secretary









**DO YOU WANT TO BE a SPECIAL TEACHER??**

**Any graduate (B A, B Com, B Sc etc.) can enrol for :**

**Two years B Ed (Spl Ed) Hearing Impairment OR Learning Disability**

**(Affiliation: University of Mumbai; Recognition: RCI; Grant in aid: GoM)**

**Admission through Maharashtra CET for B Ed**

## Contact



Hashu Advani College of Special Education

64-65, Collector's Colony, Chembur, Mumbai - 400 074

022-25530451 / 022-25531041 / 08976382213

hac\_ccym@yahoo.co.in / hacchbours2011@gmail.com

<http://www.hacse.org.in>

<https://www.facebook.com/pg/ChemburColonyYuvakMandal/about/>



**Chembur Colony Yuvak Mandal**

**Registered under the Societies Registration Act  
Registration No.3441 of 1955-56 and The Bombay  
Trust Act (E-1994 Bom)**

