YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION
• Name of the Head of the institution	Dr.Asmita Huddar
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02225530451
• Mobile No:	9819265464
• Registered e-mail ID (Principal)	principal.hacse@gmail.com
• Alternate Email ID	hac_ccym@yahoo.co.in
• Address	Fourth Floor, 64/64, Collector's Colony, Chembur, Mumbai -400 074
• City/Town	MUMBAI
• State/UT	MAHARASHTRA
• Pin Code	400074
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Special Education
• Type of Institution	Co-education

• Location	**Urban**
• Financial Status	**Grants-in aid**
• Name of the Affiliating University	**University of Mumbai**
• Name of the IQAC Co-ordinator/Director	**Ms.Poonam Mishra**
• Phone No.	**9594764963**
• Alternate phone No.(IQAC)	**9819265464**
• Mobile (IQAC)	**9167226370**
• IQAC e-mail address	**iqac.hacse@gmail.com**
• Alternate e-mail address (IQAC)	**principal.hacse@gmail.com**
3.Website address	**https://www.hashuadvanismarak.org /hacse/index.html**
• Web-link of the AQAR: (Previous Academic Year)	**https://www.hashuadvanismarak.org /hacse/pdf/AQAR-2019-2020.pdf**
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.hashuadvanismarak.org /hacse/pdf/annual-calendar-20-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.01-3.00**	**2016**	**29/03/2016**	**28/03/2021**

6.Date of Establishment of IQAC	**03/09/2016**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	**NA**	**NA**	**01/06/2022**	**0**

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	3	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. Internatiional Interdisciplinary Online Conference(CRE Status) was held on 27th ,28th November 2021. Theme was Assesment and Diagonostic practices for Specific Learning Disabilites : A Cross Country Prespective . Seven countries particpated in the conference and over 200 participants benefited out of the delibrations.

2.Value added Course Aao Bate Kare batch 1 launched from 5th Sept 2020 to 12th Dec 2020. Batch 2 from 16th Oct 2021 - Till date (in process). The course empowers the participants to manage daily conversations effectively.

3. Development of 3 Templates (identifying Learning Needs , Feedback on Curriculum for Teachers, Profiling ICT level of incoming batch) and 4 SOPs (Aayam, Campus Recruitment Program, Adhikar Family Empowerment Certificate Program, Peer Reviewing of Faculty and Strategies for Online TLP)

4. AARAMBH - disability orientation to mainstream school teachers was held through you tube chaneel for over 2000 school teachers in interior Maharashtra in collaboration with DIET(Latur,Raigad and Nasik). This equipped the teachers to identify and manage children

with special needs in thier class.(3rd and 4th Dec 2020)	
5. State Level Conference (recognised by Rehabilitation Council of India) on School Screening was held on 4th and 8th March 2021 . As an outcome of the conference a leaflet on school screening of 8 disabilities was published in soft mode - ANUMAAN	

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
1. Planning of AAO BATE KARE -Value Added Course	1. Successfully Completed on 12 Dec 2021
2. Development of 3 Templates for bringing about consistency in functioning	2. Developed the 3 Templates . All 3 approved in IQAC meeting.
3. Green initiatives under Statat ; lecture series and reconstruction of compost pit .	3. Successfully completed the reconstruction and training of house keeping staff for maintining the pit.
4. Stategies were discussed to improve the enrolment in the light of complex online CET procedure.	4. Two rounds of CET preparation camp were successfully completed in online mode giving handson experience realted to form filling and understanding MCQ's.
5. A family empowerment progreamme in online mode was recomended in IQAC meeting.	5. Adhikar family empowerment program was implemented (May -June 2021) in online mode in collaborating with KDN Shruti School for the deaf. 80 families from 3 special schools attended interactive sessions on raising children during pandemic.
6. A Need was felt for consistent policy for shifting from offline to online mode	6. Strategic plan and policy for online and hybrid TLP was developed and approved. The same is on the website and is in practice currently.

13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	09/03/2022

Extended Profile

2.Student

2.1	14
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	45
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	22
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	15
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**15**

File Description	Documents
Data Template	[View File](#)

2.6 Number of students enrolled during the year	**14**

File Description	Documents
Data Template	[View File](#)

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**4.50479**

4.2 Total number of computers on campus for academic purposes	**3**

5.Teacher

5.1 Number of full-time teachers during the year:	**5**

File Description	Documents
Data Template	[View File](#)
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**6**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

HACSE transacts the syllabus into curriculum in a very structured way. Democratic way of planning, feedback based reviewing and outcome oriented adaptation without diluting the system . Here is how we go about it with a few examples: Planning Evolving Schedules and program design : Following documents are prepared every semester: Annual Calendar, semester - wise and program wise time tables, accountability schedules, meeting schedules,module distribution XL sheet Planning done through regular meeting for smooth functioning. Program coordinatorsselected on rotation basis who convene these meetings and prepare blue print for curricular , co-curricular work. Flexibilitygiven to faculty to invite guest lecturers for expert inputs.Planning of lessons /practical/ field engagementdone carefully along with schools /centers involved.For effective planning - Functional SOPsWattsup Event wise Reviewing/Revising Feedback: HACSE has mechanism in place for obtaining structural feedback on curriculum in formal & informal manner from various stake holders- students, teachers, faculty, employers, Alumni, Practice teaching schools. Feedback isdiscussed and points for implementation. Syllabus Revision: Faculty is part of university committees for revisions of courses. Adapting Curriculum to local context and unique needs Chembur -college is located, densely populated area withchemical pollution. Got classrooms renovated to suitventilation needs whereinwindows towardschemical factories can be kept closed.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative	B. Any 5 of the above

effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://www.hashuadvanismarak.org/hacse/plo-clo-for-ld.html
Prospectus for the academic year	[View File](#)
Report and photographs with caption and date of student induction programmes	[View File](#)
Report and photographs with caption and date of teacher orientation programmes	[View File](#)
Any other relevant information	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

8

File Description	Documents
Data as per Data Template	[View File](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View File](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	https://www.hashuadvanismarak.org/hacse/pdf/annual-calendar-20-21.pdf
Any other relevant information	https://www.hashuadvanismarak.org/hacse/plo-clo-for-ld.html

1.2.2 - Number of value-added courses offered during the year

2

1.2.2.1 - Number of value-added courses offered during the year

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

8

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

8

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	Three of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

12

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

12

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

FUNDAMENTAL OR COHERENT UNDERSTANDING

1. Linking Theory with skill development ,field engagement

2. Using interactive,heuristic methods

3. Variety of visiting faculty,range of visits ,experiences.

4. Reflection -practice

5. LMS Platforms

6. Content test carried out/tested .

PROCEDURAL KNOWLEDGE ...........SPECIALIZATION

1. Creating task force for all levels of school education and for all types of educational set up.

2. Master templatefits student names into every semester indicates educational exposure (skill development, lessons, field engagement) in various: levels: pre primary tosecondary,special schools, mainstream schools, inclusive schools, remedial set up, Languages ,media of instruction-English, Hindi, Marathi, Gujrathi, ISL, Schools subjects -balanced break up of their lessons.

CAPABILITY TO ......COMPETENCIES

1. Ample opportunity for them to reflect and extrapolate:

2. Theory lectures - interactive,constructivist style

3. Template of skill development, field engagement and lessons - place for reflections Feedback process makinglearning relevant t

SKILLS/COMPETENCIES :

1. .Counselor available at campus - group sessions on mental health issues

2. Projects , assignment always clubbed with presentations for collective shared wisdom

3. Active Student council

4. Opportunities to update communication skills through assembly, discussion, volunteering, anchoring

5. Preplacement orientation

6. Value added course for imporving conversations.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

Institution familiarizes students withdiversities in school system in Indian as well as international and comparative perspective in few ways:

1. Student placement in schools: Chembur- good network of schools - with different boards.HACSE - good network of special schools and remedial centers and practice lessons and field engagement planned on rotation basis

2. Field engagement templates: studentsprovided withready template for the detailed reporting of their activities. Templates designed to draw attention of students to various practices of assessment, curriculum transaction, use of technology and academic norms. Students are oriented to template priorposting

3. Reflections and presentations: School placement followsby presentations,reflections inevery task

4. Measurement of mainstream schools (MLEM Tool)

5. Educational tour: Mostlytour takes students to experimental schoolsset up which are not very common in Mumbai but this acadmic year 2020-2021 college could not take due to coivd 19 pandemic situation.

6. Notional Task on pedagogy-setting question papers-blue print; preparation for content test (syllabus framed on comparing different boards)

Getting familiar with existing school system for understanding it better is an ongoing process and cannot be measured objectively. But we do our best in this area.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	**No File Uploaded**
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Strategies include:

1. Pre program orientation on curriculum design

2. Teachers' course accountabilityplanned on rotation basis

3. Course recap is always held before students go on preparatory leave for exam

4. Faculty is involved in paper setting for internalexternal examinations and they ensure thatfocus of measurement is interlined understanding of courses and not mere isolated understanding ofcontent.

5.Teaching learning schedule matched content wise.

6. Theoretical module andrelated skill development always taught together. For example when students learn theory of sign language or auditory training, parallel sessions are held for skill development which are parts of some other course. We facilitate buddy system in college students are paired thoughtfully to facilitate benefits to both. Either this is in terms of language needs, geographical

location of residence or the skills.

7. Opportunities to reflect on courses are ample during4 semesters HACSE believes that holistic understanding of curriculum would create efficient teachers. Earlier withprogram being of one year, there was no scope to build that understanding

8. Curriculum is spread over 2 years now and that facilitates many breathing spaces for faculty and students to pause for better understanding.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	[View File](#)

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

14

2.1.1.1 - Number of students enrolled during the year

14

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	**No File Uploaded**

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

02

2.1.2.1 - Number of students enrolled from the reserved categories during the year

02

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	**No File Uploaded**

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

`00`

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

`00`

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	**No File Uploaded**
List of students enrolled from EWS and Divyangjan	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Pre-admission assessment:

  1. English Language Content Test - (ELCT):

The first level of formative assessment consists of B.Ed. Common Entrance Test (CET) organized by Dept of Higher Education, Maharashtra Government. Those who clear the CET become eligible to seek admission to B.Ed. program. English Language Content Test (ELCT) is a component of this CET. It is mandatory for the candidates who wish to seek admission to English medium colleges to clear ELCT.

Post-admission assessment:

  1. Study habit inventory:

Standardized study habit inventory is administered on all the students to identify their study habits developed so far.It is a

self-administered standardized tool. The level and nature of academic support required by each student is determined on the basis of the scores they obtain on this inventory.

2.Survey of ICT skills

The librarian carries out the survey to find out the technology familiarity level of the incoming students. As an outcome the students get suggestions and support to facilitate the use of ICT and web-based library services for students.

3.Content test:

The students who are admitted at HACSE through start working on the content of the school textbooks. A content-test is organized to assess the content knowledge of the students.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	**No File Uploaded**
Photographs with caption and date, if any	View File
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	**Two of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	**No File Uploaded**
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1-3

2.2.4.1 - Number of mentors in the Institution

5

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The use of multi-modal learning was ensured in the following way:

1. Smart classroom: All the classrooms are equipped with smart LCD with internet facilities. 100% of the faculty ensured that the learning is visual, as well as auditory.

2. Participative learning:

The student participation was ensured at every stage of teaching which includes: planning, execution and assessment. Examples: The submission-deadlines of projects, notional tasks, etc were set after discussion with the students. Participation in execution or teaching was ensured by involving students in smaller group activities.

3. Cooperative learning:

Students from both the programs were expected to work in pairs for D 17 course and interact with each other. Student cooperation was ensured by organizing their combined lectures.

4. Use of mobile apps:

The students were encouraged to use the smart phones in the class itself as a problem-solving technique. E.g. Unit on early reflexive behaviours among infants.

5. Use of Online learning resources:

The students were oriented to the different online open learning resources. Majority of the faculties used web-based resources like Kahoot, Edmodo, Zoom classrooms, for delivering the content and interacting with the students. Students were also encouraged to join the online webinars.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	**Nil**
Any other relevant information	View File

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

26

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as	**Four of the above**

Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	**Nil**
Any other relevant information	View File

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

HACSE deals with student's diverse concerns-

1.Academic issues such as comprehension of lecture, study material, library issues, submission, exam-related issues, passing and grade improvement, issues in practice teaching schools etc. are resolved by faculties.

2. Personal issues which interferes with their studies like financial hardships, stress at home, domestic violence etc. are handled by the faculty not compromising the dignity of the students and ensuring the confidentiality.

3.Vocational issues such as skill-development and job proficiency are also addressed through need based guidance and exposure .

4. Students face several challenges dealing with the university system like: getting eligibility, getting unique learner code, filling up online exam form, selection of optional courses, reviewing eligibility for grace mark, deciding whether to go for re-evaluation or not, getting errors in mark list corrected, getting duplicate certificates, availing online scholarships etc. are also

addressed.

Mentoring of college staff by the Principal:

The issues such as financial, interpersonal, salary related etc. that may arise among the staff members are referred to the college principal. Teachers are encouraged for FDPs, higher education and other personal-professional developments. The matters beyond the purview of the principal are referred to the college management for further action.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education-from local to regional to national to global	Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

Curriculum of B Ed special education itself by default createslot of scope for creative and innovative teaching learning practices.

However, we run extra miles to ensure facilitating creativity, original thinking and empathy. During the course work of all types: Conventional theory courses or practical work or elective coursesthread of critical thinking with reflections and discussions is carried forward. Two of the classic examples are implementation plan of project mode courses and field engagement courses. These consist of almost 30% of the program content. Following are the efforts to inculcate independent original thinking among our students:

- Clear discussion of CLOs which emphasize innovativeness and life skills
- Orientation to the course work geared towards non-conventional transaction mode
- Ongoing building graph of learning with weekly interactions with the course coach
- Series of tasks and presentations with lot of feedback and interactions
- Weekly practicing skills
- Exposure to role model samples
- Paired and group activities
- Journal submission and final presentation
- Templates with marked spaces for original thinking and reflections
- For field engagement the schools werewell selected and the college faculty wasin constant touch with the school supervisors. This ensures fulfilling the set CLOs emphasizing reflections and professional development with exposure to life skills.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of	Seven/Eight of the above

Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

`Ten/All of the above`

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several

`All of the above`

activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

`Four of the above`

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/

`All of the above`

developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

`All of the above`

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

`Four of the above`

File Description	Documents
Data as per Data Template	[View File](#)
Samples of assessed assignments for theory courses of different programmes	[View File](#)
Any other relevant information	[View File](#)

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

HACSE ensures the following before placement-

Schools are selected referring to already in the list, suggested by students and/or faculties, where alumni are working, schools approaching college for internship.

Faculties ensured the appropriateness of infrastructure, number of children with disability, documents, teaching staff, teaching methods to be observed by the B.Ed. students.

HACSE organized orientation with the school principal and the 'mentor-teachers about the internship activities. Each student had to work under the guidance of a mentor assigned by faculty. Apart from this, the school principal/teachers were also oriented about the nature of internship through the formal letters seeking permission for internship-placement.

Orientation is provided to B.Ed students regarding the concept, spirit and action points related to internship. This was followed by an interactive session to address their questions or doubts.

Performance based assessment and assessment of internship formats (developed as per B.Ed. syllabus) were the two modes of assessing student's performance. 50 % of the marks were given by the mentor and the remaining 50 % were given by the course coordinator.

Students are exposed to three different types of educational set-ups. Internship in special school, Cross disability and inclusion and Inclusive school having children with any disabilities.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

15

File Description	Documents
Data as per Data Template	[View File](#)
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	**Five/Six of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Sample copies for each of selected activities claimed	[View File](#)
School-wise internship reports showing student engagement in activities claimed	[View File](#)
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	[View File](#)

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in

not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

An internship policy statement is created by the team of faculty and alumni to ensure effective implementation of internship experience

Kasturi Kulkrani and Nisha Kutty were the process owners for the internship. Both tried their best to plan and implement online internship in sem 3 and 4. Thanks to online nature of the experience, our students were placed out of Mumbai and out of the country for appropriate exposure. Monitoring was carried out stringently. School authorities were oriented about the objective and course work. Following were the roles played by the various people are listed here:

1. Students: completion of tasks, Completion of prescribed hours, Learn, reflect and conclude learning points, maintain diary and prepare journal, maintain professional ethics and institutional decorum.
2. College faculty: Monitoring, feedback, Ensuring attendance, ensuring learning, weekly discussions and doubt solving, academic monitoring of preparation of journals, orienting stake holders, assigning marks and handling correspondence and MOU.
3. School Authority: Giving consent to placement, on site monitoring, ensuring on site learning, monitoring reports and guiding teachers in planning and implementing internship details and signing MOU.
4. School teachers: Daily exposure, attendance, reporting, monitoring learning and creating innovative opportunities for our students.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	Three of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Five of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

5

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

3

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	**No File Uploaded**

2.5.3 - Number of teaching experience of full time teachers for the during the year

52

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

52

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

Teachers professionally keep updated infollowing way:

1. In house discussions on current developments andIn house faculty meetings organizedonregular basis E.g. Organizing CET orientation seminar, preparing for NAAC/other inspections, planningCRE programs, Adhikar program,etc.

2. Faculty meetingsheld before-after attending conferences

3. Meetings after attendingto share learning points

4. Encouragementto undertakeresearch projects.

5.Summary of research papers published by college-faculty displayed on college notice-board.

6. Regulatory authorities like RCI, UGC have prescribed mandatory professional development activities for faculty-fulfilled completely.

7. HACSE core value'collaboration' - maintainscordial ties with several institutions. Principal, teaching staff,librarianare members of different academic Whats app groups wherein Important circulars are shared.

8. Teaching staffappointed for conducting exam-related work by University of Mumbai, State CET cell . They have formed semester-wise Whats app groups for giving instructions related to paper setting, translation etc.

9. Principal , facultyare life members ofprofessional organization like,NCED, ISHA , MISHAand MUCTA.

10. Annual newsletter 'Arushi', circulated amongalumni, special schools, government institutions etc. Newsletter's column on 'News that matter' contains important updates , news infield of education and rehabilitation of PWD

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation is practiced at HACSE as per the Internal Assessment (IA) Policy.

The weightage as per syllabus for internal-external evaluation is 20% and 80% respectively. HACSE conducts IA (15 marks) while external evaluation constitutes 60 marks conducted by University of Mumbai. As per the B.Ed syllabus, minimum 50% is required to 'pass' in the IA, hence, minimum 8 marks to be scored in internal evaluation in each theory course to appear for the final exam.

IA includes 3 class-tests from which the highest score of 2 tests were considered as final. IA marks were signed by students before submission to university. Schedule of tests were reflected in

timetable. The students had to choose any 2 notional tasks (each of 5 marks) from their B.Ed syllabus as a part of IA.

Assessments were done through Google form, written tests, Edmodo, poster making presentations etc.

Providing immediate feedback with improvement points after assessment was another distinguishing feature of HACSE's IA policy.

Faculties of HACSE were asked to conduct assessment using any two innovative assessment methods. They had to submit the report regarding the method of assessment used and its outcomes in terms of students' performance.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The grievance redressal related to examination is handled with care by the teaching as well as the non-teaching staff of HACSE.

1. Grievance redressal by teaching staff:

1. The teaching staff shared the internal assessment marks for all the courses with the B.Ed students. Studentsareasked to confirm their marks by signing on the IA mark-sheet.
2. Students grievances against the examination system involves a ranges of grievances like, error in the spelling of their names, their scores, names of the elective papers mentioned in the mark-sheet , roll numbers, etc. These grievances are addressed by the mentors of the respective students. Mentors forward the grievances through proper channel to the appropriate university authorities. Grievance redressal by Non-teaching staff:

Non-teaching staff is involved in exam related grievance redressal of B.Ed students.

1. Pre-exam session:

During the pre-exam session, the students received important information about the important dates for filling examination forms, documents to be attached with it, mentioning elective subjects in the form, and so on.

2.Post-exam session:

In the post-exam session the students received information about the rules of re-evaluation and there doubts regarding this process were addressed .All the coordination and communication has been managed by the non-teaching staff.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe

the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Annual calendar was presented semester-wise at HACSE. It was being prepared in advance at the beginning of the semester and shared with all the students, teaching as well as non-teaching staff members of HACSE. The course coordinators also prepared monthly timetable and share it with the students and faculties through WA group, mail and also display on notice board.

Annual Calendar and the monthly timetable included important dates like-

Assignment submission

Journal submission

Class tests

Notional tasks

The class-tests and the dates of the submission of the notional tasks, assignments were spread evenly across the entire semester considering not to over-burdened students with all the submissions and class-tests at a time.

At University of Mumbai, the candidates who failed in the semester-end exam get one more chance to appear in the repeaters exam. During the time when failure students appear for the repeaters exam, other students are given tasks related to internal assessment.

The class representatives' requests about extension of submission dates or class-tests were accepted if the concerned faculty found it appropriate.

HACSE has developed internal IA policy. Students were informed well in advance. It is strictly adheres by all the faculties and students.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The teaching learning process atHACSEhas been aligned as per the PLOs and CLOs stated in the B.Ed syllabus.

1.TheMastersyllabus prescribed byRehabilitation Council of India (RCI)and implemented by University of Mumbai(UoM)has clearly spelt out PLO and CLOS. Students have access to the same.

2.The link of thePLOsand CLOSwas provided on college'swebsite.This enabled the interested students seek information about PLOs and CLOs and help them select electives.

3.PLOs andCLOsweredisplayed in classroom for the regular reference of bothB Edstudents andthefaculty of HACSE.

4.The copy of B.Ed syllabus was emailed to all the students in advance. They were asked to go through the PLOs and CLOs mentioned in the syllabus.

5.During thestudent induction program 'Diksharambha'thestudents are expected to read and discuss thePLOs and CLOs.

6. A brainstormingsession was organizedon fulfilling objectives.The principal ofHACSE, faculties and students would participate in this session to discuss the following points:

a.Speed of content coverage

b.Multi-lingual exposure

c.Resource persons to be invited

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

At HACSE,broad domains of Bloom's taxonomy are utilized to record progress in student performance and professional attributes. The cognitive attributes involves student performance measured in terms of two aspects :knowledge and skills. Performance in professional attributes is measured in terms of their skill development in lessons, internship, and other practical tasks as perB.Ed syllabus.

1. Progress in student-performance in terms of Knowledge:

For measuring student-progress in knowledge,internal assessment was organized by HACSE. Internal assessment consisted of marks obtained by students in three class-tests and marks scored on 2 notional tasks per course.

2. Progress in student-performance in terms of skills:

B.Ed Special Education programs offered by HACSE are professional development programs. The student-performance in terms of skill is measured on the basis of marks obtained by students in practicals (eg. Lesson execution) and internship placement (special school of selected specialization, special school of other disability and inclusive school). The marks are recorded in the mark-sheet separately for each B.Ed practical and internships.

3. Progress in student-performance in terms of attitude:

For developing professional outlook and favourable attitudes among the students, HACSE organized several talks during Conferences and lectures by experts.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View File](#)
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

12

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	[View File](#)
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	[View File](#)
Any other relevant information	[View File](#)

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

At HACSE, the student-teacher ratio is low. Hence, formal assessment tools are not used for measuring whether the performance of the students is in tune with their initially identified learning needs. However, the same was taken care of by using the informal assessment measures. One such method was observation.

While teaching in the class the faculty observed the behaviour of the students. If they noticed some abnormal behaviour in any of the student, the same was discussed in faculty meetings and also with the college principal. The common strategies were developed as per each student's needs. They were uniformly followed by all the faculties during teaching in the class.

Individual mentors are closely interact and guide mentee.

Remedial teaching hour is included in the timetable .

Students are explained the rubrics for all the tasks and taught to work around their weaknessand capitalise on their strengths.

Example :Two studentswho had completed college level education in Marathi,needed input in Marathi. Hence, study material and notes were provided in Marathi.

Students who had health issue and surgery during the semester were offered flexibility ,video recording of lectures and extension in some tasks .

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

0

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	**No File Uploaded**
E-copies of outer jacket/contents page of the journals in which articles are published	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

3

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

2

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

28

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

0

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

0

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Introduction: HACSE ensures fostering social responsibility in its students.Inorder to achieve the goal of spreading awareness and to sensitize the students about different social issues, we provide a lot of opportunities to be part of such outreach programmes. This year it included:

1.Child abuse: The talk on child abuse was given by Mr. Rajnarayan Maurya from Arpan Trust. He gave a clear picture of how to identify such issues in children and what actions can be taken by teachers.

2. Hearing Screening online screening-

3. Green initiative: As part of the community services students had taken online sessions during pandemic within the neighbourhood about importance of planting trees and had sahred the videos and report of the activity done.

Out-tro: These are few events where giving back to society is highlighted. However, apart from this the college environment, role modelling of faculty and linking theory with life in the classrooms gives students' ample opportunities to be more alert about social responsibilities.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

3

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

3

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	**No File Uploaded**

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

9

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

HACSE has always worked hard to provide its students with the best possible learning environment. As a result, we've always made an effort to provide the best possible facilities for our students. HACSE is always prepared to meet the educational needs of its students in any way. The college's foundation is solid, despite its small size. All facilities are available in this small setting. The main office is air conditioned and conveniently located near the administrative office, which has all of the requisite amenities. Both a faculty and a ladies common room are available. Newborn screening and monitoring are available at the CAAI Center. Four well-equipped classrooms, a library, a reading room, and an IQAC room serve the interests of HACSE's stakeholders. HACSE has also made shared facilities available to RTT and CCYM. The multipurpose hall, sport equipment room, counsellor room, auditory room, conference room, yoga hall, canteen, computer lab, and auditorium are among the shared facilities. In compliance with RCI and University of Mumbai standards, ventilation, filtered water, a Wi-Fi system, a firefighting extinguisher, separate washrooms for ladies and gents, and a CCTV system have been installed throughout CCYM, including HACSE.

https://www.hashuadvanismarak.org/hacse/naac-infrastructure.html

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

5

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	**No File Uploaded**
Link to relevant page on the Institutional website	https://www.hashuadvanismarak.org/hacse/naac-classrooms-and-seminar-halls.html
Any other relevant information	**No File Uploaded**

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

129.1812

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View File](#)
Any other relevant information	[View File](#)

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The library installed the Library software E-granthalaya in 2013, developed by National Informatics Centre, Ministry of Electronics and Information Technology, Government of India. The library is partially automated. The features of library automation are as follows:

- **Acquisition: The acquisition operation of the library is managed by E-granthalaya from entering a new title until the invoice processing in the software.**
- **Cataloging: It provides the space for inserting keywords, subjects, classification numbers, that make the procedure of cataloging an easy task now. It generates labels and barcodes.**
- **Circulation and Book tracking: E-granthalaya helps to track the books. It shows the status of the copy like issued, reserved, lost, etc.**

- **Serial Control: E-granthalaya has subscription maintenance, serials processing, receiving loose issues, showing non-receipt issues ofjournals and creation ofreminder for the same.**
- **Accessibility: With the use of a barcode scanner, the identifications ofresources, as well as users, are possible.**
- **Report generator: With the use of E-granthalaya, the librarian has been sending the purchase order through the mail directly to the vendor/publisher without any use of paper.**
- **Membership: The circulation record can be categorized as per the categories of the membership.**
- **Multi-language facility: the software supports multi-languages like English, Marathi, Hindi, etc**

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://www.hashuadvanismarak.org/hacse/services-facilities.html
Any other relevant information	**No File Uploaded**

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Libraries in colleges of special education are generally smaller in size and scope. However, at our library we try to equip student members to use practices and technologies which would benefit them even when they become part of larger organizations. We look at basic library related skills as life skills for professionals and hence try to groom these among our students. The library has its own blog, through which the users of the library can access the question papers and journals. Information literacy programs were conducted for teaching the students to access the resources. The library has planned to subscribe N-List in future. Also please note that the college does not have masters' level program and the student strength is 45. Therefore the current facilities are comfortably adequate to fulfill the objective.

Blog Link -Ready Reference
http://hashuspecialeducation.blogspot.com/

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**One of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	**No File Uploaded**
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.00 - no expenses on books, journals and e-resources during pandemic

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

17

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The utilization of ICT facilities has reinforced HACSE activities for faster applications. ICT updation has played an important role in the advancement of the HACSE. It reduced the load from the system. We have updated the following ICT facilities: Computers and laptops: We upgraded with more computers to each employee. There are

3 laptops, one with the principal, second for the staff, and third for the CAAI center.

1. LCD projectors

2.Jio-Fi Hotspot Router:

3.Classroom with new screens

4.Upgraded MTNL connections,

5.Printers

6.Webcam

7.CCTV surveillance

8.Biometric Machine

9.Library computerization and different resources- E-Granthalaya.

10. Networking Rack

11.Miscellaneous ICT devices: For multi-purpose activities, we have the small speakers. The computer accessories like mouse, keyboards, and cartridges were provided regularly. The barcode scanner is available in the library.

12. Maintenance facilities: Maintenance is provided by the IT person Mr. Sarvesh Pandey who is an outsourced tech support visiting college alternate days. Mr. Sanjay Kashiwal (Care Computer Systems and services) is hardware consultant supports us on – call basis. They also provided the on-call consultancy for ICT related issues. An electrician Mr. Raju Pandey also provided the on-call consultancy and services for repairing electrical items.

13. Purchased Zoom Online Plaltform for online teaching

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	[View File](#)

4.3.2 - Student – Computer ratio during the academic year

6:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**E. < 50 MBPS**
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**One of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/channel/UCErCApbkYIi_aHftZj76-qg
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/channel/UCErCApbkYIi_aHftZj76-qg
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

4504.79

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

There are systems in place for the smooth functioning and maintenance of the facilities. These include:

1. After purchasing any instrument, equipment or furniture the details are entered in the stock register.

2. For the shared facilities, there is a system of giving a note to the management office with the required details.

3. The library advisory committee is in place to guide and help the librarian to work smoothly.

4. Whenever the librarian goes on a long leave, the principal makes temporary provisions to keep the library open and allow the students to borrow the books.

5. A register has been maintained to keep a record of any complaint against an instrument/equipment that needs to be repaired.

6. AMC had been given for the water purifier, AC and lift service.

7. There is a system of on call facilities for electrical work, carpentering works, and plumbing works.

8. The suggestion boxes had been put in the staff room and the reading room

9. Anti-virus software Quick Heal, Tally and biometric system

File Description	Documents
Appropriate link(s) on the institutional website	https://www.hashuadvanismarak.org/hacse/pdf/ccyms-hacse@-policy-documents-with-sops.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

`Five fo the above`

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

`Seven/Eight of the above`

File Description	Documents
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	[View File](#)
Institutional guidelines for students' grievance redressal	[View File](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View File](#)
Samples of grievance submitted offline	[View File](#)
Any other relevant information	[View File](#)

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
9	15

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

0

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

0

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Initiatives taken by student council

The Student Council meetings are conducted and hosted completely by the members of council. Various concerns such as event management, online teaching learning process, exam related concerns, volunteering in various activities at college, etc. have been put up by the council.

1. Council has initiated various activities at college and community level such as Gandhi Jayanti, international disability day and republic day.
2. Diksharambh ceremony and exam orientation/ tech orientation were coordinated and hosted by SC.
3. SC volunteered in various events such as Aayam campus recruitment, CRE program, Adhikar parents' empowerment

program, international interdisciplinary online conference etc.

4. The major contribution of the council during the pandemic has been reflected through the Covid 19 awareness campaign. A small video has been created on COVID awareness and shared through social media posts.

5. The council has also initiated to create a video with the theme "23 reasons why to join HACSE" to spread awareness about HACSE and facilitate the admission campaign.

6. Students are also appointed as the members of different committees at college level such as IQAC, library committee, internal complaint committee, anti- ragging committee, social media committee.

File Description	Documents
Copy of constitution of student council signed by the Principal	[View File](#)
List of students represented on different bodies of the Institution signed by the Principal	[View File](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View File](#)
Any other relevant information	[View File](#)

5.3.2 - Number of sports and cultural events organized at the institution during the year

17

File Description	Documents
Data as per Data Template	[View File](#)
Reports of the events along with the photographs with captions and dates	[View File](#)
Copy of circular / brochure indicating such kind of events	[View File](#)
Any other relevant information	[View File](#)

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the

development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni Association of Hashu Advani College- "AAHA" is a non-registered but very actively functioning alumni association of the college. Till date, over 405 alumni are connected together through a very professionally active Whats-App group. HACSE enriches its alumni group with good academic updates and career opportunities regularly. College has created a separate email ID too for the official communication with alumni with regard to their academic and professional updates. College appoints coordinator for AAHA on rotation basis. AAHA meet is held timely. Considering alumni as an inseparable part of the college, HACSE AAHA collaborations facilitate empowering and promoting alumni contribution through Arushi news letter, networking with other organizations, taking sessions and employment etc.

Out of many, the major 2 contributions are-

Alumni as members in various committees: College has appointed various alumni as member representatives in different committee. Such as in IQAC, they are being designated as an alumni representative and employer's representative

Alumni as volunteers at college level- Our alumni are involved in our events. They, as per their availability, eagerly accept our request and proactively act as volunteers for different occasions organized by college such as CRE programs, AAHA meet, Subject seminars etc.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	[View File](#)
Income Expenditure statement highlighting the alumni contribution	[View File](#)
Report of alumni participation in institutional functioning for the academic year	[View File](#)
Any other relevant information.	[View File](#)

5.4.3 - Number of meetings of Alumni Association held during the year

0

File Description	Documents
Data as per Data Template	[View File](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View File](#)
Any other relevant information	[View File](#)

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

AAHA acts as a support system in various ways although their geographical location is the biggest challenge in them supporting college activities.

1. Alumni support us in spreading the word about admission and contribute in employment through sharing vacancies related posts in official WA group.
2. Our alumni were invited as visiting faculties and took online lectures to teach variety of modules.
3. Alumni extend their support in conducting various sessions through enriching workshops and subject seminars. Various topics such as parenting in Covid situations, developing linking in Math etc were effectively taken up by our alumni in Adhikar training/ empowerment program.

4. Very often, the field engagements are scheduled in the schools where our alumni are working. Alumni know the curriculum followed by college and the educational practices at their work place. With this understanding, our alumni are effectively grooming our students to acquire field learning.
5. Alumni are also appointed as the members of college level committee such as Library, Grievance redressal and IQAC committee.
6. Alumni are invited in Diksharambh ceremony to share their academic and field experiences also motivate freshly joined students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

HACSE has evolved a well crafted vision mission (including values) statement in 2013. We align each of the activities with it.

Basically development of human resources towards inclusive world is our summarized vision. Our mission highlights maintaining work culture which is:

- Warm;
- Transparent;
- Participatory.

Effective leadership and efficiency through participation:

1. The 'organogram' is a guiding document for administrative activities followed rigidly while flexible teaming is practiced for academics.
2. Task rotation with high standards of governance is possible only when a strong back up of SOPs (Link Shared) and templates are in place. That's our governance USP.

3. Under the leadership of the principal and 2 reporting officers, each activity is dynamically led by a process owners with support and academic freedom.
4. Involvement of appropriate stake holders is ensured through participation of faculty, non-teaching staff, current students, management, alumni, field experts, rehab professionals, employers and school heads.
5. Our routine meetings reflect our work culture. Task distribution / module distribution / appointing process owners / leave plans / activity review / feedback etc are carried out on the basis of the principles of choice and rotation.
6. Perspective plan submitted to management facilitates long term goals.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Decentralization and participatory functioning are the backbones of HIEs. HACSE achieves it through:

Decentralization of decision making process is achieved with the help of:

1. Appropriate teaming: We have two teams operating independently exercising academic freedom at micro level. However these collaborate over internship dates, formats, correspondence etc.
2. Team leaders: Two associate professors being team leaders have created a layer in organizational hierarchy. Assistant professors and the librarian report to team leaders. Administrative decision making is done micro level (leave sanctioning, schedule finalizing, API related processes, submitting CRs etc).

Participatory functioning is achieved mostly using 3 strategies:

1. Rotation of tasks: We believe in rotation of the responsibilities so as to ensure that each gets to do tasks of own choice and yet also get experience with all tasks in rotation.
2. Dynamic leadership: Each of the event a process owner is appointed who is the leader immaterial the hierarchy.
3. Contributory development: There are designated e mail ids for saving master documents ensuring ease of access.
4. Important decision making is 100%participatory. For example, a circular is issued for all to plan the budget in a contributory ways. This empowers all to learn financial processes and management.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Internal and external transparency is achieved ensuring access to information and data appropriately:

1. Arushi - annual report. It places detailed information in public domain making the operations transparent. Soft and hard copies of Arushi are distributed free.
2. College website is a good display of information / update / data (committee minutes involving decisions, feedback, AQARs, calendar of activities, library rules, fees involved, forthcoming events, announcements, vacancies, alumni activities, statutory declarations etc.).
3. AQARs: AQARs are placed in public domain, shared with regulatory authorities.
4. RTI committee: The composition of the team is displayed on the notice board and at the website.
5. College recruitments are transparently carried out.
6. IA and attendance policy: Marks obtained, attendance, defaulters list etc are regularly displayed on the notice board.
7. Composition of committees: The composition of such committees

with contact details are placed in public domain for information and review.

8. Social media: College has a very active fb page which too is a way of making processes and policies transparent giving access to updates.

Being an aided collage we sincerely feel accountable to keep the processes transparent and open for review by stake holders and public.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

FROM 'OFF LINE' TO 'ONLINE' TO 'HYBRID' MODEL OF TEACHING LEARNING.

One of the cases of successful deployment of plans was our transition from off-line to online mode and then to hybrid mode. We set the target of shifting 100% activities to online mode in March 2020 when first lockdown was announced. Following were our steps to achieve the target:

1. Circular issued about the transition plan
2. Purchase of online platform
3. Internal training of staff and external teachers – Techno talk
4. Faculty underwent training for effective use of ICT tools
5. Launch of Aabhasi – value added program
6. Launch of YouTube channel
7. Organized state level conference on technology.
8. College / principal was nominated as and fulfilled the duties as cluster lead college for online examination by university. Successfully completed 2 university examinations for all colleges in special education. Received appreciation letter by the VC.
9. Used several ICT tools regularly.

With this plan, we cut no corners in shifting our routine activities including international conference, student council activities,

annual day, celebrations, competitions, IQAC, international conference etc to online mode. Towards the end as things opened up we started with staggered batches and hybrid mode.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.hashuadvanismarak.org/hacse/governance.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The effectiveness and efficiency of the college is visible in 2 ways: i. Effective implementation of prescribed norms of regulatory bodies (RCI, UoM, GoM, UGC, CET cell, ARA and CCYM) ii. Through internal policies and procedures which have evolved through the last 25 years.

1. **Example of this would be procedure followed during the appointment of faculty aiming quick university approval. Papers concerning appointment of Kasturi Kulkarni are uploaded.**
2. **Our Organogram indicates clarity of roles and transparent reporting.**

Regulatory committees:

1. **College Development Committee**
2. **Internal Quality Assurance Cell**
3. **Local Management committee**
4. **Planning and Development committee (UGC)**
5. **Student Council**

Management of records: Service books, leave records, salary registers, recognition/ affiliation documents etc are very well maintained with appropriate labelling and lamination. As many processes within and with other agencies have gone online since last 3/4 years (admission / enrolment / eligibility / exam forms/ salary bills / CET registration / recognition etc) we have evolved the communication and record keeping policy. There are 8 email ids and 15 login ids for various purposes. Limited access is ensured only by

the concerned authorities.

Thus, the bodies function in tune with each-other in academic and administrative domains.

File Description	Documents
Link to organogram on the institutional website	https://www.hashuadvanismarak.org/hacse/staff.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

`All of the above`

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The information of various committees and bodies is given in 6.2.2. For a coordinated functioning there is a meeting mapping document which gives umbrella schedule of all meetings with accountability marked clearly. Appropriate formulation of agenda and minutes leads

to effective functioning. Qualities of our agenda items and minutes:

- They are framed in measurable terms
- They are deadline based
- They clearly spelt out accountability
- These are Action based / behavioral in nature

Minutes are the best tools of change and drafting agenda and minutes is an art and a science. These are maintained systematically indication decisions and actions.

As an example, minutes and agenda items of IQAC meetingare uploaded.

As can be seen from the details given above and uploaded documents:

1. Meetings were held as a routine in a particular schedule
2. Agenda and minutes were well linked
3. Action followed the minutes
4. Outcome specified
5. Accountability specified and task made measurable.

Details of 1 example are uploaded. It was decided that value added certificate program was to be launched for students considering the need. It was planned, curriculum was developed, schedule was made and the program was offered. It proved to be very useful.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Here are many ways in which staff welfare is facilitated during the said period.

1. In house Hand holding: We have a plan wherein senior faculty hand holds the junior in taking up activities, maintaining records and raising the bar of scores.

2. Timely implementation of CAS for stage 2 to 3 and 3 to 4 for the deserving faculty.
3. Accident insurance facility is available for the teaching and non teaching staff by management.
4. Support for research and development activities: Minor research and Ph D completed by Kasturi Kulkarni. Nisha Kutty and Poonam Mishra enrolled for Ph D. Sandhya Pagare finished data collection of her Ph D.
5. Internal empowerment sessions were organized: Mental health / management of soft data
6. Health related support: Staff is given 25% concession in other activities of the CCYM like Yog class or Gym.
7. Dignity and belongingness is nourished for all by celebrating festivals together, welcoming new recruits with induction program or by organizing warm farewell programs.

Equal opportunities for participating in decision making and the workload assignment on rotation basis as per the interest works as the biggest welfare measure.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

2

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	**No File Uploaded**
Certificate of participation for the claim	View File
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

6

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Performance appraisal took place on 2 levels and is a combination of confidentiality, transparency and access.

1. **Appraisal system as prescribed by the regulatory authorities**

1. **Confidential report: (MANDTORY) Now termed as performance appraisal forms were distributed to the staff members to fill part A and to submit to the reporting officers with a deadline. Reporting authorities completed the part B appraising as per the parameters.**
2. **Performance Based Appraisal System (PBAS) based on Academic Performance Indicators (API) culminating in Career Advancement Scheme (CAS) as per the UGC norms adapted by Govt of Maharashtra was implemented with its right spirit.**

1. **In house appraisal system evolved at college**

1. **Faculty Evaluation: Principal implemented faculty evaluation system wherein each of the students evaluated each of the teachers in a very confidential way. It included both- own faculty and the visiting ones. Decisions about whether to repeat the visiting faculty or not was taken after this. Internal faculty was asked to narrow down 2 points where they have got low scores and focus coming academic year to improve the score.**
2. **Peer Reviewing: (OPTIONAL). This is internally developed system wherein teachers sit through other teacher's lecture and rate the teaching objectively.**

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Hashu Advani College of Special Education is an aided college managed by Chembur Colony Yuvak Mandal. Salary of 90 % of the staff comes from Dept of higher education, Government of Maharashtra as salary grant through online system of Sevarth. Pay rules of Govt of Maharashtra including pay fixation under pay commission are applicable. Therefore, scrutiny of financial procedures is a routine. External annual auditing too is a routine.

CCYM approves and provide advance to the college as per approval of the annual budget. This includes salary of a couple of staff members and the non salary expenses (including assets). CCYM office bearers are a set of disciplined senior citizens currently active in financial sector (banking / CA firms etc) who believe in financial purity. Hence the budget, financial processes, record keeping, monthly accounting, GST compliances, timely TDS payments, generation of form 16 etc were stringently monitored.

There were a few externally funded activities like research projects (university of Mumbai), conferences and parent empowerment programs. Auditing of such expenses is mandated by the funding agencies and the same is adhered to in true spirit involving appointed external auditor of the college.

No audit queries raised during the period.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

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File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

CCYM runs into deficit due to the non salary expenditure. Moreover, since quality is utmost important here, CCYM also bears the financial burden of salary of the teaching and non teaching staff.

CCYM (Registered under the society's registration Act under the number 3441 of 1955-56 and under the Bombay Trust Act under the number E1994Bom) is the parent body and takes care of the financial deficit through various activities like any other non-profit organizations. It has 80 G exemption and has an FCRA account.

However, HACSE too plays an impacting role in resource mobilization through various strategies like (the accounting of these activities is done through CCYM except UGC funds for which separate account is maintained as per the norms.):

1. Research funds by Uiversity
2. Hand holding individual philanthropists
3. Donated resources: Organizations like VES and Rotary club donated PCs

Thus, although CCYM manages the non salary expenses of the college and although being an aided college is not allowed to raise funds, it supports /CCYM is fund raising and effective use of resources. Shared facilities like Zoom platform, auditorium and utility hall facilitated optimum use of resources.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Please note following points to understand the process adopted for quality assurance through IQAC

1. Meetings were held online or off line regularly ensuring quality related discussions. place very regularly and the discussions are genuine and action oriented.
2. Meeting notice was given well in advance and agenda was sent in advance for the members to come prepared.
3. Each Meeting started with reviewing the earlier points which are minuted as point # 0.
4. Agenda-minutes documentation system is very structured and is in tabular form. Each item was given a number so that action can be tracked.
5. Accountability for the onus of action is spelt clearly leaving no margin for ambiguity.
6. The focus of discussion and action is three fold: A. Organization of events: B. Development of templates and SOPs for systemic improvements: SOPs and templates helped us carry out duties in relay race fashion. C. Establishing feedback governed quality practices
7. Our planning and implementation took care of macro as well as micro issues of functioning of a college. May it be organizing

a big conference or daily documentation;

In short, IQAC here sphere heads true spirit of quality and change.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Steps to ensure quality of TLP during the period:

1. Faculty evaluation by the students: Each of the students evaluated each of the teachers (internal and external) confidentially. Principal herself undertook this exercise towards the end of the semester. Decisions about whether to repeat the visiting faculty or not are taken after this. All faculty scored high by the students.
2. Exit feedback by Students: College took exit feedback from the rolling out batch (with option of not mentioning their names for confidentiality).
3. Semester end review by the teachers: There is a short sem-end feedback form for faculty which was completed. This is basically helpful in deciding the visiting faculty to be repeated and not to be repeated.
4. Peer reviewing among faculty: This is internally developed system wherein teachers sit through other teacher's lecture and rate the teaching objectively.
5. Profiling tech use by faculty: To ensure that the faculty does not restrict teaching to mere PPTs, the principal has evolved a system recently wherein faculty reports about the variety of tech and pedagogical options used.
6. Identifying learning needs: This was reviewed using a template developed by IQAC.
7. Diksharambh and discussion on CLOs and PLOs.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

40

File Description	Documents
Data as per Data Template	[View File](#)
Report of the work done by IQAC or other quality mechanisms	[View File](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View File](#)
Any other relevant information	[View File](#)

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.hashuadvanismarak.org/hacse/iqac.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.hashuadvanismarak.org/hacse/naac.html
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Two of our efforts we have consolidated in the last year are: Aao Bate Kare – value added certificate course and Aarambh – disability orientation of mainstream school teachers.

1. After the success of Aabhasi – value added program we launched second value added program called Aao Bate Kare. We developed the syllabus particularly considering that teachers basically need to be good communicators. The objective was to groom the students at talking which is impressive and need based. Students participated in it happily since the activities were linked with life experiences. After completion of 35 lrarning hours, they were give the certificates.
2. Aarambh is our flagship event towards the greater goal of inclusion. We have been holding the same at local level. Last year we upscaled it in two ways: Firstly we collaborated with District Institute of Education and training of 3 districts (DIET, Latur, Raigad and Nasik) in order to reach out rural teachers in a more consolidated way. Secondly, we collaborated

with the best of the resource persons in the field of disability to provide orientation to disability in Marathi. The sessions were live telecasted on YouTube and were viewed by more than 1800 teachers.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

CCYM's HACSE has been very proactive in energy conservation measurements. HACSE's code of conduct and energy policy very lucidly elaborates our action plans for saving energy .The management and staff of HACSE is very principled about day to day energy saving measures and leave no stones unturned to inculcate these healthy habits in our students.

Some of the strategies adopted by HACSEare

i. Newly appointed staff and students are encouraged to read, understand and implement code of conduct and policy related to energy saving.

ii. Clear instructions are written near every switch board to turn off all the electrical appliances before leaving the room.

iii. Energy saving managers are appointed from students and given responsibility to monitor switching off of all the lights, fans, computers and LCDs at the end of the day.

iv .Teachers are encouraged to be role models and follow energy saving measures such as

a. Using the electricity within campus cautiously.

b. Switching off lights, fans, computers, ACs, printers when not in use.

c. Avoid use of lift while climbing down.

d. Avoid unnecessary printing of documents.

e. Following e governance and paperless practices strictly.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

CCYM'S HACSE is committed to the efficient management of waste. College strives to develop a culture of effective waste management with motto 'No Plastic, Less Waste, waste segregation and waste management, correct e waste disposal' which will help create clean, pollution free, safe and healthy environment, a boon for the mankind.

1. All staff and students are expected to follow waste management system carefully and support the existing policy of separating wet, dry and e waste appropriately.
2. College has installed dustbins for dry waste in all the classrooms, staffroom and office, dustbin for wet waste is placed in the passage. The responsibility of waste segregation is given to each individual.
3. Housekeeping staff is also given orientation and is expected to follow waste segregation.
4. A compost pit has been developed in the campus building.
5. CCYM is very particular about E waste disposal and encourages E waste collection and disposal through organisations specialised in this cause. All the activities of CCYM collect e waste in a room for 6 months and it is disposed under the guidance of our environmental consultant.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	**Three of the above**

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	**Three of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

HACSE every year forms a cleanliness committee which monitors the maintenance of cleanliness of the campus, plans new strategies to

improve the same.

Some proactive steps taken by the committee are

- Circular regarding maintenance of cleanliness has been put up on the notice board.
- Students are involved in maintaining cleanliness through students council
- CCYM also declares swacchataabhiyan to involve all the staff and students of the campus in the cleanliness drive.
- Deep cleaning of all the rooms in the college including cleaning of fans and windows is done twice a year
- LCDs , computers and printers are covered .

The campus of CCYM's HACSE is situated in one of the most polluted areas of Mumbai

- One of the best adopted ways by HACSE is to increase the green cover in the surrounding.
- Any guest invited for any function or sessions is gifted a Tulsi plant by default
- Ground floor of the campus holds a Smarak Garden, it displays bio diversity, variety of plants have been cultivated.
- 'plastic free campus' campaign has been initiated .
- HACSE is moving towards paperless governance. Use minimum prints. Follow e governance .
- E mails have been used as official communication

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	**No File Uploaded**

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0.035

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Hashuji, our founder had started many welfare schemes for the then migrated Sindhi community. CCYM has enormous support of well wishers who, whole heartedly help the nonprofit charitable activities such as educational programs for children with hearing impairment and programs of manpower development in disability sector.

Objective of CCYM has always been welfare of people residing in and around Chembur. Even though college caters to the educational needs to students from all over Maharashtra, we ensure our role in community activities towards Chembur' through CCYM. Some of the popular activities conducted by CCYM where students and staff play a very active role are

1. **Chettichandjomelo, a get together with variety entertainment program for Sindhi community.**
2. **Sagra a traditional puja of Mahadev by CCYM on Shivratri which invites Sindhi community.**
3. **Walkathon for senior citizens is an annual event which has been conducted every year to celebrate our founder's birth anniversary.**
4. **We have been conducting disability awareness program for general educators or students from mainstream schools situated in nearby Chembur area.**
5. **CCYM through CAAI conducts free hearing screening for senior citizens it also undertakes hearing screening of babies born in the nearby area at a very subsidized rates.**

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

BEST PRACTICE ONE

1.Title of the Practice:Collaborative teaching learning practices

2. Objectives of the practice:

Collaborative lectures are expected to:

1. offer the variety of learning environment
2. Give opportunity to get specialized academic inputs from experts/faculty of various institutes.
3. Create healthy networking among students who are future rehab professionals
4. Facilitate healthy networking among faculty
5. Lead to increased quality of teaching since external students would be attending the lectures

3. The Context:

B Ed Special Education is a branch which requires inputs from multiple disciplines .The theory of all the four semesters expects

student-teachers to learn subjects /topics from Psychology, Audiology, Speech therapy, Physiotherapy, Home science ,Statistics ,Performing arts ,General Education. First semester focuses on cross disability exposure and topics related to different disability specializations such as visual impairment, hearing impairment, Learning disability, Autism spectrum Disorders ,Intellectual disability are taught. CCYM's HACSE sensed the need to create best academic transactions for not only students of HACSE but to give benefit of this practice to all the students studying in different colleges of special education

4. The practice:

    1. Collaborative teaching learning experiences for student-teachers of four B.Ed (Special Education colleges) situated in Mumbai
    2. HACSE initiated this practice which now has become a routine practice
    3. Sem I student-teachers learn all the cross disability topics and get exposure to classroom teaching via observation of demonstration lessons under the respective experts, who have immense work experience in a particular disability.
    4. Combined lectures are also arranged for Sem III and Sem IV students especially for project based subjects.
    5. Routinely certain modules are shared among colleges following i. barter system: exchange of modulewithout financial implications

ii. Split the cost of invited visiting faculty

iii. Combined subject seminars are held, for example in topics likedevelopment of IEP or development of low cost TLM

iv. Faculty exchange with Pillai college of Education and Narayana Guru college

5. Evidence of Success:

    1. Student-teachers of all 4 collegesare learning in non threatening environment, strengthening professional networkingas against competitive environment.
    2. They get exposure to internal faculty of all colleges - drawing best of the human resource, for example HACSE is the

only college among these four colleges which has a fulltimeAudiologist andspeech therapist so 'what is hearing loss' is taught to all thestudents of all colleges by her.

3. Student –teachers have whats app group, share exam updates, share learning resources and approachany faculty for doubts.
4. These are future teachers and they better be holding each other's hands.HACSE may humbly take the credit for flagging off this journey.

6.Problems encountered and resources required:

Currently this practice of collaborative lecture is followed enthusiastically by all four colleges ,however the major issues which cause incontinence for some students is commuting as travelling long distance is always a challenge for Mumbaikars. Another challenge which coordinators face is scheduling of this combined lectures on days and dates which are suitable for all the four colleges, a great amount of prior planning needs to be undertaken to overcome this problem. Resources required are mainly availability of faculty with the desired specialization.

BEST PRACTICE TWO

1. Title of the practice:ADHIKAR (Family empowerment program)

2. Objective of the practice:

1. To empower families of children with hearing impairment.
2. To equip parents of children with hearing impairment with knowledge and skills, which will facilitate upbringing of their child.
3. To orient and educate student-teachers about role of families of children with hearing impairment.
4. To give opportunities to student-teachers to develop organizational skills by volunteering in Adhikar.
5. To encourage student-teachers to attend few sessions of Adhikar, giving them opportunity to interact with parents and listen to various experts from the field.

3. The Context:

Role of the family is extremely important and crucial in overall development of any child, it is more so in cases of children with

disability. It is evident that best outcomes in children with disability are seen when family support and involvement is immense. Families have to be groomed early when children are very young so that critical period for development is tapped .CCYM's HACSEsensed this dire need to empower families with right techniques , better strategies to cope up the challenges in bringing up a child with hearing impairment and conceptualised 'Adhikar'.

4. The practice:

Adhikar offers series of interactive sessions by experts from field of special education, psychology, speech therapy, Audiology, Nutrition and physical education. Topics of the session range from knowing hearing loss of the child, hearing devices ,speech language stimulation at home ,auditory training at home ,rights of the child ,behavioural management in children etc. Other star sessions of Adhikar have been when other successful parents of CWHI share their success stories and discuss, how they overcame the challenges .Parents attend sessions twice a week and other days of the week they are encouraged to observe the classroom practices and assist the teachers. Adhikar is a certificate course, usually extends over three months and offered to any parent of preschoolers with hearing impairment. Over the years, maximum participants for Adhikar have been parents from RochiramThadanischool.

Our student-teachers are given opportunity to attend 9 to 10 sessions of Adhikar , they also assist in organising the program .They are involved in introducing speakers ,taking attendance ,managing question answer sessions, taking photographs, writing names on the certificates and help during valedictory function.

5. Evidence of success:

Feedback is collected at the end of the Adhikar program. Over the years, parents have given positive feedback about the overall program .Parents have reported better understanding about their child's hearing loss and management of hearing loss. Till date more than 300 families have been benefitted with this program .Adhikar has not only empowered parents but it has been giving rare opportunity to our student teachers to know the challenges faced by these families and best solutions for the same. The other benefit from Adhikar has been Student-teachers develop the organisational

skill.

6. Problems encountered and resources required:

1. Adhikar invites experts from various fields, experts are offered nominal remuneration thus funds need to be collected for conducting this program .Lot of efforts are put in to identify and convince the donors to generate funds.
2. Parents of the preschoolers belong to mostly lower socioeconomic class and are labourers who survive on their daily wages. It is a challenge to motivate them to put in regular attendance in Adhikar.
3. Mothers who have other younger children (siblings of CWHI) have usually no one to take care of their baby when they attend the session, thus usually babies accompany their mothers during the session. It does cause distraction for parents.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Systematic march towards inclusive world:

CCYM's HACSE in tune with its vision, has been taking proactive steps towards creating a right based, inclusive and diversity friendly society.

a.Aarambha : This is an orientation program on disability management for general educators conceptualized by HACSE.

b. Rainbow leaflets: Thisatglance gives great information about suspicion of various disabilities and Dos and Donts of classroom practices for inclusive education.

c. Lectures at HRDC- To promote inclusion at the higher education lectures on disability orientation are delivered during orientation

/refresher courses held by HRDC ,University of Mumbai.

d. Disability policy and Centre for disability at UOM

e.Principal of HACSE has been instrumental in developing disability policy. These disability guidelines have been published in the public domain .UOM has also installed a Centre for Disability Studies.

f. CAAI : CAAI equipped with modern infrastructure for audiological testing of babies advocates neonatal hearing screeningand early intervention.

g. Session on inclusion inAdhikar : This parent empowerment program preparesparents for their child's inclusive education .

h. Preparation of students for inclusive set upsby placing them in best inclusive schools for field engagement .

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File