



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION

HASHU ADVANI COLLEGE OF SPECIAL EDUCATION, 64-65 , COLLECTOR'S
COLONY, CHEMBUR
400074

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

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Running together always matters, running faster may not!

Collaboration (as against competition) our core value. When one simply refuses to compete with the others, competition with the self gets inevitable. Raising the bar is a routine for us irrespective of our size and strength. Yes, **CCYM'S HACSE** probably is the **smallest aided college that NAAC has ever evaluated**: 45 intake capacity, 10 staff members and working in the area of special education of **children with disabilities**. Special education has a tiny place in the giant world of mainstream teacher education system. Thus, we have all the reasons for getting lost in the teacher education scenario in Maharashtra. But with whatever size and scope, we do exist and have a mission to accomplish. There are pros and cons of being a modest set-up but quality can still rule the show.

Developing a nation is synonymous with developing classroom teachers. With this philosophical base, **HACSE** has been working for more than 2 decades. The prime focus is **empowering/creating a taskforce of human resource for children with diverse needs** - children with disabilities towards an **inclusive world**. **HACSE** is recognized by Rehabilitation Council of India, affiliated to University of Mumbai, salary aided by Dept of Higher Education, Government of Maharashtra (GoM) and categorized as 2 (f) 12 (B) by UGC. We offer B Ed (Special Education-Learning Disability) (one of the only 6 programs in India) and B Ed (Special Education-Hearing Impairment). Our enrolment is through the Common Entrance Test (CET) held by GoM and regulated by the Admission Regulation Authority (ARA, GoM). The committed management - Chembur Colony Yuvak Mandal facilitates a learner centric environment.

HACSE is blessed with a rare strategic location in the vibrant Metropolitan city of Mumbai – Chembur. It is one of the excellent commutable options from western and central line of the city. Local railway, mono rail, metro rail, efficient BEST bus services, quickly accessible Auto / taxi net work, we are well linked with all the options. There are only 3 colleges of special education in Mumbai suburban area which are located far off from each other.

Vision

Our Vision

In order to move towards a right based, inclusive and diversity friendly society, CCYM's **Hashu Advani College of Special Education** remains committed to develop and empower the human resource in the field of special education which would facilitate need based and blissful education in special, inclusive and open systems.

Mission

Our Mission: (summarized)

To execute human resource development programs through a warm, transparent and participatory work environment which:

- Addresses training needs of all sections of society;
- Is aligned to inclusive / special / open schooling;
- Ensures rich and varied learning environments.

Our Objectives: (Summarized)

- To annually develop 45 well-groomed special teachers who possess appropriate knowledge, skills, attitude and self-efficacy;
- To create learning opportunity to minimum 60 in-service special educators / mainstream teachers through short term programs;
- To plan and execute measurable steps towards inclusive education;
- To create proactive professional net working with various Government and non-profit organizations working towards similar objectives.

Our Values: (Summarized)

- To consciously raise the quality bar keeping our activities and outcomes in tune with **values of our regulatory agencies** and forces;
- **Non-Discriminatory** and diversity friendly work environment;
- **Professionalism**, professional ethics and respecting all options of problem solving and proactive initiation;
- Internal and external **collaboration** as against competition in fulfilling objectives;
- **Lifelong learning** and continuous reflecting as a response to internal and external feedback.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTHS:

The biggest strength of **HACSE** is its **manpower**: **The management** members are true followers of Hashuji believing in dedication, purity of means and financial discipline.

1. The principal of the college has experience of over 30 years with global exposure. She is the current **Chairperson of Board of Studies**, (Special Education – Ad Hoc) at Mumbai University. **The teaching faculty** too is a fantastic combination of qualifications, talents and experience. We are one of the very few independent colleges of special education with expertise in 5 areas: Hearing disability, Speech disability, intellectual disability, learning disability and general education. A modest yet efficient library is managed well by a young techno savvy **librarian** currently pursuing Ph D. **Non- teaching** staff supports the growth. We are proud of **our multi lingual and multi-cultural backgrounds reflecting the melting pot spirit of Mumbai**.
2. Having one of the **biggest and best special schools for the deaf in the same campus under same management** is our plus point. School and college complement each other facilitating well monitored practice teaching. RTT high school is a K-10 special school for the Deaf. It has Hindi and Marathi medium and English as second language. Hence, trainees of all background can be accommodated making monitoring stringent and frequent. Most importantly, we ensure exposure in other schools as well not restricting to the simplest option available for our convenience.
3. Moreover, special education services are crowded in western Mumbai and are rather scanty towards central regions and outskirts. This places us one step closer to our mission of inclusion.
4. Our **Alumni** is our greatest strength. They are successful in their careers and playing their bit in the educational mission of the nation.
5. Being the Govt aided college; **our fees** could be the lowest in the country for a professional program. It is as low as (approximately) Rs. 20,000 per year for an open candidate and approximately Rs 6,000 for a candidate from a reserved category. We do not cover any hidden costs from the pockets of our students over and above the prescribed fees.

Institutional Weakness

Ours is a small set up. This, by default leads to some **weaknesses**. Same are discussed here:

It is difficult to put on papers but the procedure of NAAC has drawn our attention to our rather average documentation skills. We really are too small a team to fulfill prescribed requirements related to documentations and committees. For example, University / UGC / NAAC / GoM / RCI mandate all colleges to have committees for better governance. The list of prescribed committees may go well beyond 25. We are 10 of us to be on 25 committees. Yet, we try our best to follow the prescriptions in the right spirit.

1. Being part of Mumbai is synonymous with having space related challenges. The **current space** does not support our aspirations for expansion. Being a typical NGO, **funds** too is a concern most of the time. We have worked out solutions of shared facilities and giving best of the exposure to our students but we do look at our space to be our biggest hurdles in expansion plans. CSR and fundraisers are organized but never compromising academic priorities.
2. **Delayed enrollment through common entrance test held by Government** of Maharashtra is yet another weakening point. Maharashtra is a huge state and the number of applicants for B Ed programs is bigger than our imagination. To run an efficient system of CET, it needs quite a lot of time span. Due to

this our admissions take place very late – as late as in September end. This impact the seats filled as well. Low enrollment is an off shoot outcome of delayed admission procedure. This weakness is beyond our reach to repair since we are a tiny part of a larger system

Institutional Opportunity

Our **opportunities** are limitless and we try to make the best use of it – sometimes we succeed, sometimes we do not.

1. Many of our students **are from lower socio economic background, from rural outskirts of central side of Mumbai** and belong to reserved category. We look at the heterogeneous profile of our enrolled students as an opportunity to reach our services to the unreached.
2. We also look at our current students and **well placed alumni** as our opportunities to impact the field. Special Education is a futuristic field with global **opportunities of higher education** as well as of a fulfilling career. We wish to empower ourselves so that our beneficiaries can avail such opportunities. Special education is moving towards cross disability skills rather than the single disability expertise. This has opened up new career opportunities for the students. Due to our long term and persistent efforts, special education for the first time has appeared in the perspective plan of Mumbai University. Also availability of **masters and PhD** in the same city is important.
3. We are looking at **academic autonomy** as one of our opportunities. After the NAAC cycle 2, we wish to look into it for the benefit of academic freedom in grooming the future teachers.
4. We are also looking at pandemic as an opportunity since now the virtual world has come closer. We are taking up **internships and placements in global schools** with MOUs in place.

Institutional Challenge

1. One of the challenges beyond our control is the **vacant posts**. We had 6 posts approved till 2017 out of which 1 is vacant due to superannuation. After launching B Ed LD, we got additional 11 posts out of which only 3 are filled so far. This is the serious concern since the activities are expanding and the man power is found to be inadequate. CCYM is kind enough to appoint 3 posts but cannot take the financial load of more appointments. We do not wish to and cannot legally charge fees more than what university prescribes year to year. Hence striking the balance among out of the box exposure, current manpower and financial deficit gets challenging.
2. **Creating awareness among young talented youth** that special education is not a charity but a profession is one more challenge we face. We hold college campaign every year to create awareness but that is not fulfilling the objectives adequately. Disability still is looked at as a charity area and graduates do not take B Ed special Education as a career opportunity. This leads **to low enrollment**. Not a correct way to look at it but decreasing government jobs in education is impacting in youth not wanting to be teachers.
3. India has a vibrant higher education system. Yet at times we find the **graduates are not well prepared** to take up professional programs by the graduate colleges. Life skills related to communication; echo sensitivity, technology, command over literacy skills etc are neglected areas. We need to groom the

incoming students first before we start our course work. Study habits, life skills and understanding content of school text books are the areas we need to begin with when actually the curriculum is designed assuming a certain level of graduates in these areas. Working on pre conditions is time consuming and creates barriers in the curriculum transactions. To overcome this we hold additional sessions on personality development, communication skills, Yog, content mastery etc.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

HACSE transacts the syllabus (mere document) into curriculum (experiences) in a very **structured way**. Annual Calendar, time table, accountability schedules, meeting schedules and module distribution XL sheet etc reflect the pulse of the college activities. These are prepared collectively involving students. Hands on components like skill development /practical/ field engagement are paid more attention to in terms of development of templates with a scope for **reflections**. Theoretical module and related skill development is always taught together to facilitate larger understanding of the local / global school system. **HACSE** has a mechanism for obtaining and effectively using structured feedback from various stake holders.

HACSE efficiently adapts curriculum to local context and unique needs. Being in Chembur which has almost all types of education systems in close vicinity makes it simpler. Of course, college also does address challenges related to dense population, noise, traffic and pollution. College quickly adapted itself to lockdown and turned to online mode even prior to official announcements.

We focus all levels (preprimary to secondary) and all types (special, mainstream, inclusive, open schools) of school education. We ensure giving ample opportunities to students to reflect and extrapolate during the process. **HACSE** facilitate buddy system to create non-threatening learning environment. School placement always follows and precedes presentations ensuring exposure to educational diversities.

Democratic way of planning, feedback based reviewing and outcome oriented adaptations without diluting the system are the keys to our success. Our brand ambassadors (alumni) endorse it for us.

Teaching-learning and Evaluation

‘Diverse background but unified goals’: best way to describe our students (mostly from suburbs with **varied levels** of command over English and technology). Honoring student diversity, a range of services is provided: student mentoring, tech support, counseling, English coaching, improvement opportunity, yoga etc.

Teaching learning process is schedule governed. We cover almost 100 % of modules in a thorough manner with a stringent attendance policy. We believe in **constructivism** and hence the classes are participatory and blissful. Students experience best of the **visiting faculty**.

Skill development is at the center stage today. We have evolved SOPs and templates for practical tasks, placements, field engagements. Exposure to school and clinical systems is rich and diverse. Professional competencies are developed through self-study courses, Value added course and 3 major project courses.

We have faculty of diverse expertise in many disabilities (Hearing Impairment, Intellectual Disability, and Learning Disability) and in general education. Faculty evaluation, FDPs, peer reviewing etc. lead our team towards becoming inspiring role models.

Processes involving university exams are online and regular. Our IA policy is transparent and fair. IA calculations are shared in detail with the students and their signatures are taken before submitting it to University. **Improvement opportunities and regular feedback** are provided by the faculty and mentors ensure raising the bar.

Results have mostly been 100% with a few exceptional years. Students have been university toppers and most of them are fruitfully employed. Outcome of SSS is encouraging but we always look for areas of improvement.

Infrastructure and Learning Resources

HACSE is a small set-up. And so is the college infrastructure unlike the general B Ed colleges. But we do have all **basic physical, academic, and support facilities, prescribed** for an ideal learning environment: multi-purpose halls, conference rooms, an auditorium, classrooms, computer labs, science labs, staff room, Ladies Common Room, library, the administrative office, and separate ladies / gents washrooms. Some of these are exclusive for **HACSE** and others **shared** with management.

The **ICT equipped classrooms** ensure advanced learning and teaching. The budget had been allocated for infrastructure augmentations and the financial records are maintained by the administrative staff very effectively. The library is *equipped with quite* a variety of resources like books, periodicals, journals, audio-visual materials, various psychology and disabilities related tests, theses, and reports. The **library** is partially automated. It has adopted barcode technology with the help of the library automation software E-granthalaya. We soon plan to provided e-books and e-journals by subscribing N-list database. The budget is allocated to books and journals as per the requirements of the users.

HACSE has boosted its **Internet and Wi-Fi connectivity**. The college has an updated and descriptive website. There are well established systems and procedures for maintenance of electrical accessories / devices and infrastructure renovation. CSR funds are obtained and used for taking care of the expenditure. **AMCs** have been given for all required activities. The feedback mechanism facilitates to improve excellence and capacity. It helps **HACSE** to perform with an energetic approach towards academic excellence.

Student Support and Progression

HACSE proactively **extends its continuous support** to the students and alumni for their personal, academic and professional development. The strategies include: counseling, student mentoring, subject seminars, English coaching, student council, strong networking among students and alumni etc

Having intake capacity of mere 45, our space is small but it well represents the principle of **maximum utilization of space**. It is equipped with various facilities for the students like parking place, girls' common room, recreational area, medical aid, book bank, safe drinking water, canteen and barrier-free washrooms.

To maintain the transparent mechanism for timely redressal of **student grievance**, **HACSE** has well framed guidelines, structured committees and provision for submission of grievances through online / offline. Signing

the anti-ragging pledge prescribed by UGC is mandatory.

Dean student welfare and placement officer have been appointed for the empowerment of students. SOP, standard formats for activity report, registration, feedback etc. have been developed. Employment opportunities are being offered to students and alumni through **AAAYAM**, the campus recruitment and a system of connecting alumna with the job market. Students are placed as teachers and teacher educators in various reputed organizations throughout India.

Student council coordinates many co-curricular activities and works as mediating communicator between faculty and students. **HACSE** has a non- registered but actively functioning **AAHA** (Alumni Association of HACSE) which contributes through course orientation, assisting in practicum, conducting workshops, students mentoring and in job placement. Alumni are also appointed as the member of various internal committees.

Governance, Leadership and Management

The key word that describes our leadership, vision and functioning is **INCLUSION**. Preparing human resource for inclusive education is our vision. The **governance** that we have evolved to able to walk on the path of our vision too is inclusive. Appropriate balance between warm interpersonal relations and structured management of academics, administrative and finances is our USP. Veteran personality in disability management is our principal who is supported by an efficient management. In a **participatory system** like ours, we all are leaders in some processes and followers in some others.

The link between planning and deployment is very visible. Being a tiny set up there is always a risk of things getting casual, informal and rather unprofessional. However, we have sustained the formal type of functioning through various bodies / committees.

The college is blessed with highly qualified, **tech savvy and committed task force**. Faculty development is taken as a step towards ensuring quality education. Empowerment strategies include: Peer reviewing of lectures, confidential faculty evaluation by students, regular FDPs and opportunities for professional development.

The management – CCYM is headed by disciplinarian team actively working in financial sector. Financial management therefore is transparent and structured. Although aided, the college is managed by an NGO. Hence resources are mobilized through UGC grants, CSR, fund raisers etc.

Active IQAC leads the college to quality initiatives in 3 areas: Organizing events, systemic improvements through SOPs / templates and feedback governed functioning. Overall, ours is an impressive ergonomics with quality deliverables.

Institutional Values and Best Practices

Inculcating values and giving back to the society were passionately advocated and practiced by our founder

Shri Hashu Advani. **HACSE** with its focused efforts in manpower development in the disability sector spontaneously tries to implement these principles in its daily functioning. Conscious of social responsibilities, **HACSE** has been very proactive in energy conservation measures such as cautious use of electricity by staff and students, strict use of e governance and paperless practices.

College strives to develop a culture of effective waste management with motto 'No Plastic, waste segregation and waste management, correct e waste disposal'. Very particular about cleanliness, **HACSE** Every year forms a cleanliness committee which monitors the maintenance of cleanliness. We declare cleanliness drives such as Swacchata Abhiyan which involves all.

HACSE aims to increase the green cover by planting trees. A unique practice at college is to gift a Tulsi plant to all the invited guests, visitors and resource persons.

Objective of CCYM has always been welfare of people; we ensure our role in community activities through events such as walkathon, hearing screening, disability awareness for general public. Adhikar: a certificate program is an endeavor to empower parents of children with hearing impairment about rights of their children and art of parenting.

What sets us apart from others is our systematic march towards creating inclusive world. Some of the activities under this mission are remedial support to students with learning disability, early identification of babies with hearing impairment, a disability orientation program for general educators.

Research and Outreach Activities

HACSE has always maintained a research friendly environment for its staff in spite of being an UG college. We have had 4 externally funded research projects in five years.

Although we are a small team of just 7 faculty members, on an average there have always been at least two publications every year. Also when it comes to publishing chapters in books, we have had a definite role in it over the years.

We have always had a multidisciplinary approach in imparting knowledge to our students. This has given rise to faculty exchange programs ensuring variety of exposure for our students. We have been always open for external researchers to collect data if the research is about B Ed students.

Outreach activities for imbining a sense of responsibility in our students is one of the important goals. Though the students have a tight schedule, the college makes sure that each student participates in at least 3/4 outreach activities in their tenure of two years. Whenever possible the students are made to participate in outreach activities related to social issues, right from 'save the girl child' to rights of Persons with Disabilities. Thus this helps the students to understand the real-life challenges and its status in the society, which bridges the gap between theory and reality. Overall, students experience the environment wherein research and outreach are part of academic life and not an activity to be tick marked as a formality.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION
Address	Hashu Advani College of Special Education, 64-65 , Collector's colony, Chembur
City	MUMBAI
State	Maharashtra
Pin	400074
Website	http://www.hashuadvanismarak.org/hacse/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Asmita B Huddar	981-9265464	9819265464	-	principal.hacse@gmail.com
IQAC / CIQA coordinator	Poonam Mishra	022-25530451	9594764963	-	iqac.hacse@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	04-02-2016	View Document
12B of UGC	04-02-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
RCI	View Document	18-04-2018	60	RCI gave approval for five batches of B Ed HI and four batches of B Ed LD

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Hashu Advani College of Special Education, 64-65 , Collector's colony, Chembur	Urban	0.230401	932.4

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEdSplEd,B Ed Special Education	24	Graduation	Marathi	20	6
UG	BEdSplEd,B Ed Special Education	24	Graduation	English	25	8

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				5			
Recruited	0	1	0	1	1	0	0	1	0	3	0	3
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	1	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	2	1	0	3
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	2	0	2
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	0	0	0	1	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		0	11	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1	0	0	0	1
	Female	13	0	0	0	13
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	0	0	0
	Female	4	1	0	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	2	0	0	0
	Others	0	0	0	0
General	Male	1	0	2	3
	Female	19	21	31	34
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		28	22	33	38

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
38	33	22	28	19
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
45	45	45	45	20
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
32	22	22	22	10
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
23	9	11	16	1
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
23	9	11	16	
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
16	22	11	12	19
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	4	4	3

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
6	5	5	6	4

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2019-20	2018-19	2017-18	2016-17	2015-16
8.66	10.43	9.65	10.22	8.09

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 6

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

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 are the keys to our success. College being working in the field of education is well aware and capable for ensuring the same. Here is how we go about it with a few examples:

Planning

- 1. Evolving Schedules and program design :** Following documents are prepared as a result of a lot of debate and deliberations every semester: Annual Calendar, semester - wise and program wise time tables, accountability schedules, meeting schedules and module distribution XL sheet

Planning is done through regular meeting for smooth functioning.

Program coordinators are selected to being with on rotation basis. They convene these meetings and prepare blue print for curricular and co-curricular work. Flexibility is given to faculty to invite guest lecturers for additional or expert inputs. Budget for the same is prepared and submitted to the management after finalizing the same in the meetings.

Planning of lessons /practical/ field engagement is done carefully along with the schools /centers involved.

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 is discussed and points for implementation during the current Sem are identified.
- **Syllabus Revision:** Faculty is part of university committees for revisions of courses. In 2016, theory courses were converted into project mode as per the UGC norms. Principal, as BOS chairperson led the process. Faculty too was involved in it.

Adapting Curriculum to local context and unique needs

- **Chembur** - where the college is located, is a densely populated area with infamous association with chemical pollution. We got classrooms renovated to suit the ventilation needs wherein the windows towards the chemical factories can be kept closed. At times, particularly during the monsoon we can feel the smell and pollution. Now with the changed two sided ventilation, teaching learning can go on un-impacted unlike earlier.

- Traffic is a major issue at the cross road of college. There has been construction of Monorail for many years. Roads are dug regularly. Due to schools and shops in the area, traffic is at its peak from 10 to 12 in the morning. Earlier college time was 10.30 which was made 9.30 to avoid students reaching late. The day at college begins with prayer which is made optional to students on rotation basis due to this problem of reaching on time to college.
- Due to Covid 19 pandemic, when social distancing became the key strategy, college moved to online mode even prior to official lockdown. Online mode was effectively used.
- For one student who had difficulty with speech, flexibility of using sign language in class room was given to teach deaf children for completing his practice lessons to overcome his speech barrier.

File Description	Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

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

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 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

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

Response: 26.9

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
10	8	9	7	5

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
38	38	38	25	6

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 0.4

1.2.2.1 Number of Value – added courses offered during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 8.57

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
12	0	0	0	0

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: B. Any 3 of the above

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

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 25

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
35	0	0	0	0

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

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

Response:

A FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION

Understanding the foundation is the prime requirement. Students find it difficult to link the foundation of education to their daily activities of teaching. Efforts to help them include:

- Linking Theory with skill development and field engagement
- Using interactive and heuristic methods while teaching philosophy
- Educational tour to Anganwadees and experimental schools
- Academic calendar is full of variety of visiting faculty and range of visits and experiences.
- Reflection is the practice that governs the whole curriculum at **HACSE**.

Fundamental understanding is not a one time learning point. It is a journey and college flags it off.

PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS THAT ARE SPECIFIC TO ONE'S CHOSEN SPECIALIZATION

B Ed Special education aims at creating task force for all levels of school education and for all types of educational set up. At the implementation level too **HACSE** keeps that focus clear. The master template which fits student names into it every semester indicates educational exposure (skill development, lessons, field engagement) in various:

- levels: pre primary, primary, upper primary and secondary,

- programs: special schools, mainstream schools, inclusive schools, remedial set up,
- Languages and media of instruction: English, Hindi, Marathi, Gujarathi, Indian Sign Language,
- Schools subjects

This master template suggests balanced break up of their lessons.

CAPABILITY TO EXTRAPOLATE FROM WHAT ONE HAS LEARNT AND APPLY ACQUIRED COMPETENCIES

Graduates intending to become teachers are not equipped with the reflective practices. Original and unique reflections are essential for learning. That leads to evidence based practices. Hence, we ensure to give ample opportunity for them to reflect and extrapolate during the process in several ways:

- Theory lectures are highly interactive and follow constructivist style of pushing students to be active learners. They are tuned to focus 'take aways'.
- Template of skill development, field engagement and lessons has the place for reflections
- Each event has feed forward and feedback process to make learning relevant to their needs.

SKILLS/COMPETENCIES SUCHAS: EMOTIONAL INTELLIGENCE, CRITICAL THINKING, NEGOTIATION AND COMMUNICATION SKILLS, COLLABORATION WITH OTHERS, ETC.

The said skills are life skills for anyone – more so for the teachers. Following ensures opportunities for the same for our students:

- Counselor available at campus who takes group sessions on mental health issues and caters to individual needs.
- Projects and assignment are always clubbed with presentations for collective shared wisdom
- Student council is active in conflict resolving among students
- Opportunities to update communication skills are given through assembly, discussion, volunteering, anchoring etc
- Students are appointed as activity in-charge to expose them to external world;
- Pre placement orientation

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Education system in India is as vibrant and diverse as the Indian society. Preparing teachers to be part of this system is challenging since one doesn't know which part of the system would employ them. The best bet is to sensitize them about all types and prepare them for all the majority options. Fortunately, Mumbai has all types and all boards and all styles of schools. It has a range of schools also in terms of Govt control and funding. How do we familiarize our students to systemic diversity? Here are a few ways:

Student placement in schools: Chembur, where the college is located is known as educational hub of central Mumbai. It has a good network of schools run by local government and functions through SarvaShikshaAbhiyan. There are schools with different boards. Also, Trustees of **HACSE** have another educational empire called Vevikanand Education society which has huge number of schools and colleges. Students of **HACSE** have the natural advantage of this and it is not very difficult for us to place students in variety of schools to ensure the range of exposure. **HACSE** also has

Chembur also has a good network of special schools and remedial centers and hence practice lessons and field engagement is always planned on rotation basis so that each students experiences around 5 to 6 set up for long terms placement apart from the short time visits.

Symposium on boards: Every year we hold a symposium on various boards and their differential focus. Mostly teacher coach who train students from various boards are invited for the panel discussion so that they can share their reflections with our students.

Field engagement templates: Whenever students are placed in schools, they are provided with a ready template for the detailed reporting of their activities. These templates are designed to draw the attention of the students to various practices of assessment, curriculum transaction, use of technology and academic norms. Students are oriented about the template prior to the posting and hence they pay attention to these factors.

Reflections and presentations: School placement always follows presentations by the students which is attended by all students from both the years and both the programs. This gives students a wider perspective about the diversities in school system.

Measurement of mainstream schools: As a part of notional task the students are expected to select a school and measure its environment in terms of how disability friendly it is. The tool is called MLEM and it gives students to systematically study a school in great details like a case study. Since all the students select a separate school, the post activity presentations sensitize them about the existing variety.

Educational tour: Mostly the tour takes students to experimental schools or home schooling set up which are not very common in Mumbai.

Getting familiar with the 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	Document
Documentary evidence in support of the claim	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

B Ed special education is a demanding program with tightly scheduled learning experiences. It is divided into 5 parts:

A: Core Theory courses with the component of self learning in terms of notional tasks

B: Cross disability theory and skill development (with course baskets for students to choose from)

C: Disability specific theory and skill development

D: Professional development courses (project mode as prescribed by the UGC)

E: Core courses in skill development

F: Field engagement in special and mainstream schools.

In Mumbai University all professional programs have semester system. These 21 courses unwind in a complex spiral way. Some courses are completed in one semester and some are extended in the next semester. This is designed to give best exposure to the students but at times it creates challenges like:

- Students get confused about what component comes when
- Students take time to cope with different modus operand used for different courses
- Students find it difficult to understand their role in the learning process for example they always find it difficult to build a graph of learning in project mode since they are used to conventional lecturing system.
- Students find it difficult to see the linkages among various courses
- Students during their school or college education are not exposed to holistic learning and interconnected understanding. They have mostly not been able to perceive how math is linked with geography or how psychology is linked with sports.

Our strategies to cope with this include:

- Pre program orientation on curriculum design
- Teachers' course accountability is planned on rotation basis
- Course recap is always held before students go on preparatory leave for exam
- Faculty is involved in paper setting for internal and external examinations and they ensure that the focus of measurement is interlined understanding of the courses and not mere isolated understanding of the content.
- Teaching learning schedule is matched content wise. The theoretical module and the related skill development is 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 wherein students are paired thoughtfully to facilitate benefits to both. Either this is in terms of language needs, geographical location of residence or the skills.
- Opportunities to reflect on courses are ample during the 4 semesters

HACSE believes that holistic understanding of the curriculum would create efficient teachers. Earlier with the program being of one year, there was no scope to build that understanding. Covering the portion was the only focus. But the curriculum is spread over 2 years now and that facilitates many breathing spaces for the faculty and students to pause for better understanding.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 46.11

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 1.85

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	3	6

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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..

Response:

As a part of formative assessment HACSE holds assessment of students at two levels: pre-admission and post-admission. The pre-admission assessment is common for all the B.Ed. colleges, while there is variation in the post-admission assessment.

Pre-admission assessment:

- **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. Thus, the ELCT scores reflect the amount of English proficiency of each candidate. This score is considered while selecting medium of instruction for the candidate.

Post-admission assessment:

- **Study habit inventory:**

After the students seek admission at HACSE, standardized study habit inventory (Palsane & Sharma, 2003) is administered on all the students to identify their study habits developed so far (for example, amount of time they devote for self-study, the mode of learning, use of whole- learning or distributed-learning etc. It is a self-administered standardized tool. Student's performance is scored in terms of marks. It consists of 45 statements. A score of 2 is awarded for 'always' and 'mostly' response, while a score of 1 and 0 are given for 'sometime' and 'never' response respectively.

The minimum score that can be obtained is 0 while the maximum score a student can attain is 90. The level

and nature of academic support required by each student is determined on the basis of the scores they obtain on this inventory. The college Principal herself conducts the study habit inventory for the incoming batch and the results are shared and discussed with the mentors and students.

- **Survey of ICT skills**

The librarian and in charge of technology Ms. Sandhya Pagare has prepared the tool and 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.

- **Content test:**

The B.Ed. admission process consists of approximately 5 rounds of admission corresponding to 5 merit lists. After publishing each merit list, one admission round takes place for vacant seats after a gap of approximately two weeks. The students who are admitted at HACSE through these early rounds of admission start working on the content of the school textbooks. A content-test is organized to assess the content knowledge of the students. It reflects how much content the students have understood from the textbooks. This content test is an open book test. List of questions is displayed in the class. Students are provided with the text-books. They are supposed to write the answers by referring to the textbooks and make presentation in the class. We understand how well they have understood school text books.

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

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 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 8:1

2.2.4.1 Number of mentors in the Institution

Response: 5

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response:

HACSE believes in using multi-modal approach in teaching learning process. This made the process more accessible to the students with diverse learning styles. The use of multi-modal learning was ensured in the following way:

1. **Smart classroom:** All the classrooms are equipped with smart screen with internet facilities. 100 % of the faculty ensured that the learning is visual, as well as auditory. The skill development is carried out through experiential learning.

Rationale: To facilitate learning by diverse learners with different learning styles.

2. Participative learning

: All the faculty and students attended a rigorous workshop on constructivism after which each lecture and teaching learning experience has been completely interactive & participatory. The student participation was ensured at every stage of teaching which includes: planning, execution and assessment. Here are a few examples. The blue print of content, 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 group activities. The students were divided in small groups for performing different activities by the faculty. This was followed by reflections. In general conventional theory classes too are very interactive and faculty believes in 'facilitating learning' rather than TEACHING.

Rationale: To motivate students to be active learners with maximum onus of learning on their part.

3. Cooperative learning: Students from both the programs (B.Ed. HI & B.Ed. LD) were expected to work together and interact with each other. Student cooperation was ensured by organizing their combined lectures for common theory papers for both the programs. They were asked to work in pairs and share their notes and understanding.

Rationale: To encourage collaborative spirit and using peers as influencers within the groups.

4. Use of mobile apps: The students were encouraged to use the smart phones in the class itself as a problem-solving technique. For example, each student was asked to see the video of early reflexes while teaching developmental milestones on you tube on the mobile phone in the class itself followed by reflections.

Rationale: Exposing positive and educational value of the ICT which is so inevitable in the modern world.

5. Use of Online learning resources: The students were oriented to the different online open learning resources. Majority of the faculties used web-based / net-based resources like Kahoot, Edmodo, Zoom classrooms. Students were also encouraged to join the online webinars. For example, students attended Uma Soman's AVT session in March 2020 and attended 'Rubaroo' sessions - an Online Discussion with textbook authors (e.g. Dr.Surinder Randhawa, Monica Punjabi) was held through WhatsApp call).

Rationale: To prepare these would be teachers for the future classrooms and gen-next learners.

6. Panel discussions: Panel discussions are regularly held. E.g. panel discussion was held in April 2020 on comparison among various school boards.

Rationale: Students get opportunity to understand different perspectives of a single issue.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	4	4	3

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

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 38

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.4 ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

Response: C. Any 2 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Introduction:

At **HACSE, SOP** for mentoring has evolved well. It is implemented in groups as well as individually. The course coordinator of first year prepares the mentoring list based on the roll numbers. Each faculty is supposed to mentor around 5 to 10 students. There is a slot in the time table for mentoring twice in a week in the daily timetable of both the years. Every mentor has a mentoring format.

Addressing student-diversity:

The students have a variety of issues. Some of the student have medical issues some others are earning and learning simultaneously; some are themselves parents of children with disabilities. For few students travelling is an issue because of the long distance and time needed. HACSE has addressed these unique issues in 4 major areas:

- 1. Academic issues:** Mentoring students regarding issues in academic problems related to comprehension of lecture, study material, library issues, submission of assignments, exam-related issues, passing and grade improvement, issues in practice teaching schools etc. The faculty solves the academic issues faced by the students.
- 2. Personal issues:** Mentoring students regarding issues from their personal life which are interfering with their studies like financial hardships, stress at home, court cases, domestic violence etc. These issues are handled by the faculty not compromising the dignity of the students and ensuring the confidentiality. We don't let concerns turn into gossip. When faculty feel that the issue is out of their reach and competency, they refer the student to the full time counsellor in the campus for further guidance and counselling.
- 3. Vocational issues:** Mentoring students regarding issues related to skill-development and job-proficiency. Generally, the faculties guide the students regarding vocational issues, intimate students about the available jobs, encourage the current second year students as well as our alumni to participate in the campus recruitment organized by 'Aayam'.
- 4. Exam and university related issues:** 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 marklist corrected, getting duplicate certificates, availing online scholarships etc. Mentors support students during these problems.

Mentoring of college staff by the Principal:

The issues that may arise among the staff members are referred to the college principal. The college head is the mentor for all the staff members. The principal addresses financial issues, interpersonal issues, salary-related issues, issues related to temporary staff and their employment, academic issues of the faculty. Teachers are encouraged to pursue Ph.D. program, undertake minor and major research projects attend workshop or academic activities. The principal has a format for addressing these issues. The principal organizes need-based individual meetings or group discussions to resolve these issues. The matters beyond the purview of the principal are referred to the college management for further action.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

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

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

Response:

Introduction

We run extra mile in ensuring opportunities towards creativity, life skills and innovations. Most of the students come from a humble lesser exposed background never learnt life skills like better study habits, note taking, time management etc. They have limited exposure to educational experience beyond the syllabus they formally learnt. College undertakes several activities to groom them through sessions on English learning, Yog for daily leaving, street plays, volunteering etc to facilitate innovations.

Case1: Educational Tour

Educational tour is organized every year to make learning applicable and out of box. So far educational tours have been planned to:

Balbhavan (Pune) to observe curriculum development and planning activities for pre school education in Montessori method,

Anjali Morris foundation (Pune), to learn about remediation and inclusive policies for children with learning disability,

Espalier School Nasik to see and experience a modern experimental school with barrier free infrastructure and mobile school project,

Grammangal, Dahanu for learning creative use of natural resources and constructivist approach to learning.

Details of The last one are described here.

Background: There are units on Theory of Constructivism proposed by Vygotsky in the syllabus. In order to give the students out of classroom experience and real-life demonstration of how constructivist classroom functions, educational tour was planned in 19/20 to Gramamangal (experimental school following constructivism in Dahanu.

Objective: To give students opportunity to learn professional skills related to constructivism, understand larger context of education in interior Maharashtra and creative use of natural resources.

Process owner: Asmita Huddar

Activities:

Volunteering for complete logistics of the tour,

Observations in rural anganwadees run by local government,

Observation in preschool to SSC classes in action,

Interaction with teachers, students, parents and curriculum planners,

Visiting resource centers to see and purchase TLM,

Interaction with The founder director on home schooling,

Visiting cottage industry for sustainable livelihood,

Camp fire games,

Brain storming on take home points,

Submission with reflections.

Outcome:

- 1.This educational tour had positive outcomes. The second-year students applied the principles of constructivism in planning activities in mainstream schools during their internship. They realized the power of activity-based learning and experiential learning in teaching process.
- 2.Ruta, one of the students interviewed the Founder Director Dr Panse on experiments in education. She submitted the article for the forth coming annual report.
- 3.Students were divided in teams for volunteering for the logistics of the tour like, hiring bus and navigating the road, food, payments, accommodation, social media and photos etc. They benefitted due to this since most of them had not got any opportunity for learning these life skills.
- 4.Being urban or semi urban youngsters, it was their first experience with Adivasi Anganwadees and the challenges they face. They felt they understood school education better after this tour.
- 5.Many also expressed that they experienced a sense of gratitude for what city citizens have and understood the resource divide.
- 6.As a gesture of sense of responsibility, students donated the remaining amount of Rs 6000/- to Grammangal.
- 7.Students used the skills of making teaching aids from natural resources during their lessons.
- 8.The tour created a bond among the students which would benefit mutually to these future teachers.
- 9.Students were expected to pay for the food and miscellaneous expenses. When 2 of the students couldn't afford that, 2 faculty members paid their contributions. This set a role model example of student teacher relations.

Overall, like every year, the educational tour on 6/3/2020 and 7/3/2020 led to refreshed creativity, unplugged professional dreams and a skill set never experienced earlier.

Case2: skill development course–AVSAR–yet another opportunity to learn (Research cum learning)

Background: Education is synonymous to opportunity. Students from diverse background first have to be on the same page with opportunities. For creating a level playing field, we undertook a research project. As a part of this externally funded research, we ran a learning module for our students.

Process owner: Kasturi Kulkarni

Dates: 2/3/2019 to 24/8/2019 to expose the students to different life skills.

9 sessions of 2 hours duration were organized under AVASAR. The effectiveness of this program was tested under the research component of this externally funded research project (Grant of Rs. 1,06,000/ by Ripujit Lal to CCYM). 33 students of HACSE participated in AVASAR. NGO titled 'Learning

Differently' was the training partner.

Objectives: to provide opportunity to the Stdents to learn / relearn / unlearn life skills related to develop communication skills, content enhancement and note taking skills.

Activity: Schedule of AVASAR Program

The topics were:

1. Weekly schedule, Cornell method (2/3/19)
2. Monthly planning (9/3/19)
- 3.Tasks and sub-tasks, communication skills (16/3/19)
- 4.Reviewing to-do lists, summarizing notes (16/3/19)
5. Pausing, paraphrasing & posing questions (3/4/19)
6. Collaboration skills- working style inventory (13/4/19)
7. My goals (18/4/19)
- 8.Content-area knowledge (20/4/19)
9. IEP (24/8/19)

Outcomes:

The post test scores were higher than the pre-test indicating that AVASAR was effective in bringing about change in the level of the 9 life skills of the students covering 9 sub-objectives.

We, as a team feel that we ran extra miles to expose students to the skills which are essential to survive in the modern world. We worked on the pre condition of being a teacher which the system actually assumes that they fulfill. It is the right of each student to get exposure to intellectually innovative approach.

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

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

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan(IEP)

Response: A. Any 8 or more of the above

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

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.3 Competency of effective communication is developed in students through several activities such

as

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

Response: B. Any 3 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

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

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating Scales

Response: B. Any 3 or 4 of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

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

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school
- 2.Planning and execution of community related events
- 3.Building teams and helping them to participate
- 4.Involvement in preparatory arrangements
- 5.Executing/conducting the event

Response: A. All of the above

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

2.4.7 A variety of assignments given and assessed for theory courses through

- 1.Library work
- 2.Field exploration
- 3.Hands-on activity
- 4.Preparation of term paper
- 5.Identifying and using the different sources for study

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Introduction: Field engagement – internship, as is commonly known – is a new component in B Ed program since 2016. HACSE believes in its relevance to a great extent and takes it as seriously as the theory input. Following are HACSE’s preparatory efforts:

1. Selection/identification of schools for internship: participative/on request

Ways to select school:

- Schools already in the list due to earlier collaborations
- Students fill up the form and suggest their dream school which is either in our list or not
- Schools suggested by faculty
- Schools where alumni are working
- Schools approaching college for internship

While identifying the schools for internship, the faculty of HACSE visited the schools initially and ensured that the infrastructure, number of children with disability, their relevant documents, teaching staff, teaching methods were appropriate to be observed and practiced by the B.Ed. students.

Internship placement was made on request by contacting the school’s principal. . The letter had:

- the details of the students,
- copy of internship activities from the B.Ed. syllabus,
- mark-sheet,
- attendance sheet
- placement schedule mentioning the duration of placement.

2. Orientation to school principal/teachers :

The B.Ed. course coordinator at HACSE organized a focus group discussion was held with the school principals and the ‘mentor-teachers’(senior experienced teachers identified for being the mentor) about the internship-activities by visiting the selected schools. Each student had to work under the guidance of a mentor. The course-coordinator selected the mentors on the basis of their experience in teaching children with and without disabilities. They also prepared a list of mentors corresponding to each B.Ed. student. Apart from this the school principal/teachers were also oriented about the nature of internship through the

formal letters seeking permission for internship-placement.

3. Orientation to students going for internship

The course coordinator at HACSE organized a lecture for orienting 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.

4. Streamlining mode/s of assessment of student performance

Performance based assessment and assessment of internship formats (developed as per B.Ed. syllabus) were the two modes of assessing student's performance. The assessment format was shared equally between the mentors and the course coordinator such that 50 % of the marks were given by the mentor and the remaining 50 % were given by the course coordinator.

5. Exposure to variety of school set ups

The syllabus has ensured that the students are exposed to three different types of educational set-ups. 1. Internship in special school- F1, Semester III, 75 marks. 2. Internship in Cross disability and inclusion, F2, Semester IV, 100 marks 3. Inclusive school having children with any disabilities, F3, Semester IV, 100 marks.

Beyond this, the college ensures placement in all sorts of verity:

- Govt / BMC and private
- Various school boards
- Medium of instruction
- Girls / boys / co-ed
- With resource room / without resource room

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

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 1.05

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 22

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Introduction:

The monitoring mechanisms adopted to ensure optimal impact of internship in schools is ensured with reference to the following points:

1.Role of teacher educators:

At HACSE, the role of teacher educators involved identifying the schools for internship placement, maintaining correspondence with the school authorities, orienting the B.Ed. students about the internship tasks and formats for recording the same, orienting the school principal and mentors about list of tasks they can assign the B.Ed. students under internship, monitoring attendance, responding to the complaints from school, doubts of the B.Ed. students and assessing the student performance in internship. Apart from this the faculty also conduct surprise visits to internship schools for monitoring the activities. As per the B.Ed. syllabus, for clearing the semester, the student needs to have minimum 50% marks in each internship separately. The teacher educators strictly adhere to this norm while supervising the internship activities. This helps in maintain the quality of work. The teacher educators resolved the issues related to schools on the spot by communicating the school authorities.

2.Role of school principal:

The role of the school principal involved granting permission to HACSE for internship placement, understanding the internship-activities from B.Ed. syllabus, assistance in identifying mentors, collaborate in planning the placement schedule, supervising the internship activities, monitoring the attendance of B.Ed. students, communicating any emergency, mis-behavior on the part of the B.Ed. students to the faculty at HACSE.

3.Role of school teachers:

Teacher mentors were responsible for monitoring the regularity of the students. They were provided with the attendance sheet. They recorded the student-attendance and communicated about absenteeism of any student to the college. They were primarily responsible for assigning the internship tasks to the B.Ed. students as per the syllabus. They also assessed the student performance on internship tasks. They also shared feedback about performance of students with the faculty at HACSE.

4.Role of peers:

The role of peers includes not only providing self-reflections about the tasks done at school but also giving feedback about the quality of the school. The students made a presentation based on their self-reflections in special schools as a part of their B.Ed. syllabus. They expressed their views about strengths and weaknesses of the school and their own learning points from the internship placement. The presentation on self-reflection is generally organized at the end of the internship placement. Candid and confidential-feedback about the school is obtained by the college. This helps HACSE to decide whether to continue collaboration with that school in future or to discontinue it. E.g. corporate punishments were practiced in one of the schools and the college decided not to depute trainees in that school from next academic year.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

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

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 76.92

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

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 75

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 3

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 9.4

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

Response: 47

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

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Introduction: HACSE strives to keep its teachers professionally updated in the following way:

1.In house discussions on current developments and issues in education

- In house faculty meetings were organized at **HACSE** on a regular basis for discussing current developments in the field. E.g. Organizing seminar for orienting students about Maharashtra Government's Common Entrance Test (CET), preparing for NAAC and other inspections, planning of CRE programs, Adhikar parent empowerment program, etc.
- Faculty meetings were held before and after attending conferences, seminars, etc organized by other institutes. Meetings held after attending seminars, conferences, etc helped to share the important learning points, experiences with other faculties at HACSE.
- **HACSE** encouraged the faculty to undertake minor and major research projects (externally funded projects) as a part of their professional development. The principal investigators of these projects made brief presentation about the outcomes of their study for the staff and students.
- The posters presented by the HACSE's faculty in conferences as were displayed at prominent locations in college. The summary of the research papers published by the college-faculty were displayed on the college notice-board.
- The second year B.Ed students have a course on Research (D19) in Semester IV. In order to boost this activity, HACSE organized an in-house seminar where in the college faculty had to present the research studies which they had undertaken for their M.Ed/masters program. The B.Ed students learnt a great deal from these faculty- presentations.
- The regulatory authorities like RCI, UGC have prescribed mandatory professional development activities for college faculty which are fulfilled completely.

2.Share information with colleagues and with other institutions on policies and regulations

Background:

The core value of HACSE is 'collaboration'. In-keeping with this value, HACSE has maintained cordial ties with several institutions.

- The Principal, the teaching staff and the librarian of HACSE are members of different academic Whats app groups. Important circulars from University of Mumbai, Higher education department of Maharashtra Government, notifications about B.Ed CET examinations, and such other information is shared on these groups.
- The teaching staff of HACSE have been appointed as chairperson for conducting exam-related work by University of Mumbai. They have formed semester-wise Whats app groups for giving instructions related to paper setting, translation, moderation by adding paper-setters, moderators, translators from other institutions to these whats app groups.
- The Principal and faculty of HACSE are life members of a professional organization like, National Convention of the Educators of the Deaf (NCED), Indian Speech and Hearing Association (ISHA), Maharashtra Indian Speech and Hearing Association (MISHA) and Mumbai University Teachers Association (MUCTA).
- HACSE's annual newsletter named 'Arushi', is circulated among the alumni, special schools, Government institutions, University of Mumbai (departments), NGOs as a symbol of professional-collaboration. The newsletter's column on 'News that matter' contains important updates and news in the field of education and rehabilitation of persons with disabilities.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Introduction:

Continuous Internal Evaluation is practiced at HACSE as per the Internal Assessment (IA) Policy. The following are the key features of this policy:

- As per the B.Ed (Special Education) syllabus, the weightage for internal-external evaluation is 20% and 80% respectively. Each theory course is of 75 marks. Internal evaluation constitutes 15 marks while external evaluation constitutes 60 marks. Continuous internal evaluation is conducted by **HACSE** while the external evaluation is conducted by University of Mumbai.
- As per the B.Ed syllabus, minimum 50% is required to 'pass' in the IA. Hence, a student needs to score minimum 8 marks in their internal evaluation in each theory course. Those who scored lesser were not allowed to appear for external theory exam as per the University of Mumbai norms.
- The students had to write three class-tests and submit two notional hours tasks as a part of their IA. Three class-tests were organized per semester after every one month. The schedule of class-tests was provided in the calender of activities for each semester separately. The time-table for each class-test was circulated among the students. 5 marks were allotted for each class-test.
- At HACSE, best out of 3 class-test policy was followed. The students had to attempt all the 3 class-tests However, the highest scores of two class-tests were considered while calculating IA. Thus, average of these two class-tests (5 marks) was calculated and included in the IA.
- The students had to choose any 2 notional tasks from their B.Ed syllabus. Each task carried 5 marks.
- Modern ways of assessment including use of Edmodo (academic management system), poster-making competition, exhibition of charts, etc were undertaken as a part of internal assessment.
- Transparent system of Internal assessment is one of the features of HACSE's IA Policy. The internal assessment marks for all the courses were shared with the B.Ed students. They were asked to confirm their marks by signing on the IA mark-sheet.
- Providing immediate feedback after assessment was another distinguishing feature of HACSE's IA policy. The faculty discussed the strengths and weaknesses of each answer, addressed their doubts and guided the students with tips for improvement after distributing answer-papers among the students. The suggestions for improvement were written on their answer-papers.
- As per the HACSE's IA policy, there was provision of improving the IA score for those students who scored less than 8 marks. Subject to the student's application for re-exam, fourth class-test

was organized for such students who either missed one of the three class-tests or attempted all three, but scored very less marks in each test.

- Each and every faculty of HACSE was 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	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Introduction:

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:

- The teaching staff shared the internal assessment marks for all the courses with the B.Ed students. They were asked to confirm their marks by signing on the IA mark-sheet. The IA mark-sheets are displayed on the college notice board so that all the students are able to check their score.
- Faculties use innovative assessment practices with students. E.g. Dr. Asmita Huddar, Principal, HACSE designed one innovative assessment system. Total score obtained by all students would be divided by the number of students in order to get the average score which will be assigned to each. This technique was announced in the class but students had grievance against the system and hence this system was not implemented.
- Students' grievances against the examination system involve a range 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. The mentors help students in identifying proper authorities in university to be approached for help, drafting application letters, documents and records that are needed to establish correspondence with university authorities. Mentors forward the grievances through proper channel to the appropriate university authorities.

2. Grievance redressal by Non-teaching staff:

Non-teaching staff is involved in exam related grievance redressal of B.Ed students in two phases. Pre-exam and post-exam sessions are conducted with B.Ed students by Mr. Amol Salvi, in-charge of non-teaching staff.

• Pre-exam session:

One was pre-exam session and the other was post-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.

• Post-exam session:

The post-exam session was held after the results were declared. The aim of this session was to make the students aware about the re-evaluation process. The students received information about the rules of re-evaluation and their doubts regarding this process were addressed by the non-teaching staff. The form for re-evaluation along with the re-evaluation fees per paper were to be submitted to the University within one week after declaration of results. All the coordination and communication with respect to re-evaluation for each semester separately has been managed by the non-teaching staff of HACSE.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Background: Internal evaluation is a highly planned activity at HACSE. This planning is reflected in the annual calendar of activities prepared by the course coordinators at HACSE for each semester separately.

Mechanism for adhering to calendar of activities for conducting Internal Evaluation:

- The course coordinators at HACSE prepare the calendar of activities for each semester by consulting the college principal and the list of holidays as per University of Mumbai. The annual calendar is presented semester-wise at HACSE. Hence, it is called as calendar of activities. It developed in advance at the beginning of the semester and shared with all the students, teaching as well as non-teaching staff members of HACSE.
- Along with the calendar of activities which oriented the students to the activities that were schedule across the entire semester, the course coordinators also prepared and shared the monthly time-table with the students.
- The calendar of activities and the monthly timetable had the mention of important dates with respect to the following:
 - Assignment submission (project mode course)
 - Journal submission(e.g internship reports, lessons,etc)
 - All the three class-tests for each theory course separately
 - Submission of notional tasks
- The calendar of activities and the monthly time-table was displayed in the classrooms, faculty room and forwarded through email and Whatsapp group to the students and the staff-members.
- Separate time tables were prepared for the class-tests mentioning the subject, time, duration and date of exam. These time-tables were displayed in classroom, faculty room and forwarded to students through email and Whatsapp group. Reminder messages were sent to the students in the Whatsapp group regarding the class-tests.
- The class-tests and the dates of the submission of the notional tasks, assignments were spread evenly across the entire semester. The faculty ensured that the students do not get over-burdened 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. This exam is held after the semester end exam. During the time when failure students appear for the repeaters exam, other students are given tasks related to internal assessment.
- The class representatives (CR)'s requests about extension of submission dates or class-tests were accepted if the concerned faculty found it appropriate. The concerned faculty had the freedom to take decision in this regard.
- Faculty strictly adheres to the rules about submissions developed at **HACSE**. They are given

below:

1. *Notional task and practical work submission needs to be done on the given date.*
2. *Late submission will be accepted only till 3rd working day (4.30 PM) from the declared date of submission.*
3. *40% of marks will be reduced for late notional task submissions.*
4. *2 out of 3 Unit tests and 2 notional tasks are mandatory coursework for calculation of IA marks as per UOM. In cases of noncompliance, students will be marked as Absent (A) for IA for that particular semester in the particular subject and the same report will be sent to UOM (University of Mumbai).*

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The teaching learning process at **HACSE** has been aligned as per the PLOs and CLOs stated in the B.Ed syllabus.

1. The Master syllabus prescribed by Rehabilitatin Council of India (RCI) and implemented by University of Mumbai (UoM) has clearly spelt out PLO and CLOS. The syllabus revision committee consisted of the College principal and faculty of HACSE. They were involved in formulating these when the syllabus got revised.
2. The link of the PLOs and CLOS was provided on college's college website. This would enable the interested students seek information about PLOs and CLOs and help them decided about joining the B.Ed program.
3. PLOs and CLOs were displayed in classroom for the regular reference of both B Ed students and the faculty of HACSE.
4. The copy of B.Ed syllabus was emailed to all the students who were admitted in the B.Ed program. They were asked to go through the PLOs and CLOs mentioned in the syllabus. Emailed to the students in the beginning of the program.
5. During the student induction program named 'Diksharambha' program the students are expected to read and discuss the PLOs and CLOs provided in the B.Ed syllabus.
6. A brainstormingsession was organized on fulfilling objectives. The principal of **HACSE**, faculties and students would participate in this session to discuss the following points:

a. **Speed of content coverage** : The faculty would decide the pace of covering the content from the courses taking into account the holidays, practical tasks and internship activities.

b. Multi-lingual exposure: The PLOs and CLOs were explained in Hindi and Marathi along with English as per the needs of the BEd students . The faculty ensured that the students have understood the rationale behind PLOs and CLOs.

c. Resource persons to be invited: PLOs and CLOs from the syllabus also helped HACSE in deciding upon the list of visiting faculty or the resource persons who would cover some units from the syllabus.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 98.33

2.7.2.1 Total number of students who passed the university examination during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
23	9	11	16	0

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

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

Response:

Introduction:

At HACSE, the broad domains of Bloom's taxonomy (cognitive means knowledge, affective means attitudes and psycho-motor means skills domains) are utilized to record the progress in student

performance on learning tasks terms of cognitive and professional attributes. The cognitive attributes involve 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 per the B.Ed syllabus. The details are as follows:

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

The learning objectives are placed in the beginning of each course in the B.Ed syllabus. The objectives were divided in 3 types. Knowledge objective, skill-s objectives and objectives for attitudes. Each course in the B.Ed syllabus was designed in such a way that it would bring about favourable change in student's knowledge, skills and attitude.

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

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

B.Ed Special Education programs offered by HACSE are professional development programs. Hence, classroom teaching practical and internship in three different type of schools is the back-bone of this professional development. The student-performance in terms of skill is measured on the basis of marks obtained by students in practical (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 favorable attitudes among the students, HACSE organized several events and programs like World Disability Day, watching educational Bollywood movies, projecting success stories by inviting resource persons with disability. The theme of Arushi-Newsletter published in the year 2020 was 'Labeling persons with disabilities'. The B.Ed students were asked to contribute their ideas about the topic. The change in their attitudes towards persons with disabilities, terminologies used to refer to persons with disabilities was reflected through their write-ups.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4 Performance of outgoing students in internal assessment**Response:** 69.57**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 16

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.**Response:****Introduction:**

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.

Example 1: One of the faculties noticed that a student named Pradip did not speak clearly. He had problems in speech articulation. When the student was probed in depth, he reported that he even faced difficulties in hearing. His speech and hearing issues were shared with all the faculty. A joint decision was taken which included following points:

- Pradip was made to sit on first bench.
- His audiological assessment was conducted which ruled out the possibility of hearing impairment.
- After teaching, faculties asked questions in general to all the students and specifically to Pradip to ensure whether he had understood the concepts well.
- Considering his challenges in clear speech articulation, he was placed in a class of deaf students using Indian Sign Language (ISL) for lesson-execution and internship placement. He had learnt ISL as a part of the B.Edpracticals. The same skill was used to help him overcome his speech barriers and become a better teacher.
- The concept was repeated and revised for the benefit of Pradip.
- Faculties ensured that they delivered the lecture with a moderate speech enabling Pradip to

comprehend the content in a better way.

Example 2: Another case is of a student named Smita who had completed her college level education in Marathi Language. It was identified that Smita needed educational instructions and input in Marathi. Hence, study material and notes were provided in Marathi. The librarian gave her a list of Marathi books on the topics from the syllabus.

NAAC

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.17

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.8

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	0

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

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0.69

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.35	0.106	0.32	2.93	0

File Description	Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and

documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research**Response:** C. Any 2 of the above

File Description	Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations
2. Encouragement to novel ideas
3. Official approval and support for innovative try-outs
4. Material and procedural supports

Response: E. None of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document

3.2 Research Publications**3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years****Response:** 0.5**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	2	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response:** 0.5**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:** 1.6**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
4	2	1	1	0

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 55**3.3.2.1 Number of students participating in outreach activities organized by the institution during**

the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
30	25	14	8	0

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Link for additional information	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 3.57**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	1	0	0

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development**Response:**

Introduction: HACSE ensures fostering social responsibility in its students. Thus it is important that the budding teachers not only gain theoretical knowledge but also know the concerns of the society. Keeping this in view the students are encouraged to take baby steps towards the fight for social issues. The students were involved in various outreach activities which included:

1. **International Day of Girl Child (IDGC), Girl Force** was organized on 19th October 2019 by Population First works toward eliminating falling sex ratio in India. The event's highlight was the panel discussion where **Anuja Gulati (UNFPA), Dr Katke, Dr Patel (TISS), and Ms.Dolly Thakore**, shared their experiences in working towards gender equality. The event was successful in giving the message that the policies adopted for the betterment of the girl child will be effective only when there is a change in our attitude towards girls, especially as a parent and as a society in general.
2. **Yash charitable trust**-a Mumbai based NGO working for the betterment of persons with developmental disabilities organize **Sarang Sandhya** a musical night in December as **a part of World Disability Day celebration. It showcases the talents of people with developmental disabilities.**Our students help in this event as volunteers since 2017. As would be teachers, it's always inspiring to see **PWDs display wonderful talents and to believe in their students.**
3. **Fund Raising drive** - was undertaken by students to spread awareness about the trust's activities and to develop the skill of resource mobilization and collected rupees 67800 for CCYM.
4. **Grammangal, Dahanu- educational tour happened in March 2020**, where the students decided to donate the remaining money from the tour to those schools.
5. **Door Step School**- an NGO working towards the children's education in marginalized section of the society. The B.Ed L.D. students were sent for community work in **April 2018**. They were placed at Govandi and Borivali centres for 10 days. They helped the students by tutoring them.
6. **Anil Asrani Vocational College** caters mostly to students of **lower economic strata**, they are given extra coaching in English language. As part of the community work our B.Ed students were part of this vacation plan for four hours a day for five days in April 2019 where they made elaborate plans to **work on their grammatical skills.**
7. Maharashtra Dyslexia Association organizes an **awareness campaign** in October during **Dyslexia day**. Our students have been a part of this campaign since 2018. They are placed at **supermarkets, banks etc to spread awareness about the condition among common people.**
8. **Screening Camp** was organized by **HACSE in February 2020** to spread awareness about the need for early identification of hearing loss in senior citizens. The students actively participated in the screening process as volunteers. **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	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages**3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years****Response: 3.6****3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	3	5	1

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**Response: 9****3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 9	
File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

Criterion 4 - 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

Response:

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, sports equipment room, counselor 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. Please refer to the upload for the information in tabular form.

File Description	Document
List of physical facilities available for teaching learning	View Document
Link for additional information	View Document

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

Response: 83.33

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

Response: 5

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 6

File Description	Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 13.11

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.35	2.45	1.25	1.71	0.41

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

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

Response:

The HACSE-Library has been giving academic support to teaching and learning culture with the various services to its users. 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. After the installation of E-granthalaya, the library had entered all its resources into the software. The salient 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. It administers simple steps to capture the data and to avoid duplicate entry of the resources too.
- **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. An automated

catalog is an efficient tool for information retrieval. It also supports the images of the books.

- **Circulation and Book tracking:** E-granthalaya helps to track the books. It shows the status of the copy like issued, reserved, lost, etc. It provides a circulation module that allows to issue-return the books; calculate the overdue, and is also useful for putting the claim for the issued book.
- **OPAC:** The OPAC provides a simple and advanced search window to browse the collections. It saves the time of the users as well as the librarian.
- **Serial Control:** E-granthalaya has subscription maintenance, serials processing, receiving loose issues, showing non-receipt issues of the journals, and creation of the reminder for the same.
- **Accessibility:** The ILMS provided easy access to the resources. With the use of a barcode scanner, the identifications of the resources, 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. So it helps to save papers. The purchase orders, journal subscriptions/renewal letters, an accession register can be created through the software. The different reports and records are retrievable. So it gets easy to update the record of the collection.
- **Membership:** The circulation record can be categorized as per the categories of the membership. The ILMS helped to create members, sub-members and also allot the different rules to them. The overdue notice can be issued.
- **Multi-language facility:** the software supports multi-languages like English, Marathi, Hindi, etc.

With these features, the different operations like housekeeping operations and information retrieval, and stock verification of the library have become well-managed and coherent. The library is adequate to satisfy the growing needs of users with efficiency.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

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 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 the future. Also please note that the college does not have a master's 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	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.74

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.75	0.70	0.92	0.95	0.4

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 3.02

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 7

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 24

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 18

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 43

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 38

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

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, the second for the staff, and the third for the CAAI center.

1. **LCD projectors:** HACSE has one LCD projector which had been servicing regularly.
2. **Jio-Fi Hotspot Router:** We have purchased the Jio-fi hotspot router along with the new connection for the Wi-Fi facility.
3. **Classroom with new screens:** HACSE has taken new technology that is a TV screen in the classroom despite LCD projectors. It brings a good quality presentation look and HD resolutions. For this, we had put a proposal for donation.
4. **Upgraded MTNL connections:** We faced tremendous problems with Internet connectivity during the rainy season. HACSE has upgraded with the new connections with a higher speed of 12 Mbps as well as HACSE has another internet connection with a speed of 6 Mbps.
5. **Printers:** In growing demand, the college has purchased two new printers cum scanners machines. The earlier printer too got repaired. These printers are also used as the photocopy machine at the urgency of work.
6. **Webcam:** The revised examination system administered the operations online. To download the question papers, the college appointed the chief coordinator. For this procedure, the webcam plays an important role. To strengthen the examination procedure, HACSE brought two webcams.
7. **CCTV surveillance:** The CCTV is installed on each floor of the building including the college to monitor the activities and ensure the security of the college.
8. **Biometric Machine:** The colleges had a biometric machine for attendance purposes. Recently HACSE brought the new machine as the earlier machine had some technical problems.
9. **Library computerization and different resources:** The library was upgraded with audio-visual resources and new versions of the E-Granthalaya.
10. **Networking Rack:** We installed the networking rack for a secure and wall-mounted storage option.
11. **Miscellaneous ICT devices:** For multi-purpose activities, we have 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 outsourced tech support visiting college alternate days. Mr. Sanjay Kashiwal (Care Computer Systems and services) is a hardware consultant who supports us on-call basis. They also provided on-call consultancy for ICT-related issues. An electrician Mr. Raju Pandey also provided the on-call consultancy and services for repairing electrical items. There are other ICT facilities are available with CCYM, school, and AAVC, which used on a shared support basis.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 6:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3 Internet bandwidth available in the institution

Response: 6

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 6

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4 Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)

4. Teleprompter**5. Editing and graphic unit**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

Response: 100

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
8.66	10.43	9.65	10.22	8.09

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

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

Response:

HACSE has always strived to give the best learning environment to the students. Hence we have always tried to provide the best infrastructure possible to our students. We are well equipped with all the facilities needed for smooth functioning. The college has all essential exclusively owned infrastructure facilities like the classrooms, the library with the reading room, well-equipped science laboratory, computer lab with an

Internet connection, girls' common room, and an early intervention center. Other shared facilities with a special school in the same building and exclusively owned by the management include the seminar/conference room, an auditorium, gym and yoga classroom, the multipurpose hall, and the meeting room. 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. The library committee had framed different policies for the smooth functioning of the library. Following procedures and templates are in place:
 - The circulation policy for lending books is displayed on the website as well.
 - The library allowed the students to keep books for more days during the examination period.
 - Acquisition policy,
 - Book bank facility
 - Withdrawal policy
 - The AMC- for the library software E-granthalaya.
1. 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.
2. A register has been maintained to keep a record of any complaint against an instrument/equipment that needs to be repaired. Accordingly, money has been spent from the repair and maintenance budget under the guidance of the principal.
3. The AMC had been given for the water purifier, AC, and lift service.
4. There is a system of on-call facilities for electrical work, carpentering works, and plumbing works.
5. The college has a feedback system. The suggestion boxes had been put in the staff room and the reading room area which is accessed only by the principal. There is a special email id made for the same purpose by the principal.
6. The anti-virus software Quick Heal was installed in all the computers and laptops for preventing data theft and virus attacks.
7. The speed of the internet has been upgraded. Jio Fi was purchased for quick access to the Internet or to use when other connections are slow.
8. The Tally is used for accounting purposes and to keep financial transactions and the biometric system is used for the purpose of attendance.
9. HACSE is using tally ERP latest version license copy for updating and maintaining the account of the college. The same is shared with all the activities which are useful for considerate the account and also useful for preparing the balance sheet for the same
10. Different SOPs are developed.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document



Criterion 5 - 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:

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

Response: B. Any 4 or 5 of the above

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

5.1.2 Available student support facilities in the institution are:

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

Response: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: E. None of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 61.02

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
11	6	9	10	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 0

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

File Description	Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 0

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

The Student Council is one of the leading and prominent bodies of **HACSE**. It coordinates many extra-curricular activities and works as mediating communicator among faculty and students. Following the guidelines given under **Maharashtra University Act 2016**, **HACSE** has formed its first **Student Council in the month of May 2019**.

Structure of Student Council

Chairperson-Principal

Faculty In charge-In-house faculty

President-Nominated student representative

Secretary-Elected student representative

Member 1-Elected student representative (Male)

Member 2-Elected student representative (Hearing Impairment batch)

Member 3-Elected student representative (Learning Disability batch)

Member 4-Elected student representative (Reserve Category)

Constitution of Student Council:

1. Norms given in the Maharashtra University Act 2016 for the Student Council at affiliated college are strictly being followed for the constitution of Council at **HACSE**.
2. The members of Council had been **selected through voting process**.
3. **Confidentiality of voting responses was ensured**; responses were collected through mail and

accessed by chairperson of the council.

Student Council: Domains of Functioning

- Academic concern
- Extra- curricular activities
- Logistics
- Support system

Guidelines of Student Council:

1. Council meeting is held at least once in every three months.
2. The election for the council shall be made every year, as soon as possible after the commencement of the academic year.
3. Code of conduct is developed by the students and is followed strictly.

Student Council Meeting

The Student Council meetings are conducted and hosted completely by the members of council. Various concerns such as awareness campaign related to admission process, free access of wifi, setup of canteen, volunteering in various activities at college, event management, online teaching learning process and exam related concern etc. have been put up by the council.

Other initiatives taken by student council

Student council has initiated other activities at college and community level as well. The council did **volunteering in swachhata abhiyan** at college, **spreading awareness about the hearing screening in neighborhood communities and volunteered in hearing screening camp** at college. The council has also initiated to **organize a family empowerment program through street play** which was conducted in Aadhikar parent training program. 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.** 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.**

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.

The role of student council during pandemic lockdown period is highly appreciated. They attended various webinars, continued learning and taught online teaching platform to various visiting faculty.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 2

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	3	2	1

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

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. College appoints coordinator for AAHA on rotation basis. AAHA meet has been held at every alternate year but rather informally. Recently, it has been decided that

AAHA meet will be held once in every year. **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. Considering alumni as an inseparable part of the college: **HACSE** AAHA collaborations facilitate empowerment through:

Arushi news letter: The College publishes its news letter “Arushi with focus on alumni. In fact, in 2017, the whole Arushi revolved around alumni and it was titled “alumni connect”. Alumni contribute with their writings and updates time to time.

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 a support in networking with other organizations: Alumni from **HACSE** are spread in different states and working at teaching and administrative level. Many alumni are running their own centers too. There has been a very strong networking established between the **HACSE** and the various organizations across the state with the dedicated contribution of our alumni. Different placements such as field engagement, classroom observation, practicing lessons etc. many times organized in the schools where our alumni are working. With the better understanding about **HACSE** and their work place, our alumni are excellently grooming our students and helping the college to produce quality professionals.

Alumni as a support in employment: It has also been common for alumni to open job opportunities for our students. **HACSE** alumni working in different organizations have been visiting college as employers during AAYAM campus recruitment drive.

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. AAHA virtual meet 2020 was completely coordinated and hosted by alumni volunteers.

Alumni as a support in taking sessions/resource person- AAHA members have been upgrading themselves in academics and many have taken higher positions in the field. **HACSE** therefore, invites its alumni as a resource person to share their expertise in different programs such as CRE, Adhikar sessions. Alumni are also called to support the curriculum transition such as for lesson demo, conducting workshops on various themes of skill development.

File Description	Document
Upload any additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 2

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	1	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

Alumni Association of Hashu Advani College- “AAHA” is a non-registered but very actively functioning alumni association of the college. Till date, HACSE has produced over 405 alumni. They are connected together with very professionally active Whats App group. There are continuous academic and professional updates shared with alumni group. As per the availability, our alumni extend their expertise support in different ways to motivate and nurture the students at HACSE.

AAHA acts as a support system in various ways although their geographical location is the biggest

challenge in them supporting college activities.

Admission and employment process: Alumni support us in spreading the word about B Ed (special education and CET). They also contribute in employment of the students through sharing employment notices and vacancies related posts in official WA group. They come as employers representing different organizations, enrich students through thought provoking interviews and hire the deserving candidates for their organizations.

Lesson Demonstration: College schedules various sessions of alumni who are in Mumbai for the lesson demo for the students. Depending on their mastery in various areas such as lessons based in technology, co-curricular activities and academics etc., lessons are well demonstrated by our alumni.

Teaching modules: Our local alumni visit college as visiting faculty to teach variety of modules on regular basis for each batch like:

Dr Gayatri Ahuja for legislations for PWD

Ms Gauri Patkar for pedagogy Teaching Marathi

Dr Varsha Bhagat for Assessment of Writing

Mr Nakul Bharmal for Learning Basic Level of Indian Sign Language

Skill Development Sessions: Alumni extend their support in conducting various sessions through enriching workshops and subject seminars. Various topics such as preparing your child for main streaming, early math concepts etc were effectively taken up by our alumni in Adhikar training program which was attended by our students.

Field engagement: 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.

Alumni have always been a big linkage between college and community. They are also appointed as the members of college level committee such as in IQAC committee as alumni representative or employers' representative.

In future we would like our alumni to involve more actively in the development of college. We have identified following areas

- Fund raising
- Online subject seminar
- Hand holding for current students
- Developing templates and procedures

Alumni are our pillars of strength and our brand ambassadors. We wish to focus on involving them more in coming years.

File Description	Document
Documentary evidence in support of the claim	View Document

NAAC

Criterion 6 - 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

Response:

It may not be out of place to state that Indian HEIs are rather casual about aligning activities to vision-mission statement. Same was the case with HACSE. But as a pro active team we soon realized the importance of it. One of the associate professors chose this topic for a long term research followed by several brainstorming deliberations. As a result, we could evolve a **well crafted vision mission** statement in 2013 - aptly representing what we intended to do. We **align each of the activities** in tune with the set statement. These were agreed upon by all staff and were approved by the management – now in public domain. You would find a beautiful presentation of the same as you enter the college. This statement is part of our:

- Code of conduct,
- Induction programs
- Introductory correspondence.

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

- Warm;
- Transparent;
- Participatory.

Along with vision – mission, objectives and values too are framed and implemented. Raising the quality bar and professional ethics top the value list.

Effective leadership and efficiency through:

1. The formation of committees and teams reflect participatory decision making. The '**organogram**' of the college (uploaded) is a guiding document for administrative activities **followed very rigidly** in terms of who reports to whom or who approves whose leave or who fills whose confidential report. However, for the academic purposes, the **teaming up process is rather flexible and temporary in nature**. This has worked best to ensure better opportunities to all to contribute towards better governance.
2. Tasks on rotation basis and yet maintaining high standards of governance is possible only when a strong back up of **SOPs (Link Shared) and templates** is in place. That's our governance USP. That facilitates systems to run on auto mode without much glitch.
3. Under the leadership of the principal and 2 reporting officers, the activity is dynamically led by process owners with support and academic freedom.
4. **Involvement of appropriate stake holders** and influencers is mandatory in all committees and meetings (samples uploaded). These by default include: faculty, non teaching staff, current students, management, alumni, field experts, rehab professionals, employers and school heads.

5. Our routine meetings reflect our work culture where 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**. Task list is prepared and staff is motivated to select. **Task rotation and team rotations** are the two ways we ensure that all become 'jack of all and master ONE'. Each gets opportunity to develop his / her own forte and yet the system does not get person dependent. Balance between **structured systems with academic freedom** is maintained.
6. Perspective plan submitted to management facilitates long term goals.

Participatory decision making is thus ensured keeping the vision mission in mind.

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

6.1.2 Institution practices decentralization and participative management

Response:

HEIs are like miniature India. Like at national level, at HEI level as well decentralization and participatory functioning are the backbones. **HACSE** is no exception.

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

- 1. Appropriate teaming:** We have two programs B Ed LD and B Ed HI and hence two teams. These two teams operate independently exercising academic freedom at micro level. However, these also function in tune with each-others. For example, internship dates, formats, correspondence is same for both the teams but selection of schools /tasks / rubrics for evaluation etc are different (sample calendar uploaded). Similar functioning is followed in the areas of finance and administration.
- 2. Associate professors as team leaders:** In our college two associate professors have been designated as team leaders. This system has created a layer in organizational hierarchy. Assistant professors and the librarian report to team leaders rather than to the principal. Administrative decision making therefore is done at micro level including leave sanctioning, schedule finalizing, API related processes, submitting CRs etc. This facilitate the 2 team leaders to supervise the process with a lot of academic freedom ensuring decentralization at yet another step down level.

Participatory functioning is a counterpart of the decentralized decision making. At **HACSE**, it is achieved mostly using 3 strategies:

- 1. Rotation of tasks:** College has a set pattern of events and processes which are repeated every year. 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. Arushi, our annual newsletter, Adhikar, our parent certificate course or CRE our annually 2 training programs for the in service teachers etc are the classic examples of rotational responsibly. Our minutes of the meetings reflect such rotation clearly (samples uploaded). Committees are appointed on rotation basis and portfolios like admission / house-keeping / examination etc.
- 2. Dynamic leadership:** The frequency of events – training programs, subject seminars, conferences, celebrations, workshops etc in very high in our college. For each of such event a process owner is appointed. Immaterial of the hierarchy of the process owner, he/she leads the activity in terms of decision making, holding meetings, assigning workload and submitting reports. Principal and associate professors take up the roles of team member under the leadership of the assistant professor in such cases. The system is a win-win situation since juniors get to lead and learn. Seniors get to focus on macro issues.
- 3. Contributory development:** We have a system of maintaining a master pool of documents. There are designated e mail ids for saving documents. But before that it is circulated among all to be able to contribute. For example, a circular is issued (sample uploaded) for all to plan the budget in a contributory ways. This empowers all to learn financial processes and management.

Decentralization and participation is a deep routed way of life rather than a crafted policy now.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Transparency is achieved by planning access to information and data appropriately. Here is the profile of what data is made accessible to whom in what way:

- 1. Arushi**, our published newsletter includes our annual report. It places detailed information in public domain making the operations transparent. (Including: calendar of activities, events held, exam / result updates, tasks undertaken by each faculty, appointments, CAS related updates, Affiliation status, admissions etc.). Soft and hard copies of Arushi are distributed free to all those who matter including alumni.
- College **website** is a classic example of our strong conviction about following transparency as a tool for quality assurance. It has access to **persons with hearing disability** as well since our activities are summarized in Indian Sigh Language. The website is a good display of information / update / data that our stake holders / regulatory authorities / well wishers may want to keep a track

of. (committee minutes involving decisions, feedback, AQARs, calendar of activities, library rules, fees involved, forthcoming events, announcements, vacancies, alumni activities etc.). It has important **statutory declarations** like declaration under section 4 (1)(b) of RTI

3. **AQARs:** AQARs are placed in public domain, shared with regulatory authorities - those who may need to know us more or review our functioning for several reasons.
4. **RTI committee:** College has RTI committee in place wherein a team functions for a couple of years. The composition of the team is displayed on the notice board and at the website.
5. **Admission process:** It is an extremely structured and transparent process. College admission takes place through CET held by Govt of Maharashtra. Admissions are merit based and is governed by reservation norms. Admission Regulatory Authority (ARA) carefully reviews each college stringently after the process is over. Our college has been getting the approval at once.
6. **IA and attendance policy:** We have a very transparent policy of assigning internal assessment scores to students. Marks obtained are regularly displayed on the notice board and students review these and sign before we send these to university. Regarding attendance, defaulters list is displayed on notice board to ensure openness of the system.
7. **Fund raising:** College staff and sometimes students are involved in small scale fund raising activities. The processes are very transparent and the outcome is placed in public domain.
8. **Composition of committees:** Like any other HEI, our college operates through several committees. The composition of such committees with contact details are placed in public domain for information and review.
9. **Social media:** College has a very active fb page which too is a way of making processes and policies transparent since it gives our students, alumni and governing bodies access to updates of forthcoming as well as undertaken activities.

Being an aided collage we acknowledge that nation's (and tax payers) 'money' is being used for running the college and hence we sincerely feel accountable to keep the processes transparent and open for review by stake holders as well as the public.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Strategic **planning and effective deployment** is the backbone of any HEI. We believe the key to success is SMART planning and setting SMART targets. Here is an example that displays effective deployment of a plan.

Area: Self study courses by the students

Background: The importance of life-long learning is second to none for the modern day professionals. Teachers are no exception. College intends to play the role of a facilitator in more number of students exploring the learning opportunities beyond syllabus. As per UGC notification students undergoing professional programs are encouraged to undertake courses offered at SWAYAM platform.

In spite of encouraging students, there was lukewarm response to the same. From 16-17, we tried to achieve this for 2 years. **Strategies used initially** were not consolidated. These included circulars, reminders and explaining during meetings. But we realized these strategies are not leading to desired outcome. Due to poor response, in 2019 we decided to address the concern in a strategic way. We gave it a form of a **project where all the efforts will be planned and deployed systematically and not sporadic or bits and pieces**. We started with identifying the challenges.

Challenges: Identified challenges include language barrier, tech barrier, attitude and motivation, time management, availability of resources.

Objective: facilitating the process of enrolling 18-20 batch for either SWAYAM or other self study courses.

Target: 90% of the batch enrolling and 80 % of the batch completing before they are rolled out.

Operationalizing the scope:The process owner explained the scope of the self study courses and the options it offers including: Language of choice, topic of choice, off line or online, paid or free, with certificate or without it.

Process owner: Nisha Kutty

Strategies included:

1. Informed students about it in a formal systematic way.
2. Monitored enrolment. (Asking for weekly update with display of names on the notice board.) We used Whatsapp group effectively for ongoing update.
3. Facilitated completion with the help of mentors.
4. Arranged for PC in our computer lab for those who do not have access to PC at home.
5. Shared ready MOOC course list with students. Sat them through it for helping them select.
6. Periodic updates were taken.
9. Involved student council in the process. Members were told to monitor the process.
10. Indicated specified time is weekly TT towards the end of the day when possible.

Outcome: As an outcome we could achieve our target in 2020. Nisha Kutty submitted the report we all congratulated the students. The list of successful candidates was announced on the website.

Offshoot outcome: Students really found the experience worth the efforts and they are asked to reflect on the experience to motivate the next batch.

Our take home point after this experience was: we need to study the challenges before pushing any target for the students. If we **address the challenges appropriately and systematically** then we may not need to 'push' the students to do something which clearly has a lot of benefits.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

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.

Response:

The effectiveness and efficiency of the college is visible through internal policies and procedures which have evolved through the last 23 years. Our **Organogram** has been drafted after adequate discussion and reflects administrative structure and decision making procedure. Clarity of roles and transparent reporting are the governing forces. However, the hierarchy and teaming indicated in organogram are purely for administrative purpose including leave, scheduling, CR, task load etc. The college follows the **principle of dynamic leadership and dynamic teaming** for academic activities. Although the diagram indicates 'who reports to whom', all have access to approach anyone immaterial of the hierarchy.

Decision making and ensuring quality of service delivery are ensured through following regulatory bodies / committees:

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

Support committees (either formed need-based or as prescribed):

- 1.Internal Complaint Committee
- 2.Right to Information committee
- 3.Prevention of caste based discrimination in HEI
- 4.Anti Ragging committee
- 5.Library committee

6. Admission committee

Administrative set up: The workload is distributed clearly between the 2 clerks: one takes care of work related to regulatory authorities like CET cell, Admission Regulatory Authority, University, Dept of Higher Education etc and the other takes care of accounts / fees / GST / banking etc. List of distribution of areas is displayed.

Aided **appointments** are made followed by Govt NOC and the stringent procedure with the help of expert committee appointed by university and GoM. Contractual vacancies too are filled up with similar guidelines with internal experts involved. Management of finances is as per the norms of state Govt and CCYM. CAS files are forwarded on time and promotion of librarian from stage 1 to 2 was done.

Management of records: All important **master documents** are kept in a cupboard with primary access to the principal. Service books, leave records, salary registers, recognition/ affiliation documents etc are very well maintained with appropriate labeling. 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 for various purposes. Limited access is ensured only by the concerned authorities. There are around 15 login ids. All the passwords are compiled in a document which is possessed by the principal.

An example of an effective micro level procedure: The system of consistent file / folder names is maintained by all in terms of soft and hard documentation. A unique symbol system is in use, for example @ in file name means it is the final version or M means modified. This system was developed in a IQAC meeting formally (IQAC # 11 OF 6/12/19) since structured record keeping and planned access are the back bone of the administrative procedures.

Thus the bodies function in tune with each others in academic and administrative domains.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance are in the following areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination System
6. Biometric / digital attendance for staff
7. Biometric / digital attendance for students

Response: A. Any 6 or more of the above

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

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

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.

Our agenda – minutes are documented on 2 levels: original minutes followed by its review in the next meetings as an ongoing action taken report.

Example: Development of SOPs and templates (how we achieved the objective through dynamic discussion in our IQAC meetings followed by action.)

IQAC meeting on 3/9/2016: Agenda item # 2: Discussed and identified 3 areas for IQAC work: A: events B. Systemic improvement efforts C. Feedback analysis and actions. In B it was decided to revise and compile useful documents

IQAC meeting on 3/9/2016: Agenda item # 4: Development of SOPs and templates as part of prime focus area.

IQAC meeting on 7/4/17: Agenda item # 0 (review item) First SOP & template on faculty evaluation were discussed and approved

IQAC meeting on 8/9/17: Agenda item # 8: It was decided that SOPs and templates would be revised as per NAAC requirements

Outcome: CIRCULAR: #17 14: Assigning SOP development task to faculty

IQAC meeting on 7/12/18: Agenda item # 13: 3 SOPs were discussed and finalized (CRE / Library resources / activity report)

IQAC meeting on 5/4/19: Agenda item # 1: 4 areas of SOP development identified and discussed: Ayam, book bank, AQAR, Decentrization policy

IQAC meeting on 6/9/19: Agenda item # 0: Above given 4 SOPs locked

Agenda item # 4: 2 SOP areas identified: peer reviewing and Aarambh

IQAC meeting on 3/4/20: Agenda item # 0: AQAR SOP discussed and locked

CURRENT OUTCOME:

1. 12 SOPs discussed and approved
2. SOPs on website for all to refer
3. Rotation of tasks has become more efficient due to ready guidelines.
4. Faculty has started looking at processes in more formal way
5. SOP development work continues.

As can be seen from the details given above:

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 (Currently 15 SOPs ready and functioning)
5. Accountability specified and task made measurable.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Welfare is a rather broad term with several dimensions. Institutes are about the people who work for it

more than the building. Here are many ways in which staff welfare or rather well being is facilitated.

1. **In house Hand holding:** some part of university systems are complex like API or PBAS calculations and mandates. 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:** The system motivates and in fact sets deadlines for externally funded research, academic research and article publications. Approvals for writing chapters in books, collaborating with other professional organizations and attending conferences are fast tracked and rarely denied. Faculty is deputed for meetings / empowerment sessions organized by university for example, Ms Pagare and Ms Kulkarni attended university workshop on sexual harassment followed by streamlining ICC activities.
5. We have a practice of the entire faculty **attending a seminar together** so that all are on the same page in bringing about changes (VIT's conference on NAAC, SNTD's workshop on constructivism, AMF's online training on Certification of LD, Xavier college's workshop on inclusion, Technology conference at St Teresa's B Ed college etc).
6. **FDPs** are held regularly and these cover various topics including academic (learning disability, research methods, constructivism etc) and non academic life skills (cyber safety, online teaching learning etc)
7. **Health related support:** Staff is given 25% concession in other activities of the CCYM like Yog class or Gym. Free health camp is organized for alertness about onset of illnesses. During pandemic free yog coaching was organized for all staff and students once a week.
8. **Dignity and belongingness** is nourished for all by celebrating festivals together, welcoming new recruits with induction program or by organizing warm farewell programs.
9. **Invited inspirational session** are organized for the staff periodically (Vijaya Bhagwat on teaching profession, Mina Bindal on individual well being, Dr Guha on personality development, Rajiva Shrivastav on personal branding, Shyamala Dalvi on advances in disability etc)
10. **In house training programs** are organized towards work culture and professional development (Session on GST by Harish Chughani, Effective use of soft folders by Dr Huddar, workshop on Nayee Talim by Dr Sirur etc)
11. College had organized a **personality assessment camp** for all the staff outsourced by VES in which extensive psycho dynamic analysis was done followed by individual report and counseling.
12. Select conferences organized by us are attended by all staff (3 days webinar on technology, CRE on research methods, National webinar on financial literacy)

Principal of the college ensures that all staff get equal opportunities for participating in decision making and the workload is assigned on rotation basis as per the interest due to which the work environment is warm and professional. This itself is a welfare measure in itself.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 20

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	2	0

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document

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

Response: 22

6.3.3.1 Total number of professional development /administrative training programmes organized by

the institution for teaching and non-teaching staff during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
9	3	6	4	0

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

6.3.4 Percentage 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

Response: 20

6.3.4.1 Total 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 during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

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

A.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 (generally May). Reporting authorities completed the part B appraising as per the parameters. This part is confidential and is not discussed. The format used is suggested by the university. CRs of reporting faculty (associate professors) id filled in by the principal. Reporting officers maintain the file. Please refer to the organogram which clarifies who reports to whom.
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. Applicants submitted the files with formats and support document to IQAC coordinator who verified the scores assigned to self. Scores are finalized by the principal in negotiation with the applicant and the IQAC coordinator. This system is transparent and participatory unlike the conventional CR system. The case file is submitted to the university for further action when assessment period is over.

B. In house appraisal system evolved at college

1. Faculty Evaluation: Performance of the faculty in class is the acid test of TEACHING. College has developed a faculty evaluation system wherein each of the students evaluates each of the teachers in a very confidential way. There is no way the identity of the student is known and hence it is a very honest and effective system. Principal herself undertook this exercise towards the end of the semester. It included both- own faculty and the visiting ones. Decisions about whether to repeat the visiting faculty or not are taken after this. For our own faculty, earlier the feedback was not shared with the faculty but after a suggestion in one of the IQAC meetings, it was decided that each faculty will get to see responses given about her/his performance. They are asked to narrow down 2 points where they have got low scores and focus coming academic year to improve the score.

The template with 5 point rating scale has 2 parts: A: Teaching style and B: Professionalism. (10 items each)

2. Peer Reviewing: (OPTIONAL). This is internally developed system wherein teachers sit through other teacher's lecture and rate the teaching objectively. A template has been developed for peer reviewing which is a combination of rating scale and an 'open ended' remarks. Currently 3 lecturers and the principal have opted for it. The reviewer after attending the lecture, mails the filled in template to the reviewee. She negotiates if need be otherwise signs and sends it to IQAC email id. So far we have not had any issues related to interpersonal dynamics and hence it is effective.

Performance appraisal thus is professional and used towards raising the bar of the quality.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

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 which is sanctioned by CCYM in the month of January every year. This includes salary of a couple of staff members (for the post which are not filled after one associate professor superannuated) 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 are stringently monitored. CCYM is capable of hand holding **HACSE** in financial processes.

University of Mumbai too monitors the financial processes involved in various fees / charges etc. Affiliation fees, tuition fees, exam fees etc are online processes and hence are transparent. University of Mumbai undertook **financial audit for reconciliation of university fees / charges** for 10 years. The college completed the process successfully and did not have any recovery claimed by the university.

Our clerk attends at least two workshops per year on financial processes like scholarships by Govt of Maharashtra, pay fixation, calculations under CAS etc.

College is recognized by the Rehabilitation Council of India and the recognition is renewed every 3 to 5 years. A **team visits college and audits academic, administrative and financial** processes. Recognition is granted only when college gets above 80 scores on all parameters.

There are a few **externally funded activities** like **research** projects (by government agencies or university of Mumbai), **conferences** (funded by Rotary club or RCI) 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. Same holds good with RCI recognized webinars and CRE programs, even if these are not funded by the RCI audited report needs to be sent.

Other funding sources include **UGC college development grant or CSR funding**. Auditing for such funding is carried out by external auditors.

CCYM holds sensitization sessions for the teaching and non teaching staff to keep the system updated. For example Mr. Harish Chugani (CA by professions and member of CCYM) held a session on GST and other relevant concepts like cashless transactions and its implementation on 10/8/17. Overall due to support from CCYM and since many processes are governed by our regulatory bodies, financial procedures are well taken care of.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document

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

Response: 0

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

CCYM is a non-profit organization which thrives on the funds raised by various strategies. HACSE is one of its 9 activities. It is partially funded by the government of Maharashtra in terms of salary grants. 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. For example

assistant professor got superannuated in 2016 and Govt of Maharashtra is not releasing NOC to fill the said aided post. CCYM has appointed an assistant professor who is paid as per the RCI norms. In short, 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. Fund raising and donation drive: For example students (2018-20) rose above 60,000/ Rs through a donation drive as part of skill development exercise in resource mobilization. They learnt the transparent and fair means to raise the funds. Secondly, as community giving activity CAAI center took up a project to raise funds for annual therapy for 4 pre-schoolers from RTT High school.
2. Corporate Social Responsibility funds: College prepares, submits and defends proposals for CSR to several business houses. Funds are obtained through CSR for infrastructural improvements. Oerlikon Text-tile Ltd funded renovation of a classroom in terms of repair, furniture, technology. Proposal for renovating toilet blocks is in the pipe line with same company.
3. College development funds by UGC: As categorized to be 2 f 12 B, college received college development grant through which a classroom was renovated, books were purchased and 2 workshops were held.
4. Research funds by Govt and non Govt organizations: Another important activity at any academic institute is research. College applied for competitive research funds and have received 3 grants in the last 5 years under this head (2 from university and 1 from Municipal corporation). These projects are completed and utilization certificate submitted.
5. Hand holding individual philanthropists: For example, Shr Ripujit Lall granted Rs 10000/ for a research project titled AVSAR towards skill development of the students and staff. Dr Rekha Khatri, funded the ADHIKAR family empowerment program in 2016.
6. Exploring financial support to our needy students in paying fees: For example, SRK Tulsiani Foundation supported our students with financial aids in partial payment of the fees.

Thus, although CCYM manages the non salary expenses of the college, staff of the college leaves no stone unturned to obtain funding without compromising the focus of curriculum transaction.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document

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

Response:

College had established IQAC before the current assessment period of NAAC. However, it was functioning rather informally mostly taking care of CAS paper work. The process of NAAC cycle 1 gave us insight into the role of IQAC in raising the quality bar. Initially the role of IQAC was to organize events useful for the staff and students but soon IQAC started playing active role in minor details of functioning and restructuring the processes. From doing more we shifted the focus to improving the quality of what we have been doing for years. This change though invisible has more impacting results than the earlier one.

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

1. IQAC committee functions for 3 years and then the new committee is formed in order for all to get the opportunity to be part of this important decision making body.
2. Composition of IQAC committee is as per the prescription of the regulatory bodies including alumni and external experts
3. Meetings take place very regularly and the discussions are genuine and action oriented.
4. Meeting notice is given well in advance and agenda is sent in advance for the members to come prepared.
5. Each Meeting begins with reviewing the earlier points which are minuted as point # 0.
6. Agenda-minutes documentation system is very structured and is in tabular form. Each item is given a number so that action can be tracked.
7. Accountability for the onus of action is spelt clearly leaving no margin for ambiguity.
8. The focus of discussion and action is three fold: A. Organization of events: Various events like celebrations / workshops / competitions are planned and implemented. This ensures variety of exposure. Students are at the center of all the events and it is ensured that they get hands on opportunity to learn professional organization of events. B. Development of templates and SOPs for systemic improvements: Consistency is the key word in smooth functioning. Responsibilities are assigned on rotation basis and hence the process owner of one activity is not the same. SOPs and templates help us carry out duties in relay race fashion. C. Establishing feedback governed quality practices: We believe that the god lies in details. Our planning and implementation takes care of macro as well as micro issues of functioning of a college. May it be organizing a big conference or daily documentation; we believe in consistency and hence have step by step evolved a few practices which we follow religiously.

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

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

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Review of teaching learning process is an acid test of quality assurance. Several steps at informal level to keep the track of the quality of the TLP:

1. **Faculty evaluation by the students:** Every semester, each of the students evaluates each of the teachers in a very confidential way. There is no way the identity of the student is known and hence it is a very honest and effective system. Principal herself undertook this exercise towards the end of the semester. It included both- own faculty and the visiting ones. Decisions about whether to repeat the visiting faculty or not are taken after this. For our own faculty, earlier the feedback was not shared with the faculty but after a suggestion in one of the IQAC meetings, it was decided that each faculty will get to see responses given about her/his performance. They are asked to narrow down 2 points where they have got low scores and focus coming academic year to improve the score.

The template with 5 point rating scale has 2 parts: A: Teaching style and B: Professionalism. (10 items each)

1. **Exit feedback by Students:** College takes exit feedback from the rolling out batch (with option of not mentioning their names for confidentiality). The format asks the responses on both the levels: emotional and rational. Reviewing the responses in the academic meetings has helped us understand the student perspective and specific action points for us to either strengthen what have worked or to improve upon the other few.
2. **Semester end review by the teachers:** Since the curriculum of the B Ed special education is very diverse and needs visiting faculty from a range of areas, we insist that good experts visit us to teach our students. There is a short sem-end feedback form for faculty. This is basically helpful in deciding the visiting faculty to be repeated and not to be repeated.
3. **Peer reviewing among faculty:** This is internally developed system wherein teachers sit through other teacher's lecture and rate the teaching objectively. A template has been developed for peer reviewing which is a combination of rating scale and an 'open ended' remarks. Parameters include preparedness for teaching, fair assessment, use of technology, multilingual communication etc. Currently 3 lecturers and the principal have opted for it. The reviewer after attending the lecture, mails the filled in template to the reviewee. She negotiates if need be otherwise signs and sends it to IQAC email id. So far we have not had any issues related to interpersonal dynamics and hence it is effective.
4. **Innovative Practices in teaching and evaluating:** We recently prepared a template for reporting innovative practices in assessment and teaching so that each can share their experiments with others.

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.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 16.2

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
30	12	17	17	5

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQR) of IQAC	View Document

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

‘Regular steps in right direction towards a greater goal’ is called Kaizen (ongoing improvement). Here are two of our Kaizen stories:

I. AAYAM: Offering well designed curriculum, ensuring rich learning environment or providing the state of the art infrastructure, everything boil downs to our alumni having a fulfilling career. We were always aware of this but were rather informal and random before the first cycle. Following steps indicate how we consolidated efforts year by year towards ensuring better career start for our rolled out batch as well as alumni in general.

1. In **2015-16** and prior to that, college maintained a register for vacancies. Various organizations informed college about vacancies on phone or through correspondence. The letter would be on notice board for a month and then would be filed. Details would be entered in the register which we shared with alumni when they visited college or asked about job opportunities over the phone. We also took sessions on how to prepare CVs towards the end of Sem 4.
2. In **2016-17** we consolidated steps further and created a separate WhatsApp group exclusively for career opportunities for our alumni. Alumni responded well to this step. We also consolidated our efforts towards stronger alumni association. Constitution of **AAHA** – Alumni Association of Hashu Advani College were prepared and were approved by the management. Career growth of the alumni is the focus area of **AAHA**. Hence, activities related to vacancies and jobs got further consolidated. A workshop on resume writing was organized for the students and Dr Lakshmi Gopalkrishnan worked on interview with mock interview rounds.
3. In **2017-18** we crossed a major milestone in the area of career opportunities for our rolling out batch and our alumni by holding first ever campus recruitment event at college. 8 organizations participated in it and this was a highly successful event coordinated by Ms Sunanda Chakraborty. 50% of the total students who participated got the offer letters. Also a letter was drafted for prospective employers detailing benefits of having special educator in the team.
4. In **2018-19** we named this activity AAYAM (changing the dimension from students to teachers) and developed a few templates for the sub processes. We publicized it well and could attract schools overseas. Poonam Mishra, the process owner organized two rounds of recruitment interviews with 8 organizations visiting us. This year we held rounds of mock interviews and prepared them for presenting self in an interview. All SY students were taken to American

consulate for a professional workshop on resume writing.

5. In 2019-20 we discussed the activity in IQAC for further quality raise. We evolved an SOP. For the first time we had online session of AAYAM with participation of international school. Our success rate further elevated and we reached out to more employers. We also had our alumni participating as employer.

Schools where students are placed for field engagement offer jobs to the students. We facilitated the process.

Currently, career updates are shared through website, WhatsApp group, and AAYAM.

II. FIELD ENGAGEMENT

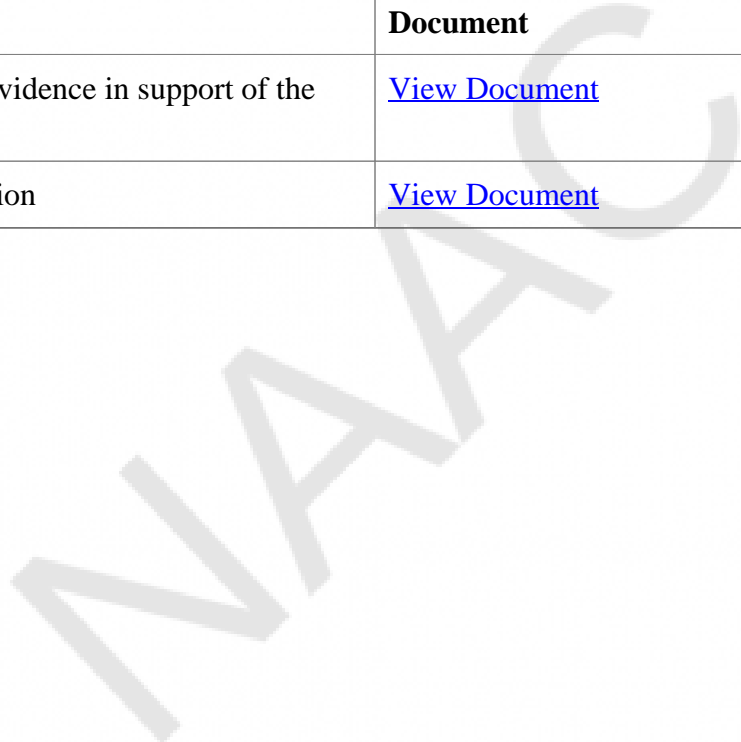
One year B Ed program got upgraded into a two year professional program in 2016. Followed by NCTE, RCI too introduced Field engagement (FE) – popularly known as internship as a major part of the course work. For a teaching profession, being at the school dealing with real life situations is the best opportunity any B Ed college can offer. We at HACSE, take this extremely seriously. USP evolved during the last 5 years of our effort towards providing the best internship experience to our second year students include:

1. Discussing CLOs and orienting students about the role of FE in professional life.
2. Ensuring 100% coverage of FE tasks listed in the curriculum in 4 types of schools: Specialized disability, cross disability, inclusive set up and clinical set up.
3. Orientation workshop for supervisors in schools where our students are placed for the FE
4. Developing templates for invite letter, attendance, report submissions, daily reflections, feedback, FE presentation etc
5. Practice of interaction on FE every Saturday during long FE spells so that learnings could be consolidated and issues related logistics could be dealt with.
6. Signing MOU for better understanding of mutual roles.
7. Time tables and schedules to be prepared in details
8. Students are expected to make presentations at the end of every FE. Having the presentations attended by all students and all faculty have really help students consolidate learning
9. Selection of best possible schools across various boards and medium of instructions.
10. Giving choices to students to identify schools nearby their residence so that we can officially approach them for FE placement.
11. Identifying organizations known to provide excellent experiences to the B Ed students.
12. Arranging for FE experience in other cities like Pune and Indore during offline days and Trivandrum during the online phase.
13. Arranging for international FE placement: Dubai scholar school.
14. Facilitating the practice of schools offering jobs to the students who performed well during the FE.
15. Obtaining feedback from both – from students on schools and from school supervisors on students
16. FE experience is discussed in academic meetings and in IQAC in order to provide best possible experience.

College is also engaged in hosting the interns from other colleges particularly towards orienting them about the issues and concerns related to disability and rehabilitation.

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File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document



Criterion 7 - 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

Response:

CCYM's HACSE has been very proactive in energy conservation measurements. Though presently we do not have any other alternate source of energy, CCYM is committed to explore these options near future. 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 HACSE are

1. Newly appointed staff and students are encouraged to read, understand and implement code of conduct and policy related to energy saving.
2. Clear instructions are written near every switch board to turn off all the electrical appliances before leaving the room.
3. 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.
4. Teachers are encouraged to be role models and follow energy saving measures such as
 - Using the electricity within campus cautiously.
 - Switching off lights, fans, computers, ACs, printers when not in use.
 - Avoid use of lift while climbing down.
 - Avoid unnecessary printing of documents.
 - Following e governance and paperless practices strictly.
 - Star graded air conditioners are purchased and used in the campus as an energy saving measure

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

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.

- 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.
- 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.
- College takes consultation of environmental consultant Ms Joshi to implement ,maintain and improvise waste management practices .
- Collge has signed MOU with environmental consultant Ms Joshi.
- Housekeeping staff is also given orientation and is expected to follow waste segregation.
- A compost pit has been developed in the campus building.
- 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 under the supervision of ICT person who visits college thrice a week for maintenance. He advises the staff in terms of what can go as e waste and what can be used after repair.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3 Institution waste management practices include

- 1.Segregation of waste
- 2.E-waste management
- 3.Vermi-compost
- 4.Bio gas plants
- 5.Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

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 which has one member as in charge of cleanliness.
- Celebrate Gandhi Jayanti with the cleanliness drive involving all the staff and students.
- CCYM also declares swachhataabhiyan to involve all the staff and students of the campus in the cleanliness drive. External members of the reading room are also encouraged to participate in swachhataabhiyan.
- Students are encouraged to dust their desk every day. They are discouraged from the old thinking that a class 4 staff would clean their desk. The desks in classroom has a locker where the students are expected to keep their cleaning material.
- 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 when not in use.

The campus of CCYM's HACSE is situated in one of the most polluted areas of Mumbai which is surrounded by the refineries .It is extremely challenging for the college to take measures to purify the polluted air.

- One of the best and frequently adopted ways by HACSE is to increase the green cover in the surrounding.
- Many plants and climbers have been planted in the campus.
- College is on 4th floor and due to direct exposure to chemical waste in the area it is challenging to sustain plants on 4th floor. We make sure that we have lot many Tulsi plants on the floor which is known to emit high level of oxygen.
- HACSE is so committed to maintain green earth that any guest /expert invited for any function or sessions is gifted a Tulsi plant by default and flowers and bouquets are strictly avoided..

- Ground floor of the campus holds a Smarak Garden, it displays bio diversity, variety of plants, bushes, and shrubs have been cultivated.
- HACSE has initiated the campaign of ‘plastic free campus’. Plastic bottles / carry bags / file –folders / submission covers are not allowed.
- HACSE intends to systematically move towards paperless governance. Use minimum prints. Follow e governance and paperless practices.
- Light prints and back to back prints have been practiced for a while.
- Unnecessary printing of documents has been prohibited in the college and for rough work old papers are reused.
- E mails have been used as official communication. Circulars of the college have been issued through soft copies.

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.21

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0.10	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Hashuji, our founder who has a huge following in Sindhi community was not only a politician but a social reformer too. He 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

- To bring in brother hood,harmony,peace among people and to promote Sindhi cultute ,CCYM through Saptha Sindhu Sangam organises various programs like Chettichandjomelo, a get together with variety entertainment program for Sindhi community.Another big celebration is Sagra, a traditional puja of Mahadev by CCYM on Shivratri which invites Sindhi community.
- Hashu Advani Senior citizen's Association by CCYM strives hard to keep senior citizens physically and emotionally fit and active by organizing various activities.
- Walkathon for senior citizens is an annual event which has been conducted every year to celebrate our founder's birth anniversary.
- HACSE uses these events to distribute leaflets to senior citizens which give tips on how to take care of ears.
- We have been conducting disability awareness program for general educators or students from mainstream schools situated in nearby Chembur area.
- 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.
- Adhikar ,parent empowerment program is open to any parent of children with hearing impairment .This certificate training program offers series of interactive sessions by various experts from different fields and enlightens parents about 'Art of Parenting'.
- Vivekanand Yoga Kendra is the most popular activity of CCYM , around 125 sadhaks are taught yoga by the master.This activity is open to anybody residing in and around chembur .
- Students from various colleges avail the facility of Reading room started by CCYM,it provides a congenial atmosphere to students to pursue their studies seriously and peacefully.
- Aakar health centre is a facility offered to both males and females ,it has full fledged gym equipped with modern equipment .A physical instructor is available to assist the members to enhance their physical well being.
- CCYM in collaboration with local Rotary and Lions club (Chembur) conducts many activities for

children with hearing impairment in which various competition are held or hearing aids are donated to the needy and deserving students .

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: B. Any 3 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

BEST PRACITCE - ONE- Collaborative teaching learning practices

Objectives of the practice:

Collaborative lectures are expected to:

- offer the variety of learning environment , increase quality of teaching
- specialized academic inputs from experts of various institutes.
- Create healthy networking among students and faculty

The Context: Students of B.Ed Special Education are expected to learn subjects from various disciplines. HACSE sensed the need to create best academic transactions for our students and students of other Special Education colleges.

The practice:

- HACSE initiated collaborative teaching practice for students of four B.Ed (Special Education colleges) which now has become a routine practice
- Sem I students learn all the cross disability topics and get exposure to classroom teaching under the respective experts.
- Semester two, pedagogy courses are covered in collaboration .
- Combined lectures are also arranged for Sem III and Sem IV for project based subjects.
- Routinely certain modules are shared among colleges following
- barter system: exchange of module without financial implications
- Split the cost of invited visiting faculty
- Combined subject seminars are held
- First online semester end examination and orientation was successfully collaborated and conducted by all the special education colleges together.

Evidence of Success:

- Students learn in a non threatening environment, strengthening professional networking.
- They get exposure to internal faculty of all colleges - drawing best of the human resource.

Problems encountered and resources required:

- Collaborative lecture practice is followed enthusiastically by all four colleges ,however major issues for some students is commuting to colleges which are quiet far from each other
- Scheduling lectures on days which are suitable for all the four colleges is challenging , requires

great amount of prior planning.

BEST PRACTICE TWO- ADHIKAR (Family empowerment program)

Objective of the practice:

- To empower and equip parents of children with hearing impairment with knowledge and skills, which will facilitate upbringing of their child.
- To orient B.Ed students about role of families, give them opportunities to develop organizational skills by volunteering in Adhikar.

The Context: Role of the family is extremely crucial in overall development of children with disability. Families have to be groomed early to achieve better outcomes .CCYM's HACSE sensed dire need to empower families to cope up with challenges in bringing up CWHI.

The practice:

- Interactive sessions by experts
- Certificate course for around three months ,sessions are held twice a week , observations in the class.
- Students attend few sessions and assist in organizing it .

Evidence of success: Parents have given positive written feedback, they have reported better understanding about their child's hearing loss and its management. Till date more than 300 families have been benefited.

Problems encountered and resources required:

- Adhikar invites experts from various field who are offered nominal remuneration. Finding a sponsor to fund this is sometimes challenging .
- Motivating parents to put in regular attendance is challenging as most of them are labourers who survive on their daily wages.
- Mothers who have other younger children bring them for sessions .These babies cause lot of distraction.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Systematic march towards inclusive world: (our distinctive efforts that set us apart)

CCYM's HACSE in tune with its vision ,has been taking proactive consolidated steps towards creating a rightbased, inclusive and diversity friendly society.With major focus on children with special needs, HACSE remains committed to develop and empower the human resources in the field of special education which would facilitate inclusive education.

Some of the highlights of our mission are

- 1.HACSE has tried to create barrier free environment by introducing many facilities and modification in the infrastructure such as ramp ,elevator ,disability friendly toilets ,Signage with braille ,low vision kit in the library etc .
- 2.Bookbank: Library has introduced a policy in which ,bookbank facilityis made available for SC/ST andDifferentlyablestudents
- 3.Arambha : This is an orientation program on disability management for general educators conceptualized by HACSE. This program gives tips to general educators about handling the child with special needs in the inclusive classroom. It has been conducted once ayear and participants are briefed about various school related issues of children with different disabilities such as hearing impairment, Visual impairment, Learning disability, Intellectual disabilityetc.
- 4.Rainbow leaflets: This is a very comprehensive, handy bunch of material conceptualized and compiled by the principal of HACSE and developed by various experts. Rainbow at aglance gives general public including mainstream teachers,great information about identification /suspicion of various disabilities and Dos and Don'ts of classroom practices forinclusive education.
- 5.Lectures at HRDC- To promote inclusion at the higher education lectures on disabilityorientation and disability management are delivered during orientation /refresher courses held by HRDC ,UniversityofMumbai.
- 6.Faculty of HACSE has written resource materials on inclusive education such as Models and principles of Inclusive education and medical ,under e-pg Pathshala project of UGC
- 7.Disability policyand Centrefor disabilityat UOM 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** to ensure implementation of the RPWD Act in higher education.
- 8.CAAI(Centre for Audiological Assessment and Intervention):CAAI equipped with modern

infrastructure for audiological testing of babies advocates neonatal hearing screening. This is followed with early intervention. This approach not only leads to better overall development but prepares them to educate themselves in inclusive schools.

9. Development of EMLEM – This tool has been developed to measure environment of the mainstream schools.
10. Dr Huddar has also given consultancy to Trinayani to develop games and material to promote inclusion.
11. HACSE contributed towards Govt of Maharashtra's efforts to make the Lok Sabha elections more inclusive by developing posters and promotional AV in collaboration with Trinayani Foundation.
12. Session on inclusion in Adhikar (parent empowerment program): HACSE puts in efforts to prepare parents for their child's inclusive education.
13. Preparation of students for inclusive set ups: HACSE ensures best schools with inclusive set up for field engagement of SY students. Educational tour to experimental schools and Anganwadis is organised for all, which help them to get the realistic picture about inclusive setups.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

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

- Multi-cultural / multi lingual / multi faith professional environment,
- Tech based exposure with personalized hand holding,
- Internship / practical work (now through online mode),
- Service profile from pre enrollment phase to the post program hand holding (for example: free CET prep camp and alumni meets),
- Aayam, campus recruitment camp
- Aabhasi and Aao Baat Kare: Value added programs,
- AAHA – Alumni Association.

Thanks to the wonderful team, the college has been successful in contributing squirrel's share (tiny, yet definite) towards the national goal of EDUCATION FOR ALL. **HACSE** has been following the objectives and values of regulatory bodies and has been pro-actively contributing in their functioning. CCYM, University of Mumbai, Dept of Higher Education (Government of Maharashtra) and Rehabilitation Council of India (RCI) have been involving the **HACSE** staff in their activities like academic inspections, training programs, curriculum development committees, examination related tasks etc. Mutual appreciation and academic support are the basis of this long-term relationship between the college and its regulating authorities. In fact, the college also **collaborates with the other significant bodies** with similar objectives. We have made ourselves visible on the rehabilitation map of the country.

Concluding Remarks :

Human resource development of in-service or pre service teachers is our aim towards bringing **about change in the lives of children with disabilities**. As a team of qualified and experienced staff, we run extra miles in providing services to the underprivileged unreached sections. We have gone beyond the prescribed duties and have expanded our activities during the last 5 years. We **successfully launched B Ed (special education –**

Learning Disability) in 2016. It is now an aided program with low fees of (approximately) 20,000/ per year.

With limited space and resources, **HACSE** has become a brand in special education. Established 1997 and salary granted in 1999, it received 'Very Good' grading from RCI in 2000. We witnessed **milestone developments** like permanent affiliation by University of Mumbai, long term recognition by Rehabilitation Council of India, inclusion in 2 f 12 B of UGC, becoming the **FIRST INDEPENDENT COLLEGE OF SPECIAL EDUCATION TO FACE NAAC**, and most notably the transition of the special education program from being 1 year to 2 years in 2016.

The journey is more important than actual grade. With no other independent affiliated B Ed – (Special Education) colleges applying for NAAC, we have no role models to follow. **Becoming a role model ourselves is the only way forward.** We sincerely seek **NAAC process to mentor us.** We owe much of our 'structuredness' to NAAC cycle 1. AQAR, IIQA, SSR - the 'A to Z' of NAAC scared us in beginning. But now, a kind of midway, everything is making sense and it gives us all a sense of fulfillment. The process has also brought us all together **binding us as a team.** If this awakening is the purpose of NAAC then we are already on our way! The NAAC team headed by Dr Amit Mishal **awaits the visit and obviously the grade** that will be assigned. This grade will not only tell the OTHERS where we stand today but will also indicate where we started from. Moreover, it will tell US – how to go ahead on a never ending path of quality assurance. **We are ready!**

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.3	<p>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</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p>																																								
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>15</td> <td>11</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>8</td> <td>9</td> <td>7</td> <td>5</td> </tr> </tbody> </table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>38</td> <td>38</td> <td>25</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>38</td> <td>38</td> <td>25</td> <td>6</td> </tr> </tbody> </table> <p>Remark : As per data clarification provided by the HEI, following input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	14	14	15	11	5	2019-20	2018-19	2017-18	2016-17	2015-16	10	8	9	7	5	2019-20	2018-19	2017-18	2016-17	2015-16	38	38	38	25	6	2019-20	2018-19	2017-18	2016-17	2015-16	38	38	38	25	6
2019-20	2018-19	2017-18	2016-17	2015-16																																					
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38	38	38	25	6																																					

1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : As per data clarification provided by the HEI, following input is recommended.</p>																				
2.1.3	<p>Percentage of students enrolled from EWS and Divyangjan categories during last five years</p> <p>2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 952 1046 1086"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>3</td> <td>3</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1167 1046 1301"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the data clarification provided by the HEI, following input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1	0	3	3	6	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	0	3	3	6																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
2.2.4	<p>Student-Mentor ratio for the last completed academic year</p> <p>2.2.4.1. Number of mentors in the Institution</p> <p>Answer before DVV Verification : 6 Answer after DVV Verification: 5</p> <p>Remark : As per data clarification provided by the HEI, the following input is recommended.</p>																				
2.3.2	<p>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</p> <p>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 2018 1046 2089"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16															
2019-20	2018-19	2017-18	2016-17	2015-16																	

6	5	5	6	4
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	4	4	3

Remark : As per data clarification provided by the HEI, following input is recommended.

2.3.3 **Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**

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

Answer before DVV Verification : 15

Answer after DVV Verification: 38

Remark : As per data clarification provided by HEI, the following input is recommended

2.4.10 **Nature of internee engagement during internship consists of**

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Answer before DVV Verification : B. Any 6 or 7 of the above

Answer After DVV Verification: A. Any 8 or more of the above

2.5.2 **Percentage of fulltime teachers with Ph. D. degree during the last five years**

2.5.2.1. **Number of full time teachers in the institution with Ph.D. degree during last five years**

Answer before DVV Verification : 4

Answer after DVV Verification: 3

Remark : As per the clarification received, DVV input is recommended.

2.5.3 **Average teaching experience of full time teachers for the last completed academic year.**

2.5.3.1. **Total number of years of teaching experience of full-time teachers for the last**

completed academic year

Answer before DVV Verification : 72

Answer after DVV Verification: 47

Remark : As per data clarification provided by HEI, following input is recommended.

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years**3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years..**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	2	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	0

Remark : As per data clarification provided by the HEI, following input is recommended.

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
00035	132000	216086	073250	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.35	0.106	0.32	2.93	0

Remark : As per data clarification provided by the HEI, DVV input is recommended, here values in lacs are not accepted by the portal, that's why values are not in lakhs.

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	2	0	0

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	0	0	0	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	6	9	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	1	0	0

Remark : As per data clarification provided by the HEI, the following input is recommended.

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five

years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.36	2.45	1.25	1.71	0.07

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.35	2.45	1.25	1.71	0.41

Remark : As per data clarification provided by the HEI, the following input is recommended.

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.75	0.71	0.92	0.96	0.4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.75	0.70	0.92	0.95	0.4

Remark : As per data clarification provided by the HEI, the following input is recommended.

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12.03	14.7	14.29	14.05	10.71

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8.66	10.43	9.65	10.22	8.09

Remark : As per data clarification provided by the HEI, following input is recommended.

5.1.2	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 8. Hostel 9. Canteen 10. Toilets for girls <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 7 of the above</p>																				
5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident) <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: E. None of the above Remark : HEI has not provided any supporting documents for the claims made, hence the following input is recommended.</p>																				
5.2.1	<p>Percentage of placement of students as teachers/teacher educators</p> <p>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1711 1046 1845"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>9</td> <td>9</td> <td>10</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1924 1046 2058"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>6</td> <td>9</td> <td>10</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	12	9	9	10	0	2019-20	2018-19	2017-18	2016-17	2015-16	11	6	9	10	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
12	9	9	10	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
11	6	9	10	0																	

Remark : As per the clarification received from HEI, based on that only the we have removed the students name whom don't have there offer letters.so DVV input is recommended accordingly.

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

5.3.2.1. Number of sports and cultural events organized at the institution during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	13	13	8	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	3	2	1

Remark : As per the data received from HEI, based on that sports and cultural events organized at the institution only those are considered. so DVV input is recommended accordingly.

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	0	5	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	2	0

Remark : As per data clarification provided by the HEI, the following input is recommended.

6.3.4 Percentage 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

6.3.4.1. Total 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 during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	0	0	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	0	0	0

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the clarification received from HEI, DVV input is recommended.

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office
5. Green landscaping with trees and plants

Answer before DVV Verification : C. Any 3 of the above

Answer After DVV Verification: C. Any 3 of the above

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0.11	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0.10	0	0	0

Remark : As per data clarification provided by the HEI, following input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>22</td> <td>22</td> <td>22</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>22</td> <td>22</td> <td>22</td> <td>10</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	22	22	22	22	10	2019-20	2018-19	2017-18	2016-17	2015-16	32	22	22	22	10
2019-20	2018-19	2017-18	2016-17	2015-16																	
22	22	22	22	10																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
32	22	22	22	10																	
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>9</td> <td>11</td> <td>16</td> <td></td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>9</td> <td>11</td> <td>16</td> <td>1</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	23	9	11	16		2019-20	2018-19	2017-18	2016-17	2015-16	23	9	11	16	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
23	9	11	16																		
2019-20	2018-19	2017-18	2016-17	2015-16																	
23	9	11	16	1																	
2.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>5</td> <td>6</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4</td> <td>4</td> <td>4</td> <td>3</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	6	5	5	6	4	2019-20	2018-19	2017-18	2016-17	2015-16	5	4	4	4	3
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	5	5	6	4																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	4	4	4	3																	
3.1	Total expenditure excluding salary year wise during the last five years (INR in lakhs)..																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12.03	14.70	14.86	14.45	10.72

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
8.66	10.43	9.65	10.22	8.09

NAAC