Yearly Status Report - 2016-2017

Part A	
Data of the Institution	
1. Name of the Institution	**CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION**
Name of the head of the Institution	**Dr. Asmita B Huddar**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**02225531041**
Mobile no.	**9819265464**
Registered Email	**hac_ccym@yahoo.co.in**
Alternate Email	**principal.hacse@gmail.com**
Address	**Hashu Advani College of Special Education, 64-65 , Collector's colony, Chembur**
City/Town	**MUMBAI**
State/UT	**Maharashtra**

Pincode	**400074**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**Self financed and grant-in-aid**
Name of the IQAC co-ordinator/Director	**Ms. Sandhya Pagare**
Phone no/Alternate Phone no.	**02225530451**
Mobile no.	**9167226370**
Registered Email	**principal.hacse@gmail.com**
Alternate Email	**hacselibrary2011@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://www.hashuadvanismarak.org/pdf/ar-2015-2016.pdf

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://www.hashuadvanismarak.org/pdf/calendar-schedule-2016-2017.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**B**	**2.26**	**2016**	**29-Mar-2016**	**28-Mar-2021**

6. Date of Establishment of IQAC	**03-Sep-2016**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture

Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Organsation of Second Alumni Meet	25-Dec-2016 1	38
Review for library processes	12-Dec-2016 1	35
Development of Format and SOP for faculty evaluation for students	07-Apr-2017 7	27
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	2016 0	0
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9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	**3**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

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

• A presentation by the principal was made on role of IQAC and how HACSE can go about drawing the best from the system. • Personality Development Workshop was organized on 25/12/2016 for all staff, students and alumni (50). • Subject Seminar on Building College Environment was organized on 28/12/2016 for all staff, students and alumni (25). • Workshop on Personal Branding workshop was organized on 6/4/2017 for all staff, students and alumni (20). • The procedure to access Lila Lall Scholarship Scheme for B.Ed students was initiated and scholarship was obtained.

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Need was identified to organize a personality assessment workshop where staff can get opportunities to explore oneself to ushering the changes.	Objectives of the program were discussed and finalized in a meeting. A workshop on Personality/ behavioural Assessment of the staff has been successfully completed. It has been completed in two phases- for English speaking group- Group 1 and non English speaking group- Group 2
A meeting for Low enrolment and how to deal with it.	Developed PPT for awareness and list of colleges to be approached with a plan who would take up which area. All faculties visited 5 to 6 different colleges, distributed posters and approached candidates at personal level for the awareness drive.
Identifying Scholarship for students from non-reserved category.	Standard invite letter and parameters of selecting candidate was developed. Donor named Ripujit Lall was approached. Scholarship obtained on 26/1/2017.
Fund raising strategies to be discussed for supporting CAAI and Adhikar.	Adhikar details posted on 'KITTO' online fund raising website with appeal for funding. Funds were received from Chembur Mahila Samaj for Adhikar training program.
Informing management about IQAC and requesting their involvement in LMC meetings.	CCYM members were informed about IQAC and its role.
It is decided that 3 IQAC meeting per year would be held.	Umbrella Template for meetings developed and shared. Template for IQAC minutes / review / agenda was developed
Development of template for module distribution	Template was ready, reviewed and locked.
A meeting was held for assessing current processes and improving it though systemic changes: It was decided to develop bilingual academic templates either common or separate for HI and LD	Templates developed for school observation, visit, selecting elective topic
CRE on Literacy skills was approved and planned.Proposal sent to RCI	CRE on Literacy skills was conducted on 25/1/2017

14. Whether AQAR was placed before statutory body ?	No

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2017
Date of Submission	11-Jan-2017
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	? HACSE does not have its MIS currently, however, it has partial management information system. Institution is well linked with the MIS system of regulatory authorities such as government of India, Government of Maharashtra, University of Mumbai, Social Welfare department, etc. ? To fulfil various administrative protocols such as information of students is sent to AISHE . ? Antiragging undertaking is completed by all the students through MIS linked with UGC. ? Scholarship application and distribution is done through MIS linked to social welfare department. ? Enrollment, eligibility, exam related work such as submission of examination form, issuing hall tickets, reporting attendance and malpractices during examination, submission of internal assessment marks, all these tasks are done through MIS linked to UOM. ? The College is also part of MIS system of ARA (admission Regulating Authority) of Government of Maharashtra which is accountable for reviewing student profiles to approve admission (B.Ed.). Our library is also equipped with OPAC, a form of MIS.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

For effective curriculum delivery CCYM'S HACSE had undertaken the following initiative in this period of time: 1. Academic staff meetings for workload distribution: The syllabus is revised and upgraded at the University level.

HACSE has the mechanism for effective documentation and delivery of the syllabus. At the commencement of the academic year 2016-17, staff meeting was organized by the principal of HACSE. The main purpose of this faculty-meeting was work-load distribution related to B.Ed syllabus. All the faculty referred to the content of the B.Ed syllabus and the B.Ed (HI) and B.Ed (LD) program coordinators discussed the total number of courses, internship details and practical tasks with the remaining faculties. Depending upon each faculty's personal time table, competence and specialization the curriculum tasks were distributed among all the faculties. This meeting also determined the number of units from the B.Ed syllabus to be covered by the visiting or guest faculties. Accordingly, the list of visiting faculties was prepared in this meeting. The names of the faculties who were supposed to deliver particular units were written on the syllabus copy for the purpose of documentation. 2. Academic calendar of activities: Curriculum delivery at HACSE involves two types of activities. Curricular as well as co-curricular activities. After the workload distribution of syllabus the next step was preparation of academic calendar of activities. The calendar of activities is a schedule which contains dates, curricular and co-curricular activities planned for the students in that semester. Thus, in a year, two academic calendars were prepared corresponding to the two semesters. Separate calendar of activities were prepared for B.Ed Special Education LD and B.Ed (HI) programs. It contained activities that took place in the college in that particular semester. The dates, venues, and names of the activity owners were mentioned in it. The activities included practical tasks, visits, workshops, seminars, lectures, celebrations, list of holidays, internship placements, and such activities which students had to do as a part of their curriculum. 3. Evaluation of staff by students: In order to maintain the quality of teaching, the principal of HACSE had developed a checklist for assessing the performance of faculties. The checklist was filled by all the students. A separate checklist was prepared for assessing each faculty's teaching performance. Thus, the feedback forms for each faculty's performance were obtained from all the students. The principal reviewed the feedback forms of each faculty. Following this assessment, a meeting was held wherein the principal of the college shared the strengths and weaknesses of each faculty in general. Specific points for improvement were discussed with each faculty separately. Suggestions were also provided for improvement. 4. Alumni feedback taken. HACSE had organized alumni meet. During this meet the alumni were asked to provide their feedback about the faculty, teaching practices, efforts towards placements, connectivity of college staff and such other aspects. The feedback received was documented and analysed. The points for improvement were shared with the faculty of HACSE for improvement.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
NIL	NIL	01/06/2016	0	NIL	NIL

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEdSplEd	LEARNING DISABILITY(TWO YEAR-COURSE CODE-0479)	30/07/2016
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEdSplEd	HEARING IMPAIRMENT	06/07/2016
BEdSplEd	LEARNING DISABILITY	30/07/2016

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
NIL	01/06/2016	0
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEdSplEd	Hearing Disabilty	23
BEdSplEd	Learning Disability	4
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	No
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

At HACSE feedback is collected on all aspects of curriculum and courses. Periodical informal analysis is done by all staff together. Feed backs are collected from students, teachers and employers. 1. Feedback from the students: At the end of every semester, students were asked to fill up the feedback forms about teaching performance of each faculty. The performance of faculties was measured on different parameters like, coverage of portion, variety in teaching methods, scope for student-involvement, amount of group activities, delivery of notes or study material, preparation before the lecture, interaction during the session, assessment before and after the teaching session, out of classroom interaction, use of ICT in teaching, use of bi-lingual medium of instruction while teaching, use of innovative assessment methods, etc. The feedback forms of each faculty were reviewed by the principal. The principal arranged individual face-to-face meetings with the faculty to provide suggestions about points of improvement and highlight the positive aspects of the session. The principal also provided suggestions about use of innovative methods of teaching, assessment, and more innovative ways of interacting with students. 2. Feedback from the teachers: Practice teaching in schools is an important

practical activity at HACSE. The B.Ed students are placed in different special and inclusive schools for delivering lessons. The faculty from HACSE worked as lesson supervisors. They helped the B.Ed students in lesson planning and generating innovative ideas about making teaching learning material. Marks for lesson plan were provided by lesson supervisors from HACSE. However, the performance of the B.Ed students while actual classroom teaching in schools was assessed by the school teachers. They had to write their opinion about the performance of B.Ed students in terms of 'points or suggestions for improvement' and 'comments'. Each activity from the lesson execution like introduction of the topic, explanation, recap, evaluation, homework etc were assessed and marked by the school teachers. They provide their feedback in written form on the lesson plan format. The suggestions and comments provided by the school teachers were discussed with the B.Ed students at HACSE by the college supervisors. This led to improved performance of students in the following lessons. 3. Feedback from the employers: At HACSE, the alumni are considered to be the brand ambassadors of HACSE. Hence, special emphasis is given on the maintaining the quality of their teaching skills even after they pass out B.Ed program and start working as professional teachers. This quality in their performance is ensured by obtaining the feedback from the employers. The employers are asked to assess the performance of the alumni on several parameters like punctuality, teaching skills like explanation, use of teaching methods, innovative assessment practices, use of optimum communication option with the deaf students, proficiency in sign language, etc. The feedback collected from the employers is shared with the alumni during meetings. General feedback and points of improvement are shared with all the alumni. However individual points of improvement are discussed individually with each alumni by the college faculty and the principal.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEdSplEd	Learning Disability	25	5	4
BEdSplEd	Hearing Impairment	20	12	8
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2016	12	0	6	0	0

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using	ICT Tools and resources	Number of ICT enabled	Numberof smart classrooms	E-resources and techniques used

	ICT (LMS, e-Resources)	available	Classrooms		
6	6	6	2	0	6

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

At HACSE, SOP for mentoring has evolved well. It is implemented in groups as well as individually. The course coordinator of first year prepared the mentoring list based on the roll numbers. Each faculty was supposed to mentor around 2 to 5 students depending upon the student-strength. There was a slot in the time table for mentoring for both the years. Every mentor had a mentoring format. Mentoring services were offered when students faced following four types of issues: 1. Academic issues: The mentors solved the academic issues faced by the students. It involved wide range of issues 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. 2. Personal issues: There are issues from the personal life of students which interfered with their studies like financial hardships, stress at home, court cases, domestic violence etc. These issues were handled by the faculty not compromising the dignity of the students and ensuring the confidentiality. When the issue was out of the reach and competency of the faculty, that issue was referred to the full time counsellor in the campus for further guidance and counselling. 3. Vocational issues: After completing B.Ed program students faced challenges in seeking good jobs. This area involved mentoring students regarding issues related to skill-development and job-proficiency. Generally, the faculties guided the students regarding vocational issues, intimated students about the available jobs, encouraged 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 faced several challenges dealing with the university system like: getting eligibility, getting unique learner code, filling up online exam form, selection of optional courses, reviewing eligibility for grace mark, deciding whether to go for re-evaluation or not, getting errors in mark-list corrected, getting duplicate certificates, availing online scholarships etc. Mentors supported students during these problems. Mentoring of college staff by the Principal: The college principal worked as the mentor for resolving issues faced by the staff members. The principal as the mentor addressed financial issues, interpersonal issues, salary-related issues, issues related to temporary staff and their employment, academic issues of the faculty. For faculty development, the principal encouraged them to pursue Ph.D. program, undertake minor and major research projects attend workshops or academic activities. The principal had a format for addressing these issues. Need-based individual meetings or group discussions were organized to resolve these issues. The matters beyond the purview of the principal were referred to the college management for further action.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
27	6	1:4

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
3	3	0	2	2

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2016	NIL	Assistant Professor	NIL
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEdSplEd	4E00311	I	23/01/2017	20/03/2017
BEdSplEd	4E00313	III	28/12/2016	21/03/2017
BEdSplEd	4E00611	I	23/01/2017	30/03/2017
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

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 weight-age for internal-external evaluation is 20 (15 marks) and 80 (60 marks) respectively. Continuous internal evaluation was conducted by HACSE while the external evaluation was conducted by Mumbai University. ? As per the B.Ed syllabus, minimum 50 is required to 'pass' in the IA. Hence, minimum 8 marks were needed in the 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. ? Three class-tests and two notional hours tasks were 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 calendar 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. ? 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 sign on the IA mark-sheet.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

• The course coordinators at HACSE prepared 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 was presented semester-wise at HACSE. Hence, it was called as calendar of activities. It was 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. 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 were 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. 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 did 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 got

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

http://www.hashuadvanismarak.org/plo-clo-for-hi.html

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
4E00314	BEdSplEd	HEARING IMPAIRMENT	16	16	100

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

http://www.hashuadvanismarak.org/pdf/Compiled-SSS-docs-2017.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	0	NIL	0	0
InternationalProjects	0	NIL	0	0
Students Research Projects (Other than compulsory by the University)	0	NIL	0	0
Projects sponsored by the University	0	NIL	0	0
Industry sponsored Projects	0	NIL	0	0
Interdisciplinary Projects	0	NIL	0	0
Minor Projects	0	NIL	0	0
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
World deaf day celebrations	NA	28/09/2016
Workshop on 'Understanding Internship' F2/F3 for 32 teachers from regular amp special schools. (Various special and inclusive schools)	NA	20/12/2016
Alumni meet(Various schools)	NA	25/12/2016
Subject Seminar on Building College Environment (RTT)	NA	28/12/2016
Workshop on Music therapy (Shruti School)	NA	01/02/2017
Workshop on awareness about sexual harassment (Mumbai university)	NA	13/04/2017

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
DIVYANG YOGI by Government of Maharashtra.puraskar by the social welfare department - relentless service to the children with disabilities	Shri Amar Asrani(Director)	Social Welfare Department -Government of Maharashtra	21/02/2017	Institution -CCYM

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
NA	NA	NA	NA	NA	01/06/2016

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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
NA	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	NA	3	0
International	NA	0	0
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
NA	6
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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
'Mathematical Concepts of Children With and Without Hearing Loss'	Ms.Kasturi Kulkarni	Disabilities and Impairments ISSN 0970 356X Vol 30 (2),	2016	0	Assistant Professor, CCYM'S HACSE	0
Parent Empowerment in Early Intervention Programmes of children with hearing loss	Ms. Kasturi Kulkarni (First author) Dr. Varsha Gathoo (Second author)	Journal of Disability, CBR Inclusive Development Doi10.5463/DCID.v28i2.550	2017	0	Ph.D Scholar, Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan) AYJNISHD (D)	1
Sign Language and inclusion: Complimentary or Contradictory	Dr. Asmita Huddar	Journal of Rehabilitation Council of India 2229-5143	2017	0	Principal, CCYM'S HACSE	0
Communication opportunities : Challenges and pre-co	Dr. Asmita Huddar	Impact of hearing loss on development and	2017	0	Principal, CCYM'S HACSE	0

nditions of oral and manual choices.		secondary prevention (unpublished) organization: ISLRTC under project DEAF _NP				
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Parent Empowerment in Early Intervention Programmes of children with hearing loss	Ms.Kasturi Kulkarni	Journal of Disability , CBR Inclusive Development	2017	1	1	Ph.D Scholar, Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan) AYJNISHD (D)
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	0	2	2	9
Presented papers	0	1	0	1
Resource persons	0	2	2	5
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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
CAAI placement and observation	In House- HACSE	1	23
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	0
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Walkathon	Chembur Colony Yuvak Mandal	Walkathon for senior citizens	4	12
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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Faculty exchange With Pillai College of Education and Research,Chembur	5	0	1
Faculty exchange With Suvidya college of Special Education	6	0	6
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Project work	Sensitization training for inclusion	Xaviers Resource Centre for the Visually Challenged,St Xavier's College, 5 Mahapalika Marg, Mumbai 400001 Tel: 91 22 22623298 /22626329	01/03/2017	01/03/2017	33
Field engagement Inclusive school	Field engagement	Vanita Vikas Vidyalaya, plot no 279, Pant Nagar,	25/12/2016	09/03/2017	2

		Ghatkopar East, Mumbai			
Field engagement Inclusive school	Field engagement	Dyanprakash Vidyalaya, Bhatwadi, Ghatkopar Ramchandra B Kadam Marg, Bhatwadi, Barve Nagar, Ghatkopar West, Mumbai, Maharashtra 400084	25/12/2016	09/03/2017	2
Field engagement Spl School (single disability)	Field engagement	CSED, 3rd Floor, Municipal School Building, Opposite YMCA Swimming Pool, Farook S. Umarbhoy Path, Agripada, Mumbai, Maharashtra 400011 Ph- 022 2308 7798	26/09/2016	07/10/2016	2
Field engagement Spl School (single disability)	Field engagement	Save the children school, SF9, G Block, adjacent to American School of Bombay, Bandra Kurla Complex, Bandra East, Mumbai, Maharashtra 400098 Ph- 022 2652 0601	26/09/2016	07/10/2016	2
Field engagement Spl School (single disability)	Field engagement	ETC center for disability, Vashi Village, Sector-31, Vashi, Navi Mumbai,	26/09/2016	07/10/2016	5

		Maharashtra 400703 Ph- 022 2781 2972			
Field engagement Spl School (single disability)	Field engagement	Kamalini Karnabadhir Highschool, Matoshree Jijamata Marg, Rajlaxman Society, Daulat Nagar, Thane East, Thane, Maharashtra 400603 Ph- 022 2532 0530	26/09/2016	07/10/2016	1
Field engagement Spl School (single disability)	Field engagement	Vikas Vidyalalay, C/1, V S Agashe Marg, Anmol Co- Operative Housing Society, Dadar West, Dadar, Mumbai, Maharashtra 400028 Ph-24229987	26/09/2016	07/10/2016	2
Field engagement Spl School (single disability)	Field engagement	Kamla Dharamshee Nurse Shruti school for the deaf, DBJ Marg, Sainath Nagar, JVPD Scheme, Juhu, Mumbai, Maharashtra 400049 Ph- 022 2628 4840	26/09/2016	07/10/2016	2
Field engagement Spl School (single disability)	Field engagement	Pragati Vidyalaya, 773, Mtnl Marg, Dadar West, Mumbai - 400028, Opposite Telephone	26/09/2016	07/10/2016	2

		Exchange Portuguese Church Lane , Bhantewadi Phone-24224348				

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Gateway School	08/08/2016	Observation practice teaching lesson	5

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
0.4	1.71

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing
Classrooms with LCD facilities	Existing
Campus Area	Existing
Class rooms	Existing
Laboratories	Newly Added
Seminar Halls	Existing

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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
E-granthalaya	Partially	3.0	2013

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total

Text Books	109	17555	12	893	121	18448
Reference Books	113	15469	8	44135	121	59604
e-Books	0	0	0	0	0	0
Journals	9	668267	2	15311	11	683578
e-Journals	0	0	0	0	0	0
Digital Database	0	0	0	0	0	0
CD & Video	160	12290	15	13340	175	25630
Library Automation	1	5000	0	5000	1	10000
Weeding (hard & soft)	73	711	0	0	73	711
Others(spe cify)	0	0	0	0	0	0

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NIL	NIL	NIL	01/06/2016

No file uploaded.

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	7	0	7	0	0	1	0	8	0
Added	0	1	0	0	0	0	0	0	0
Total	7	1	7	0	0	1	0	8	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

8 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NIL	[no link as no content developed](#)

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on	Expenditure incurred on	Assigned budget on	Expenditure incurredon

academic facilities	maintenance of academic facilities	physical facilities	maintenance of physical facilites
15.07	12.33	0.4	1.71

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

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

http://www.hashuadvanismarak.org/pdf/code-of-conduct-staff.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	NIL	0	0
Financial Support from Other Sources			
a) National	NIL	0	0
b)International	NIL	0	0
No file uploaded.			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Community Day Celebration	26/11/2016	4	Maharashtra Dyslexia Association
Visit to Water Park for Facilitating Professional Bonding	23/12/2017	27	LD Resort
Skill Development Workshop on Dramatics	15/04/2017	16	Bhavisha Teacher
English Proficiency Development sessions	01/06/2016	11	Vivekanand Education Society's College of Arts, Science and Commerce
Workshop on Indian Sign Language	07/06/2016	16	Ishara foundation
Yoga - Weekly One hour Yoga for Students and	07/06/2016	16	Rujuta Teacher , RTT School, Chembur

faculty					
Post exam camp	29/05/2016		16		HACSE

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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2016	NIL	0	0	0	0

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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
NIL	0	0	NIL	0	0

No file uploaded.

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

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2016	0	NIL	NIL	NIL	NIL

No file uploaded.

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	0
SET	0
SLET	0
GATE	0
GMAT	0
CAT	0
GRE	0
TOFEL	0

Civil Services	0
Any Other	0

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

Activity	Level	Number of Participants
Marathi Bhasha Week and Saransh Lekhan Competition in February 2017	Institutional	27
Annual Day celebrations	Institutional	27
Republic Day celebration	Institutional	27
Co-organized HACSE Alumni Meet and LG madam's Farewell Party	Institutional	27
World disability day celebrations	Institutional	27
Organised Dassera celebrations	Institutional	27
Welcome Party by S.Y (HI) to F.Y (HI and LD)	Institutional	27
World Deaf Day Celebration in RTT	Institutional	16
Hindi Rajyabhasha Divas and Traditional day celebration and 'Jaisa Desh Waisa Bhes' competition for S.Y.B.Ed. student trainees of HACSE	Institutional	16
Organized the celebration of Teacher's Day on occasion of the birth anniversary of Dr. Sarvepalli Radhakrishnan	Institutional	16

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2017	NIL	National	0	0	0	NIL
2016	NIL	International	0	0	0	NIL

No file uploaded.

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

In the year 2016-17, student council did not exist at HACSE. However, students from the first year and second year B.Ed HI and B.Ed LD programs were appointed as members of several committees of HACSE. They acted as representatives of students in these committees of college. They worked as a liaison between the students and the staff members of the college. The following information represents the details of the committees which had representation of B.Ed students. Sabila Bijlee - Internal complaint committee (ICC) - 1/1/17-31/12/18- Student Representative Nilakanti Athangale - Internal Quality Assurance Cell (IQAC) - 1/1/15-31/12/17 - Student Representative Snehal Kulkarni - Library Committee - 1/1/17-31/12/19 - Student Representative Pallavi Deolkar- FY.HI – 2017 - Class Representative Aparna Vyavaharkar - FY.LD – 2017- Class Representative

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

299

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

NIL

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

HACSE recognizes the abilities of its faculty and believes in decentralization of tasks. Participative management too is the core of our team work. Two practices highlighted during the year 16-17 were dynamic leadership and rotation of tasks. DYNAMIC LEADERSHIP: As per the oraganogram of the college functioning, each of the team understands the roles and responsibilities in context of roles and responsibilities of others. Although there is a set hierarchy of the staff which is maintained in a structured way, the leadership is passed down to the process owner. All are expected to forget about the original hierarchy while taking up duties related to that particular activity. The process owner automatically takes the role of a leader and he / she is given the freedom to make decisions within the framework and scope of the activity. For example, the schedule of all major events in set in the beginning. That time itself the process owner is decided. In fact ownership is decided first and then the date is set as per the workload of the process owner. From that point onwards the process owner is the leader of the activity. He / she holds meeting, takes decision, assigns work, takes review, manages implementation of the activity, submits report and holds post event meeting. At the time of such execution the hierarchy of designation is kept aside. ROTATION OF TASKS: In any organization there are a few tasks / activities which are to be conducted every year. That could be program coordinator or process owners of the events. This could also mean being members of committees. At HACSE, these activities are scheduled and planned in the end of the semester for the semester ahead. At the end of the semester itself all are aware of their roles in various events / committees / processes. While planning this, it is always

ensured that tasks and events are assigned in rotation. This basically to let all experience the verity of work. Also there are activities and process which are popular or known to be easier. When tasks are rotated, all get to work on all types of work. The biggest benefit of such system is all get basic understanding of all processes and there is a sense of healthy competition in terms of doing it better than earlier year. This help raise the graph of the quality in a very healthy way. For example, Adhikar – family empowerment program, Arushi – publication of newsletter, Arambha – disability orientation, Anubhooti – state level conference are our highlight activity. All have experienced being process owner of all these on rotation. This creates a balanced professional atmosphere in the college.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Examination and Evaluation	? Semester end examinations are conducted by University of Mumbai. Online processes are used to fill up students' Exam form, submit internal assessment (IA) marks, and declaration of results. ? College submits IA. IA is transparent and students are allowed to discuss the given score. All answer papers are shared with all students. Students are expected to sign their IA before the same is sent to university. This is part of the IA system developed by college. ? Innovative techniques were used for internal assessment like surprise test, paired submission, open book test, collaborative assessment etc
Teaching and Learning	? Use of smart TV, internet and audio-video support as a part of ICT based teaching. ? A template was developed by IQAC for faculty-evaluation by students to ensure the quality of teaching. ? Mentoring system has been established and mentioned in daily time-table of students to provide additional support for learning problems. ? Apart from the regular faculty, visiting lecturers having variety of expertise and specialization in respective topics are invited to deliver content. ? Visits to more centers than prescribed in syllabus for additional exposure. ? Educational tour for experienced based learning. ? Watching movie on educational subject followed by discussion (project based course).
Curriculum Development	• Rehabilitation Council of India (RCI) prepared the master syllabus of B.Ed special education courses. The same was

	then adopted by University of Mumbai to suit local needs. • Changes in the syllabus include, introduction of Project mode courses grouped as 'D' courses, introduced from the year 2016. • A Committee was established by Board of Special Education(BOS) – (Ad hoc). Dr. Gayatri Sirur, Associate Professor, from CCYM'S HACSE was involved in the committee for modifying the courses D17,D18 and D19 which are now in the project mode.
Research and Development	? Faculty make presentations for students when they have publications. ? Students are encouraged to consume research through journals available in library. ? As part of D 19 course each one of them are taught to write a research proposal and develop research tool. ? Faculty involved in publications (Arushi newletter).
Library, ICT and Physical Infrastructure / Instrumentation	? Library has E-Granthalaya the library automation software. ? The library has a precious reading room with the CCTV ? Quick Heal – antivirus software has been installed in all PCs and systems. ? HACSE is well equipped with physical and academic facilities, like LCD projector, Internet connection, printer, multipurpose hall, seminar halls, auditorium, gym and yoga centre, etc. ? Well maintained and updated College website.
Human Resource Management	? Visiting Faculty register was maintained. ? Increase in remuneration of the visiting faculty. ? Faculty appointment for LD. ? CAS on time for current faculty and librarian. ? Time bound promotion for non teaching staff. ? Regular staff meetings for administration and accounts. ? In house training on GST / accounts / tally. ? Teaching and non teaching staff encouraged to attend courses organized by other colleges.
Industry Interaction / Collaboration	? For giving additional exposure to other disabilities, B.Ed students from HACSE visit different institutions in the field of disability rehabilitation. They are placed in different types of schools (special schools, mainstream schools and special schools of cross disability) for lesson observation and lesson-execution. Memorandum Of Understanding were signed with organizations for the purpose of

	collaboration and advanced academic input to B.Ed students. ? Feedback were collected from organizations and employers regarding quality of teaching of B.Ed students to maintain good quality. ? Templates were developed for reflective learning. They provided scope to the students to reflect upon their learning.
Admission of Students	? Students are admitted to B.Ed special education course through Online Common Entrance Test CET) organized by Government of Maharashtra. Students seek admission at HACSE from all the 3 rounds as per their merit. During the spot round, un-admitted students can directly seek admission to HACSE. Rules regarding category (open, reserved or PWD) are strictly adhered to while admitting students at HACSE. ? HACSE organizes Free CET camp for perspective B.Ed students. ? Awareness campaign for special education as career option are organized by college faculty at different colleges. ? Database is maintained every year for better enrollment in following years.

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

E-governace area	Details
Planning and Development	? Weekly Tine-Tables, school placement schedules, are e mailed and soft copies are shared with students and faculty and school authorities of schools. ? Correspondence with visiting faculty, schools, centers, etc are done through e mail and utmost care is taken to avoid hard print. ? Workload distribution is documented in a master soft copy and is shared by all.
Administration	? All circulars are e circulars from management, from principal office to faculty, from program coordinator to students. ? Folders are created for all master documents subject wise. Scanned copies of all important documents are preserved in these folders. These documents are also preserved in mail inbox of concerned staff in appropriate folders. ? Folders in hard disk and in mail box have same names for easy access. All staff and faculty use same names to preserve documents.
Finance and Accounts	? Tally software is used for accounts. It is linked with all the activities of of the management. Accounts team from

	all activities work in coordination. The PCs are linked with each others as Multi user with LAN. This helped consolidated accounting. 6 monthly internal audit is carried out systematically since management members are from the field of banking and CA ? Neft is used for payments and collection of workshop fees ? Online banking is used by CCYM.
Student Admission and Support	ADMISSION are ONLINE Online DOCUMENT VERIGFICATION of students is done by ARA Merit list for admission is generated online for the spot round College registration for CET at Govt of Mahashtra is online Doubts of the candidates related to documents and process are responded through mail Eligibility procedure at university is online Enrollment procedure is online and students are provided support by the college to complete the procedure ADMISSION are ONLINE Online DOCUMENT VERIGFICATION of students is done by ARA Merit list for admission is generated online for the spot round College registration for CET at Govt of Mahashtra is online Doubts of the candidates related to documents and process are responded through mail Eligibility procedure at university is online Enrollment procedure is online and students are provided support by the college to complete the procedure
Examination	Processes like exam Form filling , hall ticket generation, attendance at the time of examination are online processes. Result are announced on university website including Re-evaluation result

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2016	Dr.Asmita Huddar	Rishi Dayaram College	HACSE	500
2016	Ms.Nisha Kutty	Indian Federation of Neurorehabilitation	HACSE	500
2016	Dr.Asmita	UGC Staff	HACSE	1000

2016	Ms.Shahida Moagar	Indian Federation of N eurorehabilitat ion	HACSE	500
2016	Ms.Sandhya Pagare	Guru Nanak College	HACSE	1500
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2016	Workshop on Persona lity Devel opment by Dr Guha	Workshop on Persona lity Devel opment by Dr Guha	25/12/2016	25/12/2016	5	3
2016	Subject seminar on Building College En vironment	Subject seminar on Building College En vironment	28/12/2016	28/12/2016	5	3
2016	Workshop on ISL Skill deve lopment	Workshop on ISL Skill deve lopment	30/12/2016	30/12/2016	5	3
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
5th Annual Conference of Indian Federation of Neuro Rehabilitation	2	31/03/2017	31/03/2017	1
CME by Sion Hospital	1	29/04/2017	29/04/2017	1
Research Methodology workshop by ICSSR	2	30/06/2016	01/07/2016	2

5th Annual Symposium on the theme of 'Technology innovations for Inclusion'	1	18/02/2017	18/02/2017	1
Short term course on 'Learner Dynamics' at HRDC of Mumbai University.	1	07/11/2016	12/11/2016	6
Seminar on Education for all, Meeting the needs of diverse learners' at AYJNISHD (D).	1	12/07/2016	13/07/2016	2
Workshop on Cochlear Implant Education Program by Save the Children India	1	07/01/2017	07/01/2017	1
CRE Program on Revisiting Early Literacy	1	24/01/2017	25/01/2017	2
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	2	0	1

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
1. New India Assurance Company Lmtd Policy for personal Accident .Sum Assured -Rs.1,00,000/- 2. SGSP (State Government Salary Package) linked Insurance Scheme of Government of Maharashtra.	New India Assurance Company Lmtd Policy for personal Accident .Sum Assured -Rs.50,000/-	NIL

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

? Institution conducts internal and external financial audits regularly ? Tally software is used for accounts. It is linked with all the activities of activities of the management ? Accounts team from all activities work in

coordination. The PCs are linked with each-other as Multi-user with LAN. This helped consolidated accounting. ? Tally's latest version is used. ? 6 monthly internal audit is carried out systematically since management members are from the banking field and CA.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
1. Philantropist Dr.Rekha Khatri (Given to CCYM) 2. Rotary Club of Deonar (Given to CCYM), 3. CCYM, 4. CCYM	1191600	1.Adhikar Parent Training Program , 2. Arambha Disability Orientation Program , 3. B.Ed (HI)- for non salary expenditure , 4.B Ed (LD)for non salary expenditure
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6.4.3 – Total corpus fund generated

1086600

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	NIL	No	NIL
Administrative	No	NIL	No	NIL

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NIL

6.5.3 – Development programmes for support staff (at least three)

Mr.Amol Salvi (Clerk) and Mr.Dattaram Warve (Peon) were given opportunity and hands on training for musical composition which was used for preparing National Anthem for Indian Sign Language .

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

1.Conducting regular meetings of IQAC (thrice a year) on regular basis every academic year with the three focus areas identified:(Event organization for quality exposure, Developing SOPs and templates, Quality practices for better service delivery). Also IQAC reviewed the CAS related API Scores on regular basis. 2.Second Alumni Meet 3. Templates were made ready ,locked them for Development of template for module distribution 4. Review for library processes was invited and Modified library norms, template of admission was developed, New system of deposit, Membership to RTT teachers was introduced

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2016	Umbrella template for meetings is developed and shared. Template was prepared for IQAC minutes, review, agenda was prepared.	03/09/2016	03/09/2016	07/04/2017	6
2017	Review of library processes	01/01/2017	03/09/2016	12/12/2017	3
2016	Second AAHA meet was conducted.	03/09/2016	25/12/2016	25/12/2016	306
2017	Development of template for module distribution	03/09/2016	02/01/2017	02/01/2017	6
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
NIL	01/06/2016	01/06/2016	0	0

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
NIL

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0
Provision for lift	Yes	0
Ramp/Rails	Yes	0
Braille Software/facilities	No	0
Rest Rooms	No	0
Scribes for examination	Yes	0

Special skill development for differently abled students	No	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2016	1	1	01/07/2016	15	Remedial Sessions	Inclusive Education	2
2016	1	1	01/07/2016	1	Modified college work working hours due to construction of monorail	Attendance due to Situatedness	34
2017	1	1	04/01/2017	30	Awareness campaign for career options(phone calls newspaper pamphlets)	Highlighting the Situatedness for better enrolment	500
2016	1	1	01/06/2016	1	CAAI	Early Intervention	18
2017	1	1	07/01/2017	1	English Proficiency sessions	Developing English communication skills	25
2016	1	1	21/11/2016	1	Cleanliness Drive	Supporting Swach Bharat Abhiyan	21
2016	1	1	01/09/2016	1	Adhikar	Family Empowerment Certificate Programme for Parents in Chembur	35
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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
NIL	03/12/2016	NIL

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Walkathon	26/02/2017	26/02/2017	35
World Disability Day	03/12/2016	03/12/2016	33
Independence Day	15/08/2016	15/08/2016	23
Gandhi Jayanti	02/10/2016	02/10/2016	23
Maharashtra Day	01/05/2017	01/05/2017	34
Annual Day	26/02/2017	26/02/2017	35

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

1. Tree plantation in campus 2. Healthy food in canteen 3. Provision for Rain water harvesting 4. Compost pit 5. Segregation of dry and wet waste

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICES AT CCYM'S HACSE FROM ACADEMIC YEARS 2015-2016 COLLABORATIVE TEACHING LEARNING PRACTICES - PRELOGUE: Our college has always tried to go beyond what has been prescribed by the regulatory authorities. To do more, to impact more and to look for missing links. Therefore it was rather difficult for us to select and present just 2 best practices from the competing 10-12 choices. We held a survey for students asking them what they like most about the activities and which they think is out of box practice. Faculty too brainstorm over it and here we present 2 practices which truly reflect our mission and our ways of looking at things. It is not out of place to mention that Adhikar is unique in the sense, no other B Ed college offers the same. Collaborative practices are here t stay in the field of special education and we believe we paved the path. BEST PRACTICE (ONE) ? Title of the Practice : Collaborative teaching learning practices ? Objectives of the practice : Collaborative lectures are expected to: • Offer the variety of learning environment to the students which is the key to success, • Give opportunity to get specialized academic inputs from experts/faculty of various institutes. Students from all colleges involved get the exposure from the best expert available. • Create healthy networking among students who are future rehab professionals • Facilitate healthy networking among faculty • Lead to increased quality of teaching since external students would be attending the lectures and hence it gives opportunity to the teachers to prepare more and present better. ? The Context: B Ed Special Education is a branch which requires inputs from many different disciplines. In all the four semesters, the theory part requires B Ed students to learn subjects like Psychology, Audiology, Speech therapy, Physiotherapy, Home science, Statistics, Performing arts, General Education. First semester provides students cross disability exposure and they have to learn topics related to different disability specializations such as visual impairment, hearing impairment, Learning disability, Autism spectrum Disorders ,Intellectual disability . After reviewing the B Ed syllabus the year it was introduced, CCYM's HACSE felt the need of having best academic collaborations for not only HACSE students but also for all the students belonging to different special education B Ed colleges. ? The practice : • Collaborative teaching learning experiences for students of four B Ed (Special Education

colleges) in Mumbai . • This collaborative teaching learning practice initiated by HACSE has now become a routine practice For all the cross disability topics in Sem I, B Ed students get exposure to classroom teaching via observation of demonstration lessons under the respective experts, who have immense work experience in a particular disability. • For Sem III and Sem IV students combined lectures are especially organized for project based subjects. • Routinely certain modules are shared among colleges in following way: i. Barter system: a module is exchanged for module without financial implications ii. Share the cost of invited visiting faculty iii. Holding combined subject seminars for example in topics like development of IEP or development of low cost TLM iv. Faculty exchange with Pillai college of Education and Narayana Guru College ? Evidence of Success: • B Ed students of all 4 colleges get knowledge in nonthreatening environment, strengthening professional networking as against competitive environment. • They are exposed to internal faculty of all colleges - drawing best of the human resource, for example HACSE is the only college among these four colleges which has a fulltime Audiologist and speech therapist so what is hearing loss is taught to all thestudents of all colleges by her. • Student -teachers have WhatsApp group, share exam updates, share learning resources and approach any faculty for doubts. • These are future teachers and they better be holding each other's hands. HACSE may humbly take the credit for flagging off this journey. ? Problems encountered and resources required: Currently all the four colleges follow this practice of collaborative teaching. However the major issue which is causing inconvenience for some students was commuting as travelling long distance was always a challenge for students from Mumbai. Another problem is that a great amount of prior planning needs to be undertaken to streamline combined lectures of 4 colleges. Resources required are mainly availability of faculty with the desired specialization. ADHIKAR (FAMILY EMPOWERMENT PROGRAM) : BEST PRACTICE (TWO) ? Title of the practice :ADHIKAR (A certificate Family empowerment program) ? Objective of the practice : • To empower families of children with hearing impairment. • To equip parents of children with hearing impairment with knowledge and skills, which will facilitate upbringing of their child. • To orient and educate student-teachers about role of families of children with hearing impairment. • To give opportunities to student-teachers to develop organizational skills by volunteering in Adhikar. • To encourage student-teachers to attend few sessions of Adhikar, giving them opportunity to interact with parents and listen to various experts from the field. ? The Context: Family plays a very crucial role in the life of any child and more so in life of children with disability. Research studies so far have supported the fact that when family involvement is high, better are the outcomes of children with disabilities. Families have to be groomed early when children are very young so that critical period for development is tapped .CCYM's HACSE sensed this dire need to empower families with right techniques , better strategies to cope up the challenges in bringing up a child with hearing impairment and conceptualised 'Adhikar'. ? The practice: Adhikar involves a series of interactive sessions by experts belonging to field of special education, psychology, speech therapy, Audiology, Nutrition and physical education. A variety of topics are covered ranging from knowing hearing loss of the child, hearing devices ,speech language stimulation at home ,auditory training at home ,rights of the child ,behavioural management in children etc. The overwhelming part of Adhikar has been the sessions conducted by senior experienced parents of CWHI, sharing their stories and experiences, challenges with novel parents .The sessions are held twice in a week and on other days the parents are encouraged to observe the classroom practices and assist the teachers. Adhikar is a 3 month certificate course offered to any parent of preschoolers with hearing impairment. Over the years, maximum participants for Adhikar have been parents from Rochiram Thadani High School. B Ed students from HACSE are given opportunity to attend 9 to 10 sessions of Adhikar. They also assist in

organising the program .They are involved in introducing speakers ,taking attendance ,managing question answer sessions, taking photographs, writing names on the certificates and help during valedictory function. ? Evidence of success: Feedback about each and every session is collected at the end of the Adhikar program. The analysis of feedback has indicated that the parents have been giving positive feedback about the overall program. They have reported better understanding about their child's hearing loss and its management. Till date more than 300 families have befitted from this program. Adhikar has been playing a dual role. First, it has empowered the parents of deaf children. Secondly, HACSE's B.Ed students are getting an opportunity to observe the challenges faced by these parents and look for best available solutions.Apart from knowledge about disability, B.Ed students also develop good organizational skill. ? Problems encountered and resources required : • Funding: Funding is a real challenge in conducting Adhikar sessions. Experts from various different fields need to be invited for sharing their expertise. Although they contribute at nominal remuneration, gathering funds for 'parents' who donors perceive 'without any disability' and fall into so called 'normal' category is very difficult. Tremendous efforts are required to find out donors for supporting the cause of parent empowerment. • Parents of the pre-schoolers belong to mostly lower socioeconomic class and are labourers who survive on their daily wages. Working parents find it very difficult to visit schools twice a week by compromising their jobs. It is a challenge to motivate them to put in regular attendance in Adhikar. • Mothers who have other younger children (siblings of CWHI) have usually no one to take care of their baby when they attend the session. Thus usually babies accompany their mothers during the session. It does cause distraction for parents.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
http://www.hashuadvanismarak.org/pdf/best-practice.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Systematic march towards inclusive world: (our distinctive efforts that set us apart) CCYMS HACSE in tune with its vision, been taking proactive consolidated steps towards creating right based, inclusive diversity friendly society. With major focus on children with special needs, HACSE remains committed to develop empower human resources in field of special education which would facilitate inclusive education. Some of highlights of our mission a. Arambha : Orientation program on disability management for general educators conceptualized by HACSE. Program duration typically three- four days giving practical tips to general educators about handling child with special needs in inclusive classroom. Conducted once a year participants briefed about various school related issues of children with different disabilities such as hearing impairment, Visual impairment, Learning disability, Intellectual disability etc. b. Rainbow leaflets: Very comprehensive, handy bunch of material conceptualized compiled by principal of HACSE and developed by various experts. Rainbow at glance gives general public including mainstream teachers, great information about identification/suspicion of various disabilities Dos and Donts of classroom practices for inclusive education. c. Lectures at HRDC- To promote inclusion at higher education lectures on disability orientation disability management are delivered during orientation /refresher courses held by HRDC ,University of Mumbai . Many assistant professors have attended such sessions. d. Disability policy and Centre for disability at UOM Principal has been instrumental in developing disability policy. Disability guidelines have been published in public domain .UOM has also installed a Centre for Disability Studies to ensure

implementation of RPWD Act in higher education. Dr Huddar has been one of key persons in establishing this centre and its smooth functioning. e. Remedial support to LD students :Faculty of HACSE actively involved in giving free remedial sessions for children with LD. Sessions help CWLD to cope up challenges faced in mainstream school facilitates their inclusion . f. CAAI :Equipped with modern infrastructure for audiological testing of babies advocates neonatal hearing screening .Followed with early intervention for hearing impairment .Identification and intervention of young babies with hearing impairment in age range of 0-3 years taps critical period of language development and facilities speech and language development at par with their age mates. This not only leads to better outcomes in overall development but prepares them to educate themselves in inclusive schools. g. Development of EMLEM -Tool developed to measure environment of mainstream schools. h. Dr Huddar has also given consultancy to Trinayani to develop games and material to promote inclusion i. Session on inclusion in Adhikar : HACSE puts in efforts to prepare parents for their child's inclusive education .Sessions on inclusion briefs parents about rights of their child, advantages of inclusive education, challenges faced by child and family in inclusion and strategies solutions to overcome challenges . k. Preparation of students for inclusive set ups: HACSE ensures best schools with inclusive set up for field engagement of SY student-teachers. HACSE organizes educational tour to mainstream experimental schools Anganwadis for all their student- teachers which help them to get the realistic picture about inclusive setups.

Provide the weblink of the institution
http://www.hashuadvanismarak.org/introduction.html

8.Future Plans of Actions for Next Academic Year

PLANS FOR 2017-2018 2016 is marked by we starting B Ed Special Education – Learning Disability. Ours is the first college offering this program in Mumbai University and hence the program had to be installed in university. HACSE played active role in the procedure and could launch the program in 2016. Hence it is but natural for us to invest maximum of our resources in consolidating that program. Our future plan therefore includes: 1. The prime motive behind this program is to create a task force of educators who could professionally mange children with LD in interior Maharashtra. Currently the program is self financed. Due to this the fees comes to Rps 50000 / per year. This could be well beyond a candidate from lower socio economic background. If only middle class and upper middle class candidates enrolled for the program the services given by them as professional remain to be for urban elite and then the purpose is not served. Hence, our prime focus for 2017-18 remains to be following up our application for salary grant from Govt of Maharshtra. 2. CCYM is a humble social enterprise struggling with funds to actualize the professional dreams. Since purity of financial procedures and uncompromised quality are the standard parameters, fund raising is always a concern. Setting the procedure for obtaining UGC grant is one of the future plans for the year 17/18. 3. HACSE has been conducting CRE (Continuous Rehab Education) approved by the Rehabilitation Council of India for many years now. These are in- service training program for the special educators of children with Hearing Disability. Now that HACSE has entered into the field of Learning disability, it plans to hold CRE for the professionals working in the area of LD. Such programs would expose the faculty to planning and implementation of state level training programs but will also make HACSE visible in the map of LD related services. 4. The principal of the college holds the position of the chair person of BOS of special education (AD-HOC) at university of Mumbai. It has been her concept to establish a center for disability studies at university. It is planned that college would provide academic support to her in her efforts towards establishing the center and evolving a policy on Disability to be implemented in university. This is in tune with the mission of HACSE marching

towards inclusive world.