



Yearly Status Report - 2018-2019

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	Dr Gayatri Sirur																		
Phone no/Alternate Phone no.	02225530451																		
Mobile no.	9323790584																		
Registered Email	principal.hacse@gmail.com																		
Alternate Email	sirurg@gmail.com																		
3. Website Address																			
Web-link of the AQAR: (Previous Academic Year)	http://www.hashuadvanismarak.org/pdf/aqar-2017-2018.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/annual-calendar-18-19.pdf																		
5. Accrediation Details																			
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B</td> <td>2.26</td> <td>2016</td> <td>29-Mar-2016</td> <td>28-Mar-2021</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	1	B	2.26	2016	29-Mar-2016	28-Mar-2021
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
For the quality improvement of library and related services, external experts from library science Mr. B.K Ahire and Mr. Narayan Barse were invited on 3rd august 2018. Recommendations given were implemented	03-Aug-2018 1	0
IQAC successfully processed CAS of the Librarian including scrutiny committee visit by the experts appointed by regulatory authorities.	03-Aug-2018 1	1
As per the guidelines of the University of Mumbai, the Student Council has been formed . 5 students from second year were elected on different positions.	11-May-2019 240	32
Workshop on Art Based Therapy	28-Mar-2019 2	10
Puppet show on Inclusive Education titled - Learning Factory presented by Trinayani at NCPA	15-Feb-2019 1	37
Campus recruitment for second year batch and alumni were conducted for the first time in campus. Total 7 organizations had come to take interview.	14-Jan-2019 1	13
Animated video has been developed on college activities for promotion to be used during awareness campaign in various colleges for better enrollment . Same animated film is promoted through social media.	12-Dec-2018 90	500
College applied for financial support for the candidates for paying activity fees. Funds received from Suman Ramesh Tulsiani	20-Nov-2018 0	20

Charitable Trust- SRTCT ..		
College applied for CSR to four companies to improve the classroom infrastructure . CSR Fund received from OERLIKON TEXTILE INDIA LTD and renovation has been done of one classroom.(Rupees Three lakh thirty thousand)	05-Sep-2018 0	37
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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
HACSE	Development of TLM by NMMC (Alibaba Books)	Navi Mumbai Municipal Corporation's ETC	2017 240	280000
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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)

• Preparatory camp for the prospective students was conducted successfully to orient them for online application and CET for B Ed Entrance Exam. Appropriate data base created for follow up after CET. • College website upgraded and made more accessible for persons with disabilities . Also Home Page has been updated with student related information and IQAC linkages. • SOPs for various processes were discussed and were assigned to faculty for developing formal document: a.

CRE b. Library resource management policy c. Activity report template and AQAR. • Fund has been received from Suman Ramesh Tulsiani Charitable Trust SRTCT to support students for their fee reduction. • Workshops on Art Based Therapy, Puppet Show and Subject Seminar on LD had been conducted.

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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	Achievements/Outcomes
Setting of college development committee as per New Maharashtra University Act.	CDC was appointed and made functional with representatives from college, management, student council, alumni and external expert. (NK)
Assessing and bringing systemic changes in current curriculum transaction and teaching learning processes.	• A template was developed and implemented for innovative practice in teaching and assessment (KK) • A system was developed to assign mentees to the mentors (GS) • Internal Assessment policy was discussed and revised .Same was put up on the notice board. (NK) • Attendance policy was discussed and revised.
To organise events which would give variety of experience to the students beyond the syllabus .	• Workshop on Art Based Therapy (NK) • Experiencing Puppet Show on inclusive education (GS) • Subject seminar on Learning Disability by Ms.Apoorva Phanshikar (SC).
Obtaining NOC for new recruitment from Government of Maharashtra	NOC for recruitment of One Associate Professor and three Assistant Professor has been obtained.
To obtain external funding through CSR to upgrade current classroom.	CSR funding was obtained through a highly competitive process and one classroom is upgraded with latest furniture and technology using the CSR funds.(Process Owner AH)
To obtain external funding for research activity.	Research funding was obtained through an elaborate process from NMMCETC. A set of 6 books for Early Literacy Development was developed as an outcome of the project titled Alibaba ani Char Mitra (Process Owner AH)
Graduate students who enroll for B Ed program do not have adequate skills as good learners . It was decided and planned to assess their skills and give them opportunity to develop some key skills , to facilitate learning and teaching by them.	The skill development proposal in the form of research funding was sent to a few funding agencies. After scrutiny and discussion Mr.Ripujeet Lal ,funded this skill development project called AVSAR . Same was implemented on first and second year students (Process Owner KK)

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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	2018
Date of Submission	31-Dec-2018
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief description 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 fulfill 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 • Enrolment 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. • 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

A. CURRICULUM DELIVERY Curricular transaction is the key process in any educational organization and more so in a TEI. Following activities led to well planned curricular 'transaction' (rather than curricular 'delivery') in 2018-19

1. Academic meeting were held per term - 5/5/17 and 10/8/17 and 6/1/18 Common agenda includes: • Reviewing earlier feedback / loopholes / improvement suggestions, • workload distribution in terms of course owners for all courses (theory / skill development / field engagement), • Identifying visiting faculty and discussing budget for the same. • Special programs to be held and their process owners • Updating IA policy • Reviewing attendance issues. 2. Mentoring system was functional wherein each student had access to one faculty for discussing the issues impacting their academic output. 3. The practice of student evaluating faculty - internal and visiting is followed. Bunch of feedback forms were kept confidential. Students were clearly instructed that their identity needs to be concealed and hence they were motivated to respond honestly without fear and favor. Faculty evaluation form is bilingual- Available in English and Marathi. It has two components : A. Teaching style and B. Professionalism. Both has 10 items each to be rated on a 5 point rating scale. Faculty Evaluation process includes following steps: • Principal explains the purpose of the exercise and distributes the sheet • Students fill the sheet by putting circle to appropriate point. • Principal collects the sheet and staple faculty wise • Principal reviews the same and makes noting • Each faculty gets to see the feedback of only oneself to reflect and modify • They submit back the papers to the principal which are filed semester wise. 4. Visiting faculty: For giving variety of exposure to students in terms of perspectives and teaching styles, college plans visiting faculty carefully. 20 professionals visited college to teach modules to students during the academic year. This includes pedagogy experts and experts from the field of Psychology. Visiting faculty are invited on payment basis. Records are kept and feedback on the faculty is obtained in order to decide whether the faculty needs to be repeated next year or not. Year 18-19 was no exception to this. 5. Special attention to those who have language concerns and diverse needs: Notes were made available to those who write exams in Marathi and Hindi. Special coaching was undertaken for them. 6. Assessment Policy: College has an assessment policy which is transparent and structured. This year the highlight points of the internal assessment procedure include: • Best of 3 test selected • Students motivated to take 25 to 30 lessons so that best 20 can be selected • Innovative practices include open book test and surprise test. • Students were shown the IA calculations of all to make the marking transparent. • Students were encouraged to negotiate marking to facilitate learning and also motivating faculty to be consistent and fair.

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	01/06/2018	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
BEdSpEd	NIL	01/06/2018
No file uploaded.		

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
BEdSpEd	Hearing Impairment	01/07/2018

BEdSpEd	Learning Disability	01/07/2018
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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	01/06/2018	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
BEdSpEd	Hearing Impairment	17
BEdSpEd	Learning Disability	15
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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	Yes
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
<p>We at HACSE collect feedback on all aspects of curriculum, courses and other events from different stake holders such as students, alumni, and faculty. 2018-19 was no exception. There are basically 4 ways to seek feedback from the stake holders</p> <ol style="list-style-type: none"> 1. Structured written form: This is filled in by the beneficiaries - either students or the participants of our workshop / seminar / conference at the end of the program. This is a standard one with the combination of rating scale pointers and space for open ended suggestions. 2. Feedback box. There are two feedback boxes installed in the college in which students and beneficiaries are motivated to drop suggestions and feedback. They are allowed to conceal their identity. All are aware that the key to the lock of the feedback box is with the principal herself. The box is checked once a month and the feedback is filed. 3. Mentoring system: Mentors encourage the students to give feedback during mentoring sessions if there is a point that bothers her /him - particularly if the issue is about minor interpersonal or academic issues. 4. As per the UGC guidelines a separate e-mail id is created exclusively for students to give feedback on various aspects. (reachus.hacse@protonmail.com) .Only the principal has access to this email id and students feel free to send positive as well as critical feedback to this email id. Students are encouraged to send feedback after every important event in the college. <p>Response to feedback: (either of the following)</p> <ol style="list-style-type: none"> 1. Event coordinator prepared the feedback report and important points were discussed in

post event or quarterly meeting. Analysis of feedback was also part of the report of the event either submitted to the funder or approval agency. CRE feedback forms were submitted to RCI with the analysis. 2. The principal reviewed the feedback obtained through feedback box. Minor suggestions which were appropriate were immediately taken care of. For example: Adding books in book bank. Keeping school text books in the class etc 3. Mentors encouraged students to talk about their views on teaching and assessing. Students gave feedback on evaluation and same was discussed in the mentors meeting. 4. Feedback received through email is reviewed by the principal and improvement action points are shared with the faculty and the staff. Sometimes the feedback mails are shared with the concerned staff asking for the response. All these are discussed during the IQAC and faculty meeting as per the requirement.

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
BEdSpEd	Hearing Impairment	20	16	10
BEdSpEd	Learning Disability	25	12	12

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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
2018	22	0	5	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 (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
5	5	8	2	0	8

[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)

Student mentoring system in HACSE: We have student mentoring system in which following details were practiced in 18-19

1. Assigning each student to a mentor.
2. There are 5 mentors which include 1 associate professor 3 assistant professor and a librarian
3. Mentor-mentee list was displayed on the notice board.
4. Time table reflected the mentoring time.
5. Mentors regularly kept track of learning graph of mentees.
6. The focus issues for mentoring were low performance, language issues, concerns related to financial issues.
7. On informal level mentors paid re-evaluation fees when they were confident that students deserved more marks than what she /he obtained.
8. The most important impact of mentoring was seen on improving attendance. It also helped

those who were weak at English. 9. Students gave positive feedback on mentoring. FUTURE PLAN FOR STRENGTHENING MENTOR SYSTEM 1. Roll number based auto generated mentee list 2. Peer mentoring – particularly wherein SY mentor FY students

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
32	5	1:6

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
7	4	3	3	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
2018	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
BEdSp1Ed	4E00614	IV	22/05/2019	06/07/2019
BEdSp1Ed	4E00314	IV	22/05/2019	06/07/2019
BEdSp1Ed	4E00612	II	10/06/2019	13/08/2019
BEdSp1Ed	4E00312	II	10/06/2019	13/08/2019
BEdSp1Ed	4E00611	I	06/02/2019	02/04/2019
BEdSp1Ed	4E00311	I	06/02/2019	02/04/2019
BEdSp1Ed	4E00613	III	08/01/2019	15/03/2019
BEdSp1Ed	4E00313	III	08/01/2019	15/03/2019
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The syllabus of B Ed Special Education has the component of continuous evaluation. There are marks assigned in the syllabus itself to the interactions that students undertake as a process of learning. This nature of the syllabus facilitates ongoing evaluation. HACSE followed the same in a very systematic way. For project work (D courses) students were grouped in smaller set and each set was assigned a supervisor. This led to better interactions and the marks could be given in a fair way to students. In skill development areas also same technique was followed. For observations and lessons we insist that students get to know marks with feedback on each of the lessons before the next lesson is delivered. This helped students draw and monitor learning graph. No specific

reform related to ongoing evaluation introduced this year.

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

Program coordinator of the college prepared the blue print of the semester calendar. Details were added as events / visits / visiting faculty / co-curricular activities etc. are scheduled. For all four batches the same template is used. There were combined sessions / events for the students like:

- FY SY together
- HI LD together
- With students from other organizations
- Students and alumni together
- Students and faculty together

Implementation of the academic Calendar :

- Master calendar was pasted in faculty room
- Students were e mailed the monthly calendar and weekly time table
- Modifications and changes in the schedule were indicated in the final calendar
- Consolidated calendar with high light activities was published in annual report - Arushi

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)

<https://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
4E00614	BEdSplEd	Learning Disability	3	3	100
4E00314	BEdSplEd	Hearing Impairment	6	6	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-2019.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
Minor Projects	0	NIL	0	0
Interdisciplinary Projects	0	NIL	0	0
Industry sponsored Projects	210	NMMC-ETC	2.93	1.97
Projects sponsored by the University	210	University of Mumbai	0.32	0.32

Students Research Projects (Other than compulsory by the University)	0	NIL	0	0
International Projects	0	NIL	0	0
Any Other (Specify)	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
Workshop/Seminar on Grammar and Technology by Ms. Prerna	NA	21/08/2018
Workshop/Seminar on Reading and Writing remediation by Ms.Chitra Wad	NA	21/08/2018
Workshop on Sensitization towards Visual Impairment by XRCVC department of St.Xavier's college	NA	07/12/2018
Workshop/Seminar on "Making language measurable" by Dr. Uma Soman	NA	08/01/2019

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
Pratyush Inter-college festival -THIRD PRIZE for Poetry competition	Ms.Rachel Fernandes	Somaiya Vidyavihar College	14/03/2019	Student
Pratyush Inter-college festival -SECOND PRIZE for Slogan Making	Ms. Vinita Khedekar	Somaiya Vidyavihar College	14/03/2019	Student
Pratyush Inter-college festival -THIRD PRIZE for Poster making	Ms. Shabnam Shaikh	Somaiya Vidyavihar College	14/03/2019	Student
Pratyush Inter-	Ms. Shizanne	Somaiya	14/03/2019	Student

college festival -THIRD PRIZE for Poster making	Dmello	Vidyavihar College	
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NA	NIL	NIL	NIL	NIL	01/06/2018
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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
NIL	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	NIL	0	0
International	NIL	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	1
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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
NIL	NIL	NIL	2018	0	NIL	0
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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
NIL	NIL	NIL	2018	0	0	NIL
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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	4	2	1	15
Presented papers	0	0	0	0
Resource persons	1	1	2	12

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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
Adhikar	HACSE and RTT School for Hearing Handicapped	1	22
CAAI	HACSE	1	6

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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 activities	Number of students participated in such activities
Sarang Sandhya	Yash Charitable Trust	Musical Concert by CWSN	1	6
Spreading awareness about Dyslexia	MDA	Spreading awareness at public places	1	15
Walkathon	Chembur Colony Yuvak Mandal	Walkathon of senior citizens	4	11

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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
Collaborative lectures with	6	NIL	6

Suvidya, SNTD and NIEPID for LD and HI (Course B)			
Collaborative lectures -Faculty exchange for pedagogy lectures sem II (Course B)	2	NIL	16
Collaborative lectures with SNTD for B Ed LD (Course C)	7	NIL	3
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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
Field Engagement	Internship (F1/F2)	Gateway school of Mumbai	23/07/2018	04/08/2018	3
Field Engagement	Internship (F1/F2)	Mount Litera School International	11/02/2019	22/02/2019	1
Field Engagement	Internship (F1/F2)	Pawar Public School	11/02/2019	22/02/2019	1
Field Engagement	Internship (F1/F2)	South Indian Association School and Junior College	11/02/2019	22/02/2019	1
Field Engagement	Internship (F1 /F2)	Pragati Vidylaya for the Deaf	15/10/2018	29/10/2018	3
Field Engagement	Internship (F1 /F2)	Education Training and Service Centre for PWDAs (ETC)	15/10/2018	29/10/2018	3
Field Engagement	Internship (F1 /F2)	C.B.M High School	14/01/2019	06/03/2019	1
Field Engagement	Internship (F1 /F2)	Oxford Public School	14/01/2019	06/03/2019	1
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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
NIL	01/06/2018	NIL	0
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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
3.1	2.45

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Newly Added
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing
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
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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 partially)	Version	Year of automation
E-granthalaya	Partially	3.0	2013

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	162	26876	41	7550	203	34426
Reference Books	123	79564	65	25990	188	105554
e-Books	0	0	0	0	0	0
Journals	12	110960	1	32688	13	143648
e-Journals	0	0	0	0	0	0
Digital Database	0	0	0	0	0	0
CD & Video	176	25630	0	0	176	25630

Library Automation	1	5000	0	5000	1	10000
Weeding (hard & soft)	73	711	0	0	73	711
Others (specify)	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	01/06/2018
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	1	7	0	0	1	0	8	0
Added	3	0	0	0	0	0	0	0	0
Total	10	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	NIL

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 academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
15.01	12.24	3.1	2.45

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)

<p>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. To maintain the physical facilities • Note book system where the</p>

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	Post Matric Scholarship Government of Maharashtra	3	17151
Financial Support from Other Sources			
a) National	NIL	0	0
b) International	NIL	0	0
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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
Yoga	01/07/2018	22	RTT High School
Remedial Coaching	01/07/2018	10	HACSE
Mentoring	01/07/2018	32	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 passed in the comp. exam	Number of students placed
2018	NIL	0	0	0	0
No file uploaded.					

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		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed

5	13	7	NIL	0	0
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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
2018	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
No file uploaded.	

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

Activity	Level	Number of Participants
Cite Me	Institutional Level	10
Poster Competition on Barrier Free Environment	Institutional Level	22
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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
2018	NIL	National	0	0	0	NIL
2018	NIL	National	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)

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. Right to information committee: (1.1.18 to 31.12.18) Information Officer - Amar Asrani (Director) Appealing Officer - Asmita Huddar (Principal) Assistant Officer - Amol Salvi (Clerk) Internal Complaint Committee - ICC (1.1.18 to 31.12.18) (Committee against Sexual Harassment and Women Development) Presiding Officer - Gayatri Sirur (Associate Professor) Convener - Sandhya Pagare-Kankute (Librarian) Teaching Staff Representative - Kasturi Kulkarni (Assistant Professor) Non-teaching Staff Representative - Rajashree Andre (Assistant Clerk) Student Representative - Sabeela Bijli External NGO Representative: Namrata Kulkarni (Social Worker) Internal Quality Control Cell: IQAC (1.1.18 to 31.12.20) Adviser: Asmita Huddar (Principal) Coordinator: Gayatri Sirur (Associate Professor) Support: Nisha Kutty (Assistant Professor) Student Representative: Anshita Jirange Anti ragging Committee (1.1.18 to 31.12.20) Teacher Representative: Nisha Kutty (Assistant Professor) Student Representative: Ayushi Shah Poonam Deokar Library Committee (1.1.18 to 31.12.20) Secretary: Sandhya Pagare-Kankute (Librarian) Teacher Representative: Nisha Kutty (Assistant Professor) Student Representative: Rashmi Gaudo Social Media (1.1.18 to 31.12.19) Incharge: Sandhya Pagare-Kankute (Librarian) Student representatives: Khushboo Shah Rachel Fernandes Class Representatives (2018-2019) F.Y.B.Ed. (HI): Shraddha Shirke F.Y.B.Ed. (LD): Jasmine Shah S.Y.B.Ed. (LD): Rashmi Gaudo : S.Y.B.Ed. (LD): Aparna Vyavaharkar

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

308

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 has always shown faith in the skills and abilities of the staff. Being a small team, the strengths and limitations of each are well understood here. Thus the administration is decentralized here due to the implementation of the organogram. The management is the overall in charge of the college. The Principal heads the college towards its goals, through well planned activities. Various committees are formed and the powers are delegated to the in charges of the committees. Each activity of the committee is monitored by the principal. The constant motivation and encouragement by the principal help the committees to do their best. Since the college believes in transparency, the stakeholders always kept in the loop about any significant information. One of the examples of the decentralization and participatory administration is the process of budget submission. Template of budget and last years expenditure is mailed to all the faculty and they are asked to give budgetary requirements. A meeting is

held after all submit their requirements. The decisions regarding budget, annual expenditure and preparing the audit report is done by the principal in this meeting. The budget proposal is submitted to the management thereafter. Second example could be the system of process owners. Every event organized in the college has a process owner. As per the policy of dynamic leadership, the process owner is the leader who takes the ownership of execution. After the event a report of the same is mailed to the principal by the process owner. There is also a post event meeting which is headed by the process owner.

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
Curriculum Development	College principal was involved as a committee member in developing curriculum in Diploma in ISL interpretation (DISLI). The goal of the programme is to train Indian Sign Language interpreters to provide communication access to Deaf and Hard of Hearing people in various settings in real life.
Teaching and Learning	Teaching and Learning Module wise distribution among faculties. Faculty meeting is held previous to module allocation. Renowned guest faculty is invited to give cross disability exposure .Annual calendar is planned in the beginning of the semester and modified as per the events .Weekly calendar is prepared before the week begins and shared via WA and Mail. Planning for collaborative lectures is one of the best ,cost effective shared practices which allows all the BEd Sp. Ed colleges to use their expertise for the benefit of the students. HACSE is very much empathetic towards needs of students from vernacular medium ,notes in Marathi are made available.
Examination and Evaluation	There are four semester end examination held by UOM per program • Faculty of HACSE has been appointed as chierpersons /moderators/examiners in the university exam • As UOM evaluation is completely online ,Faculty has undergone training in OSM(Online assesement marking) • Internally college conducts three unit tests per semester • The weight-age for internal and external marks is 20:80 • college has developed an IA policy, in which students are encouraged to attempt three unit tests however marks of best

of two are considered for IA calculations, • All the marks are shown to the students • Transparency is maintained by obtaining signatures on IA before the submission to University of Mumbai.

Research and Development

Faculty involved in publications (arushi) Externally funded research : Ripujit Lal funded Rs. 1 lakh for Avsar. It was used to sharpen the soft skills of the B.ED students. An expert trainer was hired who taught different skills in a span of three months. As part of the syllabus students were taught to write research proposals. They are also encouraged to read about different research in special education. At the end of the fourth semester the students present different researches in a template provided by the college.

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 is maintained regularly. Same is reviewed every year to decide inviting the resources for the current year. Increase in remuneration is considered every year and as per the budget it is decided. Faculty appointment for LD is to be done now since the NOC for appointment has been obtained. So far the faculty for LD was paid salary through management budget. CAS was held on time for the librarian and the procedure is completed. Time bound promotion for non teaching staff is taken care of Regular staff meetings for admin and accounts are held for better administrative functioning. In house training on GST / accounts / tally Teaching and non teaching staff encouraged to attend courses organized by other colleges.

Industry Interaction / Collaboration

Following activities indicate the interface with school system and collaboration with Higher Education

	Organizations : Visit and placements in other organizations, MOU with organizations ,Feedback from organizations, Templates developed for reflective learning.
Admission of Students	The college faculty visits many degree colleges to spread the awareness of B ED in special education. The details of the prospective candidates are collected for the purpose of better enrollment. The college organizes a free CET camp for the prospective candidates. The prospective students are given guidance at various steps including filling up the CET forms and tips for appearing the CET exams. All this process happens online by the Government of Maharashtra. After the first three online merit lists are put up, the last round is the institutional round where the candidates can apply to different colleges on their own.

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

E-governance area	Details
Planning and Development	There are separate formal whatsapp groups for staff and students which are used for regular updates including schedules and important announcements. The routine lectures that are scheduled are put up on both the groups to avoid any clashes. Any new circular related to staff or students are communicated via whatsapp. The hardcopies of the circulars are filed in the appropriate files Before each semester begins the module wise distribution is done in a formal meeting. Each faculty is also made accountable for one subject. Any information regarding job vacancy is forwarded to the alumni groups of HI and LD via whatsapp. Co-ordination with the visiting faculty is done via Email or whatsapp or both . After the date is finalized with the visiting faculty, its informed in the whatsapp group. For any feedback regarding any thing related to the college is given by the students via email to a separate email id, which is handled by the principal.
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 imp documents are preserved in these foldrs. 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 Tally `s latest version ERP 9 is used from 18-19 6 monthly internal audit is carried out systematically since management members are from the field of banking and CA Neftis used for payments and collection of workshop fees Online banking is used by ccym
Student Admission and Support	Following are the points for e-governance in Student Admission : B Ed ADMISSION is ONLINE and is carried out by Government of Maharashtra. Online DOCUMENT VERIFICATION of students is done by Admission Regulating Authority. Merit list for admission is generated online for the spot round. College registration for CET at Govt of Maharashtra 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
2018	NIL	NIL	NIL	0
No file uploaded.				

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)
2018	NIL	NIL	01/06/2018	31/05/2019	0	0
No file uploaded.						

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
CRE Seminar on Family Wellbeing in Children with Disabilities	1	06/10/2018	07/10/2018	2
Symposium as Pre-Conference session 'Be the difference: equality and equity in Education" at SNTD	1	16/01/2019	17/01/2019	2
Conference on 'Be the difference: equality and equity in Education"	2	18/01/2019	19/01/2019	2
Refresher Course in Library and Information Science	1	04/01/2019	24/01/2019	21
International Conference on Literacy Instruction	1	04/03/2019	05/03/2019	2
Faculty Development Programme at SNTD on Constructivism and its application in special education (Mrs.Suzzane	5	27/07/2018	27/07/2018	1

Rodrigues)				
IEP session by Ms.Bindiya Hasaram (In-House)	5	30/04/2019	30/04/2019	1
Subject Seminar by Dr.Maya Kalyanpur on challenges in Assessment of CWLD. (In-House)	5	20/08/2018	20/08/2018	1
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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	3	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
1. Personal accident insurance of New India Assurance for Rupees 1 lac for all the teaching staff 2.. SGSP (State Government Salary Package) linked Insurance Scheme of Government of Maharashtra.	New India Assurance Company Lmted Policy for personal Accident .Sum Assured -Rs.50,000/-	Financial assistance in revaluation (informal level),book bank ,assistance in application and processing of social welfare scholarship (post matric scholarship/free ship)

6.4 – Financial Management and Resource Mobilization

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

Internal financial audit by management Latest version of Tally software is used for accounts ,which is linked with all the activities of the management. This facilitates coordination among all the accounts team ,as all the PCs are linked with ach other with LAN. The biggest advantage of having management team from the banking sector and President himself being a CA is strict financial discipline .Internal audit is carried out systematically and periodically.

External audit done for the funds received NMMC UGC MRP University of Mumbai appointed external agency for the reconciliation of accounts related to various fees submitted by affiliated colleges to the university for the last 10 years. HACSE faced the reconciliation scrutiny and got the clearance for the same with no financial queries or claim raised by the external agency.(Jadhav CA Firm). The Trustees of the college are well versed with the audits. Since most of them have a working experience in banks and other financial set ups the internal and external audits happen regularly and smoothly in college.

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
Chembur Colony Yuvak Mandal	1052900	College non salary expenditure B.Ed (Special

Education Rs. 348400/-
Hearing Impairment) B.Ed
(Special Education Rs.
704500/- Learning
Disability) -

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6.4.3 – Total corpus fund generated

1052900

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	NA	No	NA
Administrative	No	NA	No	NA

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 ,B Ed clerk was deputed to attend Workshop on VII pay calculation for teaching staff in May 2009 held at MCC College.

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

1. Continuous efforts for getting grant for B.Ed LD 2. Structured system of creating SOP documents for various processes of college 3. Efforts are put in to avail Field Engagement opportunities for the students in schools which are Out of Mumbai.

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
2018	College applied for financial support for the candidates for paying activity fees. Funds received from Suman Ramesh Tulsiani	20/11/2018	20/10/2018	20/11/2018	20

	Charitable Trust- SRTCT				
2018	IQAC successfully processed CAS of the Librarian including scrutiny committee visit by the experts appointed by regulatory authorities.	03/08/2018	04/06/2018	03/08/2018	1
2018	For the quality improvement of library and related services, external experts from library science Mr. B.K Ahire and Mr. Narayan Barse were invited on 3rd august 2018. Recommendations given were implemented	03/08/2018	03/08/2018	03/08/2018	0
2018	LD subject seminar by HACSE	20/08/2018	20/08/2018	20/08/2018	16
2018	College applied for CSR to four companies to improve the classroom in frastructure . CSR Fund received from OERLIKON TEXTILE INDIA LTD and renovation has been done of one	05/09/2018	02/07/2018	05/09/2018	37

	classroom.(Rupees Three lakh thirty thousand)				
2018	Animated video has been developed on college activities for promotion to be used during awareness campaign in various colleges for better enrollment .Same animated film is promoted through social media.	12/12/2018	12/10/2018	28/02/2019	500
2019	Puppet show on Inclusive Education titled - Learning Factory presented by Trinayani at NCPA	15/02/2019	15/02/2019	15/02/2019	37
2019	Workshop on Art Based Therapy	28/03/2019	28/03/2019	29/03/2019	10
2019	As per the guidelines of the University of Mumbai, the Student Council has been formed . 5 students from second year were elected on different positions.	11/05/2019	11/05/2019	11/05/2019	32
2019	Campus recruitment for second	14/01/2019	14/12/2018	14/01/2019	13

year batch and alumni were conducted for the first time in campus. Total 7 organizations had come to take interview.

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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
Sex Education by Niyati Shah	29/09/2018	29/09/2018	50	2

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	Yes	0
Rest Rooms	No	0
Scribes for examination	Yes	0
Special skill development for differently abled students	No	0
Any other similar facility	Yes	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	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
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		community					
2018	1	1	01/06/2018	1	CAAI (Centre for Audio logical Assessment and Intervention)	Early Intervention services for families of pre-school children with hearing loss	8
2018	1	1	02/07/2018	15	Remedial Sessions	Inclusive Education	10
2018	1	1	02/07/2018	1	Exam exemption for CWSN	Inclusion	1
2019	1	1	02/01/2019	1	Awareness campaign for career options(phone calls newspaper pamphlets and college campaign)	Highlighting the Situations for Better Enrollment	500
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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)
CODE OF CONDUCT of HACSE	22/02/2018	The code of conduct is displayed on the website and hard copy displayed on notice board . It has 8 components touching upon academic, administrative and financial points. Currently the code of conduct is a guiding document for the staff. Later on a guiding documents for the students will be developed by IQAC. IQAC will also work on modifying the code of conduct to include the points related to environmental issues.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
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Value corner for staff	01/06/2018	31/05/2019	9
Independence day	15/08/2018	15/08/2018	20
Gandhi Jayanti and Lal Bahadur Shastri Jayanti	02/10/2018	02/10/2018	32
World Disability Day	03/12/2018	03/12/2018	9
Republic Day	26/01/2019	26/01/2019	25
Walkathon for Senior citizens	24/02/2019	24/02/2019	15
Hindi Rajyabhasha Diwas	13/09/2018	13/09/2018	37
Marathi Diwas13/	01/03/2019	01/03/2019	37
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Tree plantations 2.Submission of assignments in paper file 3.Stop use of plastic water bottles 4. Provision of Healthy food in the canteen 5.Segregation of wet and dry waste

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICES AT CCYM'S HACSE FROM ACADEMIC YEARS 2015-16 Onwards 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 to stay in the field of special education and we believe we paved the path. **COLLABORATIVE TEACHING LEARNING PRACTICES -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 of Education ? 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 the students 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 benefitted 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

Efforts towards inclusive world - Systematic march towards inclusive world: (our distinctive efforts that set us apart) HACSE in tune with its vision, has been taking proactive consolidated steps towards creating right based, inclusive, diversity friendly society. With major focus on CWSN, HACSE remains committed to develop and empower human resources in the field of special education which would facilitate inclusive education. Some highlights of our mission : a. Aarambha : Orientation program on disability management for general educators conceptualized by HACSE. Program duration typically three four days , giving practical tips to mainstream teachers about handling CWSN in inclusive classrooms. Conducted once a year , participants are 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 set of material conceptualized and compiled by principal of HACSE and developed by various experts. Rainbow at glance ,gives 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 and disability management are delivered during orientation /refresher courses held by HRDC ,UOM . Many assistant professors have attended such sessions. d. Disability policy and

Centre for disability at UOM : Principal has been instrumental in developing disability policy for UOM. Disability guidelines have been published in public domain .UOM has also installed a Centre for Disability Studies to ensure implementation of RPWD Act . Dr Huddar has been one of key persons in establishing this center and its smooth functioning. e. Remedial support to LD students :Faculty of HACSE is actively involved in giving free remedial sessions for children with LD. Sessions help CWLD to cope up challenges and facilitates their inclusion . f. CAAI :Equipped with modern infrastructure for audio logical testing of babies advocates neonatal hearing screening followed by 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 facilitates speech and language development at par with their age mates. This not only leads to better outcomes in overall development but prepares them for 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 to overcome challenges k. Preparation of students for inclusive set ups: HACSE ensures best schools with inclusive set up for field engagement of SY students. HACSE organizes educational tour to mainstream experimental schools , Anganwadis for all their students which help them to get realistic picture of inclusive education .

Provide the weblink of the institution

<http://www.hashuadvanismarak.org/introduction.html>

8.Future Plans of Actions for Next Academic Year

FUTURE PLANS FOR 19-20: Year 18-19 was a roller coaster round with too many demanding challenges. Yes our spirit was high since our first batch of B Ed LD was successfully rolling out. We need to focus on quality more than earlier. As per the information available, NAAC formats are undergoing modifications and also it is not clear whether it is applicable for the B Ed programs. Yet we plan to mark the next year as focused effort towards NAAC cycle 2. We have been preparing AQAR informally as draft but we need to consolidate the activity in a better way. Future plans therefore consist of: 1. Developing a solid feedback system. Currently, feedback is obtained from various stake holders in a format. It is considered for further improvement but it is not well linked with next steps of analysis and 'action to be taken'. It is proposed that next year more structured feedback system would be evolved in quantified terms. This would include closure feedback by rolling out batch on curriculum and curricular transactions. This will directly be linked to changes in the next semester. Feedback from the employers too will be made more structured and action oriented. We also wish to involve alumni in the process rather than just the out-going batch. This includes improvement in SSS as well. 2. Academic calendar of B Ed special education is very demanding. Moreover, we at always try to run extra miles to provide more varied exposure to our students. In the bargain we organize way too many experiences than what are prescribed in the syllabus. Coming year we wish to develop an SOP of reporting such events and activities. We would evolve a standard procedure in terms of who reports, when how, and to whom it is submitted. These templates would be in tune with NAAC parameters and the numbers indicating these parameters. 3. One of the important parameters of evaluating the process is to evaluate the outcome. The acid test of how well we have prepared our students is to see how well they are absorbed in the job market. We held campus recruitment this year and it opened our eyes to the fact that there are opportunities for our students but we need to create platform for them to

showcase their competencies. We therefore wish to make our campus recruitment strategies more consolidated and wide spreading. Also we wish to create an SOP so that every year we can achieve new targets in terms of invited agencies and in terms of number of offers our students bag. 4. College has been carrying out activities like Adhikar, Arushi, Arambha and CRE. With a smaller team it was simple that one of us would lead the process and others would support. Now with newly recruited faculty we need to evolve SOPs for our routine activities for better quality and a seasoned finesse in the process. Hope this will prepare us for cycle 2 and for raising the quality bar.