YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	**CCYM'S Hashu Advani College of Special Education**
• Name of the Head of the institution	**Dr.Asmita Huddar**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**8591391470**
• Mobile No:	**9819265464**
• Registered e-mail ID (Principal)	**principal.hacse@gmail.com**
• Alternate Email ID	**iqac.hacse@gmail.com**
• Address	**64/65, Collectors Colony, Chembur 400074**
• City/Town	**Mumbai**
• State/UT	**Maharashtra**
• Pin Code	**400074**
2.Institutional status	

• Teacher Education/ Special Education/Physical Education:	Special Education	
• Type of Institution	**Co-education**	
• Location	**Urban**	
• Financial Status	**Grants-in aid**	
• Name of the Affiliating University	**University of Mumbai**	
• Name of the IQAC Co-ordinator/Director	**Dr.Amit Mishal**	
• Phone No.	**8591391470**	
• Alternate phone No. (IQAC)	**8591391470**	
• Mobile (IQAC)	**9167226370**	
• IQAC e-mail address	**iqac.hacse@gmail.com**	
• Alternate e-mail address (IQAC)	**principal.hacse@gmail.com**	
3.Website address	**http://www.hashuadvanismarak.org/hacse/**	
• Web-link of the AQAR: (Previous Academic Year)	**http://www.hashuadvanismarak.org/hacse/pdf/ aqar-2020-2021.pdf**	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	**http://www.hashuadvanismarak.org/hacse/pdf/ annual-calendar-20-21.pdf**	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to

Cycle 2	B+	2.59	2022		05/10/2022	04/10/2027
Cycle 1	B	2.26	2016		29/03/2016	28/03/2021

6.Date of Establishment of IQAC	06/09/2016

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	NA	NA	01/06/2021	0

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
• Upload latest notification of formation of IQAC	**View File**
9.No. of IQAC meetings held during the year	2
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes
• (Please upload, minutes of meetings and action taken report)	**View File**
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

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

1. NAAC Assessment
2. Arushi Newsletter Publication
3.. RCI Inspection for LD Programme
4. SATAT
5. Value Added Course- AAO BATE KARE

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

Plan of Action	Achievements/Outcomes
AAO BATE KARE -VAlue Added Courses was planned	Successfully Completed
CRE/ International Conference "Assessment and Diagnostic Practices for Specific Learning Disabilities: A Global Perspective to be scheduled on Oct 27th & 28th 2021	Successfully Completed
SSR Submitted -DVV/SSS was awaited	DVV and SSS successfully completed
CET preparation camp planned for prospective B Ed candidates	Successfully completed
Making and Release of Arushi Issue 17	Arushi work done and Arushi issue 17 was released during Annual Day 2022

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

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	08/01/2023

15. Multidisciplinary / interdisciplinary

CCYM's HACSE is a college of special education and was offering only 1 program for 20 years – B Ed Hearing Impairment. Recently we introduced B Ed Learning Disability and hence we are no more a stand-alone college. This was our first step towards multidisciplinary approach. Our vision includes getting merged into an educational institute offering quality education of multidisciplinary nature. The management discussed the issue at length and the matter is also being discussed at IQAC meeting. College will approach two educational institutes in the vicinity to explore merger with approval from the management.

College intends to write to Board of Studies (special education – University of Mumbai) to issue guidelines on

1. Flexible curriculum
2. Multiple entry and exit after FY
3. Dual degree

All the 3 issues are very relevant and decisive for teacher education colleges. Being a B Ed college, we do not have much scope for extensive research but we take up 1 externally funded research every year. Next year we wish to survey community on their information needs. We also intend to undertake a research project for the families of the children with disabilities.

The college intends to write to the Rehabilitation Council of India on releasing guidelines on NEP implementation parallel to NCTE.

The best practice area we have identified is collaborating with departments of psychology for:

1. Orientation to disability
2. Curriculum development
3. Facilitating students with psychology background to enrol for B Ed special education

This, we truly feel is the way forward for a college of special education to have interdisciplinary collaborations with other educational institutes. College is planning to approach Board of Studies of psychology to collaborate in introducing a course at master's level on disability and inclusion. Initially we are targeting autonomous colleges.

In these various ways, HACSE is gearing up for implementation of NEP.

16. Academic bank of credits (ABC):

ABC platform is built along the lines of NAD created and maintained by Ministry of Electronics and Infromation Technology(Digi locker App) that would store the credits scored by students in online platform. ABC is a virtual mechnanism that will deal with the credits earned by students of higher education institutes in Inda and recognised by UGC. Academic Bank of Creditsa unber the NAD registration process as important part of NEP 2020 is very important for the students. Here students have to create their ABC id and then here under this respecitve ID the credit will be stored.

CCYM'S Hashu Advani College of Special Education have started slowly gearing self to get self acquinted to this system and making the future prospective new enrolling students to become aware of this ABC account. FIrst Step done was on 11th April 2022

, DrAmit Mishal of our college Oriented the students of batch 2021-2022 about what is ABC, ABC ID, Its Need etc.

College supported students by sharing you tube links to show how to create ABC Id , handholding while creating their email ids.

College faculty attended the online orientation on ABC Id creation (Nov 25th 2022) as per the circular No.DBoEE/ICF/2022-2023/14 dated 21st Oct 2022 as a followup of ABC Orientation done to the students on 11th April 2022 . As per the circualr the students were oriented on 3/12/22 how to create ABC IDs. The Excel sheet with PRN number along with respective email IDs was submitted to University of Mumbai on 3rd Dec 2022 along with details of Nodal Officer for communications related to ABC of NEP 2020.

17.Skill development:

CCYM's HACSE firmly believes in the wholistic development of the students. So we focus on the development of both professional and personal skills. With this thought in mind, we offere AA0 BAATE KARE- a value added course. It includes different soft skills including conversational skills. This course has fifteen sessions taken by both in-house and guest faculties. The students are expected to submit an assignment after every session. The students get a certificate after successfully completing the course.

For enhancing the professional skills, subject seminars by experts are organized by HACSE. The students get an opportunity to interact and gain insight into the field of special education. The students get a chance to observe lessons taken by teachers in the field. This helps the students to sharpen their teaching skills. Apart from the skill enhancement, HACSE also tries to imbibe the value of cooperation. This is done by grouping the students for various presentations and assignments.. Finally as a part of developing the value of gratitute, we start the day with prayers.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

In order to elevate the Indian language, culture, and online courses, the HEI is purchasing multilingual books for its library. The bilingual lectures and sessions of any programs are conducted on a regular basis. The students can write answer papers in Marathi or Hindi also. HEI protects and promotes Indian culture among the students. The celebrations of different festivals like Dashara, Diwali, and Christmas and so on are part of the academic life of the students. The national days of India like Independence Day and Republic Day, birth anniversaries of dignitaries of India like APJ Abdul Kalam, Mahatma Gandhi and Dr B R Ambedkar are celebrated as an integral part of HEI. Different competitions and events are organised on these occasions. To promote the use of local languages, Marathi Bhasha Divas and Hindi Bhasha Divas are celebrated in HEI.

The faculty members and the students are encouraged to complete online as well as offline programs. HEI encourages the faculty members to attend different FDPs, refresher courses and orientation courses. HEI designed and developed an ICT related online value added course named AABHASI and all students are encouraged to attend it.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?

1. Curriculum clearly defines PLOs (Program Learning Objectives) and CLOs (Course Learning Objectives) and a session (Deeksharambh) is taken by HACSE, explaining and encouraging students to understand the objectives before they embark their journey in Special Education.
2. Curriculum gives freedom to students to opt for courses of their choice of specialisation for example B.Ed (Sp.Ed-Hearing Impairment) students can opt for specialisation in manualism or oralism.
3. Courses such as Reading and reflecting texts and Drama Art Education gives students diverse exposure to polish their teaching skills.
4. The program has courses offered in project mode, intensive work in special and inclusive schools and rigorous internships which assures preparing teachers who are able to work in inclusive or special schools.
5. Evaluation is very comprehensive and continuous and more students centric .Continuous assessment of students is done through Unit tests and notional tasks at college level and summative assessment is done at University level exams, weightage for this is 25:75 .University awards SGPA and CGPA instead of marks, which are the measures of performance of students for the work done in a semester and across all semesters, respectively.

ii. Explain the efforts made by the institution to capture the Outcome based education in

Teaching and learning practices.

HACSE organises the curriculum, instruction, and assessment to make sure that student learning ultimately happens.

1. Students are expected to fill learning needs proforma, which profiles their learning styles, strengths and weakness. This task helps student to understand themselves better and teachers get a fair judgement about what to expect from their students and how to facilitate learning.
2. HACSE provides rubrics for all the tasks which students have to complete , detail discussions on case studies is undertaken , visit to different institutions catering to children with

special needs is arranged ,this gives them fair exposure to practices followed in cross disability and inclusive education.
3. Students are encouraged to write reflections, do peer tutoring, asked to collaborate in pairs /teams to do seminar presentations, thus education is more student centric .
4. Evaluations which are continuous and internal evaluations are given some flexibility and spaced well which gives students opportunity to perform well .We offer three internal unit tests out of which marks of best two are considered. This IA calculation policy ultimately benefits students to score higher.

iii. Describe any good practice/s of the institution pertaining to the Outcome based Education (OBE) in view of NEP 2020.

HACSE has introduced two value added courses namely Aabhasi and Aao baten Kare ,which emphasises on making students field ready .Course on ICT gives them exposure to integrate use of latest technology with traditional teaching methods to bring out best outcomes in school going children .Key to excel in any profession is good communication skills, our value added course helps students to develop great communication skills .

20.Distance education/online education:

Distance Education/ Online Education is modern way of teaching – learning process allowing students to study within their own space and time. Considering its value, importance has been increased in current era to connect with people globally. Recently experienced pandemic time has been a great evidence of it in which online practice touches almost every aspect of life including education. This has created Hugh demand for online education system across the world.

At HACSE, since covid 19 time onwards, entire educational and administrative practices had been shifted to online mode. We had explored various virtual platforms and then purchased Zoom through which we had conducted/ attended lectures, meetings, workshops/ webinars etc.

With reference to curriculum delivery, lectures were conducted through online mode. Various experts across state and country as well were invited to take lectures on different topics from curriculum . Code and conduct (SOP) were developed and strictly being followed by students and faculties. Students were engaged in field engagement through online mode. Internship placements in schools across the country had also been executed through online mode. Apart from that, internal assessments were conducted using Google form, Edmodo etc. MOU has been signed with Teach Us agency to conduct University exams with much structured and systematic policies.

With reference to skill development program, HACSE had conducted webinars, CRE programs, International Interdisciplinary Conference etc. on different themes with expertise from various national and international speakers. Students and faculties were also attended numerous skill development sessions/ FDPs/ webinars hosted by other institutions. 2 Value added programs Aabhasi and ABK have been launched and successfully completed with 3 batches.

With reference to administrative work, all meetings such as staff , CDC meeting, IQAC, Student Council, AQAR, SSR work etc. were well executed through online mode. We have also been celebrating various events and occasions through online mode. Campus recruitment, Alumni meet etc. as well being conducted through online mode.

After pandemic, online practice has not been completely discontinued rather HACSE along with offline mode practices Hybrid mode as well through which we still connect with various experts to bridge the barrier of distance and to bring their expertise to us. HACSE also has practice of collaborative lectures where we exchange lecture from different colleges. Conducting online workshops are still in practice looking at the requirements and convenience of experts.

Extended Profile

2.Student

2.1 Number of students on roll during the year	27

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	45

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.4	13

Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	12

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	14

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	6.14
4.2 Total number of computers on campus for academic purposes	8

5.Teacher

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

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	6

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

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

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	**View File**
Plan developed for the academic year	**View File**
Plans for mid- course correction wherever needed for the academic year	**View File**
Any other relevant information	**View File**

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	B. Any 5 of the above

File Description	Documents

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**B. Any 3 of the Above**

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

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year
3

File Description	Documents
Data as per Data Template	**View File**
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	**View File**
Academic calendar showing time allotted for optional / electives / pedagogy courses	**View File**
Any other relevant information	**https://www.hashuadvanismarak.org/hacse/pdf/annual-calendar-june-21-to-may-22.pdf**

1.2.2 - Number of value-added courses offered during the year
1

1.2.2.1 - Number of value-added courses offered during the year
1

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

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year
13

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year
13

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	**View File**

Course completion certificates	**View File**
Any other relevant information	**View File**

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

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

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

6

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

6

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

1.3 - Curriculum Enrichment

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

FUNDAMENTAL & COHERT UNDERSTANDING undamental or coherent understanding of the field of teacher education

1. Linking Theory with skill development ,field engagement 2. Using interactive,heuristic methods 3. Variety of visiting faculty,range of visits ,experiences. 4. Reflection -practice 5. LMS Platforms 6. Content test carried out/tested .

PROCEDURAL KNOWLEDGE ....**SPECIALIZATION** 1. Creating task force for all levels of school education ,for all types of educational set up.

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

CAPABILITY TO ......**COMPETENCIES** 1. Ample opportunity for them-reflect and extrapolate: 2. Theory lectures -interactive,constructivist style 3. Template of skill development, field engagement and lessons - place for reflections Feedback process makinglearning relevant

SKILLS/COMPETENCIES : 1. .Counselor- group sessions on mental health issues 2. Projects , assignment always clubbed with presentations for collective shared wisdom 3. Active Student council 4. Opportunities to update communication skills through assembly, discussion, volunteering, anchoring5. Preplacement orientation 6. Value added course for imporving conversations.

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

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

Institution familiarizes students withdiversities in school system in Indian as well as international and comparative perspective in few ways: 1. Student placement in schools: Chembur- good network of schools - with different boards.HACSE - good network of special schools and remedial centers and practice lessons and field engagement planned on rotation basis 2. Field engagement templates: studentsprovided withready template for the detailed reporting of their activities. Templates designed to draw

attention of students to various practices of assessment, curriculum transaction, use of technology and academic norms. Students are oriented to template priorposting 3. Reflections and presentations: School placement followsby presentations,reflections inevery task 4. Measurement of mainstream schools (MLEM Tool) 5. Educational tour: Mostlytour takes students to experimental schoolsset up which are not very common in Mumbai but this acadmic year 2020-2021 college could not take due to coivd 19 pandemic situation.6. Notional Task on pedagogy-setting question papers-blue print; preparation for content test (syllabus framed on comparing different boards) Getting familiar with existing school system for understanding it better is an ongoing process and cannot be measured objectively. But we do our best in this area.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	**View File**
Documentary evidence in support of the claim	**View File**
Any other relevant information	**View File**

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

Strategies include: 1. Pre program orientation on curriculum design 2. Teachers' course accountabilityplanned on rotation basis 3. Course recap is always held before students go on preparatory leave for exam 4. Faculty is involved in paper setting for internalexternal examinations and they ensure thatfocus of measurement is interlined understanding of courses and not mere isolated understanding ofcontent. 5.Teaching learning schedule matched content wise. 6. Theoretical module andrelated skill development always taught together. For example when students learn theory of sign language or auditory training, parallel sessions are held for skill development which are parts of some other course. We facilitate buddy system in college students are paired thoughtfully to facilitate benefits to both. Either this is in terms of language needs, geographicallocation of residence or the skills. 7. Opportunities to reflect on courses are ample during4 semesters HACSE believes that holistic understanding of curriculum would create efficient teachers. Earlier withprogram being of one year, there was no scope to build that understanding 8. Curriculum is spread over 2 years now and that facilitates many breathing spaces for faculty and students to pause for better understanding.

File Description	Documents

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	**View File**
Any other relevant information	**View File**

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	**View File**
Action taken report of the institution with seal and signature of the Principal	**View File**
Any other relevant information	**View File**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

14

2.1.1.1 - Number of students enrolled during the year

14

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

Any other relevant information	**View File**

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

18

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

2

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

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

1

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

1

File Description	Documents
Data as per Data Template	**View File**
Certificate of EWS and Divyangjan	**View File**
List of students enrolled from EWS and Divyangjan	**View File**
Any other relevant information	**View File**

2.2 - Honoring Student Diversity

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

HACSE holds assessment of students at two levels: pre-admission and post-admission.

English Language Content Test - (ELCT): The first level of formative assessment consists of B.Ed. Common Entrance Test (CET) organized by Dept of Higher Education, Maharashtra Government. Itis mandatory for the candidates who wish to seek admission to English medium colleges to clear ELCT. Thus, the ELCT scores are considered while selecting medium of instruction for the candidate.

Study habit inventory: (Palsane & Sharma,2003) is administered on all the students to identify their study habits developed so far by the college principal. The level and nature of academic support required by each student is determined on the basis of the scores they obtain on this inventory.

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

Content test: The B.Ed. admission process consists of approximately 5 rounds of admission corresponding to 5 merit lists. After publishing each merit list, one admission round takes place for vacant seats after a gap of approximately two weeks. A content-test is organized to assess the content knowledge of the students. It reflects how much content the students have understood from the textbooks.

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

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

Multilingual interactions and inputs	

File Description	Documents
Data as per Data Template	**View File**
Relevant documents highlighting the activities to address the student diversities	**View File**
Reports with seal and signature of Principal	**View File**
Photographs with caption and date, if any	**View File**
Any other relevant information	**View File**

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

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

2.2.4 - Student-Mentor ratio for the academic year

6:1

2.2.4.1 - Number of mentors in the Institution

5

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

2.3 - Teaching- Learning Process

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

The use of multi-modal learning was ensured in the following way:
1. Smart classroom: All the classrooms are equipped with smart LCD with internet facilities. 100%of the faculty ensured that the learning is visual, as well as auditory. 2. Participative learning: The student participation was ensured at every stage of teaching which includes: planning,execution and assessment. Examples: The submission-deadlines of projects, notional tasks, etc were set after discussion with the students. Participation in execution or teaching was ensured byinvolving students in smaller group activities. 3. Cooperative learning: Students from both the programs were expected to work in pairs for D 17 course and interact with each other. Student cooperation was ensured by organizing their combined lectures.

5. Use of Online learning resources: The students were oriented to the different online open learning resources. Majority of thefaculties used web-based resources like Edmodo, Zoom classrooms and article reading on websitesfor delivering the content and interacting with students.Students were also encouraged to join the online webinars

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

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

5

File Description	Documents

Data as per Data Template	**View File**
Link to LMS	**Used Edmodo LMS**
Any other relevant information	**View File**

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

27

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Four of the above**

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

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

HACSE deals with student's diverse concerns- 1.Academic issues such as comprehension of lecture, study material, library issues, submission,exam-related issues, passing and grade improvement,

issues in practice teaching schools etc. areresolved by faculties. 2. Personal issues which interferes with their studies like financial hardships, stress at home,domestic violence etc. are handled by the faculty not compromising the dignity of the students andensuring the confidentiality. 3.Vocational issues such as skill-development and job proficiency are also addressed through needbased guidance and exposure .

4. Students face several challenges dealing with the university system like: getting eligibility,getting unique learner code, filling up online exam form, selection of optional courses, reviewingeligibility for grace mark, deciding whether to go for re-evaluation or not, getting errors inmark list corrected, getting duplicate certificates, availing online scholarships etc. are alsoaddressed. Mentoring of college staff by the Principal: The issues such as financial, interpersonal, salary related etc. that may arise among the staffmembers are referred to the college principal. Teachers are encouraged for FDPs, higher educationand other personal-professional developments. The matters beyond the purview of the principal arereferred to the college management for further action.

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

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

File Description	Documents
Data as per Data Template	**View File**
Documentary evidence in support of the selected response/s	**View File**

Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	**View File**
Any other relevant information	**View File**

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

We run extra mile in ensuring opportunities towards creativity, life skills and inovations. Most of the students come from a humble lesser exposed background never learnt life skills like better study habits, note taking, time management etc. They have limited exposure to educational experience beyond the syllabus they formally learnt. College undertakes several activities to groom them. After the daily assembly students share thought for the day,simple physical exercises as a part of improving their thinking and life skills. They are made to volunteer in many events and be part of outreach activitiesto develop empathy.Also different speakers are invited to talk about the latest in their field and share innovative ideas.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above

File Description	Documents
Data as per Data Template	**View File**

Documentary evidence in support of the selected response/s	**View File**
Reports of activities with video graphic support wherever possibl	**View File**
Any other relevant information	**View File**

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

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated	**All of the above**

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

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

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

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for	**All of the above**

teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	

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

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

File Description	Documents
Data as per Data Template	**View File**
Documentary evidence showing the activities carried out for each of the selected response	**View File**

Report of the events organized	**View File**
Photographs with caption and date, wherever possible	**View File**
Any other relevant information	**View File**

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

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

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

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

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

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

Orientation is provided to B.Ed students regarding the concept, spirit and action points' related to internship. Performance based assessment and assessment of internship formats (developed as per B.Ed. syllabus) were the two modes of assessing student's performance. 50 % of the marks were given by the mentor and the remaining 50 % were given by the course coordinator.

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

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

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

2.4.9.1 - Number of final year students during the academic year

13

File Description	Documents
Data as per Data Template	**View File**
Plan of teacher engagement in school internship	**View File**
Any other relevant information	**View File**

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

File Description	Documents
Data as per Data Template	**View File**
Sample copies for each of selected activities claimed	**View File**
School-wise internship reports showing student engagement in activities claimed	**View File**
Wherever the documents are in regional language, provide English translated version	**View File**

Any other relevant information	

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

A standard internship policy was developed for the effective practices of field engagement. Due to Covid, students were placed online within Maharashtra state and across the country as well to get cross cultural academic exposure. Monitoring was carried out stringently. School authorities were oriented about the objective and course work of internship placement. Following were the roles played by the various people are listed here:

Students: completion of tasks, Completion of prescribed hours, Learn, reflect and conclude learning points, maintain diary and prepare journal, maintain professional ethics and institutional decorum.

College faculty: Monitoring, feedback, Ensuring attendance, ensuring learning, weekly discussions and doubt solving, academic monitoring of preparation of journals, orienting stakeholders, assigning marks and handling correspondence and MOU.

School Authority: Giving consent to placement, on site monitoring, ensuring on site learning, monitoring reports and guiding teachers in planning and implementing internship details and signing MOU.

School teachers: Daily exposure, attendance, reporting, monitoring learning and creating innovative opportunities for our students.

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

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

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	**View File**

Two filled in sample observation formats for each of the claimed assessors	**View File**
Any other relevant information	**View File**

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

4

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

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

3

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

Any other relevant information	**View File**

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

57

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

57

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

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

Teachers professionally keep updated infollowing way: 1. In house discussions on current developments andIn house faculty meetings organizedonregular basis E.g. Organizing CET orientation seminar, preparing for NAAC/other inspections, planningCRE programs, Adhikar program,etc. 2. Faculty meetingsheld before-after attending conferences 3. Meetings after attendingto share learning points 4. Encouragementto undertakeresearch projects. 5.Summary of research papers published by college-faculty displayed on college notice-board. Page 32/89 23-06-2022 09:42:28 Annual Quality Assurance Report of CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION 6. Regulatory authorities like RCI, UGC have prescribed mandatory professional development activities for faculty-fulfilled completely. 7. HACSE core value'collaboration' – maintainscordial ties with several institutions. Principal, teaching staff,librarianare members of different academic Whats app groups wherein Important circulars are shared. 8. Teaching staffappointed for conducting exam-related work by University of Mumbai, State CET cell . They have formed semesterwise Whats app groups for giving instructions related to paper setting, translation etc. 9. Principal , facultyare life members ofprofessional organization like,NCED, ISHA , MISHAand MUCTA. 10. Annual newsletter 'Arushi', circulated amongalumni, special schools, government institutions etc. Newsletter's column on 'News that matter' contains important updates , news infield of education and rehabilitation of PWD

File Description	Documents
Documentary evidence to support the claim	**View File**
Any other relevant information	**View File**

2.6 - Evaluation Process

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

Continuous Internal Evaluation practiced at HACSE as per IAPolicy. internal-external evaluation weightage-20% and 80% respectively.

Total Theory (75 marks)Internal15 marks+ External 60

Internal:

Student to score Minimum 8 marks in internal evaluation ;Students had to write three class-tests and submit two notional; Three class-tests (5 Mark /10 Marks converted to 2.5 finally) per semester after every one month. The schedule of class-tests was provided in the calender of activities for each semester separately. At HACSE, best out of 3 class-test policy was followed. The students had to attempt all the 3 classtests the highest scores of two class-testsconsidered.. Students had to choose any 2 notional tasks from theirB.Ed syllabus.(5 marks.each)

Modern ways of assessment - Postermaking competition, exhibition of charts, etc a part of internal assessment.

Transparent system - The internal assessment marks for all the courses were shared with the B.Ed students. They were asked to confirm their marks by signing on the IA mark-sheet.

Immediate feedback -distinguishing feature of HACSE's IA policy.

Provision of 4th Class test -Subject to the student's application

Two innovative assessment-methods-Each and every faculty asked to try to conduct assessment using 2 assessment methods.

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

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

Access to tutorial/remedial support Provision of answering bilingually	

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

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

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

1.Grievance redressal by teaching staff:

Teaching staff share IA marks for all the courses with students,they asked to confirm their marks by signing on IA mark-sheet. IA mark-sheets are displayed on the college notice board students to crosscheck their scores.

Faculties use innovative assessment practices with students. Any problem in scoring , students are told to discuss . Flexible Assessment, Open Book etc Innovative, student friendly - methods for assessment are carried out

Students griviences against examination system involves a ranges of griviences like, error in names, scores, names of elective papers mentioned inmark-sheet , roll numbers, etc. Mentors help students in identifying proper authorities to be approached for help.

2. Grievance redressal by Non-teaching staff:

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

Post-exam session: Held afterresults were declared. Its about re-evaluation process. All the coordination ,communication w.r.t.re-evaluation for each semester separately has been managed bynon-teaching staff of HACSE.

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

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

Internal evaluation is a highly planned activity at HACSE,reflected inannual calender of activities prepared bycourse coordinatorsfor each semester separately.Course coordinators prepared calender of activities for each semester by consulting the college principal andlist of holidays as per University of Mumbai. The annual calender is presented semester-wise at HACSE. It developed in advance at the beginning of the semester and shared with allstudents and staff . Evenweekly time-table wasshared and displayed for students.The calender of activities andtimetable had mention of important dates like Assignment submission ,Journal submission etc.All the three class-tests for each theory course separately . Calender of activities ,monthly time-table was displayed in classrooms, faculty room and forwarded through email and Whatsapp group . Separate time tables were prepared for the class-tests and weredisplayed 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.

Onrequestabout extension of submission dates or class-tests , from CR , it isaccepted if the concerned faculty found it appropriate. Faculty strictly adheres to the rules about submissions developed at HACSE.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

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

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

1. The Master syllabus prescribed by Rehabilitation Council of India (RCI) and implemented by University of Mumbai (UoM) has clearly spelt out PLO and CLOS.

2. The link of the PLOs and CLOS was provided on college website.
3. PLOs and CLOs were displayed in classroom for the regular reference of both B Ed students and the faculty of HACSE.

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

5. During the student induction program ('Diksharambha') students are expected to read and discuss the PLOs and CLOs.

6. A brainstorming session was organized on fulfilling objectives. The principal of HACSE, faculties and students would participate in this session to discuss the following points:

A.Multi-lingual exposure: The PLOs and CLOs were explained in Hindi and Marathi along with English as per the needs of the B.Ed. students.

B. Resource persons to be invited: PLOs and CLOs from the syllabus also helped HACSE in deciding upon the resource persons.

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

2.7.2 - Pass percentage of Students during the year

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

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

At HACSE, the broad domains of Bloom's taxonomy (cognitive means knowledge, affective means attitudes and psycho-motor means skills domains) are utilized to record the progress in student performance on learning tasks terms of cognitive and professional attributes. The cognitive attributes involve student performance measured in terms of two aspects: knowledge and skills. Performance in Professional attributes is measured in terms of their skill development in lessons, internship, and other practical tasks as per the B.Ed syllabus. The details are as follows: 1.Progress in student-performance in terms of Knowledge: The learning objectives are placed in the beginning of each course in the B.Ed syllabus. The objectives were divided in 3 types. Knowledge objective, skill-s objectives and objectives for attitudes. Each course

notional tasks per course. The three class-tests provided opportunity for continuous assessment of student- progress.

2.Progress in student-performance in terms of skills: B.Ed Special Education programs offered by HACSE are professional development

programs. Hence, classroom teaching practical and internship in three different type of schools is the back-bone of this professional development. The student-performance in terms of skill is measured on the basis of marks obtained by students in practical (eg. Lesson execution) and internship placement (special school of 3.Progress in student-performance in terms of attitude: For developing professional outlook and favorable attitudes among the students, HACSE organized several events and programs like World Disability Day, watching educational Bollywood movies, projecting success stories by inviting resource persons with disability. The theme of Arushi-Newsletter published in

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	**View File**
Any other relevant information	**View File**

2.7.4 - Performance of outgoing students in internal assessment

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

12

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	**View File**
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	**View File**
Any other relevant information	No File Uploaded

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

At HACSE, the student-teacher ratio is low. Hence, formal assessment tools are not used for measuring whether the performance of the students is in tune with their initially identified learning needs.However, the same was taken care of by using the informal assessment measures. One such method was observation. While teaching in the class the faculty observed the behaviour of the students. If they noticed some abnormal behaviour in any of the student, the same was discussed in faculty meetings and also with the college principal. The common strategies were developed as per each student's needs. They were uniformly followed by all the faculties during teaching in the class. Individual mentors are closely interact and guide mentee. Remedial teaching hour is included in the timetable . Students are explained the rubrics for all the tasks and taught to work around their weaknessand capitalise on their strengths. Example :Two

studentswho had completed college level education in Marathi,needed input in Marathi. Hence, study material and notes were provided in Marathi. Students who had health issue and surgery during the semester were offered flexibility ,video recording of lectures and extension in some tasks .

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://www.hashuadvanismarak.org/hacse/pdf/Compiled-SSS-docs-2022.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

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

1

File Description	Documents
Sanction letter from the funding agency	**View File**
Income Expenditure statements highlighting the research grants received certified by the auditor	**View File**
Any other relevant information	**View File**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking	One of the above

appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	

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

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

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

3.2 - Research Publications	
3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year	
0	

File Description	Documents
Data as per Data Template	**View File**
First page of the article/journals with seal and signature of the Principal	**View File**
E-copies of outer jacket/contents page of the journals in which articles are published	**View File**
Any other relevant information	**View File**

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

6

File Description	Documents
Data as per Data Template	**View File**
• First page of the published book/chapter with seal and signature of the Principal	**View File**
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	**View File**
Any other relevant information	**View File**

3.3 - Outreach Activities

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

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

1

File Description	Documents
Data as per Data Template	**View File**
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	**View File**
Any other relevant information	**View File**

3.3.2 - Number of students participating in outreach activities organized by the institution during the year	
3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year	
14	

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

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

14

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

14

File Description	Documents
Data as per Data Template	**View File**
Documentary evidence in support of the claim along with photographs with caption and date	**View File**
Any other relevant information	**View File**

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

HACSE provides opportunities for the trainees to understand the ground reality of the society. For this purpose , the college in collaboration with Urmi foundation had placed the trainees in the interiors of Mumbai for five days. They had done a street play in the areas and helped to gather data about the special population iin the area. This activity helped the trainees about the awareness level about special population among common people They were able to bust the myths among common people about the special population and thue spread the right information about the people with disabilities through the street play.

File Description	Documents

Relevant documentary evidence for the claim	**View File**
Report of each outreach activity signed by the Principal	**View File**
Any other relevant information	**View File**

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

2

File Description	Documents
Data as per Data Template	**View File**
Appropriate certificates from the awarding agency	**View File**
Any other relevant information	**View File**

3.4 - Collaboration and Linkages

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

3

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

3

File Description	Documents
Data as per Data Template	**View File**
List of teachers/students benefited by linkage – exchange and research	**View File**
Report of each linkage along with videos/photographs	**View File**
Any other relevant information	**View File**

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

7

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities	**All of the above**

Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

HACSE has always worked hard to provide its students with the best possible learning environment. As a result, we've always made an effort to provide the best possible facilities for our students. HACSE is always prepared to meet the educational needs of its students in any way. The college's foundation is solid, despite its small size. All facilities are available in this small setting. The main office is air conditioned and conveniently located near the administrative office, which has all of the requisite amenities. Both a faculty and a ladies common room are available. Newborn screening and monitoring are available at the CAAI Center.

Four well-equipped classrooms, a library, a reading room, and an IQAC room serve the interests of HACSE's stakeholders. HACSE has also made shared facilities available to RTT and CCYM. The multipurpose hall, sport equipment room, counsellor room, auditory room, conference room, yoga hall,and auditorium are among the shared facilities.

In compliance with RCI and University of Mumbai standards, ventilation, filtered water, a Wi-Fi system, a firefighting

extinguisher, separate washrooms for ladies and gents, and a CCTV
system have been installed throughout CCYM, including HACSE.

For Geo-tagged photos, please visit
https://www.hashuadvanismarak.org/hacse/naac-infrastructure.html

File Description	Documents
List of physical facilities available for teaching learning	**View File**
Geo-tagged photographs	**View File**
Any other relevant information	**View File**

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

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

5

File Description	Documents
Data as per Data Template	**View File**
Geo-tagged photographs	**View File**
Link to relevant page on the Institutional website	**NA**
Any other relevant information	**View File**

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

0.12226

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

4.2 - Library as a Learning Resource

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

The HACSE-Library has been giving the academic support to teaching
and learning culture with the various services to its users. The
library installed the Library software E-granthalaya in 2013,
developed byNational Informatics Centre,Ministry of Electronics
and Information Technology, Government of India. The library is
partially automated. After the installation of E-granthalaya, the
library had entered all its resources in the software. The salient
features of library automation are as follows:

- **Acquisition**
- **Cataloging**
- **Circulation**
- **OPAC**
- **Serial Control**
- **Accessibility**
- **Report generator**
- **Membership**

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

File Description	Documents
Bill for augmentation of library signed by the Principal	**View File**
Web-link to library facilities, if available	**Nil**
Any other relevant information	**View File**

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

Libraries in colleges of special education are generally smaller in size and scope. However, at our library we try to equip student members to use practices and technologies which would benefit them even when they become part of larger organizations. We look at basic library related skills as life skills for professionals and hence try to groom these among our students.

Recently, we have taken the subscription of N-List. The library also has its own blog, through which the users of the library can access the question papers and journals. Information literacy programs were conducted for teaching the students to access the resources.

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

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

File Description	Documents

Data as per Data template	**View File**
Receipts of subscription /membership to e-resources	**View File**
E-copy of the letter of subscription /member ship in the name of institution	**View File**
Any other relevant information	**View File**

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

0.45580

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

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

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

11

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

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from	**Three of the above**

other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

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

4.3 - ICT Infrastructure

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

The utilization of ICT facilities has reinforced HACSE activities for faster applications. ICT updation has played an important role in the advancement of the HACSE. It reduced the load from the system. We have updated the following ICT facilities:

Computers and laptops: We upgraded with more computers to each employee. There are 3 laptops, one with the principal, second for the staff, and third for the CAAI center.

1. LCD projectors
2. Jio-Fi Hotsopt Router
3. Classroom with new screens
4. Upgraded MTNL connections
5. Printers
6. Webcam
7. CCTV surveillance
8. Biometric Machine
9. Library computerization and different resources
10. Networking Rack
11. Miscellaneous ICT devices
12. Maintenance facilities:Maintenance is provided by the IT person Mr. Sarvesh Pandey who is an outsourced tech support visiting college alternate days. Mr. Sanjay Kashiwal (Care Computer Systems and services) is hardware consultant supports us on – call basis. They also provided the on-call consultancy for ICT related issues. An electrician Mr. Raju Pandey also provided the on-call consultancy and services for repairing electrical items. There are other ICT facilities are available with CCYM, school and AAVC, which used on a shared support basis.

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

4.3.2 - Student – Computer ratio during the academic year	
4:1	

File Description	Documents
Data as per data template	**View File**
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	**View File**
Any other relevant information	**View File**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**E. < 50 MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	**No File Uploaded**
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	**No File Uploaded**
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**One of the above**

File Description	Documents
Data as per Data Template	**View File**
Link to videos of the e-content development facilities	**https://www.youtube.com/@aabhasi-ofccymandhacse6100/videos**
List the equipment purchased for claimed facilities along with the relevant bills	**View File**
Link to the e-content developed by the faculty of the institution	**https://www.youtube.com/@aabhasi-ofccymandhacse6100/videos**
Any other relevant information	**View File**

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

0.614574

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

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

HACSE has always strived to give the best learning environment to the students. Hence we have always tried to provide the best infrastructure possible to our students. We are well equipped with all the facilities needed for smooth functioning. The college has all essential exclusively owned infrastructure facilitieslike the classrooms, the library with the reading room, well-equipped science laboratory, computer lab with an Internet connection, girls' common room and an early intervention center. Other shared facilities with a special school in the same building and exclusively owned by the management includethe seminar/conference room, an auditorium, gym and yoga classroom, the multipurpose hall and the meeting room. There are systems in place for the smooth functioning and maintenance of the facilities.

Different SOPs are developed.The college has a feedback system.The AMC had been given for the water purifier, AC and lift service and E-granthalaya. A register has been maintained to keep a record of any complaint against an instrument/equipment that needs to be repaired. Accordingly money is spent from the repair and maintenance budget under the guidance of the principal.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

File Description	Documents

Geo-tagged photographs	**View File**
Any other relevant information	**View File**

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

B. Any 3 of the above

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

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell

Two of the above

	Concession in tuition fees/hostel fees Group insurance (Health/Accident)		

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
10	10

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

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

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

03

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

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

0	

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

5.3 - Student Participation and Activities

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

Various concerns such as event management, exam related concerns, volunteering in various activities at college, etc. have been put up by the council.

1. Council has initiated various activities at college and community level such as Gandhi Jayanti, international disability day and republic day.
2. Diksharambh ceremony and exam orientation/ tech orientation were coordinated and hosted by SC.
3. SC volunteered in various events such as Aayam campus recruitment, Adhikar parents' empowerment program, international interdisciplinary online conference etc.
4. A small video has been created on Disability awareness and on republic day shared through social media posts.
5. Science day celebration was organized and hosted by SC.
6. Students are also appointed as the members of different committees at college level such as IQAC, library committee, internal complaint committee, anti- ragging committee, social media committee.

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

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

16	

File Description	Documents

Data as per Data Template	**View File**
Reports of the events along with the photographs with captions and dates	**View File**
Copy of circular / brochure indicating such kind of events	**View File**
Any other relevant information	**View File**

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni Association of Hashu Advani College- "AAHA" is a non-registered but very actively functioning alumni association of the college. Till date, over 418 alumni are connected together through a very professionally active Whats-App group. HACSE enriches its alumni group with good academic updates and career opportunities regularly. College has created a separate email ID too for the official communication with alumni with regard to their academic and professional updates. College appoints coordinator for AAHA on rotation basis. AAHA meet is held timely. Considering alumni as an inseparable part of the college, HACSE AAHA collaborations facilitate empowering and promoting alumni contribution through Arushi newsletter, networking with other organizations, taking sessions and employment etc.

The major 2 contributions are-

Alumni as members in various committees Such as in IQAC, code of conduct monitoring committee.

Alumni as volunteers in college events such as CRE, AAHA meet, Subject seminars etc.

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring	Three/Four of the above

Financial contribution Placement advice and support	

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

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

1

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

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

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

1. Spreading the word about admission and contribute in employment through sharing vacancies related posts in official WA group.
2. Invited as visiting faculties to lectures to teach variety of modules.
3. Support in conducting various sessions through enriching workshops and subject seminars.
4. The field engagements are scheduled in the schools where our alumni are working. Alumni know the curriculum followed by college and the educational practices at their work place. With this understanding, our alumni are effectively grooming our students to acquire field learning.
5. Alumni are also appointed as the members of college level committee.

6. **Alumni are invited in Diksharambh ceremony to share their academic and field experiences also motivate freshly joined students.**

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

As an outcome of a lot of brainstorming deliberations we could evolve a well crafted vision mission statement in 2013 - aptly representing what we intended to do. We have been aligning each of the activities in tune with it. This statement is part of our:

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

Basically development of human resources towards inclusive world is our summarized vision.

Along with vision – mission, objectives and values too are framed and implemented. Collaboration and creating range of options without advocating a single one are our top 2 values. Vision / mission / objectives / values are translated into daily routine through various decision making committees and hierarchical structure indicated in the organogram. All macro or micro level decisions are taken and executed through this network of committees following the principle of dynamic leadership.

Task rotation and team rotations lead to all becoming 'jack of all and master ONE'. Each gets opportunity to develop his / her own forte and yet the system does not get person dependent. Balance between structured systems with academic freedom is maintained.

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

File Description	Documents
Vision and Mission statements of the institution	**View File**
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	**View File**

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

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

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

1. Appropriate teaming: We have two programs B Ed LD and B Ed HI and hence two teams. These two teams operate independently exercising academic freedom at micro level.
2. Associate professors as team leaders: In our college two associate professors have been designated as team leaders. Administrative decision making therefore is done at micro level including leave sanctioning, schedule finalizing, API related processes, submitting CRs etc.
3. Participatory functioning is a counterpart of the decentralized decision making. At HACSE, it is achieved mostly using 3 strategies:

1. Rotation of tasks: College has a set pattern of events and processes which are repeated every year. We believe in rotation of the responsibilities so as to ensure that each gets to do tasks of own choice and yet also get experience with all tasks in rotation.
2. Dynamic leadership: For each of the events, a process owner is appointed who leads the activity.
3. Contributory development: We have a system of maintaining a master pool of documents. There are designated e mail ids for saving documents. Decentralization and participation is a deep routed way of life rather than a crafted policy now.

File Description	Documents
Relevant documents to indicate decentralization and participative management	**View File**
Any other relevant information	**View File**

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

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

1. Arushi, our published newsletter includes our annual report. It places detailed information in public domain making the

operations transparent.

2. College website is a classic example of our strong conviction about following transparency as a tool for quality assurance. The website is a good display of information / update / data that our stake holders / regulatory authorities / well wishers may want to keep a track of. (committee minutes involving decisions, feedback, AQARs, calendar of activities, library rules, fees involved, forthcoming events, announcements, vacancies, alumni activities etc.). It has important statutory declarations like declaration under section 4 (1)(b) of RTI

3. AQARs: AQARs are placed in public domain, shared with regulatory authorities.

4. RTI committee: College has RTI committee in place wherein a team functions for a couple of years. The composition of the team is displayed on the notice board and at the website.

We achieved transparency through:

1. Admission process
2. IA and attendance policy
3. Fund raising
4. Composition of committees
5. Social media

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	**[View File](#)**
Any other relevant information	**[View File](#)**

6.2 - Strategy Development and Deployment

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

Strategic planning and effective deployment are achieved by SMART planning and setting SMART targets. Here is an example that displays effective deployment of a plan.

Area: Self study courses by the students

Background: As per UGC notification students undergoing professional programs are encouraged to undertake courses offered at SWAYAM platform.

In spite of encouraging students, there was lukewarm response to the same. Strategies used initially were not consolidated. We gave it a form of a project where all the efforts will be planned and deployed systematically.

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

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

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

Process owner: Nisha Kutty

Strategies included:

1. Formal session

2. Monitored enrolment.

3. Whatsapp group for update.

3. Facilitated mentors.

4. Arranged for PC .

5. Shared ready MOOC courses

6. Involved student council in the process.

Outcome: As an outcome we could achieve our target in 2021.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	**https://www.hashuadvanismarak.org/hacse/pdf/iqac-minutes-2021-22.pdf**
Documentary evidence in support of the claim	**View File**
Any other relevant information	**No File Uploaded**

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

The effectiveness and efficiency of the college is visible through internal policies and procedures which have evolved through the last 25 years. Our Organogram indicates clarity of roles and transparent reporting are the governing forces.

Decision making through following regulatory bodies / committees:

1. College Development Committee
2. Internal Quality Assurance Cell
3. Local Management committee

4. **Planning and Development committee (UGC)**
5. **Student Council**

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

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

Management of records: All important master documents like Service books, leave records, salary registers, recognition/ affiliation documents etc are very well maintained as soft copy appropriate labeling. There are 8 email ids and15 login IDs for various purposes with limited access. The passwords are compiled in a document which is possessed by the principal.

The system of consistent file / folder names is maintained by all in terms of soft and hard documentation. A unique symbol system is in use.

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

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

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

File Description	Documents

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

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

IQAC Committee spearheads the quality initiative in true spirit. Considering the importance of understanding learning needs of the newly enrolled students, a need to develop a template was felt. It was discussed in academic meeting. Principal decided to develop the template which is relevant for teachers while planning teaching learning experiences for the students. Following were the steps to develop the template and deployment of the practice wherein the collected data is used effectively keeping students at the centre stage:

- Draft of the form to provide information about learning need ws developed.
- Same was validated by internal faculty.
- It was translated in Marathi
- It was converted into a google form.
- A session on explaining the form to the newly enrolled batch was organised as a part of Deeksharambh
- Students filled in the form
- Mentors reviewed these and drew conclusions for planning learning experiences.

From next time, we have planned to use the data directly for mentoring and academic problem solving.

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

6.3 - Faculty Empowerment Strategies

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

Here are many ways in which staff welfare or rather well being is facilitated.

1. Timely implementation of Career Advancement Scheme for stage 2 to 3 and 3 to 4 for the deserving faculty.

2. Accident insurance facility is available for the teaching and non teaching staff by management.
3. Support for research and development activities: The system motivates and in fact sets deadlines for externally funded research, academic research and article publications. Approvals for writing chapters in books, collaborating with other professional organizations and attending conferences are fast tracked and rarely denied.
4. FDPs are held regularly and these cover various topics including academic (learning disability, research methods, constructivism etc) and non academic life skills (cyber safety, online teaching learning etc)
5. Health related support: Staff is given 25% concession in other activities of the CCYM like Yog class or Gym. Free health camp is organized for alertness about onset of illnesses.

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

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

2

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

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

16

File Description	Documents
Data as per Data Template	**View File**
Brochures / Reports along with Photographs with date and caption	**View File**

List of participants of each programme	**View File**
Any other relevant information	**View File**

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

4

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

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

Performance Based Appraisal System (PBAS) based on Academic Performance Indicators (API) as per the UGC norms adapted by Govt of Maharashtra was implemented. Applicants submitted the files with formats and support document to IQAC coordinator who verified the scores assigned to self. Scores were finalized by the principal in negotiation with the applicant and the IQAC coordinator.

1. In house appraisal system evolved at college

1. Faculty Evaluation: Performance of the faculty in class is the acid test of TEACHING. College has developed a faculty evaluation system wherein each of the students evaluates each of the teachers in a very confidential way. There is no way the identity of the student is known and hence it is an effective system. Principal herself undertook this exercise towards the end of the semester.

Peer Reviewing: (OPTIONAL). This is internally developed system wherein teachers sit through other teacher's lecture and rate the teaching objectively. A template has been developed for peer reviewing which is a combination of rating scale and an 'open ended' remarks. Currently 2 lecturers and the principal have opted for it. The reviewer after attending the lecture, mailed the filled in template to the reviewee

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

6.4 - Financial Management and Resource Mobilization

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

College is an aided college managed by CCYM. Salary of 90 % of the staff comes from Government of Maharashtra as salary grant through online system of Sevarth. Pay rules of Govt of Maharashtra including pay fixation under pay commission are applicable. Therefore, scrutiny of financial procedures is a routine. External annual auditing too is a routine.

CCYM approves and provide advance to the college as per approval of the annual budget which is sanctioned by CCYM in the month of January every year. CCYM office bearers are active in financial sector (banking / CA firms etc). Hence the budget, financial processes, record keeping, monthly accounting, GST compliances, timely TDS payments, generation of form 16 etc are stringently monitored. CCYM is capable of hand holding HACSE in financial processes.

There are a few externally funded activities like research projects (by government agencies or university of Mumbai) and funded conferences. Auditing of such expenses is mandated by the funding agencies and the same is adhered to in true spirit involving appointed external auditor of the college. Same holds good with RCI recognized webinars and CRE programs, even if these are not funded by the RCI audited report needs to be sent.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	**View File**
List of audit objections and their compliance with seal and signature of the Principal	**View File**
Any other relevant information	**View File**

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

1

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

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

CCYM is a non-profit organization which thrives on the funds raised by various strategies. HACSE is one of its 9 activities. It is partially funded by the government of Maharashtra in terms of salary grants. CCYM runs into deficit due to the non salary expenditure. Moreover, since quality is utmost important here, CCYM also bears the financial burden of salary of the teaching and non teaching staff. CCYM (Registered under the society's registration Act under the number 3441 of 1955-56 and under the Bombay Trust Act under the number E1994Bom) is the parent body and takes care of the financial deficit through various activities like any other non-profit organizations. It has 80 G exemption and has an FCRA account.

However, HACSE too plays an impacting role in resource mobilization through:

1. Fund raising and donation drive: Donation in Rupes and kinds was accepted by CCYM
2. Research funds by Govt and non Govt organizations: College applied for competitive research funds and obtained it. These projects are completed and utilization certificate submitted.
3. Exploring financial support to our needy students in paying fees: For example, ANGC supported our students with financial aids in partial payment of the fees.

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

6.5 - Internal Quality Assurance System

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

IQAC played active role in improving minor details of functioning and restructuring the processes. Please note following points to understand the process adopted for quality assurance through IQAC

1. New IQAC committee is formed this year.
2. Composition of IQAC committee is as per the prescription.
3. Meetings took place very regularly and the discussions were genuine and action oriented.
4. Meeting notices are given well in advance and agenda was sent in advance.

5. Each Meeting began with reviewing the earlier points which are minuted as point # 0.
6. Three-fold functions: A. Organization of events: Various events like celebrations / workshops / competitions are planned and implemented. This ensures variety of exposure. Students are at the center of all the events. B. Development of templates and SOPs for systemic improvements: Responsibilities are assigned on rotation basis. SOPs and templates help us carry out duties in relay race fashion. C. Establishing feedback governed quality practices: Our planning and implementation takes care of macro as well as micro issues of functioning of a college.

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

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

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

Steps to ensure the quality of the TLP:

1. Faculty evaluation by the students: Every semester, each of the students evaluates each of the teachers in a very confidential way. It included both- own faculty and the visiting ones. The template with 5 point rating scale has 2 parts: A: Teaching style and B: Professionalism. (10 items each)
2. Exit feedback by Students: College takes exit feedback from the rolling out batch (with option of not mentioning their names for confidentiality). The format asks the responses on both the levels: emotional and rational. Reviewing the responses in the academic meetings has helped us understand the student perspective.
3. Semester end review by the teachers: There is a short sem-end feedback form for faculty. This is basically helpful in deciding the visiting faculty to be repeated and not to be repeated.
4. Peer reviewing among faculty: Teachers sit through other teacher's lecture and rate the teaching objectively using a template. Parameters include preparedness for teaching, fair assessment, use of technology, multilingual communication etc.
5. We recently prepared a template for reporting innovative practices in assessment and teaching so that each can share their experiments with others.

File Description	Documents

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

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

15

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

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

File Description	Documents
Data as per Data Template	**View File**
Link to the minutes of the meeting of IQAC	**https://www.hashuadvanismarak.org/hacse/pdf/iqac-minutes-2021-22.pdf**
Link to Annual Quality Assurance Reports (AQAR) of IQAC	**https://www.hashuadvanismarak.org/hacse/pdf/aqar-2020-2021.pdf**

Consolidated report of Academic Administrative Audit (AAA)	**View File**
e-Copies of the accreditations and certifications	**No File Uploaded**
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

1. AAYAM: (CAMPUS RECRUITMENT DRIVE) Following steps indicate how we consolidated efforts year by year towards ensuring better career start for our rolled out batch and alumni.

1. In 2017-18 we crossed a major milestone in the area of career opportunities for our rolling out batch and our alumni by holding first ever campus recruitment event at college. We then repeated our success story every year: 8 organizations participated in it and this was a highly successful event coordinated by Ms Poonam Mishra. 50%of the total students who participated got the offer letters.

Also a letter was drafted for prospective employers detailing benefits of having special educator in the team.

1. Last year we also developed a few templates for the sub processes. We publicized it well and could attract schools overseas.
2. we held rounds of mock interviews and prepared them for presenting self in an interview.
3. Schools where students are placed for field engagement offer jobs to the students. We facilitated the process.

Career updates are shared through website, WhatsApp group, and AAYAM.

1. MANAGEMENT OF FIELD ENGAGEMENT (Refer upload)

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

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

Some of the strategies adopted by HACSE are

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

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

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

4. Star graded air conditioners are purchased and used in the campus as an energy saving measure.

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

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

CCYM'S HACSE is committed to the efficient management of waste. College strives to develop a culture of effective waste management with motto 'No Plastic, Less Waste, waste segregation and waste management, correct e waste disposal'

All staff and students are expected to follow waste management system carefully and support the existing policy of separating wet, dry and e waste appropriately.

College has installed dustbins for dry waste everywhere and dustbin for wet waste is placed in the passage. The responsibility of waste segregation is given to each individual.

College takes consultation of environmental consultant Ms Joshi to implement, maintain and improvise waste management practices.Collge has signed MOU with Ms Joshi.

Housekeeping staff is also given orientation and is expected to follow waste segregation.

A compost pit has been developed in the campus building.

CCYM is very particular about E waste disposal and encourages E waste collection and disposal through organisations specialised in this cause. All the activities of CCYM collect e waste in a room for 6 months under the supervision of ICT person. He advises the staff in terms of what can go as e waste and what can be used after repair.

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

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

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water	Three of the above

harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	

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

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

Some proactive steps taken by HACSE cleanliness committee are

Circular regarding maintenance of cleanliness has been put up on the notice board.

Students are involved in maintaining cleanliness through students' council which has one member as in charge of cleanliness.

Celebrate Gandhi Jayanti with the cleanliness drive involving all the staff and students.

Deep cleaning of all the rooms in the college including cleaning of fans and windows is done twice a year

LCDs, computers and printers are covered when not in use.

The campus of CCYM's HACSE is situated in one of the most polluted areas of Mumbai which is surrounded by the refineries .One of the best and frequently adopted ways by HACSE is to increase the green cover in the surrounding. Many plants and climbers have been planted in the campus.

HACSE is so committed to maintain green earth that any guest /expert invited for any function or sessions is gifted a Tulsi plant by default.

Ground floor of the campus holds a Smarak Garden, it displays bio diversity, variety of plants,bushes, and shrubs have been cultivated.

HACSE has initiated the campaign of 'plastic free campus'.

HACSE intends to systematically move towards paperless governance.

File Description	Documents

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

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	**View File**
Circulars and relevant policy papers for the claims made	**View File**
Snap shots and documents related to exclusive software packages used for paperless office	**View File**
Income- Expenditure statement highlighting the specific components	**View File**

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

0

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

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

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

To bring in brother hood, harmony, peace among people and to promote Sindhi cultute .CCYM through Saptha Sindhu Sangam organises various programs like Chetti chand jomelo, Sagra, a traditional puja of Mahadev.

Walkathon for senior citizens is an annual event which has been conducted every year to celebrate our founder's birth anniversary.

We have been conducting disability awareness program for general educators or students from mainstream schools situated in nearby Chembur area.

CCYM through CAAI conducts free hearing screening for senior citizens it also undertakes hearing screening of babies.

Adhikar, parent empowerment program is open to any parent of children with hearing impairment

Vivekanand Yoga Kendra and Aakar health club are the popular activities.

Students from various colleges avail the facility of Reading room started by CCYM,

CCYM in collaboration with local Rotary and Lions club distributes hearing aids to the needy and deserving students.

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

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

File Description	Documents

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

7.2 - Best Practices

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

1. ADHIKAR (Family empowerment program)

Objective of the practice:

To empower and equip parents of children with hearing impairment with knowledge and skills, which will facilitate upbringing of their child.

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

The practice:

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

Evidence of success:

Parents have given positive written feedback, Till date more than 300 families have been benefited.

Problems encountered and resources required:

Finding a sponsor to fund this is sometimes challenging. Motivating parents to put in regular attendance is challenging as most of them are labourers who survive on their daily wages.

2. AAYAM (JOB PLACEMENT FAIR)

Objective of the practice: To facilitate the career opportunities for our students through AAYAM – campus recruitment drive.

The Context: HACSE wants to hand hold our graduating students, changing the dimension from being a student to being a teacher.

The practice: Prospective employers conduct interviews in the campus and share the seletcion list .

Evidence of success: More than 90% of the participants in Aayam get good job placement.

Problems encountered and resources required:

Student teachers with specialisation in hearing impairment and those not fluent in Englishare not usually selected in inclusive school set ups.

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

7.3 - Institutional Distinctiveness

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

Systematic march towards inclusive world:

HACSE in tune with its vision, has been taking proactive steps towards creating a right based, inclusive and diversity friendly society with a major focus on children with special needs,

Some of the highlights of our mission are

1. Creating barrier free environment campus

2. Book bank: Library has introduced a policy in which, book bank facility is made available for SC/ST,

differently able students

3. Arambha: This is a disability orientation program on disability management for general educators

conceptualized by HACSE.

4. Rainbow leaflets: Rainbow at a glance gives a great information about suspicion of

various disabilities and Dos and Don'ts of classroom practices for inclusive education.

5. Lectures at HRDC- To promote inclusion at the higher education lectures on disability orientation

are delivered during FDP courses held by HRDC, Mumbai .

6. Disability policy and Centre for disability at UOM: Principal of HACSE has been instrumental in

developing disability policy.

7. CAAI: equipped with modern infrastructure advocates neonatal hearing screening. This approach not only leads to better overall development but prepares them to educate themselves in inclusive schools.

8. Consultancy to Trinayani to develop games and material to promote inclusion.

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