



NAAC B+

Anushi



Chembur Colony Yuvak Mandal's
Hashu Advani College of Special Education (NAAC B+)
and

ROCHIRAM T. THADANI HIGH SCHOOL FOR HEARING HANDICAPPED

Theme: Sadda Huque

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Developing a nation is synonymous to developing classroom teachers. With this philosophical base, Hashuji conceptualized CCYM'S Hashu Advani College of Special Education (<https://www.hashuadvanismarak.org/hacse/>) which undertakes various activities related to human resource development in the field of special education. It includes ADHIKAR - A certificate course for families of children with disabilities, AARAMBHA, disability and inclusion orientation for mainstream teachers, ANUMAAN, hand holding for disability school screening, RCI - CRE, STPs form special teachers and 2 value added online certificate course (AABHASI, AAO BAAT KAREN). The college has a vibrant alumni association - AAHA and publishes an academic newsletter every year - ARUSHI. The prime focus of the activities of the college is empowering school education for children with disabilities. CCYM'S HACSE offers B.Ed (Special Education - Hearing Impairment) and B Ed (Special Education – Learning Disability) which are affiliated to University of Mumbai and are recognized by Rehabilitation Council of India. CCYM HACSE is the first college of special education in India to be accredited by NAAC (Grade 'B'). It is also one of the very few colleges of special education which have been listed under the category of 2 (f) 12 (B) of the University Grant Commission (UGC). Admissions into these professional programs which lead to a high paying satisfying career in an inclusive world are done through CET of the government of Maharashtra. Contact us to know more hac_ccym@yahoo.co.in



Rochiram T Thadhani High School for the Hearing Handicapped established in the year 1987, Rochiram T Thadhani High School for the Hearing Handicapped, recognized by Social Welfare Department, Government of Maharashtra, has completed thirty five years of dedicated services to the society with a great satisfaction of transforming the lives of thousands of students from “ Silence to Sound”. Affiliated to Maharashtra State Secondary School Certificate (SSC) Examination Board, RTT is widely acknowledged as one of the benchmark special schools of the board. The school offers kindergarten to SSC level education in Marathi and Hindi mediums. The team RTT includes special educators, audiologists, speech therapists, psychologists and social worker.

From the Principal's Desk...

The field of disability management is a classic example of a journey from charity model to right based model. It would be interesting to track it to understand why the theme of the current ARUSHI is “My Rights” – **Sadda Huque**. To begin with, charity is a beautiful feeling that endorses going beyond self by “giving” or “helping” others. This feeling at times – if not always, paves a path to desirable actions. In early years of consolidated efforts towards disability management, the charity mindset played a rather positive role in establishing a basic network of services in the form of non-profit organizations (mostly special schools) in India and particularly in Maharashtra. However, unfortunately, more than often, the charity driven initiatives are at risk of unstructured functioning and quality compromised service delivery. In recent decades we gradually started realizing the ‘cons’ of the charity model when we started differentiating between SYMPATHY (understanding disability from one’s own emotional perspective) and EMPATHY (understanding disability from the perspective of the person with disability by putting oneself in the other person’s shoes). Sympathy and charity mindset – if I may say so, leaves lesser space for professionalism. Through ARUSHI, we want to draw attention to the fact that ‘RIGHT’ and not ‘CHARITY’ is the driving force today in the field of disability management (rather diversity management) and inclusive education. Assessment, education, intervention, etc need to be insisted upon but not to ‘help poor disabled’ or towards their ‘welfare’ but to ensure the ‘rights’ of the person with disability. Hence, the theme this year is – **Sadda Huque!**

With the backdrop of disability management being linked with charity which in turn is linked with compromised quality, we at **HACSE** are rather **oversensitive about quality of services**. Unlike the majority of colleges of special education, **HACSE** is undergoing the quality process in tune with higher education institutes in India. As a part of **NAAC** (National Assessment and Accreditation Council) process, we are proud to announce that all our **AQARs** (Annual Quality Assurance Reports) are submitted on time and are accepted by the NAAC. We are deep into the NAAC process in our second cycle and await the Peer Team Visit. Our next issue will announce the outcome!

Two of the other points to be proud of this year are: Our **International Interdisciplinary Online Conference (IIOC)** and long term **RCI recognition for our B Ed – special education (Learning Disability)**. For the first time we organized an international interdisciplinary conference. For a comparatively small team of ours, it was a herculean task. But we managed and managed it well, thanks to the team efforts of staff, students and alumni. Representatives of eight nations participated and presented the assessment and diagnosis practices Vis a Vis learning disability. All sessions can be found on our **YouTube channel – Aabhasi**.

We have been offering B Ed (LD) for just 6 years and we were able to establish sustainable processes which fetched us the highest possible score at the time of institutional assessment by the Rehabilitation Council of India. As a result, our B Ed (LD) program is now recognized till 2026.

On the academic front as well, the year 2021-22 treated us well. Nisha Kutty and Poonam Mishra enrolled for Ph D, Dr Kasturi Kulkarni completed her externally funded minor research. Our result of rolling out batch was 100% like earlier years (No surprises there!). We conducted our usual ‘A’ series: Adhikar, Aayam, Aarambh, Aarushi and AAHA meet. We updated our website to be able to make it more informative and accessible. Our social media presence improved a great deal which is one step ahead towards awareness.

This year was the year of back-to-normal and we reassured our grip on hybrid teaching learning. IQAC (Internal Quality Assurance Cell) played a big role in mediating new systemic changes which led us to conclude that quality and innovation work hand in hand. It is time we in the disability sector think of quality as the right of the beneficiaries as well as the stakeholders. On that note, happy reading the compilation of articles on the right based approach and knowing us yet more by reading our updates.

Dr Asmita Huddar
Principal,
CCYM'S HACSE

From the Headmaster's Desk....

हक्क

‘आरुषि न्युज लेटर’ साठी ‘हक्क’ हा विषय निवडल्याबाबत हशु अडवाणी विशेष शिक्षण महाविद्यालयाचे हार्दिक अभिनंदन! ‘हक्क’ या विषयाला अनेक कंगोरे आहेत. ते माझ्या दृष्टीकोनातून मांडण्याची संधी मला तुमच्यामुळे प्राप्त झाली. त्यामुळे तुमचे विशेष आभार!

मानवाच्या जगण्यामध्ये ‘हक्क’ या विषयाला महत्वाचे स्थान आहे. हक्क तुम्हाला जागरूक करते. माणूस म्हणून जगण्याचा अधिकार देते. छत्रपती शिवाजी महाराजांपासून डॉ. बाबासाहेब आंबेडकर, सावित्रीबाई फुले, ज्योतिबा फुले या थोर विभूतींपर्यंत सर्वांनी हक्कासाठी आंदोलने केली, हक्कासाठी लढा दिला. तो लढा समानतेचा होता, स्त्री स्वातंत्र्याचा होता. आता तर आपल्या देशाचे पंतप्रधान श्री. नरेंद्र मोदीजी यांनी दिव्यांग व्यक्तींना त्यांचे हक्क सुपुर्द केले आहेत. जसे की- शिक्षणाचा हक्क, रेल्वे, बस यांसाठी पैसे न घेता प्रवास, काही ठिकाणी नोकरीमध्ये आरक्षण, दिव्यांग व्यक्तींसाठी स्वतंत्र मंत्रालय कक्ष वगैरे. आमच्या विद्यार्थ्यांसाठी ‘सांकेतिक भाषेतून’ प्रशिक्षण मिळणे हा हक्क बजावला जातो.

या हक्कांद्वारे माणसांमध्ये समानता, सुसंस्कृतपणा, विचारशक्ती, निर्णयक्षमता या गोष्टी फुलतात, उमलतात. ज्याद्वारे आपल्या देशातील सर्वच नागरिक सुजाण होतात व देशाला वैभव प्राप्त होते.

आपणही लढूया, आपल्या हक्कांसाठी !पर्यायाने देशाच्या प्रगतीसाठी !

श्रीमती भाग्यश्री राजेंद्र वर्तक, मुख्याध्यापिका

Editor's Note

Sadda Huque means My Right, My Own Right. Right from a new born baby to an old adult or we can say every living thing has own right since his or her birth. Rights help one to fight, demand for one's own right. Awareness of rights helps one to raise his voice against the violation of rights. Rights give one the strength to excel, achieve whatever he or she needs in life. Right gives a person a boost, and confidence, it becomes like a ladder for achieving success. Our own right is not something that is donated or something that is given in favor but it is one's own valuable asset by birth. Violation of rights is very common and hence awareness of right becomes the priority. Sensitization of masses about their rights is the need of the hour and the role played by formal and non formal agencies of education are equally important. But at the same time it should not be forgotten that every right implies a responsibility, every opportunity an obligation, every possession a duty as stated by John D Rockefeller. The theme selected is Sadda Huque which wants to sensitize, shake the masses to feel how significant these rights are to us. Especially when diversity and disability are neglected areas during the discourse on ‘rights’. Editing this issue was fulfilling for me since I could draw your attention to this less discussed aspect of the rights based society and school systems.

Dr.Amit Mishal, Associate Professor, HACSE

Student-Editors Perspective

This year's theme is Sadda Huque focused on the rights of persons with disabilities. While editing the annual report we had the opportunity to learn about Rights of children. The 21st Century has witnessed a growth in the awareness level on the rights. Sadda Huque speaks for anyone who respects their rights along with the rights of others. So especially those groups of children and people who have been fighting for a cause over so many years felt like it was something they have been wanting to say for all these years. The flip side of own rights are own responsibilities as well. The process of helping edit this issue was a learning experience on how thoughts can be converted into language in an effective way. It taught us the disability perspective of the issue called - RIGHTS.

Suchita Phalle (FY HI) & Priti Mehta (FY LD)

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Learning to Respect Gender Diversity, Equal Opportunities, and Legal Rights: Paying Heed to ‘Double Discrimination’.

Dr. Gayatri Ahuja

gayatrinih@yahoo.in

Despite a humongous population of over 135 crore people, India being the sixth largest economy in the world with high growth potential; yet this growth potential cannot be realized without giving equal opportunity to every individual, focussing on gender equality. The idea that women and men are best suited for different jobs is diminishing and the concept of the ‘right person in the right job’ is gaining traction, albeit, at a snail’s pace (Rawat, Dogra & Mahanta, 2019). Gender equality in India is a fundamental human right and a necessary basis for progressive, prosperous, and sustainable development; while equal opportunities and equal rights is the professed goal, gender neutrality and gender equity are practices and ways of thinking that help achieve the goal. Gender equality in India is the preferred state of form, which still has a long way to go. Gender equality leads to human development and the overall development of the nation and herein lies the gap that needs to be addressed on a war footing. In India, discriminatory attitudes across gender have existed for generations. Although the Indian constitution has granted equal rights for both men and women, gender disparities continue to live and rule. Indian society has always been the center of this discrimination, making women its victims. In the land where women are worshiped as Goddesses, it is ironic that gender inequality is a sad reality that cannot be just wished away. Gender parity is also used to quantify gender balance in a given situation that can help achieve gender equality, yet is not the aim. As per UNICEF, gender equality refers to “*women and men, girls and boys, should enjoy the same rights and liberties, resources, opportunities, and protections. It is, however, not important that girls and boys, or women and men, be the same, or that they be treated exactly alike.*”

Individuals with disabilities face many hurdles in their fight for inclusion and equality. Although both men and women with disabilities are subjected to discrimination, it is the latter who are at a further disadvantage. Women with disabilities face “*double discrimination*” given that these women are subjected to not just disability constraints but also gender domination. Women with disabilities have been termed as being doubly marginalized on account of their disability and their gender. They may be more susceptible to poverty and social exclusion and often have limited social, political, educational, and economic opportunities, and lack access to basic rights or services. Women with disabilities may also be at greater risk of sexual and physical violence and abuse. They often experience discrimination, for example in education and family life. Marginalization, stigmatization, discrimination, social exclusion, and inability to participate in public life are a few of the severe hardships that women with disabilities face as compared to men with disabilities and women without disabilities (United Nations Population Fund, 2019).

Women with disabilities are a socially invisible group; their predicament is worse than non-disabled women and men with disabilities (Addlakha, 2008). The most punishing handicap is not just the attitude taken towards them by society itself (Nayak, 2013) but the concern about social exclusion barriers they face, depending on their disabilities. In society, there exists a ‘corporal standard’ for able-bodied individuals and any kind of disability is regarded as a personal flaw (Kumari, 2009). As a result, women with disabilities constantly struggle against negative stereotyping even when trying to include a positive sense of self given the bodily and societal

restrictions. It is a struggle that restricts the celebration of difference and the pride one feels in one's individuality. In most cases, society does not expect women with disabilities to embrace the role of mother, wife, and homemaker, given their lack of physically measuring up to able-bodied standards (Addlakha, 2006). Ghosh (2010) conducted research on women with locomotor disabilities in Bengal and observed that there do exist certain images of the 'ideal' woman. These images are socially built through common gender ideologies, which are experienced and interpreted by women with disabilities who grow up negotiating their disabled bodies while internalizing the "normal" female body. It also explores how women and their bodies are being controlled and oppressed by these age-old patriarchal ideologies. Therefore, she is unable to conform to the stereotypical standards of beauty and femininity in terms of their physical appearances (Limaye, 2016).

Legal Rights and Women with Disability

In India, there is no dearth of laws for women; the constitution provides exclusive rights to women for their protection and development. Furthermore, different rights, namely the right to maintenance, right to equal pay, right to dignity and decency, right against domestic violence, rights at the workplace, right against dowry, right to free legal aid, and right to private defense are guaranteed through various laws- The IPC, CrPC, and Evidence Act are also active when it comes to women and their protection. India has specific laws for the rights of women against abuse, harassment, violence, inequality, etc. against them, such as the Protection of Women from Domestic violence Act, 2005; the Immoral Traffic (Prevention) Act, 1956; the Dowry Prohibition Act, 1961; the Indecent Representation of Women (Prohibition) Act, 1986; the Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION, and REDRESSAL) Act, 2013; the Hindu Marriage Act, 1955, etc.

Recommendations

1. As governments and other stakeholders continue to implement the SDG, determined efforts will be needed to address existing gaps in the implementation of the law, particularly regarding barriers to gender equality, and reinforcement of accountability mechanisms at the national level.
2. Governments should place focus on policies that address the structural, power, and political dynamics that continue discrimination against women and girls and are barriers to gender equality.
3. Emphasis should be placed on removing discriminatory legal frameworks, implementing policies that promote women's participation in every sphere of independent living, providing equal access to education at primary, secondary, and tertiary levels, and ensuring universal health coverage including sexual and reproductive health and universal social protection and services.
4. For India to maintain its position as a global leader, more intensive efforts at local and national levels and by the private sector are needed to bring women to parity with men. While the representation of women in the government spheres is significant and can potentially be attained through some form of affirmative action, an attitudinal shift is vital for women to be considered equal within their homes and in broader society.
5. Educating children from an early age about the importance of gender equality could be a meaningful start in that direction.

Conclusion

Gender equality is the secret to all upheld success that our Nation deserves in the long run. It is the secret mantra for achieving the desired state of the nation. Disability is not only a challenge to the legal system, the state, and the medical field, but also to society and the people who have to live with it. Individuals with disabilities, especially women, are considered to be the most marginalized and vulnerable sections of society. More often than not, they are humiliated, discriminated against, stigmatized, and also isolated. They are denied the basic rights to live with dignity, employment, proper education, adequate healthcare, and more. Millions of women are present all around the globe that are suffering from physical, sensory, intellectual, or any other impairments/disabilities. They are not just subjected to socially and culturally constructed ideologies that are patriarchal but are also discriminated against as compared to their peers. They face attitudinal, economic, and infrastructural barriers that hinder their prospects of enjoying equal access to opportunities and basic rights. Society should look for gender equality in India and shed the old school thought that women are commodities. Gender equality in India can immensely contribute to its progress in all departments. We, each and every citizen of us, need to rethink our prejudiced notions of gender-based roles, so that we may realize a society where men and women can participate together in every sphere of life and lead fulfilling lives.

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“I just believe in treating others well. That’s all. I consider all living beings just as important as myself.”

—Shenita Etwaroo”

Disability, Gender and Rights

Dr. Jignya Shah
msg2jignya@gmail.com

In general, any legal, social or ethical principles of freedom or entitlement are called rights. Rights are fundamental normative rules of people according to few legal systems, social conventions or ethical theory. Rights are important as they represent key values like fairness, dignity, equality and respect. It is also an important means of protection for individuals in a society. Human beings, by virtue, possess certain basic and inalienable rights. According to J. S. Verma, the Chief Justice of India, human dignity is the quintessence of human rights. Human rights are basic rights. It gives freedom from birth until death to every person in the world regardless of place, belief or type of life and is never taken away. The term human rights points to a source of humanity or human nature as their source (Donnelly, 2016). Legal rights have law as their sources.

Human rights are of two kinds - civil / political rights and economic / social rights. Civil rights or liberties are related to the protection of the right to life and personal liberty, whereas political rights refer to rights that allow a person to participate in the government of a state that has the right to vote. On the other hand, economic, social and cultural rights are based fundamentally on the concept of social equality. Human rights and fundamental rights are universal for all including people with disabilities. Right from birth, all individuals are equal. They have equal rights – in life, in their welfare, at education, at working in an independent lifestyle and at equal opportunity in all the modes of society.

Let us see how the ‘rights’ narrative is linked with the disability issue. Disability is found all over the world irrespective of religion, caste, gender and race. 10 % of the world population living in a developing country experiences either mental or physical disabilities. Disability is considered as any restriction or lack (resulting from impairment) of the ability to perform an activity in the manner or within the range considered normal for a human being. Disabled women are those who experience barriers in society. Girls and women are less likely to receive medical and preventive care such as immunizations. Hence, they are found more in numbers as compared to men. According to the World Health Organization (WHO), 80 percent of women with disability have no independent means of livelihood. Culture plays an important role in reducing their role in social, parental and economic life (Asia –Pacific Human Rights network, 2003).

In the Indian context, according to Senapati and Mohanty (2020) there are large sums of 21 million disabled individuals, which constitutes “12.6 million males and 9.3 million females”. Powers (2002) asserted that women with disabilities are at increased risk for violence and more susceptible to emotional, physical and sexual abuse (Mohapatra 2005). In India, to protect girls and women with disabilities, an initiative was taken in 2008 – ‘The convention on the rights of persons with disabilities’, which made efforts to promote, protect and ensure full and equal participation. The convention was a significant development as it recognized disabled people as ‘right holders and to live their life of dignity and self-respect’. The disability rights movement in India started in the early 1990s. The launch of the Asian and Pacific Decade of Disabled Persons in 1993 paved a path to boost the movement. In this context, in India, important legislation was passed in 1995 ‘the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act’ but contained no specific reference to women with disabilities (‘WWDs’). The National Policy for Persons with Disabilities, 2006 (‘National Policy’) recognized the vulnerability of WWDs to exploitation and abuse, and proposed educational programmes,

employment, rehabilitation services, housing support and financial support for child care. The legislative landscape has been significantly transformed by the Rights of Persons with Disabilities (RPD Act 2016). The RPD Act is legislation that addresses discrimination, violence, recognizes civil and political as well as economic, social, and cultural rights, provides for a monitoring authority, and a Special Court to try offenses against persons with disabilities.

In India, these legislative frameworks have the potential to significantly transform the life realities of WwDs by providing implementation of positive measures prioritized by the Central Government and state Governments. But for the actualization of the potentials, the civil society is expected to understand that special attention and strategies are required for ensuring the rights of the persons with disabilities, particularly the women. We, as civil society can spread the awareness related to the issue and play our proactive role in bringing about desired changes.

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Anti-ragging pledge!

We are a team of students and teachers working in a proactive positive professional environment. Yet, we are not off guard about the rampant prevalence of ragging on college campuses. A separate email account for feedback, suggestion boxes and effective mentoring system are our ways to ensure a student friendly environment in college. Each of our students signs an anti-ragging pledge as mandated by the UGC. Nisha Kutty ensures the same, not purely because it is a mandate but in the true spirit of making college campus respectful and collaborative.

दहेज निषेध कानूनके ६० साल : एक दृष्टिपात

श्रीमती आशा कुलकर्णी

antidowry498a@gmail.com

दहेज जैसी दुष्ट प्रथा को जड़ से उखाड़ने के लिए और बेगुनाह शादीशुदा महिलाओं पर होते दुर्व्यवहार तथा दहेजबली रोकने के लिए ६० साल पहले 'दहेज निषेध कानून १९६१' पारित किया गया था। इस कानून को राष्ट्रपति द्वारा अनुमति मिली २० मार्च १९६१ को इस दिन, लेकिन यह कानून १ जुलाई १९६१ को लागू किया गया। १ जुलाई १९६१ की तारीख इसलिए महत्वपूर्ण मानी जाती है, क्योंकि इसके बाद ही दहेज के लेन देन को कानूनन अपराध या गुनाह माना जाने लगा। १ जुलाई १९६१ से पहले यदि दहेज लिया तथा दिया गया होता, तब यह कानून लागू नहीं होता, भले विवाह १ जुलाई १९६१ के बाद हुआ हो। १ जुलाई २०२१ को दहेज निषेध कानून के ६० साल पूरे हो रहे हैं। फिर भी ऐतिहासिक घटनाओं पर गौर करें तो २५० साल पूर्व, लोकप्रिय तथा मशहूर राज्यकर्ता रानी अहिल्याबाई होळकर द्वारा उनके मालवा प्रांत में दहेज विरोधी कानून लागू किया गया था। उन्होंने दहेज लेने और देनेवालों को सजा भी सुनाई थी। इसका मतलब दहेज प्रथा शतकों पुरानी परंपरा मानी जाती है।

लेकिन आज इक्कीसवीं सदी में भी दहेज की कुप्रथा या गलत रिवाज पूरी तरह से नष्ट नहीं हुआ है। इस रूढ़ि के कारण अनेक परिवार तबाह हुए, हजारों निरपराध महिलाओं ने अपनी जाने गवायी। यह विनाश आज भी हो रहा है और भविष्य में भी होता रहेगा क्योंकि यह कानून कितना भी कठोर क्यों न हो निष्प्रभ साबित होता है। वर्तमान स्थिति में महाराष्ट्र में, जिस राज्य को आधुनिक विचारधारावाला पथदर्शी राज्य समझा जाता है, हर साल औसतन दो सौ से अधिक दहेज मृत्यु दर्ज किये जाते हैं। जानकारी अधिकार अधिनियम कानून के तहत प्राप्त आँकड़े बताते हैं कि राज्य में २०१६-१७ साल में २४८, २०१७-१८ साल में २३४ तथा २०१८-१९ साल में २१४ दहेज के कारण मृत्यु हुई। समाज में ऐसी धारणा है कि आधुनिक और उच्च शिक्षा के प्रसार के साथ दहेज प्रथा कम होती दिखाई देती है। आज-कल कोई दहेज की माँग नहीं रखता। लेकिन यह सरासर गलत धारणा है। लगभग ३५ साल पहले भी दहेज के लिए हुए मौतों के आँकड़े हरसाल बढ़ते दिखाई दिए थे। भारत सरकार द्वारा जारी जानकारी में १९८५ से १९८८ तक क्रमशः ३७०, ४५१, ७९२ तथा ९२२ दहेज से मौतें हुईं।

एक और धारणा समाज में प्रचलित है कि पढ़े लिखे परिवारों में तथा बड़े बड़े शहरों में जहाँ महिलाएं पुरुषों के समान घर से बाहर निकलकर अर्थार्जन करती हैं, वहाँ इस तरह दहेज के लिए जान गवाने की नौबत नहीं आती होगी। परन्तु ऐसी धारणाएं गलत साबित करनेवाले रिपोर्ट प्रकाशित हुए हैं। मुंबई जैसे महानगर में जिसे देश की आर्थिक राजधानी कहा जाता है, २०१८ साल के पहले दस महीनों में कुल २६ महिलाओं की मौतें दहेज के कारण हुईं। इस में २ हत्याएं, १६ आत्महत्याएं और ८ संदेहजनक मृत्यु ऐसा वर्गीकरण किया गया है। इसके अलावा दहेज के लिए प्रताड़ित करना, दुर्व्यवहार करने की ४२१ शिकायत के मामले दर्ज हुए। ३ मई २०१६ को भेजे संदेश में महामहिम राज्यपाल ने कहा कि भारत में २०१२ से २०१४ इन दो साल में २४७७१ (चोबीस हजार सात सौ ईकत्तर) महिलाओं की मृत्यु दहेज के कारण हुई है। इन आकड़ों से यही साबित होता है कि कानून कितना ही सख्त क्यों न हो, दहेज के लिए महिलाओं की मानहानि, दुर्व्यवहार और मृत्यु के मामले दिन-ब-दिन लगातार बढ़ रहे हैं।

इस कानून में 'दहेज' शब्द की व्यापक परिभाषा की गयी है। विवाह के समय माँग गया आर्थिक लाभ 'दहेज' समझा जाएगा। सिर्फ इतना ही नहीं विवाह के पश्चात किसी भी समय कभी भी धन तथा जायदाद की माँग करना मतलब दहेज की माँग समझा जाएगा। भारत के संविधान में स्त्री पुरुष समानता के मूलतत्त्वों का पुरस्कार किया गया है। फिर भी शादी के समय केवल लड़कीवालों को और लड़की को ही जरूरतमंद समझा जाता है। वैसे तो विवाह की जरूरत लड़का और लड़की दोनों को होती है। मगर दुल्हे को ही श्रेष्ठ समझने का रिवाज है। विवाह का खर्चा, कीमती जेवरात, कपड़े, तोहफे, संपत्ति, जायदाद में हिस्से की माँग, इस रूप में वधु के पिता से दहेज वसूला जाता है। इस तरह दहेज की माँग करनेवालों को इस कानून में कड़ी सजा देने का आदेश है। पाँच साल कारावास तथा पंद्रह हजार रुपयों का जुर्माना और यदि दहेज का मूल्य पंद्रह हजार से ज्यादा हो तो उसके अनुसार बढ़ाकर यथोचित जुर्माना देने का भी आदेश है। इसके अतिरिक्त शादि के लिए जायदाद का हिस्सा या कारोबार में भागीदारी की शर्त रखना मना है और इस मनाइ के नियम का उल्लंघन करना अपराध है। इस अपराध के लिए कम से कम छह महीने की कारावास की सजा का आदेश है।

इसके साथ शादी के किसी भी विज्ञापन से यदि दहेज की माँग का छुपा मतलब प्रतीत होता हो तब उस विज्ञापन का प्रकाशित होना गुनाह माना जाएगा, साबित होने के बाद विज्ञापन देनेवाले को तथा प्रकाशित करनेवाले को पाँच साल के कारावास की सजा और पंद्रह हजार रुपयों का

जुर्माना देने का आदेश है। यदि विवाह के समय दहेज लिया गया हो तो दहेज की संपूर्ण राशि तथा संपत्ति, ज़ायदाद उस विवाहित कन्या के कब्जे में या अधिकार में होगी, जिसके शादी में दहेज प्राप्त हुआ हो। उस विवाहिता के अलावा किसी और का अधिकार दहेज पर नहीं होगा। जिस व्यक्ति ने दहेज स्वीकार किया हो उसने दहेज की सम्पूर्ण राशि उस विवाहिता के हवाले कर देना अनिवार्य है, ऐसा न करने पर उस व्यक्ति को दो साल का कारावास तथा दस हजार रुपयों का जुर्माना करने का आदेश है। आगे कानून कहता है कि यदि दहेज की राशि वापस मिलने से पहले उस विवाहित महिला की मृत्यु हो जाती है तो उसके कानूनी वारिस को दहेज की संपूर्ण राशि दी जाएगी।

यह कानून फौजदारी कानून होने की वजह से दोषारोपण साबित करने हेतु सिद्धांत दीवानी कानून अधिक सख्त होते हैं। इस कानून के तहत दर्ज किया गया गुनाह संज्ञेय अपराध (cognizable offence), अजमानती अपराध या जमानत के लिए अयोग्य (non-bailable offence) होता है। दोषी को किसी भी हालत में जमानत मंजूर नहीं की जाती। ऐसे स्पष्ट निर्देश कानून में प्रविष्ट है। इसके साथ, मुकदमा दर्ज करने के बाद अदालत के बाहर साँट - गाँठ करके समझौता करने की इजाजत नहीं है। (non-compoundable) अदालत ही फैसला सुनाएगी और एक विशेष आदेश इस कानून के तहत दिया गया है। जिस व्यक्ति पर दहेज लेने का दोषारोपण किया गया है उसी दोषी पर स्पष्ट सबूत देकर यह साबित करने की जिम्मेदारी है कि उसने दहेज नहीं लिया और उसने गुनाह नहीं किया। इस विशेष नियम को (Strict Liability) कहा जाता है। एक अत्यंत महत्वपूर्ण घटक यह है कि इस कानून की वजह भारतीय दंड विधान (Indian Penal Code) तथा भारतीय प्रमाण कानून (Indian Evidence Act) में आवश्यक सुधार किये गए। इस संशोधन के कारण दहेज निषेध कानून १९६१ अधिक सख्त प्रतीत होता है। सर्वप्रथम भारतीय दंड विधान की धारा ३०४ ब इस कानून में संमिलित की गयी। इस धारा में 'दहेज मृत्यु' (Dowry Death) की परिभाषा है। जब किसी विवाहिता की मौत जलने से या शारीरिक क्षति की वजह से असाधारण परिस्थिति में, विवाह के पश्चात सात साल के अंदर होती है और पति या ससुरालवालों ने उसका घोर उत्पीड़न किया हो तब इस मृत्यु को 'दहेज बलि' (Dowry Death) करार कर दिया जाएगा, माना जाएगा। इस स्थिति में फिरोदि को गुनाह साबित करने की जरूरत नहीं है। दोषी को ही खुद निर्दोष होने का सबूत प्रस्तुत करना होगा। गुनाह साबित होने पर दोषी को कम से कम सात साल का कारावास और अधिकतम आजीवन कारावास की सजा देने का आदेश है।

दूसरे घटक में भारतीय दंड विधान की धारा ४९८ अ में 'उत्पीड़न' की परिभाषा बताई गई है। इसके तहत यदि कोई विवाहिता उत्पीड़न के कारण खुदकुशी करती है और उत्पीड़न साबित होता है तब उत्पीड़न करनेवालों को तीन साल का कारावास और जुर्माना मुक़रर करने का आदेश इस धारा में दिया गया है।

तीसरे घटक में भारतीय प्रमाण कानून की धारा ११३ अ और ११४ ब के अनुसार विवाहिता की मृत्यु विवाह के पश्चात सात साल के अंदर उत्पीड़न की वजह से या खुदकुशी की वजह से हुई है ऐसा प्रमाणित किया गया तो इस स्थिति में दोषी को भारतीय दंड विधान की धारा ३०६ के अनुसार दस साल के कारावास की सजा और साथ में जुर्माना देने का आदेश है।

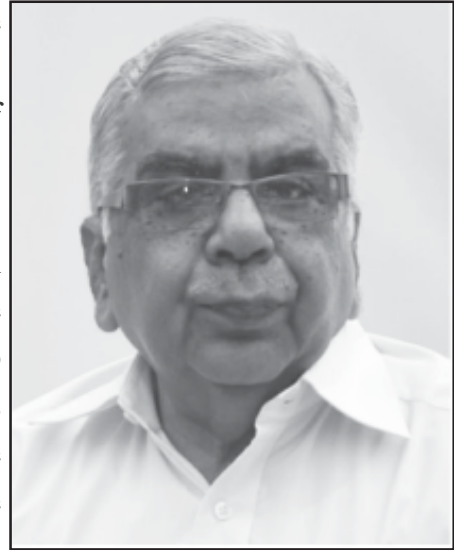
१९६१ के बाद दो बार दहेज निषेध कानून में संशोधन किया गया। इस सुधार से दहेज की परिभाषा अधिक व्यापक और कानून अधिक सख्त किया गया। प्रथम सुधार १९८४ में हुआ। इसमें सिर्फ एक शब्द का सुधार था। 'उद्देश्य या प्रयोजन' के जगह 'संबंध या संलग्न' शब्द समाविष्ट किया गया। संक्षेप में इसका मतलब 'शादी का उद्देश्य या प्रयोजन रखकर की गयी दहेज की लेन देन' इसके जगह 'शादी के संबंध में की गयी दहेज की लेन देन' ऐसा स्पष्टीकरण समाविष्ट किया गया। १९८६ इक्कीसवीं सदी में भी नहीं बदला।

दहेज निषेध कानून इतना सख्त होते हुए भी कानून का कार्यान्वयन प्रभावी न होने की वजह से दहेज की कुप्रथा का दमन नहीं हो पाता। और दहेज की मौते कम नहीं होती। कानून इतना कठोर होते हुए भी निष्प्रभ साबित होने के अनेक कारण हैं। (१) दहेज प्रतिरोधी पदाधिकारी नियुक्त करने के प्रबंध आदेश कानून में दिए गए हैं, लेकिन अधिकतर जिलों में इन पदाधिकारियों की नियुक्ति सिर्फ कागज पर है और जो नियुक्त हैं उन्हें अपनी जिम्मेदारी और कर्तव्य का एहसास भी नहीं। (२) दहेज के जितने भी मामले दर्ज हुए उनमें से जिन मामलों में तहकीकात, पूछताछ करने में जानबूझकर टाल-मटोल करनेवाले पदाधिकारी तथा कर्मचारियों पर कार्यवाही करने हेतु स्पष्ट आदेश दहेज विरोधी कानून में दिये गए हैं। सूचना अधिकार कानून के (under Right to Information Act 2005) अंतर्गत प्राप्त जानकारी से प्रतीत होता है, कि इस बारे में सरकार के दफ्तर में कोई जानकारी नहीं है। (३) दहेज के कुल मामलों में ८६ प्रतिशत दोषी गुनहगार सबूतों के अभाव के कारण निर्दोष छूट जाते हैं। कानून को इन्साफ करने के लिए सबूतों की जरूरत होती है। सबूतों के अभाव में अपराध सिद्ध नहीं होता। सबूत और गवाह इकट्ठा करके, उन्हें नष्ट होने से बचाना प्रशासन का आद्य कर्तव्य है। लेकिन दुर्भाग्यवश प्रशासन इस जिम्मेदारी में कम पड़ता दिखाई देता है। (४) सुप्रीम कोर्ट ने केन्द्र तथा राज्य सरकारों को समय समय पर दिये गए आदेशों का अनुपालन प्रशासन से न होने के कारण अपेक्षित परिणाम नजर नहीं आते। (५) अनेक सालों का प्रयास जारी रखने के बाद, अंतिमतः महाराष्ट्र सरकार की तरफ से इस कानून के प्रभावी कार्यान्वयन हेतु एक परिपत्रक २८ जुलाई २००६ को जारी किया गया। इस विषय में सुप्रीम कोर्ट के आदेशों के मद्देनजर प्रशासन के सारे विभाग, जिलाधीश, तथा विश्वविद्यालयों

को सूचित किया गया। इसमें २६ नवंबर का दिन 'दहेज विरोधी दिन' मनाने और इसके उपलक्ष में सप्ताहभर विशेष अभियान चलाने के आदेश दिए गए। लेकिन दुर्भाग्यवश सारे आदेश सिर्फ फाईलों तक और कागज पर सीमित रह गए। मुद्दा महिलाओं की सुरक्षा का होने के कारण उसे नजरअंदाज करना पुरुषप्रधान प्रशासन के लिए उचित होना ही था। (६) उच्च तथा तंत्र शिक्षण विभाग द्वारा सारे विश्वविद्यालयों में कुलसचिव तथा राष्ट्रीय सेवा योजना पदाधिकारियों को कार्यान्वयन हेतु निर्देश देना अपेक्षित था, लेकिन ऐसा हुआ नहीं। सूचना अधिकार कानून के (under Right to Information Act 2005) अंतर्गत मिली जानकारी से पता चला कि दहेज निषेध कानून के प्रभावी कार्यान्वयन हेतु विश्वविद्यालय के पदाधिकारियों को सूचित करने की कोई जानकारी दफ्तर में नहीं है। (७) ऐसा भी अनुभव है कि अधिकतर पुलिस अधिकारी, प्रशासकीय अधिकारी और शिक्षा के क्षेत्र में कार्यरत दिग्गज व्यक्ति नहीं जानते कि ऐसा भी कोई आदेश देनेवाला परिपत्रक जारी हुआ है। विधि क्षेत्र में कार्यरत पदाधिकारी भी नकारात्मक विचारधारा रखनेवाले और बेहद असंवेदनशील प्रतीत होते हैं।

इस स्थिति में ६० साल बाद भी कानून की मदद से दहेज की कुप्रथा का उन्मूलन संभव नहीं हो पाया है। कानून का डंडा या कानून की लाठी से समाज की मनोवृत्ति और विचारधारा में बदलाव लाना असंभव दिखाई देता है। भारत के प्रथम प्रधान मंत्री पंडित जवाहरलाल नेहरूजी के नेतृत्व में तत्कालीन निर्वाचित लोकप्रतिनिधियों के सहयोग से दहेज निषेध कानून १९६१ में पारित किया गया था। इसमें तत्कालीन नेताओं की दूरदृष्टि प्रतीत होती है। समाज कल्याण का एकमेव लक्ष्य सामने रखते हुए भारतीय महिलाओं की जीवन सुरक्षा के लिए, परिवारों में सुख शांति बनी रहे इस प्रयोजन से पारित किया गया यह कठोर कानून ६० साल पश्चात निष्फल होता दिखाई देता है, वजह है जनसहयोग की कमी और राजनीतिक इच्छाशक्ति का अभाव!

The Parting Soul! We pay shradhanjali to our beloved highly respected pillar of CCYM, whose demise is a huge loss to the HACSE family. ShriAmar Asrani (1940-2022) was a source of strength in a true sense. This Jagatguru is instrumental in initiating several activities in the college. B Ed – Learning Disability is one of these. A man with a long-term vision, having an ace connect with people across sections was a true leader – a leader who was like warmth and simplicity personified. We miss your presence every day every moment sir. At the same time, we believe that you are with us in the mission spiritually. Om Shanti!



National Seminar held on 15th and 16th Dec 2022 on Rights of Differently Abled Women organised by SNTD Women's University Department of Special Education successfully highlighted the following points

1. Acceptance of persons with disability begins at home.
2. Nothing is broken with them, they don't need to be fixed.
3. Needs of persons with disabilities are just as same as any person without disability.
4. Support services need to be improved for implementation of true inclusion
5. Nothing about them without them, so they need to be heard and understood.
6. Knowledge about disability should not be restricted to only special education but included in every syllabus.
7. Do not try to fit them to the system but allow them to explore and make their own choices regarding their life.

Taking A Deeper Look Into The Age Of Consent In India

Ms.Yashaswini Basu
yashaswini.1010@gmail.com

“Mere passive or helpless surrender of the body and its resignates to the other’s lust induced by threats or fear cannot be equated with desire or will, nor can furnish an answer to the mere fact that the sexual act was not in opposition to such desire or volition.” - Tuka Ram And Anr vs State of Maharashtra, AIR 1979 SC185

Sexual assault is the most repugnant and heinous crime afflicting our society. Successive laws have been instituted to curtail the occurrence of such crimes and yet the incidence of sexual assault in varying scales and forms seem to proliferate in almost every nook and corner of the country. Unarguably, the most horrific and unforgivable cases of sexual assaults are those involving a child and unfortunately, the frequency of those too has been on the rise. The Indian Rape Laws have been significantly amended over the last decade, thus categorically decreeing the age of consent, vis-à-vis to consent to sexual relationships as 18 years of age.

In the wake of a brutal rape case of a 22-year old girl in Delhi in 2012, there were resonating calls for drastic revisioning of the extant laws and expanding its ambit to the other plausible nuances of crimes related to sexual assault, especially child abuse. Furthermore, at the given point of time, the age of consent was marked at 16 years of age, which can potentially have riveting consequences on trafficking of minors and child marriages. In light of such considerations, the Protection of Children from Sexual Offences Act (POCSO) was enacted in 2012 to protect children from offences of sexual assault and expedite the redressal process while being sensitive to the best interests of the victim’s child. This Act not only provides a comprehensive definition of the different sexual crimes that may be recognized within the scope of this Act but also commissions Special Courts to ensure a prompt dispensation of justice.

Legal Procedure to be followed:

The crux of this Act inscribes that a person engaging in any sexual act with a minor, i.e. below 18 years of age, will be prosecuted, irrespective of the consent of the concerned minor. This Act, in consonance with Section 375 of the IPC, belies the relevance of “consent” in persons below the age of 18, since it was presumed that minors lacked the agency to understand the implications of consenting to a sexual act. Accordingly, with regard to the case at hand, the 19-year-old accused can be deemed to have violated the POCSO Act and could be liable for arrest and subsequent trial.

According to section 7 of the Act, ‘Sexual Assault’ is perceived as an act of contact made with sexual intent towards the child and is punishable by no less than three years of imprisonment and fine. Under section 19 of the POCSO Act, it is mandatory to report a crime pertaining to sexual assault of a minor if and when apprehended. A breach of this provision is punishable by law. The law necessitates the reporting of such a crime to the designated Special Police Unit or, alternatively, the local police. Chapter V and VI of the Act enlists in detail the obligations to be met while reporting this crime and the procedures to be followed thereafter. Hence, on registering the complaint from X’s parents, the Special Police Unit would then proceed to record X’s statement, at the location of X’s choice and at all times adhering to the provisions in the Act and take care

so as to not cause any discomfort to X. The statement is to be recorded in writing in a comprehensible language and read over to the informant. The police are obligated to produce the matter within 24 hours to the designated Special Court or Court of Sessions, as the case may be, and the corresponding Child Welfare Committee. Further, if the police perceive that X is in need of additional protection, constructive steps towards that would also be taken without any delay. The Act enunciates in section 27 that the medical examination of a minor should abide by the relevant provisions of the Criminal Procedure Code. Furthermore, it must be conducted in the presence of her parents. The Special Court is bound to take cognizance of the case when it receives the report from the police. Chapter VIII of the Act delineates the powers and the functions of the Special Court pertaining to the trial, with the emphasis laid on the procedure being as child-friendly as possible. Further, section 35 makes it necessary for the Special Court to complete the trial within a year of taking cognizance of the matter. It must be borne in mind that as per the section 29 of the POCSO act, the burden of proof lies with the accused, in this case, the 19-year- old boy.

Explanation of the Relevant Provisions of POCSO:

At the very onset, we need to establish the nature of the charges brought by X's parents against the 19-year- old accused. As per the provisions of the Act, "Sexual Assault" implies: "Whoever, with sexual intent, touches the vagina, penis, anus or breast of the child or makes the child touch the vagina, penis, anus or breast of such person or any other person, or does any other act with sexual intent which involves physical contact without penetration, is said to commit sexual assault."

Accordingly, this must be distinguished from the other crimes like Penetrative Sexual Assault, Aggravated Penetrative Sexual Assault and Sexual Harassment and the severity of the punishment shall also vary accordingly. But, as per the current legal atmosphere, the 19-year old is deemed to be of a "culpable mental state" and the consent of X is not adequate to dismiss the charges. However, it remains up to the judge to appreciate the nature and context of such consent. As we see with *State V SumanDass, 2013*, judge Dharmesh Sharma decided to acquit the accused because of the expressed consent of the minor citing, "...in case of critical age between 16 years to 18 years, Section 4 of the POCSO Act has to be interpreted distinguishing between an act which is per se criminal for being in the nature of coercion, fear, inducement or exploitation committed upon a child; from an act which would otherwise criminalize a person for having done something which is without any malice, ill will or ulterior motives." Therefore, the nature of the offense, if any, depends upon the jurisdiction of the court. However, the Statutory rape laws and the unequivocal definition of a child enshrined in the POSCO act, debilitates the consent of a minor and hence even consensual sexual relations with a minor is punishable by law.

As may be inferred, the age of consent in India is a fairly debatable topic. While the stringent definition of the age in the POSCO act and the amended Statutory Rape Law, wherein the age of consent was raised from 16 to 18, was enacted keeping in mind the impressionable minds of the children of such age groups and their consequent susceptibility towards exploitation by adults, it may not be judicious to discount consent altogether and include sexual offences in anal-encompassing category. The 2017 Supreme Court judgment that nullified the exception(2) to the section 375 of the IPC according to which, the age of consent was 15, holds that such provisions were anomalous to not only the Article 14 and Article 21 of the Indian Constitution but also at variance with the corresponding provisions of the POCSO Act. Such legal measures are all made in good faith to empower minor children from sexual offenses, but here again a window of doubt remains where

the maturity of a minor is overall derided in cases like ours. This is where morality and patriarchal notions intercede and undermine an otherwise informed choice made by a minor.

CONCLUSION

With the fast evolving social media and technological progress, often, one may acquire sexual consciousness prior to 18 years of age. The United States has the concept of close in age exemption where consenting partners below the age of consent are permitted to have sexual relationships. Unfortunately, India does not have such recourse and its black and white stance on age of consent which is often used as a tool by families to squash relationships that go against their will and is abused in the name of moral policing and honor. Finally, we should be mindful of the impact of the lover's persecution on the minor and question them. At the end of the day, are we actually being able to protect the minor from trauma? Moreover, denying absolute autonomy in cases where the minor has taken an informed choice without any intrusion, threat or fear might contravene her or his fundamental rights. To conclude, I applaud the comprehensive provisions of the POCSO act but the age of consent for juvenile sexual relationships must be decided on a case-to - case basis.

Team **HACSE** is proud of each of our alumni for putting in efforts towards a better world. Meet Sangeeta, a young innovative teacher who has set up a preschool in interior Pune and is doing wonders in grooming tiny wonders of the world. Her inclusive preschool miloon sarejan (all of us together) is yet another way **HACSE** is touching lives and impacting community. Loads of love to her and each of our alumni. We are, because you are!



“The only disability in life is a bad attitude.” – **Scott Hamilton**

Environmental Rights: An Introduction

Ms. Rashmi Joshi

rashmijoshi72@rediffmail.com

Human beings are a part and parcel of biodiversity. Our survival is possible only in a safe, clean and healthy environment. Environmentalism is Conservation, Preservation, Restoration and Improvement of the Environment. Indian environmental law concerns the law and policy of India concerning the protection of the environment, measures taken to reverse climate change and achieve a zero carbon economy. Since the sixties, concern over the state of the environment has grown the world over. There has been huge degradation of the environment due to increasing pollution, loss of vegetal cover and biological diversity, excessive concentration of harmful chemicals in the atmosphere and in food chains, growing risks of the environment, accidents and threats to life support systems. The decision was made at the United Nations conference on the Human Environment held in Stockholm in June 1972. It was based on the world community's resolve to protect and enhance environmental concerns. Although several measures had been taken for environmental protection both before and after the Conference, it was found necessary to enact a comprehensive law on the subject to implement the decision of the conference. Accordingly, the Environment (Protection) Bill passed, was introduced in Parliament. Various different areas of environmental protection have been covered by different laws, drawn up at different times.

Some of the areas covered include:-

- Air pollution
- Water pollution
- Forest and wildlife protection
- Waste management
- Wild Life
- The Environment Protection Act, 1986. [1] is enforced by the Central Pollution Control Board and the numerous State Pollution Control Boards.
- The National Green Tribunal established under the National Green Tribunal Act of 2010[2] has jurisdiction over all environmental cases dealing with substantial environmental issues and acts covered under the Water (Prevention and Control of Pollution) Act, 1974.
- The Public Liability Insurance Act, 1991
- National Green Tribunal Act
- Air pollution
- The Air (Prevention and Control of Pollution) Act, 1981

- Air (Prevention and Control of Pollution) (Union Territories) Rules, 1983
- Water
- Forests and wildlife
- Waste Management.

It seeks to incorporate the impact of changes to the environment on humans, animals, plants and non-living matter. Environmentalism focuses more on the environmental and nature-related aspects of green ideology and politics. Environmental Rights focuses more upon the importance of protection of biodiversity through various measures, environmental ethics and ideology. In essence, environmentalism is an attempt to balance relations between humans and the various natural systems on which they depend in such a way that all the components are accorded a proper degree of sustainability. Environmentalism and environmental concerns are often represented by the color green. Environmental Rights and Laws are intertwined. The environmental rule of law is central to sustainable development. Increasing environmental pressures from climate change, biodiversity loss, water scarcity, air and water pollution, soil degradation lead to poverty and social inequalities. Environmental Law encompasses pollution control by maintaining air quality, water quality, waste management, and contaminant cleanup. The right to a healthy environment or the right to a sustainable and healthy environment is a human right advocated by human rights organizations and environmental organizations to protect the ecological systems that provide human health. The right was acknowledged by the United Nations Human Rights Council during its 48th session in October 2021 in HRC/RES/48/13 and subsequently by the United Nations General Assembly on July 28, 2022 in A/RES/76/300. The right is often the basis for human rights defense by environmental defenders, such as land defenders, water protectors and indigenous rights activists. The right is interconnected with other health-focused human rights, such as the right to water and sanitation, right to food and right to health.

Human Rights to Water and Sanitation:-

Access to water and sanitation is recognized by the United Nations as human rights – fundamental to everyone’s health, dignity and prosperity. However, billions of people are still living without safely managed water and sanitation. Marginalized groups are often overlooked, and sometimes face discrimination, as they try to access the water and sanitation services they need. Governments must take a human rights - based approach (HRBA) to water and sanitation improvements, so that no one gets left behind. The right to water entitles everyone to have access to sufficient, safe, acceptable, physically accessible, and affordable water for personal and domestic use. The right to sanitation entitles everyone to have physical and affordable access to sanitation, in all spheres of life, that is safe, hygienic, secure, and socially and culturally acceptable and that provides privacy and ensures dignity. All people are entitled to water and sanitation without discrimination. Marginalized groups – women, children, refugees, indigenous peoples, disabled people and many others – are often overlooked by, and sometimes face active discrimination from, those planning and governing water and sanitation improvements and services, and other service users. The right to food, and its variations, is a human right protecting the right of people to feed themselves in dignity, implying that sufficient food is available, that people have the means to access it, and that it adequately meets the individual’s dietary needs. The right to food protects the right of all human beings to be free from hunger, food insecurity and malnutrition if people are deprived of access to food for reasons beyond their control, for example, because they are in detention in times of war or after natural disasters, the right requires the government to provide food directly. This way

forward, the Governments must take a human rights-based approach (HRBA) to water and sanitation. States are duty-bearers of providing water and sanitation services to people who are rights-holders. Rights-holders can claim their rights and duty-bearers must guarantee the rights to water and sanitation equally and without discrimination.

Human rights law has a ‘pro-poor’ focus. Duty-bearers must direct their interventions to those most in need, and develop their capacities to fulfill their obligations. A human rights-based approach also creates a framework for rights-holders to participate, and to hold duty-bearers accountable. All barriers to water and sanitation access must be overcome. Laws and governance must address all reasons for discrimination including sex, gender, ethnicity, religion, caste, disability, age, health status, and economic status. Other factors impacting water and sanitation access for marginalized groups, such as climate change, population growth, conflict, and migration must also be planned.

Conclusion: ‘Leaving no one behind’ is the central promise of the 2030 Agenda for Sustainable Development. A society can only achieve high rates of public health, gender equity, educational attainment, and economic productivity when all of its members enjoy their rights to water and sanitation. Respect for human rights must be integrated into development plans for all sectors, at all levels. Thus, Environmental Rights are essential in terms of equity in achieving Sustainable Development Goals.

Our Social Media presence

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

Facebook: <https://www.facebook.com/ChemburColonyYuvakMandal>

Blog: <https://hashuspecialeducation.blogspot.com/2022/12/indias-most-respected-special-needs.html>

Instagram: <http://www.instagram.com/hacseforinclusion>

YouTube: https://www.youtube.com/channel/UCErCApbkYIi_aHftZj76-qg

AAHA appeal! Are you an alumna of our college and yet not a member of the Alumni Association of Hashu Advani (AAHA)? Hurry; do contact us to become a member. An opportunity to get ongoing information on career, higher education, in-service training awaits you. Moreover, you are invited to facilitate the current students’ journey from graduates to special teachers. AAHA organizes several programs – get connected, stay in tune! Write to hac_ccym@yahoo.co.in

We have forgotten how to be good guests, how to walk lightly on the earth as its other creatures do.—Barbara Ward

UNHS: A Right Or A Liberty?

Dr. Gayatri Sirur

gs.hacse@gmail.com

Human beings are exclusively blessed with speech and language for communication and the important and essential means to acquire speech and language is through the sense of hearing.

If any parent, rich or poor /educated or uneducated, would think of depriving their baby from acquiring speech and language, the answer obviously would be a big and loud 'NO'.

But sadly, this speech and language deprivation can be seen predominantly in children or babies born with hearing impairment. One step which can stop many cascading effects of hearing loss on any child is Universal Newborn Hearing Screening. UNHS assures all babies to undergo hearing screening before they are discharged from the hospital.

Though many Indian parents may perceive hearing screening as a new money making gimmick of the health industry, the truth is, if identified early and intervened immediately, the babies with hearing loss will get equal access and the opportunity to acquire verbal speech and language and ultimately lead a productive, dignified life. Which is their "Right"?

Right now, the current Indian scenario doesn't support UNHS at the national level, which means there is no Indian Act which has made UNHS mandatory for each baby born. In absence of this, the onus of referring the baby for hearing screening lies with hearing testing lies with either to the discretion of parents or the treating doctor. Hearing loss is an invisible disability. When a baby reaches the hearing testing facility, it might be pretty late. We have witnessed many children reaching for a hearing assessment after their first birthday or much later. Many such late identified children are forced to compromise on various aspects of life and fail to live a productive independent life as per their potentials and aspirations. The root cause of this is inadequate verbal speech and language development. If this situation can be easily avoided by introducing neonatal hearing screening for all the babies born, the answer to the question which props up in minds of many that i.e. : whether UNHS is a "Right or Liberty" will be resolved.

Great moment of pride for all of us...APOORV VIJAY KULKARNI

Mobility expert with a Stanford MBA is honored with National Award today, 03-12-2022. Hon'ble President of India felicitated Mr. Apoorv Kulkarni with the National Award for Individual Excellence as the Sarvshresth Divyangjan on Dec 3 rd – highest civilian award for a disabled individual. Mr. Kulkarni heads research at OMI Foundation, a think tank specializing in mobility and innovation. Mr. Kulkarni is a Stanford MBA, Reliance Dhirubhai Ambani Fellow and Chartered Accountant. Mr. Kulkarni is an expert member of committees at NIUA, FICCI, etc. and routinely writes Opinion Editorials for national publications such as CNBC and The Hindu Business Line. It is a matter of great honor that the Government of India has conferred the National Award for Individual Excellence as the Sarvshresth Divyangjan (2022) on Mr. Apoorv Kulkarni. Hon'ble President of India, Smt. Droupadi Murmu presented the award today. This is the highest civilian award bestowed on an individual living with a disability. Mr. Kulkarni is being recognized for his professional, academic and personal achievements through this award.

Sadda Huque: My take

Priti Mehta (FY B Ed)

priti2023.hacse@gmail.com

Each and every child should be able to enjoy children's rights. It is their birthright. No matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter whom their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason. Treating any child in an unwanted manner or restricting him/her from enjoying the rights is liable to legal penalty or punishment.

Children's rights include their right to association with both parents, human identity as well as the basic needs for physical protection, food, universal state-paid education, health care, and effective criminal laws appropriate for the age and development of the child, equal protection of the child's civil rights, and freedom from discrimination on the basis of the child's race, gender, sexual orientation, gender identity, national origin, religion, disability, color, ethnicity, or other characteristics. Interpretations of children's rights range from allowing children the capacity for autonomous action to the enforcement of children being physically, mentally and emotionally free from abuse, though what constitutes "abuse" is a matter of debate. Other definitions include the rights to care and nurturing.

Children's rights are executed by law. Some of the important children's rights include - right to equality, right against discrimination, right to freedom of expression, right to life, right to education, right to being protected from trafficking and forced into labor, right to be protected from hazardous employment and right to be protected against abuse. Parents do not have absolute power over their children. Parents are subject to criminal laws against abandonment, abuse, and neglect of children. International human rights law provides that manifestation of one's religion may be limited in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others. Courts have placed other limits on parental powers and acts.

Harassing and torturing children doesn't only destroy a nation's future, but it also weakens the child emotionally and mentally. Once the child is traumatized, his/her future can become a mess. They would need many years to overcome the trauma and achieve success in life or to lead a normal life. The childhood trauma may haunt them for the rest of their lives. Every child is important and deserves to be taken care of. If the child is showered with love in his/her childhood, then the child will learn to do the same when he/she grows up. A mentally, emotionally and physically healthy child is the real wealth of any nation and family.

"Life is a balancing act. While we have all the rights to be in freedom, peace, harmony and bliss; we do have a responsibility to ensure that others too enjoy their own freedom, peace, harmony and bliss."

– **Vishwas Chavan**

Sadda Huque (My Rights) – Perspectives From The Would Be Teachers

Students of HACSE

Ensuring the rights of the persons with disabilities is:

Understanding the rights of the PWDs and playing a definite role in ensuring these.

Ensuring that the rights are not violated in their cases because of the 2 main reasons which are as follows:

1. These support quality of life and the improvement of the total well-being of persons with disabilities.
2. These ensure freedom and independence.

I shall exert all efforts to remove / minimize all social, cultural, economic, environmental and attitudinal barriers towards the true essence of diversity and inclusion.

Shefali Vora (SY B Ed Spl. Edu LD; BATCH 2020-2022)

As a special educator, I want to understand the rights of the PWDs and play my bit in ensuring that these are not violated in their cases because each individual has the right to live with dignity. Simple!

Renuka Gongade (SY B Ed Spl. Edu LD; BATCH 2020-2022)

माझे हक्क..! (सर्वासाठी लागू-अपंग किंवा अव्यंग-अधिकाराची परिभाषा बदलत नाही!)
 ही लढाई नाही फक्त जगण्याची, ही लढाई आहे आपल्या अस्तित्वाची..!
 प्रत्येकाला माहिती हवी आपल्या हक्कांची.., समानतेचा, अभिव्यक्ती स्वातंत्र्याचा शोषणापासून संरक्षणाचा, धार्मिक निवड व स्वातंत्र्य, सांस्कृतिक व शैक्षणिक आणि संवैधानिक प्रतिकार हक्काची..!
 मागणी करा आपल्या मूलभूत हक्काची..,परंतु जाणीव असूद्या नेहमी आपल्या कर्तव्यांची!

Suchita Phalle, (F Y B Ed Spl. Edu HI; BATCH 2021-2023)

शिक्षणाचा अधिकार. शिक्षण हा विकसित अर्थव्यवस्थेचा प्रमुख पैलू आहे. शिक्षण केवळ व्यक्तीला त्याच्या हक्कांबद्दल जागरूक करत नाही तर संधीच्या खिडक्या उघडून त्याच्या क्षमतांचा इष्टतम वापर करण्यास मदत करते. म्हणूनच शिक्षण हा 'अधिकार' समजून घेण्याचा आणि मिळवण्याचा योग्य मार्ग आहे. अपंगशिक्षण क्षेत्रात कामगिरी करून यांच्या या अधिकारांचे जतन करण्याचा माझा मानस आहे.

Aniket Doke, (F Y B Ed Spl. Edu HI; BATCH 2021-2023)

हमे अपने लिए अच्छा सोचने और अच्छा करने का पूरा अधिकार है, हम अपने शिक्षा का मार्ग स्वयं चुन सकते हैं यदि हमें सही समय पर सही मार्गदर्शन मिले / क्या आप मेरे विधान मे विकलांगता का संदर्भ खोज रहे हो? अधिक परेशान ना हो! 'हम' शब्द मे ही विकलांगता का समावेशन है! होना चाहिए!!

Anjali Amit Shrivastav (F Y B Ed Spl. Edu HI; BATCH 2021-23)

Ensuring the rights of the persons with disabilities is:

Right to choose what is good for one's own mental well-being without the fear of being judged.

Right to be able to take a stand on anything that's against their wish.

Right to live in harmony and ignore the conflicts that are out of control.

As a special educator, I want to understand the rights of the PWDs and play my bit in ensuring these are not violated in their cases because according to UNICEF, all human beings are entitled to their human rights without discrimination of any kind, such as: disability.

Amina Dawe (FY B Ed Spl. Edu – LD; BATCH 2021-2023)

Let them embrace their rights & see how the nation grows! #ChildrensRights #SadeHuque. I just intend to facilitate the process in my own small way.

Priti Mehta (FY B Ed Spl. Edu LD; BATCH 2021-2023)

“If I am unwilling to fight for my fundamental rights, I lose the right to complain when they are threatened”

Ms Poonam Bidekar (FY B Ed Spl. Edu LD; BATCH 2021-2023)

Ph.D Enrolment

Two faculty members have registered themselves for their Ph.D (Special Education) in the year 2021-2022. Ms.Nisha Kutty, Assistant Professor in learning Disability is pursuing Ph.D from AYJNISHD, under the guidance of Dr.Suni Mathew. Ms.Poonam Mishra, Assistant Professor in Intellectual Disability is pursuing Ph.D from Dept. of Education, Avinashilingam Institute for Home Science and Higher Education of Women, Deemed to be University, Coimbatore Under the guidance of Prof. G.Victoria Naomi. HACSE wishes best luck to both for their Ph.D. with a lot of new learning and new contribution to the field of research in special education.

“Know your limits, but never stop trying to break them.” – **Kyle Maynard**

“The problem with today's culture is that we have too many rights and not enough wrongs.” – **Ron Brackin**

News That Matters!

Compiled by Dr Amit Mishal

1. Dr.Reena Shinde, our alumnus for her project won an international award. We congratulate our alumnus Reena Shinde for the same. Disability Rescue Management System (DRMS) has been awarded with a prestigious ICT 4 Inclusion Challenge 2022 by the Global development agencies including German Development Cooperation (GIZ), France based ATOS and German Ministry initiative-Make IT Alliance. DRMS has also been selected as one of the 13 global innovations under the ZERO IMPACT Transfer Program instituted by Austria based The Essl Foundation, US based Ashoka-The Change Maker, Chile based Foundation Descubre, GIZ and ATOS. DRMS has been conceptualized by a Navi Mumbai based team of five professionals with diverse backgrounds including Mr. Pramod Dabrase, Dr Reena Shinde, Dr Sumit Shinde, Dr Saumil Asher and Mr. Sushant Shinde. For the ICT INCLUSION CHALLENGE they won the runner up prize in the competition and won an award of 1500 Euros from them and got the sponsorship to join them to Vienna Austria for the Conference in inclusion in the month of February to present our idea to the German government.

https://atos.net/en/2022/news_2022_12_06/winners-of-ict-4-inclusion-challenge-india-edition-announced

2. Department of School Education and Literacy, MoE, GoI launched Prashast - a Mobile App based tool for screening disabilities in school children, on 6th September. PRASHAST Mobile App and Toolkit will help school teachers screen disability, particularly, Specific Learning Disorder, such as Dyslexia, Dysgraphia, Dyscalculia, etc. at an early stage. It is a handy tool for initial screening by teachers, and will help identify those children who need to be referred for specialist screening.
3. Goa ramps up poll infra, 8 booths to be managed by people with disabilities. Goa was all set to make all the upcoming assembly elections accessible to the elderly and persons with disabilities. Permanent ramps with handrails, wheel chairs, accessible toilets, Braille Ballot Guides and tactile flooring have been put in place to make polling stations disabled friendly.

<https://timesofindia.indiatimes.com/india/goa-ramps-up-poll-infra-8-booths-to-be-managed-by-people-with-disabilities/articleshow/89536499.cms>

4. President Droupadi Murmu on 3rd Dec 2022 stressed on the maximum use of technology to remove language-related barriers in education and to make education more accessible to children with disabilities. She presented the National Awards for the Empowerment of Persons with Disabilities for 2021 and 2022 here on the occasion of International Day of Persons with Disabilities. She said she was happy to note that the conversion of NCERT text books for classes 1 to 6 into Indian sign language for hearing-impaired children has been done. The President said the government is taking several steps for the empowerment of the divyangjan. She said that when divyang people would make their effective contribution by joining the mainstream, then the country would move forward on the path of development at a faster pace.

<https://www.ndtv.com/education/president-stresses-on-maximum-use-of-technology-make-education-accessible-children-disabilities>

5. Rajasthan Government asked Schools to conduct “Special-Needs Child” survey from December 2021 to January 2022. Schools was to identify the boys and girls with special needs of all 21 categories of disability. The survey was to be done at the block and district level to ensure that all students are

included in the survey and their information is submitted by the schools. Rajasthan council of school education stated in a communiqué, “In the RPWD Act 2016, the survey work of special needs boys and girls (CWSN) of all 21 categories of disability is to be done as a campaign and is to be done compulsorily at every school level. Schools were told to enroll all the identified special needs boys and girls, and they will have to make an entry on Shala Darpan, Unified District Information System for Education (UDISE) Plus, and Management portals.

<https://www.ndtv.com/education/rajasthan-government-asks-schools-conduct-special-needs-child-survey-from-december>

6. There is a “dearth” of rehabilitation professionals or special teachers who alone can impart education and training to handicapped persons or children with special needs (CwSN) and are registered by the Rehabilitation Council of India, the Supreme Court said. The apex court, observing that this disparity will have to be addressed by the National Council for Teacher Education (NCTE), said persons with disabilities in the country constitute over 2.21 per cent of the total population as per the Census figures of 2011. A bench headed by Justice A M Khanwilkar said there are only 1, 20,781 special educators registered at present with the Rehabilitation Council of India (RCI). “As of today, there is a dearth of rehabilitation professionals or special teachers recognized and registered by the council, who alone can impart education and training to handicap persons/CwSN,” said the bench, also comprising Justices Dinesh Maheshwari and C T Ravikumar. The top court said it is for the NCTE to evolve a holistic mechanism in collaboration with the RCI to enhance the number of special teachers to overcome the deficit. The top court said the Centre must forthwith notify the standards of pupil-teacher ratio for special schools and also separate norms for special teachers, who alone can impart education and training to CwSN in general schools across the country.

<https://www.ndtv.com/education/dearth-of-special-teachers-who-alone-can-impart-education-training-cwsn-sc>

7. Education Minister Releases Guidelines to Develop E-Content for Differently-Abled Children. The guidelines submitted in the form of a report by a committee of members comprise eleven Sections and two Appendices to guide as to how the e-contents are too made for children with special needs. . The guidelines said that e-Content for CwDs should be developed based on the four principles — perceivable, operable, understandable and robust. The e-Content developed for the children with special needs including text, tables, diagrams, visuals, audios and videos should comply with national and international accessibility standards, it added. The Committee has also recommended that in a phased manner textbooks may be adapted into Accessible Digital Textbooks (ADTs). The content of ADTs should be provided in multiple formats (text, audio, video, sign language) with turn-on and turn-off features. Distribution platforms, the guidelines add, on which content is uploaded (e.g. DIKSHA) and Reading platforms/devices on which content is accessed and interacted (e.g. e-pathshala) must comply with technical standards and reasonable pedagogical accommodations have been recommended to meet specific needs of CwDs. These guidelines will initiate the creation of high quality content for digital education to Children with Special needs. They are dynamic by nature, to be improved based on experience and advent of better technology.

<https://www.ndtv.com/education/education-minister-releases-guidelines-develop-e-content-for-differently-abled-children>

8. The international meeting on bullying involving children and young people with disabilities was held in the lead-up to the World Anti-Bullying Forum in Stockholm on 1-3 November. Representatives from UN agencies, non-Government and civil society organizations, academia and youth explored the available

evidence, and spotlighted examples of targeted responses to bullying. A new report summarizing the key findings of a literature review commissioned by UNESCO was presented for the first time during the meeting. During the final panel discussion at the international meeting, experts debated how responses to bullying would be improved if more young people with disabilities were involved in research.

<https://en.unesco.org/news/bullying-rates-higher-children-disabilities>

9. Saudamini Pethe – the first deaf advocate enrolled with the Bar Council of Delhi wanted to work for the rights of the hearing impaired and helps them gain access to healthcare, education and justice. The 45 year old woman. Lawyer would be arguing her matters in courts through the medium of ISL interpreter and seeks to be an inspiration to the deaf youth to join the legal profession and contribute to the cause of their community. Pethe who suffering hearing loss after being infected with meningitis at the age of 9 and consequently taking strong medicines, feels that words like ‘disability’ and ‘impairment’ have negative connotations. “My aim is to use my law degree to advocate the cause of deaf rights. To make it possible for the deaf community in India to gain access in every aspect of life, be it education, healthcare, or career and most importantly get access to justice,” she said.

<https://m.dailyhunt.in/news/india/english/the+new+indian+express-epaper-newexpress/in+a+first+deaf>

10. SC to Consortium of NLUs: Ensure no differently-abled student is denied access to CLAT exam. A bench comprising Chief Justice D Y Chandrachud and Justice P S Narasimha said no deserving student shall be stopped from getting scribe in the examination. The Consortium of National Law Universities have been directed by the Supreme Court to ensure that no differently abled student is denied access to the upcoming [CLAT examination](#) and all necessary facilities are made available to the deserving candidates including a scribe to write the papers. The Consortium of National Law Universities was established on August 19, 2017 to improve the standards of legal education in the country and facilitate better coordination among National Law Schools. A bench comprising Chief Justice D Y Chandrachud and Justice P S Narasimha said no deserving student shall be stopped from getting scribe in the examination.

<https://indianexpress.com/article/education/sc-to-consortium-of-nlus-ensure-no-differently-abled-student-is-denied-access-to-clat-exam-8327797/>

11. IIT Madras organized sports carnival for Persons with Disabilities. Chennai (Tamil Nadu, India) Dec 11. The Indian Institute of technology (IIT) Madras on Sunday organized a ‘Sports Carnival’ with the help of ICMR and TTK centre for Rehabilitation Research and Device Development for the people with disabilities. The Carnival was titled ‘Sports 4 All’ and saw participation from over 200 players who came from Delhi, Karnataka, Andhra Pradesh, Kerala and Across Tamil Nadu, and most of them were trying out sports for the first time in their life.

<https://m.dailyhunt.in/news/india/english/ani+english-epaper-anieng/iit+madras+organises+sports+carnival>

12. Run by People with disabilities, Mitti Café in Bengaluru Airport is all about inclusiveness. This Bengaluru Café Run By Specially-Abled Team Is Breaking Stereotypes, Empowering Lives. It is located in Bengaluru’s Koramangala and Jayanagar, Mitti Café. It offers a warmly-lit ambience that is relaxing and cozy at the same time. Visitors are welcomed with gleeful faces of a team consisting of specially-abled persons.

<https://thelogicalindian.com/inclusivity/mitti-cafe-bengaluru-specially-abled-employees-27536>



अधिक माहितीसाठी आमच्या महाभरती योजना ह्या वेबसाईटला व्हिसिट करा

भारत सरकार

सामाजिक न्याय आणि सक्षमीकरण मंत्रालय
विकलांग व्यक्तींचे (दिव्यांगजन) सक्षमीकरण विभाग
साधनांच्या / उपयंत्रांच्या खरेदीसाठी / ती बसविण्यासाठी
दिव्यांगजनांना सहाय्य देण्याची योजना (एडीप स्किम)
या योजनेखाली दिव्यांगजनांना त्यांच्या रोजगारासाठी, पुनर्वसनासाठी आणि
स्वतंत्रपणे जगण्यासाठी साधने आणि सहाय्यक उपकरणे पुरविण्यात येतात.

अर्ज कुठे करावा ?

सहाय्यक साधनांसाठी/ उपयंत्रांसाठी अर्ज करणे साधे, जलद आणि सोपे आहे. कॉम्प्युटरच्या किंवा स्मार्टफोनच्या फक्त एका क्लिकमध्ये. कोटेही केव्हाही
अर्जुन पोर्टलवर

डिजिटल इंडिया मिशन

बरोबर दिव्यांगजनांचे सक्षमीकरण **अर्जुन पोर्टल**ला भेट द्या. adip.disabilityaffairs.gov.in मध्ये लॉगइनची आवश्यकता नाही. अर्जाचे स्टेटस तपासा. केवळ मोजक्या क्लिक्समध्ये आपले गाऱ्हाणे सादर करा.

अर्ज कसा करावा ?

फक्त काही सोप्या टप्प्यांचा अवलंब करा : भेटा adip.disabilityaffairs.gov.in → beneficiary registration → वर क्लिक करा. प्रपत्र भरा आणि सादर करा.



कोणत्याही चौकशीकरिता संपर्क साधा:

१८००-५९९००१९ (एएलआयएमसीओ यांचा निःशुल्क नंबर)
०११-२४३६९०२७, ०११-२४३६२१२७,
९९६८५७८४२८, ८९८१३०३६८५
ईमेल आयडी : adipsection-depwd@gov.in

Poem on Sadda Huque

One day they'll have their turn,
To show the world that they can fly...
There is nothing that can stop them,
They won't stop giving another try!

We don't demand power; we demand to be seen by
public sight

We demand justice and most of all we demand
child's right

Let's fight for children's rights!

Let's fight for children's rights!

Priti Mehta (FY B Ed Spl. Edu LD)

अग्नि भाति तापीत, तो जल सी शीतल हूं।
पुष्प भाती कोमल, मैं भूमि सी पवित्र हूं।
तू क्या मुझ पर लांछन लगाएगा कायर
मैं तेरे माथे का कलंक हूं।
प्रतिशोध में जलती अग्नि हु, मैं धैर्य कि मूर्ति हूं।
तू क्या मुझे रोकेगा निर्बल,
मैं वासुदेव के अश्रु का कारण हूं, रावण के अंत का दूसरा नाम हूं,
मैं महाभारत का कारण हूं,
मैं सृष्टि के निर्माण का प्रमाण हूं।
तेरा क्या अस्तित्व अग्यानी, मैं तेरे अस्तित्व का भी प्रमाण हूं।
हा मैं औरत हूं,
पीड़ित की पीडा की आवाज हूं
न्याय की मूरत मैं अन्याय का विनाश हूं।
अजीवन कष्ट के लिए तत्पर,
मैं सहंशिलता का प्रतीक हूं।
हा हा मैं स्त्री हूं,
सारे पापो का अंत हूं।
हा हा मैं औरत हूं।

Pranita Golanbade (FYB Ed Spl.Edu HI)

When Readers write !

ARUSHI of **CCYM'S** Hashu Advani College of Special Education is a good summarized booklet of all the activities done by the college. It is infact like a blue print, a short one glance description of the college contribution round the academic year in the field of preparation of special teachers. The theme of Arushi, the contributed articles related to the theme, the attractive catchy boxes highlighting events, toppers, PhD awardees, introduction to new courses is very useful for the readers to know the highlights at one glance. Arushi even has in its annual Report, list of Collaborators, individual achievements of faculty competition winners, Audit reports which very few college magazines and newsletters have in it, have.

Some suggestions like making it less bulky by consizeing the sentences and just giving in short the information in one or two lines to serve purpose will be better. More the magazine more colorful with better quality photos will make the magazine more appealing for the readers. Overall reading and understanding the Arushi and knowing the college contribution to the field of education was really good activity for me and I found it interesting.

Best wishes for printing such more Arushi 's in future with such unique and different themes.

Dr.Naaz S Dhakam, Former Principal, Oriental College of Education & Research

When Readers write !

ARUSHI !

ARUSHI means sun rays symbolizing hope and beginning. From that sense the name of the annual report of my alma mater is apt. I was happy reading the ARUSHI since I got nostalgic remembering my involvement in it as a student. Now as an alumna, I look at it as a link to the world of special education. It gives updates on college activities and is like a window to help us peep in the world. The theme of this ARUSHI is very appropriate since one thing that pandemic taught us is - innovation is the way forward. I like the article by Dr.AMIT MISHAL particularly. The informative boxes in the report are like fun updates. I liked the cover page design. The quality of photos could have been better but nonetheless these serve the purpose of visual updates and an aid to connect with current students. Overall Arushi was an excellent read with a value addition of academic articles. My best wishes to the editorial team.

Sayyed Aayesha F
Alumni HACSE

“Freedom is an expensive gift always worth fighting for. Even if it costs us!”~ Marck E. Estemil

Self-Study Courses- Where learning happens according to the learner's pace

Students are encouraged to opt for courses depending on their area of interest and are guided by the faculty to choose the appropriate course. The objectives are to increase digital literacy among students, to increase the knowledge about different fields apart from the student's area of specialization. Outcome of colleges efforts towards self study courses is - all the students enrolled in courses offered by Swayam and different educational institutes. They were able to successfully complete the course. The students were happy that they were able to be part of courses that were of their interest and could gain a considerable amount of information about an area beyond the syllabus. Good Job Nisha Kutty for facilitating the process.

MULYAMANTHAN- The value of the Quarter

The best way to learn about values is to reflect on them followed by practicing the chosen value. We try to do it through 'MULYAMANTHAN (मूल्यमंथन)' means Brainstorming on Values. This is a new quality initiative taken up by IQAC OF HACSE since January 2022. Every 3- 4 month a new value is to be brainstormed by all the staff, students, alumni. The revised value is updated on facebook and website (<http://www.hashuadvanismarak.org/hacse/value-of-the-quarter.html>). We are going by the alphabetical order in selecting a value each quarter. We announce the value and space is given on Facebook to give comments on it. Staff, students and alumni are motivated to reflect on particular value in terms of meaning, scope, relevance, own experience, challenges etc. They are expected to write a response in not more than 15 words. All are requested to visit the college Fb page, go to the comments section and paste your response there. Prize is announced to the best response. For this value corner, Adaptability, Benevolence, Collaboration and Diligence are the chosen values to be brainstormed by end of Dec 2022.

Ways to build an inclusive society- Reposting A Media Coverage with Gratitude

The concept of inclusivity needs to be taken beyond decision making to being heard, valued and equality inclusivity makes this world a better place. It strives to give individuals an equal chance to live, express, love and earn despite their caste, religion, gender or disability. Limiting the concept of Inclusivity to just decision-making isn't the right thing. It also encircles the part of being heard, valued and seen as an equal individual in society. Using respective language Addressing someone can say a lot about our language, beliefs and mindset. People with disabilities are individuals, and that identity should come before disability. Disability Awareness in Schools. Social Inclusion Work Culture- Giving a fair chance to sit in interviews, in decision making, in promotions can improve society to great extent. Increased participation – Casting people with disabilities will make them seen and give them a chance to stand out. Including them in politics can make them raise their voices for social change. <https://m.dailyhunt.in/news/india/english/ahmedabad+mirror-epaper-ahdbdmr/ways+to+build+an+inclusive+society-newsid->

Inclusion Drives Innovation – Sweta Machanavajhala : A Success Story From Bal Vidyalay

Sweta Machanavajhala was born deaf, learnt to listen with the help of hearing aids and talk during an intensive training in Balavidyalaya when she was under 6 years. Surviving in the mainstream school, college and industry was not an easy feat as Swetha faced numerous obstacles. While she was in deep thought why no one was innovating to make audio content accessible for people who are deaf or hard of hearing her inner voice told her “ why don't you be the innovator instead you have a lot of first-hand experience.” This thought alone pushed Swetha to innovate beyond boundaries.




<http://www.balavidyalayaschool.org>

RTT High School Highlights January 2021 to May 2022 : REPORT

EVENT	PARTICIPANTS	COORDINATOR/RESOURCE PERSON	DATE	PLACE/ORG
A Session On CCE	All Teachers	Dr Poonam Sawant	02-01-2021	Auditorium
Republic Day	All Teachers	Sports Committee	26-01-2021	Leela Boolani Hall
Registration Of New Books In Library	For All Students	Received By National Trust Coordinated By Library Committee	05-02-2021	School Library
Hashuji Jayanti	All Staff	Celebration Committee	22-02-2021	Online
Upgradation Of Ex-Students Data	Ex-students	Madhura Joshi	15-03-2021	RTT School
Yearly Planning	All Teachers	Supervisors	20-04-2021	RTT School
Two Days Workshop On Yoga	All Teaching Staff	Dr Rajesh Pawar	22-05-2021	Online
First General Parents Meeting	Parents Of Std 5 th To Std 8 th	PTA Committee	02-07-2021	Online
Parent Orientation Meeting	New Admitted Student's Parents	PTA Committee	02-07-2021	Online
First General Parents Meeting	Parents Of Pre Primary To Std 4th	PTA Committee	05-07-2021	Online
Hashuji Advaniji Death Anniversary	All Teachers And Students	Celebration Committee	22-07-2021	Leela Boolani Hall
Independence Day	All Staff	Celebration Committee	15-08-2021	Leela Boolani Hall
Yoga Training Camp	All Teaching Staff	Sanjay Pimple	28-08-2021	Online
Parent Sensitization Programme	New Admitted Student's Parents	Clinical Committee	04-09-2021	Online
Lecture On Parenting	All Parents	Dr Tushar Guha	08-09-2021	Online
Surya Namaskar Competition (Sadhana Vidyalaya)	Students From 10 To 14 Years	Sanjay Pimple (Silver Medal)	28-09-2021	Online
Mehndi Competition (Sadhana Vidyalaya)	Students Above 14 years	Sunita Chindarkar (Second Prize)	28-09-2021	Online
Slogan Competition	All Teachers	Clinical Committee	10-10-2021	RTT School
A Talk on Mental Health	Staff	Dr Shubha Thatte (Inner Wheel Club Of Chembur)	11-10-2021	Online
Republic Day	Staff	Celebration Committee	26-01-2022	Leela Boolani Hall
Reading Campaign	Balvarg To Std 8th	Library Committee	08-02-2022	School Classrooms
Woman's Day	All Teachers	Sunil Pawle	08-03-2022	Leela Boolani Hall

Death Anniversary	Bhagat Singh, Rajguru, Sukhdev	Celebration Committee	23-03-2022	Classroom
Computer Training	All Students	Pratham Foundation	08-04-2022	Online
A Talk On Genetic Counseling	All parents	Clinical Committee	11-04-2022	Leela Boolani Hall
Ex-Students Meet And Job Fair	All Ex-students	PTA Committee	15-04-2022	Leela Boolani hall
Cleanliness Drive	Staff	Cleanliness Committee	19-04-2022	Rochiram T Thadhani High School Premises
A Talk On Importance Of Cochlear Implant	Parents Of Shishuvarg And New Admissions	Dr Navlakhe And Piyush Gujrati	26-04-2022	School Auditorium
Udid Card Distribution	52 Cards Were Distributed	Psychologist And Social Worker Of The School	19-09-2022	RTT School
Donations Of Grains	All Parents	Nutrition Committee	31/3/21	Leela Boolani Hall
Workshop On Digital Literacy	All Teachers	Technical Committee	12 /19/21	Online
Annual Evaluation	Balvarg To Std 7 th Students	Examination Committee	12/4/21-26/4/21	Online
	Std 8 th And Std 9 th Students	Examination Committee	15/3/2021-1/4/2021	Online
1 st Semester Exams	Std 1 st To Std 10 th	Examination Committee	18 th To 22 nd 2021 October	On Line Exams Were Conducted
Speech Competition (Sadhana Vidyalaya)	Students From 10 To 14 Years	Madhavi Savarkar (3 Prizes)	28/9 /21	Online
Demo Lessons And Class Observations	B.ED Trainees	Concerned Class Teachers	Ongoing	School Classrooms
Donation	32 Mobile Handsets	Received From Various Donors and school	Ongoing	RTT School
Enrolment Of New Students	13 Students	Admission Committee	Ongoing	RTT School

Medals & Laurels : SSC toppers in 2021

Name of the student	%	Subjects	Photo
Akash Singh	77.20	All regular subjects with no concession	
Shivam Gupta	73.60	All subjects with concession in math and science	
Rohit Gupta	68	All subjects with concession in math and science	

Personal Achievement of the Staff: RTT Highschool

- 1) Sunita Chindarkar was awarded Rajya Starya Adarsha GauravSamaz Ratna Puruskar by Manushya bal lokseva Samithi in 2021
- 2) Varsha Foujdar received first and second prize in two different categories in slogan competition held on the occasion of mental health day organized by clinical committee of Rochiram T Thadhani high school
- 3) Varsha faujdar andSunita Chindarkar were appointed as a covid vaccine coordinator in the l ward of bmc for differently abled persons in June 2021 to Feb 2022
- 4) Varsha Foujdar and Manda Worlikar worked as a paper setter and setter in SSC Board examinations.
- 5) Supriya More received Excellent Counselor award by Saksham Society Jaipur

Retirement

In the academic year following staff from our school is retired after completing their full service

1. Shri Ashok Waghmare
2. Smt Shubhada Satpute
3. Smt Rujuta Patil
4. Smt Gajanan more
5. Shri Dhulaji Shindhe
6. Smt Vandana Gawande

Student of the Year 2022: **ZEESHAN SHEIKH**

COMPETITION WINNERS

Competition	Organization	Name	Position
Thought Competition	HACSE	Dianna Jagtap	First
Thought Competition	HACSE	Shravani Koli	Second
Thought Competition	HACSE	Binaisha Fernandes	Third
Caption Writing(Hindi)	HACSE	Swati Katkar	First
Caption Writing (Hindi)	HACSE	Dr.Amit Mishal	Second
Caption Writing (English)	HACSE	Shahida Mogar	First
Caption Writing (English)	HACSE	Aaishah Raye	Second
Intercollegiate E- Poster Making	HACSE	Anuya N Patil(Royal College of Edu & Res for Women)	First
Intercollegiate E- Poster Making	HACSE	Bhavika V Patil(Royal College of Edu & Res for Women)	Second
Intercollegiate E- Poster Making	HACSE	Sumitra V Nishad(Thakur Shamnarayan College of Edu & Res)	Third

Give up or Get UP

Annual Report (1st June 2021- 31st May 2022): The HACSE Update
HACSE AT A GLANCE! KNOW US MORE, KNOW US BETTER!
CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION



OUR LOGO: Our logo indicates that the fabric of any society is like a jigsaw puzzle where diversity - if accommodated well, can create a complete picture. Persons with disabilities (Special needs) too are a part of this picture (astar shaped S in the logo). It is our mission to facilitate the process of special individuals 'fitting' well in the picture. Point we wish to express through our logo is: ALL connected pieces have to adapt themselves to fit into the larger scheme – not just a single piece. We work with educational systems more than the persons with special needs themselves in order to create an inclusive world – where the picture is complete only when rights and dignity for EACH is ensured.



Year of Establishment: 1997 Location: Chembur, Mumbai, Maharashtra, India
Management: CCYM – Chembur Colony Yuvak Mandal (Registered under Society's Registration Act / The Bombay Trust Act – Donations 80G exempted.)
Affiliation: University of Mumbai
Recognition: RCI - Rehabilitation Council of India
Accreditation: NAAC - National Council of Assessment and Accreditation (Grade B+)
Approval: UGC - University Grant Commission under 12 (f) 2 (B)
Grant in aid: DHE - Department of Higher Education, Govt of Maharashtra
Admissions: CET - Common Entrance Test held by Govt of Maharashtra
Admissions regularized by: ARA – Admission Regulatory Authority, Govt of Maharashtra
Programs offered: B Ed – Special Education (Hearing Impairment)
B Ed – Special Education (Learning Disability)
Program Fees: Approximately 21000/ per year (Open) 7000/ per year (Reserved Category)
Student Scholarships: Dept of Social welfare, Govt of Maharashtra
Certificate programs offered:
Adhikar – Family Empowerment certificate course
Aabhasi – Online certificate course on tools / techniques of virtual teaching learning
Aarambh – Disability Orientation Certificate course for mainstream teachers
Anubhooti – Conference for special teachers with CRE – RCI status
Aao Bate Kare – Online Certificate Course on basic conversational skills
Website: <https://www.hashuadvanismarak.org/hacse/>

Collaborators and well-wishers of HACSE



HACSE STUDENT OF THE YEAR 2022: SOTY
 Ms. Hemisha Mehta – B Ed (Special Education -HI)
 Ms. Shefali Veera- B Ed (Special Education –LD)



Collaboration with Dyslexia Association of Singapore



Our Publications

कर्णबधिर बालकांचा भाषा विकास वयनुरूप व्हावा म्हणून पालक व शिक्षकांचा आटापिटा चालू असतो. त्यांच्या या धडपडीत योग्य वाचन साहित्याची नेटाने गरज असते. जे जानुन चेंबूर कॉलनी युवा मंडळाच्या प्रकाशन विभागातर्फे खालील पुस्तके शिक्षकांसाठी व पालकांसाठी उपलब्ध आहे.

आमचे प्रकाशन

कर्णबधिर बालकांचा भाषाविकास वयानुरूप व्हावा म्हणून पालक व शिक्षकांचा आटापिटा चालू असतो. त्यांच्या या धडपडीत योग्य वाचन साहित्याची नेटा ने गरज असते. हे जाणून चेंबूर कॉलनी युवक मंडळाच्या प्रकाशन विभागाने खालील पुस्तके शिक्षकांसाठी व पालकांसाठी उपलब्ध आहेत.

पुस्तके	भाषा	अनुवादिका	किंमत	विषय
भाषाक्रिया भाग - १	हिंदी	सुनिता चिंदरकर	रु. ५०	भाषा-व्याकरणविकास
भाषाक्रिया भाग - २	हिंदी	सुनिता चिंदरकर	रु. ५०	भाषा-व्याकरणविकास
अव्यय	हिंदी	सुनिता चिंदरकर	रु. ५०	व्याकरणविकास
वाचन	हिंदी	सुनिता चिंदरकर	रु. ५०	भाषाविकास
विशेषण भाग-२	हिंदी	सुनिता चिंदरकर	रु. ५०	व्याकरणविकास
ध्वनी भाग १	मराठी	वर्षा फौजदार	रु. ४५०	भाषा-वाचाविकास
ध्वनी भाग २	मराठी	वर्षा फौजदार	रु. ५००	भाषा-वाचा



Winner at Intercollegiate Poetry Competition by St. Teresa's Institute of Education

Name	Position
Jovia Rose Joy	Third

Academic Collaboration Of HACSE With Various Organizations

Organization	Nature	Beneficiaries
Dubai Scholar, Reliance foundation , Stephen School, Urmi foundations	Aayam : Job Placement	SY HI and SY LD students
Helen Keller Institute	Practical and theory	Sem I HI and LD students
NMMC	Practical: Visit, Lesson Observation and lesson execution	Sem I and Sem III B Ed HI and LD students
Don Bosco, Mukangan, Akanksha foundation	Field Engagement	SY LD
CSED & EAR	Internship	SY LD
Gateway School of Mumbai	Internship	SY LD
Orientation towards assessments Ms Simran Arora- Nair hospital (LD section)	Guest Lecture	SY LD and SY HI
Accreditation	NAAC	Staff and Students
Recognition	RCI	Staff and Students
Affiliation	UoM	Staff and Students
Individual speech teaching observation and AVT at Aaroh Ms,Juee Khopkar	Practical	SY HI
Group speech teaching observation , Sadhana Vidyalaya	Practical	SY HI
Swati Jirange Specialisation School teaching	Classroom teaching	SY LD
Little Hearts Learning Centre	IEP Practical	SY HI
RTT School	Classroom Teaching	SY HI
Specialisation School teaching ETC	Classroom Teaching	SY HI
Specialisation School teaching VMS SOPAN (Ms.Rashna Sadri)	Applied Behaviour Analysis Collaborative lecture	SY LD and HI
Don Bosco International School	Observation for classroom teaching	SY LD
Reach School	Internship in Inclusive School	SY HI
VES	Internship in Inclusive School	SY HI and LD
SNDT, NIPIED, Suvidya, AYJNISHD	B7 collaborative lectures of Hearing Impairment	Students
SNDT	Collaborative Lectures on VI	Students
HKI: Ms.Anuradha Bagchi, SNDT,NIPIED, Suvidya	E1 Practical in collaboration Deaf Blind	Students
Learn Studio	FDP- The Emotionally Intelligent teacher	Staff and Students
Listening Together	Webinar By Anu Sharma - How brain learns to listen to sound in early years	Staff and Students
VES,URMI,CCYM, HACSE	IQAC Meeting	Staff and Students

Arushi 2022(1.6.2021- 31.5.2022) (with reference to Revised AQAR)

1.2.2. Number of value added courses offered & 1.2.3 Number of students enrolled in the value-added courses

Number of courses	Name	Course Code	Year of Offering	Number of times Offered during the year	Year of Discontinuation	Number of Students enrolled in the year	Number of Students completed the course in the year	Participants other than Our Students
01	01	VA2/21	2021	01	Na	13	13	NA

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

Events	Nature of events	Duration with dates	Nature of teacher involvement	Nature of student participation	Number of students participated
Planning and scheduling academic ,cultural and sports events in school	Poster Making	11.11.2021	Oriented the student participants about the poster before the conference	Made posters on Interdisciplinary International Online Conference(IIOC)	11
	IIOC	26.10.2021 to 28.10.2021	Process owner	Volunteering	11
	Marathi Bhasha Gaurav Sohala : Prashna Manjusha	27.02.2022	Process owner	Online quiz	37
	National Level Webinar on “Making Research Visible” on the occasion of Librarians’ Day 2021	12.08.2021	Process owner	Online Session	66 (participants of different colleges)
	Good Friday	16.4.2022	Guidance	Execution	11
	National Reading Day 2021	19.06.2021-03.07.2021	Process owner	Online Quiz	30 (participants of different colleges)
Planning and execution of community related events	Awareness about Special Children	8/4/22 to 13/4/22	Coordination	Street Play and Survey in the interiors of Mumbai	14
	Women’s Day Celebration	08.03.2022	Process owner	Competition	36
	Celebration Of Birth Anniversary of Dr Ambedkar	30.04.2022	Guidance	Book Exhibition	50

	Good Friday	16.4.2022	Guidance	Execution	11
	National Science Day 2022	10.3.2022	Support	Individual, Group. Planning, Organization	13
	E-Intercollegiate Poster Competition	28.2.2022	Process owner		1
	IIOC	26.10.2022 to 28.10.2022	Process Owner	Volunteering	11
Building teams and helping them to participate	Value Added Course begins (online – 35 hours)	16.10.2022 Onwards Every Week	Process owner	Introducing resource person, Vote of thanks, Sharing presentation if needed, Attendance, Taking photographs, filling up feedback form,	14
	National Level Webinar on “Making Research Visible” on the occasion of Librarians’ Day 2021	12.08.2021	Process Owner	Volunteering by helping to take ahead smoothly in the Online Session	5
	Teachers Day Celebration	4.9.2022	Process Owner	Planning, Arrangement, Celebration of event	14
	Institutional Assessment (B Ed LD) by RCI	4.1.2022 to 5.1.2022	Process Owner	Volunteering	14
	IQAC meeting	11.3.2022	Process owner	Volunteering	2
	IIOC on Assessment and Diagnostic Practices of SLD across countries	26.10.2022 to 28.10.2022	Process Owner	Volunteering during the events	11
Involvement in preparatory arrangements	College Development Committee	5.4.2022	Process owner	Representative member/ Volunteering by student	4
	Celebration Of Birth Anniversary of Dr Ambedkar	30.04.2022	Process Owner	Book Exhibition	5
	Value Added Course begins (online – 35 hours)	16.10.2022 Onwards Every Week	Process Owner	Introducing resource person, Vote of thanks, Sharing presentation if needed, Attendance, Taking photographs, filling up feedback form,	14
	25 th year celebration lecture series	27.1.22 (All Lecture Series)	Process Owner	Volunteering	10
	Teachers Day Celebration	4.9.22	Process Owner	Planning, Arrangement, Celebration of event	14

	Diksharambh	12.3.22	Process Owner	Volunteering(Welcom, Photos and orientation	5
	Internship Presentation D18 and D19(Project mode learning and student evaluation)	19.5.22	Process Owner	Arrangement, Photos, Volunteering	4
Executing/ conducting the event	Diksharambh	12.3.22	Process Owner	Volunteering(Welcome, Photos and orientation	5
	25 th year celebration lecture series	27.1. 22 (All Lecture Series)	Process Owner	Volunteering – Introduction, Vote of thanks, Photo and other work.	10
	Teachers Day Celebration	4.9.2022	Process owner	Planning, Arrangement, Celebration of event	14
	National Science Day 2022	10.3.2022	Guidance	Individual, Group. Planning, Organization	13

2.7.2. Update on Students University declared result:

Year	Programme Code	Programme Name	Percentage of students appeared in the final year examination	Number of students passed in final year examination
2022	4E00314 &4E00614	B.Ed Hearing Impairment B.Ed Learning Disability	100%	92.31%

3.2.1 Research Articles published by faculties:

Title of the Paper	Name of the author/s	Name of Journal	Year of Publication	ISBN/ISSN number	Publisher
Content Analysis of JRCI	Sandhya B. Pagare	Contemporary Trends In Humanities, Commerce And Library Science	2022	2582-5429	Akshara Publication
Why do they prefer e-book?	Sandhya B. Pagare Dr.Sarika Sawant	Vidyabharati International Interdisciplinary Research journal	2021	2319-4979	SSSKR Innani Mahavidyalaya (WEB OF SCIENCE)
Effective content delivery –Heart of the Teaching Learning Process	Dr.Amit Mishal	Aayushi International Interdisciplinary Research Journal (AIIRJ)	2022	2349-638x	Padmashri Dr.G.G.Jadhav Mahavidyalaya,
“Impact of contactless & Electronically Maintained Commerce, Management, Hospitality, Education on Indian Economy”	Dr.Amit Mishal	International Journal of Advance and Innovative Research	2022	2394 – 7780	Indian Academicians and Researchers Association
Governance In Higher Education Institutions!	Dr.Amit Mishal	International Journal Of Multidisciplinary Research And Technology	2021	2582-7359	B.L.Amlani College Of Commerce

3.2.2 Books / chapters in edited books and conference proceedings published

YearName	Title of the book /chapters published	Title of the paper/chapter	Name of the conference	National/ International	Year of publication	ISBN number of the proceedings	Name of publisher
Sandhya Pagare	Changing information landscape: rediscovering libraries	E-book use behavior of the library users of Engineering colleges in Mumbai	Library Association International 12.1.2020 & 13.12.2020	5 th International Conference of Asian Libraries	2021	978-93-83931-77-4	Academic Publication, Delhi
Dr. Amit Mishal	Pedagogy of Social Science	Use of Teaching Aids-Teaching Learning Materials	NA	NA	2021	978-93-91002-52-7	ABS Book Publisher
Dr. Amit Mishal	Pedagogy of Social Science Interactive Method	Interactive Method	NA	NA	2021	978-93-91002-52-7	ABS Book Publisher
Dr. Amit Mishal	Pedagogy of Social Science Interactive Method	Micro Teaching and Micro Lessons	NA	NA	2021	978-93-91002-52-7	ABS Book Publisher
Dr. Amit Mishal	Pedagogy of Social Science Interactive Method	Quality of a Good Social Science Textbook	NA	NA	2021	978-93-91002-52-7	ABS Book Publisher
Dr. Amit Mishal	Educational system of Contemporary India	Culture and Education	NA	NA	2021	978-93-90692-72-9	Mittal Publications
Dr. Amit Mishal	Educational system of Contemporary India	Vocational Education	NA	NA	2021	978-93-90692-72-9	Mittal Publications
Dr. Amit Mishal	Marching Towards Self-Reliant India	Vocational Education, Skill Training And ICT Training A Must!	NA	International Marching Towards Self-Reliant India	2021	978-93-5493-040-9	Taran Publishing House, Haryana

Institution waste management practices include

Activity: GREEN INITIATIVE : SATAT	Date
Arranged a webinar on Green Initiatives for a better life	13/3/21
An orientation on 'Green initiatives: Maintenance of the compost pit.	15/8/21

The day we become silent about the things that matter is the moment our lives begin to end.”

– **Shenita Etwaroo**

3.4.2 Functional MoUs with institutions of National and/or International importance

External agency/Collaborator	Duration	List the actual activities under each MoU year wise -
Education and Training Center for CWDA (ETC)	1.12.2021 to 1.12.2026	---
Atman Academy	20.12.2021 to 20.12.2026	Field engagement
Victoria Memorial School for Blind and VMS Centre	1.12.2021 to 1.12.2026	Field engagement
Gateway school of Mumbai	17.11.2021 to 17.11.2022	Field engagement
Swami Vivekananda Vidhyalaya	1.12.2021 to 1.12.2026	Field engagement
Trinayani	7.5.2022 to 30.10.2022	Research Project
Rashmi Joshi (Environment consultant)	19.12.2020 to 19.12.2023	Green initiatives
St. Teresa Institute of Education	21.09.202 to 20.09.2025	InterLibrary Loan

1.3.2 Number of sports and cultural events organised at the institution

Events organised	Date/s	Number of students participated
Republic day celebration	26.01.2022	13
Independence day celebration	15.08.2021	13
International Yoga day	21.06.2021	13
Teacher's day celebration	4.09.2021	13
Good Friday	16.04.2022	13
Celebration of birth anniversary of Dr Ambedkar	30.04.2022	50 (staff and students)
Women's Day Celebration	08.03.2022	36 (students of different colleges)
Marathi Bhasha Gaurav Sohala: Prashna Manjusha	27.02.22	37 (staff and students)
National Science Day 2022	10.03.2022	13
E-Poster Intercollegiate Competition	28.02.2022	13

Number of quality initiatives taken by IQAC

#	IQAC Initiative
1	Seminar on life skill by Sadhana kaikini
2	NAAC Assessment
3	AQAR Submission 2020-2021
4	E-poster Intercollegiate Competition
5	Daily asanas: Yoga day celebration
6	Workshop on emotionally intelligent teacher at Learn Studio
7	Workshop on listening through brain by Dr Anu Sharma
8	Workshop on making research visible by Dr Sarika Sawant
9	In conversation with Apurva Joshi to celebrate World Deaf Day
10	Awareness drive on Dyslexia Week with Maharashtra Dyslexia Association
11	Webinar on Mental Health by Dr Shubha Thatte organized by RTT High School
12	International Interdisciplinary Online Conference with RCI credit points
13	Online Value added course – Aao Bate Kare and Aabhasi
14	Workshop on soft skill development by Dr Santosh Sirur
15	Deeksharambh – Welcome event for First Year Students
16	International Seminar on Educational Technology by Shilpa Madane from DAS
17	Learning about cultural diversity: Good Friday
18	Book Exhibition / sale on Babasaheb Ambedkar Jayanti
19	Learning session on financially wise by Adviser Mrs. Telang
20	Learning session on filling up RCI forms

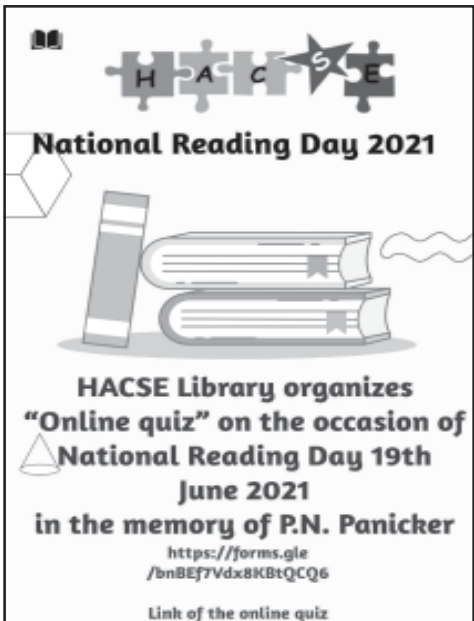
HACSE so far, a squirrel's share.....Tiny yet dedicated and definite action!

- ✓ Produced over 408 special educators through B Ed (special education) program.
- ✓ Touched lives of over 480 parents of children with hearing impairment through the parent empowerment program- ADHIKAR.
- ✓ Oriented over 1,385 mainstream teachers on disability and inclusion through –AARAMBHA.
- ✓ Reached hundreds of alumni, friends and collaborations through our newsletter- ARUSHI.
- ✓ Trained over 1110 in-service teachers through RCI approved Continuous Rehabilitation Education.
- ✓ Extended information to over 3,750 college students through the awareness drive every year.
- ✓ Catered to hearing assessment needs of over 1,700 families through CAAI.

We Team Geared up for Assessment and Accreditation through NAAC!

- * Prepared Self Study Report for CYCLE 2 (SSR) and submitted on 22.7.2021
- * Student Satisfaction Survey (SSS) Process initiated by NAAC on 22.7.2021
- * DVV Clarifications raised by NAAC on 20.1.2022
- * As part of verification process, college had sent DVV clarifications to NAAC on 4.2.2022
- * College was awaiting for Peer Team Visit Dates .NAAC had asked for 3 dates. We gave the dates to NAAC
- * On 13.9.2022 & 14.9.2022 peer team visit took place and Hashu Advani College of Special Education was awarded B+ Grade in NAAC cycle 2 AA Process.

THE LIBRARY SCORE: 2021-2022	
Total purchased book collection	1765
Total donated books	0535
Nunber of Journals	0008
Test tools	0060
AV collection	0206
Other highlights	
*E-granthalaya	
*Internship for master in library science	
*User Education Programmes	
*N-List subscription *Library Audit*Different Library Activities	



National Reading Day 2021

**HACSE Library organizes
"Online quiz" on the occasion of
National Reading Day 19th
June 2021
in the memory of P.N. Panicker**

<https://forms.gle/bnBEf7Vdx8KBtQCQ6>
Link of the online quiz

If we are to achieve a richer culture, we must weave one in which each diverse human gift will find a fitting place." – **Margaret Meade**

Professional Upgradation

Orientation / Refresher / FDP	Faculty	Duration
One week virtual FDP on Systematic literature review organised by Teaching Learning Centre, Ramanujan College, University of Delhi under the aegis of PMMMNMTT	Dr.Gayatri Sirur	7.4.2022 to 13.4.2022
Two Week FDP on Advance Research Methodology TLC Ramanujan College College, University of Delhi in collaboration with Eastern KarbiAnglong College Sarihajan ,Assam under the aegis of Ministry of Education PMMMNMTT (Self-Paced-Online)	Dr.Amit Mishal	20.8. 2021 to 3.9.2021
Two Week FDP on Managing Online Classes & Co-creating MOOCS 10.0 organised by TLC Ramanujan College College, University of Delhi in collaboration with Sree Narayana Guru College of Commerce under the aegis of Ministry of Education PMMMNMTT(Self-Paced-Online)	Dr.Amit Mishal	13.12.2021 to 27.12.2021
Two Week FDP on Education organised by TLC Ramanujan College, University of Delhi in collaboration with Tilak College of Education, Pune and Department of Education, Ashutosh Mukhopadhyay School of Educational Sciences ,Assam University ,Silchar under the aegis of Ministry of Education PMMMNMTT(Self-Paced-Online)	Dr.Amit Mishal	17.1.2022 to 1.2.2022
One Week FDP Education 4.0 Organised by TLC Ramanujan College College, University of Delhi under the aegis of Ministry of Education PMMMNMTT(Self-Paced-Online)	Dr.Amit Mishal	2.12.2021 to 8.12. 2021
One Week FDP on Psychological Skills for Effective Teaching Learning Organised by TLC Ramanujan College College, University of Delhi under the aegis of Ministry of Education PMMMNMTT(Self-Paced-Online)	Dr.Amit Mishal	7.3.2022 to 13.3.2022
7 DAYS virtual FDP program organised by G.H. Rasoni University Saikheda (MP)	Dr.Kasturi Kulkarni	1.3.2022 to 8.3.2022
Online Two - Week Workshop/Inter- Disciplinary Refresher Course In Library Sciences organised by Teaching Learning Centre, Ramanujan College University of Delhi Ministry of Education	Ms.Sandhya Pagare	10.04.2021 to 25.04.2021
Inter-Disciplinary And Multi Lingual Two - Week Refresher Course On? Managing Online Classes & Co- Creating Moocs 4.0? Organised by Teaching Learning Centre, Ramanujan College University of Delhi Ministry of Education	Ms.Sandhya Pagare	11.03.2021 to 26.03.2021
One week virtual FDP on Advanced Pedagogical Techniques organised by Teaching Learning Centre, Ramanujan College, University of Delhi under the aegis of PMMMNMTT	Ms.Poonam Mishra	28.2.2022 to 6.3.2022

List of SOPs & templates developed by IQAC for ensuring quality of service delivery

1. **SOP development** : SOP for Adhikar Parents Empowerment Program / SOP for book bank Updated / SOP Organizing seminars / CRE
2. **Template Development** : Modification of Already Existing Template of identifying learning needs
3. **Other Quality Efforts** :
 - ✓ Satat program initiative , appointed Ms. Rashmi Joshi as consultant; HACSE signed MoU with Ms. Joshi
 - ✓ CET preparatory camp which was scheduled on 7th & 8th September 2021
 - ✓ Value Added Course –AAO BATE KARE (Conversational-Soft Skills –Second Batch)-Begins from March 22
 - ✓ 25 series of lecture on various themes by various experts through online/offline mode \
 - ✓ Website changes as per NAAC requirements were done by mail.
 - ✓ ID feedback/suggestions/ grievance changed to reachus.hacse@yahoo.com.
 - ✓ The International Interdisciplinary Conference with CRE status is “Assessment and Diagnostic Practices for Specific Learning Disabilities: A Global Perspective” was scheduled on Oct 27th & 28th 2021.
 - ✓ Mulya Manthan Value Corner was established from Jan/Feb 2022 onwards

ANNUAL CALENDAR: June 2021 to May 2022

DATE	ACTIVITY	NAME/THEME	EXTERNAL CONTACT	SEM	PO
21.6.2021	Online Yoga Asana Demo	International Yoga Day	RTT High school	II	AH
22.6.2021	Commencement of semester II				
26.6.2021	Submission of anti-ragging pledge forms	Student friendly campus	University of Mumbai / UGC	II	NK
28.6.2021 to 17.7.2021	Microteaching	Skill development	Nil	II	AM
2.7.2021	Faculty Development Program	The Emotionally Intelligent teacher	Learn Studio	II	AH
17.7.2021	Webinar	Listening through brains in early years	Listening together (Dr. Anu Sharma)	II	GS
21.7.2021	Vaccination Centre volunteering	Community giving	BMC	II	AH
22.7.2021	Submission of Self Study Report	Quality Assurance	NAAC	NA	AM
26.7.2021 & 30.7.2021	Combined Lecture	Collaborative learning	DSE SNTD	II	NK
29.7. 2021 30.7.2021 5. 8. 2021 6. 8. 2021	Psychology Practical E2	Skill development	Nil	II	NK
12.8.2021	Webinar: Making Research visible	Facilitating publications	Library, SNTD	NA	SP

2.9.2021	Adapted lessons E2	Skill Development	Nil	II	NK
3.9.2021	IQAC meeting	Quality Assurance activities	VES and URMI Foundation	NA	PM
4.9.2021	Webinar	Towards Inclusive Education	Dept of Science, Somaiya College	NA	AH
4.9.2021	Teachers Day Celebration	Value based learning	Nil	II	FY
7.9.2021	Online CET Prep camp	Preparing candidates for B Ed CET	All the prospective BEd students	NA	KK
7.9.2021 to 8.9.2021	India Sign Language skill development E2	Practicing and learning ISL	Nil	II	KK
20.9.2021	Combined lectures	Collaborative lectures	DSE SNTD	II	NK
28.9.2021	Faculty Exchange Learning	Diverse Exposure	DSE SNTD	II	NK
28.9.2021	National anthem in ISL and a session by Apurva Joshi	World Deaf Day celebration	RTT High School (Bhagyashree Vartak)	II	GS
1.10.2021	Unit Test 2 for C13	Internal Assessment	Nil	II	NK
4.10.2021	Faculty Exchange Learning	Diverse Exposure	DSE SNTD	II	NK
4.10.2021 to 7.10.2021	Assessment of speech E2	Skill development and hands on exposure	RTT High School	II	GS
5.10.2021	Sem 2 Exam Committee meeting	Coordination in university exam	NIEPID, AYJNISHD, Suvidya College	II	AH
8.10.2021	Dyslexia Awareness Week	Spreading awareness about Dyslexia	Maharashtra Dyslexia Association MDA	II	NK
11.10.2021 to 16.10.2021	Unit test 3	Internal Assessment	Nil	II	All
11.10.2021 to 21.10.2021	Field Engagement in cross disability schools	Sem III Internship	Little Hearts Learning Centre	III	NK
11.10.2021 To 21.11.2021	Learning and practicing ISL E2	Skill development	Mookabadhira Sangathan (online mode)	III	KK
10.10.2021	Online inter collegiate Caption Competition	World Mental Health Day celebration	Colleges in connection	II	AH
11.10.2021	Webinar on Mental Health		Dr. Shubha Thatte & RTT High school	II	GS
16.10.2021	Combined lectures	Collaborative learning	DSE SNTD	II	AM
16.10.2021	HACSE Volunteers meeting	IIOC on Assessment and Practices of SLD across countries	HACSE		AH
16.10.2021	Value Added Course begins (online – 35 hours)	Aao Baat Kare for conversational skills	Various internal and external resource persons	II	AM
17.10.2021	Combined lectures	Collaborative learning	DSE SNTD	II	NK
18.10.2021	Practical course is assessment of speech E2	Hands on practice for skill development	RTT Highschool, Sadhana Vidyalaya,	II	GS
20.10.2021	Combined lectures	Collaborative learning	DSE SNTD	II	NK
20.10.2021 to 31.10.2021	Practical course in Audiological and Speech assessment E2	Hands on practice for skill development	RTT Highschool	II	GS
24.10.2021 (Every Saturday)	Aao Bat Kare Session (ABK)	Value added course on conversational skills	Various internal and external resource persons	II	AM

26.10.2021 to 28.10.2021	International Interdisciplinary Online Conference	Assessment and Diagnostic Practices of SLD across countries	RCI	II	NK
29.10.2021	Combined lectures	Collaborative learning	DSE SNTD	II	PM
30.10.2021	Online Mock test Sem II B Ed exam	Preparing students for online university exam	Teach Us	II	AH
30.10.2021 to 8.11.2021	Preparatory	leave for university exam		II	
9.11.2021 to 16.11.2021	Sem II University Exams	Semester end external assessment	University and Teach Us	II	AH GS
17.11.2021 to 19.11.2021	Post university exam break				
20.11.2021	Sem III begins with hybrid mode				
21.11.2021 to 24.11.2021	Watching AVs of lesson execution E2	Learning through observation skills	Nil	II	GS
21.11.2021	Explaining observation format E2	Reporting learning through observation	Nil	III	KK
22.11.2021 to 30.11.2022	Online Classroom Observation E2		As per school time		
22.11.2022 to 1.12.2021	online field engagement and lectures	Experiential Learning with theoretical input	Arushi school	III	KK
30.11.2021	C14- Unit 1 and Content test	Internal assessment	Nil	III	NK
1.12.2021	Intercollegiate Online Poster Competition results on IIOC announced	Facilitate creative and analytical thinking	Hemali Gada and Yukti Gupta	III	AM
7.12.2021	Case study begins E3	In depth understanding of cases	Nil	III	NK
7.12.2021 to 10.12.2021	Guided lessons (4 lessons) E2 practical	Hand held practice teaching	RTT High school	III	NK
11.12.2021	Sessions of value added course begin –ABK	Value added course on conversational skills		III	KK
13.12.2021 to 24.12.2021	PHASE 1- E2 Practical Lesson execution	Hands on skill dev in teaching	RTT High School / CSED / Shruti School	III	AM
18.12.2021		Offline classes start			
20.12.2021	Practice teaching E3	Hands on skill development	Sols Arc	III	NK
21.12.2021 to 23.12.2021	Unit test 1 for all theory courses	Internal assessment		III	
23.12.2021	Assessment and Diagnosis of LD	Subject Seminar	Ms. Simran Arora (Nair Hospital)	III	
24.12.2021	Classroom observation ends	Brainstorming and Submission of file	RTT High School / CSED / Shruti School	III	KK
25.12.2021 to 2.1.2022	Christmas Vacation				
4.1.2022 to 5.1.2022	Institutional Assessment	B Ed LD	RCI	III	GS NK

6.1.2022	Round 1 Admission	B Ed HI and LD	Common Entrance Test Cell	I	GSNK
17.1.2022 to 27.1.2022	Classroom teaching and Peer review	Skill development	Little Hearts learning center, Sols Arc	III	NK
26.1.2022	Republic day celebration with flag hoisting and Cultural program				AH
27.1.2022	Workshop on life skills	25 th year celebration lecture series	Ms. Sadhana Kaikeni	III I	GS
5.2.2022	D17 draft 2 submission	Project mode learning	Nil	III	AH
5.2.2022	Workshop on soft skill development	25 th year celebration lecture series	Mr. Santosh Sirur	III	GS
5.2.2022	Session on Organ Donation	25 th year celebration lecture series	Ms. Rashmi Joshi	III	GS
10.2.2022	Teacher Orientation	Brainstorming for semI	Nil	I	AH
12.2.2022	Career Guidance	Online session	Joshi Bedekar college		KK
19.2.2022	Demonstration of 'Set Speech' Software	25 th year celebration lecture series	Ms. Tasneem Manasawala	III	GS
22.2.2022	ANNUAL DAY PROGRAM (Volunteering by students)			III	ALL
27.2.2022	Marathi Diwas Celebration (Volunteering by students)			III	SP
28.2.2022	Mock drill for exam	Preparation for exam	University	III	GS
	Science day celebration: Demo and cometition			III	AM
7.3.2022	All colleges meeting for	university related issues on Exam	Suvidya college, AYJNISHD, NIEPID	IIV	AH
9.3.2022	Board of Studies meeting	Special Education	University	I IV	AH
10.3.2022	Scholarship orientation	Facilitating financial aid	Dept of Social Welfare	I	AH
11.3.2022	IQAC meeting	Quality assurance efforts	NAAC	IIV	PM
12.3.2022	Diksharambh	Welcome and orientation	UGC	I	NK
13.3.2022	D17 presentation	Reflections on experiential learning	Nil	III	AH
14.3.2022	ASK ME Externally funded Research project meeting	Exposure to research activities	Trinayani Foundation	IV	AH
15.3.2022 & 16.3.2022	Combined Lectures	Collaborative teaching learning practices	Suvidya, NIEPID, DSE SNTD, AYJNISHD	I	GS
5.4.2022	College Development Committee meeting (Volunteering by students)	Discussing students and admin related issues	Internal and external experts	I IV	AH
7.4.2022	Alumni meet (Volunteering by students)			I IV	PM
8.4.2022 to 13.4.2022	Outreach Activity	Street Play and Survey in interiors of Mumbai	Urmi Foundation Community School	IV	NK
9.4.2022	International seminar on Assistive technology for CWLD (Volunteering by students)	25 th year celebration lecture series	Shilpa Madane (Dyslexia Association, Singapore)	I IV	AH
13.4.2022	Pre-CET camp (Volunteering by students)	Facilitating Admission process	CET cell	IIV	KK
9.4.2022 & 16.4.2022	Tech session	Exam orientation	Suvidya, NIEPID, AYJNISHD	I IV	AH
16.4.2022	Session on Good Friday (Volunteering by students)	Exposure to diverse cultures	Nil	IIV	AH

16.4.2022	Assistive technology used by CWSN	25 th year celebration lecture series	Ms.Poonam Deokar and Ms. Shizanne D'mello	IIV	NK
23.4.2022	D19 presentation	Facilitating project mode learning	Nil	I IV	AH
24.4.2022	Book exhibition / sale(Volunteering by students)	Dr. Babasaheb Ambedkar Jayanti	Yugantar Books	IIV	SP
25.4.2022	Session on Financially Wise(Volunteering by students)	25 th year celebration lecture series	Ms. Kiran Telang	I IV	GS
6.5.2022	Exam panel meeting(Volunteering by students)	Inter college collaboration on exam	Suvidya, AYJNISHD, NIEPID	I IV	AH
10.5.2022	Brainstorming session with (Volunteering by students)	Exposure to implementation of NEP	Samir Ghosh, Shodhata	I IV	AH
10.5.2022	Growing up with LD(Volunteering by students)	25 th year celebration lecture series	Mr. Kabir Bhogilal	I IV	NK
16.5.2022	Exam Orientation with SYs	Exam Preparation	Nil	IV	GS
18.5.2022	Sem end Examination	Student Assessment	University of Mumbai	IV	GS
19.5.2022 to 20.5.2022	Internship Presentation D18 and D19	Project mode learning and student evaluation	Nil	IV	AM NK
28.5.2022	Session on how to fill RCI registration form(Volunteering by students)	Facilitating student registration for CRR	RCI	IV	KK

A Glance At The Year That Passed By !

Vision:

In order to move towards a right based, inclusive and diversity friendly society , CCYM'S Hashu Advani College of Special Education remains committed to develop and empower the manpower in the field of special education which would work towards facilitating age appropriate and joyful education of individuals with special needs in mainstream, special and open education.

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

- Addresses training needs of all sections of society: aspirant graduates, in-service educators, school authorities, administrators and policy makers;
- Is aligned to general as well as special education needs of the school system,
- Ensures rich and varied learning environment to the learners.

Our Values:

- To consciously raise the quality bar keeping our activities and outcomes in tune with values of our regulatory agencies and forces: CCYM, RCI, UoM, UGC, Higher Education - GoM, alumni and employment market Non discriminatory and diversity friendly work environment,
- Professionalism, professional ethics and respecting all options of problem solving and pro active initiation.
- Internal and external collaboration as against competition in fulfilling objectives. Running together always matters, running faster may not.
- Lifelong learning and reflecting as a response to internal and external feedback towards being better professional, better human being.

A. Long Term Training Program

Title	Affiliation	Recognition	Duration	Nature	Seats	Entry
B Ed (Special Education) Hearing Impairment	Mumbai University	RCI	2 Years (4 Semesters)	Aided	20	Maharashtra
B Ed (Special Education) Learning Disability	Mumbai University	RCI	2 Years (4 Semesters)	Aided	25	Maharashtra

B. Short Term Training Programs

Title	Nature	Recognition	Beneficiaries	No.	Process Owner
IIOC	Continuous Rehabilitation Education (CRE)	RCI	Special Educators	200	NK
Ensuring Safety for Children With Disabilities	Continuous Rehabilitation Education (CRE)	RCI	Special Educators	58	KK

What We Have Been Doing... (Amid, our hectic routine!)

We all were involved in:

- Awareness campaign, admissions, scheduling, teaching, coordinating visiting faculty, internal assessment.
- Paper setting/translating/evaluating and/or moderating for Mumbai University’s B Ed. (Special Education) Hearing Impairment and/ or Learning Disability program.
- Collaborative lectures for B.Ed. students of other organizations including Suvidya Centre of Special Education, NIMH and SNDT Women’s University
- Delivering lectures in ADHIKAR- Parent Training Program /CRE short term program.
- Preparation of NAAC cycle 3 , AQAR reports for every year, IQAC meetings and events.
- Various webinars and FDP’s attended and conducted by teaching and non-teaching staff.
- Launched and executed value added courses.
- Managed student council, AAHA- Alumni Association of Hashu Advani College and student’s placement related activities.

B Ed Program Coordination 2020-2021 & 2021- 2022

SEMESTERS	B Ed (HI)	B Ed (LD)
SEM I	Dr.Gayatri Sirur	Dr.Gayatri Sirur & Ms.Nisha Kutty
SEM II	Dr.Gayatri Sirur	Dr.Gayatri Sirur & Ms.Nisha Kutty
SEM III	Dr.Kasturi Kulkarni	Ms.Nisha Kutty
SEM IV	Dr.Kasturi Kulkarni	Ms.Nisha Kutty

Earth provides enough to satisfy every man’s need, but not every man’s greed.—Mohandas K. Gandhi

Individual Details

Dr Asmita Huddar, Principal

SPECIAL ACHIEVEMENTS

1. Served as the chairperson of the Board of Studies (BOS) of Special Education (Ad Hoc) at University of Mumbai
2. Served as the Chairperson of the Research and Recruitment Committee in Special education at University of Mumbai
3. University nominated Academic Council member at B Ed Autonomous college: Kapila Khandwala College of Special Education
4. University nominated Academic Council member at B Ed Autonomous college: Hansraj Jivandas College of Education
5. Member, Rehabilitation Council of India's committee on Inclusive Education
6. Member, Rehabilitation Council of India's committee on India Sign Language
7. Expert Committee member on ISL standardization at National Institute of Open Schooling
8. Undertook institutional assessment of M Ed Colleges for the recognition of RCI
9. Served as university expert nominee for the interviews held at 3 colleges under the Career Advancement Scheme

DELIVERED LECTURES

1. Delivered lecture during online CRE conference held by KL institute, Bhavnagar
2. Delivered lecture at Faculty Induction Program held in collaboration with HRDC by HJ college of education (6.12.2021)
3. Delivered a presentation on Consuming Conference Content during International Interdisciplinary Conference on Assessment and Diagnosis of LD organized by HACSE (26.10.2021 to 28.11.2021)
4. Delivered a presentation on Inclusion and Diversity at Faculty Induction Program held by MSFDA – RUSA (28.4.2022)
5. Delivered lecture at Faculty Induction Program held in collaboration with HRDC by B K Birla college (29.9.2021)
6. Delivered session on inclusion and diversity at the national webinar organized by the Dept of Physics, Somaiya College of science (4.9.2021)
7. Delivered lecture at Faculty Orientation Program held in collaboration with HRDC under RUSA by Joshi Bedekar College (20.7.2021)

ATTENDED

1. International Conference on the Science of Written Expression, USA (21.1.2022 to 23.1.2022)
2. Webinar on making research visible organized by the library of HACSE (12.8.2021)

3. Webinar on hybrid learning organized by Topper and School IOS (12.8.2021)

CHAired / PEER REVIEWED / PRESENTED

1. Chaired plenary session at the international conference held at DSE SNDT on Technology and Universal Design (1.12.2021 to 4.12.2021)
2. Chaired a session at the international webinar held by K L institute on Contemporary challenges (25.11.2021 to 16.11.2021)

ARTICLES

1. Published article – Missing link between higher education and NEP in DSE – SNDT newsletter (issue # 8 of 2022)
2. Published article – Let us Rethink Diversity and Education in webinar proceedings organized by St Teresa Institute of Education in collaboration with NAAC.

OTHER ACTIVITIES

1. Worked as PET (Ph D entrance Exam) interview expert at DSE – SNDT university (19.4.2022)
2. Served as expert panelist for Ramakrishna Mission Vivekananda University (FDMSE) for the interviews held for faculty recruitment in Special education. (4.4.2022)
3. Prepared a Powerpoint presentation on career options in special education for the official website of CET cell (B Ed) of Govt of Maharashtra (15.11.2021)
4. Academic consultancy provided to Society for Education of the Differently Abled (SEDA – Rajasthan)
5. Served as expert panelist for university of Mumbai for the scrutiny of new college proposal (30.6.2021)

Dr.Gayatri Sirur, Associate Professor

SPECIAL ACHIEVEMENTS

1. Appointed as HI expert in the sub-committee for B.Ed Special Education by University of Mumbai
2. Appointed as a chairperson for semester end exam University of Mumbai
3. Appointed as paper setter for the D.Ed. Sp.Ed. (Hearing Impairment)
4. Developed E content in English and Marathi for a course in inclusive education developed by Vriddhi International.
5. Appointed by Shikshan Shulka Samiti (Government of Maharashtra) for the scrutiny work.

DELIVERED LECTURES

1. Invited as a Resource Person for the Topic ‘Introduction to hearing impairment ‘by Suvidya College of Special Education for a Diploma in learning disability on 3.12.2021.
2. Invited as a Resource Person by Vikas Vidyalaya for a state level seminar on the topic ‘Special Educator’s role in early identification of hearing loss and auditory skills development ‘ on 13.12. 2021

3. Invited as a guest faculty by AYJNISHD for the course PG diploma in AVT for the academic year 21-22
4. Delivered lectures for students of NIEPID, Suvidya College of Sp.Ed and SNTD on the topic Hearing impairment for the B.Ed program in special Education.

ORGANISED

1. HACSE's Silver Jubilee celebration lecture series organized
2. A session on 'Fill up with energy' by Sadhana Kaikini on 27.1.2022
3. A session on organ donation by Ms.Rashmi Joshi on 5.2.2022
4. Soft skill development by Santosh Sirur on 5.2.2022
5. Set Speech by Tasneem Manasawala on 19.2.2022
6. 'Financially wise 'session by Kiran Telang on 25.4.2022

ATTENDED

1. FDP on 'Systematic Literature review' from 7 to 13.4. 2022 conducted by Teaching learning Centre, Ramanujan College University of Delhi, . Pandit Madan Mohan Malviya National mission on teachers and teaching.
2. Symposium on Nipun Bharat on 10.5.2022.

OTHER ACTIVITIES

1. Appointed as paper setter, paper evaluator & moderator for B. Ed (Special Education) by University of Mumbai.
2. Coordinated CAAI activities.
3. Member of organizing committee of IIOC
4. Member of admission committee of HACSE
5. Chief conductor of examination for all the semester end UOM exams

Dr.Amit Hemant Mishal, Associate Professor

SPECIAL ACHIEVEMENTS

1. Video recording of Educational videos (6) for online courses 30.07. 2021 - Vrudhi Educational and technological services private limited – Provided Expertise in academic development of children including shooting educational videos (6) for online courses service for enhancement of academic capabilities of children and adolescents Recording of 6 lectures for Learn Studio on 30.7.2021 on the topic Assessment and Evaluation
2. Appointed by Government of Maharashtra , State Common Entrance Test Cell ,Maharashtra on 20.9.2021 for Higher Education Online CET Examination :Confidential Work 2021- Moderation of English Marathi Version of B. Ed. CET paper (Two year B.Ed.) 2021 -22nd Sept 2021 –Final Question Paper.
3. Best Professor in Education of the Year at TPL Shiksha Awards Held on 28.12.2021 at hotel Radisson Blu New Delhi.

4. 12OR National Award 2021 for Distinguished Educator (12OR Registered MSME with Ministry of MSME, Government of India.
5. National Education Excellence Achievers Award in Educational Field as selected by Navbharat Rashtriya Gyanpeeth, Pune, Maharashtra, 2022

DELIVERED LECTURES

1. Three sessions on three different topics of value added course Aao Bate Kare.
2. Delivered lecture at state level *HACSE* organized CET orientation on teaching aptitude – online webinar for prospective B.Ed. Students.
3. Collaborative lectures with SNTD (C13 –Math Curriculum Hierarchy ; NIEPID College (Math Pedagogy for year 2019-2021 and 2020-2022 Batch)

ORGANISED

1. Process Owner for Value Added Course AAO BATE KARE 2021-2022
2. Organized, process owner the celebration of National Science Day 2022
3. Organized , process owner -E-Poster Intercollegiate Competition 2022
4. Process Owner for AQAR 2020-2021
5. NAAC Coordinator for Cycle 2 (Accreditation with Grade B+)
6. Mock Interview for students of Batch 2020-2022 prior campus interview on 20.4.22

ATTENDED

1. Participated in local level webinar organized by Eblity on the topic ‘Effective techniques to teach Arithmetic Skills of Multiplication and Division to Children with Special Needs/Learning Difficulties’ on 5.8.2021
2. Attended in National Webinar on Making Research Visible organized by *HACSE* Library on the occasion of the National Librarians’ Day on 12.08.2021
3. Attended E-National Workshop on ‘Development and Validation of Research Tool Organized by Department of Education, Mandsaur University on 15.2. 2022.
4. Attended International Workshop on Creative Writing jointly organized by school of Humanities, Raffles University Rajasthan & Rays Global Foundation (USA)—14.7. 2021.
5. Attended first International Virtual Conference Organized by Department of Environmental Studies, PGD.A.V. College, University of Delhi, Delhi, India in association with Department of Botany, Mohanlal Sukhadia University, Udaipur, Rajasthan, India and Young Social Scientists Association of India on “LIVING WITH ECOLOGICAL PROSPERITY : LIFE STYLE, ECONOMY, ENVIRONMENT AND SUSTAINABILITY —10.7.2021 & 11.7.2021.
6. Attended International Conference on topic – Innovative Approach in Higher Education on 29th January 2022 on 29.4.2022 organized by Dept. of Education, University of Mumbai and MKLM’S Natwani College of Arts.

7. Attended Multidisciplinary International Conference on topic – Impact of Contactless and Electronically maintained Commerce, Management, Hospitality, Education on Indian Economy on 26.2.2022 organized by Shree Ram College of Commerce, Science and Arts Mumbai.
8. Online National Level Quiz Competition On ‘BENEFITS OF YOGA AND MEDITATION “on the occasion of international YOGA Day, organized by Faculty of Education, Mandsaur University Madhya Pradesh on 20-21.6.2021 with 70%.
9. Online Quiz Competition on National Science Day –28.2.2021 organized by SST College of Arts and Commerce Ulhasnagar.
10. Attended many NAAC stakeholders, RUSASEIMANRS- no certificate received for enriching NAAC information/other.

PUBLICATION/PRESENTATIONS/PEER REVIEWING

1. Presented paper— Vocational Education, Skill Training and ICT training a Must! On 14.8.2021 at MKLM’s B L Amlani College of Commerce and Economics and M.R. Nathwani college of Arts, MSS institute of Social Work, Dayanand Arya Kanya Mahavidyalaya –international conference- Marching Towards Self Reliant India.
2. Presented paper on Title Governance in Higher Education Institutions at online National Conference Rejuvenating Quality in Higher Education Institutions on 15.7.2021 organized by MKLM’S Nathwani College of Arts.
3. Uploaded on SLIDESHARE four presentations
<https://www.slideshare.net/ProfAmitMishal/constructivism-constructivist-approach>
<https://www.slideshare.net/ProfAmitMishal/concept-attainment-model-of-teaching-250066076>
<https://www.slideshare.net/ProfAmitMishal/soil-250582347>
<https://www.slideshare.net/ProfAmitMishal/animal-husbandry-250582319>
4. Publications:
5. Published paper titled Governance in higher education institutions! Titled paper in journal INTERNATIONAL peer reviewed JOURNAL OF MULTIDISCIPLINARY RESEARCH AND TECHNOLOGY
6. Published paper titled Vocational education, skill training and act training a must! in journal Special Issue Peer Reviewed Journal
7. Published paper titled Status of Women in Indian Society in book- Women, Law and Society.
8. Published paper titled Women Empowerment or Equal Gender Empowerment !Sounds better-balanced Empowerment –Supporting each other’s for Each Other’s Progress!- A Thought in book - Women, Law and Society in book Women, Law and Society
9. Published 4 chapters : Interactive Method , Use of Teaching Aids-Teaching Learning Materials, Micro Teaching and Micro Lessons and Quality of a Good Social Science Textbook in book ABS Books Publisher and Exporter
10. Published 2 chapters titled : Culture And Education and Vocational Education in book published by Mittal Publications

“I wanted to be part of the world, but I didn’t see anyone like me in it.” – **Jim LeBrecht**

11. Published paper titled Impact of Contactless and Electronically maintained Commerce, Management, Hospitality, Education on Indian Economy' in peer reviewed International Journal of Advance and Innovative Research Bharti Publications

OTHER ACTIVITIES

College awareness for B .Ed. – Visited may colleges oriented Degree College Students- Malad college, Somaiya College etc.(3 colleges)

Ms. Sandhya Pagare, Librarian

DELIVERED LECTURES

1. Online session on Web search to SY B.Ed. Trainees 31.01.2022
2. Resource Person – PPT for recreational activities at K.D.N. Shruti School, Bombay west Rotary Institute for the Deaf, P.T.A. 17.01.2022

ORGANIZED EVENTS

1. Book Exhibition on the Occasion of Celebration of Birth Anniversary of Dr Ambedkar 30.04.2022
2. InterCollegiate Thought Competition 08.03.2022
3. Marathi Bhasha Gaurav sohala: prashnmanjusha 27.02.22
4. National Level Webinar on “Making Research Visible” on the occasion of Librarians’ Day 12.08.2021
5. Online Quiz on National Reading Day 19.06.2021

ATTENDED

1. Refresher Course on Online Two - Week Workshop/Inter- Disciplinary Refresher Course in Library Sciences 10.04.2021-25.04.2021
2. Refresher Course on Inter-Disciplinary and Multi Lingual Two - Week Refresher Course On? Managing Online Classes & Co- Creating Moocs 4.0? 11.03.2021-26-03.2021

CHAired/PEER REVIEWED/PRESENTED /PUBLICATIONS

1. Research Paper titled “Content Analysis of JRCl” Published in Contemporary Trends In Humanities, Commerce And Library Science Impact Factor 5.54, ISSN 2582-5429, Special Issue 04 Volume VI (B), Akshara Publication Feb 2022 pgs. 115-118
2. Research Paper titled “Why do they prefer e-book?” Published in Vidyabharati International Interdisciplinary Research journal ISSN 2319-4979, Oct. 2021 pgs. 360-364
3. Research Paper titled “E-book use behavior of the library users of engineering colleges in Mumbai” Published in changing information landscape: rediscovering libraries Academic Publication, Delhi, 2021 ISBN 978-93-83931-77-4, pgs. 181-189

4. Paper presentation titled “Why do they (users) prefer e- books? at 10th National Conference On “Fostering Human Resilience- Catalyst for Management, Science and Technology” 8th (Friday) & 9th (Saturday) Oct. 2021
5. Paper presentation titled “Content Analysis of JRCI” at International multidisciplinary e-conference on contemporary trends in humanities, commerce & library science (cthcls-2022) 18.02.2022

OTHER ACTIVITIES

1. Tech Orientation for participants-International interdisciplinary online conference 27-28,10. 2021
2. Technical and Registration Committee in charge at International interdisciplinary online conference 27-28,10. 2021

Dr. Kasturi Kulkarni, Assistant Professor

DELIVERED LECTURES

1. Took session on topic Going Beyond Question Answers on 20.11.2021 for AAO BATE KARE – Value Added Course on improving conversational skills.
2. Invited as resource person at Joshi Bedekar College on 2.2.2022 for career guidance (Online Session)

ORGANISED

1. Process Owner for CET Preparation camp on 7.9.2021 for prospective B Ed entrants
2. Process Owner for Pre CET Camp on 13.4.2021 for Prospective B Ed students.

ATTENDED

1. Completed Seven Day Virtual FDP programme from G H Raisoni University Saikheda (M.P) School of Commerce & Management from 1.03. 2022 to 8.03.2022.

OTHER ACTIVITIES

1. Conducted Session for B Ed students on 28.5.2022 on topic how to fill RCI registration form.
2. Hand Holding during practice teaching for B Ed HI students.

Ms. Nisha Kutty, Assistant Professor

SPECIAL ACHIEVEMENTS

1. Enrolled for Ph.D. in Special Education.
2. Appointed as process owner International Inter-disciplinary Online Conference
3. Appointed as LD expert in the sub-committee for B.Ed Special Education by University of Mumbai
4. Appointed as paper setter for the D.Ed. Sp.Ed. (Hearing Impairment)

5. Appointed as paper setter for M.Ed and B.Ed Special Education (Learning Disability)
6. Appointed as a visiting expert for RCI inspection at Guru Ghasidas Vishwavidyalaya.

DELIVERED LECTURES

1. Invited as Resource Person in RCI approved Online CRE webinar on “Understanding Specific Learning Disabilities- Assessment, Diagnosis and Intervention” on 4.08.2021 by NIEPID
2. Invited as Resource Person in RCI approved Online CRE webinar on “Understanding Specific Learning Disabilities- Assessment, Diagnosis and Intervention” on 27.09.2021 by NIEPID
3. Invited as Resource Person for the topic “Intervention Strategies in Specific Learning Disability with impairment in Disability” dated 1.10.2021 by Nirmala Institute of Education. Goa
4. Delivered lecture on for in-house value-added course Aao Bate Kare on 24.10.2021
5. Invited as Resource Person by Vellore Institute of Technology on Assessment of Specific Learning Disability on 14.05.2022

ORGANISED

1. A session on Assistive Devices used for Children with Special Needs by Ms. Shizanne D’mello and Ms. Poonam Deokar on 18.4.2022
2. A session on Living with Learning Disability by Mr. Kabir Bhogilal on 10.5.2022

ATTENDED

1. Dyslexia Association Singapore (DAS) conclave on “Supporting Third Culture Kids with Learning Differences” on 12.10.2021
2. Online training on the administration, scoring and interpretation of the Dyslexia Screening Test- Junior (DST-J) on 21.01.2022
3. Symposium on Nipun Bharat on 10.5.2022.
4. Online sessions on pre-PhD course work between 8.3.2022 to 10.6.2022.

OTHER ACTIVITIES

1. Appointed as paper setter, paper evaluator & moderator for B. Ed (Special Education) by University of Mumbai.
2. Enrolled students for Online Self Study courses for 21-23 batch
3. Guided students from 21-23 batch to fill Anti-ragging forms
4. Hand holding students for CET form filling and admission process
5. Collaborative lectures with B.Ed LD Department of Special Education (SNDT) for specialization papers on Learning Disability

“Part of the problem is that we tend to think that equality is about treating everyone the same, when it’s not. It’s about fairness. It’s about equity of access.” – **Judith Heumann**

Ms. Poonam Mishra, Assistant Professor

SPECIAL ACHIEVEMENTS

1. Appointed as coordinator IQAC at HACSE
2. Appointed as Dean, students' affair at HACSE
3. Appointed as coordinator Student Council at HACSE
4. Appointed as process owner Aayam- Campus Recruitment Cell
5. Appointed as process owner AAHA- Alumni Association of Hashu Advani College.
6. Enrolled for Ph.D. in Special Education.

DELIVERED LECTURES

1. Invited as Resource Person in RCI approved National Level Online CRE webinar on "Addressing barriers in the environment and universal design" conducted on 26.4.2022 – 28.4.22 organized by Kusumagiri Training Institute for Special Education, Kerala.
2. Invited as Resource Person in RCI approved National Level Online CRE webinar on "Augmentative and Alternative Communication for Children with CP and Multiple Disabilities" conducted on 29.4.22 till 1.5.22 organized by Amar Jyoti Sansthan, Azamgarh Uttar Pradesh.
3. Invited as Resource Person in RCI approved National Level Online CRE webinar on "Assessment and Diagnosis of ASD" conducted on 14.4.2022 – 16.4.22 organized by Akanksha Institute of Rehabilitation, Mau Uttar Pradesh.
4. Invited as Resource Person for the topic "Improving Students Communication Skills" dated 18.9.2021 in RCI approved National Level Online CRE program on "Effective Classroom Communication" organized by Akanksha Institute of Rehabilitation, Mau Uttar Pradesh.
5. Invited as Resource Person for the topic "CBR and Advocacy" dated 24.8.2021 in RCI approved National Level Online CRE program on "Community Based Rehabilitation" organized by Akanksha Institute of Rehabilitation, Mau Uttar Pradesh.
6. Delivered lecture on the topics "Finding connections and from being interesting to being interested" for in-house value-added course Aao Bate Kare.

ORGANISED

1. Organized Aayam campus recruitment for B. Ed SYs and alumni.

ATTENDED

1. Participated in a 7 days Faculty Development Program from 28.2 till 6.2.2022 on Advanced Pedagogical Techniques conducted by PMMMMNME, Ramanujan College University of Delhi.
2. Attended workshop on Reading and Writing Solutions for Print Disabled Using Advanced Assistive Technology on 10.3.2022 organized by Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.

3. Attended lecture on Ph.D. research: International Scenario on 25.3.2022 organized by Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.
4. Participated in the IP Awareness/Training program under “National Intellectual Property Awareness Mission” held on 28.3. 2022, organized by Intellectual Property office, India.
5. Attended webinar on Article publication in Indexed Journal/ Reference Management Tools on 31.3.2022 by Department of Computer Science and Information Technology organized by Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.
6. Attended 3 days online workshop on Basic Statistical Analysis and its interpretation using SPSS from 9th to 11th. 4.2022 conducted by Dr. R Ravanan.
7. Participated in the One-Day Training Programme on “SIGMAPLOT 14.5-Data Visualization and Analysis” held on 8.4.2022, organized by the Department of Science and Technology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore-641 043.
8. Attended symposium on Nipun Bharat on 10.5.2022.
9. Participated in the International Webinar on “Enhancing Creativity in the New Normal Classroom Environment: Challenges and Prospects” held on 13 & 14.5 2022, organized by Tamil Nadu Teachers Education University and Loyola College of Education (Chennai) in collaboration with UniversitiTeknologi MARA(UiTM) (Malaysia).
10. Participated in the Workshop on “Quality Research and UGC-CARE Journals” held on 18.5.2022, organized by Directorate of Research and Development and Internal Quality Assurance cell, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore 641 043.

OTHER ACTIVITIES

1. RCI Inspection - Appointed as visiting expert for the approval and extension of RCI approved B.Ed and M.Ed special education programs.
2. Appointed as paper setter, paper evaluator & moderator for B. Ed (Special Education) by Mumbai University.

HACSE Toppers 2022

Name of the Student	Programme Name	Rank
Hemisha Mehta	B Ed Hearing Impairment	1 st -9.61 CGPA
Swati Singh	B Ed Hearing Impairment	2 nd -9.14 CGPA
Prachi Mayekar	B Ed Hearing Impairment	3 rd -9.12 CGPA
Jovia Rose Joy	B Ed Learning Disability	1 st – 9.74 CGPA
Joelle Fernandes	B Ed Learning Disability	2 nd – 9.65 CGPA
Joella Johnas	B Ed Learning Disability	3 rd – 9.60 CGPA

Each consumer has the power of their wallet and their voice. They can exercise that. **David Droga**

Annual Quality Assurance Report 2020-2021

AQAR is a useful and in-depth document which gives overall picture of the institutional growth in all the seven criteria identified by the National Accreditation and Assessment Council - NAAC. It also provides systematic data with respect to various improvements to be taken up by the institution. Annual Quality Assurance Report (AQAR) is a yearly report, which is expected to be submitted to NAAC every year by all Accredited Institutions as per the format prescribed by NAAC.

HACSE has submitted all AQARs on time and with a lot of enthusiasm since cycle one under the leadership of Dr Amit Mishal.

HACSE submitted its Annual Quality Assurance Report for the year 2020-2021 on 13.4.2022 on time and was accepted by NAAC. This Annual Quality Assurance Report is the 6th AQAR after NAAC cycle One. Preparing AQAR gears all the faculty to look back, plan forth the various quality initiatives for quality education in the institution. Like we all know, quality is a journey, more than the destination! WE TEAM is on the way – work in progress!

Small Steps Towards Big Change!

Vridhhi International is a leading organization offering online training for mainstream teachers on various aspects of inclusive education. *HACSE*, having the vision of human resource development towards inclusive education joined hands with Vridhhi International in imparting training to mainstream teachers. Both the organizations signed an MOU in 2021 in order to leverage the benefit of expertise and professional branding towards the transfer of knowledge and skills essential for including children with special needs in mainstream schools. *HACSE* has endorsed the efforts, curriculum and curriculum transactions carried out by Vridhhi International. May more number of teachers be sensitive about and ready for INCLUDING students with disabilities in our current school system.

Pledge On World Disability Day

On international day of person with disability, I/we pledge to be part of the transformative solutions for inclusive development

By assisting the role of innovation in fuelling an accessible and equitable world.

By collaborating and working to improve the standard of living, creating awareness, acceptance and a barrier free environment thus upholding the vision of diversity, equity and inclusion leading toward participation, discussion and taking action for the sake of progress in inclusive development.

I/we, as a special educator hereby take ownership to never give up doing what's right for the sake of community wellbeing of a person with disability!

B Ed STUDENTS OF HACSE BATCH 2021-2023 LED BY AMINA DAVE

Men are not prisoners of fate, but only prisoners of their own minds.” – **Franklin D. Roosevelt**

Glimpse of few Celebrations /Events



International Interdisciplinary Online Conference (IIOC)

IQAC of HACSE organized the RCI Approved IIOC Conference on “Assessment and Diagnostic practices for Specific Learning Disabilities: A Cross country Perspective” from 27th to 28th October 2022. The resource persons from seven countries including India, United States of America, Singapore, Australia, Malaysia, Germany, and U.A.E. made presentation on profiling diagnostic services. The conference was a grand success giving over 250 participants a consolidated understanding of assessment / diagnosis /certification practices in 7 countries related to SLDs.

CCYM'S HACSE B.Ed LD Bags 5 years of Extension from RCI !

RCI institutional assessment for the B.Ed LD programme was held on 4th January 2022. A meticulous assessment was carried out by the national experts. On 21st January, letter from RCI was received awarding B.Ed LD a recognition of 5 years!

25 Lecture Series On Occasion Of HACSE Silver Jubilee Celebration

25 lectures were planned for the students, alumni, faculty of HACSE spread over the year. Various experts were approached from various fields benefitting the attendants at a large. Some of the topics were like filling up with energy, Organ Donation, Resume Writing and so on. The expertise shared by the speakers surely must have brought change in the attitude, understanding and benefited the attendants of the lecture series. The Lecture series was organized by the seniormost faculty Dr.Gayatri Sirur, Associate Professor. Celebrating 25 years with such 25 lecture series with brainstorming on 25 diverse topics in addition to the social celebration of 25 years completion is highly commendable.

People at Work : HACSE Committees 2021-2022**COLLEGE DEVELOPMENT COMMITTEE (1.6.2022-31.5.2022)**

- President : Sri Papan Saheja
- Convener : Dr Asmita Huddar
- External Expert : Mr Ravi Singh
- Member : Dr Amit Mishal
- Librarian : Ms SandhyaPagare

STUDENT COUNCIL COMMITTEE (1.6.2022-31.5.2022)

- President : Ms Aaishah Raye
- Secretary : To be elected from FY batch
- Member 1: Ms Swati Singh (HI); Member 2 : Ms Renuka Ghongane (LD) & Member 3 : To be elected from FY batch

RIGHT TO INFORMATION COMMITTEE (1.6.2022-31.5.2022)

- Information Officer : Dr Asmita Huddar (Principal)
- Appealing Officer : Dr Gayatri Sirur (Associate Professor)
- Assistant Officer : Mr Amol Salvi (Clerk)

STUDENT GRIEVANCE REDRESSAL COMMITTEE (INTERNAL COMPLAINT COMMITTEE) (1.6.2022-31.5.2022)

- Chairperson/ Presiding Officer : Dr Asmita Huddar (Principal)
- Convener/ Member Secretary : Ms Sandhya Pagare (Librarian)
- Teaching Staff Representative : Ms Nisha Kutty (Assistant Professor)
- Student Representative : Ms Harshal Shigwan (HI) & Ms Jovia Rose Joy (LD)

INTERNAL QUALITY ASSURANCE CELL COMMITTEE (1.6.2022-31.5.2022)

- Chairperson : Dr Asmita Huddar
- Senior Administrative Officer : Dr Gayatri Sirur
- Teaching and administrative staff : Dr Amit Mishal, Dr Kasturi Kulkarni & Ms Nisha Kutty
- Management Representative : 1. Shri Papan Saheja & Mrs Rita Vazirani
- Student Representatives : Ms Prachi Mayekar (HI) & Ms Joelle Fernandes (LD)
- Alumni Representative : Ms Sahida Mogar
- Employers Representative : Mrs Sonalee Shyamsunder
- Coordinator IQAC : Ms Poonam Mishra

ANTI-RAGGING COMMITTEE (1.6.2022-31.5.2022)

- Teacher Representative : Ms Nisha Kutty
- Student Representatives : Mr Uttej Jadhav (HI) & Ms Sholka Yadav (LD)

LIBRARY COMMITTEE (1.6.2022-31.5.2022)

- Secretary : Ms Sandhya Pagare (Librarian)
- Teacher Representative : Ms Nisha Kutty (Assistant Professor)
- Student Representatives : Ms Harshal Shigwan (HI) & Ms Shefali Veera (LD)

SOCIAL MEDIA COMMITTEE (1.6.2022-31.5.2022)

- In charge : Dr Amit Mishal (Associate Professor)
- Student Representatives : Ms Hemisha Mehta (HI) & Ms Urvashi Hajariwala (LD)

CODE OF CONDUCT MONITORING COMMITTEE (1.6.2022-31.5.2022)

- Chairperson : Mr Srichand Talreja
- Convener : Dr Amit Mishal
- Member : Dr Kasturi Kulkarni
- Alumni Representatives : Ms Archana Tiwari & Ms.Rajlaksmi Vignesh
- Student representatives : Ms Harshal Shigwan (HI) & Ms Renuka Ghongane (LD)

AAHA COMMITTEE (1.6.2022-31.5.2022)

- Chairperson: Dr Asmita Huddar
- Secretary: Ms Poonam Mishra
- Alumni Representatives: 1. Ms Sahida Mogar 2. Ms Sahiba Shaikh 3. Ms Amita Shetty & 4. Ms Jasmin Shah

MARATHI BHASHA VIKAS MANDAL (1.6.2022-31.5.2022)

- Chairperson: Ms.Sandhya Pagare (Librarian)
- Student Representatives: Ms.Suchita Phalle (HI) & Ms Poonam Bidekar (LD)

HINDI BHASHA VIKAS MANDAL (1.6.2022-31.5.2022)

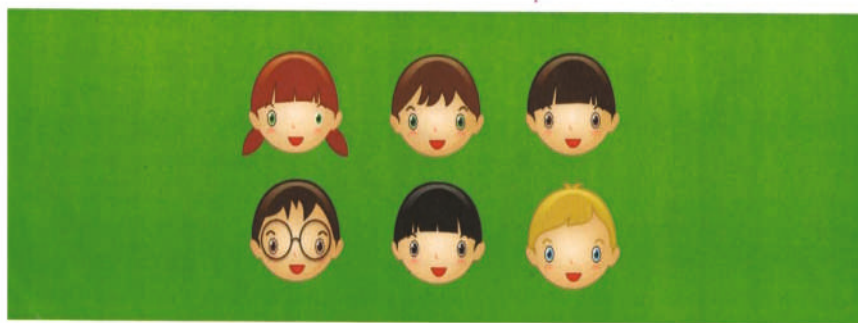
- Chairperson: Ms.Nisha Kutty (Assistant Professor)
- Student Representatives: Ms Anjali Shrivastav (HI) & Ms Alina Ansari (LD)

Accountability Defined

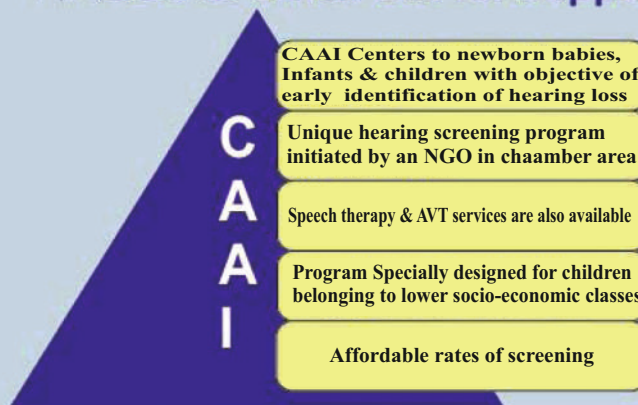
Students are the center stage of any educational institution. HACSE is no exception. Although as a typical college of special education, we have a small number of intake capacity, we cut no corner in providing them the best learning experience in tune with our regulatory bodies: CCYM, UoM, RCI, DHE-GoM, and NAAC & UGC.

Following are the accountable faculty members in the area of overall welfare /development and placement /recruitment. (Tenure 2021-2022)

Dean Student Welfare	Ms.Poonam Mishra
Placement Officer	Ms.Poonam Mishra



HACSE'S CAAI: Call for Support



Center for audiological assessment & intervention equipped with modern infrastructure for specialized Audiological testing for babies, advocates, new born hearing screening. The main objective of CAAI is early identification of hearing impairment through new born hearing screening followed by intervention. In CAAI, new born hearing screening is done with oto acoustic emission (OAE) and auditory brainstem response audiometry (ABR). We invite you to be a partner in this noble mission called CAAI. Your support will go a long way in making differently-abled children active & participative members of the society.

Audit Report HI 2021-2022

Bombay Public Trusts Act No. XXIX of 1950							
SCHEDULE - IX							
[Vide Rule 17 (1)]							
Name of the Public Trust : CHEMBUR COLONY YUVAK MANDAL ---- Registration No: E-1994 (Bombay)							
Unit / Division : HASHU ADVANI COLLEGE OF SPECIAL EDUCATION (H.I.)							
INCOME & EXPENDITURE ACCOUNT FOR THE FIN. YEAR ENDING MARCH 31ST, 2022.							
EXPENDITURE	31.03.2022	31.03.2021	INCOME		31.03.2022	31.03.2021	
To Expenditure in respect of properties:-			Rent APPROVED RTTHS (Prov Fin Yr)				
Rates, Taxes, Cesses, Rent			By COMPENSATION				
Repairs and Maint. & Lift Maint.	2560.00		By Interest				
To Compensation to Mandal			on F. D.		20194.00	20431.00	
To Salary to Staff out of Grant			On IT refund				
Yearly Salary			On Swap FD A/c				
Salary (HACSE) out of GRANT	8790628.00	7542331.00	On Savings Bank Account :-		1830.00	5045.00	
To Establishment Exps (Sch-I)			(BANK INTEREST)				
to the head, incl. household Exp. if any			Salary Grant for HACSE-HI		8790628.00	7542331.00	
To Audit Fees	2360.00	2360.00	By Dividend				
To Contribution and Fees			By Misc. Receipt			1016.00	
(a) Sundry amounts w/off			By Donation in Cash or Kind				
To Miscellaneous Expenses			By Amount Written Back				
Loss on sale of old AC			By income from Oth Sources (Sch-III)		67820.00	150039.00	
To Depreciation (Sch-XIV)	38643.00	44414.70	Expenses Compensated by Trust		540150.90	335569.47	
To Amt trafd to Reserve/BLDG FUND			Deficit for the year trd to Bal. Sheet				
To Exp.-Objects of Trust (Sch-II)	586237.30	465345.77					
Total Rs.	9,420,428.90	8054451.47	Total Rs.		9,420,428.90	8054451.47	




As per our report of even date the above Balance Sheet, to the best of my/our belief contains a true account of the Funds and Liabilities and of the Property and Assets of the Trust.

For Kishore Mehta & Associates
Chartered Accountants
Firm Regn No. 105252W

KISHORE MEHTA & ASSOCIATES
MUMBAI
Chartered Accountants

Place: Mumbai
Date: _____

For CHEMBUR COLONY YUVAK MANDAL

 President
 Treasurer
 Secretary



Bombay Public Trusts Act No. XXIX of 1950							
SCHEDULE - IX							
[Vide Rule 17 (1)]							
Name of the Public Trust : CHEMBUR COLONY YUVAK MANDAL ---- Registration No: E-1994 (Bombay)							
Unit / Division : HASHU ADVANI COLLEGE OF SPECIAL EDUCATION (H.I.)							
BALANCE SHEET FOR THE FINANCIAL YEAR ENDED MARCH 31st, 2022.							
SOURCES OF FUNDS				APPLICATION OF FUNDS			
FUNDS & LIABILITIES	31.03.2022	31.03.2021	PROPERTY & ASSETS		31.03.2022	31.03.2021	
Trusts Funds or Corpus:- (Sch-IV)			FIXED ASSETS (Sch-XIV)				
Balance as per last Bal. Sheet	6500.00	6500.00	Balance as per last B.S		340878.30	385293.00	
Additions during the year (Corpus)			Additions during the year		7865.00	-	
Additions during the year (Adm. Fee)			Less: dep. During the year		38643.00	44414.70	
Other Funds:- (SCH-V)			Less: Discard/ Written off				
Balance as per last Bal. Sheet			INVESTMENTS: (Sch-IX)		316130.55	316130.55	
ADVANCE FROM UNIT: (Sch. VI)	557939.49	621896.39	CURRENT ASSETS/DEPOSITS: (Sch-X)		6551.00	6551.00	
CURRENT LIABILITIES: (Sch. VII)	2094780.40	1928367.40	ADVANCES TO OTHER UNITS(Sch-XIII)				
DEPOSITS (Sch VIII)			AMOUNTS RECEIVABLE: (Sch.-XI)		269359.36	274879.36	
Income & Expenditure Account :-			CASH & BANK BALANCE:				
			Cash in Hand				
			Cash at Bank (Sch-XII)		1756978.68	1618324.58	
Total Rs.	2,659,219.89	2556763.79	Total Rs.		2,659,219.89	2556763.79	




As per our report of even date The above Balance Sheet, to the best of my/our belief contains a true account of the Funds and Liabilities and of the Property and Assets of the Trust.

For Kishore Mehta & Associates
Chartered Accountants
Firm Regn No. 105252W

KISHORE MEHTA & ASSOCIATES
MUMBAI
Chartered Accountants

Place: Mumbai
Date: _____

For CHEMBUR COLONY YUVAK MANDAL

 President
 Treasurer
 Secretary




Audit Report LD 2021-2022

Bombay Public Trusts Act No. XXIX of 1950							
SCHEDULE - IX							
[Vide Rule 17 (1)]							
Name of the Public Trust : CHEMBUR COLONY YUVAK MANDAL ---- Registration No: E-1994 (Bombay)							
Unit / Division : HASHU ADVANI COLLEGE OF SPECIAL EDUCATION (L.D.)							
INCOME & EXPENDITURE ACCOUNT FOR THE FIN. YEAR ENDED MARCH 31ST, 2022.							
EXPENDITURE	31.03.2022	31.03.2021	INCOME		31.03.2022	31.03.2021	
To Expenditure in respect of properties:-			Rent APPROVED-RTTHS (Prev Fin Yr)				
Rates, Taxes, Cesses, Rent			By COMPENSATION				
To Compensation to Mandal	30000.00	36000.00	By Interest				
To Salary to Staff out of Grant			on F. D.	18300.00	19004.00		
			On Savings Bank Account :-	3035.00	1658.00		
To Establishment Exps (Sch-I)			(BANK INTEREST)				
To Audit Fees	590.00	590.00	By Dividend				
To Contribution and Fees			By Misc. Receipt	1174.00	3.00		
(a) Sundry amounts w/off			By Donation in Cash or Kind				
To Miscellaneous Expenses			By Amount Written Back				
Loss on sale of old AC			By Income from Oth Sources (Sch-III)	410983.00	442549.00		
To Depreciation (Sch-XIV)	3384.88	3923.74	Expenses Compensated by Trust				
To Amt trafd to Reserve/BLDG FUND			Deficit for the year trd to Bal. Sheet	75980.88			
To Exp.-Objects of Trust (Sch-II)	475498.00	326600.00					
To Surplus carried over to Bal.Sheet		96100.26					
Total Rs.	509,472.88	463214.00	Total Rs.	509,472.88	463214.00		

As per our report of even date The above Balance Sheet, to the best of my/our belief contains a true account of the Funds and Liabilities and of the Property and Assets of the Trust.

For Kishore Mehta & Associates
Chartered Accountants
Firm Regn No. 105252W

Kishore Mehta
Kishore Mehta
Partner
Membership No. 035526



Place: Mumbai
Date:

For CHEMBUR COLONY YUVAK MANDAL

President *Treasurer* *Secretary*




Bombay Public Trusts Act No. XXIX of 1950							
SCHEDULE - IX							
[Vide Rule 17 (1)]							
Name of the Public Trust : CHEMBUR COLONY YUVAK MANDAL ---- Registration No: E-1994 (Bombay)							
Unit / Division : HASHU ADVANI COLLEGE OF SPECIAL EDUCATION (L.D.)							
BALANCE SHEET FOR THE FINANCIAL YEAR ENDED MARCH 31st, 2022.							
SOURCES OF FUNDS				APPLICATION OF FUNDS			
FUNDS & LIABILITIES	31.03.2022	31.03.2021	PROPERTY & ASSETS	31.03.2022	31.03.2021		
Trusts Funds or Corpus:- (Sch-IV)			FIXED ASSETS (SCH-XIV)				
Balance as per last Bal. Sheet	-	-	Balance as per last B.S.	25547.12	22162.24	29470.86	25547.12
Additions during the year (Corpus)	-	-	Additions during the year	-	-	-	-
Additions during the year (Adm. Fee)			Less: dep. During the year	3384.88	3923.74		
Other Funds:- (SCH-V)			Less: Discard/ Written off	-	-		
Balance as per last Bal. Sheet	-	-	INVESTMENTS: (Sch-IX)		300000.00		300000.00
ADVANCE FROM UNIT: (Sch. VI)	2977700.00	2785700.00	CURRENT ASSETS/DEPOSITS: (Sch-X)				
CURRENT LIABILITIES: (Sch. VII)	385090.00	265090.00	ADVANCES TO OTHER UNITS(Sch-XIII)	366004.00	-	347704.00	
DEPOSITS (Sch VIII)			AMOUNTS RECEIVABLE: (Sch.-XI)	6122.00	-	6122.00	
Income & Expenditure Account :-			CASH & BANK BALANCE:				
Less: Deficit during the year			Cash in Hand				
Reserves & Surplus			Cash at Bank (Sch-XII)	276844.20		55740.20	
			Income & Expenditure Account :-				
			Balance as per last Balance Sheet	2315676.68	2391657.56	2411776.94	2315676.68
			Less Appropriation, if any	-	96100.26		
			Add: Excess of expenditure over income	75980.88			
Total Rs.	3,362,790.00	3050790.00	Total Rs.	3,362,790.00	3050790.00		

As per our report of even date The above Balance Sheet, to the best of my/our belief contains a true account of the Funds and Liabilities and of the Property and Assets of the Trust.

For Kishore Mehta & Associates
Chartered Accountants
Firm Regn No. 105252W

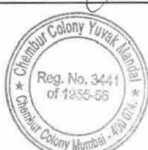
Kishore Mehta
Kishore Mehta
Partner
Membership No. 035526



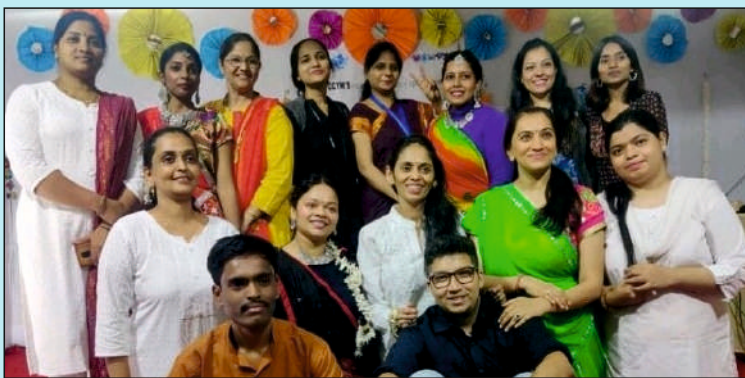
Place: Mumbai
Date:

For CHEMBUR COLONY YUVAK MANDAL

President *Treasurer* *Secretary*



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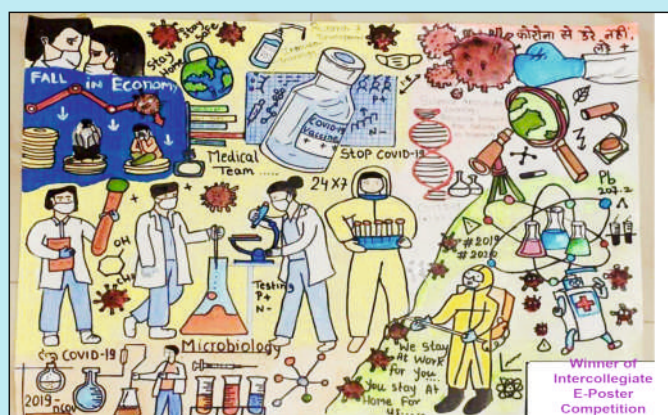
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Chembur Colony Yuvak Mandal

Registered under the Societies Registration Act
Registration No.3441 of 1955-56 and The Bombay
Trust Act (E-1994 Bom)