



ARUSHI

VOL # 20 (2023-2024)



Theme: Literacy

CHEMBUR COLONY YUVAK MANDAL's

HASHU ADVANI COLLEGE OF SPECIAL EDUCATION

(NAAC B+)

&

ROCHIRAM T. THADHANI HIGH SCHOOL

FOR HEARING HANDICAPPED

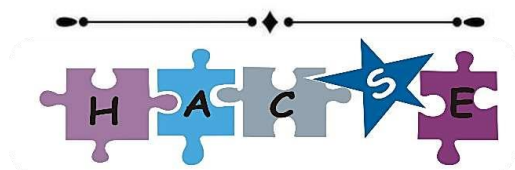


Developing a nation is synonymous to developing classroom teachers. With this philosophical base, Hashuji conceptualized CCYM's Hashu Advani College of Special Education (<https://www.hashuadvanismarak.org/hacse/>), which undertakes various activities related to human resource development in the field 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 for special teachers and three value added online certificate course (AABHASI, AAO BAAT KAREN & ADHYAYAN). The college has a vibrant alumni association – AAHA, and publishes an annual academic newsletter - 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), affiliated to University of Mumbai and recognized by the Rehabilitation Council of India. CCYM HACSE is the first college of special education in India to be accredited by NAAC. It is also one of the very few colleges of special education that have been listed under the category of 2 (f) 12 (B) of the University Grant Commission (UGC). Admission into these professional programs which lead to a high-paying, satisfying career in an inclusive world, is done through CET of the government of Maharashtra. Contact us to know more at hac_ccym@yahoo.co.in



ANNUAL REPORT

(01.06.2023-
31.05.2024)



Our Logo:

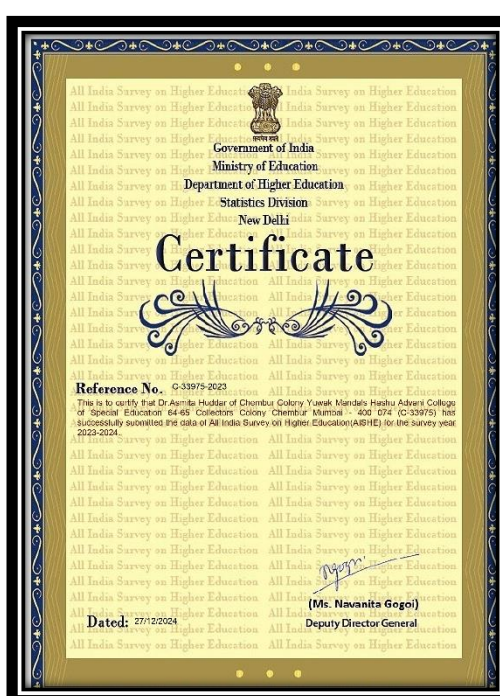
Our logo indicates that the fabric of any society is like a jigsaw puzzle where diversity – if accommodated well, can create a complete picture. Persons with disabilities (Special needs), too, are a part of this picture (a star shaped S in the logo). Our mission is to facilitate the process of special individuals ‘fitting’ well in the picture. The point we wish to express through our logo that 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 are ensured.

- **Year of Establishment:** 1997
- **Location:** Chembur, Mumbai, India
- **Management:** Chembur Colony Yuvak Mandal (CCYM) (Registered under Society’s Registration Act / The Bombay Trust Act – Donations 80G exempted.)
- **Affiliation:** University of Mumbai
- **Recognition:** Rehabilitation Council of India
- **Accreditation:** (NAAC) National Council of Assessment & Accreditation (Grade B+)
- **Approval:** (UGC) - University Grant Commission under 12 (f) 2 (B)
- **Grant in aid:** (DHE) - Department of Higher Education, Government of Maharashtra
- **Admissions:** CET - Common Entrance Test held by the Government of Maharashtra
- **Admissions regularized by:** ARA – Admission Regulatory Authority, Government of Maharashtra
- **Programs offered:** B Ed – Special Education (Hearing Impairment);
B Ed – Special Education (Learning Disability)
- **Program Fees:** Approximately 21425/- per year (Open) 6000/ per year (Reserved Category)
- **Student Scholarships:** Department of Social Welfare, Government of Maharashtra
- **Certificate programs offered:**
 - **Adhikar** – Family Empowerment course
 - **Aabhasi** –course on tools / techniques of virtual teaching learning
 - **Aarambh** - Disability Orientation for mainstream teachers
 - **Anubhooti** – Conference for special teachers with CRE – RCI status
 - **Aao Bate Kare** Course on basic conversational skills
 - **Adhyayan:** course for educators, special educators, and professionals working with children with learning disabilities.
- **Website:**
<https://www.hashuadvanismarak.org/hacse/>

CCYM's MANAGING COMMITTEE MEMBERS

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RECOGNITION & ACCREDITATION



DR ASMITA HUDDAR

FROM THE PRINCIPAL'S DESK

As we know, some goals are infinite with no deadlines. Such goals reflect ongoing efforts and are not restricted to merely achieving some targeted numbers. A classic example was our mission 23-24, which included awareness and advocacy. The year that passed was marked by 'reaching out and creating footprints. 'Reaching out is a never-ending process, and the only thing we wished was to increase the numbers and reach out to the so far unreached.

Our year began on a very encouraging note. Like every year, we had planned AARAMBH in June 2023 to orient mainstream teachers on disability and inclusion with special reference to NEP implementation in collaboration with DIET, Thane. With the backup of last year's excellent response, we knew many teachers were interested in this content. However, little did we know that the YouTube live streaming would be viewed by more than 20,000 viewers – mainstream teachers from interior Maharashtra. Later, our visibility increased throughout the year thanks to the WE TEAM's non-stop efforts. I was part of at least three features on YouTube that addressed issues like hearing loss and the communication debate, Indian Sign Language, inclusion, and career options in special education. These collaborated with large viewership organisations: SURHUD, TRINAYANI and SplEd@home. Besides this, all of us were exploiting online mode in the maximum possible way to reach out to professionals and the community at large.

Understanding the relevance of social media in creating digital footprints of awareness and advocacy, HACSE undertook an externally funded research and development project to develop an animated explainer of symptoms of learning disability. We developed the script and are proud to state that Shri Nana Patekar provided the voice-over for the film. We expect our film - AWADHAAN to go viral on social media due to his support and the relevance of the content. Our LinkedIn post on this effort has crossed 10k impressions already. Our visibility regarding increased viewership for our FB and blogs is taking ahead our cause of awareness and advocacy. Our count on slideshare.com has increased by 12 new PPTs in the public domain.

However, online was one of many modes where we made our presence felt. Our Continuous Rehabilitation Education (CRE with credit points from the RCI) conference, in collaboration with Listening Together, USA, was a great success, reaching out to many rehab professionals on parent-professional participation. As a part of world disability week, we, along with students and alumni, physically reached out to 4 schools and 16 colleges for awareness through games and competitions. We compiled a list of avenues to learn ISL for MISHA.

I thank and appreciate the efforts of the editing team led by Dr Sandhya Pagare for this beautifully crafted ARUSHI—the annual report 23/24. The aptly chosen theme—literacy—steered the interest in the professional community, and I am not surprised that eminent national and international authors contributed to express such an omni-relevant theme. WE TEAM feels blessed to acknowledge each of them.

Reaching out and creating footprints of awareness and advocacy is a herculean task. Plus, as they say - the work that belongs to everybody becomes the work of nobody. Through this annual report, WE TEAM wishes to preach what it practised in 23-24 – everybody's work IS everybody's work! May we all find and pursue a 'nobody's' mission for 24/25 as well!

~Dr Asmita Huddar, Principal

FROM THE EDITORIAL DESK

Dear Readers and Stakeholders,

Welcome to HACSE's annual newsletter. This year's theme is "Literacy," which encompasses more than just reading and writing skills. It also includes knowledge, empowerment, and social transformation. Literacy shapes individuals and societies, opens doors to new opportunities, and fosters growth.

This newsletter highlights key events, competitions, and activities throughout the year at HACSE. Our students had the opportunity to showcase their talents in various academic and extracurricular activities, and numerous workshops, discussions, and contests emphasized the importance of literacy.

We are also proud to feature research and high-quality articles from various fields, including contributions from international sources. These articles provide valuable insights and global perspectives, enhancing our understanding of literacy in diverse contexts.

We hope this edition gives you an insightful overview of the vibrant life at our institution. Through your participation and contributions, we have shared these experiences and achievements.

As we continue on this journey of literacy and learning, we wish you all the best in your future endeavours.

Sincerely,

~ Dr Sandhya B. Pagare

Editor/Librarian

HACSE, Mumbai

As a second-year student, being entrusted with the opportunity to compile our college magazine has been an incredible honour and an enriching experience. This journey has allowed me to witness the immense creativity, talent, and diversity of our student community, and it fills me with pride to bring all these voices together in one place.

From brainstorming themes to curating content and collaborating with my peers, every step of this process has been a learning curve. It has taught me teamwork, patience, and the importance of amplifying voices that deserve to be heard.

I extend my heartfelt gratitude to the faculty and editorial board for their guidance and trust and to all the contributors whose words and artwork breathe life into these pages. This magazine is a compilation of our efforts and a celebration of our shared experiences and aspirations.

I hope you enjoy reading it as much as we enjoyed creating it.

From,

Second Year Students of B. Ed. HI and LD

Abhimannu Nayak

Shaziya Ansari

Shraddha Kambli

Libya Devadiga

Sidra Husain Shaikh

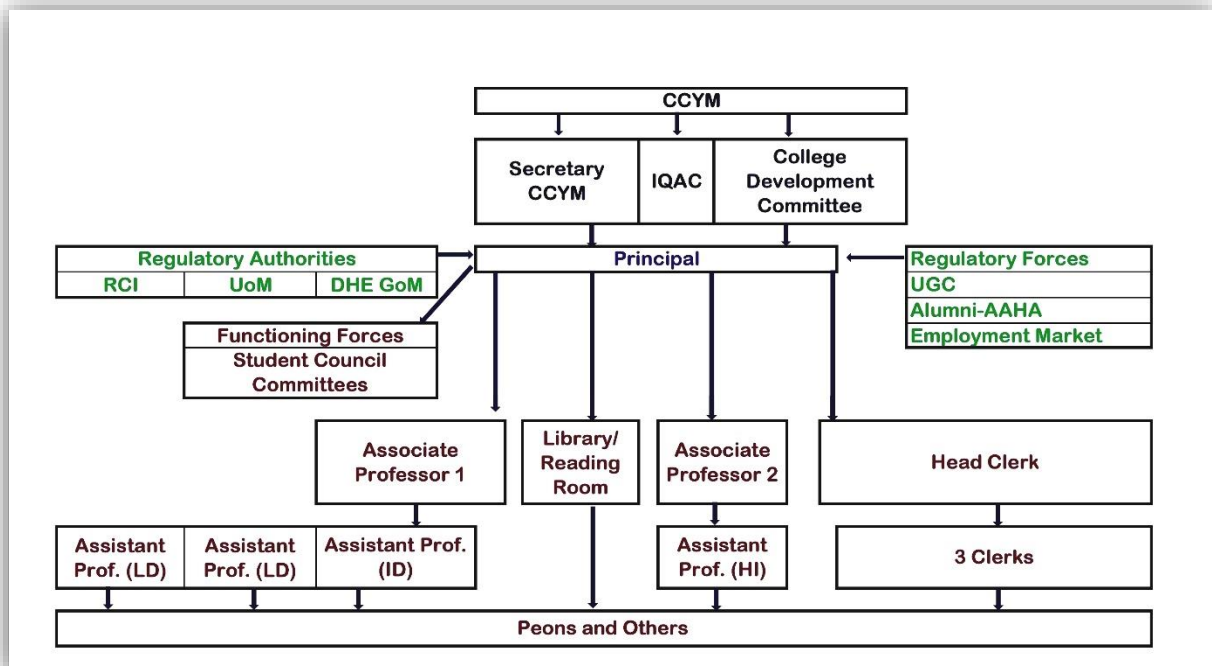


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Disclaimer: While we thank the contributors for their time and efforts, we also clearly state that the views expressed by various contributors in this volume represent their personal and professional information/understanding /judgement. The publisher is not responsible for any consequences that arise after reading the content. Some content and images included in this newsletter (widely available on the internet or in popular public domains) are intended solely for academic purposes and not for commercial use.

ORGANOGRAM



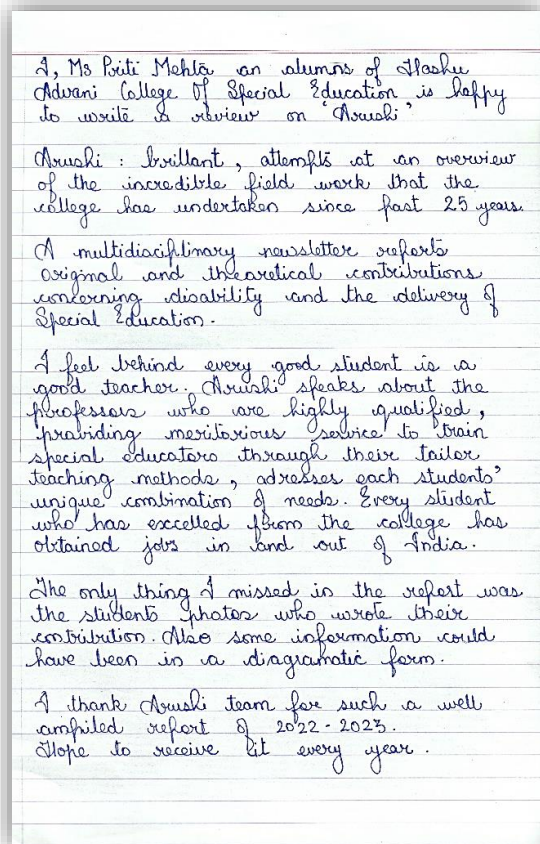
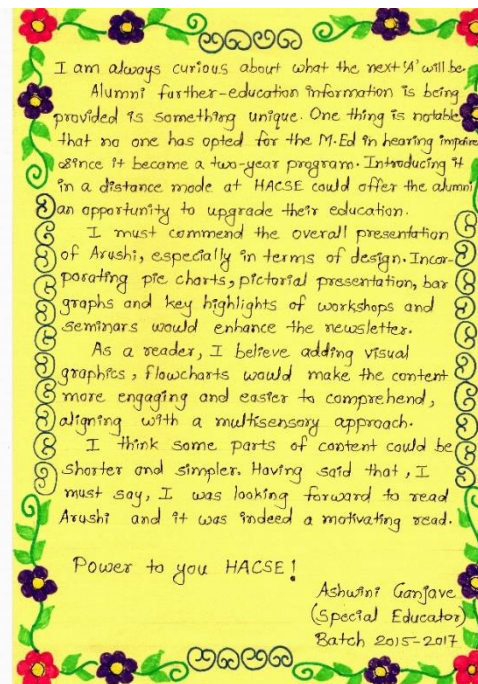
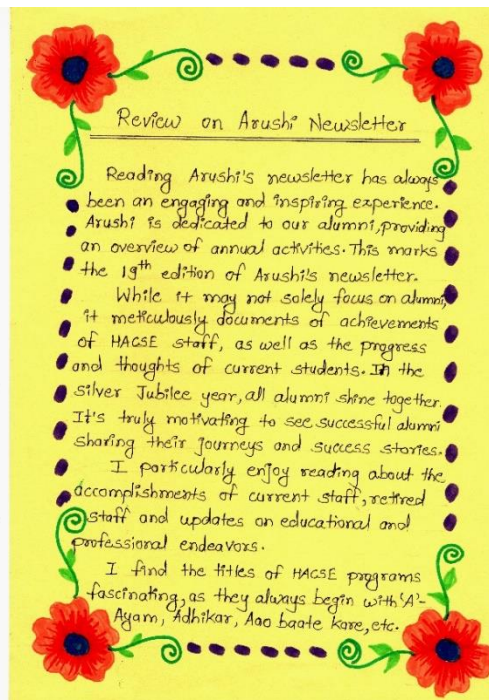
Merit Toppers of HACSE

Name of the Student	Programme Name	Rank-CGPA
Ms Fizza Khan	B.Ed. Learning Disability	1 st -9.63
Ms Pranita Golambade	B.Ed. Hearing Impairment	1 st -9.24
Ms Qurratulain Kapasi	B.Ed. Learning Disability	2 nd -9.22
Ms Kiran Chittal	B.Ed. Hearing Impairment	2 nd - 8.62
Ms Almeida Wynne	B.Ed. Learning Disability	3 rd -9.05
Ms Harshita Patel	B.Ed. Hearing Impairment	3 rd -8.01

Learning gives creativity, creativity leads to thinking, thinking provides knowledge, and knowledge makes you great.

- Dr A P J Abdul Kalam, former Indian president

WHEN READERS WRITE...



Dear Ma'am,

I was just going through the Arushi's Silver Jubilee edition....The entire edition has come out so well with an impressive History of HACSE... Many, many congratulations to Asmita Ma'am, you & entire team of HACSE.

Thank you for projecting all of us so beautifully. We are so proud to be part of such an incredible institution.

My best wishes to all of you! 🙏



Dr. Varsha Bhagat

NEWS THAT MATTERS

Compiler: Abhimannu Nayak S Y B Ed HI Student

- **Srikanth Bolla: First overseas blind student at MIT, entrepreneur who employs the disabled, and subject of a new Bollywood film:**

Born blind, Srikanth Bolla made history as the first blind international student at MIT. He later founded Bollant Industries, a company that produces eco-friendly products to provide employment opportunities for people with disabilities. His remarkable journey continues to inspire and has now been adapted into a Bollywood biopic, further showcasing his impact and resilience.

Source: <https://www.forbesindia.com/article/take-one-big-story-of-the-day/srikanth-bolla-first-overseas-blind-student-at-mit-entrepreneur-who-employs-the-disabled-and-subject-of-a-new-bollywood-film/92805/1>

- **The Accessible Saskatchewan Act Comes into Force on International Day of Persons with Disabilities:**

The Accessible Saskatchewan Act, which came into effect on December 03, 2023, is designed to eliminate barriers for individuals with disabilities. Public sector organizations must develop accessibility plans by 2025, with the provincial government setting the example by doing so in 2024. The Act highlights Saskatchewan's dedication to promoting inclusivity and accessibility across the province.

Source: <https://www.saskatchewan.ca/government/news-and-media/2023/december/04/the-accessible-saskatchewan-act-comes-into-force-on-international-day-of-persons-with-disabilities>

- **The central government has officially amended the Right of Children to Free and Compulsory Education (RTE) Rules, 2010**

The central government has officially amended the Right of Children to Free and Compulsory Education (RTE) Rules, 2010, granting state governments the authority to conduct regular exams for students in Classes 5 and 8, with the option to hold them back if they fail. This major shift ends the long-standing 'no-detention' policy, a key feature of India's education system since the RTE Act was passed in 2009. The amendments, notified in December 2024, follow the revision of the RTE Act itself in 2019. Under the updated rules, state governments are now the key players, empowered to conduct annual exams for these students at the end of each academic year. If a student fails, they will receive additional instructional support and be given a second chance to appear for a re-examination after two months. Students who do not meet the promotion criteria will be detained in the same class.

Source: <https://timesofindia.indiatimes.com/education/news/centre-amends-rte-rules-states-can-now-fail-students-in-classes-5-and-8/articleshow/116590358.cms>

- **Education 4.0 India report:**

The Education 4.0 India report outlines the progress and key findings of the *Education 4.0 India* initiative, a collaborative effort involving the education technology sector, government, academic institutions, and start-up communities. The initiative aims to harness technologies from the Fourth Industrial Revolution to enhance learning outcomes and address educational inequalities among Indian schoolchildren. It focuses on four key themes: foundational literacy and numeracy, teacher professional development, school-to-work transitions, and connecting the unconnected. The initiative strives to build a more inclusive and effective education system in India by addressing these areas.

Source: https://www3.weforum.org/docs/WEF_Education_4.0_India_Report_2022.pdf

- राष्ट्रपति भवन के अमृत उद्यान में दिव्यांगजन के लिए विशेष कार्यक्रम:

29 मार्च, 2023 को भारत सरकार ने राष्ट्रपति भवन के अमृत उद्यान में 13,000 दिव्यांगजनों के लिए एक ऐतिहासिक कार्यक्रम आयोजित किया। सामाजिक न्याय एवं अधिकारिता मंत्रालय द्वारा आयोजित इस कार्यक्रम में दिव्यांगजनों के सम्मान में एक नया विश्व रिकॉर्ड बनाने का लक्ष्य रखा गया।

Source: <https://pib.gov.in/PressReleasePage.aspx?PRID=1911489>

- भारत के राष्ट्रपति ने वर्ष December 2023 के लिए दिव्यांगजन सशक्तिकरण के राष्ट्रीय पुरस्कार:

इस प्रतिष्ठित अवसर पर, 30 उत्कृष्ट व्यक्तियों, संस्थाओं, संगठनों, राज्यों और जिलों को दिव्यांगजन के सशक्तिकरण में उनकी असाधारण उपलब्धियों और योगदान के लिए सम्मानित किया गया। राष्ट्रपति ने दिव्यांगजनों, जिनमें महिलाएं भी शामिल हैं, के बीच हुई अद्वितीय प्रगति को उजागर किया। दीपा मलिक और शीतल देवी, जो मात्र 16 वर्ष की हैं, ने इस वर्ष के एशियाई पैरालंपिक खेलों में तीन पदक जीते, जिसमें दो स्वर्ण पदक भी शामिल हैं, जो दिव्यांग महिलाओं की अद्वितीय क्षमता को प्रदर्शित करते हैं।

Source: <https://pib.gov.in/PressReleasePage.aspx?PRID=1982124>

- आंतरराष्ट्रीय पर्पल फेस्ट (January 2024): समावेशिता आणि सशक्तिकरणाचा जागतिक उत्सव:

हा कार्यक्रम सर्वसमावेशकता आणि विविधतेचा उत्साही उत्सव म्हणून सेट करण्यात आला आहे. अधिक समावेशक समाज निर्माण करण्याच्या जागतिक बांधिलकीवर भर देऊन, अपंग व्यक्तींसाठी जागरूकता आणि समर्थनाला प्रोत्साहन देण्यासाठी उत्सवाची भूमिका अधोरेखित करते.

Source: <https://pib.gov.in/PressReleasePage.aspx?PRID=1994055>

- दिव्यांग व्यक्तीसाठी ऐतिहासिक उपक्रमांची घोषणा (January 2024):

अपंग व्यक्तींसाठी सुलभता आणि सर्वसमावेशकता सुधारण्याच्या उद्देशाने नवीन राष्ट्रव्यापी मानकांच्या अंमलबजावणीचा तपशील या प्रकाशनात आहे. विविध क्षेत्रातील अपंग व्यक्तींच्या गरजा पूर्ण करण्यासाठी एकसंध दृष्टीकोन सुनिश्चित करून हे मानक सर्व सरकारी संस्थांद्वारे स्वीकारले जातील.

Source: <https://pib.gov.in/PressReleasePage.aspx?PRID=1995310>

OUR B. ED. STUDENTS' EXPRESSIONS

WHAT IS YOUR ONE-LINE CONCLUSION ABOUT TEACHING LITERACY?

Sidra Husain Shaikh	FY LD	Coming from a government-aided school, not many of my classmates were fluent in English, but at the same time, I could do better due to my own efforts to be more literate than what I was taught. These efforts included reading books, watching movies in English, and practising conversing in English without hesitating. That boosted my confidence as a literate and educated person. Now, when it comes to teaching others, I would like to simplify things for the kids in a way they understand and motivate them to be confident. Even though they may make mistakes that is how they'll learn and be confident. For me, confidence is the key.
Akshata Hemant Tandel	SY LD	शाळेत साक्षरता बद्दल शिकले, तेव्हा साक्षरता म्हणजे नुसते लिहता - वाचता येणे हाच अर्थ काळाला. परंतु आता शिक्षिका म्हणून मुलांना शिकविण्यासाठी साक्षरता म्हणजे लिहिलेले आणि वाचलेले समजणे होय.
Naziya Khan	SY LD	Effective literacy fosters academic success, critical thinking, and communication skills essential for lifelong learning and social participation.
Ritupriya Jha	FY LD	It taught me to read, write, and express myself. Literacy is crucial for academic success and critical thinking, which helps with lifelong learning and meaningful contributions to society.
Ansari Shaziya Manzar Hussain Shehnaz Bano	FY LD	My experience with Learning literacy was very good because I used to enjoy the grammar part. My one-line conclusion for teaching literacy is that literacy helps people connect by heart, crossing all the diversities.
Prathamesh Dattatray Tambe	FY LD	My experience learning literacy in school was positive. I gained reading, writing, and arithmetic skills effectively, which helped me succeed in academics. I believe that "literacy is the foundation of all learning and must be taught thoroughly to impact further education."
Hetal Hansraj Deladia	FY HI	Learning to read with comprehension and write effectively opens the door to shared knowledge, understanding, communication and critical thinking.
Pranita Golambade	SY HI	Effective literacy teaching requires personalized strategies based on the student's needs and requirements to cater to diverse learners' needs.
Wynne Almeida	SY LD	Literacy equips an individual to read, write and perform basic mathematical calculations needed in daily life.
Tejaswee Kamble	SY HI	वाचनाची असलेली अद्याप साक्षात्कारिक पद्धती, उपाय, आणि वास्तविक जगातील लागू करणे संपूर्ण शिक्षणाच्या प्रक्रियेवर प्रभावी असते.

ACADEMIC CALENDAR

JUNE 2023 – MAY 2024

ASS = All staff and students

DATE	ACTIVITY	NAME / THEME	EXTERNAL CONTACT	SEM/Participants	PO
2023					
12/6 - 13/6	Aarambh	NEP 2020 & Inclusion	DIET Thane (Dr. Bharat Vekhande)	I	AM
14/6 - 16/6	ISL: Practical	ISL	ISL Cell AYJ	II	GS
19/6	National reading day (online quiz for students and staff)			I	SP
20/6 - 27/6	SEM II E2	Observation Audiological Testing	AYJNISHD	II	20/6 - 27/6
21/6	International Yoga Day Celebrations (Demo of Asanas)			II	AH
27/6	Helen Keller Day Celebration (Movie on Hellen Keller)			II	GS
	Field Engagement		VES	IV	GS, NK
6, 7, 10/7	Classroom Teaching and Peer Review	Skill Development	Indoscott Global School	IV	NK, PM
8/7	Farewell to Batch of 21-23				
20/7	Presentation	D18 Internship Presentation	-	IV	AM NK
24/7	Workshop by AAHA	Developing TLM	Alumna: Urvashi Vora	II	PM
5/8	First IQAC Meeting	Quality plan for the college processes	Smita Kamerkar / Reshmi Nikhit	Members	AM
12/8	Workshop: Management of ASD	AAHA	Hemisha Mehta (Alumna)	II	GS
15/8	Independence Day Celebration (Flag Hoisting / Cultural Programme)			ASS	GS
19/8	Experiential Learning	FDP for Staff and Students	Chembur Sarvankash College, Chembur	II	AH
27/8	Seminar: Diversities In School Boards	AAHA	Shweta Shringarpure (Alumna)	II	AM
9/9	Teacher's Day Celebration	Teachers kids again	NA	ASS	AM
18/9 - 4/10	Gandhi Jayanti-Swachata Abhiyan			III	SP NK
23/9	Online Anumaan session	International Day of the Deaf	TRINAYANI /Delhi Public School	II	AH, NK
30/9	Ask me anything session	Sign language day celebration	MISHA	II	AH
7/10	World Dyslexia Day	Awareness Session	Reading Room students	III	NK

DATE	ACTIVITY	NAME / THEME	EXTERNAL CONTACT	SEM/Participants	PO
9/10 - 2/11	Internship	Field Engagement and Case Study	Gateway, Arushi, Atman, Jubilant Ecole, Prism Foundation, Ramsheth Thakur, Little Hearts	III	NK
14/10	World Mental Health Day	Caption Competition	Staff and students of all the colleges at National Level	III	NK
21/10	World Mental Health Day	Pranayam session for the students with deafness	Shri. Prasad Naik and RTT High School	III	NK
28/10	Walk for Dyslexia	Spreading Awareness	MDA	I / III	NK
26/10 - 21/12	Hosting interns	Field Engagement of M Ed HI	AYJNISHD	IV	AH
3/11 - 4/11	CRE	Managing CWHI with Additional Disabilities	Rehab Council of India / VES	I / III	GS
8/11	Educational Movie (12th Fail)			I / III	AH
9/11	Deeksharambh	HACSE orientation / Intro to B Ed / Fresher's Party	Alumni Dr Bhagat / Vyavaharkar (alumni)	I	GS
9/11	Green Club Satat	Session: Plastic Waste Management	Rashmi Joshi	I / III	GS
9/11	Green Club Satat	Sapling Distribution	Rashmi Joshi	I / III	GS
9/11	Diwali Party			I / III	PM
28/11 to 21/12	Practical	Lesson Execution & Internship	RTT, KDN Shruti, Stephen High School	III	GS RT
3/12	World Disability Day Celebration	College awareness: Spl Ed as career option	Schools & colleges	III	PM
3/12 - 10/12	Practical	Practice teaching	Skills and ability, Jubilant, Echole, Don Bosco International school	III	NK PM AM
7/12	Second IQAC Cell	IQAC	NIL	NIL	AM
9/12	Value added course	Aabhasi (ICT applications in Ed)	Students, alumni, open to other professionals	I	SP
11/12 - 22/12	Community Outreach	Adhikar	Parents of CWLD	ASS	NK
14/12	D18 project mode	Visit Ward Level Science Exhibition	Dr Babasaheb Ambedkar School, Chembur	III	AM
21/12	Inspection from UoM for LD Permanent Affiliation				

DATE	ACTIVITY	NAME / THEME	EXTERNAL CONTACT	SEM/Participants	PO
27/12 - 30/12	Practical	Speech audio	Swati Jirange (Sadhana Vidyalaya)	I	RT
13/12	College Awareness Camp	Creating awareness about Spl Ed as career	SIES College	Prospective candidates	AM
2024					
2/1	Christmas and New Year Celebration	Multi-Cultural Exposure	NA	ASS	PM
8/1	Sports Day	NA	NA	ASS	RT
11/1 - 31/1	Routine Timetable SEM I and SEM III				GS, NK, PM
20/1	Visit to Art Festival (D18)	Exposure to Art Forms	Kala Ghoda Art Fest	IV	AM
21/1 – 26/4	Microteaching lessons	NA	NA	II	AM
26/1	Republic Day Celebration (Flag Hoisting And Cultural Programme)			ASS	GS
2/2 – 3/2	CRE	Desired outcomes through parent - professional partnership	Listening Together, USA	ASS	PM
5/2 - 13/2	Study Leave for SEM III-end University Examination				
14/2 - 20/2	SEM-end Examination	External Assessment	University of Mumbai	III	GS
21/2 - 22/2	Annual Day Celebrations			ASS	GS
21/2	JD Visit				
21/2	CET Registration Assessment				
26/2 - 1/3	ATKT	External Assessment	University of Mumbai	II	GS
26/2 – 15/3	Field Engagement	Inclusive School Internship	NIL	IV	GS NK
27/2	Marathi Bhasha Divas	Online Quiz	NA	IV	SP
28/2	National Science Day	Intercollegiate Essay Competition: Building Trust in Science	NA	ASS	AM
29/2	Orientation: ABC ID's	Academic Bank of Credits	UGC	I	AM
1/3	CET Preparatory Camp				PM
1/3 to 4/3	Study Leave for SEM I-end University Examination				
2/3	Presentation D17	Reflections on Reading & Learning	NA	III	AH
2/3	Internship Presentation	Skill Development	Various schools	III	AM NK

DATE	ACTIVITY	NAME / THEME	EXTERNAL CONTACT	SEM/Participants	PO
5/3 to 13/3	SEM-end Examination	External Assessment	University of Mumbai	I	GS
6/3 – 25/4	D19 Online Collaborative Lectures	Skill Development into Research Methodology	AYJNISHD	IV	AH
8/3	Women's Day Celebration	Online Quiz	NA	IV	SP
9/3	Workshop: Voice Modulation	Skill development into basic skills in education	Dr Amit Mishal	IV	AM
13/3 - 17/3	Pillai College (lectures) Faculty Exchange				
15/3	Internal FDP: NEP	Application of NEP guidelines in HEI	RUSA's Training at Sathye College	IV	AM
15/3	Third IQAC Meeting	IQAC Cell	NIL	II & IV	AM
16/3	Workshop: Permanent Botanicals	Education Through Art Work	Kruti Kareliya	IV	AM
16/3	Workshop	Navigating the Financial Galaxy	Krishna Foundation	ASS	PM
18/3	Speech Teaching Practical	Skill Development	RTT	III	GS
19/3	Skill Development	Classroom Observation	NA	I	PM
19/3 – 16/4	Field Engagement	Cross disability internship	SRCC / ETC /TEACH / Mona Remedial / Muskan Foundation /RTT High School / Vidhya Jyoti-Pune	SEM IV	GS NK
21/3	Internal Faculty Training-Decision Making (Non-Teaching)			NIL	
27/3	AQAR submitted	Annual Quality Report	NAAC	NIL	AM
2/4 - 3/4	World AUTISM DAY- PO- PM				
1/4	Mulya Manthan: Evaluation	Brainstorming on values (Value Corner)	NA	ASS	AM
3/4	Staff picnic	Staff Bonding	Royal Garden Water Park	Staff	AH
6/4	Puppet Show by SYs	Putuls in Learning	NA	IV	AM
6/4	Resume Writing Workshop	Skill Development On Resume Dev	NA	IV	AM
10/4	Session on Curriculum Hierarchies	Subject seminar	Jasmine Shah (alumna)(AAHA)	II	NK
12/4	Session at CRE	NA	Swati Netke	NA	PM

DATE	ACTIVITY	NAME / THEME	EXTERNAL CONTACT	SEM/Participants	PO
	BEED on Anumaan tool		(alumna)		
12/4	Session on TDS / Tax Saving	Session on Tax Saving for Teaching and Non-Teaching Staff	Mr Jitendra Thakur (Jeetuji)	Staff	PM
13/4	Understanding the Role of Special Educators	Reflection on Professional Purpose	Kabir Bhogilal	ASS	GS
13/4	Intro to Dyscalculia	Interactive Session	Pete Jarrett	ASS	GS
13/4	Mock Interview	Skill development	NA	IV	AM
13/4	EID Celebration			ASS	NK
14/4	Talent Display	Kala ke Sath Shiksha / exhibition of TLM	NA	IV	AM
15/4	Dr Ambedkar Jayanti (distribution of books in early intervention centres)				AH
15/4	College Development Committee Meeting with Management			Members	AH
18/4 to 30/4	Sem IV E3 Practical IV			IV	GS
19/4	AQAR by IQAC accepted and approved by NAAC			NIL	AM
22/4	World Earth Day (distribution of saplings in RTT school)			ASS	NK
29/4 & 30/4	Aayam	Campus Interview	CRC, AVM, Billabong XRCVC, S RCC, Vruddhi, Kohinoor, LKM, Gateway, Montefort, comminucare, TEACH	IV, Alumni	GS
29/4 - 30/4	Mid-monitoring feedback: Field Engagement			IV	GS NK
1/5	Value added course begins	Adhyayan (30 hours on Learning Disability)	Various internal and external resource persons	II & IV	GS
4/5	Content Test	Content/textbook preparedness	NA	II	AM
4/5	Workshop: Teacher Made Test	Skill development into drafting QP	NA	II	AM
9/5	B6 workshop by Ritika Sahani	Inclusion games	Trinayani	II & IV	GS
9/5	Farewell Party Batch (22-24)				
11/5	Online AAHA Meet				PM
13/5	D 18 Presentation	Art in Education	NA	IV	AM
25/5	Workshop on Classroom Observation			II	AH
31/5	Subject Seminar on Writing	How to Develop Literacy	AYJNISHD	II	AH

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 resources 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 the values of our regulatory agencies and forces: CCYM, RCI, UoM, UGC Higher Education, GoM, alumni and employment market Non-discretionary and diversity-friendly work environment.
- Professionalism, professional ethics and respecting all options of problem-solving and proactive initiation
- Internal and external collaboration as against competition in fulfilling objectives. Running together always matters; running faster may not.
- Lifelong learning and reflecting as a response to internal and external feedback towards being a better professional and better human being.

A. SHORT TERM TRAINING PROGRAMS/CONFERENCES

Title	Nature	Recognition	Beneficiaries	No.	Process Owner
Managing CWHI with additional disabilities	Continuous Rehabilitation Education (CRE)	RCI	Special educators, counsellors, audiologists, staff and students of HACSE	61	Dr. Gayatri Sirur
Achieving the Desired outcome through parents' professional partnership Nature			Rehabilitation professional and non-rehabilitation participants	120	Ms. Poonam Mishra

B. LONG-TERM TRAINING PROGRAMS

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

DR. B. R. AMBEDKAR JAYANTI: THE DAY OF ACTION!

Indian educational institutions are like miniature representations of the country. Various days and events are celebrated throughout the year to expose students to diverse perspectives. A typical pattern of these celebrations involves garlanding the image of a leader, thinker, or freedom fighter, followed by an inspirational speech. At HACSE, we believe in revisiting and practising the values these great souls advocate on such occasions.

One of the treasures of wisdom that Bharat Ratna Dr. Babasaheb Ambedkar left for future generations is his emphasis on the power of reading and self-education. Following this thread, HACSE decided to involve parents in the activity of reading, helping them become better parents to children with hearing impairments.

CCYM has developed and published the parent empowerment kit *DHWANI* in Marathi for families of children with hearing impairments. It is a copyrighted adaptation of *DHWANI*, initially developed by Balvidyalay, Chennai, for children between 0 and 6. With support from CCYM, HACSE installed a book bank scheme in eight early intervention centres in Mumbai and Pune.

As part of this initiative, B.Ed. (Special Education) students visited these early intervention centres and distributed *DHWANI* kits free of charge to be used as part of a book bank for parenting resources. The centres lend these books to families for a couple of months, after which they are returned and passed on to the next set of parents. The aim is to facilitate language development in children with deafness, as the kit outlines a wide range of daily activities and how to use them for language and cognitive development.

Reading and acquiring knowledge promotes freedom and symbolizes equality of opportunity, a value Babasaheb Ambedkar cherished and promoted through his books, speeches, and actions. This initiative is our way of paying tribute (Shradhanjali) to the great Dr. Ambedkar.

We inaugurated this free distribution on April 13, 2024, during Ambedkar Jayanti, with our guests Pete Jarret and Kabir Bhogilal handing over the kits to our students.

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, Education, NIMH and SNTD Women's University,
- Delivering lectures in the ADHIKAR-Parent Training Program/CRE short-term program.
- Preparation of AQAR reports for IQAC meetings and events every year.
- Various webinars and FDPs were 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 placement-related activities.

B ED PROGRAM COORDINATION 2023-2024

SEMESTERS	B. ED (HI)	B. ED (LD)
SEM I	Ms. Poonam Mishra	Ms. Poonam Mishra
SEM II	Ms. Poonam Mishra	Ms. Poonam Mishra
SEM III	Dr Gayatri Sirur	Ms. Nisha Kutty
SEM IV	Dr Gayatri Sirur	Ms. Nisha Kutty

SUBMISSION OF AQAR OF ACADEMIC YEAR (2022-2023) TO NAAC

AQAR OF ACADEMIC YEAR	DATE OF SUBMISSION	DATE OF APPROVAL	PROCESS OWNER
2022-2023	27.03.2024	19.04.2024	Dr Amit Mishal

"Literacy in itself is no education. Literacy is not the end of education or even the beginning. By education I mean an all-round drawing out of the best in the child and man-body, mind and spirit."

- Mohandas Karamchand Gandhi

PROFESSIONAL ACHIEVEMENTS

DR ASMITA HUDDAR, Principal, hacsehead@gmail.com

Special Achievements:

- i. Member Board of Studies at three universities: University of Mumbai, SP Pune University, SNDTW University
- ii. University nominated Member, Academic council of two Autonomous colleges: Hansaraj Jivandas Colleges of Education, Kapila Khandwala College of Education.
- iii. Invited Member of Ethical Committee for Master level research at AYJNISHD
- iv. Featured as an inspiring story on YouTube during the Durga festival by SUHRUD
- v. Research and Recruitment Committee Member at SNDTWU
- vi. Wrote a poem on symptoms of Learning Disability in Hindi
- vii. Seven articles on LinkedIn about various issues related to disability and inclusion

Delivered Lectures:

- i. For 500 teachers of Delhi Public School, Coimbatore, Ludhiana, Patna, Pune on School Screening Tool organized by TRINAYANI
- ii. For special teachers at the CRE held by AYJNISHD on Action Research
- iii. For students and faculty of Pillai College of Special Education
- iv. At the NEP orientation organized by Malaviya Mission TTC on inclusion
- v. Two sessions were held during a value-added online course – AABHASI
- vi. For 1000 faculty members on SGD goals and inclusion in the Women Empowerment conference organized by the Dept of Higher Education, GoM
- vii. For speech and hearing professionals, titled Ask Me Anything on Indian Sign Language, organized by MISHA on the occasion of ISL day.
- viii. On Inclusive Education at HRDC's Faculty Induction Program held by Joshi Bedekar College
- ix. For mainstream teachers on Decoding Diversity and Inclusion organized by SplEd@Home
- x. Safety and Inclusion for PWDs for 80 college hostel superintendents organized by the Dept of Higher Education, GoM

Attended:

- i. Certificate course on Relationship Counselling from the SKILL INDIA project
- ii. Online certificate course in Couple Counselling from Virtued Academy International
- iii. Three-day SAMABHAV Art Fest on Inclusion and Gender organized by MAWA
- iv. Internal FDP on Experiential Learning for Improved Teaching-Learning

- v. PowerPoint masterclass by SKILL Nation

Chaired/Peer reviewed /Presented:

- i. Presented Skill Development Workshop on Setting Research Objectives during the Annual Conference of the National Convention of Deaf Education in June 2023
- ii. Chaired a session of presented papers at the NCED Conference in June 2023
- iii. Interview on Hearing Loss and Career Options in Special Education to the YouTube channel Patibhangan – Granthali in a program – Kahitari Vishesh
- iv. Developed a YouTube film on Understanding Deafness for the Trinayani website

Publications:

- i. Learner's Self-engaging Space: A step towards Creating Cognitively Active Learners. Published in Educreator Research Journal. June 2023. Issue III Vol X
- ii. Compiled – ISL learning Avenues: Directory of Services

Other Activities:

- i. Carried out an Institutional Assessment for RCI for M Ed (HI), 3 D Ed Spl Ed)
- ii. Carried out an Institutional Assessment for NAAC for Quality Accreditation
- iii. Carried out an Institutional Assessment for the University of Mumbai for Affiliation

ALUMNI UPDATE



HACSE is thrilled to celebrate the remarkable achievement of Dr Gayatri Ahuja, who has taken over the position of Head of the Education Department at AYJNISHD. This significant milestone is a testament to her dedication, leadership, and commitment to excellence in education. Dr Ahuja has consistently inspired students and colleagues with her innovative approaches and unwavering passion for learning. As she embarks on this new journey, we do not doubt that she will continue to make impactful contributions to Special Education. Congratulations again on this well-deserved recognition—we are incredibly proud of you!

After a relentless fight by Radioudaan and its founder Danish Mahajan, the Railway has finally implemented a 25% concession for persons with disabilities on the Vande Bharat trains. Now, booking tickets is also possible directly through the IRCTC official app. This is a major win for accessibility and inclusion! #AccessibilityWins #DisabledRights #VandeBharat #IRCTC #InclusionMatters #Radioudaan"

DR GAYATRI SIRUR, Associate Professor, gs.hacse@gmail.com

Special Achievements:

- i. Member, MASLP Selection Committee at AYJNISHD
- ii. Appointed as a member of Adhoc BOS (Special Education) by the University of Mumbai
- iii. Won Best Paper Presentation Award at National level Conference Sparshcon 2023
- iv. Facilitation by CRC for the work in the Disability Sector
- v. Editor of Aarushi(silver Jubilee special) newsletter
- vi. Invited as a Scrutiny Expert by Shikshan Shulka Samiti, Government of Maharashtra

Delivered Lectures:

- i. As a guest faculty at Helen Keller Institute
- ii. Collaborative lectures at AYJNISHD for B.Ed.(HI)
- iii. Under the faculty exchange program for Mahatma Education Society's Pillai College of Education and Research, deliver a lecture on the characteristics of disability.
- iv. Guest faculty for PGDAVT by AYJNISHD

Attended:

- i. State-level NAAC sponsored Seminar on the Role of IQAC by Patuck Gala College of Commerce and Management on Aug 23
- ii. Meetings held for Green Club Faculty Coordinator by YEWS and DHE for Green clubs
- iii. STC by Teaching Learning Centre Ramanjun College on DEVELOPING MOOCS" from Sept 26 – Oct 02, 2023
- iv. A national level CRE on Recent updates in speech and hearing: Sparshcon (8th to 10th Dec 2023)
- v. Attended a symposium on NEP organised by Birla College on Apr 22,24
- vi. Conducted Sessions On Disability Awareness and College Campaigns in various Higher education colleges in Mumbai

Organised:

- i. Workshop by AAHA on Management of Children with Autism Alumna: Hemisha Mehta
- ii. CRE on Managing CWHI with Additional Disabilities
- iii. Deeksharambh: Orientation for newly enrolled students
- iv. Under Green Club organised a Seminar on Plastic Waste Management by Mrs. Rashmi Joshi.

- v. Session on Understanding the Role of Special Educators - Reflection on Professional Purpose Kabir Bhogilal
- vi. Session on Intro to Dyscalculia Interactive by Pete Jarrett
- vii. Aayam Campus Recruitment Drive
- viii. Organised an online value-added funded course of 30 hours Adhyayan: Remediation 360 for the current students and alumni
- ix. Trinayani Workshop on Inclusion through games and fun by Ritika Sahani

Chaired/Peer reviewed /Presented:

- i. Presented a Research Paper on Study of the Risk of Litigation in the Practice of Audiology: A Review in CRE at Vadodara Dec 23

Publications:

- i. An international Multidisciplinary quarterly research journal Ajanta Volume XIII issue Jan 01 -March-2024 Impact factor 2023 7.428 Fostering inclusive education in tune with NEP2020 Aarambh -A case study 138-142

Other Activities:

- i. Paper setting work of Rehabilitation Council of India
- ii. Coordinator of Centre for Audiological Assessment and Intervention (CAAI)
- iii. In charge of Green Club (Sapling Distribution, E-waste Collection)
- iv. Hand-holding students for CET form filling and admission process
- v. Invited as a referee for MEd Special Ed (HI) viva defence by AYJNISHD
- vi. Member of the Organising Committee of CRE-2024, and Alumni meet
- vii. Coordinator of HACSE Green Club: Satat

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 an effective mentoring system are our ways to ensure a student-friendly college environment. Each of our students signs an anti-ragging pledge as mandated by the UGC. Ms Nisha Kutty ensures the same, not purely because it is a mandate but in the true spirit of making the college campuses respectful and collaborative.

"Reading and writing, like everything else, improve with practice. And, of course, if there are no young readers and writers, there will shortly be no older ones. Literacy will be dead, and democracy - which many believe goes hand in hand with it - will be dead as well."
 - Margaret Atwood, Canadian poet and novelist

DR AMIT MISHAL, Associate Professor, drmishal.hacse@yahoo.com

Special Achievements:

- i. Approved as a full-Time M Ed Recognized Guide till Superannuation at the University of Mumbai (9/8/23)
- ii. Received Patent for Display Device (Application Date May 03, 2024)
- iii. Best Research Paper - Insight Management Review Peer Reviewed ISSN: 2277-5676, Ol: 14. Issue:1 Feb 2024
- iv. Successfully completed SWAYAM MOOC Course - Communication Technologies in Education in Dec 2023 (4 Credits)
- v. Completed online Training on Wholesome Sex Education for Children and Adolescents in Dec 2023 by Casrha Foundation.
- vi. Appointed by the Government of Maharashtra, State Common Entrance Test Cell, and Maharashtra as Item Writer- Mental for Higher Education Online CET Examination.
- vii. Received appreciation for Excellence in Reviewing UGC Care Listed Journal Shodhkosh: Journal of Visual and Performing Arts (Feb 2024)

Delivered Lectures:

- i. On innovative ideas for making instructional resources for the CRA program on the theme of Best Educational Practices For Children With Hearing Impairment Having Additional Disabilities on 3rd November 2023.
- ii. At state-level CRE on Theme: Best Educational Practices for Children with Hearing Impairment having additional disabilities and Topic: 'Developing Instructional Material: Innovative Ideas' on 3.11.2023

Attended:

- i. Five Days National Virtual FDP Hindustan College of Arts & Science Tamil Nadu AI in Education & Business 8.1.2024-12.1.2024
- ii. Attended a Two-Day Workshop on the Theme NEP 2020 Sensitisation -Train the trainers on the 4th and 5th of March 2024 at Sathye College (Autonomous), Mumbai.
- iii. Attended Online Two-Day Workshop on Emerging Skill Based Education in the 21st Century as per NEP 2020 on 3rd Jan 2024 organised by Hazarimal Somani College of Arts and Science, Shri Manubhai Maneklal Sheth Junior College of Arts and Science and Jayaramdas Patel College of Commerce.
- iv. Attended Orientation Programme on NAAC Accreditation and Documentation conducted by ACRNET India & CiMed Research Solutions on 25th Oct 2023.
- v. Attended Session on Review of Literature organised by Rizvi College of Arts, Commerce and Science in Association with AIIR on 17.9.2023.
- vi. Attended an Online Webinar on Publishing Avenue for Researcher- Trends, Tools and Platforms by Tolani College of Commerce on 9th September 2023.
- vii. Attended Workshop on Academic Bank of Credits organised by Nagindas Khandwala College, Malad on 24th Aug 2023.

- viii. Attended Two Days FDP on Evaluation Strategies And Classroom Management Skills on 5th & 6th Feb 2024, organized by Micheal Job Memorial College of Education, Coimbatore
- ix. Attended a One-Day Blended National Conference on New Perspectives of the History in India on 13th Oct 2023 by Mutta College of Art, Commerce and Science Kalyan(W).
- x. Attended Two Days National Level Webinar on Preparedness Towards Implementation of NEP 2020 conducted on 15th & 16th Sept 2023 organised by J K College of Science and Commerce, Ghansoli.
- xi. Attended RUSA Sponsored International webinar on Research in IT: Decoding Robotics Technology organised by Patkar and Warde College on 26th August 2023.

Publications:

- i. TLM-Our Magic Wand Volume One-Publisher-Book Rivers (ISBN-109358425660 ; ISBN-13978-9358425666)
- ii. TLM-Our Magic Wand Volume One Publisher -Book Rivers (ISBN-10 : 9358427957 ISBN-13: 978-9358427950)
- iii. Published paper on the topic A Study on LGBTQ Their Issues! & Inclusion and Suggestive Measure of Social Acceptance as one of the Form of Disability International Journal of Research Publication & Review ISSN 2582-7421. Volume 4, no.10 Oct 2023, Peer Reviewed
- iv. Paper in the Educreator Research Journal ISSN: p-2455-0515/E-2394-8450 title Prioritising and Focus on Updating Self and Creating Mass Awareness of Basic Rights Provisions and Acts for Maximum Women Empowerment. 170-175pp, Volume X Issue II
- v. Paper in the Journal Educreator Research Journal ISSN: p-2455-0515/E-2394-8450 title Improving Inclusion Through Amalgamation of Social, Emotional And Ethical Learning Practices Promoting Fruitful Teaching- Learning!
- vi. Paper in the journal IJARESM, Impact factor:7.896, Volume 11, issue 10, Oct 2023 ISO-UGC Certified Peer Reviewed Multidisciplinary Journal topic titled History Give More than We Think
- vii. Paper in the journal IJARESM, Impact factor: 7.896, Volume 11, issue 10 ISO-UGC Certified Peer Reviewed Multidisciplinary Journal on topic titled Writing Textbook of Subject History- A challenge and Responsible Task!
- viii. Paper on the topic Attitude of Prospective Teachers on Impact of Globalization Education-Improvement Quality of Education Insight Management Review Peer Reviewed ISSN: 2277-5676, Ol: 14. Issue:1 Feb 2024

"There are over 200 million illiterate women in India. This low literacy negatively impacts not just their lives but also their families' and the country's economic development. A girl's lack of education also has a negative impact on the health and well-being of her children."
- Sachin Tendulkar, former captain of the Indian cricket team

DR SANDHYA PAGARE, Librarian, hacselibrary2011@gmail.com

Special Achievements:

- i. Received National Level SALIS- Mrs. M. Jannath Najeemunnisa Beegum Memorial National Appreciation and Meritorious Service Award [for Women Librarians], Chennai

Delivered Lectures:

- i. At Gandhi Shikshan Bhawan's Smt. Surajba College of Education's Workshop on Diving in the Invisible Web on Oct 26, 2023
- ii. At AYJNISHD and RCI conducted Residential FDP for Special Educators of Maharashtra- Feb. 2024

Attended:

- i. UGC Sponsored Refresher Course on Recent Trends & Technologies in LIS Education & Services - UGC HRDC Dr Harisingh Gour Vishwavidyalaya, Sagar- 24.08.2023 to 06.09.2023

Chaired/Peer reviewed /Presented:

- i. Paper presented at One Day National Conference on "Leading the way to Education: Unleashing the Future of Learning" Nagindas Khandwala College on August 12, 2023

Publications:

- i. Research Paper titled "आजच्या आधुनिक युगात ग्रंथालयीन विम्याची आवश्यकता: एक अभ्यास" in Global Online Electronic International Interdisciplinary Research Peer Reviewed Journal 2278-5639, XIII (1), 92-102, Jan- Feb. 2024
- ii. Research Paper titled "Needs of Non-academic Library Users: A Case Study of CCYM's Reading Room" in Journal of Management Research Peer Reviewed Journal 0976-0628 15(2), 13-21 September 2023
- iii. A book chapter titled "A study of the usage of Google tools and apps for teaching and learning among academicians" in Rejuvenate Libraries in the Modern Society 9788196360283 (pp. 249-262). Shree Siddalingeshwar Prakashan, Karnataka

Other Activities:

- i. Conducted AABHASI 2023-2024: a value-added certificate course for B. Ed Trainees
- ii. Guide for M. L. I. Sc. PG Dissertation at YCMOU
- iii. Paper setter at SHPT School of Library Science at SNDT Women's University

- iv. Conducted Library, N-list orientation and Web search sessions for B Ed Trainees
- v. Conducted an Online quiz on National Reading Day 2023 on 21.06.2023
- vi. Conducted an International Level Online quiz on the occasion of the 133rd Birth Anniversary of Dr B. R. Ambedkar 14.04.2024
- vii. Conducted a National-Level Online quiz on International Women's Day 2024
- viii. Organized Marathi Bhasha Divas Celebration 27.02.2024 Prashnmanjusha
- ix. Member of the Organising Committee of CRE

LIBRARY UPDATE 23-24

Number of Books:	1835
Number of Journals:	09
Number of Thesis & Dissertations:	28
Number of AVs:	206
Number of Teaching Aids:	455
Assessment Tools:	62
Other Resources:	N-List, Donated Collection

Library Activities:

- Library Orientation, N-List orientation
- User Education: Web Search Session
- Celebrated
 - Marathi Bhasha Divas,
 - International Women's Day,
 - 133rd Birth Anniversary of Dr B. R. Ambedkar
 - National Reading Day 2023
- Reading Room Cleaning Drive

Library Activities- Collage



MS NISHA KUTTY, Assistant Professor, nishakutty.hacse@gmail.com

Special Achievements :

- i. Completed Pre-PhD Coursework in January 2024
- ii. Conceptualized and executed first ever Adhikar: parent empowerment program for parents of CWLD
- iii. Received Chiranjeev Pratibha Samman Award by Jeevan Asheesh Samitee, Kota Rajasthan and Hemakshee Publication Sikhar Rajasthan
- iv. Member, Curriculum Revision Committee Set Up by University of Mumbai

Delivered Lectures:

- i. Delivered lecture at National Level Offline CRE on “Inclusive Teaching Practices for Children with Diverse Learning Needs” (Resource Person) on 5/9/23 at NIEPID
- ii. Delivered lecture on Best Educational Practices for Children with Hearing Impairment (CWHI) having additional disabilities (CRE at HACSE)
- iii. Delivered lecture at an online session on Inclusion Online session organized by Trinayani for 500 mainstream teachers of Delhi Public School, Coimbatore, Patna, Pune and Ludhiana.
- iv. Delivered lectures for NK college MA Child Psychology students as guest faculty for a paper on Disability
- v. Delivered lecture at State Level Aabhasi- Value Added Course on Mind Map
- vi. Conducted two sessions for Adyayan- Value added course on IEP and reflecting on remediation methods used during the case study

Attended:

- i. FDP at Chembur Comprehensive College on Experiential Learning on 19/1/24
- ii. Online Session on Purple Talks in the Education and Skill Development for PwDs by RCI on 15/5/24 and 16/5/24

Publications:

- i. Published a Book Chapter titled “Nurturing Neurodiversity with Jean Piaget’s Theory of Cognitive Development” in Harmony in Diversity- Integrating Food, Textiles and Human Development in Communities ISBN 978-81-978907-1-0 by Hemakshee Publication, Sikar, Rajasthan 2024

Other Activities:

- i. Paper setter for SNTD, RCI and NK college
- ii. Preparation camp for CET on 1/3/24
- iii. Organizing Committee in CRE organized by HACSE in collaboration with Listening Together on 2/2/24 and 3/2/24
- iv. Coordinated result follow-up of pending cases for students and alumni

MS POONAM MISHRA, Assistant Professor, pm.hacse@gmail.com

Special Achievements :

- i. Undertaken Externally Funded Minor Research Project as a Principal Investigator.
- ii. Appointed as CLO for central-level examination
- iii. Coordinated zonal level CRE program in collaboration with Listening Together (USA), with RCI approval

Delivered Lectures:

- i. Visiting faculty to conduct a lecture on “Exceptionality- concept and types” by Pillai College, Chembur, on 13.3.2024

Attended:

- i. Attended 7 days FDP on Research methods and research design” from 14.8.23-20.8.23 conducted by PMMMNME Ramanujan College, New Delhi.
- ii. Attended a two-day national seminar on "Exploring tools and techniques for Gen Z teachers conducted by Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, on the 4th and 5th of January 2024.

Chaired/Peer reviewed /Presented:

- i. Presented research paper on Vocational inclusion for persons with disabilities in open employment: An Indian perspective” at an international conference conducted by BTTC, HSNC University, Mumbai on 11th and 12th March 2024.

Other Activities:

- i. Process owner of a workshop on the development of effective TLM.
- ii. Process owner on the celebrating World Disability Day through conducting college awareness and various competitions for school children.
- iii. Process owner of multi-cultural exposure through the celebration of Diwali, Christmas and New Year.
- iv. Process owner of a workshop on CET prep camp for prospective candidates.
- v. Process owner of a workshop on Navigating the financial galaxy.
- vi. Process owner of a session on tax saving for teaching and non-teaching staff.
- vii. Process owner AAHA
- viii. Process owner student council
- ix. Chairperson placement cell

MS RAKSHANDA THAKUR, Asst. Prof.; rakshanda.hacse@gmail.com

Special Achievements:

- i. Rank 1st in M.Ed. Special Education at AYJNISHD(D)

Delivered Lectures:

- ii. Pillai College of Education and Research, Chembur, Mumbai
- iii. Ali Yavar Jung National Institute of Speech and Hearing Disabilities, Mumbai

Other activities:

- i. Worked as an Evaluator for NBER-RCI

"Empowering Through Educational Excellence"

We are delighted to celebrate the exceptional achievement of our esteemed faculty member, Ms Rakshanda Thakur, who has been awarded a gold medal for securing the top position in her M.Ed. Special Education program from Ali Yavar Jung National Institute of Speech and Hearing Disabilities, a prestigious deaf teacher training institute. Her dedication to special education, particularly in hearing impairment, is truly inspiring. This accomplishment reflects her unwavering commitment to academic excellence and her passion for empowering individuals with special needs. We are incredibly proud of Ms Thakur and fortunate to have her as part of our HACSE College community, where she continues to make a profound impact.



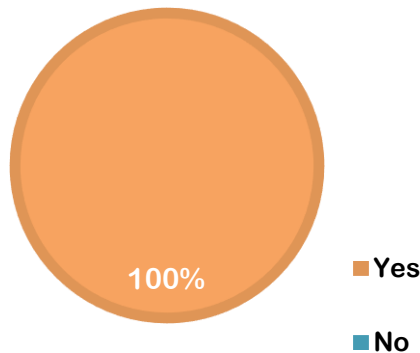
NIPUN BHARAT

Literacy skills are the foundation of education, employment, and social well-being. India has come a long way in chasing the global dream of education for all. Yet the quality of the outcome at large has always been a question. Considering the significant role of literacy for generations to come, India revised its plan to attack illiteracy.

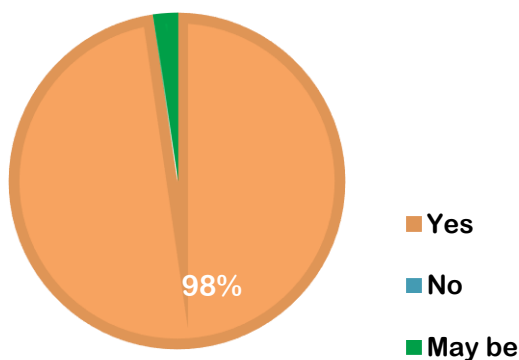
NIPUN Bharat is a scheme launched by the Ministry of Education in India to improve children's reading and numeracy skills. It stands for National Initiative for Proficiency in reading with Understanding and Numeracy. As we discussed literacy in this issue of Arushi, let us brainstorm how we can play our role in this mission.

Feedback from CRE Participants

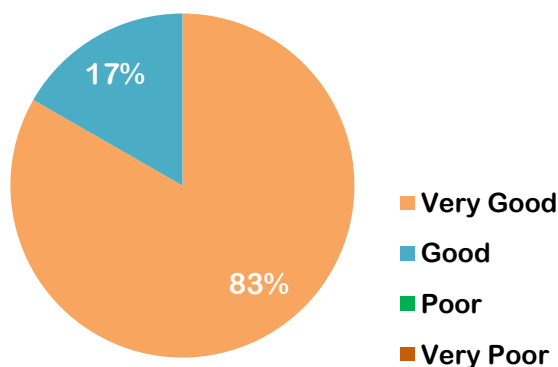
1. Was the session well organized?



2. Ability to apply learnt knowledge in your future practices



3. Rate your overall experience with the session



ROLE SWITCH

When teachers become learners!

Listening together and the co-founder / Director, Dr Uma Soman, have been our friends for over a couple of years. HACSE and LT took the friendship to another level by co-hosting a conference on an evergreen and relevant theme, such as parent participation, on February 2 and 3, 2024. This two-day conference was a power-packed experience designed by HACSE and LT and presented by six resource persons. Forty-two special teachers benefitted greatly, as seen from the feedback samples below. This conference was with credit points from the Rehabilitation Council of India. From HACSE's end, Ms Poonam Mishra and the team managed the show wonderfully, of course, with the usual support from students and alumni. Overall, this alliance with LT has been a great success, benefiting both parties in terms of networking, sharing resources, building a think-tank, learning experiences and opening more doors for the families of children with D/deafness. This success paves the way for even more fruitful collaborations in the future.

(Footnote: Teaching persons with disabilities is a licensed activity in India, and the license needs to be renewed by collecting 100 credit points over five years, as per the Rehabilitation Council of India Act, 1992.)

COLLABORATORS AND WELL-WISHERS OF HACSE

 भारतीय पुनर्वास परिषद्	 MUMBAI UNIVERSITY	 AYJNIHH		
 JAI VAKEEL FOUNDATION AND RESEARCH CENTRE	 XRCVC	 Vivekanand Education Society	 Foundation for People with Multiple Disabilities	
 SOPAN Together We Serve Better Society of Parents of Children with Autistic Disorders	 Little Hearts Learning Centre	 MAHARASHTRA DYSLEXIA ASSOCIATION		
 MAHATMA EDUCATION SOCIETY'S PILLAI COLLEGE OF EDUCATION & RESEARCH(Autonomous) CHEMBUR NAAC Accredited 2023 'A' Grade - 4th Cycle CGPA: 3.13 'Sustainable Goals...Sustainable Future'	KESHAVLAL V. BODANI EDUCATION FOUNDATION  THE GATEWAY SCHOOL OF MUMBAI  THE GATEWAY INTERVENTION CENTRE  GATEWAY RESEARCH & OUTREACH CELL GATEWAY PROFESSIONAL DEVELOPMENT PROGRAMS			
 Chembur Education Society's Chembur Sarvankash Shikshan Shastra Mahavidyalaya	 CSED Making a difference in the lives of deaf children			
 Creating Awareness about Disability www.trinayani.org	 arpan Towards Freedom from Child Sexual Abuse			 ज्ञानम् परम् ध्येयम्



Let us remember: One book, one pen, one child, and one teacher can change the world.

--Malala Yousafzai

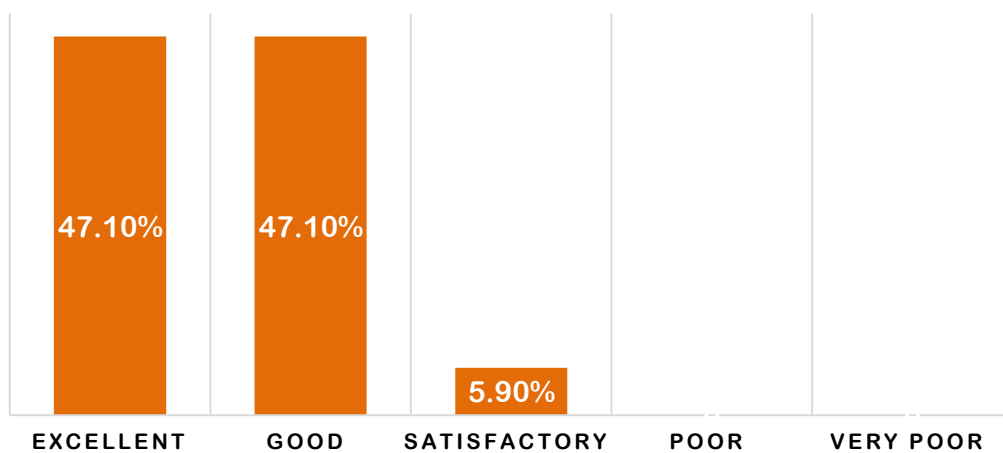
ACADEMIC COLLABORATION

Organization	Nature	Beneficiaries
<i>University of Mumbai</i>	Affiliation	HACSE
<i>RCI</i>	Recognition	HACSE
<i>NAAC</i>	Accreditation	HACSE
<i>Indoscott Global School</i>	Practice teaching	SY LD
<i>Gateway School of Mumbai</i>	Field Engagement	SY LD
<i>Arushi Centre</i>		
<i>Atman Academy</i>	Field engagement and Practice Teaching	SY LD
<i>Jubilant Ecole</i>		
<i>Prism Foundation- Pune</i>	Field Engagement	SY LD
<i>Ramsheth Thakur High School</i>		
<i>Somaiya School</i>	Field Engagement and Practice Teaching	SYHI
<i>Little Hearts Learning Centre</i>		
<i>RTT High School</i>	ISL training, Audiology practical, Collaborative lecture	FYHI, SYHI
<i>KDN Shruti School</i>		
<i>Stephen High School</i>	Practice teaching	SY LD
<i>AYJNISHD</i>		
<i>Skills and Ability</i>	Speech practical	SYHI
<i>Don Bosco International School</i>		
<i>Sadhana Vidyalaya</i>	Field engagement- Cross Disability	SYHI, SYLD
<i>SRCC</i>		
<i>ETC</i>	Field engagement - Inclusive School	SYHI, SYLD
<i>TEACH</i>		
<i>Mona Remedial Educational Centre</i>	Field engagement and Case study- Inclusive School	SYLD
<i>Muskan Foundation</i>		
<i>RTT High School</i>	Support Services Internship	SYLD
<i>Vidhya Jyoti- Pune</i>		
<i>VES</i>	Faculty Exchange	FY HI
<i>Balmohan Jawahar Vidyalaya</i>		
<i>Saraswati High School</i>	Faculty Exchange	FY HI
<i>Loreto convent</i>		
<i>Don Bosco International School</i>	Faculty Exchange	FY HI
<i>Sailee International School</i>		
<i>Koliwada Municipal Urdu Primary School</i>	Faculty Exchange	FY HI
<i>VK Patil Memorial School</i>		
<i>MDA</i>	Faculty Exchange	FY HI
<i>Pillai College of Education and Research</i>		

NUMBERS DO NOT LIE

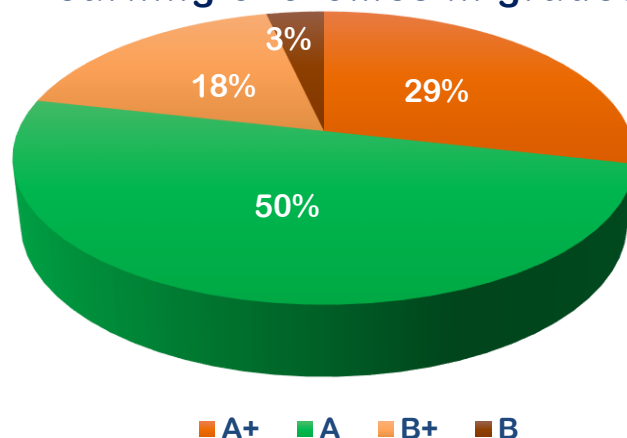
There are various ways to evaluate professional programs like B Ed—Special Education. Our regulatory authorities (CCYM, RCI, UoM, DHE, NAAC) have their parameters and procedures for evaluating us. For us, however, two parameters are of the utmost importance: university results and employer feedback about the performance of our alumni. Here is our report card on these two crucial parameters.

Employment feedback about HACSE alumni



Students Appeared For University Examinations during 22/23

Learning outcomes in grades



HACSE

PUBLICATIONS

An organization's vision and mission guide its actions. HACSE's vision focuses on creating an inclusive and diversity-friendly world. We pursue several activities toward this larger goal. Recently, we developed two print resources to support inclusive education. Below is information about these resources. To purchase or place bulk orders, please write to hac_ccym@yahoo.co.in.

	ANUMAAN	RAINBOW	DHWANI
Description	Ready-to-use screening tool to suspect 8 types of special needs.	Information on the management of 7 types of special needs in a mainstream school.	Manual narrating daily activities for the parents to develop language
Format	Booklet with a poster	Set of eight colorful leaflets	Set of 2 books
Audience	Early intervention centres, Schools, Professionals	Mainstream school authorities and teachers, families of CwSN	Families, teachers, early intervention centres working with young children
Available	Marathi English	Marathi English	Marathi
Cost	150/ (excluding postage)	200/ (excluding postage)	600/

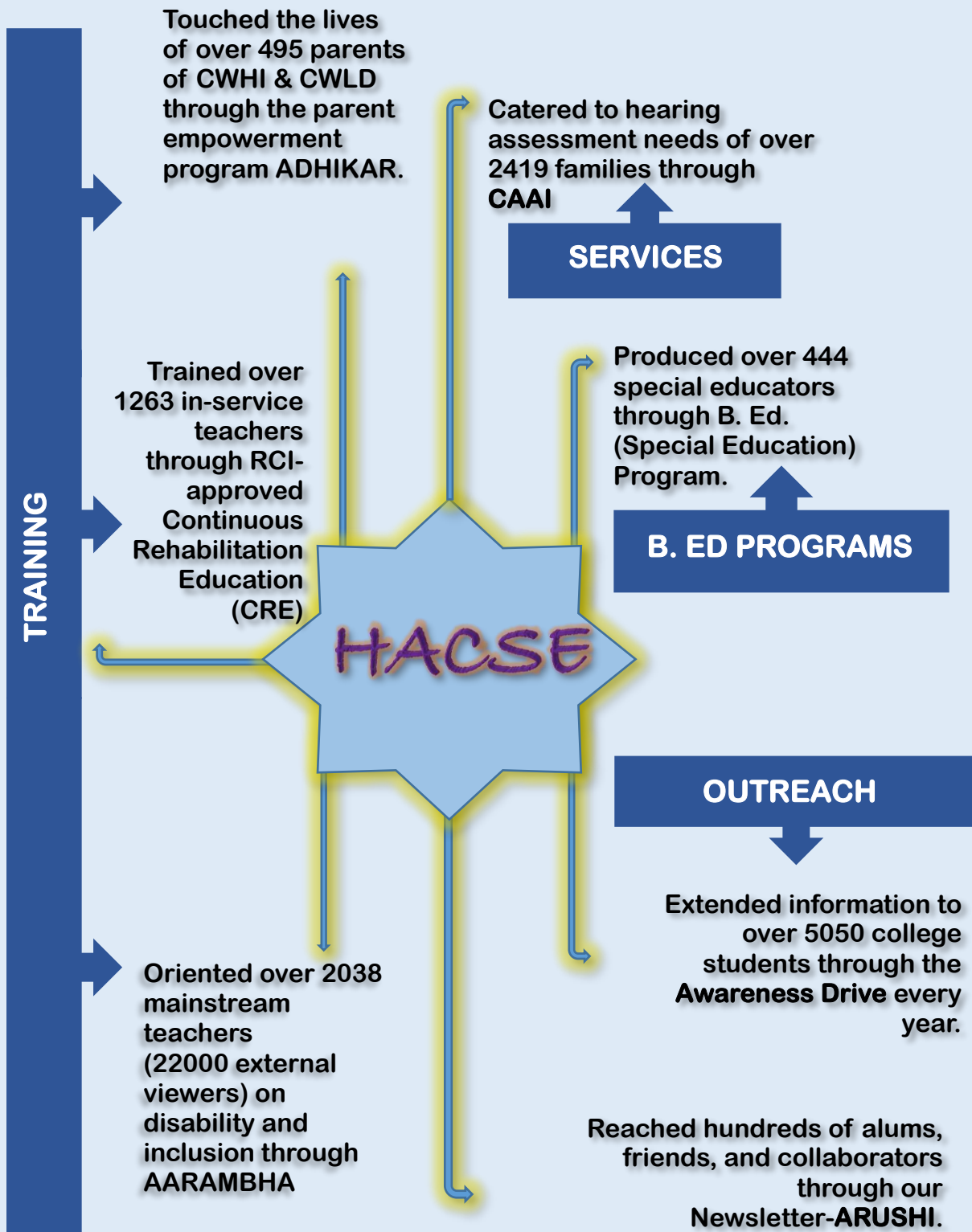


Photocopying the material is strictly discouraged.

HACSE has undertaken an externally funded research project, Awadhaan. The Laherchand Uttamchand Trust Fund funded Rs. 1 50,000/_, and Ms Poonam Mishra was assigned this project. Awadhaan is a short video about suspecting children with learning disabilities, which will be very useful in spreading more awareness on learning disabilities. This AV will soon be released for public reference.

HACSE so far... (squirrel's share)!

Tiny yet dedicated and definite action!



QUALITY INITIATIVES TAKEN BY IQAC

1.	IQAC Initiative: Systemic Changes	Process Owner	Date
1.1	Development of Activity report template to be submitted by the process owner to IQAC	AH	05/08/2023
1.2	Development of Celebration report template to be submitted by the process owner to IQAC	PM	05/08/2023
1.3	Revising the SOP of ADHIKAR – Family Empowerment Program	GS	07/12/2023
1.4	Revising the SOP of AAYAM – Campus recruitment event	PM	29/04/2024
1.5	Revised the admission form with new numbering system	AH	07/12/2023
1.6	Revised HI lesson plan format	GS	07/12/2023
1.7	Revised LD lesson plan format	AH	09/03/2024
1.8	Development of SOP for staff professional development activities	NK	09/03/2024
2.	IQAC Initiative: Event Coordination (Following events coordinated)	Collaborator	Date
2.1	AARAMBH: Disability orientation organized for the mainstream teachers in collaboration with	DIET	12/06/2023-13/06/2023
2.2	International YOG DAY celebration	RTT	21/06/2023
2.3	Helen Keller Day celebration	NA	27/06/2023
2.4	Independence Day celebration: Cultural program with flag hoisting	CCYM	15/08/2023
2.5	ASK ME ANYTHING session for speech/hearing professionals on Indian Sign Language on ISL day (MISHA)	MISHA	30/09/2023
2.6	National level inter-college caption competition on world mental health day	NA	07/10/2023
2.7	Pranayama session for RTT students with deafness on world mental health day	P Naik	21/10/2023
2.8	Workshop on experiential learning by Dr C Chakradev	CCC of E	19/08/2023
2.9	Swachchata Abhiyan on the occasion of Gandhi Jayanti	NA	18/09/2023 - 04/10/2023
2.10	Participation in 'walk for Dyslexia on world Dyslexia week at Nariman point	MDA	28/10/2023
2.11	AABHASI: Value-added certificate course on the application of ICT in education	NA	09/12/2023
2.12	2-day CRE conference on Best practices with additional disabilities	RCI / VES	03/11/2023 - 04/11/2023

	IQAC Initiative: Event Coordination (Following events coordinated)	Collaborator	Date
2.13	International Day of Persons with Disabilities: Competitions and events	NA	03/12/2023
2.14	College campaign for awareness on career options in special education	Degree colleges	12/03/2024
2.15	Inclusion through games: Learning session by Ritika Sahni	TRINAYANI	09/05/2024
2.16	Satya Narayan Pooja on Foundation Day	CCYM	
2.17	Value added course: ADHYAYAN – Understanding LD: Remedial Teaching 360	NA	01/05/2024
2.18	The movie experience: ‘12 th Fail’ movie show by all staff and students	NA	08/11/2024
2.19	Visit ward-level science exhibition by students	BMC Ward	14/12/2023
2.20	Visit to Kala Ghoda Art festival for cultural exposure	Art fest	20/01/2024
2.21	Christmas and New Year party	NA	02/01/2024
2.22	2-Day CRE conference on parent-professional partnership	RCI / LT	02/02/2024- 03/02/2024
2.23	Annual Day celebration with cultural program and prize distribution	RTT	21/02/2024 - 22/02/2024
2.24	National science Day essay competition: Building Trust in Science	NA	28/02/2024
2.25	Workshop on financial literacy: Navigating Financial Galaxy	Krishna Foundation	16/03/2024
2.26	Workshop on Voice Modulation: Dr M Gatne	NA	09/03/2024
2.27	Workshop on Teacher-Made Test: Development of Question Paper	NA	04/05/2024
2.28	Workshop on TDS and tax saving for staff and students by Harish Chughani	Klara CA firm	12/04/2024
2.29	Celebration of Dr Ambedkar Jayanti: Distribution of DHWANI as book bank scheme to 10 preschools	RTT	15/04/2024
2.30	Reflective session by Kabir Bhogilal on the Role of Special Educators	New Horizon	13/04/2024
2.31	Workshop on Dyslexia by Pete Janett (UK)	NA	13/04/2024
2.32	Talent display exhibition of TLM by students: Kala ke sath shiksha	NA	14/04/2024
2.33	Workshop on Resume Writing for SY students by Dr Amit Mishal	NA	06/04/2024

On World Disability Day, a competition was conducted in three schools. Our B.Ed trainees volunteered and organized the competition. Children participated in poster making, essay writing, and poetry composition. The results were announced, and the children were acknowledged for active participation.

-- Activity In charge: Ms Poonam Mishra

AARAMBH

Short-Term Training Programs: 2023-2024

HACSE holds several short-term training programs to facilitate inclusive education. One such flagship human resource development programme is AARAMBH, a disability orientation program for mainstream school teachers. This year, Aarambh was held online on June 12th and 13th, with the theme of NEP 2020.

We had excellent resource persons, and the program was held in Marathi. We received an excellent response for AARAMBH in 2022. Considering the expected number of teachers interested in the topic, we decided to go for live streaming on YouTube. For the number to be more than 1000, guess what? As the image shows, we had over 22000 on the first self. This cable a sense of responsibility and fulfilment. This also highlights the relevant information related to inclusion. We believe we could reach lakhs of students through this thousands of teachers. This was possible because the program was online—our salute to modern technology who want to play a positive role in inclusion.



HACSE SOTY 2023-2024

Student Of The Year



Ms Seena Sreedharan
B. Ed. L. D.



Ms Pranita Golambade
B. Ed. H. I.



PEOPLE AT WORK:

HACSE COMMITTEES

COLLEGE DEVELOPMENT COMMITTEE (01.06.2022 - 31.05.2024)

Designation	Name
President	Sri Papan Saheja
Convener	Dr Asmita Huddar
External Expert	Dr Ravi Prakash Singh
Member	Dr Amit Mishal
Librarian	Dr Sandhya Pagare
Student Representatives	Ms Tejaswee Kamble (HI), Ms Reshma Sawant (LD)

STUDENT COUNCIL COMMITTEE (01.06.2022 - 31.05.2024)

Designation	Name
Process Owner	Ms Poonam Mishra
President	Ms Seena Sreedharan (LD)
Secretary	Ms Tejaswee Kamble (HI)
Member 1	Mr Suraj Shinde (HI)
Member 2	Ms Pooja Yadav (LD)
Member 3	Ms Ritupriya Jha (LD)
Member 4	Mr Prathmesh Tambe (LD)

RIGHT TO INFORMATION COMMITTEE (01.06.2022 - 31.05.2024)

Designation	Name
Information Officer	Dr Asmita Huddar
Appealing Officer	Dr Gayatri Sirur
Assistant Officer	Mr Amol Salvi

STUDENT GRIEVANCE REDRESSAL COMMITTEE (01.06.2022 - 31.05.2024)

Designation	Name
Chairperson/Presiding Officer	Dr Gayatri Sirur
Convener/Member Secretary	Dr Sandhya Pagare
Teacher Representative	Ms Poonam Mishra
Student Representatives	Ms Hetal Gaikwad (HI), Ms Quarratulain Kapasi (LD)

INTERNAL COMPLAINT COMMITTEE (01.06.2023 - 31.05.2024)

Designation	Name
Presiding Officer	Ms Nisha Kutty
Convener	Dr Sandhya Pagare
Teacher Representative	Ms Rakshanda Thakur
Non-Teaching Representative	Ms Trupti Parab
Student Representatives	Ms Ritupriya Jha (LD), Ms Kiran Chittal (HI)
External Consultant	Ms Namrata Kulkarni (Social Worker)

INTERNAL QUALITY ASSURANCE CELL COMMITTEE (01.06.2023 - 31.05.2024)

Designation	Name
Chairperson	Dr Asmita Huddar
Coordinator IQAC	Dr Amit Mishal
Senior Administrative Officer	Dr Gayatri Sirur
Teaching and Administrative Staff	Ms Nisha Kutty
Management Representative	Sri Papan Saheja
Student Representatives	Ms Suchi Joshi (LD), Ms Harshita Patel (HI)
Alumni Representative	Ms Smita Kamekar
Employers Representative	Ms Reshmi Nikhat

ANTI-RAGGING COMMITTEE (01.06.2023 - 31.05.2024)

Designation	Name
Teacher Representative	Ms Nisha Kutty
Student Representatives	Ms Akshita Tandel (LD), Mr Suraj Shinde (HI)

CODE OF CONDUCT MONITORING COMMITTEE (01.06.2023 - 31.05.2024)

Designation	Name
Chairperson	Mr Srichand Talreja
Convener	Dr Amit Mishal
Member	Dr Sandhya Pagare
Alumni Representatives	Ms Archana Tiwari, Ms Rajlaxmi Vignesh
Student Representatives	Ms Tejaswee Kamble (HI), Ms Reshma Sangekar (LD)

LIBRARY ADVISORY COMMITTEE (01.06.2023 - 31.05.2024)

Designation	Name
Chairperson	Dr Asmita Huddar
Secretary	Dr Sandhya Pagare
Teacher Representative	Ms Nisha Kutty
Student Representatives	Ms Kiran Chittal (HI), Ms Smita More (LD)

MARATHI BHASHA VIKAS MANDAL (01.06.2023 - 31.05.2024)

Designation	Name
Chairperson	Dr Sandhya Pagare
Student Representatives	Ms Tejaswee Kamble (HI), Ms Ridima Deshmukh (LD)

HINDI BHASHA VIKAS MANDAL (01.06.2023 - 31.05.2024)

Designation	Name
Chairperson	Ms Nisha Kutty
Student Representatives	Ms Kiran Chittal (HI), Ms Puja Yadav (LD)

PLACEMENT CELL COMMITTEE (01.06.2023 - 31.05.2024)

Designation	Name
Chairperson	Ms Poonam Mishra
Faculty Representative	Dr Gayatri Sirur
Student Representatives	Ms Harshita Patel (HI), Ms Fizza Khan (LD)
Employee Representative	Ms Reshmi Nikhit

AAHA COMMITTEE (01.06.2023 - 31.05.2025)

Designation	Name
Chairperson	Dr Asmita Huddar
Secretary	Ms Poonam Mishra (Dean)
Alumni Representatives	1. Ms Sahida Mogar 2. Ms Sahiba Shaikh 3. Ms Amita Shetty & 4. Ms Jasmin Shah

SOCIAL MEDIA COMMITTEE (01.06.2023 - 31.05.2024)

Designation	Name
In Charge	Dr Amit Mishal
Student Representatives	Ms Pranitha Golambade (HI), Mr Chinmayakrishna Shastry (LD)

DEAN OF STUDENT WELFARE (01.06.2023 - 31.05.2024)

Designation	Name
Dean	Ms Poonam Mishra
Placement Officer	Dr Gayatri Sirur

ADMISSION COMMITTEE (01.06.2023 - 31.05.2024)

Designation	Name
Chairperson	Dr Amit Mishal
Faculty Representative	Ms Nisha Kutty
Technical In charge	Mr Amol Salvi

NATIONAL SCHOLARSHIP PORTAL (01.06.2023 - 31.05.2024)

Designation	Name
HO (Head)	Dr Gayatri Sirur
INO (Institute Nodal Officer)	Dr Sandhya Pagare

EXAM COMMITTEE (01.06.2023 - 31.05.2025)

Designation	Name
Chairperson	Dr Gayatri Sirur
Faculty Representatives	Dr Amit Mishal, Ms Nisha Kutty
Technical In charge	Mr Amol Salvi

GREEN CLUB COMPOSITION (01.06.2023 - 31.05.2024)

Designation	Name
Faculty Coordinator	Dr Gayatri Sirur
Green Club Vice-president	Ms Naziya Khan
Green Club Campaign	Ms Harshita Patel (HI)
Green Club Coordinator	Ms Kiran Chittal (HI)
Green Club Documentation Coordinator	Mr Chinmayakrishna Shastry (LD)

INTERNSHIP CELL (01.06.2023 - 31.05.2024)

Designation	Name
Faculty In-charge	Ms Nisha Kutty
Student Representative	Ms Pooja Kadam (LD)

Winners of Intercollegiate E-Essay Competition

On the Occasion of National Science Day - Feb 2024

Activity In-charge: Dr Amit Mishal

Name of the Student	Name of the College	Class	Position
Simran Panjwani	Seva Sadan's College of Education	SY B Ed	First
Maria Raichel Chettiar	Nirmala Memorial Foundation College of Education	S Y B Ed	Second
Ashlesha Udaykumar Mayekar	Mahendra Mhatre Degree College	FY BMS	Second
Abhimannu Ajay Nayak	CCYM's Hashu Advani College of Special Education	FY B Ed	Third
Shivanjali Santosh Singh	Thakur Shyamnarayan College of Education and Research	FY B Ed	Third

HACSE Annual Sports Day: Winners

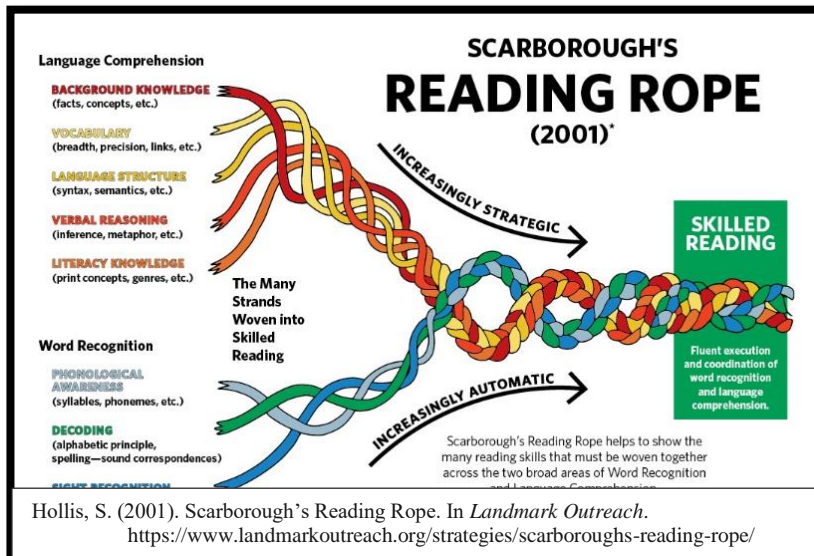
Individual	Group
100 Meter Race	Relay Race: 1st Prize
1st: Abhimannu Nayak 2nd: Prathamesh Tambe 3rd: Harshita Patel	1. Tejaswee Kamble 2. Pranita Golambade 3. Harshita Patel 4. Abhimannu Nayak
Potato Race	Dog in the Bone: 1st Prize
1st: Prathamesh Tambe 2nd: Harshita Patel 3rd: Pranita Golambade	1. Tejaswee Kamble 2. Pranita Golambade 3. Harshita Patel 4. Abhimannu Nayak 5. Shaziya Ansari

BEFORE WE DIVE DEEP...

Literacy refers to reading and writing (and arithmetic in terms of school education). These two simple words have kept scientists, researchers, theorists,

curriculum developers, and policymakers from various faculties busy for centuries. At the micro level, these two words have kept teachers, students, and parents busy for generations. And yet, we don't have answers to several questions about these key processes that have a huge capacity to impact our lives. The issue at hand is obviously complex, to say the least.

I was happy that my team



selected literacy as the theme for the forthcoming Arushi issue. I have been teaching literacy-related modules to my teacher educators for more than 3 decades, and the topic leaves me no less than wonderstruck with its underlying interconnected processes. One of the many ways to discuss literacy, particularly reading, is by using the concept and analogy of reading rope put forward by Scarborough (2001). Sharing the same for the readers to dive deep. It reminds us:

1. Reading is a combination of several sub-processes (strands) that interact with each other in a complex way (Woven into) towards the ultimate goal called reading comprehension (skilled reading).
2. This weaving together of strands occurs across two broad areas: language comprehension and word recognition. (The diagram shows the strands that fall under these two areas.)

I personally feel that schools and teachers pay more attention to assessment and instructions related to 'word recognition'. The probable reason could be that working on a child's 'language comprehension' (which includes world knowledge) is a rather abstract and open-ended objective. Secondly, teachers of typically developing children have the luxury of taking language comprehension for granted—almost as a part of natural development.

Curriculum and school textbooks developed for literacy skills, too, to some extent, take language comprehension for granted. It is the parents and teachers of children with disabilities, which directly or indirectly may impact literacy, who have to struggle to connect the dots among language, literacy, and school subjects.

Whether we work with typically developing children or children with special needs, this diagram is posted here as a reminder to pay balanced, fine-tuned attention to all the strands, and of course, some additional attention to children interweaving these strands.

Happy Teaching!

- Dr Asmita Huddar, Principal

Handwriting Challenges: Strategies to Foster Continuous Literacy Development in Classroom

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Abstract:

Research suggests that between 10% to 56% of typically developing children have difficulty with handwriting, which may affect their acquisition of skills of written expression. While expert occupational therapy interventions can ameliorate many of these difficulties, the paper promotes temporary use of classroom supports to avoid interrupting literacy development.

Literacy is defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as a continuum of learning and proficiency in reading, writing, and using numbers throughout life (UNESCO, 2024). Writing considers both the cognitive aspects of communicating and the motor production of this communication. One of the factors that negatively impact the quality of writing is poor text transcription skills, such as handwriting (Skar et al., 2021). This paper discusses the issues constraining handwriting in some typically developing students and suggests classroom strategies to foster their literacy development.

Writing is a complex task that demands a multitude of cognitive, motor, and perceptual skills. Its development occurs in several sequential stages. The **Pre-Writing Stage** involves developing fine motor control. Activities that refine a child's hand-eye coordination and dexterity (Smith, 2020) also promote letter recognition and letter naming. During the **Emergent Writing Stage** children experiment by making marks on paper. Vygotsky (1978) noted that this stage is fundamental in transitioning from visual to written communication. In the **Early Writing Stage**, writing both uppercase and lowercase letters helps children understand the shape and structure of letters. When **Developing Writing Skills**, understanding the relationship between sounds and letters (Phonemic Awareness) is crucial for spelling and decoding words. Using phonetics or invented spelling facilitates a child's understanding of sound-letter correspondence (Read, 1975). The next stage is the **Transitional Writing Stage**. Children start writing simple sentences, combining their knowledge of letters, sounds, and basic grammar. They practice spacing between words and use punctuation marks like periods and question marks (Calkins, 1983). Children now write to convey meaning about familiar topics, experiences, or imaginative stories, integrating their cognitive processes with writing skills (Clay, 1998). Finally, during the **Conventional Writing Stage**, children learn the process of Editing and Revising by making corrections to improve their work and learn to value clarity and coherence in writing (Fitzgerald, 1987). Further, children begin to write more complex texts, including narratives, informational pieces, and simple essays. They apply higher-order thinking skills to organize their thoughts and present them logically (Bereiter & Scardamalia, 1987); they become proficient writers, capable of expressing their ideas clearly and effectively.

Formal instruction of written expression begins around kindergarten (Frolek-Clark, 2016). Graham (2023) highlights the work of Berninger and Richards (2016), who state that writing involves three basic tasks: text generation (language production, genre, and content), transcription (spelling and handwriting), and executive functions (e.g., planning, reviewing). Until text transcription skills are mastered, they can interfere with other aspects of writing, such as text generation (as summarized by Graham, 2023). Feng et al., 2017, reported research documenting a significant number of typically developing children who have

difficulty with handwriting (from 10 to 44%, according to different authors); consequently, they may have to think about how to form each letter when generating text. Lack of handwriting fluency increases the cognitive load on a child, reducing their ability to effectively address, e.g., the content, ideas, and language structure (Skar et al., 2021). In a typical elementary-aged general education class, teachers often find learners displaying a range of abilities in their writing skills. We consider further the atypical functions that may affect handwriting in some children.

Hypermobile joints do not allow the development of a stable pencil grip; this restricts controlled finger movements for fluent production of well-formed letters to express thought. While researchers (e.g., Schwellnus et al., 2012) agree that the dynamic tripod grasp is not the only grasp pattern linked with legible handwriting, for some children, an immature pencil grasp may interfere with the efficiency of controlled pencil movements, which would impact the fluency of their text transcription skills. Some children may have low muscle tone, which could impact postural control. A stable central platform (trunk control) is required for precise manual control of distal joints for tasks such as handwriting (Flatters et al., 2014). A child with poor trunk control may use their hands and forearms to support posture (head resting on one hand), which reduces their ability to coordinate their finger movements. Poor strength of finger muscles would also impact the legibility of letter formations.

Vision issues may impact writing skills. Poor eyesight or amblyopia may affect changes in head posture, such as writing with the face close to the hand (Zipori et al., 2018), which can affect writing. Compston (2024), a developmental optometrist, explains that the visual system processes 80% of our learning. Approximately 10% of the general population may have difficulty with functional vision. On testing visual acuity, these individuals may show “perfect” or 20/20 vision but have difficulties with binocular vision, ocular motor skills, and/or visual motor integration skills (Compston, 2024). Oculomotor control guides coordinated movement of the eyes that allows the following of a scan path, e.g., moving of visual focus from vertical to horizontal plane (e.g., copying from the board into a notebook); oculomotor deficits may also hinder eye teaming, which affects binocular vision. Additionally, visual perceptual issues can also impact written expression, as seen with a lack of writing fluency, mixing of upper- and lower-case letters, and poor legibility and spacing of letters and words (Schneck, 2010).

External factors such as seating that is disproportionate to a student’s body type (e.g., chairs too low or too high) would inhibit the smooth, coordinated movements of hand and forearm required for fluent writing.

These issues may interrupt the development of writing fluency in young children; consequently, their classroom writing would not correspond to their cognitive ability or be equivalent to their peers. Skar et al. (2022) explain that because of a lack of automaticity, children may write shorter pieces, forget the ideas they are trying to share, or have fewer resources to address other aspects of writing (such as spelling and capitalization). Educators interweave handwriting instruction into literacy development content. However, distinct knowledge from occupational therapy is required to resolve the more complex handwriting difficulties described above (Asher, 2006). Accurate evaluation and skilled occupational therapy interventions can ameliorate many of these issues that delay the establishment of fluent handwriting. Concurrently, however, these children need compensatory support and tools to participate in the regular classroom activities and continue their development of age-appropriate literacy skills. We further discuss accommodations that can be provided when handwriting difficulties interrupt literacy development.

Voss (2005) describes alternate classroom methods for students without age-appropriate writing skills. A child could point to a letter card to identify an alphabet, match alphabet cards to alphabet shapes, or match upper case to lower case letters or cards. A child can use letter cards, interlocking cubes with alphabets on one side, or scrabble letter tiles to spell words. Learning can be extended to sentence building or identifying parts of a sentence by placing colour-coded word cards in pocket strips to create sentences and demonstrate their understanding of simple grammar rules (Voss, 2005). Lee (nd) suggests that a child with handwriting challenges can be offered a scribe to help capture their thoughts on paper. A child can verbally answer questions while an assistant writes or types the material as dictated. Older children could provide spellings of familiar words.

Technology, including computers and portable keyboards such as iPad, Alphasmart, or Intellikeys, provides an easy substitute for children with handwriting issues. Some children benefit from the easy accommodations that technology offers, such as increasing the size or colour of the font, increasing the spacing between lines, or making corrections. However, it is important to familiarize the child with the equipment for technology to be an effective tool (Preminger et al., 2004). Depending on the child's age and the available local options, a child could be introduced to keyboards using larger letters in contrasting colours. Initially, expose the child to only a few choices, e.g., covering all except a few of the letters (using a shield or removable stickers) such that the child can demonstrate learning by selecting one letter from a choice of 3 or 4. This task helps the child develop alphabet knowledge and become familiar with the placement of the letters on the keyboard. Using the QWERTY layout of the keyboard is preferred as the child can later use any keyboard across the environment. As mastery is gained, the child should be exposed to other letters until they learn to use the alphabet. Young children could be introduced to two-finger typing. The keyboard can be divided in the centre using letter stickers of only one colour on one half of the keyboard. Using the index finger of each hand in the respective half of the keyboard, allow the child to play with this keyboard, initially forming 2, then three and 4-letter words. This is an important step to familiarize the child with the keyboard, such that the child is not searching for the letter "Q" on the right half of the keyboard. Before efficient touch-typing can be taught, children need the motor ability to use two hands together. Then, relying on kinaesthetic feedback, use isolated finger movements to strike individual keys. Occupational therapists can assist by preparing training modules that educational personnel use to teach these skills, including mouse control, two-finger typing in the early grades, and fluent 10-finger typing in the higher grades (Asher & Estes, 2016). The discipline-specific interventions collaboratively provided by educators and occupational therapists optimize a child's classroom functioning and allow for the generalization of skills (Asher & Nichols-Garand, 2016).

These accommodations provide alternate supports to enable children with handwriting difficulties to participate in age-appropriate classroom literacy activities and demonstrate their learning. These tools will reduce the cognitive load added if this child has to think about how to form letters while composing. The accommodations should consistently be implemented with a plan of occupational therapy interventions to improve handwriting skills. Simultaneously, the child should be required to continue limited handwriting in class; e.g., once a child has completed the creative process using alternate tools, the child can handwrite a final copy of the material created. This multi-pronged approach will support the literacy development of children with handwriting challenges.

Bridging Literacy Gaps with Assistive Technology

Poonam Deokar (poonam.deokar00@gmail.com)

Abstract:

In today's education, assistive technology is vital for helping students with disabilities improve their reading and writing skills. This article offers valuable tips and examples of how these tools can make a big difference.

Reading and writing are crucial for students to do well in school and beyond. However, for students with disabilities like dyslexia or vision problems, these skills can be challenging to master. That is where assistive technology comes in!

Assistive technologies include different tools and software designed to help people with disabilities. These tools can significantly help students struggling with reading and writing in education. For example, some programs read text aloud for students with trouble reading independently, while others magnify text for students with low vision.

One great thing about assistive technology is that it can be personalised to fit each student's needs. This means a student with dyslexia might use different tools than a student with visual impairment. By giving students the right tools, they can learn better and feel more confident in their abilities.

These tools also ensure that all students have the same chances to learn and succeed. No matter their challenges, assistive technology helps level the playing field. It makes classrooms more inclusive and welcoming for everyone.

Assistive technology comes in an extensive range of types, from basic tools to advanced applications. When choosing the right tools for a student, it is imperative to consider what they need and what will work best for them. Training and ongoing support ensure that students and teachers can use these tools effectively. When selecting assistive tech tools for students with disabilities, it is essential to consider students' specific needs, preferences, and learning goals. Additionally, ongoing training and support are crucial to ensure that students and educators can effectively integrate these tools into their learning environments and maximise their benefits.

One area where assistive technology shines is in reading comprehension. Students can learn more effectively from programs that read aloud from texts and highlight key passages. Students who have trouble interpreting or comprehending complex texts will find this simpler. Assistive technology also supports students in writing. For example, some programs predict words as students type, helping them with spelling and grammar. Others let students dictate their ideas instead of typing, making it easier for them to express themselves.

Beyond individualised support, assistive technology facilitates collaboration and communication among students, educators, and families. By providing shared platforms for accessing and sharing resources, collaborating on projects, and communicating feedback, these technologies foster a sense of community and partnership within the learning environment. For students with disabilities who may face social and communication barriers, these collaborative tools offer opportunities for meaningful engagement and connection with peers and educators. In conclusion, assistive technology is a game-changer for students with disabilities; it helps individuals achieve in school and beyond by providing the support they need.

AAYAM: Campus Recruitment Round

Activity In-charge: Dr Gayatri Sirur

Number of beneficiaries: 13 Institutes 18 students and two alumna



CENTER FOR AUDIOLOGICAL ASSESSMENT & INTERVENTION

CAAI 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 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.

C

CAAI Centers to newborn babies, Infants & children with objective of early identification of hearing loss

A

Unique hearing screening program initiated by an NGO in chamber area

A

Speech therapy & AVT services are also available

I

Program Specially designed for children belonging to lower socio-economic classes and Affordable rates of screening

Literacy Via Sign Language: A Lesser-Known Path

Surinder P.K. (spkr61@gmail.com)

Abstract

Literacy via Sign Language is a practice that uses a sign bilingual approach to teach students with deafness. Indian Sign Language is the mode of communication and medium of instruction. Deaf and hearing teachers fluent in Indian Sign Language and the target language are an important requirement. Deaf children of Hearing parents may not come with strong sign language (L1); hence, catching them young and providing deaf adults with language modelling and guiding parents is also essential. Teachers use various strategies to develop reading and writing skills based on authentic, real-life experiences of their deaf students.

Dear readers of this article, I ask you to take a minute: think, identify and write down the barriers you perceive in preventing the deaf from achieving their academic, linguistic and socio-emotional potential. Let me explain some of the reasons identified from similar research in the USA. Participants were teachers, parents, principals, school staff, speech/audiologists, interpreters, and human services staff. Many reasons were identified. Major ones are: 1. Lack of collaboration among stakeholders: Oral-sign language divide. 2. Lack of access to information in educational settings and beyond. 3. Bias towards a particular communication methodology. 4. Literacy- Issues/ challenges related to the reading and writing skills of deaf students. 5. Low Expectations. 6. Lack of understanding about deafness and deaf people. I am sure your points also resonate with these. This article focuses on the literacy issue.

“If Schools continue to pass students through course requirements in math, science, life skills, home economics and social studies, but graduate students who lack fundamental literacy skills, they have failed in their most basic responsibility”.

Where to teach, what to teach and How to teach are the perennial questions facing the education of deaf students. Even after years of deliberations, there are no final answers, and there can never be any final answers because of the diversity in the Deaf population and other factors, too. However, one constant thing is that deaf children are still passing out of schools semi-literate or illiterate. Teachers using the Oral approach view deafness from a medical-deficit model, consider deaf children handicapped or disabled and fail to recognise that deafness is essentially a linguistic difference and deaf learners are visual learners. The curriculum delivered in an inaccessible language does not fully reach deaf learners. Due to technological advancement, oral deaf children may develop better speech, but their literacy skills still are not age-appropriate. The situation remained the same in classes using the total communication approach, where the main goal was still to develop oral language, and the teachers were not fluent in sign language. Teaching strategies in these classes failed to improve the reading and writing skills of deaf learners. You will agree that our teacher training courses or in-service CRE programmes do not focus extensively on imparting theoretical orientations and practical skills to teachers to teach literacy to deaf students.

India has the largest deaf population in the world and also has the most significant number of school-age deaf children. There are millions of deaf people in India using Indian Sign Language (ISL) to communicate, but the number of schools choosing to use Indian Sign Language as a mode of communication and medium of instruction is still very low. Till recently, there was no sincere effort by teacher training colleges to impart sign language skills to

teacher trainees, and most teachers (more than 95% of the hearing) struggled to communicate with their deaf students. Their teaching strategies did not result in academic success and good literacy skills in deaf students. Willaim Stokoe's research in the 1960s showed sign languages to be equal to spoken languages. It published a detailed description of **Sign Language as a fully-fledged, rule-based language with a unique phonology**. After this research, the Sign Bilingual approach to teaching deaf learners gained acceptance. In this Bilingual approach, the deaf is regarded as a Linguistic and cultural minority.

Sign language is considered the primary language of communication, and in bilingual schools, teachers sign to communicate and use it as a medium of instruction. Teachers, both deaf and hearing, fluent in sign language and grammar of at least one majority language, are the most important component of the Educational Bilingual approach. Non-teaching staff and everyone else in the school are required to learn ISL, and parents must also be given classes to learn ISL. Because it is the responsibility of the teachers to develop reading and writing skills (and also teach other subjects) using sign language, they must understand the principles of Bilingualism and how competency in one language transfers to the development of a second language. It is different when both languages are oral, in the case of hearing persons learning a second oral language, and when one of the languages is sign language. Because of the difference in the modality of reception and expression of the two languages, the transfer of competence is more cognitive than direct. However, it is seen that just knowing sign language is not enough. Teachers need bilingual strategies to know when and how much to use two languages: Sign language (L1) and L2 (Hindi/English or any other target language of the majority in which reading and writing skills are to be developed. Developing literacy via sign language is a less known path. However, teachers who understand the unique needs of the deaf and are working in sign bilingual classes must develop this skill.

Strategies for promoting Literacy:

The most important habit readers at all levels must develop is to **treat the text as a whole** and use the strategies of skimming, scanning, and guessing for meaning. Let the students first challenge themselves to look for meaning in any text. Provide dictionaries, encyclopaedias and other resources for students to become more confident and independent. Discuss and show in sign language how to use these resource materials meaningfully. **Also, teach how to use online resource material without getting lost. The Internet provides beautiful reading exercises for basic, intermediate and advanced-level English learners, which students can use at home.**

Some useful strategies to promote reading:

Pre-view View Review (PVR):

Pre-view of a text L1 (sign language) is used to give new vocabulary and what the newly introduced text is all about. The view is reading the written English text (L2) in sentences. Review involves the use L 1 (sign language) to give summary and to do exercises based on the text.

Use finger spelling to promote reading:

Finger spelling plays a big role in memorizing spellings, which later helps in writing and recognizing the written word while reading. Teachers can innovate numerous finger spelling games and games based on different hand shapes.

Use of Newspapers and other functional material for a complete literacy experience:

Teachers can use newspapers to discuss headlines, sports events, entertainment, social, and political news after discussions in sign language, reading and writing activities can be designed based on grade and reading level.

Throughout the day, Interactions with L1 and L2 in a meaningful and purposeful manner will keep the students engaged and interested in the printed word, wanting them to read and also produce their written texts. Literacy does not happen only in specified language periods...it develops across subjects...in science. Maths and social studies classes also. Teachers need skill and mindfulness towards it. Immerse the students in literacy activities across the curriculum.

Mind Mapping:

Mind Maps are a graphical network diagram with branches. Teachers can use this strategy before asking students to write on a topic or trying to decode the read text.

Visual Literacy Practices: Tatiana Lebedeff emphasizes that if we recognize that the deaf are visual learners, literacy practices in the education of the deaf should reflect that, too. These practices can be used across subjects. It is important that there is fluent sign-language communication between teachers and students for such brainstorming, and teachers know how to probe and poke students for ideas. Many times, students do know and have ideas, too, but are hesitant to express them.

Stewart and Kluwin (2001) suggest that the interactive approach works better for developing literacy in the Deaf than a strict Bottom-up or Top-bottom approach. They suggest principles and practices for each approach. They emphasize that Reading and Writing go together, and writing can be used to teach reading as that provides a more authentic, exciting, and motivating situation for a deaf student to read.

Use of Technology:

Word- processor and various other computer-assisted techniques to teach literacy like practicing spelling, manipulating language forms and teaching concepts are available and should be exploited for the benefit of deaf students. There is no dearth of online resources which were very useful during Covid too. Let us explore keeping aside our hesitations about ICT.

Use of ISL glosses:

ISL and English grammar is different. Many a times deaf students write English also in the sequence of their signed expressions. Experienced teachers use ISL glosses to show difference in manner a signed sentence and correct English sentence is written. The teacher will write the sentence the way a deaf child is signing and below that will write the correct English sentence.

Assessment leading the instruction:

To keep the instruction on track it is also important to have valid “reading assessment tools” normed on deaf population.

Helping with the process of Reading and writing:

After a study of 10,000 research papers National Academy of Education, Commission on Reading, concluded that “the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children”. So irrespective of the communication mode used, it is important that children are read to in an accessible language.

In a sign bilingual class a teacher uses the competency of sign language to develop reading and writing skills of a language which the students have not heard. It actually is a challenging task but it is seen better signers develop better literacy too.

Promoting reading in young deaf children: Use of story books and big books.

It must be understood that foundations for love for the printed matter has to begin with the families. Laurent Clerc National Deaf Education Center at Gallaudet University (USA) has paid special attention to this aspect. Its literacy coordinator Schleper (1997) after doing research on how deaf adults read to deaf children formulated principles of reading to the deaf children (these principles are mentioned at the end of the article.) and has compiled them in a manual as well as on a video-tape entitled ‘*Reading to Deaf Children: Learning from Deaf Adults*’.

More practices to encourage writing in young deaf children

Webster (1986) has listed a few ideas and activities to help deaf children write, which teachers of the deaf can use. She suggests that all children write more easily about what they have recently experienced as exciting events, in stimulating stories, or through doing and seeing important and relevant things. The child needs to write words tied to immediate experience.

In the end, I would encourage teachers of the deaf who understand the importance of the sign bilingual approach to strengthen their sign language skills, including its grammar, and hone their skills in using Sign language to develop English or any other oral language, keeping the two languages separate. Provide students with rich and complex authentic life experiences. Use real examples around the home (including all items in every room to start with), class, school and society for them to relate to the language. Give your students opportunities for self-expression and make that a base for reading. Our responsibility is to develop age-appropriate literacy (in L2) based on the competence of sign language (L1). For that, it is important that children get to learn ISL from birth to year, too, so that when they enter school, they are ready to develop literacy.

Additional Reading on Literacy

THE 15 PRINCIPLES FOR READING TO DEAF CHILDREN

(Compiled by Dr Surinder Randhawa from Schleper, D.R. (1997), “*Reading to Deaf Children; Learning from Deaf Adults*”, Pre-College National Mission Program, Gallaudet University, Washington D.C.

1. Translate stories using Sign Language.
2. Keep both languages visible.
3. Do not be constrained by the text.
4. Re-read stories – on a ‘storytelling to story reading’ continuum.
5. Follow the child’s lead.
6. Make what is implied explicit.

7. Adjust sign placement to fit the story.
8. Adjust the signing style to fit the story.
9. Connect concepts in the story to the real world.
10. Use attention maintenance strategies.
11. Use eye gaze to elicit participation.
12. Engage in role-play to extend concepts.
13. Use signing variations to sign repetitive English phrases.
14. Provide a positive and reinforcing environment.
15. Expect the child to become literate.

The literacy Program at the Laurent Clerc National Deaf Education Center at Gallaudet University has **identified nine practices that create a comprehensive approach to literacy learning** for students who are deaf or hard of hearing, and these are described in detail. These include:

1. dialogue journals
2. shared reading and writing
3. journals and logs
4. independent reading
5. guided reading and writing
6. reading to deaf children
7. language experience
8. writers' workshop
9. research reading and writing

<https://vl2.gallaudet.edu/research-briefs>

<https://bedrockliteracy.com>

<https://www.academia.edu/710982>

[Literacy_It_All_Connects_Nine_Important_Pieces](#)



Mr Abhimannu Nayak
F.Y. B. Ed. Student
achieved
2nd Position at
Intercollegiate Poetry
Recitation at
Thankur Shyamnarayan
College of Education
and Research
on 23.03.2024

Revising Mathematical Literacy for Children with Special Needs

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Abstract:

This article explores strategies for revising mathematical literacy to support children with special needs. Emphasizing inclusive practices, it discusses multi-sensory learning, visual supports, differentiated instruction, assistive technology, and fostering inclusive environments. By embracing diversity and collaboration, educators can empower every child to succeed in mathematics.

Mathematical literacy is a fundamental skill that empowers individuals to navigate through life. It provides a framework for understanding logic, problem-solving, and critical thinking. However, for children with special needs, accessing and comprehending mathematical concepts can be challenging. Inclusive education strives to provide equitable opportunities for all learners, regardless of their abilities or disabilities. To achieve this, it is essential to revise and adapt mathematical literacy strategies to cater to the diverse needs of children with special needs.

Understanding the Challenges

Children with special needs encompass a broad spectrum of abilities and disabilities, including but not limited to autism spectrum disorders (ASD), attention deficit hyperactivity disorder (ADHD), specific learning disorder (SLD), and developmental delays. Each condition presents its own set of challenges that can impact a child's ability to learn and engage with mathematics.

For example, children on the autism spectrum may struggle with abstract concepts and benefit from concrete visual representations of mathematical ideas. Those with ADHD may have difficulty sustaining attention during math tasks, requiring frequent breaks and multi-sensory activities to maintain focus. Additionally, children with specific learning disorder may experience challenges processing numerical symbols and written instructions, necessitating alternative instruction and assessment methods.

To effectively support children with special needs in developing mathematical literacy, educators and caregivers must employ various inclusive strategies tailored to individual strengths and challenges. Here are some approaches to consider:

1. **Multi-Sensory Learning:** Incorporating multiple senses into math instruction can enhance comprehension and retention for children with special needs. Hands-on activities, manipulatives, and interactive games provide tactile, visual, and auditory stimulation, making abstract concepts more concrete and accessible.

During revision, the teacher must ensure that the pictorial representation on the worksheet is similar to the concrete object used so that the child can relate to it. For example, if blocks were used while teaching, draw blocks instead of beads on the worksheet.

2. **Math language:** At the instruction stage, math language must be introduced and kept consistent throughout the instructions. For example, whenever there is an addition sum, the teacher brings the child's attention to the '+' sign and says, "This is the plus sign; it represents addition. It means to put things together". Then, the teacher shows the hand gesture of bringing things together. Keeping the verbal and gestural language consistent helps the child gain conceptual clarity.

Every time we revise the concept, ensure that the child repeats the words and gestures so that the concept understood can be generalized to different examples over time.

3. **Explicit Instruction:** Providing clear, step-by-step instruction with ample opportunities for practice and reinforcement is crucial for children with special needs. Breaking down complex concepts into manageable chunks and providing explicit explanations can reduce cognitive load and enhance understanding.

Explicit instructions might also include think-aloud, as we have to show the students the teacher's thinking process when solving a particular type of problem.

4. **Visual Supports:** Visual aids such as diagrams, anchor charts, and graphic organizers can help children with special needs understand mathematical concepts by visually representing abstract ideas. Visual supports can also help organize information and facilitate problem-solving strategies.

For example, anchor charts serve as a visual representation of the steps for a type of problem and can be used as a future reference during the revision of a concept. It also helps in maintaining consistency of the steps to be undertaken; even if there is a change in the teacher, the child can still follow the same steps and avoid confusion. Confusion occurs many times when the parents are revising the concept at home or the concept is revised by the tutor using a different method, than the one that was taught to him at school.

5. **Differentiated Instruction:** Recognizing that children with special needs have diverse learning styles and preferences, educators should differentiate instruction to meet individual needs. This may involve adapting the pace, content, and delivery of lessons, as well as providing alternative methods of assessment to accommodate varying abilities.
6. **Assistive Technology:** Leveraging technology tools and applications can empower children with special needs to engage with mathematics independently. Text-to-speech software, interactive math games, and specialized apps designed for accessibility can provide additional support and scaffolding as needed.
7. **Daily routine of mixed bag sums:** The child must have a daily routine of solving a list of sums. This is in addition to the school classwork and school homework. This routine should include different types of operations like addition, subtraction, multiplication etc. all together. This ensures that the child becomes more alert towards the operators, and develops clarity about the method adopted in solving a particular type of sum. This routine can be adopted for children who can take this kind of cognitive challenge, like a child with ADHD or SLD studying in a mainstream and this will boost his confidence to face the school exams.
8. **Individualized Support:** Collaborating with parents, caregivers, and support professionals is essential for developing personalized intervention plans tailored to each child's unique

needs. Regular communication and ongoing assessment allow for adjustments and refinements to ensure continued progress.

9. Conclusion

Revising mathematical literacy for children with special needs requires a proactive and holistic approach that addresses each learner's diverse needs and abilities. By employing inclusive strategies, creating supportive learning environments, and fostering collaboration among stakeholders, educators can empower children with special needs to succeed in mathematics and beyond. Through dedication, empathy, and creativity, we can ensure that every child has the opportunity to unlock their full potential and thrive as mathematical learners.

Alumni Connect:

Ms Swati Netke took an opportunity to introduce ANUMAAN during a CRE program she attended in interior Maharashtra. Here is what she has to say:

CRE मध्ये पुणे, नाशिक, बीड, उस्मानाबाद, अहमदनगर इथून विशेष शिक्षक, सर्व शिक्षा अभियानांतर्गत काम करणारे विशेष शिक्षक, सायकॉलॉजिस्ट आणि ऑडिओलॉजिस्ट आले होते. सर्व शिक्षकांनी अनुमान स्क्रीनिंग टूल तसेच शीघ्र निदान आणि शीघ्र हस्तक्षेपण हा विषय खूप उत्साहाने ऐकला. अनुमान स्क्रीनिंग टूल बदल बरेच प्रश्न विचारले गेले. सर्व शिक्षा अभियानाचे शिक्षकांचे म्हणणे होते की रेगुलर टीचर्स यांना खूप पेपरवर्क असते त्यामुळे या सगळ्या बाबतीत त्यांचे धोरण हे थोडे निराश जनकच आहे. सर्व शिक्षा अभियानामध्ये अशा प्रकारचे डायरी मॅटेन करावी लागते ज्यामध्ये रेगुलर शाळेत शिकणाऱ्या दीव्यांग मुलाबद्दल चा रेकॉर्ड ठेवला जातो. Regular teacher's ना या टेस्ट बदल जास्तीत जास्त माहिती द्यावी आणि समाजात जागरूकता निर्माण करावी असे आव्हान केले गेले. बऱ्याच विशेष शिक्षकांनी टूल शेअर करावा असा आग्रह केला. त्यांना tool विकत घेण्याची प्रक्रिया सांगितली गेली. तसेच भविष्यात टूल वापरत असताना काहीही अडचणी आल्यास आपला email ID शेअर करण्यात आला.

'TOGETHER' OVER 'ON MY OWN'

Collaboration is a cherished value at HACSE and reflects in our activities. Every year, we collaborate with Higher Education institutes for mutual benefit. 23/24 marked yet another year of a 'mutually benefiting barter system' of teaching modules to the combined classes with AYJNISHD. HACSE took up the responsibility of courses D 17 (Reading and Reflecting) and D19 (Research Methods), and the Dept. of Education of AYJNISHD took up the responsibility of B9 (Physical motor Disability) and E5 (Basic ISL). It was a win-win in terms of learning, networking and bonding. HACSE also hosted 4 M Ed interns for 5 weeks from AYJNISHD for skill development towards readiness to work in a higher education set-up. We believe such combined sessions/lectures inculcate the value of collaboration over competition.

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# Women and Literacy in India

Hemali Sanghavi (hemali@somaiya.edu)

## Abstract

*Literacy is an important tool of empowerment. It's no longer extended to writing and reading. In the present era, literacy encompasses a number of aspects. In India, female education acquired importance after a long struggle of reformers. However, many more aspects of literacy, like financial and digital literacy, are lagging behind women. The article attempts to understand different factors and challenges in female literacy in India.*

## Introduction

The concept of literacy can no longer be thought of in terms of basic writing and reading. The technological revolution has changed the dimensions of literacy in the present era. Globalisation era has brought about many changes in the country and economy. Women need to update themselves in this changing scenario.

## Girls and Education

India faces gender disparities in the field of education. Girls' education is important for India's march towards Viksit Bharat. In earlier times, household work was assigned and expected from women. Formal education was not relevant for feminine roles. Female education has changed drastically in the twentieth century. High women's literacy levels have been observed in the states of Kerala, Mizoram and Goa. The states with the lowest literacy levels for women are Bihar, Uttar Pradesh and Jharkhand. The literacy rates for women among the Scheduled Castes and Tribes were as low as 9 per cent and 7 per cent, respectively. Compared with boys, girls are lagging in terms of social acceptance of education. The differences in literacy rates for both males and females in rural and urban areas continue to be grossly high, although the overall literacy rate for women has been catching up in the country

It is not just about education but fostering a cultural shift towards stereotypes. It is a widely acknowledged that improvements in the quality of women's education will bring about gender development to a certain extent. Female education has always been given priority in the Five-Year Plans since the 6th Five-Year Plan. Programmes like *Beti Bachao Beti Padhao* (Save the Daughter, Educate the Daughter) have promoted female literacy. Increased female education is linked to improved health. Lower literacy rates have a detrimental effect on women's awareness of their health needs. With female education, child marriage in the case of girls has been largely done away. It is important to note that the girls have accepted and understood the importance of basic education or literacy in their life journey.

## Women and employment

With the educational empowerment, women are entering in the workspace. More women in India are taking up jobs or work. Multiple factors are responsible for this scenario. The need for income and support for the family makes women take up employment. Patriarchal norms are barriers for women to take up jobs and become earners. Again, the additional burden of responsibilities upon women, like child care, household activities, etc., prevent them from going out for employment.



## Financial literacy

With education and employment, women are becoming self-sufficient. However, this does not mean that they are financially empowered. In most cases, they would remain in the second lead in the family. The social framework expects women to be submissive. Financial literacy is about financial skills. There is an increase in financial literacy among women. Financial literacy helps women to enjoy the correct benefits of the money they have earned and the money they have spent. Studies reveal that working women have greater financial literacy and are ready to take risks. However, their dependence on their male counterparts continues.

Women have been traditionally at the forefront in case of savings in the household budget. However, their skills are not taken note of or made fun of. Again, cultural norms do not allow women to make independent decisions. Homemakers do not have incomes, so they remain excluded from the financial arena. Financial literacy can enable women to keep their accounts properly. Women tend to live longer than men; thus, they should have the knowledge to carry out day-to-day financial activities and manage finances. Financial illiteracy constrains their ability to deal effectively with day-to-day problems. Women who are financially literate gain more confidence in their decision-making. Financial literacy will bring about women's financial inclusion in the country and give them a voice in decision-making. This can mark a journey towards entrepreneurship. Training Programmes can be useful in addressing the issue.

## Digital literacy

Internet and social media have opened a new arena of literacy expansion. The online world has become a reality. Technology has been a facilitator in women's empowerment. However, compared with men, women have been slower in digital literacy. They are often discouraged from undertaking any technical or skill-based education. Household duties and responsibilities are obstacles to being digitally literate. There is greater emphasis on training girls for their marriage; women from marginalized communities face intersecting forms of discrimination based on caste, class, and ethnicity. Digital literacy will assure equal opportunities and rights for women. Social stigma needs to be overcome. Women will be better informed. Digital literacy is perceived as important for female autonomy. Social media and mobiles can be useful for women's digital updates.

## Conclusion

Gender remains a barrier to the expansion of literacy in the case of women. Patriarchal makeup has kept women in the margins. Financial literacy can become a useful instrument for women's empowerment and bridging the gender gap. Investment in female education has a high social rate of return. Society's support will be a significant factor in the expansion of women's literacy. Gender disparities need to be worked on in the case of literacy. Non-governmental organisations (NGOs) can work on this issue at the grassroots level. The resilience and strength of Indian women, coupled with the commitment of policymakers and society, can pave the way for a more equitable and empowered future. Female literacy will undoubtedly bring about a more inclusive and equitable society.

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Teacher: What is $117 \div 3$?

Me: 5!

Teacher: Yes, that is correct.



The Magical System of How Our Brain Processes Language

Kaivalya Oak (141wizwalker@gmail.com)

Sahil and his mom were sitting on a bench at their favourite park. The weather was pleasant. Sahil was reading an interesting novel, and his mom was reading the newspaper. Sahil never entirely understood why we could comprehend everything through words. How did our brains understand and store so much? How did it process words that we read or wrote? Sahil was quite curious. He sat there, wondering. Finally, when he could not focus on his book because of all these questions, he asked his mother for an answer.

‘Mom, we all read, write and listen to words on a daily basis. Yet I never quite understood how exactly our brain processes language. How does it become literate? Why can we understand and frame sentences in languages we have learnt?’

‘Well, Sahil, I have never thought of this, either. However, I have also become curious now that you bring it up. How exactly can our brain process words that it hears or reads?’

Just then, both of them heard a distinct whirring sound. They looked around to find the origin of the commotion. And when the sound stopped, in front of Sahil’s eyes stood a strange man who had just appeared out of thin air.

He wore an elegant navy-coloured suit and had a white beard that seemed to stretch on down to his waist. His head sported a peculiar-looking helmet that resembled a brain!

‘Excellent questions, my friends! Greetings! I am the Language Wizard. Pleasure to meet ya! I have come here to answer all of the questions about literacy and language that you just asked. Let me show you!’ he said.

The Language Wizard held up his hand and wiggled his finger in a circular motion a few times. The same whirring sound fell upon Sahil’s ears. His head started spinning as his surroundings changed. And soon, as the sound dissipated, Sahil found himself standing in an almost ethereal and extremely huge office.

There were figures running here and there, left and right, up and down, to and fro. As Sahil saw one of the figures up close, he realised they weren’t people...they were words!

‘Where in the world are we?’ he asked the Language Wizard and slightly looked back at his mom, who looked just as confused as him.

‘Welcome, companions, to the Language Department of the brain!’ the Language Wizard shouted excitedly. ‘Today, you are getting a tour of the entire system of the language-processing parts of the human brain.’

‘So, this is our first stop. This is the Broca’s area, located on the left part of Frontal Lobe Town! This town is responsible for making sense of what you read and write, making you literate. Oh, and all these people you see frantically running around are words Don’t worry. There isn’t an emergency or anything, and this is a regular day at Broca’s office. These words are just running around to get to the correct places in particular sentences.’ The Language Wizard informed them.

Sahil watched as the words How, Are, You, Doing, and Today all lined up in the respective order in a very wide lift. The lift doors soon closed, and all of them disappeared up and out of sight.

‘This office is the entire reason why you can frame organized and grammatically correct sentences. Broca’s office organizes your thoughts into correct sentences and then the words forming the sentence are sent ahead. They are basically the Grammar Teachers of the brain! Cool, right? Well, let us move to our next stop.’

The whirring sound came yet again, and Sahil’s surroundings warped and transformed again. Now, they were standing in a sort of hall. Hundreds of desks were arranged systematically almost everywhere in the hall, with each desk having three people at it, a book kept on top of the flat tabletop. Everything was extremely quiet.

‘This is Wernicke’s area.’ The Language Wizard spoke softly. ‘This is located on the left side of Temporal Lobe City. This area is the main worker in meaning and comprehension. These people take the heard or read letters and words, and then quickly recollect and comprehend the meaning. For example, as I am speaking to you right now, Wernicke’s office in your brain is working, and you are able to understand what I am saying. Think of it as the dictionary of your brain. But sometimes, these workers get tired, and you can’t quite comprehend the meaning of words or sentences for a moment. Quite interesting, isn’t it? Well, we should be off to our next stop!’

‘Isn’t this amazing?’ Sahil’s mom said as the surroundings changed.

Now, the three of them were standing in a darker room, crowded with short, round figures. The walls were peppered with holes of different sizes.

‘These are the brain’s most important employees. Neurons. They are the reason any stimulus transfers to your brain. Now, Sahil, shout out a random word.’ Said the Language Wizard.

‘HELLO!’ Sahil shouted.

Surprisingly, one of the holes near the bottom of the left wall shot out three floating pieces of paper with ‘hello’ written on them at lightning speed. Furthermore, as if at the speed of light again, bands of neurons hoisted each other up, held hands and formed three huge chains that exited into three different holes.

The neurons then used their intricate skills to ensure that the chits reached the topmost neurons in the chain. These top neurons then chucked their papers into their respective holes. Moreover, all neurons came back down.

‘Wow.’ Sahil said.

‘Each time a new stimulus comes in from the sensory organs, these neurons do the work of sending the stimulus to the needed departments. Sometimes, a stimulus might need to go to many different departments at once. So, the stimulus gets released as a note and the note is replicated the same number of times as the departments it has to go to. As we just witnessed, Sahil’s ‘hello’ was replicated thrice because it needed to be processed in three different departments of the brain. So, the neurons form chains to deliver these stimuli quickly and effectively. These neurons play a vital role in language processing. They are the reason

language reaches your brain in the first place. Without these hard-workers, you would be illiterate.'

'This is so cool. I never knew these things.' Sahil said, astonished.

'Two more stops to go!' said the Language Wizard.

Now, they were all transported to another office, this time lined with canvases and writing tables. Each canvas and table had a worker sitting on it. A huge projector screen stood at the end, displaying a person's point of view. All the workers were silently painting the given scene.

'Welcome, my friends, to Occipital Lobe Avenue! This part of the brain is a major reason why you are considered literate. You see the huge screen over there? That is a live stream of the images made on the Retina that is located in your eyes. These guys working here make sense of the images by relating and remembering the shapes, symbols and movements. Well, they are responsible for more than just remembering letters. They also remember entire scenes! But they are the major reason you can comprehend and write letters, words and numbers and also the reason why you know what they sound like and mean.'

'Woah, that's astonishing.' said Sahil's mom.

'As you grow older and these workers become more accustomed to reading and writing the symbols of letters, their speed gets faster, thus, also making you faster at reading or writing. As you may have noticed, Sahil, you don't need to stop to think and remember what a letter looks like while writing anymore. This is because the workers in your Occipital Lobe have increased their speed of remembering letters and numbers.' The Language Wizard explained.

Finally, after being transported one last time, they reached a very mechanical-looking room. Hundreds of people were operating two joysticks seven times their size. One of them occasionally yelled, "Heave!" as everyone struggled to move the joysticks.

'Can you guess what they are controlling with those, Sahil?' the Language Wizard asked.

'The eyes?' Sahil guessed.

'You're a smart one. They are controlling the eyes. This is the Optical Department of Parietal Lobe Office. The Office itself does many things, but the Optical department is responsible for moving the eyes so that the other areas get the right stimuli. This department is what helps you move your eyes left to right while reading.'

'Those joysticks are some of the coolest things I've seen!' Sahil said.

'I know.' The Language Wizard said with a smile.

'But unfortunately, this is where our tour ends. Of course, many more mind-bending departments of the brain contribute to processing language, making you literate and helping you read and write, but I have explained the basic ones to you. You can come to see the others some other day. All the departments will be happy that you visited them!' The Language Wizard said, his face showing a satisfied expression.

Sahil's mom spoke with a contented sigh. 'Well, you see, Sahil? Here you have your answers to how the brain becomes literate. I hope now you will keep all this new knowledge in mind and share it with your friends, too!'



***ZERO TOLERANCE TO SEXUAL
HARASSMENT @
WORK PLACE: HACSE COMMITTEE:***

SILENCE IS VIOLENCE!

**COME FORWARD, DISCUSS, AND RAISE ISSUES.
WE ARE WITH YOU AND CONFIDENTIALITY WILL STRICTLY
BE MAINTAINED.**

**APPROACH YOUR MENTOR / COMMITTEE MEMBERS /
COUNSELLOR / PRINCIPAL / MANAGEMENT**

COMMITTEE:

Chair Person:	Dr Asmita Huddar, Principal
Convener:	Dr Sandhya Pagare
Teaching Staff Representative:	Ms Nisha Kutty
Student Representative:	Ms Libya Devadiga

On the occasion of World Dyslexia Month, the enthusiastic staff and students of HACSE wholeheartedly supported the walkathon organized by the Maharashtra Dyslexia Association on 28 October 2023. It was a great initiative to spread awareness about Dyslexia among the public.



ती: (मनात विचार करते याचं मराठी व्याकरण तपासावं)

मिठीतली मी कितवी रे?

तो: (विचार करून म्हणतो) चौथी



Knowing Literacy and the Education System in Japan

By anonymous (an alumna of HACSE)

Abstract.

In this article, I would like to introduce educational aspects of Japan, including literacy and inclusion. I will discuss how English is studied there, the difference between teaching methodologies in India and Japan, how the Japanese language is different from English, and so on. If you find anything helpful from this text, please feel free to inculcate it in your life as a teacher or a person.

Introduction.

The Land of the Rising Sun is abundant with green mountains, natural beauty, and ancient cultures and traditions. It is also blessed with Mt. Fuji and Cherry blossoms that bloom in spring every year, taking its beauty to the next level. I consider myself fortunate to be able to explore this country's educational aspect.

I started working as an Assistant Language Teacher (ALT) in Japan in 2020. As the name suggests, the work profile involves teaching English. However, it is crucial to coordinate with the main Japanese teacher.

Challenges as a teacher.

The job is simple but rewarding. It enabled me to interact with Japanese kids and helped me to know their culture.

However, it's not always easy. Life in a foreign country is full of challenges.

1. Language barrier—Japanese students are comfortable with their own language. Therefore, teaching in English can be demanding, especially when explaining difficult or abstract concepts.
2. Treating students with respect—In Japan, physical contact should be avoided in any way. Students are very sensitive, so it's best to treat them according to their comfort level. Moreover, using harsh words or speaking in a louder tone than normal can be considered offensive. Being polite is generally considered a good sign.

Difference between English and Japanese Scripts.

There are several differences between English and Japanese language. Such as-

- i. English requires 'alphabets' in writing, while the Japanese language uses a 'symbolic script'.
- ii. Also, the English sentence pattern is distinct from Japanese in terms of the placement of subject (S)-verb(V)-object (O) order. In English, we generally use SVO order; on the other hand, the Japanese language employs SOV order. To illustrate, this example, 'I read a book,' is grammatically correct. However, in Japanese, it is written as 'watashi wa hon o yomimasu' (I book read).

Similarly, there are many other differences between the two languages, such as omitting the use of pronouns in the Japanese language.

Teaching methodology.

The major difference between the two countries' language teaching-learning is the **`teaching pattern`**. The teaching style in Japan is more activity-based. That is, the students are supposed to do an activity after they have learned a topic. These activities can range anywhere from making a small presentation to playing games related to the topic they have recently studied. Studies have shown that learning becomes more efficient through games. Perhaps this is one of the reasons why Japan has a 99% literacy rate.

Curriculum.

As a different country, Japan has different rules and processes than ours, and curriculum is one of them. Japanese school curriculum incorporates studies and students' active participation in school activities such as organizing events, sports days, and so on. Moreover, they are also involved in weekly school cleaning activities and daily meetings, where some students are in charge of discussing the day's plan with fellow classmates.

Students with special needs.

Just like India, Japan also has children with special needs. To cater for their needs, public schools have teachers with degrees in special needs. They conduct special classes for students struggling to keep up with academics. Fellow students also assist the special students with their difficulties during regular classes. In addition, just like in India, these schools have a counsellor to aid children and their parents through difficult times. Regarding severe disability, there are different schools to aid their requirement. However, the inclusion level is relatively high in Japanese schools.

Inclusion.

Inclusion is the action(s) or state of including or being included within a larger group or structure. In other words, it involves including someone or making them a part of the running system despite their disabilities. In Japan, there are efforts to achieve this state. Inclusion is incorporated not only in schools (like we discussed above) but also in everyday life. To achieve this, the Japanese government has facilitated infrastructural modification suitable to the needs of people with disabilities. For example, in a building or a railway station, one can always find a low-slope ramp, elevators, and accessible elevator buttons for easy momentum. On trains and buses, there are places reserved for wheelchair passengers and special arrangements for them to get on and off the bus or train.

Reflection and Conclusion.

Teachers have ample opportunities to work closely with today's youth. These children are the future of India. Moreover, I firmly believe that teachers play a significant role in shaping a child's personality (even if we think we do not). We can all remember at least one teacher who was our favourite, even after decades. Why did you like him or her then? Why do you still remember them? It is probably because he/she has touched you in some way. Perhaps it is because of their behaviour, kindness, or personality. You, too, have a chance to print an impression on a child for their lifetime. Perhaps it is time to go beyond the conventional lecture system and encourage students to present their ideas through presentations, giving them opportunities to work together by setting group tasks such as decorating their class (by setting strict rules on expenditure and encouraging them to make best from waste), asking them to take the initiative in organizing a school event or farming some vegetables in the schoolyard that students can use once ready.

Additionally, everyone needs to receive equal opportunities regardless of their abilities, gender or religion. In advanced countries, there is more focus on the overall development of a child, including shaping a child into a civilized individual. In India, we focus more on grades than on inculcating sophisticated traits. This must change. Above all the careers that exist, teaching is competent enough to bring a massive change and influence a child's humane evolution. If the teacher is determined to do so.



Lesson based activity



Weekly school cleaning session

As we wind up the printing...

SAD DEMISE

Smt. Vijutai Bhagawat



Smt. Vijaya Bhagwat, fondly known as Vijutai in the field of education for the deaf, was our first principal. She gets the credit for shaping the foundation years of our HACSE. But her success story started decades prior to that. Star organizations in disability management like CSED or Shruti School for the Deaf are blessed with her midas touch. Energetic and focused as we all remember her to be, she will continue to inspire us for years to come. Heartfelt Shradhanjali to her from management, staff, students and alumni of HACSE.

1/7/2024.

Cochlear Implants and Literacy

Aparna Nandurkar (aparnanitinnandurkar@gmail.com)

Abstract

Cochlear implantation has become a standard of care for children with severe to profound hearing loss who receive limited benefit from hearing aids. Cochlear implants improve access to spoken language, facilitating optimum verbal language development in children receiving them. Given the link between oral language and literacy development in hearing children, it is natural to assume that this improved verbal language development is associated with improved literacy development in these children. Research evidence suggests that most children with cochlear implants, when implanted early and followed by focused intervention, develop oral language, vocabulary, phonological awareness and optimum literacy skills. Children with additional disabilities, or those who do not use the implant consistently, are at risk of considerable deficits in literacy skills. Home literacy environment, time spent reading, parental involvement and strength of the primary language are strong predictors of literacy skills in children with CI. Children with CI may employ different strategies than their hearing peers while developing reading; some rely on phonological awareness, while others may use more orthographic processes during this learning process. Research evidence provides us with useful insights into the strategies that can be employed to facilitate and develop literacy in children with CI.

Literacy has been conventionally defined as the ability to read and write and is a vital part of education. Learning to read also plays an essential role in a child's social and cognitive development, and children who read well are more likely to achieve educational and vocational success (Butler et al., 1985; Kern & Friedman, 2009). Reading and writing are about encoding and decoding information between written symbols and sound (Resnick, 1983; Tyner, 1998). The National Reading Panel (2000) identified five key components contributing to successful beginning reading: phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Hearing loss limits access to sound and spoken language, and hence, many children who are deaf and hard of hearing (DHH) face serious challenges in developing oral language, vocabulary, fluent speech, phonological awareness, and letter-sound correspondence (Kushalnagar, 2019; Lederberg et al., 2013), creating challenges in learning to read. Until the 1990s, most children with hearing loss lacked access to sound to acquire spoken language, and those with profound hearing loss would probably acquire only visually based language (Moores, 2010; Spencer & Lederburg, 1997). However, at least in Western countries, two significant advances around this decade were responsible for changing this scenario. The first was the early identification of congenital hearing loss through newborn hearing screening, and the second was the advent of cochlear implant (CI) technology for young deaf children. Newborn Hearing Screening creates an opportunity for cochlear implantation at a young age, thus allowing earlier access to spoken language through hearing. A CI provides access to a greater range of speech sounds than would have been provided through traditional amplification (i.e., hearing aids). This access is known to facilitate and improve the development of auditory performance, speech, and language by the majority of the children with CI, very often demonstrating age-appropriate outcomes (Archbold, 2010; Archbold & Meyer, 2012; Ganek, McConkey Robbins & Niparko, 2012).

The following question is “Do cochlear implants also concomitantly improve literacy outcomes in children who receive them?”

Numerous studies have discussed the challenges with literacy development and proficiency in DHH children and explored the contributing factors (Magee, 2014). Unfortunately, these studies have been fewer than those reporting verbal language outcomes in children with CI. Further, no published studies have reported literacy skills in children with CI in India. A review of the Western/foreign research evidence on the literacy skills of deaf children who receive CIs brings out mixed findings. Some studies show that due to better-spoken language skills, many CI children are better readers (Thoutenhoofd, 2006; Vermulen et al., 2007; Archbold et al., 2008; Mayer & Trezek, 2018), while some studies did not report significant improvement in reading skills as compared to with hearing aids and found that the gap in reading skills between children with CIs and their hearing peers may widen with age (van der Kant, 2010; Harris et al., 2011; Rezaei et al., 2016; Nittrouer et al., 2018).

How can this wide range of literacy outcomes among children with CI be explained?

This can be attributed to the considerable differences in the clinical characteristics of the children. Main predicting factors include age of onset of hearing loss, age at implantation, duration of implant use, age of testing, type of reading tests used, etc. In general, children with delayed onset of deafness, owing to the period of normal hearing, even though for a short period, are found to have better speech perception, language and reading skills. Age of implantation is negatively correlated with reading skills as earlier implantation is associated with better reading skills in children with CI, and their reading skills may match their chronological age if they are implanted before 42 months of age (Archbold et al., 2008). This could be due to the shorter period of auditory deprivation, less cross-modal reorganization and optimal neural plasticity at a young age. Children who received bilateral CIs performed better in language comprehension, vocabulary, and reading comprehension than children who received a unilateral CI. Sarant et al. (2015) stated that younger ages at second CI predicted the largest improvements. They also reported that high levels of parental involvement and greater time spent by children reading significantly predicted academic success. Children with CI show significant difficulties in correctly utilizing grammatical structures such as conjunctions and correct verb forms when they are required to formulate written and oral sentences (Spencer et al., 2003). Mayer and Trezek (2018) highlighted that the factors uniquely relevant to literacy outcomes in children with hearing loss include the presence of additional disabilities, consistency in device use and communication modality and its complexity. Other contributing factors could be executive function deficits, home literacy environment and early literacy skills (Runnion, 2017). Receptive vocabulary is the most influential predictor of reading comprehension in children with CI (Vermuelen et al., 2007; Wass et al., 2019), while another key area that distinguished skilled readers from poor readers was the strength of their primary language (Mayberry, del Giudice, and Lieberman 2011).

Marschark et al. (2007) attributed the improved reading skills in CI children to improvements in phonological skills or general language abilities. Magee (2014) believed that phonological awareness may not be a reading prerequisite as it is in children with typical hearing but is rather developed as reading abilities improve. While some deaf individuals rely on phonological awareness, others use orthographic processes to make judgments of phonological similarity, which is also acquired through reading experiences. Wang et al. (2021) performed a meta-analysis of published articles focusing on the constructs identified by the National Reading Panel to quantify the group differences in reading skills between children with CIs and their hearing peers aged between 3 and 18 years old. Children with CIs scored significantly lower than their hearing peers in phonological awareness, vocabulary, decoding, and reading comprehension, but not for fluency.

What strategies can facilitate the development of literacy skills in children with CI?

- Starting early and emphasising early oral language development during intervention is recommended.
- Emphasizing developing a rich vocabulary is important.
- Early emphasis on developing phonological awareness is critical.
- Encouraging caregivers to engage in activities such as joint storybook reading will facilitate early literacy skills.
- Educational or remedial language programs emphasize the use and development of grammatical structures.
- A combination of incidental learning and structured intervention in language and literacy will facilitate robust skill development.
- Children with CI should receive more reading time.
- Some children with cochlear implants may need additional support in educational settings.

To conclude, compared to their peers without hearing loss, and even though they commonly attend mainstream schools, many children with CI are delayed in literacy acquisition and proficiency.

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### MULYAMANTHAN - The Value of the Quarter

The best way to learn values is to reflect on and practice them. At HACSE, we aim to do this through 'MULYAMANTHAN' (मूल्य मंथन), which means 'Brainstorming on Values.' This quality initiative, introduced by IQAC of HACSE in January 2022, engages staff, students, and alumni in a quarterly discussion on a selected value.

Every 3-4 months, a new value is chosen, following alphabetical order, and announced on our Facebook page and website [link to HACSE: <https://www.hashuadvanismarak.org/hacse/>]. Participants are encouraged to reflect on the meaning, scope, relevance, personal experiences, and challenges related to the value and share their responses in no more than 15 words. The best response receives a prize.

The selected values so far include Adaptability, Benevolence, Collaboration, Diligence, Efficiency, Fortitude, Inclusion, and Justice. We invite everyone to participate by visiting the college's Facebook page and sharing their thoughts in the comments section.

Activity In-charge: Dr Amit Mishal

### Best Mulyamanthan -Value Corner Message Competition

(Duration - Jan 2023 - Dec 2023): Winner

| Name of the Student | Name of the College                              | Class    |
|---------------------|--------------------------------------------------|----------|
| Ms Seena Sreedharan | CCYM's Hashu Advani College of Special Education | S Y B Ed |



# How Do We Learn?

Slesha Jain (ranjithmoovarasu@gmail.com)

In the Early Years, children learn through first-hand experiences that move from simple to complex, concrete to abstract, and familiar to unfamiliar. Children enjoy learning through games, activities, play, field trips, and first-hand explorations, independently, in small groups, and in large groups. Therefore, early childhood teaching occurs through child-child, child-material, teacher-child, and child-environment interaction.

**Indoor Free Play:** Different centres related to language, math, science, blocks, and pretend play are organized within the classroom. The children are given the freedom to choose, interact, and play freely with varied age-appropriate learning materials displayed in different corners of the classroom. The teacher can act as a guide, facilitator, and play partner and interact with the children while making his/her observations.

**Outdoor Free Play:** Children explore the outdoor environment and play games on equipment of their choice. The outdoor environment is equipped with colourful equipment like slides, swings, seesaws, jungle gyms, tyres, sand pits, tunnels, balancing bars, ladders, etc. The children, according to their age, are encouraged to play and try certain equipment. Planned, organized games are also an integral part of outdoor play, helping children learn how to follow instructions, take turns, play in a group, and cooperate.

**Group sessions:** Teachers and children have group sessions while conversing about a topic of study, singing rhymes, or doing a specific activity. Children develop speaking, listening, reading, and writing skills along with questioning, logical, problem-solving, and social and emotional skills. The group activities can range from discussions to picture reading to doing artwork to playing educational games.

**Creative arts:** Children experience a variety of creative art activities ranging from music and movement to arts and crafts, role play, and sensory activities. The focus is on the learning process rather than the product to develop creativity and imagination skills, auditory discrimination skills, and enhancing motor skills.

**Story Time:** Stories are sessions filled with curiosity, creativity, and imagination. Stories are told or narrated orally through dramatization, books, puppets, flashcards, audio-visual aids, etc. Children, too, are encouraged to retell, enact, or create their own stories.

**Reading and Writing:** Children use symbols and combine their oral language, pictures, print, and play to communicate meanings in various ways. They begin to read words, process letter-sound relations, and acquire substantial knowledge of the alphabetic system. As they continue to learn, children increasingly consolidate this information into patterns that allow for automaticity and fluency in reading and writing. The ability to read and write requires careful planning and instruction.

**Technology:** Children can utilize visual aids such as videos, animations, diagrams, and pictures to supplement auditory learning. Visual content can reinforce concepts and provide alternative means of understanding. Providing captions or subtitles for videos and multimedia content ensures hearing-impaired students can access the same educational materials as their peers. In situations where in-person instruction is not possible, utilizing remote learning



tools such as video conferencing platforms, collaborative whiteboards, and screen-sharing capabilities is helpful to facilitate virtual classrooms for hearing-impaired students.

### AABHASI- A VALUE ADDED CERTIFICATE COURSE- FEEDBACK 2023-2024 In charge: Dr Sandhya Pagare

Coverage of syllabus



Regularity and Punctuality of the Resource Person



Course content



Ability To Apply Learnt Technology/Knowledge



*Each detail counts in literacy*



"YOUR DINNER" VS.  
"YOU'RE DINNER":  
**ONE LEAVES YOU  
NOURISHED, THE OTHER  
LEAVES YOU DEAD.**



# Assessing Social Validity of Technology Assisted Written Language Intervention (Tawli) For Students with Hearing Disability

Sitara J.R: (sitara.hari@gmail.com), & T. Geetha (geetha.sped@gmail.com)

## Abstract:

*Students with hearing disabilities often face language development challenges, affecting their academic and social skills. COVID-19 disrupted traditional rehabilitation services, leading to a shift toward online interventions. Technology-Assisted Written Language Intervention (TAWLI) is a promising approach that uses online methods to support students with hearing disabilities (SWHD). This study assesses the social validity of TAWLI from the perspectives of parents and professionals working with these students. It evaluates its feasibility in various settings and its effectiveness as additional support to spoken and sign language therapies.*

**Keywords:** Technology-Assisted Written Language Intervention, hearing disability, social validity, language development, SWHD

**Introduction:** Language delays are common among students with hearing impairments. Despite advancements in early hearing detection and intervention, there is a need for innovative therapeutic methods that can enhance communication skills. TAWLI was introduced to improve written language development in SWHD, promoting the length and quality of written samples. This research examines TAWLI's social validity, defined as its alignment with the needs and goals of users and professionals involved. It explores its potential for implementation in home and educational settings.

**Methodology:** Participants included 17 professionals, two parents from Kerala's Department of General Education, and seven parents of children using TAWLI. Data collection involved structured interviews, focus groups, and qualitative analysis to gather insights on TAWLI's acceptability, relevance, and practicality across different environments. Parents provided feedback on usability, while professionals discussed TAWLI's integration into educational contexts and its effectiveness as a supplement to language therapies.

Table 1: *Individual and Group Characteristics of Participants in the TAWLI Pilot Program*  
1a. *Characteristic*

|                                        |                          |
|----------------------------------------|--------------------------|
| Median age at enrolment (Year: months) | 6;3 (range 3;10 to 10;8) |
| Gender, Number Female: Male            | 5:6                      |
| Aetiology of hearing loss              |                          |
| Unknown                                | 3                        |
| Genetic                                | 2                        |
| Enlarged vestibular aqueduct           | 3                        |
| Cytomegalovirus                        | 3                        |
| Co-existing developmental disabilities | 5 (45%)                  |
| Median nonverbal IQ                    | 96 (38-107)              |
| Nonverbal IQ < 85                      | 5 (45%)                  |



## Results:

**Parents' Perspective:** Parents observed improvements in both the quantity and quality of their children's spoken and written language. Notable enhancements included increased vocabulary, grammatical accuracy, and greater communication confidence. The majority of parents found TAWLI easy to use at home and appreciated its adaptability to online learning environments. However, some faced challenges maintaining consistent usage, mainly when their children were tired or frustrated. A few parents reported technical issues, including internet connectivity and device malfunctions, which hindered smooth implementation.

## Professionals' Perspective:

Professionals noted TAWLI's potential for enhancing writing and language skills in SWHD, especially in mainstreamed students who primarily communicate verbally. However, they expressed concerns about the tool's integration in sign language settings, as it might slow communication and disrupt established language foundations. They also emphasized the need for corrective feedback features within the program and highlighted the time-intensive nature of training students to use TAWLI effectively. Despite these concerns, professionals agreed that TAWLI could be a valuable tool for teaching academic skills such as vocabulary, grammar, and email drafting.

## Key Themes:

**1) Strengths:** Both parents and professionals acknowledged TAWLI's ability to expand vocabulary and improve grammatical accuracy in verbal and written communication. Its easy integration into family interactions and the enjoyment children derived from using it were additional positive aspects.

**2) Challenges:** The main barriers included the child's emotional state, limited technical resources, lack of adequate family training, and potential disruptions to existing communication methods, especially in students using sign language. Professionals suggested further support, such as instructional materials and troubleshooting resources, to facilitate the program's use in diverse environments.

**Table 2: Primary Themes Gathered from Parent Interviews (n = 7)**

| <b>Strengths of TAWLI Intervention</b>                                         | <b>Barriers to TAWLI Intervention</b>                                                 |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Increased quality and quantity of verbalizations (x6)                          | Difficulty implementing when the child was fatigued or frustrated (x6)                |
| Improved grammar and syntax used in both verbal and written communication (x5) | Difficulty prioritizing time for TALI use at home (x5)                                |
| Increased vocabulary (x5)                                                      | Difficulty implementing at school due to lack of knowledge or resources (x2)          |
| Ease and enjoyment of using the mobile at home (x7)                            | Unable to incorporate into peer interactions at school (x2)                           |
| Incorporated into interactions with family members and close friends (x7)      | Unavailable written/video instructions aiding parents in TAWLI execution at home (x2) |
|                                                                                | Technology issues (x1)                                                                |



Note: TAWLI = Technology Assisted Written Language Intervention.  
**Table 3: Primary Themes from Professional Focus Groups (n = 19)**

| Questions                                                                                            | Primary Themes                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What are the strengths of SWHD?                                                                      | <ul style="list-style-type: none"> <li>• Strong visual-perceptive skills</li> <li>• Concrete “black and white” thinkers</li> </ul>                                                                                                                                                                                     |
| What are the obstacles for SWHD?                                                                     | <ul style="list-style-type: none"> <li>• Communication limitations</li> <li>• Socio-emotional difficulties</li> <li>• Difficulty keeping up academically</li> </ul>                                                                                                                                                    |
| How would you describe SWHD's communication needs?                                                   | <ul style="list-style-type: none"> <li>• Receptive and expressive language delays</li> <li>• Need for visual supports (i.e., sign language)</li> </ul>                                                                                                                                                                 |
| What are your expectations for SWHD?                                                                 | <ul style="list-style-type: none"> <li>• Full integration into society, ideally</li> <li>• Ability to advocate for themselves</li> </ul>                                                                                                                                                                               |
| What behaviours would you expect of SWHD with and without accommodations?                            | <ul style="list-style-type: none"> <li>• Improved participation and academic and language skills with accommodations</li> <li>• Frustration, withdrawal and delayed comprehension without accommodations</li> </ul>                                                                                                    |
| What are your reactions to using AAC devices to develop language with SWHD?                          | <ul style="list-style-type: none"> <li>• Concerns for the ability to use sign language and AAC simultaneously</li> <li>• Requires good receptive language</li> <li>• Challenges to using TAWLI with peers</li> <li>• A useful tool for facilitating reading and writing activities</li> </ul>                          |
| What are your concerns about using the intervention system?                                          | <ul style="list-style-type: none"> <li>• The slow pace of communication</li> <li>• No corrective feedback is provided</li> <li>• Work and time intensive to train the child to use the technology</li> <li>• Disrupting the established language foundation of children who communicate using sign language</li> </ul> |
| Can these concerns be addressed? If so, how?                                                         | <ul style="list-style-type: none"> <li>• Changes to the video calling software with increase vocal clarity and intensity and provide corrective feedback for mistakes</li> <li>• Increase the 24-week speech therapy sessions to a more intensive 1:1 therapy for 1 year.</li> </ul>                                   |
| Based on our discussion so far, how do you see yourself incorporating this into your daily practice? | <ul style="list-style-type: none"> <li>• Useful for mainstreamed children who primarily use verbal expression</li> <li>• Teaching academic concepts such as writing, drafting emails, vocabulary, etc.</li> <li>• Aid for families that do not use sign language with their child</li> </ul>                           |

### Discussion:

The study found that TAWLI is generally regarded as a socially valid intervention, particularly as a supplement to existing therapies. Parents and professionals recognized its potential to enhance language skills, although certain limitations were noted, such as technical challenges



and the need for consistent family training. Suggestions for improvement included the addition of corrective feedback mechanisms and greater flexibility in adapting TAWLI for different communication styles. The intervention's social validity can be strengthened by addressing these limitations and optimizing support for families and professionals.

**Conclusion:** TAWLI shows promise as an effective intervention to support language development in SWHD. Positive feedback from parents and professionals affirms its social validity, though improvements are necessary to fully integrate it into various educational and home settings. Future research should explore TAWLI's long-term outcomes and develop solutions to address technical and practical challenges, ensuring the program's adaptability and sustainability across different environments.

**References/Bibliography:** Scan this QR Code for accessing bibliography of this paper or access through following web link

<https://tinyurl.com/sitara-paper-references>



## ADHIKAR 2023-2024

Activity In-Charge: Ms Nisha Kutty

Conceptualised and executed first ever Adhikar: parent empowerment program for parents of CWLD, which benefitted five families of CWLD

HACSE developed and implemented the inaugural Adhikar program, a parent empowerment initiative for parents of children with learning disabilities (CWLD). The sessions encompassed a variety of topics, including diagnostic procedures and the concessions available for CWLD. Additionally, the program offered sessions on life skills, pranayama, and the personal experiences of individuals with learning disabilities, providing significant support and guidance to families.





## विशेष शिक्षणातील संघर्ष

प्रदिप बांगर (bangarpradip26@gmail.com)

दिव्यांग प्रवर्गातील सर्व मुलांना शिक्षणाचा अधिकार असून दिव्यांग मुलांच्या 'विशेष गरजा' सर्वसामान्य मुलापेक्षा वेगळ्या आहेत हे आपण जाणतोच, म्हणूनच विशेष शिक्षणाला चालना मिळाली आणि विशेष शिक्षक या पदाची निर्मिती झाली. विशेष शिक्षणाचा ग्रामीण भागामध्ये प्रसार व्हावा म्हणून शासनाने सन २००२ मध्ये सर्व शिक्षा अभियानच्या माध्यमातून विशेष शिक्षक पदाची कंत्राटी मानधन तत्वावरती भरती केली. तुटपुंज मानधन आणि सहा-सहा महिन्याचा कार्यकाल, नौकरीची कमी शाश्वती यामुळे विशेष शिक्षण प्रभावी होऊ शकले असे म्हणता येणार नाही. याच कारणामुळे कार्यरत विशेष शिक्षकांनी एकत्र येऊन संघटना निर्माण केली. संघटनेच्या माध्यमातून वेळोवेळी शासन दरबारी पाठपुरावा केला. आंदोलनं केली. विशेष मुलांच्या पालकांनी शासनाकडे आमच्या मुलाला विशेष शिक्षणातील पात्र शिक्षक कायमस्वरूपी मिळावा यासाठी सर्व जिल्हाअधिकारी कार्यालय मध्ये आंदोलनं केली. सन-२०१६ मध्ये उत्तरप्रदेश मधील श्री. रजनिशकुमार पांडे व इतर यांनी मा. सर्वोच्च न्यायालयात रिट याचिका (क्र. १३२/२०१६) दाखल केली. दिव्यांग मुलांना चांगल्या दर्जाचे शिक्षण मिळावे, कायमस्वरूपी विशेष शिक्षक असावेत यासाठी न्यायालयीन संघर्ष केला. दिनांक २८/१०/२०२१ व दिनांक १२/०३/२०२४ रोजी शासनास मा. न्यायालयाने प्रत्येक केंद्रशाळेत एक विशेष शिक्षक असला पाहिजे असे निर्देश दिले. या निर्देशाची किनार पकडून विशेष शिक्षक संघटना यांनी कार्यरत कंत्राटी शिक्षकांना सामावून घ्यावे अशी जोरदार मागणी केली. आज्ञाद मैदान, शैक्षणिक कार्यालय याठिकाणी आंदोलनं उपोषण केली. या मागणीला काही लोकप्रतिनिधी, सामान्य शिक्षक संघटना यांनी पाठींबा दिला. मा. आमदार श्री अभिमन्यू पवार (ओंसा, लातूर) यांनी शासनासोबत बैठका घडवून आणल्या. दिव्यांग विशेष शिक्षक संघटनेने अनेक संघर्षातून मा. श्री देवेंद्र फडणविस (उपमुख्यमंत्री) यांच्या माध्यमातून २१८ विशेष शिक्षकांची समायोजन प्रक्रिया पूर्ण केली. दि. ०६/०८/२०२४ रोजीच्या बैठकीतून समायोजन प्रस्ताव मा. मंत्रिमंडळ बैठकीत सादर करण्याचे निर्देश दिले. दि. ३०/०९/२०२४ रोजी मा. मंत्रिमंडळ बैठकीत राज्यात एकूण ४८६० विशेष शिक्षक पदे राखून ठेवण्याचा निर्णय झाला. दि. ८/१०/२०२४ च्या शासन निर्णयानुसार ४८६० पदांपैकी समग्र शिक्षा मधील २५७२ पदे, **IEDSS** मधील ३५८ आणि अपंग एकात्म योजने मधील ५४ अशी एकूण २९९४ कार्यरत विशेष शिक्षक पदांचे समायोजन करण्याचा मार्ग मोकळा झाला. समायोजनाची प्रक्रिया शासन स्तरावरून सुरु झाली. उर्वरीत १८७६ पदे शासन जाहिरातीच्या माध्यमातून पात्र विशेष शिक्षकांची करणार आहे.

मा. रजनिशकुमार पांडे यांचा विशेष शिक्षकांसाठीचा न्यायालयीन लढा, मा. लोक प्रतिनिधी यांची साथ व विशेष शिक्षक संघटनांचे निकराचे प्रयत्न. म्हणूनच 'विशेष शिक्षणाची' चळवळ ग्रामीण भागातील शेवटच्या दिव्यांग मुलापर्यंत जाईल व विशेष शिक्षणाचा त्यांना लाभ मिळेल असे वाटते.

प्रदिप बांगर जुना गुणी माजी विद्यार्थी भेटायला आला असता त्याला सहज विचारले कि सध्या काय चालू आहे, त्याने लांबलचक आणि माहितीपूर्ण उत्तर दिले. तेच येथे देत आहोत. सर्व मुद्दे अचूक असायचा दावा न करता अनौपचारिक माहिती म्हणून हे वाचण्यासारखे आहे.





## ADHYAYAN : Value-Added Course- Remediation 360 Degrees

The Adhyayan Remediation 360° a comprehensive online value-added course was designed by CCYM's Hashu Advani College of Special Education to enhance the knowledge and skills of educators, special educators, and professionals working with children with learning disabilities. Spanning 30 hours, this innovative course attracted alumni and current students of HACSE from across India, fostering a vibrant learning community dedicated to improving educational practices in inclusive settings.

The primary objective of this course was to update participants on the latest methodologies and strategies for providing effective remediation to children with learning disabilities. The course featured a diverse panel of national and international resource persons, including experts from the fields of psychology, occupational therapy, and special education. These professionals brought a wealth of knowledge and practical experience to the sessions, enriching the learning experience for all participants.

The curriculum was meticulously designed by the process owner Dr. Gayatri Sirur to cover a wide array of topics essential for effective remediation, such as assessment and classification of learning disabilities, identifying the indicators of learning disabilities in children, steps to be followed for certification, integrating occupational therapy techniques into remediation strategies and best practices in remediation such as Response to Intervention, Phonological Awareness, study Habits etc.

A diverse group of participants from various regions of India attended the course. To ensure a high standard of learning, certificates were awarded only to those who attended all sessions, resulting in 14 dedicated participants receiving recognition for their commitment to professional growth.

Special requests from participants for specific sessions were accommodated, highlighting the course's responsiveness to the needs of its attendees. This flexibility enriched the learning experience and aligned with the overarching goal of enhancing the field of special education and improving remediation practices.

WHAT DID THE MATH BOOK SAY TO THE LITERATURE BOOK?

YOU'RE SO FULL OF GREAT STORIES,

I'M JUST FILLED WITH PROBLEMS.



# THE MOMENTS...WE CAPTURED



Puppet Show



Inclusion Game Workshop



Inclusion Game Workshop



AAHA meet 2024



Satat Initiative



Choose Your Mission





Mid Monitoring at Don Bosco School



Mid internship monitoring TEACH



Annual Job fair 2024



Annual Job fair 2024



Staff Picnic



Autism Awareness Celebration Day





**Resume Writing Workshop**

**Practice Lesson Execution**



**Celebrating Independence Day**

**Community Awareness In School**



**Co-Teaching Lessons**

**Sign learn app**



**Aabhasi 2023**

**Satat Initiative: Plastic Reuse**





Yog Day Celebration June 2023



Mentor - Mentee Interaction

## HACSE GOT TALENT



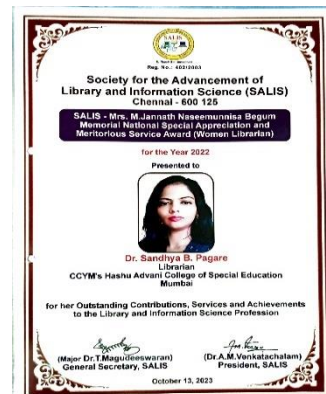


# HACSE HAS GOT TALENT!



Dr Gayatri Sirur received the **Best Paper / Presentation Award** at the CRE approved National conference on "Recent Updates in Speech and Hearing" organized by the Department of Audiology & Speech Language Pathology, Sumandeep Vidyapeeth Deemed to be University, Vadodara, Gujarat on 8th-10th December 2023.

Dr Sandhya Pagare earned National Level - SALIS- Mrs. M.Jannath Najeemunnisa Beegum Memorial National Appreciation and Meritorious Service Award [for Women Librarians] ' in October 2023.



Ms Nisha Kutty acquired Chiranjeev Pratibha Samman Award from Jeevan Asheesh Samitee, Kota Rajasthan and Hemakshee Publication Sikhar Rajasthan. An award to honour individuals from all walks of life and professional backgrounds has significantly impacted their field.

Management and students are proud of these academic achievements. It is commendable that pure academic activities are not sidelined in mid of a demanding schedule.



# ROCHIRAM T.THADHANI HIGH SCHOOL FOR HEARING HANDICAPPED



**CHEMBUR COLONY YUVAK MANDAL'S**

**ROCHIRAM T.THADHANI HIGH SCHOOL FOR HEARING HANDICAPPED**

64-65,Collector's Colony,Chembur,Mumbai -74.



Rochiram T. Thadhani High School for Hearing Handicapped was established in 1987 and is recognized by the Social Welfare Department of the Government of Maharashtra. After thirty-seven years of dedicated service, the school continues to take pride in transforming the lives of thousands of students, moving them from "Silence to Sound." Affiliated with the Maharashtra State Secondary School Certificate (SSC) Examination Board, RTT is widely regarded as a benchmark special school within the board. The school offers education from kindergarten to SSC level in both Marathi and Hindi mediums. The RTT team consists of special educators, audiologists, speech therapists, psychologists, and social workers.



## श्रीमती भाग्यश्री वर्तक

मुख्याध्यापकांच्या लेखणीतून

### साक्षरता - दिव्यांग बालकांमधील

वाचाल तर वाचाल, शिकाल तर शिकाल. माझ्या बालपणापासून सतत हेच कानावर पडत आले आहे. त्यावेळी अर्थ नीट लागत नव्हता. पण जेव्हा दिव्यांग क्षेत्रात काम करू लागले, काही वर्षे शिकवत आले तेव्हा साक्षरतेचे महत्व नव्याने कळू लागले.

दिव्यांग मुले जेव्हा उशीराने शाळेत येतात तेव्हा त्यांचे अभ्यासाचे वय फार परिपक्व होत नाही. त्यामुळे पाचवी, सातवी नंतर त्यांचे कार्यक्षेत्र फारच सिमित राहते. नोकरीसाठी पगार कमी स्तरावरचा दिला जातो. स्वतःचे पोट भरू शकतील एवढाच. पण जेव्हा हिच दिव्यांग मुले दहावी होऊन बाहेर पडतात तेव्हा त्यांचे ज्ञान वाढलेलं असते व त्यायोगे उत्तम नोकरीची शाश्वती असते, अर्थात माझ्या दृष्टीने अभ्यास करता येणे म्हणजेच साक्षरता असा अर्थ नाही. तर अभ्यासामुळे म्हणजेच साक्षरतेमुळे येणारी प्रगल्भता, वैचारिक दृष्टिकोन, समाजात स्वतःला सामावून घेणे, स्वतःची आग्रही मते मांडता येणे, स्वतःची प्रगती करणे, म्हणजेच साक्षरता. या सर्वांसाठी शिक्षिका धडपडत असतातच पण मुख्यत्वे गरज असते ती विद्यार्थ्यांना व पालकांना साक्षरतेचे महत्व पटवण्याची.

आपण आपल्या शाळेत खूप सारी उदाहरणे पहातो. आई, वडील निरक्षर. त्यामुळे वर्गातील अभ्यास, घरचा अभ्यास त्यांना घेता येत नाही. अगदी बालवर्गापासून मुलांना शिकवणीसाठी पाठवले जाते, आजच्या आधुनिक युगात या गोष्टींचे खरे तर हसे होते. त्यातून आता तर इंग्रजी येणे ही काळाची गरज आहे. त्यामुळे मुले लेखन, वाचनात सक्षम कशी होतील याची काळजी पालकांनी घेणे आवश्यकच आहे. त्याचबरोबर स्वतः साक्षर होणे हे ही पालकांनी लक्षात ठेवणे आवश्यक आहे. यासाठी शैक्षणिक विभाग नवसाक्षरता मोहिम राबवते आहे. यामध्ये न लाजता स्वतःहून नाव देणे हेही पालकांनी ध्यानात ठेवणे गरजेचे आहे.

माझ्या दृष्टीने थोडा उलटा क्रमच साक्षरतेसाठी आवश्यक आहे. म्हणजे प्रथम पालकांची साक्षरता नंतर विद्यार्थ्यांची साक्षरता. आता तर दिव्यांग विद्यार्थ्यांसाठी कॉलेज सुरू झाले आहे. ज्यायोगे त्यांना तो अभ्यासक्रम पूर्ण करून स्वतःच्या पायावर उभे राहणे शक्य होते. सर्व कुटुंबाची

काळजी घेणे शक्य होते. हे विद्यार्थी डॉक्टर, इंजिनिअर होतात, देशाचा अभिमान बनतात. म्हणूनच सांगू इच्छिते, माझ्या दिव्यांग विद्यार्थ्यांनो शिका, खूप अभ्यास करा, मोठे व्हा व देशाचे नाव उज्वल करा.

~भाग्यश्री वर्तक, मुख्याध्यापिका



# RTT HIGH SCHOOL HIGHLIGHTS

## JUNE 2023 TO MAY 2024

**COMPILER: Mrs. SUPRIYA MORE**

| <b>EVENT</b>                                                            | <b>PARTICIPANTS</b>                   | <b>COORDINATOR</b>                                                                                                      | <b>PLACE/ORGANISATION</b>                                                                                             |
|-------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>District Sports Meet</b>                                             | For students                          | Sports Committee<br>19 medals: 9 gold, 4 silver, and 6 bronze.<br>The school also won the all- over championship trophy | Social Welfare Department                                                                                             |
| <b>Workshop on Road Safety Patrol</b>                                   | For students                          | Sports Competition                                                                                                      | RTT and via Mumbai                                                                                                    |
| <b>Marathon</b>                                                         | For students                          | Sports Competition                                                                                                      | Josh foundation                                                                                                       |
| <b>District Sports Competition</b>                                      | For students                          | Sports Competition<br>The school received 12 gold 4 silver 3 bronze<br>All-over the championship trophy                 | Rotary club and Social Welfare department.<br>(Kandivali)                                                             |
| <b>Parents Sensitisation Program</b>                                    | 25 Parents of new admissions students | Clinical Committee                                                                                                      | RTT School Auditorium                                                                                                 |
| <b>Medical check-ups (Eye, Dental, Skin, Ent and General check-ups)</b> | For all students                      | Clinical Committee                                                                                                      | RTT school<br>Arogya Vikas Sansthan /Dr. Malgi<br>Dr Maitri Shah & Dr. Sneha Shah<br>Dr. Subodh Sirur<br>Dr. Narurkar |
| <b>Breakfast</b>                                                        | For students                          | Nutrition Committee                                                                                                     | Bindiya madam and ChemburYuvak Mandal                                                                                 |
| <b>Lunch</b>                                                            | For students                          | Nutrition Committee                                                                                                     | Usha Kamble ( MDM provider ) BMC                                                                                      |
| <b>Enrolment of new students</b>                                        | 34 new students were admitted.        | Admission Committee                                                                                                     | RTT School                                                                                                            |
| <b>Parent training program</b>                                          | Parents of the Shishuvarg             | Clinical Committee                                                                                                      | RTT SCHOOL<br>AV therapist Kavita Maru and speech therapist Madhavi Savarkar                                          |



|                                                                                 |                                          |                                                                                                                                                                                                |                                                                                                                                  |
|---------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Drawing, craft, Waste out of best, cooking competition</b>                   | For students                             | Competition Committee                                                                                                                                                                          | RTT High School, Innerwheel club of Chembur                                                                                      |
| <b>Speech Competition</b>                                                       | For students                             | Competition Committee<br>2 students secured first and third prizes in this event;<br>5 students secured the Prizes;<br>All participating students got prizes;<br>4 students secured the Prizes | Jankibai Apte; Mook Badhir Vidyalaya Ahmednagar;<br>Shruti School Juhu;<br>Sadhana Vidyalaya Dadar;<br>Divyang Dhara Pratishthan |
| <b>Canvas painting</b>                                                          | For students                             | 2 students secured Second and third prizes in this event                                                                                                                                       | Stephen High School Dadar                                                                                                        |
| <b>Upgradation of window and installation of SSD</b>                            | For students                             | Computer Committee                                                                                                                                                                             | RTT School                                                                                                                       |
| <b>Yearly Planning</b>                                                          | All teachers                             | Supervisors                                                                                                                                                                                    | RTT School                                                                                                                       |
| <b>World Yog Day</b>                                                            | All staff                                | Sports Committee                                                                                                                                                                               | Leela Boolani hall                                                                                                               |
| <b>First General Parents Meeting</b>                                            | Parents                                  | PTA Committee                                                                                                                                                                                  | Leela Boolani hall                                                                                                               |
| <b>Parent Orientation Meeting</b>                                               | New admitted student's parents           | PTA Committee                                                                                                                                                                                  | RTT SCHOOL                                                                                                                       |
| <b>Father's Day celebration</b>                                                 | New admitted student's parents           | PTA Committee                                                                                                                                                                                  | RTT SCHOOL                                                                                                                       |
| <b>Workshop On Prevention Of Disabilities - Inheritance And Generic Studies</b> | All Parents                              | PTA Committee                                                                                                                                                                                  | RTT school and AYJ                                                                                                               |
| <b>Picnic</b>                                                                   | For All students in different age groups | Picnic committee                                                                                                                                                                               | Ranichi Baug, Royal Garden, Alibaug, Nasik                                                                                       |
| <b>Auditory training sessions</b>                                               | 14 students of age group 5yrs to 12 yrs  | Clinical committee                                                                                                                                                                             | Kavita Maru                                                                                                                      |
| <b>Navneet Book distribution</b>                                                | For all students                         | Library committee and Bindiya Madam                                                                                                                                                            | RTT School                                                                                                                       |
|                                                                                 | For teachers                             | Vanita Dhuri                                                                                                                                                                                   |                                                                                                                                  |



|                                              |                                                                   |                                                                                                                                                                                   |                                                                     |
|----------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Distribution of Teaching Material.</b>    |                                                                   |                                                                                                                                                                                   |                                                                     |
| <b>Lecture on Vipasana</b>                   | For teachers                                                      | Kavita Maru                                                                                                                                                                       |                                                                     |
| <b>Session on developing reading skills.</b> |                                                                   |                                                                                                                                                                                   |                                                                     |
| <b>Home literacy activities</b>              | Guidance to parents of the Shishuvarg                             | Kavita Maru                                                                                                                                                                       |                                                                     |
| <b>Awareness and screening camp</b>          | For parents and students from 0 to 6 years.                       | Early intervention committee<br>In collaboration with the Inner Wheel Club of Chembur<br>In collaboration with NGO, 'Sahyog Chehak Trust.<br>In collaboration with NGO, 'APNALAYA | Adarsh Balwadi Chembur<br><br>Asalpha, Ghatkopar<br><br>RTT School. |
| <b>Participation in Chembur festival</b>     | Teaching Arts and crafts activities to students of regular school | Bhagyashti Vartak, Sunil Pawle, Meghana Soparkar, Chhaya Keni, Manda Worlikar                                                                                                     | Chembur                                                             |

## A JOURNEY OF HOPE: THE SUCCESS OF THERAPY PROGRAM

Kavita Maru, a special educator and a certified Auditory Verbal Therapist, faced the unique challenge of working with late-intervened cochlear implantees. Her approach, which emphasizes therapy and parent coaching, is a testament to her determination to help children overcome communication barriers.



One of the key aspects of Kavita Maru's program is the emphasis on parent involvement. By equipping families with strategies to support language growth at home, Kavita is helping the children in her program and empowering their families. This collaborative approach has led to small steps, like a child's first word, blossoming into meaningful conversations.

With the invaluable support of CCYM Trust, which subsidizes session fees, financial barriers are minimized. This ensures that Kavita's approach—rooted in everyday conversations—can reach and empower late-identified children to thrive.

Her success highlights the impact of dedication, collaboration, and hope, inspiring others in special education to believe in the power of small efforts to create lasting change.





**Ms. ZAINAB KHAN**



**STUDENT OF THE YEAR  
RTT HIGH SCHOOL**

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## SSC TOPPERS OF 2023-2024

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**Ms. Aarti Prajapati  
73.6% (Hindi)**



**Mr. Arfat Shaikh  
67.4% (Hindi)**



**Annual Sports Day**



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# PROFESSIONAL/PERSONAL ACHIEVEMENT OF THE STAFF

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- **Mrs. Bhagyashree Vartak** has been honoured with several prestigious awards, including:

1. The Award for the Shubhra Project from Lokmat Newspaper.
2. The Maharashtra Icon Award from Always Helping Hand.
3. The "Women for Excellence Award" from the Kala Sadhana Organization.
4. The "Innovative Teacher Award in the Field of Disability" at the Asian Education Leadership Symposium and Awards.
5. The "Mukta Award" from News 18 Lokmat.

Furthermore, she has been appointed as the President of the Board of Control for Disabled Cricket in India for Mumbai and Maharashtra, underscoring her leadership in the field.

- **Mrs Supriya More** has earned the "Excellent Counsellor Award in the Field of Disability" at the Asian Education Leadership Symposium and a Special Recognition Award in the same field, showcasing her exceptional contributions.
- **Mr Vilas Pandit** has successfully completed a Bachelor of Special Education for Deaf and Hard of Hearing with an impressive A-plus grade from Yashwantrao Chavan Open University, demonstrating his commitment to excellence in education.
- **Mr Vilas Pandit and Mr Sanjay Pimple**, representing a school in Kolhapur, Maharashtra, have completed a rigorous 10-day residential training program on Road Safety, Petrol, and Civil Defence. This program occurred from November 16th to 25th, 2023, at Chhatrapati Shri Shivaji Vidyaniketan in Peth Wadgaon, Hathkanangle Taluka, Kolhapur District, highlighting their dedication to safety and community service.
- **Mrs Pallavi Haldankar and Mrs Nivedita Damle** assessed the board examination papers and did the moderation work for the SSC Board's March 2024 exam.











# HACSE-AUDIT REPORT- HI 2023-24

| Bombay Public Trusts Act No. XXIX of 1959                                                   |                     |                   |                                            |                     |                   |
|---------------------------------------------------------------------------------------------|---------------------|-------------------|--------------------------------------------|---------------------|-------------------|
| 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, 2024.                                |                     |                   |                                            |                     |                   |
| SOURCES OF FUNDS                                                                            |                     |                   | APPLICATION OF FUNDS                       |                     |                   |
| FUNDS & LIABILITIES                                                                         | 31.03.2024          | 31.03.2023        | PROPERTY & ASSETS                          | 31.03.2024          | 31.03.2023        |
| <b>Trusts Funds or Corpus:- (Sch-IV)</b>                                                    |                     |                   | <b>FIXED ASSETS (Sch-IV)</b>               |                     |                   |
| Balance as per last Bal. Sheet                                                              | 6500.00             | 6500.00           | Balance as per last B.S.                   | 280770.48           | 249873.61         |
| Additions during the year (Corpus)                                                          | -                   | -                 | Additions during the year                  | -                   | 5629.79           |
| Other Funds:- (Sch-V)                                                                       |                     |                   | Less: dep. During the year                 | 30896.87            | 35059.61          |
| Balance as per last Bal. Sheet                                                              | -                   | -                 | Less: Discard/ Written off                 | -                   | -                 |
| <b>ADVANCE FROM UNIT: (Sch. VI)</b>                                                         | 610890.74           | 578347.15         | <b>INVESTMENTS: (Sch-IX)</b>               | 320000.00           | 320000.00         |
| <b>CURRENT LIABILITIES: (Sch. VII)</b>                                                      | 6288088.80          | 2201345.90        | <b>CURRENT ASSETS/DEPOSITS: (Sch-X)</b>    | 6551.00             | 6551.00           |
| <b>DEPOSITS (Sch VIII)</b>                                                                  | -                   | -                 | <b>ADVANCES TO OTHER UNITS(Sch-XIII)</b>   | -                   | -                 |
| Bank O D A/c-RTTHS                                                                          | -                   | -                 | <b>AMOUNTS RECEIVABLE: (Sch.-XI)</b>       | 4263877.36          | 306425.36         |
| <b>Income &amp; Expenditure Account :-</b>                                                  |                     |                   | <b>CASH &amp; BANK BALANCE:</b>            |                     |                   |
| Balance as per last Balance Sheet                                                           | -                   | -                 | Cash in Hand                               | -                   | -                 |
| Add : Surplus during the year                                                               | -                   | -                 | Cash at Bank (Sch-XII)                     | 2065177.57          | 1872446.21        |
| Less: Deficit during the year                                                               | -                   | -                 | Swap A/c. with ICICI Bank                  | -                   | -                 |
| Reserves & Surplus                                                                          | -                   | -                 | <b>Income &amp; Expenditure Account :-</b> |                     |                   |
| <b>Total Rs. ....</b>                                                                       | <b>69,05,479.54</b> | <b>2786193.05</b> | <b>Balance as per last Balance Sheet</b>   | <b>69,05,479.54</b> | <b>2786193.05</b> |

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  
Partner  
Membership No. 035526

Place: Mumbai  
Date: 20 JUL 2024

For CHEMBUR COLONY YUVAK MANDAL

President Treasurer Secretary

UDIN: 24035526 BKE KBQ 2589



| Bombay Public Trusts Act No. XXIX of 1959                                                   |                       |                    |                                                     |                       |                    |
|---------------------------------------------------------------------------------------------|-----------------------|--------------------|-----------------------------------------------------|-----------------------|--------------------|
| 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, 2024.                     |                       |                    |                                                     |                       |                    |
| EXPENDITURE                                                                                 | 31.03.2024            | 31.03.2023         | INCOME                                              | 31.03.2024            | 31.03.2023         |
| <b>To Expenditure in respect of properties:-</b>                                            |                       |                    | <b>Rent APPROVED-RTTHS (Prev Fin Yr) (realised)</b> |                       |                    |
| Building Insurance                                                                          |                       |                    | (accrued)                                           |                       |                    |
| Repairs and Maint. & Lift Maint.                                                            | 4844.24               | 9358.00            | <b>By Interest</b>                                  |                       |                    |
| Security & Service Charges                                                                  |                       |                    | on F. D.                                            | 20054.00              | 24718.45           |
| To Compensation to Mandal                                                                   |                       |                    | On Swap FD A/c.                                     | 2995.00               | 3089.00            |
| To Salary to Staff out of Grant                                                             |                       |                    | <b>(BANK INTEREST)</b>                              |                       |                    |
| Salary (HACSE) out of GRANT                                                                 |                       |                    | Salary Grant for HACSE-HI                           | 18436325.00           | 10589146.00        |
| <b>To Establishment Exps (Sch-I)</b>                                                        | 3,570.00              | -                  | <b>By Dividend</b>                                  |                       |                    |
| to the head.incl. household Exp.if any                                                      |                       |                    | By Misc. Receipt                                    |                       | 2694.86            |
| <b>To Audit Fees</b>                                                                        | 2360.00               | 2360.00            | By Donation in Cash or Kind                         |                       |                    |
| <b>To Contribution and Fees</b>                                                             |                       |                    | By Amount Written Back                              |                       |                    |
| (a) Sundry amounts w/d                                                                      |                       |                    | By Income from OthSources(Sch-III)                  | 60932.00              | 105086.98          |
| <b>To Miscellaneous Expenses</b>                                                            |                       |                    | <b>Expenses Compensated by Trust</b>                | 167648.41             | 668060.84          |
| Loss on sale of old AC                                                                      |                       |                    |                                                     |                       |                    |
| To Depreciation (Sch-XIV)                                                                   | 30896.87              | 35059.61           |                                                     |                       |                    |
| To Amt traftd to Reserve/BLDG FUND                                                          |                       |                    |                                                     |                       |                    |
| To Exp-Obj. of Trust (Sch-II)                                                               | 18546253.30           | 11346018.52        |                                                     |                       |                    |
| <b>Total Rs. ....</b>                                                                       | <b>1,86,87,924.41</b> | <b>11392796.13</b> | <b>Total Rs. ....</b>                               | <b>1,86,87,924.41</b> | <b>11392796.13</b> |

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  
Partner  
Membership No. 035526

Place: Mumbai  
Date: 20 JUL 2024

For CHEMBUR COLONY YUVAK MANDAL

President Treasurer Secretary

UDIN: 24035526 BKE KBQ 2589





# HACSE-AUDIT REPORT- LD 2023-24

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, 2024.

| SOURCES OF FUNDS                     |              |            |   | APPLICATION OF FUNDS                   |              |            |            |
|--------------------------------------|--------------|------------|---|----------------------------------------|--------------|------------|------------|
| FUNDS & LIABILITIES                  | 31.03.2024   | 31.03.2023 |   | PROPERTY & ASSETS                      | 31.03.2024   | 31.03.2023 |            |
| Trusts Funds or Corpus:- (Sch-IV)    |              |            |   | FIXED ASSETS (SCH-IV)                  |              |            |            |
| Balance as per last Bal. Sheet       | -            | -          | - | Balance as per last B.S.               | 19240.38     | 16716.55   | 19240.38   |
| Additions during the year (Corpus)   | -            | -          | - | Additions during the year              | -            | -          | -          |
| Additions during the year (Adm. Fee) | -            | -          | - | Less: dep. During the year             | 2523.83      | 2921.86    | -          |
| Balance as per last Bal. Sheet       | -            | -          | - | INVESTMENTS: (Sch-IX)                  | 300000.00    | -          | 300000.00  |
| ADVANCE FROM UNIT: (Sch. VI)         | 3596384.00   | 3611384.00 |   | CURRENT ASSETS/DEPOSITS: (Sch-X)       | -            | -          | -          |
| CURRENT LIABILITIES: (Sch. VII)      | 671188.00    | 506090.00  |   | ADVANCES TO OTHER UNITS(Sch-XIII)      | 395064.50    | -          | 378872.50  |
| DEPOSITS (Sch VIII)                  | -            | -          |   | AMOUNTS RECEIVABLE: (Sch.-XI)          | 563352.00    | -          | 336291.00  |
| Bank O D A/c-RTTHS                   | -            | -          |   | CASH & BANK BALANCE:                   |              |            |            |
| Income & Expenditure Account :-      |              |            |   | Cash in Hand                           | 137893.99    | 374284.51  |            |
| Less: Deficit during the year        | -            | -          |   | Cash at Bank (Sch-XII)                 | -            | -          | -          |
| Reserves & Surplus                   | -            | -          |   | Income & Expenditure Account :-        | 2708785.61   | 2391657.56 | 2708785.61 |
|                                      |              |            |   | Balance as per last Balance Sheet      | 2708785.61   | 2391657.56 | 2708785.61 |
|                                      |              |            |   | Less: Appropriation, if any            | -            | -          | -          |
|                                      |              |            |   | Add: Excess of expenditure over income | 145759.35    | 317128.05  | -          |
| Total Rs.....                        | 42,67,572.00 | 4117474.00 |   | Total Rs.....                          | 42,67,572.00 | 4117474.00 |            |

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  
Partner  
Membership No. 035526

Place: Mumbai  
Date: 20 JUL 2024

For CHEMBUR COLONY YUVAK MANDAL

President Treasurer Secretary

UDIN: 24035526 AKEK8Q 2589



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, 2024.

| EXPENDITURE                               | 31.03.2024  | 31.03.2023 | INCOME                                 | 31.03.2024  | 31.03.2023 |
|-------------------------------------------|-------------|------------|----------------------------------------|-------------|------------|
| To Expenditure in respect of properties:- |             |            | Rent APPROVED-RTTHS (Prev Fin Yr)      |             |            |
| Repairs and Maint. & Lift Maint.          | 5259.46     | 8015.00    | (accrued)                              |             |            |
| Security & Service Charges                | -           | 23000.00   | By Interest ..... (realised)           |             |            |
| To Compensation to Mandal                 | -           | -          | On F. D.                               | 17989.00    | 18310.00   |
| To Salary to Staff out of Grant           |             |            | On IT refund                           |             |            |
| Yearly Salary                             |             |            | On Swap FD A/c                         |             |            |
| Salary (HACSE) out of GRANT               |             |            | On Savings Bank Account :-             | 6604.00     | 7533.00    |
| To Establishment Exps (Sch-I)             | 1770.00     | -          | (BANK INTEREST)                        |             |            |
| Rent from Units                           |             |            | By Dividend                            |             |            |
| To Audit Fees                             | 590.00      | 590.00     | By Misc. Receipt                       | 2.00        |            |
| To Contribution and Fees                  |             |            | By Donation in Cash or Kind            |             |            |
| (a) Sundry amounts w/off                  |             |            | By Amount Written Back                 |             |            |
| To Miscellaneous Expenses                 |             |            | By Income from Oth Sources (Sch-III)   | 453465.70   | 589278.40  |
| Loss on sale of old AC                    |             |            | Deficit for the year trd to Bal. Sheet | 145759.35   | 317128.05  |
| To Depreciation (Sch-XIV)                 | 2523.83     | 2921.86    |                                        |             |            |
| To Exp.-Objects of Trust (Sch-II)         | 613676.76   | 897722.59  |                                        |             |            |
| Total Rs. ....                            | 6,23,820.05 | 932249.45  | Total Rs.....                          | 6,23,820.05 | 932249.45  |

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  
Partner  
Membership No. 035526

Place: Mumbai  
Date: 20 JUL 2024

For CHEMBUR COLONY YUVAK MANDAL

President Treasurer Secretary

UDIN: 24035526 AKEK8Q 2589





# UNFOLDING

## YouTube Links in disability management featuring Dr Asmita Huddar

- MISHA webinar-Celebration of International Sign Language Day  
[https://www.youtube.com/live/hcToxkyl\\_bA?si=z-0tzVJMXURjGUUH](https://www.youtube.com/live/hcToxkyl_bA?si=z-0tzVJMXURjGUUH)
- Navaratri Series 2023 - Dr Asmita Huddar  
<https://www.youtube.com/watch?v=re69DXfs3cE>
- Dr. Asmita Huddar on Career Opportunities in Special Education \_ Trinayani  
<https://www.youtube.com/watch?v=Y91XyLJWPTw>
- Understanding Deafness- Dr Asmita Huddar – Trinayani  
<https://www.youtube.com/watch?v=L0KLsLI3k1c&t=13s>
- काहीतरी विशेष-भाग १ विषय: कर्णबधिरता | मार्गदर्शक: डॉ. अस्मिता हुद्दार  
<https://youtu.be/DoNu668Z3TA?si=QptVtl6aYCSEudQ9>

### A Heartwarming Read-Aloud Session

During my visit to a Model Anganwadi in Mangaon taluka, I got to experience something truly special under the Palavee Project—a read-aloud session. Unlike most Anganwadis, where these sessions are rare, it was great to see this as a regular activity here. The children amazed me with their skills—not only could they read, but they had also prepared thoughtful questions like: -

- Why do you write for children?
- How do you write books?
- Did you draw the pictures too?
- Will you write more books for us?

They were so excited when I offered to read my book Chhatri. Even though they had already read it, they wanted to hear me narrate it. As I read, they listened closely, pointed out characters, and shared creative ideas about the story. This session showed how activities like read-aloud can spark curiosity and improve language skills in young children. It also highlighted the hard work of Anganwadi workers, who are helping children learn and grow in amazing ways. #QUESTForEducation

**Courtesy: Dr Nilesh Nimkar**

(LinkedIn accessed on 30/1/25)

Founder & Director, Quality Education Support Trust (QUEST)

Do you want to learn  
Indian Sign Language?

Wonder what the avenues  
are?

HACSE PRESENTS

ISL learning avenues in  
India

(A tiny Directory Compiled  
in Oct 23)

Compiled by: Dr Asmita  
Huddar, Principal,  
(hacsehead@gmail.com)  
(<https://www.hashuadvanismarak.org/hacse/>)

**SOURCE OF INFORMATION:**

Friends / alumni / students /  
colleagues (Deaf and  
hearing) and social media /  
web-search.

Mail a request for the soft  
copy

**FREE!**







**"Follow us on social media for more!"**



Website

Facebook

YouTube

Instagram

Blog

**CCYM's Hashu Advani College of Special Education**

64/65 Collector's Colony, Chembur, Mumbai 400 074

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

**I AM A  
SPECIAL  
EDUCATOR**

**Are you a graduate?  
Want to be a "TEACHER"**

Then consider being a  
Special Educator!

Make a difference in the lives of children  
with special needs.



Join B.Ed. Special Education  
2 years program  
Fee: 22k approx (Gn)  
8k approx (Res.)

**HASHU ADVANI COLLEGE OF SPECIAL EDUCATION, MUMBAI**

Affiliated to university of Mumbai and aided by Govt. of Maharashtra

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

Contact: 8591391470



**CHEMBUR COLONY YUVAK MANDAL  
REGISTERED UNDER THE SOCIETIES  
REGISTRATION ACT  
REGISTRATION No. 3441 OF 1995-56 AND  
THE BOMBAY TRUST ACT (E-1994 BOM)**