YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution   CCYM'S Hashu Advani College of Special Education

- Name of the Head of the institution   Dr.Asmita Huddar

- Designation   Principal

- Does the institution function from its own campus?   Yes

- Alternate phone No.   9323790584

- Mobile No: 9819265464

- Registered e-mail ID (Principal)   principal.hacse@gmail.com

- Alternate Email ID   iqac.hacse@gmail.com

- Address   Fourth Floor, 64/64, Collector's Colony, Chembur,Mumbai 400074

- City/Town   Mumbai

- State/UT   Maharashtra

- Pin Code   400074

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Special Education

- Type of Institution   Co-education

- Location   **Urban**

- Financial Status   **Grants-in aid**

- Name of the Affiliating University   **University of Mumbai**

- Name of the IQAC Co-ordinator/Director   **Dr.Gayatri Sirur**

- Phone No.   **9323790584**

- Alternate phone No.(IQAC)   **9167226370**

- Mobile (IQAC)   **9323790584**

- IQAC e-mail address   **iqac.hacse@gmail.com**

- Alternate e-mail address (IQAC)   **gs.hacse@gmail.com**

3.Website address   **https://www.hashuadvanismarak.org/hacse/**

- Web-link of the AQAR: (Previous Academic Year)   **https://www.hashuadvanismarak.org/hacse/pdf/aqar-2022-2023.pdf**

4.Whether Academic Calendar prepared during the year?   **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: **https://www.hashuadvanismarak.org/hacse/calender-schedule.html**

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.26**	**2016**	**29/03/2016**	**28/03/2021**
Cycle 2	**B+**	**2.59**	**2022**	**14/09/2022**	**13/09/2027**

6.Date of Establishment of IQAC   **03/09/2016**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	**NIL**	**NIL**	**Nil**	**0**

8.Whether composition of IQAC as per latest NAAC guidelines   `Yes`

- Upload latest notification of formation of IQAC   [View File](#)

9.No. of IQAC meetings held during the year   `3`

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   `Yes`

- (Please upload, minutes of meetings and action taken report)   [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   `No`

- If yes, mention the amount

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

`IQAC Initiative: systemic changes:Development of SOP for staff professional development activities`

`IQAC Initiative: Events conducted:AARAMBH: Disability orientation organized for the mainstream`

`College campaign for awareness on career options in special education`

`Value added course: ADHYAYAN - Understanding LD: Remedial Teaching 360`

`National level inter-college caption competition on world mental health day`

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

Plan of Action	Achievements/Outcomes
Revisiting and revising SOPs	3 SOPs revisited, revised, approved and implemented. (professional development, Aayam campus recruitment , Adhikar, family empowerment program
Identifying new team mates of IQAC	New external member identified and invited. (alumni representation, external expert and SY students). IQAC coordinator for the next tenure identified. Process of hand over initiated.
Developing new admission documentation procedure and templates	Admission form was developed and is approved in IQAC meeting. It is printed and have been used currently. New Admission record book created
Brain storming on PTV feedback analysis to draw pragmatic conclusion	College received matrix wise feedback after the PTV. Same was discussed and action points drawn in terms of focus areas and areas where more attention is essential. Distribution accountability in term of criterion
Gaining insights into the announced binary accreditation	Principal held session explaining the binary proposed system and its pros cons after attending a workshop on NAAC binary system
Sustaining development of templates and SOPs. Sustaining the activities towards quality exposure to staff and students.	More than 25 events / celebrations coordinated involving students.

13.Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	CCYM'S Hashu Advani College of Special Education
• Name of the Head of the institution	Dr.Asmita Huddar
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9323790584
• Mobile No:	9819265464
• Registered e-mail ID (Principal)	principal.hacse@gmail.com
• Alternate Email ID	iqac.hacse@gmail.com
• Address	Fourth Floor, 64/64, Collector's Colony, Chembur,Mumbai 400074
• City/Town	Mumbai
• State/UT	Maharashtra
• Pin Code	400074

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• Teacher Education/ Special Education/Physical Education:	Special Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Grants-in aid

• Name of the Affiliating University	**University of Mumbai**
• Name of the IQAC Co-ordinator/Director	**Dr.Gayatri Sirur**
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• Mobile (IQAC)	**9323790584**
• IQAC e-mail address	**iqac.hacse@gmail.com**
• Alternate e-mail address (IQAC)	**gs.hacse@gmail.com**
3.Website address	**https://www.hashuadvanismarak.org/hacse/**
• Web-link of the AQAR: (Previous Academic Year)	**https://www.hashuadvanismarak.org/hacse/pdf/aqar-2022-2023.pdf**
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13.Whether the AQAR was placed before statutory body? | No

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2023-2024	27/12/2024

15.Multidisciplinary / interdisciplinary

CCYM's HACSE is a college of special education and was offering only 1 program for 20 years – B Ed Hearing Impairment. Recently we introduced B Ed Learning Disability and hence we are no more a stand-alone college. This was our first step towards multidisciplinary approach. Our vision includes getting merged into an educational institute offering quality education of multidisciplinary nature. The management discussed the issue at length and the matter is also being discussed at IQAC meeting. College will approach two educational institutes in the vicinity to explore merger with approval from the management. College is waiting for Board of Studies (Special Education – University of Mumbai) to get approval of the new curriculum proposed by Rehabilitation council of India. Being a B Ed college, we do not have much scope for extensive research but we take up 1 externally funded research every year. Next year we wish to survey community on their information needs. We also intend to undertake a research project for the families of the children with disabilities. The college intends to write to the Rehabilitation Council of India on releasing guidelines on NEP implementation parallel to NCTE. The best practice area we have identified is collaborating with departments of psychology for: 1. Orientation to disability 2. Curriculum development 3. Facilitating students with psychology background to enrol for B Ed special education This, we truly feel is the way forward for a college of special education to have interdisciplinary collaborations with other educational institutes.

16.Academic bank of credits (ABC):

ABC platform is built along the lines of NAD created and maintained by Ministry of Electronics and Infromation Technology(Digi locker App) that would store the credits scored by students in online platform. ABC is a virtual mechnanism that will deal with the credits earned by students of higher education institutes in Inda and recognised by UGC. Academic Bank of

Creditsa unber the NAD registration process as important part of NEP 2020 is very important for the students. Here students have to create their ABC id and then here under this respecitve ID the credit will be stored. CCYM'S Hashu Advani College of Special Education have started slowly gearing self to get self acquinted to this system and making the future prospective new enrolling students to become aware of this ABC account. FIrst Step done was on 3rd Dec 2022, orientation was done to students of batch 2021-2023 and for batch 2022-2024 it was done on 4th Jan 2023 , what is ABC, ABC ID, Its Need etc. College supported students by sharing you tube links to show how to create ABC Id , handholding while creating their email ids. College faculty attended the online orientation on ABC Id creation (Nov 25th 2022) as per the circular No.DBoEE/ICF/2022-2023/14 dated 21st Oct 2022 as a followup of ABC Orientation done to the students on3rd Dec 2023 & 4th Jan 2024 . As per the circualr the students were oriented on how to create ABC IDs. The Excel sheet with PRNnumber along with respective email IDs was submitted to University of Mumbai on 4th April 2024 Batch 2023-2025 along withdetails of Nodal Officer for communications related to ABC of NEP 2020.

17.Skill development:

HACSE always works towards the overall development of the student. To improve their skills and make them ready for the job, HACSE offers value added courses. This year the students were introduced to AABHASI course. This included use of various apps and digital tools for teaching.The other value added course was Adyayan which included the practical aspects to deal with learning needs of children. Students are also given the opportunity to sharpen their teaching skills through workshops by various experts in the field. In each of the event organized by the college, students participate as volunteers. This volunteering helps them improve their planning and organizing skills. Thus, these opportunities are planned according to the latest trends in the field. This helps the students to upgrade themselves and become efficient in their work.

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

In order to elevate the Indian language, culture, and online courses, the HEI is purchasing multilingual books for its library. Bilingual lectures and sessions for any program are conducted regularly. The students can write answer papers in Marathi or Hindi. HEI protects and promotes Indian culture among the students. Celebrating festivals like Dashara, Diwali,

Christmas and so on are part of the students' academic life. The national days of India, like Independence Day and Republic Day, birth anniversaries of dignitaries of India like APJ Abdul Kalam, Mahatma Gandhi and Dr B R Ambedkar, are celebrated as an integral part of HEI. Different competitions and events are organised on these occasions. To promote the use of local languages, Marathi Bhasha Divas and Hindi Bhasha Divas are celebrated in HEI. The faculty members and the students are encouraged to complete online and offline programs. HEI encourages the faculty members to attend different FDPs, refresher courses and orientation courses. HEI designed and developed an ICT-related online value-added course named AABHASI, and all students are encouraged to attend it.

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

i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? 1. Curriculum clearly defines PLOs (Program Learning Objectives) and CLOs (Course Learning Objectives) and a session (Deeksharambh) is taken by HACSE, explaining and encouraging students to understand the objectives before they embark their journey in Special Education. 2. Curriculum gives freedom to students to opt for courses of their choice of specialisation for example B.Ed (Sp.EdHearing Impairment) students can opt for specialisation in manualism or oralism. 3. Courses such as Reading and reflecting texts and Drama Art Education gives students diverse exposure to polish their teaching skills. 4. The program has courses offered in project mode, intensive work in special and inclusive schools and rigorous internships which assures preparing teachers who are able to work in inclusive or special schools. 5. Evaluation is very comprehensive and continuous and more students centric .Continuous assessment of students is done through Unit tests and notional tasks at college level and summative assessment is done at University level exams, weightage for this is 25:75 .University awards SGPA and CGPA instead of marks, which are the measures of performance of students for the work done in a semester and across all semesters, respectively. ii. Explain the efforts made by the institution to capture the Outcome based education in Teaching and learning practices. HACSE organises the curriculum, instruction, and assessment to make sure that student learning ultimately happens. 1. Students are expected to fill learning needs proforma, which profiles their learning styles, strengths and weakness. This task helps student to understand themselves better and teachers get a fair judgement about what to expect from their students and how to facilitate learning. 2.

HACSE provides rubrics for all the tasks which students have to complete , detail discussions on case studies is undertaken , visit to different institutions catering to children with special needs is arranged ,this gives them fair exposure to practices followed in cross disability and inclusive education. 3. Students are encouraged to write reflections, do peer tutoring, asked to collaborate in pairs /teams to do seminar presentations, thus education is more student centric . 4. Evaluations which are continuous and internal evaluations are given some flexibility and spaced well which gives students opportunity to perform well .We offer three internal unit tests out of which marks of best two are considered. This IA calculation policy ultimately benefits students to score higher. iii. Describe any good practice/s of the institution pertaining to the Outcome based Education (OBE) in view of NEP 2020. HACSE has introduced two value added courses namely Aabhasi and Aao baten Kare ,which emphasises on making students field ready .Course on ICT gives them exposure to integrate use of latest technology with traditional teaching methods to bring out best outcomes in school going children .Key to excel in any profession is good communication skills, our value added course helps students to develop great communication skills .

20.Distance education/online education:

Distance Education/ Online Education is a modern way of teaching - learning process allowing students to study within their own space and time. Considering its value, the importance of it has been increased in the current era to connect with people globally. At HACSE, With reference to curriculum delivery, lectures are conducted through hybrid mode. Once in a week is fixed for online lectures to support students learning in their own pace. Various experts across the state and country as well are invited to take lectures on different topics from the curriculum. Code and conduct (SOP) is strictly being followed by students and faculties during online lectures. Apart from that, few internal assessments were conducted using Google form. With reference to skill development program, HACSE organizes webinars on different themes for the knowledge and skill development of students and faculties. The various experts from regional, national and international levels are invited to as resource persons. Students and faculties are also encouraged to attend skill development programs/ sessions/ FDPs/ webinars organized by other organizations through online mode. 2 Value added programs Aabhasi and Aao Baten Karen have been launched by HACSE and successfully completed with 4 batches have also been conducted

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

Extended Profile

1.Student

2.1	30
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	45
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.4	22
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	21

File Description	Documents
Data Template	View File

2.6	**08**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	**451764.46**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	**11**
Total number of computers on campus for academic purposes	

3.Teacher

5.1	**4**
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	**8**
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

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

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of

A. All of the above

the institution Schools including practice teaching schools Employers Experts Students Alumni	

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

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

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

1.2 - Academic Flexibility

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

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

4

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.hashuadvanismarak.org/hacse/plo-clo-for-hi.html

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

2

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

2

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

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

22

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

22

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

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

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

6

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

6

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

1.3 - Curriculum Enrichment

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

FUNDAMENTAL & COHERT UNDERSTANDING undamental or coherent understanding of the field of teacher education 1. Linking Theory with skill development ,field engagement 2. Using interactive,heuristic methods 3. Variety of visiting faculty,range of visits ,experiences. 4. Reflection -practice 5. LMS Platforms 6. Content test carried out/tested . PROCEDURAL KNOWLEDGE ...........SPECIALIZATION 1. Creating task force for all levels of school education ,for all types of educational set up. 2. Master templatefits student names into every semester indicates educational exposure (skill development, lessons, field engagement) in various: levels: pre primary to secondary,special schools, mainstream schools, inclusive schools, remedial set up, Languages ,media of instruction-Eng, Hindi, Marathi, Gujrathi, ISL, Schools subjects -balanced break up of their lessons. CAPABILITY TO ......COMPETENCIES 1. Ample opportunity for themreflect and extrapolate: Page 19/89 20-04-2024 11:31:00 Annual Quality Assurance Report of CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION 2. Theory lectures - interactive,constructivist style 3. Template of skill development, field engagement and lessons place for reflections Feedback process makinglearning relevant SKILLS/COMPETENCIES : 1. .Counselor- group sessions on mental health issues 2. Projects , assignment always clubbed with presentations for collective shared wisdom 3. Active Student council 4. Opportunities to update communication skills through assembly, discussion, volunteering, anchoring 5. Preplacement orientation 6. Value added course for imporving conversations

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

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

Institution familiarizes students withdiversities in school system

in Indian as well as international and comparative perspective in few ways: 1. Student placement in schools: Chembur- good network of schools - with different boards.HACSE - good network of special schools and remedial centers and practice lessons and field engagement planned on rotation basis 2. Field engagement templates: studentsprovided withready template for the detailed reporting of their activities. Templates designed to draw attention of students to various practices of assessment, curriculum transaction, use of technology and academic norms. Students are oriented to template priorposting 3. Reflections and presentations: School placement followsby presentations,reflections inevery task 4. Measurement of mainstream schools (MLEM Tool) 5. Educational tour: Mostlytour takes students to experimental schoolsset up which are not very common in Mumbai but this acadmic year 2020-2021 college could not take due to coivd 19 pandemic situation.6. Notional Task on pedagogy-setting question papers-blue print; preparation for content test (syllabus framed on comparing different boards) Getting familiar with existing school system for understanding it better is an ongoing process and cannot be measured objectively. But we do our best in this area.

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

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

Strategies include: 1. Pre program orientation on curriculum design2. Teachers' course accountabilityplanned on rotation basis 3. Course recap is always held before students go on preparatory leave for exam 4. Faculty is involved in paper setting for internalexternal examinations and they ensure thatfocus of measurement is interlined understanding of courses and not mere isolated understanding ofcontent. 5.Teaching learning schedule matched content wise.6. Theoretical module andrelated skill

development always taught together. For example when students learn theory of sign language or auditory training, parallel sessions are held for skill development which are parts of some other course. We facilitate buddy system in college students are paired thoughtfully to facilitate benefits to both. Either this is in terms of language needs, geographicallocation of residence or the skills. 7. Opportunities to reflect on courses are ample during4 semesters HACSE believes that holistic understanding of curriculum would create efficient teachers. Earlier withprogram being of one year, there was no scope to build that understanding 8. Curriculum is spread over 2 years now and that facilitates many breathing spaces for faculty and students to pause for better understanding. 9. Field engagmeent and Intenrship 10. Innovative Exam papers File Description Documents

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

1.4 - Feedback System

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

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

08

2.1.1.1 - Number of students enrolled during the year

08

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

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

18

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

01

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

HACSE holds assessment of students at two levels: pre-admission and post-admission. English Language Content Test - (ELCT): The first level of formative assessment consists of B.Ed. Common Entrance Test (CET) organized by Dept of Higher Education,

Maharashtra Government. It is mandatory for the candidates who wish to seek admission to English medium colleges to clear ELCT. Thus, the ELCT scores are considered while selecting medium of instruction for the candidate. Study habit inventory (Palsane & Sharma, 2003) is administered on all the students to identify their study habits developed so far by the college principal. The level and nature of academic support required by each student is determined on the basis of the scores they obtain on this inventory. Survey of ICT skills: The librarian has prepared the tool and carries out the survey to find out the technology familiarity level of the incoming students. As an outcome the students get suggestions and support to facilitate the use of ICT and web-based library services for students. Content test: The B.Ed. admission process consists of approximately 5 rounds of admission corresponding to 5 merit lists. After publishing each merit list, one admission round takes place for vacant seats after a gap of approximately two weeks. A content-test is organized to assess the content knowledge of the students. It reflects how much content the students have understood from the textbooks.

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:6

2.2.4.1 - Number of mentors in the Institution

5

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

2.3 - Teaching- Learning Process

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

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The use of multi-modal learning was ensured in the following way:
1. Smart classroom: All the classrooms are equipped with smart LCD
with internet facilities. 100%of the faculty ensured that the
learning is visual, as well as auditory.

2. Participative learning: The student participation was ensured
at every stage of teaching which includes: planning,execution and
assessment. Examples: The submission-deadlines of projects,
notional tasks, etc were set after discussion with the students.
Participation in execution or teaching was ensured byinvolving
students in smaller group activities.

3. Cooperative learning: Students from both the programs were
expected to work in pairs for D 17 course and interact with each
other. Student cooperation was ensured by organizing their
combined lectures.

5. Use of Online learning resources: The students were oriented to
the different online open learning resources. Majority of the
faculties encouraged article reading on websites for updating
their knowledgeand interacting with students.Students were also
encouraged to join the internal and external workshops on teaching
learning process.
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File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

3

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

30

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.youtube.com/channel/UCErCApbkYIi_aHftZj76-qg https://www.hashuadvanismarak.org/hacse/use-of-ict-in-classroom.html
Any other relevant information	View File

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

HACSE deals with student's diverse concerns including

1.Academic issues such as comprehension of lecture, study material, library issues, submission,exam-related issues, passing and grade improvement, issues in practice teaching schools etc. are resolved by faculties.

2. Personal issues which interferes with their studies like financial hardships, stress at home,domestic violence etc. are handled by the faculty not compromising the dignity of the students andensuring the confidentiality.

3.Vocational issues such as skill-development and job proficiency are also addressed through needbased guidance and exposure .

4. Students are encouraged to participate in workshops and seminars about recent developments in the education field and techniques todeal with stress.

5. For the purpose of developing professional etiquettes as future professionals and current students the code of conduct developed by the college is shared with the students on the first day of college.

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

We run extra mile in ensuring opportunities towards creativity, life skills and innovations. We have value added courses to add on to their innovativeness and creativity. They also had an exposure to pranayam sessions helpful to improve life skills.

College undertakes several activities to groom them. After the daily assembly students share thought for the day, simple physical exercises as a part of improving their thinking and life skills. They are made to volunteer in many events and be part of outreach activities to develop empathy. Also, different speakers are invited to talk about the latest in their field and share innovative ideas.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

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

inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

All of the above

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content

All of the above

Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations | **Four of the above**

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams | **All of the above**

and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

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

All of the above

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

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

Schools are selected referring to already in the list, suggested by students and/or faculties, where alumni are working, schools approaching college for internship. Faculties ensure the appropriateness of infrastructure, number of children with disability, documents, teaching staff, teaching methods to be observed by the B.Ed. students. HACSE shares and explain with the school principal and the 'mentor-teachers about the internship activities. Each student has to work under the guidance of a

mentor assigned by faculty. Apart from this, the school principal/teachers were also oriented about the nature of internship through the formal letters seeking permission for internship-placement. Orientation is provided to B.Ed students regarding the concept, spirit and action points' related to internship. Performance based assessment and assessment of internship formats (developed as per B.Ed. syllabus) are the two modes of assessing student's performance. 50 % of the marks aregiven by the mentor and the remaining 50 % were given by the course coordinator. The marksheetsare submitted to the principal or mentor on the very first day of internship and collected on the last day of the internship.

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

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

2.4.9.1 - Number of final year students during the academic year

22

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

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

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

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

A standard internship policy was developed for the effective practices of field engagement. Due to Covid, students were placed

online within Maharashtra state and across the country as well to get cross cultural academic exposure. Monitoring was carried out

stringently. School authorities were oriented about the objective and course work of internship placement. Following were the roles

played by the various people are listed here: Students: completion of tasks, Completion of prescribed hours, Learn, reflect and

conclude learning points, maintain diary and prepare journal, maintain professional ethics and institutional decorum. College

faculty: Monitoring, feedback, Ensuring attendance, ensuring learning, weekly discussions and doubt solving, academic

monitoring of preparation of journals, orienting stakeholders, assigning marks and handling correspondence and MOU. School

Authority: Giving consent to placement, on site monitoring, ensuring on site learning, monitoring reports and guiding teachers

in planning and implementing internship details and signing MOU.School teachers: Daily exposure, attendance, reporting, monitoring

learning and creating innovative opportunities for our students.

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

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

Four of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

4

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

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

2

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

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

46

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

46

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.

In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

Teachers professionally keep updated infollowing way: 1. In house discussions on current developments and In house faculty meetings organized on regular basis E.g. Organizing CET orientation seminar, preparing for NAAC/other inspections, planning CRE programs, Adhikar program,etc. 2. Faculty meetings held before-after attending conferences 3. Meetings after attending to share learning points 4. Encouragement to undertake research projects. 5. Summary of research papers published by college-faculty displayed on college notice-board. Annual Quality Assurance Report of CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION 6. Regulatory authorities like RCI, UGC have prescribed mandatory professional development activities for faculty[1]fulfilled completely. 7. HACSE core value'collaboration' – maintains cordial ties with several institutions. Principal, teaching staff, librarian are members of different academic What's app groups wherein Important circulars are shared. 8. Teaching staff appointed for conducting exam-related work by University of Mumbai, State CET cell . They have formed semester wise What's app groups for giving instructions related to paper setting, translation etc. 9. Principal, faculty are life members of professional organization like NCED, ISHA , MISHA and MUCTA. 10. Annual newsletter 'Arushi', circulated among alumni, special schools, government institutions etc. Newsletter's column on 'News that matter' contains important updates, news infield of education and rehabilitation of PWD

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation practiced at HACSE as per IAPolicy. internal-external evaluation weightage-20% and 80% respectively. Total Theory (75 marks)Internal15 marks+ External 60 Internal: Student to score Minimum 8 marks in internal evaluation ;Students had to write three class-tests and submit two notional; Three class-tests (5 Mark /10 Marks converted to 2.5 finally) per semester after every one month. The schedule of class-tests was

Page 39/89 20-04-2024 11:31:01 Annual Quality Assurance Report of CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION provided in the calender of activities for each semester separately. At HACSE, best out of 3 class-test policy was followed. The students had to attempt all the 3 classtests the highest scores of two class-testsconsidered.. Students had to choose any 2 notional tasks from theirB.Ed syllabus.(5 marks.each) Modern ways of assessment - Postermaking competition, exhibition of charts, etc a part of internal assessment. Transparent system - The internal assessment marks for all the courses were shared with the B.Ed students. They were asked to confirm their marks by signing on the IA mark-sheet. Immediate feedback -distinguishing feature of HACSE's IA policy. Provision of 4th Class test -Subject to the student's application Two innovative assessment-methodsEach and every faculty asked to try to conduct assessment using 2 assessment methods. File Description Documents

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

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

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

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

Grievance redressal related to examination is handled with care by teaching as well as non teaching staff of HACSE. 1.Grievance redressal by teaching staff: Teaching staff share IA marks for all the courses with students,they asked to confirm their marks by signing on IA marksheet. IA mark-sheets are displayed oncollege notice board students to crosscheck their scores. Faculties use innovative assessment practices with students. Any problem in scoring , students are told to discuss . Flexible Assessment, Open Book etc Innovative, student friendly - methods for assessment are carried out Students griviences against examination system involves a ranges of griviences like, error in names, scores, names of elective papers mentioned inmark-sheet , roll numbers, etc. Mentors help students in identifying proper authorities to be approached for help. 2. Grievance redressal by Non-teaching staff: Pre-exam session, students received important information aboutimportant dates for filling examination forms, documents to be attached with it, mentioning elective subjects in the form, and so on. Post-exam session: Held afterresults were declared. Its about reevaluation process. All the coordination ,communication w.r.t.reevaluation for each semester separately has been managed bynonteaching staff of HACSE.

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

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

Internal evaluation is a highly planned activity at HACSE,reflected inannual calender of activities prepared bycourse coordinatorsfor each semester separately.Course coordinators prepared calender of activities for each semester by consulting the college principal andlist of holidays as per University of Mumbai. The annual calender is presented semester-wise at HACSE. It developed in advance at the beginning of the semester and shared with allstudents and staff . Evenweekly time-table wasshared and displayed for students.The calender of activities andtimetable had mention of important dates like Assignment submission ,Journal submission etc.All the three class-tests for each theory course separately . Calender of activities ,monthly time-table was displayed in classrooms, faculty room and forwarded through email and Whatsapp group . Separate time tables were prepared for the class-tests and weredisplayed in classroom, faculty room and forwarded to students through email and Whatsapp group. Reminder messages were sent to the students in the Whatsapp group regarding the class-tests. Onrequestabout extension of submission dates or class-tests , from CR , it isaccepted if the concerned faculty found it appropriate. Faculty strictly adheres to the rules about submissions developed at HACSE.

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

2.7 - Student Performance and Learning Outcomes

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

The teaching learning process at HACSE has been aligned as per the PLOs and CLOs stated in the B.Ed syllabus. 1. The Master syllabus prescribed by Rehabilitation Council of India (RCI) and implemented by University of Mumbai (UoM) has clearly spelt out PLO and CLOS. 2. The link of the PLOs and CLOS was provided on college website. 3. PLOs and CLOs were displayed in classroom for the regular reference of both B Ed students and the faculty of HACSE. 4. The copy of B.Ed syllabus was emailed to all the

students. They were asked to go through the PLOs and CLOs mentioned in the syllabus. 5. During the student induction program ('Diksharambha') students are expected to read and discuss the PLOs and CLOs. 6. A brainstorming session was organized on fulfilling objectives. The principal of HACSE, faculties and students would participate in this session to discuss the following points: A.Multi-lingual exposure: The PLOs and CLOs were explained in Hindi and Marathi along with English as per the needs of the B.Ed. students. B. Resource persons to be invited: PLOs and CLOs from the syllabus also helped HACSE in deciding upon the resource persons.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

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

in the B.Ed syllabus. The objectives were divided in 3 types. Knowledge objective, skill-s objectives and objectives for attitudes. Each course notional tasks per course. The three class tests provided opportunity for continuous assessment of student[1]progress. 2. Progress in student-performance in terms of skills:

B.Ed Special Education programs offered by HACSE are professional development programs. Hence, classroom teaching practical and internship in three different type of schools is the back-bone of this professional development. The student-performance in terms of skill is measured on the basis of marks obtained by students in practical (eg. Lesson execution) and internship placement (special school of 3.Progress in student-performance in terms of attitude:

For developing professional outlook and favorable attitudes among the students, HACSE organized several events and programs likeWorld Disability Day, watching educational Bollywood movies,projecting success stories by inviting resource persons with disability.

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

2.7.4 - Performance of outgoing students in internal assessment

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

15

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

At HACSE, the student-teacher ratio is low. Hence, formal assessment tools are not used for measuring whether the performance of the students is in tune with their initiallyidentified learning needs.However, the same was taken care of by using the informal assessment measures. One such method was observation. While teaching in the class the faculty observed the behaviour of the students. If they noticed some abnormal behaviour in any of the student, the same was discussed in faculty meetings and also with the college principal. The common strategies were developed as per each student's needs. They were uniformly followed by all the faculties during teaching in the class. Individual mentors are closely interact and guide mentee. Remedialteaching hour is included in the timetable . Students are explained the rubrics for all the tasks and taught to work around their weaknessand capitalise on their strengths.Students who had completed college level education in Marathi,needed input in Marathi. Hence, study material and notes were provided in Marathi. Students who had health issue and surgery during the semester were offered flexibility ,video recording of lectures and extension in some tasks .

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	[View File](#)

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://www.hashuadvanismarak.org/hacse/feedback-management.html

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

1

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

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

1

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above

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

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

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

3.2 - Research Publications

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

0

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

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

3

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

3.3 - Outreach Activities

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

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

6

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

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

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

28

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

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

30

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

30

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

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

HACSE always promotes outreach activities for all the students. The students also participate in all the outreach activities with lot of enthusiasm. The outreach activities focused more on spreading awareness about disability. The students are also given opportunity to volunteer in events organized for children or people with diverse needs. This year as part of the awareness campaign the students were part of the walkathon organized by Maharashtra Dyslexia Association. The students distributed pamphlets to public about dyslexia. They alsohad a session with reading room students on dyslexia.They also volunteered for Yash Charitable Trust's musical concert by persons with disabilities. Such events help the students witness the true potentials of persons with disabilities. As part of disability day celebration, the students also visited various colleges to spread awareness about disabilities and the various services offered for them.

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

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

0

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

3.4 - Collaboration and Linkages

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

3

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

3

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

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

2

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	All of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

HACSE has always worked hard to provide its students with the best learning environment. As a result, we have always tried to provide the best possible facilities for our students. HACSE is always prepared to meet the educational needs of its students in any way. The college's foundation is solid despite its small size. All facilities are available in this small setting. The main office is air-conditioned and conveniently located near the administrative office, which has all the requisite amenities. Both a faculty and a ladies common room are available. Newborn screening and monitoring are available at the CAAI Center. Four well-equipped classrooms, a library, a reading room, and an IQAC room serve the interests of HACSE's stakeholders. HACSE has also made shared facilities available to RTT and CCYM. The shared facilities include the multipurpose hall, sports equipment room, counsellor room, auditory room, conference room, yoga hall, computer lab, and auditorium.In compliance with RCI and University of Mumbai standards, ventilation, filtered water, a Wi-Fi system, a firefighting extinguisher, separate washrooms for ladies and gents, and a CCTV system have been installed throughout CCYM, including HACSE.

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

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

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

4

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.hashuadvanismarak.org/hacse/naac-classrooms-and-seminar-halls.html
Any other relevant information	View File

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

0.56048

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

4.2 - Library as a Learning Resource

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

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

Acquisition

Cataloguing

Circulation and Book tracking

OPAC

Serial Control

Accessibility

Report generator

Membership

Multi-language facility

With these features, the library's different operations, such as housekeeping, information retrieval, and stock verification, have become well-managed and coherent. The library is adequate to efficiently satisfy users' growing needs.

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

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

Libraries in colleges of special education are generally smaller in size and scope. However, at our library, we equip student members to use practices and technologies that benefit them even when they become part of larger organizations. We look at basic library-related skills as life skills for professionals and, hence, try to groom these among our students. The library has a blog through which the library's users can access question papers and journals. Information literacy programs were conducted to teach the students to access the resources. The library has

subscribed to subscribe N-List. Also, please note that the college does not have a master's level program, and the student strength is 45. Therefore, the current facilities are comfortably adequate to fulfil the objective.

Blog Link -Ready Reference

http://hashuspecialeducation.blogspot.com/

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

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

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

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

0.40007

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

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

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

17

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

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

as gifts to College

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

4.3 - ICT Infrastructure

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

The utilization of ICT facilities has reinforced HACSE activities for faster applications. ICT updating has played an essential role in the advancement of the HACSE. It reduced the load from the system. We have updated the following ICT facilities: Computers and laptops Jio-Fi Hotspot Router: We have purchased the Jio-fi hotspot router along with the new connection for the Wi-Fi facility. Classroom with new screens Upgraded MTNL connections Printers Webcam CCTV surveillance Biometric Machine Library computerization and different resources: The library was upgraded with audio-visual resources and new versions of the E-Granthalaya. Networking Rack: We installed the networking rack for a secure, wall-mounted storage option. Miscellaneous ICT devices.

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

4.3.2 - Student – Computer ratio during the academic year

3

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

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

Opt any one:

File Description	Documents
Receipt for connection indicating bandwidth	[View File](#)
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	[View File](#)
Any other relevant Information	[View File](#)

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

Two of the above

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	[View File](#)
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/channel/UCErCApbkYIi_aHftZj76-qg
Any other relevant information	[View File](#)

4.4 - Maintenance of Campus and Infrastructure

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

4.51765

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

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

HACSE has varioussystems in place to ensure the smooth functioning and maintenance of the facilities. These include:

1. The details are entered in the stock register after purchasing any instrument, equipment, or furniture.
2. For the shared facilities, there is a system of giving a note to the management office with the required details.
3. The library advisory committee is in place to guide and help the librarian to work smoothly.
4. A register has been maintained to record any complaint against an instrument/equipment that needs to be repaired.
5. The AMC had been given for the water purifier, AC, and lift service.
6. There is a system of on-call facilities for electrical work, carpentering work, and plumbing work.
7. The college has a feedback system.
8. The anti-virus software Quick Heal was installed on all the computers and laptops.
9. The speed of the internet has been upgraded. Jio-Fi was purchased for quick access.
10. Tally is used for accounting purposes and to record financial transactions, and the biometric system is used for attendance.
11. HACSE is using tally ERP's latest version of the license copy to update and maintain the college account.
12. Different SOPs are developed.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.hashuadvanismarak.org/hacse/governance.html
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

File Description	Documents
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

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

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

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
13	21

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

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

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

01

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

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

0

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

5.3 - Student Participation and Activities

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

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

1. Council has initiated various activities at college and community level such as farewell party, teacher's day, Gandhi Jayanti, Diwali party celebration, international disability day, Christmas and new year celebration, sports day event and world autism day.
2. SC volunteered in various events such as workshop on TLM development, workshop on autism awareness, dyslexia awareness day, republic day, annual day celebration, Aayam campus recruitment, Adhikar parents' empowerment program, CRE programs, Adhyayan value added course and AHHA meet.
3. Students are also appointed as the members of different

committees at college level such as IQAC, library committee, internal complaint committee, anti- ragging committee, social media committee.

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

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

12

File Description	Documents
Data as per Data Template	[View File](#)
Reports of the events along with the photographs with captions and dates	[View File](#)
Copy of circular / brochure indicating such kind of events	[View File](#)
Any other relevant information	[View File](#)

5.4 - Alumni Engagement

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

Alumni Association of Hashu Advani College- "AAHA" is a non- registered but very actively functioning alumni association of the college. Till date, over 451 alumni are connected together through a very professionally active Whats-App group. HACSE enriches its alumni group with good academic updates and career opportunities regularly. College has created a separate email ID too for the official communication with alumni with regard to their academic

and professional updates. College appoints coordinator for AAHA on rotation basis. AAHA meet is held timely. Considering alumni as an inseparable part of the college, HACSE AAHA collaborations facilitate empowering and promoting alumni contribution through Arushi newsletter, networking with other organizations, taking sessions and employment etc.

The major contributions are-

- Alumni as members in various committees Such as in IQAC, code of conduct monitoring committee.
- Alumni as volunteers in college events such as CRE, AAHA meet, Subject seminars etc.
- Active participation in job placements.
- Active involvement in motivating freshly joined students, curriculum delivery and enhancing skills through various workshops.
- Alumni involvement in field engagements.
- Alumni helps in collaboration with other organizations.
- Alumni involvement to support the college through fund raising.

File Description	Documents
Details of office bearers and members of alumni association	[View File](#)
Certificate of registration of Alumni Association, if registered	[View File](#)
Any other relevant information	[View File](#)

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	Five/Six of the above

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

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

01

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

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

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

  1. Spreading the word about admission and contribute in employment through sharing vacancies related posts in official WA group and conducting interviews.
  2. Invited as visiting faculties to lectures to teach variety of modules.
  3. Support in conducting various sessions through enriching workshops and subject seminars.
  4. The field engagements are scheduled in the schools where our alumni are working. Alumni know the curriculum followed by college and the educational practices at their work place.

With this understanding, our alumni are effectively grooming our students to acquire field learning.

5. Alumni are also appointed as the members of college level committee.
6. Alumni extend their support in establishing collaboration with other organizations.
7. Alumni are invited in Diksharambh ceremony to share their academic and field experiences also motivate freshly joined students.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The vision mission statement was developed in 2013 which aptly represent what we intended

to achieve from the very beginning. We have been aligning each of the activities in tune with it. This statement is part of our:

- Code of conduct,
- Induction programs
- Introductory correspondence
- Social media and website

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

Along with vision / mission; objectives and values too are framed and implemented. Collaboration and creating range of options without advocating a single one are our top 2 values. These are supported by collaborative functioning. Vision / mission / objectives / values are translated into daily routine through various decision-making committees and hierarchical structure indicated in the organogram. All macro or micro level decisions

are taken and executed through this network of committees following the principle of dynamic leadership.

Each gets opportunity to develop his / her own forte and yet the system does not get person dependent. This is achieved through dynamic leadership as per the requirement. Balance between structured systems with academic freedom is maintained.

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

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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

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

1. Rotation of tasks: College has a set pattern of events and processes which are repeated every year. We believe in rotation of the responsibilities so as to ensure that each

gets to do tasks of own choice and yet also get experience with all tasks in rotation.

2. **Dynamic leadership:** For each of the events, a process owner is appointed who leads the activity.

3. **Contributory development:** We have a system of maintaining a master pool of documents. There are designated e mail ids for saving documents. Decentralization and participation is a deep routed way of life rather than a crafted policy now.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

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

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

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

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

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

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

We achieved transparency through:

1. Admission process

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

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

Strategic planning and effective deployment are achieved by SMART planning and setting SMART targets. Here is an example.

Area: Opening account of Academic Bank of Credit by the students

Background: As per NEP guidelines and UGC notification students undergoing professional programs are expected to open an ABC account for benefits in further studies.

In spite of encouraging students, there was lukewarm response to the same. Strategies used initially did not work. We planned activities like a project mode.

Challenges: Language barrier, tech barrier, attitude and motivation, time management, availability of resources.

Objective: ABA account of 100% students within deadline.

Process owner: Dr Amit Mishal

Strategies included:

1. Formal session with official notice

2. Monitored enrolment every week

3. Whatsapp group for update

3. Facilitated mentors

4. Arranged for PC with net connection.

5. Involved student council in the process.

Outcome: 100% target achieved.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.hashuadvanismarak.org/hacse/circulars-notifications.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Efficiency is visible through the organogram, internal policies and procedures which have evolved through the last 25 years.

Decision making through following committees:

   1. College Development Committee
   2. Internal Quality Assurance Cell
   3. Local Management committee
   4. Planning and Development committee (UGC)
   5. Student Council

Support committees:

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

Management of records: All important master documents like Service books, leave records, salary registers etc are maintained as soft

copy appropriate labelling. There are 8 email ids and15 login IDs for various purposes with limited access. The passwords are compiled in a document which is possessed by the principal.

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

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

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

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

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

Dr Gayatri Sirur was in charge of campus recruitment last year and she noticed that schools want candidates to have more information and skills on learning disability. She discussed the same in the

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college development committee. It was decided to design a short
value added course to equip students with more skills into LD.

Following actions taken

   1. Syllabus developed
   2. Funder identified
   3. Resource persons contacted
   4. Online platform purchased
   5. Alumni informed
   6. Time table adjusted
   7. Notice issues
   8. Program run for 30 sessions
   9. Feedback collected
  10. Report submitted


Documents attached :


   1. Schedule
   2. Resource persons
   3. Invite letters
   4. Thanks letters
   5. Budget / expenditure
   6. Thanks letter to funder
   7. Photos
   8. Feedback
   9. Promo image

Students found this very useful and they feel more ready for the
job market.
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File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their

implementation in not more than 100 - 200 words

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

1. Timely implementation of Career Advancement Scheme for stage 11 to 12 for the deserving faculty (SP).
2. Accident insurance facility is available for the teaching and non teaching staff by management.
3. Support for research and development activities: The system motivates and in fact sets deadlines for externally funded research, academic research and article publications. Approvals for writing chapters in books, collaborating with other professional organizations and attending conferences are fast tracked and rarely denied.
4. Internal FDPs are held regularly and these cover various topics.
5. Health related support: Staff is given 25% concession in other activities of the CCYM like Yog class or Gym. Free health camp is organized for alertness about onset of illnesses.
6. Advance salary: Management gives advance salary if there is delay in Govt salary

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

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

2

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	**No File Uploaded**

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

18

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

3

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	**No File Uploaded**

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

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

1. **In house appraisal system evolved at college**

1. **Faculty Evaluation: Performance of the faculty in class is the acid test of TEACHING. College has developed a faculty evaluation system wherein each of the students evaluates each of the teachers in a very confidential way. There is no way the identity of the student is known and hence it is an effective system. Principal herself undertook this exercise towards the end of the semester.**
2. **Peer Reviewing: (OPTIONAL). This is internally developed system wherein teachers sit through other teacher's lecture and rate the teaching objectively. A template has been developed for peer reviewing which is a combination of rating scale and an 'open ended' remarks. Currently 2 lecturers and the principal have opted for it. The reviewer after attending the lecture, mailed the filled in template to the reviewee.**

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

6.4 - Financial Management and Resource Mobilization

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

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

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

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

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

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

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

However, HACSE too plays an impacting role in resource

mobilization through:

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

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

6.5 - Internal Quality Assurance System

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

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

1. Composition of IQAC committee is as per the prescription.
2. Meetings took place very regularly and the discussions were genuine and action oriented.
3. Meeting notices are given well in advance and agenda was sent in advance.
4. Each Meeting began with reviewing the earlier points which are minuted as point # 0.
5. Three-fold functions: A. Organization of events: Various events like celebrations / workshops / competitions are planned and implemented. This ensures variety of exposure. Students are at the center of all the events. B. Development of templates and SOPs for systemic improvements: Responsibilities are assigned on rotation basis. SOPs and

templates help us carry out duties in relay race fashion. C.
Establishing feedback governed quality practices: Our
planning and implementation takes care of macro as well as
micro issues of functioning of a college.

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

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

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

Steps to ensure the quality of the TLP:

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

practices in assessment and teaching so that each can share their experiments with others.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

25

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

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to the minutes of the meeting of IQAC	https://www.hashuadvanismarak.org/hacse/iqac.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.hashuadvanismarak.org/hacse/naac.html
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	View File

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

EXAMPLE OF INCREAMENTAL IMPROVEMENT

We have been preparing annual report to be kept in public domain for the last 16 years. However, we have been very careful and organized in improving the annual report every year. Arushi is the name of our annual report. Initially it was just simple update on what goes on in the college. Following component were added every year

1. **Academic articles**
2. **Alumni update**
3. **Readers' feedback**
4. **Success stories**
5. **Professional updates of faculty**
6. **Annual calendar of activities.**
7. **Students' contributions**
8. **Editing by students council**

9. Audited reports
10. Committee mambers of various committees

We improved layout and designing. Also language and content was improved. We had a system wherein each of the faculty gets to edit the same on rotation basis.

Second example is improving teaching learning process including:

1. holding internal FDP,
2. improving formats
3. Peer review of teaching learning process (Faculty reviewing each-others teaching)
4. feedback analysis.
5. Faculty evaluation by students
6. Careful academic planning with rotational accountability

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

CCYM's HACSE has been very proactive in energy conservation measurements. Though presently we do not have any other alternate source of energy, CCYM is committed to explore these options near future. HACSE's code of conduct and energy policy very lucidly elaborates our action plans for saving energy. The management and staff of HACSE is very principled about day to day energy saving measures and leave no stones unturned to inculcate these healthy habits in our students. Some of the strategies adopted by HACSE are 1. Newly appointed staff and students are encouraged to read, understand and implement code of conduct and policy related to energy saving. 2. Clear instructions are written near every switch board to turn off all the electrical appliances before leaving the room. 3. Energy saving managers are appointed from students and given responsibility to monitor switching off of all the lights, fans, computers and LCDs at the end of the day. 4. Star graded air

conditioners are purchased and used in the campus as an energy saving measure.GREEN CLUB

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

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

CCYM'S HACSE is committed to the efficient management of waste. College strives to develop a culture of effective waste management with motto 'No Plastic, Less Waste, waste segregation and waste management, correct e waste disposal' All staff and students are expected to follow waste management system carefully and support the existing policy of separating wet, dry and e waste appropriately. College has installed dustbins for dry waste everywhere and dustbin for wet waste is placed in the passage. The responsibility of waste segregation is given to each individual. College takes consultation of environmental consultant Ms Joshi to implement, maintain and improvise waste management practices.Collge has signed MOU with Ms Joshi. Housekeeping staff is also given orientation and is expected to follow waste segregation. A compost pit has been developed in the campus building. CCYM is very particular about E waste disposal and encourages E waste collection and disposal through organisations specialised in this cause. All the activities of CCYM collect e waste in a room for 6 months under the supervision of ICT person. He advises the staff in terms of what can go as e waste and what can be used after repair

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

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

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	**Three of the above**

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

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

Some proactive steps taken by HACSE cleanliness committee are Circular regarding maintenance of cleanliness has been put up on the notice board. Students are involved in maintaining cleanliness through students' council which has one member as in charge of cleanliness. Celebrate Gandhi Jayanti with the cleanliness drive involving all the staff and students. Deep cleaning of all the rooms in the college including cleaning of fans and windows is done twice a year LCDs, computers and printers are covered when not in use. The campus of CCYM's HACSE is situated in one of the most polluted areas of Mumbai which is surrounded by the refineries .One of the best and frequently adopted ways by HACSE is to increase the green cover in the surroundingclimbers have

been planted in the campus. HACSE is so committed to maintain green earth that any guest /expert invited for any function or sessions is gifted a Tulsi plant by default. Ground floor of the campus holds a Smarak Garden, it displays bio diversity, variety of plants,bushes, and shrubs have been cultivated. HACSE has initiated the campaign of 'plastic free campus'. HACSE intends to systematically move towards paperless governance.. Many plants and

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

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

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

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

0

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

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

Objective of CCYM has always been welfare of people residing in and around Chembur. Even though college caters to the educational needs to students from all over Maharashtra, we ensure our role in community activities where students and staff play a very active roleTo bring in brother hood, harmony, peace among people and to promote Sindhi cultute .CCYM through Saptha Sindhu Sangam organises various programs like Chetti chand jomelo, Sagra, a traditional puja of Mahadev. We have been conducting disability awareness program for general educators or students from mainstream schools situated in nearby Chembur area. CCYM through CAAI conducts free hearing screening for senior citizens it also undertakes hearing screening of babies. Adhikar, parent empowerment program is open to any parent of children with hearing impairment Vivekanand Yoga Kendra and Aakar health club are the popular activities. Students from various colleges avail the facility of Reading room started by CCYM, CCYM in collaboration with local Rotary and Lions club distributes hearing aids to the needy and deserving students.

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

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

students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

1. AAYAM (JOB PLACEMENT FAIR) Objective of the practice: To facilitate the career opportunities for our students through AAYAM – campus recruitment drive. The Context: HACSE wants to hand hold our graduating students, changing the dimension from being a student to being a teacher. The practice: Prospective employers conduct interviews in the campus and share the seletcion list. Evidence of success: More than 90% of the participants in Aayam get good job placement. Problems encountered and resources required: Student teachers with specialisation in hearing impairment and those not fluent in English are not usually selected in inclusive school set ups.

2.ADHIKAR (Family empowerment program) Objective of the practice: To empower and equip parents of children with Learning Disabilitywith knowledge and skills, which will facilitate upbringing of their child. The Context: Role of the family is extremely crucial in overall development of children with disability. CCYM's HACSE sensed dire need to empower families to

cope up with challenges in bringing up CWLD. The practice: Interactive sessions by experts Certificate course for ten sessions, sessions are held oncea week.Students attend few sessions and assist in organizing it. Evidence of success: Parents have given positive written feedback, Till date more than 300 families have been benefited. Problems encountered and resources required: Finding a sponsor to fund this is sometimes challenging. Motivating parents to put in regular attendance is challenging as most of them are labourers who survive on their daily wages.

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

7.3 - Institutional Distinctiveness

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

Systematic march towards inclusive world: HACSE in tune with its vision, has been taking proactive steps towards creating a right based, inclusive and diversity friendly society with a major focus on children with special needs, Some of the highlights of our mission are 1. Creating barrier free environment campus 2. Book bank: Library has introduced a policy in which, book bank facility is made available for SC/ST, differently able students 3. Arambha: This is a disability orientation program on disability management for general educators conceptualized by HACSE.4. Rainbow leaflets: Rainbow at a glance gives a great information about suspicion of various disabilities and Dos and Don'ts of classroom practices for inclusive education. 5. Lectures at HRDC- To promote inclusion at the higher education lectures on disability orientation are delivered during FDP courses held by HRDC, Mumbai . 6. Disability policy and Centre for disability at UOM: Principal of HACSE has been instrumental indeveloping disability policy. 7. CAAI: equipped with modern infrastructure advocates neonatal hearing screening. This approach not only leads to better overall development but prepares them to educate themselves in inclusive schools.

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