



Yearly Status Report - 2015-2016

Part A

Data of the Institution

| | |
|---|--|
| 1. Name of the Institution | CCYM'S HASHU ADVANI COLLEGE OF SPECIAL EDUCATION |
| Name of the head of the Institution | Dr. Asmita B Huddar |
| Designation | Principal |
| Does the Institution function from own campus | Yes |
| Phone no/Alternate Phone no. | 02225531041 |
| Mobile no. | 9819265464 |
| Registered Email | hac_ccym@yahoo.co.in |
| Alternate Email | principal.hacse@gmail.com |
| Address | Hashu Advani College of Special Education, 64-65 , Collector's colony, Chembur |
| City/Town | MUMBAI |
| State/UT | Maharashtra |

| Pincode | 400074 | | | | | | | | | | | | | | | | | | |
|--|---|---|----------------------|-------------|-------------|-------|-------|------|----------------------|----------|--|-------------|-----------|---|---|------|------|-------------|-------------|
| 2. Institutional Status | | | | | | | | | | | | | | | | | | | |
| Affiliated / Constituent | Affiliated | | | | | | | | | | | | | | | | | | |
| Type of Institution | Co-education | | | | | | | | | | | | | | | | | | |
| Location | Urban | | | | | | | | | | | | | | | | | | |
| Financial Status | Self financed and grant-in-aid | | | | | | | | | | | | | | | | | | |
| Name of the IQAC co-ordinator/Director | Ms. Sandhya Pagare | | | | | | | | | | | | | | | | | | |
| Phone no/Alternate Phone no. | 02225530451 | | | | | | | | | | | | | | | | | | |
| Mobile no. | 9167226370 | | | | | | | | | | | | | | | | | | |
| Registered Email | principal.hacse@gmail.com | | | | | | | | | | | | | | | | | | |
| Alternate Email | hacselibrary2011@gmail.com | | | | | | | | | | | | | | | | | | |
| 3. Website Address | | | | | | | | | | | | | | | | | | | |
| Web-link of the AQAR: (Previous Academic Year) | http://www.hashuadvanismarak.org/pdf/annual-report-15-16.pdf | | | | | | | | | | | | | | | | | | |
| 4. Whether Academic Calendar prepared during the year | Yes | | | | | | | | | | | | | | | | | | |
| if yes,whether it is uploaded in the institutional website: Weblink : | http://www.hashuadvanismarak.org/calendar-schedule.html | | | | | | | | | | | | | | | | | | |
| 5. Accrediation Details | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B</td> <td>2.26</td> <td>2016</td> <td>29-Mar-2016</td> <td>28-Mar-2021</td> </tr> </tbody> </table> | | | | | | Cycle | Grade | CGPA | Year of Accrediation | Validity | | Period From | Period To | 1 | B | 2.26 | 2016 | 29-Mar-2016 | 28-Mar-2021 |
| Cycle | Grade | CGPA | Year of Accrediation | Validity | | | | | | | | | | | | | | | |
| | | | | Period From | Period To | | | | | | | | | | | | | | |
| 1 | B | 2.26 | 2016 | 29-Mar-2016 | 28-Mar-2021 | | | | | | | | | | | | | | |
| 6. Date of Establishment of IQAC | 03-Sep-2016 | | | | | | | | | | | | | | | | | | |
| 7. Internal Quality Assurance System | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>Quality initiatives by IQAC during the year for promoting quality culture</td> </tr> </table> | | Quality initiatives by IQAC during the year for promoting quality culture | | | | | | | | | | | | | | | | | |
| Quality initiatives by IQAC during the year for promoting quality culture | | | | | | | | | | | | | | | | | | | |

| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |
|---|------------------|---------------------------------------|
| NIL | 01-Jun-2015 0 | 0 |
| View File | | |

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/ Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---------------------------------|--------------------------------|----------------|-----------------------------|--------|
| CCYMs HACSE | Under Graduate Dev in XII plan | UGC | 2016 180 | 200000 |
| View File | | | | |

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

1

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

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

1. Preparing for launching B Ed learning Disability by developing schedules and formats. 2. Plan of Action and deliberation related to SSR.

No Files Uploaded !!!

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

| Plan of Action | Achivements/Outcomes |
|------------------------|------------------------|
| IQAC formation | IQAC prepared to begin |
| Feedback from students | Obtained |

| | |
|---|---|
| Submit SSR | Submitted on 03.09.2015 |
| No Files Uploaded !!! | |
| 14. Whether AQAR was placed before statutory body ? | No |
| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ? | Yes |
| Date of Visit | 15-Mar-2016 |
| 16. Whether institutional data submitted to AISHE: | Yes |
| Year of Submission | 2016 |
| Date of Submission | 12-Jan-2016 |
| 17. Does the Institution have Management Information System ? | Yes |
| If yes, give a brief description and a list of modules currently operational (maximum 500 words) | <ul style="list-style-type: none"> • HACSE does not have its own MIS currently, however it has partial management information system. Institution is well linked with the MIS system of regulatory authorities such as government of INDIA ,Government of MAHARASHTRA University of Mumbai ,Social welfare department etc • To fulfil various administrative protocols such as information of students is sent to AISHE • Antiragging undertaking is completed by all the students through MIS linked with UGC. • Scholarship application and distribution is done through MIS linked to social welfare department • Enrolment eligibility, exam related work such as submission of examination form issuing hall tickets, reporting attendance and malpractices during examination submission of internal assessment marks all these tasks are done through MIS linked to UOM. • Our library is also equipped with OPAC, a form of MIS. |

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500

For Effective curriculum: For effective curriculum delivery on the curriculum provided by CCYM'S HACSE, the college had undertaken the following initiative in this period of time: 1. Development of blue print of Academic Calendar: At the end of every academic year, before the start of new academic year - academic calendar is prepared after discussions on priorities and reflections on what worked better and what did not. The academic calendar is systematically prepared, is rigid but a few alterations are inevitable on account of FY Admission, Availability -Guest speakers, staff, lecturers , venue /space, uncertain holidays etc 2. Regular Academic Meetings: Academic meeting were held per term and Common agenda included: • Reviewing earlier feedback / loopholes / improvement suggestions, • workload distribution in terms of course owners • Identifying visiting faculty and discussing budget for the same. • Special programs to be held and their process owners • Updating IA policy • Reviewing attendance issues. 3. Functional Mentoring system: Each student had access to one faculty for discussing the issues impacting their academic output. 4. Workload distribution (staff)- Academic and Administrative duties are distributed , separate tentative time tables made regularly. 5. Evaluation of Staff: Evaluation of faculty by students was carried out, Faculty evaluation forms were bilingual- (English and Marathi) and had two components: A. Teaching style and B. Professionalism. 10 items each to be rated on a 5 point rating scale. 6. Staff Feedback: Feedback is provided on their strengths and weakness on teaching process. 7. Visiting faculty: For giving variety of exposure to students in terms of perspectives and teaching styles, college planed, visiting faculty very carefully. Different professionals visited college to teach modules to students during the academic year.-pedagogy experts and experts from the field of Psychology. 8. Special attention to those who have language concerns and diverse needs: Notes were made available to those who write exams in Marathi and Hindi. Special coaching was undertaken for them. 9. Assessment Policy: College has an assessment policy which is transparent and structured. Some of the Highlight points of the internal assessment procedure of HACSE in 2015-16 are as follows: • Best of 3 test selected • Innovative practices include open book test and surprise test. • Students were shown the IA calculations of all to make the marking transparent. More ever, students were encouraged to negotiate marking to facilitate learning and also motivating faculty to be consistent and fair. 10. Collaborative lectures: For collaborative teaching-learning experiences, collaborative lectures were arranged. 11. Effective infrastructure for Effective curriculum: Movable desk, chairs, Smart class room, well-ventilated rooms, Seminar-workshop hall / auditorium, (shared facility with RRT high school in the same building), library, ICT lab, CAAI centre-practical training, uninterrupted power supply. Curriculum documentation is well carried out by our institution on regular basis to the best of its abilities.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|-------------|-----------------|-----------------------|----------|--|-------------------|
| NIL | NIL | 01/06/2015 | 0 | NIL | NIL |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|-------------------|--------------------------|-----------------------|
| BEdSplEd | nil | 01/06/2015 |
| No file uploaded. | | |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|--------------------------|---|
| BEdSplEd | Hearing Impairment | 13/07/2015 |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

| | Certificate | Diploma Course |
|--------------------|-------------|----------------|
| Number of Students | 0 | 0 |

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---------------------|----------------------|-----------------------------|
| Nil | 01/06/2015 | 0 |
| No file uploaded. | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---------------------------|--------------------------|---|
| BEdSplEd | Hearing Impairment | 16 |
| View File | | |

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | Yes |
| Employers | |
| Alumni | |
| Parents | |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

| Feedback Obtained |
|--|
| <p>We at HACSE, collected feedback on all aspects of curriculum, courses and other events from different stake holders such as students, alumni, and faculty. There are basically 3 ways to seek feedback from the stake holders 1. Structured written form: This is filled in by the beneficiaries - either students or the participants of our workshop / seminar / conference at the end of the program. This is a standard one with the combination of rating scale pointers and space for open ended suggestions. 2. Feedback box. There are two feedback boxes installed in the college in which students and beneficiaries are motivated to drop suggestions and feedback. They are allowed to conceal their identity. All are aware that the key to the lock of the feedback box is with the principal herself. The box is checked once a month and the feedback is filed. 3. Mentoring system: Mentors encourage the students to give feedback during mentoring sessions if there is a point that bothers her /him - particularly if the issue is about minor interpersonal or academic issues. Response to feedback: (either of the following) 1. Event coordinator prepared the feedback report and important points were discussed in post event or quarterly meeting. Analysis of feedback was also part of the report of the</p> |

event either submitted to the funder or approval agency. CRE feedback forms were submitted to RCI with the analysis. 2. The principal reviewed the feedback obtained through feedback box. Minor suggestions which were appropriate were immediately taken care of. For example: Adding books in book bank. Keeping school text books in the class etc 3. Mentors encouraged students to talk about their views on teaching and assessing. Students gave feedback on evaluation and same was discussed in the mentors meeting.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|---------------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| BEdSplEd | Hearing Impairment | 20 | 25 | 19 |
| View File | | | | |

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2015 | 19 | 0 | 5 | 0 | 0 |

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|--|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 5 | 5 | 6 | 1 | 0 | 6 |
| View File of ICT Tools and resources | | | | | |
| View File of E-resources and techniques used | | | | | |

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Student mentoring system is available in the institution. Since our college –having a small set up, number of students are manageable to be handled, ratio of mentor: mentee being small comparatively, teachers try to mentor to the best of their capacities. Mentors are easily available to the mentees during college hours and if any circumstances arise, then after working hours. Guidance ,support and personal counselling to the best as possible , has been so far, one of the important role played by teachers including principal at HACSE. Let's have a look at Student mentoring system in HACSE in 2015-16 We had a student mentoring system in which following details were practiced in 2015-16 Assigning each student to a mentor- 1. There are 5 mentors which include 1 associate professor 3 assistant professor and a librarian 2. Mentor-mentee list was displayed on the notice board. 3. Time table reflected the mentoring time. 4. Mentors regularly kept track of learning graph of mentees. 5. The focus issues for mentoring were low performance, language issues, concerns related to financial issues. 6. On informal level, mentors paid re-evaluation fees ,when they were confident that students deserved more marks than what she /he obtained. 7. The most important impact of mentoring was seen on improving attendance. It also helped those who were weak at English. 8. Students gave positive feedback on mentoring.

Number of students enrolled in the

Number of fulltime teachers

Mentor : Mentee Ratio

| | | |
|-------------|---|-----|
| institution | | |
| 19 | 5 | 1:4 |

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 2 | 5 | 0 | 2 | 3 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|-------------------|---|---------------------|--|
| 2015 | NIL | Assistant Professor | NIL |
| No file uploaded. | | | |

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|---------------------------|----------------|----------------|--|---|
| BEdSpEd | NIL | 2015 | 01/06/2015 | 01/06/2015 |
| View File | | | | |

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Reforms are initiated on Continuous Internal Evaluation(CIE) system at the institutional level on regular basis : The syllabus of B Ed Special Education has the component of continuous evaluation. There are marks assigned in the syllabus itself to the interactions that students undertake as a process of learning. This nature of the syllabus facilitates ongoing evaluation. Following were some of the reforms initiated: ? Best two unit test out of 3 (IA Policy) ? We gave rubrics to students before exam - presentation skills- bullets, bold, underline, table/requirement of required content in answer ? Flexibility in pattern of taking unit tests. ? Notional tasks -rubrics/essential components are discussed with the students for their best internal evaluation. ? Choice/advice - given to select notional task/assignments to best of ability/feasibility. ? Students are shared the marks of their internal work -for improvement in future and signatures are taken as well. ? Late submission Rule-Rules are made for regularity in submission of internal tasks, reduction in marks if late submitted. ? For observations and lessons we insist that students get to know marks with feedback on each of the lessons before the next lesson is delivered. This helped students draw and monitor learning graph

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

Program coordinator of the college prepares the blue print of the semester calendar. Details were added as events, visits, visiting faculty , guest lectures, co-curricular activities etc. are scheduled. There were combined sessions / events for the students which too were included like: • With students from other organizations • Students and alumni together • Students and

faculty together Implementation of the Academic Calendar: • Master calendar was pasted in faculty room • Students were e mailed the monthly calendar and weekly time table • Modifications and changes in the schedule were indicated in the final calendar • Consolidated calendar with high light activities was published in annual report -Arushi The academic calendar is systematically prepared, is mostly rigid ,but slight alterations are done viz uncertainty of FY Admission availability of guest speakers availability of combining college/staff for combined lectures , venue /space, uncertainty in holidays. Academic calendar is displayed in staff room and uploaded on website regularly as well.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

[Not uploaded on the website but displayed on the notice board](#)

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|---------------------------|----------------|--------------------------|---|---|-----------------|
| 4E00311 | BEdSplEd | Hearing Impairment | 0 | 0 | 0 |
| View File | | | | | |

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

[SSS WAS NOT CARRIED OUT](#)

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|--|----------|----------------------------|------------------------|---------------------------------|
| Any Other (Specify) | 0 | NIL | 0 | 0 |
| International Projects | 0 | NIL | 0 | 0 |
| Students Research Projects (Other than compulsory by the University) | 0 | NIL | 0 | 0 |
| Projects sponsored by the University | 0 | NIL | 0 | 0 |
| Industry sponsored Projects | 0 | NIL | 0 | 0 |
| Interdisciplina | 0 | NIL | 0 | 0 |

| | | | | |
|-------------------|---|-----|---|---|
| ry Projects | | | | |
| Minor Projects | 0 | NIL | 0 | 0 |
| Major Projects | 0 | NIL | 0 | 0 |
| No file uploaded. | | | | |

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|--|-------------------|------------|
| Workshop on life skills by Ms.Namrata Kulkarni | NA | 21/11/2015 |
| Workshop on Value Education by Meena Bindal | NA | 26/11/2015 |
| Workshop on Soft Skills | NA | 20/04/2016 |
| Educational Tour | NA | 26/03/2016 |
| Self-Defence Camp | NA | 18/03/2016 |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|-------------------------|-----------------|-----------------|---------------|----------|
| NIL | NIL | NIL | 01/06/2015 | NIL |
| No file uploaded. | | | | |

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|-------------------|------|--------------|----------------------|--------------------|----------------------|
| NA | NA | NA | NA | NA | 01/06/2015 |
| No file uploaded. | | | | | |

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|-------|----------|---------------|
| 0 | 0 | 0 |

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|------------------------|-------------------------|
| NA | 0 |

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---------------------------|------------|-----------------------|--------------------------------|
| National | NA | 4 | 0 |
| View File | | | |

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|------------|-----------------------|
| NA | 9 |

[View File](#)

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|--------------------|----------------|------------------|---------------------|----------------|---|---|
| NIL | NIL | NIL | 2015 | 0 | NIL | 0 |

No file uploaded.

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|--------------------|----------------|------------------|---------------------|---------|---|---|
| NIL | NIL | NIL | 2015 | 0 | 0 | NIL |

No file uploaded.

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|-----------------------------|---------------|----------|-------|-------|
| Attended/Seminars/Workshops | 0 | 3 | 1 | 0 |
| Presented papers | 0 | 2 | 5 | 4 |
| Resource persons | 0 | 0 | 0 | 0 |

[View File](#)

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---------------------------------|--|--|--|
| Adhikar Parent Training program | RTT | 1 | 16 |
| CAAI | In-house- HACSE | 1 | 16 |

No file uploaded.

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|----------------------|-------------------|-----------------|------------------------------|
| NIL | NIL | NIL | 0 |

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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating | Name of the activity | Number of teachers participated in such | Number of students participated in such |
|--------------------|--------------------------------------|----------------------|---|---|
|--------------------|--------------------------------------|----------------------|---|---|

| | | | | |
|-------------------|--------|-----|-----------|-----------|
| | agency | | activites | activites |
| NIL | NIL | NIL | 0 | 0 |
| No file uploaded. | | | | |

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|--|-------------|-----------------------------|----------|
| Faculty exchange with Suvidya College of Education SEM I | 6 | Nil | 6 |
| Faculty exchange For pedagogy lectures SEM II | 2 | Nil | 17 |
| Research circle for CCYM's academic staff | 29 | Nil | 6 |
| No file uploaded. | | | |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|-------------------------------------|---------------------------------|---|---------------|-------------|-------------|
| placement | Placement for E1.2,E1.3 | Jai Vakeel School | 30/11/2015 | 11/12/2015 | 5 |
| placement | Placement for E1.2,E1.3 | Sulbha School for children with Mental Retardation, | 30/11/2015 | 11/12/2015 | 5 |
| Placement for Classroom Observation | Placement for Class Observation | ROCHIRAM.T.T HADHANI HIGHSCHOOL FOR HEARING HANDICAPPED CHILDREN | 09/02/2016 | 08/03/2016 | 6 |
| Placement | Placement for E1.2,E1.3 | Kamla Mehta School for the blind, | 30/11/2015 | 11/12/2015 | 5 |
| Placement | Placement for E1.2,E1.3 | ETC. | 30/11/2015 | 11/12/2015 | 5 |
| Placement for Classroom Observation | Classroom teaching observation | The Central Society for the Education of | 09/02/2016 | 08/03/2016 | 4 |

| | | | | | |
|--|--------------------------------------|---|------------|------------|---|
| | | the deaf Agripada, | | | |
| Placement for Classroom Observation | Classroom teaching | ETC, Vashi | 09/02/2016 | 08/03/2016 | 3 |
| Placement for Classroom Observation | Classroom teaching observation | Shruti Hearing Care Clinic, | 09/02/2016 | 08/03/2016 | 1 |
| Placement for Classroom Observation | Classroom teaching observation | Stephen Highschool for the Deaf and Aphasic, | 09/02/2016 | 08/03/2016 | 3 |
| Placement for Classroom Observation | Classroom teaching observation | Vikas Vidyalaya, | 09/02/2016 | 08/03/2016 | 3 |
| View File | | | | | |

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|-----------------------------------|--------------------|------------------------------------|---|
| St. Terasa institute of education | 17/01/2015 | Inter Library Loan | 116 |
| Swami Vivekanand prathamik shala | 30/03/2016 | Field Engagement practice teaching | 16 |
| No file uploaded. | | | |

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 1.1 | 0.07 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|--|-------------------------|
| Value of the equipment purchased during the year (rs. in lakhs) | Newly Added |
| Number of important equipments purchased (Greater than 1-0 lakh) during the current year | Existing |
| Seminar halls with ICT facilities | Existing |
| Classrooms with Wi-Fi OR LAN | Existing |
| Classrooms with LCD facilities | Existing |
| Seminar Halls | Existing |

| | |
|---------------------------|-------------|
| Laboratories | Newly Added |
| Class rooms | Existing |
| Campus Area | Existing |
| View File | |

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or partially) | Version | Year of automation |
|---------------------------|---|---------|--------------------|
| E-granthalaya | Partially | 3.0 | 2013 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|---------------------------|----------|-------|-------------|-------|-------|-------|
| | | | | | | |
| Text Books | 92 | 14658 | 17 | 2897 | 109 | 17555 |
| Reference Books | 112 | 13871 | 1 | 1598 | 113 | 15469 |
| e-Books | 0 | 0 | 0 | 0 | 0 | 0 |
| Journals | 9 | 14647 | 0 | 11611 | 9 | 26258 |
| e-Journals | 0 | 0 | 0 | 0 | 0 | 0 |
| Digital Database | 0 | 0 | 0 | 0 | 0 | 0 |
| CD & Video | 146 | 12276 | 14 | 6037 | 160 | 18313 |
| Library Automation | 1 | 4000 | 0 | 4000 | 1 | 8000 |
| Weeding (hard & soft) | 65 | 595 | 8 | 116 | 73 | 711 |
| Others (specify) | 0 | 0 | 0 | 0 | 0 | 0 |
| View File | | | | | | |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---------------------|--------------------|---------------------------------------|-----------------------------|
| NIL | NIL | NIL | 01/06/2015 |
| No file uploaded. | | | |

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|---------------------------------|--------|
| Existing | 7 | 0 | 7 | 0 | 0 | 1 | 0 | 8 | 0 |

| | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|
| Added | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 7 | 1 | 7 | 0 | 0 | 1 | 0 | 8 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| |
|--------------|
| 8 MBPS/ GBPS |
|--------------|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|
| NIL | NIL |

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 9.11 | 10.64 | 1.1 | 6900 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

HACSE has been striving a lot to provide the best to its stakeholders in terms of quality, academic and physical facilities and the different policies and procedures. We are well equipped with all the facilities needed for smooth functioning. The college has all essential exclusively owned infrastructure facilities like the classrooms, the library with the reading room, well-equipped science laboratory, computer lab with an Internet connection, girls' common room and an early intervention centre. Other shared facilities with a special school in the same building and exclusively owned by the management include the seminar/conference room, an auditorium, gym and yoga classroom, the multipurpose hall and the meeting room. There are systems in place for the smooth functioning and maintenance of the facilities. These include: 1. After purchasing any instrument, equipment or furniture the details are entered in the stock register. 2. The library advisory committee is in place to guide and help the librarian to work smoothly. The library committee had framed different policies for the smooth functioning of the library. Following procedures and templates are in place: • The circulation policy for lending books which is displayed on the website as well. • The library allowed the students to keep books for more days during the examination period. • Acquisition policy, • withdraw the outdated and discarded books • Book bank facility made available for SC/ST and Differently able students • The AMC had been given for the library software E-granthalaya. 3. The AMC had been given for the water purifier, AC and lift service. 4. There is a system of on call facilities for electrical work, carpentering works, and plumbing works. 5. The college has a feedback system. The suggestion boxes had been put in the staff room and the reading room area which is accessed only by the principal. There is a special email id made for the same purpose by the principal. 6. The anti-virus software was installed in all the computers and laptops for preventing data theft and virus attacks. 7. The Tally used for accounting purpose and to keep financial transactions records and biometric system used the attendances purpose. 8. HACSE uses tally latest version licensed copy for updating and maintaining account of the college. The same is shared with all the activities which is useful for considerate the account and also useful for preparing the balance sheet for the same

Nil

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|--|--------------------|------------------|
| Financial Support from institution | Post Matric Scholarship of Maharashtra | 4 | 50132 |
| Financial Support from Other Sources | | | |
| a) National | NIL | 0 | 0 |
| b) International | NIL | 0 | 0 |
| No file uploaded. | | | |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved |
|---|------------------------|-----------------------------|-------------------|
| Remedial coaching | 01/10/2015 | 1 | In house-HACSE |
| Yoga | 01/10/2015 | 16 | RTT |
| Personal Counselling | 01/10/2015 | 1 | RTT |
| Student Mentoring | 01/08/2015 | 16 | In house-HACSE |
| No file uploaded. | | | |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|-------------------|--------------------|--|--|--|---------------------------|
| 2015 | NIL | 0 | 0 | 0 | 0 |
| 2016 | NIL | 0 | 0 | 0 | 0 |
| No file uploaded. | | | | | |

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 0 | 0 | 0 |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|-----------------------|--------------------|---------------------------|-----------------------|--------------------|---------------------------|
| Name of organizations | Number of students | Number of students placed | Name of organizations | Number of students | Number of students placed |

| | | | | | |
|-------------------|--------------|---|---------|--------------|---|
| visited | participated | | visited | participated | |
| NIL | 0 | 0 | NIL | 0 | 0 |
| No file uploaded. | | | | | |

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Depratment graduated from | Name of institution joined | Name of programme admitted to |
|-------------------|--|--------------------------|---------------------------|----------------------------|-------------------------------|
| 2015 | 0 | 0 | 0 | 0 | 0 |
| 2016 | 0 | 0 | 0 | 0 | 0 |
| No file uploaded. | | | | | |

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|-------------------|---|
| NET | 0 |
| SET | 0 |
| SLET | 0 |
| GATE | 0 |
| GMAT | 0 |
| CAT | 0 |
| GRE | 0 |
| TOFEL | 0 |
| Civil Services | 0 |
| No file uploaded. | |

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

| Activity | Level | Number of Participants |
|--|---------------|------------------------|
| Annual Cultural Event 22nd Feb 2016 | Institutional | 16 |
| Teacher's Day | Institutional | 16 |
| Librarian's Day | Institutional | 16 |
| No file uploaded. | | |

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|-------------------|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| 2015 | NIL | National | 0 | 0 | 0 | NIL |
| 2016 | NIL | National | 0 | 0 | 0 | NIL |
| No file uploaded. | | | | | | |

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

1. Student Council committee was not framed. 2. There were various committees where the students were the representatives. 3. Following students were worked in different committees. 4. Ms Kavita Salvi- Library Advisory Committee 5. Ms Ashwini Ganjave - ICT Committee 6. Women Development Committee - Ms Pallavi Deole The students volunteered the following activities: 1. Cultural Programme 2. Marathi Bhasha Divas 3. Teacher's Day Celebration 4. Celebration for Librarian's day 5. Traditional Day Celebration 6. Lecture arrangement on Sexual Harassment Act 2013 7. Anchoring, and volunteering work at CRE training program for special teachers

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

NIL

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

HACSE recognizes the abilities of its faculty and believes in decentralization of tasks and transparency adopts the practices of decentralization and participative management. The administration of the college is decentralized too. Collaborative Decision Making: Both Principal and vice-principal (on informal basis), along with the faculty are involved in collaborative decision making. For most of the decisions, all faculty are asked to opine, for the best possible solution or way to reach the particular task at hand or decision to be taken. In other words, Collaborative decision making is practiced. For most of the logistics related to academic planning, work distribution, organisation of events, etc. suggestions are asked from all staff members. Decision taken are minuted in a register and copies shared with all. Formation of Committees /Responsibility of committee: Different committees are formed at micro levels to ensure that all institutions academic, administrative activities are completed on time .This includes workload distribution, celebration of days, placement , lectures, time table making , library work etc. Different committees /cells are made for efficient functioning under whom work is distributed. The Faculty under the guidance of the Principal is responsible for the academic functioning of the college, by being part of a number of specialized committees that work with a high degree of efficiency with considerable autonomy and initiative. Process Owner: College has a system of tagging the event management by the term event coordinator or 'Process Owner' with whom in team all the faculty work in coordination. After every activity is completed, the process owner needs to send the report to the IQAC about the event. Making Programme and Course Coordinators: For academic purposes, programme coordinators, course coordinators are made. Different committees are made where principal, teaching faculty, non-teaching staff and students are

involved. Team work- Staff and Students: There are many activities where staff do involve students, train them for many tasks -useful when they get employed as teachers ,train to manage /lead the event. Faculty and students all work together Acknowledgement /Credit Giving for Good Performance: Principal, Staff, students all hardly leave and chance of acknowledging one another for their performance, boosting morale, confidence and motivating the staff to excel and give much better outcome if future. In short, acknowledging peers and students for best contribution in conducting or organising event - is one of the standard policy followed. Principal motivates for best performance provides feedback when required. Follow up of Activity /Event: Programme follow up is taken in unison by all. Feedback are provided, good work is praised, acknowledged by one and all. Communication to Stakeholders: Principal communicates all significant information to all the stakeholders and maintains records of all the functions of the institution. Preparation / Maintenance of Accounts: Decisions about the budget, maintaining accounts of all expenditure and preparing audit report annually with help of the accountant and administrative staff is also accomplished by the Principal.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
|----------------------------|---|
| Curriculum Development | HACSE is one of the contributors in planning, designing of curriculum at University of Mumbai -B Ed (special education). The B Ed Syllabus to be converted into 2 years. Our College principal was core committee member for syllabus revision committee at RCI . New B Ed Syllabus of Special Education was designed ,structured in 5 parts -A, B , C , D , E , F . New component of internship and field engagement was introduced. |
| Teaching and Learning | HACSE have been striving its best ,though a small set up ,keeping in pace with new trends in education , thereby , adopting quality improvement strategies to the best of its capacity and ability : For effective teaching learning following qualitative improvement strategies were adopted: ? Smart TV in one class and use of ICT for teaching ? Faculty evaluation by students ? Mentoring system for additional learning problems ? Visiting lecturers having verity of expertise ? Visits to more centers than prescribed in syllabus ? Educational tour ? Watching movie on educational subject followed by discussion |
| Examination and Evaluation | Quality improvement strategies are adopted by University of Mumbai (HACSE is affiliated) for University theory |

examinations and HACSE for internal examinations. ? During semester End Examinations held by University of Mumbai, entire process right from filling of examination forms till Internal Assessment submission, Announcement of Result -all processes are carried online. ? College submits Internal Assessment -Students allowed to discuss given scores. Answer papers are shared with all students. Students expected to sign their IA before same sent to university(transparency) ? Innovative techniques used for internal assessment like surprise test, paired submission, open book test, collaborative assessment etc

Research and Development

HACSE had adopted various qualitative improvement strategies for research and development. • Faculty involved in publications of annual news letter - Arushi • Faculty make presentations for students when they have publications • Students are encouraged to consume research through journals available in library

Library, ICT and Physical Infrastructure / Instrumentation

• Library has E-Granthalaya the library automation software. • The library has a precious reading room with the CCTV • Quick Heal - antivirus software has been installed in all PCs and systems. • HACSE is well equipped with physical and academic facilities, like LCD projector, Internet connection, printer, multipurpose hall, seminar halls, auditorium, gym and yoga centre, etc. • Well maintained and updated College website.

Human Resource Management

For human resource management below mentioned quality improvement strategies are adopted by HACSE ? Visiting Faculty register ? Increase in remuneration ? Faculty appointment for LD ? CAS on time for current faculty and librarian ? Time bound promotion for non-teaching ? Regular staff meetings for admin and accounts ? In house training on GST / accounts / tally ? Teaching and non-teaching staff encouraged to attend courses organized by other colleges.

Industry Interaction / Collaboration

For effective Industry interaction and collaboration HACSE had adopted the following quality improvement strategies ? Visit and placements in other organizations ? MOU with

| | |
|-----------------------|---|
| | organizations ? Feedback from organizations Templates developed for reflective learning. |
| Admission of Students | HACSE every year has been making attempts for maximum enrolment, admission to the HI programme. HACSE has not left any stone unturned for the same. Following are some quality improvement strategies adopted by the institute for accelerating number of quality entrants to the B Ed special education programme. ? For Admission of students ? Online CET ? Government of Maharashtra ? On the spot round at college ? Free CET camp ? Awareness campaign for awareness about special education as career option ? Collection of database for better enrolment |

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

| E-governance area | Details |
|--------------------------|--|
| Planning and Development | ? E-governance was also implemented for planning at HACSE in 2015-16 in the following way : ? E-Planning /E-copy: Personal Computer /Laptop was used for preparing - weekly time tables, placement schedules and were emailed , soft copy shared to staff and students. ? E-correspondence: Correspondence with visiting faculty, schools, centres, etc are done through e mail and utmost care is taken to avoid hard print ? E-documentation of Workload distribution: Workload distribution was documented in a master soft copy and was shared by all. ? E-Feedback : Feedback was obtained through e mails. |
| Administration | At HACSE e-governance is followed for effective administration in the following ways ? All circulars are e circulars from management, from principal office to faculty, from program coordinator to students ? Folders are created for all master documents subject wise. Scanned copies of all imp documents are preserved in these folders. These documents are also preserved in mail inbox of concerned staff in appropriate folders. ? Folders in hard disk and in mail box have same names for easy access. All staff and faculty use same names to preserve documents. |
| Finance and Accounts | ? Tally software is used for accounts. It is linked with all the activities of the management. Accounts team from all |

activities work in coordination. The PCs are linked with each others as ? Multi user with LAN. This helped consolidated accounting ? Tally 's latest version is used ? 6 monthly internal audit is carried out systematically since management members are from the field of banking and CA

Student Admission and Support

E-governance in Admission and student support has initiated at HACSE. Though University of Mumbai, DHE for admission purpose is taking efforts to lead with e-governance. ? Admissions are online. CAP is followed for providing admissions for students. CET form filling is online. CET exam is conducted in Offline mode. ? Online DOCUMENT VERIFICATION details /dates/circulars are updated. Verification of documents is carried out by verification camp at Pune. ? Merit list for admission is generated online for the spot round ? College registration for CET at Govt of Maharashtra is online ? Doubts of the candidates related to documents and process are responded through mail ? Eligibility procedure at university is online ? Enrolment procedure is online and students are provided support by the college to complete the procedure

Examination

E-governance and conduction of exams as follows: ? Circulars relating to exams/daily pasting -online ? Link for internal exam -marks submission. ? Processes like exam Form filling, hall ticket generation ? Result are announced on university website including ? Even Re evaluation result is announced on website .

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|-------------------|-------------------|--|--|-------------------|
| 2015 | Ms.Sandhya Pagare | Seminar on Best college | Vivekanand Education Society | 1500 |
| No file uploaded. | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the | Title of the | From date | To Date | Number of | Number of |
|------|--------------|--------------|-----------|---------|-----------|-----------|
|------|--------------|--------------|-----------|---------|-----------|-----------|

| | professional development programme organised for teaching staff | administrative training programme organised for non-teaching staff | | | participants (Teaching staff) | participants (non-teaching staff) |
|-------------------|---|--|------------|------------|-------------------------------|-----------------------------------|
| 2015 | NIL | NIL | 01/06/2015 | 31/05/2016 | 0 | 0 |
| 2016 | NIL | NIL | 01/06/2015 | 31/05/2016 | 0 | 0 |
| No file uploaded. | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---------------------------------|------------|------------|----------|
| CRE on Sound Foundation of Toddlers | 1 | 25/04/2016 | 29/04/2016 | 5 |
| Short term training programme 'Inspiring Minds- Parent and caregiver transformations (IMPACT-12) titled 'Conduct Problems and their management' in June 2015 at AYJNIHH | 1 | 17/07/2015 | 17/07/2015 | 1 |
| Short term training program 'Inspiring Minds- Parent and caregiver transformations (IMPACT-13) titled 'Attention deficit -an overview' in July, 2015 at AYJNIHH. | 1 | 26/06/2015 | 26/06/2015 | 1 |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| 0 | 0 | 0 | 0 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|---|---|----------|
| New India Assurance Company Lmtd Policy for personal Accident .Sum Assured -Rs.1,00,000/- | New India Assurance Company Lmtd Policy for personal Accident .Sum Assured -Rs.50,000/- | Nil |

6.4 – Financial Management and Resource Mobilization

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

? Tally software is used for accounts. It is linked with all the activities of the management. Accounts team from all activities work in coordination. The PCs are linked with each others as ? Multi user with LAN. This helped consolidated accounting ? Tally 's latest version is used ? 6 monthly internal audit is carried out systematically since management members are from the field of banking and CA

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|--------------------------------|
| Chembur Colony Yuvak Mandal | 754000 | College non salary expenditure |
| No file uploaded. | | |

6.4.3 – Total corpus fund generated

| |
|--------|
| 754000 |
|--------|

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|--------|----------|-----------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | | No | |
| Administrative | No | | No | |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

| |
|-----|
| NIL |
|-----|

6.5.3 – Development programmes for support staff (at least three)

| |
|-----|
| NIL |
|-----|

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

1. Formulising IQAC activities 2. Launching B ed. LD 3. Initiating efforts for getting grant for B Ed LD 4. Structured system of obtaining feedback using templates

6.5.5 – Internal Quality Assurance System Details

| | |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b)Participation in NIRF | No |
| c)ISO certification | No |
| d)NBA or any other quality audit | No |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|--|-------------------------|---------------|-------------|------------------------|
| 2016 | Formation of IQAC committee was initiated first time in 04/4/2016. 1st meeting was planned for the month of September 2016 | 04/04/2016 | 04/04/2016 | 04/04/2016 | 5 |

No file uploaded.

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|------------------------|-------------|------------|------------------------|------|
| | | | Female | Male |
| NIL | 01/06/2015 | 31/05/2016 | 0 | 0 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

NIL

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|--|--------|-------------------------|
| Physical facilities | Yes | 0 |
| Provision for lift | Yes | 0 |
| Ramp/Rails | Yes | 0 |
| Braille Software/facilities | Yes | 0 |
| Rest Rooms | Yes | 0 |
| Scribes for examination | Yes | 0 |
| Special skill development for differently abled students | Yes | 0 |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational | Number of initiatives taken to engage with | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|------|---|--|------|----------|--------------------|------------------|--|
|------|---|--|------|----------|--------------------|------------------|--|

| | | | | | | | |
|---------------------------|------------------------------|-----------------------------------|------------|---|---|---|-----|
| | advantages and disadvantages | and contribute to local community | | | | | |
| 2015 | 1 | 1 | 01/07/2015 | 1 | Remedial Sessions | Inclusive education | 2 |
| 2015 | 1 | 1 | 27/06/2015 | 1 | Exam exemption for CWSN | Inclusion | 1 |
| 2015 | 1 | 1 | 01/07/2015 | 1 | Modified college work working hours due to construction of monorail | Attendance due to situatedness | 21 |
| 2016 | 1 | 1 | 01/01/2016 | 1 | Awareness Campaign for career options | Highlighting the situatedness for better Enrollment | 16 |
| 2016 | 1 | 1 | 27/02/2016 | 1 | Aarambh | Inclusive education | 110 |
| View File | | | | | | | |

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|-------|---------------------|--------------------------|
| NIL | 01/06/2015 | NIL |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|----------------------------|---------------|-------------|------------------------|
| Maharashtra Divas | 01/05/2015 | 01/05/2015 | 16 |
| Independence Day | 15/08/2015 | 15/08/2015 | 16 |
| Teachers Day | 05/09/2015 | 05/09/2015 | 16 |
| Gandhi Jayanti | 02/10/2015 | 02/10/2015 | 16 |
| Republic Day | 26/01/2016 | 26/01/2016 | 16 |
| Annual Day- Cultural Event | 22/02/2016 | 22/02/2016 | 16 |
| View File | | | |

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

| |
|---|
| 1. Tree plantation in campus 2. Healthy food in canteen 3. Segregation of dry and wet waste |
|---|

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

| |
|--|
| ADHIKAR: PARENT EMPOWERMENT PROGRAM - A BESTPRACTICE(ONE) Title of the Practice: Adhikar, - a family empowerment Programme is offered at HACSE keeping |
|--|

in mind that the success of a child with disability greatly depends on family. Objectives of the Practice: Following are the objectives of the practice: ? To develop advocacy skills in parents and make them aware of their rights. ? To help parents to look at their child as child first and know about the special needs after that. The Context: HACSE organizes one certificate course for the parents of young children with hearing impairment. For this certificate course, either or both the parents of hearing impaired children are enrolled. HACSE particularly encourage the fathers to take advantage of this course to ensure their participation in the process of providing overall stimulation to the child. During ADHIKAR, college invites various resource persons from the field of education, child development, psychology, special education, parenting, disability management, social work, food and nutrition science etc. Difficulty arises to adjust, motivate the parents, understand them, locate and invite resource person -easy to share expertise in English, Hindi, Marathi with empathetic attitude. Different issues are planned, for which different speakers are nominated for, as per the expertise. The main coordinator of this certificate programme is Dr. Sirur. Under her guidance the leadership of the program is dynamically rotated. The Practice: It is a unique practice, carried out with very few organisations running such a B Ed programme in special education especially hearing impairment with nominal fees, inviting experts for talk. For most of the sessions, we make our students to attend it, for enriching their knowledge. Limitations: Convincing, motivating and sustaining attendance throughout the programme and explaining how it will empower. Modifying parents vision, motivating them, empowering them for understanding disability aspects are the key features of this Adhikar certificate programme. Evidence of Success: Parents have empowered to a great extent. It is their first encounter with disability. They have expressed that this program help them not only in terms of information but also in terms of coping up with disability. Basically, its very easy to say, sympathy-empathy can be done only for some time, but we at HACSE with this Adhikar since years are trying to inculcate empathy with continual programme of empowerment of such parents years over years and evidence of success cannot be proved as it is a qualitative success. We have set up our Bench mark /target of enrolling more parents, inviting more speakers, making it more active, more vibrant. Problems Encountered and Resources Required: Following are the problems encountered /resources required : 1. More Funds to be spend on speakers/ invites for Adhikar session. 2. Time management - as parents have lot of work at home, males/females are at job , classroom arrangement , time fixation , provision for skipping days if unable to attend, 3. Getting empathetic speakers- good and resourceful and ready to take session at negotiable fees . 4. Sustaining the enrolled parents thorough out the programme -till the programme is completed .

COLLABORATIVE LECTURES- BEST PRACTICE (TWO) Title of the Practice:

Collaboration is one of the values upheld by the team HACSE. College has the practice (routine practice) of Arranging Collaborative lectures with other B Ed colleges of education and special education. This helps us provide best updated information to learners directly from best resources. For example HACSE is the only college among these four colleges which has fulltime Audiologist and speech therapist so what is hearing loss is taught to all students of all colleges by her. This helps resource management (human resource, financial resources, material, infrastructure, space, light, time etc) of institutes collaborating, thereby benefiting students on the Whole. Objectives of the Practice: Following were the objectives of the practice • To build Collaborative spirit among learners and faculty of collaborating colleges, • To provide a platform for learning directly from the experts in the given modules, • To benefit learners with collective wisdom of the field, • To strengthen professional networking as against competitive environment. • To provide best learning environment to all students from all the collaborative colleges with variations in teaching style and learning material The Context: HACSE has

initiated this practice and it now has become a routine practice of organising combined lectures for 4 B Ed colleges of special education. This also includes a B Ed program of other university. The Practice: This collaboration is done in the following listed ways: 1. Barter system: exchange of modules with no financial implications 2. Split the cost: Colleges have shared financial burden of the invited visiting faculty 3. Combined subject seminars - For example in IEP or Development of low cost TLM Evidence of Success: Evidence of the success can be shown in form of outcome mentioned below: 1. Students of 4 colleges are learning in non threatening environment strengthening professional networking as against competitive environment. 2. Colleges -faculty - share exam updates, share learning resources and approach any faculty for doubts. These are future teachers and they better be holding each others hands. HACSE may humbly take the credit for flagging off this journey. 3. More updated information to learners - by sharing of expertise, college infrastructure/facilities. Problems Encountered and Resources Required: Problems basically encountered can be stated as: ? Scheduling the lectures need lot of coordination ? Slight change or adjustment to be done in college academic calendar. ? Travel time and travel cost for the students

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

HACSE is indeed very distinct college when it comes to efforts towards inclusive society. HACSE clearly abides by its vision and mission thereby striving and making efforts towards inclusive society. People with hearing impairment and learning disability are pushed to segregation by our Society. They need to be empowered by providing education to them. Teacher educators are the key element in the process of empowering such students with hearing impairment and learning disability. HACSE stands apart for its 'EFFORTS TOWARDS INCLUSIVE SOCIETY' by running B Ed college Special Education - hearing impairment since 1997 and planning for B Ed in learning disability since next academic year 2016-17, thus, making efforts for building inclusive society. It strives, its best, making efforts towards inclusive society- performs duty of successfully fulfilling social responsibility as an organisation working for manpower development into special education for children with hearing impairment and learning disability. The management of CCYM in the same campus has RTT School for hearing handicapped, CAAI centre, reading room for needy youth, AAVC (inclusive vocational junior college). The focus is INCLUSION Our activities highlights - HACSE's march towards inclusive education ? College runs an early intervention center - CAAI which aims at preparing students with hearing losses for inclusive world. ? Arambha - disability orientation to mainstream school teachers held every year ? Lectures at HRDC - UOM: Yearly at least twice to promote inclusion on higher Education ? Centre for Disability Studies: Principal of the college who is Chairperson of BOS at UoM is instrumental in developing disability policy and centre for Disability Studies at the university - the prime focus being inclusive education. ? Remedial support: Faculty of the college provides free remedial support to students with special needs beyond their college level engagements. ? MLEM: College has developed a tool call MLEM (Measurement of Learning Environment of Mainstream schools) to measure schools readiness for inclusion ? Consultancy for inclusive elections: College provided consultancy to a non-profit - Trinayani in developing awareness material for Govt of Maharashtra towards inclusive voting practices ? Consultancy to develop inclusive game: College provided academic

consultancy to develop a game to promote inclusive education. ? Session on inclusion in Adhikar- family empowerment certificate program ? Educational tour: Educational tour is organized to mainstream experimental schools and anganwadees for students to get better hang of inclusive world.

Provide the weblink of the institution

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

8.Future Plans of Actions for Next Academic Year

Setting goals for 16-17 is challenging since this is the first year post NAAC. NAAC procedure was fulfilling and it gave us sense of achievement to exhibit our strengths. But it also uncovered our weaker links. With this context our future plans include: 1. HACSE is the first independent college of special education getting accredited by NAAC. HACSE totally believed in advantages of measurement of quality by external agencies and hence went for NAAC process when it was neither mandatory nor was there any precedence by other colleges of special education. We believed in it and went for it to realize that the parameters and procedures set for accreditation of B Ed colleges are in tune with functioning of the general B Ed colleges. Measuring B Ed colleges of special education using the tool developed for measuring colleges of general education was rather risky. Hence, the natural focus of future plans for HACSE was to correspond with NAAC and follow up the matter of making NAAC procedures and parameters more accommodative to needs of the college of special education. 2. Post NAAC, our future plan includes setting up and formalizing IQAC in its true spirit. Colleges of special education are smaller entities, mostly having 20 to 30 students and 3 to 4 faculty. The range of activities, committees and SOPs prescribed by quality control agencies get difficult to formalize. The set up remains to be rather informal and less structured. But we realize that if we want to achieve consistency in service delivery which is an indicator of quality then we must have proper templates and procedures in place. The future plan therefore reflects setting up IQAC which function rather in a structured quantified terms. 3. One of the NAAC recommendations included HACSE to not remain to be stand alone institute offering only one program. We were already on our way to introduce B Ed Special Education in Learning Disability. Our future plan therefore includes starting this program with appropriate affiliations / recognitions as a sustainable academic activity towards our larger mission of creating inclusive world. Budgetary provision, identifying and recruiting human resource, empowering resources, expanding infrastructure etc are expected to keep us on toes next year. But all the efforts will be worth since B Ed LD introduced by HACSE will be merely 2nd such program in Maharashtra and 6th in India. Compared to the huge number of children with LD, offering such program is the need of the hour. 4. Being in small number, alumni of HACSE is a close knit community. But NAAC gave us the perspective that it need to be formalized and needs to be registered. Developing the constitution of AAHA (Alumni Association of HACSE) and setting up a body of office bearers is therefore our future concern.