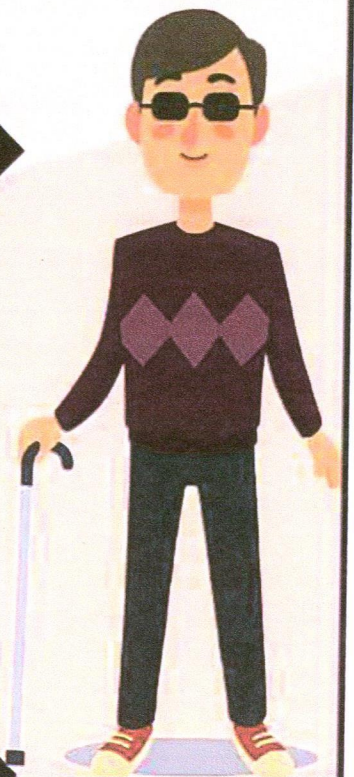




SAROJINI NAIDU GOVERNMENT
GIRLS POST GRADUATE
(AUTONOMOUS) COLLEGE
Shivaji Nagar, Bhopal



Policy for
DISABLED
STUDENTS
and
STAFF





SAROJINI NAIDU GOVERNMENT GIRLS POST GRADUATE (AUTONOMOUS) COLLEGE, SHIVAJI NAGAR BHOPAL



POLICY FOR DISABLED STUDENTS AND STAFF

The policy for differently-abled has been formulated according to Accessibility Guidelines and Standards for Higher Education Institutes and Universities by University Grants Commission (UGC) The Ministry of Education Govt. of India

1. INTRODUCTION

This document attempts to state a policy statement with respect to special needs of persons with disabilities for improvement in the overall infrastructure, and in the learning and teaching process of Sarojini Naidu Govt. Girls' P.G. (Autonomous) College Bhopal. The College understands and appreciates the needs of staff, students and visitors and is committed to promoting diversity and equality of opportunity and eliminating discrimination in its practices, policies and procedures. This policy attempts to underscore the commitment of the college to creating a culture and environment in which students, staff and visitors to the College are treated fairly and not disadvantaged because of a disability. The policy is guided by the Rights of Persons with Disabilities (RPD) Act 2016 and the mandates of the University Grants Commission (UGC), the National Assessment and Accreditation Council (NAAC), and central and state governments from time to time. To ensure smooth implementation of this policy College has set up the Enabling Unit to look into the special needs of students and staff with disabilities.

2. SCOPE

This policy covers the duty of the College towards students with disability - prospective, current and alumni; members of staff with disability working in the college whether permanent, contractual or temporary; and visitors to the College.

3. RESPONSIBILITIES

The Core Committee of the College comprising of Principal, Coordinator and members of Enabling Unit, Controller Autonomous Cell, conveners of various key committees of the college and other stakeholders is responsible for ensuring the College meets its obligations under RPWD Act 2016, monitoring the implementation and effectiveness of this policy and its related procedures, and recommending changes where appropriate.

- I. Members of the senior administration of the College, heads of departments, and administrators at all levels are responsible for ensuring that the entire staff including the support staff are aware of this policy and are supported to develop and maintain good inclusive practices.
- II. All staff should be aware of their shared responsibility in supporting disabled students, colleagues and visitors and statutory responsibilities of the College under the RPWD Act 2016. Advice, support and training will be provided by Internal Quality Assurance Cell to ensure that these responsibilities are met.
- III. Internal Quality Assurance Cell will ensure that all staff are provided with mandatory training on Disability Awareness at induction, and that all staff will have the opportunity to participate in annual training on inclusive practice.
- IV. All staff, students and visitors to the College have a duty to act in accordance with this policy and treat others with dignity and respect at all times.

4. DEFINITIONS

- I. Rights of Persons with Disabilities (RPWD) Act enacted on 28.12.2016 and implemented from 19.04.2017 explicitly recognizes all persons with disabilities as any other person before the Law and enjoins it upon the appropriate Government to ensure that they are able to enjoy their legal capacity equally with others. It thus promotes and protects the rights and dignity of people with disabilities in various aspects of life ... This policy draws inspiration from the Act. Under the RPWD Act 2016, the College is committed to make reasonable accommodations for individuals

with disabilities to make higher education accessible and inclusive. physical features, or auxiliary aids.

- II. Disability- Disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities, where long-term is considered to be 12 months or more and 'substantial' is defined by the Equality Act 2010 as 'more than minor or trivial'. Day-to-day activities are not defined in the Act, but in the context of higher education may cover, for example, communicating, reading, writing, or using a computer (Equality Challenge Unit 2010). People who have had a disability in the past are covered, including people with fluctuating and/or recurring impairments. A disability can arise from a wide range of impairments, including (but not limited to) the following:

The Act covers the following specified disabilities:-

1. PHYSICAL DISABILITY

a) Loco-motor Disability

1. Leprosy Cured Person
2. Cerebral Palsy
3. Dwarfism
4. Muscular Dystrophy
5. Acid Attack Victims

b) Visual Impairment

1. Blindness
2. Low-Vision

c) Hearing Impairment

1. Deaf
2. Hard of Hearing
3. Speech and Language Disability

2. INTELLECTUAL DISABILITY

- a) Specific Learning Disabilities
- b) Autism Spectrum Disorder

3. MENTAL BEHAVIOUR (MENTAL ILLNESS)

4. DISABILITY CAUSED DUE TO-

a) Chronic Neurological Conditions such as-

1. Multiple Sclerosis
2. Parkinson's Disease

b) Blood Disorder-

1. Haemophilia
2. Thalassemia
3. Sickle Cell Disease

5. MULTIPLE DISABILITIES

Additional benefits have been provided for persons with benchmark disabilities and those with high support needs.

- III. Reasonable accommodations- Reasonable accommodations means necessary and appropriate modification and adjustments, to ensure to persons with disabilities, the enjoyment or exercise of rights equally with others. The objective in making reasonable accommodations is to avoid as far as possible by reasonable means the disadvantage which a disabled person experiences because of their disability (Examples of reasonable accommodations may include providing an employee with visual disability a computer with screen-reading software such as JAWS and NVDA and providing a student with learning disability extra time for writing exams.
- IV. Inclusive practice- The college is committed to make reasonable accommodations for all students, staff and visitors, taking a proactive, strategic approach to removing barriers that could potentially prevent an individual from participating in all aspects of College life. This is referred to as inclusive practice, and covers teaching and learning, service provision and access to information. By taking an inclusive approach to adjustments, individuals have a range of support mechanisms available to them irrespective of whether they choose to disclose their disability.

5. ADMISSIONS

- I. The College is committed to ensuring that students are admitted based on their academic merit and ability, and will not refuse to admit an applicant on the grounds of disability without fully considering the specific support or facilities required for the applicant to undertake their course of study at the College.
- II. As per the provisions of RPWD Act, 5 % seats in all programs/ courses shall be reserved for persons with disabilities.
- III. The College will create and maintain an environment and culture where students feel comfortable to disclose their disability. Students will be encouraged to discuss disability related needs with Enabling Unit and their concerned faculty as early as possible, at the point of application if possible. Whilst students are encouraged to disclose as early as possible, disclosure can be made at any time over the course of a student's time at the College.
- IV. The college will endeavour to follow inclusive practices. In the teaching and learning environment, this means that programmes will be developed to recognise the diversity of students and delivered in such a way as to ensure that all students are able to fully participate in all learning activities, access course materials and demonstrate their learning through inclusive assessment opportunities.
- V. Reasonable accommodations will be made to prevent disabled students from experiencing substantial disadvantage because of their disability and to support them to best demonstrate their academic ability. Disabled students will be consulted in regard to identification and implementation of accommodations and will be directly involved in decision making regarding their own individual reasonable accommodations. Decisions about reasonable adjustments will be made in the context of the information provided by the student regarding their disability, the context of their studies, and the need to ensure parity of experience for all students at the College. Wherever possible, the student will be consulted regarding their adjustments, and what is deemed to be reasonable may vary depending on the circumstances of each individual case.
- VI. Recommended reasonable accommodations will be shared with the faculty for their smooth implementation.

6. TEACHING AND LEARNING

The College will ensure that teaching programmes are as inclusive as possible at the outset with flexibility to allow individual reasonable accommodations where required. Universal design for learning will be considered at the points of planning, implementation and evaluation to ensure that teaching, learning and assessment practice and policy is inclusive of and accessible to all students.

7. ASSESSMENT

The College strives to ensure inclusive assessment opportunities for students. Assessments are created to provide all students with opportunities to demonstrate achievement of learning outcomes. It is recognised that disabled students may require reasonable accommodations to the assessment in order to demonstrate that they have achieved the learning outcomes.

Examination adjustments: students may be recommended examination adjustments which would be applied consistently across main exams and in CCE/class tests. Guidelines for conducting written examination for Persons with Benchmark Disabilities issued by Ministry of Social Justice in 2018 will be taken into account while considering reasonable accommodations for persons with disabilities during examinations.

ALTERNATIVE ASSESSMENT:

In exceptional cases an alternative form of assessment may need to be considered, where reasonable adjustments have not been effective. When considering alternative assessment the needs of the student and the demands of the course will be taken into account, ensuring that reasonable steps are taken to ensure that a disabled student is not disadvantaged or given a considerable advantage over their peers.

8. COMPETENCE STANDARDS: THE COLLEGE AIMS TO DEVELOP NON-DISCRIMINATORY

Competence standards when designing programmes, where a competence standard is the level of ability that a student must demonstrate in order to complete or progress on a course of study. It is recognised that there is no duty to adjust competence standards- disabled students will be required to demonstrate that they have met the competence standard. However, it may be possible to adjust the way in which the competence standard

is assessed to ensure that disabled students are not disadvantaged in demonstrating that they have met the standard.

9. STUDENT EXPERIENCE

The College strives to ensure an inclusive approach for disabled students across the whole student experience. This includes teaching and learning, service provision, access to information, facilities and extracurricular activities. All members of staff have a shared responsibility for ensuring that all students have equal access to opportunities provided by the College.

10. SPECIALIST SUPPORT

11. RETENTION

Where a student's studies are interrupted as a direct result of a disability, the College will make

12. RECRUITMENT

Wherever the College is the appointing authority, It shall adhere to the reservation criteria In consonance with RPWD Act 2016 and the rules framed by the Government of Madhya Pradesh, and 6 % seats will be reserved for Persons with Benchmark Disabilities. The college will ensure that disabled employees are aware of the range of support mechanisms available in the College through inclusive practice.

13. STAFF RETENTION

Where a member of staff becomes disabled during their course of employment, the College will make reasonable adjustments and offer support to allow them to stay in post wherever possible. If not possible, an alternative post appropriate to their experience and abilities will be sought.

14. TECHNOLOGY

The College recognises the value of using technology and IT to aid inclusion and support for disabled students, staff and visitors. The College e-learning team will work with

departments to ensure accessibility of digital resources and consistency across all departments in terms of formatting. A regular accessibility audit of digital tools and resources will be undertaken.

Assistive technology: the College will provide assistive devices and software for students and staff to make teaching and learning process more accessible.

Web accessibility: the College is committed to ensuring that our website is accessible to all users, and complies with standards set out in the Web Content Accessibility Guidelines (WCAG). And Guidelines for Indian Government Websites (GIGW) The need to consult disabled users on accessibility and compatibility is recognised, where user feedback informs improvement and development of our web pages.

Alternative formats: the College strives to provide material in alternative formats where required.

15. CAMPUS

Accessibility and inclusion are considered at the design stage of any project, and it is ensured that new buildings meet the prescribed standards for access and include facilities. The College takes an inclusive approach to maintaining the campus and facilities, carrying out regular access audits to ensure that any potential barriers to the campus are identified and addressed where possible.

16. HEALTH & SAFETY:

The College has a duty to ensure that no student, staff member or visitor is at risk because of their disability.

17. TRAINING FOR ALL STAFF

All staff are provided with appropriate training to ensure that they are able to meet the needs of disabled students, and signpost to the relevant services.

18. MONITORING AND REVIEW

The College will encourage the involvement of people with disabilities, from within the College and outside agencies, in reviewing the implementation and effectiveness of this policy. In order to maintain best practice in the application of this policy, liaison will be maintained with the specialist advisory bodies and groups concerned with disability.

In order to provide an appropriate level of support to people with disabilities, the College will consult widely and strive to implement best practices and to access available

resources to support students and staff. This policy will be monitored and reviewed regularly by the Core Committee, IQAC and Academic Council to judge its effectiveness and to determine whether it is meeting legislative requirements. This monitoring will be undertaken in consultation with the main stakeholders.



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