



Kandivli Education Society's

# **B. K. SHROFF COLLEGE OF ARTS & M. H. SHROFF COLLEGE OF COMMERCE**

**An Autonomous College**

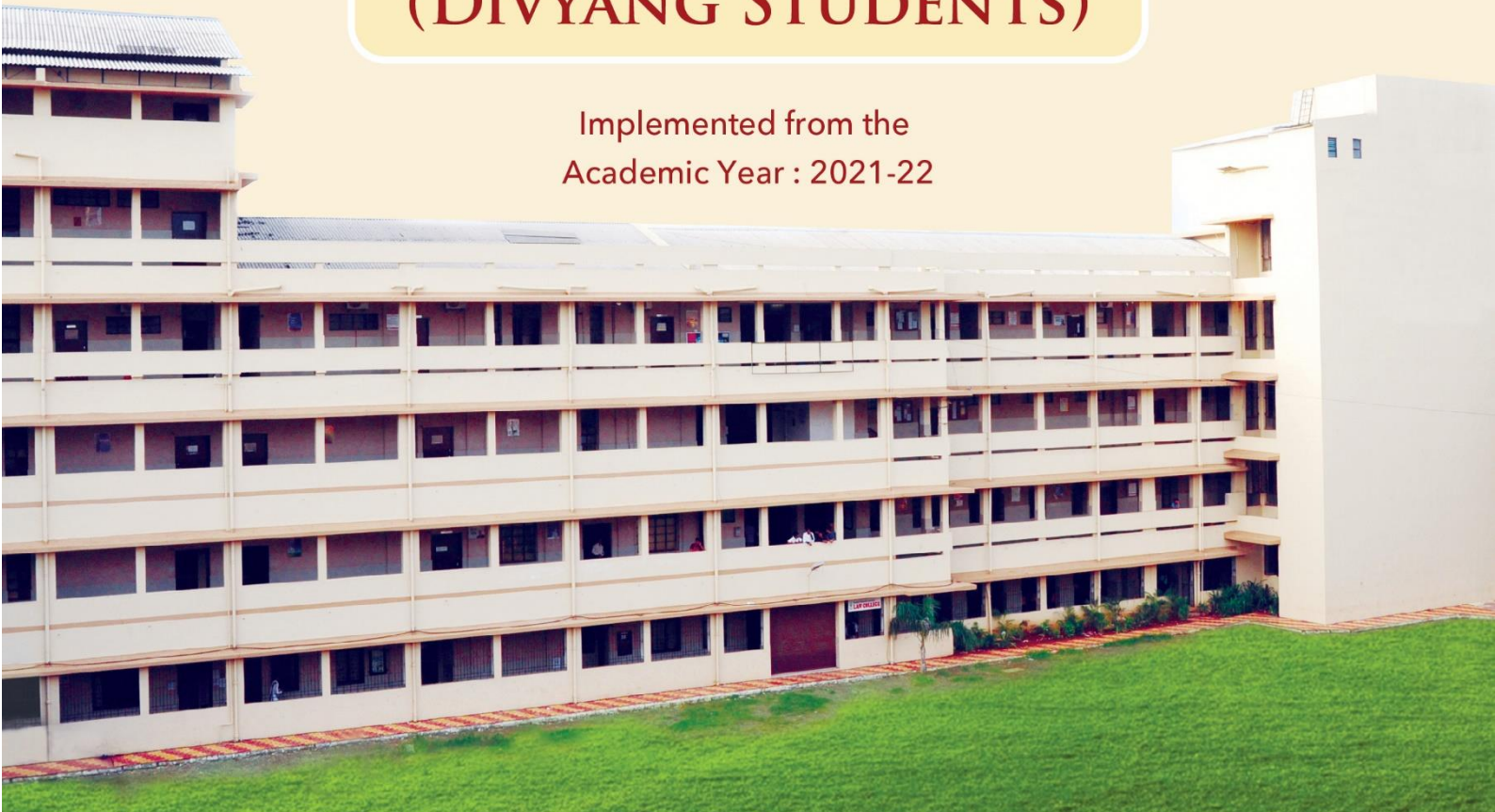
NAAC Re-accredited 'A' Grade

ISO 9001 : 2015 Certified

• 'Best College 2017-18' award from University of Mumbai •

## **POLICY FOR DISABLED FRIENDLY ENVIRONMENT (DIVYANG STUDENTS)**

Implemented from the  
Academic Year : 2021-22





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An Autonomous College NAAC Re-accredited 'A' Grade ISO 9001:2015 Certified  
Mentor College under UGC's 'PARAMARSH' Scheme • 'Best College 2017-18' award from University of Mumbai



Bhulabhai Desai Road, Kandivali (West), Mumbai – 400067.

**Policy for Disabled Friendly Environment (Divyang Students)**

**Basic Information:**

	<b>Policy Title: <u>Policy for Disabled Friendly Environment (Divyang Students)</u></b>	
1.	Policy Number: (Suggested By IQAC)	Functional Area: <b>Entire College with UG, PG and other areas</b>
2.	Drafting	<b>By IQAC</b>
3.	Policy Applies to:	<b>Divyang Students and Teaching faculty of the college</b>
4.	Effective from the Date:	<b>14 June 2021</b>
5.	Approved by:	<b>IQAC Full Bench in its Meeting held on 17 March 2021</b>
6.	Responsible Authority	<b>IQAC/ HR Manger / Principal</b>
7.	Superseding Authority	<b>Governing Body</b>
8.	Last Reviewed/ Updated:	<b>NA</b>
9.	Reason for the policy	<b>Transparency, Accountability and Fair Working conditions in general and clarity of the functioning of the respective domain in particular</b>
10.	References for the policy	<b>UGC Guidelines, University Act, University and Government Statutes/ various directives from MHRD, Institutional Vision and Mission, Institutional work ethics and philosophy, etc.</b>

# **Policy for Disabled Friendly Environment (Divyang Students)**

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## **1. Basis for the Policy**

The governing body of the college never loses sight of its Institutional vision of Empowering the youth to build their destiny. As such the college takes every effort required to address the differing needs of its learners as well as its staff. The college is open to all types of learners. It does not differentiate admissions to learners on account of sex, religion, caste, language or disabilities of any type. The college administration is empathic to the needs of all types of learners and even special needs for learners with learning difficulties, whether on account of physical reason or for any other reason. It strongly believes that every learner has an innate ability of varying nature which should be cared for and nurtured so as to build their destiny by moulding their character and respecting their right to learn and power to earn. This approach not only helps the learner but in turn enriches the institution.

## **2. Committee for Learners with disabilities**

1. There is a committee to address the issues of learners with disabilities in the college.
2. The committee consists of
  - a. The Principal as Chairman
  - b. The IQAC coordinator
  - c. The Deans of the various Faculties
  - d. The Librarian
  - e. The Chairman Exam Cell
  - f. The Sports Director
  - g. Dean Administration
  - h. Counsellor
  - i. One NSS Programme Officer as Member Secretary of the Committee

## **3. Functions of the committee:**

- A. The committee meets once in each semester to assess the status of learners with disabilities and the facilities to support them.

B. It decides upon the additional requirements that may have to be made.

C. The committee recommends budgetary provisions required to be made in this regards.

D. The committee maintains a record of learners with disabilities on the basis of guidelines received from the parent university from time to time including the following disability types benchmarked for certification

- i. Blindness
- ii. Low-vision
- iii. Leprosy Cured persons
- iv. Hearing Impairment (deaf and hard of hearing)
- v. Locomotor Disability
- vi. Dwarfism
- vii. Intellectual Disability
- viii. Mental Illness
- ix. Autism Spectrum Disorder
- x. Cerebral Palsy
- xi. Muscular Dystrophy
- xii. Chronic Neurological conditions
- xiii. Specific Learning Disabilities
- xiv. Multiple Sclerosis
- xv. Speech and Language disability
- xvi. Thalassemia
- xvii. Hemophilia
- xviii. Sickle Cell disease
- xix. Multiple Disabilities including deafness, blindness
- xx. Acid Attack victim
- xxi. Parkinson's disease

E. The committee ensures that Students with disability of any type are well informed about the support systems available for them in the college and also make them aware of their rights especially with regards to the Examinations conducted in the college.

**F. Provisions for supporting such learners being:**

- i. Making college environment barrier-free as per the prescribed principles of universal design. Including building and infrastructure – existing, that are currently being built and may be built in future.
- ii. Orient and guide individuals associated in various capacities to deal / interact with individuals with special needs in a right based approach as against the charity approach.
- iii. Ensure a 3% reservation for learners with disabilities in the admission policy of the college.
- iv. Learners with **physical disabilities** are provided free education in all programmes
- v. Using technology to benefit students with special needs. Identify and deploy technology to benefit teaching-learning for students and faculty with special needs, wherever possible.
- vi. Ensuring barrier free provisioning of learning resources and additional facilities in the library to cater to needs for students and faculty with special needs ranging from academic material to additional technology support for discovery, access and use of academic material.
- vii. Creating maintaining and update the records of individuals with disabilities associated with the college such that it could be used for research and policies.
- viii. Create, adapt and use formats, procedures and norms which will ensure the implementation of the above points in all activities of the college examinations etc.
- ix. Maintaining records related to individuals associated in various capacities having certified disability and / or special needs, ensure implementation of developmental activities.
- x. Sensitizing teaching and non-teaching staff on issues related to disability and special needs.
- xi. Review compliances.
- xii. Employment of personnel with disabilities as per applicable reservation norms

4. (Q) The college administration ensures that the Disability wise concessions/Facilities/Reservations/Exemptions (Exemptions: sensory impairments (blind, low vision, D/Deaf, severe to profound loss of hearing) are provided to such learners by way of Oral instructions to be given at the time of the examination and to be written on the boards as well or at least be repeated clearly after calling for the attention of the candidate.

- a) Individuals with hearing disability being allowed to substitute the verbal tasks (like viva, oral evaluation, group discussion) into written / performance-based tasks for a candidate with mild to profound hearing loss during internal assessment and the term end final examination.
- b) Individuals with sensory impairments being entitled to the exemption from studying a second language which were included in the academic programme. Especially to the candidates having hearing loss since the severe nature of the difficulties in learning languages for such learners. However, the authorities ensure to substitute the language learning component with another suitable subject within the capacity of the candidate with hearing disability. Individuals with visual impairment being given this exemption after studying the case carefully.
- c) Allowing the use of talking calculator, abacus, Taylor frame, computer with screen reading software or adapted geometry drawing kit is allowed during learning and during the external or internal evaluation for individuals with visual impairment. They are also entitled to use recording facilities to capture their answers; arrangement for the same has to be made in a separate room with supporting volunteer.
- d) Allowing individuals with sensory impairments to additional time during internal assessment as well as during the term end examination. At the rate of 20 minutes per hour of the exam time.
- e) Separate question papers in enlarged print being provided to individuals with low vision.
- f) Braille prints of the question paper being made available to the candidate with blindness.
- g) Advising the examiners to give greater weightage to coverage of points and understanding of the key concept be given more importance than the length of description while assigning marks.
- h) Scribe (writer)/Reader/Reader-cum-Writer being made available to the individual with disability. The Question Paper may be read out, but not explained in any way to the candidate(s). The scribe / writer should be from the same stream of subjects but from a lower class and care is taken that he is not related to the candidate.
- i) Allowing additional overall consolidated grace marks of 20 per 1000 total marks to the candidate with certifiable level of blindness and deafness if that is changing the

status of the candidate in the term-end examination from fail to pass either in one or more subjects.

- j) The candidate is allowed to decide whether to indicate on the answer paper that the he/she has specific disability, where the candidates may want to share this with the teacher who checks the paper. Exam supervisor being advised to mention the disability on the answer sheet only after the consent of the concerned candidate.

5. The committee also caters to the learners who may not be able to prove the prescribed levels of disabilities yet may have special needs for satisfactorily completing the academic programme and other activities prescribed or conducted in the college. These individuals (who may have special needs but may not be eligible for a disability certificate) are also considered as entitled for any simple accommodations which are based upon common sense required to reach the services (educational and social experiences planned and delivered) to ALL – without diluting the system and without impacting the merits of others. Such cases may be addressed for the following types of learners:

- i) An individual with mild hearing loss without a certificate of hearing disability (and hence not eligible to get 20 minutes of extra time while writing examination) may be granted special need in terms of priority seating like a front seat in the classroom or noise free classroom or written instructions in place of oral instructions easily ensures his /her active participation in learning. No certificate being required for such tuning of learning experiences.
- ii) Certain adaptations that are needed by individuals with special needs (irrespective of they having certificate of disability or not) also are compassionately considered by the college so as to enable all learners' equal opportunities and satisfaction based on the guidelines provided for the purpose by the UGC or the State government or the parent university. Like bold print notes, substitutions of written tasks for oral tasks and vice versa, buddy system, multimedia teaching strategies etc.

Following formats being made available for the provisions for learners with disabilities:

### 1. Procedure:

Learners with disabilities (either having disability certificate or professional evaluation report) are expected to:

- A. Fill the form and submit to the authority at least 30 days in advance when he /she needs to avail the concession / exemption / facility.
- B. He / she is expected to attach self attested photocopy of necessary report (in case of special needs) / certificate (in case of certified disability).
- C. Affix latest self-attested photo
- D. Attach self attested (any one) identity proof with photo (Eg. College ID card / Aadhar card / PAN card )
- E. Submit different forms for different concessions / exemptions / facilities.
- F. Attach a photocopy of supporting document.
- G. Attach photocopy of record of availing the same provision earlier for educational purpose

### 2. Form to be filled in by the claimant:

- A. Addressed to: Organization head / Disability management authority / Student welfare wing / Grievance cell / Equal opportunity unit / any other competent authority
- B. Name: \_\_\_\_\_ Designation: \_\_\_\_\_
- C. Claimant's / Student name:( BLOCK PRINT) \_\_\_\_\_ Sex: Male / Female / other Age: \_\_\_\_
- D. Class \_\_\_\_\_ Division \_\_\_\_\_ Roll no: \_\_\_\_\_:
- E. Mobile number: \_\_\_\_\_ E - mail id: \_\_\_\_\_
- F. Current educational program: \_\_\_\_\_ Year: \_\_\_\_\_ Semester: \_\_\_\_\_
- G. Department: \_\_\_\_\_ HOD's name: \_\_\_\_\_
- H. College phone number (For outsider): \_\_\_\_\_
- I. College code (examination section): \_\_\_\_\_
- J. Certified Disability (1 or more from the list given above) or nature of special need:
- K. Type and degree as mentioned in the certificate:
- L. Certifying authority / authority giving evaluation report:
- M. Required concession / exemption / facility: Specific description:
- N. Period of requirement: From \_\_\_\_\_ to \_\_\_\_\_
- O. Support document (circular / guidelines / GR / Act):
- P. Dated:
- Q. Issuing authority:
- R. Authorities involved in implementing the request (Can be more than 1)(not mandatory for the claimant to provide but he / she is advised to specify):
- S. Record of availing the same provision earlier: (specific description)
- T. Any other relevant information the claimant wishes to furnish. Signature of the claimant with date of submission: CC to:

FOR OFFICE USE / TO BE USED BY COMPETENT AUTHORITY With reference to application received from \_\_\_\_\_ of \_\_\_\_\_ dated \_\_\_\_ following concession / exemption / facility: (specific



description as per the application) has been requested.

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Same has been granted for the period from \_\_\_\_\_ to \_\_\_\_\_. CC  
marked to following authorities for implementation as well as records /  
documentation. 1. Claimant \_\_\_\_\_ 2.

\_\_\_\_\_ 3. \_\_\_\_\_ 4.

\_\_\_\_\_ OR (strike off unused option) Same is regretted  
for not approving on the grounds of:

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Authority: Name: designation: Signature:

- Disabled-friendly, barrier free environment being provided for to such learners..