



Anna University, Chennai-600025.

University Departments

Accommodation Policy for People with Disabilities

Anna University has been striving to provide equal opportunity and enabling environment to all its stakeholders that, include differently-abled people, whom we recognise as valuable human resources. The University believes in the potential of all its incumbents and tries to create a conducive and conducive workplace environment for differently abled people on campus so that they can engage themselves in the propriety of the University fully well.

The elements of the policy for differently abled people in the University are as follows:

1. Ascertaining the independent movement inside the campus for differently abled people with barrier-free platforms on the roads leading to the point of the workplace.
2. Ensuring convenient accessibility to the building with ramps and lifts for the differently abled people.
3. To provide accessible, gender-sensitive, and functional washroom facilities for disabled persons.
4. To put in place necessary signage, such as special tactile paths, lights, visible display boards, and signposts for easy movement and guidance
5. To provide 3D or raised outline signage or colour-contrasted signage for the visually impaired.
6. To ensure the availability of study materials and lab tools with suitable audio and video assistance for the disabled.
7. To sensitize the teaching and non-teaching fraternity about the physical, emotional, and moral needs of differently-abled people.
8. To establish and engage in the causes of differently-abled people in the teaching-learning environment through the proper administrative and organisational structure in the university.
9. To give adequate and appropriate assistance for persons with learning disabilities in and out of classrooms with responsive teachers and the college community.
10. To encourage systemic engagement for inquiry, information, and conflict redressal through assistance like scribes, readers, screen reading, etc.
11. To get patronage from the government for the improvement of assistance services for differently-abled persons with current technology.
12. To harness the opportunities of funding to improve the facilities for disabled people from government, industry, and alumni to ensure a fair chance for them to pursue education.

VICE-CHANCELLOR
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सत्यमेव जयते

अखिल भारतीय तकनीकी शिक्षा परिषद्

(भारत सरकार का एक सांविधिक निकाय)

मानव संसाधन विकास मंत्रालय, भारत सरकार

नेल्सन मंडेला मार्ग, वसंत कुंज, नई दिल्ली-110067

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

(A Statutory Body of the Govt. of India)

Ministry of Human Resource Development, Govt. of India
Nelson Mandela Marg, Vasant Kunj, New Delhi-110067

F. No. AICTE/P&AP/Misc/2022/

Dated: 15.06.2022

CIRCULAR

To

**All Vice Chancellors of Technical Universities and
All Directors/ Principals of AICTE Approved Institutions,**

Subject: Creation of educational resources for visually impaired students in Technical Institutions/Universities.

Sir/Madam,

Differently abled students with visual impairments require one or more specialized formats including braille, large print, audio and/or digital to pursue their study. In order to facilitate the education of differently able students in general and visually impaired students in particular, all technical institutions are requested to prepare the resource material such as audio books and other references of curriculum for visually impaired students and make them available to needy.

You may also encourage book publishers to publish and provide digital versions of text books free of cost to your institutions, so that same may be utilised by concerned students & faculty.

Regards

(Dr. Ramesh Unnikrishnan)

Advisor-II

Policy & Academic Planning Bureau



सूचना का
अधिकार



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F. No. AICTE/P&AP/Misc/2022/

Dated: 05.08.2022

CIRCULAR

To

**All Vice Chancellors of Technical Universities and
All Directors/ Principals of AICTE Approved Institutions,**

Subject: AICTE Guidelines for inclusive education for all including persons with disabilities.

Sir/Madam,

The National Education Policy (NEP) 2020 emphasizes equal opportunity for education for all, irrespective of caste, gender and abilities including Persons with Disabilities (PwDs). The introduction of the National Education Policy 2020 has accelerated the need for creation of an 'inclusive education' system that caters to students with both visible and invisible disabilities. As a step towards inclusive and equitable quality education, the NEP 2020 presents a reasoning case for provisions and implementation plans aimed at promoting accommodation of students with any type of disabilities into the Indian education system. The policy touches several grounds to address issues surrounding identification and engagement of students with disabilities, along with the creation of an enabling ecosystem.

In order to facilitate inclusive digital education for all, including Persons with Disabilities, AICTE has formulated following guidelines to be followed by AICTE Approved Institutions.

- 1) All AICTE Approved Institutions should establish a Cell known as "Equal Opportunity Facilitation Cell (EOFC)" with the following composition:

Sr. No.	Designation	EQFC
1.	Senior faculty	Nodal officer/Coordinator of EOFC
2.	Male/Female faculty	Member
3.	Male/Female Non-Teaching staff	Member
4.	Male/Female student	Member
5.	Representative of NGO working in the area of Empowerment of PwDs	Member
6.	Registrar/Admin officer	Member Secretary

The roles and responsibilities of the above Cell are summarized below:

- a) To promote admission of PwDs in technical institutions.
- b) To Create awareness among stakeholders in the area of equal opportunities on a regular basis.
- c) To address special needs of the students pertaining to teaching-learning process.
- d) To provide special assistance in training and placement of students with disabilities.
- e) To provide free laptops and internet charges to PwDs through Institute/State Government.
- f) To establish a teacher-mentor scheme for PwDs right from entry to exit from the institute.
- g) Develop disabled friendly teaching-learning process making use of modern tools and assistive technologies.

- 2) **Infrastructure Facility for Access to Persons with Physical Disabilities:**
 - a) Wheelchair users can move without others help –provision of Ramps with minimum width of 1.5 Meters along with handrails at entrances, exits and passages.
 - b) Adequate space (1.2 Meters) is required for movement of wheelchair users to enter into classrooms, laboratories, toilets and other areas within the building.
 - c) Ramp slope is 1:12 for climbing by wheelchair users, even when they have a caregiver to push, steep slopes can be painful.
 - d) Provision of lifts to accommodate wheelchair users to move different floors.
 - e) Handrails for persons who use Crutches with anti-skid (non-slip) floor.
 - f) Adequate space for turning.
 - g) Accessible toilets with provision of hand rails in urinals, wheelchair access to utilities like washbasin, health facets, etc.
 - h) Provision of Signages for easy movement.
 - i) Reserved assembly area during emergencies such as accessible emergency fire alarms with flashing lights.
 - j) Reserved designated parking.
- 3) **Facility for Access to Persons with Hearing Impairments:**
 - a) Provision of information board in an easily understandable manner.
 - b) Good acoustics in the classroom environment (Noisy fans can be distracting to persons wearing hearing aids).
 - c) Provision of signages, layout map for movement to the desired place.
 - d) Proper signages for emergency exits.
 - e) Reserved designated parking.
- 4) **Facility for Access to Persons with Visual Impairments:**
 - a) Provision of Braille Signages including tactile paving.
 - b) Unobstructed covered corridors with handrails.
 - c) Removal of protruding objects and low level roofing.
 - d) Reserved designated parking.
- 5) **Provision of Accessible Teaching-Learning Process for Persons with Disabilities:**

To be able to achieve this goal, every Institution should create a cell/unit with the primary objective of ensuring inclusion of students with disability in the teaching-learning process. These cells be adequately funded both in terms of required resources as well as trained manpower. These units should also monitor progress by taking periodic feedback from students with disability. Training a large number of teachers who have full-time/part-time responsibility towards these activities itself is a challenge and special SWAYAM Courses are being proposed for the same. These teachers should be familiar with “accommodation” solutions for enrolled students even if the Institution is not fully accessible. Institutions should make following provisions:

 - a) Provision of Sign Language Interpreters wherever required
 - b) Use of 'Universal design techniques'. There should be multiple modes of expression and reception. For example, concept should be conveyed in text, audio visual, mindmaps and practical (learning by doing) format in teaching-learning process.
 - c) Clear lighting for the speakers to facilitate hearing impaired for lip reading and also use of sound amplification system like microphone by teacher
 - d) Issue of notes / handouts in advance to the students in accessible digital format such as Microsoft word or LibreOffice document.
 - e) Creation of Peer-Groups within the class for learning among students.

- f) Training of teachers in communication skills for handling differently abled.
- g) Development and use of E-learning resources embedded with sign language interpretation and subtitles.
- h) Provide service of conversion of required instructional materials into accessible format such as accessible digital format, large print, braille, tactile graphics etc. (In-house conversion facility can be established or tie-ups with conversion service providers can be done).
- i) Subscription to online sources of accessible format books such as Sugamya Pustakalaya, book share and ABC global book service by the institution and to register each student with print disability on these platforms.
- j) Provide digital book reading device to each student/faculty with print disability such as laptop with screen reading software, smart phone, refreshable braille display, DAISY player, etc. free of cost or on subsidy by the institution or through scheme of government of India or by partnering with social groups or civil society organizations along with training to use them.
- k) Suitable modifications in the curriculum to suit the needs of differently abled. (Eg. Manual drawing may be replaced with CAD etc.)

6) Special Provisions for Persons with Disabilities in the Examination:

Different examinations/boards have their own guidelines for persons with disability. They also tend to get revised periodically. Again the provisions mentioned here do not replace/override those as they apply to specific boards/examinations. Use these as quick reference and made provisions for:

- a) Provision of scribes for students who find difficulty in writing, visual impairments etc. by the examination authority or bring their own scribes during examinations both Common Entrance Tests and institute / University exams.
- b) Scribes to be provided as per the guidelines issued by the Department of Empowerment of Persons with Disabilities, Government of India.
- c) Extension of time up to 20 minutes per hour should be given to the students who use scribes and students find difficulty in writing examinations.
- d) 20 to 50% of questions of objective type in the question paper.
- e) Permit and make adequate arrangements for Use of computers for writing examinations by persons with print disabilities with provision of softcopy of question paper in accessible format.
- f) Separation of answer scripts for valuation (Considering the level of disability/ use of scribes etc).

7) Disability Support Systems:

Disability Support Unit (DSU) at institute level should be set up when differently abled students are admitted by the institute to provide support in terms of:

- a) Financial Assistance (Scholarships, sponsorships)
- b) Counselling & Career Guidance
- c) Sign Language Development, Training and Interpretation support.
- d) Awareness and provision of Assistive devices / Technologies
- e) Special Health care support (Depends on type of disability)
- f) Regular follow-up on the students, to see if they are using their AT devices well, if any accessibility modifications are needed

- g) Training of trainers
- h) Create awareness on disability issues
- i) Encourage student projects, Research & Rehabilitation focused on disability issues and challenges.

8) **Additional Support and Linkages:**

- a) Tie-ups with NGOs who are dealing with differently abled.
- b) Placement & support services.
- c) Employer Sensitization.
- d) Awareness on Disability rights and reservation policies.
- e) Community reach programmes.
- f) Implementation & Monitoring of standards of Accessibility.
- g) Disability Database Management System.
- h) Internship and Career Advancement activities:

9) **Facility for Students with Specific Learning Disabilities(SLDs):**

Dedicated **Centers of Learning Diversity (CLD)** may be set up to help with the implementation of the initiatives and provide the requisite support *within* the institute. The mandate of these centers **would be to advocate and to support the learning journey of students with SLDs, including enforcing the provisions for accommodations, providing support services, and access to assistive devices** for students with SLD. The **Hub-and-Spoke Model with National Nodal centers** can be employed to support institutions in the establishment of CLDs in HEIs.

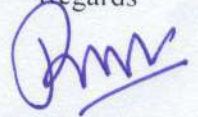
- a. A dedicated **team to generate awareness**, promote advocacy and create visibility of the proposed support programme at institute/ university level.
- b. Implement **capability maturity model** to empower and strengthen the various stakeholders involved in the process of inclusion for students with SLD in higher education institutions in India. **Training & Capacity Building Programs** for faculty, administration teams and other stakeholders must be offered to enable them to create inclusive learning environments for students with SLDs.
- c. **Awareness & Advocacy** programmes for students, parents and educators for the inclusion of SLDs must be undertaken. These programmes should address the needs of students aspiring to pursue higher education while enabling them to self-advocate for their needs and rights.
- d. **Assistive Technology tools** (hardware and software) should be made accessible for students with SLD for their academic purposes during their years at the HEI. Investment in research and development of appropriate technologies may also be provided.
- e. **Admissions:** Streamline the admissions processes to ensure that Institute provides requisite accommodations for students with SLDs and look beyond the “exam performance based” admission criteria.
- f. **Accommodations** to be mandated for students with SLDs which would include in-class support, use of technology, accessible study material, examination/testing adjustments.
- g. **Dedicated Centre of Learning Diversity (CLD)** may be set up to provide the requisite support to students and faculty, advocate for the students, generate awareness and create visibility of the proposed support program at university level. A capability maturity model is recommended to empower and strengthen the various stakeholders involved.

- h. **Assistive Technologie** to be made available for students with SLDs for academic purposes during their study years at the HEI. Investment in research and development of appropriate technologies may also be provided.

All AICTE approved institutions are required to include the details related to the availability of barrier-free environment for students with disabilities on their websites including details of the admission process, support services available and status of Persons with Disabilities (PwDs). Institute should create a separate budgetary head covering the expenditure towards activities promoting inclusion of Persons with Disabilities (PwDs).

It is pertinent to mention here that UGC has come out with Comprehensive Accessibility Guidelines for Higher Educational Institutions and it is suggested that All AICTE Institutions should take cognizance of UGC Guidelines and should also take into consideration while implementing AICTE Guidelines. Further details on UGC guidelines may be accessed from UGC web portal https://ugc.ac.in/pdfnews/8572354_Final-Accessibility-Guidelines.pdf.

Regards



(Dr. Ramesh Unnikrishnan)
Advisor-II
Policy & Academic Planning
Bureau



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F. No. AICTE/P&AP/Misc/2022/

Dated: 30-09-2022

CIRCULAR

To

**All Vice Chancellors of Technical Universities and
All Directors/ Principals of AICTE Approved Institutions,**

Subject: Guidelines for conducting written examination for persons with specified disabilities covered under the definition of Section 2(s) of the RPwD Act, 2016 but not covered under the definition of Section 2(r) of the said Act, i.e. persons having less than 40% disability and having difficulty in writing.

Madam/Sir,

Ministry of Social Justice and Empowerment, Deptt. Of Empowerment of Persons with Disabilities (Divyangjan), Govt. of India, New Delhi vide Office Memorandum F. No. 29-6/2019-DD-III dated 10.08.2022 has issued guidelines for compliance by all institutions/ organizations on the above noted subject.

These guidelines are for conducting written examination for persons with benchmark disabilities (i.e. with 40% or more disability, for whom the benefit of reservation in Government posts are allowed) which inter-alia, provides for grant of scribe and compensatory time. It is pertinent to mention here that Hon'ble Supreme Court in its order dated 11.02.2021 in the matter of Shri Vikash Kumar Vs UPSC and others has directed Govt. of India to frame proper guidelines which would regulate and facilitate the grant of a facility of a scribe to persons with disability within the meaning of Section 2 (s) of the RPwD Act, 2016, where the nature of disability operates to impose a barrier to the candidate writing an examination. These guidelines also prescribe appropriate norms to ensure that condition of the candidate is duly certified by such competent medical authority as may be prescribed so as to ensure that only genuine candidates in need of the facility are able to avail it. The copy of the guidelines is placed at Annexure-I for reference and perusal.

You are requested to disseminate the information regarding the aforesaid guidelines among your faculty and students and take pro-active steps required for compliance of the Hon'ble Supreme Court direction by implementing these guidelines.

Regards

(Dr. Ramesh Unnikrishnan)

Advisor-II

Policy & Academic Planning Bureau

Guidelines for conducting written examination for persons with specified disabilities covered under the definition of Section 2(s) of the RPwD Act, 2016 but not covered under the definition of Section 2(r) of the said Act, i.e. persons having less than 40% disability and having difficulty in writing.

- a) These guidelines may be called as Guidelines for conducting written examination for persons with specified disabilities covered under the definition of Section 2(s) of the RPwD Act, 2016 but not covered under the definition of Section 2(r) of the said Act, i.e. persons having less than 40% disability and having difficulty in writing.
 - b) The facility of scribe and/or compensatory time shall be granted solely to those having difficulty in writing subject to production of a certificate to the effect that person concerned has limitation to write and that scribe is essential to write examination on his/her behalf from the competent medical authority of a Government healthcare institution as per proforma at **Appendix-I**.
 - c) The medical authority for the purpose of certification as mentioned in point (b) above should be a multi-member authority comprising the following:-
 - i. Chief Medical officer/Civil Surgeon/Chief District Medical Officer.....Chairperson
 - ii. Orthopaedic/PMR specialist
 - iii. Neurologist, if available*
 - iv. Clinical Psychologist/Rehabilitation Psychologist/ Psychiatrist/Special Educator
 - v. Occupational therapist, if available*
 - vi. Any other expert based on the condition of the candidate as may be nominated by the Chairperson.
- (* the Chief Medical Officer/Civil Surgeon/Chief District Medical Officer may make full efforts for inclusion of neurologists, occupational therapist from the nearest District or the Medical College/Institute, if the same is not available in the District)”
- d) The candidate should have the discretion of opting for his own scribe or request the Examination Body for the same. The examination body may also identify the scribe to make panels at the District/Division/State level as per the requirements of the examination. In later instances the candidates should be allowed to meet the scribe two days before the examination so that the candidates get a chance to check and verify whether the scribe is suitable or not.
 - e) In case the examination body provides the scribe, it shall be ensured that qualification of the scribe should not be more than the minimum qualification criteria of the examination. However, the qualification of the scribe should always be matriculate or above. In case the candidate is allowed to bring his own scribe, the qualification of the scribe should be one step below the qualification of the candidate taking examination. The person opting for own scribe should submit details of the own scribe as per proforma at **Appendix-II**.
 - f) There should also be flexibility in accommodating any change in scribe in case of emergency. The candidates should also be allowed to take different scribe for writing different papers especially for languages. However, there can be only one scribe per subject.
 - g) The candidate should be allowed to use aids and assistive devices such as prosthetics & orthotics, hearing aid as mentioned in para 2 of the certificate issued by medical authority as per Appendix I.
 - h) Compensatory time not less than 20 minutes per hour of the examination should be allowed for persons who are eligible for getting scribe. In case the duration of the examination is less than an hour, then the duration of the compensatory time should be allowed on pro-rata basis. Compensatory time should not be less than 5 minutes and should be in the multiple of 5.

- i) The examination bodies shall modify their application forms to incorporate specific needs of this category of persons. In case, any incident has been reported after filling up the form, the examination bodies shall inform the candidates to obtain medical certificate as per these guidelines for facilitating grant of scribe and/or compensatory time.
 - j) As far as possible the examination for such persons may be held at ground floor. The examination centres should be accessible for persons with disabilities.
 - k) These guidelines are applicable to written examinations conducted by central recruitment agencies as well as academic institutions. The States/UTs may adopt these guidelines or issue similar guidelines to maintain uniformity.
 - l) These guidelines are independent of the Guidelines for conducting written examination for persons with benchmark disabilities issued by the Department of Empowerment of Persons with Disabilities on 29.08.2018.
 - m) The examining bodies shall ensure strict vigilance to check misuse of facility of scribe.
4. All the recruitment agencies, Academics/Examination Bodies etc. under the administrative control of each Ministry/Department may be advised appropriately to ensure compliance of implementing these guidelines.
 5. The above guidelines are issued with the approval of Hon'ble Minister (Social Justice & Empowerment).

Appendix-I

Certificate for person with specified disability covered under the definition of Section 2 (s) of the RPwD Act, 2016 but not covered under the definition of Section 2(r) of the said Act, i.e. persons having less than 40% disability and having difficulty in writing. This is to certify that, we have examined Mr/Ms/Mrs (name of the candidate), S/o /D/o, a resident of (Vill/ PO/ PS/ District/ State), aged yrs, a person with (nature of disability/ condition), and to state that he/she has limitation which hampers his/her writing capability owing to his/her above condition. He/she requires support of scribe for writing the examination.

2. The above candidate uses aids and assistive device such as prosthetics & orthotics, hearing aid (name to be specified) which is /are essential for the candidate to appear at the examination with the assistance of scribe.

3. This certificate is issued only for the purpose of appearing in written examinations conducted by recruitment agencies as well as academic institutions and is valid upto (it is valid for maximum period of six months or less as may be certified by the medical authority)

Signature of medical authority

(Signature & Name)	(Signature & Name)	(Signature & Name)	(Signature & Name)	(Signature & Name)
Orthopedic/ PMR specialist	Clinical Psychologist/ Rehabilitation Psychologist/Psychiatrist/ Special Educator	Neurologist (if available)	Occupational therapist (if available)	Other Expert, as nominated by the Chairperson (if any)
(Signature & Name)				
Chief Medical Officer/Civil Surgeon/Chief District Medical Officer..... Chairperson				

Name of Government Hospital/Health Care Centre with Seal

Place:

Date:

Appendix-II

Letter of Undertaking by the person with specified disability covered under the definition of Section 2 (s) of the RPwD Act, 2016 but not covered under the definition of Section 2(r) of the said Act, i.e. persons having less than 40% disability and having difficulty in writing

I, a candidate with (nature of disability/condition) appearing for the (name of the examination) bearing Roll No. at (name of the centre) in the District (name of the State). My educational qualification is

2. I do hereby state that (name of the scribe) will provide the service of scribe for the undersigned for taking the aforementioned examination.

3. I do hereby undertake that his qualification is In case, subsequently it is found that his qualification is not as declared by the undersigned and is beyond my qualification. I shall forfeit my right to the post or certificate/diploma/degree and claims relating thereto.

(Signature of the candidate)
(counter signature by the parent/guardian, if the candidate is minor)

Place:

Date: