

**UNIVERSITY OF MUMBAI**

No. UG/328 of 2017-18

**Circular:-**

The Head, University Department of Education, the Principals of the affiliated Training College in Education are hereby informed that the recommendations made by the Ad-hoc Board of Studies in Special Education at its meeting held on 14<sup>th</sup> December, 2016 have been accepted by the Academic Council at its meeting held on 11<sup>th</sup> May, 2017 **vide** item No. 4.29 and that in accordance therewith, the Proposal to Approve of Disability Guidelines prepared by Dr. Asmita Huddar Committee is enclosed as per appendix from academic year 2017-18 and the same has been brought into force with effect from the academic year 2017-18, accordingly. (The same is available on the University's web site : [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
21<sup>st</sup> December, 2017

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

To,

The Head, University Department of Education, the Principals of the affiliated Training College in Education.

**A.C/4.29/11.05.2017**

No. UG/328-A of 2017

MUMBAI-400 032 21<sup>st</sup> December, 2017

Copy forwarded with Compliments for information to:-

- 1.The Co-ordinator, Faculty of Interdisciplinary.
- 2.The Director, Board of Examinations and Evaluation,
- 3.The Director, Board of Students Development.,
- 4.The Co-Ordinator, University Computerization Centre,

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

**@ INDIVIDUALS WITH DISABILITY / SPECIAL NEEDS IN HIGHER EDUCATION: GUIDELINES OF MUMBAI UNIVERSITY: Same was discussed and approved in BOS – Special education (AD HOC) on 14/12/16 and AC meeting on 11/5/17.**

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## **DISABILITY GUIDELINES STATEMENT: Mumbai University**

### **INTRODUCTION:**

Mumbai University places this Disability Guidelines document as a set of guiding principles to all departments, colleges and divisions – academic and administrative – with a view to create a barrier-free, inclusive environment that values diversity, is free from unlawful discrimination or harassment and ensures equality of opportunity, dignity and respect for ALL immaterial of his/her dis/abilities. Through this Policy, Mumbai University aspires to enable and enhance the overall experience of all individuals (students, staff and outsourced associates) including individuals with special needs and disabilities connected to the University in various capacities. The aim is to provide a healthy environment for learning and working that covers physical, intellectual, emotional and social (including sports and recreation) aspects of university experience.

It is expected that the authorities / individuals (accountable to ensure diversity enabling environment in higher education) see this statement in the light of milestone guidelines reflecting in the ‘universal design of learning’ , Persons with Disabilities ( equal Opportunities, Protection of Rights and Full Participation) - PWD Act (1995), **Rights of Persons with Disabilities Bill - 2016** Passed by Parliament of India on 14/12/2017 , United Nations Convention on Rights of Persons with Disabilities 2007, and the **National Trust (Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities) Act 1999. The provisions prescribed in these disability related legislations (facilities, Concessions, Exemptions and reservations) are mandatory to follow for all individuals and institutes.** Various processes of the university and the affiliated colleges (like admission, curricular transactions, examination, placements etc) have to be in tune with these legislations. **Any doubts / disputes / perceived ambiguities in this connection need to be referred to Disability Commissioner, GOM.**

While all the above mentioned provisions are applicable in higher education, MU further intends to ensure application of these guiding principles, in order to move towards creating a more barrier free, right based and inclusive environment for individuals with special needs and for individuals with disabilities who are associated with MU in various capacities.

Mumbai University places this statement on disability guidelines in public domain so that all involved can implement the same in an unbiased and uniform way across academic and administrative functions and areas of the Mumbai University.

### **THE BACKDROP:**

Various National and International obligations are facilitating Indian society to be more barrier free, right based and inclusive. Indian higher education system is no exception. However, **the real**

**changes are brought about by individuals and organizational heads** by modifying the activities and strategies in tune with these legal obligations and national policies. For this to happen, all concerned must understand the disability issues and their roles in ensuring equal opportunities to individuals with various disabilities.

Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) **Act (1995)** / Rights of Persons with Disabilities Bill - 2016 Passed by Parliament and National Trust **Act (1999)** list following disabilities which are entitled for certification and hence various legal accommodations

## DISABILITY TYPES BENCHMARKED FOR CERTIFICATION

1. Blindness
2. Low-vision
3. Leprosy Cured persons
4. Hearing Impairment (deaf and hard of hearing)
5. Locomotor Disability
6. Dwarfism
7. Intellectual Disability
8. Mental Illness
9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological conditions
13. Specific Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language disability
16. Thalassemia
17. Hemophilia
18. Sickle Cell disease
19. Multiple Disabilities including deafblindness
20. Acid Attack victim
21. Parkinson's disease

Legal framework in our country ensures the rights of individuals with these disabilities. However, the concerned individual needs disability certificate to avail various provisions. There are certain specific norms under which the concerned certifying authorities decide whether a particular individual is eligible for the provisions or not. This eligibility for disability certification is generally based upon the type, nature and degree of that disability. From this point of view, there are many individuals who may not be eligible for disability certificate but yet have some specific **special needs**. These individuals (who may have special needs but may not be eligible for a disability certificate) are 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. For example, an individual with mild hearing loss may not get a certificate of hearing disability (and hence will not

get 20 minutes of extra time while writing examination). However, his / her special need in terms of priority seating (a front seat in the classroom) or noise free classroom or written instructions in place of oral instructions can easily be satisfied to ensure his /her active participation in learning. No certificate is required for such tuning of learning experiences. Satisfying learning needs of ALL is taken to be a primary task of the educational system requiring no prescription of any authority.

The Indian legal framework and the service delivery model provide for various **accommodations** which are generally categorized into:

- **Facilities** (for example, colleges providing ramp or a sign language interpreter)
- **Concessions** (for example, additional 20 minutes for writing exam)
- **Exemptions** (for example, lowering passing cut of or more grace marks)
- **Reservation** (for example 3% reservation in public sector education and employment)

These are expected to be used by these individuals during **curricular transactions** as well as the **examinations**. Beyond these, there are **adaptations** that are needed by individuals with special needs (irrespective of they having certificate of disability or not) while availing equal opportunities in the college experiences. For example, priority seating in classroom, bold print notes, substitutions of written tasks for oral tasks and vice versa, buddy system, multi media teaching strategies etc. It is the responsibility of the **head of the institution to provide the need based and appropriate adaptations** in teaching learning process and environment. The need may vary as per the **type, nature and degree** of the disability. However, the accommodations need to be **reasonable** and without compromising the spirit of learning and evaluation of ALL.

India having signed United Nations Convention of Right of Persons with Disability (**UNCRPD**), has undertaken complete responsibility of ensuring, modifying and implementing relevant Acts to facilitate inclusion of individuals with disability. It is the academic leaders and teachers who can actualize this promise.

These legal **national and international obligations have laid a framework for the universities and colleges to work upon**. Various Examination boards, Universities, government bodies and educational organizations have framed their disability policies which is an extremely welcoming initiative. Due to lack of awareness or due to complex nature of disabilities these policies may need periodic modifications. Authorities may review the individual requests for 'REASONABLE accommodations' in tune with the accommodations mentioned in the concerned Acts. UNCRPD defines reasonable accommodation to be “**necessary and appropriate** modifications and adjustments..... to persons with disabilities for the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms”.

Many organizations and leaders have expressed that 'providing accommodations without hampering the spirit of quality of learning and examination system is not difficult at all – it is possible as well as plausible'. As they say - It just takes broader outlook, some common sense, a little bit of web search and a judgment on the case being genuine to ensure the rights of individuals with diverse needs in any organization.

There are **70 million individuals with disability in India, only 2 % sustain school educational system to enter college**. Let us leave no stone unturned to facilitate their college education. Also, attention is drawn to the fact that many accommodations and adaptations can be provided to PWDs and SWSNs with no or minimum cost required. Moreover, as per the GR (Government of Maharashtra), 'local authorities shall reserve not less than 3 % in all poverty alleviation schemes for the benefits of PWDs.

#### AIM OF THE STATEMENT:

The prime aim of this guiding document is to formulate measures which will ensure uniform implementation and monitoring of academic and social inclusion of individuals (students and other associates of MU) who have special needs and /or disabilities.

#### OBJECTIVE OF THE STATEMENT:

The Policy document serves to outline the guidelines to be followed to develop and strengthen an inclusive and enabling learning-working environment in the University for one and all.

The prime objective of the policy is to make an unambiguous list of reasonable accommodations (in tune with the earlier already existing regulations) entitled to each type of the disabilities and special needs along with the required procedure, formats and implementing norms to avail / offer these to appropriate candidates. The policy includes rights and responsibilities of students and staff who have disability. It also serves to outline the roles and responsibilities of the University and its affiliated departments / colleges to ensure fair and inclusive treatment of staff and students with disability and special needs.

## MU'S COMMITMENT:

Mumbai University is committed to:

1. Facilitate the process of making University and college environment barrier-free as per the prescribed principles of universal design. This includes building and infrastructure – existing, that are currently being built and are built in future.
2. 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.
3. Ensure implementing reservation, exemptions and concessions in tune with prescribed norms in current legislation to individuals associated in various capacities having certified disability in terms of education (particularly for students) and employment (particularly for the staff).
4. Ensure implementing curricular adaptations prescribed by this policy to the students of the university / affiliated colleges.
5. Create, adapt and use formats, procedures and norms which will ensure the implementation of the above points in all activities of the university including affiliation, eligibility, enrolment, curriculum development, curriculum transaction, examinations etc.
6. Create a centralized unit / centre / department which will be accountable to maintain records related to individuals associated in various capacities having certified disability and / or special needs, ensure implementation of norms, train staff / students (including curriculum / material development and implementation) and suggest developmental activities. This special body is also expected to work upon disability and inclusion which will facilitate barrier-free inclusive education in not only the university but also in the community. This can also look at collaborations with schools and civil society for knowledge sharing, workshops and special projects.
7. Guide and instruct affiliated colleges to implement the 'disability guidelines statement' and to review compliances.
8. Use technology to benefit students with special needs. Identify and deploy technology to benefit teaching-learning for students and faculty with special needs, wherever possible.
9. Ensure barrier free Provisioning of learning resources and additional facilities in the library to cater to needs for students and faculty with special needs. This can range from academic material to additional technology support for discovery, access and use of academic material.
10. Sensitize teaching and non teaching staff on issues related to disability and special needs.
11. Create, maintain and update the records of individuals with disabilities associated with Mumbai university to be able to use the information for research and policies.

## KEY TERMS DEFINED:

1. Disability guidelines statement: The adequately debated and approved document

- released officially by the MU authorities indicating specific action points for fulfilling the set objectives related to making university and affiliated colleges more barrier free and inclusive.
2. Reasonable accommodations: Pro-active modifications made in the curricular transaction (including setting learning objectives, teaching strategies, learning material, evaluations, classroom set- up, etc) without compromising the spirit of merit and evaluation.
  3. Public domain: Easily accessible documentation through website and / or printed leaflets available at MU campuses and affiliated colleges as reference material for easy and unambiguous implementation.
  4. Appropriate candidate: This statement differentiates between person with special needs (having special needs but not being eligible for certification like unlisted disabilities, certain health conditions or mild degrees of disabilities) and persons with certified disabilities. Both types deserve positive attitude and pro active learning opportunities. However, individuals with certificate of disability from the competent authorities are entitled for prescribed concessions / exemptions and reservation. Individuals with special needs not eligible for certificate are not entitled to avail these legally supported concessions / exemptions and reservation. Refer to point numbers 8 and 9.
  5. Barrier free: Tuning the environment so as to make it as accessible for the typically functioning individuals with special needs and disabilities as it is for the typically functioning individuals without special needs and disabilities. This includes modifying architecture, curriculum, strategies and attitudes to suit ALL associated with MU.
  6. Rights based: The document and the implementing authorities believe in creating equal opportunities not for charity purpose but for contributing towards ensuring rights of those who have special needs or disabilities. It is a matter of ensuring participation of ALL rather than an act of sympathy and charity.
  7. Inclusive education: An ongoing process of creating educational systems which manage diversities in a more positive way not compromising the rights and the dignity of those who are 'different' from the others in terms of various demographic details including abilities and disabilities.
  8. Students with special needs (SWSN): Those students who do not have / cannot get disability certificate but do have special needs to be able to learn at par with the typically functioning students.
  9. Persons with disability (PWDs): Those students who have certificate of disability specifying the type, nature and degree of disability by a competent authority.
  10. Disability: Those types and degrees of disabilities which are listed in the Indian Acts related to disability management viz PWD Act and National Trust Act and hence are eligible to get a disability certificate.
  11. Universal design of learning: A concept and strategy which believes that any educational system must provide for learning procedures and material which are appropriate to all learners immaterial of their diverse, minority or individual needs.



12. Individuals associated in various capacities: This includes: a) the MU staff (teaching- non teaching, full time / part time / visiting), b) currently enrolled students of all departments and affiliated colleges using either regular or distance mode, c) out sourced service providers of university and affiliated colleges (who have special needs / disabilities).
13. Formats and procedure: The template attached at the end of this document to be used by the claimant to avail the reasonable accommodations (facility / concession / exemption / reservation).
14. Earlier already existing relevant regulations: Documents like: (list not exhaustive)
  - a. Circular of social justice division of GOI dated 26/2/2013 (16-110/2003 – DD III)
  - b. Statement of concessions to be provided to student with LD by Dept of Higher and Technical education GOM dated 7/8/2004
  - c. Mumbai high court judgment dated 16/11/2006
  - d. Guiding principles issues by GOM dated 20/12/2006
  - e. Circular of controller of examination (MU) dated 21/9/13 (pariksha/ pa.ni.ka.1353 /2013)
  - f. Circular of GOM dated 30/10/2010 (146/2010/navi-6) on use of 3% budget for the benefit of the PWDs
  - g. GR of school education and sports division, GOM dated 8/1/16 (2016 - 119 A/SD 6)

#### THE TERMINOLOGY:

Since it is generally accepted that language impacts the thought processes, it is advised that appropriate and ‘person first’ language is used in all official and informal communication – whether written or oral. Examples of often used inappropriate terms are listed below with appropriate options.

1. Handicapped person > person with disability
2. Deaf / dumb / mute > person with deafness or person with hearing loss
3. Mentally retarded person > person with intellectual disability  
(Similar addressing system to be used to refer to schools, teachers or educational systems like ‘school for the children with disability’ and not ‘disabled school’).

#### DISABILITY WISE CONCESSIONS / FACILITIES / RESERVATIONS / EXEMPTIONS: SENSORY IMPAIRMENTS (Blind, low vision, D/deaf – se vere to profound hearing loss)

1. Oral instructions to be given at the time of the examination be written on the boards as well or at least be repeated clearly after calling for the attention of the candidate.
2. Individuals with hearing loss are entitled to substituting 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.
3. Individuals with sensory impairments are entitled to the exemption from studying a second language. It is more applicable to the candidates having hearing loss because of

the severe nature of the difficulties in learning languages. However, the authorities will ensure to substitute the language learning component with another suitable subject within the capacity of the candidate with hearing disability. Individuals with visual impairment may be given this exemption after studying the case carefully.

4. Individuals with visual impairments are entitled to get exam centre close to their homes.
5. 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 tape recorders to record their answers; arrangement for the same has to be made in a separate room with supporting volunteer.
6. Individuals with sensory impairments are entitled to additional time during internal assessment as well as during the term end examination. This may be allowed 20 minutes per hour.
7. Separate question papers in enlarged print may be given to individuals with low vision.
8. If possible Braille prints of the question paper be made available to the candidate with blindness.
9. While assigning the marks coverage of points and understanding of the key concept be given more importance than the length of description.
10. Scribe (writer) Amanuensis/Reader/Reader-cum-Writer may be made available to the individual with blindness. The Question Paper may be read out, but not explained in any way to the candidate(s). Such a support to be provided free of cost to the candidate. The scribe / writer should be from the same stream of subjects but from a lower class and must not be related to the candidate.
11. Additional overall consolidated grace marks of 20 per 1000 total marks may be given 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.
12. It will be the decision of the candidate whether to indicate on the answer paper that the candidate has specific disability. Some candidates may want to share this with the teacher who checks the paper while others may choose to not mention the same. Exam supervisor will mention the disability on the answer sheet only after the consent of the concerned candidate.

**DISABILITY WISE CONCESSIONS / FACILITIES / RESERVATIONS / EXEMPTIONS:  
NERODEVELOPMENTAL DISABILITIES: (Learning disability, Autism spectrum disorder, Intellectual disability or Attention Deficit Hyperactivity Disorder ADHD)**

1. Oral instructions to be given at the time of the examination be written on the boards as well or at least be repeated clearly after calling for the attention of the candidate.
2. Scribe (writer) Amanuensis/Reader/Reader-cum-Writer may be made available to the individual with blindness. The Question Paper may be read out, but not explained in any way to the candidate(s). Such a support to be provided free of cost to the candidate. The scribe / writer should be from the same stream of subjects but from a lower class and must not be related to the candidate.

3. Scientific Calculator allowed for Mathematical calculations only.
4. Exemption from the requirement of the study of a second language in cases that warrant such an exemption because of the severe nature of the learning disability of the candidate(s),
5. The errors of spellings, grammar, completeness of sentences or minor number or symbol errors committed during answering the questions should be ignored not impacting the assigning of the marks.
6. Additional overall consolidated grace marks of 20 per 1000 total marks may be given to the candidate if that is changing the status of the candidate in the term-end examination from fail to pass either in one or more subjects.
7. Entitled for substitute questions/ sub-questions where figures, maps or diagrams required to be drawn (subjects like Geography, Science and Geometry) for students certified to have dysgraphia. Instead, the questions should be formatted differently for them.
8. The question paper may be read out, but not explained in any way, to candidates who have defective eyesight or a certified reading disability.
9. It will be the decision of the candidate whether to indicate on the answer paper that the candidate has specific disability. Some candidates may want to share this with the teacher who checks the paper while others may choose to not mention the same. Exam supervisor will mention the disability on the answer sheet only after the consent of the concerned candidate.

**DISABILITY WISE CONCESSIONS / FACILITIES / RESERVATIONS / EXEMPTIONS:  
PHYSICAL MOTOR DISABILITIES:**

1. Individuals with physical / motor impairments are entitled to get exam centre close to their homes having barrier free access to the building. The classroom in which seating arrangement is made needs to be on ground floor OR easily accessible through elevators big enough to fit a moving wheelchair OR appropriate ramp.
2. Individuals with physical / motor impairments are entitled to additional time during internal assessment as well as during the term end examination. This may be allowed 20 minutes per hour.
3. Scribe (writer) Amanuensis/Reader/Reader-cum-Writer may be made available to the individual with blindness. The Question Paper may be read out, but not explained in any way to the candidate(s). Such a support to be provided free of cost to the candidate. The scribe / writer should be from the same stream of subjects but from a lower class and must not be related to the candidate. The need for the scribe may be judged on case per case basis with reference to particular function affected.
4. It will be the decision of the candidate whether to indicate on the answer paper that the candidate has specific disability. Some candidates may want to share this with the teacher who checks the paper while others may choose to not mention the same. Exam supervisor will mention the disability on the answer sheet only after the consent of the concerned candidate.

5. Use of support / adapted / advanced / electronic writing / seating material is allowed on case per case basis with reference to particular function affected.

## RECOMMENDED CURRICULAR ADAPTATIONS FOR ALL KINDS OF SPECIAL NEEDS (Whether they have disability certificate or they do not have any):

What can college leaders / authorities / teachers / non teaching staff / class fellows ensure and facilitate?:

Simple day to day tips which help any student anyways but make learning meaningful for individuals with special needs. (List not exhaustive)

### **General points for all concerned: (Needs no / minimum cost)**

- Be aware of challenging links in learning due to disability or special needs but also have realistic faith in their strengths. Nobody is born without talent. Everything boils down to opportunity to learn.
- Avoid sympathy and undue exemptions. Avoid getting carried away by self diagnosed fake claims. Consult disability section or any reputed re/habilitation organization to decide when and which candidate is eligible for what accommodations.
- Use common sense and rational thinking to solve routine problems in the classroom.
- Involve parents/ other support systems / professional organizations for creating better environment for all sorts of diverse learners.
- Have one faculty member / committee as overall in charge of concerns and challenges of PWDs. This will identify the accountability with specific individual/s for specific periods. This could be on rotation basis. This will empower the system and will give opportunity to all faculty members to learn more about reasonable accommodations. Display this information for all to know.
- Ensure easy access to soft versions of various forms like admission / eligibility/ exam / re-evaluation etc.
- Modifying documentations /records / central registers / forms to mention individuals with disability and the provisions they availed.
- Prioritizing financial aids / incentives / reward systems addressing role model performances by the PWDs.
- Organized mentoring system is helpful to all students but it is almost essential for SWSNs / PWDs.
- Prioritising SWSNs / PWDs for campus services like transport within campus or medical services or hostel services.

### **Architectural facilitators (Benefits all)**

- Ramps / lifts / smaller steps / railings;
- Disability friendly corridors, classrooms and toilets (anti skid but even flooring, bigger doors, lower height switches and functionaries, space for wheel chairs etc);
- Visual signs and directions in bold and in 2 languages;
- Audio support when possible;

- CCTV;
- Fire fighting system;
- Noise free environment;
- Adequate display of all academic as well as administrative information.

**Encourage selection of an appropriate seat in a classroom: (Involves no cost)**

- Close to the teacher for better audibility/ visibility;
- Away from source of noise and visual distraction (window/door/ AC box/ generator);
- From wherever the PWD can see the teacher and classmates clearly with easy eye contact;
- Next to someone who is willing and capable of helping with missing links in class notes; In case if a sign language interpreter is arranged for a student with deafness then both should be able to see each other and the teacher as well.

**Facilitate best practice in Pre-teaching strategies: (Involves no cost)**

- Announce topics to be covered next time.
- Provide list of references and other learning materials before the actual teaching.
- Suggest / make available audio visual support for learning including referring web material.
- Provide details of examination/projects/ assignments in writing rather than mere oral instructions before the content is taught.

**While teaching teachers are requested to: (Involves no cost except for providing technology)**

- Write key words/headings/point heads on the board while teaching.
- Use technology extensively: overhead projector, AVs, internet, power point presentations, soft copies of reference material, MOOC (Massive Open Online Course), LMS (Learner Management Systems), OERs (Open Education Resources), Virtual labs, blogs, Discussion boards etc.
- Facilitate the use of technological aids like Screen magnifiers, Computer-based screen readers, Screen readers for phones, Text-to-Speech (TTS), Dictation software, Optical low vision aids, Digital Recorders.
- Allow audio or video recording of lectures and teaching sessions.
- Do not avoid communication / eye contact with PWDs because you find the situation awkward.
- Avoid parallel or simultaneous talks in the classroom. Follow group discussion norms. Make teaching multi-modal and multi-sensory.
- Restrict unnecessary moments while teaching.
- Make teaching learning interactive which gives feedback to the teachers on level of understanding.
- Allow linguistic diversities in discussions including use of signs and gestures of the D/deaf. If possible arrange for sign language interpreter for the d/deaf students or allow him / her to get the interpreter in the class.

- Use interactive technology like Whatsapp, google groups etc for communication among learners.

**Modifying learning environment: All concerned can:**

- Have a noise free classroom
- Ensure well-lit and well ventilated classrooms and other learning spaces. Encourage note taking which can be shared among students.
- Ensure lecture schedules, important notice/circulars/announcement be put up on the board well in advance
- Make sure changes in schedule, place etc. are clearly communicated
- If needed, substitute ‘predominantly verbal tasks’ by other performance tasks (class presentations) or have paired assignments and projects.

**Facilitating socialization with classmates: (Involves no cost) all concerned may:**

- Encourage his/her involvement in co-curricular activities, celebrations, competitions.
- Help PWD get linked with a group in the class which will work as support system
- Display general posters about inclusive education and disability friendly environment

**Examination system:**

- Indian legal framework has indicated various adaptations in assessment and examinations. All certified PWD’s are entitled for the same. It is appropriate that colleges make provisions for effective and easy implementation of prescribed facilities, concessions, exemptions and reservations. All concerned can:
- Know about REASONABLE accommodations (facilities, concessions, exemptions and reservations) needed by individuals with various needs.
- Understand that no concessions and exemptions are provided as ‘blanket’ provision. Details of provision are decided by the authority on case basis depending upon type and degree of disability.
- Facilitate PWDs availing these accommodations by guiding them procedures and formats.
- Be part of implementation of provisions
- Maintain appropriate records of such implementation of provisions.
- Maintain the dignity and seriousness of evaluation system.

**Diversity friendly College / Dept website**

Web sites, just like buildings can be designed to meet the needs of ALL people, including those with disabilities. Organizational websites can be improved with making these more accessible for diverse users, highlighting educationally relevant

information, updating the information periodically, making various forms available on websites and providing useful links.

**Disability wise adapted library facility:**

1. Reservation for schemes like book bank.
2. Allowing buddy transactions for book lending (authorize classmate signing on behalf of PWD while lending books),
3. Ensuring access to library spaces and library technology,
4. Extra days for book lending,
5. Easy access to book catalogues,
6. Reserved reading spaces.
7. Making technology available for individuals with visual impairment. Many manufacturers produce software's to enable users who are visually impaired. It is possible for the users to hear what appears onscreen. Some software provides output in Braille.
  
8. A few magnifiers of different powers can be made available for individuals with low vision.

**SUMMING UP:**

Mumbai University is committed to upholding the provisions of Persons With Disability (PWD) Act, 1995 and the United Nations Convention on the Right of Person with Disabilities (UNCRPD). However, desirable objectives can only be achieved if all concerned are together in this mission of making higher education barrier free, right based and inclusive.

**ATTACHMENT 1:****TMEPLATE FOR AVAILING PROVISIONS FOR UNIVERSAL DESIGN OF LEARNING****Procedure:**

Claimant (either having disability certificate or professional evaluation report ) is expected to:

- A. Fill this 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. A fix latest self attested photo
- D. Attach self attested (any one) identity proof with photo.
- E. Submit different forms for different concessions / exemptions / facilities.
- F. Attach a photocopy of support document of possible (not mandatory)



G. Attach photocopy of record of availing the same provision earlier for educational purpose: (not mandatory)

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Form to be filled in by the claimant:

1. Addressed to: Organization head / Disability management authority / Student welfare wing / Grievance cell / Equal opportunity unit / any other competent authority
2. Name: \_\_\_\_\_ Designation: \_\_\_\_\_
3. Claimant's name:( BLOCK PRINT)\_\_\_\_\_ Sex: Male / Female / other Age: \_\_ 4. Mobile number: e mail id: \_\_\_\_\_
5. Current educational program: \_\_\_\_\_ Year: \_\_\_\_\_ Semester: \_\_\_\_\_
6. College / Department: \_\_\_\_\_ Principal's name: \_\_\_\_\_
7. College phone number: \_\_\_\_\_
8. College code (examination section): \_\_\_\_\_
9. Certified Disability (1 or more from the list given above) or nature of special need: \_\_\_\_\_
10. Type and degree as mentioned in the certificate: \_\_\_\_\_
11. Certifying authority / authority giving evaluation report: \_\_\_\_\_
12. Required concession / exemption / facility: Specific description: \_\_\_\_\_
13. Period of requirement: From \_\_\_\_\_ to \_\_\_\_\_
14. Support document (circular / guidelines / GR / Act): \_\_\_\_\_
15. Dated: \_\_\_\_\_
16. Issuing authority: \_\_\_\_\_
17. 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): \_\_\_\_\_
18. Record of availing the same provision earlier: (specific description) \_\_\_\_\_
19. Any other relevant information the claimant wishes to furnish. \_\_\_\_\_

Signature of the claimant with date of submission:

CC to:

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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: