

ख़्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय,
लखनऊ

**KHWAJA MOINUDDIN CHISHTI
LANGUAGE UNIVERSITY,
LUCKNOW**

U.P. STATE GOVERNMENT UNIVERSITY



Policy Document for *Divyangajan*

1. Preamble

This document constitutes a policy statement on behalf of the Khwaja Moinuddin Chishti Language University regarding differently abled students, faculty member and staff to facilitate equal opportunities, ensure protection of their rights and create congenial environment for their full participation.

2. Introduction

The right to Education focuses on the need to have inclusive education, which means that educating students with learning difficulties and identified disabilities have the right to fulfillment of their educational needs. The University provides equal opportunities to all students of the University in congruence with the guidelines given by the State government. The University has also introduced the Learning Disability Friendly Initiative to support students with Learning Disabilities. This was done specifically to create an environment of acceptance and nurturance. The policy for the **Disabled-Friendly Environment** of Khwaja Moinuddin Chishti Language University is in accordance with the Right of Persons with Disabilities Act, 2016 that prohibits discrimination against individuals with physical and mental disabilities.

The University is against all kinds of discriminations on any grounds including disability. The University intends to advance a comprehensive and inclusive teaching and learning environment in which incapacitated students, or any employees are not distraught or treated unfavorably. The University ensures to design its programs, administration, and activities accessible to all the students and staff including the differently-abled. It always strives to provide a helping hand towards the differently abled.

3. Vision

To create Inclusive culture to avoid discrimination, exploitation and exclusion of disable students and staff from all spheres of work and education.


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Khwaja Moinuddin Chishti
Language University, Lucknow


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4. Mission

The mission is to enable all differently abled students and staff to participate fully in the academic, intellectual, social, and cultural life of the University and society.

5. Goals/Objectives

- To undertake the task of sensitizing the academic community consisting of staff and students and the general public to the problems and strengths of the differently abled.
- To make its total environments secure, accessible and friendly for the differently abled by encouraging its faculties and departments to provide necessary infrastructure and academic support.
- To create suitable regulatory mechanism for effective delivery of services to disabled students and staff of the institute.
- To fulfilling all statutory requirements for differently abled persons by providing equal opportunities in teaching-learning, employment and promotion process.
- To provide necessary budget allocation to achieve above objectives.

6. Disability

Disability is a term that includes motor and sensory limitations (e.g. mobility, vision or hearing impairments). It also includes disabilities resulting from chronic illnesses and syndrome, invisible disabilities, such as psychological and emotional disorders, learning disabilities, heart disease, diabetes, asthma, arthritis, epilepsy, Acquired Brain Injuries (ABI), and Acquired Immune Deficiency Syndrome (AIDS) are also included in the term disability. Many disabilities vary in degree and type of limitation. Therefore, accommodations must also vary and should be tailored to the needs of the individual.


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Khwaja Moinuddin Chishti
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7. Enabling Unit/Resource Centre For Differently Abled

As a part of statutory requirement the University has set up an Enabling Unit with a **Nodal Officer** and supporting staff to avoid discrimination, exploitation and exclusion of disabled students and staff from all spheres of work and education. The primary focus of this unit is to listen to the problems of the person concerned and provide them with instant relief. A separate room with suitable furniture and technology is created for the effective functioning of the unit. The major functions of the resource center or Enabling Unit will be as follows:

- Providing counseling for the students with disabilities on the types of course they can study at the higher education.
- Ensuring the admission of the students with disabilities as possible through the open quota.
- Collection of orders dealing with fee concessions, examination procedures, reservation policies etc., referring to persons with disabilities as per the government policies from time to time.
- Assessing the educational needs of persons with disabilities enrolled in the higher education.
- Conducting awareness programs for teachers about the approaches to teaching, evaluation procedures etc. which they should adapt in the case of students with disability.
- Providing support to the students with disability and assist them in getting appropriate employment after their studies.
- Conducting regular Remedial Coaching Classes for persons with disabilities.

8. Services for the *Divyangajan*

Various schemes of UGC and Government of Uttar Pradesh are being undertaken and effectively implemented by the University for the Welfare of the differently abled. The students are provided the concessions which are appended below and are case specific.


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- Extra time for completing assignments and projects, as well as journal submissions.
- Slight modifications in assignments.
- Provision of audio recording the lectures of the teacher with due permission from the concerned subject teacher.
- Extra help inside and outside the class for related queries.
- Pairing students with more able students in the class.
- Extra time of 20 minutes for unit test of 1 hour duration and 40 minutes for a 2 hour exam.
- Provision of writers, if requested.
- Provide counseling to differently abled students on the types of courses they could study at the higher education institutions.
- Ensure admission of as many differently abled students in various courses.
- Disseminate information regarding orders dealing with fee concessions, examination procedures, reservation, policies, etc., pertaining to differently abled persons.
- Assess the educational needs of differently abled persons enrolled in the University to determine the types of assistive devices to be procured.
- Conduct awareness programmes for teachers on approaches to teaching, evaluation procedures, etc. which will be helpful for them to facilitate differently abled students.
- Assess the ability of differently abled students and assist them in getting appropriate employment through training and placement.
- Celebrate important days pertaining to disability such as the World Disabled Day, White Cane Day, etc. in order to create awareness about differently abled persons.
- Ensure maintenance of special assistive devices procured by the University under the **HEPSN** scheme and encourage differently



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abled persons to use them for enriching their learning experiences.

9. Employment

Following the enactment of the Persons with Disability Bill, provision has been made for a **3%** reservation for appointment of differently abled teaching and non-teaching staff in the University system. However, in the absence of equal opportunities and facilities, merely appointing differently abled persons, is not enough, therefore their timely promotion should also be ensured. The University has undertaken the responsibility of inducting teaching and non-teaching staff in various departments units by advertising the positions, and fulfill the statutory obligations.

10 Disability Wise Concession/Facility/ Reservation/Exemption

- 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.
- 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.
- 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.


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- Individuals with disability are entitled to get exam centre close to their homes.
- 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 and laptops to write their answers; arrangement for the same has to be made in a separate room with supporting volunteer.
- Individuals with disability are entitled to additional time during internal assessment as well as during the term end examination. This may be allowed 20 minutes per hour.
- Separate question papers in enlarged print may be given to individuals with low vision. If possible Braille prints of the question paper be made available to the candidate with blindness.
- While assigning the marks coverage of points and understanding of the key concept be given more importance than the length of description.
- Scientific Calculator is allowed for mathematical calculations only.
- 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.
- 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.



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- Scribe (writer) Amanuensis/Reader/Reader-cum-Writer may be made available to the individual with disability. 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.
- 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.
- It will be the decision of the candidate whether to indicate on the answer sheet 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. Examination supervisor will mention the disability on the answer sheet only after the consent of the concerned candidate.

11. Architectural Facilitators

- 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
- Firefighting 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.

12. Diversity Friendly University/ Department 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.

13. Disability wise Adapted Library Facility

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