



**SHRI VAISHNAV VIDYAPEETH VISHWAVIDYALAYA**

**Indore-Ujjain State Highway, Indore - 453111**

**[www.svvv.edu.in](http://www.svvv.edu.in)**



**Policy Document**

**on**

**Persons with Disability and Persons with Special Needs**

## Foreword

Shri Vaishnav Vidyapeeth Vishwavidyalaya was established in January 2015 with the motto तमसो मा ज्योतिर्गमय which means *lead me from darkness to light*. The University blossomed in the era of globalization in which the economies of the world are being transformed from their original closed self-sustaining structure to the globalized context, where they can expose themselves to the competitive world. This transition forced the arena of knowledge emphasizing itself to more of its application than of accumulation of facts. The University, in order to cope with the present global environment, is attempting to integrate inter disciplinary approaches in the dissemination of knowledge with the aim of achieving holistic development of the students.



The University is situated in Indore. It operates in 52 Acre of land in a fully green ambience. The University is offering UG, PG and Ph.D. programs besides Diploma and PG Diploma programs in various disciplines such as **Engineering, Humanities, Social Sciences, Management, Science, Law, Commerce, Architecture, Agriculture and Forensic Science**. The Institution is fully equipped with 17 constituent institutes monitored by the directors and heads of the departments and supported by other faculty and non-teaching staff.

The purpose of the university disability guidelines is to create a barrier-free, inclusive environment that values diversity, free from unlawful discrimination or harassment, and to ensure equality of opportunity, dignity, and respect for all, regardless of their disabilities. The university, through this policy, aims to empower and improve the overall experience of all individuals i.e., students, employees, and other stake holders, including those with special needs and disabilities, associated in a variety of roles. The objective is to promote a healthy learning and working environment that encompasses the physical, intellectual, emotional, and social aspects of university life.

In this backdrop, a policy on Persons with Disability and Persons with Special Needs developed by IQAC guides the university on treating such persons with dignity. The SVVV understands that such people expects the university to fulfill their ambitions to pursue higher education.

A handwritten signature in blue ink, appearing to read 'Upinder Dhar'.

**Dr. Upinder Dhar**  
**Vice-Chancellor**

## **Introduction**

In India, there are 70 million people with disabilities for one reason or the other. As per the source, only 2% of disabled could access to Pre-University or equivalent and only 1% can enter into higher education. According to United Nations Convention on the Rights of Persons with Disabilities, the member countries have the obligation to promote the people with disability and empower them so as to enable them to come to main stream. Member countries enacted their own Acts to protect the interest of the person with disability. In India, person with disabilities Act 1995 as amended in 2016 provides the facilities, concession, exemption, protection and reservation to the deserving persons with disability.

The Government of India launched the Accessible India Campaign entitled Sugamya Bharat Abhiyan in 2015. The program aims at facilitating barrier-free urban development for persons with disabilities in three broad domains i.e., Built Environment, Information Technology, and Transportation. The UGC in turn has directed all the higher education institutions to facilitate access and development for persons with disabilities. The conditions such as facilities, concessions, exemptions, and reservations as provided in the disability-related laws must be observed by all individuals and institutions to provide easy access to education. The university procedures such as admission, curricular transactions, examinations, and placements, etc. shall comply with these laws.

## **Objectives**

SVVV assumes full responsibility for ensuring, revising, and implementing pertinent Acts to allow the inclusion of people with disabilities to rise to the expected level.

The objectives of this Policy are as follows:

1. To outline the guidelines that must be followed in order to develop and strengthen an inclusive and enabling learning-work environment at the university for everyone.
2. To create a comprehensive list of reasonable accommodations consistent with previously existing regulations for disability and special need, as well as the necessary procedure, formats, and implementation standards to provide/ offer these to qualified candidates.
3. To outline the rights and responsibilities of disabled students and employees.
4. To highlight the roles and responsibilities of the university to ensure fair and inclusive treatment of employees and students with disabilities and special needs.
5. To create a barrier-free, inclusive environment that, values diversity, free from unlawful discrimination or harassment, and ensure the quality of opportunity, dignity, and respect for all, regardless of his/her disabilities.

6. To empower and improve the overall experience of all individuals such as students, employees, and other stakeholders, associated with the university in the roles deem fit.
7. To promote a healthy learning and working environment that encompasses the physical, intellectual, emotional, and social including sports and recreation aspects of university life.

### **Policy Statement**

Adopting a right-based approach as opposed to a charity-based approach towards people with special needs.

### **Disability Types Benchmarked for Certification**

The following disabilities are entitled for certification:

1. Acid attack
2. Autism spectrum disorder
3. Blindness
4. Cerebral palsy
5. Chronic neurological conditions
6. Dwarfism
7. Hearing impairment (deaf and hard of hearing)
8. Hemophilia
9. Intellectual disability
10. Leprosy cured persons
11. Locomotor disability
12. Low-vision
13. Mental illness
14. Multiple disabilities including deaf blindness
15. Multiple sclerosis
16. Muscular dystrophy
17. Parkinson's disease
18. Sickle cell disease
19. Specific learning disabilities
20. Speech and language disability
21. Thalassemia



## **Commitment of SVVV for People with Special Needs**

SVVV makes concerted effort to ensure hassle free environment as follows:

1. Facilitating the process of barrier-free environment in accordance with universal design principles. This includes existing and proposed infrastructure.
2. Orienting and directing individuals in various capacities to interact with people with special needs using a right-based approach.
3. Implementing reservations, exemptions, and concessions in accordance with the norms.
4. Implementing curricular modifications suggested by this policy.
5. Developing and adapting formats, procedures, and standards in all activities such as eligibility, enrollment, curriculum development, curriculum transfer, examinations, etc.
6. Utilizing the technology for the benefit of students with special needs.
7. Creating barrier free environment to meet the needs of students, non-teaching staff and faculty members with special needs. The library shall provide additional learning resources and amenities to such group. This can range from academic content to additional technological support for the discovery, accessibility and utilization of academic content.
8. Orienting teaching and non-teaching staff on disability and special needs-related issues.
9. Maintaining and updating the records of individual with disabilities affiliated with SVVV so that the information can be used for research and policy development.

## **Provisions for People with Special Needs**

Shri Vaishnav Vidyapeeth Vishwavidyalaya has made provision for the people with special needs asunder:

1. The oral instructions given at the time of the examination shall also be written on the board in the room for quick information.
2. Individuals with mild to profound hearing loss are permitted to substitute verbal tasks such as viva, oral evaluation, and group discussion with written/performance based tasks during internal assessment and end term examination.

3. Individuals with visual impairment may use a talking calculator, abacus, Tally or frame and computer with screen reading software or adapted geometry drawing kit during learning and internal or external. They may be permitted to use tape recorders, record their responses. For this purpose, arrangement shall be made with a supporting volunteer in a separate room.
4. Individuals with sensory impairments, visual impairments, physical or motor impairment and such other impairments are entitled to additional time not exceeding 20 minutes per hour for both internal and end semester exams.
5. Individuals with low vision may receive separate test sheets with enlarged text.
6. The blind candidate may have access to the Scribe (writer) Amanuensis/Reader/Reader-cum-Writer. The Question Paper may be read aloud, but will not be explained to the candidate. This assistance shall be provided at no cost to the candidate. The scribe or writer must not be a relative to the candidate and must be of a lower educational class than the examination. The necessity of a scribe can be determined on a case-by-case basis based on the affected function.
7. The classroom in which seating arrangements are made shall be on the ground floor or easily accessible by wheel chair, elevators or an appropriate ramp.
8. The use of assistive/ adapted/ advanced/ electronic writing/ seating materials is permitted on a case-by-case basis, taking into account the particular function affected.

## **Facilities for People with Special Needs**

### **A. Architectural Facility**

SVVV shall provide the following architectural facilities:

- ◆ 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 wheelchairs etc.)
- ◆ Visual signs and directions in bold and in 2 languages
- ◆ Audio support if required
- ◆ CCTV
- ◆ Firefighting system
- ◆ Noise free environment

- ◆ Adequate display of all academic and administrative information
- ◆ Special Restrooms

## **B. Classroom Facility**

The following shall be provided:

- ◆ Noise-free classroom.
- ◆ Well-lit and ventilated classrooms and other learning spaces.
- ◆ Prior intimation important notices circulars/ announcements are posted on the board.
- ◆ Early communication of changes in schedule, location, etc.
- ◆ Replacing predominantly verbal tasks with other performance tasks (class presentations) or has paired assignments and projects.

## **C. Library Facility**

The following shall be made available:

- ◆ Providing access to library spaces and technology.
- ◆ Additional days beyond stipulated period for lending books.
- ◆ Ease of access to book catalogues.
- ◆ Designated reading areas.
- ◆ A few magnifying glasses of varying strengths.

## **D. Guidelines for Implementation**

- ◆ Individuals are expected to utilize these provisions for curricular transactions and examinations.
- ◆ The banners and posters shall be displayed at appropriate place showcasing the exemptions and facilities for the group.
- ◆ In case Individuals with special needs require additional accommodations in order to have equal access to university experiences they may raise a request to Registrar through Chairpersons.
- ◆ The accommodations must be appropriate and must not compromise the Spirit of learning and assessment for all students.

### **E. Implementing Officer**

Any requisition for additional facilities, questions and complaints or apparent is under standings in this regard shall be addressed by the Registrar of the university.

### **References**

1. 'Universal Design of Learning', the Persons with Disabilities (equal Opportunities, Protection of Rights and Full Participation) Act, 1995,
2. The Rights of Persons with Disabilities Bill, 2016, and the United Nations Convention on the Rights of Persons with Disabilities.





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