

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 14th December, 2016 have been accepted by the Academic Council at its meeting held on 11th 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).

MUMBAI – 400 032
21st 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 21st 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

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;