



DIVYANGJAN POLICY AND PROPOSED INITIATIVES

Objectives of the policy

1. The primary objective shall be to inculcate an inclusive culture for all students. The inclusivity shall be through integration in education through individualistic delivery of the curriculum ensuring there is no discrimination or exploitation in any form of the differently abled students.
2. The primary objective shall be incomplete without a regulatory mechanism to audit, assess and recommend action in achieving the primary objective. The regulation shall extend to all activities with the college campus including scholastic and non-scholastic activities. To ensure all steps be taken required for implementation of legislation, rules and guidelines for persons with disabilities.

Evaluation process and policy

1. Jeevandeep Law Collage under the guidance of Jeevandeep Shaikshnik Sanstha shall endeavor to make requisite arrangements for Divyangjan students to enable them to take examinations.
2. The guidelines issued by the University of Mumbai in providing, scribes, reader etc. be followed and steps to improve the same shall be undertaken.





Jeevandeep College is committed to improve the access of higher education to individuals with disability or special needs. The DISABILITY GUIDELINES STATEMENT of Mumbai University is the path illuminator in the field of special focus with respect to differently abled students. Excerpts from the DISABILITY GUIDELINES STATEMENT are enumerated for reference.

'DISABILITY GUIDELINES STATEMENT: Mumbai University

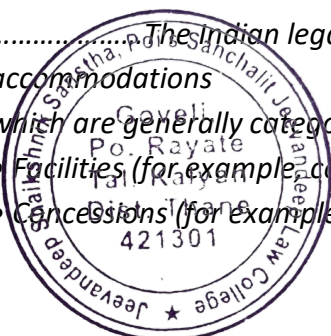
INTRODUCTION:

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/disabilities. 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, GO. 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.....

..... 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)



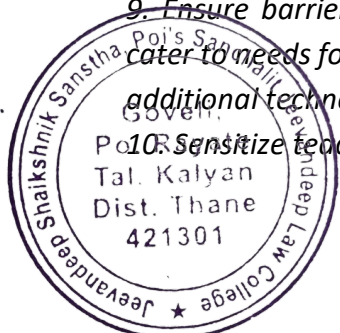


- Exemptions (for example, lowering passing cut of or more grace marks)
- Reservation (for example 3% reservation in public sector education and employment)

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 seats in classroom, bold print notes, substitutions of written tasks for oral tasks and vice versa, buddy system, multimedia 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.

.....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 / center / 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.....

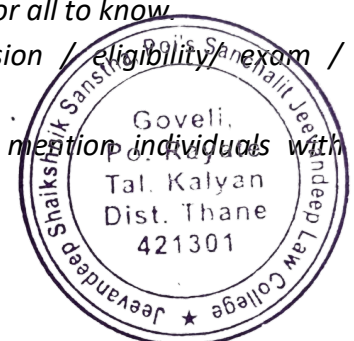
.....*SENSORY IMPAIRMENTS (Blind, low vision, D/deaf – severe to profound hearing loss)*

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.....

.....*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 rehabilitation 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 / reevaluation 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.*
- *Prioritizing 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;*
- *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.....'*

Steps taken by the college

Jeevandeep college has taken positive steps in providing some basic components of barrier free environment. We understand and acknowledge that it is a long route in making the campus fully accessible for differently abled students but small steps in the right direction shall pave the path to forge forward.

Jeevandeep Law College recognizes that every individual, including differently abled individuals should have every opportunity to reach his or her maximum potential. It is the right of every citizen in this country and duty of every person to create an environment that shall be inclusive and conducive for differently abled individuals as well.

The college is aware that more proactive and positive measures are to be asserted in making quality education accessible to all in accordance with their capabilities and choices. Some of the measures employed by the college are enumerated as follows.

- There are ramps at several places for relatively easy access to class rooms. The ramps are made in such a way that wheelchairs can move easily with minimal risk of slippage. The ramps are fitted with side bars providing support and direction to differently abled individuals especially Divyangjan. Supporting bars are made available near offices and staff are sensitized to help any individual who need extra care and help in any matter.

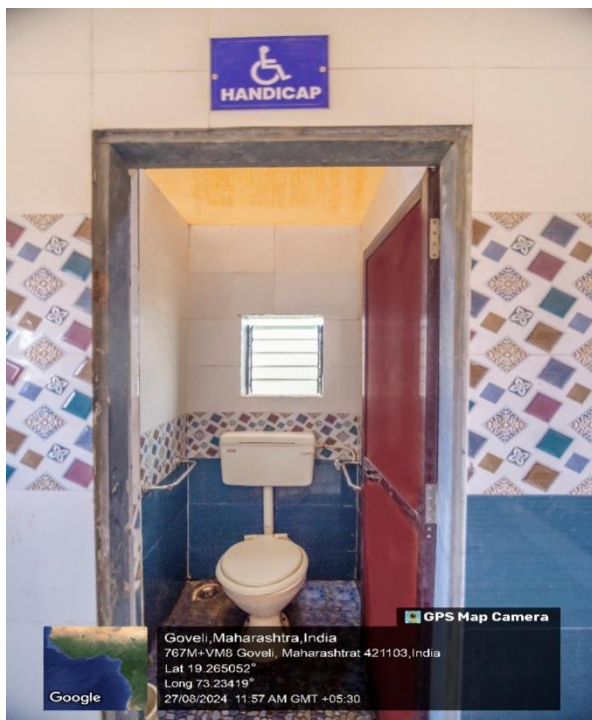




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- The washrooms are made Divyangjan friendly by providing guiding and supporting bars. The non-teaching staff/attendants in charge of the wash rooms, corridors are sensitized to help such students with access to various facilities in the college premises. The washrooms specifically built for differently abled students are without steps for ease of access by such students. The CCTV cameras also help in monitoring their requirements in common areas so that prompt help and assistance can be provided.
- Assistive facilities like human assistance, readers are provided to visually impaired students whenever required to write their examination papers. Teachers are sensitized to provide extra help through one-on-one mentoring sessions to such students. This helps the students to have better understanding of the subjects and help them to learn at their individual space.
- The collage also is proactive in taking measures to provide professional counselling to students who may require it in their journey of learning and skill building.

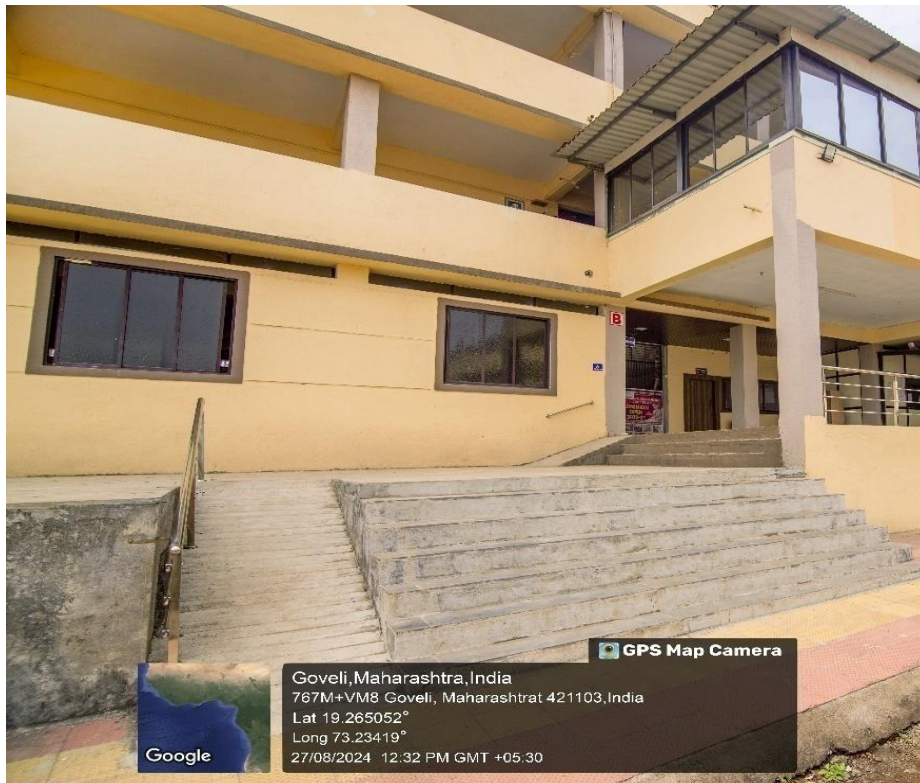
Toilets for Differently Abled





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Ramps alongside steps for wheelchair access and guiding bars



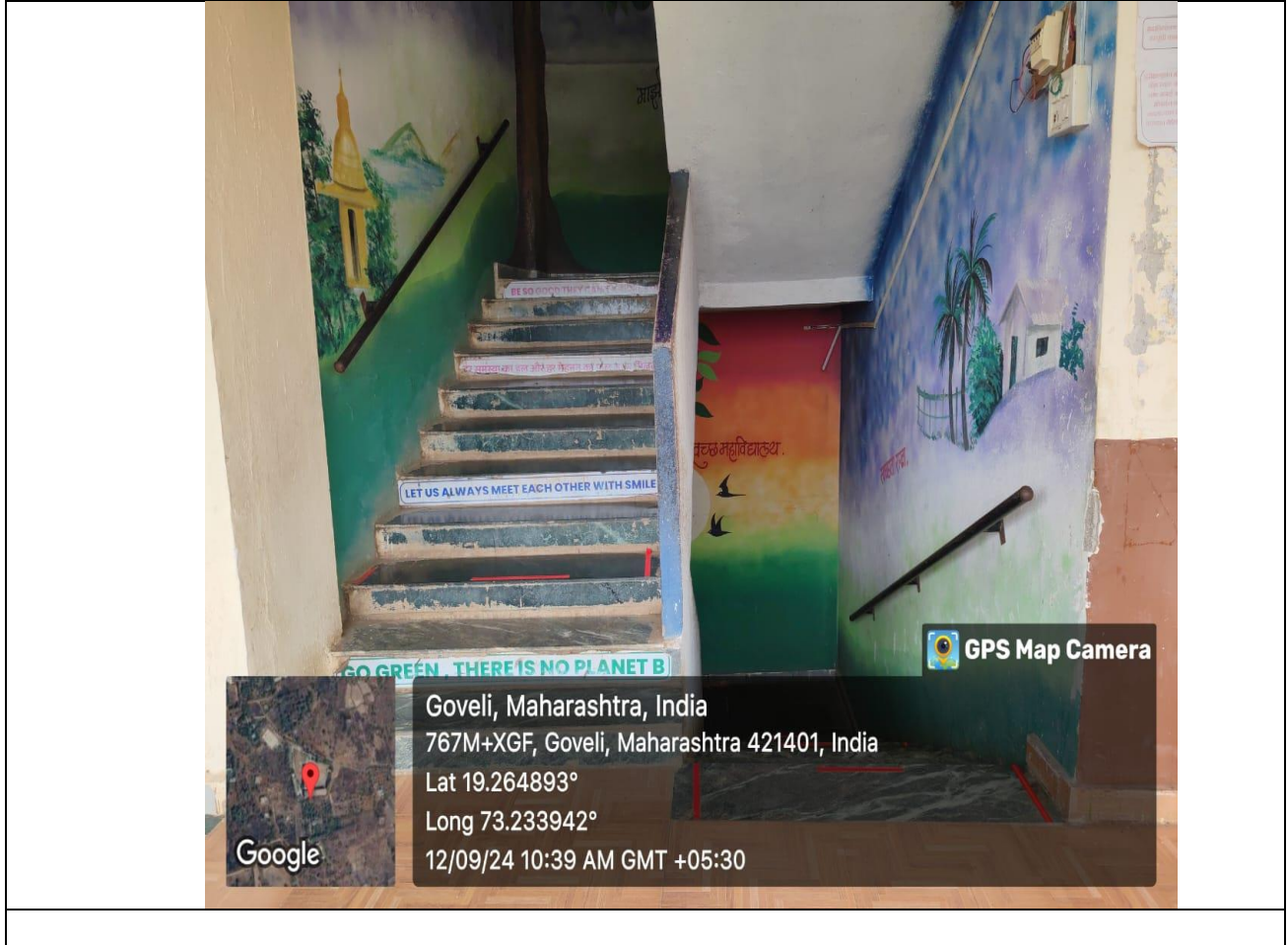
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Assistive bars on along all steps



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