

St. Mira's College for Girls, Pune
Autonomous (Affiliated to Savitribai Phule Pune University)

7.1.7

The Institution has disabled-friendly, barrier free environment

Policy documents


Principal Incharge
St. Mira's College for Girls, Pune.



St. Mira's College for Girls, Pune
[Autonomous-affiliated to Savitribai Phule Pune University]

Policy for Rights of Persons with Disabilities
2017-18

Preamble

St. Mira's College for Girls, Pune, as an institution of higher education, is committed to providing high-quality academic services to the student community. The College aims to provide inclusiveⁱ and equitable quality education to all women students, free of any discrimination based on caste, creed, race or disabilities.

This policy document relates to the Rights of Persons with Disabilities and draws inspiration from international frameworks designed for creating awareness about the need for inclusive educationⁱⁱ like the Salamanca Statement and Framework of Action on Special Needs Education, 1994ⁱⁱⁱ; the Biwako Millennium Framework for Action, 2002^{iv}; is affirmative with the United Nations Millennium Development Goal [UNMDG 2]^v, is in tune with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), 2006^{vi}, the World Report on Disabilities, 2011^{vii}, the Incheon Strategy, 2012, 'to make the Right Real',^{viii} the Beijing Declaration^{ix}, the United Nations Sustainable Development Goal 4 (inclusive and equitable quality education)^x, and the United Nations Disability and Development Report, 2018^{xi}.

The focus which the Government of India has given to inclusive education,^{xii} has been seen since the Kothari Commission recommendations on Education (1964-66),^{xiii} which spelt out the need for an effective education program for people with disabilities. The National Policies on Education, 1968^{xiv}, 1986^{xv} and the new NEP, 2020^{xvi} have also favored inclusive education. The Government of India's stress on inclusivity is also evident from the following: incorporation of the Program for Integrated Education by Planning Commission, 1971^{xvii}, the launch of the Integrated Education for Disabled Children Scheme, 1974^{xviii}, the *Sarva Shiksh Abhiyaan*, 2001^{xix}.

This Policy Document of St. Mira's College for Girls, relating to the Rights of Persons with Disabilities has been prepared with due thought and rumination of the aforesaid Global initiatives and Government of India endeavours. It also draws consistency with other significant national-constitutional and legislative enactments, policy statements and guidelines, state-level directives, notifications, parent university level statutes and circulars relating either explicitly or implicitly to rights of persons with disabilities.

The most significant amongst these include Article 14^{xx}, Article 21A of the Constitution of India^{xxi} on the Right to Education for all, Article 38^{xxii}, Article 41^{xxiii}, Article 46^{xxiv} of the Directive Principles of State Policy^{xxv}, the erstwhile Persons with Disabilities Act, 1995^{xxvi}, National Policy for Persons with Disabilities, 2006^{xxvii}, UGC Guidelines for Persons with Disabilities Scheme in Universities, under the XII Plan (2012-2017)^{xxviii}, The Rights of Persons with Disabilities Act, 2016^{xxix}, Rights of Persons with Disabilities Rules, 2017^{xxx}, the Government of India Guidelines,^{xxxi} the Maharashtra State Government Resolutions, Notifications and Directives and University Circulars relating to the Rights of Persons with Disabilities [Government of Maharashtra Notifications, dated 14th March, 2017^{xxxii} and 25th June, 2017^{xxxiii}, the successive Savitribai Phule Pune University Circulars dated 12th July,



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2017^{xxxiv} and Circular No. 308 dated 22nd Oct, 2021^{xxxv}, the National Education Policy Document, 2020.^{xxxvi}

Overview of Disabilities

Definition of 'Disability' as per the UN Convention on the Rights of Persons with Disabilities, 2006

The Preamble to the UN Convention on the Rights of Persons with Disabilities, 2006, acknowledges that disability is “an evolving concept”, but also stresses that “disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others”.

Definition of 'Disability' by the World Report on Disability, 2011

The World Report on Disability, 2011^{xxxvii} describes 'Disability' as an “umbrella term for impairments, activity limitations and participation restrictions, referring to the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors).”

Definition of 'Disability' as per the Government of India's Rights of Persons with Disability Act, 2016

As per the Rights of Persons with Disability Act, 2016, p6, a “person with benchmark disability” means a person with not less than forty per cent of a specified disability where specified disability^{xxxviii} has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority; a “person with disability” means a person with long term physical, mental, intellectual or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others; a “person with disability having high support needs” means a person with benchmark disability certified under clause (a) of sub-section (2) of section 58^{xxxix} who needs high support.

Types of Disabilities

The Rights of Persons with Disabilities Act, 2016^{xl}, specifies **21 types of disabilities** which include physical disabilities like leprosy cured persons^{xli}, cerebral palsy^{xlii}, dwarfism^{xliii}, muscular dystrophy^{xliv}, acid attack victims^{xlv} and locomotor disability^{xlvi}, visual impairment^{xlvii} which includes blindness^{xlviii} and “low vision”^{xlix}, hearing impairment covering persons categorised as ‘deaf’^l and ‘hard of hearing’^{li}, speech and language disability^{lii}, intellectual disability^{liii}, specific learning disabilities^{liv}, autism spectrum disorder^{lv}, mental illness^{lvi}, chronic neurological conditions^{lvii}, multiple sclerosis^{lviii}, Parkinson's disease^{lix}, haemophilia^{lx}, thalassemia^{lxi}, sickle cell disease^{lxii}, multiple disabilities (more than one of the above specified disabilities) including deaf blindness^{lxiii}

Recognition of Barriers^{lxiv} before Persons with Disabilities



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The following barriers to education are faced by many people with disabilities, which include:

- lack of accessibility, both in terms of physically inaccessible school buildings and unsuitable learning materials
- discrimination and prejudice which prevents people with disabilities from accessing education on equal terms to others
- exclusion or segregation from mainstream school settings (also referred to as 'regular schools')
- inferior quality of education, including in mainstream settings where children with disabilities have been 'integrated' into the existing non-inclusive system

Scope of the Disabilities Policy

This policy relates to the rights of persons with disabilities who are our stakeholders in their capacity as employees (teaching and non-teaching staff), students who have sought admission and enrolled for our undergraduate and post-graduate programs, add on credit courses, certificate and diploma courses offered at the Degree College level.

Objectives of the Disabilities Policy

I General

These general objectives are applicable to all the stakeholders of Higher Educational Institutions (HEIs), viz. Teaching, Non-teaching Staff, Students and Visitors to the College campus.

- To be an HEI which promotes acceptance, integration and inclusion of persons of diverse and differing abilities, recognizing them as an important part of human diversity and humanity, possessing equal rights to participate in community life and live in the same community as others.
- To recognize disability as a human right and hence, monitor the implementation of all existing and future legislation and policies, pertaining to differently-abled persons.
- To create awareness amongst the functionaries of higher education about the specific needs of differently-abled persons.
- To inform all persons including those with disabilities through Orientation and Awareness Programs, about the rights, entitlements and recourse mechanisms available to persons with disabilities, as bestowed under the RPWD Act 2016.
- To integrate awareness about the special needs of persons with disabilities amongst students by inclusion in specific course curriculum.
- To nurture a learning environment, with special emphasis to provision of equality of opportunity and equal access to education which is available to mainstream students.
- To ensure that the persons with disabilities enjoy the right to equality, life with dignity, respect for their integrity equally with others, maintain their individual autonomy, including the freedom to make one's own choices.
- To adopt and pursue a policy of non-discrimination in respect of a person with disability.



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- To prevent deprivation of the personal liberty of a person (teaching & non-teaching staff member, student and visitors) only on the ground of disability, intersecting with age and gender.
- To protect persons with disabilities from being subjected to torture, cruel, inhuman or degrading treatment, (either physical or mental abuse) emanating from negative attitudes, prejudices and to take remedial action through the Grievance Redressal Mechanism available. In the event of the matter escalating, remedial action should be as prescribed in the Rights of Persons with Disabilities Act, 2016.
- To create awareness of specific scholarships offered by the Government to 'need cum merit' *divyang* students, for greater inclusivity and integration of the differently abled in society.
- To utilise the capacity of persons with disabilities by providing them an appropriate, safe, fair and harmonious and enabling academic and work environment.
- To provide barrier-free environment^{lxv} for the persons with disabilities to facilitate on-campus mobility which include access firstly to, built environment in the college campus such as the class-rooms, laboratories, library, college office, *cafeteria*, recreational area; secondly to, garden area and sports ground; thirdly to, health services.
- To take adequate steps to ensure 'reasonable accommodation'^{lxvi} to a person with disablement (student, employee) as far as possible, in the conduct of their respective functions and responsibilities, as mandated by law.^{lxvii} In such case, the disclosure of the nature and type of disability, to the College authorities is necessary by submission of a valid Disability Certificate issued by a 'competent authority', as defined under the Rights of Persons with Disabilities Act, 2016.
- To protect their right to express their views on all matters affecting them and ensure that persons with disabilities shall be provided appropriate support in keeping with their age and disabilities.
- To provide an effective and speedy mechanism for addressing the challenges faced by and grievances of the differently abled.
- To ensure that no person with disability shall be a subject of any research without her free and informed consent and in accordance with the rules laid down in the Rights of Persons with Disabilities Act, 2016.

II Students

- To adhere to the Government and University declared rules reservation of seats for students with disabilities.
- To provide equal educational opportunities to differently-abled persons in higher education institutions
- To provide adequate access to the differently abled of the requisite facilities on campus which will permit the mainstreaming process with the regular learners [easy access to class rooms, wash rooms, library, sports facilities].
- To augment the teaching-learning experiences of the differently abled, as far as possible, with the help of ICT^{lxviii} (special devices like braille readers, audio recordings, NVDA software), and facilitate the completion of examinations by the differently abled by making provision for scribes/writers, grant of extra time for completion of examination, etc.



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- To ensure equal opportunity to *divyang* students with respect to access of information, dissemination of knowledge, learning resources, other facilities on campus including opportunities to participate in sports, recreational, cultural events and access to medical check up facility (as provided to other students).
- To provide 'reasonable accommodation'^{ixix} to a student with disablement as far as possible, as mandated by the Rights of Persons with Disabilities Act, 2016. UGC Guidelines, Maharashtra State Government notifications, Savitribai Phule Pune University directives and our own Campus Disabilities Policy. In such case, the disclosure of the nature and type of disability, to the College authorities is necessary by submission of a valid Disability Certificate issued by a 'competent authority', as defined under the Rights of Persons with Disabilities Act, 2016.

III Teaching & Non-teaching Staff:

- To adopt the principles of transparency, non-discrimination and equal treatment in regard to the selection procedure of teaching and non-teaching staff, based on the mandated eligibility criteria for appointments with due adherence to the Government rules of employment, regarding reservation of posts for persons with disabilities.
- To ensure that an employee can perform or continue to perform (if the disability occurs after employment) his/her job responsibilities.
- To provide 'reasonable accommodation'^{ixix} to an employee with disablement as far as possible, as mandated by the Rights of Persons with Disabilities Act, 2016. UGC Guidelines, Maharashtra State Government notifications, Savitribai Phule Pune University directives and our own Campus Disabilities Policy. In such case, the disclosure of the nature and type of disability, to the College authorities is necessary by submission of a valid Disability Certificate issued by a 'competent authority', as defined under the Rights of Persons with Disabilities Act, 2016.

IV Visitors:

- The general objectives are all-inclusive and applicable to visitors to the College, who may be differently abled.

Admission Policy for Students with Disabilities

St. Mira's College for Girls, Pune aims at inclusivity by admitting women students from diverse economic, social, cultural, regional and national backgrounds with a special sensitivity towards admitting the differently abled to its varied programmes and courses. Details regarding disability/handicap are asked for in the *Vridhhi* online admission form but such disclosure is voluntary for the candidate seeking admission. On disclosure of the disability/handicap, the candidate has to furnish a valid Disability certificate from a 'competent authority', as defined under the Rights of Persons with Disabilities Act, 2016, as proof of disability and to avail of disablement concession or scholarship^{ixxi}. The extent of 'reasonable accommodation' provided will be decided by the College authorities on a case-by-case basis.

Employment Policy for Persons with Disabilities

The College authorities adopts the principles of transparency, non-discrimination and equal treatment regarding the selection procedure of teaching and non-teaching staff, which is based on the Government mandated eligibility criteria for appointments, for persons with disabilities. The authorities will take steps to provide 'reasonable accommodation' to employee with disablement, who have disclosed their disability to College authorities in writing and have



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furnished a valid Disability Certificate issued by a 'competent authority', as stated under the Rights of Persons with Disability Act, 2016. If there is a written request for 'reasonable accommodation', the extent of the same shall be decided, after scrutiny by the College authorities, on a case-by-case basis.

Provisions made by College for Persons with Disabilities

- Conduct of Orientation and Awareness Programmes to make Persons of Disabilities aware about their Rights, as mandated by law.
- Observing important days like World Disabled Day, White Cane Day, to sensitize students and staff (teaching and non-teaching) about the challenges faced by, special needs of, and the rights and entitlements of Persons with Disabilities.
- Creation of a barrier free environment on campus, via provision of ramps at certain locations, conveniently located elevator, re-assigning class rooms to an accessible level, (at Ground floor level), provision of accessible wash rooms for persons with disabilities.
- The Department of Psychology in collaboration with the *Ekansh* Trust has endeavoured to enrich the students through introduction of a Certificate Course in Disability: Awareness and Inclusion, with effect from 2018-19.
- The Department of Education has integrated 'inclusive education' into their curriculum, by making students familiar with the concept at the First Year level, by instilling recognition and understanding of different types of disabilities and provisions of the Rights of Persons with Disabilities Act, 2016, at the Second year level, a comprehension of the strategies and institutional facilities for inclusive education, at the Third Year level of the B.A. Program.
- Creating an enabling environment with the help of ICT, for visually impaired students by providing access to the NVDA software.
- Provision of Braille books and audio recordings by the College Library; the audio-video lecture capture mechanism available through MOODLE (learning management system) facilitates a conducive learning environment for persons with disabilities.
- Permitting scribe/writer facilities and grant of extra time for completion of examinations by persons with disabilities Such facilities are available if the person of disability (student) has furnished a Disability Certificate, from a competent authority, to the College authorities, at the time of admission and when a written request is made to the Examination Cell to permit the same. Further, in compliance with the Savitribai Phule Pune University Ordinance, the College accords extra grace marks to students with disabilities.
- Extending Student Aid to all students, including those with disablement, for payment of admission and examination fees.
- Provision of a Grievance Redressal Mechanism for Persons with Disabilities.

Pro-active steps to be taken by Person with Disability

To protect their own rights, a stakeholder with disability can take pro-active steps, relating to their disability, such as: presenting requests for 'reasonable accommodation' to the College authorities, in writing (hand-written application or email); scheduling and attending meetings with College officials to discuss accommodations; suggesting alternative accommodations; maintaining records of written communication with details of dates, frequency, documentation of written communication with College authorities; ascertaining the



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mechanism of assistance which is provided on-campus: permission request to tape teachers lectures by a visually impaired student; requesting for extra time for appearing for examinations.

Grievance Redressal Mechanism

The Rights of Persons with Disabilities Act, 2016 mandates that any ill-treatment amounting to physical or mental abuse of a person with disability is a **punishable offence**. In keeping with this, the College has a '**zero tolerance**' policy with regard to any such physical or mental abuse of a person with disability. In the eventuality of an act, amounting to physical or mental abuse of a person with disability, on campus; then, the matter shall be taken up for deliberation and decision by the College Students Grievance Redressal Committee, which shall be responsible for addressing the issue. If the issue cannot be resolved via counselling and written apology by the inflicting party and its acceptance by the injured party; then the matter, will be dealt with by the College authorities, in accordance with the provisions of the Rights of Persons with Disabilities Act, 2016.

¹ According to the Rights of Persons with Disabilities Act, 2016, "inclusive education" means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.

² The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a "system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities".

³ This framework was adopted by the World Conference on Special Needs Education-Access and Quality, Salamanca, Spain held between June 7-10, 1994, organised by the United Nations Educational, Scientific & Cultural Organisation and the Ministry of Education and Science, Spain. Accessed & retrieved from <https://www.right-to-education.org/resource/salamanca-statement-and-framework-action-special-needs-education>

⁴ The Economic and Social Commission for Asia and the Pacific held a high-level inter-governmental meeting to conclude the Asian and Pacific Decade of Disabled Persons, 1993-2002, between 25-28 October 2002 in Otsu City, Shiga, Japan. This culminated in a regional framework - the Biwako Millennium Framework For Action Towards An Inclusive, Barrier-Free And Rights-Based Society For Persons



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With Disabilities in Asia and the Pacific. Accessed & retrieved from <https://www.unescap.org/resources/bwako-millennium-framework-action-towards-inclusive-barrier-free-and-rights-based-society>.

¹ UN MDG 2 relates to the achievement of universal primary education for boys and girls, to be achieved between 2000-2015. Accessed & retrieved from: <https://www.un.org/millenniumgoals/>

² The Convention on the Rights of Persons with Disabilities and its Optional Protocol was adopted on 13 December 2006 by the UNO. There are 82 signatories to the Convention, 44 signatories to the Optional Protocol, and 1 ratification of the Convention. It is the first comprehensive human rights treaty of the 21st century which entered into force on 3 May 2008. It focusses on a change in attitudes and approaches to persons with disabilities by viewing them not as "objects" of charity, medical treatment and social protection but as "subjects" with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society. Accessed & retrieved from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>. India is a signatory of the UNCRPD, ratified this Convention on 01-10-2007 and submitted the First Country Report on Status of Disability in India in November 2015.

³ This report jointly published by the WHO and the World Bank, suggests steps for all stakeholders including governments, civil society organisations and disabled persons organisations to create an enabling environment, develop rehabilitation and support services, ensure adequate social protection, create inclusive policies and programmes, enforce existing and new standards and legislations.

⁴ This strategy related to the implementation of the Asia and Pacific Decade of Disabled persons (2003-2012) 'to make the Right Real' for Persons with Disabilities and was adopted at the UN Economic & Social Commission for Asia and the Pacific meeting at Incheon, Korea (Oct 29-Nov 2, 2012).

⁵ This Declaration was a mid-point review of the Asia and Pacific Decade for Persons with Disabilities (2013-2022), held at Beijing, China (Nov 27- Dec 1, 2017), to devise an action plan post Incheon.

⁶ SDG 4 relates to ensuring inclusive and equitable quality education and opportunities for lifelong learning for all. This is one of the 17 SDGs ascertained by the United Nations for achievement between 2015-2030. Policy for Rights of Persons with Disabilities.

⁷ This report published in 2018 relates to realizing the SDGs by, for and with persons with Disabilities.

⁸ The definition of inclusive education has been taken from the Rights of Persons with Disabilities (RPWD) Act 2016 and has been cited in end note ii. Op.cit. The St. Mira's College for Girls, Pune Policy for Persons with Disabilities is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to College education.

⁹ The Indian Education Commission, (Kothari Commission) was instituted by Government of India under the chairmanship of Dr D.S. Kothari to examine different aspects of the education system in India. <https://ncert.nic.in/ncert/media/1964-66>. It was the first statutory body to highlight the issue of children with disabilities in its Plan of action, 1964.

¹⁰ NPE, 1968. Accessed & retrieved from <https://www.education.gov.in/en/national-policy-education-1968>

¹¹ NPE, 1986. Accessed & retrieved from <https://www.india.gov.in/national-policy-education-1986?page=1>

¹² NEP, 2020: National Education Policy, 2020 accessed & retrieved from https://niepd.nic.in/nep_2020.pdf

¹³ Program for Integrated Education launched by Planning Commission, GOI. Accessed from Sardar, Biswajit: Integrated Education in India: past & Present: International Journal of Innovative Research & Advanced Studies (IJIRAS), V4, issue 10, Oct, 2017: ISSN: 2394-4404

¹⁴ Govt of India launched the Integrated Education for Disabled Children Scheme, 1974 to provide different kinds of opportunities to children with special needs in regular schools. Accessed from Sardar, Biswajit: Integrated Education in India: past & Present: International Journal of Innovative Research & Advanced Studies (IJIRAS), V4, issue 10, Oct, 2017: ISSN: 2394-4404.

¹⁵ Sarva Shiksha Abhiyaan is a Program for universal elementary education & literacy, launched by Dept of Elementary Education & Literacy, Ministry of HRD, GOI. In 2001 https://dsel.education.gov.in/sites/default/files/2019-05/Manual_Planning_and_Appraisal.pdf

¹⁶ Right to Equality enshrined in Article 14 recognizes that all persons are equal before the law.

¹⁷ Article 21A of the Constitution of India states that "The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine." [Right to Education as per the 86th Amendment of the Constitution, 2002. Accessed from <https://www.india.gov.in/my-government/constitution-india/amendments/constitution-india-eighty-sixth-amendment-act-2002>.

¹⁸ Article 38 (1) states that the State shall strive to promote the welfare of the people by securing and protecting as effectively as it may a social order in which justice, social, economic and political, shall inform all the institutions of the national life.

¹⁹ Article 41 relates to the Right to work, to education and to public assistance in certain cases – Constitution Of India. The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want. https://www.constitutionofindia.net/constitution_of_india/directive_principles_of_state_policy/articles/Article%2038

²⁰ Article 46 the State has also the responsibility of promoting with special care the educational and economic interests of the Scheduled Castes, Scheduled Tribes and other weaker sections of the population. All these provisions are equally applicable to the persons with disabilities. Accessed & retrieved from: <https://indianconstitutionguru.com/constitution-of-india/part-4/article-46/>

²¹ Article 38 states that the State Policy has to be directed to minimize inequalities, secure right to an adequate means of livelihood and also secure that the operation of legal system promotes justice. https://www.education.gov.in/en/directive_principles_of_state_policy_article-38

²² Persons with Disabilities (Equal Opportunity, Protection of Rights & Full Participation) Act, 1995 provided for education, employment, creation of barrier free environment, social security of persons with disabilities. Sec 26 of this Act provided for free and compulsory education to be provided to all children with disabilities upto the age of 18 years. Accessed from https://indiankanoon.org/doc/1112226/#_text=Section%2026%20in%20The%20Persons%20with%20Disabilities%20%28Equal%20Appropriate%20Governments%20and%20the%20local%20authorities%20shall%E2%80%94. This Act has been now replaced by the Rights of Persons with Disabilities Act, 2016.

²³ The National Policy, 2006 released by the Ministry of Social Justice & Empowerment, GOI, recognizes that Persons with Disabilities are a valuable human resource for the country and seeks to create an environment that provides them equal opportunities, protection of their rights and full participation in society. Accessed from https://www.disabilityaffairs.gov.in/content/page/national-policy.php_and_https://www.nhp.gov.in/national-policy-for-persons-with-disabilities-2006_pg

²⁴ Persons with Disabilities for Universities.docx Accessed from https://www.ugc.ac.in/pdfnews/1112642_Person-with-Disability-guidelines.pdf

²⁵ The RPWD Act, was enacted in 2016 to give effect to the UN Convention on the Rights of Persons With Disabilities. It came into force from 2017, to promote and protect the rights and dignity of people with disabilities in educational, social, legal, economic, cultural and political spheres. Accessed & retrieved from <https://legislative.gov.in/acts-of-parliament-from-the-year/rights-persons-disabilities-act-2016>

²⁶ These Rules are in conjunction of the RPWD Act, 2016, and were issued by the Department of Empowerment of persons with Disabilities (Divyangjan) under the Ministry of Social Justice & Empowerment, Govt. of India and published in the Gazette of India, 15-



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06-2017. Accessed and retrieved from <https://www.disabilityindia.co.in/wp-content/uploads/2020/08/The-Rights-of-Persons-with-Disabilities-Rules-2017.pdf> and

https://upload.indiacode.in/showfile?actid=AC_CEN_25_84_00002_201649_1517807328299&type=rule&filename=Rules_notified_1506.pdf

^{xxx} The Dept of Empowerment of Persons with Disabilities [Divyanjan], under the purview of the Ministry of Social Justice and Empowerment, Govt of India has issued guidelines and notifications, which include Guidelines for Evaluation and Assessment of Autism, Notification on Guidelines for Assessment of various Specified Disabilities, Guidelines for conducting Written Examinations for Persons with Benchmark Disabilities, its Corrigendum, Assessment Guidelines for Disabled with respect to Specific Learning Disabilities [published in the Gazette of India, N.Delhi, dated 26-04-2016, 04-01-2018, 29-08-2018, 08-02-2019, 11-12-2020 respectively] Accessed & retrieved from <https://www.disabilityaffairs.gov.in/content/page/guidelines.php>

^{xxx} Govt. of Maharashtra vide its resolution dated 14-03-2017 has issued directives regarding facilities and exemptions to be granted to students with disabilities (*Divyang*), pursuing higher education

^{xxx} This Maharashtra Govt. notification stresses that all government institutions of higher education and other HEIs receiving aid from Government shall reserve not less than 5% seats for persons with benchmark disabilities. The persons with such benchmark disabilities shall be given an upper age relaxation of 5 years for admission in institutions of higher education.

^{xxx} The SPPU circular dated 12-07-2017 endorses and states compliance with the Govt. of Maharashtra notification, 25-06-2017.

^{xxx} The SPPU Circular no 308, dated 22-10-2021 states that as per Sec 5(81) of the Maharashtra Public Universities Act, 2016, the University shall comply with and carry out said directives issued by the State Govt. Govt. of Maharashtra, 14-03-2017] relating to provision of facilities and exemptions for Divyang students. This circular was accompanied by SPPU, Ordinance 1A (Grace Marks for Divyang students at Examinations) and SPPU Ordinance 68A with respect to attendance concession of Divyang students.

^{xxx} The NEP, 2020 recognizes the importance of creating an enabling mechanism for providing children with special needs, the same opportunity [Sec 6.2.5 of NEP, 2020, p25]

^{xxx} World Report on Disability, 2011 was a joint publication of the World health organisation and the World Bank. Accessed and retrieved from: https://www.who.int/disabilities/world_report/2011/accessible_en.pdf

^{xxx} "specified disability" means the disabilities as specified in the Schedule, RPWD Act, 2016.

^{xxx} While Sec 56. of the RPWD Act, 2016 specifies Guidelines to be notified by Central Government, for assessment of specified disabilities; Sec 57, relates to Designation of certifying authorities, competent to issue disability certificate and the jurisdiction within which they can perform certification function. Sec 58. Specifies the Procedure for certification.

^d RPWD Act, 2016 https://legislative.gov.in/sites/default/files/A2016-19_1.pdf

^{xx} (a) "leprosy cured person" means a person cured of leprosy but suffering from (i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity; (ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity; (iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly. *Leprosy*, also known as Hansen's disease (HD), is a chronic infectious disease, which mainly affects the skin, the peripheral nerves, mucosal surfaces of the upper respiratory tract and the eyes

^{xx} (b) "cerebral palsy" means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth.

^{xx} (c) "dwarfism" means a medical or genetic growth disorder resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;

^{xx} (d) "muscular dystrophy" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, death of muscle cells and tissue.

^{xx} A Locomotor disability (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both) i.e a disability related with bones, joints and muscles, causing problems in person's movements (like walking, picking or holding things in hand etc.)

^{xx} (e) "acid attack victims" means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance

^{xx} An impairment limits a major life activity (seeing, hearing, speaking, performing manual tasks, breathing, standing, reading, concentrating, walking, bodily functions, caring for oneself, learning, working, interacting with others, etc) if it makes achieving the activity more difficult. An impairment may be **substantially limiting** if it restricts an individual's ability to perform a major life activity compared to most people.

^{xx} means a condition where a person has any of the following conditions, after best correction— (i) total absence of sight; or (ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction, or (iii) limitation of the field of vision subtending an angle of less than 10 degree.

^{xx} (b) "low-vision" means a condition where a person has any of the following conditions, namely — (i) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or (ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree

^{xx} (a) "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears.

^{xx} (b) "hard of hearing" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;

^{xx} means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

^{xx} This includes general learning disability and mental retardation. It is a condition characterised by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour which covers a range of every day, social and practical skills

^{xx} means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia.

^{xx} means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others. It affects the overall cognitive, emotional, social and physical health of the affected individual.

^{xx} Mental illness or mental disorder refers to a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognise reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterised by sub-normality of intelligence.

^{xx} Chronic Neurological Conditions include Alzheimer's disease and Dementia, Dystonia, ALS (Lou Gehrig's disease), Huntington's disease, Neuromuscular Disease, Epilepsy, Stroke



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^{lvi} means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other.

^{lvii} means a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.

^{lviii} means an inheritable disease, usually affecting only male but transmitted by women to their male children, characterised by loss or impairment of the normal clotting ability of blood so that a minor wound may result in fatal bleeding.

^{lix} means a group of inherited disorders characterised by reduced or absent amounts of haemoglobin.

^{lx} means a haemolytic disorder characterised by chronic anaemia, painful events, and various complications due to associated tissue and organ damage. "haemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of haemoglobin.

^{lxi} which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

^{lxii} According to the RPWD Act, 2016, "barrier" means any factor including communicational, cultural, economic, environmental, institutional, political, social, attitudinal or structural factors which hampers the full and effective participation of persons with disabilities in society

^{lxiii} For convenient mobility of a person with disabilities on-campus, a barrier-free environment is required by law. One such aspect is accessibility of building. An accessible building is one, where persons with disabilities have no barrier in entering it and using all the facilities therein. This covers the built environment – services, steps and ramps, corridors, entry gates, emergency exits, parking – as well as indoor and outdoor facilities including lighting, signages, alarm systems and toilets. Accessed & retrieved from <https://www.disabilityaffairs.gov.in/content/page/chief-commissioner-for-persons-with-disabilities.php>

^{lxiv} "reasonable accommodation" means necessary and appropriate modification and adjustments, without imposing a disproportionate or undue burden in a particular case, to ensure to persons with disabilities the enjoyment or exercise of rights equally with others; RPWD Act, 2016, Ch 1p7. The phrase 'reasonable accommodation' refers to specific supports or services provided to a student with a disability, that enable the student to participate in College programs, including admissions, academics, vocational education, online & distance education courses, physical education, athletics, recreation, extracurricular activities, transportation, counselling, and financial aid. The accommodation, however, may not be unduly costly or disruptive for the school. A person with disabilities has the right to refuse a particular accommodation. It may be noted that the St. Mira's College authorities will determine what constitutes a 'reasonable accommodation' as requested by the stakeholder- student or employee, on a case-by-case basis.

^{lxv} The law here pertains to the Government of India's Rights of Persons with Disabilities Act, 2016 and successive directives of the UGC, Government of Maharashtra and of the affiliating Savitribai Phule Pune University.

^{lxvi} ICT or "information and communication technology" includes all services and innovations relating to information and communication, including telecom services, web based services, electronic and print services, digital and virtual services; (o) "institution" means an institution for the reception, care, protection, education, training, rehabilitation and any other activities for persons with disabilities. RPWD Act, 2016, Ch 1p6.

^{lxvii} "Reasonable accommodation" Ibid. Op.cit.

^{lxviii} Ibid, op.cit.

^{lxix} Accessed from https://www.ugc.ac.in/pdfnews/0588502_English.pdf

^{lxx} As declared by the Government of India, Govt. of Maharashtra as the case may be.



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Principal
St. Mira's College for Girls, Pune

St. Mira's College for Girls, Pune
[Autonomous-affiliated to Savitribai Phule Pune University]
Policy for Rights of Persons with Disabilities

Annexure 1
2021-22

This annexure relates to the latest directives of the affiliating Savitribai Phule Pune University, [Circular no 308 of 2021 dated 29-10-2021 Ref No: BEE/2021/195, pertaining to students with disabilities [Divyang students]. The College will comply with these directives in entirety and has, thus, incorporated the same of the St. Mira's College for Girls, Pune, Policy for Rights of Persons with Disabilities, as Annexure 1.

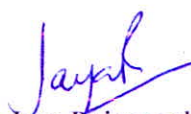
Grace Marks for Divyang students:

As per the aforesaid SPPU Circular no. 308 of 2021 dated 29-10-2021, endorsed by the Vice Chancellor Dr. Nitin Karmalkar, there is an amendment in Annexure 1A of SPPU Ordinance 1A relating to Divyang students of provision for grace marks. This entitlement is **in addition** to the grace marks awarded to examinees under other ordinances. Details of the SPPU Circular no. 308 and Annexure 1A of SPPU Ordinance 1A dated 29-10-2021 are enclosed. The College Examination Cell has taken note of this and shall comply with the same in entirety.

Attendance for Divyang Students:

As per SPPU Ordinance 68, every student enrolled in a college affiliated to the Savitribai Phule Pune University has to maintain 75% attendance record. By the amendment to SPPU Rules Annexure II, Ordinance 68A, a **Divyang student shall be exempted** from the provisions regarding attendance for lectures in class as prescribed under Ordinance 68, provided that such a student shall obtain the permission of the Head of the University Department or Principal of the College or Director of the institution, as the case may be, for the same. Details of the SPPU Circular No 308 of 2021 and Annexure II Ordinance 68 dated 29-10-2021 are enclosed. The College Office has taken note of this and the notified the teaching faculty, regarding compliance.




Dr. Jaya Rajagopalan
Principal In charge
St. Mira's College for Girls, Pune.



SAVITRIBAI PHULE PUNE UNIVERSITY
(Formerly University of Pune)

CIRCULAR NO. 308 OF 2021

WHEREAS the Government of Maharashtra, vide its Resolution dated 14th March, 2017 has issued directives regarding facilities and exemptions to be granted to the students with disabilities (Divyang Students) pursuing higher education,

AND WHEREAS as per Section 5(81) of the Maharashtra Public Universities Act, 2016, the University shall comply with and carry out the said directives issued by the Government of Maharashtra vide the above said Government Resolution;

AND WHEREAS it will take some time till the new Ordinances in this regard are framed by the University as per provisions of Section 74 of the Maharashtra Public Universities Act, 2016;

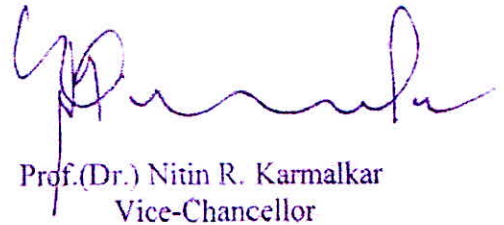
THEREFORE, I Dr. Nitin R. Karmalkar, Vice-Chancellor of the Savitribai Phule Pune University, by and under the powers vested in me under Sub-Section 8 of Section 12 of the Maharashtra Public Universities Act, 2016, hereby issue the following directives:

1. New Ordinance 1A shall be as mentioned in the Annexure I.
2. New Ordinance 68A shall be as mentioned in the Annexure II.
3. Ordinance 1A and Ordinance 68A shall be made applicable with immediate effect.

Ref. No.: BEE/2021/195

Date: 22/10/2021

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Prof. (Dr.) Nitin R. Karmalkar
Vice-Chancellor




Principal Incharge
St. Mira's College for Girls, Pune.

ORDINANCE IA

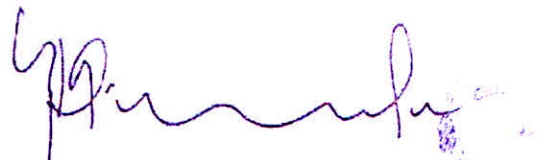
Grace Marks for Passing in Each Head of Passing (Theory, Practical, Oral, Sessional, Project Work, etc.) (External and Internal Examinations) for Students with Disabilities (Divyang Students)

- (1) A student with disability (Divyang Student) who fails in one or more than one heads of passing or in the aggregate head of passing, shall be given benefit of grace marks to the extent of maximum 3% of the aggregate marks of examination of the course, in the following manner:
 - (a) by distributing the grace marks in one or more than one heads of passing in which he fails;
and/or
 - (b) in the aggregate head of passing, if he fails to obtain required aggregate marks as per the standard of passing prescribed for that course.
- (2) A student with disability (Divyang Student) shall be given the benefit of these grace marks in Theory, Practical, Oral, Sessional, Project Work, etc., in Internal as well as External Examinations in each semester of the course.
- (3) A student with disability (Divyang Student) shall be entitled to get the benefit of these grace marks, in addition to the grace marks awarded to examinees under other Ordinances.
- (4) A student with disability (Divyang Student) shall be entitled for grant of all such benefits as per the directives of the State Government/Competent Authority, issued from time to time.

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Prof. (Dr.) Nitin R. Karmalkar
Vice-Chancellor


Principal Incharge
St. Mira's College for Girls, Pune.

ORDINANCE 68A

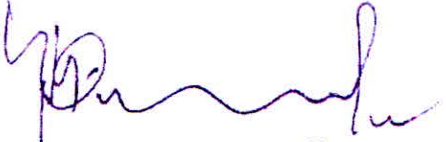
Attendance for the Students with Disability (Divyang Students)

A student with disability (Divyang Student) shall be exempted from the provisions regarding attendance for lectures in the class prescribed under Ordinance 68:

Provided however that a student with disability (Divyang Student) shall obtain the permission of the head of University Department or the principal of college or director of the institution, as the case may be, for the same.

Ref. No.: BEE/2021/195
Date: 22/10/2021
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Prof. (Dr.) Nitin R. Karmalkar
Vice-Chancellor


Principal Incharge
St. Mira's College for Girls, Pune.