

SHIV NADAR

INSTITUTION OF EMINENCE DEEMED TO BE

UNIVERSITY

DELHI NCR

Policy for Disability Support



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PREAMBLE

Aligned with the vision of Shiv Nadar Institution of Eminence deemed to be University, our mission is to empower individuals and communities to realize and exercise universal freedom through the acquisition and application of knowledge. We are dedicated to fostering an inclusive learning environment that caters to the diverse needs of all our students. Shiv Nadar University is committed to the development, organization, preservation, dissemination, and application of knowledge across various fields of study.

Moreover, we are resolute in providing comprehensive support to all students, including those with different or special needs, to ensure they derive maximum benefit from their education and lead fulfilling lives. Recognizing the importance of inclusivity, we actively work towards making the university a welcoming space for all students. This involves promoting awareness about disabilities and continually enhancing the physical accessibility of our fully residential campus, where students spend a significant portion of their time.

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Policy Details

1. Vision statement

- 1.1 Shiv Nadar University, located in Delhi-NCR, is committed to fostering an inclusive learning environment for all students. To ensure that students with disabilities receive the necessary accommodations, a Disability Support Committee (DSC) has been established.
- 1.2 The DSC is a university-wide committee dedicated to assisting students with known disabilities. These students, who require specific academic or other accommodations, can register with the DSC.
- 1.3 The Disability Support Policy at Shiv Nadar Institution University aims to provide comprehensive support to students with special needs, ensuring they fully benefit from their education and lead fulfilling lives. The policy encourages students to face challenges constructively, fostering a positive educational experience.
- 1.4 The university is committed to creating an inclusive space by raising awareness about disabilities and improving physical accessibility on the fully residential campus. This effort is crucial as students spend a significant amount of time on campus.
- 1.5 The Disability Support Policy strives to eliminate societal, physical, emotional, and attitudinal barriers, facilitating the effective participation of students with diverse learning and physical disabilities and mental health conditions.

2. Scope of Disability Support Policy

- 2.1 The Disability Support Policy at Shiv Nadar University aims to create an inclusive learning environment for all students registered with the Disability Support Committee (DSC). We've implemented best

practices on campus to strike a balance between institutional goals and student well-being, ensuring an optimal learning experience for everyone, including those with special needs.

2.2 The DSC is committed to supporting students with conditions identified by the *Rights of Persons with Disabilities Act, 2016, the Mental Health Care Act 2017, and UGC Guidelines*. These conditions encompass physical and movement-related difficulties, visual and hearing impairments, medical conditions, specific learning difficulties, and various mental health conditions such as Depression, Bipolar Affective Disorder, Anxiety Disorders, Post-Traumatic Stress Disorder, Personality Disorders, and Psychotic Disorders.

3. Composition of the DSC;

Chairperson	Nominated by the Vice Chancellor
School Representative	Nominated by the Dean of the respective School
General Physician	
Clinical Psychologist	
HR Representative	
Representative from the Office of Dean of Students [Member Secretary]	
Student Representative	

4. Activities Undertaken by the DSC

- 4.1. The DSC offers semester-wise support to students from all schools within the University.
- 4.2. Counseling is available for students who report mental health conditions.

- 4.3. Consultations with School Heads are conducted to address students' accommodation needs.
- 4.4. Consultations with the Examination Department to ensure smooth exam conduct for students with special needs.
- 4.5. Information about workshops, courses, events, etc., is regularly shared with students.
- 4.6. Important days are commemorated, and awareness is raised, such as on the International Day of Disabled Persons.
- 4.7. A Special Educator will be appointed to assist with academic planning for students with special needs.

5. Nature of Support Undertaken by the DSC

Recommendations will be made on a case-to-case basis for registered students, depending on the student's health condition every semester. Depending on the nature and severity of the disability condition, the specific measures will be decided by the Dean of Academics for academic accommodation and the Dean of Students for other aspects.

6. Sensitization of Disability Rights

- 6.1. The DSC will periodically communicate with the SHIV NADAR UNIVERSITY community about disability rights. The committee is dedicated to upholding the spirit of the *Rights of Persons with Disabilities Act 2016 (RPWD Act 2016)*, which emphasizes the individual's right to equality and non-discrimination.
- 6.2. As defined in the RPWD Act 2016, "discrimination" in the context of disability includes any distinction, exclusion, or restriction based on disability that impairs or nullifies the recognition, enjoyment, or exercise of human rights and fundamental freedoms on an equal basis with others. This encompasses all forms of discrimination and denial of reasonable accommodation [The RPWD Act 2016, Chapter I, Section 2 (h)].
- 6.3. The act also considers intentionally insulting or intimidating a person with a disability in public view as a grave offense. The DSC is

committed to discouraging the disclosure of the identity or nature of disabilities and any disrespectful comments related to a person's disability. If such matters come to the DSC's attention, necessary interventions will be made.

7. Student Responsibilities

7.1. When receiving academic and non-academic accommodations, students with disabilities are expected to fulfill the following responsibilities:

7.1.1. **Providing Relevant Documentation:** Students should submit necessary disability documentation to the Chair of the Disability Support Committee (DSC) on time.

7.1.2. **Informing Concerned Offices for Accommodation Requests:** Prospective students should inquire in advance with the admission office and the Dean of Students office to understand available support for students with disabilities. They must initiate conversations with the relevant offices to access services.

7.1.3. **Timely Action:** Students need to apply for required accommodations, academic adjustments, or other services in advance. If concerns arise about accommodations, students should promptly communicate with the offices. Notify the DSC immediately in case of any course changes or drops.

7.1.4. **Active Participation:** Students are expected to actively engage in discussions with the DSC for accommodations. They should schedule appointments with the DSC as needed and respond promptly to all communications from the DSC.

7.1.5. **Following Up:** After the DSC shares information about accommodations, students should follow up with faculty, course instructors, and DSC School representatives.

- 7.1.6. Meeting Attendance and Academic Program Standards:**
Students are expected to maintain the specified percentage of attendance and meet the essential requirements of their academic programs to complete courses successfully.

8. Declaration and Agreement by Student

- 8.1. Both the registration and re-registration forms will be accepted after student has agreed on the following points which will enable the DSC to make appropriate arrangements for students:
- 8.1.1. During registration, students, even if under personal medical care, must have a mandatory consultation with the General Physician at the Health and Wellness Centre.
 - 8.1.2. Students must submit medical documents to the DSC.
 - 8.1.3. No recommendations can be made by the DSC without the submission of required medical reports and treatment evidence.
 - 8.1.4. Students are expected to follow the treatment protocol recommended by Shiv Nadar University's Doctor and/or Counsellor.
 - 8.1.5. Support is contingent on the DSC's periodic assessment of the student's progress.
 - 8.1.6. Students are responsible for maintaining regular communication with the Doctor or Counsellor, updating them on their current health condition.
 - 8.1.7. Support may be revoked if a student engages in malpractice or provides misinformation.

9. Types of Disability:

9.1.1 There are 21 types of disability covered under RPWD Act 2016 which are given as follows;

Blindness	Autism Spectrum Disorder (ASD)	Haemophilia
Low-Vision	Cerebral Palsy	Sickle Cell Disease
Leprosy Cured	Muscular Dystrophy	Multiple Disabilities including Deaf blindness
Hearing Impaired	Chronic Neurological Conditions	Acid Attack Victim
Locomotor Disability	Specific Learning Disability (SLD)	Parkinson’s Disease
Dwarfism	Specific Learning Disability (SLD)	Mental Illness
Intellectual Disability	Multiple Sclerosis	Thalassemia
	Speech and Language Disability	

9.1.2. Benchmark disability, as defined by the **RPWD Act 2016**, means having a minimum of **40% disability** of any type. To fall under the category of benchmark disability, a person must have a **disability certificate or UDID (Unique Disability ID) card** indicating a disability level of at least **40%**.

10. Scribes and Readers

10.1 The Disability Support Committee (DSC) will collaborate with volunteers for roles like scribes, readers, and learning assistants. Volunteers are crucial for these positions and are expected to sign a confidentiality clause to

protect the identity of individuals with disabilities on campus.

- 10.1.1. The DSC will organize the provision of scribes and periodically call for volunteers, seeking assistance from the Peer Support Guide and Student Council members.
- 10.1.2. The availability of scribes depends on volunteers meeting specified criteria set by the DSC.
- 10.1.3. Students can inform the DSC if they find someone willing to act as a scribe, and necessary arrangements will be made.
- 10.1.4. Guidelines related to scribing will be shared with all involved parties.
- 10.1.5. Scribes must respect student confidentiality and adhere to the University's expectations.
- 10.1.6. The Examination Office will inform the scribe about the time and place of the exam.

11. Ethical Protocols:

- 11.1. DSC will adhere to strict norms of privacy and confidentiality in its interactions with students. DSC will not share information about the specific nature of the disability with anyone.
- 11.2. The Health & Wellness Centre verifies all the medical certificates of the students. The students are not required to show their medical documents to individual faculty members or administrative staff.

12. Documentation

The DSC shall maintain a detailed record of cases that shall be available to future committee members.

13. Appendix

A. Guidelines for Implementation

Internal Note: Guidelines for implementation of the Disability Support Policy have been drawn up based on reference to relevant statutory/ UGC/ other Universities documents. These will be solely for internal use and will be shared with the DSC,

Deans, ODS, Dean of Academics, Health Centre and VC Office for their reference.

14. Annexures

1. THE SCHEDULE (The Rights of Persons with Disabilities Act, 2016)
2. Guidelines for Scribes

This policy came into effect by taking inference from the prevailing guidelines of the UGC & and the relevant notification issued by the Government of India from time to time. Whenever the need arises for Training & Learning Support we may take reference from the relevant statutory authorities. Based on experience and updates, the policy may be modified with the approval of the Vice Chancellor.

ANNEXURE 1

SPECIFIED DISABILITY

1. Physical disability.—

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), including—

(a) "leprosy cured person" means a person who has been cured of leprosy but is 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;

(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;

(c) "dwarfism" means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;

(d) "muscular dystrophy" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;

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

B. Visual impairment—

(a) "blindness" 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.

(b) "low-vision" means a condition where a person has any of the following conditons, 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.

C. Hearing impairment—

(a) "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears;

(b) “hard of hearing” means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;

D. “speech and language disability” 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.

2. Intellectual disability, 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, including—

(a) “specific learning disabilities” 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;

(b) “autism spectrum disorder” 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, and is frequently associated with unusual or stereotypical rituals or behaviours.

3. Mental behaviour,—

“mental illness” means 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 subnormality of intelligence.

4. Disability caused due to—

(a) chronic neurological conditions, such as—

(i) “multiple sclerosis” 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;

(ii) “parkinson's disease” 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.

(b) Blood disorder—

(i) “haemophilia” 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;

(ii) “thalassemia” means a group of inherited disorders characterised by reduced or absent amounts of haemoglobin.

(iii) “sickle cell disease” means a hemolytic disorder characterised by chronic anemia, painful events, and various complications due to associated tissue and organ damage; “hemolytic” refers to the destruction of the cell membrane of red blood cells resulting in the release of hemoglobin.

5. Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

6. Any other category as may be notified by the Central Government.

ANNEXURE 2

Guidelines for Scribes

These guidelines aim to create an inclusive and accommodating exam experience for disabled students, ensuring they have equal opportunities for success.

The candidate should have the discretion of opting for his scribe or request the examination office for the same. When the examination office selects scribes, the candidate should be allowed to meet the scribe two days before the examination so that candidates get a chance to check and verify whether the scribe is suitable or not. Further, it shall be ensured that the qualification of the scribe should be one step below the qualification of the candidate taking the examination. The candidate should also be allowed to take more than one scribe for writing different papers, especially for languages. However, there can be only one scribe per subject. Apart from the above a scribe is expected to follow the given guidelines;

1. Scribes must uphold strict confidentiality regarding the identity and personal information of the disabled student.
2. Scribes should be familiar with and adhere to the guidelines provided by the Disability Support Committee (DSC) and the Examination Office.
3. Before the exam, scribes should meet with the disabled student to discuss specific needs, preferences, and any necessary accommodations.
4. Scribes must clarify any uncertainties regarding exam instructions with both the disabled student and the Examination Office before the exam begins.
5. Scribes may be required to read exam questions and written content aloud to the disabled student. Clear and articulate reading is essential.
6. Scribes should write only when instructed by the disabled student. Scribes should maintain a neutral stance and avoid offering personal opinions or guidance during the exam.
8. Scribes must manage time effectively to ensure the completion of the exam within the allocated timeframe.
9. If any issues arise during the exam, scribes should immediately notify the Examination Office or the Disability Support Committee for prompt resolution.

10. Scribes should be adaptable to the unique needs and preferences of the disabled student, accommodating any specific requirements specified by the DSC.

11. Scribes may undergo training or sensitization sessions to enhance their understanding of the challenges faced by students with disabilities and to foster a supportive exam environment.