



# INTERNAL QUALITY ASSURANCE CELL GOVERNMENT COLLEGE OF EDUCATION



**INSTITUTE OF ADVANCED STUDIES IN EDUCATION**

**CLUSTER UNIVERSITY, SRINAGAR**

Maulana Azad Road Srinagar (J&K)

**(NAAC RE-ACCREDITED GRADE "A" (CGPA 3.24))**

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## **POLICY ON INCLUSION OF SPECIALLY ABLED STUDENTS AT COLLEGE OF EDUCATION/INSTITUTE OF ADVANCED STUDIES IN EDUCATION (IASE), CLUSTER UNIVERSITY SRINAGAR, J & K**

### **PREAMBLE: -**

The National Education Policy (NEP 2020) champions inclusive education by ensuring access for all, especially marginalized kids with disabilities, girls, minorities, and rural students, through dedicated infrastructure (ramps, washrooms), teacher training in inclusive practices, technology (assistive tech, multilingual content), and customized support like scholarships, aiming to create an equitable system where every child can learn, grow, and participate, making education a powerful tool for social justice. NEP-2020 identifies and addresses needs of groups facing barriers due to gender, disability, socio-cultural backgrounds, or geography. It also aims to provide quality education for all, regardless of location or background, reducing systemic barriers. It mandates accessible schools with ramps, washrooms, and special provisions for CWSN (Children with Special Needs).

### **OBJECTIVES: -**

The objectives behind formulation of this policy are: -

- To ensure that differently abled persons should have access to education at all levels.
- Emphasizes effective measures to ensure that people with disability enjoy their rights equally with others.
- Emphasize equity and inclusion in higher education.
- To provide a safe, inclusive, accepting environment to the specially abled students.

### **DEFINITION OF DISABILITY: -**

United Nations Convention on the Rights for Persons with Disabilities (UNCRPD, 2008) defines Persons with Disabilities as those who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Persons with Disabilities Act, 2016 indicates that differently abled persons should have access to education at all levels. It emphasizes effective measures to ensure that people with disability enjoy their rights equally with others.

## **POLICY: -**

National Education Policy (NEP,2020), emphasize equity and inclusion in higher education. All the institutions of higher learning endeavour to provide a safe, inclusive, accepting environment to the specially abled students. Government College of Education/Institute of Advanced Studies in Education (IASE), Srinagar, Jammu & Kashmir, in sync with the University Grants Commission (2022) guidelines for Higher Education for Persons with Special Needs (HEPSN) put forward the following guidelines for creating and providing an inclusive atmosphere to specially abled students.

- 1. Flexibility in Admissions:** Ensure that the reservation policy for persons with benchmark disability is implemented for admission to various programs at university.
  - a) Relaxation upto 5% so that students with slightly lower grades can be considered.
  - b) On the basis of their qualifications and aptitude, the students be offered courses that best suit them.
  - c) Ensure the representation of all the types of disabilities listed in Rights of Person with Disabilities Act (2016).

**Disabled Friendly Infrastructure:** University creates a physically accessible and thus barrier free infrastructure in lines with the *Sugamya Bharat Abhiyan* directed by **Department of Empowerment of Persons with Disabilities (DEPwD)** for achieving universal accessibility for Persons with Disabilities (PwDs) on 3<sup>rd</sup> December, 2015 and guidelines of **RPwD (Amendment) Rules,2023-Harmonised Guidelines and Space Standards for Universal Accessibility in India by the Ministry of Housing and Urban Affairs (MoHUA) Guidelines (2021)**. The infrastructure facility in alignment with UGC guidelines include:

- a) **Wheelchair:** Wheelchairs be made available at the reception, in the corridors, health centres, conference hall and canteens.
  - b) **Ramps:** All the buildings in the campus are with ramps and railings to enable accessibility to buildings/ classrooms and others facilities of the institution.
  - c) **Signages:** The concerned signages be displayed everywhere prominently.
  - d) **Lifts:** Spacious lifts be installed in newly constructed building of the campus with specially Braille enabled switchboards.
  - e) **Washrooms:** “*Divyangjan Friendly*” washrooms that too in ground floor of the building.
  - f) **Lower Height Food Counters:** Separate spaces and low height food counters in canteens and hostel dining halls for easy access on wheelchairs.
  - g) **Battery Carts:** With the development of the institutions and consequent enlargement of campus Battery Carts be made available for the physically disabled in need.
- 2. Annual orientations:** Before the start of the academic year, all students, staff, teachers and other stakeholders including administration and placement services on campus should be oriented on the issues faced by students with disability. This orientation should include sensitization on needs and assistances, accessibility options on campus and possible hurdles that may arise. From the primary data collected, most students with disability were unaware of the facilities available on campus and/or were not familiar with the procedures to avail these allowances. It

is important to also include staff as well as students without disability in this orientation and sensitization activity so as to ensure inclusion and awareness on the experiences of disability on campus. Regular, thorough orientations can set the foundation for an institutional culture of inclusion and ensure that there is increased awareness about the experiences of students with disability.

**3. Faculty and Staff Training:**

- a) Orientation programs organized for faculty and staff.
- b) Regular training and sensitization of faculty and staff.
- c) Appointment of teachers specially trained to deal with Person with Disabilities.
- d) Appointment of Counsellors in each institution

**4. Committee for Specially abled Students:**

A special committee constituting faculty, staff and experts be constituted in every college/university with a purpose to:

- a) Cater the needs of students with special abilities.
- b) Provide guidance and counselling to students with special needs.

IASE has constituted a vibrant committee with following members:

| S.NO. | NAME OF MEMBER           | ROLE              |
|-------|--------------------------|-------------------|
| 01.   | Prof. Bilqees Aslam Shah | Co-ordinator      |
| 02.   | Prof. Mohd Ishaq Dar     | Co Co-coordinator |
| 03.   | Mr. Arshad Sauleh        | Member            |
| 04.   | Ms. Shabnum Yousuf       | Member            |
| 05.   | Student Council Members  | Member            |
| 06.   | Expert from the field    | Member            |

**5. Mentor-Mentee System:** A specially trained mentor among the faculty be provided to each student with special needs to help them in their academic, personal or emotional issues if any. IASE has a specially designed MENTOR-BOT that is used for guidance of all the students.

**6. Co-curricular/Extra-curricular Activities:** Inclusion in co-curricular activities is a must for the all-round development of students.

- a) Special focus on inclusion of specially abled students in various co-curricular and extra-curricular activities.
- b) Organising some activities for all the students and some specific activities for students with disabilities.

**7. Availability of Supporting Devices:** Provision of individual assistance devices like screen reading software, low vision aids, mobility devices, hearing aids, communication aids, Braille books, memory aids, etc.

**8. Curriculum Design and Development:** The disability policy is applicable for the students of undergraduate, postgraduate of all departments.

**9. Accessible Examination System:** University must ensure provision for concessions in examination for students with benchmark disabilities:

- a) Proper seating arrangement for the Person with Disability, preferably on the ground floor.

- b) Facility of scribe/ reader/ lab assistance under section 29 (r) of RPwD Act, 2016, on production of a certificate from concerned healthcare professionals, to ensure that the person concerned has physical limitation to write, and essentially require a scribe.
- c) Compensatory time (20 minutes per hour) for attempting exams.

**10. Job Opportunities:**


- a) Job opportunities provided by synergizing with NGOs, and other organizations.
- b) IASE has few specially abled staff members working in different capacities.

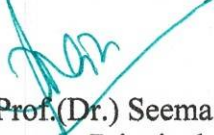
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Prof. Bilqees Aslam Shah  
(Co-ordinator)

  
Dr. Mohd Yasin Pir  
(Co-ordinator IQAC)

  
Prof. (Dr.) Seema Naz  
Principal

  
Prof. M. Ishaq Dar  
(Co-coordinator)

NO - GLOB/IASE/26/362

Dt:- 24/2/2026