



अखिल भारतीय तकनीकी शिक्षा परिषद्

(भारत सरकार का एक सौविधिक निकाय)

(मानव संसाधन विकास मंत्रालय, भारत सरकार)

नेल्सन मंडेला मार्ग, वसंत कुंज, नई दिल्ली-110070

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

(A Statutory Body of the Govt. of India)

(Ministry of Human Resource Development, Govt. of India)

Nelson Mandela Marg, Vasant Kunj, New Delhi-110070

Phone : 011-26131577 - 78, 80

011-29581000

Website : www.aicte-india.org

F. No. AICTE/P&AP/Misc/2022/

Dated: 05.08.2022

CIRCULAR

To

**All Vice Chancellors of Technical Universities and
All Directors/ Principals of AICTE Approved Institutions,**

Subject: AICTE Guidelines for inclusive education for all including persons with disabilities.

Sir/Madam,

The National Education Policy (NEP) 2020 emphasizes equal opportunity for education for all, irrespective of caste, gender and abilities including Persons with Disabilities (PwDs). The introduction of the National Education Policy 2020 has accelerated the need for creation of an 'inclusive education' system that caters to students with both visible and invisible disabilities. As a step towards inclusive and equitable quality education, the NEP 2020 presents a reasoning case for provisions and implementation plans aimed at promoting accommodation of students with any type of disabilities into the Indian education system. The policy touches several grounds to address issues surrounding identification and engagement of students with disabilities, along with the creation of an enabling ecosystem.

In order to facilitate inclusive digital education for all, including Persons with Disabilities, AICTE has formulated following guidelines to be followed by AICTE Approved Institutions.

- 1) All AICTE Approved Institutions should establish a Cell known as "Equal Opportunity Facilitation Cell (EOFC)" with the following composition:

Sr. No.	Designation	EQFC
1.	Senior faculty	Nodal officer/Coordinator of EOFC
2.	Male/Female faculty	Member
3.	Male/Female Non-Teaching staff	Member
4.	Male/Female student	Member
5.	Representative of NGO working in the area of Empowerment of PwDs	Member
6.	Registrar/Admin officer	Member Secretary

The roles and responsibilities of the above Cell are summarized below:

- a) To promote admission of PwDs in technical institutions.
- b) To Create awareness among stakeholders in the area of equal opportunities on a regular basis.
- c) To address special needs of the students pertaining to teaching-learning process.
- d) To provide special assistance in training and placement of students with disabilities.
- e) To provide free laptops and internet charges to PwDs through Institute/State Government.
- f) To establish a teacher-mentor scheme for PwDs right from entry to exit from the institute.
- g) Develop disabled friendly teaching-learning process making use of modern tools and assistive technologies.

- 2) **Infrastructure Facility for Access to Persons with Physical Disabilities:**
 - a) Wheelchair users can move without others help –provision of Ramps with minimum width of 1.5 Meters along with handrails at entrances, exits and passages.
 - b) Adequate space (1.2 Meters) is required for movement of wheelchair users to enter into classrooms, laboratories, toilets and other areas within the building.
 - c) Ramp slope is 1:12 for climbing by wheelchair users, even when they have a caregiver to push, steep slopes can be painful.
 - d) Provision of lifts to accommodate wheelchair users to move different floors.
 - e) Handrails for persons who use Crutches with anti-skid (non-slip) floor.
 - f) Adequate space for turning.
 - g) Accessible toilets with provision of hand rails in urinals, wheelchair access to utilities like washbasin, health facets, etc.
 - h) Provision of Signages for easy movement.
 - i) Reserved assembly area during emergencies such as accessible emergency fire alarms with flashing lights.
 - j) Reserved designated parking.
- 3) **Facility for Access to Persons with Hearing Impairments:**
 - a) Provision of information board in an easily understandable manner.
 - b) Good acoustics in the classroom environment (Noisy fans can be distracting to persons wearing hearing aids).
 - c) Provision of signages, layout map for movement to the desired place.
 - d) Proper signages for emergency exits.
 - e) Reserved designated parking.
- 4) **Facility for Access to Persons with Visual Impairments:**
 - a) Provision of Braille Signages including tactile paving.
 - b) Unobstructed covered corridors with handrails.
 - c) Removal of protruding objects and low level roofing.
 - d) Reserved designated parking.
- 5) **Provision of Accessible Teaching-Learning Process for Persons with Disabilities:**

To be able to achieve this goal, every Institution should create a cell/unit with the primary objective of ensuring inclusion of students with disability in the teaching-learning process. These cells be adequately funded both in terms of required resources as well as trained manpower. These units should also monitor progress by taking periodic feedback from students with disability. Training a large number of teachers who have full-time/part-time responsibility towards these activities itself is a challenge and special SWAYAM Courses are being proposed for the same. These teachers should be familiar with “accommodation” solutions for enrolled students even if the Institution is not fully accessible. Institutions should make following provisions:

 - a) Provision of Sign Language Interpreters wherever required
 - b) Use of 'Universal design techniques'. There should be multiple modes of expression and reception. For example, concept should be conveyed in text, audio visual, mindmaps and practical (learning by doing) format in teaching-learning process.
 - c) Clear lighting for the speakers to facilitate hearing impaired for lip reading and also use of sound amplification system like microphone by teacher
 - d) Issue of notes / handouts in advance to the students in accessible digital format such as Microsoft word or LibreOffice document.
 - e) Creation of Peer-Groups within the class for learning among students.

- f) Training of teachers in communication skills for handling differently abled.
- g) Development and use of E-learning resources embedded with sign language interpretation and subtitles.
- h) Provide service of conversion of required instructional materials into accessible format such as accessible digital format, large print, braille, tactile graphics etc. (In-house conversion facility can be established or tie-ups with conversion service providers can be done).
- i) Subscription to online sources of accessible format books such as Sugamya Pustakalaya, book share and ABC global book service by the institution and to register each student with print disability on these platforms.
- j) Provide digital book reading device to each student/faculty with print disability such as laptop with screen reading software, smart phone, refreshable braille display, DAISY player, etc. free of cost or on subsidy by the institution or through scheme of government of India or by partnering with social groups or civil society organizations along with training to use them.
- k) Suitable modifications in the curriculum to suit the needs of differently abled. (Eg. Manual drawing may be replaced with CAD etc.)

6) Special Provisions for Persons with Disabilities in the Examination:

Different examinations/boards have their own guidelines for persons with disability. They also tend to get revised periodically. Again the provisions mentioned here do not replace/override those as they apply to specific boards/examinations. Use these as quick reference and made provisions for:

- a) Provision of scribes for students who find difficulty in writing, visual impairments etc. by the examination authority or bring their own scribes during examinations both Common Entrance Tests and institute / University exams.
- b) Scribes to be provided as per the guidelines issued by the Department of Empowerment of Persons with Disabilities, Government of India.
- c) Extension of time up to 20 minutes per hour should be given to the students who use scribes and students find difficulty in writing examinations.
- d) 20 to 50% of questions of objective type in the question paper.
- e) Permit and make adequate arrangements for Use of computers for writing examinations by persons with print disabilities with provision of softcopy of question paper in accessible format.
- f) Separation of answer scripts for valuation (Considering the level of disability/ use of scribes etc).

7) Disability Support Systems:

Disability Support Unit (DSU) at institute level should be set up when differently abled students are admitted by the institute to provide support in terms of:

- a) Financial Assistance (Scholarships, sponsorships)
- b) Counselling & Career Guidance
- c) Sign Language Development, Training and Interpretation support.
- d) Awareness and provision of Assistive devices / Technologies
- e) Special Health care support (Depends on type of disability)
- f) Regular follow-up on the students, to see if they are using their AT devices well, if any accessibility modifications are needed

- g) Training of trainers
- h) Create awareness on disability issues
- i) Encourage student projects, Research & Rehabilitation focused on disability issues and challenges.

8) **Additional Support and Linkages:**

- a) Tie-ups with NGOs who are dealing with differently abled.
- b) Placement & support services.
- c) Employer Sensitization.
- d) Awareness on Disability rights and reservation policies.
- e) Community reach programmes.
- f) Implementation & Monitoring of standards of Accessibility.
- g) Disability Database Management System.
- h) Internship and Career Advancement activities:

9) **Facility for Students with Specific Learning Disabilities(SLDs):**

Dedicated **Centers of Learning Diversity (CLD)** may be set up to help with the implementation of the initiatives and provide the requisite support *within* the institute. The mandate of these centers **would be to advocate and to support the learning journey of students with SLDs, including enforcing the provisions for accommodations, providing support services, and access to assistive devices** for students with SLD. The **Hub-and-Spoke Model with National Nodal centers** can be employed to support institutions in the establishment of CLDs in HEIs.

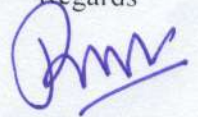
- a. A dedicated **team to generate awareness**, promote advocacy and create visibility of the proposed support programme at institute/ university level.
- b. Implement **capability maturity model** to empower and strengthen the various stakeholders involved in the process of inclusion for students with SLD in higher education institutions in India. **Training & Capacity Building Programs** for faculty, administration teams and other stakeholders must be offered to enable them to create inclusive learning environments for students with SLDs.
- c. **Awareness & Advocacy** programmes for students, parents and educators for the inclusion of SLDs must be undertaken. These programmes should address the needs of students aspiring to pursue higher education while enabling them to self-advocate for their needs and rights.
- d. **Assistive Technology tools** (hardware and software) should be made accessible for students with SLD for their academic purposes during their years at the HEI. Investment in research and development of appropriate technologies may also be provided.
- e. **Admissions:** Streamline the admissions processes to ensure that Institute provides requisite accommodations for students with SLDs and look beyond the “exam performance based” admission criteria.
- f. **Accommodations** to be mandated for students with SLDs which would include in-class support, use of technology, accessible study material, examination/testing adjustments.
- g. **Dedicated Centre of Learning Diversity (CLD)** may be set up to provide the requisite support to students and faculty, advocate for the students, generate awareness and create visibility of the proposed support program at university level. A capability maturity model is recommended to empower and strengthen the various stakeholders involved.

- h. **Assistive Technologie** to be made available for students with SLDs for academic purposes during their study years at the HEI. Investment in research and development of appropriate technologies may also be provided.

All AICTE approved institutions are required to include the details related to the availability of barrier-free environment for students with disabilities on their websites including details of the admission process, support services available and status of Persons with Disabilities (PwDs). Institute should create a separate budgetary head covering the expenditure towards activities promoting inclusion of Persons with Disabilities (PwDs).

It is pertinent to mention here that UGC has come out with Comprehensive Accessibility Guidelines for Higher Educational Institutions and it is suggested that All AICTE Institutions should take cognizance of UGC Guidelines and should also take into consideration while implementing AICTE Guidelines. Further details on UGC guidelines may be accessed from UGC web portal https://ugc.ac.in/pdfnews/8572354_Final-Accessibility-Guidelines.pdf.

Regards



(Dr. Ramesh Unnikrishnan)
Advisor-II
Policy & Academic Planning
Bureau