

SIES College of Management Studies

Policy for Differently Abled Students

1.Objective

Legal Provisions are provided to the disabled through the persons with disabilities (equal opportunities, protection of rights and full participation) - PWD Act (1995), Rights of persons with disabilities Bill - 2016 Passed by Parliament of India on 14/12/2017. The provisions prescribed in these disability related legislations (facilities, concessions, exemptions and reservations) are mandatory to follow for all individuals and institutes.

Processes of the SIES College of Management Studies (like curriculum delivery, facilities, examination, placements, etc.) are in tune with these legislations.

2.Scope

The students coming to the institute may have different type of disabilities which may include:

- Hearing loss
- Low vision or blindness
- Learning disabilities, such as attention-deficit hyperactivity disorder, dyslexia, or dyscalculia
- Mobility disabilities
- Chronic health disorders, such as epilepsy, Crohn's disease, arthritis, cancer, diabetes, migraine headaches, or multiple sclerosis
- Psychological or psychiatric disabilities, such as mood, anxiety and depressive disorders, or post-traumatic stress disorder (PTSD)
- Asperger's disorder and other autism spectrum disorders

3.Policy

Institute provides everything necessary to give the students with a disability every chance to be as successful as students without a disability. Providing resources is, of course, essential, but even more so is having the full support of faculty and administration.

Provisions are handled by individual teachers or through recommendations by the student services department. Faculty, peer, alumni, and corporate mentors are assigned to such students who track a student through their academic career and assist them through their completion of the program.

The faculty in-charge of Student Relations Office handles disability resources to learn about the availability of in-class aides, interpreters, note takers, and other academic resources with support from the diversity Inclusion cell managed by the Student Council.

Such students are encouraged for selection appropriate seat in a classroom, close to the teacher for better audibility / visibility; and away from source of noise and visual distraction such as window / door / AC box / generator and next to someone who is willing and capable of helping with missing links in class notes.

3.1 The institute accommodates such students with:

- Facilities: Ramps / lifts / smaller steps / railings
- Disability friendly corridors, classrooms, and toilets (anti-skid but even flooring, bigger doors, lower height switches and functionaries, space for wheelchairs etc)
- Concessions (for example, additional 20 minutes for writing exam)
- Exemptions (for example, lowering passing cut off or more grace marks)
- Visual signs and directions in bold
- Audio support when possible; CCTV
- Firefighting system
- Noise free environment
- Adequate display of all academic as well as administrative information,

3.2 Provision of Modified learning environment:

- Noise free classroom
- Well-lit and well-ventilated classrooms and other learning spaces. Encouraging note taking which can be shared among students.
- Lecture schedules, important notice/circulars/announcement be put up on the board well in advance.
- Changes in schedule, place etc. are clearly communicated.
- If needed, substituting 'predominantly verbal tasks' by other performance tasks (class presentations) or having paired assignments and projects.

3.3 The institute facilitates best practice in pre-teaching strategies:

- Announce topics to be covered next class.
- Provide list of references and other learning materials before the actual teaching
- Suggest / make available audio-visual support for learning including referring web material.
- Provide details of examination / projects / assignments in writing rather than mere oral instructions before the content is taught.

3.4 Faculty is requested to:

- Write key words / headings / point heads on the board while teaching.
- Use technology extensively: overhead projector, AVs, internet, power point presentations, soft copies of reference material, MOOC (Massive Open Online Course), LMS (Learner Management Systems), OERs (Open Education Resources), blogs, discussion boards, etc. Allow audio or video recording of lectures and teaching sessions.
- Not avoid communication / eye contact with PWDs because she / he might find the situation awkward.
- Make teaching learning interactive interacting with / involving such students in classroom activities.
- Allow linguistic diversities in discussions including use of signs and gestures.
- Use interactive technology like WhatsApp, google groups, etc. for communication among learners.

3.5 Exam Department is requested to:

- Provide additional exam time (25% extra time)
- Alternative exam formats and adaptive technology.
- Additional time to complete tests, coursework, etc. (25% extra time)
- Modifications of tests and performance evaluations to not discriminate against those with disabilities.

3.6 Disability wise adapted library facility:

- Reservation for schemes like book bank
- Allowing buddy transactions for book lending (authorize classmate signing on behalf of PWD while lending books)
- Ensuring easy access to library spaces and library technology
- Extra days for book lending
- Easy access to book catalogues
- Making technology available for individuals with visual impairment.

3.7 Facilitating socialization with classmates:

- Encourage his / her involvement in co-curricular activities, celebrations, competitions.
- Help PWD get linked with a group in the class which will work as support system.
- Display of general posters about inclusive education and disability friendly environment

3.8 Placement:

- Special training for appearing in the campus placement process.
- Special career counselling & guidance

- Relaxation in the eligibility criterion such as number of companies they can apply, attendance, KT, etc.
- Relaxation in placement policy such as location preference, option of applying to only companies of their choice etc.


Director

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IQAC Coordinator

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