

**Parameters for assessment of accessibility in HEIs  
as laid down by UGC in accordance with RPwD Act 2016  
[Inclusivity Index Assessment and Execution Tool (IIAET) for HEIs]**

**Preamble**

The parameters for assessment of accessibility in Higher Education Institutes (HEIs) are developed as a follow-up action on the ‘*Accessibility Guidelines and Standards for Higher Education Institutions and Universities, 2022*’ laid down by University Grants Commission (UGC) in accordance with the section 40 of the Rights of Persons with Disabilities (RPwD) Act, 2016. The parameters aim to provide a clear outline of various domains of accessibility for persons with cross-disabilities to be undertaken during planning, assessment, execution, monitoring and evaluation including peer group reviews by the concerned Regulatory Authorities/Funding Agencies/Assessors as well as Assesses (HEIs). During assessment, each parameter has to be compliant with *UGC Accessibility Guidelines* as non-negotiable requirements. There shall be in-house capacity building of the assessors to use this document optimally and support HEIs to implement the *UGC Accessibility Guidelines*, which has been notified by the Department of Empowerment of Persons with Disabilities (DEPwD), MSJE, Govt. of India.

It is envisaged that inclusive planning, implementation and monitoring with continuous and comprehensive reviews will be undertaken to ensure that each of the parameters of the assessment and execution tool will help attain the desired level of universal accessibility in all HEIs. Apart from facilitating UGC and HEIs in achieving universal accessibility, it will also ensure that ‘no one is left behind’ in the higher education system.

## 1: Need Assessment and Support Services

Sl. No.	Component	Yes/ No	In case of no, give Explanation	Refer relevant para of the guidelines
1.1	<b>Whether Need and Support Assessment and Mandatory Provision of reasonable accommodation* is followed:</b>			
	1.1.1 Assessment by trained personnel for granting reasonable accommodation is ensured			2.1
	1.1.2 Constituted a <b>Need Assessment Board (NAB)</b> to conduct an annual assessment of the specific needs of the persons with disabilities (PwDs) for their holistic inclusion and empowerment including Health, Rehabilitation, Education and Curriculum, ICT & Assistive Technologies, Sports and Recreation, Campus Living and provision for accessible transportation, etc. 1.1.3 The NAB may comprise of Dean (Student Welfare), a Senior faculty, an external expert from the field of disability and students with diverse disabilities. 1.1.4 Functional Responsibilities of NAB: Refer <b>Annexure-I</b>			2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8
	1.1.5 Whether the Need Assessment Board conducts a need assessment of all students with disabilities admitted annually.			Chapter -2

## 2: Accessible Information, Communication and Learning Resources

Sl. No.	Component	Yes/ No	In case of no, give Explanation	Refer relevant para of the guidelines
2.1	<b>ICT infrastructure is accessible:</b>			
	2.1.1 Equal Opportunity Policy having an accessible ICT provision			
	2.1.2 All ICT products and services are Bureau of Indian Standards (BIS) compliant. (Notified standards on ICT accessibility (IS17802) for websites, apps, learning management systems, office equipment, software etc.)			3.1
	2.1.3 Accessible pathways to ICT facilities			
	2.1.4 Physical accessibility of Computer labs			
	2.1.5 Biometrics and software-based attendance system usable with speech or haptics output			
	2.1.6 W3C compliant web content with Web Content Accessibility Guidelines (W3CAG) Level of AA standards			3.2.1
	2.1.7 Digital documents (PDF, Word documents, images, etc.) are accessible			3.2.1
	2.1.8 Online admission, examination, etc. forms are accessible and usable with assistive technologies			
	2.1.9 In-built accessibility features in Software and Applications are available			3.2.2
	2.1.10 Help desk /enquiry counters are trained to handle accessibility-related issues			
	2.1.11 Has resource center for students with disabilities			3.4(b)

2.2	<b>Instructional Material and Learning Resources is accessible:</b>	<i>Yes/ No</i>	<i>In case of no, give Explanation</i>	<i>Refer relevant para of the guidelines</i>
	2.2.1 Instructional materials & information correspondence in accessible format.			3.2.3
	2.2.2 Circulars& Notices or any other official document.			3.2.3
	2.2.3 Classroom technology – Accessibility in Computers			3.2.3
	2.2.4 Classroom technology – Accessibility in Projectors			3.2.3
	2.2.5 Alternative formats of course materials upon request i.e.: ○ Large-print			3.2.3
	○ Braille			
	○ E-Pub			
	○ Audio			
	○ Adherence to e-content accessibility guidelines (Office Accessibility, PDF-UA, EPUB, WCAG, DAISY, Unicode, etc.)			3.2.1
	2.2.6 Availability of resources/services as per choice: ○ Braille			3.2.3
	○ EPUB			
	○ Large Print			
	○ Audio			
	○ Easy to Read (simplification of language)			
	○ Sign Language			
	2.2.7 Assistive technology as per the need of the learner with a disability, such as: ○ Computer with screen reading software			3.2.3
	○ Smartphone with screen reading software			3.2.3
	○ Refreshable Braille display			3.2.3
	○ DAISY player			3.2.3
	○ Adapted keyboard and mouse			
	2.2.8 Smart boards in classroom			
	2.2.9 Adjustable and accessible workstations are available			
2.3	<b>Learning Management System (LMS) is accessible:</b>	<i>Yes/ No</i>	<i>In case of no, give Explanation</i>	<i>Refer relevant para of the guidelines</i>
	2.3.1 LMS supported course content.			
	2.3.2 Course materials uploaded to the LMS.			
	2.3.3. Interactive content and assessments.			
	2.3.4 A designated person is available to support: ○ Searching resources of accessible format books			3.2.3
	○ Gets material converted to accessible format through book conversion facility within the HEI/ CSOs/ other organizations			3.2.3
	○ Upload the accessible book on Sugamya Pustakalaya (national repository of accessible format books)			3.2.4
	○ Deliver the book in the desired format or inform that book has been made available on Sugamya Pustakalaya.			3.2.3
2.4	<b>Communication is acoustically accessible:</b>			3.3
	2.4.1 Acoustically designed auditoriums/conference halls.			
	2.4.2 Amplification systems in large sized lecture halls/auditoriums/conference halls.			3.3
	2.4.3 FM system and loop induction system in lecture			3.3

	halls/auditoriums/conference halls, etc.			
2.4.4	Availability of videos of lectures in ISL (Indian Sign Language), wherever deaf students are enrolled.			3.3
2.4.5	Sign language interpretation in all audio-video materials.			3.3
2.4.6	Closed-captioning in all audio-video materials.			3.3
2.4.7	Relay services are available and not limited to Text-to-Voice teletypewriter (TTY), Voice Carry Over, Speech-to-Speech Relay Services, Captioned Telephone Services, Internet Protocol (IP) Relay, IP Captioned Telephone Service, and Video Relay Services (VRS).			
<b>2.5</b>	<b>Assistive Technologies are available:</b>	<i>Yes/ No</i>	<i>In case of no, give Explanation</i>	<i>Refer relevant para of the guidelines</i>
2.5.1	Software and applications are compatible with screen readers, screen magnifiers and voice recognition.			
2.5.2	Facilitate appropriate Assistive Technology devices at subsidized rates or free of cost.			3.4(c)
2.5.3	Empanelled vendors and ensure procurement to integrate assistive technology to meet the requirement of a varied range of disabilities.			3.4(f)
2.5.4	Qualified and trained staff are available for use of accessible software			
2.5.5	Maintain suggestive list of Assistive Technology solutions			3.4

### 3: Inclusive Mobility Structure

<i>Sl.No.</i>	<i>Component</i>	<i>Yes/ No</i>	<i>In case of no, give Explanation</i>	<i>Refer relevant para of the guidelines</i>
3.1	<b>Accessible transport system is available:</b>			
3.1.1	Networking with the agencies for accessible transport provision			4.1
3.1.2	Concession on fare / travel passes in public transport			4.1
3.1.3	Low floor vehicle or lift facility in bus			4.1
3.1.4	Wheelchair restraint system for safety			4.1
3.1.5	Inclusive mobility system for in-campus movement			4.2
3.1.6	Smart cane and other adaptive technology			4.1
3.2	<b>There is inclusive mobility and accessibility within the campus:</b>	<i>Yes/ No</i>	<i>In case of no, give Explanation</i>	<i>Refer relevant para of the guidelines</i>
3.2.1	Accessible parking provisions for adapted scooters and four-wheelers			4.3.3
3.2.2	Accessible parking space with the earmarked signboard			4.3.2
3.2.3	Accessible drop-off and boarding point			4.3.3
3.2.4	Pedestrian pathway minimum 1800mm wide for two-way movement			4.3.1
3.2.5	Non-slip pathway surface, continuous without break with firm-level			4.3.1
3.2.6	Tactile paver are available for pathways			4.5
3.2.7	Well illuminated campus lights arrangement (preferred white light)			4.5
3.2.8	Resting benches for seating at every 30 meters of distance			4.3.2
3.2.9	Information and direction map in visual and tactile form			4.5
3.2.10	Accessible GPS mapping/Bluetooth beacon-based technology			4.4
3.2.11	Electronic and digital signage system embedded with audio support and high visual contrast.			4.5
3.2.12	Repair services are provided for mobility devices.			4.6
3.2.13	Battery-run accessible shuttle service			4.2
3.2.14	Street furniture with accessible seating height every 30 meters			4.3.2

	3.2.15 Signage and alarms (visual and audio) for emergency situation and evacuation			4.5
3.3	<b>Maintenance division is fully sensitized about the importance of inclusive mobility infrastructure:</b>			
	3.3.1 Provision for maintenance of accessible infrastructure			4.6
	3.3.2 Provision for repair and maintenance of mobility devices			4.6

#### 4: Universal Accessibility in Built Infrastructure

Sl. No	Component	Yes/No	In case of no, give Explanation	Refer relevant para of the guidelines
4.1	<b>Site Planning and Full Campus Accessibility along with Access Audit Report Displayed on Website</b>			5.1
4.2	<b>Detailed accessibility standards are followed in buildings and other spaces<sup>1</sup>:</b>			
	4.2.1 Campus entrance is accessible			5.1.2
	4.2.2 Slip resistant preferably mat-finish surface of all kinds of floor			5.1.7
	4.2.3 Walk-way, ramp and stairs, circular handrails on both side			5.1.7
	4.2.4 Wall signage with raised tactile Braille; color contrast maintained wherever required			5.1.7
	4.2.5 Smooth and leveled surface of pedestrian pathways			5.1.7
	4.2.6 Access route should not have any projections, drops or an unexpected variation level.			5.1.8
	4.2.7 Pathways connect all buildings, sub-buildings and campus elements			5.1.8
	4.2.8 All access routes and floor services have the desired floor variation level			5.1.8
	4.2.9 Pathways are obstacle-free			5.1.8
	4.2.10 Free-standing columns and posts available in all routes			5.1.8
	4.2.11 Walkway illuminating lighting system			5.1.8
4.3	<b>Learning space and infrastructure are accessible:</b>			5.2
	4.3.1 Wide entrance of the classroom.			
	4.3.2 Adequate maneuvering space for wheelers in the aisles of the classroom.			
	4.3.3 Seating of the classroom to accommodate students with varied learning styles abilities.			
	4.3.4 Library & knowledge resource center could be access for all			5.2.2
	4.3.5 Tactile pathway			
	4.3.6 Clean, safe and orderly physical environment.			
	4.3.7 Classrooms with adequate ventilation.			
	4.3.8 Various controls provided at reachable heights			
	4.3.9 Seating and working tables provide knee clearance of 680mm			
	4.3.10 Space for approach provides 900mm x 1350mm			
	4.3.11 Hybrid and blended modes of education are made available			5.2.3
	4.3.12 Classroom equipment available for hybrid learning			
	4.3.13 Classrooms have lighting level of 250-300 lux			5.2.4
	4.3.14 Teacher location area has illumination level of 500-750 lux			
	4.3.15 Classroom has provision for dimming the lighting system			
	4.3.16 LED lighting systems are used			
	4.3.17 Classrooms have daylight feature with climate responsive			

<sup>1</sup> Refer Annexure III

	design			
	4.3.18 Classrooms have sound absorbing materials in floors & walls			5.25
	4.3.19 Classrooms have speakers and microphones			5.25
	4.3.20 Sign language interpreters provided as per requirement in:			5.2.5
	o Classrooms			
	o Labs			
	o Auditorium			
	o Meeting halls			
	o Conference rooms			
	o Non-academic learning spaces			
	4.3.21 All floors of all buildings are accessible			5.2.6
4.4	<b>Campus provisions are accessible:</b>			
	4.4.1 Assembly Halls			5.3
	4.4.2 Auditoriums			5.3
	4.4.3 Amphitheatre			5.3
	4.4.4 10% Hostels rooms are wheelchair accessible and have accessible toilets Guest Houses			5.4
	4.4.5 Minimum 2 Guest House rooms are wheelchair accessible and have accessible toilets			5.4
	4.4.6 Mess, Canteen and Common Dining Facilities			5.5
	4.4.7 Seating and Tables are accessible for assistive device users			5.5
	4.4.8 Unisex accessible toilet is available in all strategic locations			5.6
	4.4.9 Unisex accessible toilets are available with toilets of all genders			5.6
	4.4.10 Administrative Areas			5.7
	4.4.11 Accessible reception counter with assistance			
	4.4.12 Accessible seating and desks			
	4.4.13 Recreational Spaces			5.8
	4.4.14 Common Rooms			5.8
	4.4.15 Activity Rooms			5.8
	4.4.16 Gyms			5.8
	4.4.17 Yoga Halls			5.8
	4.4.18 Special sports and exercise equipment available			5.8
	4.4.19 Banks			5.10
	4.4.20 ATMs			5.10
	4.4.21 Post Office			5.10
	4.4.22 Shops			5.10
	4.4.23 Signage installed in areas of:			5.11
	o Location, accessibility, layout and height of signs			
	o Type of fonts, size of lettering and symbols			
	o Use of tactile letters, symbols and braille			
	o Visual contrast and lighting/signage illumination			
	o Finished surfaces of materials used for signs & symbols			
	o Simultaneous use of audible cues			
	o Integration with any other communication systems			
	o Tactile maps and models for orientation			
	o International symbol of accessibility in entrances			
	o For non-accessible areas directions to accessible routes are provided			
	4.4.24 Emergency preparedness			5.12
	o Accessible fire exit with accessible signage			
	o Fire escape plan			
	o Emergency alarm – visual (flashing bulb) & audio (hooter type)			

	○ 1200 mm exit route			
	○ Fire extinguishers in all strategic locations			
	○ Assembly points for rescue assistance/refuge area			
	○ Two-way communication system at the assembly point/refuge area			

**5: Accessible Curriculum, Teaching and Learning System, Accessible Assessment & Examination System (Annexure-II)**

<i>Sl.No</i>	<i>Component</i>	<i>Yes/No</i>	<i>In case of no, give Explanation</i>	<i>Refer relevant para of the guidelines</i>
<b>5.1</b>	<b>Equitable and Accessible curriculum is available</b>			6.1
<b>5.2</b>	<b>Accessible Curriculum is implemented</b>			6.2
<b>5.3</b>	<b>Flexibility &amp; Adjustment in Accessible Curriculum is provided</b>			6.3
<b>5.4</b>	<b>Adaptations in Teaching-Learning Process</b>			6.5
<b>5.5</b>	<b>Library and E-Resources are accessible</b>			6.6
<b>5.6</b>	<b>Universal Design for Learning (UDL) is practiced</b>			6.7
<b>5.7</b>	<b>UDL is applied</b>			6.8
<b>5.8</b>	<b>Accessible Course Materials are designed</b>			6.9

**6: Accessible Evaluation Systems**

<i>Sl.No</i>	<i>Component</i>	<i>Yes/No</i>	<i>In case of no, give Explanation</i>	<i>Refer relevant para of the guidelines</i>
6.1	<b>Accessible Evaluation System is available:</b>			7.1
	6.1.1 Assessment of learning is flexible and uses required:			
	○ Accommodations like providing specific tool/device, such as Braille, large print, screen reading, SLI etc.			
	○ Adaptations like change of method of assessment			
	○ Modifications like change in type of assessment			
	6.1.2 Allows inbuilt technology support for accessibility like:			
	○ Screen reader			
	○ Personalizing font type, size or color			
	○ Text to speech software			
6.2	<b>Enabling Assessment Process is Accessible as per disability-specific needs:</b>			7.2

## 7: Inclusive Campus Life

Sl.No	Component	Yes/No	Remarks	Refer relevant para of the guidelines
7.1	<b>The following guiding principles of inclusive campus have been adopted for provisions of all rights such as:</b>			9.1
7.1.1	Access and full participation in education			9.1
7.1.2	Exercise their voice, choice and manage their own educational experiences			9.1
7.1.3	Develop to their fullest potential and to be active as valued citizens of the community			9.1
7.1.4	Have an appropriate allocation and distribution of resources and facilities to participate meaningfully in all walks of life			9.1
7.1.5	Be safe physically, emotionally, culturally, socially, and to be treated respectfully and with dignity			9.1
7.2	<b>Preparation for larger inclusive life on campus is done:</b>			9.2
7.2.1	Positive attitude towards disability by all stakeholders			9.2.1
7.2.2	Atmosphere of diverse and inclusive campus life			9.2.2
7.2.3	Continuing and constant efforts for an inclusive culture			9.2.3
7.2.4	Zero tolerance towards derogatory comments and insult of PwDs			9.2.4
7.2.5	Use of dignified words and language for PwDs			9.2.4

## 8: Training, Sensitization and Awareness Programmes

Sl. No	Component	Yes/No	Remarks	Refer relevant para of the guidelines
8.1	<b>Whether the HEI is conducting regular awareness, sensitization, capacity building training:</b>			
8.2	<b>Training of Students with Disabilities:</b>			
8.2.1	For supporting / availing emergency services			
8.2.2	To use Assistive Technology solutions			
8.2.3	For use of various mobility related assistive devices and equipment for persons with disabilities			
8.3	<b>Training of Teaching and Non-Teaching Staff:</b>			
8.3.1	On the latest Assistive Devices			
8.3.2	On the latest Assistive Technology solutions			
8.3.3	On accessibility (physical and digital)			
8.3.4	On inclusive teaching-learning process/UDL is provided for: <ul style="list-style-type: none"> <li>○ Use of pedagogy</li> <li>○ Augmentative and alternative modes</li> <li>○ Diverse means and formats of communication</li> </ul>			
8.4	<b>Training of Other Stakeholders:</b>			
8.4.1	For content producers and publication divisions			
8.4.2	For IT professionals			
8.4.3	For inclusive employment and their potential across both prospective employers and also amongst student communities			
8.4.4	Library staff			



## Annexure-I Observations and Comments of Visiting Committee

1.2	<p><b>Whether Specific Needs are considered while Designing Accessible/Inclusive Curriculum and Admission/Promotional activities:</b></p> <p>1.2.1 Has specially designed accessible and inclusive curriculum for each course/program as per specific needs of the PwDs</p> <p>1.2.2 Has provision to facilitate accessibility in administrative and other support for:</p> <ul style="list-style-type: none"> <li>○ Registration /Admission;</li> <li>○ Academic Support;</li> <li>○ Facilitating Stay &amp; Conveyance;</li> <li>○ Fee Submission;</li> <li>○ Fellowship, Sponsorship and Scholarship;</li> <li>○ Time Table, Schedules and Academic Almanac;</li> <li>○ Grievance Redressal;</li> <li>○ Release/Delivery of Mark sheet, Certification</li> <li>○ Diploma, Transcript, Migration etc.;</li> <li>○ Counseling (Pre/Post-exam, career-planning etc.);</li> </ul>		
1.3	<p><b>Whether Specific Needs are considered in Medical, Administrative &amp; Support Aspects:</b></p> <p>1.3.1 Medical facilities on campus of medical support</p> <p>1.3.2 Additional health-care support for specific disabilities</p> <p>1.3.3 Extended facilitation of medical/therapeutic support</p> <p>1.3.4 Specific provisions for all categories of PwDs are available for providing support:</p> <ul style="list-style-type: none"> <li>○ Support for remedial education</li> <li>○ Support for Expanded Core Curriculum</li> <li>○ Mental Health and Wellness Support</li> <li>○ Support during Pandemic and Disaster</li> <li>○ Access to web/video conferencing platforms</li> <li>○ Use of assistive devices and technology</li> <li>○ Compensational skills for concept development, organization and study skills, tactile graphics, audio material etc.</li> <li>○ Therapeutic support as per individual needs</li> <li>○ Social interaction</li> <li>○ Recreation and leisure skills</li> <li>○ Career education</li> <li>○ Self-Determination skills like choice-making, decision-making, problem-solving, self-advocacy, goal setting, conflict resolution, cultural awareness etc.</li> </ul> <p>1.3.5 Specific provisions for visual disabilities (Blind and Low Vision) are available for providing Expanded Core-Curriculum support:</p> <ul style="list-style-type: none"> <li>○ Braille reading and braille writing</li> <li>○ Orientation &amp; Mobility and Independent Living Skills</li> <li>○ Sensory Training</li> </ul> <p>1.3.6 Specific provisions for hearing disabilities (Deaf &amp; Hard of Hearing) and Speech &amp; Language Disability are available for providing Expanded Core-Curriculum support:</p> <ul style="list-style-type: none"> <li>○ Audiometry assessment</li> <li>○ Sign language interpreters</li> <li>○ Visual alternatives to sound-based information like class-bell or verbal announcements</li> <li>○ Communication (oral/auditory-oral, verbal uni-sensory, sign language, total communication)</li> </ul>		

	<p>1.3.7 Specific provisions for Intellectual Disability, Specific Learning Disability, Autism, Mental Illness, Multiple Disabilities and High Support Needs are available for providing Expanded Core-Curriculum support:</p> <ul style="list-style-type: none"> <li>○ Transition support from school-to-college and graduation-to-post graduation</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Providing step-by-step guideline for each administrative process</li> </ul>		
	<ul style="list-style-type: none"> <li>○ Offers structured instruction and demonstration</li> </ul>		
1.4	<b>Whether there is additional provision for Learning support and student activities:</b>		
	<p>1.4.1 Specific provisions for <b>Physical Disability</b> like: use of note-takers, assistive technology, providing digital copies of texts, list of accessible reference documents, alternate assignment options, making off-desk activities physically accessible, extra time for assignments/presentations, extra time to reach class, permission to record lectures in audio/video mode, permission to briefly leave or move about during the class, including students in forming study/work groups, giving multiple options to demonstrate learning (e.g. assignments that are writing-based, problem-based etc.)</p>		
	<p>1.4.2 Specific provisions for <b>Visual Disabilities</b> like: allow students to determine ideal sitting location to access material, labeling lab materials, verbal description of class activities, allowing use of voice recorders, computers, digital slates, styluses for note-taking, permission to audio/video record lectures etc.</p>		
	<p>1.4.3 Specific provisions for <b>Hearing Disabilities</b> like: seating to allow clear view of instructor, interpreter and the board, visual aids including captioned videos, access to word-processor, use of ISL interpreter for directors, supplement written instructions/assignment/directions, permission to audio/video record lectures etc.</p>		
	<p>1.4.4 Specific provisions for <b>Speech &amp; Language Disability</b> like: permission of time to speak without unsolicited aid in filling the gaps in their speech, modification of assignment with one-to-one presentation, use of computer with voice synthesizers, alternative assignment for oral class support, use of assistive devices and alternative communication methods etc.</p>		
	<p>1.4.5 Specific provisions for <b>Intellectual Disability, Specific Learning Disability, Autism &amp; Multiple Disability</b> like: allow students to focus on parts of a topic/project (rather than entire concept), use of word-processor with spell-check and/or voice output to provide auditory feedback, transition support during time-table, allow for choice in assignment, provide breaks during classes (if needed) etc.</p>		
	<p>1.4.6 Specific provisions for <b>Mental Illness</b> like: preferential seating arrangement (near door or at the back of classroom etc.), assistance with time-management and study skills, pre-arranged or frequent breaks, personal and private feedback etc.</p>		
	<p>1.4.7 Specific provisions for <b>Chronic Neurological Conditions and Blood Disorders</b> like: allow frequent breaks for drinking water, washroom, medical room/take medicine during class, allow occasional rest for curricular activities, provide recorded lectures/course material, taking care for hygiene and cleanliness etc.</p>		

	1.4.8	Specific provisions for <b>Multiple Disability and High Support Needs</b> like: braille study material, tactile sign language interpretation and assistive technology like braille note takers for students with deaf blindness; step-by-step guidelines for each task/activity, assistance in performing classroom and personal care activities, support in mobility and communication, support for challenges in concentration, distractibility, time-management, cognitive abilities, social skills etc.		
1.5	<b>Whether specific needs support is provided for activities in campus life:</b>			
	1.5.1	Participating in learning programs of other Departments		
	1.5.2	Participating in in Campus Life Activities		
	1.5.2	Participating in Competitions and Events		
	1.5.3	Participating in Excursions and Tours		
	1.5.5	Considerations during Holidays		
	1.5.6	Student Council engages with PwDs for:		
		o Promoting conducive environment		
		o Communication with staff and other students		
		o Induction/mentoring for first year of study		
		o Contribute to development of college policy		
		o Represent views and concerns of students		
		o Alumni support and engagement is facilitated		
		o Campus recruitment		
		o Peer group development		
1.6	<b>Whether specific needs support is provided for assessment and examination:</b>			
	1.6.1	Coaching for competitive examinations		
	1.6.2	Specific provisions for <b>Physical Disability</b> like: Alternate test formats, use of scribe/speech-to-text, extended time for evaluation, alternate test locations, use of computer/ devices during exam etc.		
	1.6.3	Specific provisions for <b>Hearing Disability</b> like: substitute oral exams/viva with written/alternate modality, allow use of hearing aid, cochlear implants and communication devices, compensatory time for exams, allow use of AAC like VOCAS, ISL etc.		
	1.6.4	Specific provisions for <b>Intellectual Disability, Specific Learning Disability, Autism, Multiple Disabilities and High Support Needs</b> like: alternate modalities for examination/evaluation, alternate/ adapted question papers, quiet/distraction free exam area, breaks during exam, exam given by page or by section, step-by-step guidelines for exams etc.		
	1.6.5	Specific provisions for <b>Mental Illness</b> like: on-demand examination, extended time or break during exams, quiet/distraction free exam area, exam given by page or section etc.		
	1.6.6	Specific provisions for <b>Chronic Neurological Conditions and Blood Disorders</b> like: extended time for exam, use of scribes, shorter duration of exam, on-demand exam, allow breaks during exam for washroom, taking medication, moving around etc.		

**Annexure-II Accessible Curriculum, Teaching and Learning System, Accessible Assessment & Examination System**

<i>Sl. No</i>	<i>Component</i>	<i>Yes/No</i>	<i>Explain</i>
<b>5.1</b>	<b>Equitable and Accessible curriculum is available:</b>		
5.1.1	Formal system of Assessment and curriculum needs.		
5.1.2	Provision for designing curriculum for PwDs		
5.1.3	Empowered faculties to ensure teaching-learning & effective instructional practices for persons with disabilities.		
5.1.4	Formal system of providing required Academic support as per individual needs		
<b>5.2</b>	<b>Accessible Curriculum is implemented:</b>		
5.2.1	Specific media or language for curriculum accommodation: <ul style="list-style-type: none"> <li>○ Braille</li> <li>○ Screen Reading Devices</li> <li>○ Indian Sign Language (ISL) interpretation</li> </ul>		
5.2.2	Adaptation or modification in level or method of instruction with informed consent: <ul style="list-style-type: none"> <li>○ Additional teaching time</li> <li>○ Personalized learning support</li> <li>○ Reduced difficulty level</li> <li>○ Selection of courses/programs/subjects.</li> <li>○ Any other</li> </ul>		
5.2.3	Provision of admission in different streams of education		
5.2.4	Provision of admission in different levels of education.		
5.2.5	Minimum of 5% reservation for admission		
<b>5.3</b>	<b>Flexibility &amp; Adjustment in Accessible Curriculum is provided:</b>		
5.3.1	Offer alternate formats to make content accessible: <ul style="list-style-type: none"> <li>○ Electronic version of print material</li> <li>○ Print to Braille</li> <li>○ Print to Audio</li> <li>○ Print to Large Print</li> <li>○ Closed Captioning of Video</li> <li>○ Transcription of Video</li> <li>○ Audio materials</li> <li>○ Any other</li> </ul>		
5.3.2	Choice in resources for instruction material: <ul style="list-style-type: none"> <li>○ Text books</li> <li>○ E-Books</li> <li>○ Provision for providing accessible handouts, assignment information, grading rubrics, test and examination related materials.</li> </ul>		
5.3.3	Flexibility in difficulty level of curriculum: <ul style="list-style-type: none"> <li>○ Adapt skill level, problem type or rules on how the learner may approach the work.</li> <li>○ Allow the use of a calculator.</li> <li>○ Simplify task directions.</li> <li>○ Adaptations in home-work, assignments, practical tasks, projects, lab-tasks etc.</li> </ul>		
5.3.4	Choice in resources for instruction material: <ul style="list-style-type: none"> <li>○ Audio-Visual Multimedia material</li> <li>○ Online course content</li> </ul>		
5.3.5	Flexibility in difficulty level of curriculum: <ul style="list-style-type: none"> <li>○ Set up word bank for vocabulary words, spelling words.</li> <li>○ Provide page numbers and paragraphs to help students find answers.</li> </ul>		

	<ul style="list-style-type: none"> <li>○ Simplify written directions by limiting words and numbering steps and pages.</li> </ul>		
<b>5.4</b>	<b>Adaptations in Teaching-Learning Process:</b>		
5.4.1	Faculty coordinates with other faculty to avoid overload to reduce homework/ assignments/projects or modify as per need.		
5.4.2	Faculty considers adjustment of time in respect of: <ul style="list-style-type: none"> <li>○ Extra time in class or outside for completion.</li> <li>○ Additional time on tasks with an overview of the lesson before actual teaching.</li> <li>○ Extra time to complete a project.</li> <li>○ Students take short breaks.</li> <li>○ Personalized support by giving individualized timeline for a student to complete a task.</li> </ul>		
5.4.3	Timely support to students with disabilities: <ul style="list-style-type: none"> <li>○ Increased amount of personal assistance</li> <li>○ Assigning peer buddies or peer tutors.</li> <li>○ Cooperative teaching in groups.</li> <li>○ Collaborative teaching in groups.</li> <li>○ Copying notes from the presentation to the student who cannot write well or listen effectively.</li> <li>○ Additional material for the student to use at home.</li> </ul>		
5.4.4	Faculty considers reduction in volume of work, for students with disabilities, to: <ul style="list-style-type: none"> <li>○ Optimize the amount of copying</li> <li>○ Optimize the number of problems</li> <li>○ Optimize the number of words &amp; concepts that the student is introduced in a given time.</li> </ul>		
<b>5.5</b>	<b>Library and E-Resources are accessible:</b>		
5.5.1	Follows reasonable accommodation policy for persons with disabilities to: <ul style="list-style-type: none"> <li>○ Make library resources available in alternate formats.</li> <li>○ Procure multimedia/video resources</li> <li>○ Make arrangements to provide alternate &amp; accessible format materials.</li> </ul>		
5.5.2	Library includes talking books.		
5.5.3	Library is networked through “Talking Book Libraries in India”		
5.5.4	Subscribed to Sugamya Pustakalaya.		
5.5.5	Membership of Sugamya Pustakalaya is provided to students and faculty with print disabilities.		
5.5.6	Library’s digital catalogue is accessible.		
5.5.7	Digital collections (e-books, journals, databases) are accessible.		
5.5.8	Support services for accessing library resources are provided.		
5.5.9	Offer access to “Bookshare International” for e-books		
5.5.10	Offer facility of print-accessible library		
5.5.11	Special corner for persons with disabilities.		
<b>5.6</b>	<b>Universal Design for Learning (UDL) is practiced:</b>		
5.6.1	Considers designed space and learning environment that ensures: <ul style="list-style-type: none"> <li>○ Students have a clear line of sight.</li> <li>○ Learning material including print, electronic and interactive texts are within comfortable reach of all students.</li> <li>○ Adequate space for assistive devices.</li> </ul>		
5.6.2	Classrooms provide caring and safe environment ensuring students with disabilities are: <ul style="list-style-type: none"> <li>○ Actively engaging in the classroom activities</li> <li>○ Has dignified and respectable position in the class</li> <li>○ Satisfied with academic and non-academic achievement</li> <li>○ Satisfied with personal wellbeing</li> </ul>		

	○ Satisfied that they are learning to the best of their ability.		
	5.6.3 Students are accommodated through:		
	○ Different teaching strategies		
	○ Different teaching-learning materials those are relevant, engaging and responsive to their learning needs.		
	○ Different teaching-learning materials that makes use of all the senses.		
	○ Different teaching-learning materials that vary in form, level of difficulty and manner of presentation.		
	5.6.4 Faculty prefers simplicity and maintains attention to reduce distraction by:		
	○ Communicating consistent and achievable expectations.		
	○ Collaborating with students to construct learning goals, using clear, student-friendly language.		
	○ Arranging information sequentially to clarify its relative importance.		
	○ Breaking instructions down into small steps.		
	5.6.5 Providing descriptive feedback during the learning.		
<b>5.7</b>	<b>UDL is applied:</b>		
	5.7.1 Access to various types of ICT tools to facilitate learning.		
	5.7.2 Adequate space and a minimum distraction.		
	5.7.3 Faculty reflects on their experience while doing teaching-learning adjustment for all students including students with diverse needs.		
	5.7.4 Faculty rethinks for improving teaching-learning process on a regular basis.		
	5.7.5 Use a variety of teaching-learning materials that make use of all the senses and employ different media.		
	5.7.6 Present information using visual, auditory and kinesthetic formats during instruction.		
	5.7.7 Include auditory as well as a visual mode of language including Sign Language.		
	5.7.8 Varied use of space ensuring flexible models of learning.		
<b>5.8</b>	<b>Accessible Course Materials are designed:</b>		
	5.8.1 Videos are available with captions.		
	5.8.2 Audio support is provided to students with visual disabilities.		
	5.8.3 Content is designed to leverage assistive technology.		
	5.8.4 Digital content and documents are compatible with screen reader technology.		
	5.8.5 Easy-to-read fonts are used.		
	5.8.6 Simple formatting is used in documents.		
	5.8.7 Colour-contrast for the text is considered in documents.		
	5.8.8 Audio/video files are added in courses/documents.		
	5.8.9 Unnecessary use of bold and italics is avoided.		
	5.8.10 Transcripts of audio and video lectures are provided.		
	5.8.11 Availability of Augmentative and Alternative Communication (AAC) and Adaptive Teaching Learning Technology		

**Annexure-III Check-list of Accessibility Audit as per UGC Guidelines and RPwD Act 2016**

<b>Accessibility Audit Check-list (refer UGC Guidelines, 2022 and Harmonised Guidelines 2021 notified under the RPwD Act 2016)</b>				
<b>Date:</b>		<b>Building name:</b>		
<b>No.</b>	<b>External &amp; Internal Elements</b>	<b>Available</b>	<b>Not available</b>	<b>Remarks</b>
1	<b>Approach to the building - tactile paver and leveled surface</b>			
2	<b>Reserved Accessible Parking</b>			
	○ <b>Two wheeler</b>			
	○ <b>Four wheeler</b>			
3	<b>Ramp with handrails, tactile paver</b>			
	○ <b>Entrance</b>			
	○ <b>Exit</b>			
	○ <b>Annex building</b>			
4	<b>Tactile paver</b>			
5	<b>Staircase with handrails, tactile paver and contrast colour strip on edges</b>			
6	<b>Lift lobby</b>			
7	<b>Lift</b>			
8	<b>Accessible All Gender Toilet on all floors</b>			
9	<b>Ladies toilet</b>			
10	<b>Gents Ladies</b>			
11	<b>Drinking water units</b>			
12	<b>Signage - visual and Braille</b>			
13	<b>Accessible room/ class room/ lecture theater</b>			
14	<b>Conference room, faculty room, meeting room, etc.</b>			
15	<b>Labs</b>			
16	<b>Library</b>			
17	<b>Sports Area</b>			
	○ <b>Indoor</b>			
	○ <b>Outdoor</b>			
18	<b>Building adjoining ground and outdoor spaces</b>			
19	<b>Emergency evacuation preparedness and system</b>			
20	<b>Any other</b>			

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Dr. Anjlee Agarwal, Universal Accessibility & Sustainable Mobility Specialist  
Samarthyam Centre for Universal Accessibility