



**D. Y. PATIL
EDUCATION SOCIETY
DEEMED TO BE UNIVERSITY**

KOLHAPUR

NAAC with 'A***' Grade in 3rd Cycle

Diamond: QS I-GAUGE Indian University Ratings

Policy for Accommodating Differently Abled Students

Address: 869, E, D Y Patil Vidyanagar, Kolhapur 416006

Phone: (0231) 2601235-36

Website: www.dypatilunikop.org

Email: info@dypatilkolhapur.org

D. Y. PATIL EDUCATION SOCIETY (DEEMED TO BE UNIVERSITY), KOLHAPUR

Policy for Accommodating Differently Abled Students

Effective Date: 03/03/2023

Approved By: University Council

Review Date: Not later than 3 years

1. Purpose

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 disabilities enjoy their rights equally with others. National Education Policy 2020 (NEP 2020) also emphasizes equity and inclusion in higher education. This policy encompasses the framework for providing all academic, co-curricular and extracurricular activities to differently abled students enrolled in the D. Y. Patil Education Society (Deemed to be University), Kolhapur. It ensures holistic development, equal opportunity, and accessibility for students with physical, sensory, intellectual, or other disabilities.

2. Scope

This policy applies to all differently abled students enrolled in undergraduate, postgraduate and PhD programs across all constituent Units of the D. Y. Patil Education Society (Deemed to be University), Kolhapur.

3. Objectives

- To identify and address specific challenges faced by differently abled students.
 - To provide equitable access to academic and clinical learning opportunities.
 - To ensure inclusive education practices and infrastructure.
 - To promote independent learning, participation, and progression.
 - To identify students facing academic and or personal difficulties in a timely and structured manner.
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4. Nature of Support Provided

Support and accommodations may include, but are not limited to:

a. Academic Support:

- Modified instructional methods: Scribe or reader services or speech to text software, audio, large print, tactile, etc.
- Modified Assessment Methods: Provision of alternative assessment methods, such as extended time for exams, practical procedures, or the use of assistive technology.
- Lecture and Study Materials: Providing lecture notes, study materials, and textbooks in accessible formats, such as Braille or large print or digital formats.
- Classroom Modifications: Adjusting classroom settings, such as seating arrangements to accommodate specific needs.
- Use of assistive technology to support learning and communication.

b. Clinical/Practical Support:

- Modified clinical assessment/ practical techniques.
- Access to supportive tools and devices during procedures

c. Infrastructure Support:

The infrastructure facility in alignment with UGC guidelines are listed as:

- i) Wheelchair - Wheelchairs are available at the main entrances/reception areas of colleges, hospital and hostels.
- ii) Ramps- Ramps are provided for all buildings, with railings, to enable accessibility to buildings. The concerned signage's are also displayed prominently.
- iii) Lifts- Lifts are spacious, safe and energy saving. Braille enabled switchboards are in place.
- iv) Washrooms – “Divyangjan Friendly” washrooms are provided.
- v) Attendants can be provided to assist the students.
- vi) Tactile paths and signage's are provided for easy access.
- vii) Physically accessible classrooms and laboratories are provided to differently abled students.
- viii) Reserved seating and parking is provided.

d. Emotional and Psychological Support:

Counselling Services: Providing access to counselling and mental health services to support the emotional and psychological well-being of differently abled students.

5. Implementation Mechanism

Head of the Institute will designate faculty mentors for coordination and accommodation of differently abled students to ensure that support is delivered in a timely and confidential manner.

Sessions and support mechanisms may be provided in offline, online, or hybrid formats.

6. Monitoring and Evaluation

Student progress and satisfaction will be evaluated through feedback, mentor reports, and academic performance. The Institutes will conduct periodic reviews and improvements to ensure policy effectiveness.

Differently abled students who believe their academic or accommodation or personal needs have not been adequately addressed may file a grievance with the designated faculty mentor.

The Head of the Institute and designated faculty mentor will review the grievance, meet with the student to discuss his/her concern, and work to resolve the issue in a fair and timely manner.

If the student is not satisfied with the resolution, he/she may appeal the decision to the University officials.

7. Roles and Responsibilities

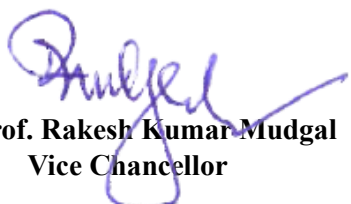
Roles	Responsibilities
Designated Faculty Mentor	Implement accommodations, and monitor progress. Support students academically, emotionally and personally through University Moral Guidance Scheme (UMGS).
Institute	Ensure provision of accessible infrastructure and learning materials
Students	Actively participate in curricular, co-curricular and extracurricular activities and communicate needs

8. Policy Review

This policy will be reviewed once every three years or earlier, based on university goals and student needs.

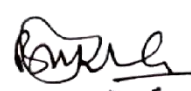
Registrar

869, D. Y. Patil Vidyanagar.
Kolhapur-416006
Phone: (0231) 2601235-36
Email: info@dypatilkolhapur.org


Prof. Rakesh Kumar Mudgal
Vice Chancellor

Vice - Chancellor
D. Y. Patil Education Society
(Deemed to be University)
869, 'E', Kasaba Bawada
KOLHAPUR - 416 006




Dr. V. V. Bhosale
Registrar

Registrar,
D. Y. PATIL EDUCATION SOCIETY
(Deemed to be University)
869, 'E', Kasaba Bawada
KOLHAPUR-416006