

POMPEI COLLEGE AIKALA

Mangaluru-574141

Managed by Catholic Board of Education, Mangaluru

Affiliated to Mangalore University

Reaccredited by NAAC with 'A' Grade



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POLICY FOR DISABLED FRIENDLY AND BARRIER FREE ENVIRONMENT

2020-21



“It is not how much we do, but how much love we put in the doing. It is not how much we give, but how much love we put in the giving.” – Mother Teresa

POMPEI COLLEGE AIKALA

Aikala Post, Mangalore, Karnataka – 574 141

Re-Accredited by NAAC with 'A' Grade (CGPA 3.31) in 3rd Cycle

Affiliated to Mangalore University

Managed by Catholic Board of Education ® Mangalore

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INTERNAL QUALITY ASSURANCE CELL (IQAC)

Policy Document for Disabled Friendly & Barrier Free Environment

Pompei College Aikala is committed to offer an inclusive learning environment by providing reasonable facilities to enable free mobility and independent functioning of differently-abled persons in the campus. Guided by the Rights of Persons with Disabilities Act - 2016, the recommendations of the UGC and the Guidelines of the HEPSN (Higher Education for Persons with Special Needs) Scheme, the College has formulated policies and made adequate infrastructure available to enable disabled persons to access higher education by focussing on their abilities and inherent potential rather than their disabilities. They are provided equal opportunity and freedom to enjoy the same rights as an individual without disabilities. Essential sensitivity is instilled among all by creating awareness so that the disabled live a life of dignity and equality. Towards achieving these ends the College has formulated the following policies:

1. The admission of the disabled shall be done without any discrimination.
2. Adhere to inclusive admission, administration and recruitment policies ensuring equal opportunities for the persons with disabilities.
3. Every student should produce the certificate of disability from the concerned authority.
4. Comply with the existing and future legislations and policies pertaining to higher education of differently-abled persons.
5. Facilitate physically challenged students with equal and inclusive opportunities with others; curricular, co-curricular and extra-curricular.

6. Design infrastructure to enable the physically challenged to easily access various facilities in the institution.
7. Ensure proper maintenance of resources / facilities meant to encourage differently-abled persons to use them for enriching their overall learning experiences.
 - i. Ramps to be provided at appropriate places
 - ii. Visual sign boards and directions to be placed at various spots
 - iii. Flexibility in the timings for students with disability
 - iv. Classes to be arranged on the ground floor for their convenience
 - v. Well-lit classrooms to be provided for students who are visually challenged
 - vi. Seating arrangement to be made closer to the board or closer view of the teaching staff
 - vii. Audio visual support and technical aid to be provided to the student.
 - viii. A willing student guide could be provided to the student to give direction and help the students in studies.
8. Create an environment to provide support to maximize the academic and social development of the physically challenged by instilling greater sensitivity amongst all.
9. Ensure Mentors to monitor the participation, progress of the physically challenged in terms of attainment levels and completion of education of students with disability.
10. Mentors to assist the disabled to apply and avail scholarships.
11. Modifications to be made in the examination system to meet the needs of students with disabilities such as extra time for completion of examination and any other measures, as may be required.
 - i. Scribes to be provided during examinations for visually impaired students provided a written permission is produced by the concerned authority
 - ii. Extra time of 30 minutes to be given during the examination
12. Provide counseling to differently abled students.

13. Allot extra days for book lending for the concerned student in the library.

Improvethethecompetenceofdifferently-

abledstudentstoequipthemtomeetacademicandcareerchallengessmoothly.

Conductawarenessprogrammesforthestaffabouttheapproachestoteaching,evaluationproce-
dures and assistance incase it is necessary to provide.

Assistance to be provided for thedifferently-abledstudents to find suitable employment.
