

## FACILITIES FOR DIFFERENTLY-ABLED PERSONS

- A. Teacher Preparation in Special Education (TEPSE)
- B. Higher Education for Persons with Special Needs (HEPSN)
- C. Visually-handicapped Teachers

## INTRODUCTION

The Persons with Disabilities Act 1995 indicates that differently-abled persons should have access to education at all levels. In the higher education sector, the University Grants Commission (UGC) is supporting universities in the country to involve in special education activities to empower differently-abled persons.

The UGC had started the scheme of assistance to universities to facilitate Teacher Preparation in Special Education (TEPSE) and Higher Education for Persons with Special Needs (Differently-abled Persons) (HEPSN) during the Ninth Five-Year Plan, which continued in the Tenth Plan. Keeping in view the need to provide special education programmes as well as infrastructure to differently-abled persons in higher education institutions, the scheme is extended to the Eleventh Plan too. The details of both the schemes are enumerated as follows:

- A) Teacher Preparation in Special Education (TEPSE) Scheme

The Teacher Preparation in Special Education (TEPSE) scheme is meant for assisting Departments of Education to launch special education teacher preparation programmes to prepare special teachers to teach children with disabilities in both special and inclusive settings. The scheme provides financial assistance to offer B.Ed. and M.Ed. degree courses with specialization in one of the disability areas.

#### Specific Objectives of TEPSE

The specific objectives of the TEPSE scheme are as follows:

To encourage Universities to start M.Ed. special education courses to prepare teacher educators to serve in higher education institutions offering special education teacher preparation courses.

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#### Eligibility

Higher education institutes offering special education course at B.Ed. and/or M.Ed. level will be given assistance under the following conditions.

1. The university department should have the approval of the Rehabilitation Council of India for starting the concerned teacher preparation course in special education.

2. The university should have a model school where differently-abled children are admitted. In the absence of its own model school, university should produce in writing the acceptance of a special/integrated school in the vicinity to function as a model school.

3. The university should have a minimum of five years of experience in running B.Ed. level teacher preparation courses.

4. The university should have constituted an expert committee involving faculty members from the university, experts in the field and differently-abled persons themselves. The committee should meet at least once a year to review the activities related to the scheme(s) concerned.

5. University applying for the scheme should have been approved by the UGC under sections 2(f) and 12(B).

Financial Assistance

Financial assistance to the university departments of education will be

given by the UGC as per the following norms:

1. The university departments will be sanctioned one professor or one reader and two lecturers to run a B.Ed. course; and one professor, one reader and three lecturers when the university offers an M.Ed. course too in special education in any one of the specific disability areas with a minimum of 20 students and a maximum of 30. In the case of University departments desirous of offering M.Ed. special education courses only, provided one of its constituent/ affiliating colleges offers B.Ed. special education in the same specialisation, one professor, one reader, and one lecturer will be sanctioned. The staff appointed for special education courses should have necessary educational qualifications prescribed by the Rehabilitation Council of India.

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2. Assistance from the UGC will be for the Eleventh Plan period and the implementing university should give an undertaking that it will continue the course with the assistance of the state government or generate its own resources to meet the expenditure of the course after the Plan period.

3. The implementing University should also provide extension services to the special schools and integrated schools to strengthen the quality of special education in those settings.

4. In addition to the salary grant, the UGC will provide a maximum of Rs. 2,00,000/- per institute towards purchase of books, journals, use of services from collaborating institutions, special aids and appliances for its special education teacher preparation courses when it runs a B.Ed. special education or M.Ed. special education course only and provides an assistance of Rs. 4,00,000/- when it runs both B.Ed. and M.Ed. special education courses. However, this grant will be sanctioned only after the staffs approved have been appointed by the university.

5. The continuation of the grant to the institute is contingent upon the demonstration of satisfactory performance during the mid-term evaluation to be carried out by the UGC.

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PROFORMA A

1. Name and address of university

2. Year of establishment
  
3. Does the institute come under sections 2(f) and 12(B) of the UGC Act?
  
4. Teacher preparation courses currently offered by the university
  
5. Special education courses, if any, offered by the university
  
6. Is the university recognised by the Rehabilitation Council of India to offer special education courses?
  
7. Name of the course for which assistance from the UGC is sought
  
8. How many students will be admitted to the course?
  
9. What will be the requirement of staff for running the new course?
  
10. Does the university provide any extension services to differently-abled individuals or schools or both?
  
11. Brief history of the university
  
12. Annual expenditure of the course (recurring and non-recurring)

13. Undertaking from the University that it will meet the expenditure of the course after the completion of the XI plan period.

Date Signature of Head of university department

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## B) HIGHER EDUCATION FOR PERSONS WITH SPECIAL NEEDS (HEPSN) SCHEME

The HEPSN scheme is basically meant for creating an environment at the higher education institutions including Universities to enrich higher education learning experiences of differently-abled persons. Creating awareness about the capabilities of differently-abled persons, constructing facilities aimed at improving accessibility, purchase of equipment to enrich learning, etc., are the broad categories of assistance under this scheme.

### Specific Objectives of HEPSN

The specific objectives of the HEPSN Scheme are as follows:

1. To provide equal educational opportunities to differently-abled persons in higher education institutions.
2. To create awareness among the functionaries of higher education about the specific educational needs of differently-abled persons.
3. To equip higher education institutions with the facilities to provide access to differently-abled persons.
4. To provide special devices to higher education institutions that will augment the learning experiences of differently-abled persons.
5. To monitor the implementation of all existing and future legislation and policies, which are pertaining to higher education of differently-abled persons.

#### Eligibility

Higher education institutes will be provided assistance under the HEPSN scheme when they fulfill the following conditions.

1. The university should have enrolled a minimum of 10 disabled



persons, including persons with visual impairment, hearing impairment, and locomotors disability, etc., in its various courses. The definitions of disability are in accordance with the Persons with Disabilities Act 1995.

2. The university applying for the scheme should have been approved by the UGC under sections 2(f) and 12(B).

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3. The university should have constituted an expert committee involving faculty members from the university, experts in the field and differently-abled persons themselves. The committee should meet at least once a year to review the activities related to the scheme(s) concerned.

Provision of Facilities and Financial assistance

The HEPSN scheme has three components. They are enumerated below:

Component 1

Establishment of Enabling Units for differently-abled persons:

In order to develop awareness in the higher education system and also to provide necessary guidance and counseling to differently-abled persons, it is proposed to establish resource units in universities in the country, which will be called as Enabling Units. The functions of this Enabling Units will be to:

1. facilitate admission of differently-abled persons in various courses;
2. provide guidance and counseling to differently-abled individuals;
3. create awareness about the needs of differently-abled persons, and other general issues concerning their learning; and
4. assist differently-abled graduates to gain successful employment in the public as well as private sectors.

The special unit will be coordinated by a faculty member to be nominated by the head of the institution. He/she will work as honorary coordinator for which a token honorarium of Rs. 4000/- per month will be paid. There is also a provision for appointment of a honorary counselor-cum-placement officer for the Enabling Unit from amongst the faculty members of the university and he/she will be paid a token honorarium of Rs.3000/- per month. Honorarium will be paid from the date of joining.

The coordinator and the placement officer can avail the services of experts and personnel for organising awareness programmes, counseling sessions, etc., and for this purpose a provision of Rs.4,000/- per month will be available. The unit will also have a

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budgetary provision of Rs.30,000/- per year towards general administration, stationery, contingencies, etc., for efficient and independent functioning in order to achieve its objectives. The Enabling Unit will also be involved in arranging awareness programmes on disabilities within the university and also in other higher education institutions in the university area/district. A budgetary provision of Rs.40,000/- per unit per year will be made by the UGC for this purpose. The higher education institution availing of assistance for Enabling Unit should make adequate space available for this unit.

The major functions of the Enabling Unit will be as follows:

- a. To provide counseling to differently-abled students on the types of courses they could study at the higher education institutions.

b. To ensure admission of as many differently-abled students as possible through the open quota and also through the reservation meant for them.

c. To gather orders dealing with fee concessions, examination procedures, reservation policies, etc., pertaining to differently-abled persons.

d. To assess the educational needs of differently-abled persons enrolled in the higher education institutions to determine the types of assistive devices to be procured.

e. To conduct awareness programmes for teachers of the institution about the approaches to teaching, evaluation procedures, etc, which they should address in the case of differently-abled students.

f. To study the aptitude of differently-abled students and assist them in getting appropriate employment when desired by them after their studies.

g. To celebrate important days pertaining to disability such as the World Disabled Day, White Cane Day, etc., in the institution and also in the neighbourhood in order to create awareness about the capabilities of differently-abled persons.

h. To ensure maintenance of special assistive devices procured by the higher education institution under the HEPSN scheme and encourage differently-abled persons to use them for enriching their learning experiences.

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i. To prepare annual reports with case histories of differently-abled persons who are benefitted by the HEPSN scheme sanctioned to the higher education institution.

An expert team appointed by the University Grants Commission will carry out evaluation of the functioning of the Enabling Unit from time-to-time to enrich their services to differently-abled persons

Component 2

Providing Access to Differently-abled persons

It has been felt that differently-abled persons need special arrangements in the environment for their mobility and independent

functioning. It is also a fact that many institutions have architectural barriers that disabled persons find difficult for their day-to-day functioning.

Under this scheme the universities are expected to address accessibility related issues as per the stipulations of the Persons with Disabilities Act 1995, and ensure that all existing structures as well as future construction projects in their campuses are made disabled friendly.

The institutions should create special facilities such as ramps, rails and special toilets, and make other necessary changes to suit the special needs of differently-abled persons. For this purpose, the UGC will make a one-time grant of up to Rs. 10 lakhs per university during the plan period. The construction plans should clearly address the accessibility issues pertaining to disability. Guidelines on accessibility laid out by the office of the Chief Commissioner of Disabilities, Government of India (website: [www.ccdisabilities.nic.in](http://www.ccdisabilities.nic.in)) may be followed in the case of construction and making the environment disabled friendly.

### Component 3

Providing Special Equipment to augment Educational Services for Differently-abled Persons

Differently-abled persons require special aids and appliances for their daily functioning. These aids are available through various schemes of the Ministry of Social Justice and Empowerment. In addition to the procurement of assistive devices through these schemes, the higher

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education institution may also need special learning and assessment devices to help differently-abled students enrolled for higher education.

Availability of devices such as computers with screen reading software, low-vision aids, scanners, mobility devices, etc., in the institutions would enrich the educational experiences of differently-abled persons. Therefore, universities are encouraged to procure such devices. The UGC will provide an ad hoc one-time grant of up to Rs. 8.0 lakhs per university/college during the Eleventh Plan period.

How to Apply for the Scheme

1. Application for specific projects should be sent in the prescribed proforma in triplicate (Proforma B)

2. Each proposal should have been scrutinised and recommended by the expert committee to be formed by the implementing institutions.

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PROFORMA-B

1. Name and address of university
2. Year of establishment
3. Does the university come under sections 2(f) and 12(B) of the UGC

Act?

4. Nature of services currently offered by the university for the welfare of disabled persons

5. How many disabled persons are currently enrolled in the university?

6. Name of the component(s) of HEPSN for which assistance from the



UGC is sought

7. How the scheme will be implemented?
8. Whether the proposal has been forwarded through the University?
9. Brief history of the university
10. List of the managing committee members of the university
11. Annual expenditure of the course (recurring and non-recurring)
12. Any other relevant information supporting the proposal

Date Signature of Head/Authorised

Signatory of university (with seal)

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C) Visually- Challenged Teachers

INTRODUCTION

The Scheme has been formulated to help visually challenged permanent teachers to pursue teaching and research with the help of a reader and by using teaching and learning aids by way of providing Reader's Allowance and funds for purchase of Braille books, recorded materials, etc.

#### OBJECTIVES

To provide facility to help visually challenged permanent teachers to achieve self dependence by using various aids for teaching, learning and research.

#### ELIGIBILITY/TARGET

All the visually challenged teachers who are working in universities, which are included under Section 2(f) and 12(B) of the UGC Act, are covered under the scheme.

#### NATURE OF ASSISTANCE

The Commission proposes to enhance the existing ceiling allowance to visually challenged permanent teachers to Rs.18,000/- p.a. The amount is to be utilized for the following purposes:

- (a) Payment to reader.
- (b) Purchase of Braille Books/Material
- (c) Purchase of recorded materials
- (d) Any other related/required material/equipment for research, teaching and learning.

The amount payable to reader shall not exceed Rs.50/- per hour. The University shall reimburse the amount to visually challenged teachers on receipt of actual bills, duly countersigned by the teachers, and on receipt of the actual amount received by the reader. The scheme will end with the plan period.

#### PROCEDURE FOR APPLYING FOR THE SCHEME

The applications with respect to Universities may be sent to the main office of UGC. The University should prepare a consolidated list of all the visually challenged teachers in their Institution and send the same to the University Grants Commission for the first instalment of the grant.

UGC will make an yearly review.