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## Policy for Disabled Friendly

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The national policy for persons with disabilities was formulated by the Government of India in February 2006. Chandigarh Business School of Administration (CBSA) has implemented these policies in the teaching and learning process. The policy aims to address educational rehabilitation for persons with disabilities, emphasizing equal opportunities, protection of rights, and full participation in the academic environment for individuals with disabilities.

It's commendable that CBSA recognizes people with disabilities as valuable human resources and is committed to creating an inclusive environment. This aligns with the broader goals of promoting accessibility, equal opportunities for education, and participation in various spheres of life for individuals with disabilities. It's commendable that CBSA recognizes the importance of inclusive education and is committed to providing a comprehensive teaching and learning environment. The right to education, as emphasized in various international and national frameworks, includes the principle of inclusivity, ensuring that individuals with identified disabilities or learning difficulties have equal access to educational opportunities.

The commitment of CBSA to creating an inclusive environment for both students and employees aligns with the broader goal of promoting diversity, equal access, and the full participation of all individuals in the educational process. Inclusive education not only benefits those with disabilities but also enriches the overall learning environment by fostering a sense of diversity and understanding among all members of the academic community.

By extending a helping hand towards differently-abled students and employees, CBSA is not only fulfilling its legal and ethical obligations but also contributing to the creation of a more equitable and compassionate learning and working environment. It is apparent from the outlined policies that CBSA is actively focusing on creating an inclusive and accessible environment for differently-abled students. The key points of the institution's policy include:

- Planning activities, programs, and services that are easily accessible to differently-abled students.
- Ensuring the use of proper text and pictogram signage, such as tactile paths, lights, display boards and signposts, in visible and touchable locations.
- Using signage with raised outlines and bright color contrast, including symbols for males and females in accordance with local customs and standards.
- Providing adequate support, resources, and assistive technology for learners with disabilities, both inside and outside the classroom.
- Offering assistance and additional opportunities for differently-abled students in the learning process beyond regular class hours.
- Conducting awareness programs for teaching staff, non-teaching staff, and students to educate them about accessibility issues.
- Ensuring that classrooms for differently-abled students are located on the ground floor for easy access to laboratories, libraries, etc.
- Ensuring that restrooms are barrier-free and easily accessible for all types of differently-abled persons.
- Providing chairs and tables with specific designs to accommodate the special requirements of students and employees.
- Ensuring that the design of the building, including ramps and lifts, is in accordance with the needs of disabled persons.

- Offering various provisions such as human assistance, readers, scribes, soft copies of reading material, and screen reading.

These policies reflect a holistic approach to inclusivity, covering physical accessibility, educational support, awareness, and the provision of resources to create an environment where individuals with disabilities can fully participate in academic life.