



I-ACCESS RIGHTS MISSION
CENTRE FOR DISABILITY STUDIES & ACTION
SCHOOL OF SOCIAL WORK
TATA INSTITUTE OF SOCIAL SCIENCES



K. J. SOMAIYA COLLEGE OF ENGINEERING
K. J. SOMAIYA COLLEGE OF EDUCATION
K. J. SOMAIYA INSTITUTE OF DHARMA STUDIES

INDIVIDUALISED EDUCATION PROGRAMME



**STUDENTS WITH
DISABILITY IN
HIGHER EDUCATION**

EDUCATIONAL ACCOMODATIONS

SUMMARY REPORT 2022

STUDENTS WITH DISABILITIES IN HIGHER EDUCATION

Students with disabilities (SWDs) represent a population of college students that has been increasing significantly in the past two decades in India. Legislations such as the Persons with Disabilities (PWD) Act, 1995 and the Rights of Persons with Disabilities (RPWD) Act, 2016, emphasise equal opportunities and reasonable accommodation for SWDs in schools as well as higher education. Implementation of the provisions of these legislations, in addition to advances in assistive and medical technologies, has resulted in increased opportunities for higher education for individuals with disabilities. However, students with disabilities often experience challenges and barriers that interfere with their ability to access and demonstrate learning. The barriers to learning can be related to the way the information is presented (e.g., text, lecture), how the student is required to respond (e.g., writing, speech), the characteristics of the academic environment (e.g., noise, lighting) and the timing and scheduling of instruction (e.g., time of day, length of assignment).

Since students with disabilities have unique academic and/or social needs, it becomes imperative that educational institutions formulate specific strategies to enhance the learning experiences of SWDs. In order to address the barriers and challenges experienced by students with disabilities, educational accommodations should be provided with. The primary purpose of academic accommodations is to improve educational equity for all students by providing students with disabilities equal access to learning and an equal opportunity to demonstrate their knowledge. Educational accommodations are alterations and/or adaptations made to the delivery of instruction and/or mode of testing or assessment while keeping the principal curricular or academic content the same (Lovett and Lewandowski, 2015). Special education plans, like the Individualised Education Plan (IEP), includes multiple accommodations, modifications and strategies/interventions.

Accommodations, Modifications and Strategies/Interventions

Accommodations are adaptations or changes in educational environments or practices that help students overcome the barriers presented by their disability. Accommodations can be used in the areas of instruction and testing. *Instructional accommodations* imply changes to the method of classroom instruction and educational materials. *Testing accommodations* refer to the changes to the format of the test or the method of its administration. Accommodations change **how** the student learns or is tested but not **what** the student learns and a test measures.

Accommodations do not change the expectations for learning, do not reduce the requirements of the task and do not change what the student is required to learn.

Modifications are adaptations that change *what* students learn. Modifications are used for students who require more support than what accommodations can provide. Modifications reduce the expectations of learning and reduce the requirement of the task. Some examples of accommodations and modifications are provided in the table below.

Type of Disability	Challenge	Accommodation	Modification
Visual Impairment	Reading printed text	<ul style="list-style-type: none"> • Audio version of text • Large-print materials • Braille materials 	Alternate assignment
Specific learning disability	Decoding text	<ul style="list-style-type: none"> • Audio books • Text-to-speech software 	Read a lower-level book
ADHD	Remaining focused	<ul style="list-style-type: none"> • Allow frequent breaks • Mark answers directly in the test booklet vs. on a bubble answer sheet 	Fewer homework questions
Locomotor Disability	Writing notes (due to inability to hold pencil)	<ul style="list-style-type: none"> • Permit oral response • Speech-to-text software 	Shorter report

Instructional strategy or intervention involves teaching the students by using a series of steps to address the area of deficit and/or provide additional skill-training. Instructional strategies do not address the barriers but areas of deficit. For eg: for challenges in reading comprehension, strategies employ the use of colour-coded information, diagrams, pictures etc, for mathematical computation, mnemonics, or calculator are used and for behavioural regulation issues, preferential seating or separate seating for exams, etc are useful.

Types of Accommodations and Modifications

Three main types of accommodations and modifications are beneficial for supporting students with disabilities in higher education: academic, behavioural and environmental. Additionally, to choose the appropriate accommodations, modifications and instructional strategies, it is essential to consider that each individual is unique and has different needs, and their accommodations, modifications and interventions should be recommended keeping in mind their academic, behavioural and environmental needs.

Academic accommodations can be organized into four categories:

Presentation – how the student will access information.

Response – how the student will demonstrate competence.

Setting – where the student will be instructed and assessed.

Scheduling – when the student will be instructed and assessed.

Common examples of academic accommodations are given in Appendix B.

I-ACCESS RIGHTS MISSION

The I-Access rights mission is a Field Action Project initiative that enables accessibility & inclusion of students with disability in higher education. Initiated by the Center for Disability Studies & Action at TATA Institute of Social Sciences in 2013, the project seeks to develop an inclusive & accessible education policy framework, builds awareness & sensitizes stakeholders in the field of higher education to create an environment conducive to the growth & participation of students with disability, eliminate barriers to help develop a culture of inclusion and take affirmative action to ensure access to information, communication, education, mobility, technology & accommodation. The project seeks to include the principles enshrined in the UNCRPD to make available academic resources in accessible format for inclusive education in higher education for students with disabilities.

Vision: I-Access Rights Mission aims to facilitate a dialogue in all academic disciplines on the issue of disability & enabling an inclusive & accessible education for students with disability in higher education.

Mission: I-Access Rights Mission initiated as Disability & accessibility mission at the Centre for Disability Studies. This aims towards taking Reasonable Accommodation & affirmative action on education & accessibility issues of students with disability in University campus. This initiative is towards facilitating inclusive culture and social cohesion with reference to students with disabilities in higher education and promoting their living with dignity.

Objectives

1. To take steps for accessibility issues at the university level regarding Students with disabilities.
2. To understand the emerging issues and challenges of students with disabilities in higher education.

3. To create awareness and sensitisation programmes to promote an inclusive culture among all students on campus using various art forms like media, painting and theatre and all forms of art.
4. Developing guidelines for teachers and peers regarding Students with Disabilities and working towards designing academic activities & curriculum on Universal Design and Accessibility for inclusion.

INDIVIDUALISED EDUCATION PROGRAM FOR STUDENTS WITH DISABILITIES

I Access Rights Mission collaborated with K.J. Somaiya College of Engineering, K.J. Somaiya College of Education and K.J. Somaiya Institute of Dharma Studies to conduct Needs Assessment, formulate Individualised Education Program (IEP) and recommend Educational Accommodations for students with disabilities, in order to make higher education more accessible for students with disabilities by involving all crucial stakeholders.

Needs Assessment

Needs Assessment is a process used to identify gaps between the expectations of individual performance and the reality of their current delivery of those expectations. A needs assessment helps to determine the areas that need to be worked on to accomplish the required goals. Thus, needs assessment informs a project's overall goals and plan of action by helping to identify targeted strategies and prioritising resources.

A semi-structured interview was the tool used for the needs assessment of students with disabilities at K.J. Somaiya College of Engineering, K.J. Somaiya College of Education and K.J. Somaiya Institute of Dharma Studies. Needs Assessment was conducted for the following students.

NAME	COURSE	COLLEGE
Rishabh Pote	3 rd year, B.Tech. Computer Engineering	K.J. Somaiya College of Engineering
Kinjal Kothari	2 nd year, B.Ed	K.J. Somaiya College of Education
Pankaj Prasad	1 st year, PGD in Yoga Science	K.J. Somaiya Institute of Dharma Studies
Vikram Vishwakarma	M.A. in Sanskrit	K.J. Somaiya Institute of Dharma Studies

INDIVIDUALISED EDUCATION PROGRAMME (IEP)

RISHABH POTE

A. Basic Information:

1. **Date of Meeting:** 19th October 2022 & 27th October 2022
2. **Purpose of Meeting:** Initial Needs Assessment
3. **Name of Student:** Rishabh Pote
4. **Date of Birth:** 10th October 2002
5. **Age:** 20 years **Gender:** Male
6. **Phone Number:** 9987798087
7. **Email:** rishabh.pote@gmail.com
8. **Educational Background:** 10th Std: 93%
12th Std: 67%
Currently Pursuing: 5th semester B.Tech.
9. **Name of College:** K.J. Somaiya College of Engineering
10. **Course & Specialisation:** B.Tech. in Computer Engineering
11. **Type of Disability:** Dyslexia with Dysgraphia
12. **Individuals who participated in the Meeting:** The first meeting was conducted with the mother and second meeting was conducted with the student.
13. **Parent's Name:** Dr Pragati Pote
Parent's Phone Number: 9867124550
Parent's Email: pragatipote.ghd@gmail.com
14. **Suggested Date of Review:** 1st March 2023

B. Present Level of Educational Achievement and Functional Performance:

1. **General Background:** Rishabh is an ambitious, hard-working, intelligent and sensitive student. He currently functions in several leadership roles as member chairman of Leo Club and the founder of Mashak Tech, a software-based startup. He is also a qualified National-level Rifle Shooting champion and plays eleven sports. He has produced, directed and hosted a talk show about Pepperfry and Red Bull. He is also a blog writer. However, he mentions that certain aspects of academics are challenging for him, and he is on the verge of dropping out of college because of his inability to cope with academic requirements.
2. **Cognitive Functioning:** He generally displays high cognitive abilities but mentions that he faces difficulty understanding and creating algorithms for computer softwares

Creating algorithms is a requisite for some of his subjects. However, he mentions that coding by itself is manageable for him. He feels he has ADHD and cannot concentrate well in most classes. However, he says he can concentrate well when a significant immediate and long-term reward is available for a specific task; for e.g., he can concentrate for hours on tasks related to his startup because they provide him financial security and are stepping stones to building a successful career and future.

- 3. Academic Performance:** He mentions having difficulties in writing skills since childhood but was good academically till 4th grade. He failed in grade 5 and faced challenges until he was diagnosed with Dyslexia with Dysgraphia in 9th grade. He mentions that he employs alternative ways to bypass his Dysgraphia challenges, which are not a concern to him. He mentions that his ability to grasp new concepts is very good. However, he has attention difficulties, making it harder for him to concentrate in class. As a result, his attendance in classes is very poor.
- 4. Communication:** His ability to host talk shows and lead his startup team, interact with business contacts, and establish collaborations related to his startup shows his good communication skills. However, he mentions that he dislikes talking much or discussing his personal matters with anyone.
- 5. Physical Characteristics:** He is very active in eleven sports including being a national-level Rifle shooting champion. He also mentions that he engages in many physical activities because they help him regulate his emotions, concentrate more and sleep well.
- 6. Emotional/Behavioural/Social Aspects:** He mentions that he is extroverted and easily becomes aggressive. He fears studying as he feels that academics is challenging for him and the output is not proportionate compared to the required effort. However, since he recognises the importance and necessity of completing his degree, he wants to put in as much effort as is necessary for him to pass. He seems to be very stressed about his education, career and future. He mentions having two good friends and that he likes to spend time with them but does not like sharing his personal problems with them. His relationships with his father and mother are cordial but not comfortable. Usually, he does not heed their advice and becomes angry when told to do things.
- 7. Adaptive Characteristics:** He shows many practical skills and strengths and is also very ambitious about having a successful career. However, he appears stressed and uncomfortable when discussing his social and peer relationships. He recognises the importance of completing his degree but does not want to put much effort into his

studies. He expects some academic modifications from the college to support him in completing his education.

8. **Ecological Factors:** Meetings with the student and his mother revealed a stressful environment at home. The student does not like to communicate much with his mother and father. His mother mentions that he probably feels pressured to excel in his career because of his father's 'unspoken' expectations. The student mentions that his classmates do not like him and think of him as a selfish person who is unavailable when they need him. Earlier, he had one good friend in class, but now they do not talk much. He does not like community participation and avoids social gatherings.
9. **Career Goals:** He is very ambitious about his career and wants to either become a Chief Anything Officer (CXO) of a successful startup or join the Central Defense services and get a senior post in Army Intelligence to solve complex criminal cases.

C. Needs & Concerns, Annual Goals & Short-Term Objectives And Recommendations

1. Needs & Concerns:

- a. **Needs & Concerns 1:** The student requests *Test Timing Accommodation* of employment of short duration examination.
- b. **Needs & Concerns 2:** The student requests *Assignment Modification* of employing objective questions in examination.
- c. **Needs & Concerns 3:** The student requests *Curriculum Modifications* of reduced the attendance requirement.
- d. **Needs & Concerns 4:** The student requests *Curriculum Modifications* of providing a smaller, targeted syllabus.
- e. **Needs & Concerns 5:** The student requests *Curriculum Modifications* of providing a question bank before examination

2. Annual Goals & Short-Term Objectives:

- a. **Annual Goal 1:** Student passes all subjects and fulfils attendance requirements.
 - i) **Short-Term Objective 1:** Formation of a revised/tailored schedule made collaboratively by the student and faculty members for attending classes while maintaining adequate attendance as per guidelines provided by UGC and provisions of RPWD Act, 2016.

- ii) **Short-Term Objective 2:** Collaborative discussion and implementation of necessary, reasonable educational/academic accommodations and modifications requested as per guidelines and provisions of RPWD Act, 2016.
 - iii) **Short-term Objective 3:** Collaborative discussion and implementation of extra individual education sessions for areas of subject difficulties.
- b. **Annual Goal 2:** Successful Continuation of Education
- i) **Short-term Objective 1:** Periodic review of needs and concerns of the student and faculty.
 - ii) **Short-term Objective 2:** Periodic collaborative discussion and implementation of necessary, reasonable academic accommodations and modifications.

3. Recommendations:

a. **Classroom Recommendations:**

- i) Employment of instructional accommodations, including adjustment of timing, pace and method of lecture delivery, such that the initial period of the class addresses the most critical and challenging sections of the topic in an interesting and creative manner to accommodate the student's short attention span.
- ii) Use of audio-visual aids in class and for self-study to facilitate employment of auditory and visual learning pathways to support students with learning disabilities.
- iii) Use of activities to support kinaesthetic learning in students with learning disabilities.
- iv) Sensitisation of peers regarding challenges faced by students with difficulties.
- v) Sensitisation of peers regarding the importance and methods of peer-support.

b. **Teacher Recommendations:**

- i) Individual tutoring sessions with teachers to employ step-by-step and/or innovative instructional strategy/intervention to enhance learning of topics that are challenging like creating algorithms.
- ii) Use of test timing accommodations to conduct shorter duration exams to accommodate the student's shorter attention span.
- iii) Utilise assignment modifications to conduct an alternative form of examination, for e.g., use of MCQs, wherever possible.

D. Periodic Review of Services:

It is advisable to conduct a review of the accommodations, modifications and additional services provided to the student once every semester. Mid-semester is the most appropriate period for conducting review meetings.

KINJAL KOTHARI

A. Basic Information:

1. **Date of Meeting:** 19th October 2022
2. **Purpose of Meeting:** Initial Needs Assessment
3. **Name of Student:** Kinjal Kothari
4. **Date of Birth:**
5. **Age:** **Gender:** Female
6. **Phone Number:** 9769100910
7. **Email:** kinjal.kothari45@gmail.com
8. **Educational Background:** 10th Std: 92%
12th Std: 82%
Bachelors: B.Com
Currently Pursuing: 2nd year B.Ed.
9. **Name of College:** K.J. Somaiya College of Education
10. **Course & Specialisation:** Post-graduate course – B.Ed.
11. **Type of Disability:** ADHD, Dyslexia with Dyscalculia
12. **Individual who participated in the Meeting:** Student
13. **Suggested Date of Review:** 1st March 2023

B. Present Level of Educational Achievement and Functional Performance:

1. **General Background:** Kinjal is an intelligent, social and humble person. In addition to doing her B.Ed, she runs her own preschool and manages and supports the teachers in preschool by preparing worksheets, lesson plans, etc. Since she has dyscalculia, her parents support her with the financial aspects and also sometimes when she is busy in college. In college, she participates in extra-curricular activities and is currently in-charge of videography for cultural events. She was on medication for ADHD until one year ago but stopped medication because of side effects.

2. **Cognitive Functioning:** She has attention issues and gets zoned out during classes. She listens to the teacher but at times, cannot understand what the teacher says. Her attention span is of 1 hour. It increases when she is studies under pressure, e.g., during exams. She copes by taking notes from friends and understanding concepts by reading the notes at home. She has dyscalculia and faces challenges while working with numbers. But her coursework largely does not include the use of numbers. Her IQ was 137 while she was in school.
3. **Academic Performance:** She was not good in her studies in school and failed in Math despite having an above-average IQ. She also had handwriting issues but scored very well in 10th grade.
4. **Communication:** She doesn't face any issues while communicating with others.
5. **Physical Characteristics:** She enjoys working out and does not face any related difficulties.
6. **Emotional/Behavioural/Social Aspects:** She does not face any major emotional issues. She believes that since she is studying to become a teacher, her classmates have a very inclusive attitude. But she does not expect anyone else outside of her classroom to have an inclusive culture. She used to face social stigma as a child because of her disability and failed in Math in 9th grade because she was ashamed of using a calculator that was provided to her to accommodate her dyscalculia.
7. **Ecological Factors:** Her parents and friends are very supportive of her. Since her classmates are studying to become teachers and are taught about inclusive education for children with disabilities, they are aware and compassionate of the challenges faced by persons with disabilities and treat her very well. They help her whenever she needs help with notes, etc. Her parents also support her in financial management of her preschool and other activities whenever required.
8. **Career Goals:** Her career goal is to run her preschool successfully. She is wants to pass all subjects and is not worried about scoring very well.

C. Needs & Concerns, Annual Goals & Short-Term Objectives And Recommendations

1. Needs & Concerns:

- a. **Needs & Concerns 1:** Some faculty members are not inclusive for students with disabilities and ignore the challenges faced by them.

- b. **Needs & Concerns 2:** The student requests *instructional presentation accommodations* of teaching the subject matter by using interesting methods like audio-visuals, etc., as opposed to traditional pedagogy.

2. Annual Goals & Short-Term Objectives:

- a. **Annual Goal 1:** Student passes in all subjects.
 - i) **Short-Term Objective 1:** Implementation of innovative and interesting methods of pedagogy in classrooms like a digital mode of education, use of flashcards, etc.
- b. **Annual Goal 2:** Creation of an inclusive environment in campus.
 - i) **Short-Term Objective 1:** Organisation of Sensitisation sessions with teachers and students about challenges faced by students with disabilities in higher education and ways of supporting them.

3. Recommendations:

a. Classroom Recommendations:

- i) Employment of instructional accommodations, including adjustment of timing, pace and method of lecture delivery, such that the initial period of the class addresses the most critical and challenging sections of the topic in an engaging and innovative manner to accommodate the student's short attention span.
- ii) Use of digital aids like videos and flashcards in class and for self-study to facilitate understanding of concepts in a short time span.

b. Teacher Recommendations:

- i) Sensitisation of teachers about challenges faced by students with disabilities in higher education and promotion of an inclusive culture.
- ii) Creation of an inclusive environment by providing accommodations for students with disabilities wherever the need arises.

D. Periodic Review of Services:

It is advisable to conduct a review of the accommodations, modifications and additional services provided to the student once every semester. Mid-semester is the most appropriate period for conducting review meetings.

PANKAJ PRASAD

A. Basic Information:

1. **Date of Meeting:** 19th October 2022
2. **Purpose of Meeting:** Initial Needs Assessment
3. **Name of Student:** Pankaj Prasad
4. **Date of Birth:** 17th September 1992
5. **Age:** 30 years **Gender:** Male
6. **Phone Number:** 7992366194
7. **Email:** pankajprasadkalki@gmail.com
8. **Educational Background:** **10th Std:** Passed
12th Std: Passed
Bachelors: B.Com in 2013
Currently Pursuing: 1st year PGD in Yogic Sciences
9. **Name of College:** K.J. Somaiya Institute of Dharma Studies
10. **Course & Specialisation:** Post-graduate Diploma in Yogic Science
11. **Type of Disability:** Locomotor Disability – Left ankle
12. **Individual who participated in the Meeting:** Student
13. **Suggested Date of Review:** 1st March 2023

B. Present Level of Educational Achievement and Functional Performance:

1. **General Background:** Pankaj is a nervous, reserved and disciplined individual. He joined the Armed Forces after completing graduation. He survived an injury while serving in the Armed forces and developed locomotor disability due to the injury. He joined the PGD in Yogic Sciences to improve his mental and physical strength but is not satisfied with the implementation of the course. He feels they teach more theory and less practical, so he cannot connect well with the class.
2. **Academic Performance:** He has been an average student and completed his school education till 12th grade and graduation from Ranchi. After that, he joined the Armed Forces.
3. **Communication:** He has no issues communicating with others.
4. **Physical Characteristics:** He developed multiple fractures while working in the Armed Forces and the fractures were malunited, resulting in his disability. His injury site is painful, and he has morning stiffness. He has difficulty bearing weight on his

legs. It is difficult for him to run and walk long distances and on uneven surfaces. He is unable to mount his toes and becomes imbalanced.

5. **Emotional/Behavioural/Social Aspects:** He appeared resigned about his acquired disability. He mentioned that he missed the days when he was physically strong and could run long distances without getting tired. The constant pain in his ankle reminded him that he could not run, making him depressed, upset and irritated. He used to release his emotional stress by running, and after the disability, he could not do that. He also mentioned that being an ex-army officer, he is not able to pay much attention to his feelings.
6. **Ecological Factors:** He completed his schooling and graduation in Ranchi and joined the Armed Forces. He got his injury but continued working for about 4 years. Then he worked in another job for about 3 years. He lives with his family in Ambarnath and commutes every day to college.
7. **Career Goals:** He was in the Armed Forces for more than 4 years and then worked for 3 years. He left his job 3 months ago and joined the PGD in Yogic Sciences.

C. Needs & Concerns, Annual Goals & Short-Term Objectives And Recommendations

1. Needs & Concerns:

- a. **Needs & Concerns 1:** The student requests the availability of battery cars for commuting within the campus premises for quick movement from one part of campus to another.
- b. **Needs & Concerns 2:** The student requests *instructional accommodations* in the mode of delivery of classes from technical and theoretical to practical.

2. Annual Goals & Short-Term Objectives:

- a. **Annual Goal 1:** Satisfactory completion of Diploma course.
 - i) **Short-Term Objective 1:** Implementation of practical methods of delivery of classes instead of use of digital mode.
- b. **Annual Goal 2:** Providing the student with the ability to deal with social stigma regarding disability.
 - i) **Short-Term Objective 1:** Collaborative discussion on employing counselling services.

- ii) **Short-Term Objective 2:** Sensitisation sessions with teachers and students about challenges faced by students with disabilities in higher education and ways of supporting them.

3. Recommendations:

a. Classroom Recommendations:

- i) Employment of instructional accommodations, including practical methods of lecture delivery instead of use of digital aids.
- ii) Sensitisation of students and teachers about challenges of students with disabilities in higher education and ways of working with them.

b. Campus Recommendations:

- i) Availability of battery cars within the campus for ease of movement of students with locomotor disabilities within the campus.

D. Periodic Review of Services:

It is advisable to conduct a review of the accommodations, modifications and additional services provided to the student once every semester. Mid-semester is the most appropriate period for conducting review meetings.

VIKRAM VISHWAKARMA

A. Basic Information:

- Date of Meeting:** 19th October 2022
- Purpose of Meeting:** Initial Needs Assessment
- Name of Student:** Vikram Vishwakarma
- Date of Birth:** 12th February 1997
- Age:** 25 years **Gender:** Male
- Phone Number:** 9819116737
- Email:** vikramvish7@gmail.com
- Educational Background:** 10th Std: Happy Home and School for the Blind
12th Std: K.J. Somaiya College of Arts & Commerce
Bachelors: B.A. Sanskrit
Currently Pursuing: M.A. Sanskrit

9. **Name of College:** K.J. Somaiya Institute of Dharma Studies
10. **Course & Specialisation:** Post-graduate course – M.A. Sanskrit
11. **Type of Disability:** Visual Impairment (100% disability)
12. **Individual who participated in the Meeting:** Student
13. **Suggested Date of Review:** 1st March 2023

B. Present Level of Educational Achievement and Functional Performance:

1. **General Background:** Vikram is a knowledgeable, confident and talkative student with visual impairment. He is interested in learning about ancient Indian scriptures and sources of knowledge; hence, he pursued Sanskrit as his bachelors and masters. Additionally, he is interested in socialising, participating in cultural activities, and also being a member of the cultural team. He is passionate about the causes of persons with disabilities and wishes to bring about a change in the way society views persons with disabilities.
2. **Cognitive Functioning:** He has high cognitive abilities and is proficient in the analysis of study materials. The only subject he is not proficient in is Sanskrit grammar, and he attributes his grammar weakness to the inadequate academic support and instruction provided by some teachers.
3. **Academic Performance:** He has been good at academics, except for Sanskrit Grammar. He is also skilled at using technological tools to support his academics and personal life and mentioned that using newer softwares have helped him improve his grammar. However, he is discontented that his teachers deducted his marks because of lack of “shudh lekhan”
4. **Communication:** He is proficient in verbal communication and employs a vast vocabulary. He can accurately convey his point of view by providing excellent examples and using the most appropriate language.
5. **Emotional/Behavioural/Social Aspects:** He is a well-read, confident person who logically analyses problems and thinks of practical solutions. He is vocal about his views and expresses his discontent about certain campus activities. He is passionate about equal opportunities for persons with disabilities.
6. **Ecological Factors:** He commutes every day from Airoli to campus. He doesn't have many friends but has a very supportive family. He wishes to live a full life and wants the university to work on providing equal and accessible opportunities to students

with disabilities. He has experienced exclusion in college, primarily from NSS, the cultural student body, because of his visual impairment. He also feels the faculty is not sensitive and knowledgeable about how to support students with visual impairment.

7. **Career Goals:** He is confident that he will be able to find a good job, probably as a Sanskrit teacher once he completes this course.

C. Needs & Concerns, Annual Goals & Short-Term Objectives And Recommendations

1. Needs & Concerns:

- a. **Needs & Concerns 1:** The student has requested *timing accommodations* to provide additional time to complete tests.
- b. **Needs & Concerns 2:** The student requested *curriculum modifications* that his marks not be deducted for not being able to write “shudh lekhan” to accommodate his disability.
- c. **Needs & Concerns 3:** The student requested *response accommodations* to complete his assignments in the audio format.
- d. **Needs & Concerns 4:** The student requested availability of books in pdf format in library. Books in pdf format can be easily converted from text to audio by softwares.
- e. **Needs & Concerns 5:** The student requested a one-time process for requesting scribes for examinations.
- f. **Needs & Concerns 6:** The student requested the inclusion of students with disabilities in cultural and recreational activities like camps.
- g. **Needs & Concerns 7:** The student requested *presentation accommodation* such that all sutras from one book are taught during one class, instead of teaching one sutra from one book and another sutra from another book.

2. Annual Goals & Short-Term Objectives:

- i) **Annual Goal 1:** Provide accessibility to printed materials such as books and campus notices to students with visual impairment.
 - i) **Short-term Objective 1:** Ensure the availability of all books in pdf format.
 - ii) **Short-term Objective 2:** Ensure that all campus notices and notifications have added Image Descriptions.
- ii) **Annual Goal 2:** Provide *testing accommodations and modifications* to students with visual impairment.

- i) **Short-term Objective 1:** Implementation of a structure for providing additional exam time to students with visual impairment.
 - ii) **Short-term Objective 2:** Allow students to complete assignments in audio format or provide additional time to complete assignments.
 - iii) **Short-term Objective 3:** Provide additional concessions for exam by not assessing students with visual impairment based on “shudh lekhan”
- iii) **Annual Goal 2:** Address the exclusion of students with disabilities from cultural and recreational activities like camps.
- i) **Short-Term Objective 1:** Sensitisation session for teachers and students to provide information about challenges faced by students with visual impairment and ways of ensuring their participation.

3. Recommendations:

a. Classroom Recommendations:

- i) Ensure accessibility of study materials that can be easily converted from text to audio; for e.g., ensure availability of books in pdf format and addition of image descriptions to campus notifications/notices.
- ii) Sensitisation of students and teachers about the social model of disability and address the myths associated with disability to dismantle stigma related to disability to promote inclusion of students with disabilities.

b. Teacher Recommendations:

- i) Teachers should teach sutras from one book in one lecture. It is inconvenient and takes a lot of time to repeatedly change books while attending classes.
- ii) Involvement of faculty in cultural and recreational activities to facilitate inclusion of students with disabilities in cultural and recreational activities.
- iii) Provide additional time during exams as per the provisions of RPWD Act, 2016.
- iv) Provide grading relaxations with regards to “shudh lekhan.”
- v) Provide alternative mode like audio format for completion of assignments.

D. Periodic Review of Services:

It is advisable to conduct a review of the accommodations, modifications and additional services provided to the student once every semester. Mid-semester is the most appropriate period for conducting review meetings.

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APPENDIX A
FORMAT FOR INITIAL NEEDS ASSESSMENT

A. Basic Information:

1. Date of Meeting:
2. Purpose of Meeting:
3. Name of Student:
4. Date of Birth:
5. Age: Gender:
6. Phone Number:
7. Email:
8. Educational Background: 10th Std:
12th Std:
Currently Pursuing:
9. Name of College:
10. Course & Specialisation:
11. Type of Disability:
12. Individual/s who participated in the Meeting:
13. Parent's Name:
Parent's Phone Number:
Parent's Email:
14. Suggested Date of Review:

B. Present Level of Educational Achievement and Functional Performance:

1. General Background:
2. Cognitive Functioning:
3. Academic Performance:
4. Communication:
5. Physical Characteristics:
6. Emotional/Behavioural/Social Aspects:
7. Adaptive Characteristics:
8. Ecological Factors:
9. Career Goals:

C. Needs & Concerns, Annual Goals & Short-Term Objectives and Recommendations

1. General Needs & Concerns:

- a. Needs & Concerns 1:
- b. Needs & Concerns 2:
- c. Needs & Concerns 3:

2. Specific Needs & Concerns:

- a. Classroom Needs & Concerns:
 - i) Expectations from Teachers:
 - ii) Support required from peers:
- b. Practical Lab Needs & Concerns:
- c. Hostel Needs & Concerns:
- d. Scribe-related Needs & Concerns:
- e. Internship-related Needs & Concerns:
- f. Placement-related Needs & Concerns:

3. Annual Goals & Short-term Objectives:

- a. Annual Goal 1:
 - i) Short-term Objective 1:
 - ii) Short-term Objective 2:
- b. Annual Goal 2:
 - i) Short-term Objective 1:
 - ii) Short-term Objective 2:

4. Recommendations:

D. Periodic Review of Services:

APPENDIX B

EXAMPLES OF ACCOMMODATIONS & MODIFICATIONS

COMMON ACCOMMODATIONS

Presentation Accommodations (changes the way information is presented)

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos, and digital media instead of reading print versions
- Work with fewer items per page or line
- Work with text in a larger print size
- Have a “designated reader” — someone who reads test questions aloud to students
- Hear instructions spoken aloud
- Record a lesson, instead of taking notes
- Get class notes from another student
- See an outline of a lesson
- Use visual presentations of verbal material, such as word webs
- Get a written list of instructions

Response Accommodations (changes the way students complete assignments or tests)

- Give responses in a form (spoken or written) that’s easier for them
- Dictate answers to a scribe who writes or types
- Capture responses on an audio recorder
- Use a spelling dictionary or digital spellchecker
- Use a word processor to type notes or give answers in class
- Use a calculator or table of “math facts”

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process spoken information and directions
- Take frequent breaks, such as after completing a worksheet

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organisation Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Use a planner or organiser to help coordinate assignments
- Receive study skills instruction

COMMON MODIFICATIONS

Assignment Modifications

- Complete different homework problems than peers
- Answer different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions)
- Get graded or assessed using a different standard than other students
- Be excused from particular projects