

GURU NANAK KHALSA COLLEGE FOR WOMEN
GUJARKHAN CAMPUS, MODEL TOWN, LUDHIANA



DIVYANGJAN POLICY

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Divyangjan policy is not a legal document and it has been framed in order to address gender issues of differently abled students. Guru Nanak Khalsa college for Women reserves the right to change, append or discontinue the given policy or a part of it.

DISABILITY

The term "disability" encompasses both motor and sensory limitations (e.g., mobility, vision, or hearing impairments). It also includes disabilities caused by chronic illnesses and syndromes, as well as invisible disabilities like psychological and emotional disorders, learning disabilities, heart disease, asthma, epilepsy etc. Since many disabilities vary in severity and type of limitation, accommodations must also vary and be tailored to the individual's needs.

DIVYANGJAN POLICY

Guru Nanak Khalsa college for Women, Ludhiana is committed to provide a conducive environment to students, teachers and non teaching members, so that they can work free from discrimination, social exclusion and any other fears. Divyanjan policy has been written keeping in mind daily issues faced by differently abled students of college. College aims to entrust such members by nurturing their normal growth, in a conducive environment, which will take care of their emotional hygiene.

Objectives of the policy

- ✓ Make sure to take proactive measures to ensure inclusive working, learning, and teaching environments as well as access to our facilities and services, to the extent that it is practically possible.
- ✓ Make ensuring that visitors, staff, potential personnel, students, and students with disabilities have access to reasonable accommodations wherever possible.
- ✓ To encourage the hiring, retaining, development, and advancement of disabled personnel and students, offer equitable opportunity to both staff and students with varied abilities.
- ✓ Promote a positive work environment for employees with different abilities by providing appropriate accommodations such reassigning tasks, changing hours, switching work locations, adapting equipment, and taking other roles into consideration.
- ✓ By creating suitable alternate exam arrangements, giving lectures and notes in advance, and providing assistance with accessing outside resources, you may foster a healthy working environment for students with differing abilities.

Providing Infrastructural facilities to differently-abled: The process to make college building differently abled-friendly is going on. The college main building is wheel chair

accessible and it is ensured that classes of orthopedically challenged students are held in

accessible areas. The authorities and students are very supportive, considerate and empathetic to the students with special needs. Special care is taken while allotting time table to students. They are encouraged to participate in various activities.

IMPLEMENTATION

- ✓ Barrier-free environment for people with orthopedic disabilities.
- ✓ The availability of a step-free entrance to the college for those with orthopedic disabilities.
- ✓ Ramp facility is offered for people with orthopedic disabilities.
- ✓ Restrooms that are accessible to those with disabilities.
- ✓ There is a no-line policy at all of the administrative office and library counters.
- ✓ Specialized sitting during exams for handicapped students
- ✓ Assistance in obtaining scribes for exams.
- ✓ A provision for giving qualifying students more time during exams.
- ✓ Resources for counseling and a buddy system for students with unique educational needs.
- ✓ Use of braille books is under planning for blind students.



Principal

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