



# UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A+' GRADE UNIVERSITY)

Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

Academic Section

## NOTIFICATION

(24/Jan/GEN/44)

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Competent Bodies, is pleased to authorize the adoption of the Policy for 'Inclusion of Persons with Disabilities' in the University of Jammu (as given in Annexure).

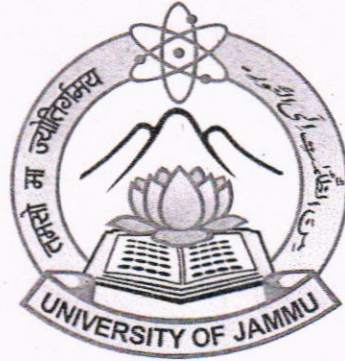
No. F. Acd/I/24/12906-12985  
Dated: 03-01-2024

DEAN ACADEMIC AFFAIRS

*M. Singh*  
*21* | *02/01/23* | *02/01/23*

### Copy for information to:-

1. Special Secretary to the Vice-Chancellor, University of Jammu for the kind information of the Worthy Vice-Chancellor please.
2. Sr. P.A. to the Dean Academic Affairs/Dean Research Studies/Dean, Planning & Development
3. Sr. P.A. to the Registrar/Controller of Examinations/Director, CDC/DDE
4. Rectors/Directors of the Offsite Campuses
5. All Heads of Teaching Departments of the University
6. Prof. Sarika Manhas, Coordinator, Disability Initiatives, University of Jammu
7. I/c Director, DIQA
8. Joint Registrar Finance/Examinations
9. Dy./Asstt. Registrar (Accounts/B&F/PRI)
10. Incharge, University Website with the request to upload this notification alongwith Annexure on the University website.



Policy for

**'Inclusion of Persons with Disabilities'**

**UNIVERSITY OF JAMMU**

(13 pages)  
Lal Singh  
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## I. Preamble:

Government of India became the signatory and ratified the Convention of the United Nations on the Rights of Persons with Disabilities (UNCRPD), in which inclusive education has been conceptualized as “a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences” (United Nations, 2016).

To give effect to the United Nations Convention, the Rights of Persons with Disabilities (RPWD) Act, 2016 (*Annexure 1*) was enacted replacing the earlier Act, the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995. Section 16, 17, and 18 of its Chapter III (Education) pertains to the duty of the educational institutions and specific measures to promote and facilitate inclusive education and adult education respectively. Also, Section 19 of Chapter IV (Skill Development and Employment) of the Act encompasses provisions of imparting vocational training and self-employment. Moreover, the provisions such as reservation in employment and admissions at educational institutions have also been mentioned and adherence to these provisions/directions has been emphasized. Hence, with the emergence of the Act, it has become imperative for the HEIs to comply with such provisions to safeguard the interest of the persons with disabilities.

National Education Policy (NEP) 2020 also envisages that education is the foremost primary measure to achieve economic and social mobility, inclusion, and equality. It highlights the corresponding changes required in curriculum, pedagogies, continuous assessment, and student support systems to ensure quality inclusive education. NEP acknowledges that students from socio-economically disadvantaged groups (SEDGs) including persons with disabilities need help and support to make an effective transition to higher education wherein there is a need for incorporating high-quality support centres with adequate funds and academic resources to carry out these effectively and efficiently. Thus, as per NEP (2020), the HEIs are required to adopt measures to make the admission process and curriculum inclusive as well as develop technology tools for better participation and learning outcomes. Enabling Higher Education environments must facilitate that all students who experience disability have the

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