



ADHIYAMAAN COLLEGE OF ENGINEERING

(An Autonomous Institution)

[Approved by AICTE, Affiliated to Anna University,

Accredited by NBA (CSE, ECE, EEE, IT, BME, Biotech & MCA) and NAAC with "A" Grade]

Dr. M.G.R. Nagar, HOSUR - 635 130, Krishnagiri (Dist.), Tamil Nadu, India.

Dr.R.Radhakrishnan, M.E., Ph.D.,
Principal

INCLUSIVE EDUCATION AND ACCESSIBILITY POLICY

(Policy for Accommodating the Needs of Differently Abled Students)

Document No.: ACE/IQAC/IEAP/2025-26/01

Effective Date: 01/06/2025

Review Period: Once in Two Years

Approved By: Governing Body

1. Introduction

Adhiyamaan College of Engineering (Autonomous) (ACE), Hosur, is committed to providing an inclusive, equitable and accessible learning environment that respects the dignity, rights, and aspirations of every student. ACE recognizes that students with disabilities or special needs may require appropriate academic, physical, technological, and psychosocial support to participate fully in higher education.

ACE believes that disability should never become a barrier to learning, participation, innovation, or personal growth. Accordingly, ACE is committed to eliminating barriers, providing reasonable accommodation and ensuring equal opportunities for differently abled students in all academic and co-curricular activities.

This policy reflects the institution's commitment to inclusive education in accordance with the Rights of Persons with Disabilities (RPwD) Act, 2016, UGC Guidelines for Higher Educational Institutions, AICTE initiatives for inclusive education, NEP 2020, and the United Nations Sustainable Development Goals (SDG 4 – Quality Education and SDG 10 – Reduced Inequalities).

2. Policy Statement

ACE is committed to ensuring that all differently abled students have equal access to quality education, institutional facilities, learning resources, examinations, campus life and career opportunities. The institution shall provide appropriate support services, assistive technologies, accessible infrastructure, and reasonable academic accommodations to enable students with disabilities to achieve their full academic and personal potential.

ACE shall promote a culture of inclusion, respect, dignity, and non-discrimination while encouraging the participation of differently abled students in every aspect of institutional life.



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3. Objectives

The objectives of this policy are to establish an inclusive educational environment that supports the academic, social, and personal development of differently abled students.

The institution aims to:

- provide equal educational opportunities to all students irrespective of disability
- ensure barrier-free access to campus infrastructure and learning resources
- promote inclusive teaching-learning practices
- encourage participation in co-curricular, extracurricular, and placement activities
- eliminate discrimination and promote respect for diversity
- provide counselling, mentoring, and support services
- continuously improve accessibility based on stakeholder feedback.

4. Scope

This policy applies to all students with benchmark disabilities or special needs enrolled in undergraduate and postgraduate programmes.

The policy also applies to faculty members, administrative staff, support staff, contractors, service providers, and visitors involved in providing services to differently abled students.

The policy covers:

- Physical Accessibility
- Academic Support
- Examination Accommodations
- Library Services
- Hostel Facilities
- Transportation
- Student Welfare
- Career Guidance
- Placement Support

5. Institutional Commitments

ACE is committed to creating an inclusive campus where every student can participate fully in academic and campus life.



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ACE shall:

- maintain barrier-free campus infrastructure
- provide ramps, handrails, accessible pathways and lifts wherever feasible
- ensure accessible washroom facilities
- provide wheelchairs and mobility assistance as required
- promote inclusive classroom practices
- facilitate assistive technologies and accessible learning materials
- provide academic mentoring and counselling
- ensure equal participation in institutional activities

6. Physical Accessibility

The institution shall continuously improve campus infrastructure to ensure ease of access for differently abled students.

The College shall provide:

- barrier-free entrances
- ramps with handrails
- accessible classrooms
- lifts in multi-storey buildings
- reserved parking spaces
- wheelchair-accessible pathways
- accessible drinking water facilities
- accessible washrooms
- appropriate directional signage and tactile indicators where feasible.

Infrastructure improvements shall comply with applicable accessibility standards and universal design principles.

7. Academic Support

The institution recognizes that students with disabilities may require individualized academic support to achieve learning outcomes.

Academic accommodations may include:

- additional academic mentoring;
- remedial coaching;
- peer-assisted learning;



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- provision of lecture notes and digital learning materials;
- access to recorded lectures where appropriate;
- extended laboratory support;
- alternative instructional methods, wherever necessary; and
- individualized academic guidance through faculty mentors.

Academic accommodations shall be provided without compromising academic standards.

8. Examination Accommodations

Reasonable accommodations shall be provided during examinations in accordance with statutory guidelines and institutional regulations. Depending on the nature of the disability and approved documentation, accommodations may include:

- additional examination time
- provision of a qualified scribe or reader if required
- use of assistive devices, where permitted
- accessible examination venues
- alternative seating arrangements
- flexibility in examination logistics as approved by the Controller of Examinations.

9. Digital Accessibility

The institution shall strive to make digital learning resources accessible to all students. The College shall encourage:

- accessible Learning Management Systems (LMS);
- digital learning resources compatible with assistive technologies;
- accessible institutional websites;
- captioned educational videos wherever feasible;
- electronic learning materials in accessible formats; and
- assistive software for students with specific learning needs.

10. Assistive Technology Support

To promote independent learning, the institution shall facilitate access to assistive technologies based on student requirements and available resources. Support may include:

- screen reader software;
- magnification software;
- speech-to-text tools;



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- accessible computer systems;
- ergonomic furniture;
- hearing assistance devices, where required; and
- adaptive learning technologies.

11. Mentoring, Counselling and Student Support

ACE shall provide holistic support to differently abled students through structured mentoring and counselling. Support services shall include:

- faculty mentoring;
- academic counselling;
- psychological counselling;
- career guidance;
- scholarship assistance;
- parent interaction; and
- referral to specialized support services whenever necessary.

12. Inclusive Teaching–Learning Practices

Faculty members shall adopt inclusive pedagogical practices that accommodate diverse learning needs. The institution encourages:

- learner-centred teaching;
- flexible instructional methods;
- collaborative learning;
- peer-assisted learning;
- differentiated assessment where permissible;
- accessible instructional materials; and
- continuous academic support.

Faculty Development Programmes (FDPs) shall periodically include training on inclusive education and disability awareness.

13. Student Participation

Differently abled students shall be encouraged to participate actively in:

- student clubs;
- professional societies;
- cultural programmes;



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- NSS and extension activities;
- leadership opportunities.

The institution shall ensure that participation is facilitated through reasonable accommodations wherever required.

14. Roles and Responsibilities

Management

Provide policy direction, financial support, and infrastructure for inclusive education.

Principal

Ensure effective implementation of the policy and monitor institutional compliance.

IQAC

Monitor policy implementation, review accessibility measures, and recommend continual improvements.

Student Welfare Committee

Coordinate student support services and facilitate academic and personal assistance.

Heads of Departments

Ensure departmental compliance, monitor student progress, and facilitate academic accommodations.

Faculty Members

Adopt inclusive teaching practices, provide academic support, and maintain confidentiality.

Faculty Mentors

Provide continuous academic and personal guidance and coordinate institutional support.

Students

Respect diversity, promote inclusiveness, avoid discrimination, and support peers requiring assistance.



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15. Grievance Redressal

Students with disabilities shall have access to a fair, confidential, and transparent grievance redressal mechanism. Complaints relating to accessibility, discrimination, or denial of reasonable accommodation shall be addressed promptly through the institution's grievance redressal system.

16. Monitoring and Evaluation

The implementation of this policy shall be monitored through periodic reviews conducted by the IQAC.

Monitoring shall include:

- accessibility audits;
- student feedback;
- mentor reports;
- academic progression analysis;
- utilization of support services;
- infrastructure reviews; and
- compliance with statutory guidelines.

Corrective actions shall be initiated based on review findings.

17. Key Performance Indicators (KPIs)

Performance Indicator	Institutional Target
Accessibility Audit	One per Year
Barrier-Free Infrastructure Maintenance	100% Functional
Students Receiving Academic Support	100% of Identified Students
Examination Accommodations	100% Compliance
Mentor Meetings	Minimum One per Month
Student Satisfaction	≥90%
Inclusive Education Awareness Programmes	Minimum Two per Year
Faculty Training on Inclusive Education	At least One FDP per Year

18. Compliance

This policy is aligned with:

- Rights of Persons with Disabilities (RPwD) Act, 2016



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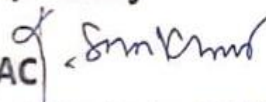
- UGC Guidelines for Persons with Disabilities
- AICTE Approval Process Handbook (Accessibility Provisions)
- National Education Policy (NEP) 2020
- NAAC Criteria II and V
- NBA Accreditation Requirements
- Accessible India Campaign (Sugamya Bharat Abhiyan)
- University Grants Commission Regulations and applicable Government of Tamil Nadu guidelines

19. Policy Review

This policy shall be reviewed once every **two years**, or earlier if required due to amendments in statutory regulations, stakeholder feedback, institutional priorities, or recommendations arising from accessibility audits.

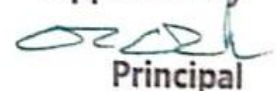
Overall ACE reaffirms its commitment to creating an inclusive educational environment where every student is empowered to learn, participate, and succeed with dignity and confidence. Through accessible infrastructure, inclusive teaching practices, academic accommodations, assistive technologies, mentoring, and continuous support, the institution strives to ensure that differently abled students enjoy equal opportunities in all aspects of academic and campus life.

Prepared by


IQAC

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Principal

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