



UNIVERSITY INCLUSION & ACCESSIBILITY COMMITTEE

UIAC-UTTHAAN

GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY

And

UNIVERSITY SCHOOL OF MANAGEMENT STUDIES

I&A E-MAGAZINE

VOLUME 6: INCLUSIVE EDUCATION

Special Edition: Proceedings of the UIAC 5 Day Disability

Awareness Week

(26th Sept-30th Sept 22)



Inside the magazine:

- Editor's Note by Prof (Dr) Shalini Garg
- Interview with Ms. Shrutilata, Advocate for Deafblind in Sense International India
- Inclusion of Children with Disabilities in Education- Factors Responsibilities for Success by Dr. Hemlata, NCDS, IGNOU and much more....

MESSAGE FROM
PROF (DR) MAHESH VERMA,
VICE CHANCELLOR, GGSIPU
Padma Shri Awardee
National Science and Technology Awardee
DR. B. C. Roy Awardee



I am delighted to announce that the University Inclusion & Accessibility Committee (UIAC-UTTHAAN), Guru Gobind Singh Indraprastha University in collaboration with University School of Management Studies (USMS), is publishing the Sixth issue of its quarterly 'Inclusion & Accessibility' -Magazine (September2022 – December 2022).

This special edition, with an emphasis on INCLUSIVE EDUCATION and the Proceedings of UIAC UTTHAAN 5 DAY DISABILITY AWARENESS WEEK (26th September-30th September 2022), will raise awareness of PwDs concerns in the community and support efforts to encourage PWDs' Inclusive Growth.

My congratulations go out to the hardworking I&A E Magazine team on this occasion, and I hope that this magazine will support INCLUSIVE EDUCATION by disseminating knowledge about numerous themes and issues related to higher education.

I wish the release of the Sixth Volume of the I&A e-Magazine (September2022 – December 2022) a huge success.

**MESSAGE FROM
PROF (DR) A.K. Saini
DEAN, USMS, GGSIPU**



Greetings from the bottom of my heart to all contributors, authors, teachers, and students involved in this endeavour.

In this area, UGC is now taking a number of actions. And as a result our University is moving in this direction.

For persons with disabilities, we provide numerous streams of specialised training, accessible infrastructure and necessary Software in the University Library.

The 'Inclusion and Accessibility' e-magazine provides a platform for persons with disabilities to share their thoughts and views. We at USMS fully support the dedicated team behind this e-magazine. Furthermore, I assure you that we will continue to support any initiative that promotes Inclusive Growth and Empowermentss of persons with disabilities in the future.

Good luck!

EDITOR'S NOTE by PROF (Dr) SHALINI GARG



Namaskar!

The UIAC UTTHAAN recently celebrated International Day of Persons with Disabilities which is globally observed on 3rd December every year and was proclaimed in 1992 by the United Nations General Assembly Resolution 47/3. And this day also marked the announcement of release of Volume 6 of I&A E-Magazine on 20th December 2022.

University Inclusion and Accessibility

Committee UIAC-UTTHAAN organised 5 Day Disability Awareness Week from 26th September to 30th September 2022 for the first time under the Patronship of our worthy Hon'ble Vice Chancellor, Prof (Dr) Mahesh Verma, Padma Shree Awardee. The Sports meet for PwDs comprising Wheelchair Race, Walkathon and First of its kind Wheelchair Cricket between UP & J&K Team was the major attraction of the 5-Day Disability Awareness Week with the Support of ONGC as a main Sponsor of the Event . The Knowledge Partners of the entire 5 Day Event were Sense International India, Trestle Labs Kibo & CAFE Foundation.

The Soft Cover Page of the I&A E magazine was launched by the Hon'ble Vice Chancellor in the Inaugural Session of the 5 Day Disability Awareness Week. The commendation received during the five-day deliberations sparked the foundation of the I&A E-Magazine-Vol 6 Special Edition encompassing the proceedings of 5 Day Disability Awareness Week.

It brings me great pleasure to introduce to you the Volume Sixth of the Inclusion and Accessibility (I&A) E-Magazine, a quarterly Magazine produced by UIAC UTTHAAN, Guru Gobind Singh Indraprastha in collaboration with University School of Management Studies.

The SIXTH issue is a special edition including information on the comprehensive 5 DAY DISABILITY AWARENESS WEEK activities, including discourses by officials and disability experts from CAGE, NAB, Delhi University, Sense International India, SAKSHAM, UDIP, IGNOU and GNLU about existing and prospective concerns around disability and workplace accessibility.

Special thanks to Ms. Shrutilata Singh, Advocate for Deafblind in Sense International India for responding to Questions of the team about her life experiences as a Deafblind Person. I would like to express my sincere thanks to Dr. Hemlata, Deputy Director, NCDS IGNOU, for her interest in the e-Magazine and for writing an article to promote the objective of Inclusion and Accessibility.

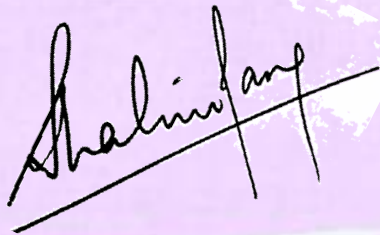
The budding young minds deserve praise for their compassion and creative approaches to advancing the interests of persons with disabilities, therefore I extend my sincere gratitude to all of our young Student Coordination & Design Team and authors for sharing their views and ideas in the form of articles, poems, quizzes, trivia, and other contents on INCLUSIVE EDUCATION.

Stay connected for updates and information regarding the submission guidelines and to subscribe for the upcoming editions of the e-magazine on social media platforms.

It may also be noted that I&A E-Magazine Vol 6 onwards the E magazine will be published biannually instead of the earlier format of being published quarterly

With the commitment to support the initiative for inclusive growth and development of PwDs, I wish all the readers an informative and an enlightening experience.

Until next time..... Stay Happy, Safe and Healthy

A handwritten signature in black ink, appearing to read 'Shalini Garg', with a long horizontal line extending from the end of the signature.

**Prof (Dr) Shalini Garg
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**Interview with Ms. Shrutilata Singh
(Advocate for Deafblind in Sense International India)**

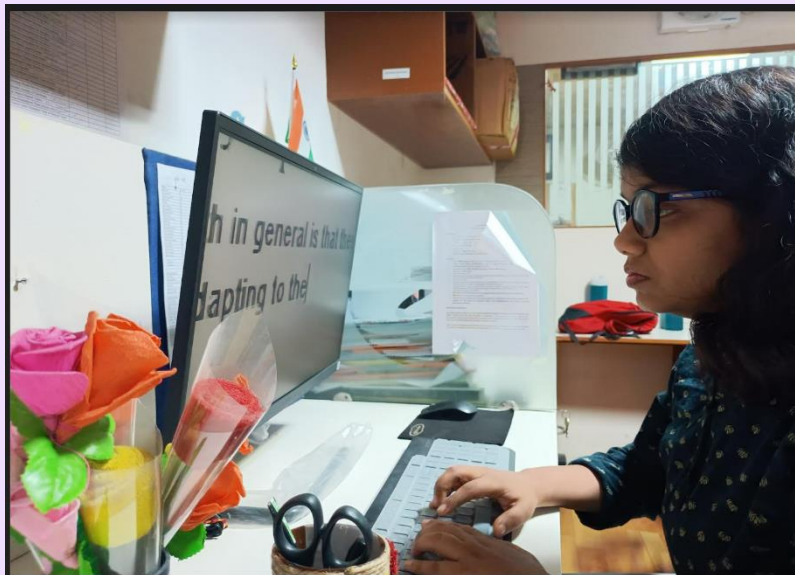
Q1. What vision did you have 5 years back, and how has your journey been so far with relation to that vision?

-5 years back I was not sure where I would be. I had just started my first job as a paediatric physiotherapist with lot of challenges in communication. I knew I had to put in effort and do the best. I believe in hard work and commitment. I gave my all and learnt a lot. My work as physiotherapist involved giving physical and sensory therapy to children with multiple disability. I interacted with their parents. I am happy that my efforts as a deafblind physiotherapy motivated those parents and they also started to give their best. My main aim was to motivate people to give their best and not to lose hope. During my transformation from a paediatric physiotherapist to advocate for deafblind, I have kept engaging with deafblind people. Parents of children with multiple disability, their educator as well as community members. Through this journey, I now wish to have strong group of people with deafblindness especially women with deafblindness who can stand up and voice their own concerns. Indian women with deafblindness needs to be more visible!

Q2. What challenges did you face as were the consequences of holding such vision and being a deafblind physiotherapist?

-Main barrier had always been and always will be communication barrier. Though some people readily adapt to my need in

communication, there are still many who cannot understand. I use different modes of communication like visual and tactile sign language, palm written, written methods, live transcribe app etc. Being a girl, I cannot use palm writing method with all especially men folks. For safety, I need to have someone to support with communication. During my term as physiotherapist, I used to talk to parents of children with multiple disability. It used to break my heart to see parents depressed when their children did



not make progress. As physiotherapist, we try our best but cannot promise progress for all patients. Just like my disability is not curable but I learnt to live with it

during all stages of my life, I used to tell the parents to stay happy and celebrate every single and every little achievement of those children because everyone is not same and they have their own talents which needs to be recognized. As most of us lived in "normal" environment, we think the same level as normal people do. But for people with disability, some flexibility, some adaptations and adjustments have to be made. Some of the parents used to say "my son/daughter is not able to study. He/she cannot go to school as he/she cannot understand well." During such conversation, I had to bring out and share positive

examples to motivate them. Staying positive all the time is something we all struggle with. My aim to set good example for others sometimes got conflicted when I felt lowest. But hard times also has some positive side. I learnt to accept whatever life had to offer. Same thing I try to make other people with disabilities especially deafblind and deaf as well as their parents to see.

Q3. What do you wish people better understood about disability?

-The need for accessibility, the need for adapting for others. People need to understand that people with disability (PWD) can do a lot, a lot more than what "normal" people can do but to be able to do that, there needs to be some adaptation in the environment and people have to adapt with communication. I wish parents and family members of people with deafness and deafblindness understand the need for proper support. That support is not limited to just medication, food and wellbeing. But the need to convey full information, need to make them independent and capable. Because of disability, PWD especially girls with disability should not be locked up, they should be encouraged to take up challenges and become role models.

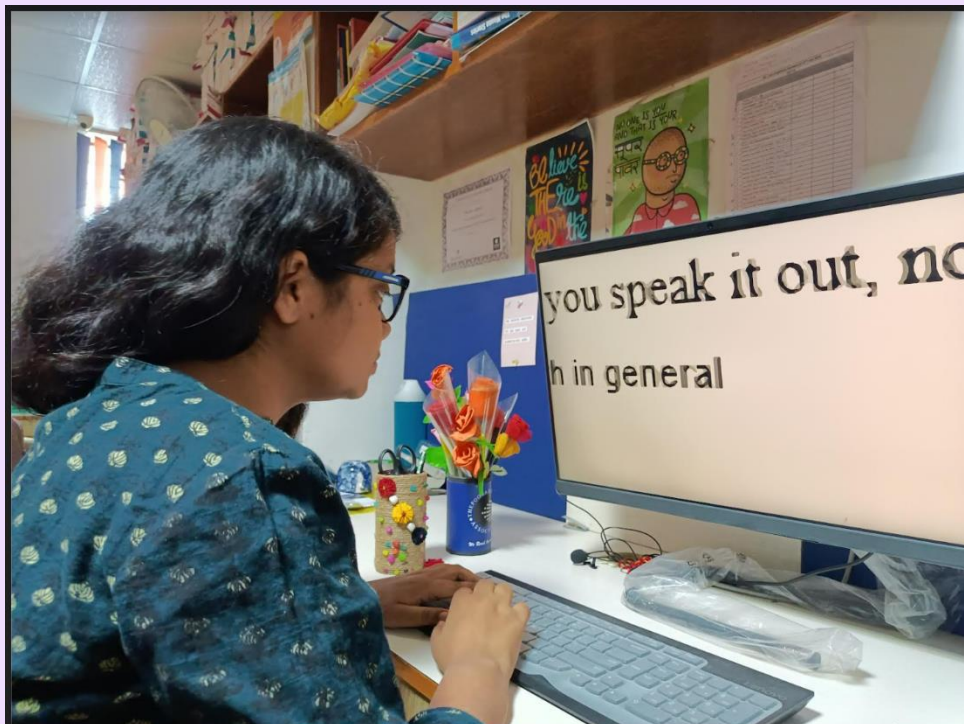
Q4. Do you think disability as a subject among the population has its own gender biasness?

-Yes, because many of the girls with disabilities are even less recognized than men with disabilities. One thing I would like to

highlight is that we never talk about Gender and Disability for example we don't even know if there are transgenders with disability. When we start questioning the angle of gender and disability, we will see a lot of concerns, a lot of needs that needs to be addressed.

Q.5 Being a physiotherapist, have there been any barriers in this stream for you?

Well yes, first thing is that because of dual sensory loss, it was



already difficult to gain same level of understanding and knowledge that my fellow peers were getting although we sat in same class. (I studied in blind school; other students were blind or visually impaired. They could record and listen to it.) I had to study mostly on my own.

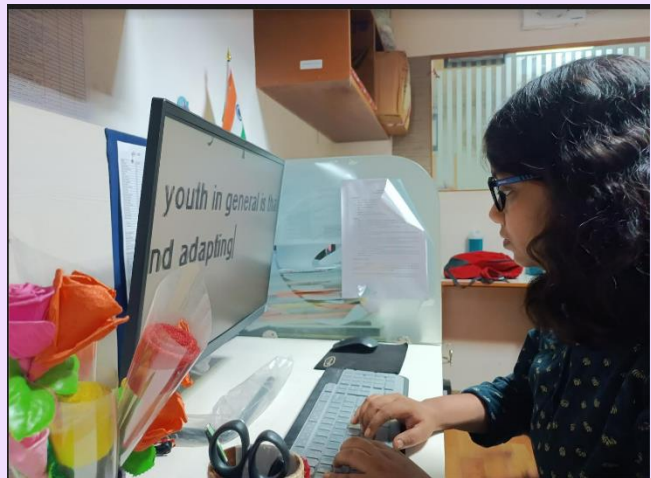
During my job also I faced lot of issue in communication. I had no full-time support person. Whatever questions I needed to ask, I had to convey to those who could interpret for me. I used to think how will I ever work in clinic or open my own clinic if I do not get full time support? It is something we need to address. Family and friends are also important part in our lives but we cannot depend on them all the time. Some of the interns who knew alphabets in sign language used to help me in communication and those were the time I felt bit of relief and was able to do my work best. If I have to work in mainstream with other doctors, my need for communication needs to be ensured. I can work and contribute equally but I need some adaptations.

Q6 As an advocate of the agenda and a disabled person, what does inclusivity mean to you? And What are your thoughts on India's progress in inclusivity of disabled persons?

-For me, inclusion starts at home when parents and family start accepting and make us contribute the same way other non-disabled people in family do. Contribution in all ways, financially, emotionally, physically.

As a society, when people start accepting and encouraging PWD to contribute equally, then only I will say inclusion is happening.

India is progressing towards inclusivity as I see many changes, but it has only just started. We need to ensure that even in disability circle there is some inclusion for those with severe disability as many are still left behind. I see accessibility is being addressed at many places but what needs to be changed is the mindset of people. No matter how much physical changes we bring in, if the mindset of people is such that they do not want to accept PWD and do not want to encourage them for equal contribution, those physical changes will remain a waste. We as PWD have to make constant effort to prove ourselves and our abilities.



Q7. Could you recall a moment you felt included the most?

-I can give many examples. Being a deafblind, my need is that people convey all information as I cannot see well or hear well. Outside work (I work at an organization which work for empowerment of persons with deafblindness (PwDs) so we all have to be inclusive), my flat mates with whom I stay, used to include me for outings and whatever fun they had, they used to include me. (Entertainment is also something which needs to be inclusive because if everyone is having funny conversation around you and you cannot understand single thing, it gives feeling of isolation)

Q8. I'm keen to know your view about the impact education had in your journey.

-I believe that education had pretty much role to play in my journey. My parents encouraged me to complete my education when I wanted to take break from school as I was depressed. Because of education, I understand a lot of things better than many who do not get the opportunity to get education. I know how much important hard work and mental wellbeing is. More than education, mine being an educated family background had much more important role in my journey. I could consult my mother (she is a doctor) and my sister (a software engineer) at any point when I don't know what steps to take. Each step I took was well thought of and discussed in the family. They always think of long-term impact which is something a result of education.

Education and my interest in reading has ensured that I crave for information and seek it. I learnt to be vocal and give best. Education also helped me explore lot of things for example I learnt to use smart phone and do much of my work through it. Although many disabled people can use smart phone, my observation is that those who are educated make the best use of such device while those who are not can only use it for limited means. My study of phonetics during English majors also helped me to understand the ways words should be pronounced and I

keep trying to speak well. Otherwise because of hearing impairment, I would have already lost my ability to speak well.

In short education helped me in many ways.

Q9. What is one factor that affects employment of disabled persons and could Technology be an ingredient to increase employment of disabled persons?

According to me, most disabled people themselves are not ready to take up most of the employment opportunities mostly because they grow up believing they cannot contribute the way other people can. (Same thoughts I had but thanks to education and my family's support I was able to change my mindset).

Those who are ready to take up employment and try their best, struggle with accessibility and acceptance by the society. Yes, technology can play a major ingredient role in ensuring employment of PWD but for that we need to create awareness about the accessibility features of those technologies and how it can support PWD in contributing well in employment. We see ads of smart phone, but none of the ads shows the accessibility features and how it can be used. Sad fact is that PWD are themselves not aware about accessible technology that is around them to help them.

I believe more than reservation; we need accessibility and empathy to take up employment opportunities.

Q10. Would you like to pass a note to the youth through us?

My message to the youth is simple – Do not hide in a corner because of your disability. You need to come out, find proper



support but also make your own effort to be seen and heard. Nothing is impossible. We just need willingness and efforts. Don't be afraid to raise

concern when you feel your family is not being inclusive. Unless you speak it out, no one will know your needs. My message to youth in general is that they should not shy away from understanding people with disability and adapting to their needs. Youth are the future of world. They have to be the change to bring change.

**Proceedings of UIAC-UTTHAAN
5 Day Disability Awareness Week
(26th to 30th Sept 2022)**

UIAC- 5 Day Disability Awareness Week 2022 (Proceedings – 26th to 30th Sept 2022)

“Unity is strength... When there is Teamwork and collaboration, wonderful things can be achieved.” Mattie Stapnek, an award-winning peace ambassador.



On 26th September 2022, the noteworthy personalities of GGSIPU and beyond united together to embark on the commencement of Disability Awareness Week scheduled from 26th September to 30th September 2022.

In broad daylight, A first of its kind Initiative in Higher Education propagated by GGSIPU team as the aftermath of long-embraced principles of good concise was launched with a Ribbon Cutting



Ceremony by the hands of Hon'ble Vice Chancellor GGSIPU, Prof (Dr) Mahesh Verma Padma Shri. The attendees were accompanied by Hon'ble Chief Guest Prof (Dr) VK

Malhotra, and respective dignitaries Shri Prashant Ranjan



Verma, General Secretary, NAB, Delhi, Ms. Shalini Khanna, the Director of NAB India Center of Blind Women and Disabilities, New Delhi, Mr. Puneet Singh Singhal, Founder SSSTART, and Prof (Dr)

A.K Saini, the Director of Development GGSIPU. The Ribbon Cutting Ceremony was followed by Saraswati Vandana and Lamp Lighting by the Hon'ble Vice Chancellor and dignitaries on the stage. After firmly setting a start to a week-long program, the Hon'ble Vice Chancellor addressed



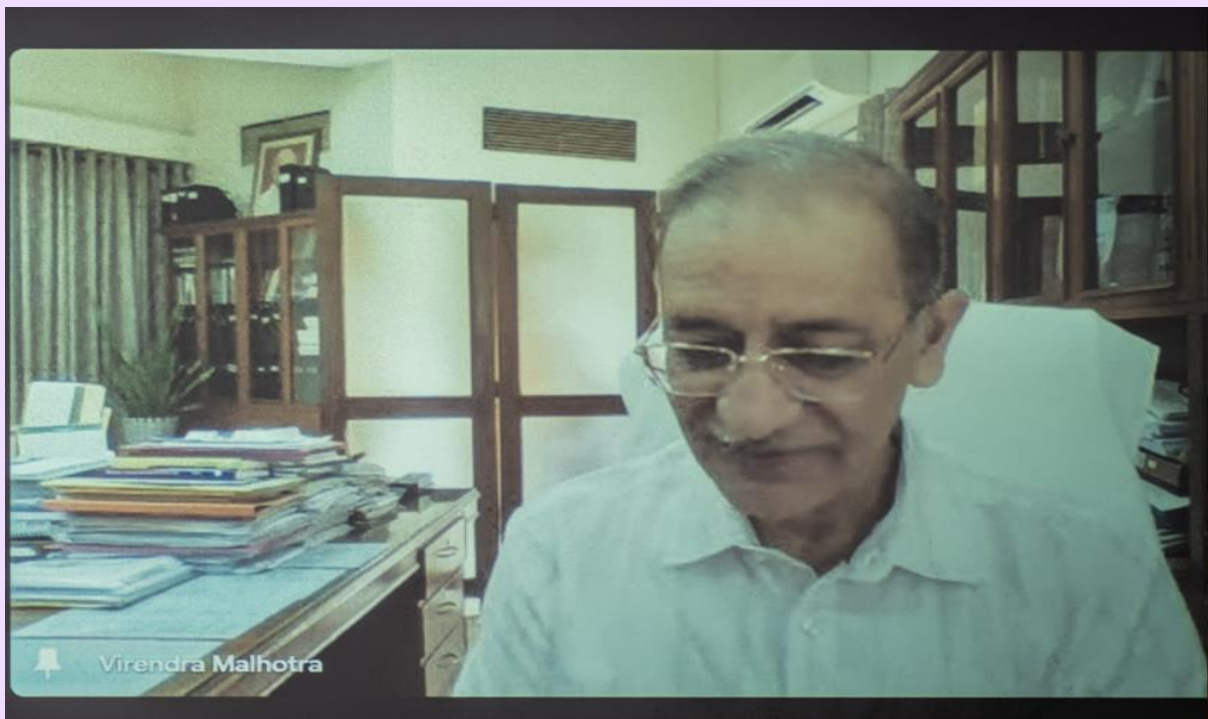
the assembly. In the discourse of delivering his speech, he conveyed credence in the program, besides the crowd realized the significance of empowering persons with disabilities through



awareness among people and an initiation aimed at bringing about a positive change in society.

Shortly after a laudable enlightenment by the HVC, the Nodal Officer of University, especially pertaining to the matters of PwDs, and the Chairperson of UIAC, Prof (Dr) Shalini Garg dispensed knowledge about the Disability Awareness week and finally declared the Ceremony Open.

With the beginning of ceremony, the Hon'ble Chief Guest Prof (Dr) VK Malhotra, the member secretary, ICSSR, New Delhi expressed his confidence in the program and enlightened the gathering.



On the same morning, the schedule then introduced sequenced Keynote Speakers, initially beginning with Shri Prashant Ranjan Verma who is the General Secretary of National Association for the Blind (NAB), Delhi.

Following the noted sequence of speakers for the day, the audience intellectually interacted with Ms. Shalini Khanna, Founder/Director-NAB India Centre for Blind Women & Disability



Studies, presented her opinion on Disabled persons concerning the modern-day scenario of a system dealing with persons with disabilities. Moving on to another speaker, Mr. Puneet Singh Singhal, the founder of SSSTART deliberated across his work and affairs of his foundation and shed some light on the intangible existence of motivation and confidence that induces hope in human beings with diverse capabilities to hustle in life. Finally, Prof (Dr) AK Saini, who is





the Director of Development GGSIPU, addressed the audience. After bidding a vote of thanks to the speakers, a feature that remained a focal point was the persons with disability volunteered at the event to sing the National Anthem in Sign Language. The occasion observed

an episodic change as we endure through the day. After a noon break, the team belated seats to host serial sessions on various themes, especially for students and the keen attendees. The sessions were divided in a pattern of approximately 1 hour each for 2 speakers.



Session 1 featured Shri T.D Dhariyal, the Co-Founder & Executive Director- Center for Accessibility in Built Environment Foundation which stays better remembered by "CABE". In this conference, Shri T.D Dhariyal highlighted the provisions of

Disability specific legislations especially the mandate for educational Institutions for Inclusive Education and Equitable access to education for person with diverse disabilities in the Rights of Persons with Disabilities Act 2016. The session concluded with a cheerful intersection with the students.



Session 2 featured Shri Subhash Chandra Vashishth, who is also a Co-Founder & Director- Center for Accessibility in Built Environment Foundation. His lecture educated listeners on Universal Design. It precisely denotes a workplace design that promotes usage despite gender, age, and disability status.

Shri Subhash Chandra Vashishth, as a lecturer instead of Co- Founder & Director Center for Accessibility in Built Environment Foundation, spoke about the legal sphere adjoining Universal Design, and its advantages for the disabled persons.

The event was wind up with a lecturer-student interaction for a couple of minutes. By the late afternoon, the scheduled sessions for the next day were announced. Altogether, the day ended with the beginning of the most happening week.

On 27th September 2022, the day began the floral welcome of the Keynote Speakers: Dr. Renu Malviya, Mr. Parag Namdeo, Dr. Hemlata. However, what seemed different from the previous



events was the organization of Poster Making Competition and Nukkad Natak.

In the Hall of E block USS Campus, GGSIPU, we welcomed our Keynote Speaker for the next Session.

Dr. Renu Malviya, a professor in the Department of Education, Lady Irwin College, DU. With a delightful greet, Dr. Malviya gave an insight on how Disability of a person connects with Higher Education. The prospective and possibilities for persons with disabilities in higher education in addition to the present-day struggles contracted by them. She sketched a line showing how education is a hope for success.



Absolutely dissimilar from the previous sessions, upcoming Session rendered the audience with an opportunity to interact with the persons with deaf blindness spanning from across the Indian region. The team heartily welcomed Ms. Shrutilata Singh along with Omita from Gujarat, Ms. Pushpa Kadayat along her sister

Rupa Kadayat from Delhi, Ms. Shishna Anand along father Mr. Anand Krishnan from Kerala, Ms. Asha Patwal with her teacher

from Uttarakhand, and Ms. Rupa with her teacher Ms. Lovlesh from Noida. The session was moderated by Parag Namdeo belonging to Sense International India. The discussion unfolded multiple moments of struggle, success, and strength.

After intriguing talks, the focus turned more towards action. At this juncture of afternoon, Session carried diverse Simulation Games and Activities presented by Mr. Parag Namdeo from Sense International India. This session primarily starred leisure activities undertaken by persons with deaf blindness, also the Activity with Tactile Learning Material and creation of the same.

After a crisp 10 minutes break, Dr Hemlata, who is the Deputy Director of National Center for Disability Studies, showboated for next Session. She motively brought attention to the subject of Inclusive Education concerning the Persons with Disabilities. She anchored upon the idea of designing an education environment genial to disabled persons, and discussed the significance of acquaintances in the same environment.



In the mid-afternoon, the hall was enlightened by a thorough declamation of Dr. Hemlata. The address bridged the gaps



sustained by the previous sessions. At long last, towards the end of the 2nd day's schedule, the hall saw immense student participation.

At the sun's mercy, Nukkad Natak was held in front of the Library Stairs of the USS Campus, wherein our honorable jury composed of Dr. Vijay Kumar, DR,Estate, Dr. Kavita Solanki, a member of the I



& A Committee of USLLS, and Dr. Sanjay S Kumar of USMS,



adjudicated the scripted plays by students. Indeed, a stiff competition was shown by teams. As per the declared results, a team of Jatin, Kartik, Dhruv, Harjot, Arshiya, Suhail, Ankit secured first position. A few scores down, a team

composed of participants: Abhiraj, Bhavya, Ritika, Samriddhi, Aditya, Diksha, and Dheeraj stood second in the competition.



Before the sunset the event was set to end at Poster Making Competition, wherein our honorable jury composed of Prof (Dr) Neena Sinha, USMS, Dr. Deepti

Prakash, USMS, Dr. Prarthna Agarwal of USHHS, adjudicated the participants of the competition. Ishika Singh achieved first position for her poster, Khyati Joshi was declared second, and Anshul Agarwal held the third position.

"Strength & Growth come only through continuous effort and struggle."- Napoleon Hill

With this, the team bid good fortune to the winners and called the 2nd day an end!

The 3rd Day Visit to Disability Awareness Week explored on Assistive Technology (AT). The floral welcome was dedicated to the Keynote Speakers and all the



dignitaries, Shri Dipendra Manocha, Dr. A Marisport, and Dr. Rahul Johari.

Once the gathering was set, our first Key Chief Note Speaker, Shri Dipendra Manocha, the Director of Developing Countries DAISY Consortium, seemed rooted to the cause of Empowering the Persons with Disabilities. Initially, considering the moral support, his lecture expounded on humanity and its virtues as a pillar to remedy the discrepancies in the system, the prey of which are the persons with disabilities. Further, He accommodated the economical severity in his lecture faced by PwDs, still he strongly claimed the relevance of education for building a sound occupational foundation, which subsequently provides financial stability irrespective of the background. In spite of that, the idea of education would degrade if the institutional environment is unwelcoming to the persons with different functionalities, or disabilities. Thus, an educational institute that follows a roadmap of inclusivity would certainly amount to positive development in the field of empowering PwDs. Besides, DAISY is an organization committed to aid persons with visual impairment through education.

The conceptually thrilling deliverance was followed by another



deeply-connecting lecture delivered by Dr. A Marisport. Dr. Marisport is the Head of Centre of Disabilities Studies at Gujarat National Law

University. He manifested the notion among the listeners that we humans are a boon of nature, likewise, a person's different functionality or disability is a boon of nature as well, that leaves no necessity to treat him/her differently. Since, if we track down



the culture of behaviour towards PwDs, he asserts, generally people propel them to feel helpless, uncertain, and unidentical. He discussed the implementation of technological devices for education inclusivity of PwDs. For laid a few examples and one of them was the sound echoes in the classroom that would aid studying patterns for students with hearing disability. Soon after, the listeners were led to the exhibition space, which had on table products exemplified from various companies.

UDIP Technologies headed by Mr. Rahul Johari, National Association for





Blind headed by Mr. Harendra, Saktek Foundation headed by Mr. Vikas and Mr. Umer Sidiqui, and Trestle Labs headed by Akshita Sachdeva, displayed their respective devices, peculiarly, for painless and serviceable usage by the PwDs. Some of them were

wearable, digitally assistive, and other crafted especially for the visually impaired.

As the day rounded off to the end, we still had Mr. Rahul Johari, an Assistant Professor at USICT, GGSIPU, to educate us on the advantageous stance of technology for the disabled population across the world. His lecture entrapped special tools and technologies that have already been developed or hold prospective potential in development for the visually challenged individuals.



The Day 4th of the Disability Awareness Week is about the Sports Meet that witnessed play of bowling, batsmen, pitch, and leg guards. This portrays a fair Idea of Cricket, yet a cricket played on Wheelchair, which in absolutely no circumstances is



less in emotions, gratitude, and struggle than the usual Cricket. This Sports Meet brought together the state teams, the J&K and UP state teams competing for the cup, undoubtedly contrasting in their respective culture and language still parallel in vigor and confidence.

The following daylight, our Nodal Officer of University as well as the Convener and Chairperson of UIAC, Prof (Dr) Shalini Garg with sheer graceless addressed the honorable dignitaries, athletes, and spectators. Within minutes of her interaction, she



embraced the contemporary state with regards to the inclusion of disable persons in sports, acknowledged the recent achievements of Paralympians, and concluded with conveying



her gratitude to the state teams for illuminating the event with their presence. The Director of DSW (Directorate of Students Welfare), GGSIPU Prof Manpreet Kaur Kang welcomed the Chief guest with a note as well as communicated her confidence to the players regarding the match. She even recognized the endeavor of the organizing committee.

Our Hon'ble Chief Guest, B.B Chaudhary, an IPS retired Officer with high benefaction towards upliftment of persons with disabilities & enlightened the event. Not only did he bestow the players, shared words of wisdom, but expressed his elation to experience the teams' determination on the pitch irrespective of their disability.





However, before assembling on the Cricket Ground, On first brightening of the day around 7:00 am the State Teams assembled on the path outside DSW Office (Directorate of Students Welfare) totally poised for Wheelchair Race followed by Walkathon (walk-a-thon). The winners of the Wheelchair race were Hemant Kumar stood first, Bablu Kushwaha achieved second position, BrijMohan Tiwari bagged the third position.

Later in the day, while our commentator, Ms. Akriti Singh introduced the umpires, Mr. Yusuf Raza and Lokendra Singh. The moment arrived when the state teams players, all guarded for



the match, stood on the ground to call for a toss before the eyes



of our Hon'ble chief guest. With UP Team winning the toss called for bowling, and the J&K team settled for batting first.

Before divulging into the statistics of the match play, unfolding the team players is worthwhile who enriched the event with their sporty

charisma. In the captainship of Mr. Manoj Kaushik, the UP team comprised of Mr. Brujmohan Tiwari, Ms. Mukesh Kumar, Mr. Bablu Kushwa, Ms. Ram Kumar Patel, Mr. Hemant Kumar, Ms. Naresh Kumar, Mr. Devendra Sahu, Mr. Tulsi Kushwa, Mr. Jai Ahirwar, Mr. Arvind Kumar, Mr. Ratnesh Dixit, Ms. Akhtar Ali, Mr. Arun Patel, Mr. Vishvakarma, Mr. Rajan Yadav, and Mr. Vijay Bhan.



And a team belonging to the extreme north of India, The J&K Team under the Captainship of Mohd. Danish had Waseem Feroz Matto, Tariq Ahmad, Adil Ahmad, Irshad Bhat, Umer Salam Dar, Irfan Yatto, Romaiser Wani, Altaf Hussain, Ramaz Raja, Gowher Ganie, Sheikh Zaid Ahmed, Adnan Shakeel Matto, and Musaid Rashid.

In the first half of the 15 overs match, the J&K team scored a hefty figure of 192 with the loss of 9 wickets. Whereas, in the

second half at the bowling of J&K players, the UP-team batsmen succumbed at not more than 145 with the loss of all wickets. By virtue of play, the strategic approach of the J&K team in the fielding revealed the maximum ratio of win as compared to the UP team. The players from the UP team did win the heart of the audience by their tenacity throughout the tournament despite realizing their likeliness of loss. Like normal cricket, the wheelchair cricket observed the same brawl and pitched battle between the teams with no less strategy, techniques, and teamwork.

“I knew grit and determination by definition, but the wheelchair cricketers are a true example.”



The individual results are the lastly but largely counted part of a Wheelchair Cricket match. With a mind-boggling bowling pace Mr. Irshad Mazoor Bhat of J&K Team received recognition of Best Bowler. Mr. Naseerul Gafar Sheikh of J&K Team achieved the

title of Best Batsmen due to his firm and consistent strategic blend batting. Lastly, the Man of the Match title went to Mr. Romaisar Ahmad Wani of J&K Team for his bowling technique and equally sound batting.

Before the closure of the match, the captains of respective teams shared their impressions.



Now, we enter the last eventful day towards ending the Disability Awareness Week. On 30th September 2022, the closing ceremony of a week-long program happened in auspicious attendance of the Speaker-Mr. Armaan Ali, Executive Director National Center for Promotion of Employment for Disabled People (NCPEDP).

The schedule began by the anchors calling upon the esteemed presence of Mr. Armaan Ali, a Disability Rights Activist, with floral welcome on the stage to deliver a lecture note. The gentleman is the Executive Director National Center for Promotion of Employment for Disabled People (NCPEDP). He was

born with cerebral palsy, a medical disorder that affects a person's ability to move, but that did not deter him from speaking up against the discrimination weighed upon disabled persons. He is known to have extensively contributed in the field of employment of persons with disabilities.



As the Speaker session began, Mr. Armaan Ali's delivery of the lecture included emphasis on current Indian and Global statistics of disabled persons, approximately 15% of the total population is struggling with some form of disability, with precise concern on whether the issue is dealt with equal consideration or not. Secondly, he discussed the state of schemes availed by the disabled persons in India, wherein he asserts on scarce accessibility to the services attributing to the economical and societal factors that roots down to education. He claims that education is the weighing scale of success even for a person living with a disability and literacy plays a crucial role in disabled persons employment, particularly, in a society where disabled persons are perceived 'weak' then education proves to be a 'strength'. He shared that Employment, Education, and Accessibility need to be pillared by appropriate Legislation and Policy, subsequently it becomes imperative to create Awareness in order to achieve



any of the above. The speaker's session concluded with an interactive session as the audience pinned questions and

received due acknowledgement with responses from the speaker.

After an enlightening take-away session by the hon'ble speaker, the felicitation ceremony commenced in the presence of accompanying dignitaries. The contributing faculty members of GGSIPU, the organizing committee members, and last but not



the least, the accomplished participants of various competitions that were organized during the Disability Awareness Week, were felicitated by Prof (Dr) AK Saini, Director Development GGSIPU. Thereafter, the moment finally arrived to officially call the Disability Awareness Week dissolved. As the podium was designated to Prof (Dr) Shalini Garg, Chairperson of UIAC,

shared a token of appreciation reckoning the speaker's note while she recounted the particulars of a momentous week and efforts garnished by the organizing team of USS. In the fullness of time, the end was put to an empowering week.

After the declaration, in a photo session a group photo was captured with Hon'ble Vice Chancellor, Prof (Dr) Mahesh Verma, all the team members, faculty contributors, Hon'ble speaker, and dignitaries on the stage



Glimpses of the closing Ceremony:

SSSSSS



THOUGHTS PENNED DOWN-
By Disability Experts

Inclusion of Children with Disabilities in Education – Factors Responsible for Success



Dr. Hemlata
NCDS, IGNOU
India

Inclusive education means the education of all children, with and without disabilities together in regular schools. Inclusive education involves all children in learning together with their peers in the same environment. It is an approach which takes into accounts the unique characteristics, interests, abilities and learning needs of all children. All schools have to be inclusive in their approach, so that children with disabilities have access to these schools. It means that all students in a school, regardless of their strengths and weaknesses in any area become part of the school system. They are included in the feeling of belonging among other students, teachers and support staff. It aims at all stakeholders in the system such as learners, parents, community, teachers, administrators and policy makers. They have to be comfortable with diversity and see it as a challenge rather than a problem.

The teachers in the inclusive setup should have the potential capacity to work within a collaborative framework to meet the unique needs of all students when given adequate training and support services. Inclusion is an attempt to meet the unique needs of every child in a regular school setting and that will be possible with the involvement of all stakeholders.

Concept of Inclusive Education

According to Rights of Persons with Disabilities Act 2016 inclusive education means a system of education wherein students with and without disability learn together and the

system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.

Inclusive education, as an approach, seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implied all learners, young people – with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. It aims at all stakeholders in the system such as learners, parents, community, teachers, administrators and policy makers to be comfortable with diversity and see it as a challenge rather than a problem.

Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers and support staff. Hence, schools have a duty to educate children with special needs in general education classrooms.

Inclusion in education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff. It is an attempt to meet the unique needs of every child in a regular school setting. All children, in spite of their disability, try to participate in all facets of school life. So, some changes are required in the mainstream to make it more accommodating to all students' individual needs. The goal is to provide an accommodating, personalized education for all students, within the context of a general educational classroom. Thus, providing equitable opportunities to student/children with and without disabilities together, so that they receive effective educational

services, with the required supplementary aids and support services in age-appropriate classes in their neighbourhood schools is called "Inclusive Education".

Importance of Inclusive Education

The Government of India is fully committed to the goal of Universalization of Elementary Education (UEE). To facilitate UEE, the Parliament of India has passed the Constitutional (86th Amendment) Act, making free and compulsory elementary education a Fundamental Right, for all the children in the age group of 6-14 years through inclusion of the new Article 21A in Part III of the Constitution, as follows:

'The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law determine.'

This Amendment has given a new thrust to the education of Children with Special Needs (CWSN), as without their inclusion, the objective of UEE cannot be achieved. Hence, if Education for All is to be achieved, CWSN would have to be provided education.

Rights of Persons with Disabilities Act 2016 also focuses on inclusive education, Article 17 of this Act says that the appropriate Government and local authorities shall take the following measures (a) to conduct survey of school going children in every five years for identifying children with disabilities, ascertaining their special needs and the extent to which these are being met: Provided that the first survey shall be conducted within a period of two years from the date of commencement of this Act; (b) to establish adequate number of teacher training institutions: (c) to train and employ teachers, including teachers with disability who are qualified in sign language and Braille and also teachers who are trained in

teaching children with intellectual disability; (d) to train professionals and staff to support inclusive education at all levels of school education. It also emphasise for the provision of specific measures to promote and facilitate inclusive education i.e. to establish adequate number of resource centres to support educational institutions at all levels of school education; (f) to promote the use of appropriate augmentative and alternative modes including means and formats of communication, Braille and sign language to supplement the use of one's own speech to fulfil the daily communication needs of persons with speech, communication or language disabilities and enables them to participate and contribute to their community and society; (g) to provide books, other learning materials and appropriate assistive devices to students with benchmark disabilities free of cost up to the age of eighteen years; (h) to provide scholarships in appropriate cases to students with benchmark disability; (i) to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses; (j) to promote research to improve learning; and (k) any other measures, as may be required.

The National education Policy 2020 has adopted the inclusion as an underlying principle in the whole policy, it has emphasized that for providing inclusive and equitable education appropriate measures needs to be undertaken by the Government.

Benefits of Inclusive Education

Inclusive education is beneficial for the Government as well as other stakeholders who are involved in it. Following is some of the benefits of inclusive education

1. **Children** - Inclusive Education is beneficial for all children studying in school. All children are enriched by inclusive

education system, it promotes positive attitudes in non-disabled children towards children with special needs (CWSN).

2. **General Teacher** – The success of inclusive education programme depends on the involvement of all teachers of the school. By practicing inclusion their professional skills are developed and they are able to establish rapport with all children. They view each child as an opportunity to grow and become the change agent.
3. **Parents** – Involvement of parents in inclusive education is very crucial, they become aware of the rights of their children. The knowledge and information about various services available for CWSN make them better equipped to deal with their children
4. **Children with Special Needs (CWSN)** – Inclusive education is most beneficial for children with special needs. It prepares them for independent living which in turn increases their self-confidence and they become a productive member of society. It helps them in realizing their potential as an individual and they feel associated with the school, teachers and their peers.

Factors Responsible for Successful Inclusive Education

The success of inclusive education depends on various factors as it is a collaborative work. The most important factor is the regular classroom teacher and their knowledge and skills on disability, apart from teacher competence some preferences are very important that needs to be considered for the success of inclusion. The prerequisites for success of inclusion is readiness of the child for the inclusion, readiness of the school for welcoming the child with disability in the classroom and readiness of the parents for sending the child in the inclusive school, and of course the preparedness of general teachers and special teachers is most important aspect as they are the once

who will be with the child in the school and involve them in academic and other activities. Some of the factors responsible for successful inclusion are as following:

i) Education of Children with Disabilities to be under Ministry of Education

In India the education of children comes under the purview of Ministry of Education but the education of children with disabilities falls within the purview of Ministry of Social Justice and Empowerment. The education of children with disabilities is treated as a social justice issue therefore it is not treated as a priority in the mainstream schools. There is a need that steps may be taken by all the concerned to make mainstream schools inclusive and the education of children with disabilities should come under the purview of Ministry of Education. They also need to provide support for higher and vocational education for students with disabilities.

ii) Awareness

Awareness about inclusive education needs to be generated in the community. It is important that all the stakeholders realize the importance of inclusive education and support for appropriate education of children with disabilities in mainstream school. It is the duty of the administrators at every level to ensure that children with disabilities have access for inclusive education. The administrators may provide training for this.

iii) Attitude

The Attitude is very important factor for success of inclusive education. The attitude that 'Inclusive education is not an alternative but an inevitability, if the dream of providing basic education to all children is to

ever become a reality' needs to be cultivated among all concerned professionals, grassroot workers, teachers, parents and community members, especially in rural and remote areas.

iv) Adequate Human Resources

The existing teachers in the schools need more support in terms of human resources trained in disability and rehabilitation as they cannot reach the vast number of children with disabilities across all parts of the country. Therefore, some alternatives are required in form of para teachers or community-based rehabilitation workers etc. Distance education programmes can be a big help in providing human resources in disability and rehabilitation.

v) School Preparedness

The success of inclusive education depends on the readiness of school that intend to offer inclusive education. Inclusion without adequate preparation of general school will not yield satisfactory results. It is essential that issues related to infrastructural facilities, curriculum modification, teaching learning material, trained teachers and other professionals should be addressed before initiating a programme.

vi) Training of Teachers

Most of the teachers working in inclusive schools need in service training or professional development programmes for providing better education to children with disabilities. Bringing the children with disabilities in the schools is easier but involving them in academic and other activities is a challenge. General education teachers are content experts but they are not well versed with the special needs of children with disabilities.

Special education teachers usually lack expertise in teaching an individual subject. Keeping this in mind general education teachers may be provided additional training in the area of specific disabilities and the special instructional needs and special educators may be provided training in pedagogical aspects.

vii) Collaboration

Success of inclusive education depends on the collaboration of various stakeholders involved in it. This can happen by regular planning and implementation of the activities designed for the children with disabilities in the classroom. There is a need for establishing linkages between community-based rehabilitation programmes and inclusive education. It is also important to strengthen the networking between the existing practitioners. Simultaneous implementation and regular monitoring, reinforcement, collaboration and coordination between Government departments, NGOs and School Authorities is beneficial for the success of inclusion.

viii) Accessible Environment

Accessible environment enables persons with disabilities to move around freely and safely it provides an environment that supports the independent functioning of individuals so that they can participate in their day-to-day activities without hindrance such as school premises classroom, playground, library, toilet, conference room etc. The safety of individuals should also be kept in mind in accessible environment. It helps them in attaining academic and other achievements on their own in least restrictive environment.

ix) Preparedness of Children for Inclusive Education

It is important to prepare the children with disabilities before sending them in inclusive schools. Successful transition is very important, early childhood intervention before enrolment is required. This would ensure that they do not drop out and retained in the school and they will be able to complete their academic achievement.

x) Communication

Inclusive Education teachers need to advocate for the needs of their special education students and ensure that resources are available for them. They need to ensure for peer tutoring, instructional assistance, team teaching and staff development authorities are available along with consistent policies that assess the individual student's progress. It is the responsibility of the teacher to communicate regularly with the principal of the school make sure that she is aware of the specific learning needs of the children with disabilities and the academic resources.

xi) Identification and Assessment of Special Needs

When a child with disabilities comes to special school the first step is the assessment of his or her special needs. The teacher must be able to find out the abilities of the students and the problems faced by them in the learning process. The special teachers should be able to use various assessment tools for each disability. Based on the specific assessment the special needs of the children may be identified and intervention may be provided accordingly.

xii) Classroom Arrangement

The classroom arrangement is very important for successful inclusion of children with disabilities in the classroom. Teacher must decide the suitable sitting

space for children with disabilities as per their special need i.e., children with low vision, blindness, hearing impairment may be given the seat in first row. Similarly, children with locomotor disability and cerebral palsy may be provided sitting space where they can move easily.

xiii) Use of Assistive Devices

Assistive devices play very important role for children with disabilities. The blind children can read with the help of Braille books or talking software. Similarly, magnifiers help children with low vision to read and learn. With the help of these technologies children with disabilities are able to learn and participate in various school activities.

xiv) Instructional Adaptations and Accommodations

The teacher in inclusive education needs to have expertise to adapt the curriculum and make necessary modifications to suit the needs of children with disabilities. The instructions may be modified for learner with disabilities as and when required. These modifications usually take the form of modified assignments or modified instructional strategies or evaluation. Children with disabilities will feel comfortable in the group as the modification is made to suit them.

xv) Co-operative Learning

This is an effective way of including children with disabilities in a regular classroom. Here children in heterogeneous small groups work together towards a specific goal. Before making the groups, peers are deliberately trained to help a particular academic skill to children with disabilities.

xvi) Evaluation Techniques

In inclusive education the teachers must be able to use differential evaluation techniques of each student according to his/her abilities, for example the evaluation of a student with learning disability should be in his/her preferred mode (not in written form only). Similarly, the evaluation of a student having visual impairment can be done orally or it may be a computer-based evaluation.

xvii) Implementation and Monitoring

Implementation and monitoring of inclusive education programmes should be a regular feature. There is a need for review of implementation of existing programmes, provisions to identify factors leading to success or failure of such programmes. Enrolment and retention of children with disabilities in mainstream schools should be monitored and evaluated regularly. The administrative issues arising out of such reviews may be addressed promptly.

Conclusion

In inclusive schools' children with disabilities have unique experiences as they get chance to interact constantly with other children too. The success of inclusion depends on many factors which are explained above. The teachers have daily interaction with the students and they play a very significant role in determining the experiences of children with disabilities in the inclusive classrooms. It is very important that the policy makers ensure that classroom teachers have the knowledge and skills to support children with disabilities in the classroom. The factors discussed in this paper have great impact on the quality of inclusive education programmes offered in India. Each one of us can contribute for inclusive education as professionals in few or more areas. Let's work together to realize the dream of inclusion in its true sense.

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YOUNG CONTRIBUTORS:

शिक्षा का अधिकार

कभी आतंकियों की हिंसा से,
कभी सरकार की चिंता से,
स्कूल बंद हो जाता है।
कभी बेतुके बखेड़ों से,
तो कभी भटकी भेड़ों से डर के,
मेरी शिक्षा का अधिकार क्यों छिन जाता है?!

क्या सचमुच इतना खतरा है,
या खौफ है मेरी जागरूकता का?
किस सरहद के दायरे में है ज्ञान का सागर,
दिया किसने हक़ ऐसी क्रूरता का?

भले जन- कल्याण के नाम से, सदियों से चल रही सियासी बयार है..
शिक्षा का सुयोग जो छीन रहे,
एक युद्ध उनके विरुद्ध भी तैयार है...

सजग विश्व का हर बच्चा है,
सबके अंधे स्वार्थ से..
इस अंधकार की घटा छटेगी,
बस अपनी शिक्षा के हथियार से।

Naina Dubey
Student, M.A.Economics,
USHSS, GGSIPU

I LEARN DIFFERENTLY

Hello! I am Daisy,
For me, the letters appear fuzzy.
So, to the dancing letters,
I sing a song and recite better.
I get nervous whenever I read,
Ans ultimately lack in taking lead.
To me, keep the instructions clear and simple,
Otherwise, I would wimple.
I make different topic's flashcards,
And altogether practice in my backyard.
I use different color highlights,
Hey! It looks so attractive in the skylight.
Sympathy is not what I need,
Empathy is what is to be breed.
Hundreds of thoughts keep running in my mind,
I am proud to be one of my kind.

By-Laxmi Priya Behera

Enrol. No.- 00310812321

Name of Institute- Army Institute of Education, Greater Noida

Course- B.Ed. Special Education (LD)

Batch- 2021-2023

FACTS and NEWS



FACTS

BY- YASHVI PARWANI

(University School of Education)

- According to UNICEF, nearly 240 million children live with disabilities worldwide – 1 in 10 of all children. Psychosocial difficulties affect the largest share of these children, across all ages.
- Children with disabilities experience higher rates of multidimensional poverty compared with children without disabilities. For children aged 2–4 years, 38 percent of them with more than one functional difficulty experience three to five deprivations, compared with only 12 percent of children without functional difficulties.
- The CRPD was adopted in 2006 with the objective to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their dignity.
- Children with disabilities are not a homogenous group. They are diverse people who have different impairments, age, sex, gender identity, sexual orientation, ethnicity, race, religious and cultural beliefs, socio-economic backgrounds, geographical locations, levels of education, and migration status.
- Underpinned by human rights, the 2030 Agenda for Sustainable Development includes the overarching principle to “leave no one behind”, which means that all SDGs are applicable to all children, particularly children with disabilities and other marginalized children and their families and communities.
- The Charter on Inclusion of Persons with Disabilities in Humanitarian Action was endorsed during the World Humanitarian Summit and was

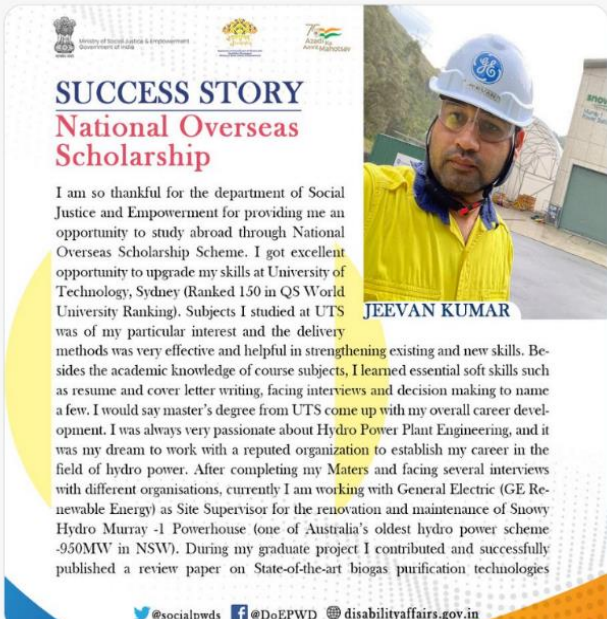
signed by 32 countries and other actors (including the European Union, governments, United Nations agencies, and civil society organizations).³² The charter has a specific action on children with disabilities, under non-discrimination.

- Children with disabilities are 47 percent more likely to be underweight (28 percent, compared with 19 percent of children without disabilities) and 34 percent more likely to be stunted (43 percent, compared with 30 percent of children without disabilities).
- It is estimated that over 1 billion people around the world need some form of assistive technology, yet 90 percent of these people do not have the assistive technology they need.
- Compared with their peers, children and young persons with disabilities, particularly girls, face additional barriers to receiving sexual and reproductive health services, which can increase their risks of unwanted pregnancies, sexually transmitted infections, and sexual violence.
- Children and young persons with disabilities, particularly girls, face barriers to accessing HIV information and prevention services. Young persons with disabilities are the subject of incorrect assumptions that they are not sexually active or engaging in risky behaviors, and are therefore not invited to sexual education programmes.¹

News Glimpses

Department of Empowerment of Persons with Disabilities (DEPwD), Ministry of Social Justice and Empowerment, GOI

Disability Affairs @socialpwds · 1h
Success Story of Shri Jeevan Kumar, who studied abroad in the University of Technology, Sydney through the #NationalOverseasScholarship Scheme of DEPwD #SuccessStory #AzadiKaAmritMahotsav #SashaktDivyang #SashaktBharat #PMOIndia @Dvirendrakum13 @PIB_India



SUCCESS STORY
National Overseas Scholarship

I am so thankful for the department of Social Justice and Empowerment for providing me an opportunity to study abroad through National Overseas Scholarship Scheme. I got excellent opportunity to upgrade my skills at University of Technology, Sydney (Ranked 150 in QS World University Ranking). Subjects I studied at UTS was of my particular interest and the delivery methods was very effective and helpful in strengthening existing and new skills. Besides the academic knowledge of course subjects, I learned essential soft skills such as resume and cover letter writing, facing interviews and decision making to name a few. I would say master's degree from UTS come up with my overall career development. I was always very passionate about Hydro Power Plant Engineering, and it was my dream to work with a reputed organization to establish my career in the field of hydro power. After completing my Masters and facing several interviews with different organisations, currently I am working with General Electric (GE Renewable Energy) as Site Supervisor for the renovation and maintenance of Snowy Hydro Murray -1 Powerhouse (one of Australia's oldest hydro power scheme -950MW in NSW). During my graduate project I contributed and successfully published a review paper on State-of-the-art biogas purification technologies


JEEVAN KUMAR

@socialpwds @DoEPWD disabilityaffairs.gov.in

SPECIAL PROVISION FOR EMPOWERMENT OF DIVYANG WOMEN

The Rights of Persons with Disabilities Act, 2016
Section 9: Home and family

- 1 No child with disability shall be separated from his or her parents on the ground of disability except on an order of competent court, if required, in the best interest of the child.
- 2 Where the parents are unable to take care of a child with disability, the competent court shall place such child with his or her near relations, and failing that within the community in a family setting or in exceptional cases in shelter home run by the appropriate Government or non-governmental organisation, as may be required.




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SPECIAL PROVISION FOR EMPOWERMENT OF DIVYANG WOMEN

The Rights of Persons with Disabilities Act, 2016

- It mandates the government to take measures to ensure that women with disability enjoy their rights Equally with others
- Provision for protection of divyangnan including divyang women from abuse, violence, exploitation and inhuman treatment
- Access to appropriate information regarding reproductive and family planning
- Prohibits medical procedure for termination of pregnancy without express consent
- Priority to women with benchmark disabilities in giving reservation in poverty elimination/ developmental schemes




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SPECIAL PROVISION FOR EMPOWERMENT OF DIVYANG WOMEN

The Rights of Persons with Disabilities Act, 2016
Section 7: Protection from abuse, violence and exploitation

- 3 The Executive Magistrate on receipt of such information, shall take immediate steps to stop or prevent its occurrence, as the case may be, or pass such order as he deems fit for the protection of such person with disability including an order—
 - (a) to rescue the victim of such act, authorising the police or any organisation working for persons with disabilities to provide for the safe custody or rehabilitation of such person, or both, as the case may be;
 - (b) for providing protective custody to the person with disability, if such person so desires;
 - (c) to provide maintenance to such person with disability.



@socialpwds @DoEPWD disabilityaffairs.gov.in



Accessible India @MSJE_AIC · 25 Nov

How much time is required for release of Grant in Aid under sub-scheme Creation of Barrier Free Environment of SIPDA scheme?

Ans: There is no certain time limit but it is ensured, grant in aid for submitted proposal may be released as per guidelines before end of the related F.Y



Disability Affairs @socialpws · 2h

दिव्यांगजन सशक्तिकरण विभाग की उप-योजना के अंतर्गत बाधा मुक्त वातावरण का सृजन
#BarrierFreeEnvironment #SugamyaBharat #SashaktDivyang
#SashaktBharat #AzadiKaAmritMahotsav #PMOIndia @DrVirendrakum13
@PIB_India @mygovindia



Disability Affairs @socialpws · 25 Nov

#AccessibleIndiaCampaign was launched to create a barrier free environment for independent and safe living of Divyangjan | Transportation System #SashaktDivyang #SashaktBharat #SugamyaBharat #PMOIndia #AzadiKaAmritMahotsav @DrVirendrakum13 @PIB_India @mygovindia



Disability Affairs @socialpws · 23 Nov

डिजिटल प्रोग्राम करने योग्य, बिहाईड द ईयर (बी टी ई) हियरिंग एड। यह सिर्फ एक उपकरण नहीं, यह स्वतंत्रता है #AIDForDivyang #SashaktDivyang #SamarthBharat #AzadiKaAmritMahotsav #PMOIndia #hearingaids @DrVirendrakum13 @PIBHindi @MyGovHindi

News Glimpses:

State Commissioner for Persons with Disabilities, GNCTD, Delhi

The below mentioned recommendations made by the office of the State Commissioner for Persons with Disabilities. GNCTD in the Annual report for the year 2019-20 and 2020-21 pertaining to the College/Universities have been forwarded for implementation:

SNo. 3 -Accessibility to the key offices and institutions for persons with disabilities or the offices and facilities that are frequently visited by, general public including persons with disabilities must be ensured. Such offices are the office of the College/Universities, schools, Homes, Hospitals etc. It needs to be ensured that seamless and safe accessibility in the build environment such as office premises, the roads, footpaths, public conveniences, malls, market, stadia etc. are PwDs friendly and are accessible. There is need for close coordination and co-operation amongst all concerned authorities. A proper co-ordination mechanism should be put in place by authorities by fixing the responsibilities and making the concerned authorities accountable for any lapse.

SNo. 12 The online applications procedure for admissions to higher education courses should be accessible and compatible with the needs of persons with disabilities. It should either mention all the 21 specifies disabilities as these appear in the Schedule to the Act or it should mention that reservation of seats for persons with benchmark disabilities is open to all specified categories. The expression "handicapped" should not be used. Appropriate guidelines/advisories to all the Government institutions of higher education and other higher education institutions receiving aid from

the Government to ensure reservation of not less than 5% seats for persons with benchmark disabilities and upper age relation of 5 years should issue.

SNo. 13 All the universities / colleges should promote teaching and research in disability studies and the universities should establish Department of Disability Studies.



QUIZ

Disability Awareness

By- YASHVI PARWANI (M.Ed)



1. The Right of Persons with Disabilities (RPWD) Act came into force in which year?
 - a) 2019
 - b) 2016
 - c) 2017
 - d) 2018
2. Around what percentage of the world's population lives with disabilities?
 - a) 15
 - b) 20
 - c) 35
 - d) 27
3. A piece of equipment, software program, or product used to increase, maintain or improve the functional capabilities of persons with disabilities is known as
 - a) Resources
 - b) Technology
 - c) Alliance tools
 - d) Assistive tools
4. What does inclusion mean?
 - a) An action or state of being included within a group/structure
 - b) Providing necessary help to the disabled people
 - c) Arranging the tools required by people with disabilities
 - d) Valuing diversity
5. PWDs in terms of inclusion stand for?
 - a) Public Works Department
 - b) People With Diversity
 - c) People With Disabilities
 - d) People Without Disorientation
6. How many types of disabilities are identified under RPWD Act 2016?
 - a) 17

- b) 21
 - c) 30
 - d) 22
7. What is the best angle for disabled ramps?
- a) 1:12 (in inches)
 - b) 3:14 (in inches)
 - c) 2:12 (in inches)
 - d) 4:15 (in inches)
8. Which of the following is an international human rights treaty of the United Nation intending to protect the rights and dignity of persons with disabilities?
- a) Convention on the rights of a child
 - b) Convention of human rights
 - c) Convention against torture
 - d) Convention of rights for persons with disabilities
9. ADA stands for?
- a) Australian with Disabilities Act
 - b) Americans with Disabilities Act
 - c) African with Disabilities Act
 - d) Asia with Disabilities Act
10. The main work of ADA is?
- a) Prohibit discrimination against people with disabilities in several areas including employment, transportation, public accommodations, communications, and access to the state and local government's programs and services.
 - b) To promote awareness about various disabilities
 - c) To construct various special schools, colleges and curriculum for people with disabilities
 - d) To instil employment skills in people with disabilities.

ANSWERS

- | | |
|------|-------|
| 1) C | 6) B |
| 2) A | 7) A |
| 3) D | 8) D |
| 4) A | 9) B |
| 5) C | 10) A |

UIAC – UTTHAAN

NODAL OFFICERS (I&A Measures)

SNo.	NAME OF UNIVERSITY SCHOOL	NAME OF THE NOMINATED NODAL OFFICER
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2.	University School of Management Studies	Mr. Gaurav Talan Ms. Meenu
3.	University School of Environment Management	Mr. Pooran Singh
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5.	University School of Education	Dr. Shalini Yadava
6.	University School of Mass Communication	Dr. Kavita Koli Dr. Riyaz Arshad Nazish
7.	Directorate of Student's Welfare (DSW)	Dr. Shubhanku Kochar
8.	International Affairs	Mr. Rajesh Sharma
9.	Security & Sanitation Branch	Dr. Jagvender Singh

UIAC Events & Events received for Inclusion in I&A E Magazine

International Day of Persons with Disabilities

By UIAC -UTTHAAN, GGSIPU

The University Inclusion & Accessibility Committee UIAC-UTTHAAN has celebrated the First Silver Jubilee year Special Event the International Day of Persons with Disabilities (IDPWD) on 5th Dec 2022 under the Patronship of the worthy Honourable Vice chancellor- Prof (Dr) Mahesh Verma Padma Shree Awardee.

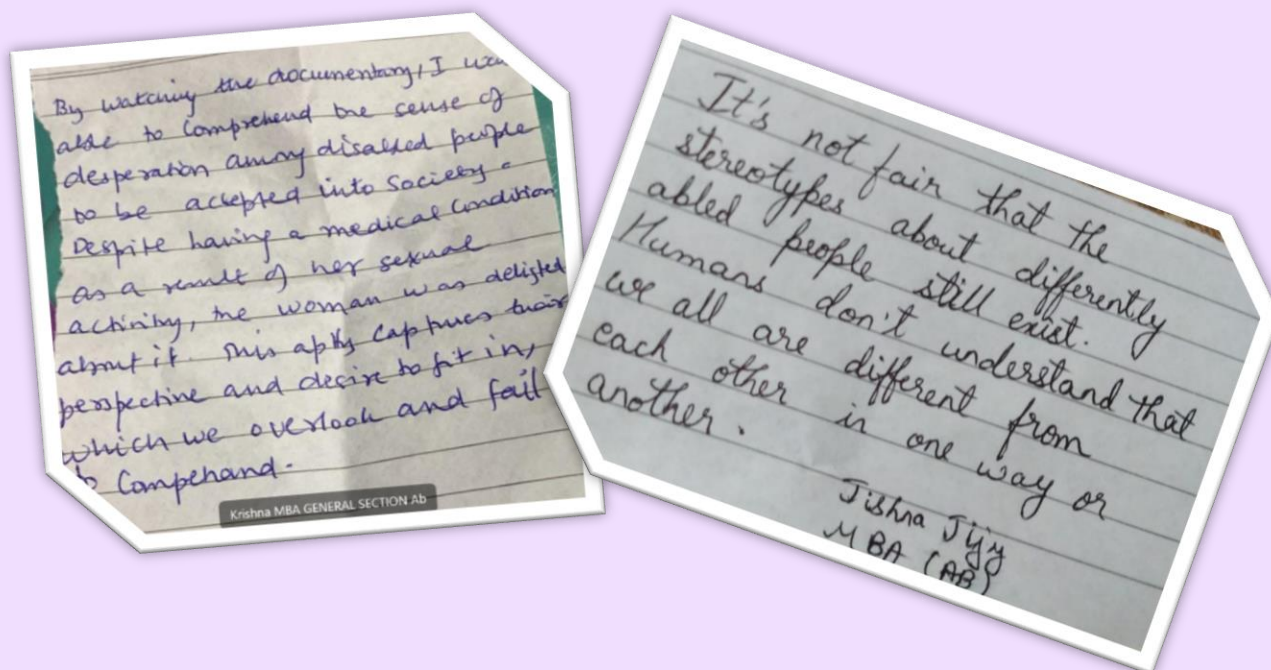
UIAC-UTTHAAN has celebrated the IDPWD 2022 themed is “Transformative Solutions for Inclusive Development: The Role of Innovation in Fuelling an Accessible and Equitable World” on 5th Dec 2022 which is globally observed on 3rd December every year and was proclaimed in 1992 by the United Nations General Assembly Resolution 47/3.

The main attractions and Events were:

- a) Screening & Learning Experiences from a Mind Paving - Award-Winning Documentary named CRIP CAMP: “A Disability Revolution” to increase the awareness about the Rights of the PwDs & making the society more Inclusive & Accessible.**

The Documentary review was followed by the Interactive Learning Experience Sharing Session.

- b) Declaration and felicitation of winners of 3 Best Short Film/Documentary & 3 Best E-Posters was done.**
- c) The impromptu opinions, ideas and View were asked from the audience about Disability & Inclusion and the Winners with best messages were Krishna Bhandari (MBA Gen AB) & Jishna Jijy (MBA Gen AB).**



Rank	E Poster Winners	Short Film Winners
1 st	Abhavya (MBA Gen AB)	Jaswinder Singh Sudan & Bharat Kaushik (MBA Gen AB)
2 nd	Jaswinder Singh Sudan (MBA Gen AB)	Manisha Panchal (USMC)
3 rd	Gautam Virani (MBA Gen AB)	Sarthak Gera (USMC)

d) After the Tea Break there is an Insightful and Enriching Session by Prof Dr. Anupam Ahuja, Professor & Head Specialisation: Learning disability, Child Development NCERT on “Making Inclusion: A Reality in Regular Schools”.

e) Last but not the least UIAC- UTTHAAN is continuing with its EXHIBITION SERIES. The Exhibiting school for UIAC UTTHAAN AXHIBITION SERIES 2 was University School of Architecture and Planning (USAP) on the theme Inclusive School Designs outside the Seminar Hall E.

The event was a great success.

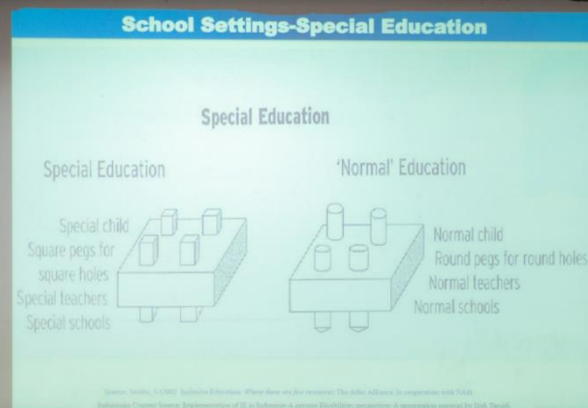
GGSIU SILVER JUBILEE YEAR SPECIAL
University Inclusion & Accessibility Committee
Guru Gobind Singh Indraprastha University, New Delhi
celebrates
INTERNATIONAL DAY OF PERSONS WITH
DISABILITIES
on
5th Dec 2022



Patron
Prof. (Dr) Mahesh Verma
Padma shri
Vice Chancellor
GGSIU

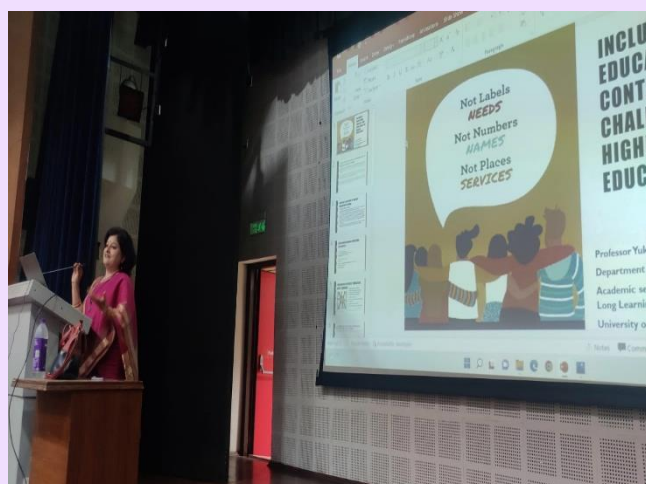


Program Director
Prof. (Dr) Shalini Garg
Chairperson, UIAC
University Nodal
Officer, Disability
Matters



Special Guest Lecture on Inclusive Education

by USE, GGSIPU



University School of Education organized a special guest lecture on the theme: **Inclusive Education – Context and Challenges in Higher Education** on the 30th of June, 2022 for the students, faculty and staff of GGSIP

University. The Lecture was delivered by Prof. Yukti Sharma from the Central Institute of Education, University of Delhi. The speaker enlightened the audience with respect to the current status of higher education in India with respect to the number of universities spread across India and the inclusion of diverse groups in them, quoting the UGC annual report 2020-21. She further highlighted the need for inclusivity in higher education in India and the steps that need to be taken to make the higher education space in India more inclusive. The lecture was well received and provoked meaningful deliberations as questions were raised by the students and faculty in the areas of outreach of technology in remote areas to reach out to students through distance and online mode etc.



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HOW CAN YOU CONTRIBUTE.....

It may also be noted that now onwards the I&A E magazine will be published biannually instead of the earlier format of being published quarterly.

VOLUME 7

Soon we will announce the call for contribution for

STAY TUNED!

You can contribute in the form of:

- Giving ideas on how you can help PwDs
- Articles
- Puzzles
- News Items etc...

Contact Details

Email ID:

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