

GUIDELINES FOR THE DIFFERENTLY ABLED STUDENTS OF IIM SHILLONG.

Introduction:

Indian Institute of Management Shillong (IIM Shillong) aims to provide equal access and opportunities for education to all students aspiring to get admission to IIM Shillong including the differently abled person. With this aim in view IIM Shillong provide both physical as well as academic support to facilitate all differently abled students.

1. Office for Services to Differently Abled Students (OSDAS):

Committee for looking after the Key Activities and Support to Differently Abled Students

- i) Committee on Differently Abled Students (CoDAS) of IIM Shillong will be headed by a faculty member. The other members of the committee will include one faculty member and two student representatives.
- ii) Office for Services to Differently Abled Students (OSDAS) will be set up under the overall supervision of the (CoDAS) to provide a single point of access for all issues regarding disability.

2. Admissions (Enabled through the Admissions Office)

- i) Ensure that there is no discrimination against differently abled students who deserve to be admitted as per the admission criteria.
- ii) Provide compensatory time during any written evaluation, if the same is conducted.
- iii) Interview panel be made aware of all such candidates and the type of disability and special type of accommodations required if any.

3. Assessment of Required Accommodations

- i) A form seeking information regarding accommodations required will be sent to the student once s/he accepts the admission offer, i.e., prior to joining the Institute. This will help with any advance preparations such as modification to the hostel room etc.
- ii) Accommodation requirements (both academic and non-academic) are assessed at the beginning of the first term and required accommodations provided throughout the student's stay at IIM Shillong.
- iii) The requirements of students are shared with other offices (PGP, PhD PGPEX, hostel, estate, etc.) and coordinated by the OSDAS. OSDAS will monitor the extent of the support provided to the concerned participants.

4. Stay at IIMS

- i) Sensitization sessions on disability for faculty, staff members and students will be conducted.
- ii) Physical access to campus facilities, including classrooms, library, hostels, canteen, eating places and common areas used by students will be facilitated.
- iii) Classes and exams will be held in accessible classrooms.
- iv) Wheelchair will be provided, if required
- v) Suitable accessible rooms with suitable bathrooms will be provided at the hostel.
- vi) The hostel office will be requested to arrange for friends to be accommodated in rooms close to the student, if required.

5. Academic Support

Academic support will be catered to the specific requirements of the differently abled students based on the assessment by Chairperson (OSDAS). The support will be in the form as detailed below:

- a) *Locomotor Disability* (as defined in the schedule of The Rights of Persons with Disabilities Act, 2016): Depending on the extent of the challenge, the following are the support to be extended:
 - i) They may be allotted conveniently accessible seats
 - ii) They may be provided with speech recognition software at a common facility will assist them in typing reports, answering online tests, etc.
 - iii) With due permission from course facilitator, they may be allowed the use of assistive devices in class
 - iv) They may be provided additional time of up to 20 minutes per hour for all written evaluations

- b) *Visual Impairment* (as defined in the schedule of The Rights of Persons with Disabilities Act, 2016): Depending on the extent of the challenge, the following are the support to be extended:
 - i) They may be allotted seats in the front row of the class
 - ii) All course materials may be provided in accessible format
 - iii) With due permission from course facilitator, they may be allowed the use of assistive devices in class
 - iv) Provisions may be made for real time sharing of classroom computer content with the participant's laptop
 - v) Alternate evaluation mechanism may be applied instead of evaluation of class participation component
 - vi) They may be provided additional time of up to 20 minutes per hour for all written evaluations
 - vii) They may be provided with the support of scribes during written examinations

- c) *Hearing Impairment* (as defined in the schedule of The Rights of Persons with Disabilities Act, 2016): Depending on the extent of the challenge, the following are the support to be extended:
 - i) They may be allotted seats in the front row of the class
 - ii) All course materials may be provided in accessible format
 - iii) With due permission from course facilitator, they may be allowed the use of assistive devices in class
 - iv) Alternate evaluation mechanism may be applied instead of evaluation of class participation component
 - v) They may be provided additional time of up to 20 minutes per hour for all written evaluations

- d) *Speech and language disability* (as defined in the schedule of The Rights of Persons with Disabilities Act, 2016): Depending on the extent of the challenge, the following are the support to be extended:
 - i) With due permission from course facilitator, they may be allowed the use of assistive devices in class
 - ii) Alternate evaluation mechanism may be applied instead of evaluation of class participation component or any other oral evaluation

- e) *Intellectual Disability* (as defined in the schedule of The Rights of Persons with Disabilities Act, 2016): Depending on the extent of the challenge, the following are the support to be extended:
- i) All course materials may be provided in accessible format
 - ii) With due permission from course facilitator, they may be allowed the use of assistive devices in class
 - iii) Alternate evaluation mechanism may be applied instead of evaluation of class participation component
 - i) They may be provided additional time of up to 20 minutes per hour for all written evaluations
 - ii) Depending on their assessment by the OSDAS and with due approval of the Program Committee, such participants may be allowed an additional year to complete the program, wherein their course load will be distributed across the years. No additional tuition fee will be applicable for such addition year of program.

6. Academic Standards

Based on the assessment, the participants having aforementioned impairments/challenges will have an evaluation criteria relaxed by up to 5% of the requirement as applicable to the other participants, rounded up to the next integer or decimal as applicable. Specifically, relaxation up to the following limits may apply:

In order to qualify for promotion to the second year and/or to continue in the programme, at no stage in the first year shall the participant have

1. CPGA of less than 1.90 (2.00 for others)
2. Accumulate 11 DGPs or more (10 for others)

For continuation in the programme after the first year, at no stage in the second year shall the participant accumulate

3. CPGA of less than 1.90 (2.00 for others)
4. Accumulate 11 DGPs or more (10 for others)

Notwithstanding the provisions mentioned above, in order to continue in the programme, all such students shall not accumulate more than 14 DGPs at any stage in the entire programme (12 for others).

To qualify for the award of the diploma, the participant must satisfy the following at the end of term VI:

- i) CGPA of at least 1.90 (2.00 for others) in the credits taken up in the first year
- ii) CGPA of at least 1.90 (2.00 for others) in the credits taken up in the second year
- iii) CGPA of at least 2.10 (2.20 for others) in all the credits taken over first and second year
- iv) Accumulate not more than 14 DGPs (12 for others)

An "F" (Fail) grade earns 5 Deficit Grade Points (DGPs), and a "D" grade earns 2 DGPs, independent of the credit of the concerned course. For the differently abled participants, a mark below 47 (reduced by 5% of 50, rounded up to the next integer; 50 is the pass mark for others) will constitute 'F' grade.

A Committee headed by the Programme Chair of the respective Programme with differently students, Chairperson of CoDAS and a faculty member will assess the type of academic relaxation that needs to be given to each of the differently abled student on a case to case basis.

7. Assistance towards Career Progression

The differently abled participants will be provided the following support:

- i. Counselling to help make informed career choices
- ii. Placement process involving such participants will be conducted in accessible venues