

## **Facilitating Students with Special Needs-Enabling Unit**

1. Students shall be given written material in relevant format alongside their lectures, tutorials and laboratory work.
2. Students with special needs should be provided relevant information about their time table, field work, tutorials, location of classrooms etc.
3. Information shall be provided in the form of worksheets, handouts, slides, videos etc. to help the students gain the maximum benefit from the available material.
4. Recorded lectures/Blended learning methods may be adopted to facilitate students with special needs and slow learners
5. The students should be given study material through electronic media.
6. Teachers can take special classes to facilitate teaching-learning process for these students.
7. The special learning cell in the college can help and assist these students in their academic pursuits.

### **Physically Challenged**

1. The students with special needs may be provided with a recap of the lectures to bridge any gap between the lectures they may have missed.
2. Students with a motor disability may be allowed to use their own furniture, such as ergonomic chairs or sloped writing tables etc. Proper arrangements (ramps/tactile path) should be made to enable easy accessibility to the class rooms.

### **Visually Challenged**

1. List of books and course materials should be made available to the students beforehand so that there is sufficient time for them to be reproduced in audio or Braille, if required.
2. Verbal explanation to pictorial representations and maps may be provided for the benefit of the students.
3. Tactile graphics might be used where necessary.
4. The enabling unit shall contain recorded lectures/ books in braille for easy accessibility.

### **Hearing Disability**

1. Students with a hearing loss should be encouraged to seat themselves towards the front of the lecture theatre.
2. It should be ensured that any background noise is minimum.
3. In order to minimize difficulties for lip-readers, one should not speak when facing the blackboard. Also, the classroom should be brightly lit.
4. Any videos or films used should be captioned, wherever possible.

**Last but not least, encourage and motivate the disabled to believe in themselves as Theodore Roosevelt very wisely said “Believe you can and you’re halfway there.”**

