6.5.2: CASE 2: Enhancing Inclusion – Review and Reforms

❖ **Inclusion: Review and Reforms**

- Student Inclusion Cell Constitution

- Inclusive Education Services 2017-18 Review

- Feedback form

- Exam reforms for SWD

- EC Meeting Minutes 21-8-18

INCLUSION: REVIEW AND REFORMS

STUDENT INCLUSION CELL, St. Xavier's College (Autonomous), Mumbai

For inclusion to be effective in any system involvement of all stakeholders is critical. Within an academic institution one of the key stakeholders are students. The Student Inclusion Cell (SIC) aims at harnessing the energies of the student community to build and sustain inclusive initiatives on campus. It is envisaged as a mixed group of students, with and without disabilities, who are keen to work on challenges of inclusion and accessibility.

I. Student Inclusion Cell Membership and Appointment

Item No.	Member Type	Member Numbers	Appointment Process
1	Staff Representative 1: College Resource Centre for Students with Disabilities Head	1	Ex Officio Member
2	Staff Representative 2: College Resource Centre for Students with Disabilities Staff	1 (In case the centre has at any point a single staff then points 1 and 2 will combine to have a single member and one additional staff member from college Inclusion Cell will be nominated.)	To be appointed by Principal in consultation with Head of Resource Centre
3	Student Representatives	20-25 (To always aim at keeping a balance of students with and without disabilities and also covering different disabilities and mix of years. All students to be of senior college only.)	To be selected by a panel constituting of the 2 staff representatives and 2 students representatives selected by the staff representatives from the outgoing student inclusion cell.

II. Student Inclusion Cell Structure

1. Head, Student Inclusion Cell: Of the 20-25 student group, 1 student to be selected through a process of internal selection as the head of the student inclusion cell.
2. The Head of the Student Inclusion Cell will be an affiliated member of the Student Council of the college.
3. College Inclusion Cell Members: From amongst the SIC members, 5 students with disabilities will be appointed as members of the college Inclusion Cell. This,

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

appointment will be done by the Principal in consultation with Head of Resource Centre. (Ideally from Second Year Degree college upwards)

4. From amongst the group of SIC members, teams of minimum of two members each will be constituted that focus on but not limited to the following areas: College Events, Exam Coordination, SIC Events, Grievance Redressal/Support, Accessibility, PR & Media

III. Tenure and timeframe of constituting the Student Inclusion Cell

Tenure: Annual, co-terminus with the academic year.

Timeframe of Constitution: The SIC selection of members of the outgoing F.Y and S.Y students will be completed before end of the previous academic year for the SIC of the forthcoming year. Selection process for the incoming F.Ys will be completed within the first month of college starting.

IV. Meeting Frequency

The Student Inclusion Cell will meet a minimum of once a month and the sub groups would meet more frequently, on a need basis.

V. Scope of Work

Whilst the overall scope of work of the SIC will be to promote and build inclusion and accessibility across various college systems some of the key focus areas would be the following:

1. College Events Accessibility: Work towards building and promoting of inclusion and accessibility across all college events.
2. SIC Events to Promote Inclusion: Conceptualize and conduct events, workshops from time to time to promote awareness, inclusion on campus for all college stakeholders.
3. Examination Systems: Work towards writer coordination and other exam-related needs for students with disabilities.
4. Grievance Redressal/Support: Set up and facilitate an effective grievance redressal and support mechanism within the student community, related to issues of inclusion and access.
5. Accessibility: Ideate and innovate on creating solutions on accessibility. Be a part of R&D on accessibility.
6. PR & Media: Work on various PR and Media needs of the SIC.
7. Taking up any other activities to promote accessibility and inclusion for persons with disabilities (Student/staff) from time to time as the need may be.

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

VI. Decision Making Process

The Student Inclusion Cell will meet under the Co-Chairmanship of the Student Head of the SIC and the Head of the College Resource Centre for Students with Disabilities (SWD).

In absence of either of the Chairpersons not being available for the meetings any other member may chair the meeting.

Decisions of the cell will be taken based on mutual consensus. In case of a lack of consensus, the decision taken by the Co-Chairs will be final. In case of a dispute between the Co-Chairs' decision, the decision of the Head of College Resource Centre for SWDs will be final.

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

INCLUSIVE EDUCATION SERVICES: 2017-18 REVIEW REPORT

I. Demographics of Students with Disabilities in the College for Academic Year 2017-18

Total Number of Students at Junior College: Total: 40
Total Number of Students at Senior College: 73
Total: 113

II. Processes and Services Followed During Academic Year 2017-18

1. All students with disabilities were informed of the need to fill up a student accommodation form with Ms. Neha Trivedi at the beginning of the Academic Year. Information was disseminated through Class Notice Boards, Class Announcements for Junior College, and Announcement during class orientations.

2. The Inclusion Cell of 2016-17, without any student appointees, along with Enabling Committee cleared accommodation letters of all SWD at the beginning of the year.

3. All SWDs were issued Accommodation letters and Exam Provision Letters. The students were expected to share Accommodation Letter copies with all their teachers, Department HOD, COE and attach exam provision letters to all their examinations and submissions.

4. The Enabling Committee (of staff) attempted to procure academic content from faculty during the first term which did not work out. Hence content was then raised through students and volunteers by directly approaching the respective teachers.

5. Students with disabilities were provided accessible content, teaching volunteer support and other individual guidance and support and problem resolutions through the XRCVC. If there was a need to network with the academic staff, the same was done on a case by case basis.

6. A Transition Planning workshop was conducted for student with autism.

7. XRCVC provided support in procuring internships for SWDs on a need basis.

8. Examination Committee arranged for examination provisions for SWDs based on the data submitted through the XRCVC.

9. Feedback survey on the Inclusion Services was undertaken by the XRCVC from SWD

10. An informal student inclusion cell of students with and without disabilities was formulated at the XRCVC that helped plan Antarchakshu for the year and generate ideas on inclusion-related issues on campus.

III. Student with Disabilities Feedback Summary on the Inclusion Process for 2017-18.

Feedback survey was circulated to the 73 students of Senior College only. A total of **30 students** responded to the survey and the key findings are listed below.

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

1. **Overall inclusive education services experience in academic year 2017-18?**

Very Good	16.7%
Good	66.7%
Average	2.6%
Bad	2.6%
Very Bad	3.3%

2. **Experience of filling in the inclusive education accommodation form in the beginning of the year**

Very Good	46.7%
Good	36.7%
Average	10 %
Bad	3.3%
Very Bad	3.3%

3. **What changes would you recommend in the filling in of the inclusive education accommodation form process?**

    - Filling the Form Online
    - They should be filled at the time of admission form filling process itself
    - Support for Mental Health Issues
    - Asking the Students to filling the form independently
    - Attaching your LD letter to all your answer papers just makes LD people stand out once again and goes against inclusivity. Writing LD at most should be more than enough. This whole provisional letter and not getting the provision if you forget the letter is another way to assert control over students by the management.
    - Try to listen to their points and complaints.

4. **Recommendation for ensuring all students with disabilities receive information on the deadline to fill the inclusive education accommodation form**

    - Online Notice
    - Main entrance Notice
    - Information to be shared through Class CRs
    - Notice outside the XRCVC

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

5. **Satisfaction with the accommodations granted**

Very	63.3%
Average	36.7%
Not At All	0 %

6. **Experience in sharing the accommodation letters with your course teachers?**

Good	63.3%
Average	30 %
Bad	6.7 %

7. **Particular issues that you faced in sharing your accommodation letter with course teachers**

- Some teachers did not know about the Letter.
- Teachers were not informed that a process like this was started. So had to explain each and every teacher what was the paper all about.
- In some cases we have to hunt for the HODs and because we might not know them. It's difficult to reach out to each and every person required.
- XRCVC to do this work.
- There were no reactions from some teachers. I think some teachers do not even read the form. Because at the time of exam one of my teachers did not remember that I gave her the form.
- I had an issue that both the teachers refused to give me permission to record their lectures even when it was written in the accommodation letter which was signed by Principal. However, I did get the permission of recording when I brought the matter to the XRCVC.
- No but honestly giving it to teachers makes no difference they've most probably lost it and it's a waste of time.
- They were not really sure, how to treat a student with disability.
- It seemed to me that one of my teachers in Sem 4 didn't really get what it was all about. I think that some people equate intelligence and academic ability with ability in all fields and do not get that I may have problems that are quite different from what others face. For instance my delay in submitting assignments is not at all related to my ability for solving it, but due to the fact that I lose focus and like to explore a lot of facets while solving it.
- The teachers are not very well-informed about inclusion and the relevance of the letter.

NAAC SSR Cycle 4 (2015-2020):
6_5_2_Case2_EnhancingInclusion

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

8. **Recommend any changes in the process of issuing and sharing of accommodation letters with course teachers?**

- Email or soft copy.
- It would be great if teachers were made familiar with the names and types of disabilities and how they are different from one another so that they can understand each individual students case.
- Teachers should be informed about the process before hand.
- The direct transfer of the document to teachers via emails can be a good solution.
- XRCVC should do this work.
- Too much paperwork for the student.
- Give them an email at most.
- No need if change the only thing is if new professor comes, he or she should be completely familiar with this entire inclusion's thing.
- There should be a teacher's orientation about inclusion and accommodation granted to the students.
- Teachers should be aware of the student's alternations.

9. **What was your experience with the inclusive examination process?**

Very Good	16.7%
Good	60%
Average	23.3%
Bad	0%
Very Bad	0%

10. **Any particular issue or challenge that you faced in the arrangements and conduction of the examinations?**

- Yes. I think sensitivity training is necessary for all the teachers. Some of them can be rude and there is an obvious disregard by some teachers. There are also unnecessary over-the-top precautionary measures taken by some teachers for copying. I feel like some teachers assume that diff abled students are most susceptible to cheating and it is extremely annoying to be questioned during the exams or to have my belongings checked during the exams.
- Computers hang and are extremely slow.
- Some of the examiner's did not time us correctly. If the college decided one universal time for papers to start on one universal time for starting of writing time and the end of the writing time including the extra time for people with disability it would help a lot.

- The invigilators tend to talk very loudly which is quite disturbing. Additionally, some students tend to talk aloud while writing the exam which is understandable, but extremely disturbing when I myself was appearing for a paper too.
- I would recommend the teachers from the inclusive cell to give the exam supervisors instructions before the paper and not during as we get distracted and disturbed while writing the examination.
- Initially the teachers who was supervising did not know about the rules. Sometimes I did not receive the 15 minutes reading time that I was supposed to get.
- Speed up the process of getting teachers signature etc it eats into our writing time
- Yes, in terms of getting writers as my exam timing is always clashing with my juniors' timing and hence there was and still is difficulty in having writers. Sometimes the exam timing is main issue.
- Very difficult to find writers due to the clashing of exam timings.
- The exams for CIA 2 and the practical were conducted separately by each department , and at the conclusion of the exam there was a lot of noise and disturbance for about 10 mins. Hence it was difficult for me to continue writing the paper then if I had availed extra time.

11. **How satisfied were you with the facilities during examinations?**

Very	53.3%
Average	43.3%
Not At All	3.3 %

12. **How would you rate your interaction with the resource centre – XRCVC?**

Very Good	50%
Good	33.3%
Average	10%
Bad	3.3%
Very Bad	3.3%

13. **Rate your interaction with Inclusion Coordinator- Ms. Neha Trivedi on the following parameters**

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

a.   [Approachable]

Good	86.6%
Average	10%
Bad	3.3%

b.   [Useful in providing support]

Good	83.3%
Average	13.3 %
Bad	3.3 %

c.   [Being able to deliver to your needs]

Good	60 %
Average	33.3 %
Bad	0 %

14.   **What changes would you recommend in functioning of The Resource centre or the Coordinator in order to be of better help**

- Have more room.
- Maybe of the XRCVC didn't work with the individual alone, but also included the department's involved in the process so that the responsibility for accommodations is not shouldered by the individual alone.
- Learn to listen to student's concerns.
- Elect a student representative and make a WhatsApp group of all students that need to be informed about exam time table etc.
- Easier availability of the accessible material which is requested by the students through the web can be useful.
- They should organise a get together of all the teachers in college and tell them the whole purpose of inclusive education and also tell the teachers the difference between special treatment to the student with disability and measures taken to make things accessible for the student.
- The only thing is that sometimes in emergency some of VC students need things like printouts so centre should be approachable for these kind of needs.
- Throughout the year, one volunteer per student is not adequate. Some general volunteers should be kept aside from centre's work so that they can be of help to the students in emergency situations like insufficiency of volunteers. Also, centre should keep holding periodic orientation of the updates in assistive technologies so that everyone is aware and updated.

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

15. **If you are comfortable please share any specific experiences with teachers that were useful and any specific experience that were not helpful during academic year 2017-18.**

- I was supposed to be given enlarged outlines for my practical. However, except for one teacher no one really made an effort to do so. In fact, this one time, after reminding the department for an enlarged paper, the teaching assistant came to me later saying that they were unable to do it and that they can give me the money to get it done myself. The point is that the department's make it easier for students with disabilities. Maybe the department could have approached the XRCVC in case of such a problem. It almost seemed like they were doing me a favour each time, which is why I stopped asking after a while.
- Rada ma'am from AIC was especially kind to me during the SY and even offered some valuable advice to me which is why my papers improved in the TY and Pranoti ma'am provided a lot of support to me and even put in extra work to see that I improved.
- Teachers tried their best in giving soft copy notes to study when I asked for it but there are many notes or text books which are not found in accessible format, so it would be really helpful if teachers could give required notes and information about books which are not available online in the starting of the semester itself so the student can make all the requirements arrangement according to his /her needs much early in the semester itself.
- The laptop was not provided during the one of the exams.
- I don't want to share my experience regarding any teacher because I always have a great experience with my all the teachers.
- Some of my professors - in Sem 4 - asked me to explain what my letter was about when I handed it to them. This was difficult for me to explain point blank verbally, which was the point of the letter in the first place. It would be nice if they read the letter first instead of asking me about it.
- All professors were very supportive

16. **Please mention any 1 or 2 things within the inclusive education services provision that you found most useful during the academic year 2017-18.**

- We had the option to give exam on laptop and permission to record lectures.
- The letter that mentions what specific disability I have so that the teacher correcting the paper knows about the situation.
- Allowing students to type out their answer papers. It created a scenario wherein they were not dependent on anyone else to write their papers and in my case it really helped with the way I wrote my answers.
- Examination process was very smooth as compared to previous years.
- The spelling errors were considered and answers were allowed to be written in key points.

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

- The facility of making changes in the provisions in the middle of the year is very good. because a student in the beginning may not realize his/her needs.
- Provision of giving handouts of study material to the low vision students in a large font and provision of allowing the students to record the lecture.
- The provision of Student Teaching Assistant was very useful.
- Very important point is giving permission for recording.
- Recording lectures was probably the most helpful thing.
- Typing in internals and writer in semester exams.

17. **Mention any addition or changes that you would like to the inclusive education services for academic year 2018-19**

- Sensitivity training for the teachers should be stressed upon.
- A smaller issue but our exam halls are usually not open on time. Or if they are, we are not allowed to be seated due to the absence of a teacher. This is not the case with the rest of my peers.
- Write exams in XRCVC.
- Examination time table could be made taking into account disabled individuals, because from personal experience, when the portion is so much, even reading everything for exams that have no breaks in between is extremely stressful.
- More provisions for people with mental health issues. I think maybe the best way to identify the cases of students who need the support of the institution is to pass around some sort of application to the students who are defaulting and inform them that they can approach the teachers who can help them through the process.
- Timings of exams. It is very tough to find writers when the timings clash.
- I would like to recommend better and direct coordination between teachers and the center. once the teacher gets to know that for the given academic year so and so amount of differently able students the class will be having, then the teacher and the center can work together in the preparation of the accessible study material for the students. This is important because generally a teacher first gives the notes/handouts to the students and then the differently able student have to coordinate with the center regarding the scanning process. In this case the scanning process can be very longer depending upon the length of the material. With this process the differently able student falls behind in the studies compared to his classmates. A better and regular coordination among teachers and the center can resolve this issue by working on the accessible study material before the announcement in the class.
- Change the coordinator.
- During exams, sometimes it becomes very difficult to find writers as the dates clash. It will be helpful if the college looks into it.

NAAC SSR Cycle 4 (2015-2020):
6_5_2_Case2_EnhancingInclusion

PRINCIPAL
T. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

- Remove the provisional letter attachment to the answer paper. Personally I hate the fact that I am compelled to do that when I don't feel the need to display my disability and the fact that I need provisions to my whole class I think it stigmatises and makes the student feel separated or different from his/her class.
- Clashing of exam timings should be avoided.
- A body to deal with writers' issue to be appointed.
- A review of the accommodations at the beginning of each semester would be helpful in my opinion, as courses change from semester to semester.

IV. Challenges faced by XRCVC in offering services

In addition to the feedback from students below are the key challenges that the Resource Centre faced in coordinating the Inclusive Education Services during the academic year 2017-18:

1. Content receiving from teachers just did not work because of the fact that most teachers had not planned for their course delivery beforehand. This has always lead to SWDs having to compromise on their studying as we cannot manage high demand last minute with no volunteers available during exam time either.
2. Getting all SWDs registered for the year – reaching out. This took much longer and student came in as late as End Semester Examinations (ESE).
3. Examination Coordination: Cross-checking course data from students rather than office data, last minute change in classrooms, seating arrangements always put up later than regular students, as listed in student feedback despite the students giving us information multiple times administrative issues to deliver the provisions during the examination, writer arrangement due to exam timing overlap.
4. Whilst accommodations were granted some students had issues with faculty not accepting the provisions. We need to think of a method to have faculty buy in – rethink the committee that passes accommodations?
5. No constitution of Inclusion Cell for the year.
6. Ownership of the Inclusion Process –spearheaded by who?

V. Planning for Next Year: Possible Changes and Areas of Discussion?

1. Accommodation Form Information: Online, Handbook, Orientation Announcement, Admission time Notice, CR and SIC Messages, Front Gate and XRCVC Notice along with Class Notice Boards and E-Notice Boards.
2. Accommodation Form Filling: Online option, Option for student to fill on their own before they come in. Fill during Admission form process itself?
3. Accommodation Form Handing over to Faculty: To continue? Through XRCVC or Principal's office? Compulsory beginning of year orientation for faculty? Faculty letters sent via email from the Principal's office? Compulsory orientation of all new faculty members.
4. Provision Letter for Examinations: Not getting provisions if not attached not for extra time or mode of exam taking? How do we protect student confidentiality? Put the black paper on the provision letter as well? If student forgets the letter they

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

have the freedom to write their provisions on the first page of answer sheet and get the supervisor to sign against it? Any alternative method for ensuring examiner can correct as per provisions? Do we mark SWD with Disability Type and have a common set of exemption provision per disability type given to examiner?

5. Examination Process: Computer system checks, putting up all student seating arrangements at the same time, exam committee SWD responsibility allocation within the team, onus for SWD data and provisions from the exam committee rather than resource centre, taking down writer details before the start of examination, no overlap between exam timings, no shifting of rooms during mid exam, how to better train and inform invigilators? Invigilator training for inclusion?

6. Resource Centre Functioning: Better strategies to work with students from more diverse backgrounds, how do you resolve the content challenge- getting material information from teachers? Awareness training for teachers to be delivered through which mode to ensure everyone attends? Beginning of year compulsory? New Teacher Seminar and CAS? Formation of formal Student Inclusion Cell.

7. What worked well and to be continued: Computer exams, letters with specific disabilities mentioned, examination process, spelling errors considered and short answers permitted, permission to record, option of typing for internals and using writers for ESE, student teaching assistants, and facility to make changes during mid-year.

8. Other Thoughts: Formation of Inclusion Cell for the year by? Amalgamation of Enabling Committee and Inclusion Cell? Access Audit of our college in summer vacation?

Neha Trivedi

Project Consultant, XRCVC,
St. Xavier's College,
5, Mahapalika Marg,
Mumbai 400001
022-22623298
www.xrcvc.org

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

FEEDBACK FORM FOR INCLUSIVE SERVICES 2017-18

As we come to a close of the academic year 2017-18, we request you to take 15 minutes off and give feedback to the Inclusion-related activities for the year. Your identity does not have to be stated. The data collected is to be used only for the purpose of improving the services for the 2018-19. Your feedback is critical to help us improve next year.

Disability Type
- Locomotor including Orthopaedic Disability
- Cerebral Palsy
- Muscular dystrophy
- Blindness
- Low Vision
- Hearing impaired (deaf and hard of hearing)
- Speech and language disability
- Specific learning disabilities
- Autism spectrum disorder
- Chronic neurological condition

Year of Study
- First Year
- Second Year
- Third Year

Course of Study
- B.A
- B.Sc
- B.Voc (Tourism)
- B.Voc (S.D)
- B.Sc IT
- BMM
- BMS

Gender
- Female
- Male
- Prefer not to say
- Other…

NAAC SSR Cycle 4 (2015-2020):
6_5_2_Case2_EnhancingInclusion

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

How would you rate your overall inclusive education services experience in academic year 2017-18?

- Very Good
- Good
- Average
- Bad
- Very Bad

How would you rate your experience of filling in the inclusive education accommodation form in the beginning of the year?

- Very Good
- Good
- Average
- Bad
- Very Bad

Please note any specific things that you found problematic with the process of filling in the accommodation form?

What changes would you recommend in the filling in of the inclusive education accommodation form process?

What would your recommendation be for ensuring all students with disabilities receive information on the deadline to fill the inclusive education accommodation form?

How satisfied were you with the accommodations granted to you

- Very
- Average
- Not At all

What was your experience in sharing the accommodation letters with your course teachers?

- Good
- Average
- Bad

Was there any particular issue that you faced in sharing your accommodation letter with course teachers? If you have any specific instances and do not mind sharing details please do so.

Would you recommend any changes in the process of issuing and sharing of accommodation letters with course teachers?

What was your experience with the inclusive examination process?

- Very Good
- Good
- Average
- Bad
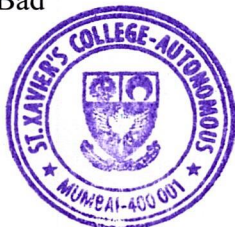
NAAC SSR Cycle 4 (2015-2020):
6_5_2_Case2_EnhancingInclusion

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

- Very Bad

Was there any particular issue or challenge that you faced in the arrangements and conduction of the examinations?
- How satisfied were you with the facilities during examinations?
- Very
- Average
- Not at All

How would you rate your interaction with the resource centre – XRCVC?
- Very Good
- Good
- Average
- Bad
- Very Bad

How would you rate your interaction with Inclusion Coordinator- Ms. Neha Trivedi on the following parameters
- Good
- Average
- Bad
- Approachable
- Useful in providing support
- Being able to deliver to your needs

What changes would you recommend in functioning of The Resource centre or the Coordinator in order to be of better help?
If you are comfortable please share any specific experiences with teachers that were useful and any specific experience that were not helpful during academic year 2017-18.
Please mention any 1 or 2 things within the inclusive education services provision that you found most useful during the academic year 2017-18.
Mention any addition or changes that you would like to the inclusive education services for academic year 2018-19.

NAAC SSR Cycle 4 (2015-2020):
6_5_2_Case2_EnhancingInclusion

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

EXAM REFORMS FOR SWD

Exam reforms for SWD were introduced from the Academic year 2017-18 onwards. These were a result of the following

1. Rights of Persons with Disabilities Act, 2016
2. Government of Maharashtra Circular of March 2017
3. Setting up the Inclusion Cell in 2016-17 which became the Enabling Committee from 2017-18 in college to facilitate inclusive education on campus as part of the RUSA Inclusive Higher Education Pilot which was introduced in 2016-17.

The Enabling Committee facilitated the exam reforms in line with the Maharashtra government's circulars and in the spirit of the policy of inclusive education that the college had taken up.

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

ENABLING COMMITTEE (STAFF): MINUTES OF MEETING HELD ON 21-8-18
Time: 3.30-4.30 p.m.

Convened By: Dr. Agnelo Menezes, Principal
Attended By:
Dr. Sam Taraporevala
Ms. Annapurna S.
Ms. Medha Taskar
Ms. Neha Trivedi
Dr. Abhilasha Jain
Mr. Kevin D'cruz
Dr. Leena Joshi
Ms. Linda Dhakul

1. The Committee was updated about key work and decisions made through May-Aug by Principal in consultation with the Resource Centre team. Ms. Neha briefed the group on the following key points:

   i. From Academic Year 2018-19 onwards there will be a single Enabling Committee as against the Enabling Committee and Inclusion Cell until previous year. The Enabling Committee members for 2018-19 include the following:
      o Convenor: Principal
      o Dr. Sam Taraporevala: Executive Convenor
      o Ms. Annapurna S.: Principal's Nominee
      o Mr. Marazban Kotwal: Controller of Exam
      o Ms. Medha Taskar: Librarian
      o Ms. Neha Trivedi: Rep from Resource Centre
      o Dr. Abhilasha Jain
      o Ms. Akshara Jadhav
      o Mr. Kevin D'cruz
      o Dr. Leena Joshi
      o Ms. Linda Dhakul
      o Dr. Maya Murdeshwar
      o 5 SWDs to be selected by the Enabling Committee members

   ii. A Student Inclusion Cell has been set up from this academic year to look at inclusion at peer levels. So far the SIC has organised a student orientation-cum-welcome party for new FY SWDs and helped resource centre locate volunteers for SWDs.

   iii. It was agreed that the Enabling Committee to meet 3 times in a term: Beginning, after CIA 1 and after ESE. Meeting to be called by Principal.

   iv. Exam Committee to be oriented at beginning of year by the Principal for setting up the annual system and processes for inclusive examinations. This has been **completed for this year.**

   v. For orientation of teachers, Principal to talk to the staff during starting of term meeting on specifics of the inclusion process. This has been **completed for this year**

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

vi.   Checking of better integration of data from general office. Neha has to check with Conrad for including Accommodation from data in ERP. In the interim, taking last year's feedback because course code data was included in accommodation from the CIA ran smoothly.

vii.   5 % Reservation: As per the RPWD 2016 Act instituted for new FY admissions. : **A total of 22 new FY students have been enrolled.**

viii.   Access Audit of college was conducted by Parul Kumtha and a final report for the same is awaited which will be shared with the committee in the next meeting.

ix.   4 Computers with Screen readers were set up in knowledge centre before CIA 1 for smoother running of computer exams for students with blindness.

2.   The committee selected 5 SWD representatives. It was agreed to have an overlap between SIC SWD representatives be part of Enabling Committee to ensure overall continuity between the student body and the management, and have additional SWD representatives. The 5 students selected are: Ibrahim Hussain (FYBScIT). Ruturaj Lende and Om Prakash (SYBA), Isha Vartak (TYBA), Param Rekhi (TYBSc). The group was selected keeping in mind diversity across years of study and also their disability type. The Principal will be informing the selected students of their appointment to the committee.

3.   Accommodation Requests for all new FY SWDs was cleared. It was agreed to give 7 days extra time to 2 students with LD and associated anxiety conditions for assignment submissions.

4.   The committee discussed the provision granted by Physics department for student for whom 10-15 days extra time for submission was cleared by the committee. The Department has instead offered to the student that he complete 60% of the assignment by date of submission. The committee has agreed for this change.

5.   The committee held a discussion on handling cases with only mental illness conditions. It has been agreed that Ms. Linda Dhakul will meet such cases and propose the accommodations for the student and Ms. Neha will then arrange for the accommodation letter accordingly. Currently there is one student in FYBSc with such a need. Ms. Linda will be meeting the student soon for the accommodation decision.

6.   For any medical cases that need accommodation it was agreed that the decision will be taken by the Principal along with the Vice Principals and respective Academic Bodies. The data of accommodation to the exam committee will be sent through the single point channel of Ms. Neha. Hence in case of any such student the Principal/Vice-Principals shall keep Ms. Neha informed on data. Ms. Neha will then arrange for a Medical Accommodation Letter created and issued to the student and data sent to the exam committee.

7.   The committee discussed at length the urgency to have a stable response system available on campus for handling crisis. A strong need is felt to have an institutional protocol for handling cases of suicidal tendencies amongst students as also a protocol for institutional response in case of any potential untoward incident. Ms. Linda is going to help in putting protocol details and Ms. Neha will be available for assistance to her for writing out the same.
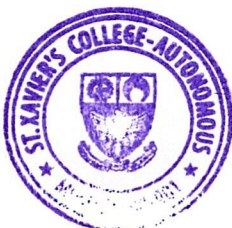
PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.

8. The Knowledge Centre systems need to be updated with Screen Magnifiers as there is a need amongst the new FY SWD for doing exams with screen magnifiers. Dr. Sam will look into the same and have it arranged.

9. Since the FY Accommodation requests have been just finalised and the CIAs are starting immediately it was agreed that by the time the students get the letters it might be late. Hence, in the interim, the Principal will be sending out FY SWD data to all HODs directing them to make necessary provisions for the in-class CIAs, wherever applicable.

10. The committee also agreed on having a handover to the new Principal Dr. Rajendra Shinde of all the Inclusion processes and work done so far.

11. Fixing next meeting date.

NAAC SSR Cycle 4 (2015-2020):
6_5_2_Case2_EnhancingInclusion

PRINCIPAL
ST. XAVIER'S COLLEGE
(AUTONOMOUS)
MUMBAI - 400 001.