

**Accommodations for Students with Special Needs during
Higher Education Examinations
Government of Maharashtra
Higher and Technical Education Department
GR. No. Year 2016/No.302/ Education Division - 3
Madam Cama Road, Hutatma Rajguru Chowk,
Mantralaya Vistar Bhavan, Mumbai - 400032
Date: 4 March 2017**

It is necessary for all State Level Institutes of Higher Education, having students with special needs, to provide specialized methods of teaching, learning and evaluation. A committee was set up to discuss the accommodations to be granted to students with special needs. The Committee comprised of all the exam controllers of non agricultural universities and representatives of organizations working with students with special needs. The difficulties faced by students with special needs while pursuing higher education along with the provisions and accommodations that they can avail were discussed in detail. Also, suggestions and feedback were invited. Based on the suggestions and feedback, the following accommodations for students pursuing Higher /University Education have been finalised:

Government Resolution

Children with special needs are classified as follows:

- Blindness
- Low Vision/ Partial Blind
- Leprosy Cured Persons
- Hearing Impairment-deft and hard of hearing
- Locomotor Disability including Orthopedic Disability
- Dwarfism
- Intellectual Disability – Mentally Challenged/Slow Learners
- Mental Illness
- Autism Spectrum Disorder
- Cerebral Palsy
- Muscular Dystrophy
- Chronic Neurological Conditions
- Specific Learning Disabilities

- Multiple Sclerosis
- Speech and Language Disability
- Thalassemia /Cancer
- Hemophilia
- Sickle Cell Disease
- Multiple Disabilities
- Acid Attack Victim
- Parkinson's Disease

(1) All students with special needs classified as in one of the above and studying in higher education institutes / universities are equally entitled to the following.

- A. As per the convenience of the students, the nearest examination centre should be allotted, possibly the same college in which they are studying or the college which is nearest to their house should be the exam centre. Answer sheets of all the students with special needs should be stamped as P.W.D. and arrangement should be made to keep them separately for evaluation.
- B. Students should get 20 minutes extra time per hour for all the internal, external and practical examinations.
- C. Students who have failed should be given 3% grace marks for oral, written, practical, internal and research project examinations, either in one or all subjects.
- D. The students should get prior permission from the Principal/Director of the University in order to avail a writer. However, parents should get a writer with the help of the University or if possible the University should maintain a list of writers to select the writer from. All the required documents for the same should be submitted along with the examination application form. If required, a Sign Language Interpreter should also be provided.
- E. Students who are unable to appear for the Health and Physical Examination N.C.C., Defense Studies, Civil Defense and Road Safety Patrol, should send prior application with the certificate of disability through the college for approval to the University and the University should bring this to the notice of the concerned colleges.
- F. For all the students with special needs, spelling, grammar and punctuation errors should be ignored.
- G. Attendance is not compulsory for students belonging to certain of the above mentioned categories. Permission for the same needs to be taken from the Principal.

All the above mentioned accommodations should be provided to all the students with special needs.

Following are accommodations according to their specific disability:

(2) Accommodations for Blind and Partial Blind Students

1. The students can use Tractor Frame during the examinations.
2. The students can use Talking Calculator during the examinations.
3. Partially Blind students can use sketch pens to write their answer sheets and magnifying glass to read their question papers.
4. Question Papers for the partially blind students should be printed in bigger font (Arial 20 size).
5. Students can use abacus and geometry materials during the examinations. Students should be exempted from drawing diagrams, maps, charts, etc. and alternative questions should be provided.
6. Instead of practical examination, these students should have oral or multiple choice questions written examinations (the questions for these exams should be based on practical exams).
7. If a student wants to give exams using the computer, it should have a screen reading facility like NVDA software (Non Visual Desktop Access software) or software which has similar applications. However, prior permission from the University is necessary.
8. If needed, students to be provided with tape recorders through which they can hear questions and record their answers. Also, their seating arrangement should be made in a separate classroom.
9. If a visually impaired student is tired while writing in Braille, s/he can take rest breaks. However, it should not exceed the overall concession time limit.
10. The students should be condoned for errors while reading or writing in Braille. Also, when needed, the questions can be asked orally and the answers should be evaluated based on the students' knowledge. Alternate questions should be provided for drawing, diagrams and maps in the examinations. For objective questions, clear instructions should be provided.
11. When evaluating essay type questions written in Braille, it should be scored based on the main key points and not the length. The College should engage in detailed correspondence with the University regarding the same.
12. There should be oral examinations for project based exams.

(3) Accommodations for Leprosy Cured Persons:

1. As per the convenience of the students, the nearest examination centre should be allotted, possibly the same college in which they are studying or the college which is nearest to their house should be the exam centre.
2. Taking into consideration the physical comfort of the students, customized tables, typing machines, and chairs should be arranged at the examination centre. However, prior permission from the University is necessary.
3. In case of emergency or in need of hospitalization during the exams, re-exams can be taken for these students. College Principal, Subject Teacher and Examination Controller should coordinate for the same.
4. To make writing easy, they should be provided with specialized pencils/pens with gripper and computer.
5. If needed, writer should be provided.

(4) Accommodations for Students with Hearing Impairment-deft and hard of hearing

1. When writing essay type questions, the students can write the main key points instead of the word limit expected for these questions. It should be scored based on the main key points and not the length. Also, the written work should be evaluated for content only.
2. Spelling, grammar and punctuation errors should be condoned.
3. The questions should be framed in clear and simple language. There should be an option of written exam instead of oral examination.
4. If required, a reader or prompter should be provided.
5. Students should be permitted to write the answers in their preferred language.

(5) Accommodations for Students having Locomotor Disability including Orthopedic Disability, Multiple Disabilities and Cerebral Palsy

1. As per the convenience of the students, the nearest examination centre should be allotted, possibly the same college in which they are studying or the college which is nearest to their house should be the exam centre. Taking into consideration the physical comfort of the students, customized tables, typing machines, and chairs should be arranged at the examination centre. However, prior permission from the University is necessary.
2. The students can either write or type the answers. A writer can be provided to write the entire examination paper or a part of it, if needed. Also, during the examination, if the student is tired and is unable to write the examination, any staff member from the college, except those who have knowledge of the subject, and the one who understands the student's speech, can write the examination paper. The writer should be selected carefully.
3. Students should be exempted from drawing diagrams, maps, charts, etc. and their marks should be adjusted accordingly.
4. Instead of practical examinations and project work, these students should have oral or multiple choice questions written examinations (the questions for these exams should be based on practical exams).
5. These students need time to time and additional instructions. Therefore, the examination should be conducted in a separate classroom.
6. These students should be provided technical help in terms of computer or voice synthesizer.
7. The students can use a Communication Board to understand the questions.
8. Adaptable equipment and material should be made available to the students. For example- pencil grippers.
9. These students use a lot of pressure while writing and so they should be provided with thick papers as answer sheets.

(6) Accommodations for Students with Dwarfism

1. As per the convenience of the students, the nearest examination centre should be allotted, possibly the same college in which they are studying or the college which is nearest to their house should be the exam centre. Taking into consideration the physical comfort of the students, customized tables, typing machines and chairs should be arranged at the examination centre. However, prior permission from the University is necessary.
2. If needed, a writer should be provided.
3. If required, a reader or prompter should be provided.

(7) Accommodations for Students with Intellectual Disability - Mentally Challenged / Slow Learners

1. Students should be exempted from drawing diagrams, maps, charts, etc. and their marks should be adjusted accordingly.
2. The students can either write or type the answers. A writer can be provided to write the entire examination paper or a part of it, if needed. Also, during the examination, if the student is tired and is unable to write the examination, any staff member from the college, except those who have knowledge of the subject, and the one who understands the student's speech, can write the examination paper. The writer should be selected carefully.
3. Instead of practical examinations and project work, these students should have oral or multiple choice questions written examinations (the questions for these exams should be based on practical exams).
4. These students have poor writing skills, for which they should be provided with specialized pencils/pens with gripper. Also, they can be provided with a calculator.
5. As per the need, an adult writer should be provided.

(8) Accommodations for Students with Mental Illness

1. As per the convenience of the students, the nearest examination centre should be allotted, possibly the same college in which they are studying or the college which is nearest to their house should be the exam centre.
2. Examination should be conducted in a separate classroom.
3. A Supervisor who is capable of handling the student's impulsivity should be appointed.

4. These students should be allowed to give oral examinations through Audio-Video recorder, instead of written exams.

(9) Accommodations for Students with Autism Spectrum Disorder

1. As per the convenience of the students, the nearest examination centre should be allotted, possibly the same college in which they are studying or the college which is nearest to their house should be the exam centre. Taking into consideration the physical comfort of the students, customized tables, typing machines and chairs should be arranged at the examination centre. However, prior permission from the University is necessary.
2. The students can either write or type the answers. A writer can be provided to write the entire examination paper or a part of it, if needed. Also, during the examination, if the student is tired and is unable to write the examination, any staff member from the college, except those who have knowledge of the subject, and the one who understands the student's speech, can write the examination paper. The writer should be selected carefully.
3. For the student's security, a trustworthy person should be permitted to be present near the examination hall.
4. Students should be exempted from drawing diagrams, maps, charts, etc. and their marks should be adjusted accordingly.
5. Instead of practical examinations and project work, these students should have oral or multiple choice questions written examinations (the questions for these exams should be based on practical exams).
6. There should be an option of written exam instead of oral examination.
7. Adult writer should be provided if needed.
8. If needed, a reader or a prompter should be provided.
9. When writing essay type questions, the students can write the main key points instead of the word limit expected for these questions. It should be scored based on the main key points and not the length. Also, the written work should be evaluated for content only.
10. The examination for these students should be conducted in a separate classroom.
11. In case of emergency or in need of hospitalization during the exams, re-exams can be taken for these students. College Principal, Subject Teacher and Examination Controller should coordinate for the same.
12. These students have poor writing skills, for which they should be provided with specialized pencils/pens with gripper. Also, they can be provided with a calculator.

13. These students can opt out of Science, Maths and other subjects and take subjects that they can do.

(10) Accommodations for Students with Muscular Dystrophy

1. The same college in which the student is studying should be the exam centre.
2. In case of emergency or in need of hospitalization during the exams, re-exams can be taken for these students. College Principal, Subject Teacher and Examination Controller should coordinate for the same.
3. The examination for these students should be conducted in a separate classroom. Also, a special supervisor should be provided. Also, if needed, with the permission of the Head of the Examination Department and the College Principal, exams can be held at the hospital or at the student's home.
4. The students should be allowed to give oral exams instead of written with the use of Audio/Video recorder.

(11) Accommodations for Students with Chronic Neurological Conditions

1. As per the convenience of the students, the nearest examination centre should be allotted, possibly the same college in which they are studying or the college which is nearest to their house should be the exam centre.
2. In case of emergency or in need of hospitalization during the exams, re-exams can be taken for these students. College Principal, Subject Teacher and Examination Controller should coordinate for the same.
3. The examination for these students should be conducted in a separate classroom. Also, a special supervisor should be provided. Also, if needed, with the permission of the Head of the Examination Department and the College Principal, exams can be held at the hospital or at the student's home.
4. The students should be allowed to give oral exams instead of written with the use of Audio/Video recorder.

(12) Accommodations for Students with Specific Learning Disability

1. Students should be exempted from drawing diagrams, maps, charts, etc. and their marks should be adjusted accordingly.
2. The students can either write or type the answers. A writer can be provided to write the entire examination paper or a part of it, if needed. Also, during the examination, if the student is tired and is unable to write the examination, any staff member from the college, except those who have knowledge of the subject, and the one who understands the student's speech, can write the examination paper. The writer should be selected carefully.
3. Instead of practical examinations and project work, these students should have oral or multiple choice questions written examinations (the questions for these exams should be based on practical exams).
4. These students have poor writing skills, for which they should be provided with specialized pencils/pens with gripper. Also, they can be provided with a calculator.
5. The students should be allowed to give oral exams instead of written with the use of Audio/Video recorder.
6. As per the need, an adult writer should be provided.
7. When writing essay type questions, the students can write the main key points instead of the word limit expected for these questions. It should be scored based on the main key points and not the length. Also, the written work should be evaluated for content only.

(13) Accommodations for Students with Multiple Sclerosis

1. The same college in which the student is studying should be the exam centre.
2. In case of emergency or in need of hospitalization during the exams, re-exams can be taken for these students. College Principal, Subject Teacher and Examination Controller should coordinate for the same.
3. The examination for these students should be conducted in a separate classroom. Also, a special supervisor should be provided. Also, if needed, with the permission of the Head of the Examination Department and the College Principal, exams can be held at the hospital or at the student's home.
4. The students should be allowed to give oral exams instead of written with the use of Audio/Video recorder.

(14) Accommodations for Students with Speech and Language Disability

1. When writing essay type questions, the students can write the main key points instead of the word limit expected for these questions. It should be scored based on the main key points and not the length. Also, the written work should be evaluated for content only. College should engage in detailed correspondence with the University regarding the same.
2. Students should be condoned from drawing diagrams, maps, charts, etc. and either the marks should be adjusted accordingly or alternative questions should be provided.
3. These students can opt out of Science, Maths and other subjects and take subjects that they can do.
4. Students should be allowed to give in writing the oral exams.

(15) Accommodations for Students with Thalassemia / Cancer

1. As per the convenience of the students, the nearest examination centre should be allotted, possibly the same college in which they are studying or the college which is nearest to their house should be the exam centre. Taking into consideration the physical comfort of the students, customized tables, typing machines and chairs should be arranged at the examination centre. However, prior permission from the University is necessary.
2. In case of emergency or in need of hospitalization during the exams, re-exams can be taken for these students. College Principal, Subject Teacher and Examination Controller should coordinate for the same.
3. In case of infection, the examination for these students should be conducted in a separate classroom. Also, if needed, a special supervisor should be provided and the examination can be held at the student's home.
4. For writing comfortably, adaptable equipment and material should be made available for the student like pencil/pen grippers and computers.
5. If needed, a writer should be provided.
6. For the student's security, a trustworthy person should be permitted to be present near examination hall.
7. With the coordination of the Parents, the Subject Teacher, the Principal and the Examination Controller, additional accommodations should be provided if needed.

(16) Accommodations for Students with Hemophilia

1. As per the convenience of the students, the nearest examination centre should be allotted, possibly the same college in which they are studying or the college which is nearest to their house should be the exam centre. Taking into consideration the physical comfort of the students, customized tables, typing machines and chairs should be arranged at the examination centre. However, prior permission from the University is necessary.
2. In case of emergency or in need of hospitalization during the exams, re-exams can be taken for these students. College Principal, Subject Teacher and Examination Controller should coordinate for the same.
3. In case of infection, the examination for these students should be conducted in a separate classroom. Also, if needed, a special supervisor should be provided and the examination can be held at the student's home.
4. For writing comfortably, adaptable equipment and material should be made available for the student like pencil/pen grippers and computers.
5. If needed, a writer should be provided.
6. For the student's security, a trustworthy person should be permitted to be present near examination hall.
7. With the coordination of the Parents, the Subject Teacher, the Principal and the Examination Controller, additional accommodations should be provided if needed.

(17) Accommodations for Students with Sickle Cell Disease

8. As per the convenience of the students, the nearest examination centre should be allotted, possibly the same college in which they are studying or the college which is nearest to their house should be the exam centre. Taking into consideration the physical comfort of the students, customized tables, typing machines and chairs should be arranged at the examination centre. However, prior permission from the University is necessary.
9. In case of emergency or in need of hospitalization during the exams, re-exams can be taken for these students. College Principal, Subject Teacher and Examination Controller should coordinate for the same.
10. In case of infection, the examination for these students should be conducted in a separate classroom. Also, if needed, a special supervisor should be provided and the examination can be held at the student's home.
11. For writing comfortably, adaptable equipment and material should be made available for the student like pencil/pen grippers and computers.

12. If needed, a writer should be provided.
13. For the student's security, a trustworthy person should be permitted to be present near examination hall.
14. With the coordination of the Parents, the Subject Teacher, the Principal and the Examination Controller, additional accommodations should be provided if needed.

(18) Accommodations for Acid Attack Victims

1. The same college in which the student is studying should be the exam centre.
2. The college should provide the student with typing machines and customized tables and chairs appropriate for their body type and condition. They should take prior permission from the University for the same.
3. In case of infection, the examination for these students should be conducted in a separate classroom. Also, if needed, a special supervisor should be provided and the examination can be held at the student's home.
4. For writing comfortably, adaptable equipment and material should be made available for the student like pencil/pen grippers and computers.
5. If needed, a writer should be provided.

(19) Accommodations for Students with Parkinson's Disease

1. When writing essay type questions, the students can write the main key points instead of the word limit expected for these questions. It should be scored based on the main key points and not the length. Also, the written work should be evaluated for content only. College should engage in detailed correspondence with the University regarding the same.
2. Students should be condoned from drawing diagrams, maps, charts, etc. and either the marks should be adjusted accordingly or alternative questions should be provided.
3. Students should be allowed to give in writing the oral exams.

The Principal of the College should take the responsibility that students with the above mentioned special needs will get all the accommodations required by them. The above mentioned accommodations are applicable to all Universities under the Higher and Technical Education Department and also Colleges affiliated to it and all the Autonomous Colleges that are established under the law passed by the government. The University should take the responsibility to ensure that the orders are strictly followed by the Colleges.

The above mentioned GR has been effectively passed by the Government.

This can be found on www.maharashtra.gov.in and the code is 201703041316252308.

This regulation has been attested by digital signature.

By the order and in the name of the Governor of Maharashtra,

Siddharth Kharat
Deputy Secretary
Government of Maharashtra

To Respected,

1. Secretary of Governor, Raj Bhavan, Mumbai.
2. Chief Secretary of Chief Minister, Mantralaya, Mumbai.
3. Minister of Higher and Technical Education and Officer on Special Duty, Mantralaya, Mumbai.
4. State Minister and Personal Secretary of Higher and Technical Education, Mantralaya, Mumbai.
5. Personal Assistant of Chief Secretary of Higher and Technical Education, Mantralaya, Mumbai.
6. Vice Chancellors and Registrars of all Non-Agricultural Universities.
7. Vice Chancellors and Registrars of all Autonomous Universities under the State Government.
8. Director of Higher and Technical Education, Maharashtra.
9. Deputy Secretary of Technical Education, College Level Education and University Level Education and Technical Education Approved Assistant, Mantralaya, Mumbai.