



शिक्षा मंत्रालय

Ministry of Education

Government of India

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# Accessibility Guidelines and Standards for Higher Education Institutions and Universities

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ज्ञान-विज्ञान विमुक्तये

विश्वविद्यालय अनुदान आयोग  
University Grants Commission

### **Expert Committee**

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Prof. Amitav Mishra, Shri Subhash Chandra Vashishth,  
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Prof. Gaurav Raheja, Santhosh Malothu

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Prof. Gaurav Raheja, Santhosh Malothu

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### **Disclaimer**

These guidelines are intended as a comprehensive source for achieving accessibility and inclusion in higher education institutions/universities. For specific interventions, other accessibility guidelines and standards issued by the government of India shall also be applicable.



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quality higher education for all



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# **Accessibility Guidelines and Standards for Higher Education Institutions and Universities**





### MESSAGE

I am glad to inform you that UGC is bringing out its Comprehensive Accessibility Guidelines and Standards for Higher Education Institutions and Universities. These guidelines will play very significant role in making our HEIs accessible and shall be accordingly adhered to by the HEIs. The NEP 2020 has also an envisioned the provisions for extensive use for technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management including full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the system of modern education.

The Government of India launched the Accessible India Campaign (*Sugamya Bharat Abhiyan*) in 2015 to facilitate barrier-free urban development for persons with disabilities in three broad domains i.e., Built Environment, Information Technology, and Transportation. The Department of Empowerment of Persons with Disabilities (DEPwD), Ministry of Social Justice & Empowerment (Govt. of India) remains the nodal agency for successful implementation of the Campaign. It has been a nationwide flagship campaign to achieve universal access and development for persons with disabilities.

Inclusive practices in education ensure quality education without discrimination to any learner. It fulfils diverse needs in a responsive and supportive manner. Higher education institutions (HEIs) need to create a common learning platform that is flexible and accessible for all the students to learn together including those from varied backgrounds and diverse abilities. Such an inclusive environment will not only be beneficial for the learners but will also form a strong foundation for social inclusion and accessible environments as a whole. Thus, it should result in removing barriers by bringing necessary changes in infrastructure, curriculum, teaching-learning process, and all such components for equal and quality participation in both academic and social aspects of campus life.

University Grants Commission (UGC) aims at improving the participation and learning experiences of persons with disabilities in HEIs. UGC has made several provisions in Higher Education for persons with disabilities including those with Special Needs. This promotes greater accessibilities and a barrier-free environment in HEIs and universities. From time to time, UGC has always been committed to facilitate inclusive practices in all HEIs for the equal participation and academic achievement of persons with disabilities.

The aim of education is to create a learning platform for students from different backgrounds. The world is changing at a very fast pace. Diverse opportunities and innumerable changes and main responsibility of Higher Education System is to shape individuals who perform for common welfare.



(Prof. M. Jagadesh Kumar)









प्रो. रजनीश जैन  
सचिव

**Prof. Rajnish Jain**  
Secretary



विश्वविद्यालय अनुदान आयोग  
**University Grants Commission**

(शिक्षा मंत्रालय, भारत सरकार)  
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### Acknowledgments

The "Accessibility Guidelines and Standards for Higher Education Institutions and Universities" has been prepared with the help of an Expert Committee consisting of Prof. Gaurav Raheja as Chairman, of the Committee, Dept. of Architecture & Planning, IIT Roorkee, Uttarakhand; Dr. Anupriya Chadha; Mr. Dipendra Manocha, Director, Developing Countries DAISY Consortium, New Delhi; Prof. Amitav Mishra, School of Education, IGNOU, New Delhi; Mr. Subhash Chandra Vashishth, Accessibility & Inclusion Specialist, Director, Centre for Accessibility in Built Environment Foundation (CABE), New Delhi; Dr. Abhay Jain, Associate Professor, Dept. of Commerce, Shri Ram College of Commerce, Delhi; Dr. Himangshu Das, Director, National Institute for Empowerment of Visual Disabilities, Dehradun, Uttarakhand as members of the committee. UGC gratefully acknowledges the valuable contributions of the committee.

Dr. G.S. Chauhan, Joint Secretary, UGC acted as Co-ordinating Officer. The contributions of Mr. Kishor Kumar, Education Officer, UGC; Mr. Chandra Prakash, Section Officer; other officials and the technical team of UGC is also duly acknowledged.

Special thanks are due to Dr. C.P. Sharma, (Associate Professor, Retd.), Dept. of English, Dr. Bhimrao Ambedkar College, New Delhi and Dr. Barun Kumar Mishra, Associate Prof., Dept. of English, Rajdhani College, New Delhi for proof reading the guidelines. The efforts of Dr. Sultan Singh, Dept. of Education, Irwin College, New Delhi is also appreciated.

I am grateful to the Chief Commissioner, Persons with Disabilities (Ministry of Social Justice and Empowerment, Govt. of India) and his/her team for providing suggestions/comments and inputs on this Guidelines. Besides, I am also thankful to the stakeholders, and concerned departments and faculties for their valuable suggestions and comments to enrich the Guidelines. UGC is thankful to various associations related to the Persons with Disabilities especially Chhattisgarh Deaf Association; Kollam District Association of the Deaf; Madhyanchal Deaf Association; National Association of Deaf (NAD); Association of the Deaf, Himachal Pradesh as well as Tata Institute of Social Sciences, Mumbai.

I am grateful to Prof. M. Jagadesh Kumar, Chairman, UGC for his guidance, advice and continuous support in preparation of this document.

Lastly, I would like to thank all the members of UGC family who have directly or indirectly contributed for preparation of the document in the form of these guidelines.

**Rajnish Jain**





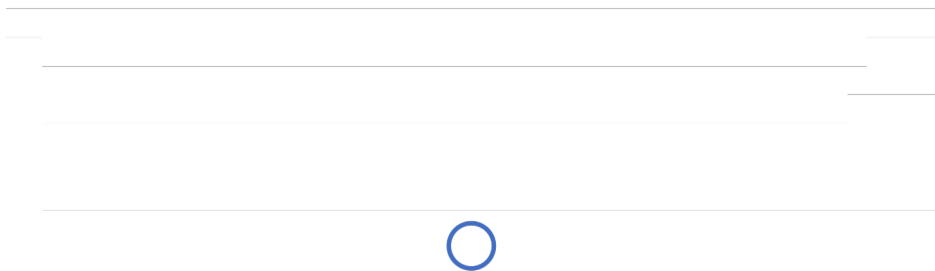


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# **Accessibility in Higher Education Institutions : An Introduction**







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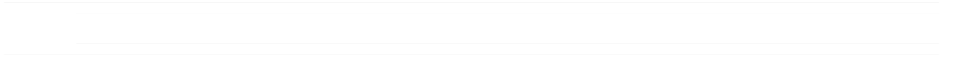
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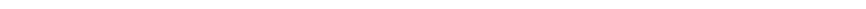
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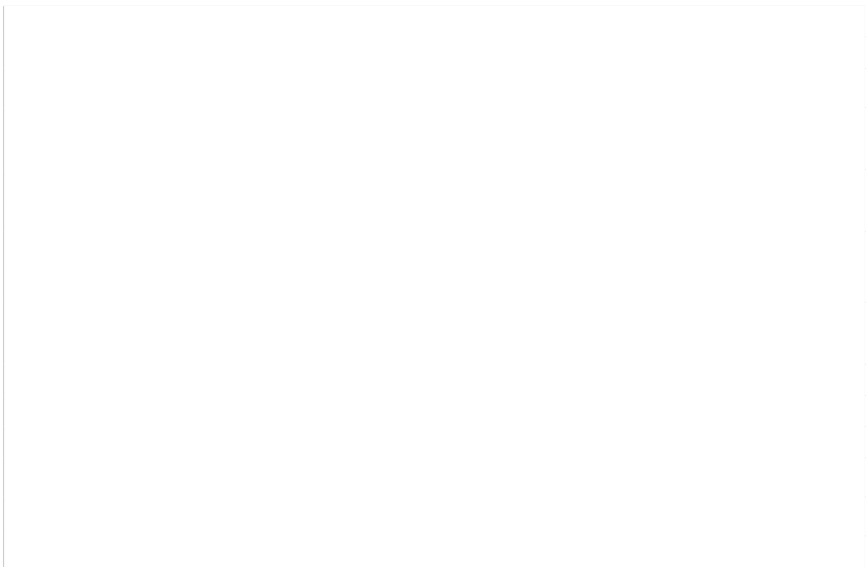
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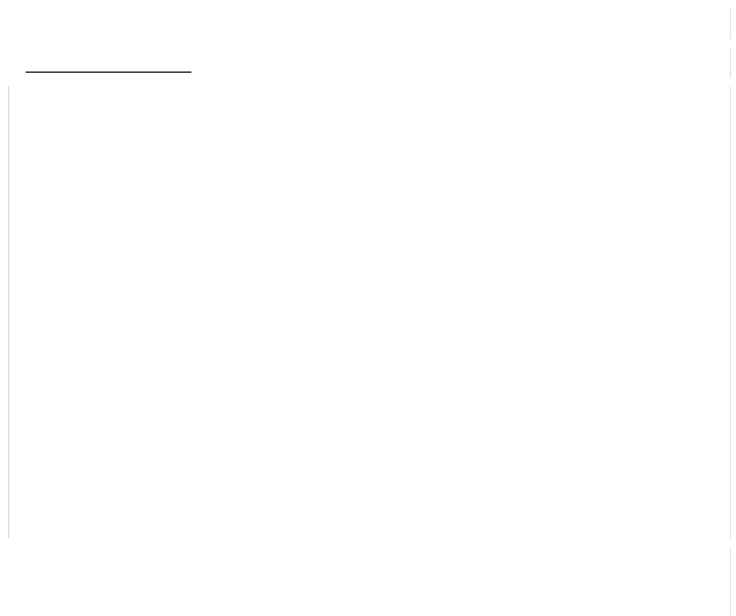


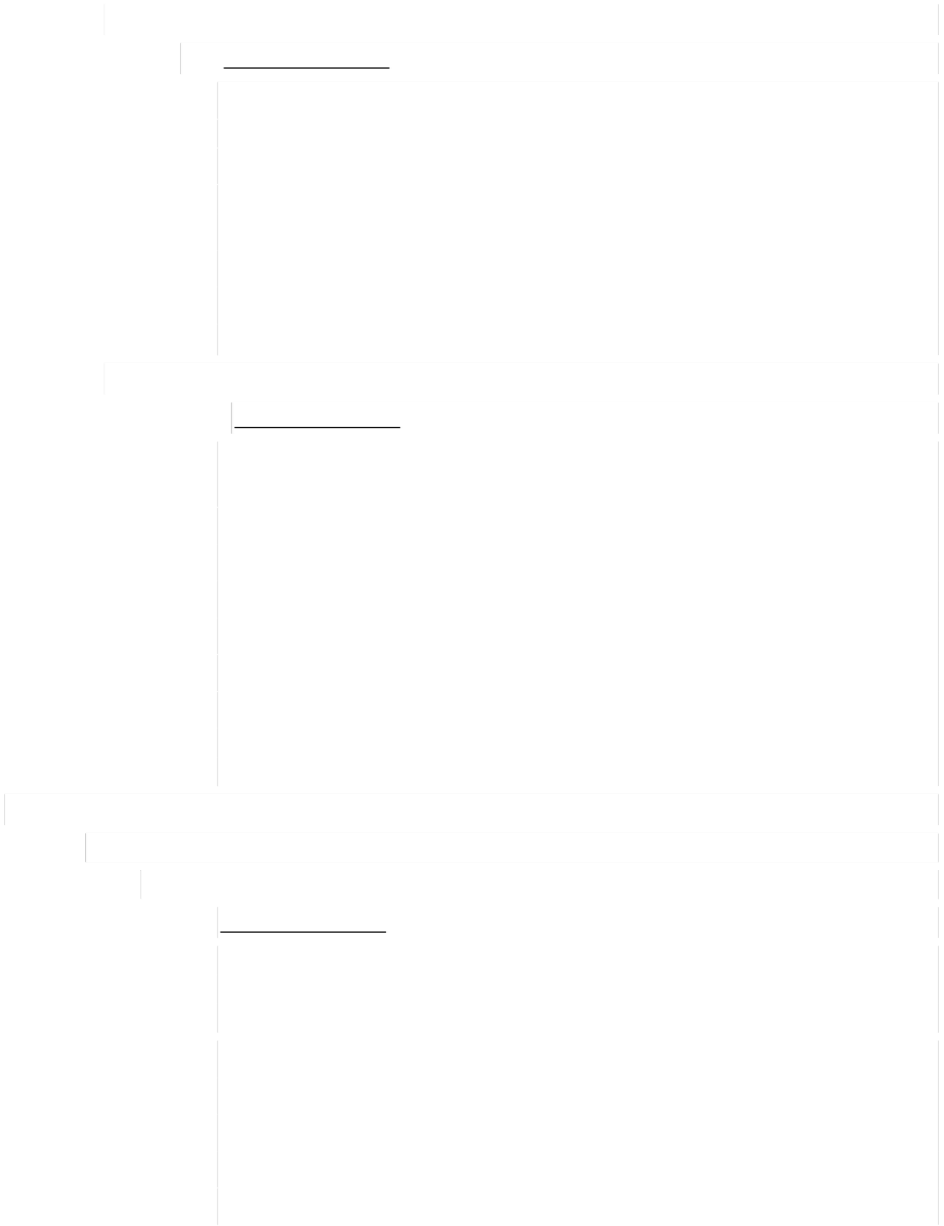


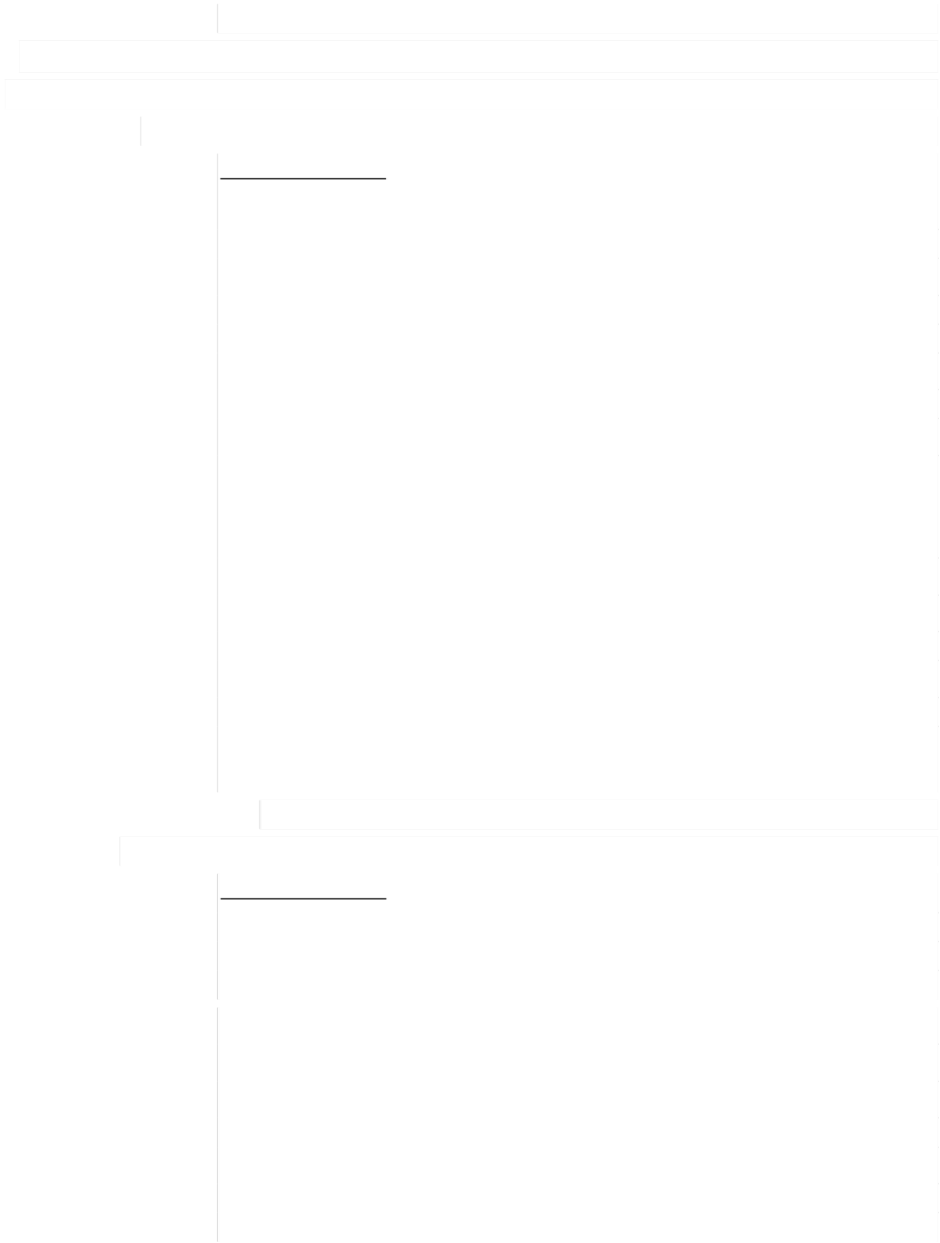












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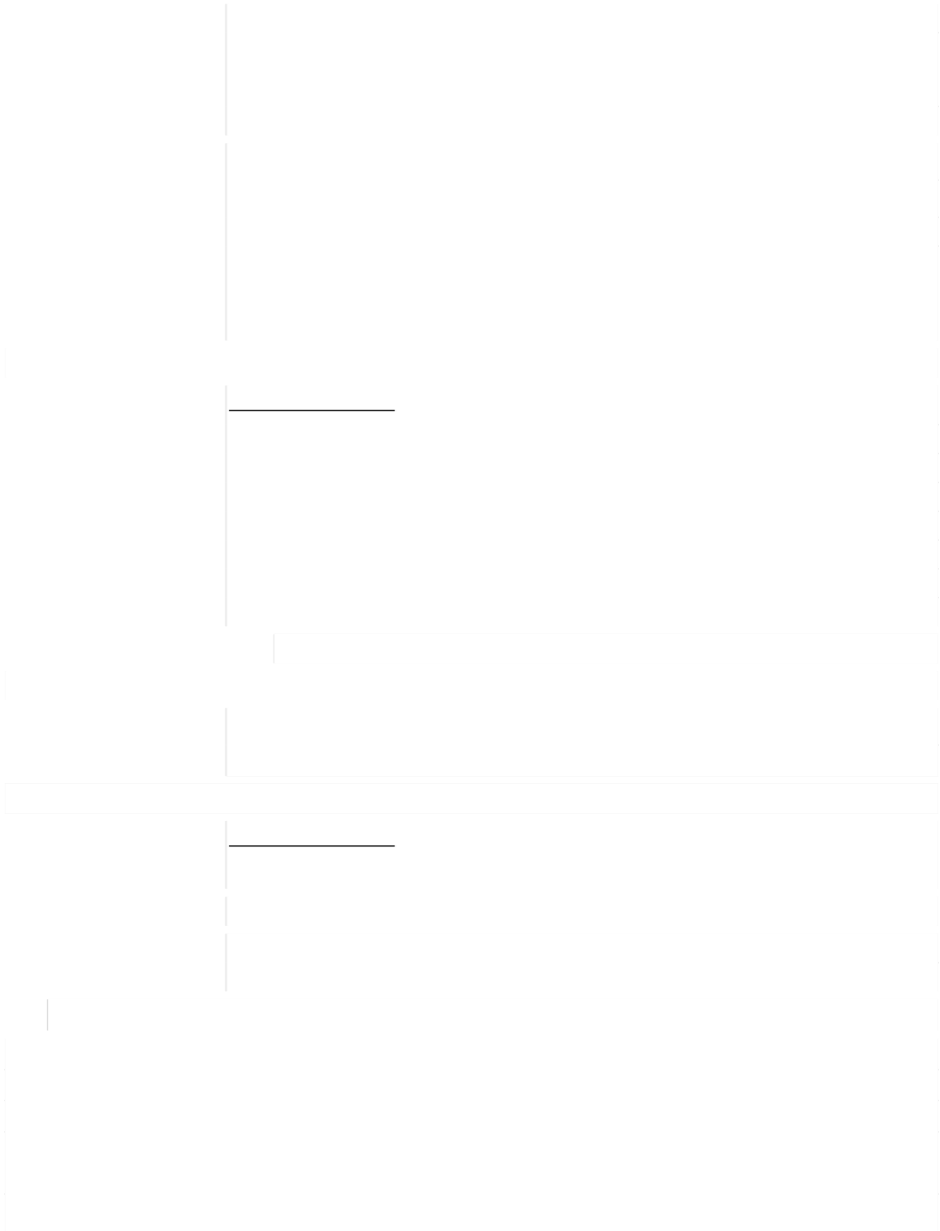
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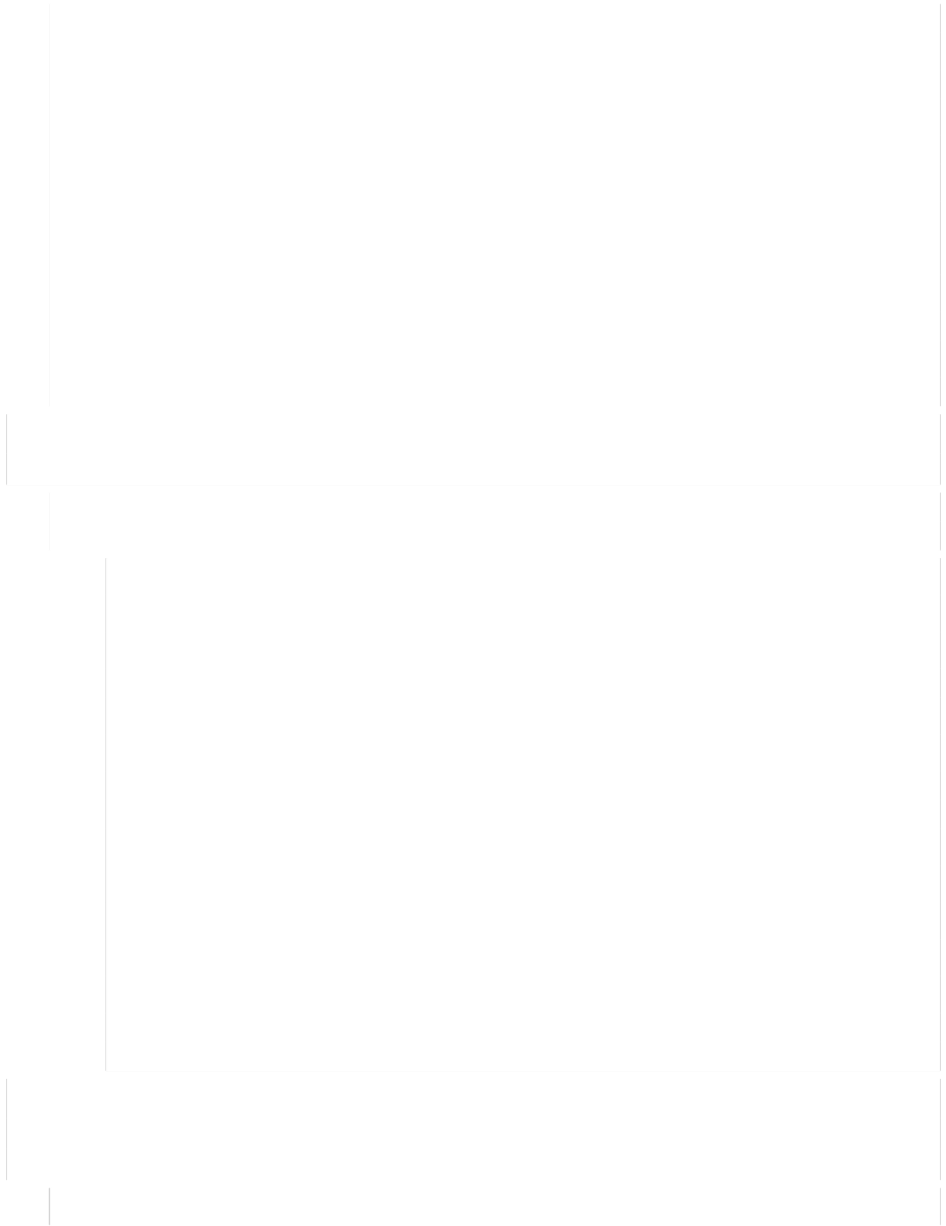






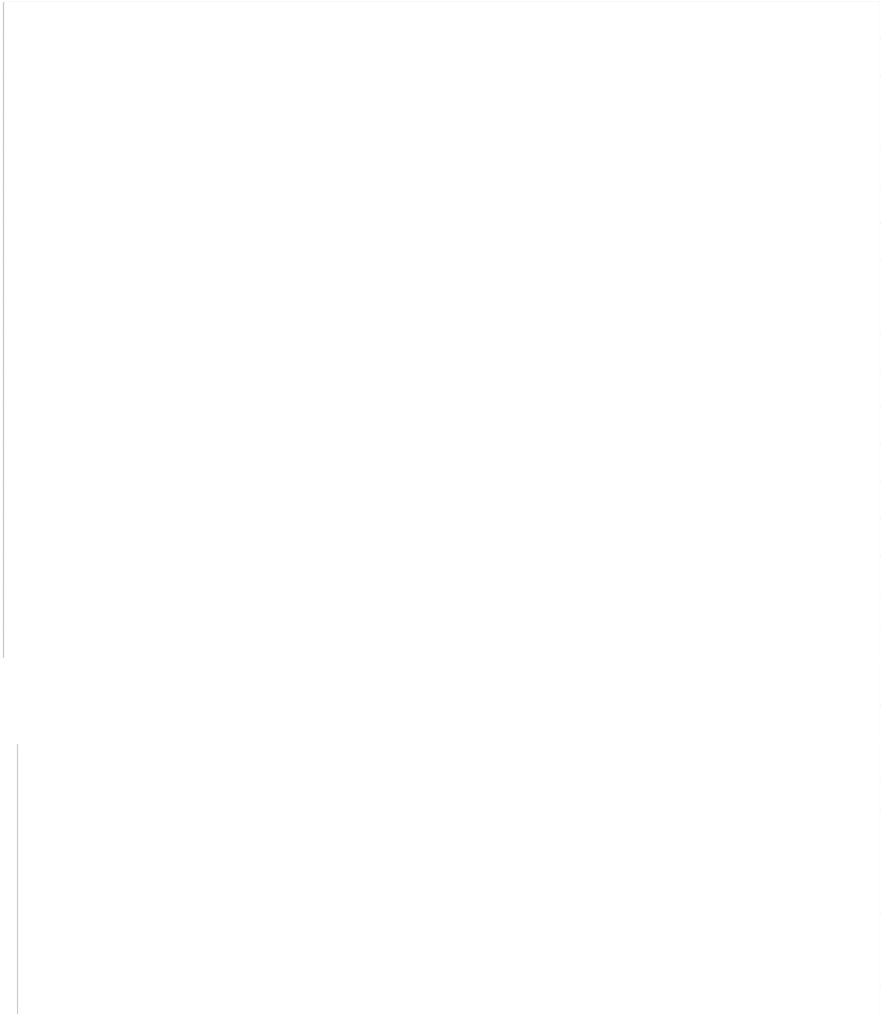




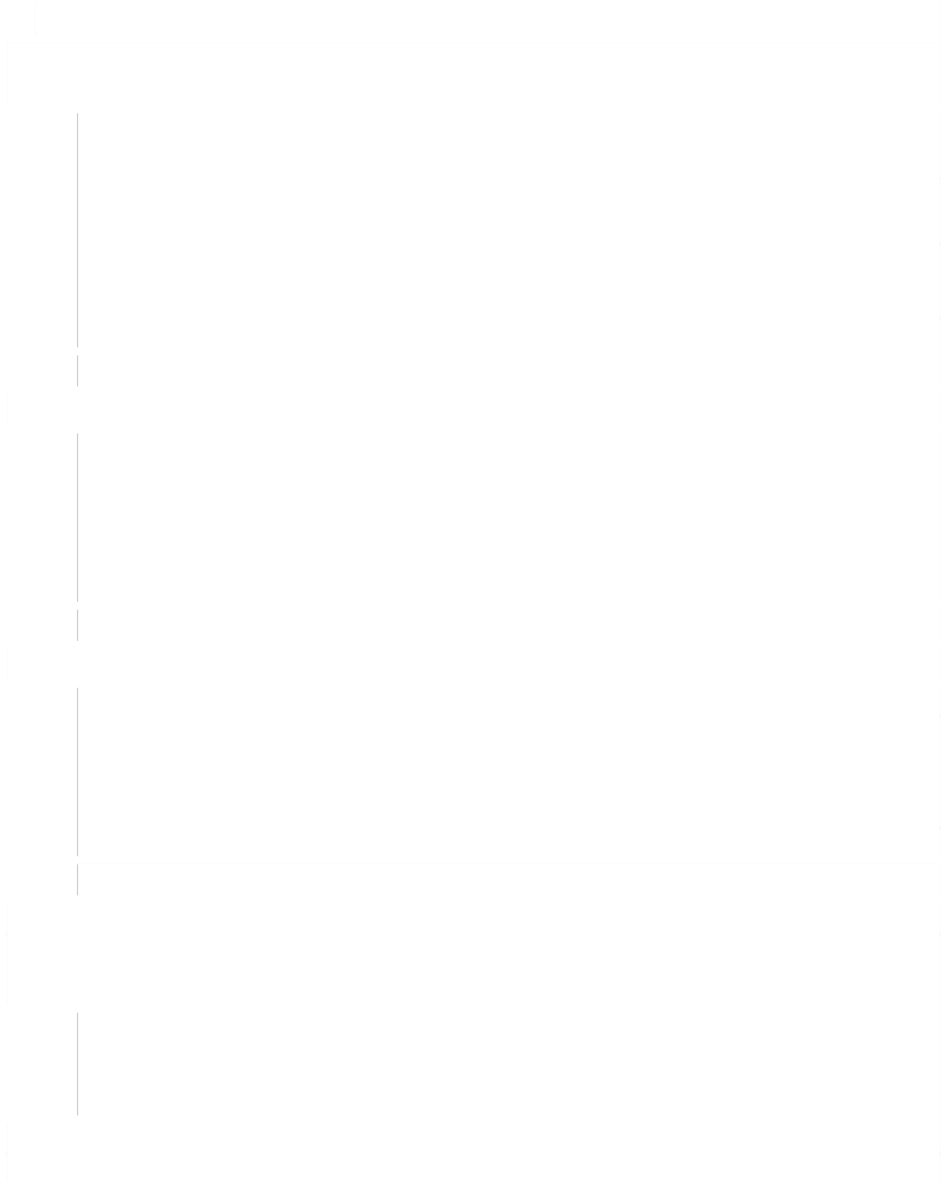




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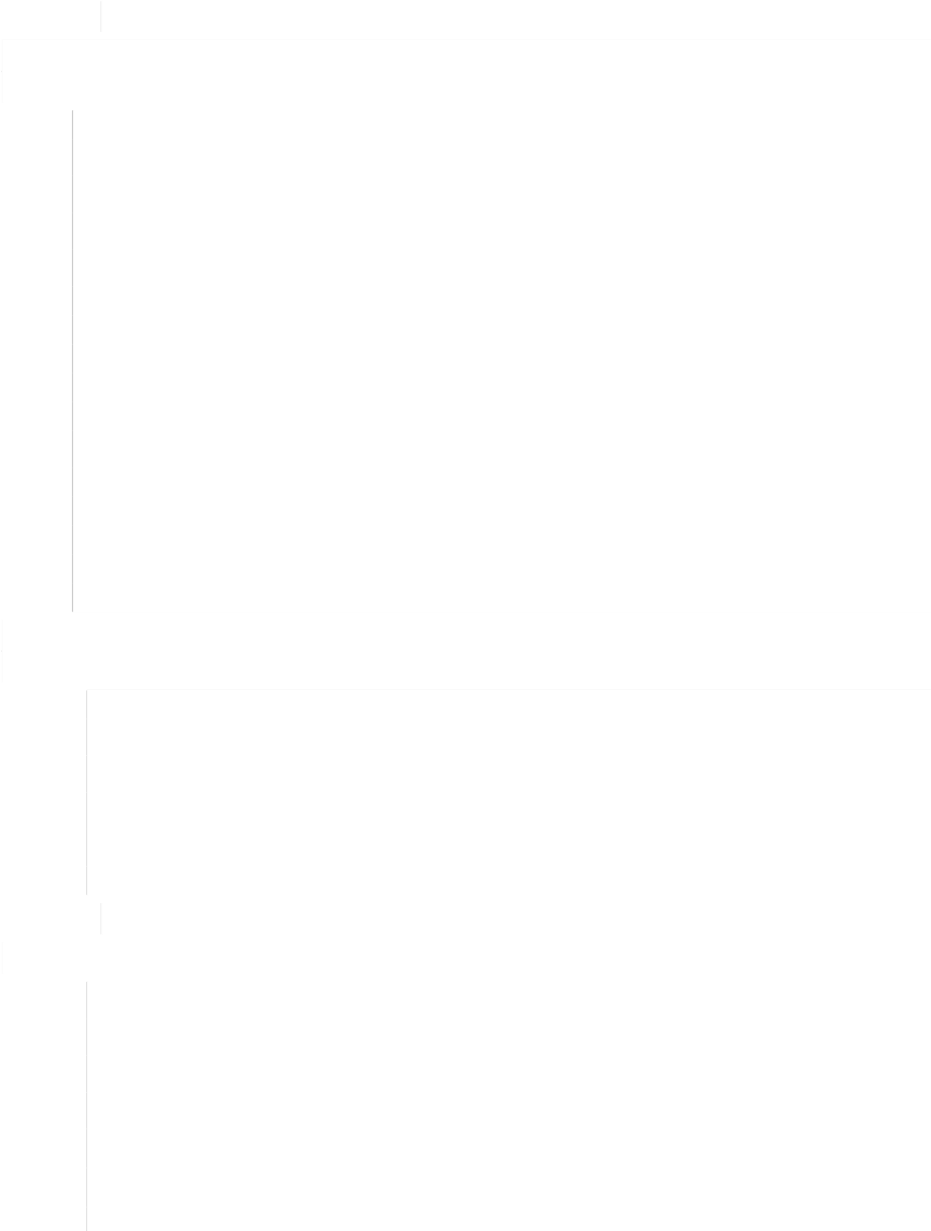
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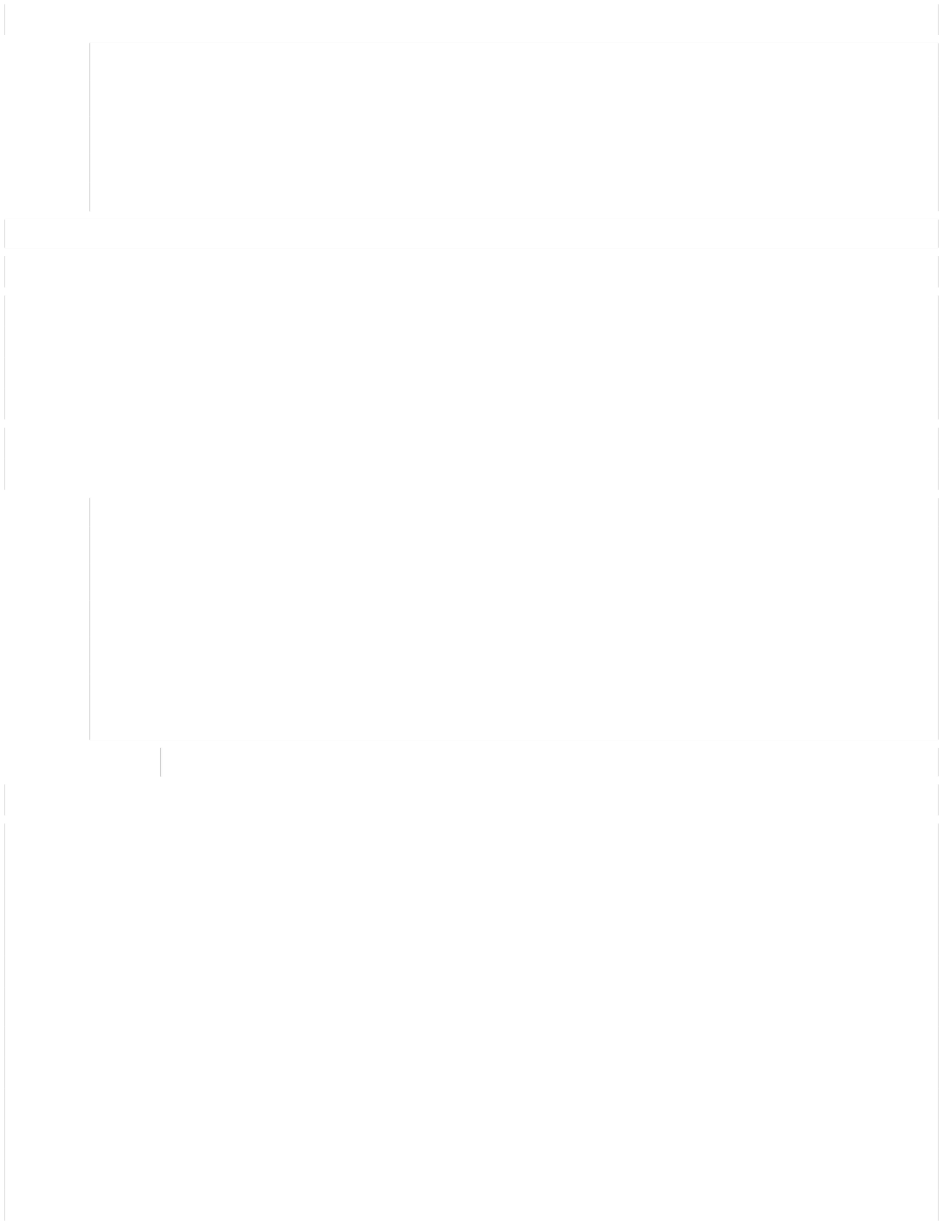
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# **Accessible Information, Communication and Learning Resources**





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# 4

## Inclusive Mobility Infrastructure

















# 5

## Universal Accessibility in Built Infrastructure







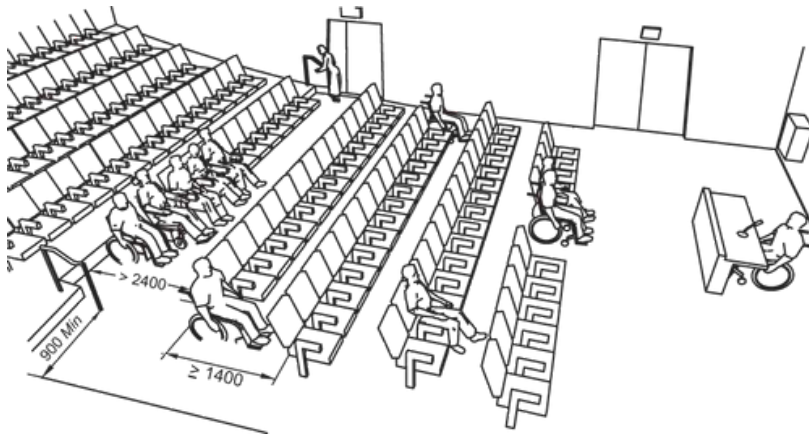


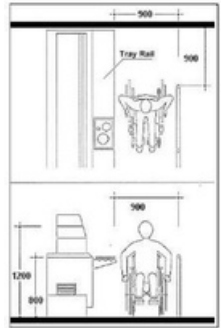








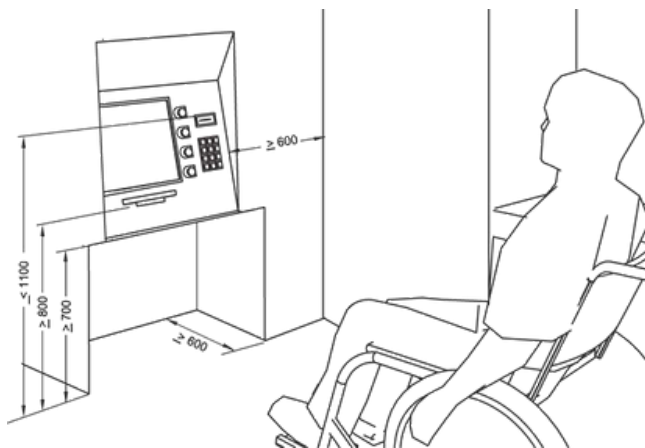




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# 6

## Accessible Curriculum, Teaching and Learning Systems























# Accessible Assessment and Examination Systems

















# 8

## Accessibility of Resources and Services

















# 9

## Inclusive Campus Life



















# **Governance and Monitoring of Accessibility and Inclusive Practices**





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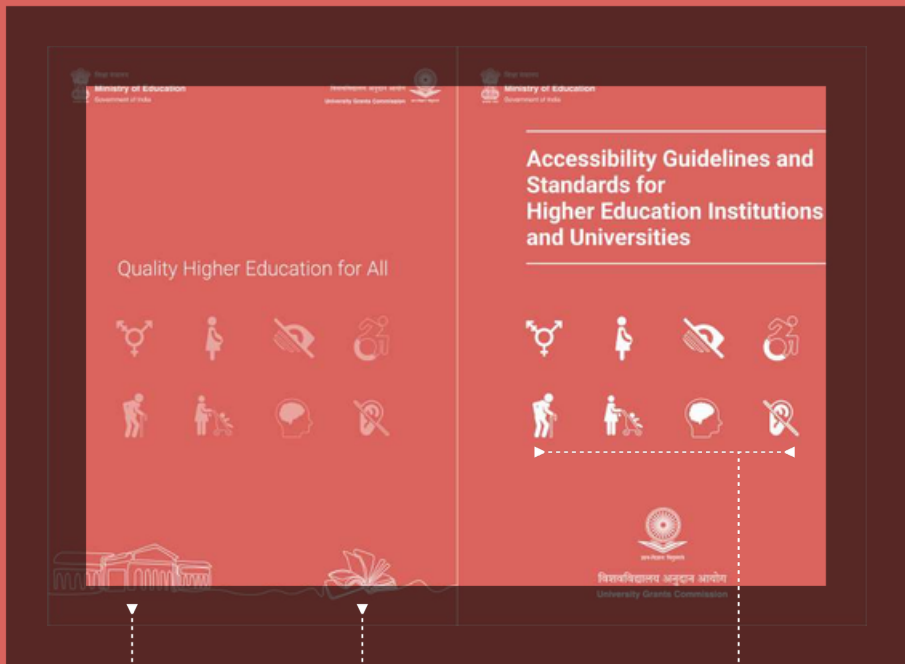












Higher Education Institute/University

An Open Book

Symbolic representation for diverse disabilities and human diversity

## Cover Design Concept

The cover conceptualises the theme of simplicity, clarity and inclusivity in higher education institutions/universities.

The eight icons in the front and back cover represents the idea of diverse disabilities and human diversities as a key drivers to inclusion on educational campuses.

The open book at the rear side reflects an idea of openness as an approach to embrace accessibility and inclusion in the institutions/universities as represented through a connecting built form.

The pastel red shade of the background embeds the philosophy of warmth and groundedness as the base to support inclusivity.



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# Quality Higher Education for All

