

Working Paper
NUST DISABILITY REDRESSAL POLICY

Background

1. Disability is an umbrella term, covering various physical and psychological impairments that pose a challenge to the functionality of a person, affecting his/her ability to carry out day-to-day tasks. Disability may be associated with long-term health issues, thus requiring rigorous management. It is also an impediment in interactions with society/environment, whereby, lack of facilitation may have profound impact on a person's participation and productivity as an individual and member of society. Social barriers and lack of facilitation may be a hindrance to effective participation on an equal basis with others.

2. Freedom to pursue education has long been declared a basic human right. Similarly, every person has an equal right to seek higher education. Hence, it is critical that people with disability are facilitated in their endeavors, so that they may be able to utilize educational opportunities, at par with their peers. Thus, protecting their rights and ensuring full participation in society.

3. All over the world, campuses and educational procedures are being reviewed, to make them more disability-friendly. Higher Education Commission, Pakistan has also introduced policy guidelines to ensure that higher education institutes provide equal-opportunity and facilitate persons with special need. Under this policy HEC recognizes wide range of impairments, such as hearing & visual impairment, physical and mobility difficulties, mental health problems, learning difficulties (e.g., dyslexia) and medical conditions. An important step to mainstream inclusive education at a higher level, HEC has made it mandatory on all universities to adopt the policy in progressive manner, with the HEC's aid and assistance. In addition, HEC pledges to provide "Special Care Allowance" to students/staff with disability.

The policy also calls for infrastructure change, in an attempt to provide barrier-free access to students and staff with disability. Thus, urging universities to take steps necessary to ensure their full and fair participation in academic and social activities in the university.

Rationale

4. In response to HEC policy guidelines¹ and call for redressal committees across universities, National University of Science & Technology (NUST) constituted “National Disability Redressal Committee (NDRC)” (Annexure A) to review existing infrastructure and practices and recommend plan to make NUST disability friendly institution. It is important to note that though NUST does not currently have a disability policy, however, student/staff with disability is duly facilitated upon need and request. Hence, there was a dire need for policy and formation of dedicated committees/structures to streamline the assistance and facilitation process for students/staff with disability. It was also noted that the faculty of Department of Behavioral Sciences, S3H has undertaken a research project through NRPU (National Research Program for Universities) on Disability which will further enhance understanding of the problem on completion.

International Standards/ Practice*²

The universities in developed countries provide assistance in both infrastructure and service to provide equal opportunities to persons with disabilities.

Policy Considerations

5. After an in-depth assessment of existing infrastructure /service facilities and academic process at various campuses of NUST and reviewing data regarding

¹ <http://hec.gov.pk/english/services/universities/Pages/Policy.aspx>

² <https://diversityandaccess.stanford.edu/disability-access/disability-related-resources>
<https://rod.yale.edu/>
<https://inclusive.princeton.edu/addressing-concerns/policies/policy-disability-and-accessibility>
<https://ods.princeton.edu/>
<https://www.admin.ox.ac.uk/aad/swss/disability/das/>
<https://www.disability.admin.cam.ac.uk/>

enrolled students/staff with disability, the committee proposed detailed recommendation. It was noted that currently 16 students (data obtained in 2016) are enrolled in NUST with various kind of disability (Annexure B). It was considered important that policy recommendations are aligned with the existing need and

facilitation in future. The policy aims to uphold the merit based admission and successful completion of degree requirements, nevertheless, would extend support to the students by providing a facilitative environment to remove the disability as a barrier in their achievements. The policy considerations for redressal of disability are divided into the following categories:

1. Admission
2. Curriculum & Examination
3. Rehabilitation/Employment
4. Addressing Temporary Disability
5. Disability Awareness and Staff Development
6. Infrastructural Changes
7. Constitution of Disability Redressal Committee

1. Admission

- The online registration form should include an additional question specifying the disability. (There should also be a statement reassuring that selection would be on merit and the candidate would not be discriminated because of their disclosure of disability).
- Those declaring disability/medical conditions will be assessed by Central Committee for Disability Redressal once they come on the merit list.
- The central committee would recommend students after carefully determining that the disability is not a major barrier in acquiring the core skills of the discipline. (For instance, a visually challenged student cannot

be inducted in Mass Communication program if s/he wants to specialize in documentary production where visual impairment is a limitation)

- After assessment of disability concerned school will be notified to help plan provision of required assistance in classroom and examination.
- In cases, where the school committee observes the stated disability improved or worsened, a request to central committee for reassessment should be made.
- The specific quota for students/ staff with disability is not recommended, however, facilitation during entrance tests and after enrollment must be ensured where indicated (e.g., allowing extra time etc.).

2. Curriculum & Examination.

The schools are required to:

- Facilitate students with disability in teaching and examinations.
- Provide facilities during or after class (e.g. recording of lecture)
- Provide a writer during exam when indicated.
- Give assignments keeping in mind the limitations of disability.

3. Rehabilitation/ Employment

- Entrepreneurship training be arranged to encourage self-employment of students with disability.
- Students be encouraged to focus disability in their FYP project by developing solutions for persons with disability
- Priority counseling services be provided at C³A

4. Addressing Temporary Disability (Students who become disabled during Studies)

- Provision of emergency medical services (e.g. Medical center phone number, & availability of wheelchair)

- Announcement & display of these emergency numbers during orientation seminars.
- Disability tutor would be responsible for assessment of the disability arising during studies and would support the student with required assistance in examination and other academic and co-curricular requirements
- “I grade” Policy is already in place and is instrumental in accommodating temporary disability.

It must be noted that more frequently psychological and emotional disturbances compromise a student’s health, adjustment and academic performance. They often present as behavioral issue, therefore, must not be dealt as misconduct /disciplinary concern. Such students should be approached with sensitivity and referred to required services either at C3A or available mental health facility in the city. C3A also requires to enhance their capacity to deal with these issues effectively. It is important that students’ issues are kept confidential to avoid stigmatizing the student.

5. Disability Awareness and Staff development

- C³A & PDC are desired to play role in creating awareness and promoting respectful communication among staff, faculty and students regarding physical and psychological disability.
- Clear guidelines to be provided in faculty and staff training on how to support persons with physical and psychological disability by being mindful of their unique psychosocial needs.

6. Infrastructural Changes

- In terms of infrastructure, the committee has stressed the importance of making NUST disability friendly university (Committee reviewed the existing infrastructure at various buildings and made further suggestions).

To achieve this, the committee proposed changes in two phases in terms of priority:

Phase1:

1. Construction of ramps, signage and dedicated parking space close to main entrance of the building.
2. Installation of tiles & guiding rails to facilitate movement of students/staff with disability within NUST campuses
3. Washrooms (with access for person in wheelchair)
4. Availability of lower height facility for ablution in schools & hostels.

Phase 2:

1. Installation of elevators within all NUST buildings to facilitate students/staff with disability.
2. The committee has also provided a rough projection of cost associated with afore-mentioned infrastructural changes, as depicted in the Annexure C.

7. Constitution of Disability Redressal Committee

To ensure smooth facilitation of students/staff with disability, NDRC has also proposed formation of two committees; a central coordinating committee & sub-committees in each school. The central committee would work under the leadership of Registrar and the school level disability committee would be under the Dean/Principal of the school. To avoid duplication of roles, it is recommended that program coordinator at each school performs the role of disability tutor (the primary contact person for students for both academic and nonacademic matters). The central committee is involved during the admission process and the school level committee ensures support during the academic process after enrollment. **The aim is to simplify the procedure and provide services at one window.**

Fig 1: Proposed structure for Central Committee for Disability Redressal

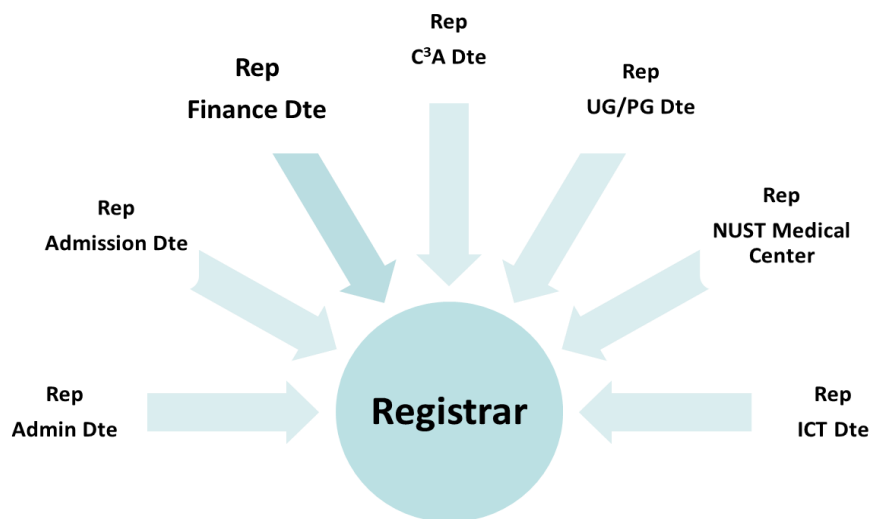
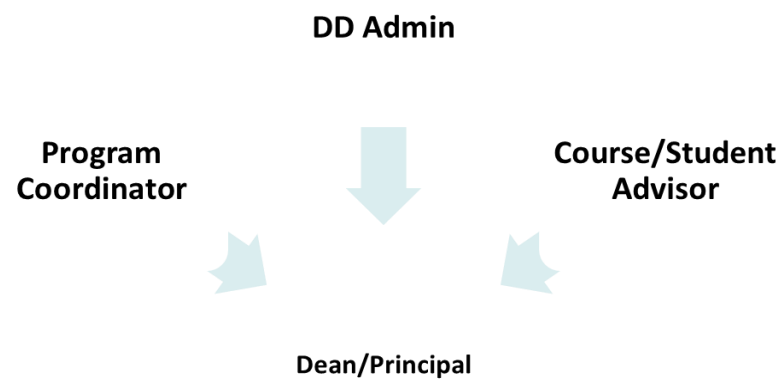


Fig 2: Proposed structure for school-level sub-committee for Disability Redressal



8. Policy Recommendations

1. Constitution of Disability redressal bodies at school and NUST level as indicated in working paper. These bodies would be respectively responsible for assessment and facilitation of disability needs, once the policy is formally approved for implementation.
2. Online registration of admission includes one question to state the disability with reassurance that disclosure would not impact their chances of getting admission. Those declaring disability/medical conditions will be assessed by Central Committee for Disability Redressal once they come on the merit
3. Provision of extra time (e.g. 30 minutes) to applicants with disability, where required by the nature of disability, at Entrance test. (The admission, however, includes consent of the School / Department the student is interested in).
4. The disability tutor will be the focal point for the student and would facilitate him/her in both academic and co-curricular activities.
5. The school will be responsible for facilitating students with disability in teaching and examinations as decided by the school committee (e.g. priority seating in classroom preferably on ground floor, recording the lecture, substituting assignment, and assistance of writer in the exam).
6. Entrepreneurship training be provided to encourage self-employment of students with disability.
7. Priority counseling services at C3A be ensured for both students with temporary or long standing psychological and physical disability.
8. Provision of emergency medical services to facilitate any disability occurring within the campus. These services (with emergency contact numbers) be announced at orientation day in schools and shared on the website as well.

Medical center should support student in providing the medical service or referring them to the required assistance e.g. for physiotherapy.

9. To attain the status of disability friendly university, improvement in infrastructure is recommended as outlined in working paper. The phase 1 structural changes should be prioritized.

10. Faculty training by PDC for the faculty is recommended to enhance the awareness, understanding and respectful communication with regard to dealing with persons with emotional or physical disability. Disability tutors (Program Coordinators) will also need training to develop a network of expertise across the university. C³A can create similar awareness among students.

(It is important to note that S3H as part of an NRPU project has currently been organizing sessions with faculty of various schools to sensitize them about the disability needs [for details Annexure D]. This project will help plan future awareness sessions for faculty and staff as well).

11. Students desirous of pursuing post graduate studies at NUST or foreign Universities be facilitated by International Office and PGP Directorate.

9. Proposed Time line for the implementation of Policy Recommendations by NDRC

The policy for disability redressal was deliberated in the 50th ACM on 28th December 2017. The following time lines are being provided for implementation as desired by the Academic Council.

Activity	Timeline	Action by
1. Constitution of Disability redressal bodies at school and NUST level as indicated in working paper.	By 31 st January 2019	All Institutions
2. Online registration of admission include one question to declare the disability with reassurance that disclosure would not impact their chances of getting admission. Those declaring disability/medical conditions will be assessed by Central Committee for Disability Redressal once they come on the merit	By 31 st January 2019	All Institutions Regist. Dte/PGP/ICT Admission Dte & NMC
3. Provision of extra time (e.g. 30 minutes) to applicants with disability, where required, at Entrance test. (The admission, however, is subject to consent of the School / Department the student is interested in).	Implemented as per GoP instrs	Admission Dte
4. The program coordinator will be the designated disability tutor, thus function as the focal point for the student and would facilitate him/her in both academic and co-curricular activities.	By 31 st January 2019	All Institutions/Student Affairs Dte
5. The school will be responsible for facilitating students with disability in teaching and examinations e.g. priority seating in classroom (preferably on ground floor), recording the lecture, substituting assignment, and assistance of writer in the exam. The extra time be given, depending on disability, for various will be as fols: End Semester Exam – 30 Min	By 31 st January 2019	All Institutions Regist. Dte/PGP/ICT Admission Dte

Min	Mid Semester Exam	–	15		
Min	OHT	–	10		
Min	Quiz	–	05		
6.	Entrepreneurship training be provided to encourage self-employment of students with disability.			As per need	Respective Schools in liaison with PDC/ International Office
7.	Priority counseling services at C3A be ensured for both students with temporary or long standing psychological and physical disability.			By 31st January 2019	C ³ A
8.	Provision of emergency medical services to facilitate any disability occurring within the campus. These services (with emergency contact numbers) be announced at orientation day in schools and shared on the website as well.			By 31st January 2019	Respective School/ NMC and OIC Freshmen Orientation Week (Engr Toufeeq, SEECS)
9.	To attain the status of disability friendly university, improvement in infrastructure is recommended as outlined in working paper. The phase 1 structural changes can be prioritized.			Phase I to be completed by Sept, 2019 Phase II to be completed by Sept, 2020	Respective Schools through PMO
10.	Faculty training by PDC is recommended to enhance the awareness, understanding and respectful communication with regard to dealing with persons with disability. Disability tutors (Program Coordinators) will also need training to develop a network of expertise across the university.			By September 2019	PDC
11.	C3A is advised to create Disability awareness among students to promote respectful behaviors towards person with disability.			By September 2019	C ³ A

ANNEXURE-A

Sr. No.	Name	Appointment	School/College/ Dte	Committee Members
1.	Dr. Salma Siddiqui	Head of Department	Behavioral Sciences,S ³ H	Chairperson
2.	Engr. Tahir Mehmood	DD PG (MS)	PGP Dte.	Member
3.	Engr. Khalid Mehmood	DD Admissions	Admissions Dte	Member
4.	Mr. Bilal Rauf	Asst. Professor	MCS	Member
5.	Mr. Faizan Ahmed	RVF	SADA	Member
6	Mr. Syed Waqar Haider	AD Building & Cont.	PMO	Member

ANNEXURE-B

Existing strength of Students with Disability

S/No.	Name	Registration No.	Institute	Degree Program	Nature of Disability
1	Safi Ur Rehman	NUST201437333BSSSH70114F	School of Social Sciences & Humanities (S3H)	BS Economics	Hands Deformity
2	Ahmad Aziz	00000129659		Bachelor of Public Administration	Weak Eye Sight
3	Saif Ali Khan	00000143874	Pakistan Navy Engineering College (PNEC)	Electrical Engineering	Lost Right Hand
4	Mahmood Ahmad	00000142057	College of Electrical & Mechanical Engineering (CEME)	Electrical Engineering	Crippled from right leg
5	Ather Nadeem	00000196578	School of Mechanical & Manufacturing Engineering (SMME)	Mechanical Engineering	Cerebral Palsy (Spastic Diplegia) Disease by birth. Both legs of the student are affected and is unable to walk Naturally/ Comfortably.
6	Maj Musharaf Aslam	NUST201438922BMCS20214F	Military College Of Signals (MCS)	Software Engineering	Cervical disc disorder disability 20%
7	Capt Arslan Naseer	NUST201438924BMCS20214F	Military College Of Signals (MCS)	Software Engineering	Open heart surgery, disability 40%
8	Capt Humayun Mushtaq	NUST201438927BMCS20214F	Military College Of Signals (MCS)	Software Engineering	Right leg injury, disability 30%
9	Capt Izat Ibrahim	NUST201438955BMCS20214F	Military College Of Signals (MCS)	Software Engineering	Plate (roof of the mouth) and 16 x Teeth artificial, 80% disability
10	Capt Ijaz Bashir	NUST201438957BMCS20214F	Military College Of Signals (MCS)	Software Engineering	Backbone injuries compression fracture, disability 20%
11	Muhammad Mohsin Zafar	NUST201434944BMCS20214F	Military College Of Signals (MCS)	Software Engineering	Visual disability (permanent visual impairment)
12	Aasia Wahab	00000119774	School of Civil & Environmental Engineering (SCEE)	MS RS&GIS	Had Poliomyelitis in Childhood
13	Noor Ul Huda	NUST201590299PCIPS6115F	Centre for International Peace & Stability (CIPS)	PhD (PCS)	Blind
14	Adeel Yousaf	00000172781	School of Mechanical & Manufacturing Engineering (SMME)	MS-RIME	Structural Abnormality Disease by birth
15	Yumna Raza	00000171498	Pakistan Navy Engineering College (PNEC)	MS EE (Communication)	Left hand prosthetic
16	Lozina Shoaib	2009-NUST-Dir PhD-IT-53	School of Electrical Engineering and Computer Science (SEECs)	Information Technology	Severe disability, uses wheel chair and with attendant

Proposed Infrastructural Changes**EXISTING FACILITIES IN 21 BUILDING at H12 Campus:**

<input type="checkbox"/> DEDICATED PARKING	-	2 × BUILDING
<input type="checkbox"/> DEDICATED WASHROOMS	-	2 × BUILDINGS
<input type="checkbox"/> RAMPS	-	3 × BUILDINGS
<input type="checkbox"/> ELEVATORS	-	3 × BUILDINGS
<input type="checkbox"/> SIGNAGE	-	1 × BUILDING
<input type="checkbox"/> TEXTURED TILE	-	0 × BUILDING
<input type="checkbox"/> GUIDING RAIL	-	0 × BUILDING

REQUIRED STRUCTURAL CHANGES:

<input type="checkbox"/> PARKING	-	19 × PARKINGS
<input type="checkbox"/> RAMP	-	18 × RAMPS
<input type="checkbox"/> WAHSROOMS	-	19 × BUILDINGS
<input type="checkbox"/> SIGNAGE	-	20 × BUILDINGS
<input type="checkbox"/> GUIDE RAIL	-	21 × BUILDING
<input type="checkbox"/> TEXTUREL TILES	-	21 × BUILDING
<input type="checkbox"/> ELEVATORS	-	18 × BUILDING

COST ESTIMATES (for Phase-I)

S/NO	DESCRIPTIONS	QTY	RATES (RS)	TOTAL (RS)
1	SIGNAGE BOARD & PAINT FOR PARKING	19	2,000.00	38,000.00
2	RAMPS WITH PCC TILE/PAVOUR 1 × SIDE HANDRAILS	18	42,500.00	765,000.00
3	RE-STRUCTURING OF WASHROOMS	19	52,000.00	988,000.00
	TOTAL COST			1,791,000.00

Details of NRPDU Disability focused project**Background:**

Trainings of faculty were conducted to develop their capacities so that they can facilitate students with disabilities. These trainings were conducted under NRPDU HEC approved project “Research-based participatory approach for handling/teaching students with disabilities at NUST”. The project was approved in the year 2017.

Objectives:

As a result of training, faculty members were expected to

- develop understanding of the concept of disability
- value disability-related works at NUST
- develop capacities to support students with disabilities within the inclusive education paradigm in higher education

Data of training:

Sr. No	Date	Venue	Total Participants	Segregated data
1.	12 March 2018	NICE	10	NICE/SCEE only
2.	13 March 2018	RCMS	18	9 RCMS 3 ASAB 2 IGIS SCEE 4 SCME
3.	16 March 2018	SCME	10	6 SCME 2 RIMMS 1 NICE 1 SEECS
4.	20 March 2018	SMME	16	SMME only
5.	21 March 2018	SNS	11	SNS only
6.	28 March 2018	CIPS	6	4 CIPS 2 S3H
7.	30 March 2018	NICE	15	NICE and NIT

Total= 86 faculty members were reached. Each training session remained for minimum one hour and thirty minutes to maximum two hours duration. The time was short with some groups because of the other commitments of the faculty members.