

Policy for Disabled Friendly

The Government of India formulated the national policy for persons with disabilities in February 2006. Chandigarh College of Pharmacy has integrated these policies into its teaching and learning processes. The policy aims to address the educational rehabilitation of individuals with disabilities, emphasizing equal opportunities, rights protection, and full participation in the academic environment. It's commendable that Chandigarh College of Pharmacy values individuals with disabilities as essential human resources and is dedicated to fostering an inclusive environment. This aligns with broader objectives of promoting accessibility, equal educational opportunities, and participation in various aspects of life for individuals with disabilities. Chandigarh College of Pharmacy's recognition of the importance of inclusive education and its commitment to providing a comprehensive learning environment are praiseworthy. The principle of inclusivity, emphasizing equal access to educational opportunities for individuals with identified disabilities or learning difficulties, is underscored in various international and national frameworks. The institution's commitment to fostering an inclusive environment for both students and staff aligns with broader objectives of promoting diversity, equal access, and the full participation of all individuals in the educational process. Inclusive education not only benefits individuals with disabilities but also enhances the overall learning environment by nurturing diversity and understanding among all members of the academic community. By extending support to differently-abled students and staff, Chandigarh College of Pharmacy is fulfilling not only its legal and ethical responsibilities but also contributing to the establishment of a more equitable and compassionate learning and working environment. The institution's outlined policies clearly demonstrate its active focus on creating an inclusive and accessible environment for differently-abled students.

Key aspects of the institution's policy include:

- Providing sufficient support, resources, and assistive technologies for learners with disabilities, both within and outside the classroom environment.
- Offering additional assistance and opportunities for differently abled students in their learning journey beyond regular class hours.

- Organizing awareness programs for teaching staff, non-teaching staff, and students to educate them about issues related to accessibility.
- Ensuring that classrooms designated for differently abled students are situated on the ground floor for easy access to laboratories, libraries, and other facilities.
- Guaranteeing that restrooms are barrier-free and readily accessible to individuals with different types of disabilities.
- Supplying chairs and tables with specialized designs to accommodate the unique needs of students and employees.
- Ensuring that the architectural design of the building, including ramps and elevators, complies with the requirements of individuals with disabilities.
- Providing various accommodations such as human assistance, readers, scribes, soft copies of reading materials, and screen reading software.
- Designing activities, programs, and services that are easily accessible to differently abled students.
- Employing appropriate text and pictogram signage, including tactile paths, illuminated display boards, and signposts, positioned in visible and touch-accessible locations.
- Implementing signage with raised outlines and high color contrast, incorporating symbols for genders based on local customs and standards.

These policies embody a comprehensive approach to inclusivity, encompassing physical accessibility, educational assistance, awareness initiatives, and resource provision, thereby fostering an environment where individuals with disabilities can actively engage in academic endeavors.