

**PUBLIC NOTICE INVITING COMMENTS ON THE DRAFT UNIVERSITY
OF DISABILITY STUDIES AND REHABILITATION SCIENCES BILL, 2021**

The Department of Empowerment of Persons with Disabilities intends to set up a University of Disability Studies and Rehabilitation Sciences, Kamrup District, Assam through a separate Act of Parliament

The proposed University, the first of its kind, will be a unique multi disciplinary academic institution conducting research, programmes and courses from bachelor's level onwards to cater to various disciplines covering the entire gamut of disability studies and rehabilitation sciences in an accessible environment . The proposed University will have 8 Departments viz., Disability Studies; Rehabilitation Sciences; Audiology and Speech Language Pathology; Special Education; Psychology; Nursing; Orthotics & Prosthetics and Assistive Technology; and Inclusive and Universal Design. The proposed University's programmes will adopt a credit and grading system. The proposed University will offer affiliation to other institutions in disabilities and rehabilitation sciences in the country.

A draft Bill namely the University of Disability Studies and Rehabilitation Sciences Bill, 2021 for establishing the proposed University has been prepared which is annexed hereto.

The Department of Empowerment of Persons with Disabilities hereby invites comments from the public on the draft University of Disability Studies and Rehabilitation Sciences Bill, 2021 by 3rd January 2021. Comments on the draft Bill may be sent by e.mail at kvs.rao13@nic.in within the stipulated date.

	THE UNIVERSITY OF DISABILITY STUDIES AND REHABILITATION SCIENCES BILL, 2021	
	A BILL	
	<i>to establish and incorporate a University of Disability Studies and Rehabilitation Sciences and for matters connected therewith or incidental thereto.</i>	
	Be it enacted by Parliament in the Seventy First Year of the Republic of India as follows:—	
	<p>1. (1) This Act may be called the University of Disability Studies and Rehabilitation Sciences Act, 2021.</p> <p>(2) It extends to the whole of India.</p> <p>(3) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.</p>	Short title, extent and commencement.
	<p>2. In this Act, and in all Statutes made hereunder, unless the context otherwise requires,—</p> <p>(a) “academic staff” means such categories of employees as designated by the Ordinances;</p> <p>(b) “Act” means the University of Disability Studies and Rehabilitation Sciences Act, 2021;</p> <p>(c) “Bachelor’s” means a course of study after completion of Class 12, or Diploma with 60-66 credits, leading to the award of a bachelor’s degree requiring receipt of 120-150 credits, or 60-90 credits, respectively.</p> <p>(d) “Central Government” means the Department in the Ministry in the Central Government dealing with empowerment of persons with disabilities.</p> <p>(e) “Centre” means a Centre of the Department.</p> <p>(f) “Chancellor” and “Vice-Chancellor” mean, respectively, the Chancellor and the Vice-Chancellor of the University;</p> <p>(d)“Course” means a unit of teaching lasting one term that could lead to receipt of credit(s).</p> <p>(e) “Court” means the Court of the University;</p>	Definitions.

	<p>(f)“Credit” means the weight assigned to a course depending on the number of contact hours spent in class per week in a term, also known as a term credit hour (TCH), corresponding to one contact hour in class per week or a minimum of sixteen hours in class in a term; or two to three contact hours in laboratory or field work per week or thirty two –forty eight hours in laboratory or field work in a term.</p> <p>(g) “Department” means a Department of the University;</p> <p>(h)“Doctor of Philosophy” means a course of study after completion of a Master’s degree from any university with receipt of cumulative credits of 180- 216 (120-150 + 60-66) from bachelor’s level onwards or a Master of Philosophy degree, leading to the award of a Doctor of Philosophy requiring receipt of 90-96 credits inclusive of 60 credits for dissertation. In respect of a Masters degree from other Universities, it will require receipt of 120-130 credits inclusive of 60 credits for dissertation.</p> <p>(i)“employee” means any person appointed by the University and includes academic and other employees of the University in level of pay equivalent to pay level 10 or above of the Central Government;</p> <p>(j) “Grade” means evaluation of performance by applying a standardised measurement of varying levels of achievement for participating in a course represented by letters of the English alphabet A, B, C, D, U corresponding to a numerical grade point average of 4,3,2,1,0.</p> <p>(k) “Head of Centre” means the head of a Centre of the a Department;</p> <p>(l) “ Head of Department” means the head of a department of the University;</p> <p>(m) “Hostel” means a unit of residence for the student of the University maintained by the University;</p> <p>(n) “institution” means an academic institution not being maintained by the University;</p> <p>(o) “Master’s” means a course of study after completion of</p>	49 of 2016.
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	<p>bachelor's degree from any University with receipt of 120 -150 credits or a Post Graduate Diploma with receipt of 60-66 credits, a master's course of study leading to the award of master's degree requiring receipt of 60-66 credits inclusive of 15 credits for dissertation. In respect of a bachelor's degree from other universities, a master's course of study would require receipt of 90-96 credits, inclusive of 15 credits for dissertation.</p> <p>(p) "online education system" means a method of imparting education through online contact programmes and courses;</p> <p>(q) "person with disability" shall have the same meaning as assigned to it in clause (s) of section 2 of the Rights of Persons with Disabilities Act, 2016;</p> <p>(r) "Programme" means courses of study leading to the award of degree of Doctor of Philosophy or Master's or Bachelor's;</p> <p>(s) "Regulations" means the Regulations made by any authority of the University under this Act;</p> <p>(t) "Statutes" and "Ordinances" mean, respectively, the Statutes and the Ordinances of the University made under this Act;</p> <p>(u) "term" means a half-year academic session of a minimum of 100-110 contact days comprising lectures, laboratory and/or fieldwork, leading to receipt of a maximum of 21 credits.</p> <p>(v) "University" means the University of Disability Studies and Rehabilitation Sciences established under this Act.</p>	
	<p>3. (1) There shall be established a University by the name of University of Disability Studies and Rehabilitation Sciences, which shall be a body corporate having perpetual succession and a common seal, with power, subject to the provisions of this Act, to acquire, hold property, both movable and immovable, and to contract and shall, by the said name sue or be sued.</p> <p>(2) The headquarters of the University shall be in District Kamrup, Assam.</p> <p>(3) The University may establish centres at other places with the approval of the Central Government.</p> <p>(4) The first Chancellor, the first Vice-Chancellor and the first members of the Court and all persons who may hereafter become</p>	Establishment of University.

	such officers or members, so long as they continue to hold such office or membership, shall constitute the University.	
	<p>4. The objects of the University shall be,—</p> <ul style="list-style-type: none"> (i) to train and develop professionals, researchers and educators in disability studies and rehabilitation sciences; (ii) to conduct cutting-edge research in the field; to conduct programmes and courses in disability studies and rehabilitation sciences and inclusive universal design; (iii) to map, benchmark and design of RCI recognised programmes, curricula and courses; (iv) to grant affiliation to institutions and colleges which meet the benchmark standard set by the University; and (v) to take any other related measures in the emerging areas in disability studies and rehabilitation sciences. 	Objects of University.

	<p>5. (1) The University shall have the following powers, namely:—</p> <ul style="list-style-type: none"> (i) to provide for instructions,— <ul style="list-style-type: none"> (a) in such branches of disability studies, rehabilitation, sciences and inclusive universal design as the University may, from time to time, determine and to make provision for research and development and for advancement and dissemination of such knowledge; (b) to other related fields of studies that may emerge from time to time; (ii) to grant, subject to such conditions as the University may determine to confer degrees, doctor of philosophy and post doctoral academic distinctions on the basis of credits and grading and to withdraw any such degrees, doctor of philosophy and post doctoral academic distinctions for good and sufficient cause; (iii) to confer honorary degrees or other distinctions in the manner prescribed by the Statutes; (iv) to provide online education in disability studies, rehabilitation sciences and inclusive universal design; (vi) to institute Professorships, Associate Professorships, Assistant Professorships and instructorship required by the University and to appoint persons to such Professorships, Associate Professorships, Assistant Professorships or instructorship; (vii) to recognise and affiliate an institution of higher learning, having such pre-set standards as may be specified by the Regulations, for such purposes as the University may determine and to withdraw such recognition; (ix) to co-operate or collaborate or associate with any Indian University or authority or institution of higher learning, in such manner and for such purposes as the University may determine; (x) to co-operate or collaborate or associate with any foreign University or authority or institution of higher learning, in such manner and for such purposes as the University may determine, with prior approval of the Central Government; 	<p>Powers of University.</p>
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	<p>(xi) to establish, with the prior approval of the Central Government, such departments, centres and specialised laboratories or other units for research and development in the University;</p> <p>(xii) to make provision for research, consultancy and advisory services and for that purpose to enter into such arrangements with other institutions, industrial or other organisations, as the University may deem necessary;</p> <p>(xiii) to organise and conduct refresher courses, workshops, seminars and other programmes for teachers, evaluators and other academic staff;</p> <p>(xiv) to appoint on contract or otherwise such visiting professors, whose specialized knowledge and experience in disability studies or rehabilitation sciences or inclusive universal design or any related areas may contribute to the advancement of the objects of the University;</p> <p>(xv) to determine standards of admission to the University, which may include examination, evaluation or any other method of testing;</p> <p>(xvi) to fix demand and receive payment of fees and other charges;</p> <p>(xvii) to supervise the hostels of the University;</p> <p>(xxi) to lay down conditions of service of all categories of employees, including their code of conduct;</p> <p>(xxii) to regulate and enforce discipline among the students and the employees, and to take such disciplinary measures in this regard as may be deemed by the University to be necessary;</p> <p>(xxiii) to receive grants from the Central Government and State Government, social responsibility funds from corporates, benefactions, donations and gifts and to acquire, hold and manage, and to dispose of, with the previous approval of the Central Government, any property, movable or immovable, including trust and endowment properties, for the purposes of the University;</p>	
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	<p>(xxiv) to borrow, with the previous approval of the Central Government, on the security of the property of the University, money for the purposes of the University; and</p> <p>(xxv) to do such other acts and things as may be necessary, incidental or conducive to the attainment of all or any of its objects.</p> <p>(2) In exercising its powers referred to in sub-section (1), it shall be the endeavour of the University to maintain an all- India character and high standards of teaching and research, and the University shall, among other measures which may be necessary for the said purpose, take, in particular, the following measures, namely:—</p> <p>(i) admission of students and recruitment of faculty shall be made on all-India basis;</p> <p>(ii) admissions of students shall be made on merit, either through common entrance test conducted individually by the University or in combination with other Universities, or on the basis of marks obtained in the qualifying examination:</p> <p>(iii) term system, continuous evaluation and grading and choice-based credit system shall be introduced and the University shall enter into agreements with other Universities and academic institutions for credit transfer and joint degree programmes;</p> <p>(iv) programmes and courses of studies shall be introduced with a provision for periodic review;</p> <p>(v) accreditation shall be obtained from the National Assessment and Accreditation Council or any other accrediting agency at the national level; and</p> <p>(vi) e-governance shall be introduced with an effective management information system.</p>	49 of 2016
	<p>6. The University shall be open to all persons irrespective of their sex, caste, creed, race or class, and it shall not be lawful for the University to adopt or impose on any person, any test whatsoever of religious belief or profession in order to entitle him to be appointed as academic staff of the University or to hold any other office therein or to be admitted as a student in the University or to</p>	University open to all castes, creed, race or class.

	graduate there at or to enjoy or exercise any privilege thereof: Provided that the University will follow the policy of the Central Government regarding reservation in the matter.	
	<p>7. The following shall be the officers of the University, namely:—</p> <ul style="list-style-type: none"> (1) the Chancellor; (2) the Vice-Chancellor; (3) Heads of Departments; (4) Heads of Centres; (5) the Registrar; (6) the Chief Finance Officer; (7) the Librarian; and (8) such other officers in level of pay equivalent to pay level 10 of the Central Government and above as may be declared by the Statutes to be the officers of the University. 	Officers of University.
	<p>8. (1) The Chancellor shall be appointed by the Central Government from a panel of not less than three persons recommended by a Search cum Selection Committee constituted by it with the following composition, namely:-</p> <ul style="list-style-type: none"> (a) Secretary of the Department dealing with of empowerment of persons with disabilities, Government of India.....Convenor (b) Secretary of the Department of Higher Education, Government of India (c) Secretary of the Department of Personnel & Training, Government of India (d) one person of eminence in academic or public life as nominated by the Court: <p>Provided that if the Central Government does not approve of any of the persons so recommended, it may call for fresh recommendation from the Search cum Selection Committee.</p> <p>(3) The Chancellor shall be a whole-time salaried officer of the University who shall exercise such other powers and perform such other duties as provided by the Statutes, Ordinances and Regulations.</p> <p>(4) The Chancellor shall, by virtue of his office, be the head of the University and shall preside over the meetings of the Court, its Sub-committees and, if present, preside at the convocations of the University held for conferring degrees and academic distinctions.</p>	Chancellor.

	<p>(5) The Chancellor shall be the principal officer of the University and shall exercise general supervision and control over the affairs of the University and give effect to the decisions of the Court.</p> <p>(6) The Chancellor may, if he is of the opinion that immediate action is necessary on any matter, exercise any such power by or under this Act and shall report to the Court at its next meeting the action taken by him on such matter:</p> <p>(7) All residuary powers relating to University shall vest with the Chancellor.</p> <p>(8) The Chancellor shall hold office for a term not exceeding five years or until he attains the age of seventy years, whichever is earlier, and he shall not be eligible for re-appointment:</p> <p>(9) The emoluments and other conditions of service of the Chancellor shall be as under:—</p> <p>(i) the Chancellor shall be paid a monthly salary and allowances at the rates as those applicable to the Secretary to the Government of India and he shall be provided accommodation for which he shall be charged ten percent of his monthly salary;</p> <p>(ii) where an employee of the University or any other University or any college or institution maintained by or admitted to the privileges of, such other University is appointed as the Chancellor, he may be allowed to continue to contribute to any provident fund of which he is a member till he attains the age of sixty-five years;</p> <p>(iii) the Chancellor shall be entitled to travelling allowance as admissible to the Secretary to the Government of India;</p> <p>(iv) the Chancellor shall be entitled to leave on full pay at the rate of thirty days in a calendar year and the leave shall be credited to his account in advance in two half-yearly instalments of fifteen days each on the first day of January and July every year:</p> <p>Provided that if the Chancellor assumes or relinquishes charge of the office of the Chancellor during the currency of a half year, the leave shall be credited proportionately at the rate of two and-a-half days for each completed month of service;</p> <p>(v) in addition to the leave referred to in sub- paragraph (iv), the Chancellor shall also be entitled to half-pay leave at the rate of twenty days for each completed year of service, and half-pay leave</p>	
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	<p>may also be availed of as commuted leave on full pay on production of medical certificate from a Government hospital;</p> <p>Provided that when such commuted leave is availed of, twice the amount of half-pay leave shall be debited against half-pay leave due.</p> <p>(10) If the office of the Chancellor becomes vacant due to death, resignation or otherwise, or if he is unable to perform his duties due to ill-health or any other cause, the Vice-Chancellor can be asked by the Central Government to perform the duties of the Chancellor till such time a regular appointment is made.</p> <p>(11) Notwithstanding anything contained in sub-clause (8), the Central Government may, at any time after the Chancellor has entered upon his office, by order in writing, remove the Chancellor from office on grounds of incapacity, misconduct or violation of the provisions of this Act:</p> <p>Provided that no such order shall be made by the Central Government unless the Chancellor has been given a reasonable opportunity of showing cause against the action proposed to be taken against him:</p> <p>Provided further that the Central Government may, at any time before making such order, place the Chancellor under suspension, pending inquiry.</p>	
	<p>9. (1) The Vice-Chancellor shall be appointed by the Court from out of a panel recommended by a Search cum Selection Committee by it with the following composition, namely:-</p> <p>(a) Secretary of the Department dealing with of empowerment of persons with disabilities, Government of India..... Convenor</p> <p>(b) Secretary or Additional Secretary of the Department of Higher Education, Government of India</p> <p>(c) Secretary or Additional of the Department of Personnel & Training, Government of India</p> <p>(d) one domain expert as nominated by the Court from amongst its Members</p> <p>(e) Chancellor Convenor</p> <p>Provided that if the Court does not approve of any of the persons so recommended, it may call for fresh recommendation from the Search-cum-Selection Committee.</p>	Vice-Chancellor.

	<p>(2).The Vice-Chancellor shall be a whole-time salaried officer of the University and shall be second principal officer of the University.</p> <p>(3) The Vice-Chancellor shall in the absence of the Chancellor, (i) preside at the Convocations held for conferring degrees and at meetings of the Court; (ii)preside over the meeting of the Court and its Sub-committees;</p> <p>(4) The Vice-Chancellor shall have the powers necessary for the maintenance of discipline among students, and he may delegate any such powers to such person or persons as he deems fit.</p> <p>(5) The Vice-Chancellor shall hold office for a term of five years from the date on which he enters upon his office, or until he attains the age of sixty five years, whichever is earlier, and he shall not be eligible for re-appointment:</p> <p>(4) Notwithstanding anything contained in sub-clause (3), the Court may, at any time after the Vice-Chancellor has entered upon his office, by order in writing, remove the Vice-Chancellor from office on grounds of incapacity, misconduct or violation of the provisions of this Act:</p> <p>Provided that no such order shall be made by the Court unless the Vice-Chancellor has been given a reasonable opportunity of showing cause against the action proposed to be taken against him:</p> <p>Provided further that the Court may, at any time before making such order, place the Vice-Chancellor under suspension, pending inquiry.</p> <p>(5) The emoluments and other conditions of service of the Vice-Chancellor shall be as follows:—</p> <p>(i) the Vice-Chancellor shall be paid a monthly salary and allowances at the rates as those applicable to the Additional Secretary to the Government of India and he shall be provided accommodation for which he shall be charged ten percent of his monthly salary;</p> <p>(ii) Where an employee of the University or of any other University or any college or institution maintained by or admitted to the privileges of, such other University is appointed as the Vice-Chancellor, he may be allowed to continue to contribute to any provident fund of which he is a member till he attains the age of</p>	
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	<p>sixty five years;</p> <p>(iii) the Vice-Chancellor shall be entitled to travelling allowance as admissible to Additional Secretary to the Government of India;</p> <p>(iv) the Vice-Chancellor shall be entitled to leave on full pay at the rate of thirty days in a calendar year and the leave shall be credited to his account in advance in two half-yearly instalments of fifteen days each on the first day of January and July every year:</p> <p>Provided that if the Vice-Chancellor assumes or relinquishes charge of the office of the Vice-Chancellor during the currency of a half year, the leave shall be credited proportionately at the rate of two and-a-half days for each completed month of service;</p> <p>(v) in addition to the leave referred to in sub-clause (iv), the Vice-Chancellor shall also be entitled to half-pay leave at the rate of twenty days for each completed year of service, and half-pay leave may also be availed of as commuted leave on full pay on medical certificate:</p> <p>Provided that when such commuted leave is availed of, twice the amount of half-pay leave shall be debited against half-pay leave due.</p> <p>If the office of the Vice-Chancellor becomes vacant due to death, resignation or otherwise, or if he is unable to perform his duties due to ill-health or any other cause, the Registrar shall perform the duties of the Vice- Chancellor.</p>	
	<p>10. The Head of the Department shall be appointed from amongst the Professors in the Department in order of seniority on rotation basis for a period of two years:</p> <p>Provided that if there is no Professor in the Department, the Head of the Department shall be appointed from amongst the Associate Professors in order of seniority on rotation basis for a period of three years</p>	Head of Department
	<p>11. The Head of the Centre shall be appointed amongst the Professors in the Centre on rotation basis for a period of two years: Provided that if there is no Professor in the Centre, the Head of the Centre shall be appointed from amongst the Associate Professors on rotation basis for a period of two years.</p>	Head of Centre
	<p>12. (1) The Registrar shall be appointed in such manner and shall exercise such powers and perform such duties, as prescribed by the Statutes ;</p>	Registrar.

	(2) The pay and emoluments of the Registrar shall be equivalent to those of the Joint Secretary to the Government of India.	
	<p>13. (1) The Chief Finance Officer shall be appointed in such manner and shall exercise such powers and perform such duties, as prescribed by the Statutes;</p> <p>(2) The pay and emoluments of the Chief Finance Officer shall be equivalent to those of the Joint Secretary to the Government of India.</p>	Chief Finance Officer.
	14. The Librarian shall be appointed in such manner and on such terms and conditions of service, and shall exercise such powers and perform such duties, as prescribed by the Statutes.	Librarian.
	15. The manner of appointment and powers and duties of other employees in level of pay equivalent to pay level 10 of the Central Government and above of the University shall be such as prescribed by the Statutes.	Other officers.
	<p>16. The following shall be the authorities of the University, namely:—</p> <p>(1) the Court;</p> <p>(2) the Administrative Sub-committee of the Court;</p> <p>(3) the Academic Sub-committee of the Court; and</p> <p>(4) the Finance Sub-committee of the Court;</p>	Authorities of University.

	<p>17. The constitution of the Court and the term of office of its Members shall be as under:</p> <ul style="list-style-type: none"> (i) ChancellorChairperson (ii) Vice Chancellor (iii) Chief Commissioner for Persons with Disabilities (iv) Director, Indian Institute of Technology, Guwahati (v) Director, AIIMS, Guwahati (vi) Director, IIM, Shilong (vii) Director, National Institute of Design, Ahemdabad (viii) Four domain experts, one each in Disability Studies, Rehabilitation Sciences, Psychology and Inclusive Design to be nominated by the Central Government Joint Secretary, DEPwD, Govt of India (ix) Financial Advisor, MSJ&E, Govt of India (x) Joint Secretary, Department of Higher Education, Govt of India (xi) JS and CEO, the National Trust (xii) Member Secretary, RCI (xiii) Secretary, Department dealing with Higher Education, Govt of Assam (xiv) CMD, ALIMCO (xv) Two Professors holding position of HoD of the University by rotation for the term of two years (xvi) Chief Finance Officer (xvii) Registrar <p>(2) The tenure of the members at clause (viii) of sub- section 1 shall be for a period of three years.</p> <p>(3) Meetings of the Court shall be held at venue and on such date as may be decided by the Chancellor.</p> <p>(4) Minutes of the meetings of the Court shall be placed in its immediate next meeting for confirmation.</p> <p>(5) Eight members of the Court shall form a quorum for a meeting of the Court.</p> <p>(6) Subject to the provisions of this Act, the Court shall have the following powers and functions, namely:—</p> <ul style="list-style-type: none"> (a) to formulate, implement and review the policies and programmes of the University, subject to the provisions of this Act, the Statutes and the Ordinances, coordinate and exercise general superintendence and supervision over the executive and academic policies of the University; 	<p>the Court.</p>
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	<p>(b) to manage revenue and expenditure of the University; prescribe and charge tuition fee, other charges and fees to the students; prescribe and charge affiliation fee to institutions and colleges conducting RCI recognised courses; and charge fee for designing programmes, curricula and courses to RCI to be followed in other Universities, institutions and colleges.;</p> <p>(c) approve the annual budget of the University;</p> <p>(c) manage and regulate investments, property, business and all other financial affairs of the University;</p> <p>(d) make the University financially self-sustaining from the 6th year onwards from inception by generating internal resources and, if required, tapping CSR funds;</p> <p>(e) transfer or accept transfers of any movable property on behalf of the university;</p> <p>(f) appoint Chancellor and all other employees , including Visiting Professors;</p> <p>(g) create new Departments, Centres, laboratories and other facilities from internal resources and CSR funds;</p> <p>(h) select a common seal for the University and provide for the use of such seal;</p> <p>(i) frame Statutes, Ordinances and Regulations consistent with the Act;</p> <p>(a) approve the annual report and annual accounts of the University and auditors for conducting annual audit of annual accounts apart from their audit by the Comptroller and Auditor General of India;</p> <p>(j) to co-operate, collaborate and undertake research and development projects with other Indian universities, institutions and agencies, including learned bodies or associations, in such manner and for such purposes as the University may determine;</p> <p>(k) to co-operate, collaborate and undertake research and development projects with foreign universities, institutions and</p> <p>(l) agencies, including learned bodies or associations in such manner and for such purposes as the University may determine, with the prior approval of the Central Government;</p> <p>(m)to regulate and enforce discipline among all employees in accordance with the Statutes and the Ordinances;</p>	
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	<p>(n) to build new buildings and provide fittings, fixtures, furniture and equipment for carrying out the work of the University from internal resources of the University ;</p> <p>(o) to enter into, alter, carry out and cancel contracts on behalf of the University;</p> <p>(p) to frame Statue, Ordinances and Regulations consistent with the Act.</p> <p>(q) to perform such other functions as prescribed by the Statutes.</p> <p>(7) (i) The Court may direct the initiation of such inquiry as it may deem proper against any employee if it has not been functioning in accordance with the provisions and objectives of the Act:</p> <p>(ii) The Court may, based on the findings of such an inquiry, take such action as it may deem fit, within a reasonable time.</p> <p>(8) The Court shall through an independent agency or group of experts within a period of three years from the date of incorporation of the University, and thereafter at least once in every three years, evaluate and review the performance of the University, including that of its academic staff, on such key performance parameters, as it may deem appropriate and the report of such review shall be placed in the public domain.</p> <p>(9) The qualifications, experience and the manner of selection of independent agency or group of experts, referred to in sub-section(4), shall be such as may be specified by the Regulations.</p> <p>(10) The Court shall, in exercise of its powers and discharge of its functions under this Act, be accountable to the Central Government and shall abide by such directions, as the Central Government may deem fit and necessary for the purpose of attainment of objects of the University.</p>													
	<p>18. The Academic Sub-committee shall comprise of :</p> <table> <tr> <td>(a) Chancellor-</td> <td>Chairperson</td> </tr> <tr> <td>(b) Vice Chancellor –</td> <td>Member</td> </tr> <tr> <td>(c) Director, IIT, Guwahati -</td> <td>Member</td> </tr> <tr> <td>(d) Two Professors holding HoD position –</td> <td>Members</td> </tr> <tr> <td>(e) Joint Secretary, DEPwD, GoI –</td> <td>Member</td> </tr> <tr> <td>(f) Member Secretary, RCI –</td> <td>Member</td> </tr> </table>	(a) Chancellor-	Chairperson	(b) Vice Chancellor –	Member	(c) Director, IIT, Guwahati -	Member	(d) Two Professors holding HoD position –	Members	(e) Joint Secretary, DEPwD, GoI –	Member	(f) Member Secretary, RCI –	Member	Academic Sub Committee.
(a) Chancellor-	Chairperson													
(b) Vice Chancellor –	Member													
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(d) Two Professors holding HoD position –	Members													
(e) Joint Secretary, DEPwD, GoI –	Member													
(f) Member Secretary, RCI –	Member													

	<p>(g) Two domain experts in Disability studies and Rehabilitation Sciences who are Members of the Court - Members</p> <p>(h) Registrar – Member Secretary</p> <p>(2) Subject to the provisions of this Act, the Academic Sub-committee shall have the powers and functions on following matters namely:</p> <p>(a) assessment of demand for disability and rehabilitation professionals</p> <p>(b) mapping and benchmarking of programmes, curricula and courses;</p> <p>(c) course objectives, deliverables, design and pedagogy</p> <p>(d) grant of affiliation to institutions and colleges conducting RCI recognized programmes and courses</p> <p>(e) online education.</p> <p>(f) research and development in disability studies and rehabilitation sciences</p> <p>(g) collaboration with other Universities and Institutions.</p> <p>(3) Meetings of the Academic Sub-committee shall be held at venue and on such date as may be decided by the Chancellor.</p> <p>(4) Minutes of the meetings of the Academic Sub-committee shall be placed in its immediate next meeting for confirmation.</p> <p>(5) Four members of the Academic Sub-committee shall form a quorum for the meeting.</p>	
	<p>19. The Administrative Sub-committee shall comprise of :</p> <p>(a) Chancellor- Chairperson</p> <p>(b) Vice Chancellor – Member</p> <p>(c) Two Professors holding HoD position – Members</p> <p>(d) Three Members to be nominated by the Court from amongst its Members– Members</p> <p>(e) Registrar – Member Secretary</p> <p>(2) Subject to the provisions of this Act, the Academic Sub-</p>	Administrative Sub Committee

	<p>committee shall have the powers and functions on following matters namely:</p> <ol style="list-style-type: none"> student admission and placement; student discipline, welfare and grievances; students hostels and catering students and staffs canteens recruitment and service conditions of employees of the university future expansion of the university repair and maintenance of university formulation of code of conduct, ethics and etiquette for university employees Annual Report; <p>(3) Meetings of the Administrative Sub-committee shall be held at venue and on such date as may be decided by the Chancellor.</p> <p>(4) Minutes of the meetings of the Administrative Sub- committee shall be placed in its immediate next meeting for confirmation.</p> <p>(5) Four members of the Administrative Sub-committee shall form a quorum for the meeting.</p>															
	<p>20. The Finance Sub-committee shall comprise of :</p> <table> <tr> <td>(a) Chancellor-</td> <td>Chairperson</td> </tr> <tr> <td>(b) Vice Chancellor –</td> <td>Member</td> </tr> <tr> <td>(c) Joint Secretary, DEPwD –</td> <td>Member</td> </tr> <tr> <td>(d) Financial Advisor, Mo SJ&E –</td> <td>Member</td> </tr> <tr> <td>(e) Three Members to be nominated by the Court from amongst its Members–</td> <td>Members</td> </tr> <tr> <td>(f) Chief Finance Officer –</td> <td>Member</td> </tr> <tr> <td>(g) Registrar –</td> <td>Member Secretary</td> </tr> </table> <p>(2) Subject to the provisions of this Act, the Academic Sub-committee shall have the powers and functions on following matters namely:</p> <ol style="list-style-type: none"> annual budget; resource mobilization and expenditure; tuition and other charges & fees charged to the students of the university, affiliation fees charged to institution/ colleges, fee for designing programme, curricula and courses for RCI ; making the university financially self sustaining from the 6th year 	(a) Chancellor-	Chairperson	(b) Vice Chancellor –	Member	(c) Joint Secretary, DEPwD –	Member	(d) Financial Advisor, Mo SJ&E –	Member	(e) Three Members to be nominated by the Court from amongst its Members–	Members	(f) Chief Finance Officer –	Member	(g) Registrar –	Member Secretary	Finance Sub Committee
(a) Chancellor-	Chairperson															
(b) Vice Chancellor –	Member															
(c) Joint Secretary, DEPwD –	Member															
(d) Financial Advisor, Mo SJ&E –	Member															
(e) Three Members to be nominated by the Court from amongst its Members–	Members															
(f) Chief Finance Officer –	Member															
(g) Registrar –	Member Secretary															

	<p>onwards;</p> <p>(e) annual accounts;</p> <p>(f) internal audit of accounts;</p> <p>(3) Meetings of the Finance Sub-committee shall be held at venue and on such date as may be decided by the Chancellor.</p> <p>(4) Minutes of the meetings of the Finance Sub- committee shall be placed in its immediate next meeting for confirmation.</p> <p>(5) Four members of the Finance Sub-committee shall form a quorum for the meeting.</p>	
	<p>21. A person shall be disqualified for being chosen as, and for being, a member of the Court or its Sub-committees, if—</p> <p>(i) he is of unsound mind; or</p> <p>(ii) he is an undischarged insolvent; or</p> <p>(iii) he has been convicted by a court of law of an offence involving moral turpitude and sentenced in respect thereof to imprisonment for not less than six months.</p> <p>If any question arises as to whether a person is or had been subjected to any of the disqualifications mentioned in clause (1), the question shall be referred to the Court and his decision shall be final and no suit or other proceeding shall lie in any civil court against such decision</p>	Disqualification of being a Member of the Court or its Sub-committee
	<p>22. Subject to the provision of this Act, the Statutes may provide for all or any of the following matters, namely:—</p> <p>(a) the manner of appointment, powers and duties, contributory provident fund and other conditions of service of employees of the University not specified in the Act;</p> <p>(d) the manner of appointment of employees working in any other University or organisation for a specific period for undertaking a joint project;</p> <p>(f) the manner of termination of service and disciplinary action;</p> <p>(g) the principles governing the seniority of service of employees of the University;</p> <p>(h) the procedure for appeal to the Court by any academic staff</p>	Power to make Statutes

	<p>or other employee or student against the action of any academic staff or other employee of the University;</p> <p>(j) the conferment of honoris causa;</p> <p>(k) the withdrawal of degrees, doctorate of philosophy , post doctoral degrees and honoris causa;</p> <p>(l) the delegation of powers vested in the academic staff and other employees of the University;</p> <p>(m) all other matters which by this Act are to be, or may be, provided for by the Statutes or Ordinances.</p>	
	<p>23. (1) The first Statutes are those set out in the Schedule to this Act.</p> <p>(2) The Court may, from time to time make new or additional Statutes, or may amend or repeal the Statutes, referred to in sub-section (1):</p> <p>(3) Every new Statute or addition to the Statutes or any amendment or repeal of a Statute shall require prior assent of the Central Government which may assent thereto with or without modifications, or withhold assent, or remit to the Court for reconsideration.</p> <p>(4) A new Statute or a Statute amending or repealing an existing Statute shall have no validity unless it has been assented to by the Central Government.</p> <p>(5) Notwithstanding anything contained in this section, the Central Government may direct the University to make provisions in the Statutes in respect of any matter specified by it.</p>	Statutes, how to be made.
	<p>24. (1) Subject to the provisions of the Act and the Statutes, the Ordinances may provide for all or any of the following matters, namely:—</p> <p>(a) the admission of students to the University and their enrolment as such;</p> <p>(b) the courses of study to be laid down for all degrees, doctorate of philosophy of the University and post doctoral academic distinctions, within the definitions prescribed in the Act;</p>	Power to make Ordinances.

	<p>(c) the award of degrees, doctorate of philosophy of the University and post doctoral academic distinctions, the qualifications for the same and the means to be taken relating to the granting and obtaining of the same, within the definitions prescribed in the Act;</p> <p>(d) eligibility criteria for hostel accommodation for the students of the University;</p> <p>(g) the maintenance of discipline among employees and students;</p> <p>(j) the setting up of machinery for redressal of grievances of employees and students;</p> <p>(k) the principles governing the seniority of service of the other employees of the University; and</p> <p>(l) all other matters which by this Act or the Statutes, are to be, or may be, provided for by the Ordinances.</p> <p>(2) The first Ordinances shall be made by the Court with the previous approval of the Central Government and the Ordinances so made may be amended, repealed or added to at any time by the Court in the manner prescribed by the Statutes.</p>	
	25. The Court may make Regulations, consistent with this Act, the Statutes and the Ordinances, for the conduct of its own business and that of its Sub-committees, in the manner prescribed by the Statutes.	Regulations.
	<p>26. (1) The University shall maintain a Fund to which there shall be credited—</p> <p>(a) all sums paid by the Central Government;</p> <p>(b) all fees and charges received by the University;</p> <p>(c) all moneys received by the University by way of grants, corporate social responsibility funds, gifts, donations, benefactions, bequests or transfers;</p> <p>(d) all moneys received by the University from utilisation of intellectual property arising from research conducted or rendering advisory or consultancy services by it; and</p> <p>(e) all moneys received by the University in any other manner or from any other source.</p>	Fund of University.

	<p>(2) All moneys credited to the Fund of University shall be deposited in such banks or invested in such manner as the University may, with the approval of the Court, decide.</p> <p>(3) The University shall utilise the Fund for its long term sustainability and for such purposes in such manner as may be specified by the Regulations.</p>	
	<p>27. (1) The University shall maintain proper accounts including income and expenditure statements, internal audit reports and statements certified by the internal auditor specifying investments and other relevant records and prepare annual statement of accounts including the balance sheet in such form and accounting standard as may be specified by notification issued by the Central Government in consultation with the Comptroller and Auditor-General of India.</p> <p>(2) Where the statement of income and expenditure and the balance sheet of the University do not comply with the generally accepted accounting principles, the University shall disclose in its statement of income and expenditure and balance sheet, the following, namely:-</p> <ul style="list-style-type: none"> (a) the deviation from the accounting standards; (b) the reasons for such deviation; and (c) the financial effect, if any, arising out of such deviation. <p>(3) (a) The accounts including the balance sheet and the income and expenditure statement of the University shall be audited by an Auditor appointed by the Court from among a panel maintained by the Comptroller and Auditor-General of India and any expenditure incurred on this account shall be payable by the University.</p> <p>(b) The second Audit of the accounts of the University shall be carried out by the Comptroller and Auditor-General of India once the report of the auditor at clause (a) of this sub-section is available.</p> <p>(4) The Auditor, the Comptroller and Auditor-General of India or any person appointed by him in connection with the audit of the accounts of the University shall have the same rights, privileges and authority in connection with such audit as the Comptroller and Auditor-General of India has in connection with the audit of the Government accounts and, in particular shall have the rights to demand the production of books, accounts, connected vouchers and other documents and papers and to inspect the offices, colleges, laboratories of the University.</p>	Accounts and audit.

	(5) The accounts of the University as certified by the Comptroller and Auditor-General of India or any other person appointed by him in this behalf together with the audit report thereon shall be forwarded annually to the Central Government and that Government shall cause the same to be laid before each House of Parliament.	
	<p>28. The University shall keep proper updated books of account with respect to—</p> <p>(a) all sums of money received and expended by it and the matters in respect of which receipt and expenditure takes place;</p> <p>(b) the assets and liabilities of the University; and</p> <p>(c) the properties, movable and immovable of the University.</p> <p>Explanation.—For the purposes of this section, if books of account give a true and fair view of the state of affairs of the University and its transactions after audit as per Section 26, it shall be deemed as proper books of account with respect to the matters specified therein.</p>	Books of account to be maintained by University.
	29. The annual report of the University shall be prepared under the direction of the Court, which shall include, among other matters, the steps taken by the University towards the fulfilment of its objects and shall be submitted to the Central Government on or before 31 st October which shall, as soon as may be, cause the same to be laid before both Houses of Parliament.	Annual report.
	30. The University shall furnish to the Central Government such returns or other information with respect to its property or activities in training, research and extension as the Central Government may, from time to time, require, within such period as may be determined by the Central Government.	Returns and information.

26 of 1996.	<p>31. (1) Every employee of the University shall be appointed under a written contracts under the Indian Contract Act, 1872, which shall be lodged with the University and a copy of which shall be furnished to the employee concerned.</p> <p>(2) Any dispute arising out of the contract between the University and any employee shall, at the request of the employee, be referred to a Tribunal of Arbitration consisting of one member appointed by the Chancellor and one member nominated by the employee concerned and an umpire appointed by both.</p> <p>(3) An appeal against the decision of the Tribunal of arbitration can be made before the Court, the decision of which shall be final and no suit shall lie in any civil court in respect of the matters decided by the Court:</p> <p>Provided that nothing in this sub-section shall preclude the employee from availing of the judicial remedies available under articles 32 and 226 of the Constitution.</p> <p>(4) Every request made by the employee under sub-section (2) shall be deemed to be a submission to arbitration upon the terms of this section within the meaning of the Arbitration and Conciliation Act, 1996.</p> <p>(5) The procedure for regulating the work of the Tribunal shall be prescribed by the Statutes.</p>	<p>Conditions of service of employees.</p> <p>9 of 1872</p>
	<p>32. Every employee or student of the University shall, notwithstanding anything contained in this Act, have a right to appeal against the decision of any officer of the University in such manner as may be prescribed by the Statutes.</p>	<p>Right to appeal.</p>
19 of 1925.	<p>33. (1) The University shall only contributes towards the provident fund of its employees.</p> <p>(2) Where such provident fund has been so constituted, the Central Government may declare that the provisions of the Provident Funds Act, 1925, shall apply to such fund, as if it were a Government provident fund.</p>	<p>Provident and pension funds.</p>
	<p>34. No suit or other legal proceedings shall lie against any employee of the University for anything which is in good faith done or intended to be done in pursuance of any of the provisions of this Act, the Statutes or the Ordinances.</p>	<p>Protection of action taken in good faith.</p>
1 of 1872.	<p>35. Notwithstanding anything contained in the Indian Evidence Act, 1872 or in any other law for the time being in force, a copy of any receipt, application, notice, order, proceeding or resolution of</p>	<p>Mode of proof of University record.</p>

	<p>the Court or its Sub-committees or any other document of the University, or any entry in any register duly maintained by the University, if certified by the Registrar, shall be received as <i>prima facie</i> evidence of such receipt, application, notice, order, proceeding, resolution or document or the existence of entry in the register and shall be admitted as evidence of the matters and transactions therein where the original thereof would, if produced, have been admissible in evidence.</p>	
	<p>36. (1) If any difficulty arises in giving effect to the provisions of this Act, the Central Government may, by order published in the Official Gazette, make such provisions, not inconsistent with the provisions of this Act, as may appear to it to be necessary or expedient for removing the difficulty:</p> <p>Provided that no such order shall be made under this section after the expiry of three years from the commencement of this Act.</p> <p>(2) Every order made under sub-section (1) shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the order or both Houses agree that the order should not be made, the order shall thereafter have effect only in such modified form or be of no effect, as the case may be; so however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that order.</p>	Power to remove difficulties.
	<p>37. (1) Every Statute, Ordinance or Regulation made under this Act shall be published in the Official Gazette.</p> <p>(2) Every Statute, Ordinance or Regulation made under this Act, shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the Statute, Ordinance or Regulation or both Houses agree that the Statute, Ordinance or Regulation should not be made, the Statute, Ordinance or Regulation shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that Statute, Ordinance or Regulation.</p>	Statutes, Ordinances and Regulations to be published in Official Gazette and to be laid before Parliament.

	<p>(3) The power to make Statutes, Ordinances or Regulations shall include the power to give retrospective effect, from a date not earlier than the date of commencement of this Act, to the Statutes, Ordinances or Regulations or any of them but no retrospective effect shall be given to any Statutes, Ordinances or Regulations so as to prejudicially affect the interests of any person to whom such Statutes, Ordinances or Regulations may be applicable.</p>	
	<p>38. Notwithstanding anything contained in this Act and the Statutes,—</p> <p>(a) the first Chancellor shall be appointed by the Central Government from amongst the persons of eminence in academic or public life for a period of three years from a panel of not less than three persons recommended by a Search-cum-Selection Committee comprising of the following, namely:-</p> <p>(i) Secretary, Department of Empowerment of Persons with Disabilities, Government of India- Chairperson, <i>ex-officio</i>;</p> <p>(ii) Secretary, Department of Higher Education, Government of India- Member, <i>ex-officio</i>; and</p> <p>(iii) Secretary, the Department of Personnel and Training, Government of India, member, <i>ex-officio</i>; and</p> <p>(iv) one person nominated by the Central Government from amongst eminent experts in the area of disability studies and rehabilitation sciences - Members;</p> <p>(c) the first Court shall be constituted by the Central Government and its members shall hold office for a term not exceeding three years; and</p> <p>Provided that if any vacancy occurs in the above offices or authorities, the same shall be filled by appointment by the Court or nomination by the Central Government, as the case may be, and the person so appointed or nominated shall hold office for so long as the officer or member in whose place he is appointed or nominated would have held office, if such vacancy had not occurred.</p>	<p>Transitional provisions.</p>

	<p>The Schedule (See section 23)</p> <p>The Statutes of the University</p>	
	<p>1. (1) The Registrar shall be appointed by the Court on the recommendation of a Selection Committee constituted by the Court and shall be whole-time salaried officer of the University.</p> <p>(2) The Registrar shall be appointed for a term of five years which can be extended by another term not exceeding five years or till he attains the age of sixty-five years, whichever is earlier.</p> <p>(3) When the office of the Registrar is vacant or when the Registrar is, by reason of illness, absent or any other cause, unable to perform the duties of his office, the duties of the office shall be performed by such employee as the Chancellor may appoint for the purpose.</p> <p>(4) The Registrar shall be <i>ex officio</i> Member Secretary of the Court and its Sub-committees.</p> <p>(5) It shall be the duty of the Registrar—</p> <p>(a) enter into agreements, sign documents and authenticate records on behalf of the University;</p> <p>(b) to be the custodian of the records, the common seal and such other property of the University as the Council shall commit to his charge;</p> <p>(c) to issue all notices convening meetings of the Court, and its Sub-committees;</p> <p>(d) to keep the minutes of all the meetings of the Court and its Sub-committees;</p> <p>(e) to conduct the official correspondence of the Court and its Sub-committees;</p> <p>(f) to grant of leave of absence to any other employee, and to make necessary arrangements for the discharge of the functions of such employee during his absence as may be specified in the Regulations;</p>	Registrar.

	<p>(g) to represent the University in suits or proceedings by or against the University, sign powers of attorney and verify pleadings or depute his representative for the purpose; and</p> <p>(g) to perform such other duties as may be specified in the Statutes, Ordinances or Regulations or as may be required from time to time by the Chancellor.</p>	
	<p>2. (1) When the office of the Head of the Department is vacant, by reason of illness, absence or any other cause, unable to perform duties of his office, the duties of the office shall be performed by the Professor or Associate Professor next in line in the Department to become the Head of the Department, as the case may be.</p> <p>(2) The Head of the Department shall be responsible for the conduct and maintenance of the standards of teaching and research in the Department and shall have such other functions as may be prescribed by the Ordinances.</p>	Head of the Department
	<p>3. (1) The Chief Finance Officer shall be appointed by the Court on the recommendations of a Selection Committee constituted by the Court and shall be a whole-time salaried officer of the University.</p> <p>(2) The Chief Finance Officer shall be appointed for a term of five years which can be extended by another term not exceeding five years or till he attains the age of sixty-five years, whichever is earlier.</p> <p>(3) When the office of the Chief Finance Officer is vacant or when the Chief Finance Officer is, by reason of illness, absent or any other cause, unable to perform the duties of his office, the duties of the office shall be performed by such person as the Chancellor may appoint for the purpose.</p> <p>(4) The Chief Finance Officer shall—</p> <p>(a) exercise general supervision and control over income and expenditure and Funds of the University of the University;</p> <p>(b) hold and manage the property and investments of the University including trust and endowed property; and</p> <p>(c) perform such other financial functions as may be assigned to him by the Chancellor or as may be</p>	Chief Finance Officer.

	<p>prescribed by the Statutes or the Ordinances;</p> <p>(d) ensure recurring and non- recurring expenditure for a year do not exceed the budget allocated by the University and that all moneys are spent on the purpose for which they are intended or allotted;</p> <p>(e) be responsible for the preparation of annual accounts and the budget of the University;</p> <p>(f) keep a constant watch on the state of the cash and bank balances and on the state of investments;</p> <p>(g) watch the progress of the collection of revenues and advise on the methods of collection employed;</p> <p>(h) ensure that the registers of buildings, land furniture and equipment are maintained up to date and that stock-checking is conducted, of equipment and other consumable materials in all offices, Departments, Centres and Specialised Laboratories;</p> <p>(i) bring to the notice of the Court unauthorised expenditure and other financial irregularities and suggest disciplinary action against persons at fault; and</p> <p>(j) call for, from any office, Department, Centre, Library and Laboratory of the University, any information or returns that he may consider necessary for the performance of his duties.</p> <p>(5) any receipt given by the Chief Finance Officer or any other employee(s) duly authorised in this behalf by the Court for any money payable to University shall be sufficient discharge for payment of such money.</p>	
	<p>4. (1) The Librarian shall be appointed by the Court on the recommendations of a Selection Committee constituted for the purpose and he shall be a whole-time salaried officer of the University.</p>	Librarian.
	<p>5. The University shall have the following Departments and Centers, namely:—</p> <p>(i) Department of Disability Studies</p> <p>(ii) Department of Rehabilitation Sciences –</p> <p>(a) Centre for Physiotherapy</p> <p>(b) Centre for Occupational Therapy</p> <p>(c) Centre for Rehabilitation and Vocational Counseling; and</p> <p>(d) Centre for Optometry</p>	Departments and Centres of the University

	<p>(iii) Department of Audiology, Speech Language Pathology, and Indian Sign Language -</p> <p>(a) Centre for Audiology</p> <p>(b) Centre for Speech Language Pathology</p> <p>(c) Centre for Indian Sign Language</p> <p>(iv) Department of Special Education</p> <p>(v) Department of Psychology – Psychology, Clinical Psychology, Rehabilitation Psychology, Counseling Psychology, Behavioral Psychology and Sciences, Cognitive Psychology</p> <p>(vi) Department of Prosthetics, Orthotics and Assistive Technologies</p> <p>(vii) Department of Nursing – Nursing, Psychiatric Nursing, Hospice and Palliative Care Nursing, Geriatric Nursing and Rehabilitation Nursing</p> <p>(viii) Department of Inclusive Universal Design</p>	
	<p>6. (1) There shall be Selection Committees for making recommendations to the Court for appointment to the post of Professor, Associate Professor, Assistant Professor, Registrar, Chief Finance Officer and Librarian.</p> <p>(2) The Selection Committee for the post of Professor, Associate and Assistant Professor, Registrar, Chief Finance officer and Librarian shall be constituted in accordance with the regulation made by the University Grants Commission.</p> <p>(3) The procedure to be followed by the Selection Committee shall be laid down in the Ordinances.</p> <p>(4) If the Court does not accept the recommendations made by the Selection Committee, it shall record its reasons and refer the matter to the Selection Committee for a fresh panel.</p>	Selection Committees.
	<p>7. (1) The emoluments of the employees not covered under the Act shall be such as may be prescribed by the Ordinances.</p> <p>(2) Every employee of the University shall be appointed</p>	Terms and conditions of service and code of conduct of employees.

	<p>on a written contract under the provisions of India Contract Act, 1872, in such form and manner as prescribed by the Ordinances.</p> <p>(3)A copy of every contract referred to in clause (2) shall be deposited with the Registrar.</p>	
	<p>8. (1) It shall be the duty of the Registrar to prepare and maintain a complete and up-to-date seniority list in respect of each class of employees to whom the provisions of these Statutes apply:</p> <p>Provided that the updated seniority list before finalization, is circulated to all concerned employees and their objections duly considered by the Registrar:</p> <p>Provided further that in case the Registrar is not in a position to resolve the matter relating to objection received, he shall place the same before the Court whose decision shall be final and binding.</p> <p>(2) If two or more employees have equal length of continuous service in a particular grade or the relative seniority of any person or persons is otherwise in doubt, the Registrar may, on his own motion and shall, at the request of any such person, submit the matter to the Court whose decision thereon shall be final.</p>	Seniority list.
	<p>9. (1) Where there is an allegation of misconduct against an employee of the University, the Chancellor may, by order in writing, place such employee, under suspension and shall forthwith report the matter to the Court:</p> <p>Provided that the Court may, if it is of the opinion, that the circumstances of the case do not warrant the suspension of the employee, revoke the suspension order.</p> <p>(2) Notwithstanding anything contained in the terms of the contract of appointment or of any other terms and conditions of service of the employees, the Court shall have the power to terminate the contract of appointment of the employee on grounds of misconduct and remove him from the service:</p> <p>(3) Save as aforesaid, the Court shall be entitled to</p>	Removal of employees of University.

	<p>remove any employee after giving three months' notice or on payment of three months' salary in lieu thereof.</p> <p>(4) No employee shall be removed under clause (2) or clause (3) unless he has been given a reasonable opportunity of showing cause against the action proposed to be taken against him.</p> <p>(5) The removal of an employee shall take effect from the date on which the order of removal is made:</p> <p>Provided that where the employee is under suspension at the time of his removal, such removal shall take effect from the date on which he was placed under suspension.</p> <p>(6) Notwithstanding anything contained in the foregoing provisions of this Statute, an employee may resign only after giving three months' notice in writing to the Court or by paying three months' salary in lieu thereof;</p> <p>Provided that such resignation shall take effect only on the date on which the resignation is accepted by the Court.</p>	
	<p>10. (1) The Court may by a resolution passed by a majority of not less than one-half of its total strength and two-thirds of members present and voting confer and honorary degree without examination as a mark of esteemed, for reasons to be recorded in writing.</p> <p>(2) The Court may by a resolution passed by a majority of not less than one-half of its total strength and two-thirds of members present and voting, withdraw any honorary degree conferred by the University, without assigning any reason.</p>	Honorary degrees.
	<p>11. The Court may by a resolution passed by a majority of not less than one-half of its total members and two-thirds of its members present and voting, withdraw a degree or academic distinction conferred on any person by the University for good and sufficient cause:</p> <p>Provided that no such resolution shall be passed until a notice in writing has been given to that person calling upon him to show cause within such time as may be specified in the notice as to why such a resolution should not be passed and until his objections, if any,</p>	Withdrawal of degrees, etc.

	and any evidence he may produce in support of them, have been considered by the Court.	
	<p>12. (1) All powers relating to the maintenance of discipline and disciplinary action in relation to the students of the University shall vest in Vice-Chancellor.</p> <p>(2) The Vice-Chancellor may delegate all or any of the powers referred to in clause (1), as he deems proper, to any employee with prior approval of the Chancellor.</p> <p>(3) Without prejudice to the generality of his powers relating to the maintenance of discipline and taking such action, as may seem to him appropriate for the maintenance of discipline, the Vice-Chancellor may, in exercise of such powers, by order, direct that any student or students be expelled or rusticated, for a specified period, or be not admitted to a course of courses of study in Department of the University for a stated period, or be punished with fine for an amount to be specified in the order.</p> <p>(4) An appeal against the decision of the Vice-Chancellor in the matter shall vest with the Chancellor.</p> <p>(5) The Head of Department and Head of Centre shall have the authority to exercise all such disciplinary powers over the students in their respective Department or Centre in the University, as may be necessary for the proper conduct of such Department or Centre.</p> <p>(6) An appeal against the decision of the Head of the Department or Centre shall vest with the Vice-Chancellor.</p> <p>(7) Without prejudice to the powers of the Vice-Chancellor and the Head of the Department or Centre specified in clause (5), detailed rules of discipline and proper conduct shall be specified by the Ordinances.</p> <p>(8) At the time of admission, every student shall be required to sign a declaration to the effect that he submits himself to the disciplinary jurisdiction as may be specified by the Ordinances.</p>	Maintenance of discipline amongst students of University.
	13. Convocations of the University for the conferring of degrees or for other purposes shall be held in such manner as may be prescribed by the Ordinances.	Convocation.

	14. Any member, other than an <i>ex officio</i> member of the Court or its Sub committees may resign by letter addressed to the Chancellor and the resignation shall take effect as soon as such letter is received by the Chancellor.	Resignation.
	15. Notwithstanding anything contained in the Statutes, a person who is not ordinarily resident in India shall not be eligible to be Chancellor, Vice-Chancellor, Registrar, Chief Finance Officer and Librarian of the University or a member of the Court or its Sub-committees.	Residence condition for membership and office.
	16. (1) The Court of the University may make Regulations consistent with this Act, the Statutes and the Ordinances for the following matters, namely:— i. laying down the procedure to be observed at their meetings and the number of members required to form a quorum; ii. providing for all matters which are required by this Act, the Statutes or the Ordinances to be prescribed by Regulations; and iii. providing for all matters which are required by this Act but not covered under the Statutes or the Ordinances	Regulations.
	17. Subject to the provisions of this Act and the Statutes, any employee of the University may delegate his or its powers to any other employee under his or its respective control and subject to the condition that overall responsibility for the exercise of the power so delegated shall continue to vest in the employee delegating such powers.	Delegation of Powers.

No. 22-15/2020 – DD-III
Government of India
Ministry of Social Justice and Empowerment
Department of Empowerment of Persons with Disabilities

Date : December , 2020

Subject: EFC Memo on establishment of University for Disability Studies and Rehabilitation Sciences

1. Proposal identification

1.1 Title of the proposal.: University of Disability Studies and Rehabilitation Sciences

1.2 Name of the sponsoring agency (Ministry/ Department/ Autonomous Body/ Central PSE).

The Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment

1.3 Proposed duration of the proposal/Scheme.

The duration of the present proposal is 5 years.

1.4 Year wise expenditure on the project:

CAPITAL & RECURRING EXPENDITURE						Rs in crore
	Y1	Y2	Y3	Y4	Y5	TOTAL (in 5 years)
Capital Expenditure	99	138	60	-	-	297
Recurring Expenditure	4	9	21	24	27	85
TOTAL Expenditure	103	147	81	24	27	382

The Capital Expenditure of Rs 297 crore includes the cost of construction, including Boundary wall, Landscaping, Open playgrounds, Open amphitheater, Internal Roads, Electric substation, Generator, Street

lighting, Tube wells & water supply, Mini hospital, Wi-fi, CCTV etc.

To begin with, University of Disability Studies and Rehabilitation Sciences will start with courses at bachelors level in the Departments of (i) Disability Studies, (ii) Rehabilitation Sciences, (iii) Audiology, Speech Language Pathology, and Indian Sign Language, (iv) Special Education and (v) Psychology. Annual student enrollment at bachelors levels in these Departments will commence from the 3rd year onwards. Master level courses in these Departments will start from the 7th year onwards. Bachelors' level courses in the remaining Departments viz (i) Prosthetics, Orthotics and Assistive Technologies, (ii) Nursing and (iii) Inclusive Universal Design will start the 7th year onwards and Masters' level courses in these Departments will commence from the 11th year onwards. The doctoral and post doctoral programme will commence from the 9th year onwards in respect of the first 5 Departments and from the 13th year onwards in respect of the remaining 3 Departments.

The annual intake will commence from the 3rd year onwards at a level of 800 students at the bachelors level in 5 Departments and will reach a peak of 3200 students in the 6th year. During the 7th year, the annual intake will increase to 1495 students on account of commencement of Masters' programmes in these Departments and bachelors' programmes in the 3 remaining Departments, resulting in a peak of 3895 students. During the 11th year, the annual intake will further increase to 1630 students on account of commencement of Masters' programmes in the remaining 3 Departments, resulting in a peak of 5125 students. From the 14th year onwards, while the annual student intake level will remain the same at 1630, the total enrolment of students at University of Disability Studies and Rehabilitation Sciences will reach 5260, which would remain the same thereafter. Putting it differently, the maximum number of students at the bachelors' and masters' levels from the 14th year onwards at University of Disability Studies and Rehabilitation Sciences will be 5260 to which when doctoral and post doctoral students are added that figure would cross 5500 students.

The proposed University will become financially self-sustaining from the 6th year onwards by generating revenue through tuition fee and other charges and fees charged to students (50%), affiliation fee charged to RCI recognised institutions (25%) and designing programmes, curricula and courses (25%). All future growth of the proposed University will be organic through internal resource generation and CSR funds.

The estimated project cost amount of Rs 382 crore is a one-time requirement, spread over a period of 5 years.

The cost of fully establishing University of Disability Studies and Rehabilitation Sciences is estimated at Rs 1320 crore, inclusive of Rs 857 crore towards capital expenditure. The additional requirement of funds, which would be met through internal resource generation is placed at Rs 938 (1320-382) crore, inclusive of Rs 560 crore towards capital expenditure. This expenditure through internal resource generation will be met from the 6th to the 15th year.

During the period from the 5th year to 13th year, the estimated annual recurring expenditure will increase from Rs 27 crore @ Rs.2.00 cr. per annum to Rs 45 crore. During this period, the estimated average annual capital expenditure would be Rs 65.5 crore. During the 14th and 15th years it will be Rs.18 crore per annum.

1.5 Nature of scheme: Central Sector/ Centrally Sponsored/Additional Central Assistance

Central sector. The Government of Assam has agreed to allot free of cost 50 acres of land in Kamrup district (59 km from Guwahati Airport). They have also agreed to allocate additional land, if required.

Proposal Category

2.1 Please indicate which category the proposal belongs to:

- (a) Continuing scheme from past Plan periods and included in current Plan period.
- (b) **New Plan Proposal included in the current Plan period✓**
- (c) New Plan Proposal not included in the current Plan period

2.2 If proposal pertains to category 2.1 (a), then please indicate the benefits already accrued and expenditure already incurred.

Not applicable.

2.2(a) Also for proposals belonging to category 2.1 (a), an evaluation report by an independent agency with comments of FA/IFD thereon may be provided along with following details as Annexure to EFC/PIB memo:

Not applicable.

2.2 (b) If there are changes proposed in the proposal belonging to category 2.1(a), please provide existing provisions and proposed changes against each component in tabular form along with financial implications due to the proposed changes:

Existing Component	New/ Revised Component	Changes proposed in Existing Components	Reasons for changes in existing components and addition of	Financial Implication in the last Plan	Financial implication of addition/change to proposal
Component 1					
Component 2					
Component 3 and so on					

Not applicable.

2.3 If the proposal pertains to category 2.1 (c), please indicate whether in-principle approval of Planning Commission has been obtained.

Not applicable.

- 2.4 **Please indicate in case of new Centrally Sponsored Scheme or Major change in ongoing CSS, whether States/UTs have been consulted and their consent obtained to implement the scheme with proposed sharing of funds.**

Not applicable.

3. **Justification for the Proposal**

- 3.1 **The justification for taking up new/ continuing the ongoing proposal may be provided in terms of:**

- The proposed University will help in mitigating the existing shortage of trained personnel in rehabilitation and disability;
- There is a need for cutting edge research and development in the field, including universal and inclusive design to improve treatment protocols, rehabilitation services and accessibility of facilities, goods and services, among others;
- There is also a need for upgradation and standardisation of programmes, curricula and courses in disability studies and rehabilitation sciences through mapping and benchmarking;
- The proposed University will act as a centre of excellence in disability studies and rehabilitation sciences and serve as a model for other institutions in the field to emulate.
- It will fill in the gap to serve as an umbrella institution in disability studies and rehabilitation sciences by offering affiliation to institutions for running Rehabilitation Council of India (RCI) recognised courses thereby bringing in much required transparency into the system;
- Since the regular education system has not been in a position to meet the special requirements of the sector there is an urgent

need for a dedicated University in disability studies and rehabilitation sciences under the administrative control of DEPwD.

i) **Demand and supply analysis to identify gaps.**

- The 2015 Global Burden of Disease Study shows that 74% of the total number of Years Lived with Disability (YLDs) is linked to health conditions for which rehabilitation is beneficial. The report recognizes that rehabilitation is effective in improving clinical outcomes and enhancing functioning and quality of life of PwDs.
- Evidence suggests that the demand for rehabilitation services is much higher than what is being provided, especially in low and middle income countries.
- The unmet demand for rehabilitation services can be seen in every specialized area. Based on WHO standards for prosthetics and orthotics, for every 1 million population, there is a need of 5 prosthetics and orthotics professionals. As per the International Society for Prosthetics and Orthotics (ISPO), even the high-income countries do not have the requisite minimum number of registered prosthetists & orthotists technicians and technologists. In South Asia, the number of practicing prosthetics and orthotics professionals is less than one-tenth the numbers required.
- According to the World Federation of Occupational Therapists (WFOT), there is a minimum requirement of 750 occupational therapists per 1 million population. However, the number of registered occupational therapists is far below the minimum requirement even in high-income countries.
- The critical shortage of professionals is also evident in respect of physiotherapists, speech and language therapists etc. The number of

qualified physiotherapists in South Asia is well below 10 per million population.

- The 66th World Health Assembly has endorsed a coordinated Global Action Plan to strengthen and extend rehabilitation, habilitation, assistive technology, assistance and support services for PwDs.
- The Rehabilitation Council of India (RCI) which regulates rehabilitation courses and maintains registry of rehabilitation personnel such as clinical psychologist, rehabilitation psychologist, occupational therapist, psychiatric nursing, prosthetics and orthotics, caregivers, speech therapist, audiologist, etc. in the country has on its rolls 1.65 lakh registered rehabilitation professionals and personnel. The requirement of rehabilitation professionals in the country is about 10 times more.
- There is a large gap between projected requirement of rehabilitation professional based on the guidelines of RCI for special educators, audiologists and speech therapist, speech and hearing technicians, prosthetists and orthotists as well as P&O technicians, rehabilitation psychologists/clinical psychologists, community based rehabilitation professionals and sign language interpreters *viz-a-viz* the existing registered rehabilitation professionals.
- According to the National Commission on Macroeconomics and Health Report 2005, the prevalence of serious mental illness in the Indian population is nearly 6.5% and by the year 2020, the burden of neuropsychiatric disorders such as depression, schizophrenia, bipolar disorder etc. is expected to rise to 10.5%.
- Besides palliative treatment, very often persons with mental illness have rehabilitation needs for reintegration into the social mainstream. The report of the National Workshop on Mental Health Rehabilitation held in October, 2011, pointed to a treatment gap of 70-80%.

- The trained professionals are scarce and the existing ratio of rehabilitation professionals to the population is about 1:50,000, which is grossly inadequate. Further, according to National Mental Health Survey, 2015, there is a treatment gap in mental disorders such as bipolar, early depression amongst children, youth, women and elderly etc. ranging between 70-92% (common mental disorder – 85%, severe mental disorder – 73.6%, psychosis – 75.5%, bipolar affective disorder – 70.4%, alcohol use disorder – 86.3%).
- There is no umbrella higher educational institution catering to all disciplines covering disability studies and rehabilitation sciences at one place and which ensures uniformity and an inter-disciplinary approach. Further, there is no academic body or centre of excellence in this area to ensure quality education.

ii) **Conformity with the Plan Priorities and National objectives**

The proposal is in conformity with the plan priorities, national objectives and the provisions of the RPwD Act 2016. Sections 27 & 28 of the said Act require the Government to take measures for promoting education in rehabilitation, including research and development.

iii) **Problems to be addressed at local/regional/national levels, as the case may be, through scheme/project.**

The proposed University will help in mitigating the existing shortage of trained personnel in rehabilitation and disability. There is a need for cutting edge research and development in the field, including universal and inclusive design to improve treatment protocols, rehabilitation services and accessibility of facilities, goods and services, among others. There is also a need for upgradation and standardisation of programmes, curricula and courses in disability studies and rehabilitation sciences through mapping and benchmarking.

The proposed University will act as a centre of excellence in disability studies and rehabilitation sciences and serve as a model for other institutions in the field to emulate. It will fill in the gap to serve as an umbrella institution in disability studies and rehabilitation sciences by offering affiliation to institutions for running Rehabilitation Council of India (RCI) recognised courses thereby bringing in much required transparency into the system.

3.2 The alternatives that have been considered before firming up the design of the proposal may be stated. (This should also include alternate modes of proposal delivery, e.g. outsourcing, PPP, etc. that have been considered)

There is no other suitable alternative that could have been considered. Further, the regular education system has not been in a position to meet the special requirements in disability studies and rehabilitation sciences

3.3 Please state whether the proposal has objectives and coverage which overlap with projects/ schemes being implemented by the same or another agency (Ministry/ Department/ State government). In cases of overlap, please state why the proposal needs to be considered as a separate stand alone effort.

No

4. Proposed Objectives and targets

4.1 The objectives of the proposal may be mentioned. These objectives should flow from the proposal justification.

The proposed objectives of UNIVERSITY OF DISABILITY STUDIES AND REHABILITATION SCIENCES are:

- Create a pool of professionals, researchers and educators in disability studies and rehabilitation sciences;
- Carry out cutting-edge research and development in the field; and

- Inspire and be a catalyst for other institutions in the field to adopt similar standards of excellence.
- Conduct programmes and courses mainly in disability studies and rehabilitation sciences;
- Universal and inclusive design;
- Map, benchmark and design of RCI recognised programmes, curricula and courses; and
- Grant affiliation to institutions and colleges for conducting RCI recognised programme and courses.

4.2 **The specific targets proposed to be achieved of the proposal may be mentioned. These targets should be necessarily measurable. These should also be monitorable, against baseline data. The baseline may be indicated. The targets should be in tabular form as shown below.**

Departmental-wise student intake/enrollment build-up at bachelors and masters level at University of Disability Studies and Rehabilitation Sciences

Deptt.	Prog	Year- wise student intake/enrollment													
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
Disability Studies	Bach.	0	0	100	100	100	100	100	100	100	100	100	100	100	100
	Mast.	0	0	0	0	0	0	75	75	75	75	75	75	75	75
Rehab Sciences	Bach.	0	0	350	350	350	350	350	350	350	350	350	350	350	350
	Mast.	0	0	0	0	0	0	105	105	105	105	105	105	105	105
ASLP & ISL	Bach.	0	0	150	150	150	150	150	150	150	150	150	150	150	150
	Mast.	0	0	0	0	0	0	45	45	45	45	45	45	45	45
Special Educatio	Bach.	0	0	100	100	100	100	100	100	100	100	100	100	100	100

n	Mast.	0	0	0	0	0	0	120	120	120	120	120	120	120	120
Psychology	Bach.	0	0	100	100	100	100	100	100	100	100	100	100	100	100
	Mast.	0	0	0	0	0	0	150	150	150	150	150	150	150	150
PO & AT	Bach.	0	0	0	0	0	0	50	50	50	50	50	50	50	50
	Mast.	0	0	0	0	0	0	0	0	0	0	30	30	30	30
Nursing	Bach.	0	0	0	0	0	0	100	100	100	100	100	100	100	100
	Mast.	0	0	0	0	0	0	0	0	0	0	90	90	90	90
IU Design	Bach.	0	0	0	0	0	0	50	50	50	50	50	50	50	50
	Mast.	0	0	0	0	0	0	0	0	0	0	15	15	15	15
Annual intake	Bach.	0	0	800	800	800	800	1000	1000	1000	1000	1000	1000	1000	1000
	Mast.	0	0	0	0	0	0	495	495	495	495	630	630	630	630
	Total	0	0	800	800	800	800	1495	1495	1495	1495	1630	1630	1630	1630
Cumulative intake	Bach.	0	0	800	1600	2400	3200	3400	3600	3800	4000	4000	4000	4000	4000
	Mast.	0	0	0	0	0	0	495	990	990	990	1125	1260	1260	1260
	Total	0	0	800	1600	2400	3200	3895	4590	4790	4990	5125	5260	5260	5260

It may be observed from the above table that the annual student intake will commence from the 3rd year onwards at a level of 800 students at the bachelors level in 5 Departments. During the 7th year, the annual intake will

increase to 1495 students on account of commencement of Masters' programmes in these Departments and bachelors' programmes in the 3 remaining Departments, resulting in 3895 students. During the 11th year, the annual intake will further increase to 1630 students on account of commencement of Masters' programmes in the remaining 3 Departments, resulting in 5125 students. From the 14th year onwards, while the annual student intake level will remain the same at 1630, the total enrolment of students at UNIVERSITY OF DISABILITY STUDIES AND REHABILITATION SCIENCES will reach 5260, which would remain the same thereafter. Putting it differently, the maximum number of students at the bachelors' and masters' levels from the 14th year onwards at UNIVERSITY OF DISABILITY STUDIES AND REHABILITATION SCIENCES will be 5260 to which when doctoral and post doctoral students are added that figure would cross 5500 students.

- 4.3 **The outcomes of the proposal to be achieved should be indicated. These outcomes should be in the form of measurable indicators which can evaluate the proposal on quarterly/half yearly/annual/plan basis.**

Year	Bachelor	Masters	Total professionals
Y 7	800	-	800
Y 8	800	-	800
Y 9	800	495	1295
Y 10	800	495	1295
Y 11	1000	495	1495
Y 12	1000	495	1495
Y 13	1000	630	1630
Y 14	1000	630	1630
Y 15	1000	630	1630
Total	8200	3870	12070

In addition, UNIVERSITY OF DISABILITY STUDIES AND REHABILITATION SCIENCES will grant affiliation to other institutions and colleges from where too students will graduate and add to the above pool of professionals in disability studies & rehabilitation sciences.

- 4.4 **Briefly explain the objectives of the other programmes/projects**

undertaken by Ministry/Dept which are in convergence with the objectives of proposed proposal.

No

- 4.5 **Please indicate whether the proposal is for current Plan only or will continue in next Plan also.**

The proposal will continue for 5 years from 2021-22 to 2025-26.

5. Gender Analysis of the Proposal

- 5.1 **Briefly explain the specific objectives of the proposal relating only to women.**

The proposal is gender neutral.

- 5.2 **In case the proposal has gender components, please provide the following information in tabular form as shown below.**

N/A in view of 5.1 above

6. Proposal design

- 6.1 **Briefly explain the proposal Design. This should include all components of the proposal including:**

i. Scope of the project

It will be a National University focusing essentially in the areas of disability studies and rehabilitation sciences covering more or less the entire gamut of disciplines included under these. The University will also have the Department of Inclusive Universal Design.

The University will grant affiliation to other institutions and colleges for conducting RCI recognized courses.

The University will design programmes, curricula and courses for RCI.

ii Assumptions used

The internal resource generation will be through tuition and other charges and fees charged to students, affiliation fee charged to institutions and colleges for conducting RCI recognised courses and fee charged to RCI for designing programmes, curricula and courses.

Y E A R	Tuition fee per student p.a. @ Rs 1.00 lakh	Hostel rent per student p.a. @ Rs 0.75 lakh	Sports, cultural and other charges per student p.a. @ Rs 0.25 lakh	Affiliation fee per institute p.a.	Course designing fee charged to RCI	Income			
						Internal resource (2+3+4+5 +6)	G I A	Total (7+8)	Cum inc.
1	2	3	4	5	6	7	8	9	10
Y1	0	0	0	0	0	0	103	103	103
Y2	0	0	0	0	0	0	147	147	250
Y3	8	3.75	2	4	4	21.75	81	102.75	353
Y4	16	3.75	4	8	8	39.75	24	63.75	417
Y5	24	3.75	6	12	12	57.75	27	85	501
Y6	32	3.75	8	16	16	75.75	0	76	577
Y7	39	3.75	10	19.5	19.5	91.7	0	92	669
Y8	46	7.5	11.5	23	23	110.9	0	111	780
Y9	48	7.5	12	24	24	115.4	0	115.4	895
Y 10	50	11	12.5	25	25	123.7	0	123.65	1019
Y 11	51	15	13	25.5	25.5	130.3	0	130	1149
Y 12	52	19	13	26	26	136	0	136	1285
Y 13	52	22.5	13	26	26	140	0	140	1425
Y 14	52	22.5	13	26	26	140	0	140	1565
Y 15	52	22.5	13	26	26	140	0	140.1	1705
Total	524.3	146	131	261	261	1324	382	1705.5	

iii **Technology**

- Wifi enabled campus;
- Provision for online lectures
- Fibre optic intra-net in the campus;
- CCTV surveillance system;
- Laboratories employing state of the art technologies;
- Horse shoe seating design in main lecture rooms with smart boards;
- Use of local building materials to the extent technically feasible;
- Energy efficient design to *inter alia* restrict air conditioning to a few essential areas.
- Universal accessible design to also include
 - ✓ Restricting number of floors in buildings to 4 to minimize

- installation lifts.
- ✓ Provision of ramps and stairways.

iv. **Size/ Specifications/ Layout Plan**

Component wise areas and sizes

Sr. No.	Component	Area/ Size
1	Boundary wall, Landscaping, Open playgrounds, Open Tennis, Badminton, Basketball courts, Open amphitheater, Internal Roads, Electric substation, Generator, Street lighting etc., Tube wells & water supply, Mini hospital, Wi-fi campus	Perimeter covering 50 acres
2	Academic block (s)	30000 sq. m.
3	Administrative block (s)	5000 sq. m.
4	Hostel block (s)	15000 sq. m.
5	Regular employee residential block (s) @ average requirement of 100 sq.m/quarter	5000 sq. m.

v. **Plant & Machinery**

DG Set, Sewage Treatment Plat, Transformers, Water Treatment Plant, Water Pumps and Laboratory Equipment, Lifts, Air Conditioners.

vi. **Others (Please specify)**

The components of the project should be carved out from the Feasibility Report/Project report. The study/ investigations on which project parameters are based should be clearly indicated.

No other major component

6.2 **In case the proposal is specific to any location, area and segment of population please state the basis for selection. Details regarding special physical features, technology, etc., may be given.**

The current location in Kamrup district, Assam has been selected keeping in view the need for greater balanced regional development.

Alongside, State Government has committed to providing land for the project free of cost.

- 6.3 **Please indicate whether the proposal is secured against natural/ man-made disasters like floods, cyclones, earthquakes, tsunamis, etc. If the proposal involves creation/ modification of structural and engineering assets or change in land use plans, disaster management concerns should be assessed.**

Building codes and safety requirements as per building bye laws and regulations will be adopted in the design of buildings and other facilities of the proposed University.

- 6.4 **In case of beneficiary oriented proposal, the mechanism for identification of the beneficiary and the linkage of beneficiary identification with UID numbers, on a voluntary / non-mandatory basis, may be indicated.**

Not applicable.

- 6.5 **Wherever possible, the mode of delivery should involve the Panchayati Raj Institutions and Urban Local Bodies. Where this is intended, the preparedness and the ability of the Panchayats for executing the proposal may be indicated. If exceptions are to be made, the reasons may be explained.**

This is not a beneficiary oriented project. Hence local bodies are not involved.

- 6.6 **Whether the land required for the proposal is in possession of the agency. In case the proposal involves land acquisition or environmental clearances, the specific requirements and the status in this regard may be indicated.**

Government of Assam has committed to transfer 50 acres of land for the University free of cost.

- 6.7 **The legacy arrangements after the scheduled proposal duration may be mentioned. In case the proposal creates assets, arrangements for their maintenance and upkeep may be stated. (For example the proposal assets may be taken over and maintained by the State Government/ PRIs, ULBs).**

The turnkey contractor in terms of the proposed contract will be required to repair and maintain all buildings, fittings, fixtures and equipment for a period of 5 years after completion of the project. Thereafter, R&M works will be taken up by University of Disability Studies and Rehabilitation Sciences through internal resource

generation.

6.8 Please indicate:

- **Inter-linkages with other schemes mainly in terms of coverage, impact, outcomes, etc.**

University of Disability Studies and Rehabilitation Sciences will work in close coordination with Rehabilitation Council of India.

- **Steps taken towards convergence in flow of funds from other schemes.**

There is no other scheme to support this proposal. However, University of Disability Studies and Rehabilitation Sciences will generate internal resource through tuition and other charges and fees charged to students, affiliation fee charged to institutions and colleges for conducting RCI recognised courses and fee charged to RCI for designing programmes, curricula and courses to become self reliant from completion of the project onwards.

7. Proposal cost

7.1 Please provide the proposal cost estimate for its scheduled duration along with a break-up of year-wise, component-wise expenses segregated into non-recurring and recurring expenses.

Year wise expenditure on the project:

CAPITAL & RECURRING EXPENDITURE						Rs in crore
	Y1	Y2	Y3	Y4	Y5	TOTAL (in 5 years)
Capital Expenditure	99	138	60	-	-	297
Recurring Expenditure	4	9	21	24	27	85
TOTAL Expenditure	103	147	81	24	27	382

The component-wise expenses segregated into non-recurring and recurring expenses are as under:

Item-wise indicative capital cost of the University project (Rs. in cr at 2020 price)

Sr.	Item	Estimated Cost
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No.		
1	Boundary wall, Landscaping, Open playgrounds, Open Tennis, Badminton, Basketball courts, Open amphitheater, Internal Roads, Electric substation, Generator, Street lighting etc., Tube wells & water supply, Mini hospital, Wi-fi campus	42
2	Academic block (s) 30000 sq. m. @ Rs. 40000/ sq. m.	120
3	Administrative block (s) 5000 sq. m. @ Rs. 40000/ sq. m.	20
4	Hostel block (s) 15000 sq. m. @ 30 sq.m./student @ Rs. 40000/ sq. m.	60
5	Regular employee residential block (s) 5000 sq. m. @ average requirement of 100 sq.m/quarter @ Rs. 40000/ sq. m.	20
5	Fittings, Fixtures, Furniture and Equipment	35
6	Total Estimated Cost	297

Item-wise indicative recurring expenditure during the 5 years of the project (Rs. in cr at 2020 price)

Sr. No.	Item	Estimated Cost
1	Salary of the regular staff	40
2	Outsourced staff expenses	20
3	Utilities, consumables and contingency	25
	Total	85

The Capital Expenditure of Rs 297 crore includes the cost of construction, including Boundary wall, Landscaping, Open playgrounds, Open amphitheater, Internal Roads, Electric substation, Generator, Street lighting, Tube wells & water supply, Mini hospital, Wi-fi, CCTV etc.

To begin with, University of Disability Studies and Rehabilitation Sciences will start with courses at bachelors level in the Departments of (i) Disability

Studies, (ii) Rehabilitation Sciences, (iii) Audiology, Speech Language Pathology, and Indian Sign Language, (iv) Special Education and (v) Psychology. Annual student enrollment at bachelors levels in these Departments will commence from the 3rd year onwards. Master level courses in these Departments will start from the 7th year onwards. Bachelors' level courses in the remaining Departments viz (i) Prosthetics, Orthotics and Assistive Technologies, (ii) Nursing and (iii) Inclusive Universal Design will start the 7th year onwards and Masters' level courses in these Departments will commence from the 11th year onwards. The doctoral and post doctoral programme will commence from the 9th year onwards in respect of the first 5 Departments and from the 13th year onwards in respect of the remaining 3 Departments.

The annual intake will commence from the 3rd year onwards at a level of 800 students at the bachelors level in 5 Departments and will reach a peak of 3200 students in the 6th year. During the 7th year, the annual intake will increase to 1495 students on account of commencement of Masters' programmes in these Departments and bachelors' programmes in the 3 remaining Departments, resulting in a peak of 3895 students. During the 11th year, the annual intake will further increase to 1630 students on account of commencement of Masters' programmes in the remaining 3 Departments, resulting in a peak of 5125 students. From the 14th year onwards, while the annual student intake level will remain the same at 1630, the total enrolment of students at University of Disability Studies and Rehabilitation Sciences will reach 5260, which would remain the same thereafter. Putting it differently, the maximum number of students at the bachelors' and masters' levels from the 14th year onwards at University of Disability Studies and Rehabilitation Sciences will be 5260 to which when doctoral and post doctoral students are added that figure would cross 5500 students.

The proposed University will become financially self-sustaining from the 6th year onwards by generating revenue through tuition fee and other charges and fees charged to students (50%), affiliation fee charged to RCI recognised

institutions (25%) and designing programmes, curricula and courses (25%). All future growth of the proposed University will be organic through internal resource generation and CSR funds.

The estimated project cost amount of Rs 382 crore is a one-time requirement, spread over a period of 5 years.

The cost of fully establishing University of Disability Studies and Rehabilitation Sciences is estimated at Rs 1320 crore, inclusive of Rs 857 crore towards capital expenditure. The additional requirement of funds, which would be met through internal resource generation is placed at Rs 938 (1320-382) crore, inclusive of Rs 560 crore towards capital expenditure. This expenditure through internal resource generation will be met from the 6th to the 15th year.

During the period from the 5th year to 13th year, the estimated annual recurring expenditure will increase from Rs 27 crore @ Rs.2.00 cr. per annum to Rs 45 crore. During this period, the estimated average annual capital expenditure would be Rs 65.5 crore. During the 14th and 15th years it will be Rs.18 crore per annum.

7.2 In case the land is to be acquired, the details of cost of land and cost of rehabilitation/resettlement may be provided.

Government of Assam has committed to allot 50 acres of land free of cost.

7.3 Estimated expenditure on proposal administration (including expenses on consultants, monitoring, evaluation, IEC, etc.) may be separately indicated.

Nil

7.4 The basis of these cost estimates along with the reference dates (it should not be more than six months old) for normative costing may be provided. Please indicate the firmness of the estimates, component wise, with the extent (+ / -) of the expected variation.

The cost estimate is based on 2020 price, salaries and wages.

- 7.5 In case the proposal involves payout of subsidy, the year wise and component wise expected outgo, up to the last year of payout, may be indicated.**

Not applicable.

- 7.6 In case the proposal intends to create capital assets, employ specialised manpower or involves other activities that necessitate a Recurring Cost of Capital Expenditure (RCCE) (e.g., maintenance and upkeep costs of assets, salary costs of manpower, etc.) over the lifetime of the asset, such expenditures, on an annual basis, may be indicated in the proposal.**

The Annual Recurring Expenditure is given as under:

Year	Recurring expenditure (Rs. in crore)	Cumulative recurring expenditure (Rs. in crore)
Y1	4	4
Y2	9	13
Y3	21	34
Y4	24	58
Y5	27	Through GIA 85
Y6	29	Through internal resources
Y7	31	
Y8	33	
Y9	35	
Y10	37	
Y11	39	
Y12	41	
Y13	43	
Y14	45	
Y15	45	
Total	463	

- 7.7 It may also be stated whether the agency which would be assigned this legacy responsibility has been consulted and has agreed to bear the continuing recurring expenditure. (e.g., the State governments may need to incur the maintenance and upkeep costs of assets created under Plan schemes).**

The entity i.e. University of Disability Studies and Rehabilitation Sciences has not yet been created. Once created, it will assume full responsibility to meet the entire recurring expenditure from the 6th year onwards.

7.8 The cost towards salary/ fees/ emoluments of the proposal human resources as being proposed should be indicated (procedure for seeking approval for human resource requirements is detailed at para-9 below).

UGC scales have been followed for all academic staff.

Indicative requirement of regular employees with annual financial implication

Sr. No.	Post	No. of posts	Regular/ contract	pay level	monthly remuneration (in Rs.)	Annual financial implication (in Rs.)
1	Chancellor	1	Regular	17	225000	2700000
2	Vice Chancellor	1	Regular	15	182200	2186400
3	Professor	13	Regular	14	144200	22495200
4	Associate professor	18	Regular	13	131100	30677400
5	Assistant professor	49	Regular	11	67700	39807600
6	Instructor	31	Regular	10	56100	20869200
7	Registrar	1	Regular	14	144200	1730400
8	Joint Registrar	1	Regular	13	123100	1477200
9	Deputy Registrar	2	Regular	12	78800	1891200
10	Senior Assistant Registrar	2	Regular	11	67700	2437200
11	Assistant Registrar	4	Regular	10	56100	2019600
12	Librarian	1	Regular	12	78800	945600
13	Deputy Librarian	2	Regular	11	67700	1624800
14	Assistant Librarian	2	Regular	10	56100	3186000
16	Chief Finance Officer	1	Regular	14	144200	1730400
17	Joint Chief Finance Officer	1	Regular	13	123100	1477200
18	Dy. Chief Finance Officer	1	Regular	12	78800	945600
19	Senior Finance Officer	2	Regular	11	67700	1624800
20	Finance Officer	2	Regular	10	56100	1911600
21	Estate Manager	1	Regular	10	56100	637200
		136				137506800
A	Total emoluments of regular employees including DA and other allowances @ 50%					206260200

Indicative requirement of contract staff with financial implications

Sr. No.	Post	No. of posts	Regular/ contract	pay level	monthly remuneration (in Rs.)	Annual financial implications (in Rs.)
1	Medical Officer/Doctor	1	Contract	-	80000	

2	Section Head professional/	6	Contract	-	60000	
3	Engineers (civil, electrical, mechanical and IT)	4	Contract	-	60000	960000
4	Purchase Officer	1	Contract	-	60000	4320000
5	Senior Clerk/Steno/PS	16	Contract	-	50000	2880000
6	Junior Engineer (civil, electrical, mechanical) /Junior IT professional	4	Contract	-	50000	720000
7	Clerk/Steno/PA	16	Contract	-	40000	960000
9	Nurse	2	Contract	-	40000	240000
10	Senior Lab Technician	8	Contract	-	40000	7680000
11	Sport coach	4	Contract	-	40000	960000
12	PT/Judo etc instructor	4	Contract	-	40000	3840000
13	Life Guard	1	Contract	-	40000	1920000
14	Junior Clerk/Steno	16	Contract	-	30000	1920000
15	Lab Technician	8	Contract	-	30000	480000
16	DG operator	2	Contract	-	30000	5760000
17	Pump house/water reservoir operator	2	Contract	-	30000	2880000
18	Swimming Pool Operator	1	Contract	-	30000	720000
19	Store keeper	1	Contract	-	30000	720000
20	Care taker	15	Contract	-	30000	360000
21	LT panel operator	1	Contract	-	30000	360000
22	Electrician	4	Contract	-	30000	5400000
23	Plumber	4	Contract	-	30000	360000
24	ELV system supervisor	1	Contract	-	30000	1440000
25	Washing Machine Operator	12	Contract	-	30000	1440000
26	Head Gardener	1	Contract	-	30000	360000
27	Head Grounds man	1	Contract	-	30000	4320000
28	Head Watchman	1	Contract	-	30000	360000
29	Cook	12	Contract	-	30000	360000
30	Assistant Life guard	1	Contract	-	20000	360000
31	Guard/watchman	20	Contract	-	20000	4320000
32	Assistant Cook	12	Contract	-	20000	240000
33	Kitchen Helper	12	Contract	-	20000	4800000
34	STP Operator	1	Contract	-	20000	2880000
35	Lab Assistant	8	Contract	-	20000	2880000

36	Driver	4	Contract	-	20000	240000
37	Multi tasking staff	25	Contract	-	20000	1920000
38	Grounds man	3	Contract	-	20000	960000
39	Gardener	10	Contract	-	20000	6000000
40	Lift attendant	4	Contract	-	20000	720000
41	Sweeper	40	Contract	-	20000	2400000
42	Mess helper/Waiter	12	Contract	-	20000	960000
B		301		-		103680000

Total annual financial implication on account of salary for regular employees and contract staff (A+B) = Rs 309940200

7.9 The component of the costs mentioned at 7.1-7.8, that will be shared by the state governments/PRI/User Beneficiaries may be indicated.

Not applicable.

7.10 In the event of fund transfer being made to State Govts/ local bodies or other organisations, “grants for creation of capital assets” may be indicated separately.

Not applicable.

8 Proposal: Financing

8.1 The source of financing for the proposal may be indicated. In case of proposal already included in the FYP, the specific earmarking may be mentioned.

The proposed financing of the proposal of Rs.382 crore will be through budgetary support under the plan scheme of the Department for which a token amount of Rs. 10 lakh is available for the current financial year.

8.2 Whether the funding requirements have been fully tied up with Planning Commission may be indicated. The quantum of the Plan allocation may be indicated.

As stated in para 8.1.

- 8.3 If there are gaps in the financing of the proposal, the sponsoring agency may indicate how such gaps in FYP as well as the Annual Plans will be addressed.**

No.

- 8.4 If external sources are intended, the sponsoring agency may indicate whether such funds have been tied up. In case firm commitment is not available, alternative plans for arranging funds may be indicated.**

CSR funds will be pursued.

- 8.5 In case of partial allocation of funds for the proposal, then the components which may be removed/ reduced may be indicated.**

Not applicable.

- 8.6 Please provide the following details in respect of project proposal:**

- Debt-equity ratio along with justification.

Not applicable

Please indicate funding tie-ups for loans components both domestic and foreign, along-with terms and conditions of loan based on consent/ comfort letters.

Not applicable

9 Proposal: Human Resources

- 9.1 In case posts (permanent or temporary) are intended to be created, a separate proposal may be sent on file to Personnel Division of Department of Expenditure. Such proposals may be sent only after the main proposal is recommended by the appropriate appraisal body (SFC, EFC, etc.).**

As already given in Sl. No. 7.8 above.

- 9.2 In case outsourcing of services or hiring of consultants is intended, brief details of the same may be indicated. It may also be certified that the relevant GFR provisions will be followed while engaging the agency/ consultant.**

GFR provisions will be followed.

- 9.3 **In case additional manpower requirement, please indicate the phased requirement over the proposal timeline (i.e. year-wise break-up of the manpower requirement)**

Manpower requirement has already been given in Sl. No. 7.8.

10. **Proposal viability**

- 10.1 **In case of proposals which have identified stream of financial returns, the financial internal rate of return may be calculated. The hurdle rate is considered at 12%.**

Income is greater than expenditure from the 6th year onwards, which means that the Government's liability will be limited to Rs. 382 cr. spread over the initial 5 years.

- 10.2 **In case of proposals where financial returns are not readily quantifiable (typically social development proposals), the measurable benefits/ outcomes may be indicated.**

Not applicable

11. **Proposal implementation and monitoring**

- 11.1 **Implementing agency (s) may be indicated.**

Department of Empowerment of Persons with Disabilities

- 11.2 **The administrative structure for implementing the proposal may be stated. Usually new structures/ entities, etc. Are, by and large, to be avoided. In case new structures are intended to be created for administering the scheme, the details of such structures and specific justification for the same may be provided. Such new structure should be proposed only if it has been established after due analysis, that existing structures cannot be levered for the proposed/additional work.**

Implementation will be done with the existing manpower of DEPwD.

- 11.3 **The completion schedule of the proposal indicating timelines of activities should be provided in PERT/Bar Chart along with critical milestones.**

The completion of schedule of the project has been given in Sl. No 7.1.

- 11.4 **Mode of implementation: Departmental/ Contract/ Turnkey contract/ EPC/ PPP, etc. with justification may be given.**

CPWD or CPSUs for award of contract on turnkey basis as per GFR norms.

- 11.5 **Nodal officer identified / appointed for being directly in charge and overseeing progress of the proposal may be indicated. Details about his status, past experience in executing similar proposals and balance tenure left for steering the proposal may also be mentioned. He/ She should normally be appointed for entire duration of the proposal.**

Joint Secretary level officer in the Department dealing with the subject will be the nodal officer to oversee implementation of the project.

- 11.6 **The monitoring framework preferably on MIS for the proposal may be indicated. The arrangements for audit/social audit of the proposal may also be stated.**

CPM network will be developed for the project and monitored rigorously.

12. **Proposal sensitivities/uncertainties**

No such unforeseen sensitivities/uncertainties are envisaged.

- 12.1 **Any foreseeable constraints/ uncertainties which can affect the technical design, costing and implementation of the proposal may be indicated.**

None.

- 12.2 **The likely impact of these constraints/uncertainties on the proposal parameters may be stated. In particular, the sensitivity of the proposal cost, proposal schedule and proposal viability towards the possible constraints/ uncertainties may be mentioned.**

Not applicable.

13. **Mandatory approvals / clearances:**

The details regarding the requirement of mandatory approvals / clearances of various local, state and national bodies and their availability may be indicated in a tabular form

--

Approvals / Clearances	Agency concerned	Availability (Y/N)
Cabinet clearance of the project	Union cabinet	Will be obtained after recommendation of EFC

The University of Disability Studies and Rehabilitation Sciences Bill, 2021 for establishing the University is required to be passed by the Parliament. Building approval will be obtained from local authorities.

14. Consultations with the Public, State Governments, External Research Agencies, Think Tanks etc.

These are provided in Appendix 1-4 of the revised DPR.

14.1 To the extent possible and practicable, such consultations may be done by the Administrative Ministries. The draft Proposals may be placed on the web site of the sponsoring Ministries and comments invited from the general public. The draft proposals may be formulated / finalized taking into account such comments. Details in this regard may be indicated in the EFC /PIB memo.

The proposal was uploaded on Ministry's website for public comments. No comments received from the public. The comments of the Department on the observations of concerned Ministries/Departments and NITI Aayog on the proposal are at **Annexure** (To be incorporated after receiving of comments on the draft EFC Memo)

15. Concurrence of Financial Advisor

15.1 Comments/Concurrence of Financial Adviser may be indicated along with reply of the Administrative Ministry.

Concurrence of Financial Adviser with his observations and comments of the Department thereon are at **Annexure -A.**

16. Approvals:

16.1 Please indicate the specific points on which approval of EFC is sought:

EFC approval is sought on:

- (a) Establishing University of Disability Studies and Rehabilitation Sciences at Kamrum district, Assam at an estimated cost of Rs 382 crore (at 2020 price) as under:

CAPITAL & RECURRING EXPENDITURE						Rs in Crore (in 2020 price)
	Y1	Y2	Y3	Y4	Y5	TOTAL (in 5 years)
Capital Expenditure	99	138	60	-	-	297
Recurring Expenditure	4	9	21	24	27	85
TOTAL Expenditure	103	147	81	24	27	382

(b) Creation of 136 regular posts as indicated in Sl. No 7.8; and

(c) Engaging 301 contract workers as indicated in Sl. No 7.8

(Prabodh Seth)
Joint Secretary to the Government of India
Tel. No.24369056
Email: jsda-msje@nic.in

IFD Observations on Draft EFC on University of Disability Studies and Rehabilitation Sciences and Comments of the Department thereon.

S.No	IFD Observations	Comments
a)	The UGC Guidelines for mode of selection, pay-scale for regular academic and non-academic staff may be followed. Also, each department under the University must fulfill UGC norms.	UGC scales of pay have already been incorporated in the proposal.
b)	The estimated Capital cost for NUDSRS has been taken as Rs. 40,000/- per square meter prepared at 2020 price. The cost may be realistic with minimal cost escalation.	The construction cost at 2020 price proposed in the revised DPR is realistic based on CPWD schedule of rates.
c)	As this is a green field project, the first 5 years (until estimated self sufficiency has been projected), the regular appointments of permanent staff may be done in a phased manner.	The recruitment of employees will be done in phased manner as per the build up plan proposed in the revised DPR.
d)	Since the proposed University may be first of its kind in the world involving full focus on disability studies and rehabilitation sciences, it may be considered for intake of foreign students especially from neighbouring countries and include provision for International MoUs for exchange of faculties/students.	This aspect has been taken care of in the proposed draft Bill.
e)	Research & Development in the multi-disciplinary fields may be taken into consideration at the stage of drafting of Bill for establishment of NUDSRS.	This aspect has been taken care of in the proposed draft Bill and is also included in the revised DPR
f)	The number of contractual staff under Non-Academic category (Table 10.2), particularly in the category of washing machine operator (12 Nos), cook (12 Nos) , Assistant Cook (12 Nos), Kitchen Helper (12 Nos) and gardener (10 Nos) may be rationalized.	Noted. However actual engagement of contractual staff will be done on the basis of need based requirement.

S.No	IFD Observations	Comments
g)	The University space must be also used establishing Skill Training Centre, domain innovation/incubation hubs for encouraging startup besides fostering linkages with industry.	The proposed Laboratories in the University will take care of this aspect to some extent but it should be appreciated that the primary purpose of an academic institution is to enhance knowledge and not skills of its students.
h)	All the National Institutes under the Department may be linked with the University in a suitable manner which facilitates flow of research ideas and bring innovative teaching methods.	Noted. It is expected that all the National Institutes will receive affiliation for conducting RCI recognized rehabilitation programme and courses.

DETAILED PROJECT REPORT
FOR THE
NATIONAL UNIVERSITY OF DISABILITY STUDIES AND REHABILITATION
SCIENCES
KAMRUP DISTRICT, ASSAM
(NUDSRS)

Revised Version – December 2020

Department of Empowerment of Persons with Disabilities
Ministry of Social Justice and Empowerment
Government of India

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I. Approach to Revision of the Detailed Project Report, December 2020

1.1 The revised Detailed Project Report (DPR), December 2020 draws essentially from the updated final version of the DPR prepared in October 2015.

1.2 The earlier DPR was prepared after consulting with experts in multiple areas of disability, academics, management, organization development, strategy, finance and technology in early 2014. Primary research was conducted by looking into the needs of the Persons with Disabilities, interviews with experts in disability studies around the world, gathering best practices and designing key building blocks in preparing the DPR. In addition, current papers and publications on disability prevalence, internationally and in India, were taken into account.

1.3 Experts in the field of disabilities and rehabilitation from all over the country were invited for a one-day workshop to discuss the current context, trends and outlook and what a University ought to offer. The summary of the conclusions from this expert group meeting is at **Appendix 1**. Subsequently, some of these experts were a part of intense follow-up one-on-one discussions to develop the details and fine-tune the proposal. This was followed by setting up focus groups in six major cities in the country – Delhi, Mumbai, Kolkata, Chennai, Bengaluru and Thiruvananthapuram - with the help of local organizations, details of which are at **Appendix 2**. Each focus group held three discussions with various categories of PwDs along with their families and professionals in the field. The key findings from these discussions are at **Appendix 3**.

1.4 The best practices in institutions internationally in disability studies and rehabilitation sciences were identified in order to frame guidelines to provide similar high quality education in NUDSRS. It is acknowledged that

while best practices elsewhere may not be directly applicable in the Indian context, the principles in general could be applied or adopted as deemed appropriate. Depending upon the varying needs and market contexts, different academic environments had different approaches and varying models got evolved over time. Discussions were held with the faculty at the International Institute for Sign Languages & Deaf Studies at the University of Central Lancashire, Preston, UK; the Academy of Adult Learning under the Institute on Disabilities at Temple University, Philadelphia, USA; and Edinboro University, Edinboro, Pennsylvania, USA. Faculty and academicians from Gallaudet University, Washington DC, USA, and the National Technical Institute for the Deaf at Rochester Institute of Technology, Rochester, New York, USA, were also consulted. The learning from these discussions together with the experts' inputs and stakeholder needs were incorporated into the previous DPR.

1.5 The previous DPR had been reviewed, validated and refined by a panel of international experts comprising senior faculty from leading global Universities and other institutes of Higher Education with expertise and experience in disability studies and rehabilitation sciences. The learning experience from these discussions was incorporated into the previous DPR and a representative sample of the suggestions is at **Appendix 4**.

II. Processing of previous DPR:

2.1 Based on the previous DPR, the proposed University proposal was considered by the EFC on 30.03.2016, which recommended that the estimated cost of the proposed University should be brought down from Rs. 598.15 cr (capital cost – Rs. 370.71 and recurring expenditure – Rs. 227.44 cr at 2015-16 price) to Rs. 381.89 cr (capital cost – Rs. 286.68 cr and recurring expenditure – Rs. 95.21 cr at 2015-16 price). In addition, the EFC recommended reduction in manpower requirement from 405 to 295 personnel.

2.2 Thereafter, a Cabinet Note was submitted on 30.06.2017, which was returned by the Cabinet Secretariat in October, 2017 for sending updated Note, if deemed necessary. While reviewing the proposal, it emerged that it would not be technically feasible to convert an existing state level institution that too engaged in a single area of disability, viz., hearing into a National University to cater to various disciplines covering the gamut of disability studies and rehabilitation sciences. The balance of advantage was seen in establishing the proposed University at a green field site. An alternate suitable site was selected in Kamrup District, Assam. The Department of Expenditure, Ministry of Finance while conveying its approval to the revised proposal contained in the draft Cabinet Note, recommended that a fresh DPR for the proposed University should be prepared for obtaining necessary approval of competent authority, depending on the amount involved. Subsequently, a revised advance copy of the Cabinet Note was sent to the Cabinet Secretariat on 01.01.2019.

2.3 In a meeting convened on 28.11.2020 by the Secretary, Department of Economic Affairs to review progress of implementation of Budget Announcements made in 2014-15 and 2015 -16, two such announcements in respect of DEPwD, viz., the proposed University and the proposed National Institute of Inclusive Universal Design were discussed. Secretary, DEPwD suggested that since it was possible to incorporate the aims and purposes of the latter proposal into those of the former, the proposal for the proposed National Institute could be dropped. After discussions, it was recommended that the proposal for the proposed University should be processed and resubmitted for necessary approval.

2.4 The previous DPR has been revised in the light of the aforesaid recommendations of the Department of Expenditure and the Department of Economic Affairs. While effecting the review of the proposed University proposal, the following guiding principles have been kept in view:

- In the previous DPR it had been recommended that the proposed University should include the Departments of Commerce, Economic and Business; Computer Science, Mathematics and Statistics; Fine

Arts and Visual Communication in the erroneous belief that the proposed University would have to cater to PwDs in equal measure. Since these assumptions are not evidence based, these Departments have been excluded in the revised DPR.

- Unlike in the previous DPR, the proposed University will not expend its energies on certificate and diploma courses and will focus on programmes and courses from bachelors level onwards.
- The proposed University will focus mainly in the areas of Disability Studies and Rehabilitation Sciences.
- The programmes and courses of study have been identified keeping in view shortage of professionals in those areas.
- The proposed University will start with 5 Departments to conduct bachelor level programmes and gradually build up its capacity, keeping in view the available budgetary resources.
- From the 3rd year onwards the proposed University will start generating internal financial resources from (i) tuition fee charged to students, (ii) affiliation fee charged to institutions and colleges, and (iii) designing of programmes, curricula and courses for RCI. It will meet its entire recurring and capital expenditures for future proposed expansion of the University from the 6th year onwards. The proposed University could also tap Corporate Social Responsibility funds that do not come with conditionality attached.
- Annual student enrollment build up will be in a phased manner spanning a period of over 11 years.
- The proposed University's programmes will adopt a generally accepted credit based system apart from an alpha numeric grading system.

These apart, it will design programmes, curricula and courses after carrying out mapping and benchmarking.

- UGC Scale of Pay will be applicable to the teaching faculty. The supporting staff is proposed to be hired on contract basis.
- The proposed University will offer affiliation to other quality institutions in disabilities and rehabilitation sciences whereby it would spread its reach and impact across the country.

III. Revised Detailed Project Report

3.0 Shortage of Rehabilitation Professionals

3.1 Global Scenario

- The 2015 Global Burden of Disease Study shows that 74% of the total number of Years Lived with Disability (YLDs) is linked to health conditions for which rehabilitation is beneficial. The report recognizes that rehabilitation is effective in improving clinical outcomes and enhancing functioning and quality of life of PwDs.
- Evidence suggests that the demand for rehabilitation services is much higher than what is being provided, especially in low and middle income countries.
- The unmet demand for rehabilitation services can be seen in every specialized area. Based on WHO standards for prosthetics and orthotics, for every 1 million population, there is a need of 5 prosthetics and orthotics professionals. As per the International Society for Prosthetics and Orthotics (ISPO), even the high-income countries do not have the requisite minimum number of registered prosthetists & orthotists technicians and technologists. In South Asia,

the number of practicing prosthetics and orthotics professionals is less than one-tenth the numbers required.

- According to the World Federation of Occupational Therapists (WFOT), there is a minimum requirement of 750 occupational therapists per 1 million population. However, the number of registered occupational therapists is far below the minimum requirement even in high-income countries.
- The critical shortage of professionals is also evident in respect of physiotherapists, speech and language therapists etc. The number of qualified physiotherapists in South Asia is well below 10 per million population.
- The 66th World Health Assembly has endorsed a coordinated Global Action Plan to strengthen and extend rehabilitation, habilitation, assistive technology, assistance and support services for PwDs.

3.2 Indian Scenario

- The Rehabilitation Council of India (RCI) which regulates rehabilitation courses and maintains registry of rehabilitation personnel such as clinical psychologist, rehabilitation psychologist, occupational therapist, psychiatric nursing, prosthetics and orthotics, caregivers, speech therapist, audiologist, etc. in the country has on its rolls 1.65 lakh registered rehabilitation professionals and personnel. The requirement of rehabilitation professionals in the country is about 10 times more.
- There is a large gap between projected requirement of rehabilitation professional based on the guidelines of RCI for special educators, audiologists and speech therapist, speech and hearing technicians, prosthetists and orthotists as well as P&O technicians, rehabilitation psychologists/clinical psychologists, community based rehabilitation

professionals and sign language interpreters *viz-a-viz* the existing registered rehabilitation professionals.

- According to the National Commission on Macroeconomics and Health Report 2005, the prevalence of serious mental illness in the Indian population is nearly 6.5% and by the year 2020, the burden of neuropsychiatric disorders such as depression, schizophrenia, bipolar disorder etc. is expected to rise to 10.5%.
- Besides palliative treatment, very often persons with mental illness have rehabilitation needs for reintegration into the social mainstream. The report of the National Workshop on Mental Health Rehabilitation held in October, 2011, pointed to a treatment gap of 70-80%.
- The trained professionals are scarce and the existing ratio of rehabilitation professionals to the population is about 1:50,000, which is grossly inadequate. Further, according to National Mental Health Survey, 2015, there is a treatment gap in mental disorders such as bipolar, early depression amongst children, youth, women and elderly etc. ranging between 70-92% (common mental disorder – 85%, severe mental disorder – 73.6%, psychosis – 75.5%, bipolar affective disorder – 70.4%, alcohol use disorder – 86.3%).
- There is no umbrella higher educational institution catering to all disciplines covering disability studies and rehabilitation sciences at one place and which ensures uniformity and an inter-disciplinary approach. Further, there is no academic body or centre of excellence in this area to ensure quality education.

IV. Justification for establishing NUDSRS

4.1 Justifications in the previous DPR

- will help in mitigating the existing shortage of trained personnel in rehabilitation and disability;
- Need for cutting edge research and development in the field, including universal and inclusive design to improve treatment protocols, rehabilitation services and accessibility of facilities, goods and services, among others;
- Need for upgradation and standardisation of programmes, curricula and courses in disability studies and rehabilitation sciences through mapping and benchmarking;
- Need for cutting edge research and development in the field, including universal and inclusive design, to improve treatment protocols, rehabilitation services and accessibility of facilities, goods and services, among others;
- A centre of excellence in disability studies and rehabilitation sciences would serve as a model for other institutions in the field to emulate.

4.2 Additional justifications included in the revised DPR

- Fill in the gap to serve as an umbrella institution in disability studies and rehabilitation sciences by offering affiliation to institutions for running Rehabilitation Council of India (RCI) recognised courses thereby bringing in much required transparency into the system;
- Since the regular education system has not been in a position to meet the special requirements of the sector there is an urgent need for a dedicated University in disability studies and rehabilitation sciences under the administrative control of DEPwD.

V. Aims and purposes of NUDSRS

5.1 Aims and purposes

- Create a pool of professionals, researchers and educators in disability studies and rehabilitation sciences;
- Carry out cutting-edge research and development in the field; and
- Inspire and be a catalyst for other institutions in the field to adopt similar standards of excellence.
- Conduct programmes and courses mainly in disability studies and rehabilitation sciences;
- Universal and inclusive design;
- Map, benchmark and design of RCI recognised programmes, curricula and courses; and
- Grant affiliation to institutions and colleges for conducting RCI recognised programme and courses.

VI. Departments of NUDSRS

6.1 Departments and Centers as included in the previous DPR

- Department of Audiology and Speech Language Pathology
- Department of Special Education
- Department of Occupational Therapy
- Department of Psychology and Social Work
- Department of Neuro-Development Science
- Department of Sign Language Studies, English and Applied Linguistics
- Department of Fine Arts and Visual Communication
- Department of Commerce, Economics and Business
- Department of Computer Science and Information Technology
- Department of Mathematics and Statistics

- Center for Research, Disability Studies and Policy
- Center for Innovation and Assistive Technologies
- Center for Interventions

6.2 Departments and Centers proposed in the revised DPR

- i. **Department of Disability Studies** – Visual, Hearing, Locomotor, Mental (Mental Illness), Intellectual/Developmental (Intellectual Disability, Autism and Specific Learning Disabilities) and Multiple Disabilities
- ii. **Department of Rehabilitation Sciences** –
 - Centre for Physiotherapy
 - Centre for Occupational Therapy
 - Centre for Rehabilitation and Vocational Counseling; and
 - Centre for Optometry
- iii. **Department of Audiology, Speech Language Pathology, and Indian Sign Language** -
 - Centre for Audiology
 - Centre for Speech Language Pathology
 - Centre for Indian Sign Language
- iv. **Department of Special Education**
- v. **Department of Psychology** – Psychology, Clinical Psychology, Rehabilitation Psychology, Counseling Psychology, Behavioral Psychology and Sciences, Cognitive Psychology
- vi. **Department of Prosthetics, Orthotics and Assistive Technologies**
- vii. **Department of Nursing** – Nursing, Psychiatric Nursing, Hospice and Palliative Care Nursing, Geriatric Nursing and Rehabilitation Nursing
- viii. **Department of Inclusive Universal Design**

VII. Department-wise Programmes in NUDSRS with annual student intake capacity included in brackets

7.1 Department of Disability Studies (175)

- Bachelor in Disability Studies (100)
- Masters in Visual Disability (15)
- Masters in Hearing Disability (15)
- Masters in Mental Disability (15)
- Masters in Intellectual/Developmental Disability (15)
- Masters in Multiple Disability (15)
- Doctoral and Post-Doctoral in above areas

7.2 Department of Rehabilitation Sciences (455)

- Bachelor in Physiotherapy (100)
- Bachelor in Occupational Therapy (100)
- Bachelor in Rehabilitation and Vocational Counseling (100)
- Bachelor in Optometry (50)
- Masters in Physiotherapy (30)
- Masters in Neurological Physiotherapy (15)
- Masters in Rehabilitation Physiotherapy (15)
- Masters in Occupational Therapy (15)
- Masters in Rehabilitation and Vocational Counseling (15)
- Masters in Optometry (15)
- Doctoral and Post-Doctoral in above areas

7.3 Department of Audiology, Speech Language Pathology and Indian Sign Language (ASLP & ISL) (195)

- Bachelor in Audiology (50)
- Bachelor in Speech Language Pathology (50)
- Bachelor in Indian Sign Language (50)
- Masters in Audiology (15)
- Masters in Auditory Processing (15)
- Masters in Cochlear Implant and Hearing Aids (15)
- Doctoral and Post-Doctoral in above areas

7.4 Department of Special Education (220)

- Bachelor in Special Education (100)
- Masters in Special Education (visually impairment) (30)
- Masters in Special Education for (hearing impairment) (30)
- Masters in Special Education (intellectual/developmental disability) (30)
- Masters in Special Education (multiple disabilities) (30)
- Doctoral and Post-Doctoral in above areas

7.5 Department of Psychology (250)

- Bachelor in Psychology (100)
- Masters in Psychology (30)
- Masters in Clinical Psychology (30)
- Masters in Rehabilitation Psychology (30)
- Masters in Counseling Psychology (30)
- Masters in Cognitive Psychology (30)
- Doctoral and Post-Doctoral in above areas

7.6 Department of Prosthetics, Orthotics and Assistive Technologies (80)

- Bachelor in Prosthetics and Orthotics (50)
- Masters in Prosthetics and Orthotics (15)
- Masters in Assistive Technologies (15)
- Doctoral and Post-Doctoral in above areas

7.7 Department of Nursing (190)

- Bachelor in Nursing (100)
- Masters in Nursing (30)
- Masters in Rehabilitation Nursing (15)

- Masters in Psychiatric Nursing (15)
- Masters in Geriatric Nursing (15)
- Masters in Hospice and Palliative Care Nursing (15)
- Doctoral and Post-Doctoral in above areas

7.8 Department of Inclusive Universal Design (65)

- Bachelor in Inclusive Universal Design (50)
- Masters in Inclusive Universal Design (15)
- Doctoral and Post-Doctoral in above area

Total annual student enrollment at bachelors and masters levels in NUDSRS is 1630.

VIII. Credit requirement for programmes and course performance evaluation:

8.1 NUDSRS will offer programmes of study leading to the award of Doctor of Philosophy or Master's or Bachelor's degree. The University will follow a credit based system for award of degrees. A credit refers to the weight assigned to a course depending on the number of contact hours spent in class per week in a term, also known as a term credit hour (TCH), corresponding to one lecture hour in class per week or a minimum of sixteen hours in class in a term; or two to three contact hours in laboratory or field work per week or 32-48 hours in laboratory or field work, depending on requirement of faculty supervision, in a term. A half-year academic session of a minimum of 100-110 contact days comprising lectures, laboratory and/or fieldwork, leading to the receipt of a maximum of 21 credits would constitute a term.

8.2 After completion of Class 12 or a Diploma with 60-66 credits, a bachelor's course of study would require receipt of 120-150 credits or 60-90 credits, respectively.

8.3 After completion of bachelor's degree with receipt of 120 -130 credits from any other University or a Post Graduate Diploma from any other University, a master's course of study would require receipt of 60-66 credits inclusive of 15 credits for dissertation. In respect of a bachelor's degree from other universities, a master's course of study would require receipt of 90-96 credits, inclusive of 15 credits for dissertation. A master's dissertation will be required to be uploaded on the University's website before the viva-voce for a period not less than 15 days.

8.4 After completion of a Master's degree with receipt of cumulative credits of 180- 216 from bachelor's level onwards from any University or a Master of Philosophy degree, a Doctor of Philosophy course of study will require receipt of 90-140 credits inclusive of 60 credits for dissertation. In respect of a Masters degree from other Universities, it will require receipt of 120-130 credits inclusive of 60 credits for dissertation. A Doctor of Philosophy dissertation will be required to be uploaded on the University's website before the viva-voce for a period not less than 30 days.

8.5 For evaluation of performance for participating in a course, NUDSRS will award grades which will be represented by letters A,B,C,D,U of the English alphabet, corresponding to grade points from 4,3,2,1,0. The minimum cumulative grade point average (CGPA) for completing bachelors and masters courses of study would be 2.4. Putting it differently, a student will not be eligible for the award of a degree if he fails to obtain the minimum CGPA of 2.4 over the entire course of study. Such students will have the option of repeating courses till such time they attain the minimum qualifying CGPA.

IX. Department-wise indicative requirement of academic staff**Table 9.1: Department-wise indicative requirement of academic staff (in Nos.)**

Sr. No.	Name of Deptt.	Professor	Associate Professor	Assistant Professor	Instructor	Faculty strength
1	Disability Studies	2	3	8	5	18
2	Rehab Sciences	3	3	9	6	21
3	ASLP & ISL	1	2	5	3	11
4	Special Education	2	2	6	4	14
5	Psychology	2	3	8	5	18
6	PO & AT	1	1	3	2	7
7	Nursing	2	3	8	5	18
8	IU Design	0	1	2	1	4
Total		13	18	49	31	111

9.1 Post: Professor

Pay level: 14 of Central Government

Essential qualification: Post Doctorate in Philosophy in the discipline, peer-reviewed papers in scientific journals, patents, processes, products, wherever applicable

Desirable qualification: Academician of acknowledged national repute in the discipline

Work experience: Minimum 15 years after completion of Ph.D. and should have served as Associate Professor for 5 years.

9.2 Post: Associate Professor

Pay level: 13 of Central Government

Essential qualification: Post Doctorate in Philosophy in the discipline, peer-reviewed papers in scientific journals, patents, processes, products, wherever applicable

Desirable qualification: Academician of acknowledged repute in the discipline

Work experience: Minimum 10 years after completion of Ph.D. and should have served as Assistant Professor for 5 years.

9.3 Post: Assistant Professor

Pay level: 10 or 11 or 12 of Central Government

Essential qualification: Doctorate in Philosophy in the discipline

Desirable qualification: Academician in the discipline with peer-reviewed papers in scientific journals, patents, processes, products, wherever applicable

Work experience: Minimum 3 years after completion of Ph.D.

9.4 Post: Instructor

Pay level: 10 of Central Government

Essential qualification: Doctorate in Philosophy in the discipline

Desirable qualification: Peer-reviewed papers in scientific journals, patents, processes, products, wherever applicable

X. Indicative requirement of employees with financial implications

Table 10.1: Indicative requirement of regular employees with annual financial implication

Sr. No.	Post	No. of posts	Regular/ contract	pay level	monthly remuneration (in Rs.)	Annual financial implication (in Rs.)
1	Chancellor	1	Regular	17	225000	2700000
2	Vice Chancellor	1	Regular	15	182200	2186400
3	Professor	13	Regular	14	144200	22495200
4	Associate professor	18	Regular	13	131100	30677400
5	Assistant professor	49	Regular	10-12	67700	39807600
6	Instructor	31	Regular	10	56100	20869200

7	Registrar	1	Regular	14	144200	1730400
8	Joint Registrar	1	Regular	13	123100	1477200
9	Deputy Registrar	2	Regular	12	78800	1891200
10	Senior Assistant Registrar	2	Regular	11	67700	2437200
11	Assistant Registrar	4	Regular	10	56100	2019600
12	Librarian	1	Regular	12	78800	945600
13	Deputy Librarian	2	Regular	11	67700	1624800
14	Assistant Librarian	2	Regular	10	56100	3186000
16	Chief Finance Officer	1	Regular	14	144200	1730400
17	Joint Chief Finance Officer	1	Regular	13	123100	1477200
18	Dy. Chief Finance Officer	1	Regular	12	78800	945600
19	Senior Finance Officer	2	Regular	11	67700	1624800
20	Finance Officer	2	Regular	10	56100	1911600
21	Estate Manager	1	Regular	10	56100	637200
		136				137506800
A	Total emoluments of regular employees including DA and other allowances @ 50%					206260200

Table 10.2: Indicative requirement of contract staff with financial implications

Sr. No.	Post	No. of posts	Regular/ contract	pay level	monthly remuneration (in Rs.)	Annual financial implications (in Rs.)
1	Medical Officer/Doctor	1	Contract	-	80000	
2	Section Head professional/	6	Contract	-	60000	
3	Engineers (civil, electrical, mechanical and IT)	4	Contract	-	60000	960000
4	Purchase Officer	1	Contract	-	60000	4320000
5	Senior Clerk/Steno/PS	16	Contract	-	50000	2880000
6	Junior Engineer (civil, electrical, mechanical) /Junior IT professional	4	Contract	-	50000	720000
7	Clerk/Steno/PA	16	Contract	-	40000	9600000
9	Nurse	2	Contract	-	40000	2400000
10	Senior Lab Technician	8	Contract	-	40000	7680000

11	Sport coach	4	Contract	-	40000	960000
12	PT/Judo etc instructor	4	Contract	-	40000	3840000
13	Life Guard	1	Contract	-	40000	1920000
14	Junior Clerk/Steno	16	Contract	-	30000	1920000
15	Lab Technician	8	Contract	-	30000	480000
16	DG operator	2	Contract	-	30000	5760000
17	Pump house/water reservoir operator	2	Contract	-	30000	2880000
18	Swimming Pool Operator	1	Contract	-	30000	720000
19	Store keeper	1	Contract	-	30000	720000
20	Care taker	15	Contract	-	30000	360000
21	LT panel operator	1	Contract	-	30000	360000
22	Electrician	4	Contract	-	30000	5400000
23	Plumber	4	Contract	-	30000	360000
24	ELV system supervisor	1	Contract	-	30000	1440000
25	Washing Machine Operator	12	Contract	-	30000	1440000
26	Head Gardener	1	Contract	-	30000	360000
27	Head Grounds man	1	Contract	-	30000	4320000
28	Head Watchman	1	Contract	-	30000	360000
29	Cook	12	Contract	-	30000	360000
30	Assistant Life guard	1	Contract	-	20000	360000
31	Guard/watchman	20	Contract	-	20000	4320000
32	Assistant Cook	12	Contract	-	20000	240000
33	Kitchen Helper	12	Contract	-	20000	4800000
34	STP Operator	1	Contract	-	20000	2880000
35	Lab Assistant	8	Contract	-	20000	2880000
36	Driver	4	Contract	-	20000	240000
37	Multi tasking staff	25	Contract	-	20000	1920000
38	Grounds man	3	Contract	-	20000	960000
39	Gardener	10	Contract	-	20000	6000000

40	Lift attendant	4	Contract	-	20000	720000
41	Sweeper	40	Contract	-	20000	2400000
42	Mess helper/Waiter	12	Contract	-	20000	960000
B		301		-		103680000

Total annual financial implication on account of salary for regular employees and contract staff (A+B) = Rs 309940200

XI. Student intake/enrollment build-up:

11.1 To begin with, NUDSRS will start with courses at bachelors level in the Departments of (i) Disability Studies, (ii) Rehabilitation Sciences, (iii) Audiology, Speech Language Pathology, and Indian Sign Language, (iv) Special Education and (v) Psychology. Annual student enrollment at bachelors levels in these Departments will commence from the 3rd year onwards. Master level courses in these Departments will start from the 7th year onwards. Bachelors' level courses in the remaining Departments viz (i) Prosthetics, Orthotics and Assistive Technologies, (ii) Nursing and (iii) Inclusive Universal Design will start the 7th year onwards and Masters' level courses in these Departments will commence from the 11th year onwards. The doctoral and post doctoral programme will commence from the 9th year onwards in respect of the first 5 Departments and from the 13th year onwards in respect of the remaining 3 Departments.

Table No. 11.1: Departmental-wise student intake/enrollment build-up at bachelors and masters level at NUDSRS

Deptt.	Prog	Year- wise student intake/enrollment													
		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
Disability Studies	Bach.	0	0	100	100	100	100	100	100	100	100	100	100	100	100
	Mast.	0	0	0	0	0	0	75	75	75	75	75	75	75	75

Rehab Sciences	Bach.	0	0	350	350	350	350	350	350	350	350	350	350	350	350
	Mast.	0	0	0	0	0	0	105	105	105	105	105	105	105	105
ASLP & ISL	Bach.	0	0	150	150	150	150	150	150	150	150	150	150	150	150
	Mast.	0	0	0	0	0	0	45	45	45	45	45	45	45	45
Special Education	Bach.	0	0	100	100	100	100	100	100	100	100	100	100	100	100
	Mast.	0	0	0	0	0	0	120	120	120	120	120	120	120	120
Psychology	Bach.	0	0	100	100	100	100	100	100	100	100	100	100	100	100
	Mast.	0	0	0	0	0	0	150	150	150	150	150	150	150	150
PO & AT	Bach.	0	0	0	0	0	0	50	50	50	50	50	50	50	50
	Mast.	0	0	0	0	0	0	0	0	0	0	30	30	30	30
Nursing	Bach.	0	0	0	0	0	0	100	100	100	100	100	100	100	100
	Mast.	0	0	0	0	0	0	0	0	0	0	90	90	90	90
IU Design	Bach.	0	0	0	0	0	0	50	50	50	50	50	50	50	50
	Mast.	0	0	0	0	0	0	0	0	0	0	15	15	15	15
Annual intake	Bach.	0	0	800	800	800	800	1000	1000	1000	1000	1000	1000	1000	1000
	Mast.	0	0	0	0	0	0	495	495	495	495	630	630	630	630
	Total	0	0	800	800	800	800	1495	1495	1495	1495	1630	1630	1630	1630

Cumulative intake	Bach.	0	0	800	1600	2400	3200	3400	3600	3800	4000	4000	4000	4000	4000
	Mast.	0	0	0	0	0	0	495	990	990	990	1125	1260	1260	1260
	Total	0	0	800	1600	2400	3200	3895	4590	4790	4990	5125	5260	5260	5260

11.2 As would be observed from the Table No. 11.1 above, the annual intake will commence from the 3rd year onwards at a level of 800 students at the bachelors level in 5 Departments and will reach a peak of 3200 students in the 6th year. During the 7th year, the annual intake will increase to 1495 students on account of commencement of Masters' programmes in these Departments and bachelors' programmes in the 3 remaining Departments, resulting in a peak of 3895 students. During the 11th year, the annual intake will further increase to 1630 students on account of commencement of Masters' programmes in the remaining 3 Departments, resulting in a peak of 5125 students. From the 14th year onwards, while the annual student intake level will remain the same at 1630, the total enrolment of students at NUDSRS will reach 5260, which would remain the same thereafter. Putting it differently, the maximum number of students at the bachelors' and masters' levels from the 14th year onwards at NUDSRS will be 5260 to which when doctoral and post doctoral students are added that figure would cross 5500 students.

XII. Cost estimate of University Infrastructure:

12.1 An estimated capital cost of Rs. 370.71 cr (at 2015-16 price) and recurring expenditure of Rs. 227.44 cr for a period of 5 years was proposed in the previous DPR for establishing the University. The Expenditure Finance Committee in its meeting held on 30.03.2016 recommended restricting the capital cost to Rs. 287 cr and recurring expenditure to 95 cr.

12.2 Even though the revised proposal has been prepared at 2020 price, the estimated overall cost has been kept the same as recommended by the EFC. While doing so, the estimated capital cost has increased by Rs. 10 cr to Rs. 297 (287+10) crore and the estimated recurring expenditure has correspondingly reduced by Rs. 10 cr. to Rs. 85 (95-10) crore, spread over a period of 5 years.

Table No-12.1: Item-wise indicative capital cost of the University project (Rs. in cr at 2020 price)

Sr. No.	Item	Estimated Cost
1	Boundary wall, Landscaping, Open playgrounds, Open Tennis, Badminton, Basketball courts, Open amphitheater, Internal Roads, Electric substation, Generator, Street lighting etc., Tube wells & water supply, Mini hospital, Wi-fi campus	42
2	Academic block (s) 30000 sq. m. @ Rs. 40000/ sq. m.	120
3	Administrative block (s) 5000 sq. m. @ Rs. 40000/ sq. m.	20
4	Hostel block (s) 15000 sq. m. @ 30 sq.m./student @ Rs. 40000/ sq. m.	60
5	Regular employee residential block (s) 5000 sq. m. @ average requirement of 100 sq.m/quarter @ Rs. 40000/ sq. m.	20
5	Fittings, Fixtures, Furniture and Equipment	35
6	Total Estimated Cost	297

Table –12.2: Item-wise indicative capital cost for future expansion of the University from 6th – 15th year (Rs. in cr at 2020 price)

Sr. No.	Item	Requirement per annum	Estimated Cost
1	Augmentation of Landscaping, play ground etc and building of Auditorium	@ Rs 6 crore per annum from 6 th to 13 th year	48
2	Augmentation of Academic block (s) 45000 sq. m. @ Rs. 40000/ sq. m.	@ Rs 18 crore per annum from 6 th to 15 th year	180
3	Augmentation of Administrative block (s) 5000 sq. m. @ Rs. 40000/ sq. m.	@ Rs 2.5 crore per annum from 6 th to 13 th year	20
4	Augmentation of Hostel block (s) 60000 sq. m. @ Rs. 40000/ sq. m.	@ Rs 30 crore per annum from 6 th to 13 th year	240
5	Augmentation of Staff quarter block (s) 10000 sq. m. @ Rs. 40000/ sq. m.	@ Rs 5 crore per annum from 6 th to 13 th year	40
5	Augmentation of Fittings, Fixtures, Furniture and Equipment	@ Rs 4 crore per annum from 6 th to 13 th year	32
	Total Estimated Cost		560

Table –12.3: Item-wise indicative total capital cost of the University from 1st – 15th year (Rs. in cr at 2020 price)

Sr. No.	Item	Estimated Cost
1	Boundary wall, Landscaping, Open playgrounds, Open Tennis, Badminton, Basketball courts, Open amphitheater, Internal Roads, Electric substation, Generator, Street lighting etc., Tube wells & water supply, Mini hospital, Wi-fi campus	90

2	Academic block (s) 75000 sq. m. @ Rs. 40000/ sq. m.	300
3	Administrative block (s) 10000 sq. m. @ Rs. 40000/ sq. m.	40
4	Hostel block (s) 75000 sq. m. @ 30 sq.m./student @ Rs. 40000/ sq. m.	300
5	Regular employee residential block (s) 15000 sq. m. @ average requirement of 100 sq.m/quarter @ Rs. 40000/ sq. m.	60
5	Fittings, Fixtures, Furniture and Equipment	67
	Total Estimated Capital Cost	857

Table No- 12.4: Item-wise indicative recurring expenditure during the 5 years of the project (Rs. in cr at 2020 price)

Sr. No.	Item	Estimated Cost
1	Salary of the regular staff	40
2	Outsourced staff expenses	20
3	Utilities, consumables and contingency	25
	Total	85

Table No. 12.5: Year-wise indicative requirement of funds (Rs. in cr at 2020 price)

Item	Y1	Y2	Y3	Y4	Y5	Total
Capital expenditure	99	138	60	-	-	297
Recurring expenditure	4	9	21	24	27	85
Total	103	147	81	24	27	382

XIII. Financial Implications of the University Project:

13.1 Keeping in view the aims and purposes outlined in paragraph No. V above, the capital cost of the University project is estimated at Rs. 297 crore (at 2020 price), spread over a period of 3 years and the estimated recurring expenditure is Rs.85 crore, spread over a period of 5 years, resulting in estimated project cost of Rs.382 crore.

13.2 The proposed University will become financially self-sustaining from the 6th year onwards by generating revenue through tuition fee and other charges and fees charged to students (50%), affiliation fee charged to RCI recognised institutions (25%) and designing programmes, curricula and courses (25%). All future growth of the proposed University will be organic through internal resource generation and CSR funds.

13.3 The estimated project cost amount of Rs 382 crore is a one-time requirement, spread over a period of 5 years.

13.4 During the period from the 5th year to 13th year, the estimated annual recurring expenditure will increase from Rs 27 crore @ Rs.2.00 cr. per annum to Rs 45 crore. During this period, the estimated average annual capital expenditure would be Rs 65.5 crore. During the 14th and 15th years it will be Rs.18 crore per annum.

Table No. 13.1: Year-wise total internal resource generation vis-a- vis total expenditure (Rs. in cr at 2020 price)

Y E A R	Tuiti on fee per stud ent p.a. @ Rs 1.00 lakh	Host el rent per stud ent p.a. @ Rs 0.75 lakh	Spor ts, cultu ral and other char ges per stud ent p.a.	Affilia tion fee per instit ute p.a.	Cours e desig ning fee charg ed to RCI	Income	Expenditure	Surplus/ Deficit (10-14)

			@ Rs 0.25 lakh											
						Inter nal resou rce (2+3+ 4+5+ 6)	G I A	Tota l (7+8)	Cum inc.	ca pe x	Re crr.	Tota l (11+ 12)	Cu m exp .	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Y1	0	0	0	0	0	0	103	103	103	99	4	103	103	0
Y2	0	0	0	0	0	0	147	147	250	138	9	147	250	0
Y3	8	3.75	2	4	4	21.75	81	102.75	353	60	21	81	331	21.75
Y4	16	3.75	4	8	8	39.75	24	63.75	417	0	24	24	355	61.5
Y5	24	3.75	6	12	12	57.75	27	85	501	0	27	27	382	119.25
Y6	32	3.75	8	16	16	75.75	0	76	577	66	29	95.5	476	100.5
Y7	39	3.75	10	19.5	19.5	91.7	0	92	669	66	31	96.5	573	95.7
Y8	46	7.5	11.5	23	23	110.9	0	111	780	66	33	98.5	672	108.1
Y9	48	7.5	12	24	24	115.4	0	115.4	895	66	35	100	772	123
Y10	50	11	12.5	25	25	123.7	0	123.65	1019	66	37	103	874	144.15
Y11	51	15	13	25.5	25.5	130.3	0	130	1149	66	39	104	979	169.9
Y12	52	19	13	26	26	136	0	136	1285	66	41	107	1085	199.7
Y13	52	22.5	13	26	26	140	0	140	1425	66	43	108	1194	231.3
Y14	52	22.5	13	26	26	140	0	140	1565	18	45	63	1257	308.4
Y	52	22.5	13	26	26	140	0	140.1	1705	18	45	63	1320	385.5

15														
To tal	524.3	146	131	261	261	1324	382	1705.5		857	463	1320		

13.5 The contract for items of work included in Table No.12.1 will be awarded to CPWD on turnkey basis with an in-built clause that the turnkey contractor shall be responsible for the complete maintenance of buildings, fittings, fixtures, furniture, equipments etc. for a period of 5 years after completion of the project. In other words, recurring expenditure on maintenance would be incurred after that.

XIV. University Management

14.1 Court

The Court shall be the apex decision making body of the proposed University and shall comprise of the following:

i	Chancellor	Chairperson
ii	Vice Chancellor	Member
iii	Chief Commissioner for Persons with Disabilities	Member
iv	Director, Indian Institute of Technology, Guwahati	Member
v	Director, AIIMS, Guwahati	Member
vi	Director, IIM, Shilong	Member
vii	Director, National Institute of Design, Ahemdabad	Member
viii	Four domain experts, one each in Disability Studies, Rehabilitation Sciences, Psychology and Inclusive Design	Member
ix	Joint Secretary, DEPwD, Govt of India	Member
x	Financial Advisor, MSJ&E, Govt of India	Member
xi	Joint Secretary, Department of Higher Education, Govt of India	Member
xii	JS and CEO, the National Trust	Member
xiii	Member Secretary, RCI	Member

xiv	Secretary, Department dealing with Higher Education, Govt of Assam	Member
xv	CMD, ALIMCO	Member
xvi	Two Professors holding position of HoD of the University by rotation for the term of three years	Member
xvii	Chief Finance Officer	Member
xviii	Registrar	Member Secretary

14.2 The Court shall have the following powers and functions:

- (a) formulate, implement and review policies and programmes of the University, subject to the provisions of this Act, the Statutes and Ordinances;
- (b) all matters relating to the university including its revenue and expenditure prescribe tuition fee, other charges and fees to be charged to the students;
- (c) approve the annual budget of the University
- (d) manage and regulate the finances, accounts, investments, property, business and all other affairs of the University collaboration with other universities, institutions and agencies
- (e) make the University financially self-sustaining from the 6th year onward since inception and generate internal resources and tap CSR funds for future growth
- (f) transfer or accept transfers of any movable property on behalf of the university
- (g) appointment of Chancellor, Vice Chancellor, Registrar, Chief Financial Officer and all academic staff of the University, including Visiting Professors
- (h) creation of new Departments and Centres;
- (i) select a common seal for the University and provide for the use of such seal;
- (j) frame Statutes, Ordinances and Regulations consistent with the Act; and

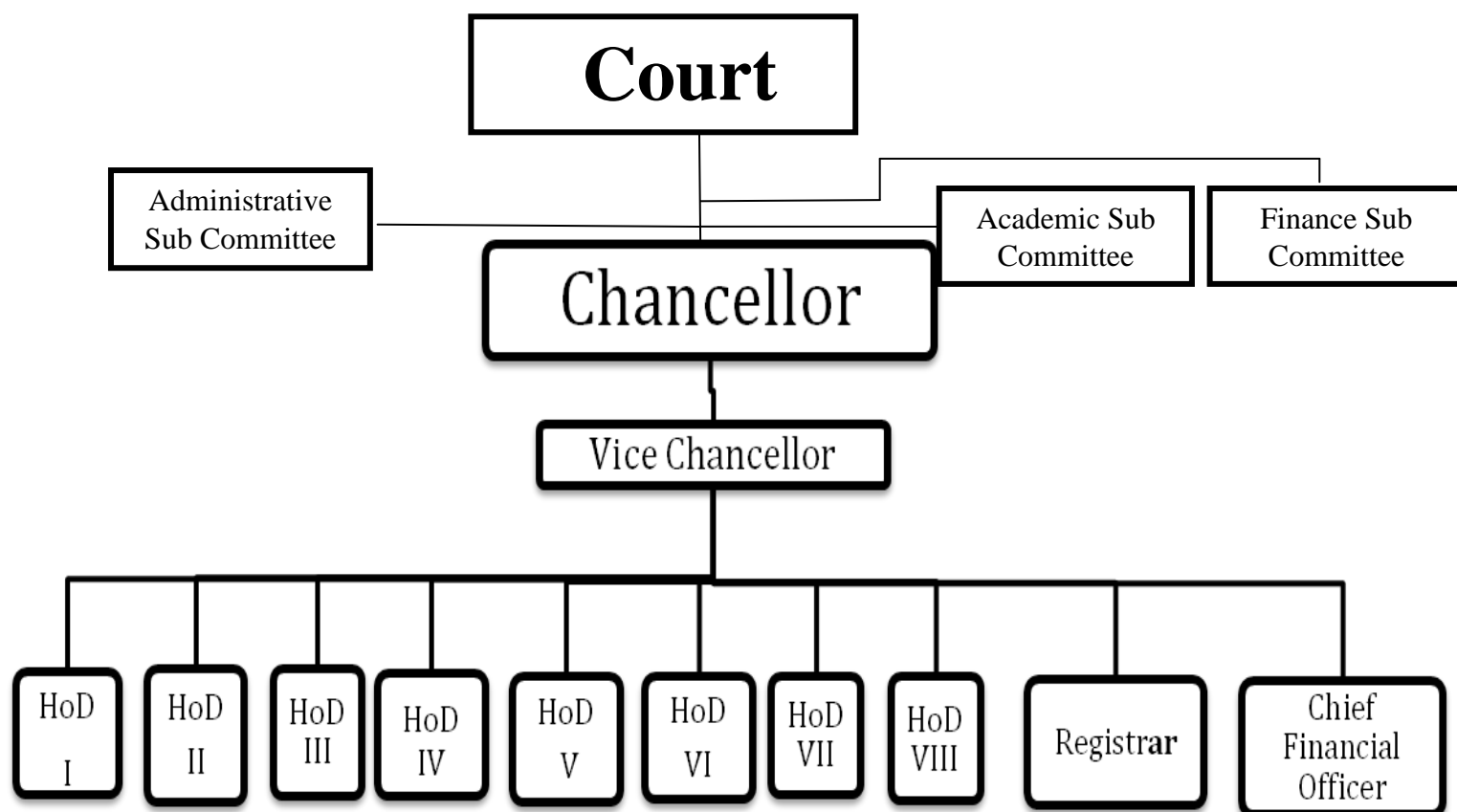
(k) approve the annual report and the annual accounts of the University and the audit report on such accounts.

14.3 Sub Committees of the Court

The Court shall have 3 sub committees as under:

Sub Committee	Composition	Function
Academic Sub Committee	<p>Chancellor- Chairperson</p> <p>Vice Chancellor – Member</p> <p>Director, IIT, Guwahati - Member</p> <p>Two Professors holding HoD position – Members</p> <p>Joint Secretary, DEPwD, GoI – Member</p> <p>Member Secretary, RCI – Member</p> <p>Two domain experts in Disability studies and Rehabilitation Sciences who are Members of the Court - Members</p> <p>Registrar – Member Secretary</p>	<p>all matters relating to :</p> <p>(a) assessment of demand for disability and rehabilitation professionals</p> <p>(b) mapping and benchmarking of programmes, curricula and courses ;</p> <p>(c) Course objectives, deliverables, design and pedagogy</p> <p>(d) grant of affiliation to institutions and colleges conducting RCI recognized programmes and courses</p> <p>(e) online education.</p> <p>(f) research and development in disability studies and rehabilitation sciences</p> <p>(g) collaboration with other Universities and Institutions</p>
Administrative Sub Committee	<p>Chancellor- Chairperson</p> <p>Vice Chancellor – Member</p> <p>Two Professors holding HoD position – Members</p> <p>Three Members to be</p>	<p>all matters relating to:</p> <p>(a) student admission and placement;</p> <p>(b) student discipline, welfare and grievances;</p> <p>(c) students hostels and catering</p>

		<p>nominated by the Court from amongst its Members– Members</p> <p>Registrar – Member Secretary</p>	<p>(a) students and staffs canteens</p> <p>(b) recruitment and service conditions of employees of the university</p> <p>(c) future expansion of the university</p> <p>(d) repair and maintenance of university</p> <p>(e) formulation of code of conduct, ethics and etiquette for university employees</p> <p>(e) Annual Report;</p>
Finance Sub Committee		<p>Chancellor- Chairperson</p> <p>Vice Chancellor – Member</p> <p>Joint Secretary, DEPwD – Member</p> <p>Financial Advisor, Mo SJ&E – Member</p> <p>Three Members to be nominated by the Court from amongst its Members– Members</p> <p>Chief Finance Officer – Member</p> <p>Registrar – Member Secretary</p>	<p>all matters relating to</p> <p>(a) annual budget;</p> <p>(b) resource mobilization and expenditure;</p> <p>(c) tuition and other charges & fees charged to the students of the university, affiliation fees charged to institution/ colleges, fee for designing programme, curricula and courses for RCI ;</p> <p>(d) making the university financially self sustaining from the 6th year onwards;</p> <p>(e) annual accounts;</p> <p>(f) internal audit of accounts;</p>

XV. Organisational Chart of NUDSRS

Appendix 1

Summary Report: Expert Consultation on Disabilities

Summary of Conclusions of the Consultative Expert Group Meeting on Higher Education & Research in Disabilities & Rehabilitation at Thiruvananthapuram, Kerala, India Date: 8.30 am – 4.30 pm on May 28, 2014

Meeting Objectives and Agenda

To develop the blueprint and game-plan for establishing a “University for Disability & Rehabilitation Sciences” focused initially on 3 disability areas:

- Autism Spectrum and Related Disorders (ASRD)
- CP & Related Multiple Disabilities (CPRMD)
- Hearing, Speech and Language Disabilities (HSLD)

Participants

1. Dr. M.K. Muneer, Minister for Social Justice and Panchayat, Government of Kerala
2. Ms. Poonam Natarajan, Chairperson, National Trust (0-986-852-4977, poonatish@yahoo.com)
3. Prof. Sudesh Mukhopadhyay, Chairperson, Rehabilitation Council of India (0-989-940-6827, drsudesh.mukhopadhyay@gmail.com)
4. Dr. Sudha Kaul, Vice-Chairperson, Indian Institute of Cerebral Palsy, Kolkata (0-983-188-7990, sudha.kaul@gmail.com)
5. Ms. Usha Ramakrishnan, Chairperson, Vidya Sagar, Chennai (0-996-222-1567, ushramakrish@yahoo.com)
6. Prof. V.N. Rajasekharan Pillai, Exec. VP, Kerala State Council for Science Technology & Environment, Ex-officio Principal Secretary of the Dept. of Science & Technology, Govt. of

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7. Dr. K. Mohandas, Vice Chancellor, Kerala University of Health Sciences (984-602-4501, mohandas.huv@gmail.com)

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21. Ms. Lekshmi Nair, Consultant (949-622-9601, lekshmin@hotmail.com)

Outlook and Needs

1. What is the prevalence, causes and trends in India for the particular disability group?

ASD:

- The reported cases of ASD are dramatically increasing, which may be partially due to increased awareness and detection. US statistics show incidence between 1 in 88 to 1 in 50. An Indian guesstimate of the population with ASD could therefore be about 10 million.
- ASD incidence is 3-4 times more among boys, compared to girls.
- Causes are likely genetic which may be the predisposing factor, while environmental trends such as increasing number of nuclear families and urban stress act as the precipitating factors. Also, a number of prenatal and perinatal complications that cause disruption of early brain development, are possible risk factors for autism.

CPRMD:

- CP - No specific heading for CP in the 2011 census in India, this category is included under orthopedically handicapped and others. A guesstimate of around 2.5 million population in India.
- MD - again a guesstimate of around 2.5 million Indian population.
- Study in AIIMS New Delhi - 10 to 11% NICU babies show developmental delay. Majority survive with CP and or other associated disorders. The trend is increasing, but due to better care, the severity is decreasing.
- There is need for an accurate study of the Indian population trends.

HSLD:

According to Census data (which is most often under reported),

- 21 million PwD in India.
- 20% of this 21 million have hearing problems, 7% have speech related problems.
- Accordingly a likely minimum Indian population of around 5 million speech and hearing impaired.

- State survey required.

2. What are the needs and challenges of the particular disability group in primary and higher education?

ASD:

- Early identification/detection: this can be done through a combination of parents being made aware of early warning signs in children in the 6 months to 2 years age group, and early detection programs being launched with experts to make detailed checks on referred children. Checklists and rating scales are already available (CARS, CHAT, M-CHAT etc.) to on which these assessments can be based. Best practices from early detection programs such as the Well Baby Clinics and check-ups should be adopted.
- ASD children are likely to be most affected in sensory abilities (hypo or hyper sensitivity and sensory integration difficulties/dysfunction), their social and communication skills; cognitive, ADL, physical, motor or emotional issues may be often a reflection of these fundamental issues.
- Over one third of ASD children in the US do not have any cognitive issues; a similar percentage is likely in India. These children are not only perfectly capable of receiving secondary and higher education, but also often excel in analytical, musical, mathematical or creative areas. An approach based on the theory of multiple intelligences can therefore work.
- Early intervention with simultaneous treatment on multiple fronts (communication, sensory, social skills etc.).
- Transition with support to regular schools is the desired outcome in a large number of cases.
- Primary and higher education should be inclusive with support from teachers and peers. Teachers should be oriented into the disability.

CPRMD:

- A detailed study needed to document the best practices and protocols, and available facilities

- In case of higher education - the mind-sets of tutors and institutes need to be changed for accommodating the PwD into the mainstream.
- Special furniture with proper arm and neck rest, wheelchairs and other physical and motor support infrastructure, Augmentative and Alternative Communication devices, need to be provided.
- Writing assistive devices, scribes are necessary.

HSLD:

- Communications skill building is critical for HSLD; however the university should approach this as a common skill building area across disabilities.
- The university should make it explicit in its mission statement that it offers mainstream education with preference to PwD.
- Early intervention is critical.
- Personality and self-esteem building are important intervention elements.
- PwD should have a say in the curriculum development.
- The Kerala model of not differentiating between regular schools and special schools is excellent as it can allow a student to integrate better into a regular schooling system, and offers choices on a continuum.
- The choice between a special school versus a regular school should not be in the hands of parents/teachers but should be decided by a panel with the best interest of the child as the most important consideration.
- Teachers in special schools should be trained in sign language.

3. What are the challenges faced by the particular disability group in achieving societal integration and physical independence and how can they be addressed? How can they be empowered?

ASD:

- Individual - social communication, and specific sensory skills & medical requirements are often the most critical levers to be addressed.

- Evidence based practices to address ASD are many (e.g. ABA, reinforcement, pivotal response therapy, VBA); need to document best practices for ASD in India.
- Creating awareness and recognizing the potential of people with ASD can help empower them.

CPRMD:

- We should identify best practices followed across the world, document and adopt - Sense International, Voice & Vision, Helen Keller Institute.
- We should adopt best practices followed at various NGOs in India. This could be done using Skill Pages ICT, forming expert groups.
- The 6 to 14 age group should attend school. Home-based education should be only an initial preparation to start education. E-learning should be used mainly for higher education.
- CP is misunderstood as MR. Should recommend to the Medical Council of India to include a module on Developmental Disability in MBBS courses.
- The broader society needs to be sensitized. Often today, people with CPRMD are either locked up at home or abandoned.
- Physical accessibility of schools is still an issue, especially in difficult terrains of North-east India.

HSLD:

- Help standardize sign language.
- Offer courses and outreach programs on sensitization (to doctors, teachers, parents, school children etc.).

Capacity Building for Professionals

1. What are the areas that most require professionals for the particular disability area?

ASD:

- Psychology: degree courses with specialization in clinical psychology and counselling.
- Special Education Teachers across disabilities.
- Speech language Pathology and Alternative and Augmentative Communication (AAC).
- Multi-category Rehabilitation.
- Sensory Integration Therapy and Occupational Therapy.
- Cross disability early education (ASD).

CPRMD:

- Teachers specifically trained in the area of CP and MD are very few; there are only a few training colleges in the country offering B.Ed. and M.Ed. Courses with expertise in these areas; therefore up-gradation courses specializing in disabilities (especially CPRMD) for B.Ed. graduates can be considered.

HSLD:

- Early Intervention.
- Pre-primary, Primary and secondary education which require qualified teachers with training in the various communication options.
- Sign language interpretation.
- Audiology.
- Speech language Pathology.
- Psychology & counselling.
- Social work.

2. What are the courses and programs required to train such professionals?

ASD:

- Psychology: degree courses with specialization in clinical psychology and counselling.
- Special Education Teacher training across disabilities (consider degree or certificate options).
- Degree programs in Speech language Pathology and Alternative and Augmentative Communication (AAC).

- Courses in Multi-category Rehabilitation.
- Courses in Sensory Integration Therapy and Occupational Therapy.
- Cross disability early education (ASD) courses.
- For all of the above, we should look at UGC recommendations, and the 63 courses run by RCI, but some have limited employability; all courses require RCI approval.
- Choices of professional courses should be based on employability and career growth prospects for the professionals coming out of those courses.
- Online course options can be considered.

CPRMD:

- There is a dearth of special teachers both for teaching students with disabilities and for preparing professionals.
- Consider Diploma/ B.Ed. programs/M.Ed. (Neurologically impaired) in consultation with RCI/ National Trust.
- Courses on sensory integration, occupational therapy, AVT etc. will be quite useful in training the PwD.
- Courses on counselling skills for students with disability.
- Courses for training teachers in special education (at the diploma, B.Ed. and M.Ed. levels) can have certain common modules to address general skills to train/educate PwD and certain specialized modules on specific impairment areas.
- Candidates who have done education programs like B.Ed. and M.Ed. can be offered a 1 year upgrade program on educating PwD - say, a diploma program
- For higher education programs, consider recruiting experts in each field (e.g. an M.Com with industry and teaching experience to teach commerce) and sensitize them on disability issues

HSLD:

- Integrated B.Ed. courses, integrated degree programs on Early Intervention, including modules on sign language.

- Degree course in Special Education Teacher training across disabilities.
- Certificate courses in sign language for family members.
- ASLP degree programs (existing).
- Courses in psychology and social work.

3. How do we attract or generate interest for prospective professionals to come into this disability field?

ASD:

- Ensure excellent placement opportunities and advertise.
- Offer courses that result in careers with good growth prospects.
- Register with RCI.
- Create a cutting-edge research environment.
- Put in place the best faculty, well recognized and respected in the field.
- Collaborate with reputed universities and institutes in India and globally.

CPRMD:

- Get the list of available professionals from RCI and other agencies.
- Ally/ Link with well-known universities.
- Host short-term seminars/ workshops, international conferences.
- Set up a strong R&D wing in disability studies.
- Get the support of faculty from outside as tutors and research guides.
- Raise awareness among school children about disabilities, disability studies and related issues, arrange school level interactions, career guidance programs, credit courses on disabilities in colleges.
- Develop short-term courses on peer mentoring and continuous capacity building programs for the professionals who join the university.

HSLD:

- Lobby to list these qualifications for posts in the special schools, employment in government institutions.

- Create excellent placement opportunities by setting up an active placement cell.
- World-class faculty, and course content.

Do's and don'ts for the University (plenary discussion summary)

- The university should be unitary, with no affiliated colleges, and autonomous (as currently planned).
- There can be autonomous schools under the University, so that the faculty can decide on the curricula and content, approach and details of assessment, and are thus responsible and accountable for quality.
- Structurally, rather than have the schools under the University organized along the nature of disability, UN Convention recommendations suggest that it is better to have an integrated and inclusive approach across disabilities.
- Accordingly, the university can be structured into schools along the areas of education/learning/interventions, such as School of Science & Technology, School for Liberal Arts, School of Disability Studies, School for Rehabilitation Sciences etc.
- Disability Studies is a critical area that the university should focus on and do research in: it can then become the focal point to support multiple other agencies, institutes, practitioners, and PwD.
- Early plans and framework for the university should be made in such a way as to leave the avenue open for it to become a National University in the future.
- The university should be envisioned as an Institute of National Importance and global reputation like the IIT's and IIM's.
- MS University of Baroda and Delhi School of Economics are potential examples to learn from.

Appendix 2**Summary Report: Focus Group Discussions**

Focus group discussions were set up across the country with PwD and professionals working in the field of disabilities.

- NISH, Thiruvananthapuram on June 28, 2014
- Communication DEALL Trust, Bangalore on July 12, 2014
- IICP, Kolkata on Aug 1, 2014
- AADI, Delhi on Aug 2, 2014
- Vidyasagar (co-organized by V-shesh, Chennai), Chennai on Aug 23, 2014
- ADAPT, Mumbai on Sep 6, 2014

There were 3 focus groups with 6-8 participants at each of these sessions

- Young adults with disabilities to discuss higher education for PwD
- Parents of children with disabilities to discuss the role of early intervention
- Professionals who work in the field of disabilities to discuss capacity building in that area

Questions were framed to guide the discussions in these sessions, and these were sent out to the participants ahead of the meeting.

1. Young adults with disabilities

Experience with higher education:

What were the challenges you faced?

What were some of the things that worked well?

What accommodations and assistive technology will be helpful?

Do you prefer a PwD only classroom or an integrated one? Why?

Are there courses that you wished had been included in your higher education program that would either have been more fulfilling for you personally or helped you in your career?

What are the challenges that you faced while seeking employment?

How do you think the stereotyping of a PwD can be changed in society?

2. Parents of young children with disabilities

Experience with Early Intervention:

What were the challenges that you faced?

What were some of the things that worked well?

Are you aware of any intervention techniques or assistive technologies that you wished had been tried on your child?

What kind of parent counselling did you receive or would have liked to receive?

What are the challenges that you faced while seeking admission to a regular school?

What are the challenges that your child faced early on in the regular school?

Do you prefer a special school or a regular school for your child's primary education?

What kind of support would you like from NISH/other support services during the schooling years?

3. Professionals working with PwD

What made you enter into the field of disabilities?

What were the factors that influenced your choice of college for your disability studies?

What are some courses that you particularly liked/ would have liked to have?

What were the research facilities available to you/would have liked to have?

What were the career options that were before you, and how did you get placed at your current job? What career and placement support would you have liked to get?

What would you look for in a University for disability studies if you were to start your disability studies now?

As a sample, the responses from the sessions that were held at NISH are collated below.

Experience with Early Intervention

Challenges

- Getting to know that early intervention was required was in itself a problem. ENT doctors don't recognize the problem even when the child doesn't have speech at one and half years of age, and some doctors even told parents that delayed speech is a sign of superior intelligence! Doctors should be educated. They should be able to make parents aware that EI is required for HI children to learn to speak.
- Doctors should be educated to give out the contact info of EI centres to parents once a developmental delay is suspected.
- Many families from out of town had to give up EI because accommodation wasn't affordable near the EI services.
- Parents weren't counseled on how to handle the situation when EI was started. They would have just come to know of their child's disability and that's the time they need a lot of support to come to terms with the situation.
- EI services are not standardized. A teacher who has low expectations from the child does not get the best out of the child. A teacher who is demanding motivates the parents to work better with the child at home too, to try and meet the teacher's expectations for the next session.

Assistive Technology

- Video recording of the sessions to help teacher's review.

Counselling

- At least a week's counselling is a must for parents new to EI.
- Systematic proactive counselling is required.
- Dads should be counseled to take an active part, to come to EI sessions frequently.

- Parents should be counseled to not slip into complacency once the child starts to speak, to motivate the child to do better all the time.
- Sessions with parents of children who have done well after EI is a great motivator to parents new to EI.

Challenges during mainstreaming

- Teachers of regular schools are not sensitized to the needs of HI children.
- HI children are excluded from extra-curricular activities.
- Not sensitive to parents' requests to be allowed to observe a class in session to identify things that could help the child learn better.
- Hearing aids are often considered toys by other children, and get damaged.
- Resource teacher is not as sensitized to the needs of HI children as they are to children deficient in motor skills. Their expectation from the HI children is low. They do not realize how much of a challenge it is for HI children to acquire speech.
- During EI, the focus is on the mother tongue only. Only a month's prep work is done on English and so learning English becomes a big hurdle in the regular school. A 6 months' prep would be beneficial.

Integrated classrooms

- Prefer a regular school since it helps them to integrate better into the society rather than being over-protected, but the school should not have too high a student-to-teacher ratio.

Support services from NISH

- Summer vacation programs for children who are out of EI because the teachers at NISH understand them better and can teach life skills. The continuous month and half of classes would be more beneficial than

once a week Saturday classes. Classes should not be limited to the 4th grade. Second language and Math can be taught during these classes.

- Send representatives to regular schools to which the EI children are admitted to, to counsel and train teachers, to enquire about the child's development as a follow up to EI.
- Lobby to have cochlear implants be made available to anyone who has gone through EI instead of restricting it to children under 5 years of age. Rather than the age, whether the child has got EI or not should be the determining factor.
- Should have centers in all districts providing the same quality of service.
- Should expand to be able to meet the demand.
- There is a perception that the audiology tests done by trainees are not of good quality.
- It would be better if AVT is given by therapists rather than teachers.

Experience with Higher Education

Challenges

- Teachers' indifference was a major problem.
- Insensitivity of the teachers to the needs of the HI was a problem, for e.g., talking while turning their backs to the class to write on the board, talking too fast.
- Communication is a big challenge; difficult for teachers to understand what a hearing impaired person with speech or sign language is trying to say. Difficulty also for HI students to lip-read teachers to understand what is being taught.
- Teachers are not trained in sign language, so they use it haphazardly, and sometimes, a lot more speech is used instead of signing.
- Choosing a course where communication is important, like architecture, makes the challenges even more profound.
- No process in place for getting extra help, you have to ask for help.
- Notes not being dictated in class in higher education courses unlike in primary and secondary education, is a challenge.

- If you are not really interested in the course or are not focused enough, getting through higher education is a major challenge.
- The turning point was meeting other deaf people who were using signing to communicate.

Assistive Technology

- Projectors to display notes prepared ahead of time as PowerPoint presentations.
- Tablets
- Boards that can display what teachers type.
- Prepared notes handed out before or after class
- Reliable note-takers
- Interpreters
- Two teachers per class
- Low student-teacher ratio

Integrated classroom

- Everybody was for an integrated classroom, provided adequate assistive technology is provided, because that would help them integrate better into the workforce and society.

Preferred courses in Higher Education

- BA, MA in English
- Sign language & Linguistics
- Photography, photo editing
- Correspondence courses in HR and Finance
- Courses in Counselling and Psychology

Employment

- Communication was the biggest challenge, developing good writing skills is important.

- Employers don't like recruiting hearing impaired people, and find unfair ways of rejecting them.
- Group discussions during recruitment drives are a big problem for the hearing impaired because it is not a one-on-one communication.
- Dearth of training programs to help PwD prepare for interviews.
- The challenges were overcome through written communication (including emails), and lots of trial and error (practice)

Stereotyping of PwD

- The perception that the hearing impaired are good only at manual jobs should be changed.
- Parents too often times limit the opportunities available to PwD.
- Sign language should be as widely accepted as any spoken language.
- PwD don't want compassion from society.
- PwD should venture out of their homes and be independent, they should show by example that they can be productive members.
 - PwD should earn respect by getting employed.

Appendix 3

Key findings of the focus groups

1.0 In order to start understanding how to provide the best services as an academic and research institution for the PwD first the needs and challenges faced by the PwD had to be listed. To conceptualize the elements of NUDSRS, the needs and challenges of immediate stakeholders were analyzed – PwD, families of PwD, professionals working with PwD – through an experts group meeting and focus group discussions as noted in the Foreword. The key takeaways from those meetings are highlighted here.

1.1 Persons with Disabilities

Undoubtedly, PwD are the primary stakeholders in the field of disabilities and rehabilitation. Historically, their opinions were mostly not asked nor their voices heard when providing services. Others assumed or provided services as they deemed fit or were possible. Now, in a changing and more enlightened global environment, when the rights of the PwD are acknowledged, it is imperative that their voices are heard and their opinion counted when planning for services.

1.1.1 Early Intervention

- It is common knowledge that the lack of awareness among primary healthcare professionals including physicians and pediatricians lead to non-diagnosis or delayed diagnosis of some of the congenital or developmental disabilities. This in turn leads to delays in early detection and screening and also in providing early intervention in the critical years. As a result, the child misses the window of opportunity to get services that would have ultimately led to education and appropriate rehabilitation. The outcome is that the child is not able to develop to his or her full potential as an individual. This leads further to be a burden on

the family and the society. This issue was also highlighted in the focus group discussions with parents: for example, a parent of a hearing impaired child narrated the case of an ENT doctor telling him that delayed speech in his child is a sign of superior intelligence; as a consequence a precious opportunity to intervene and help the child in the formative period was lost. Even if the child is diagnosed early, parents are sometimes asked to wait till the child is at least 2 and 3 years old to start intervention, again due to lack of awareness of the right protocols.

- Even after the diagnosis, very often doctors are unable to guide the parents to early intervention services either because the doctors are unaware of them, or the services are just not available. Discussions with practicing professionals and experts suggested that this poor availability of services is largely due to the limited number of professional courses to train practitioners.
- Early intervention services are often not standardized. The professional preparation curriculum is often not updated and may not be completely clear or conclusive on the best therapy to be used, so precious time is lost in identifying and then providing the appropriate therapy. Practitioners usually have very limited professional training, with little hands-on practice. As some parents highlighted in their discussions, the early intervention practitioners sometimes do not set high enough performance expectations for the children, and as a result, the children are not encouraged to put in efforts to achieve their real potential. Further, the curriculum for training of the professionals often has a narrow academic focus, and does not prepare them for addressing the practical challenges faced in the field.

As a result of the lack of or inadequate early intervention, children with disabilities start off with a “handicap” that remains for life, even if they receive support and intervention later on in life.

1.1.2 Higher Education

- In general, Universities in India do not have a systematic plan for educating PwD. Very often, campuses do not meet even basic accessibility requirements. There are few or no ramps to access the building from outside, there are almost never any disabled friendly toilets, multi-storied buildings often donot have elevators, the doors may not be wide enough for wheel chair users to steer through etc. For example, a student with cerebral palsy cited the lack of wide corridors and elevators as a major deterrent to her being able to attend many classes.
- Primary and secondary school education almost always do not provide a child with disabilities with the educational skills needed to accept the challenges of higher education, since the teachers, pedagogy and approach in most schools are not designed to equip the children with disabilities with the core capabilities and confidence needed for higher education. In the majority of these cases, those in authority assume that the PwD will not go for higher education; as a result, these students are not often challenged in class or given the right educational inputs and support to prepare them for higher education. This issue was especially highlighted by the persons with sensory impairments–the deaf andhard of hearing and the visually challenged. For example, it is not uncommon that teachers speak to deaf students assuming that they will lip read and understand what is being said; as a consequence the majority of the teaching inputs are ineffective. Sign language usage is not allowed in most schools due to a variety of reasons and hence the children who are deaf often do not understand what is being communicated to them in class and also fail to communicate their points of view. Additionally, there was no standard Indian Sign Language till recently and even if a few teachers wanted to use sign language, the local dialect used by children among themselves did not have the vocabulary to communicate concepts.All of which renders it very difficult for the hard of hearing students in today's environment to adequately learn core concepts and

become ready and qualified for college or university studies. The situation is similar in the case of visually challenged students, who are usually not appropriately provided with alternatives to visual components. Braille books are usually not available for the students. This lack of appropriate pedagogy leads to lower standards for PwD. Since the level of knowledge is so low, most PwD do not consider higher education as a real option. Finally, even if some PwD do attempt to pursue higher education the University environment is typically not appropriately equipped for teaching them nor do the instructors typically know how to handle the situation. Disability services are mostly unheard of in Indian University campuses.

- Employment opportunities for PwD, even after higher education, are limited, which reduces the motivation and support from families to send them to pursue higher studies.
- Stereotyping of PwD combined with the lack of inspiring role models present a glass ceiling that is difficult to break through. For example, an engineering student with CP said it was frustrating to be repeatedly asked if he was up to the task of pursuing electrical engineering.

The lack of support in pedagogy and assessment methods to level the playing field, lack of infrastructure and accommodations required for various disabilities, insensitivity to their needs and lack of trained teachers combine to keep children with disabilities out of higher education.

1.1.3 Employment Opportunities

- Employers' attitude towards PwD is often that of pity as opposed to one of creating opportunities.
- Lack of incentives to organizations that practice inclusion means that more employers are not encouraged to follow suit. Many students who participated in the focus group discussions pointed to reluctance on the

part of prospective employers to give them a fair chance during recruitment drives as a principal cause for disillusionment.

- Recruitment practices are seen to be skewed against the PwD. As an example, a hearing impaired student talked of the difficulty she faced during group discussions because she could not effectively participate in many-to-many conversations.
- PwD face difficulty in starting and building careers in most organizations. Often, they are not adequately challenged or given opportunities in a new job, as there are negative assumptions about their competence. Career growth often gets stunted because of stereotyping of the disability, insensitivity of team members, lack of supportive environment and absence of assistive technology. In a typical case, a young adult with CP narrated how difficult it was for him to convince his managers that he was capable of handling the task required of him each time he moved departments.

The education that does not provide adequate preparation for joining the workforce, and the lack of sensitivity and awareness among recruiters, managers and colleagues, present the young adults with disabilities an almost impassable barrier not only when they step out into the job market but also throughout their career.

1.1.4 Inclusion

- Mainstreaming the child after early intervention into a regular school is challenging. Inclusion is often at the discretion of the school's management. It is not considered a social obligation or enforceable by law. There is a serious lack of qualified special education teachers; in most schools remediation is provided by the regular teachers and that is not effective. The regular teachers and the school environment are not open to accepting children with disabilities and hence the child and the parents find it difficult to cope. Accommodations and assistive technology

are not provided in most schools. This is the case in the metropolitan city schools; not surprisingly, the situation in small towns and villages across the country is even worse when it comes to inclusion. In a nutshell, even if the child has the opportunity to attend school, the experience typically fails to equip the child for higher education. Most of the time, the child lacks the basic life skills, knowledge and confidence needed to succeed and integrate with the mainstream society.

- The social apathy or even stigma associated with a disability causes a dent in the self-confidence of the PwD; leading to further alienation and an absence of any sense of belonging.
- Accessible public infrastructure is not mandated or enforceable by law and that makes getting out there in the midst of society difficult for the PwD. In the discussions at the experts consultation meeting, it was highlighted how difficult it was to just get to school in the difficult terrains of North-east India for a physically impaired child.
- The absence of successful PwD as role models is one of the aspects that make it difficult to break the social stigma.

Indian society continues to marginalize children with disabilities because it still fails to realize that a substantial number of children with disabilities do not have any cognitive issues, and are capable of receiving education and being productive members of the society.

1.2 Professionals in the Field of Disabilities

The professionals who serve the population with disabilities – physiotherapists, occupational therapists, speech therapists, audiologists, psychiatrists, medical doctors, nurses, psychologists, counsellors, social workers, rehabilitation engineers, special educators – have first-hand experience and insights about the challenges and needs of PwD. They also know the challenges and opportunities for the professionals who are in the field. They deal with the parents and know their needs and desires too. With

the professional training they have in the field, they are able to form an objective viewpoint of what is required for the PwD and the families. Often the parent and the PwD trust the professional more than anybody else. The inputs of professionals in disabilities are therefore to be seen in context with those of the other two stakeholders – the PwD and their families.

It is accepted that there is a big gap between the number of people joining the service field and the real need:

- The field is not portrayed as a challenging and at the same time fulfilling opportunity, to attract people with the right aptitude. Hence the awareness is less about what is involved in serving with people having disabilities. Sensitivity, interest in social work and human rights are often not the drivers for the choice; it is often just the absence of alternatives. Accordingly, the passion, skills and commitment of many professionals in this area are limited.
- Remuneration is low; most of the hiring is by NGOs who cannot guarantee good pay and amenities. The services are often viewed as charity rather than as a profession, so career growth and a good working environment take a back seat. Since a regulatory body does not audit the services for quality, the expectations are low and so quality suffers.
- A good research environment is lacking. Research topics often come out of international journals and have little relevance to the Indian context. Experts to guide research in the field of disabilities and rehabilitation are hard to come by in India.
- Professional courses are often run without due emphasis on quality and academic environment.
- The range of courses available is limited, with often little importance paid to assessing the needs or on building management capability. There is very little hands-on experience during training and the focus is often on just one or two disabilities.

The inability to attract and retain the right talent and inadequate professional preparation results in a serious gap in the area of capacity building in disability services in India.

1.3 Families having Children with Disabilities

Family members, especially the parents, have their lives turned upside down with the arrival of a child with disability in the family. The parents go through different phases of trauma before they stabilize and take charge. It is critical that the parents are supported well so that they can focus on getting the early intervention, and medical attention that the child needs in its infancy. However, there are no formal mechanisms to make available help to the parents and family. The primary care giver is often the mother; she has a big task on her hand in addition to the emotional turmoil that she is forced to go through when others put the blame squarely on her. Further, the parents often do not know where to turn and whom to believe. Sometimes the professionals to whom they turn to for guidance, advise them wrongly thus causing the child to lose the window of opportunity during the early developmental years. The family has to stay focused and involved all through the years with relationships between spouses staying strong in the face of adversity. They have to be advocates for the child in a society that is ignorant or at best apathetic to the child with a disability.

- Local support groups, counselling services and caregiver training are hard to come by, and the parents are left to fend for themselves; this is especially true in nuclear families.
- The cost of bringing up a child with disabilities, including but not limited to paying for remedial staff in schools and assistive technology, is prohibitive. Also these expenses and similar others continue throughout the lifespan.
- Many things in the community are not designed keeping the disabled in mind. In the focus group discussions, parents having children with disabilities spoke of how the footpaths are not conducive to wheelchairs, how community parks are not accessible to physically challenged children, how the lack of ramp access, lifts, special seating, and special toileting facilities in schools make schooling difficult.

- Since awareness about disabilities is generally lacking in our society, there is still a stigma associated with disability. It is not uncommon for children with disabilities to be locked up at home or abandoned. The expert group meeting pointed out that autism and cerebral palsy are often mistaken for mental retardation.
- The emotional and physical demands on the family are huge. Many parents in the focus group discussions worried about what would happen to their children after their own lifetime.

In the absence of an emotional and financial support system, many families with disabled children feel helpless and abandoned.

Appendix 4

Selected Feedback from International Reviewers

1. Dr. Ulrike Zeshan, Director, International Institute for Sign Languages and Deaf Studies; Professor, University of Central Lancashire, UK

“This is an impressive and comprehensive document, and constitutes a major innovation in the higher education sector in India. ...I am impressed by the way in which the developing thinking and discussion about this emerging university has been summarised and systematised in this document. The major systemic innovations ...are groundbreaking not only for the disability sector, but for further and higher education in India and beyond.”

On the organization structure, international alliances and collaboration:

“ (The sections on student intake and faculty model should) mention full-time students and full-time faculty from outside India, particularly from other Asian countries. ”

“... there is a rich array of short-term options such as conferences, placements, research, exchanges and deputations, but long-term international arrangements could also be considered, for example joint PhD programs.”

“The value of having staff with disabilities is tremendous. Nobody can understand the educational needs of students with disabilities better and nobody can be a better role model for the aspirations of students with disabilities. However, recruiting such people will be impossible if formal criteria such as PhD, employment record, etc., are used mechanically, due to the history of extreme educational discrimination against these groups, as set out aptly in sections 1 and 2 of the blueprint. Therefore, NUDSRS should

be able to recruit promising staff where the employment criteria are reinterpreted as developmental goals rather than conditions to be fulfilled from the outset. "

"It is one of the strengths of the blueprint to have the transition process spelled out in detail, and several issues come to light. The initial manpower plan reveals a substantial imbalance among the initial departments.... due to the previous history of NISH, but great care should be taken that forward planning creates a more balanced picture. "

2. Dr. Madan Vasishta, Professor, Gallaudet University, Washington DC, USA

"GREAT job! The time, thinking, analyzing and presenting the whole concept in a logical format must have been a huge challenge. You all did great."

On focusing on three areas of disability at the outset:

"It is a good idea to focus on the three disabilities in the beginning. These are underserved and almost neglected"

On addressing the needs of schooling years (Classes 1-12) for PwD:

" a goal should be added to include orientation to k-12 administrators and teachers about being prepared for a new breed of young children and be better prepared to prepare their students for higher education."

On an inclusive organization policy:

"I like the “enabling environment”. This enabling environment is actually inclusion in real sense. When a disabled student has equal access to services (he has been provided enabling environment), it is “full inclusion.”

"As part of enabling disabled people, there need to be a mention or even a goal about involvement of disabled people in the university as teachers, staff members and administrators."

3. Dr. William Marshall, Professor & Ex-Chair, Department of Administration and Supervision, Gallaudet University, Washington DC, USA

"You are to be commended for your energy and acumen in the development of this 21st century National University for India."

On the need for a summary:

" You need a one page SUMMARY for an ending. Why? Because the last thing read will be the first thing remembered."

4. Dr. Christopher Lee, Director, AMAC Accessibility Centre, Georgia Institute of Technology, Atlanta, Georgia, USA

On Accessibility:

"Objectives should be... to be an international model for a Universal Design blueprint for higher education institution, inclusive of both physical and informational access."

"Bring in the concept of Universal Design of Learning (UDL), which guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs."

"Consider the incorporation of an Office of Accessible Compliance. The office or staff should have authority to mandate accessibility terms (i.e. procuring accessibility products and services)."

On an inclusive organization policy:

"There should be an office or money allocated for faculty and staff with disabilities. The office would be a great test bed for research around workplace accessibility support."

On international collaborations:

"(Recommend) research grants with international partners. Joint international internship programs."

5. Dr. Ananthanarayan Krishnan, Professor, Speech Language & Hearing Sciences, College of Health and Human Sciences, Purdue University, West Lafayette, Indiana

“I have to commend all involved that you have done a great job in developing this rather detailed blueprint.”

On the need for emphasis on research from the outset:

“Under the three new schools-need to bring in the neuroscience component. Considerable research in Neuroscience is not only addressing basic science issues but is increasingly developing a translational research track. This could also be under the center for innovation.”

“Need to address a strong basics science and translational research component to the initial phase. You need to sow the seed here in Phase I (in terms of infrastructure and personnel) to realize the goals of all three phases.... Development of an active research component ASAP is a strong motivation and inducement for attracting collaborative efforts at both the national and international levels. In this regard, best to focus on a few specific targeted research that the current infrastructure and personnel allows and then grow adding relevant areas. The key here is to recruit a prominent researcher at the international level to provide the leadership.”

6. Dr. William E. Field, Director, National AgrAbility Project (under USDA); Professor, Department of Agricultural & Biological Engineering, Purdue University, West Lafayette, Indiana

“The concept is wonderful and sorely needed. I believe that it has a high possibility of success because of the obvious passion reflected in the proposal.”

On the need for a consolidated campus:

“I hope that you don’t box in the concept by the limited amount of land at your current facility. Scattering the components of NURD to different

geographic locations may also fragment the focus and be difficult to manage.”

On the need for more funding options:

“The proposed funding streams appear limited. Could other sources of funding be considered such as ...”

On the need for a separate graduate school:

“The document appears to co-mingle undergraduate and graduate education which I believe may be a mistake. Most world class institutions have established a separate Graduate School with its own administration, admission requirements, degree requirements and faculty.”

On adding “service” to the vision statement:

“What you plan to do goes beyond the classroom and laboratory. You will be engaged in service and outreach to the communities around you. I suggest you make service a key mission of the university.”

7. Dr. Dimity Dornan, Executive Director and Founder, Hear and Say; Assoc. Professor, University of Queensland, Australia

"I have read your draft and think your vision for NUDSRS is really great. Congratulations for achieving this wonderful outcome."

On the need for new course curricula and pedagogy:

"What has been added in the version of our courses we use today (which has been updated several times a year since 2002) is much new information and research on modern hearing technology, telepractice and advanced audiology, neuroscience, AVT techniques, and examples, role plays, resources and videos as well as many other advanced topics"

8. Dr. James DeCaro, Professor and Dean Emeritus, National Technical Institute for the Deaf, Rochester Institute of Technology

"Your team has done a thoughtful and comprehensive job conceptualizing the construct."

On organizational culture and attitudes of staff:

"My thoughts regard the tone that is set as you develop the university and hire new staff. I would suggest that it be made clear to all those who join the effort that they are not there to help, or fix, PwD but are rather there to tear down barriers to their realizing their full potential so that they can enter society and the workplace to compete on a par with peers who are not disabled"

On an inclusive organization policy:

"Most important of all is the concept you present of making sure that the consumers are part and parcel of the entire process. I would venture to go further and make it clear that they will be partners and collaborators in the entire enterprise."

9. Dr. Amy Goldman, Co-Director, Institute on Disabilities, Temple University, Philadelphia, Pennsylvania, USA

"Overall this is an AMAZING and ambitious undertaking, and I wish you all the best!"

On the definition of disability studies:

"Make sure you are using "Disability Studies" and "Disability Services" appropriately and not interchangeably. e.g. Disability Studies: Disability studies is an academic discipline that examines the meaning, nature, and consequences of disability, as a social construct. Disability studies courses include work in disability history, theory, legislation, policy, ethics and the arts. However, students are taught to focus is the lived experiences of individuals with disabilities. In practical terms the field is focused on increasing individuals with disabilities access to civil rights and improving their quality of life as contrasted with disability services and supports - therapies, etc."
