



HARYANA SCHOOL SHIKSHA PARIYOJNA PARISHAD

(Regd. Under Societies Registration Act, 1860)
Shiksha Sadan, 3rd & 4th Floor, Sector-5, Panchkula-134109
Tel: 0172-2590505, 2586026(F) | E-mail: | Website: www.hsspp.in



Annexure-A

The **Rights of Persons with Disabilities Act, 2016** is the disability legislation passed by the Indian Parliament to fulfill its obligation to the United Nations Convention on the Rights of Persons with Disabilities, which India ratified in 2007. The Act replaces the existing Persons with Disabilities (Equal Opportunity Protection of Rights and Full Participation) Act. The types of disabilities increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities.

The 21 disabilities according to the RPWD Act 2016 are given below:-

Types of Disabilities

1. Blindness
2. Low Vision
3. Leprosy Cured persons
4. Locomotor Disability
5. Dwarfism
6. Intellectual Disability
7. Mental Illness
8. Cerebral Palsy
9. Specific Learning Disabilities
10. Speech and Language disability
11. Hearing Impairment (Deaf and Hard of Hearing)
12. Muscular Dystrophy
13. Acid Attack Victim
14. Parkinson's disease
15. Multiple Sclerosis
16. Thalassemia
17. Hemophilia
18. Sickle Cell disease
19. Autism Spectrum Disorder
20. Chronic Neurological conditions
21. Multiple Disabilities including Deaf Blindness





➤ Recommendation for the evaluation/examination of visual impairment

No. of disabilities included:

i) Blindness,

ii) Low vision

i) Blindness

Total strength of blind students studying in the govt. schools under state of Haryana is 342 according to U-DISE data.

- Relaxation /alternate question for maps, diagrams & construction work.
- Time, measurement, distance, pattern, footprints, lines and lines should be omitted or simple definitions can be asked in class (I to IV).
- Verbal exams should be conducted for classes I to III.
- Extra time as per NCERT guidelines will be provided for all classes.
- Writer should be provided after third onward.
- Viva-Voice should be replaced with for practical exam.
- Relaxation from grammatical or spelling errors.

ii) Low vision

Total strength of low vision students studying in the govt. schools under state of Haryana is 2916 according to U-DISE data.

- Font of question paper should be enlarged, with tactile diagrams, maps etc. and should be with good contrast.
- More space for answers should be given.
- Use of Sketch pen /pen with thick tip should be allowed to children with Low Vision.
- Please pay attention to the direction and intensity of light sources to facilitate the child's reading and writing.
- Extra time should be provided.



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➤ Recommendation for the evaluation/examination of hearing impairment and speech and language impairment

No. of disabilities included:

(i) Hearing impairment,

(ii) Speech and Languages Disability

i) Hearing impairment

Total strength of hearing impaired students studying in the govt. schools under state of Haryana is 2239 according to U-DISE data.

- Questions should be of objective type i.e. (with pictures, one word answer, true/false, matching) for classes 1st to 8th.
- Picture should be used in question paper for technical words so that hearing impaired student can easily understand the question.
- Short answer question should be preferred for HI students
- Unseen passage question should be based in the form of complete the sentence; fill ups with options or objective type.
- Teacher should explain the questions with gestures and verbal expressions.
- Definition based questions for classes 9th to 12th should be asked in the form of Multiple Choice Questions.
- Simple arithmetic and trigonometry sums should be included.
- Peer assistance will be provided when required. e.g. if the teacher is not able to clarify the questions.
- Dictionary may be provided during exams, if needed by any student.
- Extra Time may be provided, particularly extra time for reading questions.





ii) Speech and Languages Disability:

Total strength of Speech and Languages Disability students studying in the govt. schools under state of Haryana is 2024 according to U-DISE data.

- Use visual pictures to support expressive language skills.
- Provide extra time to respond to oral questions.

➤ Recommendation for the evaluation/examination of intellectual disability/Autism spectrum disorder and learning disability.

No of disabilities included:

(i) Intellectual disability,

(ii) Autism and

(iii) Learning disability

(i) Intellectual disability -

Total strength of intellectual Disability students studying in the govt. schools under state of Haryana is 4173 according to U-DISE data.

- The font should be larger than general Question paper.
- Spelling mistakes should be ignored in language.
- Maximum use of pictures to strengthen the content of Question Paper.
- (Picture comprehension) write few words on a given picture after seeing all the contents in the picture (except maths). The complexity of picture should be increased according to class level of special child.
- Write few words i.e 20 words for primary classes (3 TO 5) 50 WORDS (6 TO 8) and 100 words(9 to 12) classes of child's own choice according to subject (except math). In math's, child can write any formula.



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- f) While framing the Question paper. Short Answer Questions, True/False, Matching (pictures, words, letters etc) one word answers, circle the right answer, circle the odd one should be included and complexity of Questions should be increased class wise.
- g) Use clear, concise, straightforward language.
- h) Where possible, present material diagrammatically – in lists, flow charts, concept maps etc. Keep diagrams uncluttered.
- i) Extra time should be provided in examination for reading and analysing questions and for planning their answers. Instructions and sentences in exam papers should be kept short.
- j) Questions using bullet points, lists or distinct parts shall be used.

(ii) Autism Spectrum disorder (ASD) -

Total strength of ASD students studying in the govt. schools under state of Haryana is 61 according to U-DISE data.

- a) The seating arrangement of children with autism spectrum disorder during evaluation will be same as they manage during daily routine (except board examination).
- b) Students may be allowed to look at the instructions and structure of examination papers before the exam starts so that any confusion can be dealt with and anxiety minimized.
- c) The language and rubric of examination papers need to be both explicit and literal.
- d) Rest of all instruction mentioned for intellectual disabilities will be same for ASD

iii) Learning disability -

Total strength of learning Disability students studying in the govt. schools under state of Haryana is 1793 according to U-DISE data.

- a) Relaxation may be given in case of coding of date/month and year as they have difficulties in learning these things.
- b) In case of reading disability, evaluation should be based on written format if possible.
- c) In case of writing disability, pictorial/graphic/oral representation may be allowed.
- d) In case of math, concept of time, money and calendar may be omitted in initial classes.
- e) Keep diagrams uncluttered, if any, in the question paper.
- f) Wherever possible, ensure that key statements and instructions are repeated or highlighted in some way.



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- g) Extra time may be provided as students with learning disability will need extra time in an examination for reading and analysing question and for planning their answers.
- h) Written examination instructions and sentences within examination questions must be kept short. Wherever possible, use bullet points, lists or distinct parts while framing question papers.
- i) Give preference to Short Answer Questions in examination papers.
- j) These students may be allowed to read written examination responses aloud and correct as they read.

iv) Multiple disability -

Total strength of Multiple Disabilities students studying in the govt. schools under state of Haryana is 1714 according to U-DISE data.

- a) In case of multiple disabilities, preference will be given to the most visible disability.
- b) Extra time must be given in examination.

➤ Recommendation for the evaluation/examination of rest other disabilities

Leprosy Cured persons, Locomotor Disability, Dwarfism, Mental Illness, Cerebral Palsy, Muscular Dystrophy, Acid Attack Victim, Parkinson's disease, Multiple Sclerosis, Thalassemia, Hemophilia and Sickle Cell disease also including above said disabilities.

Total strength of rest of other Disabilities students studying in the govt. schools under state of Haryana is 12175 according to U-DISE data.

General guidelines for all disabilities

- Language of Question paper should be easy and clear.
- Font should be enlarged.
- Maximum use of pictures.
- Proper arrangement of light and sitting.
- Verbal instruction should be clear and loud.
- Time relaxation should be given.
- Writer should be provided according to the CBSE guidelines and according to the need of the child.
- Colour coding should be used.





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- Peers will be involved to explain the question if required.
- Invigilator will motivate the Divyang students to do better during examination.
- Friendly behaviour of invigilator is must.
- One question of child's own choice will be included in each subject. In case of mathematics they can write any/few formulas according to class.
- Ensure that any background noise is minimized, if possible.
- Make CWSN students sit in the front in examination hall.
- Dictionary or Thesaurus must be kept in examination hall and must be provided to CWSN if needed by him/her.
- CWSN students may be given benefit from the opportunity to look at the instructions and structure of examination papers before the exam starts so that any confusion can be dealt with and anxiety minimized.
- The language and rubric of examination papers need to be explicit and literal.



एक कदम स्वच्छता की ओर



सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें



पढ़े चलो, बढ़े चलो