

2.5 Policy for Differently abled Students

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2.5.1.	<p>As defined in the Constitution of the Democratic Socialist Republic of Sri Lanka, all persons who are defined as persons with different abilities or special needs in common usage must be treated as normal and with equal status without being discriminated on the basis of their special features. In accordance with the United Nations Charter of Human Rights, all these persons should be treated as ones having equal human rights.</p> <p>In interpreting the vision and mission of the Rajarata University of Sri Lanka, the Faculty of Social Sciences and Humanities of the Rajarata University of Sri Lanka follows the principles and policies outlined under the following subheadings to empower students with different abilities. It is emphasized that not only the academic, administrative and academic support staff of the Faculty of Social Sciences and Humanities, but also all students should be committed to maximally empowering these principles using available resources.</p> <p>It is hoped that this document will provide the impetus for considering the implementation of these policies maximally as an indicator of the integrity of a civilized society as a whole.</p>	Preamble																						
2.5.2.	1. The number of students with different abilities selected for a batch of undergraduate students recruited for an academic	Enrolment																						

	<p>year should be determined based on the general consensus of the Faculty Board, and should be done in accordance with a pre-discussed ratio compared to the total number of students in the relevant student group.</p>	
	<p>2. In the procedure of registering students for the faculty, a concessional policy should be followed for students with different abilities. That is, whenever possible, it is advisable to encourage registration of these students through a representative or through remote methods without calling the student physically to the faculty premises.</p>	
2.5.3	<p>1. Possible steps should be taken to provide accommodation facilities to specially abled students throughout their study period. It is advisable to provide them a hostel where it can be rationally decided that it is more convenient for them to carry out their work while taking into consideration the convenience of reaching the faculty and other movements and the interest of the concerned student.</p>	<p>Hostel Facilities</p>
	<p>2. In the places and methods of providing common services and sanitary services, the relevant places should be designed in such a way that students with different abilities can reach these services without difficulty.</p>	
	<p>3. In providing hostel rooms, a place that is convenient and comfortable to access common services and sanitary services as well as a place that protects the mental well-being of the concerned student should be provided.</p>	
	<p>4. It is appropriate to consider the interest of the relevant differently-abled student in the placement of hostel roommates.</p>	
	<p>5. In providing hostel facilities, considering the need of the concerned student and with the prior written permission of his/her guardians, the possibility for providing accommodation facilities to a close relative or companion</p>	

	with him/her should be considered on humanitarian basis.	
2.5.4.	In proposing each element for the freshmen orientation program, it is advisable to design and present them in such a way that students with different abilities can participate without specialism (that is, in a way that students with special needs do not feel that they are special).	Freshmen orientation program
2.5.5.	1. When communicating with the dean's office, each academic department and with the assistant registrar's office, alternative methods (telephone or other technological methods, messengers) should be used without the physical presence of the student with special abilities (except in mandatory occasions).	Administrative Activities
	2. Priority should be given to the concerned students in cases where they are physically present to get administrative services.	
	3. Students with different abilities should be provided with facilities to access the dean's office, academic departments, other places related to academic and administrative activities without any special difficulty and arrangements should be made for them to access the places where sanitary and other common requirements are fulfilled without any special difficulty.	
2.5.6.	1. In matters related to the selection of course units related to the study program or related to the relevant semester, the relevant subject lecturers, relevant department heads, student counsellors and other advisors (mentors) should discuss and give advice to students with different abilities in a friendly and amicable manner.	Lectures and Academic Activities
	2. The respective lecture halls should be allocated in such a way that the students with different abilities can approach normally without any special difficulty and the inside of the	
	lecture hall should be organized in such a way that the	

	respective students can join the lectures without difficulty.	
	3. Special attention of lecturers should be paid to the unique needs of students with different abilities, and this should be done in such a way that the special attention given to that student is not noticed by other students.	
	4. In providing lecture notes, learning aids, etc., it is desirable to design them in such a way that students with special abilities are not inconvenienced and their learning process is more convenient.	
	5. If continuous evaluation methods different from those of the general students should be used for the students with different abilities in order to uphold the relevant educational principles, the teachers should be concerned about that when providing continuous assessments.	
	6. In planning the practical activities related to the course unit, care must be taken in the ways in which the students with special abilities can easily engage in them.	
	7. In the selection of students for honors degree programs, there should be neither discrimination nor specialism towards students with different abilities.	
2.5.7.	1. Examinations shall be conducted in accordance with the rules, other by-laws and regulations approved by the University Grants Commission and the Senate of Rajarata University of Sri Lanka.	Examinations
	2. If there is any complication beyond the above-mentioned state, the decision regarding the related issue should be taken after the Faculty Board's in-depth consideration and subject to its approval.	
2.5.8.	1. A workshop (at least annually) should be conducted with the participation of a qualified resource person so that the relevant differently abled students can be aware of the	Extracurricular Programs and

	university, inter-university, national and international level extracurricular activities and programs as well as those opportunities.	Activities
	2. As a faculty, it is necessary to facilitate and encourage students with different abilities to engage with extracurricular activities and programs.	
2.5.9.	1. A committee of not less than two Faculty Board members should be formed on a three-year basis to monitor and manage the matters related to students with special abilities.	Cooperation
	2. The committee should plan and conduct discussions with all the specially-abled students of the faculty about their needs and limitations at least once a month. This document also encourages taking necessary actions based on the information disclosed at these discussions.	
	3. It is desirable to give priority or more attention to students with different abilities in the scholarship programs implemented at the university and faculty level.	
2.5.10	1. A file containing complete records of the health status of differently abled students shall be maintained by the Dean's office under the direct supervision of the Dean and the committee members proposed under 9.1.	Health
	2. Necessary arrangements should be made within the faculty premises and within the university premises regarding fulfilling the urgent health needs of differently abled students.	
2.5.11	If there is any inconsistency between the Sinhala language version and the English language version of this document after this document has been accepted by the Senate and other official bodies of the Rajarata University of Sri Lanka, the Sinhala language version should supersede.	That the Sinhala language version should supersede