



CISCE Guidelines for Comprehensive Support Measures in Examinations

Concessions and Benefits for Diverse Needs Learners

**Council for the Indian School Certificate Examinations
New Delhi**

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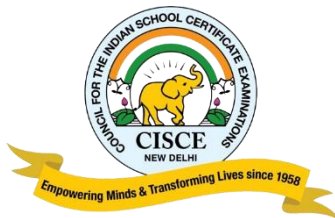
The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.

ETHOS OF CISCE

- Trust and fair play.
- Minimum monitoring.
- Allowing schools to evolve their own niche.
- Catering to the needs of the children.
- Giving freedom to experiment with new ideas and practices.
- Diversity and plurality - the basic strength for evolution of ideas.
- Schools to motivate pupils towards the cultivation of:
 - Excellence** - The Indian and Global experience.
 - Values** - Spiritual and cultural - to be the bedrock of the educational experience.
- Schools to have an 'Indian Ethos', strong roots in the national psyche and be sensitive to national aspirations.

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Abbreviations

AAC	Augmentative and Alternative Communication
AQ	Aphasia Quotient
ASC	Autism Spectrum Condition
BIF	Borderline Intellectual Functioning
CISCE	Council for the Indian School Certificate Examinations
CMO	Chief Medical Officer
EHF	Eyes Hands Feet
GMFCS	Gross Motor Functioning Classification System
ICSE	Indian Certificate of Secondary Education
IDEAS	Indian Disability Evaluation and Assessment Scale
IQ	Intellectual Quotient
ISAA	Indian Scale for Assessment of Autism
ISC	Indian School Certificate
MACS	Manual Ability Classification System
MISIC	Malin's Intelligence Scale for Indian Children
NEP	National Education Policy
PPI	Percentage of Permanent Impairment
PwD	People with Disabilities
RPwD	Rights of Persons with Disabilities
SDG	Sustainable Development Goal
SLD	Specific Learning Disability
UDID	Unique Disability Identification
WAB	Western Aphasia Battery
WHO	World Health Organisation
WISC	Wechsler Intelligence Scale for Children

The problem is not how to wipe out the differences, but how to unite with the differences intact.”

-Rabindranath Tagore



1. Introduction

With the ongoing changes in philosophy and global practices in education, India is committed to promoting inclusive and equitable quality education to all, thereby realising Sustainable Development Goal 4¹ for inclusive development. The national legislations, policies and practices further endorse the right to education in the least restrictive environment. The Rights of Persons with Disabilities (RPwD) Act, 2016 has expanded the horizon of education of *Divyangjan* children by promoting inclusive education. Inclusive education is considered a system of education wherein children with and without disabilities and other disadvantaged due to any kind of situations/conditions learn together under one roof, and the teaching–learning practices are suitably modified to meet the learning needs specific to them. Hence, educational institutions’ readiness is paramount to offer inclusive education to all children irrespective of their differences. The National Education Policy (NEP), 2020 strengthened the vision of the RPwD Act (2016) by infusing the aspects of disability inclusion throughout the policy document. The sixth chapter of the policy is primarily dedicated to equitable and inclusive education, focusing on key issues, challenges and recommendations for bridging the gaps thereby reducing the disparities in access and participation of all learners.

Inclusive education recognises, values, empowers, and supports the diverse learning of all concerned students in shared learning environments and experiences. Hence, every school must embrace the heterogeneity of students and be supportive of transforming the classrooms into engaging places for all students.

Realistically, one curriculum cannot be suitable for a group of children in an inclusive classroom. Modifications and/or accommodations in the existing curriculum and its transactions make it more accessible, thereby also addressing the challenges of heterogeneity. Today, disability or label-wise standard accommodations and modifications are replaced with need basis. Chapter III of the RPwD Act (2016) emphasises reasonable accommodations per individual requirements for promoting inclusive education.

The Council for the Indian School Certificate Examinations (CISCE) is an ethically compliant premiere education board comprising several schools under its ambit, upholding the dignity,

¹ The aim of SDG4 is to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. <https://sdgs.un.org/goals/goal4>



identity and rights of all students, including those with disabilities and from disadvantaged groups, in all its educational decisions and actions. Since its inception, CISCE has been striving to promote quality, inclusive educational practices and achieve academic excellence in all its schools. **CISCE has always been at the forefront in implementing the educational provisions made in the legislations and policies by developing guidelines and revising them from time to time to bring out the best inclusive curricular practices not only in teaching-learning but also in the examination systems at all affiliated schools.** Hence, CISCE is committed to revising the existing guidelines for children with disabilities and other disadvantaged groups in the light of the RPwD Act (2016), NEP 2020 and also in the best interest of students. These guidelines will empower school personnel, parents, students, and other stakeholders with a good overview of the accommodations and modifications the CISCE offers before, during and after the examination.

2. Types of Disabilities

World Health Organisation (WHO) defines disability as a "*restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being*". Hence, disability in an individual embodies one or more functional limitations or activity restrictions caused by an impairment (e.g., deafness, blindness, paralysis of legs or hands, etc.). Some of the disabilities that arise out of certain impairments are difficulty in speaking, seeing, walking, cognitive processing, etc. Since our focus of education is on students, it is imperative to understand that a disabled candidate is a candidate with one or more impairments causing disability/ies arising out of their impairments. Today, the term 'disabled person' is replaced with 'person with disability' or 'Divyangjan person', where the prime emphasis is given to the individual's abilities rather than their disabling conditions.

The first national legislation for persons with disabilities, titled 'Persons with Disabilities Act' (1995), covered 7 specific disabilities and was replaced with the RPwD Act (2016), covering 21 specified disabilities. The details of the specified disabilities under the RPwD Act (2016) are as follows:

**Table 1: Types of Disabilities (RPwD Act 2016; pp 35)**

Types of Disabilities	Disabilities
1. Physical Disability	(b) Locomotor Disability
	(i) Leprosy Cured Person
	(ii) Cerebral Palsy
	(iii) Dwarfism
	(iv) Muscular Dystrophy
	(v) Acid Attack Victims
	(b) Visual Impairment
	(i) Blindness
	(ii) Low Vision
	(c) Hearing Impairment
	(i) Deaf
	(ii) Hard of Hearing
	(d) Speech and Language Impairment
2. Intellectual Disability	(i) Specific Learning Disabilities
	(ii) Autism Spectrum Disorder
3. Mental Behaviour (Mental Illness)	A substantial disorder of thinking, mood, perception, orientation, or memory that grossly impairs judgment, behaviour, capacity to recognise reality or ability to meet the ordinary demands of life but does not include retardation which is a condition of arrested or incomplete development of mind of a person, especially characterised by sub normality of intelligence.
4. Chronic Neurological conditions & Blood disorder	(i) Multiple Sclerosis
	(ii) Parkinson's Disease
	(iii) Haemophilia
	(iv) Thalassemia
	(v) Sickle Cell Disease
5. Multiple Disabilities	Refers to more than one of the above-specified disabilities, including deaf-blindness, which means a condition in which a person may have a combination of hearing and visual impairments causing severe communication, developmental, and educational problems



It is to be noted that the specified disabilities as per the RPwD Act (2016) must be read well to get a thorough understanding of the meaning, scope, eligibility, procedure for disability certification and the provisions offered. E.g., Chapter I of the Act gives an explanation of the key terms like persons with benchmark disability, persons with disability, competent authority etc. Chapter III of the act offers educational provisions and directs to provide reasonable accommodation according to the individual's requirements and to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities in all schools. For classifying the benefits and concessions offered to students with learning challenges arising out of any of the above-listed disabilities during the course of study, the challenging conditions have been clubbed under 8 major heads namely:

- (i) Locomotor Disabilities**
- (ii) Visual Impairment**
- (iii) Hearing Impairment, Speech and Language Disabilities**
- (iv) Intellectual and Developmental Disabilities (Autism Spectrum Conditions and Specific Learning Disabilities)**
- (v) Mental Illness**
- (vi) Blood Disorder and Disability caused due to Chronic Neurological Conditions**
- (vii) Multiple Diseases**
- (viii) Other conditions under which Accommodations can be Availed**

3. CISCE Schools and Inclusive Assessment

Over the years, CISCE has brought about substantial changes in assessment practices followed in its affiliated schools. Today, assessment is considered a process of gathering information from single, multiple, and diverse sources to develop a deeper understanding of what students know, understand, and can do with their knowledge as a result of the educational experience. Our schools follow formative/summative assessment by giving due weightage to both internal and external tests and examinations. However, it has been observed that schools often face difficulties in executing the best provisions for learning and assessment due to the heterogeneity of students, nature, type, and format of assessment etc. A small percentage of students struggle to demonstrate their true potential during examinations. As a result of these,



equity and fairness in assessment practices often get compromised in school examinations. Internationally, concessions and benefits in examinations are one of the options followed for overcoming the learners' challenges and helping them to participate meaningfully in the examination process.

Over the years, the CISCE has been receiving feedback that assistance prior to and during examinations appears to have a potential influence on students' performance. Choice of subjects for study, language exemptions, paraphrasing and re-reading directions, compensatory time, providing writers, changing question format, use of assistive and adaptive technology etc. have benefitted the students to participate in examinations at par with their able-bodied peers.

NEP 2020 directs the schools to build a formative and adaptive assessment culture for promoting inclusive education. The RPwD Act (2016) mandates that schools make the teaching-learning environment more accessible by offering accommodations and modifications wherever required including examination.

Two supportive documents that the CISCE found worth referring, to understand the nature and type of concessions and benefits recommended by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India, New Delhi while conducting a written examination, are: (i) Guidelines for persons with benchmark disabilities covered under the definition of Section 2 (r) of the RPwD Act, 2016 (F. No. 34-02/2015- DD-III dated 29th August 2018) and (ii) Guidelines for persons with specified disabilities covered under the definition of Section 2(s) of the RPwD Act, 2016 but not covered under the definition of Section 2(r) of the said Act, i.e. persons having less than 40% disability and having difficulty in writing (F. No. 29-6/2019- DD-III dated 10th August 2022).

As per the RPwD Act 2016, "person with benchmark disability" means *"a person with not less than forty per cent of a specified disability where, specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority."*

As specified in the RPwD Act 2016, Table 2 lists the precise requirements for each disability criteria that meet the 40% threshold for benchmark disabilities. This information is derived from the 'Guidelines for the Purpose of Assessing the Extent of Specified Disability in a Person included under the Rights of Persons with Disabilities Act, 2016 (49 of 2016)'



published by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment. Please note that the table also contains references to the guidelines for the same.

Table 2: Criteria for Benchmark Disabilities

S.No	Types of Disabilities	Criteria for Benchmark disabilities
1.	Locomotor Disability	Leprosy: EHF (Eyes-Hands-Feet) Grade Score should be above 4 on a scale of 0-12.
		Cerebral Palsy: The Gross Motor Functioning Classification System (GMFCS) Score should be Level II and above. Additionally, the Manual Ability Classification System (MACS) score should be at Level III or above.
		Dwarfism: Minimum adult height of 4ft or less but associated skeletal deformities such as contractures or deformities shall be evaluated separately.
		Muscular Dystrophy: As detailed in section K of the Guidelines on Muscular Dystrophy (Para 18.2).
		Acid Attack: Percentage of Permanent Impairment (PPI) is based on the sum of all parts of the body affected and their deficit in normal functioning, as detailed in Section G on Acid Attack in the Guidelines (para 14-14.9).
2.	Visual Disability	Blindness: a) Total absence of sight b) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with the best possible correction c) limitation of the field of vision subtending an angle of less than 10 degrees
		Low Vision: a) visual acuity not exceeding 6/18 or less than 20/60 up to 3/60 or up to 10/200 b) limitation of the field of vision subtending an angle of less than 40 degrees up to 10 degrees.
3.	Hearing Impairment	Deafness: 70 DB hearing loss in speech frequencies in both ears.
		Hard of Hearing: 60-70 DB hearing loss in speech frequency in both ears.
4.	Speech and Language Disability	Speech Disability: PPI must be over 40% and can be evaluated by a combination of a Speech Intelligibility Test and a Voice Test.



S.No	Types of Disabilities	Criteria for Benchmark disabilities
		Language Disability: Minimum PPI can be computed by using the Western Aphasia Battery (WAB) score chart alongside the Aphasia Quotient (AQ) (to be calculated as per standard procedure by a Speech Pathologist).
5.	Mental Behaviour (Mental Illness)	As detailed in the section on Mental Illness in the Guidelines (para 23.1-24).
6.	Intellectual Disability (Including Developmental Disability)	Mild to Profound levels with IQ below 69. Autism Spectrum Disorder <i>A neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours.</i> A score of 70 or above on the Indian Scale for Assessment of Autism (ISAA) corresponds to 40% disability. Specific Learning Disability <i>a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia, and developmental aphasia.</i> A score of 85 and above in IQ assessment using the MISIC or WISC-III. Beyond this, specific psychometric tests are involved in diagnosing the severity scale for SLD.
7.	Chronic Neurological Conditions & Blood Disorders	Multiple Sclerosis & Parkinson's Disease The disability in musculoskeletal system on account of these conditions shall be assessed in terms of Section E (para 10-10.8 of Annexure-II) of these guidelines relating to assessment of locomotor disability and the psychosocial disability (mental illness) shall be assessed by using the IDEAS scale as at Appendix IV of the same guidelines on assessment. Haemophilia The percentage of normal factor activity in blood is less than 1% with other clinical severity symptoms detailed in Section E (para 39-39.5) Thalassemia A severity level of more than 2 in a range of 1-9 with other associated symptoms as detailed in Section E (Para 37-38.2) of the guidelines document. Sickle Cell Disease A severity level of more than 2 in a range of 0-8 with other severity symptoms is detailed in Section E (Para 36) of the guidelines document.



CISCE also acknowledges disability conditions mentioned in the RPwD Act (2016) but not falling under benchmark disability status and other conditions such as **Borderline Intellectual Functioning (BIF)**. Children with BIF have an intellectual quotient (IQ) ranging from 70 to 85, or 71 to 84, depending on their classification. This puts them beyond the threshold for intellectual impairment (69 and below) but still at a lower end of normal intelligence. Additionally, they neither fall under the category of Intellectual Disability (IQ below 69) nor Specific Learning Disability, whose certification requires at least 85 IQ assessment scores on the MISIC or WISC-III test. **The CISCE recognises the importance of providing all these groups with suitable educational assistance and accommodations to address their learning challenges.**

Details of the concessions and benefits recommended for internal and external theory/practical/viva examinations for each of the selected categories are mentioned in Tables 3 and 4.

Table 3: General Learning Support for Students with Benchmark Disabilities

S.No	Area of Support	Description
1.	Choice of Subjects	<ul style="list-style-type: none">Flexibility in choice of subjects (built into the system).
2.	Exemption from Second Language	<ul style="list-style-type: none">Any student who faces challenges in learning a language due to a disability condition will be exempted from studying a Second Language at the ICSE (Class X) Level on the production of a valid certificate.
3.	Time Accommodations	<ul style="list-style-type: none">Compensatory time at the rate of 20 minutes per hour for each subject. The total compensatory time to be allocated will depend on the duration of the theory/practical/viva examination scheduled.
4.	Attendance	<ul style="list-style-type: none">Relaxation in attendance may be considered on a case-to-case basis.
5.	Books & Learning Material	<ul style="list-style-type: none">Availability of accessible/adapted texts in e-formats such as video and audio media to be provided by the school.



S.No	Area of Support	Description
		<ul style="list-style-type: none"> Provisions for barrier-free learning environments like preferential seating, note taking, buddy system, shadow teachers, etc.
6.	Seating Arrangement during Examinations	<ul style="list-style-type: none"> Seating arrangements for a student during examinations, with the assistance of a Reader/Reader - cum- writer/Writer /Adult Prompter/Sign Language Interpreter, should be made in a separate hall adjacent to the main hall. Ground floor classroom is recommended. Seating arrangements for a student with a Locomotor disability, without the assistance of a Reader/Reader - cum- writer/Writer /Adult Prompter, will be made in the main hall, preferably in the front row. Ground floor classroom is recommended.
7.	Reader/Reader-cum-writer/Writer/Adult Prompter	<ul style="list-style-type: none"> When a student's performance is affected to such an extent that any reasonable allowance of extra time would not meet the difficulty, the use of a reader/reader-writer/writer may be permitted. The question paper may be read out, but not explained in any way to the students availing the benefit of reader/reader-writer. A student without disability of Class-IX from the same school be appointed as amanuensis/scribe/reader for a Class-X student and a Class-XI student without disability from the same school for a Class XII student. There should also be flexibility in accommodating any change in reader/reader-writer/writer in case of emergency. The students should also be allowed to take different scribes for writing different papers, especially for languages. However, there can be only one reader/reader-writer/writer per subject. Adult Prompter: <ul style="list-style-type: none"> ➤ A student with Attention-Deficit Hyperactivity Disorder/Autism/Obsessive Compulsive Disorder & Mental health disorder or any similar health condition who faces significant challenges in concentrating for a long time will be permitted to have the assistance of an adult prompter. ➤ The adult prompter will be appointed by the school, preferably a primary school



S.No	Area of Support	Description
		teacher/counsellor/special educator who is familiar to the student. The adult prompter will sit with the student in the examination hall to monitor the student's activity and attention levels during an examination and help the student focus on answering the questions and completing the paper within the prescribed time limit. The prompter may also be required to accompany the student during rest breaks. The prompter will not be allowed to give any type of prompts/clues to the student for answering and will be under the supervision of the invigilator.
8.	Electronic & Assistive Devices	<ul style="list-style-type: none"> • If a student opts to use a computer for typing answers, the school should provide the same without an internet facility. No information pertaining to the prescribed content or examination should be stored in any drives of the computer. They will be permitted to carry enabling accessories like customised keyboards, mouse, etc., during examinations. • The use of such devices would be pre-approved depending on their use in the student's regular educational life. • A student is permitted to use Casio fx – 82 MS (Scientific Calculator) only for mathematical calculations. The use of a calculator with a feature for retrieval of information during examination is not permitted. • In the case of a student who had been using assistive and adaptive devices, including communication tools, during the academic year will be permitted to continue to use the same during the examination. However, such devices and tools should not allow the student to retrieve information pertaining to the prescribed content or examination fully or partly.
9.	Non-penalisation of Spelling & Grammatical Errors	<ul style="list-style-type: none"> • Written language errors like spelling, grammar, sentence structure, etc. will not be penalised while awarding marks.
10.	Supervised Rest Breaks	<ul style="list-style-type: none"> • A student is permitted to decide in consultation with the school on the number of rest breaks required during the examination and can take the same under the supervision of the invigilator. Duration of rest breaks



S.No	Area of Support	Description
		(10 minutes per hour) will be excluded from the duration of the examination.
11.	Paper Evaluation	<ul style="list-style-type: none">Paper evaluation would be based only on the correctness of the information/ content/key points in the answers written by the student.



4. Disability-Specific Support for Students with Benchmark Disabilities as per RPwD Act 2016

Table 4.1: Concessions and Benefits for Physical Disability

I. Physical Disability (Locomotor Disability)	
(i)	Leprosy Cured Person
(ii)	Cerebral Palsy
(iii)	Dwarfism
(iv)	Muscular Dystrophy
(v)	Acid Attack Victims

S. No	Area of Support	Locomotor disability					Description
		Leprosy Cured Person	Cerebral Palsy	Dwarfism	Muscular Dystrophy	Acid Attack Victims	
1.	Choice of Subjects	✓	✓	✓	✓	✓	As per Table 3
2.	Exemption from Second Language	✓	✓	✓	✓	✓	As per Table 3
3.	Books, Learning Material, Question Paper	✓	✓	✓	✓	✓	Oral-Aural viva of such a student may be replaced with performance-based questions/project work or in any other assessment format suiting the student.
4.	Attendance	✓	✓	✓	✓	✓	As per Table 3
5.	Time Accommodations	✓	✓	✓	✓	✓	As per Table 3
6.	Seating Arrangement	✓	✓	✓	✓	✓	As per Table 3
7.	Reader/Reader-cum-Writer/Writer/Adult prompter	✓	✓	✓	✓	✓	As per Table 3
8.	Electronic & Assistive Devices	✓	✓	✓	✓	✓	As per Table 3
9.	Non-penalisation of Spelling & Grammatical Errors	✓	✓	✓	✓	✓	As per Table 3
10.	Supervised Rest Breaks	✓	✓	✓	✓	✓	As per Table 3
11.	Paper Evaluation	✓	✓	✓	✓	✓	As per Table 3

**Table 4.2: Concessions and Benefits for Visual Impairment**

II. Visual Impairment				
(i) Blindness (ii) Low Vision				
S.No	Area of Support	Visual Impairment		Description
		Blindness	Low Vision	
1.	Choice of Subjects	✓	✓	As per Table 3
2.	Exemption from Second Language	✗	✗	Students with blindness & low vision can be allowed to study any language as per the curriculum
3.	Books, Learning Materials, Question Paper	✓	✓	Schools should ensure the availability of accessible format textbooks Braille/Large Print/E-pub/Talking Books including tactile graphics, maps, and diagrams. Exemption from answering questions based on Colour Map, Colour Topo Sheets, diagrams, and practical involving colours. Alternate questions are to be provided.
4.	Attendance	✓	✓	As per Table 3
5.	Time Accommodations	✓	✓	As per Table 3
6.	Seating Arrangement	✓	✓	As per Table 3
7.	Reader/Reader-cum-Writer/Writer/Adult Prompter	✓	✓	Students with blindness and low vision should be given the option of choosing the mode for taking the examinations by self (i.e. in Braille/the computer/ large print/by recording the answers) or can be allowed for the facility of Scribe/Reader/Lab Assistant.
8.	Electronic & Assistive Devices	✓	✓	Use of a computer as a typewriter (having suitable screen reading software), recording devices, braille typewriter, auditory access devices and software, Magnifying Glass, talking calculator (in cases where calculators are allowed for giving examinations), Taylor Frame, Braille slate, Braille Geometry Kit, Braille measuring tape and any other device that removes barriers for the students to allow them to access and respond to the examination under supervision.
9.	Non-Penalisation of Spelling & Grammatical Errors	✓	✓	As per Table 3
10.	Supervised Rest Breaks	✓	✓	As per Table 3
11.	Paper Evaluation	✓	✓	As per Table 3



Table 4.3: Concessions and Benefits for Hearing Impairment, and Speech and Language Disability

III. Hearing Impairment and Speech & Language Disability					
(i) Deaf (ii) Hard of Hearing (iii) Speech & Language Disability					
S.No	Area of Support	Hearing Impairment		Speech & Language disability	Description
		Deaf	Hard of hearing		
1.	Choice of Subjects	✓	✓	✓	As per Table 3
2.	Exemption from Second Language	✓	✓	✓	As per Table 3
3.	Books, Learning Material, Question Paper	✓	✓	✓	In the case of a student having difficulty in speaking, oral-aural viva may be replaced with performance-based questions/project work or in any other assessment format suiting the student.
4.	Attendance	✓	✓	✓	As per Table 3
5.	Time Accommodations	✓	✓	✓	As per Table 3
6.	Seating Arrangement	✓	✓	✓	Seating arrangements for a student with the assistance of a Sign language Interpreter should be made in a separate hall adjacent to the main hall preferably in the back row. Ground floor classroom is recommended.
7.	Reader/Reader-cum-Writer/Writer/Adult prompter	✗	✗	✓	An Adult Prompter can be provided to a student with deafness or one who is hard of hearing. For Speech and Language disability, as per Table 3.
8.	Electronic & Assistive Devices	✓	✓	✓	In the case of a student who has been using assistive and adaptive devices like hearing aids, cochlear implants, artificial larynx, AAC devices, personal amplifiers, etc. throughout the academic year will be permitted to continue to use the same during the examination.
9.	Non-penalisation of Spelling & Grammatical Errors	✓	✓	✓	As per Table 3
10.	Supervised Rest Breaks	✓	✓	✓	As per Table 3
11.	Paper Evaluation	✓	✓	✓	As per Table 3

**Table 4.4: Concessions and Benefits for Intellectual & Developmental Disability**

IV. Intellectual & Developmental Disability				
(i) Specific Learning Disabilities (SLD) (ii) Autism Spectrum Conditions (ASC)				
S.No	Area of Support	Intellectual & Developmental Disability		Description
		Specific Learning Disabilities	Autism Spectrum Conditions*	
1.	Choice of Subjects	✓	✓	As per Table 3
2.	Exemption from Second Language	✓	✓	As per Table 3
3.	Books, Learning Material, Question Paper	✓	✓	As per Table 3
4.	Attendance	✓	✓	As per Table 3
5.	Time Accommodations	✓	✓	As per Table 3
6.	Seating Arrangement	✓	✓	As per Table 3 Students with ASC have the option to see the room and seating arrangement a day/few days before the examination.
7.	Reader/Reader-cum-Writer/Writer/Adult Prompter	✓	✓	As per Table 3 For students with ASC, the Reader/Reader-cum-writer/Writer/Adult Prompter should be someone known or familiar to them. In case this is not possible, the student with ASC should be given sufficient opportunity to interact with Reader/Reader-cum-writer/Writer before the examination so that the student becomes familiar and comfortable with the support.
8.	Electronic & Assistive Devices	✓	✓	As per Table 3 Additionally, students with ASC will have the option of using earplugs/headphones during the examination to cut off sounds in the environment.
9.	Non-penalisation of Spelling & Grammatical Errors	✓	✓	As per Table 3
10.	Supervised Rest Breaks	✓	✓	As per Table 3
11.	Paper Evaluation	✓	✓	As per Table 3

**Table 4.5: Concessions and Benefits for Mental Behaviour (Mental Illness)****V. Mental Behaviour
(Mental Illness)**

S.No	Area of Support	Mental Illness	Description
1.	Choice of Subjects	✓	As per Table 3
2.	Exemption from Second Language	✓	As per Table 3
3.	Books, Learning Material, Question Paper	✗	-
4.	Attendance	✓	As per Table 3
5.	Time Accommodations	✓	As per Table 3
6.	Seating Arrangement	✓	As per Table 3
7.	Reader/Reader-cum-Writer/Writer/Adult Prompter	✓	As per Table 3
8.	Electronic & Assistive Devices	✗	-
9.	Non-penalisation of Spelling & Grammatical Errors	✓	As per Table 3
10.	Supervised Rest Breaks	✓	As per Table 3
11.	Paper Evaluation	✓	As per Table 3



Table 4.6: Concessions and Benefits for Disability Caused Due to Chronic Neurological Conditions and Blood Disorder

VI. Disability caused due to Chronic Neurological Conditions	
(i) Multiple Sclerosis	
(ii) Parkinson's Disease	
Blood Disorder	
(i) Haemophilia	
(ii) Thalassemia	
(iii) Sickle Cell Disease	

S. No	Area of Support	Disability caused due to Chronic Neurological Conditions		Blood Disorders			Description
		Multiple Sclerosis	Parkinson's Disease	Haemophilia	Thalassemia	Sickle cell Disease	
1.	Choice of Subjects	✓	✓	✓	✓	✓	As per Table 3
2.	Exemption from Second Language	✓	✓	✓	✓	✓	As per Table 3
3.	Books, Learning Material, Question Paper	✓	✓	✓	✓	✓	As per Table 3
4.	Attendance	✓	✓	✓	✓	✓	As per Table 3
5.	Time Accommodations	✓	✓	✓	✓	✓	As per Table 3
6.	Seating Arrangement	✓	✓	✓	✓	✓	As per Table 3
7.	Reader/Reader-cum-Writer/Writer/Adult prompter	✓	✓	✓	✓	✓	As per Table 3
8.	Electronic & Assistive Devices	✓	✓	✓	✓	✓	As per Table 3
9.	Non-penalisation of Spelling & Grammatical Errors	✓	✓	✓	✓	✓	As per Table 3
10.	Supervised Rest Breaks	✓	✓	✓	✓	✓	As per Table 3
11.	Paper Evaluation	✓	✓	✓	✓	✓	As per Table 3

**Table 4.7: Concessions and Benefits for Multiple Disabilities**

VII. Multiple Disabilities			
S.No	Area of Support	Multiple Diseases	Description
1.	Choice of Subjects	✓	As per Table 3
2.	Exemption from Second Language	✓	As per Table 3
3.	Books, Learning Material, Question Paper	✓	As per Table 3
4.	Attendance	✓	As per Table 3
5.	Time Accommodations	✓	As per Table 3
6.	Seating Arrangement	✓	As per Table 3
7.	Reader/Reader-cum-Writer/Writer/Adult Prompter	✓	As per Table 3
8.	Electronic & Assistive Devices	✓	As per Table 3
9.	Non-penalisation of Spelling & Grammatical Errors	✓	As per Table 3
10.	Supervised Rest Breaks	✓	As per Table 3
11.	Paper Evaluation	✓	As per Table 3



5. Other Conditions under which Accommodations can be Availed

Under the following circumstances/conditions, a student with or without disability will be permitted to avail one or more of the following accommodations during the examination.

Table 5: Other Conditions under which Accommodations can be Availed

	Case	Accommodations during the Examination	Documents Required
1.	<p>(i) Disability conditions mentioned in the RPwD Act (2016) but not falling under benchmark disability status.</p> <p>(ii) Other conditions like Borderline Intellectual Functioning (BIF)</p>	<p>As per Guidelines for conducting written examinations for persons with specified disabilities covered under the definition of Section 2(s) of the RPwD Act, 2016 but not covered under the definition of Section 2(r) of the said Act, i.e. persons having less than 40% disability and having difficulty in writing:</p> <p>(a) Compensatory time at the rate of 20 minutes per hour per subject for those whose speed of writing is very low. The total compensatory time to be allocated will depend on the duration of the theory/practical/viva examination scheduled.</p> <p>(b) The facility of Reader/Reader-cum-writer/Writer/Adult prompter and/or compensatory time shall be granted solely to those having difficulty in writing subject to the production of a certificate to the effect that the person concerned has limitation to write and that Reader/Reader-cum-writer/Writer/Adult prompter is essential to write the examination on their behalf from the competent medical authority of a Government healthcare institution.</p>	<p>(a) A detailed evaluation report with specific recommendations on the concessions and benefits required for the student based on their disability/health condition from National Institutes/ Composite Regional Centres/ District Disability Rehabilitation Centres/ Central /State Government Hospitals/Clinics working in the respective disability area. If such facilities are not available, qualified professionals registered with the Medical Council of India / State Medical Council /Rehabilitation Council of India and working in the respective disability area are eligible to issue evaluation reports.</p> <p>(b) A Letter of Recommendation from the Principal/Head of the School.</p>



	Case	Accommodations during the Examination	Documents Required
		(c) Non-penalisation of spelling and grammatical errors while awarding marks during paper evaluation	
2.	Contagious Diseases	<p>(a) Provision for appearing for examination in isolation from School Infirmary/ Hospital /Nursing Home.</p> <p>(b) Extra time at the rate of 20 minutes per hour for each subject. The total extra time to be allocated will depend on the duration of the theory/practical/viva examination scheduled.</p> <p>(c) A student will be permitted to use a computer as a typewriter if necessary. However, no information pertaining to the prescribed content or examination should be stored in any drives of the computer while allocating to students.</p>	Medical report from a Registered Medical Practitioner.
3.	Accident Victims and Critical Illnesses	<p>(a) Extra time at the rate of 20 minutes per hour for each subject. The total extra time to be allocated will depend on the duration of the Theory/practical/viva examination scheduled.</p> <p>(b) A student will be permitted to avail the services of a Scribe / Reader/Scribe & Reader/Lab Assistant if he/she faces challenges in reading/writing due to their health condition.</p> <p>(c) A student without disability of Class-IX from the same school be appointed as Scribe / Reader/Scribe & Reader/Lab Assistant for a Class-X student and a Class-XI student without disability from the same school for a Class XII student. The student will be allowed to meet the Scribe / Reader/Scribe & Reader/Lab Assistant 2 days before the examination to check their suitability to the student. If found</p>	Medical report from a Registered Medical Practitioner



	Case	Accommodations during the Examination	Documents Required
		<p>not suitable, another student will be allotted.</p> <p>(d) Preferential seating for the student if appearing from school</p> <p>(e) Non-penalisation of spelling errors while awarding marks during paper evaluation.</p>	
4.	Bereavement in the family	<p>(a) Extra time at the rate of 20 minutes per hour for each subject. The total extra time to be allocated will depend on the duration of the theory/practical/viva examination scheduled.</p> <p>(g) Services of a prompter A student who faces bereavement in the family due to the loss of a sibling/father/mother/dependent recently will be permitted to have the assistance of a prompter appointed by the school. Prompter will sit with a student in the examination hall to monitor student's activity and attention levels during an examination and help the student focus on answering the questions and completing the paper within the prescribed time limit. The prompter will not be allowed to give any type of prompts/clues to the student for answering and will be under the supervision of the invigilator.</p>	Death certificate of the family member and valid document showing the relationship with the student
5.	Unexpected Natural Calamities like flooding, earthquakes, cyclones, etc near school/residence or nearby areas	(a) Extra time at the rate of 20 minutes per hour per subject will be allowed.	Newspaper/ TV Reports/online reports
6.	Unexpected medical emergencies during examinations like fainting, and developing fever among students in the examination hall	(a) Extra time at the rate of 20 minutes per hour per subject will be allowed.	Report of the Invigilator or other responsible examination staff



6. Submission of Online Requests and Documents Required

Students who wish to avail the concessions and benefits before or during examinations should apply in writing to the Head of the Institution with the following supporting documents:

- (i) Disability certificate issued by the Chief Medical Officer (CMO) Office/Medical Authority authorised by state/central government or its equivalent certificate.
- (ii) A Letter of Recommendation from the Principal/Head of the School.
- (iii) A detailed evaluation report with specific recommendations on the concessions and benefits required for the student based on their disability/health condition from National Institutes/ Composite Regional Centres/ District Disability Rehabilitation Centres/ Central /State Government Hospitals/Clinics working in the respective disability area. If such facilities are not available, qualified professionals registered with the Medical Council of India / State Medical Council /Rehabilitation Council of India and working in the respective disability area are eligible to issue evaluation reports.

The Heads of Schools must apply for the concessions online through the CAREERS portal and upload the necessary documents. The steps are mentioned below:

- a) Log in to the CAREERS portal using the Principal's ID
- b) Go to *E-registration*
- c) For ICSE, open the menu ICSE and then navigate to the *Special Difficulty Request* section.
- d) Similarly, for ISC, open the menu ISC and navigate to the *Special Difficulty Request* section.

Other Helpful Information

The Unique Disability ID (UDID) is a National Database for PwDs initiated by the Department of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The initiative is meant to encourage transparency, efficiency and ease of delivering government benefits to persons with disabilities, while also ensuring uniformity. The UDID project also aims to streamline the tracking of the physical and financial progress of beneficiaries at all levels of the hierarchy of implementation – from village level, block level, District level, State level and National level. To acquire their Unique Disability ID (UDID), students can visit the following website under the Department of Persons with Disabilities, Ministry of Social Justice and



Empowerment, Govt. of India: <https://www.swavlambancard.gov.in/pwd/applicationnew>

Kindly note that the CISCE will have the discretion to accept /reject the application for concessions and benefits if found unsupported by the mandated documents or if the documents are found to be not from government-authorised bodies/RCI registered rehabilitation professionals.



7. Conclusion

Several concessions, benefits and modifications in the assessment practices for students with disabilities and other disadvantages have been introduced in these guidelines to address their challenges and as a need for addressing the core principle of sameness underlined in the existing legislation and policies. CISCE once again reaffirms the rights of students with disabilities and other disadvantages for inclusive education and guarantees reasonable accommodation of the students' requirements in learning and examination. Efforts need to be made to ensure that students with disabilities and other disadvantages get the benefit from these provisions to overcome the challenges that interfere with their ability to access and demonstrate their learning and achievement.



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