

Record of Discussion of the 'In-Person Workshop for Admissions Department' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 4 at National Institute of Educational Planning and Administration for the 23 Higher Education Institutions (HEIs), held on 07.10.2025.

1. On 7 October 2025, the Department of Higher Education, Ministry of Education, in collaboration with the National Institute of Educational Planning and Administration (NIEPA), New Delhi and the ChangeInkk Foundation, organised an in-person workshop for the Admissions Department at NIEP. The workshop formed a key phase of Cycle 4 of the Capacity Building on Specific Learning Disabilities (SLDs) initiative. Its objective was to enhance the awareness and practical capabilities of faculty and administrative staff to better identify, support, and accommodate students with Specific Learning Disabilities as they transition into Higher Education Institutions (HEIs).
2. This workshop built upon the earlier phases of Cycle 4, which included the Orientation, Sensitisation, and Master Class sessions conducted between August and September 2025 for five key departments. Continuing this structured programme, five in-person department workshops are being held across identified institutions. The current workshop focused specifically on the Admissions Department, drawing participation from 21 representatives of the admissions department from 21 HEIs. The interactive format encouraged discussion, reflection, and sharing of institutional practices related to inclusive admission processes for learners with SLDs. The list of attendees is provided in **Annexure 1**.
3. Prof. Kumar Suresh, Director (Planning and Development), NIEPA, in his introductory remarks, highlighted the significance of the Rights of Persons with Disabilities (RPwD) Act, 2016, in promoting inclusion within higher education. He acknowledged the pivotal roles of the Ministry of Education and the ChangeInkk Foundation in conceptualising and advancing this capacity-building initiative. Prof. Suresh emphasised that the purpose of the session was to translate learning in online sessions into actionable steps by fostering practices within participating institutions.
4. Mr Devendra Kumar Sharma, Director, Department of Higher Education, in his address, reflected on the progress and impact of the program across its four cycles. He highlighted how the initiative has contributed to the creation of inclusive systems within institutions, reaching over 100 HEIs and steadily advancing the goal of fostering accessibility and inclusion in higher education.
5. Prof. Shashikala Wanjari, Vice Chancellor - NIEPA, emphasised that the true essence of inclusive education lies in reaching out to every learner and ensuring that each student feels valued and accepted within the classroom. She underscored that inclusion goes beyond physical access; it requires creating emotionally supportive and learner-sensitive environments where every student can thrive. Prof. Wanjari also encouraged faculty members to adopt empathetic approaches and institutional practices that promote equal opportunities for learners with diverse needs.
6. Dr Jitendra Nagpal, Senior Consultant Psychiatrist and Head of the Institute of Mental Health & Life Skills Promotion at Moolchand Medicity, focused his session on the neurological perspective towards specific learning disability. He emphasised the progressive recognition of learning difficulty in India's education policies over the years, highlighting their inclusion in frameworks such as the National Policy on Education (1986) and the National Curriculum Framework (2005). Dr Nagpal underscored the importance of creating learning environments that enable all children to learn without difficulty, fostering inclusivity and support within schools. He noted that the identification of learning disabilities

within education systems remains very low, primarily due to a lack of awareness about disability and inclusion. To deepen understanding, Dr Nagpal facilitated a discussion on the meaning of “inclusion,” where participants shared perspectives around accessibility, acceptance, belonging, and accommodation. He further explained the concept of sensory integration and its role in brain development, illustrating this through a model of the human brain. He elaborated on the functions of the brain’s two hemispheres: the right and the left, and highlighted the critical role of their coordination in promoting balanced cognitive development and effective learning. Dr Nagpal discussed the characteristics of individuals with SLDs, explaining how their brains process information differently. He also emphasised the critical period of brain development during early childhood (birth to six years), when hundreds of millions of neurons form and the structural foundation of the brain is largely established. Explaining the definition further, Dr Nagpal stated that an SLD is a disorder in one or more of the basic psychological processes involved in understanding or using language, whether spoken or written. He clarified that SLDs do not include learning difficulties resulting primarily from visual, hearing, or motor impairments, or from environmental, cultural, or economic disadvantages. To provide a deeper understanding, he presented PET scan images comparing the brains of a typical reader and a person with dyslexia, enabling participants to visualise the neurological differences and brain functioning of individuals with learning disabilities.

7. Ms. Aparajita Singh, resource person from the ChangeInkk Foundation, commenced the session on inclusive processes with an engaging group quiz as ‘Specific Learning Disabilities: Myth vs. Fact’, MCQs and Yes/No questions. The activity led to active engagement among participants, who shared their thoughts, raised questions, and clarified misconceptions regarding the features and understanding of Specific Learning Disabilities (SLDs). During the discussion, a participant representing IIM Visakhapatnam shared that their institution carries out need-based assessments during the admission process to identify students requiring specific accommodations and academic support. The session then moved to explore the screening and diagnostic processes associated with SLDs. During the interactive exchange, questions were raised about the procedure for obtaining certification to access disability-related accommodations in higher education institutions. Ms Singh clarified that screening refers to an informal evaluation by teachers or parents to determine if a student may have a learning disability, whereas diagnosis is a formal evaluation conducted by a qualified professional. She explained that when a psychometric assessment shows a disability level of 40% or above, a Disability Certificate or Unique Disability ID (UDID) is issued, allowing students to avail themselves of government benefits. It was further highlighted that higher education institutions are expected to verify the UDID card presented by the student rather than engage in revalidation of the certification.
8. The session included a discussion on the key provisions of the Rights of Persons with Disabilities (RPwD) Act, 2016, and the National Education Policy (NEP) 2020, both of which highlight the significance of inclusive education. These frameworks encourage active participation of students and the development of supportive mechanisms for learners with Specific Learning Disabilities (SLDs). Participants were also briefed on guidelines from regulatory authorities such as the University Grants Commission (UGC), National Testing Agency (NTA), and All India Council for Technical Education (AICTE), which specify accommodations aimed at enhancing educational accessibility for students with SLDs. Following this, participants were divided into smaller groups to discuss potential challenges that students, departments, and institutions may encounter within a higher education setting at various stages:
 - i) before admission
 - ii) during the admission process

iii) post-admission

Participants presented the key takeaways from their group discussions, identifying potential challenges such as adhering to statutory guidelines, managing student intake in HEIs, providing counselling services, addressing limited awareness, handling non-disclosure by students, and ensuring proper verification processes, among others. Ms Singh summarised the group discussion and highlighted that strategies for the Admissions Department to effectively support students with SLDs could be organised into five key areas: Streamlining Processes, Inclusive Outreach, Capacity Building, Schemes & Scholarships, and Student Onboarding. To support students with Specific Learning Disabilities (SLDs), the Admissions Department can adopt several strategies. Streamlining processes involves appointing a nodal officer to ensure a seamless admission cycle, accepting the UDID card issued by the competent authority, providing support scholarships, assigning mentors, and conducting a need assessment session. Inclusive outreach includes actively engaging with school students with SLDs, offering accessible application formats, and disseminating information on admissions and inclusive provisions. Capacity building focuses on sensitising all stakeholders, including counsellors, administrative staff, and admission officers, about the challenges faced by students with SLDs. Under schemes and scholarships, institutions must ensure that students with SLDs avail scholarships and financial support as per the RPwD Act, 2016, including reduced application fees and other forms of aid. Finally, onboarding students requires coordination with the nodal officer to assess individual needs post-admission and provide screening for at-risk students, ensuring tailored support throughout their initial integration into the institution.

9. During the session, participants were provided with an overview of key official documents containing policies, guidelines, and resources relevant to supporting students with learning disabilities. These reference materials have been compiled in Annexure 2.
10. The session ended with a vote of thanks.

List of Participants for ‘In-Person Workshop Session for Admissions Department’ under Capacity Building on Specific Learning Disabilities (SLDs)- Cycle 4 on 07.10.2025

S.No.	Name of the Institution	Nominated Faculty Members	Attended / Not Attended
1	Assam University	Prof Ajay Kumar Singh	Attended
2	Central University of Karnataka	Dr. Bharat Kumar	Attended
3	Dr. B.R. Ambedkar National Institute of Technology Jalandhar	Dr. Vickram Jeet Singh	Attended
4	Ghani Khan Choudhury Institute of Engineering & Technology Malda	Dr. Koushik Paul	Attended
5	Hemvati Nandan Bahuguna Garhwal University	Dr. Arun Shekhar Bahuguna	Attended
6	IIIT Bhopal	Dr. Neeraj Kumar Giri	Attended
7	IIIT Nagpur	Dr. Aatish Daryapurkar	Attended
8	IIIT Raichur	Dr. Alka Chadda	Attended
9	IIIT Ranchi	Dr Shashikant Sharma	Attended
10	IIITTiruchirappalli	Dr. M. Ambika	Not attended
11	IIM Bodh Gaya	Dr. C V Sunil	Not attended
12	IIM Mumbai	Dr. Ravindra Gokhale	Attended
13	IIM Raipur	Prof. R. K. Jana	Attended
14	IIM Ranchi	Prof. Prasenjit Chakrabarti	Attended
15	IIM Sirmaur	Dr. Atul Agrawal	Attended
16	IIM Vishakhapatnam	Kesava Kumar M	Attended
17	IIT Indore	Mr. Nitin Parashar	Attended
18	Indira Gandhi National Open University	Dr Shekhar Suman	Attended

19	National Institute of Technology Kurukshetra	Dr Than Singh Saini	Attended
20	NITTTR Bhopal	Dr.Sachin Tiwari	Attended
21	Shri Lal Bahadur Shastri National Sanskrit University	Prof. Bhagirathi Nanda	Attended
22	The English and Foreign Languages University	Dr V Rajasekhar	Attended
23	Visvesvaraya National Institute of Technology Nagpur	Mrs. Mugdha Lamsoge	Attended

Additional Attendees

Affiliation Details	Name of Attendees
Ministry and NIEPA Officials, Resource Persons	1. Prof. Shashikala Wanjari, VC NIEPA 2. Mr Devendra Kumar Sharma, Director, D/o Higher Education, MOE 3. Dr Jitendra Nagpal, Senior Psychiatrist, Moolchand Hospital 4. Prof. Kumar Suresh, NIEPA 5. Dr. Amit Gautam, NIEPA 6. Ms Akansha Yadav, Consultant, MMTTP, MOE 7. Ms Aparajita Singh, ChangeInkk Foundation

1. Link to RPwD Act 2016:

<https://cdnbbsr.s3waas.gov.in/s36ee69d3769e832ec77c9584e0b7ba112/uploads/2025/03/202503251422104079.pdf>

2. RPwD Bill mentioning 21 Disabilities:

<https://www.pib.gov.in/newsite/printrelease.aspx?relid=155592>

3. Link to UGC's Guidelines "Accessibility Guidelines and Standards for Higher Education Institutions and Universities"

https://www.ugc.gov.in/pdfnews/8572354_Final-Accessibility-Guidelines.pdf

4. Resources related to the CBSLD program under MMTTP

<https://mmc.ugc.ac.in/LearningDisabilities/Tutorials>

Record of Discussion of the 'In-Person Workshop for Academics, Faculty and Examination Cell' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 4 at National Institute of Educational Planning and Administration for the 24 Higher Education Institutions (HEIs), held on 09.10.2025

1. On 09th October 2025, the Department of Higher Education, Ministry of Education, in partnership with the National Institute of Educational Planning and Administration (NIEPA), New Delhi and the ChangeInkk Foundation, organised an in-person workshop for the Academics, Faculty, and Examination Cell at NIEPA. This workshop represented an important component of Cycle 4 of the Capacity Building on Specific Learning Disabilities (SLDs) initiative. The primary aim was to strengthen the understanding and operational capacity of both faculty and administrative personnel to identify, support, and accommodate students with Specific Learning Disabilities as they enter Higher Education Institutions (HEIs).
2. Building upon the Orientation, Sensitisation, and Department Master Class sessions were organised in August and September 2025 under Cycle 4, this phase extended the learning through a series of five departmental workshops across selected institutions. The present workshop, dedicated to the Academics, Faculty, and Examination Cell, had 24 participants representing 24 HEIs. Details of participants are provided in **Annexure 1**.
3. Dr P. Shankar, Associate Professor, NIEPA, welcomed the participants and provided an overview of the programme, highlighting its vision and objective of building inclusive institutional environments that support socially and Educationally Disadvantaged Groups.
4. Prof. Kumar Suresh, Director (Planning and Development), NIEPA, highlighted the significant progress made in the Capacity-Building on Specific Learning Disabilities (SLDs) Program. He also outlined the different programmes being coordinated by NIEPA, such as the Capacity Building Programme on Promoting Positive Mental Health, Resilience, and Wellbeing, and the Nurturing Future Leadership, each implemented under the umbrella of the MMTTP.
5. Ms Rina Sonowal Kouli, Joint Secretary, Department of Higher Education, shared an overview of the programme, emphasising its purpose of fostering empathy and inclusivity within higher education institutions. She encouraged participants to act as flagbearers, carrying forward the learnings from the workshop to promote inclusive practices in their respective institutions.
6. Prof. Shashikala Wanjari, Vice Chancellor, NIEPA, in her remarks, expressed gratitude to all stakeholders involved in shaping the programme. She highlighted that education policies are designed to support Socially and Educationally Disadvantaged Groups (SEDGs), while also ensuring inclusion for learners with disabilities, including those with Specific Learning Disabilities (SLDs). Prof. Wanjari emphasised that, as key stakeholders in Higher Education Institutions, participants have the responsibility to promote equity, inclusion, and access for both SEDGs and learners with disabilities in their institutions.

7. Ms Aparajita Singh, a resource person from the ChangeInkk Foundation, opened the session with three interactive group activities: “Specific Learning Disabilities: Myth vs. Fact”, a round of MCQs and a round of Yes/No questions. These exercises fostered active engagement, prompting participants to ask thoughtful questions and share their experiences regarding the nature and characteristics of learning disabilities. The ensuing discussion provided insightful perspectives on the conceptual understanding of Specific Learning Disabilities (SLDs), relevant policy and regulatory frameworks, and the process of diagnosis for SLD. Ms Singh summarised the discussion by outlining common learning disabilities, including dyslexia (difficulty with reading), dyscalculia (challenges in mathematical operations), and dysgraphia (difficulty with writing). She further highlighted additional difficulties often observed in students with SLDs, such as poor memorisation, hypersensitivity to sensory stimuli, and delayed information processing. The discussion also highlighted the importance of screening and diagnosis in identifying students with SLDs and ensuring they receive the necessary support. Screening is usually conducted by parents or educators to determine if a student may be at risk of a learning disability. In contrast, diagnosis is a formal evaluation performed by a certified professional. If a psychometric assessment indicates a disability level of 40% or higher, the student becomes eligible for a Disability Certificate or Unique Disability ID (UDID), which grants access to a variety of government-supported benefits and accommodations. Directives from major regulatory authorities such as UGC and AICTE were reviewed, concentrating on aspects like curriculum design, inclusive teaching methods, assessments, and assistive technology. During the discussion, a participant from the Central University of Karnataka shared a practice highlighting an Elective course titled “Inclusive Finance and Business Practices” being offered at their institute to create orientation and sensitisation among students about the RPwD Act, 2016.
8. Further, the participants were again divided into groups and discussed the challenges of students, departments, and institutes in higher education institutions while supporting learners with Specific Learning Disabilities (SLDs). The participants shared their key insights of the discussion with anticipated challenges, such as:
 - i) At Student Level: Awareness of diagnosis, self-acceptance, fear of bias, bullying, etc.
 - ii) At Department Level: Teaching methodologies and strategies to be adopted, availability of subjects, accommodation, identification, evaluation and malpractices, etc.
 - iii) At the Institute Level: Availability of support groups, curriculum, accommodations, etc.It was also underlined that a lack of awareness about SLDs remains a common challenge across all levels, hindering effective support and inclusion. Ms Singh emphasised that enabling inclusive academics requires a comprehensive focus on three key areas: Inclusive Curriculum, Inclusive Pedagogy & Evaluation, and Assistive Technology (AT). She noted that an inclusive curriculum should provide flexible pathways, allowing students with SLDs to complete their degrees at a manageable pace through individualised learning plans. In terms of pedagogy and evaluation, she highlighted the importance of making syllabi and study materials available in advance and in multiple accessible formats. Academic support systems, such as tutors or study buddies, were also recommended to foster an enabling environment. On the aspect of assistive technology, the need for timely access to AT tools was stressed, adequate training for students on their use, and seamless integration of these tools into regular teaching and evaluation processes. Additionally,

she underscored that inclusive research practices should extend mentorship opportunities to students, encouraging them to engage in academic inquiry and participate in undergraduate thesis work and research projects, thereby building their confidence and skills in higher-level learning.

9. Dr Jitendra Nagpal, Senior Consultant Psychiatrist and Head of the Institute of Mental Health & Life Skills Promotion at Moolchand Medicity, delivered an engaging and insightful session on Specific Learning Disabilities (SLDs). He began by explaining that the term “specific” refers to difficulties confined to particular areas such as reading (dyslexia), writing (dysgraphia), or mathematics (dyscalculia), with the prefix “dys” denoting a disorder or impairment. Dr Nagpal emphasised that SLDs are distinct from learning challenges arising from visual, hearing, or motor impairments, intellectual disabilities, emotional disturbances, or socio-cultural and economic disadvantages. He also elaborated on the classification of IQ levels and their relevance in the diagnostic process for Specific Learning Disabilities (SLDs), highlighting that IQ assessment is the first essential step, followed by specialised psychometric evaluations. Dr Nagpal explained that the Intelligence Quotient (IQ) reflects an individual’s cognitive functioning and helps establish a baseline for understanding their learning profile. However, he emphasised that an IQ score by itself does not determine the presence of an SLD. Rather, it helps distinguish between general intellectual limitations and specific challenges in areas such as reading, writing, or mathematics. The comprehensive diagnosis of SLD, therefore, involves both IQ testing and psychometric assessments to accurately identify the nature and extent of learning difficulties. During early childhood, particularly from birth to six years, the brain undergoes rapid development, forming hundreds of millions of neural connections. By around the age of six, much of the brain’s structural foundation is already established, laying the groundwork for cognitive, emotional, and social growth in later years. Images showcasing the handwriting of individuals with learning disabilities were discussed to help participants understand the common patterns and errors often observed in their written work. It showed signs such as disorganised structure, spelling errors, and fatigue, reflecting the challenges they face with written expression. To deepen understanding, he presented PET scan images comparing the brain activity of a reader with that of a person with dyslexia. This visual comparison enabled participants to observe the neurological differences and better comprehend how brain functioning varies in individuals with learning disabilities.
10. During the session, participants were also introduced to various official documents outlining relevant policies, guidelines, and available resources, which have been included in Annexure 2.
11. The session ended with a vote of thanks by Mr Devendra Kumar Sharma, Director, Department of Higher Education.

List of Participants for ‘In-Person Workshop Session for Academics, Faculty and Examination Cell’ under Capacity Building on Specific Learning Disabilities (SLDs)- Cycle 4 on 09.10.2025

S. No.	Name of the Institution	Nominated Faculty Members	Attended / Not Attended
1	Assam University	Dr Sreeparna Bhattacharjee	Attended
2	Central University of Karnataka	Dr. P. Rajlingam Goud	Attended
3	Dr. B.R. Ambedkar National Institute of Technology Jalandhar	Dr Anupam Yadav	Attended
4	Ghani Khan Choudhury Institute of Engineering & Technology, Malda	Dr. Suranjan Sikdar	Attended
5	Hemvati Nandan Bahuguna Garhwal University	Anis Uz Zaman	Attended
6	IIIT Bhopal	Dr Deep Chandra Joshi	Attended
7	IIIT Nagpur	Dr. Aatish Daryapurkar	Attended
8	IIIT Raichur	Dr. Chandra Mohan	Attended
9	IIIT Ranchi	Dr Nishit Malviya	Attended
10	IIIT Tiruchirappalli	Dr. K. Kamakshi	Attended
11	IIM Bodh Gaya	Ms. Priyanka Deepak	Attended
12	IIM Mumbai	Prof Utpal Chattopadhyay	Attended
13	IIM Raipur	Prof. Diptiman Banerji	Attended
14	IIM Ranchi	Prof. Tanusree Dutta	Attended
15	IIM Sirmaur	Ms. Pooja Kaur	Attended
16	IIM Vishakhapatnam	Ramesh Kumar Sethuraman	Attended
17	Indira Gandhi National Open University	Dr. Vandana Verma	Attended
18	IIT Indore	Tapesh Parihar	Attended
19	National Institute of Technology Kurukshetra	Dr. Neeraj Kaushik	Attended
20	NITTTR Bhopal	Dr.K.Manickavasagam	Attended
21	Shri Lal Bahadur Shastri National Sanskrit University	Dr Pradeep Kumar Aggarwal	Attended
22	The English and Foreign Languages University	Prof. Anjali V Bagde	Attended
23	Visvesvaraya National Institute of Technology, Nagpur	Mrs. Mugdha Lamsoge	Attended
24	School of Planning and Architecture Delhi	Ms. Aditi Singh	Attended

Additional Attendees

Affiliation Details	Name of Attendees
Ministry Officials, NIEPA and Resource Persons	1. Prof. Shashikala Wanjari, Vice Chancellor, NIEPA 2. Ms Rina Sonowal Kouli, Joint Secretary, D/o Higher Education, MOE 3. Mr Devendra Kumar Sharma, Director, D/o Higher Education, MOE 4. Dr Jitendra Nagpal, Senior Psychiatrist, Moolchand Hospital 5. Prof. Kumar Suresh, Director, NIEPA 6. Prof. P. Shankar, Associate Professor, NIEPA 7. Ms Akansha Yadav, Consultant, MMTTP, MOE 8. Ms Aparajita Singh, ChangeInkk Foundation

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2. RPwD Bill mentioning 21 Disabilities:

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4. Resources related to the CBSLD program under MMTTP

<https://mmc.ugc.ac.in/LearningDisabilities/Tutorials>

Record of Discussion of the 'In-Person Workshop for Office of Student and Campus Life Affairs' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 4 at NIEPA, Delhi, for the 23 Higher Education Institutions (HEIs), held on 13.10.25

1. The Department of Higher Education, Ministry of Education, in collaboration with the National Institute of Educational Planning and Administration (NIEPA) and the ChangeInkk Foundation, organized an In-person workshop for the Office of Student and Campus Life Affairs on October 13, 2025, at NIEPA. Conducted under 'Capacity Building on Specific Learning Disabilities (SLDs) – Cycle 4' of the Malaviya Mission Teacher Training Program. The session highlighted strategies for fostering inclusive campus environments and included discussions and lived experiences on addressing the needs of students with learning disabilities.
2. As part of Cycle 4 of the Capacity Building on Specific Learning Disabilities (SLDs) program, several sessions have already been conducted, including the Orientation, Departmental Sensitization, and Master Classes for five departments during August and September 2025. This was followed by in-person workshops for the Admissions Department on October 7, 2025, and for the Academics, Faculty and Examination Cell on October 9, 2025. Continuing this series, an in-person workshop for the Office of Student and Campus Life Affairs was held, with participation from one representative of each department of the partner institutions. The session brought together over 24 faculty members from 23 Higher Education Institutions (HEIs). A detailed list of participants is provided in **Annexure 1**.
3. Dr Sangeeta Angom Shrivastava, NIEPA, welcomed participants and commenced the inaugural session.
4. Prof. Kumar Suresh, Director (Planning and Development) at NIEPA, traced the evolution of the program across its different phases. He emphasized the pressing need to raise awareness about learning disabilities, noting how they remain unrecognized. He further pointed out that the education sector requires a truly inclusive framework for learning disability, and this program is designed precisely to bridge that gap.
5. Mr. Devendra Kumar Sharma, Director, Department of Higher Education, highlighted the significance of the capacity-building program on learning disabilities, noting the need to enhance awareness and support mechanisms within educational institutions. He stressed that addressing an invisible disability, such as a learning disability, is not only a legal and moral responsibility but also an economic imperative.
6. Prof. Shashikala Wanjari, Vice Chancellor, NIEPA, in her inaugural remarks, expressed gratitude to the stakeholders and emphasized that inclusivity is a key principle of the National Education Policy (NEP) 2020. She observed that disabilities are often overlooked due to their invisible nature and the lack of awareness surrounding them. She further stressed the need for stakeholder training to build awareness and ensure parity.
7. Ms. Aparajita Singh, resource person from the ChangeInkk Foundation, conducted a session on Specific Learning Disabilities (SLDs) tailored specifically for the Office of Student and Campus Life Affairs. The session began with interactive group activities, including 'Specific Learning Disabilities: Myth vs. Fact' and a 'Yes/No Questions' round, encouraging active participation and prompting faculty members to reflect on the nature and characteristics of learning disabilities, as well as other conditions such as ADHD and Autism. The discussion deepened participants' conceptual understanding of SLDs, identification and diagnosis of the disability, explored relevant legal and policy frameworks, and highlighted the struggles faced by students with these disabilities. The first half of the session concluded with a multiple-choice quiz focusing on the strengths of students with SLDs and key traits associated with various learning disabilities. During the session, a faculty member from IIM Mumbai shared his experience with diagnosing learning disabilities. During the session, videos of individuals with experience of learning disabilities were presented to build a better understanding of their experiences. Furthermore, regulatory guidelines and

national testing agency guidelines from the UGC, AICTE, & MoHUA were discussed, which highlighted the need for universal accessibility infrastructure, inclusive buildings with facilities, and supportive facilities for neurodiverse individuals.

8. During the session, participants were divided into groups to identify the challenges faced by students, departments and institutes in reference to cultivating an inclusive environment for specific learning disabilities. The group presentations revealed key barriers, including awareness of disability, stigma of being labelled, the method of assessment learning aid, lack of empathy, lack of dedicated cell, individual support, etc. These challenges can be categorised into access to resources, institutional coordination, and on-campus support. The group presentations also revealed key barriers, including limited scholarship support, a lack of sensitisation among stakeholders, inaccessible learning materials, and decentralised or unclear information about available services.
9. To address these issues and foster inclusive campus ecosystems, Ms. Singh discussed strategies based on these three pillars: Access to Resources, On-Campus Support, and Streamlined Coordination. To strengthen inclusion, the focus on Access to Resources highlighted tailored assistive tools, resources that enable independent living, mental health services, and frequent sensitization sessions. In terms of On-Campus Support, suggestions ranged from sensitizing wardens to introducing student buddies and organizing awareness campaigns. For Streamlined Coordination, the call was for a centralized support Centre, a nodal officer to lead efforts, active involvement of interns and volunteers as inclusion champions, and consistent advocacy across the campus.
10. Dr Jitendra Nagpal, Senior Consultant Psychiatrist and Head of the Institute of Mental Health & Life Skills Promotion at Moolchand Medicity, began the session by discussing 21 disabilities under the RPwD Act 2016. A clip from the movie titled 'Taarein Zameen Par' was presented as stimulation for the session to understand the learning disability and challenges of students with disability. He described the left and right-side brain functions. It was stressed that both sides of the brain work together in an individual. Further, images of the typical brain and dyslexic brain were presented to focus on the difference in the processing of information.

During the session, it was defined that specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using language. The sensation leads to perception, and in the case of individuals with learning disabilities, there is a distortion of perception. The IQ of an individual with SLD is average or above average. An IQ assessment is necessary for the diagnosis of a learning disability. Learning disabilities would lead to impairment in one or more processes related to perception, thinking, remembering or learning. Participants analyzed the examples of written work by an individual with a learning disability, identifying features like letter reversal and alphabet omission—hallmarks of dyslexia. The phonological capacity of learners with disability is good. He introduced the concept of the "dyslexic iceberg," underscoring how visible symptoms are just the tip, with underlying issues like memory deficits, motor control, and spatial difficulties often remaining hidden. Dyslexic brain arises from atypical maturation of neural circuit, and reduced white matter in the dyslexic brain leads to slower information processing. The weakened prefrontal regulation leads to frustration, anxiety & avoidance. Early intervention can strengthen learning circuits. To summaries, individuals with learning disability have network inefficiency, compensatory reorganization and emotional dysregulation.

11. During the session, participants were provided with an overview of key official documents containing policies, guidelines, and resources. These reference materials have been compiled in Annexure 2.
12. The session ended with a vote of thanks.

Annexure 1

List of Participants for ‘In-Person Workshop Session for Office of Student Life and Campus Life Affairs’ under Capacity Building on Specific Learning Disabilities (SLDs)- Cycle 4 on 13.10.2025

S.No.	Name Of The Institution	Nominated Faculty Members	Attended / Not Attended
1	Assam University	Dr Biswaranjan Roy	Attended
2	Central University of Karnataka	Dr. Basavaraj M. Kubakaddi	Attended
3	Dr B.R. Ambedkar National Institute of Technology, Jalandhar	Dr Anee Mohanty	Attended
4	Ghani Khan Choudhury Institute of Engineering & Technology, Malda	Dr Mandapati Mohan Jagadeesh Kumar	Attended
5	Hemvati Nandan Bahuguna Garhwal University	Dr. Mamta Rana	Attended
6	IIIT Bhopal	Dr. Nikhil Kumar Singh	Attended
7	IIIT Raichur	Dr. Neha	Attended
8	IIIT Ranchi	Dr Gaurav Sundaram	Attended
9	IIITTiruchirappalli	Dr. Jagadeeshwar Pashikanti	Attended
10	IIM Bodh Gaya	Dr. Anamita Guha	Attended
11	IIM Mumbai	Prof Nikhil K Mehta	Attended
12	IIM Raipur	Prof. Ramkumar M.	Attended
13	IIM Ranchi	Prof. Gaurav Manohar Marathe	Attended
14	IIM Sirmaur	Mr. Baljeet Sahota	Attended
15	IIM Vishakhapatnam	Rayaprolu Ramu	Attended
16	IIT Indore	Ms. Shubra Vyas	Attended
17	Indira Gandhi National Open University	Prof. Ajay Kumar Singh	Attended
18	Indira Gandhi National Open University	Dr. Bhavana Gulati	Attended
19	NIT Kurukshetra	Dr. Y Dwivedi	Attended
20	NITTTR Bhopal	Dr.Ravi Kumar Gupta	Attended
21	Shri Lal Bahadur Shastri National Sanskrit University	Prof. Sunder Narayan Jha	Attended
22	The English and Foreign Languages University	Dr E Rajkumar	Attended
23	VNIT Nagpur	Deepesh Kumar Patel	Attended
24	SPA Delhi	Ms. Parul Kiri Roy	Attended

Additional Attendees

Affiliation Details	Name Of Attendees
Ministry and NIEPA Officials, Resource Persons	1. Prof. Shashikala Wanjari, Vice Chancellor, NIEPA 2. Mr Devendra Kumar Sharma, Director, D/O Higher Education 3. Dr Jitendra Nagpal, Senior Consultant Psychiatrist 4. Prof. Kumar Suresh, Director, NIEPA 5. Dr Sangeeta Angom, Associate Professor, NIEPA 6. Dr Amit Gautam, Director MMTTC NIEPA 7. Ms Akansha Yadav, Consultant, MMTTP, MOE 8. Ms Aparajita Singh, Changeinkk Foundation

1. Link to RPwD Act 2016:

<https://cdnbbsr.s3waas.gov.in/s36ee69d3769e832ec77c9584e0b7ba112/uploads/2025/03/202503251422104079.pdf>

2. RPwD Bill mentioning 21 Disabilities:

<https://www.pib.gov.in/newsite/printrelease.aspx?relid=155592>

3. Link to UGC's Guidelines "Accessibility Guidelines and Standards for Higher Education Institutions and Universities"

https://www.ugc.gov.in/pdfnews/8572354_Final-Accessibility-Guidelines.pdf

4. Resources related to the CBSLD program under MMTTP

<https://mmc.ugc.ac.in/LearningDisabilities/Tutorials>

Record of Discussion of In-Person Workshop for IT Department under the Capacity Building on Specific Learning Disabilities (SLDs), Cycle 4, was held on 15.10.2025 at the National Institute of Educational Planning and Administration (NIEPA) with 24 Higher Education Institutions (HEIs).

1. On October 15, 2025, the Department of Higher Education, Ministry of Education, in collaboration with the National Institute of Educational Planning and Administration and the ChangeInkk Foundation, conducted an In-Person Workshop for the IT Department at the NIEPA. As part of Cycle 4 of the ‘Capacity Building on Specific Learning Disabilities (SLDs)’ initiative under the Malaviya Mission Teacher Training Program, the workshop explored practical strategies for creating inclusive institutional environments. The session featured engaging discussions, experiences, and expert perspectives on effectively supporting students with SLDs.
2. Cycle 4 of the capacity-building program featured several foundational sessions before the in-person workshops, including Orientation, Departmental Sensitisation, and Master Classes for five departments conducted in August and September. Subsequently, in-person workshops were held for various institutional departments: Admissions (7 October 2025), Academics, Faculty, and Examinations (9 October 2025), and Student Life/Campus Affairs (13 October 2025). The IT Department workshop followed this sequence, with each participating institution nominating one representative per department. A complete list of 21 attendees is provided in **Annexure 1**.
3. Prof. Kumar Suresh, Director (Planning and Development) at NIEPA, shed light upon the core objective of the program, which is to ensure inclusivity with a structured framework in higher education institutes. He shared an overview and the advancements made under Cycle 4 of the Capacity Building Program on Specific Learning Disabilities. In addition, he briefed on different programs like Capacity Building on Mental Health, Well Being and Resilience and Nurturing Future Leadership, which are under the Malaviya Mission Teacher Training Program.
4. Mr Devendra Kumar Sharma, Director (HE), emphasised that the capacity building program on Specific Learning Disabilities should be seen through three lenses: Ethical/Moral, Regulatory, and Economic imperatives. He noted that students with learning disabilities often possess 21st-century skills vital for national development and highlighted the NEP 2020’s strong focus on inclusivity. He underscored the need for sensitising institutions to provide better support for such students.
5. Dr Jitendra Nagpal, Senior Consultant Psychiatrist and Head of the Institute of Mental Health & Life Skills Promotion at Moolchand Medicity, conducted a session on Specific Learning Disabilities (SLDs). He began by noting that the National Curriculum Framework emphasises inclusivity within educational institutions. He further highlighted that the education policy, defines literacy as more than just reading and writing, laying the foundation for a curriculum that embraces holistic learning: physical, mental, social, and emotional. Building on this policy perspective, Dr Nagpal transitioned to the science of learning, explaining how brain functions and processing mechanisms are directly linked to challenges experienced by individuals with Specific Learning Disabilities (SLDs). Dr Nagpal explained the brain's hemispheres, noting the right hemisphere’s role in creativity and art, and the left hemisphere’s role in language and analytical skills, underlining how the understanding of learning has evolved. The brain functions as the master processor, interpreting information received through the senses. In individuals with specific learning disabilities (SLDs), this perception may be distorted. He noted that the term handicap is outdated and impairment should be used instead. Factors such as mental health challenges, low IQ, habits, and cultural influences can contribute to slow learning. A specific learning disability is defined as a disorder in one or more of the basic psychological processes involved in understanding or using language, whether spoken or written. The concept of the “dyslexic iceberg” was introduced, highlighting that visible symptoms are only the tip, while underlying difficulties such as memory deficits and spatial challenges often remain hidden. He concluded by clarifying that dyslexia is not caused by a lack of motivation or poor instruction, though it may coexist with other challenges.

6. Ms Aparajita Singh, a resource person from the ChangeInkk Foundation, led the subsequent session on the inclusive process, offering a conceptual overview, highlighting the regulatory and policy framework, and suggesting practical steps to foster inclusivity. The session featured several interactive group activities, including 'Specific Learning Disabilities: Myth vs. Fact', an energetic round of 'Yes/No Questions', and multiple-choice questions. These sessions encouraged participants to engage actively, raise questions, and share their reflections on the traits and realities of learning disabilities. The discussions that followed offered valuable perspectives on the conceptual understanding of Specific Learning Disabilities (SLDs), the existing regulatory and policy framework, and the day-to-day challenges that students with SLDs face in higher education. In addition, participants explored technology-related challenges encountered by students with disabilities in institutional settings. Key challenges identified included limited awareness and understanding of learning disabilities, difficulties in matching individual needs with available assistive technologies, and shortcomings in the implementation of accessibility measures within institutions. For students with learning disabilities, assistive technology (AT) can be a game-changer, boosting their ability to learn, communicate, and thrive in academic settings. It helps overcome difficulties in areas such as reading, writing, mathematics, understanding complex concepts, and managing time effectively. By offering customised AT solutions, Higher Education Institutions (HEIs) can greatly enhance the inclusion and academic success of students with learning disabilities, creating a more supportive and equitable learning environment. Tools like text-to-speech converters, display control software, speech-to-text programs, and audio control features are essential in assisting students across different learning modalities, including reading, writing, listening, and visual learning. During the session, participants requested the resource person to provide an SOP to facilitate the implementation of the program in their institutions. It was further emphasised that all workshop attendees should collaborate as a committee to effectively apply the learning within their respective organisations.
7. During the session, participants were familiarised with a range of official documents detailing relevant policies, guidelines, and available resources, which are provided in Annexure 2.
8. The session ended with a vote of thanks.

List of Participants for ‘In-Person Workshop Session for IT Department’ under Capacity Building on Specific Learning Disabilities (SLDs)- Cycle 4 on 15.10.2025

S. No.	Name of the Institution	Nominated Faculty Members	Attended / Not Attended
1	Assam University	Dr Ajita Tiwari	Attended
2	Central University of Karnataka	Dr. Gururaj M	Attended
3	Dr B.R. Ambedkar National Institute of Technology, Jalandhar	Dr Avani Vyas	Attended
4	Ghani Khan Choudhury Institute of Engineering & Technology, Malda	Dr Babul Prasad Tewari	Attended
5	Hemvati Nandan Bahuguna Garhwal University	Dr. Prem Nath	Attended
6	IIIT Bhopal	Dr. Gaurav Khanna	Attended
7	IIIT Raichur	Dr. Natesh BV	Attended
8	IIIT Ranchi	Dr Dhiran Kumar Mahto	Attended
9	IIITTiruchirappalli	Dr Anoop Jacob Thomas	Attended
10	IIM Bodh Gaya	Dr Satish Chandra Ojha	Not Attended
11	IIM Mumbai	Dr Debabrata Das	Attended
12	IIM Raipur	Mr. Priyank Mitra	Attended
13	IIM Ranchi	Prof. Raveesh Krishnankutty	Attended
14	IIM Sirmaur	Mr. Mohammad Rizwan	Attended
15	IIM Vishakhapatnam	Kamal K	Attended
16	IIT Indore	Mr. Genius Sanjog	Attended
17	Indira Gandhi National Open University	Dr A Murali M Rao	Attended
18	National Institute of Technology Kurukshetra	Dr. Anshu Parashar	Attended
19	NITTTR Bhopal	Dr.M.A.Rizvi	Attended
20	Shri Lal Bahadur Shastri National Sanskrit University	Prof. Adesh Kumar	Attended
21	Visvesvaraya National Institute of Technology, Nagpur	Mr. Nikhil Naukarkar	Attended
22	School of Planning and Architecture Delhi	Mr. Karan Barpete	Attended

Additional Attendees

Affiliation Details	Name of Attendees
Ministry Officials, NIEPA & Resource Persons	1. Mr Devendra Kumar Sharma, Director, D/o Higher Education, MOE 2. Dr Jitendra Nagpal, Senior Consultant Psychiatrist, Moolchand Medicity 3. Prof. Kumar Suresh, Director- Planning and Dept, NIEPA 4. Dr Anshu Shrivastava, Associate Professor, NIEPA 5. Dr Amit Gautam, MMTTC Director, NIEPA 6. Ms Akansha Yadav, Consultant, MMTTP, MOE 7. Ms Aparajita Singh, ChangeInkk Foundation

1. Link to RPwD Act 2016:

<https://cdnbbsr.s3waas.gov.in/s36ee69d3769e832ec77c9584e0b7ba112/uploads/2025/03/202503251422104079.pdf>

2. RPwD Bill mentioning 21 Disabilities:

<https://www.pib.gov.in/newsite/printrelease.aspx?relid=155592>

3. Link to UGC's Guidelines "Accessibility Guidelines and Standards for Higher Education Institutions and Universities"

https://www.ugc.gov.in/pdfnews/8572354_Final-Accessibility-Guidelines.pdf

4. Resources related to the CBSLD program under MMTTP

<https://mmc.ugc.ac.in/LearningDisabilities/Tutorials>

Record of Discussion of the 'In-Person Workshop for Career and Placement Cell' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 4 at the National Institute of Educational Planning and Administration for the 24 Higher Education Institutions (HEIs), held on 17.10.2025

1. An 'In-person workshop for Career and Placement Cell' was organized by the Department of Higher Education, Ministry of Education, in collaboration with National Institute of Educational Planning and Administration (NIEPA) and ChangeInkk Foundation on 17.10.2025 at NIEPA. This session was part of the series of sessions under 'Capacity Building on Specific Learning Disabilities (SLDs) Cycle 4. During the session, the resource person shared the strategies for creating inclusive spaces for students with learning disabilities in HEIs, specifically for the career and placement cell.
2. Cycle 4 of the capacity-building program featured a series of key sessions leading up to this in-person workshop. These included Orientation Session, Sensitisation Session, and Master Classes for five departments conducted in August and September 2025. Subsequently, in-person workshops were organized for different institutional departments: Admissions (October 7, 2025), Academics, Faculty and Examinations (October 9, 2025), Student Life/Campus Affairs (October 13, 2025), and IT (October 15, 2025). The present workshop for the Career and Placement Cell formed the next step in this sequence, with each participating institution nominating one representative per IT department. A total of 21 faculty members attended. The detailed list of participants is attached at **Annexure 1**.
3. Dr Amit Gautam, Director, MMTTC-NIEPA, extended a warm welcome to the participants, after which the participants introduced themselves briefly.
4. Mr. Surya Narayan Mishra, Registrar, NIEPA, in his opening remarks, highlighted the nature of Specific Learning Disabilities, emphasizing their often-invisible character. He noted that this invisibility frequently leads to students with SLD being overlooked and denied the support they need. This program supports building our knowledge and awareness about the possibility of bridging the learning gap.
5. Prof. Kumar Suresh, Director (Planning and Development), NIEPA, traced the evolution of the program since its launch in January 2024, noting that four cycles have been implemented to date. He outlined key initiatives of the Malaviya Mission Teacher Training Program coordinated by NIEPA, such as capacity building on mental health, resilience and well-being, and nurturing future leadership. Presenting the progress of the fourth cycle of the CBSLD program, he encouraged participating faculty to carry these efforts to their institutions and collectively strengthen sensitisation on their campuses.
6. Ms Aparajita Singh, representing the ChangeInkk Foundation, facilitated the next segment of the workshop through interactive group activities such as Specific Learning Disabilities: Myth vs. Fact, a Yes/No quiz, and multiple-choice questions. The discussion deepened participants' understanding of SLDs, covering conceptual aspects, the regulatory and policy environment, and the challenges faced by students with SLD. The following points were discussed:
 - Specific Learning Disability (SLD) is a condition that affects an individual's ability to read and write. It is a lifelong disability and does not diminish with age. Individuals with SLD generally possess average or above-average intelligence.
 - A conceptual understanding of different types of Specific Learning Disabilities (SLDs), including Dyslexia, Dyscalculia, and Dysgraphia, with Dyslexia accounting for the majority of cases. Out of all, 1 in 5 means about 20% of the population is affected by Dyslexia.
 - SLDs can affect self-esteem, memory, sensitivity to overstimulation, information processing speed, and the consistency between written and spoken communication, all of which contribute to daily challenges for individuals with these disabilities.

- In India, Higher Educational Institutions (HEIs) are required to reserve at least 5% of seats for Persons with Benchmark Disabilities (PwDs), including Specific Learning Disabilities, in compliance with the Rights of Persons with Disabilities (RPwD) Act, 2016.
 - The distinction between screening and diagnosis of specific learning disability was explained. If a psychometric assessment indicates a disability level of 40% or higher, a disability certificate or Unique Disability ID (UDID) can be issued, enabling access to government benefits.
7. Dr Jitendra Nagpal, Senior Consultant Psychiatrist and Head of the Institute of Mental Health & Life Skills Promotion at Moolchand Medicity, delivered an informative session on neuropsychological perspectives on Specific Learning Disabilities (SLDs). He explained that the brain perceives sensations from the environment, but in students with learning disabilities, this perception can be distorted. He further elaborated that information is processed by the brain's two hemispheres: the left hemisphere handles logic, sequencing, facts, and language, while the right hemisphere manages imagination, holistic thinking, intuition, and emotions. Specific learning disability does not include learning problems that are a result of intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage. Dr Nagpal explained that Specific Learning Disability (SLD) is a neurodevelopmental condition that affects learning. He introduced the concept of the "SLD iceberg," illustrating that visible difficulties like writing and spelling problems are only the tip of the iceberg, while underlying challenges often remain hidden. Participants examined examples of writing of an individual with SLD, identifying features such as letter reversals and omitted letters, which are typical indicators of dyslexia. They observed that although the oral reading of responses was often correct, the written work frequently contained spelling errors and letter reversals.
 8. Further, Participants were divided into groups to discuss the challenges that students with disabilities (PwDs) face in accessing career opportunities and placements, from the perspectives of students, educational institutions, and employers. The groups later shared their insights, highlighting common issues such as the lack of effective accommodation systems, hesitation around disability disclosure, inadequate infrastructure, gaps between student and employer expectations, limited interdepartmental coordination, and insufficient employer acceptance. Ms. Singh emphasized that institutions should be encouraged to adopt ability-based job mapping and promote inclusive placements built on three key pillars: sensitisation and advocacy, job readiness, and inclusive hiring.
 - Sensitisation and advocacy involve providing students with information on relevant mandates, sensitizing placement cell members, and advocating for the needs of students with SLDs.
 - To strengthen job readiness, HEIs offer early exposure to professional environments, ensure necessary accommodations during internships, and support students through career-building activities.
 - Inclusive hiring requires proactive engagement with recruiters, clear communication of the needs of students with SLDs, and ensuring that workplace accommodations are in place to facilitate a smooth transition to employment.
 9. During the discussion, participants suggested inviting corporations that actively recruit students with SLDs to future sessions. They also recommended including students with learning disabilities in these interactions to share their firsthand experiences and perspectives.
 10. During the session, participants were also introduced to various official documents outlining relevant policies, guidelines, and available resources, which have been included in Annexure 2.
 11. The session ended with a vote of thanks.

List of Participants for ‘In-Person Workshop Session for Career and Placement Cell’ under Capacity Building on Specific Learning Disabilities (SLDs)- Cycle 4 on 17.10.2025

S. No.	Name of the Institution	Nominated Faculty Members	Attended / Not Attended
1	Central University of Karnataka	Dr. Paramesh S.P.	Attended
2	Dr. B.R. Ambedkar National Institute of Technology Jalandhar	Dr O P Verma	Attended
3	Hemvati Nandan Bahuguna Garhwal University	Dr. Anurag Goyal	Attended
4	IIIT Bhopal	Dr. Neeta Anna Eapen	Attended
5	IIIT Raichur	Dr. Mehbub Alam	Attended
6	IIIT Ranchi	Dr Dhiran Kumar Mahto	Attended
7	IIITTiruchirappalli	Dr. Anoop Jacob Thomas	Attended
8	IIM Bodh Gaya	Dr. Satish Chandra Ojha	Attended
9	IIM Mumbai	Dr. Veepan Kumar	Attended
10	IIM Raipur	Prof. Mohit Goswami	Attended
11	IIM Ranchi	Prof. Rajeev Verma	Attended
12	IIM Sirmaur	Dr. Ramesh Kumar	Attended
13	IIM Vishakhapatnam	Mr. Somashekara M N	Attended
14	IIT Indore	Mr. Pushpak Kumar P	Attended
15	Indira Gandhi National Open University	Dr. V. P. Rupam	Not Attended
16	National Institute of Technology Kurukshetra	Dr. Shelly Vadhera	Attended
17		Prof.Paratibha Aggarwal	Attended
18		Prof. Saraswati Setia	Attended
19	NITTTR Bhopal	Dr.Ranjit Singh Chauhan	Attended
20	Shri Lal Bahadur Shastri National Sanskrit University	Dr. Rattan Lal	Not Attended
21	The English and Foreign Languages University	Prof Anand Mahanand	Attended
22	Visvesvaraya National Institute of Technology Nagpur	Mr. Rahul Ade	Attended
23	School of Planning and Architecture Delhi	Mr. Krishna Prakash	Attended

Additional Attendees

Affiliation Details	Name of Attendees
Ministry Officials, NIEPA Resource Persons	1. Prof. Kumar Suresh, Director, NIEPA 2. Dr Jitendra Nagpal, Senior Consultant, Moolchand Medicity 3. Mr Surya Narayan Mishra, Registrar NIEPA 4. Dr Amit Gautam, Director-MMTTC NIEPA 5. Ms Akansha Yadav, Consultant, MMTTP, MOE 6. Ms Aparajita Singh, ChangeInkk Foundation

1. RPwD Act 2016:

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