



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

Report on In-person zone-wise workshop
of Capacity Building Program on Specific
Learning Disabilities (SLDs)

under

Malaviya Mission Teacher Training
Program(MMTTP)

Organized by

Ministry of Education in collaboration with ChangeInkk Foundation

Anchored by

National Institute of Educational Planning and Administration (NIEPA)

Venue – Online

Dated -5th January 2024 to 28th March 2024

Introduction

The in-person workshop marks the fourth phase of the Capacity Building Program for Specific Learning Disabilities (SLDs) under MMTTP in Higher Education Institutions (HEIs). The third phase of the program, concluded in March 2024, featured masterclasses for the heads and representatives of five departments, including admissions department, office of academic affairs and evaluation, office of student affairs and campus life, department of IT/AT, and Career and placement cell.



The program was launched in January 2024 with heads of institutions (HoIs) and distinguished members of regulatory bodies. An orientation to the program was conducted followed by the survey's launch to benchmark inclusive practices at their respective HEIs. Further, a sensitization session was organized for Directors/Head of Institutions and Members of regulatory bodies and accreditation bodies like the Ministry of Education (MoE), All India Council for Technical Education (AICTE), University Grants Commission (UGC), National Testing Agency (NTA), National Institutional Ranking Framework (NIRF) and National Assessment and Accreditation Council (NAAC).

In the second phase over 300 heads of five departments were sensitized, and 41 institutions were selected to implement the program successfully. Over a 6-month period, each institution is being trained to implement processes for inclusion by the department in collaboration with ChangeInkk Foundation as the resource partner. In phase 3, department-wise masterclasses were held to foster an inclusive ecosystem within each of the five departments, sensitizing 407 heads of departments and two nominees representing each department from every institution.

The fourth phase, a two-day In-person workshop, was inaugurated by Shri. K. Sanjay Murthy, Secretary, Department of Higher Education, MoE followed by an address from Prof. Shashikala Wanjari, Vice Chancellor, NIEPA and Smt. Rina Sonowal Kouli, Joint Secretary, Department of Higher Education, MoE. The workshop was designed to further handhold the participants of the masterclass to foster an inclusive learning environment for students with SLDs. Three zones had representatives from 27 HEIs who actively participated in the workshop and shared their challenges, insights, and suggestions.

Speakers and Their Contributions

Inaugural Address

In the inaugural session *Shri. K. Sanjay Murthy, Secretary, MoE*, emphasized that all initiatives are anchored DoHE within the National Education Policy (NEP) framework, aiming for institutions to emerge as leaders in spreading awareness about SLDs. He stressed the importance of technological advancements benefiting both students and educators, promoting diversity within institutions, and fostering a symbiotic relationship for knowledge sharing. He also highlighted the need for scaling initiatives to the state level and cultivating sensitivity. *Shri. Devendra Kumar Sharma, Deputy Secretary, DoHE* discussed the identification of SLDs cases among students admitted to IIT and emphasized the necessity for supportive tools and collaboration with faculty members to realize the essence of NEP. *Prof. Shashikala Wanjari, Vice Chancellor, NIEPA* addressed mental health concerns and emphasized inclusivity in premier institutes. Throughout these sessions, a unified commitment to addressing SLDs and promoting inclusivity in education was evident, underlining the importance of collaboration and in achieving these goals.



Guest Speakers

Dr Jitendra Nagpal, Senior Consultant Psychiatrist & In-Charge, Institute of Mental Health & Life Skills Promotion, Moolchand Medicity, New Delhi

Dr. Nagpal, a renowned psychiatrist from Delhi, addressed the participants at the workshops covering many topics. He emphasized physical and mental well-being and the significance of emotional intelligence (EQ) alongside intellectual quotient (IQ). Dr. Nagpal addressed factors contributing to mental health issues and student challenges, including distractions and peer pressure, while categorizing learners into different types and highlighting various coping mechanisms. Additionally, he discussed inclusive educational approaches and the importance of identifying and supporting individuals with SLDs. Dr. Nagpal also touched upon advancements in brain understanding, advocating for integrated programs within HEIs. Throughout his speeches, he emphasized the importance of diversity, underscoring the need to create inclusive environments and foster compassionate communication.



Ms. Anika, 1st year business student with dyslexia:

Ms. Anika, a first-year business student at Amity University, shared her experiences navigating higher education with dyslexia. She highlighted the supportive measures taken by the university's admission department despite the initial challenges, including counseling sessions, recorded lectures, access to mentors, buddies for notetaking and faculty sensitization programs. Ms. Anika emphasized on the importance of Unique Disability Identification (UDID) card to access these accommodations at her institute.

Mr. Kartik Sawhney, Founder of I-Stem:

Mr. Kartik Sawhney, founder of I-Stem and a software engineer at Microsoft, who is visually impaired, discussed the organization's efforts in developing technology for Persons with Disabilities (PwD). He

emphasized the importance of technology accessibility to build an inclusive ecosystem. Integrating technology at various levels through faculty support and providing training on assistive technology were emphasized.

Mr. Kunal Jhunjhunwala, Co-founder of ChangeInkk foundation and Airpay with dyslexia:

Mr. Kunal Jhunjhunwala, Co-founder of ChangeInkk Foundation and Airpay Payment Services Private Limited, shared his journey as a dyslexic individual and highlighted the importance of inclusive practices in education. Kunal emphasized the role of technology and infrastructural accommodations in simplifying the learning process for students and stressed the importance of inclusive design in creating an inclusive campus environment. He discussed challenges faced in pursuing STEM courses and emphasized the importance of an inclusive ecosystem in overcoming barriers.

Ms. Madhavi Kumar, Youth4Jobs:

Ms. Madhavi Kumar from Youth4Jobs discussed the importance of efforts to empower individuals with disabilities, particularly focusing on employment opportunities. Madhavi highlighted the gap between government mandates, and actual implementation and suggested industry-level policies for job creation in collaboration with HR departments.

Concluding session

The concluding session was attended by Smt. *Rina Sonowal Kouli, Joint Secretary, DoHE; Prof. Shashikala Wanjari, Vice Chancellor, NIEPA; Prof. Kumar Suresh Director (Planning and Development) NIEPA and Dr. Sangeeta Angom, Associate Professor, NIEPA.* The Joint Secretary Smt. Rina Sonowal Kouli expressed the DoHE's dedication to addressing SLDs, highlighting the proactive involvement of the secretary and appreciating the participation of all institutes. She also thanked Ms. Aparajita and ChangeInkk for their pro bono contributions. Prof. Shashikala Wanjari, Prof. Kumar Suresh and Dr. Sangeeta also expressed gratitude to all participants, the Ministry, and the ChangeInkk Foundation.



Overview of the Workshop Structure

The workshop, conducted by Ms. Aparajita Singh from the ChangeInkk Foundation, began with a basic module aimed at understanding Specific Learning Disabilities (SLDs) and underscored the importance of raising awareness and fostering sensitivity towards this disability. The module emphasized the strengths of students with SLDs and included discussions on regulations pertaining to SLDs as outlined in the National Education Policy (NEP) and the Rights of Persons with Disabilities (RPwD) Act of 2016.

The module also addressed the challenges faced by students during transitions, highlighting the need for comprehensive support for SLDs students at all stages, from admissions to placement. The significance of using inclusive language was stressed, with an example illustrating that SLDs is a disability, not a disorder, and that individuals with disabilities face challenges rather than suffering.

Following this session, the key stages of a student's journey in higher education institutions (HEIs), from admissions to placement, were detailed. The workshop catered to five departments, each with a dedicated time slot: the Admissions Department, Office of Academic Affairs and Evaluation, Office of Student Affairs and Campus Life, Department of IT/AT, and Career and Placement Cell. The workshop focused on the



challenges, best practices, and necessary steps each department should take to build an inclusive ecosystem within the HEIs. Each department received future action steps and an Inclusive Checklist, collated as an Inclusive Action Plan. This plan was developed in alignment with the latest guidelines from the Government of India through the University Grants Commission (UGC) and aims to equip institutions with actionable strategies for addressing Specific Learning Disabilities (SLDs) and promoting inclusivity on campus.

Before the workshop, a pre-survey was conducted with HEI representatives to assess the current state of inclusivity within their institutions. Following the workshop, a post-survey was distributed to understand the needs of the HEIs as they embark on the journey to build an inclusive institution and develop individualized inclusive action plans.

In-Person Workshop: Key Outcomes and Recommendations

Admissions Department

Challenges faced:

The challenges faced by the admissions department in the admission process of students with disabilities (SwDs) across 27 institutes were multifaceted. These included confusion in the sequence of admission procedures compounded by variations in certification procedures across different states. A significant challenge was the lack of awareness about new policy mandates and uncertainty regarding fee relaxation eligibility. Additionally, supporting students with SLDs who may not have UDID cards, and confusion regarding the percentage of reservation mandated by different policies, further complicated the process. Institutions also faced challenges in recognizing the UDID card as a primary form of documentation, often leading to requests for additional medical certificates. Instances were noted where students faced declination despite possessing disability certificates, highlighting inconsistencies in policy application. Moreover, the absence of nearby diagnostic centers in certain states posed challenges in obtaining UDID cards, while the prevalence of counterfeit certificates underscored the importance of proper diagnosis from accredited authorities. Overall, these challenges emphasized the need for standardized procedures, increased awareness, and better support mechanisms for SwDs during the admissions process.

Insights:

During the workshop HEIs discussed several key insights related to the admissions department for SwDs. Queries were raised regarding the re-verification of students' disability status, emphasizing the necessity of adhering to mandates regarding UDID. Discussions also highlighted the importance of accommodating any changes in a student's registered disability midsemester as mandated by the UDID, with accommodations starting from the declaration date. Additionally, the HEIs understood the need for admission outreach efforts to increase students' awareness of the college admission process, in line with the mandates of the NEP.

Best Practices of different institutes:

Discussions were held that encapsulated the best practices of different institutions in the admissions department.

- *Pondicherry University* representatives shared that the university conducts outreach programs targeting Non-Governmental Organizations (NGOs) in the state, including regular capacity-building and educational sessions every Sunday to educate Disabled People's Organizations (DPOs) and NGOs about university operations.
- *IIT Jammu* enhances accessibility by conducting online outreach sessions where all departments can address queries.

- *NIT Goa* engages in physical outreach activities to motivate students to pursue technical courses.
- *IIIT UNA's* Social Responsibility Cell actively spreads awareness about the IIT and IIIT in adjoining areas.

These practices collectively foster a more inclusive and accessible environment in HEIs.

Faculty, Office of Academic Affairs and Evaluation

Challenges faced:

During the workshop, representatives from HEIs shared a range of challenges they encounter in the academic's department, particularly for SwDs. Among the key difficulties highlighted were inadequate resources to effectively accommodate the growing student population. The surge in student numbers has also led to frequent clerical errors, including errors in grading, with professors required to assess papers within tight deadlines for large classrooms. Moreover, the lack of industry-relevant courses, peer pressure affecting flexible course completion, and barriers posed by language differences were also significant concerns. Attendance consistency, adjusting to campus life, mobility issues due to accessibility barriers, difficulties in procuring assistive tools, and the non-availability of scribes further complicate the situation. There was a specific mention of a lack of identification and resources for students with SLDs, underlining the broader challenges faced across institutions. These issues collectively emphasize the need for systemic improvements to enhance inclusivity and support for disabled students in the educational framework.



Insights:

Representatives from HEIs shared numerous insights regarding the academic department's accommodations for SwDs. Key measures include providing the nearest hostel accommodations to PwD students, installing accessible facilities such as lifts, ramps, and washrooms, and organizing mental health camps. Additionally, institutions have implemented mentorship programs and are actively involved in sensitization initiatives. Extra evaluation time and the adoption of tools like Moodle LMS and Google Classroom enhance academic accessibility. The discussions emphasized the necessity of accommodation during academics, and the UGC's mandate for need-based assessments, further supported by the adoption of universal design principles to cater to a broad range of disabilities. Flexibility in course content and program structure was recognized as vital, especially for students with SLDs, with tailored assessment methods being crucial for their academic success. The appointment of nodal officers to oversee procurement based on needs assessments and the implementation of UGC guidelines for inclusivity were noted as crucial steps. Furthermore, counselling teams are engaged in inclusive efforts during JEE processes, and initiatives like establishing databases for students with SLDs, regardless of disability percentage, highlight proactive measures to tailor educational programs to specific needs were noted as important steps. These insights underscore a comprehensive approach to creating more inclusive educational environments that accommodate and support the diverse requirements of SwDs.

Best Practices of different institutes:

Discussions were held encapsulating the best practices of different institutions in the academic department. Some of the key best practices are as follows:

- *IISER Mohali* sends emails to professors to inform them about students registered as PwD and also has an elaborative mentorship programme implemented in the institution wherein every faculty has 20 -25 students under them. Through the mentorship program the faculty tries to identify students with SLDs, facilitating support during sessions.
- *Central University of South Bihar Gaya* has established a Centre of Learning Support for PwD Students.

- *IIT Kanpur* has a need-based assessment process is implemented, ensuring personalized support tailored to individual student needs.
- *IIM Bangalore* and *Pondicherry University* have conducted accessibility audits with efforts underway at *NIT Suratkhali*.
- *IIM Bangalore* has established a club of trained peers to serve as emergency contacts.
- *IIT Madras* incentivizes its buddy system with extra credit.
- *IIT Tirupati* addresses reading difficulties by increasing font sizes during presentations and implementing a peer-assisted learning program.
- *NIT Raipur* and *NIT Nagaland* ensure necessary accommodations for declared PwD students and streamline academic processes for those at risk of SLDs.

Suggestions:

During the workshop, HEIs put forth various suggestions to improve the support provided to SwDs during the academic process. These suggestions encompassed the idea of NIEPA sharing a comprehensive list of tools that universities can utilize to support PwD students, indicating a need for standardized resources and guidance. Additionally, there were proposals for financial assistance programs to aid in the procurement of essential equipment such as wheelchairs, hearing aids and highlighting the importance of addressing financial barriers to accessibility. Furthermore, it was suggested that counselling teams should actively participate in such workshops, underscoring the importance of holistic support systems. These suggestions collectively emphasize the need for collaborative efforts and comprehensive strategies to ensure equitable access and support for SwDs throughout their academic journey.

Office of Student Affairs and Campus Life

Challenges faced by the department:

In the student affairs department of HEIs, several challenges were highlighted. Institutes reported outdated curriculums that fail to update frequently and a rigid structure that compels first-year students to study all subjects, including pure mathematics, with remedial classes postponed until the second year. The limited time flexibility for SwDs is notably less in engineering colleges, and peer pressure often discourages students from opting for delayed semesters. Additional issues include the provision of scribes, especially for tasks like drawing graphs and using software for equations, and the necessity of training in assistive technologies for effective use. Misuse of accommodations, particularly regarding make-up examinations, emerges as a significant issue. On a broader scale, students display reluctance to participate in group discussions, preferring one-on-one interactions. Overwhelmed faculty members face burnout, with a rising student-to-faculty ratio that compromises personalized attention and support. Additionally, some SwDs develop an inferiority complex due to a lack of awareness and empathy among their peers, further affecting their educational experience. These myriad of challenges underscore the need for strategic improvements in communication, curriculum design, faculty support, and student accommodations to enhance the inclusivity within HEIs.



Insights:

The zonal workshops unveiled numerous insights and initiatives aimed at enhancing support for SwDs. It was shared that make-up exams are available for students facing bereavement. Additionally, a summer course option helps students catch up on necessary credits. The importance of structural flexibility was emphasized,

suggesting that HODs should oversee infrastructural adjustments for students who need to take a year off. A non-fixed mentor-mentee ratio around 1:30 was discussed, along with the consensus that counselors should not concurrently hold faculty positions to foster open communication among students. Dedicated counseling rooms and 'Friendship Corners' can encourage peer interaction and facilitate more open discussions. It was noted that IIIT Vadodara is working to integrate solutions for unreported but observed challenges such as reading difficulties. Significant contributions from institutions like IIT Gandhinagar and IIT Kanpur showcased their inclusive strategies, including the provision of remedial classes, extended exam times, and well-equipped counseling infrastructures to support students with SLDs. The collective insights from the workshop highlight an evolving approach towards more inclusive and supportive educational environments, underscoring the necessity for continuous improvement and adaptation of policies and practices to meet the diverse needs of all students.

Best Practices of different institutes:

- *IIT Kanpur* enhances support for SwDs through its Cell for Differently Abled Persons (CDAP), which not only offers academic accommodations and accessible campus experiences but also career support, culminating in an annual celebration and the UDAAN programme—an inter-IIT sports event for differently abled students.
- *IIT Gandhinagar* employs an informal buddy system and peer-assisted learning to foster leadership and cooperative educational experiences.
- A stipend-based Mentor Mentee programme is adopted by various colleges to encourage dedicated academic assistance. Some institutions allow students to complete courses at a slower pace, permitting breaks to refresh mentally, which involves reintegrating into a new peer group upon return.
- *IIM Bangalore* modifies course timelines on a case-by-case basis while maintaining academic rigor. Evening extra classes promote peer learning, involving students both as learners and teachers.
- *Pondicherry University* offers additional classes and uses a Choice Based Credit System where faculty advisors provide personalized support in casual settings.
- *IIT Madras* introduces innovative support through the “Kushal” or “Be Happy” Portal for casual chats and a WhatsApp group for parents including faculty members to discuss concerns.
- Dedicated support centers like *IIT Tirupati's* Sarthi center and committees at *IIT Kharagpur* address student needs, ensuring proper medical leeway guidelines, such as a minimum attendance requirement before medical concessions are granted.



These best practices reflect a robust commitment to creating inclusive educational environments that cater to the diverse needs of SwDs ultimately fostering an atmosphere where all students are given the opportunity to succeed.

Suggestions:

Suggestions provided during the workshop encompass various aspects of improving the student affairs department. Regulatory bodies like the IITs, NITs, and IIITs should play a proactive role in enforcing mandates to promote inclusivity. Additionally, guidelines for exam procedures, including relaxation of time constraints, should be circulated by both the MoE and HEIs to accommodate students' needs effectively. Offering extra time for exam preparation and providing flexible degree options were suggested, although concerns about industry acceptance of such flexibility were raised. Moreover, fostering collaboration on research and innovation topics across departments, with a focus on specialized research for PwDs, was emphasized. These

suggestions collectively aim to create a more inclusive and supportive environment for SwDs in HEIs, ultimately promoting their academic success and integration into the workforce.

Information Technology and Assistive Technology Departments

Challenges faced by the department:

During the workshop, representatives from HEIs highlighted several challenges faced by the AT/IT department in accommodating SwDs. Concerns were raised regarding the authorization process from the MoE for acquiring resources that do not meet the 20 % Made in India criteria, impacting the availability of necessary tools and materials. Converting books into PDF format was identified as a challenge, potentially hindering access to course materials for SwDs. Additionally, the inadequate availability of resources in proportion to the increasing number of students posed a significant challenge. While exploring speech-to-text options for SwDs, concerns were raised about accurately transcribing equations and graphs, highlighting potential limitations in accessibility solutions. Furthermore, providing laptops as accommodations to visually impaired students was deemed ineffective when hard copy question papers are issued during exams, rendering the accommodation irrelevant. These challenges underscore the need for comprehensive and inclusive strategies to address the diverse needs of SwDs in HEIs.

Insights: Training in accommodation and assistive technology usage is essential.

Suggestions: Collate the information on procurement of assistive tool.

Career and Placement Cell

Challenges faced by the department:

During the workshop, HEIs shared numerous challenges they face as part of the career and placement cell when accommodating SwDs, including those with SLDs. A significant challenge mentioned was the lack of physical outreach or general programs that can effectively include and support these students. Also, the complex bureaucratic processes involved in establishing incubation centers have posed substantial hurdles for faculty and students. Discussions also highlighted that although there is a high employability potential for individuals with SLDs, companies often show reluctance or refuse to hire individuals with low CGPA or those categorized as PwD. Furthermore, discussions revealed that while some companies have quotas for employing PwD, others do not, leading many students to prefer not disclosing their disability status in the absence of such quotas.

Insights:

The workshop revealed several insights into the career and placement cell. Companies often specify if they have openings for PwD candidates, and candidates disclose their status upon request. Public Sector Undertakings (PSUs) are the primary employers of PwD candidates, whereas private recruiters generally avoid hiring them. Colleges frequently avoid declaring the SC/ST/PwD status of students during placements to prevent bias. Additionally, students strive to clear any backlogs before participating in placements, and companies do not mind if students have taken a break in their academic journey as long as they have cleared all requirements. Sensitization programs are essential but vary in execution. These programs involve informing students if job announcement forms accommodate PwD candidates and sharing the organization's policies. Internships are crucial for providing industry exposure and information on accommodation provisions. Outreach efforts for placements are vital, with both external and internal recruiters being informed, and sensitization sessions conducted before recruitment. Students are not required to disclose their status if they do not need accommodation. Effective interaction with recruiters involves identifying students, understanding company policies, and facilitating communication. Suggested solutions include establishing a fixed base of recruiters, enhancing outreach programs, and mandating industry exposure across institutes.

Best Practices of different institutes:

Mentorship programs across institutes include workshops, CV building, alumni interactions, and pre-culture interaction sessions, aimed at supporting SwDs.

- *IIT Kanpur* has a very active placement cell that promotes the inclusion of PwD candidates by providing recruiters with a kit containing a self-sensitization pamphlet and a feedback form for potential collaboration on diversity, equity, and inclusion (DEI) initiatives.
- The *Central University of Andhra Pradesh* offers campus recruitment training by corporate experts.
- All *IITs* have Placement Cells where senior students mentor juniors.
- *NIT Trichy* runs comprehensive placement programs from the first to the final semester covering activities like CV building and group discussion training.
- *IIT Kharagpur* as part of their employer outreach invites 3000-4000 recruiters and specifies the number of PwD candidates in their invitation letters.

Conclusion

Summary of the Workshop's Impact

The workshop saw a natural progression in the number of participants from Zone 1 to Zone 3, with Zone 3 having the highest participation. Representatives actively shared their inclusive practices and openly discussed gap areas, which proved beneficial for everyone involved. This open discussion enhanced the overall experience of the workshop for all stakeholders.

Participants appreciated learning about SLDs and the importance of accommodation with many expressing their intention to share outcomes with their respective VCs to thoroughly incorporate the practices learned. Many participants emphasized that they were introduced to 21 disabilities, including SLDs for the first time and agreed that campus sensitization would be highly beneficial.

Challenges with online masterclasses were noted, as not all participants joined or were fully engaged, highlighting the greater effectiveness of in-person events. Emphasis on institutionalizing empathy and involving individuals from various departments, not just faculty was made besides suggesting creating a compendium of best practices to guide future actions.

A brief half-hour session by the MoE for all faculty members was deemed necessary, along with regular updates on new policy changes to ensure proper implementation. Overall, the workshop was seen as a comprehensive initiative that covered everything from understanding the legal framework to wellness and mental health, validating the institutions' efforts and providing clear directions for improvement.

Future Steps

The initiative marks the beginning of a journey towards inclusive practices, with plans to develop a more concrete structure to support these efforts. Moving forward, the workshop emphasized adopting a targeted approach to engage institutions and build a more inclusive ecosystem.

Individual monthly check-ins with institutions will be conducted to monitor progress and address any issues. These online check-ins will follow the same sequence as the initial individual handholding, ensuring that HEIs have sufficient time to work on implementation.



Appendices

Appendix 1

Table 1.1: Attendance from Zone 1

List of Institutes that Participated	
S.No	Central University
1	Central University of Haryana
Indian Institute of Information Technology	
2	Indian Institute of Information Technology, Una
National Institute of Technology	
3	National Institute of Technology, Bhopal
4	National Institute of Technology, Jaipur
Indian Institute of Science Education and Research	
5	Indian Institute of Science Education and Research, Mohali
Indian Institute of Technology	
6	Indian Institute of Technology, Jammu
7	Indian Institute of Technology, Ropar

Table 1.2: Attendance from Zone 2

List of Institutes that Participated	
S.No	Central University
1	Central University of South Bihar
2	Central University of Odisha
3	Rajiv Gandhi University
Indian Institute of Information Technology	
4	Indian Institute of Information Technology, Vadodara Diu Campus
National Institute of Technology	
5	National Institute of Technology, Goa
6	National Institute of Technology, Nagaland
7	National Institute of Technology, Raipur
Indian Institute of Technology	
8	Indian Institute of Technology, Bhubaneswar
9	Indian Institute of Technology, Gandhinagar
10	Indian Institute of Technology, Kanpur

Table 1.3: Attendance from Zone 3

List of Institutes that Participated	
S.No	Central University
1	Central University of Andhra Pradesh
2	Pondicherry University
Indian Institute of Management	
3	Indian Institute of Management, Bangalore
National Institute of Technology	
4	National Institute of Technology, Calicut

5	National Institute of Technology Karnataka, Surathkal
6	National Institute of Technology, Tiruchirappalli
7	National Institute of Technology, Jamshedpur
	Indian Institute of Technology
8	Indian Institute of Technology, Kharagpur
9	Indian Institute of Technology, Madras
10	Indian Institute of Technology, Tirupati