



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

**Report on Master Classes 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 **Capacity Building Program for Inclusion of Students with Specific Learning Disabilities** under **MMTTP in Higher Education Institutions (HEIs)** was launched by **Shri K Sanjay Murthy, Secretary, Department of Higher Education** on **January 5, 2024**. This program, involving the active **participation of 41 heads of institutions**, was conceptualized by the **Department of Higher Education, Ministry of Education**, with the broader objective of sensitizing and enhancing the capacities of faculty and staff in HEIs to create an inclusive learning environment for students with SLDs.

On **January 31, 2024**, over **300 heads of various departments were sensitized** from **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 February and March, department-wise masterclasses (**details in Appendix 1**) 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.

Department wise Masterclass Report

Admissions Department

Overview of the Masterclass Structure: An interactive online session, organized by the Department of Higher Education on February 28, 2024, at 10:00 AM and led by resource persons from the ChangeInkk foundation was attended by Heads of departments (HoD) and two nominees (**60 participant**) from the admissions departments of identified institutions.

This session was part of a series of sessions planned under the Capacity Building Program under MMTTP aimed at enhancing the capacities of faculty and non-teaching staff to effectively deal with the concerns of students with SLDs joining HEIs during admissions.

In continuation, a follow-up session was also organized on March 1, 2024, starting at 10:00 AM, where resource persons addressed the queries of participants of the Admission Department from the previous session. (A list of participating institutes is attached in the annexure)

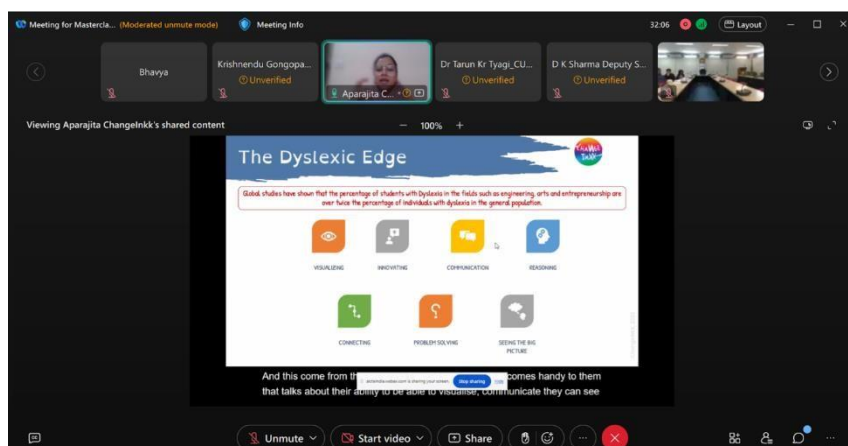
Smt. Rina Sonowal Kouli, Joint Secretary, Department of Higher Education: Joint Secretary greeted the participants, sharing insights from past sessions and setting the stage for the day's discussions.

Shri. Devendra Kumar Sharma, Deputy Secretary, Department of Higher Education: Deputy Secretary welcomed the participants and resource persons, providing a brief background about the Capacity Building Program. He also highlighted the sessions on 'Orientation' and 'Sensitization' held previously, explaining that this session was a continuation of those efforts.

Key Session: Ms. Aparajita Singh, a resource person from ChangeInkk Foundation presented a detailed account of the struggles faced by individuals with SLDs transitioning to higher education. Through an interactive session, she provided the admissions departments with several key insights on the action dimensions for admission including streamlining processes, inclusive outreach, capacity building, implementing schemes and scholarships, and processes to ensure smooth onboarding of students with SLDs. She emphasized appointing a nodal officer, building the capacity of counselling personnel, admission officers, interview panels and sensitizing all stakeholders to the strengths, struggles, and stigma related to SLDs.

She outlined steps for ensuring a smooth onboarding process for students with SLDs, including accepting the Unique Disability ID (UDID) card without further verification, coordination with the appointed nodal officer, mandating needs assessments, appointing mentors for students with SLDs, providing accessible formats of

applications and all the other resources and handbooks, and conducting orientation sessions to introduce students to the supportive ecosystem at HEIs.



To make outreach inclusive, it was suggested that HEIs establish connections with senior secondary schools. The HEIs should keep updated records of inclusive policies, explicitly mention all provisions in their materials, and document case studies. Along with this, the institutes need to ensure the implementation of scholarships and government

schemes for people with SLDs, tap into alumni networks and corporate social responsibility (CSR) initiatives for funding, and posting information about these schemes on official social media handles.

During the session, testimonial videos of individuals with firsthand experience advocating for SLDs were presented to enhance understanding of the concerns related to SLDs. Participants raised questions about setting up counselling centres in HEIs, making resources compliant with Web Content Accessibility Guidelines (WCAG), and distinguishing between Autism and SLDs. The presentation concluded with feedback from participating HEIs, followed by remarks from the Deputy Secretary.

Follow-up session: In the follow-up session participants inquired about the eligibility of students with SLDs for the 5% reservation under the Rights of Persons with Disabilities (RPwD) Act, 2016, the authorities authorized to issue UDID cards, and referral processes to diagnostic centres. They also sought to understand the differences between SLDs and learning gaps and requested support for initiating college readiness programs.

Faculty, Office of Academic Affairs and Evaluation

Overview of the Masterclass Structure: An interactive online session, organized by the Department of Higher Education on 13.03.2024 at 10.00 AM and led by resource persons from the ChangeInkk foundation was attended by HoDs and two nominees (**49 participants**) from Office of Academic Affairs, Faculty and Examination Cell of identified institutions.

This session was part of a series of sessions planned under the Capacity Building Program under MMTP aimed to expand the participants' understanding of the concerns of SLDs from the viewpoint of academic engagement, pedagogical approaches adopted by the faculty in the classroom and assessment procedures.

In continuation, a follow-up session was also organized where resource persons addressed the queries of participants of the Office of Academic Affairs, Faculty and Examination Cell from the previous session. (A list of participating institutes is attached in the annexure)

Shri. Devendra Kumar Sharma, Deputy Secretary, Department of Higher Education: Deputy Secretary welcomed the participants and provided a brief background to the session. He highlighted the need for the program and the sessions previously held under Capacity Building Program for the faculty and non-teaching staff of identified institutions.

Prof. Shashikala Wanjari, Vice Chancellor, NIEPA: The VC welcomed participants and outlined the program designed to sensitize stakeholders of the identified HEIs, aiming to create an inclusive ecosystem for students with disabilities, especially SLDs. She emphasized the importance of sensitizing specific HEI departments to ensure students with disabilities are included in all curricular, co-curricular, and extracurricular activities. She highlighted that the Office of Academic Affairs is crucial for staff orientation on SLDs concerns and awareness of measures to support their full participation.

Prof. Rajluxmi V. Murthy from IIM Bangalore: Prof. Rajluxmi V. Murthy shared experiences on creating an inclusive ecosystem at IIM Bangalore for students with SLDs. He discussed academic inclusion approaches, accommodation mechanisms, misconceptions about relaxed rigor, pedagogical adjustments, and key suggestions for an inclusive academic journey. This provided participants with an in-depth understanding of these aspects.

Key Session: Ms. Aparajita Singh, a Resource Person from ChangeInkk Foundation, addressed the participants from the Office of Academic Affairs, Faculty, and Examination Cell, highlighting the struggles students with SLDs face and sharing key approaches that HEIs can adopt to evolve an inclusive learning environment. She emphasized the importance of adapting academic affairs, pedagogy, examination procedures and Assistive Technology (AT), including devices that improve comprehension and expression for SLDs, to be inclusive.

She highlighted the need for accessible curricula, inclusive pedagogy, and flexible assessment procedures to support SLDs. She referenced the RPwD Act, 2016, and the National Education Policy (NEP) 2020, which recommend measures to increase the participation of SwD and improve teaching and learning frameworks. She also discussed the importance of individualized assistance, academic support, integration of AT, and research in understanding and acting on the inclusion of SLDs.

During the session, testimonial videos were shown to enhance comprehension of the various dimensions associated with students with SLDs. After the presentation, the floor was opened for participants to seek clarifications or give suggestions related to the issues and measures presented for the inclusion of SLDs in HEIs. One suggestion was to develop a manual or guidelines on the use of AT in HEIs.

Follow-up Session: In the follow-up session, participants raised questions to expand their understanding of making educational campuses inclusive for SLDs. These questions included approaches to address the concerns of SLDs, the creation of a repository of AT tools beneficial for SLDs, accommodations for students with SLDs taking NCC exams, mechanisms to address the needs of students with sensory impairments who do not understand sign language, and possible relaxations that invigilators can provide during exams or while evaluating assignments for students with SLDs.

Office of Student Affairs and Campus Life

Overview of the Masterclass Structure: An interactive online session, organized by the Department of Higher Education on March 5, 2024, at 10:00 AM and led by resource persons from the ChangeInkk foundation was attended by HoDs and two nominees (**55 participant**) from Office of Student Life or Campus Life Affairs of identified institutions.

This session was part of a series of sessions planned under the Capacity Building Program under MMTP aimed to expand the participants' understanding of the concerns of SLDs from the viewpoint of on-campus support, infrastructural facilities and inclusive campus life.

In continuation, a follow-up session was also organized where resource persons addressed the queries of participants of the Office of Student Life or Campus Life Affairs from the previous session. (A list of participating institutes is attached in the annexure)

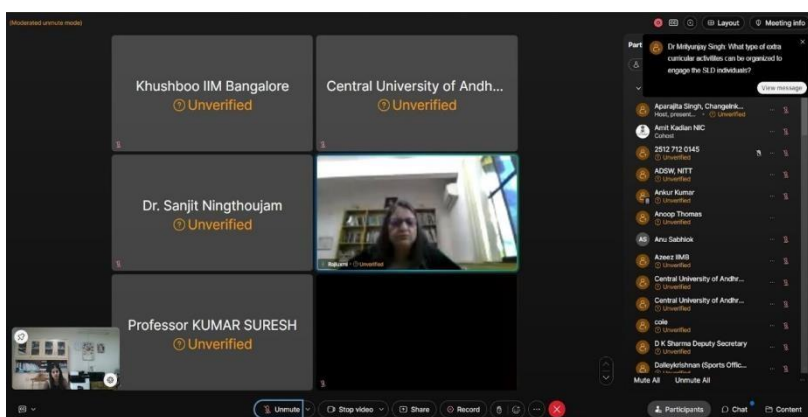
Speakers and Their Contributions

Shri. Devendra Kumar Sharma, Deputy Secretary, Department of Higher Education: Deputy Secretary welcomed the participants and recapitulated the sessions held earlier. He mentioned that this program aligns with the recommendations of the NEP 2020, which emphasizes regular capacity building of the faculty.

Prof. Kumar Suresh, Director, NIEPA : Prof. Suresh gave a brief overview of the Capacity Building Program, highlighting its goals and the importance of addressing the nuanced concerns of students with SLDs. He emphasized the need for inclusive approaches as more students join HEIs. To provide a deeper understanding, separate masterclasses for each department have been scheduled.

Prof. Rajluxmi V. Murthy from IIM Bangalore: Prof shared the approaches adopted by the Office of Diversity and Inclusion (ODI). Prof. Murthy discussed IIM Bangalore's journey in supporting PwD students, including those with SLDs. She highlighted the evolution of the Office of Disability Services (ODS), procedures for needs-based accommodations, and coordination efforts among teaching staff, administrative staff, and student groups. The discussion also covered challenges faced and mechanisms developed to enhance accessibility for PwD students.

Key Session: Ms. Aparajita Singh, a resource person from ChangeInkk Foundation, provided participants from the Office of Student Life and Campus Life Affairs with an overview of SLDs, associated concerns, and approaches to mitigate the struggles faced by students with SLDs. She broadened participants' understanding of several key dimensions including struggles of students with SLDs in transitioning to HEIs, inaccessible infrastructure, lack of streamlined coordination, and insufficient support centers.



She suggested creating an all-accessible environment, streamlining processes, and establishing dedicated support centers to minimize these struggles. Moreover, the importance of conducting needs assessments for students with SLDs at the beginning of the academic year to ensure timely accommodations, digital access to resources, on-campus residential facilities, and socio-emotional support was emphasized on.

On-campus support can be enhanced by sensitizing support staff, assigning buddies or mentors, creating awareness, advocating for inclusion of students with SLDs, and introducing students to support groups. Streamlined coordination involves establishing a dedicated support center, appointing a nodal officer, having stated policies, involved interns and volunteers, and working towards awareness and advocacy for inclusion of students with SLDs.

In this session, a testimonial video was also used to enhance understanding of SLDs concerns. Participants asked questions related to issues such as the feeling of disintegration among students with SLDs, the occurrence of depressive cycles, integrating students with SLDs through extracurricular activities, and specific provisions for students with SLDs in tribal regions. The presentation was followed by observations and feedback from the participating HEIs.

Follow-up Session: During the follow-up session, participants sought clarification on various issues, including tools that HEIs can incorporate to address the unique requirements of students with SLDs, managing merit-based hostel allotments, self-declaration of students with SLDs at later stages in bachelor's or master's programs, the effectiveness of closed-captioning and foregrounding as assistive measures, ways to reduce the social stigma attached to self-disclosure, and access to concessions for students with SLDs who self-disclose their condition at a later stage.

Information Technology and Assistive Technology Departments

Overview of the Masterclass Structure: An interactive online session, organized by the Department of Higher Education on 22.03.2024 at 10.00 AM and led by resource persons from the ChangeInkk foundation was attended by HoDs and two nominees (**53 participants**) from IT Department of identified institutions.

This session was part of a series of sessions planned under the Capacity Building Program under MMTP aimed to acquaint the participants with the accessibility concerns of students with SLDs in HEIs, need for integrating various AT tools to improve accessibility in campus & approaches to enable ease-of-learning using technology.

This session was designed for the IT department staff of the identified HEIs to encourage them in leveraging the use of technology in HEIs for smooth inclusion of students with SLDs. In continuation, a follow-up session was also organized where resource persons addressed the queries of participants of the IT Department.

Shri. Devendra Kumar Sharma, Deputy Secretary, Department of Higher Education: The Deputy Secretary welcomed participants from identified HEIs to the online session and provided a background on the session.

Prof. Shashikala Wanjari, Vice Chancellor, NIEPA: In her opening remarks, VC praised the program for helping faculty and staff understand the challenges faced by students with SLDs. She emphasized that the knowledge gained would enable HEIs to address SLDs concerns more effectively. She highlighted the IT department's crucial role in providing technological support and stressed the importance of staff awareness to offer tech-based solutions for creating an inclusive ecosystem.

Speakers and Their Contributions

Mr. Kartik Sawhney, an entrepreneur, engineer, product leader, and co-founder of I-STEM: Mr. Sawhney, who is visually impaired, works on enhancing educational and employment opportunities for PwDs through technology. He shared insights from his journey from a visually impaired learner to a solution creator, highlighting the profound impact of technology on PwDs. Key points included the importance of providing Assistive Technology (AT) tools without compromising curriculum rigor, creating a level playing field through technological assistance, and developing an

inclusive ecosystem through incentives rather than just compliance. He emphasized the need for equitable support to enable PwDs to contribute to the economy and live dignified lives. He concluded by stating, "None of us have all the answers, but together we can do it," underscoring the importance of collective effort in creating an inclusive system through technology.



Key Session: Ms. Aparajita Singh, a resource person from ChangeInkk Foundation, presented an overview of SLDs, AT tools, and the integration of technology in HEIs. She explained that AT includes any device, software, or equipment that helps people learn, communicate, or function properly. She discussed the basic pillars of AT—screening/identification, accommodations, quality of life & economic empowerment, and access to remediation/treatment.

She emphasized the global relevance of AT, its mainstream use, and its importance in enhancing the functionality of users in various activities. She also highlighted the regulatory frameworks that promote the integration of AT tools in HEIs and addressed the major struggles with AT adoption, such as awareness and availability of tools. Ms. Singh emphasized the critical role of IT departments in the inclusion of students with SLDs through technology.

She advocated for the adoption of Universal Design Learning (UDL) by HEIs to provide a framework for teaching and learning to diverse groups of learners. UDL helps create accessible content that caters to different learning styles and abilities, thereby improving learning outcomes. During the presentation, various

AT software packs were recommended to participants for effective integration into their systems to improve the functionality of students with SLDs.

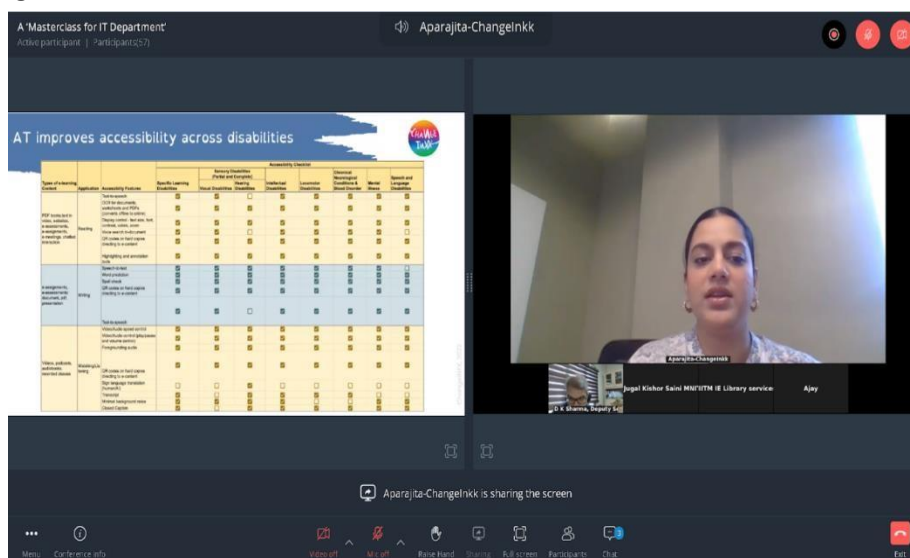
An accessibility checklist showcased the benefits of various AT tools for people with different disabilities. Best practices from IIM Bangalore, IIT Madras, and IIT Delhi were highlighted, showcasing dedicated centers in HEIs for innovative inclusion solutions for SLDs and other PwDs. Participants were encouraged to explore different AT tools in their surroundings to understand their relevance for PwD students, highlighting the similarities between commonly used tools and AT tools for PwD students.

Follow-up Session:

Dr. Amit Gautam, Associate Professor, NIEPA: He welcomed the participants and expressed that the interactive session with Mr. Kartik Sawhney had been very enriching. He highlighted that many AT tools were introduced during this session for integration into teaching-learning activities on campus for PwDs, especially students with SLDs.

Prof. Shashikala Wanjari, Vice Chancellor, NIEPA: In her opening remarks, the VC emphasized recognizing barriers to including PwDs as the first step towards their full participation in higher education. She highlighted the importance of sharing experiences during the Capacity Building on Specific Learning Disabilities program to identify these barriers. She stressed on learning from approaches adopted by PwDs' themselves to guide HEIs in taking appropriate actions and invited views, suggestions, and feedback from participants to enhance the program's effectiveness.

During the session, participants sought clarification on various issues including accessibility tools for reading mathematical equations for those with comprehension difficulties, fairness in providing AT tools to Students with Disabilities (SwDs) during assessments, availability of open-source AT applications with accessibility features, converting textbooks to video format for self-based learning under UDL, and approaches to accommodating students without a Unique UDID or formal SLDs diagnosis. A participant from IIT Kanpur also discussed the integration of AT tools to support SwDs in accessing them. The session concluded with a vote of thanks.



Career and Placement Cell

Overview of the Masterclass Structure: An interactive online session, organized by the Department of Higher Education on 27.03.2024 at 10:00 AM and led by resource persons from the ChangeInkk foundation was attended by HoDs and two nominees (**76 participants**) from Career and Placement Cell of identified institutions.

This session was part of a series of sessions planned under the Capacity Building Program under MMTP aimed to discuss the challenges frequently faced by the institutions regarding placement of PwD students and suggest the possible ways to overcome those challenges as an educational institution.

In continuation, a follow-up session was also organized where resource persons addressed the queries of participants of Career and Placement Cell from the previous session. (A list of participating institutes is attached in the annexure)

Shri. Devendra Kumar Sharma, Deputy Secretary, Department of Higher Education: Deputy Secretary welcomed the participants to the online session and provided a brief background of the previous sessions and set the context for this masterclass.

Prof. Shashikala Wanjari, Vice Chancellor, NIEPA: The VC highlighted the importance of inclusive hiring in higher education, noting the session's value for Career and Placement Cell staff. She stressed the need for staff to be equipped with approaches to ensure equal employment opportunities for students with SLDs upon graduation. She thanked Ms. Aparajita and her team for guiding institutions on this crucial issue, especially after the enactment of the Act mandating better prospects for PwD students, including those with SLDs.

Speakers and Their Contributions

Ms. Radhika Agarwal, Founding Member of V-Shesh, an enterprise that prepares job seekers with opportunities and organizations with disability inclusion: Ms. Agarwal shared the benefits of inclusive hiring, emphasizing the positive contributions of individuals with SLDs. She explained that neurotypical and neurodivergent individuals differ in comprehension, social etiquettes, language processing, attention span, and motor skills. Neurodivergent individuals innovate and often excel in specific cognitive functions, offering creativity and innovative thinking. Despite misconceptions about their contributions to company growth, their inherent capabilities can be a significant advantage to any team. She highlighted that Institutions should provide equal opportunities and use persuasive strategies to convince recruiters of the value of students with SLDs. Accommodations such as AT tools, skill-focused selection processes, and clear distinctions between essential and marginal job skills can create inclusive recruitment structures. Educational institutions should assess the necessary accommodations for students with SLDs and communicate these to recruiters, highlighting their learning journeys and capabilities. Small modifications in recruitment processes and the provision of assistive tools can enhance placement opportunities for neurodivergent individuals.

Key Session: Ms. Aparajita Singh, a resource person from ChangeInkk Foundation, gave a detailed presentation on the conceptual understanding of SLDs, various challenges faced by them, issues in transitioning to higher education, and meaningful approaches adopted globally by academic institutions and employers who recognize the potential of neurodivergent individuals.

Major takeaways of the masterclass for the Career and Placement Cell included Limited placement opportunities for students with SLDs due to a lack of awareness among key stakeholders, including the placement cell and prospective employers. She also highlighted the importance of job readiness for students with SLDs through prior exposure, training, assignments, awareness of rights and mandated accommodations, and mentoring support.

The session emphasised the necessity of an inclusive recruitment process to ensure student with SLDs smooth transition to any workplace, as the absence of reasonable accommodations can exclude individual with SLDs from the beginning. Examples of leading employers like SAP, JP Morgan Chase, and EY-NCoE who have recognized the potential of neurodivergent employees due to their significant contributions were mentioned along with the need for expanding placement opportunities for students with SLDs by advocating for them, making stakeholders aware of their potential, and mapping relevant job profiles.

The session addressed the lack of job readiness for students with SLDs through training, mentoring, psychosocial support, ensuring accessible recruitment processes, simplified procedures, skill-set-focused assessments, and special outreach activities by educational institutions, along with maintaining data on past inclusive employers. The proactive roles of various stakeholders in educational institutions, including the placement cell, outreach and communication team, and internal placement committee, in creating an inclusive ecosystem that enables students with SLDs to participate in placement processes and succeed in choosing their careers.

The presentation involved questions from the Resource Persons to prompt responses from participants, encouraging them to share the challenges they faced in making placement processes inclusive for students with SLDs. It also included testimonial videos where different personalities working with neurodivergent

people shared their experiences, conveying positive narratives for better comprehension of their capabilities. Participants from HEIs also asked questions regarding placement opportunities for students with SLDs and sought clarifications on strategies to ensure equal opportunities for these students. Some participants shared their experiences, highlighting specific concerns, which proved beneficial for others as well.

Follow-up Session:

Shri. Devendra Kumar Sharma, Deputy Secretary, Department of Higher Education: Deputy Secretary welcomed the participants to the follow-up session. He took the opportunity to inform them about the upcoming 'In-Person Zone-Wise' session, which would be part of the ongoing series under the Capacity Building on Specific Learning Disabilities (SLDs) program.

Prof. Kumar Suresh, Director, NIEPA: Prof. Kumar Suresh, in his closing remarks, appreciated the valuable insights from the previous session on inclusive recruitment for educational institutions. He raised the concern about recruiters' sensitivity to inclusive placement processes but emphasized that educational institutions must proactively adopt strategies to convince employers of SLDs' capabilities and their potential to contribute to organizational growth.

During the follow-up session, participants representing the identified HEIs sought clarity on certain aspects of the previous session's presentation. They also shared their experiences for the Resource Person to address, highlighting how these experiences could lead to more inclusive placement processes for students with SLDs. Additionally, several important topics were discussed such as the readiness of corporates to hire students with SLDs and their associated apprehensions.

Moreover, the discussions on the government mandate concerning employment for the disabled is primarily limited to government or related agencies was also discussed. In contrast, corporates reliance on internal policies for inclusive hiring but are bound to follow non-discriminatory policies towards employees with disabilities, including SLDs along with Specific modifications made in the placement processes of leading companies that promote inclusive hiring practices was highlighted.

In the session, a participant shared an example from her recent invigilation duty, where she observed a student writing an exam very slowly. This prompted her to consider appropriate actions for the student, potentially recommending a formal diagnosis for SLDs. The Resource Person used this example to recall the contents of the previous presentation, emphasizing the importance of proactively spotting signs for appropriate action regarding SLDs.

Appendices

Appendix 1

Table 1.1 Schedule for Masterclasses:

Masterclass Day/Date	Department/Attendees
Wednesday, 28 th February	Admissions Department
Tuesday, 5 th March	Student affairs body, administration's office, operations' department, grievance redressal cell
Wednesday, 13 th March	Office of academic affairs, faculty, and examinations cell
Wednesday, 20 th March	IT department, leadership council, faculty and examinations cell
Wednesday, 27 th March	Career and placement cell

Table 1.2 Schedule for Follow-up Sessions:

Follow-up Session	Department/Attendees	Time
Friday, 1 st March	Admissions Department	11:00 AM to 12:00 PM
Thursday, 7 th March	Student affairs body, administration's office, operations' department, grievance redressal cell	11:00 AM to 12:00 PM
Friday, 15 th March	Office of academic affairs, faculty, and examinations cell	11:00 AM to 12:00 PM
Friday, 22 nd March	IT department, leadership council, faculty and examinations cell	11:00 AM to 12:00 PM
Thursday, 28 th March	Career and placement cell	11:00 AM to 12:00 PM

Appendix 2

Table 2.1: Attendance for the Admissions Department Masterclass

List of Institutes that Participated	
S.No	Central University
1	Central University of Andhra Pradesh
2	Rajiv Gandhi University
3	Central University of South Bihar
4	North Eastern Hill University
5	Central University of Odisha
6	Central University of Haryana

	Indian Institute of Information Technology
7	Indian Institute of Information Technology, Vadodara Diu Campus
8	Indian Institute of Information Technology, Una
	Indian Institute of Management
9	Indian Institute of Management, Bangalore
	National Institute of Technology
10	National Institute of Technology, Calicut
11	National Institute of Technology, Bhopal
12	National Institute of Technology, Nagaland
13	National Institute of Technology Karnataka, Surathkal
14	National Institute of Technology, Goa
15	National Institute of Technology, Jamshedpur
16	National Institute of Technology, Jaipur
17	National Institute of Technology, Tiruchirappalli
18	National Institution of Technology, Raipur
	Indian Institute of Science Education and Research
19	Indian Institute of Science Education and Research, Mohali
	Indian Institute of Technology
20	Indian Institute of Technology, Kanpur
21	Indian Institute of Technology, Kharagpur
22	Indian Institute of Technology, Tirupati
23	Indian Institute of Technology, Bhubaneswar
24	Indian Institute of Technology, Ropar

Table 2.2: Attendance for the Academic Affairs, Faculty and Examination Cell Masterclass

Masterclass – Academic Affairs, Faculty and Examination Cell - CBSLDs	
S. No.	Universities and HEIs
	Central University
1.	Central University of Andhra Pradesh
2.	Central University of South Bihar
3.	Mizoram University
4.	University of Hyderabad
	Indian Institute of Management
5.	Indian Institute of Management, Bangalore
	National Institute of Technology
6.	National Institute of Technology, Calicut
7.	National Institute of Technology, Bhopal
8.	National Institute of Technology, Nagaland
9.	National Institute of Technology Karnataka, Surathkal
10.	National Institute of Technology, Goa
11.	National Institute of Technology, Jamshedpur
12.	National Institute of Technology, Tiruchirappalli
13.	National Institute of Technology, Raipur
	Indian Institute of Science Education and Research
14.	Indian Institute of Science Education and Research, Mohali
	Indian Institute of Technology
15.	Indian Institute of Technology, Kanpur
16.	Indian Institute of Technology, Tirupati
17.	Indian Institute of Technology, Gandhinagar
18.	Indian Institute of Technology, Jammu

19.	Indian Institute of Technology, Bhubaneswar
20.	Indian Institute of Technology, Ropar
21.	Indian Institute of Technology, Madras

Table 2.3: Attendance for Office of Student Life or Campus Life Affairs Departments' Masterclass

Masterclass – Student Life and Campus Life Affairs (SLCA) - CBSLDs	
S. No.	Universities and HEIs
	Central University
1.	Central University of Andhra Pradesh
2.	Central University of South Bihar
3.	Mizoram University
4.	Central University of Odisha
5.	Central University of Haryana
	Indian Institute of Information Technology
6.	Indian Institute of Information Technology, Vadodara Diu Campus
7.	Indian Institute of Information Technology, Una
	Indian Institute of Management
8.	Indian Institute of Management, Bangalore
	National Institute of Technology
9.	National Institute of Technology, Calicut
10.	National Institute of Technology, Bhopal
11.	National Institute of Technology, Nagaland
12.	National Institute of Technology Karnataka, Surathkal
13.	National Institute of Technology, Goa
14.	National Institute of Technology, Jamshedpur
15.	National Institute of Technology, Jaipur
16.	National Institute of Technology, Tiruchirappalli
17.	National Institution of Technology, Raipur
	Indian Institute of Science Education and Research
18.	Indian Institute of Science Education and Research, Mohali
	Indian Institute of Technology
19.	Indian Institute of Technology, Kanpur
20.	Indian Institute of Technology, Tirupati
21.	Indian Institute of Technology, Gandhinagar
22.	Indian Institute of Technology, Bhubaneswar
23.	Indian Institute of Technology, Ropar
24.	Indian Institute of Technology, Madras

Table 2.4: Attendance for the Academic Affairs, Faculty and Examination Cell Masterclass

Masterclass – Academic Affairs, Faculty and Examination Cell - CBSLDs	
S. No.	Universities and HEIs
	Central University
1.	Central University of Andhra Pradesh
2.	Central University of South Bihar
3.	Mizoram University
4.	University of Hyderabad
	Indian Institute of Management
5.	Indian Institute of Management, Bangalore
	National Institute of Technology

6.	National Institute of Technology, Calicut
7.	National Institute of Technology, Bhopal
8.	National Institute of Technology, Nagaland
9.	National Institute of Technology Karnataka, Surathkal
10.	National Institute of Technology, Goa
11.	National Institute of Technology, Jamshedpur
12.	National Institute of Technology, Tiruchirappalli
13.	National Institute of Technology, Raipur
	Indian Institute of Science Education and Research
14.	Indian Institute of Science Education and Research, Mohali
	Indian Institute of Technology
15.	Indian Institute of Technology, Kanpur
16.	Indian Institute of Technology, Tirupati
17.	Indian Institute of Technology, Gandhinagar
18.	Indian Institute of Technology, Jammu
19.	Indian Institute of Technology, Bhubaneswar
20.	Indian Institute of Technology, Ropar
21.	Indian Institute of Technology, Madras

Table 2.5: Attendance for Career and Placement Cell Masterclass

Masterclass – Career and Placement Cell - CBSLDs	
S. No.	Universities and HEIs
	Central University
1.	Central University of Andhra Pradesh
2.	Central University of South Bihar
3.	Mizoram University
4.	University of Hyderabad
	Indian Institute of Information Technology
5.	Indian Institute of Information Technology, Una
	Indian Institute of Management
6.	Indian Institute of Management, Bangalore
	National Institute of Technology
7.	National Institute of Technology, Calicut
8.	National Institute of Technology, Bhopal
9.	National Institute of Technology, Nagaland
10.	National Institute of Technology Karnataka, Surathkal
11.	National Institute of Technology, Jamshedpur
12.	National Institute of Technology, Jaipur
13.	National Institute of Technology, Tiruchirappalli
14.	National Institute of Technology, Raipur
	Indian Institute of Science Education and Research
15.	Indian Institute of Science Education and Research, Mohali
	Indian Institute of Technology
16.	Indian Institute of Technology, Kanpur
17.	Indian Institute of Technology, Tirupati
18.	Indian Institute of Technology, Gandhinagar

19.	Indian Institute of Technology, Jammu
20.	Indian Institute of Technology, Bhubaneswar
21.	Indian Institute of Technology, Ropar
22.	Indian Institute of Technology, Madras