

Capacity Building Program on Specific Learning Disabilities

(i) National Education Policy, 2020 inter alia recognizes learning disabilities among a set of students. This policy is in complete consonance with the provisions of the Rights of Persons with Disabilities Act (RPWD), 2016. As per the RPWD Act, 2016, children with benchmark disabilities have the choice of regular or special schooling. Resource centres and special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities, as well as assist parents in achieving high-quality home schooling and skilling.

(ii) In the context of equitable and inclusive education, NEP states that the issues of Socio-Economically Disadvantaged Groups (SEDGs) are common and analogous in school and higher education. Broad categories of SEDGs as defined in NEP 2020 includes children with disabilities (including learning disabilities). Accordingly, the issues which are relevant to school education is also relevant for higher education. Furthermore, there must be continuity across the stages to ensure sustainable reform.

(iii) In order to address the issue, it is essential that the teachers must be aware of teaching student with specific disabilities, including learning disabilities, and should be sensitized towards all underrepresented groups to reverse their underrepresentation as the new education policy aims to provide a quality education system for all students, regardless of their residence, with a particular focus on historically marginalized, disadvantaged, and underrepresented groups.

(iv) To achieve the objectives of National Education Policy 2020 and to overcome with the issue of learning disabilities among students, it is essential that regular capacity building programme on Learning Disabilities should be conducted by engaging resource persons / experts dealing with the various kinds of learning disabilities.

(v) It is proposed that this component will be anchored through NIEPA, which is one of the MMTTP Center and also having expertise in the Educational Planning and Administration.

Implementation Plan

(vii) In line with the recommendations of NEP 2020 that awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be part of the all type of teacher programme. Accordingly, a program has been envisaged to begin with the capacity building of key stakeholders with reference to specific learning disabilities among students. In the first cycle, the program shall be implemented over a span of 6 months involving key stakeholders such as Head of Institutions, Head of Departments in each institution, department teams, officials in the D/o Higher Education, Ministry of Education, AICTE, UGC, NTA, NAAC etc. as relevant.

(viii) The implementation will start with orientation program with the Heads of Institutions (HoIs) and distinguished stakeholders in online mode. This session will be focused on sensitizing about the concerns of persons with specific learning disabilities, rationale for creating inclusive systems for them, policies and regulatory frameworks, ways to utilize the potential of special students, global best practices, expectations from the program and the manner in which it will be navigated.

(ix) Engagement with the Heads of Institutions (HoIs) and other stakeholders shall be sustained for the entire program, keeping them in the loop on a regular interval to discuss the progress in online meeting every two months.

(x) After Orientation Session, session for '**Sensitization of Departments**' in which heads and 2 nominees from various departments of HEIs such as admissions department, O/o student-life or campus-life affairs, O/o academic affairs, faculty and examinations cell, IT department and career & placement cell shall be given 2 hours training in online mode.

(xi) Training sessions with heads and 2 nominees from various departments of identified educational institutions will be focused on sensitizing about the concerns of persons with specific learning disabilities, rationale for creating inclusive systems for them, policies and regulatory frameworks, ways to utilize the potential of special students, global best practices, expectations from the program and the manner in which it will be navigated.

(xii) After Sensitization of Departments, specialised session namely '**Masterclass for Each Department**' of 2 hours by resource persons/experts will be organized with each department separately as identified from the respective educational institutions in an online mode. A total of 5 masterclasses shall be held separately for each department / vertical from the identified educational institutions having at least 3 representatives from each department/ vertical of the institutions, in each masterclass.

(xiii) The specialized masterclass shall entail introductory and experience sharing session by expert with the participants, tailor-made presentation to address each department needs, discussion on the full-scale implementation plan and checklists for each department followed by question & answer session.

(xiv) After Masterclass for Each Department, '**Zone-wise In-Person Workshops**', which will be in offline mode, involving identified educational institutions divided in 6 zones will be organised to carry out 5 days (including travel) long handholding workshops in each zone. All HEIs of a particular zone will convene at one common institution. During this workshop, the key focus will be on reviewing and finalising full-scale implementation plan, handholding, designing and implementing HEI based intervention strategy. The sessions will be broken down based on the departments.

(xv) The 5 days long program for each zone shall include 2 days for travel and 3 days reserved for workshop to all the participants of the institutions categorized in that particular zone, meeting at a common institution for offline sessions. It will further be divided into half-day department-wise workshops for HEIs in the given zone at the common institution.

(xvi) The handholding workshop will include 4-hour session with each department, discussing individual institutions survey results, presentation by institutes on their implementation progress, and charting out an implementation roadmap for each institute, followed by a question & answer session. 2 resource persons / experts shall visit to facilitate these workshops.

(xvii) Institution-wise session namely '**Monitoring of Implementation**' shall be organized for the Heads of the Departments (HoDs) and 2 nominees from each Department (i.e., 5 departments in each institution) in the online mode to guide institutions on monitoring the progress and solve problems.

(xviii) Finally, a session on '**Conclusion of Program**' in which the focus shall be on monitoring inclusion, benchmarking and documenting best practices, shall be organised in online mode. This online meeting shall be held zone-wise over a period of three days with the Heads of the Institutions and Heads of the Departments of each institution with an objective to discuss the report presented by each institution and their respective departments of their program to scale inclusive interventions nationwide.

(xix) Post successful completion of this program, the same shall be replicated with new set of HEIs over a cycle of 6 months period and continued till the life cycle of the MMTTP Scheme.

Financial implication and Budget requirement

(xx) Each cycle comprises of around 6 visits of resource persons in the respective zones. The estimated cost for each zone wise in-person workshops comprising of visit of two resource person, printing of resource material and other miscellaneous expenses, comes around 1 lakh.

(xxi) As the programme will be repeated till 2025-26 over a 6 months cycle period, it has been estimated that an amount of Rs. 50 lakh is required to organize Specific Learning Disabilities Program for the financial years 2023-2024 to 2025-2026.

List of HEIs proposed for program is attached at Annexure

State-wise list of Institutions for Capacity Building on Specific Learning Disabilities

| S No. | Name of the State/UT | Universities and HEIs |
|--------------|--|---|
| 1. | Andhra Pradesh | Central University of Andhra Pradesh |
| 2. | Andhra Pradesh | Indian Institute of Technology, Tirupati |
| 3. | Arunachal Pradesh | Rajiv Gandhi University |
| 4. | Assam | Indian Institute of Technology, Guwahati |
| 5. | Bihar | Central University of South Bihar |
| 6. | Chandigarh | Indian Institute of Science Education and Research, Mohali |
| 7. | Chhattisgarh | National Institute of Technology, Raipur |
| 8. | Dadra and Nagar Haveli and Daman and Diu | Indian Institute of Information Technology, Vadodara Diu Campus |
| 9. | Delhi | Indian Institute of Information Technology, Delhi |
| 10. | Goa | National Institute of Technology, Goa |
| 11. | Gujarat | Indian Institute of Technology, Gandhinagar |
| 12. | Haryana | Central University of Haryana |
| 13. | Himachal Pradesh | Central University of Himachal Pradesh |
| 14. | Himachal Pradesh | Indian Institute of Information Technology, Una |
| 15. | Jammu and Kashmir | Indian Institute of Technology, Jammu |
| 16. | Jharkhand | National Institute of Technology, Jamshedpur |
| 17. | Karnataka | Indian Institute of Information Technology, Dharwad |
| 18. | Karnataka | National Institute of Technology Karnataka, Surathkal |
| 19. | Karnataka | Indian Institute of Management, Bangalore |
| 20. | Kerala | National Institute of Technology, Calicut |
| 21. | Madhya Pradesh | National Institute of Technology, Bhopal |
| 22. | Maharashtra | Indian Institute of Science Education and Research, Pune |
| 23. | Meghalaya | North Eastern Hill University |
| 24. | Mizoram | Mizoram University |
| 25. | Nagaland | National Institute of Technology, Nagaland |
| 26. | Odisha | Central University of Odisha |
| 27. | Odisha | Indian Institute of Technology, Bhubaneswar |
| 28. | Puducherry | Pondicherry University |
| 29. | Punjab | Indian Institute of Technology, Ropar |
| 30. | Rajasthan | Central University of Rajasthan |
| 31. | Rajasthan | National Institute of Technology, Jaipur |
| 32. | Sikkim | Sikkim University |
| 33. | Tamil Nadu | Indian Institute of Technology, Madras |
| 34. | Tamil Nadu | National Institute of Technology, Tiruchirappalli |
| 35. | Telangana | University of Hyderabad |
| 36. | Telangana | National Institute of Technology, Warangal |
| 37. | Tripura | Central University of Tripura |
| 38. | Uttar Pradesh | Indian Institute of Technology, BHU |
| 39. | Uttar Pradesh | Indian Institute of Technology, Kanpur |
| 40. | Uttarakhand | Indian Institute of Technology, Roorkee |
| 41. | West Bengal | Indian Institute of Technology, Kharagpur |

Category-wise list of Institutions for Capacity Building on Specific Learning Disabilities

| S. No. | Name of the State/UT | Universities and HEIs |
|---|--|---|
| Central University | | |
| 1. | Andhra Pradesh | Central University of Andhra Pradesh |
| 2. | Arunachal Pradesh | Rajiv Gandhi University |
| 3. | Bihar | Central University of South Bihar |
| 4. | Haryana | Central University of Haryana |
| 5. | Himachal Pradesh | Central University of Himachal Pradesh |
| 6. | Meghalaya | North Eastern Hill University |
| 7. | Mizoram | Mizoram University |
| 8. | Odisha | Central University of Odisha |
| 9. | Puducherry | Pondicherry University |
| 10. | Rajasthan | Central University of Rajasthan |
| 11. | Sikkim | Sikkim University |
| 12. | Telangana | University of Hyderabad |
| 13. | Tripura | Central University of Tripura |
| Indian Institute of Information Technology | | |
| 14. | Dadra and Nagar Haveli and Daman and Diu | Indian Institute of Information Technology, Vadodara Diu Campus |
| 15. | Delhi | Indian Institute of Information Technology, Delhi |
| 16. | Himachal Pradesh | Indian Institute of Information Technology, Una |
| 17. | Karnataka | Indian Institute of Information Technology, Dharwad |
| Indian Institute of Management | | |
| 18. | Karnataka | Indian Institute of Management, Bangalore |
| Indian Institute of Science Education and Research | | |
| 19. | Chandigarh | Indian Institute of Science Education and Research, Mohali |
| 20. | Maharashtra | Indian Institute of Science Education and Research, Pune |
| Indian Institute of Technology | | |
| 21. | Andhra Pradesh | Indian Institute of Technology, Tirupati |
| 22. | Assam | Indian Institute of Technology, Guwahati |
| 23. | Gujarat | Indian Institute of Technology, Gandhinagar |
| 24. | Jammu and Kashmir | Indian Institute of Technology, Jammu |
| 25. | Odisha | Indian Institute of Technology, Bhubaneswar |
| 26. | Punjab | Indian Institute of Technology, Ropar |
| 27. | Tamil Nadu | Indian Institute of Technology, Madras |
| 28. | Uttar Pradesh | Indian Institute of Technology, BHU |
| 29. | Uttar Pradesh | Indian Institute of Technology, Kanpur |
| 30. | Uttarakhand | Indian Institute of Technology, Roorkee |
| 31. | West Bengal | Indian Institute of Technology, Kharagpur |
| National Institute of Technology | | |
| 32. | Chhattisgarh | National Institute of Technology, Raipur |
| 33. | Goa | National Institute of Technology, Goa |
| 34. | Jharkhand | National Institute of Technology, Jamshedpur |
| 35. | Karnataka | National Institute of Technology Karnataka, Surathkal |
| 36. | Kerala | National Institute of Technology, Calicut |
| 37. | Madhya Pradesh | National Institute of Technology, Bhopal |
| 38. | Nagaland | National Institute of Technology, Nagaland |
| 39. | Rajasthan | National Institute of Technology, Jaipur |
| 40. | Tamil Nadu | National Institute of Technology, Tiruchirappalli |
| 41. | Telangana | National Institute of Technology, Warangal |

Tentative Schedule and Timeline for Capacity Building on Specific Learning Disabilities

- I. Program Name** – Capacity Building on Specific Learning Disabilities for Stakeholders in HEIs
- II. Implementation Cycle** – 6 months cycle (first cycle – from January 2024 to June 2024)
- III. Number of Select Institutions in the First Cycle** – 41 Higher Educational Institutions across States & UTs (in the first cycle)
- IV. Departments within Educational Institutions to be Focused:**
- (i) Admissions Department
 - (ii) O/o student life/campus life affairs
 - (iii) O/o academic affairs, faculty and examinations cell
 - (iv) IT department and office of academic affairs, faculty and examinations cell
 - (v) Career and placement cell

V. Implementation, Mode & Participants –

| Stage | Mode | Participants |
|---|-----------------|--|
| Orientation Session | Online | 1) Directors/Head of institutions 2) Members of regulatory bodies and accreditation bodies (MoE, AICTE, NTA and NAAC) |
| Sensitization of Departments | Online | 1) Heads of 5 departments of each institution 2) 2 nominees from each department |
| Masterclass for each Department (Department-wise) | Online | 3) Heads of 5 departments of each institution 4) 2 nominees from each department |
| Zone-wise In-Person Workshops (3 days in each of 6 zones) | Offline (Zonal) | 1) Heads of 5 departments of each institution 2) 2 nominees from each department |
| Monitoring of Implementation | Online | 1) Heads of 5 departments of each institution 2) 2 nominees from each department |
| Conclusion of Program | Online | 1) Directors/Head of institutions 2) Heads of 5 departments of each institution |

VI. Timeline of the Implementation:

| Session | Coverage | Timeline for First Cycle |
|---------------------------------|----------------------------|--|
| Orientation Session | Participating Institutions | First/Second week of January |
| Sensitization of Departments | Participating Institutions | Last week of January to first week of February |
| Masterclass for each Department | Participating Institutions | Second week of February |
| Zone-wise In-Person Workshops | Department-wise | Last week of February to last week of March |
| Monitoring of Implementation | Participating Institutions | First week of April to mid-week of June |
| Conclusion of Program | Participating Institutions | Last week of June |