

# Capacity Building Program for Inclusion of Specific Learning Disabilities in Higher Education Institutes

Organized by the Department of Higher Education under the Ministry of Education in collaboration with  
ChangeInkk Foundation

Anchored by NIEPA

The ongoing in-person workshop marks the fourth phase of the Capacity Building Program. The third phase of the program, concluded in March 2024, featured masterclasses for the heads and representatives of five departments, including the Department of Academic Affairs and Evaluation. The current fourth phase, a two-day zone-wise workshop, is designed to further handhold the participants of the masterclass to foster an inclusive learning environment for students with Specific Learning Disability (SLD). Featured below are best practices in the form of a checklist that the Department of Academic Affairs and Evaluation of the participating institutes can adopt with the aim of creating an inclusive curriculum, adopting inclusive pedagogy and evaluation practices, increasing use of assistive technology and promoting research on SLDs.

## Checklist for Inclusion of Students with Specific Learning Disabilities focusing on-Faculty, Office of Academic Affairs and Evaluation

### Strategies to Make Academic Journeys Inclusive

#### Streamlining

#### Processes

<input type="checkbox"/> Appoint a nodal officer for a seamless academic journey	<b>Details of the Nodal officer-</b> <input type="checkbox"/> Name of the NO- <input type="checkbox"/> Contact Details of the No <b>Other Departments are handled by the Nodal Officer-</b> <input type="checkbox"/> Name- <input type="checkbox"/> None-
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#### Inclusive Curriculum

<input type="checkbox"/> Provide flexible options to complete a degree at a comfortable pace; allowing	<input type="checkbox"/> Flexible timeframe to complete degree exists
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for additional semesters to meet the degree credits	<p><b>Please mention the flexibility provided: _____</b></p> <p><b>No. of students with SLDs provided with the flexibility: _____</b></p> <p><input type="checkbox"/> No flexible timeframe to complete degree</p>
<input type="checkbox"/> Exempt students with SLDs from taking mandatory foreign language/additional language courses	<p><input type="checkbox"/> Flexibility in choice of (language)subjects exists</p> <p><b>No. of students with SLDs provided with the flexibility: _____</b></p> <p><input type="checkbox"/> No flexibility exists</p> <p><b>Please mention the other options available for SLDs students: _____</b></p>
<input type="checkbox"/> Provide alternative courses in place of additional language courses	<p><input type="checkbox"/> Alternative courses available</p> <p><b>No. of students with SLDs who chose alternative courses: _____</b></p> <p><input type="checkbox"/> No alternatives provided</p> <p><b>Please mention other options available for SLDs students: _____</b></p>
<input type="checkbox"/> Create individualized learning plans for students with SLDs, recommend course load and credit requirements for each semester	<p><input type="checkbox"/> Individualized learning plan to design the course load to achieve credit exits</p> <p><b>Please attach the plan: _____</b></p> <p><b>No. of plan created: _____</b></p> <p><input type="checkbox"/> No learning plans are created</p> <p><input type="checkbox"/> Need support to create Individualized Learning Plan</p>

### Inclusive Pedagogy & Evaluation

<input type="checkbox"/> Implement reasonable accommodation as per the need assessment done during admissions	<p><input type="checkbox"/> Accommodation as per need-based assessment is provided</p> <p><b>No. of students with SLDs provided with the accommodations: _____</b></p> <p><b>Please mention the most common accommodations: _____</b></p> <p><input type="checkbox"/> No accommodations are provided</p> <p><input type="checkbox"/> Need support to develop and implement accommodations</p>
<input type="checkbox"/> Encourage faculty members to discuss needs and required accommodations with students	<p><input type="checkbox"/> Workshops conducted for faculty to map accommodations to the needs of students</p> <p><input type="checkbox"/> No workshops conducted</p>

	<input type="checkbox"/> Need support to conduct such workshops
<input type="checkbox"/> Adopt the following inclusive teaching strategies: <ul style="list-style-type: none"> <li>• Provide syllabus and study material in advance and in multiple formats (digital and print)</li> <li>• Breakdown complex concepts and tasks in detail</li> <li>• Provide notes, presentations and recordings regularly</li> <li>• Incorporate hands-on training/ activity based/ group-discussion based learnings as much as possible</li> <li>• Provide regular feedback, with clear instructions on areas of improvement</li> <li>• Clearly establish deadlines and support students with reminders</li> <li>• Mentor students on course management and planning</li> <li>• Connect students with SLDs to tutors or a study buddy</li> </ul>	<input type="checkbox"/> Workshops conducted for faculty focusing on inclusive teaching strategies <b>Please mention the most common strategies out of the ones listed used:</b> <hr style="width: 20%; margin-left: 0;"/> <input type="checkbox"/> No workshops conducted <input type="checkbox"/> Need Support to design and implement inclusive teaching strategies
<input type="checkbox"/> Allow for the following accommodation in classrooms: <ul style="list-style-type: none"> <li>• Use of assistive technology</li> <li>• Recorded lectures</li> <li>• Digitally accessible teaching material</li> <li>• Note takers</li> </ul>	<input type="checkbox"/> Workshops conducted for faculty regarding providing xreasonable accommodations as per the student’s need <b>Please mention the most common accommodations used:</b> _____ <input type="checkbox"/> No workshops conducted <input type="checkbox"/> Need support to conduct such workshops
<input type="checkbox"/> During in-class assessments and exam, ensure the following: <ul style="list-style-type: none"> <li>• Flexible deadlines</li> <li>• Digitally accessible question papers</li> </ul>	<input type="checkbox"/> Workshops conducted for faculty regarding reasonable accommodations for assessments <b>Please mention the most common accommodations used:</b> _____

<ul style="list-style-type: none"> <li>• Providing the option to demonstrate knowledge through creative projects (presentations, prototypes etc.)</li> </ul>	<p><b>No. Of students with SLDs provided with the accommodations during exams:</b></p> <p>_____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No workshops conducted</li> <li><input type="checkbox"/> Need support to conduct such workshops</li> </ul>
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## Research

<ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate for centers working on neurodiversity-centric research &amp; include neurodiverse scholars (students with SLDs)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Active neurodiversity-centric research being conducted</li> </ul> <p><b>Please mention such programs:</b> _____</p> <p><b>No. of SLDs students' part of such research/programs:</b> _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No such research/ program exists</li> <li><input type="checkbox"/> Need support to commence such research/program</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide students exposure and mentorship; provide opportunities to work on undergraduate theses and research projects to accelerate research (both for knowledge creation &amp; for informing intervention)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Active opportunities for exposure</li> </ul> <p><b>Please mention such programs:</b> _____</p> <p><b>No. of SLDs students' part of such research programs:</b> _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No such opportunities exist</li> <li><input type="checkbox"/> Need support to create such interventions</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Work on assistive technology innovation for SLDs (e.g. India focused screening tool apps, reading-writing AT, schedule management etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Active projects focused on AT innovation</li> </ul> <p><b>Please mention such projects:</b> _____</p> <p><b>No. of SLDs students' part of such projects:</b> _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No such projects exist</li> <li><input type="checkbox"/> Need support to create such interventions/programs</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Lobby with organizations for partnerships and funding and grants (CSR funds, govt. funds and tap into alumni networks)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Active grants</li> </ul> <p><b>Please mention such grants:</b> _____</p> <p><b>No. of SLDs students' part of such grants:</b> _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No such funding/grant exist</li> <li><input type="checkbox"/> Need support to create such funding networks</li> </ul>

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