

Inclusion of Students with Specific Learning Disabilities in Higher Education



Presentation on
Capacity Building on
Specific Learning
Disabilities

Background

- India is signatory to the **United Nations Convention on the Rights of Persons with Disabilities (UNCRPWD)**.
- *Rights of Persons with Disabilities Act, 2016* - empowering PwDs:
 - Ensures respect, **non-discrimination, full & effective participation**, acceptance, **equality of opportunity, accessibility** etc. for the PwDs
 - Emphasizes upon **rights and entitlements, education, skill development & employment, social security, healthcare, rehabilitation & recreation** etc. of the PwDs with special provisions for Persons with Benchmark Disabilities (PwBDs).

Rights of Persons with Disabilities Act, 2016

- **Specific Learning Disabilities (SLDs)** identified as one of the ‘Intellectual Disabilities (IDs)’ among **21 different disabilities** under the Act
- **SLDs** refer to **deficit in processing language** (spoken or written) manifested as **difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations.**
- **Perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia** are generally recognized as one making it difficult for the students for effective and full participation in education.

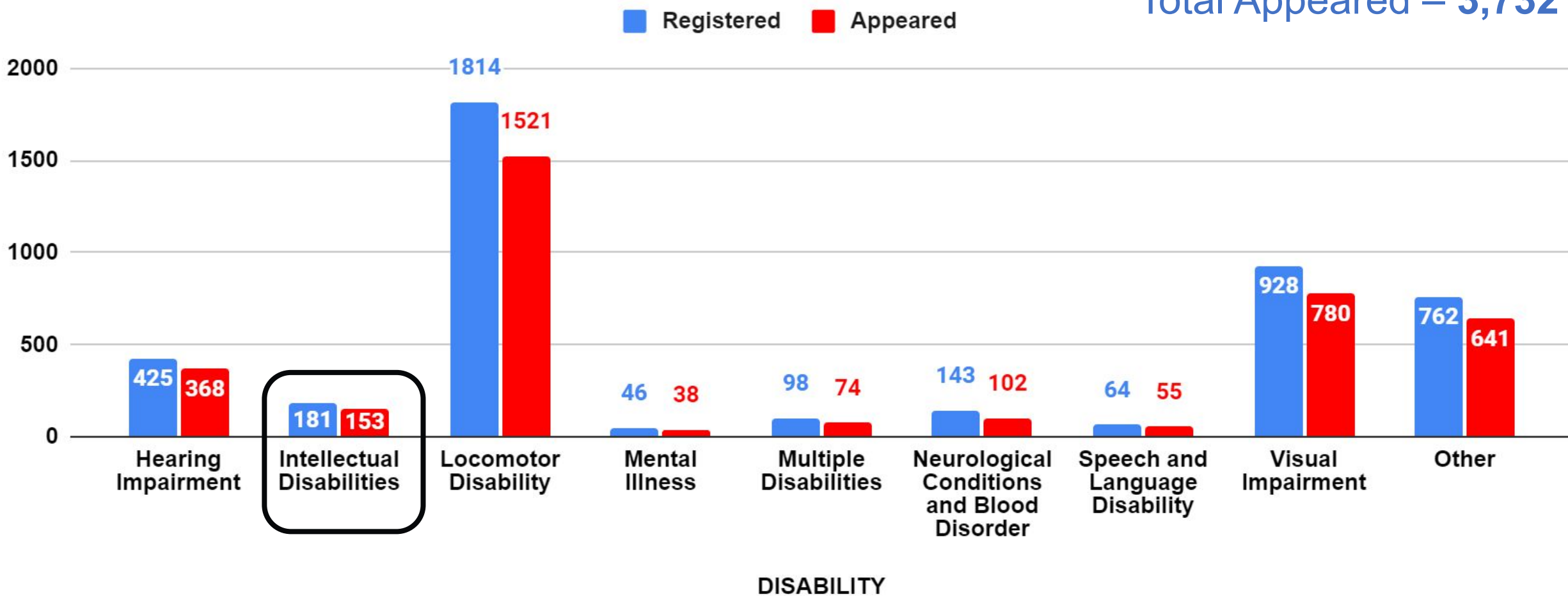
National Education Policy 2020

- *Full equity and inclusion is the cornerstone of all educational decisions - increasing access for Divyang children* in the educational system.
- Special educators, teachers in general **need to have relevant skills** for understanding of special requirements of children with reference to PwDs.
- Most classrooms have children with SLDs who need continuous support
- Mitigation of disabilities through early intervention by involving teachers -
 - by making **use of technology**,
 - creating **flexible curricula** to leverage child's strengths, and;
 - devise **appropriate tools for assessment**
- Awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) to be **integral part of all teacher education programs**.
- Capacity building of the faculty in HEIs important to address the issue of inclusion of students with SLDs

PwDs Registered and Qualified – CUET (UG) 2024

CUET (UG) 2024

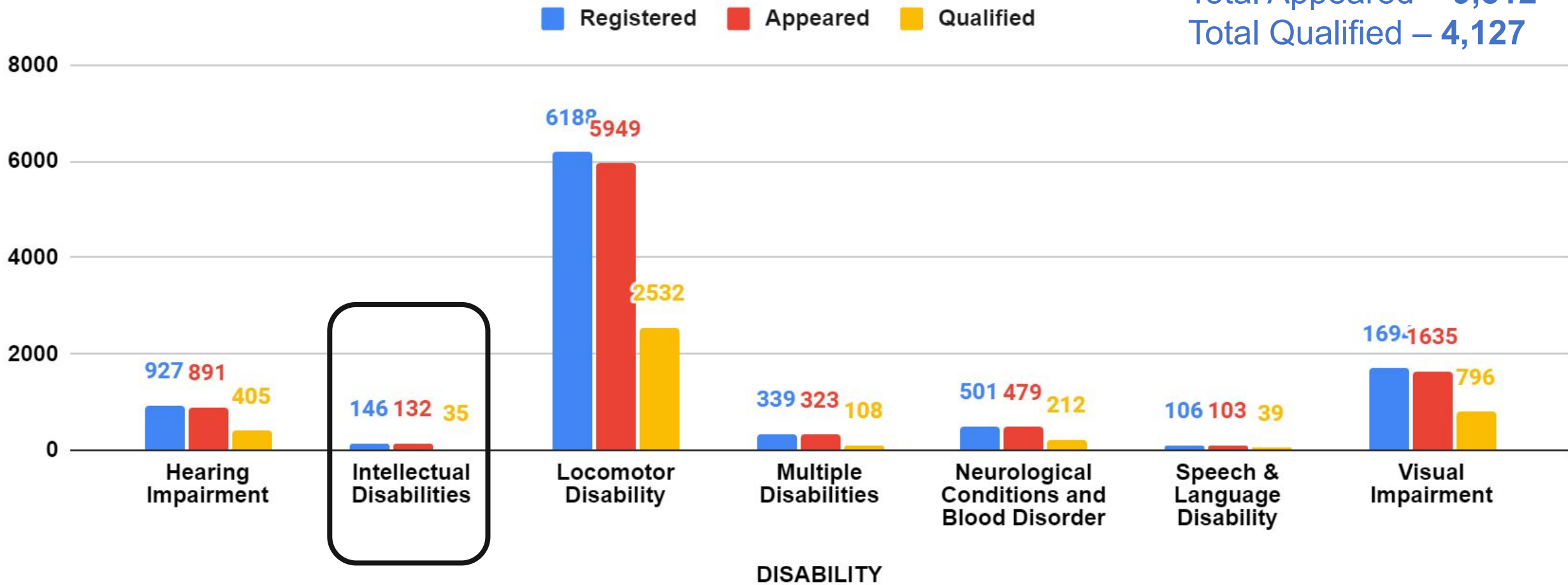
Total Registered – 4,461
Total Appeared – 3,732



PwDs Registered and Qualified – NEET (UG) 2024

NEET (UG) 2024

Total Registered – 9,901
Total Appeared – 9,512
Total Qualified – 4,127

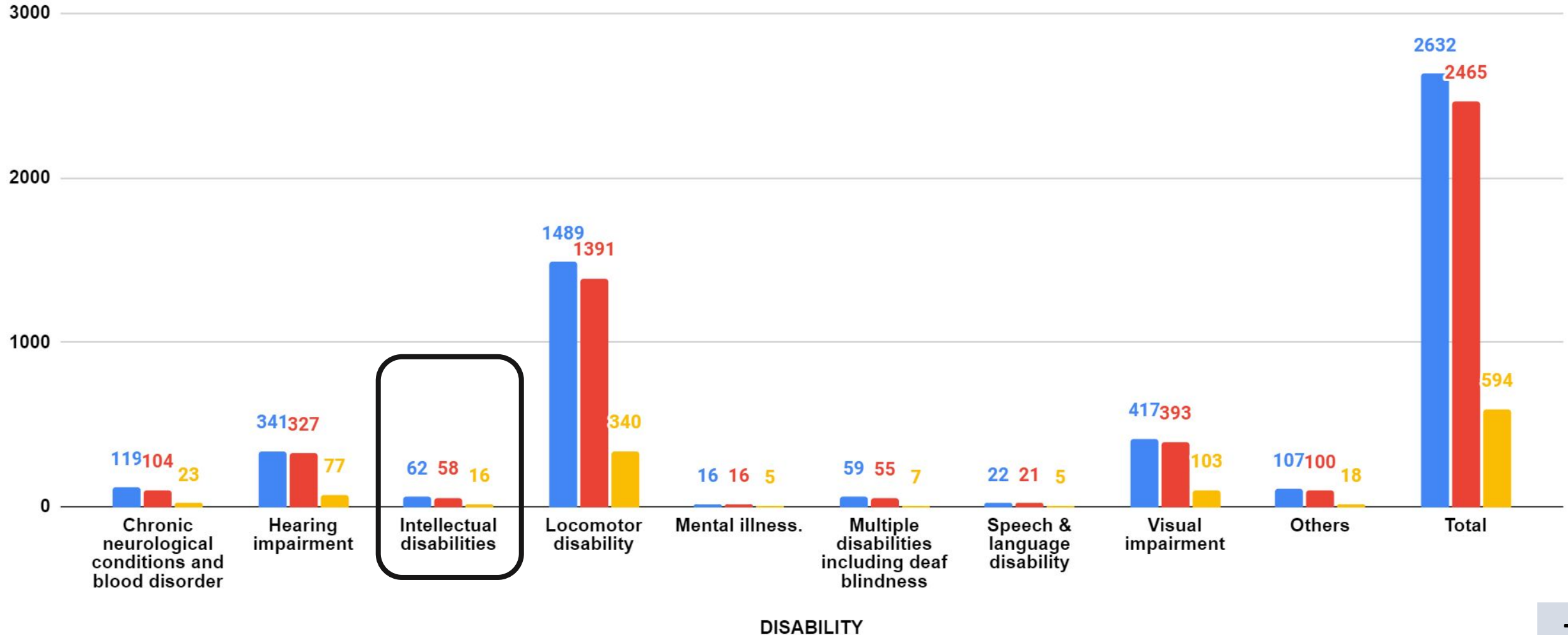


PwDs Registered and Qualified – JEE (Advanced) 2024

JEE (Advanced) 2024

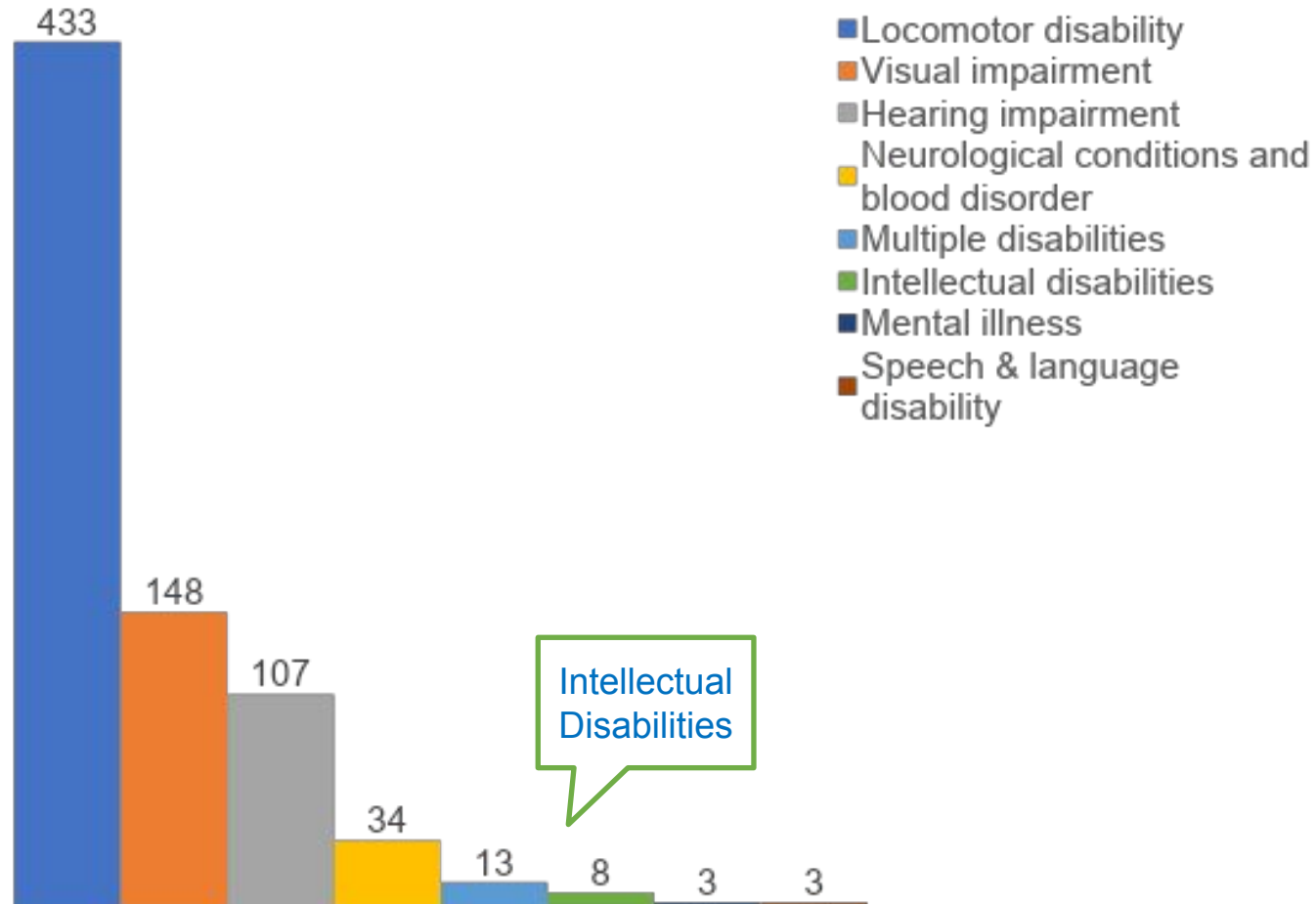
Registered Appeared Qualified

Total Registered – 2632
Total Appeared – 2465
Total Qualified - 594



PwDs Allotted Seats – NITs 2024

Total Allotment of Seats to PwDs - 749



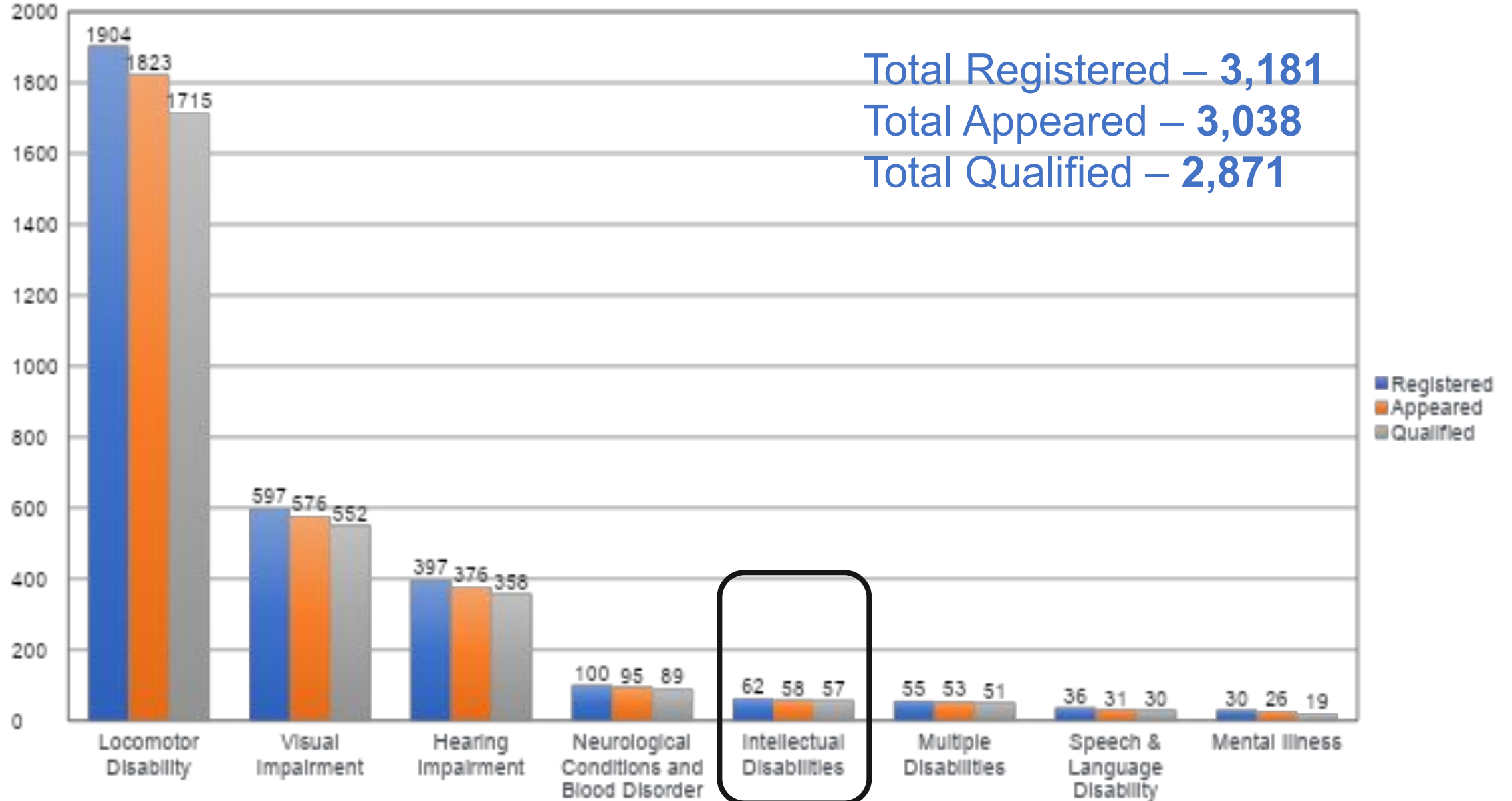
Courses Allotted to Students with Intellectual Disabilities

B.Tech.
(Electronics and Communication Engineering)

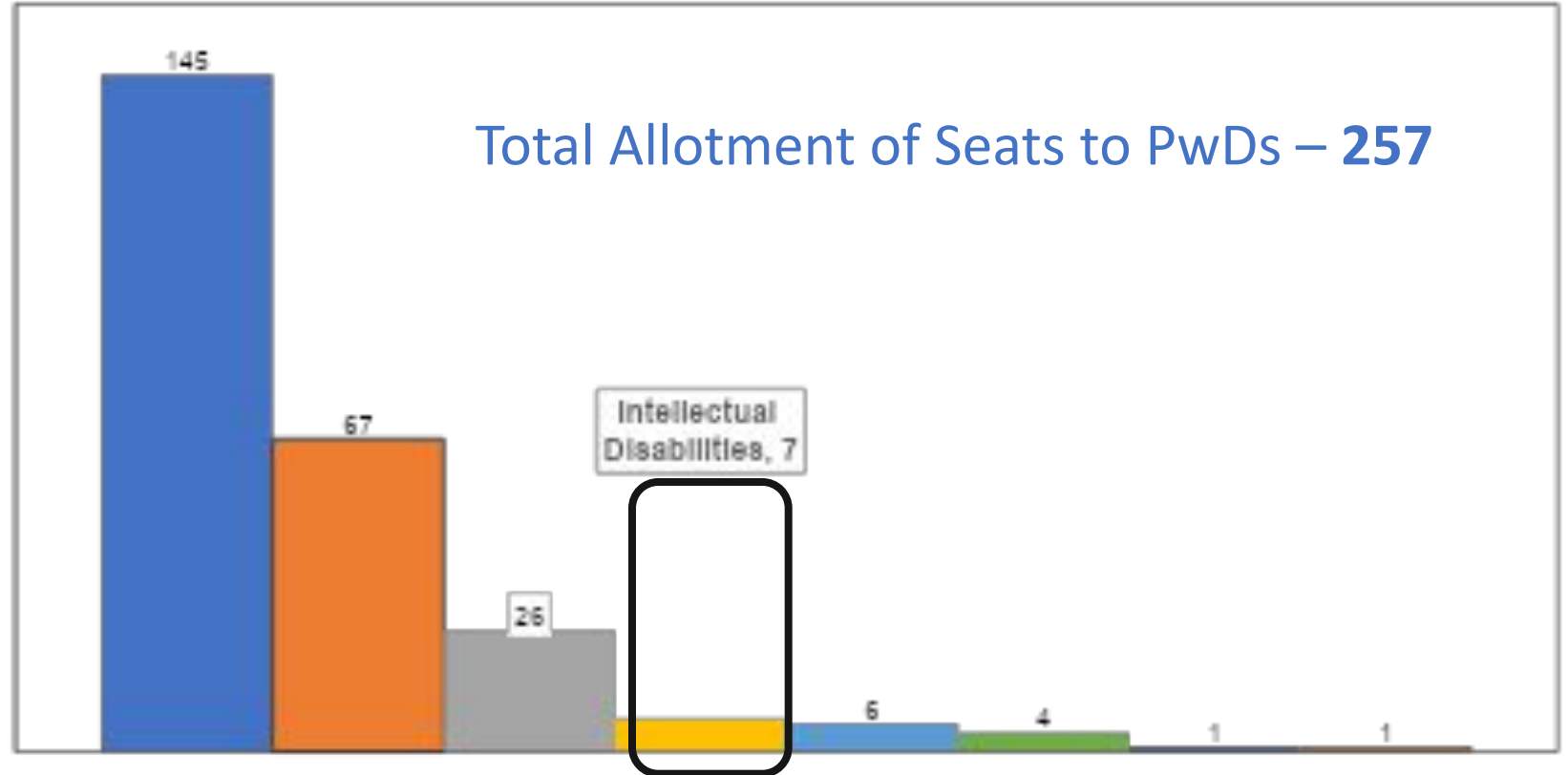
B.Tech.
(Computer Science and Engineering)

B.Tech.
(Mechanical Engineering)

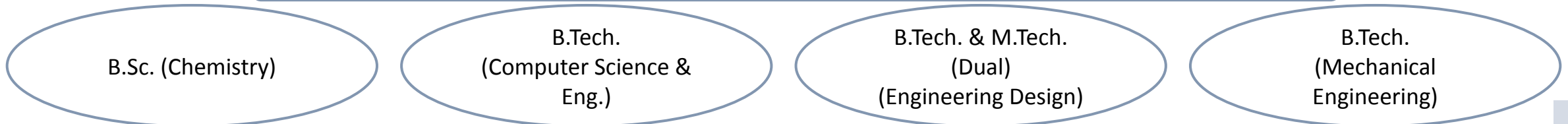
PwDs Registered and Qualified – JEE (Mains) 2023



PwDs Allotted Seats – IITs 2023



Courses Allotted to ID Students



Capacity Building on Specific Learning Disabilities

- ❑ **First Cycle of the Program:** January to July 2024 (6 Months Cycle)
- ❑ **Number of HEIs Participated in the First Cycle:** 27 HEIs from CUs, IITs, IIITs, IIMs, IISERs, SPAs and NITs participated.
- ❑ **Different Departments within Institutions Participated:** 5
- ❑ **Beneficiaries of First Cycle:** 400 faculty members



Key Takeaways of Cycle 1

- Strategies for Creating Inclusive Higher Education Institutions.
- Sensitization of Institutions Towards Inclusion of Students with SLDs
- Awareness About Practices of Inclusion in the Institutes.
- Lessons from the Real-Life Journeys of Individuals with SLDs
- Strengthening Key Departments: **Admissions, Campus Life, Academics, IT & Placements**
- Analyzing Policies and Mandates in India to Enhance Inclusive Ecosystems in HEIs

Capacity Building on Specific Learning Disabilities – Second Cycle

- ❑ **Second Implementation Cycle :**
6 months cycle (Second cycle – from August 2024 to December 2024)
- ❑ **Number of Institutions in the Second Cycle**
45 HEIs identified across States & UTs
- ❑ **Departments within Educational Institutions to be Focused:**
 - ❑ Admissions department
 - ❑ O/o student life/campus life affairs
 - ❑ O/o academic affairs, faculty and examinations cell
 - ❑ IT department
 - ❑ Career and placement cell

Implementation – Mode & Participants

Stage	Mode	Participants
Orientation Session	Online	1) Directors/Head of institutions 2) Members of regulatory bodies
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	1) Heads of 5 departments of each institution 2) 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

Implementation – Timeline

Session	Coverage	Timeline for Second Cycle
Orientation Session	Participating Institutions	Third week of August
Sensitization of Departments	Participating Institutions	Second or Third week of September
Masterclass for each Department	Participating Institutions	First week of October
Zone-wise In-Person Workshops	Department-wise (5 Departments)	Second Week of November
Monitoring of Implementation	Participating Institutions	Fourth Week of November
Conclusion of Program	Participating Institutions	Last week of December

Thank You