

Record of Discussion of the 'In-Person Workshop for Admissions Department' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 3 at National Institute of Educational Planning and Administration for the 19 Higher Education Institutions (HEIs), held on 14.05.2025 at 09:45 AM

1. On May 14, 2025, the Department of Higher Education under the Ministry of Education, in collaboration with NIEPA and the ChangeInkk Foundation, organised an in-person workshop tailored for the Admissions Department. Held at the National Institute of Educational Planning and Administration (NIEPA) from 10:00 AM onwards, this session marked a key phase in the ongoing 'Capacity Building on Specific Learning Disabilities (SLDs) - Cycle 3'. The workshop aimed to strengthen the understanding and competencies of both faculty and non-teaching faculty, enabling them to better support and address the needs of students with Specific Learning Disabilities entering Higher Education Institutions (HEIs).
2. As part of the ongoing cycle 3 of the programme, a series of sessions have been conducted, including the Orientation Session, Sensitisation Session, and Master Class for five departments, held on April 2, 2025; April 7, 2025 and from April 15 to April 29, 2025, respectively. Building on these earlier phases, five in-person workshops are being organised for specific departments within identified institutions. This session was dedicated to the Admissions Department, with participation from the admissions departments of participating HEIs. This interactive workshop was attended by 18 participants, fostering dialogue and engagement on the roles and responsibilities of admissions departments in supporting students with Specific Learning Disabilities. The list of participants is provided in **Annexure 1**.
3. Dr. Amit Gautam, Deputy Director MMTTC- NIEPA opened the session by welcoming all participants and setting the context with an overview of the program's background. He highlighted the significance of the program in promoting inclusivity within Higher Education Institutions, particularly in addressing the needs of students with Specific Learning Disabilities. His remarks underscored the critical role such efforts play in creating supportive institutional environments.
4. Prof. Kumar Suresh, Director (Planning and Development), NIEPA, provided a succinct overview of the CBSLD program, highlighting its growing relevance in promoting inclusive practices within higher education. He underscored the urgent need for targeted initiatives to support this shift and emphasised the program's role in sensitising departments to their specific academic and administrative responsibilities within Higher Education Institutions (HEIs). Prof. Suresh also reflected on the notable progress made by institutions that participated in earlier cycles of the program, illustrating its impact. He stressed that the program's tailored approach ensures that the training remains adaptable and responsive to the diverse operational needs of HEIs.
5. Mr. Devendra Kumar Sharma, Director, Department of Higher Education, in his address, reflected on the evolution of the program across its three cycles. He noted that the first cycle commenced in January 2024, followed by the second in August 2024, collectively engaging over 900 faculty members. The third cycle, which began in April 2025, has now expanded to include participation from 26 institutions.
6. During the session, representatives from various higher education institutions shared different practices currently being implemented to foster inclusive environments for students with learning disabilities. For instance, IIT Bhilai has established a wellness centre on campus to provide counselling services for students. Additionally, a representative from IIM Sambalpur recounted an instance during the admission interview process where the institute tailored the interview to accommodate the specific needs of an applicant with a learning disability.
7. Ms. Aparajita Singh, a resource person from the ChangeInkk Foundation, initiated the session with an interactive team quiz on 'Specific Learning Disabilities: Myth vs. Fact.' The activity led to active engagement, with participants raising questions and sharing queries related to the nature and

characteristics of learning disabilities. The discussion that followed offered valuable insights into the conceptual understanding of Specific Learning Disabilities, relevant regulatory and policy frameworks, and the real-life challenges faced by students with such disabilities in educational settings. Further, the session focused on screening and diagnosis of specific learning disabilities. Screening is an informal process carried out by parents or educators to assess whether a student might be at risk for a disability. On the other hand, diagnosis is a formal process that requires a certified professional. If a psychometric test indicates a disability level of 40% or higher, a disability certificate or Unique Disability ID (UDID) can be provided, granting access to government benefits. Key provisions of the Rights of Persons with Disabilities Act, 2016, and the National Education Policy (NEP) 2020 were discussed, both emphasising the importance of inclusive education. These frameworks advocate for increased student participation and the establishment of supportive systems for students with Specific Learning Disabilities (SLDs). The session also covered relevant guidelines issued by regulatory bodies such as the University Grants Commission (UGC), the National Testing Agency (NTA), and the All India Council for Technical Education (AICTE), which outline necessary accommodations to improve educational accessibility for students with SLDs. Later, the participants were divided into groups and discussed anticipated challenges a student could face prior to admission, during admission and post-admission in a higher education institute. The participants shared their highlights of the group discussion with probable challenges such as getting a UDID card, application forms, curriculum modification, evaluation, internships, etc.

8. Ms. Singh summarised the discussion and shared that the challenges faced by students with SLDs during the admission process can be categorised into three main areas: Entrance Procedures, Securing Admission, and Post-Admission Onboarding. In these categories, instances of challenges are lack of coordination, individualised education programs, proving disabilities through reassessments, renegotiating support needed & limited awareness of available support. The strategies for the Admission Department to support students with Specific Learning Disabilities (SLDs) were categorised into five key areas: Streamlining Processes, Inclusive Outreach, Capacity Building, Schemes & Scholarships, and Onboarding Students.
9. Later, these categories were discussed in detail as follows:
 - For streamlining processes: appoint a nodal officer for a seamless admission cycle, ensure acceptance of the UDID card issued by competent authority, provision of support scholarships, appoint mentors and provide support, and mandate a need assessment session.
 - For inclusive outreach: actively engaging with school students with SLDs, Inclusive and accessible application formats, post information around admissions and inclusive provisions.
 - For capacity building, the emphasis should be on sensitising all stakeholders, such as counsellors, administration, admission officers, etc., about the challenges faced by students with SLDs.
 - Schemes & Scholarships: Ensure that students with SLDs avail scholarships for PwDs, as per the RPwD Act 2016. Ensuring reduced application fees, scholarships and financial aid.
 - For onboarding students: Coordinate with the nodal officer to carry out onboarding post-securing admission and assess each student's needs, assess each student's and make screening available for at-risk students.
10. Mr Devendra Kumar Sharma, Director (HE), in the valedictory sessions, encouraged participants to provide feedback on the program. He introduced the participants to the resources related to the program on the Malaviya Mission Teacher Training Program Website, which can be accessed via link at **Annexure 2**.
11. The session ended with a vote of thanks.

List of Participants for ‘In-Person Workshop Session for Admissions Department’ under Capacity Building on Specific Learning Disabilities (SLDs)- Cycle 3 on 14.05.2025

S.No.	Name of the Institution	Nominated Faculty Members	Attended / Not Attended
1	National Institute of Technology Meghalaya	Dr. Susmita Sharma	Attended
2	ABV- IIT&M Gwalior	Dr Somesh Kumar	Attended
3	IIT Bhilai	Mr. Nihar Ranjan Barik	Attended
4	National Institute of Technology Rourkela	Mr. Ashish Kumar Behera	Not Attended
5	IIT Hyderabad	Prof. Bharat Bhooshan Panigrahi	Attended
6	NITTTR Chandigarh	Dr. Himmi Gupta	Attended
7	IIT(ISM) Dhanbad	Prof. Kalyan Chatterjee	Attended
8	National Institute of Technology Silchar	Dr. Rupak Dutta	Attended
9	National Institute of Advanced Manufacturing Technology (NIAMT) Ranchi	Sumit Raj	Attended
10	Guru Ghasidas Vishwavidyalayas	Prof. Amit Kumar Saxena	Attended
11	IIM Nagpur	Prof. Rakesh Gupta	Attended
12	IIIT Kota	Dr.Anand Agrawal	Attended
13	National Institute of Technology Mizoram	Dr. Sukanta Roy	Attended
14	Central University of Tamil Nadu	Ms Prema S	Attended
15	National Institute of Technology Puducherry	Dr. Seenuvasan Vedachalam	Attended
16	IIM Sambalpur	Prof. Siddharth Gaurav Majhi	Attended
17	IIITD&M Kurnool	Dr. K Sathya Babu	Attended
18	IIM Lucknow	Shri Ram Baran	Attended
19	Sardar Vallabhbhai National Institute of Technology Surat	Dr Vimal Patel	Attended

Additional Attendees

Affiliation Details	Name of Attendees
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Ministry and NIEPA Officials, Resource Persons	<ol style="list-style-type: none"> 1. Mr Devendra Kumar Sharma, Director, D/o Higher Education, MOE 2. Prof. Kumar Suresh, Director, NIEPA 3. Dr. Amit Gautam, NIEPA 4. Dr. Anshu Shrivastava, NIEPA 5. Ms. Akansha Yadav, Consultant, MMTTP, PN-II, MOE 6. Ms. Aparajita Singh, ChangeInkk Foundation 7. Changeinkk Foundation Team
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Annexure 2

Link to 'Building Understanding for Inclusion of Learning Disabilities Tutorials' on the Malaviya Mission Teacher Training Programme website:

- <https://mmc.ugc.ac.in/LearningDisabilities/Tutorials>

Record of Discussion of the 'In-Person Workshop for Academics, Faculty and Examination Cell' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 3 at National Institute of Educational Planning and Administration for the 19 Higher Education Institutions (HEIs), held on 16.05.2025 at 09:45 AM

1. On May 16, 2025, an in-person workshop was held for Academics, Faculty, and Examination Cell members, organised by the Department of Higher Education, Ministry of Education, in partnership with NIEPA and the ChangeInkk Foundation at the National Institute of Educational Planning and Administration (NIEPA). The session formed part of the fourth phase of the third cycle in the 'Capacity Building on Specific Learning Disabilities (SLDs)' initiative. This ongoing series aims to enhance the understanding and skills of faculty and staff, enabling them to better support students with SLDs in Higher Education Institutions (HEIs). During the workshop, the resource people shared key strategies for fostering an inclusive environment within academic and examination settings, tailored to the needs of learners with specific learning disabilities.
2. As part of the ongoing Cycle 3 of the program, several sessions have already been conducted. These include Orientation, Sensitisation of Departments, Master Classes for Five Departments on 02.04.2025, 07.04.2025, and 15.04.25 to 29.04.25. Additionally, an In-Person Workshop for the Admissions Department was held on 14.05.2025. Building on this effort, this particular session was tailored for the Academics, Faculty and Examination Cell, with one participant from each participating institution. The session, which included an interactive discussion, had over 19 participants in total. A list of participants is included in **Annexure 1**.
3. Dr. Amit Gautam, Deputy Director MMTTC- NIEPA welcomed the participants and shared an overview of the program, emphasizing its vision and objective of fostering inclusive spaces within institutions for Socially and Educationally Disadvantaged Groups (SEDGs).
4. Prof. Kumar Suresh, Director (Planning and Development), NIEPA, highlighted the progress achieved in capacity building related to Specific Learning Disabilities (SLDs). He also outlined various initiatives being undertaken by NIEPA, including the Capacity Building on SLDs, the Capacity Building Programme on Promoting Positive Mental Health, Resilience, and Wellbeing, and the Nurturing Future Leadership initiative under the Malaviya Mission Teacher Training Programme. Later, he guided the participants to the program-related resources available on the Malaviya Mission Teacher Training Programme website, which can be accessed through the link provided in **Annexure 2**.
5. During the session, representatives from institutions shared the number of students with learning disabilities in their institutions. For instance, IIM Nagpur and Sardar Vallabhbhai National Institute of Technology Surat reported students with Learning Disabilities. The Department of Higher Education advised these institutions to share a note on the practices being adopted to support such students.
6. Mr. Devendra Kumar Sharma, Director, Department of Higher Education, welcomed the participants and highlighted the significance of the program to create awareness and an inclusive space for an invisible disability, which is very common in individuals but often goes unidentified. He emphasised the importance of identifying these students to ensure they receive the necessary

support, enabling them to reach their full potential. It becomes important for the institutes to participate in such capacity-building programs,

7. Ms. Aparajita Singh, resource person from the ChangeInkk Foundation, began the session with two interactive group activities—‘Specific Learning Disabilities: Myth vs. Fact’ and a round of ‘Yes/No Questions.’ These activities encourage active participation, with attendees asking insightful questions and sharing their thoughts on the nature and characteristics of learning disabilities. The discussion that followed offered valuable perspectives on the conceptual understanding of Specific Learning Disabilities (SLDs), the relevant regulatory and policy frameworks, and the real-life challenges faced by students with SLDs. In particular, dyslexic students often encounter difficulties across three key areas: academics, life skills, and emotional well-being. These challenges are compounded by factors such as low self-esteem, memory difficulties, sensitivity to overstimulation, and slower processing speeds, all of which affect their daily functioning and educational experience. Further, it was discussed that screening and diagnosis are essential steps in identifying and providing appropriate support for students with learning disabilities. Screening is an informal process typically carried out by parents or educators to identify whether a student might be at risk for a disability. In contrast, diagnosis involves a formal assessment conducted by a certified professional. When a psychometric evaluation indicates a disability level of 40% or more, the student becomes eligible for a disability certificate or a Unique Disability ID (UDID), which enables access to a range of government-supported benefits. Later, the participants were divided into groups and discussed the challenges of students, faculty and institutions about creating inclusive support for students with learning disabilities. The participants shared their highlights of the group discussion with anticipated challenges such as identification, declaration of SLD due to the stigma of being labelled, inclusive policy framing at an institutional level, lack of a dedicated cell, etc.
8. The Rights of Persons with Disabilities Act, 2016, and the National Education Policy (NEP) 2020 were highlighted, both advocating for inclusive education by promoting student engagement and creating a supportive setting for individuals with Specific Learning Disabilities (SLDs). Furthermore, directives from major regulatory authorities such as UGC, AICTE, and MoHUA were reviewed, concentrating on aspects like curriculum design, inclusive teaching methods, assignments and assessments, assistive technology, and research. Ms. Singh concluded the discussion by highlighting that the challenges faced by students with Specific Learning Disabilities (SLDs) in academic and examination settings, can be broadly categorised into three main areas: Inaccessible Curriculum, Lack of Inclusive Pedagogy and Assessments & Evaluation. The strategies to enable inclusive academics would involve focusing on categories: Inclusive Curriculum, Inclusive Pedagogy & Evaluation, and Assistive Technology. To ensure an inclusive academic environment, the curriculum should offer flexible options that allow students to complete their degrees at a comfortable pace, along with individualised learning plans, particularly for students with Specific Learning Disabilities (SLDs). Inclusive pedagogy and evaluation practices must include providing syllabi and study materials in advance and in multiple accessible formats, as well as fostering academic support through tutors or study buddies. In terms of assistive technology (AT), students should receive support in making academic content accessible, ensuring the timely availability of AT tools along with proper training on their use, and integrating AT into regular classroom teaching and evaluations. Additionally, inclusive research practices should involve offering students mentorship and exposure to academic inquiry, with opportunities to participate in undergraduate thesis work and research projects.

9. Dr. Jitendra Nagpal, Senior Consultant Psychiatrist and Head of the Institute of Mental Health & Life Skills Promotion at Moolchand Medicity, conducted an engaging and insightful session on Specific Learning Disabilities (SLDs). The session began with a video clip from the film Taare Zameen Par, which portrays the journey of a child with learning disabilities. He discussed the characteristics of individuals with SLDs, how their brains process information differently, and practical strategies for providing effective support. Dr. Nagpal explained that a learning disability is termed “specific” because it affects particular domains such as reading (dyslexia), writing (dysgraphia), or mathematics (dyscalculia), with the prefix “dys” indicating a disorder or impairment. He elaborated on the neurological basis of learning disabilities, noting that speech, hearing, and vision are processed in the posterior region of the brain. During early childhood, from birth to six years, the brain rapidly develops, with hundreds of millions of neurons forming, and the brain’s structural foundation is established by age six. Therefore, diagnosis of learning disabilities typically occurs after this age. Dr. Nagpal also highlighted that individuals with SLDs are seven times more likely to experience mental health issues, stressing the importance of emotional and psychological support. He presented examples of students’ written work, which often show signs such as disorganised structure, spelling errors, and fatigue, reflecting the challenges they face with written expression. To address these issues, he recommended the establishment of counselling centres within educational institutions. He also warned against the use of inappropriate screening tools, emphasising that only standardised assessments should be used to accurately diagnose learning disabilities.
10. After the session, resource people addressed a range of questions from the participants. The questions primarily revolved around identification, screening tests, mandates, neurodevelopmental disorders, etc.
11. The session ended with a vote of thanks.

Annexure 1**List of Participants for ‘In-Person Workshop Session for Academics, Faculty and Examination Cell’
under Capacity Building on Specific Learning Disabilities (SLDs)- Cycle 3 on 16.05.2025**

S. No.	Name of the Institution	Nominated Faculty Members	Attended / Not Attended
1	National Institute of Technology Meghalaya	Mr. Binoy Das	Attended
2	ABV- IIT&M Gwalior	Mr Vineet Surana	Attended
3	IIT Bhilai	Mrs. R Neelima Gowthami	Attended
4	National Institute of Technology Rourkela	Mr. Dipti Ranjan Das	Attended
5	IIT Hyderabad	Prof. Bharat Bhooshan Panigrahi	Attended
6	NITTTR Chandigarh	Dr. Ashok Kumar	Attended
7	IIT(ISM) Dhanbad	Prof. Sushrut Das	Attended
8	National Institute of Technology Silchar	Mr. Rajib Kahar	Attended
9	National Institute of Advanced Manufacturing Technology (NIAMT) Ranchi	Dr. Debdas Roy	Attended
10	Guru Ghasidas Vishwavidyalayas	Dr. Manish Kumar Gupta	Attended
11	IIM Nagpur	Mr. Binoy P	Attended
12	IIIT Kota	Dr. Ajay Nehra	Attended
13	National Institute of Technology Mizoram	Dr. Sukanta Roy	Attended
14	Central University of Tamil Nadu	Ms Sridevi C	Attended
15	National Institute of Technology Puducherry	Dr. Seenuvasan Vedachalam	Attended
16	IIM Sambalpur	Ms Sumedha Pati	Attended
17	IIITD&M Kurnool	Dr. K. Sathya Babu	Attended
18	IIM Lucknow	Shri Satyam Tandon	Attended
19	Sardar Vallabhbhai National Institute of Technology Surat	Dr H G Patel	Attended

Additional Attendees

Affiliation Details	Name of Attendees
Ministry Officials, NIEPA and Resource Persons	<ol style="list-style-type: none">1. Mr Devendra Kumar Sharma, Director, D/o Higher Education, MOE2. Prof. Kumar Suresh, Director, NIEPA3. Prof. Amit Gautam, Deputy Director, MMTTC-NIEPA4. Dr. Jitendra Nagpal, Sr. Psychiatrist, Moolchand Medicity5. Ms. Akansha Yadav, Consultant, MMTTP, MOE6. Ms. Aparajita Singh, ChangeInkk Foundation7. Changeinkk Foundation Team

Link to the Malaviya Mission Teacher Training Programme website:

<https://mmc.ugc.ac.in/>

Record of Discussion of the 'In-Person Workshop for Office of Student and Campus Life Affairs' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 3 at National Institute of Educational Planning and Administration for the 19 Higher Education Institutions (HEIs), held on 19.05.2025 at 09:45 AM

1. An in-person workshop for the Office of Student and Campus Life Affairs was organised by the Department of Higher Education, Ministry of Education, in collaboration with the National Institute of Educational Planning and Administration (NIEPA) and the ChangeInkk Foundation. The workshop was held on May 19, 2025, at 9:45 AM at NIEPA. This workshop was part of the 'Capacity Building on Specific Learning Disabilities (SLDs) – Cycle 3' under the Malaviya Mission Teacher Training Program, focused on enhancing the capacity of faculty and non-teaching staff to effectively support students with SLDs in Higher Education Institutions (HEIs). The session focused on strategies to create an inclusive campus environment and featured discussions, insights, and lived experiences related to supporting students with learning disabilities.
2. As part of the ongoing cycle 3 of Capacity Building on SLDs, various sessions have been conducted, including the Orientation, Sensitisation of Departments, and Master Classes for Five Departments, which were held on 02.04.2025, 07.04.2025, 15.04.2025 to 29.04.2025. In addition, In-Person Workshops for the Admissions Department and Academics, Faculty and Examination cell were held on 14.05.2025 and 16.05.2025, respectively. In its continuation, an in-person workshop for the Office of Student and Campus Life Affairs, with one participant each from each department of the participating institutions. The session had over 19 faculty members. A list of participants is provided in **Annexure 1**.
3. Prof. Anshu Shrivastava from NIEPA welcomed all participants and introduced the program's vision – to promote inclusivity and accessibility for all individuals in educational spaces. She emphasised that inclusive education necessitates the adoption of effective tools, strategies, and methodologies to support diverse learners.
4. Prof. Kumar Suresh, Director (Planning and Development) at NIEPA, highlighted the need for greater awareness about learning disabilities, particularly given how often they go unrecognised. He provided an outline of the session and reiterated that participants from different departments must work collaboratively to develop inclusive practices within their institutions to support students with Specific Learning Disabilities (SLDs).
5. Mr. Subashish Trivedi, a second-year PhD student at NIEPA, an individual with multiple sclerosis, shared his journey through various educational institutions. He spoke candidly about the challenges faced by students with learning and cognitive disabilities and emphasised the importance of inclusive campus environments. According to him, peer support systems played a vital role in creating a truly inclusive space.
6. Mr. Devendra Kumar Sharma, Director, Department of Higher Education, provided background on the Malaviya Mission Teacher Training Program (MMTTP). The information about the programs can be accessed via a link at **Annexure 2**. He discussed the importance of the current capacity-building program focused on learning disabilities under the MMTTP. He stressed that fostering a supportive institutional environment is crucial to ensuring that students with learning disabilities are adequately supported as they progress through higher education.
7. Ms. Aparajita Singh, resource person from the ChangeInkk Foundation, led a session on Specific Learning Disabilities (SLDs) tailored specifically for the Office of Student and Campus Life Affairs. The session provided valuable perspectives on the challenges faced by students with SLDs and introduced practical strategies for offering effective support within higher education institutions. It began with engaging group activities— 'Specific Learning Disabilities: Myth vs. Fact' and a 'Yes/No Questions' round, which encouraged active participation and prompted thoughtful reflections and questions from faculty members about the nature and characteristics of learning disabilities. The discussion that followed deepened the

conceptual understanding of SLDs, examined relevant legal and policy frameworks, and highlighted challenges experienced by students with these disabilities. Ms. Singh also shared her journey as an individual with a learning disability, adding a powerful first-person perspective to the conversation. The first half of the session concluded with a multiple-choice quiz focusing on the strengths of students with SLDs and the key traits associated with various learning disabilities. During the session, participants were divided into groups to identify the challenges faced by students with disabilities (PwDs) in areas such as access to resources, institutional coordination, and on-campus support. The group presentations revealed key barriers, including limited scholarship support, lack of sensitisation among stakeholders, inaccessible learning materials, and decentralised or unclear information about available services. To address these issues and foster inclusive campus ecosystems, Ms. Singh discussed strategies built around three core pillars: Access to Resources, On-Campus Support, and Streamlined Coordination. Under Access to Resources, the focus was on the timely procurement of assistive tools based on need assessments, provision of resources for independent living, mental health services, and regular sensitisation workshops. For On-Campus Support, recommendations included training wardens, assigning student buddies, and conducting awareness events each term. Streamlined Coordination involved setting up a dedicated support centre, appointing a nodal officer to oversee inclusion, engaging trained interns and volunteers as inclusion champions, and promoting sustained advocacy and awareness efforts.

8. Dr. Jitendra Nagpal, Senior Consultant Psychiatrist and Head of the Institute of Mental Health & Life Skills Promotion at Moolchand Medicity, conducted an engaging and insightful session on Specific Learning Disabilities (SLDs), beginning with a poignant clip from *Taare Zameen Par* that effectively set the emotional tone and helped participants empathize with the lived experiences of children with learning challenges. Dr. Nagpal delved into the neurological basis of learning, explaining how sensory input is received through neurons and processed in various parts of the brain, such as the cerebellum and cerebrum. He highlighted the distinction between the brain's hemispheres, noting the right hemisphere's association with creativity and art, while the left hemisphere governs language and analytical skills. Emphasising that brain neurons are largely developed by the age of eight, he illustrated how image interpretation occurs in the brain's posterior regions. Participants examined a real-life example of written work by an individual with a learning disability, identifying features like letter reversal and alphabet omission—hallmarks of dyslexia. Brain scan imagery compared typical and dyslexic brain activity, showing reduced activation in the inferior frontal gyrus in individuals with dyslexia, which is linked to difficulties in word analysis. Dr. Nagpal clarified that dyslexia is not caused by a lack of motivation or poor instruction, although it can coexist with other challenges. He introduced the concept of the "dyslexic iceberg," underscoring how visible symptoms are just the tip, with underlying issues like memory deficits, motor control, and spatial difficulties often remaining hidden. He concluded by discussing the neurobiological underpinnings of SLDs, attributing them to genetic factors, epigenetic dysregulation, and structural brain changes, all of which contribute to the complexity of neurodevelopmental disorders.
9. During the presentation, the resource people responded to various questions from the participants. The queries mainly focused on UDID card, issuance of the certificate and authenticity of the disability, etc.
10. The session ended with a vote of thanks.

List of Participants for ‘In-Person Workshop Session for Office of Student Life and Campus Life Affairs’ under Capacity Building on Specific Learning Disabilities (SLDs)- Cycle 3 on 19.05.2025

S. No.	Name Of The Institution	Nominated Faculty Members	Attended / Not Attended
1	National Institute of Technology Meghalaya	Dr. Bidyasagar Kumbhakar	Attended
2	ABV- IIT&M Gwalior	Dr. Gaurav Sharma	Attended
3	IIT Bhilai	Dr. Suchetan Pal	Attended
4	National Institute of Technology Rourkela	Prof. Supratim Giri	Attended
5	IIT Hyderabad	Mr. Rajnesh MP	Attended
6	NITTTTR Chandigarh	Er. Rama Chhabra	Attended
7	IIT(ISM) Dhanbad	Prof. Sanjoy Mandal	Attended
8	National Institute of Technology Silchar	Dr. Debjit Bhowmik	Attended
9	National Institute of Advanced Manufacturing Technology (NIAMT) Ranchi	Dr. Banshidhara Mallik	Attended
10	Guru Ghasidas Vishwavidyalayas	Prof. Manorama	Attended
11	IIM Nagpur	Mr. SomaShekar	Attended
12	IIIT Kota	Dr.Parikshit Kishor Singh	Attended
13	National Institute of Technology Mizoram	Dr. Amit Kumar Yadav	Attended
14	Central University of Tamil Nadu	Prof V Renuka Devi	Attended
15	National Institute of Technology Puducherry	Dr.V.Vani	Attended
16	IIM Sambalpur	Prof. Eshan Bhatt	Attended
17	IIITD&M Kurnool	Dr. M. Naresh Babu	Attended
18	IIM Lucknow	Shri Anand Kumar Seth	Attended
19	Sardar Vallabhbhai National Institute of Technology Surat	Dr Rakesh Maurya	Attended

Additional Attendees

Affiliation Details	Name Of Attendees
Ministry and NIEPA Officials, Resource Persons	<ol style="list-style-type: none"> 1. Mr Devendra Kumar Sharma, Director, D/O Higher Education, 2. Prof. Kumar Suresh, Director, NIEPA 3. Prof. Anshu Shrivastava, NIEPA 4. Dr. Jitendra Nagpal, Sr. Psychiatrist, Moolchand Medicity 5. Ms. Akansha Yadav, Consultant, MMTTP, MOE 6. Ms. Aparajita Singh, Changeinkk Foundation 7. Changeinkk Foundation

Link to the Malaviya Mission Teacher Training Programme website:

<https://mmc.ugc.ac.in/>

Record of Discussion of the 'In-Person Workshop Session for IT Department' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 3 at National Institute of Educational Planning and Administration for the 19 Higher Education Institutions (HEIs), held on 21.05.2025 at 09:45 AM

1. On May 21, 2025, an In-Person workshop for the IT Department was held by the Department of Higher Education under the Ministry of Education, in collaboration with the National Institute of Educational Planning and Administration (NIEPA) and the ChangeInkk Foundation at the NIEPA campus. This session formed part of the ongoing Cycle 3 of the 'Capacity Building on Specific Learning Disabilities (SLDs)' initiative under the Malaviya Mission Teacher Training Program. The core objective of the workshop was to strengthen the ability of faculty and administrative staff in Higher Education Institutions (HEIs) to better support students with Specific Learning Disabilities. The session delved into practical approaches for fostering an inclusive institute space and included thoughtful discussions, shared experiences, and expert insights on effectively accommodating the needs of students with SLDs.
2. Cycle 3 of the capacity-building program has included several key sessions leading up to this workshop. These included Orientation, Sensitisation of Departments, and Master Classes for Five Departments, which were held on 02.04.2025, 07.04.2025, 15.04.2025 to 29.04.2025. Following that, In-person workshops were organised for various institutes' departments such as Admissions (May 14, 2025), Academics, Faculty and Examinations (May 16, 2025), and Student Life/Campus Affairs (May 19, 2025). The workshop for the IT Department continued this sequence, with each participating institution nominating one representative per department. A detailed list of 16 attendees is attached at **Annexure 1**.
3. Dr. Sangeeta Angom, Associate Professor at NIEPA, commenced the workshop by welcoming the participants, introducing the panel of speakers, and presenting an overview of the day's agenda. Following this, each participant briefly introduced themselves to the group.
4. Prof. Kumar Suresh, Director (Planning and Development) at NIEPA, provided a comprehensive overview of the ongoing program and underscored the advancements made under Cycle 3 of the Capacity Building initiative on Specific Learning Disabilities. He also encouraged participating institutions to document and share the effective practices they have implemented to support students with learning disabilities with the Department of Higher Education, Ministry of Education.
5. Mr. Devendra Kumar Sharma, Director (HE), highlighted the capacity building program on specific learning disabilities could be viewed from three perspectives as moral, regulatory and economic imperatives. The National Education Policy 2020 has a strong emphasis on inclusivity, he underscored the importance of sensitising institutions to better support students with learning disabilities.
6. An engaging experience-sharing session was conducted with Ms. Radhika Ramchandran, an MBA student at the London Business School. She spoke candidly about her journey as a neurodiverse individual, having been diagnosed with ADHD and later recognising dyscalculia. Her transition to higher education in the United Kingdom was significantly shaped by heightened awareness and robust institutional support. Her journey offered valuable insights into the impact of inclusive policies, empathy, and accommodations, highlighting that support systems can empower neurodiverse individuals to thrive both academically and professionally.
7. Ms. Aparajita Singh, representing the ChangeInkk Foundation, facilitated the next segment of the workshop through various engaging group activities— 'Specific Learning Disabilities: Myth vs. Fact', a dynamic round of 'Yes/No Questions' and multiple-choice questions. These activities encouraged active involvement, prompting participants to ask thoughtful questions and share their reflections on the characteristics and realities of learning disabilities. The ensuing discussion offered meaningful insights into the conceptual framework of Specific Learning Disabilities (SLDs), the existing regulatory and policy landscape, and the day-to-day challenges faced by students with SLDs in higher education. During the session, participants were divided into groups to identify the technology-related challenges faced by students with disabilities (PwDs) in areas such as learning, accommodation and innovation within an

institution. Later, each group shared the key points from their discussions with the other participants. Common challenges that emerged included a lack of understanding and awareness about learning disabilities, limited clarity on available incentives, difficulties in aligning individual needs with available assistive technologies within institutions, and the need to strengthen the overall support ecosystem for persons with disabilities (PwDs). The discussion highlighted the critical role of Assistive Technology (AT), which encompasses devices, software, and tools designed to support individuals in learning, communication, and task execution. For students with learning disabilities, AT can be transformative, enhancing their ability to learn, communicate, and succeed in academic environments. It addresses challenges in areas such as reading, writing, mathematics, comprehension of complex concepts, and time management. By providing tailored AT solutions, Higher Education Institutions (HEIs) can significantly improve the integration and success of students with disabilities, fostering a more inclusive and supportive learning environment. Assistive Technology (AT) tools, such as text-to-Braille converters, display control software, speech-to-text applications, and audio control features, play a vital role in supporting students with disabilities across various learning modalities, including reading, writing, listening, and watching. During the session, participants discussed relevant legal and policy frameworks such as the Rights of Persons with Disabilities Act, 2016, the National Education Policy (NEP) 2020, and mandates from regulatory bodies like UGC, AICTE, and NTA, all of which emphasize inclusive education and the use of technology in higher education institutions (HEIs).

8. Ms Singh concluded that challenges related to AT in HEIs can be broadly categorised into three key areas: awareness, availability, and incorporation. To effectively address these challenges, the following strategies were recommended:
 - To raise awareness: institutions should organise disability sensitisation sessions, introduce AT tools, and educate stakeholders about relevant policies.
 - Ensuring the availability of AT involves deploying updated tools aligned with students' needs prior to the academic year and informing students about the resources at their disposal.
 - Incorporating AT into teaching requires training faculty in Universal Design for Learning (UDL), hosting workshops on AT implementation, conducting tech-enabled classes, and formally allowing AT-based accommodations.
 - UDL is a flexible curriculum framework, designed to cater to diverse learning needs and styles by incorporating inclusive lesson planning and technology. Use cases for UDL-based accessible e-learning include instructor-led classroom teaching, self-paced modules, distance learning, and e-assessments.
 - AT can enhance both offline and online assessments, preserving academic rigour while increasing accessibility, for example, by substituting a human scribe with tools like speech-to-text and spell-check. Ultimately, ensuring the availability of AT, providing adequate training, integrating it into instruction and assessments, and offering accessible academic content are essential steps toward building an inclusive academic environment.
9. During the session, the resource persons addressed a range of questions from the participants. The queries primarily revolved around the screening and diagnosis of SLDs, strategies and tools for the institutes.
10. Mr. Devendra Kumar Sharma, Director (HE), elaborated on the objectives of the Malaviya Mission Teacher Training Programme (MMTTP), also offering a summary of the various programmes available under the MMTTP, details of which are accessible at <https://mmc.ugc.ac.in/>.
11. The session ended with a vote of thanks.

List of Participants for ‘In-Person Workshop Session for IT Department’ under Capacity Building on Specific Learning Disabilities (SLDs)- Cycle 3 on 21.05.2025

S.No.	Name of the Institution	Nominated Faculty Members	Attended / Not Attended
1	National Institute of Technology Meghalaya	Dr. Ngangbam Herojit Singh	Attended
2	ABV- IIT&M Gwalior	Dr W Godfrey	Attended
3	IIT Bhilai	Dr. Vishwesh Jatala	Attended
4	National Institute of Technology Rourkela	Mr. Tapan Kumar Pattanaik	Attended
5	IIT Hyderabad	Prof. Sathya Peri	Not Attended
6	NITTTR Chandigarh	Dr. Amit Doegar	Attended
7	IIT(ISM) Dhanbad	Prof. Saurabh Srivastava	Attended
8	National Institute of Technology Silchar	Mr. Mithilesh Kumar	Attended
9	National Institute of Advanced Manufacturing Technology (NIAMT) Ranchi	Dr. Rahul Mishra	Attended
10	Guru Ghasidas Vishwavidyalayas	Prof. Manoj Kumar	Attended
11	IIM Nagpur	Dr. Bharti Dakhale	Attended
12	IIIT Kota	Dr. Gyan Singh Yadav	Attended
13	National Institute of Technology Mizoram	Dr. Sandeep Kumar Dash	Not Attended
14	Central University of Tamil Nadu	Er Murasoli	Not Attended
15	National Institute of Technology Puducherry	Dr.Praveen R	Attended
16	IIM Sambalpur	Mr. Dipak Kumar Maharana	Attended
17	IITD&M Kurnool	Mr. Venkant Reddy	Attended
18	IIM Lucknow	Shri Navneet Titoria	Attended
19	Sardar Vallabhbhai National Institute of Technology Surat	Shri R P Gohil	Attended

Additional Attendees

Affiliation Details	Name of Attendees
Ministry Officials, NIEPA & Resource Persons	<ol style="list-style-type: none"> 1. Mr. Devendra Kumar Sharma, Director, D/o Higher Education, MOE 2. Prof. Kumar Suresh, Director, NIEPA 3. Prof. Sangeeta Angom, NIEPA 4. Ms. Akansha Yadav, Consultant, MMTTP, MOE 5. Ms. Aparajita Singh, ChangeInkk Foundation 6. Ms. Radhika Ramachandran, MBA Student 7. Team Members of Changeinkk Foundation

Record of Discussion of the 'In-Person Workshop for Career and Placement Cell' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 3 at the National Institute of Educational Planning and Administration for the 19 Higher Education Institutions (HEIs), held on 23.05.2025 at 09:45 AM

1. An 'In-person workshop for Career and Placement Cell' was organised by the Department of Higher Education, Ministry of Education, in collaboration with NIEPA and ChangeInkk Foundation on 23.05.2025 from 09.45 AM at the National Institute of Educational Planning and Administration. This session was part of the series of sessions under 'Capacity Building on Specific Learning Disabilities (SLDs) Cycle 3' aimed at enhancing the skills and knowledge of the faculty and non-teaching staff to better support students with SLDs joining Higher Education Institutions (HEIs). During the session, the resource person shared the strategies for creating inclusive spaces for students with learning disabilities in HEIs, specifically for the career and placement cell.
2. Cycle 3 of the capacity-building program has included several key sessions leading up to this workshop. These included Orientation, Sensitisation of Departments, and Master Classes for Five Departments, which were held on 02.04.2025, 07.04.2025, 15.04.2025 to 29.04.2025. Following that, In-person workshops were organised for various institutes' departments such as Admissions (May 14, 2025), Academics, Faculty and Examinations (May 16, 2025), Student Life/Campus Affairs (May 19, 2025) and IT Department (May 21, 2025). The workshop for the Career and Placement Cell continued this sequence, with each participating institution nominating one representative per department. A total of 18 faculty members were in attendance. A detailed list of attendees is attached at **Annexure 1**.
3. Dr. Garima Malik, Assistant Professor, NIEPA welcomed the participants and shared a brief outline and flow of the day. Further, each participant briefly introduced themselves to the group.
4. Prof. Kumar Suresh, Director (Planning and Development) at NIEPA, presented an overview of the progress achieved in previous cycles of the capacity-building program focused on Specific Learning Disabilities (SLDs). He underscored the importance of sensitising institutions to the inclusion of students with SLDs. Participating faculty members were encouraged to return to their respective institutions and collaboratively advance the efforts of sensitisation and awareness within their campuses.
5. Ms. Rina Sonowal Kouli, Joint Secretary (Higher Education), outlined the structure of the program and articulated the rationale behind Capacity Building for Specific Learning Disabilities (SLDs). She emphasised that SLDs often remain undetected due to their subtle and varied manifestations. Therefore, it is essential for institutions to actively engage in dialogue and take ownership in advancing this inclusive initiative.
6. Ms. Aparajita Singh, a resource person from the ChangeInkk Foundation, led the next segment of the workshop through a series of interactive group activities, including 'Specific Learning Disabilities: Myth vs. Fact', an engaging round of Yes/No Questions, and Multiple-Choice quizzes. These activities fostered active participation, encouraging attendees to pose thoughtful questions and share personal reflections on the traits and misconceptions surrounding learning disabilities. The subsequent discussion provided valuable insights into the conceptual understanding of Specific Learning Disabilities (SLDs), the current regulatory and policy framework, and the everyday challenges encountered by students with SLDs in higher education institutes. During the discussion, Ms. Singh shared her journey as an individual with a learning disability.
7. Dr. Jitendra Nagpal, Senior Consultant Psychiatrist and Head of the Institute of Mental Health & Life Skills Promotion at Moolchand Medicity, delivered a compelling and informative session on Specific Learning Disabilities (SLDs). He began with a poignant clip from Taare Zameen Par, effectively setting an empathetic tone and helping participants emotionally connect with the lived experiences of children with learning disabilities. Dr. Nagpal explained that learning disabilities are termed "specific" because

they affect particular aspects of the learning process, despite otherwise typical cognitive development. He noted that by the age of seven, approximately 90% of the brain's structure is established, as evidenced by PET (Positron Emission Tomography) scans, which use colour imaging to reveal brain activity. These scans show key differences in brain activation between typical readers and those with dyslexia, particularly in areas such as the inferior frontal gyrus, superior temporal gyrus, superior temporal sulcus, and fusiform gyrus. He clarified that specific learning disabilities impact the brain's perception and processing of information. For example, students with learning disabilities often find writing significantly more challenging than speaking. Dr. Nagpal also discussed how sensory information is processed at the back of the brain. In individuals with learning disabilities, there may be disruptions in this transmission process, leading to difficulties in decoding sensory inputs. Additionally, he highlighted the social-emotional challenges faced by these individuals, including a tendency toward low frustration tolerance. Alarming, data indicates that individuals with learning disabilities are seven times more likely to experience mental health issues.

8. Thereafter, the participants were divided into groups to explore the challenges faced by students with disabilities (PwDs) in securing career opportunities and placements, considering perspectives from students, institutions, and employers. The groups later shared key insights, revealing common issues such as company perceptions and biases, the lack of pre-placement talks tailored for PwDs, the absence of disability quotas in many organisations, inadequate inclusive recruitment policies, and limited institutional manpower to support such initiatives. The challenges students with PwDs face during their transition to the workplace can be broadly categorised into three areas: placement opportunities, job readiness, and transition into the workplace. Ms. Singh discussed that institutions may be encouraged to focus on ability-job mapping and to promote inclusive placements built upon three pillars: sensitisation and advocacy, increasing job readiness, and inclusive hiring processes. Sensitisation and advocacy involve equipping students with information on relevant mandates, sensitising placement cell members, and advocating for the needs of students with SLDs. To enhance job readiness, HEIs should provide early exposure to professional environments, ensure accommodations during internships, and support students through activities like resume reviews. Inclusive hiring processes require active engagement with recruiters, conveying the specific needs of students with SLDs, and ensuring that necessary accommodations are in place to support a successful transition to the workplace.
9. During the session, the resource persons addressed a wide range of questions raised by the participants. The queries primarily focused on topics such as the relevance and accessibility of psychometric tests for students with Specific Learning Disabilities (SLDs), strategies to overcome the challenge of limited company participation in placement drives for students with disabilities, and the need for inclusive approaches in screening tests. Participants expressed concerns regarding how traditional recruitment methods may disadvantage students with SLDs and sought guidance on how institutions and employers can adopt more equitable and supportive practices to ensure fair assessment and hiring.
10. Mr. Devendra Kumar Sharma, Director (HE), provided an overview of programs under the Malaviya Mission Teacher Training Programme (MMTTP), details of which are accessible at <https://mmc.ugc.ac.in/>.
11. The session ended with a vote of thanks.

List of Participants for ‘In-Person Workshop Session for Career and Placement Cell’ under Capacity Building on Specific Learning Disabilities (SLDs)- Cycle 3 on 23.05.2025

S. No.	Name of the Institution	Nominated Faculty Members	Attended / Not Attended
1	National Institute of Technology Meghalaya	Dr. Rajat Subhra Das	Attended
2	ABV- IIT&M Gwalior	Dr Rahul Kala	Attended
3	IIT Bhilai	Mr. Ratnesh Pandey	Attended
4	National Institute of Technology Rourkela	Prof. Lakshi Prosad Roy	Attended
5	IIT Hyderabad	Prof. Mahendra Kumar Madhavan	Attended
6	NITTTR Chandigarh	Dr. P. S. Rao	Attended
7	IIT(ISM) Dhanbad	Prof. Sheeja Jagdevan	Attended
8	National Institute of Technology Silchar	Dr. Prabina Pattanayak	Not Attended
9	National Institute of Advanced Manufacturing Technology (NIAMT) Ranchi	Dr. Lokeswar Patnaik	Attended
10	Guru Ghasidas Vishwavidyalayas	Mr. Prem Nath Kamlesh	Attended
11	IIM Nagpur	Dr. Rahul Chaturvedi	Attended
12	IIIT Kota	Dr.Amit Kumar Garg	Attended
13	National Institute of Technology Mizoram	Dr. Rajkumar Shufen	Attended
14	Central University of Tamil Nadu	Amit Kumar Bajhaiya	Attended
15	National Institute of Technology Puducherry	Dr. Hemachander. A	Attended
16	IIM Sambalpur	Prof. Kakoli Sen	Attended
17	IIITD&M Kurnool	Dr. Noel Anurag Prashanth N	Attended
18	IIM Lucknow	Mr Nadeem Akhtar	Attended
19	Sardar Vallabhbhai National Institute of Technology Surat	Dr. Vaidurya Jain	Attended

Additional Attendees

Affiliation Details	Name of Attendees
Ministry Officials, NIEPA Resource Persons	<ol style="list-style-type: none"> 1. Ms. Rina Sonowal Kouli, Joint Secretary, Higher Education, MoE 2. Mr Devendra Kumar Sharma, Director, D/o Higher Education, MoE 3. Prof. Kumar Suresh, Director, NIEPA 4. Dr. Jitendra Nagpal, Senior Consultant, Moolchand Medcity 5. Dr. Garima Malik, Assistant Professor, NIEPA 6. Ms. Akansha Yadav, Consultant, MMTTP, MOE 7. Ms. Aparajita Singh, ChangeInkk Foundation 8. Team members of Changeinkk Foundation

Link to the Malaviya Mission Teacher Training Programme website:

<https://mmc.ugc.ac.in/>