

Record of Discussion of the 'In-Person Workshop Session for IT Department' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 2 at National Institute of Educational Planning and Administration for the 25 Identified Higher Education Institutions (HEIs), held on 20.01.2025 at 10:00 AM

1. An 'In-person workshop for IT Department' was organised by the Department of Higher Education, Ministry of Education in collaboration with NIEPA and ChangeInkk Foundation on 20.01.2025 from 10.00 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 2' 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 persons discussed specific learning disabilities and shared the strategies for creating inclusive spaces for students with learning disabilities in HEIs using Information Technology.
2. As part of the Capacity Building on SLDs Cycle 2, several sessions/phases have already been conducted, including the Orientation, Sensitization of Departments, Master Classes for Five Departments on 22.08.2024, 15.10.2024, and 18.11.2024 to 29.11.2024. Additionally, In-Person Workshops were held for the Admissions Department, Office of Student and Campus Life Affairs and Academic Affairs, Faculty and Examinations Cell on 06.01.2025, 08.01.2025 and 10.01.2025, respectively. Continuing this effort, In-person workshops targeting specific departments of HEIs are being organised under the 'In-Person Workshop' phase of the program. This session was for the IT Department, with one participant from each participating institution's department. The session included an interactive discussion and had over 21 participants in total. A list of participants is included in **Annexure 1**.
3. Dr Nidhi S. Sabharwal, Associate professor, NIEPA welcomed the participants, introduced the panellists and gave an outline of the schedule for the day. Later, the participants introduced themselves.
4. Prof. Kumar Suresh, Director (Planning and Development), NIEPA gave an overview of the program and highlighted the progress made towards Cycle 2 of Capacity Building on Specific Learning Disabilities. In addition, he suggested institutes sharing the best practices being followed in their institute to support the students with learning disabilities to the Department of Higher Education, Ministry of Education.
5. Prof. Shashikala Wanjari, Vice Chancellor NIEPA, welcomed the participants and emphasized the importance of assistive technology in supporting students with learning disabilities. She noted that technology can serve as a valuable accommodation to meet the needs of students with SLDs.
6. Mr. Devendra Kumar Sharma, Director (HE), highlighted the key themes of the National Education Policy 2020, with a strong emphasis on inclusivity and diversity. He underscored the importance of sensitizing higher education institutions to support students with learning disabilities better.
7. Ms. Aparajita Singh, resource person from the ChangeInkk Foundation, conducted an engaging session on Specific Learning Disabilities (SLDs). During the session, insights specifically aimed at using information and technology, the challenges faced by students with SLDs and the strategies to adopt to create inclusive spaces in the institutions were highlighted. The session also included:
 - An overview of learning disabilities, with a particular focus on specific types such as dyslexia, dyscalculia, and dysgraphia. Understanding the key characteristics of these disabilities is crucial for identifying students with learning challenges in higher education institutions.
 - Assistive technology (AT) includes devices, software, or tools designed to help individuals learn, communicate, or perform tasks more efficiently. For students with learning disabilities, AT can significantly enhance their ability to learn, communicate, and function in academic settings. It addresses specific challenges related to reading, writing, mathematics, comprehension of complex

concepts, and time management. By providing tailored support, HEIs can better facilitate the integration and success of students, fostering a more inclusive learning environment.

- Assistive technology (AT) can enhance the quality of life for individuals with learning disabilities, and provide crucial access to remediation and support. AT has become so widespread that many solutions are now available to all users, regardless of disabilities, often without individuals even realizing they are using them in their everyday routines.
- The provisions of the Rights of Persons with Disabilities Act, 2016, the National Education Policy (NEP) 2020, and Regulatory Mandates by UGC, AICTE and NTA which emphasize inclusive education and the use of technology in HEIs were discussed.
- The IT department is a key stakeholder in supporting students with SLDs through technology. Their focus should be on the availability of assistive tools, raising awareness and sensitization among students, and providing training for faculty on how to effectively incorporate these AT tools.
- Struggles with AT in HEIs can be categorized into three main areas: Awareness of AT, Availability of AT and Incorporating AT.
- Raise Awareness: Organize disability awareness sessions and introduce assistive technology (AT) to promote understanding, educate stakeholders about relevant regulatory policies and mandates.
- Ensure Availability of AT: ensure that the latest assistive technology tools are in place according to student needs before the academic year begins, inform students about the available AT resources.
- Incorporate AT into Teaching: Train faculty on Universal Design for Learning (UDL), conduct workshops on integrating AT strategies, offer tech-enabled classes, and allow AT as accommodations in the classroom.
- Use cases for creating UDL-based accessible E-Learning Content: Instructor Driven Learning in the Classroom, Self-Paced Learning, Distance Learning and E Assessments.
- UDL is a curriculum framework designed to meet diverse learning needs, abilities, and styles. It emphasizes inclusive lesson planning and the use of technology to enhance and support student learning experiences.
- AT can make both offline and online assessments more inclusive while maintaining academic rigour. It can also replace human assistance, such as a scribe, with tools like speech-to-text and spell-checking for students' needs.
- Ensure that assistive technology is available along with training on its use, integrate AT into classroom settings and assessments, and provide accessible academic materials.

8. Dr Jitendra Nagpal, Senior Consultant Psychiatrist & In-Charge, Institute of Mental Health & Life Skills Promotion, Moolchand Medicity conducted an interactive session on specific learning disabilities. During the session, the features of individuals with specific learning disabilities, brain processing of individuals with SLDs and strategies to support them were discussed. In addition, the following were addressed:

- A learning disability is called 'specific' because it affects a specific area of learning, such as reading, math, or language.
- Features of Specific Learning Disability: Manifested by significant difficulties in acquiring and using skills, recognised to have a neurodevelopmental basis. It is a lifelong condition with specific impairment and not a result of low intellectual ability.
- Students with learning disabilities often face various challenges, including language processing problems such as difficulties with speech sound processing, speech sound memory, rapid naming, and reading single words.
- The brain's processing in individuals with learning disabilities involves the Primary Auditory Cortex, Primary Visual Cortex and Cerebellum.
- The difference is in brain activation between a person with learning disabilities and a regular person.
- Common symptoms, causes, brain machinery changes and brain morphology changes of Neurodevelopmental Disorders.

- Symptoms of neurodevelopmental disorders may include mood disturbances, sleep difficulties, and overstimulation. The causes of the disorder can involve genetic inheritance. Brain machinery changes may include genetic mutations and disrupted signalling pathways, while brain morphology changes can involve alterations in brain structure.
 - Non-identification of individuals with learning disabilities can lead to severity of the disorder.
 - Images representing the writings of individuals with learning disabilities typically showcase certain visual characteristics that highlight the challenges they face with written expression like spelling errors, writing fatigue, disorganised structure etc.
 - Some strategies to promote disability inclusion on campus are campus design and planning, comprehensive approach and academic integration.
 - To support students with learning disabilities- gather the history of the individual which includes presenting complaints with developmental history, educational history, emotional and behavioural difficulties, social interaction with peers and classroom observation.
9. During the session, the resource persons addressed a range of questions from the participants. The queries primarily revolved around the identification and diagnosis of SLDs, UDID Cards, and funding for incorporating assistive technologies in the institute.
10. Testimonial videos featuring individuals with first-hand experience, along with advocates for SLD awareness and inclusion, were presented to deepen understanding of the challenges associated with these disabilities. The videos aimed to offer a closer look at the difficulties faced by those with SLDs and to cultivate greater empathy among the participants.
11. Mr. Devendra Kumar Sharma, Director (HE), highlighted the background and purpose of the Malaviya Mission Teacher Training Programme (MMTTP), along with an overview of the programs under MMTTP which can be accessed through the link provided in **Annexure 2**.
12. 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 2 on 20.01.2025

S. No.	Name of the Institution	Nominated Faculty Members	Attended / Not Attended
1	Central University of Himachal Pradesh	Dr.Pardeep Chouksey	Not Attended
2	Central University of Kashmir	Er. Imtiyaz Ahmad Najar	Attended
3	Central University of Rajasthan	Mr. Mohit Jamer	Attended
4	CIT, Kokrajhar, Assam.	Mr. Sanjib Narzary	Not Attended
5	Dr. Harisingh Gour Vishwavidyalaya	Dr Rupendra J. Chourasiya	Attended
6	IIT Pune, Maharashtra	Dr Bhupendra Singh Sumit Gupta	Not Attended Attended
7	IITDM Kancheepuram	Dr Jagadeesh Kakarla	Attended
8	IIM Kozhikode	Mr. Shekhara Poojary S	Attended
9	IISER Berhampur	Bikram Kumar Sahoo	Attended
10	IISER Thiruvananthapuram	Shri. Vijesh K	Attended
11	IIT Delhi	Mr. Gaurav Munjal	Attended
12	IIT Dharwad, Karnataka	Koteswararao Kondepu	Attended
13	IIT Goa	Dr. Nanda Kumar Nambath	Not Attended
14	IIT Guwahati	Prof. T Venkatesh	Attended
15	IIT Roorkee	Mr. Kausik Chattopadhyay	Attended

16	Jamia Millia Islamia	Mr Aziz Ullah Khan	Attended
17	Manipur University	W. Devendra Singh	Attended
18	NIT Srinagar	Dr. Shabir Sofi	Not Attended
19	NIT, Sikkim	Dr. Bam Bahadur Sinha	Attended
20	NIT, Warangal	Prof.S.Ravichandra	Attended
21	NITTTR Taramani, Chennai	Dr. S. Sasirekha Dr. G. Janardhanan	Attended Attended
22	North Eastern Regional Institute of Science & Technology (NERIST)	Dr. (Ms) Margaret Kathing	Not Attended
23	SLIET Punjab	Dr. Birmohan Singh	Attended
24	SPA, Vijayawada	Sh. Abhishek Arepalli	Attended
25	University of Hyderabad	Dr. Sanjay Sharma	Attended

Additional Attendees

Affiliation Details	Name of Attendees
Ministry Officials, NIEPA & Resource Persons	<ol style="list-style-type: none"> 1. Prof. Wanjari, Vice Chancellor, NIEPA 2. Mr Devendra Kumar Sharma, Director, D/o Higher Education, MOE 3. Prof. Kumar Suresh, Director, NIEPA 4. Dr Jitendra Nagpal, Senior Consultant Psychiatrist & In-Charge, Institute of Mental Health & Life Skills Promotion, Moolchand Medicity 5. Dr. Nidhi S. Sabharwal, Associate Professor, NIEPA 6. Akansha Yadav, Consultant, MMTTP, MOE 7. Aparajita Singh, ChangeInkk Foundation 8. 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 Career and Placement Cell' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 2 at the National Institute of Educational Planning and Administration for the 26 Identified Higher Education Institutions (HEIs), held on 22.01.2025 at 10:00 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 22.01.2025 from 10.00 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 2' 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 career and placement cell.
2. As part of the Capacity Building on SLDs Cycle 2, several sessions/phases have already been conducted, including the Orientation, Sensitization of Departments, Master Classes for Five Departments on 22.08.2024, 15.10.2024, and 18.11.2024 to 29.11.2024. Additionally, In-Person Workshops were held for the Admissions Department; Office of Student and Campus Life Affairs; Academic Affairs, Faculty and Examinations Cell and IT Department on 06.01.2025, 08.01.2025, 10.01.2025 & 20.01.2025, respectively. Continuing this effort, this session was for the Career and Placement Cell, with one participant from each participating institution's cell. The session included an interactive discussion and had over **23** participants in total. A list of participants is included in **Annexure 1**.
3. Dr. N. K. Mohanty, Assistant Professor, NIEPA welcomed the participants and shared a brief outline and flow of the day. Later, the participants introduced themselves.
4. Prof. Kumar Suresh, Director (Planning and Development) NIEPA, provided an overview of the progress made in Cycle 2 of capacity building for specific learning disabilities (SLDs). He emphasised that due to the nature of the disorder, SLDs are often overlooked, resulting in individuals not receiving the necessary support. Therefore, institutions must be sensitised to the inclusion of students with SLDs.
5. Mr. Devendra Kumar Sharma, Director (HE), highlighted the program's outline and the rationale for Capacity Building for Specific Learning Disabilities.
6. Ms. Aparajita Singh, resource person from the ChangeInkk Foundation, conducted an engaging session on Specific Learning Disabilities (SLDs). The session, tailored specifically for the career and placement cell, concentrated on assisting students with Specific Learning Disabilities (SLDs) as they transition into the workforce. Key strategies were shared to promote a smooth and inclusive transition for these students into professional settings, covering several important aspects:
 - Various types of Specific Learning Disabilities (SLDs), such as dyslexia, dyscalculia, and dysgraphia. It also clarified the distinction between screening and diagnosis. Screening, typically conducted by parents or teachers, helps to determine if a student might be at risk for a disability. In contrast, diagnosis involves performance on a psychometric test that reveals a disability level of 40% or more. With this diagnosis, students may be eligible for a disability certificate or a Unique Disability ID (UDID), which grants access to accommodations.
 - Students with SLDs often experience anxiety, difficulty with verbal expression, and challenges in writing and memory. Despite these obstacles, with appropriate support, they show resilience, creativity, and a unique ability to simplify complex concepts. Their strengths, when nurtured, can significantly contribute to their success in both academic and professional environments.
 - The 21 types of disabilities as mentioned in the Rights of Persons with Disabilities Bill - 2016.

- The Dyslexic Traits Iceberg metaphor suggests that while students with dyslexia face visible challenges on the surface, their strengths often remain unseen. With the right support, however, students with learning disabilities can achieve great success in their lives.
 - The challenges that students with SLDs encounter while transitioning into the workplace can be categorized into three main areas: Placement Opportunities, Job Readiness, and Transition to Workplaces.
 - The provisions of the Rights of Persons with Disabilities Act, 2016, the National Education Policy (NEP) 2020, and Regulatory Mandates by UGC and AICTE emphasize career and internship advancement activities for students with SLDs in HEIs.
 - Enabling inclusive placements for students with Specific Learning Disabilities (SLDs) is built on three key pillars: Sensitization & Advocacy, Increasing Job Readiness and Inclusive Hiring Processes.
 - For sensitization and advocacy: Equip students with information and mandates surrounding placements, sensitise placement cell members, advocate for students etc.
 - To increase job readiness: Provide prior exposure to students with SLDs in a professional environment, liaising and ensuring accommodation during internships, resume reviewing etc.
 - For inclusive hiring processes: Sensitising recruiters for inclusive hiring, converting needs of students with SLDs to recruiters and ensuring accommodation etc.
7. During the session, the resource persons addressed a range of questions from the participants. The queries primarily revolved around identification, screening, psychometric tests, how to connect with the recruiting companies and strategies to support placement opportunities for such students etc.
 8. Testimonial videos featuring individuals with experience, as well as advocates for SLD awareness and inclusion, were shown to enhance understanding of the journeys, and challenges associated with the disability. By sharing personal stories, the videos helped create a more compassionate and supportive environment for addressing the needs of students with learning disabilities.
 9. Prof. Kumar Suresh, NIEPA shared the highlights from the previous in-person workshop sessions conducted under the phase of cycle 2. He reaffirmed that participants should cultivate an inclusive ecosystem in their higher education institutions. Later, requested feedback from participants on the CBSLD program.
 10. Mr. Devendra Kumar Sharma, Director (HE), provided the background and rationale for the Malaviya Mission Teacher Training Programme (MMTTP), along with an overview of the programs under MMTTP which can be accessed through the link provided in **Annexure 2**.
 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 2 on 22.01.2025

S. No.	Name of the Institution	Nominated Faculty Members	Attended / Not Attended
1	Central University of Himachal Pradesh	Prof.Mohinder Singh	Not Attended
2	Central University of Kashmir	Dr. Mushtaq Ahmad Lone	Attended
3	Central University of Rajasthan	Dr. D. Bhagawan	Attended
4	CIT, Assam.	Dr. Agile Mathew	Attended
5	Dr. Harisingh Gour Vishwavidyalaya	Dr Abhishek Bansal	Attended
6	IIT Pune, Maharashtra	Dr Kaptan Singh	Attended
7	IIITDM Kancheepuram	Dr Priyanka Kokil	Attended
8	IIM Kozhikode	Mr. P.K Ravindran	Attended
9	IISER Berhampur	Tushar Mouli Chakraborti	Attended
10	IISER Thiruvananthapuram	Shri. Ashkar K	Attended
11	IIT Delhi	Ms Anishya Madan	Attended
12	IIT Dharwad, Karnataka	Mr Sameer Joshi	Attended
13	IIT Goa	Dr. Satyanath Bhat	Attended
14	IIT Guwahati	Dr Omkar Deshmukh	Attended
15	IIT Palakkad	Dr. Chakradhar Dupadu	Attended
16	IIT Roorkee	Mr. Raj Kumar Thakur	Attended

17	Jamia Millia Islamia	Prof. Rahela Farooqi Mr. Imad Khan	Attended Attended
18	Manipur University	Prof. W. Chandbabu Singh	Attended
19	NIT Srinagar	Dr. Shahid Saleem	Not Attended
20	NIT, Sikkim	Dr. Dhananjay Tripathi	Attended
21	NIT, Warangal	Prof. P. Hari Krishna	Not Attended
22	NITTTR Taramani, Chennai	Shri M. Sutaarson	Attended
23	North Eastern Regional Institute of Science & Technology (NERIST)	Dr. (Ms) Yamem Tamut	Not Attended
24	SLIET Punjab	Dr. Major Singh Goraya Dr. Ashwani Kumar Aggarwal	Not Attended Attended
25	SPA, Vijayawada	Dr. Uma Sankar Basina	Attended
26	University of Hyderabad	Prof. Chetan Srivastava	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. Dr. N. K. Mohanty, Assistant Professor, NIEPA 4. Akansha Yadav, Consultant, MMTTP, MOE 5. Aparajita Singh, ChangeInkk Foundation 6. 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 Academics, Faculty and Examination Cell' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 2 at National Institute of Educational Planning and Administration for the 25 Identified Higher Education Institutions (HEIs), held on 10.01.2025 at 10:00 AM

1. An 'In-person workshop for Academics, Faculty and Examination Cell' was organised by the Department of Higher Education, Ministry of Education in collaboration with NIEPA and ChangeInkk Foundation on 10.01.2025 from 10.00 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 2' enhancing the capacities of the faculty and non-teaching staff to equip with knowledge and skills to effectively deal with the concerns of students with SLDs joining Higher Education Institutions (HEIs). During the session, the resource person highlighted the strategies related to creating inclusive space for students with learning disabilities in the Academics, Faculty and Examination Cell of HEIs.
2. As part of the on-going Capacity Building on SLDs Cycle 2, several sessions/phases have already been conducted, including the Orientation, Sensitization of Departments, Master Classes for Five Departments on 22.08.2024, 15.10.2024, and 18.11.2024 to 29.11.2024 and In-Person Workshops for the Admissions Department and Office of Student and Campus Life Affairs on 06.01.2025 and 08.01.2025 respectively. Continuing this effort, In-person workshops targeting specific departments of HEIs are being organized under the 'In-Person Workshop' phase of the program. This particular session focused on the Academics, Faculty and Examination Cell, with one participant from each participating institution's office. The session, which included an interactive discussion, had over 18 participants in total. A list of participants is included in **Annexure 1**.
3. Dr. Sangeeta, Associate Prof at NIEPA, welcomed the participants, who then introduced themselves.
4. Prof. Kumar Suresh, Director NIEPA gave an overview of the program and emphasized the progress made in capacity building for specific learning disabilities.
5. Prof. Shashikala Wanjari, Vice Chancellor, NIEPA, emphasized the significance of the program and reflected on the essential role of teachers as key stakeholders in education. She outlined the program's goals and stressed the importance of Higher Education Institutions (HEIs) recognizing and supporting students with learning disabilities. It was reaffirmed that education should be inclusive, ensuring no student is left behind due to their differences.
6. Ms Rina Sonowal Kouli, Joint Secretary, Department of Higher Education, welcomed the participants and highlighted the increasing number of students with learning disabilities enrolling in higher education institutions. She emphasized 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, it was stressed that other nominated participants from the present institutes participate in the further sessions of the phase.
7. Ms. Aparajita Singh, a resource person from the ChangeInkk Foundation, conducted an engaging session on Specific Learning Disabilities (SLDs). The major challenges and solutions related to SLDs in higher education institutions (HEIs) were discussed. During the session, insights specifically aimed at the Academics, Faculty and Examination Cell, helping to understand the challenges faced by students with SLDs and the strategies to adopt to create inclusive spaces in the institutions:
 - An Overview of Learning Disabilities, with a focus on various types of Specific Learning Disabilities such as Dyslexia, Dyscalculia, and Dysgraphia. Understanding the characteristics of these disabilities can help identify students with learning disabilities in HEIs.

- Dyslexic students often face challenges in three key areas: academics, life skills, and emotional well-being. Various factors contribute to their daily struggles, such as poor self-esteem, memory challenges, sensitivity to overstimulation and slow processing.
 - Screening and Diagnosis is a necessary step to support students with learning disabilities. Screening is an informal process performed by parents or educators to determine if a student may be at risk for a disability, whereas diagnosis is a formal process conducted by a certified professional. If a psychometric test shows a disability level of 40% or higher, a disability certificate or Unique Disability ID (UDID) can be issued, granting access to various government benefits.
 - Learning styles refer to individuals' preferred ways of processing information, such as visual, auditory, or kinaesthetic. Learning difficulties are temporary challenges in learning due to factors like motivation or distractions, while learning disabilities are neurological conditions that significantly impact one's ability to acquire, process, or retain information.
 - Global studies have revealed that the percentage of students with dyslexia in fields such as engineering, arts, and entrepreneurship is more than twice the percentage found in the general population.
 - Some of the struggles faced by students with learning disabilities while transitioning to higher education institutions can be categorised into: Inaccessible Curriculum, Lack of Inclusive Pedagogy and Assessments & Evaluation.
 - The provisions of the Rights of Persons with Disabilities Act, 2016, and the National Education Policy (NEP) 2020 were emphasized, both promoting inclusive education by encouraging student participation and fostering a supportive environment for those with Specific Learning Disabilities (SLDs). Additionally, guidelines from key regulatory bodies such as the UGC, AICTE, and MoHUA were discussed, focusing on curriculum, inclusive pedagogy, assignments & evaluation and AT & Research.
 - Enabling inclusive academics would involve focusing on three pillars: Inclusive Curriculum, Inclusive Pedagogy & Evaluation, and Assistive Technology.
 - For curriculum- provide flexible options to complete a degree at a comfortable pace and individualized learning plans for students with SLDs.
 - For Inclusive Pedagogy & Evaluation–Provide syllabus and study material in advance and multiple formats, connecting with tutors or a study buddy.
 - Universal Design Learning is a curriculum framework which addresses the skills and challenges of all learners to achieve high standards. It acknowledges that the existing one-size-fits-all curriculum format is the barrier and not the learner. Lesson planning using UDL addresses diverse learner needs, varying learning levels in the same classroom, and different learning styles.
 - For AT–Provide students assistance in making academic course material accessible, Ensuring availability of AT along with training on usage, and mainstream AT usage in classrooms and for evaluations.
 - For Research–Provide students exposure and mentorship; providing opportunities to work on undergraduate thesis and research projects
8. During the session, the resource persons addressed a range of questions from the participants. The queries primarily revolved around ADHD Disorder, Screening and Diagnosis of Learning Disabilities, Autistic Spectrum Disorders, and accommodations offered to students during examinations in HEIs.
 9. Testimonial videos featuring individuals with first-hand experience, along with advocates for SLD awareness and inclusion, were presented to deepen understanding of the challenges associated with these disabilities. The videos aimed to offer a closer look at the difficulties faced by those with SLDs and to cultivate greater empathy among the participants.
 10. Prof. Kumar Suresh, NIEPA extended his gratitude towards all the participants for participating in the session. He introduced on-going programs under MMTTP and urged the participants to participate in other programs of MMTTP as well. In addition, to share the best practices being followed in their

institute to support the students with learning disabilities to the Department of Higher Education, Ministry of Education.

11. Mr. Devendra Kumar Sharma, Director (HE), provided the background and rationale for the Malaviya Mission Teacher Training Programme (MMTTP), along with an overview of the programs under MMTTP which can be accessed through the link provided in **Annexure 2**. He also requested feedback from participants on the CBSLD program. A participant from the Central University of Kashmir suggested organizing another session on learning disabilities involving all departments of the institute. Additionally, a participant from IIM Kozhikode proposed conducting workshops on learning disabilities for faculty members within individual institutes.
12. The session ended with a vote of thanks.

List of Participants for ‘In-Person Workshop Session for Academics, Faculty and Examination Cell’ under Capacity Building on Specific Learning Disabilities (SLDs)- Cycle 2 on 10.01.2025

S. No.	Name of the Institution	Nominated Faculty Members	Attended / Not Attended
1	Central University of Himachal Pradesh	Prof.Sanjeet Singh	Attended
2	Central University of Kashmir	Mr. Ishtiyaq Hussain Bhat	Attended
3	Central University of Rajasthan	Mr. Lokesh Vijayvargia	Attended
4	CIT, Kokrajhar, Assam.	Dr. Gautam Chandra Roy	Not Attended
5	Dr. Harisingh Gour Vishwavidyalaya	Prof Naveen Kango	Attended
6	IIT Pune, Maharashtra	Dr Jatin Majithia	Not Attended
7	IITDM Kancheepuram	Dr S Gowthaman	Attended
8	IIM Kozhikode	Mr. Madhusoodan V	Attended
9	IISER Berhampur	Shakti Ranjan Patra	Attended
10	IISER Thiruvananthapuram	Prof. Joy Mitra	Attended
11	IIT Delhi	Mr. Debranjana Mukherjee	Attended
12	IIT Dharwad, Karnataka	Inderpal	Attended
13	IIT Goa	Dr. Neelakandan Rajamohan	Not Attended
14	IIT Guwahati	Prof S. Ravi	Attended
15	IIT Roorkee	V. Vijayaraj	Not Attended

16	Jamia Millia Islamia	Kaneez Fatima	Not Attended M. Faizullah Khan - Attended
17	Manipur University	Anisul Alam	Attended
18	NIT Srinagar	Dr. Mohammad Mursaleen	Not Attended
19	NIT, Sikkim	Dr. Joy Pal	Attended
20	NIT, Warangal	Prof. A. Sarat Babu	Not Attended Attended - BKN Srinivasan Rao
21	NITTTR Taramani, Chennai	Dr.S.Saravana Perumaal	Attended
22	North Eastern Regional Institute of Science & Technology (NERIST)	Dr. K. K. Rajesh	Not Attended
23	SLIET Punjab	Dr. Mandeep Singh Ghai	Not Attended
24	SPA, Vijayawada	Dr. Amitava Sarkar	Attended
25	University of Hyderabad	Tanmay Ranjan	Attended

Additional Attendees

Affiliation Details	Name of Attendees
Ministry Officials, Resource Persons	<ol style="list-style-type: none"> 1. Prof. Wanjari, Vice Chancellor, NIEPA 2. Ms Rina Sonowal Kouli, Joint Secretary, D/o Higher Education, MOE 3. Mr Devendra Kumar Sharma, Director, D/o Higher Education, MOE 4. Prof. Kumar Suresh, Director, NIEPA 5. Prof. Amit Gautam, NIEPA 6. Prof. Sangeeta, NIEPA 7. Akansha Yadav, Consultant, MMTTP, MOE 8. NIEPA Team 9. Aparajita Singh, ChangeInkk Foundation 10. 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 Office of Student and Campus Life Affairs' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 2 at National Institute of Educational Planning and Administration for the 25 Identified Higher Education Institutions (HEIs), held on 08.01.2025 at 10:00 AM

1. An In-person Workshop for the Office of Student and Campus Life Affairs was organized by the Department of Higher Education, Ministry of Education, in collaboration with NIEPA and the ChangeInkk Foundation, on 08.01.2025 at 10:00 AM at the National Institute of Educational Planning and Administration. This workshop was part of the 'Capacity Building on Specific Learning Disabilities (SLDs) Cycle 2' initiative, designed to strengthen the ability of faculty and non-teaching staff to support students with SLDs in Higher Education Institutions (HEIs). The session focused on strategies to foster an inclusive campus environment for students with learning disabilities, while also providing insights and shared experiences on supporting students with SLDs.
2. As part of the on-going Capacity Building on SLDs series, previous sessions including the Orientation, Sensitization of Departments, Master Classes for Five Departments and In-Person Workshop for Admissions Department were held on 22.08.2024, 15.10.2024, 18.11.2024 to 29.11.2024 and 06.01.2025 respectively. In its continuation, in-person workshop sessions targeting specific departments of HEIs are being conducted under the 'In-Person Workshop' phase of the program. This particular session was focused on the Office of Student and Campus Life Affairs, with one participant each from the Office of Student and Campus Life Affairs of identified institutions. A representative from each participating institution of the identified department joined the session, which featured an interactive discussion with over 16 participants. A list of participants is provided in **Annexure 1**.
3. Prof. Anshu Shrivastava, NIEPA welcomed all the participants.
4. Prof. Kumar Suresh, NIEPA, provided an overview of the program's background and its progress. He emphasized the role of institutions in creating an inclusive environment within higher education. He stated that faculty members participating in the program are seen as agents of change, responsible for carrying this knowledge forward to their respective institutions. The program raises awareness to ensure that students with learning disabilities receive the support they need as they transition into higher education.
5. Participants introduced themselves and shared the accommodations available at their respective institutions for students with learning disabilities. For example, IIM Kozhikode mentioned that their wellness centres offer support to students in case they are facing any challenges in identifying students with SLD. A participant from Dr. Harisingh Gour Vishwavidyalaya shared that the screening process took place at the institution and a few students with specific learning disabilities have been identified at their institution. In addition to providing accommodations, the institute also conducted a sensitization program on learning disabilities for students.
6. Ms. Rina Sonowal Kouli, Joint Secretary, Department of Higher Education extended the welcome to the participants. She affirmed that institutions should participate actively in the program transact the learning out of the program and implement it in their institutes. She highlighted that the program is in alignment with the provisions of the National Education Policy which stresses inclusivity.
7. A neurodivergent student from NIEPA shared his personal experience, focusing on the challenges he faced and his transition throughout his academic journey. He expressed that the

support from faculty members at the institute played a crucial role in his academic progress, making his learning experience more successful and meaningful.

8. Ms. Aparajita Singh, resource person from the ChangeInkk Foundation, led an insightful session on Specific Learning Disabilities (SLDs). She addressed the key issues surrounding SLDs in higher education institutions (HEIs) and shared practical approaches for institutions to handle these challenges. Throughout the session, valuable perspectives tailored to the Office of Student and Campus Life Affairs helped to gain a deeper understanding of the difficulties faced by students with SLDs and the strategies that can be implemented to offer effective support:
 - An overview of Learning Disabilities, with a focus on various types of Specific Learning Disabilities such as Dyslexia, Dyscalculia, and Dysgraphia. It was highlighted that Dyslexia affects around 20% of the population or 1 in 5 individuals.
 - The three primary areas in which dyslexic students typically struggle are academics, life skills, and emotional impact. Several factors contribute to the daily challenges of students with SLDs, including issues with memorization, self-esteem, and slower information processing.
 - A distinction was made between screening and diagnosis. Screening is an informal process conducted by parents or educators to assess whether a student might be at risk for a disability, while diagnosis is a formal procedure carried out by a certified professional. When a psychometric test indicates a disability level of 40% or more, a disability certificate or Unique Disability ID (UDID) can be issued, which allows access to various government benefits.
 - Global studies state the percentage of students with Dyslexia in fields such as engineering, arts and entrepreneurship is over twice the percentage of individuals with dyslexia in the general population.
 - The provisions of the Rights of Persons with Disabilities Act, 2016, and the National Education Policy (NEP) 2020 were highlighted, both of which support inclusive education by encouraging student participation and creating a supportive environment for those with Specific Learning Disabilities (SLDs). Furthermore, guidelines from key regulatory bodies like the UGC, AICTE, and MoHUA were discussed, which focus on providing accommodations to improve educational accessibility for students with SLDs.
 - The struggles of students with SLDs while transitioning to HEIs can be categorised into: Inaccessible infrastructure, Streamlined Coordination and Lack of Centres of Support.
 - Inclusive campus ecosystems' specific global best practices focus on accessible infrastructure, streamlined coordination and a dedicated centre of support.
 - Enabling inclusive campuses would involve focusing on three pillars: Access to resources, On Campus-Support & Streamlined Coordination.
 - Access to resources: Ensuring timely procurement of resources as per need assessment, resources beyond academic needs to support independent living, mental health facilities to provide socio-emotional support and Host awareness and sensitization workshops.
 - On-campus Support: Brief and sensitize wardens about student needs to ensure seamless integration into campus life & managing independent living.
 - Streamlined Coordination: Setting up a dedicated centre of support; starting with a team or committee, appointing a nodal officer to coordinate and oversee inclusion, creating on-campus champions through interns, and volunteers & working towards awareness and advocacy.
9. During the presentation, the resource persons responded to various questions from the participants. The queries mainly focused on the process of screening, identifying students with SLDs, Scribes and the procedure for issuing the UDID card once students have enrolled in the institute.

10. To enhance participants' understanding of the journey of students with Specific Learning Disabilities (SLDs), testimonial videos were shown. These videos featured individuals with experience, as well as advocates for the awareness and inclusion of SLDs. The goal was to provide a deeper understanding of the struggles faced by those with SLDs and to foster greater empathy among the audience.
11. Mr. Devendra Kumar Sharma, Director (HE) provided a brief on the Malaviya Mission Teacher Training Programme and informed about the programmes under MMTTP which can be accessed through the link provided in **Annexure 2**. He requested feedback from the participants on the CBSLD program and highlighted the rationale and background of this specific component.
12. The session ended with a vote of thanks.

Annexure 1

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 2 on 08.01.2025

S. No.	Name Of The Institution	Nominated Faculty Members	Attended / Not Attended
1	Central University of Himachal Pradesh	Dr Rajesh Kumar	Not Attended
2	Central University of Kashmir	Ms. Kinjal Bagdi	Attended
3	Central University of Rajasthan	Dr. Sanjay Kumar	Not Attended
4	CIT, Kokrajhar, Assam.	Mr. Debarshi Kumar Brahma	Not Attended
5	Dr. Harisingh Gour Vishwavidyalaya	Dr Rajnish Agrhari	Attended
6	IIIT Pune, Maharashtra	Dr Sanjeev Sharma	Not Attended
7	IIITDM Kancheepuram	Dr S Raghavan	Attended
8	IIM Kozhikode	Mr. M. Renjith	Attended
9	IISER Berhampur	Bodishta Nandy	Attended
10	IISER Thiruvananthapuram	Dr. Rajeev Kini	Attended
11	IIT Delhi	Mr. Rajneesh Jaryal	Attended
12	IIT Dharwad, Karnataka	Surya Pratap Singh	Attended
13	IIT Goa	Dr. Rishikesh Narayan	Not Attended
14	IIT Guwahati	Prof. Santabrata Das	Attended
15	IIT Roorkee	Prof. Mv Sunil Krishna	Attended
16	Jamia Millia Islamia	Prof Neelofer Afzal	Attended
17	Manipur University	Prof. M. Premjit Singh	Attended
18	NIT Srinagar	Dr. Tanveer Rasool	Not Attended
19	NIT, Sikkim	Mr Ram P Nepal	Attended
20	NIT, Warangal	Prof. D. Srinivasacharya	Not Attended

21	NITTTR Taramani, Chennai	Dr. Seshu Babu Pulagara	Attended
		Dr. G. Janardhanan	Not Attended
22	North Eastern Regional Institute of Science & Technology (NERIST)	Dr. N. Ghanshyam Singh	Not Attended
23	SLIET Punjab	Dr. M. M. Sinha	Not Attended
24	SPA, Vijayawada	Dr S V Krishna Kumar	Attended
25	University of Hyderabad	B. Bikshanati Naik	Attended

Additional Attendees

Affiliation Details	Name Of Attendees
Ministry and NIEPA Officials, Resource Persons	<ol style="list-style-type: none"> 1. Ms Rina Sonowal Kouli, Joint Secretary, D/O Of Higher Education 2. Mr Devendra Kumar Sharma, Director, D/O Higher Education, 3. Prof. Kumar Suresh, Director, NIEPA 4. Prof. Amit Gautam, NIEPA 5. Prof. Anshu Shrivastava, NIEPA 6. Akansha Yadav, Consultant, MMTTP, MOE 7. NIEPA TEAM 8. Aparajita Singh, Changeinkk Foundation 9. Changeinkk Foundation

Annexure 2

Link to the Malaviya Mission Teacher Training Programme website:

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

Record of Discussion of the 'In-Person Workshop Session for Admissions Department' under the Capacity Building on Specific Learning Disabilities (SLDs) Cycle 2 at National Institute of Educational Planning and Administration for the 25 Identified Higher Education Institutions (HEIs), held on 06.01.2025 at 10:00 AM

1. An 'In-person workshop for Admissions Department' was organised by the Department of Higher Education, Ministry of Education in collaboration with NIEPA and ChangeInkk Foundation on 06.01.2025 from 10.00 AM at the National Institute of Educational Planning and Administration. This session was part of the series of sessions/phases under 'Capacity Building on Specific Learning Disabilities (SLDs) Cycle 2' enhancing the capacities of the faculty and non-teaching staff to equip with knowledge and skills to effectively deal with the concerns of students with SLDs joining Higher Education Institutions (HEIs).
2. In the series of sessions/phases under the Capacity Building on SLDs, the Orientation Session and Sensitization of the Departments and Master Class for Five Departments were held on 22.08.2024, 15.10.2024 & 18.11.24 to 29.11.24 respectively. In its continuation, the five in-person sessions specific to identified departments of HEIs are being conducted under the 'In-Person Workshop' phase of the program. This session was particular to the Admission Department therefore, participants from the Admission Department from identified institutions participated in it. An interactive session was attended by 15 participants from identified institutions. A list of participants is attached in **Annexure 1**.
3. Prof. Amit Gautam, NIEPA welcomed all the participants and began the session by providing the program's background. In addition, emphasized the importance of the initiative in fostering a more inclusive environment for students with learning disabilities.
4. Prof. Kumar Suresh, Director, NIEPA expressed his gratitude toward the Ministry of Education, NIEPA, and ChangeInkk Foundation for their vital role in making the program a success. He provided a brief overview of the program's origins and highlighted the progress it has made so far.
5. The session continued with the felicitation by Prof. Shashikala Wanjari Vice Chancellor, NIEPA. She underscored the significance of the program. Ms. Wanjari also reflected on the essence of education, sharing the program's objectives, and emphasized the importance of sensitizing Higher Education Institutions (HEIs) to identify and support students with learning disabilities. She noted that while some students with SLDs may be identified, others may go unnoticed, making it crucial for HEIs to be aware of the challenges these students face and how they can support these students.
6. Ms. Rina Sonowal Kouli, Joint Secretary, Department of Higher Education in her inaugural address expressed her heartfelt gratitude towards NIEPA for organizing the program. She highlighted that the program's foundation lies in the National Education Policy (NEP) 2020, which emphasizes the importance of inclusive education. She stressed that the insights gained from the program should be shared with other faculty members at respective institutions. As learning disabilities are often invisible, she urged the institutions to create more inclusive and supportive environments for students with SLDs. She also pointed out that the BUILD Tutorials available on the Malaviya Mission Teacher Training Program could provide further resources for enhancing knowledge and awareness. These resources are available on the MMTTP website, through the link provided in **Annexure 2**.
7. During the discussion, representatives from higher education institutions shared the number of students with learning disabilities. For instance, IIIT Pune reported two cases of Specific Learning Disabilities (SLDs), IIT Guwahati currently has one student with an SLD, with another case from the past. IIITDM Kancheepuram had one student who graduated in 2023. The Department of Higher Education advised these institutions to share a note on the practices being adopted for supporting such students.

8. The session started with an engaging experience-sharing with Anika Bhatia, a first-year Business Economics Hons student at Amity University, diagnosed with dyslexia. She shared her journey of navigating through academics with accommodations, including challenges like securing scribes, taboos in society related to specific learning disabilities and her transition from school to higher education institute as a student with a learning disability. The interaction provided a valuable and concise glimpse into the experience of students with learning disabilities within an educational setting.
9. Ms. Aparajita Singh, a resource person from the ChangeInkk Foundation, conducted a comprehensive session on Specific Learning Disabilities (SLDs). She emphasized the primary issues related to SLDs in higher education institutions (HEIs) and proposed potential approaches for institutes to tackle these challenges. Throughout the session, invaluable perspectives tailored to the Admissions Department, equipping them with a deeper understanding of the difficulties faced by students with SLDs:
 - A conceptual understanding of Learning Disabilities, it was emphasised that overview of various types of Specific Learning Disabilities (SLDs), including Dyslexia, Dyscalculia, and Dysgraphia. Notably, Dyslexia affects approximately 20% of the population, or 1 in 5 individuals.
 - There are three aspects of dyslexic struggles which impact students are academics, life skills & emotional impact. Multiple factors contribute to the daily difficulties faced by students with SLDs, such as struggles with memorization, heightened sensitivity to stimuli, and slower information processing.
 - The distinction between screening and diagnosis was clarified. Screening is an informal procedure 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.
 - Highlights of the provisions of the Rights of Persons with Disabilities Act, 2016, and the NEP 2020, were discussed both of which advocate for inclusive education by promoting student participation and establishing a supportive framework for those with Specific Learning Disabilities (SLDs). Additionally, guidelines from regulatory bodies such as UGC, NTA and AICTE were discussed, which focus on accommodations to enhance educational accessibility for students with SLDs.
 - The challenges faced by students with SLDs during the admission process can be categorized into three main areas: Entrance Procedures, Admission Securing, and Post-Admission On boarding. These challenges include a lack of coordination, individualised education programs, proving disabilities through reassessments, renegotiating support needed & limited awareness of available support.
 - The pillars of global practices are financial aid for applicants with disabilities, technical support throughout the application process, use of assistive technologies & orienting students about the accommodations available.
 - Key Action Areas for the Admission Department to support students with SLDs- Streamlining Processes, Inclusive Outreach, Capacity Building, Schemes & Scholarships and On boarding.
 - To streamline processes, it is recommended to appoint a nodal officer for a seamless admission cycle, streamline all processes, mandate a need assessment session, accept UDID cards issued to students without requiring additional verification, designate dedicated members to support students with SLDs and organize orientation sessions to establish an inclusive system within the institution.
 - For inclusive outreach, HEIs can share information about inclusive provisions with applicants, such as accessible and inclusive application formats. Communicate all available provisions within the institution, and post relevant information on social media.
 - For capacity building, the emphasis should be on raising awareness and sensitizing all stakeholders, such as counsellors, administration, admission officers, etc., about the challenges faced by students with SLDs. This approach will help create an inclusive admissions ecosystem, facilitating a smoother transition from school to higher education.
 - Focus on the on boarding process for enrolled students with SLDs by coordinating with the nodal officer to carry out on boarding post-securing admission and assess each student's needs.

10. Testimonial videos featuring individuals with first-hand experience, as well as advocates for the awareness and inclusion of SLDs, were shown to enhance understanding of the challenges associated with these disabilities. These videos aimed to provide deeper insight into the struggles faced by individuals with SLDs and foster greater empathy among the participants.
11. Following the presentation, the resource persons addressed several questions raised by participants. During the session, the participants asked questions from the resource person regarding the identification of students with SLDs once they have joined the institute and, the use of technology to support the admission process.
12. Mr Devendra Kumar Sharma, Director (HE) in the concluding / valedictory sessions encouraged participants to provide feedback on the program. Participants emphasized the importance of faculty members working closely with the PwD centres at their respective institutions. He highlighted two key principles of the NEP 2020: inclusivity and diversity. The session concluded with a vote of thanks. The Director (HE) stressed the vital role of faculty members as knowledge carriers, emphasizing their crucial role in fostering a supportive environment for students.
13. 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 2 on 06.01.2025

S. No.	Name of the Institution	Nominated Faculty Members	Attended / Not Attended
1	Central University of Himachal Pradesh	Dr. Inder Singh	Not Attended
2	Central University of Kashmir	Mr. Ajaz Ahmad	Not Attended
3	Central University of Rajasthan	Dr. Anuj Kumar Sharma	Not Attended
4	CIT, Kokrajhar, Assam.	Dr. Anuck Islary	Not Attended
5	Dr. Harisingh Gour Vishwavidyalaya	Prof Diwakar Shukla	Attended
6	IIT Pune, Maharashtra	Dr Shrikant Salve	Attended
7	IITDM Kancheepuram	Dr AVS Siva Prasad	Attended
8	IIM Kozhikode	Dr. Yamuna George	Attended
9	IISER Berhampur	Nishant Kumar	Attended
10	IISER Thiruvananthapuram	Ms. Divya VJ	Attended
11	IIT Delhi	Ms. Megha Lakhmera	Attended
12	IIT Dharwad, Karnataka	Amlan K Barua	Attended
13	IIT Goa	Dr. Sudhakar Yogaraj	Not Attended
14	IIT Guwahati	Prof K V Krishna	Attended
15	IIT Roorkee	Mr. Sahil Sardana	Attended
16	Jamia Millia Islamia	Mohammad Wazahat	Attended
17	Manipur University	M. Seityam Devi	Attended
18	NIT Srinagar	Dr. Harkirat Singh	Not Attended
19	NIT, Sikkim	Dr Molay Roy	Attended
20	NIT, Warangal	Dr.D.Bhargavi	Not Attended
21	NITTTR Taramani, Chennai	Dr.Seshu Babu Pulagara	Attended
22	North Eastern Regional Institute of Science & Technology (NERIST)	Dr. K. K. Rajesh	Not Attended
23	SLIET Punjab	Dr. Pankaj Kumar Das	Not Attended

24	SPA, Vijayawada	Dr. Lilly Rose A	Attended
25	University of Hyderabad	Thukaram Porika	Not Attended

Additional Attendees

Affiliation Details	Name of Attendees
Ministry and NIEPA Officials, Resource Persons	<ol style="list-style-type: none"> 1. Prof. Wanjari, Vice Chancellor, NIEPA 2. Ms Rina Sonowal Kouli, Joint Secretary, D/o Higher Education, MOE 3. Mr Devendra Kumar Sharma, Director, D/o Higher Education, MOE 4. Prof. Kumar Suresh, Director, NIEPA 5. Prof. Amit Gautam, NIEPA 6. Akansha Yadav, Consultant, MMTTP, PN-II, MOE 7. NIEPA Team 8. Aparajita Singh, ChangeInkk Foundation 9. Changeinkk Foundation 10. Anika Bhatia

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>