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THE FUTURE OF DISABILITY INCLUSION IN HIGHER EDUCATION

White Paper



The Future of Disability Inclusion in Higher Education

White Paper

based on the deliberations at
the Conclave held at Ashoka University, August 2023

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Foreword



I am indeed very proud to present this white paper, which has its genesis from the very insightful discussions we had at a Conclave titled 'The Future of Disability Inclusion in Higher Education', held at Ashoka University on August 10, 2023.

This Conclave marked the beginning of a series of planned meetings and discussions, aimed at stimulating dialogue and the development of collective expertise and strategies, by creating pathways for the exchange of best practice, experience, and research among institutions, towards a more inclusive educational landscape in the country.

At Ashoka University, we lay equal emphasis on addressing invisible forms of special abilities, such as chronic illnesses or neurodivergence. We firmly believe that differently-abled students should never be prevented from attaining a world-class education, and that this transcends institutional boundaries. It resonates deeply with the core values of equity, accessibility, and inclusivity that underpin higher education. Hence, it is crucial that we build capacities across campuses in the country to both identify and address both discernible and invisible aspects of differently-abled students.

At its heart, this endeavour is about recognising disabilities, whether visible or invisible, as a form of diversity in learners, that enriches our educational institutions and societies. As we continue to embark on this journey, let us reaffirm our commitment to creating environments where every student, irrespective of their abilities, can thrive and reach their full potential. Let us work together to dismantle barriers, challenge stigma, and build a future where inclusive education and equal access are not just a goal but a reality for all.

Somak Raychaudhury

Vice-Chancellor, Ashoka University

Acknowledgement

This white paper is an amalgamation of discussions among the members working in the field of disability inclusion for decades.

We are deeply grateful to each member who participated in the Conclave with high interest and enthusiasm, deliberating on the improvements as well as concerns in making the higher education ecosystem in India a promising step towards independent life for students with disabilities. Active engagement from the university representatives was encouraging, indicating their commitment to share and learn from each other.

Our sincere gratitude to Mr. Vineet Singhal, Director, Department of Empowerment of Persons with Disabilities, Govt. of India, for sharing the progressive steps taken by the government and agreeing to take the participants' thoughts and suggestions to the department to consider.

We particularly thank Ms. Neha Trivedi, Founder, Spandan: Inclusion and Accessibility Consultancy Services for steering the conversations during the Conclave towards concrete steps and guiding us in writing this paper.

INTRODUCTION ↗

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Introduction

India's education landscape is undergoing a pivotal transformation, driven by aspirations of inclusivity and equity, as outlined in the National Education Policy (NEP, 2020). The challenge, however, is that within the discourse of inclusive education and practice, the dominant space is often taken up by school education. Whilst this has valid reasons, the over-focus on school education has often led to the area of inclusive higher education being ignored.

As per the UNICEF Regional Office for South Asia's country profile of India, titled Disability-Inclusive Education Practices in India (2021), "they [students with disabilities] are less likely to participate in and complete their education compared to their peers without disabilities." According to the All India Survey on Higher Education (AISHE) 2021-22, the total estimated enrolment in HEIs is four crores, out of which, there are approximately 88,000 students with disabilities enrolled in higher education. This means that out of the total population of students enrolled in HEIs, only about 0.2% comprise those who have disabilities. It also marks a decline in the number of enrolled students with disabilities from 92,000, as in AISHE 2019-20. NCPEDP's white paper on India's National Education Policy and Disability Inclusive Education, 2021, also highlights the sharp drop in enrollment in higher education, stating that enrollment at secondary school is almost half that at the elementary level. The drop is much sharper than any other marginalised social group. Persons with Disabilities (Divyangjan) in India - A Statistical Profile, 2021 uses the Census 2011 to show that at all India levels, only 13% of the disabled population has matric/ secondary education but are not graduates, and only 5% are graduates and above. Parallel to this is the issue of employability amongst persons with disabilities. The same report also notes that only 36% of India's 26 million persons with disabilities are said to be employed.

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When we analyze higher education and employment rates together, we find that unless the former changes significantly, there is little hope for a positive impact on the latter. Despite the implementation of multi-modal, multi-exist and skill-based education models proposed in NEP 2020 and other government programs in India, sustainable empowerment and employment will remain an issue unless education and skill training are effectively provided to persons with disabilities within inclusive setups. Given the above, it is critical to first identify the key challenges specific to inclusive higher education from the ground upwards, to begin the process of relevant policy advocacy and designing interventions. The challenges must be identified through multi-stakeholder platforms, where the voices of persons with disabilities, representatives of higher education institutions and non-governmental organizations (NGOs) are heard.

It is with this intention, that the Office of Learning Support at Ashoka University hosted a conclave on August 10, 2023, titled, 'The Future of Disability Inclusion in Higher Education', with a vision of making higher education more inclusive in India and creating an environment that empowers students with disabilities. The conclave witnessed the participation of stakeholders from the Central Government and non-governmental organizations. Further, it gathered educators, policymakers, and advocates to explore the challenges and opportunities in creating inclusive educational environments for students with disabilities. Representatives from several eminent Indian colleges, along with people with disabilities and the parent community were present. All attending institutes and organizations are listed in [Annexure I](#).

This white paper, born from the insightful discussion at the conclave, seeks to paint a vivid picture of the current ground-level challenges in inclusive higher education in India and, pave the way for concrete action both at the policy and ground intervention levels based on impactful recommendations.

BACKGROUND ↗

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Background

Currently, in India, a wide range of policies and laws govern higher education in general and inclusive education in particular. Reviewing the same to set the context of the challenges and recommendations deliberated at the conclave enumerated in the subsequent sections is critical.

↳ Legislative Framework Structure

Education as a legislative subject in India has been on the concurrent list of policy-making since the 42nd amendment to the constitution in 1976. This makes it a legal prerogative of both the central and state governments. Add to this that guideline-making for diverse groups of education institutes is governed by separate bodies. E.g. the All-India Council of Technical Education (AICTE) governs technical colleges, the Universities Grant Commission (UGC) governs non-technical colleges etc. In recent times with an increasing number of autonomous and private institutes of higher education, policy-making at the granular level has been significantly de-centralized.

There is a further overlap in ministerial responsibilities related to inclusive higher education. Whilst education as a subject is primarily governed by the Ministry of Education and Technical Education across central and state government, policies related to inclusion best practices often stem from the Department of Disability Affairs (DDA), Ministry of Social Justice and Empowerment.

It is critical to keep this framework in mind whilst addressing the challenges listed subsequently and charting the way forward. The distribution of policy and laws across diverse legislative groups has oftentimes created challenges related to inconsistent policies and ground-level implementation models in an already resource-starved space.

↳ Key Legislative Policies Impacting Inclusive Higher Education

Rights of Persons with Disabilities Act (2016)

The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a 'system of education wherein students with and without disabilities learn together, and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities'. This act demands provisions related to

accessibility, support services, reasonable accommodations, reservation and non-discrimination to ensure an inclusive educational experience, amongst many others, for students with different kinds of disabilities.

Chapter three of the said act, dedicated to education, enlists provisions related to the duty of educational institutes and measures to promote inclusive education. The challenge, however, is in the long list of provisions, the language of the section, over-relies on the word 'children'. This makes the content seem more school-based rather than higher education-based. Further, whilst there is a separate clause eighteen on adult education, there is no exclusive mention of addressing the needs of higher education. Ground-level experiences strongly show that higher education institutions do face a different set of challenges compared to school education for inclusion, and hence in addition to the common provision, it would be useful to also address specific provisions related to these challenges.

Chapter six of the act outlines special provisions for persons with benchmark disabilities. Clause thirty-two specifies five per cent reservation in all government and government-aided higher education institutions.

Beyond the specific point around the reservation, the act falls short of enlisting specific demands from higher education institutes that may need additional provisions beyond those listed for education in general.

National Assessment and Accreditation Council assessment framework

Higher Education Institutes (HEIs) in India are assessed and evaluated through the National Assessment and Accreditation Council (NAAC). The NAAC rating is integral to the government machinery evaluations, grants, programs and much more. The NAAC assessment system is governed through the NAAC framework that HEIs are expected to adhere to through the formation of the Internal Quality and Assurance Cells (IQAC) at the college level, which are also expected to submit the Annual Quality Assurance Report (AQAR). The criteria framework set for AQAR often determines the nature of work that HEIs are driven to implement to ensure a high rating within the NAAC system.

The current AQAR criteria related to inclusive education is located within criterion seven of '*Institutional Values and Best Practices*.' Within the same, sub-clause 7.1.3 defines the criteria related to 'differently abled (Divyangjan) friendliness' and restricts itself to physical facilities, provision for lift, ramp/ rails, braille software/facilities, restrooms, scribes for examination, special skill development for differently abled students and any other similar facility.

Whilst these may be regarded as important criteria for inclusive education, specifically calling these out and restricting them within a separate section of 'Values and Best Practices' without incorporating inclusive education practices within the other crucial criteria of curriculum, teaching-learning and evaluation, and student support and progression lands up making the same counterproductive. Within the evaluation mindsets, HEIs may be inclined to limit their intervention in inclusive education to building ramps and assistive technology facilities. In the absence of inclusive curriculums and teaching-learning in classrooms, these do not yield inclusive higher education. Further, the placement of the section under values and best practices can often mislead the understanding of the said being an optional and additional task for HEIs rather than a mandatory and expected task.

National Education Policy (2020)

The recently implemented National Education Policy, 2020 (NEP 2020) marks a turning point in emphasizing inclusivity and accessibility in higher education. This transformative policy outlines the focus on universal design for learning (UDL), flexible learning pathways, promoting research and innovation in assistive technologies and strengthening vocational education and training, among other key measures, underscoring the commitment to making higher education accessible for learners with disabilities. The roll-out and implementation of the policy remain to be seen and a proactive approach to ensure the delivery of its promises could go a long way in actualizing its potential transformative impact.

What, however, needs also to be kept in mind, is the potential of its misinterpretation to create ghettoization or discrimination. Multiple learning pathways, when used to enable student aspiration, hold great tools for inclusion. The same pathway approach within the existing stigma-driven system can trigger building special pathways within HEIs exclusively for students with disabilities or discouraging students with disabilities from completing the higher education of their choice, given the multi-exit strategies. Past decades have witnessed the impact of such work within school education, where students with disabilities have been permitted to study only certain subjects based on the system's analysis of what is possible. For example, students with blindness were given the exception to drop out of mathematics in high school, which eventually led to a discriminatory mindset where students were not allowed to pursue mathematics even when they wanted to. We need to be aware of this potential threat within the NEP 2020 and move forward cautiously using its strengths.

Accessibility Guidelines and Standards for Higher Education Institutions and Universities, UGC, June 2022

To implement the principles of NEP 2020, UGC has released comprehensive accessibility

guidelines and standards for inclusive higher education. It is safe to say that the said guidelines are perhaps the first holistic and comprehensive guidelines for inclusive higher education. They take a life cycle approach to inclusion in higher education by ensuring that it has guidelines related to all aspects of a student's life:

- Inclusion policies at the educational level
- Need assessments and support services for students with disabilities
- Accessible Information, communication and learning resources
- Mobility and built environment accessibility
- Accessible curriculum and teaching-learning system
- Accessible examination and assessment systems
- Accessibility of other services and grievance redressal mechanisms
- Inclusive campus life
- Governing and monitoring of inclusion activities

If implemented aptly, these guidelines provide an excellent framework for actualizing inclusive higher education in India. The concern remains in the UGC's demand to ensure implementation. If the NAAC guidelines do not adopt this framework for evaluation, then despite these guidelines, implementation will remain a distant reality.

AICTE Guidelines for inclusive education for all, including persons with disabilities, August 2022

To implement the NEP mandate on inclusion, the AICTE has also released guidelines for institutions under its ambit. The AICTE guidelines focus on the following key areas as listed in the guidelines. They are being enlisted below verbatim:

- Establish a cell known as an “equal opportunity facilitation cell”
- Building infrastructure facilities for access to persons with physical disabilities
- Facilities for access to persons with hearing impairment
- Facilities for persons with vision impairment
- Provision of an accessible teaching-learning process for persons with disabilities
- Special provisions for persons with disabilities in the examination
- Disability Support systems
- Additional support and linkages
- Facilities for students with Specific Learning Disabilities (SLDs)

The guidelines developed by the AICTE require further consideration to achieve optimal implementation of inclusive higher education. It is worth noting that the guidelines provide emphasis on certain groups, which could create a misperception that services are

exclusive to these groups. The RPWD 2016 enlists twenty-one types of disabilities, many of which are not mentioned in the AICTE guidelines. This could lead to ground-level misunderstandings for implementation.

Guidelines for Credit Based Course on Pedagogical Aspects for Teaching Divyangjans and Persons with Specific Learning Disabilities (SLDs), UGC, September 2023

To further supplement the credit-based courses of the NEP 2020, the UGC has issued this new set of guidelines. Unlike its preceding guidelines of August 2022 that listed details around all aspects of student life, these are specifically listed to detail pedagogical aspects of inclusive education, choice-based credit systems and academic credit banks for students with disabilities.

As can be seen above, there is significant divergence between multiple legal policies and guidelines that exist in the area of inclusive higher education. When you club this with the disparity in the monitoring bodies and legal authorities that are to ensure their implementation, you are left with the ground-level experience for both HEIs and students with disabilities that looks like a maze of uncertainty rather than a clear pathway to inclusion. This forms the bedrock of the many challenges that are faced on the ground for inclusive higher education currently.

The subsequent sections of this white paper will delve deeper into specific challenges, explore best practices, and propose concrete recommendations primarily drawn from the deliberations held at the conclave. The thoughts reflect the views shared by the diverse participants during the discussions at the conclave and represent a cross-section of the stakeholder group as enlisted in [Annexure I](#). The aspiration is to highlight a path towards building a truly inclusive and equitable future of higher education in the country.

IDENTIFYING THE MEANING OF 'INCLUSION' ↗

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Identifying the meaning of 'Inclusion'

Before we address the challenges and recommendations, it is critical to set out what the vision of 'Inclusion' is for the context of this white paper. Social inclusion is defined by the United Nations as **"the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights."** in its 2016 report 'Leaving No one behind: the imperative of inclusive development'

UNESCO's Guidelines on Inclusion defines inclusive education as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. [...] Inclusion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal issue on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem."

When one attempts to deliberate on what these definitions mean to the ground-level experience of inclusive higher education in India, some of the ideas that emerged from participants of the conclave include the following

- Inclusion would be real when one does not have to talk about it.
- An environment of interdependence, acceptance, and respect for all.
- A system of equal access to opportunities within a barrier-free environment that celebrates diversity and enables the chasing of dreams by all.
- A framework set up on principles of social justice and free of stigma and stereotypes.

It is when persons with disabilities within a higher education institute, be it students, teaching staff, or non-teaching staff experience their HEIs environment to reflect the above would inclusion be real.

Further building on this idea, operationally, an inclusive higher education institute was envisaged to be the following:



Barrier-free

An institute that has equal access to information, courses and infrastructure for all.



Individualized Support Services

At the core of inclusion is the recognition of human diversity. Inclusive support services for persons with disabilities need to facilitate independent decision-making, self-exploration and timebound individualized reasonable accommodations for persons with disabilities.



Rights-based Approach

A rights-based approach is critical to ensure that the onus of providing inclusive education is located with the institute and not the student.



Universal Design of Learning (UDL) multi-sensory-based pedagogy

Teaching learning that is driven by UDL and a multi-sensory approach that benefits not only students with disabilities but will enhance the quality of education for all.



Sensitized Stakeholder Community

A sensitized cross-stakeholder community where members of both teaching and non-teaching staff, as well as peers, are sensitized towards disability is integral to building an inclusive institution.



Empathy-led Culture

A culture which inspires creativity, is inspired by nature and is free of fear enables individuality to flourish. Inclusive institutes need to be based on empathy and celebration of diversity.



Flat and Dynamic Organization Structure

An organization structure that is open and flat can be dynamic and can respond to need-based interventions that are crucial for inclusion.



Holistic Education

A holistic education view that emphasizes sports and recreation inclusion as much as academic inclusion is critical for an organization to be truly inclusive.



Effective grievance redressal and review mechanisms

Like any other system, inclusion would have its hurdles. What is crucial for inclusion to reach the end user is for the institute to have an effective grievance redressal mechanism to keep the inclusion journey continuously growing based on experiences on the ground.

| *So, what are the ground-level challenges currently preventing this from happening?*

CHALLENGES ON THE GROUND ↗

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Challenges on the ground

The key challenges identified by the discussions at the conclave include the following:



Stigma and Lack of Sensitization

This has been the biggest cause of concern on the ground. This is further accentuated if the management level attitude is not pro-inclusion.



Lack of knowledge and research

There is very limited research in the space of inclusive higher education that can guide practice. Information on areas like accessible lab work and fieldwork practices is particularly limited.



Lack of Support Services

Many students with disabilities who reach higher education may not always have the necessary knowledge of assistive technologies, or other disability-specific skills they need, to be independent in higher education. Currently, HEIs find it difficult to locate necessary support services to link students with disabilities to learn these skills.



Absence of Accessibility

With most educational institutions running on old digital, physical and informational infrastructures there is a complete lack of physical, digital and informational access.



Scarcity of Trained Professionals

For inclusive education to take off, trained professionals are needed. From sign language resources to mobility trainers, the number of professionals in the space of disability skill services is limited. This is further accentuated by the fact that there are no trained professionals for managing inclusive education services in higher education. The Rehabilitation Council of India (RCI) certified special education courses have a very school-level focus. Coordinators for students with disabilities and officers for running disability support in higher education need different training. For now, this resource pool of people is extremely limited and has come from the ground up through experience.



Absence of compliance mechanisms

While many policies and regulations exist, there is no fear of non-compliance to inclusive education policies within HEIs. This tends to make this an 'optional' and 'good to do' project for most institutes rather than a right of their students with disabilities that have to be met. Lack of will and an absence of a rights-based approach further accentuate this issue.



Lack of budgetary heads

Whilst most policies and regulations talk about what needs to be done for inclusive higher education, there is no clear budgetary allocation for the same. Whilst HEIs can easily sub-allocate a part of their overall budget for the same, they avoid doing it on their own.

Given these ground-level issues, what could be the possible way ahead and the next steps that could be looked at?

RECOMMEND- ATIONS ↗

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Recommendations

The possible areas of intervention and next steps can be viewed from four key verticals.

▾ Policy Standardization, Compliance and Budgetary Mechanism

There is a critical need from the government perspective to look at a compliance and standardization mechanism between the diverse rules and regulations in the area. The repercussion of non-compliance needs to be established clearly and HEIs need to be held accountable. Further, it is critical to identify a permanent staffing post within the HEIs for disability support service officers/coordinators that are budgeted for and earmarking of budgets to be used for inclusive education delivery must be mandated.

▾ Increase access and representation for persons with disabilities

No Inclusive higher education process will move forward unless we increase the access and representation of persons with disabilities within HEI spaces. To enable this, some of the recommendations of the deliberation are:

Bridge courses for students with disabilities: The current low level of admissions in HEIs is a gap that needs attention. In the long run inclusive school education is the only sustainable solution for this concern. However, in the short run, bridge courses to meet the gap of students can be run to increase access to higher education.

Increase the representation of Persons with Disabilities (PwDs) in decision-making: Policy and decision-making groups must have equal representation of persons with disabilities.

Self-advocacy training for PwDs: Nothing works better to change systems than the direct end user empowered to speak up for their rights. Given the social structure, often students with disabilities are not empowered to do so. It is important to facilitate self-advocacy training for students with disabilities to make them the agents of change in their respective institutes.

Increasing recruitment of PwDs faculty positions: While there is reservation in recruitment in government and aided colleges, most of these positions remain vacant. A higher representation of persons with disability within faculty groups will play a pivotal role in fostering an inclusive culture on campuses.

Assistive Technology (AT) awareness and training for PwDs: Whilst AT holds the power to play a significant role in the lives of PwDs, not everyone still has access to it. Stronger AT awareness and training programs, especially for young adults, can play a critical role in increasing access and effective participation of students with disabilities in higher education.

Strengthening Training and Sensitization across stakeholder groups

There is an urgent need to build and deliver training and sensitization programs at a mass scale for diverse stakeholder groups within the higher education ecosystem. The training needs are critically needed for the following

1. Disability sensitization training for all stakeholders
2. Training of professionals to run disability support services in HEIs
3. Teacher training to make classroom pedagogy inclusive
4. Peer group sensitization
5. Administration and non-teaching staff training on making HEI backend services inclusive
6. Infrastructure team training in physical accessibility
7. Library staff training in accessible information systems and access content
8. Information system teams on digital and web accessibility

It is critical to look at these training programs being made available through multiple channels. They can be introduced as part of regular training schedules at the institute level, e-learning programs, and mandatory training from government departments. It is important to keep in mind the quality standardization of these programs as well. There is a need for RCI to expand its list of training courses to also those needed at higher education.

Building shared knowledge in the sector

Given the limited resources available in the sector, it is essential to work on sharing knowledge and building collective resources amongst diverse stakeholders. To this effect, a shared online portal that becomes a collection of resources is highly recommended. The kind of resources that would help to get built include:

1. Standardized tools for building need-based services and reasonable accommodations
2. Job portals for hiring professionals in inclusive higher education
3. Dedicated research hub that undertakes and publishes research in the space
4. An experience-sharing portal space where diverse HEIs could share best practices
5. Resources for understanding the basics of digital, physical and informational accessibility that can be used as self-learning tools
6. Benchmarking and standards that can be built over time will enable a standard of rating of inclusive higher education practices.

Going Forward

Recently, there has been a significant leap in the number of discussions around disability inclusion amongst various stakeholders, including the Conclave this paper has emerged from. The insights shared in these forums make a strong case for the value of inclusive environments in organizations. Yet - to translate these conversations and insights into action on the ground needs a highly dedicated effort, and in some cases, hand-holding from one stage to the next.

An already existing platform, Inclusive University Alliance (IUA), composed of HEIs that have been following inclusive practices at their respective campuses, can mentor and guide the institutions keen to build inclusive education practices. The Office of Learning Support at Ashoka University, being one of the founding members of the IUA, hopes to collaborate with many more higher education institutions and government authorities to take the recommendations emerging from this report further in the subsequent years.

The annual event such as the Conclave 2023 is envisioned to be a platform for the HEIs to gather, exchange experiences, share success stories, and further deliberate upon key considerations that are important in promoting disability inclusion not only for students but also for faculty and staff at their institutions. We hope that in the future these gatherings can also become spaces of hands-on training and resource sharing between institutes.

We hope to, together, create a world of education, where all learners are given equal opportunities to aspire to an independent, fulfilling life.

Reach out to us at ols@ashoka.edu.in to take the conversation around disability inclusion in higher education forward.

Annexure I

The complete list of universities, institutes, and organizations present at the conclave is as follows:

Action for Autism - Delhi
Ambedkar University - Delhi
Assistive Technology Lab - IIT Delhi
Azim Premji University - Bangalore
Bennett University - Noida
Birla Institute of Technology and Sciences - Goa
Centre for Accessibility in the Global South - IIIT Bangalore
ChangeINKK Foundation - Delhi
Children First - Delhi
Department of Empowerment of Persons with Disabilities (DEPwD), Ministry of Social Justice and Empowerment - Delhi
Ek Kadam Aur Foundation - Delhi
Help the Blind Foundation - Chennai
Indian Institute of Technology - Delhi
Indian Institute of Technology - Madras
International Institute of Information Technology - Bangalore
Kirorimal College - Delhi University
Krea University - Andhra Pradesh
Maharashtra State Faculty Development Academy - Mumbai
Miranda House - Delhi University
National Centre for Promotion of Employment for Disabled People - Delhi
OP Jindal Global University - Sonipat
Plaksha University - Mohali
Rishihood University - Sonipat
Saksham Trust - Delhi
School of Interdisciplinary and Transdisciplinary Studies, IGNOU - Delhi
Shoolini University - Himachal Pradesh
Spandan: Inclusion and Accessibility Consultancy Services - Mumbai
SRM University - Sonipat
Tata Institute of Social Sciences - Mumbai
Thapar Institute of Engineering & Technology - Patiala
V-shesh - Chennai
Xavier's Resource Center for the Visually Challenged - Mumbai

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