



JKPS

‘B’ Paschimi, Shalimar Bagh, Delhi-110088

Two-Day National Seminar on Inclusive Higher Education for All under NEP 2020

“Inclusive education unlocks the potential of every learner—empowerment begins with access.”

Organised at Jamia Millia Islamia, New Delhi on 19–20 November 2025

SEMINAR SCHEDULE

Day 1 – 19 November 2025

Session	Title	Resource Person
1	Human Rights of PWD & Legal Remedies	Mrs. Aloka Guha
2	Current Status of Higher Education for Students with Intellectual Disabilities	Dr. Jayanti Narayan
3	Inclusive Governance & Disability Support Cells	Ms. V.R.P. Sheilja Rao
4	Opportunities for Neurodiverse Learners within NEP 2020	Mr. Roy Mathew Vadkkel
5	Lived Experiences Roundtable: Students & Families	Dr. Sangeeta Sinha

Day 2 – 20 November 2025

Session	Title	Resource Person
6	Self-Advocacy: Peer Support, Mental Health & Belonging	Dr. A.T. Thressia Kutty
7	Overview of NCF 2023	Mrs. Aloka Guha
8	Transition Planning for College Readiness	Dr. V.R.P. Sheilja Rao
9	Assistive Technologies in Higher Education	Prof. Kaushal Kishore
10	UDL Design Studio: Inclusive Teaching & Evaluation	Dr. Usha Grover

A Two-Day National Seminar on ***Inclusive Higher Education for All***, under the **NEP 2020**, held at **Jamia Millia Islamia**, brought together experts, educators, students, and families to deepen their understanding and practical implementation of inclusive, accessible, and equitable higher education. The discussions aligned with the vision of NEP 2020, emphasising flexible learning pathways, respect for student diversity, and universal access to quality education.



The seminar provided an in-depth exploration of inclusive higher education through ten focused sessions. **Session 1** highlighted the human rights of persons with disabilities, drawing attention to the RPwD Act 2016, the UNCRPD, and the responsibilities of educational institutions. The session enabled participants to understand legal protections, reasonable accommodations, and the need for accountability in ensuring accessibility.

Session 2 examined the current status of higher education for students with intellectual disabilities. The discussion emphasised challenges such as enrolment barriers, functional academic needs, curricular adjustments, and the urgent need to build strong support systems and institutional capacity.



Session 3 addressed inclusive governance through the establishment of well-structured Equal Opportunity Cells and Disability Support Cells. The session reinforced the importance of peer support, counselling services, and planned accommodations in promoting an inclusive and enabling campus environment.

Session 4 explored opportunities for neurodiverse learners within the framework of NEP 2020. The session offered valuable insights into flexible curriculum options, multidisciplinary academic pathways, inclusive assessment practices, and the continual need for sensitising faculty to student diversity in the classroom.

Session 5, conducted as a lived experiences roundtable, featured powerful and personal narratives shared by students and their families. These accounts deepened collective empathy and shed light on the existing gaps between policy provisions and the realities of implementation in educational institutions.

Day 2 commenced with **Session 6**, which highlighted the critical role of self-advocacy, peer networks, mental health support, and a sense of belonging in building an inclusive and welcoming campus culture for all learners.

Session 7 offered an overview of the National Curriculum Framework (NCF) 2023, explaining how school-level reforms align with transitions to higher education. The session clarified key principles such as competency-based learning and flexible assessment practices.

Session 8 focused on effective transition planning for college readiness. The discussion underscored the importance of life skills development, career awareness, family involvement, and the long-term significance of Individualised Education Plans (IEPs) in ensuring smooth educational progression.

In **Session 9**, participants were introduced to a wide range of assistive technologies, including AAC tools, screen readers, and other digital learning supports. Practical guidance was also provided on their application for classroom participation and examination accommodations.

The seminar concluded with **Session 10**, a hands-on UDL Design Studio, which equipped participants with practical strategies rooted in Universal Design for Learning. The session enabled educators to develop inclusive instructional materials, offer multiple modes of engagement, and design accessible assessment practices.

Overall, the seminar significantly strengthened the collective understanding of **inclusive higher education**. It reinforced the importance of **policy alignment, sustained institutional commitment, accessible learning environments, and student-centred practices**. Drawing from expert perspectives as well as lived experiences shared during the sessions, the discussions highlighted that access, dignity, equity, and meaningful participation continue to be the core pillars in realising the vision of inclusive higher education envisioned under **NEP 2020**.