

Guidelines to Provide Equitable Opportunity for the Socio-Economically Disadvantaged Groups (SEDGs) in Higher Education Institutions (HEIs)

Aligned with NEP 2020, UGC Guidelines, and NAAC Accreditation Criteria

Purpose

To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all SEDGs in HEIs, in line with the Sustainable Development Goals (SDG 4), NEP 2020, and UGC guidelines.

Definition of SEDGs

SEDGs include but are not limited to:

- Scheduled Castes (SC)
- Scheduled Tribes (ST)
- Other Backward Classes (OBC)
- Economically Weaker Sections (EWS)
- Persons with Disabilities (PwDs)
- First-generation learners
- Women and gender minorities from disadvantaged backgrounds
- Students from rural, remote, or conflict-affected areas

Guidelines

1. Equitable Access and Admission
 - Reserve seats as per statutory norms for SC/ST/OBC/EWS/PwD categories.
 - Provide application form assistance, counseling, and admission help desks.
 - Offer special admission drives in underserved rural/tribal areas.
 - Translate key admission information into regional/local languages.
2. Financial Support and Scholarships
 - Facilitate access to national/state scholarships (e.g., NSP, Post-Matric).
 - Offer institutional fee waivers, flexible payment options, and Single parent scholarship
3. Academic Support
 - Conduct bridge courses for academic and language skill enhancement.
 - Organize remedial coaching, peer mentoring, and tutor support systems.
 - Ensure access to digital content and devices,

4. ► Provide academic counseling and online study materials

5. Inclusive Infrastructure and Learning Environment

- Ensure barrier-free physical access (ramps, lifts, signage) in all buildings.
- Provide assistive technologies

6. ► Set up inclusive libraries and digital learning hubs.

- Create gender sensitization cells under statutory provisions.

7. Capacity Building and Student Development

- Conduct soft skills, career readiness, and digital literacy programs.
- Facilitate leadership training and student representation from SEDGs.
- Establish innovation and entrepreneurship cells with special support for SEDG students.
- Encourage participation in SNA, YUVA ,NSS, sports, and cultural clubs.

8. Faculty Sensitization and Institutional Culture

- Organize workshops on inclusive education, unconscious bias, and equity.
- Adopt inclusive pedagogy and UDL (Universal Design for Learning) strategies.
- Monitoring and Evaluation
- Publish an annual Equity and Inclusion Report.

9. Policy Integration and Governance

- Align institutional policies with NEP 2020 and SDG 4.
- Reflect equity measures in the Institutional Development Plan, SSR, and AQAR.