

## Notice for the PhD Viva Voce Examination

Mr Alen Kuriakose, Registration Number: 1850075, PhD Scholar at the Department of Social Work, School of Psychological Sciences, Education and Social Work, CHRIST (Deemed to be University) will defend his PhD thesis at the public viva-voce examination on Friday, 16 January 2026 at 10.30 am in Room No. 044, Ground Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

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| <b>Title of the Thesis</b>    | <b>: Development of an Intervention Model for Students with Specific Learning Disabilities in Higher Education</b>  |
| <b>Discipline</b>             | <b>Social Work</b>  |
| <b>External Examiner - I</b>  | <b>Dr Renjith R Pillai</b><br>Additional Professor<br>Department of Psychiatry<br>Postgraduate Institute of Medical Education and Research (PGIMER)<br>Sector 12, Chandigarh –160012                  |
| <b>External Examiner - II</b> | <b>Dr Thippeswamy Vaddar</b><br>Associate Professor<br>Department of Psychiatry<br>Kasturba Medical College<br>Manipal - 576104, Udupi District<br>Karnataka  |
| <b>Supervisor</b>             | <b>Dr Hemalatha K</b><br>Professor<br>Department of Social Work<br>School of Psychological Sciences, Education and Social Work<br>CHRIST (Deemed to be University)<br>Bengaluru - 560029<br>Karnataka |

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva – voce examination.

**Place:** Bengaluru  
**Date:** 09 January 2026

  
**Registrar (Academics)**

## ABSTRACT

The increasing enrollment of students with Specific Learning Disabilities in higher education underscores the pressing need for inclusive and supportive academic environments. Despite global advancements, significant gaps persist in the diagnosis, provision of support systems, and promotion of equitable educational outcomes for students with Specific Learning Disabilities in India, particularly in higher education institutions. This study was conducted in three phases. The first phase explored the challenges experienced by the students with Specific Learning Disabilities in higher education using a qualitative framework and interpretive phenomenological analysis. The second phase focused on the development of an intervention model to address the challenges identified, employing thematic analysis. In the third phase, the model was validated by a panel of experts.

The findings reveal that students with Specific Learning Disabilities experience a range of academic difficulties, including challenges with reading, writing, spelling, letter recognition, and managing academic requirements, sometimes resulting in examination failures. These academic struggles are compounded by psychosocial challenges such as anxiety, frustration, embarrassment, and fear of stigmatization. A pervasive lack of institutional and peer support further exacerbates these difficulties. The study culminates in the development of a multi-level intervention model, incorporating strategies at the micro, mezzo, and macro levels to foster an inclusive environment for students with Specific Learning Disabilities within higher education. While the findings are highly relevant to higher education institutions in India; additional research is recommended to address effectiveness and potential challenges in implementing the model effectively.

**Keywords:** *Specific Learning Disability, Learning Disabilities in Higher Education, SLD Intervention*

**Publication:**

1. Kuriakose, A., & Amaresha, A. C. (2024). Experiences of Students with Learning Disabilities in Higher Education: A Scoping Review. *Indian Journal of Psychological Medicine*, 46(3), 196–207.