

A Report
on
Five-Day Faculty Development Programme (FDP)

Theme: *Inclusive Education in Practice: Understanding Learning Disabilities and Neurodiversity through Evidence-Based Teaching Strategies*

Organised by: PMC College of Education

Duration: 02 February 2026 to 06 February 2026

PMC College of Education organised a five-day Faculty Development Programme (FDP) from 02 February 2026 to 06 February 2026 on the theme “*Inclusive Education in Practice: Understanding Learning Disabilities and Neurodiversity through Evidence-Based Teaching Strategies.*” The programme aimed to enhance the professional competencies of faculty members and teacher educators in understanding learning disabilities, addressing diverse learning needs, and implementing inclusive teaching strategies in mainstream and special education settings.

The programme was graced by **Dr. Bharti Dimri, Principal, PMC College of Education**, whose presence reflected the institution’s commitment to professional development and inclusive educational practices. The FDP featured five distinguished resource persons who shared their academic expertise and insights into various dimensions of inclusive education.

Day 1: 02 February 2026

Theme: Understanding Neurodiversity and the Foundations of Inclusive Education

Resource Person: Dr. Priti Srivastava, Principal, Kamal Institute of Education, Delhi

The first day focused on understanding neurodiversity, learning disabilities, and the significance of inclusive education. The session highlighted the importance of recognising individual differences, identifying diverse learning needs, and creating supportive classroom environments. It emphasised the role of educators in promoting equitable learning opportunities for all students.

Day 2: 03 February 2026

Theme: Effective Teaching Strategies for Students with Dyslexia and Learning Difficulties

Resource Person: Mr. I. S. Suri, Retired Professor

The second day addressed the educational needs of students with dyslexia and other learning difficulties. The session highlighted multisensory teaching methods, differentiated instruction, and the adaptation of teaching-learning materials. Emphasis was placed on developing reading, writing, spelling, and comprehension skills through supportive and learner-centred approaches.

Day 3: 04 February 2026

Theme: Supporting Learners with ADHD and Autism Spectrum Disorder

Resource Person: Dr. D. D. Aggarwal, Retired Professor, University of Delhi

The third day focused on understanding the learning and behavioural needs of students with Attention-Deficit/Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD). The session highlighted structured classroom environments, positive behaviour support, strategies to improve attention, and approaches to strengthen communication and social interaction.

Day 4: 05 February 2026

Theme: Differentiated Instruction and Individualised Support for Diverse Learners

Resource Person: Dr. Sunil Kumar Pandey, Assistant Professor, University of Karnataka

The fourth day explored strategies for supporting students with diverse learning profiles, including slow learners. Discussions centred on differentiated instruction, individualised learning support, flexible assessment methods, and inclusive lesson planning. The session emphasised adapting teaching approaches according to students' abilities, learning pace, and individual requirements.

Day 5: 06 February 2026

Theme: Assistive Technology and Practical Approaches to Inclusive Teaching

Resource Person: Dr. Akhilesh (Associate Professor) University of Karnataka

The fifth day focused on the practical application of inclusive teaching strategies. The session highlighted the use of assistive technology, accessible learning resources, and innovative pedagogical practices to address diverse learning needs. Participants were encouraged to reflect on the programme's learning outcomes and consider ways to implement inclusive practices in their respective educational settings.

Conclusion

The five-day FDP provided a valuable platform for professional learning, academic exchange, and reflection on inclusive education. The sessions enhanced awareness of neurodiversity and learning disabilities while highlighting the importance of differentiated instruction, individualised support, assistive technology, and accessible assessment practices.

The programme reinforced the responsibility of educators to recognise individual differences, foster a supportive learning environment, and ensure meaningful participation for all learners. Overall, the FDP was a significant professional development initiative that encouraged faculty members to adopt empathetic, inclusive, and evidence-informed teaching practices in mainstream and special education settings.

