



MAHARASHTRA EDUCATIONAL SOCIETY'S  
HUMERA KHAN COLLEGE OF EDUCATION

H.K CAMPUS, Adjacent to MHADA Complex, Pratiksha Nagar, Oshiwara, Jogeshwari (W)  
Affiliated to University of Mumbai & Approved by NCTE (NCTE Code No: 123082)

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NAAC Accredited Grade 'B'

**MAHARASHTRA EDUCATIONAL SOCIETY'S**  
**HUMERA KHAN COLLEGE OF EDUCATION**  
Oshiwara, Jogeshwari (W), Mumbai-400102  
*Under Women Development Cell*  
**Organises**  
**WORKSHOP ON**  
**Perspective on Learning Disability**

**RESOURCE PERSON**  
**DR. SRUSHTI GANDHI**  
Consultant Developmental Paediatrician  
MBBS, DNB Paeds, DCh  
IAP Fellowship in Developmental Paediatrics

**Date: 07 February 2026**  
**Time: 10 am Onwards**  
**Venue: 501 Classroom**

<b>EVENT INCHARGE:</b> <b>DR. AVANI KANAKIA</b>	<b>I/C PRINCIPAL</b> <b>DR. VARSHA MARU</b>
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**VISION:** SHAPING THE PUPIL TEACHER SHOULDER SHOULDER  
THE RESPONSIBILITY OF SHAPING THE FUTURE YOUTH OF NATION



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## Report of Workshop on Learning Disability

**Date:** February 07, 2026

**Timing:** 10:00 AM onwards

**Venue:** F. Y. B. Ed Classroom 501

### Introduction

Humera Khan College of Education, under the aegis of the Women Development Cell, organised A workshop on “Perspective on Learning Disabilities” with the objective of creating awareness And developing a deeper understanding of learning disabilities among prospective teachers. The Workshop aimed to sensitise teacher trainees to the diverse learning needs of students and to equip

Them with appropriate strategies for identification, support, and inclusive classroom practices. The

Session was conducted by Dr. Jagruti Sanghvi followed by Dr. Shrusti Gandhi, Consultant Developmental Paediatrician, whose Expertise in child development and learning challenges added immense academic and practical Value to the programme.

### Participants

The workshop was attended by students of the B.Ed. programme, including both First Year and Second Year trainees. A large number of enthusiastic students participated actively in the various sessions of the workshop. I/C principal Dr Varsha Maru, Event In charge Dr Avani Kanakia & Faculty members were also present throughout the programme to support, guide, and motivate the trainees during the learning process. Their guidance helped in clarifying concepts and encouraging thoughtful interaction. The presence of both students and teachers ensured active participation, meaningful discussions, sharing of ideas, and the development of a collaborative and engaging learning environment. The interactive nature of the workshop made the sessions informative, effective, and beneficial for all the participants.



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## Objectives

- To understand the concept and types of learning disabilities.
- To differentiate between learning difficulties and learning disabilities.
- To create awareness about early identification and assessment of learning disabilities.
- To sensitise future teachers towards inclusive education and classroom adaptations.
- To equip teacher trainees with strategies to support children with learning disabilities.

## Significance

In the present educational scenario, classrooms are becoming increasingly diverse, with students coming from different backgrounds and possessing varied learning abilities. In such a setting, teachers play a crucial role in identifying, understanding, and supporting students with special learning needs. Developing a proper understanding of learning disabilities is essential for creating an inclusive, supportive, and learner-friendly classroom environment where every student gets equal opportunities to learn and grow. This workshop proved to be significant as it effectively bridged the gap between theoretical knowledge and practical classroom application. It provided future educators with insights into real classroom situations and equipped them with strategies to respond empathetically, sensitively, and effectively to students facing learning challenges. Overall, the workshop enhanced the professional competence of trainee teachers and prepared them to address diverse learning needs with confidence and responsibility.

## Content

The session was formally initiated by Dr. Jagruti Sanghvi, who set the tone of the workshop by briefly explaining the concept of learning disabilities and addressing some common misconceptions related to them. To make the participants experience the challenges faced by children with learning disabilities, she conducted an engaging introductory activity involving continuous banging sounds. Through this activity, she helped the trainees understand how excessive noise and disturbances can make a child feel irritated, distracted, and uncomfortable,



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thereby affecting concentration and learning. The activity sensitised the participants and created a strong foundation for the topic.

After the activity, Dr. Jagruti Sanghvi introduced the resource person, Dr. Srushti Gandhi, and highlighted her expertise in the field. Dr. Srushti Gandhi then conducted the main session of the workshop using a well-structured PowerPoint presentation. She explained the meaning of learning disabilities in detail and clarified that they are neurological in nature and not related to intelligence or motivation. The session covered various types of learning disabilities such as dyslexia, dysgraphia, and dyscalculia, along with their key characteristics and impact on academic performance.

Dr. Gandhi also discussed early warning signs and stressed the importance of timely identification and intervention. She explained how children with learning disabilities may face difficulties in reading, writing, spelling, mathematics, attention, and organisation despite having average or above-average intelligence. Special emphasis was laid on the crucial role of teachers in recognising learning difficulties within the classroom. Practical strategies such as differentiated instruction, multisensory teaching methods, positive reinforcement, and individualised support were explained in detail. The session included interactive activities in which all the trainees actively participated, making the learning process engaging and effective.

Dr. Gandhi further highlighted the importance of collaboration among teachers, parents, and professionals for the holistic development of children with learning disabilities. She also emphasised the need for patience, empathy, and emotional support while dealing with such students. Real-life examples and case references shared by the speaker made the session highly informative, relatable, and meaningful for the participants.

## **Learning Outcomes**

- Gained clarity about the concept and types of learning disabilities.
- Developed a positive and empathetic attitude towards students with learning challenges.
- Understood the importance of early identification and intervention.
- Acquired practical strategies for inclusive teaching and classroom management.



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- Recognised their role as future educators in fostering an inclusive education system.

### **Conclusion:**

The workshop on “Perspective on Learning Disabilities” was highly informative, engaging, and enriching for all the participants. It successfully enhanced the awareness and understanding of learning disabilities among B.Ed. trainees by providing both theoretical knowledge and practical insights. The session helped trainee teachers recognize the importance of inclusive education and the need to address diverse learning needs within the classroom. It empowered future teachers with essential skills, strategies, and a positive attitude necessary for adopting inclusive teaching practices and supporting students with learning challenges effectively. The workshop also encouraged empathy, sensitivity, and professional responsibility among the trainees. The programme concluded on a note of gratitude with a vote of thanks to Dr. Srushti Gandhi for her valuable guidance and expert inputs, as well as to the organising committee for their dedicated efforts in ensuring the smooth and successful conduct of the workshop.



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**Glimpse of workshop on Perspective on Learning Disability**

