SALWAN PUBLIC SCHOOL, MAYUR VIHAR
Academic Session: 2025-2026
Report on CPD Workshop on Universal Design for Learning

Topic: Universal Design for Learning

Day & Date: Tuesday, 20 May 2025

Venue: Salwan Public School, Rajendra Nagar

Teachers involved: Smt. Poonam Sharma (Hindi), Smt. Sunyana Nijhara, Smt. Preeti Singla, Smt. Neha Kohli, Smt. Priya Trehan, Smt. Ritu Vaid

Salwan Education Trust organised Annual Capacity Building Programme for PRTs of all schools on Tuesday, 20 May 2025 at Salwan Public School, Rajendra Nagar.

The third session was facilitated by Dr. Preeti Jain, Counsellor at Salwan Public School, Mayur Vihar on the topic- Universal Design for Learning (UDL). Attended by enthusiastic educators, the workshop aimed to equip teachers with strategies to create inclusive, equitable, and student-centred learning environments.

Dr. Preeti Jain began the session by inviting participants to reflect on their own school

experiences and consider whether the learning environment truly met the needs of all learners. She then introduced the framework of UDL, explaining that it is not a "one-size-fits-all" model, but rather a flexible approach that seeks to eliminate barriers to learning. The three foundational principles of UDL were explored in detail: Engagement (the why of learning), Representation (the what of learning), and Action & Expression (the how of learning).

Dr. Preeti shared relatable classroom scenarios and encouraged teachers to view student

diversity—including ability, language, background, and learning pace—as a strength. She stressed that students often struggle not because of a lack of capability, but due to systemic or instructional barriers that prevent full participation. Effective strategies such as differentiated instruction, culturally responsive teaching, inclusive classroom design, assistive technology, and emotional check-ins were discussed.

The key highlight of the workshop was a collaborative group activity, where teachers explored themes such as curriculum, classroom culture, and student engagement. They shared strategies, sketches, and real experiences, sparking meaningful discussion and connecting theory to practice. Groups then presented their insights, revealing common needs like flexible teaching, student voice, and inclusive spaces. The session closed with each teacher choosing one practical step to make their classroom more inclusive—ranging from varied content delivery to alternative assessments.

The workshop concluded on a reflective and empowering note. Educators left with practical tools, renewed motivation, and a deeper understanding of how inclusive practices can transform the learning experience.