

Project SHAAMIL

REPORT ON STUDENT'S & TEACHER'S PARTICIPATION

The students participated in the Project Shaamil: An Inclusive education project through **hands-on activities, group work, observation, discussions, creative tasks and awareness campaigns**. Their learning was not limited to the classroom; they were encouraged to observe their own surroundings and practise responsible environmental habits.

Student participation:

- **Explored diversity and individual differences** in abilities, backgrounds, identities, learning styles and experiences through stories, classroom conversations and experiential activities.
- Participated in **interactive discussions and activities** on inclusion, equality, equity and reducing inequalities.
- Engaged in **experiential activities** that introduced the concepts of **fairness, equal opportunity and individualised support**.
- Explored **disability, accessibility and barriers to participation** through videos, stories and classroom discussions.
- Identified and discussed **stereotypes, biases and exclusionary behaviours** and explored ways to challenge them.
- Investigated the everyday challenges that may prevent some learners from **accessing, participating in or benefiting from education**.
- Practised **empathy, perspective-taking and respectful communication** through role plays, group activities and peer interactions.
- Created **posters, slogans, placards and awareness messages** promoting inclusion, equality and respect for diversity.
- Worked collaboratively in **groups and teams**, learning to value different perspectives and ensure meaningful participation.
- Conducted **peer-led awareness activities** to encourage inclusive behaviours and a sense of belonging.
- Reflected on their experiences and made **personal commitments/pledges** to promote fairness, respect and inclusion in everyday school life.

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Student's learning outcome:

Through these experiences, students learnt that **every learner has different strengths, needs and experiences**, and that these differences should be recognised and respected. They understood that treating everyone fairly may require **different forms of support and opportunities**, helping them develop a clearer understanding of equity.

The project supported the development of **empathy, perspective-taking, social awareness, communication, collaboration, critical thinking and leadership skills**. Students also became more aware of how stereotypes, biases and barriers can contribute to inequality and exclusion.

Most importantly, they learnt that **inclusion is created through everyday attitudes and actions**, by listening to others, respecting differences, challenging unfairness and ensuring that everyone has an opportunity to participate, learn and belong.

Student Engagement:

- Explored **individual differences** through stories, classroom conversations and experiential activities.
- Examined how **ability, background, personality and learning preferences** can shape a student's experience at school.
- Took part in activities that introduced the concepts of **fairness, equal opportunity and individualised support**.
- Investigated the everyday challenges that may prevent some learners from **accessing, participating in or benefiting from education**.
- Engaged with situations involving **prejudice, assumptions and social exclusion**, and discussed alternative ways of responding.
- Practised **understanding another person's perspective** through role plays, scenarios and collaborative exercises.
- Developed and presented **creative messages** encouraging acceptance, dignity and equal participation.
- Worked collaboratively while learning to **listen to different viewpoints and include quieter or less represented voices**.

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- Led or participated in **peer-led activities** aimed at strengthening a welcoming classroom culture.
- Reviewed their own attitudes and behaviours and identified **small changes they could make to support inclusion**.

What Students Gained:

The project broadened students' understanding of what it means to create a **fair and supportive learning environment**. They began to recognise that differences do not indicate lesser ability or worth, and that some learners may need additional or different forms of support to access the same opportunities.

The experiences also strengthened **social-emotional competencies such as empathy, self-awareness, perspective-taking and responsible decision-making**, while providing opportunities to practise communication, cooperation and leadership.

Most significantly, students were encouraged to move from simply **knowing about inclusion to noticing it in everyday interactions**-recognising when someone is being left out, understanding why this may happen, and considering how they can respond in ways that promote dignity, participation and belonging.

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Teachers participated in **Project Shaamil: An Inclusive Education Project** through **workshops, discussions, classroom implementation, observation and reflection**. Their involvement focused on understanding diverse learner needs and strengthening inclusive classroom practices.

Teacher Participation

- Participated in **orientation and training sessions** on inclusive education, equity, accessibility and diversity.
- Reflected on **diverse learning needs, classroom barriers and existing support practices**.
- Learnt strategies for **differentiated instruction and adapting learning materials**.

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- Explored ways to identify and respond to **academic, emotional, social and participation-related needs**.
- Examined the role of **teacher language, expectations and biases** in shaping student participation.
- Implemented **inclusive classroom strategies**, including flexible activities, accommodations and collaborative learning.
- Participated in **accessibility audits and school-wide awareness activities**.
- Collaborated with **School Psychologists team from Aadhaar Counselling Centre and shadow teachers** to strengthen student support.
- Reflected on classroom practices and identified **practical changes to make learning more accessible and equitable**.

Teacher Learning Outcomes

Through the project Shaamil, teachers developed a clearer understanding of **inclusive education and the difference between equality and equity**. They recognised that learners may require different forms of support to access the same educational opportunities.

Teachers strengthened their ability to:

- Recognise **diverse learning needs and barriers**.
- Adapt **teaching methods and learning materials**.
- Create **safe, respectful and supportive classrooms**.
- Encourage meaningful **participation and collaboration**.
- Reflect on and improve their **own classroom practices**.

Most importantly, teachers moved from **awareness to practice**, recognising inclusion as an everyday responsibility reflected in their teaching, communication, classroom environment and interactions with students.

Teacher Engagement

- Attended **workshops and professional development sessions**.
- Contributed to **needs assessment and accessibility reviews**.

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- Shared classroom experiences and **inclusive teaching practices**.
- Applied strategies for **differentiation and classroom accommodation**.
- Participated in **sensitization programmes and awareness campaigns**.
- Collaborated with relevant school professionals to **support diverse learners**.
- Reflected on practices that could improve **equity, participation and belonging**.

What Teachers Gained

The project enhanced teachers' **awareness, practical skills and confidence** in creating inclusive learning environments. They gained a better understanding of how teaching practices and classroom conditions can either create or reduce barriers to learning.

Teachers were encouraged to view differences as a **natural part of classroom diversity** and to make intentional adjustments that enable every learner to **participate, learn and feel included**.