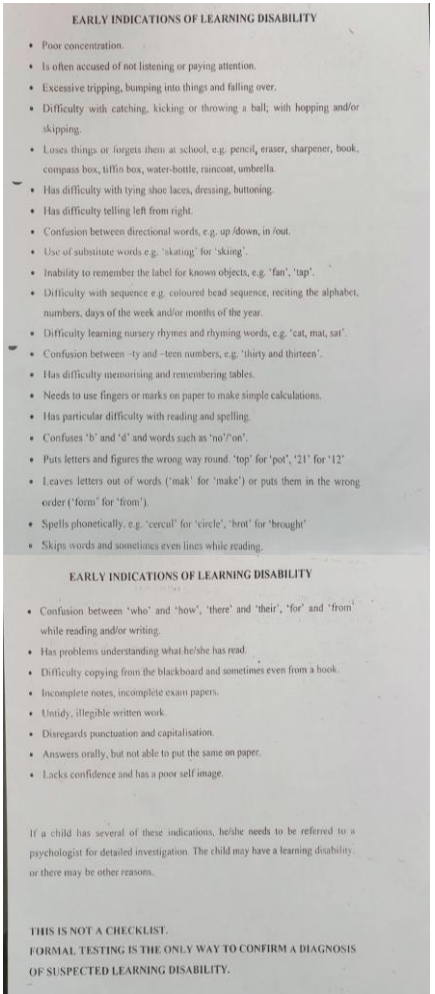


Project Shaamil: An Inclusive Education project

Findings, Actions Taken & Outcomes

Area Identified	Action Taken	Outcome / Evidence
Classroom inclusion barriers	Teacher feedback and needs mapping done by an online survey were used to identify barriers to participation, learning and classroom inclusion. Inclusive classroom strategies were shared with teachers.	Teachers reported greater awareness and increased use of inclusive practices after the strategies provided under the Shaamil initiative.  The infographic 'CLASSROOM STRATEGIES for Teachers' lists 12 strategies: 1. Build an Inclusive Classroom Culture, 2. Use Multiple Teaching Methods, 3. Adapt Materials and Assessments, 4. Make the Classroom Accessible, 5. Encourage Participation, 6. Support Social & Emotional Well-being, 7. Work with Parents and Support Systems, 8. Use Positive Behaviour Support, 9. Identify and Address Individual Needs, 10. Integrate Inclusive Practices in All Subjects, 11. Model Respect and Kindness, 12. Reflect and Keep Learning. It also includes the motto 'Inclusion isn't a strategy – it's a mindset.' and the Shaamil logo.
Teacher–student inclusion	Teachers were encouraged to provide opportunities for participation, use supportive language as provided under the project Shaamil.	Student feedback mentioned below indicated that teachers were involving them more actively in classroom activities and creating a more supportive environment. <i>“My teacher speaks to me more patiently now. I feel more comfortable asking questions.”</i> <i>“When I make mistakes, my teacher helps me understand and try again.”</i> <i>“My teacher makes me feel more confident to participate in class.”</i> (Note: Photographs of students have not been included to maintain student confidentiality and protect their privacy.)
Participation of students with additional needs	Individual support, encouragement and opportunities for participation were provided across school activities.	A student with additional needs was able to participate on the Annual Day stage and in sports (photo attached below), demonstrating increased participation and confidence.  The photograph shows a large group of students in red uniforms performing on a stage during an Annual Day event. There are banners in the background, including one for 'ANNUAL DAY' and another for 'SHAMIL'.
Bullying and peer difficulties	School counsellors conducted group counselling, explored triggers and areas of concern, planned targeted interventions and conducted follow-up.	Students demonstrated improved understanding of triggers, behavior and healthier peer interactions. <i>Student 1: “I understood that I don’t have to stay silent when someone makes me uncomfortable. I know whom I can approach for help.”</i>

		<i>Student 2: "The counsellor helped me understand how bullying affects others. I will be more empathetic."</i> <i>Student 3: "I learned that not joining in when others tease someone is also important, as my counselor taught me the role of a bystander. I will try to be more supportive of my classmates."</i> (Note: Photographs of students have not been included to maintain student confidentiality and protect their privacy.))
Peer inclusion of a new student	Support was provided to the newly joined students to facilitate peer adjustment and inclusion, along with focused intervention.	Improved peer inclusion and social adjustment were observed, as reported by a student of class VIII: <i>"Since my father is in the Army, I have had to change schools a few times, so it was difficult for me to settle in and talk to everyone. Taking part in skits, assemblies, group activities, class discussions and other school activities helped me slowly get involved. I now have three good friends in my class and feel much more comfortable here."</i> (Note: Photographs of students have not been included to maintain student confidentiality and protect their privacy.))
Learning difficulties	Modified paper accommodation was provided according to the student's learning needs and academic performance was monitored.	The student's learning and response to the accommodation were observed by subject experts, supporting continued individualized academic support. Modified paper sample is attached below: 
Student voice and self-advocacy	Khanak (student of class XII) and Ayush (student of class X) shared their experiences and difficulties through the stage presentation of "The Unseen Side".	Students demonstrated confidence in expressing challenges and helped peers understand that some difficulties may not be immediately visible.

		
Teacher capacity building	Counsellors provided teachers with practical strategies to support diverse learning, behavioral and emotional needs.	One of the resources provided to the teachers is attached below, i.e. An Early indicator. It is used by teachers to screen students 
Recognition of inclusive practice	Innovative inclusive classroom practices were encouraged and documented.	Ms. Bansi, preparatory stage educator presented her innovative classroom practices for inclusion at NCERT and received an award, providing a strong example of practice-based recognition. 

Peer/buddy support for learning needs	A buddy-support approach was amplified for students experiencing difficulties with attention and classroom engagement.	
Student leadership and continuity	The Aadhaar Student Committee was linked with the inclusion initiative, with monthly planning for further activities.	

‘Project Shaamil’ - The Inclusive Education project provided an opportunity to understand the diverse barriers experienced by students and to respond through practical, school-based interventions. The evidence collected through teacher feedback, student feedback, counselling interventions, academic accommodations, participation opportunities and peer-support strategies indicates meaningful progress towards a more inclusive school environment.

The Project Shaamil helped move the school from identifying inclusion-related concerns to taking targeted action, monitoring outcomes and creating mechanisms for continued support. The project also highlighted that inclusion extends beyond physical accessibility and includes learning support, respectful teacher student relationships, peer acceptance, participation, emotional safety and a sense of belonging.

“The barrier was not always the student; sometimes it was the environment, expectations, communication or lack of appropriate support.”

The next step is to sustain these practices through regular monitoring, student leadership, teacher capacity building and continued collaboration between teachers, counsellors, students and school leadership.