

# Nurturing Inclusive Classrooms

Leaving no child behind- Learning for All

### National Education Policy, 2020

*"Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation."*

# Inclusion

## » Gender identities

- (particularly female and transgender individuals)

## » Socio-cultural identities

- (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities)

## » Geographical identities

- (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities)

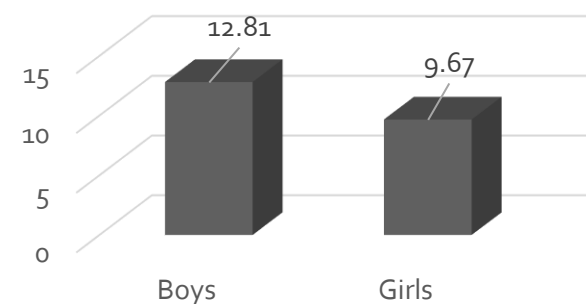
## » Socio-economic conditions

- (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).

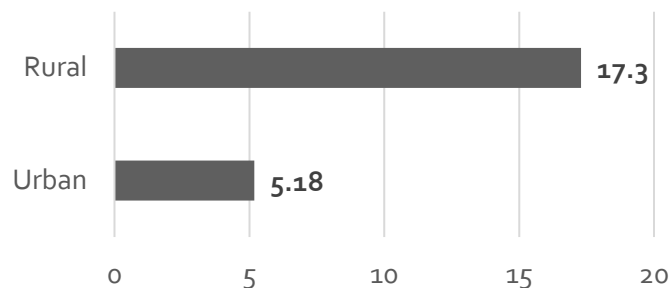
# Need for Nurturing inclusive classroom - Facilitate joyful learning for all

## » Diverse Needs : CWSN - 22,49,127

CWSN Enrolment Boys Girls in Lakhs



CWSN Enrolment Rural Urban Wise in Lakh



23.17% of total CWSN enrolled students in primary education complete their education up to 12<sup>th</sup>

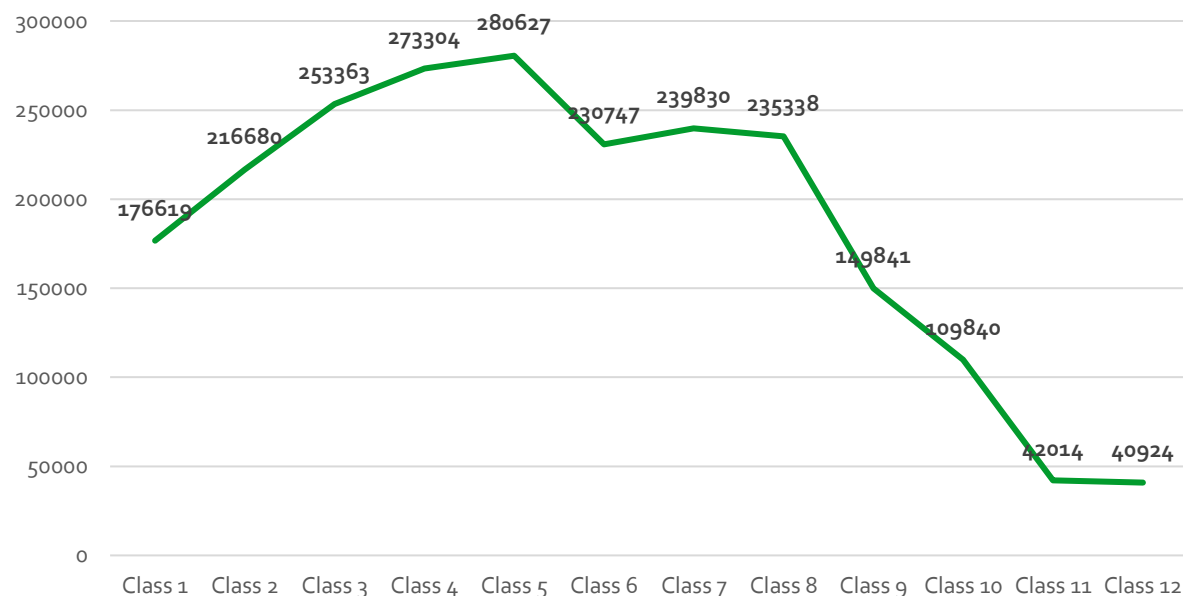
## » Different Contexts

- SC students : 4,72,39,226
- ST Students : 2,47,93,474
- Minority students: 4,75,43,853

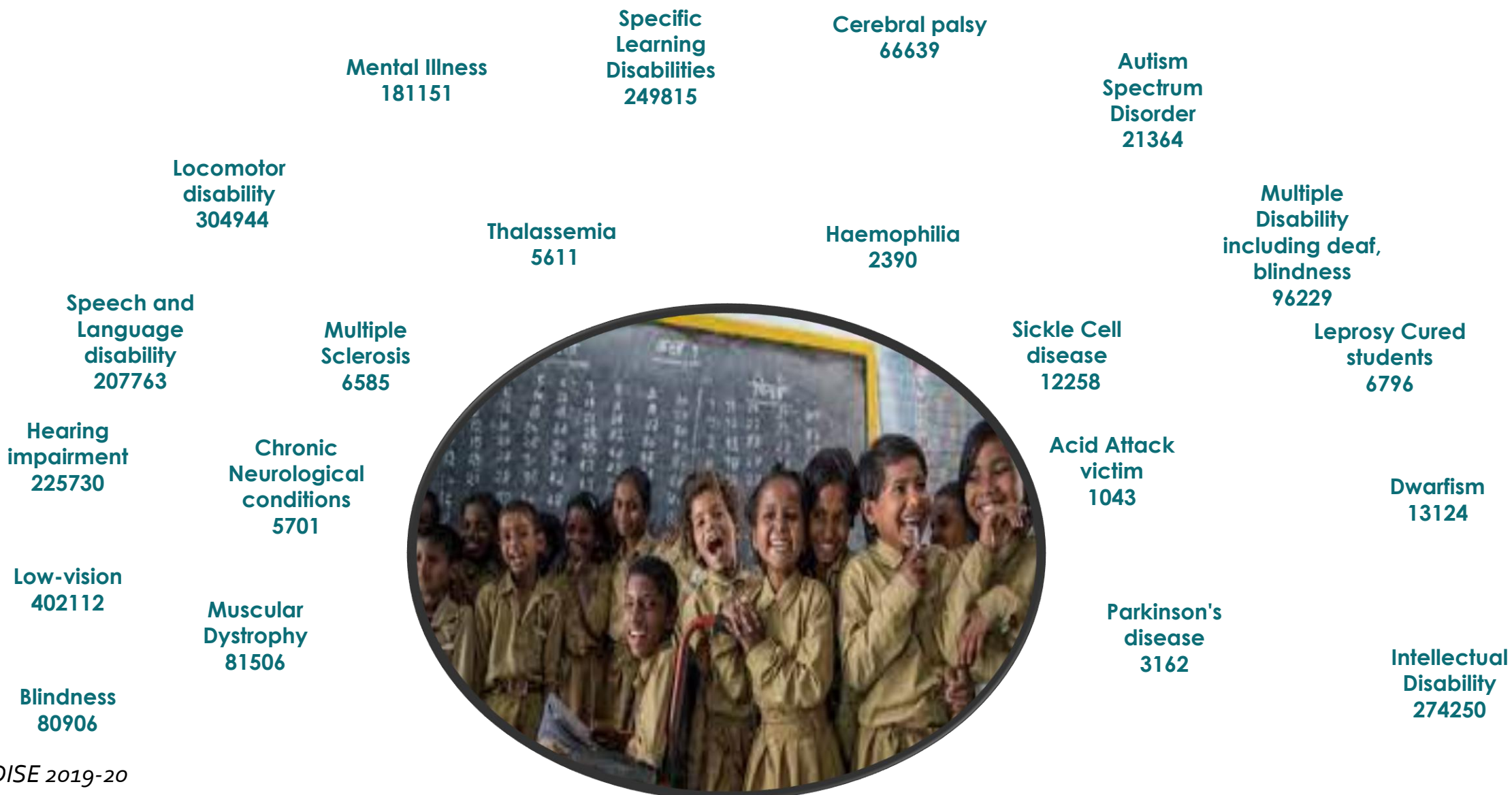
## » Gender specific needs

- 12.08 crore girls in schools out of 25.09 crore (48.1%)

Enrollment



# Diverse Needs within CwD



# What does it mean to be inclusive

- » Teacher Practising Inclusion
- » Accessible Environment
- » Inclusive Curriculum and Adaptation
- » Inclusive Pedagogy (child centric approach)
- » Child centred Teaching learning Materials
- » Peer Support
- » Classroom Practices



*An inclusive classroom provides a meaningful and conducive learning environment to all students, regardless of ability and diverse learning needs.*



# Teacher Practising Inclusion





# Accessible Environment





# Child Centered Teaching Learning Material (TLM)



## Nurturing Inclusive Classrooms can do wonders...

- » **Manomoy Hira (Andaman Nicobar Islands)**, Hearing Impaired student studying in VIII standard become proficient to reading, writing and communicate, after receiving intensive, sign language and Special education.
- » **Rekhadi Raju (Andhra Pradesh)** has Orthopedic Deformity, able to walk properly without falling and can climb & goes to school by walk, with the help of passive movements and active exercises.
- » **Lipika Borah (Assam)** is a Locomotor Impaired Girl. She was provided therapeutic services and academic support by Inclusive Education. Now, she is undergoing music training under experts. She is also good in academic as well as in Co-curricular activities.
- » **Ripsita Nag (Tripura)**, diagnosed with Speech & Hearing impairment with 100% disability. Ripsita can dance very well, also she won President Award in New Delhi as well as in the State.
- » **Thaokung Kunglin Chothe (Manipur)** was diagnosed with mental retardation, however with the right type of intervention from special educators he participated in many activities like singing, painting and dancing.



## Lets nurture Inclusive Classrooms



**Come and Join**

*Inclusive classrooms will pave a way towards inclusive society*