

Interactive Module 5

TITLE - We and Our School

THEME- Guiding principles for school transformation: Inclusion and Equity

LEARNING OBJECTIVES - After completing this module, the school leaders will be able to-

1. comprehend the basic principles of school transformation.
2. create an inclusive environment in the school.
3. develop a quality and equity based learning environment.

KEYWORDS - school transformation, inclusion, equity

INTRODUCTION

1. What is school transformation?



School transformation typically involves changes across multiple dimensions, including curriculum and instruction, assessment and accountability, school culture and climate,

leadership and governance, family and community engagement, equity and access, professional learning and development. It also involves a deliberate effort to improve the quality and effectiveness of education by addressing challenges, embracing innovation, and pursuing continuous improvement. Whole-school transformation involves a comprehensive strategy aimed at overcoming both adaptive and technical obstacles that contribute to issues like poor academic performance, unsafe school environments, and limited involvement from families, schools, and communities in priority and focus schools. School transformation entails a holistic approach to addressing various challenges within educational institutions, encompassing both adaptive and technical barriers that hinder academic success, foster unsafe environments, and limit engagement from families, schools, and communities.

2. Why should school leaders focus on school transformation?

School leaders should prioritize school transformation for several key reasons. Firstly, it enables them to meet the diverse needs of students by tailoring education to individual learning styles and backgrounds. Secondly, it prepares students for the future by equipping them with essential skills beyond academics. Thirdly, it addresses equity and access issues, ensuring all students have equal opportunities for success. Additionally, focusing on school transformation enhances teacher's morale and effectiveness, ultimately leading to improved student outcomes. Moreover, it keeps schools competitive by embracing innovation and emerging best practices. Lastly, school transformation fulfils stakeholders' expectations for high-quality education, building trust and support within the community. Overall, school leaders' commitment to transformation fosters inclusive, innovative, and equitable learning environments that empower all students to thrive academically and beyond. School leaders should prioritize school transformation because it offers a structured and comprehensive approach to addressing the complex challenges faced by educational institutions. Here are several key reasons why school leaders should focus on school transformation:

Improved Academic Performance: School transformation strategies are designed to enhance teaching and learning practices, leading to improved academic outcomes for students.

Safe and Inclusive School Climates: Transformation efforts often prioritize creating safe and inclusive environments where all students feel valued and supported, contributing to overall student well-being and success.

Increased Family and Community Engagement: By fostering stronger connections between schools, families, and communities, transformation initiatives can enhance support networks for students and promote a collaborative approach to education.

Closing Achievement Gaps: School transformation strategies target the underlying factors contributing to achievement gaps, such as inequitable access to resources and opportunities, with the aim of narrowing disparities and promoting equitable outcomes for all students.

Adaptation to Changing Needs: In today's rapidly evolving educational landscape, school transformation allows leaders to adapt to emerging challenges and leverage new opportunities to meet the diverse needs of students and communities.

Enhanced Professional Development: Transformation efforts often involve investing in professional development for educators, empowering them with the knowledge and skills needed to implement innovative instructional practices and support student success.

Sustainable Improvement: School transformation emphasizes systemic change rather than short-term fixes, laying the foundation for sustainable improvement that can positively impact students for years to come.

3. Present status of school in inclusive aspect / holistic development/ individual difference

However, in line with national trends, efforts have been made in Assam to promote inclusive practices in schools, supported by initiatives such as the Right to Education Act (RTE) and the Sarva Shiksha Abhiyan (SSA). These programs aim to ensure that all children, including those with disabilities and from marginalized communities, have access to quality education. While the government and NGOs are active in promoting inclusive education, challenges such as inadequate infrastructure, trained personnel, and socio-economic barriers

persist. To assess the current status accurately, recent reports or studies focused on education and inclusion in Assam would be necessary. In Assam, the status of inclusive education is characterized by both progress and persistent challenges. Efforts have been made to promote inclusivity in schools, but there are still significant gaps in implementation and access across the state.

Policy and Initiatives: The Government of Assam has formulated policies and initiatives to promote inclusive education. For example, the State Policy for Persons with Disabilities aims to ensure equal opportunities for education and employment. Additionally, various schemes and programs are implemented to support inclusive education practices in schools.

Infrastructure and Resources: While some schools in Assam have made strides in creating inclusive environments by providing accessible infrastructure and resources, many others still lack the necessary facilities for students with disabilities. This includes accessible classrooms, ramps, and assistive devices, which are essential for the participation of students with diverse needs.

Teacher Training and Capacity Building: Teacher training and capacity building are crucial aspects of inclusive education. Efforts have been made to provide teachers with training in inclusive teaching practices and strategies to support students with disabilities. However, there is a need for further investment in professional development opportunities to ensure that all teachers are equipped to meet the diverse needs of their students.

Awareness and Sensitization: Awareness and sensitization campaigns play a vital role in fostering a culture of inclusion in schools and communities. While there have been initiatives to raise awareness about the rights and needs of students with disabilities, more comprehensive efforts are needed to combat stigma and discrimination and promote acceptance and understanding.

Access to Education: Access to education remains a significant challenge, particularly in remote and rural areas of Assam. Limited infrastructure, lack of transportation, and socio-economic factors contribute to barriers that prevent children with disabilities from attending school regularly. Addressing these challenges requires targeted interventions and investments to improve access to education for all children, regardless of their background or abilities.

Partnerships and Collaboration: Collaboration among government agencies, non-governmental organizations, and community stakeholders is essential for advancing inclusive education in Assam. By leveraging resources, expertise, and networks, collaborative efforts can help address systemic barriers and promote sustainable change in the education system.

4. National Education Policy 2020

The National Education Policy (NEP) 2020 provides a comprehensive framework for transforming the Indian education system, including schools. While it does not explicitly use the term "school transformation," several key provisions and goals outlined in the policy contribute to the transformation of schools. Here are some aspects of the NEP 2020 related to school transformation:

Holistic and Multidisciplinary Education: The NEP emphasizes providing a holistic and multidisciplinary education, which encourages schools to move beyond rote learning and focus on developing critical thinking, creativity, and problem-solving skills among students. This approach aims to transform schools into vibrant learning environments that nurture the overall development of learners.

Equitable and Inclusive Education: The policy underscores the importance of providing equitable and inclusive education for all students, irrespective of their background, gender, or socio-economic status. It calls for the establishment of schools that cater to the diverse needs of learners, including those with disabilities and from marginalized communities, thereby promoting inclusivity and diversity within school settings.

Curriculum Reforms: NEP 2020 advocates for a flexible and multidisciplinary curriculum framework that allows schools to offer a wide range of subjects and learning experiences to students. This shift towards a more learner-centric and experiential approach to education enables schools to adapt their curricula to the changing needs and interests of students, fostering innovation and creativity in teaching and learning.

Teacher Empowerment and Professional Development: The policy emphasizes the importance of empowering teachers through continuous professional development and training programs. By investing in the capacity-building of teachers, schools can enhance the quality of teaching and learning experiences, thereby facilitating the transformation of classrooms into dynamic and engaging spaces for students.

Technology Integration: NEP 2020 highlights the significance of leveraging technology to enhance teaching and learning outcomes in schools. By promoting the integration of digital tools and resources into classroom instruction, schools can facilitate personalized learning experiences, promote digital literacy skills among students, and create a conducive environment for innovation and experimentation in education.

Assessment Reforms: The policy advocates for a shift towards competency-based assessments that focus on evaluating students' conceptual understanding and practical skills rather than rote memorization. This approach encourages schools to adopt alternative forms of assessment, such as project-based assessments and portfolios, which provide a more holistic picture of students' learning achievements and capabilities.

Community Engagement and Collaboration: NEP 2020 emphasizes the importance of fostering partnerships between schools, families, and communities to support the holistic development of students. By encouraging active participation from various stakeholders in the education process, schools can create a supportive ecosystem that promotes student well-being and success.

Overall, the National Education Policy 2020 provides a transformative vision for schools in India, emphasizing the need to reorient the education system towards holistic development, inclusivity, innovation, and learner-centric approaches. Implementation of the policy's provisions has the potential to bring about significant positive changes in schools, ultimately leading to improved learning outcomes and enhanced educational experiences for all students.

5. High drop out among girls and CWSN in the secondary stage- socially disadvantaged children

Dropout rates among girls and Children with Special Needs (CWSN) in secondary education reflect deep-rooted social inequalities within educational systems. Factors such as gender norms, cultural beliefs, economic constraints, and infrastructural inadequacies contribute to these challenges. Girls often face limited access to education due to societal expectations prioritizing boys' schooling, while CWSN encounter stigma and exclusion stemming from misconceptions about disabilities.

Economic hardships exacerbate these issues, as poverty and the need for child labour force many girls and CWSN to forgo education in favour of immediate financial needs. Additionally, inadequate infrastructure, including inaccessible school facilities and transportation, poses physical barriers to education for CWSN. Rural areas and urban slums suffer from a lack of schools, disproportionately affecting marginalized groups.

Discriminatory practices within educational institutions further compound the problem, with girls and CWSN experiencing gender-based violence, bullying, and exclusion. To address these challenges, comprehensive policy interventions are crucial. Inclusive educational policies that prioritize marginalized groups and protect their rights against discrimination are essential.

Community engagement plays a vital role in challenging harmful stereotypes and advocating for the inclusion of girls and CWSN in educational settings. Capacity building within schools involves training teachers to effectively support diverse student needs and develop inclusive teaching methodologies. Investment in adaptive learning materials is necessary to accommodate the varying abilities of CWSN.

Establishing support networks and mentorship programs can empower girls and CWSN to overcome barriers to education and foster a sense of belonging. In conclusion, addressing high dropout rates among girls and CWSN in secondary education requires a holistic approach. By

implementing inclusive policies, fostering community involvement, enhancing educational capacity, and providing social support, societies can work towards creating equitable and inclusive educational environments for all students.

REFLECTION-

1. How can you ensure that your efforts in transforming your school not only enhance academic outcomes but also cultivate a culture of adaptability, empathy, and lifelong learning among our students and staff?
2. What changes can you implement to better align your school's practices with the evolving needs and aspirations of your students and community?
3. How can embracing and driving school transformation empower you as school leaders to better prepare your students for the challenges and opportunities of an ever-changing world?
4. What specific benefits do you envision for your students, teachers, and community as a result of prioritizing school transformation efforts?

CORE CONTENT

1. Creating an inclusive environment:

Every child is unique and different from others. Although the world has children with diverse minds, every child learns in his own unique way. A child realizes his or her potential and enhances it. School and society play a significant role in his development and provide support as per his/ her condition and needs. A child must receive education in an environment that is least restrictive and is most conducive to his/ her needs. Children must get free and compulsory education in the general education system. It is important that even children with disabilities should get education with normal students in their neighbourhood. They also want to learn, play and love to be with other children. Every child can learn and realise his or her potential if the situation provides them equal opportunities and scope to participate in school or Institution, supported with special support required as per his/ her condition and needs. A child must receive education in an environment that is least restrictive and is most conducive to his/ her needs. All children must get free and compulsory education in the general education system. The child should get education in the neighbourhood school whether a child with

Disability with his or her peers without disabilities. The Children with special Needs who are in mild and moderate categories, can avail the basic education in the general Education system.

Inclusion is the process of increasing the participation of all students in school, including those with disabilities. It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality. Inclusion' refers to the acceptance, accommodations and education of students with disabilities in common classrooms. An inclusive classroom accommodates pupils' diversity and facilitates the learning of all children.

Inclusive education can be seen as a process of strengthening the capacity of an education system to reach out to all learners. It is, therefore, an overall principle that should guide all educational policies and practices, starting from the belief that education is a fundamental human right and the foundation for a more just society. Education takes place in many contexts, both formal and non-formal, and within families and the wider community. Consequently, inclusive education is not a marginal issue but is central to the achievement of high quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning. In short, inclusive education is a process that involves the transformation of schools and other centres of learning to cater for all children – including boys and girls, students from ethnic and linguistic minorities, rural populations, those with disabilities and difficulties in learning and to provide learning opportunities for all youth and adults as well. Its aim is to eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability.

Most countries adopt the principles of Education for All (EFA) in their policies and laws, but in practice, education is for “almost all” or for “most people” and the people excluded are precisely those who need it most, in order to compensate for their disadvantaged social and educational situation.

2. New approach to inclusive education

The new approach to inclusive education arises out of the need for changes to be made to the provision of education that is responsive and sensitive to the diverse range of learning needs. In June 1994 representatives of 92 governments and 25 international organisations formed the World Conference on Special Needs Education, held in Salamanca, Spain. They agreed a dynamic new **Statement** on the education of all disabled children, which called for inclusion to be the norm. In addition, the Conference adopted a new **Framework for Action**, the guiding principle of which is that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. All educational policies, says the Framework, should stipulate that disabled children attend the neighbourhood school 'that would be attended if the child did not have a disability.'

Education for all

The Statement begins with a commitment to Education for All, recognising the necessity and urgency of providing education for all children, young people and adults 'within the regular education system.' It says those children with special educational needs 'must have access to regular schools'. Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

An inclusive classroom climate refers to an environment where all students feel supported intellectually and academically, and are extended a sense of belonging in the classroom regardless of identity, Learning differences, learning preferences, or education. Such environments are sustained when instructors and students work together for thoughtfulness, respect, and academic excellence, and are keys to encouraging the academic success of all students. Research indicates that many students may be more likely to prosper academically in settings with more collaborative modes of learning that acknowledge students' personal experiences (Kaplan and Miller 2007).

3. Teaching learning strategy/classroom arrangement /evaluation system:

Disability does not always refer to a severe and profound category. Some children with mild and moderate categories (Visual Impairment, Hearing Impairment, Mild Autism, Learning Disabled children, Blood disorder, and mild Intellectual Children) can cope up with other children, but they need more attention from the teachers. Labelling children should not be the primary objective of the teacher. But all the teaching and Non-Teaching staff should be aware about the problems of the children with Disability. They need to be assimilated with the other general activities. Because some children may have some associated problems like epilepsy, seizure etc., and immediate medication is very important. Many people think that disability occurs due to curse or previous life sin, disability spread through touching or meeting each other. But in reality it is not true, disability may occur due to various other reasons e.g. marriage between same Blood relatives, premature delivery, prolonged labour pain, nutritional deficiency during pregnancy, head injury during birth, lack of oxygen during birth, no birth cry, Jaundice during first few days after delivery , stress during pregnancy ,etc. Due to a lack of Education, many parents are not aware about the importance of early years after birth and if any development delay occurs in the early period they never consult a doctor and it creates a lot of problems for the child in the later years. Therefore early identification and detection is very important for the child to reduce the condition of the disability.

Disability cannot be cured but condition can be improved through occupational or physiotherapy or through proper training.

The school leaders' roles and priorities are central in developing a school for all and supporting the participation of all students, parents, teachers, etc. Hargreaves and Fullan (2012) point out that teachers' professional capacity and capital are increased when leaders actively and explicitly work with the teachers' culture and professional learning communities.

4. Inclusion –

Inclusion in the school environment refers to creating a setting where all students, regardless of their background, abilities, or differences, feel valued, respected, and supported in their learning and social development. Here are several key aspects of inclusion in the school environment:

Diverse Student Population: Inclusive schools embrace diversity and welcome students from varied cultural, linguistic, socioeconomic, and ability backgrounds. They recognize and celebrate the unique identities and experiences of each student.

Equitable Access to Education: Inclusive schools ensure that all students have equal opportunities to access quality education, regardless of any barriers they may face. This includes providing appropriate accommodations, resources, and support services to meet the diverse needs of students.

Accessible Physical Environment: Inclusive schools are physically accessible to students with disabilities. This means having facilities such as ramps, elevators, accessible restrooms, and classrooms equipped with assistive technologies to enable full participation and mobility for all students.

Inclusive Curriculum and Instruction: The curriculum in inclusive schools is designed to be responsive to the diverse learning styles, interests, and abilities of students. Teachers use varied instructional strategies and materials to engage all learners and differentiate instruction to meet individual needs.

Positive School Climate and Culture: Inclusive schools foster a positive and supportive school climate where every member of the community feels safe, included, and respected. They promote empathy, understanding, and acceptance among students and staff, and actively address bullying, discrimination, and exclusionary behaviours.

Collaborative Partnerships: Inclusive schools engage families, community organizations, and other stakeholders as partners in the education process. They recognize the importance of collaboration and communication among all stakeholders to support student success and well-being.

Professional Development and Training: Inclusive schools invest in ongoing professional development and training for teachers and staff to enhance their understanding of inclusive practices and strategies. This includes training on cultural competence, special education, Universal Design for Learning (UDL), and positive behaviour supports.

Individualized Support Services: Inclusive schools provide individualized support services to students with disabilities or special needs, such as speech therapy, occupational therapy, counselling, and behavioural interventions. These services are tailored to meet the unique needs of each student and help them reach their full potential.

5. Equity

Equity in the school environment refers to ensuring fairness and impartiality in all aspects of education, including access to resources, opportunities, and support services, so that every student has the chance to succeed regardless of their background or circumstances. Here are several key components of equity in the school environment:

Equal Access to Education: Equity means that all students have equal access to high-quality education, regardless of factors such as race, ethnicity, socioeconomic status, language proficiency, disability, or geographic location. This includes ensuring that schools are physically accessible and providing transportation options for students who may face barriers to attendance.

Fair Distribution of Resources: Equity requires that resources, such as funding, instructional materials, technology, and facilities, are distributed fairly among schools and students based on their needs. This may involve targeted investments in schools serving disadvantaged communities or populations with specific needs.

Equitable Opportunities for Learning: Equity entails providing all students with equitable opportunities to learn and achieve academic success. This includes offering a diverse and inclusive curriculum, access to advanced coursework and enrichment programs, and opportunities for extracurricular activities and enrichment experiences.

Culturally Responsive Practices: Equity involves recognizing and valuing the cultural backgrounds, languages, and identities of all students. Culturally responsive practices ensure that teaching and learning are inclusive and relevant to students' lived experiences, helping to close achievement gaps and promote academic success for all students.

Support for Diverse Learners: Equity requires providing targeted support services and interventions to meet the unique needs of diverse learners, including students with disabilities, English language learners, and students experiencing poverty or trauma. This may involve specialized instruction, accommodations, and interventions to address academic, social, emotional, and behavioural needs.

Elimination of Disparities: Equity involves identifying and addressing disparities in educational outcomes, discipline practices, and access to opportunities that may disproportionately affect certain groups of students. This requires collecting and analyzing data to identify inequities and implementing strategies to address root causes and promote fairness and inclusion.

Empowerment and Voice: Equity means empowering students, families, and communities to actively participate in decision-making processes that affect their education. This includes fostering partnerships between schools and communities, soliciting input from stakeholders, and ensuring that diverse perspectives are represented in school policies and practices.

Continuous Improvement: Equity requires a commitment to continuous improvement and ongoing monitoring of progress towards achieving equitable outcomes for all students. This involves regularly evaluating policies, practices, and outcomes through an equity lens and making adjustments as needed to ensure that all students have the support they need to succeed.

6. Concept in action (Case study)

Overcoming Adversity: Asmita Barman's Inspiring Journey towards Education and Success

Asmita Barman, a resident of Paikarkuchi village in Nalbari district, faced formidable challenges due to her physical weakness since birth. Born to Akhil Barman and Chandana Barman, Asmita's condition impeded her regular attendance at school, resulting in a lack of formal education. However, her story takes a transformative turn at the age of six when she was enrolled in Paikarkuchi Primary School.

Under the careful supervision of Nidhiram Kakoti, the headmaster of Paikarkuchi Primary School, Asmita began her journey to education. Despite occasional absences, she received significant support from her family, particularly her grandmother and aunt, who facilitated her learning at home. Overcoming physical barriers, Asmita successfully completed her primary education, setting the stage for her remarkable journey ahead.

Asmita's determination to pursue education led her to enrol in the prestigious Rajkadamtal Balika Vidyapith after completing primary education. The unwavering support she received from Principal Deepak Talukdar, Assistant Teacher Chandramita Sarma, and the entire faculty played a crucial role in shaping her educational path.

A pivotal figure in Asmita's journey is her father, who played a vital role in ensuring her transportation to and from school by carrying her in his arms. This unwavering commitment underscored the importance of familial support in overcoming physical obstacles to education.

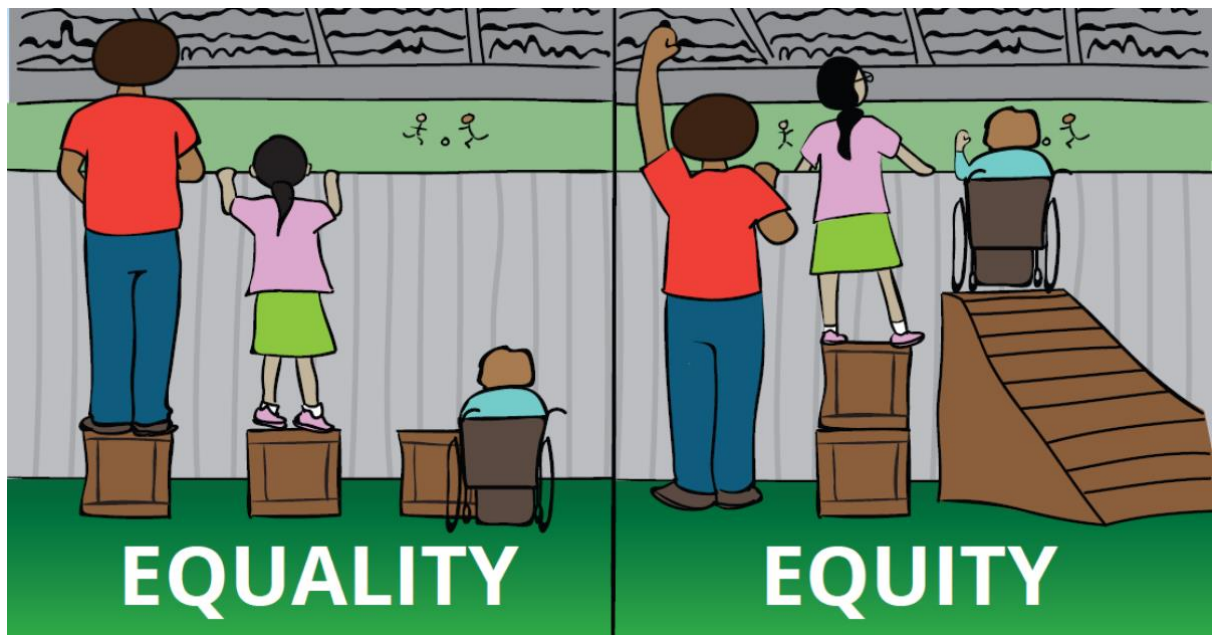
Despite her physical challenges, Asmita's academic performance stands out. Achieving a commendable score in both UNIT TEST and HALF YEARLY EXAM is a testament to her dedication and resilience. These achievements not only reflect her academic prowess but also demonstrate her ability to excel against all odds.

Asmita's accomplishments extend beyond the classroom. She represented Rajkadamtal Girls Vidyapeeth at the Children's Science Conference at Barkshetri College, showcasing her interest and aptitude in the field of science. Her outstanding performance earned her the opportunity to represent Nalbari district at the Children's Science Congress in Haflong, and she is set to represent Assam at the national level in Bhopal later this year.

Asmita Barman's inspiring journey serves as a powerful case study highlighting the significance of supporting individuals with disabilities in their pursuit of education. Her story emphasizes the crucial role played by educators, family, and societal cooperation in ensuring the growth and dignity of such individuals. Asmita's resilience and achievements underscore the potential within every individual, regardless of physical challenges, and call for continued efforts from the government and society to create an inclusive and supportive educational environment for all. Her journey is a beacon of hope and a reminder that with determination and support, individuals with disabilities can overcome barriers and achieve greatness.



7. We also want to learn



Every individual, regardless of their background, abilities, or differences, deserves equitable access to learning opportunities. It emphasizes the imperative for educators and policymakers to acknowledge and address the diverse learning needs and experiences of all students. It underscores the importance of rerecognizing the diverse learning needs and experiences of all students, irrespective of their backgrounds, abilities, or identities. All educators and policymakers should prioritize inclusivity in school environments, ensuring that every student feels valued, respected, and supported in their educational journey. Schools should commit to fostering a culture of acceptance, where diversity is celebrated, and all individuals have equal opportunities to thrive academically, socially, and emotionally.

Summary

Schools should actively acknowledge and celebrate the diverse backgrounds, experiences, and perspectives of their students, staff, and community members. This includes recognizing various cultural, linguistic, socioeconomic, and ability differences as valuable assets that contribute to the richness of the school community. Every student deserves access to high-quality education, regardless of their socioeconomic status, race, gender, ethnicity, or any other personal characteristic. Schools must strive to provide equitable access to resources such as educational materials, technology, extracurricular activities, and support services to ensure

that all students have the tools they need to succeed. It's essential to create a school culture where every individual feels welcomed, respected, and valued. This involves fostering positive relationships among students, staff, and families, promoting empathy and understanding, and addressing any instances of discrimination, harassment, or exclusion promptly and effectively. Recognizing that students have unique learning needs and styles, schools should implement inclusive teaching practices that accommodate diverse learners. This may involve providing differentiated instruction, personalized learning opportunities, and access to support services such as special education, English language learning, and counselling. Students should be actively involved in shaping their educational experiences and contributing to decision-making processes within the school community. Empowering student voice and agency helps foster a sense of ownership and responsibility, promoting greater engagement, motivation, and self-advocacy skills among students. Educators play a crucial role in creating inclusive and equitable learning environments. Schools should invest in ongoing professional development opportunities to enhance educators' cultural competence, awareness of implicit biases, and ability to effectively support diverse student populations. Building strong partnerships with families, community organizations, and other stakeholders is essential for supporting the holistic development of students and addressing systemic inequities. By working collaboratively with external partners, schools can leverage resources, expertise, and support networks to better meet the needs of their students and families. By embracing these guiding principles, schools can lay the foundation for transformative change that promotes inclusion, equity, and excellence in education for all students, fostering a more just and equitable society.

ASSESSMENT-

True / False

- a) School transformation is related to empower minds, ignite curiosity, and foster innovation for a transformative educational journey.
- b) School leaders should prioritize school transformation because it offers an unstructured and comprehensive approach to addressing the complex challenges faced by educational institutions.
- c) NEP 2020 emphasizes the importance of fostering partnerships between schools, families, and communities to support the holistic development of students.

- d) Disability refers to a severe and profound category.
- e) Equity necessitates the fair distribution of resources like funding, instructional materials, technology, and facilities among schools and students according to their respective needs.
- f) Inclusive schools cultivate a welcoming and nurturing environment where all individuals within the community do not always feel secure, valued, and honoured.

ADDITIONAL READING-

1. NEP,2020-

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

2. RPWD,2016-

<https://nhrc.nic.in/sites/default/files/DisabilityRights.pdf>

3. UDL-

<https://www.cast.org/impact/universal-design-for-learning-udl>

4. <https://maec.org/>

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