

## Preparing an inclusive School

Ms. Farha Yasmin Ahmed is faculty member at Normal School Nagaon, teaches Mathematics. She has passion for inclusive Education, a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways in which to promote an inclusive and tolerant society. With this approach she attended training on Inclusive Education organised by SCERT Assam in collaboration with UNICEF



*Farha Yasmin Ahmed*

Farha says, "Today, what are the needs and challenges for achieving the goal of inclusive education? How will an inclusive environment meet the needs of children with disabilities? How quality education can be effectively and efficiently delivered for all children? Therefore, inclusive schools have to address the needs of all children in every community."

After attending training inclusive education, she is acquainted with the concept and execution of Handbook on Inclusive Education. Initially, She discussed the training content and handbook with fellow faculty and deliberated on the concept of inclusion. It took some time of her to deliberate the concept of inclusive education to Fellow colleague, who had perception that inclusive education is concept to teach differently able child. But with her wit and wisdom she could succeed in divulging the concept of inclusion and how she practices inclusion in his class having no differently able trainee. There are girls and boys belonging to diversified areas – caste, gender, religion, topography etc. They are unique with few similarities.



*Farha with her colleague and trainees*

She started practising the handbook on inclusive education in her classes. "Charity begins at home," says Farha. This got attraction of trainees who in turn started conceptualizing and understanding disabilities. It began with plays like covering eyes and feeling the needs of a blind person. Farha took them to school and exposed them with the challenges received through various corners of the school and periphery. This was a different experience for the trainees.



*Farha interacting with children in a school*

“The most important function of friendships is to make people feel cared for, loved, and safe. In an inclusive educational setting, low-achieving students are able to get extra help even though they did not qualify for special education. Classmates of students with disabilities also experience growth in social cognition, often can become more aware of the needs of others in inclusive classrooms. An interesting side effect is that these parents report that they also feel more comfortable with people with special needs because of their children’s experiences. Students with disabilities can create long-lasting friendships that would not be otherwise possible, and these friendships can give them the skills to navigate social relationships later on in life.” Says Farha.



*Children interacting with Farha in a school*

Farha is in her endeavour to orient and acquaint people to be compassionate and human.

Best wishes to Farha in her journey of inclusive education

- Ravindra Kumar Mishra  
State Consultant (Teacher Education)  
UNICEF Assam

\*\*\*\*\*