

STUDENT COMMITTEES FOR SDG PROJECT
SDG: Inclusive Education | School Year: 2026-27

Sr. No	Name of Student	Class	Awareness	Accessibility Audit	Peer Support	Documentation
CLASS VI						
1	Miss Dalvi Wafa	VI-A	✓			
2	Mast. Mukadam Izzan	VI-A				
3	Miss Khattar Fatima	VI-B				
4	Mast. Duduke Hassan	VI-B				✓
5	Mast. Mahadik Zaid	VI-C	✓			
6	Miss Khatib Khadija	VI-C		✓		
CLASS VII						
1	Miss Randulay Sofa	VII-A	✓			
2	Mast. Kumbhashi Adiyani	VII-A				✓
3	Miss Shaikh Ayesha	VII-B				
4	Mast. Dalvi Ismail	VII-B			✓	
5	Miss Randulay Kifah	VII-C	✓			
6	Mast. Farukaz Hussain	VII-C			✓	
7	Miss Gorais Ayesha	VII-D				✓
8	Mast. Ehat Ali	VII-D				
CLASS VIII						
1	Miss Nahatkar Amira	VIII-A		✓		
2	Mast. Chougale Mohammed	VIII-A			✓	
3	Miss Randulay Khadija	VIII-B	✓			
4	Mast. Duduke Sufiyan	VIII-B			✓	
5	Mast. Pangarkar Hussain	VIII-C				✓
6	Miss Duduke Ayesha	VIII-C				
7	Miss Tambe Ayesha	VIII-D			✓	
8	Mast. Faqih Anais	VIII-D		✓		
CLASS IX						
1	Miss Duduke Anam	IX-A				
2	Mast. Khan Mohammed	IX-A	✓			
3	Miss Zain Humaira	IX-B			✓	
4	Mast. Duduke Ayyan	IX-B				
5	Miss Sardar Ayesha	IX-C	✓			
6	Miss Chougale Shazifa	IX-C				
7	Miss Duduke Shazifa	IX-D		✓		
8	Mast. Khan Huzaifa	IX-D			✓	
CLASS X						
1	Miss Mullaji Iman	X-A				✓
2	Miss Kussuk Salwa	X-A				✓
3	Miss Kadri Sadiya	X-B	✓			
4	Mast. Jadhav Abhinav	X-B				
5	Miss Mahadik Hamida	X-C			✓	
6	Mast. Sayyed Ammar	X-C				
7	Miss Dhontai Juwairiya	X-D	✓			✓
8	Mast. Ehat Mohammed	X-D		✓		
CLASS XI						
1	Miss Kawabi Sange	XI-S	✓			
2	Mast. Imood Jutkar	XI-S			✓	
3	Miss Siya Danish Hamdole	XI-C				
4	Mast. Moaz Mujeeb Duduke	XI-C				✓
CLASS XII						
1	Miss Siya Siwak	XII-S	✓			
2	Mast. Suhail Petkar	XII-S				✓
3	Miss Tambe Khansa	XII-C				✓
4	Mast. Jutkar Azhar	XII-C				✓

Note: Mast. = Master for boys | Miss = for girls | ✓ = Assigned Committee

Signature - Coordinator: _____ Principal: _____ Date: _____

PROJECT PROPOSAL

M.I. HAJWANI ENGLISH MEDIUM SCHOOL & JR COLLEGE, KHED

1. INTRODUCTION

Education is a fundamental right for every child. However, many students face barriers due to differences in abilities, learning styles, gender, socio-economic backgrounds, and accessibility.

The Inclusive Education Project by M.I. Hajwani English Medium School & Jr College aims to build a school culture where every student feels valued, supported, and has equal opportunity to learn.

Aligned with SDG 4: Quality Education, this 12-week project focuses on creating awareness, improving accessibility, fostering peer support, and documenting best practices to ensure that learning is equitable for all students regardless of their abilities or backgrounds.

The project will be led by the English Department under the chairpersonship of Mrs. Kadiri Shagufta - HOD, Science Department, and guided by Mrs. Salva Tisekar - Principal. Student committees will be formed to drive awareness, accessibility audits, peer support, and documentation.

2. AIM

To promote an inclusive and equitable learning environment where all students, regardless of abilities, backgrounds, or learning needs, feel valued and supported.

3. OBJECTIVES

To achieve the above aim, the project will focus on the following objectives:

1. **Raise Awareness:** Conduct campaigns, sensitization drives, and workshops to promote understanding of diversity, anti-bullying, and inclusive language among students and staff.
2. **Assess Needs & Gaps:** Carry out a needs assessment survey and accessibility audit of school infrastructure like ramps, labs, and resources to identify barriers to learning.
3. **Build Capacity:** Train teachers and students on differentiated instruction, peer support, and inclusive teaching practices through workshops.
4. **Implement Peer Support Systems:** Establish a "Buddy System" and peer mentoring for academics and practicals to foster collaboration and empathy.
5. **Engage Community:** Involve parents and invite special educators/experts to sessions to build a wider support network for inclusive education.
6. **Document & Evaluate Impact:** Record best practices, case studies, and feedback. Measure changes in awareness and attitude through evaluation to create a final report and sustainability plan for future implementation

Sensitization Campaign Plan - Detailed

Week 3 Deliverable - Research & Sensitization Planning

1. Purpose & Objectives

This campaign aims to raise school-wide awareness and build a more supportive environment around three connected themes: learning disabilities (LD), gender respect, and diversity/inclusion. It is designed to run across Weeks 4–5, following the research and planning done in Week 3.

Objectives

- Increase student and staff understanding of common learning disabilities and how to support affected peers
- Promote equal treatment and participation opportunities regardless of gender
- Build a classroom culture that respects and includes students from all backgrounds
- Identify facility and policy gaps (from Week 2) and connect them to campaign messaging where relevant

2. Research Summary

Learning Disabilities (LD)

- LD affects a significant share of students worldwide - global estimates commonly cited range from roughly 5% to 15% depending on the type and diagnostic criteria used, with U.S. data from the National Centre for Education Statistics showing specific learning disabilities as the most common category among students receiving special education support
- The most common types are dyslexia (reading), dyscalculia (math), dysgraphia (writing), and ADHD (attention/focus)
- Research indicates students with LD who don't receive support face significantly lower high school completion rates than their peers, underlining the importance of early identification and in-class accommodation
- Key message: LD is not linked to intelligence - with the right support, students with LD can succeed academically and socially

Gender

- UNESCO data shows tens of millions of girls remain out of school globally, though completion rates for girls who are enrolled have been improving steadily over the past decade
- International assessment data (PISA) shows interesting reversals in some areas - for instance, girls tend to outperform boys in reading in most countries, while boys are often overrepresented in certain technical career aspirations, pointing to stereotypes shaping choices on both sides
- Equal participation matters: boys and girls should have equal access to activities, leadership roles, and encouragement across all subjects
- Avoiding gendered stereotypes in everyday classroom language (e.g. "run like a girl," "boys don't cry") helps reduce internalized bias early

Diversity & Inclusion

- Research reviewed by education researchers has found that exposure to peers from different backgrounds is linked to improved critical thinking and problem-solving skills
- Multiple studies suggest students in diverse, inclusive settings tend to show stronger academic performance and social-emotional development, including greater empathy and communication skills

- Inclusive practices are also associated with a healthier school climate overall, including reduced bullying and greater classroom participation
- Key message: respecting differences - religion, ethnicity, language, family structure - is core to making every student feel they belong

3. Campaign Overview

Theme	Target Audience	Activity Type	Key Message
Understanding LD	Whole school	Posters + short skit/role play	"Learning differently isn't learning less"
Gender Respect	Whole school	Poster campaign + class discussion	"Equal chances for everyone"
Inclusive Classrooms	Whole school	Storytelling session + assembly talk	"Everyone belongs here"

4. Materials & Responsibilities

Activity	Materials Needed	Responsible
LD Posters	Poster paper, markers, printed facts/stats	Mrs. Hameeda Surve
LD Role Play / Skit	Simple props, script, rehearsal space	Ms. Fiza Khatib
Gender Respect Posters	Poster paper, markers, inclusive imagery	Ms. Ankita Pandey
Gender Class Discussion	Discussion prompts, facilitator notes	Mrs. Hameeda Surve
Storytelling Session	Story script/book, seating arrangement	Ms. Fiza Khatib
Assembly Talk	Speech notes, mic/speaker system	Ms. Ankita Pandey

5. Detailed Timeline (Weeks 4–5)

Week	Day/Session	Tasks
Week 4	Day 1–2	Research finalised; draft poster designs and key messages for all 3 themes
Week 4	Day 3–4	Write/rehearse LD skit and storytelling script; assign student roles if applicable
Week 4	Day 5	Finalise inclusive language guidelines document; print posters
Week 5	Day 1	Set up poster displays around school (corridors, notice boards, common areas)
Week 5	Day 2	Run class-level sensitization sessions (discussion + storytelling)
Week 5	Day 3	Perform LD skit/role play during assembly or designated period
Week 5	Day 4	Whole-school assembly talk tying all three themes together
Week 5	Day 5	Wrap-up discussion / feedback collection from students and teachers

6. Success Metrics & Evaluation

To know whether the campaign is working, track a mix of quantitative and qualitative indicators before and after the sensitization drive:

Metric	How to Measure
Student awareness change	Short before/after quiz or show-of-hands poll on key messages
Participation rate	Attendance at assembly talk, storytelling session, class discussions
Poster reach	Number of posters displayed and locations covered
Qualitative feedback	Short feedback form or verbal debrief with a sample of students/teachers
Behavioural follow-up	Teacher observation over following weeks (e.g. reduced teasing incidents)

7. Risks & Mitigation

Risk	Likelihood	Mitigation
Low material budget	Medium	Use hand-drawn posters and low-cost materials instead of printed ones
Limited assembly time	Medium	Condense assembly talk to 5–7 minutes; spread activities across the week
Low staff availability	Low–Medium	Involve student council/prefects to help lead sessions
Sensitive reactions from students	Low	Keep language age-appropriate; allow opt-out of personal sharing
Delayed Week 2 data	Medium	Use this general plan now; adjust theme emphasis once data arrives

8. Planning Notes

Assumptions Made

- Campaign targets the whole school rather than specific grades, pending Week 2 findings
- One class per grade was surveyed in Week 2 (paper format) - results still being compiled
- Activities assume access to basic materials (poster paper, markers, a space for assembly/skits)

Open Questions

- Which theme (LD / Gender / Diversity) needs the most emphasis? - depends on Week 2 survey + facility gaps
- Who leads each activity (teacher, student council, external volunteer)?
- Is there a budget for printed materials, props, or guest speakers?
- Will Week 5's Sensitization Drive include parents/guardians, or students only?

**M.I. HAJWANI ENGLISH MEDIUM SCHOOL AND JR. COLLEGE
KHED**

REPORT ON SENSITIZATION DRIVE – PHASE I

ABOUT THE DRIVE

A Sensitization Drive – Phase I was conducted for students of Classes VII to XII through assembly and class sessions on Diversity and Anti-Bullying. The sessions aimed to create awareness about respecting individual differences and promoting a safe, inclusive, and supportive school environment.

Students were sensitized about different forms of bullying and its impact on individuals. They were encouraged to treat everyone with kindness, empathy, dignity, and respect. The importance of speaking up against bullying and supporting those who may feel isolated or excluded was also emphasized.

The sessions were informative and interactive, helping students understand the value of diversity, acceptance, equality, and mutual respect. The drive successfully encouraged students to contribute towards creating a positive and bullying-free school environment.

KEY VALUES PROMOTED

✓ Respect

✓ Empathy

✓ Equality

✓ Acceptance

✓ Kindness

✓ Mutual Respect

Together, we can create a school environment where everyone feels safe, respected and included.

FEEDBACK REPORT – SENSITIZATION DRIVE PHASE I

Diversity & Anti-Bullying | Classes VII to XII

Feedback Summary

The feedback received from students of Classes VII to XII following the Sensitization Drive – Phase I was positive and encouraging. Students actively participated in the class and assembly sessions and demonstrated a better understanding of diversity, inclusion, respect, empathy, and anti-bullying.

Key Feedback from Students

- Students appreciated the interactive and informative nature of the sessions.
- They understood the importance of respecting individual differences and accepting everyone equally.
- Students became more aware of the negative impact of bullying on others.
- They expressed the importance of speaking up against bullying and supporting classmates who may feel excluded or isolated.
- Students agreed that kindness, empathy, equality, and mutual respect are essential for a safe and positive school environment.

Overall Feedback

The sensitization programme was well received by the students. The sessions encouraged them to reflect on their behaviour, respect diversity, stand against bullying, and contribute towards creating a safe, inclusive, and supportive school environment.

Feedback: Positive and Encouraging





Survey + Analysis Report

Week 2 Deliverable - Needs Assessment

1. Methodology

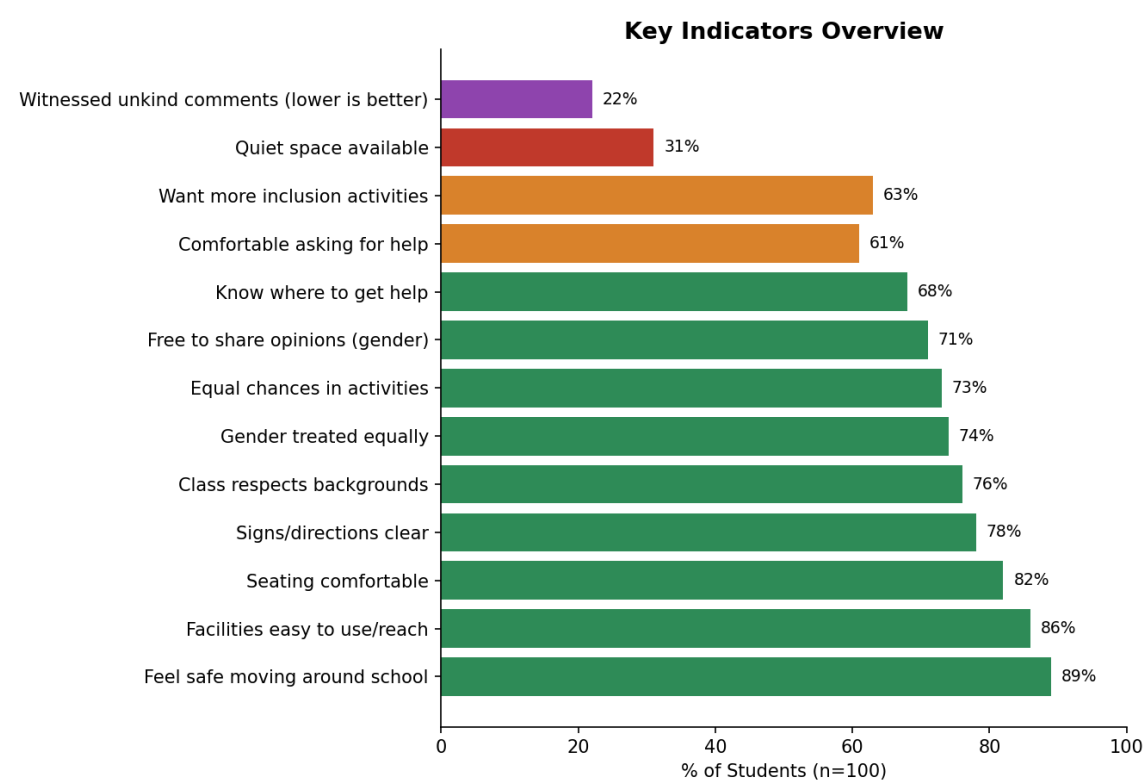
Survey title: Student Survey - Learning Needs, Facilities & Inclusion

Format: Anonymous paper questionnaire, 20 questions across 3 sections

Sample: 100 students, one class per grade level

Data collected on learning needs, facility accessibility, and gender/diversity inclusion

2. Key Indicators Overview



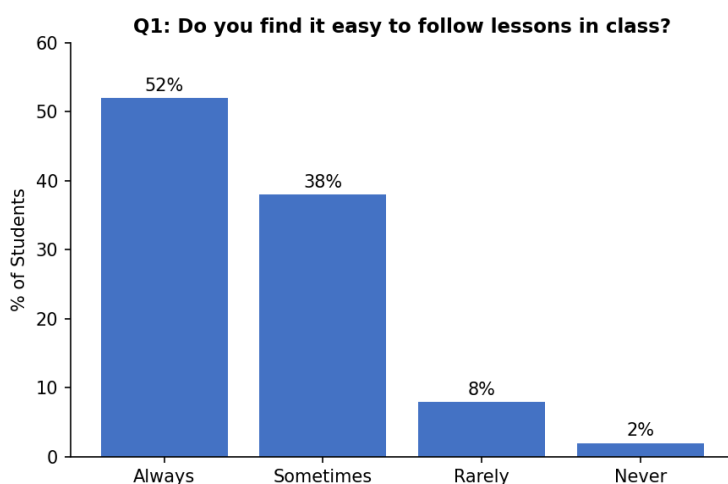
3. Section A: Learning Needs

Question	Response	% of Students
1. Easy to follow lessons?	Always	52%
	Sometimes	38%
	Rarely	8%
	Never	2%
2. Subject/lesson especially hard?	Yes	42%
	No	58%
4. Comfortable asking teacher for help?	Yes	61%
	Sometimes	30%

Question	Response	% of Students
	No	9%
5. Teacher explains clearly?	Always	64%
	Sometimes	31%
	Rarely	5%
6. Enough time for classwork?	Yes	57%
	No	13%
	Sometimes	30%
7. Felt left out/teased?	Yes	17%
	No	77%
	Prefer not to say	6%
8. Know where to get extra help?	Yes	68%
	No	32%

What Makes Lessons Hard (Q3, open text)

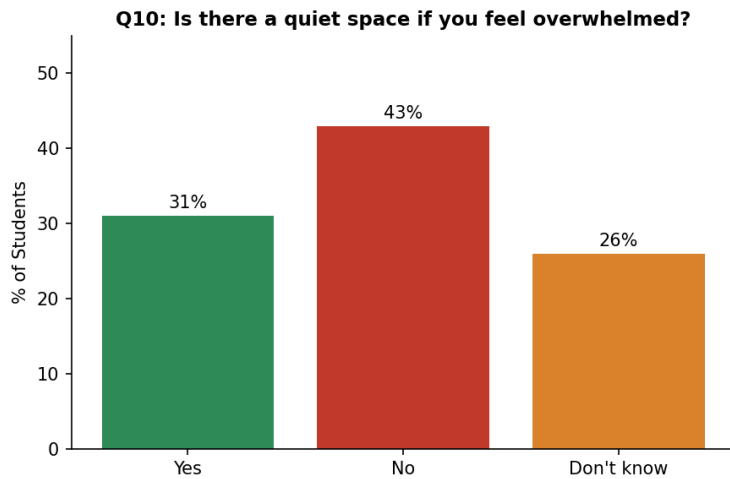
What Makes Lessons Hard (of those who said Yes to Q2)	No. of Students
Difficult concepts/chapters	18
Lessons move too quickly	9
Difficulty understanding English/terminology	7
Need more examples/practice	5
Difficulty concentrating	3



4. Section B: Facilities

Question	Response	% of Students
9. Facilities easy to use/reach?	Yes	86%
	No	6%
	Not sure	8%
10. Quiet space available?	Yes	31%

Question	Response	% of Students
	No	43%
	Don't know	26%
11. Feel safe moving around school?	Yes	89%
	No	3%
	Sometimes	8%
12. Signs/directions clear?	Yes	78%
	No	8%
	Not sure	14%
13. Seating comfortable/easy to use?	Yes	82%
	No	7%
	Not sure	11%



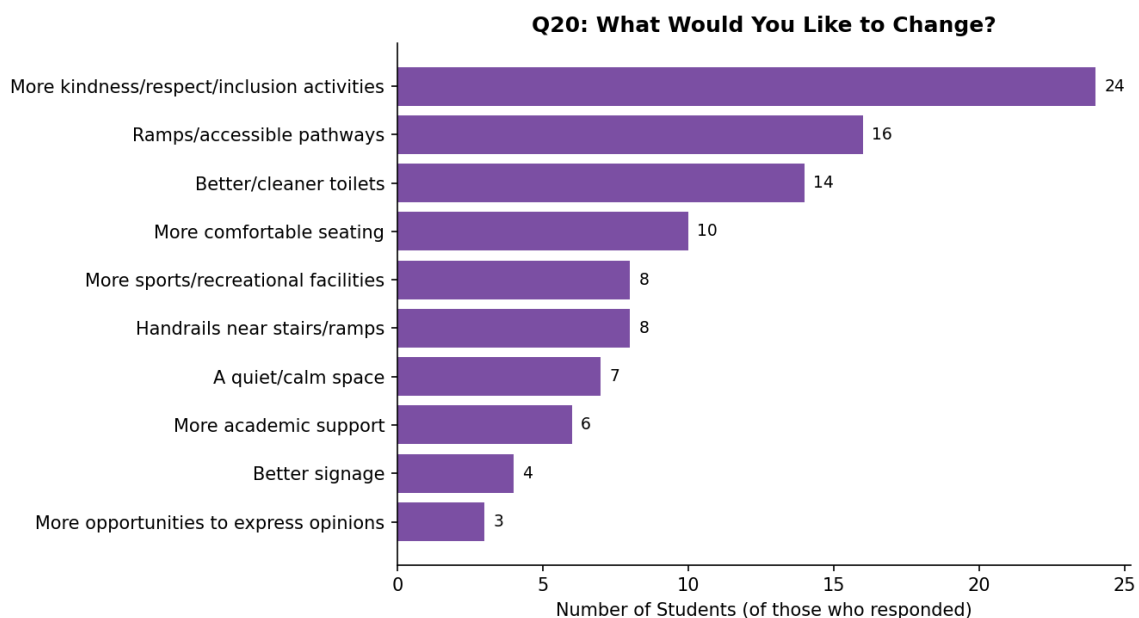
5. Section C: Gender & Diversity

Question	Response	% of Students
14. Boys and girls treated equally?	Yes	74%
	No	10%
	Not sure	16%
15. Class respects different backgrounds?	Yes	76%
	Somewhat	19%
	No	5%
16. Seen/heard unkind comments?	Yes	22%
	No	72%
	Prefer not to say	6%
17. Free to share opinions regardless of gender?	Yes	71%
	No	9%

Question	Response	% of Students
	Not sure	20%
18. Equal chances in activities/sports/leadership?	Yes	73%
	No	11%
	Not sure	16%
19. Want more respect & inclusion activities?	Yes	63%
	No	12%
	Maybe	25%

6. What Students Want to Change (Q20, open text)

Suggested Change	No. of Students
More activities promoting kindness, respect and inclusion	24
Ramps/accessible pathways in more areas of the school	16
Better/cleaner toilets and washroom facilities	14
More comfortable classroom seating	10
Handrails near stairs and ramps	8
More sports and recreational facilities	8
A quiet/calm space for students	7
More academic support/remedial classes	6
Better signage and directions around school	4
More opportunities for students to express opinions	3



7. Overall Findings

86% of students find the classrooms, toilets and play areas easy to use and reach.

89% feel safe while moving around the school building and grounds.

82% find classroom seating comfortable and accessible.

78% feel that school signs and directions are easy to understand.

Accessibility can be strengthened through additional ramps, accessible pathways and handrails, particularly in areas involving stairs or changes in floor level.

A quiet/calm space remains an area for improvement, with many students either reporting that there is no such space or that they do not know about one.

Learning-related responses indicate that academic support and differentiated learning remain important areas of need.

22% of students reported witnessing unkind comments related to gender, culture or background, suggesting that inclusion and awareness activities would be beneficial.

88% of students either want or might consider more activities focused on respect and inclusion.

8. Recommendations for Week 3-5 Campaign Focus

Priority 1 - Quiet/Calm Space: With only 31% confirming one exists, this is the clearest facility gap and should be addressed alongside awareness messaging.

Priority 2 - Inclusion & Respect Activities: 22% have witnessed unkind comments and 88% support more inclusion activities - strong justification for the sensitization campaign's gender/diversity theme.

Priority 3 - Accessibility Improvements: Ramps, handrails, and accessible pathways were the most-requested facility changes (Q20) and should be flagged to school administration alongside the campaign.

Priority 4 - Academic Support: 42% find at least one subject especially hard, most often citing difficult concepts and pace - consider pairing the sensitization campaign with peer-support or remedial sessions.



WEEK 4

Inclusive Language Guidelines under SDG Project

Inclusive language means using words that respect and include everyone, regardless of gender, age, ability, culture, religion, or background.

Guidelines:

- 1) Use respectful and non-discriminatory words.
- 2) Avoid stereotypes based on gender, race, religion, disability, or culture.
- 3) Use gender-neutral terms where possible. **Example:** “ **chairperson** ” instead of “chairman”.
- 4) Use person-first and respectful language. **Example:** “ **person with a disability** ” instead of “disabled person”.
- 5) Respect people’s names, identities, and preferred terms.
- 6) Avoid words that may exclude, insult, or stereotype others.
- 7) Promote equality, dignity, and belonging in communication.



WEEK 5

MLHAJWANI ENGLISH MEDIUM SCHOOL & JR. COLLEGE, KHED RATNAGIRI
Std: IX-Marigold 2026-27

Roll	Name of the student					
1	Miss. Antuley Haifa Gulam Mohiddin					
2	Miss. Chiplunkar Aaliya Azim					
3	Miss. Chougale Mariyam Mudassir					
4	Miss. Chougale Noorin Irfan					
5	Miss. Dalvi Ayesha Altaf					
6	Miss. Duduke Anam Irfan					
7	Miss. Duduke Asima Adil					
8	Miss. Hamdulay Sariya Mushtak					
9	Miss. Kadiri Aliza Hasanmiya					
10	Miss. Kazi Simrah Sajid					
11	Miss. Khot Nawshin Sajjad					
12	Miss. Maniyar Fatima Sharukh					
13	Miss. Nore Anum Mujib					
14	Miss. Parkar Hawa Faiyaz					
15	Miss. Pipulkar Afsheen Naeem					
16	Miss. Rawal Insha Barkat					
17	Miss. Sain Azkiya Ishaque					
18	Miss. Sawant Shahila Abdussamad					
19	Miss. Surve Asraa Nadeem					
20	Mast. Antuley Ahmed Kasim					
21	Mast. Bagwan Abuzar Abdulhafiz					
22	Mast. Bate Munib Mohammed					
23	Mast. Chougale Saifan Mohmad Hanif					
24	Mast. Desai Ahmed Khalil					
25	Mast. Jasnaik Mohammad Javed					
26	Mast. Kanekar Abdullah Mohammed Rafiq					
27	Mast. Khan Mohammad Mujib					
28	Mast. Kumbharlikar Mufid Munir					
29	Mast. Maniyar Zaidan Iftikar					
30	Mast. Mukadam Fahad Ashfaq					
31	Mast. Mukadam Umar Tariq					
32	Mast. Nadkar Abdul Majid Mudassar					
33	Mast. Palekar Armaan Karim					
34	Mast. Panhalkar Zaid Adnan					
35	Mast. Parkar Ayyan Murad					
36	Mast. Parkar Ibrahim Dilawar					
37	Mast. Potrick Asjad Naeem					
38	Mast. Rawal Anas Azim					
39	Mast. Siddiqui Khizar Gufran					

MLHAJWANI ENGLISH MEDIUM SCHOOL & JR. COLLEGE, KHED RATNAGIRI
Std: IX Daisy-2026-27

Roll	Name of the student					
1	Miss. Antuley Ammara Wasim					
2	Miss. Bukhari Alina Ismail					
3	Miss. Chougale Sharifa Aftab					
4	Miss. Chougale Zainab Javed					
5	Miss. Gauru Safaa Hamidulla					
6	Miss. Jogilkar Riza Bilal					
7	Miss. Kadiri Khadija Kamal					
8	Miss. Kanekar Alfiya Arif					
9	Miss. Kawchali Zoha Sarfaraz					
10	Miss. Khot Saniya Imran					
11	Miss. Mahadik Hajira Nasir					
12	Miss. Mujawar Amina Rais Ahmed					
13	Miss. Mukadam Halima Yasin					
14	Miss. Pardesi Humera Ashfaq					
15	Miss. Parkar Aliya Abdul Samad					
16	Miss. Parkar Hafsa Ibrahim					
17	Miss. Pedekar Sanjeeda Jaid					
18	Miss. Rawal Hameeda Riyaz					
19	Miss. Rawal Maysha Salim					
20	Miss. Sardar Ayesha Hamid					
21	Mast. Antule Abbas Abdul Karim					
22	Mast. Bade Mohammed Arsh Liyakat					
23	Mast. Chougale Ibrahim Shahid					
24	Mast. Desai Zuber Kabir					
25	Mast. Hamdulay Saad Nabil					
26	Mast. Kawchali Furkan Mohsin					
27	Mast. Khalfe Mohammed Sarim Hidayat					
28	Mast. Khot Arham Salman					
29	Mast. Mandekar Saad Khalil					
30	Mast. Mukadam Malik Mushtak					
31	Mast. Mullaji Anas Bilal					
32	Mast. Mullaji Mohammad Hasib					
33	Mast. Nivsekar Hanzala Shakil					
34	Mast. Pathan Zidan Rafique					
35	Mast. Rawal Alham Riyaz					
36	Mast. Sable Muhammed Sharif Rafiq Ahmed					
37	Mast. Shaikh Farhan Muzaffar					
38	Mast. Shaikh Mohammed Dayyan Parvej					
39	Mast. Siddique Arman Aslam					

MLHAJWANI ENGLISH MEDIUM SCHOOL & JR. COLLEGE, KHED RATNAGIRI
Std: IX Rose-2026-27

Roll	Name of the student					
1	Miss. Duduke Sharifa Sarfaraz					
2	Miss. Jasnaik Mehreen Majid					
3	Miss. Kadiri Sidra Kasim					
4	Miss. Khan Misba Javed					
5	Miss. Khot Erum Wasim					
6	Miss. Khot Muskan Munawwar					
7	Miss. Makhjankar Ayesha Mubarak					
8	Miss. Sayyed Rabia Mubinnuddin					
9	Mast. Chougale Ayman Ayyaj					
10	Mast. Dalvi Farhan Juned					
11	Mast. Duduke Safwan Mohammed Saleh					
12	Mast. Khot Ahmed Mubin					
13	Mast. Kondekar Muhammad Waail Tousif					
14	Mast. Mulla Abdulahad Riyazahmed					
15	Mast. Mulla Rehan Imtiyaz					
16	Mast. Palekar Ayyan Waqar					
17	Mast. Patel Mohamed Ehan Wasiq Ahmed					
18	Mast. Sarguroh Huzaifa Ubedullahkhan					
19	Mast. Sarguroh M. Ali Shakil Khan					
20	Mast. Siddiqi Tabique Saeedru Rahiman					

WEEK 6

M. I. Hajwani English Medium School and Junior College, Khed

SDG Project Inclusive Education Week 6

Training on Differentiated Instruction, Peer Support

REPORT ON TRAINING ON DIFFERENTIATED INSTRUCTION AND PEER SUPPORT

Aim: The aim of the programme was Training on Differentiated Instruction and Peer Support.

Training Facilitator: The training session was conducted by the Principal of M. I. Hajwani English Medium School and Junior College, Khed. The Principal guided and facilitated the session on Differentiated Instruction and Peer Support.

Objectives:

- To understand the importance of differentiated instruction in creating an inclusive learning environment.
- To explore different strategies for addressing diverse learning needs and abilities.
- To promote peer support and collaborative learning among students.
- To encourage participation and active involvement of students with diverse learning needs.
- To develop an understanding of suitable classroom practices that support students with special educational needs.

Report:

A training programme on Differentiated Instruction and Peer Support was conducted by the Principal of the school as part of the SDG Project on Inclusive Education. The programme focused on understanding the diverse learning needs of students and developing effective ways to make classroom learning more inclusive and accessible.

The session highlighted the importance of adapting teaching methods, learning activities, materials, and assessment according to the individual learning needs and abilities of students. Different strategies of differentiated instruction were discussed to help students participate meaningfully in the learning process. Special emphasis was given to peer support, where students can learn with and from one another through cooperation, encouragement, group activities, and collaborative tasks. Peer support can help create a positive classroom environment in which every student feels valued, included, and encouraged to participate.

The training also focused on practical classroom strategies that can support students who require additional learning support, including students with disabilities and special educational needs. Teachers were encouraged to use flexible approaches, clear instructions, suitable learning materials, and varied activities to ensure that all students get opportunities to learn according to their abilities.

The programme reinforced the idea that inclusive education is not only about providing access to education but also about ensuring meaningful participation and learning for every student. Differentiated instruction and peer support can contribute significantly towards creating a supportive, respectful, and inclusive classroom.

Outcome: The training helped in developing a better understanding of differentiated instruction and peer support as important approaches for inclusive education. It provided useful strategies for addressing diverse learning needs and encouraging active participation among all students.

Conclusion: The programme was informative and useful in promoting the principles of inclusive education. It emphasized that with appropriate support, flexible teaching approaches, and positive peer relationships, every student can be given meaningful opportunities to participate and progress in the learning process.

Photographs of the Training Session

Photo 1



Photo 2



Week 7 — Accessibility Audit & Improvements

1. Purpose of the Audit

As part of the school's 12-week SDG 4 project on Inclusive Education, this accessibility audit was carried out to check whether the school's infrastructure, facilities, and resources allow every student — regardless of physical ability or learning need — to move around, learn, and participate comfortably. The goal is to recognise what the school already does well and to suggest practical improvements so that no student is left behind.

2. Audit Methodology

The Accessibility Audit Committee walked through the school premises, including the entrance, classrooms, toilets, playground, and common areas, and observed the facilities in use. Inputs were also gathered from teachers and students regarding day-to-day accessibility issues.

3. Existing Accessible Facilities

The following accessibility features were found to be already present in our school:

Facility	Observation
Ramp Walk	Provided at the school entrance, allowing wheelchair users and students with mobility difficulties to enter the building without steps.
Accessible (Comboard) Toilet	A separate, specially designed toilet is available for differently-abled students, fitted with appropriate support fixtures.
Special Desk for Handicapped Students	Adjustable/adapted desks are provided in classrooms to suit students with physical disabilities.
Obstacle-Free Playground	The play area is kept clear of obstructions so that differently-abled students can move and play safely.
Braille Kit	Available to support visually impaired students in reading and learning.
Alphabet Mat	A tactile/visual learning aid used to help young learners and students with special needs recognise letters through play-based learning.
Wide Doorways & Corridors	Classroom doorways and corridors are wide enough for easy wheelchair and mobility-aid movement.

4. Areas Needing Improvement

While auditing, the committee also noted a few gaps that, if addressed, would make the school even more inclusive:

Gap Identified	Details
Handrails	Ramp and staircases do not have continuous handrails for extra support.
Gap Identified	Details
Directional & Braille Signage	No tactile or Braille signboards to help visually impaired students find classrooms, toilets, or the office.

Accessible Drinking Water Station	Water taps/coolers are set at a height not usable by wheelchair users or younger children.
Hearing Support	No hearing loop or assistive listening device for hard-of-hearing students in the assembly hall.
Trained Staff	Not all teachers/staff have received training in sign language or in assisting students with disabilities.

5. Suggestions & Recommendations

- Install sturdy handrails along the ramp and any staircases used by students.
- Put up Braille and large-print signage at entrances, classrooms, staircases, and the toilet block.
- Provide a low-height drinking water station for wheelchair users and young children.
- Explore adding a hearing loop system or FM assistive device for the assembly hall.
- Organise short training sessions/workshops for teachers on basic sign language and disability etiquette.
- Keep at least one wheelchair available at school for emergency use.
- Prepare a simple emergency evacuation plan that includes differently-abled students.
- Consider installing a lift for easier access between floors, if the building has more than one storey.
- Conduct this accessibility audit every year so improvements can be tracked over time.

6. Conclusion

Our school already has several thoughtful accessibility features in place — the ramp, accessible toilet, special desks, an obstacle-free playground, a Braille kit, an alphabet mat, and wide doorways/corridors — which show a genuine commitment to inclusive education. With a few further additions such as handrails, Braille signage, and staff training, the school can become even more welcoming and accessible for every student, in true alignment with SDG 4: Quality Education.

1. Photographic Evidence of Existing Facilities



Rampway Entrance Toilet — Support Handrail



Special Desk for Handicapped Students



**Special Desk for Handicapped Students —
Classroom View**



Obstacle-Free Playground

PEER SUPPORT DOCUMENTATION

Robotics Lab – Collaborative Learning Activity

Students participated in a practical Robotics Lab activity in which they worked collaboratively to construct three-dimensional structures using colourful rods and connecting joints. The activity provided an opportunity for students to learn through observation, experimentation, discussion and peer assistance.

2. Peer Support Observed

- Students worked in pairs and supported each other during the construction process.
- Peers shared materials, ideas and techniques while assembling the models.
- Students guided classmates who needed help in connecting the rods and joints correctly.
- Learners discussed possible solutions when they faced difficulties in constructing stable structures.
- Students observed and appreciated one another's work, encouraging cooperation and confidence.

3. Learning Outcomes

- Developed teamwork and cooperative learning skills.
- Improved communication and peer-support abilities.
- Encouraged logical thinking and problem-solving.
- Enhanced creativity and spatial understanding.
- Built confidence through hands-on participation.
- Promoted leadership, responsibility and mutual respect among students.

4. Observation

The photographs show students actively engaged in collaborative Robotics Lab work. They are seen assisting one another, discussing construction ideas and working together to complete their models. The activity created an inclusive and interactive learning environment in which students could learn from both the teacher and their peers

5. Conclusion

The Robotics Lab activity was a meaningful example of peer-supported experiential learning. Through collaboration and hands-on model building, students strengthened their social, technical, communication and problem-solving skills. The activity also encouraged students to learn together, help one another and participate confidently in STEM-based learning.

6. Photographic Evidence

The following photographs document students participating in the Robotics Lab activity and demonstrate peer support and collaborative learning



WEEK 9

For SDG 4: Inclusive Education project at M.I. Hajwani School, here are practical practices we can include:

1. Classroom & Teaching Practices

- Differentiated Instruction: Give different ways to learn the same topic. E.g: videos, diagrams, hands-on experiments, and reading for Science.
- Universal Design for Learning (UDL): Plan lessons with multiple means of engagement, representation, and expression.
- Flexible Grouping: Mix students of different abilities for projects, labs, and peer teaching. Rotate groups so no one is always "helper" or "helped".
- Multiple Assessment Options: Allow students to show understanding via quiz, poster, model, presentation, or oral explanation.

2. Peer Support & Collaboration

- Buddy System: Pair students to help each other in classwork and practicals.
- Peer Tutoring: Stronger students mentor others in specific topics, and vice-versa for different subjects.
- Circle Time / Sharing Sessions: 10 min weekly to discuss challenges and celebrate efforts.

3. Accessibility & Environment

- Accessible Materials: Big font handouts, audio explanations, sign language/visual aids for hearing impaired.
- Physical Accessibility: Check ramps, lab tables height, seating arrangement for students with mobility needs.

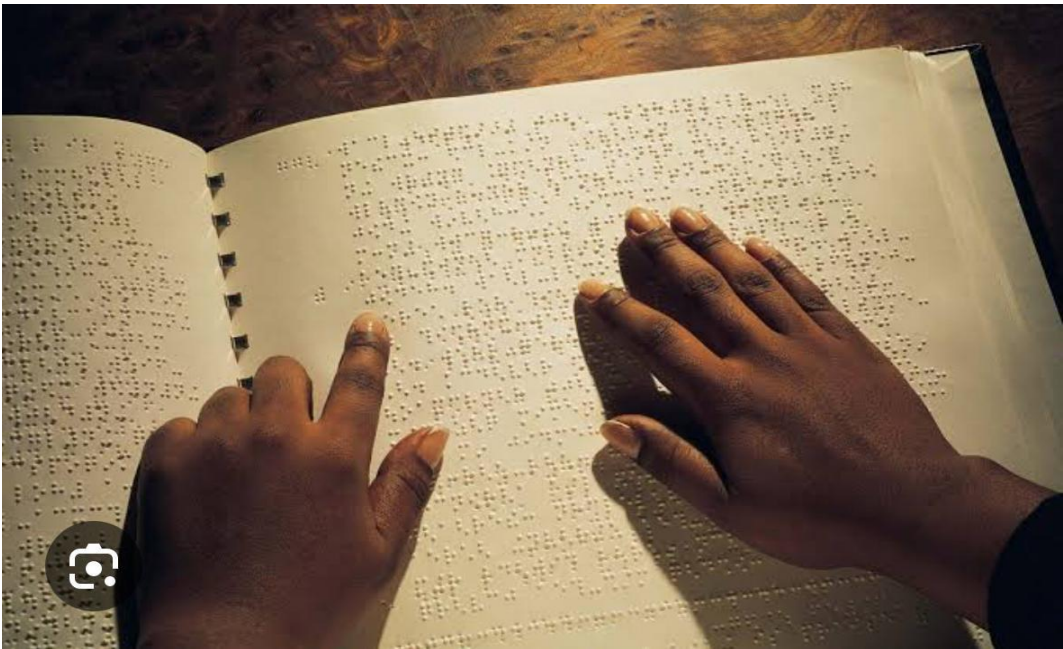
4. Teacher & Student Support

- Teacher Training Workshops: On handling diverse learners, using assistive tech, and positive behavior support.
- Student Sensitization: Awareness sessions on empathy, disability etiquette, and inclusion.

5. Documentation for Project

1. Photos of group work, accessible classroom setup
2. Lesson plans showing differentiation





WEEK 10

COMMUNITY EVENT REPORT

Super Memory Masterclass

Community Learning & Engagement Report

Event	Super Memory Masterclass
Format	In-person community learning session

Audience	Community members, families, and young participants
Report basis	Event photographs and visible event materials

1. Executive Summary

The Super Memory Masterclass was conducted as an in-person community learning event with a strong emphasis on participation, demonstration, and practical learning. The photographs show a well-attended session in a hall arranged with rows of chairs, a presentation screen, event signage, and audio equipment.

The session brought together a mixed audience that included adults, families, and children. The presenter engaged directly with the audience while using a microphone and presentation materials. Several attendees were observed documenting the session on their mobile phones, indicating active interest and engagement.

2. Purpose and Objectives

- Create an accessible community learning opportunity around memory and learning techniques.
- Encourage active audience participation rather than one-way instruction.
- Provide practical demonstrations that participants could observe and potentially apply after the event.
- Promote interest in continued learning and community-based educational activities.

3. Event Overview

The event appears to have been organized as a masterclass-style educational session. Visible signage identifies the program as a “Super Memory Masterclass,” while the venue was configured for a presentation to a sizable community audience. The program included a central speaker, a projection screen, supporting visual material, and sound equipment.

4. Community Participation and Engagement

The supplied photographs demonstrate broad participation across age groups. The audience was seated throughout the hall, with many participants focused toward the speaker and screen. The presence of children and families suggests that the session was designed to be approachable for a general community audience rather than a narrowly specialized group.

Audience members were also seen recording portions of the session on smartphones. This is a visible sign of interest and may indicate that participants considered the content useful enough to preserve or share.

5. Key Highlights

Strong attendance: The photographs show a substantial audience occupying most of the available seating.

Interactive delivery: The presenter is shown speaking from within the audience area as well as from the front, suggesting an engaging delivery style.

Family-oriented participation: Adults, young people, and children are visible among the participants.

Use of visual and audio support: A projection screen, event banner, microphone, and sound equipment supported the session.

Participant documentation: Multiple attendees used mobile phones to record or photograph the session.

6. Observations

The event environment appears energetic and community-focused. The seating arrangement, large projection area, and visible event branding created a clear learning environment. The photographs also suggest that the event attracted a diverse group of participants, which can strengthen peer learning and community interaction.

7. Recommendations for Future Events

- Continue using interactive demonstrations and audience participation to maintain attention.
- Provide a short printed or digital takeaway summarizing the main techniques discussed.
- Use a simple attendance or feedback form to capture participant numbers, satisfaction, and suggestions.
- Consider dedicated seating or activity areas for children and families when appropriate.
- Collect a small number of voluntary participant comments or testimonials to document community impact.
- Maintain a photo record of key moments, while obtaining appropriate consent where required.

8. Conclusion

Based on the supplied photographs, the Super Memory Masterclass was a well-attended community learning activity that created an opportunity for participants to engage with educational content in a shared setting. The visible audience participation, family presence, and use of presentation and audio facilities indicate a positive and organized learning environment. Future editions can build on this foundation by formally capturing attendance, feedback, learning outcomes, and follow-up activities.

Student Follow-Up Survey: Change in Awareness & Attitude

This survey is anonymous. Please answer honestly based on how you feel now, compared to before this program began — there are no right or wrong answers.

Class: _____

Age: _____

Section A: Overall Change Since the Program

1. Since this program started, has your understanding of these topics changed?

☐ Improved a lot ☐ Improved a little ☐ Stayed the same ☐ Got worse

2. How would you rate your awareness of these issues NOW, compared to before?

☐ Much more aware ☐ A little more aware ☐ About the same ☐ Less aware

3. Has your attitude or the way you think about these issues changed?

☐ Yes, a lot ☐ Yes, a little ☐ No change ☐ Not sure

4. If your attitude changed, what helped change it?

Section B: Learning Needs — Revisited

5. Compared to before, do you find it easier to follow lessons in class now?

☐ Much easier ☐ A little easier ☐ About the same ☐ Harder

6. Do you feel more comfortable asking your teacher for help than you did before?

☐ Yes ☐ About the same ☐ No

7. Do you feel you get enough time to finish your class work now?

☐ Yes ☐ No ☐ Sometimes

8. Do you know where to go for extra help if you're struggling with schoolwork?

☐ Yes ☐ No

Section C: Facilities — Revisited

9. Are classrooms, toilets, and play areas easier for you to use and reach than before?

☐ Yes, easier ☐ About the same ☐ No ☐ Not sure

10. Do you feel safer moving around the school building and grounds now?

☐ Yes, safer ☐ About the same ☐ No ☐ Sometimes

Section D: Gender & Diversity — Change in Attitude

11. Do you feel boys and girls are treated more equally by teachers and classmates now?

☐ Yes, more equally ☐ About the same ☐ No ☐ Not sure

12. Do you feel your class respects students from different backgrounds more than before?

☐ Yes, more ☐ About the same ☐ Less ☐ Not sure

13. Since the program, have you noticed fewer unkind comments about gender, culture, or background at school?

☐ Yes, fewer ☐ About the same ☐ No, more ☐ Prefer not to say

14. Do you feel more free to share your opinions in class regardless of your gender?

☐ Yes, more free ☐ About the same ☐ No ☐ Not sure

15. Do you feel boys and girls are given more equal chances in activities, sports, and leadership roles now?

☐ Yes, more equal ☐ About the same ☐ No ☐ Not sure

Section E: Overall Reflection

16. What is the most important thing you learned or realized through this program?

17. Is there anything you'd still like to change to make school more welcoming for everyone?

18. Would you recommend this kind of program to other classes?

☐ Yes ☐ No ☐ Maybe

Thank you for your time and honesty!

1. Executive Summary

This report evaluates the impact of the student sensitization programme on Learning Needs, Facilities, and Gender & Diversity, by comparing a baseline needs-assessment survey conducted in Week 2 with a follow-up survey conducted in Week 11, each completed by 100 students.

The comparison shows a broadly positive shift across all three areas measured. Students reported improved understanding of the programme's topics, greater awareness and more positive attitudes, easier access to academic support, and stronger perceptions of equality, respect and inclusion. Facilities and accessibility remain areas for continued attention, consistent with priorities identified at baseline.

Overall, 88% of follow-up respondents reported becoming more aware of the issues covered by the programme, 86% reported a positive shift in attitude, and 78% said they would recommend the programme to other classes.

2. Background & Purpose

In Week 2, a baseline needs-assessment survey was conducted to understand students' learning needs, their experience of school facilities, and their perceptions of gender equality and diversity. The findings informed the design and priorities of a sensitization campaign delivered between Weeks 3 and 10, focused on inclusion, respect, accessibility and academic support.

In Week 11, a follow-up survey was conducted with the same student population to measure change in awareness and attitude since the programme began, and to assess whether the priorities identified at baseline had been experienced as improving.

3. Methodology

3.1 Baseline Survey (Week 2)

- Survey title: Student Survey — Learning Needs, Facilities & Inclusion
- Format: Anonymous paper questionnaire, 20 questions across 3 sections
- Sample: 100 students, one class per grade level

3.2 Follow-Up Survey (Week 11)

- Survey title: Student Follow-Up Survey — Change in Awareness & Attitude
- Format: Anonymous questionnaire, 18 questions across 5 sections
- Sample: 100 students
- Purpose: To measure change since baseline in awareness, attitude, learning support, facilities, and perceptions of equality and inclusion

Note: the follow-up survey asked students to rate change directly (e.g. "easier than before"), while the baseline survey measured absolute status at a single point in time. Where questions correspond, this report compares baseline status against the direction and scale of change reported at follow-up.

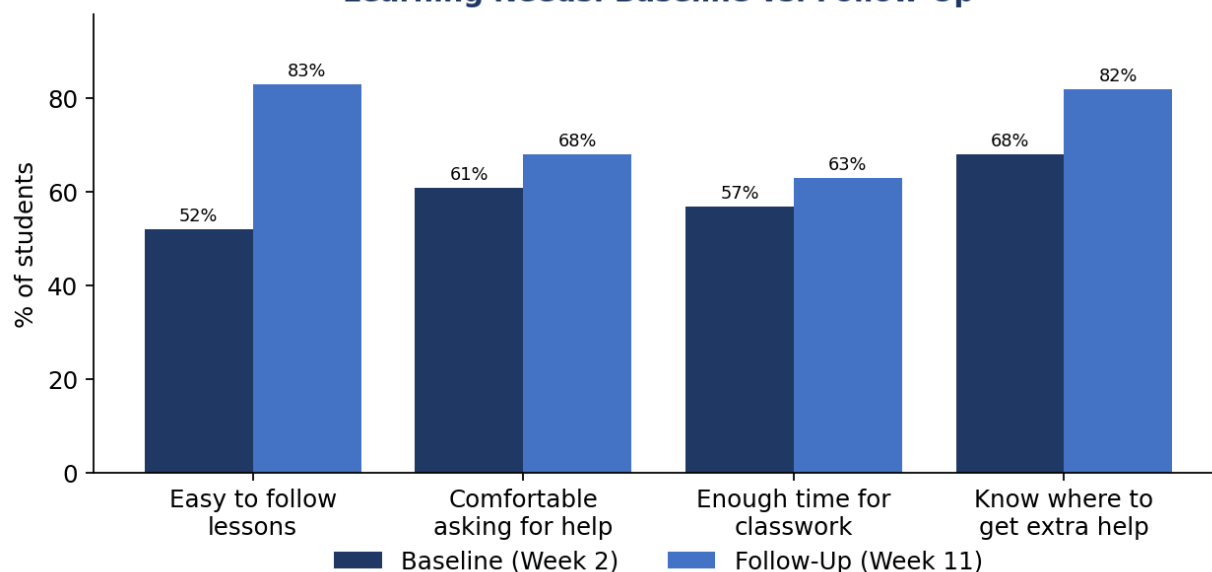
4. Baseline vs. Follow-Up Comparison

The table below matches corresponding questions from the Week 2 baseline survey and the Week 11 follow-up survey.

4.1 Learning Needs

Indicator	Baseline (Week 2)	Follow-Up (Week 11)
Find it easy to follow lessons	52% said “Always”	83% said easier (52% much easier, 31% a little easier)
Comfortable asking teacher for help	61% said “Yes”	68% said more comfortable
Enough time to finish classwork	57% said “Yes”	63% said “Yes”
Know where to get extra help	68% said “Yes”	82% said “Yes”

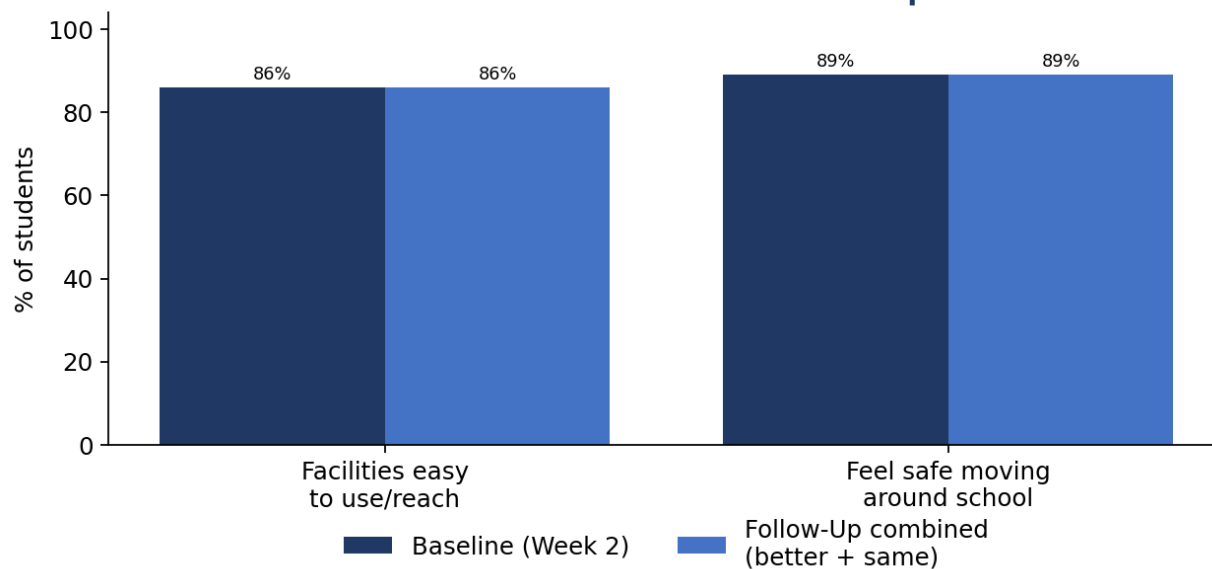
Learning Needs: Baseline vs. Follow-Up



4.2 Facilities

Indicator	Baseline (Week 2)	Follow-Up (Week 11)
Facilities easy to use/reach	86% said "Yes"	57% said easier; 29% about the same (86% combined)
Feel safe moving around school	89% said "Yes"	64% said safer; 25% about the same (89% combined)

Facilities: Baseline vs. Follow-Up

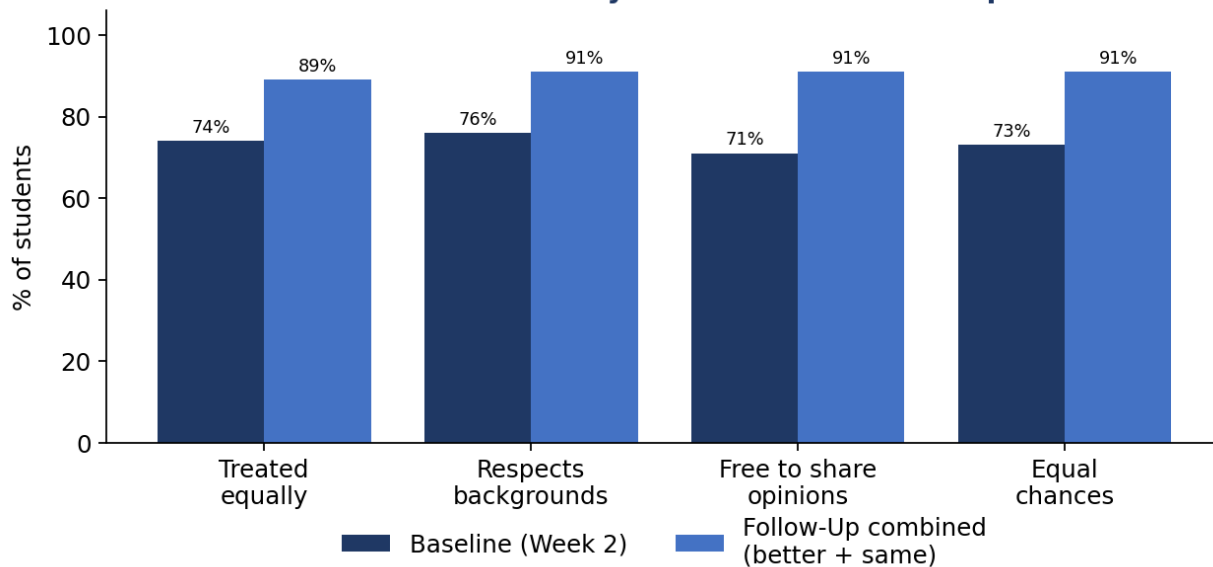


4.3 Gender & Diversity

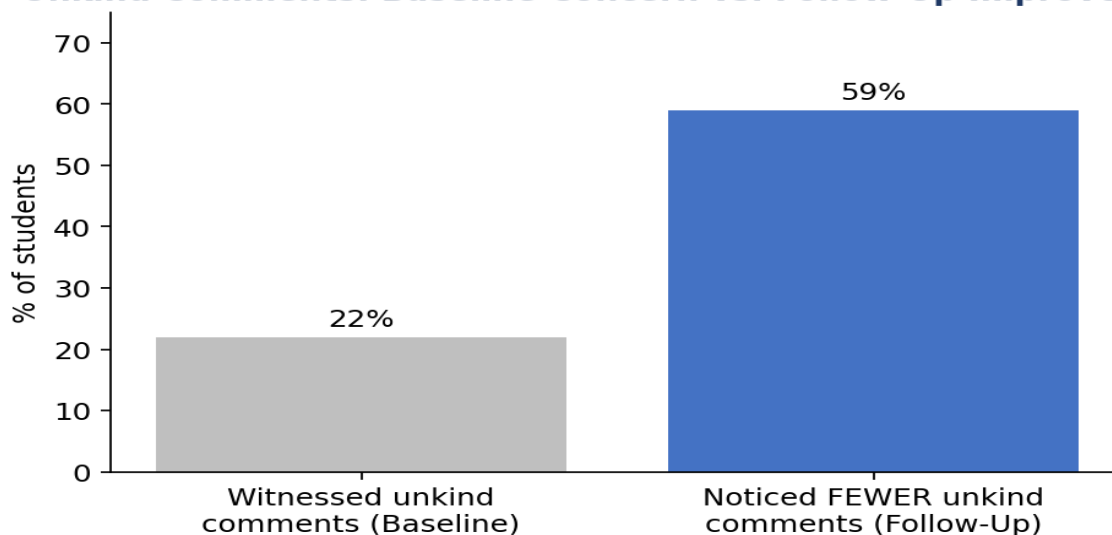
Indicator	Baseline (Week 2)	Follow-Up (Week 11)
Boys and girls treated equally	74% said "Yes"	62% said more equally; 27% about the same (89% combined)
Class respects different backgrounds	76% said "Yes"	66% said more; 25% about the same (91% combined)

Indicator	Baseline (Week 2)	Follow-Up (Week 11)
Witnessed unkind comments	22% said “Yes” (baseline concern)	59% noticed fewer such comments since the programme
Free to share opinions regardless of gender	71% said “Yes”	67% said more free; 24% about the same (91% combined)
Equal chances in activities/sports/leadership	73% said “Yes”	65% said more equal; 26% about the same (91% combined)

Gender & Diversity: Baseline vs. Follow-Up



Unkind Comments: Baseline Concern vs. Follow-Up Improvement

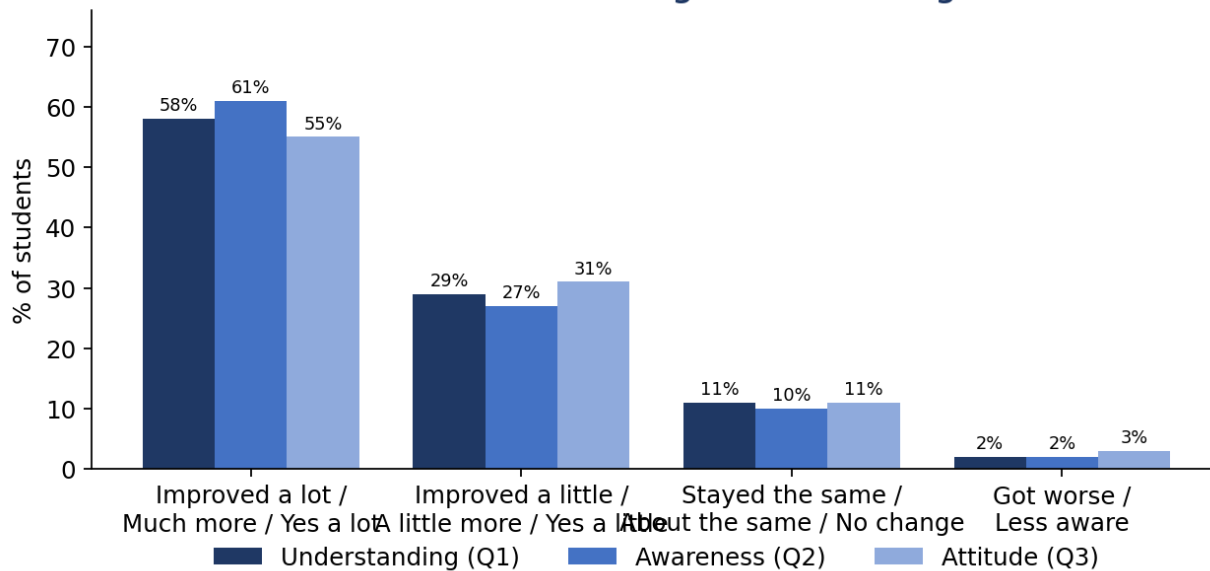


5. Follow-Up Survey Findings (Week 11 Detail)

5.1 Section A: Overall Change Since the Program

Question	Response	Students	%
1. Understanding of topics	Improved a lot	58	58%
	Improved a little	29	29%
	Stayed the same	11	11%
	Got worse	2	2%
2. Awareness of issues	Much more aware	61	61%
	A little more aware	27	27%
	About the same	10	10%
	Less aware	2	2%
3. Attitude / way of thinking	Yes, a lot	55	55%
	Yes, a little	31	31%
	No change	11	11%
	Not sure	3	3%

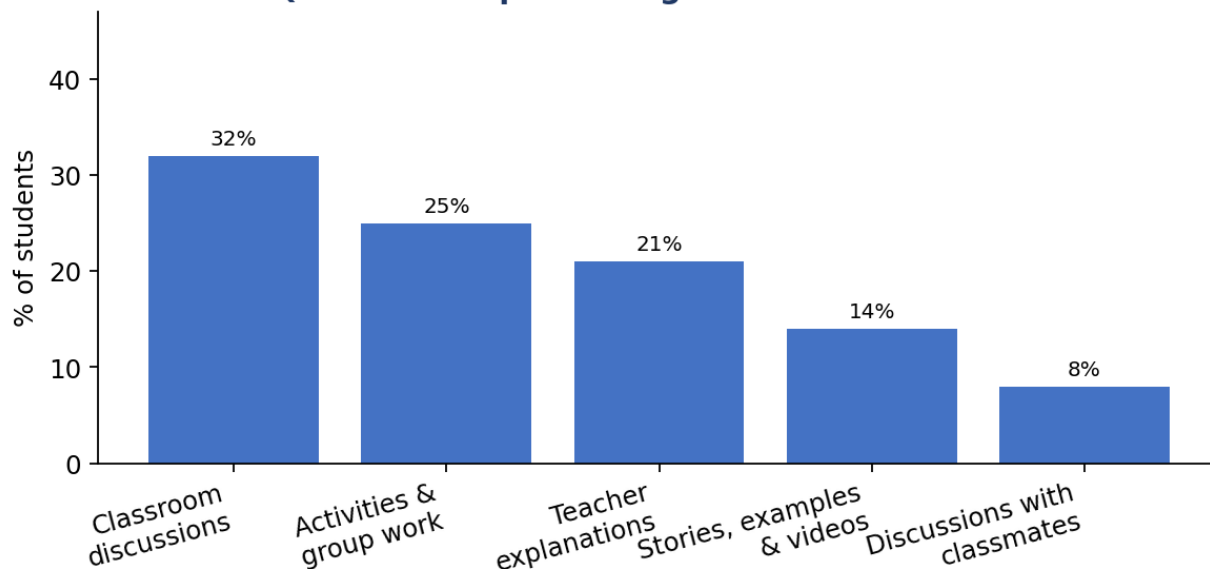
Section A: Overall Change Since the Program



Question 4 — Factors that helped change students' attitudes:

Factor	Students	%
Classroom discussions	32	32%
Activities and group work	25	25%
Teacher explanations	21	21%
Stories, examples and videos	14	14%
Discussions with classmates	8	8%

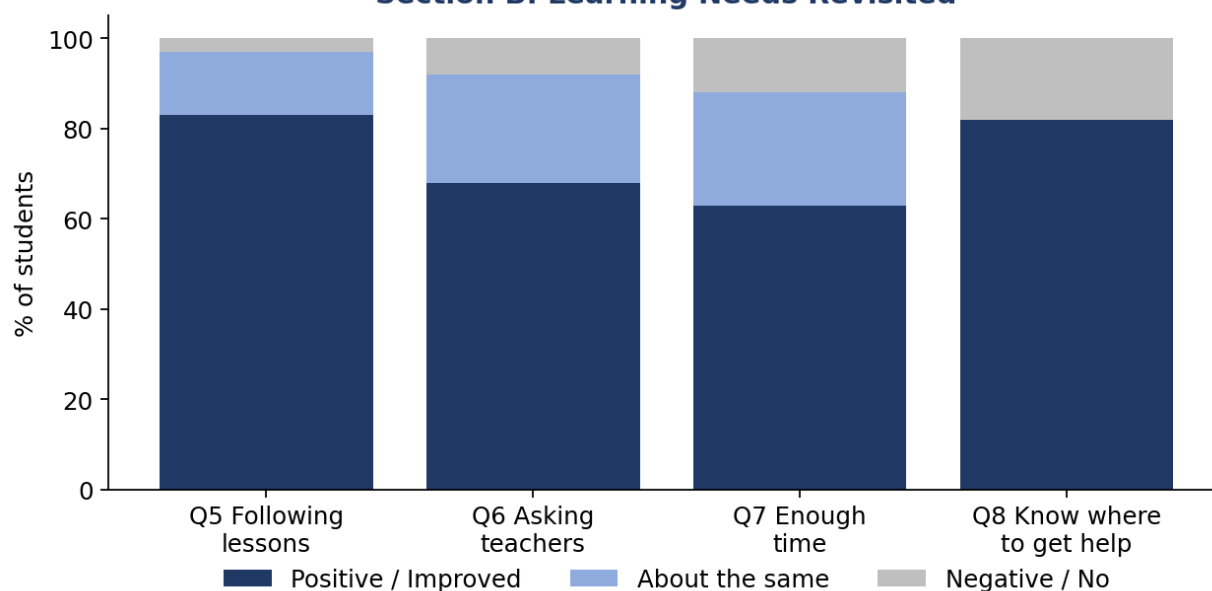
Q4: What Helped Change Students' Attitudes



5.2 Section B: Learning Needs Revisited

Question	Response	Students	%
5. Following lessons	Much easier	52	52%
	A little easier	31	31%
	About the same	14	14%
	Harder	3	3%
6. Asking teachers for help	Yes	68	68%
	About the same	24	24%
	No	8	8%
7. Enough time for classwork	Yes	63	63%
	No	12	12%
	Sometimes	25	25%
8. Know where to get extra help	Yes	82	82%
	No	18	18%

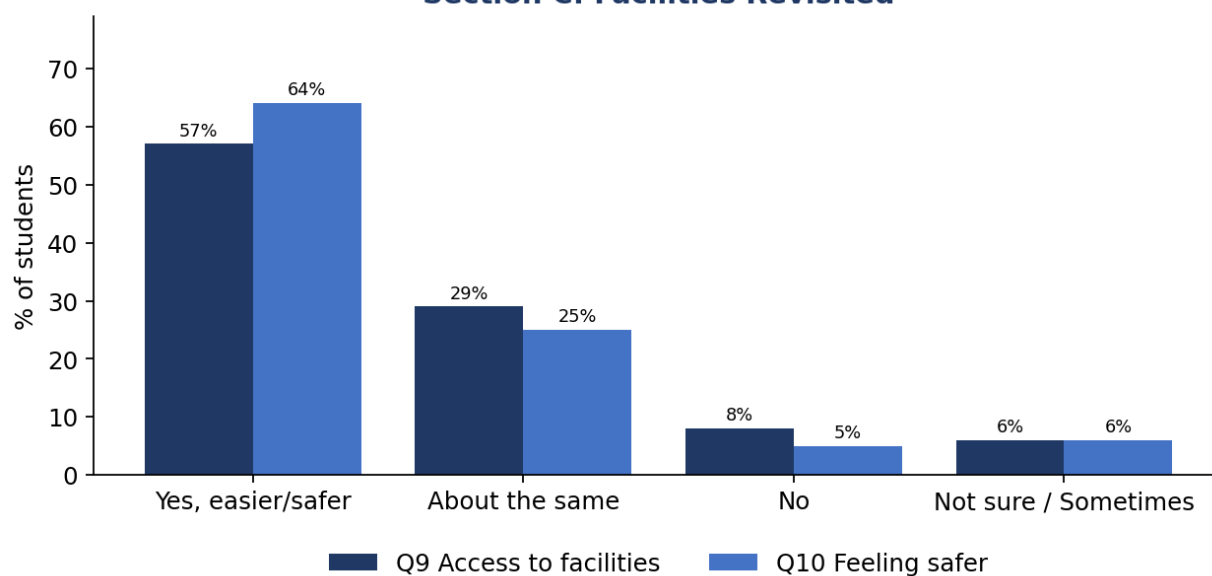
Section B: Learning Needs Revisited



5.3 Section C: Facilities Revisited

Question	Response	Students	%
9. Access to school facilities	Yes, easier	57	57%
	About the same	29	29%
	No	8	8%
	Not sure	6	6%
10. Feeling safer around school	Yes, safer	64	64%
	About the same	25	25%
	No	5	5%
	Sometimes	6	6%

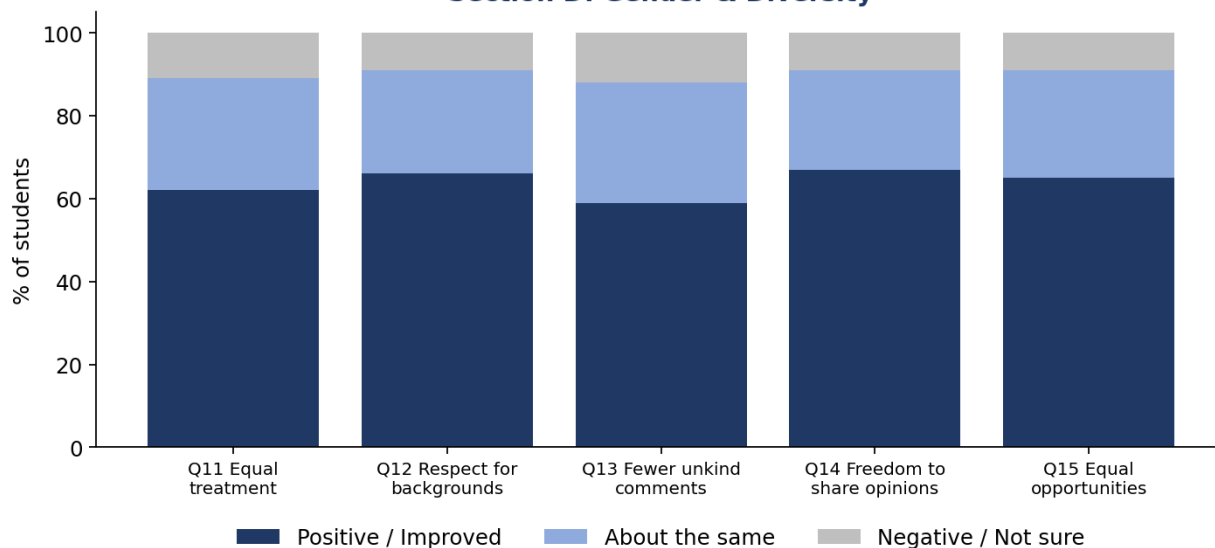
Section C: Facilities Revisited



5.4 Section D: Gender & Diversity

Question	Response	Students	%
11. Equal treatment of boys and girls	Yes, more equally	62	62%
	About the same	27	27%
	No	6	6%
	Not sure	5	5%
12. Respect for different backgrounds	Yes, more	66	66%
	About the same	25	25%
	Less	4	4%
	Not sure	5	5%
13. Unkind comments	Yes, fewer	59	59%
	About the same	29	29%
	No, more	5	5%
	Prefer not to say	7	7%
14. Freedom to share opinions	Yes, more free	67	67%
	About the same	24	24%
	No	4	4%
	Not sure	5	5%
15. Equal opportunities	Yes, more equal	65	65%
	About the same	26	26%
	No	5	5%
	Not sure	4	4%

Section D: Gender & Diversity

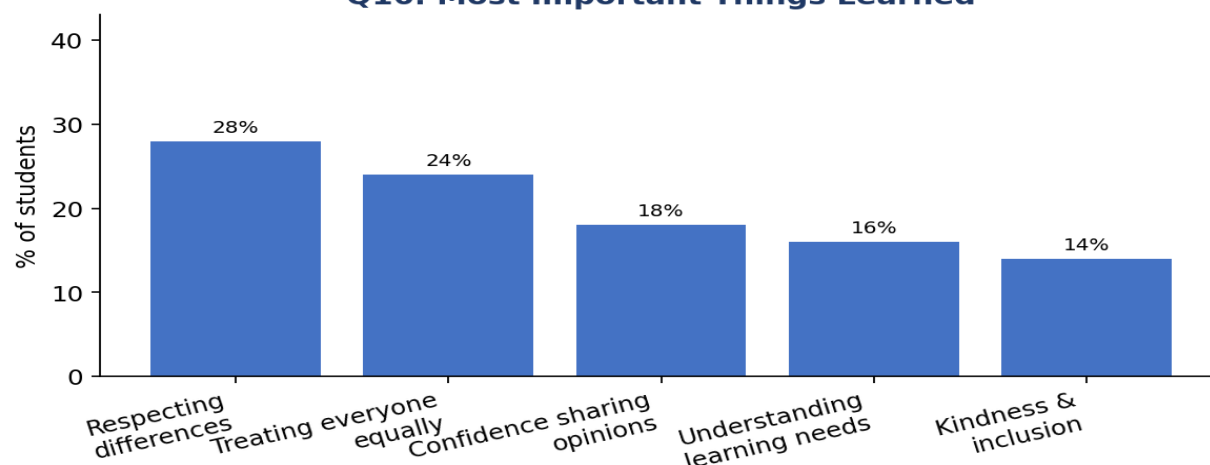


5.5 Section E: Overall Reflection

Question 16 — Most important things students learned or realized:

Response theme	Students	%
Respecting differences and diversity	28	28%
Treating everyone equally	24	24%
Being more confident about sharing opinions	18	18%
Understanding different learning needs	16	16%
Importance of kindness and inclusion	14	14%

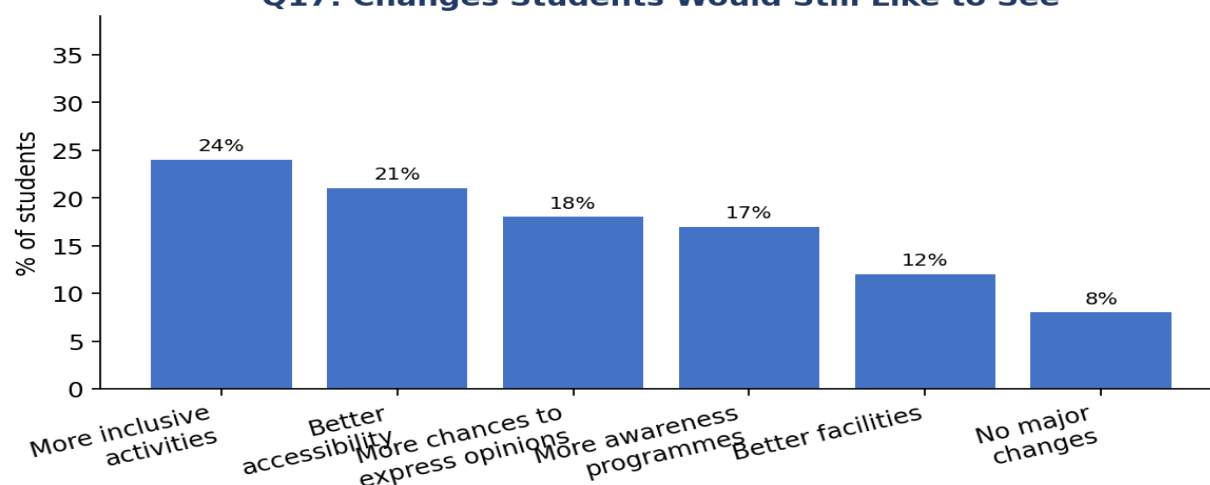
Q16: Most Important Things Learned



Question 17 — Changes students would still like to see:

Suggested area	Students	%
More inclusive activities and events	24	24%
Better accessibility, including ramps and easier movement	21	21%
More opportunities for students to express opinions	18	18%
More awareness programmes	17	17%
Better facilities and common areas	12	12%
No major changes suggested	8	8%

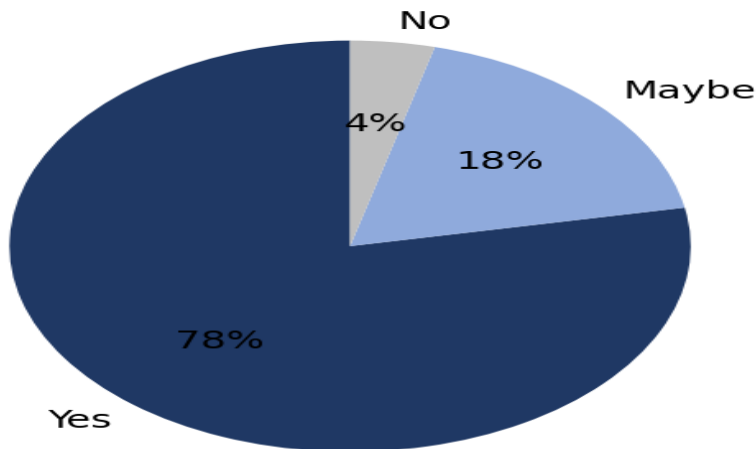
Q17: Changes Students Would Still Like to See



Question 18 — Recommendation of the programme to other classes:

Response	Students	%
Yes	78	78%
Maybe	18	18%
No	4	4%

Q18: Would Recommend Programme to Other Classes



6. Analysis & Interpretation

The comparison between baseline and follow-up results indicates measurable positive change across all three focus areas of the programme:

- Learning Needs: Every learning-related indicator improved. The clearest gain is in students knowing where to get extra help, up from 68% to 82%, suggesting the campaign's signposting of academic support was effective.
- Facilities: Facilities indicators held steady or improved slightly when “about the same” responses are included, but the baseline priorities around quiet spaces and accessibility (ramps, handrails) were not directly re-measured in the follow-up survey and remain open questions for a future facilities-specific check-in.
- Gender & Diversity: The most notable shift is in witnessing unkind comments — 22% reported witnessing them at baseline, and 59% of follow-up respondents reported noticing fewer such comments since the programme, consistent with the sensitization campaign's gender/diversity focus.
- Student voice and equal opportunity indicators (Q14, Q15 follow-up) each show over 90% combined positive response (improved or steady), suggesting the programme reinforced an already reasonably positive baseline rather than correcting a deficit.

A consistent minority of students (roughly 10-29% depending on the indicator) reported “about the same” or “no change,” indicating that while the programme had broad positive reach, it did not shift every student's experience, and continued reinforcement is likely needed.

7. Recommendations

- Continue awareness and inclusion activities: Sustained programming is likely needed to reach the 10-29% of students who reported no change, and to consolidate gains among those who improved.
- Follow up on facilities priorities from baseline: The Week 2 priorities around a quiet/calm space and accessibility (ramps, handrails, pathways) were not directly re-tested at follow-up. A short facilities-specific check-in is recommended to confirm whether these were addressed.
- Expand peer and teacher-led support: Classroom discussions, activities/group work, and teacher explanations were the top three factors students cited for changing their attitudes — these approaches should be prioritized in future sessions over passive formats.

- Create more channels for student voice: 18% of students still want more opportunities to express opinions; consider structured forums, suggestion boxes, or student councils.
- Maintain academic support signposting: The jump in students knowing where to get help (68% → 82%) suggests continuing to actively communicate support channels, rather than assuming awareness persists on its own.

8. Conclusion

Overall, the follow-up survey shows a positive shift from the Week 2 baseline across learning needs, facilities, and gender & diversity. Most students reported improvements in awareness, understanding, classroom participation, access to support, and perceptions of inclusion, and 78% said they would recommend the programme to other classes.

The findings support continuing the programme's core activities — classroom discussion, group work, and teacher-led explanation — while directing renewed attention to the facilities priorities identified at baseline (quiet space, accessibility) that were not directly re-measured in this follow-up.

End of Report

FINAL REPORT

12-Week SDG Project on Inclusive Education

SDG Goal 4: Quality Education

Particular	Details
School	M.I. Hajwani English Medium School & Jr. College, Khed
Department	English & Commerce Department
Duration	Week 1 to Week 12
Submitted by	Student Committee
Guided by	Mrs. Kadiri Shagufta – HOD, Commerce
Submitted to	National Education Board

1. INTRODUCTION

Education is a right for all. This 12-week project was designed to promote **Inclusive Education** in our school, ensuring that every student, regardless of learning needs, gender, or background, feels valued and supported.

Through surveys, campaigns, workshops, and community involvement, we aimed to build a school culture of **empathy, respect, equality, and equal opportunity**.

2. WEEK-WISE PROJECT SUMMARY

Week	Theme	Key Activity	Deliverable
1	Project Launch	Introduction to SDG 4 and formation of four committees	Committee List
2	Needs Assessment	Student survey and facility mapping	Survey & Analysis Report
3	Research & Planning	Research on learning difficulties, gender, and diversity	Campaign Plan & Research Notes
4	Campaign Design	Preparation of posters, role plays, and language guidelines	Campaign Materials

Week	Theme	Key Activity	Deliverable
5	Sensitization Drive	Assembly and classroom sessions on diversity	Attendance & Feedback
6	Teacher & Student Workshop	Training on differentiated instruction	Workshop Report & Photos
7	Accessibility Audit	Audit of ramps, laboratories, and learning resources	Accessibility Audit Report
8	Peer Support Programme	Buddy System and peer mentoring	Peer Support Documentation
9	Inclusive Learning Practices	Group work and flexible assignments	Best Practices Record
10	Community Engagement	Parent session and expert talk	Community Engagement Report
11	Evaluation	Follow-up survey to measure changes	Evaluation Report
12	Presentation & Handover	Final PPT presentation and sustainability planning	Final Report & Sustainability Plan

3. KEY FINDINGS AND IMPACT

Area	Finding / Impact
Awareness	More than 85% of students can now explain the meaning of inclusive language and understand why it matters.
Student Behaviour	Group participation increased, and students reported feeling more comfortable asking for help.
Infrastructure	The accessibility audit identified two areas requiring improvement: ramp railing and laboratory seating . Suggestions were

4. CHALLENGES AND SOLUTIONS

Challenge	Solution Implemented
Low initial parent turnout	The session was rescheduled and WhatsApp reminders were sent in the local language.
Time constraints due to the syllabus	Activities were integrated into regular periods and school assemblies.
Shyness among students regarding peer support	The programme initially involved volunteer "Peer Buddies" and certificates were provided to encourage participation.

5. RECOMMENDATIONS

No.	Recommendation
1	Make Inclusive Education an integral part of the school's annual policy.
2	Conduct quarterly parent-orientation programmes.
3	Conduct an annual accessibility audit of school facilities.
4	Introduce "Best Buddy" Awards every term to sustain student motivation and participation.

6. CONCLUSION

Over the course of 12 weeks, the project successfully moved from **awareness to action**. Inclusive Education is not a one-time event but an ongoing commitment.

