

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



Area	Finding / Impact
Community Participation	submitted to the management. More than 30 parents attended the awareness session, and 2 parents volunteered to support future programmes.
Teacher Development	12 teachers were trained in differentiated instruction and peer-support techniques.

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.

With the continued support of students, teachers, parents, and school



management, we are committed to creating an environment where:

“No Student is Left Behind.”

Annexures

All **9 NEB Deliverables**, along with photographs, reports, survey results, and feedback forms, are attached as annexures.

SUSTAINABILITY PLAN

Goal

To continue and strengthen Inclusive Education practices beyond Week 12.

7. ACTION PLAN

Area	Activity	Responsible Person / Team	Frequency
Peer Support	Continue Buddy System in all classes	Class Teachers + Student Council	Weekly
Awareness	Conduct one Inclusive Education Assembly	Assembly In-charge	Monthly
Teacher Training	Conduct a mini-workshop on inclusive teaching	HOD + Senior Teachers	Every Term
Accessibility	Conduct an annual audit of school facilities	Infrastructure Committee	Yearly
Community	Conduct parent orientation on inclusion	PTA Committee	Twice a Year
Documentation	Maintain Student Reflection Journals	Subject Teachers	Every Term

8. MONITORING PLAN

Monitoring Period	Monitoring Activity	Responsible Team
Weekly	Teachers review the Buddy System and student participation	Class Teachers
Monthly	Collect student	Student Council



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Monitoring Period	Monitoring Activity	Responsible Team
	feedback and review inclusion-related activities	
Term-wise	Review progress and challenges during staff meetings	School Management & Staff

9. RESOURCES REQUIRED

Resource	Purpose
Posters and awareness materials	Student awareness campaigns
Library books	Supporting inclusive learning and diversity
Teacher-training materials	Professional development
Student reflection journals	Documentation and self-reflection
Support from HOD & Principal	Planning, monitoring, and implementation

10. LONG-TERM VISION

Vision Statement

Everyone Belongs. Everyone Learns. Everyone is Respected.

The school aims to build a sustainable culture of inclusion in which every learner receives equal respect, encouragement, participation, and opportunity to succeed.

PROJECT DECLARATION

Particular	Details
Project Title	12-Week SDG Project on Inclusive Education
SDG Goal	Goal 4 – Quality Education
School	M.I. Hajwani English Medium School & Jr. College, Khed
Department	English & Commerce Department
Project Duration	12 Weeks
Project Focus	Inclusive Education, Equal



Particular

Details

Opportunity, Accessibility, Peer
Support, and Community
Participation



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