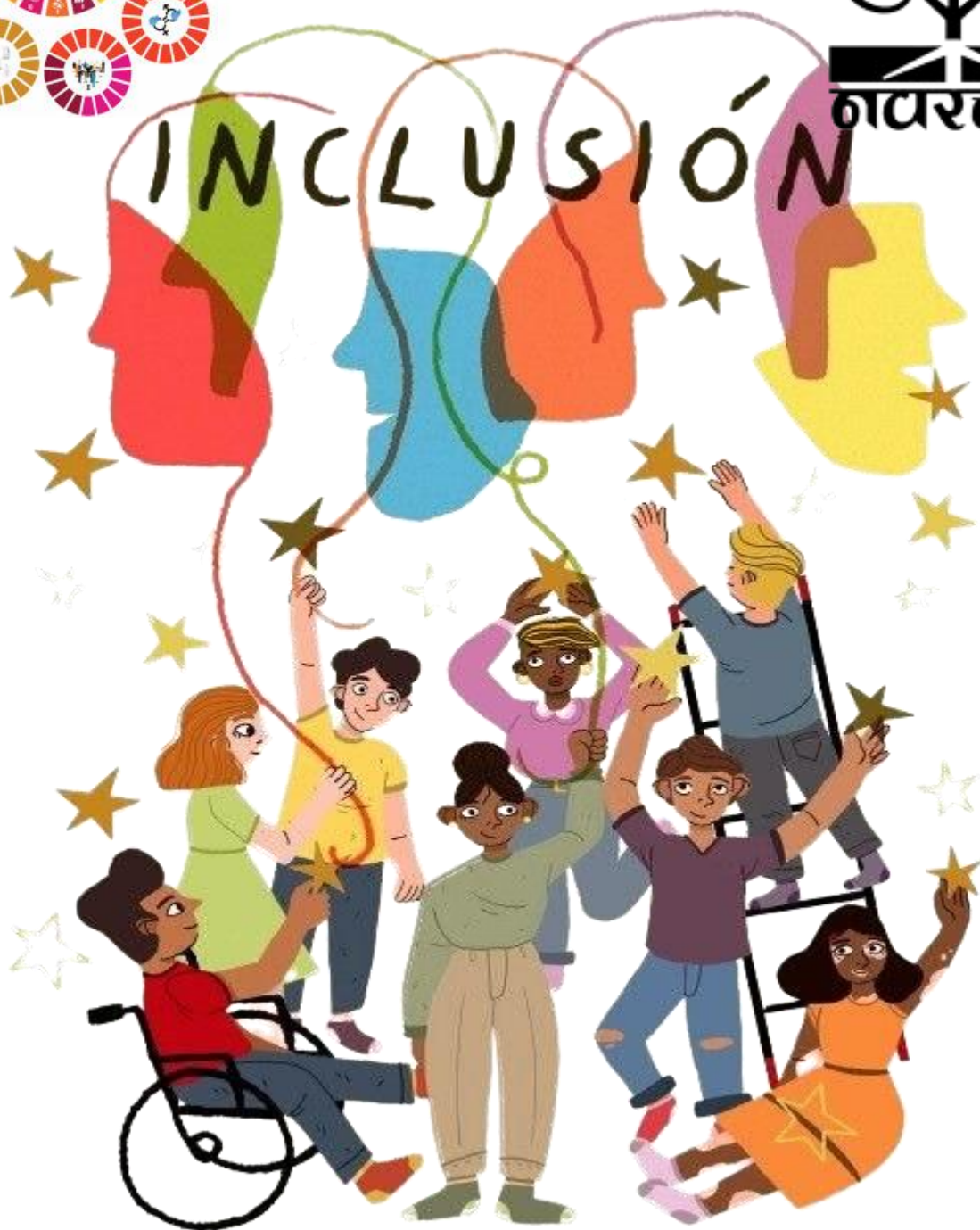




**'PROJECT SHAAMIL'
THE INCLUSIVE EDUCATION
(SDG-4 & 10)**

WEEK 1- PROJECT LAUNCH: Introduction to SDGs 4 & 10

Introduction of the concept

'Inclusion means creating a safe space where differences are respected'

Project Shaamil was launched with a special school assembly, "Different colors of the same rainbow" was conducted to introduce the concept of "Inclusive Education" to students, highlighting acceptance, equality, empathy, and respect for individual differences through a colourful thematic play. The programme concluded with an Inclusive Education Pledge, encouraging students to foster a school environment where every learner feels valued, respected, and included.



Defining Target Group:

INCLUSIVE EDUCATION FRAMEWORK: TARGET GROUPS & EXPECTED OUTCOMES			
	Target Group / Focus Area	Description & Target Profile	Expected Outcome
1. ACADEMIC AREA			
	Specific Learning Difficulties (SLD)	Students experiencing persistent difficulties in reading, writing, spelling or mathematics.	Improved academic access, participation and progress.
	Autism Spectrum Disorder (ASD)	Students who may require support with communication, sensory needs, routines, social interaction and learning.	Better classroom participation and inclusion.
	High-Ability Learners	Students who require enrichment, greater challenge or opportunities beyond the regular curriculum.	Sustained engagement and appropriate academic challenge.
	Low Academic Performers	Students experiencing persistent academic difficulties due to learning gaps, attention, motivation or other barriers.	Improved performance, engagement and confidence.
	Career Guidance	Supporting students in understanding their interests, strengths, abilities and suitable educational or career pathways.	Informed and equitable career choices.
2. BEHAVIOURAL AREA			
	Bullying, Exclusion & Peer Discrimination	Students experiencing or contributing to bullying, teasing, ragging, isolation or peer exclusion.	Safer peer relationships and a stronger sense of belonging.
	Personal Boundaries & Safety	Developing awareness of physical, emotional and social boundaries and learning to respect those of others.	Increased safety, respect and healthy interactions.
	ADHD / Attention & Executive Functioning	Students experiencing difficulties with attention, impulse control, organisation, planning or self-regulation.	Improved classroom functioning and participation.
3. EMOTIONAL AREA			
	Emotional Dysregulation	Students who experience difficulty identifying, expressing or regulating strong emotions.	Improved self-regulation and coping skills.
	Anger Management	Supporting students in recognising triggers and responding appropriately to frustration and conflict.	Healthier emotional expression and conflict management.
	Exam / Performance Anxiety	Students experiencing excessive worry, fear or stress related to examinations, assessments or performance.	Better coping and healthier academic functioning.
	Self-Esteem & Confidence	Students experiencing self-doubt, fear of failure or negative self-perception.	Greater confidence, participation and resilience.
	Grief & Loss	Students coping with bereavement, separation or other significant losses and changes.	Appropriate emotional support and adaptive coping.
	Relationships, Affection & Boundaries	Age-appropriate understanding of friendships, affection, relationships and interpersonal boundaries.	Healthier relationships and responsible interactions.
4. PHYSICAL AREA			
	Locomotor Disabilities	Students experiencing difficulties with movement, mobility or physical access.	Improved accessibility, independence and participation.
	Neuromuscular Conditions	Students with conditions affecting muscle strength, movement or physical functioning who may require accommodations.	Greater accessibility and participation in school life.
	Visual Impairment	Students requiring accessible learning materials, classroom adaptations or environmental support due to visual difficulties.	Equitable access to learning and school activities.
	Hearing Impairment	Students requiring communication, classroom or environmental accommodations due to hearing difficulties.	Improved communication and participation.
5. SOCIAL AREA			
	Gender Sensitisation	Promoting equality, respect and freedom from gender stereotypes and discrimination.	More respectful and equitable interactions.
	Groupism & Social Exclusion	Cliques, peer-group barriers and exclusion based on interests, abilities, backgrounds or differences.	Greater acceptance, cooperation and belonging.
	New-Student Transition	Supporting students who are adjusting to a new school, class, peer group or environment.	Smoother adjustment and social integration.
	Social Anxiety / Withdrawal	Students who experience difficulty engaging in social interactions or participating with peers.	Increased social confidence and participation.
	Family Transitions & Circumstances	Students whose family changes or circumstances affect their emotional well-being or school participation.	Appropriate support and continuity in education.
	Socio-economic / Educational Disadvantage	Students facing barriers due to financial limitations, unequal access to resources or educational opportunities.	Greater equity and access to learning opportunities.
	Language & Cultural Diversity	Students from different linguistic, cultural or social backgrounds who may face barriers to communication or integration.	Greater cultural sensitivity, acceptance and belonging.

Student Committee

The 'AADHAAR STUDENT COMMITTEE' was founded to work on the 'PROJECT SHAAMIL'.



Brainstorming session was conducted for Project Shaamil with the Aadhaar Student Committee to kickstart the campaign. Assembly presentations for junior and senior school, classroom activities facilitated by the student committee, pledge, gallery walk board, poster making, skit, play, circle time to explore stereotypes, discussion on diversity, equality, individual differences, accessibility.



Week 2- NEEDS ASSESSMENT: UNDERSTANDING DIVERSITY

Pictorial representation of the survey responses conducted with teachers, describing the needs of the students. This was used to design, and plan activities inside and outside the classroom for students, as well as teachers.

Which emotional area best describes the observed need in your class?



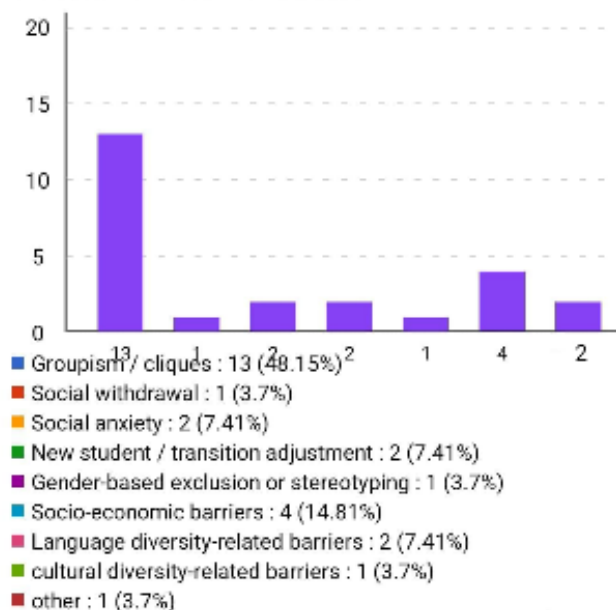
- Emotional dysregulation : 5 (17.86%)
- Exam / academic anxiety : 4 (14.29%)
- Low self-esteem / confidence : 9 (32.14%)
- Grief / loss / major life change : 1 (3.57%)
- adjustment difficulties : 6 (21.43%)
- other : 3 (10.71%)

Question: Which academic/learning area best describes the observed need in your class?

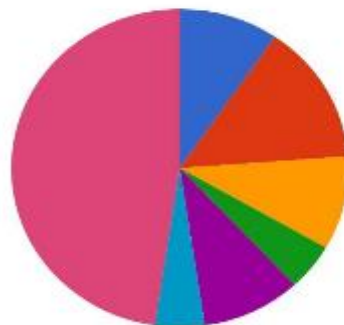


- Low academic performance : 8 (40%)
- Advanced / high-achieving learner : 7 (35%)
- other : 5 (25%)

Which social/diversity area best describes the observed need in this class?



Which physical or accessibility area best describes the observed need?



- Mobility / locomotor difficulties : 2 (9.52%)
- Visual impairment : 3 (14.29%)
- Hearing impairment : 2 (9.52%)
- Neuromuscular / physical condition affecting participation : 1 (4.76%)
- Temporary physical limitation : 2 (9.52%)
- Accessibility requirement : 1 (4.76%)
- other : 10 (47.62%)

MAP EXISTING GAPS

School Facilities and Identified Gaps :

1. Academic Inclusion

Existing Facilities / Practices:

- Remedial classes: Additional academic support for students who are performing below expected levels.
- Remediation for students with learning difficulties: Targeted interventions to address specific learning needs.
- One-to-one support: Individualized academic assistance based on student needs.
- Peer learning: Students learn collaboratively and support one another academically.
- Group activities: MDPs (Multi-Disciplinary Projects) and SEA (Subject Enrichment Activities) provide varied opportunities for learning.
- Visual learning: Smart TVs are used as interactive classroom boards to support visual and multimedia learning.
- Simplified study guides: Learning materials are simplified to improve accessibility and understanding.

Modified question papers: CwSN(Children with Special Needs) are provided question papers at the same level or one level below, as appropriate to their needs.

Shadow teachers: Individual support is available for students who require additional assistance in the classroom.

Special identification program for high achievers

Identified Gaps / Areas for Strengthening:

Greater consistency in individualized education plans.

Greater variety in assessment and evaluation methods beyond written examinations.

2. Behavioural Inclusion

Existing Facilities / Practices:

- Restorative programmes: The School Psychologist conducts interventions for behavioural concerns, focusing on reflection, accountability and behavioural change.
- Seating arrangements: Classroom seating is modified where required to support attention, behaviour and participation.
- Life Skills sessions: Weekly CACA workbook-based sessions address behavioural, social and personal development skills.

Identified Gaps / Areas for Strengthening:

- Consistent implementation of anti-bullying and anti-exclusion protocols.
- Greater emphasis on preventive behavioural education rather than intervention.
- Strengthening the student-led buddy/peer-support system.

3. Emotional Inclusion

Existing Facilities / Practices:

- Aadhaar Counselling Centre: Team of 4 psychologists provide counselling and psychological support to students.
- Buddy System: Peer support is available to assist students with social and emotional adjustment.

Identified Gaps / Areas for Strengthening:

- Regular emotional well-being sessions for all students rather than support being primarily need-based.
- More programmes for emotional regulation, stress management and resilience.

4. Physical Inclusion

Existing Facilities / Practices:

- Hearing aids: Support is available for students with hearing-related needs.
- Preferential seating: Students with sensory or accessibility needs can be seated in appropriate locations, including front rows.
- Lifts: Provide access between different floors.
- Ramps: Facilitate mobility and wheelchair accessibility.
- CwSN washrooms: Accessible toilet facilities are available.
- Lower sinks and water bays: Age-appropriate facilities are provided for younger students.

Identified Gaps / Areas for Strengthening:

- Regular accessibility audits to identify physical barriers across the campus.
- Clear emergency evacuation procedures for students with physical or sensory disabilities.
- Ensuring accessibility is considered during sports, assemblies, field trips and extracurricular activities, not only classroom access.

5. Social Inclusion

Existing Facilities / Practices:

- Open forums: Provide opportunities for students to express opinions, concerns and ideas.
- Interest-based activities: Opportunities such as DJ and other interest areas allow students to participate according to their strengths and interests.

Identified Gaps / Areas for Strengthening:

- More structured opportunities for students who are socially withdrawn or less involved.
- Programmes addressing groupism, exclusion, discrimination and peer acceptance.

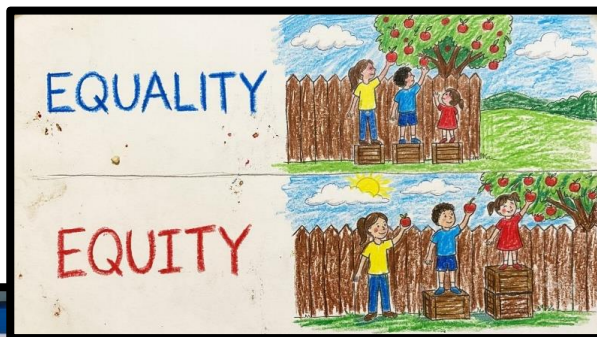
WEEK 3: RESEARCH AND SENSITIZATION PLANNING

Aadhaar Student Committee engaging with students in the classrooms, exploring different aspects of inclusion for the 'Project Shaamil'. They also engaged in planning and practising for facilitation and presentation of the sessions, workshops, assemblies, circle time, and grafted a pledge. Also, students engaged in a rigorous research to understand the importance of support provided and its impact on creating equal opportunities, and more accessible and inclusive classrooms.



Week 4: Awareness Campaign Design

Developed age appropriate and creative communication materials around acceptance, empathy, equality and equity, respect and belonging. Formed guidelines for the use of inclusive language. Through this, students developed greater awareness of disability, accessibility and the importance of removing physical, social and learning barriers.



“Inclusion begins when we look beyond our DIFFERENCES”

“TRANSCEND our DIFFERENCES to TRANSFORM our FUTURE”

INCLUSIVE LANGUAGE GUIDELINES FOR SCHOOL STUDENTS: Respecting Everyone!

WHAT IS INCLUSIVE LANGUAGE?
Inclusive languages is a understanding guide of pares, oar, identity and technological meaning in, non; hut ancondrology and inclusive language.

RESPECTING EVERYONE

- Use "Everyone", "Students", "Classmates" instead of "Boys and girls" or "You guys".

PERSONAL PRONOUNS

- Use a person's correct pronouns (e.g., He/him, She/her, They/them)
- Ask if unsure: "What are your pronouns?"

INCLUSIVITY & IDENTITY

- Be respectful of gender, race, culture, religion, ability, and identity.
- Use identity-affirming terms (e.g., Person with a disability, LGBTQ+ students, Indigenous person) if they wish to be labeled.

GENERAL RESPECT

- Avoid generalizations, stereotypes, or hurtful comments.
- Listen actively and be open-minded.

SAY THIS... NOT THAT

SAY: Everyone, All Students, Friends	AVOID: Boys & Girls, Guys
SAY: (Person's pronouns, or They/them" if unknown)	AVOID: (Assuming gender)
SAY: Student with a learning difference	AVOID: 'Slow' or 'Disabled'

BE MINDFUL & LEARN

- If you make a mistake, apologize politely ("I'm sorry, thank you for correcting me") and try to learn. Everyone is still learning!

Let's create a welcoming and respectful environment for EVERYONE!
Together we make our school inclusive!

STUDENT BEHAVIORAL GUIDELINES: Our Community Compact

SECTION 1. CREATING OUR POSITIVE COMMUNITY
At our school, we value a community where everyone can thrive. This starts with showing respect to everyone we interact with—classmates, teachers, and staff. We listen when others speak, use kind words even during disagreements, and take care of our school property. By being punctual for classes and helping each other when possible, we build a space of trust and learning.

SECTION 2. MAINTAINING ACADEMIC INTEGRITY
We strive for excellence in all our academic work. This means producing original assignments and citing our sources correctly. Cheating, plagiarizing, or attempting to mislead teachers about our understanding does not help us learn. We work together on group projects fairly and ensure everyone's voice is heard.

SECTION 3. PROMOTING SAFETY & WELL-BEING
A safe school is a primary goal. We move safely throughout the buildings and hallways, avoiding running or rough play that could cause injury. If you ever feel unsafe or see someone else in danger, it is important to report it to a teacher immediately. We are also mindful of our digital behavior, treating others with respect online just as we do in person.

SECTION 4. RESOLVING CONFLICTS & REPAIRING HARM
When disagreements happen, as they inevitably will, we approach them with a solution-oriented mindset. We use calm words to express our feelings and are open to mediation with a teacher or counselor. If a rule is broken or a mistake is made, the goal is not punishment but learning. We focus on apologizing sincerely and taking restorative actions to make things right. Together, we can find paths forward.

Let's build a culture of shared responsibility.
Every student makes a difference!

★ INCLUSIVE BEHAVIOUR – “INCLUDE”

I – Include everyone
Invite, involve and make space.

N – Notice differences
Different ≠ less.

C – Choose your words
NO TEASING, BODY-SHAMING
NO LABELS, BODY-SHAMING OR STEREOTYPES

L – Listen & ask
Don't assume. Ask before helping.

U – Understand needs
Fair doesn't always mean the same.

D – Don't be a bystander
Speak up when someone is excluded or bullied.

E – Everyone belongs
Respect every person, every background, every ability.

NAVRAHANA HIGHER SECONDARY SCHOOL, SAMA
SDG 4 | Inclusive Education

WEEK 5: Sensitization Drive – Phase 1- Inclusive Classroom Practices

Conduct classroom sessions and assemblies using stories, discussions, activities and role plays to help students understand different abilities, backgrounds, learning needs and perspectives.

A session was facilitated for junior school "Leaves of the Tree: Lesson on Diversity and Inclusion" (Class 1-5) to foster the understanding of differences, and how they make us more beautiful and unique. The takeaway of the session was to include everyone since these differences make us stronger, when we come together.

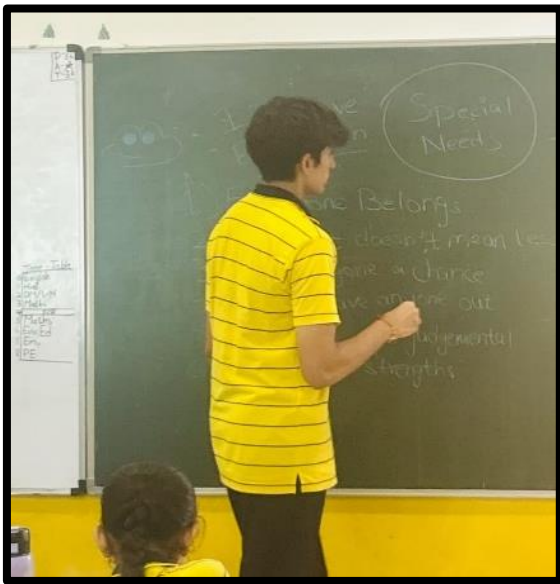


A play, "**The Unseen Side: Beyond Labels**" was presented to senior school where students staged people like Tom Holland, an actor who has openly spoken about dyslexia, serene Williams, breaking all stereotypes against women in sports, B.R. Ambedkar, who broke through the society's exclusive lens that could only see his lower socio-economic background, and Srikanth Bholla, an entrepreneur who didn't let his disabilities define his limits. The play shared the strong and moving message of challenges people from different backgrounds face, and how support and education can help us overcome these barriers, changing the story from them to us!



Aadhaar student committee facilitated a classroom session with junior school on poster making to understand the importance of looking beyond labels and differences, differentiated support, and opportunities to create more inclusive classroom practices.

to help them understand that inclusion begins when we look beyond our differences and make sure everyone feels that they belong. Each person brings their own strengths, perspectives, and unique way of experiencing the world.



Under 'Project Shaamil', a storytelling session was facilitated by the Aadhaar student committee to help students understand that inclusion begins when we look beyond our differences and make sure everyone feels that they belong. Each person brings their own strengths, perspectives, and unique way of experiencing the world.



The collage features a variety of student artwork and a group photo. The top half shows several posters and drawings on a red wall, including:

- INCLUSION begins with us**: A poster with the word 'INCLUSION' in large, colorful letters.
- EVERYBODY MATTERS**: A poster with a rainbow and the text 'EVERYBODY MATTERS'.
- LET'S MAKE SPACE FOR EVERYONE**: A poster with puzzle pieces and the text 'LET'S MAKE SPACE FOR EVERYONE'.
- Everyone Belongs**: A poster with a rainbow and the text 'Everyone Belongs'.
- EVERYONE BELONGS TO ONE**: A poster with the text 'EVERYONE BELONGS TO ONE'.
- Inclusive Education**: A poster with the text 'Inclusive Education' and 'Everyone Belongs'.
- We all have Strengths**: A poster with the text 'We all have Strengths'.
- Looking beyond Differences**: A poster with the text 'Looking beyond Differences'.

The bottom half shows a group of students and a teacher standing behind a table with a 'LIFE' banner. The table displays various life skills, and a large tree diagram titled 'THE TREE OF LIFE SKILLS' is visible in the background.

THE TREE OF LIFE SKILLS

- Roots**:
 - EMOTIONAL SAFETY
 - TRUST & SUPPORT
 - EMOTIONAL REGULATION
 - EMOTIONAL RESILIENCE
 - EMOTIONAL AWARENESS
 - EMOTIONAL SKILLS
 - EMOTIONAL OUTREACH
 - EMOTIONAL RESILIENCE
 - EMOTIONAL AWARENESS
 - EMOTIONAL SKILLS
 - EMOTIONAL OUTREACH
- Trunk**:
 - EMOTIONAL SAFETY
 - TRUST & SUPPORT
 - EMOTIONAL REGULATION
 - EMOTIONAL RESILIENCE
 - EMOTIONAL AWARENESS
 - EMOTIONAL SKILLS
 - EMOTIONAL OUTREACH
 - EMOTIONAL RESILIENCE
 - EMOTIONAL AWARENESS
 - EMOTIONAL SKILLS
 - EMOTIONAL OUTREACH
- Canopy**:
 - EMOTIONAL SAFETY
 - TRUST & SUPPORT
 - EMOTIONAL REGULATION
 - EMOTIONAL RESILIENCE
 - EMOTIONAL AWARENESS
 - EMOTIONAL SKILLS
 - EMOTIONAL OUTREACH
 - EMOTIONAL RESILIENCE
 - EMOTIONAL AWARENESS
 - EMOTIONAL SKILLS
 - EMOTIONAL OUTREACH

CREATIVE THINKING **COPING WITH STRESS** **COPING WITH EMOTIONS** **INTERPERSONAL RELATIONSHIP** **EFFECTIVE COMMUNICATION** **PROBLEM SOLVING** **EMPATHY**

LIFE



The invisible line: Addressing groupism



Week 6: Gender Sensitization



Enhancing Inclusive Language



Nukkad Natak: Barriers to Inclusion



Mental Week Celebration



Week 6: Teacher and student workshop

Student workshops

Cyber security

A Cyber Safety Awareness Talk was organized for the Grade 8&9 students of Navrachana Higher Secondary School. The session was conducted by Mr. Jay Gandhi, an alumnus of the 2016 batch, who shared real-life experiences to instil accountability and a responsible attitude towards life.

He discussed the pros and cons of social media, highlighting the importance of online safety and mindful digital behaviour.

The session was highly relatable, and students actively participated by sharing their thoughts, experiences, and concerns, making the session engaging impactful and enriching.



Blindness awareness week :

"Beyond Sight: Discovering the Power of Touch, Trust and Understanding"

As part of Blindness Awareness Week, in collaboration with Vadodara Marathon, students of Std 3 to 5 engaged in meaningful experiential activities.

Through blindfold walks, sensory exploration using touch, sound and smell, and trying basic Braille, students gained insight into visual impairment and the power of heightened senses and trust.

The Preparatory Stage students participated with great enthusiasm and sensitivity, making the experience truly impactful. The week concluded with a deeper sense of empathy, inspiring them to be more kind, aware and inclusive in their everyday lives.



Teacher workshops

Inclusion in diversity



AADHAAR COUNSELLING CENTRE



World Suicide Prevention Day 2025

The Aadhaar Counseling Centre conducted a workshop on 12 September 2025 on "World Suicide Prevention Day 2025" for teachers. The theme was "Changing the Narrative on Suicide," focusing on empowering individuals through awareness and intervention. A practical, quick action framework, Notice, Care, and Refer (NCR), was introduced for effective intervention.



POCSO Act Training

A training session on the Protection of Children from Sexual Offences (POCSO) Act was conducted on 20 September 2025 for teaching and administrative staff. The session, led by Dr. Nivedita Ganguli, psychologist and CBSE Resource Person, focused on recognising early signs of abuse, ensuring safe school environments, and managing disclosures sensitively. Supported by Collins Publications, the workshop reaffirmed the school's commitment to student safety and well-being.



Parenting Sessions

The parenting session for Class 1 and 2 parents was held on 19th July at Navrachana Higher Secondary School, Sama, led by Ms. Kamal Patel, focusing on school partnership, stress management, and setting realistic expectations.



Compassion in Action

"Compassion in Action" – a half-day teacher training programme was held on 22nd November 2025 engaged around 150 educators in reflective practices. Led by Ms. Anjana Raj Gaekwad of Team Psyched, the workshop focused on empathy, mindfulness, and the 3N Model to foster compassionate and supportive classroom environments.

Management of aggression among students:



Week 7: Accessibility Audit and Improvements

An inclusive school begins with an environment where every learner can access spaces, resources, and opportunities with safety, dignity, and independence. Week 7 focused on identifying and addressing physical, sensory, academic, and mobility-related barriers across the school. Through student-led accessibility audits and targeted improvements, the initiative examined how infrastructure, learning resources, and support systems could better respond to diverse needs. The focus was not merely on providing access, but on creating an environment where differences in age, gender, ability, and learning needs do not become barriers to participation or belonging.

Accessible Washrooms: Audited
CWSN washrooms to assess accessibility, safety, and ease of independent use.

Modified Paper for
CWSN students



Navrachana Higher Secondary School, Sama
Periodic Assessment: 1 / 1
2026-27 (Modified)
Subject: Social Studies

Std: V
Date: 06 /07/ 2026
Name: _____
Invigilator's sign: _____

MM: 20
Time: 1 hr
Roll No: _____
Teacher's sign: _____

Q-1 Fill in the blanks: (3)
[Northern, Torrid, Southern, latitudes]

A. The _____ zone is the hottest zone.
B. The _____ divide the earth into heat zones.
C. The Tropic of Capricorn is in the _____ Hemisphere.

Q-2 Choose the correct answer: (3)

A. The longest latitude is:
i) Tropic of Cancer ii) Equator iii) Arctic Circle
B. The coldest zone is:
i) Torrid Zone ii) Temperate Zone iii) Frigid Zone
C. Meridians meet at:
i) Equator ii) Poles iii) Tropics

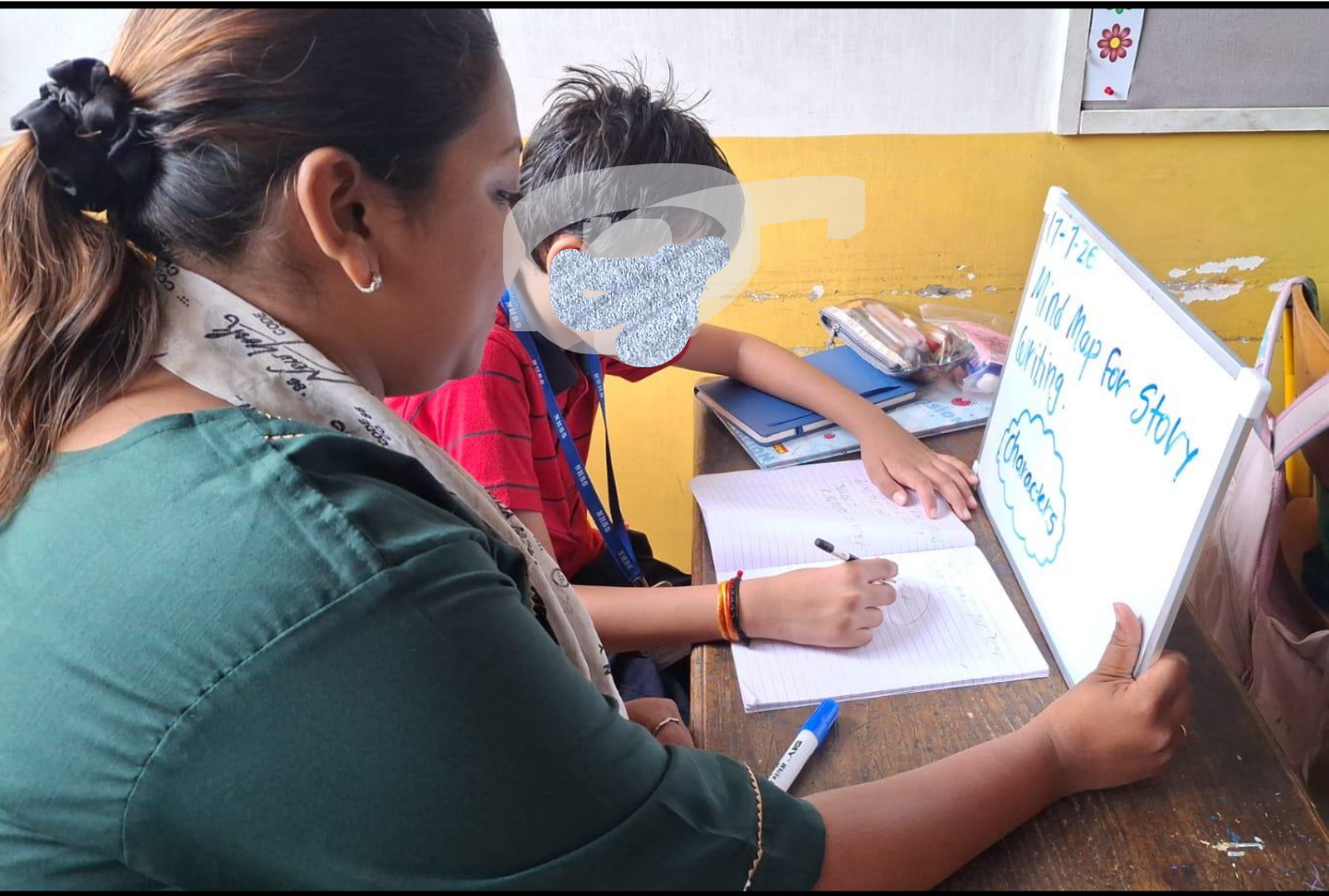
Q-3 Match the following: (3)

Column A	Column B
1. Equator	a. Network of lines
2. Frigid Zone	b. 0° latitude
3. Grid	c. Cold region

1. _____ 2. _____ 3. _____

1

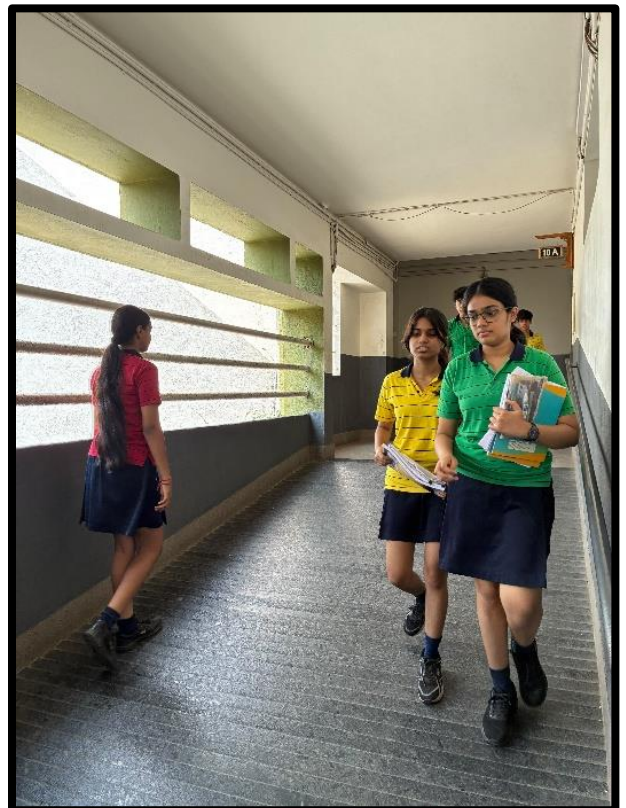
Remediation Support



Junior-Friendly Facilities: Reviewed lower-height washrooms in the Junior Section for age-appropriate accessibility and usability.



Mobility & Physical Access: Audited ramps and lifts to assess ease of movement and accessibility across different areas of the school



Sensory Learning Resources: Reviewed the availability of sensory books to support young readers with varied sensory and learning needs.



Multisensory Learning: Audited the Senses Board as a resource for engaging audio-visual and multisensory learners.



WEEK 8: Peer Support Programme

For Project Shaamil, an inclusive peer culture was promoted through the peer support programme, "Be a Buddy, not a Barrier". At Navrachana, we believe that inclusion becomes meaningful when students themselves become active participants in creating a culture where everyone feels seen, supported, and valued. Week 8 focused on building peer networks that foster belonging, participation, and mutual support across differences in ability, age, and individual needs. Through buddy systems, peer mentoring, student-led support, and inclusive leadership opportunities, students were encouraged to move beyond simply being recipients of support to becoming contributors to an equitable school community. The emphasis was on creating a school culture where no student is isolated, overlooked, or prevented from participating because of a barrier.

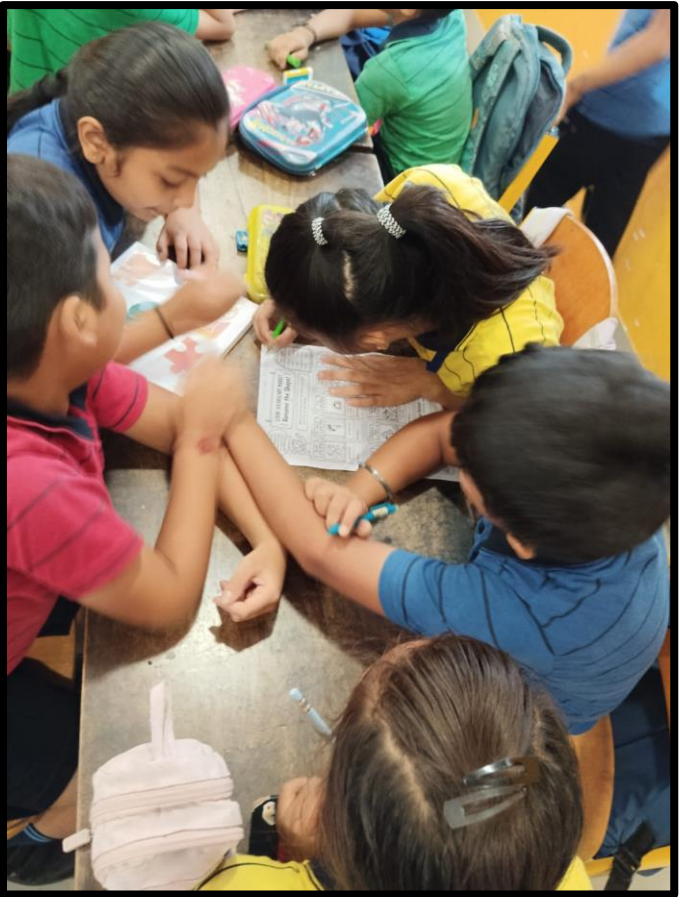
Student Counsellor & Vice-Counsellor Support: Facilitated a student-led support system where counsellors and vice-counsellors offered peer guidance, emotional support, and a listening space to fellow students.

Classroom Buddy System: Established buddy partnerships to encourage friendship, cooperation, classroom participation, and a sense of belonging among students.

Mobility Buddy System: Created peer-buddy support to assist students with locomotor disabilities in navigating school spaces and participating more independently in daily activities.

Peer Mentoring: Encouraged students to support one another through academic guidance, skill-sharing, problem-solving, and collaborative learning.

Collaborative Group Work: Used structured group activities to promote peer learning, cooperation, communication, and meaningful participation of every learner.



WEEK 9: Inclusive Learning Practices

Inclusive education goes beyond providing the same learning experience to every child. It creates meaningful opportunities for every learner to engage, contribute, and demonstrate their strengths. Week 9 focused on adapting teaching and learning through multisensory approaches, collaborative experiences, multidisciplinary projects, technology-enabled learning, and flexible ways of completing and presenting assignments. These practices helped move the classroom from a one-size-fits-all approach towards a more responsive learning environment where differences in ability, learning pace, interests, and expression were recognised and valued.

MDP Projects: Encouraged multidisciplinary project-based learning that allows students to contribute through varied strengths, interests, and modes of expression.

Fun Fridays: Multisensory Learning: Integrated visual, auditory, tactile, movement-based, and experiential approaches to make learning engaging and accessible to diverse learners.

MIEE (Microsoft Innovative Educator Expert) Projects: Trained teachers to provide opportunities for students to explore concepts through creative, inquiry-based and technology-enabled projects, supporting different learning styles and abilities.

Collaborative Group Work: Used structured group activities to promote peer learning, cooperation, communication, and meaningful participation of every learner.



NAVRACHANA HIGHER SECONDARY SCHOOL



137 MICROSOFT INNOVATIVE EDUCATOR EXPERTS 2025-2026



WEEK 10: Community Engagement

Inclusion is not the responsibility of the school alone; it is a shared commitment that extends to every adult and every member of the school community. Week 10 focused on building this collective responsibility by engaging parents, support staff, and the wider community in conversations around inclusion, dignity, and mental well-being. The initiatives aimed to strengthen understanding, challenge stigma, and create a consistent ecosystem of support where every child is respected, understood, and empowered to participate fully.

Parent Sessions: Conducted sensitisation sessions with parents to strengthen their understanding of inclusive education, diverse learning needs, mental well-being, and ways to create supportive home environments.

Session with Class 4 Employees: Conducted an awareness session with Class 4 employees to promote sensitivity, respectful communication, safety, and inclusive interactions with students across age groups and abilities.

Mental Health Awareness - Nukkad Natak / Walk: Organised a nukkad natak or mental health awareness walk to take the message of mental well-being beyond the classroom, encourage open conversations, and reduce stigma within the wider school community.



Week 11: Follow up forms



AADHAAR COUNSELING CENTRE, NAVRACHANA SCHOOL, SAMA

FEEDBACK FORM FOR CWSN WITH SHADOW TEACHER

ACADEMIC YEAR 2026-27

Name of the Student: [REDACTED]

Date: 31.8.26

Class and Section: 1-A

1. How does the student participate and engage in classroom activities?

No participation often plays with his stationery and has difficulty maintaining attention.

2. How does the student communicate and interact with peers and teachers in and outside classroom?

Is polite towards teachers but sometimes disturbs his peers when he feels he is not receiving attention - (throw mud on a child during rec)

3. What is the current status of student's learning in relation to their academic goal?

Needs help in reading & comprehending the text. Needs help to copy from the board. Need help to write neatly.

4. How would you describe the student's behavior in the classroom?

He is not participative in classroom discussion. He often disturbs his peers by taking away their stationery. At times, he keeps scribbling in his compa or bo

5. Share changes observed in academic, socio-emotional, and behavioral concern areas.

None

6. Any additional feedback, observation, or remarks.

Shadow teacher required.



AADHAAR COUNSELING CENTRE, NAVRACHANA SCHOOL, SAMA

FEEDBACK FORM FOR CWSN WITH SHADOW TEACHER

Name of the Student: [REDACTED]

Date: [REDACTED]

Class and Section: 1 C.

1. How does the student participate and engage in classroom activities?

The child shows interest in the activities but needs to be monitored constantly. She follows one instruction at a time.

2. How does the student communicate and interact with peers and teachers in and outside classroom?

She does communicate with her teachers and peers but at times she becomes disrespectful towards her peers and her shadow teacher. She seldom raises her hands.

3. What is the current status of student's learning in relation to their academic goal?

She is able to grasp the concepts but needs to practice the concepts repetitively. She tends to make mistake following instructions & copying from the board.

4. How would you describe the student's behavior in the classroom?

She follows individual instructions but needs to be monitored. She at times doesn't cooperate with her peers in group activities.

5. Share changes observed in academic, socio-emotional, and behavioral concern areas.

She has shown improvement under the guidance of supportive teacher. She has shown improvement in interaction with her peers & has become more friendly with others as she has become more receptive.

6. Any additional feedback, observation, or remarks.

Signature of the Stage Coordinator:

Signature of the Head Counselor:

Signature & Name of the Teacher:

[Signature] (CHITALI BUNTI)

Signature of the Section Counselor:



AADHAAR COUNSELING CENTRE, NAVRACHANA SCHOOL, SAMA

FEEDBACK FORM FOR CWSN WITH SHADOW TEACHER

Name of the Student: [REDACTED]

Date: [REDACTED]

Class and Section: 1.C.

1. How does the student participate and engage in classroom activities?

She actively participates in classroom discussions and activities.

2. How does the student communicate and interact with peers and teachers in and outside classroom?

She communicates well with the teachers while is dropped at times with the shadow teacher. She doesn't interact much with her peers.

3. What is the current status of student's learning in relation to their academic goal?

She is well observed during the class discussions but gets distracted if prompted by the shadow teacher.

4. How would you describe the student's behavior in the classroom?

She behaves well in the classroom during the lesson progression. While in a group doesn't interact much with her group members. She raises her hand for answering a self question for the required tasks.

5. Share changes observed in academic, socio-emotional, and behavioral concern areas.

She is progressing positively academically but has a wavering behavioral attitude.

6. Any additional feedback, observation, or remarks.

The current shadow teacher has made a difference in her behavioral aspect.

Signature of the Stage Coordinator:

Signature of the Head Counselor:

Signature & Name of the Teacher: [Signature] (Jyoti) Signature of the Section Counselor:

Week 12 :

Recognition to Realisation - The journey of 'Project Shaamil' The initiative helped move the school from identifying inclusion-related concerns to taking targeted action, monitoring outcomes and creating mechanisms for continued support. The project also highlighted that inclusion extends beyond physical accessibility and includes learning support, respectful teacher-student relationships, peer acceptance, participation, emotional safety and a sense of belonging. "The barrier was not always the student; sometimes it was the environment, expectations, communication or lack of appropriate support."

