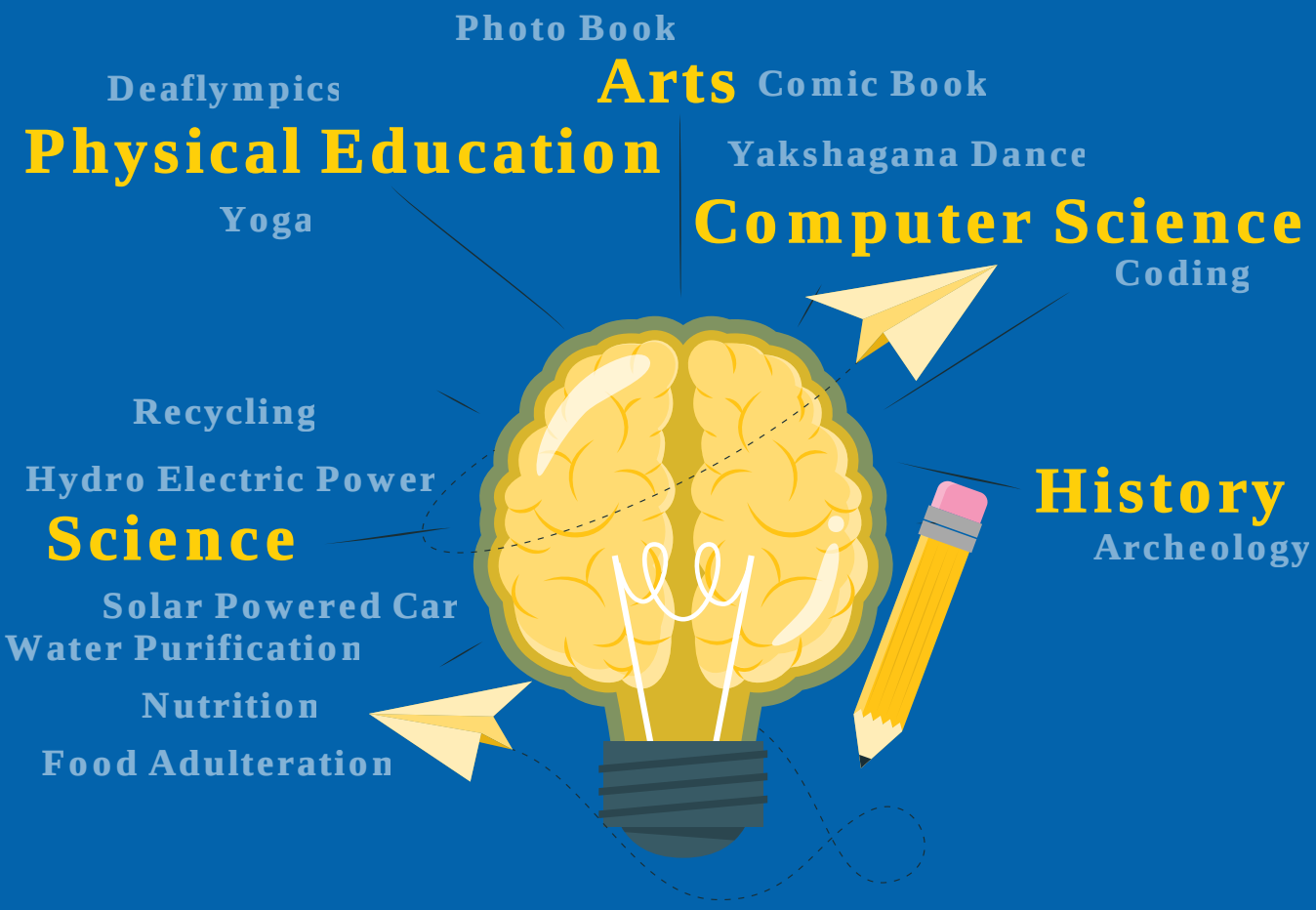

INNOVATIVE LEARNING ACTIVITIES AND PROJECTS

presented at the Arts and Science Exhibition Competition 2025

PREFACE

At the heart of Quizabled lies the conviction that with the right support, encouragement, and opportunities, there is no limit to what children with disabilities can achieve. It was this belief that inspired us to create a platform where students with disabilities could showcase their knowledge, skills, and talents. Over the years, Quizabled has opened doors for many children and youth, allowing them to display their understanding and knowledge in ways that have inspired us all. Now, as we move forward, we aim to create even broader opportunities – that foster creativity, innovation, and collaboration.

This vision led to the launch of the Innovative Learning Activities and Projects (ILAP) initiative, a program specifically designed to develop 21st-century skills—critical thinking, creativity, collaboration, and communication—among students with special needs. When ILAP began, there was skepticism about whether students with disabilities could identify their interests, work under guidance, complete projects, and confidently present their work to an audience. However, the success of our pilot program has proven otherwise. Our students have exceeded expectations, demonstrating their talent, dedication, and ability to learn and innovate.

The ILAP has demonstrated the need for initiatives that help teachers develop innovative pedagogies to enhance the cognitive abilities of students with disabilities. Given India's linguistic and cultural diversity, scaling up this initiative is crucial to reaching underserved districts and states.

Encouraged by this success, we look forward to the 2nd edition of ILAP, where we aim to expand both geographically and across different disability groups. The journey of ILAP goes beyond projects—it is about empowering every student, breaking barriers, and creating an inclusive learning space.

I invite you all—educators, parents, volunteers, and well-wishers—to join us in this mission. Together, let’s empower our students, celebrate their achievements, and pave the way for an inclusive future.

Mrs. Ruma Banerjee,
Sr. Vice Chairperson, Seva-in-Action

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The project was made possible with the collaboration of NGO partners—SPASTN, Chennai; Helen Keller's Institute, Hyderabad; and Raksha Society, Kochi. Additionally, teacher mentors and special schools from different states played a crucial role in developing ideas and preparing children for state and national finals.

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- **Mr. Mohan** & **Mr. Vikas**, Socially Good for creating an ILAP page on the quizzabled.org website

Our deepest gratitude to all our participating schools, mentor teachers and students who actively participated in the ILAP contest.

EXECUTIVE SUMMARY

The Innovative Learning Activities and Projects (ILAP) is a competition designed exclusively for children and youth with Intellectual Disabilities (ID) and Hearing Impairment (HI). Organized by Seva-in-Action under the Quizabled Foundation, supported by LTIMindtree, ILAP provides a platform for students with disabilities to develop and showcase innovative projects. The contest encourages creativity, problem-solving, and teamwork, helping students gain confidence and practical learning experiences.

In 2024-25, ILAP was piloted across five states, with students from 12 schools participating in the National Finals. They showcased projects that covered a variety of subjects, including science, history, environmental conservation, and storytelling.

This was a journey of firsts for many students. For the first time, students with ID and HI collaborated as teams, progressing from ideation to execution and presenting their projects. Mentor teachers played a crucial role in guiding students to execute their ideas. One of the key challenges was identifying students' interests and aligning projects accordingly. Once students were engaged, they could take ownership of their work, making the presentation process smoother. Teachers noted that ILAP provided students with an opportunity to move beyond school-level performances and compete at a national level. Additionally, they learned valuable skills by observing projects from other schools.

For the 2nd edition, ILAP aims to expand its reach. The focus will be on increasing student participation, empowering teachers, engaging volunteers, and strengthening the STEAM (Science, Technology, Engineering, Arts, and Mathematics) ecosystem. These efforts will encourage greater involvement and enhance the quality of projects, pushing the boundaries of creativity and innovation.

ILAP continues to be a transformative initiative, fostering confidence, teamwork, and experiential learning among students with disabilities, paving the way for a more inclusive future.

INTRODUCTION

QUIZABLED

Quizabled is a ground-breaking initiative that provides students with disabilities a platform to showcase their knowledge. Launched in 2016 by Seva-in-Action and powered by LTIMindtree under their CSR initiative, Quizabled aims to raise awareness, challenge stereotypes, and highlight the potential of students with disabilities.

Quizabled is accessible to children under five categories of disabilities: Intellectual Disability (ID), Cerebral Palsy (CP), Autism Spectrum Disorder (ASD), Visual Impairment (VI) and Hearing Impairment (HI). Curated by 4 Edge Quizzing Solutions, the competition is made fun, engaging and accessible.

In 2023, Quizabled made its national presence impacting students across 13 states. 2025 marked the 10th edition of Quizabled.

INNOVATIVE LEARNING ACTIVITIES AND PROJECTS (ILAP)

The Innovative Learning Activities and Projects (ILAP) is a contest exclusive for children and youth with disabilities (Intellectual Disability and Hearing Impairment) under the Quizabled Foundation organized by Seva-in-Action. The goal of ILAP is to help students from middle and secondary schools, studying in grades 6 – 12 to showcase innovative learning activities and projects.

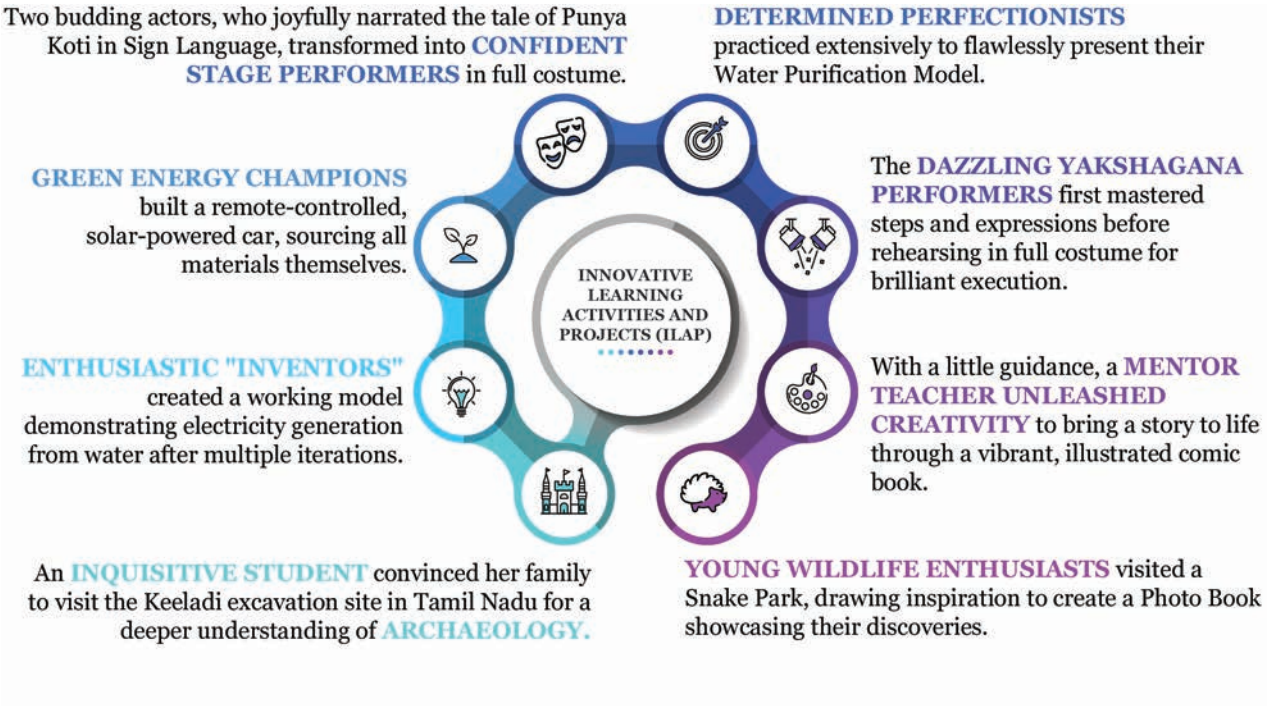
In the year 2024-25, ILAP was piloted across five states – Karnataka, Tamil Nadu, Kerala, Andhra Pradesh and Telangana. Out of a total of 69 ideas submitted from 41 special schools, 44 ideas were approved from 33 schools. 24 students from 12 schools presented 12 projects at the National Finals held in Bangalore on January 11, 2025.

This initiative is the first step for Quizabled to move from focusing on knowledge and understanding to fostering application and innovation.

HIGHLIGHTS

UNVEILING POTENTIAL

The Innovative Learning Activities and Projects (ILAP) provided a platform that enabled students and teachers to think creatively and explore a myriad of ideas that can lend itself to a worthy project. The enthusiasm and initiative demonstrated by both students and teachers have been heartwarming.



DID YOU KNOW?

PARTICIPATION FROM 5 STATES -
Karnataka, Tamil Nadu, Kerala, Andhra Pradesh & Telangana.

Total of **69 IDEAS** submitted from **41 SPECIAL SCHOOLS**.

42 PROJECTS SHORTLISTED for the State Finals.

24 STUDENTS FROM 12 SPECIAL SCHOOLS
presented at the National Finals.

4 SCIENCE models, **2 HISTORY** models and **2 STAGE PERFORMANCES**
at the National Finals.

All 24 students received a **TITAN WATCH** and a **SCHOOL BAG**.
Students in the **ID GROUP GOT A CARVAAN** and
those in the **HI GROUP GOT A KIT**.

The winner and runner-up of the ILAP won
A CASH PRIZE OF ₹12,000 and **₹10,000** respectively

While only 12 projects made it to the National Finals out of 69 ideas, the range of projects was a testament to the capabilities and potential of students with disabilities. Teams presented projects across subjects including arts, history, physical education, science and computer science.

The following list gives you a glimpse into the potential, waiting to be discovered.

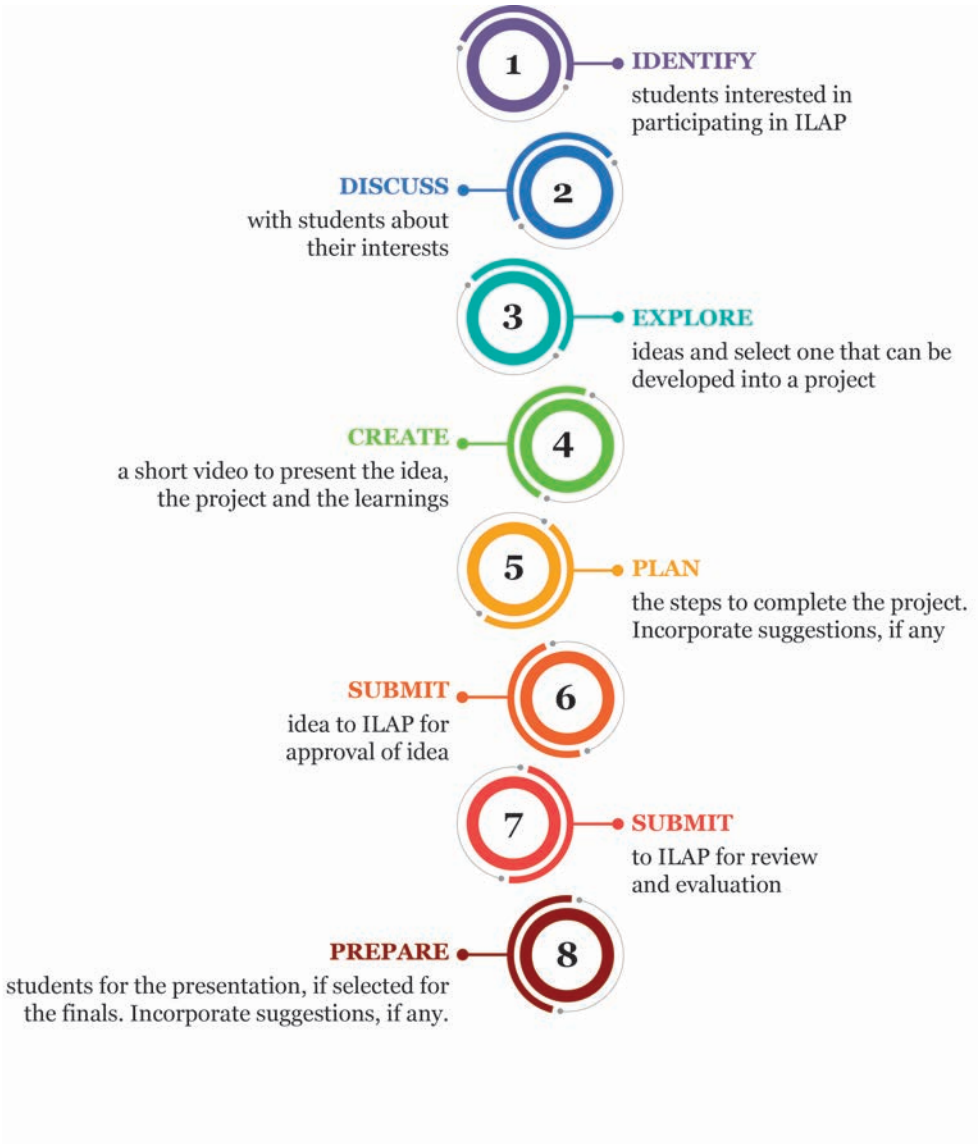
Chronological Portrait of the States & UTs in India	Asian Elephant Model	'Banana Story' Comic Book	Benefits of Micro-greens	Build a Musical Instrument
Coding in Action	Comparative Study between Steamed, Fried & Fireless Food	Demonstration of Combustion	Electricity through Hydropower Model	Environmental Awareness via Seed Germination
Excavation of Historical Sites	Global Warming	Health Benefits of Sprouts	History of Kakatiya Dynasty	How to Play Floorball?
Impact of Food on Behaviour	Increase Green Cover to Save Our Planet	Know about Deaflympics	Know about Food Adulteration	Let's Make Compost
Nutrition Wheel for Balanced Diet	Photobook – Visit to the Snake Park	Products using Recycled Materials	Punyakoti Storytelling	Rainwater Sensor Model
Renewable Solar Energy Model using Solar Car	Rich History of the Telangana Movement	Say No to Single Use Plastic	Simulation of Train Horn	Uses of Ozone Layer
Waste Segregation & Recycling Model	Water Purification Model	Working Model of the Human Lungs	Yakshagana Performance	Yoga Demonstration

8 ILAP National Finalists with their mentor teachers along with the Quizabled National Finalists with their teachers & parents visited an accessible park created by LTIMindtree at Cubbon Park, Visvesvaraya Industrial and Technological Museum and Jawaharlal Nehru Planetarium as part of the educational excursion organized by Seva-in-Action.

ENABLING IDEAS TO SHINE

The journey of each team who made it to the National Finals is unique as are their interests, strengths, challenges and triumphs. However, the mentor teachers anchored the journey from aligning to the purpose of ILAP to preparing the students for the presentation.

The following captures the journey from an eagle's eye perspective from the mentor teacher's point of view:



STAKEHOLDER TESTIMONIALS

“We, the students, their parents and the mentors - Ms Sheeba, Ms Navya and I - are of the opinion that ILAP has been of great help to each one of us in one way or the other. Especially the students have benefited a lot from this. It has truly inspired them to pursue creative thinking. Thank you all for the great initiative.”

- St. Clare Oral School for the Deaf, Kerala

“The special education space has not fully realized and embraced the full power and potential of project-based learning beyond books. ILAP gives the students a sense of ownership, purpose and tackle challenges as a seeker and solution provider. Students reflect, make real world connections and collaborate with other students. This is a good start.”

- Mrs. L.V. Jayashree, Director, SPASTN, Tamil Nadu

“Through the ILAP project, our children's innate abilities were brought to the forefront, and we were able to understand their innovative ideas and thoughts. This was our children's first experience presenting a project of this nature in another state. They thoroughly enjoyed the program. We extend our heartfelt gratitude to all members involved in making the ILAP project a success. Conducting separate evaluations for Art and Science projects would be beneficial.”

- Mary Jacklin KJ, Karuna Special School for ID, Kerala

[Translated from Kannada]

“All the students at the ILAP Arts and Science Exhibition showcased a variety of projects and presented it meaningfully with the support of their mentor teachers. They confidently answered all the questions we asked.”

- Tranquil Charitable Foundation, Karnataka

“As a judge for the ILAP Competition, I was truly honoured to have witnessed the immense talent, creativity, and innovation displayed by each of the teams. This event has not only been an opportunity to celebrate their achievements but also to recognize the importance of providing a platform for every child, regardless of their abilities, to shine.”

- Ms. B. A. Smita, Judge of the ILAP finalists (ID group)

“Seeing the students go from the preliminaries to the final round, I was able to see a transformation. The students were more confident and presented with more clarity. Some of them were able to take questions from the audience and answer them with ease. This was a testament to the impact of the initiative. The biggest takeaway for students were not just from their projects but from the experience itself—learning to communicate and to adapt.”

- Mrs. Brinda Rao, Education Consultant

“In the future, it would be nice to have 2 groups in ILAP, one focusing on STEM (Science, Technology, Engineering, Mathematics) projects, and another focusing on Arts, History, and literature. This would make the evaluation easier as the criteria are not always the same for the two categories.”

- Ms. Mathura G, Judge of the ILAP finalists (HI group)

“The students of GHPS Gubbalala had a wonderful experience at the ILAP Exhibition. Our students were not only amazed by the exhibits but also wholeheartedly encouraged and appreciated all the participants and their efforts. It was a great opportunity for them to witness inclusivity in action and understand how learning goes beyond textbooks. The dedication of the participants left a lasting impression, fostering empathy and respect for diverse abilities.”

- Mrs. Akila Radhakrishnan, Tranquil Charitable Foundation, Karnataka

THROUGH THE LENS

ILAP Winners and Runners Up from the ID Group

ILAP Winners and Runners Up from the HI Group

Students from HI group performing 'Punya Koti' story using Sign Language on stage

Students with Down Syndrome performing Yakshagana on stage

LTIMindtree team interacting with one of the ILAP Finalists

Team from LTIMindtree and Seva-in-Action interacting with one of the ILAP Finalists

Ms. B. A. Smita, judge of the ID group interacting with one of the ILAP finalists

Ms. Mathura Govindarajan, judge of the HI group interacting with one of the ILAP finalists

Mrs. Ruma Banerjee, Sr. Vice Chairperson, Seva-in-Action interacting with one of the ILAP finalists

Mrs. Manjula Nanjundaiah, Director, Seva-in-Action interacting with one of the ILAP finalists

EXCAVATION OF HISTORICAL SITES
Little Flower Convent, Tamil Nadu
HI Group

RENEWABLE SOLAR ENERGY MODEL
St. Clare Special School, Kerala
HI Group

WATER PURIFICATION MODEL
Shrishti Special Academy, Karnataka
ID Group

ELECTRICITY THROUGH HYDROPOWER MODEL
Satya Special School, Tamil Nadu
ID Group

THE PILOT JOURNEY

This was a journey of many firsts. Students with Intellectual Disabilities and students with Hearing Impairment embarked on a journey from ideation, discussion, execution to presentation for the first time as a team. Mentor teachers had to put in a lot of thought to nurture an idea that the students would not only own but also enjoy working on. Students and teachers worked together to create a project presentation video for the first time and presented it through an online platform.

PURPOSE

The underlying philosophy that led to creating the Quizabled platform for students with disabilities to showcase their talents is in the belief and respect for the evolving capacities of children with disabilities. With support, encouragement and varied experiences, there is really no limit to achievements for children with disabilities.

When Seva-in-Action started Quizabled, the ecosystem of educators, school leaders and parents were doubtful if students with disabilities can participate. With the 10th edition, we have been successful in raising the bar of expectations. Today, many school leaders encourage their students to prepare for and participate in the quiz competition.

Quizabled has provided opportunities for children and youth with disabilities showcase their knowledge and understanding. Over the years Quizabled has created an environment amongst special schools and teachers for an innovative pedagogical approach to making learning joyful. Going forward, we would like to create a platform that will enable creativity, innovation and collaboration.

The ILAP Project therefore is specifically intended to develop 21st century skills in students with special needs. If Quizabled can break the glass ceiling for knowledge space, then ILAP is the next logical step forward towards promoting and empowering students with disabilities with the autonomy to showcase their learning based on their interest and skills. With ILAP also, there was a lot of skepticism if students with disabilities have what it takes to identify their interest, work under the guidance of a teacher to complete a project and then confidently present it to an external audience. The success of the pilot is testament to the potential of students.

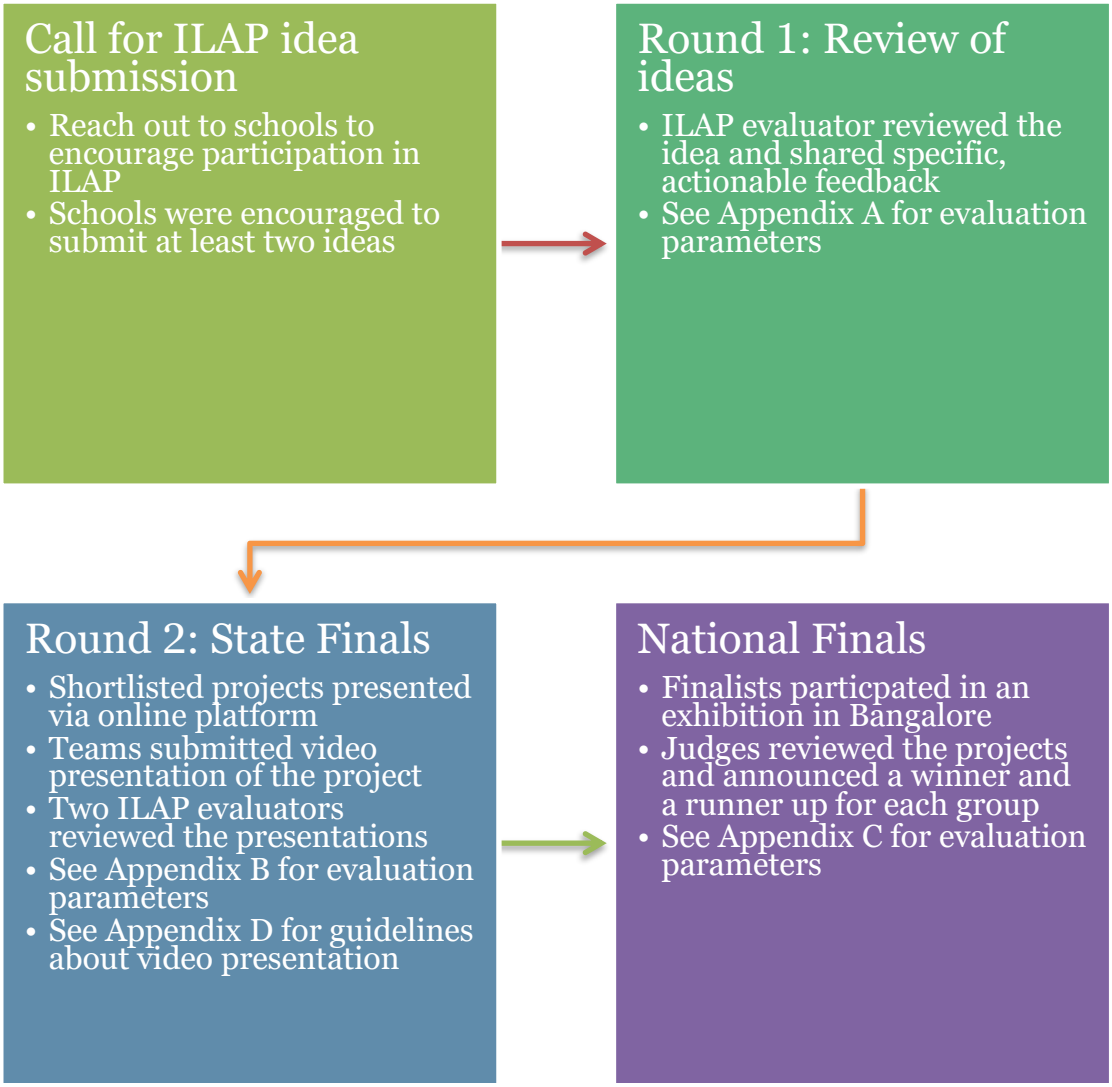
MILESTONES

For the pilot, we focused on two groups of disabilities – Hearing Impairment (HI) and Intellectual Disability (ID).

At Seva-in-Action, we observed that students with intellectual disabilities and hearing impairment have the highest number of students participating in the Quizabled quiz competition. Compared to other disability categories, they have shown more interest in knowledge development and therefore for the pilot of the ILAP showcase, these two categories were selected.

Further, providing guidance and a platform to engage students with intellectual disabilities enables us to debunk myths about their capabilities in collaborative project work. ILAP also helps students thrive academically and socially.

The following captures the milestones in the journey.



There were 42 projects shortlisted for the State Finals across the 5 states. See Appendix E for the complete list.

REFLECTIONS

As we look back at the pilot edition of the ILAP event, the challenges have paved way for learnings and strategies to improve in the upcoming edition.

Challenges

As this was the first edition, there were several challenges faced by the team at Seva-in-Action and the mentor teachers at the school level.

> *"A major challenge for us was identification student's interest and then recommend projects that align with their interests. Then, it becomes easier for the students to take ownership of the project. Once they understand everything, it will be easy to perform the presentation."*
>
> – Ms. Kaleeswari, Mentor Teacher, Ritham Special School, Tamil Nadu [ID group]

- **Mindset barriers:** When the ILAP was rolled out to schools, there were very few registrations. Many school leaders and teachers were not convinced that students with disabilities, especially those with intellectual disabilities, could be meaningfully engaged in learning activities that involved collaboration and project work.

- **Handholding support:** A lot of handholding and encouragement was needed for mentor teachers to take up the initiative to guide students. When the first round of ideas was submitted, the level of creativity and complexity was underwhelming. The ILAP evaluator reviewed the ideas and shared specific and implementable suggestions to elevate the idea to be a meaningful project.

  Personal conversations entailing suggestions about the types of projects students can do and encouragement about how to elevate the level of engagement was instrumental to the ILAP's success.

- **Lack of sample projects:** Since this was a pilot, there weren't sample projects available to help both students and mentor teachers to shortlist which interest can lead

to a good idea that can be then developed into a project and then showcased.

The mentor teachers put in a lot of effort to identify suitable projects which would be unique, innovative and align to the students' interests and strengths as they did not want to pick up a project from YouTube.

- **Selecting students for ILAP:** In some schools, teachers faced difficulties in selecting students to participate in the ILAP project based on the given age criteria with proper disability certificate. For example, there were students with a Learning Disability (LD) certificate, but the eligibility criteria was for those with ID disability certificate.

- **Operational challenges:**
  - The State Finals was held during the half-yearly exam period which made it difficult to prepare students well for the ILAP presentation.
  - A few teams found transportation of the model(s) arduous.
  - Since the ILAP Finals was held along with Quizabled National Finals, there wasn't a dedicated photographer and videographer to capture video bytes and testimonials from mentor teachers and the finalists.

Learnings

The experience of the pilot edition has paved the way for many learnings that will enable the team at Seva-in-Action to push boundaries in the next edition.

"Our children were performing only at the school level. For the first time, they performed at the national level. Apart from that, they also learned various skills by watching the performances given by children from other schools."

– Mentor Teacher, B.D Tatti Institute for the Deaf, Karnataka [HI group]

- **Orientation of ILAP:** Orientation session about the purpose of ILAP and ideas about the type of projects that can be taken up would have gone a long way in empowering teachers to participate with confidence. As this could not be done in detail, a lot of handholding support was required.

- **ILAP Categories:** In the pilot edition, science projects and art projects competed on the same platform. This was challenging for the judges as the evaluation criteria for Science, Technology, Engineering, Mathematics (STEM) projects differ from creative projects such as dance, storytelling or comic books. In the future, students can submit their projects in two categories – one focusing on STEM and the other focusing on Arts, History and Literature. Evaluation parameters will also be revised to align to the skills required in each category.

- **Panel of judges for National Finals:** In the first edition, there was one judge, each for the ID group and HI group of participants. Going forward, having a panel of 2-3 judges for each group will facilitate multiple perspectives and neutrality in selecting the winner and runner up.

- **Conviction is the foundation of success:** The team at Seva-in-Action felt the same sense of triumph when they were successful in breaking the glass ceiling for knowledge space through Quizabled. With ILAP, Seva-in-Action has shown that with support, encouragement, and a platform, students with disabilities can engage in collaborative projects and present it to a large audience.

FINALISTS IN FOCUS

The final projects that were shortlisted for the National Finals were testament to the commitment of the mentor teachers to encourage students to showcase their talents that thrived in the confluence of their strengths, interests and effort.

EXCAVATION OF HISTORICAL SITES

School	Little Flower Convent, Tamil Nadu
Group	HI Group
Student team	Students of grade VI and VIII
Project Description	Students wanted to showcase their learning about the excavation of Keeladi, and archeological site in Tamil Nadu. They demonstrated their understanding and findings of the excavation through demo, models and posters.
Project Goals	Through this project, the students aimed to ❖ Reflect on the benefits of excavating and understanding the past so that they can apply learning from the past to the present. ❖ Identify the type of artefacts unearthed and explore the stories they reveal about the past. ❖ Recognize the cultural heritage of our ancestors through the artefacts.
Highlights	The students started off with a demo of excavation by having sand in a box and using a toothbrush to carefully dig and find objects such as pottery, jewellery, etc. Then, they showed objects that were excavated (these objects were made using clay by the students by taking reference from Google). They also had posters to summarize the types of objects excavated in Tamil Nadu. One of the students after participating at the ILAP State level, visited the Keeladi excavation site in Tamil Nadu with her parents to understand the concept of excavation in depth. This visit made her to be more confident in contesting in the National Finals. Her parents had to arrange the family trip to Keeladi for fulfilling her daughter's wish.
Success factors shared by the Mentor Teacher	Paying attention to minute details and collection of raw materials which might create the same impression as the real one. A physical visit to the historical site gave wholesome knowledge and understanding to the students.

RENEWABLE SOLAR ENERGY MODEL USING SOLAR CAR

School	St. Clare Special School, Kerala
Group	HI Group
Student team	Students of grade XI
Project Description	The students wanted to showcase the application of renewable solar energy. They built a solar powered car by procuring the required materials.
Project Goals	Through this project, the students aimed to highlight the importance of using renewable sources of energy.
Highlights	Students were very passionate about the work and clearly articulated the pros and cons of the model. They were also able to contextualise their work to their local surroundings. The student also showed a rough sketch about how he would build the car during the ZOOM presentation. The student self-funded the materials like solar panel, motor, etc. The students took 1 week to build the car.
Success factors shared by the Mentor Teacher	Identifying a project that is very relevant in today's times.

WATER PURIFICATION MODEL

School	Shrishti Special Academy, Karnataka
Group	ID Group
Student team	Students in pre-vocational training
Project Description	The students designed an accessible Water Purification System that will help reduce harmful contaminants and improve the taste, smell and visual appearance of drinking water.
Project Goals	Through this project, the students aimed to ❖ Develop a low-cost, accessible water purifier ❖ Reduce diseases caused by water pollution through a low-cost solution
Highlights	They made a chart and book to explain the Water Purification Process.
Success factors shared by the Mentor Teacher	Involvement of parents in preparing children for the presentation. Students practiced the demo almost 10 times before the National Finals

ELECTRICITY THROUGH HYDROPOWER MODEL

Runner Up

School	Satya Special School, Tamil Nadu
Group	ID Group
Student team	Students of OBE Level II and NIOS
Project Description	The students built a model to demonstrate how water can be used to generate electricity.
Project Goals	Through this project, the students aimed to ❖ Demonstrate the use of hydropower to generate electricity ❖ Use of hydropower will be a low-cost alternative to generate electricity
Highlights	The working model of using hydro power to generate electricity to light an LED was demonstrated clearly by the students. The students took turns explaining what was happening. Further, one of the students shared the real-life application of the same by the water from the Kaveri River through a dam to generate electricity.
Success factors shared by the Mentor Teacher	Identifying a project that helps the students better understand a concept keeps them engaged. Creating a scientific model empowered them and made them feel like 'inventors.' The entire process boosted the students' confidence levels and improved their communication skills.

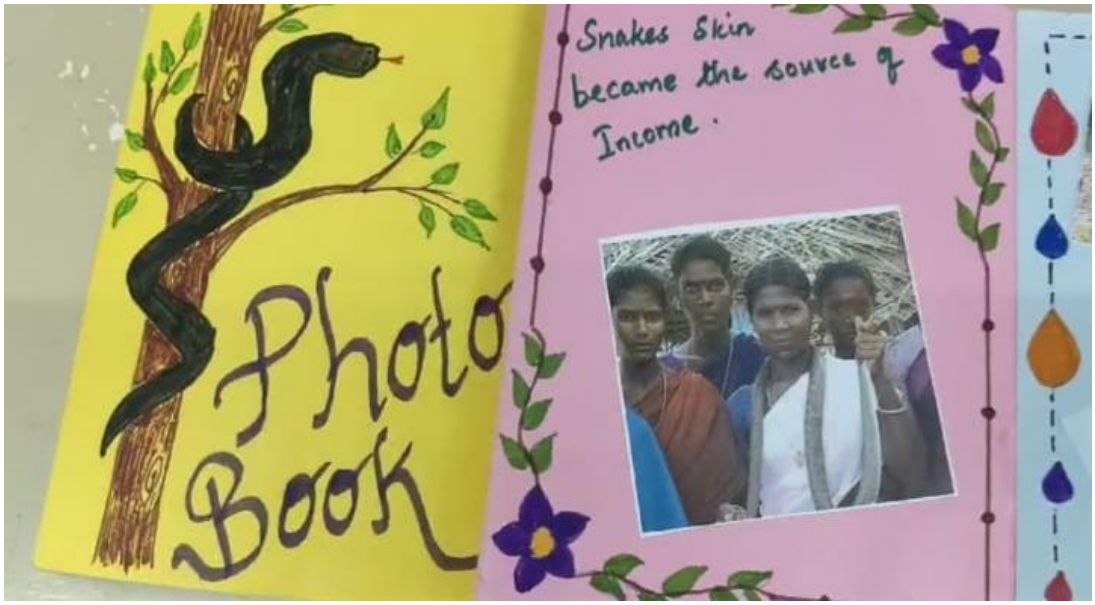
RAINWATER SENSOR MODEL

School	Dr. Mahadev Bhat Special School, Karnataka
Group	HI Group
Student team	Students of grade X
Project Description	The students presented a model with a house and rainwater sensors wherein when the sensor detects rainfall, there is a mechanism to pull the clothesline under a shelter so that the clothes remain dry.
Project Goals	Through this project, the students aimed to ❖ Present a solution to a common problem faced in the real world ❖ Use cost-effective technology to solve a problem
Highlights	In addition to the model, the students created a chart paper with the relevant information. Students were very happy and excited to present using Sign Language. Students were able to clearly explain how the model worked.
Success factors shared by the Mentor Teacher	Identifying a project with a real-world application and a familiar problem helped to build interest among the students.

HEALTH BENEFITS OF SPROUTS

School	RDT School (Center for Life Skill Education for Children with Intellectual Disability Girls), Andhra Pradesh
Group	ID Group
Student team	Students in Secondary and Pre-vocational Training
Project Description	The students demonstrated how to make sprouts using green gram, red kidney beans, peas, etc. and highlighted their health benefits.
Project Goals	Through this project, the students aimed to ❖ Highlight the nutritional and health benefits of including sprouts in one's diet
Highlights	The presentation had clarity with flash cards etc. to support augmentative communication. Students linked making sprouts to livelihood opportunities.
Success factors shared by the Mentor Teacher	The project involved hands-on experience. The process of sprouting beans and peas helped students to observe visible difference over time. This helped students improve their observation skills.

PHOTOBOOK – VISIT TO THE SNAKE PARK



School	The Spastics Society of Tamil Nadu, Chennai
Group	ID Group
Student team	Students in Senior Secondary
Project Description	The students presented interesting facts about snakes by making a photobook.
Project Goals	Through this project, the students aimed to ❖ Summarize their findings and learnings from their visit to a Snake Park ❖ Use Google to search for more information about snakes
Highlights	The students shared interesting facts such as how snakes were sold for a paltry amount, how there were laws created to protect the snakes and other wildlife. The students took about two weeks to make the photo book. The students were able to answer how snakes are useful to us by sharing that their venom is used to make medicines. The students shared that they learned how to use Google better.
Success factors shared by the Mentor Teacher	An educational visit kindled interest among the students to know more. The photobook enabled them to present their findings in a visual way.

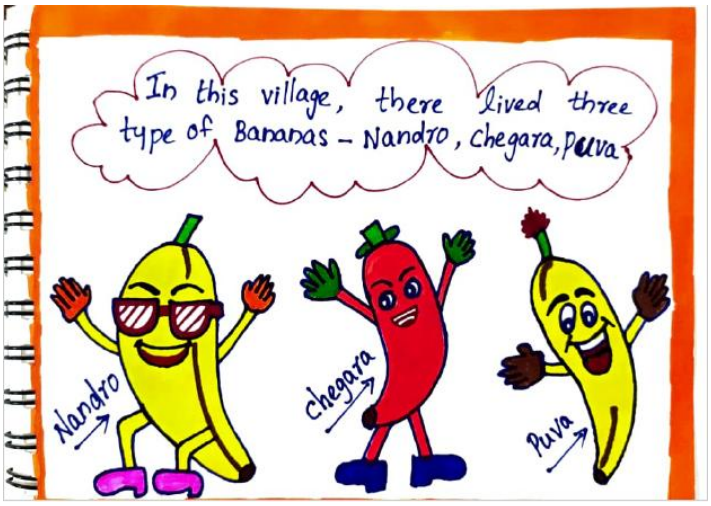
PUNYAKOTI STORYTELLING

School	B.D Tatti Institute for the Deaf, Karnataka
Group	HI Group
Student team	Students of grade VII
Project Description	The students narrated the story of 'Punya Koti' through Sign Language.
Project Goals	Through this performance, the students aimed to ❖ Present a thought-provoking moral story through acting and Sign Language
Highlights	The students' presentation was very clear and creative. They were also able to come up with excellent ideas on how they can expand their project. A teacher with Hearing Impairment coached both students in role-playing the story of 'Punya Koti'. The students presented the story with the right expression, acting and props. Both students took turns to play the four characters in the story.
Success factors shared by the Mentor Teacher	The team chose a moral story. Finding solutions to enhance the presentation – the students found it difficult to hold the flashcards *and* use Sign Language. As a result, they decided to have a costume and use paint only for the face to enact the characters in the story.

YAKSHAGANA PERFORMANCE

School	Chaitanya Special School, Karnataka
Group	ID Group
Student team	Students from grades II
Project Description	The students performed Yakshagana.
Project Goals	Through this performance, the students aimed to ❖ Showcase their talents in Yakshagana
Highlights	Students with Down Syndrome performed Yakshagana after a lot of practice. The students also practiced many times with the heavy make-up and costume, so they got used to it while performing at the finals.
Success factors shared by the Mentor Teacher	The Yakshagana project for special needs children became a powerful way to promote inclusivity, confidence, and artistic expression. We adapted Yakshagana's dance, expressions to be accessible to children with varying abilities. Simplified movements and sensory-friendly music helped them connect with the art form. Yakshagana artists teamed up with special educators and therapists to create a structured learning approach. Personalized training ensured each child's comfort and progress.

‘BANANA STORY’ COMIC BOOK



School	Karuna Special School, Kerala
Group	ID Group
Student team	Students in pre-vocational training
Project Description	Students wanted to create awareness about Banana varieties. With the support of the mentor teacher, they created a colourful comic book to highlight information about Bananas.
Project Goals	Through the comic book, the students aimed to ❖ Showcase the different varieties of bananas
Highlights	The team's creativity in presenting the information in an engaging manner that kindled both interest and curiosity.
Success factors shared by the Mentor Teacher	Encouragement, handholding support from Manjula mam.

HISTORY OF KAKATIYA DYNASTY

School	Helen Keller Institute for Deaf, Telangana
Group	HI Group
Student team	Students of grade VIII
Project Description	The students showcased the information about Kakatiya dynasty through a model. They picked the key information after thorough research about the Kakatiya dynasty, their culture, origins and achievement of Rudramma Devi.
Project Goals	Through this project, the students aimed to ❖ Highlight interesting facts about the rich history of Kakatiya dynasty, a source of Telugu pride. ❖ Highlight how Kakatiya Toranam has become part of the Telangana State emblem.
Highlights	Presentation had clarity with the model. Students explained their project using Sign Language with the support of an interpreter. The students had researched the topic very thoroughly. They were passionate about the topic and clearly articulated why they picked this topic and why they wanted to share it with others.
Success factors shared by the Mentor Teacher	The students were inquisitive as the project that features the importance of our Telangana state. Discussing with the students and teachers about presenting the findings for ILAP.

PRODUCTS USING RECYCLED MATERIALS

School	Prerana Special School, Telangana
Group	ID Group
Student team	Students in Pre-vocational training
Project Description	The students wanted to highlight the importance of recycling by showcasing products made of recyclable material.
Project Goals	Through this project, the students aimed to ❖ Showcase how products such as pen-stand and brush stand can be made using recyclable materials like newspapers and cardboard boxes.
Highlights	There was a chart done about refuse, reuse, and recycle.
Success factors shared by the Mentor Teacher	Parent involvement in helping students to make the products.

LOOKING AHEAD

For the 2nd edition of ILAP, we plan to expand both in geography and disability groups.

- **Increase Student Participation**
  Going forward, we would like to invite more students to participate.

- **Enable Teacher Empowerment**
  Equipping teachers with knowledge and tools will lead to projects that push the boundaries of creativity, critical thinking and collaboration.

  - *Capacity Building Programs for Teachers* – Workshops for teachers that covers the purpose of ILAP, sample projects and the importance of project-based learning would be conducted to enable them to be better equipped to guide their students.

  - *Guidelines for Mentor Teachers* – A handout that covers best practices based on the experiences of Mentor Teachers from the first edition to be created and shared.

  - *Sample Projects* – Details about the ILAP projects that made it to the National Finals in the 1st edition will be made available for reference. These examples would help Mentor Teachers get an idea of the variety of projects that can be designed with their students.

- *Evaluation Parameters Communicated* – Evaluation parameters at each level would be made available so that the participants are aware about the expectations.

- **Promote Volunteer Engagement**
  Plan to engage volunteers to help students practice and improve their presentation skills before the State and National Finals of the ILAP.

- **Build an Ecosystem for STEAM**
  To encourage more students with a disability to develop their critical thinking skills and creativity, there has to be more visibility and a support system to nurture hidden talents.
  - *Exposure to ILAP* – Invite students studying in special schools in Bengaluru to attend the ILAP exhibition.
  - *Dedicated space in the school* – Identifying two model schools that can be equipped with Science Lab or Art Corners to sustain interest in project-based learning.

We hope that the above strategies will encourage more participation and push the boundaries of the projects presented.

APPENDIX

APPENDIX A: EVALUATION PARAMETERS OF IDEA SUBMISSION

The ILAP evaluator reviewed every idea submission using the following parameters. In addition to the total score, detailed feedback was given to the participants to enhance their project.

S.N.	Parameter	Does not meet expectations (0)	Meets expectations (1)	Exceeds expectations (2)
1	The ILAP idea is aligned with at least one of the proposed themes (Arts – Music/ Dance, Sports, History, Literature and Science & Technology – Food, Health, Environment & Technology)			
2	The ILAP idea is clear and can be completed by the deadline.			
3	The ILAP idea is innovative / multi-disciplinary			
4	The ILAP idea can be communicated meaningfully in the format proposed.			
5	The ILAP idea will push the team to develop skills in creativity, critical thinking and collaboration skills.			
	TOTAL SCORE =			

To qualify for the next round, the ILAP idea must receive a minimum score of 5.

APPENDIX B: EVALUATION PARAMETERS AT THE STATE FINALS

A team of two ILAP evaluators reviewed every project presentation at the State Finals using the following parameters. In addition to the total score, detailed feedback was given to the participants to enhance their project.

Parameter	Weightage	Evaluation Criteria
Project Presentation	30	• The objective of the project is clear • The steps taken from idea to execution is communicated • Both students share responsibility to communicate
Effort and Participation	15	• The idea for the project is aligned to the students' interest and strengths • Ample opportunity given for students to learn through the process of the project both from the project and each other
Creativity	15	• The idea/execution demonstrates innovation in thinking and/or execution
Educational Value / Connect to STEAM	25	• The project is aligned to STEAM (Science, Technology, Engineering, Arts and Mathematics) • The project is aligned to a topic the students have learned as part of their academic curriculum
Economics	15	• The project requires little to no cost in execution of the project • Locally available/sustainable materials are used in the project (as required)
	100	

APPENDIX C: EVALUATION PARAMETERS AT THE NATIONAL FINALS

One judge was identified to evaluate the projects in each group – one for ID and one for HI. Both used the Evaluation Parameters used at the State Finals. In addition, they took the age of the students in the ID group and the grade of the students in the HI group to announce the winner and runner up.

APPENDIX D: GUIDELINES FOR TEAMS TO SUBMIT VIDEO PRESENTATIONS

The State Finals were conducted online via ZOOM and the state finalists were asked to send in a video presentation as a back up in case there were technical glitches during the presentation.

01 Project Details

Write a document that has the following information:

- State:
- Group:
- School name:
- Names of students:
- Project name:
- Project objective:
- Tasks taken up for developing the project:
- Key learnings from the project:

02 Project Presentation Video

Use the Project Details document as a guideline to create a short project presentation video:

- Identify a space where the background is plain (a wall or a blackboard) and there is nothing on the walls to distract the viewer
- Pick a time where it is relatively quiet
- Ensure that the place has enough light. (Making the video during the day, with natural light is a good idea)
- Divide the presentation between both team members.
    - Before you begin, introduce your school, your names and your project.
- Ensure that the video captures the project and the students clearly.
- Before recording the video, practice what you will say 2-3 times.
- Then, create the project presentation video. After creating the video, watch the video and check
    - Have you introduced your school, yourself and the project?
    - Is the project objective clear?
    - Is the project clearly visible in the video?
    - Are both students clearly visible in the video?

    - If the students are speaking, can it be heard clearly?
- Make the required changes and create another video.
- The video should be crisp, between 3-5 min in duration.
- Submit the video here: _____

03 General Guidelines

As you prepare for the State Finals, keep the following in mind:

- Be proud that your project has been selected to be presented. Use this as a wonderful opportunity to learn and talk about your project.
- We all learn from every experience. If you require more practice before making the video, it's ok. Don't worry.
- During the final presentation, if you make a mistake, don't worry. Take a deep breath. Start again.
- Feel free to take a sip of water if you feel like your throat is drying up.
- Breathe. Relax. Enjoy the process!

APPENDIX E: LIST OF STATE LEVEL FINALISTS

There were 42 projects shortlisted for the State Finals across the 5 states. Projects selected for the National Finals are highlighted.

Karnataka

S.N.	Group	Contestants	School	ILAP Project	Mentor Teacher(s)
1	ID	Keerthi S. & Siddhant Patil	Shrishti Special Academy, Bengaluru	Water Purification Model	Ms. Chandrakala
2	ID	Sneha M & Koushik N	Chaitanya Spl School, Sagar, Shivamogga District	Yakshagana Performance	Ms. Shanthala Bhat
3	ID	Nameesh R & Siddharth K.S	Skill Development & Livelihood Centre, Seva-in-Action, Bengaluru	Say No to Single Use Plastic	Ms. Shobha
4	ID	Akash C. & Harshavardhan M.	Shrishti Special Academy, Bengaluru	Build a Musical Instrument	Ms. Vishalakshi
5	ID	S Darshan & Mohammed Taieeb	Shradhanjali Integrated School, Association of People with Disability (APD), Bengaluru	Practices to Promote Health for All	Ms. M Nirmala Michael
6	ID	Namratha R & Yathish U. H	Chaitanya Special School, Sagar, Shivamogga District	Yoga Demonstration	Ms. Megha S.P.
7	HI	Savita Piddappanavar & Pragati Kenchannavar	B.D Tatti Inst for the Deaf, Laxmeshwar, Gadag District	Punyakoti Storytelling	Mr. Veerabhadrappa Gojanur & Ms. Laxmi
8	HI	Chandana & Manyashree	Dr. Mahadev Bhat Special School, Sirsi, Uttara Kannada District	Rainwater Sensor Model	Ms. Devaki P. Dombe
9	HI	Bhavya S. & Priyanka G.	Sheila Kothavala Institute for the Deaf, Bengaluru	Coding in Action	Ms. Anupama
10	HI	Ahamed Athil A & J Santosh	Shradhanjali Integrated School, Association of People with Disability (APD), Bengaluru	Nutrition Wheel for Balanced Diet	Ms. M Nirmala Michael

Tamil Nadu

S.N.	Group	Contestants	School	ILAP Project	Mentor Teacher(s)
11	ID	Moulishwar D & Alexander V	Sathya Special School, Puducherry	Electricity through Hydropower Model	Mr. Sunderamoorthi
12	ID	Sudarshan S & Swetha G	The Spastics Society of Tamil Nadu, Taramani, Chennai	Photobook – Visit to the Snake Park	Ms. Kavitha Ms. Deepika
13	ID	K Kamalesh & Mariyam Kouser	Faith Special School, Thiruninravur	Environment Awareness via Seed Germination	Ms. D. Nithya Kiruba Mrs. V.Prema
14	ID	S. Saifullah & S.P Karthika Shree	The Spastics Society of TN, Villivakkam	Working Model of the Human Lungs	Ms. V. Hemamalini
15	ID	R. Suhel & M. Thangapandi	Ritham Special School, Rahapalayam, Virudhunagar District	Impact of Food on Behaviour	Ms. M. Kaleeswari Ms. K. Dhanuja
16	ID	Balakumar A & Jagashree V	The Spastics Society of Tamil Nadu, Taramani, Chennai	Comparative Study on the Effects of Steamed, Fried and Fireless Food	Ms. Kavitha Thayalan
17	ID	K Akash Kamalakanan & Kriubakaran Vadivel	The Spastics Society of Thiruchirapalli, Thiruchy	Increase Green Cover to Save Our Planet	Ms. E Gnanaselvi Ms. A. Amutha
18	HI	R V Sananth Akshya & S. Geetha	Little Flower Convent Higher Secondary School for the Deaf, Chennai	Excavation of Historical Sites	Hermin Bridget
19	HI	M. Karthick & Imthiyaz Ahamed	Dr. MGR Home & Higher Secondary School for Speech & Hearing, Chennai	Know about Deaflympics	Mr. D. Alphonse
20	HI	S Shaik Salman & S Paul Ritvik	Dr. MGR Home & Higher Secondary School for Speech & Hearing, Ramapuram, Chennai	Asian Elephant' Model	Ms. H. Bhavani

Kerala

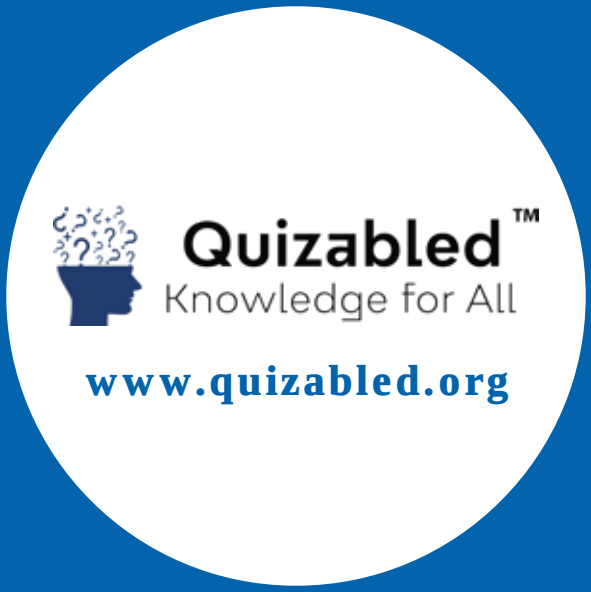
S.N.	Group	Contestants	School	ILAP Project	Mentor Teacher(s)
21	ID	Avinash Sebastian & Anita	Karuna Special School, Ernakulum, Nayarambalam	'Banana Story' Comic Book	Ms. Mary Jacklin K.J
22	ID	Sarika & Aleena	Chavara Special School, Ernakulum, North Parur	Demonstration of Air Pressure	Ms. Jancy T.J.
23	ID	Mohammad Hashim & Shereef K.	Raksha Society, Ernakulum, Kochi	Benefits of Micro-greens	Ms. Patricia K J
24	ID	Varsha & Sri Lakshmi	Karuna Special School, Ernakulum, Nayarambalam	Waste Management	Ms. Mary Jacklin K.J
25	HI	Abhishek James Roby & Vignesh Vikraman	St. Clarre Special School, Ernakulum, Mattoor	Renewable Solar Energy Model using Solar Car	Ms. Sheeba P
26	HI	Sreyas Shaji & Akshay Kumar K.A	Fr. Agostino Vicinis Special School, Ernakulum, Kochi	Waste Segregation & Recycling Model	Ms. Rekha Ravi
27	HI	Ibrahim Badusha & Kishan Raj K.K	Mar Thoma High School for the Deaf Kasaragodu, Cherkala	Know about Food Adulteration	Mr. Joshymon K.T.
28	HI	Karthik A Nair & Chandradev K.M	St. Clarre Special School, Ernakulum, Mattoor	A Chronological Portrait of the States and Union Territories in India	Mr. Varghese P A

Andhra Pradesh

S.N.	Group	Contestants	School	ILAP Project	Mentor Teacher(s)
29	ID	H. Vidya & M. Shanu	RDT Spl School, Kanekal Cross, Anantapur	Health Benefits of Sprouts	Ms. Saileela Mr. B. Pavan Kumar
30	ID	Pasala Prasad & Boya Bevinipati Nagendra	RDT Sports Training Centre, Bathalapalli	How to Play Floorball?	Mr. CA Narasimhulu
31	ID	Syed Abdul Rehaman & Mirza Husnain Abbas	Sree Sai Prema Special School, Vijayawada	Food Adulteration Experiment	Ms. V. Aruna padmaja
32	ID	Pasala Prasad & K. Bharath Kumar	RDT Sports Training Centre, Bathalapalli	Let's Make Compost	Mr. CA Narasimhulu
33	ID	Kasi Reddy & P. Harika	RDT Centre for Life Skill Education (CLSE) for ID, Chinna Gudipadu, Prakasham	Water Filtration	Mr. B. Srikanth
34	ID	Subhash & Dhanush	RDT Centre for Life Skill Education (CLSE) for ID, Uravakonda, Anantpur	Demonstration of Combustion	Ms. G. Swarnalatha
35	ID	G. Lahari	RDT Special School, Bukkarayasamudram, Andhra Pradesh	Simulation of Train Horn	Mr. B. K. Samudram

Telangana

S.N.	Group	Contestants	School	ILAP Project	Mentor Teacher(s)
36	ID	Rafeeya Begum & Yousuf Khan	Prerana Special School, Telangana	Products using Recycled Materials	B. Ranga Lakshmi
37	ID	B. Sathwik Sai & Tayamma	Swayamkrushi	Rich History of the Telangana Movement	Ms. Benila Manohar Ms. Jayasri
38	ID	Rishab Pal & Gunasatya Varma	Sadhana Society for the Mentally Handicapped	Piano and Dance Performance	Ms. Swetha
39	ID	Sai Santhosh & Gulam Basit	Prerana Special School, Telangana	Water Purification	Ms. B. Ranga Lakshmi
40	HI	Asra Begum & Gayatri	Helen Keller Institute for Deaf, Telangana	History of Kakatiya Dynasty	Ms. Naveena
41	HI	Manisha U & Poojitha N	Balavikas Educational Society for Disabled Children	Uses of Ozone Layer	Mr. Satya Raju & Mr. Narasimloo
42	HI	Anusha A & Shilpa Y	Helen Keller Institute for Deaf, Telangana	Global Warming	Ms. Naveena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