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INNOVATIVE LEARNING ACTIVITIES AND PROJECTS (ILAP)

STATE LEVEL ARTS & SCIENCE EXHIBITION FOR CHILDREN WITH DISABILITIES

ILAP Report – 2nd Edition (2025–26)

THEME

PROMOTING INNOVATION, CREATIVITY AND PROJECT-BASED LEARNING AMONG CHILDREN WITH DISABILITIES

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FOREWORD

The second edition of the Innovative Learning Activities and Project (ILAP) has been a remarkable learning experience for Seva-in-Action. Observing the enthusiasm, creativity, and self-expression of both teachers and students with disabilities has reaffirmed the importance of creating opportunities that nurture innovation, expression and confidence.

ILAP was conceived with the vision of providing children with disabilities a meaningful platform to explore their potential, think independently, experiment confidently, and express themselves creatively. Education for children with disabilities must extend beyond classroom access and create spaces where curiosity, creativity, and talent can flourish.

Building on the encouraging response to the first edition in 2024–25, the second edition expanded its reach across Karnataka, engaging students with Intellectual Disability, Hearing Impairment, Cerebral Palsy, and Visual Impairment. The enthusiasm displayed by teachers across Karnataka in presenting art activities through performing arts projects was truly inspiring. Equally transformative was the science projects supported through mentorship, which significantly strengthened the quality and presentation of student work.

Through teacher orientation programmes, project-based learning, expert mentoring, and the State Finals, ILAP promoted experiential learning and encouraged students to develop ideas through curiosity, collaboration, and creativity.

The projects presented during the programme reflected not only scientific understanding and artistic expression, but also the confidence, determination, and potential of the participating students. For many children, presenting their work on a formal platform became a transformative experience that strengthened their communication skills, self-expression, and sense of achievement.

The support extended by the Office of the State Project Director, Samagra Shikshana Karnataka, and the Department for the Empowerment of Differently Abled and Senior Citizens, Government of Karnataka, was immensely encouraging for teachers and students alike. We are especially grateful to the mentors from Paper Crane Lab, Ms. Brinda, Ms. Akhila, and others whose guidance and mentorship greatly enhanced the presentation and quality of the projects. We also acknowledge the valuable contribution of educators, expert jury members, and partner institutions, including BMS College of Engineering, whose commitment enriched this initiative.

Most importantly, this initiative belongs to the students and teachers whose enthusiasm, perseverance, and dedication made ILAP a truly inspiring platform. Their efforts reaffirm that when children with disabilities are provided with inclusive opportunities and the right support, they can excel, innovate, and contribute meaningfully to society.

Ruma Banerjee
Sr. Vice chairperson, Seva -in-Action

PREFACE



"ILAP celebrates the creativity, curiosity, and courage of children with disabilities to imagine, innovate, and inspire."

It gives me great pleasure to present the report of the **Innovative Learning Activities & Projects (ILAP) – 2nd Edition (2025–26).**

Education for children with disabilities must go beyond access to classrooms and create opportunities for exploration, creativity, and self-expression. ILAP was conceived with this belief — that every child, when provided with the right platform and encouragement, has the ability to think, innovate, and contribute meaningfully.

Following the encouraging response to the first edition in 2024–25, the second edition strengthened participation across Karnataka, engaging students with Intellectual Disability, Hearing Impairment, Cerebral Palsy, and Visual Impairment. Through orientation sessions for educators, development of innovative student projects, expert mentoring, and the State Finals, ILAP created meaningful opportunities for students to learn through curiosity, collaboration, and experimentation.

The projects presented by the students reflected not only their understanding of scientific and artistic concepts, but also their creativity, determination, and confidence. For many participants, presenting their ideas on a formal platform was a transformative experience that strengthened their self-belief and communication skills.

We sincerely acknowledge the support of the Office of the State Project Director, Samagra Shikshana Karnataka, and the Department for the Empowerment of Differently Abled and Senior Citizens, Government of Karnataka. We also thank the educators, mentors, expert jury members, and partner institutions, including BMS College of Engineering, for their valuable contribution.

Most importantly, we celebrate the students and teachers whose enthusiasm and dedication made ILAP a truly inspiring initiative. Their efforts reaffirm that when children with disabilities are given inclusive platforms and the right guidance, they can achieve remarkable outcomes.

As we move forward, we hope to expand ILAP to reach more schools and students, strengthening the culture of innovation, creativity, and experiential learning in inclusive education.

Manjula Nanjundaiah
Director, Seva-in-Action

ACKNOWLEDGEMENTS

We place on record our sincere appreciation to **LTIMindtree** for their steadfast support, which has played a pivotal role in the successful implementation of the **2nd Edition of ILAP**, extending its reach to **10 districts across Karnataka**.

The successful implementation of the **Innovative Learning Activities & Projects (ILAP) – 2nd Edition (2025–26)** was made possible through the support, collaboration, and encouragement of many individuals and institutions.

We sincerely express our gratitude to the **Office of the State Project Director, Samagra Shikshana Karnataka**, and the **Department for the Empowerment of Differently Abled and Senior Citizens, Government of Karnataka** for their support in reaching out to schools, educators, and students with disabilities across Karnataka.

We extend our sincere appreciation to the **Principals, Headmasters, Special Teachers, District Disabled Welfare Officers (DDWOs), Multi-Rehabilitation Workers (MRWs), and BIERTs** for their active participation in the orientation sessions, and **especially to Mr. Jagadish Kumar B.M from Sidlaghatta, Chikkaballapur District** for his dedicated support in enabling students' participation in the ILAP competition up to the State Finals.

Our sincere thanks to **Ms. Mathura Govindarajan** and the **mentors (Ms. Sunanda, Mr. Abhishek, Ms. Aditi, Mr. Siddhant & Ms. Dipti) from Paper Crane Lab (PCL)** for their dedicated support in guiding the Science finalist teams. Their expertise helped students refine their ideas, strengthen their concepts, and present their projects with clarity and confidence.

We also acknowledge the valuable mentoring support provided by **Brinda Rao and Akila Radhakrishna** for the Arts finalist teams. Their guidance helped enhance the creative expression and presentation of the students' artistic projects.

We are grateful to the **expert jury members Ms. Jyoti Mehra, Mr. Soorya Hariharan, Ms. Sriranjani and Ms. Prajna Nilgund** who evaluated the projects during the State Finals. Our special thanks to the Param team for evaluating the projects online during the semi-finals. Their thoughtful feedback and encouragement played an important role in motivating the students.

We extend our heartfelt appreciation to **BMS College of Engineering, Bengaluru**, for hosting the ILAP State Finals and providing an inspiring academic environment for the students to present their work.

Most importantly, we acknowledge the **students and teachers from participating schools** whose creativity, dedication, and enthusiasm made ILAP a vibrant celebration of innovation and learning.

Finally, we thank the entire **Seva-in-Action team** whose commitment and coordinated efforts ensured the successful planning and execution of ILAP 2025–26.

ILAP continues to demonstrate that when children with disabilities are provided the right opportunities, mentorship, and recognition, they are able to shine with creativity, confidence, and innovation.

Executive Summary

The **Innovative Learning Activities & Projects (ILAP)** is a state-level Arts and Science exhibition designed exclusively for children and youth with disabilities, including **Intellectual Disability (ID), Hearing Impairment (HI), Cerebral Palsy (CP), and Visual Impairment (VI)**.

ILAP promotes **project-based learning(PBL)**, by enabling students to move beyond rote learning toward **experiential, application-based education and creative problem-solving**. It provides an inclusive platform for students to explore ideas, develop innovative projects, and present their work with confidence in a structured academic environment.

Following the successful pilot across five states in 2024–25, the **2nd edition (2025–26)** focused on deepening engagement within Karnataka while expanding participation across disability categories and strengthening teacher capacity.

Key Highlights:

- **57** Projects Registered
- **27** Schools across **10** Districts
- **42** Semi-finalist Projects *(21 Science | 21 Arts)*
- **17** Finalist Teams from *16 Schools*
- **100%** Finalists received structured mentoring
- State Finals hosted at BMS College of Engineering, Bengaluru
- Domain-based evaluation (Science & Arts) with expert jury panels

The introduction of structured mentoring, capacity-building sessions for educators, and separate evaluation tracks significantly enhanced the quality of student projects and presentations.

ILAP 2025–26 demonstrates the transformative potential of **inclusive, project-based learning** in building confidence, creativity, collaboration, and communication skills among children with disabilities.

Introduction

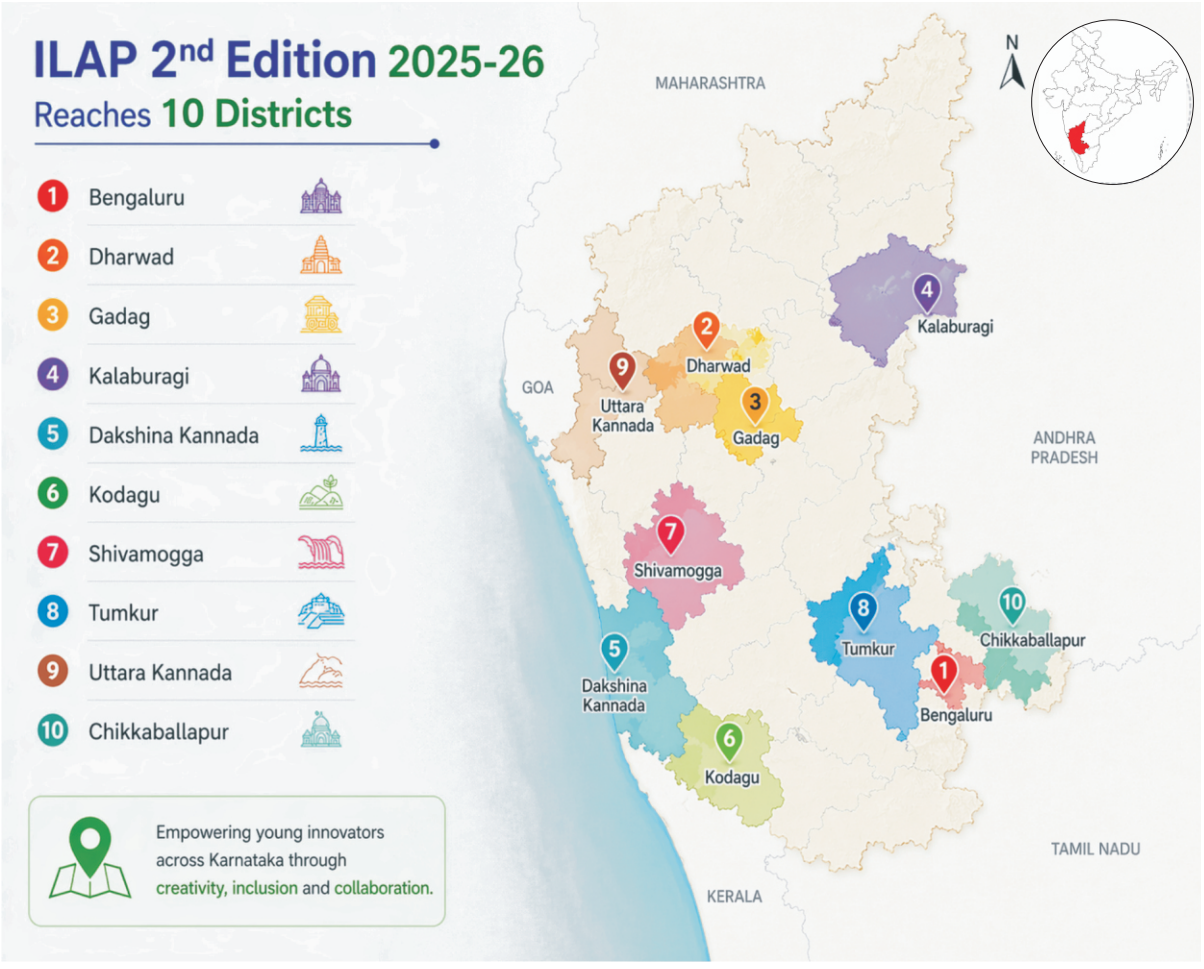
The **Innovative Learning Activities & Projects (ILAP)** is a state-level Arts and Science exhibition competition designed for children and youth with disabilities.

ILAP aims to shift learning from **knowledge-based competitions toward application-based learning**, encouraging students to engage in **innovation, experimentation, and real-world problem-solving** through project-based pedagogy.

During **2024–25**, the first edition of ILAP was successfully piloted across **five states — Karnataka, Tamil Nadu, Kerala, Andhra Pradesh, and Telangana** .

Building on the success of the pilot, the **second edition of ILAP (2025–26)** focused on:

- Expanding participation across **four disability categories** [Intellectual Disability(**ID**), Hearing impairment (**HI**), Cerebral Palsy (**CP**) and Visual impairment (**VI**)
- Strengthening engagement within **Karnataka**
- Building teacher capacity in **project-based learning**
- Providing **structured mentoring support for student innovators**



Orientation and Capacity Building

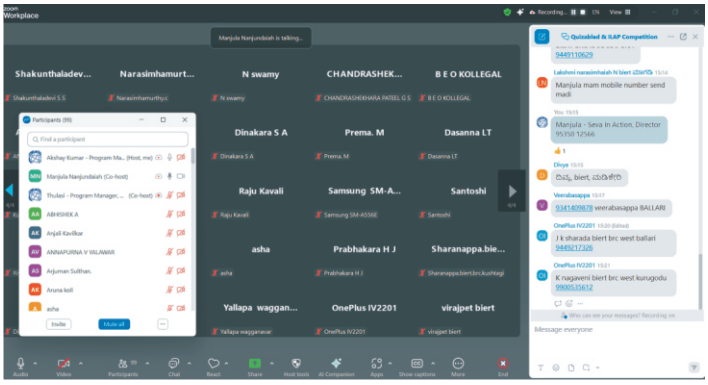
Online Orientation Sessions



With the support of the **Office of the State Project Director, Samagra Shikshana Karnataka**, and the **Department for the Empowerment of Differently Abled and Senior Citizens, Government of Karnataka**, Seva-in-Action organized online orientation sessions on **Quizabled and ILAP competitions for students with disabilities**.

The sessions were conducted on:

- **21 August 2025** – for **BIERTs**
- **22 August 2025** – for **Principals/Headmasters, Special Teachers, District Disabled Welfare Officers (DDWOs), and Multi-Rehabilitation Workers (MRWs)**



A total of:

- **148 BIERTs**
- **200 Principals/HMs, Special Teachers, DDWOs, and MRWs**

participated in the sessions.

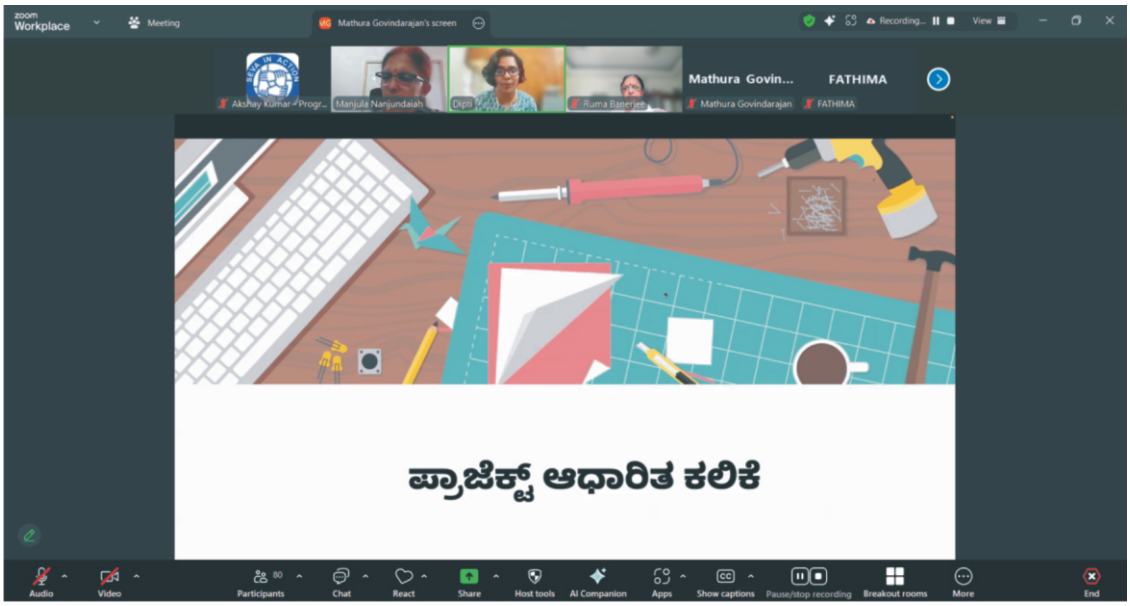
Participants were introduced to:

- Objectives of the ILAP and Quizabled competitions
- Eligibility criteria
- Competition structure
- Online registration process

These sessions enabled educators and administrators to effectively support student participation.

Webinar on Project-Based Learning

Following the orientation, Seva-in-Action conducted a **75-minute webinar on Project-Based Learning (PBL)** for BIERTs and special teachers across Karnataka.



The webinar demonstrated the **complete project development cycle**, from ideation to presentation, through two examples:

- One **STEM project**
- One **Arts project**

To ensure wider participation, the sessions were conducted region-wise:

- **9 September 2025** – Mysuru & Bengaluru Divisions
- **10 September 2025** – Belagavi & Kalaburagi Divisions

The webinar helped educators understand how to **mentor children with disabilities in project-based learning environments**.

Participation Challenges

One of the key challenges encountered was the **ILAP eligibility requirement**, which required each team to consist of **two students with the same type of disability from the same school**.

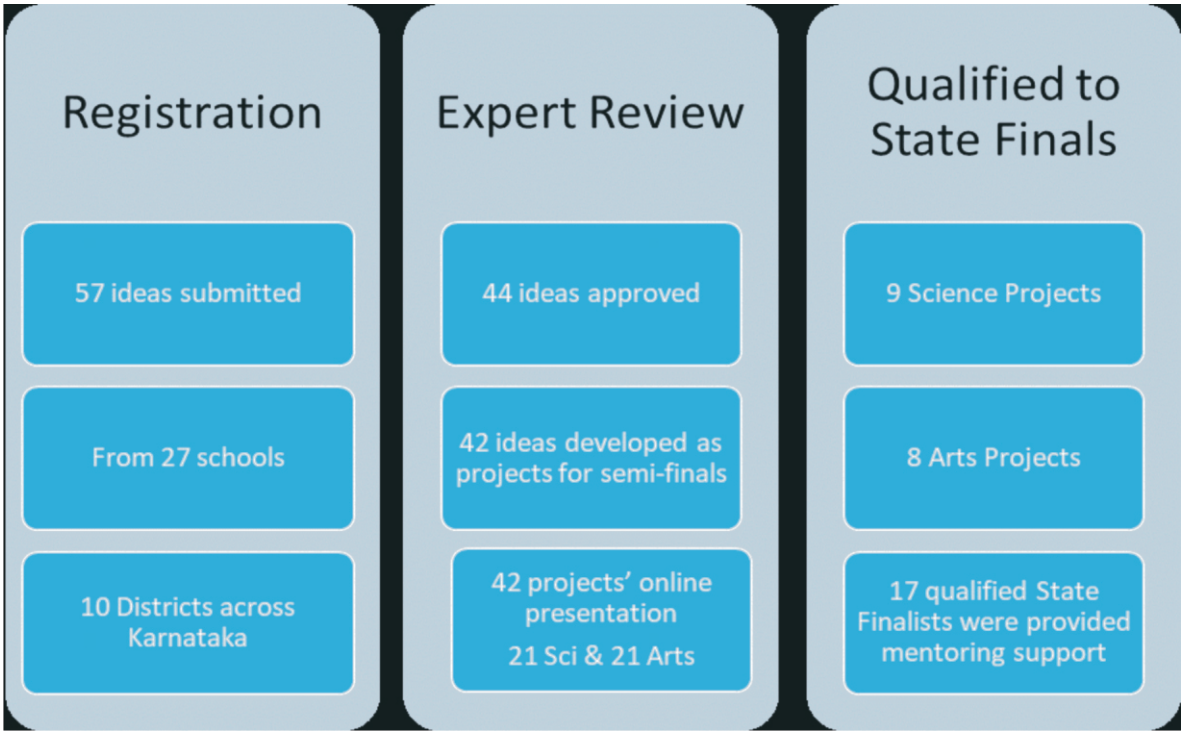
Many government schools found it difficult to identify two students with similar disabilities within the same school. As ILAP emphasizes **team-based collaboration**, this requirement limited participation from some institutions.

As a result, only **one or two BIERTs were able to register students** for the competition.

In contrast, **special schools were able to meet the eligibility criteria more easily**, resulting in stronger participation.

Project Registrations and Participation

ILAP encourages students and teachers to transform ideas into meaningful projects.



For many students, this was their **first experience presenting a structured project**, helping them develop: Communication skills, Teamwork, Problem-solving abilities & Self-confidence.

There were 42 projects (21 Arts & 21 Science) shortlisted for the Semi-finals across the 10 Districts of Karnataka. **See Appendix A for complete list of Arts & Science projects.**

Semi-Final Presentations

Conducted online from 5th to 9th January 2026, with projects evaluated by a panel of evaluators.

Science Projects - The semi finals featured diverse projects including:

- Earthquake Alert Model
- Structure of Atom
- Human Heart Model
- Carbon Dioxide Purifier with Algae
- Organic Farming Model
- Solar Panel and Windmill
- Water Tank Alarm
- Solar System Model
- Automatic Accident Avoiding Car
- Hydraulic Lift and Crane

These projects demonstrated **scientific curiosity, experimentation, and innovative thinking**.

Arts Projects

The Arts category featured **creative performances, crafts, and cultural storytelling**, including:

- Folk dances and theatre performances
- Eco-friendly Ganapati and Seed Ball projects
- Kannada literature and historical storytelling
- Craft and recycled art projects
- Mime and cultural presentations
- Traditional dance forms such as **Karaga** and **Veeragase**

These projects highlighted the students' **creative expression and cultural awareness**.

Selection of State Finalists

Seventeen projects from 16 schools across Karnataka were selected for the ILAP State Finals from 42 shortlisted semi-final projects based on the evaluation.

9 Science Projects + **8 Arts Projects** = **17 Projects qualified to the ILAP State Finals**

WHAT IS NEW?

Mentoring Support for Finalists

For the first time, **all finalist teams received structured mentoring support** to strengthen their projects and prepare for the State Finals.

MENTORING FOR SCIENCE FINALISTS – PAPER CRANE LAB

Mentors **Ms. Sunanda, Mr. Abhishek, Ms. Aditi, Mr. Siddhant & Ms. Dipti** from **Paper Crane Lab** under the leadership of **Ms. Mathura Govindarajan** worked with **nine Science finalist teams** over a **three-week period**.

Mentoring included:

- Refining project models
- Strengthening scientific concepts
- Improving prototypes
- Enhancing presentation skills

Teachers served as the **primary coordinators between mentors and students**.

For example, Kodagu team from ID group working with solar system improved their model into a dynamic, interactive display with added lighting with the help of one of the mentors.



Semi-Finals
Before mentoring Support



State Finals
After Mentoring Support

Some teams received **technical guidance on circuit design**, while others were connected with **subject experts such as medical professionals** to deepen their conceptual understanding.

MENTORING FOR ARTS FINALISTS - BRINDA RAO AND AKILA RADHAKRISHNA

Mentoring Support to Art Project Finalists (ILAP):

Mentors helped finalists make their projects more interactive and engaging through hands-on audience involvement. They encouraged meaningful use of technology to enhance traditional art forms and Increasing overall artistic impact.

Focus was given to improving presentation skills—clarity, flow, stage coordination, voice modulation, and visual appeal—while reinforcing teamwork and collaboration. Students were guided to refine their work using feedback and structure content effectively for better storytelling and impact.

For example, mentor encouraged the use of technology to enhance presentations of 'Janapada Nrutya', helping students with HI apply digital tools meaningfully in their creative work.



Semi-Finals
Before mentoring Support



State Finals
After Mentoring Support

ILAP State Finals

The **ILAP State Finals** were hosted at **BMS College of Engineering, Bengaluru**, on **7 February 2026**.

The event provided students with a **prestigious academic platform rarely accessible to children with disabilities**.

All **17 finalist teams** presented their projects through:

Arts and Science exhibitions	Stage performances





The finals celebrated the abilities, creativity, and innovation of students with disabilities

Evaluation of State Final Projects by Expert Jury

Building on the feedback from the first edition of ILAP, the second edition introduced a structured evaluation process at the State Finals. Separate panels of two expert judges were appointed for Science and Arts projects to ensure domain-specific assessment.

Each panel reviewed the projects and selected the Winner, First Runner-Up, and Second Runner-Up in their respective categories. **Detailed profiles of the jury members for both Science and Arts projects are provided in the Appendix B.**



Science Jury members reviewing the project



Stage performance reviewing by Arts Jury members

Karnataka State Champions – ILAP 2025–26

Outstanding teams were recognized in both **Science and Arts categories**.

Science Category



Winner
Anvesh K.H. & Mayuri K
Vivekananda English Medium School, Putturu, Dakshina Kannada Dist.



First Runner-Up
Vinayaka Mallappa Piddappanavar & Dhanush Devappa Lamani
B.D. Thatti Residential School for Hearing Impaired, Gadag



Second Runner-Up 1
Vaishnavi Amit Borade & Spandana Prakash Byali
Shree Ramana Maharishi Academy for the Blind, Bengaluru



Second Runner-Up 2
Chintana & Tanusri C.R.
Mahadev Bhat Kurse Deaf and Dumb Residential School, Sirsi

Arts Category



Winner
Bhavya S. & Priyanka G.
Sheila Kothavala Institute for the Deaf (SKID), Bengaluru



First Runner-Up
Sanjana & Mowna
SRP Centre, Sidlaghatta



Second Runner-Up

Sandesh I. Gojanur & Savita Piddapanavar

B.D. Thatti Residential School for Hearing Impaired, Gadag

9. Awards and Recognition

Cash prizes were awarded to recognize the efforts of the winning teams:



These awards celebrated the **innovation and perseverance of students with disabilities**.

Reflections

Building on the lessons learned from the 1st edition of ILAP, several improvements were successfully implemented in the 2nd edition, enabling smoother execution and broader outreach.

Use of Sample Projects

Projects from the 1st edition were shared with mentor teachers as reference material. This supported them in guiding students through idea selection, shortlisting, and developing concepts into well-structured projects.

Expansion of Disability Categories and Geographic Reach

The 2nd edition expanded participation to four disability categories—intellectual disability, hearing impairment, cerebral palsy, and visual impairment. The program focused on Karnataka, extending its reach to more districts across the state.

Orientation and Capacity Building of Mentor Teachers

An online orientation on ILAP was conducted in collaboration with the Office of the State Project Director (SDP), Samagra Shiksha Karnataka (SSK), and the Department for the Empowerment of Differently Abled and Senior Citizens, Government of Karnataka. This facilitated wider outreach to schools, educators, and students with disabilities. Subsequently, a webinar on Project-Based Learning (PBL) was organized for BIERTs and special educators, enhancing their understanding of the project development cycle—from ideation to presentation—through STEM and Arts-based examples.

Separate Panels for State Finals Evaluation

Based on prior feedback, two distinct tracks were introduced: STEM and Arts (including History and Literature). Separate panels of judges were appointed for each track to ensure fair and relevant evaluation aligned with domain-specific criteria.

Participation Challenges

A key challenge was the eligibility requirement mandating teams of two students with the same type of disability from the same school. This posed difficulties, particularly for government schools, limiting participation despite the emphasis on team-based collaboration.

Key Learning

Due to an insufficient number of finalists across all disability categories, awards were presented based on project domains (STEM and Arts) rather than disability categories. As a result, students with intellectual disabilities were at a disadvantage when competing with other groups. Feedback from schools highlighted the need to introduce disability-wise awards in future editions, particularly to ensure equitable recognition for students with intellectual disabilities.

Highlights of the ILAP 2nd edition



BIERT team, Sidlaghatta, with Veeragase performers on stage



LTIMindtree team with Bhasmasura Vadhe team, Laxmeshwar (Gadag)



Ruma Banerjee, Sr. Vice Chairperson explaining Ayodhya Rama Mandir model by students with ID



LTIMindtree team observing presentation on Earthquake model by students with ID



Jury interacting with students with HI from Gadag during project review



BMS College students viewing “CO $_2$Purifier using Algae ”at Arts &Science exhibition



Students with HI from Sidlaghatta performing tech-enabled Janapada Nrutya



Manjula Nanjundaiah, Director, SiA with Janapada Nrutya team, Sidlaghatta



Sri Tejaswi Surya, MP (Bengaluru South), with performers and SiA team

Some of the State Finalists and mentor teachers from the 2nd edition of ILAP, along with the Quizabled National Finalists, teachers, and parents, visited the Jawaharlal Nehru Planetarium, the disability-accessible park developed by LTIMindtree at Cubbon Park, and the Visvesvaraya Industrial and Technological Museum as part of an educational visit.











Impact at a Glance

ILAP 2025–26 has contributed to meaningful outcomes at multiple levels:

For Students

- Shift from rote learning to experiential and inquiry-based learning
- Improved communication, presentation, and teamwork skills
- Enhanced confidence through public presentation platforms
- Increased exposure to STEM and creative arts applications

For Teachers and Schools

- Strengthened capacity in project-based learning methodologies
- Improved mentoring and facilitation skills
- Encouraged innovation in classroom practices
- Fostered collaboration across schools and districts

For the Ecosystem

- Created visibility for the abilities and potential of children with disabilities
- Strengthened partnerships between schools, experts, and institutions
- Promoted inclusive academic platforms in mainstream environments
- Encouraged a positive shift in societal perception towards disability and capability

ILAP continues to demonstrate that **with the right opportunities and support, children with disabilities can excel as innovators, creators, and confident learners.**



MEET THE STATE FINALISTS

SCIENCE PROJECTS



Project Title: Journey Through Space: An Innovative Solar System Project

Name of Students	Bhuvan K T & Preetham R
School	Kodagu Vidyalaya Opportunity School, Madikeri, Kodagu
Group	ID Group
Grade	8th
Project Description	The students created the solar system model, gaining an understanding of the sequence of planets and their relative positions.
Project Goal	Through the theme of the solar system, children could explore basic concepts such as the planets, the sun, the moon, and their movements in a simple and engaging manner.
Mentoring support	"Over the two-week mentoring period, the team transformed their solar model into a dynamic, interactive display with added lighting. The final outcome was absolutely brilliant."
Highlights	The model is well done. This project sparked curiosity about space, promote scientific thinking, and made learning of both the students enjoyable and meaningful. The next day of the ILAP State Finals, Students visited Planetarium in Bengaluru organized by Seva-in-Action was the best positive reinforcement for the students & mentor teachers in relation to their ILAP project



Project Title: Working Model of the Human Heart

Name of Students	Spandana Prakash Byali & Vaishnavi Amit Borade
School	Shree Ramana Maharishi Academy for the Blind, Bengaluru
Group	VI Group
Grade	8th
Project Description	The students developed a working model of the human heart with a locally available material and demonstrated how the heart pumps blood continuously throughout the body.
Project Goal	Through this working model of the human heart, students aimed to effectively demonstrates circulation using syringes, tubes, and coloured water to represent the four chambers.
Mentoring support	The mentor facilitated interaction with a medical expert, enabling students to ask insightful questions about heart functioning. Guidance strengthened their understanding, resulting in an exceptional model supported by clear and confident explanations.
Highlights	Both students demonstrated the mechanism of human heart effectively by using their model. Great presentation. Both participants spoke very well. They answered audience questions with a lot of enthusiasm.



Project Title: Carbon dioxide Purifier using Algae

Name of Students	Anvesh K.H & Mayuri K
School	Vivekananda English medium School, Putturu, Dakshina Kannada
Group	CP
Grade	10th
Project Description	Students developed a carbon purifier model using chlorella algae in place of chemical filters which absorbs carbon dioxide and convert it into oxygen and biomass through photosynthesis.
Project Goal	To develop a sustainable, eco-friendly solution that utilizes natural biological processes—particularly photosynthesis—to improve environmental quality (such as air or water purification), while reducing reliance on chemical-based methods.
Mentoring support	"During the mentoring period, students deepened their understanding of Arduino and circuit sensors, finishing with much stronger clarity on their project."
Highlights	This project adopts an interdisciplinary approach, integrating biology, environmental science, and engineering design. It leverages natural biological processes—specifically photosynthesis—in place of conventional chemical filtration methods.



Project Title: Water Tank Alarm

Name of Students	Chintana Hegde & Tanushree
School	Mahadeva Bhat Kurse Deaf Children School, Sirsi
Group	HI
Grade	7th
Project Description	Students developed a functional water tank alarm system using a sensor to detect when the tank reaches full capacity, triggering an alert to prevent overflow.
Project Goal	To design and develop a sensor-based water tank alarm system that detects when the tank reaches full capacity and demonstrated how it automatically triggers an alert to prevent overflow, thereby conserving water and promoting efficient water usage.
Mentoring support	"The team—students and teacher—were highly receptive to feedback, refining their presentation through practice and even experimenting with a sensor to enhance the model. By the end, their presentation was crisp, engaging, and fun."
Highlights	Students incorporated the concept of zero waste by utilizing overflow water to grow plants at ground level. They have good knowledge, in terms of model & were able to answer the questions posed to them well.



Project Title: Solar Panel & Wind Mill

Name of Students	Dhanyatha P.R & Bhanupriya
School	Parents Assn of mentally challenged children(R), Manasa Special School, Tumkur
Group	ID
Grade	Secondary
Project Description	Students developed a model that demonstrates environmentally friendly, clean, and renewable energy sources—specifically solar panels and windmills—for electricity generation, and demonstrated how this energy can be effectively utilized within the community for daily consumption.
Project Goal	To develop a model demonstrating solar and wind energy generation and their effective use for clean, sustainable electricity in daily community life.
Mentoring support	"The students began with a good model, but incorrect circuits. Within a week, they refined it into an accurate solar and windmill model using shared reference videos. The final version was effectively powered by light and airflow."
Highlights	Students had their first opportunity to engage in project-based learning and successfully qualified as State Finalists. Great Project – very innovative and great energy by the students



Project Title: The Mechanism of the Human Ear how the ear helps us in hearing and balance

Name of Students	Vinayak M Piddappanavar & Dhanush D Lamani
School	Sri B D Tatti(A)Memorial Charitable Trust Residential School for Hearing Impairment, Laxmeshwar, Gadag Dist.
Group	HI
Grade	9th
Project Description	Students developed a clear understanding of the structure and functions of the human ear by creating a model illustrating its three main parts. They demonstrated the specific functions of each part using sign language and actions. Additionally, they prepared posters and visual graphics for wall display to enhance understanding.
Project Goal	To develop a model of the human ear that demonstrates its three main parts and their functions, supported by visual aids and interactive presentation methods to enhance understanding.
Mentoring support	The mentor supported students in developing a detailed and well-structured exhibit. Their clear, patient explanations of the ear's mechanisms reflected strong conceptual understanding and effective presentation skills.
Highlights	Students were actively involved in making the models, and even added their own touches to the model like the lights etc. They seem very enthusiastic about learning and sharing.



Project Title: Organic fertilizer and organic farming

Name of Students	Sagar U & Prajwal G.
School	Navachetana residential school for mentallychallenged children, Soraba, Shimoga Dist.
Group	ID
Grade	Pre-vocational
Project Description	Drawing on their practical experience at school, students developed a model demonstrating sustainable organic farming techniques by using vermicomposting and cow dung for promoting eco-friendly agriculture.
Project Goal	To develop a model demonstrating sustainable organic farming practices by promoting the use of nutrient-rich organic alternatives, such as vermicomposting and cow dung, in place of chemical fertilizers for maintaining a healthy environment.
Mentoring support	The mentor supported the team in narrowing down multiple ideas to focus on the most feasible and impactful ones. Students were also introduced to appropriate scientific terminology to enhance the clarity and quality of their presentation.
Highlights	Good Project. They have presented their project well in the State Finals.



Project Title: The Volcano Experiment

Name of Students	Adithya Ram & Tejas M
School	Spastics Society of Karnataka, Indiranagar, Bengaluru
Group	CP
Grade	6th
Project Description	The volcano experiment demonstrates the chemical reaction between an acid (vinegar) and a base (baking soda), which produces carbon dioxide gas, resulting in a fizzing and foaming effect.
Project Goal	To demonstrate the chemical reaction between an acid and a base, highlighting the production of carbon dioxide gas and its observable effects such as fizzing and foaming.
Mentoring support	The mentor worked closely with the team to strengthen their understanding of the experimental process and underlying scientific concepts. Students demonstrated enthusiasm and were able to clearly explain the steps and the science behind the experiment.
Highlights	A first-time effort by the team. Students displayed great enthusiasm during their presentation. The children actively engaged in the experiment and thoroughly enjoyed the learning experience.



Project Title: Earthquake Alert Model

Name of Students	Varshitha & Keerthi S
School	Shristi Special Academy, Jattipalya, Channenahalli, Bengaluru
Group	ID
Grade	Pre-vocational
Project Description	This project demonstrates a simple earthquake alarm system designed to detect vibrations during seismic activity. The model uses a suspended metal ball or pendulum that moves when vibrations occur. When the ball comes into contact with a metal ring, it completes an electrical circuit, triggering a buzzer that provides an early warning signal.
Project Goal	To develop a simple earthquake alarm system that detects vibrations and provides an early warning through an automatic buzzer alert.
Mentoring support	Students were guided to clearly present the underlying scientific principle—circuit completion due to tremors triggering a buzzer. Cross-questioning helped them deepen their understanding and prepare effectively for audience queries
Highlights	The working model was pretty good and creative. They made good use of charts and posters, Clear in what they were sharing.



Project Title: Handmade blossoms, beads to beauty, quilling and scrunchies.

Name of Students	Priyanka G. & Bhavya S.
School	Sheila Kothavala Institute for the deaf (SKID), Bengaluru
Group	HI
Grade	8th & 9th
Project Description	Students created a variety of flowers using pipe cleaners, quilling paper, beads, satin ribbons, and cotton fabric, applying the skills they learned during craft classes.
Project Goal	To create a variety of handmade craft items, especially flowers, using diverse materials, and to exhibit and present them at the ILAP State Finals through sign language.
Mentoring support	Encouraged active participant involvement to enhance learning and engagement. Guided continuous refinement of the presentation based on feedback to improve quality and effectiveness.
Highlights	Creative, Students demonstrated confidence while making the flowers. No assistance from teachers. A few varieties of flowers and diverse handmade craft items were displayed. Collaborative presentation.





Project Title: Parisara maalinyada bagge Arivu moodisuva Janapada Nrutya

Name of Students	Sanjana & Mouna
School	SRP Centre, **Shiddalagatta Town,** Chikkaballapura Dist.
Group	HI
Grade	5th & Jr
Project Description	Students learned, practiced, and performed a folk dance in traditional rural attire with the support of mentor teacher, using the performance as a medium to raise awareness about environmental pollution.
Project Goal	To use folk dance as a medium to promote awareness about environmental pollution through performance in traditional rural attire.
Mentoring support	Suggested incorporating technology to enhance the presentation and promote purposeful use of digital tools in creative expression.
Highlights	Great dance skills under performance Art - involvement of community.





Project Title: Bhasmasura Vadhe – Pauranika Nataka (Mythological drama)

Name of Students	Sandesha Gojanura & Savitha Piddappanavar
School	B.D Thatti Residential School for HI, Laxmeshwar, Gadag Dist.
Group	HI
Grade	9th & 8th
Project Description	Students understood the story of *Bhasmasura Vadhe*, a mythological drama, and learned their respective roles with appropriate costumes. They integrated a digital backdrop aligned with the storyline and prepared to perform at the ILAP 2nd Edition State Finals.
Project Goal	To present the mythological drama "*Bhasmasura Vadhe"* through role-based performance, integrating costumes and digital backdrops to enhance storytelling at the ILAP 2nd Edition State Finals.
Mentoring support	Advised on improving set arrangement for better visual appeal and organization. Strengthened overall presentation to enhance clarity, flow, and audience engagement.
Highlights	Both the Students delivered an impressive performance, with a standout moment being a female student who seamlessly portrayed dual characters by creatively depicting one half of her body as Shiva and the other as Mohini, transitioning between roles with ease. Their performance left the audience truly captivated.





Project Title: History of rebuilding Rama Mandir

Name of Students	Srikanth Lokesh & Vishal M Patil
School	JSS Sahana Special School, Jayanagar, Bengaluru
Group	ID
Grade	10th & 7th
Project Description	Students explored the history of the reconstruction of the Rama Mandir, prepared posters illustrating its timeline, and developed a prototype model of the present-day Ayodhya Rama Mandir. They exhibited and presented their project at the State Finals Arts & Science Exhibition.
Project Goal	To study and present the recent history of the Rama Mandir through visual timelines and a prototype model, and to effectively showcase the project at the State Finals Exhibition.
Mentoring support	Introduced a structured timeline to present a comprehensive perspective. Incorporated feedback to improve clarity, sequence, and depth, highlighting historical significance with better continuity.
Highlights	Students confidently explained the history of the reconstruction of the Rama Mandir using their model and posters. They were delighted when Member of Parliament Sri Tejasvi Surya visited their stall and appreciated their effort in making the project. They also proudly shared that Mr. Arun Yogiraj, the sculptor of the present Shri Ram Lalla idol at the Ayodhya Ram Mandir, is an alumnus of their JSS Institute in Mysuru.



Project Title: Veeragase Carnatic Folk dance

Name of Students	Charan Sai C and Lucky
School	GHPS J Venkatapura & Ashakirana blind school, Sidalgatta, **Chikballapur** Dist
Group	VI
Grade	5th & 7th
Project Description	Students learned, practiced, and performed a traditional Karnataka folk dance in Veeragase attire, using the performance to raise awareness on vachanakararu.
Project Goal	To use traditional Karnataka folk dance in Veeragase attire as a medium to promote awareness about Vachanakararu.
Mentoring support	Encouraged integrating technology with student inputs to enrich the traditional performance and promote effective use of digital resources.
Highlights	Very collaborative and the flow and movement throughout the presentation was interesting.



Project Title: Conversation between Kitturu Rani Chennammana & Sangolli Rayanna

Name of Students	Yallamma, Bhojanna & Veera Ratoda
School	VKG Blind School **Afzalpur, Kalaburagi Dist.**
Group	VI
Grade	8th, 10th & 10th
Project Description	Students selected the Kannada historical theme of Kittur Rani Chennamma and learned and practiced dialogues portraying Rani Chennamma, Sangolli Rayanna, and the British officer Thackeray. They performed the skit in costume on stage at the ILAP State Finals.
Project Goal	To present a historical Kannada skit on Kittur Rani Chennamma through role-based performance, using dialogue and costumes to bring the characters to life at the ILAP State Finals.
Mentoring support	Emphasized clear dialogue delivery with appropriate voice modulation, pronunciation, and pauses. Supported improved stage presentation through effective positioning, coordination, and use of space.
Highlights	*Excellent dialogue delivery from each one of them.





Project Title: Parisara Snehi Ganapati & Seed balls Tayarike

Name of Students	Deekshith K C & Dileep Kumar D
School	GHS Meluru, Malamachanahalli, **Chikballapur Dist.**
Group	ID
Grade	9th
Project Description	Students learned the importance of eco-friendly practices during the Ganesha Chathurthi festival and gained hands-on experience in making eco-friendly Ganapati idols and seed balls using locally available natural materials such as native cow dung, cow urine, and tree resin.
Project Goal	To help students understand eco-friendly practices during Ganesha Chathurthi and learn to make sustainable Ganapati idols and seed balls using natural materials, reducing harmful environmental impact.
Mentoring support	Recommended making the activity more interactive by involving the audience in creating Ganapati and seed balls, enhancing engagement and presentation skills.
Highlights	The BIERT & Parisaravadi of Shidlagatta accompanied students to support them to exhibit & demonstrate in the Arts & Science Exhibition at ILAP 2nd edition State Finals.





Project Title: Sampradhayika janapada nrutya (Karaga)

Name of Students	Naveen and Mohan Kumar
School	SRP Centre, Sidalgatta, **Chikballapur Dist**
Group	ID
Grade	10th
Project Description	Students explored the traditional folk dance '*Karaga'* and its cultural significance in Karnataka. One student learned and performed *Karaga Nrutya*, balancing a flower-adorned pot (Karaga) on his head while dancing in traditional female attire, accompanied by fellow students playing the *dolu*. The activity highlighted not only the dance form but also the rich cultural heritage and devotional essence of Karnataka's history.
Project Goal	To help students understand and appreciate the cultural significance of the *Karaga* festival and develop performance skills through learning and showcasing *Karaga Nrutya*, thereby promoting awareness of Karnataka's rich cultural heritage.
Mentoring support	Appreciated strong collaboration and natural coordination between performers (dancer and drummer), reinforcing the importance of teamwork beyond scripted performance.
Highlights	The Karaga Nrutya highlighted not only the dance form but also the rich cultural heritage and devotional essence of Karnataka's history.

Stakeholders' Testimonials

The ILAP – Innovative Learning Activities and Projects, organized by Seva-in-Action, has been widely appreciated by stake holders, especially for providing an inclusive and empowering platform for children with diverse learning needs.

Thangamma, Special Educator at Kodagu Opportunity School, Kodagu expressed that platforms like ILAP are rare and valuable for children with special needs. She appreciated the opportunity it provided for students to showcase their unique strengths. She extended her gratitude to Ms. Manjula Nanjundaiah, Director of Seva-in-Action, for her dedication, patience, and constant encouragement, as well as the organizing team for their support and meticulous arrangements regarding food, accommodation, and travel. She also noted that the appreciation certificates awarded to mentor teachers were a thoughtful gesture that motivates continued commitment.

Padmavathi A.V., Program Director – Education Services, Spastics Society of Karnataka, highlighted that ILAP is a timely and commendable initiative that enables children with special needs to showcase their creativity and abilities. She appreciated the thoughtfully designed structure of the program, from inclusive online preliminaries to well-organized finals supported by dedicated mentors. She noted that the students' innovative projects, confident presentations, and vibrant cultural performances were truly inspiring and reflected their immense potential. She further emphasized that the event contributes significantly to fostering a positive societal perspective towards persons with disabilities.

Mangala Naik, Special Educator, Navachethana School, Shivamogga, acknowledged ILAP as an inclusive initiative that offers students with diverse needs a platform to present their talents in science and arts. She appreciated the efforts of the organizing team and suggested introducing separate categories for students with hearing impairment (HI), visual impairment (VI), and intellectual disabilities (ID). She noted that this would ensure more equitable recognition and further strengthen the inclusiveness and impact of the program.

Teachers played a vital role in coordinating with mentors, helping track progress and identify student support needs. Each team received tailored guidance — from improving solar and wind energy circuits to connecting a human heart model team with a doctor for deeper learning.

Mentors also helped students strengthen their presentations by refining structure, flow, and communication skills. With strong STEM expertise, mentors supported both technical learning and confident presentation. Ultimately, all nine teams successfully presented at the ILAP finals, reflecting the collaborative efforts of students, teachers, and mentors.

- Ms. Mathura G.,
Founder, Paper Crane Lab

"What began with some apprehension quickly turned into admiration as the students surpassed expectations with their preparation, confidence, and creativity. Mentoring the finalist teams was a truly rewarding, shared learning experience—they embraced every challenge and gave their best. It was especially inspiring to see that disabilities never limited their enthusiasm or performance. ILAP is clearly nurturing a remarkable generation of young innovators and future ambassadors."

- Mr. Siddhant Prasad,
Senior Mechanical Engineer

"The team was encouraged to make their activity more interactive and integrate technology to enrich their folk presentation. They embraced these ideas well, enhancing audience engagement while showcasing strong collaboration and natural coordination. It was wonderful to see their creativity evolve through thoughtful use of both traditional and digital elements."

- Mrs. Brinda Rao,
Education Consultant

"The students and teachers demonstrated strong technological understanding and a commendable openness to feedback. They thoughtfully incorporated suggestions—particularly by structuring the Ram Mandir project through a clear timeline—enhancing both the depth and clarity of their presentation. Their willingness to adapt and improve was truly impressive."

- Mrs. Akila Radhakrishnan,
Tranquil Charitable Foundation

Overall, mentor teachers recognized ILAP as a meaningful initiative that not only celebrates the abilities of children with disabilities but also promotes inclusion, confidence, and broader societal awareness.

Way Forward

Building on the learnings from the 2nd edition, ILAP aims to further strengthen its reach, inclusivity, and impact in the coming years.

Key Focus Areas:

1. Enhancing Inclusivity

- Introduce **disability-wise award categories**, ensuring equitable recognition, especially for students with intellectual disabilities
- Review team eligibility criteria to enable wider participation, including flexibility in team composition

2. Expanding Geographic Reach

- Scale ILAP to additional districts within Karnataka
- Explore phased expansion to other states based on the successful pilot model

3. Strengthening Teacher Capacity

- Conduct advanced training on project-based learning and inclusive pedagogy
- Develop resource toolkits and structured mentoring guides for educators

4. Deepening Mentorship Support

- Extend mentoring duration and include domain experts across disciplines
- Create opportunities for peer learning among finalist teams

5. Building Sustainable Platforms

- Develop ILAP as an annual flagship program for inclusive innovation
- Create digital platforms to showcase student projects and enable wider visibility

6. Strengthening Partnerships

- Engage with academic institutions, industry partners, and government bodies
- Build long-term collaborations to support scaling and sustainability

12. Conclusion

The **2nd edition of ILAP (2025–26)** marks a significant step forward in promoting inclusive, experiential learning for children with disabilities.

By integrating project-based learning, structured mentoring, and inclusive academic platforms, ILAP has enabled students to **explore, create, and present with confidence**. The initiative has not only enhanced student learning outcomes but has also strengthened teacher capacity and fostered collaboration across institutions.

The enthusiasm of students, commitment of educators, and support from partners have collectively made ILAP a meaningful and impactful initiative.

As ILAP continues to evolve, it holds strong potential to become a **model for inclusive innovation in education**, demonstrating that when children with disabilities are provided the right opportunities, guidance, and recognition, they can achieve remarkable outcomes and contribute meaningfully to society.

ANNEXURE A: LIST OF SEMI -FINALISTS

There were 42 projects (21 Arts & 21 Science) shortlisted for the Semi-finals across the 10 Districts of Karnataka. Projects qualified to the ILAP 2nd edition of State Finals are highlighted.

SCIENCE PROJECTS

Sl. No.	Name of the Contestants	GRP	Name of the School	Name of the Project	Name of the Mentor Teacher
1.	Varshitha Keerthi S	ID	Shristi Special Academy, Jattipalya, Channenahalli, B'luru	Earthquake Alert Model	Chandrakala
2.	Vinutha Lekhan D	HI	JSS Sahana Spl School, Jayanagar 8th Block, B'luru-70	Structure of Atom	Kamarthi Haritha
3.	Ezra Haden Parameswari K	ID	Spastics Society of Karnataka, Indiranagar, Bengaluru	Milk Art	Sarala T.R
4.	Nikhil Lingaraj Sharanappa	VI	VKG Blind School Afzalpur, Kalaburagi Dist.	Description of Nutritious Food	Shailabai M Herur
5.	Spandana Prakash Byali Vaishnavi Amit Borade	VI	Shree Ramana Maharishi Academy for the Blind, B'luru	Working of a human Heart	Chandrashekar
6.	Abhinava Krishna Anvesh K H	CP	Vivekananda English Medium School, Putturu, Dakshina Kannada	Carbon Di-oxide Purifier with Algae	Deepthi R Bhat
7.	Sagar U Adithya M J	ID	Navachetana residential school for mentally challenged children. Soraba, Shimoga Dist	Organic fertilizer and organic farming	Mangala S. Poojar
8.	Pranav Rakesh Navni Karthik	VI	Shree Ramana Maharishi Academy for the Blind, B'luru	Carbon Purifier	Gowri
9.	Tharun Soni KS Siddharth	ID	Seva-in-Action, Koramangala, B'luru	Pipe composting	Girish V.
10.	Vinayak Mallappa Piddappanavar Dhanush.Devappa.Lamani	HI	B.D Thatti Residential School for HI, Laxmeshwar, Gadag Dist.	The mechanism of human ear	Vijayalaxmi Mudhol & Munirabegum K Mugatkhan
11.	Kushal Vaishnav S.	CP	Spastics Society of Karnataka, Indiranagar, Bengaluru	The Gems Rainbow Experiment	Sarala T.R
12.	Mahammad Numan Majjagi Chiranjeevi	CP	Arunodaya Spl School, Mulagaund naka, Gadag	Bore well Recharge Technique	Jagadish H.

Sl. No.	Name of the Contestants	GRP	Name of the School	Name of the Project	Name of the Mentor Teacher
13.	Samarth Satapathy Arjun Bhargava	ID	Amogh Children Centre, B'luru	Sustainability of material	Jaya Verma
14.	Dhanyatha P R Bhanu priya	ID	Parents Assn of mentally Challenged children(R), Manasa Spl School, Tumkur Dist	Solar Panel & Wind Mill	Bhavya KJ
15.	Adithya Ram Tejas M	CP	Spastics Society of Karnataka, Indiranagar, Bengaluru	The Volcano Experiment	
16.	Bhuvan K T Preetham R	ID	Kodagu Vidyalaya Opportunity School, Madikeri, Kodagu Dist	Journey Through Space: An Innovative Solar System Project	Thangamma
17.	Chintana Narendra Hegde Tanushri C R	HI	Mahadev Bhat Kurse Deaf and Dumb Residential School, Sirsi, Uttara Kannada Dist	Water Tank Alarm	Sannidhi G Hegde
18.	Bharath K.I Manish K.A	VI	Shree Ramana Maharishi Academy for the Blind, B'luru	Earthquake Alarm Model	Bharathi
19.	S Darshan Mohammed Taieeb	HI	Shradhanjali Integrated Primary School, Lingarajapuram, B'luru	Hydraulic lift and crane	Nagaveni
20.	Namish R Ramya	ID	Seva-in-Action, Koramangala, B'luru	My Health My Food My Herb	Shobha H
21.	Gayana Poorvi	HI	Mahadev Bhat Kurse Deaf and Dumb Residential School, Sirsi, Uttara Kannada Dist	Purification of carbon in industry	Devaki Dombe

ARTS PROJECTS

Sl. No.	Name of the Contestants	GRP	Name of the School	Name of the Project	Name of the Mentor Teacher
1.	Preethesh V Priyanka	CP	Hegganahalli Government school, KPS Hegganahalli, B'luru	Painting	Laxmi Vinayak Naik
2.	Appuraj Talakal Nitish Raykar	ID	Arunodaya Spl School, Mulagaund naka, Gadag	Kalu murida gubbige sthalava koduveya - Nrutya Roopaka	Jagadish H
3.	Deekshith K.C Dileep Kumar D	ID	GHS, Meluru & Malmachanahalli, **Chikkaballapura Dist**	Parisara Snehi Ganapati, Hanate & Seed balls Tayarike	Dinesh B.K
4.	Yallamma Bhojanna	VI	VKG Blind School **Afzalpur, Kalaburagi Dist.**	Conversation between Kitturu Rani Chennammana & Sangolli Rayanna	Shailabai M Herur
5.	Shashank K Shaamunde Sri	ID	Dharithree Ajitha Chetana, Spl. School, Peenya, Bengaluru	Best Out of Waste - Reuse Plastic	Manjula V.
6.	Dharmik Amithnaveen	ID	Srishti Special Academy, Jattipalya, Channenahalli, B'luru	Art Models on Vachanagalu	Chandrakala
7.	Sanjana Mowna	HI	Kote boys GHPS, Shiddalagatta Chikkaballapura Dist.	Parisara maalinyada bagge Arivu moodisuva Janapada Nrutya	Ananya
8.	Kavya Yallappa Jadhav Nagaraj Kotabagi	ID	SRP Centre, BRC Dharwad Rural	Introducing the names of Kannada Jnanapita Awardees	Lalita Honnawad
9.	Poornima Yalavigi Sameer Khan	HI	B.D Thatti Residential School for HI, Laxmeshwar, Gadag Dist	Kitturu Rani Chennammana Itihasa	Laxmi Rabbana Gowdra & Laxmi Bai Hunaykara

Sl. No.	Name of the Contestants	GRP	Name of the School	Name of the Project	Name of the Mentor Teacher
10.	Laxmiputra Hanamanthu	VI	Government blind boys high school, Kalaburagi	Role-playing of Karna and Krishna from the poem "Kauravendrana Konde Neenu"	Jayashree & Prakash
11.	Girisha R Ahalya S	ID	Mathrumadilu Seva Samsthe, Vijayapura	Chatrapati Shivji Maharaj	Jagadish Kumar
12.	Keerthana R.M Lekhana S	HI	JSS Sahana Special School, Bengaluru	Kannada Varnamale	Rameshachar
13.	Thanushri Gangothri	ID	SRP Centre, Shiddalagatta Chikkaballapura Dist.	Matru Vatsalya-Mime	Suguna B
14.	Ganesh Manoj	ID	Samartha Trust, SRPC, Bengaluru	Dance	Sujatha
15.	Shravani Navya	CP	Mathrumadilu Seva Samsthe, Vijayapura	Craft	Aruna
16.	Anjan Kavya	HI	Sheila Kothavala Institute for the deaf (SKID), B'luru	Moral stories & motivational stories	Anupama
17.	Naveen Mohan Kumar	ID	Sakshama, Shiddalagatta	Sampradhayika janapada nrutya (Karaga)	Chaitra A.
18.	Sandesha Gojanura Savitha Piddappanavar	HI	Bhasmasura Vadhe - Pauranika Nataka	B.D Thatti Residential School for HI, Laxmeshwar, Gadag Dist.	Veeranna Gojanura
19.	Srikanth lokesh Vishal M Patil	ID	JSS Sahana Special School, Bengaluru	History of rebuilding Rama Mandir	Rameshachar
20.	Charan Sai C Lucky	VI	GHPS & Ashakirana Blind School, Shidlagatta	Veeragase Carnatic Folk dance	Jagadish
21.	Bhavya S Priyanka G	HI	Sheila Kothavala Institute for the deaf (SKID), B'luru	Handmade blossoms, beads to beauty, quilling and scrunchies.	Anupama

ANNEXURE B: BRIEF PROFILE OF JURY MEMBERS

Arts Category



Ms. Sriranjani brings about 25 years of experience in school education, working across diverse learning contexts and age groups. Currently teaching Mathematics, Science, and Social Science to Grades 7 and 8 in a Bengaluru government school, she has also worked with children with visual impairments and contributed to the Kaiga Program of KFI on conservation and rural education. She has further supported teacher education and curriculum development initiatives with NCERT and state education departments.



Ms. Prajna Nilgund is an M.Tech graduate from IIT Bombay with a background in engineering and theatre arts from Ninasam, she has worked as a Teaching Assistant, Software Engineer at Cisco, and later as Administrator and Trustee at Deenabandhu Trust. A seasoned theatre practitioner, she has performed in over 100 shows with Ninasam and directed several acclaimed children's plays. She also writes on science education and child development, with articles published for teachers and in an international journal.

Science Category



Ms. Jyoti Mehra is a Curator at the Visvesvaraya Industrial & Technological Museum (VITM), Bengaluru, with a strong academic background in Physics from Panjab University and Delhi University, and a Master's in Science Communication from BITS Pilani. She designs science and technology exhibitions and leads the museum's education wing, conducting science shows, workshops, and innovation festivals that mentor students—many from under-resourced backgrounds—whose projects have earned national recognition. She also collaborates with research institutions and serves on panels promoting scientific temperament among youth.



Mr. Soorya Narayan is an engineering graduate from RV College, he began his journey in education through the Teach For India fellowship, teaching in a government school in North Chennai, and later earned an M.A. in Education from Azim Premji University. He has taught Mathematics across Grades 7–11 in diverse settings, including a community school in Arunachal Pradesh, and has developed math curricula with multiple organisations. After five years as Assistant School Leader at the Akanksha Foundation and a stint as a teacher trainer with The Teacher Foundation, he now works as an educational consultant in curriculum design, teacher training, and student engagement.

ILAP REAFFIRMS A SIMPLE TRUTH

When children with disabilities are given the right opportunities & support, they don't just participate

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