

**DIET PALAKKAD**

**IEDSS**

**BEST PRACTICES**

**The Enchanting Imprints of Creative Endeavour**

**2015-2016**





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# DIET Palakkad

## BEST PRACTICES 2015-2016

### The Enchanting Imprints of Creative Endeavour

#### Introduction

2015-2016 was embedded with the educational activities of differently abled children. A complete year plan was prepared as a part of the reflections and discussions of state level seminar on inclusive education. The main achievement of this year is that we could organize the medical camps with the help of the resource teachers. All these interventions helped to increase the percentage of SSLC results too. Another remarkable activity is that DIET could extent academic support for making the projects of three major programmes of District Panchayath. All the suggestions for a better inclusive class room were included in the year plan. And this could be evaluated as the academic achievement of DRU faculty.

#### Inside the folder

1. Differently Abled— The Orbit and Environment of Palakkad District.
2. Professional Development Programmes of Resource Teachers.
3. Action Research programmes.
4. Training of Head of the institutions.
5. Pratheethi— The Annual Documentation
6. Special Training on Learning Disability
7. Educational Seminar— Creative imprints of Differently Abled



## 1. Differently abled Orbit and Environment of Palakkad District.

District Panchayath had implemented an innovative programme to find out the existing issues related to mentally challenged and the available favorableness for the examination. Survey was conducted prior to the implementation of the Educational projects and the survey helped to identify each and every targeted child and thereby ensuring the favorableness for the examination.

### Major Findings

- 39 resource teachers are rendering their service in the district. If we are analyzing the total number of students enrolled in the survey list, each resource teacher is supposed to provide education and social support to 38 children.
- 60% of the differently abled children come under the category 'mental retardation'. 44% of these mentally challenged children do not have any documents to prove their health condition. Even medical certificates were not availed by 10<sup>th</sup> standard students.
- There are children in schools who had never attended a medical camp in their school life.
- The survey helped to prepare a detailed table of the differently abled. With the help of these data, social and educational support was ensured to each child.
- The projects considering all categories of differently abled children are not yet successfully initiated. We have to develop various plans and activities for their learning

No. of Schools	VI	HI	MR	OH	Autism	LMD	CP	Total
168	232	138	869	164	4	4	93	1477





## .....Differently Abled Orbit and Environment of Palakkad District.

### Extended activities

This includes various activities planned/undertaken on the basis of the survey report. There are innovative programmes as well as interventions for the academic year 2016-2017. The programmes include the academic plan of DIET as well as the model development plan of District panchayath.



### 1.Ensuring the participation in medical camps

The data consolidated from the survey was primarily used to conduct a camp for mentally challenged. The survey data helped very much to locate all children for appearing different medical examinations. Medical certificates were issued to 236 children of 10<sup>th</sup> standard.



### 2.Ensuring help for examinations

All children were categorized based on their requirement. 308 children from Palakkad educational district, 98 from Mannarkkad and 136 from Ottappalam appeared SSLC examination. Parallel to this, 560 children with learning disability also availed their favorableness. ( Palakkad-282, Mannarkkad -128, and Ottappalam -150 )

### 3. Ensuring the service of resource teachers

There are 39 resource teachers rendering service in Palakkad district. One resource teacher is giving her service to 38 children at an average. The survey shows that we have to expand the service of our resource teachers systematically. The extended activities have to be planned and implemented to get required service for all eligible children. Detailed planning was also done to distribute resource teachers for rendering their service to all the deserving ones.



## ....Differently Abled Orbit and Environment of Palakkad District.

### 4. Preparation of adapted activity package

DIET has planned to prepare an adapted activity package for the differently abled children. It was visualized as a part of the survey data. The material can be prepared based on the category of children and their strength.

### 5. Preparation of academic plan

Survey data has given great support for the frame work of the academic plan for the year 2016-17. There are 998 children studying in 9<sup>th</sup> and 10<sup>th</sup> standard. We can plan special activities for these children. The following activities were framed under this area for the coming year.

#### **Development projects of District Panchayath**

- Distribution of award for the children who succeeded in public examination ( Vijayolsavam )
- District level festivals for art and physical education
- Renovations of resource rooms
- Medical camp for identifying children with learning disability
- Medical camp for mentally retarded children
- Effective use of holiday class.

Survey has helped to plan different programmes for students in 9<sup>th</sup> and 10<sup>th</sup> class. School level programmes such as subject councils were also planned. All programmes are visualized in a wider inclusive perspective for the academic year 2016-17





## 2. Professional Development Programmes of Resource Teachers

DIET, as a matter of fact initiated to organize the monthly review meetings as one day training programme. Thus all the monthly review meetings became empowerment programmes. The training was conducted by experts in different areas. Sessions for sharing experience and book review were also included in the meeting. Resource Teachers were given two trainings related to Action Research too. Each empowerment programme was documented and submitted to the Director of Public Instruction.

During the academic year 2014-15, all the Resource Teachers in the district were given training on Information Communication Technology. As a result of this they started communicating and presenting their school experiences through e-mail. More over all official communications are given through the same channel. In addition to this, all the Resource Teachers get updated by using the website of DIET effectively.

A special one day orientation programme was organized for discussing and planning the academic projects for the empowerment of differently abled children. The orientation workshop focused on 21 activities under three main areas. All the suggestions were compiled and handed over to District Panchayath, Palakkad

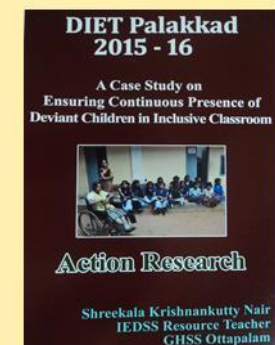




### 3. Action Research Programme.

Action research programme is a composite of activities undertaken by resource teachers with an intention to solve social and academic problems of children with special needs. A workshop was organized on 6<sup>th</sup> July 2015 in order to familiarize the need, significance and procedure of conducting action research. Moreover, the process of report making and the related tasks were discussed and familiarized in the workshop conducted on 19<sup>th</sup> March 2016. The discussions and clarifications regarding the problem area were held in the review cum planning meetings. As per this resource teachers undertook 10 research works in various areas during the year under discussion.

1. Development of social skills among those who suffer intellectual problems and challenges - **Divya P**
2. Role of school library in promoting reading habits among CWSN- **Prasanna M**
3. Ensuring social security among differently abled students.- **Sangeetha U**
4. How it is possible to avoid examination fear among CWSN- **Sreeja V**
5. Role of subject clinics in solving learning backwardness.-**Sulochana M**



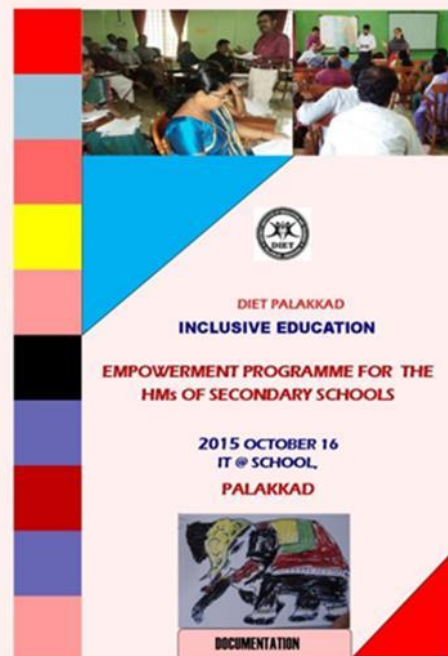


## Action Research Programme.

6. How is it possible to convert the approach of peer group and teachers towards CWSN more conducive- **Susmitha KK**
7. What steps are to be undertaken to ensure harmony between differently abled children and the present classroom practices.  
- **Sreeja KG**
8. Role and influence of classroom atmosphere in solving disciplinary problems created by CWSN- **Rejitha P**
9. Remedies for lack of interest among differently abled children for getting enrolled in general schools. **Sujitha P**
10. A case study on continuous attendance of deviant children in Inclusive Education. **Sreekala Krishnankutty Nair**

The main success and merit of the Action Research Programme is that it provided an opportunity to the Resource Teachers for developing remedial measures by directly intervening in the class/ school level problems and issues related to CWSN. The main observations and findings in this connection were presented as papers in the annual seminar and subjected for detailed discussion and further analysis. It has come to an agreement that each resource teacher will undertake simple research projects in the coming future.





## 4. Orientation for Headmasters

The vocational skill development training programmes were conducted for 80 Headmasters of schools where resource teachers are attached. Training on managerial aspects were also initiated. The thrust area for discussion was 'how the school has to be changed for accommodating differently abled children'. Universal design for inclusive education was also familiarized and discussed.

### Major Areas

1. Management of differently abled children.
2. Scholarships and existing support programmes .
3. Support programmes organized by Local Self Governments for CWSN
4. Universal Design
5. Resource Management.
6. Role of Resource Teacher.



Checklist was developed by pooling the activities to be undertaken and the stand to be taken by the institution regarding the CWSN. The training programme was concluded by reaching to an agreement to evaluate the future programmes and activities in view of the items in the check list.



## 5. Pratheethi– The Annual Documentation of IEDSS Programmes.

### Realization and Decisions for the Differently Abled Children

The documentation was completed with the aim of familiarizing all the activities of the year 2014-15 to all concerned. The document named 'Pratheethi ' consists 150 pages in ten heads published on March 2016. It was the document well approved and appreciated by the state level functionaries

Content area of ' Pratheethi '

1. Studies and research papers.
2. Professional development programmes of Resource Teachers.
3. School level activities organized for CWSN.
4. Medical camps and orientation programmes
5. Classroom experiences of Resource Teachers.
6. Review of books focused on CWSN.
7. Creative works of Differently abled children.
8. Action plan for the year-2015-2016



## 6. Special Training on Learning Disability

DIET has undertaken the initiation for screening the learning disabled children identified from the medical camp conducted by District Panchayath Palakkad. Workshops were organized to familiarize the materials and equipments for identifying learning disorder. As a try out programme, ten schools were selected and LD children were examined using the strategies familiarized from the workshop. The enrichment programme known as Subject Clinic was organized for Disabled children by DIET with the support of District Panchayath.



Highlights of the training programme could be marked as follows:

1. It could help to develop an awareness to identify CWSN.
2. The programme could provide a chance to familiarize various strategies to identify learning disability.
3. It Could develop awareness regarding the functioning of Subject Clinics.
4. The programme helped to give indications to practicing teachers regarding learning disability and the strategies and techniques to be adapted for ensuring support to





## 7. Educational Seminar

### **Creative Imprints of Differently Abled** An exploration on the developmental possibilities of creativity among CWSN

DIET Palakkad, as part of transforming the education of CWSN more effective and meaningful, could undertake and implement various activities during the academic year 2015-2016. The programmes like education camps, training and mini research which are designed by the institute based on detailed field survey were good enough to provide a sense of direction to Inclusive Education of the district. It is in this circumstances that a seminar was organised exclusively on the education of CWSN which is a part of developing a plan of action for 2016-17. The role and significance of creativity in the overall developmental process of CWSN have been under discussion during past. Studies on this subject reveal that Art could be effectively used to inculcate interest in their day to day activities and even for making these children more constructive. DIET, as a part of the seminar hope to undertake this subject for further exploration. This of course, is a collective enquiry to seek possibilities of ensuring overall development of CWSN within the cultural premises. A common platform was arranged for eminent artists for discussing the subject in detail.

#### **Inaugural Session.**

Celebrity and famous play back singer Miss. Vaikom Vijayalakshmi inaugurated the function. She, in her inaugural speech attempted to disclose how she could develop her creativity eventhough she was blind. She performed and concluded her task by presenting some of her melodious songs. Another celebrity from the field of Gazal Music, Mrs. Sunitha Nedungadi expressed her pleasure and gratitude for incorporating her in the collective attempt and enquiry. She pointed out the need of arranging and ensuring better exposure to each child for the development of creativity of all types. The best and most suited experience for the purpose is art and music. The medicinal value of music was recognised by all times and places. The 'ragas' in music are designed in such a way that it can influence the noble and delicate human emotions. She also expressed her hope that these kinds of concerts and sharing can promote the vision and capabilities of CWSN in the district. Mrs. Nedungadi concluded her address by singing a Gazal song in her sweet and charming voice.





## Educational seminar

### Creative Imprints of Differently Abled



## Session 1

### Papers Presented in the session

1. Chemistry of stories and fiction- TK Sankaranarayanan.( Short Story writer)
2. Pictures accommodating one and all-Baiju Dev ( Artist)
3. Un explored creative abilities- Manju TK ( Psychologist)
4. Emotional Diversity of Musuc- Raveendren Athippatta.
5. Enchanting and appreciation levels of poem- Sandra S Warriar

Discussions were led by Mr. Suresh, Asst. professor, NSS College of Teacher Education Ottappalam and Mr. Jayarajan, AEO, Chepulassery. Dr. TS Ramachandran in the capacity of moderator observed that all the presentations were capable to illumine all the miraculous aspects of Art and Music. Moreover the presentations tried to focus and explore more on the capacity of each medium to bring forth and mould the CWSN as a part of common society. The moderator specifically pointed out that the session could enlighten and highlight the need and significance of adaptation of art , music, fiction , poetry, drama and construction for creating qualitative changes among CWSN. The presenters could attest the amazing capacity of each art form to develop a positive attitude towards life among CWSN. The opinion and suggestions were well accepted by audience with pleasing applause which came from the depth of their heart.

## Session -02

This session was exclusively shared by resource teachers in the district in which 7 papers were presented where as Dr.P. Basheer , acted as moderator. The papers as it felt, were the evaluation of the action plan which was implemented during the academic year 2015-2016



## Educational seminar

### Creative Imprints of Differently Abled



#### Papers Presented in the session-02

- Inclusive Education in the recent past- Sunitha R
- District specific Developmental Model of Palakkad- Sreekala KK Nair
- Differently abled Orbit and Environment of Palakkad-2016- Rajitha P
- Resource centre as a supporting system- Susmitha KK
- Support materials to children with visually impaired - Jayalakshmi PB
- Vocational training in schools- Rejitha V
- A preface to Action research programmes- Divya P

In his turn, as moderator, Dr. P. Basheer identified the presentations as the explorations and findings of action researches organised in the district as a part of promoting the developmental activities of CWSN. Each of the papers denotes the activities to be undertaken in the district during the following academic year. The suggestion and proposal for considering vocational training among the activities of resource centres is quite sensible in this context.

The planning document clearly mentions about the pre-requisites and arrangements needed in each school for promoting creative works. The observations make sure that these kinds of micro planning culture will provide a novel gleam to the district. The need for participating all resource teachers in varied research programmes is also highlighted and so also it is highly appreciable.







## Educational Seminar

### Creative Imprints of Differently Abled

#### Findings and proposals of the seminar

1. Schools need to arrange a conducive atmosphere for developing, promoting and presenting the creative endeavours of CWSN. For this purpose, it is desirable to mobilise the support of parents and local community.
2. Specifically targeted creative attempts offer CWSN to enjoy the pleasure of socialisation. Since the society has an open approach for identifying and promoting the talents of this group, such attitudes and circumstances need to be diverted in a diplomatic manner for achieving the targets.
3. Innovative and emerging trends in the field of Arts related to construction and ornaments have to be familiarised to teachers and if possible they should be trained accordingly.
4. Resource rooms and resource centres need to be visioned as centres of activity. Both parents and CWSN have to be privileged to familiarise the activities of vocational centres in each school.
5. Adaptation activities are to be ensured by effectively utilising the possibilities of classroom theatres. This need to be subjected to try-out in each subject.
6. It is highly needed to discuss and evaluate the developmental strategies and techniques of creativity in the training programmes of resource teachers.
7. In each school there should be a document based on the socio- developmental activities of target group. Creative talents of each child need to be accounted in deserving spirit. For realising the above, each Resource teacher need to under take an Action Research.
8. Efforts are needed to explore possibilities of using ICT for promoting educational attempts of CWSN covering the area of creativity. Hence there needs training to all the advocates of the programme.
9. DIET has the privilege and responsibility to ensure social awareness among all those who are related to this area through various targeted programmes.
10. Students of this category need to be trained by exploring possibilities of Occupational therapy.







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2015-2016

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## Thanks

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