

Workshop on Development of Teaching Learning Material (TLM) of the Children with Special Needs (CWSN)



7th to 11th January, 2019
Venue : Hotel Sutrupti, Unit-04, Bhubaneswar



Department of School and Mass Education
Government of Odisha



DIRECTORATE OF TE & SCERT
ODISHA, BHUBANESWAR

unicef 
for every child



There is no end to Create.

There is no end to Recreate.

There is no end to Improvise



Background

Inclusive education means education of all students, where all students are equal participants in the learning process. Inclusivity is maintained when all members of a group are able to participate in its activities, which means, provisions made are considerate of all members and not just those from specific groups or, with special abilities, disabilities, and/or needs. Inclusive education is perceived to be one of the ways to increase educational access to large number of students with disabilities. This means more children with disabilities will be placed in the regular classroom than before. In order to provide effective inclusive education for all students, teachers need to develop a different set of skills and knowledge than traditionally required by the profession. To understand and practice inclusion in its right spirit, an inclusive syllabi, inclusive TLM and inclusive assessment and evaluation is a must.

Rationale and Objective

To work with a framework that advocates and emphasise upon inclusion and quality education, it becomes necessary to have a deeper engagement with different elements of teaching learning process. Hence, with this objective, a five day workshop was organised by the Directorate of TE & SCERT. The focus was to develop inclusive TLM for Primary classes of Language and Mathematics with special reference to children with special needs. The three main thrust areas in which these adaptations were planned to be developed were – Concept, objective and process.

Objectives

- To sensitize the participants on techniques and strategies of different uses of TLM for children with Special Needs.
- To acquaint the participants with uniqueness of students with Special needs in learning process
- To prepare the participants for planning and implementation of lessons with appropriate TLMs for teaching children with Special Needs in Inclusive Classroom.

Methodology

- The programme will cover a short orientation on practical portions in the areas of uniqueness of students with special needs, and ability based educational management in Inclusive classroom.
- Individual and Group based practice will be given on preparation & discussion on teaching plans in various subjects for inclusive classroom in development of TLMs

- Discussion, preparation and presentation will be organized on selection of appropriate and effective strategies, and TLM for teaching students in Inclusive setup

Participation

The workshop witnessed participation of teacher educators and Block Resource Persons from 15 districts in the second batch. The BRPs came with their expertise in VI, HI & MR/CP category. These block resource persons were associated with schools having inclusive or integrated school set up. There were representatives from UNICEF, SSEPD, SSA. In all there were 43 participants in the workshop.

Modalities

The workshop was conducted by the Faculty and Project Team of Inclusive section of the Directorate of TE & SCERT, with support from SSA and technical and financial support from UNICEF, Odisha. The participants in the five day workshop worked in five groups, each group was working on both the primary school subjects - Mathematics and Language. Each group analysed, discussed and suggested TLMs on the given subject specific syllabus and submitted in writing a draft of the suggested plan with process of development of TLM and its uses in the inclusive classroom. These adaptations and recommendations were both general and specific in nature ranging from modification in objectives to developing inclusive TLM. The workshop was also a platform for the faculties to discuss the possible format in which a booklet for teachers could be developed in reference to the selected TLMs after end of both the batches.

Themes covered during the programme

Theoretical concepts covered

- Introduction to use of TLM for the differently able children – VI,
- Use of ICT for teaching CWSN
- Using Sign Language in Inclusive Classroom
- Teaching Learning Materials
- Demonstration of TLM for VI, HI, MR/CP
- Orientation on techniques & strategies for development of TLM for the VI
- Preparation of Teaching Learning Materials in Groups for VI
- Display cum Exhibition
- Evaluation & Improvisation of TLM
- Text book & TLM integration in Inclusive classroom
- Empowering Teachers – Developing Plan of Action
- Discussion and reflections of the programme

Hands-on Activity Covered

- Step 1: Orientation on need & Use of TLM for the CWSN (VI,HI,MR/CP) in regular classroom
- Step 2: Preparation of IEP
- Step 3: Selection of Subjects – Language & Mathematics
- Step 4: Preparation of Lesson plans – Language & Mathematics in Groups
- Step 5: Preparation of TLM for inclusive classroom – Language & Mathematics
- Step 6: Presentation of TLM for inclusive Classroom – Language & Mathematics
- Step 7: Preparation & presentation of TLM for inclusive classroom – Language & Mathematics (Individual prepared)
- Step 8: Exhibition of TLMS

Proceedings

Day I

The workshop began with an address by Dr. Adikanda Behera, Asst Director & OIC Inclusive Education, welcoming the guests and participants to the 05 days workshop and giving a brief background introduction.

Dr. Sarada Mishra, Asst. Director (TE) introduced herself and other resource persons invited to the workshop. She further invited the participants to introduce themselves and also share their expertise and experience in this regard.

After a round of Introduction, Dr Snigdha Mishra, Deputy Director TE & SCERT shared the agenda of this workshop, the objectives of and concerns emerged from the previous workshop held in



the month of December (4th to 8th December, 2018). She further explained the task to be undertaken in this workshop i.e. to prepare Teaching Learning Materials for the inclusive classroom with focus on VI, HI & MR/CP category for primary classes (Maths and English) for an inclusive classroom with a special emphasis on the children with special needs. Dr. Mishra also briefed the participants about the expected outcome which was mainly, to prepare the TLMs in such a way that it is very much inclusive in its general as well as specific recommendations.

The inaugural session further progressed with address by Dr. Nibedita Nayak, Deputy Director (Admn) TE & SCERT focusing on National and International perspectives on 'Inclusive Education'.

Finally, Dr Pratap Indra Dash, Director TE & SCERT address the participants with his encouraging

speech and with all enthusiasm to welcome for the five days workshop and to lead the process as leader both in the programme as well as in the district / institution level. He has all faith and trust over the participants to make the success of the programme

Technical Sessions:

The first Technical session was by Sri Tapas Ku Mohanty, (VI) Asst Teacher, Bhima Bhoi School for the Blind, expert in Visual Impaired. Some important points of his presentation were as follows:



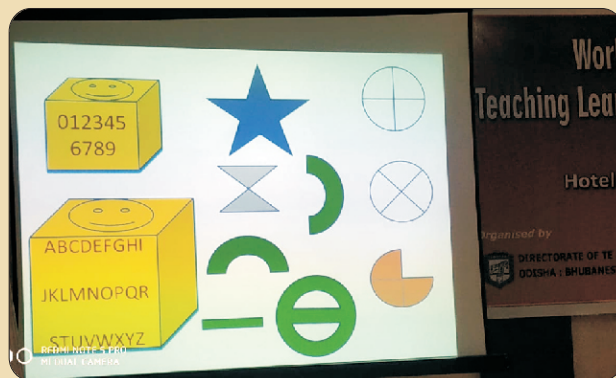
The Process Factors: Pedagogy and the Teaching Learning Material

Mostly children with visual impairments learn through the following non visual modes: Touch involving real, concrete materials; Listening that includes greater use of detailed and descriptive instructions) and Smell and Taste associated with real, concrete materials. In addition they exhibit the following needs across all subjects at elementary level:

- Visual stimulation;
- Experiential learning (observational/ experimental/factual learning);
- Incidental learning (learning that happens naturally in the environment);
- Understanding of concepts like localisation, time, position, size, shape, association, discrimination, sequence, quantity, sensations, emotions, actions, colours (to the best visual ability), matching and classifying;
- Visual perception – learning from pictures, visual diagrams-maps, charts, graphs, tables, etc. and;
- Slower cognitive processing in the earlier years till coordination of senses has developed.

Based on the above the following exemplary strategies can be adopted for teaching children with VI for different subjects at primary stage, along with other children in the class.

Sri Tapas Mohanty also observed that while doing this exercise we have to ensure that our material should be such that a teacher does not feel overburdened. In order to facilitate the group work, for a child with visual impairment, some tactile object/symbol may be taken. Care should be taken that the tactile symbol should have some association with the concerned subject. The tactile symbols may be a stick, an alphabet, bindi, cap etc. Further, the same symbol should also be there on the developed TLM so that it becomes more of a matching exercise.



The second Technical session was by Ms Swarnalata Panda, (HI) Lecturer, AYJNIHI, Janla, Khurdha. Some important points of his presentation were as follows:

The Process Factors: Pedagogy and the Teaching Learning Material

Child centred pedagogy with a constructivist approach is beneficial for teaching children with hearing impairment. Some supplementary tips are given below:

- Face the child while talking and don't speak with your back facing the child or face covered.
- Encourage classmates to take turns so that the child understands what is being expressed
- Communicate in the language (sign/oral) known to the child.
- Use simple, natural, communicative and situational language within the context.
- Children with hearing impairment fail to acquire language naturally. It needs to be taught to them. Use of meaningful situation will help to enhance language learning.
- Contextual cues also help children in understanding language. So make sure that the context is understood by them.
- Reading is a language based activity. It gets hampered due to the deficit language skills. Hence children with hearing impairment need more visual cues to understand the text.
- Symbolic sign or a symbolic picture can assist in global understanding of the context.
- Many students are known to use whole word methodology or sight vocabulary instead of phonics.
- Speech balloons and conversations balloons could assist in reading where characters are involved.



Language

- Concepts can be associated with visual vocabulary.
- For example, to explain the word direction, picture of an arrow can be shown.
- Concepts can be taught through activities: For example, a child is given the pictures of a rabbit and a tree. He/she can be asked to paste the picture of the rabbit on/behind/under/beside the tree.
- Visual vocabulary sheet (displaying words with pictures) on the topic taught can be prepared.
- Use multiple modes of communication (verbal and non-verbal cues) like gestures, signing, lip/speech reading, facial expression, graphics, cartoons (speech balloons), pictures, symbols, concrete objects and examples to assist in comprehension.



Mathematics

1. Concept of time duration can be taught with simple activities. For example, observing the time taken by two peers during meal time and then assessing who had taken longer time to finish the food.
2. Two digit additions without carry over or with carryover can be demonstrated using simple objects like sticks or beads.
3. Word problems can be understood through real life examples/ situations or pictures.

Ms Swarnalata madam mentioned that there is also a necessity to mention the specific problems faced by children with disability (specific or general). She added to it saying that whatever choices one make, they will have to see if it helps the general children also. Since, this material is to be developed for teachers (which are again a group of individuals working in highly heterogeneous backgrounds), so she emphasized that one must avoid any kind of assumption and should spell out the suggestions very clearly.

After the lunch break, the participants were asked to have a look at the TLM displayed developed



Adaptation of TLMs for V.I students

- It is the role of the Teacher to determine the adaptations that the student needs.
- Material adaptation needs will vary, depending on the degree of functional vision, effects of additional disabilities, and the task to be done.
- Students with visual impairment frequently seek additional sensory input to compensate for the lack of sensory input they are receiving visually.
- Plus Curricular Activities.



The Process Factors: Pedagogy and the Teaching Learning Material Mathematics

- To make the child learn the concept of 'Time', several real life examples can be given. Children can be taken out in the morning, at noon and then in the evening on a sunny day, to feel the difference between different phases of the day.
- To teach 'Commutative property of addition' put two different things like toffees and balls in two different buckets.
- Then the children can be asked to count both the materials and add. For example, two toffees and three balls and then three toffees and two balls.
- To teach the concept of 'Volume', group activity can be conducted. For example, take water bottles of two different sizes and make the children fill the bottles with water. One bottle can be filled with, say, three glasses of water while the other may just take two glasses to fill. Hence the capacity of the first bottle is more. Children can take turns in filling the bottles, counting and recording.
- The concept of 'Money' can be taught by first introducing notes and coins of different sizes. Then organise fun activity like arranging shop for all students and ask them to purchase items with the money given to them. The child with VI can explore the notes and coins tactually and repeatedly to understand the difference.
- Make use of different senses for teaching mathematical concepts, for example, auditory (verbal descriptions) and tactual (converting visual figures into embossed tactile figures).

Day - 2

The second day started with Morning Prayer and the briefing of first day activities through reading a report by one of the participant Sri Ramakrushna Dass, TE, DIET, Rayagada. Dr Brahma welcomed all the participants to the second day of the workshop. He shared the work plan of the day in which the groups had to continue with the exercise of the previous day. Also, in the later session the presentation could be done for sharing of group work.

The first technical session of second day was taken by Sri Tapas Ku Mohanty, expert in Visual Impaired, Asst Teacher in Bhima Bhoi School for the Blind. After listening the tips on preparing TLM for VI, the groups sit in groups to complete the preparation and start presentation work on the TLMs.

The Process Factors: Pedagogy and the Teaching Learning Material Language

- To help the child to start 'making sentence' about him/her, s/he can be allowed to experience by touch the physical attributes to help make sentences. For example, child can be asked to touch a warm cup and asked to make a sentence: 'the cup is hot'. Similarly, auditory input can be given by different sounds.
- To teach 'adjectives', children can be exposed to real examples from the surroundings. For example, they can be asked to say something about his/her friend or can be made to touch different textures and explain the experience.
- For a VI child, pictures should be explained verbally in detail like – what, who, where and when. Based on the comprehension, help them summarize, give oral answers. Experience for understanding can be enhanced by tactile and kinaesthetic input. For example, differences or similarities between lassi and tea. Use of acting, dramatisation and role play helps the child to understand better.



Before announcing the beginning of the group work, Dr. Brahma mentioned a few important points to be kept in mind while making the suggested adaptations. He said that one must be aware of how to break the content into smaller parts. Since each group has participants specialized in different disabilities so they should have in mind that children with different disabilities can have same challenges or vice versa. Also if the suggestions are given they should be mentioned clearly. For example if a teacher says that for a child with visual impairment, concrete material should be used, then how? Has she made the object large enough to explore or embossed or tactile?

Then the resource persons help the group in preparing the TLMs subject specific. With this briefing of the group task, group formation and sharing of important concerns, presentation announced which will be continued after the lunch break.

Then the groups started presentation one by one with their TLMs and the processes prepared in the chart paper. Dr. Brahma opened the session for questions and comments. Ms Surekha Tarei, Deputy Director, Inclusive Education, SSA added to the discussion by saying that in Inclusion, the main focus is the Child with Special Needs (CWSN) being with other children. So emphasis should not be on 'Any Education' but 'Quality Education'.

Then the day closed with assignments given in groups for preparation of TLM with focus on Hearing Impaired.



Day – 3

The third day started with Morning Prayer and the briefing of first day activities through a digital report by one of the participant Sri Prafulla Gochhayat, TE, DIET, Baripada.

The third day began with the same spirit. He welcomed all the participants to the workshop. He asked the group to continue with the exercise of the previous day, after listening to the resource person. And, after completion, the group presentation could be done for sharing of their work.

The third day first technical session was by Sri Ajaya Ku Mohapatra, expert in Hearing Impaired (HI) in AJYNIHI, Jaanla, Khurdha. After listening the tips on preparing TLM for HI, the groups sit in groups to finalize the preparation and start presentation work on the TLMs.



The Process Factors: Pedagogy and the Teaching Learning Material

Although the learning needs of children with HI may differ in terms of severity of problem and the quantity, quality and timing of the support services the children receive, the following are some common needs these children exhibit across various subjects.

- Development/Acquisition of Speech and Language vocabulary, syntax and figurative language (like similes, metaphors and idioms);

- Understanding of abstract concepts;
- Reading and spellings (because of difficulty in phonemic awareness and speech sound discrimination);
- Communication Skills (speaking and listening, understanding);
- Mathematics;
- Organising ideas and;
- Communicating ideas.

Based on the above exemplary strategies of curricular adaptation based on primary classes text books of different subjects are given below for preparation of TLM.

Post lunch, Dr. Brahma asked the groups to make a brief presentation on how they are proceeding with the task and what is the output. Participants shared that the group was analyzing the syllabus in detail and a primary observation was that a lot of emphasis is given on the skills of reading, writing and speaking but the flexibility in 'expression' through a variety of ways.

The second Technical session was by Dr. Purna Chandra Brahma, Principal, BIET, Gorumahisani on social category. Some important points of his presentation were as follows:



What NCF 2005 says....

- First Language First: Beginning with Mother Tongue
- The mother tongue is a critical conduit, that social, economic and ethnic backgrounds are important for enabling children to construct their own knowledge.
- The fact that knowledge is constructed by the child implies that curricula, syllabi, and textbooks should enable the teacher in organizing classroom experiences in consonance with the child's nature and environment, and thus providing opportunities for all children.

Some basic TLM at Early Grades.....

LANGUAGE

- Alphabet Chart
- Picture-Word Card/ Picture-Story Book
 - MT based BB
 - Bi-Lingual BB
- Alphabet Book
- Word Web
- Picture based Multi-lingual Dictionary



MATHEMATICS

- Number chart
- Number Card
- Number Book

How to adapt these in an Inclusive Setting.....



- See the different aspects of an Inclusive Context.
- Reflect upon it.
- Adapt and Improvise where necessary.

Day 4

The forth day started with Morning Prayer and the briefing of first day activities.

Dr Brahma welcomed all the participants on day 4 of the workshop. He shared the work plan of the day in which the groups had to continue with the exercise of the previous day. Also, in the later session the group presentation could be done for sharing of group work. Dr Brahma added to it saying that teaching all children together at the same time in one classroom would give the message that all children are accepted in the classroom.

The forth day first technical session was by Dr. Binay Bhusan Mohapatra, Asst Prof. in Special Education, on Intellectual Disability. After listening the tips on preparing TLM for ID, the groups sit in groups to finalize the preparation and start presentation work on the TLMs.

The Process Factors: Pedagogy and the Teaching Learning Material

When we discuss students who are not able to learn or, express their learning, it is important to understand that this behaviour is not a result of sensory, physical or motor impairments. These learning needs are related to the influences and impacts on the brain. Impairments in cognitive, intellectual functioning may reflect in one or more of the following areas:

- Visual and/or auditory perceptions;
- Meta-cognition (knowing about one's own thinking and learning what skills, strategies are needed to plan and carry out tasks);
- Retaining information and memory – for example, transferring knowledge from one task to another;
- Information processing – attending to information from different senses;
- General intellect (Intelligence);
- Physical activity (over activity or under activity, coordination, balancing, drawing,
- Discriminating between directions and positions – right and left, up and down, etc.);
- Attention and concentration – short attention span, distractions, impulsivity;
- Eye hand coordination, for example, in geometry, handwriting and diagrams, etc;
- Language (reading, writing, spellings, speaking) and understanding Mathematics;
- Exposure to experiences (limited experiences);
- Ability to change according to situation;
- Expression of needs and emotions;
- Thinking, reasoning, problem solving and understanding;
- Social activity and problems of self-regulation (for example, tantrums and lack of
- Understanding of social rules/inhibitions, peer relationships, not understanding the meaning of what people say);
- Communication skills and,
- Over or under sensitive to sounds, smells and touch.

The following are some exemplary strategies for preparation of TLM:

Language

- Long lessons/stories can be divided into smaller parts with a meaningful beginning and ending.
- Poems can be taught through actions and repetitions.
- Students with autism need more real experiences and activities in order to learn something. For example, the concept of 'turning' can be taught by doing simple activities like using the fan regulator, tap, etc.
- New words can be taught using a visual dictionary.
- While using picture cards, limit to only two colours or use only primary colours as some children may have difficulty in differentiating minor differences in shades of colours.

- Enact poem while it is being read. Recite it with expressions.
- Frame questions for different sections of the lesson like introduction, assessment, etc.
- Make use of paired reading to promote fluency in reading.

Mathematics

1. For place value use scale with unit place having 9-blocks in one colour and another colour at ten's place.
2. Fractions can be taught through paper folding. While teaching the concept of money, children with ID can be introduced to rupees as paisa but its conversion may sometimes be difficult for them to understand.
3. Concepts of measurement (tall, short), capacity/ volume (full, empty), weight (heavy, light), shapes (circle, triangle), etc., can be understood better through concrete things/objects, flash cards.
4. ID students can be given clay to make different shapes. Moreover, instead of giving all shapes together, give one shape at a time.
5. Always go step by step and provide guidance/ feedback at each step while solving a problem.



Further, the group work continued.

During the presentation, responding a query, Dr. Binay Mohapatra, made a crucial intervention by saying that multiplication can certainly be taught through aids, but it is not important to memorize the table. He said that it is crucial that the child understand that multiplication is nothing but repeated addition and hence enjoys the understanding by applying the concept in different games and activities. He emphasised that mathematics involves thinking, questioning and reasoning and it is not simply about 'Mugging up'.

In the post lunch session, a small sharing of the concerns, issues and analysis which had emerged from the group work, took place. Before that Dr Purna Chandra Brahma, informed the participants that the programme also plans to develop a booklet on TLM for school teachers and teacher education institutes on inclusive education providing them a general framework/guidelines on process and uses of the TLM developed. That will be developed after finalization of best 50 TLMs developed here in both the batches.

Ms Jayajyoti, Consultant, UNICEF added on that, there a possibility that some TLM can be provided as long lasting models along with TLM through ICT mode. It can be given in the short duration of time and can be uploaded in the SCERT website for scale up. This way, the teacher will not feel burdened. So the participants have to prepare TLM individually based on the same objective and themes can be taken from Primary classes of language and mathematics.

The day witnessed intensive engagement of the participants in the adaptation exercise with enthusiasm and dedication.

The resource person shared his concern that since it is difficult for children with learning disability to understand the concept like rupee. So activities can be organized and games can be designed in which children can participate with friend support. He further shared that a motivational chart can be prepared in the classroom for encouraging children. Activities can be organized followed by discussions which promotes empathetic understanding and sensitivity amongst children towards each other and their needs.

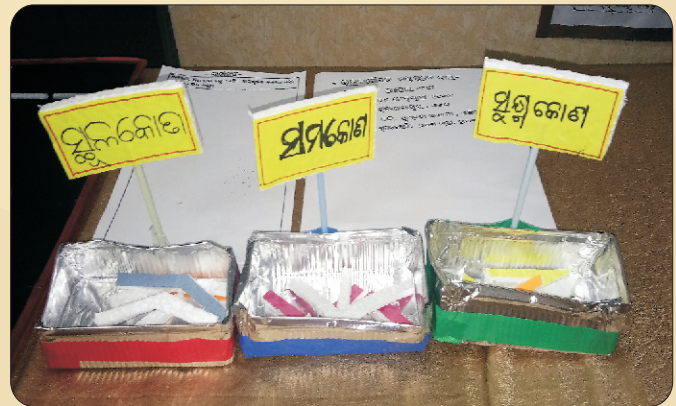
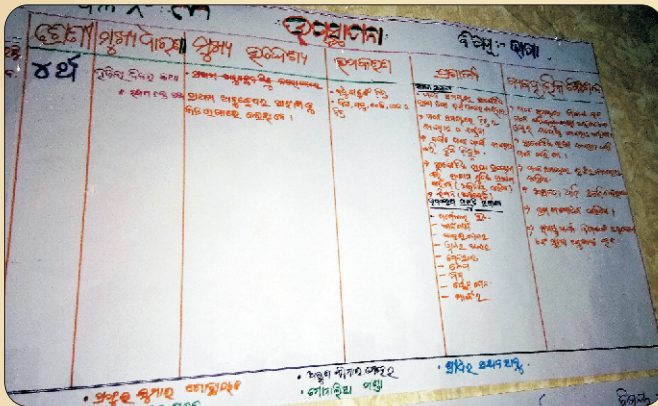
Dr. Snigdha Mishra, observed that what is being said in the presentation seems to be good for all children in general. She added that the materials in general provides for building up on local experiences and is child centred. Then the group displayed some material prepared individually, in this manner, participants demonstrated the adaptation strategy for the primary class textbooks.

After the group presentations were over, it was time to finally conclude the workshop. Dr Adikanda Behera, addressed the participants with a vote of thanks for their sincere efforts. He also thanked Dr. Purna Chandra Brahma and other resource persons for facilitating the sessions and given their inputs during the group work and presentations.



Output

- The five day workshop witnessed an intensive engagement of participants to prepare the Teaching learning Materials for primary classes in two subject areas; Maths, and language.
- The TLMs were made in four major domains- objective, Concept, process and uses in the class room).
- These TLMs were developed mainly in the form of suggestions given in these four domains along with a variety of TLM displayed and developed by the participants during this workshop.
- Some of the TLM included adapted worksheets, games for specific subjects and material like adapted sheets for writing, embossed sheets (for tracing and writing, to be used by child with visual impairment).
- The suggested adaptations as well as the sample of these materials will be available with the final document on TLM development (Sample TLM is attached).



Programme Schedule

Sessions	Particulars	Resource parsons
Day - 1		
11.30am– 12.30am	Introduction to use of TLM for the differently able children – VI,	Sri Tapas Ku Mohanty, Asst Teacher, Bhima Bhoi School for the Blind
12.30pm – 1.30pm	Introduction to use of TLM for the differently able children –HI,	Ms Swarnalata Panda, HI, AYJNISHD
1.30pm – 2.15pm	LUNCH	
2.15pm – 3.00pm	Demonstration of TLM for VI, HI, MR/CP	Ms Swarnalata Panda, (HI) Prof. AYJNISHD, Khurdha
3.00pm – 6.00pm	Orientation on techniques & strategies for development of TLM for the VI Division in Groups Collection of Training Materials Preparation of TLM	Dr. Purna Chandra Brahma, Sr. TE, DIET, Baripada Dr. Tapas Ku Nayak, Asst. Director, TE & SCERT
Day 2		
10.00am -1.00pm	Preparation of Teaching Learning Materials in Groups for VI	Sri Tapas Ku Mohanty, Asst Teacher, Bhima Bhoi School for the Blind
1.00pm – 2.00pm	LUNCH	
2.00pm –3.00pm	Presentations continued....& Session wrap up	Dr. Santosh Ku Parida, Sr. TE, DIET, Navaagarh
3.00pm – 6.00pm	Orientation on techniques & strategies for development of TLM for the HI Collection of Materials	Dr. Purna Chandra Brahma, Sr. TE, DIET, Baripada
Day - 3		
10.00am -1.00pm	Preparation of Teaching Learning Materials in Groups for HI	Sri Ajay Mohapatra (HI) AYJNISHD, Khurdha
1.00pm – 2.00pm	LUNCH	
2.00pm –4.00pm	Presentations continued....& Session wrap up	Dr. Santosh Ku Parida, Sr. TE, DIET, Navaagarh
4.00pm – 6.00pm	Orientation on techniques & strategies for development of TLM for the CP/MR Collection of Materials	Dr. Purna Chandra Brahma, Sr. TE, DIET, Baripada

Day – 4		
10.00am -1.00pm	Preparation of Teaching Learning Materials in Groups for CP/MR	Dr. Binay Bhusan Mohapatra Asst Professor in Special Education, Chetana College of Special Education
1.00pm – 2.00pm	LUNCH	
2.00pm –4.00pm	Presentations continued....& Session wrap up	Ms Swarnalata Panda, HI, AYJNISHD Sri Tapas Ku Mohanty, (VI) Asst Teacher, BBC School of Blind
4.00pm – 6.00pm	Individual TLM preparation by participants	Dr. Purna Chandra Brahma, Sr. TE, DIET, Baripada
Day - 5		
9.00am – 10.00am	Display of TLM/ Exhibition	
10.00am -11.00am	Evaluation & Improvisation of TLM	Sri Sanvas Behera, SSEPD
11.00am – 1.00pm	Text book & TLM integration in Inclusive classroom	
1.00pm –2.00pm	Lunch	
2.00pm – 3.00pm	Empowering Teachers – Developing Plan of Action	Dr. Purna Chandra Brahma, Sr. TE, DIET, Baripada
3.00pm – 3.30pm	Discussion and reflections of the programme & Wav forward – Next Plan of Action	
3.30pm – 4.30pm	Valediction & Closing	

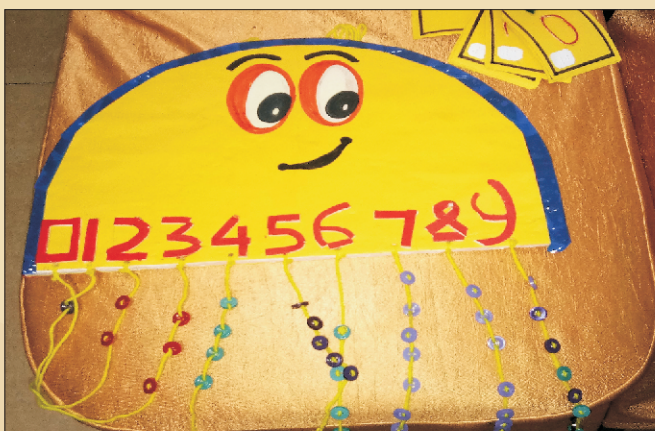
Participants Registration List

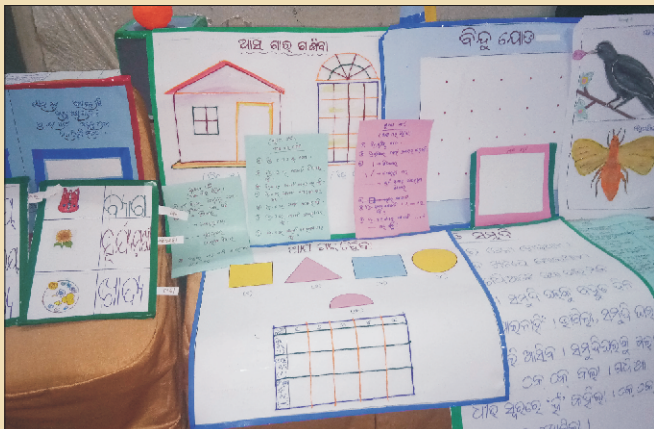
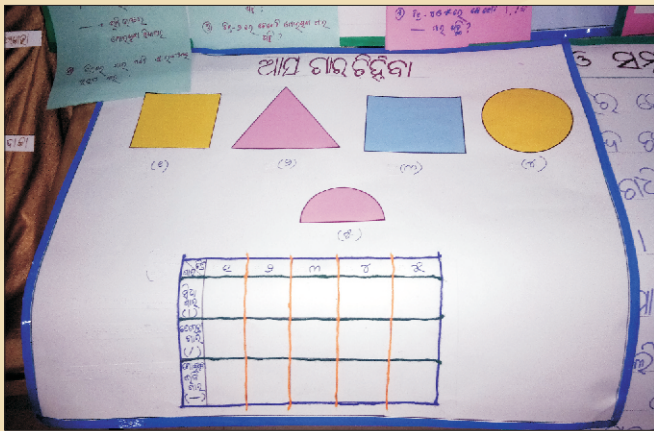
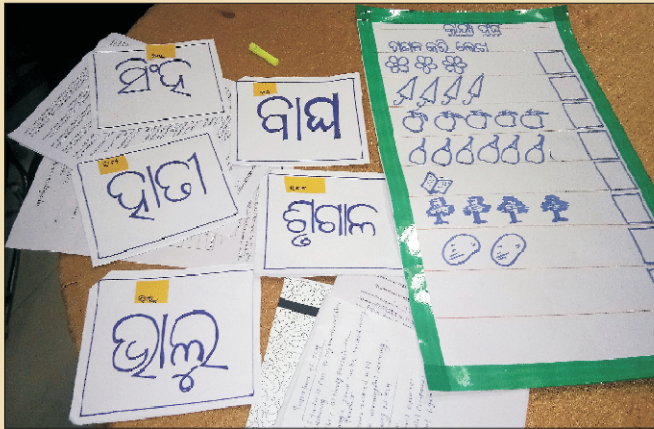
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30	DIET, Bls	Sourav Ku Nayak		9437264649	souravanayak@gmail.com

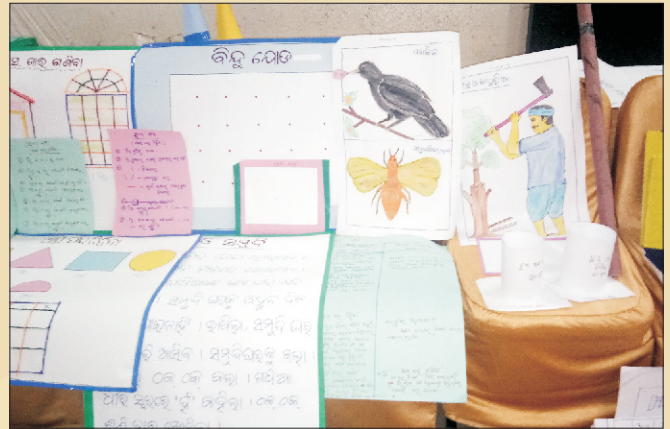
31	DIET, Bhadrak	Bhabani Sankar Das		9861266934	bhabani2042@gmail.com
32	DIET, Keonjhar	Sanjit Ku Pradhan		9439578571	sanjitpradhan7676@gmail.com
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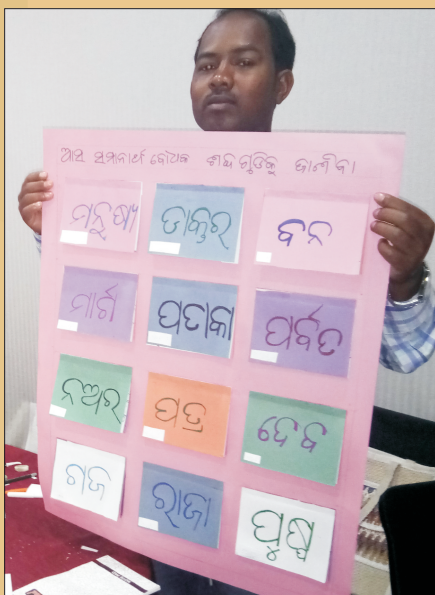
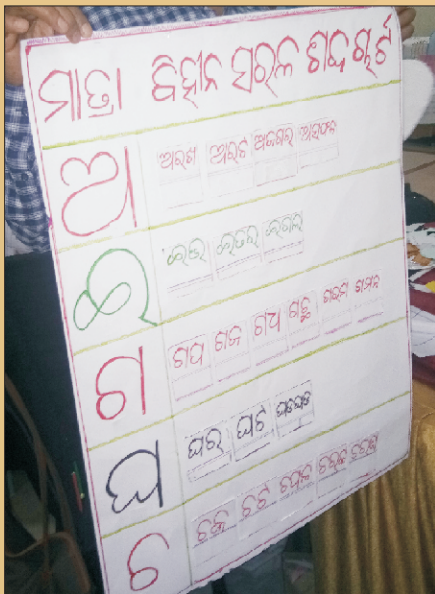
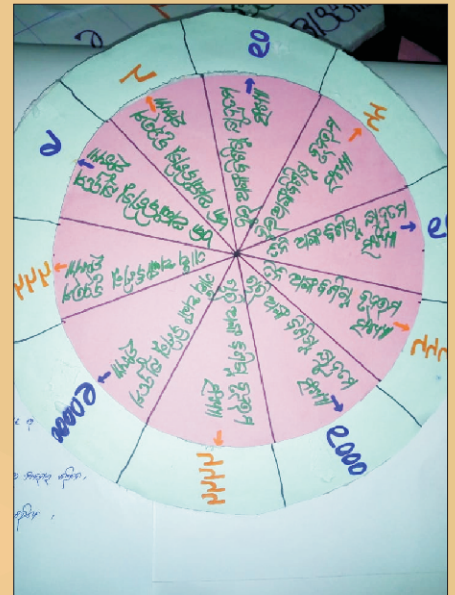
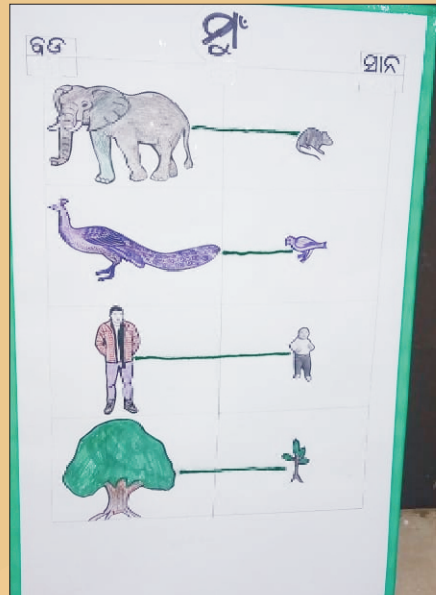
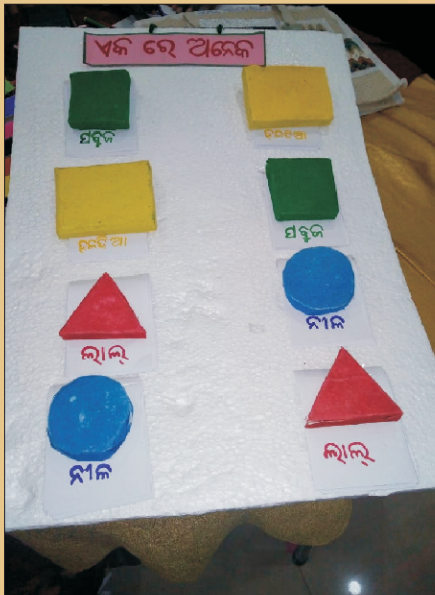
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