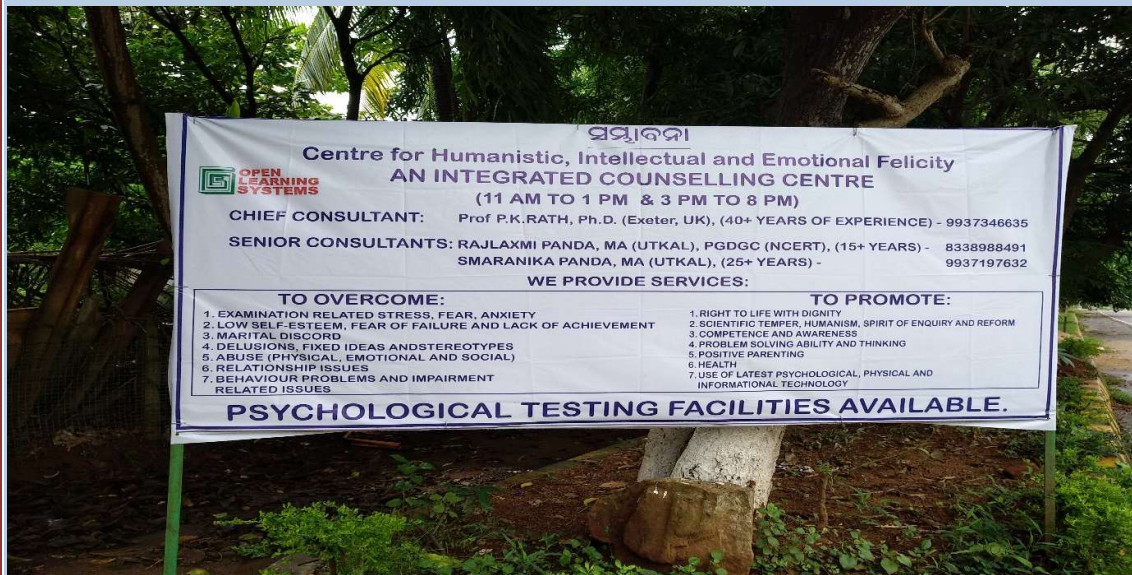




**OPEN
LEARNING
SYSTEMS**

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P.O. Mancheswar Railway Colony,
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Annual Report 2017-18

Open Learning Systems (OLS)

ANNUAL REPORT

2017-18



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From the Desk of the CEO

Dear Readers,

Greetings from OLS.

The year 2017-18 has seen OLS reaching another milestone i.e. making its foray into the CSR domain. It was assigned a task of conducting “Social Impact Evaluation of the Community Development Activities undertaken by National Super Thermal Power Corporation, Kaniha” and also conducting “Need Assessment for further project interventions” for the same Corporation. It was a great learning experience for the Team constituted with the available field personnel guided by the undersigned. An agreement was also entered into with the Oil & Natural Gas Corporation, Regional Office, Kolkata to distribute Solar Powered Lanterns under its CSR initiative to school students of Odisha from locations where there is either no electricity or it is available only for a few hours. In the first phase 220 students of the Upper Primary School of Godibari Village under the Chandaka Forest Division benefitted who live in near total darkness in the night. With the high-powered lanterns, the students could study under proper light in the evening and also could use it for their houses.

The learning centres supported by Heritage Vision Education Trust continued for the second successive year and were quite successful as all the children who were not going to school started going to school towards the end of the second year. The objective of facilitating or bridging the gap was achieved by the children not dropping out of the mainstream schooling. The staff members from our field office in Nimapada deserve all the accolades for the same.

OLS continued to strengthen its collaborations with other agencies like LV Prasad Eye Institute; the SSEPD Department & the WCD Department, Government of Odisha; the MSJE (Disability Affairs and Social Defence), Government of India; Special Olympics Bharat-Odisha; Basic Needs India and Adoptionscentrum.

It turned a new chapter in “sustainability” by ensuring that the CDK and CHC continue even after stoppage of the grants by Butterflies due to withdrawal of support of the UK based donors. The capacity building by OLS and the total involvement of the children and the community over a period of time resulted in the successful continuation of the programmes without hurdles. The staff members involved in the projects also deserve all the accolades for their dedication and sincerity.

OLS also continued its leadership and advocacy role taking stand on various issues. It organized a State Level Consultation of Voluntary Organisations on the Draft Rules of RPwD Act, Odisha and submitted its recommendations to the Principal Secretary, SSEPD Department within the deadline.

OLS passed a rigorous scrutiny again and received the renewal of the ISO-9001-2015 certification for its high standards of products and service delivery in provision of care, protection, education, rehabilitation, empowerment and realization of the rights of the vulnerable sections of the society like children in difficult circumstances, persons with disabilities and women.

I take this opportunity of expressing heartfelt gratitude to our patrons, partners, collaborators, and all stakeholders for reposing their trust in us.

Thanking you,

Prakash K Rath

"Sambhabana" – Counselling Centre



The banner for the Sambhabana Counselling Centre features the Odia word 'ସମ୍ଭାବନା' at the top, followed by the 'OPEN LEARNING SYSTEMS' logo. Below this, it states 'Centre for Humanistic, Intellectual and Emotional Felicity' and 'AN INTEGRATED COUNSELLING CENTRE' with operating hours '(11 AM TO 1 PM & 3 PM TO 8 PM)'. It lists the Chief Consultant, Prof. P.K. Rath, and Senior Consultants, Rajlaxmi Panda and Smaranika Panda, with their qualifications and contact numbers. The banner also lists services provided to overcome various issues and to promote personal growth, and mentions that psychological testing facilities are available.

ଂସ୍ଭାବନା

OPEN LEARNING SYSTEMS

Centre for Humanistic, Intellectual and Emotional Felicity
AN INTEGRATED COUNSELLING CENTRE
(11 AM TO 1 PM & 3 PM TO 8 PM)

CHIEF CONSULTANT:
Prof P.K.RATH, Ph.D. (Exeter, UK), (40+ YEARS OF EXPERIENCE) - 9937346635

SENIOR CONSULTANTS:
RAJLAXMI PANDA, MA (UTKAL), PGDGC (NCERT), (15+ YEARS) - 8338988491
SMARANIKA PANDA, MA (UTKAL), (25+ YEARS) - 9937197632

WE PROVIDE SERVICES:

TO OVERCOME:

1. EXAMINATION RELATED STRESS, FEAR, ANXIETY
2. LOW SELF-ESTEEM, FEAR OF FAILURE AND LACK OF ACHIEVEMENT
3. MARITAL DISCORD
4. DELUSIONS, FIXED IDEAS AND STEREOTYPES
5. ABUSE (PHYSICAL, EMOTIONAL AND SOCIAL)
6. RELATIONSHIP ISSUES
7. BEHAVIOUR PROBLEMS AND IMPAIRMENT RELATED ISSUES

TO PROMOTE:

1. RIGHT TO LIFE WITH DIGNITY
2. SCIENTIFIC TEMPER, HUMANISM, SPIRIT OF ENQUIRY AND REFORM
3. COMPETENCE AND AWARENESS
4. PROBLEM SOLVING ABILITY AND THINKING
5. POSITIVE PARENTING
6. HEALTH
7. USE OF LATEST PSYCHOLOGICAL, PHYSICAL AND INFORMATIONAL TECHNOLOGY

PSYCHOLOGICAL TESTING FACILITIES AVAILABLE.

The Counselling Centre of Open Learning Systems, renamed as "SAMBHABANA", is the Centre of Humanistic, Intellectual and Emotional Felicity (CHIEF). It aims at promoting humanistic and rational approach to problem solving through enabling and empowering. The Utkal – OLS approach that has been developed over the years has been taken as the main approach to Counselling the persons in distress.

It is based on the provisions of our Constitution which ordains to assure the Dignity of the Individual. It covers persons who are parents of children with disability, adolescents struggling with the demands of adulthood and their identity, gender issues, deaddiction, relationship management, study and work related stress, healthy habits, eradicating irrational thoughts, obsessive thoughts and compulsive behavior, just to name a few.

The parents of the children with disability are provided service free of cost. So also the persons with disability and persons with gender identity issues. Persons belonging to the BPL category are also provided service free of cost. In the financial year 2017-18, 25 persons availed of the counseling services provided by Prof Pratap K Rath. The absolute non-negotiable is the confidentiality and that is maintained in record keeping and reporting.

In every case, the person is told about the rights, the enactments, rules and regulations that have been passed and then encouraged to avail and stake their claims as the citizen of the country. Out of the 25 persons, 5 had gender identity crisis. They were told about their right to choose their gender identity. Five of the persons came with children with disability and 5 with children facing the study and examination phobia, 3 faced childhood abuse, 1 suspected of being a victim of witchcraft, 2 faced smoking addiction, 2 complained of work place harassment, 1 complained of unhealthy habits and 1 complained of OCD. Because of the logistics demand and limited resources, the service delivery was severely restricted.

The Utkal-OLS Approach:

This process of Counselling utilizes the strength of the Constitutional mandate, the substratum of social responsibility and the inalienable birth right of an individual to excel in life. Even for a person who is apparently unable to contribute to the common well-being is contributing in posing a challenge to the exiting state of knowledge about human health. Defined by the World Health Organization, Health stands for complete physical, psychological and social wellbeing of the person and not just the absence of a disease.

Sadly, in actual usage we only understand health as being physically strong. The tragedy of psychological well-being is that when it is severely threatened it is never seen and often glossed over as 'just stress'. It is not appreciated that 'just stress' kills far more people than the physical injuries which get immediate attention.

While a large number of persons are suffering from mental illness such a Schizophrenia, Bipolar Disorders, there are still larger number of persons especially children who suffer simply because of lack of access to professional Counselling.

For long years, the human dependence on other human beings to survive and to develop has created a need in us to belong; to love and to be loved. We created mutually contributing small groups called friends. This group of persons were those with whom we could share our anguish, fear, frustration and desires without being judged. It was when society dominated and living for others at any cost was the go of the day.

We now live in an era where individual's individuality is more respected, privacy and dignity are the words we actively promote. Having nuclear families to provide the best opportunity in a competitive world has become more common. With our growing need for privacy and competition, the scope of sharing has almost vanished.

Globalization has brought in its wake the explosion of information, access to facilities and enactments which seeks to make India more equitable and equal respecting the "equality of status and opportunity" enshrined in the preamble of the Constitution of India. But sadly, the social process has been still very much anchored to feudal male-dominated discriminative structures. People still are discriminated on grounds of caste, creed, religion, sex, age, disability, region, language and what not. People in power would not let go of the unhealthy power they wielded over others. This has led to the growth of stress, when one is unable to handle the situation one finds himself/herself in. The person does not usually have the strength and tools to think differently to get out of the situation. The thought-process is completely straitjacketed.

This is where the UTKAL-OLS approach to Counselling contributes. It strongly believes in the Constitutional mandate of "ensuring the dignity of the individual" described in the Constitution. While everybody now speaks about Right to Life with Dignity very few care to understand or promote the tenets.

It is germane to point out that the Fundamental Right to Life under Article 21 of the Constitution of India is interpreted as the Right to Life with Dignity (RLD) as the understanding of the processes of what makes up humanness of human being is improving and becoming broader. The preamble adds the “dignity” to Right to Life.

Taking it further, the dignity of the individual constitutes the appreciation of an individual as very unique; only one of its kind. Since the creation of a human being is as much an accident as it was thousands of years ago and the fact that no one person can be labeled as “normal” thereby making all others “abnormal”, it is imperative to accept that the individual has a right to be what he/she is. It implies a person’s inalienable right to love, accept and respect oneself as he/she is. Psychologically, a person should only compete with what he/she could do earlier. Being an achiever is only a fact. It is in no way determines the expression ‘dignity’. Since every individual learns to love, respect and accept his/her own self as unique, he/she also learns to understand that he/she is the sole owner of his/her body, mind and life. This knowledge then reflects the understanding of others as different. People are different in every respect and therefore, their acceptance of a process can be through convincing and accepting that they could be different. Since we communicate through language and gestures mostly, putting question for clarification, showing difference and giving a solution that is very different is an integral part of the RLD.

The arguments mentioned above are the bases of the Utkal-OLS approach. It is Neo-Rogierian because it is person-centered but the approach takes into consideration the social reality of India, believes in enabling and empowering the individual which many of our enactments seek to achieve. Generating awareness about the individual’s RLD along with dissemination of information regarding the enactments and other provisions are the substantial modifications of the Rogierian approach.

The uniqueness of the individual is accepted and used in the counseling process. The individual is encouraged to find his/her solution looking at his/her own unique way of adopting to the situation. In case of absolute demand for advice for “some way out of the situation”, the most-likely approach is suggested as one of the alternatives.

In case the problem object is socially determined then with the informed consent of the person, the help of other significant people is sought. It is clarified that the counseling set up defines the relationship and therefore, in regular cases, no relationship remains after the session. The Counsellor, if not acquainted otherwise will not even recognize the Counselee in a social gathering.

Further, in case the counselor feels for the reasons revealed in the counseling set up that the person is likely to be more adversely impacted if the problem is not sorted out as in case of a child, the counselor reserves the right to call up as much as the counselee has the right to call up the counselor and ask for further sessions at mutually convenient time.

Absolute confidentiality is maintained. Of course, in case of child abuse, the reporting is insisted upon.

The actual process mostly centers around active listening with no external interference including mobile phones etc. The listening is non-judgmental and respecting the person's Right to Life with Dignity. The report where it is insisted upon contains only the suggestions given. The details of the counseling process are not mentioned to protect the confidentiality which is the non-negotiable part of the process.

Respecting the individuality of the person, we accept an adult's sexuality as very private and is accepted as personal. This is very much a part of unconditional positive regard.

The process of counselling, therefore, in the beginning stages involves enabling the person:

1. Make the person aware of his/her Constitutional Rights as a citizen of India.
2. Inform about the facilities, tools and processes that promote the self-salience, a feeling of, "I can do it". This is the enabling process.
3. Then the stage of empowering comes where a person feels "I am going to do it." This is the challenge that the counsellor has to encounter.
4. The last stage is where the person does it and therefore does not require any further session.
5. The Counsellor reserves the right to give the counsellee a call if the counsellor feels there has been an unusual end. This is because in Indian set up, it is not always the individual's decision to seek help or to terminate the help process.

Centre for Special Education for the Children with Cerebral Palsy

Ensuring a dignified life imbued with better quality services and skill development has been the backbone of the Cerebral Palsy Wing. The CP wing adopts an eclectic approach for the special education, capacity building, specific individual interventions, group sessions, extension activities and ability valorization to enable the children to lead life meaningfully with greater efficacy. The CP wing believes in working towards a teamwork approach with the professionals, parents and the community at large. This has catered to the development of appropriate services for the children with cerebral palsy, their parents/caregivers and has helped them achieve higher realms of meaningful survival, self-confidence, self-reliance, skill acquisition, all-round development and groom themselves as efficient national and global citizens. The CP Wing has worked towards achieving its mission and vision through various activities.

Diagnosis and Intervention

Appropriate assessment and diagnostic measures are imperative for the development of intervention techniques, management and rehabilitation apt for the children with cerebral

palsy. The CP Wing of OLS comprises of a team of well experienced professionals, viz. doctors, therapists, psychologists and special educators who contribute in extending their expertise and services to work with the children and their families. New entrants of the wing are duly assessed with professional precision and after proper intake orientation as well as counseling; they are imparted with suitable services based on their functional abilities. An aggregate of 90 children in the current year 2017-18, received therapeutic interventions and special education through the Centre of Special Education for the children with cerebral palsy. The details of the same are as follows:

Baby Clinic

Early identification and intervention plays a vital role in improving the medical and psychosocial prognosis of the neurodevelopment condition. If left unattended during the early developmental years, cerebral palsy and its concomitant complications may prove to be fatal for the life of an innocent child. Owing to this, the CP Wing takes extensive measures to impart early intervention and care. The baby clinic provides early detection, screening, diagnosis and intervention services for newborns and babies up to three years of age. Physiotherapy, occupational therapy, eye hand coordination, fine motor and gross motor skill development are some of the core services provided by the baby clinic in addition to services by the pediatric specialist and parents training/psycho-education. During the year 2017-18, 20 males and 16 females were benefitted from the baby clinic services.

Physiotherapy Unit:

The neurodevelopment conditions and concomitant symptoms of Cerebral Palsy require the usage of Physiotherapeutic interventions. The Physiotherapy Unit of Open Learning Systems



imparts extensive physiotherapy services to improve motor level functioning, postural regulations and maintenance as well as muscular toning exercises to foster an optimal physical functioning of the children with cerebral palsy. Newer methods of physiotherapy like electrotherapy and radiation therapy are used to provide new technological therapies for the wellness of the children. The physiotherapy unit

aims to help the children regulate their body/physical functioning with greater efficacy to capacitate them for daily life functioning. More so, OLS trains the children to maintain normal posture and provides training on the use of gaiters and other external mobility aids.

Activities are provided to improve fine motor function in order to improve the muscle



coordination and normalize tone and strengthen the weaker group of muscles. The physiotherapy unit of OLS has worked with 61 children (31 males and 30 females) during 2017-18.

Occupational Therapy Unit:

Children with special needs often benefit through the various interventions of occupational therapy. In particular, the sensory integration technique proves to be helpful for the children



with multiple disabilities. The occupational therapy unit of OLS imparts comprehensive therapy techniques to cater to the therapy needs of the children with cerebral palsy and multiple disabilities. Therapies are planned after an in-depth functional profile of the children. The OT unit provides inputs for sensory development and integration, fine motor skills, ADL skills and other functional abilities of the children. Regular monitoring and evaluation of the condition/progress of the child is done in order to

improve the functioning of the child. The provision of adaptive and assistive devices is also made for the children who are in the severe side of spectrum of disability and for the children with the symptomatic need of such adaptive/assistive devices. The OT unit works in collaboration with the special educators to have an appropriate discretion of the functional assessment and therapy goals of the child. During the current year, 2017-18, a total of 25 children received therapeutic intervention services through the occupational therapy unit.

Speech Therapy Unit:

Speech, language and communication serve as the major foundations of daily life living and other important aspects of life. The speech therapy unit of OLS works with children who face difficulties with speech, language and communication. Following an appropriate screening of the functional speech modalities, speech



therapy is provided to the children on a regular basis.

Alternative
Augmentative
Communication tools
are used for children



who are non-verbal. Electronic equipments and new tools/improvised techniques are utilized for effective speech stimulation and communication. In the current

year 30 children were imparted speech therapy by the speech therapy unit of Open Learning Systems.

Home Based Management Program:

Parent-teacher collaboration along with bridging the paths between the organization and the parents/families is the main aim of home-based management program. For children who stay far away from the organization and cannot come to the school on a regular basis are greatly benefitted by the home-based management program. Psycho-education of the parents and the immediate significant other/care givers on the different dimensions of cerebral palsy, training parents and care givers on the different techniques to understand and manage the challenges faced, prevention and making the home environment child-friendly are some of the core features of the home-based management program. A total of 30 students got services through the home-based management program in the year 2017-18.

Special Care Unit:

Special care and attention is imperative for children with cerebral palsy and multiple disabilities. The special care unit of OLS looks into the intensive care and management of the children in the school environment. Training for carrying out Activities of Daily Living (ADL) is imparted with far greater care and special attention is given to those children to overcome their severe physical problems. Functional therapy and early stimulation is provided to these children. During the year 2017-18, 22 children (10 males and 12 females) benefited from this program.

Counseling Unit:

The physical and psychosocial aftermath of disability tends to exert a negative impact on the life of the child with special needs and his/her parents/caregivers. In this scenario, counseling plays a vital role in enabling and empowering the children and their families to cross-cut through different challenges related to disability. The counseling unit utilizes the OLS-Utkal Approach to counseling developed by Dr. Pratap Kumar Rath. This approach to counseling is based on the foundations of psychological perspectives, the Constitutional mandate and the socio-legal aspects. Ensuring the Right to Life with Dignity of the individuals and imparting sensitized counseling sessions have been the major thematic approach of the counseling unit. During the current (2017-18) year children with special needs and their parents have been benefitted from 1 to 3 individual, group and family counseling sessions.

Special Education Activities**Play Group**

Play group is one of the pivotal section of the CP Wing. Inculcation of special education and skill sets through the play way method of learning is the hallmark of the play group. A joyful learning method along with 'learning by doing' is adopted by the play group. This fosters better eye hand coordination, logical and cognitive functions, gross motor skills, social skills and behavior management. The play group has 10 students (5 males and 5 females). Utmost importance is given to therapeutic stimulation, early stimulation, positioning of a child, training in Activities of Daily Living (ADL), counseling the parents and educational support.

The activities are carried out basing on the principles of child rights with special focus on the child's right to life with dignity and best interest of the child.

Functional Academics:

Working in the best interest of the child at par his/her functional abilities serves as the nucleus of the special education of Open Learning Systems. As part of enhancing the functional abilities and academics of the child, different techniques of special education are being put into action. Through the functional academics,



children are taught various functional skills and social skills like handling



money, simple money transactions, concept of weight and measurements, simple daily life calculations and so on. The functional Academics also serve as an educational and skill development hub for students with special needs/cerebral palsy who are admitted in

different inclusive education settings. These include BJB Autonomous College, Rama Devi Women's College and other inclusive schools. 12 numbers of students (6 males and 6 females) in the year 2017-18, have been successfully continuing their special education with the help of the functional academics of OLS.

Prevocational:

Vocational skills are an integral part of sustainable development and meaningful survival of an individual. Challenges and special needs should not be a limitation in the abilities and prospects available for the persons with disabilities. The prevocational unit of OLS works towards developing the vocational abilities of the students with cerebral palsy, required for pursuing a specific vocation. Prevocational training includes the skills and activities such as weight and measurement, functional mathematics, functional reading and writing, occupational skills, self-help skills, family life education, recreational activities, drawing, painting, group dance, music, playing indoor and outdoor games. Vocational training focuses on grooming of one's self and social behavior. The numbers of students benefitted from the prevocational training program (2017-18) are 12 children (8 males and 4 females).

Inclusive Education:

Right to Development, Participation and Social Inclusion are the fundamental rights of the children across disabilities and life situations. Mainstreaming children into the social realms of the community and society at large has also been one of the principal aims of OLS. The special educators of OLS have been the pageants of enabling, empowering and preparing the children with cerebral palsy and special needs for inclusive education settings. In the process

many milestones have been achieved by our students. This includes successful appearing in the regular High School Certificate Examination under the Board of Secondary Education, Odisha.

Life Skills:

Prevention of sexual abuse, bodily autonomy, coping with maturational challenges and self-regulation across lifespan is important for the safety and integrity of children with special needs. The sensitized and sensible staff of OLS imparts family life education and sex education to the students. Utmost care and efforts are made to ensure the confidentiality, dignity and integrity of the students. OLS has been a zero tolerance organization towards child sexual abuse. It trains its staff and students to be alert, sensible and sensitized towards care, protection and prevention of abuse and its various forms.

Extra Curricular Activities:

Recreation and sports are equally important as education and skill development. To foster the spirit of recreation, positivity, sportsmanship, team work and creative abilities, the special education wing of OLS takes active initiatives in helping children explore, develop, participate and express their extra-curricular activities. The students are exposed to dance and movement session, music, art, hydro therapy and much more exciting recreational activities on a regular basis. Our students have successfully participated in different state and national level special sports activities as well during the current year. The sense of cheer and self-confidence that are reflected in them through the extra-curricular activities are something worth cherishing.

Home Visits:

The children's homes are regularly visited by our special educators. This results in the special educator getting the real picture of the home environment of the special child and gets acquainted with the family members and assesses their competencies to deal with the special child. This helps in prescribing any aids and appliances or toilet specification, access to accommodations, ramps and disabled friendly innovations that can be used or developed at home. The involvement of the family members in the progress of the child is tracked by the Open Learning Systems team which gives them a strong foothold in times of crisis to help the parents.

Urban Slum Outreach:

At Salia Sahi 45 children with different categories of disabilities have been identified by the CP Wing through a survey. After the assessment and sensitization programme we started the intervention programme for 20 Cerebral Palsy children. The children come to the Centre in OLS their parents/guardians for Therapeutic and Special Education Intervention. A Resource Centre has been opened in the slum where rest of the children with disabilities who are unable to come to OLS for various reasons are provided with the services at their doorstep.

Academic Achievements:

- Out of 10 children in the play group, 4 have been promoted to the Pre School.
- Out of 12 students in the functional academics, 3 have been promoted to pre-vocational training level.
- Out of 12 students undergoing pre-vocational training, 3 were promoted to the vocational level based on significant improvement in their abilities and attitude.
- Out of 10 students in inclusive education group, 2 students have been promoted to class 3, 2 have been promoted to class 8, 2 have been promoted to class 7, and 1 have been promoted to class 6.
- 3 students have successfully cleared +3 levels.

Co-Curricular Achievement:

- Nehru Institute of youth Affairs (NIYA) had organized a fanfare 'with a multi-event sports programme on 8th November-2017 as a part of National Integration Fair 2017. Rajesh Patra, Shriya, Soubhagya Ranjan, Stuti, K Sohan and Alok Gadaria participated and were awarded with prizes in different competitions.
- In various sports events organized at district headquarters Khurda, to mark the International Day for the PwDs, on 27th November 2017, Soubhagya Ranjan, Sai Swarup Bal and Mukesh represented OLS in Junior Soft Ball Throw (Boys), Alok, Ashish Sahu and Arabinda Pradhan in Senior Soft Ball Throw (Boys); Payal and Tulasi in Junior (Girls); Shriya, Stuti and Fatima in wheel chair race (Junior Girls) participated in various events. All of these participants were awarded during the event.

State level sports:

11 students of the Centre participated in the State Level Sports organized on 2nd December 2017 by the SSEPD Department at Unit 8 School. Soubhagya Ranjan was awarded as the Champion.

Observance of the International Day for the PwDs:

The day was observed at Adivasi Ground on 3rd December 2017 with great joy and fanfare.



OLS participated in the cultural programme and the exhibition. It demonstrated the use of its physiotherapy equipment and special furniture. The TLM prepared for Special Education were also displayed along with various products of the Vocational Training Unit. Stalls were opened by OLS for display of the assistive devices manufactured in OLS like special modified furniture and teaching learning materials which are useful for the Children with Cerebral Palsy. Both the days a large of visitors saw the devices displayed

by OLS and appreciated our efforts in this regard.

Independence Day Celebrated at OLS

The Centre for Special Education for Children with Cerebral Palsy participated in the observance of the Independence Day with pomp and ceremony in OLS Campus.



Republic Day Celebration

All the students and staff members of the Centre for Special Education for Children with Cerebral Palsy participated in the celebration of the Republic Day on 26th January 2018 in OLS campus.

Aadhaar card camp

A camp was conducted in OLS premises for the students with cerebral palsy and intellectual disability on 19th February 2018 to enable all to get an Indian Identity Card that is accepted throughout the country.

WCD, Minister's Visit to OLS

On 27th december honorable Minister Mr. Prafulla Samal visited the different classes and the physiotherapy unit in the Cerebral Palsy wing and interacted with the students and staff members and expressed his happiness on the work being done in the institution for the development of the children with cerebral palsy.



Lions Idol



The Lions Idol Music competition was held on 26th november 2017 at Jayadev Bhaban in which Mamuni Dalei and Pratiba Nath of the CSE-CP participated and got awarded.

Observation of World CP day

Like yesteryears, this year too, the CSE-CP wing observed the World Cerebral Palsy Day in the organization on 5th September. Awareness and sensitization programme were organized in the conference hall of OLS and at Salia Sahi Slum. Parents of children with CP and the general public attended in



good number. The CP wing conducted sports activities for Children with CP along with children without disability.



Exposure visit to the Botanical Gardens, Nandan Kanan:

23 children of the Cerebral Palsy wing along with their parents and teachers visited the Botanical Gardens in Nandan Kanan on 17th January 2018.

With their friends, parents and teachers, the students enjoyed the visit very much.

Some classroom Activities of cerebral palsy unit depicted in the pictures below:



School for the Children with Intellectual Disability

Education is a part of the lifelong process of assisting learning and development. The current trend in education is "Education For All". This includes children with Special needs. Children who cannot gain from normal environment are taken to be children with Special needs or otherwise "Differently Able". These children and their families have the same basic rights as any other citizen. This includes the right to be educated, to receive support for development and care during early childhood and social security. It also includes the leisure, recreation and cultural activities.

The main focus of education is on meeting the ordinary needs as well as special needs which arise out of their disabilities. The concept of special education needs have led to the development of innovative teaching and training materials which have been designed keeping in mind the needs of the children who are essentially separate from regular school going children.

The emphasis on learner centered approach necessitates careful determination of objectives of education to be achieved at particular stages in keeping with the norms of physical, mental, social, emotional and normal development of learner.

The focus in special educational assessment and programming has changed from IQ based grouping to functional level based grouping without compromising on age appropriate programming. Any educational assessment tool should ideally lead to appropriate programming for the child. It should also provide inbuilt periodic evaluation facility for monitoring progress and modifying program.

To achieve the above objectives our School for the children with Intellectual Disability (ID) continues its efforts to provide suitable learning experiences by providing self learning material i.e. teaching learning aids etc in different media to facilitate the growth and development of the child. The education, we aim at, is more meaningful that enables our children to cope with the day-to-day living in the family with greater confidence, ultimately to face the community and defend their rights to a life with dignity.

Grouping is done based on the ability and chronological age into different levels. Our priority is to help in the development of independence and self-sufficiency of the children. The task is very difficult because each special child is unique in nature. Due to tireless efforts of the professionals and strong will power of our children to improve, the children showed their excellence in different fields at national and international level. The special school for the children with intellectual disability consists of the following groups:

Groups

- Preprimary (3 - 6 Yrs)
- Primary – I (7-10 yrs)
- Primary – II (9-14 Yrs)
- Secondary (11-14 Yrs)
- Pre-vocational – I & II (15 – 18 Yrs)
- Care group (No age bar)

Activities in different groups

Preprimary Group:

This group consists of children between 3-6 years of age. The coverage of content in the areas of personal, social and academic is more than with occupational area in this level. Play way method is followed for teaching self-help skills, pre-academics, communication and socialization skills. Regular parent teacher interactions assist in the periodic assessment, program planning, implementation, and evaluation in this group.

Primary – I Group:

Children who achieve 80% of the skills in preprimary group are promoted to Primary-I level and the age of the children in this class may be 7 years approximately. In some cases the students may continue one more year in preprimary to fulfill the pass criteria. The main activities of this group are activities of daily living, social and academics.

Primary – II Group:

Children who do not achieve 80% of the skills in the checklist in Preprimary level even after 8 years of age are placed in Primary – II. The content in the academic area is minimal for this group. This group covers children from 8-14 years.

Secondary Group:

This group includes children in the age group of 11-14 years. It is a mixed group (student promoted from both primary – I & II. In this group the children are trained in their basic self-help skills, language, cognitive, academic and co-curricular activities in a more structured form Music, Dance, Art & Craft, and Yoga form an integral part of their curriculum. Speech therapy, occupational therapy, behavior modification are also provided simultaneously with the main learning schedule of the children.

Pre-vocational - I & II Group:

Both the groups consist of students in the age group 15-18 years. The primary focus of training is to preparing children in basic work skills and domestic activities. Hence the major content covered in the checklist is in the area of occupational, social and academics. However, the content coverage under academic area will be minimal or need based for prevocational –II group of children. Development of time concepts, weight and measurements, money exchange, life skill education, family life education and sex education are part of the training. They are also exposed to higher social skills and community participation.

Care Group:

Care group includes children with low ability (profoundly intellectually Challenged) and the skills focus on training them partially, the basic skills such as drinking, eating, toileting and basic meaningful motor movements and communication. The idea is that they will be able to partially perform these skills. Besides the above skills we are providing recreational (indoor and outdoor) skills. In addition we are providing sensory stimulation to the group.

Break up of students in different groups:

Sl. No	Group	Boys	Girls	Total
1	Preprimary	1	1	2
2	Primary-I	11	1	12
3	Primary-II	10	2	12
4	Secondary	21	5	26
5	Prevocational-I	9	4	13
6	Pre-Vocational-II	5	7	12
7	Care group	5	2	7
	Total	62	22	84



Major Activities:

- Early intervention
 - Special Education
 - Group teaching
 - Individualized Education Program (IEP)
 - Management of behavioural problems.
 - Therapeutic stimulation
 - Speech therapy
 - Occupational therapy
 - Pre-vocational training
-
- Sports & Games
 - Art & Craft
 - Music, Dance and Yoga
 - Exposure visit, outing

Achievement at a glance during 2017 – 18:

- Out of 13 students undergoing pre-vocational training 5 were promoted to vocational training for their significant improvement in pre-vocational skills.

Co-curricular activities and achievements:

- **World Autism Day** was celebrated on April 2, 2017 by CATCH in which the students of School for ID participated in various competitions like blowing glasses, threading flowers, putting the ball in the basket, sticking match sticks in the sand, spoon potato race, bursting balloons, sorting marbles in the water, removing cloth clips. Aditya Panda, Suman Pattnaik, Bandana, Spandan Tripathy were awarded prizes.
- **Very Special Arts India, New Delhi** organized its 23rd Annual National Art Competition 2017 in which 10 children with intellectual disability and 4 children with autism from the school participated. **Akankshya Mishra** got 1st prize in intellectual disability category, awarded cash prize of Rs.1000/- and certificate. **Rushali Jena** got 2nd prize in autism category and awarded cash prize of Rs.500/- and certificate.
- 12 (twelve) children with intellectual disability and autism participated in **“Talent Hunt Programme for children with disabilities”** organized by Shanta Memorial Rehabilitation Centre, Bhubaneswar on 18th July 2017. **Rushali Jena**, a girl with autism was awarded the **1st prize** in painting from Principal Secretary, SSEPD Department, Govt. of Odisha.
- 13 (thirteen) children with Intellectual Disability participated in the **“Festival of Joy”** a multi event sports program for special children on 8th November at Kasturba Seba Sadan Play Ground, Nuapalli, Bhubaneswar as part of “National Integration Festival 2017” organized by Nehru Institute of Youth Affairs(NIYA), Bhubaneswar.

- 20 (twenty) Children from our Special School participated in **“We Care Film Fest - VI”** on 16th & 17th January 2017 at Institute of Engineers, Bhubaneswar.
- On behalf of the **“Manage Autism Now (MAN) Trust**, sports meet was organized at **“Autism Therapy Centre”** on 4th November 2017 at Future Bhubaneswar School. Six children with Autism participated in different events and awarded the prizes.
- On the occasion of **International Day of Persons with Disabilities-2017**, a sports competition was organized by the **Social Security Section** of district administration, Khordha on 30th November 2017 at BJB High School ground. Thirteen children participated in the sports competition. Subrat and Nirlipta own 1st and 3rd prizes in Soft Ball Throw and Music Chair respectively.
- All the children participated in the celebration of **International Day of Persons with Disabilities-2017** which was observed on 1st and 3rd December 2017 at Adibasi Ground, Bhubaneswar organized by **Department of Social Security and Empowerment of Persons with Disabilities, Govt. of Odisha**.
- 32 (thirty two) children and one staff member of our organization participated in **2nd Ability Marathon** on 2nd December, 2017 on the occasion **International Day of Persons with Disabilities-2017** organized by SSEPD Department, Govt. of Odisha
- Rushali Jena, a girl with autism and intellectual disability participated in Music Competition organized by LIONS-IDOL, Lions Club, Bhubaneswar.

Exposure visit:

- All children from the School along with 6 teachers and 7 supporting staff visited the **Botanical Gardens of Nandan Kanan**, Bhubaneswar on 17th January 2018 for an exposure to understand the nature.

Observance in the Institution:

- **Raksha Bandhan** festival was celebrated in the campus of the organization on 7th August 2017 in which all the students of the Special School participated.
- All the students also participated in the **Deepabali** celebrations held in the premises on 19th October 2017.
- **Holi** was celebrated in the premises and all the students participated in the fun and gaiety on 2nd March 2018.
- The students also participated in celebrations of both the National Holidays, **Independence Day on 15th August 2017 and Republic Day on 26th January 2018.**

Exposure Visit of External Trainees and Staff to the Special School:

- 8 (Eight) final year B. Sc. (Home Science) students and one Research Assistant from College of Community Science, OUAT, Bhubaneswar visited the School on 13th September 2017 to have practical experience on education and management of children with developmental challenges and the intervention of special need students.
- As part of their orientation training, 36 teacher trainees of B. Ed. Spl. Edu. (Hearing

Impairment) course along with 2 teaching faculties of Pingalakhi Public Welfare Organization, Nimapara visited the School from 19th December 2017 for observation of Classroom teaching.

- As part of their orientation training, 30 B. Ed Special Education (Intellectual Disability) teacher trainees along with 2 teaching faculties of Chetana College of Special Education, Bhubaneswar visited the School on 14th December 2017 for practical experience on education and management of children with Autism and Intellectual disability.
- As part of their orientation training, two batches of 30 each of Teacher Educator of DIET and CT training school and Asst. Director, Directorate of Teacher Education & SCERT visited the School on 21st March and 26th March 2018 respectively for observation of classroom teaching.

Internship of students from external educational institutions for professional development:

- During the year **4 (four)** 2nd year students from Centre of Advanced Study in Psychology (CAS), Utkal University, Bhubaneswar undertook internship on children with Autism and Intellectual Disability in different classes as part of their work to understand the assessment, teaching procedure and teaching strategies.
- **2 (two)** students of Xavier School of Sustainability (XSoS), Xavier University, Bhubaneswar undertook internship on children with Autism and Intellectual Disability in different classes as a part of their work to experience real life application of their curriculum.

Workshop/Training/CRE program attended by the Staff Members:

- Manatosh Behera, Principal, Damodar Dash, Bibhuti Bhusan Nanda, Sasmita Mohapatra, Gita Panda and Sradhanjali Mohanty, Special Educators, attended the Refresher Training Programme for the Teaching staff of Special Schools organized by SSEPD Department, Government of Odisha from 1st to 10th June 2017.
- Manatosh Behera, Principal attended the RTE Awareness programme on 02/11/2017 at Government Boys High School, Unit – 8, Bhubaneswar organized by District Project Coordinator, RTE, SSA, Khordha.
- Manatosh Behera, Principal attended the Review-cum-sensitization meeting of Principals/Headmasters of Special Schools of Odisha held on 18th January, 2018 at NISWASS, Bhubaneswar organized by SSEPD Department, Government of Odisha.
- Manatosh Behera, Principal attended the two day National Convention on “Emerging Challenges of violence against women: Cyber Crime and Witch Hunting” on 22nd and 23rd February 2018 at Mayfair, Bhubaneswar organized by Odisha State Commission for Women.

Staff Members as Resource Person:

- Manatosh Behera, Principal, Damodar Dash, Bibhuti Bhusan Nanda, Special Educators

acted as Resource Persons on CRE program from 17th to 21st July 2017 organized by the Teachers Training Centre of Open Learning Systems, Bhubaneswar.

- Manatosh Behera, Principal, acted as a Resource Person in a 5 days workshop on development of module for training of Teachers, RP(CWSN) & IEV from 25th to 29th April 2017 at OPEPA, Bhubaneswar.
- Manatosh Behera, Principal, acted as a Resource Person in a 5 days training of DRG members on MR, CP & ASD teacher training module from 24th to 28th July 2017 at OPEPA, Bhubaneswar.
- Manatosh Behera, Principal, acted as a Resource Person for training of DRG members on training module for BRP(CWSN) from 4th to 8th September 2017 held at OPEPA, Bhubaneswar.
- Manatosh Behera, Principal, acted as a Resource Person in the 3 day skill development training for Special Educators working in DEIC under NHM-Odisha held from 20th to 22nd December 2017 at Academic Block, Prasar Bharati, AIR, Bhubaneswar.

Distinguished visitors and their comments on the School for children with ID:

Sl. No	Name of the Guests with Office address	Date of Visit	Valuable Comments
1	Mr. Deba Prasad Dash Joint Secretary, Department of Social Security and Empowerment of Persons with Disabilities (SSEPD), Government of Odisha	21/07/2017	Doing service to the unserved and deprived. Blessed is the Institute.
2	Mrs. Pratima Dash District Social Security Officer (DSSO), Khordha	22/08/2017 31/01/2018	Inspection of school for the children with Intellectual Disability. Excellent work.
3	Shri Prafulla Kumar Samal Hon'ble Cabinet Minister SSEPD Department, W & CD Department and SMSE Department, Government of Odisha.	27/12/2017	Open Learning Systems has been started since 1987 with an objective to ensuring the right to life with dignity of children especially with those who have some disabilities. The work continues commendably, trying to find the abilities of the persons who have been labeled as disabled.
4	Mr. Nilachala Panda EE-cum- Dy. Electrical Inspector Bhubaneswar	07/02/2018	Nicely maintained and doing very good work for the children.
5	Mr. Gauri Sharan Singh State Coordinator, MRVC SMNET, Odisha	27/02/2018	School along with all staff including principal, teachers and support staff are doing outstanding job in the sense of caring, skill development, physiotherapy, personal caring etc. With best wishes and regards.

6	Dr. Adikanda Behera Asst. Director Directorate of Teacher Education & SCERT, Govt. of Odisha, Bhubaneswar. Ms. Jayajyoti Panda State Consultant Teacher Education UNICEF, Odisha.	21/03/2018	After deep observation by me including the trainees those who are coming from the all DIES/BIETs of Odisha, I feel personally happy the Principal including all staff members are very dedicated and caring towards the children, those who are really need the special care. I wish all success of the special institution in future. My best wishes & regards.
7	Ms. Dutee Chand Olympian Athlete of Odisha	28/03/2018	Best wishes

Vocational Training Centre – Laundry Unit

Objectives:

The persons with cerebral palsy and intellectual disability have the fundamental rights for an independent living in the society like any other person without disability. The special education system adopted by OLS prepares the students for independent living in various ways one of which is to equip them with the skills in various trades so that they can be engaged by other shops/institutions/work places, can work in sheltered workshops or start their own business. It also builds their social skills and makes them confident of interacting with others outside their close ring. The vocational training centre makes them ready for facing the outside world and shows them a path of being economically independent too. It also counsels the parents, guardians and other members of the family who influence the lives of the children/adult with cerebral palsy or intellectual disability as without their understanding and support at home, it becomes harder for the persons with disabilities to overcome the barriers.

Laundry Unit Trainees

The list of trainees who have completed their tasks successfully last year is given below:

S. N.	Name of the trainee	Sex	Age
1	Satya Ranjan Samanta	Male	Above 18+
2	Abhisek Samantaray	Male	Do
3	Debendra Das	Male	Do
4	Khageswar Gadanayak	Male	Do
5	Mrutyunjaya Panda	Male	Do
6	Tulasi Ram	Male	Do
7	Ananda	Male	Do
8	Shakti Sankar Twari	Male	Do
9	Sidharth Pati	Male	Do

10	Pritam Dalei	Male	Do
11	P.N. Srikanth	Male	Do

Daily activities of class room

The students open and clean the workshop. They also check all the machines for any defects. They start processing the previous days' output and update registers. Next step is to segregate the materials received and start the work. They follow the principle of division of labour. They divide the work of operating the washing machine, the hydro-extractor, the drier and the heat roller or ironing for smaller clothes among themselves. Some are also assigned the task of drying the materials in the sun and collecting those after drying. Some are engaged in maintaining the records of dispatch and receipt. And some take up the responsibility of delivering the washed materials at various places from where those have been collected.

Achievement

- Debendra Das has completed 3 years training and has been absorbed as a part time worker.
- Pritam, Satya, Khageswar and Shakti are able to work with minimal supervision.
- Abhishek, Tulasi Ram, Sidharth, Mrutyunjya and Neelachal are discharging their responsibilities with guidance and supervision.

Parents' involvement

Parents counselling sessions have been held for their involvement and support at home which helps in improving the learning of the trainees. It has been impressed on them that with support from the family, the trainees could be self-employed and lead a life with dignity.

Extra-curricular achievement of Students

- Shakti Shankar Tiwari and Pritam Dalei participated in the National Championships in Cycling organized by Special Olympics Bharat in January 2018 at Ranchi.
- Khageswar Gadanayak and Shakti Shankar Tiwari participated in the District Level Sports and Cultural Programme conducted at Khordha on the occasion of the International Day for the Persons with Disability on 3rd December 2017.
- Abhishek Samantray and Pritam Dalei participated in the sports and cultural programme conducted by Nehru Institute of Youth Affairs at Bhubaneswar on 3rd December 2017.
- All the trainees participated in the State Level Sports and Cultural Competitions held at the Adivasi Grounds in Bhubaneswar from 1st to 3rd December 2017 organised by the SSEPD Department of the State Government.
- Khageswar Gadanayak, Shakti Shankar Tiwari and Pritam Dalei participated in the Mini Marathon Race in the morning in Bhubaneswar on the occasion of the celebration of the International Day for the Persons with Disabilities organized by the SSEPD Department.

- Harekrushna Rout, the Instructor, participated as a Coach along with a contingent of 6 athletes from Khordha district in the Handball National Coaching Camp of Special Olympics Bharat held at Keonjhar from 15th to 20th February 2018.
- Harekrushna Rout also participated in the Mini Marathon Race in Bhubaneswar organized by the SSEPD Department on the occasion of the International Day for the Persons with Disability on 3rd December 2018.
- Harekrushna Rout also participated in the Need Assessment and Social Impact Assessment of NTPC's CSR interventions from 4th to 10th March 2018.

Important visitors to the Unit

27.10.2017 - Mr. Binay Mishra, Wipro Ltd, Infocity, Bhubaneswar

27.12.2017 - Sri Prafulla Kumar Samal, Minister for SSEPD and WCD, Government of Odisha

30.1.2018 - Ms. Pratima Dash, DSSO, Khorda

Vocational Training Centre – Tailoring Unit

Aim of the Unit

To build the capacity of the students with intellectual disability, cerebral palsy and multiple disability in tailoring and sewing so as to enable them to be independent in life and earn their living by utilizing the skills or augment their family income.

Classroom Activities

The students are taught to meet at the assembly with other students so as to develop and maintain their social skills, clean their classroom as soon as they enter the class, check the machines for oiling and preparing for the day. The various aspects of tailoring and sewing imparted to the students are:

- ❖ Understanding the various designs and measurements
- ❖ Measuring the cloth as per requirement
- ❖ Cutting the cloth as per design
- ❖ Cross stitching
- ❖ Hem stitching
- ❖ Plain manual stitching
- ❖ Machine sewing
- ❖ Manual sewing
- ❖ Button stitching
- ❖ Fall stitching in sarees
- ❖ Embroidery work on cloth
- ❖ Embroidery work on dress
- ❖ Hand embroidery
- ❖ Machine embroidery

- ❖ Understanding the various parts of a sewing machine and its maintenance
- ❖ Use of hand operated sewing machine
- ❖ Use of leg operated sewing machine
- ❖ Use of motorized sewing machine
- ❖ Crotchet work
- ❖ Applique work on cloth, bedsheets
- ❖ Fabric painting on various cloth products
- ❖ Stitching bags, purse, folders etc of cloths
- ❖ Stitching jute bags, folders etc.

List of students who benefited from the courses are:

Sl. No.	Name	Sex	Age
1	Nihar Ranjan Sahoo	M	22
2	Krushna Behera	M	25
3	Sonali Pradhan	F	22
4	Leena Rout	F	38
5	Sagarika	F	25
6	Sangita Nayak	F	25
7	Chumki Padhi	F	25
8	Snigdhashree Biswal	F	22
9	Rajashree Mohapatra	F	21
10	Tiki	F	21

Progress of the students:

All the students have developed good social skills. They interact well with others and behave like any other person without disability.

Tiki and Nihar: They are able to stitch with needles manually on the lines drawn by the teacher on the cloth by chalk.

Leena Rout: She has now reached the stage where she can do button hole stitching properly.

Rajashree Mahapatra and Sonali Pradhan: They can now do simple embroidery on cloth without the help of the teacher. They can also stitch in straight line in the sewing machine. They are able to do button hole stitching perfectly.

Krushna, Snigdhashree: They have mastered putting the thread in the needle hole.

Achievement in Extra Curricular Activities:

Leena Rout, Rajashree Mahapatra and Chumki participated in the Special Olympics Bharat, National Championship in Bocce held from 13th to 18th September 2017 at Patna, Bihar and secured the 2nd Position in the all India competition.

Similarly, the Special Olympics Bharat, National Championship in Handball was held from 3rd to 8th November 2017 at Agra, Uttar Pradesh in which Sonali, Rajashree and Nihar participated. Again from 11th to 16th December 2017, the Special Olympics Bharat, National Championship was held in Roller Skating at Gachibowli Stadium, Hyderabad, Telengana in which all the 3 participated. Sonali Pradhan and Nihar Ranjan were selected as probable India representatives for the Special Olympics World Summer Games to be held in Abu Dhabi in March 2019. All the 3 again participated in the Special Olympics Bharat, National Championship in Cycling at Ranchi, Jharkhand from 3rd to 9th January 2018.

As a prelude to celebration of the International Day for PwDs, the district administration of Khordha organized a sports programme on 27th November 2017 in which all the students of the Tailoring Unit participated in several games and sports and won prizes.

On 14th January 2018 all the teachers and caretakers, parents and children participated in an exposure-cum-picnic at the Botanical Gardens in Nandan Kanan near Bhubaneswar. All the children were very happy with their friends and peer group.

Teacher's Involvement:

Sujata Singh, the instructor, also travelled with the 3 participants to Agra as a coach and to encourage them during their participation in the Special Olympics Bharat, National Championship held from 3rd to 8th November 2017. She also actively participated in the exhibition held at the Adivasi Padia on 3rd December 2017 and arranged the display of all the items produced in the Unit in the stall opened by OLS.

Parents Involvement:

The parents/guardians of the students are encouraged to visit the Unit regularly and observe the learning and progress of their wards. They interact with the instructor who shares the progress monitored and reflected in the prescribed format and graphics designed by the organization. This process results in the better performance of the students.

Vocational Training Centre – Carpentry Unit

Carpentry Unit provides training to the persons with cerebral palsy and intellectual disability according to their ability. The curriculum has been designed according to the Ability of Individual Training. Usually the mild and moderate categories of persons with CP and ID are enrolled in this unit as it requires a certain degree of dexterity of the limbs and use of modern tools.

During the reporting period, the Unit imparted training to 8 persons. Out of these 5 could acquire the skills well. They are trained in wood polishing, cutting, colouring etc. They have assisted in production of special furniture like prone board, standing board, corner seat, CP chair and balance board etc. They have also prepared wooden toys which are used as TLM. The unit uses modern technological tools like electrical circular and straight saw, electric drill etc.

Participation:

The samples of the products were displayed in different exhibitions for better visibility and understanding of the general public. Some of the products were also distributed for the use of the persons with disabilities during the exhibition on the International Day for the PwDs organized by the SSEPD Department, Government of Odisha.

The students participated in the celebrations of the following:

1. Independence Day
2. Republic Day
3. World CP Day
4. Raksha Bandhan
5. Holi
6. Diwali
7. New Year's Day

They also participated in the District and State Level Sports programmes organized by the District Administration, Khordha and the SSEPD Department, Government of Odisha.

All the trainees went for an exposure visit to the State Museum.

Training Centre for Excellence in Professional Education

The need for developing a cadre of human resource professionals to support the children with special needs was understood by Open Learning Systems way back in 1990 and hence it started the Training Centre for developing the capacities of the caregivers, teachers, functionaries of the various child care institutions, various government department functionaries and voluntary organization staff members. One of the courses imparted by the Training Centre of OLS that produces professionals in the field of Disability is the two years full time "Diploma in Education, Special Education, Cerebral Palsy (D.Ed. SE-CP)" approved by the Rehabilitation Council of India (RCI), New Delhi. OLS has completed 17 batches so far.

During the reporting period, the batch strength was 25 in the first year and 30 in the second year. The training centre provides both theoretical knowledge and practical experience of dealing with children/persons with cerebral palsy, autism, intellectual disability, and multiple

disabilities under various circumstances. The trainees were given training to handle behaviour problems of the children, guide the family regarding available services and assistance. During the year Open Learning Systems engaged 14 guest faculties with rich experience for better theoretical knowledge given to the students. The practical knowledge came from the trainees' engagement in various classes in the Centres for Special Education run by OLS.

As a part of the training curriculum, the trainees are taken on exposure visit to different local as well as outside institutions to enrich their learning and broaden their horizon of understanding persons with various disabilities. In the reported year, the first year trainees were taken on an outbound program to Jamshedpur and Ranchi. They visited three institutions viz. Asha Kiran Special School, School of Hope and Parents Association of Mentally Handicapped in Jamshedpur and Deepsikha Institute for Child Development & Mental Health in Ranchi, Jharkhand. They empower these children in partnership with their parents for providing quality service.

The second year trainees who have already been exposed to some institutions outside the state during the first year were taken to visit the local Institutions viz. Swami Vivekananda National Institute Rehabilitation, Training and Research (SVNIRTAR), Vocational Rehabilitation Centre For Handicapped (VRCH), Teachers training Centre for the Deaf (TCTD) and Institute of Health and Science (IHS) in Bhubaneswar.

Almost all the trainees who have passed out of OLS have been absorbed in the Government of Odisha services for the persons with disabilities like the SSA. The Core Faculties and the Guest Faculties are chosen from among a host of eminent educationists and activists from the field some of who are retired professors from reputed universities.



The trainees gain practical experience on a regular basis as the institute is attached to the special schools for children with autism, cerebral palsy, intellectual disability and multiple disabilities run in the same premises with nearly 200 children. Speech therapy and physiotherapy units are also attached to the centre which is an added advantage for the students of the diploma course.

A Continuing Rehabilitation Education (CRE) programme of 5 days duration on "Assistive Devices and Technology" was conducted from 17th to 21st July 2017 in which 30 rehabilitation

professionals from across the state participated and upgraded their knowledge and skills. Mr. Niten Chandra, IAS, Principal Secretary, SSEPD Department inaugurated the programme and interacted with the participants for more than 2 hours and also took lunch with them.



Another CRE was conducted by the Training Centre from 17th to 21st July 2017 on Inclusive Education in which 30 more professionals refreshed and enriched their knowledge. Mrs. Minati Behera, State Commissioner for Persons with Disability (SCPD), was the Chief Guest of the inaugural session on 27th March 2018 and Mr. Deba Prasad Das, Joint Secretary to Government of Odisha, Department of Social Security & Empowerment of Persons with Disabilities was the Chief Guest of the Valedictory session on 21st March 2018.

Participation in seminars, workshops and demonstrations:

The D.Ed. SE-CP trainees get the additional benefit of getting exposures to the competitions and various training programmes of the Special Olympics Bharat as the State Office is in OLS premises. The Diploma trainees were trained in the Young Athletes Program (YAP) that develops the social, physical and cognitive skills of children in the age group of 2 to 8 years. It benefitted the trainees tremendously as they were exposed to something new that is universal being adopted in 170 countries.



The trainees attended a two day workshop on Applied Behavioural Analysis organized jointly by the Peshawaria Institute, Chennai; NIEPMD, Chennai and Utkal University, Bhubaneswar on 3rd and 4th September 2017.

The Diploma Trainees of the Centre attended a Seminar on “Alternative and Augmentative Communication” at SVNIRTAR, Cuttack on 31st January and 1st February 2018.

A “Seminar on International day for the Women” was conducted by D.Ed. SE-CP trainees on 8th March 2018 in the campus.

Celebrations:

The trainees and staff members of the Training Centre participated in the following events that were observed in the premises of OLS and elsewhere:

On the occasion of International Day for the Persons with Disabilities which was observed on 2nd and 3rd December 2017 at Adibasi Ground, Bhubaneswar organized by the SSEPD Department, Government of Odisha, our trainees participated in the exhibition and cultural programme, which was conducted by the Social Security & Empowerment of PwDs Department, Government of Odisha.

On 15th August 2017 Independence Day was observed in the campus in which all the Diploma trainees took part. Mr. Sanjaya Sethi, Corporator graced the ceremony as the Chief Guest.

On 26th January 2018 OLS celebrated the Republic Day in which all the Diploma trainees participated. Mr. Judhistira Behera, Chief Manager, Bank of Baroda, was the Chief Guest.

Like previous years, the Diploma trainees took active part in making the arrangements for celebration of the National Days.

Picnic:

All the students of the Centre along with the teaching and non-teaching staff members went for a picnic at Konark on 24th January 2018.

**Staff Members as Resource Persons:**

The core team member and faculty of D.Ed. SE-CP, Sareeta Behera presented a paper and won the best research award on Disability, Social Inclusion and Child Rights.

Manjushree Pattnaik, Course Coordinator was a Resource Person in a RCI sponsored CRE on “Holistic Management of Persons with Multiple Disabilities” at Jewels International Chetana Education, Bhubaneswar during this year. Manjushree Pattnaik was also a Resource Person on RPwD Act at the Indian Institute of Rehabilitation and Science (IIRS) during this year.

“Sambhab” – Special School for the Children with CP & ID, Puri

The foremost objective of Sambhab has been to promote the right to life with dignity for every child. In our society the child is almost always underestimated and denigrated. A child with disability suffers even greater humiliation. Therefore, in the fitness of things, Sambhab has promoted the concept of parent counseling camps rather than identification camps that serve only to further stigmatize the children. Sambhab plays a vital role in imparting the skills and

developing the abilities of the children with disabilities in social, cognitive and physical aspects, reducing the effects of their disability, through various therapeutic interventions. Through its special education it promotes social inclusion. Parents counselling and engagement is another crucial aspect in the growth and development of the children with intellectual disability and cerebral palsy that Sambhab follows.

During the year of reporting 56 children benefited from the special education imparted in the school. There were 12 children with intellectual disability who achieved partial independence in their Activities of Daily Living. The average attendance per day in the year of reporting was 54. Out of 56 students, 35 are with intellectual disability and 21 are with cerebral palsy. The class wise and gender wise break up is given below:

Care Group		Pre -primary Group		Primary Group		Secondary group	
BOYS	Girls	Boys	Girls	Boys	Girls	Boys	Girls
12	5	9	3	9	4	12	2

Achievements of the Centre during the reporting period:

- Individualized Education Programme (IEP) has been developed for all children enrolled in the school
- Functional education and academics have been imparted
- Therapeutic inputs like physiotherapy, occupational therapy, speech therapy, yoga, clap therapy, art therapy, early stimulation (sensory), and dance therapy have been used by experts in these fields for greater results
- Sports and games have been conducted regularly for the students to develop physical, social and cognitive abilities
- Home based management programmes have been conducted to train the parents/ other family members
- Behavior management programmes with parental orientation have been conducted
- Integrated Education Programme approach has been followed
- Speech and language training have been conducted for the students with problems
- Outing for the students have been conducted for exposing them to the outside world

Annual Events:

- On 15th August 2017, Independence Day was celebrated
- On 26th January 2018, Republic Day was celebrated

Achievements of children:

Sneharani, a 4 years old child with intellectual disability, developed her social communication skills.

Omm Prakash Upadhyay, a 6 years old child with intellectual disability, developed his social communication skill and some cognitive skill like identifying the wild and domestic animals and birds by matching the pictures

Sonali, a 5 years old child with cerebral palsy, developed her socialization skill and was able to walk few steps independently.

Om Prakash Sahoo, a 5 years old child with cerebral palsy, developed communication, socialization and cognitive skills like greeting with Namaste, handshake, identifying the animal, alphabets etc.

Rakesh Das, an 11 years old child with cerebral palsy, developed cognitive skills like writing 1 to 500 in word, drawing pictures of the surroundings.

Happy, a child with cerebral palsy, developed his daily living skills and some socialization skill.

Participation of children:

- 5 children had attended the World Health Day at District Hospital, Puri
- 16 children participated in the World CP Day on 6th October 2017

Parents counseling:

Free counseling was provided to the parents and children on a regular basis from the Centre and also during home visits. Counseling helps them overcome their emotional problems and boosts their self-confidence. This service is also available for those who are not enrolled in Sambhab. The Centre works closely with the school going children with disabilities, their parents and teachers. It plays active role in ensuring justice and support to the victim child at all levels by working with other likeminded individuals, organizations and Government agencies.



Rajesh has started walking with assisted device



Sonali Nayak has improved social behavior

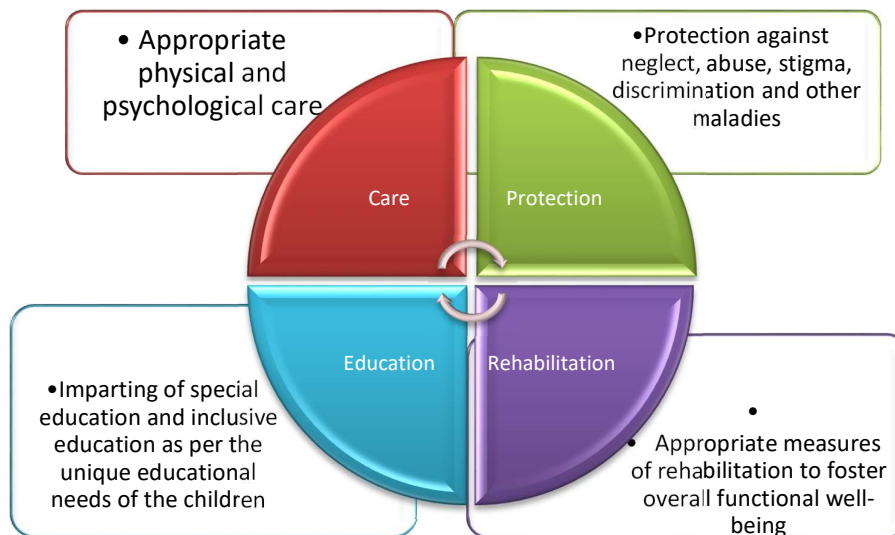
Children's Home (Child Care Institution)

The Home caters to the care, protection, education and rehabilitation of 25 children with various disabilities. All of them have some or the other neurodevelopment disorder like cerebral palsy, autism spectrum disorder, intellectual disability and multiple disabilities.

Every care is taken to ensure the well-being and the protection of the rights of the children and decisions taken in the best interest of the child. Children of the CCI are imparted with best possible services in terms of their safety, physical health, nutrition, counselling, therapeutic services, special education and nurturance of their hidden potentials. Some specific features of the CCI services include:

- Regular health check-up and immediate interventions in case of any medical emergency
- Balanced diet and nutrition as per the health needs of the children
- Provision of Child Welfare Officer, Psychologist and Superintendent to ensure proper monitoring, planning for development and execution as well as course correction
- Ensuring the social, emotional, legal and coordination modalities by the case worker
- Supporting the emotional and psychological well-being through counselling
- 24/7 care-giving services and fostering of love, affection and humane values by the housemothers who form the integral part of the CCI in a home like environment
- Appropriate special education and inclusion initiatives as per the unique learning needs of the children

In a nutshell, the CCI, OLS is a meaningful venture in itself that stands as a strong support and foundation for children with disabilities, who have been otherwise, abandoned, neglected, orphaned or abused and made to go through a lot of hardships and faced atrocities in life. The trajectories of its work have been outlined in the following figure:



Achievements of the CCI:

1. Successful functioning of the CCI core team since its inception
2. Ensuring the rights of the children and valuing their citizenship through successfully processing of Aadhaar Cards, Disability Certificates and related documents of all the children
3. Participation and achievement of the CCI children at various state level events
4. Formation of the "House Mothers Club" to strengthen and sensitize the house mothers and support staff
5. Routine capacity building and psycho-education exercises for better service delivery
6. Coordination with the district level authorities on various grounds for the betterment of the CCI
7. Nurturance of human values, ethos and principles of child rights, care and protection among each and every staff involved.
8. Priya Ranjan and Dadhichi participated in music and drawing competitions in **Sishu Mahostav, SURABHI program** on 21st October 2017 at Govt. Railway Colony primary school under cluster level function for selection of Block level function organized by Sarva Siksha Abhijan (SSA).
9. Priya, Dadhichi and Mukesh are continuing education in mainstream schools and excelling in curricular and extra-curricular activities. All the 3 have been promoted to the next classes in their respective schools.
10. Priya and Dadhichi have started practicing swimming along with other children without disabilities in an upmarket apartment under the tutelage of Ms. Arpita Mohapatra, a trainer of international repute. Priya and Dadhichi have now become assistant to Arpita in guiding the children without disabilities at times.
11. The children have been enrolled in the OLS special education and participated in all the activities of the organisation. Their achievements are highlighted in other areas in this annual report.

Some glimpses of moments reflecting the progress and happiness of the children of CCI, OLS have been indicated in the following figures:



Priya showing his certificates during the visit of the Minister



Children participating in the Home Management Committee meeting



Participating in entertainment programme



Participating in Independence Day celebrations



Participating in sports and other activities with people that make them feel included and needed



The Vice President of OLS, Dr. Pratap Rath being a staunch promoter of the rights of the child and with the understanding that children, whatever may their condition be, can excel if given an opportunity and guided properly, has provided gadgets like electric vacuum cleaners, washing machines, computers, televisions, karaoke sound systems etc. for the children to explore and use, and also to entertain themselves with minimal guidance. This has created an environment of exploration, enlightenment and happiness that has resulted in better social behaviour, development of camaraderie among the children and the caregivers.

Childline Nodal Agency

OLS has been designated as the Nodal Agency for CHILDLINE Cuttack and it is involved in the process since its inception. The CHILDLINE Nodal is building the network among the government agencies, NGOs and other resource organizations by providing requisite support to the collaborative agency of Cuttack. It is the constant enterprise of OLS.CHILDLINE Nodal to provide succor to the child in need of care and protection. Being the nodal agency, OLS has organized several important training programmes for the stakeholders like police, judicial personnel, media persons, members of Child Welfare Committees and Juvenile Justice Boards to orient them on the care and protection of distressed children. OLS with collaboration and

cooperation of Basundhara are performing various activities related to rights and protection of the children.

Activities:

According the guideline of CHILDLINE India Foundation, the Nodal Coordinator regularly visited the Collab Agency for guidance and supportive supervision. OLS has provided its support to organize and conducting different programs to sensitize and make people aware about the roles and responsibilities of CHILDLINE and ensure protection of the rights of the child all over the district through outreach programme, open house programme, meeting with stakeholders and training regarding different child related issues.

Training programme Conducted:

Sensitization programme for transgenders

OLS conducted awareness training programmes for the transgenders on Child Rights and the services rendered by CHILDLINE. The need was felt to sensitize the transgenders as they are a vulnerable group and many children in their communities have been in contact with the law.



Methodology:

- ✓ Sharing objective of programme.
- ✓ Open Discussion
- ✓ Participatory interaction
- ✓ Experience sharing
- ✓ Every one participation
- ✓ Distribution of child magazine, leaflet, posters etc.

Objective of Programme:

- To sensitize the transgenders to identify of children with vulnerability
- Role responsibility and primary objective of CHILDLINE to protect the children in distress condition
- To ensuring every child in India has access to emergency assistance by setting up the CHILDLINE service in different parts of the country.
- To facilitate rehabilitation of children through a platform of network among organisations
- To promoting child rights amongst the transgenders by creating awareness on 1098.

Key Discussion points:

- ✓ Who are the Vulnerable children
- ✓ Cause of vulnerability
- ✓ How to identify children with vulnerability

- ✓ To whom they contact
- ✓ How CHILDLINE protects children in distress condition
- ✓ CHILDLINE -1098, special service for vulnerable children
- ✓ Importance of children in the society
- ✓ Roles and responsibilities of the CHILDLINE staffs in ensuring child rights
- ✓ Roles and responsibilities of children in ensuring their rights
- ✓ Roles and responsibilities of family, school and the community to play a vital role in ensuring protection and realization of child rights.



The Director of Childline Nodal and Eminent Psychologist, Dr. Pratap Kumar Rath and Social Activist, Mr. Chitta Behera, took the sessions as Resource Persons. Mr. Uttam Kumar Sahoo, CHILDLINE Collab Agency member explained the roles and responsibilities of Childline and its functioning.

Dr. Pratap K. Rath deliberated on the Rights of the Child, its development and life with dignity. Mr. Chitta Behera discussed about the “Odisha State Policy for Rights of Transgender”.

Childline Se Dosti

Like the previous years, this year too, a week long programme entitled **CHILDLINE Se Dosti** was organized jointly by the Nodal, Collaborative, Support and Sub-Centre Organizations with an aim to popularize the CHILDLINE - 1098 messages among the Children. The week was from 14th November (Children’s Day) to 20th November 2017 (International Child Rights Day).

Celebration of Children’s Day:

This year CHILDLINE NODAL Cuttack celebrated the Day on 14th November 2017 among the students of the Special Schools and the CCI of OLS. The childhood is the greatest moment in the life of a person which should be necessarily given a right track to become successful in the future as an asset of the country. This can be done only by giving a right education, care and way to progress. The prime objective of celebrating the Children’s Day was:

- To generate enthusiasm and motivate the children in CCI who have various disabilities and have no family members to celebrate with



- To identify the education, recreation, health, cultural, economic and social needs of children and provide them opportunities to celebrate with others

- Celebration of Children's Day is all about to save the future of the children

On the occasion, the Chairperson of the Odisha State Commission for Protection of Child Rights, Mrs. Kasturi Mohapatra and Director, CHILDLINE Nodal, Dr. Pratap Kumar Rath were present as special guests. The children celebrated by dancing, singing and acting on stage with jokes and mimicry etc. In the end sweets and chocolates were distributed among the children.



A programme was conducted for the students of the Chauliaganj Girls' High School on 15th November 2017 and deliberations



carried out on their rights, responsibility, safety and security and overall protection mechanism of the schools, family and the community they live in. Nearly 100 girls and their teachers joined in the deliberations. The cream of the discussion was to aware the girls to protect themselves from physical, mental

and sexual abuse and report it to their friend, teachers, parents or well-wishers or ultimately to the police, if nothing works. If they want to conceal their identity they may contact 1098 to get immediate relief and reporting in indirect manner. A brief account of protection mechanism guidelines for schools notified on the 30th October 2017 was deliberated by the facilitators. Snacks distributed among the children. Ms.



Niranjali Das, Mr. Narayan Sukla, Mr. Uttam Kumar Sahoo and Mr. Utpal Dasgupta, Nodal Coordinator CHILDLINE interacted with the children.

A debate competition among the children of Sri Aurobindo Integral School, Biribati was held on 17th November 2017 on topics related to their own protection and an environment free from abuse. The prime objective was to prepare the students to know about the bad effects of abuse and speak against it before the appropriate authority.



Nearly 50 boys and girls and the teachers attended the programme. Prizes were given to five students on the basis of their performances. Winter clothes were distributed among all the children. The teachers and students expressed that they had come across such subject relating to their protection and safety for the first time. Mr.

Narayan Sukla, Mr. Subhash Swain, Mr. Uttam Kumar Sahoo, Mr. Satyakam Mohanty, Ms, Nirali Das and Ms. Jayashree Sarangi facilitated the programme.

On 18th November 2017, an awareness programme on Adoption was organized for all the Child Care Institutions of Cuttack district in Basundhara Conference Hall. The discussion mainly focused on linking process of children of Child Care Institutions who do not have any living family members to the Specialized Adoption Agency (SAA) as per the provisions of the JJ Act 2015 and Rule 2016 and the CARA Adoption Guidelines 2017 as the Central and State Governments' focus is on Adoption as a means of permanent rehabilitation of parentless and destitute children.



Mr. Utpal Kumar Dasgupta, Nodal Coordinator, CHILDLINE Cuttack talked about CHILDLINE services before the officials of CCIs. Mr. Akhaya Swain, Programme Officer, SAA took the session on the Adoption linkage process.

Child Rights Day

CHILDLINE Nodal observed the CHILD RIGHTS DAY with *special children* on 20th November 2017. On that occasion CHILDLINE Nodal organized a celebration programme with the special children. The students of the Diploma in Special Education of OLS took active part in organising the event.

The Nodal Coordinator explained the importance of celebration of the Day through which people are made aware about the Rights of the Child like right to survival, identity, food, nutrition and health, development, education and recreation, name and nationality, family and familiar environment, protection from neglect, maltreatment, misuse, abuse, trafficking. He also deliberated on the ill effects of child labour and child abuse which take away the

childhood and leave a lifelong scar in the minds of the children and hamper their growth and



development as responsible citizens. Children should be cared and protected instead of being the victims of violence, trafficking and abuse. They should get the good schooling, joy, happiness and learning.

For the recreation of children with disabilities, CHILDLINE Nodal organized song, dance and sports competitions. Many special children participated and showcased their abilities by performing on stage and on the field.

Orientation of Childline Collab Staff

CHILDLINE Nodal organized an orientation programme for CHILDLINE Collab staff on 26th February 2018 to refresh the memories of the staff on their duties and responsibilities. It was a 4 hours session in which the CHILDLINE staff discussed about all the aspects relating to case intervention, intervention reporting formats. Practical issues faced by the staff were raised and clarification sought. In some cases the formats were found wanting and reporting improper as no provision for such reporting is provided in the format. Decision taken to write to CHILDLINE India Foundation to insert the space and heading for the required information to be incorporated.



Community Based Inclusive Development Programme For Children with Disabilities

In order to provide care, protection, education and rehabilitation to every child with disability in the community, OLS has been implementing the Community Based Inclusive development (CBID) programme with the support of Adoption Centrum of Sweden. The aim of this programme is to empower the children with disabilities and their parents/guardians/family members to protect and realize the rights of the children with disabilities with the active support of the elected peoples' representatives, teachers, health workers, SHG members, school management committees and community based organisations by orienting them with knowledge and information and developing their skill on protection and realization of the rights and entitlements of children with disabilities using advocacy tools. The aim of the project is to ensure that no child with disability is exploited, neglected, abused or abandoned and the community responsibly discharges its duties so that the children with disabilities lead a life with dignity as enshrined in the Constitution of India.

The organisation provides home based management services which include family counseling, special education with the help of TLMs in the resource centres, facilitation for enrolment and education in the mainstream schools, linkages with various schemes and promotion of independent living of children with disabilities in their activities of daily living.

The Project “Community Based Inclusive Development Program for Children with Disabilities” covering 6 Gram Panchayat, 36 villages in Nimapada Block of Puri District and 1 Slum of Bhubaneswar by covering 220 children with disabilities and following were the major activities carried out during the reporting period under the CBID programme:

Requisite therapeutic services and educational support were provided to children at 4 resource centres at Alandi, Suninda, Bayabara, in Nimapada. block of Puri district and Salia Sahi of Bhubaneswar . These centres are fully equipped with necessary equipment and human resource for providing updated and regular services to children with disabilities. 52 Children with Cerebral Palsy and Intellectual Disability were able to conduct their Activities of Daily Living independently with the interventions at these Centres.



In order to make them sensitized on their rights and their obligation to the nation as future responsible citizens and to build their capacity in understanding, resource and vulnerability mapping has been conducted in 37 villages by the children’s club members in their own localities. With the mapping the children could understand the issues concerning their education, health and sanitation, communication, physical growth, congenial environment and a host of other issues affecting their development. Similarly, children understood the resources available with them that they could bank on or utilize to further their cause. 6 Panchayat Level Children’s Forums have been formed from among 37 Village Level Inclusive Children’s Groups in which children with leadership attributes have been selected to represent the Children’s Clubs.



- During the period 140 Parents, 125 elected peoples’ representatives Members, 80 school teachers, 120 Circle of support groups members and 204 adolescent girls have been trained on early identification, causes and intervention.
- 468 school children have been sensitised on rights of the child and inclusion of children with disabilities.

- The project observed World CP Day, World Mental Health Day and the International Day for the Persons with Disabilities
- 37 child protection committees have been formed in the operational villages.



In order to ensure children's participation and to promote inclusiveness, a Shishu Mahotsav (Children's Mega Festival) was organized on 26th November



2017 at Nigam mandap balanga. Children, parents and community members were present. The objective of organising such a Shishu Mahotsav was to encourage CwDs to participate in various competitions held at regional and national level. OLS furthered initiatives to include CwDs and to ensure their participation through various social activities like sports, cultural programme etc.

The Young Athlete Programme has been organised successfully at 30 villages of Nimapada block of Puri district. The main objectives of the programme were:

- To identify and engage children with intellectual disability in the age group of 2 to 7 years and prepare them to become athletes by the time they reach 8 years
- Ensure availability of children in the target age group at one place
- Fulfill the prime most objectives of the Young Athlete Programme with the involvement of the community
- Create awareness among the AWWs by which they can ensure cognitive and physical learning of the children with intellectual disability
- Ensure the attendance of parents/guardians and other community members and thereby making them sensitized on the abilities of their children/ward
- Facilitate acceptance and inclusion of children with intellectual disability along with the children without disability.
- Make the whole community take up the onus of providing equal opportunities for the children with intellectual disabilities for coming up to their expectations



OLS CBID project provided all the support including implementation in all the 30 centres through its community volunteers. The Young Athletes were thoroughly inspired by the programmes. They were motivated to develop their skills through these activities. The programme was conducted by the OLS TEAM in collaboration with Special Olympics Bharat –

Odisha. A total 853 Athletes along with 556 parents and 250 community volunteers participated in the programme.

Training on Child Protection Policy:

The CBID project in particular and OLS in general benefitted from the Training on Child Protection Policy organized by Adoptionscentrum for all its India partners in Hotel Suryansh, Bhubaneswar from 19th to 21st February 2018.

Objectives:

1. Introduce organization to child protection in an organizational context and to equip them to develop, implement, monitor and evaluate their own child protection policies and procedures
2. To prepare a legal framework of Child Rights and Child protection
3. To prepare a legal framework on reality on the ground and identify risks of child abuse
4. To elaborate on child protection policy and standards of keeping the children safe
5. To prepare preventive strategy and elaboration of code of conduct
6. To prepare an action plan for implementation of child protection policy

The session taken were interactive and quite enriching as examples were given from real life situations and happenings. The Project Coordinator, 2 Field Coordinators of CBID Project and the CEO of OLS attended the programme on all the 3 days. The programme has definitely built the capacity of the organization and has strengthened its Child Protection Mechanism.

Community Mental Health Development Programme (CMHD)

This is the second phase of implementation of the Community Mental Health Development Programme earlier being implemented by OLS in Nimapada and Puri Sadar blocks with the support of Basic Needs India, Bengaluru. The programme caters to nearly 700 persons with mental illness out of which 457 were identified and serviced in 10 Gram Panchayats of Nimapada Block. The main objectives of the programme are:

- To ensure that approximately 457 PWMIs are accessing comprehensive care including psychosocial, medical and community level services
- To build the capacity of the project staff members for sustainable mental health interventions
- To mobilize the identified PWMIs, caregivers and community stakeholders towards ownership of their mental health agenda
- To advocate with Governments for the entitlements and policy changes required for the rights and benefits of the PWMIs

Target Beneficiaries

- Persons with Mental illness
- Caregivers/Parents of PWMIs
- Other family members of PWMIs and community members

Programme Activities

- Identification and assessments of PWMIs
- Parental counseling for access to treatment of the treatment of the PWMIs
- Counseling to PWMIs.
- Regular Psychiatric medical consultation for treatment.
- Provision for the medicines for identified PWMIs
- Regular follow-up.
- Regular DPO meeting.
- Livelihood support for PWMIs



Observance of World Mental Health Day

The day was celebrated on 10th October 2017 at Denua Panchyat with the participation of many Ward Members, Sarapanchs, parents of PWDs and PWMIs, CBO members and community members where an awareness meeting was held and information disseminated on the major aspects of the nature of mental illness, the Recovery Mechanism, the support required from the community and the right to life with dignity of the PWMIs. A small Rally went around the village to make people aware about the occasion.

Total number of PWMIs receiving livelihood support-8

The Success Story of Mr. Biranchi Narayan Rath

During the interaction with the local ward member of Denua village of Nimapada Block, the



CMHD team received information in March 2015 about the mental health problems of Mr. Biranchi Narayan Rath, aged about 27 years, son of Mr. Subhash Chandra Rath. The Team investigated and found out that the young man was having mental health problem. His parents were completely dependent upon agriculture and could not give time and attention to his condition and hence he was aloof and depressed all the time. After being identified by OLS team he was provided with medicines from BNI source and with regular monitoring of

treatment, counselling and follow up his condition started improving. Biranchi has been stable in the year of reporting and has now started working and helping his father in the cultivation. He is leading an almost normal life now. His parents' mindsets have also changed and they are allowing him to mix with others in the family and the community. Biranchi is regularly attending the Family Support Group meetings and interacting with others about the management of Persons with Mental Illness. It was a happy moment for all when Biranchi got

married on 18th February 2018. He is now leading a happy married life. This has been possible only due to the timely identification and intervention of the project.

OKCL Authorised Learning Centre For OS-CIT At Bhubaneswar

A total of 17 students enrolled and successfully completed their course in the reporting period which includes 3 students with intellectual disability and cerebral palsy. A new course “Mastering Competitive Exams (a Mock eTests Series for Competitive Exams)” has been added by the OKCL in this year providing Mastering –IBPS, Mastering – Engineering, Mastering – GATE, Mastering – OTET etc. After getting training of OSCIT our students are developing their following skills:

- Use of technology in daily life: OSCIT helps them more in their daily life like doing cashless transaction with using different mobile App, recharge their mobile phone, making payment online, shopping online, booking movie tickets, travel tickets like flight, bus, train, doing banking transaction online also paying their tax online.
- Self-Learning: OSCIT helps them to improve their study skill. Now they can be able to study through online, searching new experiments, new ideas, new skills which helps to improve their study skills.
- Citizenship responsibility: OSCIT helps them to download AADHAAR Card online, apply



magazines, leaflets etc.

for PAN Card, Driving License, and Passport online, also the Store Certificates using Digi locker. They can be able to check the provident fund status online.

➤ Apply for jobs: OSCIT helps them to prepare official presentations, professional business presentation, data analysis, data management with the help of pivot table, Data presentation using pie charts, preparing credit-debit accounts, budgeting, design visiting cards, letter heads, brochures, posters,

OKCL Authorised Learning Centre For OS-CIT At Kasoti, Nimapada

OLS added another feather to its glorious cap at its Kasoti Office in Nimapada block of Puri district was declared as an Authorized Learning Centre (ALC) of the OKCL to impart courses of the OS-CIT from September 2017. The computer course provided by the OS-CIT has advantages over the computer course provided by other private institutes, because the certificate provided by ALC is recognized by the Government of Odisha and the examination is conducted by the Odisha State Open University. Another benefit of the course is that, one

gets multifarious courses at an economic price tag. OLS has become a proud partner to such skill building initiative by providing infrastructure and technical support for actualizing such an ambitious project by Odisha Knowledge Corporation Ltd.

The courses being offered are:

1. Basics of computers
2. Hardware and software
3. KLiC English
4. MS Office
5. Internet
6. Web Designing
7. KLiC Scratch



The courses are of three months duration. The opening of the ALC in Kasoti has benefitted the youth of the rural areas in a radius of 10 kilometres. The ALC completed 2 batches during the reporting period with admission of a total of 16 trainees out of which 8 have passed out from the 1st batch. The examinations for the 2nd batch ending in March 2018 were to be conducted till the time of reporting.

SANKALPA - Integrated Rehabilitation Centre For Addicts (IRCA)

A sense of togetherness is something that is fostered at OLS and Sankalpa seeks to work towards building this spirit, firmly believing that recovery, as a community effort is easier rather than done in an isolated manner. Festivals such as Holi, Diwali, Ganesh Puja, Saraswati Puja & New Year are celebrated with clients and ex-clients at the Centre. So are acknowledgements of 'sober or clean' time. Milestones in recovery such as six, or nine months, one year and multiples of years are events that warrant celebrations – sometimes small and sometimes not so small. Similarly events such as family weddings of ex-clients and birthdays etc provide wonderful opportunities to celebrate life and to see life in a different perspective. With great joy and happiness they celebrated their years of remaining clean and sober and the response was overwhelming. It was an evening of recovery – mixed with nostalgia of times spent at Sankalpa and the growing pain and joys of life in recovery. Above all it was a reaffirmation of life without drugs and alcohol and everything that the Scheme for Prevention of Alcoholism and Substance (Drugs) Abuse envisages.

The silent scourge of HIV / AIDS can strike anyone and the injecting drug user (IDU) community is especially vulnerable. Sankalpa remains at the forefront of working with IDUs and in counseling and treating HIV +ve users. The doors of Sankalpa are open to all HIV +ve users unless they require immediate medical intervention. On account of its work in this field, Sankalpa has been cooperating with the Family Planning Association of India, Bhubaneswar.

Highlights of the Activities:**Awareness and identification**

“Observation of International Day against Drug Abuse and Illicit Trafficking” was organized at Saliasahi, Bhubaneswar on 26th June’ 2017. Awareness meeting, Rally, Drawing competition among the children of Saliasahi & awareness campaign meeting for Community people as well as local youth was also organized by Open Learning Systems with support of SSEPD, Government of Odisha. Mr. Biplaba Keshari Samantaray (BSSO, SSEPD) as the Chief Guest, Mr. Pratap Kumar Rath as a resource person and Mr. Suvendu Biswal, Counsellor, IRCA-OLS were invited in the awareness programme.

Counselors and volunteers of Sankalpa used to attend different fairs and festivals like, Bali Yatra, Rath Yatra, Ashoka Astami etc and tried to make the public aware about Drug Abuse and its ill effects on individuals, families and the society. They also distributed leaflets in Odia to make the public aware about different aspects of drug addiction.

Detoxification

An assessment of the condition of the person is carried out at the time of enrolment by the physician and detoxification process is marked out with medicines prescribed by the physician and isolation and non-accessibility to the relevant drug is chalked out and followed. All precautions are taken to ensure that the person does not have any extreme discomfort or health problems.

Counseling (in the Centre and during follow up visits)**Individual counseling**

Every client is given individual counseling for at least 8 sessions during 30 days of his stay in the centre. If needed, it becomes more than 8 sessions when the client extends his period of staying in the centre.

Group counseling

Group counseling is provided to the clients at least 5 sessions in a week by grouping them separately (10-12 clients in a group).

Family counseling

Family counseling is given to the client’s family members at least 4 sessions within 30 days in the counseling room. Sometimes it becomes more than 4 sessions when the client extends his period of stay in the centre.

Meditation and Yoga

Weekly 3 times Yoga and meditation sessions are held in the morning by an expert. This helps in the improvement of the general well-being of the clients and freshness of their minds.

Other Therapies

The following therapies are being provided to the clients in the center by the therapist during day time.

- Psychotherapy.
- Motivation Enhancement Therapy
- Cognitive Behavior Therapy
- Behavior Change Therapy.
- Group Therapy
- Yoga Therapy.
- Music Therapy.
- Art Therapy.

Vocational training

The following vocational trainings are being provided to the clients in the center by the trainer weekly once.

- Computer training.
- Type writing.
- Photocopying.
- Spiral Binding.
- Comb Binding.
- Tailoring.
- Laundry
- Carpentry
- Jute and Handicraft training.
- Bakery

Physical Exercise

Physical exercise while playing music and aerobics are conducted every day in the centre.

Sharing Session (Part of Group Therapy)

In the sharing session the clients have got equal and independence chance to share about self, his family members, work place, and inner feelings etc. with each other.

Re-educative / Lecture sessions and participatory sessions

Re-educative session is an interactive session between the clients and the counselor where the counselor makes them aware regarding various educational, social, and health related concerns.

Recreational

The following recreational activities are being provided to the clients in the center.

- Playing Indoor games (Chess, Carrom, Ludo, Computer Games, Chinese Checkers)
- Listening to Music
- Singing
- Dancing
- Books and News paper reading
- Watching TV / Video

Follow up and rehabilitation program

After being discharged from the centre we provide follow up to the client on monthly, quarterly, and half yearly basis to check whether the client is cleaned or in a state of relapse.

Day care services

This service is extended to both ex-clients from our Centre as well as from other Centers.

After care services

We suggest the clients to practice 90 days 90 meetings and follow the 12 step programme regularly.

Support groups

- Alcoholics Anonymous (AA)
- Narcotics Anonymous (NA)
- Volunteers. These groups are encouraged to attend different sharing meetings, conventions, day out programmes to strengthen their will power.

Celebrating Special Occasions

Special occasions such as Holi, Deewali, Client/Staff Birthdays, significant clean time of ex-clients are also celebrated in the centre along with celebration of National Days like Independence Day and Republic Day.

State Consultation on the Draft Rules of RPwD Act, 2016

Responding to the call for suggestions from the civil society on the draft rules framed by the SSEPD Department, Government of Odisha on the RPwD Act, 2016, OLS took the leadership in organising a State Level Consultation on 14th May 2017 in its premises.

It was a collaborative effort of civil society organization viz. PECUC, SADHANA, SADBHABANA,



RARE, ISWAR and OLS supported by Adoptionscentrum. Representatives of these organisations as well as some others took part in the day long deliberations and came out with its recommendations which were submitted online and also presented to the Principal Secretary, SSEPD Department, Government of Odisha on 14th May 2017.

The recommendations:

Section	Recommendation	Remarks
CHAPTER-II		
Section 3	<p>The State Committee for Research on Disability should be constituted keeping the area of research in mind. The various areas under the two major topics are enumerated in the Remarks column.</p> <p>The following persons may be considered to be included in the State Research Committee.</p> <ul style="list-style-type: none"> • The State Commissioner for Persons with Disabilities should be the Chairperson of the State Research Committee on Disability as it is one of the role defined in the Act. • Joint Secretary of SS & EPD should be the member Secretary of the Committee • Representation of PwDs and Parents of Persons with Intellectual disability having research experience should be included in the State Committee for Research on Disability as the Act mandates their participation in all committees to the extent of 50%. • Director SVNIRTA, Director Health Services, representative of University Disability Unit should be the Ex-Officio member • Representative from the Equal Opportunities Cell of University should be included as member 	<p>1) Habilitation & Rehabilitation</p> <p>Research on;</p> <ul style="list-style-type: none"> • Assistive devices/technology (low cost for rural PwDs and high end technology for needy PwDs) • Access Audit, Universal Accessibility and promotion of accessible technology <p>2)Empowerment Research on;</p> <ul style="list-style-type: none"> • Policy Research • MGNREGS & Disability • Housing & Disability • Women with Disability • Youth with Disability • Child with Disability • Inclusive Teaching Learning Materials • Law & Disability • Child Care Institution & Disability • Disability & Disaster Preparedness • Inclusive Education • Disability & Skill Development • Disability & Higher Education • Disability & Land Rights • Special Education • Livelihood for PwDs

		<p>As it is not possible to have members in the committee having multi-sectorial experience, there should be the provision to constitute Thematic Group for Research on various area.</p> <p>Sub-Section-B of Section-3: There should not be any provision for obtaining permission from the State Committee for Research on Disability to conduct research on the following grounds:</p> <ul style="list-style-type: none"> • This may impose restrictions on Researchers and academicians who could conduct independent research on different sources of funds arranged on their own. • Issue of secrecy of unique topic of research will be adversely affected. • University & Accredited Academic Institutions, having their well-developed, internationally accepted research ethics should not obtain any permission from State Committee for Research on Disability to conduct research. <p>Function of the State Research Committee on Disability needs to be defined in the rules.</p>	<ul style="list-style-type: none"> • Disability Budgeting • Promotion of Sign & Braile Language
Section 4(1) and 4(3)		<p>Section 4 (1) of Rules seems to have no relevance on composition & function of the State Research Committee on Disability. It is not clear how the Court comes into play in conducting research. Hence this should be deleted from the rules.</p> <p>As explained in the recommendations under Section-3 Section 4 (3) of Rules should be deleted.</p> <p>In fact this relates to the protection from cruelty and inhuman treatment as per the provision under section</p>	

		6(1) of the RPWD Act, 2016. The spirit of this provision is that while conducting any research the rights of PwDs should not be violated. How a Research Committee can determine such violations from an application of a Researcher? The format for such application has not been made available along with the Draft Rules.	
CHAPTER-III LIMITED GUARDIANSHIP			
Section 5		The term “Special Court” should be deleted from section 5 because it is not possible for a person to apply to a court for limited guardianship. This is the role, responsibility, duty and function of District Level Committee. May be when aggrieved by the decision of the DLC one should appeal before the Court.	
Section 5 (3) (b)		Instead of 5 years’ experience for the institution, it should be 3 years and there should be a requirement of residential facilities. Any Institutions having experience in the disability sector can apply for limited guardianship on behalf of PwDs.	Numbering in this Section seems to be defective. Please look into making corrections in the numbering of Sub-sections.
Section 5(6)		Upon receipt of the complaint limited guardianship should be seized/ removed immediately because leaving the person at the mercy of the same guardian may cause serious harm to the person aggrieved. The Government should form/ develop/ identify Social security complex in every district where such aggrieved person must be rehabilitated until the decision of limited guardianship is taken and changes suggested.	
Section 5 (4)(b)		<p>Equal representation of women or Protection Officer under DV Act and a person from law background/practicing Advocate or Legal Officer of DCPU should include in the investigation team.</p> <p>Any member of the Investigation team should not be the relative of</p>	

		Perpetrator. This clause should be added to the Rules.	
CHAPTER IV REGISTRATION OF ORGANISATION			
Section 6(2)(a)		Add “along with list of beneficiaries”	
Section 6(2)(g)		Remove the term ‘residence’ and add ‘ address of the organisation’	
Section 6(1)		Model Form AR-I is not available. Hence the same need to be provided in the website for feedback and recommendation in accessible format and for such feedback one month more time is to be allowed.	
Section 6(3)		Model copy of Annexure-O is not available. Hence the same need to be provided in the website for feedback and recommendation in accessible format.	
Section 6(3)		Model form of AR-II is not available. Hence the same needs to be provided in the website for feedback and recommendation in accessible format.	
Section 6(7)		Instead of 90 days it should be 30 days.	
Section 6 (8)(c)		Section 6 (8)(c) should be deleted	
Overall Feedback on Section- 6		Provisions should be there for application for registration through online service and hard copy format. The State Commissioner for Persons with Disabilities should be the Appellate Authority for grievances with regard to certification.	
CHAPTER V ASSESMENT OF PERSONS WITH DISABILITIES REQUIRING HIGH SUPPORT			
Section 7(1)		One Social Worker, who is to be assigned the role of evaluation of the barriers around the person in his/her environment should be included in the Assessment Board for assessment of High Support Need.	Actually the present definition of disability mandates to look at the environment of the person to determine the extent of barriers which ultimately affect the degree of disability. So determining the degree of disability and support needed should not be based on ‘Impairment’ alone.

CHAPTER VI CERTIFICATION OF SPECIFIED DISABILITIES			
Section 8 (c)		The term 'Legal Guardian' should be substituted with Parent/ Caregiver/ Caretaker/School Teacher/College Teacher/PRI Members/CWC/Organisation.	Is it possible to define who the 'legal guardian' is before determining the disability of the person who approaches the Government to get a 'Disability Certificate'?
Section 8(1)(b)		<p>There should be time limit for referral services so as to get a disability certificate. Or provision should be there for the Block Medical Officer to invite speciality from the Board keeping the rural context and the difficulties being faced by the rural PwDs to approach the district medical board for a certificate.</p> <p>There should be time limit prescribed by the Government so that the district authority take steps to extend the online provisions in the Blocks. Otherwise the persons with disability from rural areas will be deprived of the Unique ID provided for in the Act.</p>	
		<ul style="list-style-type: none"> • In case of Orphan with Disability DCPU should apply for certification. • No child within the age of 0-6 years should be denied for disability certificate 	
Section 9(4)(ii)		Temporary Certificate should not be issued, if issued such persons should be debarred from the permanent benefits	
Section 9(4) (i) (iii)		The temporary disability Certificate Holder should not get the permanent job in reservation quota	
Section 9(2)		The Order of Appellate Authority can be challenged within a period of next 60 days before State Commission for Persons with Disabilities.	
Section 11		There is a confusion in the Rule regarding District level Assessment Board for High Support Need and District level Medical Board for issuing disability certificate. Is it the same board? The same language is	

		written twice. If these are two different boards their roles should be defined clearly. If it is the same board it should be spelt out clearly to avoid future confusion, even among the district authorities.	
CHAPTER-VII			
Section 13 (Constitution of District Level Committee)			
Section 13 (1)		<p>Is it possible on the part of SSEPD to identify members in the district level committee to form such committee? If the onus of such formation is left to SSEPD it will take ages to implement such Rule.</p> <p>So it may be beneficial to say in the rule that The Govt. of Odisha (SSEPD) will notify the Constitution of District Level Committee based on the recommendations of District Collector.</p>	
Section 13 (2)		It is proposed insert one clause in the section 13(2) that ADM should be the Vice Chairperson in the Committee.	Unless it is defined the function of the DLC will be a question mark given the busy schedule of the Collector in each district. At least if it is specified the Committee can function under the chair of the Collector or the ADM in the absence of the Collector.
Section 13 (4)		The term District Level Officers should be defined. Project Director, DRDA, CDMO, DPM-NHM must be listed out along with others while defining the term District level officers.	
Section 13(5)		There should be the 50% representation from PwDs and Parent of PwIDs in the Committee	
		The DLC should be delegated with such power to take up cases of PwDs who are deprived from inclusion in Schemes, Programmes, benefits, entitlements, concession and recommendation of proposal of different Organisation on Disability Sector to State Appropriate Authority, vigilance and monitoring of implementation of Govt. schemes & programmes.	

CHAPTER VIII CONSTITUTION OF THE STATE ADVISORY BOARD			
Section 15		<ul style="list-style-type: none"> • State Commissioner for Persons with Disabilities should be included in the SAB • Organisation working in the field of Disability should be included in the SAB • Five members should be nominated from various districts to the SAB (Refer the Central Rules). Such nomination from the districts should not be restricted with Collector. Expert or District level Organisation can be nominated to the SAB in place of Collectors. • Venue of the SAB Meeting and Communication materials used in such meeting should consider the needs of all categories of persons with disability. 	
Section 15 (3)(2)		Grounds on which a Non-Official Member can be removed from Advisory Board should be specified in the Rule.	
Section 15(1)(i)(C)		In the SAB representations from skill development department/section, NHM should be included.	
Section 15(2)(4)		Time limit should be prescribed as 30 days for filling of the casual vacancies in the SAB.	
Section 21		Proceeding of the SAB should be uploaded in the website within 7 days along with action taken report of the last proceeding in both the language i.e. Odia and English.	
Section 22		If two-third members present in the meeting propose an agenda the same can be included in the business to be transacted without notice in the meeting under sub rule 5 of Rule 18.	
Section 25		This entire section is not understood. Defect in Constitution in the Board	

		should be specified. The whole clause needs to be redrafted.	
Section 26		<ul style="list-style-type: none"> • Section 26 (1)((1)(iii)(B)(a)(b) should be deleted • Section 26 (1)((1)(ii) should be deleted as it is not fit in with the spirit of the Act 	
Section 27		<p>The Advertisement for appointment of State Commissioner should be made in Two Odia Daily News Paper in its all edition and One English News paper</p> <p>The requirement of experience for the Commissioner should be 10 years in the Disability Sector with proven track records.</p>	
Section 27(3)		<p>The Composition for search –cum selection committee should be</p> <ul style="list-style-type: none"> • Minister SS & EPD-Chairperson • Chief Secretary, Govt. of Odisha- Member Secretary • Leader of Opposition, OLA-Member • Two nominated member by SAB, one must be a person with disability. 	
Section 29		The term of Commission shall be three years till s/he attain the age of 65 years.	
Section 29(1)(2)		Shall be deleted and the salary of the State Commissioner should be equivalent with the salary of Chairperson of Odisha Human Right Commission	
Section 32		Residuary provision should be as like Chairperson of Odisha Human Right Commission	
Section 33		Responsibilities clause should be deleted as it is against the Act and Function of Commission is to be inserted in reference to the Section 80 of the Act. That is not a mere position to maintain records.	

Section 35		<p>Only State Commissioner can form the Advisory Committee for the Commission not be the SSEPD.</p> <p>This clause should be removed and insert here the clause of Central Rules (Section 39) and Section 39(2). This is to be similarly drafted as Section 39 of the Act.</p>	
Section 39(1)		Add “complaint can be received by the State Commission in any other mode of electronic means.	
Section 39(3)		The term ‘agent’ should be replaced with ‘authorised representative’	
Section 41(2)		<p>At the end of this section and after 41(2)(g) the following is to be added</p> <ul style="list-style-type: none"> • Commissioner for Persons with Disabilities • Chairman of State Level Banker Committee • Under Secretary/Deputy Secretary of SS & EPD 	
Section 42		(Refer the RPWD Act, 2016)	
Section 51(b)		Persons with Disabilities should be included	
Section 52		<ul style="list-style-type: none"> • Include Term ‘PwDs’ • Application should be submitted to Secretary only not Treasurer 	
Section 53		Financial assistance for PwDs should be included up to 5 Lakhs	
Section 54		The application of consideration is 30 days and within the application should be disposed	
Section 55		All Application must be submitted through online application system	
Section 56		If Chairperson of the Board finds sufficient ground in writing, s/he may stop the grant	
Section 57		The Individual who will be receiving funds will submit the supporting documents, UC and declaration of Utilisation.	

Impact and Need Assessment For National Super Thermal Power Corporation

OLS was contracted by SoulAce Social Consulting, Gurgaon to conduct “An impact assessment of the social interventions projects” conducted by the National Super Thermal Power Corporation under its CSR and also to conduct “A need assessment study for further interventions” in Kaniha block.

OLS duly conducted the studies within 10 days by a group of field level professionals and submitted both the reports by the deadline of 20 days as mutually agreed. The studies were conducted in 30 villages surrounding the 3,000 MWs capacity Thermal Power Plant located in Kaniha block of Angul district.

NTPC is a socially committed organisation with a focus on economic, educational, health, sanitation, infrastructural and overall development of the affected areas. NTPC aims to focus on social development projects with community participation around its operation stations based on the actual needs of the affected people. NTPC attaches great importance to its CSR Projects and priority in discharging its social responsibilities in the area which are fully or partly affected by its plant. After doing Needs Assessment survey and in consultation with the village committees which are well known as Village Development Advisory Committee (VDAC), consultation with local and public representatives, local youth members, the program interventions are finalised keeping in mind the real needs of the people. Awareness creation and efforts for sustainability are getting equal importance as implementation. CSR objectives are framed and developed to assist the Company in undertaking well-planned initiatives that are participatory, outcome-oriented and measurable, with sustainable impact.

CSR initiatives comprise the following components:

- Improvement of basic infrastructure and health care.
- Provision of employment opportunities for women and youths
- Support the Schools for enhancing Infrastructure Development and individual growth of each child/student.
- To establish a good rapport with the community

Impact Assessment

Social impact assessment helps to determine the extent of benefits received by the people of program villages from CSR Projects. It gives an overall idea of importance of the ongoing projects and also suggests the changes, if needed. It further helps in understanding the following aspects of the community:

- Short and long term social, cultural and economic impact of CSR Projects.
- Effectiveness of the ongoing programs.
- Understanding the living condition of the people.
- Suggests modification or changes in ongoing projects.
- Helps to understand the level of community participation for sustainability.

During Impact Assessment survey attention was given to focus on the below mentioned areas for an easy understanding of the benefits those are delivered to the people of program villages:

- Appropriateness
- Effectiveness
- Impact
- Donor Identification

Needs Assessment

Needs assessment survey is equally important as Impact survey. Unless the needs are identified, sanctioning of projects and its implementation will be quite difficult and may not be sufficient to meet the needs of the beneficiaries. In general Needs are identified as three types such as:

1. Felt Needs – Immediate requirements in peoples' day to day life.
2. Perceived Needs – We perceive but may not be real.
3. Forced Needs – Influenced by others.

Needs Assessment Survey helps in understanding many aspects of the community as detailed below:

1. Know about community's real needs.
2. Know about community perceived needs.
3. Increases a feeling of ownership of the programs.
4. Helps in mobilising community participation.

A pre-survey meeting was held with the NTPC-Kaniha CSR officials to gather information on geographical area, objectives of impact and needs assessment, number of interventions and program points etc. After going through the intervention and village list, a group of professional investigators were engaged to develop structured questionnaires for each intervention to be used at the time of individual discussion/group discussion. The questionnaires were in local language for easy understanding by the villagers and students. Each questionnaire had 3 objectives viz. (1) about the ongoing program (2) about its impact on the community and school students (3) about the further needs from current interventions and additional needs beyond the interventions.

A field testing of the questionnaires was made in nearby village of Nimapara block of Puri district which is approximately 45 Kms from OLS Office with 4 objectives such as (1) Whether the language used is easily understood (2) Do the Investigators ask the questions satisfactorily (3) Are the questions easily understood by the villagers (4) Time taken for each questionnaire. 10 individual interviews and 2 focus group discussions were done in presence of the Team Leader followed by a critique session for the investigators. This helped the Investigators as a confidence building measure before going to the field for real interview of the beneficiaries.

Numbers of individuals, groups met

Sl. Nos.	Description	Numbers
1	Individual interviews done (For questionnaires)	172
2	School & College students met	372
3	School, Village Heads and Opinion makers met	75
4	Group discussion held (Including SHG)	6
5	Focus group discussions held	22
6	AWWs, ASHAs, ANMs met	36



Solar Lantern Distribution For Oil & Natural Gas Corporation Ltd. (ONGC)

A tripartite agreement was entered among Oil & Natural Gas Corporation Ltd., Regional Office, Kolkata; Open Learning Systems (OLS), Bhubaneswar and RAL Consumer Products, Delhi for supply and distribution of Solar Powered Lanterns to the school students of Odisha who are suffering because of non-availability of regular electricity to their schools and houses to be carried out under the CSR Interventions of ONGC.



ONGC, through its Corporate Social Responsibility Policy, is authorized to provide financial assistance for promoting child health and education and environment protection which are focus areas, mentioned in Schedule VII under the new Companies Act, 2013 effective from 01/04/2014. ONGC is desirous of assisting OLS & RAL towards extending financial aid for completion of the project under their CSR initiative to provide an hazard free, environment friendly, safe and healthy educational habit amongst school students. While ONGC will be financially supporting the project, OLS is the implementing partner and RAL will supply the materials.

Accordingly, in the first phase 220 units of Solar Lanterns were distributed to the students of the Project Primary School, Godibari located in the Chandaka Forest Division.

Skill Development Training Of Special Educators Under NHM

OLS partnered with National Health Mission, Odisha to organize 3 Days Skill Development Training of Special Educators of Odisha working in District Early Intervention Centre under NHM, Odisha from 20th to 22nd December 2017 in which 30 professionals participated and strengthened their knowledge and skills.

While the theory classes were held in the Academic Block of Prasar Bharati, Bhubaneswar, the practical exposure and learning were conducted in the Special Schools of OLS. Both theory and practical sessions were conducted by the experienced professionals of OLS viz. Diptimayee Rout, Manatosh Behera and Sareeta Behera. The Vice President of OLS, Dr. Pratap Rath sensitized the training on “Right to Life with Dignity”.

Session Plan

Day-1				
Time	Session	Contents	Methodology	Facilitator
09.30-10.00 am		• Registration		
10.00-10.20 am		Inaugural • Welcome address & Self Introduction	• Address by the Officials • Self introduction	
10.20-10.30 am		Pre-test evaluation	• Question / Answer	
10.30-01.30 pm	Session – I & II	Introduction to Special Edu.: • Special Edu. & Legalisation • Educators Resp. • Individual Edu. Plan • Role of parents & Home based SE	• Theory discussion • Case demonstration • Supervised case • Case study & presentation	
01.30-02.30 pm	Lunch Break			
02.30-05.30 pm	Session – III & IV	Learning Disability • Introduction to Learning Disability • Case study- Assisting a students with learning disability	• Theory discussion • Case demonstration • Supervised case • Case study & presentation	
05.30-06.00 pm		Feedback of the day	• Share major learning's -15 minutes	
Day-2				
10.00-10.30 am	Recap			
10.30-01.30 pm	Session – I & II	ADHD • Introduction to ADHD • Teaching & Student with ADHD • Case study	• Theory discussion • Case demonstration • Supervised case • Case study & presentation	
01.30-02.30 pm	Lunch Break			
02.30-05.30 pm	Session – III & IV	Intellectual disability • Introduction to Intellectual disability • Teaching & Student with Intellectual disability • Case study	• Theory discussion • Case demonstration • Supervised case • Case study & presentation	
05.30-06.00 pm		• Wrap up	• Consolidation- 30 minutes	

Day-3				
10.00-10.30 am	Recap			
10.30-01.30 pm	Session – I & II	Behavioural Disability • Introduction to Behavioural Disability • Teaching & Student with Behavioural Disability • Case study	• Theory discussion • Case demonstration • Supervised case • Case study & presentation	
01.30-02.30 pm	LUNCH BREAK			
02.30-04.30 pm	Session -III	Physical disability & sensory impairments • Introduction to Physical disability & sensory impairments • Teaching & Student with Physical disability & sensory impairments • Case study	• Theory discussion • Case demonstration • Supervised case • Case study & presentation	
04.30-05.30 pm	Session -IV	• Special education need assessment • Orientation on RBSK, 4D & DIEC	• Small Group discussion • Large Group discussion	
05.30-05.40 pm		• Post-test evaluation	• Question / Answer	
05.40-06.00 pm		• Wrap up	• Consolidation-	

Accounts Wing

The Accounts Wing of OLS has been providing full support to the programme activities for smooth functioning of the organisation. The Wing has two accounts personnel with experience and one supporting staff. They are well trained and acquainted with the accounts policy and procedure of the organization. The Wing helps the Management to prepare the budget and estimates for proposal to the donor agencies. It also helps in controlling, coordinating and decision making by the Management of the organisation.

The accounts persons are well trained in maintaining proper cash management with store and stock management systems too. The Wing successfully encountered the Audit of the Accountant General pertaining to the grants-in-aid received from the State and the Central Governments during the reporting period. It has also faced audits of other donor agencies. Some of the following records are maintained by the department:

Maintenance of Books of Accounts and Records:

- The Wing maintains the organisation's accounts in Double Entry system of Accounting in Tally accounting software and EAT modules of Public Finance Management Systems (PFMS) developed by Controller General of Accounts, Ministry of Finance, Government of India.
- The Wing maintains different set of accounts for each program and consolidation is done at the year end to provide a holistic financial status of the organization.
- It records the financial transactions in double entry system of bookkeeping.
- Both, system generated and printed vouchers are in use.
- Maintains cashbooks, ledger, stock register and advance register on a daily basis.
- The Wing maintains the fixed asset register and salary register.
- All accounts have been reconciled by the Wing of the reporting year.

Internal Control:

- Work of one staff is verified/supervised by another staff
- All the expenses are approved by Chief Executive Officer/Secretary of the Society.
- Bank reconciliation is done for FC account and non-FC accounts regularly.

Governance and policies maintained:

- Accounts Wing maintains the proceedings of the Governing Body meeting.
- The Wing has been following the Procurement Policy, Finance Policy and the HR Policy developed by the Organisation taking into consideration suggestions of the representatives of various donor agencies and auditors.

Statutory Returns:

- The Wing has filed the statutory returns with the department of Home Affairs and Income Tax Department by the due dates.

- The Wing has deposited TDS deducted from the payment and filed the quarterly TDS returns in time.

Auditing:

- The Wing had submitted all the documents on time for the audit by the Statutory Auditor appointed by the Organisation.
- The statutory auditor visited the office of the Organisation and the Wing provided all necessary support to carry out the verification of accounts regularly.

Training Attended:

Sanjulata Nayak, Senior Accounts Officer and Tanmay Bhusan Senapati, Accounts Officer were one of the first groups of professionals to be trained in “Expenditure, Advance and Transfer Module of Public Finance Management Systems (PFMS)” conducted by the Ministry of Social Justice and Empowerment, Government of India on 9th November 2017 at Regional Training Centre, Kolkata. The training contains on how to book expenditure, how to give advances through PFMS, how to settle the same advance given to the staff etc. It is now mandatory since 1st January 2018 that all the implementing agencies and NGOs receiving Grant-in-Aid from Central Government to use EAT module of PFMS. After getting training they are now able to use the EAT module of PFMS and now all the central scheme GIA are being maintained through PFMS.

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