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2.3.1 SELFDIRECTED LEARNING

INSTITUTE OF HEALTH SCIENCES

Chandaka, Bhubaneswar

<u>Invitation Letter for 3rd semester Seminar Presentation (self –directed)</u>

Topic - Amplification devices (B.ASLP)

Time- 11am -12pm

Venue - Class Room 11

Guide - Dr. Subhasmita Sahoo

SI no	Date	Student name	Topics
1	4-9-2023	Monalisa Kar	Types of hearing aids
2	14-9-2023	Shyama Mishra	Technology aspects in hearing aids
3	22-9-2023	Shweta Mohanty	Electroacoustic characteristics
4	29-10-2023	Pritam pradhan	Care & Maintainance of hearing aids
5	5-10-2023	Pranab kumar shamal	Counselling for hearing aids
6	18-10-2023	Arpita swain	Hearing aids programming
7	26-10-2023	Pratik kumar jena	Acoustic feedback in hearing aids

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ASSESSMENT SHEET FOR SEMINAR

CHECKLIST FOR EVALUATION OF SEMINAR

PRESENTER- Monalisa Kar

GUIDE- Dr. Subhasmita Sahoo

TOPIC- Types of hearing aids

<u>TOPICS</u>	MA	R	KS
Completion of presentation	2	2	2
Clarity of presentation	3	2	2
Understanding of subjects	1	2	2
Ability to answer question	1	1	2
Extra effort & eye-contact	2	2	2
TOTAL	9	9	10

S. Sahao

GUIDE

PRINCIPAL

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2.3.1 SELFDIRECTED LEARNING

INSTITUTE OF HEALTH SCIENCES

Chandaka, Bhubaneswar

<u>Invitation Letter for 2nd semester Seminar Presentation (self –directed)</u>

Topic - Audiology (B.ASLP)

Time- 11am -12pm

Venue - Class Room 11

Guide - Dr.Subhasmita Sahoo

SI no	Date	Student name	Topics
1	4-9-2023	Biswabandita barik	Differential sensitivity
2	14-9-2023	Chandan chanchal	Case history & their importance
3	22-9-2023	Darshan pattnaik	Puretone audiometry
4	29-10-2023	Gayatri mallick	Speech audiometry
5	5-10-2023	Pinku sahoo	PIPB function
6	18-10-2023	Pratyasha mahapatra	Bone-conduction audiometry
7	26-10-2023	Priti pragyan mishra	Callibration & clinical masking

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2.3.1 SELFDIRECTED LEARNING

INSTITUTE OF HEALTH SCIENCES

Chandaka, Bhubaneswar

<u>Invitation Letter for 2nd semester Seminar Presentation (self –directed)</u>

Topic - Audiology (B.ASLP)

Time- 11am -12pm

Venue - Class Room 11

Guide - Dr.Subhasmita Sahoo

SI no	Date	Student name	Topics
1	4-9-2023	Biswabandita	Differential sensitivity
		barik	
2	14-9-2023	Chandan chanchal	Case history & their importance
3	22-9-2023	Darshan pattnaik	Puretone audiometry
4	29-10-2023	Gayatri mallick	Speech audiometry
5	5-10-2023	Pinku sahoo	PIPB function
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ASSESSMENT SHEET FOR SEMINAR

CHECKLIST FOR EVALUATION OF SEMINAR

PRESENTER- Biswabandita barik

GUIDE- Dr. Subhasmita Sahoo

TOPIC- DIFFERENTIAL SENSITIVITY

TOPICS	MA	R	KS
Completion of presentation	2	2	2
Clarity of presentation	3	2	2
Understanding of subjects	1	2	2
Ability to answer question	1	1	2
Extra effort & eye-contact	1	1	2
TOTAL	8	8	10

S. Sahoo

HOD PRINCIPAL

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2.3.1 SELFDIRECTED LEARNING

INSTITUTE OF HEALTH SCIENCES

Chandaka, Bhubaneswar

Invitation Letter for 3rd semester Seminar Presentation (self -directed)

Topic - Physical diagnosis & fittness (BPT)

Time- 11am -12pm

Venue - Classroon-8

Guide - Dr Ritu parna mohanty

SI No.	Date	Student	Topics
1	12-12-2023	Tanusree chandra	Parkinsonism
2	20-12-2023	Pragyan lipsa ray mahapatra	Low back pain
3	28-12-2023	Soumen patra	Cervical pain
4	10-1-2024	Priyabrata das	Bell's palsy
5	16-1-20204	Spandan sahoo	Plantar fascitis
6	17-1-2024	Asutosh das	Muscular dystrophy
7	24-1-2024	Bijayalaxmi patra	Breathing exercises
8	29-1-2024	Krishna samanta	traction

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ASSESSMENT SHEET FOR SEMINAR

CHECKLIST FOR EVALUATION OF SEMINAR PRESENTER- Somen patra
GUIDE- Dr Ritu Parna Mohanty

TOPIC-Osteoarthritis of Knee

TOPICS	MA	R	KS
Completion of presentation	2	2	1
Clarity of presentation	3	2	2
Understanding of subjects	1	2	2
Ability to answer question	1	1	2
Extra effort & eye-contact	2	1	2
TOTAL	9	8	9

Rêtu Parina Mohanty

PRINCIPAL

GUIDE

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<u>TOPIC</u> -- PROCESS OF MOTOR LEARNING AND APPLICATION TO TREATMENT THEIR CAS

PRESENTED BY- Monalisha Kar

GUIDED BY- Subhamsita sahoo

HOD

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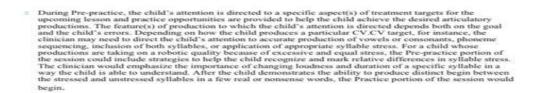
9:52 Principle of motor learning and application to treatment their CAS Submitted to- Dr vivek kumar By:-monalisa kar Principle of motor learning Several principles of motor learning are defined and described in motor learning literature. These principles, described by Schmidt and Lee (2005), suggest optimal conditions of practice that support both the initial acquisition of motor skills, as well as the retention and transfer oF these skills. The conditions of practice that will be described in this chapter include the following: Preparing the individual for learning (Pre-practice) . B • Determining the optimal length and frequency of sessions throughout the week Providing few or many practice trials (Number of trials) Practicing target utterances in blocked or random order (Schedule of practice) Varying the practice production (Variability of practice) Offering frequent or infrequent feedback (Frequency of feedback) Providing specific or general feedback (Type of feedback) Providing delayed or immediate feedback (Timing of feedback) Pre practice During Pre-practice, the child's upcoming lesson and practice opportunities are provided to help



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9:52 Pre practice



For a child who is experiencing greater challenges, time during the Pre-practice portion of the sessions may be used to remind the child that the focus of the session will be movement and imitation. Imitation games involving clapping, stomping, or rocking may be used to set the stage for oral and vocal/verbal imitation. Back and forth imitation of lip and tongue movements and silly sounds also may be appropriate during Pre-practice with younger children or children who are minimally verbal to establish an interaction frame-work of imitation and movement that becomes the base for learning purposeful speech.

Distribution of practice

Distribution of practice refers to the length and frequency of treatment sessions. Schmidt and Lee (2005) suggest that individuals achieve better performance using a massed practice schedule of more frequent sessions per week over a shorter period (e.g., four sessions per week for eight weeks) than a distributed practice schedule of less frequent sessions per week over a longer period (e.g., twice weekly sessions for 16 weeks). A study by Allen (2013) found that children with phonological impairments who received frequent sessions for a shorter time frame (i.e., three sessions per week for eight weeks) demonstrated better performance than those who received less frequent intervention over a longer time frame (i.e., one session per week for 24 weeks).

Number of trials

Edeal and Gildersleeve-Neumann (2011) provided excellent validation of the importance of frequent production of treatment targets in children with CAS. Their research found that the target utterances that were practiced with higher frequency (100+ productions within a 15-minute period) were acquired more quickly than less frequently practiced targets (30–40 productions within a 15-minute period). Greater generalization of motor speech plans to untrained targets also was found in targets practiced with greater frequency.



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9:52



In motor learning it is important to decide if a blocked practice or random practice schedule would be most beneficial for the learner. In blocked practice, the child would practice aspecific stimulus item or motor plan for a specified number of trials before moving on to the next motor plan. In random practice, the child would practice items in a more random order. Maas et al. (2008) suggest that blocked practice may be more effective in promoting early learning of targets during the acquisition stage, whereas random practice facilitates retention and transfer of motor speech plans.

Maas and Farinella (2012) compared random versus blocked practice treatment schedules in children with CAS to determine if children would demonstrate improved production accuracy under random practice or blocked practice treatment conditions

Variability of practice

A clinician Can vary a target by having the child produce the target at varied rates, loudness levels, or using different tones of voice. Contextual variability may include practicing targets in a different setting, when speaking with a less familiar communicative partner, or when producing the target in single-word versus sentence contexts.

Types of feedback

Schmidt and Lee (2005) divide feedback into two basic types: inherent feedback and augmented feedback. Inherent feedback is intrinsic and is derived naturally from the sensory information received from the movement itself. In the case of speech, intrinsic feedback for a learner would include the tactile, kinesthetic, and proprioceptive input received through the skin, muscles, and joints, as well as auditory feedback received through listening to the production and examining if the production matched the intended outcome. Because children with CAS may have a reduced ability to detect the somatosensory information received through tactile and proprioceptive input during the process of speaking, they tend to rely on auditory feedback and possibly faulty error detection of their speech.

augmented feedback, also Termed extrinsic feedback, which is information provided by an outside source. Extrinsic feedback can be provided either as knowledge of performance (KP) or knowledge of results (KR). Schmidt and Lee describe KP as feedback about the movement itself ("Your tongue poked through your teeth that time. Try again with your tongue behind your teeth.") KR refers to knowledge about the accuracy of the movement, that is, whether the production was correct or incorrect ("That was correct." or "Not quite. Try it again.")

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9:52

Frequency of feedback

feedback is the frequency with which the feed-back is delivered. In the above section of this chapter on Pre-practice, it was mentioned that feedback during the Pre-practice portion of the session should be frequent, and feed-back during the Practice portion of the session should be less frequent. When feedback is provided too frequently, the learner may become dependent on the feedback. Rather than an all-or-none approach to feedback, feedback can gradually be reduced as the child's performance improves

Timing of feedback

Schmidt and Lee (2005) provide evidence related to optimal timing of feedback during motor learning. They warn against providing feedback too soon after the performance of the movement. Feedback provided instantaneously upon completion of a target may hinder both acquisition and retention of the motor plan. If the feedback is provided instantaneously, the child does not have any time to reflect on the performance and compare the production to the desired output. Even a delay of two or three seconds before providing the child with KR feedback can support acquisition and retention of the motor plan

Speech-language pathologists can refine their treatment for children with motor speech challenges. Children's speech outcomes can be enhanced when clinicians understand the principles of motor learning and consider these principles when making treatment decisions. Clinical judgment, of course, is required to analyze how individual students are responding to specific conditions of practice and conditions of feedback, and to vary the practice conditions as needed to meet the needs of specific clients.

Motor Learning Principle	Application of Principles to Enhance Initial Acquisition of Motor Skills	Application of Principles to Enhance Retention
Pre-grantice	Pre-practice only used for militar skill angunities	Next applicable
	CONDITIONS OF PRACTICE	
Distribution of Practice (High-disse versus loss dose frequency of sessions)	Manual practice session schoolse expositional blassed practice of Competi stressions to facilitate initial expedition	Massed grantice session wheeluke recommended; Distributed practice of target stimula to enhance retention.
Number of Trials (High versus lave number of practice trials)	High receives of gracities brials may be blood. Suit segment the production of the product the production dust to higher feedback transparency and one of KIP feedback.	Prighter moneters of trials can be achieved the beginn the bear of the principle flue to several the principle flue to several temporary of fleedback, and use of KR
Schoolule of Practice (Blocked versus sendons)	Minchest practice to facilitate arquisition	Rundom practice to enhance returbles
Variability of Practice (Correlant venue variable)	Complaint practice to facilitate ampunitions	Variable practice to enhance retendings
	COMPITIONS OF FEEDBACK	
frequency of Feedback (High versus low)	High frequency of freelback to facilitate initial skill arigulation	Gradual reduction in frequency of feedback to unflavor retention
Type of FreeBook Disconledge of performance strict t	Feedback provided as knowledge of performance	Femiliack provided as knowledge of results
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equirector analyze how individual students are respondir pecific conditions of practice and conditions of feedback are vary the practice conditions as needed to meet the need pecific clients.

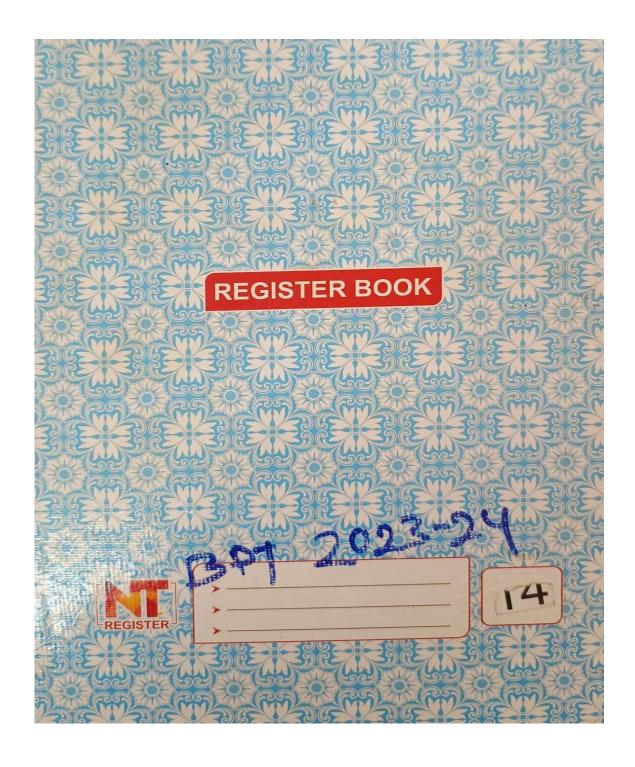
Motor Learning Principle	Application of Principles to Enhance Initial Acquisition of Motor Skills	Application of Principles to Enhance Retention
Pre-practice	Pre-practice only used for initial skill acquisition	Not applicable
	CONDITIONS OF PRACTICE	\$
Distribution of Practice (High-dose versus low-dose frequency of sessions)	Massed practice session schedule recommended; Massed practice of target stimuli to facilitate initial acquisition	Massed practice session schedule recommended: Distributed practice of target stimuli to enhance retention
Number of Trials (High versus low number of practice trials)	High number of practice trials may be ideal, but expect lower number of trials during Pre-practice due to higher feedback frequency and use of KP feedback	Higher number of trials can be achieved during the primary practice activities due to lower frequency of feedback and use of KR feedback
Schedule of Practice (Blocked versus random)	Blocked practice to facilitate acquisition	Random practice to enhance retention
Variability of Practice (Constant versus variable)	Constant practice to facilitate acquisition	Variable practice to enhance retention
	CONDITIONS OF FEEDBACK	
Frequency of Feedback (High versus low)	High frequency of feedback to facilitate initial skill acquisition	Gradual reduction in frequency of feedback to enhance retention
Type of Feedback (Knowledge of performance versus knowledge of results)	Feedback provided as knowledge of performance facilitates initial skill acquisition	Feedback provided as knowledge of results enhances retention
Timing of Feedback (Immediate versus delayed)	Provide immediate feedback (within 1–2 seconds of production of the utterance) to facilitate skill acquisition	Provide feedback after a slightly longer delay (3-4 seconds) to enhance retention; feedback may be provided as summary feedback after several productions

Source: Adapted from "Understanding the Nature of Apraxia of Speech: Theory, Analysis, and Treatment," b K. J. Bailard, J. P. Granier, and D. A. Robin, 2000, Aphasiology, 14, p. 987. Used with permission of Taylor & Franc

THANK YOU



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(IV) Teachers feed back	05	03
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Total	30	19

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INSTITUTE OF HEALTH SCIENCES

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Servester- BPT 4th servester Jaournal name - Internation Jaournal of Presearch & Public health
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PROJECT WORK

ON

FUNCTIONAL ELECTRICAL STIMULATION TO
DORSIFLEXORS AND PLANTERFLEXORS DURING GAIT TO
IMPROVE WALKING IN ADULTS WITH CHRONIC
HEMIPLEGIA AND INCOMPLETE SPINAL CORD INJURY



STUDENT NAME: Ms. SANDHYARANI SAHOO
GUIDE NAME: PROF. S.S.RAU (MPT REHAB)

IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE DEGREE OF
BACHELORS OF PHYSIOTHERAPY
SEPTEMBER 2023.

PROJECT SUBMITTED TO DEPARTMENT OF
PHYSIOTHERAPY
INSTITUTE OF HEALTH SCIENCES
CHANDAKA,
BHUBANESWAR, 751025

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3

ADVANCE TREATMENT PROCEDURE FOR: HEEL PAIN SYNDROME



STUDENT: MS.ALIVA ALAKANANDA

GUIDE: PROF. S S RAU (MPT REHAB)

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF
BACHELORS OF PHYSIOTHERAPY

AUGUST - 2023

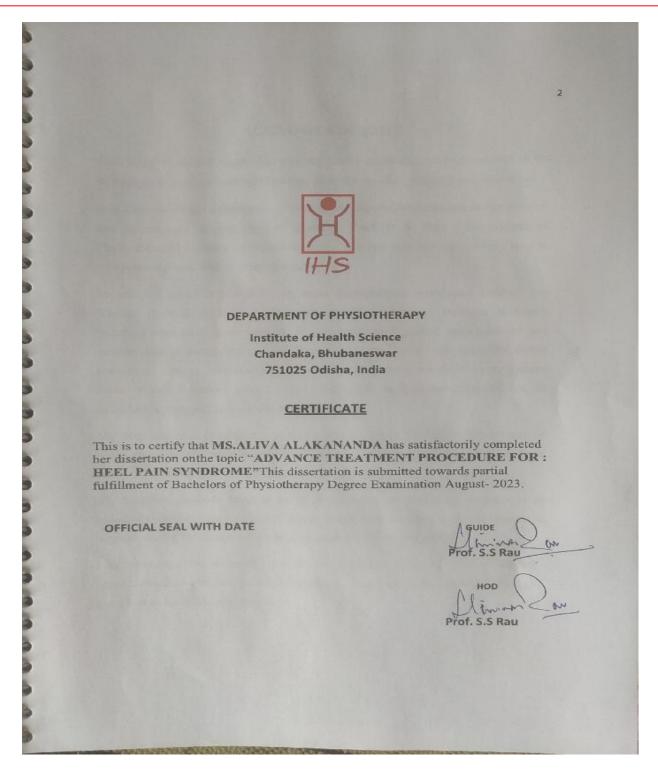
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INSTITUTE OF HEALTH SCIENCES
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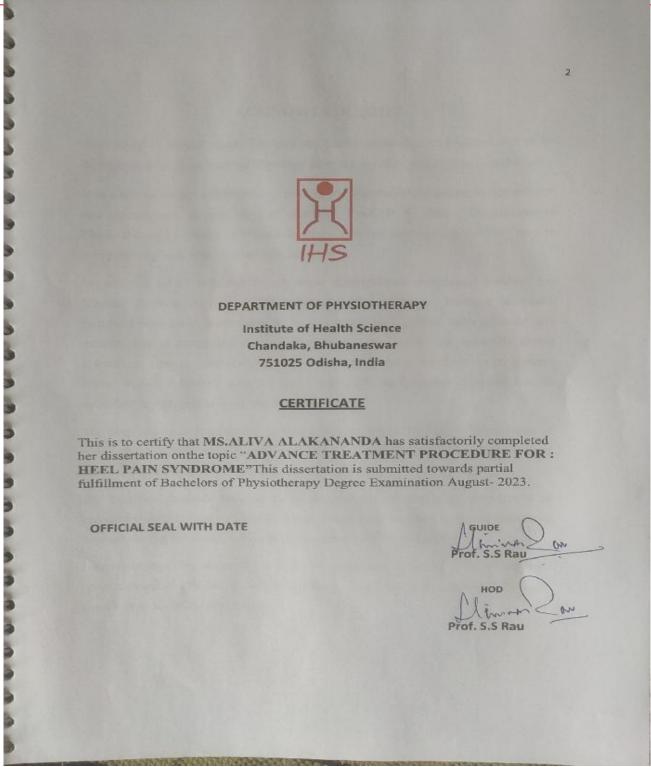
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INSTITUTE OF HEALTH SCIENCES

Chandaka, Bhubaneswar

Invitation Letter for 5th Semester Clinical Conference (B.ASLP)

Time:-11:00 am - 12:00 am

Venue:- Class Room 8

Guide:-Subhasmita Sahoo

<u>SL</u>	DATE OF	<u>TOPIC</u>	<u>PRESENTER</u>
NO.	PRESENTATION		
1	14-8-2024	Aphasia	Monalisa Kar
2	14-9-2024	Parkinson's disease	Shyama Mishra
3	21-9-2024	Laryngeal cancer	Moupriya mitra
4	28-9-2024	Dysarthria	Shweta Mohanty
5	4-10-2024	Apraxia of speech	Pritam pradhan
6	18-10-2024	Autism	Pranab kumar shamal
7	25-10-2024	Cerebral Palsy	Arpita swain
8	1-11-2024	Dyslexia	Pratik kumar jena
9	16-11-2024	Agraphia	George Philip
10	23-11-2024	Down's syndrome	Durga prasad

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DEPT. OF PHYSIOTHERAPY

<u>CLINICAL PRESENTATION</u>

<u>SUMMARY REPORTS</u>

Clinical presentation of the observable symptoms and signs exhibited by patients that aid in diagnosing various medical conditions. This encompasses a wide range of diseases, including leprosy, rheumatoid arthritis, and hypothyroidism, where distinct symptoms allow healthcare professionals to assess and manage each case effectively. Clinical presentations vary significantly across conditions, such as flank pain in urolithiasis or skin lesions in acne vulgaris, highlighting the importance of these observable signs in guiding diagnosis and treatment strategies.

Clinical presentation is a mandatory proforma for every semester topics & is in accordance to their syllabus.

The clinical presentation provides a practical way to applytheoritical knowledge to patients enabling them to develop critical thinking, diagnostic skills, communication abilities, & better understanding of disease processes while fostering a professional identity through direct patient interaction and care analysis.

HOD

CLASS TEACHER

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Institute of Health Sciences

Chandaka, Bhubaneswar

Clinical Conference

Teacher Name > Dr. Subhasmita Sahoo.

Date > 16/8/2024

Topic > Aphasia
Presenters > Monalisa Kan

	Max. Marks	8-8alas	/					
Topic Selection	10	06						
Content of Topic	10	07						
Knowledge of Topic	10	06		4	1,-		-> =	
Presentation Skills	10	06						
Discussion	10	05	913					
Total	50							

Average Marks→

Lively Kumar

Class Teacher's Signature

Journal club Incharge

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Knowledge of Topic	10	05			
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Discussion	10	04			
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स्वामी विवेकानंद राष्ट्रीय पुनर्वास प्रशिक्षण एवं अनुसंधान संथान

(सामाजिक न्याय और अधिकारिता मंत्रालय, भारत सरकार)

SWAMI VIVEKANAND NATIONAL INSTITUTE OF REHABILITATION TRAINING AND RESEARCH

(MINISTRY OF SOCIAL JUSTICE & EMPOWERMENT, GOVERNMENT OF INDIA)

Ref.No: DA 1A 2/22 Date: 16.12.2022

Miss. PRIYANKA LAXMIDHAR PANDA INSTITUTE OF HEALTH SCIENCES, CHANDAKA, BBSR

Sub: Rotatory Internship Programme for 6 months in BPT.

Sir.

With reference to your application regarding undergoing Rotatory Internship Programme in BPT, it is to inform you that we are admitting outside internees on payment of Rs.8,000/- for course fees and Rs.2,000/- caution money deposit, which will be refunded after completion of Internship only.

In view of COVID-19 guidelines, outside students are instructed to submit Covid-19 RTPCR test negative report/double dose Covid-19 vaccination certificate and an undertaking for joining internship at SVNIRTAR, UNDERTAKING FORMAT is enclosed herewith.

Therefore, you are requested to contact Department of Academics of SVNIRTAR with your original mark sheets of BPT course and NOC from your College and University to join for Internship Programme as early as possible.

Thanking you,

Training Co-ordinator

OLATPUR, PO - BAIROL DIST. - CUTTACK (ODISHA)

PIN - 754 010

Tel. 0671 - 2805552, 2805856 2805862

Fax E-mail nirtar@ori.nic.in Website http://www.nirtar.nic.in

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Ref No: SUMUM/SOA/BBSR/HR/INTERNSHIP/ 37

Date: 22/06/2023

INTERNSHIP COMPLETION CERTIFICATE

This is to certify that Mr.Soumyadarshi Das, a student of Bachelor of Physiotherapy (BPT) Of Institute of Health Sciences, Bhubaneswar has successfully completed six months compulsory rotatory internship programs in Department of Physiotherapy, Sum Ultimate Medicare, Bhubaneswar. The details are given below.

Date of Commencement: 07/12/2022

Date of Completion: 06/06/2023

Sl.No	Department Posted	Duration			
1	MICU & SICU	07.12.2022 to 06.01.2023			
2	Neuro ICU, Trauma ICU & HDU	07.01.2023 to 06.02.2023			
3	Department Of Physiotherapy	07.02.2023 to 06.03.2023			
4	Department Of Neurology And Neurosurgery	07.03.2023 to 06.04.2023			
5	Department Of Orthopedic And Plastic surgery	07.04.2023 to 06.05.2023			
6	Cardio-Thoracic ICU	07.05.2023 to 06.06.2023			

HOD, Dept of Physiotherapy Sum Ultimate Medicare, BBSR

Chief of Medical services Sum ultimate Medicare, BBSR

Dr. (Brig) B.M. Mishra CMS, Sum Ultimate Medicare

SUM Ultimate Medicare A Unit of Siksha 'O' Anusandhan Plot No. C/6, K-8, Kalinga Nagar, Ghatikia, Bhubaneswar-751003, Odisha, India Tel: +91 0674-2386111/3500500, Fax No. +91 0674-2386333 Mob.: 6372900010, 6372900040, Email: sumum_bbsr@soahospitals.com, Website: www.sumum.soahospitals.com

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Campus: Chandaka, Bhubaneswar, Khordha, Odisha, pin: 754005, E-mail:ihsbbsr@margdarsi.org, web: www.ihsindia.org

Ref no- IHS/Pri/2192/2023-24

Date-28.02.2024

TO

The Programme Coordinator, NSS Utkal University, Vani Vihar, Bhubaneswar

Sub- Submitting the list of participants for Inter District Level Volunteers Leadership Training Camp at S.J. College, Kaipadar, Khurda from 04.03.2024 to 06.03.2024.

Sir,

With reference to the letter no NSS/II-340/11394(39)/2024, dated 22.02.2024; I hereby depute Mr. Amulya Kumar Panda NSS Programme Officer, Institute of Health Sciences along with NSS Volunteers for Inter District Level Volunteers Leadership Training Camp at S.J. College, Kaipadar, Khurda from 04.03.2024 to 06.03.2024.

LIST OF PARTICIPANTS

NSS Programme Officer- Mr. Amulya Kumar Panda (Mob No- 9040006081)

SI.No	Name	Batch
1.	Manas Naik	BASLP/2021-22
2.	Monalisha Kar	BASLP/2022-23
3.	Pritam Padhan	BASLP/2022-23
4.	Shyama Mishra	BASLP/2022-23

Principal

Institute of Health Sciences

Principal

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Bhubaneswar

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Ref No-IHS/Pri/2289/24

Date- 20.06.2024

To The program coordinator, NSS, Utkal University, Vani Vihar, Bhubaneswar, 751004

Sub: Participation of NSS volunteers in 10th international Day of Yoga (IDY) on 21st June, 2024

Sir

With reference to your letter NSS/II-40/514 (13)/2024, Dated: 19.06.24 I am thrilled to inform you that the following 11 students of IHS under the leadership of our NSS program officer Mr. Amulya Kumar Panda will be participating in the 10th international Day of Yoga on 21st June, 2024 to be held in the Convocation Hall, Utkal University.

SI No	Name of the Volunteers
1	Pritam Kumar Nayak
2	Rubusmita Parhi
3	Subhashree Jena
4	Subhashree Behera
5	Asis Sethi
6	Krishna Praja
7	Maniska Das
8	Anshuman Rout
9	Samir Kumar Mahanta
10	Biswajit Sahoo
11	Ugresen Biswal

Principal

Institute of Health Sciences

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Ref no- IHS/Pri/2150/23-24

Date-06.01.2024

This is for the information of all the faculties and staff members that Autonomous Institute of Health Sciences NSS unit will organize seven days Winter Special NSS Health & Awareness Camp under the National Service Scheme (NSS) in Daruthenga Gram Panchayat form 8th January 2024 to 14th January 2024.

Day wise list of Staff & Faculties deputed at 7 days NSS Camp:

- 1. Program Officer- Mr. Amulya Kumar Panda
- 2. Support Staff- Mr. Prasanna Kumar Pradhan

SI	Dates	Activities	Name
No			
1	08.01.2024	Hearing Health	Dr. Subhasmita Sahoo, Dr. Vivek Kumar and Dr.
			Durgesh Nandini
2	09.01.2024	Elderly Health	Dr. Durgesh Nandini and Dr. Vivek Kumar
3	10.01.2024	Children Health	Dr. Ramya Maitreyee and Dr. Ritu Parna Mohanty
4	11.01.2024	Speech & Language Problem	Dr. Ramya Maitreyee and Ms. Nikita Subudhi
5	12.01.2024	Blood Donation	Mrs. Nalini Mohanty, Dr. Durgesh Nandini
6	13.01.2024	Mental Health	Ms. Priyanka Mishra and Mr. Ramakrishna Pattnayak
7	14.01.2024	Health Education	Dr. Bhabani Shankar Padhy

Note- Day wise student volunteers have to use the college bus service (regular 8.20AM. route) to reach the venue i.e. Daruthenga.

Principal

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2.3.1 LEARNING ON HUMANITIES

2.3.1 Average number of students per year exposed to learning resource such as laboratories, animal house and herbal garden (in house or hired)during the last five years :

	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	
	No of UG students exposed	No of PG students exposed								
<u>Lab</u>	113	NA	117	NA	142	NA	169	NA	170	NA
resources										
<u>Herbal</u> garden	113	NA	117	NA	142	NA	169	NA	170	NA

Omt

Director Institute of Health Sciences Bhubaneswar