

# IHS Annual Report

## 2023 - 2024

Building and Nurturing  
Allied Healthcare Ecosystem



Delivering Value for last 25 Years



**INSTITUTE OF HEALTH SCIENCES**  
— AUTONOMOUS —  
**"A Unit of Margdarsi"**



# Margdarsi Foundation

Registered under society's registration act XXI 1860

A charitable society in Disability Rehabilitation sector since 1995

Tax exempted under 12 A and 80G

Registered under FCRA to receive foreign grants

Registered under NGO-DARPAN Platform (<https://ngodarpan.gov.in/>)

**Website:** <https://www.margdarsi.org>



Institute of Health Sciences (IHS), a unit of Margdarsi, is an autonomous institute under Utkal University in the state of Odisha. IHS envisions, plans, and executes a number of formal academic courses and research programs.

**Website:** <https://www.ihs.ac.in/>



**INSTITUTE OF HEALTH SCIENCES**  
— AUTONOMOUS —  
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# **IHS Governing Body**

## **(Members)**



**Prof. SATYA MAHAPATRA**



**Ms. PUSHPA MAHARANA**



**Dr. BHABANI SHANKAR PADHY**



**Dr. RAMYA MAITREYEE**



**Mr. BALARAM NAHAK**



**Dr. REUBEN JEBARAJ**



**Mr. NICCODOM TOPPO**



**Dr. SANTOSH KUMAR MOHANTY**



**Mr. PURNA CHANDRA SAHU**



**Dr. SRINIVAS DORASALA**

# **IHS Governing Body**

## **(Profile of Members)**

### **Prof. Satya Mahapatra (Chairman, IHS GB)**

Prof Satya Mahapatra has more than forty years of experience as a practicing professional of Communication disorders and Audio vestibular sciences. He has been working in hospitals, medical College, rehabilitation establishments run by various state governments, non government organisations and public sector undertakings. He has been instrumental in the establishment of Margdarsi, a Nonprofit organisation and through its various Institutional platforms for academic development in the rehabilitation sector and service delivery for various Disabilities and disorders. As Member secretary of National Trust for Autism, CP, MR and MD for Odisha, provided leadership in key disability rehabilitation and continues to lead Rehabilitation Council of India as its Chief coordinator of ZCC, Eastern zone, covering West Bengal and Odisha. He has led the publication of various Research Journals, hosted international events, paved the way for outreach and public education in health care and rehabilitation.

### **Dr. Bhabani Shankar Padhy (Member Secretary, IHS GB)**

Dr Bhabani Shankar Padhy is a passionate and motivated educator with around ten years of experience in academia and research in the areas of Operational Excellence and Behavioural economics focusing on developing optimal behavioural capabilities towards building process driven institutions. In his professional capacity he has helped around 30 small scale social and commercial entrepreneurs/founders, designing processes towards implementation of blue ocean strategies. His passion lies in studying and identifying critical success factors for the functioning of Lean Six Sigma in Educational and Health care organisations in India.

### **Mr Balaram Nahak (Member, IHS GB)**

Mr. Balaram Nahak hailed from a humble background in a small town of Odisha. With a just a graduate degree in humanities, and no professional qualification or work experience, he was inducted as the project manager to supervise the campus establishment in 2006. He has been a quick learner of vernacular architecture under able guidance of Architects of international fame. His project management skills, and flair for the optimal use of material resources and innovative and alternative ways in building construction has been very helpful to the organisation. He has been the trouble shooter and solutions provider. He has thus grown up within the organisation to take responsibility of the Facilities manager. Currently, he is working as the Superintendent of the campus office.

# **IHS Governing Body**

## **(Profile of Members)**

### **Mr. Niccodom Toppo (Member, IHS GB)**

Mr. N. Toppo graduated from BJB College and did his post graduation from Utkal University in Personnel Management and Labour Welfare in the year 1979. In the same year, he joined as direct recruit Officer in The New India Assurance Company Ltd. After spending 36 years in the company, he retired as General Manager in 2015 and settled in Bhubaneswar.

He played multiple roles in the company such as Divisional Manager, Senior Divisional Manager, Deputy General Manager, and General Manager with varied organisational responsibilities covering business development, training, functional assessment, and HR management. During his tenure, he was posted in multiple location within India and he had an overseas assignment in Saudi Arabia for four years starting 2010 as General Manager, Underwriting & Claims, in the associated company of The New India Assurance.

### **Mr. Purna Chandra Sahu (Member, IHS GB)**

Mr. Purna Chandra Sahu, a M-Tech. in Metallurgical Engineering started his carrier in Steel Authority of India Ltd. Durgapur Steel Plant as a Graduate Engineer in December 1969 and rose to the position of Executive Director (Works) in the same plant and before retiring in November 2007.

In Durgapur Steel Plant he worked in various departments like Production, Research & Control, Technical Development, Project Engineering etc. In the modernization program of Durgapur Steel Plant, he was responsible for concept to commissioning of state-of-the-art Steel Melting & Continuous Casting Shop including man power planning and their training.

After retirement he joined Nilachal Ispat Nigam Ltd. (NINL), Jajpur (Odisha) in March 2008 as Managing Director and worked there up to March 20012. During the period at NINL the company made various performance records and turned out to be a profitable unit. From April 2012 to December 2016 worked in Mid East Steel Company (MESCO), Jajpur, Odisha as Managing Director.

### **Ms. Pushpa Maharana (Member, IHS GB)**

Ms. Pushpa Maharana has a master's degree in English literature and has been pursuing her passion for design and decoration. Though she has no formal training in designing, she has been excellent in innovative aesthetic planning. She has been a key contributor to the establishment of Institute of Health Sciences from its inception. She has been the influencer for shaping the rehabilitation ecosystem of IHS. As the Development Advisor, is responsible for interior design, landscape design and facilities development. Her contribution has been excellent in active auditing of events, planning and execution of small and large professional and social events by the Institute of Health Sciences.

# **IHS Governing Body**

## **(Profile of Members)**

### **Dr. Ramya Maitreyee (Member, IHS GB)**

Dr Maitreyee earned her PhD (Human Communication Sciences) from The University of Sheffield, UK, and Masters (Speech Language Pathology) & Bachelors (Speech & Hearing) from All India Institute of Speech & Hearing, University of Mysore, India. Post PhD, she gained postdoctoral research experience in language processing at the University of Liverpool, UK. She has 15 years of experience working in the field of rehabilitation sciences and is currently working as Associate Professor in Speech-Language Pathology at the Autonomous Institute of Health Sciences. Dr. Maitreyee has published her research in national & international journals and has received awards & funds for her work. She has led and organised workshops/conferences, acted as a peer-reviewer and conducted public engagement activities at national and international platforms. She conducts and aspires to continue research on understudied Indian languages such as Odia. Currently, she is working as the Associate Professor in Speech Language Pathology and the Dean Academics at the Institute of Health Sciences.

### **Dr. Reuben Jebaraj (Member, IHS GB)**

Dr. Reuben Jebaraj embarked his professional journey as an audiologist and speech pathologist following his graduation from the University of Bangalore in 2001. His dedication led him to serve at the Indian Air Force-Head Quarters Training Command (IAF-HQTC) in Bangalore for three years. During this time, he pursued his academic interests further, obtaining a Master's in Psychology from the University of Madras and later a Master's in Speech and Hearing from the University of Bangalore.

His career path unfolded with engagements across various hearing aid, cochlear implant companies, super-specialty hospitals, and research centers. His expertise was honed through training and certification from reputable national and global companies, including a stint in the United States of America. Upon his return to India, he delved deeper into academia, culminating in a Ph.D. in Audiology from the University of Mysore.

Presently, Dr. Jebaraj is associated with Pt. J.N.M. Medical College and Dr. B.R.A.M. Hospital in Raipur, Chhattisgarh. Dr. Reuben Jebaraj's journey stands as a testament to his unwavering commitment and passion for advancing the field of audiology, impacting lives, and shaping the future of healthcare.

# **IHS Governing Body**

## **(Profile of Members)**

### **Dr. Santosh Kumar Mohanty (Member, IHS GB)**

Dr. Santosh Mohanty has a professional career that spans four decades. He enjoyed teaching and research responsibility for ten years at the start of his career and then the leadership roles at TCS for twenty-five years with responsibilities to lead the growth of global service practices, scale innovation, establish market leadership in product engineering, and mature intellectual property ecosystem. Currently, he mentors institutions towards organisational growth and capability development. He is a Trustee on the Board of NPS Trust since November, 2022 and chairs its IT strategy committee.

Dr. Mohanty has ten granted patents. He speaks in international conferences. The Open Group certified him with the title of Distinguished IT Architect in 2011 and he was in the Intellectual Asset Management Strategy 300 List as world's leading IP strategist from 2015 to 2021. He served as Industry Strategy Officer at World Economic Forum (WEF) from 2015 to 2020. He was a member of the LESI IT & SW advisory board, IEEE CS Industry advisory board, Open CA Certification board, and CII-National committee on IP. He holds a PhD degree in Mathematical Sciences and MS in Computational Mathematics from Northern Illinois University, IL, USA.

### **Dr. Srinivas Dorasala (Member, IHS GB)**

Dr Srinivas Dorasala, MS in ENT, is Consultant at Annayya Health Care, Honorary Professor at Jawaharlal Nehru Medical College and Adjunct Faculty at Yenepoya Medical College. He has been awarded the inaugural Dr P Ghosh Award for Innovation in ENT.

He introduced microvascular free flap surgery at MS Ramaiah Medical College, had a special interest in complex airway surgery and contributed towards the establishment of cadaver based Advance Surgical Skills Lab at M S Ramaiah Medical College.

His first key innovation is a true point of care videonystagmography system, which has more than 700 installations across the globe. He introduced point of care high precision post urography with robust diagnostic and rehabilitation modules. For smart assessment of functionality of the six semicircular canals, he has introduced a functional head impulse test device. As a new advancement in the traditional videonystagmography, he has introduced cranio-oculo-graphy which adds head movements measure in addition to eye movement measures. He runs the three month Mentored Learning Course in Vertigo for ENT, Neurology and Audiology professionals. So far, more than 700 hundred doctors and professionals have completed the three month course under his mentorship.



# **IHS Governing Body**

## **(Responsibilities)**

- *Guide the Autonomous Institute while fulfilling the objectives for which the Institute has been granted autonomous status.*
- *Establish scholarships, fellowships, studentships, medals, prizes, and certificates on the recommendations of the Academic Council.*
- *Approve new programmes of study leading to degrees and/or diplomas.*
- *Ensure the recruitments of Teaching Faculty/Principal by the Governing Body/state government as applicable in accordance with the policies laid down by the UGC and State Government from time to time.*
- *Approve the annual budget of the Autonomous Institute.*
- *Perform such other functions and establish committees as may be necessary and deemed fit for the proper development of the Autonomous Institute.*

**As per UGC Norms, the Governing Body of an autonomous institute run by a Trust (or Society) consists of a twelve member team with**

- Five members representing the management (nominated by the Parent Body as per its constitution or bye-laws)
- Two members representing the faculty nominated by the Principal
- One member from the administrative staff of the institute
- One educationist nominated by the management
- One member nominated by the state government
- One member nominated by the university
- Principal of the college as one member.

**The Principal shall act as 'Member Secretary' and one member representing the management as 'Chairperson'.**

## Desk of GB Chairman



The rising cost of healthcare is partly due to imported technologies and gadgets that may not be fully adapted to Indian conditions, often failing to provide complete solutions. Acute infections and emergency care have received significant attention, leading to robust healthcare infrastructure. However, chronic conditions and disabilities requiring medical rehabilitation remain neglected. This results in patients remaining dependent and suffering long after hospital discharge.

Time has brought tradition back to the forefront, making it a highly relevant option once again, particularly when integrated into a holistic approach for chronic conditions. Super-specialty healthcare faces critical gaps that can be addressed through interdisciplinary teams. For many chronic and disabling conditions, a holistic approach is increasingly seen as the key to recovery.

The Institute of Health Sciences (IHS) was established in 1999 to address these neglected areas and tricky issues of concern. As it completes twenty-five years of presence, institute's manpower development has reached a benchmark of quality, demonstrated by NAAC accreditation. Additionally, UGC granted IHS autonomous status in 2023. IHS journals, such as the Indian Journal of Audiology, Indian Journal of Communication Sciences, and Indian Journal of Physical Rehabilitation, provide a platform for professional research and pushing the frontier of knowledge in the area of allied health sciences. The clinical services focus on developing intervention protocols for complex health issues and disabilities. Notably, IHS has already delivered over three million hours of treatment to children, adults, and elderly individuals with disabilities, demonstrably improving their quality of life and reintegration into society.

Events like the 'COMNCLAVE' of Research, Innovation and Entrepreneurship and the International Symposium on Audiological Medicine (ISAM) have established IHS as a pioneering institution in the country.

Institute of Health Sciences is gearing up to evolve into a model ecosystem of comprehensive solution provider in healthcare sector. With the range of activities in manpower development, clinical services, research & innovation, publications, outreach, empowering events for professionals and stakeholders and influence in policy making, IHS will be a torch bearer in effectively addressing the frontier of healthcare issues through integrative cure.

With the backdrop of twenty-five years of experience and building of the ecosystem, the IHS leadership team has deliberated to shape the future trajectory with a clear articulation of its Vision, Mission, Goals, Value System, and Operating Principles to channelise the focus and actions. I look forward to your involvement to nurture this ecosystem.

# Glorious 25 Years of IHS

Disability is part of (or potential can be a part of) any '**human being**' and addressing the rehabilitation needs of disabled with empathy and professionalism makes us '**being human**' and is integral to the human experience.

Persons with disabilities (**PwD**) face unfair conditions such as social stigma, discrimination, exclusion from education / employment, poverty, and the barriers in the prevailing health system. Gaps in the formal social support mechanisms mean that PwD are reliant on support from family members to engage in health and community activities that become disadvantageous to them and caregivers. This leads to health inequities and significant constraints on the PwD and the family members.

Achieving health for all – The universal health coverage (one of the SDG) will not be achieved if persons with disabilities do not receive quality health services on an equal basis with others. Investing in universal health coverage for these persons will benefit not only individuals but also communities with significant social returns and prevention of noncommunicable diseases (NCDs).

IHS in its journey has made sincere attempt to remove/reduce the barriers faced in the Health System for persons with disabilities across three key dimensions:

- Build healthcare services capability / capacity addressing the needs of PwD
- Collect, study, and analyze clinical and rehabilitation data of PwD to perpetually improve the healthcare services
- Strategize, plan, and execute the programs to ensure that PwD are knowledgeable about their own health conditions, and that healthcare professionals support and protect the rights and dignity of PwD.

IHS in its first twenty-five (25) years of existence (1999 to 2023), delivered the following twenty-five (25) key capabilities in the market ecosystem:

## Students:

1. The students from the institute graduated in three distinct degree courses – BASLP, MASLP, and BPT.
2. Over 1000 students were enrolled in the institute for the degree courses.
3. More than 700 students successfully completed their degree courses.
4. Students' employment/engagement after degree completion is 100% with 40% joining in the organisations. where they do internship, 30% of students get placement through campus selection and 30% of students go for higher studies.
5. The institute's students completed more than 14,00,000 hours (14 Lakhs) of internship during their final years.
6. The institute ensures its student to go through five (05) seminars/workshops every year to understand and appreciate the contemporary technology and medicinal development in their chosen field of professional interest.

# **...Glorious 25 Years of IHS**

## **Faculty:**

7. The average faculty strength per year is forty-five (45) that includes both regular and guest faculty. The ratio of regular to guest faculty is 1:2
8. The faculty imparted more than 1,00,000 hours (1 Lakh) of classroom learning to institute's degree students
9. The faculty imparted nearly 60,000 hours of clinical/lab experience to institute's degree students
10. The institute's faculty published five (05) professional books and 200+ articles in international research journals
11. The institute conducted eighteen (18) professional conferences branded under three event titles – ISAM, COMNCLAVE, and PHYSIOCON
12. The institute published twenty-seven (27) journals in the areas of audiology, communication disorders, and physical rehabilitation.
13. The institute conducted more than fifty (50) faculty/professional development program (FDP/PDP) that benefitted 2500+ participants (professionals/faculty)

## **Clinical Services and Partner Ecosystem:**

14. The institute offers nearly 20 clinical services related to allied health sciences.
15. 10,000+ people with certain disorders/disabilities had been treated with one or more clinical services.
  - 80% of the treated people regained their functional ability to perform the day-to-day activities.
  - 10% of the treated people volunteered to give referrals and today 100+ are active in giving referrals.
16. The institute provided 27,00,000 hours of therapeutic interventions to patients during this period.
17. The institute is recognized by different organisations/regulatory bodies for its clinical services that provide solutions and rehabilitations covering many areas of allied health sciences (e.g., National Trust of India recognized IHS for its academic and clinical programs).
18. Government of Odisha through its gazette notification recognized IHS as the referral hospital for all kinds of communication disorders
19. The institute is a trusted partner to more than 10 commercial/research organisations to promote and position technology led healthcare solution and clinical services in the areas of allied health sciences.



# ...Glorious 25 Years of IHS

## Outreach and Infrastructure Development:

20. The institute conducted six (06) public exhibitions covering more than 32,000 visitors to develop awareness and attention by demonstrating different disorders/disabilities and the treatment/rehabilitation options.
21. The institute conducted more than two hundred (200) outreach programs where at least 10,000 people were benefited by going through the screening test to diagnose the prevalence of potential disorders.
22. The institute's primary campus is built over 3 acres of land with a vernacular architecture that optimizes eco-sustainability.
23. The institute is adequately equipped with learning setup that includes 12 classrooms, 8 labs, one library, faculty rooms, one auditorium, and other essential utilities.
24. The institute's campus houses Model Centre for 'Children with Special Needs', School of Autism, Integrated Rehabilitation Centre, and Brain Fitness Clinic.
25. The institute in partnership with benevolent institutional/individual donors facilitate transportation logistics for the Model Centre.

*IHS sees the tremendous opportunity in the society to address the healthcare needs of persons with disabilities (PwD) but with limited resources (Good Samaritans, Professionals, and Financial Strength) that hinders the acceleration of Growth Path. While the institute and Margdarsi foundation are developing thoughts and plans in this direction, the acceleration can happen with a larger pool of Good Samaritans standing for the cause and be a part of the shared vision and goals. In this connection, an initiative called Special Friends for People with Disability (SFP) is conceptualized by Margdarsi Foundation and IHS to create a vibrant and dynamic community where philanthropy meets purpose and the community collaborate to create an ecosystem where disabilities are not barriers but pathways to unique strength and resilience. The community commits to make a difference with a journey to build hope, resilience, and transformative changes.*

## **...Glorious 25 Years of IHS**

The delivery of these core capabilities in the market ecosystem consistently would not have been possible without having a strong policy framework enabled by physical, process and technology infrastructure. From the institute perspective, the following are a set of 25 key milestones achieved in last 25 years:

1. CY 1995: Margdarsi Foundation was established
2. CY 1995: Margdarsi GB approved to establish IHS
3. CY 1996: NOC from W&CD Department for BASLP
4. CY 1999: IHS Founding Stone was laid (April 17th)
5. CY 2001: RCI (Rehabilitation Council of India) recognition of IHS
6. CY 2001: IHS was granted permission to receive foreign donation as per FCRA
7. CY 2002: Utkal University approved the affiliation of BASLP degree course
8. CY 2004: NOC from W&CD Department for BPT
9. CY 2004: IHS was registered under PwD Act
10. CY 2006: Utkal University approved the affiliation of BPT degree course
11. CY 2006: Odisha gazette notification recognizing IHS as the referral hospitals for all kinds of communication disorders
12. CY 2007: Eligibility for Income Tax rebate 80(G) – Margdarsi Foundation and its Operating Units
13. CY 2008: Inaugural ISAM event
14. CY 2009: Recognition to run MPT course
15. CY 2010: Recognition to run MASLP course
16. CY 2010: Inaugural ISAM Journal
17. CY 2011: ISSN allocation for ISAM Journal
18. CY 2011: Registration under Darpan Portal
19. CY 2011: Registration under National Trust
20. CY 2017: AISHE (All India Survey of Higher Education) registration
21. CY 2021: CSR registration with MCA (Ministry of Corporate Affairs)
22. CY 2021: UGC 2f & 12b recognition (fitness of the institution to receive grants)
23. CY 2021: NAAC accreditation (B++ rating) – the 1st institute to have NAAC accreditation in the category of Allied Health Science
24. CY 2023: Autonomous status conferred by UGC
25. CY 2023: Construction of a state-of-the-art IHS Campus auditorium

# **Glorious 25 Years of IHS**

## **(Image Gallery)**



**ISAM Journal Release  
(ISAM Conference, 2011)**



**ISAM Journal Release  
(ISAM Conference, 2015)**



**NAAC Assessment Team  
(IHS Campus, 2021)**



**NAAC Accreditation for IHS  
(Category: Allied Health Sciences)**



**Visit of Education Minister  
(IHS Campus, 2023)**



**Inauguration of New Auditorium  
(IHS Campus, 2024)**



## Desk of Principal

As an eventful academic year comes to an end, we at IHS reflect on both accomplishments and challenges, it is crucial to analyse the institute's future trajectory in relation to education, research, healthcare delivery, and community engagement.

For last 25 years IHS has demonstrated commitment in developing top tiered health care professionals equipped to meet the evolving demands in the market. Our hybrid approach where adequate classroom teaching is complimented with sufficient clinical exposure ensures that our graduates not only excel in their theoretical knowledge but are also well prepared for practical challenges in the health sector.

Events like ISAM and COMNCLAVE enable promotion of interdisciplinary research and the integration of cutting-edge technologies. We are the proud pioneers of the multimodal therapy integrating diverse intervention approaches designed to accelerate recovery and provide functional independence to people with disability. Our dedicated faculty always strives to prioritise customized care and implement the latest best practices that support the physical, emotional, and spiritual well-being of patients. With this theme at the forefront, future initiatives might involve setting up more patient advisory boards, integrating patient feedback mechanisms extensively throughout the treatment process, and creating more customizable rehabilitation programs with an aim to improve outcomes and boost patient satisfaction and engagement.

Over the last year IHS has been forging ties with various premium institutes like IIT (Bombay), IIT (Bhubaneswar) & Atal Incubation Center towards knowledge exchange and joint research endeavours. As in the upcoming academic session we are advancing towards leveraging these ties to enlarge our footprint for expansive interdisciplinary projects, faculty/student exchange, increased funding opportunities, and greater exchange of knowledge. Future initiatives include joint research programs with international health bodies, translating into global impact and enhanced learning environments for students



**Principal Addressing the ISAM Conference, 2024**



## ...Desk of Principal

Understanding that 'Fight against disability' often extend beyond the hospital walls; the institute dedicates resources and programs aimed at community wellness and support. Over last one year we have successfully conducted a plethora of activities; blood donation camps, comprehensive health screening camps in rural communities, events on autism and Down syndrome. Our outreach strategy has manifold objectives such as

- Conducting programs aimed at improving health literacy among community members.
- Collaboration with local and international organizations to reach a broader segment of the community in need of rehabilitation services.
- Mobilization of staff and students in volunteer services that benefit the community and provide real-world learning experiences.

Through these efforts, the institute not only enhances its societal contribution but also enriches the educational experiences of our students by connecting them with the community they serve.

We have renewed focus on strengthening our organizational structure, implementing progressive policies, and fostering a resilient culture to remain responsive to the evolving needs of society and the medical community. These strategic initiatives not only enhance the IHS brand but also significantly augment our social capital, positioning us as a leader in the rehabilitation domain.

As the brave new world is striding ahead to the realm of artificial intelligence and machine learning, the rehabilitation domain is bound to witness many disruptive developments. IHS prepares itself to meet these challenges through conscious adaptation of AI as a key accelerator towards technologically empowered rehabilitation in its portfolio of customized healthcare, diagnostic tools, assistive devices, and digital health solutions. Empathy is the base of our existence and passion shapes the work culture. With these as essence and the experience of last 25 years, we deliberated to articulate IHS' Vision, Mission, Goals, Value System, and Operating Principles to channelise our focus and actions.



**Academic Block, IHS Campus**

# Academic Profile

IHS offers Bachelor of Audiology and Speech-Language Pathology (BASLP) and Bachelor of Physiotherapy (BPT) courses. These courses cater to critical healthcare needs of the society while providing a rewarding career path to students in healthcare.

BASLP addresses the growing demand for professionals in audiology and speech-language pathology, crucial for diagnosing and treating communication disorders like speech delays, fluency, articulation, voice, phonological disorders, Vestibular disorders, neurotology issues, and hearing impairments. With an increasing prevalence of such conditions globally, BASLP graduates play a vital role in enhancing the quality of life for individuals with communication disorders.

BPT fulfils the ever-growing demand for physiotherapists who specialize in rehabilitating patients with musculoskeletal, neurological, cardiopulmonary, and paediatric conditions. Physiotherapy is integral in promoting physical well-being, injury prevention, and rehabilitation, especially in aging populations and those recovering from injuries or surgeries.

## **Learning Pedagogy:**

The pedagogy for Bachelor of Audiology and Speech-Language Pathology (BASLP) and Bachelor of Physiotherapy (BPT) courses typically involves a combination of theoretical knowledge, practical skills training, and clinical experience.

For BASLP, students learn foundational principles in communication sciences and disorders, including anatomy and physiology of the speech and hearing mechanisms, linguistics, electronics, and psychology. They also acquire practical skills through laboratory sessions, where they learn diagnostic techniques, therapy methods, and assistive technology applications. Clinical placements in hospitals, clinics, and schools provide hands-on experience under the supervision of experienced professionals.

Similarly, BPT curriculum emphasizes anatomy, physiology, biomechanics, and exercise physiology. Students learn various physiotherapy techniques such as manual therapy, therapeutic exercises, and electrotherapy. Practical sessions allow students to apply theoretical knowledge in simulated and real clinical settings. Clinical internships offer opportunities to work with patients, assess their needs, and develop treatment plans under the guidance of practicing physiotherapists.

Overall, the pedagogy for both BASLP and BPT emphasizes a holistic approach, integrating theoretical knowledge with practical skills and clinical experience that enables students to advance their careers – higher studies, professionals, or entrepreneurship.

## ...Academic Profile

### Syllabus Design:

A market-oriented syllabus for Bachelor of Audiology and Speech-Language Pathology (BASLP) and Bachelor of Physiotherapy (BPT) courses should align with current industry trends, technological advancements, and emerging healthcare needs. Here are some components that could be included:

1. **Interdisciplinary Approach:** Incorporate modules that foster collaboration between BASLP and BPT students, mirroring real-world healthcare settings where interdisciplinary teamwork is essential for comprehensive patient care.
2. **Technology Integration:** Integrate training on the latest assistive technologies, diagnostic tools, and therapy equipment relevant to audiology, speech-language pathology, and physiotherapy practice. This ensures graduates are proficient in utilizing modern tools to enhance patient outcomes.
3. **Evidence-Based Practice:** Emphasize the importance of evidence-based practice in both disciplines, teaching students to critically evaluate research literature and apply findings to clinical decision-making.
4. **Cultural Competence:** Include modules on cultural competency and diversity training to prepare students for working with diverse patient populations, addressing cultural understandings, and ensuring culturally appropriate patient care.
5. **Tele-practice Skills:** Introduce tele-practice skills and tele-health platforms, reflecting the increasing use of tele health services in both audiology and physiotherapy fields. This prepares students for remote patient assessment, therapy delivery, and follow-up care.
6. **Entrepreneurship and Management:** Offer courses on entrepreneurship, healthcare management, and professional ethics to equip graduates with the knowledge and skills needed to navigate the business aspects of private practice or healthcare institutions.
7. **Continuing Education:** Design the syllabus to encourage lifelong learning by incorporating opportunities for continuing education and professional development, keeping graduates abreast of advancements in their fields throughout their careers.

By designing a market-oriented syllabus that addresses these key aspects, BASLP and BPT programs can produce graduates who are not only academically competent but also well-prepared to meet the evolving demands of the healthcare market.

## ...Academic Profile

### Service orientation:

Professionals in Bachelor of Audiology and Speech-Language Pathology (BASLP) and Bachelor of Physiotherapy (BPT) should embody a strong service orientation focused on patient-centered care and holistic well-being. Here's how they can demonstrate this orientation:

1. **Empathy and Compassion:** Show genuine empathy and compassion towards patients, understanding their needs, concerns, and goals. This fosters a trusting relationship and enhances the effectiveness of therapy or treatment.
2. **Patient Education:** Educate patients and their families about their conditions, treatment options, and self-management strategies. Empowering patients with knowledge enables them to actively participate in their care and make informed decisions.
3. **Personalized Care:** Recognize that each patient is unique and tailor treatment plans to their specific needs, preferences, and circumstances. This personalized approach ensures that interventions are more effective for an individual.
4. **Communication Skills:** Communicate effectively with patients, colleagues, and other healthcare professionals, fostering collaboration and continuity of care. Clear and empathetic communication is essential for building rapport, gaining trust, and achieving positive outcomes.
5. **Respect for Diversity:** Demonstrate respect for diversity in all its forms, including cultural, linguistic, socioeconomic, and individual differences. This ensures that services are accessible, inclusive, and sensitive to the needs of diverse populations.
6. **Ethical Practice:** Uphold the highest standards of professional ethics, integrity, and confidentiality in all interactions with patients and colleagues. Adhering to ethical principles ensures trust, professionalism, and accountability in healthcare practices.
7. **Perpetual Improvement:** Commit to ongoing professional development and lifelong learning to stay updated on advancements in the field and enhance clinical skills and knowledge. The attitude and action towards perpetual improvement ensures that professionals provide the highest quality of patient care based on current evidence and best practices.

By embodying these service-oriented principles, professionals in BASLP and BPT contribute to the overall well-being and quality of life of their patients, making a positive impact on individual health outcomes and broader healthcare ecosystem.



# Faculty Profile



## Prof. Satya Mahapatra

Professor, Department of Audiology & Speech Language Pathology,

Founder, Margdarsi

Founder Director, Institute of Health Sciences.

**Academic Background:** Masters in Speech and Hearing Science, Bachelors in Speech and Hearing Science (All India Institute of Speech & Hearing, University of Mysore, Karnataka)

**Research Interest:** Comprehensive treatment of disorders like Autism, Stuttering, Integrated Therapeutic approach to Disability Rehabilitation.

**Professional Recognitions:** Chief Coordinator, Eastern zone, Rehabilitation Council of India,

Chairman, International Society for Audiological Medicine

Founder, Speech, and Hearing Rehab Institute (SHRI), Berhampur (1983-85)

Audiologist at DRC, Capital Hospital, Bhubaneswar (1985-87)

Principal, Institute for Hearing Handicapped, Gujarat (1987-88)

Audiologist, Occupational Health Services under BHEL, PSU (1988-89)

Audiologist at Gandhi Medical College, Bhopal (1990-95)

Former Member Secretary for Odisha of National Trust for Autism, CP, MR & Multiple Disabilities

Former Executive body member of Odisha Primary Education Project Authority,

Former Governing body member of Rehabilitation Council of India (2021-2024)

Oza Oration Award by Indian Speech and Hearing Association in 2016

**Hobbies:** Writing stories, poetry, travelling.

## ...Faculty Profile



### Dr. Bhabani Shankar Padhy

Principal, Institute of Health Sciences

**Academic Background:** PhD (Management), MBA, MSc (Chemistry), BSc (Chemistry) (SSSIHL, India)

**Research Interest:** Lean Six Sigma in Healthcare, IKS in Corporate Episteme

**Hobbies:** Reading books, watching Movies



### Mrs. Barsa Rani Mati

Clinical Physiotherapist, Department of Physiotherapy

**Academic Background:** BPT, (Swami Vivekananda National Institute of Rehabilitation Training and Research, Cuttack).



**Faculty Interaction in the Smart Class Room, 2024**

## ...Faculty Profile



### Dr. Durgesh Nandini Sahoo

Assistant Professor, Department of Physiotherapy

**Academic Background:** Bachelor Of Physiotherapy, (SVNIRTAR, Utkal University, Bhubaneswar) Master of Physiotherapy - Orthopedic (Guru Nanak Dev University)

**Research Interest:** Anthropometry and musculoskeletal disorders

**Hobbies:** Playing Chess, Listening Music



### Dr. Narayan Chandra Biswal

Adjunct Faculty, Department of Audiology & Speech Language Pathology

Audiologist and Speech Language Pathologist, Dhwani Speech & Hearing Clinic, Odisha

**Academic Background:** Bachelor in Audiology and Speech Language Pathology, (All India Institute of Speech & Hearing, University of Mysore, Karnataka), Masters in Audiology and Speech Language Pathology (Utkal University, Odisha).

**Professional Recognitions:** Certificate Of Excellence, International Symposium on Audiological Medicine, 2015

**Hobbies:** Singing, reading books, writing articles on healthcare

# ...Faculty Profile



## Dr. Ramya Maitreyee

Associate Professor & Dean Academic

Department of Audiology and Speech Language Pathology

**Academic Background:** B.Sc., (Speech and Hearing) M.Sc. (Speech Language Pathology), (All India Institute of Speech and Hearing, University of Mysore)., Ph.D., (Human Communication Sciences) (The University of Sheffield).

### Research Interest:

- Typical language development, Child language disorders, and Cognitive ageing
- 30 national and international research publications and presentations
- Chief Editor, Indian Journal of Communication Sciences

### Professional Recognitions:

- Rising Star Award, International Symposium on Audiological Medicine, 2024
- European Second Language Acquisition Workshop Grant, EuroSLA, 2021-2022
- LuCiD (ESRC International Centre) Travel Award, 2019
- Faculty Scholarship for PhD studies, The University of Sheffield, 2011-2014
- Muktesh Award for the Best paper in Language, ISH Association, 2008
- Registered as Audiologist & Speech Language Pathologist at RCI
- Life member of Indian Speech and Hearing Association and Member of National Association of Professionals concerned with Language Impairment in Children

**Hobbies:** Cooking and food photography, listening to podcasts, painting



## ...Faculty Profile



### Mr. Rama Krishna Pattanayak

Training Coordinator- Department of Yoga, Pursuing PhD (Psychology) at ISBM, Chhattisgarh

**Academic Background:** B. Com. (Utkal University, Bhubaneswar), L.L.B. (Utkal University, Bhubaneswar), MBA (FM University, Balesore), MA (Naturopathy & Yogic Science) (Sri Sri University, Cuttack), MA (Psychology), (ISBM, Chhattisgarh)

**Research Interest:** Yoga and Psychology

**Professional Recognitions:** Best Yoga teacher by Shivananda Yoga Vedanta Academy- 2021-22

**Hobbies:** Playing games, Music and singing



### Dr. Rashmi Prabha

Assistant Professor, Department of Physiotherapy

**Academic Background:** Bachelor Of Physiotherapy (National Institute for Locomotor Disabilities [Divyangans], Kolkata) Master Of physiotherapy (S.R.M College Of physiotherapy, SRMIST, Chennai)

**Research Interest-** Orthopedic and sports injury

**Hobby-** Playing indoor and outdoor games

## ...Faculty Profile



### Dr. Ritu Parna Mohanty

Assistant Professor, Department of Physiotherapy, Pursuing PhD in Physiotherapy (Capital University, Jharkhand)

**Academic Background:** Bachelor Of Physiotherapy, (Hi - tech College of Physiotherapy, Bhubaneswar), Master Of physiotherapy, (Srimanta Shankara Deva University of Health Sciences, Guwahati)

**Research Interest-** Neurology

**Hobby-** Reading Novels



### Mr. Sanjiv Kumar Swarnakar

Assistant Professor, Speech Language Pathology, Department of Audiology & Speech Language Pathology.

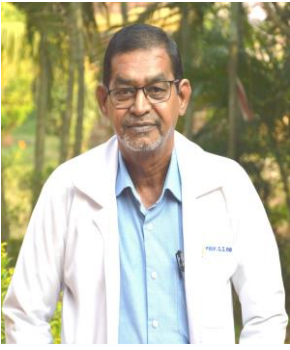
**Academic Background:** Master of Science in Speech Language Pathology, (Amity University, Haryana), Bachelor in Audiology and Speech Language Pathology, (Composite Regional Centre, Guwahati, Assam), Diploma in Hearing Language & Speech (All India Institute of Speech & Hearing, Mysore, Karnataka)

**Research Interest:** Fluency Disorders, Voice Disorders and Dysphagia.

**Professional Recognitions:** Rehabilitation Council of India

**Hobbies:** Reading books, learning new ideas and exploring new places.

## ...Faculty Profile



### Prof. S Srinivas Rau

Professor, Department of Physiotherapy

**Academic Background:** BPT-Abridged courses (Institute of Health Education and Research, Patna), MPT-2009 (Swami Vivekananda National Institute for Rehabilitation and Research, Odisha), 3 Yr. Diploma in Physiotherapy, (Institute for Physical Handicapped, New Delhi), Post graduate course on Management in cerebral palsy from "The spastic society of India"

#### Research Interest:

- Orthopaedic and Neurological Physiotherapy and Teaching.
- Multiple publications in international journals and Books on spinal Injury And Stroke Rehabilitation

#### Professional Recognitions:

- Chaired a Scientific Session for National Conference on Orthopaedic Manual Therapy and Physiotherapy Update Organized by KLE University of Physiotherapy
- Delivered a Guest Lecture as A Resource Person For National Conference on Orthopaedic Manual Therapy and Physiotherapy Organized by KLE University of Physiotherapy
- Conducted a Post Conference Workshop on "Neurodevelopment Theory" at KLE University Institute Of Physiotherapy.
- Awarded the "C.P Nair Oration" Award of The Indian Association of Physiotherapist in the year 2007
- Awarded with lifetime achievement award by hon. Minister of state for HRD Shri Satyapal Singh at the international conference of physiotherapists held at AIIMS new Delhi on 9<sup>th</sup> December 2017
- Life Member of Indian Association of Physiotherapist (Registration No-L-817)

**Hobbies:** Reading Novels, Watching Movies, Current Affairs

## ...Faculty Profile



### Dr. Subhasmita Sahoo

Head of Department, Assistant Professor, Department of Audiology and Speech Language Pathology, Pursuing PhD at Sumandeep Vidyapeeth, Gujarat.

**Academic Background:** Bachelor's and Master's in Audiology and Speech Language Pathology (AYJNISHD (D), Mumbai).

#### **Research Interest:**

- Diagnostic & Rehabilitative Audiology, Vestibular Medicine, CAPD, Cochlear Implant, Communication Sciences
- Over 40 publications in national and international journals, conferences, and books.
- Co-editor of ISAM Journal - The Indian Journal of Audiology.
- Authored a book on Research Methodology.

#### **Professional Recognitions:**

- Guinness World Record for fitting 600 persons with BTE Hearing Aids within 8 hours (2016).
- Research Excellence Award by Institution of Scholars (2020).
- India Prime Author Awards (2021).
- ISAM Research Innovation Award (2022).
- Best Employer Award, Institute of Health Sciences (2022).

**Hobbies:** Reading Books, Listening to Music, Sleeping, Watching Reels

## ...Faculty Profile



**Ms. Sushree Shrabani Kalsai**

Assistant Professor, Clinical Psychology, Department of Mental Health

**Academic Background:** M.Phil. in Clinical Psychology, (Mental Health Institute, S.C.B Medical College and hospital, Cuttack), M.A. in Psychology, (Utkal University, Bhubaneswar), PG diploma in Guidance & Counselling (RIE, Bhubaneswar, NCERT)

**Research Interest:** Emotion regulation and quality of life in individual with obsessive compulsive disorder

**Professional Recognitions:** UGC awarded with PG scholarship as rank holder

**Hobbies:** Singing, art work, learning new ideas, cooking and exploring new dishes



**Faculty Interaction in the Staff Room, 2024**



## ...Faculty Profile



### Dr. Swarup Bikash Mishra

Adjunct Faculty, Department of Audiology & Speech Language Pathology.

Director, Shrestha Hearing, Vertigo and Speech Care, Bhubaneswar, Odisha.

**Academic Background:** Masters in Audiology and Speech Language Pathology (Bharati Vidyapeeth, Pune), Bachelors in Audiology & Speech Language Pathology (IHS, Bhubaneswar), D.Pharm (Sarada Devi Institute of Medical Sciences, Odisha), Assessment & Rehabilitation of Vestibular Disorders, (Yennopoya Deemed University, Mangalore), International Online Vestibular Diploma (Audio-Vestibular International Sciences Academy, Jeddah), Certified Vertigo Specialist from American Institute of Balance (USA).

### Professional Recognitions:

- Contributed chapters to various books on 'Vestibular Assessment & Management'
- Awarded best Resource Person and Anchor for 2016 by Od-ISHA.
- Best Audiologist in 2013 in Delhi & NCR region.
- Best Academic achievement in DHLS- 2004
- Life Member of Neuro-equilibrium Society of India, NES
- Member of American Institute of Balance, Florida.
- Life Member of 'Indian Speech & Hearing Association'(ISHA)

**Research Interest:** Vertigo & Balance disorder, assessment, and management

**Hobbies:** Singing, Acting, Reading Newspapers, articles & magazines, Playing games.

# AY 2023-24 Academic Achievements and Events

## Publications

1. ISAM- Indian Journal of Audiology
2. Indian Journal of Communication Sciences
3. Indian Journal of Physical Rehabilitation

Prominent places where our students attained **internship and placement**- KIIMS, Bhubaneswar, SUM Hospital, Bhubaneswar, SV NIRTAR, Olatpur, Cuttack, Care Hospital, Bhubaneswar, AIIMS, Patna. Higher studies in NITTE Deemed-to-be University), Mangalore, Karnataka.

## Results:

In the year 2023-24, 19 students of BPT appeared for their final semester examination, 15 passed and 13 among them passed with distinction. Similarly, 25 BASLP appeared in their final semester examination and 21 passed along with 10 with distinction.



**Students learning in a classroom session**



**Students informal interaction in the campus**

**AY 2023-24 Academic Achievements and Events**  
**(Release of Journals, IHS Publications)**



**Indian Journal of Physical Rehabilitation, COMNCLAVE, Sept 2023**



**Indian Journal of  
Communication Sciences  
Vol. II, Issue II, COMNCLAVE, 2023**



**Indian Journal of  
Communication Sciences  
Vol. III, Issue I, ISAM, 2024**



**Indian Journal of Audiology, ISAM, Feb 2024**



# AY 2023-24 Academic Achievements and Events

## Events organized by IHS

1. Vanomohatsav Observation on 11<sup>th</sup> July 2023
2. Dikshant; IHS Convocation on 22<sup>nd</sup> July 2023
3. Independence Day-15<sup>th</sup> August 2023
4. COMNCLAVE Conference (8<sup>th</sup> Sept 2023)
5. International Day of Sign Languages on 23<sup>rd</sup> September 2023
6. Commemoration of World Audiology Day- 10<sup>th</sup> October 2023
7. World Arthritis Day on 12<sup>th</sup> October 2023
8. Health screening camp on World Osteoporosis Day (21<sup>st</sup> October 2023)
9. DIVERSIA- Conference in collaboration with IIT, Bhubaneswar (3-4 Jan 2024)
10. NSS Special Winter Camp (8-14 Jan)
11. Blood Donation camp in collaboration with Red Cross (12 Jan)
12. Annual Sports (23-24 Jan)
13. Republic Day (26 Jan)
14. Saraswati Puja (14 Feb)
15. ISAM conference (24-25 Feb 2024)
16. Down Syndrome Day (21 March)
17. Holi (25 March)
18. Autism Day (2 April)
19. IHS Foundation Day- Empathy (17 April)
20. Cupping Therapy Workshop (25 April)
21. Commemoration on World IP Day and Seminar on IP rights (26 April)
22. Health awareness event for senior citizens (4<sup>th</sup> May, 2024)
23. Seminar on Jamovi Software (8<sup>th</sup> May 2024)
24. Webinar on patenting procedures for medical rehabilitation (9<sup>th</sup> May 2024)
25. Career counselling events (5<sup>th</sup>& 9<sup>th</sup> May, 2024)
26. Comprehensive Health Camp (6<sup>th</sup>& 19<sup>th</sup> May 2024)
27. MOU for Research Collaboration with Atal Incubation Centre on 23<sup>rd</sup> May 2024



**AY 2023-24 Academic Achievements and Events**  
**(Events Memoir)**



**DIKSHANT – 2023, July 2023**



**Down Syndrome Day**  
**(Awareness Program, March 2024)**



**Down Syndrome Day**  
**Group Get-together, March 2024**



**COMNCLAVE Poster Presentation, Sept 2023**



**AY 2023-24 Academic Achievements and Events**  
**(...Events Memoir)**



**World Autism Day**  
**(Awareness Campaign, IHS Campus, April 2024)**



**EMPATHY-2024, April 17th 2024**  
**(IHS Foundation Day Celebration)**

**EMPATHY-2024, April 17th 2024**  
**(IHS Foundation Day Celebration)**



**COMNCLAVE Event, 8th Sept 2023**

# Clinical Services

The epitome of Clinical Services at IHS is based on three core principles: *Holistic Approach to Cure Practices*, *Comprehensive and Personalized Patient Care*, and *Augmentation of Experiential Knowledgebase for Cure Practices and Patient Care*.

## **Holistic Approach to Cure Practices:**

This approach encompasses a wide range of complementary and alternative therapies such as Ayurveda, Panchakarma, Yoga, mental health interventions, and more. By combining these multi-model therapies with conventional medical treatments, rehabilitation programs can address the physical, emotional, and spiritual aspects of a patient's well-being, promoting comprehensive healing and recovery.

For instance, Ayurveda, an ancient Indian system of medicine, offers personalized dietary recommendations, herbal remedies, and lifestyle modifications tailored to everyone's constitution (dosha) to promote balance and alleviate symptoms. Panchakarma, a detoxification and rejuvenation therapy, helps remove toxins from the body and restore optimal functioning. Yoga, with its focus on breath control, meditation, and physical postures; improves flexibility, strength, and mental clarity that in turn complements traditional rehabilitation exercises. Mental health interventions, including counselling, mindfulness techniques, and stress management strategies, address psychological factors that may hinder recovery, such as depression, anxiety, and trauma.

## **Comprehensive and Personalized Care:**

Comprehensive care encompasses a wide range of specific services, including medical management, physical therapy, occupational therapy, speech-language pathology, nutritional counselling, vocational rehabilitation, assistive technology, and psychosocial support that are needed for certain category of rehabilitation. By addressing the physical, cognitive, emotional, and social aspects of rehabilitation, comprehensive programs aim to maximize functional independence, optimize quality of life, and promote community reintegration.

A multidisciplinary team of healthcare professionals work collaboratively to identify the comprehensive care plan for a patient based on the rehabilitation category and then tailored it further (personalized) to address each patient's unique challenge, needs and aspirations.

## ...Clinical Services

### **Experiential Knowledgebase for Cure Practices and Patient Care:**

The knowledge gained by the IHS as an institution and its professionals in treating patients for last twenty-five years are captured in the form of Pseudonymized Case History (PCH) with metatags. This knowledgebase acts as an accelerator to support the practitioners both in diagnosis and treatment of patient with a plan that is comprehensive, personalized and has the potential to deliver maximum recovery for the patient.

Rehabilitation facilities achieve this feat through a combination of inpatient, outpatient, and home-based services tailored to meet the needs of patients across the lifespan. These services may include medical assessments, therapy sessions, nursing care, assistive technology evaluations, caregiver training, and community reintegration programs.

The IHS' focus on Neuro developmental disorders include:

1. Autism spectrum disorders, Asperger's syndrome,
2. Intellectual disabilities with various organic defects, structural malformations, and genetic anomalies with cognitive deficit
3. Attention deficit and Attention deficit with Hyperactivity disorders with or without comorbidities like epilepsy,
4. Specific learning disabilities with variety of sensory and cognitive issues
5. Cerebral dysfunction with musculoskeletal malfunction, and Multiple disabilities.
6. Congenital deafness that makes the affected child isolated as "deaf and dumb" in the society and children with delayed development of speech and language abilities.

*The therapeutic services offered at IHS as part of Multi modal therapy:*

1. Manual therapy
2. Electro therapy
3. Motor integration therapy
4. Speech Language therapy
5. Behaviour therapy
6. Sensory integration therapy
7. Audiological rehabilitation
8. Vestibular rehabilitation
9. ADL training
10. Postural therapy
11. Movement therapy
12. Recreational therapies in Arts, music, crafts, dance, and play
13. Social integration therapy
14. Biomedical intervention in detoxification, decontamination, gut seeding
15. Special education
16. Dietary intervention
17. Yogic rehabilitation
18. Rejuvenation
19. Immunity therapy
20. Assistive technology, aids, and appliances



## ...Clinical Services

*IHS based on its experience, understands the importance of counselling to convince the patient and family members for treatment. The institute provides additional facilitation to eliminate inhibitions towards a successful treatment. The support services provided by the institute are:*

1. unselling
2. Parent training for home-based management
3. Pickup and drop service
4. Home Care provision

*Functional therapies that lead to augmentation of skills for normal or near normal day-to-day occupational activities are:*

1. Physiotherapy
2. Speech therapy
3. Occupational therapy
4. Psychotherapy
5. Special education
6. Audiology
7. Optometry

*Traditional knowledge and systems used for holistic care at the institute are:*

1. Yoga
2. Panchakarma treatment
3. Ayurveda



**Panchakarma Treatment at the IHS Campus**

## ...Clinical Services

*To enable integrative care, the first focus is to observe and evaluate the person's potential therapeutic and other needs towards Evaluation. This leads to recommendation of certain tests to have a mature diagnosis and the supporting assessment to analyse the conditions and recommended actions. The institute offers the following set of services in this regard:*

1. Audiometry
2. Psychometry
3. Pathology
4. Radiology
5. Physical examination
6. Communication skill assessment

*OPD services and day care facility for disabilities and chronic health problems:*

IHS understands the importance of team approach in delivering comprehensive health solutions. Hence, various modalities of rehabilitation services are integrated for diagnostics and for therapeutics.

The IHS protocol rendering optimal doses of multi modal therapy, personalised health care services and the support system to facilitate the delivery of institution-based intervention is part of the IHS agenda.

Functional independence with development of near normal and age-appropriate skills is the goal of IHS. The nonverbal, non-ambulatory, children with multiple challenges are admitted for intensive therapy, informed care giving, to develop the communication and functional independence. Many children drop the diagnosis of developmental disorders. Their inclusion in mainstream school is done with tapering off shadowing at the school.



### **Interactive Assessment on Therapeutic Needs**



# Clinical Services

## (Image Gallery)



**Interactive Learning and Lab Works (Audio Vestibular)**



**Assessment for Hearing Aids**



**Assessment for Hearing Aids**



**Neurological Diagnostics and Assessment**



# IHS Campus Infrastructure

Nestled amidst a sprawling 3.5 acres of verdant greenery, the Autonomous Institute of Health Sciences (IHS) campus offers a unique blend of tranquility and academic excellence. Eight distinct buildings, each constructed in the captivating vernacular style using sandstone and laterite, stand as testaments to both tradition and functionality.

Amidst the embrace of nature, dedicated learning spaces unfold within these structures:

- **The Model Centre for Children with Special Needs:** A hub for practical skill development and simulation.
- **The Clinic Block:** Where theory meets practice in a patient-centered environment.
- **The Academic Block:** Housing classrooms and laboratories for theoretical knowledge acquisition.
- **The School for Autism:** Specially designed for individualized learning and support.
- **The Integrated Rehab Centre:** A space for comprehensive rehabilitation services.
- **The Administrative Block:** The heart of institutional operations.
- **The BMC-Rehab Hospital:** Providing specialized medical and rehabilitation services.
- **The Cafeteria:** A welcoming space for nourishment and social interaction.

The college campus boasts a unique architectural blend that reflects both respect for local heritage and a forward-thinking approach to design the disability rehabilitation ecosystem. The renowned Bangalore architect, the late Mr. R L Kumar, skillfully incorporated elements of vernacular architecture into the buildings, creating a harmonious connection with the surrounding environment. The predominant use of laterite, a reddish-brown porous rock readily available in the region, and sandstone lends a sense of solidity and grounding to the campus. These natural materials not only provide a timeless aesthetic but also deliver a lower carbon footprint. Sourced from the famed tileworks of Balaghat in Madhya Pradesh, these tiles add pops of colour and visual interest to the buildings. These tiles showcase the rich artistic heritage of India and create a sense of vibrancy within the campus, with the advantage of keeping the interiors cool in the peak of summers. The innovative use of filler slab technology reduces the deadload of the roof while reducing the use of manufactured product. This technique utilizes renewable materials within the slabs, reducing the overall building weight and minimizing the environmental impact.



**A Campus that is Vibrant and Live**



## ...IHS Campus Infrastructure

The skillful hands of workers from Bijapur, Karnataka, are evident in the random rubble masonry employed throughout the campus. This traditional construction method, utilizing irregularly shaped stones, adds a touch of rustic charm and beauty.

**Vehicle fleet:** Recognizing the diverse needs of its student body and staff, the college operates a fleet of vehicles. This includes buses and Boleros that provide door-to-door pick-up services for patients attending the clinics. Students and faculty also benefit from this service, enjoying convenient transportation between the college campus, city centers, and hostels. This thoughtful service ensures everyone has easy access to the college's resources and facilities, regardless of their location.

The college provides a comprehensive range of facilities to support students' and faculties' academic pursuits and patients' treatment, health, and overall well-being. These include advanced Laboratories like Anatomy Lab, Audiology Lab/Audiometry Room, Vestibular Lab, Speech Lab, etc. IHS also offers Holistic Healthcare Facilities such as

- **Physiotherapy Clinic:** Staffed by qualified physiotherapists and state-of-art rehabilitation equipment, the clinic helps individuals regain mobility and manage conditions like neuro, musculoskeletal, cardio, etc.
- **Mental Health Clinic:** Recognizing the importance of mental well-being, the college provides a dedicated mental health clinic. Here, patients can access confidential counseling and support services from the clinical psychologist and yoga therapist to address their emotional challenges. In addition to these, a dedicated yoga room provides a space for patients to practice yoga asanas and meditation, promoting physical and mental well-being.
- **Ayurveda Clinic:** This unique facility showcases traditional Indian medicine. Adorned with furniture and fittings that reflect Ayurvedic principles, the clinic offers a holistic healing system. Here, patients can access all herbal remedies and massage techniques used in Ayurvedic treatments.
- **Medicinal Garden:** Nestled amidst the college grounds lies a unique treasure – a medicinal garden teeming with over 50 varieties of plants. Each plant is carefully chosen for its therapeutic properties and use in Ayurveda treatments.



**A Fleet of Vehicles for Daily Services**

## ...IHS Campus Infrastructure

**Roupya Memorial Library:** The college library caters to the diverse needs of its student body. It houses a rich collection of books, journals, and electronic resources across various disciplines in both hard copy and soft copy format.

**Smart Classrooms:** To enhance the learning experience, the college employs smart classrooms. These technologically advanced rooms feature interactive whiteboards, projectors, and audio-visual equipment, enabling faculty to deliver engaging and dynamic lectures and presentations.

The college prioritizes sustainability through a range of eco-friendly initiatives incorporated into the campus facilities. Solar lights across the campus help in lighting, harnessing the abundant sunshine to generate clean electricity. A rainwater harvesting system captures precious rainwater. The college has an innovative system which utilizes cow dung as a feedstock, producing biogas – a clean and renewable energy source.

Both the clinic and academic block feature comprehensive fire safety measures. These include strategically placed fire alarms, fire extinguishers, and marked evacuation routes.

The college is expanding its infrastructure with a new two-story administration block nearing completion by the end of 2024. This expansion will centralize key departments like Marketing, IT, and Facilities, streamlining access for students and staff.

A welcoming waiting area will serve patients visiting the on-site healthcare providers, including a psychologist, Ayurvedic practitioner, and others. A convenient in-house pharmacy will offer access to Ayurvedic medicines and supplements.

Designated offices for Chairman and senior management will ensure smooth operations. A dedicated board room will provide a space for productive meetings. Additionally, a modern kitchen and canteen area will cater to the entire college community.



**Physio-Therapy Instruments**



# A tour of the Model Centre at the Campus

Children with disability or special needs (CwSN) face day-to-day occupational hardship. Identifying the disorder at an early stage of life and providing a sustained holistic treatment, significantly enhances the possibility of CwSNs leading a normal life. The autonomous Institute of Health Sciences (IHS) based on this conviction, decided to set up Model Centre for Children with Special Needs – a professional service centre dedicated to birth defects, genetic disorders or developmental disorders including sensory issues like deafness, communication disorders, behavioural disorders, cognitive impairment, motor issues etc. Over the years, the Model Centre's success has become synonymous with IHS itself, solidifying the institute's reputation for exceptional holistic care.

The Model Centre deals with several conditions such as autism, specific learning disabilities, attention deficit disorders (ADD/ADHD), cerebral palsy, down syndrome, Pitt-Hopkins syndrome, muscular dystrophy, and many other neuro-developmental disorders. A team of highly qualified professionals, each an expert in their field, works in unison to provide a comprehensive approach called **integrative therapy**.

Although Model Centre accepts children from zero to ten (0-10) years of age, parents are encouraged to seek help as soon as concerns arise – for instance, as early as six months for cerebral palsy treatment. The Model Centre understands the importance of early intervention. Children in the age group of zero to three (0-3) years of age fall in this category. Six years is considered as the critical age with some, like those with autism. When intervention begins before the six years of age, maximum benefits can occur and near normal development leading to functional independence can be expected.

Upon arrival, each child undergoes a thorough assessment. This includes parent/guardian input, medical records, and a week of observation to gain an adequate understanding of the child's needs. This personalized approach ensures therapy plans are tailored to each child's unique strengths and challenges. Each child goes through regular assessment where the progress is tracked, the execution of therapy plan is reviewed, and the new interventions are planned based on the analysis and findings.



**A walkway to the Model Centre**

## ...A tour of the Model Centre at the Campus

The Model Centre offers a unique blend of holistic approaches. Speech therapy unit facilitates communication development, while the physiotherapy unit and the cerebral palsy clinic provide specialized care for children with physical challenges. The occupational therapists guide and train children in ADLs (Activities of Daily Living) and handle various sensory issues for functional independence, while the Ayurveda section incorporates panchakarma treatments and other therapies. For certain cases, a personalized biomedical intervention plan may be implemented. This may include detoxification, gut decontamination, gut seeding, and immunity boosting interventions, all aimed at promoting overall well-being.

Specialized therapy materials, like flash cards, stackable toys, or textured mats, thoughtfully designed for teaching, allows each child to learn at their own pace. One hall is dedicated to sensory integration, providing a stimulating environment for dealing with their sensory issues. Bolsters, beanbag chairs, Swiss balls, swings, see-saws, and different textures are used on children as part of their therapy.

The Centre goes beyond the routine therapy and uses art, music, dance, yoga and play for its therapeutic benefits under qualified and well-trained experts in the specific domains. Dietary therapy plans are developed. A dedicated food preparation and feeding hall ensures children with eating, feeding and swallowing problems along with gustatory integration issues are helped to overcome the challenge. The Centre embraces a holistic approach to care, understanding the interconnectedness of physical, emotional, and social well-being. This translates into blending traditional practices such as Ayurveda with evidence-based functional therapies.



**Community Learning at the Model Centre**



## ...A tour of the Model Centre at the Campus

Spread over 12,000 square feet, the Model Centre's therapeutic environments is thoughtfully designed with twenty-seven specialized rooms and two dedicated halls. Beyond the walls, a fenced-in therapy park cum herbal garden allows for safe play, encouraging physical development and social interaction. The Model Centre at IHS is committed to provide exceptional care for a significant number of children. Every day, the Centre caters around hundred and fifty children. Around thirty therapists interact with these children for nearly five hours with a comprehensive approach to therapy. This dedication to intensive therapy ensures each child receives optimal doses of professional intervention necessary to maximize their progress. To further facilitate long term treatment IHS offers convenient pick-up and drop-off services for the residents of Bhubaneswar and other nearby localities, managed by regular staff.

The measure of success lies in the transformed lives of the children whom the Centre serves. Over the past two decades, the Model Centre has welcomed over 1500 children, with nearly 500 successfully transitioning to mainstream schools. Most of the parents have witnessed noteworthy improvements in their children and these children's journey endorse the tagline of Model Centre – '**Non-verbal to Normal School.**'

The Model Centre at IHS is a beacon of hope, a nurturing environment where children with special needs receive the support and the empowerment to realize their potential. A visit to Model Centre for a day and observing children's metamorphosis is a fulfilling experience, leading to the thoughts in the mind of the visitors to become '**Special Friends**' for the '**Children with Special Needs (CwSNs).**'



### Sensory Integration exercises at the Model Centre

# A Day at the Campus – Campus Life

The Autonomous Institute of Health Sciences is a captivating fusion of traditional vernacular architecture and modern sensibilities. Nestled amidst a lush forest cover, the campus offers a breathtaking vista of untouched flora and fauna. Stepping through the gates, you'll be transported to a haven for nature enthusiasts, reminiscent of a serene resort.

A symphony of bird song fills the air throughout the day – bulbuls, sparrows, and cranes flitting through the trees. During the rainy season, the majestic calls of peacocks might even grace your ears. Keen observers might even catch a glimpse of a mongoose darting through the undergrowth.

The campus architecture is a visual delight, showcasing a captivating interplay of vibrant sandstone and laterite. This unique design stands in stark contrast to the monotonous concrete structures prevalent in urban landscapes. The mix of color and texture creates a visually stimulating and welcoming environment, instantly putting visitors at ease.

The campus layout unfolds before you as you enter. To your right stands the imposing yet aesthetically pleasing admin block, its sandstone and laterite facade a testament to the unique architectural style. An open ground stretches out on the left, a vibrant hub of activity. Cars find their place in designated parking areas, while a stage nestled at the back end beckons for outdoor events and celebrations. A winding driveway alongside the open space, leads towards the on-site clinic. The driveway unfolds beneath a majestic canopy of Neem and Gulmohar trees. Their presence creates a visual delight – the vibrant blooms of the Royal Poinciana (Gulmohars) contrasting with the verdant foliage of the Neem. As you approach the clinic block, a gentle fragrance of neem fills the air, offering a sense of rejuvenation with each breath.



**Entering the IHS Campus**



## ...A Day at the Campus – Campus Life

One may choose a path to walk through the trails as per her intuition and urge to have a first-hand view of campus activities and its vibrancy. The subsequent narrative has a random sequence.

### Model Centre:

A riot of color greets you as you approach the model center for children with special needs. Lush greenery punctuated by a vibrant tapestry of flowers - dahlias, marigolds, roses, and countless others - all bursting with color. In the heart of this tranquil haven lies the center itself, its red laterite brick exterior standing out in elegant contrast.

A small fish pond nestled amidst the greenery adds a touch of serenity. Terracotta figurines scattered around its edge blend seamlessly into the scene, further enhancing the natural beauty. The spaciousness of the campus, devoid of any clinical feel, fosters a welcoming atmosphere. Instead of the sterile vibes one might associate with hospitals, this is a space designed to put visitors at ease.

A visit to the model center reveals a world of hope and resilience. Here, children with special needs blossom under the care of passionate professionals. Observing the progress firsthand is a heart-warming reminder of the human spirit's incredible potential.

### Therapy Wings

A meandering pathway, its borders bursting with vibrant blooms, guides you towards a striking architectural feature: two identical yet distinct wings facing each other. These buildings house a diverse range of therapy rooms, including Ayurveda, yoga, and specialized spaces dedicated to the Autism school. Behind their walls, you'll also find the dedicated teams responsible for the institute's IT infrastructure and marketing team.



### Walkway to the Model Centre and School of Autism

## **...A Day at the Campus – Campus Life**

### **Clinic block**

Upon arrival, a serene lotus pond unfolds before you, its surface teeming with beautiful, blushing pink lotuses. The letters "IHS" are artfully incorporated into the surrounding landscape, adding a touch of visual intrigue. Directly ahead stands the clinic building, a laterite structure echoing the institute's commitment to vernacular architecture. A spacious verandah and inviting courtyards (aangans) grace the building's interior. Sunlight streams through these circular courtyards, bathing the interior in a warm, amber glow. Stepping inside, you'll find a dedicated space for each therapist, ensuring personalized care for patients with diverse needs.

### **Academic block**

Leaving the clinic block behind, you'll encounter a unique feature for an academic setting: a bridge. Crossing it offers a moment of reflection, with the impressive clinic building as a backdrop. Ahead lies the academic block, a two-story edifice mirroring the institute's signature style of laterite and sandstone. Its welcoming facade evokes a sense of a traditional gurukul, a place of wisdom and learning. Stepping inside, you'll find a familiar atmosphere – a spacious verandah and central courtyard (aangan) – designed to create a warm and enriching learning environment for students. The aangan fosters a sense of community and allows students to connect with nature even while engaged in studies.



**Academic Block welcome all to Learn, Share, and Care**



## ...A Day at the Campus – Campus Life

A sight to behold awaits you within the academic block – the grand auditorium. Spanning an impressive 3100 square feet, it boasts a distinctive sloped roof that enhances the acoustics. Three magnificent chandeliers bathe the space in a warm glow, creating an atmosphere perfect for presentations and events. A dedicated speaker's podium and well-equipped stage ensure a seamless experience for presenters. Comfortable seating for 300 attendees and a fully air-conditioned environment guarantees a pleasant experience for all. Adding a touch of cultural heritage are the intricately carved wooden doors, crafted in the traditional Rajasthani style. This theme is echoed in the elegant furniture, further elevating the ambiance of the auditorium.

### New construction

The current administration block is undergoing a transformation. The expansion will centralize essential services like Marketing, IT, and Facilities, streamlining access for students and staff. A welcoming gazebo will serve as the patient waiting hall. Upon entering, patients will be greeted by a receptionist and directed to their consultation with a psychologist, Ayurvedic practitioner, or other healthcare provider. A pharmacy within the block will offer convenient access to Ayurvedic medicines and other nutraceuticals. The new block will also house a modern kitchen and canteen area for the college community.

### Experiencing Tranquility

Unlike the typical medical rehabilitation college, the IHS's vernacular architecture creates an ambience of tranquility that fosters peace, smile, and an appreciation for the noble work happening here – a unique experience that leaves a lasting impression.



### IHS Auditorium hosts events and celebrations

# IHS Vision, Mission, and Goals

## **Vision:**

To build an institute of excellence in learning, teaching, research, clinical services, and healthcare services with a focus to serve People with Disabilities (PwD). The institute envisions to bring positive and sustained changes in the lives of people it serves through innovative solutions and building a collaborative ecosystem.

## **Mission:**

- To be the benchmark for education, research, and clinical services in the field of communication disorders, disability study and rehabilitation sciences
- To inculcate social values among the faculty, students and other stakeholders and the responsibility to conduct public awareness, selective outreach, and extension activities in the state of Odisha
- To create a healthcare system that delivers physical, mental, and spiritual health needs for PwD

## **Goals**

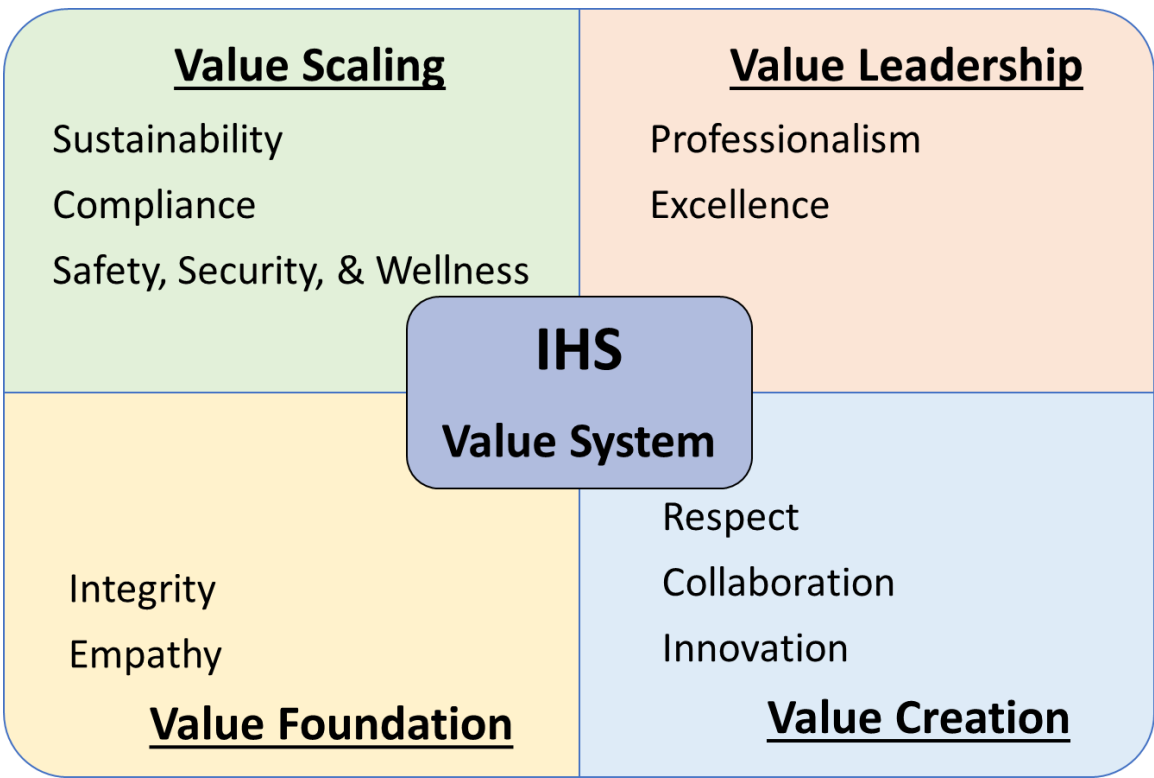
1. Provide accessible and affordable healthcare services to prevent disability, support services to underserved communities for identification and rehabilitation of disabling conditions. (G1)
2. Enhance educational opportunities and manpower development by establishing professional institutes, libraries, and skills training centers, with a focus on promoting service providers in chosen sectors. (G2)
3. Conduct research and innovation, publish research materials in professional journal, organise events for professionals, and promote public education and training for stakeholders in collaboration. (G3)
4. Champion the ecosystem to enable youth for entrepreneurship and leadership. (G4)
5. Implement sustainable development projects in underserved areas, leading to improvement in livelihoods and long-term resilience of PwD. (G5)
6. Foster purpose specific collaboration with government agencies, NGOs, and corporate partners for wider reach and optimal outcome. (G6)
7. Continuously evaluate and adapt programs to meet evolving community needs and address emerging challenges effectively. (G7)

# IHS Value System

## Core Values:

- **Integrity:** We conduct ourselves with honesty, transparency, and ethics in all interactions.
- **Empathy:** We demonstrate empathy with a conscious understanding of needs and challenges of our students, patients, colleagues, and other stakeholders.
- **Respect:** Without any form of biases, we treat all colleagues, clients, and other stakeholders with dignity, courtesy, and with a sense of contextual understanding.
- **Collaboration:** We collaborate to achieve shared vision with teamwork.
- **Innovation:** We stay curious and remain open to embrace new ideas and approaches to address challenges and solve problems that benefit the stakeholders.
- **Sustainability:** We plan and adopt adequate sustainable practices in all our activities with functional, process, system, environment, social, and economic considerations.
- **Compliance:** We comply with all applicable laws and regulations of our central government, state government, and other regulators that are relevant to our area of work.
- **Safety, Security, & Wellness:** We practice appropriate processes, use required technologies, and conduct trainings to ensure safety, security, and wellness for all at our workplace.
- **Professionalism:** We maintain high standards of competence, adhere ourselves to laid down conducts, and prioritize patient, student, and faculty well-being. **We shall be known for compassionate, service-oriented, and high-performance leadership.**
- **Excellence:** We as a team adhere to all policies formulated by our organisation and strive for perpetual improvement in our work leading to delivery of innovative and high-quality output. **We shall be the benchmark for professional excellence.**

## Value System Map



# IHS Operating Model

IHS Governing Body (GB) is the apex body of IHS to strategize and plan the research, academic, patient care, and outreach agenda of IHS and mentors the execution.

The guiding principles is to have a **policy driven**

- Lean operating structure
- Agile operating processes
- Performance-centric culture
- Financial prudence

IHS believes its staff and their teamwork is the fundamental to establish a performance-centric culture. IHS empowers the team by profiling their career progression and assigning them **multiple responsibilities** based on the team's current competencies and committed plan to **acquire aspirational competencies**.

IHS believes to plan and execute each activity through a defined process that is **nimble** and contributes towards the **timely delivery of work throughput**. IHS empowers the team to bring changes to the operating processes based on the ground learning to ensure that these processes act as **accelerators** and build the **IHS' knowledgebase** while **delivering the work throughput**.

The qualitative aspects of the **IHS' performance**:

- Students excel professionally and 'being-human' while passing out from the institute.
- The faculty are the guiding force for the students and lead by example in terms of their subject knowledge, disciplined time management, and innovating approach to solving healthcare related challenges.
- The patients rate the Clinical Services offered by IHS as Excellent.

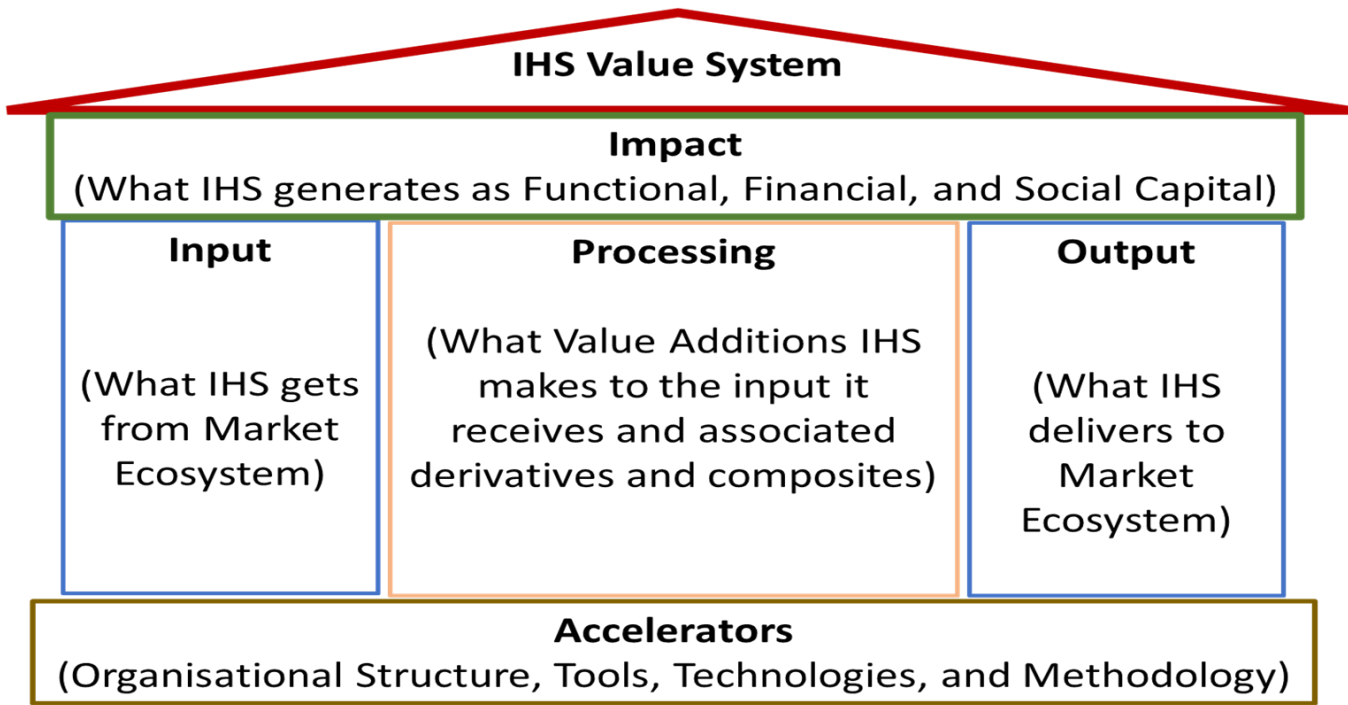
**Financial prudence** must lead to IHS becoming **financially self-reliant** with efficient and predictable management of its cashflow in terms of collections, grants, operational expenses, expenses on physical and technical infrastructure for capability building and scaling, and cash reserves to mitigate operational risks.

IHS consciously analyze every activity it undertakes with an **outside-in view** (**Output** to be delivered and **Impact** to be created) and performs the activity with an **inside-out focus** (**Input** needed and **Processing** steps to produce a differentiated output). The **Activity Lifecycle** is managed under the ambit of **IHS' Value System** and laid down framework on **Input-to-Impact architecture and design considerations**.

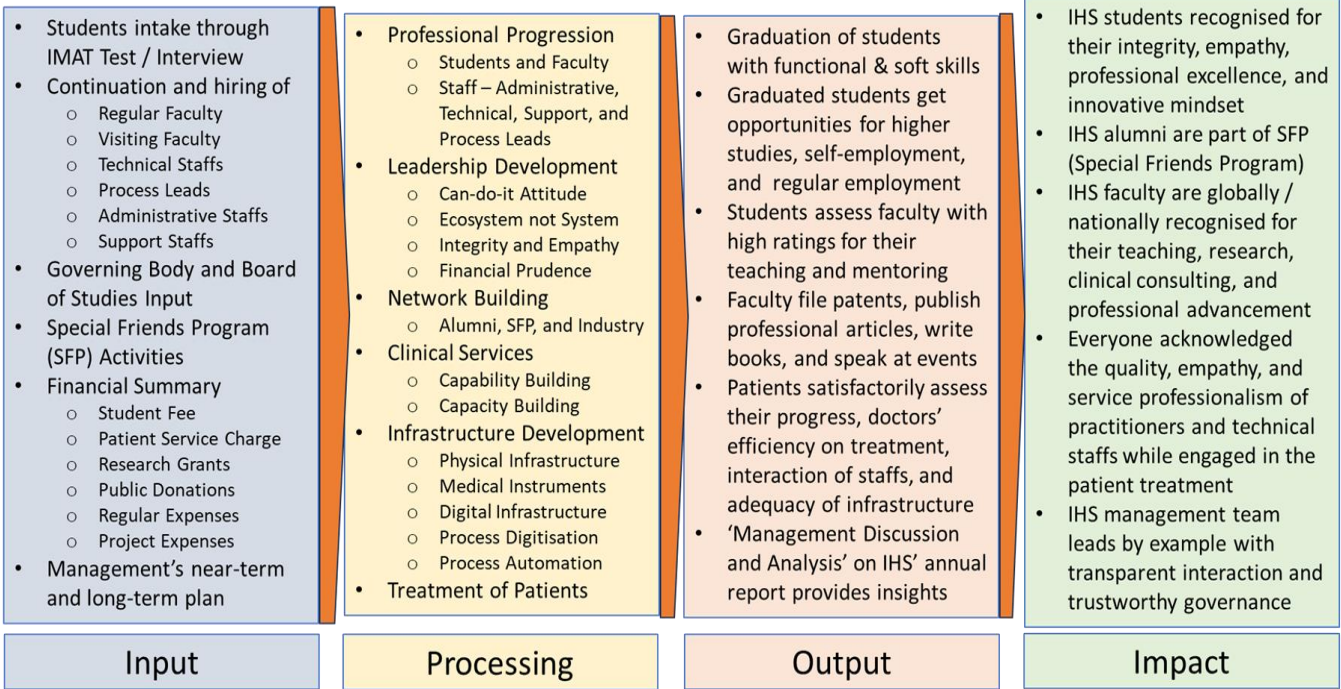


# ...IHS Operating Model

## IHS House of Input-to-Impact Architecture



## IHS Input-to-Impact Design Considerations



For each of the 23 listed themes under design considerations, the accountable team for the House of Architecture details the activities list, key success criteria, measurement to diagnose/detect the activity level adequacy of progress, measurement to qualify/ quantify the key success criteria, and governance towards predictable/committed performance.

# Building and Nurturing Ecosystem

Medical rehabilitation of people with various kinds of disabilities and disorders has not received its due recognition. This has caused lifetime suffering for the affected person. The access to basic human rights and civic facilities was also compromised for people with Disabilities in India. The functional independence to perform normal daily activities for the disabled was not considered as a reasonable possibility. Therefore, when Institute of Health Sciences was established, it did not have a template of ecosystem to follow. It faced multiple challenges starting from policy inadequacy, lack of professionals, muted responses from decision makers and genuine demand from the affected community.

IHS had to set its focus of providing healthcare services to Persons with Disabilities (PwD) through innovative management of clinical services and composition of technology solutions. Working on sensory and motor issues, it established clinical therapeutic services. To deliver services, manpower development programs were initiated to have professionals with sector specific expertise. Vernacular architecture was used to build a favorable ambience to deliver rehabilitation services. Interdisciplinary approach was used to establish protocol for integrative therapeutics. Thoughts sharing and brainstorming resulted in blending traditional remedies with frontier areas of functional therapies.

IHS conducted regular professional events with participation of national and international delegates for exchange of ideas and transfer of knowledge and skills. Over the quarter century of its existence, IHS built a unique rehabilitation ecosystem experimenting with various attributes that have strategic importance.

The RPD Act 2017 recognised twenty-one forms of disabilities from the previous state of seven. The institute conditioned itself to focus in these areas and made adequate progress in treating patients successfully with a customized set of clinical services based on the case specific diagnosis and analysis. Incidentally, the act provided recognition to neuro developmental disabilities where IHS delivered excellent results on patient treatment. Though IHS has come a long way in last twenty-five years in building PwD ecosystem, it strongly believes that the coming decade will be defining for strengthening the ecosystem across five key aspects –

- **Awareness** at scale on different forms of disabilities as per RPD Act 2017
- **Access** to healthcare facilities for PwD at all the hospitals
- **Assess** the depth of the healthcare issues of PwD with reasonable accuracy
- **Availability** of the clinical services along with technology solutions for treatment, rehabilitation, and lifestyle change management of PwD
- **Affordability** of the healthcare services for PwD

Nurturing this ecosystem requires perpetual goodwill and involvement of the people in generating funds and building professionals to develop physical infrastructure and technology-led solutions for healthcare need of the PwD – one of the most vulnerable segments of the society.

# IHS' Special Friends Program

Disability is part of (or potential can be a part of) any '**human being**' and addressing the rehabilitation needs of disabled with empathy and professionalism makes us '**being human**' and is integral to the human experience.

Persons with disabilities (**PwD**) face unfair conditions such as social stigma, discrimination, exclusion from education / employment, poverty, and the barriers in the prevailing health system. Gaps in the formal social support mechanisms mean that PwD are reliant on support from family members to engage in health and community activities that become disadvantageous to them and caregivers.

'Achieving health for all' (one of the SDG of UNO) will not be achieved if PwD do not receive quality health services on an equal basis with others. Investing in universal health coverage for PwD will benefit not only individuals but also communities, with significant social returns and prevention of noncommunicable diseases (NCDs).

*(The above paragraphs are broad excerpts from the Chapter 'Glorious 25 Years of IHS'.)*

IHS is addressing the healthcare needs of **PwD** but the growth path is hindered due to limited resources (Good Samaritans, Professionals, and Financial Strength). The acceleration can happen with a larger pool of Good Samaritans standing for the cause and be a part of the shared vision.

In this connection, an initiative called **Special Friends for People with Disability (SFP)** is conceptualized to create a vibrant and dynamic community where philanthropy meets purpose, and together we create an ecosystem where disabilities are not barriers but pathways to unique strength and resilience. Our appeal to you – Join the **SFP** community and experience:

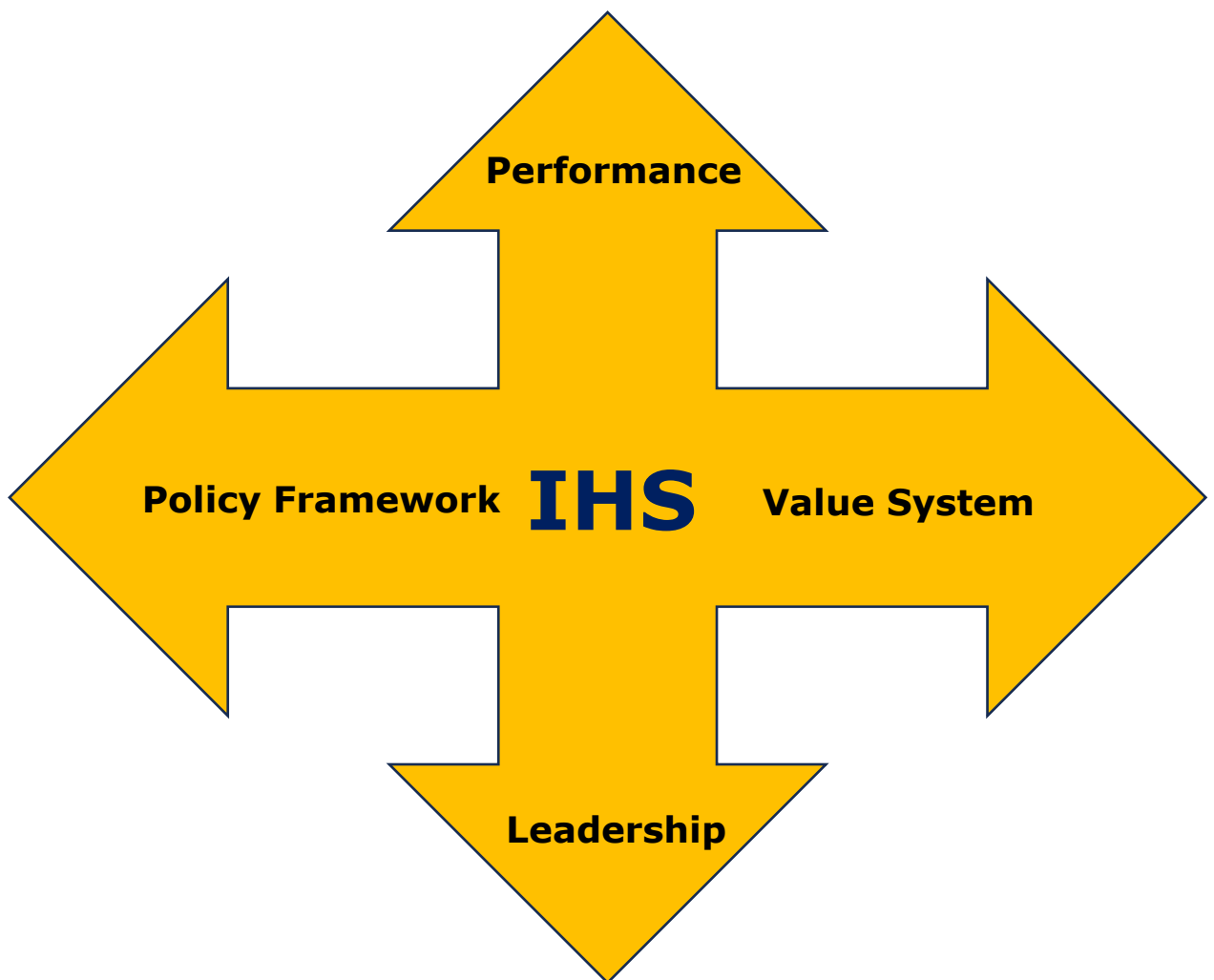
- ✓ **Impactful Philanthropy** – Your generosity in putting effort for fund raising shall fuel the infrastructure development for rehabilitation initiatives, foster service innovation, and transform lives
- ✓ **Mentorship through Experience Sharing** – Be a guiding force by sharing your experience, guiding emerging leaders, and be a part of the transformational journey with other professional commitments
- ✓ **Community Outreach** – Design and / or engage in initiatives that transcend boundaries and brings healthcare services to those who need it the most
- ✓ **Research and Innovation** – Contribute to groundbreaking solutions leading to intellectual capital and thereby, pushing the boundaries of what is possible in disability rehabilitation.

The involvement leads to the mission of social inclusion by performing tasks related to disability rehabilitation, mentorship, outreach programs, research studies, and other philanthropic activities.

## Annexure: IHS Policy Framework

The Autonomous Institute for Health Sciences (IHS) has a defined value system (IHS Value System) that guides and governs the Code of Conduct for all the stakeholders associated with IHS. The IHS Value System is further supplemented by a set of policy frameworks and principles that act as a reference for performing organisational activities. We have annexed the following policy frameworks for ready reference.

1. *Diversity, Inclusion, and Equity Policy*
2. *Anti-Bribery and Anti-Corruption Policy*
3. *Prevention of Sexual Harassment at the Workplace (POSH) Policy*
4. *Protection of Children from Sexual Offences (POCSO) Policy*
5. *Conflict of Interest Policy*
6. *Information Management and Cyber Security (IMCS) Principles*
7. *Whistleblower Protection Policy*
8. *Grievance Redressal Policy*



For any concerns or queries related to policy framework, please contact the Human Resources (HR) department at [hr@margdarsi.org](mailto:hr@margdarsi.org)



# Annexure

## *(Diversity, Inclusion, and Equity Policy)*

### Introduction

The Institute of Health Sciences (IHS) is committed to fostering a diverse and inclusive environment that values and respects the unique contributions of all individuals. We believe that a diverse workforce and student body strengthens our ability to provide exceptional healthcare education and services. This policy outlines our commitment to diversity and inclusion and the core principles that guide our actions.

### Core Principles

- **Diversity:** We value and celebrate diversity in all its forms, including race, ethnicity, nationality, religion, gender, sexual orientation, age, disability, socioeconomic background, and any other unique characteristic.
- **Inclusion:** We create an environment where everyone feels welcome, respected, valued, and empowered to participate fully in all aspects of IHS life.
- **Equity:** We strive to create a level playing field for all by identifying and eliminating barriers to success.

### Commitment to Diversity and Inclusion

- **Hiring:** We will actively hire qualified individuals from diverse backgrounds.
- **Student Admissions:** We will use inclusive practices during the admissions process to attract a diverse student body.
- **Workplace Culture:** We will cultivate a respectful and welcoming workplace environment free from discrimination and harassment.
- **Professional Development:** We will provide opportunities for professional development that promote cultural competency and understanding.
- **Curriculum:** We will integrate diversity and inclusion principles into our curriculum to prepare future healthcare professionals to serve a diverse population.
- **Community Engagement:** We will actively engage with diverse communities to better understand their needs and provide culturally competent healthcare services.

### Implementation

- **Diversity and inclusion training:** Regular training programs for all personnel on unconscious bias, cultural competency, and inclusive communication.
- **Data Collection and Analysis:** Regularly collecting data on the diversity of our workforce and student body to identify areas for improvement.
- **Reporting concerns:** All personnel are encouraged to report any concerns to their supervisor, the HR department, or the designated Diversity and Inclusion Officer.
- **Accountability:** Holding leadership accountable for promoting diversity and inclusion at all levels of the institute.

# Annexure

## ***(Anti-Bribery and Anti-Corruption Policy)***

### **Introduction**

The objective of this Policy is to ensure that appropriate anti-corruption and anti-bribery procedures are in place across the Institute of Health Sciences (IHS) operations to avoid any violations of applicable laws and regulations. IHS is committed to conducting its business with the highest ethical standards and in full compliance with all applicable Indian anti-bribery and anti-corruption laws and regulations, including the Prevention of Corruption Act, 1998 (PCA) and the Foreign Contribution Regulation Act (FCRA), 2010.

### **Policy Statement**

IHS has a zero-tolerance policy for bribery and corruption and prohibits personnel from offering, promising, authorizing, giving, or receiving anything of value to any person or entity, directly or indirectly, to secure an improper advantage.

IHS permits the offering or receiving of gifts, hospitality, and entertainment on a limited basis, provided that such activities are nominal in value and customary in the context of legitimate business or social dealings.

### **Scope**

The Policy applies to employees (full-time, part-time, and temporary), contract workers, students, interns, volunteers, and anyone else (customers, vendors, patients, etc.) engaged in any IHS work-related activities.

IHS will conduct regular awareness and training on anti-bribery laws, ethical business practices, and the process of reporting and investigation in case of a potential occurrence.

### **Reporting and Investigation**

Personnel are encouraged to report any suspected violations of this Policy to IHS's compliance department or their supervisor. Non-reporting of such instance of bribery with evidence, shall be deemed to be misconducts and violation of the Code of Conduct and this Policy. Once a concern is raised, there will be investigation, action, and closure of the case. The action shall lead to appropriate disciplinary steps, including termination of employment. IHS shall not tolerate any retribution or retaliation against anyone for raising a concern in good faith about a potential violation of this Policy or for cooperating with an investigation to share contextual information.

### **Confidentiality**

IHS shall maintain confidentiality to the extent possible and as permitted by the law.

# Annexure

## ***(Prevention of Sexual Harassment at the Workplace (POSH) Policy)***

### **Introduction:**

Institute of Health Sciences (IHS) is committed to providing a work environment free from all forms of sexual harassment. This policy outlines our commitment to preventing, prohibiting, addressing, and redressing sexual harassment in the workplace in accordance with the POSH Act, 2013 (POSH Act).

### **IHS POSH Policy Statement**

Sexual harassment is unacceptable and shall not be tolerated at IHS workplace and work-related interaction.

### **Scope**

Sexual harassment encompasses a range of behaviors such as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. The IHS POSH policy applies to employees (full-time, part-time, and temporary), contract workers, students, interns, volunteers, and anyone else (customers, vendors, patients, etc.) engaged in any IHS work-related activities.

### **Reporting Sexual Harassment**

The person who experiences or witnesses sexual harassment are encouraged to report the incident in writing as per the following listed channels:

1. **Internal Complaints Committee (ICC):** Contact details of the ICC members shall be prominently displayed in the workplace and IHS intranet.
2. **HR Head:** The affected person can report the incident to the HR Head of the IHS.
3. **Director, IHS:** In case of no response / no resolution from ICC or HR Head in a week's time of reporting of the incident, the affected person may directly write to the Director, IHS towards investigation and resolution.
4. **Local Police Station:** In case of no response / no resolution through any of the listed authority of IHS in fifteen days' time of the first reporting of the incident, the affected person may report the incident in the local police station.

### **Confidentiality**

The institute will maintain the confidentiality of the complainant and the respondent throughout the investigation process, to the extent possible.

### **Anti-Retaliation**

IHS strictly prohibits retaliation (such as verbal abuse, physical abuse, mental torture) against any person who reports sexual harassment or participates in the investigation. In such scenario, IHS shall hand over the case to the local police station.

### **Training and Awareness**

The IHS shall provide training on sexual harassment prevention to all its employees.



# Annexure

## ***(Protection of Children from Sexual Offences (POCSO) Policy)***

### **Introduction**

The Institute of Health Sciences (IHS) is committed to providing a safe and secure environment for all children who come to our facility. This POCSO Policy outlines the institute's zero-tolerance approach towards child sexual abuse and the measures we take to prevent, identify, and report such incidents.

### **Definitions**

- **Child:** As defined by the POCSO Act, 2012, a person below the age of 18 years.
- **Child Sexual Abuse:** Any sexual assault, sexual harassment, or pornography involving a child.

### **Prevention**

IHS shall strive to create a safe environment for children by:

- Implementing clear guidelines for staff interaction with children.
- Promoting open communication with children and their families.
- Minimizing one-on-one situations with children, whenever possible.
- Establishing clear reporting procedures for any suspected abuse.

### **Identification, Reporting, and Action**

- **Signs and Symptoms:** Staff will be trained to identify signs and symptoms of child sexual abuse, including physical injuries, behavioral changes, and emotional distress.
- **Reporting Procedure:** Staff who suspect the occurrence of a child sexual abuse should immediately report it to their superior, verbally and in writing. The superior will then assess the situation and report the incident to the head of IHS.
- **Action:** The head of IHS will review the incident and may take additional help by setting up a committee for review and action steps leading to formal closure of the case within 90 days of first written reporting.

### **Confidentiality**

IHS will maintain the confidentiality of the child and their family throughout the reporting and investigation process, to the extent permitted by law.

### **Support Services**

IHS will provide support services to children who have experienced sexual abuse, including referrals to appropriate medical, psychological, and legal resources.

### **Consequences of Violation**

Any IHS personnel found to have violated the POCSO Act or engaged in child sexual abuse will face disciplinary action, up to and including termination of employment. They may also be subject to criminal prosecution.

# Annexure

## ***(Conflict of Interest Policy)***

### **Introduction**

The Institute of Health Sciences (IHS) is committed to maintaining the highest ethical standards and avoiding any situations that could compromise the objectivity of its staff and their professional judgment. This Conflict of Interest Policy ("Policy") outlines the institute's expectations for all employees, including faculty, researchers, administrators, and support staff.

### **Definitions**

A situation where an individual's personal, professional, or financial interests could influence the decisions or actions that could be detrimental to the interests of IHS.

Some examples of **Conflict of Interest:** Conducting research sponsored by a company in which you or a family member has a financial interest; Accepting gifts or hospitality from a pharmaceutical company that you might influence through prescribing medical decisions; Engaging in private practice that could compete with IHS services without prior communication and concurrence from IHS.

### **Management of Conflicts**

Once a conflict of interest is disclosed, IHS will take steps to manage the conflict to ensure objectivity and protect the institute's interests. This may involve:

- Recusal from specific projects or decision-making processes.
- Implementing a management plan to mitigate the potential for bias.
- Divesting of financial interests that create a conflict.
- In severe cases, termination of employment.

Failure to disclose or violation of this policy may result in disciplinary action, up to and including termination of employment.

### **Responsibilities**

- **Employees:** All IHS personnel are responsible for understanding this policy and disclosing any potential or actual conflicts of interest.
- **Supervisors:** Supervisors are responsible for receiving disclosures and working with the compliance officer to manage conflicts of interest within their teams.
- **Compliance Officer:** The designated compliance officer is responsible for overseeing the implementation of this policy and providing guidance to employees and supervisors.
- **IHS** maintains the confidentiality of disclosures of potential or actual conflicts of interest to the extent possible, except where it is required by the law or is needed for investigation.

# Annexure

## ***(Information Management and Cyber Security (IMCS) Principles)***

### **Introduction**

The information management and cyber security (IMCS) principles of IHS envisions for a simple, secure, and resilient information management and cyber security framework that enables the IT (Information Technology) Management process, system, and governance with an aim to provide smooth, secure, and intuitive information flow to all users based on the defined access privileges.

### **Core Principles**

- The objective is to provide management direction and support for implementation of information management and cyber security system to provide information, address security threats, and implement strategies to mitigate IT security vulnerabilities, in accordance with relevant laws and regulations of the jurisdiction.
- IHS' information management and cyber security (IMCS) policy shall be a collection of statements, designed to guide employees' behavior to access the information and the security and integrity of networks, programs, data, assets, and IT systems from unauthorized access, cyberattacks and damages.
- The IMCS policy shall identify the rules and procedures that all employees accessing and using the organization's IT assets and resources must follow to help protect the confidentiality, integrity, and availability of information and defend the use of cyber space from cyberattacks on a continuous basis.
- IHS shall establish a management framework to initiate and control the implementation and operation of IMCS policy within the organization.
- IMCS Policy shall determine the importance of Business Continuity Plan (BCP) in case of the natural or man-made disaster.
- IMCS Policy shall recommend the compliance need with respect to legal, statutory, regulatory, and contractual obligation.
- The IMCS policy shall be reviewed periodically to address any non-conformities or insights gained from any corrective actions.



# Annexure

## ***(Whistleblower Protection Policy)***

### **Introduction**

The Institute of Health Sciences (IHS) is committed to maintaining the highest ethical standards and conducting its activities with integrity. This Whistleblower Protection Policy ("Policy") encourages and protects employees who report suspected violations of the law, IHS policies, or ethical misconduct within the institute.

### **Protected Disclosures**

This Policy protects students, employees and other staff who report, in good faith, suspected violations of:

- Laws and regulations applicable to IHS operations.
- IHS policies and procedures.
- Fraud, waste, or abuse of IHS resources.
- Misconduct by IHS personnel, including unethical behavior and potential harm to patients, staff, or the public.

Reports should be made in good faith and based on a reasonable belief that a violation has occurred. While anonymous reports will be accepted, providing specific details can aid in the investigation.

### **Methods of Reporting**

- Directly report the concern to their immediate supervisor or report anonymously or confidentially to the designated Compliance Officer.
- IHS will make every effort to maintain the confidentiality of the whistleblower's identity to the extent possible, considering legal and investigative requirements.
- IHS strictly prohibits retaliation against any employee who makes a report in good faith under this Policy. Any suspected retaliation should be reported immediately.

### **Investigation Process and Reporting of Findings**

- Upon receiving a report, within 7 days IHS will conduct a prompt and thorough investigation, considering the severity of the alleged violation and protecting the confidentiality of the involved parties.
- IHS will provide feedback to the whistleblower, considering confidentiality limitations, on the outcome of the investigation and any corrective actions taken within 15 days.
- If the investigation finds whistleblower's information as malicious or false, the concerned individual will be reprimanded.

# Annexure: IHS Policy Framework

## *(Grievance Redressal Policy)*

### Introduction

The Institute of Health Sciences (IHS) is committed to providing a fair and transparent environment for all its stakeholders, including students, faculty, staff, and administrators. This Grievance Redressal Policy ("Policy") outlines the process for addressing grievances related to academic, administrative, or workplace concerns.

### Scope

A Grievances Redressal Committee in the Institute will deal with the grievances of students, faculty, other staff, and third-party individuals interacting with IHS in an official capacity. The committee addresses grievances related to, but not limited to:

- Academic matters (grading, course content, faculty conduct)
- Disciplinary actions
- Discrimination or harassment
- Administrative procedures
- Workplace issues

### Grievance Redressal Process

- **Informal Resolution:** Stakeholders are encouraged to attempt informal resolution by directly discussing the grievance with the concerned individual or department.
- **Formal Resolution:**
  - If the grievance remains unresolved after informal discussion, a formal complaint can be filed with the Grievance Redressal Committee by submitting a written complaint. The written complaint should clearly state the nature of the grievance, the parties involved, and the desired outcome. All relevant documentation should be attached. Formal complaints must be filed within 7 days of the alleged incident or when the grievance became known to the complainant.
  - Upon receipt of a formal complaint, the committee will acknowledge the complaint within 3 business days and initiate an investigation. The investigation will involve interviewing the complainant, the respondent(s), and any relevant witnesses. A written decision within 15 business days will be communicated by the committee that will remain binding to all. The decision will outline the findings of the investigation and any recommended actions.
  - If the concerned individuals are not satisfied with the decision of the committee, they can file an appeal within 7 business days to the Head of the institute for consideration.
  - The committee will maintain confidentiality throughout the investigation process.



# INSTITUTE OF HEALTH SCIENCES

## AUTONOMOUS

### "A Unit of Margdarasi"

*We don't just give students the education and experiences that set them up for success in a career. We help them succeed in profession - to discover a field they're passionate about and dare to lead it.*

– Prof. Satya Mahapatra (Chairman, IHS Governing Body and Director, IHS)



## Health Awareness Outreach – Building the Ecosystem

### **Address: IHS Head Office**

N2/41, IRC Village, Nayapalli,

Bhubaneswar, Odisha, Pin-751015

Mail ID:- ihsbbsr@margdarasi.org

Contact No. (Mobile): +91-9040009046

Contact No. (Landline): 0674-2553640

### **Address: IHS Campus**

Institute of Health Sciences,

Chandaka Village, Bhubaneswar,

Odisha, Pin-751024

Contact Number- +91-9040009068





# INSTITUTE OF HEALTH SCIENCES

## AUTONOMOUS

### "A Unit of Margdarshi"



**We grow and serve along with our partners...**



# IHS Annual Report

## 2023 - 2024