

ANNUAL REPORT

2024-25



THEINSTITUTEFORHELPINGTHEDISABLED

PlotNo.293/A,SahidNagar,Bhubaneswar,Odisha Phone :

0674-2548547, Fax.: 0674-2545993

E-mail : ihdodisha95@gmail.com

Website:www.institutefordisabled.org

INTRODUCTION

One of the primary concerns at present is to provide adequate facilities for the children with multiple disabilities particularly children with intellectual disabilities with additional disabilities to be properly assessed and provide need based special education programme for their all-round development. We have, no doubt, medical colleges and some provisions in the district head quarters hospital but these children do not get considerable scope for medical, paramedical, psychological & most importantly, educational inputs under one roof for their rehabilitation in the society.

We all know that there is a vast gap between the need for services to the persons with multiple disabilities and the infrastructure available. Particularly the



scenario of persons with multiple disabilities is very bleak because neither the service models nor the trained manpower are adequately available through multiple sources for which the holistic approach for the socio-economic rehabilitation is missing. We still have much to learn about the most effective ways of approaching the education

of children with multiple disabilities, but it is certain that there is no single approach, no one setting that is always appropriate. In order to alleviate the conditions of services for the persons with multiple disabilities there is a need to focus on single window delivery of services for which models appropriate to the needs have to be developed. Children with multiple



disabilities having more than one disability are doubly disadvantaged due to the complexity of the mental, physiological and psychological and behavioural conditions. They constitute a heterogeneous group. Most of them are expected to have serious and permanent deficit in communication, self management, and appear to function on a profoundly low cognitive level.

Planning special educational programmes for such children is a challenge. They need intensive training to perform even the most basic skills necessary for their

smoothful existence. A very small proportion of such children might be expected to achieve independent functioning like normal people, but even within this tiny group, many retain considerable mental retardation and autistic characteristics throughout their lives with extensive treatment and support.

Today the mainstream position is that children with multiple disabilities is a severely incapacitating lifelong development disability. Indeed a wide variety of treatments, therapies and techniques are claimed to help people with children with multiple disabilities and new ones are invented regularly. It has been confirmed through several studies, that treatment approaches like early intervention, Home based Behavioural Intervention, School or Centre based structured Applied Behaviour Analysis (ABA) techniques can result in dramatic improvements for children with multiple disabilities and Autism Spectrum Disorder. In fact, there is abundant scientific evidence that behavioral intervention and treatment can produce comprehensive and lasting improvements in many important skill areas for the most children with multiple disabilities regardless of their age. It is the prime task of the professionals dealing with people with multiple disabilities to search for multiple impairments and it is a prime task for the parents and family members of persons with disabilities, professionals responsible for therapeutic services, rehabilitation, education and integration in the society, to search for, identify and analyse each area of functional loss. Of course, while detecting and ameliorating areas of functional loss, the task of seeking out and setting free each and every area of ability is even more important as everyone who has multiple disabilities also has multiple abilities.

The field of multiple disabilities requires greater attention from the professionals in our country towards development of training modules, research procedures, development of teaching and learning materials, development to specific assistive technology etc. But unfortunately, individual with disabilities are being denied their rights because of limited knowledge of service providers. Another thing, most of the professionals they do not work toward the best interest of individuals with disabilities. Moreover, budget constraints difficulties in employing qualified personnel and adverse public opinion result in ignoring and violating individual rights.

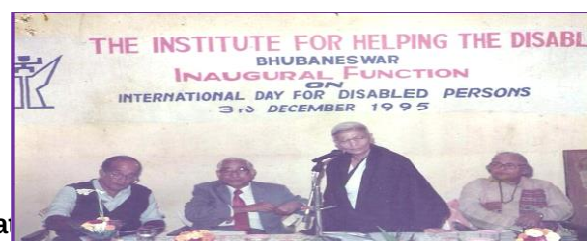
The scheme will not only provide formal education and treatment to the children with multiple disabilities and autistic spectrum disorders but also will reach

to such children at home who are unable to come to the centre considering the severity of deficiencies. A team of our professionals is to visit to their homes and assess them for their need based skill training and give the necessary assistance and guide the parents as to how to take care of them and prepare them for educational and socio-economic rehabilitation in the society.

About the Institute:

The Institute for Helping the Disabled a registered society under The Societies' Registration Act, 1860 . It was inaugurated on 3rd December, 1995 by the President of the Institute, eminent social activist, Ex- Chief Minister of Orissa **Smt. Nandini Satapathy** and Vice President of the Institute and eminent Writer of Odisha & social activist **Prof. Mohapatra Nilamani Sahoo**. The Institute was founded by voluntary effort and sacrifices of **Late Jagannath Panda** the 1st Deputy Secretary (Technical) specialized in education and rehabilitation of persons with disabilities from the University of London and University of Washington, consequent upon his interest in helping the persons with disabilities in the state.

The concept of Institute for Helping the Disabled, a novel venture, has found to be not only practical but also an ideal solution as well to counteract the misbelief persisting in the society with regard to persons with disabilities, motivating parents and family members and last but not the least, the creation of awareness for people's participation in prevention of disabilities in the long run. The main aim is to promote a consistency of approach to meet children's special educational needs and places the rights of the children with special educational needs at the heart of the process, allowing them to be heard and to take part in decisions about their education & make it possible for them to live more comfortably in the real world around them.



Smt. Nandini Satapathy, President of the Institute addressing the public on the inaugural function. Also seen, Prof. Mohapatra Nilamani Sahoo, Eminent Writer of Odisha & Vice-President of the Institute, Dr. Chakradhar Mishra, Director, Bureau of Statistics & Director of the Executive Council of the Institute & extreme left, Sri Jagannath Panda, 1st Deputy Secretary (Technical) Handicapped Welfare, Govt. of Odisha

VISION

The persons with Multiple Disabilities must have equal rights to lead a better quality of life through committed professionalism, accessible environment, equal opportunities, positive attitudes and appropriate, affordable, acceptable and available technological interventions.

APPROACH

To provide need based comprehensive rehabilitation services through team approach facilitating inclusion, ensuring empowerment of persons with Multiple Disabilities and their families and by substantiating field based research and development of human resources.

SERVICE PROGRAMMES

The Special School for the Children with Multiple Disabilities Funded by The Department of Empowerment of Persons with Disabilities under Deendayal Rehabilitation Scheme, Ministry of Social Justice and Empowerment, Government of India, New Delhi.



As we know special education is a form of intervention that focuses on the appropriate placement of the handicapped child and youngsters within the educational systems and construct placement that are helpful to the special child and young details. It is designed to provide specific appropriate facilities, specialized methods and materials and specially, trained teacher for children with wide range of development problems.



For the most part special education has been a means of providing a useful educational experience for the PWDs who have medically or psychologically defined

as different. However, the best methods of providing appropriate educational experience for special children has been the subject of ongoing controversy but now the educators are convinced that there is considerable merit in educating them in regular classroom settings that is integrating them with normal children by mainstreaming.

The Institute's Special Education policies

1. Promoting high standard of need based special education for children with intellectual disabilities with additional disabilities.
2. Encouraging children with special needs, parents and family members to participate fully in their school and community and to take part in decisions about their child's education for a successful transition to adulthood
3. Encouraging other schools in the area to share their practices in providing rehabilitation services for children with disabilities..
4. Working with other statutory and voluntary agencies to provide support for children with disabilities.
5. Securing training, advice and support for staff working in special education programmes.
6. Reviewing, updating the policy and development plans on a regular basis for effective management of the identified needs of children with disabilities.
7. Formulation of Code of practice time to time which give practical guidance on the discharge of duties and functions of the professionals, special educators and staff of the Institute for effective and qualitative services.

As we all know, it is very difficult to educate the multiple handicapped children, as multiple sense organs, which help in acquisition of self care skills, cognitive skills and communication skills are non-functional. Our management have ventured to have a school for the Multiple Handicapped called



“ASWASANA”, which was started on 6th August 1998. This particular activity is the first of its kind in the State of Orissa. Fortunately, Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, Government of India funding the Project under the name “The Special School for the Multiple Handicapped” under DeenDayal Rehabilitation Scheme since August 2007.



Under this project at present seventy five day-scholar children of different categories with special needs like Multiple handicapped, Mentally Retarded with additional disabilities, Autistic with additional disabilities, children with Learning disabilities, Hyperactive & Attention deficit disorder, Neurological disorder etc are receiving various need based therapeutic services and skill training



activities through holistic approach. We have, at present, eleven specially trained in Intellectual Disabilities, Cerebral Palsy, Hearing Impaired who are imparting various need based skill trainings besides paramedical interventions like physiotherapy, speech therapy, occupational therapy and behavior therapy including Music, Dance, Art & Craft under structured learning environment.

These seriously disturbed children have even more need than other children for love, affection, reassurance and protection against their angry and destructive impulses. The teacher is affectionate, but she is also firm, which helps the disturbed children believe, that she will keep him from harming himself and others. This kindness and firmness relieve



some of his confusion and anxiety. As the special child begins to develop skills and

learns to master his small but familiar environment, his self-confidence increases and he is encouraged to explore the world outside the school environment. Frequent visits of new sites, taking ferry rides develop their concepts which helps in developing their language and communication ability. Through these practices gradually, distorted concepts and situations straighten out. The real world becomes less frightening. Feelings of anger and frustration can be worked out in acceptable ways. As the children dare to express themselves they learn that they will be understood, accepted and helped by others. As control over behaviour increases, so does a sense of pride in achievement. Capacities for learning, living, growing and enjoying sometimes grow to the point where a child may be ready for transfer to a public or private school.

When a child with disabilities comes to the clinical team, each child is



on admission to assess his strengths, disabilities, problems and potentialities, then maps out a training and educational program for him. All aspects of the child's handicap will need to be considered and measured as far as possible. It is important to determine the

child's strengths and assets as well as his weaknesses and difficulties. A specially qualified teacher is assigned to two or three of the children-sometimes to only one child for while. A teacher's activities may range from just training a youngster to eat, wash, dress and toilet himself to guiding him in a formal academic program. The teacher's first objective is to gain the child's trust. With music, dance, painting and block-building -any stimulus Educator thinks might stir a response she entices the withdrawn child bit by bit, patiently, gently, from his isolation and fantasy world. She looks for projects that will arouse his interest and engage him, if only for a moment or two at first. We propose to have a residential care unit for 100 children in next five years.



3. HomeBasedTrainingProgramme:

While institutionalized efforts for imparting special educational to the children with disabilities are rendered through the special schools and institutions, it is important to appreciate the need to supplement these efforts through Home Management Programmes. With a view to apply a holistic approach in addressing the need of these children



with special needs favourable environment at home, education of parents & family members are most important. In this sense, this programme would serve as vital supplements to the inputs receive in the class room situations. Moreover, there are large number of children with mental retardation and additional disabilities who are unable to reach schools due to practical difficulties. The model itinerant teaching where the educator visits home periodically and train the parents/ care takers as to how to educate the child . The distance the parents has to travel is reduced by this effort. Under this project, presently only 24 students are receiving home training management programme.

The basic objectives of the Home Based Programme would be:

1. To create a conducive environment for learning various daily living skills in the home environment especially for the severely intellectual disabilities.
2. To sensitizes the parents & family members as to how to tackle the problem situation and manage the behavioral problems of the child through counseling and behavioral therapeutically inputs.
3. To bring home the therapeutic needs for the child for guidance at home.
4. To provide Teaching Learning Material (TCM) and other relevant material for guidance at home.
5. To conduct annual client evaluation through review exercise.

4. Assessment & Therapeutic Centre for the Children with multiple disabilities; (Funded by Gurukrupa Foundation, USA)

As you would know, out of all cases of persons with disabilities, nearly more than 61 per cent needs physical restorative services to overcome their functional difficulties for smooth mobility. **The Project Assessment & Therapeutic Centre for the children with disabilities is an extension project of the special educational programme of the children with multiple disabilities which has been set up on 31st January, 2021 with the financial support of Gurukrupa**



Foundation, USA. The primary objective of this project is to provide the qualitative therapeutic services mainly physiotherapy, speech therapy and occupational therapy to children and persons with disabilities, poor and distressed persons of the society. This project is very crucial because parents

having disabled children, poor and distressed persons are unable to have full assessment and therapeutic guidance from time to time for overcoming the deficiencies due to unaffordable professional charges and unavailability of qualitative services under one roof. We have started this Assessment and Guidance Services centre under the kind assistance of GURUKRUPA FOUNDATION, USA., with the



help of our specialist professional members in the field of Orthopaedic, ENT, Psychiatric, Pediatric Neurology and paramedical professionals. We have assessed and given therapeutic interventions so far nearly 600 children having neurological and loco-motor difficulties, spasticity including poor

distressed persons having affliction of bones, joints, muscles or nerves and made

them improved gross motor and fine motor coordination movements and reduced involuntary movements and spasms in the affected parts of the body.

Presently this unit is functioning in the premises of Bishnu Mandir, Sahidnagar, Bhubaneswar. We hope to have this service in a full-fledged manner when we will have our own building. We are in process of requesting philanthropic organizations for their kind generous helps to establish a fully equipped assessment centre.

Objectives of the Project:

- To undertake a proper assessment and diagnosis of each child or persons with disability.
- To identify the psychological and therapy needs of the child and persons with disabilities.
- To assess the capacity of each child and thereafter place them in groupings and grades.
- To manage behavioural problems and to impart special skills, self-help skills and cater to the therapy needs of children with Intellectual Disability.
- To manage the educational and vocational need.
- To give special inputs for overall improvement of the beneficiary by trained and qualitative Special Educators and Professionals.
- To apply the single window concept of providing for the plurality of therapy needs of the beneficiaries.
- To strive towards development of speech to facilitate interpretation in
- To involve parents through counseling as an integral part of the preparatory intervention and ensure their participation in the programme after early intervention.
- To help the persons with disability in developing basic communication skills and mobility skills.

PhysiotherapyUnit:

Out of all cases of persons with disabilities, nearly 61 percent, needs physical restorative services. In most of the cases of Intellectual Disabilities, Cerebral Palsy, Leprosy Cured Persons, Physiotherapy, Occupational Therapy, Speech Therapy help overcome the functional limitations. Physical restoration is achieved by stimulating the muscles, tendons, joints and bones



so as to relieve contractures, to enable a person to flex his limbs to improve the functioning of muscles, joints. The basic treatments of physiotherapy such as exercises, massage and stimulation through Electrical equipments are very beneficial. We have assessed given therapeutic interventions so far nearly 600 handicapped, poor and distressed persons and children of neurological and locomotor difficulties, cerebral palsy and made them improved coordination movements and reduced involuntary movements and spasms in the affected parts of the body.

The physiotherapy unit, which was set up on 31st January 2021 by the Institute in association with Sahidnagar Sanskrutika Samitee. The main objective of the unit to provide qualitative physical restoration services to the children with disability, poor & distressed persons in free of cost. Free accommodation and free electricity is being provided by the Sahidnagar Sanskrutika Samitee and Institute has employed one full time Physiotherapist and an experienced Physiotherapy Helper and one Sweeper-cum-Peon-cum-Aya for the centre.

We have assessed given therapeutic interventions so far nearly 600 handicapped, poor and distressed persons and children of neurological and locomotor difficulties, cerebral palsy and made them improved coordination movements and reduced involuntary movements and spasms in the affected parts of the body.



Speech Therapy Unit :

Of all the skills the child masters during the pre-school years, learning to talk is by far the most difficult and most marvelous. Unlike learning to sit, to crawl and to walk, which the

child will do when he has sufficient motor control of his body but a child needs others help who are surrounded him all the times, the parents.

In this unit, a qualified Speech and Language Therapist has been appointed



and this unit is functioning at the Institute premises with fully equipped infrastructure. The children with multiple disabilities, intellectual disabilities, Autistic, hyperactive and attention deficit, multiple sclerosis and cerebral palsy who have very faint voices and severe speech defects have been receiving

various speech & voice therapy treatments and exercises aiming at overcoming the speech, language and communication problems. Speech therapist also as and when required, guide, counsel the parents and family members and ask to repeat the therapy procedures as many time as possible.

As we know, eyeing the speaker, listening attentively and imitating are the first essentials in learning to talk, the special educators and other care givers including parents and family members are retrained and guided by the



therapist time to time as to how to communicate and stimulate common speech and oral exercises through imitation and play. The children with intellectual disabilities of the Institute after receiving speech, language and communication and oral-motor stimulation training has progressed greatly and now some are able to produce speech normally and some are even able to communicate with parents, family members, relatives and educators normally. No doubt, it has been noticed that due to regular and repetitive stimulations, through attention and imitation skill, and vocal games, the children with severe disabilities have been improved considerably.



Language & Communication Software Tools

Occupational Therapy Unit:

The Occupational Therapy is a very practically oriented therapy and it is a part of physiotherapy unit in which treatment is of great therapeutic value and playing substantial role in restoring lost motor and sensory functions. Occupational Therapy also plays a very important role in the life of children and persons with disabilities. It helps the special child to achieve maximum independence and to cope with the problems of daily living activities by developing cognition and increasing attention span of the children with disabilities. In case of severe mentally sub average children, occupational therapist work to develop perceptual skills, play skills, independent living skills, aiming to maximize performance through relevant training and the use of appropriate aids and equipments and help the children to overcome their confidence, irrational fears, anxiety and difficulties in relationships with other people.



Various approaches and techniques are used in Occupational therapy unit as part of the service programs for the persons with disabilities. For example, Neuro Developmental Therapy (NDT) is used to handle the individuals with neurological impairments. Sensory Integration Therapy (SIT) is applied to children affected with autism spectrum disorders and children having sensory dysfunctions. Proprioceptive Neuro-muscular Facilitation Approach, Task Oriented Approach, Bio-Mechanical Approach are few other approaches that are used for regaining lost the rehabilitation of persons with disabilities.



Early Intervention Services;

Realistic hope for the parents of a young children with special needs can be found in an early intervention programme. In this programme the innate capacity to learn and to learn how to learn, will be stimulated to optimal growth. The goal is to promote and deliver intensive, cost effectiveness, in-home early intervention programme. These services are provided for children at risk / development delay from birth to three years. The children are assessed for different development

aspects such as motor, language, cognitive, self-help communication and social skills. Play way method is imparted to stimulate the developmental functioning of the children. A home based program is also prepared and explained to parents to follow the same.

Awareness-cum-Sensitization Programme for Community leaders, Family Members & Parents.

Public educational awareness and attitude are more crucial than any other input for promotion of social development programs. Lack of right attitude in the society about the persons with disabilities, lack of awareness about their potentialities and absence of information as to what all could and should be done about them has been the main reason for slow growth of rehabilitation services in the field of handicapped welfare.

When the parents of these children who receive word that there is something wrong with their child, experience fear and grief, but a diagnosis of children with special needs especially children with intellectual disabilities seems commonly to produce an overwhelming degree of devastation and confusion. This is mostly due to widespread hopelessness and ignorance about the conditions of the child. Most of the parents, try to hide the facts and conditions of their children to their consultants & other members of the community including their family members. As a result, the medical professional underplay the problems until the child's condition deteriorates to the point where the medical professionals – pediatric, neurologist, psychiatrist, psychologist finally confirm the validity of parent's griefs and fears. As we all know, of all the skills the child masters during the pre-school years, learning to talk is by far the most difficult and most marvelous skill. This great achievement is only accomplished through the child's parents and more especially his or her mother teaching him or her all these hours, days and years.

The Institute is organizing various programmes since inception to give proper education to the parents, family members as to how to give their children exactly the right sort of help at the right time and creating awareness among general public, community leaders in the society to get rid of the superstition and remove ignorance about the conditions of disability. We have brought out many books in Oriya and English particularly a guide book, **"AKHYAMAAPARAGANUHEN"** (Disability is

not Inability), explaining different kinds of disabilities, its prevention, the treatment available, the facilities extended by the State Government and Central Government and other voluntary organization in the field of rehabilitation of the persons with disability. A booklet about **Prevention of Disability** and a guidebook for the parents of the children with intellectual and multiple disabilities have also been published for free distribution of needy parents.

We have already implemented the **Awareness-cum-Training Packages** in Disability in Collaboration with IGNOU & Rehabilitation Council of India, New Delhi for the parents & family members of the children with various categories of disabilities. The primary objectives of these packages is to promote the all-round development of the special children and enable their integration and inclusion in the home, the school and the community to bring them to the main stream of the society.



Celebration of 109th Birth Anniversary of Pandit Deendayal Upadhaya

The Institute for Helping the Disabled observed the birth anniversary of Pandit Deendayal Upadhaya at the Institute premises with the parents and children with special needs on 25th September 2024. On this auspicious day, the Secretary of the Institute in his address said Pandit Deendayal Upadhaya, who was a full-time active member of the RSS. He was regarded as an ideal Swam Sevaka of the RSS essentially because his discourse reflected the poor thought-current of the sangh. He started the monthly 'Rashtra Dharma' from unknown in the 1940s. The

publication was meant for spread the ideology of Hindustan nationalism. According to him, the utmost importance for India to develop an indigenous economic model



with a human being at culture state. The approach made this concept different from socialism and capitalism. Integral Humanism was adopted as Jan Sanghi.

The President of Institute Prof. Santanu Kumar Acharya said on the occasion when Pandit Upadhyaya

was 18 years old unfortunately he lost his mother and father and he was taken care of by his uncle and received his secondary education. His contribution for the development of the RSS and the country in general is admirable.



Institute celebrating Teacher's Day on 05th September every year. On this day Dr. Sarvepalli Radhakrishnan who was an Indian Philosopher, Statesman and served as Second President of India. He believed that teacher should be best mind of the country.



Observation of International Day of the Persons with Disabilities on 3.12.2024



Celebration of International Day of the persons with Disabilities. The Institute has been observing the International day of the persons with disabilities every year on 3rd December as per the resolution of UNO. The main objective of

observation is to bring together representatives of the PWDs in a bond of common fellowship and solidarity under the guidance of themselves to promote and cultivate public opinion and enlarge opportunities in the field of mainly medical, educational, vocational rehabilitation.

The Institute for Helping the Disabled, Sahid Nagar, Bhubaneswar celebrated International Day of The Persons

with Disabilities on 03.12.2024 at Sahid Nagar Sanskrutika Samittee, Sahid Nagar, Bhubaneswar to request the general public to recognize and respect and appreciate the special children. We



must keep in mind that they are people just like us. They have interest, ambitions, strength and limitations. Most importantly, they do not want to be object of pity and charity. **Shri Nityananda Ganda, Hon'ble Minister for Social Security &**



Empowerment of Persons with Disabilities, Government of Odisha graced the occasion as **Chief Guest, Shri Jagannath Pradhan, Sr. BJP Leader**, graced the occasion as **Guest of Honour** and **Shri Babu Singh, MLA, Ekamra, Bhubaneswar** graced

the occasion as **Chief Speaker**. In his address, he said that disability is all around us and does affect each one of us either directly or indirectly. It is a part of life and should therefore be treated and accepted as such. Persons with disabilities are not a

separate category of citizens. **CHIEF GUEST Shri Ganda** inaugurated the Day by lighting the lamp which was followed by an opening song performed by the staff and students of the Institute. **Shri Bhagirathi Panda**, Secretary of the Institute, read out the Annual Report 2024 of the Institute. He said, the most important factor



responsible for slow growth of rehabilitation services is lack of will and awareness. This Institute which was established in 1995 is always concerned with the sufferings of millions of persons with disability whose problems and causes of affliction are avoidable and

remediable. The rehabilitation programmes can no longer be left out as a charitable activity. It must be recognized as public service like education and health and universalisation of rehabilitation services has to be the overall objectives.

Sri Jagannath Pradhan Guest of Honour in his speech appreciate the management and parents of the special children for their active and confident performance like abled bodies. The meeting was presided over **Prof. Santanu Kumar Acharya**, Eminent Writer & Social Worker and President of the Institute. He, on behalf



of the management, in his presidential address requested to Chief Guest Sri Ganda,



to take up the most important matter, i.e. allotment of suitable Government accommodation for housing of the Institute to meet its objectives in a more effective manner. He requested to the guests that since last 28 years we have been trying our label best to secure a land in favour of the Institute

but till now we have not been successful for which our future expansion is restricted.

On the occasion, Chief Guest **Shri Nityananda Ganda**, **Shri Jagannath Pradhan** , **Guest of Honour** and **Shri Babu Singh**, **Chief Speaker** felicitated **Master Partha Sarathi Mohanty** and **Master Ayush Ranjan Rath** for their outstanding educational achievements. **Prof. Santanu Kumar Acharya**, President of the Institute is his speech requested that since last 28 years we have been trying our label best to secure a land in favour of the Institute but till now we have not been successful for which our future expansion is restricted.



On the occasion a general discussion was also held by the active participation of the parents of the children with disabilities.

on the problems, preventions and rehabilitation of persons with disabilities in the State.

After the meeting, students of the Institute performed various cultural activities which was very much appreciated by the parents & Guests present on the occasion. At the end dinner was served to all invitees, students and family members.



OUTLOOK FOR THE FUTURE

The scenario of multiple disabilities is very bleak. All the parents of children with intellectual disabilities with additional disabilities and autistic who receive words that there is something wrong with their child, experience fear, overwhelming degree of devastation and confusion. This is due, in part, to widespread hopelessness and ignorance about the conditions. To begin with, most of the parents and family members virtually are to hound the medical professionals who typically denies or underplays the problems until the child's conditions deteriorate to the point where a pediatrician, neurologist, psychiatrist, finally confirm the validity of parents' confusion and fears. However, once the parents have received and managed to believe the diagnosis, they are then bombarded with contradictory advice and everyone's pet theory about causation and treatment. Despite strong evidence to the contrary, most of the professionals who have had no success in actually treating the conditions of these children, spend time counseling parents focusing not on what the parents can do for their children but on how the parents might change their attitude towards the condition of their children. Extraordinary demands are placed on their spiritual, emotional, physical and financial resources.

Doubtless, even with the best possible facilities and treatment in our present state of knowledge, many such children are going to remain severely handicapped. There are very few children with intellectual disabilities who recover completely and out of that only 15 to 20 percent improve sufficiently to make a satisfactory adjustment to life in the community. Most remain so handicapped that they continue to be cared under custody of parents and family members for the entire life. Some children make marked improvements in some areas, although they remain severely handicapped in other areas. It is equally certain, however, that there is plenty of room for improvement and with better treatment and better schooling, many children with intellectual disabilities with additional disabilities would make more progress and gain a higher level of achievement and adjustment to their life in the community. Unfortunately, we, the self-proclaimed experts and professionals in the field, do not know which kind of teaching or which kind of educational setting is the most useful and there is an urgent need for experiment and evaluation of what is being done. Through group therapy sessions and individual counseling increase parent's understanding of the illness, relieve some of their unwarranted guilt and sense of

failure, and offer practical help with the day-to-day problems of home management for satisfactory adjustment to life in the family. It is seen that there is vast gap between the need for services to the persons with multiple disabilities and the infrastructure available. There is a great need to focus on single window delivery services for which models appropriate to the needs have to be developed.

Though this is an area of grave concern and the paucity of quality services for this population remains critical, over the past twenty seven years, we have been experiencing that through love, affection and highly personalized care and active parental involvement in need based special education programme has been very effective to bring about the development in social as well as emotional adaptiveness of these children to a great extent.

We therefore, need co-operation and support from all community in the society including the philanthropic organizations and the Government to fulfill our aims and objects. The children with disabilities are the essential part of the society and they need to be well cared for like the normal ones. It is our sacred duty to provide them with all sort of physical and mental guidance and support for their rightful existence and economic rehabilitation.

ACTIVITYPHOTOGRAPHS





OSERVATIONOF THEINTERNATIONALDAYOF THEPERSONS WITH DISABILITIES ON 3RD DECEMBER, 2024





OBSERVATION OF INDEPENDENCE DAY



STUDENTS RECEIVING PHYSIOTHERAPY



BENEFICIARIESRECEIVINGSPEECHTHERAPY





OBSERVATION OF SARASWATI PUJA



OBSERVATION OF CHRISTMAS DAY ON 25.12.2024



BENEFICIARIESRECEIVINGPLAYANDOCUPATIONALTHERAPY



CELEBRATION OF NANDAUSTAV



BIRTHDAYCELEBRATION OFTHESTUDENTS



PLANTATIONBYTHESTUDENTS



CELEBRATION OF THE RAKHYABANDHAN



SPECIAL EDUCATORS INTERACTING WITH THE PARENTS DURING HOME VISIT

