

# **PROJECT SAKSHAM**

**One Year Journey.....**

**(January to December 2016)**

**Implemented by**

**Swabhiman, Bhubaneswar**

**Supported By**

**ADITYA BIRLA FINANCIAL SERVICES,  
MUMBAI**

**Swabhiman** – Founded in 2001, Swabhiman is a registered nonprofit, a cross disability organization, advocating for and serving persons with disabilities in Odisha, India and South Asia. It advocates for the human rights-based approach to disability implying that all persons with disabilities need to participate in all spheres of society on an equal basis with their non-disabled peers.

Swabhiman has been in the forefront of several policy changes that have positively impacted the lives of persons with disabilities. It specifically focuses on supporting education, strengthening youth for availing employment opportunities, increasing public awareness on the issue of disability, working towards accessible cities and conducting research for enabling advocacy.

Swabhiman works at the international level with DPI (Disabled People’s International), at national level with NDN (National Disability Network), and in local level with its network (Odisha State Disability Network) of district chapters to create a strong and impressive network of civil rights advocates promoting and protecting rights of persons with disabilities at all levels.

## **About Project Saksham of Swabhiman**

### **Why we initiated this project?**

If we observe critically the current educational status of CwDs in Odisha, SSA has failed all its objectives. One big gap is its inability to provide disability certificates to all CwDs, in every district of the State. Attendance rates of CwDs in schools are also not satisfactory. 2014 baseline study showed that despite all efforts.....

- 99% CwDs dropout from school & do not complete formal education.
- 58.3% of Children with Disabilities (CwD) in ages 6 to 14 out of school.
- 42.2% enrolled CwD, remained mostly at home or loitered in the streets.
- Basic entitlements like disability certificate, education scholarship and aids and appliances were not with most of the CwD.
- Apart from the ramps, no accessibility provision for children with visual impairments, speech and hearing impairment, communication issues, autism etc. in the mainstream schools. No accessible toilets in any of the schools.
- Lack of proper training of teachers on the overall management of CwD in classroom situation was identified as one of the critical area of concern in the state of Odisha.

### **Specific objectives of this Project**

The primary aim of Saksham is to address the gaps in SSA implementation to ensure that every child with disability in urban poor areas of Bhubaneswar, irrespective of the category and degree of disability, is provided holistic, meaningful and quality education in a neighborhood government school. This project also aims to enhance the livelihood of school dropouts and never enrolled youth with disability by providing vocational training and market linked job opportunities, to make youth productive members of our society. Through effective communication, assistive, mobility and communication devices

projects looks at making each child visible, included and capable to voice concerns and opinion.

Five Specific objectives of Saksham are...

- Academic Development of the CwD, studying in schools (Curricular, Co-Curricular and Extra Curricular Activities)
- Mainstreaming for Social Inclusion.
- Livelihood Foundation and Enhancement of school dropout and never been to school youth with disability
- CwD as the Active Citizens of our society
- Making Duty Bearers more Responsive and Accountable towards the rights and entitlements of CwD.

### **Partners of this Project**

Swabhiman, Bhubaneswar is implementing this project at the ground level. School & Mass Education Department, GoO is facilitating in effective implementation of this project. Aditya Birla Financial Services, Mumbai is providing the financial support for this project.

### **Key Stakeholders**

Children with disabilities, their peer group in school and neighborhood, Parents and their teachers are the primary stakeholders in this project.

Whereas Government duty bearers/officials – Including Secretary School and Mass Education, State Project Director OPEPA, Deputy Director Inclusive Education, DEO-Khurda, BEO-Bhubaneswar, URCC and public representatives and officials of Urban Local Bodies of Bhubaneswar Municipal Corporation are considered as the secondary stakeholders.

### **Key Strategic focus**

**Promoting inclusive society:** Society's lack of knowledge, misinformation and negative attitudes lead directly to the exclusion of disabled girls and boys from education. Furthermore, where disabled children's capacities, rights and needs are constantly underestimated, they are likely to develop low self-esteem and negative attitudes about themselves and their abilities.

Awareness work is important at all levels in society – child, family, community – to counteract fear, misunderstanding and negative attitudes. The most effective way by which Saksham addresses this is - to do this is through participation by children with disability, their parents and their teachers.

**Promoting early intervention:** It is widely recognized that the greatest impact in improving the life of a child with disability can be achieved in early years. Swabhiman, through Saksham, is addressing this through assessments and assistive device provision.

**Supporting appropriate policy development:** Society's negative attitudes can often be translated into inappropriate national policy. By promoting greater participation of CWDs and YWDs to participate in consultations and discussions Swabhiman, through, Saksham is facilitating appropriate policy level changes which can positively contribute to the life of CWDs.

**Supporting change of system in education and inclusive learning environment:** The introduction of more inclusive practices in education necessitates change in curriculum, teacher-training, teaching methodology and teacher attitudes. We promote through this project the effective implantation of Right to Education act 2009, all the schemes related to inclusive education and skill enhancement schemes has to be properly practiced at the school by the teachers and in the society as a whole.

**Setting up Inclusive Child Resource Centre (ICRC):** Project Saksham is being implemented through eight nodal ICRC centers, which serve as multipurpose units and provide a conducive environment for children to be active participants in education and skill development.

By using the above strategies project Saksham ensures that every child with disability in urban poor areas of Bhubaneswar, irrespective of the category and degree of disability, is provided holistic, meaningful and quality education. It is looking at a larger picture of education - regular school coming, return of dropouts and enrolment of "never attended school" CwDs, retaining interest of CwDs in school, skill development and dignified living of overage school dropouts. If not, we will push yet another generation of persons with disabilities into the unending cycle of poverty, disempowerment and misery.

These out of school children are poor, come from urban poor areas and often face multiple deprivations due to systemic bottlenecks, opportunity costs, and socio-cultural expectations/exclusions. Barriers preventing them from going to school cannot be dealt with by the promise of print books or mid-day meal alone. Policy responses need to address the overlapping barriers and must be cross-sectorial to be effective.

### **In its first year Swabhiman, through Saksham, addressed**

- a) Access
- b) Therapy for classroom engagement
- c) Assistive devices
- d) Adapted furniture
- e) TLM
- f) Books
- g) Co-curricular & extra-curricular activities
- h) Yoga & Pranayam

- i) Active citizenship
- j) Effective communication
- k) Sports
- l) Mobility support
- m) Joyful Learning
- n) Parent's involvement
- o) Community ownership of primary education

SAKSHAM is looking at end to end solution – such as from home to school to back at home - mobility devices, transport, therapy (physiotherapy and speech), accessible school infrastructure, trained and motivated teachers, alternate teaching methods, teaching-learning materials and books in alternate format, engagement with parents and community; co-curricular and extra-curricular activities; yoga and sports; health and well-being; active citizenship exercises like communication and personality development. The project intervention plan was completely based on the following four thematic areas and all the activities conducted align to these thematic areas.

### **Inclusive Child Resource Centres (ICRC)**

We came out with 8 Inclusive Child Resource Centres (ICRC), each upon the name of famous leaders of Odisha. Each ICRC was inaugurated in the presence of Sigdha Mishra (Block Education Officer), Susrut Kar (Associate Vice President, Birla Sun Life Insurance), Dr. Sruti Mohapatra (Chief Executive, Swabhiman), Mihir Mohanty (Program Manager, Swabhiman) headmistress of the ICRC based school along with eminent invitees within Khurdha. Each ICRC was operated by a facilitator, the facilitators visited the slums, did the survey and identified the children with special needs from each house by visiting door to door. In total we identified 358 children underprivileged from the urban poor areas of the city. After identifying them next step was to identify the schools in which we can come out with our exclusive centres for each area. Likewise we inaugurated 8 ICRCs and they are functioning till date. In the ICRCs we do number of activities starting from academics to co-curricular.

### **Thematic Area – 1: Academic and Co-Curricular activities**

Due to the major focus on academic and co-curricular activities the following qualitative and quantitative changes has been brought.

- Visibility of 319 children with disabilities and their family during the intervention of first year.
- Increased in enrolment i.e. 63 CwDs (4 in ICRC 1, 21 in ICRC 2, 4 in ICRC 3, 8 in ICRC 4, 17 in ICRC 5, 4 in ICRC 6, 1 in ICRC 7 and 4 in ICRC 8) newly enrolled including 6 dropouts and 9 who migrated from different schools to ICRC based schools in current academic session.
- Ensured retention of CwDs in schools. Out of 277 CwDs irregularly attending classes, 120 have started coming regularly.
- Sign Language classes have improved social interaction among children with Speech and hearing impairment, their parents and between siblings.

- Now CwDs are recognised and treated with utmost care and respect in schools, which was not happening in most of the schools earlier. Earlier some parents were facing lots of hurdles due to apathetic attitude of teachers during enrolment of their children in schools. Sunil Sahu, with Mentally Challenged enrolled in class 2 in Janta Nagar Primary School. CRCC asked to take the child to ICRC based school and denied to sit in the school but The Head Mistress cooperated and accepted the child and now he is going regularly to the school.
- All school going CwDs of all ICRCs learnt basic reading, writing and arithmetic during our intervention.
- Child without disabilities now calling the CwDs with their name in more dignified manner instead of with their disabilities
- Provision of books, TLM, assistive devices has led to return of dropouts: 12 dropout CwDs have returned back to school.
- Provision of Assistive Devices - Mobility and Communication Aids, Writing Aids and Audio Aids, and Reading Aids, and Adjustable Furniture (Like tables, chairs etc.), has led to many children coming out of their houses, desiring to come to school regularly and now parents are not to carry them anymore.
- At the initial stage it was difficult to ensure presence of CwDs in ICRCs. But regular parents' counselling and parents meeting, it has been ensured. Some parents are actively involved in all the activities of the project. They are joining in all the activities of Saksham without any travelling support from the project.
- There is visible attitudinal change among the school teachers. Mother of Sarthak, an autistic child from ICRC 4 shared that the behaviour of teachers towards Sarthak was very rude and brutal but initiation of Project Saksham changed this, now teachers are showing affection to CwDs.
- CwDs are accepted in their school cabinet and provided responsibilities for the development of their schools. Guddu Bindhani (OH) of BJB Up School selected as Education Minister (ICRC 1) in Child Cabinet & Abhijit Samant (Low Vision) of class 7th of Aerodrome UG UP School (ICRC 8) became a member of child cabinet. Ananda Mahakud elected as health minister in the child cabinet at ICRC 3 – Mumtaz Ali UP School.
- After witnessing the visible change in the life of CwDs through ICRCs, Department of Education now invited staffs of Saksham to prepare training modules on inclusive education for school teachers and to take training sessions of teachers on inclusive education.
- Education dept. has invited key staffs of Saksham to present a paper on inclusive education at the Headmasters' Conference organized by School & Mass Education Department, Govt of Odisha
- Invited as Resource person for the "Parent counselling for the children of CWSN" organized by Mass Education Department, Govt of Odisha in the ICRC based schools.
- Encouraged and facilitated involvement of CwDs in different activities both at ICRC and School. Also prepared them to participate in different out of school competitions. CwDs have participated in different inter school, block and district level programmes and won prizes.
- Increased visibility of CwDs and YwDs in community, now community accepting them as a productive member of their community after knowing their talents highlighted through Project Saksham.

## **Thematic Area - 2: Livelihood enhancement through vocational training**

Youths with disabilities dropout or discontinued and even never been to school were identified through proper survey. Through constant engagement with them in knowing their functional and intellectual abilities, skills and prepared them for vocational training, the following results has been achieved by this project.

- A sense of low confidence and inferiority feeling has been removed to a great extent through employment, exposure to orientation sessions, training and exposure to various trades.
- Economic independence has brought with it high self-esteem and given voice to voiceless. During the last one year 36 youth with disabilities have started earning regular monthly income through our vocational training for self-employment and market linked jobs, the monthly earning varies from Rs7000/- as highest and Rs 2000/- as lowest.
- 20 youths with disabilities had been identified for getting loans to start their business, through our bank linkage program. Till now 3 youths with disabilities already received the mudra loan amount and started earning.
- 75 YwDs trained on different skills – food production, LED bulb making, photo framing, two wheeler repairing, soft skills, juice making, poultry farming, basic cooking, IT enabled services, DTP (Odia), tailoring etc.
- Facilitated 10 youths including 4 youth with disabilities to complete their education at secondary and senior secondary level through NIOS which will help them in pursuing skill development training programmes of their choice.
- With the employability and participation of youth with disabilities in different income generating activities increased the confidence of the parents in the abilities of their children with disabilities. It also defined their place in the community and creating followers.
- YwDs with entrepreneurial skills are supported with Self Employment Kit as start up support as well as for enhancement of income.
- Ensured market linkage for jobs who are determined to work and earn a livelihood
- Addressed the issue of discrimination against disability, while approached for employment at Udyan Fresh and Caste InfoTech the employers were hesitant to appoint speech and hearing impaired youths and also youths with higher percentage of disabilities.

But after repeated sensitization at both the places speech and hearing impaired youths as well as youths having 90% orthopaedic impairment were recruited .Not only recruited but also praised their performances .Satyabrata Panda and Monalisa Patra are speech and hearing impaired and Sunita Sethi and Pujaswini are 90% orthopedically challenged.

During initial days of work Satyabrata faced problem due miscommunication and was fined Rs 200/- but after our intervention the fine was exempted and Satyabrata worked happily since then. Now his colleagues are able to communicate with him in sign language.

## **Thematic Area - 3: Health and therapeutic interventions**

In the overall development process of children and youths with disabilities, health and therapeutic interventions has played a very critical role in changing lives. Through this project a dedicated professional team with proper strategies provided all types of need based support which resulted the following impact on both individual and community lives of children with disabilities.

- Physiotherapy sessions to Orthopedically Challenged Children in different ICRCs are changing lives. 21 bed ridden CwDs and YwDs are sitting up, standing and in various stages of walking.
- Gayatri Pallai – After 11 years in bed, with a walker – now walks, runs and flies.
- Speech therapy is enabling many to communicate. Nayani Munda – 7 years – She is a girl whose parents had left all hope as she was not able to hear nor could she speak. After the intervention of Saksham, she comes regularly to the ICRC and takes Speech therapy through which she can now speak her own name and few words. Saksham is breaking the barriers.
- Mama Manthan – A bed ridden girl for the past 12 years, Saksham gave a ray of hope where the child has started moving from bed to the ICRC through a wheel chair. She comes regularly to the ICRC and is now able to respond to things.
- Abhijit Bhuyan – 10 years – MR – He was dropout from school as because the teachers could not control him in the classrooms. He was disturbing the other children in the class. He had lot of saliva droppings and wasn't stable. After Project Saksham's intervention, he is regularly taking speech therapy through which his saliva dropping have stopped and he is now able to speak through stammering and recognize the things.
- Suryakanta Mohanty – 13 years - Speech and Hearing Impaired – Not a regular school goer, now is a confident student after the speech therapy sessions. He is now able to speak out the names, colour names, and is able to respond to his teachers. Earlier he used to use sign language but now he speaks.
- Before the initiation of Project Saksham, most of the CwDs and YwDs were restricted to their home. Many were not going to school for various reasons like socio economic, environmental, non-acceptance by the society, health barriers, and inaccessible buildings.
- Life changed by providing assistive devices, 79 CwDs are provided with adjustable furniture (Bed Lounge, short height table, wheelchair (Paediatric & Adult), neck collar, walker, Adjustable Shoes, Prosthetics and Orthotics).

#### **Thematic Area - 4: Empowerment through ensuring access and entitlements**

Knowing that physical accessibility and Govt. entitlements has a major role in the empowerment process of all CwDs and YwDs. Considering this fact we focus in this project to ensure all the Govt. facilities for them. Which has help these families in their socioeconomic development.

- Under this physical accessibility modification process we had completed class with white wash, attractive flooring mats and accessible doors, electric connection with proper light and fan, made the wall colourful with cartoon characters and children related information, installed a signage in the entrance, made accessible



ramp of 5100 ft. length and 1400mm width with tactile and accessible handrail in both side, constructed accessible disable friendly toilet in the campus with commode, grab bar and accessible mirror and basin, construction of ramp towards toilet and construct accessible blackboard, in eight ICRCs. Accessible toilet only constructed in one of these ICRCs.

- Conducted access audit of 42 Govt. schools in the project area of Saksham and submitted the report to the Education Dept. Based on these reports the state Govt. has raised a proposal to the centre and recently they have received 2-Crores of money for this activity from Central Govt. under the accessible India Campaign by ministry of social justice and Empowerment.
- Disability Certificates -96 have received the certificates.
- Train Pass -25 have received train concession.
- Bus Pass -85 have received bus concession.
- Madhubabu Pension -14 have started receiving the pension.
- Banishree Scholarship -6 have received the scholarship.
- Bank Account - 39 bank accounts has been opened.
- Income Certificate -13 have received the certificates.
- Facilitated Adhar Card - 29 CwDs were supported in getting adhar card.

### **Enabling factors in creating these impacts**

- Cooperation of parents and their dreams and aspirations for the improvement for their children.
- Support of School and Mass Education Department, Govt of Odisha
- Support of Head Master/Head Mistress of the ICRC based schools.
- Hard work and dedication of Swabhiman team in bringing the CwDs to ICRCs and ensuring their involvement in different activities.
- Transparency in our work builds confidence of parents.
- Cooperation of parents of learning how to make their child able.
- Guidance of Project Director and the Program manager and encouragement and acknowledgement of project director helped a lot in bringing positive changes.
- Cooperation of parents at every respect after knowing about the benefit they will get.

### **What were the challenges faced during the project**

- One of the challenges we faced when teachers denied to enrol CwDs and also denied to keep them in school after enrolment. But counselling to teachers and pressure from education department helped us to convince those teachers and finally we could enrol 63 CwDs. In future to overcome such challenges Swabhiman should organise teachers sensitisation programmes basically of ICRC based and feeder schools.
- Lack of space for accommodating CwDs in school is a challenge.
- The CwDs of parents who are daily labourer unable to come to ICRCs More than 95% of our partner community belong to the lowest socio-economic strata with

very minimum exposure and knowledge hence it is taking lot of time for mobilizing 100% of parents and their CWD.

- Attitudinal barrier of many teachers and duty bearers towards disability is still very strong and difficult to break.
- Non acceptance by community members as they were cheated many times by different fake people and institution.
- Parents did not agree to go to the hospitals as they had tried earlier with doctors, health institutions and health workers.
- Absence of specialist doctors in medical to address their need.
- As the govt process is delayed online application for certificate, bus pass concessions etc got very delayed at the same time expectation of parents raised so maintain balance was complicated.

### **Voices from the stakeholders**

- Sumati Diwadi, Mother of Sarthak Diwedi from ICRC 4 shared that before intervention of Swabhiman she was facing apathetic behaviour of teachers in the school where Sarthak is reading. As Sarthak is a child with Autism he uses to complete class work very fast in comparison to his class mates but his class teacher was throwing his copy as he is a child with disability. Even Ms. Diwedi helped the school financially and physically to get support for her son but did not get till intervention started by Swabhiman with the support of ADITYA BIRLA FINANCIAL SERVICES.
- Sambhu Bhagat, Orthopedically Challenged: "Through Saksham Project of Swabhiman I got an opportunity to work as a part-timer at Reliance retails. I am thankful to Swabhiman to give me a break through from unemployment."
- Jitendra Pradhan, Orthopedically Challenged : "Now a day's basic computer knowledge is essential in all spheres of work. I have recently completed my Diploma Engineering in electrical trade but was not well-versed in basic computer knowledge. So the Information Technology Enabled Services training at VRC by Dr Reddy Foundation was very useful for me. Besides this the personality development and Interview skill training at Swabhiman also helped me building my confidence to appear interviews."
- Mother of Subhakanta Behera - 8 years - MD - The greatest achievement in him was found when he could take his food and could drink water by himself. This is just because of the speech therapy he takes at ICRC 4. He wasn't able to respond anyone. He also got the courage to participate in the school sports. He also avails the physiotherapy sessions given in our ICRCs.
- Father of Sandeep Nayak - 11 years - MD - From being bed ridden to sitting is this boy Sandeep. After taking regular physiotherapy, my son who was always on bed is now able to sit for 15 - 20 minutes. He also avails the speech therapy and is now able to drink water as well as blow the candle. He has also started responding to people when he is called by his name. His locomotion has raised from 0 to 55%.
- Kalpana Jena - Mother of Subhasmita Jena - "I am so happy to see my child improving day by day which I cannot express in words. I thank Swabhiman for the initiative which not only address the CwDs but also addressed the needs of those parents who are financially down."

- Dr Mukesh, Physiotherapist – Parents mobilization is required. Through Project Saksham many children have improved themselves through physiotherapy. “I have seen remarkable changes in children who were bed ridden are now walking after taking physiotherapy. This should continue otherwise they might again go back to the same position”
- Kasturi Pattnaik, speech therapist – “I feel very happy to be part of the project. I feel that whatever I have studied now I am able to implement when I see children speaking and responding to me in the speech therapy sessions. This will help them to live their lives with dignity”.

### **Voices of Employers**

- “Munindra is picking up things very well. He is a very sincere and hardworking guy. My best wishes to Munindra and also Swabhiman for their good work.” Bibhuti Shankar Mohanty, Personnel manager, The Crown, Bhubaneswar
- ‘Jinu is a sincere and proactive girl. Her interest to learn is admirable. Aswini Sahoo, Owner, D- Net, Printing Unit, Bhubaneswar
- “Inspite of having Impairment in Speech and Hearing, Satyabrata Panda is working well at the store of Udyan fresh. He is very sincere in his work. He has even taught sign language to his colleagues. We wish him a great future ahead.” Manoranjan Mohanty, Operation Manager. Udyan Fresh
- ‘Sambhu is very active, energetic and sincere in his work. Wish him a great future ahead.’ Rajashree Samal, State HR Head , Reliance Industries

### **Case studies from our Livelihood interventions:**

#### Pujaswini Nayak

Pujaswini Nayak (Age-30) born and brought up in the remote village of Ludru of Mohana Block ,Gajapati District. After completion of her Senior Secondary Education, she came to Bhubaneswar in search of better opportunities. Since last 4 years she was struggling to get employment opportunities. Most of the employers rejected her due to her impairment i.e 90% OH and in some cases the work places are also not accessible for her. So she struggled to earn and become economically independent.Sambhu Bhagat, Orthopedically Challenged

Through this project Pujaswini was facilitated to get an assistive device i.e a wheelchair which helped her to reach at the potential employers with dignity. Then she was facilitated to appear job interviews at three different employers. She was also facilitated to get home based work i.e odia typing and then to a data entry operator job at Caste InfoTech Pvt. Ltd. .With several rounds of discussion and sensitization to the employer she was facilitated to work as a data entry operator at Caste InfoTech Pvt. Ltd. Near BDA square.

After getting suitable work she is happy being economically independent and more confident. She is now earning Rs 6000/- per month from caste InfoTech and around Rs.2000/- from home based work .

### Satyabrata Panda

Satyabrata Panda , a speech and hearing Impaired youth of Bomikhal area of Bhubaneswar. After completion of his education he worked at a petrol pump but after two years of work he lost his job due to relocation of his parents from Berhampur to Bhubaneswar. With loss of job and family burden Satyabrata was very upset .He was completely shattered due to unemployment. His family members were also very much worried about his future.

Under Project Saksham, suitable jobs were identified for Satyabrata, taking into consideration his education and capabilities and was facilitated to appear interviews for market linked job. Most of employers denied taking him only because of his disability. But with repeated orientation, follow up and sensitization Udyan Fresh agreed to take Satyabrata on trial basis. During the initial days the team Leader regularly went to the work place to orient the co-workers and the Store Manager. She interpreted in sign language and gave basic training in sign language to interact with Satyabrata and understand his expression.

Satyabrata, is now an efficient worker at Udyan Fresh. Now his co-workers at Udyan Fresh are interacting with him in sign language. His friends are now inspired and showing interest and approaching for facilitation for market linked jobs . After two months of his work , the employer has asked and gave engagement to another person with disability named Saroj Digal.

### Lily Jena

Lily Jena a 21 years old girl dwelling in a slum of Bhubaneswar was confined to some meters of her house and never came out of her community earlier. Orthopedically challenged, dwarfism Lilly was managing herself with an income of less two thousand through a stitching machine. She does stitching in her house and it was known to some localities and neighbours of Lilly.

She studied till standard 9, after facing the discrimination in the society and in school she quit and wished to be invisible to others. Under Project Saksham, Lilly has gone through several counselling sessions to know her talent and earn better and to lead a life with dignity. In the first session she was not ready to come out from her house and attend it so facilitators and team leader decide to visit her in her house for some days until she understand the speciality overcoming her disability. After two sessions of counselling she got convinced to expand her shop by a new machine with professional training.

Now Lilly is selling dress materials along with stitching and has got an increment in her earnings. She is earning 4000 rupees per month after getting support from Swabhiman through Project Saksham . Lilly was inside her house exposing herself to few customers of in the shop. She left school, her study, going out, having fun and making friends. All

this had one reason 'disability'. But now she see her face in the mirror not her height, she deals with her customers with confidence, works in the shop and welcome not only his community members but also others without making her disability stand in her.

### Munindra Nayak

Munindra Nayak 26 year old boy with speech and hearing impairment studied upto standard 7 in a special school (BBC school for Deaf). Was earning his livelihood occasionally by working with caterers for marriage and birthday parties but he did not receive any professional training anywhere. His disability was a barrier in making him employed as employers were not very keen to take him as an employee.

Saksham was introduced in urban poor areas of Bhubaneswar and Swabhiman got Munendra in the survey. He was oriented by team leaders and after some sessions of counselling he was ready to receive a basic cooking training in a kitchen of a hotel at Hotel

During the training Munindra got to know the proper way of mesa preparation, proper plating of the food before serving and cooking. The formal training helped him to meet the expectations of the Hotel crown and now he is working there.

Now that Munindra started working with a big hotel like The Crown people around his locality recognise him by his name and profession. His family members are happy that their child has some regular engagement near to their home. His neighbours are happy watching Munendra going to the work place regularly and working sincerely and have also started giving his example to their children. His social acceptance has also increased a lot. At the work place also he is able to create good image of his own.