

## SITE VISIT REPORT

### KHUSBHOO WELFARE SOCIETY (KWS)

Sector 10A (Near Lions Public School)

Gurgaon, HARYANA 122001, INDIA

Tel: 91-9971698963, 91-1244140885

VOLUNTEER NAMES	BHAVNA AND MOHIT
DATE OF VISIT	2 <sup>ND</sup> DECEMBER 2008
TIME DURATION OF VISIT	10:00 AM – 3:00 PM

ASHA-AUSTIN

APRIL 2009

# INTRODUCTION

WE VISITED KHUSHBOO WELFARE SOCIETY IN SECTOR-10, GURGAON, HARYANA ON 4<sup>TH</sup> DECEMBER 2008. KHUSHBOO WELFARE SOCIETY IS A SCHOOL FOR CHILDREN AND TEENS WITH MENTAL AND MULTIPLE DISABILITIES. THE SCHOOL IS ACROSS THE STREET FROM LIONS PUBLIC SCHOOL IN SECTOR-10A, GURGAON.

WE WERE THERE FOR THE ENTIRE SCHOOL DAY. WE MET WITH ADMINISTRATIVE STAFF, TEACHERS, AND STUDENTS WHO COME TO THE SCHOOL. WE ALSO GOT A CHANCE TO SPEAK WITH A PARENT WHO WAS THERE FOR HIS CHILD PHYSIOTHERAPY SESSION. WE WILL BE DESCRIBING WHAT WE SAW AND EXPERIENCED ON THAT DAY IN SECTIONS TO HELP UNDERSTAND THE WORKING OF KHUSHBOO WELFARE SOCIETY.

## INFRASTRUCTURE – BUILDING AND TRANSPORTATION FACILITIES



*Main Gate*



*KWS Building, Garden and Van*



*Two School Buses and a Van*



*Ramp to Second floor*

**GARDEN** - THE FIRST THING THAT WE NOTICED UPON ENTERING KWS' COMPOUND WAS THEIR BEAUTIFUL AND WELL-MAINTAINED GARDEN. THIS GARDEN IS USED FOR SCHOOL'S ACTIVITIES SUCH AS ANNUAL DAY CELEBRATIONS, PARENT MEETS, ETC. THE COMPOUND IS ALSO USED AS A PLAYGROUND FOR STUDENTS. THERE ARE SOME SLIDES ON THE FAR LEFT SIDE OF THE COMPOUND, WHERE STUDENTS OFTEN PLAY.

**TRANSPORTATION** – WE ALSO NOTICED TWO BUSES AND A MARUTI VAN IN THE COMPOUND. THE BUSES ARE USED TO TRANSPORT STUDENTS AND TEACHERS. THEY COME FROM GURGAON CITY AND NEARBY VILLAGES. VAN IS USED TO BY SCHOOL TO TRANSPORT VISITORS/ STAFF TO AND FROM NEW DELHI; AND FOR EMERGENCIES.

**BUILDING** - BEHIND THE GARDEN WAS A THREE STOREY BUILDING WITH A RAMP BUILD-UP TO THE SECOND FLOOR. THE RAMP IS USED BY STUDENTS WHO FIND IT DIFFICULT TO CLIMB

STAIRS. IT IS A CONVENIENT WAY FOR THEM TO GET TO THEIR CLASSROOMS. IN THE PICTURE YOU CAN SEE A STUDENT HELPING ANOTHER STUDENT UP THE RAMP. THIS WAY, MANY CHILDREN CAN ACCESS THE RAMP AT THE SAME TIME.

1<sup>ST</sup> FLOOR - DIRECTOR'S OFFICE, A MULTI-SENSORY UNIT, PHYSIOTHERAPY ROOM, SPEECH THERAPY ROOM, AND PRE-ACADEMIC AND ACADEMIC-I CLASSROOM. SECOND FLOOR HAS PRE-VOCATIONAL I, STIMULATION-SR, DIRECTOR'S OFFICE. THIRD FLOOR HAS VOCATIONAL ROOMS AND TWO OFFICES.

## DIRECTOR'S OFFICE



*Asst. Director's Office*

ASST. DIRECTOR'S OFFICE IS ON THE FIRST FLOOR ON THE RIGHT. WE SPENT OUR MORNING AND AFTERNOON CHATTING WITH THE ADMINISTRATIVE STAFF AND VOLUNTEERS OF KHUSHBOO ON VARIOUS TOPICS FROM KHUSHBOO'S DAILY OPERATION TO THE CHALLENGES THEY SEE AHEAD.

## SPARSH - SPEECH & PHYSICAL THERAPY



*Speech Therapy Room*



*Physiotherapy Room*

NEXT TO THE DIRECTOR'S OFFICE ON FIRST FLOOR, WERE SPEECH AND PHYSICAL THERAPY ROOMS. THESE ARE PART OF "SPARSH"- EARLY INTERVENTION AND DETECTION. IN THE SPEECH THERAPY ROOM, WE SAW A TEACHER WORKING WITH A STUDENT ON IMPROVING HIS SPEECH BY EXERCISES. IN PHYSIOTHERAPY ROOM, WE SAW SCHOOL'S PHYSIOTHERAPIST WORKING WITH A CHILD WHO HAD SEVERE PHYSICAL DISABILITY. WE LEARNT THAT USUALLY THESE ARE ONE-ON-ONE SESSIONS, SOMETIMES ASSISTED BY PARENTS TOO SO THAT THEY CAN LEARN TO DO SIMPLE EXERCISES AT HOME.

WE ALSO LEARNT THAT EVERY CHILD BEFORE GETTING ADMITTED TO THE SCHOOL IS ASSESSED HERE. A PLAN IS DRAWN UP AFTER THE ASSESSMENT, IN WHICH IT IS DECIDED HOW OFTEN SPEECH AND PHYSICAL THERAPY WOULD BE NEEDED FOR A CHILD. PARENTS' EAGERNESS TO WORK WITH THE CHILD IS ALSO ASSESSED AND THEY ARE COUNSELLED TO INCREASE THEIR PARTICIPATION IN THEIR CHILD'S LIFE. THIS IS PERCEIVED AS AN IMPORTANT CRITERION TO ADMIT A CHILD IN THE SCHOOL.

## BLESSINGS : PRE-ACADEMIC



*Pre-Academic*



*Geeta, Vijay, Sonali watching the kids*



*Lunch time for students*



*Class teacher and her assistant*

ON THE LEFT SIDE FROM FIRST FLOOR ENTRANCE WAS KHUSHBOO'S PRE-ACADEMIC ROOM. THE CLASS HAD A TEACHER AND AN ASSISTANT WHO USUALLY HELPS OUT THE TEACHER IN CONDUCTING CLASSROOM ACTIVITIES. THERE WERE AROUND 8-10 STUDENTS IN THIS CLASS SO THE STUDENT TEACHER RATIO WAS LOW. THE CHILDREN SEEMED TO BE AROUND 3-6 YEARS OLD.

WE WENT THERE AT LUNCH TIME, SO WE DID NOT SEE THE CLASS IN ACTION. WE NOTICED THAT MOST OF THE STUDENTS BROUGHT THEIR LUNCH FROM HOME. WHILE THE STUDENTS WERE ENJOYING THEIR LUNCH THE TEACHER EXPLAINED US THE ACTIVITIES THAT SHE CONDUCTS IN HER CLASS. THEY INCLUDE TEACHING THEM TO RECOGNIZE COMMON THINGS SUCH AS FRUITS, ANIMALS, MEANS OF TRANSPORT, ETC. WITH THE HELP OF CHARTS AND DRAWINGS. THEY ARE ALSO TAUGHT TO DIFFERENTIATE BETWEEN VARIOUS SIZES WITH THE HELP OF PHYSICAL OBJECTS AND PLAY WITH THEM.

## BLESSINGS: ACADEMIC - I



*Academic-I*



*The kids*



*The class teacher and the kids*



*The kids*

ON THE FAR LEFT OF THE FIRST FLOOR WAS ACADEMIC – I CLASSROOM. CHILDREN IN THIS CLASS SEEMED TO BE 6-9 YEARS OLD. WE ARRIVED WHEN THE STUDENTS WERE FINISHING THEIR LUNCH. THEIR ENERGY LEVEL SEEMED TO BE A LITTLE HIGHER THAN PRE-ACADEMIC STUDENTS. SOME OF THE CLASSROOM ACTIVITIES ARE DRAWING COMMON OBJECTS, CUTTING OUT PAPER TO MAKE THINGS. TEACHER USUALLY HELPS THEM BY OUTLINING WHAT TO DRAW OR CUT-OUT. THE TEACHER IN THE ABOVE PICTURE WAS FORCED TO LEAVE KHUSHBOO BECAUSE OF LESS INCOME AND TRANSPORTATION PROBLEM. SHE JOINED ANOTHER SCHOOL BUT COULD NOT GET A SATISFACTION WHICH SHE GETS HERE, SO SHE DECIDED TO COME BACK AND RESUME THE JOB WITH KHUSHBOO.



## BLESSINGS: ACADEMIC – II



*Academic-II*



*The kids*



*The class teacher and the kids*



*The kids*

ACADEMIC-II CLASSROOM WAS OPPOSITE TO THE ACADEMIC-I ON FAR LEFT OF FIRST FLOOR. STUDENTS IN THIS CLASS WERE MOSTLY IN THE AGE GROUP OF 9-12. THE TEACHER WAS BEING HELPED BY AN ASSISTANT SINCE THERE WERE LOT MORE STUDENTS THAN ACADEMIC-I CLASS. THE ASSISTANT IN THIS CLASS WAS A FORMER STUDENT OF KHUSHBOO. THEY WERE BEING TAUGHT HOW TO COUNT, ADD AND SUBTRACT USING GRAPHIC AIDS. OTHER THAN THAT THEY HAVE ACTIVITIES LIKE DRAWING AND COLORING OBJECTS.

## BLESSINGS: PERFORMING ARTS



PERFORMING ARTS ROOM IS ON THE RIGHT SIDE OF THE SECOND FLOOR. STUDENTS LEARN A FORM OF ART SUCH AS MUSIC OR DANCE IN THIS ROOM AS PART OF THEIR TIME TABLE. THIS ACTIVITY IS THOROUGHLY ENJOYED BY STUDENTS. SOME OF THEM OPT FOR PERFORMING ON EVENTS SUCH AS ANNUAL DAY OR FESTIVAL. THIS IS OF GREAT THERAPEUTIC VALUE.

AS CAN BE SEEN IN THE PICTURES ABOVE, A GIRL STUDENT IS PREPARING HER ANNUAL DAY DANCE PERFORMANCE. THE ROOM HAS A TELEVISION AND AUDIO SYSTEM.

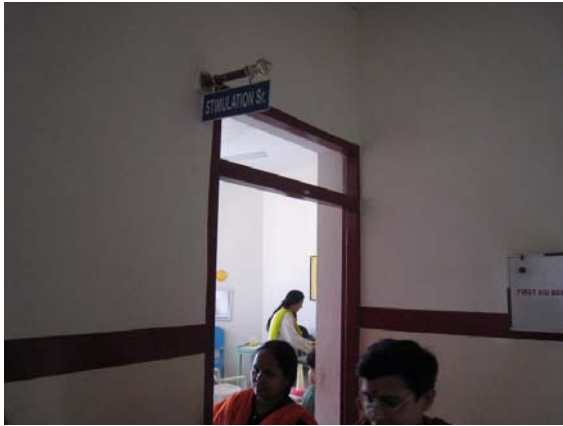
## SAMVEDAN : MULTISENSORY STIMULATION UNIT



NEXT, WE WENT TO THE MUTI-SENSORY STIMULATION UNIT, WHICH IS OPPOSITE TO ASST. DIRECTOR'S OFFICE ON FIRST FLOOR. THIS IS PART OF KHUSHBOO'S "SAMVEDAN" PROGRAM FOR CHILDREN WITH SEVERE DISABILITY.

THE TEACHER EXPLAINED TO US THAT THE ROOM IS USED TO PROVIDE VARIOUS KINDS OF STIMULUS TO CHILDREN. SOME OF THEM ARE REGULAR STUDENTS WHOSE CONDITION IS MORE SEVERE. AS PART OF THEIR "CURRICULUM" THEY ARE BROUGHT HERE ON REGULAR BASIS TO HELP IMPROVE THEIR SENSORY ORGANS OVER TIME. CHILDREN ARE GIVEN CLOTHS AND TOYS MADE OF DIFFERENT MATERIALS AND DIFFERENT DEGREES OF SOFTNESS, TO STIMULATE THEIR SENSE OF TOUCH. PSYCHEDELIC LIGHTS ARE USED TO STIMULATE THEIR VISION. LIGHTS WITH DIFFERENT COLORS ARE USED TO TEACH THEM TO DISTINGUISH BETWEEN COLORS (ESP. TRAFFIC LIGHTS). THERE WERE VARIOUS SOURCES OF SOUND TO STIMULATE THEIR HEARING AND IMPROVE THEIR ABILITY TO RECOGNIZE A DOOR BELL AND REACT TO IT. ALL THE DEVICES AND ACCESSORIES OF THIS ROOM HAVE BEEN SPONSORED BY VERTEX, PALMER GREEN SANGAM GROUPS, LONDON.

## SAMVEDAN: STIMULATION SR



STIMULATION SENIOR ROOM IS ON THE RIGHT SIDE OF THE SECOND FLOOR. THIS IS PART OF “SAMVEDAN” PROGRAM IN KHUSHBOO. STUDENTS IN THIS CLASS ARE ABOVE 13 IN AGE. THEY ARE SEVERELY AFFECTED TEENAGERS WITH DIFFERENT FORMS OF DISABILITIES. MULTISENSORY TECHNIQUES ARE USED TO HELP THEM LEARN DAILY LIFE SKILLS. THESE ARE STUDENTS WHO NEED MORE ATTENTION AND CARE THAN OTHER STUDENTS OF SIMILAR AGE.

SOME OF THEM ARE GIVEN VOCATIONAL TRAINING LIKE TAILORING, HANDICRAFTS, BOOK BINDING ETC. ACCORDING TO THEIR LEARNING POTENTIAL.

SINCE MOST OF THE STUDENTS OF THIS AGE ARE EXPERIENCING PUBERTY, THE TEACHERS FIND IT CHALLENGING TO DEAL WITH. THEY HAVE BEEN GIVEN SOME TRAINING ON HOW TO HANDLE A THESE STUDENT.

## SAMARTH: PRE-VOCATIONAL JUNIOR-I



NEXT WE WENT TO PREVOCAIONAL JUNIOR-I ON THE SECOND FLOOR. THIS IS PART OF A PROGRAM CALLED "SAMARTH". THE MAIN OBJECTIVE OF THIS PROGRAM IS TO MAKE TEENAGE CHILDREN INDEPENDENT BY TEACHING THEM BASIC LIFE SKILLS AS WELL AS SKILLS THROUGH WHICH THEY CAN EARN MONEY.

THE STUDENTS IN THIS CLASS ARE OF AGE 12 AND ABOVE. OTHER THAN CLASS THEIR REGULAR ACTIVITIES, THEY ARE EXPOSED TO VARIOUS HOUSEHOLD ACTIVITIES LIKE COOKING FOOD, CLEANING AND MAINTAINING THEIR KITCHEN, BUYING VEGETABLES, GRAIN AND PULSES FOR THE KITCHEN. THIS HELPS THEM BECOME INDEPENDENT TO SOME DEGREE SO THAT THEY CAN MANAGE ON THEIR OWN IF LEFT ALONE AT HOME. THE FACT THAT THEY LEARN TO MANAGE ON THEIR OWN PROVIDES CONSIDERABLE RELIEF TO THEIR FAMILIES ALSO.

OTHER THAN HOUSEHOLD ACTIVITIES STUDENTS ARE ALSO TAIUGHT TAILORING, BOOK BINDING, CLOTH PAINTING, COOKING, CANDLE MAKING AND HANDICRAFTS. THESE SKILLS ARE ACQUIRED OVER TIME WITH THE HELP OF TEACHERS. A STUDENT USUALLY ENDS UP ACQUIRING ONE SKILL ACCORDING TO HIS/HER LIKING. LEARNING THESE SKILLS GIVES THEM GREAT DEAL OF CONFIDENCE AND BECOMING A CONTRIBUTORY SOURCE IN THEIR FAMILY.

## SAMARTH (VOCATIONAL): KITCHEN



KITCHEN IS ON THE SECOND FLOOR DIRECTLY OPPOSITE TO THE PREVOCATIONAL JUNIOR- I CLASSROOM.

STUDENTS ARE TAUGHT HOW TO HANDLE KITCHEN APPLIANCES & UTENSILS, SHOP FOR VEGETABLES/FRUITS, AND COOK A MEAL OR SNACK. THE ULTIMATE OBJECTIVE IS TO BRING SOME DEGREE OF INDEPENDENCE FROM THEIR PARENTS AT HOME AND GIVE THEM CONFIDENCE SO THAT THEY CAN BE ALONE AT HOME.

THE KITCHEN HAS APPLIANCES, CUTLERY, AND UTENSILS NECESSARY FOR PREPARING FOOD IN THE PREMISES. STUDENTS USUALLY PREPARE A MID-DAY MEAL/SNACK FOR EVERYONE AS PART OF THEIR LEARNING. THEY ARE GUIDED BY THEIR TEACHER. AS SEEN IN THE TOP RIGHT IMAGE, THE TEACHER MAINTAINS A WEEKLY MENU OF THE MID-DAY SNACK THEY PLAN TO PREPARE, ATTENDANCE SHEET FOR THE CATERING GROUP, CATERING SHEET WHICH SHOWS THE TIME TABLE FOR THOSE WHO HAS OPTED COOKING. TEACHER AND THE STUDENTS PREPARE A LIST OF GROCERY ITEMS THAT NEED TO BE PURCHASED. WITH THE HELP OF A PRICE CHART (ALSO IN THE TOP-RIGHT PICTURE) THEY FIGURE OUT THE MONEY THEY WOULD NEED. THEY THEN GO OUT AND SHOP FOR THE LISTED ITEMS WITH HELP OF THEIR TEACHERS. THIS GIVES THEM AN OPPORTUNITY TO INTERACT WITH PEOPLE AND

BECOMING CONFIDENT IN DEALING WITH MONEY.

IN THE KITCHEN, THE CUPBOARDS HAVE BEEN LABELED TO HELP THE STUDENTS IDENTIFY WHERE A UTENSIL OR CUTLERY CAN BE FOUND. THROUGH REPETITION THEY LEARN TO REMEMBER WHERE TO FIND SOMETHING EVEN IF THEY FIND IT HARD TO READ THE LABELS. THEY ARE TAUGHT TO CUT VEGETABLES/FRUITS THAT GO INTO PREPARATION OF THEIR MEAL/SNACK. THEY ALSO LEARN HOW TO HANDLE APPLIANCES SUCH AS A GAS STOVE FOR COOKING. ONCE THE MEAL IS PREPARED, THEY LEARN TO WASH THE UTENSILS AND PUT THEM BACK IN THEIR APPROPRIATE PLACES.

## SAMARTH (VOCATIONAL): TAILORING



TAILORING ROOM IS ON THE RIGHT SIDE OF THE THIRD FLOOR. IT HAS 2-3 SEWING MACHINES, CLOTH AND OTHER REQUIRED MATERIAL FOR SEWING. STUDENTS WHO OPT FOR THIS VOCATION ARE TAUGHT TO SEW CLOTHES, HOT PADS, NAPKINS, TABLE CLOTH, ETC. THESE ITEMS ARE PUT UP FOR SALE AT VARIOUS COMPANY EVENTS AND KHUSHBOO'S FUNCTIONS. THE MONEY FROM THESE SALES HELP COVER SOME OF THE EXPENSES AT KHUSHBOO.

STUDENTS START LEARNING WITH DOING SOME PART OF THE SEWING PROCESS AND THE TEACHERS COMPLETING THE REST BUT OVER TIME THEY PICK UP MORE AND MORE.

LEARNING THIS SKILL NOT ONLY GIVES THEM CONFIDENCE BUT HELPS THEM ATTAIN A SKILL LEVEL THAT COULD GET THEM EMPLOYED OUTSIDE OF KHUSHCOO AND BECOME A CONTRIBUTING SOURCE OF INCOME TO THEIR FAMILY.



## MISCELLANEOUS



EVERY FLOOR HAS TOILETS SEPERATE FOR MEN AND WOMEN. CHILDREN ARE ALSO POTTY TRAINED HERE.

RIGHT IMAGE SHOWS THE ACCOUNTS ROOM. KHUSHBOO EMPLOYS AN ACCOUNTANT WHO MAINTAIN S ALL THE TRANSACTIONS.



THERE IS A GUEST ROOM ON THE THIRD FLOOR ITSELF, WHICH IS USED AS AN ACCOMODATION FOR THE GUESTS. RIGHT IMAGE SHOWS THE SPIRAL BINDING TABLE, IT HAS A SPIRAL BINDING MACINE, PAPERS, SCISSORS AND OTHER REQUIRED STUFF TO CARRY OVER THE ACTIVITY. CHILDREN WHO DO SPIRAL BINDING AS THEIR VOCATIONAL COURSE ARE ASSISTED BY A TEACHER.

## THE KHUSHBOO TEAM WITH US



FROM (L TO R): BHAVNA, GEETA CHATURVEDI, SEHDEV, ASHOK GUPTA, VIJAY PAL,  
SONALI SAVA KOOR, SHASHI NARANG



FROM (L TO R): BHAVNA (ASHA), MOHIT (ASHA), GEETA CHATURVEDI, VIJAY PAL,  
SONALI SAVA KOOR, SHASHI NARANG

## COMMENTS:

KHUSHBOO'S IS DOING GREAT WORK IN HELPING CHILDREN, ADOLESCENTS AS WELL AS ADULTS WITH MUTLIPLE DISABILITIES. THEY HAVE A VERY PLANNED AND WELL UNDERSTOOD APPROACH. THEY SUPPORT A CONSIDERABLE AMOUNT OF STUDENTS (ABOUT 65) AND EVEN MORE WHO COME FOR THEIR SERVICE FROM NEARBY CITY AREA AND VILLAGES.

EVEN THOUGH THEY HAVE BEEN ABLE TO ENGAGE NEARBY COMPANIES AND CREATE AWARENESS ABOUT DISABILITIES, WE FEEL THAT THE SOCIETY HAS A LONG WAY TO GO. DISABILITY HAS NOT BEEN FULLY EMBRACED BY THE INDIAN SOCIETY AND IS SOMETIMES MADE FUN OF. PARENTS WHOSE CHILDREN ARE MENTALLY CHALLENGED FEEL ASHAMED. FAMILIES WITH A DISABLED CHILD ARE SHUNNED BY THEIR RELATIVES. GIRLS WHO ARE MENTALLY OR PHYSICALLY CHALLENGED FACE HIGHER DISCRIMINATION FROM THEIR FAMILIES. THIS WAS EVIDENT FROM OUR VISIT TO KHUSHBOO. WE MET A FATHER OF A CHILD WHO HAD SEVERE DISABILITY AND WAS SHUNNED BY HIS FAMILY. HE DID NOT KNOW AND STRUGGLED TO GET CARE FOR HIS SON FOR ABOUT 3 YEARS BEFORE HE LEARNED ABOUT KHUSHBOO THROUGH A CO-WORKER. WE ALSO SAW THE NUMBER OF GIRLS IN KHUSHBOO WAS ABNORMALLY LOW.

KHUSHBOO IS STRUGGLING WITH HAVING A CONTINUOUS SOURCE OF FUNDING TO RUN THEIR OPERATION. SOME OF THE MONEY COMES FROM SALE OF THEIR PRODUCTS AT VARIOUS EVENTS AND FUNCTIONS. BUT THE REST HAS BEEN COMPANIES/GROUPS AND SUPPORT-A-CHILD PROGRAM. FUNDING IS ADHOC, AT BEST. AS OF NOW, THEY DO NOT HAVE A CORPUS FUND, AND THEY ARE PLANNING TO START FUND-RAISING FOR THE SAME TOO. SUPPORT FROM ASHA FOR EDUCATION WOULD HELP TAKE CARE OF THE TEACHERS SALARY. IN THIS SECTOR OF SPECIAL NEEDS EDUCATION, THE CHILD ALSO DEVELOPS A GREAT RAPPORT WITH THE TEACHER, WITH TIME. RETENTION OF DEDICATED TEACHERS AND STAFF IS OF UTMOST IMPORTANCE FOR THE NGO.