

Curriculum for Vocational Education

Transition of Persons with Mental
Retardation From School to Work

SERIES - 2



A. T. Thressiakutty
Dr. L. Govinda Rao



National Institute for the Mentally Handicapped

(Ministry of Social Justice & Empowerment, Government of India)

Manovikasnagar, Secunderabad - 500 009. Andhra Pradesh, INDIA.

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Curriculum for Vocational Education

“Transition of Persons with Mental
Retardation From School to work” SERIES - II

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Research Assistant : Kumkum

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We express our sincere thanks to vocational rehabilitation centre, Hyderabad, Nirman and Akanksha production centres and Polygarden to prepare the curriculum for vocational education and field test it.

The theory behind the practicals is explained in the guide, "Transition of persons with mental retardation from school to work" A.T.Thressiakutty & L.Govinda Rao (2001). The practical aspects of transition are explained in this book in the form of curriculum for vocational education.

We sincerely acknowledge the assistance Dr.Jayanthi Narayan, Deputy Director, Shri V.Ram Mohan Rao and Shri G.V.Reddy, Assistant Administrative Officers and Shri T.Pitchaiah, Accounts Officer and other staff in administration for their support in implementing the project and printing this book. We express our thanks to Ms.Kumkum worked as a research assistant from March to November, 2002 during the one year period of the research project. We would like to acknowledge our thanks to Ms.T.Neeraja for her secretarial assistance in typing the entire book.

The most important contributors to this book are probably our clients - the persons with mental retardation, through whom we learned and improved our professional skills to prepare the curriculum. Without this experience it would be impossible to develop this book. We hope that they will receive better services in vocational training and employment, by using the curriculum for vocational education.

We thank one and all who helped us to complete this work successfully.

Dr.L.Govinda Rao
Director, NIMH

A.T.Thressiakutty
Chief investigator of the research project,
"Transition from school to work"
and
"Development of Employment Awareness Materials"

PREFACE

Need of developing a methodology for the transition of persons with mental retardation from school to work suitable to Indian conditions was long awaited. It is roughly calculated that there are 70 lakh adults in a population of 170 lakhs of persons with mental retardation in our country. Approximately 3000 adults are currently receiving vocational training at 16 Vocational Rehabilitation Centres and 200 Non Government Organizations in India. These institutions provide either prevocational or vocational training which are not remunerative in nature. Majority of them does not reach the status of an employee and they continue to remain and seen as a trainee. As a result desired transformation in the quality of life has yet to take place. Change in the behavioural pattern of an individual as expected of an employee in the adulthood can be seen, if planned transition from these institutions to gainful employment is organised.

Before taking this project in 1999, considerable preparatory work has been done in this area with the experiments of job placements in various settings - open, supported, group and self employment which proved that the persons with mental retardation can successfully continue on a job if there is proper selection of the job followed by proper training.

The need for a transition model has arisen from various issues faced by the professionals, policy makers and parents. The important issues are :

- The ultimate aim of habilitation services to the persons with mental retardation employability and independent living.
- The trend of increasing number of adults with mental retardation in special schools due to the absence of vocational training facilities
- The life long dependence of the children on parents due to the lack of meaningful adult services.

Therefore the major purpose of this project was to find out the current status of the persons with mental retardation above 16 years, attending the special schools and to develop a transition model to enable the school personnel to develop transition plans to the students when they reach the prevocational level.

The project was implemented in 4 phases.

- Preparatory period - collection of data on the present status of persons with mental retardation above 16 years attending the special schools.
- Selecting schools and children from various special schools and developing individualized transition plan.
- The implementation of the transition plans.
- Preparation of the Curriculum for Vocational Education and The guide - Transition of persons with mental retardation from school to work.

As a final outcome of the project, the methodology used for transition is prepared in the form of a guide which is the theoretical background of the curriculum for vocational education. The practical aspects of transition are explained in this book in the form of curriculum for vocational education.

The persons with mental retardation who were selected for this project, were trained in 12 jobs. Seven of them were service oriented and five were production oriented trades. Curriculum has been developed for all the 12 trades and used to train 20 persons with mental retardation in the actual job setting. Curriculum for each trade has 2 parts : specific job related skills and adult living skills. How to use the curriculum is explained in the next pages.

Curriculum for Vocational Education Series-2 has been prepared as a continuation of the project Transition from School to Work Series-1 has been approved by the National Open School as the Curriculum for Vocational Education for persons with mental retardation. As series-1 is used by the students of BRS, DVTE(MR), DSE(MR) and Vocational centres it has been decided to prepare Series-2 has six trades. Adult Independent living skills is included as Part II in this book. How to use this book is explained in the next pages.

We request each and everyone who use the curriculum for vocational education to give their comments, so that the suggestions can be incorporated in the future editions.

Dr. L.Govinda Rao
Director, NIMH

A.T.Thressiakutty
Chief investigator of the
research project,
"Transition from school to work"

ABOUT THIS BOOK...

When you look at the cover page, you see few important terms, "Curriculum", "Vocational Education", "Mental Retardation", "Transition", and "School to work". The terms reveal the content of the book. It contains curriculum for 6 trades which are suitable to the persons with mental retardation. It also gives guide lines for initial assessment, evaluation and certification.

CURRICULUM

The word curriculum is derived from the Latin root "Currus" which means a "Chariot" or "Course" in English. It also closely resembles the term "Karyakram" used in Sanskrit and in many Indian languages for any programme undertaken to be completed by an individual or a group. Hence "Curriculum is a programme of learning or course of studies taken up by a student over a period of time to achieve a goal in view".

In general, curriculum is defined as programme of various activities and learning experiences conducted by an institution for the benefit of a student in his/her present and future life.

Curriculum is all the learning which is planned and guided by the teachers, whether it is carried out in groups or individually inside or outside the school.

CURRICULUM FOR VOCATIONAL EDUCATION

Curriculum for vocational education can be defined as a systematic organization of instructional content designed to provide students with a sequence of meaningful vocational and related activities conducted by an agency for the benefit of the student for an economically useful vocation.

VOCATIONAL CURRICULUM DEVELOPMENT

The process for developing vocational curriculum packages begins with a community assessment of vocational opportunity and proceeds towards the identification of specific competencies and requisite vocational sequences. This process includes activities that highlight generic skills associated with most employment situations and activities that reveal unique competencies associated with specific community jobs. Vocational curriculum methods include questionnaires, analysis of basic vocational behaviours and direct observations of community job situations.

While preparing the curriculum for vocational education a combination of all these methods have been used. After identifying the suitable job, important areas of curriculum have been identified by conducting interviews and collecting questionnaire responses from employers, supervisors and others regarding the requirement of the specific skills for employment success.

The most beneficial method which is used for curriculum development is the direct observation of realistic vocational options in a local community for the purpose of identifying requisite vocational competence and skill sequences. Specific activities become functional skills when a person can perform them in combination as a part of a vocational routine or sequence. Vocational trainers are encouraged to provide trainees with experiences that require the performance of skill sequence rather than isolated skills.

Analysis of basic work behaviours include behaviours associated with performing daily responsibilities, arriving and beginning a job, working independently and persistently over a long period of time, demonstrating social interpersonal skills on the job during break times, finishing work and departing, receiving remuneration and using work produced income for purchases and savings.

MENTAL RETARDATION

For whom the curriculum is developed? No doubt, it is for the persons with mental retardation. As per the 1992 AAMR definition, Mental retardation refers to substantial limitations in present functioning. It is characterized by significantly subaverage intellectual functioning existing concurrently with related limitations in two or more of the following applicable adaptive skills areas :

Communication	Self care
Home living	Social skills
Community use	Self direction
Health and safety	Functional academics
Leisure and work	

One of the assumptions of this definition is "With appropriate supports over a sustained period, the life functioning of the persons with mental retardation will generally improve". The aim of vocational education is to provide age appropriate training and supports to change the substantial limitations in present functioning by identifying, a suitable job, providing intensive training with reasonable remuneration and promising a better quality of life of persons with mental retardation.

Specific adaptive limitations often coexist with strengths in other adaptive skills or personal capabilities. Therefore, the criteria for selection for vocational education is not the IQ, but the present level of functioning. The best curriculum package can be selected and modified according to the individual's needs and functioning level. The concept and methodology of transition from school to work have been explained in the book "Transition of Persons with Mental Retardation from School to Work - A Guide". (A.T. Thressiakutty & Dr. L. Govinda Rao 2001).

Vocational transition is a carefully planned process which may be initiated by school personnel or adult service providers to establish and implement a plan for either employment or additional vocational training of a student with a handicap who will graduate or leave school in three to five years : such a process must involve special educators, vocational educators, parents, the students, adult service system representative and possibly an employer.

In this book the curriculum for vocational education is developed in the form of Transition Plan for Vocational Education. Sample vocational transition plans are prepared for each trade selected. These plans can be modified according to the need of each student. The duration is flexible. The number of tasks for each student can be reduced or increased. The basic outlines are provided for each package.

Each package has two parts. Part 1 includes the specific duties/tasks of the trade/job and the job related skills such as academics, work schedule and safety precautions. Part 2 is common for all the trades. It includes basic academics, work place behaviour, employability, sex education and self advocacy. The purpose of this part is to develop adult living skills to improve the standard of living. Thus each package is developed in a comprehensive manner.

The production oriented trades are suitable to persons functioning at severe, moderate and mild levels of mental retardation. A production centre on commercial line can accommodate mentally retarded people functioning at various levels. There will be skilled, unskilled and simple repetitive tasks in production activities. Basic skills in carpentry is included in this package. This trade may require a high level of functioning compared to the other trades included in this book.

INDIVIDUALIZED VOCATIONAL TRANSITION PLAN

Why it is individualized? The Individualized Education Plan (IEP) has been accepted and implemented every where. There is no need to explain the need of IEP. Individualized Vocational Education Plan has to be considered as a part of IEP. The ultimate aim of special education is employability and independent living. IVEP aims at skills for employability and independent living skills. Therefore, it is expected and requested to have an IVEP for each and every student attending secondary and prevocational level of special education. This would definitely help to achieve the ultimate aim of special education. This outcome oriented approach helps the professionals to offer the service with a wider vision and fruitful mission to promise a better tomorrow to each and every person with mental retardation.

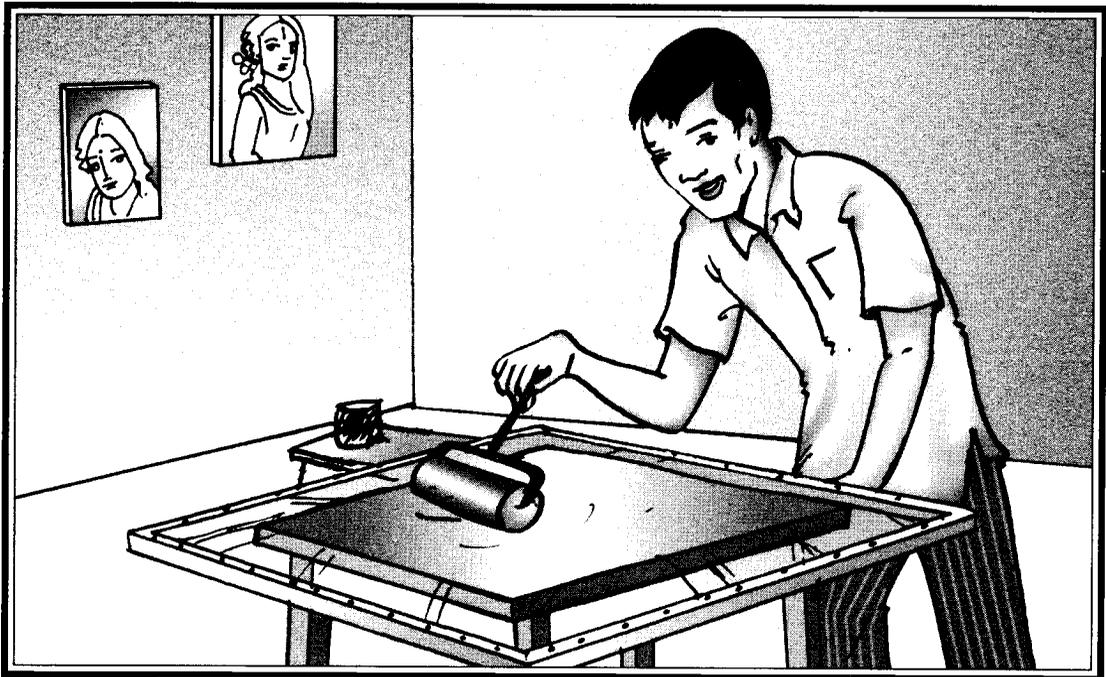
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1. Thressiakutty & Rao L. (2001) *Transition of Persons with Mental Retardation from school to work* - Pub. NIMH, Secunderabad.
2. Thressiakutty & Rao L. (2001) *Curriculum for Vocational Education* - Pub. NIMH, Secunderabad.

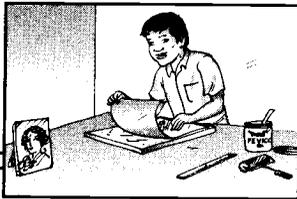
PART - I

Curriculum for Vocational Education

**Transition of Persons with Mental
Retardation From School to work**



1. Lamination of Photographs



1. Lamination of Photographs

1. JOB TITLE

Lamination of photographs.

2. JOB DESCRIPTION

Though photo lamination is a semi skilled job, it has been found from experience that persons with mild mental retardation can learn the various tasks involved in photo lamination. Systematic training is necessary under supervision. As there is a great need in photo lamination, the trained people can easily get jobs in studios and lamination centres. Self employment is also possible.

3. MAJOR TASKS

1. Preparing hard board frame
2. Fixing the photograph
3. Preparing the solution
4. Application of lamination paper
5. Giving the finish touch, filing and painting.

4. PRE-REQUISITE SKILLS

1. Eye hand coordination
2. Ability to follow instruction
3. Concept of measurement
4. Gross and fine motor skills
5. Colour concept
6. Sense of quality and accuracy
7. Safety precautions

5. ADMISSION CRITERIA

Age : 16 years and above

Entry level : 80% skills on the prevocational level checklist and the prerequisite skills are necessary for initiating training.

Observation : Work readiness skills are evaluated during the initial one month period of observation.

6. TEACHER TRAINEE RATIO

Persons with mental retardation having the required prerequisite skills are suitable for this job. Currently there is a trend to give this job to persons with mental retardation in various lamination centres. Therefore this training can be provided in a formal way to a small group of 2-3 persons under one efficient trainer.

7. MODE OF TRAINING

Prevocational level class : The tasks related to academics and part 2 of the course content are introduced in the class room.

At the photo lamination centre : Opportunities are given to learn the main tasks and safety precautions in the actual work settings.

Community : Purchase, banking and community interactive skills are taught in the community settings.

8. CURRICULUM

The course content is prepared in two parts. Part I is essential to work in photo lamination centre. Part II helps towards independent living.

9. DURATION

Duration is flexible from 12 months to 16 months depending on the tasks and ability level of the trainees.

10. TRAINING SCHEDULE - TRANSITION PLAN

A Sample transition plan is given in next page . It is flexible depending on the nature of duties, mode of training and ability of the trainees.

11. REINFORCEMENT

Stipend or token economy system would motivate the trainees.

12. EVALUATION OF EXAMINATION

Internal : Use the checklist of photo lamination for training and evaluation. The instructor should evaluate the trainee once in a month or once in three months on the checklist. 75% marks for the tasks on the checklist will be given by the internal examiner for final examination.

External : 25% marks for the tasks on the checklist will be given by the external examiner by asking the trainee to demonstrate the tasks.

13. CERTIFICATION

Score in each area should be mentioned and counted while preparing certificates (see the evaluation sheet). This would help the parents, placement officer and the employer to take decision on what type of tasks / assignments can be given to a particular trainee/employee.

This would help to continue the training in specific areas in which the trainee needs further training and exposure.

14. PLACEMENT

Based on the performance level, placement decision is made.

Time Schedule - Transition Plan for Vocational Education

Lamination of Photographs

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Preparation of hard board frame	<ul style="list-style-type: none"> Assess on the checklist Decide the staff responsible Involve parents
IIInd quarter	50% time	Task related academics	50%	Applying lamination paper	<ul style="list-style-type: none"> Continue assessment. Send the evaluation report to parents & Principal of school
IIIrd quarter	25% time	Employability	75%	Preparing the solution	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	-----	Sex education Self advocacy	100%	Fixing photographs and final touch	<ul style="list-style-type: none"> Final evaluation Decision on placement Decide whether training is to be extended.

The time schedule is flexible as per the need, duties and ability level of the trainee.

COURSE CONTENT

Lamination of Photographs

Part - I

1. MAIN TASKS AREAS

1. Preparing the hard board frame
2. Fixing the photographs
3. Preparing solution for lamination
4. Applying the lamination paper
5. Finishing work

2. TASK RELATED ACADEMICS

1. Handling raw materials
2. Basic academics
3. Work schedule

3. SAFETY PRECAUTIONS

1. Safe use of equipments
2. Safe use of materials

Part II

1. BASIC ACADEMICS

1. Self and family
2. Job site information
3. Money transaction and banking
4. Signals and symbols

2. WORK PLACE BEHAVIOUR

1. Etiquette and manners
2. Personal interaction
3. Regularity and punctuality
4. Communication / social behaviour
5. Quality and quantity of work

3. EMPLOYABILITY

1. Self awareness
2. Job exploration
3. Biodata preparation
4. Developing self confidence
5. Staying on job

4. SEX EDUCATION

1. Anatomy and physiology
2. Maturation or body changes
3. Psycho social sexual behaviour
4. Same sex behaviour
5. Opposite sex behaviour
6. Marriage and parenthood
7. Leisure time and recreational activities

5. SELF ADVOCACY

1. Basic rights
2. Rights of living
3. Decision making
4. Organizing self advocacy groups

PART - I

I. MAIN TASK AREAS

Periodical Evaluation

1. Preparing the hard board

1. Measures the size of the photograph
2. Marks the measurements on the hardboard
3. Cuts the hard board using a saw
4. Files/scrapes the edges
5. Keeps the board on the flat form
6. Applies adhesive coating on the board using paint brush

Dates : _____

Total _____

2. Fixing the photograph

1. Places the photograph on a clean surface the picture facing down
2. Applies the adhesive coating
3. Places the photograph on the prepared hard board
4. Applies pressure on the photograph evenly
5. Keeps it for curing

Total _____

3. Preparing the solution for lamination

1. Takes the jar of resin
2. Takes out required amount in a cup/plate
3. Adds the catalyst (Hardener) to the resin
4. Mixes the solution thoroughly

Total _____

4. Applying the lamination paper

1. Cuts the lamination paper little bigger than the frame using a scissor
2. Pours the liquid lamination solution on the photograph
3. Places the lamination paper on the photograph
4. Applies roller weight and spreads the resin to all sides
5. Checks for any bubbles under the lamination paper and removes them

--	--	--	--

KEY FOR SCORING

I-Independent, M-Modelling, VP-Verbal Prompting, PP-Physical Prompting, TD-Totally Dependent

6. Keeps it for curing under sunlight

--	--	--	--

Total _____

5. Finishing

1. Takes the laminated frame and cuts the excess

lamination paper on the sides

--	--	--	--

2. Takes a fine file and scrapes the sides to give an even shape

--	--	--	--

3. Applies any appropriate colour on the edges using cotton

--	--	--	--

4. Cleans work place

--	--	--	--

Total _____

II. TASK RELATED SKILLS

1. Handling raw materials

1. Identifies and names the raw materials used for lamination

--	--	--	--

2. Makes the list of raw materials

--	--	--	--

3. Purchases the raw materials from the shop

--	--	--	--

4. Calculates the cost of raw materials

--	--	--	--

Total _____

2. Basic academics

1. Identifies various colours

--	--	--	--

2. Reads numerals upto 50

--	--	--	--

3. Differentiates light and dark colours

--	--	--	--

4. Uses a measuring tape

--	--	--	--

Total _____

3. Work schedule

1. Prepares a work schedule

--	--	--	--

2. Follows the work schedule

--	--	--	--

3. Reads the calender

--	--	--	--

Total _____

III. SAFETY PRECAUTION

1. Safe use of equipments

1. Identifies/names the equipments used for lamination

--	--	--	--

2. Handles carefully when it is used

--	--	--	--

3. Preserves equipments safely after use

--	--	--	--

Total _____

2. Safe use of materials

1. Handles the film properly
2. Preserves the rest of the film appropriately after use
3. Avoids spilling while colouring the edges
4. Does not eat/drink non edible items
5. Uses solution carefully

Total _____

SUMMATIVE EVALUATION - PART - I

PERIODICAL EVALUATION

1. MAINTASKS AREAS

1. Preparing the hard board
2. Fixing the photographs
3. Preparing the lamination solution
4. Applying the lamintation paper
5. Finish work

Dates : _____

6				
5				
4				
6				
4				

Total 25

2. TASK RELATED SKILLS

1. Handling raw materials
2. Basic academics
3. Work schedule

4				
4				
3				

Total 11

3. SAFETY PRECAUTIONS

1. Safe use of equipments
2. Safe use of materials

3				
5				

Total 8

FINAL EVALUATION SHEET

TITLE OF THE COURSE LAMINATION OF PHOTOGRAPHS

Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : -----	
1. Main task areas	25	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	11	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Safety precautions	8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	44	-----	
Part - II			
1. Basic academics	18	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Work place behaviour	150	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Employability	20	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Sex education	62	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Self advocacy	30	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	280	-----	

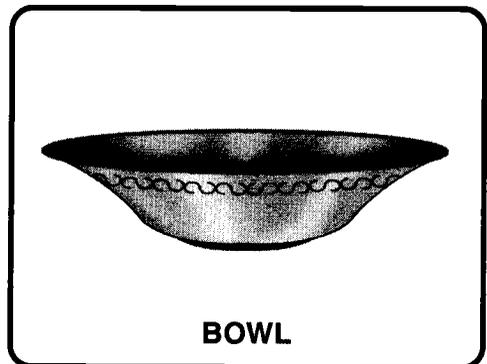
LIST OF ITEMS AND MATERIALS

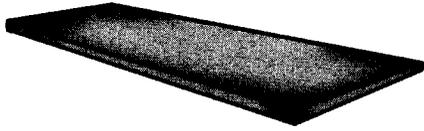
Names	Identify	Read	Write	add the names of other items
Bowel				
Hard Board				
Pencils				
Scale				
Saw				
Chisel				
Paint				
Coating Solution				
Photo				
Lamination Paper				
Resin				
Cup				
Scissors				
Roller Weight				
Waste Cloth				
Paint Brush				
Screw Driver				

ACTIVITY : Tick the items which you have. Add the names of items which are not mentioned in the list

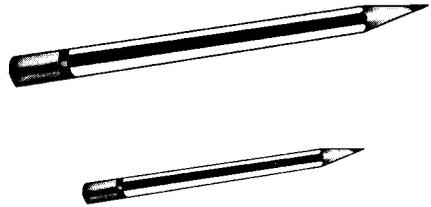
ACTIVITIES

1. Preparing hard board frame
2. Fixing photographs
3. Preparing solution
4. Applying lamination paper
5. Finishing work

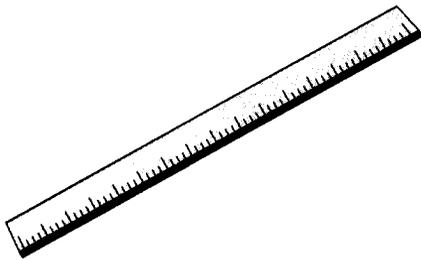




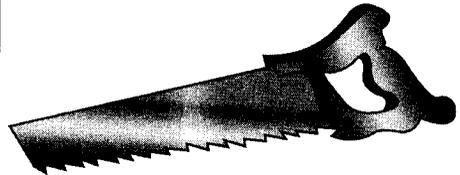
HARD BOARD



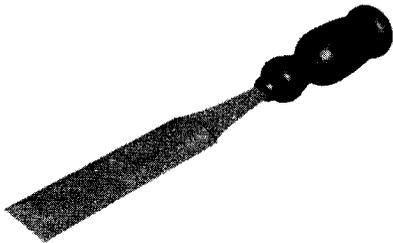
PENCILS



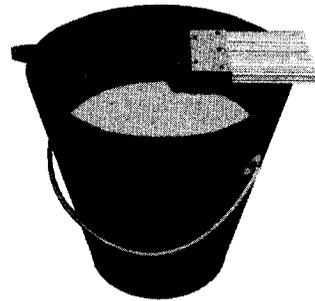
SCALE



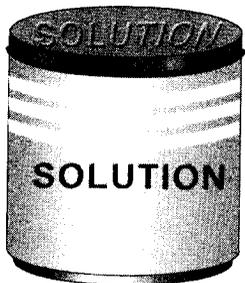
SAW



CHISEL



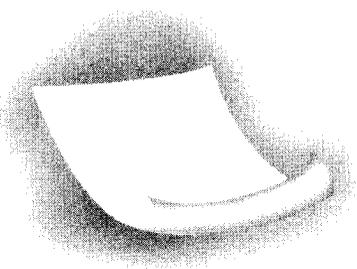
PAINT



COATING SOLUTION



PHOTO



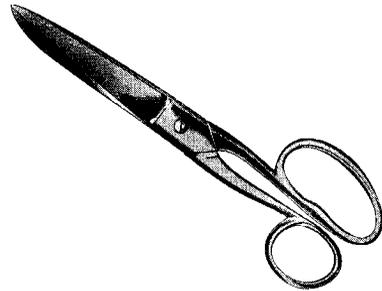
LAMINATION PAPER



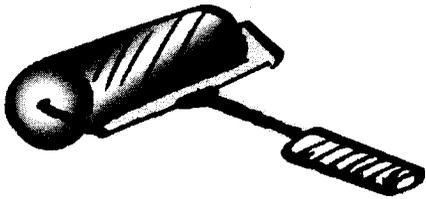
RESIN



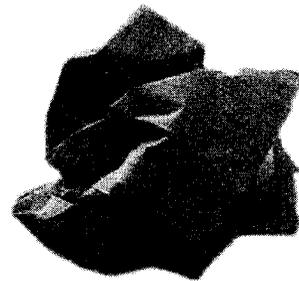
SCREW DRIVER



SCISSORS



ROLLER WEIGHT



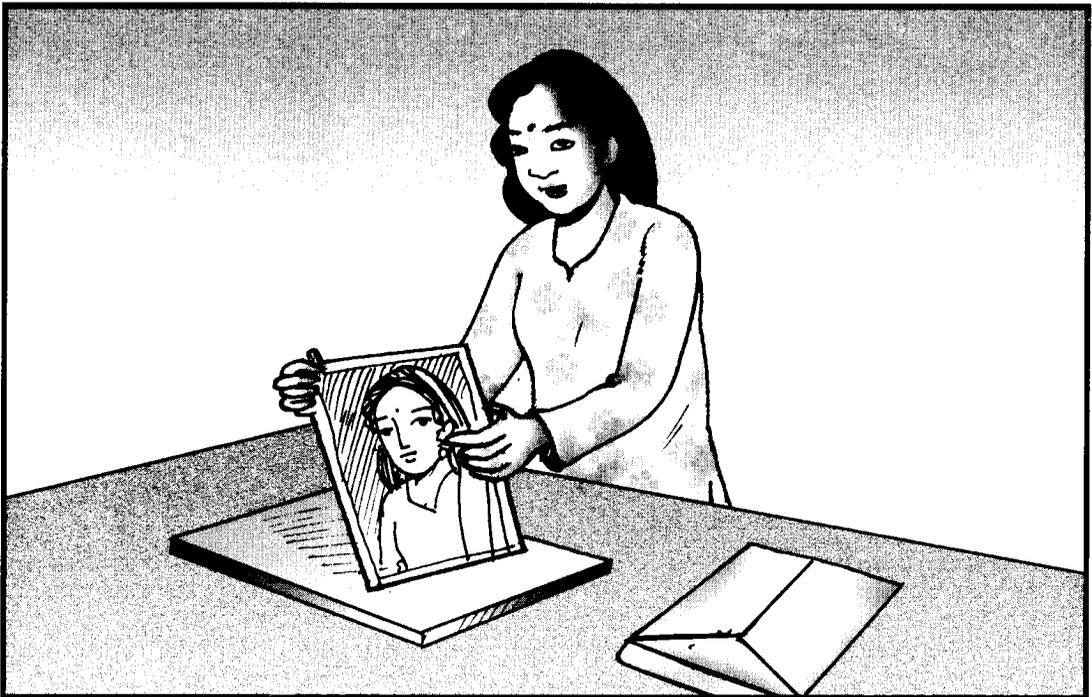
WASTE CLOTH

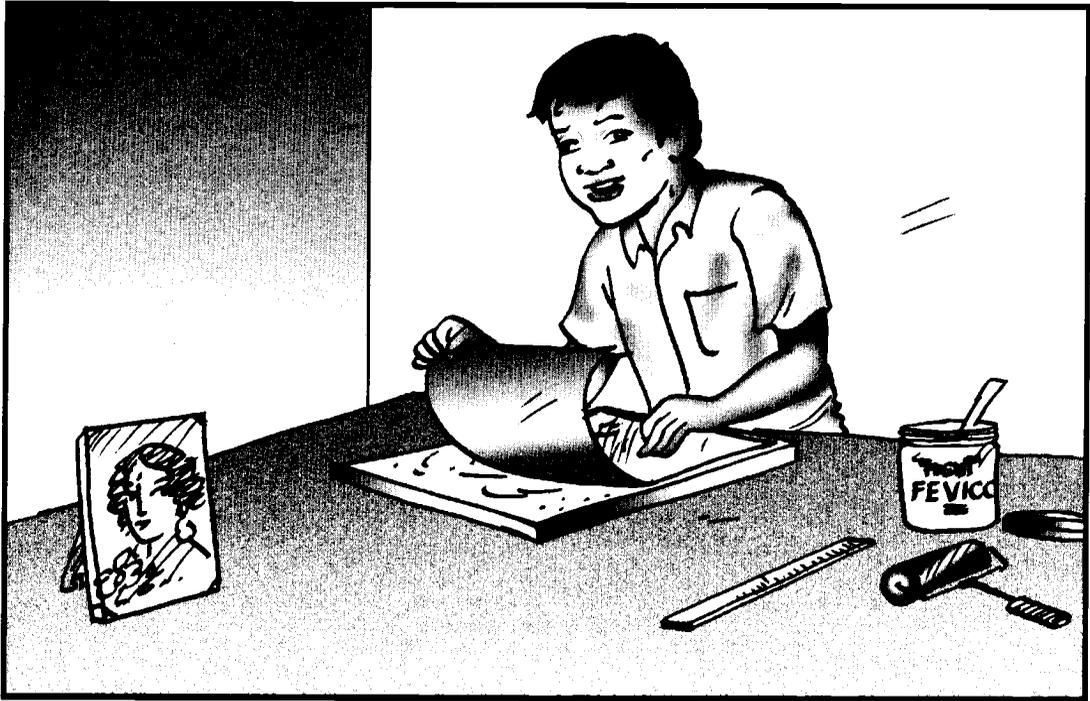


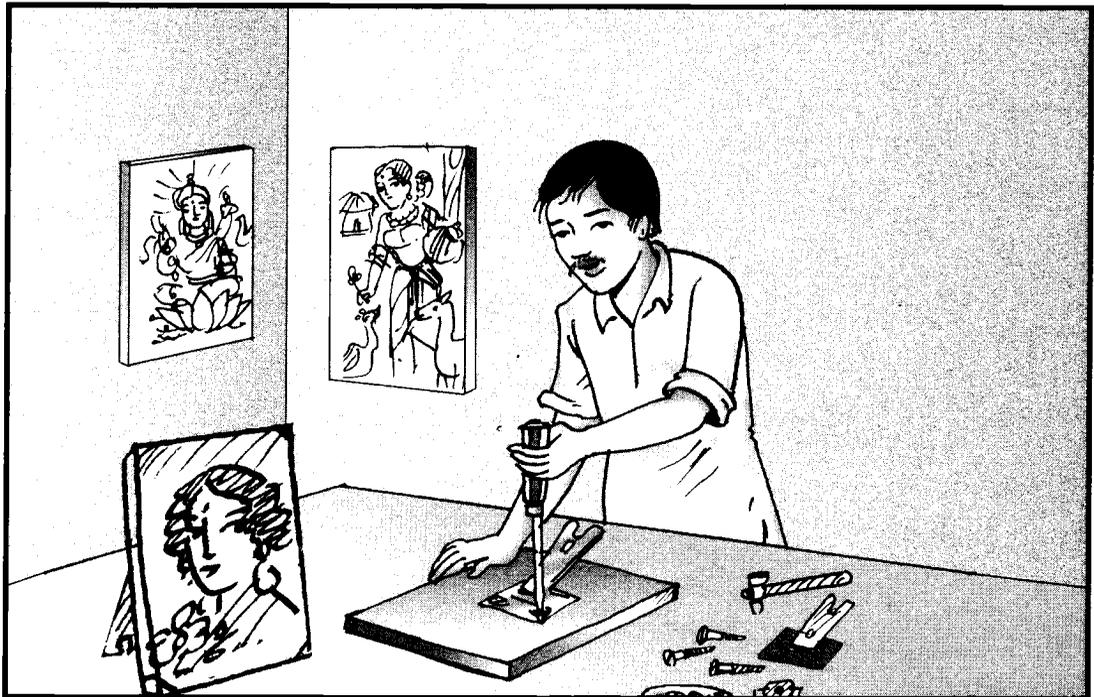
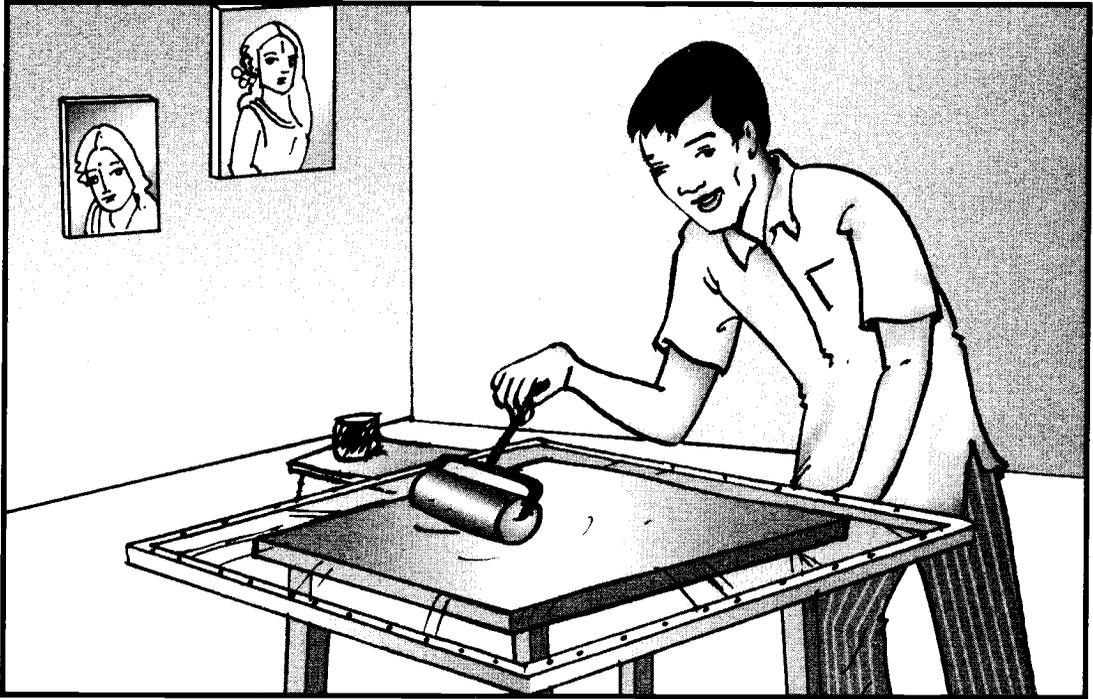
**PAINT
BRUSH**



CUP





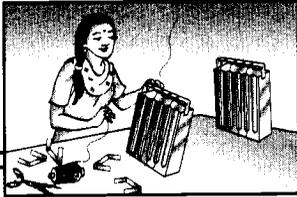


Curriculum for Vocational Education

**Transition of Persons with Mental
Retardation From School to work**



2. Candle Making



2. CANDLE MAKING

1. JOB TITLE

Candle making.

2. JOB DESCRIPTION

Candle making is a conventional job which is taught in many special schools. It is found that persons with mental retardation can learn the various repetitive tasks associated with it. The job requires eye hand coordination and safety precautions while handling stove and boiled wax. As this job is taught in many vocational centres, this curriculum is prepared to train and evaluate in a systematic way. The trained persons with mental retardation can work in production centres and earn their living. There is a possibility of self employment, if parents start small units at home.

3. MAIN TASKS

1. Preparation of dies
2. Melting wax and mixing colours
3. Packing the candles

4. PRE-REQUISITE SKILLS/WORK RELATED SKILLS

Check whether the trainee has the minimum work readiness skills, to begin the training.

Tasks

Pre-requisite Skills

- | | |
|-----------------------------------|---|
| 1. Preparation of dies | <ul style="list-style-type: none"> - Fine motor skills - Sense of hygiene |
| 2. Melting wax and mixing colours | <ul style="list-style-type: none"> - Safety precautions - Colour concept - Eye hand coordination |
| 3. Packing the candles | <ul style="list-style-type: none"> - Number concept minimum upto 12 |

Physical health, neatness, punctuality and maintaining discipline in the work place are also necessary apart from the above mentioned work readiness skills.

5. **ADMISSION CRITERIA**

Age : 16 years and above

Entry level : The functional assessment checklist which is used at prevocational level is suggested for the entry level assessment.

Observation : Place the trainee one month in a candle making unit. Check whether the trainee has the minimum work readiness skills.

6. **TEACHER TRAINEE RATIO**

It is desirable to admit two or three trainees at a time to initiate the training in a candle making unit. The training is also possible for a small group of trainees in a simulated setting.

7. **MODE OF TRAINING**

Simulated setting : Initiate training in the prevocational level class.

Group setting : A candle making unit is the suitable work station for training of 4 to 5 trainees.

On the job training : The trainee is placed in candle making unit and task by task training is given.

8. **CURRICULUM**

The course curriculum has two parts i.e., Part I and Part II. Part I is essential to learn the skills which are necessary for candle making unit. Part II helps the trainees to learn adult living skills to become more independent.

9. **DURATION**

Duration of training is flexible from 12 months to 16 months depending on the tasks and the ability of the trainees.

10. TRAINING SCHEDULE - TRANSITION PLAN

The persons with mild and moderate mental retardation will be able to perform the mentioned duties which has given below. The duration is flexible. Add more tasks as the trainee masters the mentioned tasks.

Time Schedule - Transition Plan for Vocational Education Candle Making

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Preparing the work area	<ul style="list-style-type: none"> Assess on the checklist Decide the staff responsible Involve parents
IIInd quarter	50% time	Task related academics	50%	Melting the wax Threading the die	<ul style="list-style-type: none"> Continue assessment. Send the evaluation report to parents & Principal of school
IIIrd quarter	25% time	Employability	75%	Moulding Ejecting	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	-----	Sex education Self advocacy	100%	Trimming/ finishing Packing and labeling	<ul style="list-style-type: none"> Final evaluation Decision on placement Decide whether training is to be extended.

The time schedule is flexible as per the need, duties and ability level of the trainee.

11. REINFORCEMENT

Activity reward and stipend system would motivate the trainee. To teach money transaction and banking, stipend system is necessary.

12. EVALUATION / EXAMINATION

Internal : Use the checklist of candle making for training and evaluation. The instructor should evaluate the trainee once in a month or once in three months on the checklist. 75% marks for the tasks on the checklist will be given by the internal examiner for final examination.

External : 25% marks for the tasks on the checklist will be given by the external examiner by asking the trainee to demonstrate the tasks.

13. CERTIFICATION

Score in each area should be mentioned and counted while preparing certificates (see the evaluation sheet). This would help the parents, placement officer and the employer to take decision on what type of tasks / assignments can be given to a particular trainee/employee.

This would help to continue the training in specific areas in which the trainee needs further training and exposure.

14. PLACEMENT

Based on the performance level of the trainee, placement decision is made.

COURSE CONTENT

CANDLE MAKING

Part - I

1. MAIN TASKS AREAS

1. Preparing work area
2. Melting/heating wax
3. Threading
4. Moulding
5. Ejecting
6. Trimming
7. Packing and labeling

2. TASK RELATED ACADEMICS

1. Basic concepts
2. Work schedule

3. SAFETY PRECAUTIONS

1. Handles equipments carefully
2. Pours melted wax carefully
3. Handles the candles safely

Part II

1. BASIC ACADEMICS

1. Self and family
2. Job site information
3. Money transaction and banking
4. Signals and symbols

2. WORK PLACE BEHAVIOUR

1. Etiquette and manners
2. Personal interaction
3. Regularity and punctuality
4. Communication / social behaviour
5. Quality and quantity of work

3. EMPLOYABILITY

1. Self awareness
2. Job exploration
3. Biodata preparation
4. Developing self confidence
5. Staying on job

4. SEX EDUCATION

1. Anatomy and physiology
2. Maturation or body changes
3. Psycho social sexual behaviour
4. Same sex behaviour
5. Opposite sex behaviour
6. Marriage and parenthood
7. Leisure time and recreational activities

5. SELF ADVOCACY

1. Basic rights
2. Rights of living
3. Decision making
4. Organizing self advocacy groups

PART - I

I. MAINTASK AREAS

Periodical Evaluation

1. Preparing the work area

Dates : _____

1. Cleans the work place
2. Collects the materials
(wax, dies, thread, waste cloth, tub etc.)
3. Takes 1 kg of wax
4. Cleans the die with palm oil
5. Keeps thread into the die
6. Keeps water for cooling
7. Keeps scissors for trimming
8. Collects mug waste cloth for pouring purpose

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Total _____

2. Melting the wax

1. Burns the stove or other heating source
2. Keeps the vessel on the gas stove
3. Keeps wax into the vessel
4. Adds tablespoon full of caustic soda
5. Waits till the wax melts

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Total _____

3. Threading the dies

1. Opens the die by releasing the holding levers
2. Takes the thread in required size and fix it in the groves of one of the mould
3. Fixes the other half of the mould and lock
4. Plans the die in right position on a wooden plank

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Total _____

KEY FOR SCORING

I-Independent, M-Modelling, VP-Verbal Prompting, PP-Physical prompting, TD-Totally Dependent

4. Moulding

1. Off the gas stove
2. Takes out kettle holding the insulated handle
3. Pours the melted wax throughout the lock of the kettle directly into the individual opening of the die
4. As the wax condenses, the level goes down, so fill more wax to the level
5. Keeps the kettle down
6. Leaves the dies for cooling in the open air
7. Places the die in water tank 3/4th sub merged to strengthen the wax

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Total _____

5. Ejecting candles

1. Takes out the cooled moulds out of the tank
2. Opens the die by releasing the lever
3. Cuts the thread from upside
4. Pulls out the candles one by one

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Total _____

6. Trimming and finishing

1. Separates the candles by cutting the thread
2. Places the candles uniformly on the cutting bed
3. Presses the blade using face that the uneven ends get cut

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Total _____

7. Packing and labeling

1. Counts a dozen for packing
2. Keeps into the polythene cover
3. Pastes the stickers and writes the price

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Total _____

II. TASK RELATED ACADEMICS

1. Basic concepts

1. Identifies/reads names of raw materials
2. Counts meaningfully upto 100
3. Does minimum measurements
4. Has the concept of a dozen

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5. Reads the name of raw materials used
6. Calculates money during sales

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Total _____

2. Work schedule

1. Reads the time
2. Reads work schedule
3. Follows work schedule

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Total _____

III. SAFETY PRECAUTIONS

1. Handles equipments carefully
2. Pours melted wax carefully
3. Handles the packed candles safely

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Total _____

SUMMATIVE EVALUATION - PART - I

PERIODICAL EVALUATION

Dates : _____

1. MAIN TASKS AREAS

1. Preparing work area
2. Melting/heating wax
3. Threading
4. Moulding
5. Ejecting
6. Trimming
7. Packing and labeling

8
5
4
7
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3
3

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Total 34

2. TASK RELATED ACADEMICS

1. Basic concepts
2. Work schedule

6
3

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Total 9

3. SAFETY PRECAUTIONS

1. Handles equipments carefully
2. Pours melted wax carefully
3. Handles the packed candles safely

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1
1

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Total 3

FINAL EVALUATION SHEET

TITLE OF THE COURSE CANDLE MAKING

Areas	Total skills	Skills achieved	Remarks																				
<p>Part - I</p> <p>1. Main task areas</p> <p>2. Task related academics</p> <p>3. Safety precautions</p> <p style="text-align: right;">Total</p>	<p style="text-align: center;">34</p> <p style="text-align: center;">9</p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;">46</p> <hr/>	<p style="text-align: center;">Dates : _ _ _ _ _</p> <table style="width: 100%; text-align: center;"> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> <p style="text-align: center;">_ _ _ _ _</p>	<input type="checkbox"/>																				
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<p>Part - II</p> <p>1. Basic academics</p> <p>2. Work place behaviour</p> <p>3. Employability</p> <p>4. Sex education</p> <p>5. Self advocacy</p> <p style="text-align: right;">Total</p>	<p style="text-align: center;">18</p> <p style="text-align: center;">150</p> <p style="text-align: center;">20</p> <p style="text-align: center;">62</p> <p style="text-align: center;">30</p> <hr/> <p style="text-align: center;">280</p> <hr/>	<table style="width: 100%; text-align: center;"> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> <p style="text-align: center;">_ _ _ _ _</p>	<input type="checkbox"/>																				
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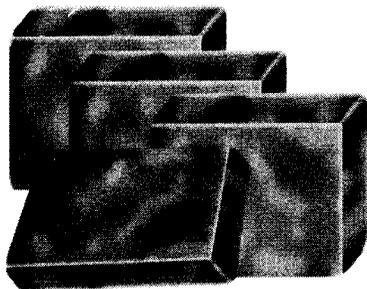
LIST OF ITEMS AND MATERIALS

Names	Identify	Read	Write	add the names of other items
Paraffin Wax Different Types of Dies Thread Oil Scissors Match Box Knife Vessel with Water Gas Stove with Cylinder Kettle				

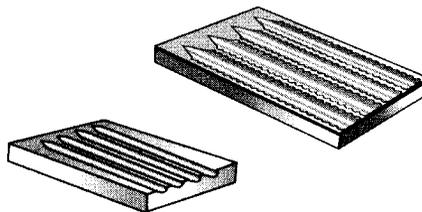
ACTIVITY : Tick the items which you have. Add the names of items which are not mentioned in the list

ACTIVITIES

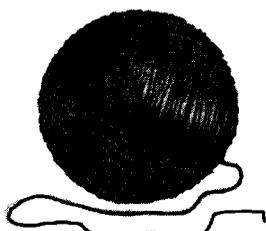
1. Cleaning
2. Oiling
3. Threading
4. Melting
5. Moulding
6. Ejecting
7. Trimming
8. Packing
9. Labelling



PARAFFIN WAX



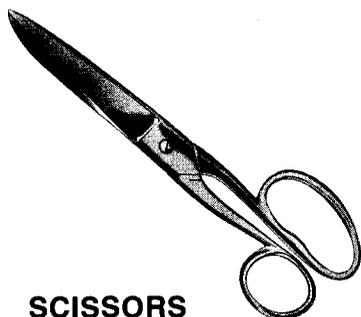
DIFFERENT TYPES OF DIES



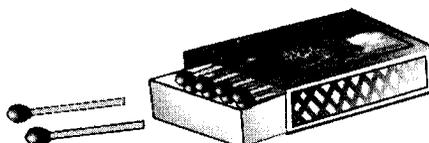
THREAD



OIL

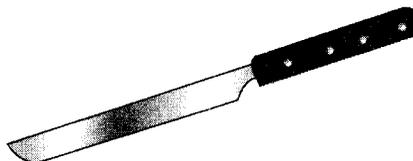
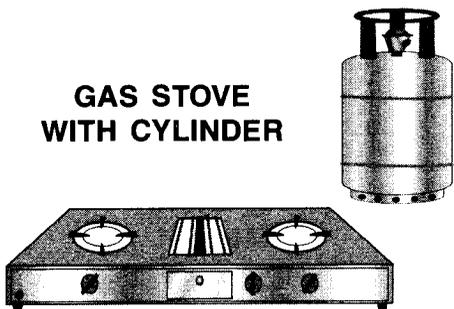


SCISSORS

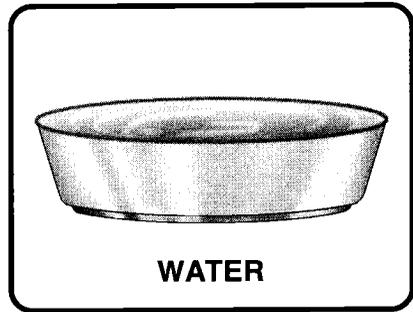
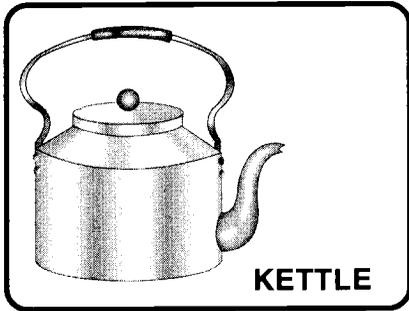


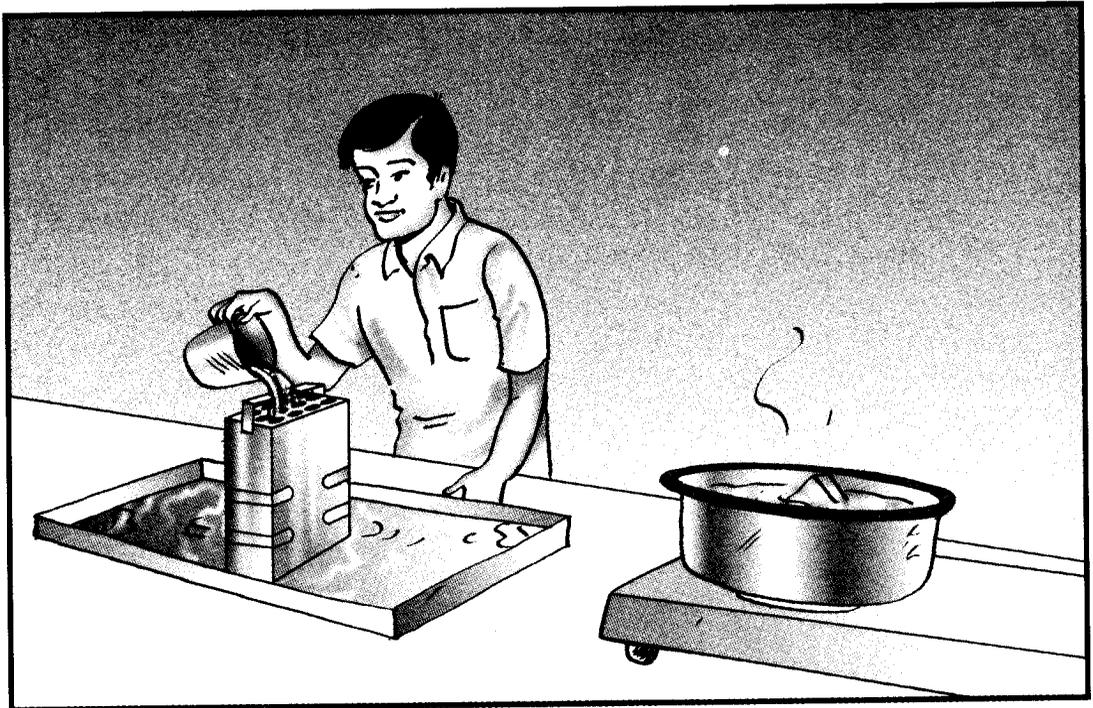
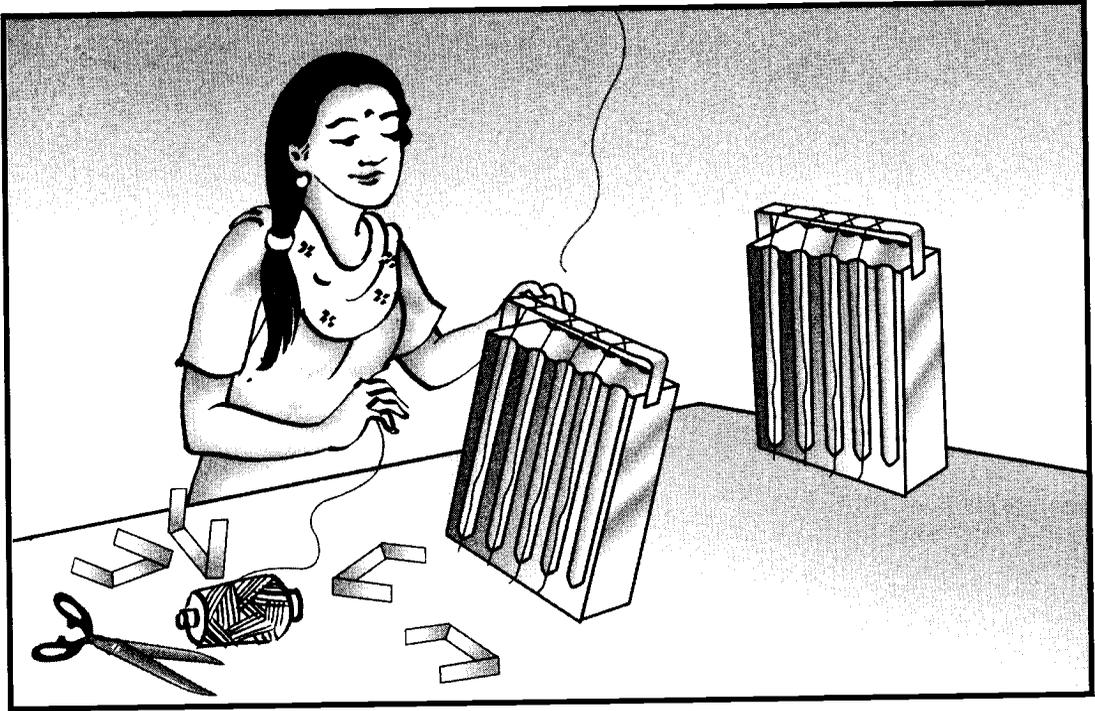
MATCH BOX

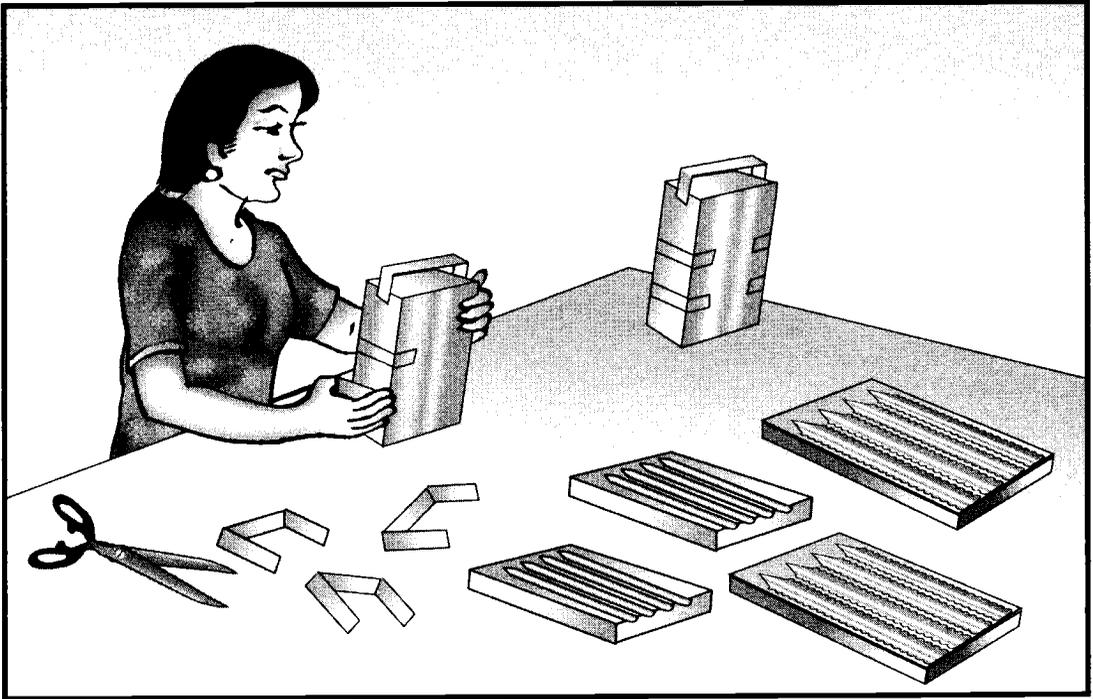
**GAS STOVE
WITH CYLINDER**



KNIFE







Manufacture of Candles - A Large Scale Project

The project outlined below is for manufacture of wax candles on a large scale.

Market Survey

Wax candles have a fairly good market potential everywhere, particularly in view of the power crisis that has been continuing everywhere for quite some time. The demand of candles is likely to grow further in the light of the continued power crisis.

According to the information given by some of the whole sellers, maximum demand exists for the following sizes :

Size	Expected sale price
a) 200 gms-6 candles	Rs. 8.25
b) 300 gms-6 candles	Rs. 12.40
c) 200 gms-12 candles	Rs. 8.25
d) 200 gms-1 candle	Rs. 8.25

As seen from the above table, the sale price of candles is governed by the weight of the candles.

Capacity

On the basis of the market survey, if the capacity of the project proposed as 1000 kg of candles per month, the details are worked out below.

Wax, the main raw material for candles would be obtained from the Government on control price. An application to this effect can be made to the concerned authorities.

Proces Know-How

The process for making candles is simple. However, it is proposed to use high capacity dies now to achieve the target of production of 1000 kg per month.

Trainees/employees

5 persons with mental retardation can be employed in this production unit under 1 trainer and a helper.

Project Estimates

Pre-design cost estimates are given at the end of the project.

Profitability

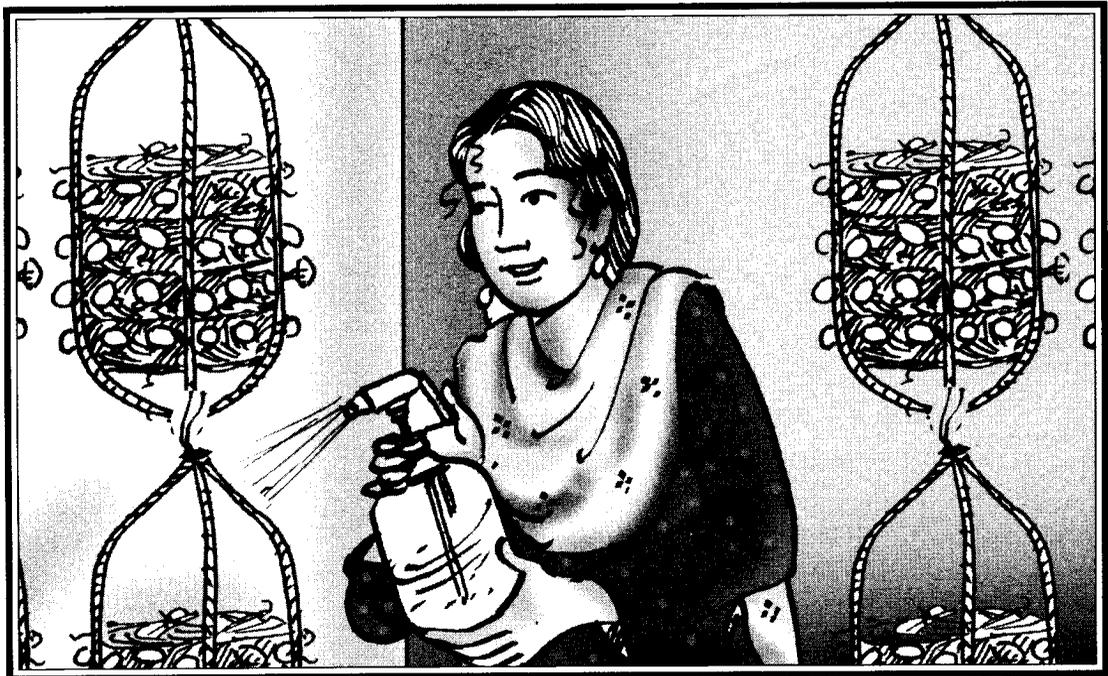
While working out the economic viability of the project, the selling price of finished candles has been taken as Rs. 40 per kg. It would be observed from the pre design cost estimates that the gross Annual Income (Sales) from 12,000 kg. of finished candles are estimated at Rs. 4,29,100/-. Thus, the annual return would work out to Rs.50,900/-. The return on investment is estimated as 34.39%. The project is thuseconomically viable. In the pre-design cost estimates, interest on capital has not been considered as it can be obtained through donations from private institutions and grant from Government institutions.

PRE-DESIGN COST ESTIMATES

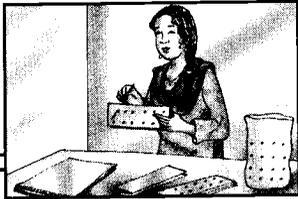
1. PROJECT : To manufacture wax candles		
2. CAPACITY : 1000 Kg. per month		
3. CAPITAL INVESTMENT		
A) Fixed Capital on Land and Building	: Nil	Rs.
B) Fixed Capital on Plant and Machinery		
i) Candle making Machine	: 20,000.00	
ii) LPG Gas with Burner	: 5,000.00	
iii) Pots for Heating Wax	: 500.00	
iv) Miscellaneous	: 1,000.00	
v) Contingencies	: 1,500.00	
	Total (B)	<u>28,000.00</u>
C) Total Fixed Capital (A+B)	: 28,000.00	
D) Working Capital		
i) 25% of Annual Sales	: 1,20,000.00	
E) Total Capital Investment (C+D)	: 1,48,000.00	
4. COST OF PRODUCTION (300 WORKING DAYS PER YEAR)		
i) Raw Materials		
a) Wax 12000 Kg. @ Rs. 20 / kg.	: 2,40,000.00	
b) Thread @ Rs. 0.50 / kg.	: 6,000.00	
c) Chemicals @ Rs. 2 / kg.	: 24,000.00	
ii) Utilities		
LPG Gas	: 1,500.00	
iii) Labour and Supervision		
a) Supervisors @ Rs. 2000/month	: 24,000.00	
b) Stipend to the trainees	: 60,000.00	
@ Rs. 1000 / person / month x 12		
iv) Maintenance & Repairs	: 1,200.00	
v) Packing Charges @ Rs. 5 / kg	: 60,000.00	
vi) Distribution and Selling Cost @ 2% of Annual Sales	: 9,600.00	
vii) Depreciation @ 10% of (C)	: 2,800.00	
viii) Interest on Capital (not considered)		
Total Cost of Production	: 4,29,100.00	
Cost of Production per Kg.	: 35.75	
5. PROFITABILITY		
i) Gross Annual Sales @ Rs. 40 / kg.	: 4,80,000.00	
ii) Annual Cost of Production	: 4,29,100.00	
iii) Annual Return [(i)-(ii)]	: 50,900.00	
(iv) Return on Investment	=	$\frac{\text{Annual Return} \times 100}{\text{Total Capital Investment}}$
	=	$\frac{50,900. \times 100}{1,48,000} = 34.39\%$

Curriculum for Vocational Education

Transition of Persons with Mental Retardation From School to work



3. Mushroom Cultivation



3. Mushroom Cultivation

1. JOB TITLE

Mushroom Cultivation

2. JOB DESCRIPTION

Preparation of seeds and base, seeding and harvesting are the major tasks involved in mushroom cultivation. If the tasks are introduced step by step, the persons with mild mental retardation are able to cultivate mushroom. It has been tried out in Nirman production centre for the Mentally Handicapped, Secunderabad, Andhra Pradesh. The trained persons can be placed in mushroom cultivation units.

3. MAIN TASKS

1. Preparation of seeds
2. Preparation of the base
3. Seeding
4. Harvesting

4. WORK READINESS SKILLS

The following work readiness skills are identified for mushroom cultivation.

Tasks

1. Preparation of seeds
2. Preparation of the base
3. Seeding
4. Maintenance
5. Harvesting

Prerequisite skills

- Ability to follow instruction
- Eye hand coordination
- Aware of danger and hazards
- Concept of hygiene
- Concept of size and colour

5. ADMISSION CRITERIA

Age : 16 years and above

Entry Level : The vocational transition is a continuum of special education. Therefore, the prevocational assessment checklist which is used at prevocational class is suggested for the entry level assessment.

Observation : After placing one month in units where mushrooms are cultivated, assess the work readiness skills and interests of the trainee towards this job.

6. TEACHER TRAINEE RATIO

The training can be given individually or in small group by placing them in actual worksite or simulated work site.

7. MODE OF TRAINING

On the job training is preferred. Prerequisite skills can be taught in simulated set up.

8. CURRICULUM

The course curriculum is divided into two parts. Part I is essential to learn the skills which are necessary for mushroom cultivation. Part II helps the trainees to acquire adult living skills.

9. DURATION

Duration is flexible from 12 months to 16 months depending on the tasks and ability level of the trainees.

10. TRAINING SCHEDULE - TRANSITION PLAN

A model of training schedule for transition is given in the next page. It is flexible depending on the nature of duties, mode of training and the ability of the trainee.

11. REINFORCEMENT

Token economy and stipend system could be used to motivate the trainees.

12. EVALUATION / EXAMINATION

Internal : Use the checklist of mushroom cultivation for training and evaluation. The instructor should evaluate the trainee once in a month or once in three months on the checklist. 75% marks for the tasks on the checklist will be given by the internal examiner for final examination.

External : 25% marks for the tasks on the checklist will be given by the external examiner by asking the trainee to demonstrate the tasks.

13. CERTIFICATION

See the evaluation sheet. This would help the parents, placement officer and the employer to take decision on what type of tasks/assignments can be given to a particular trainee/employee.

This would help to continue the training in specific areas in which the trainee needs further training and exposure.

14. PLACEMENT

Based on the performance level of the trainee, placement decision is made.

Time Schedule - Transition Plan for Vocational Education

Mushroom Cultivation

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site (Mushroom cultivation)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Identifying materials Safety precaution to handle seeds	<ul style="list-style-type: none"> • Assess on the checklist • Decide the staff responsible • Involve parents
IInd quarter	50% time	Task related academics	50%	Preparation of the base	<ul style="list-style-type: none"> • Continue assessment. • Send the evaluation report to parents & Principal of school
IIIrd quarter	25% time	Employability	75%	Seeding	<ul style="list-style-type: none"> • Continue assessment.
IVth quarter	-----	Sex education Self advocacy	100%	Harvesting	<ul style="list-style-type: none"> • Final evaluation • Decision on placement • Decide whether training is to be extended.

COURSE CONTENT

MUSHROOM CULTIVATION

Part - I

1. MAIN TASKS AREAS

1. Preparation of seeds
2. Preparation of the base
3. Seeding
4. Harvesting

2. TASK RELATED ACADEMICS

1. Materials and equipments
2. Reading and writing
3. Meaningful counting
4. Measuring
5. Plants and seeds
6. Work schedule

3. SAFETY PRECAUTIONS

1. Safe use of materials
2. Boils corn carefully
3. Takes precautions while seeding
4. Takes precautions while harvesting

Part II

1. BASIC ACADEMICS

1. Self and family
2. Job site information
3. Money transaction and banking
4. Signals and symbols

2. WORK PLACE BEHAVIOUR

1. Etiquette and manners
2. Personal interaction
3. Regularity and punctuality
4. Communication / social behaviour
5. Quality and quantity of work

3. EMPLOYABILITY

1. Self awareness
2. Job exploration
3. Biodata preparation
4. Developing Self confidence
5. Staying on job

4. SEX EDUCATION

1. Anatomy and physiology
2. Maturation or body changes
3. Psycho social sexual behaviour
4. Same sex behaviour
5. Opposite sex behaviour
6. Marriage and parenthood
7. Leisure time and recreational activities

5. SELF ADVOCACY

1. Basic rights
2. Rights of living
3. Decision making
4. Organizing self advocacy groups

PART - I

I. MAIN TASK AREAS

Periodical Evaluation

Date :

1. Preparation of Seeds

1. Gets the ready seeds from the agricultural department
2. Buys half kg of small corn
3. Boils the corn in a cooker till it gets soft
4. Drains the water and keeps the corn for cooking
5. Takes the boiled corn in a container
6. Burns a spirit lamp
7. Transfers the ready seeds and the boiled corn
9. Puts the mixed seeds in a bottle and closes
10. Keeps the bottle in a dark place for fermentation for 10 days till the white fungus appears on the seed.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

2. Preparation of Base

1. Gathers required amount of hay (dried paddy grass)
2. Chops the hay into small (8") buds
3. Saturates the cut hay in the water over night
4. Drains the water from the hay
5. Boils sufficient amount of water in a vessel
6. Pours the boiling water on the hay to make it sterile
7. Drains the water and keeps for cooling

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

KEY FOR SCORING

I-Independent, M-Modelling, VP-Verbal Prompting
PP-Physical prompting, TD-Totally Dependent

3. Seeding

1. Puts the cooled hay into a large transparent plastic bag in layers
2. Sprinkles the seeds on the periphery (outside) each layer 8-10 layers
3. Ties the bag to the neck tightly
4. Keeps the bag in a darker room on wooden planks (racks)
5. Opens the bag after 30 days till the fungus appears inside the bag
6. Sprays water gently on the hay bundle with a spray gun-hay moist
7. Waits till the mushroom grows on the outer space of the hay bundle (2-3 days)
8. Waits till the mushroom grows on the outer surface of the hay bundle (2-3 days)

Total _____

4. Harvesting

1. Plucks the mushrooms from hay bundle when it grows to full size
2. Keeps them in polythene bag for weighing, cooling and setting
3. Leaves hay for few more days for second harvest
4. Removes the waste hay from the room and dispose it or use it as manure

Total _____

II. TASK RELATED ACADEMICS

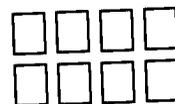
1. Materials and equipments

1. Aware of the equipments used for mushroom cultivation
2. Transfers the ready seeds and the boiled corn

Total _____

2. Reading and writing

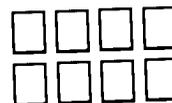
1. Reads the names of materials and equipment
2. Puts the mixed seeds in a bottle and closes
3. Calculate the days using a calender
4. Identifies months, dates and days



Total _____

3. Meaningful counting

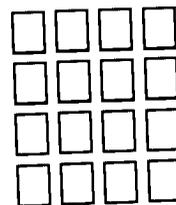
1. Counts meaningfully upto 50
2. Writes the number upto 50



Total _____

4. Measuring

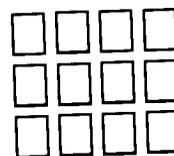
1. Measures 1 kg
2. Measures 1/2 kg
3. Measures 250 gm
4. Measures the required amount



Total _____

5. Concept of planting and seeding

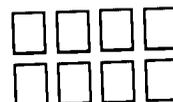
1. Differentiates between plants and seeds
2. Differentiates sprout seeds and fungus
3. Differentiates between hay and plants



Total _____

6. Work Schedule

1. Reads time
2. Follows time schedule



Total _____

III. SAFETY PRECAUTIONS

1. Safe use of materials

1. Aware of the use of the raw materials
2. Chops the hay carefully
3. Pours boiled water on hay safely
4. Transfers the ready seeds into the other container with boiled corn on the flame carefully

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

2. Boils corn carefully

1. Boils sufficient amount of water in a vessel for required time
2. Boils corn in a cooker till it gets soft

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

3. Takes precautions while seeding

1. Sprinkles seeds on the peripheri oil (outside)
2. Ties bag tightly
3. Sprays water gently

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

4. Takes precautions while harvesting

1. Plucks the grown mushroom with caution
2. Safe use of the hay for reuse
3. Checks and uses the hay for the next cultivation

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

SUMMATIVE EVALUATION - PART - I

Dates : ____ _

1. MAINTASKS AREAS

1. Preparation of seeds	10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Preparation of base	7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Seeding	8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Harvesting	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Total 29 -----

2. TASK RELATED ACADEMICS

1. Materials and equipments	2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Reading and writing	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Number counting	2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Measuring	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Concept of Planting and seeding	3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Work Schedule	2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Total 17 -----

3. SAFETY PRECAUTIONS

1. Safe use of material	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Boils corns carefully	2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Takes precautions while seeding	3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Takes precautions while harvesting	3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Total 12 -----

FINAL EVALUATION SHEET

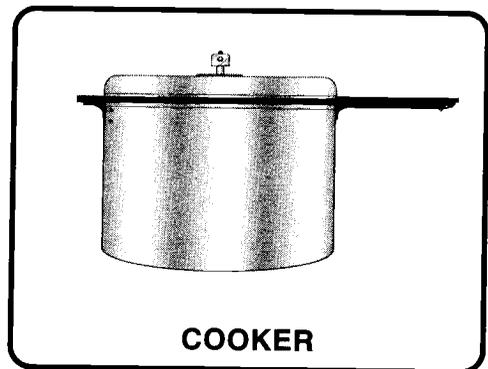
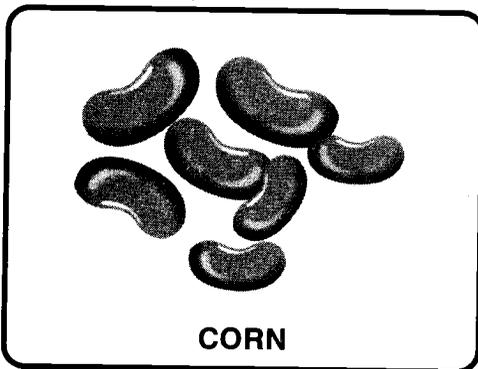
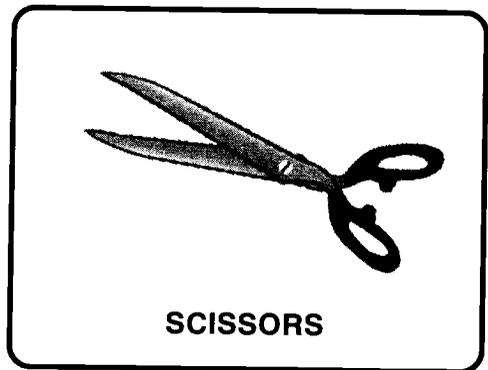
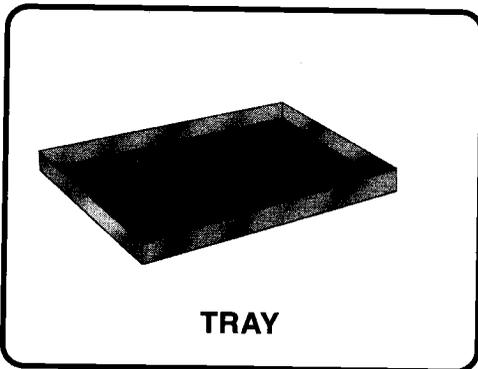
TITLE OF THE COURSE MUSHROOM CULTIVATION

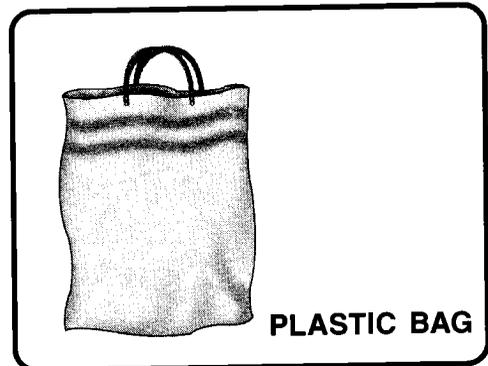
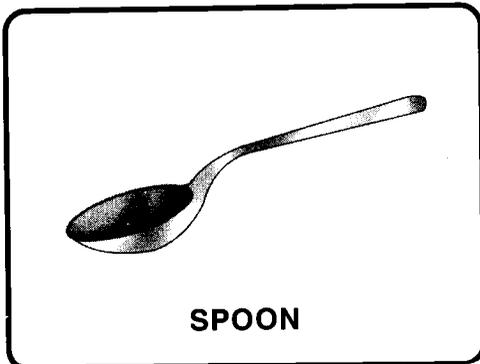
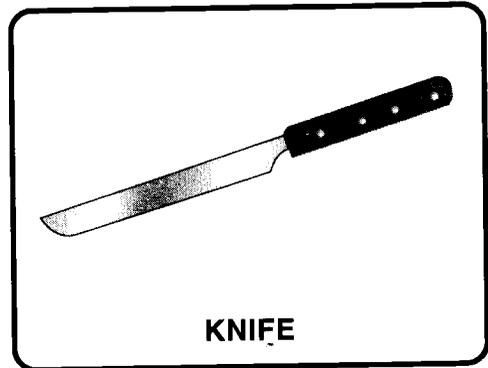
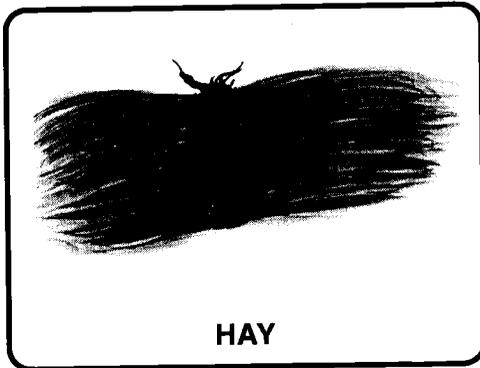
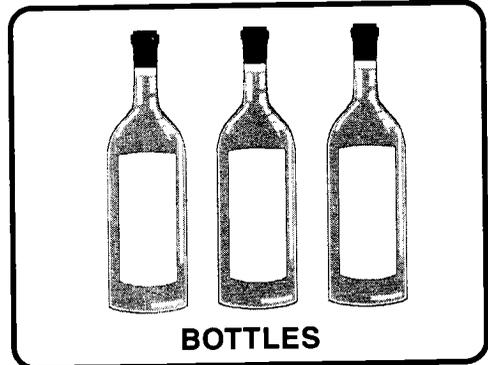
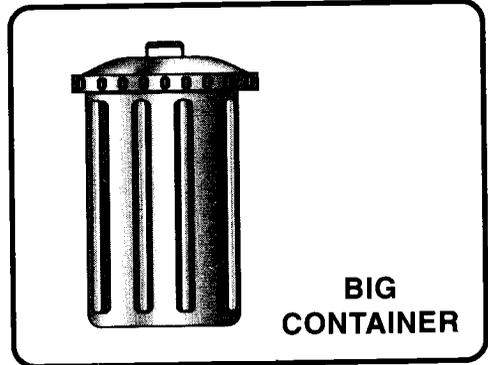
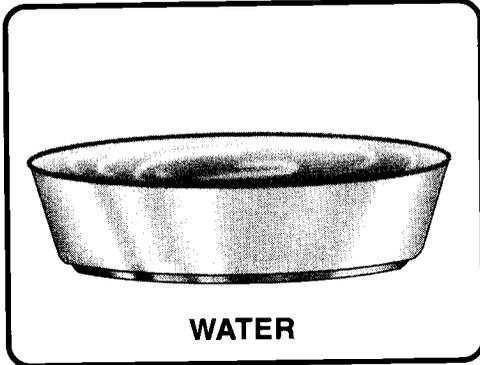
Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : -----	
1. Main task areas	29	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	17	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Safety precautions	12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	58	----- -----	
Part - II			
1. Basic academics	18	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Work place behaviour	150	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Employability	20	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Sex education	62	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Self advocacy	30	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	280	-----	

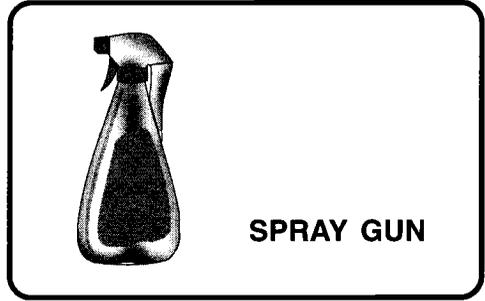
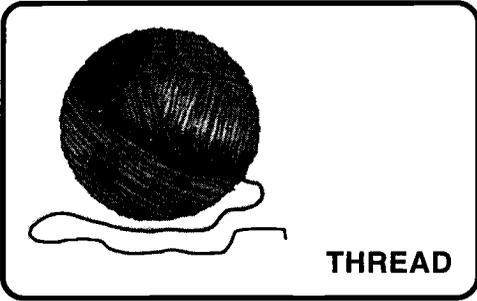
LIST OF ITEMS AND MATERIALS

Names	Identify	Read	Write	add the names of other items
Paraffin Wax Different Types of Dies Thread Oil Scissors Match Box Aluminium Bowl Knife Kettle/Vessel Water Gas Stove with Cylinder Kettle				

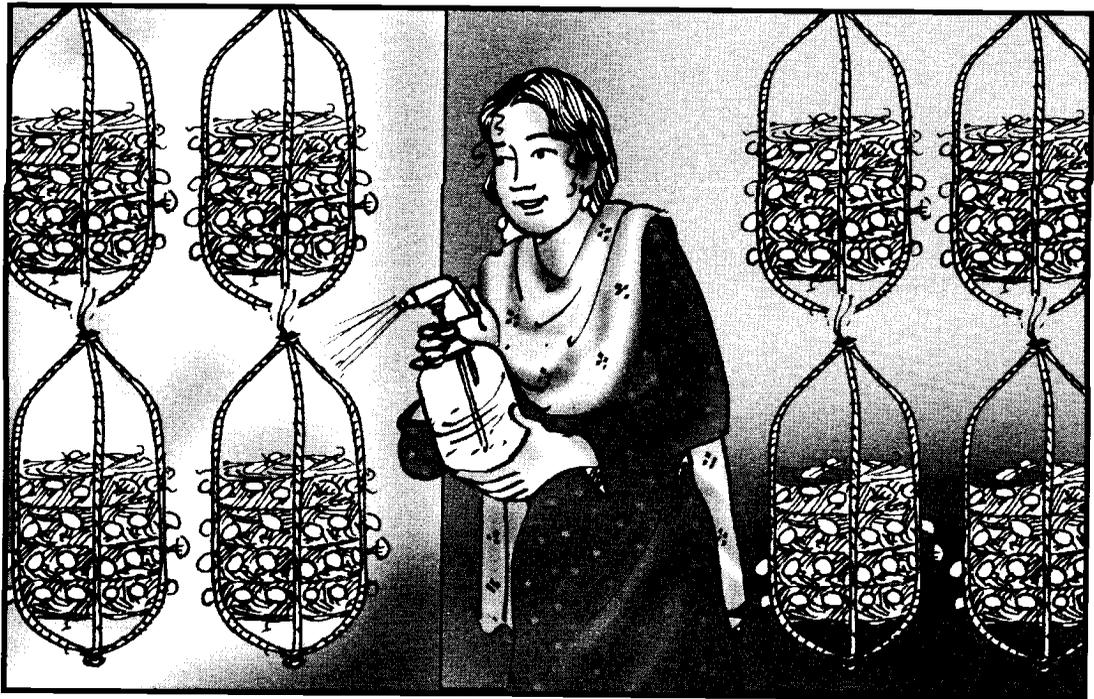
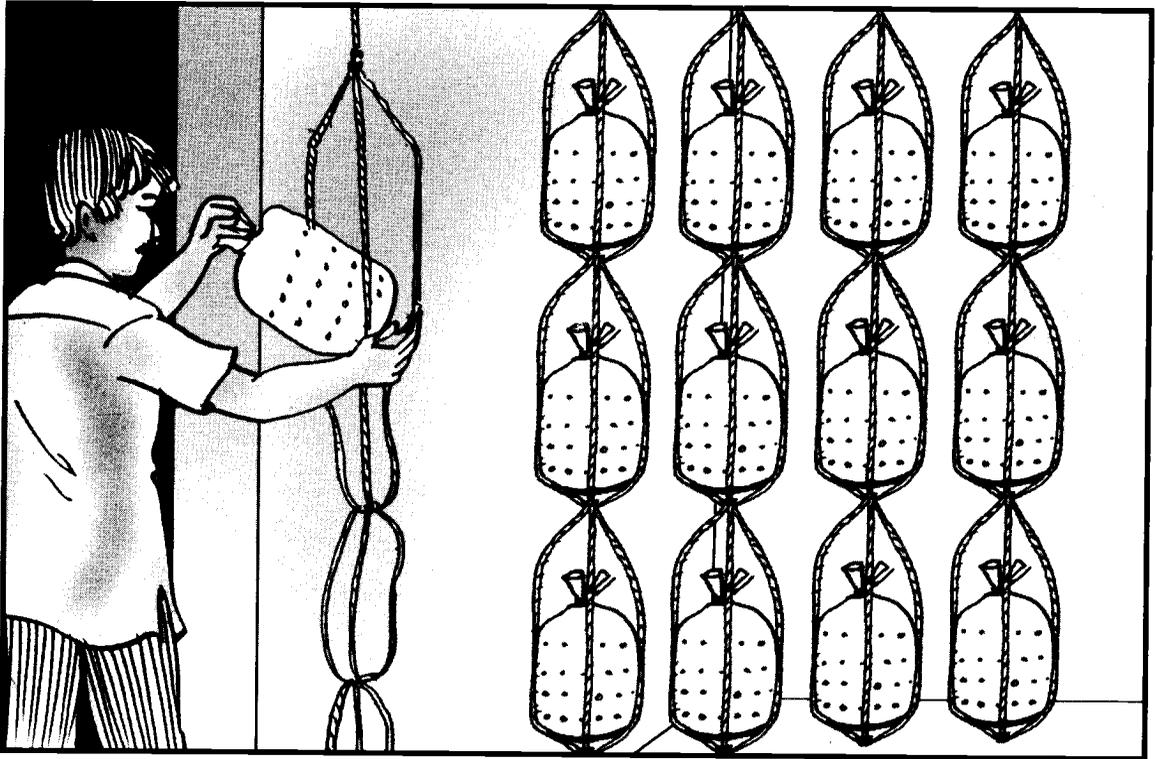
ACTIVITY : Tick the items which you have. Add the names of items which are not mentioned in the list













Curriculum for Vocational Education

Transition of Persons with Mental
Retardation From School to work



4. Helper in Growing Vegetables



4. Helper in Growing Vegetables

1. JOB TITLE

Helper in growing vegetables.

2. JOB DESCRIPTION

A helper in a field is expected to assist in various works such as weeding, raking, cleaning mulching, planting, seeding, watering etc. Persons with mental retardation are found suitable to help in these tasks if systematic training is given, because these are not highly skilled tasks.

3. MAIN TASKS

1. Assisting in collecting materials
2. Weeding
3. Raking and cleaning
4. Mulching
5. Planting
6. Seeding vegetables
7. Watering
8. Thinning out
9. Feeding
10. Digging
11. Raking the bed
12. Harvesting
13. Cleaning the harvested goods
14. Transporting
15. Storing the harvested vegetables

4. WORK READINESS SKILLS

The following work readiness skills are identified for the helper in vegetables growing.

Tasks	Pre-requisite skills
1. Assisting in collecting materials	- Eye hand coordination - Ability to follow instruction
2. Weeding	- Recognizes the difference between weeds and plants - Adequate gross motor and fine motor skills
3. Raking and cleaning	- Physical fitness
4. Mulching	- Control over the movements of both the hands - Use of tools and equipments
5. Planting	- Concept of shapes and sizes - Fine motor coordination - Eye hand coordination
6. Seeding vegetables	- Fine motor coordination/hand function
7. Watering	- Concept of more and less
8. Thinning out	- Concept of height or length - Eye hand coordination
9. Feeding	- To follow instruction - Movement of shoulder for spreading manure
10. Digging	- Aware of danger and hazards - Shoulder movement
11. Raking the bed	- Eye hand coordination
12. Harvesting	- Sense of vision or tactile
13. Cleaning the harvested goods	- Concept of cleanliness and hygiene
14. Transport	- Physical fitness for loading and unloading - Concept of size and length
15. Storing the harvested vegetables	- Recognizing the different vegetables

Most important is physical fitness and punctuality and maintaining discipline in the work place are also necessary work related skills.

5. ADMISSION CRITERIA

Age : 18 years and above

Entry level : The ecological assessment is used at their level for IEP planning and implementation is suggested for the entry level assessment.

Observation : After placing in the field, observe the trainees behaviour and assess the work readiness skills. And if there is a need to change, then change according to their environment and as per his ability.

6. TEACHER TRAINEE RATIO

It is advised to have two trainees with mild / moderate retardation at a time in the field. The training can be given in actual work site.

7. MODE OF TRAINING

- Training should be in actual work site
- On the job training is preferred

8. CURRICULUM

The course curriculum is divided into two parts. Part I is essential to learn the skills which are necessary to work as a helper in vegetable growing. Part II helps the trainees to acquire the adult living skills which are important to continue on a job and to become less dependent.

9. DURATION

Duration is flexible depending upon seasons and types of vegetables.

10. TRAINING SCHEDULE - TRANSITION PLAN

A model of training schedule or plan for transition is given in the next page. It is flexible depending on the nature of duties, mode of training and the ability of the trainee.

11. REINFORCEMENT

Token economy and stipend system could be used to motivate the trainees.

12. EVALUATION / EXAMINATION

Internal : Use the evaluation sheet for helper in growing vegetables for training and evaluation for training and evaluation. The instructor should evaluate the trainee once in a month or once in three months on the checklist. 75% marks for the tasks on the checklist will be given by the internal examiner for final examination.

External : 25% marks for the tasks on the checklist will be given by the external examiner by asking the trainee to demonstrate the tasks.

13. CERTIFICATION

Score in each area should be mentioned and counted while preparing certificates. This would help the parents, trainer and the employer to take decision on what type of tasks / assignments can be given to a particular trainee or employee.

This would help to continue his/her training in specific areas in which the trainee needs further training and exposure.

14. PLACEMENT

Based on the performance level of the trainee, placement decision is made.

Time Schedule - Transition Plan for Vocational Education

Helper in Growing Vegetables

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	% of time at work site (Helper in growing veg)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Assisting collecting material, weeding, raking	<ul style="list-style-type: none"> Assess on the checklist Decide the staff responsible Involve parents
IInd quarter	50% time	Task related academics	50%	Mulching Planting Seeding Watering	<ul style="list-style-type: none"> Continue assessment. Send the evaluation report to parents & Principal of school
IIIrd quarter	25% time	Employability	75%	Thinning out Feeding Digging Harvesting	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	-----	Sex education Self advocacy	100%	Cleaning the harvested vegetables Transporting Storing the harvested vegetables	<ul style="list-style-type: none"> Final evaluation Decision on placement Decide whether training is to be extended.

The time schedule is flexible as per the need, duties and ability level of the trainee.

COURSE CONTENT

HELPER IN GROWING VEGETABLES

Part - I

1. MAIN TASKS AREAS

1. Collecting the materials
2. Weeding
3. Mulching
4. Planting
5. Seeding
6. Watering
7. Thinning out
8. Feeding
9. Digging
10. Raking the bed
11. Cleaning the harvested vegetables
12. Transporting
13. Storing the harvested vegetables

2. TASK RELATED ACADEMICS

1. Basic concepts
2. Work schedule

3. SAFTY PRECAUTIONS

1. Handling equipments
2. Taking precaution while mulching and weeding

Part II

1. BASIC ACADEMICS

1. Self and family
2. Job site information
3. Money transaction and banking
4. Signals and symbols

2. WORK PLACE BEHAVIOUR

1. Etiquette and manners
2. Personal interaction
3. Regularity and punctuality
4. Communication / social behaviour
5. Quality and quantity of work

3. EMPLOYABILITY

1. Self awareness
2. Job exploration
3. Biodata preparation
4. Developing self confidence
5. Staying on job

4. SEX EDUCATION

1. Anatomy and physiology
2. Maturation or body changes
3. Psycho social sexual behaviour
4. Same sex behaviour
5. Opposite sex behaviour
6. Marriage and parenthood
7. Leisure time and recreational activities

5. SELF ADVOCACY

1. Basic rights
2. Rights of living
3. Decision making
4. Organizing self advocacy groups

PART - I

I. MAIN TASK AREAS

Periodical Evaluation

1. Collecting the materials

1. Follows instructions
2. Collects tools and equipments

Dates : _____

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

2. Weeding

1. Differentiates between weeds and Plants
2. Recognizes different types of vegetables
3. Pulls out weeds

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

3. Mulching

1. Holds spade in correct way
2. Makes rows between two plants
3. Cuts the grass and weeds
4. Keeps soil with spade to the roots of plants

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

4. Planting

1. Strings a line across the field
2. Hoes the soil along the line
3. Plants the selected plants in straight lines

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

KEY FOR SCORING

I-Independent, M-Modelling, VP-Verbal Prompting
PP-Physical prompting, TD-Totally Dependent

5. Seeding vegetables

1. Makes seed box
2. Fills with sieved soil or compost
3. Sows seeds in rows
4. Covers the box with a sheet of glass

Total _____

6. Watering

1. Uses tin with small holes for watering
2. Keeps hands between rows while watering
3. Concept of more or less water while watering the plants
4. Uses water that has to stand for several hours

Total _____

7. Thinning out

1. Measures the growth of a plant about 5-6 cm
2. Thins out into good plant or flower pots
3. Makes small holes in plastic cup or drinking cup
4. Uses hole punched cup for the bottom

Total _____

8. Feeding

1. Brings animal manure
2. Prepares liquid fertilizer
3. Spreads matured animal manure
4. Spreads liquid fertilizer equally to the plant

Total _____

9. Digging the fields

1. Holds carefully the spades
2. Goes for sharpen the tools

Total _____

10. Raking the bed

- 1. Selects tools for raking
- 2. Smoothes soil
- 3. Breaks up any lumps of soil until the surface is very even

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

11. Harvesting

- 1. Differentiates between ripe and raw vegetables
- 2. Differentiates between equipments and tools used for harvesting
- 3. Keeps harvested plants / vegetables safely
- 4. Picking corn crops, beans etc.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

12. Cleaning the harvested goods

- 1. Differentiates between roots, leaves and foliage
- 2. Removes the roots and foliages
- 3. Keeps the waste into the compost heap

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

13. Transporting

- 1. Carries harvested vegetables on the shoulder
- 2. Carries harvested vegetables on the head
- 3. Uses carts to bring harvested vegetables if necessary

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

14. Storing the harvested vegetables

- 1. Selects vegetables for storage
- 2. Selects places for vegetables

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

II. TASK RELATED ACADEMICS

1. Basic Concepts

1. Identifies all items used for growing vegetables
2. Names different types of vegetables
3. Counts meaningfully upto 20
4. Assists in marketing vegetables

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

2. Work schedule

1. Identifies the activities in the work schedule
2. Follows the time schedule
3. Assists in marketing vegetables

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

III. SAFETY PRECAUTIONS

1. Handling equipments

1. Takes precautions while using sharp objects
2. Keeps sharp objects in their respective place
3. Avoids insects and reptiles

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

2. Mulching and weeding

1. Mulches soil without disturbing the roots of plants
2. Gives attention while weeding

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

SUMMATIVE EVALUATION - PART - I

PERIODICAL EVALUATION

1. MAIN TASKS AREAS

Dates : _____

1. Collecting the materials	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Weeding	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Mulching	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Planting	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Seeding	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Watering	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Thinning out	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Feeding	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Digging	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Raking the bed	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Harvesting	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Cleaning the harvested vegetables	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Transporting	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Storing the harvested vegetables	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total	45	_____
-------	----	-------

2. TASK RELATED ACADEMICS

1. Basic concepts	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work schedule	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total	7	_____
-------	---	-------

3. SAFETY PRECAUTIONS

1. Handling equipments	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mulching and weeding	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total	5	_____
-------	---	-------

FINAL EVALUATION SHEET

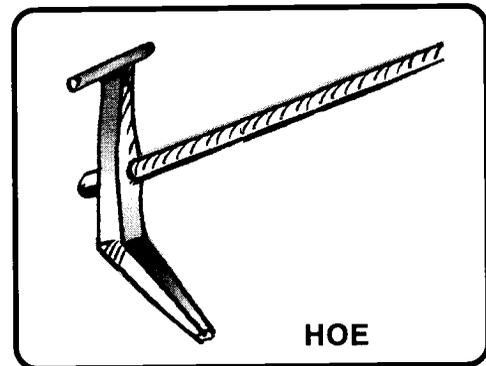
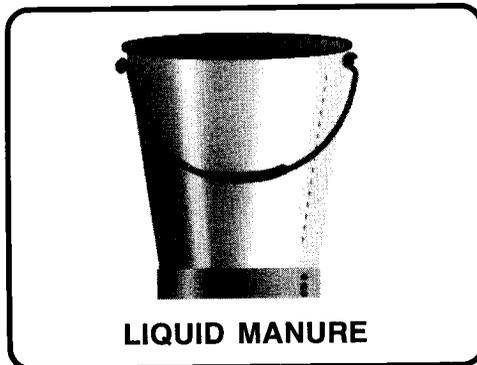
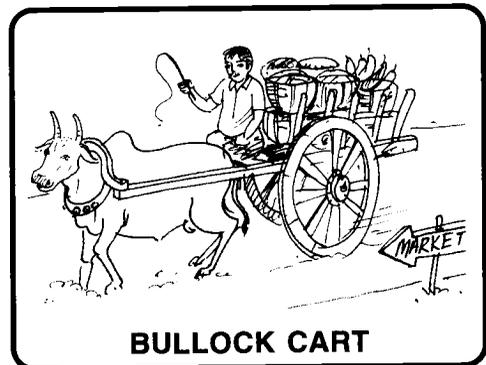
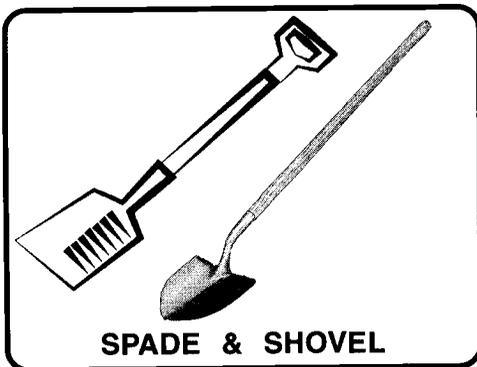
TITLE OF THE COURSE HELPER IN GROWING VEGETABLES

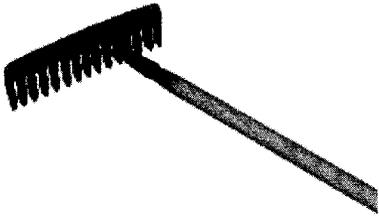
Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : -----	
1. Main task areas	45	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Safety precautions	5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	57	-----	
Part - II			
1. Basic academics	18	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Work place behaviour	150	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Employability	20	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Sex education	62	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Self advocacy	30	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	280	-----	

LIST OF ITEMS AND MATERIALS

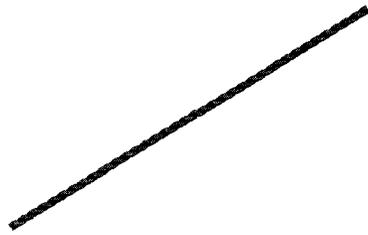
Names	Identify	Read	Write	add the names of other items
Spade Shovel Rake Hoe String Sieve Seed Tin with small hole Plastic mug Scissor Animal manure Liquid manure Bullock cart				

ACTIVITY : Tick the items which you have. Add the names of items which are not mentioned in the list

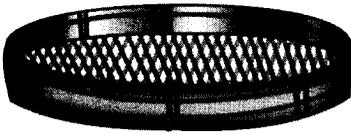




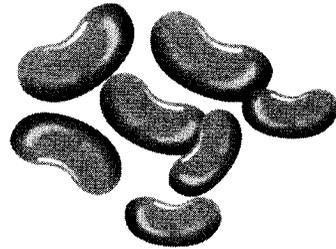
RAKE



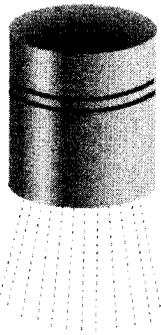
STRING



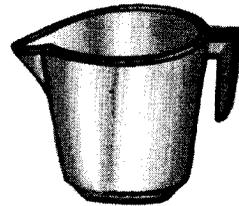
SIEVE



SEED



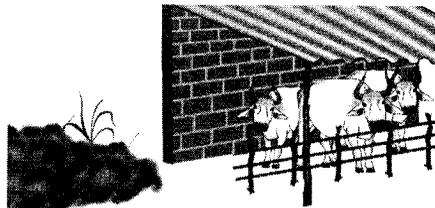
**TIN WITH
SMALL HOLE**



PLASTIC MUG



SCISSORS



ANIMAL MANURE

ACTIVITIES

Collecting
Weeding
Raking
Cleaning

Mulching
Planting
Seeding
Watering

Thinning
out
Feeding
Digging
Harvesting

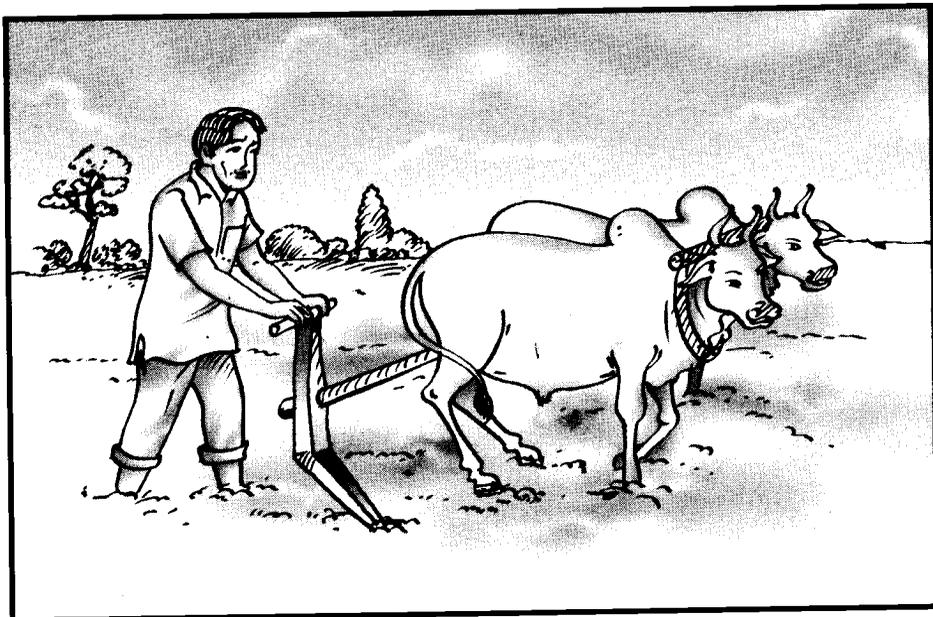
Transporting
and Storing

Vegetables

Beans
Cauliflower
Potato
Ginger
Garlic
Tomato
Carrot
Beetroot
Onion

Leafy Vegetables

Palak
Coriander leaves
Curry leaf







Curriculum for Vocational Education

Transition of Persons with Mental Retardation From School to work



5. Gardening Helper



5. Gardening Helper

1. JOB TITLE

Gardening helper.

2. JOB DESCRIPTION

Gardening includes cleaning, weeding, watering, arranging the flower pots and transfer of flower pots etc. A person with mental retardation is able to help in some of these duties in the garden. If he is trained and placed under supervision with appropriate reinforcement, he can perform these tasks.

3. MAIN TASKS

1. Removing weeds/herbs
2. Watering the plants
3. Bringing fertilizer
4. Digging
5. Arranging the pots

4. PRE-REQUISITE SKILLS

The following prerequisite skills are identified for the persons with mental retardation in gardening helper.

Tasks

Pre-requisite skills

- | | |
|------------------------------------|---|
| 1. Removing herbs/weeds | - Eye hand coordination
- Sense of cleanliness
- Ability to identify
- Identifies the items by smell |
| 2. Fixing the hose pipe to the tap | - Adequate fine motor
- Ability to follow instruction |
| 3. Watering the plant | - Eye hand coordination
- Ability to balance
- Physical strength |
| 4. Bringing fertilizers | - Aware of the danger of fertilizers if misused
- Communication skills
- Proper vision |

- 5. Digging
 - Aware of safety precautions
 - Safety handling of equipments
- 6. Arranging the pots
 - Differentiates between shape and size
 - Ability to follow instruction

5. **ADMISSION CRITERIA**

Age : 16 years and above .

Entry level : Selection of the trainees has to be made according to the pre-requisite skills assessment. Proper health, safety skills and eye hand coordination are very necessary for gardening.

Observation : After placing the trainee as a helper in gardening for one month, observe his performance and assess the work readiness skills. It will be helpful to modify the tasks and for better improvement of the trainee.

6. **TEACHER TRAINEE RATIO**

Four to six trainees can be trained in a group to work as helpers in gardening. Based on the job opportunities, select the trainees and give training under the supervision of a staff in the selected task in gardening.

7. **MODE OF TRAINING**

Mode of training should be in actual work environment.

8. **CURRICULUM**

The course content is prepared in Part I. Part II helps the trainees to acquire the adult living skills which are important to continue on a job and to become less dependent.

9. **DURATION**

Duration is flexible because the possibility of training is restricted depending on the various seasons and nature of plants.

10. **TRAINING SCHEDULE - TRANSITION PLAN**

The persons with mild and moderate mental retardation can be trained in gardening by selecting appropriate task depending on the ability level of each trainee. Duration is flexible. Select one suitable task to initiate training. Follow the system of step by step training.

Time Schedule - Transition Plan for Vocational Education

Gardening Helper

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	% of time at work site (Helper in growing veg)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Watering the plants	<ul style="list-style-type: none"> Assess on the checklist Decide the staff responsible Involve parents
IIInd quarter	50% time	Task related academics	50%	Removing herbs and weeds Arranging pots	<ul style="list-style-type: none"> Continue assessment. Send the evaluation report to parents & Principal of school
IIIrd quarter	25% time	Employability	75%	Bringing manure or fertilizer Spreading manure	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	-----	Sex education Self advocacy	100%	Digging the hole	<ul style="list-style-type: none"> Final evaluation Decision on placement Decide whether training is to be extended.

The time schedule is flexible as per the need, duties and ability level of the trainee. More tasks can be added as per the need of the gardening helper and the functional level of the trainee.

11. REINFORCEMENT

Stipend System would motivate the trainee. This would help to teach money transaction and banking.

12. EVALUATION

Periodical evaluation : Use the checklist for helper in gardening every month or at 3 months interval.

Final evaluation : At the end of the training, prepare final evaluation report which gives information on overall performance of the trainee.

EXAMINATION

Internal : Use the check list for training and evaluation. 75% marks for the tasks on the checklist will be given by the internal examiner for final examination.

External : 25% marks for the tasks on the checklist will be given by the internal examiner by asking the trainee to demonstrate the tasks.

13. CERTIFICATION

Score in each area should be mentioned and counted while preparing certificates (see the evaluation sheet). This would help the parents, placement officer and the employer to take decision on what type of tasks / assignments can be given to a particular trainee/employee.

This would help to continue the training in specific areas in which the trainee needs further training and exposure.

14. PLACEMENT

Based on the performance level, placement decision is made.

COURSE CONTENT

Gardening Helper

Part - I

1. MAIN TASKS AREAS

1. Removing weeds/herbs
2. Sweeping and cleaning
3. Watering the plants
4. Bringing fertilizers and spreading
5. Digging
6. Arranging pots

2. TASK RELATED ACADEMICS

1. Symbols and picture reading
2. Work schedule

3. SAFETY PRECAUTIONS

1. Handling sharp objects carefully
2. Taking care of small plants
3. Avoiding insects and reptiles

Part II

1. BASIC ACADEMICS

1. Self and family
2. Job site information
3. Money transaction and banking
4. Signals and symbols

2. WORK PLACE BEHAVIOUR

1. Etiquette and manners
2. Personal interaction
3. Regularity and punctuality
4. Communication / social behaviour
5. Quality and quantity of work

3. EMPLOYABILITY

1. Self awareness
2. Job exploration
3. Biodata preparation
4. Developing self confidence
5. Staying on job

4. SEX EDUCATION

1. Anatomy and physiology
2. Maturation or body changes
3. Psycho social sexual behaviour
4. Same sex behaviour
5. Opposite sex behaviour
6. Marriage and parenthood
7. Leisure time and recreational activities

5. SELF ADVOCACY

1. Basic rights
2. Rights of living
3. Decision making
4. Organizing self advocacy groups

PART - I

Part I

I. MAIN TASK AREAS

Periodical Evaluation

1. Removing weeds/herbs

Dates : _____

1. Collects all equipments necessary for work
2. Makes surface plane with both hands
3. Keeps soil when needed
4. Plucks only weeds

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

2. Sweeping and cleaning

1. Sweeps with thick broom stick
2. Collects the dust
3. Throws the dust into dustbin
4. Keeps broom stick in its respective place

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

3. Watering the plants

1. Fixes pipe to the tap
2. Pours water carefully into sprayer jug
3. Pours water to the flower pot
4. Sprays water on plants slowly
5. Cleans the surface if floor become wet
6. Keeps all used equipment in their respective places

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

KEY FOR SCORING

I-Independent, M-Modelling, VP-Verbal Prompting
PP-Physical prompting, TD-Totally Dependent

4. Bringing fertilizers and Spreading

1. As per instructions goes out to bring fertilizers
2. Mixes it with soil
3. When ever needed mixes the manuare to the plant
4. Spreads equally

Total _____

5. Digging

1. Holds the spade with both hands
2. Selects the correct position to stand to dig
3. Removes the soil and keeps aside

Total _____

6. Arranging pots

1. Aware of the place where the post are to be kept
2. Holds the pot with both hands, one hand should be up and one hand should be at bottom
3. Arranges the pots in sequence

Total _____

II. TASK RELATED ACADEMICS

1. Symbols and picture reading

1. Identifies/names the flowers commonly used
2. Identifies/names the equipments used in gardening
3. Identifies seeds and plants

Total _____

2. Work schedule

1. Prepares the work schedule
2. Follows the work schedule
3. Reads the time and activities

Total _____

III. SAFETY PRECAUTION

1. Handling of sharp object

1. Takes care of sharp edged objects
2. Avoids hazardous environment
3. Takes help when using chemicals or sharp object for digging
4. Keeps the equipments in safe place

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

2. Taking care of small plants

1. Sprays water on plants carefully
2. Sprays water with less pressure

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

3. Avoiding insects and reptiles

1. Aware of different types of insects in the garden
2. Takes precaution with snakes and reptiles

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

SUMMATIVE EVALUATION - PART - I

PERIODICAL EVALUATION

1. MAIN TASKS AREAS

Dates : _____

1. Removing weeds/herbs	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sweeping and cleaning	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Watering the plants	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Bringing fertilizers and spreading	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Digging	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Arranging pots	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>24</u>	-----			

2. TASK RELATED ACADEMICS

1. Symbols and picture reading	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work schedule	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>6</u>	-----			

3. SAFETY PRECAUTIONS

1. Handling of sharp objects	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Taking care of small plants	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Avoiding insects and reptiles	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>8</u>	-----			

FINAL EVALUATION SHEET

TITLE OF THE COURSE GARDENING HELPER

Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : _ _ _ _	
1. Main task areas	24	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Safety precautions	8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	38	_ _ _ _	
Part - II			
1. Basic academics	18	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Work place behaviour	150	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Employability	20	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Sex education	62	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Self advocacy	30	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	280	_ _ _ _	

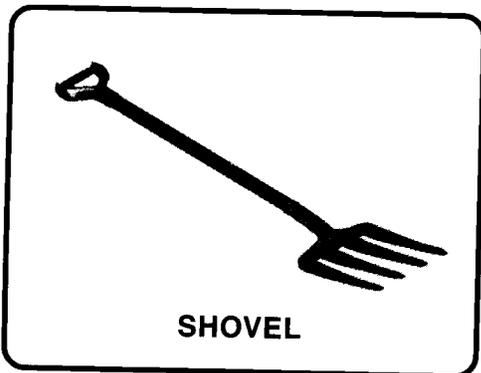
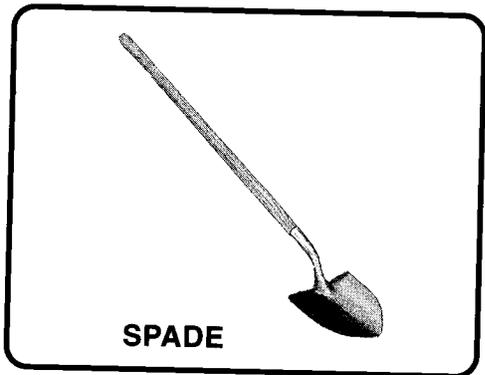
LIST OF ITEMS AND MATERIALS

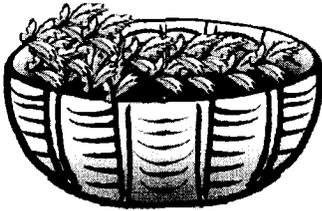
Names	Identify	Read	Write	add the names of other items
Spade Shovel Water Sprayer Dustbin Broom Stick Flower Pots Waste Cloth Bucket Mug Cutting Plier Scissor				

ACTIVITY : Tick the items which you have. Add the names of items which are not mentioned in the list

ACTIVITIES

- Sweeping
- Weeding
- Watering
- Dusting
- Plucking
- Digging
- Fixing





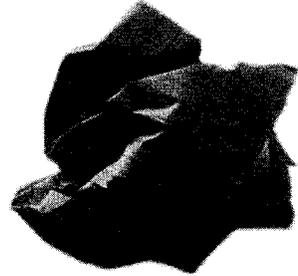
DUSTBIN



BROOM STICK



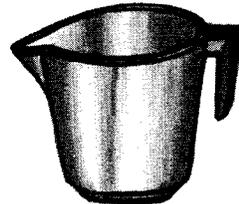
FLOWER POTS



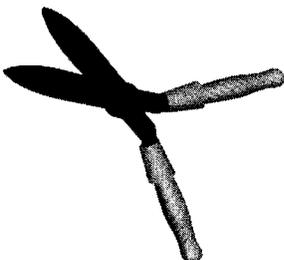
WASTE CLOTH



BUCKET



MUG

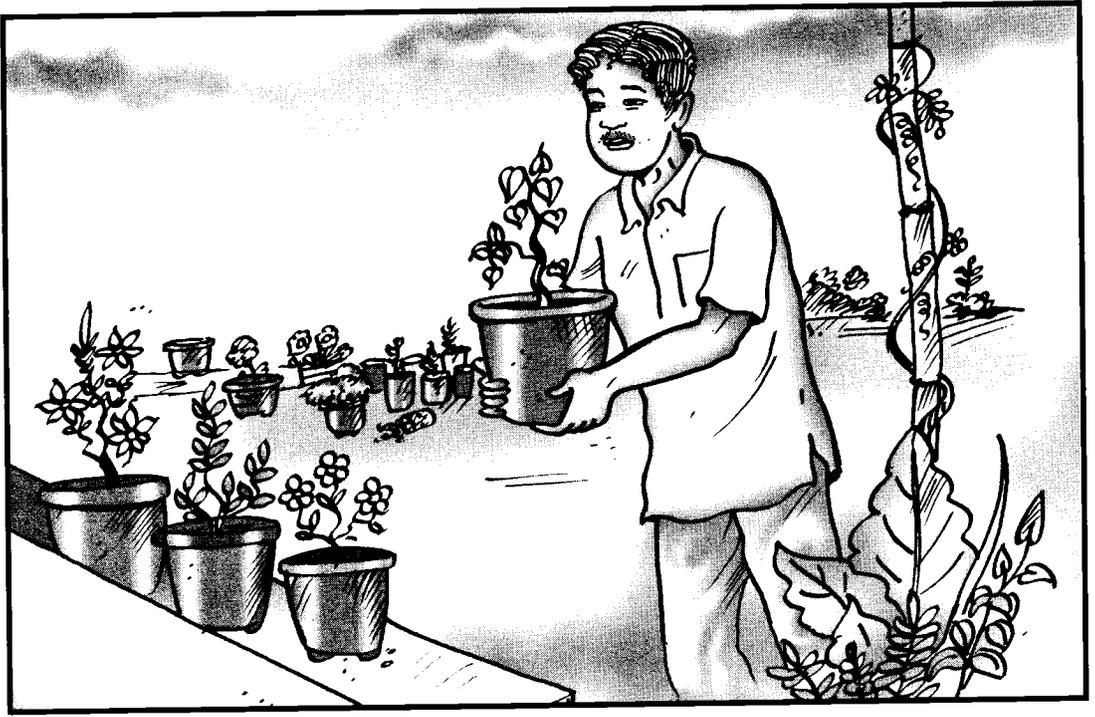


CUTTING PLIER



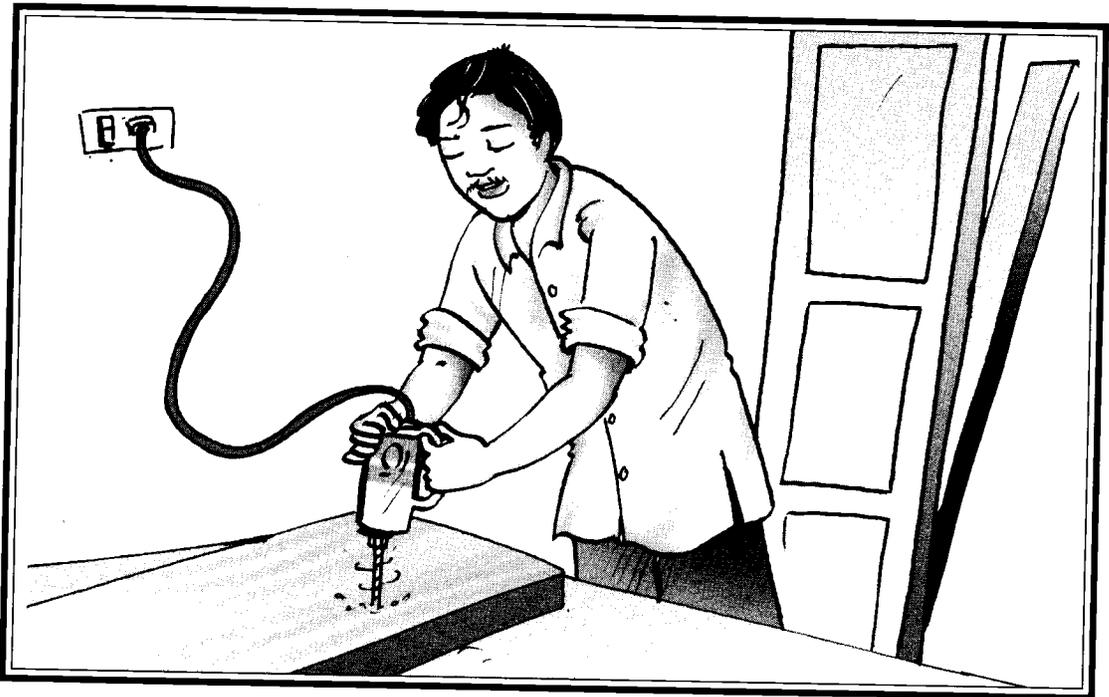
SCISSORS



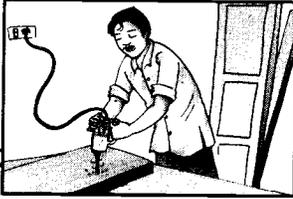


Curriculum for Vocational Education

**Transition of Persons with Mental
Retardation From School to work**



6. Basic Skills in Carpentry



6. Basic Skills in Carpentry

1. JOB TITLE

Basic skills in carpentry workshop.

2. JOB DESCRIPTION

Basic skills in carpentry include simple as well as complex tasks. It was found that persons with mild mental retardation and border line intelligence are able to learn basic skills in carpentry. They can work as helpers in carpentry workshops. This trade is taught in various vocational rehabilitation centres (VRCs) in India. Mildly mentally retarded persons are admitted in VRCs. Therefore, this curriculum for the trade carpentry is prepared based on the syllabus which is used in vocational rehabilitation centres. While teaching the mentally retarded persons, the trainee should select the appropriate task for each and every trainee.

3. VARIOUS TASKS IN CARPENTRY

1. Sawing
2. Planing
3. Measuring and marking
4. Using a trisquare
5. Using a marking gauge
6. Marking a bolt joint
7. Marking a lap joint
8. Marking a cross lap joint
9. Marking a mortise and tenon joint
10. Fitting the joint together .
11. Drilling with a portable drilling machine
12. Fastening and nailing
13. Applying varnish
14. Making a chalk duster

Out of the 14 tasks selected, persons with mental retardation will be able to learn few skills to work as helpers in carpentry work shop. The curriculum is made in a checklist form, so that the trainer can easily evaluate the progress of the trianee in the selected task.

4. PRE-REQUISITE SKILLS

While selecting the trainee for helper in carpentry workshop, check whether the trainee has the following work readiness skills.

Tasks

1. Sawing
2. Planing
3. Drilling
4. Nailing
5. Screwing
6. Fastening with bolts
7. Applying varnish
8. Making a chalk duster

Prerequisite skills

- Basic knowledge of measurements
- Proper eye hand co-ordination
- Eye hand coordination
- Ability to operate machine
- Concentration
- Normal vision
- Fine motor skills
- Safe handling of material and equipments
- Concept of size and shape

Physical health, safety skills, punctuality and maintaining discipline in the work place are also necessary work readiness skills.

5. ADMISSION CRITERIA

Age : 18 years and above

Entry Level : The assessment on prevocational level checklist, which is used in special schools, give the information on skill level of the trainee.

Selection : Check whether the trainee has the minimum work readiness skills listed in the pre-requisite skills requirement column.

6. TEACHER TRAINEE RATIO

1:1 training and supervision are essential in the initial stage. Gradually develop a group of 5 trainees under one trainer depending on the functional level of the trainee.

7. MODE OF TRAINING

The trainer should select the task as per the capacity of each trainee. Task related academics can be introduced in the class.

8. CURRICULUM

The course curriculum is divided into two parts. Part I is essential to learn the skills which are necessary to work as a helper in carpentry work shop. Part II helps the trainees to acquire adult living skills which are considered to be important to continue on the job.

9. DURATION

Duration is flexible. Decide on what a trainee can learn and calculate the duration. If needed extend the duration so that the trainee will be able to learn more tasks.

10. TRAINING SCHEDULE - TRANSITION PLAN

As complex skills are involved in carpentry, duration may be longer than other trades mentioned in this book. The transition plan is expected to be prepared according to the task selected for each trainee and the duration needed.

11. REINFORCEMENT

Token economy and stipend system would motivate the trainee and sustain the interest of the trainees.

12. EVALUATION / EXAMINATION

Internal : Use the checklist of carpentry for initial assessment, training and evaluation. The instructor should evaluate the trainee once in a month or once in three months on the checklist. 75% marks for the tasks on the checklist will be given by the internal examiner for final examination. Each task has to be task analysed while training. The task analysis will help to decide the percentage of achievements.

External : 25% marks for the tasks on the checklist will be given by the external examiner by asking the trainee to demonstrate the tasks.

13. CERTIFICATION

Score in each area should be mentioned and counted while preparing certificates. This would help the parents, placement officer and the employer to take decision on what type of tasks/assignments can be given to a particular trainee/employee.

This would help to continue the training in specific areas in which the trainee needs further training and exposure.

14. PLACEMENT

Based on the performance level of the trainee, placement decision is made.

COURSE CONTENT

Basic skills in Carpentry

Part - I

I. MAIN TASKS AREAS

1. Sawing
2. Planing
3. Drilling
4. Nailing
5. Screwing
6. Fastening with bolts
7. Applying varnish
8. Making a chalk duster

II. TASK RELATED SKILLS

1. Maintenance of equipments
2. Basic concepts

III. SAFETY PRECAUTIONS

1. Safe use of materials and equipments

Part II

1. BASIC ACADEMICS

1. Self and family
2. Job site information
3. Money transaction and banking
4. Signals and symbols

2. WORK PLACE BEHAVIOUR

1. Etiquette and manners
2. Personal interaction
3. Regularity and punctuality
4. Communication / social behaviour
5. Quality and quantity of work

3. EMPLOYABILITY

1. Self awareness
2. Job exploration
3. Biodata preparation
4. Developing self confidence
5. Staying on job

4. SEX EDUCATION

1. Anatomy and physiology
2. Maturation or body changes
3. Psycho social sexual behaviour
4. Same sex behaviour
5. Opposite sex behaviour
6. Marriage and parenthood
7. Leisure time and recreational activities

5. SELF ADVOCACY

1. Basic rights
2. Rights of living
3. Decision making
4. Organizing self advocacy groups

PART - I

Part I

I. MAINTASK AREAS

Periodical Evaluation

Dates : _ _ _ _ _

1. Sawing

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes a piece of wood to be sawn | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Measures and marks a straight line on the wood to be sawn | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Clamps the pieces of wood vertically in a vice
raising about 15cm only up to the vice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Holds the rip saw firmly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Rests the teeth of saw edge to the lines on the
waste side of the wood piece | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Starts sawing with short stroke, then takes
full length, even stroke | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Continuously keeps an eye along the side of the saw blade
and the line to be followed, so that a straight strip is cut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. In case the saw leaves the line, twists the handle
slightly and draws it back to the line | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Holds the free end of the piece | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Keeps on reusing the wood piece till the cut is finished | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _____

KEY FOR SCORING

I-Independent, M-Modelling, VP-Verbal Prompting,
PP-Physical prompting, TD-Totally Dependent

2. Planing

1. Adjusts the depth of the cutting edge according to the kind of wood
2. Sets the blade close to the cutting edge
3. Levels the blade by lateral adjustment lever
4. Makes a test cut and readjust if necessary
5. Holds the work piece firmly in the benchvice
6. Uses trisquare to locate the high spots and plains them off
7. Planes along the grains only, if there is much to remove
8. Holds the plainer at a slight angle to the grains but pushes in the direction of the grains
9. Checks the surface again with a trisquare for even excess
10. Repeats the process of testing and planing till it obtains smooth surface
11. Provides equal pressure on both hands while planing

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

3. Drilling with a portable drilling machine

1. Selects proper size of bit for the job
2. Locates the centre of the hole with intersecting lines
3. Fastens the selected straight shank drill bit in the chuck
4. Clamps the job in a vice or it should be held tight by the helper
5. Places the drill bit on the center point
6. Holds the drill steady at right angles on the surface before you start the motor
7. Turns on the trigger switch and drills the hole
8. Uses a block of wood to back up the material, if going to drill through (this is not always necessary) Specially if the back of the hole is not seen. Careful in giving pressure when reaching the bottom
9. To remove the drill, continues to revolve the drill in the same direction.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Disconnects the plug from the electric power outlet before inserting or charging the bit

11. Takes care of the size of bits while using them those by manufacturer

12. Fastens bits firmly in the chuck before using

Total _____

4. Nailing

1. Selects proper type of nail for the work to be done

2. If the wood is very hard and dried, drills the hole in upper piece of wood

3. Inserts the nail in drilled hole and drives it down with gentle strokes with a hammer

4. If needed, pushes the head of nail below the surface of wood using a nail set

Total _____

5. Screwing

1. To prepare wood for receiving the screws bore a pilot hole equal to the diameter of screws to be used in the piece of wood that is to be fastened

2. Then bore a smaller, starter hole in the piece of wood that is to act as anchor to hold the threads of the screws

3. Makes the counter bore for sinking screw properly

4. Removes the drill dust from the hole

5. Selects proper size of screwdriver to suit screw head split

6. Inserts the screw in drilled hole and drive it in with the help of screwdriver

Total _____

6. Fastening with bolts

1. Confirms the diameter of the bolt to be fixed

2. Selects drill bit of a little smaller size than that of the bolt

3. Drills the hole in the wood using hand drill in case of light job and portable electric drill in case of the heavy job □□□□
4. Takes the nut of the bolt out and also takes a metal washer of suitable internal diameter □□□□
5. Bores the counter sunk on the upper piece to permit the head of the bolt to fit flush with or below the surface of wood □□□□
6. Insert the bolt in the drilled hole push it with the help of a hammer □□□□
7. Places washer in threaded part of the bolt and tighten the nut. Spanner of suitable size should be used to tighten the nut strongly □□□□

Total _____

7. Applying varnish

1. Removes every spec of dust and any foreign substances from the surface □□□□
2. Dip a fine bristled brush into the varnish to the full length of the bristles □□□□
3. Draws the brush tightly over a wire or edge of the can to remove the surplus varnishes □□□□
4. Flows the varnish on evenly with a full brush use long, even strokes □□□□
5. Brush out well to ensure an even coat. However, when applying quick drying varnish, it is essential to apply it quickly and avoid repeated brushing □□□□
6. Allow it to dry (slow drying varnish needs 24 to 48 hours) to dry thoroughly. The quick drying varnish requires 6 to 8 months □□□□
7. Applies a second coat of varnish □□□□
8. Allows it to dry thoroughly □□□□
9. Then rub it down with finishing paper lubricate with rubbing oil or water □□□□

10. After second coat has been rubbed wipes the surface carefully. Removes oil, water, or dust particles if any
11. Rubs with rubbing oil or water
12. A final rubbing may be given with rotten stone and rubbing oil or water
13. Cleans the surface and finishes it by rubbing with a linen rag moistered with polishing oil
14. Places, where, varnishing is being, done, should be free from dust and direct sun light
15. Uses an apron in order to save the dress from sparkling while on work
16. Does not leave brushes unclean whent the work is over
17. Hangs the brushes after use vertically in a container suitable for the size of the brushes
18. Proper cleaning or washing agent should be used for brushes

Total _____

8. Making a chalk duster

1. Keeps ready the equipments (scale, trisquare, marking guage), saw, plane file, clamps, scissors)
2. Selects any common wood from scrap or fresh
3. Cuts with 25cm x 5cm x 4cm for 2 dusters
4. Cuts a felt piece or a piece of foam 2 cms thick 12 1/2 cm x 1 cm two pieces
5. Sticks the felt or foam with fevicol or gum or otherwise, rubber solution
6. Planes and square the wooden block
7. Cuts the pieces to the sizes gtiven
8. Cuts the pieces of foam to the size with the scissors

9. Applies gum on the face of the wooden block and also on one side of the felt. Stick both together and press it in the clamps to dry

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Total _____

II. TASK RELATED SKILLS

1. Maintenance of equipments

1. Maintains the equipments for ready use
2. Checks its functioning
3. Repairs the equipments
4. Lubricates the parts of equipments
5. Dusts and maintains the place
6. Fills oil for lubrication
7. Cleans with cloth
8. Applies oil wherever needed
9. Arranges the equipments for easy use
10. Replaces the equipments after use

Total _____

2. Basic concepts

1. Matches shapes
2. Selects matching fasteners bolts and nuts, nails etc
3. Measures centimeters, inches and meter
4. Has number concept upto 100
5. Does simple calculation

Total _____

III. SAFETY PRECAUTIONS

1. Safe use of materials and equipments

1. Screws tightly while fastening
2. Checks the sharpness of teeth of saw and chisel edges
3. Avoids hazards from different types of machines
4. Keeps paint brush into kerosene oil after painting, so that it will not dry

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Total _____

SUMMATIVE EVALUATION - PART - I

PERIODICAL EVALUATION

1. MAIN TASKS AREAS

Dates : _____

1. Collecting the materials	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Sawing	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Planing	11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Drilling with a drilling	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Nailing	4				
5. Screwing	6				
6. Fastening with bolts	7				
7. Applying varnish	18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Making a chalk duster	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
	Total	77			
		<hr/>			

2. TASK RELATED ACADEMICS

1. Maintenance of equipments	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Basic concept	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
	Total	15			
		<hr/>			

3. SAFETY PRECAUTIONS

1. Safe use of materials and equipments	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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FINAL EVALUATION SHEET

TITLE OF THE COURSE BASIC SKILLS IN CARPENTRY

Areas	Total skills	Skills achieved	Remarks
<p>Part - I</p> <p>1. Main task areas</p> <p>2. Task related academics</p> <p>3. Safety precautions</p> <p style="text-align: right;">Total</p>	<p>77</p> <p>15</p> <p>4</p> <hr/> <p>96</p> <hr/>	<p>Dates : -----</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>-----</p>	
<p>Part - II</p> <p>1. Basic academics</p> <p>2. Work place behaviour</p> <p>3. Employability</p> <p>4. Sex education</p> <p>5. Self advocacy</p> <p style="text-align: right;">Total</p>	<p>18</p> <p>150</p> <p>20</p> <p>62</p> <p>30</p> <hr/> <p>280</p> <hr/>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>-----</p>	

LIST OF ITEMS AND MATERIALS

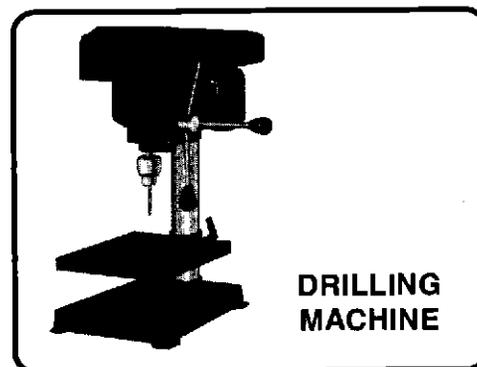
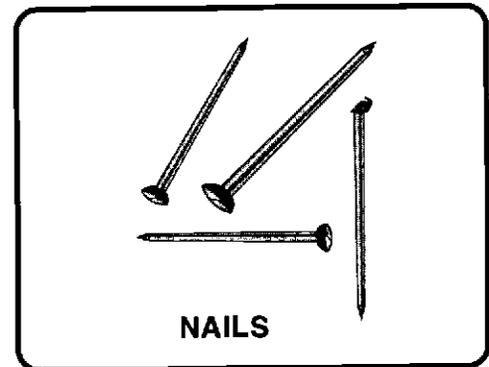
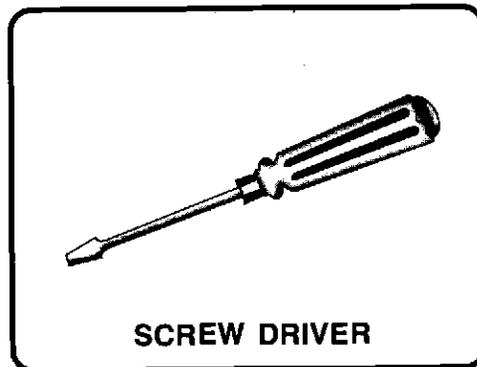
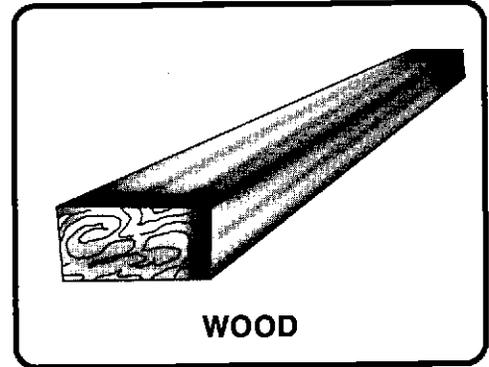
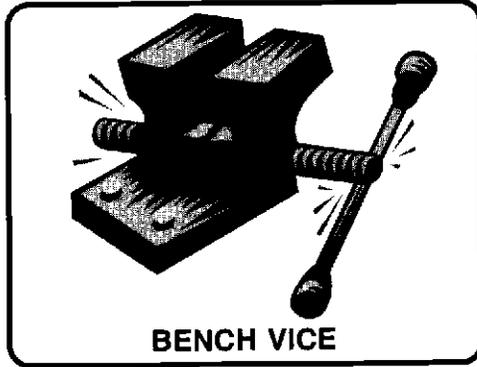
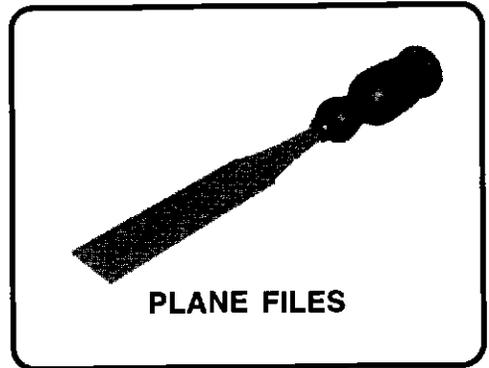
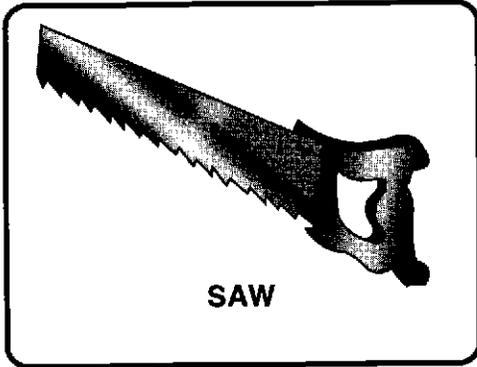
Names	Identify	Read	Write	add the names of other items
Saw Plane Files Bench Vice Wood Screw Driver Nails Drilling Machine Gloves Apron Trisquare Marking Guages Pencil Eraser Waste Cloth Hammer Chisel Nut & Bolt Brush Sand Paper Rubbing Oil Rotton Oil Scale Clamps Fevicol				

ACTIVITY : Tick the items which you have. Add the names of items which are not mentioned in the list

ACTIVITIES

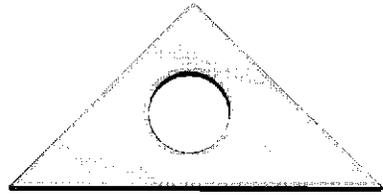
Major Activities

Sawing	Plaining
Cutting	Making joints
Fitting	Drilling
Fastening	Applying varnish
Making chalk	

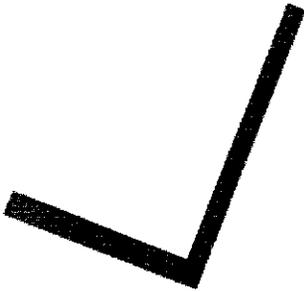




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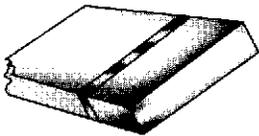
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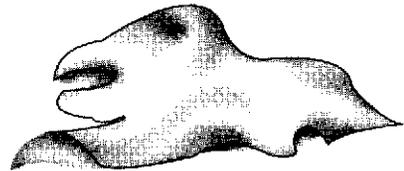
MARKING GUAGES



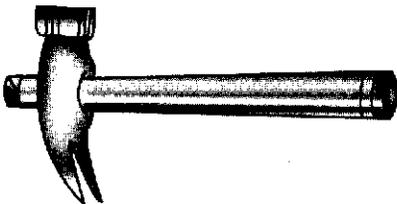
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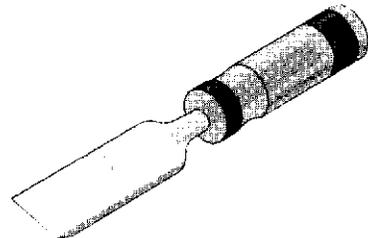
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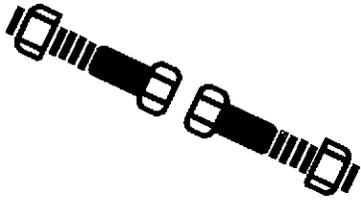
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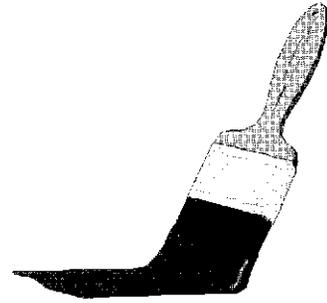
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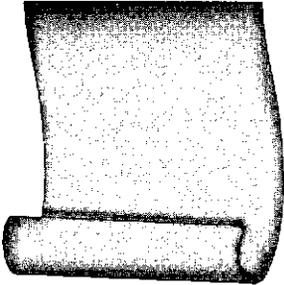
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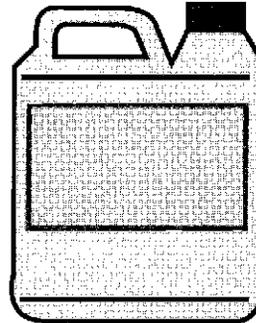
NUT & BOLT



BRUSH



SAND PAPER



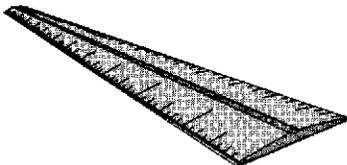
RUBBING OIL



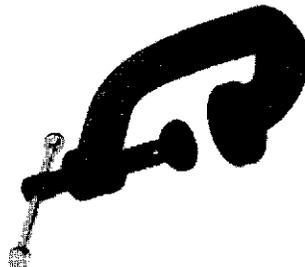
ROTTON OIL



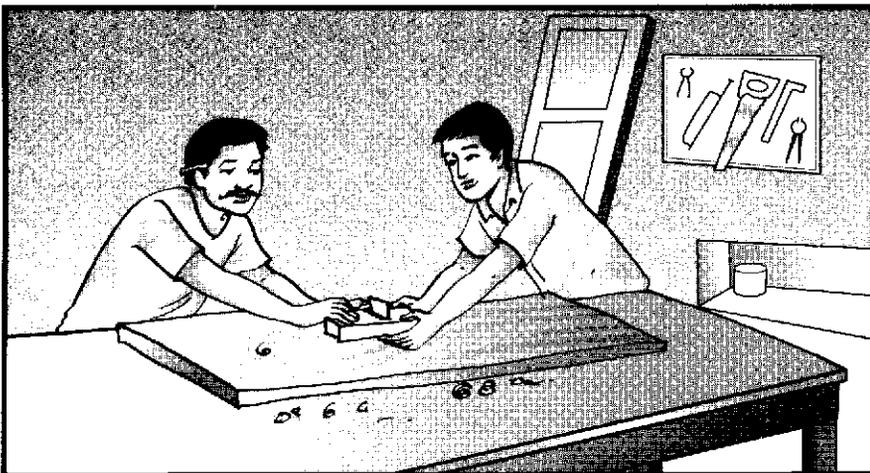
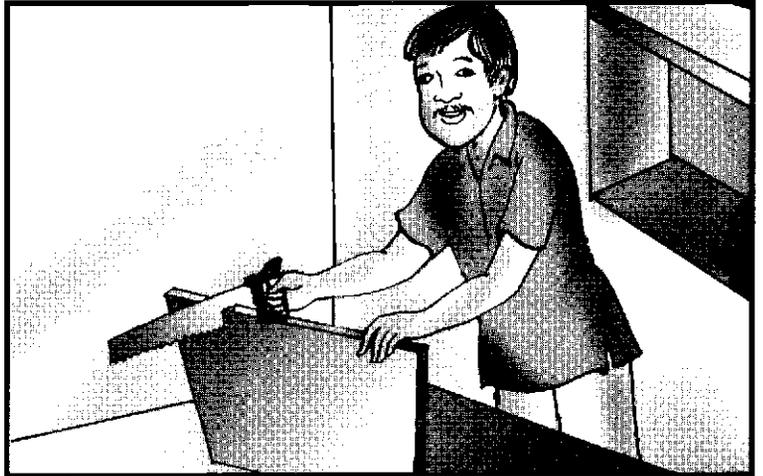
FEVICOL

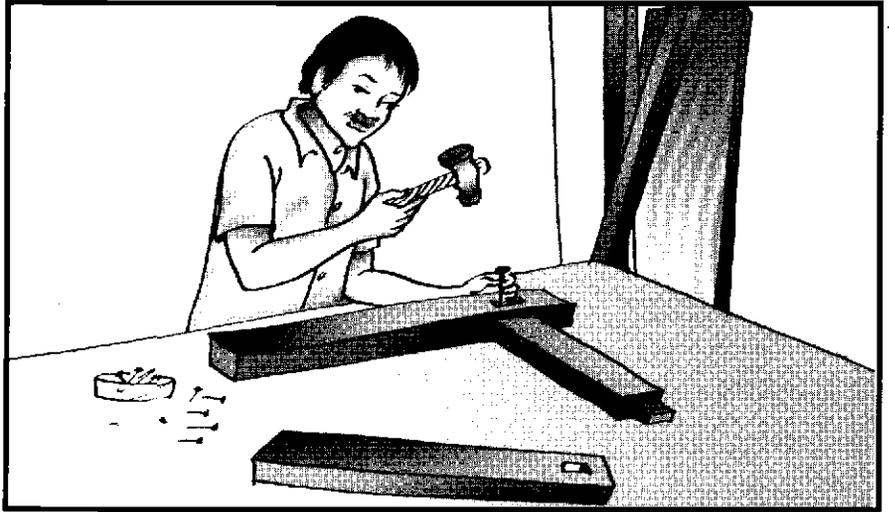
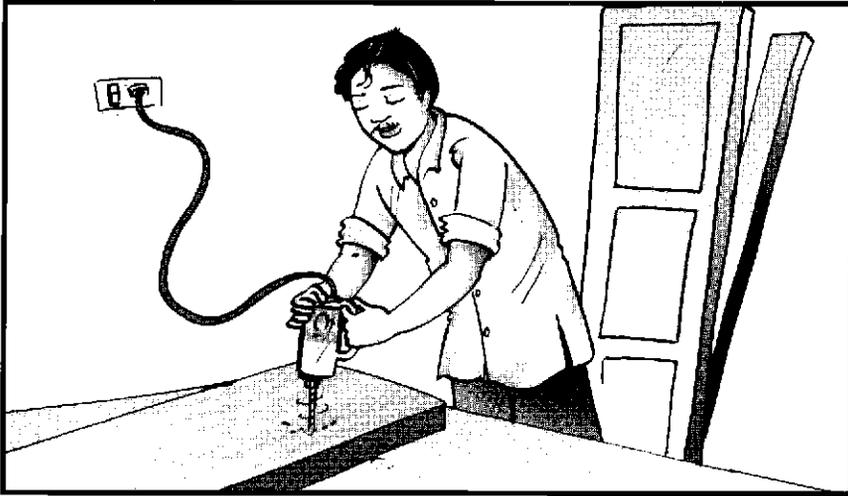


SCALE



CLAMPS





PART - II

Curriculum for Vocational Education

**Transition of Persons with Mental
Retardation From School to work**

PART - II

ADULT INDEPENDENT LIVING SKILLS

- 1. Basic Academics**
- 2. Work Place Behaviour**
- 3. Employability**
- 4. Sex Education**
- 5. Self Advocacy**

PART - II

ADULT INDEPENDENT LIVING SKILLS

1. BASIC ACADEMICS

1. Self and family
2. Job site information
3. Money transaction and banking
4. Signals and symbols

2. WORK PLACE BEHAVIOUR

1. Etiquette and manners
2. Personal interaction
3. Regularity and punctuality
4. Communication / social behaviour
5. Quality and quantity of work

3. EMPLOYABILITY

1. Self awareness
2. Job exploration
3. Biodata preparation
4. Developing self confidence
5. Staying on job

4. SEX EDUCATION

1. Anatomy and physiology
2. Maturation or body changes
3. Psycho social sexual behaviour
4. Same sex behaviour
5. Opposite sex behaviour
6. Marriage and parenthood
7. Leisure time and recreational activities

5. SELF ADVOCACY

1. Basic rights
2. Rights of living
3. Decision making
4. Organizing self advocacy groups

PART - II

I. BASIC ACADEMICS

Date : _____

1. Self and family

1. Tells name and address
2. Aware of own age and date of birth
3. Tells the name of family members

Total _____

2. Job site and work schedule

1. Tells the address of job site
2. Reads the bus numbers and travels by bus
3. Reads the names of coworkers
4. Writes leave letter
5. Identifies the rooms and telephone numbers
6. Uses clock or watch to follow work schedule

Total _____

3. Money transactions and banking

1. Identifies money and make changes
2. Calculates wages
3. Makes necessary expenditure
4. Saves money in bank
5. Withdraws money when necessary

Total _____

4. Signals and symbols

1. Reads/Identifies survival words
2. Follows traffic signals
3. Reads arithmetic symbols
4. Makes simple arithmetic calculations using calculator

Total _____

KEY FOR SCORING : Independent Dependent

		Periodical Evaluation																
Areas		Date _____																
1. Self and family	3	<table border="1"> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	<input type="checkbox"/>															
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>														
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
2. Job site and work schedule	6																	
3. Money transactions	5																	
4. Signals and symbols	4																	
Total	18	_____																

PART - II

2. WORK PLACE BEHAVIOUR

Dates : _____

1. Etiquette and Manners

1. Wears proper dress
2. Dress is washed and pressed
3. Hair is combed
4. Shaves regularly/maintains mentrual hygiene
5. Keeps finger nails neatly
6. Takes care of toilet needs
7. Takes clean food
8. Follows mealtime manners
9. Seeks assistance while taking medicine
10. Avoids smoking

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Total _____

2. Personal Interaction

1. Respects supervisor
2. Cooperates with coworkers
3. Controls emotions
4. Requests help if necessary
5. Avoids quarrels
6. Maintains friendships
7. Respects others belongings
8. Takes care of personal belongings

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Total _____

Scoring system : Always - 3, Often - 2, Rare - 1, Never - 0

3. Regularity and Punctuality

1. Comes to work regularly
2. Reaches work place on time
3. Attends to arrival routines
4. If late, follows job site rules
5. Says politely the reason for late coming
6. Informs when takes leave
7. Comes back to work place after break
8. Utilizes the break time appropriately
9. Continues work till closing time
10. Follows the departure routine

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Total _____

4. Communication/Social behaviour

1. Follows instructions
2. Communicates needs
3. Avoids unnecessary talking
4. Uses telephone when necessary
5. Uses "Sorry, Thank you, Please" properly
6. Maintains eye contact while talking
7. Avoids shouting during work
8. Asks relevant questions
9. Avoids unnecessary complaints
10. Accepts corrections
11. Works in a group without disturbing
12. Joins social activities in the work place

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Total _____

5. Quality and Quantity of work

1. Shows improvement in quality of work
2. Works satisfactorily
3. Reports work problems
4. Increases speed of work
5. Uses tools safely
6. Leaves tools and products in place
7. Avoids stealing things from work area

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Keeps work area clean
9. Reports missing/broken items
10. Continues or stops work as per instruction

Total _____

SUMMATIVE EVALUATION

Areas		Periodical Evaluation																				
		Date _____																				
1. Etiquette and manners	10x3	<table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																				
2. Personal interaction	8x3																					
3. Regularity and punctuality	10x3																					
4. Communication/Social Behaviour	12x3																					
5. Quality and quantity	10x3																					
Total	50x3	_____																				

PART - II

3. EMPLOYABILITY

Date : _____

1. Self Awareness

1. Aware of the functions of various body parts
2. Aware of own interest and abilities
3. Identifies emotions
4. Aware of personal needs
5. Accepts the physical self

Total _____

2. Job exploration

1. Visits job sites
2. Maintains contacts
3. Looks at ads
4. Discusses with parents/friends

Total _____

KEY FOR SCORING : Independent Dependent

3. Biodata preparation

1. Aware of the use of biodata
2. Reads the items
3. Neatly fills up the form
4. Keeps biodata in personal file

Total _____

4. Interview skills

1. Keeps up appearance
2. Maintains posture
3. Listens and responds

Total _____

5. Staying on job

1. Follows the rules and regulations
2. Learns how to use various means of transportation (cycle, autorikshaw, bus, train, etc.,)
3. Seeks proper assistance if needed
4. Discusses problems and takes help.

Total _____

SUMMATIVE EVALUATION

Areas		Periodical Evaluation																				
		Date _____																				
1. Self awareness	5	<table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																				
2. Job exploration	4																					
3. Bio data preparation	4																					
4. Interview skills	3																					
5. Staying on job	4																					
Total	20	_____																				

PART - II

4. SEX EDUCATION

1. Anatomy and physiology

1. Identifies own sex-male/female
2. Identifies own body parts including sex organs
3. Indicates similarities in male and female
4. Indicates the differences in male and female
5. Identifies the private body parts
6. Aware that private body parts are to be treated as private
7. Aware of the need of undergarments
8. Uses appropriate undergarments

Date _____

Total _____

2. Maturation or Body changes

1. Differentiates between boy and man
2. Differentiates between girl and woman
3. Relates his/her own body changes when he/she was small
4. Understands the body changes occurred as he/she grows

FOR MALES

5. Understands the need of shaving
6. Shaves with/without supervision
7. Keeps genitals clean
8. Changes undergarments whenever wet/necessary
9. Washes undergarments
10. Keeps body parts clean

FOR FEMALES

5. Understands when menstruation starts
6. Informs mother / guardian if necessary
7. Uses appropriate clothes and napkins
8. Changes napkins as per the need
9. Cleans body parts as and when needed
10. Washes own undergarments

Total _____

KEY FOR SCORING : Independent Dependent

3. Psycho-social sexual behaviour

1. Aware of appropriate social behaviour
2. Aware of inappropriate social behaviour
3. Does not change undergarments in public
4. Does not touch private body parts in public
5. Understands the need of privacy
6. Discriminate between private and public
7. Aware of the consequence of indecent behaviour with opposite sex
8. Aware how to deal with own emotions
9. Does not use indecent words in public especially to a person belong to opposite sex
10. Discriminates the friendly behaviour between friends and strangers

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

4. Same sex behaviour

1. Tells the names of own friends of the same sex
2. Talks friendly in groups of own sex
3. Engages in group activities
4. Shares their likes and dislikes
5. Does not touch/pull unnecessarily when they are together
6. Helps each other in dressing and grooming

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Total _____

5. Opposite sex behaviour

1. Differentiates same sex and opposite sex
2. Talks appropriately to the people (opposite sex)
3. Engages in group activities where males and females participating
4. Keeps necessary manners when males and females sit/work together
5. Aware that they should not touch and pull each other unnecessarily
6. Aware the social norms when males & females work together
7. Respects others (male respects female and vice versa)
8. Uses polite words in communication.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

6. Marriage and parenthood

1. Comprehends the word "marriage"
2. Aware of the purpose of marriage
3. Understands the relationships in married life
4. Aware of various emotional feelings
5. Understands how children are born
6. Aware of the responsibilities if he/she gets married
7. Has the skills to live in a family
8. Able to bring up children
9. Develops appropriate communication skills in married life
10. Seeks help in family related matters

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

7. Leisure time and recreational activities

1. Able to communicate his/her interest
2. Select few hobbies/interested activities
(games, stitching, gardening listening music etc.)
3. Does not sit idle during leisure time
4. Chooses an activity and engages in that activity
during leisure time
5. Takes help to practice new leisure time activities
6. Goes out with friends/brothers/sisters/family
7. Plays simple games in a group
8. Watches TV without disturbing others
9. Expresses feelings of happiness, joy, disagreement etc.,
10. Plans and spends a day out with a friend

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

SUMMATIVE EVALUATION

		Periodical Evaluation			
Areas		Date _____			
1. Anatomy and physiology	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maturation or body parts	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Psycho-social sexual behaviour	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Same sex behaviour	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Opposite sex behaviour	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Marriage and parenthood	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Leisure time and recreational activities	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	62				

PART - II

5. SELF ADVOCACY

Date : _____

1. Basic Rights

1. Makes a selection in a given situation
2. Takes responsibility of own actions.
3. Appeals when rights are denied.
4. Aware of the need for voting.
5. Asks for explanation.
6. Aware of right of an employee (wages, leave, leisure).
7. Expresses freely the needs and rights.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

2. Rights of Living

1. Makes shopping with own money.
2. Selects own clothes to buy and wear.
3. Strives to have a fair paid job.
4. Selects own food.
5. Attends religious activities.
6. Participates in social functions.
7. Chooses own friends.
8. Celebrates a birthday.
9. Goes out on a holiday.
10. Plans leisure time.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Total _____

Key for scoring

Independent

Dependent

3. Decision Making

1. Aware of what's happening in the surroundings
2. Understands what is told
3. Plans vacation
4. When asked for signature, takes help if needed
5. Look at alternatives
6. Decides while voting

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

4. Organizing Self Advocacy groups

1. Arranges a meeting of few friends
2. Discusses own problems
3. Finds simple solutions
4. Fixes up date for meeting/activities
5. Conducts a meeting
6. Visits the needy friends
7. Plans and chooses appropriate activities

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total _____

SUMMATIVE EVALUATION

		Periodical Evaluation
Areas		Date _____
1. Basic rights	7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Rights of living	10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Decision making	6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Organizing self advocacy groups	7	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Total	<u>30</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

PART - II

Dates : _____

1. Basic Academics

1. Self and family	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Job site information	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Money transaction and banking	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Signals and symbols	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>18</u>	-----			

2. Work place behaviour

1. Etiquette and manners	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Personal interaction	24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Regularity and punctuality	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communication / social behaviour	36	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Quality and quantity of work	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>150</u>	-----			

3. Employability

1. Self awareness	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Job exploration	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Biodate preparation	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Developing self confidence	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Staying on job	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>20</u>	-----			

4. Sex Education

1. Anatomy and physiology	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maturation or body changes	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Psycho social sexual behaviour	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Same sex behaviour	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Opposite sex behaviour	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Marriage and parenthood	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Leisure time nad recreational activities	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>62</u>	-----			

5. Self advocacy

1. Basic rights	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Rights of living	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Decision making	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Organizing self advocacy groups	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>30</u>	-----			

Grand Total 280 -----

BASIC ACADEMICS - WORK SHEET

LEAVE LETTER

Name of the employee / Trainee :

Place of work :

Date(s) of Absence :

Reason for Leave :

Date :

Signature of the employee/ Trainee

Signature of the Parent/Guardian

MY ADDRESS

Name :

H.No. :

Street :

Place :

P.O. :

State :

Pin :

Phone :

Job site Address

Phone : _____

BASIC ACADEMICS - WORK SHEET

My Family	Name
1. Grand father :	_____
2. Grand mother :	_____
3. Father :	_____
4. Mother :	_____
5. Sister :	_____
6. Brother :	_____
7. Uncle :	_____
8. Aunt :	_____

My Work Place
Address : _____

My Work Place	Name
Manager :	_____
Officer :	_____
Supervisor :	_____
Co-worker :	_____

BASIC ACADEMICS - WORK SHEET - SURVIVAL WORDS



MAN



WOMAN



GENTS



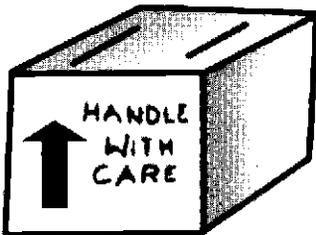
LADIES



POISON



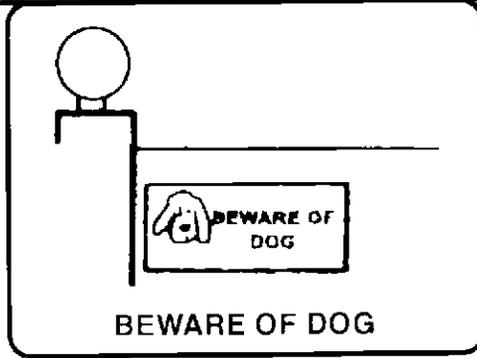
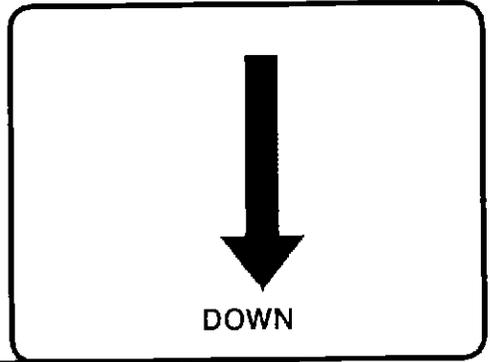
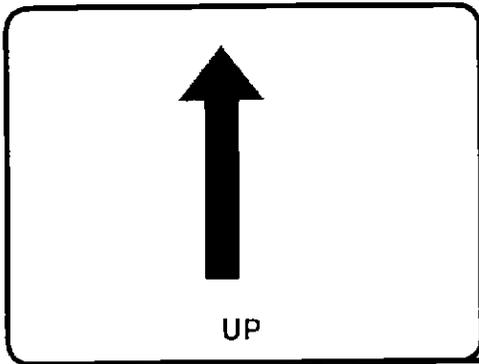
HOT



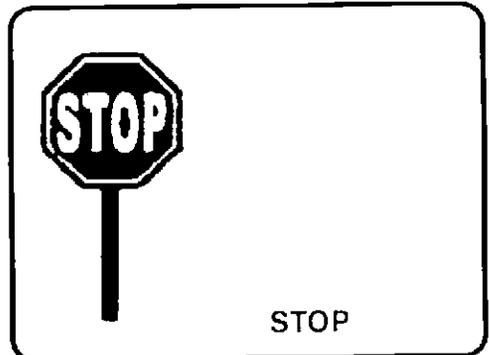
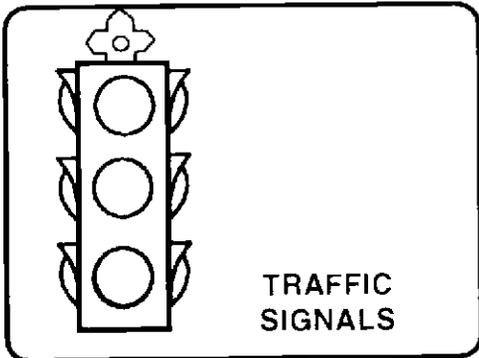
FRAGILE



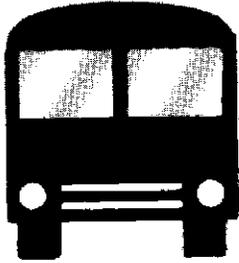
DANGER



BASIC ACADEMICS - WORK SHEET



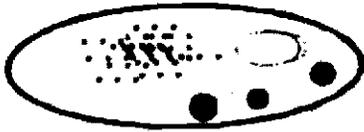
WORK PLACE BEHAVIOUR - WORK SHEET



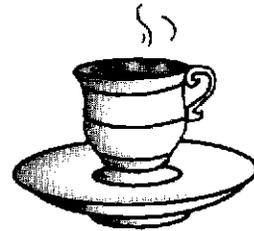
ARRIVAL - 9:00 A.M.



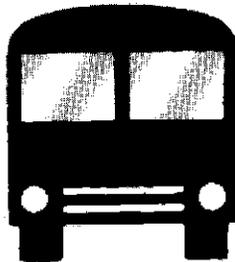
TEA - 11:00 A.M.



LUNCH - 1:00 P.M.



TEA - 4:00 P.M.

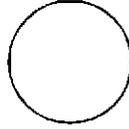


DEPARTURE - 5:00 P.M.

WORK PLACE BEHAVIOUR - WORK SHEET

PUNCTUALITY

*Adjusting the alarm
to get up early*



Getting up

6:00 a.m.



Wake up
hearing alarm
and put off alarm

Pray God

Arrange bed

Getting ready
for job

7:00 a.m.



Brushing
Toileting
Bathing

7:30 a.m.



Dressing &
Grooming

8:00 a.m.



Taking break
fast and going
to job site

Reaching work
place

9:00 a.m.



Reaching job
site & signing

1:00 p.m.



Lunch Break

5:00 p.m.



Returning home

Go to bed

9:00 p.m.



Dinner time

9:30 p.m.



Watching T.V.

10:00 p.m.

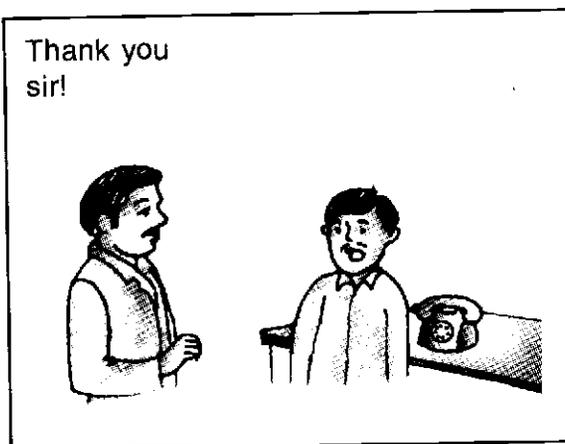
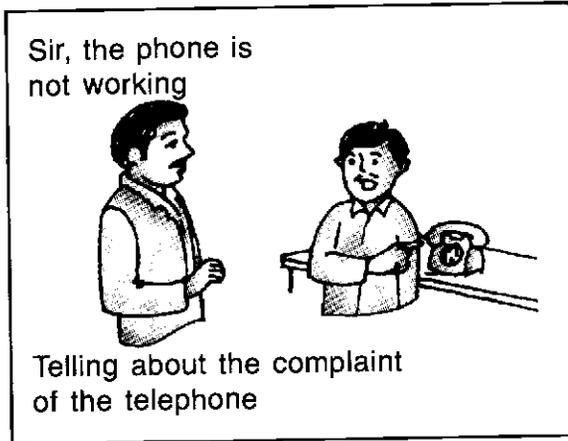


Goes to sleep

Activity : Draw the time on the clock

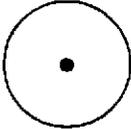
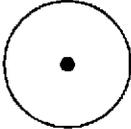
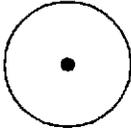
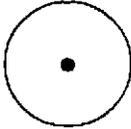
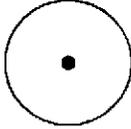
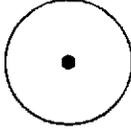
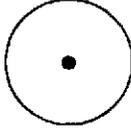
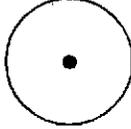
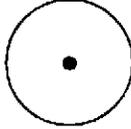
WORK PLACE BEHAVIOUR - WORK SHEET

REPORTS WORK PROBLEMS



WORK PLACE BEHAVIOUR - WORK SHEET

WORK SCHEDULE

Arrival at		_____
Work starts at		_____
Tea break at		_____
Returns after tea at		_____
Lunch break at		_____
After lunch work starts at		_____
Tea break at		_____
Returns at		_____
Departure at		_____

Draw the time on the clock and write it on the line.

WORK PLACE BEHAVIOUR - WORK SHEET

Arrival Duties

- Wish the supervisor **“Good Morning, Sir”**
- See that you are on time. If late apologise-
“Sir, I am late, I will not repeat this”
- Wish coworkers - **“Good Morning, Raju. How are you?”**
- Sign the register - **Carry a pen with you always**
- Go to the work place - **Be on time**
- Relax for 1 minute - **See that everything is OK**
- Start work - **Be pleasant**

Departure Duties

- *Arrange materials used for work*
- *See that the work place is clean*
- *Wash and wipe your hands and face and be fresh*
- *Take your belongings. (lunch box, bag etc.,)*
- *Inform supervisor before you leave.*
- *See that you are reaching home on time.*

BASIC ACADEMICS - WORKSHEET

BANKING

	Cheque	Withdrawal slip	Pay-in-slip	Demand draft
Date				
Amount				
Name				
Signature				

Functions

1. Identifying cheque
2. Identifying withdrawal slip
3. Identifying pay in slip
4. Identifying demand draft
5. Reading calendar
6. Writing amount in number
7. Writing amount in words
8. Writing own name
9. Putting signature

Words to be familiar

1. Cheque
2. Demand draft
3. Withdrawal slip
4. Pay-in-slip
5. Date
6. Amount
7. Name
8. Signature

BASIC ACADEMICS - WORK SHEET

BASIC FINANCIAL RECORD

Month _____ Year _____

1	2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	28	29	30	31

Tick the working days

Materials used

1. Calculator
2. Calendar

Wages salary Per day	Wages salary Per week	Wages salary Per month

Leave taken

Number of days

Number of working days:

Number of days		Wages salary Rs.	Rs.
	<input checked="" type="checkbox"/>		

Identification

Currency notes and coin
 Digits in calculator
 Calendar
 Pass book

Functional words

salary/wages
 income
 names of months
 calculator
 Calendar

Activities

counting notes and coins
 operation of calculator
 reading calendar
 verifying accounts

Bank a/c number	Old balance	Deposit

Use calculator and calendar

BASIC ACADEMICS - WORK SHEET

MORE WORK...

MORE MONEY...

Stipend for one day = _____

Stipend for 2 days	2 x _____ =	Rs.
Stipend for 3 days	3 x _____ =	Rs.
Stipend for 5 days	5 x _____ =	Rs.
Stipend for 10 days	10 x _____ =	Rs.
Stipend for 20 days	20 x _____ =	Rs.

Words to be familiar

1. Work
2. Salary
3. Stipend
4. Days
5. Money

Materials

1. Calculator
2. Calendar
3. Clock
4. Watch

NO WORK...

NO MONEY...

WORK PLACE BEHAVIOUR - WORK SHEET

BIO-DATA

Name :
Age & Sex :
Date of birth :
Address :
Name :
Father Name :
H.No. :
Street :
P.O. :
Town/City :
State :
Pincode :
Ph.No. :

Qualification :
IV Class Passed/Failed
V Class Passed/Failed
VI Class Passed/Failed
VII Class Passed/Failed
X Class Passed/Failed

Marital Status : Married/Unmarried

Vocational Training :
1.
2.

Languages known :
1. English
2. Hindi
3. Telugu
4.
5.

	Speak	Read	Write
--	-------	------	-------

Religion :

Work experience :
1.
2.

Hobbies/talents :

Signature of the applicant

Signature of parent/guardian

Date :
Place :

EMPLOYABILITY - WORK SHEET

ACTIVITIES

1. Learn to adjust alarm
2. Preparation of time schedule
3. Leisure time activities
4. Managing time while travelling
5. Making bed
6. Switching on TV, changes channels and putting off.

WORDS TO REMEMBER

- | | |
|----------------|-----|
| 1. Alarm clock | 11. |
| 2. Brush | 12. |
| 3. Paste | 13. |
| 4. Clothes | 14. |
| 5. Pen | 15. |
| 6. Register | 16. |
| 7. Snacks | 17. |
| 8. Meals | 18. |
| 9. Bed | 19. |
| 10. | 20. |

SELF ADVOCACY - WORK SHEET

Knowing Basic Rights.

All people are created equal.

All have certain rights which cannot be taken away.

There are 2 kinds of rights :

Human Rights

Legal Rights

You are a person and you have human rights.

These rights have been written in the constitution.

Legal rights are the "**Laws of Land**".

If you have a handicap, there are laws to protect you from unfair treatment.

The "Disabilities Act-1995" protects the rights of the people with disabilities. The basic human rights include :

The right to choice
The right to life
The right to freedom
The right to persue happiness
The right to education

The right to have education
The right to have employment
The right to live, learn, work and move around in a society which is free from physical barriers.
The right to informed consent
The right to appeal.

The right to equal protection

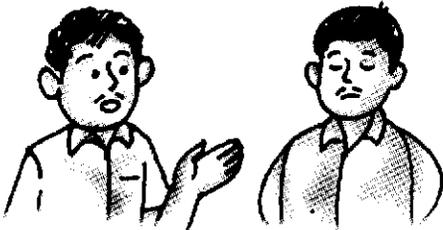
SELF ADVOCACY - WORK SHEET

SELF ADVOCACY

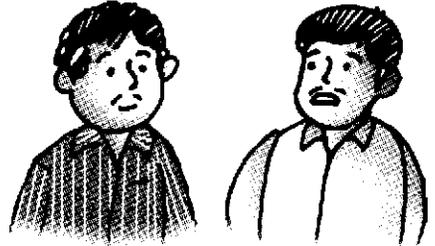
Decision Making

Situation - 1

Tomorrow is a working day. There are two choices for you: our relatives are coming; we are going out for a picnic. Do you like to join us or go to work?



I will inform my supervisor. Then I'll join with you for picnic.



Situation - 2

What about your marriage?



It is a serious thing, I should have a job, I should earn better. My parents are better aware of it. I have to think and discuss.



SELF ADVOCACY - WORK SHEET

Self advocacy is :

- ◆ Knowing your basic human rights
- ◆ Standing up for your rights
- ◆ Taking responsibility for your life
- ◆ Asking for help because you want it or need it
- ◆ Self advocacy is the best way in which you can protect your own human rights

*Courtesy
(A Manual of Self Advocacy)*

Conducting a Self Advocacy programme

- Welcome
- Registration
- Introduction
- Talk on rights of living
- Discussion in groups
- Reporting
- Action plan
- Conclusion

Rights of Living

- Shopping with own money.
- Selection of own clothes to buy and wear.
- Having a fair paid job.
- Selecting food.
- Attending religious activities.
- Going for social functions.
- Having friends.
- Celebrating a Birthday.
- Going out on a holiday.
- Planning leisure time.