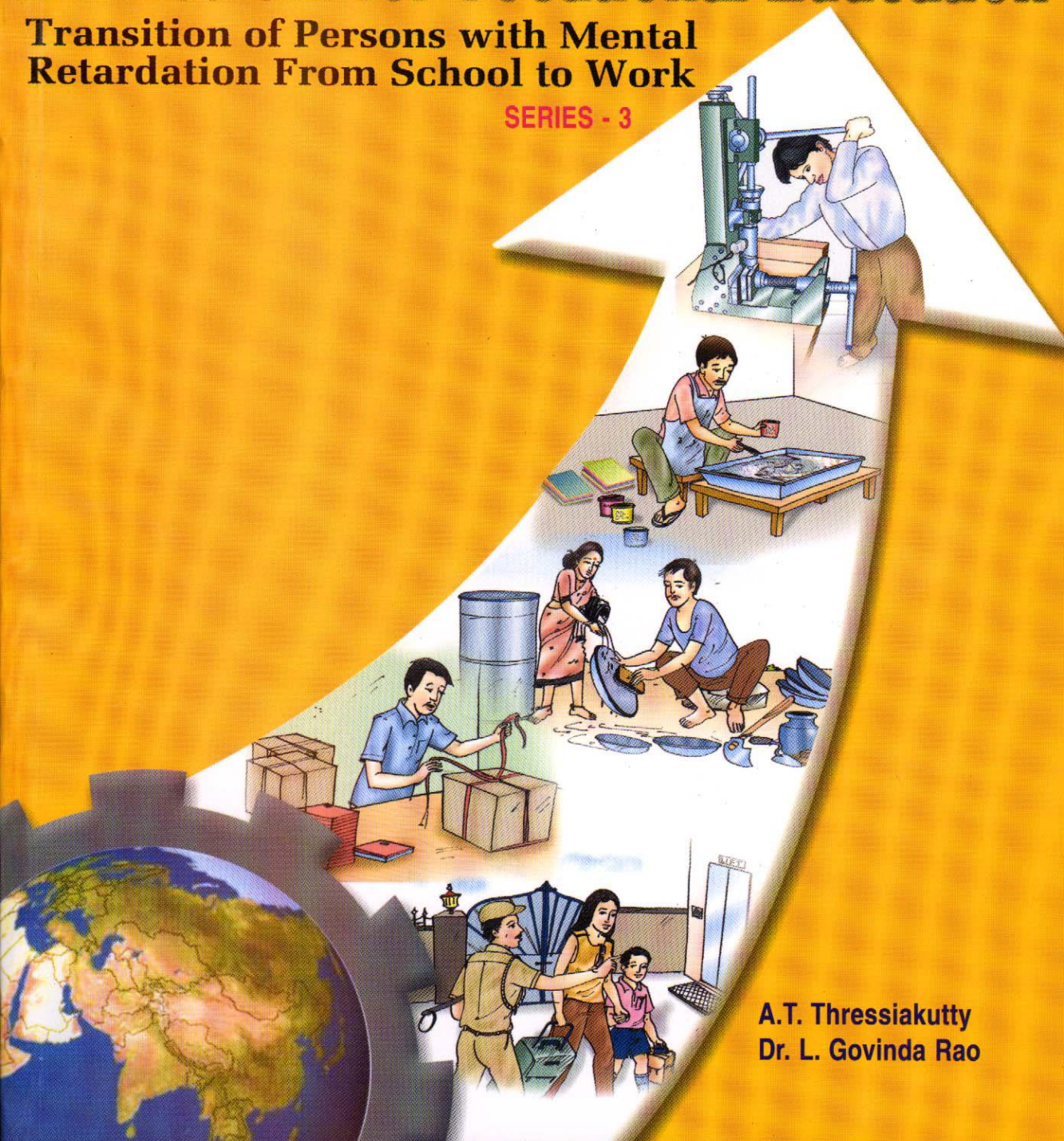


Curriculum for Vocational Education

Transition of Persons with Mental Retardation From School to Work

SERIES - 3



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Dr. L. Govinda Rao

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Curriculum for Vocational Education

"Transition of Persons with Mental
Retardation From School to work" SERIES - III

*Authors : A.T. Thressiakutty
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ISBN 81 89001 00 00

*Designing : Ramana Chepuri, Sec-bad. Ph : 040-27539227
Printed at : Sree Ramana Process Pvt. Ltd., Sec-bad - 3 Ph : 040-27811750*

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ACKNOWLEDGEMENTS

We sincerely acknowledge the assistance of Dr.Jayanthi Narayan, Deputy Director, Shri T.C. Shiva Kumar, Head, Department of Adult Independent Living, Shri V.Ram Mohana 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.

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.

**A.T.Thressiakutty
Dr.L.Govinda Rao**

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 8000 adults are currently receiving vocational training at 16 Vocational Rehabilitation Centres and 435 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.

- 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-3 has been prepared as a continuation of the project Transition from School to Work Series-1 and 2 has been approved by the National Open School as the Curriculum for Vocational Education for persons with mental retardation. As series 1 and 2 are used by the students of BRS, DVTE(MR), DSE(MR) and Vocational centres it has been decided to prepare Series-3 It has seven 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 welcome suggestions for consideration in future editions.

A.T.Thressiakutty
Dr. L.Govinda Rao

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 2002 AAMR definition, "Mental retardation is a disability characterized by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills".

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. The current thinking about the limitations imposed by the environment, structures, and the society is essential for consideration in understanding the functional abilities of the persons with mental retardation. The persons with mental retardation need enabling conditions, which include these external factors also. Process of making the persons with mental retardation independent of the maximum extent possible will be easy if disablement conditions existing in the society are reduced and enablement conditions are increased.

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 needed for Plastic Moulding and Gate Keeper are included in this package. These trades may require a high level of functioning compared to the other trades included in this book.

INDIVIDUALIZED VOCATIONAL TRANSITION PLAN (IVEP)

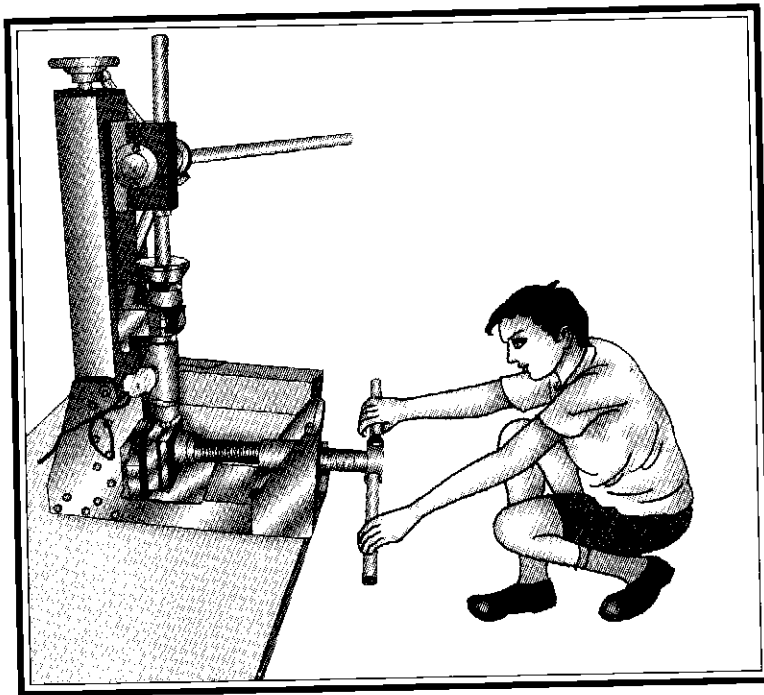
Why it is individualized? The Individualized Education Plan (IEP) has been accepted and implemented every where. There is no need to explain the need of IEP. Individualized Vocational Education Plan has to be considered as a part of IEP. The ultimate aim of special education is employability and independent 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.

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

PART - I

Curriculum for Vocational Education

**Transition of Persons with Mental
Retardation from School to Work**



PLASTIC MOULDING



PLASTIC MOULDING

1. JOB TITLE

Plastic Moulding.

2. JOB DESCRIPTION

The persons with mental retardation are able to work in plastic moulding unit. Die setting, filling plastic granuals, heating, operating machine, releasing handle, ejecting moulded material, cutting and packing activities are involved in Plastic Moulding. As these are repetitive types of works, the persons with mental retardation are able to perform with or without supervision.

Nirman is a training cum production centre managed by the parents association at Hyderabad. It was initiated and organized under the guidance of the National Institute for the Mentally Handicapped, Secunderabad. Nirman was one of the training sites selected for the research project. The students from the special education centre, NIMH were placed at Nirman and this curriculum was developed as a part of the project.

3. MAIN TASKS

1. Cleaning work place
2. Collecting materials
3. Die setting
4. Filling plastic granuals
5. Heating
6. Operating machine
7. Releasing handle
8. Ejecting the moulded items
9. Cutting / finishing work
10. Packing and labelling

4. PRE-REQUISITE SKILLS/WORK RELATED SKILLS

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

Tasks

1. Cleaning work place
2. Collecting materials
3. Die setting
4. Filling plastic granuals
5. Heating
6. Operating machine
7. Ejecting items
8. Finishing
9. Packing

Pre-requisite skills

- Sense of hygiene
-
- Eye hand coordination
- Normal vision
- Concept of hot and cold
- Eye hand coordination & hand function
- Fine motor skills
- Fine motor skills
- Proper hand function

Apart from the above said pre-requisite skills maintaining physical health, punctuality and discipline in the work place are also necessary work readiness skills.

5. ADMISSION CRITERIA

Age : 16 years and above

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

Observation : After placing the trainee for one month in a plastic moulding unit, observe the behaviour of the trainee and assess the work readiness skills.

6. TEACHER TRAINEE RATIO

Individualized training is needed to train in plastic moulding. A minimum two students can be trained at a time.

7. MODE OF TRAINING

- On the job training is necessary as the trainee has to make moulded items using the machine.
- Task related academics and the part 2 of the curriculum is taught in the class room and community.

8. CURRICULUM

The course curriculum is divided into two parts. Part I is essential to learn the skills which are necessary for the job, "Plastic Moulding". Part II helps the trainees to acquire independent living skills to continue on the job.

9. DURATION

Duration is flexible from 12 months to 16 months depending on the tasks and the ability of the trainees which gives a cushion of 4 months to take care of the functional variations.

10. TRAINING SCHEDULE - TRANSITION PLAN

A vocational education plan is given below. It is flexible depending on the nature of duties, mode of training and the ability of the trainee.

Time schedule - Transition Plan for Vocational Education PLASTIC MOULDING

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site (Plastic moulding)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	<ul style="list-style-type: none"> ● Cleaning & collecting materials 	<ul style="list-style-type: none"> ● Assess on the checklist ● Decide the staff responsible ● Involve parents
IInd quarter	50% time	Task related academics	50%	<ul style="list-style-type: none"> ● Filling plastic granuals Heating 	<ul style="list-style-type: none"> ● Continue assessment. ● Send the evaluation report to parents & Principal of school
IIIrd quarter	25% time	Sex education Self advocacy	75%	<ul style="list-style-type: none"> ● Ejecting moulded items Finishing works 	<ul style="list-style-type: none"> ● Continue assessment.
IVth quarter	—	Employability	100%	<ul style="list-style-type: none"> ● 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

Token economy could be used to motivate the trainees.

12. EVALUATION / EXAMINATION

Internal : Use the checklist of plastic moulding for training and evaluation. The instructor should evaluate the trainee once in a month / 3 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

Plastic Moulding

Part - I

1. MAIN TASKS AREAS

1. Cleaning the work area
2. Collecting materials
3. Die setting
4. Filling plastic granuals
5. Heating
6. Operating machine
7. Ejecting the moulded items
8. Finishing work
9. Packing and labelling

2. TASK RELATED ACADEMICS

1. Counting and measurement
2. Equipments
3. Work schedule

3. SAFETY PRECAUTIONS

1. Operation of machine
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

Periodical Evaluation

I. MAIN TASK AREAS

Dates : ____ - ____ - ____

1. Cleaning the work area

1. Takes waste cloth for cleaning
2. Puts oil for lubricating the machine
3. Keeps used materials in their respective place
4. Cleans the work place

1	2	3	4
<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. Collecting materials

1. Identifies plastic moulding materials
2. Collects them from their respective place
3. Keeps materials in sequential order

<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. Die setting

1. Cleans die
2. Closes it with clamp
3. Releases adjustable handle for die setting
4. Keeps die under the heater
5. Tighten the adjustable handle
6. Fixes the die into centre point of the heater
7. Checks the pouring point of heater and filling point of die

<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

4. Heating the heater

1. Fixes plug on switch board
2. Puts on the switch
3. Checks the temperature

<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
Score for Independent (I) is 1. VP, PP & TD are not given numerical scores. All "I"s are counted as 1 and total is given in the column "total". Under periodical evaluation no. 4 shows the final evaluation results.

Periodical Evaluation

5. Filling plastic granual

1. Measures plastic granual
2. Keeps measured plastic granual into small jar
3. Fills the machine with measured plastic granual
4. Operates handle

1	2	3	4
<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

6. Operating machine

1. Holds handle with both the hands
2. Rotates handle in downward direction
3. Releases the handle

<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

7. Ejecting the moulded items

1. Looses the adjustable handle
2. Takes out die
3. Opens die with the help of screw driver
4. Takes out the moulded items

<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

8. Finishing

1. Identifies different types of cutting equipments
2. Holds scissor or cutting blade in proper manner
3. Holds moulded items in right hand
4. Catches cutting blade with right hand
5. Cuts extra part of moulded items

<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

9. Packing and labelling

1. Counts upto 100 and keeps it separately
2. Makes the bunch of moulded items
3. Packs in plastic cover
4. Labels it with name sticker
5. Hands over to the supervisor

<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

Periodical Evaluation

II. TASK RELATED ACADEMICS**1. Counting and measurement**

1. Reads the numbers upto 100
2. Counts meaningfully upto 100
3. Measures in gms. 10 & 20 gms.
4. Has the concept of more or less

1	2	3	4
<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

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

2. Equipments

1. Identifies the different types of dies
2. Names the different types of machines
3. Names all materials used in plastic moulding

<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

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

3. Work Schedule

1. Reads the work Schedule
2. Reads the time on a clock
3. Aware of day, date and year

<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

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

III. SAFETY PRECAUTIONS**1. Operation of machines**

1. Aware of common danger and hazards while handling electrical equipments
2. Presses handle carefully
3. Operates electrical switch board 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"/>

Total

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

2. Safe use of materials

1. Pours plastic granuals in granual container safely
2. Handles all raw materials amd finished items 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"/>

Total

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

SUMMATIVE EVALUATION - PART - I

Periodical Evaluation

1. MAIN TASKS AREAS

Dates : ____

		1	2	3	4
1. Cleaning work area	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Collecting materials	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Die setting	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Filling plastic granuals	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Heating	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Operating machine	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ejecting the moulded items	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Finishing	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Packing and labelling	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	38	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. TASK RELATED ACADEMICS

1. Counting and measurement	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Equipments	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Work schedule	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. SAFETY PRECAUTIONS

1. Operation of machine	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Safe use of material	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION SHEET

TITLE OF THE COURSE PLASTIC MOULDING

Areas	Total skills	Skills achieved	Remarks
Part - I		Evaluation	
		Dates :	

		1 2 3 4	
1. Main task areas	38	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	10	<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	<u>53</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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	<u>280</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Scoring for part.II refer pages 130 to 140

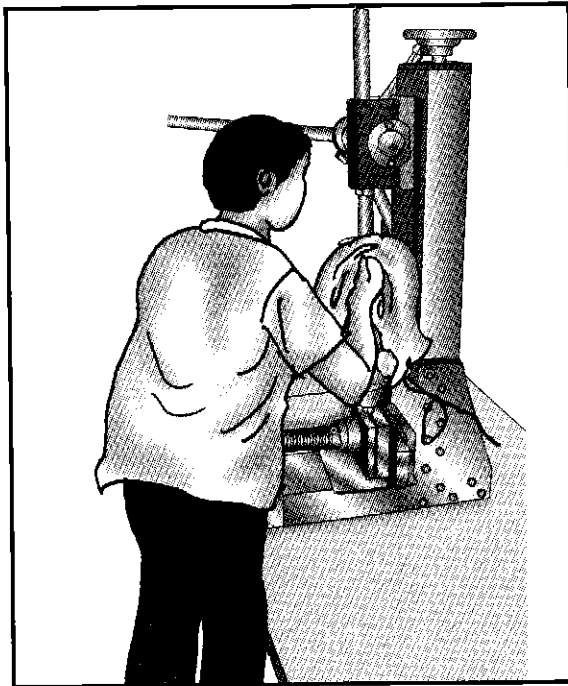
LIST OF ITEMS AND MATERIALS

Names	Identify	Reads	Writes	Add the names of more items
1. Plastic moulding machine 2. Plastic granuals 3. Die for electrical cap 4. Die for plastic cap 5. Waste cotton 6. Oil 7. Plastic wire 8. Screw driver 9. Iron plates 10. Plastic cover 11. Weighing machine 12. Small jar 13. Electrical switch board				

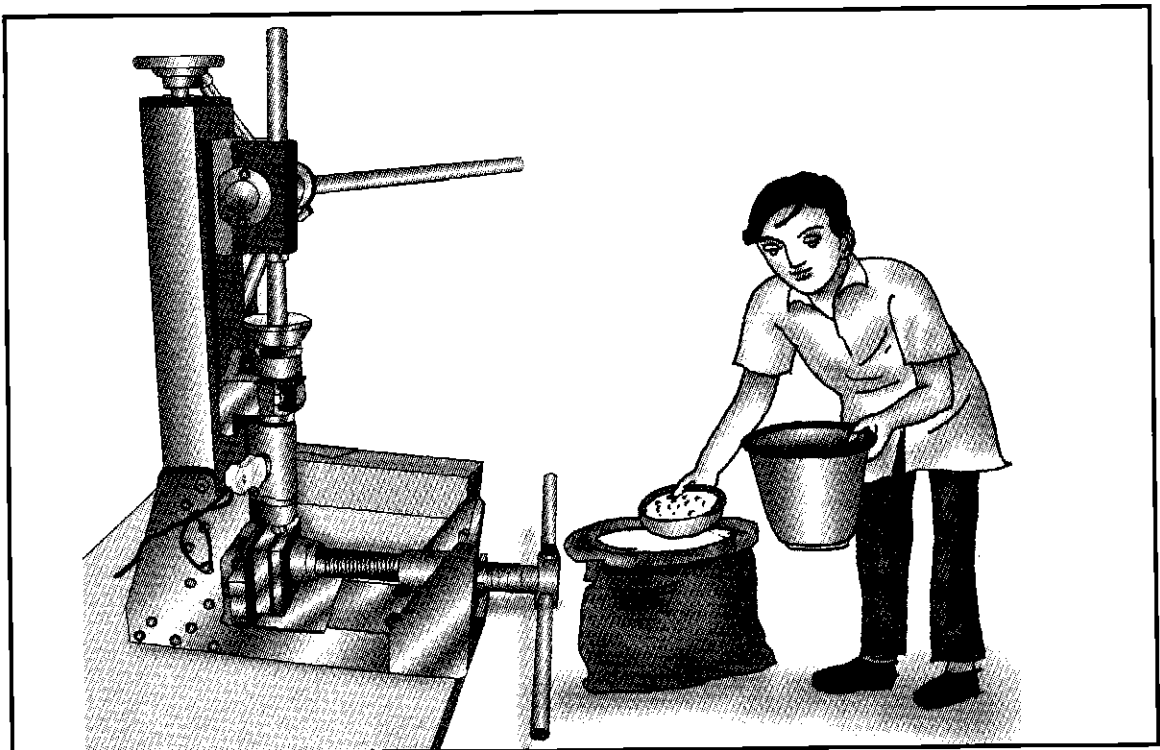
Activity : Tick the items which you have, add the names of items which are not mentioned in the list

MAJOR ACTIVITIES

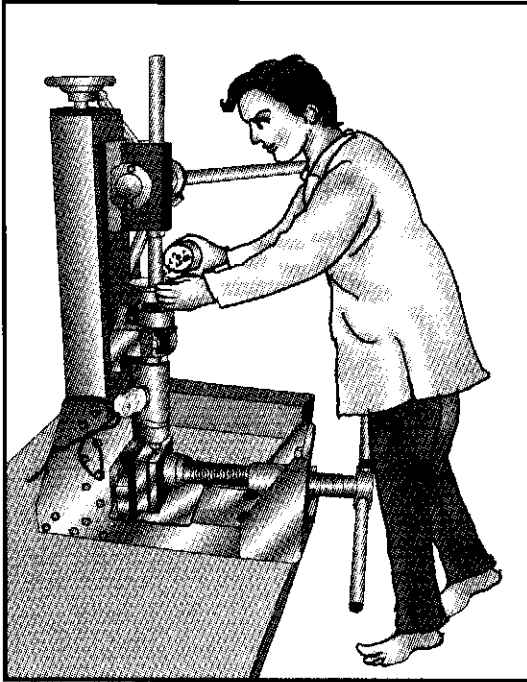
1. Die setting
2. Operating machine
3. Ejecting
4. Finishing
5. Packing



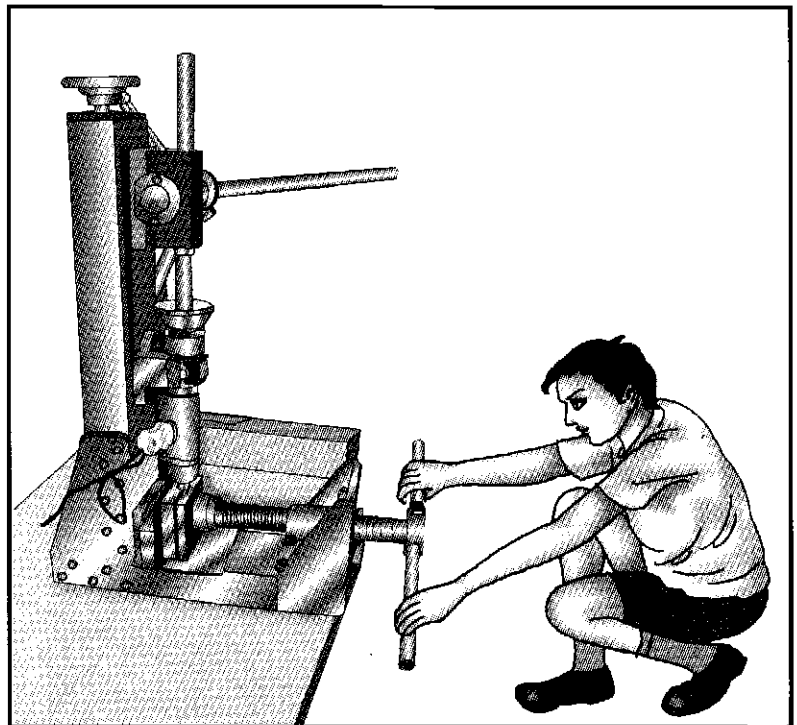
Cleaning the machine



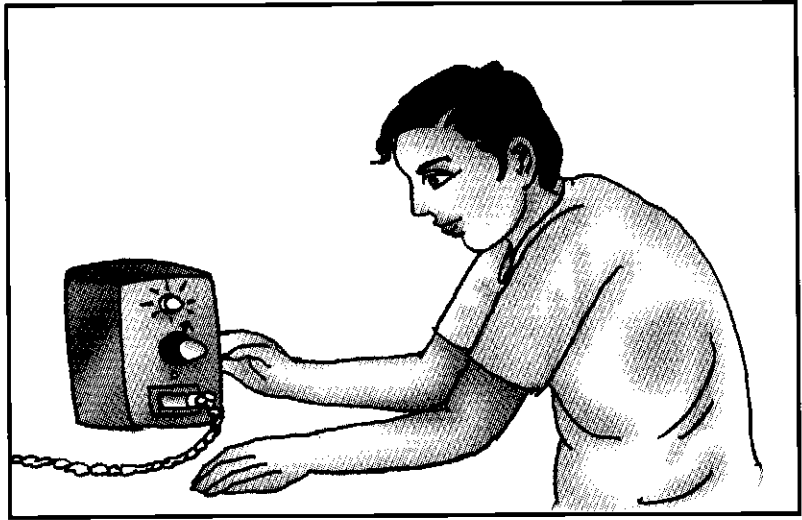
Taking out plastic granuals



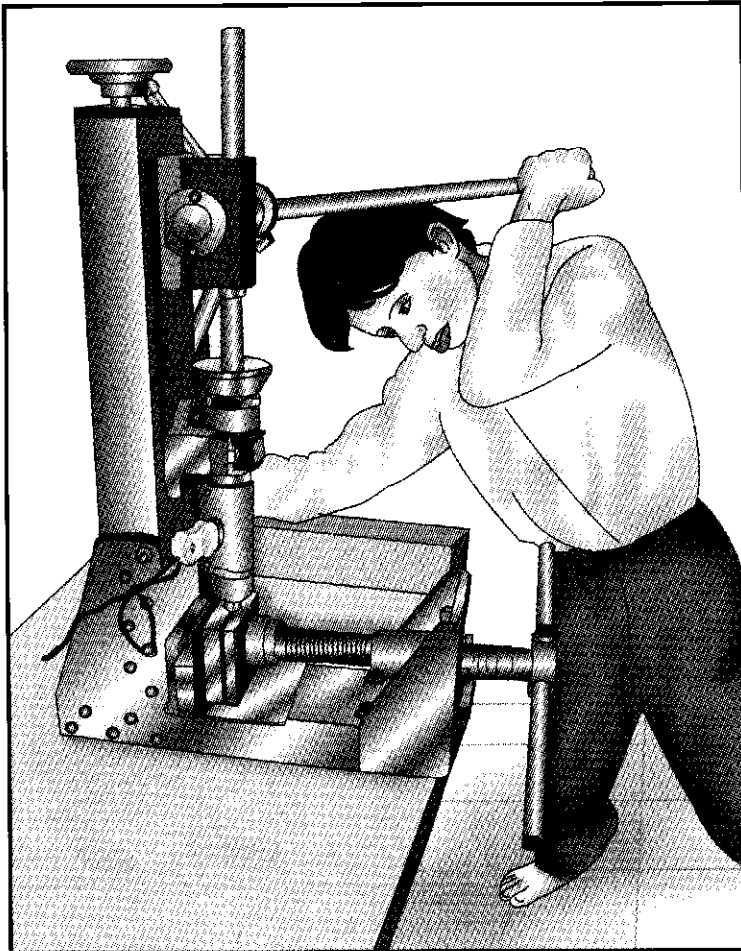
Filling plastic granuals



Operating machine



Puts on switch



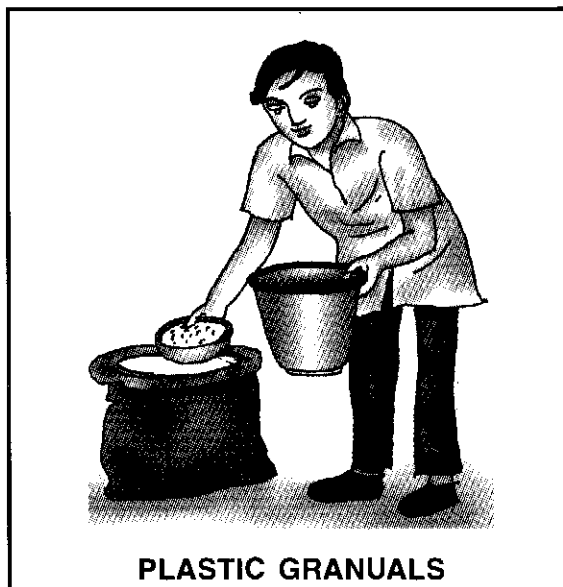
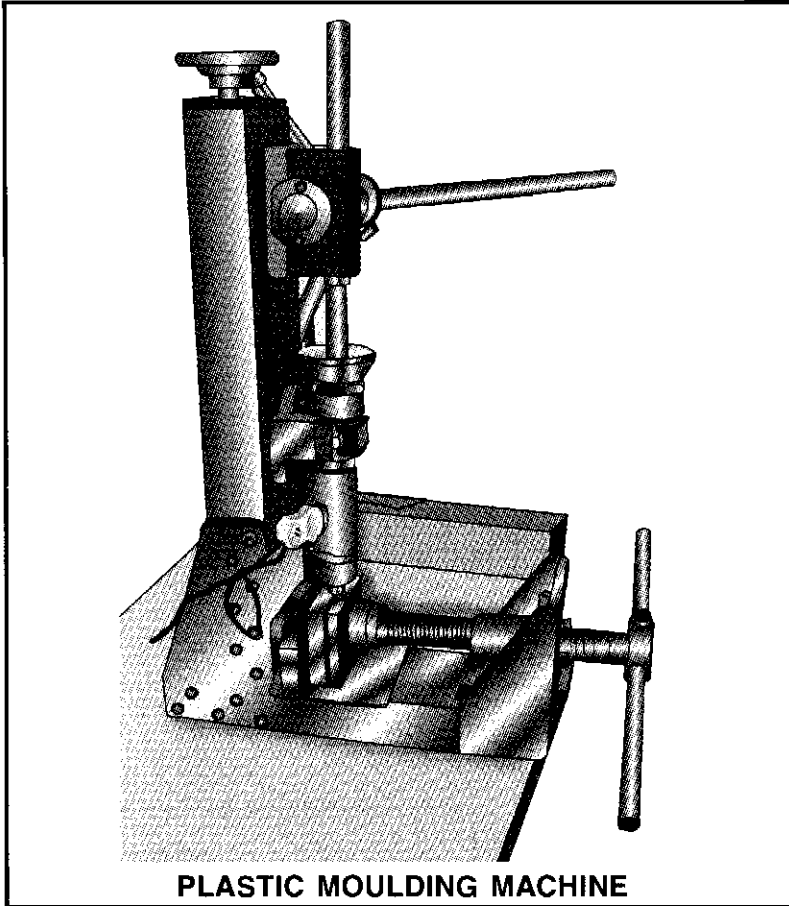
Ejecting the mouleded items

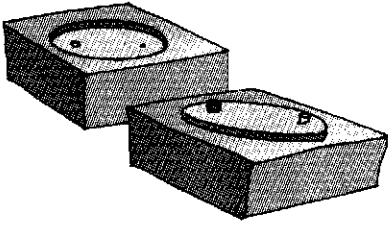


Finishing work

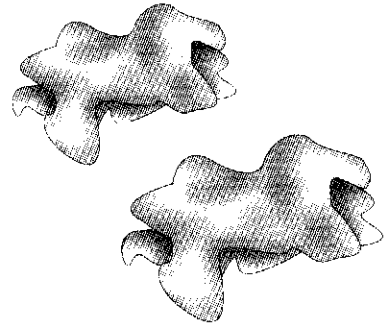


Packing the moulded items





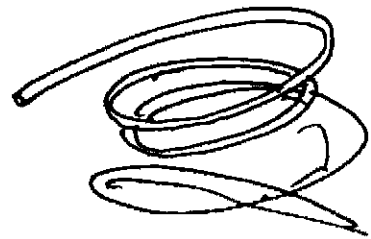
DIE



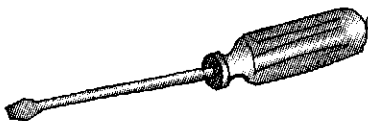
WASTE COTTON



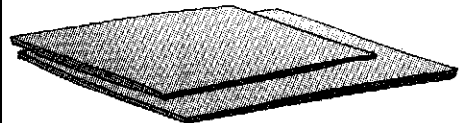
OIL



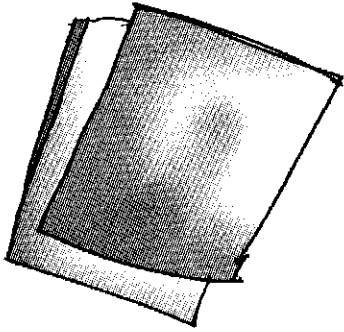
PLASTIC WIRE



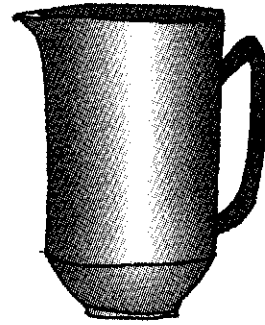
SCREW DRIVER



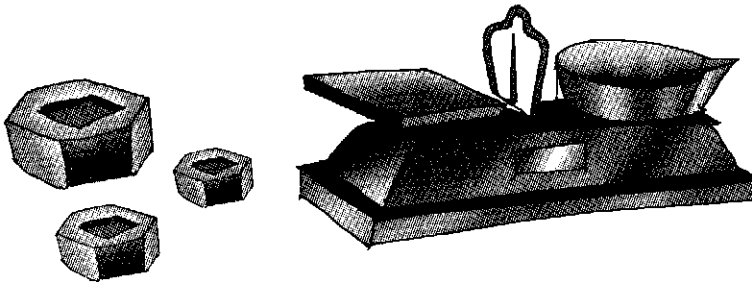
IRON PLATES



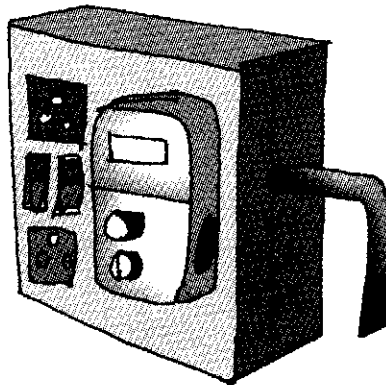
PLASTIC COVER



JAR



WEIGHING MACHINE



ELECTRICAL SWITCH BOARD

Curriculum for Vocational Education

**Transition of Persons with Mental
Retardation from School to Work**



TIE AND DYE



TIE AND DYE

1. JOB TITLE

Tie and Dye.

2. JOB DESCRIPTION

Tie and dye has been taught to the persons with mental retardation in many vocational training centres. Through this technique, various items such as kerchiefs, pillow covers, prints on sarees, bed sheets etc. can be made. The persons with mental retardation are able to perform various activities involved in tie and dye if properly trained.

3. MAIN TASKS

1. Preparation of cloth
2. Tying
3. Dyeing
4. Fixation of colours
5. Finishing work

Based on particular design, tasks may increase or decrease.

4. PRE-REQUISITE SKILLS/WORK RELATED SKILLS

The following pre-requisite skills are identified for the persons with mental retardation in tying and dyeing section.

Tasks

1. Preparation of cloth
2. Tying
3. Dyeing
4. Fixation of colours
5. Finishing work

Pre-requisite skills

- Proper eye hand coordination
- Fine motor skills
- Colour concept
- Fine motor skills
- Concept of size and shapes

Apart from the above said pre-requisite skills maintaining physical health, punctuality and discipline in the work place are also necessary work readiness skills.

5. **ADMISSION CRITERIA**

Age : 16 years and above

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

Observation : After placing the trainee for one month in tie and dye section, observe the behaviour of the trainee and assess the work readiness skills.

6. **TEACHER TRAINEE RATIO**

It is advised to have 2 trainees at a time. The training can be given in a formal way to the trainees under supervision.

7. **MODE OF TRAINING**

- On the job training is suggested as he/she has to learn the skills in the actual job setting.
- Task related academics and the part 2 of the curriculum is taught in the class room, job site and community.

8. **CURRICULUM**

The course curriculum is divided into two parts. Part I is essential to learn the skills which are necessary to work in tie and dye section. 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 from 6-12 months depending on the tasks and the ability of the trainees.

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 would motivate the trainee.

12. **EVALUATION / EXAMINATION**

Internal : Use the checklist of tie and dye for training and evaluation. The instructor should evaluate the trainee once in a month / 3 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.

Time schedule - Transition Plan for Vocational Education TIE AND DYE

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site (Tie and Dye Unit)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Preparation of cloth	<ul style="list-style-type: none"> Assess on the checklist Decide the staff responsible Involve parents
IIInd quarter	50% time	Task related academics	50%	Tying Dyeing	<ul style="list-style-type: none"> Continue assessment. Send the evaluation report to parents & Principal of school
IIIrd quarter	25% time	Sex education Self advocacy	75%	Fixation of colours	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	—	Employability	100%	Finishing work	<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

Tie and Dye

Part - I

1. MAIN TASKS AREAS

1. Preparation of cloth
2. Tying with different materials
3. Dyeing for the background
4. Dyeing for the designs
5. Fixation of colours
6. Finishing work

2. TASK RELATED ACADEMICS

1. Materials and equipment
2. Concept of numbers
3. Concept of colours
4. Measurements
5. Work Schedule

3. 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

2. Job exploration
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

Periodical Evaluation

I. MAIN TASK AREAS

Dates : — — — —

1. Preparation of Cloth

1. Soaks the cloth for 3 to 4 hours in water
2. Uses mild detergent and rubs
3. Rinses it in water
4. Squeezes and dries it in sun
5. Irons the cloths

1	2	3	4
<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. Tying with different materials

1. Makes a design on the cloth
2. Ties the stones / pulses on the line at every inch
3. Ties a different item in the centre of design

<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 ☐ ☐ ☐ ☐

Tying by knots

4. Takes the cloth to be designed
5. Makes marks with pencils for knots
6. puts knots on those marks

<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 ☐ ☐ ☐ ☐

Tying by stitching or tacking

7. Draws a design on the cloth
8. Along with the design tack it with a needle and thread

<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. Preparation of colours and dying for the background colour

1. Selects dye and makes it as a paste
2. Adds water in it
3. Boils for five minutes
4. Adds soda ash

<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"/>

Key for Scoring :

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

Score for Independent (I) is 1. VP, PP & TD are not given numerical scores: All "I"s are counted as 1 and total is given in the column "total". Under periodical evaluation no. 4 shows the final evaluation results.

Periodical Evaluation

1 2 3 4

5. Puts the cloth in the dye
6. Stirs it for 10 to 15 minutes
7. Adds common salt
8. Heats for 45 minutes
9. Takes out and washes in cold water

Total

--	--	--	--

4. Dyeing for the designs

1. Puts the rubber gloves
2. Takes the tied or knotted fabric
3. Dips it in plain water
4. Dips the wet cloth in direct colour solution
5. Boils it for 5 minutes
6. Opens the folds and stirs it again
7. Rinses the cloth in water
8. Dries in the shade
9. Repeats the process to get fast colours

Total

--	--	--	--

5. Fixation colours

1. Takes water in a bucket
2. Mixes 2 spoones fixogin chemical in it
3. Keeps the cloth in it for 1 hour
4. Takes out the cloth
5. Puts in a plastic bag and ties it
6. Takes out after 10 to 20 hours
7. Dries the cloth in the shade

Total

--	--	--	--

6. Fixation colours

1. Opening the thread very carefully
2. Removes stones/pulses tied
3. Rinses the cloth in water
4. Dries it in the shade
5. Irons it

Total

--	--	--	--

II. TASK RELATED ACADEMICS

Periodical Evaluation

1. Reading and writing

- | | 1 | 2 | 3 | 4 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads the name of materials and equipments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Writes the names of materials which are used for tie and dye | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐☐☐☐

2. Concept of numbers

- | | | | | |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Counts number meaningfully upto 20 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Counts number with stones or seeds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐☐☐☐

3. Concept of colours

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Matches different types of colours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Identifies different types of colours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Names different types of colours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Combines two different types of colours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐☐☐☐

4. Measurements

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Has concept of more or less | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Measures water in litre | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Measures colours in grams | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Takes required quantity of chemicals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Takes required quantity of salt | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐☐☐☐

5. Work Schedule

- | | | | | |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads the work schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Follows the work schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐☐☐☐

III. SAFETY PRECAUTIONS

1. Safe use of materials and equipments

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Uses different types of materials and equipments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ties small stones and seeds carefully | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Handles hot vessels carefully | <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	2	3	4
1. Preparation of cloth	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tying with different materials	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Dyeing for the background	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Dyeing for the designs	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Fixation of colours	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Finishing work	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					
Total	43	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. TASK RELATED ACADEMICS

1. Reading and writing	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Concept of number	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Concept of colours	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Measurement	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Work schedule	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					
Total	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. SAFETY PRECAUTIONS

1. Safe use of materials and equipments	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					
Total	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION SHEET

TITLE OF THE COURSE TIE AND DYE

Areas	Total skills	Skills achieved	Remarks
Part - I		Evaluation	
		Dates :	
		— — — —	
		1 2 3 4	
1. Main task areas	43	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Safety precautions	3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	<u>61</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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	<u>280</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Scoring for part II refer pages 130 to 140

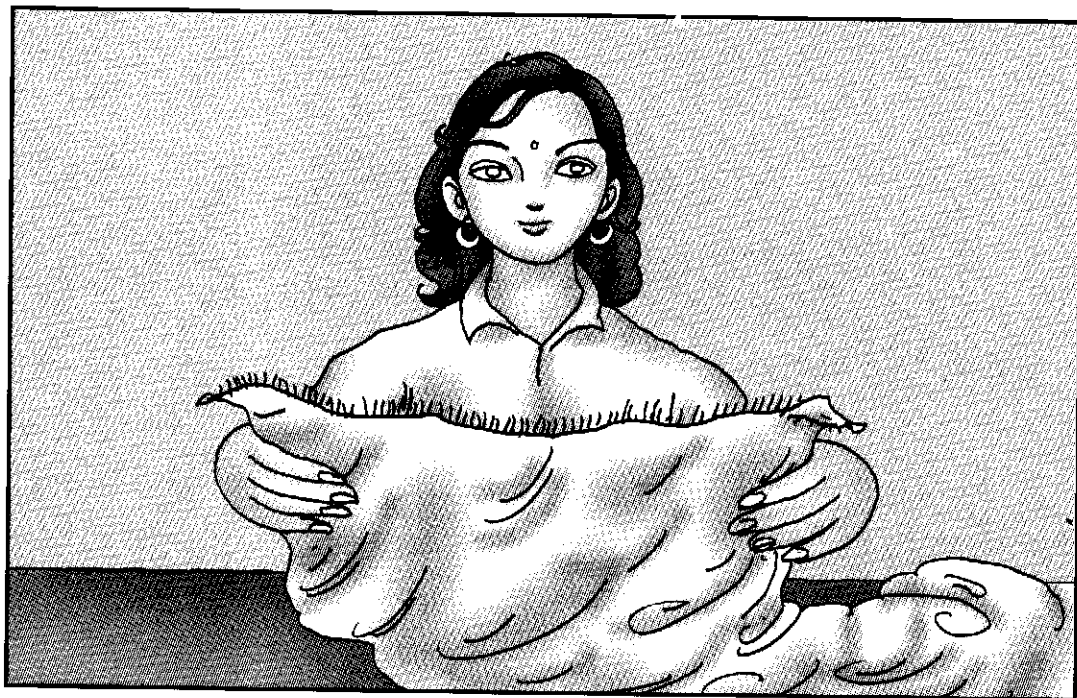
LIST OF ITEMS AND MATERIALS

Names	Identify	Reads	Writes	Add the names of more items
1. Colours 2. Cotton cloth 3. Stove/heater 4. Buckets 5. Washing soap 6. Cloth pins 7. Iron box 8. Spoons 9. Thread 10. Stones (varies sizes) 11. Rubber gloves 12. Table 13. Salt 14. Washing soda 15. Pulses				

Activity : Tick the items which you have, add the names of items which are not mentioned in the list

MAJOR ACTIVITIES

1. Tying stone
2. Dyeing
3. Rolling cloth
4. Stitching
5. Ironing
6. Folding



Preparation of cloth for tie and die



Washign cloth



Tying with stones



Dyeing the tied part



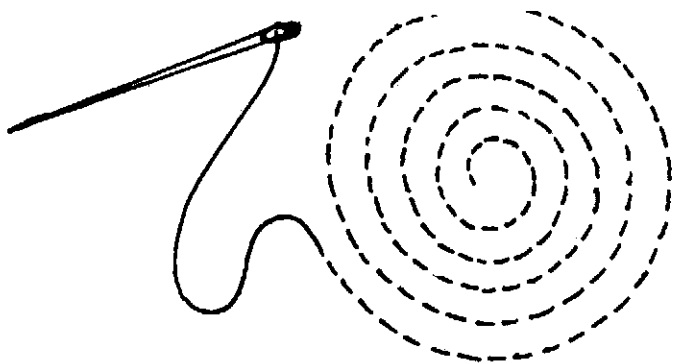
Tying by knots



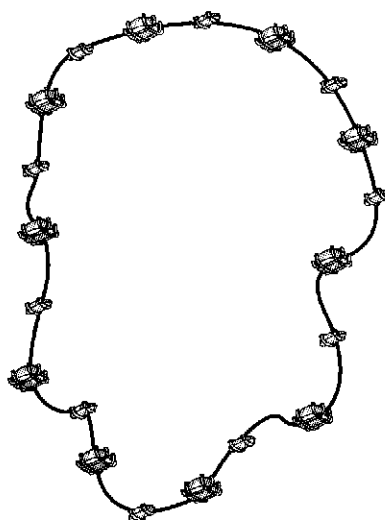
Heating



Ironing after dying



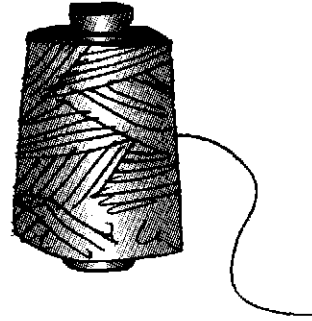
TYING BY STICTHING / TACKING



TYING BY STONES / PULSES



PAPER



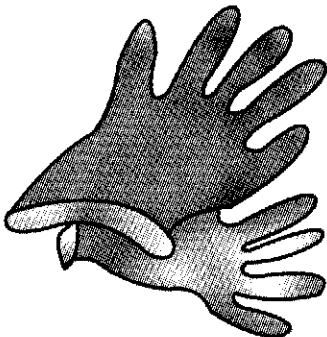
THREAD



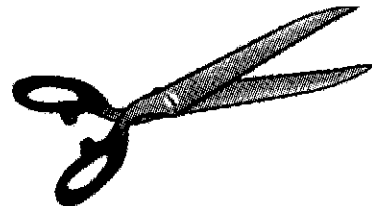
PULSES



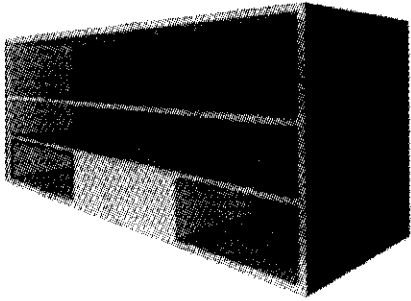
WASHING SOAP



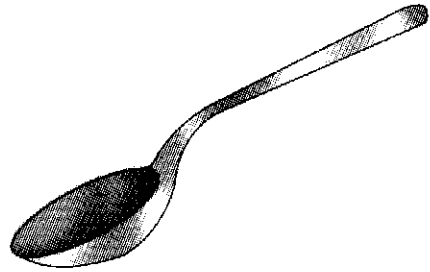
GLOVES



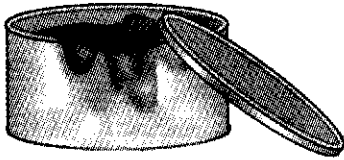
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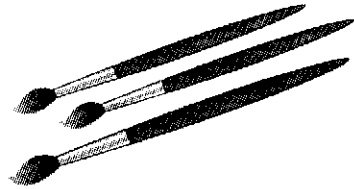
TABLE



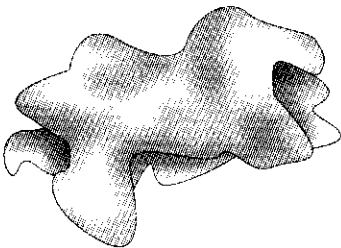
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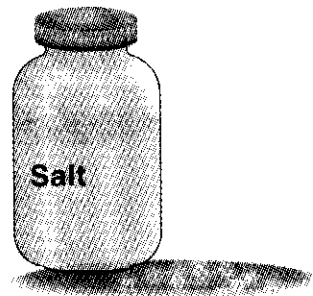
COLOURS



BRUSHES



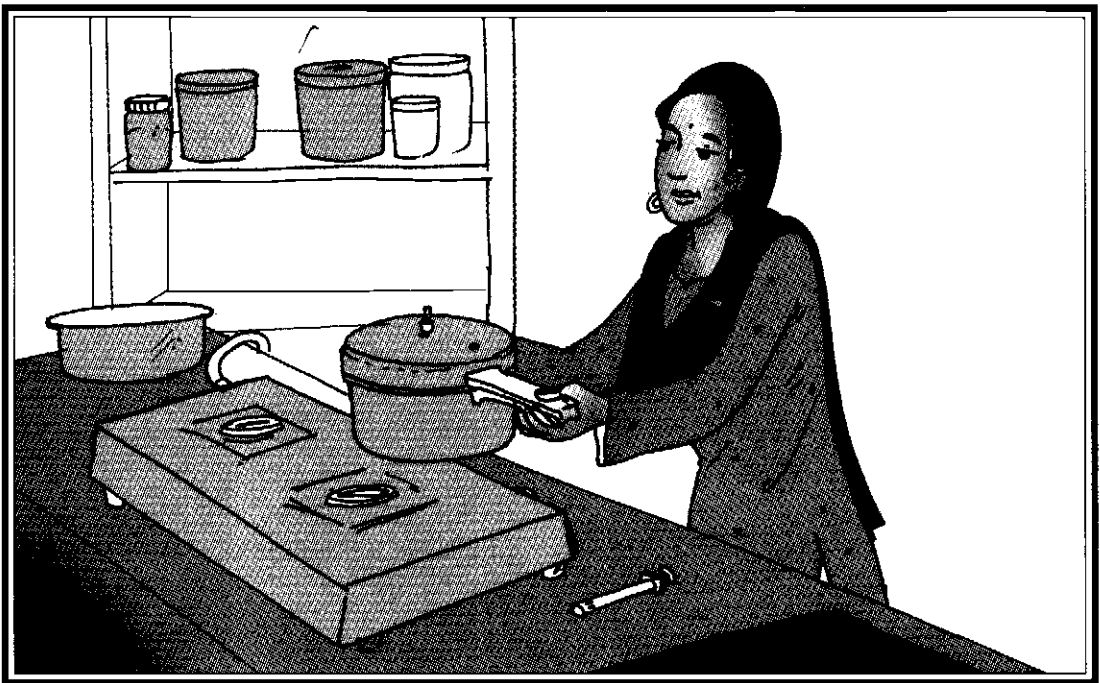
COTTON CLOTH



SALT

Curriculum for Vocational Education

Transition of Persons with Mental Retardation from School to Work



PREPARATION OF MEALS



PREPARATION OF MEALS

1. JOB TITLE

Preparation of meals.

2. JOB DESCRIPTION

Preparing meals in day to day life is important for livelihood. The persons with mild and moderate mental retardation can prepare meals and serve as helpers, if systematic training is given.

3. MAIN TASKS

1. Preparation of rice
2. Making dal
3. Cooking curry
4. Preparing fried curry

4. PRE-REQUISITE SKILLS/WORK RELATED SKILLS

The following work readiness skills are identified for preparing meal.

Tasks

1. Preparation of rice
2. Making dhal
3. Cooking curry
4. Preparing fried curry

Pre-requisite skills

- Eye hand coordination
- Ability to follow instruction
- Concept of cleanliness
- Pincer grasp
- Ability to follow instruction
- Ability to differentiate between pulses and rice
- Fine motor skills
- Fine motor skills
- Hand function

Physical health, hygiene, 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 is used at prevocational level for IEP planning and implementation is suggested for the entry level assessment.

Observation : After placing one month in preparation of meals, observe the trainee's behaviour and assess the work readiness skills.

6. TEACHER TRAINEE RATIO

It is advised to have one or two trainees with mild and moderate retardation at a time. The training can be given in a formal way to the trainees under a supervisor of the canteen, restaurant and house.

7. MODE OF TRAINING

- Task related academics and the part II of the contents are taught in the class room, job site and the community.
- The main tasks of the job are taught in the real work setting - restaurant, house or canteen.
- 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 for cook. Part II helps the trainees to acquire the adult living skills which are important to continue on a job and 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

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 checklist of preparing of meals for training and evaluation. The instructor should evaluate the trainee once in a month / 3 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.

Time schedule - Transition Plan for Vocational Education PREPARATION OF MEALS

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site (Meals preparation)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	<ul style="list-style-type: none"> Preparation of rice 	<ul style="list-style-type: none"> Assess on the checklist Decide the staff responsible Involve parents
IIInd quarter	50% time	Task related academics	50%	<ul style="list-style-type: none"> Making dal 	<ul style="list-style-type: none"> Continue assessment. Send the evaluation report to parents & Principal of school
IIIrd quarter	25% time	Sex education Self advocacy	75%	<ul style="list-style-type: none"> Cooking curry 	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	—	Employability	100%	<ul style="list-style-type: none"> Preparing fried curry 	<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

Preparation of meals

Part - I

1. MAIN TASKS AREAS

1. Preparation of rice
2. Making dal
3. Cooking curry
4. Preparing fried curry

2. TASK RELATED ACADEMICS

1. Names/identifies all items used for cooking
2. Work schedule

3. SAFETY PRECAUTIONS

1. Safe use of cooker

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

Periodical Evaluation

I. MAIN TASK AREAS

Dates : _ _ _ _

1. Preparation of rice

1. Cleans stones and dirt from the rice
2. Puts water into rice
3. Washes rice with water
4. Puts washed rice into cooker
5. Pours double amount of water into rice
6. Keeps the lid with whistle to the cooker
7. Puts on the stove till 3 whistles
8. Puts in sim flames for 2 minutes
9. After 2 minutes takes out from the stove

1	2	3	4
<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"/>

Total

2. Making dal

1. Cleans dhal
2. Washes dhal with water
3. Keeps dhal into cooker
4. Keeps salt, haladi, tomatoes, chillies into it
5. Keeps on gas stove
6. According to types of dal makes whistles
7. Takes out from gas stove
8. Waits for few minutes to cool it
9. Opens lid of cooker
10. Keeps frying pan on the stove
11. Pours oil into frying pan
12. Takes curry leaves, mustard, zeera and fries in the oil
13. Keeps fried masala into dhal

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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
 Score for Independent (I) is 1. VP, PP & TD are not given numerical scores. All "I"s are counted as 1 and total is given in the column "total". Under periodical evaluation no. 4 shows the final evaluation results.

3. Preparing fried curry

Periodical Evaluation

1 2 3 4

1. Washes vegetables to be fried
2. Cuts the vegetables into small pieces
3. Keeps frying pan on the stove
4. Pours oil into frying pan
5. Keeps curry leaves mustard and oil
6. Fries mustard and curry leaves and keeps vegetables to be fried
7. Fries till it becomes brownish colour
8. Keeps salt, haldi and chilli powder and mixes it properly
9. Keeps ready for serving

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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"/>
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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 **4. Preparing curry with gravie**

1. Washes vegetables to be cooked
2. Cuts vegetable and chops onion
3. Keeps frying pan on the stove
4. Pours oil into frying pan
5. Keeps onions, green chillies, curry leaves and mixed masala
6. Fries it till becomes reddish/brownish
7. Keeps vegetables into it and mix it
8. Fries it till it become brownish
9. Keeps chopped tomatoes into it and fries
10. Mixes grinded masala
11. Fries it and pours little water for making gravie
12. Keeps off the stove when it looks thicker
13. Keeps lid on it
14. Keeps ready for serving

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

Total

II. TASK RELATED ACADEMICS

Periodical Evaluation

1. Names / identifies all items used for cooking

1. Names and identifies quality of rice
2. Names and identifies different types of pulses
3. Names and identifies different types of vegetables
4. Can measure the water
5. Can measurement the oil

1	2	3	4
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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"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total ☐☐☐☐

2. Number concept

1. Reads and writes numbers upto 10
2. Follows numbers in the given recipe

<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. Work Schedule

1. Reads time
2. Follows the time schedule in recipe
3. Follows the instructions given

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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 ☐☐☐☐

III. SAFETY PRECAUTIONS

1. Handling cooker

1. Holds cooker carefully
2. Aware of different parts of cooker
3. Pours oil into frying pan carefully
4. Anticipates possible hazards in work 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 ☐☐☐☐

SUMMATIVE EVALUATION - PART - I

Periodical Evaluation

1. MAIN TASKS AREAS

Dates : ____ ____ ____ ____

		1	2	3	4
1. Preparation of rice	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Making dal	14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Preparing fried vegetable	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Preparing curry with gravie	14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
Total	46	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. TASK RELATED ACADEMICS

1. Names/identifies all items used for cooking	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Number concept	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Work schedule	3				
	<hr/>				
Total	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. SAFETY PRECAUTIONS

1. Handling cooker	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
Total	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION SHEET

TITLE OF THE COURSE PREPARATION OF MEALS

Areas	Total skills	Skills achieved	Remarks
Part - I		Evaluation	
		Dates :	
		— — — —	
		1 2 3 4	
1. Main task areas	46	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Safety precautions	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	<u>60</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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	<u>280</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Scoring for part II refer pages 130 to 140

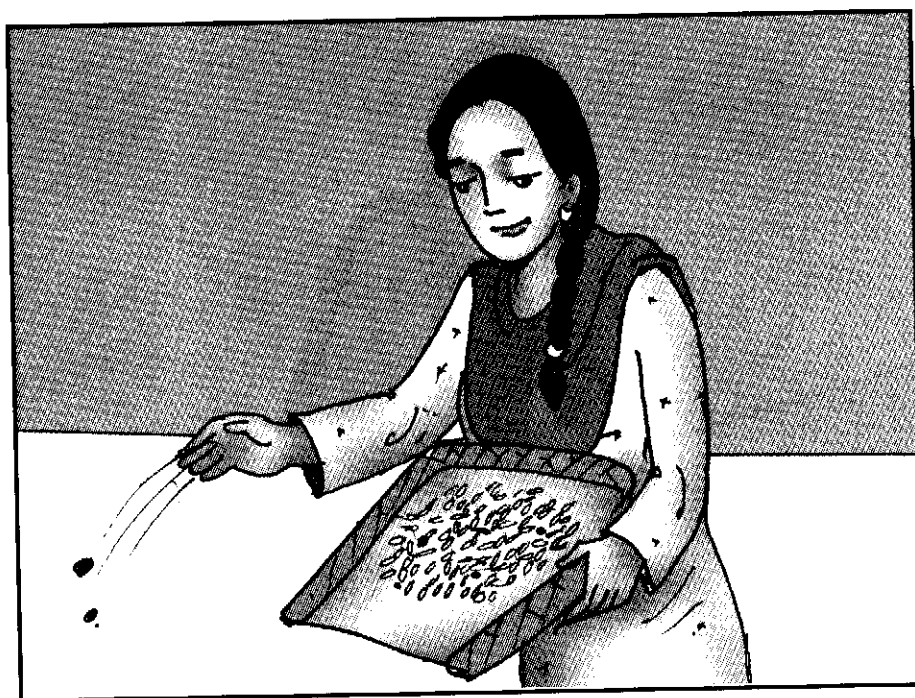
LIST OF ITEMS AND MATERIALS

Names	Identify	Reads	Writes	Add the names of more items
1. Rice				
2. Dal				
3. Knife				
4. Waste cloth				
5. Water				
6. Vegetables				
7. Haldi powder				
8. Dhania powder				
9. Salt				
10. Apron				
11. Rice cooker				
12. Stirring spoon				
13. Vessel				
14. Frying pan				
15. Cooking oil				

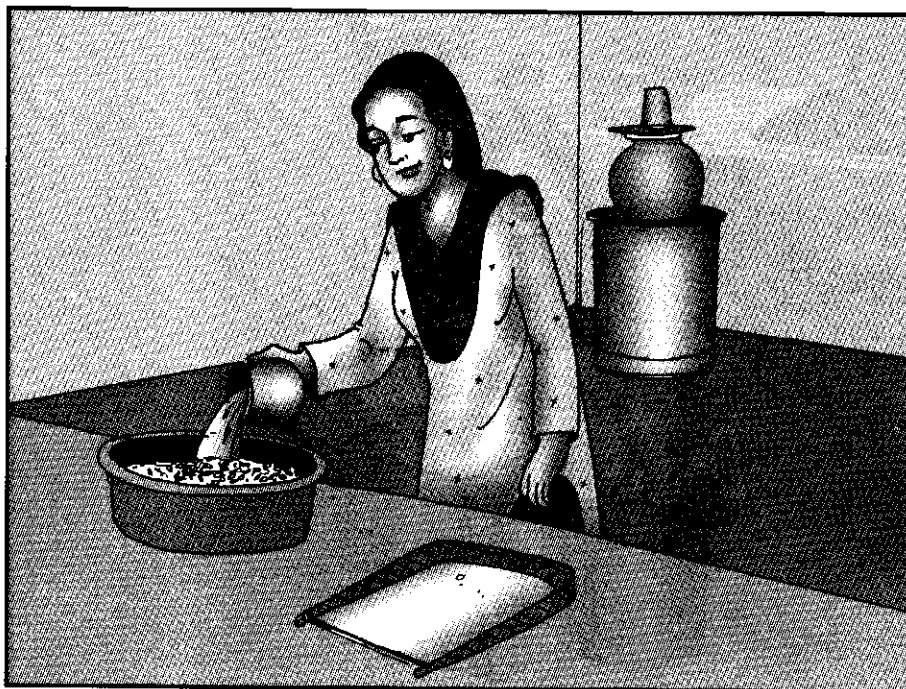
Activity : Tick the items which you have, add the names of items which are not mentioned in the list



Taking out rice



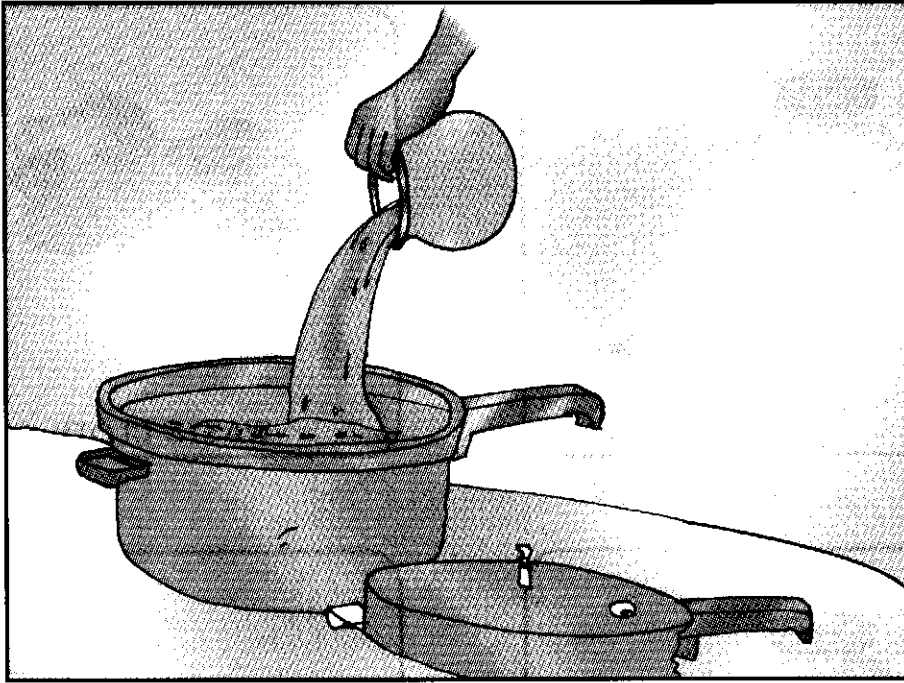
Cleans the rice by picking up stones and other things



Pouring water to wash



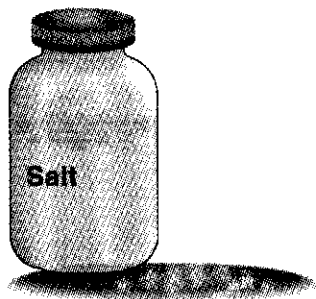
Washing rice



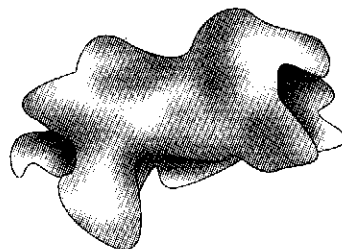
Putting in the cooker



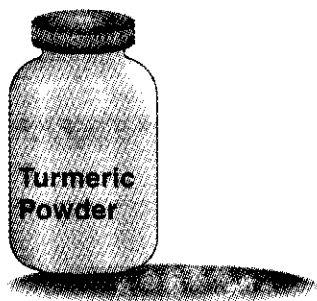
Cooking on the stove



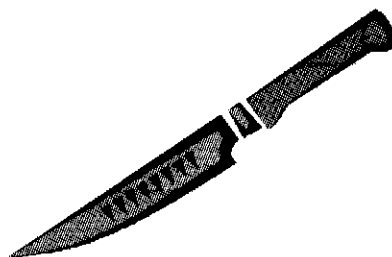
SALT



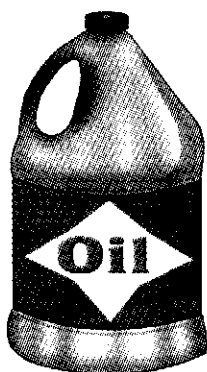
WASTE CLOTH



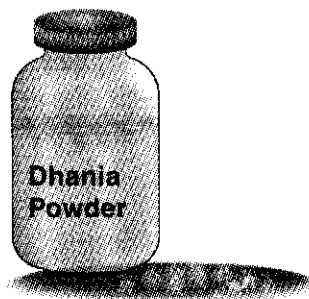
TURMERIC POWDER



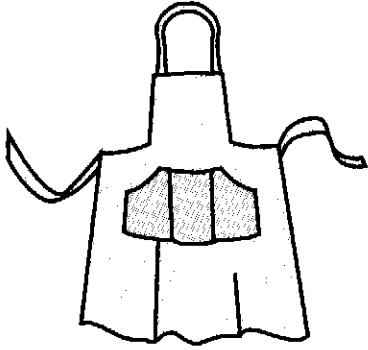
KNIFE



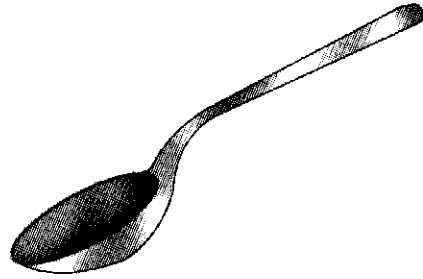
COOKING OIL



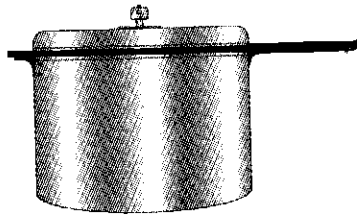
DHANIA POWDER



APRON



STIRRNG SPOON



RICE COOKER

Curriculum for Vocational Education

**Transition of Persons with Mental
Retardation from School to Work**



GATE KEEPER



GATE KEEPER

1. JOB TITLE

Gate Keeper

2. JOB DESCRIPTION

The persons with borderline intelligence and mild mental retardation (IQ 60-70) can be trained to take up the duties of a gate keeper. He can be posted near the main security gate where he can also get the opening and closing gates assistance from the security incharge of big institutions. The simple tasks which can be performed without confusion will be suitable for people with mild mental retardation and borderline intelligence.

3. MAIN WORK

1. Opening and closing gates
2. Maintaining visitors book
3. Using/attending phones when necessary
4. Directing vehicles

(Depending on the need of each office more tasks can be added to the above mentioned tasks)

4. PRE-REQUISITE SKILLS

The following prerequisite skills are identified.

Tasks

1. Receiving the visitors
2. Maintenance of visitors book
3. Communication
4. Passing messages to concern person

Pre-requisite skills

- Proper eye contact
- Independent mobility
- Clean and neat dress / uniform
- Discipline
- Concept of letters
- Reading and writing
- Concept of numbers
- Ability to receive
- Social skills
- Ability to comprehend
- Ability to convey the messages between person to person

5. **ADMISSION CRITERIA**

Age : 16 years and above

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

Observation : If the student's level of functioning matches the pre-requisite skills for watchman training, the student can be considered as eligible to initiate training.

6. **TEACHER TRAINEE RATIO**

It may not be possible to train a number of gatekeepers at a time. One selected trainee is most suitable for an office under the close supervision of one efficient trainer/person.

7. **MODE OF TRAINING**

On the job training is the most suitable method of training.

8. **CURRICULUM**

The curriculum is prepared in two parts. The first part related to the core work routines, work related academics and safety precautions. The second part includes basic academics, work place behaviour, employability, sex education and self advocacy.

9. **TRAINING SCHEDULE - TRANSITION PLAN**

A sample transition plan is given below. It is flexible depending on the nature of duties, mode of training and ability of the trainee.

10. **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.

11. **REINFORCEMENT**

Token economy and stipend system would motivate the trainee. It is necessary to teach the second part of the curriculum with proper reinforcement.

12. **EVALUATION / EXAMINATION**

Internal : Use the checklist for watchman for training and evaluation. The instructor should evaluate the trainee once in a month / 3 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 GATE KEEPER

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site (Gate Keeper)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Receiving visitors	<ul style="list-style-type: none"> ● Assess on the checklist ● Decide the staff responsible ● Involve parents
IInd quarter	50% time	Task related academics	50%	Communicating with visitors	<ul style="list-style-type: none"> ● Continue assessment. ● Send the evaluation report to parents & Principal of school
IIIrd quarter	25% time	Sex education Self advocacy	75%	Passing messages	<ul style="list-style-type: none"> ● Continue assessment.
IVth quarter	—	Employability	100%	Allowing visitors to meet concern person	<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

Gate Keeper

Part - I

1. MAIN TASKS AREAS

1. Receiving the visitors
2. Communicating with visitor
3. Passing messages
4. Maintaining visitors book
5. Directing vehicles

2. TASK RELATED ACADEMICS

1. Basic concepts
2. Work schedule

3. SAFETY PRECAUTIONS

1. Taking care of visitors book

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

Periodical Evaluation

Dates : _ _ _ _

I. MAIN TASK AREAS

1. Receiving the visitors

1. Gets up from his chair when visitors come
2. Opens the gate
3. Greets appropriately

	1	2	3	4
	<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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. Communicating with visitor

1. Asks visitor's name
2. Asks visitors from where do they come
3. Asks the purpose of their visit
4. Allows visitors to get in
5. Closes the gate

	1	2	3	4
	<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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Passing messages

1. Takes messages over the phone
2. Conveys it to the concerned person
3. Takes permission from the concerned person
4. Allows the visitor after taking permission

	1	2	3	4
	<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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Maintaining visitor's book

1. Makes column for entry of name and address
2. Writes visitor's name and address
3. Writes the purpose of their visit
4. Takes visitor's signature

	1	2	3	4
	<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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Key for Scoring :

I-Independent, M-Modelling, VP-Verbal Prompting, PP-Physical prompting, TD-Totally Dependent
 Score for Independent (I) is 1. VP, PP & TD are not given numerical scores. All "I"s are counted as 1 and total is given in the column "total". Under periodical evaluation no. 4 shows the final evaluation results.

5. Directing vehicles

1. Identifies IN and OUT gates for vehicles
2. Allows to enter the vehicle only through IN gate
3. Writes down the vehicle number in register
4. Requests to park the vehicle in the given place
5. Directs to go out through the OUT gate

Periodical Evaluation

	1	2	3	4
1. Identifies IN and OUT gates for vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Allows to enter the vehicle only through IN gate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Writes down the vehicle number in register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Requests to park the vehicle in the given place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Directs to go out through the OUT gate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total ☐☐☐☐☐

II. TASK RELATED ACADEMICS

1. Basic concepts

1. Reads the names of staff members
2. Reads the names of visitors
3. Has the concept of numbers
4. Reads the vehicle number

1. Reads the names of staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Reads the names of visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has the concept of numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reads the vehicle number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total ☐☐☐☐☐

2. Work schedule

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

1. Reads the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Reads the office work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Follows the work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total ☐☐☐☐☐

III. SAFETY PRECAUTIONS

1. Taking care of visitor's book

1. Keeps the book in respective place
2. Carries the visitor's book safely to the concerned person
3. Takes guidance from the main security guard whenever it is necessary

1. Keeps the book in respective place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Carries the visitor's book safely to the concerned person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Takes guidance from the main security guard whenever it is necessary	<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	2	3	4
1. Receiving the visitors	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communicating with visitor	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Passing messages	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintaining visitor's book	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Directing vehicles	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

3. SAFETY PRECAUTIONS

1. Taking care of visitor's book	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION SHEET

TITLE OF THE COURSE GATE KEEPER

Areas	Total skills	Skills achieved	Remarks
Part - I		Evaluation	
		Dates :	

		1 2 3 4	
1. Main task areas	21	<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	3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	<u>31</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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	<u>280</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Scoring for part II refer pages 130 to 140



Attending phone



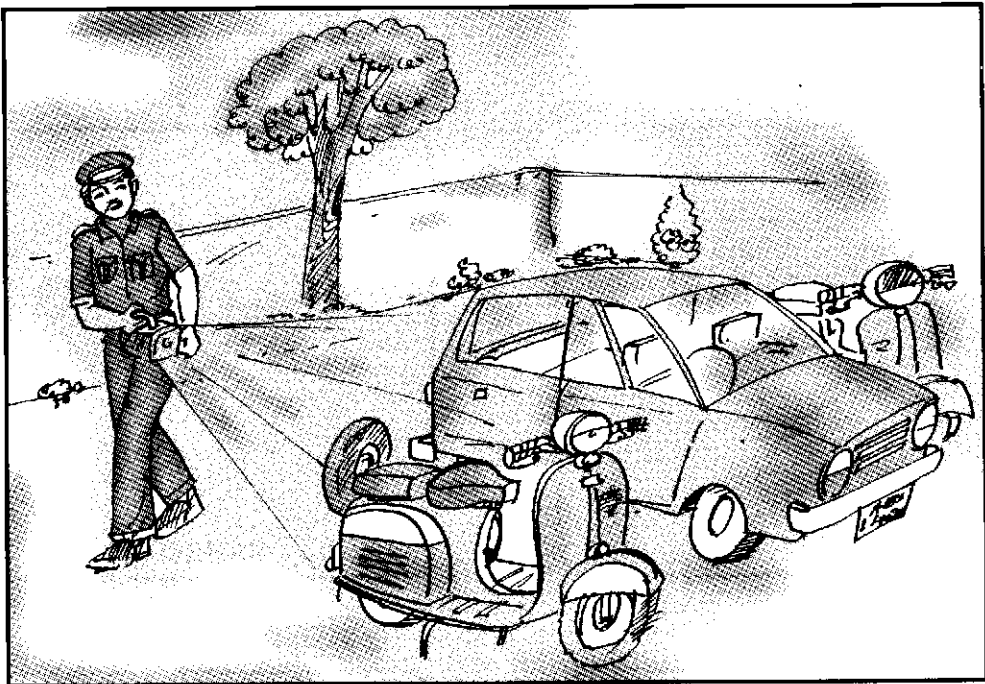
Receiving visitor



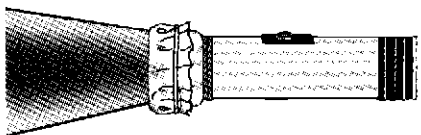
Guiding visitors



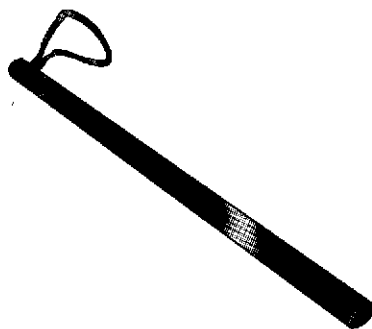
Entering in the visitors book



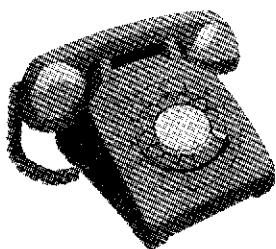
Guiding vehicles



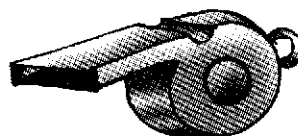
TORCH



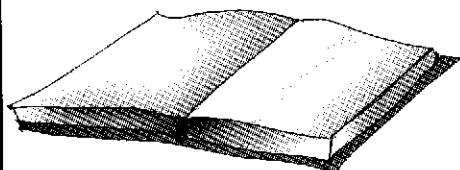
BATON



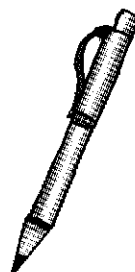
TELEPHONE



WHISTLE



BOOK



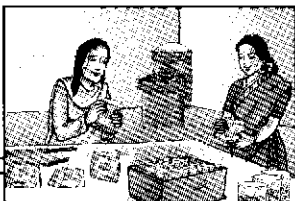
PEN

Curriculum for Vocational Education

Transition of Persons with Mental Retardation from School to Work



HELPER IN PACKING UNIT



HELPER IN PACKING UNIT

1. JOB TITLE

Helper in packing unit.

2. JOB DESCRIPTION

This is a job which needs proper eye hand coordination. This is suitable for the persons with mental retardation. This job includes collecting, weighing, packing, transferring and storing the materials.

3. MAIN WORK

1. Collecting materials
2. Filling the required items in the cover/packet
3. Sealing packets
4. Labeling
5. Storing
6. Delivering
7. Cleaning work place

4. PRE-REQUISITE SKILLS

The following prerequisite skills are identified for the persons with mental retardation in packing unit.

Tasks

Pre-requisite skills

1. Collecting materials

- Pictorial reading
- Proper Eye-hand coordination
- Ability to follow instructions
- Safety skills

2. Filing the required items in the covers/packets

- Eye hand coordination
- Sense of cleanliness
- Concept of quantity

3. Sealing packets

- Safety skills / aware of hazards
- Concept of sequence

- | | |
|------------------------------------|--|
| 4. Labeling the packets | - Eye hand coordination
- Fine motor |
| 5. Storing the packed materials | - Ability to follow instruction
- Proper coordination in both hands |
| 6. Delivering the packed materials | - Ability to follow instructions |
| 7. Cleaning work place | - Concept of cleanliness |

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

5. **ADMISSION CRITERIA**

Age : 16 years and above

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

Observation : After placing one month in packing unit i.e., packing pulses, laddu, sugar, besan etc, observe the trainees behaviour and assess the work readiness skills.

6. **TEACHER TRAINEE RATIO**

It is possible to train 2-4 trainees with mild and moderate mental retardation at a time in a packing unit. The training can be given in a formal way to the trainees under supervision.

7. **MODE OF TRAINING**

Task related academics and the part II of the contents are taught in the classroom, job site and the community.

8. **CURRICULUM**

The course curriculum is divided into two parts. Part I is essential to learn the skills which are necessary to work as an assistant in super market, sweet shop and general stores. 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 from 6-12 months depending on the tasks and ability level of the trainees.

10. TRAINING SCHEDULE - TRANSITION PLAN

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

**Time schedule - Transition Plan for Vocational Education
HELPER IN PACKING UNIT**

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site (Packing unit)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	<ul style="list-style-type: none"> Collecting the material 	<ul style="list-style-type: none"> Assess on the checklist Decide the staff responsible Involve parents
IIInd quarter	50% time	Task related academics	50%	<ul style="list-style-type: none"> Weighing material in kgs Labelling 	<ul style="list-style-type: none"> Continue assessment. Send the evaluation report to parents & Principal of school
IIIrd quarter	25% time	Sex education Self advocacy	75%	<ul style="list-style-type: none"> Sealing the packets 	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	—	Employability	100%	<ul style="list-style-type: none"> Storing the finished items 	<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

Token economy and stipend system would motivate the trainee.

12. EVALUATION / EXAMINATION

Internal : Use the checklist for giving training in packing unit for evaluation. The instructor should evaluate the trainee once in a month / 3 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.

COURSE CONTENT

Helper in Packing Unit

Part - I

1. MAIN TASKS AREAS

1. Collecting materials for packing
2. Filling the items in packets
3. Sealing the packets
4. Labelling the packets
5. Storing the packed material
6. Packing in carton box & delivering

2. TASK RELATED ACADEMICS

1. Materials and equipments
2. Basic concepts of quantity
3. Reading and writing
4. Concept of measuring
5. Concept of time schedule

3. SAFETY PRECAUTIONS

1. Avoiding common dangers and hazards
2. Handling packed material 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

Periodical Evaluation

I. MAIN TASK AREAS

Dates : — — — —

1. Collecting materials for packing

1. Asks permission to get materials to be packed
2. Collects pulses, sweets, sugar etc. in kgs
3. Closes the store room
4. Cleans the pulses, rice, sugar etc.

1	2	3	4
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

 Total

2. Filling the items in covers/packets

1. Selects the appropriate cover/packets
2. Counts/weights the item to be filled in
3. Puts the correct quantity in the packet
4. See that the item is not spilled out while filling
5. Keeps it in a place for sealing

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

 Total

3. Sealing the packets

1. Puts the switch ON
2. Checks rod/plate before keeping the packet
3. Keeps packet on the surface of machine
4. Presses the machine over the packet
5. Takes out and continues sealing

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

 Total

4. Labeling the packets

1. Takes out the stickers
2. Pastes on the packet correctly
3. Keeps aside in sequence

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

 Total

Key for Scoring :

I-Independent, M-Modelling, VP-Verbal Prompting, PP-Physical prompting, TD-Totally Dependent
 Score for Independent (I) is 1, VP, PP & TD are not given numerical scores. All "I"s are counted as 1 and total is given in the column "total". Under periodical evaluation no. 4 shows the final evaluation results.

5. Storing the finished materials

Periodical Evaluation

- | | 1 | 2 | 3 | 4 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Informs supervisor about finished material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps the packed material in their respective place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Transfers the material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Hands over the keys to the supervisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐☐☐☐

6. Packing in carton box and delivering the materials

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Opens the carton box | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps the material sequentially | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Closes the box and ties with wire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Delivers the carton box to super markets or customers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐☐☐☐

II. TASK RELATED ACADEMICS

1. Materials and equipments

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies the sealing machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Identifies the materials used for packing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐☐☐☐

2. Basic concepts of numbering

- | | | | | |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads the number upto 50 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Counts upto 50 meaningfully | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐☐☐☐

3. Reading and writing

- | | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads the name of the material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Writes the name of the material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Reads label print | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Reads survival words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐☐☐☐

4. Concept of measuring

1. Has concept of more and less
2. Weighs in kgs

Periodical Evaluation

1 2 3 4

<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

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

5. Concept of time schedule

1. Reads the time
2. Follows the time schedule

<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

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

III. SAFETY PRECAUTIONS

1. Avoiding common dangers and hazards

1. Discriminate between cold and hot
2. Aware of danger while using electrical appliances

<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

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

2. Handling packed material safely

1. Holds packed material with hands
2. Keeps packed material away from temperature

<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

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

SUMMATIVE EVALUATION - PART - I

Periodical Evaluation

1. MAIN TASKS AREAS

Dates : _____

		1	2	3	4
1. Collecting materials for packing	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Filling the items in packets	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sealing the packets	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Labeling the packets	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Storing the finished materials	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Packing in carton box and delivering	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
Total	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. TASK RELATED ACADEMICS

1. Materials an equipments	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Basic concepts of numbering	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Reading ad writing	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Concept of measuring	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Concept of time scheduel	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<hr/>				
Total	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. SAFETY PRECAUTIONS

1. Avoiding common dangers and hazards	2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Handling packed materials safely	2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<hr/>		
Total	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

FINAL EVALUATION SHEET

TITLE OF THE COURSE HELPER IN PACKING UNIT

Areas	Total skills	Skills achieved	Remarks
Part - I		Evaluation	
		Dates :	
		— — — —	
		1 2 3 4	
1. Main task areas	25	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Safety precautions	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	<u>41</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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	<u>280</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Scoring for part II refer pages 130 to 140

LIST OF ITEMS AND MATERIALS

Names	Identify	Reads	Writes	Add the names of more items
1. Sealing machine				
2. Pulses				
3. Sugar				
4. Gram				
5. Sweets				
6. Waste cloth				
7. Weighing machine				
8. Weights				
9. Polythene covers				
10. Carton				
11. Wire				
12. Cellotape				



Filling the packets



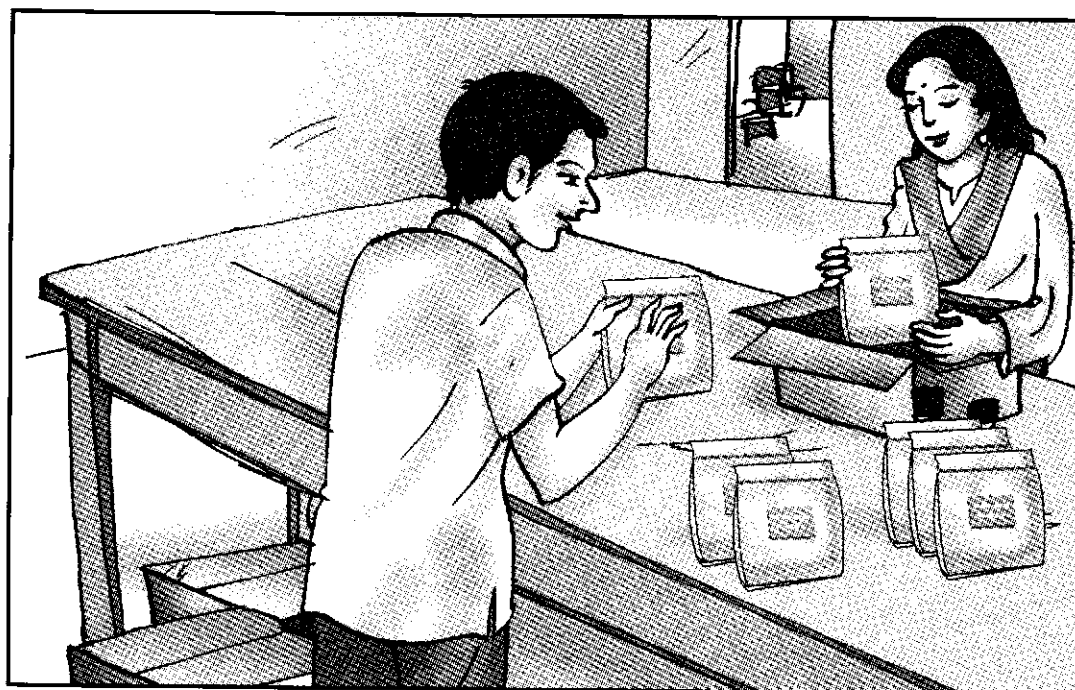
Taking for sealing



Sealing the packets



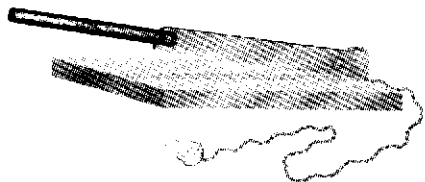
Arranging the packed items



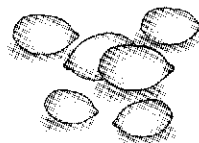
Keeping in a carton



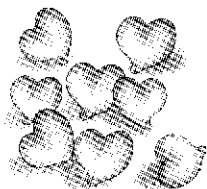
Delivering the packed items



SEALING MACHINE



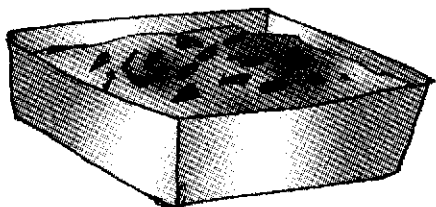
PULSES



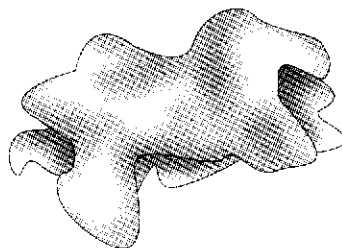
GRAM



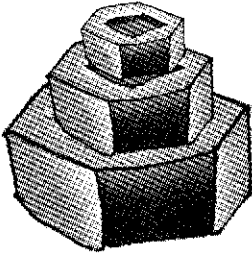
SUGAR JAR



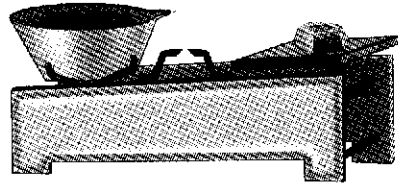
SWEET



WASTE CLOTH



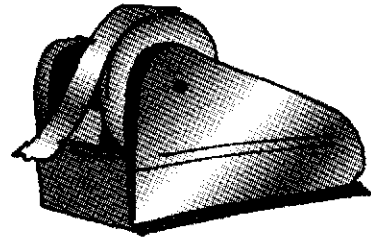
WEIGHTS



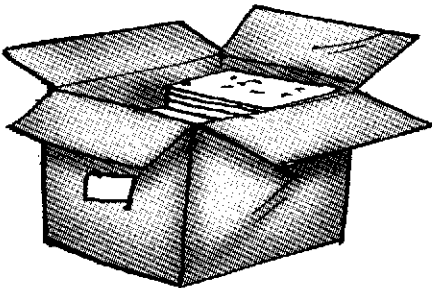
WEIGHING MACHINE



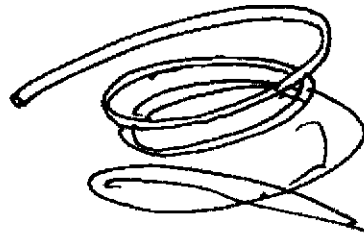
POLYTHENE COVERS



CELLOTAPE



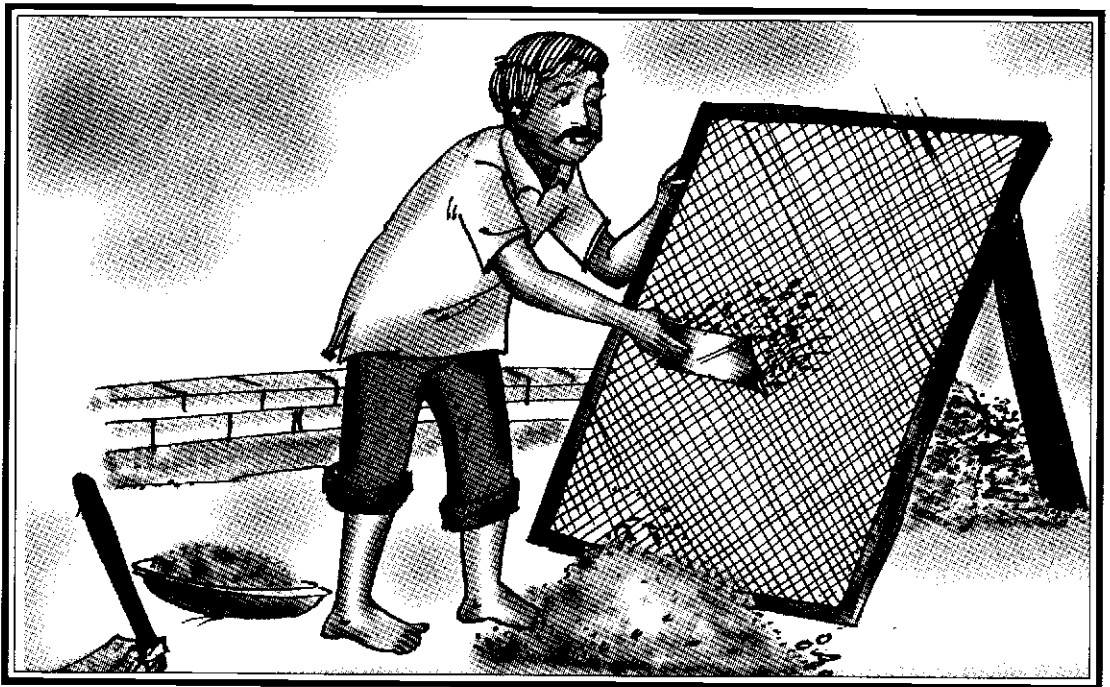
CARTON



WIRE

Curriculum for Vocational Education

**Transition of Persons with Mental
Retardation from School to Work**



WORKER AT CONSTRUCTION SITE



Worker at Construction Site

1. JOB TITLE

Construction site worker.

2. JOB DESCRIPTION

Many skilled and unskilled works are available in construction site. Some of the unskilled jobs are suitable for the persons with mental retardation. As a group of people work together, there is no need to keep them always under supervision. The persons with mental retardation can easily perform the tasks as a construction site worker and can earn their livelihood.

3. MAIN TASKS

1. Digging for foundation
2. Mixing concrete
3. Filling the foundation with concrete
4. Assisting for putting steel bar
5. Carrying bricks, concrete and other raw materials
6. Cleaning the materials

4. PRE-REQUISITE SKILLS/WORK RELATED SKILLS

Tasks

1. Digging for foundation
2. Mixing concrete
3. Filling foundation with concrete
4. Assisting for putting steel bar for foundation
5. Carrying bricks, concrete and raw materials
6. Cleaning the materials

Pre-requisite skills

- Eye hand coordination
- Normal vision and hand function
- Follows instructions
- Adjusts in a group
- Avoids dangerous and hazardous situation
- Physical fitness
- Concept of cleanliness

Physical health, 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 at construction site. observe the trainee and assess the work readiness skills.

6. **TEACHER TRAINEE RATIO**

1:1 training and supervision is essential in the initial stage. Gradually develop a group of 5-8 trainees with mild and moderate mental retardation under one trainer depending on the functional level of the trainee.

7. **MODE OF TRAINING**

Construction site work is suggested for training. The trainee 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 has two parts i.e., Part I and Part II. Part I is essential to learn the skills which are necessary to work at construction site. Part II helps the trainees to learn adult living skills to become more independent.

9. **DURATION**

The 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**

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.

Time schedule - Transition Plan for Vocational Education CONSTRUCTION SITE WORK

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site (Construction site work)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	<ul style="list-style-type: none">● Cleaning the materialsAssisting for putting steel bar	<ul style="list-style-type: none">● Assess on the checklist● Decide the staff responsible● Involve parents
IInd quarter	50% time	Task related academics	50%	<ul style="list-style-type: none">● Digging for foundation	<ul style="list-style-type: none">● Continue assessment.● Send the evaluation report to parents & Principal of school
IIInd quarter	25% time	Sex education Self advocacy	75%	<ul style="list-style-type: none">● Mixing concreteFilling the foundation with concrete	<ul style="list-style-type: none">● Continue assessment.
IVth quarter	—	Employability	100%	Carrying bricks, concrete and raw materials	<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

Token economy or daily wage stipend system could be used to motivate the trainees.

12. EVALUATION / EXAMINATION

Internal : Use the checklist of construction site work for training and evaluation. The instructor should evaluate the trainee once in a month / 3 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.

COURSE CONTENT

Construction Site Work

Part - I

1. MAIN TASKS AREAS

1. Digging for foundation
2. Mixing concrete
3. Filling the foundation with concrete
4. Assisting for putting steel bar
5. Carrying bricks, concrete, water and other raw materials
6. Cleaning the materials

2. TASK RELATED ACADEMICS

1. Materials and equipments
2. Basic concept
3. Work Schedule

3. SAFETY PRECAUTIONS

1. 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

Dates : — — — —

1. Digging for foundation

1. Measures the size of the photograph
1. Takes spade with hand
2. Holds the spade appropriate manner
3. Puts pressure while digging
4. Digs only measured area
5. Takes out earth while digging

1	2	3	4
<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. Mixing concrete

1. Sieves sand
2. Mixes sand and cement under supervision
3. Mixes required stones in the sand and cement under supervision
4. Pours water of required amount
5. Mixes the sand, water and stones well

<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

3. Filling the foundation with concrete

1. Brings tub
2. Keeps mixed concrete into thatta
3. Takes mixed concrete to the required 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"/>

Total

4. Helping for putting steel rod for foundation

1. Picks up steel rod as identified
2. Carries it to the work place
3. Helps in tying th steel bars

<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
 Score for Independent (I) is 1. VP, PP & TD are not given numerical scores. All "I"s are counted as 1 and total is given in the column "total". Under periodical evaluation no. 4 shows the final evaluation results.

Periodical Evaluation

5. Carrying bricks, concrete and other raw materials

	1	2	3	4
1. Holds bricks with both hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Carries cement when required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Carries concrete mixture as instructed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sprinkles water after concreting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Cleaning the materials

1. Cleans tub	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Cleans the work place, where concrete and sand has mixed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Washes all the material which is used for construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. TASK RELATED ACADEMICS**1. Materials and equipments**

1. Identifies the equipments used at construction site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifies construction materials (bricks, sand, cement, broken stones etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Oils and cleans the machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Basic concept

1. Matches shapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Discriminates big and small	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has concept upto 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Has concept of measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Work schedule

1. Reads the work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Follows the work schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Arranges materials at the work place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Keeps everything in order after the work is over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. SAFETY PRECAUTIONS**1. Safe use of materials**

1. Aware of danger in handling machine
2. Handles filled thatta with concrete carefully
3. Takes precautions while carrying raw materials
4. Takes medicines under supervision

Periodical Evaluation

1 2 3 4

<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 **SUMMATIVE EVALUATION - PART - I**

Periodical Evaluation

1. MAIN TASKS AREAS

Dates : _____

1 2 3 4

1. Digging for foundation	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mixing concrete	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Filling the foundation with concrete	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assisting for putting steel bar	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Carrying bricks, concrete, water and other raw materials	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Cleaning the materials	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Total 23

2. TASK RELATED ACADEMICS

1. Materials and equipments	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Basic concepts	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Work Schedule	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Total 11

3. SAFETY PRECAUTIONS

1. Safe use of materials/equipments	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	---	--------------------------	--------------------------	--------------------------	--------------------------

 Total 5

FINAL EVALUATION SHEET

TITLE OF THE COURSE CONSTRUCTION SITE WORK

Areas	Total skills	Skills achieved	Remarks
Part - I		Evaluation	
		Dates : ____ _	
		1 2 3 4	
1. Main task areas	23	<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	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	<u>38</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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	<u>280</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Scoring for part II refer pages 130 to 140

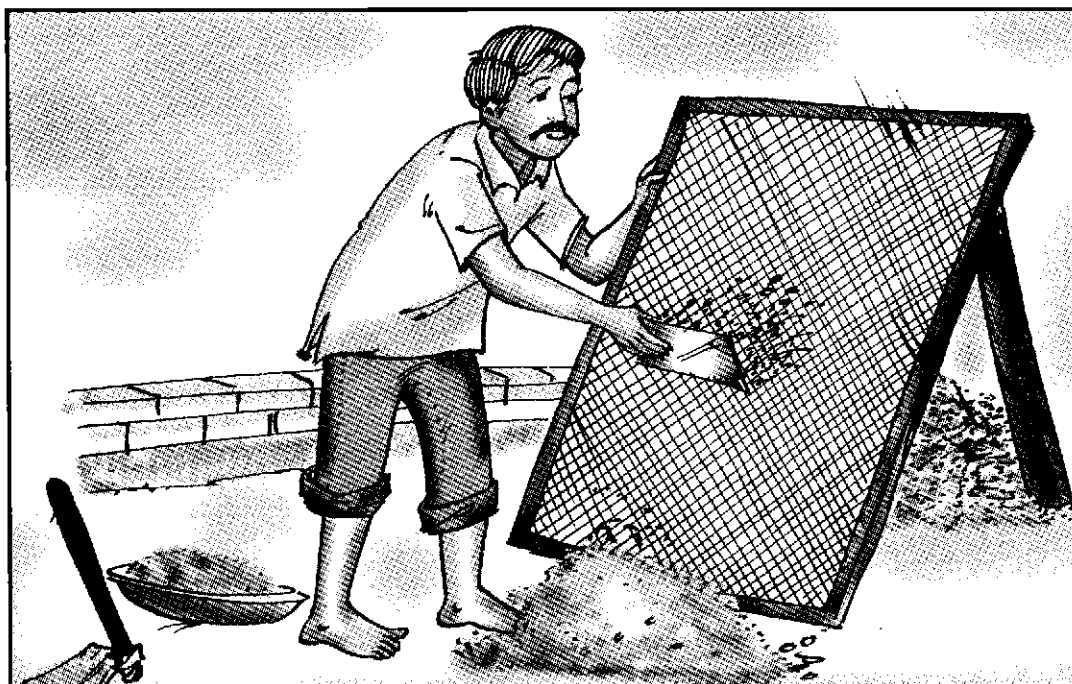
LIST OF ITEMS AND MATERIALS

Names	Identify	Reads	Writes	Add the names of more items
1. Sand				
2. Cement				
3. Boulder				
4. Bricks				
5. Water				
6. Steel bar				
7. Cement beam/slag				
8. Thatta				
9. Spade				
10. Sieve				
11. Bucket				
12. Jug				

Activity : Tick the items which you have, add the names of items which are not mentioned in the list

MAJOR ACTIVITIES

1. Digging
2. Screening
3. Filling
4. Carrying
5. Cleaning
6. Mixing concrete



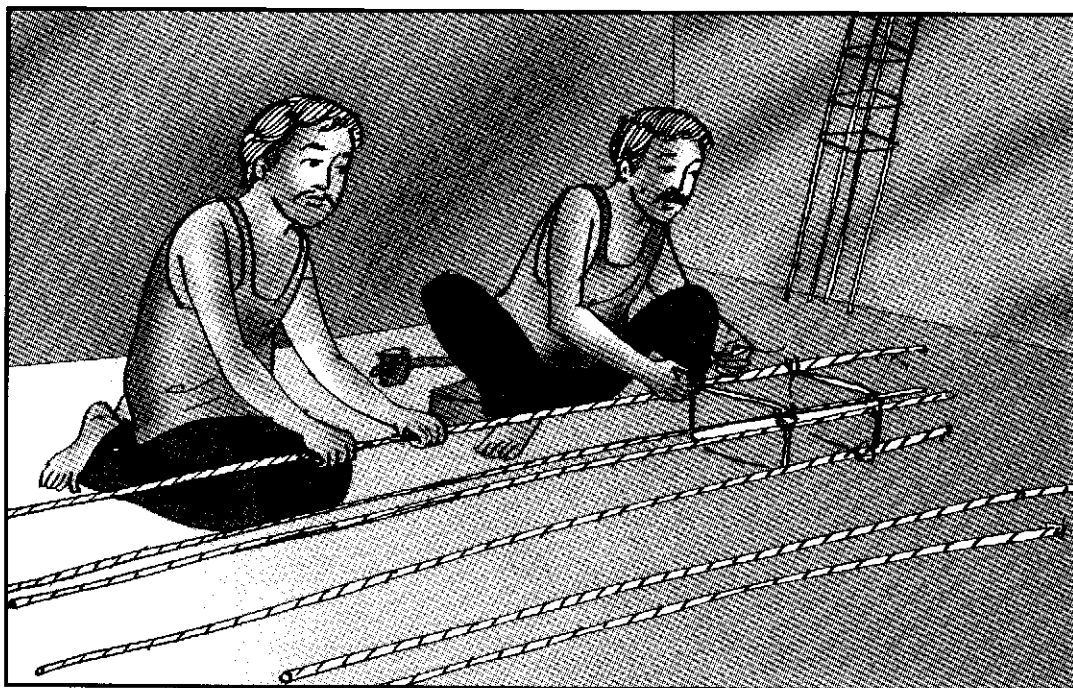
Sieving the sand



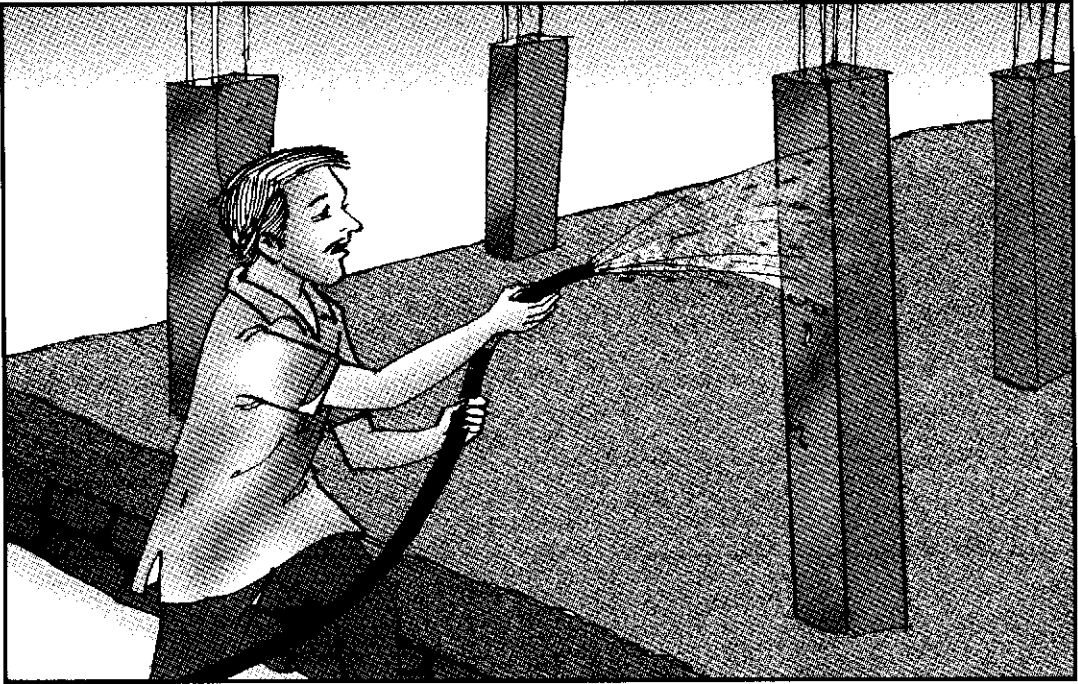
Digging for foundation



Helping in concrete works



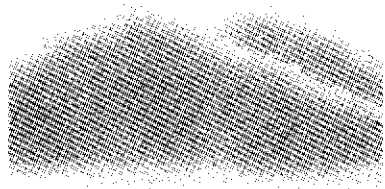
Helping to tie steel rods



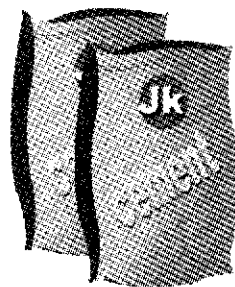
Watering



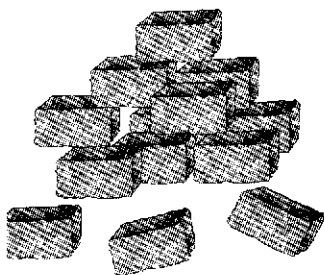
Cleaning the materials used



SAND



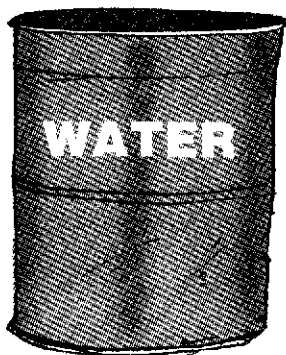
CEMENT



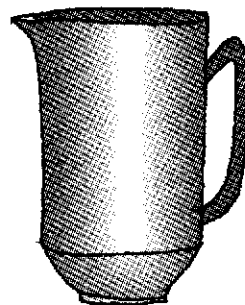
BOULDER



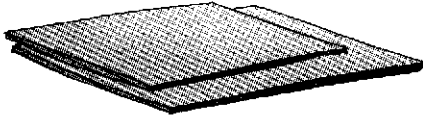
BRICKS



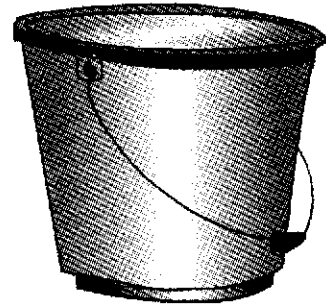
WATER



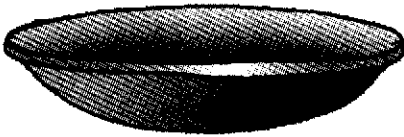
JUG



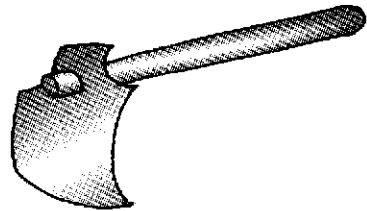
SLAB PLATES



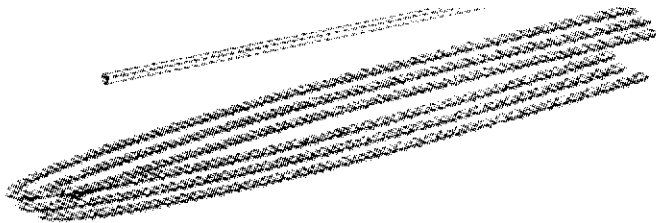
BUCKET



THATTA



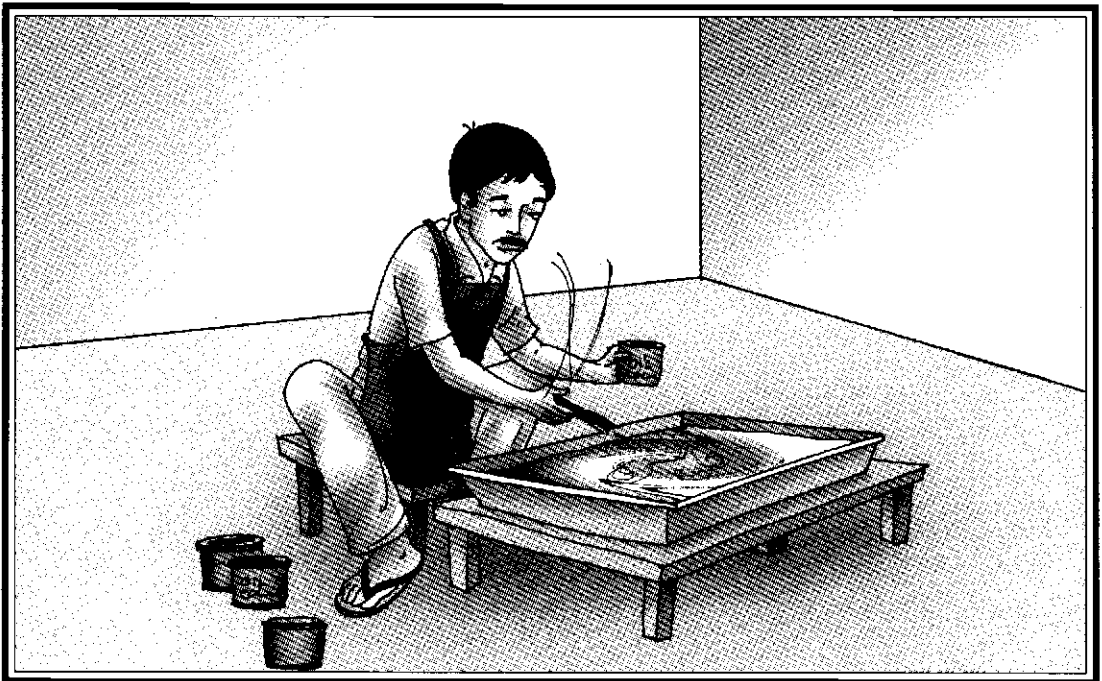
SPADE



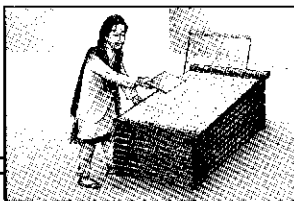
STEEL ROD

Curriculum for Vocational Education

Transition of Persons with Mental Retardation from School to Work



MARBLE PAINTING



MARBLE PAINTING

1. JOB TITLE

Marble Painting.

2. JOB DESCRIPTION

Marble painting is a unique art work, no design can be reproduced. The experience proves the marble painting activity can be undertaken to train mild mental retardation within minimal resources. It has a very good demand in National and International market. The marble painting can be done on greeting cards, spiral note books, covers, gift envelopes, paper bags, file folders, letter pads, wall hangings etc.

3. MAIN TASKS

1. Sprinkling the colours
2. Blowing on the colours
3. Placing the card
4. Taking out and drying
5. Counting
6. Packing
7. Labelling

Based on a particular design tasks may be increased or decreased.

4. PRE-REQUISITE SKILLS/WORK RELATED SKILLS

The following pre-requisite skills are identified for the persons with mental retardation in marble painting unit.

Tasks

1. Sprinkling
2. Blowing
3. Drying
4. Counting
5. Packing

Pre-requisite skills

- Eye hand coordination
- Fine motor skills
- Blowing ability and stamina
- Fine motor skills
- Reading number
- Hand function
- Neatness and hygiene

Apart from the above said pre-requisite skills maintaining physical health, punctuality and discipline in the work place are also necessary work readiness skills.

5. **ADMISSION CRITERIA**

Age : 16 years and above

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

Observation : After placing the trainee for one month for marble painting, observe the behaviour of the trainee and assess the work readiness skills.

6. **TEACHER TRAINEE RATIO**

Two to four trainees can be trained for marble painting. The training is also possible for a small group of 5 to 7 trainees for marble painting under an instructor.

7. **MODE OF TRAINING**

- On the job training
- Group activity

8. **CURRICULUM**

The course curriculum is divided into two parts. Part I is essential to learn the marble painting. 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 from 6 to 12 months depending on the tasks and the ability of the trainees.

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 would motivate the trainee.

12. **EVALUATION / EXAMINATION**

Internal : Use the checklist of marble painting for training and evaluation. The instructor should evaluate the trainee once in a month / 3 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.

Time schedule - Transition Plan for Vocational Education MARBLE PAINTING

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site (Marble painting)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Sprinkling	<ul style="list-style-type: none"> Assess on the checklist Decide the staff responsible Involve parents
IInd quarter	50% time	Task related academics	50%	Blowing	<ul style="list-style-type: none"> Continue assessment. Send the evaluation report to parents & Principal of school
IIIRD quarter	25% time	Sex education Self advocacy	75%	Drying	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	—	Employability	100%	Packing and labelling	<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

Marble Painting

Part - I

1. MAIN TASKS AREAS

1. Sprinkling colours
2. Blowing
3. Drying
4. Labelling
5. Packing

2. TASK RELATED ACADEMICS

1. Reading and writing
2. Colour concept
3. Number concept
4. Work schedule

3. SAFETY PRECAUTIONS

1. Handling of cards
2. Safe use of colours while sprinkling

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

1. Sprinkling enamel colours

1. Takes water in medium size vessel
2. Sprinkles 4 to 6 drops of enamel colour
3. Sprinkles golden on silver powder upon enamel

Periodical Evaluation

Dates :

1 2 3 4

<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. Blowing

1. Takes blower
2. Keeps head near to vessel
3. Blows air to spread the colour evenly
4. Places paper/card upon water

<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. Drying

1. Lifts paper/card
2. Holds the card about 15 to 20 seconds in the same downward position
3. Keeps upon the floor or on strings
4. Leaves the cards to dry completely
5. Checks the cards whether it is dried or not

<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. Packing

1. Counts the number of cards
2. Keeps in appropriate plastic cover
3. Sticks plastic tape upon the cover

<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 ☐ ☐ ☐ ☐

5. Labelling

1. Selects the stickers for labelling
2. Takes out stickers from catalogue
3. Pastes stickers on the packets
4. Presses sticker with palm

<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

Score for Independent (I) is 1. VP, PP & TD are not given numerical scores. All "I"s are counted as 1 and total is given in the column "total". Under periodical evaluation no. 4 shows the final evaluation results.

II. TASK RELATED ACADEMICS

Periodical Evaluation

1. Reading and Writing

1. Identifies different types of enamel paint
2. Identifies colours
3. Draws different types of pictures or design

1	2	3	4
<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. Colour Concept**

1. Matches the colours
2. Identifies the name of colours
3. Differentiates enamel paint with other paints

<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. Number Concept**

1. Reads number
2. Reads and writes number meaningfully upto 20
3. Counts cards with number

<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. Work Schedule**

1. Reads time
2. Follows the time schedule
3. Follows the instructions given

<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 of cards**

1. Holds card carefully
2. Lifts paper/card from the water without disturbing water
3. Places cards upon the water

<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. Safe use of colours while sprinkling**

1. Takes precaution while sprinkling the colours
2. Avoids the clotting of colours in water

<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. Sprinkling enamel colours

3

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Blowing

4

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Drying

5

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Packing

3

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Labelling

4

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total

19

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

2. TASK RELATED ACADEMICS

1. Reading and writing

3

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Colour concept

3

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Number concept

3

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Work schedule

3

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total

12

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. SAFETY PRECAUTIONS

1. Handling of cards

3

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Safe use of colours while sprinkling

2

1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total

5

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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FINAL EVALUATION SHEET

TITLE OF THE COURSE MARBLE PAINTING

Areas	Total skills	Skills achieved	Remarks
Part - I		Evaluation	
		Dates : — — — —	
		1 2 3 4	
1. Main task areas	19	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	12	<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	<u>36</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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	<u>280</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Scoring for part II refer pages 130 to 140

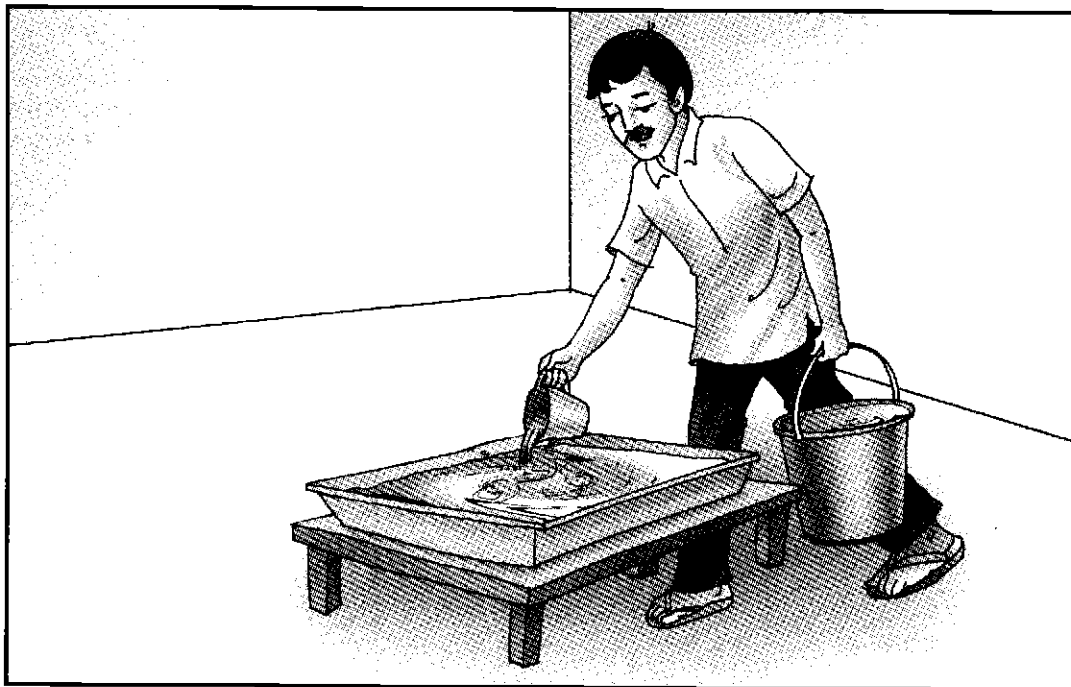
LIST OF ITEMS AND MATERIALS

Names	Identify	Reads	Writes	Add the names of more items
1. Paper/Card				
2. Vessel with water				
3. Enamel paint				
4. String				
5. Blowing pipe				

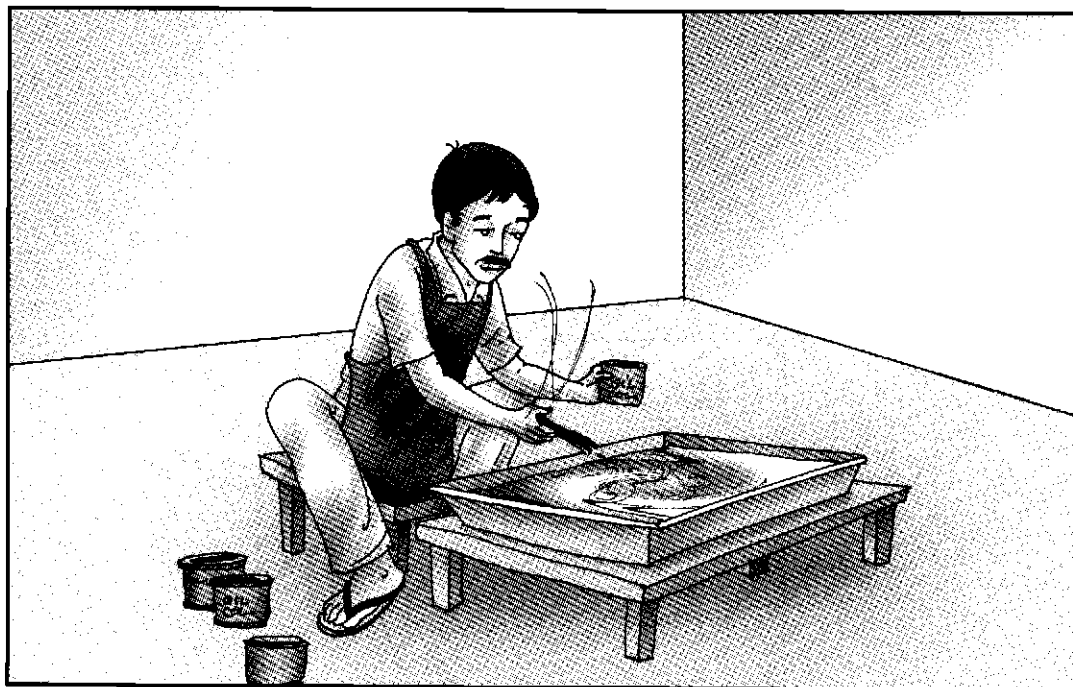
Activity : Tick the items which you have, add the names of items which are not mentioned in the list

MAJOR ACTIVITIES

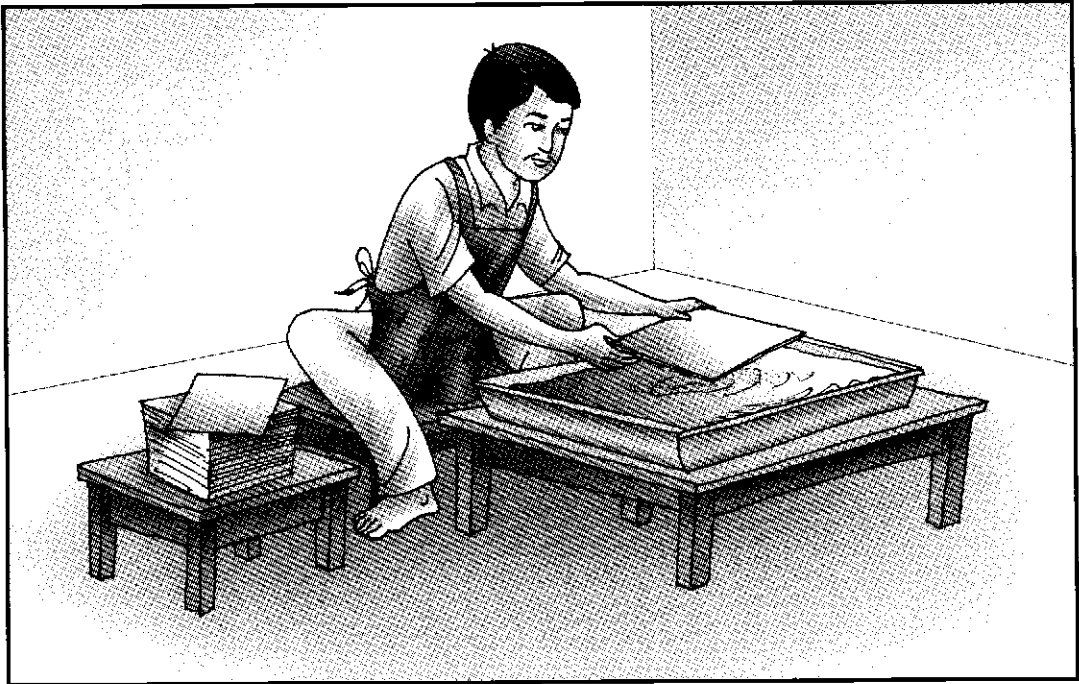
1. Sprinkling
2. Blowing
3. Holding
4. Packing and labelling



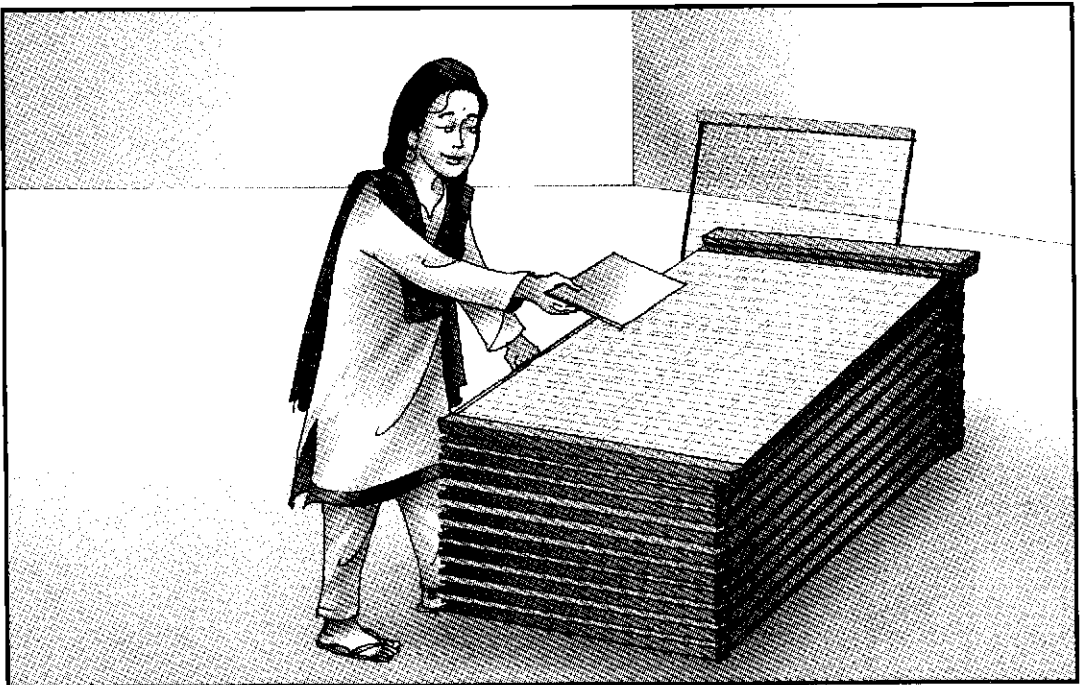
Taking water in a tray



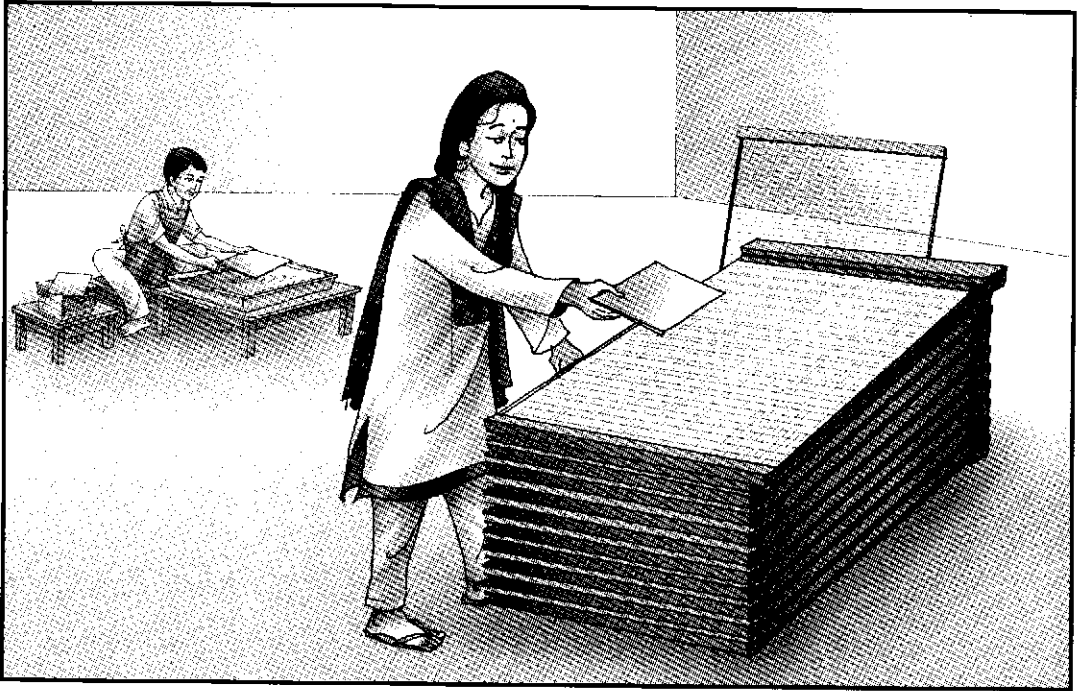
Sprinkling oil colours in the water



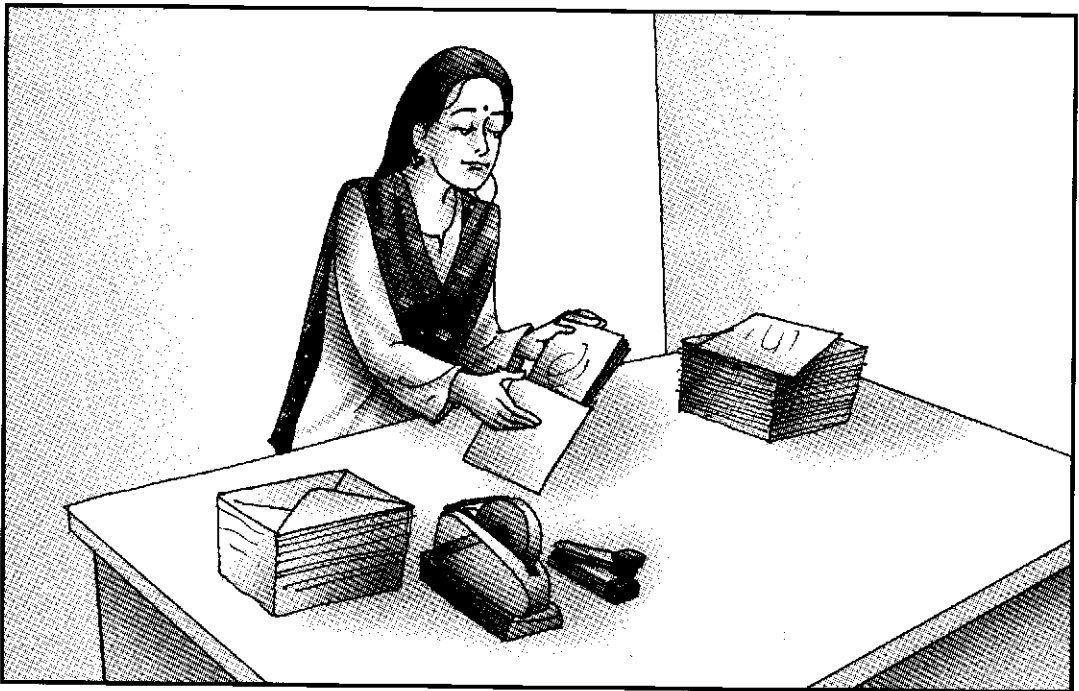
Putting the card in the water



Taking out cards and keeping them for drying



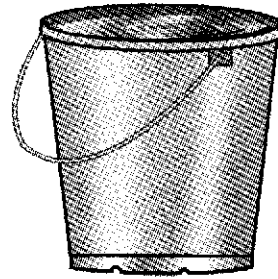
Taking out the dried cards



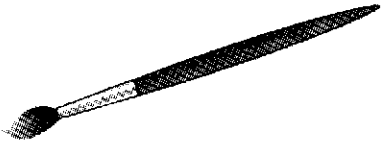
Packing the cards in envelopes



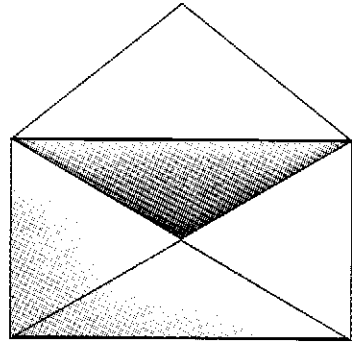
TRAY



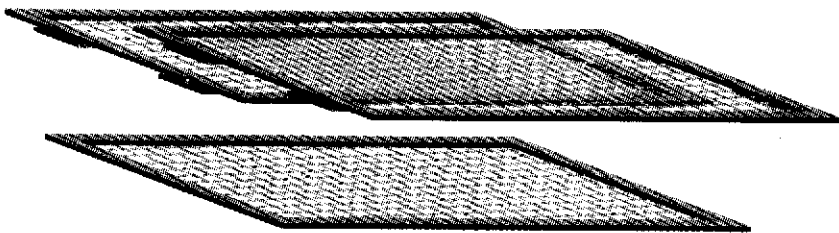
DUST BIN



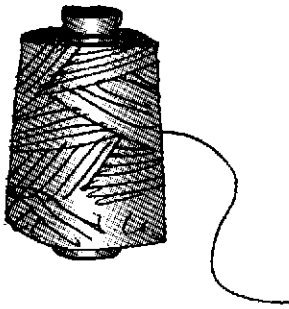
SMALL BRUSH



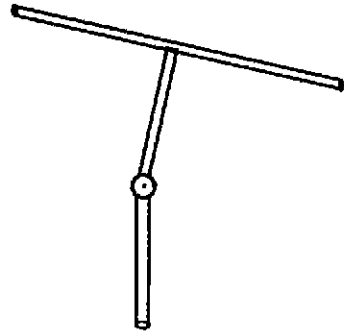
ENVELOP



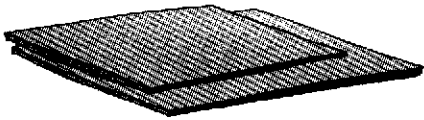
RACKS



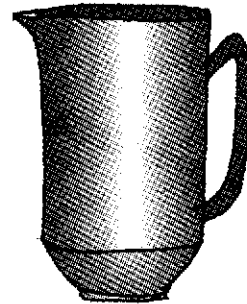
THREAD



BLOW GUN



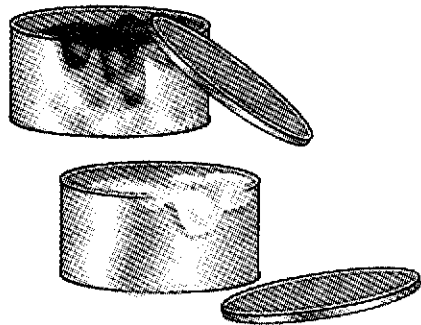
CARDS



WATER JUG



BIG BRUSH



OIL PAINTS

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

Periodical Evaluation

I. MAIN TASK AREAS

Dates :

1	2	3	4
<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			
<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			
<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			
<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			
<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			

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 ☒

Independent (✓) as counted as 1 while totalling and entered in the column for total.
Dependent (X) is not given any numerical scoring

Areas		Periodical Evaluation			
		Dates : _____			
		1	2	3	4
1. Self and family	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Job site and work schedule	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Money transactions	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	18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART - II

2. WORK PLACE BEHAVIOUR

Periodical Evaluation

Dates : _____

1. Etiquette and Manners

1. Wears proper dress
2. Dress is washed and pressed
3. Hair is combed
4. Shaves regularly/maintains menstrual 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

1	2	3	4
<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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

1	2	3	4
<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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<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

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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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

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

Total

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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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

<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"/>

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

Total

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SUMMATIVE EVALUATION

Areas		Periodical Evaluation Dates : _____			
		1	2	3	4
1. Etiquette and manners	10x3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Personal interaction	8x3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Regularity and punctuality	10x3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communication/Social Behaviour	12x3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Quality and quantity	10x3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	50x3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART - II

3. EMPLOYABILITY

Periodical Evaluation
Dates : _____

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

1	2	3	4
<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

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2. Job exploration

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

<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

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KEY FOR SCORING : Independent ☒ Dependent ☐

Independent (✓) as counted as 1 while totalling and entered in the column for total.
Dependent (X) is not given any numerical scoring

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

1 2 3 4

<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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. Interview skills

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

<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

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

<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

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

Areas		Periodical Evaluation			
		Dates : _____			
		1	2	3	4
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. Bio data preparation	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Interview skills	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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART - II

4. SEX EDUCATION

Periodical Evaluation

Dates :

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

1	2	3	4
<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"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total

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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

<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"/>

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

<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"/>

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

<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

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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KEY FOR SCORING : Independent ☒ Dependent ☒

Independent (✓) as counted as 1 while totalling and entered in the column for total.

Dependent (X) is not given any numerical scoring

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

1 2 3 4

<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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Total

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

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

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

1	2	3	4
<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			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

1	2	3	4
<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			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMATIVE EVALUATION

Areas		Periodical Evaluation			
		Dates : _____			
		1	2	3	4
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

1 2 3 4

<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

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

<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

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

Areas		Periodical Evaluation			
		Dates : _____			
		1	2	3	4
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	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART - II

		Periodical Evaluation			
		Dates :			
		1	2	3	4
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	18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	150	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	62	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grand Total	280	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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



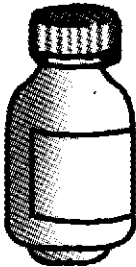
WOMAN



GENTS



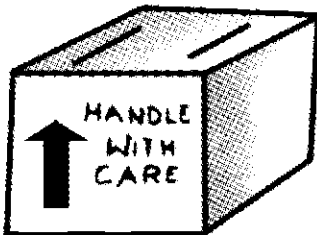
LADIES



POISON



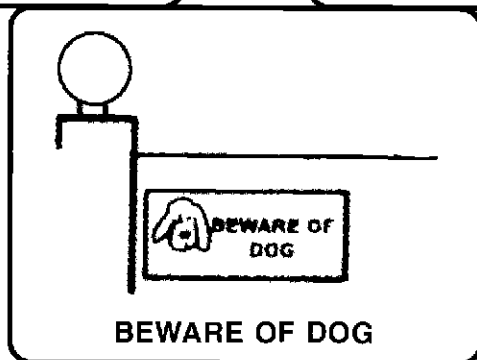
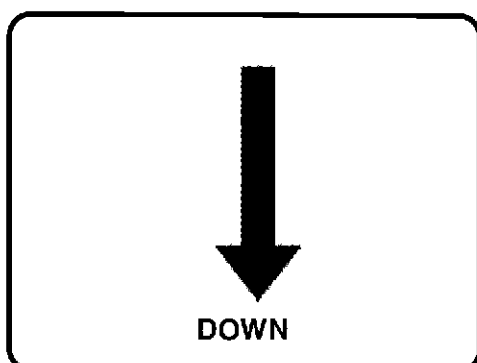
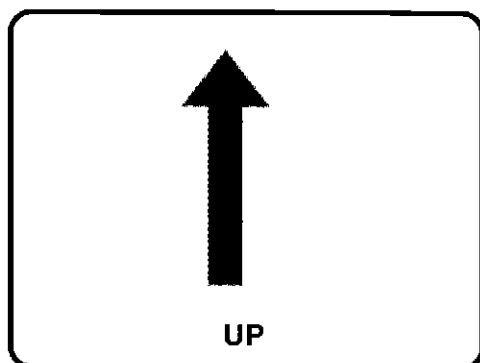
HOT



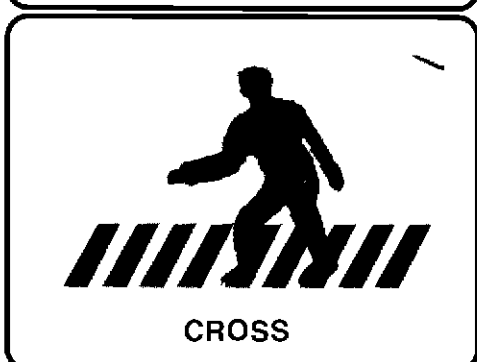
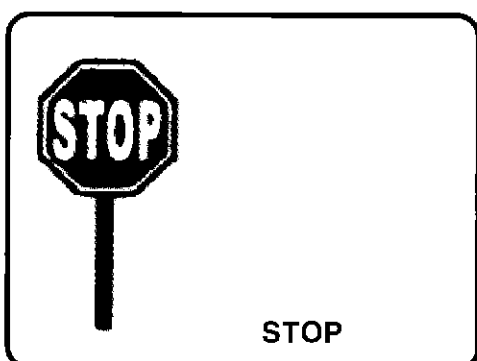
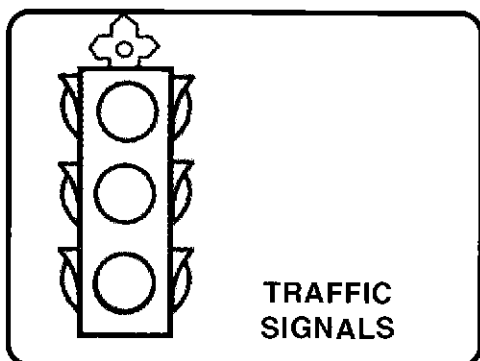
FRAGILE



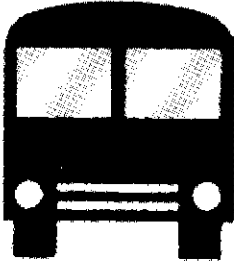
DANGER



BASIC ACADEMICS - WORK SHEET



WORK PLACE BEHAVIOUR - WORK SHEET



ARRIVAL - 9:00 A.M.



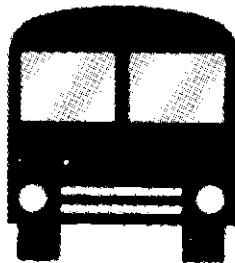
TEA - 11:00 A.M.



LUNCH - 1:00 P.M.



TEA - 4:00 P.M.

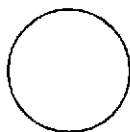


DEPARTURE - 5:00 P.M.

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.



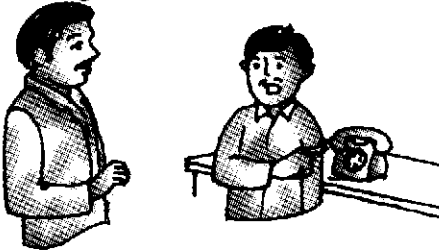
Goes to sleep

Activity : Draw the time on the clock

WORK PLACE BEHAVIOUR - WORK SHEET

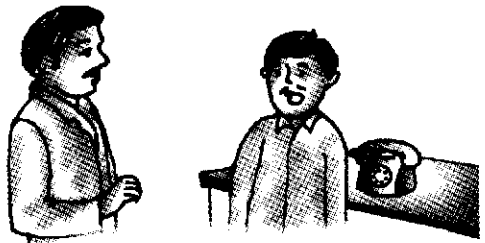
REPORTS WORK PROBLEMS

Sir, the phone is
not working

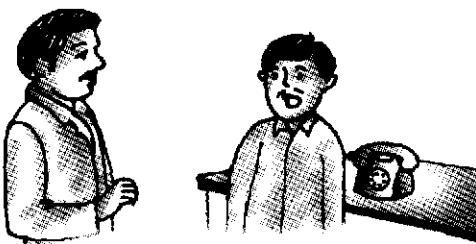


Telling about the complaint
of the telephone

OK! I will give
complaint as
soon as possible

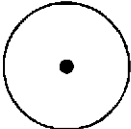
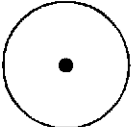
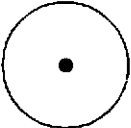
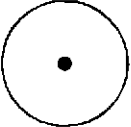
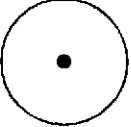
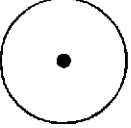
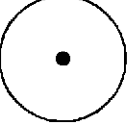
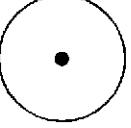
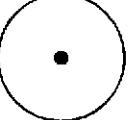


Thank you
sir!



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...

WITHDRAWAL FORM

<p>बचत बैंक आहरण फार्म</p> <p>SAVINGS BANK WITHDRAWAL FORM</p> <p>सावधानी - यह बचत नग्रा आहरण आदेश फार्म है, बैंक नहीं है। इस आहरणफार्म के साथ पास बुक का रहना आवश्यक है। अन्यथा भुगतान इन्कार किया जायेगा।</p> <p>Care : This form is not a cheque. The pass Book must accompany this Withdrawal Form. Otherwise payment will be refused.</p>	<p>प्र. का. / H.O. xxxxxx</p>
---	-------------------------------

<p>दिनांक</p> <p>DATE _____ 200</p>	<p>स्टेट बैंक ऑफ़ xxxxxx</p> <p>STATE BANK OF xxxxxxxxxxxx</p>
-------------------------------------	--

<p>कृपया खुद को रुपये</p> <p>Please pay self Rupees</p>	<p>शाखा _____</p> <p>BRANCH _____</p>
---	---------------------------------------

<p>और रकम को धौः हमारे बचत बैंक नग्रा खला में</p> <p>and debit the Amount to my/saur S.B. Account No.</p>	<p>जो नग्रे डालिये</p>
--	------------------------

<p>खातेदार का नाम</p> <p>Name of the Account Holder</p>	<p>खातेदार का हस्ताक्षर</p> <p>Signature of of the Account Holder</p>
---	---

PAY-IN-SLIP

[illegible]**CHEQUE**

..... 20					
Pay _____					
_____ या धारक को or Bearer					
रूपये Rupees _____					
_____ आदा करे					
<table border="1" style="float: left; margin-right: 10px;"> <tr><td>A/c No.</td></tr> </table> <table border="1" style="float: left;"> <tr> <td>L.F.</td> <td></td> <td>Units</td> <td></td> </tr> </table> <div style="clear: both;"></div>	A/c No.	L.F.		Units	
A/c No.					
L.F.		Units			
STATE BANK OF xxxxxxxxxxxx स्टेट बैंक ऑफ xxxxxxxxxxxx xxxxxxxx xxxxxx					
"xxxxxxxx " xxxxxxxx					

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 :		Speak	Read	Write
	1. English			
	2. Hindi			
	3. Telugu			
	4.			
	5.			

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 fundamental 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 disability, there are laws
to protect you from unfair treatment.

The "Persons with 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 pursue 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**

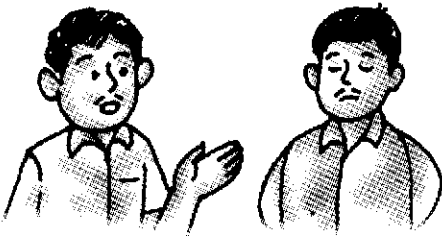
SELF ADVOCACY - WORK SHEET

SELF ADVOCACY

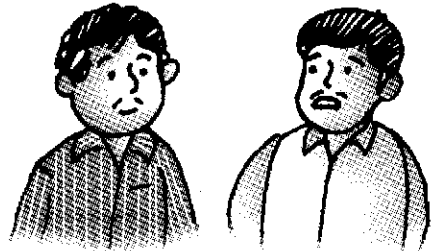
Decision Making

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 wage job.

Selecting food.

Attending religious activities.

Going for social functions.

Having friends.

Celebrating a Birthday.

Going out on a holiday.

Planning leisure time.