

Curriculum for Vocational Education

Transition of Persons with Mental Retardation From School to Work



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

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Curriculum for Vocational Education "Transition of Persons with Mental Retardation From School to Work" - (2001) Authors A.T.Thressiakutty & L.Govinda Rao

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ISBN 81-86594-21-3

Cover design : Ramana Chepuri and M.D. Khurram Uddin Zeeshan

Printed by : Sree Ramana Process Pvt. Ltd., Secunderabad-3.

Curriculum for Vocational Education

Transition of persons with mental retardation from school to work

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ACKNOWLEDGEMENTS

We express our sincere thanks to the following special schools for permitting to select the adolescents with mental retardation attending the prevocational level and to prepare the curriculum for vocational education :

- Special education centre, NIMH, Secunderabad.
- Rehmaniya special school for the mentally retarded, Kozhikode.
- Jeevodaya special school, Nagpur.
- Utam Talim Kendra, Ahmedabad.
- Nirman, Aakanksha and Lekhadeep production centres, Hyderabad.

The theory behind the practicals is explained in the guide, "Transition of Persons with Mental Retardation from School to Work". The practical aspects of transition are explained in this book in the form of curriculum for vocational education.

We sincerely acknowledge the assistance of all our staff in various departments of NIMH especially the department of information and documentation, administration, special education centre, despatch section, service and programming, guest house and canteen to accept and train the clients selected for this project. The practical aspects of transition are covered in the "Curriculum for Vocational Education".

We sincerely acknowledge the assistance of Shri V.Ram Mohan Rao and Shri G.V.Reddy, Assistant Administrative Officers and Shri T.Pitchaiah, Accounts Officer and other staff in administration for their support in implementing the project and printing this book. We express our thanks to Mr. M.K.Jayaraj (July, 1999 to February, 2000) and Mr. M.Arulraj (May, 2000 to August, 2000) worked as research assistants during the 2 years period of this project. We would like to acknowledge our thanks to Ms. T.Neeraja for her secretarial assistance in typing the entire book.

The most important contributors to this guide are probably our clients - the persons with mental retardation, through whom we learnt and improved our professional skills to prepare this guide. 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.

L.Govinda Rao
Director, NIMH

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

PREFACE

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

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

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

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

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

The project was implemented in 4 phases.

- Preparatory period - collection of data on the present status of persons with mental retardation above 16 years attending the special schools.
- Selecting schools and children from various special schools and developing individualized transition plan.

- The implementation of the transition plans.
- Preparation of the Curriculum for Vocational Education and The guide - Transition of persons with mental retardation from school to work.

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

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

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

L.Govinda Rao
Director, NIMH

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

ABOUT THIS BOOK

When you look at the cover page, you see few important terms, "Curriculum", "Vocational Education", "Mental Retardation", "Transition", and "School to work". The terms reveal the content of the book. It contains curriculum for 12 trades which are suitable for the persons with mental retardation. It also gives guide lines for initial assessment, evaluation and certification. If anyone wants to organize a production centre on commercial line, the guide lines are given in the curriculum for preparation of stationary items and cleaning materials.

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 Hindi 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.

Prof. J.F. Kern defines curriculum in these words : "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 competencies 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 periods of time, demonstrating social interpersonal competence on the job during break times, finishing work and departing, receiving remuneration and using work produced income for purchases and savings.

Mental Retardation

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

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

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

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

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. (Wehman, Kregal and Barcus, 1985).

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 trades are grouped under two main headings.

1. Service oriented jobs
2. Production oriented trades

The service related trades are mainly designed for the high functioning persons with mental retardation. 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. Tailoring is included in the production oriented trades. This trade may require a high level of functioning compared to the trades screen printing, preparation of stationary items and cleaning materials.

Individualized Vocational Transition Plan

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

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

PART - I

CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

1. SPECIAL EDUCATOR AIDE



1. SPECIAL EDUCATOR AIDE

1. JOB TITLE

Special Educator Aide in special schools for the students with mental retardation.

2. JOB DESCRIPTION

The Special Educator Aide is a helper for a special teacher in a special class in a special school for the children with mental retardation. The teacher student ratio for a special class is 1:10-12. Normally a helper is given to assist the teacher in the various activities especially where there are children at various functional levels and associated problems. It is possible to train a person with mild mental retardation to take care of the duties of a helper in a special class room under the supervision of a special teacher.

3. MAIN DUTIES OF SPECIAL EDUCATOR AIDE

1. Class room arrangement
2. Assisting indoor and outdoor activities
3. Taking children for various therapies
4. Helping during selfcare skills training such as eating, toileting, combing and dressing.
5. Depending on the need of each special class, more tasks can be added to the above mentioned tasks.

4. WORK READINESS SKILLS

The following PREREQUISITE SKILLS are identified

Tasks

1. Class room arrangement
2. Indoor activities

Prerequisite skills

- . Eye hand coordination
- . Independent mobility
- . Normal vision
- . Social interaction
- . Ability to communicate
- . Neat appearance
- . Independence in self care skills
- . Emotional stability

- 3. Outdoor activities
 - . Interest in play activities
 - . Discipline
 - . Friendly behaviour
- 4. Therapeutics
 - . Stamina to carry weight
 - . Ability to follow instructions
 - . Maintaining body balance
 - . Aware of symptoms of illness

Community mobility and basic academics skills are desirable.

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.

Selection : If the student's level of functioning matches the prerequisite skills for job training for special educator aide, the student can be considered as eligible to initiate training.

6. TEACHER TRAINEE RATIO

It is not advisable to admit a number of trainees in one special class room under the care of one special teacher. One selected trainee is most suitable in one class room under the close supervision of one efficient special educator.

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. DURATION OF TRAINING

It depends on the functional level of the trainee and the skills the trainee has to achieve. Duration is flexible from 12 months to 18 months.

10. TRAINING SCHEDULE - THE 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.

Time schedule - Transition plan for Vocational Education

Special Educator Aide

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Arranging class room	<ul style="list-style-type: none"> Assess on the checklist
				Individual activities	<ul style="list-style-type: none"> Decide the staff responsible Involve parents
IIInd quarter	50% time	Task related academics Safety skills	50%	Group activities, cultural activities	<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%	Toileting, eating, outdoor activities	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	—	Employability	100%	Carryout all important tasks with teacher assistance	<ul style="list-style-type: none"> Final evaluation placement decision. 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. It is necessary to teach the second part of the curriculum with proper reinforcement.

12. EVALUATION/EXAMINATION

Internal : Use the checklist for special educator aide for training and evaluation. The instructor should evaluate the trainee once in a month/once in 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). The evaluation report helps 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 his/her 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

Special Educator Aide

Part - I

1. MAIN TASKS AREAS

1. Class room arrangement
2. Indoor activities
3. Outdoor activities
4. Therapeutics
5. Meals time
6. Toileting

2. TASK RELATED ACADEMICS

1. Furniture and equipments
2. Basic concepts
3. Work Schedule

3. SAFETY AND PRECAUTION

1. Operation of equipments
2. Handling objects
3. Handling children
4. Symptoms of illness

Part II

1. BASIC ACADEMICS

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

2. WORK PLACE BEHAVIOUR

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

3. EMPLOYABILITY

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

4. SEX EDUCATION

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

5. SELF ADVOCACY

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

PART - I

I. MAIN TASK AREAS

Periodical Evaluation

1. Class room arrangements

Date _ _ _ _

1. DUSTING

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Collects and keeps dusting materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Dusts the furniture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Dusts other items in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Replaces the dusting materials back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Checks the items in the cupboard / classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. ARRANGING AND CHECKING

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Keeps the tables and chairs in order | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps teaching materials appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Sees that the children's belongings kept in appropriate place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Checks the items | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

_ _ _ _

2. Indoor activities

1. INDIVIDUAL ACTIVITIES

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Helps the teacher while handling teaching materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Assists the children who need special individual care | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Seeks instruction from the teacher as per need | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. GROUP ACTIVITIES

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Helps the teacher in forming groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Assists the children who need special attention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Demonstrates activities with the teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Helps to arrange yoga class whenever necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

_ _ _ _

Key for scoring

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

3. Outdoor activities

1. ASSEMBLY

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Assists the children to the place of assembly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Helps the children to stand in right places | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Comes along with the children after assembly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Assists the teacher in seating arrangement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. SPORTS AND GAMES

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Assists the children to go to the play ground | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Collects sports materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Assists the children individually in the ground | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Brings back the sports materials after the game is over | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Assists the teacher to lead the children back to the class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. OUTINGS

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Helps in collecting materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Assists the teacher while playing and eating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Checks all materials and brings back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

—	—	—	—
---	---	---	---

4. Therapeutics

1. VARIOUS THERAPIES

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies the places for therapies (OT, PT, ST) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Interacts with the staff members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Guides the children to reach the place and return | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Assists in therapy activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. USE OF VARIOUS AIDS AND APPLIANCES

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies the various aids and appliances in therapy room | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Operates the needed appliances (eg: wheel chair....) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Assists the children when they do exercises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

5. Meals Time

1. ARRANGEMENTS

- | | | | | |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Checks whether the room is clean | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Arranges the furniture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Assists the children to be seated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. ASSISTANCE WHILE EATING

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Anticipates the needs of children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Checks whether they wash hands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Assists to open the tiffin box if needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Supervise while eating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Guides them to wash hands after eating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Helps to take back their belongings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Keeps the room clean after dining | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

6. Toileting

1. TOILET NEEDS

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Picks up clues from the children for toileting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Guides them to the toilet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Helps the children as per need | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Guides them to wash their hands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. CHECKING

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Checks whether the door is closed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Checks whether the toilet is flushed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Checks whether properly dressed after toileting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Checks whether hands are washed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

2. TASK RELATED ACADEMICS**1. Furniture and equipments**

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Aware of names of furniture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Names all materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeps the list of furniture and equipments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Keeps the list of utensils in lunch room | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

2. Basic concepts

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads the names of children and teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Sorts out shapes and colours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Has the concept upto 10 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Identifies the alphabets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Can sort out money as per value | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

3. Work schedule

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Reads the activities in the work schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Can follow the time schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

3. SAFETY PRECAUTIONS

1. Operation of equipments

1. Operates and tests the functioning of wheel chair and the equipments ☐ ☐ ☐ ☐
2. Takes care when it is used ☐ ☐ ☐ ☐
3. Anticipates possible hazards in work place ☐ ☐ ☐ ☐

Total

2. Handling objects

1. Handles carefully the breakable items ☐ ☐ ☐ ☐
2. Discriminates between edible and non edible items ☐ ☐ ☐ ☐

Total

3. Handling children

1. Aware of correct posture ☐ ☐ ☐ ☐
2. Checks the environment ☐ ☐ ☐ ☐
3. Avoids quarrels ☐ ☐ ☐ ☐
4. Takes extra care to avoid slipping and falling ☐ ☐ ☐ ☐

Total

4. Symptoms of illness

1. Picks up clues when the children are not well ☐ ☐ ☐ ☐
2. Reports the problems to the teacher ☐ ☐ ☐ ☐
3. Gives medicines only in consultation with the teacher ☐ ☐ ☐ ☐
4. Takes advice for own medication ☐ ☐ ☐ ☐
5. Maintains diet and food habits ☐ ☐ ☐ ☐

Total

Summative Evaluation - Part - I

		Periodical Evaluation			
1. MAIN TASKS AREAS		Dates : _____			
1. Class room arrangement	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Indoor activities	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Outdoor activities	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Therapeutics	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Meals time	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Toileting	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	51	—	—	—	—
2. TASK RELATED ACADEMICS					
1. Furniture and equipments	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Basic concepts	5	<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	12	—	—	—	—
3. SAFETY PRECAUTION					
1. Operation of equipments	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Handling objects	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Handling children	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Symptoms of illness	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	14	—	—	—	—

FINAL EVALUATION SHEET

TITLE OF THE COURSE - SPECIAL EDUCATOR AIDE

Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : _ _ _ _	
1. Main task areas	51	<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	10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	<div style="border-top: 1px solid black; border-bottom: 3px double black; width: 100px; margin: 0 auto;">73</div>	_ _ _ _	
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	<div style="border-top: 1px solid black; border-bottom: 3px double black; width: 100px; margin: 0 auto;">280</div>	_ _ _ _	

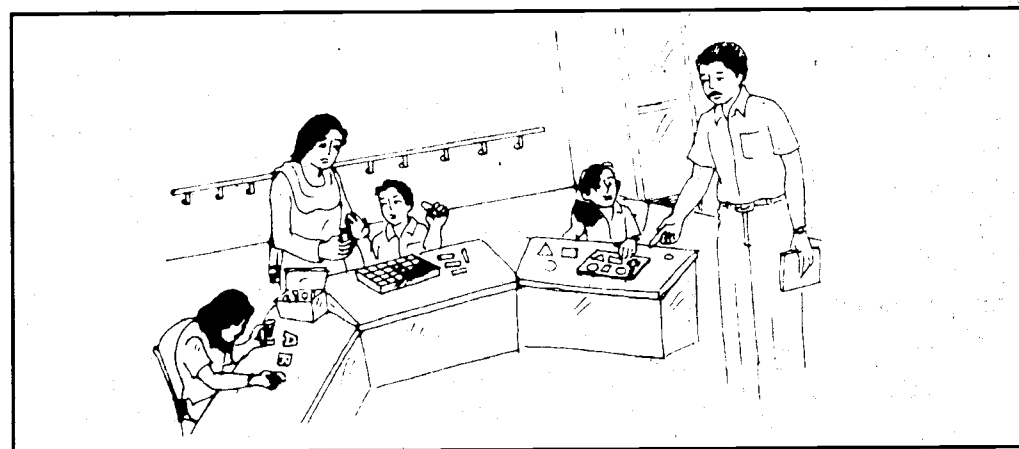
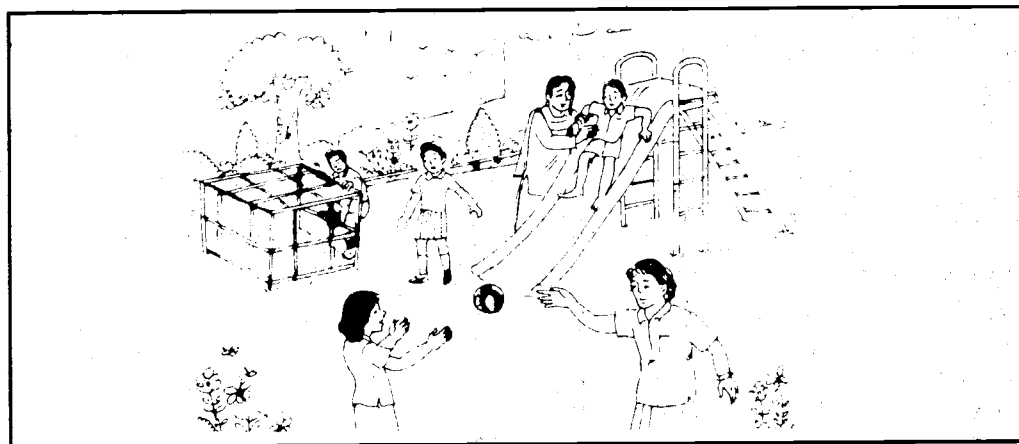
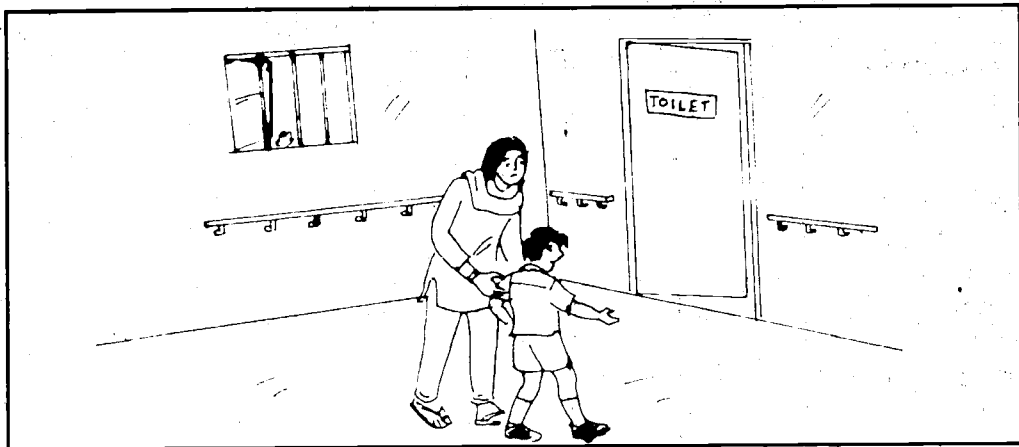
LIST OF FURNITURE - EQUIPMENTS & MATERIALS

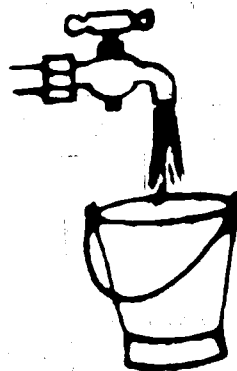
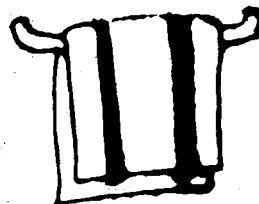
Names	Identify	Read	Write	add the names of other items
1. Class room Table Chair Bench Desk Black board Chalk Duster Slate Chart Toys				
2. Toilet Bucket Mug Soap Towel Brush Tap Water				
3. Dining room Plate Cups Tumblers Stove Cupboard Gas cylinder				
4. Out door Play ground Swing Slide Climbing toy Sand tray School bus				
5. Therapy room Wheel chair				

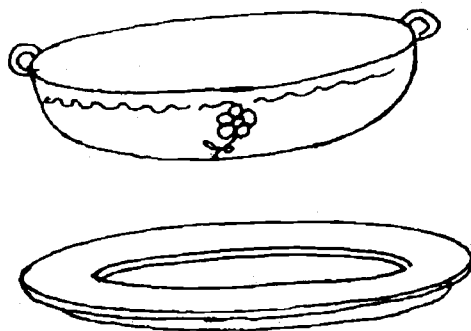
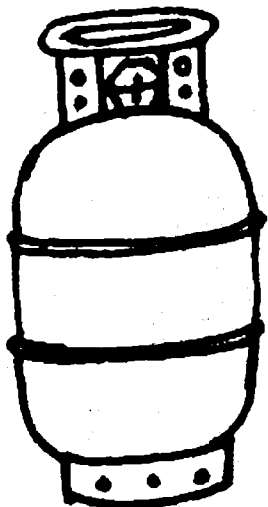
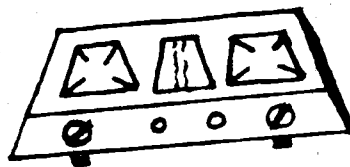
Activity : Tick the items which you have.

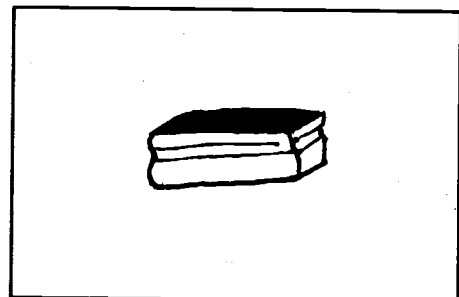
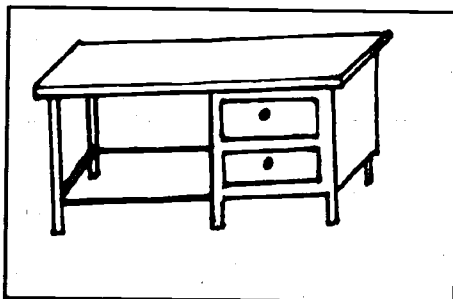
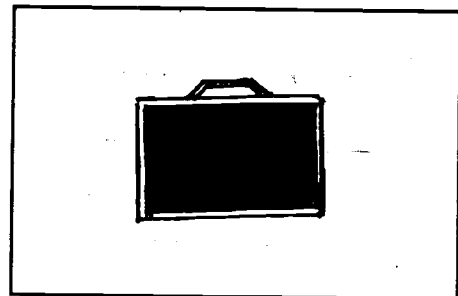
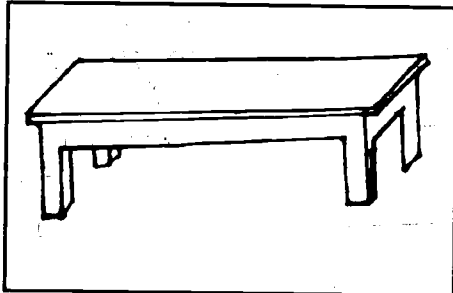
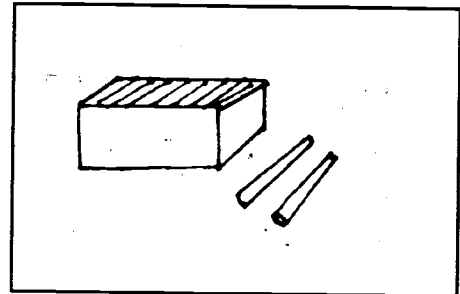
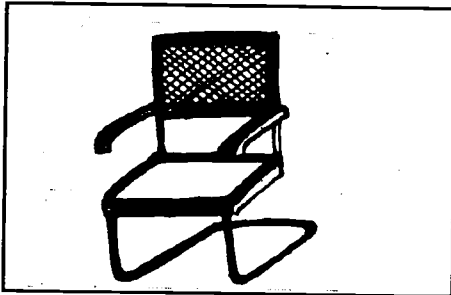
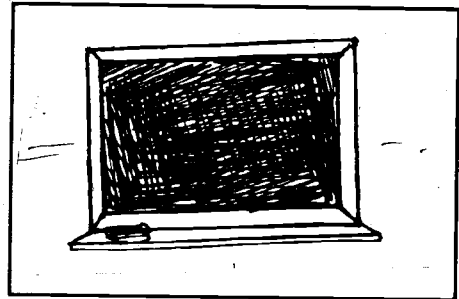
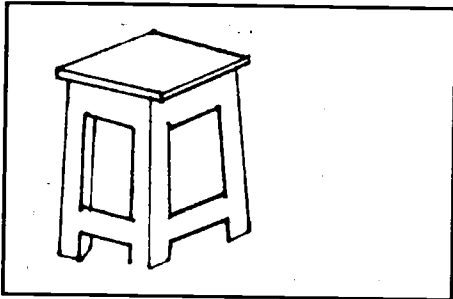
Prepare a list for your class.

Add the names of items which are not mentioned in the list





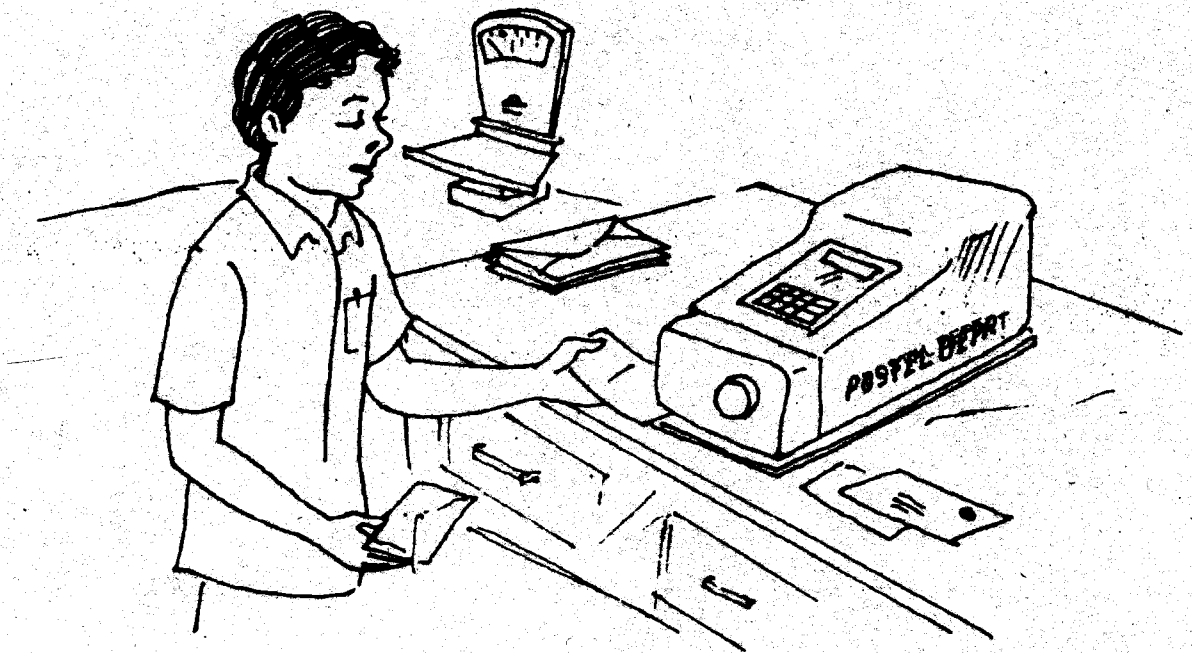




CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

2. OFFICE DESPATCH SECTION ASSISTANT



2. OFFICE DESPATCH SECTION ASSISTANT

1. JOB TITLE

Despatch Section Assistant

2. JOB DESCRIPTION

Assistant in a despatch section helps the clerk in various tasks. These tasks are simple and repetitive in nature. In order to work as a despatch section helper, a person with mental retardation needs systematic training. Keeping this in mind, this curriculum is developed and tested by placing persons with mental retardation in various office despatch sections.

As the needs of each despatch section vary, the tasks listed out also may vary. This curriculum gives the list of basic skills and guidelines for systematic training and evaluation.

3. MAIN DUTIES OF DESPATCH SECTION HELPER

1. Mailing
2. Franking
3. Packing
4. Filing
5. Photocopying
6. Distributing mail
7. Attending phone

Based on the nature and need of the office, duties may increase or decrease.

4. PREREQUISITE SKILLS

Tasks

1. Mailing, Packing and filing
2. Weighing and Franking
3. Photocopying

Prerequisite skills

- Eyehand coordination
- Ability to follow instruction
- Normal vision
- Concept of shape, colour, size.
- Number concept
- Simple calculation
- Aware of symbols, numbers
- Functional academics IIInd grade level

4. Distribution of mail

- Mobility
- Safety awareness
- Ability to take care of belongings

5. Taking messages

- Proper hearing
- Communication skills
- Keeping up appearance
- Concept of cleanliness and hygiene
- Interactive skills

5. ADMISSION CRITERIA

Age : 16 years and above

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

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

6. TEACHER TRAINEE RATIO

Persons with mild mental retardation having the required prerequisite skills are suitable for this job. Currently there is a trend to give this job to persons with mental retardation in various office despatch sections. Therefore this training can be provided in a formal way to a small group of 3 to 5 persons under one efficient trainer with the help of various Despatch Section Staff.

7. DURATION

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

8. MODE OF TRAINING

- | | |
|----------------------------------|---|
| <i>Prevocational level Class</i> | - The tasks related academics and part 2 of the course content are introduced in the class room. |
| <i>Despatch Section</i> | - Opportunities are given to learn the main tasks and safety precautions in the actual work settings. |
| <i>Community</i> | - Purchase, banking and community interactive skills are taught in the community settings. |

9. CURRICULUM

The course content is prepared in 2 parts. Part I is essential to work in a Despatch Section. Part II helps towards independent living.

10. TRAINING SCHEDULE - TRANSITION PLAN

The transition plan at prevocational level is given below.

Time schedule - Transition Plan for Vocational Education

Office Despatch Section Assistant

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site (Despatch section)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Packing & Mailing	<ul style="list-style-type: none"> Assess on the checklist Decide the staff responsible Involve parents
IIInd quarter	50% time	Task related academics Safety skills	50%	Distributing & filing	<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%	Franking Photocopying	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	---	Employability	100%	Taking messages	<ul style="list-style-type: none"> Final evaluation Decision on placement Decide whether training is to be extended.

The persons with mild mental retardation will be able to perform the above mentioned duties. The duration is flexible.

11. REINFORCEMENT

Token economy and stipend system would motivate the trainee.

12. EVALUATION/EXAMINATION

Internal : Use the checklist for office despatch section assistant for training and evaluation. The instructor should evaluate the trainee once in a month/once in 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

Office Despatch Section Assistant

Part - I

1. MAIN TASKS AREAS

1. Inserting and closing
2. Weighing and fixing stamp
3. Franking
4. Mailing and registering
5. Sorting mail and distributing
6. Packing
7. Filing
8. Photocopying
9. Attending telephone

2. TASK RELATED ACADEMICS

1. Equipments and materials
2. Basic concepts
3. Work schedule

3. SAFETY PRECAUTIONS

1. Confidentiality
2. Safety of documents
3. Safe use of machines and equipments
4. Symptoms of illness and medication

Part II

1. BASIC ACADEMICS

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

2. WORK PLACE BEHAVIOUR

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

3. EMPLOYABILITY

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

4. SEX EDUCATION

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

5. SELF ADVOCACY

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

PART - I

I. MAIN TASK AREAS

Periodical Evaluation

1. Inserting and closing

Date : _ _ _ _ _ _ _ _

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Selects appropriate cover/envelops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Folds and inserts letters/materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Folds and closes the cover | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Pastes address slips | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _ _ _ _ _ _ _ _

2. Weighing and fixing stamps

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Uses the weighing machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Decides the value of stamp (see work sheet) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Fixes the stamp | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _ _ _ _ _ _ _ _

3. Franking

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies the parts of franking machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Aware of the use of franking machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Turns the key for operation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Sets the date and amount of stamp | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Keeps the cover and operates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _ _ _ _ _ _ _ _

4. Mailing and registering

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Collects the covers in a box / bag | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Goes to the post office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Differentiates between ordinary and registered post | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Mails the ordinary post | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Registers the registered post at the counter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Receives bills and pays the amount | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _ _ _ _ _ _ _ _

Key for scoring

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

5. Sorting mails and distributing

- | | | | | |
|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 1. Separates the letters | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Hands over in the appropriate section | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Takes signature from the receiver | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

6. Packing

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Selects appropriate box, cover/wrapper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does paper wrapping by tying with twine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does cloth wrapping by stitching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Seals after packing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

7. Filing

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Adjusts the date on the rubber stamp | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Stamps on the documents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does filing in numeric order (numeric filing) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does filing in alphabetic order (alphabetic filing) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

5. Photocopying

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Connects the photocopier to the main switch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Puts on the switch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Switches on the photocopier machine by pressing 'ON' button | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Identifies/aware of the parts of the photocopier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Recognizes the symbols/codes on the photocopier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Keeps the white (xerox) papers in the appropriate tray | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Takes the papers which are to be xeroxed (originals) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Opens the upper cover of the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. Keeps the paper to be xeroxed in the appropriate place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Closes the upper cover | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Sets the number (for number of copies) by pressing appropriate buttons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Adjusts the codes for size (Reduction & Enlargement) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Operates the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Waits till the machine sets for operation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Sets the number of copies by pressing the number button | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Takes out the xeroxed copy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Checks the quality of the print | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Rearranges the buttons for better quality print | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Takes out the originals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Continues the activity till all the given papers are xeroxed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	___	___	___	___
-------	-----	-----	-----	-----

9. Attending Telephone

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Aware of the function of Telephone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Checks the tone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Attends the phone if the clerk is not available and conveys the message | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Takes the message to the concerned person when requested | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Makes calls if necessary / asked. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	___	___	___	___
-------	-----	-----	-----	-----

2. TASK RELATED ACADEMICS

1. Equipments and materials

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies all equipments and materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Makes the list of equipments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
-------	---	---	---	---

2. Basic concepts

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Copies address | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Makes calculations using calculator | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Weighs the items which are to be mailed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Counts upto 100 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Reads the names of staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Calculates money and gets balance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
-------	---	---	---	---

3. Work schedule

- | | | | | |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads the work schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Reads the time on a clock | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Aware of day, date and year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
-------	---	---	---	---

3. SAFETY PRECAUTIONS

1. Confidentiality

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Does not permit others to take/read the items | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Hands over only to the correct person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeps carefully the items entrusted to him | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Follows the instructions carefully | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
-------	---	---	---	---

2. Safety of documents

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Differentiate a document/from other papers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Handles carefully the papers/registers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeps safely the documents in its place. | <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. Inserting and closing	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Weighing and fixing stamp	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Franking	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Mailing and registering	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Sorting mail and distributing	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Packing	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Filing	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Photocopying	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Attending telephone	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total	54	—	—	—	—	
2. TASK RELATED ACADEMICS						
1. Equipments and materials	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Basic concepts	7	<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	12	—	—	—	—	
3. SAFETY PRECAUTIONS						
1. Confidentiality	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Safety of documents	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Safe use of machines and equipments	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Symptoms of illness and medication	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total	14	—	—	—	—	

Final Evaluation Sheet

Title of the Course - Office Despatch Section Assistant

Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : ____ _	
1. Main task areas	54	<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	14	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	80	____ _	
Part - II			
1. Basic academics	18	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Work place behaviour	150	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Employability	20	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Sex education	62	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Self advocacy	30	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	280	____ _	

Weighing and Fixing Stamps

Ordinary Post

0	—	20 grams	Rs. 04.00
21	—	40 grams	Rs. 08.00
41	—	60 grams	Rs. 12.00
61	—	80 grams	Rs. 16.00
81	—	100 grams	Rs. 20.00
101	—	120 grams	Rs. 24.00
121	—	140 grams	Rs. 28.00
141	—	160 grams	Rs. 32.00
161	—	180 grams	Rs. 36.00
181	—	200 grams	Rs. 40.00

Every additional of 20 grams will cost extra Rs. 4.00

Teach based on the rate fixed by postal department time to time.

Numerical Filing

Figure-1

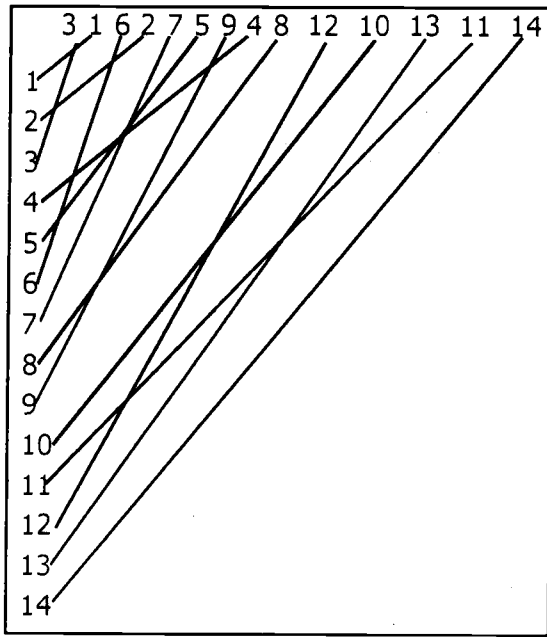


Figure-2

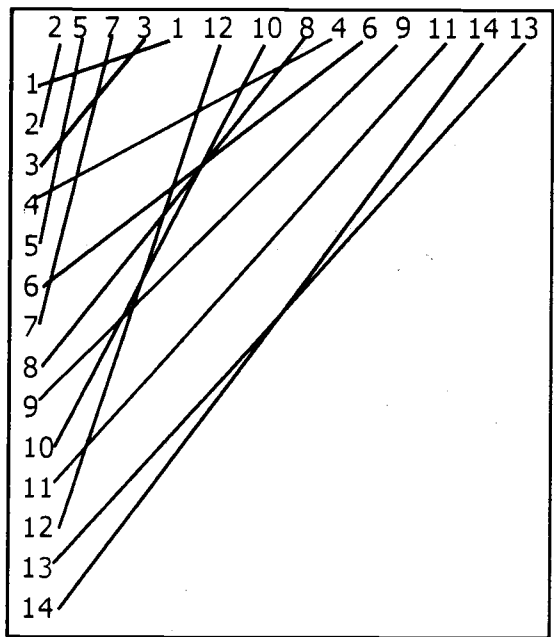


Figure-3

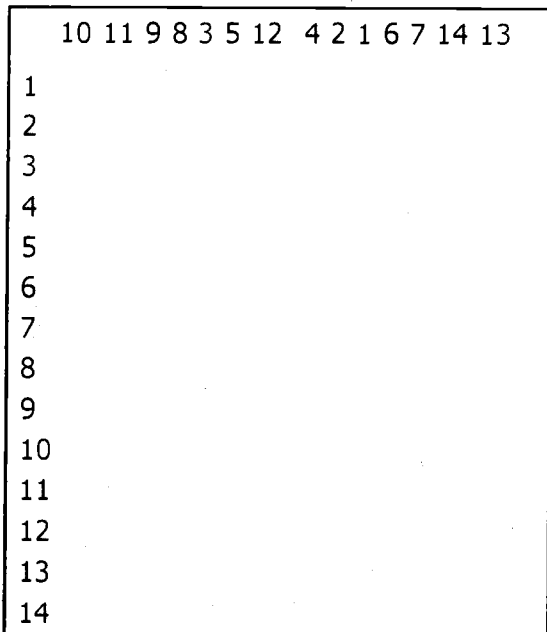
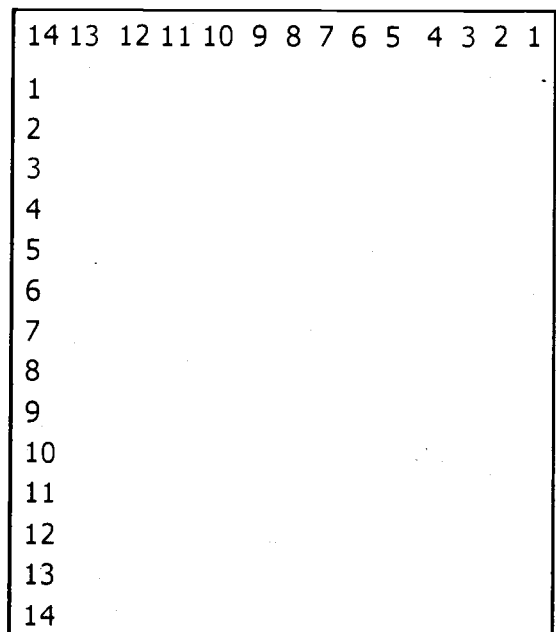


Figure-4



Match the numbers in figure-3 & figure-4 as shown in figure-1 & figure-2.

Alphabetic Filing

Figure - 1

A	Chandigarh	N	Rajasthan
B	Delhi	O	Punjab
C	Andhra pradesh	P	Nagaland
D	Bihar	Q	Orissa
E	France	R	Tamil nadu
F	Etanagar	S	Quilandy
G	Himachal pradesh	T	Sikkim
H	Goa	U	Vijayawada
I	Kerala	V	West bengal
J	Imphal	W	Uttar pradesh
K	Maharashtra	X	Zimbabwe
L	Jammu & Kashmir	Y	X
M	Lucknow	Z	Yenam

Figure - 2

A	Bihar	N	Patna
B	Bilaspur	O	Nagaland
C	Etanagar	P	Quilandy
D	Arunachal pradesh	Q	Orissa
E	Gujarat	R	Tripura
F	Calcutta	S	Ranga reddy
G	France	T	Shillong
H	Jaipur	U	Waragal
I	Haryana	V	Uttaranchal
J	Karnataka	W	Vishakapatnam
K	Imphal	X	Zimbabwe
L	Manipur	Y	X
M	Lahore	Z	Yuarcad

Match the names in figure 2 as shown in the figure 1

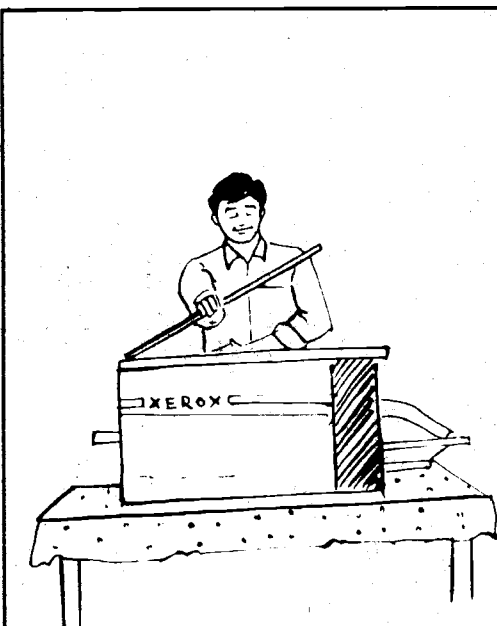
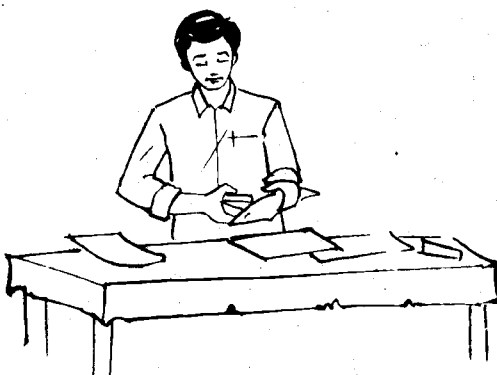
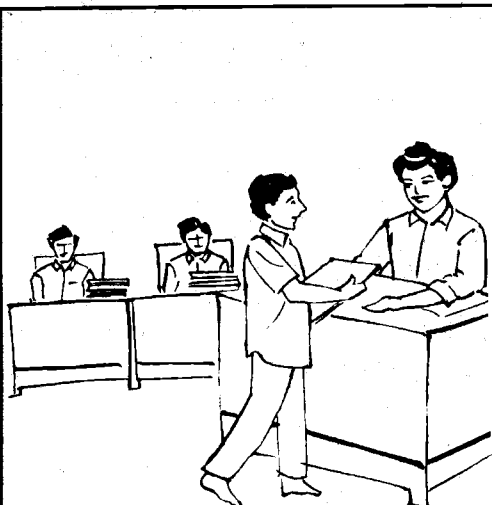
List of Equipments and Materails

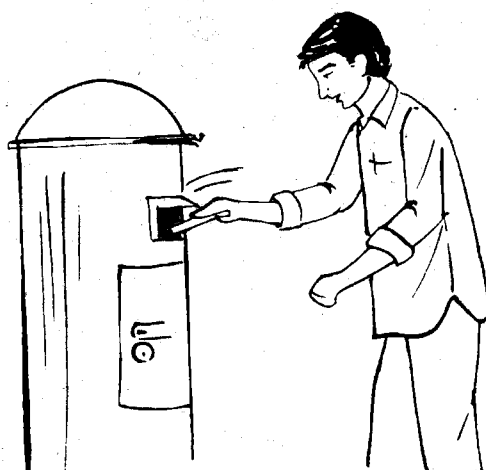
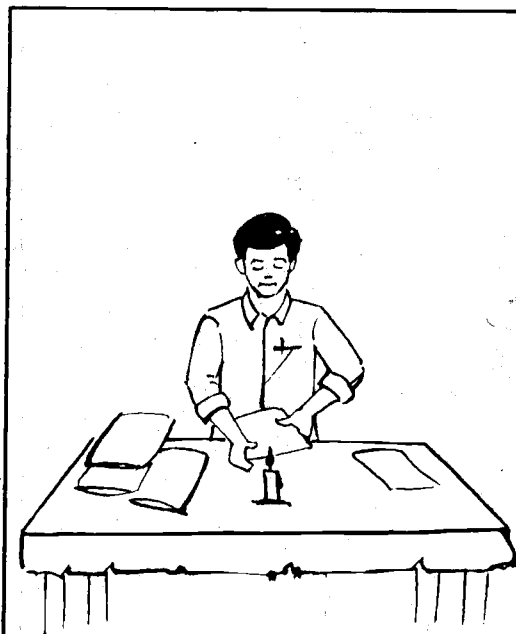
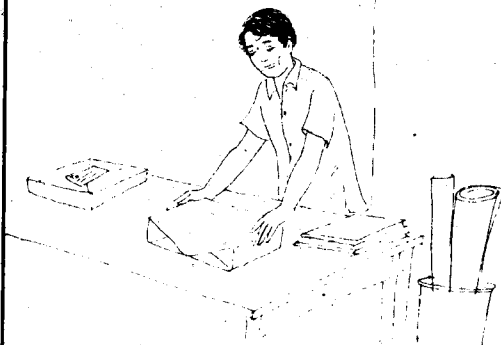
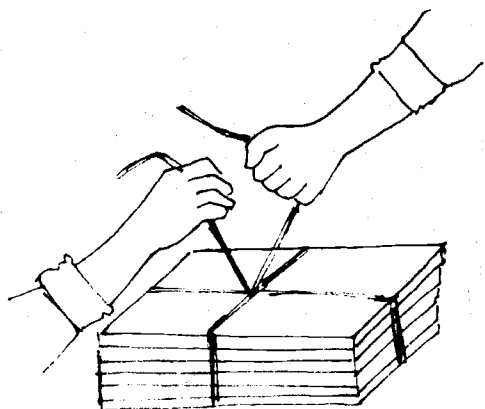
NAME	Can identify the object	Can read	Can write	NAME	Can identify the object	Can read	Can write
1. Envelop				1. Weighing machine			
2. Clothcover				2. Rubber stamp			
3. Carton				3. Franking machine			
4. Needle				4. Stapler			
5. Thread				5. Scissor			
6. Gum				6. Photo copier			
7. Paper				7. Tag			
8. Documents				8. File			
9. _ _ _ _ _				9. Punching machine			
10. _ _ _ _ _				10. _ _ _ _ _			

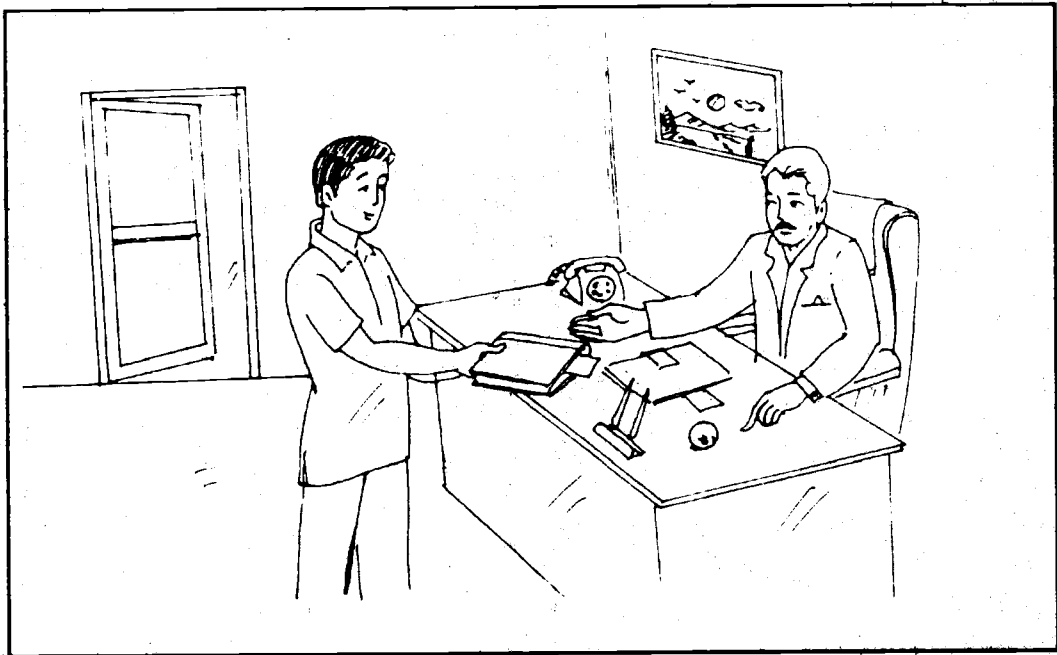
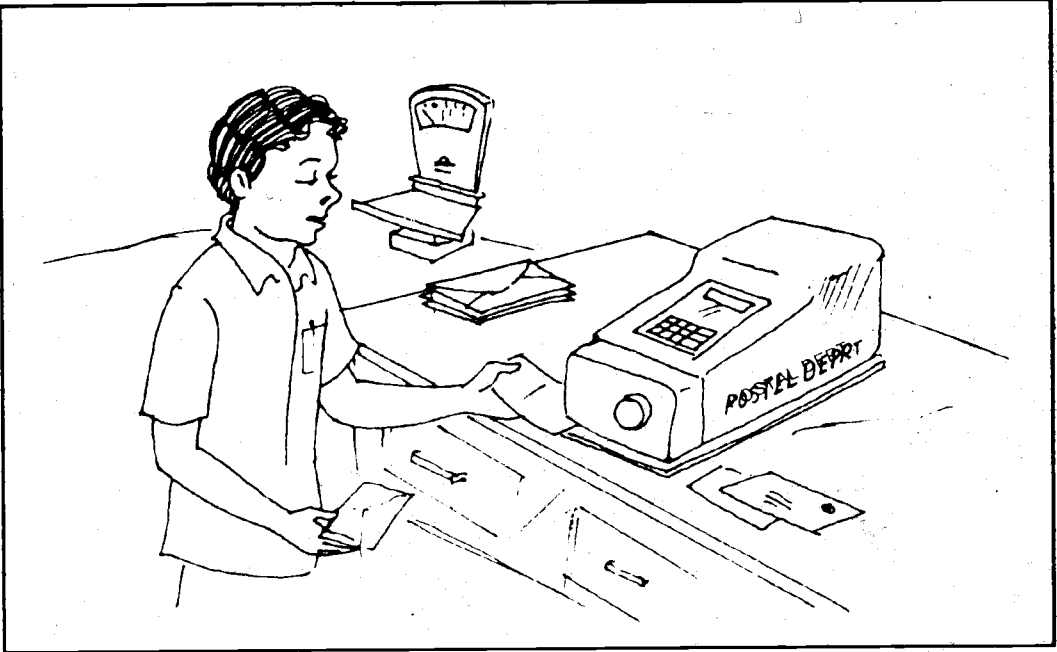
Write down the names of equipments and materials which you have and which are not mentioned above.

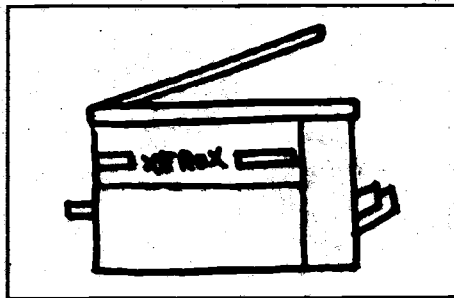
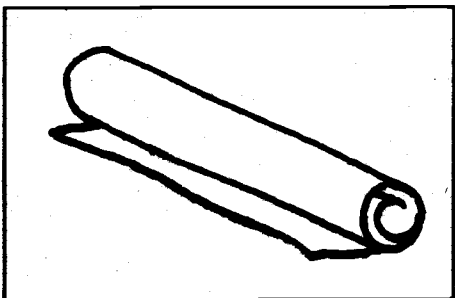
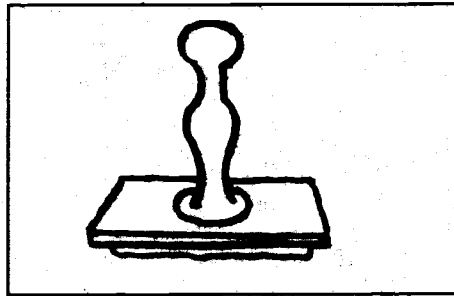
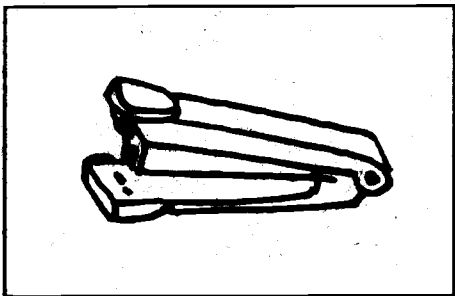
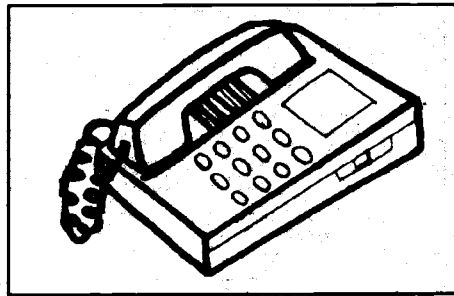
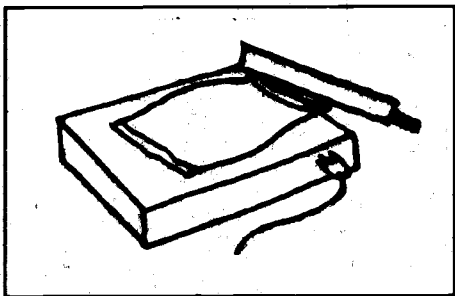
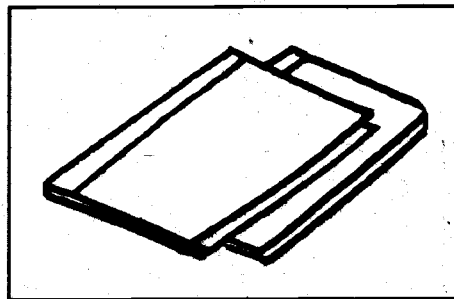
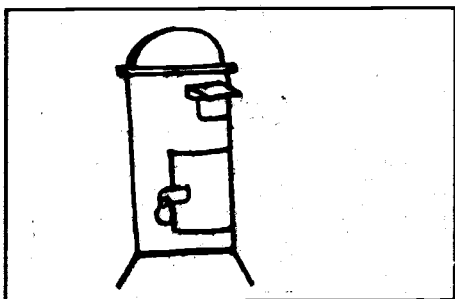
ACTIVITIES

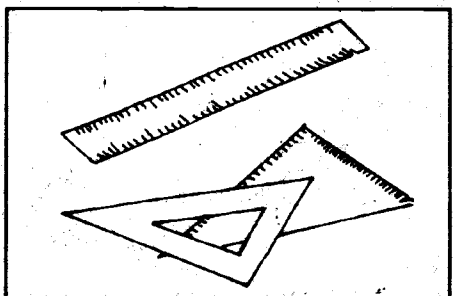
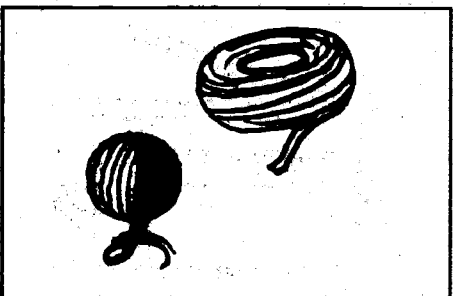
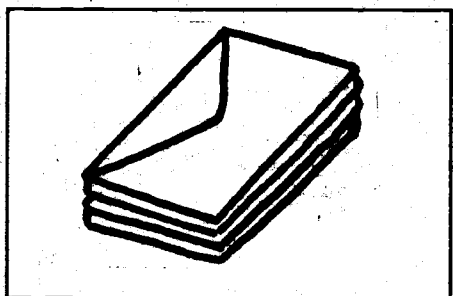
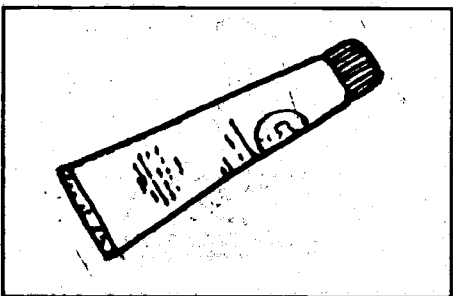
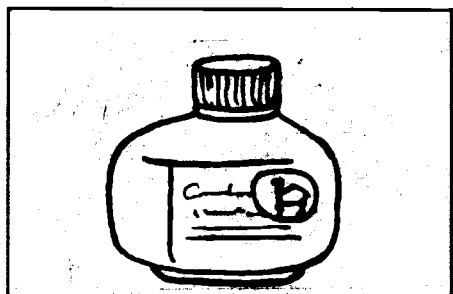
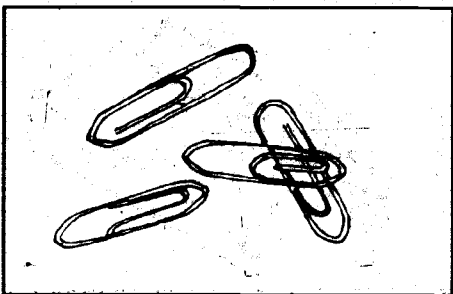
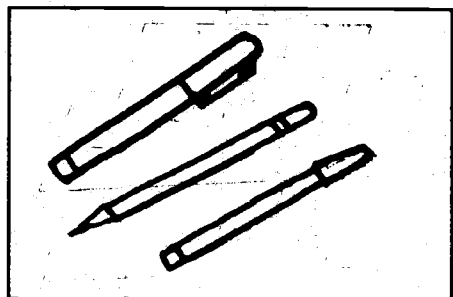
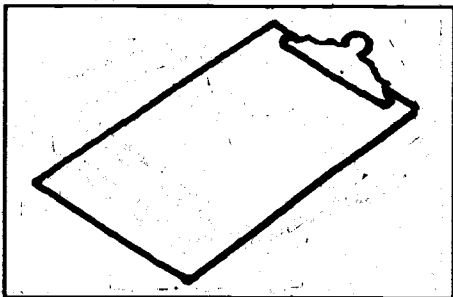
Pasting
Cutting
Stitching
Carrying
Packing
Franking
Weighing
Fixing
Folding
Inserting











CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

3. LIBRARY HELPER



3. LIBRARY HELPER

1. JOB TITLE

Library Helper

2. JOB DESCRIPTION

Library maintenance includes cleaning, rubbing, dusting, arrangement of furniture, books, storing and transfer of items. A fairly large library needs people to assist in their duties. A person with mental retardation is able to help in some of these duties in a library if he is trained and placed under supervision with necessary reinforcement.

3. DUTIES OF A LIBRARY HELPER

1. Setting furniture and cleaning book shelves
2. Packing and transferring materials
3. Photocopying

As per the nature of library and level of the trainee, more tasks can be selected.

4. PRE REQUISITE SKILLS

Tasks

1. Cleaning and setting
2. Packing and transferring

Prerequisite skills

1. Cleaning and setting
 - Eye hand coordination
 - Sense of cleanliness
 - Proper vision
2. Packing and transferring
 - Following instruction
 - Manual dexterity
 - Physical strength
 - Aware of safety
3. Photocopying and making sets of copies
 - Functional Academics IInd grade level
 - Safety handling of equipments

5. ADMISSION CRITERIA

Age : 16 years and above

Entry level : The functional assessment checklist is used at prevocational level for IEP planning and implementation. For training as library helper, check on the prerequisite skills for initiating training.

Observation : After placing 1 month in a library, observe the behaviour of the trainee and assess the work readiness skills.

6. TEACHER TRAINEE RATIO

Two trainees can be trained at a time in a library. Based on the job opportunities, select the trainee and give 1:1 training under the supervision of a staff in the library.

7. DURATION

Duration is flexible from 6 months to one year based on the need of the library and the ability of the trainee.

8. TRAINING SCHEDULE - TRANSITION PLAN

**Time schedule - Transition Plan for Vocational Education
Library Helper**

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site (Library)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Cleaning and setting	<ul style="list-style-type: none"> Assess on the checklist Decide the staff responsible Involve parents
IIInd quarter	50% time	Task related academics	50%	Packing and transferring Safety skills	<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%	Photocopying	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	—	Employability	100%	Making sets of copies	<ul style="list-style-type: none"> Final evaluation Decision on placement Decide whether training is to be extended.

The persons with mild mental retardation will be able to perform the above mentioned duties. The duration is flexible. Add more tasks as he masters the above mentioned tasks.

9. MODE OF TRAINING

1. Task related academics and part 2 of the course content is taught in the class room, job site and the community.
2. The main tasks of the job are taught in the real work setting - in library.

10. CURRICULUM

The course content is prepared in 2 parts. Part I is essential to work in a Library. Part II helps towards independent living.

11. REINFORCEMENT

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

12. EVALUATION

Periodical Evaluation : Use the checklist for Library Helper every month or at 3 months interval.

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

EXAMINATION

Internal : Use the vocational education, curriculum part 1 and part 2 which is specially prepared for training and evaluation. 75% marks for the tasks on the checklist will be given by the internal examiner for final examination.

External : 25 % marks for the tasks on the checklist will be given by the 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 the type of tasks/assignments which can be given to a particular trainee/employee.

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

14. PLACEMENT

Based on the performance level placement decision is made.

COURSE CONTENT

Library Helper

Part - I

1. MAIN TASKS AREAS

1. Setting furniture
2. Cleaning book shelves
3. Packing
4. Transferring materials
5. Photocopying

2. TASK RELATED ACADEMICS

1. Reading symbols and numbers
2. Work schedule

3. SAFETY PRECAUTIONS

1. Occupational safety
2. Symptoms of illness and medication

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

1. MAIN TASK AREAS

Periodical Evaluation

1. Setting furniture

Dates : — — — —

1. DUSTING AND WIPING

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Collects all materials needed for cleaning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Dusts the furniture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Wipes the furniture with cloth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. ARRANGEMENT

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Aware of the place where the furniture are kept | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. See that all are in proper place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Lifts the furniture without making noise | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does not pull the items on the floor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

2. Cleaning book shelves

1. DUSTING

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Removes and keeps the books without disturbing the order | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Dusts the book shelves | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Dusts the books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Keeps them back carefully without disturbing order | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Uses separate materials cleaning for book shelves | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. KEEPING BACK THE MATERIALS

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Cleans the items used for cleaning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Reports if new items are required | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeps back the items carefully in proper place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Keeps an account of the items given for use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

3. Packing

1. PAPER PACKING

- | | | | | |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Gets appropriate cover | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Inserts books / papers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Inserts the flap/ closes with gum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Selects boxes/ packing paper. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Makes parcels and ties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. CLOTH PACKING

- | | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Arranges the materials in box | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Packs with packing paper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Covers with cloth and stitches | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Gives for writing address | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

4. Transferring materials

1. TRANSFER WHEN NEW ITEMS ARRIVE

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Finds place where the new items to store | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Cleans the places | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Takes out materials from vehicle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Carries them and arrange | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. DELIVERY OF ITEMS

- | | | | | |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies various sections | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Follows instructions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Carries items and gives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Takes help whenever needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

5. Photocopying

1. OPERATION OF PHOTOCOPIER

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Connects the photocopier to the main supply | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Puts on the main switch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Switches on the photocopier machine by pressing ON button | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. Identifies the parts of the photocopier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Recognizes the symbols/codes on the photocopier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Keeps the white (xerox) papers in appropriate tray | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Takes the papers which are to be xeroxed (originals) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Opens the upper cover of the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Keeps the paper to be xeroxed in the appropriate place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Closes the upper cover | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Sets the number (for number of copies) by pressing appropriate buttons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Adjusts the codes for size (reduction and enlargement) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Operates the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Waits till the machine sets for operation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Sets the number of copies by pressing the number button | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Takes out the xeroxed copies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Checks the quality of the print | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Rearranges the buttons for better quality print if necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Takes out the originals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Continues the activity till all the given papers are xeroxed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. SETTING AND STAPLING

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Counts the number of pages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Spreads the first set as per pages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Make sets by keeping papers as per page | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Staples | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Opens and keeps staples if pins are over | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Returns the sets of copies and originals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

2. TASK RELATED ACADEMICS

1. Equipments and materials

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Aware of the name of equipments and materials used in library | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Aware of the items used in cleaning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Identifies the parts of photocopier
4. Reads the symbols and numbers
5. Identifies numbers for setting papers
6. Can copy an address

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

Total

—	—	—	—
---	---	---	---

2. Work schedule

1. Prepares the work schedule
2. Follows the work schedule
3. Reads the time and 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"/>

Total

—	—	—	—
---	---	---	---

3. SAFETY PRECAUTIONS**1. Occupational safety**

1. Takes care when handling fragile items
2. Takes help while using machines
3. Avoids hazardous environment
4. Aware that books and papers to be handled gently
5. Takes help when using chemicals especially for cleaning
6. Returns the xeroxed materials carefully

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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. Symptoms of illness and medication

1. Does not eat / drink non edible items
2. Takes help while taking medicines
3. Does not carry heavy weight which is above his capacity
4. Reports the health problems to the supervisors

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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. Setting furniture	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Cleaning book shelves	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Packing	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Transferring materials	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Photocopying	26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>59</u>	—	—	—	—

2. TASK RELATED ACADEMICS

1. Reading symbols and numbers	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work schedule	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>9</u>	—	—	—	—

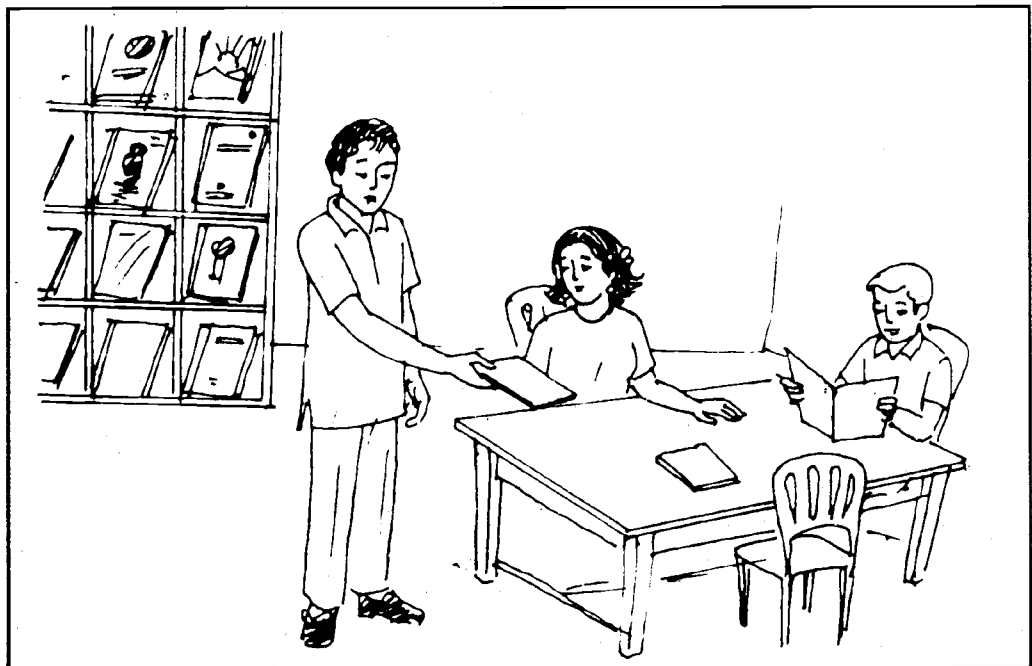
3. SAFETY PRECAUTIONS

1. Occupational safety	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Symptoms of illness and medication	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>10</u>	—	—	—	—

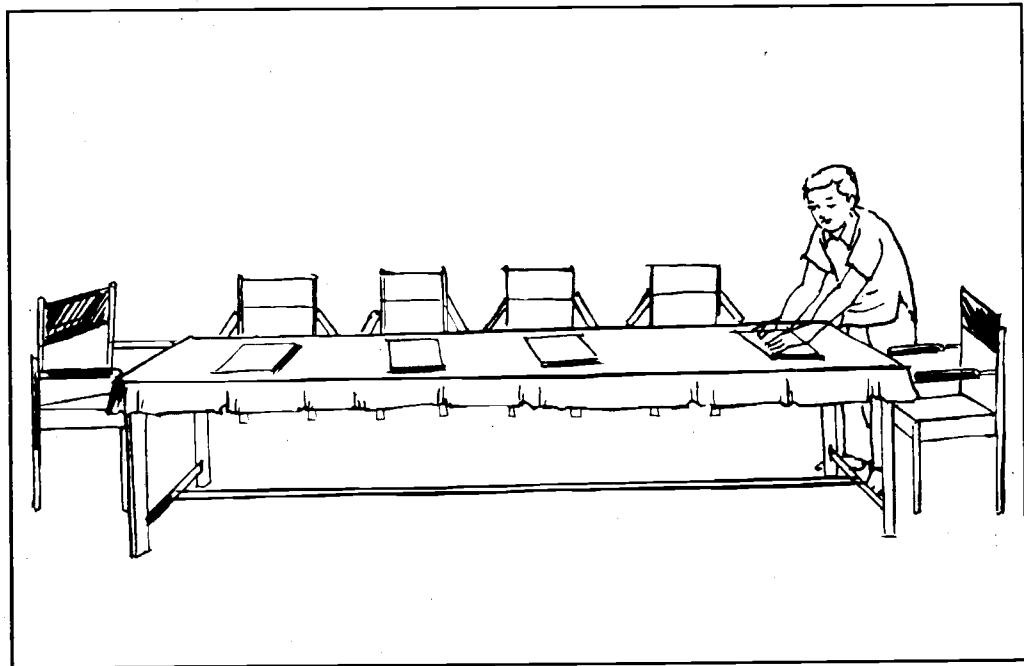
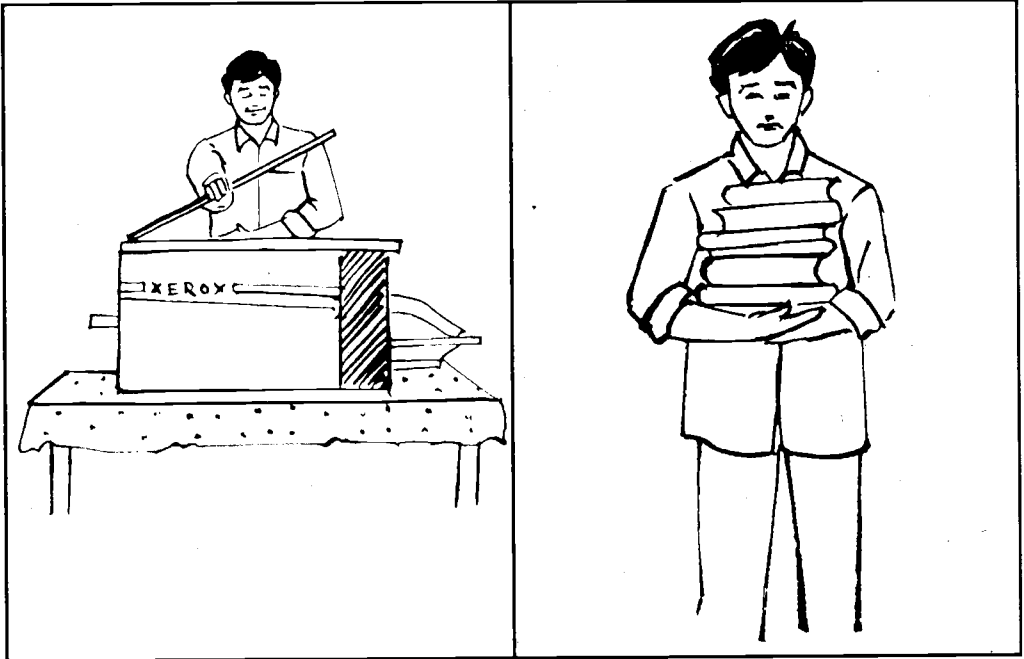
FINAL EVALUATION SHEET

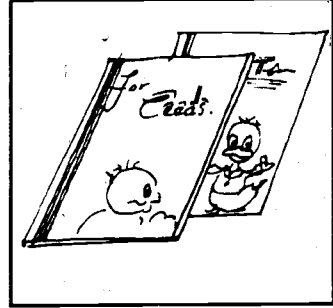
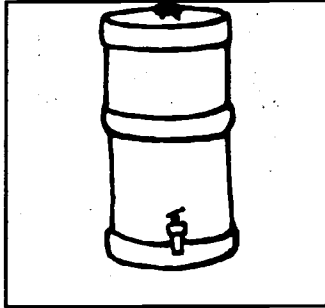
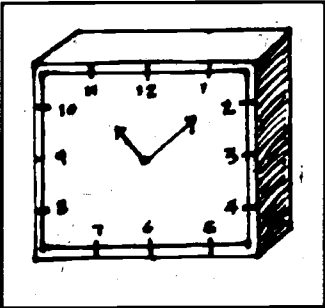
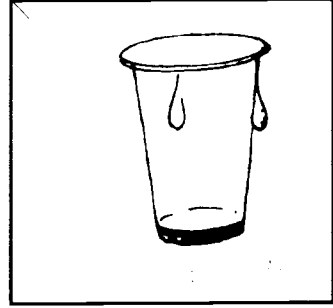
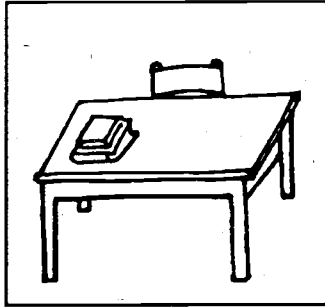
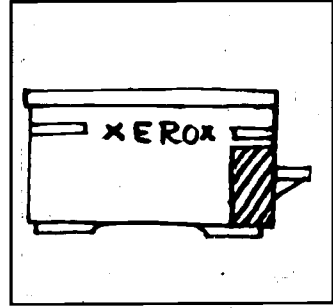
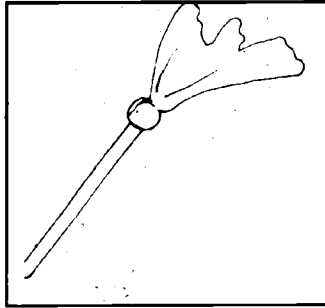
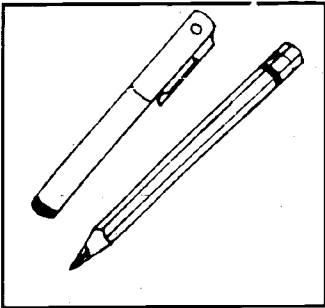
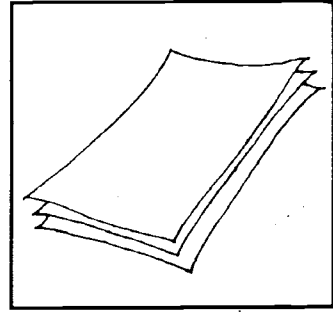
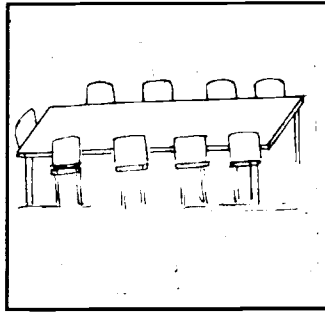
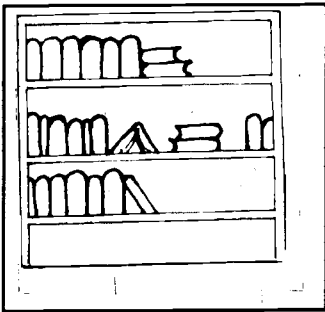
TITLE OF THE COURSE - LIBRARY HELPER

Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : ____ _	
1. Main task areas	59	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Safety precautions	10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	<u>78</u>	____ _	
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>	____ _	





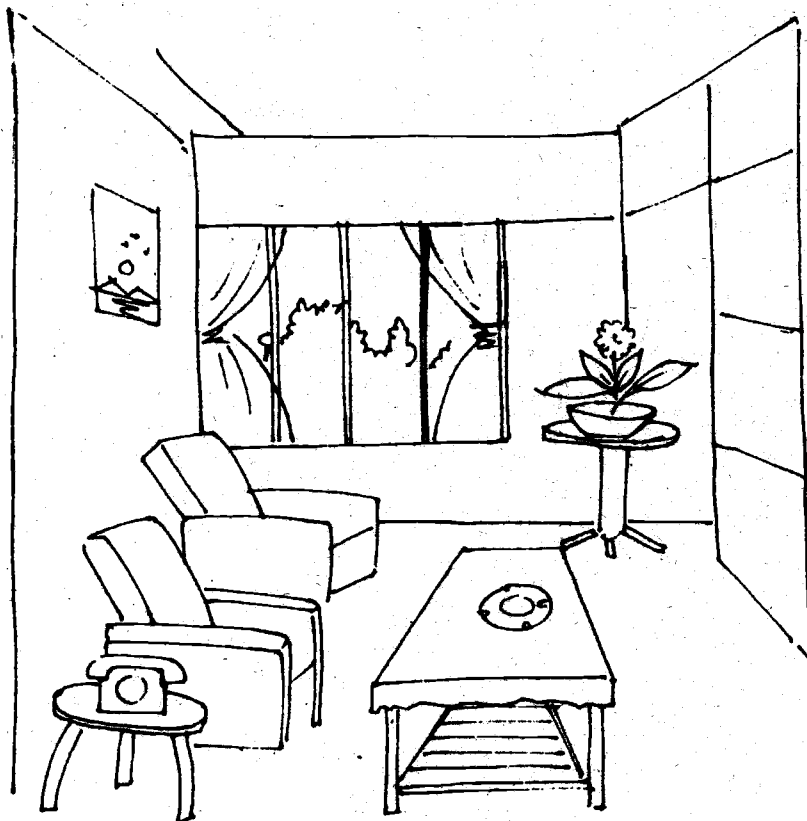


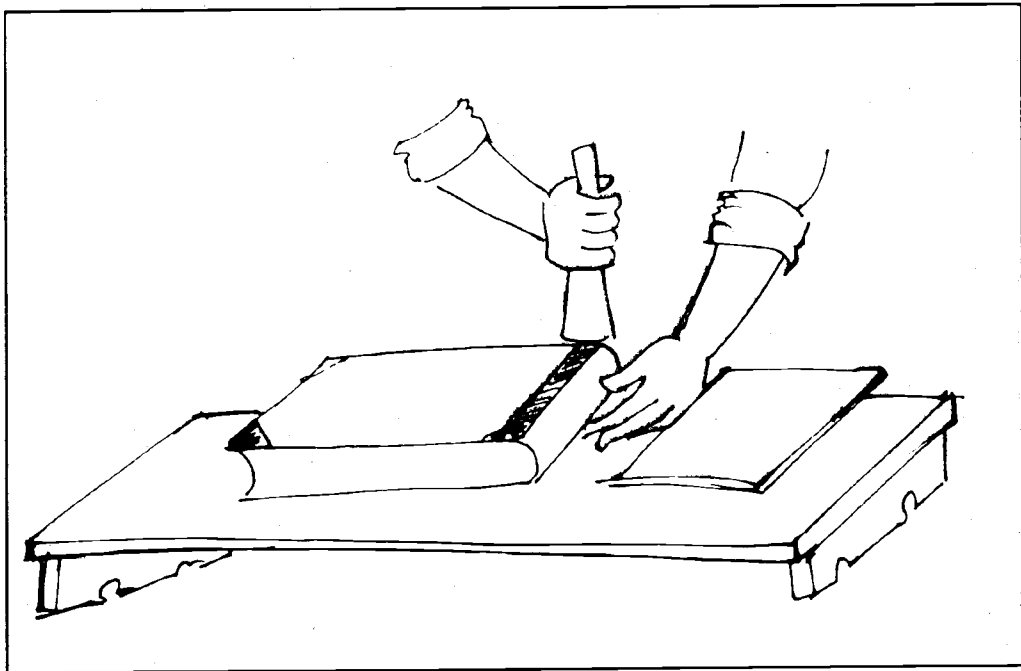
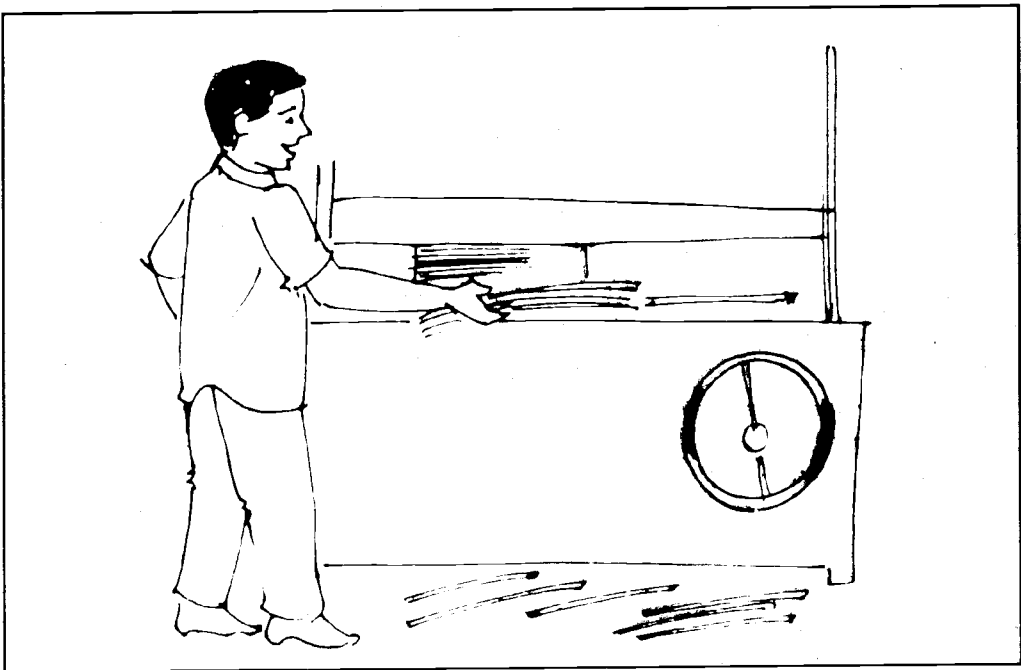


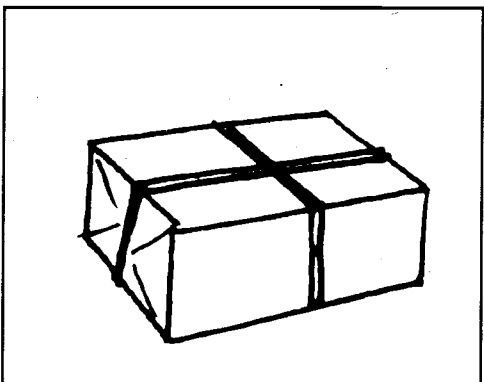
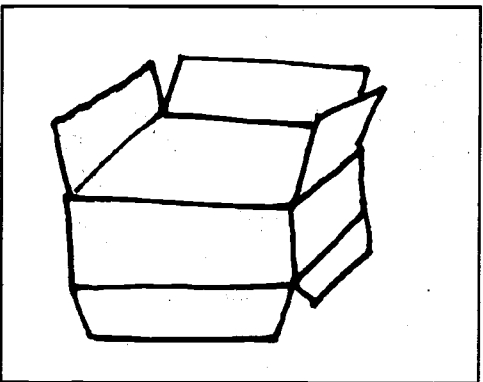
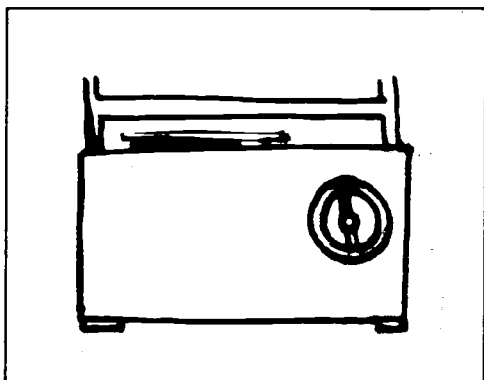
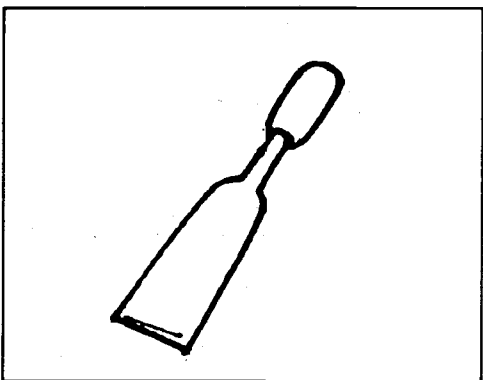
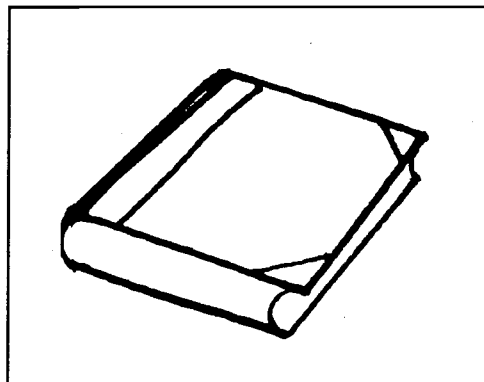
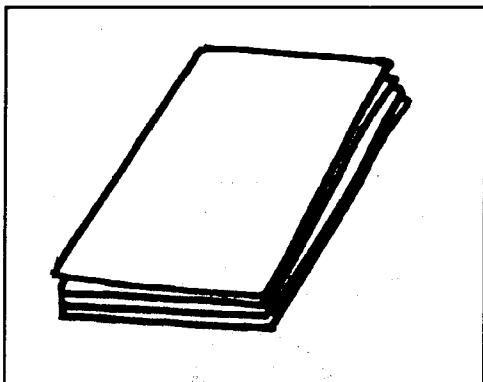
CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

4. GUEST HOUSE HELPER







4. GUEST HOUSE HELPER

1. JOB TITLE :

Guest House Helper

2. JOB DESCRIPTION

After placing and training a person with mild mental retardation at NIMH guest house, the duties of guest house helper have been identified and prepared this curriculum for vocational education, as a guest house helper. Similar tasks are found in various guest houses. The helper is expected to help in maintaining guest rooms, making dining arrangements, cooking, attending telephone and conveying messages. If systematic on-the-job training is given, the persons with mild mental retardation will be able to do his duties successfully.

3. DUTIES OF A GUEST HOUSE HELPER

1. Maintaining guest rooms
2. Dining arrangements
3. Cooking
4. Receiving messages
5. Conveying messages

4. WORK RELATED SKILLS

The following work readiness skills are identified.

Tasks

1. Guest room maintenance
2. Dining Arrangements
3. Cooking
4. Telephone

Prerequisite skills

- Eyehand coordination
- Concept of cleanliness
- Following instructions
- Safety skills
- Concept of hygiene
- Number concept upto 100
- Aware of the use of phone
- Ability to convey messages

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

5. ADMISSION CRITERIA

Age : 16 years and above

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

Observation : Place the trainee one month in a guest house. Observe his behaviour and interest. Assess his work readiness skills and take a decision for intensive training.

6. TEACHER TRAINEE RATIO

It is desirable to admit one or two trainees at a time to initiate the training in a guest house. The training is also possible for a small group of trainees in a simulated setting.

7. MODE OF TRAINING

- Task related academics and the part 2 of the course content is taught in the class room, job site and the community.
- The main tasks of the job are taught in the real work setting-guest house.
- On the job training is preferred.

8. CURRICULUM

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

9. DURATION

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

10. TRAINING SCHEDULE - TRANSITION PLAN

The vocational education plan 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

GUEST HOUSE HELPER

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Room maintenance	<ul style="list-style-type: none"> • Assess on the checklist • Decide the staff responsible • Involve parents
IIInd quarter	50% time	Task related academics Safety skills	50%	Dining arrangements	<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%	Cooking	<ul style="list-style-type: none"> • Continue assessment.
IVth quarter	—	Employability	100%	Attending Telephone	<ul style="list-style-type: none"> • Final evaluation • Decision on placement • Decide whether training is to be extended.

This schedule is flexible as per the need, duties and the ability level of the trainee. More tasks can be added as per the need of the guest house and the functional level of the trainee.

11. REINFORCEMENT

Token economy / stipend system is suggested as reinforcement to the trainees

12. EVALUATION / EXAMINATION

Internal : Use the checklist for guest house helper for training and evaluation. The instructor should evaluate the trainee once in a month/once in 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. This would help the parents, placement officer and the employer to take decision on the type of tasks/assignments which can be given to a particular trainee/employee.

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

14. PLACEMENT

Based on the performance level placement decision is made.

Course Content

Guest House Helper

Part - I

1. MAIN TASKS AREAS

1. Guest room maintenance
2. Dining arrangements
3. Cooking
4. Attending telephone

2. TASK RELATED ACADEMICS

1. Equipments
2. Number concept and functional reading
3. Work schedule

3. SAFETY PRECAUTIONS

1. Handling equipments

Part II

1. BASIC ACADEMICS

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

2. WORK PLACE BEHAVIOUR

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

3. EMPLOYABILITY

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

4. SEX EDUCATION

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

5. SELF ADVOCACY

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

PART - I

1. MAIN TASK AREAS

Periodical Evaluation

1. Guest room maintenance

Dates : _ _ _ _

1. DUSTING FURNITURE

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Collects and keeps dusting materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Dusts the furniture and windows | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Cleans the room | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Replaces the dusting materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Arranges the furniture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. MAKING BED

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes the washed bedsheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Spreads the bedsheet on the mattress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Arranges the mattress properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Changes the pillow covers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Checks the items are properly arranged | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. SUPPLY OF REQUIRED ITEMS

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Supplies the newspapers/articles if asked | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Serves tea and water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Collects the tea cup from the room | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Washes the tea cup and tray | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Places the cup and tray in the shelf | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _ _ _ _

Key for scoring

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

2. Dining Arrangements

1. SETTING DINING TABLE

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Cleans the dining table and chairs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps the cutlery in appropriate place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeps the crokery in appropriate place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Keeps water, salt, etc., on the table | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Keeps soap and napkins near the wash basin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. SERVING FOOD

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Arranges the food items covered on the table | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Invites the guests for food | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Opens the cover and serves with appropriate spoons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Fills the items as and when the items get over | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. CLEANING THE TABLE

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Removes the items from the table after meals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes out the balance food items and keeps in fridge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Gets the plates and dishes washed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Wipes and stores | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Cleans the table | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. COOKING

1. Washing utensils

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes the washing materials (soap, vim, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Rubs with soap | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Washes in the water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Places the utensils in the right place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

2. Washing and cutting vegetables

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes/requests for vegetables | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Washes the vegetables in water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Cuts the vegetables as per the direction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Cleans the place after cutting vegetables | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Cooking simple items

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Keeps the raw items ready for preparing rice/dhal/chapathi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Lights the gas stove | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeps the appropriate utensil on the stove | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Puts the raw items in the utensil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Waits for the food to be cooked properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Switchs off the stove | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Keeps the food items covered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Attending telephone

1. TELEPHONE OPERATION

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Aware of the function of telephone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Identifies the parts of telephone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Lifts the receiver when the phone rings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Keeps the receiver appropriately while hearing/speaking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Dials/redials if necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Transfers calls if necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Leaves the receiver after the call ends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. TAKING MESSAGES / ANSWERING

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Introduces and wishes politely | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Enquires the person who made the call | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Notes down the messages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Answers appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. If necessary transfers the call appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Conveys the message | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

___ _

II. WORK RELATED ACADEMICS

1. Equipments

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Aware of names of the furniture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Aware of the materials used for cooking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Names all the materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐ ☐ ☐ ☐

2. Numbers and reading

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads the names of articles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Identifies the names, vegetables, food items, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Identifies numbers upto 100 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐ ☐ ☐ ☐

3. Work schedule

- | | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Follows the time schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Follows the instructions given | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐ ☐ ☐ ☐

3. SAFETY PRECAUTIONS

1. Handling equipments

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Handles the furniture properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Handles the utensils carefully | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Takes precautions when using scissors, stove, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does not allow others to use telephone without permission | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Anticipates possible hazards in work place
(especially in kitchen) | <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. Guest room maintenance	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Dining arrangements	14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cooking	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Telephone	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>57</u>	---	---	---	---

2. TASK RELATED ACADEMICS

1. Equipments	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Numbers and reading	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	<u>9</u>	---	---	---	---

3. SAFETY PRECAUTIONS

1. Handling equipments	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
------------------------	---	--------------------------	--------------------------	--------------------------	--------------------------

FINAL EVALUATION SHEET

TITLE OF THE COURSE - GUEST HOUSE HELPER

Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : ____ _	
1. Main task areas	57	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	9	<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	<div style="border-top: 1px solid black; border-bottom: 1px solid black;">71</div>	____ _	
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	<div style="border-top: 1px solid black; border-bottom: 1px solid black;">280</div>	____ _	

LIST OF FURNITURE - EQUIPMENTS & MATERIALS

Names	Identify	Read	Write	add the names of more items
1. Dining room Table Chair Plate Cup Saucer Glass Spoon Fork Table mat Wash basin Towel Soap				
2. Food items Rice Chapati Puri Curd Sambar Chutny Idly Dosa Bread Butter Jam Water Milk Tea Coffee Juice				
3. Guest room Cot Mattress Linen Bed sheet Table Chair Pillow Glass Tray				

Activity : Tick the items which you have.

Add the names of items which are not mentioned in the list

Activities

Sweeping
Sobbing
Dusting
Wiping

Arranging
Removing
Storing
Checking

Washing
Drying
Stacking

Lighting gas stove
Switch off
Covering
Opening

Food items

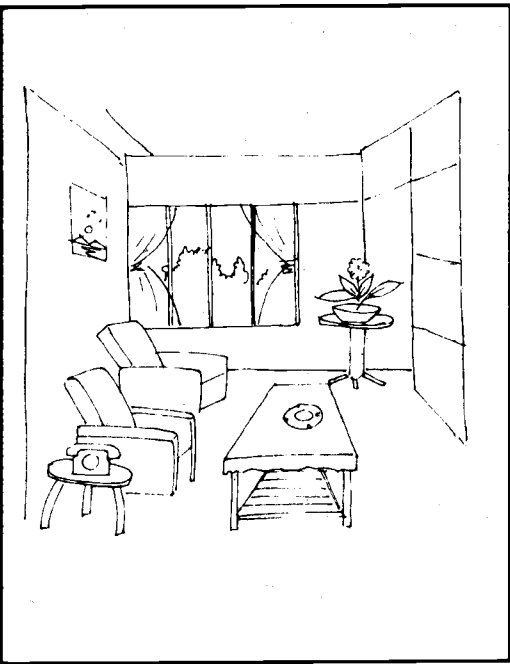
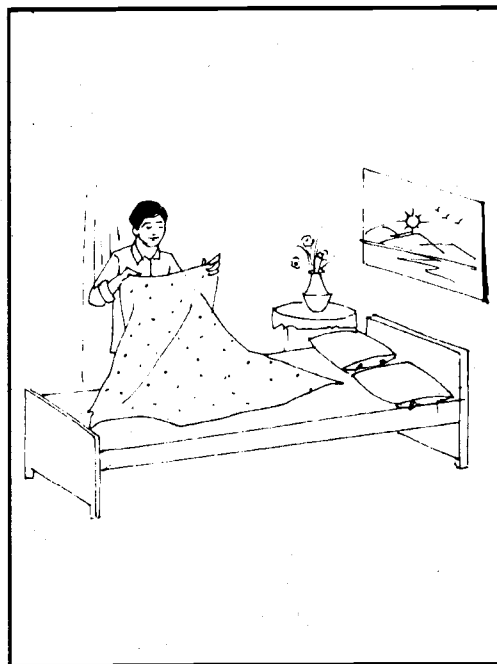
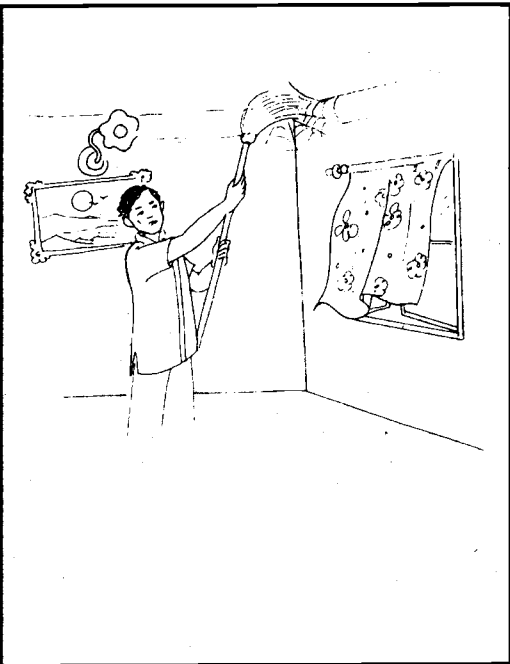
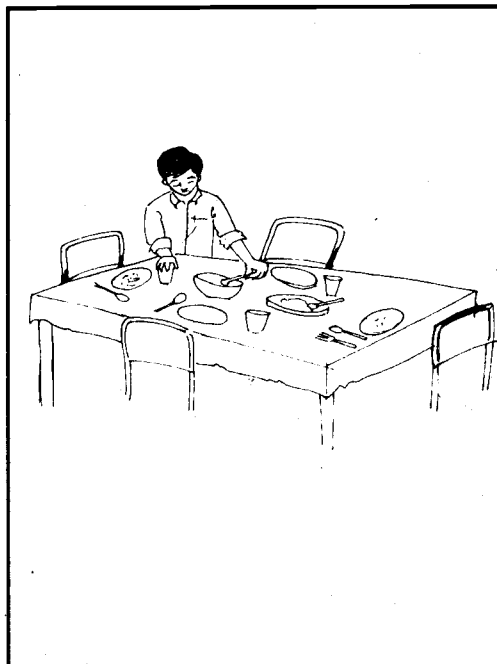
1. Rice
2. Wheat
3. Dhal
4. Masala
5. Sugar
6. Tea powder
7. Coffee powder
8. Milk powder
9. Green chilly

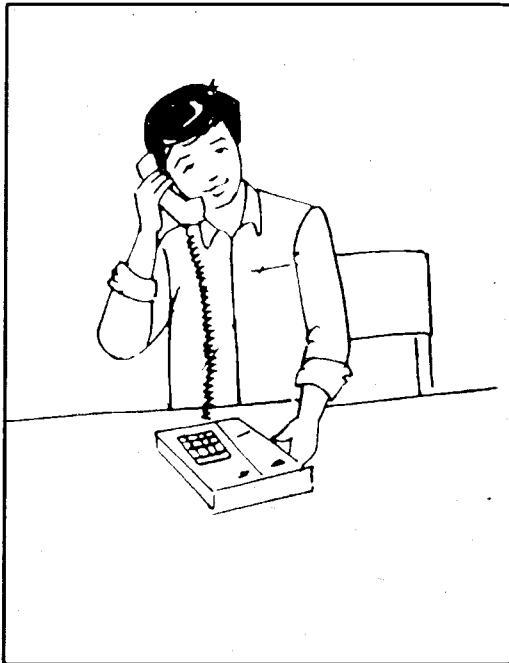
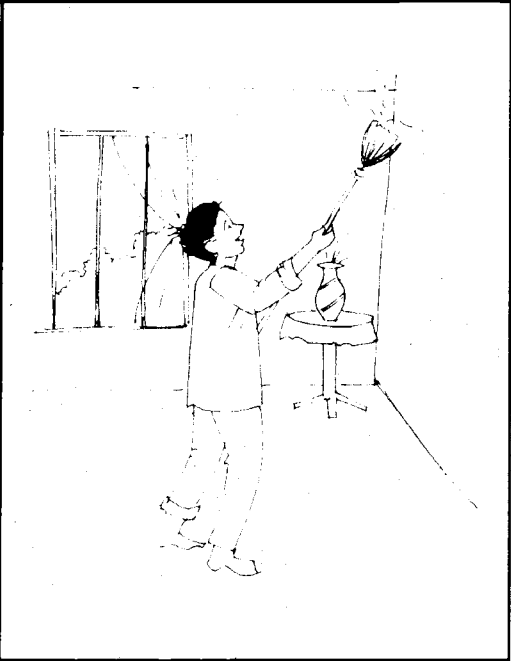
Vegetables

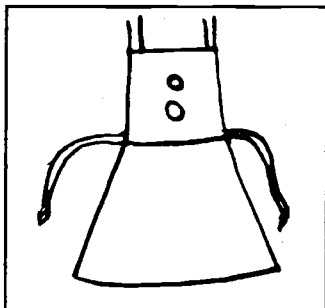
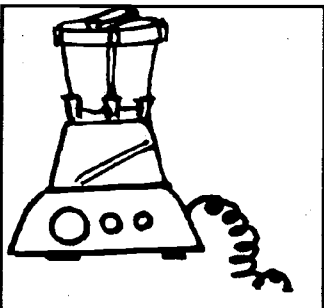
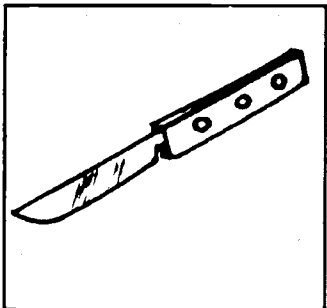
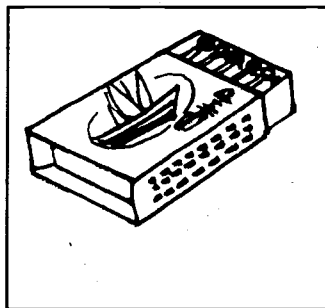
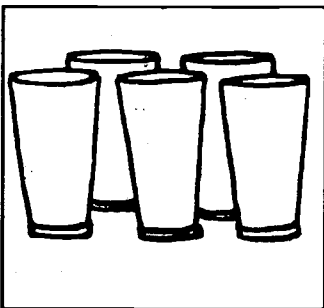
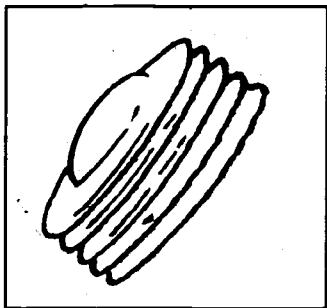
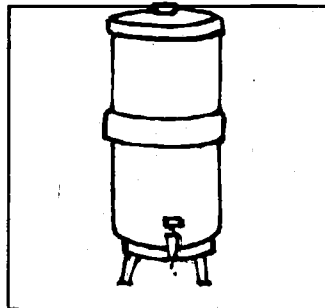
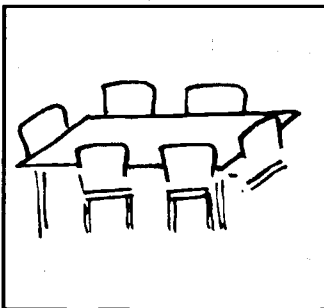
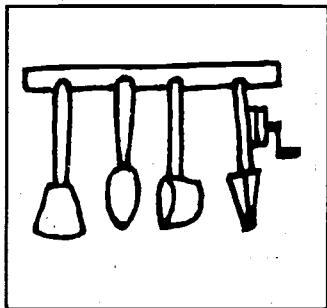
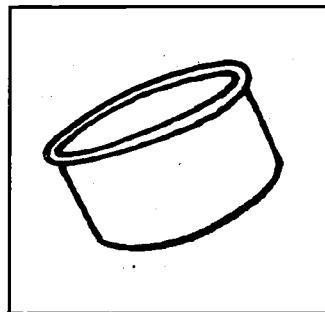
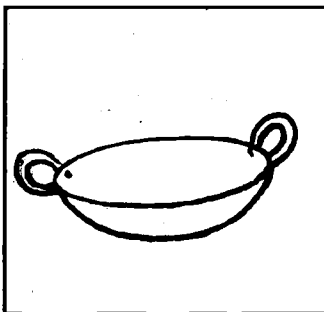
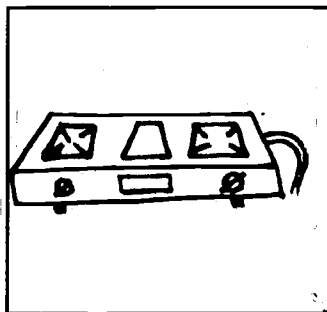
1. Beans
2. Brinjal
3. Tomatos
4. Cabbage
5. Raddish
6. Carrot
7. Beet root
8. Lime

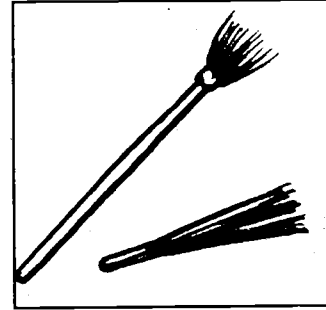
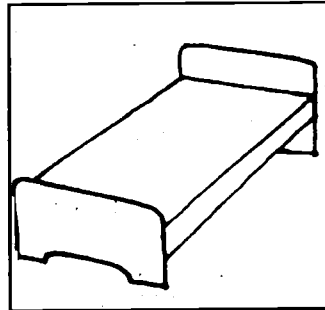
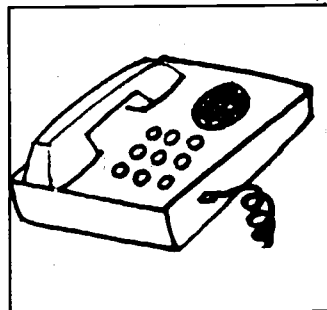
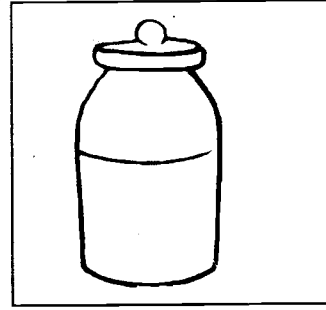
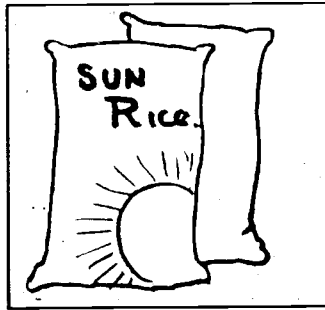
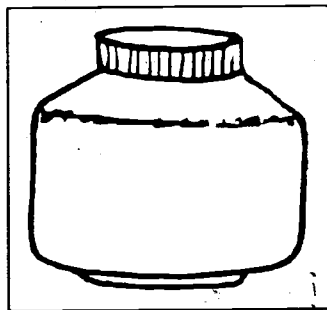
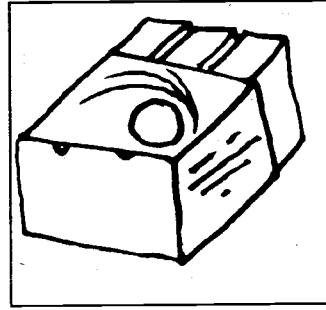
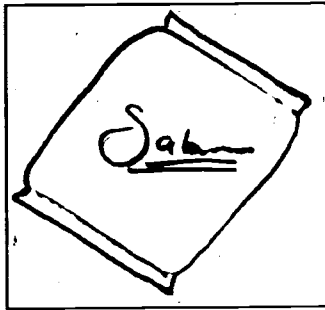
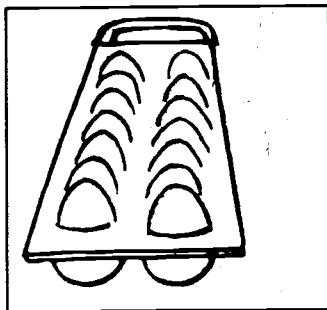
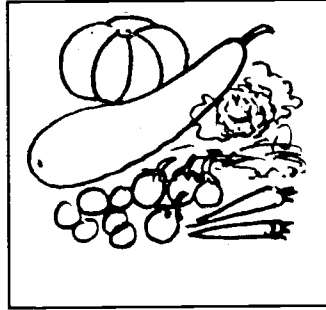
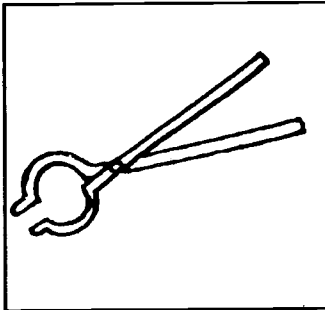
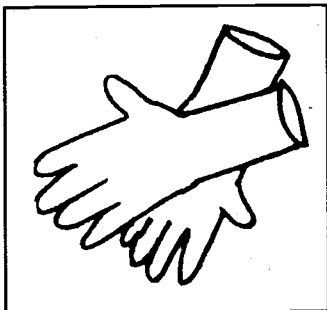
Fruits

1. Banana
2. Apple
3. Orange
4. Mango
5. Papaya
6. Water melon





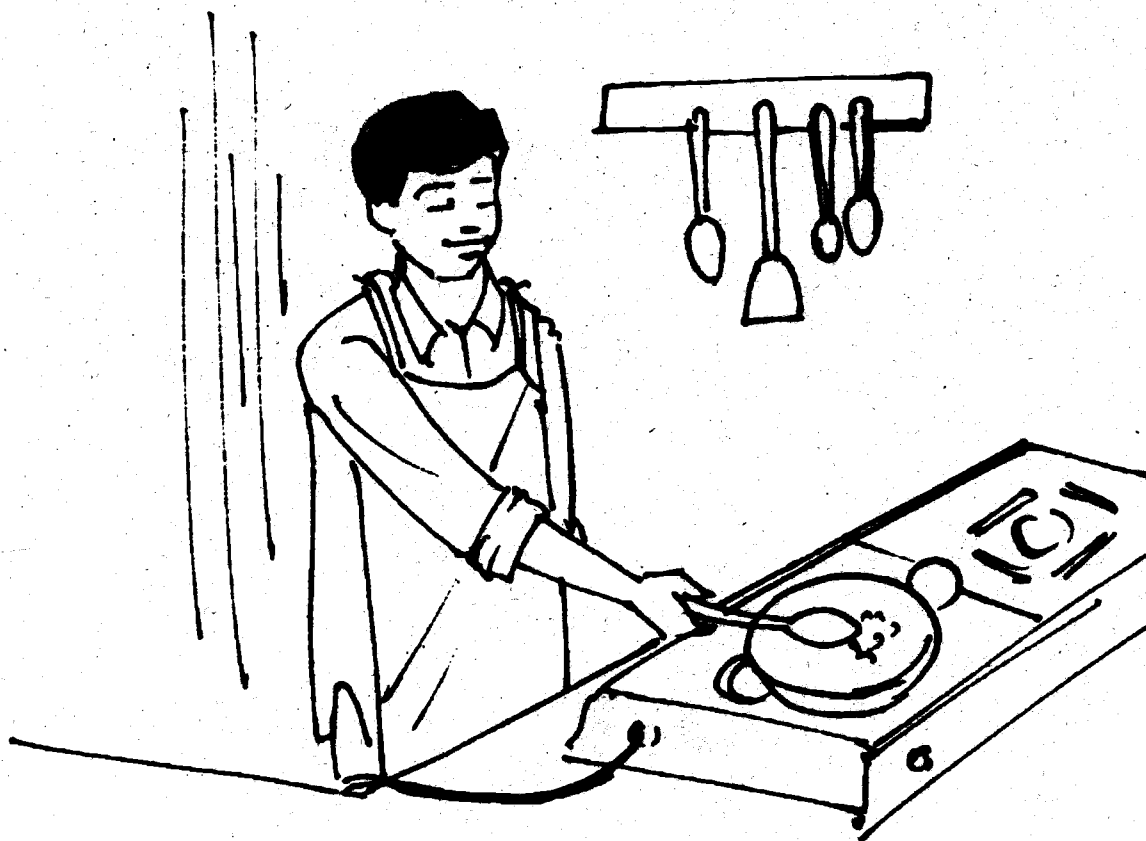




CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

5. CANTEEN HELPER



5. CANTEEN HELPER

1. TITLE OF JOB

Canteen Helper

2. JOB DESCRIPTION

A helper in a canteen is expected to assist in various works such as cooking, serving and cleaning. Persons with mental retardation are found suitable to help in these tasks if systematic training is given.

3. DUTIES OF A CANTEEN HELPER

1. Assisting in cooking
2. Serving
3. Parcel packing
4. Cleaning tables
5. Washing utensils

4. WORK READINESS SKILLS

The following work readiness skills are identified for the canteen helper.

Tasks

1. Cooking
2. Serving
3. Parcel packing
4. Clearing tables
5. Washing utensils

Prerequisite skills

- Eye hand Coordination
- Ability to follow instructions
- Independent in mobility
- Control over the movements of both hands
- Sense of hygiene
- Endurance and stamina to work
- Emotional stability
- Safety skills

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 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 a canteen, observe the trainees behaviour and assess the work readiness skills.

6. TEACHER TRAINEE RATIO

It is advised to have one or two trainees (with mild mental retardation) at a time in a canteen. The training can be given in a formal way to the trainees under a supervisor of the canteen.

7. MODE OF TRAINING

- Task related academics and the part 2 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 - 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 in canteen. 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 12 months to 16 months depending on the tasks and ability level of the trainees.

10. TRAINING SCHEDULE - TRANSITION PLAN

A model of training schedule 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 for canteen helper 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.

**Time schedule - Transition Plan for Vocational Education
Canteen Helper**

Duration	Percentage of time in prevocational class room	Skills to be taught in class and community	Percentage of time at work site (canteen)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75%	Basic academics	25%	Assisting in cooking serving	<ul style="list-style-type: none"> Assess on the checklist Decide the staff responsible Involve parents
IInd quarter	50%	Work related academics Safety skills	50%	Parcel packing	<ul style="list-style-type: none"> Continue assessment. Send the evaluation report to parents & Principal of school
IIIrd quarter	25%	Sex education Self advocacy	75%	Cleaning	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	—	Employability	100%	Washing utensils	<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.

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 his/her training in specific areas in which the trainee needs further training and exposure.

14. PLACEMENT

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

COURSE CONTENT

Canteen Helper

Part - I

1. MAIN TASK AREAS

1. Assisting in cooking
2. Serving
3. Clearing tables
4. Parcel packing
5. Serving tea and snacks in nearby rooms/offices.
6. Washing plate/utensils

2. TASK RELATED ACADEMICS

3. SAFETY PRECAUTIONS

Part II

1. BASIC ACADEMICS

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

2. WORK PLACE BEHAVIOUR

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

3. EMPLOYABILITY

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

4. SEX EDUCATION

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

5. SELF ADVOCACY

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

PART - I

I. MAIN TASK AREAS

Periodical Evaluation

1. Assisting in cooking

Date :

1. Cleans vegetables
2. Cuts vegetables
3. Prepares chapatis
4. Helps in making rice, subji, etc.

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

Total

—	—	—	—
---	---	---	---

2. Serving

1. Sets the table
2. Keeps water, plates, tumblers etc
3. Takes the order
4. Carries it from the kitchen/counter
5. Serves it properly
6. Checks whether any additional items needed

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

1. Removes all items from the tables
2. Collects the waste in waste basket
3. Washes the plates and other items if required
4. Wipes the table

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

Total

—	—	—	—
---	---	---	---

Key for scoring

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

4. Parcel packing

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Collects the packing materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes the food items as per order | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Packs separately each item | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Delivers the parcel to the concerned people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

5. Serving tea and snacks in nearby rooms/offices

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes tea/coffee in a flask | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Collects glasses/cups in a tray | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeps a dusting cloth to wipe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Goes to the room/office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Serves tea/coffee without spilling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Collects the cups/glasses from the table | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Wipes the table if necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Collects money if required | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Gives the money to supervisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Gives balance if needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. Washing plates/utensils

- | | | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Keeps the used items in the sink | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Applies soap and wash | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Stacks them in appropriate place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Washes hands and wipes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

II. TASK RELATED ACADEMICS

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Names/identifies all items used in canteen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps a list of items and checks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Identifies the activities in the work schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Follows the time mentioned in work schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. If required goes to buy the necessary items | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

III. SAFETY PRECAUTIONS

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Handles carefully the breakable items | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does not spill when pours tea/coffee etc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Maintains hygiene | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Collects and brings all items (glass, cup, flask)
back to the canteen after serving | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does not eat/drink any items unless it is given | <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. Assisting in cooking	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Serving	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clearing tables	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Parcel packing	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Serving tea and snacks	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Washing plates/utensils	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>34</u>	—	—	—	—

2. TASK RELATED ACADEMICS

5 ☐ ☐ ☐ ☐

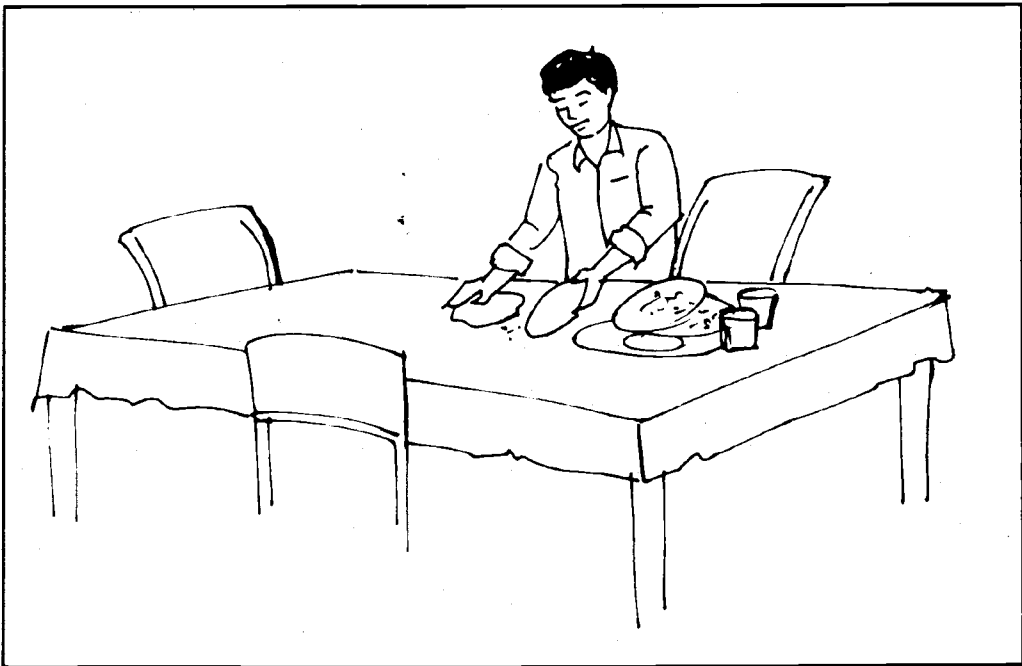
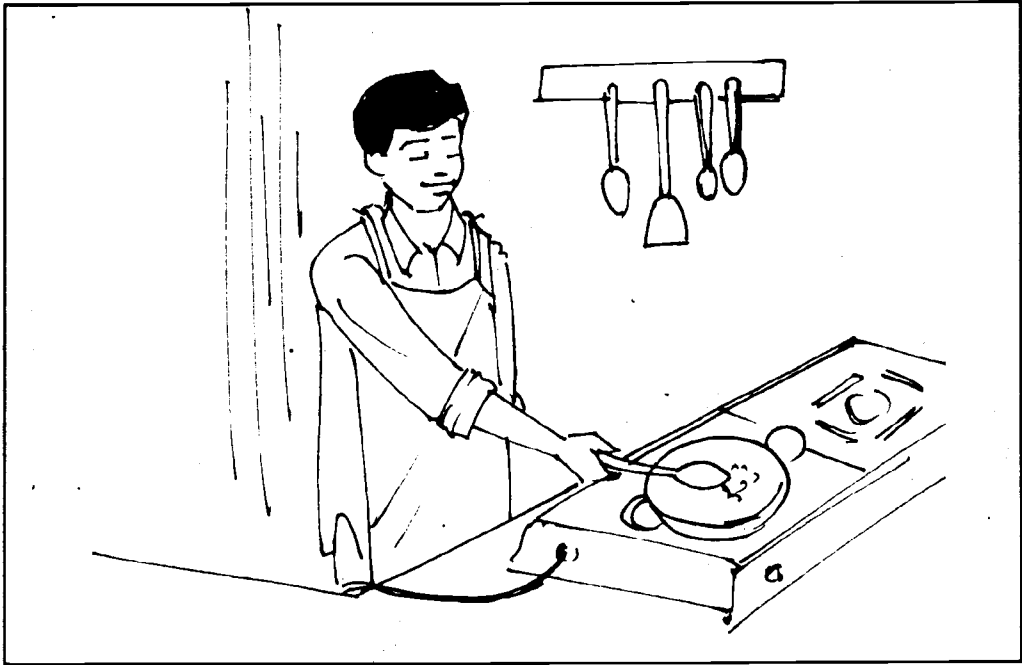
3. SAFETY PRECAUTIONS

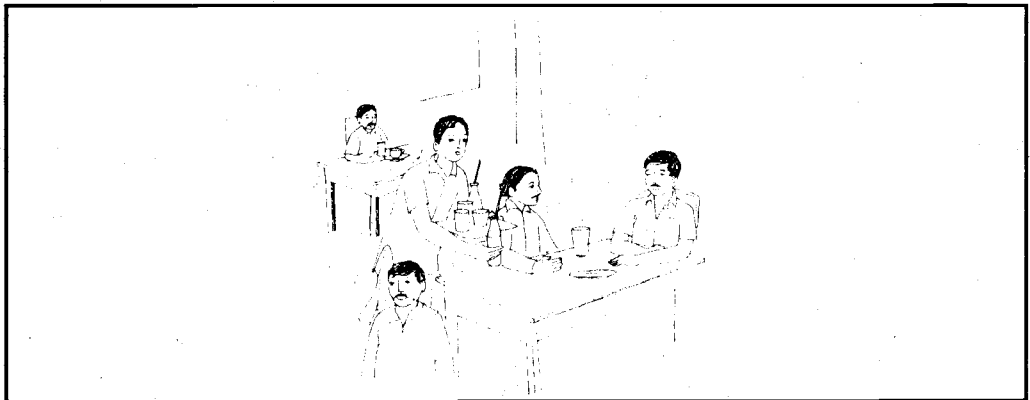
5 ☐ ☐ ☐ ☐

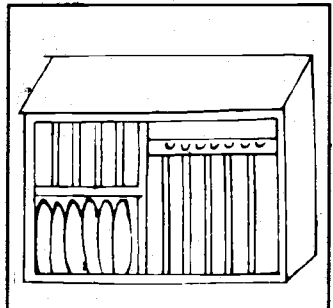
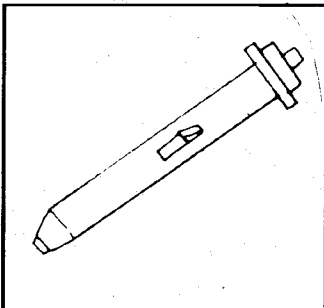
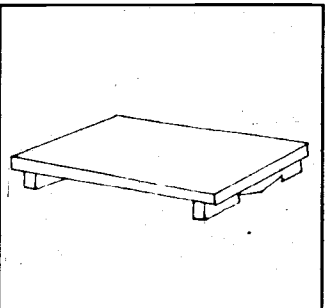
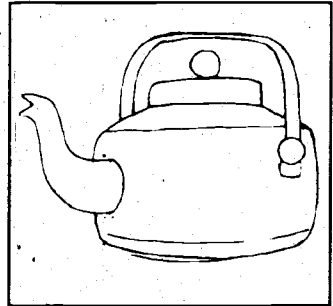
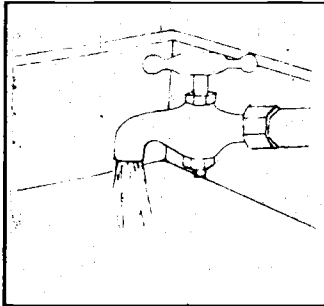
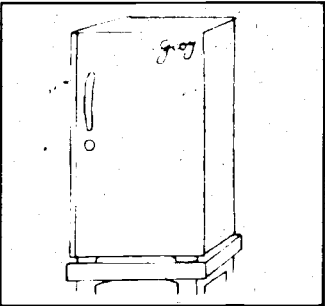
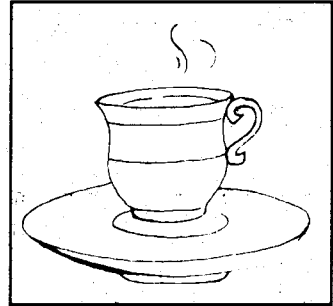
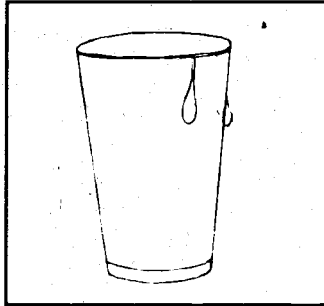
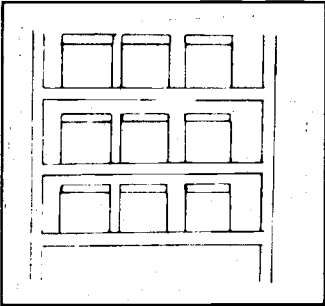
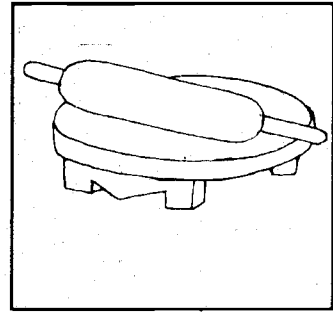
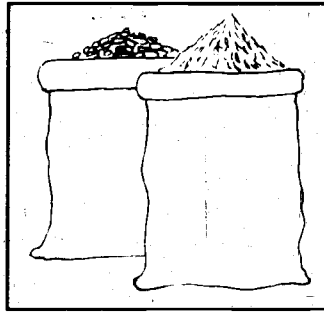
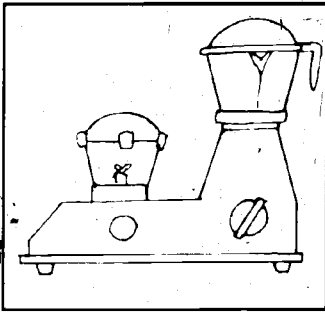
FINAL EVALUATION SHEET

TITLE OF THE COURSE - CANTEEN HELPER

Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : ____ _	
1. Main task areas	34	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	5	<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>44</u>	____ _	
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>	____ _	



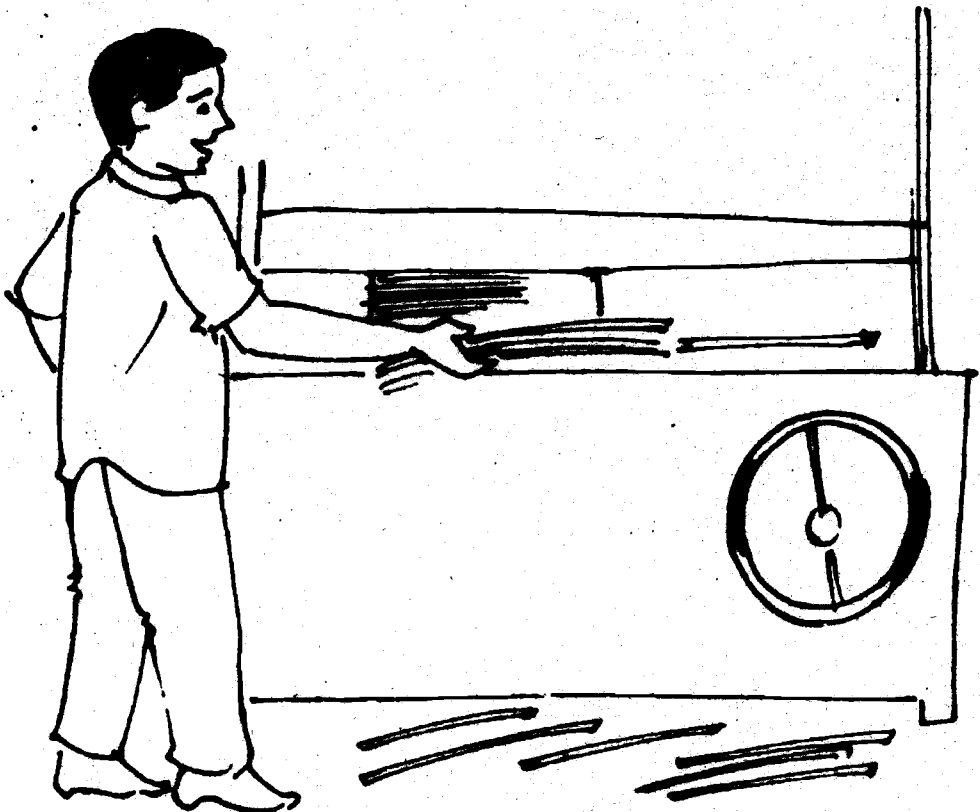




CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

6. PRINTING PRESS HELPER



6. PRINTING PRESS HELPER

1. JOB TITLE

Printing Press Helper

2. JOB DESCRIPTION

The persons with mental retardation are able to work as helpers in printing press. They can be trained to help in various sections like printing, binding, storing, delivering etc. This curriculum explains the tasks of a binding helper in a printing press.

3. THE DUTIES OF A PRINTING PRESS HELPER

1. Arranging the printed papers
2. Counting and keeping in order
3. Binding the book
4. Putting serial numbers
5. Bundling / Packing

Various types of tasks suitable to persons with mental retardation are available in the printing press as per the job order they get. After learning a minimum of 5 tasks mentioned in the main task area, they can learn further tasks as per the requirement.

4. PREREQUISITE SKILLS

The following prerequisite skills are identified.

Tasks

Prerequisite skills

- | | |
|---------------------------|--|
| 1. Setting printed sheets | <ul style="list-style-type: none">- Normal Vision- Eye hand co-ordination- Stamina to carry weight |
| 2. Binding | <ul style="list-style-type: none">- Measurements- Gross and fine motor coordination- Safety precautions while using needle/pinning |

- | | |
|------------------|--|
| 3. Cutting books | - Control over the movements of both hands
- Manual and physical skills for operating machine |
| 4. Bundling | - Endurance and stamina for lifting weight
- Awareness of safety |

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 printing press, observe the behaviour of the trainee and assess the work readiness skills.

6. TEACHER TRAINEE RATIO

Two to four trainees can be trained in a printing press. The training is also possible for a small group of 5 to 7 trainees in a binding unit under a binding instructor.

7. MODE OF TRAINING

On the job training is preferred.

8. CURRICULUM

The course curriculum is divided into two parts. Part I is essential to learn the binding skills and Part II helps the trainees to become less dependent.

9. DURATION OF TRAINING

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

10. TRAINING SCHEDULE - TRANSITION PLAN

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

11. REINFORCEMENT

Token economy and stipend system would motivate the trainees.

12. EVALUATION / EXAMINATION

Internal : Use the checklist for printing press helper for training and evaluation. The instructor should evaluate the trainee once in a month/once in 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.

Time schedule - Transition Plan for Vocational Education

Printing Press - Helper

Duration	Percentage of time in prevocational class room	Skills to be taught in the class and community	Percentage of time at work site (Printing Press)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Arranging the printed papers	<ul style="list-style-type: none"> Assess on the checklist Decide the staff responsible Involve parents
IIInd quarter	50% time	Work related academics Safety skills	50%	Counting & keeping	<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%	Binding Cutting	<ul style="list-style-type: none"> Continue assessment.
IVth quarter	---	Employability	100%	Putting serial numbers Bundling/ packing	<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 trainee. Additional tasks can be included as he learns the above mentioned tasks.

13. CERTIFICATION

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

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

14. PLACEMENT

Based on the performance level placement decision is made.

Course Content

Helper in Printing Press

Part - I

1. MAIN TASK AREAS

1. Setting printed sheets/papers
2. Binding
3. Cutting the books by using machine
4. Putting serial numbers
5. Bundling

2. TASK RELATED ACADEMICS

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

3. SAFETY PRECAUTIONS

1. Operation of equipments
2. Handling objects

Part II

1. BASIC ACADEMICS

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

2. WORK PLACE BEHAVIOUR

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

3. EMPLOYABILITY

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

4. SEX EDUCATION

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

5. SELF ADVOCACY

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

PART - I

I. MAIN TASK AREAS

Periodical Evaluation

1. Setting printed sheets/papers

Date : — — — —

1. SEPARATING

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies printed original, duplicate and triplicate bills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Separates each set | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. PERFORATING ORIGINAL AND DUPLICATE

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Perforates original and duplicate separately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps each set for setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Takes triplicate, duplicate and original copies in sequential order. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Keeps in a place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Continues the activity by keeping one set over the other. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

2. Binding

1. TAKING THE BILL SHEETS

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Recognizes the numbers printed on bill sheets upto 100. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes the bill sheets 100 numbers in each set | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. KEEPING CARDBOARD AND PRESSING

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes the cardboard sheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps the cardboard intermittently under each 100 numbers sets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Sets & keeps all sets under pressing machine and tightens the machine | <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

3. PASTING

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Applies the gum (vertical side) for binding all the bills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps it for drying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. MAKING HOLES

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies the side for binding and makes 3 holes (using spike and hammer) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Strings the twine through holes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ties the twine tightly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. PASTING MARBLE PAPERS

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Place the bill size outer cover on each sets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Pastes 3 inches width marble paper in such a way to stick cardboard and outer cover | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeps it for drying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

3. Cutting the books using machine**1. ADJUSTING AND SETTING BILL BOOKS ON CUTTING MACHINE**

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Keeps the bill books on the cutting machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Adjusts the hand lever in such a way to keep the bill book correctly for cutting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. OPERATING CUTTING MACHINE

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Operating the lever for pressing in order to prevent the movement of bill books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Operating the cutting machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Cuts 3 sides of bill books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Removes the waste papers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Keeps aside the finished books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

4. Putting Serial number

1. SETTING THE NUMBERING INSTRUMENT

1. Cleans the instrument
2. Checks for ink
3. Adjusts the wheel for setting the numbers

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

2. PUTTING THE SERIAL NUMBER

1. Takes the bill book
2. Prints the serial number upto 100
3. Keeps aside the printed bill books

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

1. ARRANGING

1. Recognizes the name of customer
2. Collects all items/book sets
3. Keeps items on packing table

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

2. PACKING

1. Takes required size of packing paper and thread
2. Stacking all items in packing paper
3. Folds the paper and cover
4. Winds and ties with 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"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. STORING

1. Keeps the bundles in order
2. Puts marks to identify the bundle
3. Stores in the storing 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

__	__	__	__
----	----	----	----

II. WORK RELATED ACADEMICS

1. COUNTING AND MEASUREMENT

- | | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Counts meaningfully upto 100 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Aware of the use of scale/tape | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Measures using a tape/scale | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	__	__	__	__
-------	----	----	----	----

2. EQUIPMENTS

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies the names of equipments used for binding
(cutting machine, compressor, pinning machine, etc) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Names all materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	__	__	__	__
-------	----	----	----	----

3. WORK SCHEDULE

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

Total	__	__	__	__
-------	----	----	----	----

III. SAFETY PRECAUTIONS

1. Operation of equipments

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Operates and tests the functioning of
numbering and cutting machines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes precautions while using machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Anticipates possible hazards in work place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	__	__	__	__
-------	----	----	----	----

2. Handling objects

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Handles carefully the sharp edged items | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes care of the printed materials without damaging them. | <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. Setting printed sheets/papers	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Binding	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cutting books	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Putting serial numbers	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Bundling	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	43	__	__	__	__

2. TASK RELATED ACADEMICS

1. Counting/measurement	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Equipments	2	<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	8	__	__	__	__

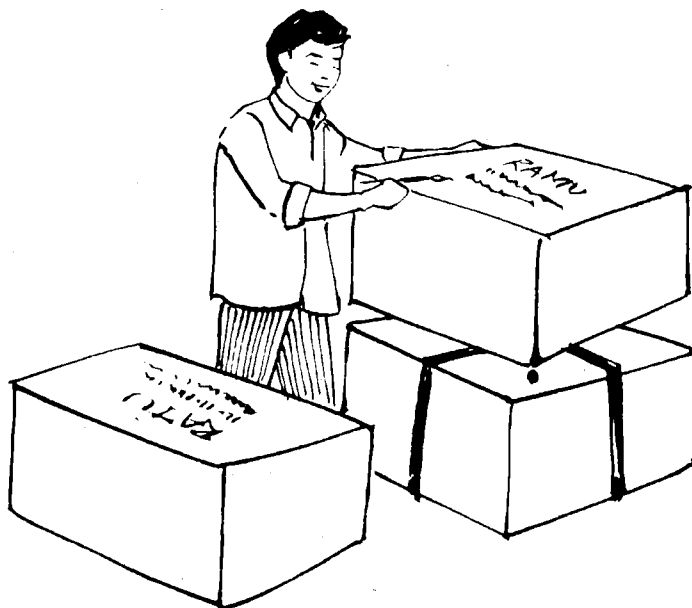
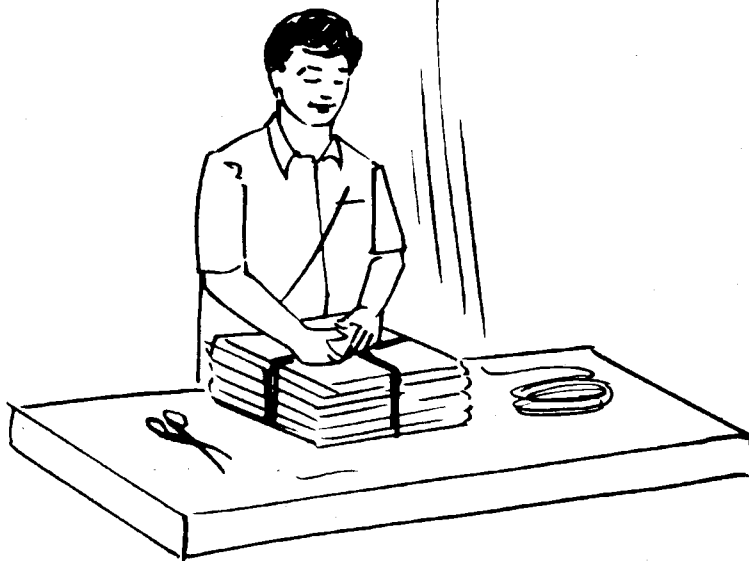
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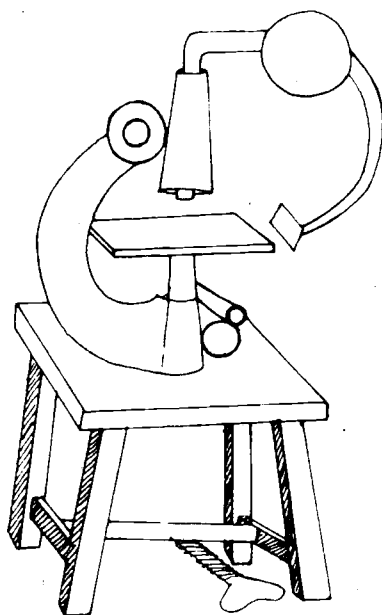
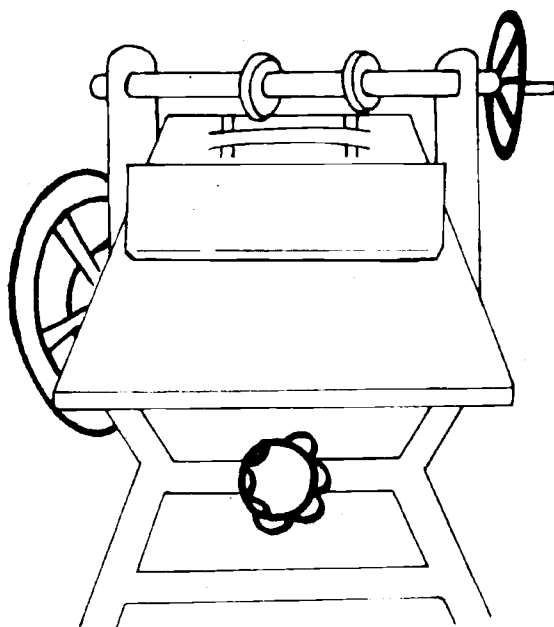
1. Operation of equipments	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Handling objects	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	5	__	__	__	__

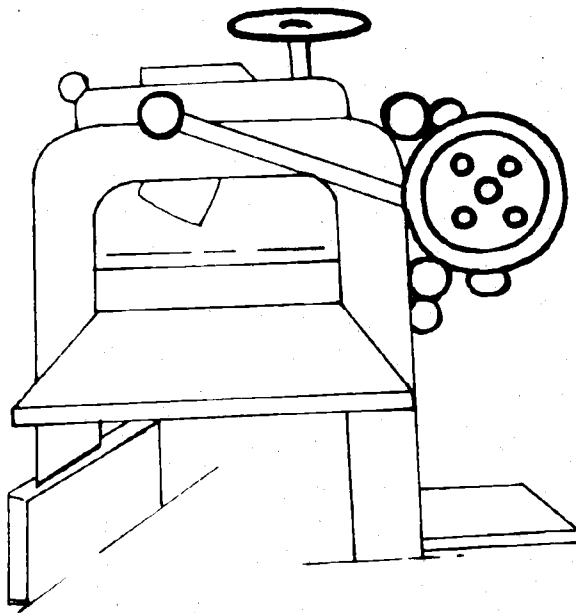
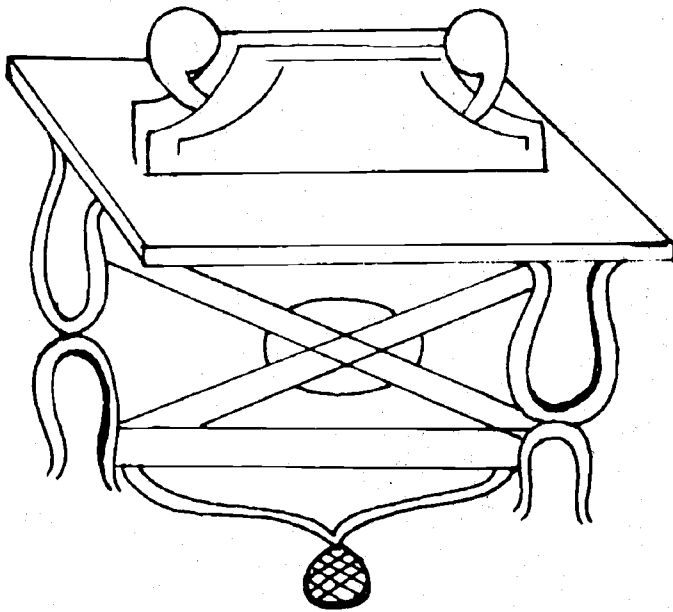
FINAL EVALUATION SHEET

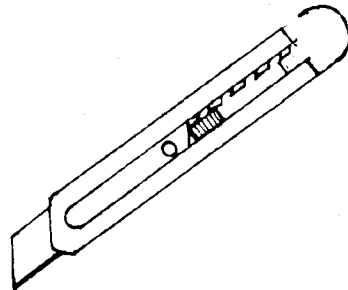
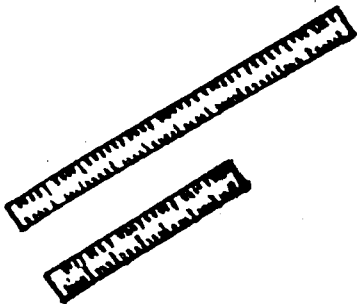
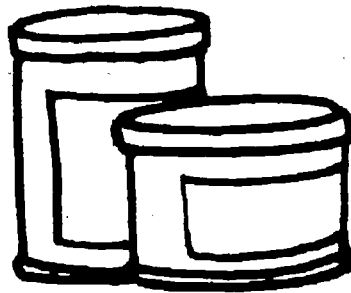
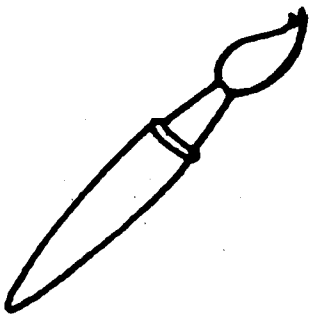
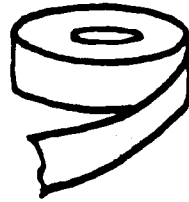
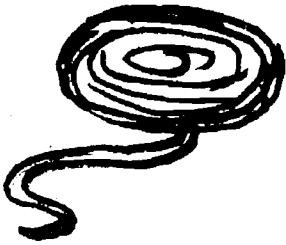
TITLE OF THE COURSE - PRINTING PRESS HELPER

Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : ____ _	
1. Main task areas	43	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	8	<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>56</u>	____ _	
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>	____ _	





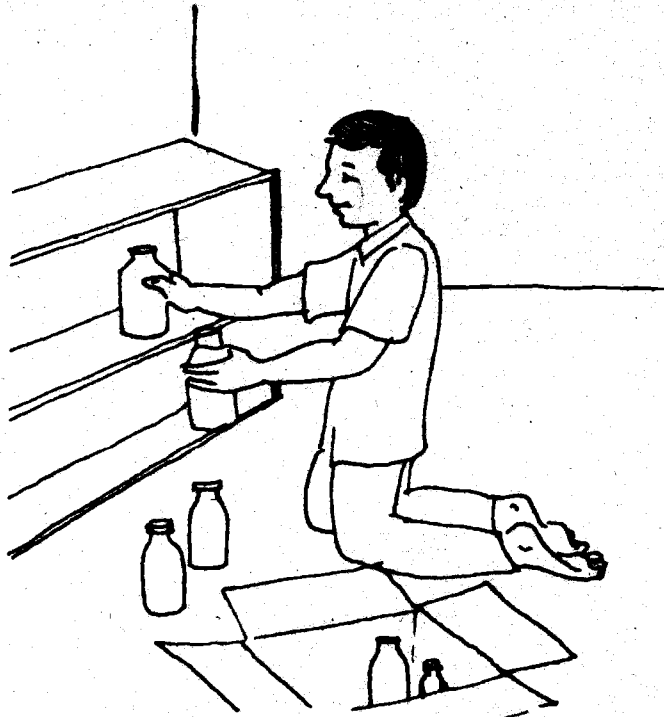




CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

7. WHOLESALE MEDICAL SHOP HELPER



7. WHOLESALE MEDICAL SHOP HELPER

1. JOB TITLE

Helper in wholesale medical shop.

2. JOB DESCRIPTION

A wholesale agency receives various items parcelled. The parcels need to be opened and repacked for retail shops. Unpacking, sorting, stacking, and repacking are continuous manual tasks often found in various wholesale shops. If the persons with mental retardation are able to do these tasks in a whole sale medical shop, no doubt they will definitely be able to do these tasks in various wholesale shops dealing with different items. This curriculum explains the tasks suitable for persons with mental retardation in a wholesale medical shop. The tasks are analysed for training and evaluation.

3. DUTIES OF A WHOLESALE MEDICAL SHOP HELPER

1. Opening parcels
2. Sorting items
3. Packing medicines
4. Attending telephone

4. WORK READINESS SKILLS

The following work readiness skills are identified to work as a helper in a wholesale medical shop.

Tasks

1. Opening Parcels
2. Sorting Items
3. Packing medicines
4. Attending Telephone

Prerequisite skills

- Eye hand coordination
- Ability to follow instructions
- Able to communicate needs
- Matches shapes, colours, numbers
- Does not eat nonedible items
- Awareness of safety

Maintaining physical health and discipline in the work place are also important prerequisite 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 : After placing one month in the work place, observe the behaviour and assess work readiness skills.

6. TEACHER TRAINEE RATIO

Individualized training is needed to train in medical shop. 1:1 ratio is suggested.

7. MODE OF TRAINING

- On the job training is necessary as the trainee has to deal with medicine items, packing, staking etc.
- 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 as a helper in medical shop. 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 ability level of the trainees.

10. TRAINING SCHEDULE - TRANSITION PLAN

A vocational education plan 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.

Time schedule - Transition Plan for Vocational Education

Helper in Wholesale Medical Shop

Duration	Percentage of time in prevocational class room	Skills to be taught in class and community	Percentage of time at work site (Medical Shop)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Opening parcels	<ul style="list-style-type: none"> • Assess on the checklist • Decide the staff responsible • Involve parents
IIInd quarter	50% time	<ul style="list-style-type: none"> • Work related academics • Safety skills 	50%	Sorting	<ul style="list-style-type: none"> • Continue assessment. • Send the evaluation report to parents & Principal of school
IIIrd quarter	25% time	<ul style="list-style-type: none"> • Sex education • Self advocacy 	75%	Packing	<ul style="list-style-type: none"> • Continue assessment.
IVth quarter	---	Employability	100%	Attending Telephone	<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 trainee.

12. EVALUATION / EXAMINATION

Internal : Use the checklist 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. 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 information would help to continue his/her training in specific areas in which the trainee needs further training and exposure.

14. PLACEMENT

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

COURSE CONTENT

Helper in Wholesale Medical Shop

Part - I

1. MAIN TASK AREAS

1. Opening parcels
2. Sorting items
3. Carton packing
4. Cloth stitching

2. TASK RELATED ACADEMICS

1. 2nd grade level academics
2. Equipments and materials
3. Work schedule
4. Attending telephone

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

1. Opening parcels

Date : — — — —

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Cuts straps using a plier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes off the wrapper using a scissor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Finds the flap to open | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Tears off the cellotape | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Takes out the medicines carefully | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Throws the strap and wrapper pieces in the waste basket | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

2. Sorting items

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Separates bottles, straps of tablets, ointments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps carefully medicine bottles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Stacks tablets neatly on racks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Places ointments in the area marked. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

3. Carton packing

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Collects the medicine strips | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Selects the appropriate cartons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Arranges the medicines neatly in the cartons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Closes the flaps, sticks the cellotape | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

Key for scoring

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

4. Cloth stitching

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Collects the cloth, needle and thread | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Covers the carton with cloth neatly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Stiches all sides with needle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
-------	---	---	---	---

II. TASK RELATED ACADEMICS

1. 2nd grade level academics

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Matches shapes, colours, sizes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Reads the alphabet and simple words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Matches the words/labels on medicine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Counts upto 100 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Has concept upto 50 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Copies/writes numbers and words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
-------	---	---	---	---

2. Materials and equipments

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Makes the list of equipments used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Makes the list of raw materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Collects packing items when ever necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Stores in proper place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
-------	---	---	---	---

3. Work schedule

- | | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Prepares work schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Follows the schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Has the concpet of 'over time' | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Tells day, date, month and year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
-------	---	---	---	---

4. Attending telephone

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Aware of the functions of telephone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Lifts the phone when rings (in case the duty is given) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Takes the message | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Conveys the message | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

III. SAFETY PRECAUTIONS

1. Safe use of materials

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Handles the equipments carefully (scissor, knife, blade) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Handles breakable items carefully (bottles, glasses etc) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does not eat any medicines while opening/packing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Takes medicine which is prescribed by the doctor under supervision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

If the trainee has the habits of eating nonedible items, he/she should not be placed in medical shops.

Summative Evaluation - Part - I

Periodical Evaluation

1. Main tasks areas

Dates : ____

1. Opening Parcels	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sorting items	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Carton Packing	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cloth stitching	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>17</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

2. Task related academics

1. 2nd grade level academics	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Materials and equipments	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"/>
4. Attending telephone	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<u>18</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

3. Safety precautions

1. Safe use of materials	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	---	--------------------------	--------------------------	--------------------------	--------------------------

FINAL EVALUATION SHEET

Title of the Course - Helper in Wholesale Medical Shop

Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : ____ _	
1. Main task areas	17	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	18	<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	<div style="border-top: 1px solid black; border-bottom: 1px solid black;">29</div>	<div style="border-top: 1px solid black; border-bottom: 1px solid black;">____ _</div>	
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	<div style="border-top: 1px solid black; border-bottom: 1px solid black;">280</div>	<div style="border-top: 1px solid black; border-bottom: 1px solid black;">____ _</div>	

LIST OF FURNITURE - EQUIPMENTS & MATERIALS

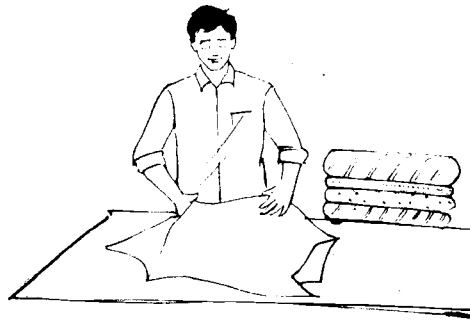
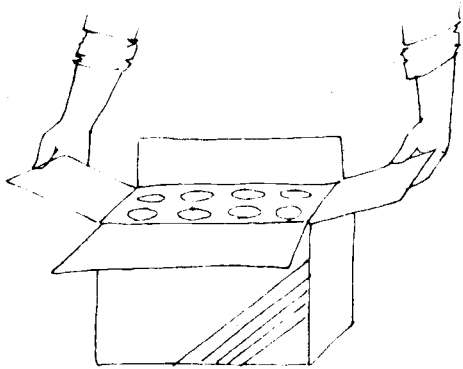
Names	Can Identify	Can Read	Can Write	add the names of other items
1. Blade				
2. Scissor				
3. Knife				
4. Carton				
5. Cloth				
6. Cellotape				
7. Brown paper				

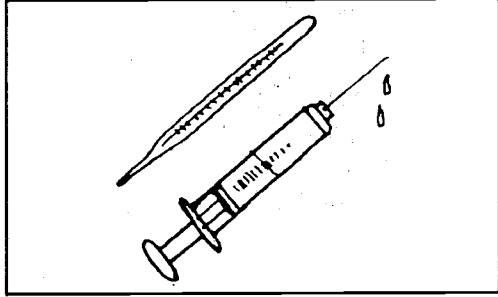
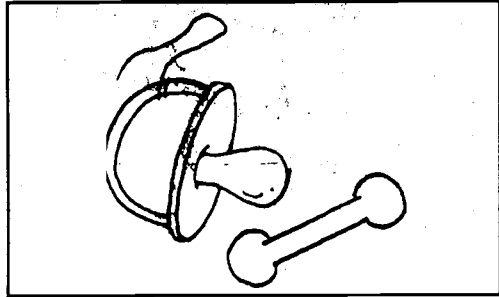
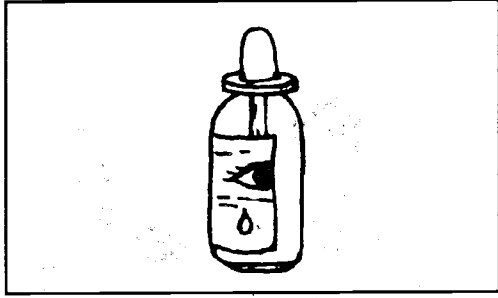
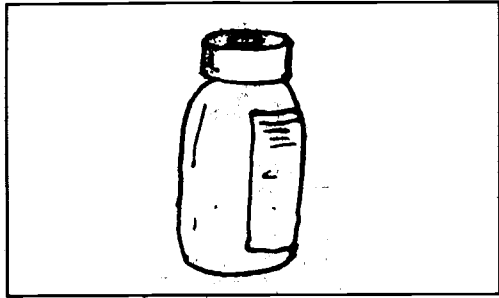
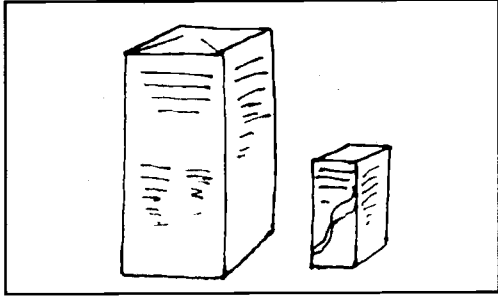
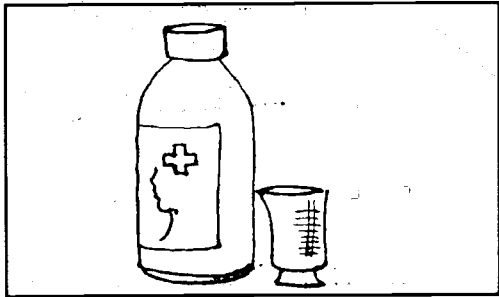
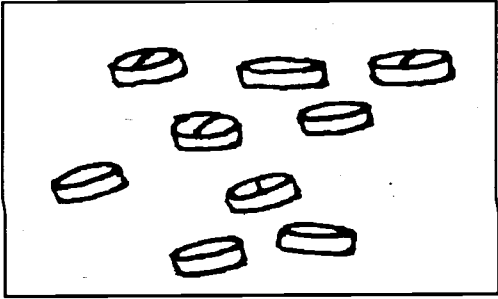
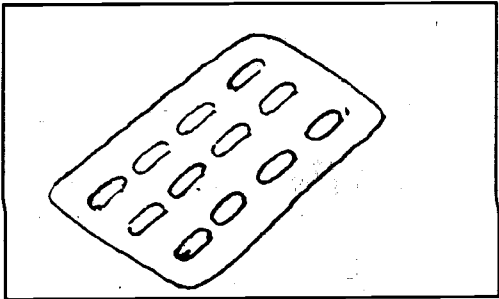
Activity : Tick the items which you have.
Add the names of items which are not mentioned in the list

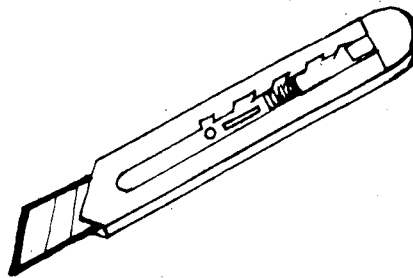
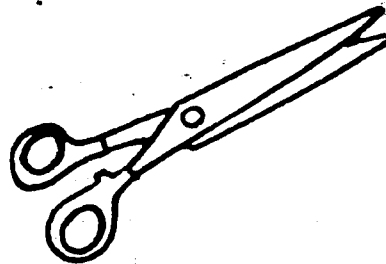
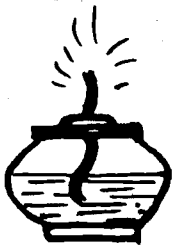
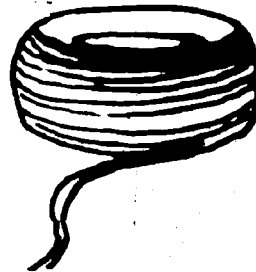
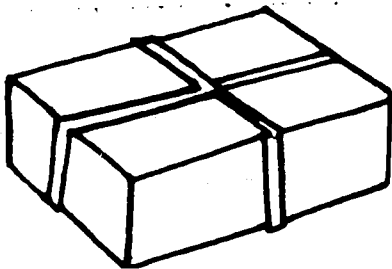
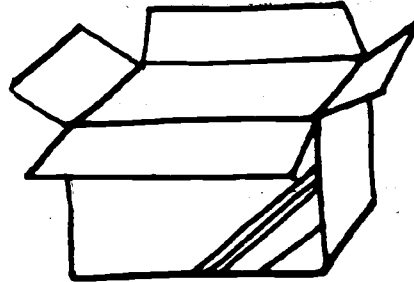
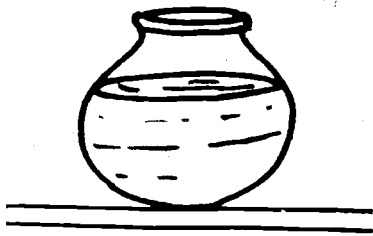
Activities :

Cutting strips
Cutting with blade
Opening
Filling in cartons
Closing
Opening
Carrying
Stacking
Sorting
Transferring
Counting









CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

8. PREPARATION OF STATIONARY ITEMS - COMMERCIAL LINE



8. PREPARATION OF STATIONARY ITEMS ON COMMERCIAL LINE

1. INTRODUCTION

Lekhadeep is a training cum production centre managed by the parents association of Account General's Office Employees for the welfare of the mentally handicapped. It was initiated and organized under the guidance of the National Institute for the Mentally Handicapped, Secunderabad. Lekhadeep was one of the training sites selected for the research project 'transition from school to work'. The students from the special education centre, NIMH, was placed at Lekhadeep and this curriculum was developed as a part of the project.

The stationary items manufactured at Lekhadeep are

1. Note books
2. Scribbling pads
3. Envelops
4. Office file pads
5. Various types of office files

In addition to the vocational education curriculum, this package gives guidelines to organize production centres on commercial line.

1. The need for production centres

As a matter of fact, the students with mental retardation continue their education in special schools irrespective of their age and abilities, due to lack of vocational training and meaningful employment opportunities. There is a great need to organize production centres on commercial line to place and train persons with mental retardation. This will make transition from school to work much easier.

When the persons with mental retardation are paid for their productive work,

- they are better motivated
- they feel worthy of living
- their self esteem improves
- they search better jobs
- they are respected

Above all they become contributing members of the family.

2. How to organize a training cum production centre

The method followed by NIMH to organize training cum production centres on commercial line is given below.

Formation of parents/volunteers group

- * Identify 10-15 adults with mental retardation in a locality within 5 kms radius where the centre is going to be established.
- * Invite the parents and conduct individual and group guidance programmes to make them aware of the needs of their mentally retarded children as they reach 15 years of age.
- * Guide them to organize themselves to form a registered group.
- * Help them to identify, marketable products in their locality and prepare a project.
- * Organize public awareness and fund raising programmes.
- * Select trainers and prepare them to work at the centre.
- * Select trainees and prepare curriculum and start training.
- * Fade out the professionals' assistance as the parents/volunteers group gradually takes the responsibility to run the centre.

Why production on commercial line

- * The large scale production brings profit
- * Out of the profit, the trainers and trainees are paid
- * Within three years time, the centre is expected to become self reliant, if it is run with sufficient outlets for marketing.

2. INFRASTRUCTURE AND MACHINERY

Building and accommodation

- * A multi purpose hall for 30 trainees to sit and engage in various tasks.
- * A hall to install the required machinery ruling machine, cutting machine, high punching machine and machines for stitching/pinning and perforation.

- * Two rooms (20' x 20') to store raw materials and finished goods.
- * An office room with a lobby
- * A kitchen and toilets

With minimum accommodation the centre can effectively function, if there is a regular market for the quality products manufactured by the centre. An open shed with a room for store is enough to make a beginning.

3. Furniture

Work tables for 30 trainees
Tables and chairs for office
Almirahs and racks for storing

If there are no work tables, the trainees can sit on the floor provided mats. Care should be taken in seating arrangements so that appropriate posture can be maintained while they are working.

Sufficient light and air circulation are necessary for healthy work environment.

4. MACHINERY

Automatic ruling machine	-	Rs.	90,000/-	
Cutting machine 26"	-	Rs.	50,000/-	
High punching machine	-	Rs.	75,000/-	
Perforating machine	-	Rs.	5,000/-	
Stitching/pinning machine	-	Rs.	15,000/-	
Compressor	-	Rs.	7,000/-	
Miscellaneous	-	Rs.	15,000/-	
			<hr/>	
			Rs. 2,57,000/-	(approximately 3 lakhs)
			<hr/>	

Caution

Second hand cheap machines are available for sale. These machines may be cheap but cause problems like - continuous repair works, difficulty in operations, low quality of product etc. So it is suggested to procure proper machinery to maintain quality of products.

5. COST OF PRODUCTION, PROFIT AND REMUNERATION - THE RECURRING EXPENDITURE

Remuneration is a part of cost of production. This aspect is highlighted because persons with mental retardation are normally not paid for their productive work. Payment/stipend should not be over looked when cost of production is calculated.

The cost of production includes ;
Cost of raw materials
Trainer's salary/honorarium
Remuneration/wages
Profit
Miscellaneous expenses

Raw materials for books, pads, envelopes and file boards are mainly different types of papers. While selecting raw materials, check the finished items in the market to find out quality of the raw materials and the sale price. This will help to find the differences in cost of production, expected profit and demand in the market. Before producing the items, find the direct consumers and get orders by quoting prices. Avoid middle men in marketing.

A part of profit should be paid as remuneration and the rest is kept for maintenance and introduction of new items.

Encourage the parents of mentally retarded trainees to open a bank account and deposit a part of remuneration in the name of the trainee.

Train them to use pocket money for purchase of personal items and small gifts to family members and friends.

6. TRAINERS, TRAINEES AND TRAINING PROCEDURES

Trainers

Select special educators/vocational instructors/parents/volunteers who are going to be the instructors at the proposed training centre to manufacture the stationary items.

1:10 (1 trainer for 10 trainees) ratio can be followed while appointing trainers. During the initial stage, appoint a skilled person who can prepare the stationary items, for 3 months. This would help the trainers to get well trained by the skilled persons. Include volunteers and parents for training.

Trainees and training procedures required by the trainees

Prerequisite skills

- * Independence in self care skills
- * Eye hand coordination
- * Ability to follow instructions
- * Concept of safety
- * Sense of hygiene
- * Meaningful counting upto 100
- * Matching various shapes and colours
- * Ability to work in a group
- * Ability to engage in activities for 2 hours without disturbing others

Persons with mental retardation above 16 years of age can be selected for the training. The initial assessment can be done on the prevocational check list. The trainee is observed at the work site for 15 days before selecting the tasks to teach on assembly line.

Every trainee may not learn all the tasks in stationary manufacturing, few can count, some can fold, other can paste and selected trainees can operate the machines while others help.

The transition plan can be made as prepared for the jobs as, helpers in various places. (Refer the transition plan for Vocational Education (1 to 6)) Training is a continuous process. Training cum production centres do not aim at only in the training and giving certificates, but also provides remuneration for the productive work of the trainees, training in work related skills and work behaviour. It continues till the trainee leaves the centre.

7. JOB OPPORTUNITIES

As the trainees are engaged in productive work, it is a type of on-the-job training. Till they get a better job opportunity, they will not be send out of the production centre.

The opportunities are rare for the persons functioning at low moderate and severe level for open supported employment.

The persons with mild mental retardation and upper moderate level can work in the following places after training :

- * Printing units attached to the departments like railways, university, public sector industries etc.

- * Printing press managed by private agencies.
- * Commercial units where the stationary items are produced.

Self employment possibilities

The parents/guardians can open units to manufacture the stationary items such as books, covers and pads. Their trained retarded son/daughter/ward can be a great help for these units.

Curricular areas / tasks

The specific areas are worked out in brief and given below

1. Ruling

1. Set paper
2. Apply ink
3. Switch on the plug
4. Pass on the papers one by one
5. Arrange the papers at the other end
6. Check whether the lines are proper
7. Continue pass on papers

2. Binding (books above 100 pages)

1. Decide the pages of the book
2. Count the required paper
3. Fold properly
4. Crease it with the wooden stick
5. Pin in the middle
6. Turn the pages
7. Paste card board
8. Dry, bundle and store

3. Note books below 100 pages without card board covers

1. Decide the pages and size
2. Count the papers
3. Fold properly
4. Crease it
5. Add cover page
6. Pin in the middle
7. Cut 3 sides, bundle and store

(Instead of pinning, books are stitched using thread and needle. But pinning is faster. It is generally used for large scale production.)

4. Scribbling pads

a) Ordinary

1. Decide pages and size
2. Count paper
3. Fold properly
4. Perforate
5. Keep back and front cover
6. Pin it on the machine
7. Cut 3 sides
8. Bundle and store

b) Pads - deluxe spiral binding

1. Decide the pages and size
2. Cut as per requirement (size)
3. Select the spiral
4. Keep the spiral binding machine in order
5. Make holes on the paper
6. Keep front and back cover
7. Insert the spiral and papers
8. Operate the machine to bind
9. Cut the sides if needed

c) Pads without perforation

1. Decide the pages and size of the pad
2. Cut according to the size
3. Set the papers
4. Paste the paper (top side) after setting
5. Paste the back cover
6. Paste the front cover
7. Dry, bundle, pack and store

5. Envelops

1. Decide the size of the envelopes
2. Select appropriate die
3. Set the paper on the machine
4. Keep the die without wasting paper
5. Operate machine
6. After punching take out the cut paper
7. Fold properly
8. Paste
9. Dry, count, tie and store

6. Office file pads

1. Cut card board (required size)
2. Cut the calico corners
3. Paste the corners on 4 sides
4. Cut the calico flaps
5. Paste the flaps on card board
6. Paste brown paper (back side)
7. Paste brown paper (front side)
8. Dry - avoid hot sun
9. Cut the tape - required size
10. Insert the tape on the file board
11. Check the quality and store

The tasks involved in book binding, envelopes and scribbling pads preparation are analysed in detail and given in this package.

9. EVALUATION / EXAMINATION

Internal : Use the checklist for preparation of stationary items 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.

10. 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 his/her training in specific areas in which the trainee needs further training and exposure.

Cost of production for making envelopes

Craft paper (brown cover) of 80 gsm thickness

1 ream - Rs. 960/-

4" x 6" size (SE*4)

10,000 envelopes of 4" x 6" size can be made out of 1 ream craft paper

each envelop cost - Rs. .15

sale price - Rs. .22

Sale price for 10,000 envelopes - Rs. 2200.00

raw material cost - Rs. 1500.00

Profit - Rs. 700.00

9" x 4" size (SE 5) envelop

8000 envelopes of 9" x 4" size can be made out of 1 ream craft paper

each envelop cost - Rs. .15

sale price - Rs. .30

8000 envelopes - Rs. 2400.00

raw material cost - Rs. 1200.00

Profit - Rs. 1200.00

11" x 5" size (SE 6)

6000 envelopes of 11" x 5" size can be made out of 1 ream craft paper

each envelop cost - Rs. 0.20

sale price - Rs. 0.40

Sale price of 6000 envelopes - Rs. 2400.00

raw material cost - Rs. 1200.00

Profit - Rs. 1200.00

Supervisory charges and miscellaneous expenses are not calculated. This has to be included while calculating cost of production.

COURSE CONTENT

Preparation of Stationary Items

Part - I

1. MAIN TASK AREAS

Book binding

1. Ruling
2. Collecting materials
3. Setting the paper size 30"x24"
4. Cutting the paper to make two sets 15"x24"
5. Folding the papers/counting sheets
6. Pinning
7. Folding the papers to the book size
8. Pasting the straw board
9. Pasting calico ribbon
10. Applying labels
11. Cutting the books to size 7 1/2"x5 1/2"

Preparation of scribbling pads

1. Folding the paper
2. Punching the lined holes (perforation)
3. Straw board cutting
4. Placing straw board and covering paper
5. Stapling
6. Pasting of marble paper on pinned area
7. Cutting the pad size (trimming)

Preparation of envelopes

1. Collecting materials from the store
2. Cutting the paper
3. Folding the sides of envelope
4. Applying the gum
5. Counting and packing

2. TASK RELATED ACADEMICS

1. Equipments and materials
2. Basic concepts
3. Work schedule

3. SAFETY PRECAUTIONS

1. Operation of equipments

Part II

1. BASIC ACADEMICS

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

2. WORK PLACE BEHAVIOUR

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

3. EMPLOYABILITY

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

4. SEX EDUCATION

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

5. SELF ADVOCACY

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

PART - I

BOOK BINDING

Periodical Evaluation

I. MAIN TASK AREAS

Date _ _ _ _

1. Ruling

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Sets the papers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Arranges the papers on the ruling machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Sets the threads according to the lines needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Applies ink | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Switches on the plug | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Passes on papers one by one | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Arranges the papers one by one | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Checks the lines are proper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Removes the papers not lined properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Continues pass on papers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Switches off the plug if any problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Whenever needed, applies ink | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Continues the work till all the papers ruled | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _ _ _ _

2. Collecting materials

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Informs the person incharge regarding the required amount of papers, card board, labels, calico sheets and gum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Goes to the stores and picks up the required materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Brings all the materials to the work place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Places the materials separately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _ _ _ _

Key for scoring

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

3. Setting the paper size 30" x 24"

1. Takes a bunch of paper in hand
2. Sets them properly by adjusting the sides
3. Keeps these paper separately

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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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4. Cutting the paper to make two sets 15" x 24"

1. Takes the set papers to the machine room
2. Places them on the table
3. Marks on the top of the paper where exactly it should be cut (use tape)
4. Keeps the papers on the cutting machine table
5. Adjusts the gear guide and set the papers (the marking just below the blade)
6. Applies the pressure by rotating the top wheel clockwise, and see the papers are pressed just on the marking
7. Operates the machine
8. Once the paper is cut and blade moves back put off the machine
9. Releases the pressure
10. Takes out the paper in two sets of equal sizes

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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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5. Counting and folding sheets

1. Keeps the bundle of cut papers on the table
2. From the bundle takes 24 sheets by counting
3. Sets the papers properly on all four sides
4. Folds the papers together to half size
5. Presses the fold with a roller
6. Keeps the folded papers separately
7. Repeats the process till completes all the sets

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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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6. Pinning

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes the bundle of folded papers to the pinning machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes position of the work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Takes one set of folded paper and places it on the pinning table | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Adjusts the paper to get the pinning done at exact locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Takes out the pinned papers and places it separately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Repeats the process on other sets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total | — | — | — | — |

7. Folding the papers to book size

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Carries the sets to the working table | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes one set of pinned papers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Pinned equally in the middle lengthwise when it is exactly pinned | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Folds the loose sides to the opposite direction so that the pin remains at one end (side) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Compresses the fold with roller | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Places the pressed papers aside | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Repeats the process on all sets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total | — | — | — | — |

8. Pasting the straw board

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Places the "cut into size straw board pieces" and gum on the table | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes out required gum from the container | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Applies the gum on the outer most paper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Takes the straw board and presses it on the gummed surface leaving a small edge at the pinned size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Applies pressure to stick | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. Turns the book to other side | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Applies gum on the outermost paper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Keeps another piece of card board on the gummed surface | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Applies pressure to set it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Leaves it for drying under the fan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Repeats the process on other books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

9. Pasting calico ribbon

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes hold of the calico strip cut into size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Applies gum on one surface of the calico | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeps one book pad in position | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Applies gummed calico on the pinned side over lapping both straw board ends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Keeps it for curing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

10. Applying the labels

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Keeps required amount of printed labels for both sides on the table | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes one label sheet to be applied in the front | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Applies gum on the plain side of the label | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Places the label properly on the card board | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Turns the book to other side | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Takes another label sheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Applies gum on the other side | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Applies label on the straw board in the same manner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Leaves the book pad for drying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

11. Cutting the books to size - 7.5" x 5.5"

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes the dried book pads to the cutting machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes a set of 5 book pads | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Places them on the cutting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Marks the exact size on the book where it should be cut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Adjusts the gear guide and sets the books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Applies the pressure plate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Operates the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. As the books are cut into 2 sections and the blade moves back, put off the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Releases to pressure plate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Takes out one set of sized books | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Adjusts the other set of books, turn sides | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Cuts uneven sides to give finished look | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Repeats the process on all sides | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

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PREPARATION OF SCRIBBLING PADS

1. Folding the paper

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. First counts the required number of sheets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps the set of counted sheets aside | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Matches sheet ends together holding in hand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Folds them together to first half size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Makes the second fold to quarter size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Repeats the process on all the sheets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

__	__	__	__
----	----	----	----





2. Punching of lined holes (perforation)

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes the folded set of paper to the perforation machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Holds few folded papers in hand and insert one end into the perforation slot | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Holds them properly to maintain level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Keeps one foot on the machine pedal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Gives a stroke on the pedal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Releases the pedal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Removes the punched paper out | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Places the set separately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Repeats the process on all folded sheets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

___ _ _ _

3. Straw board cutting

- | | | | | |
|---|---|---|---|---|
| 1. Takes straw board sheet of any size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Measures and marks the required size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Takes the board to the cutting machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Adjusts the rear guide to required size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ability to press plate on the sheet, by rotating the top wheel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Operates the cutting machine manually/electrical | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Once the paper is cut and the blade moves, put off the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Releases the pressure plate |  |  |  |  |
| 9. Takes out the cut straw board sheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Marks the other sides | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Adjusts the rear guide as per the marking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Applies the pressure plate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Operates the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. As the blade moves back release the pressure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Takes out the well cut cardboard pieces and straw board pieces to the work place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

4. Placing straw board and covering paper

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Keeps a set of perforated papers on the table | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Places the sized straw board under the set of papers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Places a wrapper sheet on the perforated papers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Sets them properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

5. Stapling

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Holds the set of paper properly in hand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes it to the stapling machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Places the set on the stapling machine | | | | |
| adjusting where exactly it should be pinned | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Holds it properly to avoid displacement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Keeps the right leg on the pedal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Gives a quick stroke on the pedal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Releases the pedal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Moves the set for second pin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Repeats the actions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Takes out the pinned book pad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Takes it to the working table | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

6. Pasting marble paper on pinned area

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes a piece of marble paper which is cut to size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Applies gum on the plain side of the marble paper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Paste it on the book covering the pinned area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Presses the book pad in a pressing machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Takes ant from the machine after few hours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
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7. Cutting the pad to size (trimming)

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Carries the proposed book pad to the cutting machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Adjusts the rear guide for right setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Places 4-5 pads and applies pressure plate leaving 5 mm edge to be cut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Cuts the irregular extra material by putting on the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. As the blade moves back put off the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Releases the pressure plate and takes out the pads | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Again adjusts the rear guide to cut the side edges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Places the pads side wise under the blade | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Applies pressure plate leaving small edge to be cut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Puts on the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. As the blade moves back puts off the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Releases the pressure plate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Takes out the finished scribbling pads | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
-------	---	---	---	---

PREPARATION OF ENVELOPS

1. Collecting materials from the store

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Gets permission from the incharge to get the materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Goes to the store and picks up the needed amount of paper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Picks up the appropriate dies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Takes the material to the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

2. Cutting the paper

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Sets the paper properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps the paper on the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeps the appropriate die on the paper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Operates the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Once the paper is cut properly, puts off the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Slides the surface plate out | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Lifts the die and removes the paper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Keeps the cut papers in a tray | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Repeats the process till all the papers are cut | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

3. Folding the sides of envelop

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Transfers the cut papers to the work place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps the papers on the table to work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Takes the gum in a container | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Lifts one cut paper from the heap and places it on the desk properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Folds the left flap of the paper on the folding edge slightly overlapping the left flap edge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Checks the folds are straight | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

4. Applying the gum

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Opens the right flap of the folded paper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Applies gum on the inner edge of the flap length wise | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Folds the right flap again and gently presses it on the upper edge of the left flap | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Turns the cover to position to fold the third flap at the bottom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Folds the narrow bottom flap to position | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Opens the flap and applies the gum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Folds it again and gently presses it overlapping already folded right and left flaps. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Checks all the flaps are properly stick | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Folds the shutter flap on the top | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Place the finished papers in a tray | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐ ☐ ☐ ☐

5. Counting and packing

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Counts 50-100 envelops correctly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Holds them in the hands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Applies a bend or proper strips around them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Keeps the bundle in the stores | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Places it on the rack | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐ ☐ ☐ ☐

II. TASK RELATED ACADEMICS

1. Equipments and materials

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies the equipments (high punching machine, dies, cutting machine, perforating machine, etc) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Identifies the raw materials (paper, gum,etc) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Oils and wipes the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total ☐ ☐ ☐ ☐

2. Basic concepts

- | | | | | |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Matches shapes/colours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Discriminates big/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. Discriminates colours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

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 the work place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Keeps everything in order after the work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

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

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Aware of danger in handling machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps away from machine if he/she has fits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Handles dies carefully because it has sharp edges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Takes medicines under supervision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

SUMMATIVE EVALUATION - PART - I

1. MAIN TASKS AREAS		Periodical Evaluation Dates : — — — —			
Book binding					
1. Ruling	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Collecting materials	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Setting the paper size 30"x24"	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cutting the paper to make two sets 15"x24"	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Folding the papers/counting sheets	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Pinning	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Folding the papers to the book size	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Paste the straw board	11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pasting calico ribbon	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Applying the labels	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Cutting the books to size 7 1/2"x5 1/2"	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	88	—	—	—	—
Preparation of scribbling pads					
1. Folding the paper	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Punching the lined holes (perforation)	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Straw board cutting	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Placing straw board and covering paper	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Stapling	11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Pasting marble paper on pinned area	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cutting the pad size (trimming)	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	63	—	—	—	—
Preparation of envelopes					
1. Collecting materials from the store	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Cutting the paper	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Folding the sides of envelop	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Applying the gum	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Counting and packing	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	34	—	—	—	—
2. Task related academics					
1. Equipments and materials	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. Operation of equipments	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FINAL EVALUATION SHEET

Title of the Course - Preparation of Stationary Items

Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : ____ _	
1. Main task areas			
Book binding	88	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Preparation of scribbling pads	63	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Preparation of envelopes	34	<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	200	-----	
Part - II			
1. Basic academics	18	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Work place behaviour	150	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Employability	20	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Sex education	62	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. Self advocacy	30	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	280	-----	

Major Activities

Cutting
Counting
Folding
Pasting
Drying
Setting
Packing
Raw Materials

Various types of envelops

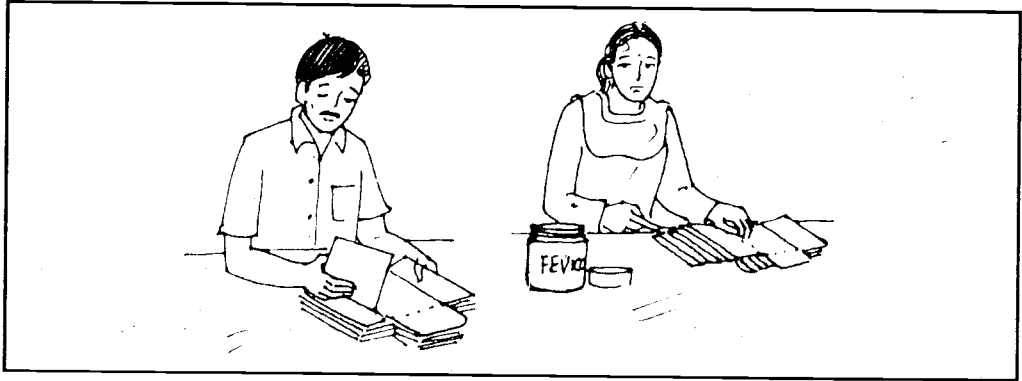
Cloth cover
Window cover
Ordinary envelops

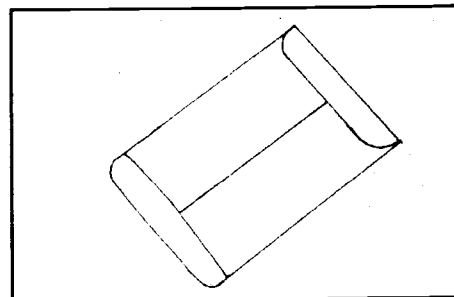
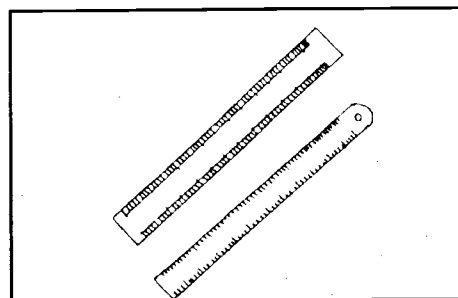
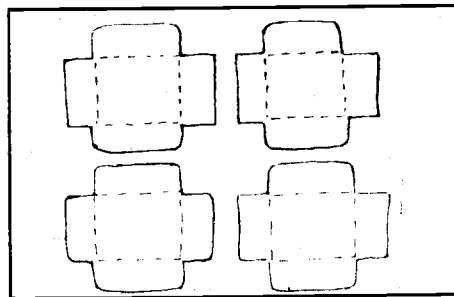
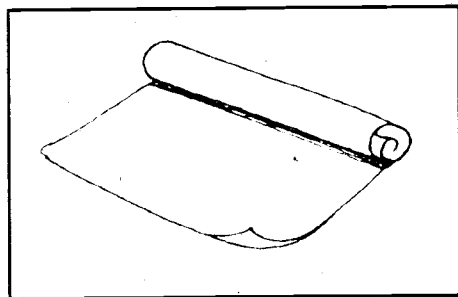
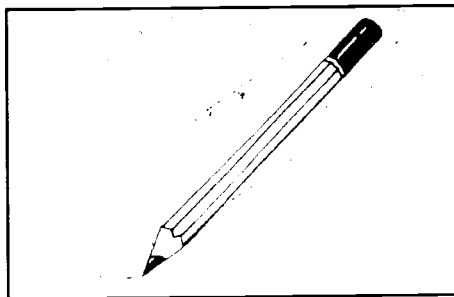
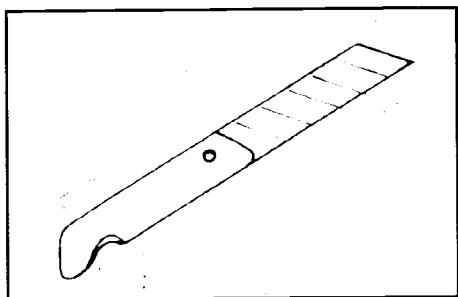
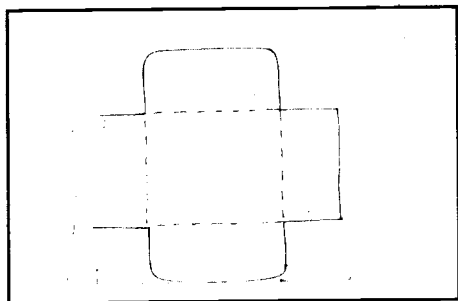
Raw Materials

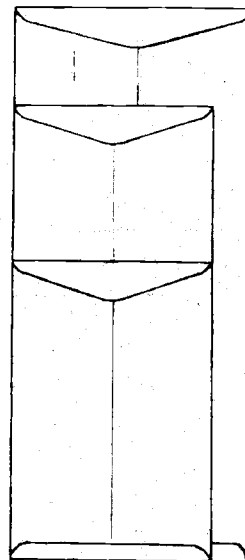
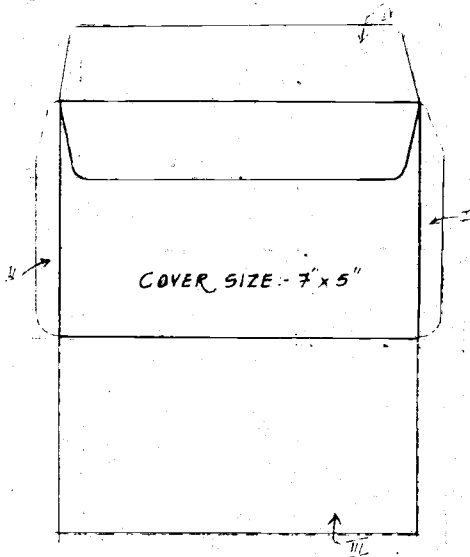
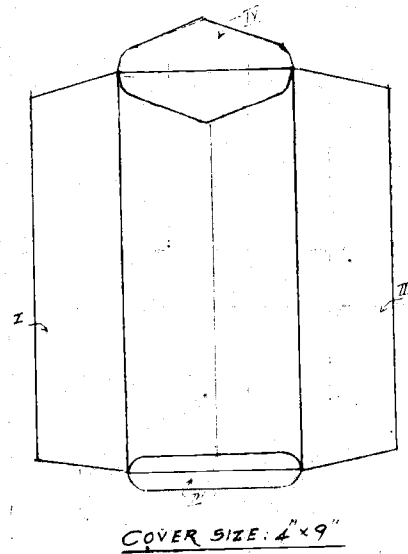
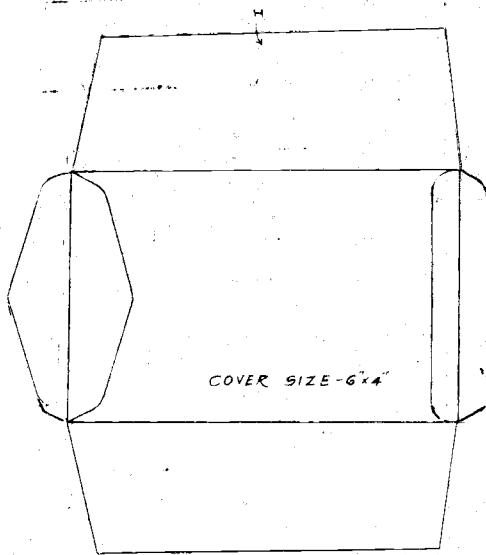
Brown paper
White paper
Straw board
Gum
Stove
Vessels to prepare gum
Materials to prepare gum
Towel
Small bowls
Soap

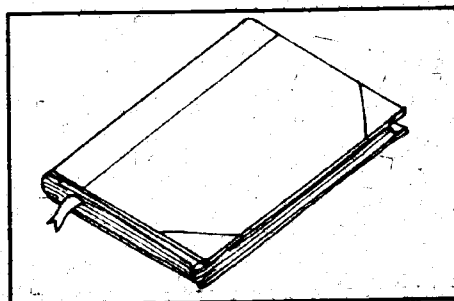
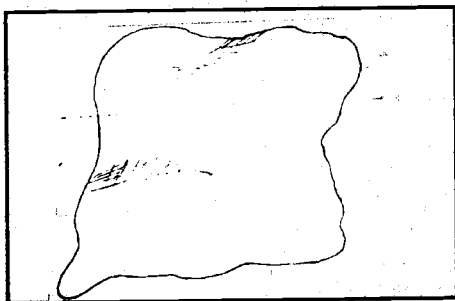
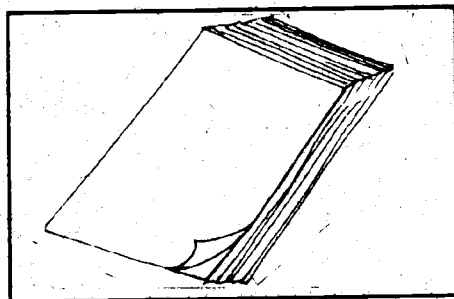
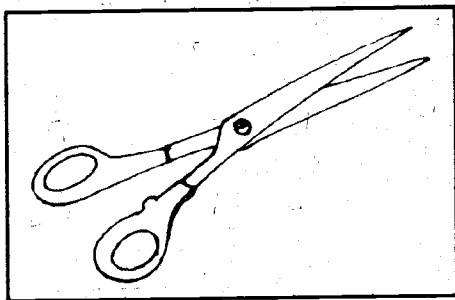
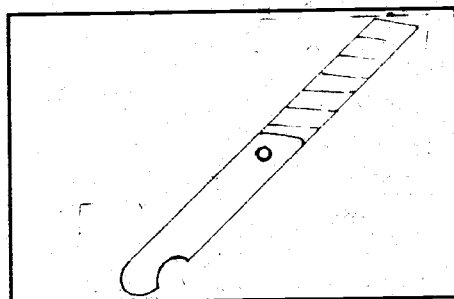
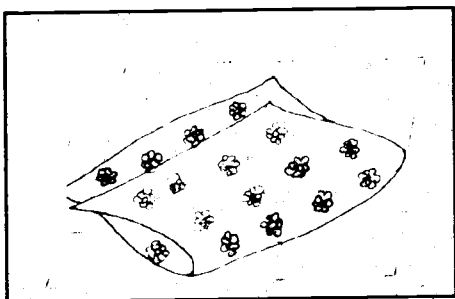
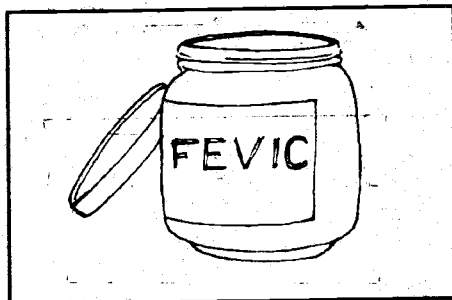
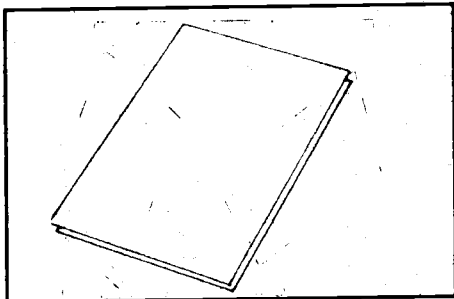
Machines

High punching machine
Ruling machine
Cutting machine
Perforating machine
Creasing machine
Various types of dies

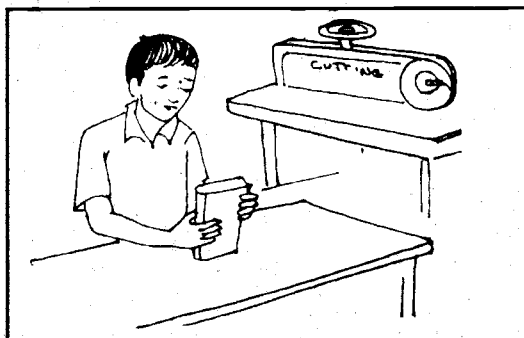
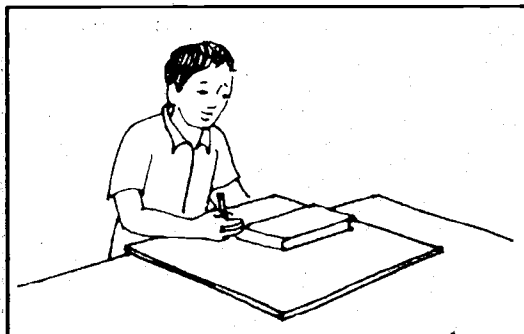
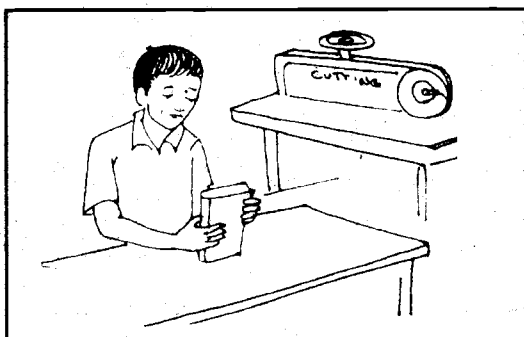
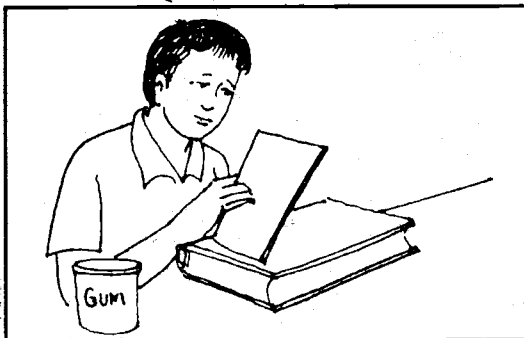












CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

9. UMBRELLA ASSEMBLING



9. UMBRELLA ASSEMBLING

1. JOBTITLE

Umbrella Assembling

2. JOB DESCRIPTION

Umbrella assembling is a tried out semiskilled suitable job for persons with mental retardation. If the tasks are introduced step by step, the persons with mental retardation are able to assemble the various parts and finish the work independently. It has been tried out in Kerala. The trained persons can be employed in places where umbrellas are prepared. Self/home based employment is also possible. They can take up umbrella repair work also.

3. MAIN TASKS IN UMBRELLA ASSEMBLEING

1. Joining frame
2. Stitching
3. Fixing handle
4. Checking
5. Covering and storing
6. Repairing

4. WORK READINESS SKILLS

The following work readiness skills are identified for umbrella assembling.

Tasks

1. Joining Frame
2. Stitching
3. Fixing handle
4. Checking
5. Covering and storing
6. Repairing

Prerequisiste Skills

- Eye hand coordination
- Ability to follow instructions
- Aware of safety skills
- Normal vision
- Concept of size, colour etc.
- Handles materials carefully

5. ADMISSION CRITERIA

Age : 16 years and above

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

Observation : After placing one month in umbrella assembling unit, assess the work readiness skills and interest of the trainee.

6. TEACHER TRAINEE RATIO

It is suggested to have one or two trainees (with mild mental retardation) at a time to teach Umbrella assembling. The training can be given in a formal way to the trainees under a supervisor of the centre. As and when they learn the tasks, more trainees can be added.

7. MODE OF TRAINING

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 for the job of Umbrella Assembling. Part II helps the trainees to acquire adult living skills.

9. DURATION

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

10. TRAINING SCHEDULE - TRANSITION PLAN

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

11. REINFORCEMENT

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

Time schedule - Transition Plan for Vocational Education

Umbrella Assembling

Duration	Percentage of time in prevocational class room	Skills to be taught in class and community	Percentage of time at work site	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	<ul style="list-style-type: none"> • Selecting parts • Joining frame 	<ul style="list-style-type: none"> • Assess on the checklist • Decide the staff responsible • Involve parents
IIInd quarter	50% time	Work related academics Safety skills	50%	Fixing handle	<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%	Covering & Storing	<ul style="list-style-type: none"> • Continue assessment.
IVth quarter	—	Employability	100%	Repairing	<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 trainee.

12. EVALUATION / EXAMINATION

Internal : Use the checklist for Umbrella Assembling 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 his/her training in specific areas in which the trainee needs further training and exposure.

14. PLACEMENT

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

COURSE CONTENT

Umbrella Assembling

Part - I

1. MAIN TASK AREAS

1. Selecting parts
2. Joining frame
3. Stitching
4. Fixing handle
5. Checking
6. Covering and storing
7. Repairing

2. TASK RELATED ACADEMICS

1. Materials and equipments
2. 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

1. Selecting parts

Date : — — — —

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes out the box containing tools for work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes out the materials (parts of umbrella assembling set) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Selects the materials appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

2. Joining frame

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes hole on ready made umbrella cloth to fix the top of the frame | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps the flat liner on outward stem of the frame | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

3. Stitching

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Keeps the cloth on the liner through hole | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Fixes up the cap by screwing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Selects the black twine needle and string | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Stitches 6 corners of cloth to the holes in corresponding rods of frame. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Stitches the cloth with middle part of first arm of the rod tightly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Stitches the cloth on the first joint of frame. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Stitches the middle part of the upper fold | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

Key for scoring

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

4. Fixing handle

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Selects the handle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Inserts the button hole of the upper part of the handle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Joins the trunk of umbrella to handle by pressing by hammer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Fixes the nail through the ready made hole in it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Cuts the excess part of nail from other side by plier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Fixes the lower part of handle by screwing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

5. Checking

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Opens the umbrella | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Traces each and every joints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Verifies the perfection by closing and opening the umbrella | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

6. Covering and storing

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Rolls the umbrella properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Fastern the band | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Inserts the umbrella in the cover | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Keeps the umbrellas in the storing place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

7. Repairing

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies the problem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Selects the materials appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Repairs the umbrella neatly (Changing umbrella cloth, stitching, changing broken rod etc) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

II. TASK RELATED ACADEMICS

1. MATERIALS AND EQUIPMENTS

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Aware of the equipments used for umbrella assembling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Names the materials used for umbrella assembling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. matches correctly as per the size of the frame and the cloth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

2. WORK SCHEDULES

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

Total

III. SAFETY PRECAUTIONS

1. Safe use of materials

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Names the materials used for assembling the umbrella | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Aware of the use of the materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Follows the instructions carefully if given | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Handles the materials with care and caution | <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. Selecting parts	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Joining frame	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Stitching	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Fixing handle	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Checking	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Covering and storing	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Repairing	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total	<u>28</u>	____	____	____	____
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2. TASK RELATED ACADEMICS

1. Equipments and materials	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work schedule	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total	<u>5</u>	____	____	____	____
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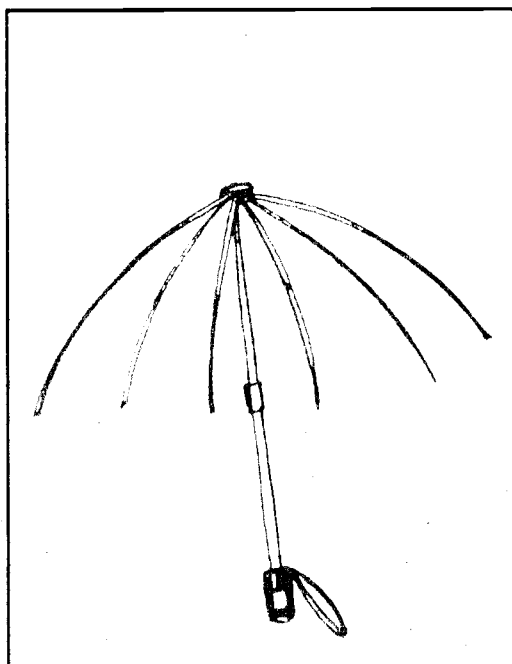
3. SAFETY PRECAUTIONS

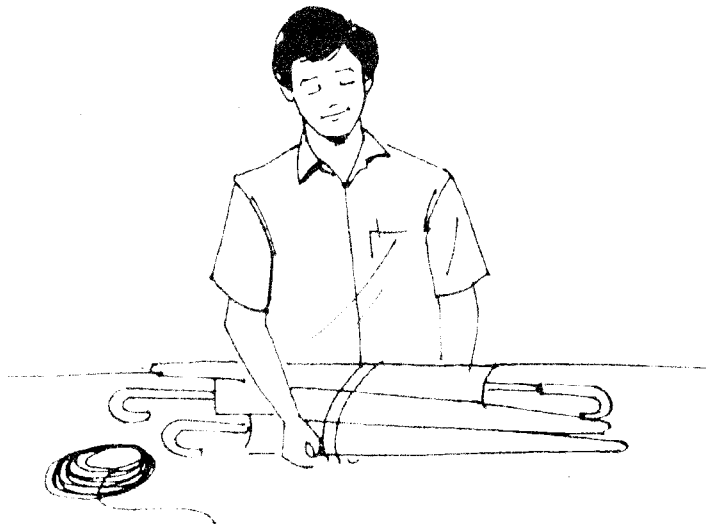
1. Safe use of materials	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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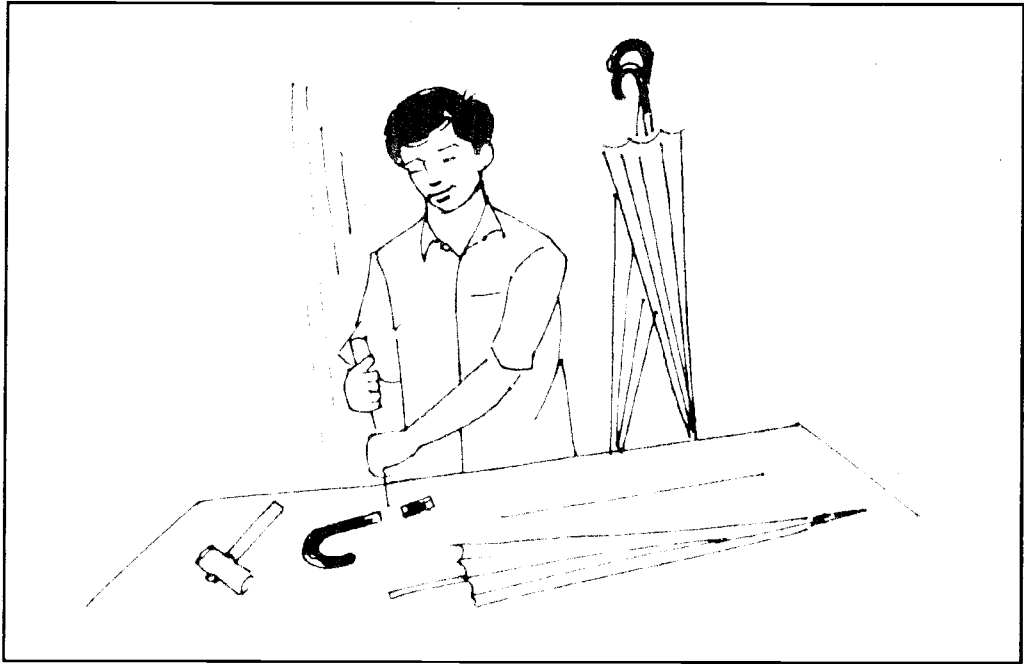
FINAL EVALUATION SHEET

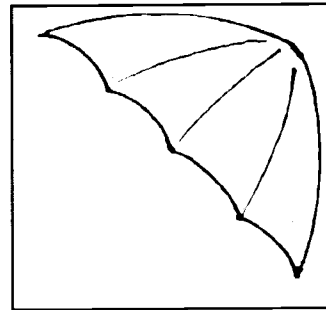
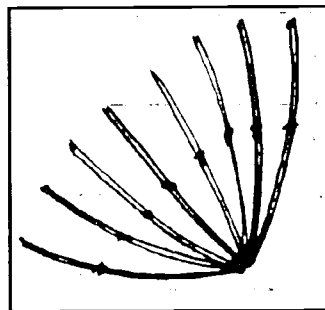
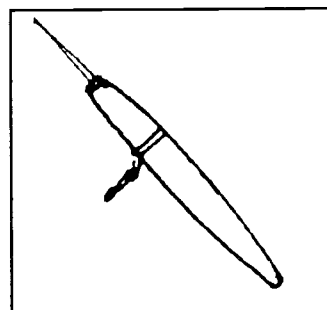
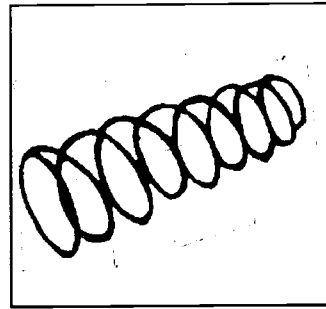
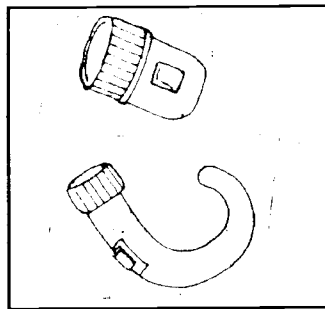
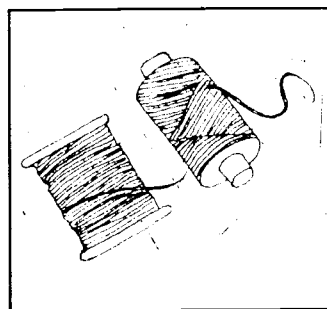
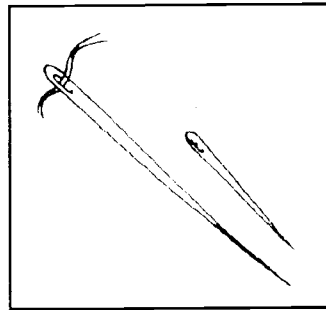
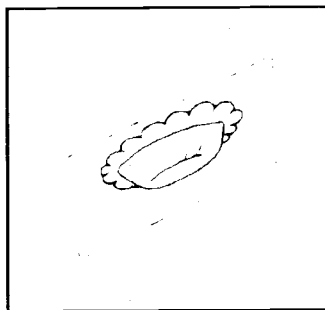
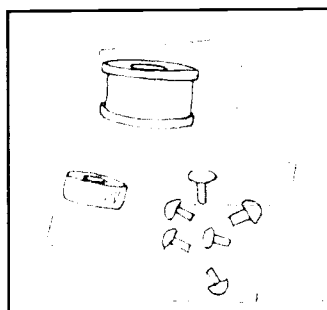
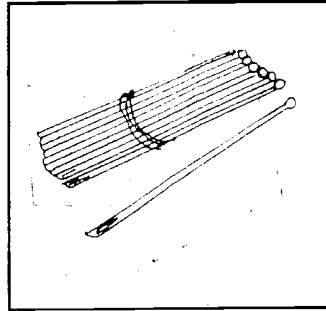
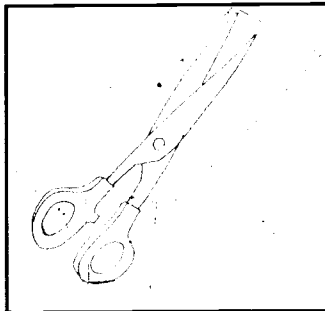
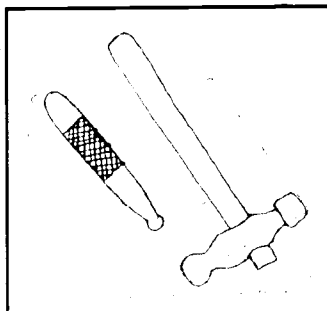
TITLE OF THE COURSE - UMBRELLA ASSEMBLING

Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : ____ _	
1. Main task areas	28	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Safety and precautions	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	<u>37</u>	____ _	
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>	____ _	









CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

10. TAILORING



10. TAILORING

1. JOB TITLE

Tailoring Helper

2. JOB DESCRIPTION

Tailoring is a skilled job. It includes simple as well as complex tasks. It was found that persons with mild mental retardation and border line intelligence are able to learn tailoring to a certain extent. The simple tasks are identified and listed in this package. As it is meant for high functioning mentally retarded persons, step wise task analysis is not done in this package. Based on the capacity, the trainer should select the task, train and evaluate on the checklist.

3. TAILORING - TASKS IDENTIFIED

1. Hand stitching
2. Machine stitching
3. Embroidery stitching
4. Items stitched by machine
5. Machine cleaning
6. Ironing stitched cloths

4. WORK READINESS SKILLS

The following work readiness skills are identified for the job of tailoring.

Tasks	Prerequisite skills
1. Hand stitching	- Eye hand coordination
2. Machine stitching	- Normal vision
3. Embroidery stitching	- Pincer grasp
4. Items stitched by machine	- Normal hand functioning
5. Machine cleaning	- Sense of hygiene

6. Ironing stitched cloths

- Following instructions
- Communicating needs
- Adjusting in a group learning situation
- Avoiding dangerous and hazardous situations

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

5. ADMISSION CRITERIA

Age : 16 years and above

Preliminary activities can be initiated at prevocational level. The interest and work readiness skills are assessed at this period.

6. TEACHER TRAINEE RATIO

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

7. MODE OF TRAINING

After teaching preliminary items, a tailoring unit is suggested for training. The trainer should select the task as per the capacity of each trainee. Task related academics can be introduced in the class

8. CURRICULUM

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

9. DURATION

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

10. TRAINING SCHEDULE - TRANSITION PLAN

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

11. REINFORCEMENT

Token economy and piece rate payment system may be used to motivate and sustain the interest of the trainees.

12. EVALUATION / EXAMINATION

Internal : Use the checklist for tailoring for initial assessment, 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. Each task has to be task analysed while training. The task analysis will help to decide the percentage of achievement.

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

13. CERTIFICATION

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

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

14. PLACEMENT

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

COURSE CONTENT

Helper in Tailoring

Part - I

1. MAIN TASK AREAS

1. Hand stitching
2. Machine stitching
3. Embroidery stitching
4. Items stitched by machine
5. Machine cleaning
6. Ironing stitched cloths

2. TASK RELATED ACADEMICS

1. Materials and equipments
2. 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 & Parenthood
7. Leisure time & Recreational activities

5. SELF ADVOCACY

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

PART - I

I. MAIN TASK AREAS

Periodical Evaluation

1. Hand stitching

Date :

— — — —

- | | | | | |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Folding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Running stitch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Hemming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Stitching buttons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Stitching button holes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Stitching hooks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Stitching loop | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

2. Machine stitching

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Running the machine properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Fixing the needle in the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Fixing the bobbin at the place indicated in the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Threading the needle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Straight stitching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Joining two pieces of clothes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

3. Embroidery stitching

- | | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Stem stitching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Chain stitching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Cross stitching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

Key for scoring :

I - Independent, M - Modelling,

VP - Verbal Prompting, PP - Physical Prompting, TD - Totally Dependent

4. Items to be stitched by machine

- | | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Kerchief | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Table napkins | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Pillow cover | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Saree peticoat | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

5. Machine cleaning

- | | | | | |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Opens various parts of the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Applies oil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Wipes with cloth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Closes with cover | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

6. Ironing stitched cloths

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Sprinkles water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Irons with electric or nonelectric iron | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Folds appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

II. TASK RELATED ACADEMICS

1. Materials and equipments

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies all the parts of the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Names the parts of the machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Names the materials used cloth, thread, needle, scissors, measuring tape etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

2. Basic concepts

- | | | | | |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Matches colours and shapes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Selects matching thread to stitch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Measures centimetre, inch, metre | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Has number concept upto 100 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does simple calculations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

3. Work schedule

- | | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads the work schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Follows the schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Tells day, date, month and year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

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

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes help when using tailoring machine (if problem arises) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps hands and fingers at a safer distance when the machine is running | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Handles needle and scissors carefully | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Keeps the clothes and items carefully as the items are to be returned after stitching | <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. Hand stitching	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Machine stitching	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Embroidery stitching	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Items to be stitched by machine	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Machine cleaning	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ironing stitched cloths	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total	27	<div style="display: flex; justify-content: space-between;"> — — — — </div>
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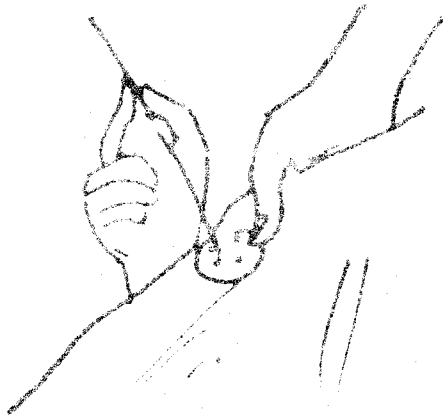
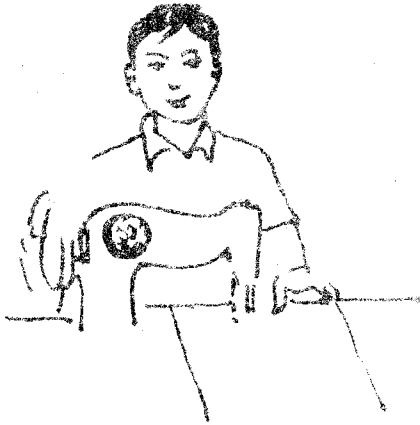
2. TASK RELATED ACADEMICS

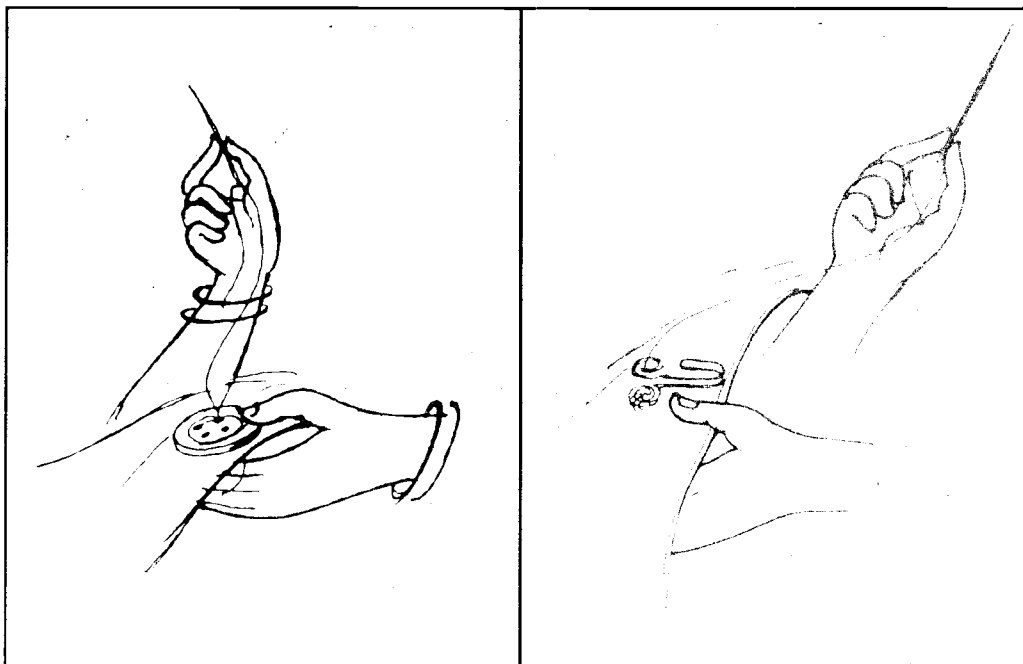
1. Materials and equipments	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Basic concepts	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Work schedule	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

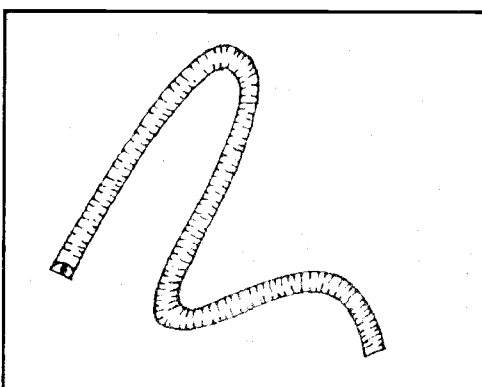
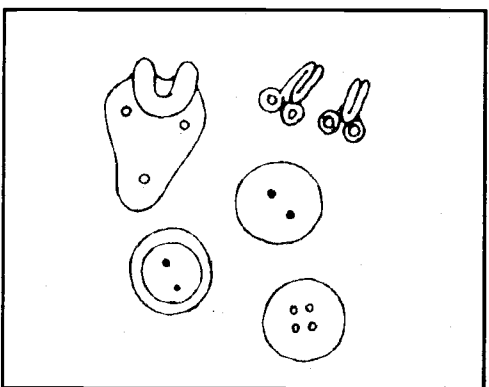
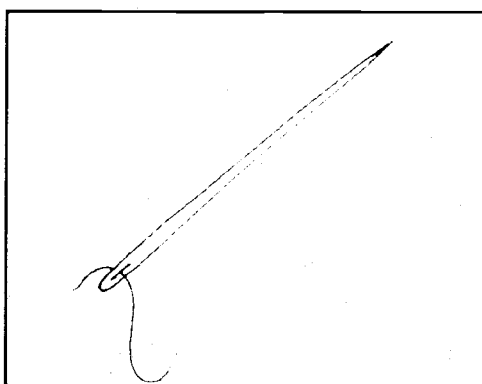
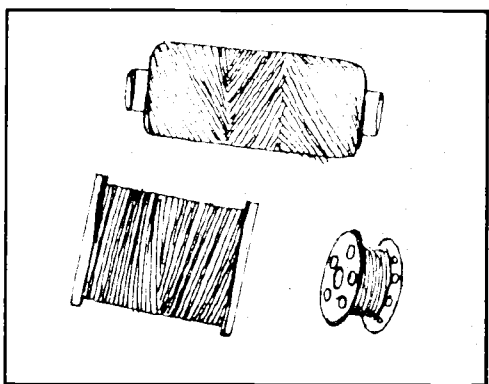
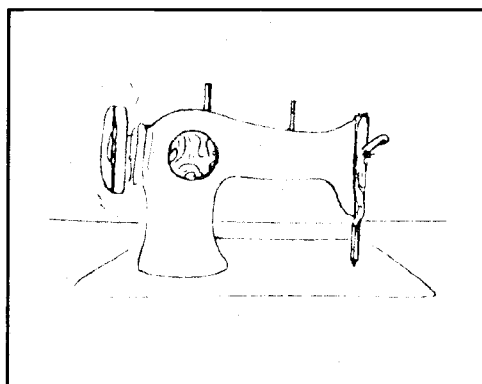
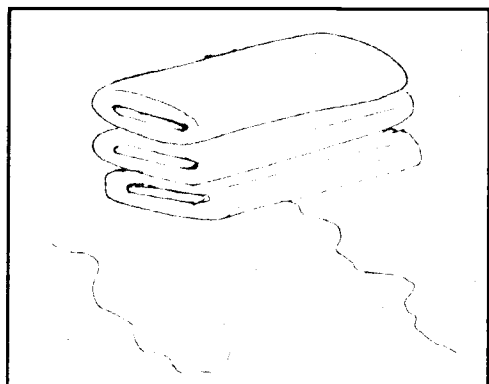
Total	11	<div style="display: flex; justify-content: space-between;"> — — — — </div>
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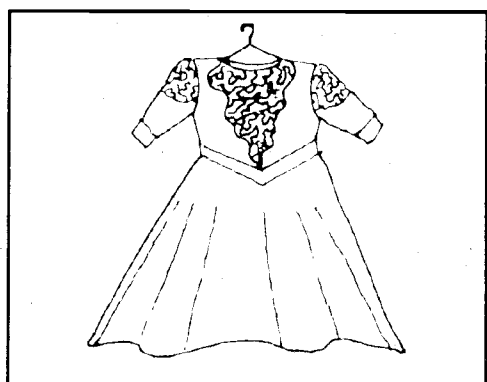
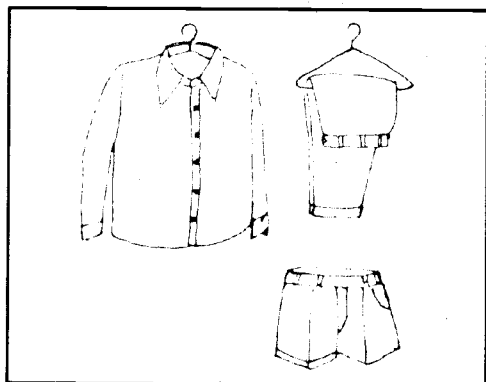
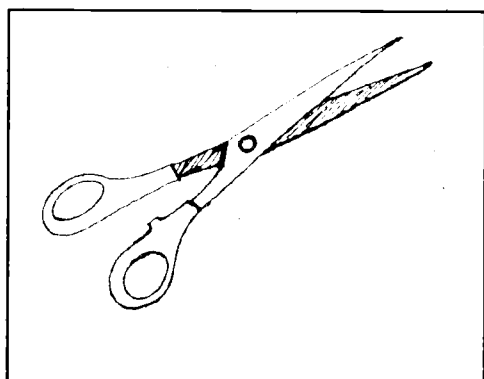
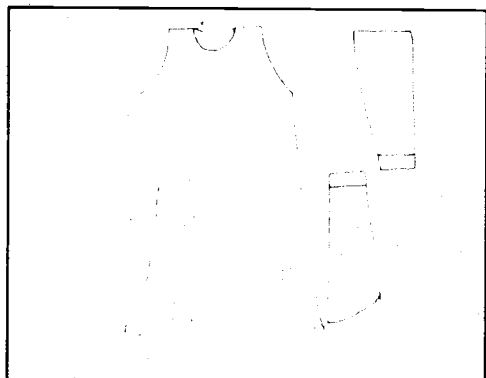
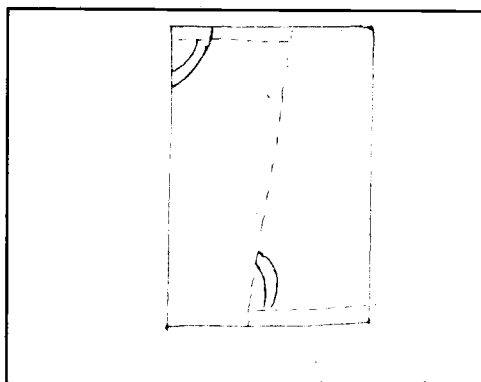
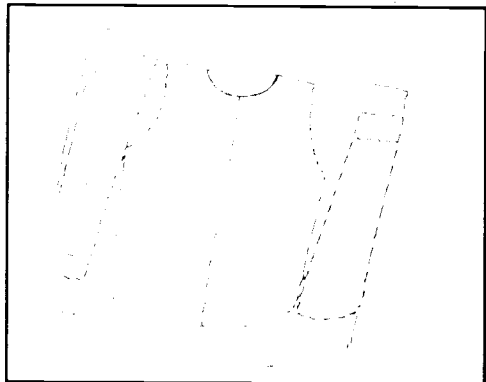
3. SAFETY PRECAUTION

1. Safe use of materials	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

11. PREPARATION OF CLEANING MATERIALS

**White phenyle
Black phenyle
Liquid soap
Cleaning powder**



11. PREPARATION OF CLEANING MATERIALS

1. INTRODUCTION

Preparation of cleaning materials has been selected as one of the trades for vocational training at Akanksha, Secunderabad; Manovikas at Vizag; May flower at Nagpur; Rehmaniya at Kozhikode and many other vocational training centres for persons with mental retardation. Trainees were placed at the centres as a part of the project 'Transition from school to work' and developed the curriculum. This package includes the detailed curriculum for the following items:

1. Preparation of white phenyle
2. Preparation of black phenyle
3. Preparation of liquid soap
4. Preparation of cleaning powder

Another aim of this package is to provide guidelines to initiate production centres for persons with mental retardation where marketing facilities are available for cleaning materials.

2. TRAINER, TRAINEES AND TRAINING PROCEDURES

Trainer

There are various options for appointing trainers. Preparation of cleaning materials is not a highly skilled job. An interested person can learn it within a few days and gain expertise by practice.

The centre can select an interested parent/volunteer and get him/her trained in this trade and appoint him or her with a helper to train a group of 10 persons with mental retardation.

Another option is to appoint a trained special educator with an exposure to such activities.

Currently, NIMH is running a one year diploma course in vocational training and employment (Mental retardation). A trained instructor is ideal for such centres.

After proper training, one of the mentally retarded trained persons can be appointed as a helper. The management should work out the cost of production in such a manner that the trainers and trainees should get reasonable incentive out of profit. Parents can be appointed in rotation as trainers.

Trainees

Mentally-retarded persons above 16 years of age, irrespective of their level of mental retardation can be selected for the training.

The trainees should be able to follow instructions. They should identify the edible and non-edible items and avoid eating/drinking the non-edible items. Eye hand coordination and safety skills are necessary as pre-requisite skills.

Proper care should be taken while training so that the trainees can handle the raw materials and equipments in a safe manner.

Training procedures

For training and evaluation follow the detailed job analysis format given in Part I. Part II is helpful to assess and provide training in adult living skills. On the job training is suggested as a mode of training with remuneration. The main task areas are selected and analysed for systematic training and evaluation. This can be used in the production centres where cleaning materials are prepared. Cost of production, job requirements, time schedule, trainers training, the number of trainees and the sketch of work area are also mentioned in the curriculum.

3. JOB OPPORTUNITIES

After training, trainees with mild mental retardation can be served as helpers in production centres. Under the guidance of parents/guardians self employment is possible after market survey. Work behaviours and work related skills training will be helpful for further employment training and placement.

4. WHY WE NEED LARGE SCALE PRODUCTION WHILE TRAINING

While giving training to prepare cleaning materials, there is no wastage of raw materials. A normal person may learn these preparations within two weeks time where as persons with mental retardation requires longer period to master it. When mentally retarded persons spend longer period in production activities, remuneration motivates them.

5. AVENUES FOR MARKETING

In the traditional approach, a vocational training centre for persons with mental retardation offers training in trades which the centre already has. The centre may not look for the avenues for marketing because it concentrates only on training. The training may not provide either remuneration or meaningful employment. As the training cum production centre aims at remunerative employment, it is advised to establish

centres only after finding appropriate market for the products. The success of a training cum production centre depends on the avenues for protected market.

Cost of production for white phenyle

Necessary vessels and items for preparing phenyle

Stainless steel vessel	Rs. 250.00
Gas stove	Rs. 3500.00
Two sticks	Rs. 20.00
Two buckets	Rs. 200.00
Plastic mug	Rs. 10.00
Measuring items	Rs. 200.00
Weighing machine	Rs. 600.00
Soap and towel	Rs. 50.00
Gloves	Rs. 35.00

Total (approximately) Rs. 4865.00

Sale prize 750 ml bottle -
Rs. 10/- to 15/- in the market.

Net profit (worked out
@ Rs. 10/- for 750 ml) Rs. 1330.00

Raw materials Rs. 399.50

Profit : Rs. 930.50

Cost of production for black phenyle

Ingredients for 100 litres white phenyle

2 litres cutting oil	Rs. 92.00
95 litres water	-----
2 litres liquid soap	Rs. 16.00
1 litre pine oil	Rs. 54.00
200 ml perfume	Rs. 60.00

Total Rs. 222.00

Raw materials	Rs. 222.00
133 empty bottles	Rs. 155.25
Labels	Rs. 22.25

Total Rs. 399.50

Ingredients for 100 litres of black phenyle

8.00 kgs resin @ Rs.60/- per kg.	Rs. 480.00
2.00 kgs castor oil @ Rs.35/-per kg	Rs. 70.00
1.25 kg caustic soda @ Rs.28/-	Rs. 35.00
1.25 kg pine oil @ Rs.54/- per ltr.	Rs. 86.40
800.00 ml carbolic acid @ Rs.100/-	Rs. 80.00
8.00 litres cresot oil @ Rs.22/-	Rs. 176.00

Total Rs. 927.40

Raw materials	Rs. 927.40
Bottles and labels	Rs. 250.00

Rs. 1177.40

Supervisory and other expenses are also part of cost of production. This is not shown in this.

Cost of production for liquid soap

Necessary vessels/items used for preparing liquid soap

Plastic bucket (10 litres)	- 1	Rs.	35.00
Plastic buckets (5 ltrs)	- 2	Rs.	40.00
Plastic mug	- 1	Rs.	10.00
Wooden sticks	- 2	Rs.	10.00
Different types of measuring jars	- 4	Rs.	120.00
Towels	- 2	Rs.	60.00
			<hr/>
			Rs. 275.00

Ingredients for 5 litres of perfumed liquid soap

Acid slurry	500 grams	Rs.	23.00
Water	2.5 litres		—
Caustic soda	150 grams	Rs.	4.20
Water	1 litre		—
Urea	250 grams	Rs.	1.50
Colour (little)		Rs.	1.00
Perfume	20 ml	Rs.	12.00
			<hr/>
Total			Rs. 41.70

Sale prize Rs. 45.00 per 500 ml in local market

Cost of production for preparing cleaning powder

Necessary vessels/items

Weighing machine	Rs.	450.00
Weights	Rs.	100.00
Plastic tub - 1	Rs.	250.00
Bucket -1	Rs.	80.00
Steel spoon (big) - 1	Rs.	15.00
Polythene covers	Rs.	5.00
Stapler	Rs.	20.00
Stapler pins	Rs.	7.00
Labels	Rs.	10.00
Towels and soap	Rs.	65.00
<hr/>		
Total (approximately)	Rs.	1002.00

Ingredients for 10 kg cleaning powder

Dolomite	7.5 kg	Rs.	7.50
Trisodium phosphate	500 grams	Rs.	17.00
Acid slurry	200 grams	Rs.	8.00
Soda ash	1.8 kg	Rs.	19.80

<i>Total</i>		<i>Rs.</i>	<i>52.30</i>
--------------	--	------------	--------------

<i>1 kg packet</i>	<i>Rs.</i>	<i>8.00</i>
--------------------	------------	-------------

<i>10 kg packet</i>	<i>Rs.</i>	<i>80.00</i>
---------------------	------------	--------------

<i>Sale price for 10 kgs</i>	<i>Rs.</i>	<i>80.00</i>
------------------------------	------------	--------------

<i>Raw materials cost Rs. 60 x 10</i>	<i>Rs.</i>	<i>60.00</i>
---------------------------------------	------------	--------------

<i>If 100 kg cleaning powder is prepared raw materials cost is Rs. 60 x 100 kgs</i>	<i>Rs.</i>	<i>600.00</i>
---	------------	---------------

<i>Sale price for 100 kgs</i>	<i>Rs.</i>	<i>800.00</i>
-------------------------------	------------	---------------

<i>Net profit</i>	<i>Rs.</i>	<i>200.00</i>
-------------------	------------	---------------

An amount of Rs. 200 can be expected as profit.

Supervisory charges and miscellaneous expenses are not included.

Time consumed = 3 hours

Adaptive devices

- The drum should have proper taps
- Device to avoid spilling while filling
- Measuring jars with numbers
- Buckets and mugs with name of ingredients used

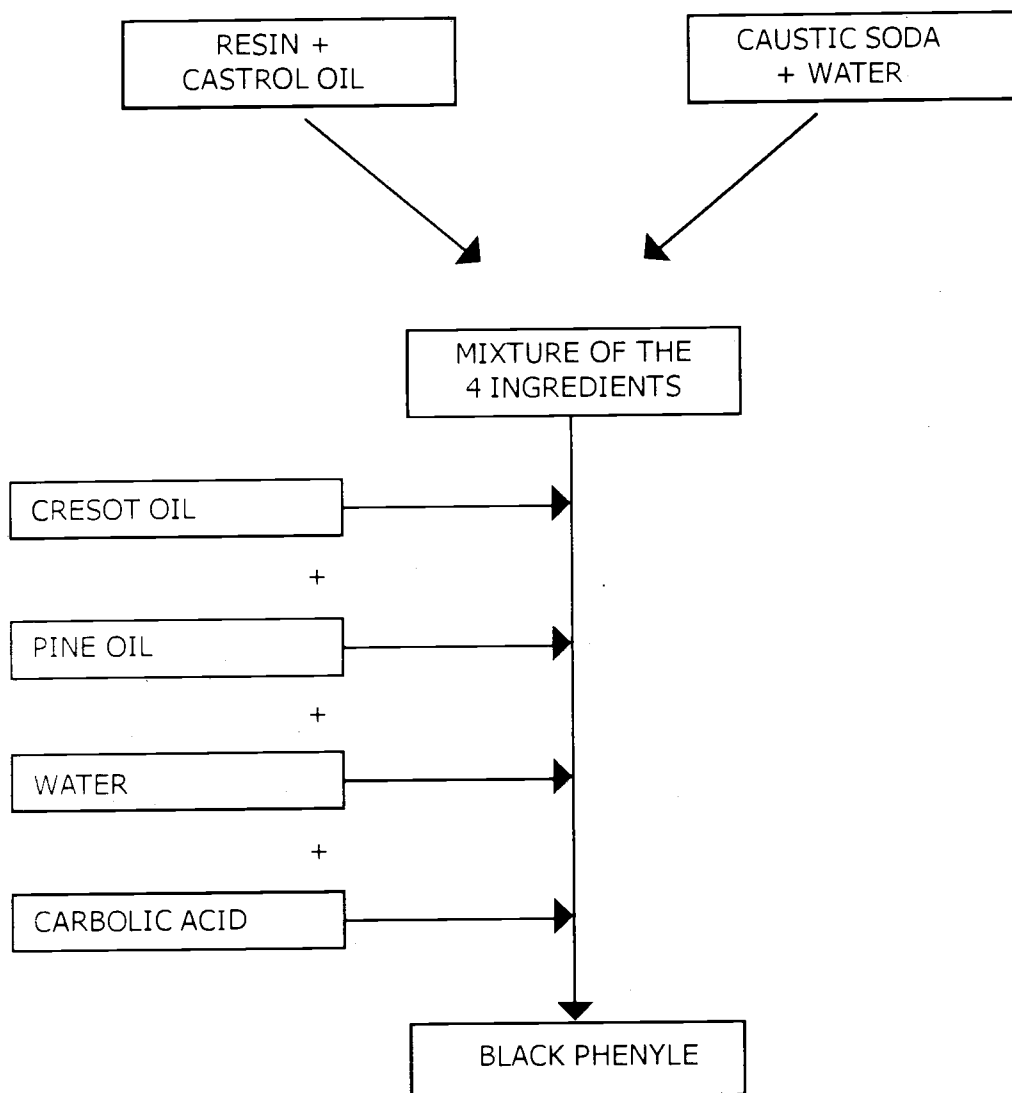
Marketing

Contact shops, residential colony, institutions, hospitals etc. Empty bottles may be collected from the residential colony. Clean and resue.

Reinforcement

A part of the profit should be paid as wages/stipend to the trainees

Preparation of Black Phenyle



COURSE CONTENT

Preparation of Cleaning Materials

Part - I

1. MAIN TASKS AREAS

Preparation of white phenyle

1. Preparing the work area
2. Mixing the ingredients
3. Bottling and labelling
4. Storing

Preparation of black phenyle

1. Collection of ingredients
2. Checking other necessary items
3. Preparing the first mixture
4. Preparing the second mixture
5. Canning and labelling

Preparation of liquid soap

1. Selecting the work area
2. Mixing the ingredients
3. Bottling, labelling and storing

Preparation of cleaning powder

1. Preparing the work area
2. Mixing the items
3. Packing, labelling and storing

2. ADDITIONAL TASKS/SKILLS

3. TASK RELATED ACADEMICS

1. Basic concepts
2. Work schedule

4. SAFETY PRECAUTIONS

1. Handling objects/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

Preparation of White Phenyle (100 litres)

PART - I

I. MAIN TASK AREAS

Periodical Evaluation

Date : _ _ _ _

1. Prepares the work area

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Cleans the selected work place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Collects the ingredients : | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 2 litres of cutting oil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 95 litres of water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 2 litres of liquid soap | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 1 litre pine oil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 200 ml. citrnella (perfume) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Keeps the plastic drum in appropriate place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Collects the stick, buckets, measuring jars and drum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Keeps soap and towel for cleaning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _ _ _ _

2. Mixes the ingradientis

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Pours the cutting oil in a drum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Mixes with 95 litres of water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Pours the liquid soap and pine oil in the bucket | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Mixes with perfume | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Pours the mixture in the drum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _ _ _ _

Key for scoring

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

3. Bottling and labelling

1. Collects 140 bottles, each 750 ml capacity
2. Opens the lids
3. Fills the bottles
4. Closes the bottles with lids
5. Wipes it well
6. Continues in all the bottles
7. Takes the labels
8. Pastes on the bottles
9. Keeps for drying

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

1. Collects 10 bottles in a tray
2. Keeps them in order in the storing place
3. Continues till all the bottles kept
4. Closes the door/almirahs

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

-- -- -- --

Preparation of Black Phenyle (100 litres)**1. Collection of ingredients**

1. Cleans the selected work area
2. Collects 8 kg resin
3. Collects 150 grams caustic soda
4. Collects 8 litres cresot oil
5. Collects 1.6 litres pine oil
6. Collects 800 ml. carbolic acid
7. Collects 80 litres water
8. Collects 2 kgs. castor oil

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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. Checking other necessary items

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. 50 litres capacity plastic drums 2 Nos. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Gas stove | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Lighter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Plastic mug and steel vessel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 2 Wooden sticks and one iron rod | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Soap and towels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

3. Preparing the first mixture

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes a steel vessel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Puts 8 kg resin in it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Lights the gas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Puts the vessel on it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Melt it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Pour castor oil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Stirs with stick | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Continues till the mixture gets boiled | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Takes off from the stove | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Keeps stirring till it gets cool | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

4. Preparing the second mixture

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes a steel vessel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Pours caustic soda | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Adds little water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Stirs thoroughly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Add IInd mixture into the Ist mixture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. Keeps stirring till it becomes thicker
7. If needed warm it again for exact liquidity
8. Puts off gas stove
9. Removes the vessel from the stove
10. Adds cresot oil
11. Adds rest of water
12. Keeps stirring
13. Adds pine oil
14. Mixes the entire ingredients thoroughly
15. Adds carbolic acid before storing
16. Stirs it thoroughly

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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. Canning and labelling

1. Collects 10 cans each 10 litres
2. Fills 10 litres in each can
3. Closes the lid
4. Wipes the can
5. Labels it and stores it in the safe place
6. Locks and gives the key 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"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total

—	—	—	—
---	---	---	---

Preparation of Liquid Soap (5 litres)

1. Selecting the work area

1. Cleans the selected work place
2. Collects the ingredients
3. Takes 300 grams acid slurry
4. Takes 2.5 litres of 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"/>

5. Takes 150 grams caustic soda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Takes 1 Ltr of water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Takes 250 grams/urea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Keeps colour (little quantity i.e., 1 or 2 grams)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Keeps 20 ml. perfume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Collects the measuring items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Keeps the bucket in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Collects the stick and measuring jars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Keeps towel for cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	—	—	—	—

2. Mixing the ingredients

1. Pours the acid slurry in a bucket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stirs with stick till the foam comes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Pours the caustic soda in a separate small bucket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Pours the urea in another separate vessel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Mixes all the 3 items with a stick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adds perfume and colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Pours the mixture in the bottles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	—	—	—	—

3. Bottling, labelling and storing

1. Collects 10 bottles each 500 ml.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Opens the lids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Fills in the bottle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Closes the bottle with lid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Wipes it well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Continues for 10 bottles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Takes the labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Pastes on the bottles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Keeps for drying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Collects bottles and keeps them in storing place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Closes the door/almirah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	—	—	—	—

Preparation of Cleaning powder (10 kgs.)

1. Preparing the work area

1. Cleans the work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Collects the ingredients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Keeps 7.5 kg dolomite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Keeps 500 gram Trisodium phosphate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Keeps 200 gram acid slurr	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Keeps 1.8 kg soda ash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Checks other necessary items - weighing machine, buckets and spoons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Collects packing materials - covers, pins, labels and staplers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Keeps towels and soap for washing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	—	—	—	—

2. Mixing the items

1. Goes to the plastic tub	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Puts 7.5 kg dolomite into the tub	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Puts 500 grams Trisodium phosphate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mixes it well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Mixes 200 gram acid slurry and 1.8 kg soda ash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Keeps stirring till it mixes well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	—	—	—	—

3. Packing, labelling and storing

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Collects 10 kg polethene covers to pack 1 kg in each | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Weighs 1 kg | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Fills 1 kg in one cover | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Continues till 10 packets over | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Staples/seal each cover | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Cleans the outer side | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Pastes the label | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Takes the packets to the store | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Keeps them on the racks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

II. ADDITIONAL TASKS/SKILLS

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Changes the uniform and wears the work dress | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Replaces the items after the work is completed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Cleans the work area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Helps to buy the ingredients | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Stores the materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Helps in marketing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Collects the empty bottles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Cleans the bottles and stores | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

III. TASK RELATED ACADEMICS

1. Basic concepts

- | | | | | |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies/reads the labels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Counts meaningfully upto 100 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. Does minimum measurements (1 litre, 500ml, 750 ml etc) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Weighs using balance, 1 kg, 2 kg etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Identifies/reads the name of raw materials used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Aware of the cost of each item per unit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Counts money while sells | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Gives balance if needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

2. Work schedule

- | | | | | |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads the time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Reads the 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

— — — —

IV. SAFETY PRECAUTIONS**1. Handling objects/materials**

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Does not eat/drink non edible items | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Handles breakable items carefully | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does not give the items without permission | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

Summative Evaluation - Part - I

Periodical Evaluation

1. Main tasks areas

Dates : ____ ____ ____ ____

Preparation of white phenyle

1. Prepares the work area	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mixing the ingredients	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Bottling and labelling	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Storing	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	- 28	—	—	—	—

Preparation of black phenyle

1. Collection of ingredients	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Checking other necessary items	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prepares the first mixture	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Prepares the second mixture	16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Canning and labelling	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	- 46	—	—	—	—

Preparation of liquid soap

1. Selects the work area	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mixes the ingredients	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Bottling, labelling and storing	11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	- 31	—	—	—	—

Preparation of cleaning powder

1. Prepares the work area	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mixes the items	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Packing, labelling and storing	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	- 24	—	—	—	—

2. Additional tasks

8 ☐ ☐ ☐ ☐

3. Task related academics

1. Basic concepts	8	<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	- 11	—	—	—	—

4. Safety precautions

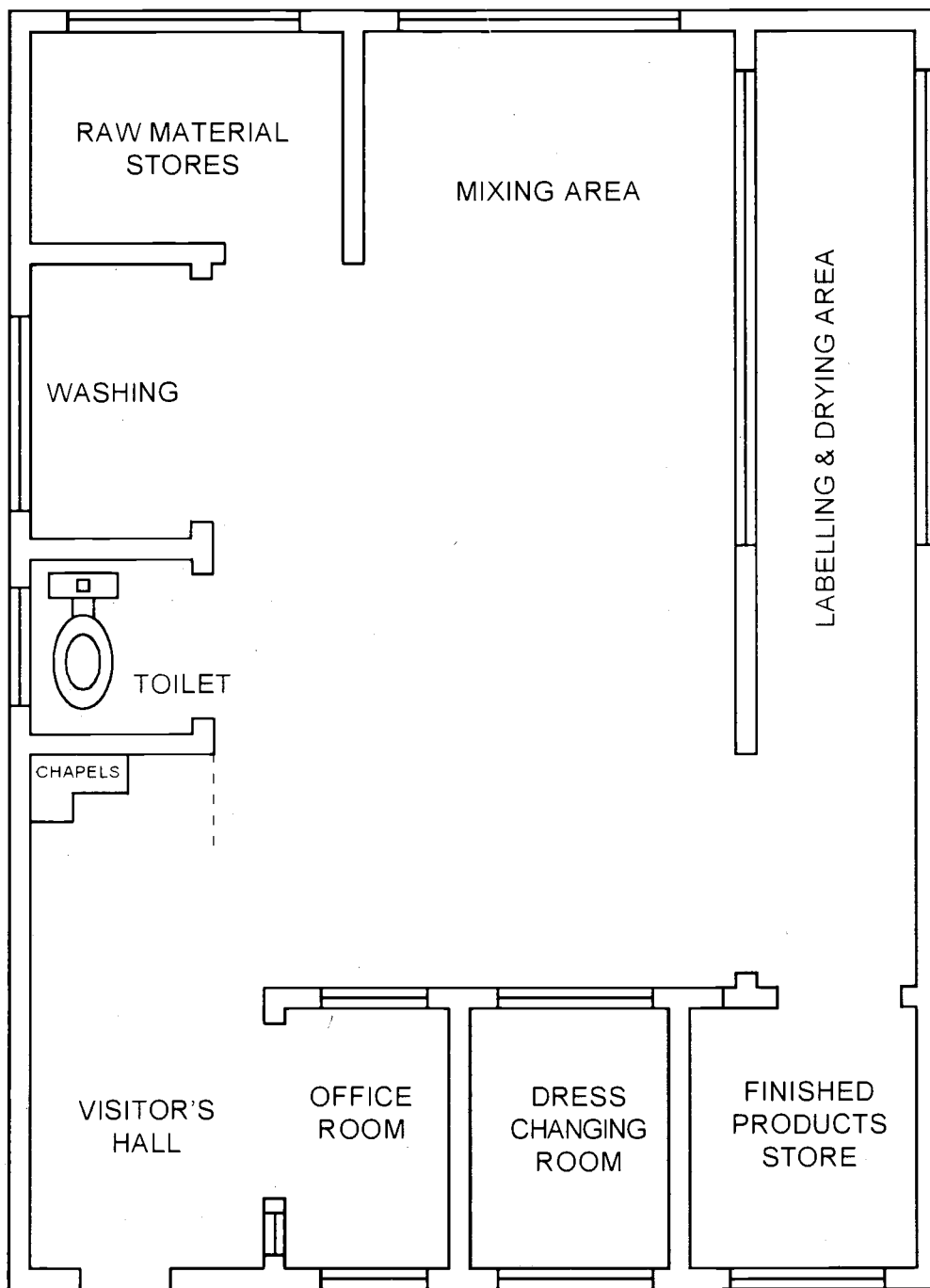
1. Handling objects/materials	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------	---	--------------------------	--------------------------	--------------------------	--------------------------

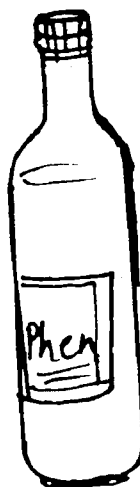
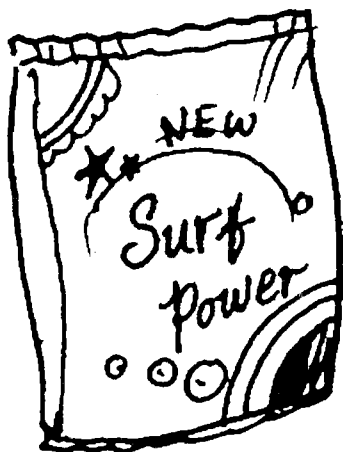
FINAL EVALUATION SHEET

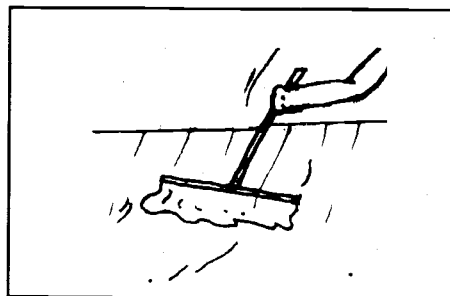
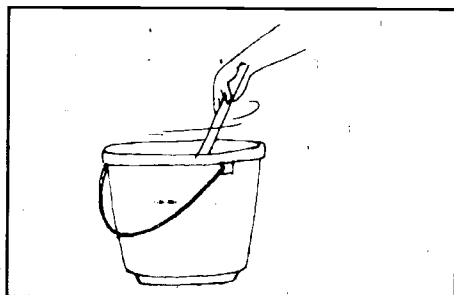
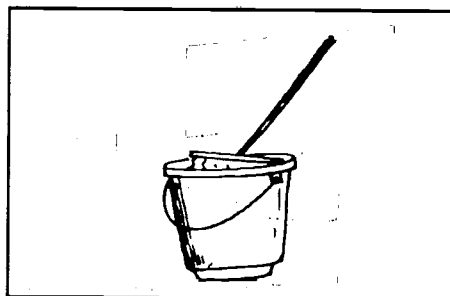
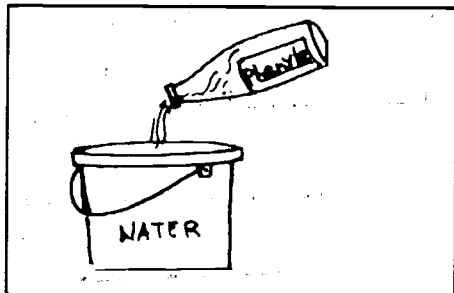
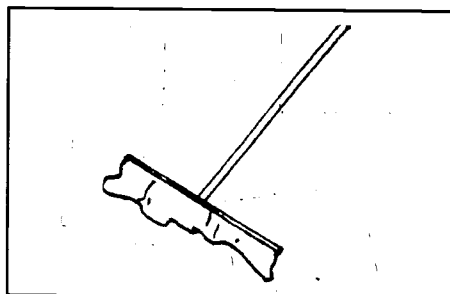
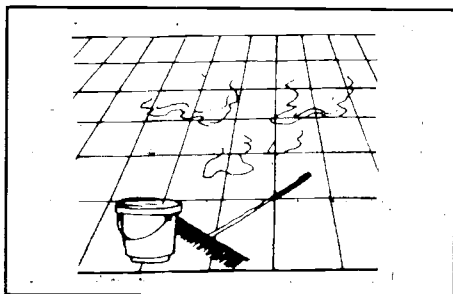
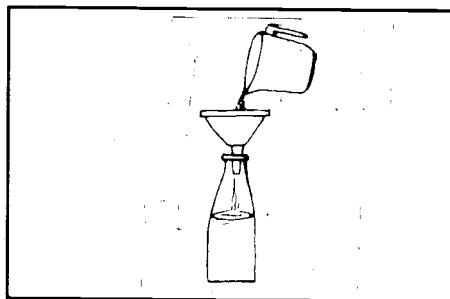
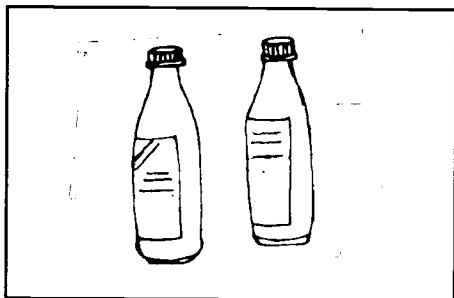
Title of the Course - Preparation of Cleaning Materials

Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : -----	
1. Main task areas			
Preparation of white phenyle	28	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Preparation of black phenyle	46	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Preparation of liquid soap	31	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Preparation of cleaning powder	24	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Additional tasks/skills	8	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Task related academics	11	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Safety precautions	3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	<hr style="width: 50%; margin: 0 auto;"/> 151	-----	
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	<hr style="width: 50%; margin: 0 auto;"/> 280	-----	

LAYOUT - WORK AREA PREPARATION OF CLEANING MATERIALS



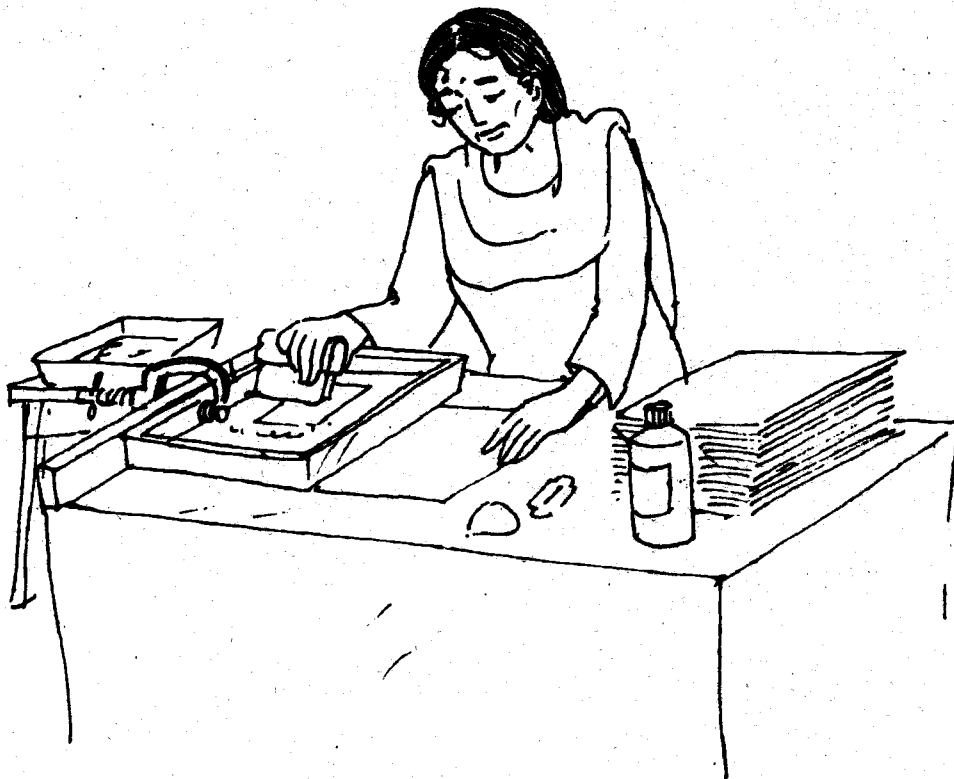




CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

12. SCREEN PRINTING



12. SCREEN PRINTING

1. JOB TITLE

Screen printing helper

2. JOB DESCRIPTION

Screen printing requires different types of skills. Development of film is a skilled job where as squeezing, drying and packing are simple and repetitive in nature. As the time consuming major part of the job is semiskilled and repetitive, it is suitable for persons with mental retardation. He/she may not be able to take the responsibility of the entire tasks involved in screen printing. The job title is given as screen printing-helper.

3. CORE WORK ROUTINES

1. Preparation of film
2. Exposing the film
3. Preparation of screen
4. Preparing the printing table
5. Printing and drying
6. Packing finished products
7. Cleaning and winding up

Additional duties of the job are

1. Purchase of raw materials
2. Taking job orders
3. Delivering the finished goods

4. PREREQUISITE SKILLS

While selecting the trainee for screen printing, check whether the trainee has the following work readiness skills.

7. TEACHER TRAINEE RATIO

The ratio is decided based on the place and mode of training. In a simulated and group setting 3 to 5 persons can be admitted. One trainee is placed with one supervisor in an open employment setting.

8. DURATION OF TRAINING

Duration is flexible from 6 months to 12 months based on the mode of training and the functional level of the trainee.

9. EVALUATION

Evaluation checklist is used for periodical and final evaluation.

10. TRAINING SCHEDULE - THE TRANSITION PLAN

The transition plan at prevocational level is given in the next page.

11. REINFORCEMENT

Token economy and stipend system would motivate the trainee.

12. EVALUATION/EXAMINATION

Internal : Use the checklist for screen printing helper for training and evaluation. The instructor should evaluate the trainee once in a month/once in 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

Screen Printing Helper

Duration	Percentage of time in prevocational	Skills to be taught in the class class room	Percentage of time at work site (Screen printing unit)	Skills to be taught at work place	Evaluation & Information
Ist quarter	75% time	Basic academics	25%	Printing & Drying	<ul style="list-style-type: none"> • Assess on the checklist • Decide the staff responsible • Involve parents
IInd quarter	50% time	Task related academics Safety skills	50%	Packing	<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%	Setting screen printing table	<ul style="list-style-type: none"> • Continue assessment.
IVth quarter	—	Employability	100%	Master the skills in printing, drying & packing.	<ul style="list-style-type: none"> • Final evaluation • Placement decision. • Decide whether training is to be extended.

The time schedule is flexible as per the need, duties and ability of the trainee. The tasks to be a helper for exposing film will be able to teach only at a later stage, based on the trainee's skills.

COURSE CONTENT

Screen Printing

Part - I

1. MAIN TASKS AREAS

1. Preparation of film
2. Exposing the film
3. Preparation of screen
4. Preparing printing table
5. Printing and drying
6. Cleaning the work place
7. Storing the film & Packing cards

2. ADDITIONAL TASKS

1. Purchase of raw materials
2. Taking job orders
3. Delivering the finished products

3. TASKS RELATED ACADEMICS

1. Equipments and materials
2. Purchase of raw materials
3. Sales

4. SAFETY PRECAUTIONS

1. Safety handling of equipments
2. Handling of products
3. Precautions in handling chemicals

Part II

1. BASIC ACADEMICS

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

2. WORK PLACE BEHAVIOUR

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

3. EMPLOYABILITY

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

4. SEX EDUCATION

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

5. SELF ADVOCACY

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

PART - I

I. MAIN TASK AREAS

Periodical Evaluation

1. Preparation of film

Date :

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | ___ | ___ | ___ | ___ |
| 1. Checks the DTP matter to be printed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Cuts the film into required size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Covers the film in a black cloth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Adds hydrogen peroxide in the water and prepares developing solution (1:3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Cleans the printing screen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Keeps the glass sheet ready | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

2. Exposing the film

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | ___ | ___ | ___ | ___ |
| 1. Keeps the film on a smooth flat surface (inverted) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Places DTP matter on the film (inverted) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Places a plain glass sheet on the matter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Puts a black cloth on the glass | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Carries the entire thing to the sunlight | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Sets the time for 40 seconds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Removes the blackcloth holding the glass pressed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. After 40 seconds covers the glass with blackcloth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Brings to the room | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Removes the glass and keeps it aside | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Puts the film in the developing solution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Gently shake the plate for one minute | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Removes the film from the solution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Places it on the glass sheet (film facing up) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Washes the film with warm water till the letters appear | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Keeps the film aside on the same glass | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

Key for scoring

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

3. Preparation of screen

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Places the screen on the wet film and applies pressure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Takes bottom paper and wipes the moisture from inside the screen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeps the screen to the sunlight to dry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Waits till it dries properly and bring the screen to the room | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Removes the celluloid cover from the film | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Applies cooling solution on the open area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Applies gum tape on all sides of the film to protect screen from spreading ink. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

—	—	—	—
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4. Preparing the printing table

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Fixes the screen on the printing base with hinges using 'c' clamp | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Places the transparent sheet on the printing base under the screen, using a cellotape | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Puts little ink with a squeezer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Lifts the screen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Places the card and sets it under the printed matter on the transparent sheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Removes the transparent sheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Applies two thick strips of paper at the 2 sides of the printing card to fix the position & arrest the movement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Removes the printing paper | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Applies wax on the base | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

—	—	—	—
---	---	---	---

5. Printing and drying

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Keeps the card again on the marked place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Puts the screen back to position | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Applies the ink with a squeezer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Lifts the screen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Removes the printed card out using a blade | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Places the card on a drying rack | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Puts new card on the base | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Continues the printing process till all the cards are completed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Allow the cards to dry depending upon the time required for different ink. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

6. Cleaning the work place

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Dismantles the screen from the printing base by unscrewing the clamps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Removes the gum tape pasted around the film. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Socks cotton waste in thinner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Rubs the screen with the cotton waste till all the ink get loose | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Takes dry cotton waste and clean the screen dry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Keeps the screen for reuse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Wipes the printing base with clean cloth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

7. Storing the film and packing cards

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Takes the film after it dries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps it safely in a small box for reuse if reorder comes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Makes a mark on the box for identification | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Stores in a cupboard | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Counts the cards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Arranges in the box. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Closes and stores | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

2. ADDITIONAL TASKS**1. Purchase of raw materials**

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Collects the list of raw materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Writes the quantity required | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Checks the prices in different stores | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Purchases at the lowest price | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Stores in the work place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

2. Taking orders

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Keeps sample cards in an album | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Makes a list of places/people who use screen printing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Approaches and takes order | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

3. Delivering the products

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Maintains the lists of places from where the order has taken | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Checks the products once again | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Delivers the orders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Collects the money | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
-------	---	---	---	---

3. TASK RELATED ACADEMICS

1. Equipments and materials

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies/names the equipments needed
(table, clamp, squeezer, frame) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Names the raw materials needed
(cards, colours, film, scissor) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Make the list of equipments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Prepare the list of raw materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
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2. Basic concepts

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Discriminates and matches various colours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Aware of various shapes and sizes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Can read the alphabets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Counts meaningfully upto 100 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Makes simple transactions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Aware of the concept (profit, loss, cost) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
-------	---	---	---	---

3. Work schedule

- | | | | | |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads time | <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. Calculates the working hours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total	—	—	—	—
-------	---	---	---	---

4. SAFETY PRECAUTIONS

1. Handling equipments

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Handles glass items carefully | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Aware of the use of scissors and blade | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Takes precautions when chemicals are used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

2. Neatness

- | | | | | |
|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Keeps hands clean | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Handles cards carefully | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Keeps surroundings clean | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

3. Medication

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Aware of symptoms of illness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Eats necessary food | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Takes medicine only under supervision. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

A Project for Screen Printing

Screen printing units are organized in different places. Many printing presses have screen printing units. In special schools screen printing is introduced as a sheltered employment. It is also a type of home based employment.

Products

- Visiting cards
- Invitation cards
- Greeting cards
- Label printing
- Printing on gift articles
- Printing on plastic items

List of equipments and materials

Items	Cost
1. D.T.P Matter (Butter paper) (Visiting card)	Rs. 30-00
2. Printing table	Rs. 800-00
3. Exposing frame	Rs. 250-00
4. Screen with mesh	Rs. 175-00
5. Cromolene film	Rs. 30-00
6. 'C' Clamp	Rs. 50-00
7. WAX Gum	Rs. 15-00
8. Squeezer	Rs. 40-00
9. Cellotape	Rs. 10-00
10. Gum tape	Rs. 25-00
11. Cotton waste	Rs. 5-00
12. Colours (Three)	Rs. 120-00
13. Cards (4 Packets)	Rs. 120-00
Total	Rs. 1670-00

A small screen printing unit can be initiated within Rs. 2000-00

Summative Evaluation - Part - I

Periodical Evaluation

1. MAIN TASKS AREAS

Date : — — — —

1. Preparation of films	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Exposing the film	16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Preparation of screen	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Preparing printing table	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Printing and drying	9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Packing finished products	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Cleaning and winding up	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total	61	—	—	—	—
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2. ADDITIONAL TASKS

1. Purchase of raw materials	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Taking job orders	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Delivering the finished products	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total	12	—	—	—	—
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3. TASKS RELATED ACADEMICS

1. Equipments and materials	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Basic concepts	6	<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	13	—	—	—	—
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4. SAFETY PRECAUTIONS

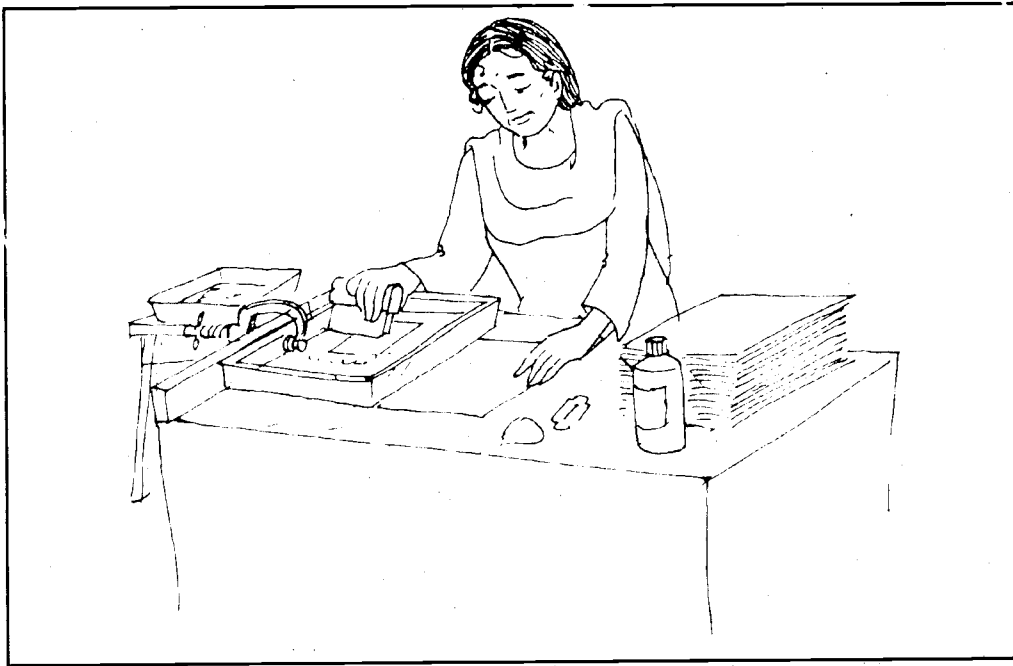
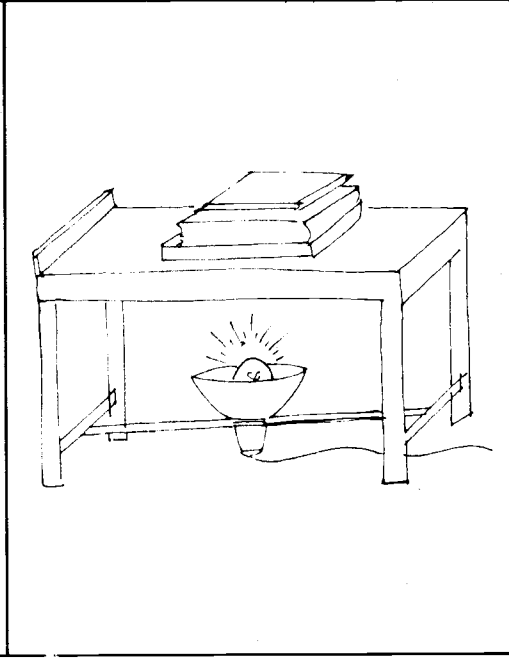
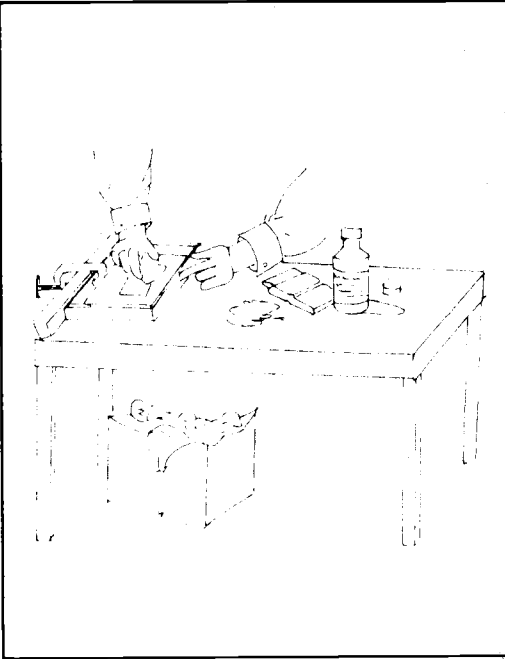
1. Safety handling of equipments	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Neatness	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Medication	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

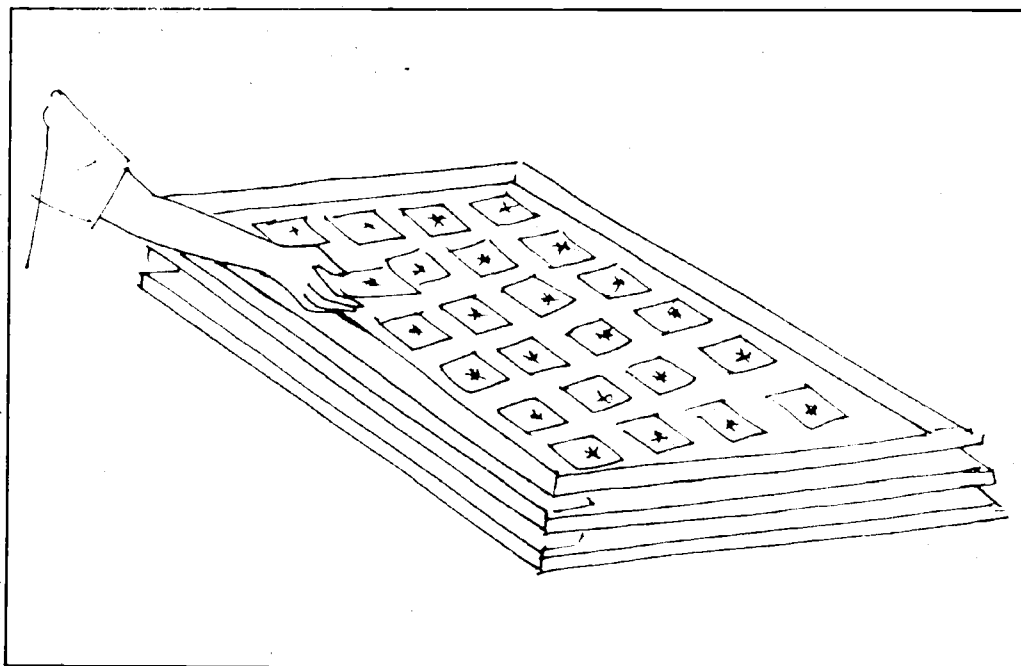
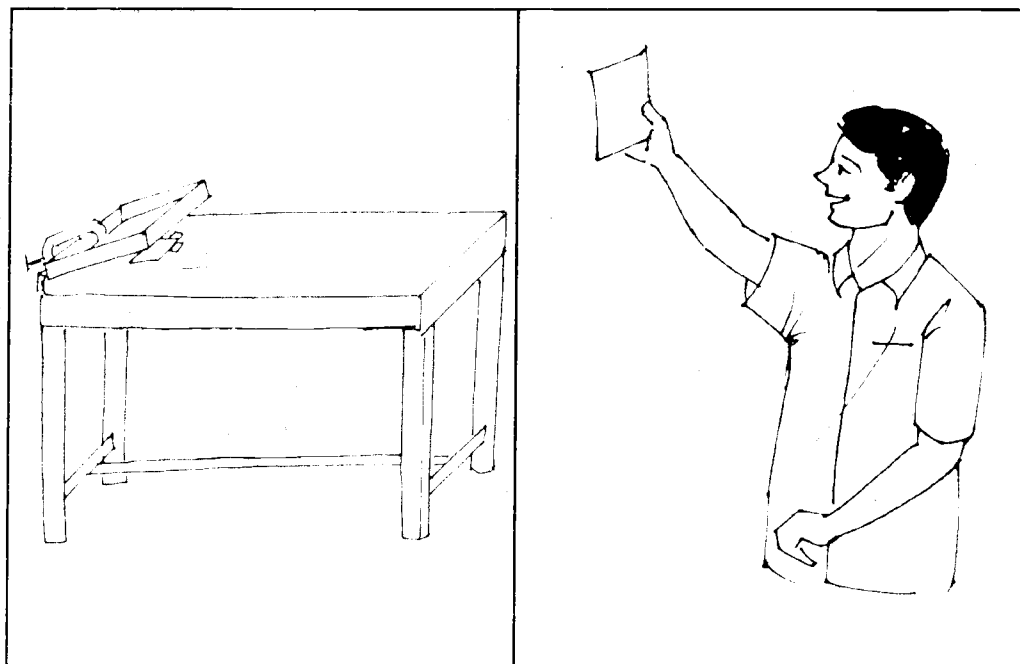
Total	9	—	—	—	—
-------	---	---	---	---	---

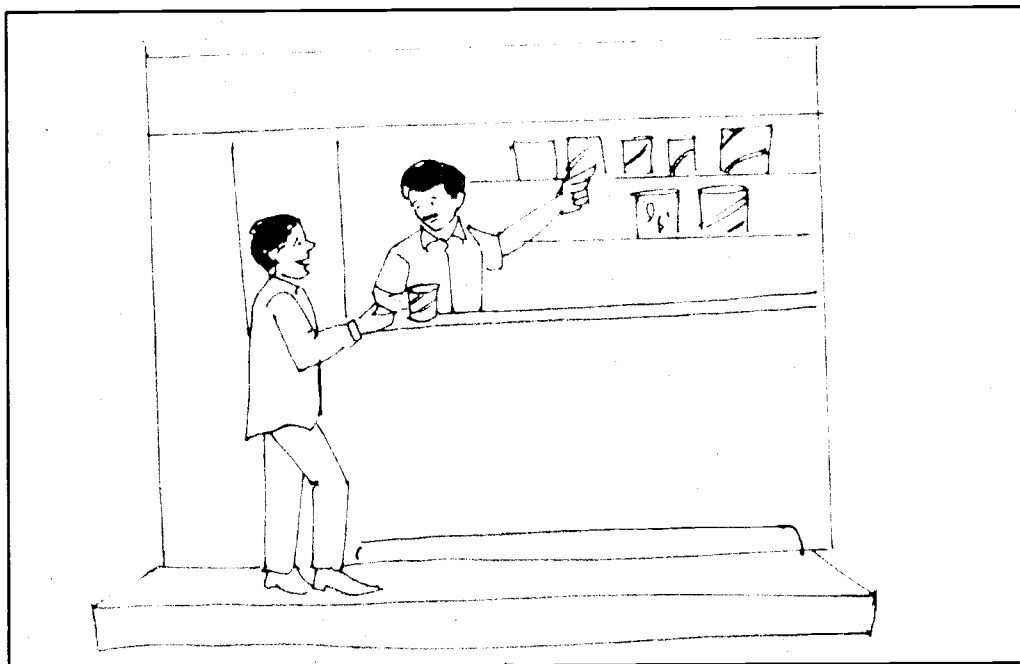
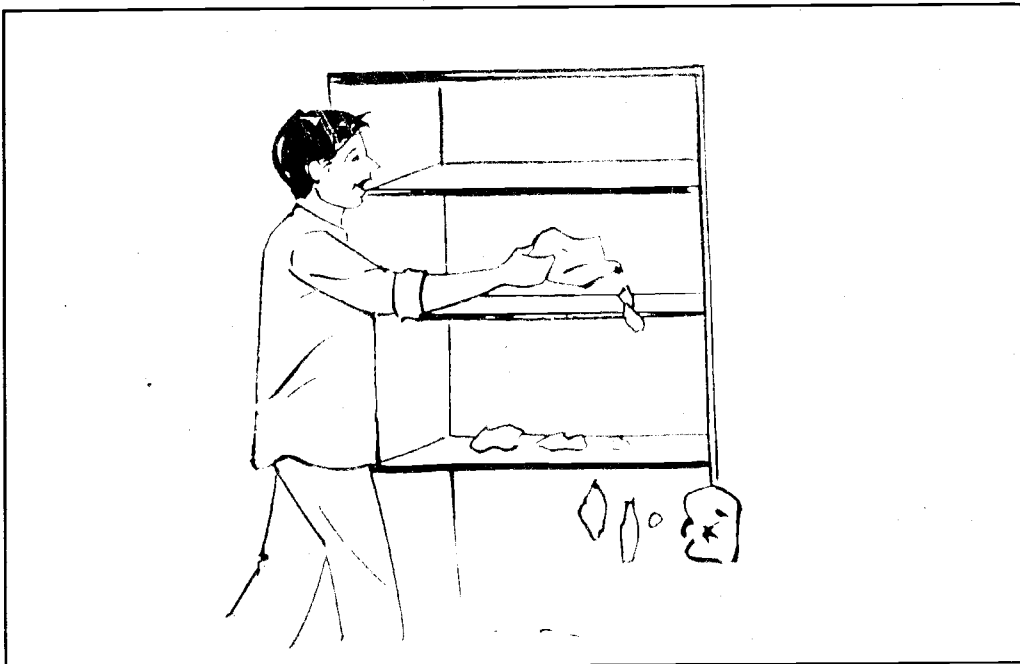
FINAL EVALUATION SHEET

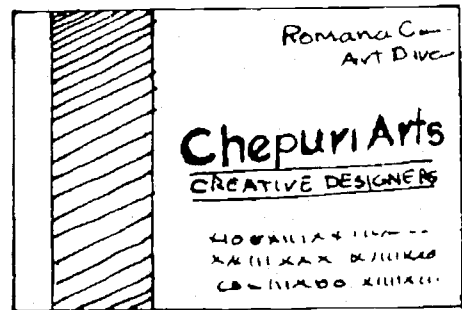
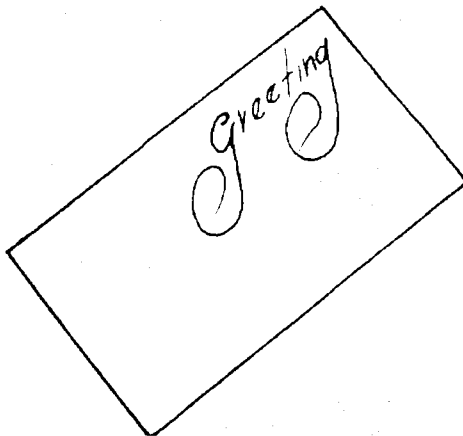
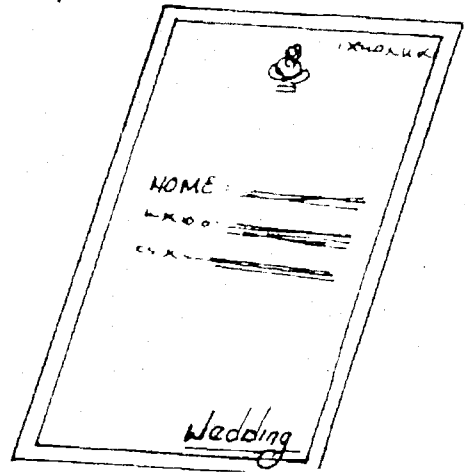
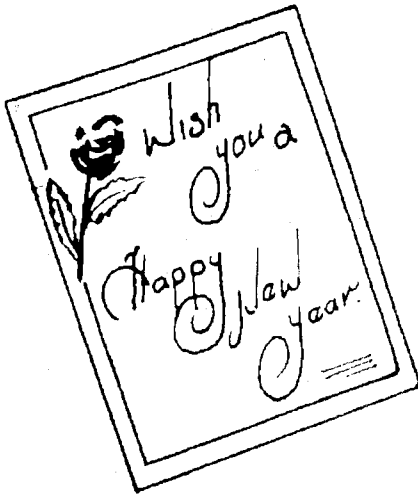
TITLE OF THE COURSE - SCREEN PRINTING

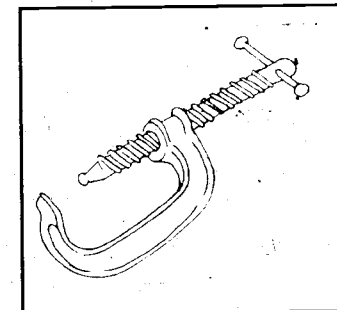
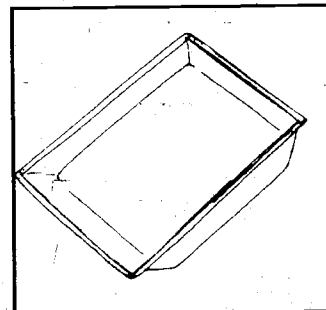
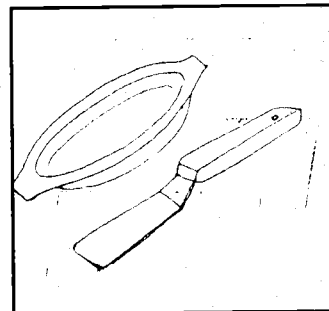
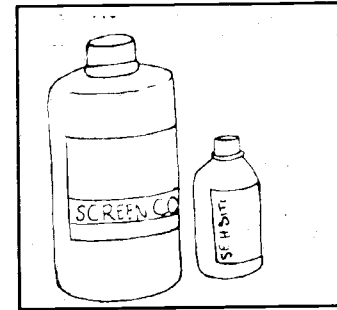
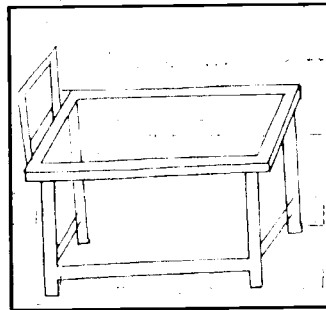
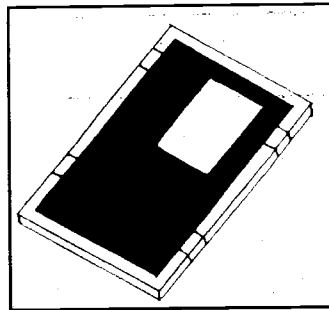
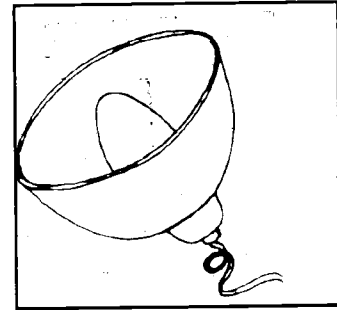
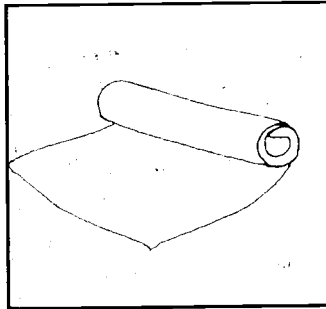
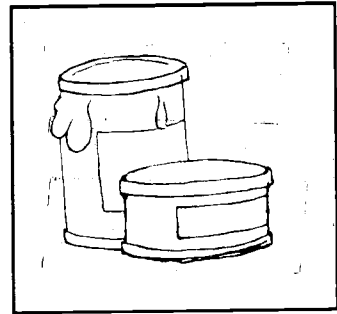
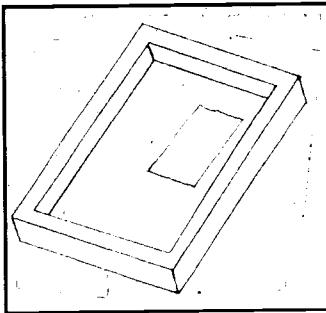
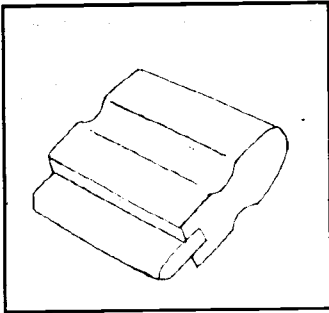
Areas	Total skills	Skills achieved	Remarks
Part - I		Dates : ____ _	
1. Main task areas	73	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Task related academics	13	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. Safety precautions	9	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Total	<div style="border-top: 1px solid black; border-bottom: 3px double black; display: inline-block; width: 100px;">95</div>	____ _	
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	<div style="border-top: 1px solid black; border-bottom: 3px double black; display: inline-block; width: 100px;">280</div>	____ _	

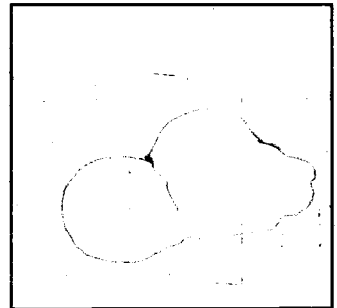
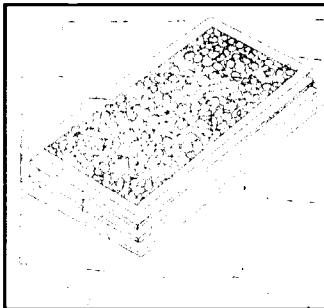
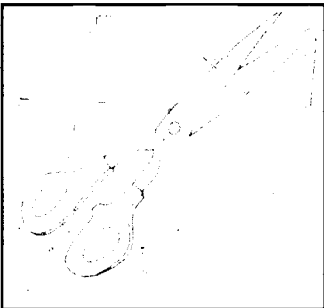
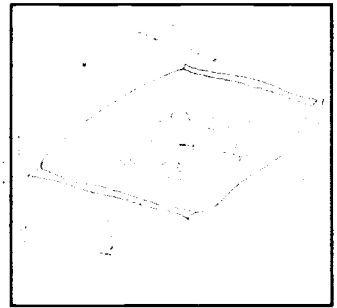
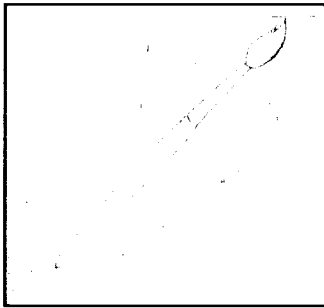
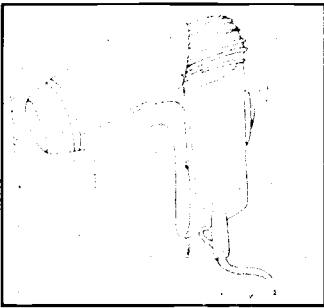
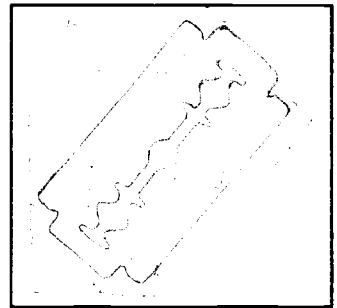
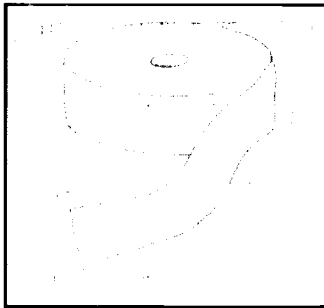
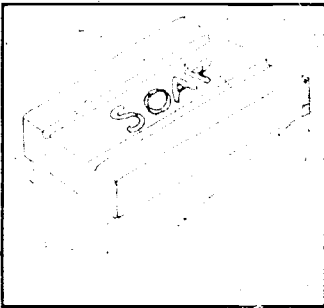
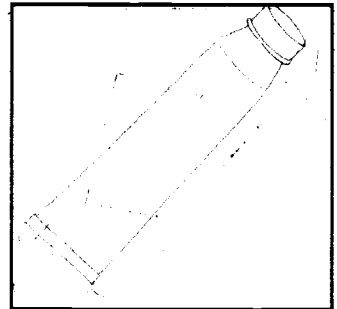
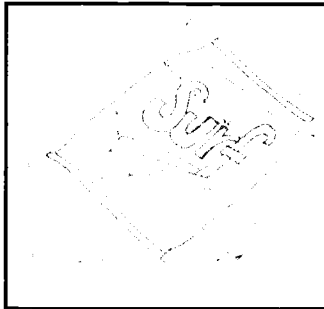
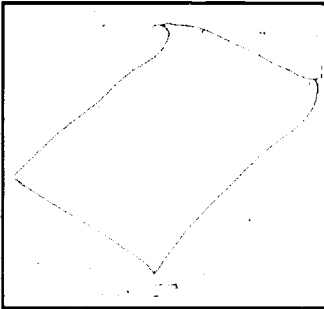












PART - II

CURRICULUM FOR VOCATIONAL EDUCATION

TRANSITION OF PERSONS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

PART - II

ADULT LIVING SKILLS

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

PART - II

ADULT LIVING SKILLS

1. BASIC ACADEMICS

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

2. WORK PLACE BEHAVIOUR

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

3. EMPLOYABILITY

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

4. SEX EDUCATION

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

5. SELF ADVOCACY

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

PART - II

I. BASIC ACADEMICS

Date : _ _ _ _

1. Self and family

- | | | | | |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Tells name and address | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Aware of own age and date of birth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Tells the name of family members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _ _ _ _

2. Job site and work schedule

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Tells the address of job site | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Reads the bus numbers and travels by bus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Reads the names of coworkers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Writes leave letter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Identifies the rooms and telephone numbers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Uses clock or watch to follow work schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _ _ _ _

3. Money transactions and banking

- | | | | | |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Identifies money and make changes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Calculates wages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Makes necessary expenditure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Saves money in bank | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Withdraws money when necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total _ _ _ _

Key for scoring

Independent ☒

Dependent ☐

4. Signals and symbols

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reads/Identifies survival words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Follows traffic signals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Reads arithmetic symbols | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Makes simple arithmetic calculations using calculator | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

		Periodical Evaluation
Areas		Date _____
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	<u>18</u>	— — — —

PART - II

2. WORK PLACE BEHAVIOUR

Dates : — — — —

1. Etiquette and Manners

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

Total — — — —

2. Personal Interaction

- | | | | | |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Respects supervisor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Cooperates with coworkers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Controls emotions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Requests help if necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Avoids quarrels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Maintains friendships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Respects others belongings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Takes care of personal belongings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total — — — —

Scoring system

Always - 3, Often - 2, Rare - 1, Never - 0

3. Regularity and Punctuality

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

Total

___ _ _ _

4. Communication/Social behaviour

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

Total

___ _ _ _

5. Quality and Quantity of work

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Shows improvement in quality of work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Works satisfactorily | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Reports work problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Increases speed of work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Uses tools safely | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Leaves tools and products in place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Avoids stealing things from work area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Keeps work area clean | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Reports missing/broken items | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Continues or stops work as per instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

SUMMATIVE EVALUATION

Areas		Periodical Evaluation			
		Date _____			
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	<u>50x3</u>	—	—	—	—

PART - II

3. EMPLOYABILITY

1. Self Awareness

Date :

__ __ __ __

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

☐ ☐ ☐ ☐☐ ☐ ☐ ☐☐ ☐ ☐ ☐☐ ☐ ☐ ☐☐ ☐ ☐ ☐

Total

__ __ __ __

2. Job exploration

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

☐ ☐ ☐ ☐☐ ☐ ☐ ☐☐ ☐ ☐ ☐☐ ☐ ☐ ☐

Total

__ __ __ __

3. Biodata preparation

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

☐ ☐ ☐ ☐☐ ☐ ☐ ☐☐ ☐ ☐ ☐☐ ☐ ☐ ☐

Total

__ __ __ __

Key for scoring

Independent



Dependent



4. Interview skills

- | | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Keeps up appearance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Maintains posture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Listens and responds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

5. Staying on job

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Follows the rules and regulations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Learns how to use various means of transportation
(cycle, autorikshaw, bus, train, etc.,) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Seeks proper assistance if needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Discusses problems and takes help. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

SUMMATIVE EVALUATION

		Periodical Evaluation
Areas		Date <u> </u>
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>	<u> </u> <u> </u> <u> </u> <u> </u>

PART - II

4. SEX EDUCATION

1. Anatomy and physiology

Date _____

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

Total _ _ _ _

2. Maturation or Body changes

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Differentiates between boy and man | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Differentiates between girl and woman | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Relates his/her own body changes when he/she was small | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Understands the body changes occurred as he/she grows | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

FOR MALES

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. Understands the need of shaving | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Shaves with/without supervision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Keeps genitals clean | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Changes undergarments whenever wet/necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Washes undergarments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Keeps body parts clean | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Key for scoring

Independent ☒Dependent ☐

FOR FEMALES

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. Understands when menstruation starts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Informs mother / guardian if necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Uses appropriate clothes and napkins | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Changes napkins as per the need | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Cleans body parts as and when needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Washes own undergarments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Total

— — — —

3. Psycho-social sexual behaviour

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

Total

— — — —

4. Same sex behaviour

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Tells the names of own friends of the same sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Talks friendly in groups of own sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Engages in group activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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"/>

Total

—	—	—	—
---	---	---	---

5. Opposite sex behaviour

1. Differentiates same sex and opposite sex
2. Talks appropriately to the people (opposite sex)
3. Engages in group activities where males and females participating
4. Keeps necessary manners when males and females sit/work together
5. Aware that they should not touch and pull each other unnecessarily
6. Aware the social norms when males and 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"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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. 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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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. Leisure time and recreational activities

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

Total _ _ _ _

SUMMATIVE EVALUATION

		Periodical Evaluation			
Areas		Dates: _____			
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		<u>62</u>			

PART - II

5. SELF ADVOCACY

Date : ____

1. Basic Rights

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

Total ____

2. Rights of Living

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

Total ____

Key for scoring

Independent ☒Dependent ☐

3. Decision Making

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Aware of what's happening in the surroundings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Understands what is told | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Plans vacation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. When asked for signature takes help if needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Look at alternatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Decides while voting | <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"/> |

4. Organizing Self Advocacy groups

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Arranges a meeting of few friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Discusses own problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Finds simple solutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Fixes up date for meeting/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Conducts a meeting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Visits the needy friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Plans and chooses appropriate activities | <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

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

PART - II

Dates: ____

1. Basic Academics

- | | |
|----------------------------------|---|
| 1. Self and family | 3 |
| 2. Job site information | 6 |
| 3. Money transaction and banking | 5 |
| 4. Signals and symbols | 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	<u>18</u>
--------------	-----------

____	____	____	____
------	------	------	------

2. Work place behaviour

- | | |
|-------------------------------------|----|
| 1. Etiquette and manners | 30 |
| 2. Personal interaction | 24 |
| 3. Regularity and punctuality | 30 |
| 4. Communication / social behaviour | 36 |
| 5. Quality and quantity of work | 30 |

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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	<u>150</u>
--------------	------------

____	____	____	____
------	------	------	------

3. Employability

- | | |
|-------------------------------|---|
| 1. Self awareness | 5 |
| 2. Job exploration | 4 |
| 3. Biodate preparation | 4 |
| 4. Developing self confidence | 3 |
| 5. Staying on job | 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	<u>20</u>
--------------	-----------

____	____	____	____
------	------	------	------

4. Sex Education

- | | |
|---|----|
| 1. Anatomy and physiology | 8 |
| 2. Maturation or body changes | 10 |
| 3. Psycho social sexual behaviour | 10 |
| 4. Same sex behaviour | 6 |
| 5. Opposite sex behaviour | 8 |
| 6. Marriage and parenthood | 10 |
| 7. Leisure time nad recreational activities | 10 |

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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	<u>62</u>
--------------	-----------

____	____	____	____
------	------	------	------

5. Self advocacy

- | | |
|------------------------------------|----|
| 1. Basic rights | 7 |
| 2. Rights of living | 10 |
| 3. Decision making | 6 |
| 4. Organizing self advocacy groups | 7 |

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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	<u>30</u>
--------------	-----------

____	____	____	____
------	------	------	------

Grand Total	<u>280</u>
--------------------	------------

____	____	____	____
------	------	------	------

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



Up



Down

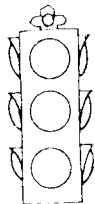


Beware of



BASIC ACADEMICS - WORK SHEET

TRAFFIC SIGNALS



Stop



Walk



Cross



WORK PLACE BEHAVIOUR - WORK SHEET

ARRIVAL



9:00 a.m.

TEA



11:00 a.m.

LUNCH



1:00 p.m.

TEA



4:00 p.m.

DEPARTURE

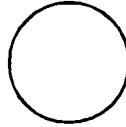


5:00 p.m.


WORK PLACE BEHAVIOUR - WORK SHEET

PUNCTUALITY

*Adjusting the alarm
to get up early*



Getting up


6:00 a.m. 

Wake up
hearing alarm
and put off alarm


Pray God

Arrange bed


Getting ready
for job

7:00 a.m. 

Brushing
Toileting
Bathing


7:30 a.m. 

Dressing &
Grooming


8:00 a.m. 

Taking break
fast and going
to job site


Reaching work
place

9:00 a.m. 

Reaching job
site & signing


1:00 p.m. 

Lunch Break


5:00 p.m. 

Returning home


Go to bed

9:00 p.m. 

Dinner time

9:30 p.m. 

Watching T.V.

10:00 p.m. 

Goes to sleep

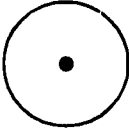
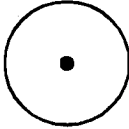
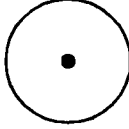
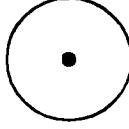
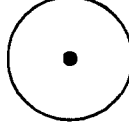
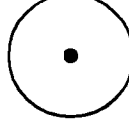
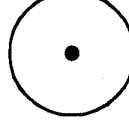
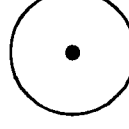

Activity : Draw the time on the clock

WORK PLACE BEHAVIOUR - WORK SHEET

REPORTS WORK PROBLEMS



WORK PLACE BEHAVIOUR - WORK SHEET**WORK SCHEDULE**

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

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

WORK PLACE BEHAVIOUR - WORK SHEET

Arrival Duties

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

Departure Duties

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

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

बचत बैंक आहरण फार्म
SAVINGS BANK WITHDRAWAL FORM

सावधानी: यह बचत जमा आहरण आदेश फार्म है, बैंक नहीं है। इस आहरणफार्म के साथ पास बुक का रहना आवश्यक है। अन्यथा भुगतान इन्कार किया जायेगा।
Caution: This form is not a cheque. The pass Book must accompany this Withdrawal Form. Otherwise payment will be refused.

प्र. का / H.O. xxxxx

दिनांक
DATE _____ 200

स्टेट बैंक ऑफ़ XXXXXXXX
STATE BANK OF XXXXXXXXXXXX

राखा
BRANCH _____

कृपया खुद को रूपये
Please pay self Rupees _____

आदा करें
और रकम को मेरे / हमारे बचक बैंक जमा खाता में
and debit the Amount to my/our S.B. Account No. _____ को नामे डालिये

खातेदार का नाम
Name of the Account Holder _____

खातेदार का हस्ताक्षर
Signature of the Account Holder _____

रु.
Rs. _____

Form 1038 100,000 Pads x 100 95 SMP
बचत फार्म
Ledger Folds
अक्षर
Initials

PAY-IN-SLIP

बचत खाता जमा पर्ची
SAVINGS BANK PAY-IN-SLIP
स्टेट बैंक ऑफ़ XXXXXXXX
STATE BANK OF XXXXXXXX

रेकड / अंतरण
CASH TRANSFER

खाता क्र.
A/c No. _____

दिनांक / Date _____ 20

शाखा/branch

FOR THE CREDIT OF THE SAVINGS BANK ACCOUNT OF _____

कृपया जमा करने के लिए
DEBIT OF CASH/CHQUES

रकम
AMOUNT
₹/Rs. _____

रु. शब्दों में - RS. IN WORDS

गैर/दिया
CASHIER

गैर/अधिकारी/पासबुक अधिकारी
CASH OFFICER/PASSBOOK OFFICER

टिप्पणी: अंतरण को बचत बैंक के खाते में जमा किया जायेगा।
NOTE: Transfer instruments will be credited after realisation.

बचत खाता जमा पर्ची
SAVINGS BANK PAY-IN-SLIP

टिप्पणी: कृपया नकद, बैंक पर आधारित वित्तियों समाशोधन वित्तियों और अन्य स्थानों के वित्तियों के लिए अलग पर्चियाँ का प्रयोग करें।
Note: Use separate slips for depositing cash, instruments drawn on Bank, clearing instruments & substitution instruments.

स्टेट बैंक ऑफ़ XXXXXXXX
STATE BANK OF XXXXXXXX

प्र. का / H.O. 1054

रेकड / अंतरण
CASH TRANSFER

खाता क्र.
ACCOUNT NUMBER

दिनांक
DATE _____ 200

शाखा
BRANCH

FOR THE CREDIT OF THE SAVINGS BANK ACCOUNT OF _____

कृपया जमा करने के लिए
क्रेडिट बैंक
DRAWN ON BANK

शाखा
BRANCH

बैंक क्र.
CHEQUE NO.

रेकड
CASH

नोट्स
NOTES

रु. शब्दों में - RS. IN WORDS

गैर/दिया
CASHIER

गैर/अधिकारी/पासबुक अधिकारी
CASH OFFICER/PASSBOOK OFFICER

टिप्पणी: अंतरण को बचत बैंक के खाते में जमा किया जायेगा।
NOTE: TRANSFER INSTRUMENTS WILL BE CREDITED AFTER REALISATION.

CHEQUE

Pay _____ 20

रूपये Rupees _____

आदा करे

रु. Rs. _____

A/c No. _____

L.F. _____

Initials _____

STATE BANK OF XXXXXXXXXXXX

स्टेट बैंक ऑफ़ XXXXXXXXXXXX

XXXXXXX, XXXXXX

"XXXXXXXX" XXXXXX

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.			

Religion :

Work experience :
 1.
 2.

Hobbies/talents :

Signature of the applicant

Signature of parent/guardian

Date :
 Place :

EMPLOYABILITY - WORK SHEET

ACTIVITIES

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

WORDS TO REMEMBER

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

SELF ADVOCACY - WORK SHEET

Knowing Basic Rights.

All people are created equal.

All have certain rights which cannot be taken away.

There are 2 kinds of rights :

Human Rights

Legal Rights

**YOU ARE A PERSON AND YOU HAVE HUMAN RIGHTS.
THESE RIGHTS HAVE BEEN WRITTEN IN THE CONSTITUTION.**

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

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

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

The right to choice
The right to life
The right to freedom
The right to 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.

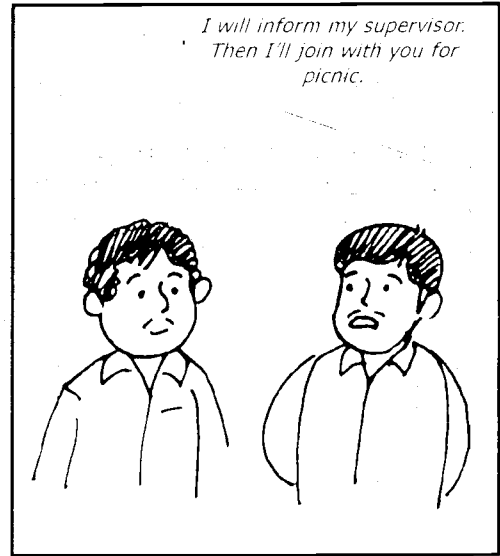
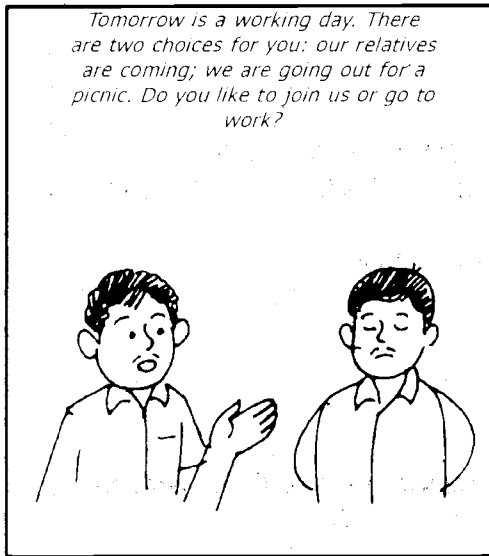
**The right to
equal protection**

SELF ADVOCACY - WORK SHEET

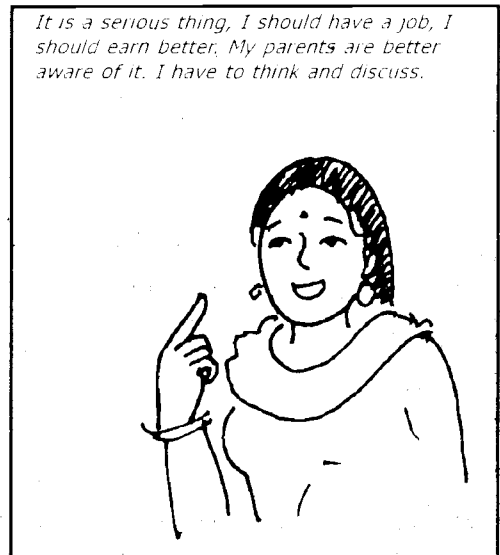
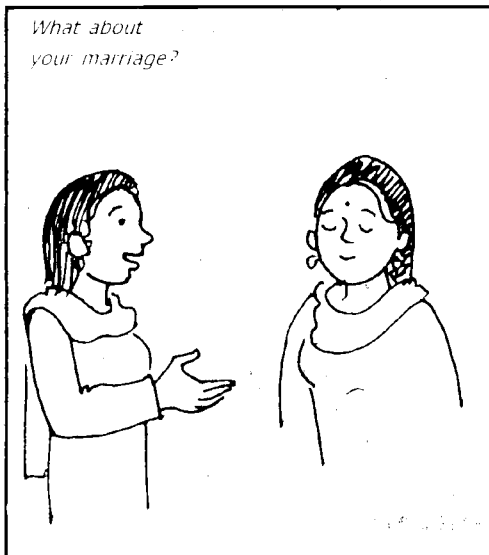
SELF ADVOCACY

Decision Making

Situation - 1



Situation - 2



SELF ADVOCACY - WORK SHEET

Self advocacy is :

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

*Courtesy
(A Manual of Self Advocacy)*

Conducting a Self Advocacy programme

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

Rights of Living

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