

**JOB ANALYSIS
&
ON-THE-JOB TRAINING
FOR PERSONS WITH MENTAL RETARDATION
SERIES—3**



MANUFACTURE OF CARDBOARD FILES



राष्ट्रीय मानसिक विकलांग संस्थान
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**JOB ANALYSIS AND ON-THE-JOB TRAINING FOR PERSONS WITH
MENTAL RETARDATION - SERIES - 3**

MANUFACTURE OF CARDBOARD FILES

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FOREWORD

The National Institute for the Mentally Handicapped established Department of Vocational Training which became operational with effect from January, 1991. Since then the institute's efforts have been to identify various jobs which can be performed by people with mental retardation. All along the focus is on new employment avenues rather than traditional activities like manufacture of chalk, candles, envelopes, or activities like weaving, etc. which have usually been taught in most special schools.

The Institute has encouraged participation of parents, particularly those members of the group who have the interest and the time. The Institute has been instrumental in promoting three such parent cooperatives so far, one based at the South Central Railway headquarters in Secunderabad and the other located in H.M.T. premises, Hyderabad. The production activities involved are repair of sleeves for packaging electrical bulbs, removal of dents on bulb holders, making of files and other stationery items for use in office set up.

Whatever little has been achieved in a short span of time, the Institute's endeavour is to share with our colleagues working in the Non-Government Organisations, the technology adopted for making this programme successful. The present book titled "Job Analysis & On-The-Job Training For Persons with Mental Retardation" is third in the series brought out by the Institute. We do hope that professionals working in the area of Vocational Training will find it useful.

Comments and suggestions are welcome.

(Dr. D.K. MENON)
DIRECTOR, NIMH

Place: Secunderabad

Date: 17th September, 1993.

ACKNOWLEDGEMENTS

I acknowledge my sincere thanks to the Parents Association of South Central Railway, for the Welfare of the Mentally Handicapped Children who took the keen interest to train their children in the manufacture of cardboard files at the training cum production centre, AAKAANKSHA. Without their help, I would not have been able to develop and field test this curriculum.

I extend my sincere thanks to Shri K. Ravinder who prepared the diagrams and graphs. Photographs are the contribution of Shri B. Ravi Shanker. His talents and interest are highly appreciated. I extend my thanks to the secretarial assistance of Shri C. Siddeshwar in typing the material.

The Administrative support by Shri L. Govinda Rao, Deputy Director (Admn.), Shri T. Pitchaiah, Shri G.V. Reddy and Shri K.S.S. Subba Rao are gratefully acknowledged.

Last but not the least I acknowledge my gratitude to the persons with mental retardation at AAKAANKSHA for their sincere efforts and cooperation to learn the maximum skills in the manufacture of cardboard files worked out in this curriculum package.

A.T. Thressia Kutty

INTRODUCTION

Persons with mental retardation at all levels can be engaged in economically useful activities if proper chances and training are given. The time has come in the field of mental retardation to make a move from the conventional trades such as candle making, chalk making and craft activities. Depending on the market in the neighbourhood, suitable jobs are to be identified, awareness is to be created and job orders have to be taken for better opportunities for persons with mental retardation. The concept and functioning of sheltered workshops have to be modified. It should give training and job opportunities with remuneration.

MANUFACTURE OF CARDBOARD FILES - A SUITABLE TRADE FOR PERSONS WITH MENTAL RETARDATION

There is an increasing demand for cardboard files and envelopes in all offices since it is a consumable item. The tasks involved in the manufacture of these items are found simple. The process involved in different stages are cutting the cardboards, paper and calico into required sizes, pasting, folding, joining, compressing, fixing eyelets and tags. The persons with mild mental retardation will be able to achieve 80 to 90% skills involved in it. At the same time, the persons with severe mental retardation and multiple handicaps if they are able to sit in a place, concentrate and work at least with one hand will also fit for work in a unit of manufacturing cardboard files.

The skilled workers are not necessary to start the unit. 3 persons with normal intelligence can get trained in a file making unit for a period of one month. They can be appointed as supervisors for a unit where 50 mentally retarded persons can be trained and given job. The unit will be able to prepare 10,000 files in a month. If the centre can get a regular order of 1,00,000 files a year, it will be able to function continuously, as a training cum production centre.

The raw materials - cardboards, papers, tags and eyelets - are available in cities and towns. These items should be procured at wholesale rate.

Cutting machine, compressor and eyelet fixers are the machines required for the manufacture of cardboard files. The suppliers of the machine are available in cities like Delhi, Bombay, Coimbatore, Hyderabad etc. The operations of these machines are found simple and also not risky.

During the manufacture of cardboard files, there is absolutely no wastage of raw materials.

Since the demand is continuous and there is an increase in its consumption in many offices there is a scope for opening such units in different parts of the country. Those who are trained in this unit can work in printing presses and binding units also.

Due to the above mentioned reasons, manufacture of cardboard files is suggested as a suitable trade for persons with mental retardation.

GUIDELINES FOR PLANNING

INITIAL INVESTMENT REQUIRED

Building : 2 halls, 20' x 10' - for training and production
2 rooms 15' x 10' for installation of machinery and storing facilities
1 office room 10' x 10' and 2 toilets

Machinery :

| | | |
|--|-------|------------|
| 1. Cutting machine with 2 steel knives, accessories without motor - 32 " size | 1 No. | Rs. 25,000 |
| 2. Hand press, 4 pillars - 15 x 20 | 1 No. | Rs. 6,000 |
| 3. Eyelet punching 6" deep throat | 1 No. | Rs. 5,000 |
| 4. Accessories, hammer, hand knives etc. | 1 No. | Rs. 3,000 |
| | | <hr/> |
| | | Rs. 39,000 |

Working capital:

Initially an amount of Rs.30,000/- may be needed to buy the raw materials for 10,000 files. This can be rotated further.

Financial Assistance:

Bank loans are available for starting small scale units for registered associations. If the parents of the mentally retarded children can be registered as a society for starting such units, funds can be raised through various programmes.

SELECTION OF TRAINEES

Achievement of pre-requisite skills for a particular trade, becomes the selection criteria for that trade. The future job placement possibilities also have to be considered. For example, a minimum of 60% achievement of skills of a particular trade is required for placement in supported open employment. If the trainee passes minimum skills to keep himself usefully occupied the whole day, he may be fit to be placed in a sheltered set up. In a file making unit, if a trainee is able to paste the corners correctly and neatly, that is enough for him to work in a sheltered environment.

The prerequisite skills for cardboard file preparation.

1. Achievement of 80% of skills on the job placement checklist would help the trainee to master 75% of skills involved in cardboard file making
2. For persons with moderate and severe mental retardation the minimum prerequisite skills required to train and work in a sheltered set up are as follows :
 - a. ability to sit in a place for 3 to 4 hours
 - b. ability to convey personal needs
 - c. awareness of safety skills
 - d. minimum functioning of one hand - for example to apply gum and stick
 - e. ability to attend to a task continuously for 3 to 4 hours without disturbing others.
 - f. ability to follow instructions.

Chronological age can be fixed as 15 years and above for training and 18 years and above for placement.

MANUFACTURE OF CARDBOARD FILES - JOB ANALYSIS

Job analysis is the plan used by employment trainers to ensure that employees are able to perform their jobs to the standards agreed to when negotiating with employers. The three major purposes of job analysis are :

1. It serves as the training plan for facilitating employment for the new employee.
2. It can be served as an accountability measure to help agencies to ensure that the trainee's work is the highest quality possible.
3. It can be offered as a resource to the employer providing the job.

Four useful categories when analysing a job site are:

- a. core work routines
- b. episodic work routines
- c. work behaviour
- d. work related skills

In a cardboard file making unit the tasks most frequently performed by the employee are listed under the core work routines.

The tasks which are infrequently performed are given in episodic work routines. Other work related tasks and expected work behaviours are listed and included in the job analysis of manufacture of cardboard files.

The stages involved in the manufacture of cardboard files can be broadly grouped into the following:

I. CORE WORK ROUTINES

- A Cutting cardboard into required size.
- B. Cutting the red sheet of cloth into rectangular strips of required measurement.
- C Cutting the rectangular strips further into triangular strips.
- D. Pasting the triangular strips of red cloth on the two adjacent edges of the cardboard.
- E. Joining two cardboards to form a file.
- F. Pasting white sheets on the outer side of the file.
- G Pasting brown sheets of paper inside the file.
- H. Compressing the files.
- I Putting two eyelets and laces on the file.

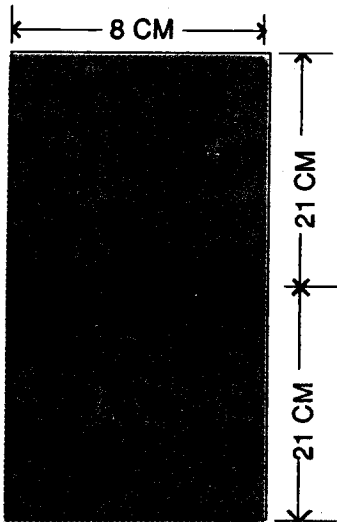
SEQUENTIAL STEPS INVOLVED IN EACH STAGE

A CUTTING CARDBOARD INTO REQUIRED SIZE:

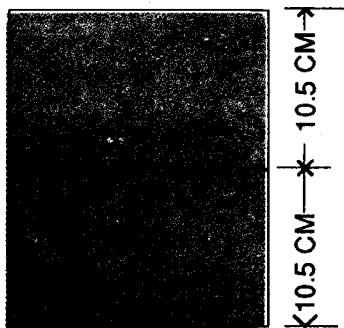
1. Mark required size (35 Cms.x26 Cms.) on cardboard
2. Place the marked cardboard (78 Cms. x 65 Cms.) on the table of the machine
3. Adjust the cardboard in such a way that the blade cuts 35 Cms. widthwise (the length being 78 Cms.)
4. Operate the machine by turning wheels
5. Remove the 78 Cms. x 30 Cms. cardboard
6. Turn the 78 Cms. x 35 Cms. cardboard in 90 degree angle.
7. Adjust the cardboard in such a way that the blade cuts 26 Cms. lengthwise.
8. Remove cut out part of the cardboard.
9. Adjust cardboard in such a way that the blade cuts again 26 Cms. lengthwise.
10. Take the 78 Cms. x 30 Cms. cardboard.
11. Place it on the table lengthwise.
12. Cut 4 Cms. lengthwise.
13. Turn at 90 degree angle.
14. Adjust in such a way that the blade cuts 35 Cms. widthwise.
15. Remove the cut out cardboard.
16. Adjust the remaining cardboard in such a way that the blade cuts 35 Cms. widthwise.

B CUTTING THE RED STRIPS OF CLOTH INTO RECTANGULAR STRIPS

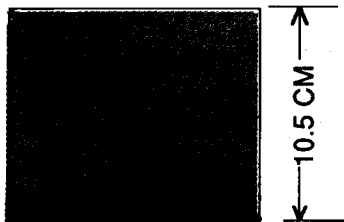
1. Take the cloth of 84 Cms. width
2. Fold it in two halves in such a way that each half measures 42 Cms.
3. With the help of the measuring tape, measure 8 Cms. from the left edge of the cloth and mark.
4. Fold the cloth lengthwise from the mark
5. Press the folded edge.
6. Take the cutting knife and insert into the fold.
7. Smoothly cut the cloth by passing the knife across the folded edge.
8. Cut the folded 8 Cms. edge into two halves in such a way that each of the two strips measures 42 Cms. x 8 Cms.



TO FOLD HALF WIDTHWISE



FOLD HALF WIDTHWISE

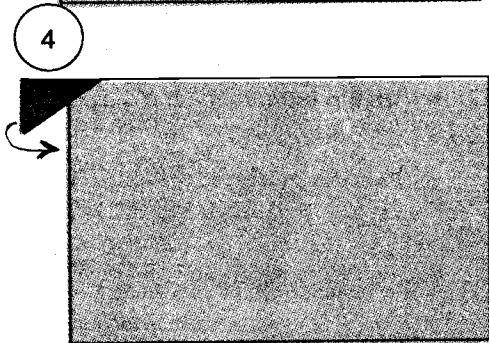
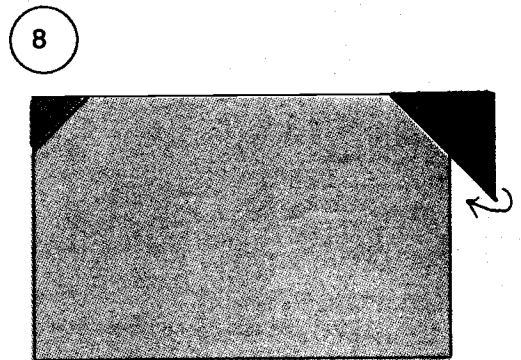
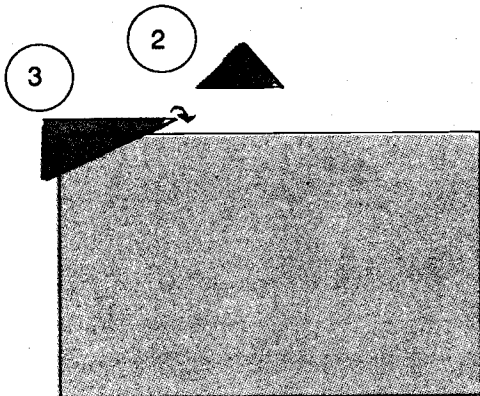
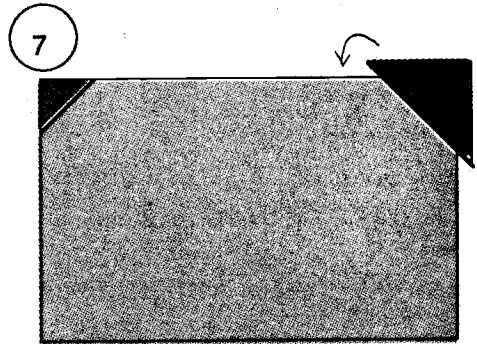
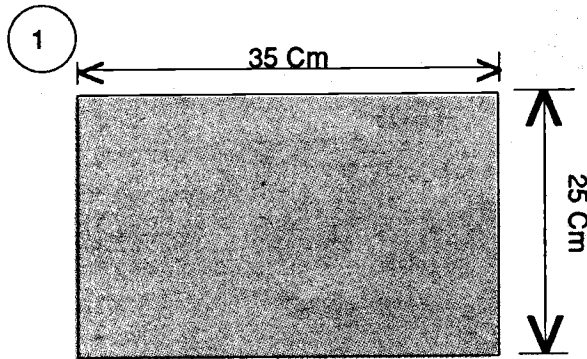


FOLD HALF ALONG THE DIAGONAL



**PUT ON THE MACHINE & CUT IN SUCH A WAY
THAT EIGHT TRIANGULAR (EQUAL)
STRIPS ARE OBTAINED.**

PASTING THE TRIANGULAR STRIPS ON THE TWO ADJACENT EDGES OF THE CARDBOARD



JOINING TWO CARDBOARDS TO FORM A FILE

1



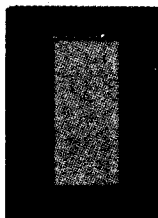
Red strip



Thin cardboard strip

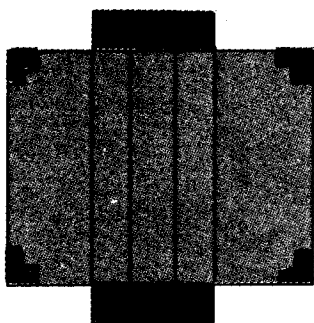
Place cardboard strip over the red strip of cloth

2



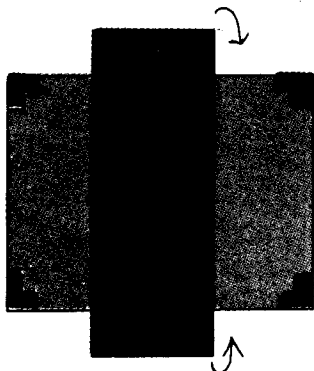
Take gum and apply around the cardboard on the remaining strip of red cloth

3



Place two file cardboard on the remaining strip of red cloth

4



Fold the remaining part of the outside strip towards the inner side of the file

C. CUTTING THE TRIANGULAR STRIPS OF RED CLOTH

1. Take the rectangular strip of red cloth.
2. Fold into half widthwise.
3. Fold into further half width wise so that the four folds measure about 10.5 Cms. x 8 Cms.
4. Fold the cloth across the diagonal and press gently.
5. Place the cloth on the cutting machine.
6. Adjust the cloth in such a way that the blade cuts the cloth into triangular strips.

D. PASTING THE TRIANGULAR STRIPS ON THE TWO ADJACENT EDGES OF THE CARDBOARD

1. Apply gum on the triangular strip of red cloth
2. Take the cardboard and place it in vertical position length wise.
3. Place it on one corner of the cardboard in such a way that the corners of the triangular strip are slightly off the cardboard.
4. Stick the protruding red coloured cloth to the back side of the cardboard.
5. Similarly, paste another two triangular strips of the cloth on the adjacent corners of the cardboard.

E. JOINING THE TWO CARDBOARDS TO FORM A FILE BY PASTING A RECTANGULAR STRIP OF RED CLOTH IN THE CENTRE

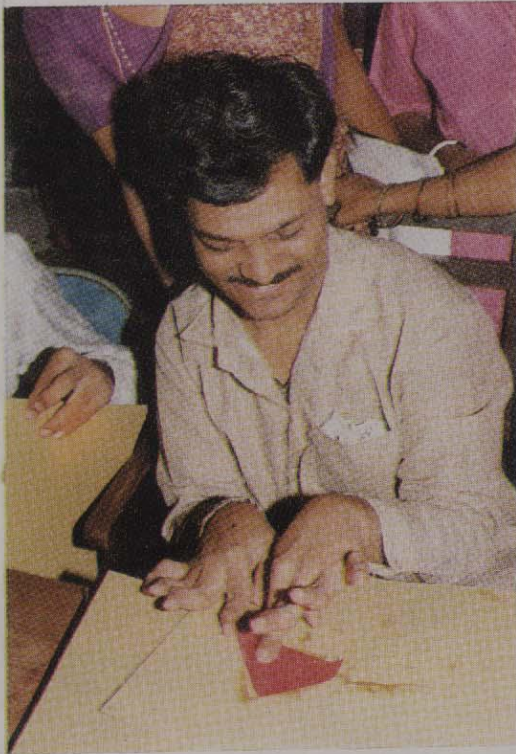
1. Take a rectangular red strip of cloth of measure 42 Cms. x 8 Cms.
2. Take a thin cardboard strip and place it on the red strip of cloth.
3. Apply gum on the edges surrounding the cardboard strip.
4. Put the two halves of the cardboard over the edges of the cloth.
5. Remove the small strip of cardboard.
6. Paste by folding the outer edges.
7. Fold the file and check if the outer side is properly stuck.

F. PASTING WHITE SHEETS OF PAPER ON THE OUTER SIDE OF THE FILE

1. Take a plain sheet of white paper slightly bigger than 35 Cms.
2. Cut the two adjacent corners of the paper slightly.
3. Apply gum on the one side of the white paper.



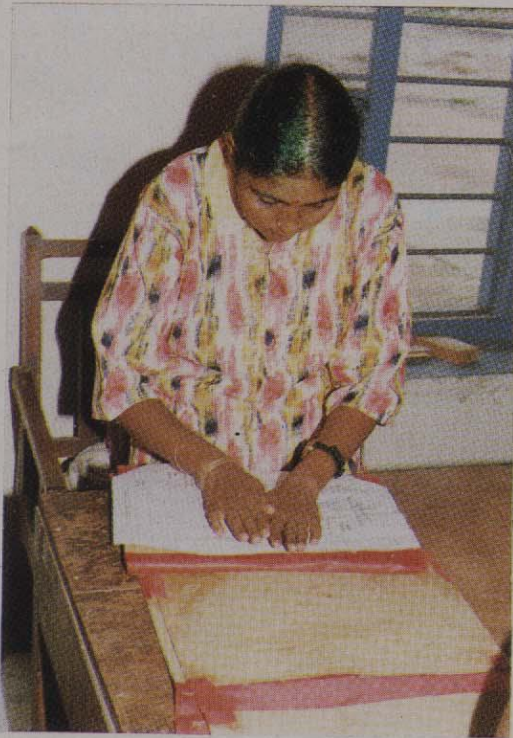
Cutting cardboard into required size



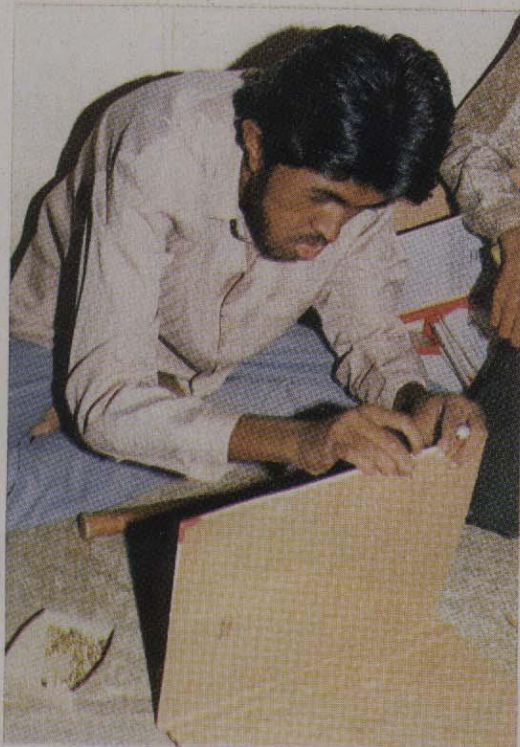
Pasting triangular strips



Joining two cardboards



↑
Pasting white paper
↓



Pasting brown paper

4. Paste it on one surface of the file cardboard.
5. Apply gum on the back of white sheet with letter head of 'South Central Railway'.
6. Paste it at the back side of the file in such a way that the 'South Central Railway' forms the heading.

G. PASTING THE BROWN SHEETS OF PAPER ON THE FILES

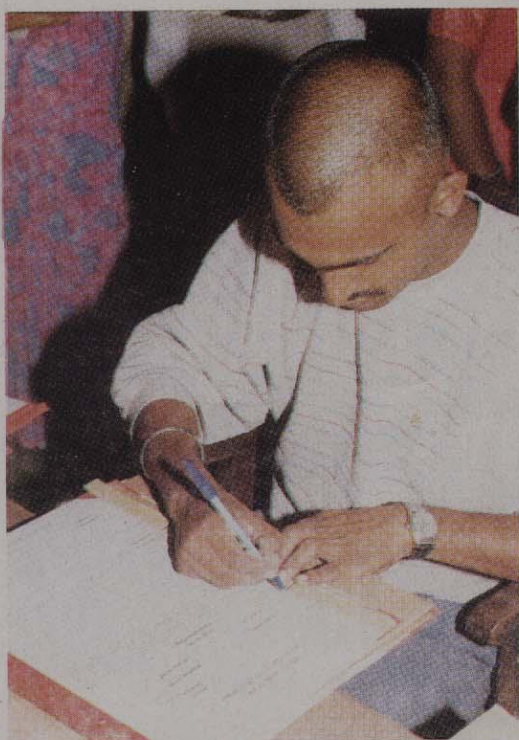
1. Open the cardboard file.
2. Take a brown sheet with the heading of 'NOTES'.
3. Apply gum on the back side of this paper.
4. Paste it on the left hand side surface of the file.
5. Take a brown sheet with the caption of "CORRESPONDENCE".
6. Apply gum on the back side of this paper.
7. Paste it on the right hand side surface of the file.

H. COMPRESSING THE CARDBOARD FILES

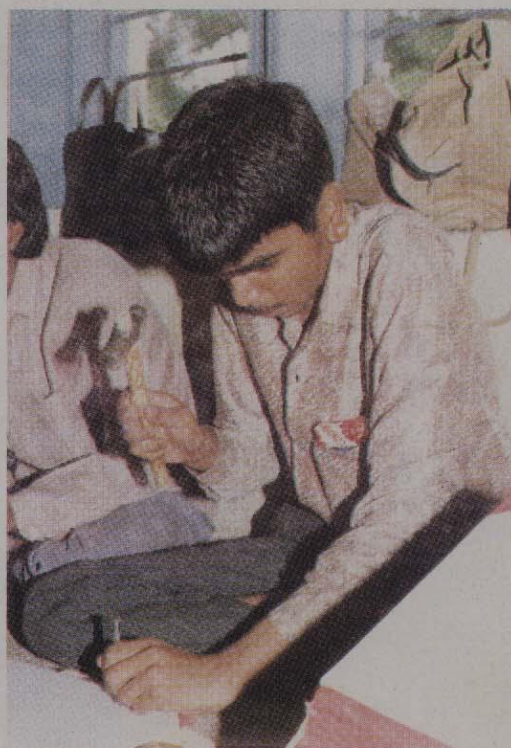
1. Place the cardboard files in the compressor machine.
2. Compress the files by keeping them for about 4 to 5 hours in the machine.
3. Remove the files from the compressor and store in proper place.

I. PUTTING TWO EYELETS AND LACES ON THE FILE

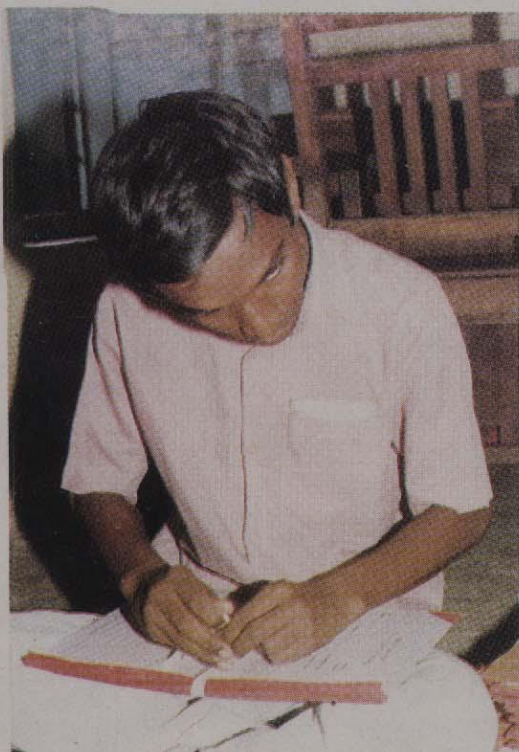
1. Provide two eyelets at left hand side and two eyelets on the right side with 2 Cms. margin. The distance between the two eyelets should be 13 Cms. on each side with laces of 61Cms. with tin tips on both sides.
2. Insert the tags through the eyelets
3. Pull it out and make a bow
4. Provide out slits at the back of file.
5. Insert tape cotton with one metre length and 25 mm. width.
6. Make a bow with the tape inserted.



Marking for eyelets



Fixing eyelets



Making bow with the tape inserted

**II. EPISODIC WORK ROUTINES:
LUBRICATION AND CLEANING**

1. Find the parts of the machines to be lubricated.
2. Dust the parts with dusting material.
3. Fill the oil can for lubrication
4. Apply oil on the parts of the machine.
5. Clean the parts with a cloth after required time.

III. WORK BEHAVIOUR

1. Wears clean dress for work.
2. Goes to work in time in the morning.
3. Attends a prayer at 9.30 am.
4. Works till 1.00 pm. as per direction.
5. Goes for lunch.
6. Returns to work at 1.30 pm.
7. Continues work as per direction.
8. Breaks for evening tea at 3.30 pm.
9. Continues work till 4.30 pm.
10. Washes hands after work.
11. Changes dress.
12. Co-operates with others during work.
13. Communicates properly during work.

IV. WORK RELATED SKILLS

1. Realizes that he can earn out of work.
2. Reaches in time.
3. Calculates money upto Rs.10.
4. Uses pocket money for personal needs.
5. Travels alone to reach the work place, by bus/walk.
6. Aware of the use of bank.
7. Deposits money in the bank.
8. Draws money from the bank.

JOB REQUIREMENTS

During the job analysis it was found that there are 9 stages involved in the manufacture of cardboard files. The mildly mentally retarded persons can be trained in all these tasks. They may need supervision in measuring and adjusting the cardboards for cutting. The moderately and severely retarded persons can be trained in specific tasks depending on their mental and physical capacities. The essential requirements to perform these jobs are :

1. Eye hand co-ordination.
2. Ability to follow the instruction.
3. Safety skills.
4. Ability to measure the required size.

Attending a task without disturbing others is important for training and placement in the training and production units.

WORKSITE CONSIDERATION

Worksite is a hall where the trainees can sit in a row or in a group. There is another room where the machines for cutting and compressing are installed. After pasting the files, they are kept in order in the corner of rooms for drying. After drying, they are taken for compressing, then kept in the store room. The trainees should be aware of the surroundings and exercise safety skills during working hours.

They prefer to sit on the floor while working. Special uniform is convenient if provided. The machines which are used for the manufacture of cardboard files are the cutting machine, compressor and the machine to fix eyelets. Electrical operations are not involved. They are operated manually.

TRAINING CONSIDERATION

There are many sequential steps involved in each stage. Assess and find out the performance level. They are expected to work for 6 to 7 hours a day. Initially they may be trained for 3 hours with break. It can be increased gradually to 6 hours a day. To avoid monotony they may be given different tasks. The trainer should note down the quality and quantity of their performance.

TIME SCHEDULE

The centre starts working at 9.30 am. with a prayer. They are given a tea break at 11.00 am. then they continue to work till 12.30 noon. After 30 minutes lunch break, the schedule is fixed as 1 to 4 for work. It normally works for 6 days a week. Sundays and other government holidays are applicable to the centre. Second Saturdays are also holidays.

After observation and recording the performance of the trainees, they could be given a stipend when they are on-the-job training.

THE AREAS NEEDING SPECIFIC TRAINING

Core work routines are to be analysed into small sequential steps and step by step teaching may be used by giving proper promptings and rewards.

REINFORCEMENTS

Stipend will serve as a reinforcement. They may be allowed to spend for their personal needs out of their earnings. Later a bank account also could be opened in their names.

METHODS OF TRAINING AND EVALUATION

Depending on the capabilities of the persons with mental retardation, vocational training can be given in different settings. On-the-job training is suggested for persons with mild mental retardation who achieved the 80% skills in the job placement checklist. They will be able to learn the routines of the job from the normal workers, if supervision and assistance is given to learn the different stages involved in the manufacture of cardboard files. This way of training helps to pick up the speed and quality from the normal workers and reduces the unnecessary expenditure incurred at training stage.

Persons with moderate and severe mental retardation need special training. The tasks involved in different stages are to be systematically task analysed and to be selected for step by step training with proper reinforcement. They will not be able to master all tasks involved in this trade. For example, marking the required size on cardboards for cutting, adjusting paper on the machine, fixing eyelets etc., will be difficult for them. So the simple tasks are to be identified as per the abilities of these trainees. The tasks such as applying gum, pasting corners, joining both cardboard pieces, turning the wheel of the machine, keeping files to dry etc., may be appropriate for persons with severe mental retardation. Achievement of the skills may differ from trainee to trainee. Training and evaluation should be individualized depending on the strength and weaknesses, rate of learning and need for adaptive devices.

Before starting training, the trainee may be allowed to observe different stages involved in the manufacture of cardboard file. At the same time the trainer also can observe the trainee's interest, and motivate him to start with a task which he likes. For example, if he likes to turn the wheel to operate the machine, let him do that. To keep the files to dry, to insert the tags through the eyelets, piling the files, and applying gum are some of the simple tasks involved. Start from the simple and gradually move towards the difficult ones, as the trainee learns step by step.

During initial stage physical and verbal prompting and later modeling would help to learn the tasks. Appreciation, refreshments, and a stipend system which could be used for personal needs and outings would reinforce the trainee. If the stipend is calculated as per the days attended, it will help to maintain regularity and punctuality.

The job analysis checklist can be used for initial and ongoing assessment. Depending on the capability of the trainee the pass criteria can be fixed. The percentage of skills set for mildly retarded persons may not be the same for the persons with moderate and severe mental retardation.

The duration of training differ from person to person. The evaluation on the job analysis check list helps the trainer to decide the duration for each trainee.

JOB OPPORTUNITIES

Cardboard file is a consumable item and the need for this item is in increase in offices. In urban areas production centres could be started to manufacture this item. Continuous orders can be taken from different organizations.

It is tried out in Secunderabad. The South Central Railway Employees who have retarded children formed an association for the welfare of their mentally retarded children. The association is given the order by the South Central Railway management for cardboard files used in South Central Railway offices. They purchase about 1 lakh files a year. These files are manufactured by the mentally retarded children. Not only the persons with mild mental retardation but also the moderate and severe persons are admitted in the centre. The quality of their work also has been found to be good by the management. Such centres can be initiated in other cities and towns in various parts of the country.

The persons who achieve 60% of skills involved in the manufacture of cardboard files can be placed in file making units and printing presses. The basic skills involved are the same. The changes as per the types of files, could be introduced at various job sites.

IDENTIFICATION DATA

1. Name of the trainee : Biyi
2. Sex, Age & Date of birth : Male, 22 yrs
3. Level of mental retardation : Mild
4. Name & Address of the parent/
Guardian & occupation : son of a Railway employee
SCR - Secunderabad
5. Education & training
Normal school : IIIrd class
Special school : NIL.
Vocational training : NIL - Generic skills training at NIMH
6. Associated conditions if any : NIL
7. Score on checklist for
vocational placement : 88%
8. Pre-requisite skills for training : Has normal hand functioning
Is aware of safety
Able to follow instructions
Can attend to a task 4 to 5 hours

Date: 24.4.1992

**VOCATIONAL PLACEMENT
CHECK LIST**

Name : *Biju*

Age : *22 yrs*

PERIODICAL EVALUATION

I. SELF SKILLS

1. Anticipates needs, uses bathroom appropriately
2. Maintains cleanliness unaided (brushing, bathing, combing)
3. Eats properly and observes manners in a family situation without supervision
4. Manages dressing unaided and maintains a neat appearance

II. COMMUNICATION :

1. Can use gestures as an adjunct to verbal communication
2. Communicates using words
3. Gesturally or verbally makes himself understood to others
4. Communicates properly in sentences
5. Engages in meaningful conversation with two or three persons

III. SOCIAL BEHAVIOUR :

1. Sits properly in a class room situation
2. Greets peers and elders appropriately
3. Cooperates in group situation
4. Offers help when needed without prompting

| DATE | 24/4/92 | | | | | Remarks |
|------|---------|--|--|--|--|---------|
| | ✓ | | | | | |
| | ✓ | | | | | |
| | ✓ | | | | | |
| | ✓ | | | | | |
| | 4 | | | | | |
| | ✓ | | | | | |
| | ✓ | | | | | |
| | ✓ | | | | | |
| | ✓ | | | | | |
| | 5 | | | | | |
| | ✓ | | | | | |
| | ✓ | | | | | |
| | ✓ | | | | | |
| | ✓ | | | | | |

ON-THE-JOB TRAINING—CARDBOARD FILES

| PERIODICAL EVALUATION | | | | | | |
|---|---------|--|--|--|--|---------|
| DATE | 24-4-72 | | | | | Remarks |
| 5. Behaves acceptably and makes visitors feel welcome | ✓ | | | | | |
| 6. Recognizes and protects his own property appropriately | ✓ | | | | | |
| 7. Asks permission to use the property of others | ✓ | | | | | |
| 8. Maintains discipline demanded in a given situation | ✓ | | | | | |
| 9. Leads peer group in simple activities | ✓ | | | | | |
| 10. Follows routine | ✓ | | | | | |
| | 10 | | | | | |
| IV. FUNCTIONAL ACADEMICS : | | | | | | |
| 1. Reads his name | ✓ | | | | | |
| 2. Reads his adress | ✓ | | | | | |
| 3. Reads survival words (poison, man, woman, hot, stop, toilet) | ✓ | | | | | |
| 4. Comprehends what is read by him | ✓ | | | | | |
| 5. Reads simple sentences | ✓ | | | | | |
| 6. Writes his name | ✓ | | | | | |
| 7. Writes his address | ✓ | | | | | |
| 8. Copies simple sentences | ✓ | | | | | |
| 9. Writes simple sentences | ✓ | | | | | |
| 10. Counts meaningfully upto 10 | ✓ | | | | | |
| 11. Identifies and writes the numbers upto 10 | ✓ | | | | | |
| 12. Counts upto 100 | ✓ | | | | | |

| PERIODICAL EVALUATION | | | | | | |
|--|---------|--|--|--|--|---------|
| DATE | 24/4/92 | | | | | Remarks |
| 13. Identifies and writes the numbers upto 100 | ✓ | | | | | |
| 14. Does simple single digit addition | ✓ | | | | | |
| 15. Does simple double digit addition | ✓ | | | | | |
| 16. Does simple single digit subtraction | ✓ | | | | | |
| 17. Does simple double digit subtraction | X | | | | | |
| 18. Identifies coins of all denominations | ✓ | | | | | |
| 19. Identifies rupee notes of all denominations | ✓ | | | | | |
| 20. Exchanges coins for one rupee | ✓ | | | | | |
| 21. Makes purchases and gets balance for 1 rupee | ✓ | | | | | |
| 22. Makes purchases and gets balance for 5 rupees | ✓ | | | | | |
| 23. Makes purchases and gets balance for 10 rupees | X | | | | | |
| 24. Answers correctly day or night, morning or afternoon, yesterday, today or tomorrow | ✓ | | | | | |
| 25. Tells the position of the long and short arm in clock | ✓ | | | | | |
| 26. Tells the position of the long and short arm in clock | ✓ | | | | | |
| 27. Tells his date of birth | X | | | | | |
| 28. Tells time to the minute on the clock | X | | | | | |
| 29. Tells hours, 30 mnts, 15 mnts, 45 mnts., | X | | | | | |
| 30. Associates time to the work routine | ✓ | | | | | |
| | 25 | | | | | |

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| PERIODICAL EVALUATION | | | | | | |
|--|---------|--|--|--|--|---------|
| DATE | 24.4.92 | | | | | Remarks |
| V. SAFETY SKILLS | | | | | | |
| 1. Uses stairs and corridors in a safe manner | ✓ | | | | | |
| 2. Aware of hazards in the environment | ✓ | | | | | |
| 3. Knows dangers of fire | ✓ | | | | | |
| 4. Aware of traffic signals | ✓ | | | | | |
| 5. Crosses streets safely | ✓ | | | | | |
| 6. Uses sharp objects safely | ✓ | | | | | |
| 7. Uses household electrical items safely | ✓ | | | | | |
| | 7 | | | | | |
| VI. DOMESTIC BEHAVIOUR | | | | | | |
| 1. Sweeps the floor with a broom, picks up in a dust pan and empties the pan | x | | | | | |
| 2. Dust the furniture, leaving no dust in flat surface | ✓ | | | | | |
| 3. Sets a table for lunch | ✓ | | | | | |
| 4. Washes and dries dishes | ✓ | | | | | |
| 5. Operates a grinder or mixie | x | | | | | |
| 6. Washes clothes | x | | | | | |
| 7. Dries clothes | ✓ | | | | | |
| 8. Buys necessary things for cooking if listed and given | ✓ | | | | | |
| 9. Prepares coffee | x | | | | | |
| 10. Prepares and serves a meal | x | | | | | |

| | | PERIODICAL EVALUATION | | | | |
|--|--|-----------------------|---|--|--|---------|
| | | DATE | | | | Remarks |
| 11. Rides a bicycle | | 24/4/92 | ✓ | | | |
| 12. Can retain verbal messages and convey to the respective person | | | ✓ | | | |
| 13. Can attend to telephone call | | | ✓ | | | |
| | | 9 | | | | |
| VII. MOTOR SKILLS | | | | | | |
| 1. Walks independently | | | ✓ | | | |
| 2. Climbs and descends with alternate feet | | | ✓ | | | |
| 3. Can pour without spilling | | | ✓ | | | |
| 4. Can cut a drawn rectangle | | | ✓ | | | |
| 5. Can sandpaper a given article | | | ✓ | | | |
| | | 5 | | | | |
| VIII. VOCATIONAL SKILLS | | | | | | |
| 1. Attends to an assigned task without disturbing others for one hour | | | ✓ | | | |
| 2. Goes to an assigned area without reminder in a routine daily programme. | | | ✓ | | | |
| 3. Understands and completes a task in order to receive money | | | ✓ | | | |
| 4. Increases speed of work | | | ✓ | | | |
| 5. Rises and leaves from residence to work place | | | ✓ | | | |
| 6. Travels by bus independently | | | ✓ | | | |
| | | 6 | | | | |

IX. Special interest for specific skills/Tasks/Jobs observed in the candidate

has interest in culture + Pastoring

| MAJOR AREAS | Total No. of skills in each area | DATE | | | | | | Remarks |
|--------------------------|----------------------------------|-----------|---|---|---|---|---|---|
| | | 24 | 4 | 9 | 2 | 2 | 2 | |
| I. Self help skills | 4 | 4 | | | | | | -achieved 88% of skills. -reached vocational habilitation level. |
| II. Communication | 5 | 5 | | | | | | |
| III. Social Behaviour | 10 | 10 | | | | | | |
| IV. Functional Academics | 30 | 25 | | | | | | |
| V. Safety skills | 7 | 7 | | | | | | |
| VI. Domestic Behavior | 13 | 9 | | | | | | |
| VII. Motor Skills | 5 | 5 | | | | | | |
| VIII. Vocational Skills | 6 | 6 | | | | | | |
| TOTAL | 80 | 71 | | | | | | |

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Vocational habilitation level is achievement of 80% of the total 80 skills in all major areas. In case a person does not achieve 80% in academic skills and gets 80% in all other major areas, he can still be considered for placement.

MANUFACTURE OF CARDBOARD FILES JOB-ANALYSIS CHECK LIST

Name : *Binu*

Age : *22 yrs*

PERIODICAL EVALUATION

ON-THE-JOB TRAINING—CARDBOARD FILES

| I | CORE WORK ROUTINES | 1 | 2 | 3 | 4 | 5 | 6 | Remarks |
|----|---|------|---------------|---------------|----------------|---------------|---|---------------------------|
| A. | Cutting cardboard into the required size | Date | <i>2-5-92</i> | <i>3-5-92</i> | <i>2-11-92</i> | <i>2-2-93</i> | | |
| 1. | Mark required size (35 Cms.x26 Cms) on cardboard (78 Cms.x65 Cms.) | M | M | VP | VP | | | <i>Supervision needed</i> |
| 2. | Place the marked cardboard (78 Cms. x 65 Cms) on the table of the machine | PP | I | I | I | | | |
| 3. | Operate the machine by turning the wheel | PP | VP | I | I | | | <i>Supervision needed</i> |
| 4. | Adjust the cardboard in such a way that the blade cuts 35 cms. widthwise (length being 78 cms.) | VP | EP | PP | M | | | |
| 5. | Remove the 78 Cms. x 30 Cms cardboard | M | M | VP | VP | | | <i>Supervision needed</i> |
| 6. | Turn the 78 Cms. cardboard in 90 degree angle | VP | I | I | I | | | |
| 7. | Adjust the cardboard in such a way that the blade cuts 26 Cms. lengthwise | M | I | I | I | | | <i>Supervision needed</i> |

| | |
|----|--------------------|
| I | Independent |
| M | Modeling |
| PP | Physical prompting |
| VP | Verbal prompting |
| TD | Totally dependent |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|---|-----------------------|----|----|----|---|---|--------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 8. Remove cut out part of the cardboard | M | I | I | I | | | |
| 9. Adjust cardboard in such a way that the blade cuts again 26 cms. Lengthwise | M | M | VP | VP | | | Supervision needed |
| 10. Take the 78 Cms x 30 Cms. cardboard | I | I | I | I | | | |
| 11. Place it on the table lengthwise | M | M | I | I | | | |
| 12. Cut 4 Cms. lengthwise | M | VP | VP | VP | | | |
| 13. Turn at 90 degree angle | M | M | I | I | | | |
| 14. Adjust in such a way that the blade cuts 35Cms widthwise | M | M | VP | VP | | | Supervision needed |
| 15. Remove cut piece cardboard | I | I | I | I | | | |
| 16. Adjust the remaining cardboard in such a way that the blade cuts 35 Cms. widthwise | M | VP | VP | VP | | | Supervision needed |
| | 2 | 6 | 9 | 9 | | | |
| B. Cutting the red cloth into rectangular strips of the required measurement | | | | | | | |
| 1. Take the cloth of 84 Cms width | M | VP | VP | VP | | | needs supervision |
| 2. Fold it in two halves in such a way that each half measures 42 Cms. | M | VP | I | I | | | |
| 3. With the help of the measuring tape, measure 8 Cms. from the left edge of the cloth and put a mark | M | VP | VP | VP | | | |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|--|-----------------------|---|----|----|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 4. Fold the cloth lengthwise from the mark | M | I | I | I | | | |
| 5. Press the folded edge | I | I | I | I | | | |
| 6. Take the cutting knife and insert into the fold | M | I | I | I | | | |
| 7. Smoothly cut the cloth by passing the knife across the folded edge | M | I | I | I | | | |
| 8. Cut the folded 8 cms edge into two halves in such a way that each of the two strips measure 42 Cms. x 80 Cms. | M | I | I | I | | | |
| | 1 | 5 | 6 | 6 | | | |
| C. Cutting the cloth into rectangular strips of red cloth | | | | | | | |
| 1. Take the rectangular strip of red cloth (65 Cms.) | M | M | VP | VP | | | |
| 2. Fold into half widthwise that the blade cuts | M | M | I | I | | | |
| 3. Fold into further half widthwise so that the four folds measure about 10.5 Cms. x 8 Cms. | M | M | M | VP | | | |
| 4. Fold the cloth across the diagonal and press gently | M | I | I | I | | | |
| 5. Place the cloth in the cutting machine | VP | I | I | I | | | |
| 6. Adjust the cloth in such a way that the blade cuts this into triangular strips | TP | M | M | M | | | |
| | 0 | 2 | 3 | 3 | | | |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|--|-----------------------|---|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| D. Pasting the triangular strips on the two adjacent edges of the cardboard | | | | | | | |
| 1. Apply gum on the rectangular strips of the two adjacent edges of the cardboard | M | I | I | I | | | |
| 2. Take the cardboard and place it in vertical position length wise | M | M | I | I | | | |
| 3. Place it on one corner of the cardboard in such a way that the corners of the triangular strip slightly are off the cardboard | M | I | I | I | | | |
| 4. Stick the protruding red coloured cloth to the back side of the cardboard | M | I | I | I | | | |
| 5. Similarly, paste another two triangular strips of the cloth on the adjacent corners of the cardboard | M | I | I | I | | | |
| E. Joining the two cardboards to form a file by pasting a rectangular strip of red cloth in the centre | 0 | 4 | 5 | 5 | | | |
| 1. Take a rectangular red strip of cloth of size 42 Cms. x 8 Cms. | M | M | I | I | | | |
| 2. Take a thin cardboard strip and place it on the red strip of cloth | M | I | I | I | | | |
| 3. Apply gum on the edges surrounding the cardboard strip | M | I | I | I | | | |
| 4. Put the two halves of the cardboard over the edges of the cloth | M | I | I | I | | | |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|--|-----------------------|----|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 5. Remove the small strip of cardboard | I | I | I | I | | | |
| 6. Paste by folding the outer edges | I | I | I | I | | | |
| 7. Fold the file and check if the outside is properly stuck | VP | 1 | I | I | | | |
| F. Pasting white sheets of paper on the outer side of the file | 2 | 6 | 7 | 7 | | | |
| 1. Take a plain sheet of white paper (slightly bigger than 35Cms. x 26Cms.) | VP | M | I | I | | | |
| 2. Cut the two adjacent corners of the paper slightly | M | VP | I | I | | | |
| 3. Apply gum on the one side of the file cardboard | M | I | I | I | | | |
| 4. Paste it on one surface of the file cardboard | M | I | I | I | | | |
| 5. Apply gum on the back of white sheet with letter head of South Central Railway | PP | I | I | I | | | |
| 6. Paste it at the back side of the file such a way that the South Central Railway forms the heading | PP | I | I | I | | | |
| G. Pasting the brown sheets of paper on the files | 0 | 4 | 6 | 6 | | | |
| 1. Open the cardboard file | VP | VP | I | I | | | |
| 2. Take a brown sheet with the heading of 'NOTES' | M | I | I | I | | | |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|--|-----------------------|----|----|----|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 3. Apply gum on the back side of this paper | M | I | I | I | | | |
| 4. Paste it on the left hand side surface of the file | M | M | I | I | | | |
| 5. Take a brown sheet with the caption of 'Correspondence' | M | M | I | I | | | |
| 6. Apply gum on the back side of this paper | VP | I | I | I | | | |
| 7. Paste it on the right hand side surface of the file | M | I | I | I | | | |
| H. Compressing the cardboard files | 0 | 4 | 7 | 7 | | | |
| 1. Place the cardboard files in the compressor machine | M | L | I | I | | | |
| 2. Compress the files by keeping them for about 4 to 5 hours in the machine | M | I | I | I | | | |
| 3. Remove the files from the compressor and store in proper place | M | I | I | I | | | |
| I. Putting two eyelets and laces on the file | 0 | 3 | 3 | 3 | | | |
| 1. Provide two eyelets at left hand side and two eyelets on the right hand side with 2 Cms. margin. The distance between the two eyelets should be 13 Cms. on each side with laces of 61 Cms. with tin tips on both sides. | TP | PP | PP | VP | | | |
| 2. Insert the tags through the eyelets | M | I | I | I | | | |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|---|-----------------------|----|----|----|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 3. Make a bow with the tags | M | I | I | I | | | |
| 4. Provide out slits at the back of the file | TD | M | I | I | | | |
| 5. Insert tape cotton with one metre length and 25mm. width | M | I | I | I | | | |
| 6. Make a bow with the tape inserted | M | VP | I | I | | | |
| | 0 | 3 | 5 | 5 | | | |
| II. EPISODIC WORK ROUTINES | | | | | | | |
| A. Lubrication and cleaning | | | | | | | |
| 1. Find the parts of the machine to be lubricated | M | VP | VP | VP | | | |
| 2. Dust the parts with dusting material | M | I | I | I | | | |
| 3. Fill the oil can for lubrication | VP | M | I | I | | | |
| 4. Apply oil on the parts of the machine | M | M | VP | VP | | | |
| 5. Clean the parts with a cloth after required time | I | I | I | I | | | |
| III. WORK BEHAVIOUR | 1 | 2 | 3 | 3 | | | |
| 1. Wears clean dress for work | I | I | I | I | | | |
| 2. Goes to work in time in the morning | VP | VP | I | I | | | |
| 3. Attends a prayer at 9.30 a.m. | I | I | I | I | | | |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|--|-----------------------|----|----|----|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 4. Works till 1.00 p.m as per direction | I | I | I | I | | | |
| 5. Goes for lunch | I | I | I | I | | | |
| 6. Returns to work at 1.30 p.m. | VP | VP | I | I | | | |
| 7. Continues work as per direction | I | I | I | I | | | |
| 8. Breaks for evening tea at 3.30 p.m. | I | I | I | I | | | |
| 9. Continues work till 4.30 p.m. | I | I | I | I | | | |
| 10. Washes hands after work | VP | I | I | I | | | |
| 11. Changes dress | VP | I | I | I | | | |
| 12. Co-operates with others during work | I | I | I | I | | | |
| 13. Communicates properly during work | I | I | I | I | | | |
| IV. WORK RELATED SKILLS | 9 | 11 | 13 | 13 | | | |
| 1. Realizes that he can earn out of work | I | I | I | I | | | |
| 2. Reaches in time | VP | VP | I | I | | | |
| 3. Calculates the money | I | I | I | I | | | |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|--|-----------------------|----|----|----|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 4. Uses pocket money for personal needs | VP | VP | I | I | | | |
| 5. Travels alone to reach the work place by bus/walk | I | I | I | I | | | |
| 6. Aware of the use of bank | TD | TD | TD | TD | | | |
| 7. Deposits money in a bank | TD | TD | TD | TD | | | |
| 8. Draws money from a bank | TD | TD | TD | TD | | | |
| | 3 | 3 | 5 | 5 | | | |

MANUFACTURE OF CARDBOARD FILES - JOB ANALYSIS - EVALUATION SHEET

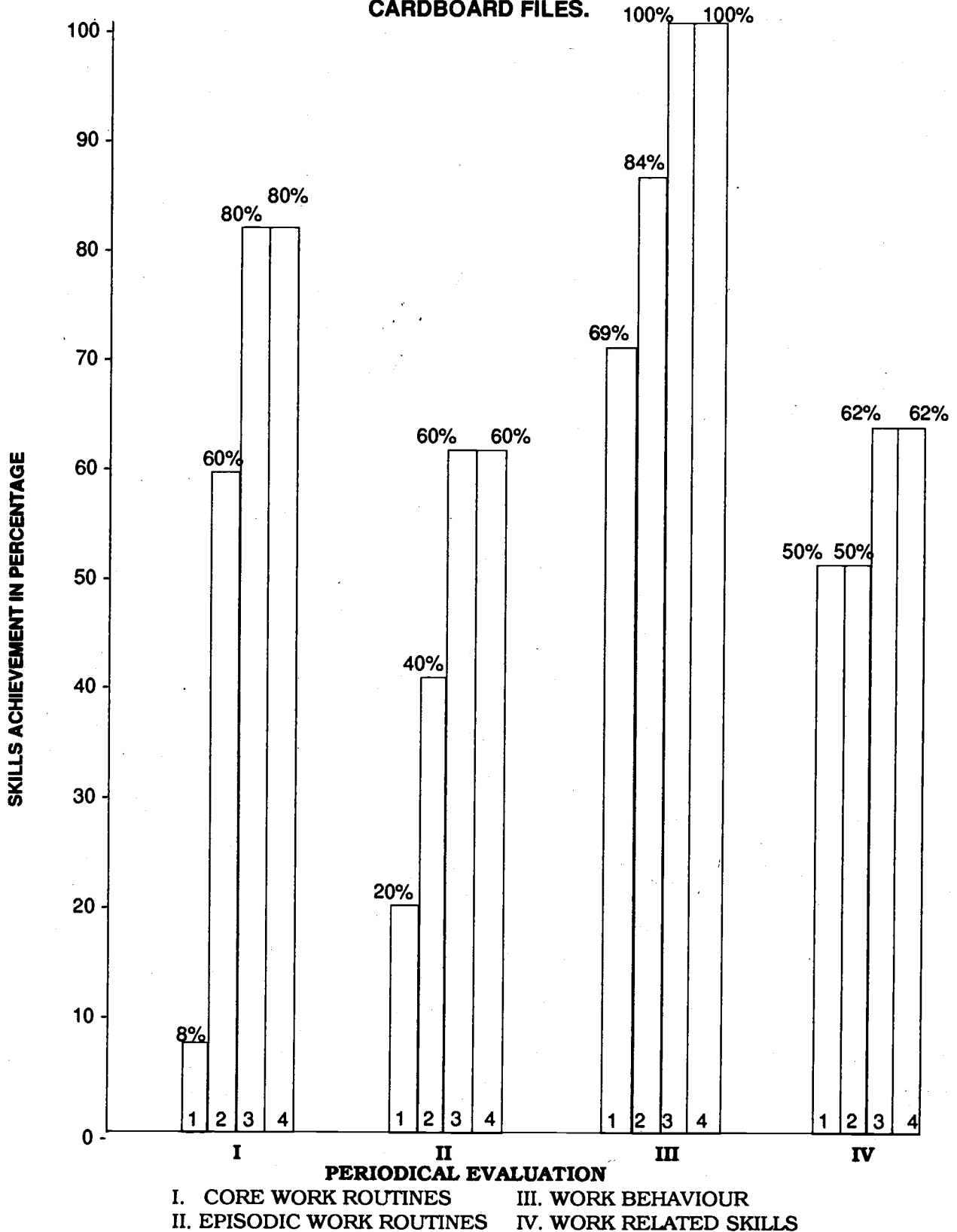
Name: *Byju*

Age: *22yrs*

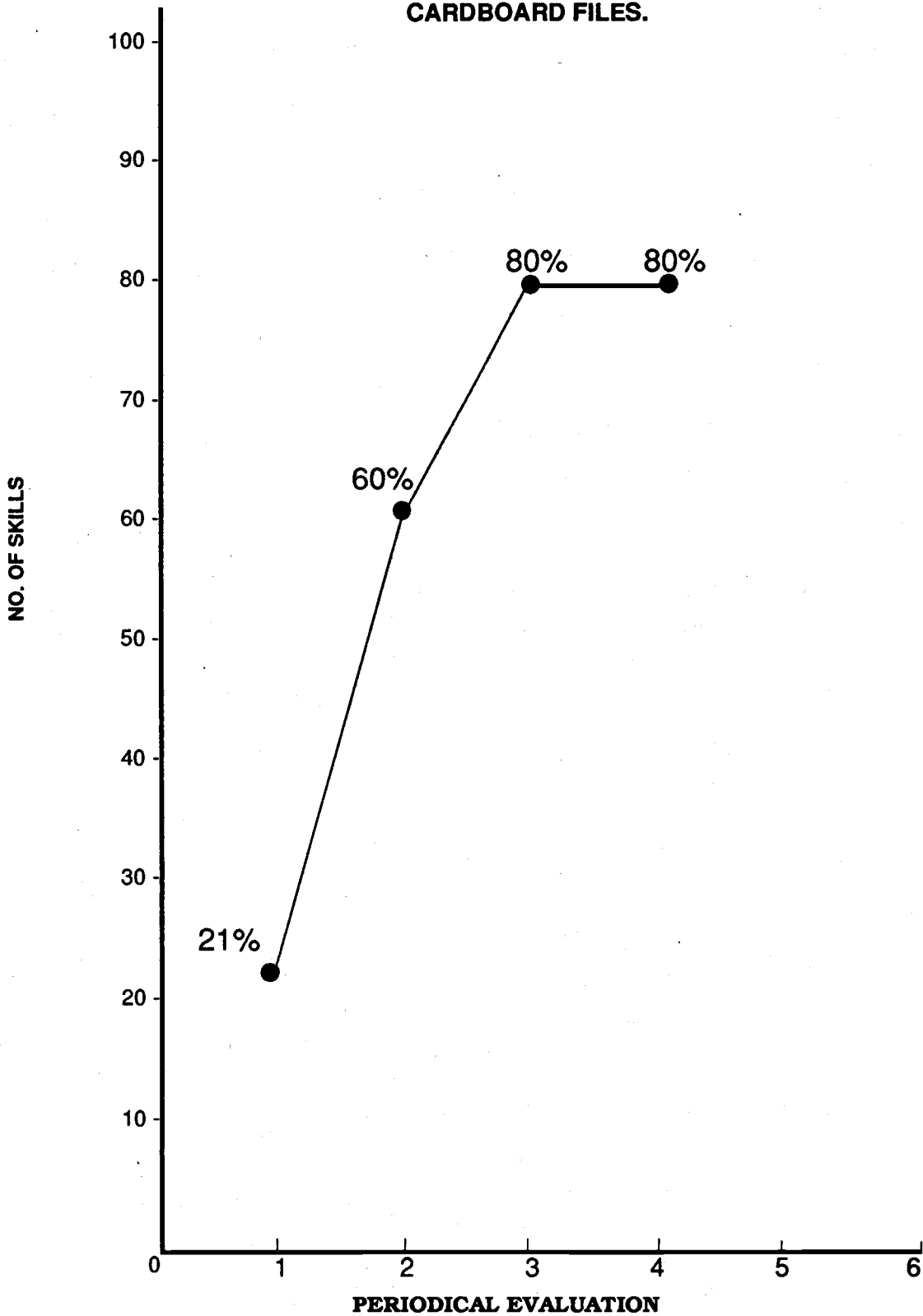
PERIODICAL EVALUATION

| I. Core work Routines | Total No. of Skills | DATE | | | | | | Remarks |
|--|---------------------|---------------|---------------|----------------|---------------|---|---|---------|
| | | <i>2-5-92</i> | <i>3-8-92</i> | <i>2-11-92</i> | <i>2-2-93</i> | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| A. Cutting cardboard into the required size | 16 | 2 | 6 | 9 | 9 | | | |
| B. Cutting red sheet of cloth into rectangular strips of the required size | 8 | 1 | 5 | 6 | 6 | | | |
| C. Cutting f the rectangular strips further into triangular strips | 6 | 0 | 2 | 3 | 3 | | | |
| D. Pasting the triangular strips of red cloth on the two adjacent edges of the cardboard | 5 | 0 | 4 | 5 | 5 | | | |
| E. Joining the two cardboards to form a file | 7 | 2 | 6 | 7 | 7 | | | |
| F. Pasting white sheets on the outer side of the file | 6 | 0 | 4 | 6 | 6 | | | |
| G. Pasting brown sheets of paper inside the file | 7 | 0 | 4 | 7 | 7 | | | |
| H. Compressing the files | 3 | 0 | 3 | 3 | 3 | | | |
| I. Putting two eyelets and laces on the file | 6 | 0 | 3 | 5 | 5 | | | |
| II. Episodic work Routines | : | | | | | | | |
| A. Lubrication and cleaning | 5 | 1 | 2 | 3 | 3 | | | |
| III. Work behaviour | 13 | 9 | 11 | 13 | 13 | | | |
| IV. Work related skills | 8 | 4 | 4 | 5 | 5 | | | |
| TOTAL | 90 | 19 | 54 | 72 | 72 | | | |

GRAPHICAL REPRESENTATION OF ACHIEVEMENT IN THE MANUFACTURE OF CARDBOARD FILES.



GRAPHICAL REPRESENTATION OF ACHIEVEMENT IN THE MANUFACTURE OF CARDBOARD FILES.



IDENTIFICATION DATA

1. Name of the trainee :
2. Sex, Age & Date of birth :
3. Level of mental retardation :
4. Name & Address of the parent/
Guardian & occupation :
5. Education & training

Normal school :
Special school :
Vocational training :
6. Associated conditions if any :
7. Score on checklist for
vocational placement :
8. Pre-requisite skills for training :

Date:

VOCATIONAL PLACEMENT CHECK LIST

Name :

Age :

| PERIODICAL EVALUATION | | | | | | |
|---|--|--|--|--|--|---------|
| DATE | | | | | | Remarks |
| I. SELF SKILLS | | | | | | |
| 1. Anticipates needs, uses bathroom appropriately | | | | | | |
| 2. Maintains cleanliness unaided (brushing, bathing, combing) | | | | | | |
| 3. Eats properly and observes manners in a family situation without supervision | | | | | | |
| 4. Manages dressing unaided and maintains a neat appearance | | | | | | |
| II. COMMUNICATION : | | | | | | |
| 1. Can use gestures as an adjunct to verbal communication | | | | | | |
| 2. Communicates using words | | | | | | |
| 3. Gesturally or verbally makes himself understood to others | | | | | | |
| 4. Communicates properly in sentences | | | | | | |
| 5. Engages in meaningful conversation with two or three persons | | | | | | |
| III. SOCIAL BEHAVIOUR : | | | | | | |
| 1. Sits properly in a class room situation | | | | | | |
| 2. Greets peers and elders appropriately | | | | | | |
| 3. Cooperates in group situation | | | | | | |
| 4. Offers help when needed without prompting | | | | | | |

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PERIODICAL EVALUATION

DATE

Remarks

- 5. Behaves acceptably and makes visitors feel welcome
- 6. Recognizes and protects his own property appropriately
- 7. Asks permission to use the property of others
- 8. Maintains discipline demanded in a given situation
- 9. Leads peer group in simple activities
- 10. Follows routine

IV. FUNCTIONAL ACADEMICS :

- 1. Reads his name
- 2. Reads his address
- 3. Reads survival words (poison, man, woman, hot, stop, toilet)
- 4. Comprehends what is read by him
- 5. Reads simple sentences
- 6. Writes his name
- 7. Writes his address
- 8. Copies simple sentences
- 9. Writes simple sentences
- 10. Counts meaningfully upto 10
- 11. Identifies and writes the numbers upto 10
- 12. Counts upto 100

| DATE | | | | | | Remarks |
|------|--|--|--|--|--|---------|
| | | | | | | |
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| PERIODICAL EVALUATION | | | | | | |
|--|--|--|--|--|--|---------|
| DATE | | | | | | Remarks |
| 11. Rides a bicycle | | | | | | |
| 12. Can retain verbal messages and convey to the respective person | | | | | | |
| 13. Can attend to telephone call | | | | | | |
| VII. MOTOR SKILLS | | | | | | |
| 1. Walks independently | | | | | | |
| 2. Climbs and descends with alternate feet | | | | | | |
| 3. Can pour without spilling | | | | | | |
| 4. Can cut a drawn rectangle | | | | | | |
| 5. Can sandpaper a given article | | | | | | |
| VIII. VOCATIONAL SKILLS | | | | | | |
| 1. Attends to an assigned task without disturbing others for one hour | | | | | | |
| 2. Goes to an assigned area without reminder in a routine daily programme. | | | | | | |
| 3. Understands and completes a task in order to receive money | | | | | | |
| 4. Increases speed of work | | | | | | |
| 5. Rises and leaves from residence to work place | | | | | | |
| 6. Travels by bus independently | | | | | | |
| | | | | | | |

VI

**IX. Special Interest for specific skills/Tasks/Jobs observed
in the candidate**

| MAJOR AREAS | Total No. of skills in each area | DATE | | | | | | Remarks |
|--------------------------|--|------|--|--|--|--|--|---------|
| | | | | | | | | |
| I. Self help skills | 4 | | | | | | | |
| II. Communication | 5 | | | | | | | |
| III. Social Behaviour | 10 | | | | | | | |
| IV. Functional Academics | 30 | | | | | | | |
| V. Safety skills | 7 | | | | | | | |
| VI. Domestic Behavior | 13 | | | | | | | |
| VII. Motor Skills | 5 | | | | | | | |
| VIII. Vocational Skills | 6 | | | | | | | |
| TOTAL | 80 | | | | | | | |

Vocational habilitation level is achievement of 80% of the total 80 skills in all major areas. In case a person does not achieve 80% in academic skills and gets 80% in all other major areas, he can still be considered for placement.

| | PERIODICAL EVALUATION | | | | | | Remarks |
|---|-----------------------|---|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 8. Remove cut out part of the cardboard | | | | | | | |
| 9. Adjust cardboard in such a way that the blade cuts again 26 cms. Lengthwise | | | | | | | |
| 10. Take the 78 Cms x 30 Cms. cardboard | | | | | | | |
| 11. Place it on the table lengthwise | | | | | | | |
| 12. Cut 4 Cms. lengthwise | | | | | | | |
| 13. Turn at 90 degree angle | | | | | | | |
| 14. Adjust in such a way that the blade cuts 35Cms widthwise | | | | | | | |
| 15. Remove cut piece cardboard | | | | | | | |
| 16. Adjust the remaining cardboard in such a way that the blade cuts 35 Cms. widthwise | | | | | | | |
| B. Cutting the red cloth into rectangular strips of the required measurement | | | | | | | |
| 1. Take the cloth of 84 Cms width | | | | | | | |
| 2. Fold it in two halves in such a way that each half measures 42 Cms. | | | | | | | |
| 3. With the help of the measuring tape, measure 8 Cms. from the left edge of the cloth and put a mark | | | | | | | |

MANUFACTURE OF CARDBOARD FILES JOB-ANALYSIS CHECK LIST

Name :

Age :

PERIODICAL EVALUATION

ON-THE-JOB TRAINING—CARDBOARD FILES

| I CORE WORK ROUTINES | 1 | 2 | 3 | 4 | 5 | 6 | Remarks |
|--|---|---|---|---|---|---|---------|
| A. Cutting cardboard into the required size Date | | | | | | | |
| 1. Mark required size (35 Cms.x26 Cms) on cardboard (78 Cms.x65 Cms.) | | | | | | | |
| 2. Place the marked cardboard (78 Cms. x 65 Cms) on the table of the machine | | | | | | | |
| 3. Operate the machine by turning the wheel | | | | | | | |
| 4. Adjust the cardboard in such a way that the blade cuts 35 cms. widthwise (length being 78 cms.) | | | | | | | |
| 5. Remove the 78 Cms. x 30 Cms cardboard | | | | | | | |
| 6. Turn the 78 Cms. cardboard in 90 degree angle | | | | | | | |
| 7. Adjust the cardboard in such a way that the blade cuts 26 Cms. lengthwise | | | | | | | |

| | |
|----|--------------------|
| I | Independent |
| M | Modeling |
| PP | Physical prompting |
| VP | Verbal prompting |
| TD | Totally dependent |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|--|-----------------------|---|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 4. Fold the cloth lengthwise from the mark | | | | | | | |
| 5. Press the folded edge | | | | | | | |
| 6. Take the cutting knife and insert into the fold | | | | | | | |
| 7. Smoothly cut the cloth by passing the knife across the folded edge | | | | | | | |
| 8. Cut the folded 8 cms edge into two halves in such a way that each of the two strips measure 42 Cms. x 80 Cms. | | | | | | | |
| C. Cutting the cloth into rectangular strips of red cloth | | | | | | | |
| 1. Take the rectangular strip of red cloth (65 Cms.) | | | | | | | |
| 2. Fold into half widthwise that the blade cuts | | | | | | | |
| 3. Fold into further half widthwise so that the four folds measure about 10.5 Cms. x 8 Cms. | | | | | | | |
| 4. Fold the cloth across the diagonal and press gently | | | | | | | |
| 5. Place the cloth in the cutting machine | | | | | | | |
| 6. Adjust the cloth in such a way that the blade cuts this into triangular strips | | | | | | | |
| | | | | | | | |

x

| | PERIODICAL EVALUATION | | | | | | Remarks |
|--|-----------------------|---|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| D. Pasting the triangular strips on the two adjacent edges of the cardboard | | | | | | | |
| 1. Apply gum on the rectangular strips of the two adjacent edges of the cardboard | | | | | | | |
| 2. Take the cardboard and place it in vertical position length wise | | | | | | | |
| 3. Place it on one corner of the cardboard in such a way that the corners of the triangular strip slightly are off the cardboard | | | | | | | |
| 4. Stick the protruding red coloured cloth to the back side of the cardboard | | | | | | | |
| 5. Similarly, paste another two triangular strips of the cloth on the adjacent corners of the cardboard | | | | | | | |
| E. Joining the two cardboards to form a file by pasting a rectangular strip of red cloth in the centre | | | | | | | |
| 1. Take a rectangular red strip of cloth of size 42 Cms. x 8 Cms. | | | | | | | |
| 2. Take a thin cardboard strip and place it on the red strip of cloth | | | | | | | |
| 3. Apply gum on the edges surrounding the cardboard strip | | | | | | | |
| 4. Put the two halves of the cardboard over the edges of the cloth | | | | | | | |
| | | | | | | | |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|--|-----------------------|---|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 5. Remove the small strip of cardboard | | | | | | | |
| 6. Paste by folding the outer edges | | | | | | | |
| 7. Fold the file and check if the outside is properly stuck | | | | | | | |
| F. Pasting white sheets of paper on the outer side of the file | | | | | | | |
| 1. Take a plain sheet of white paper (slightly bigger than 35Cms. x 26Cms.) | | | | | | | |
| 2. Cut the two adjacent corners of the paper slightly | | | | | | | |
| 3. Apply gum on the one side of the file cardboard | | | | | | | |
| 4. Paste it on one surface of the file cardboard | | | | | | | |
| 5. Apply gum on the back of white sheet with letter head of South Central Railway | | | | | | | |
| 6. Paste it at the back side of the file such a way that the South Central Railway forms the heading | | | | | | | |
| G. Pasting the brown sheets of paper on the files | | | | | | | |
| 1. Open the cardboard file | | | | | | | |
| 2. Take a brown sheet with the heading of 'NOTES' | | | | | | | |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|--|-----------------------|---|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 3. Apply gum on the back side of this paper | | | | | | | |
| 4. Paste it on the left hand side surface of the file | | | | | | | |
| 5. Take a brown sheet with the caption of 'Correspondence' | | | | | | | |
| 6. Apply gum on the back side of this paper | | | | | | | |
| 7. Paste it on the right hand side surface of the file | | | | | | | |
| H. Compressing the cardboard files | | | | | | | |
| 1. Place the cardboard files in the compressor machine | | | | | | | |
| 2. Compress the files by keeping them for about 4 to 5 hours in the machine | | | | | | | |
| 3. Remove the files from the compressor and store in proper place | | | | | | | |
| I. Putting two eyelets and laces on the file | | | | | | | |
| 1. Provide two eyelets at left hand side and two eyelets on the right hand side with 2 Cms. margin. The distance between the two eyelets should be 13 Cms. on each side with laces of 61 Cms. with tin tips on both sides. | | | | | | | |
| 2. Insert the tags through the eyelets | | | | | | | |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|---|-----------------------|---|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 3. Make a bow with the tags | | | | | | | |
| 4. Provide out slits at the back of the file | | | | | | | |
| 5. Insert tape cotton with one metre length and 25mm. width | | | | | | | |
| 6. Make a bow with the tape inserted | | | | | | | |
| II. EPISODIC WORK ROUTINES | | | | | | | |
| A. Lubrication and cleaning | | | | | | | |
| 1. Find the parts of the machine to be lubricated | | | | | | | |
| 2. Dust the parts with dusting material | | | | | | | |
| 3. Fill the oil can for lubrication | | | | | | | |
| 4. Apply oil on the parts of the machine | | | | | | | |
| 5. Clean the parts with a cloth after required time | | | | | | | |
| III. WORK BEHAVIOUR | | | | | | | |
| 1. Wears clean dress for work | | | | | | | |
| 2. Goes to work in time in the morning | | | | | | | |
| 3. Attends a prayer at 9.30 a.m. | | | | | | | |

| | PERIODICAL EVALUATION | | | | | | Remarks |
|--|-----------------------|---|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 4. Works till 1.00 p.m as per direction | | | | | | | |
| 5. Goes for lunch | | | | | | | |
| 6. Returns to work at 1.30 p.m. | | | | | | | |
| 7. Continues work as per direction | | | | | | | |
| 8. Breaks for evening tea at 3.30 p.m. | | | | | | | |
| 9. Continues work till 4.30 p.m. | | | | | | | |
| 10. Washes hands after work | | | | | | | |
| 11. Changes dress | | | | | | | |
| 12. Co-operates with others during work | | | | | | | |
| 13. Communicates properly during work | | | | | | | |
| IV. WORK RELATED SKILLS | | | | | | | |
| 1. Realizes that he can earn out of work | | | | | | | |
| 2. Reaches in time | | | | | | | |
| 3. Calculates the money | | | | | | | |

AX

| | PERIODICAL EVALUATION | | | | | | Remarks |
|--|-----------------------|---|---|---|---|---|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 4. Uses pocket money for personal needs | | | | | | | |
| 5. Travels alone to reach the work place by bus/walk | | | | | | | |
| 6. Aware of the use of bank | | | | | | | |
| 7. Deposits money in a bank | | | | | | | |
| 8. Draws money from a bank | | | | | | | |
| | | | | | | | |

MANUFACTURE OF CARDBOARD FILES - JOB ANALYSIS - EVALUATION SHEET

Name :

Age :

PERIODICAL EVALUATION

| I. Core work Routines | Total No. of Skills | DATE | | | | | | Remarks |
|--|---------------------|------|---|---|---|---|---|---------|
| | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| A. Cutting cardboard into the required size | 16 | | | | | | | |
| B. Cutting red sheet of cloth into rectangular strips of the required size | 8 | | | | | | | |
| C. Cutting the rectangular strips further into triangular strips | 6 | | | | | | | |
| D. Pasting the triangular strips of red cloth on the two adjacent edges of the cardboard | 5 | | | | | | | |
| E. Joining the two cardboards to form a file | 7 | | | | | | | |
| F. Pasting white sheets on the outer side of the file | 6 | | | | | | | |
| G. Pasting brown sheets of paper inside the file | 7 | | | | | | | |
| H. Compressing the files | 3 | | | | | | | |
| I. Putting two eyelets and laces on the file | 6 | | | | | | | |
| II. Episodic work Routines | | | | | | | | |
| A. Lubrication and cleaning | 5 | | | | | | | |
| III. Work behaviour | 13 | | | | | | | |
| IV. Work related skills | 8 | | | | | | | |
| TOTAL | 90 | | | | | | | |