

“DEVELOPMENT OF VOCATIONAL SKILLS (PACKING) IN MILD INTELLECTUALLY IMPAIRED CHILDREN”

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Abstract

In the present investigation, an attempt was made to provide vocational training to the intellectually impaired children. There are as many as four different areas in vocational training of intellectual impaired children like gross-motors fine-motors, social interaction, pre-vocational skills and task related skill (skills for packing). Where the independent variable was vocational training and dependent variable was change in work behavior of intellectually impaired children. On the basis of researcher's experience and findings it could be said that individualized Vocational Training Programmed, demonstration (method) encouragement and motivation, correction, error analysis and supportive supervision helps in building-up and enlarge the proper and required skill in persons with intellectual impairment. Result all categories the enhancement was found. Difference as the subjects is good in all sub skills area mind prior knowledge of all sub skills. The techniques of vocational skill training were adopted to help the subjects learn more effectively and efficiently with his both intellectual and physical ability. Reinforcement were given at appropriate places and levels to boost up the motivation of the subjects Techniques like Modeling, Shaping, Chaining and various prompts like physical, verbal, gestural prompts were also beneficial for edify the vocational skills while training.

Key Point: Training, Vocational, Development, Employment

Abbreviation: SE: Special Education, VR: Vocational Rehabilitation,

Introduction

Special Education. It is a fact that a retarded child learns at a slow pace. So organized curricular materials and techniques are essential for educating the retarded children recently individual centered programmers have been tried our at the institute of Defect logy in Moscow. At this centre, the retarded child is identified within six month after his birth. From the 6th month till the onset of puberty, individual programmers from multidisciplinary points of view are initiated and implemented for such children. It gives a heating touch to the children with the onset of puberty.

It is true that these types of individual-based programmers are not implemented in India. But efforts can be made to devise such programmers.

Day Care Centre: - When the children are too young or too retarded to be included in other community programmes, their needs can be met by “Day Care Centre’s”.

Sheltered Workshop: - As its name reveals, a sheltered workshop provides an opportunity for intellectual vs. retarded persons to develop their working skills to a level where they can get a job. In developed countries, many sheltered workshops are established. In our country, the department of social welfare provides grants to the intellectual vs. retarded. Many private organizations avail themselves of this opportunity. Still they are insufficient to meet the needs of the society.

Parent’s Responsibility: - Parents should not feel disappointed about the condition of their children. They should not loose patience but instead should take all possible steps to prevent further damage through proper care and training as suggested by doctors, psychologists and teachers.

Home – based training is most effective and providers the base for further learning in the school parents and especially the mother should create conditions and teach the child daily living skills, social skills, naming objects., manipulating objects awareness self, conversation, reading pictures, music, play games and storytelling should be underlined (stressed) in home-basing training programmed.

Prevalence of Intellectual Retardation:

It is generally considered that 2% of the populations constitute persons with Intellectual Retardation. However, there is no

systematic National Survey conducted to determine the prevalence of Intellectual Retardation in India. Recently, it has been estimated that in India, there are about 20 million persons who are mildly retarded and about 4 million persons who are moderately and severely retarded. It can be observed from the figure for prevalence of Intellectual Retardation in India varies from 0.22 to 32.7 per thousand populations. This is because the methodology, the time, the type of population and the sample size were not uniform in all the studies and the operational definition of a case of Intellectual Retardation varied from the study to the other. In addition these surveys were carried out with the intention of finding out the psychiatric morbidity and not Intellectual Retardation person.

Concept of Vocational Training:

Vocational training of person with intellectual retardation does not confine with just extending the skill training for enabling a person to enter into a vocation. It begins with an elaborate evaluation in terms of the individual, family and the community to assess the strengths and weaknesses in the respective areas. This is followed by a job survey in the community where the person with intellectual retardation comes from. This survey aims at identifying various jobs, which have commercial value, being carried out in the community. The survey will also assess the location by projecting the profile of the place in terms of the most and least transacted activities, the geographical nature of the location, prominent and influential persons in the location, the social workers and the policy makers from the location. The job survey is expected to identify suitable work available in the community that can be performed by the persons with intellectual retardation; it would also look in the factors like the distance from residents of persons with intellectual retardation to that of the work place identified. This is followed by a job analysis of the job by identifying the core work area, episodic work, work behavior, and work related skills.

Sheltered Workshop:

Sheltered workshop is a work oriented rehabilitation facility with a controlled working environment and individual vocational goals, which utilizes work experience and related services for assisting the persons with disability to progress toward normal living and a protective vocational status.

- The characteristics of the sheltered workshops are as follows.
- The employee usually works on contractual jobs.
- These contract jobs are usually of short duration.
- Most tasks are broken into smaller steps.
- Jobs usually proceed in an assembly line fashion (one part is added at each step of the process until a final product is completed).
- The facility may or may not provide vocational assessment and training for persons outside the center.

There are three main types sheltered workshop. They are:

Transitional workshop. This type accommodates clients coming from school programmes, homes or institutions and prepares for placement into competitive employment. The extended or terminal workshop provides service for clients believed to be incapable of achieving competitive employment work for indefinite periods.

Comprehensive workshop: attempts to serve both the above types of clients.

Open Employment:

It is a model based on the community based rehabilitation principles. In this model the concept of integrated education is translated as integrated work environment. The person with intellectual retardation are trained and encouraged to work along with their normal counterparts in the actual working areas. Two major models in open employment are:

Competitive Employment: It refers to the integrated work where in minimum wages are paid for the workers with disability along with non-disabled workers.

Supported Employment: It refers to a paid employment scheme and is for the persons for whom competitive Employment at or above the minimum wage is unlikely and who because of their disabilities need intensive ongoing support to the perform in the work settings. Other models available are self-supported employment and home based activities.

Process of Vocational Training – Phases Phase I – Generic skill training:

Assessment of generic skills (cognitive, personal, social communication, functional academics, domestic, safety, motor

functioning, work habits and behavior) are carried out thoroughly to assess the current level of functioning on the basis of this assessment plans are developed to stimulated the cognitive motor and social functioning placing them in different work stations for a minimum period of three month to a maximum period of six (6) month. If at the end of the stipulated period the client acquires the prescribed skills for the selected job, he or she will be promoted to the training at Phase II. In case of low performance by the trainee, he or she will be detained at Phase I till he or she attains the skills. **Phase II – Specific Skill Training:**

During the second phase, the vocational training is extended as per the findings from the individual assessment, family assessment, and community assessment and job survey. The client are exposed to varied setting in the workstations to develop the required skills. Wherever possible the training is specifically directed to the actual work identified job survey, job matching and job analysis. In cast the specific skill training cannot be given with the existing Workstations, the skill required for the job identified are extended through the existing workstations with the aim of transfer of learning. Clients are subjected to partial supervision of their activities to ensure proper training.

Phase III - Independent Skill Function:

The clients who satisfy the criterion fixed for phase II in the prescribed content will be give the opportunity to execute the same task without any supervision. They are placed in various workstations and assistance is withdrawn gradually to facilitate the independent skill performance. They are observed for a period of six month and assessment is repeated to ascertain their level of performance. Followed by this, the clients will be sent/placed out of the open-supported/self supported/sheltered employment. Periodical assessment right from the phase I to III is carried out to document the performance level.

Need for Developing A Strategy for Vocational Training:

It is now a proven fact that persons with intellectual retardation can be engaged in economically useful activities if systematic training and guidance are giving.

System training and guidance lead towards empowerment.

Empowerment means:

- Promote appropriate and meaningful work attitude, behavior and skill training.
- Enable them to become contributory members of society through numerous possible ways: like home based activities, Co-operatives', enclave or sheltered employment, supported employment in private or public sectors.
- Supported employment at community level-home based and local based trades.
- Thereby enable them to work, earn wages and contribute to his or her well being.
- Promote inclusion of persons with intellectual handicap in the world of work and their empowerment through better quality of life.

Tasks Ahead:

It is very essential to standardize the vocational training as a course with standard curricula for various trades. It is equally essential to see that the persons with intellectual retardation are placed in open employment situations with partial support or no support on the jobs that meet the criteria of non-traditional with intellectual retardation live independently and with quality, in the community known and lived by them.

Removal of psychological barriers in the minds of the people who are going to accept them as co-workers, the people who are going to employ them, the people who are going to work in the organization, this calls for greater awareness.

There is a need for restricting and adaptation of the work environment suitable to the needs of the intellectual ly retarded persons; this involves not only additional expenditure, but also intervention of the trained professional.

Therefore, Let us no limit their abilities by our limited visions, Let us work with WILL and COMMITMENT so that tomorrow will find many persons with intellectual handicap enjoying

Better quality of life like anybody else, strengthening their self esteem through empowerment process with strategies that are Accessible. Affordable and Acceptable. NIMH Transition Model It is roughly calculated that about 70 lakhs constitutes adults out of 170 lakhs of person with intellectual retardation in India. About 3000 adults are currently receiving vocational training at 16 vocational Rehabilitation Centers and 200 Non government Organizations in India. Majority of them do not attain the status of an employee and continue to remain as trainee. As a result there is no considerable change in the quality of life and behavioral pattern expected of an adult enjoying the status of an employee. Transition planning currently rank as one of the top priorities of special education and vocational rehabilitation programmers across the country. A model of transition process has been developed to suit to India context. The flow chart of NIMH transition model shows four stages of Vocational training and employment for person with intellectual retardation. Liner, JA (1996) – Shows statically significant improvement for those who received the community life option intervention, although the subjective assessment and case study methods reveled change in quality of life among some participants. The Discussions focused on the strengths and weakness of each method of evaluation and assessment of the impact of the intervention.

REVIEW OF LITERATURE

Rffin DK (et at) (1996) – Indicated that there was a significant relationship between, self esteem and job satisfaction for both group of subjects. In institution, subject who worked in supported employment reported significant ally her levels of job satisfaction, there was also an interaction between place of residence and place of employment when looking at self esteem those who lived in a semi-independent home and worked in supported employment Discussed in terms of the social validity of supported employment for person with intellectual retardation.

Rao & sbina (2004) – Emphasize that in order to provide and expand a systematic vocational training and placement of the persons with intellectual retardation with MR. There is a need to pay attention to vocational climate full complement of vocational phases in vocational training centers more beneficial functional training for employment success in the special schools.

Cimere (1998) – Said with regards to intellectual work is and essential part in the life of a person because it gives him status and binds him to the society acceptance of disabled persons at work can be vicneed as society's acceptance of these people without dissertation.

Decker & Thornton (1995) – Stated that person with mild and moderate MR from different schools showed similar levels of genuine skills, work traits and work aptitude.

Methodology

Statement of Problem:

On the basis of various reviews of literatures the following problem is formulated “Development of Vocational skills (packing) in intellectually impaired children through training. This study is to develop managing skills for packing machine in the subjects for the purpose of vocational training.

Variables: Independent Variable: Independent variables are those variables which manipulated by investigator directly by the selection. In this research independent variable are Vocational training skills.**Dependent Variable:** The dependent variables are measured in an experiment; any change in behavioral dimension is also dependent variable. Dependent variable of the study consisted level of achievement in vocational skills and change in work behavior of intellectually impaired children.

Hypothesis:

- The following hypothesis is formulated for parents investigation work:
- There will be significant difference between the average score of pre and post test for gross-motor skills & fine motor skills.
- There will be significant difference between the average score of pre and post test for social skills.
- There will be significant difference between the average score of pre and post test for pre-vocational skills.
- There will be significant difference between the average score of pre and post test for task related skills (packing).

Sample: Sampling may be defined as the selection of some part of an aggregate or totally on the basis of which a judgment of inference about the aggregate or totally is made. In other words, it is the processes of obtaining information about an entire population by examine only a part of it.

SAMPLING TECHNIQUES USED: From different sampling techniques the investigators referred purposive sampling procedure for selection of the sample for the present study. Purposive sampling method in which investigator selected the sample intentionally from his choice. This is the reason why purposive sampling is considered as the best technique of selecting representative sample. Five male intellectually challenged children of mild IQ levels were selected for this study from **TEPSE HEPSN CENTRE**, Jai Narain Vyas University, and Jodhpur.

Material Required: Packing Machine & Packing Pouches

Measuring tool used: A self made schedule was formed for the research. A self made questioner was used by the investigator as a measuring tool. In this schedule a set of 32 items were formed and the responses measured in the form of rating scale from 1 to 5 that is lowest to highest from physical prompt, Verbal prompt, Gestural prompt, Occasional cues and independent (+).

Standardization of Tool: In a research, a statistical analysis is an important aspect. The investigator employed qualitative and quantitative analysis of data, for the quantitative analysis parametric statistic is used. Mean difference and percentage of mean calculated for the all pre & post test, to find out the significance difference between Pre-test and Post test for the cast't' value is calculate. An analysis of data is presented in following chapter; however, the tool is yet to be standardized.

Controls:

- The subjects were selected purposefully.
- Selection of subject was according to the interest of family members.
- Subjects selected for training has mild level of I.Q.
- Proper working environment was provided to subjects.

Data Gathering Procedure:

For the purpose of this study the collection of data was gathered in eight parts that is the pre-evaluation was taken in four continuous days. The training of 30 days was given for enhancing the skills after pre-evaluations. The intervention post-evaluation was taken after the treatment. A withdrawal of 15 days was given. After withdrawal one post-test was evaluated. A treatment of 10 days of training was given to the subjects. After this training period the investigator conducted the final post-test and evaluates the mean values for all areas. Actual Procedure: Investigator started vocational of the mild intellectually impaired children with the first stage. At this stage the investigator conducted 4 pre tests on the subject at different areas. 4 areas were taken for the training of the subjects. These areas were gross motors, fine motor, social skills, Pre vocational skills and task related skills (packing). It was observed with these all pre tests that the objects already have some skills of gross motor but they in fine motor skills social skills. The pre vocational skills of the subjects were too not developed at much. It is also noticed that the subjects they were have no knowledge of the skills using for packing. Than investigator started the treatment of 30 days. At this stage the investigator gave a demonstration of using photocopy machine to the subject. Than the investigator started the 30 days treatment. First the investigator introduced the packing machine to subjects and given a demonstration on working of packing machine. Then the investigator asked the subjects to one by one connect the machine to the main power supply, at the initial stage subjects

needed physical prompt to complete this step was provided to the subjects. Then we shifted on the next step which was turn the temp control in desire position of machine. There was subjects needed physical prompt again. Many practices of these all steps were making. Next day the investigator was recalled the all previous steps with all subjects then started with the next step which was open the handle of packing machine & neet was put the pouch into the entrance of the packing machine. At starting of the training the subjects facilitated with physical prompt. At the completion of this step next one was started. The investigator taught the all steps one by one to all subjects where the subjects needed physical, verbal, gestural prompts and occasional cues were gave to subjects in this training period plug the machine and switches it on; open the handle of packing machine for required time. After buzzer take pouch out from entrance of machine. After 30 days training, post test I and post test 2 were conducted on the subjects continue two days to evaluate the progress of the subjects with the help of these two post test it was observed that the subjects develop some new skills related to the task and also improve the gross motors fine motor, social skills and pre vocational skills. Then the withdrawal of 15 days was given to the subjects in this time period of 15 days the investigator withdrawal the training and no exposure of this vocational training was given to the subjects. After the completion of the withdrawal period post test 3 was given to the all subjects this 3rd post test was to know that how much the subjects forgetting the learned skills. Then the training was started again, this time 10 days training was given to the subject. At this level it was observed that the prompt level was reduced. Subject needed only gestural prompt, occasional cues.



Result and Discussion

The present study deals with the analysis of the data. The sample taken was a purposive sample to the develop the packing skills through vocational training. The subjects taken were mild intellectually challenged students of TEPSE & HEPSN centre of Jai Narain Vyas University, Jodhpur. The qualitative & quantitative analysis & interpretation of data were done on the basis of objectives of the research: Qualitative Analysis: The present study deals with vocational, social and motor skills development in the subjects. The sample taken is a purposive sample to enhance the packing skill thorough vocational training.

The subjects taken were intellectually challenged students of TEPSE & HEPSN centre, Jai Narain Vyas University, Jodhpur. The subjects were selected from the pre-vocational group of the centre. On the basis of the questionnaire developed by the investigator four evaluation tests in four constant days were conducted on the subjects before the treatment of training. After giving the treatment of 30 days continuously. A post test was conducted after 30 days of the training. The positive effects of vocational training were seen in the subject.

On the basis of the questionnaire the investigator started vocational training Of the all subjects (intellectually impaired children). At first stage the investigator started with the pre test of different areas like gross & fine motor, social skill, pre vocational skills and task related skills (packing). Investigator conducted pre- 1,pre-2,pre-3,pre-4 tests for all areas. Then the investigator started treatment of 30 days for the vocational training of all subjects. With the help of this training the subjects developed some new skills and improve their skills.

In the area of gross & fine motor skills subjects enhance their skills to use them in their daily life and at work place. The subjects acquired new skills for packing and enable to performed these activities at their vocational work place under supervision effectively. Withdrawal of 15 days was given to the subjects after the treatment of 10 days were given to subjects and after this treatment the final post test were conducted on the subjects to evaluate the significance of overall vocational training on them and to evaluate their progress.

Quantitative Analysis:

This section deals with distribution of scores for different variables for mild intellectually impaired children. The mean is calculated for each category between pre & post test session's scores. Group 't' value calculated to know about the significant difference between pre and post test sessions for the entire four variable.

Table showing the Mean Scores of all Pre & Post Test Sessions for Gross & Fine Motor Skills

Subj Ect	Pre Test	Pre Test	Pre Test	Pre Test	Me an	% of Me an	Post test		Post test	Post test	Me an	% of Me An			
	1	2	3	4			1	2					3	4	
Case 1	33	32	34	36	33.5	84.37	Treatment	3	3	Withdrawal	34	Treatment	36	34.75	86.87
								4	5						
Case 2	31	32	34	34	32.75	81.87	Treatment	3	3	Withdrawal	33	Treatment	34	34.25	85.62
								4	6						
Case 3	28	32	30	33	30.75	76.87	Treatment	3	3	Withdrawal	33	Treatment	34	33.5	83.75
								4	3						
Case 4	34	33	35	36	34.5	86.25	Treatment	4	4	Withdrawal	38	Treatment	40	39.5	98.75
								0	0						
Case 5	30	32	34	34	32.5	81.25	Treatment	3	3	Withdrawal	31	Treatment	34	34	85
								5	6						

Table 1

Highlights the mean score for Gross motor Skills like “stands unsupported”, “pushes or pulls furniture as per requirement”, “Holds head when in sitting or standing position”.. Total of Sub- skills test containing Mean for all subject = 32 and 85 percentage of Mean = 82.12 for pre-test sessions. The table highlights the mean score for post test sessions for total sub-skills containing Mean for all subject = 35.2 and percentage for Mean = 88. It is clear from the table that the subjects has enhanced skills of Gross motor & Fine motor activities like pushes & pulls furniture as per requirement in his daily routine life and in work situation. This vocational training makes enable subjects (intellectually impaired children) to use these learned skills and their daily life as well as

at work place. **Figure-1**

Table Showing the Mean scores of all Pre & Post Test Sessions for Social Skills.

Subj Ect	Pre Test	Pre Test	Pre Test	Pre Test	Me an	% of Me an		Post test			Post test		Post Test	Me an	% Of Me An
	1	2	3	4				1	2		3		4		
Cas e 1	21	21	22	23	21. 75	87	Treatment	2	2	Withdrawal	23	Treatment	24	23. 5	94
Cas e 2	22	22	23	24	22. 75	91		2	2		24		23	23. 5	94
Cas e 3	21	22	23	22	22	88		4	3		22		24	23. 25	93
Cas e 4	24	22	24	25	23. 75	95		2	2		24		25	24. 75	99
Cas e 5	23	24	23	24	23. 5	94		5	5		23		25	24. 25	97

The above Table 2 indicated that Mean Score for Social Skill like “Greets other upon meeting either verbally or non-verbally”, “Says”, ‘sorry’, ‘thank you’, ‘please’, appropriately.” Total of sub- skills containing Mean = 23.75. And percentage of Mean = 95. It is clear from the table that the subjects gained social skills like using items that belongs to other only with their permission, and exhibits a appropriate social behaviour

Table showing the Mean scores of all Pre & Post Test Sessions for Pre-Vocational Skills.

Subj Ect	Pre Test	Pre Test	Pre Test	Pre Test	Me an	% of Me an		Post test			Post test		Post test	Me an	% of Me an
	1	2	3	4				1	2		3		4		
Cas e 1	32	34	34	34	33. 5	74. 44	Treatment	3	3	Withdrawal	35	Treatment	36	35. 75	79. 44
Cas e 2	38	37	38	39	38	84. 44		6	6		39		40	39. 5	87. 77
Cas e 3	31	30	31	34	31. 5	70		4	3		37		37	37. 25	82. 77
Cas e 4	38	37	38	38	37. 75	83. 88		8	7		38		40	39	86. 66
Cas e 5	37	36	35	37	36. 25	80. 55		9	9		35		38	36. 75	81. 66

Table-3 Specified that Mean Scores for pre-vocational skills like “practice a single activity for 10 minutes, stops a task when required.” Total of sub-skills test containing Mean = 28.75 and percentage of Mean = 63.28 for pre-test sessions. The Table highlights the mean score for post test sessions for total sub-skills containing Mean = 37.65 and percentage of Mean = 83.66. It is clear from the table that subjects improved the skills of Pre- Vocational activities that the subjects follows the sequence of activities in the routine work skills and develops good pre- vocational skills which make their work effective. Table & Figure – 4 showing the Mean Scores of all Pre & Post Test Sessions for Task Related Skills (Packing)

Subj ect	Pre Test	Pre Test	Pre Test	Pre Test	Me an	% of Me an	Post test		Post test	Post test	Me an	% of Me An			
	1	2	3	4			1	2					3	4	
Cas e 1	20	21	22	21	21	42	Treatment	4	4	Withdrawal	48	Treatment	50	47.	95.
Cas e 2	16	16	18	18	18	34		6	7		47		48	47.	95
Cas e 3	18	19	19	20	20	38		4	4		48		50	48.	97.
Cas e 4	20	21	23	23	23	43.		8	7		50		48	48.	96.
Cas e 5	18	20	21	20	20	39.		4	4		47		46	47.	95
						5	9	8			5				

Table 4 Shows the Mean Score for Task related skills (packing) like “Turn the temperature control to desire position open the handle of packing machine.” Total of sub-skills test containing Mean = 47.85 and percentage of Mean = 95.70. It is clear from the table and the graphical presentation that the subjects improved their skills for packing like Turn the temperature on desire position, open the Handle of packing Machine, put the pouch into machine, press the handle of packing machine for required time. After Buzzer take the pouch out from the machine.

Sub Skills		Mean	Std Deviation	"t"	Significant level
Gross & Fine motor skill	Pre	32.85	65.7	0.05	NS
	Post	35.25	70.4		
Social skills	Pre	22.75	45.5	0.03	NS
	Post	23.75	47.5		
pre vocational skills	Pre	28.25	56.49	0.2	NS
	Post	37.65	75.29		
Task related skills	Pre	19.7	39.4	0.6	NS
	Post	47.85	95.71		

Table 5 Represented overall Mean values and significant difference for respective categories (skills) for pre and post sessions. On Gross motor and Fine motor skills tests for all subjects have obtained Mean = 32.85, S.D. =65.7. Whereas per post test sessions Mean = 35.2, S.D. = 70.4. The calculated 't' value is 0.05 and it is not significant. Therefore, the formulated hypothesis. “There will be significant difference between average score of pre and post test for Gross & Fine motor skills” is not accepted. It reveals that no remarkable changes have been shown after the training as subjects has shown improvement in the skills like using and movements of furniture as and when required. On social skill tests, all the subjects (i.e.) have got Mean = 22.75, S.D.= 45.50, Whereas for post test sessions the M = 23.75, S.D. =42.50 the significance difference between the mean of Pre & Post The calculated 't' value is 0.03 and it is not significant, therefore the formulated hypothesis. “There is significant difference between Average score of pre & post test for social skill” is not accepted. On Pre vocational skills test for all the subjects achieved M =28.25, S.D. = 56.49 whereas for post test sessions in the M = 37.65, SD =75.29. There is no significant difference between the mean of pre & post test sessions ('t'=0.2).Therefore the formulated hypothesis “There will be significant difference between average score of pre and post test for Pre vocational skills.” Is not accepted. It shows that no remarkable change have been shown after training. On task related skill packing tests, all subjects (5) have got Mean =19.7 S.D. = 39.4 whereas for post test sessions the M=47.85 S.D. =95.71 and There for no significance difference between the mean of Pre & Post sessions ('t' = 0.6). There for the formulated hypothesis “There will be significant difference between average score of pre and post test for task related skills.” Is not accepted. It shows that after the training 5 subjects on Task related skills not remarkable change.

Summary

Das, H. (2011) indicated that the vocational rehabilitation and community based vocational rehabilitation for a person with intellectual impairment and associated disabilities is extremely pitiable in our country. Less than 5% of the adult population with MR is under any structured model of vocational rehabilitation. A very few sheltered workshops and work centers and a negligibly few are scattered examples of open, supported, self-employment options are available. The study evaluated the prevalent curriculumi.e.

MDPS,FACP,BASIC-MR,BASAL-MR,CAPP,AAPEP-R, etc. in relation to the skill requirement across the models of employment i.e. self employment, open, supported and sheltered. The analysis indicated the curriculum though had pre- vocational skills incorporated, however, failed to related closely to the models of vocational rehabilitation. As in current context only sheltered workshop in urban area and very few individuals are productively employed in rural area; the curriculum at school level need major revision. Lack of transition from class to class, class to prevocational and prevocational to vocational is highly evident in the study. In the present research work aim and objective were acquaintance of the subject to use of packing machine was the major aim amongst all. Enhancement of gross motor & fine motor skills through practice method was the also an objective of the research. These skills are the basic requirement of the training of vocation. Adequate social skills are also prerequisites for the persons which helps intellectual impairment in inclusion and to make the subject a contributory member of society. Overall, the development was seen in appropriate and meaningful work attitude, behavior and skill training through the treatment given to the subject. The gross motor skill in the subject, however, were already good, though the development was seen in the subject, In pre-vocational and vocational skills the subjects has acquired a significant development of the skills through trainings. This was a field experiment study in which before and after design used. This design was used to know the significant effect of training on the subject. To know the level of the subject four continuous evaluations was conducted. These evaluations show the effects of the environment exposure on the effectiveness of the skills on subject. This evaluation also helps in know and control the extraneous variable on the efficiency of the working skills in the subject. A treatment of thirty days was given to the subject. After the treatment, two post test evaluations were taken to evaluate the level of achievement in the various categories of the skills and the effects of environment intellectual exposure on the subject. A withdrawal of fifteen days was also given to know the difference. Withdrawal from the treatment showed effect on the working skills as the withdrawal was given; there was a decline in the effectiveness and work behavior in the subject. To remove this effect a treatment of 10 days was given to subject. After the treatment subject was assessed to know the significance of treatment and training in the working behavior and effectiveness of the subject. It was also revealed that techniques of vocational skills like application of reinforcement, modeling and prompts were useful for enhancing achievements in the level of skills. It is concluded on the basis of this investigation that such type of systematic training or individualized Vocational Training Programmed boost up rehabilitation and mainstreaming process for the persons with intellectual impairment. They get rehabilitation opportunities through such type of Individualized Vocational Training Programmed and make them a reproductive and contributory of society. It was observed that the vocational independence has made the attitudinal change of family members as well as in peer group and society member towards the subject. It can be concluded that the overall skills (like gross motor, fine motor, social interaction, pre-vocational and task related skills are developed in the intellectually impaired child and the achievement of the child is near of 80% It can be also said that the social behavior in the intellectually impaired child is develop as well as vocational behaviors. It is observed that vocational training make the intellectual ly retarded child self-dependent.

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