



## Model Curriculum

QP Name: Artisan-Paper Mache Products (Divyangjan)

QP Code: PWD/HCS/Q4401

QP Version: 2.0

NSQF Level: 4

Model Curriculum Version: 1.0

Expository: Speech and Hearing Impairment (E004)

Skill Council for Person with Disability || Address: 501-City Centre, 12/5  
Dwarka New Delhi – 110075

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## Training Parameters

<b>Sector</b>	<b>Handicrafts and Carpet</b>
<b>Sub-Sector</b>	Paper Mache
<b>Occupation</b>	Paper Craft Making
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL
<b>Minimum Educational Qualification and Experience</b>	10th Class Pass with 2 years of experience OR 10th Class Pass + ITI (1 year after Class 10th) with 1 year Experience OR 10th Class Pass + ITI (2 years after Class 10th) OR 10th Class Pass and pursuing continuous regular Schooling OR 3 Year Diploma (After 10th) OR 12th Class Pass with 6 months experience OR Previous relevant Qualification of NSQF Level 3 with 2 years of experience *10th class with no experience - OJT/internship of 8 months
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	27/01/2022
<b>Next Review Date</b>	27/01/2026
<b>NSQC Approval Date</b>	25/8/2022
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	12-12- 2021
<b>Model Curriculum Valid Up to Date</b>	27/01/2026
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	630 Hours
<b>Maximum Duration of the Course</b>	720 Hours

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Introduction to paper mache industry
- Making of Sakhta (Paper pulp)
- Maintain health, safety and security at workplace
- Coordinate with colleagues and work as a team
- Maintain Work Area and Tools

### Compulsory Modules

The table lists the modules, their duration, and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Modules</b>	<b>60:00</b>	<b>30:00</b>	<b>NA</b>	<b>NA</b>	<b>90:00</b>
Learn Basic Indian Sign Language (ISL) Bridge Module (PwD)	15:00	12:00	NA	NA	27:00
Use Basic English Bridge Module (PwD)	27:00	12:00	NA	NA	39:00
Personal and Social Skill Bridge Module (PwD)	09:00	03:00	NA	NA	12:00
Professional & Ethical Behaviour in the Workplace Bridge Module (PwD)	09:00	03:00	NA	NA	12:00
Module 1 Introduction to Paper Mache Industry in India Bridge Module	8:00	00:00	NA	NA	8:00
<b>HCS/N4401: Making of Sakhta (Paper pulp) NOS Version No. 2.0 NSQF Level 4</b>	<b>16:00</b>	<b>180:00</b>	<b>NA</b>	<b>60:00</b>	<b>256:00</b>
Module 2 Making of Sakhta (Paper pulp)	16:00	180:00	NA	60:00	256:00
<b>HCS/N9913: Maintain Health, Safety, and Security at Workplace NOS Version No. 2.0 NSQF Level 4</b>	<b>15:00</b>	<b>70:00</b>	<b>NA</b>	<b>30:00</b>	<b>115:00</b>

Module 3 Maintain Health, Safety, and Security at Workplace	15:00	70:00	NA	30:00	115:00
<b>HCS/N9901: Coordinate with colleagues and work as a team NOS Version No. 6.0 NSQF Level 4</b>	<b>10:00</b>	<b>60:00</b>	<b>NA</b>	<b>00:00</b>	<b>70:00</b>
Module 4: Coordinate with colleagues and work as a team	10:00	60:00	NA	00:00	70:00
<b>HCS/N9912: Maintain Work Area and Tools NOS Version No. 2.0 NSQF Level 4</b>	<b>10:00</b>	<b>60:00</b>	<b>NA</b>	<b>00:00</b>	<b>70:00</b>
Module 5 : Maintain Work Area and Tools	10:00	60:00	NA	00:00	70:00
<b>Bridge Module Employability &amp; Entrepreneurship Skills</b>	<b>31:00</b>	<b>20:00</b>	<b>NA</b>	<b>00:00</b>	<b>51:00</b>
Module 6 Employability & Entrepreneurship Skills	31:00	20:00	NA	00:00	51:00
<b>Employability Skills (ES)</b>					<b>60</b>
<b>Total Duration</b>	<b>150:00</b>	<b>420:00</b>	<b>NA</b>	<b>90:00</b>	<b>630:00</b>

## Module Details

### Module Name 1: Learn Basic Indian Sign Language (ISL)

*Mapped to: Bridge Module*

#### Terminal Outcomes:

- Communicate using basic Indian Sign Language.

Duration: 15:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the regional differences in signs used in Indian Sign Language.</li> <li>• Describe ways to greet and respond to others.</li> <li>• Explain significance of facial expressions and gestures in enhancing meaning of signed words.</li> <li>• Discuss the general sentence rules used while signing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate introductions and greetings using Indian Sign language</li> <li>• Demonstrate use of finger spellings in ISL (for example: names, places and abbreviations.)</li> <li>• Express simple actions and feeling using ISL.</li> <li>• Express information related to time, directions, numbers and currency using ISL.</li> <li>• Express information related to self-using ISL. (e.g., name, native place, city, state, family members, work etc.)</li> </ul>
Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module Name 2: Use Basic English

**Mapped to: Bridge Module**

### Terminal Outcomes:

- Apply knowledge of basic English to interpret information received and respond accordingly.
- Recognise familiar words and basic phrases concerning self, family members and immediate workplace.
- Read and Write simple sentences in English about self, activities planned and events of the day.

<b>Duration: 27:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• recognise words and phrases related to formal and informal greetings.</li> <li>• recognise simple personal information about self and others when shared in writing (e.g., name, age, place of residence etc.).</li> <li>• recognise very simple words related to home, neighbourhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes food and drinks.</li> <li>• recognise simple pronouns (he/she/ we / they).</li> <li>• comprehend basic hobby related verbs (like playing, singing, dancing).</li> <li>• recognise common verbs related to movement of transport (e.g., buses run, boats sail).</li> <li>• recognise words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry).</li> <li>• recognise familiar English words and phrases used in the workplace especially as instructions related to direction, safety instructions, date and time etc. (vocabulary: stop, close the door etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status).</li> <li>• use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever, pain etc).</li> <li>• write simple sentences using names of everyday objects, places, directions. (e.g., I live in Delhi.).</li> <li>• write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc).</li> <li>• write words and short phrases to describe travel, holidays and vacations.</li> <li>• frame written answer to simple questions related to self, food preferences, feelings etc.</li> <li>• Identify and read health, safety, security signage in English at works and public places or on gadgets and appliances when accompanied by related images or graphics.</li> <li>• read basic familiar words and phrases to identify areas of work, responsibilities and working relationships.</li> <li>• read and write simple sentences describing activities planned for the next day/week/month etc.</li> </ul>
<b>Sample Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module Name 3: Personal and Social Skill

Mapped to: Bridge Module

### Terminal Outcomes:

- Manage Professional and Social behaviour.

<b>Duration: 09:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of professional appearance and behaviour at workplace.</li> <li>• Discuss the importance of following social etiquette in formal and informal settings.</li> <li>• Explain the principles of communication.</li> <li>• Discuss the barriers to effective communication and ways to overcome these.</li> <li>• Discuss the importance of managing stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional appearance.</li> <li>• Demonstrate formal and informal communication etiquettes/gestures/body language in dealing with seniors/peers or clients.</li> <li>• Demonstrate ways to manage stress as per choice like breathing exercises/ spending time with friends etc.</li> <li>• Create a method for stress management with reference to self by listing techniques/steps.</li> </ul>
<b>Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	



## Module Name 4: Professional & Ethical Behaviour in the Workplace

**Mapped to: Bridge Module**

### Terminal Outcomes:

- Maintain professional and ethical behaviour in the work environment.

Duration: 09:00	Duration: 03:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of completing task/assignments on time/ by prioritizing.</li> <li>• Discuss the importance and challenges of team work in an organisation to achieve goals.</li> <li>• Discuss the importance of seeking assistance from peers and supervisor when required.</li> <li>• Outline the importance of maintaining privacy and confidentiality.</li> <li>• Discuss situations that may lead to conflict of interest with peers/organization and ways to resolves them.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a work schedule prioritising given tasks.</li> <li>• Demonstrate effective team behaviour to accomplish a given task.</li> <li>• List activities/write application to seek assistance of supervisor/peers.</li> </ul>
<b>Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

## Module Name 5: Introduction to Paper Mache Industry in India

### Mapped to Bridge Module

#### Terminal Outcomes:

- outline the Paper Mache Industry in India
- discuss the types of tools and equipment used in the Paper Mache Industry
- identify the different physical properties of Paper Mache

<b>Duration:</b> <8:00>	<b>Duration:</b> <00:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• list different types of Paper Mache manufactured in India.</li> <li>• recall the states that are the hub for Paper Mache in India</li> <li>• discuss the importance of using tools and equipment based on physical and operational properties of Paper Mache</li> <li>• explain the career opportunities available in the Paper Mache sector</li> </ul>	
<b>Classroom Aids:</b>	
<b>Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster</b>	
<b>Tools, Equipment, and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module Name 6: Making of Sakhta (Paper pulp)

Mapped to HCS/N4401, V2.0

### Terminal Outcomes:

- Preparation of Paper pulp
- Making of Sakhta

<i>Duration: 16:00</i>	<i>Duration: 180:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• explain the importance of putting strips of paper in a suitable container (drum).</li> <li>• describe the importance of adding sufficient water to the drum to soak the paper.</li> <li>• describe the importance of allowing it to soak for 3-4 days.</li> <li>• explain the importance of cooling the atiji so formed.</li> <li>• explain the importance of identification and molding the design as required.</li> <li>• explain the importance of putting the ordinary paper as a separator for the paper mache shape former. the separator is fixed to the mold with the help of atiji.</li> <li>• discuss the importance of keep on putting paper pulp over the separator to develop the object of paper mache as per size.</li> <li>• explain the importance of leaving it to dry for 4-5 days.</li> <li>• allow it to dry till it joins firmly.</li> <li>• general rules and regulations in a paper mache sakhta making.</li> <li>• discuss the importance of safe working practices.</li> <li>• explain the mixing process of ingredients.</li> <li>• discuss the types of product being processed.</li> <li>• discuss the importance of cleanliness of the workplace.</li> <li>• explain the designs techniques motives, themes, etc for product outer shape/size as well as for painting</li> <li>• explain the difference between correctable and non-correctable painting faults.</li> <li>• discuss rectification of faults</li> <li>• discuss acceptable solutions for specific faults identified/detected.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate identification and use of suitable ppe like rubber hand gloves as required.</li> <li>• demonstrate the process of removing the soaked paper and transfer it to a stone mortar.</li> <li>• perform pounding the paper with a wooden pestle.</li> <li>• demonstrate the process of putting the pounded material under sun/shade to allow it to dry partially under in an open atmosphere.</li> <li>• perform preparation of separately, rice flour (atiji) with dissolving of the rice flour in water and mixing while heating.</li> <li>• demonstrate the mixing of this atiji with a partially dried semi-solid pounded paste of paper. it turns into a natural adhesive called paper pulp.</li> <li>• perform the cutting process of the dried object with a sharp knife or suitable cutter to separate the object where</li> <li>• perform the joining of the separated object with fevicol or suitable glue available in the market.</li> <li>• demonstrate the color mixing techniques and color themes for painting</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
Loom, weaving tools, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module Name 7: Maintain Health, Safety and Security at Workplace

**Mapped to HCS/N9913, V2.0**

### Terminal Outcomes:

- comply with health, safety and security requirements at work

<i>Duration: 15:00</i>	<i>Duration: 70:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• explain health and safety-related instructions applicable to the workplace</li> <li>• discuss the importance of maintaining a healthy lifestyle</li> <li>• explain environment management system related procedures</li> <li>• discuss organization's evacuation procedures</li> <li>• explain health, safety-related practices, and safe handling procedures of equipment and machine operations</li> <li>• discuss emergency exits, escape routes, emergency equipment and assembly points</li> <li>• explain reporting and documentation protocol</li> <li>• discuss ill-effects of alcohol, tobacco and drugs</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate how to use personal protective equipment</li> <li>• show how to handle and move waste and debris</li> <li>• participate in mock drills/evacuation procedures organized at the workplace</li> <li>• demonstrate actions to be taken in case of fire or any emergency situation</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
PPE, Fire Extinguisher, First- Aid Kit Protective gears like goggles, mask, gloves, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module Name 8: Coordinate with colleagues and work as a team

Mapped to HCS/N9901, V6.0

### Terminal Outcomes:

- demonstrate how to interact with a supervisor
- work as a team by coordinating with colleagues within and outside the department and include inputs on PwD & Gender Sensitisation
- explain reporting and documentation processes

<i>Duration: 10:00</i>	<i>Duration: 60:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• explain the importance of complying with health, safety, gender, and PwD related instructions applicable to the workplace</li> <li>• discuss work output requirements, targets, performance indicators, and incentives</li> <li>• explain the importance of explaining delivering quality work on time and reporting any grievances, production defects any potential hazards.</li> <li>• discuss the importance of training sensitization programs for gender, and PwD awareness organized at the workplace</li> <li>• discuss repair schedule, and clarify doubts on design, usage of materials and tools, quality and standards, compliance, etc.</li> <li>• explain ways to communicate politely and in a disciplined behavior</li> <li>• explain gender equality and how to accommodate employees with disabilities</li> <li>• discuss company’s policies on preferred language, incentives, quality standards, personnel management, reporting and escalation matrix policy.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate mock drills/evacuation procedures</li> <li>• show how to do documentation</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Basic Stationary, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

## Module Name 9: Maintain Work Area and Tools

*Mapped to HCS/N9912, V2.0*

### Terminal Outcomes:

- maintain the work area and tools

<i>Duration: 10:00</i>	<i>Duration: 60:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>discuss the importance of carrying out work functions following organizational standards, greening solutions, procedures, policies, legislation, and regulations.</li> <li>explain sustainable consumption practices</li> <li>discuss the importance of adapting environment-friendly processes</li> <li>list ways to handle tools and material safely</li> <li>discuss the importance of working in a comfortable position and correct posture</li> <li>explain the importance of disposing off the waste in the designated location</li> <li>list and explain ways to achieve effective and green workplace</li> <li>discuss safe working practices and organizational procedures</li> <li>discuss production process and specific work activities that relate to the whole process</li> <li>discuss organization’s rules, codes, guidelines, and quality standards</li> <li>explain effects of contamination on products</li> <li>list common faults that may occur during production and their methods of rectification</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate how to maintain a clean and hazard-free working area</li> <li>demonstrate different ways of minimizing waste</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
Tools, materials and basic stationary, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	



Mandatory Duration: <00:00>	Recommended Duration: <00:00>
Module Name: On-the-Job Training	90:00
Location: On Site	
Terminal Outcomes	
After successful completion of OJT candidate will become well trained in Sakhta making.	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Basic Literacy and Numeracy	Procurement	6 months	Procurement	6 months	Procurement	NA

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: "Paper Mache Products Artisan" mapped to QP: "HCS/Q4401	Certified for Job Role: "Trainer" mapped to QP: "MEP/Q2601; V:1.0	<p>The Inclusive Trainer should be certified in Disability Specific Top Up Training/ PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.</p> <p>The Indian Sign Language Interpreter with 2/3 years of experience should be mandatory during the training, counselling and placement of Persons with Speech and Hearing Impairment. A Certification by Indian Sign Language Research and Training Centre (ISLRTC) or Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan) (AYJNISHD(D)) will be desirable.</p>



## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization <Specify the areas of specialization that are desirable.>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Basic Literacy and Numeracy	Procurement	6 months	Procurement	6 months	Procurement	NA

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: "Paper Mache Products Artisan" mapped to QP: "HCS/Q4401	Certified for Job Role: "Assessor" mapped to QP: "MEP/Q2701; V:1.0	The Inclusive Assessor should be certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

## Assessment Strategy

This section includes the processes involved in identifying, gathering and interpreting information to evaluate the learner on the required competencies of the program.

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC.
2. Each NOS will be assessed both for theoretical knowledge and practical
3. The assessment will be based on knowledge bank of questions created by the SSC.
4. Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre
5. To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

## Guidelines for Trainer

### Accommodation Guideline recommended for Inclusive Trainers

#### Persons with Speech and Hearing Impairment

##### Characteristics

- Use other senses as mediums of learning. (Use gestures, body language, expressions, lip reading etc.).
- Use adapted material such as visual or sight vocabulary to provide first-hand experience.
- Use assistive devices such as hearing aid, loop system etc.
- Teach how to access sound-based information.

##### Guidelines for Trainers

- Make sure you are aware of the learners' language abilities and preferred learning style to ensure inclusion into the group.
- When you have a student with SHI in the group, reduce background noise or, request for a classroom that is away from noise. Make sure you have the whole group's attention before starting the session.
- Allow SHI students to sit where they wish. SHI students who can read the lip should sit near the front. (Optimum distance for lip-reading is considered to be about 6 feet.).
- Face the SHI student when speaking.
- Use clear speech.
- Make sure the room is well lit to allow the student with SHI to see your facial expression, signing and/or lip read.
- Use assistive device where available, to facilitate teaching-learning in the classroom.
- Arrange the classroom so that students can see each other, e.g., organizing the class in a circle or semicircle allows all students to see each other.
- Use shorter sentences, clearer speech.
- Associate words with real objects, pictures; for example, the colour concept.
- Use pictures (flash cards), real objects, real experiences, dramatization, and activities.
- You can write key points on the board or chart.
- Encourage other people or staff to develop communication strategies so that they can get into the style of students with SHI.

## Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training.</b>
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module.</b> A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards