Model Curriculum

Packer

SECTOR: APPAREL, MADE-UP'S AND HOME FURNISHING
SUB-SECTOR: APPAREL / MADE-UP'S / HOME FURNISHING
OCCUPATION: QUALITY CONTROL
REF ID: PWD/AMH/Q1407, V1.0
NSQF LEVEL: 3

Curriculum Aligned

For

Persons with Low Vision (Visual Impairment)

E003

APPAREL MADE-UPS & HOME FURNISHING SECTOR SKILL COUNCIL

SCPwD
Skill Council for Persons with Disability

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GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
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Certificate

CURRICULUM COMPLIANCE TO QUALIFICATION PACK – NATIONAL OCCUPATIONAL STANDARDS

is hereby issued by the

SKILL COUNCIL FOR PERSONS WITH DISABILITY (SCPwD)

for

MODEL CURRICULUM – ALIGNED FOR PERSONS WITH DISABILITY

Complying to National Occupational Standards of Job Role/ Qualification Pack:
'Packer' QP No. 'PWD/AMH/Q1407 NSQF Level 3'
Expository Code: Low Vision{(Visual Impairment) (E003, Version 1.0)}

Date of Issuance: July 16, 2019
Valid up to*: July 16, 2021

*Valid up to the next review date of the Qualification Pack or the 'Valid up to' date mentioned above, whichever is earlier

Authorized Signatory
(Skill Council for Persons with Disability)

Packer

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Packer

CURRICULUM / SYLLABUS

This program is aimed at training candidates for the job of a "Packer", in the "Apparel, Made Ups and Home Furnishing" Sector/Industry and aims at building the following key competencies amongst the learner.

Program Name	Packer		
Qualification Pack Name & Reference ID.	Packer; PWD/AMH/Q1407		
Version No.	1.0	Version Update Date	16-07-2019
Pre-requisites to Training	Preferably Class VIII		
Training Outcomes	- Plan and organize packaging processes - Carry out the process of packaging - Maintain health, safety and security in the packaging department - Maintain work area, tools and machines - Comply with industry, regulatory and organizational requirements		

This course encompasses 5 out of 5 National Occupational Standard of "Packer" Qualification Pack issued by "Apparel Made-ups and Home Furnishing Sector Skill Council". The curriculum is aligned by Skill Council for Persons with Low Vision (Visual Impairment).

Sr. No	Module	Key Learning Outcomes	Equipment Required	Disability wise Training Tools with reference to Expository for Each NOS
1	**Handling touch screen user interface** **Theory Duration** (hh:mm) 00:00 **Practical Duration** (hh:mm) 04:00 **Corresponding NOS Code** Bridge Module (PwD)	• Identify different functions of the screen. Eg: power on/off, accessing the main menu, home button, volume rocker, power buttons, memory slot and sim tray. • Demonstrate basic operation on the screen using "explore by touch" • Operate the phone using gestures. Eg: select item and double tap to select • Explain global context menu • Adjust talk back, speech and volume settings.	One smart phone with talkback per trainee	Any of the following tools may be used: • Voiceover • Talkback • Nuance Talks • Mobile Speak • ORCA
2	**Calling and Messaging** **Theory Duration** (hh:mm) 00:00 **Practical Duration** (hh:mm) 03:00 **Corresponding NOS Code** Bridge Module (PwD)	• Use mobile phone for making calls • Use mobile phone for sending and receiving messages. • Operate local context menu • Manage contact list, by exporting and importing contacts	One Smartphone with talkback per trainee	Any of the following tools may be used: • Voiceover • Talkback • Nuance Talks • Mobile Speak • ORCA
3	**Reading books and documents** **Theory Duration** (hh:mm) 00:00 **Practical Duration** (hh:mm) 04:00	• Describe book reading and its various formats • Use book reading apps such as Kota, Daisy Reader and Simply Reading • Use Sugamya Pustakalaya and Book Share online library • Demonstrate the steps to search, download and read	One Smartphone with talkback software and wifi / mobile data per trainee	Any of the following tools may be used: • Voiceover • Talkback • Nuance Talks • Mobile Speak • ORCA

		books from Sugamya Pustakalaya and Book Share		
	Corresponding NOS Code Bridge Module (PwD)			
4	**Web browsing and E-mail** **Theory Duration** (hh:mm) 00:00 **Practical Duration** (hh:mm) 03:00 **Corresponding NOS Code** Bridge Module (PwD)	• Use Google Chrome to browse the web and search using a keyword. • Operate mails from phone	One Smartphone with talkback software and wifi / mobile data per trainee	Any of the following tools may be used: • Voiceover • Talkback • Nuance Talks • Mobile Speak • ORCA
5	**Other daily use applications** **Theory Duration** (hh:mm) 00:00 **Practical Duration** (hh:mm) 04:00 **Corresponding NOS Code** Bridge Module (PwD)	• Use basic applications like play store and calculator • Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps.	One Smartphone with talkback software and wifi / mobile data per trainee	Any of the following tools may be used: • Voiceover • Talkback • Nuance Talks • Mobile Speak • ORCA
6	**Introduction** **Theory Duration** (hh:mm) 02:00 **Practical Duration** (hh:mm) 00:00 **Corresponding NOS Code** Bridge Module	• Importance of Packing in Apparel Industry • Understand the Job Responsibilities of a Packer	Black/white board, marker/chalk, duster	Any of the following tools may be used: • Clear View+ Speech • ZoomEx, • Kurzweil, • ABBY Fine Reader, • Tesseract • Non-Visual Desktop Access (NVDA), • Job Access with Speech (JAWS), • System Access to Go(SATAGO),

			• Voiceover and Talkback Requirement on the basis of teaching method 1. Oral: no additional equipment needed 2. Handouts: The font size of the handout should exceed 16. The trainer could also read the document out loud. 3. Usage of projector: The person should be allowed to choose the position from where they can see the display with ease 4. On the White Board: Black marker should be used and the text should be written in large size Optimal lighting should be there. The extent of which can be decided after consulting the Person with Low Vision and what suits their needs best.
7	**Plan and Organize packing processes)** **Theory Duration** (hh:mm) 10:00 **Practical Duration** (hh:mm) 30:00 + 10 hours (Additional hours for Persons with Low Vision) **Corresponding NOS Code** AMH/N1407	• Understand technical terms and tools associate with different types of processes • Identify and understand the material required for packing • Understand different methods of packing • Identify and use correct cartons for packing goods • Read job card to understand packing mode and styles as per product category/ class/customer instructions • Identify components of tasks required to do the packing • Identify and arrange materials and accessories required to do the task of packing	Tech Pack, Spec Sheet, Record Maintenance, Sheet, Boxes for Storage Tags, Tag Pins Tagging Gun, Packing Trims with Accessories, Dustbin Boxes, Pouches Labels and Stickers Stapler, Staple Pins Files, Folders Push Pins, Paper Cutter, Glue Stick Cello Tape, White Board Marker / Chalk Magnetic White, Board Eraser, Buyer Requirement Sheet Cartons, Polybags	Any of the following tools may be used: • Clear View+ Speech • ZoomEx, • Kurzweil, • ABBY Fine Reader, • Tesseract • Non-Visual Desktop Access (NVDA), • Job Access with Speech (JAWS), • System Access to Go(SATAGO), • Voiceover and Talkback Requirement on the basis of teaching method 1. Oral: no additional equipment needed

		• Develop checklist for different tasks within specified area of packing	Reporting Formats Job Card, Stool For Trainees, Measuring Tape, Packing Table Students Chairs With Table Arms, Trainers Table, Trainers Chair Student Manual Basic Stationary White Board/ Black Board, Fire, Extinguisher First Aid Box Dexterity Test Kit Calculator, Garments Made Ups And Home Furnishing Articles	2. Handouts: The font size should exceed 16 3. Usage of projector: The person should be allowed to choose the position from where they can see the display with ease 4. On the White Board: Black marker should be used and the text should be written in large size A standard arrangement should be there in terms of stacking the equipment. Things should remain in their own decided place so that it is easier for the Person with Low Vision to access them quicker.
8	**Carry out the process of packing** **Theory Duration** (hh:mm) 20:00 **Practical Duration** (hh:mm) 40:00 + 13 hours (Additional hours for Persons with Low Vision) **Corresponding NOS Code** AMH/N1408	• Pack materials as per job card details • Follow supervisor instructions for packing • Follow checklist defined for packing • Segregate and quarantine damage/defective goods/pieces • Rectify/correct repairable faults like crease removal, stain removals etc. • Identify different defects in garments • Rectify defects in garments before • packing • Understand and identify labels • Use labels appropriately • Familiarize with packing list • Use packing list appropriately • Understand weighing of packed goods • Weigh goods correctly • Prepare for shipment of products	Same as above	Any of the following tools may be used: • Clear View+ Speech • ZoomEx, • Kurzweil, • ABBY Fine Reader, • Tesseract • Non-Visual Desktop Access (NVDA), • Job Access with Speech (JAWS), • System Access to Go(SATAGO), • Voiceover and Talkback Requirement on the basis of teaching method 1. Oral: no additional equipment needed 2. Handouts: The font size should exceed 16 3. Usage of projector: The person should be allowed to choose the position from

				where they can see the display with ease
				4. On the White Board: Black marker should be used and the text should be written in large size
				The emphasis should be on the Practical. A proper orientation of the equipment should be given to the person.
				The person should also be made aware of the right technique of handling the equipment.
9	**Maintain Health, Safety and Security at Workplace** **Theory Duration** (hh:mm) 05:00 **Practical Duration** (hh:mm) 15:00 + 5 hours (Additional hours for Persons with Low Vision) **Corresponding NOS Code** AMH/1409	• Keep vigilance for potential risks and threats associated with workplace and equipment like, hot iron, stain removers, stationery items etc. • Ensure handling of tools and equipment like scissors, cutters, etc. safely and securely • Maintain the workplace and work processes for potential risks and threats like fire, physical injuries, etc. • Participate in mock-drills/evacuation procedures organized at the workplace • Undertake first-aid, fire-fighting, CPR and emergency response training	Student's Chair with Table and Arm, health and safety measures and tools	Any of the following tools may be used: • Clear View+ Speech • ZoomEx, • Kurzweil, • ABBY Fine Reader, • Tesseract • Non-Visual Desktop Access (NVDA), • Job Access with Speech (JAWS), • System Access to Go(SATAGO), • Voiceover and Talkback Requirement on the basis of teaching method 1. Oral: no additional equipment needed 2. Handouts: The font size of the handout should exceed 16. The trainer could also read the document out loud. 3. Usage of projector: The person should be allowed to choose the position from where they can see the display with ease

| | | | | 4. On the White Board: Black marker should be used and the text should be written in large size

A standard arrangement should be there in terms of stacking the equipment. Things should remain in their own decided place so that it is easier for the Person with Low Vision to access them quicker.

During the practical, allow the Person to be seated near to the apparatus so that they are able to feel the things and see them closely. Ask them where they wish to be seated.

Allow the person to record the lecture. |
|---|---|---|---|---|
| 10 | **Maintain work area, tools and machines**

Theory Duration (hh:mm)
10:00

Practical Duration (hh:mm)
15:00 + 5 hours (Additional hours for Persons with Low Vision)

Corresponding NOS Code
AMH/N0102 | • Maintain tools and equipment and handle them safely
• Use materials to minimize waste
• Carryout running maintenance within agreed schedules
• Carry out maintenance and/or cleaning within one's responsibility make sure that the correct machine guards are in place
• Work in a comfortable position with the correct posture
• Use cleaning equipment and methods appropriate for the work to be carried out
• Dispose of waste safely in the designated location
• Store cleaning equipment safely after use
• Carryout cleaning according to schedules and limits of responsibility | Boxes for storage Measurement Sheet/ Size Chart, Tags, Tag pins, Tagging Gun, Packing Trims And accessories, scissors, Dustbin | Any of the following tools may be used:
• Clear View+ Speech
• ZoomEx,
• Kurzweil,
• ABBY Fine Reader,
• Tesseract
• Non-Visual Desktop Access (NVDA),
• Job Access with Speech (JAWS),
• System Access to Go(SATAGO),
• Voiceover and Talkback

The Person with Low Vision should be allowed to hold and feel the First Aid Kit and the medicines in order to develop a better understanding of them on the basis of their dimensions |

				Requirement on the basis of teaching method 1. Oral: no additional equipment needed 2. Handouts: The font size of the handout should exceed 16. The trainer could also read the document out loud. 3. Usage of projector: The person should be allowed to choose the position from where they can see the display with ease 4. On the White Board: Black marker should be used and the text should be written in large size
11	**Comply with Industry, Regulatory and Organizational Requirements** **Theory Duration** (hh:mm) 08:00 **Practical Duration** (hh:mm) 12:00 + 4 hours (Additional hours for Persons with Low Vision) **Corresponding NOS Code** AMH/N0104	• Carryout work functions in accordance with legislation and regulations, organizational guidelines and procedures • Seek and obtain clarifications on policies and procedures, from your supervisor or other authorized personnel • Apply and follow these policies and procedures within your work practices • Provide support to your supervisor and team members in enforcing these considerations • Identify and report any possible deviation to these requirement	Notes and documents related to industry standards	Any of the following tools may be used: • Clear View+ Speech • ZoomEx, • Kurzweil, • ABBY Fine Reader, • Tesseract • Non-Visual Desktop Access (NVDA), • Job Access with Speech (JAWS), • System Access to Go(SATAGO), • Voiceover and Talkback The Person with Low Vision should be allowed to hold and feel the First Aid Kit and the medicines in order to develop a better understanding of them on the basis of their dimensions Requirement on the basis of teaching method 1. Oral: no additional equipment needed

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				2. Handouts: The font size of the handout should exceed 16. The trainer could also read the document out loud. 3. Usage of projector: The person should be allowed to choose the position from where they can see the display with ease 4. On the White Board: Black marker should be used and the text should be written in large size
12	**Soft Skills** **Theory Duration** (hh:mm) 03:00 **Practical Duration** (hh:mm) 03:00 + 1 hours (Additional hours for Persons with Low Vision) **Corresponding NOS Code** Bridge Module	• Understand importance of effective communication • Communicate effectively with others • Identify and follow personal grooming and hygiene • Follow organization procedures and maintain personal health and hygiene and avoid habits like ghutka, tobacco etc. • Interact effectively in a group • Manage time effectively • Understand importance of resume and prepare your resume • Prepare for interviews	Documents related to soft skills, Computer, projector, whiteboard, marker	Any of the following tools may be used: • Clear View+ Speech • ZoomEx, • Kurzweil, • ABBY Fine Reader, • Tesseract • Non-Visual Desktop Access (NVDA), • Job Access with Speech (JAWS), • System Access to Go(SATAGO), • Voiceover and Talkback The emphasis should be on the Practical. A proper orientation of the equipment should be given to the person. Requirement on the basis of teaching method 1. Oral: no additional equipment needed 2. Handouts: The font size of the handout should exceed 16. The trainer could also read the document out loud.

				3. Usage of projector: The person should be allowed to choose the position from where they can see the display with ease 4. On the White Board: Black marker should be used and the text should be written in large size
13	**First aid and CPR** **Theory Duration** (hh:mm) 02:00 **Practical Duration** (hh:mm) 05:00 + 2 hours (Additional hours for Persons with Low Vision) **Corresponding NOS Code** Bridge Module	• Identify methods of first aid • Undertake basic first aid, • Undertake basic CPR	First Aid Kit, CPR mannequin	Any of the following tools may be used: • Clear View+ Speech • ZoomEx, • Kurzweil, • ABBY Fine Reader, • Tesseract • Non-Visual Desktop Access (NVDA), • Job Access with Speech (JAWS), • System Access to Go(SATAGO), • Voiceover and Talkback The Person with Low Vision should be allowed to hold and feel the First Aid Kit and the medicines in order to develop a better understanding of them on the basis of their dimensions Requirement on the basis of teaching method 1. Oral: no additional equipment needed 2. Handouts: The font size of the handout should exceed 16. The trainer could also read the document out loud. 3. Usage of projector: The person should be allowed to choose the position from where they can see the display with ease

				4. On the White Board: Black marker should be used and the text should be written in large size
	Total Duration **238 hrs.** **Theory Duration** **60 hrs.** **Practical** **Duration** **120 hrs.** **+18 hours for Smart Phone Training** **+ 40 hours** **(1/3rd of Practical Duration for Persons with Low Vision)**	**Unique Equipment Required** • Packing trims and accessories		

Grand Total Course Duration: **238 Hours**

This syllabus/ curriculum has been approved by ***APPAREL, MADE-UP'S AND HOME FURNISHING SECTOR SKILL COUNCIL)***

Trainer Prerequisites for Job role: "Packer" mapped to Qualification Pack "PWD/AMH/Q1407, Version 1.0"

Sr. No.	Area	Details
1	**Job Description**	To deliver accredited training service, mapping to the curriculum detailed above, in accordance with Qualification Pack "PWD/AMH/Q1407" **For giving Smart Phone Training,** Trainer should have necessary technical knowledge, skill and competencies to teach different features of smart phone with the help of screen reading software such as Talkback to end users.
2	**Personal Attributes**	The candidate should have aptitude for conducting training, pre /post work to ensure competent, employable candidates at the end of training. Strong communication skills, interpersonal skills, ability to work as team; diligent and is passionate for maintaining the quality in content and training delivery methodology. Candidate should have basic understanding of English language; however, this should not be a restrictive criterion as long as the candidate is willing and open to learn. He/she must be able to speak, read and write in the local language. **For giving Smart Phone Training,** Trainer Should have necessary patience, empathy and sensitivity to teach technology to Visually impaired Persons.
3	**Minimum Educational Qualifications**	ITI/Diploma/AMT, NIFT, or any other polytechnic/institute in the core subject
4a	**Domain Certification**	Certified for Job Role: "Packer" mapped to QP: "AMH/Q1407", version 1.0. Minimum accepted score as per SSC guidelines is 80%.
4b	**Platform Certification**	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601" with scoring of minimum 80%.
4c	**Disability Specific Top Up module (Visual Impairment)**	The Inclusive Trainer should be certified in Disability Specific Top Up on Visual Impairment conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. A Diploma in Computer Education (Visual Impairment)-D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred.
5	**Experience**	The candidate should have a minimum of 3 years of industrial experience in the same job role. He should be able to communicate in English and local language. He should have knowledge of equipment, tools, material, Safety, Health & Hygiene *The minimum required experience could be relaxed by the vigilance committee of AMHSSC, if the concerned candidate possesses qualification from premium institutes, like NID, NIFT etc. **For giving Smart Phone Training,** for smart phone training one-year experience of training IT skills to persons with blindness is recommended.

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role: Packer
Qualification Pack: PWD/AMH/Q1407
Expository: Low Vision {Visual Impairment(E003)}

Sector Skill Council: Apparel, Made-up's and Home Furnishing

Guidelines for Assessment

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 Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions approved by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack, every trainee should score a minimum of 50% aggregate in a QP
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

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NOS	Performance Criteria	Total Marks	Out Of	Marks Allocation		
				Theory	Skills Practical	Viva
1. AMH/N1407 (Plan and organize packing processes)	PC1. Read job card to understand packing mode and styles as per product category/class/customer instructions	60	16	8	7	1
	PC2. Identify components of tasks required to do the packing		14	5	8	1
	PC3. Identify and arrange materials and accessories required to do the task of packing		15	4	10	1
	PC4. Develop checklist for different tasks within specified area of packing		15	5	9	1
			60	22	34	4
2. AMH/N1408 (Carry out the process of packing)	PC1. Pack materials as per job card details	85	22	6	15	1
	PC2. Follow supervisor instructions for packing		14	4	9	1
	PC3. Follow checklist defined for packing		14	4	9	1
	PC4. Segregate and quarantine damage/defective goods/pieces		15	4	10	1

	PC5. Rectify/correct repairable faults like crease removal, stain removals etc.		20	5	14	1
			85	23	57	5
3. AMH/N1409 (Maintain health, safety and security in the packing department)	PC1. Keep vigilance for potential risks and threats associated with workplace and equipment like, hot iron, stain removers, stationery items etc.	30	6	2.5	3	0.5
	PC2. Ensure handling of tools and equipments like scissors, cutters, etc. safely and securely		5	2	2	1
	PC3. Monitor the workplace and work processes for potential risks and threats		7	2.5	3	1.5
	PC4. Participate in mock- drills/evacuation procedures organized at the workplace		6	2	3	1
	PC5. Undertake first-aid, fire- fighting and emergency response training if asked to do so		6	2	3	1
			30	11	14	5
4. AMH/N0102 (Maintain workarea, tools and machines)	PC1. Handle materials, machinery, equipment and tools safely and correctly	40	3	0	2	1
	PC2. Use correct lifting and handling procedures		3	1	2	0
	PC3. Use materials to minimize waste		3	1	1	1
	PC4. Maintain a clean and hazard free working area		3	1	2	0
	PC5. Maintain tools and equipments		2	0	2	0
	PC6. Carry out running maintenance within agreed schedules		4	1	2	1
	PC7. Carry out maintenance and/or cleaning within one's responsibility		2	0	2	0
	PC8. Report unsafe equipment and other dangerous occurrences		3	2	1	0
	PC9. Ensure that the correct machine guards are in place		3	0	2	1

	PC10. Work in a comfortable position with the correct posture		**2**	0	2	0
	PC11. Use cleaning equipment and methods appropriate for the work to be carried out		**4**	1	2	1
	PC12. Dispose of waste safely in the designated location		**2**	0	2	0
	PC13. Store cleaning equipment safely after use		**2**	0	2	0
	PC14. Carry out cleaning according to schedules and limits of responsibility		**4**	1	2	1
			40	**8**	**26**	**6**
5. AMH/N0104 (Comply with industry, regulatory and organizational requirements)	PC1. Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures	**35**	**7**	2	4	1
	PC2. Seek and obtain clarifications on policies and procedures, from your supervisor or other authorized personnel		**6**	2	3	1
	PC3. Apply and follow these policies and procedures within your work practices		**7**	2	4	1
	PC4. Provide support to your supervisor and team members in enforcing these considerations		**7**	2	4	1
	PC5. Identify and report any possible deviation to these requirements		**8**	3	4	1
	Total Marks		**35**	**11**	**19**	**5**
		250	**250**	**75**	**150**	**25**

Accommodation Guideline recommended for Inclusive Trainers

Persons with Low Vision (Visual Impairment)

Characteristics

- The learning happens through non-visual modes mostly by touch, hence it is recommended to use real, concrete materials.
- Listening will include greater use of detailed and descriptive instructions.
- Training which relates to understanding of smell and taste real & concrete material should be used e.g. job role of pickle-making technician may include training on smell and taste.

Guidelines for Trainers

- Low Vision assessment is recommended before training Persons with Low Vision. Low Vision assessment helps to assess the right training requirements for a Person with Low Vision. Please note: Low Vision assessment is different from a clinical eye exam. While the clinical procedure focuses on diagnoses and management of the eye disease, the priority in Low Vision assessment is to enable an individual utilize his or her residual vision to its maximum potential. After the assessment, the person will be clear about the devices (optical or non-optical) that will work the best for her/him. The assessment can be done from any centre that is designated for Low Vision assessment.
- Facilitate the use of existing visual skills wherever/whenever you can by making the candidate sit closer to the board.
- There should be appropriate lighting and contrast colors in the work area.
- Reserve a seat in the front row of the classroom (or, closer to the teacher).
- Keep the passages and available open spaces in the classroom clear.
- When speaking with the student specifically, address her/him by name.
- Modify/adapt assignments.
- Use educational aids like talking books, tape-recorders, use of colour, contrast and texture.
- Minimize noise so that student can hear you speak
- When speaking, face the class.
- If you feel the student is not attentive, touch her/ him on the shoulder or arm to draw attention; this also helps in indicating to the student that you are including her/him in your instructions and discussions.
- Provide large print versions when needed so that the student can follow the classroom's text-based teaching and lessons along with the sighted peers.
- Use real objects to allow the student to learn and experience.