**Bachelor of Education in Special Education- Intellectual Disabilities (B.Ed. SE-ID/VI)**

**(Semester: IV)**

**Course code: B (11 F)**

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

**Course Code: B 11(F) Credits: 02**

**Contact Hours: 30 Marks: 50**

**Learning Outcomes**

After completing the course the student-teachers will be able to

* *Develop an understanding of vocational education & its relevance for PWD 's.*
* *Carry out vocational assessment and make vocational training plan.*
* *Plan for transition from School to job.*
* *Identify various avenues for job placement.*
* *Facilitate PWD's in making choice of vocational trades.*
* *Acquire the concept of independent living and empowerment.*

**Unit 1: Fundamentals & Assessment of Vocational Rehabilitation (10 hours)**

1. Definition, meaning and scope of Vocational Education
2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with  
   respect to employment
3. Approaches and models of Vocational training
4. Assessment, Evaluation of Generic skills & Specific job skills using various tools
5. Approaches & Principles of vocational assessment

**Unit 2: Vocational Transition & Curriculum Planning (10 hours)**

1. Concept, meaning, importance of transition
2. Vocational transition models
3. Transitional Planning at pre-vocational & post-vocational level
4. Development of Individualized Vocational Transitional Plan
5. Development of Vocational Curriculum

**Unit 3: Process of Vocational Rehabilitation & Placement (10 hours)**

1. Types of Employment Settings
2. Process of Job Placement & Creation of Need-based Employment Settings
3. Adaptations, Accommodation, Safety Skills and First Aid
4. Self -Advocacy & Self Determination Skill Training
5. Equal opportunities and attitudes towards persons with disabilities

**Hands on Experience**

Developing curriculum on any vocational skill

Administering any vocational assessment tool

Visit to any vocation Institution

**Suggested Readings**

McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways  
for Students With Intellectual and Developmental Disabilities, Sage Publications, Los  
Angeles.

Kutty, A.T., &. Rao L.G, (2003).Curriculum for Vocational Education, Transition of  
Persons with Mental Retardation from School to Work. Series -2, NIMH Publications,  
Secunderabad.

Kutty, A.T., &. Rao, L.G, (2001). Transition of Persons with Mental Retardation from  
School to Work - A Guide, NIMH Publications, Secunderabad.

Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II,  
DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New  
Delhi.

Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.

Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with  
Developmental Disabilities, Guilford Press, Washington.

Whitehead, T. D., & Hughey, J. B. (2004). Exploring Self Advocacy From a Social  
Power Perspective, Nova Science Publishers, New York