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**EDUCATION IN EMERGENCY PROGRAMME FOR
STUDENT WITH DISABILITIES DURING COVID 19
PANDEMIC**

Muenselling Institute
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ECCD & SEN Division
Department of School Education
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Muenselling Institute

The Muenselling Institute in Khaling, Trashigang was established in 1973 under the visionary leadership of His Royal Highness Prince Namgyel Wangchuck and today the Institutes has 27 students with total blindness, low vision and some even with multiple difficulties associate to their blindness. On the part of curriculum delivery to students, this institute is treated differently than other general schools due to special need bases of the students. To provide equitable opportunity in learning for the students with vision impaired, the Institute with the directives from the Ministry has developed strategic plans in providing meaningful learning engagement at their homes during the current COVID-19 emergency situation. The respective subject teachers in the Institute provide additional explanations, simplified concepts, notes and audio materials to the students after the TV lessons who can cope with the general curriculum with some adaptations and accommodations. For the students with multiple difficulties, the respective subject teachers provide learning tips focused on literacy, numeracy and activities for Daily Living (ADL) based on the individual needs of the students. The students learn from home either through their personal smart phone or parents' phone with support of their family members.

The curriculum deliveries for these students are in key stages as per the MoE and REC's guidelines. The TV lessons converted into MP3s are also shared to students by the subject teachers received from MoE and REC. The learning materials are provided in accessible format such as in high resolution print materials, Braille and audio. The students with vision impaired use smart phones and devices enabling Talk features and Screen Reading programmes. The students are reached out through using social media such as WeChat, WhatsApp, Messenger and Google classroom in this emergency situation.

The same methodology in curriculum delivery will be continued should the COVID 19 emergency continue. The curriculum will be based on the framework developed by the REC in consultation with Ministry of Education.

Therefore, this document presents the consolidated curricula and programmes for children with special educational needs who are unable to follow general curriculum during the emergency, from schools with SEN programme.

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Activities of Daily Living and Home Economics

1. Introduction

Activities of Daily Living (ADL) comprise everything entailed in human life and relationships. These are the basic activities necessary during an ordinary day. There are hundreds of activities, which a person performs from the moment he wakes up in the morning till he goes to sleep at night.

Sighted persons normally learn to perform these activities by themselves by observing other persons. A large part of daily living activities are learnt by observation and imitation. As visual discrimination is involved in these activities, a visually impaired person cannot learn the same on his own. Through his other senses, he may get an idea of what is going on but he cannot learn the exact procedure.

It has been observed that loss of confidence associated with the loss of vision retards the daily living skills of such a person. At the same time, lack of opportunity and environment are also the major causes of restricted performance of such activities. Thus the major objectives of imparting training in daily living skills should be to:

- ☐ enable him to carry out his day-to-day activities with the least possible external assistance and with safety;
- ☐ help him to be self-sufficient in all functional activities;
- ☐ instill confidence to enable him to be socially integrated;
- ☐ develop healthy personal and family relationships;
- ☐ learn scientific management of self and home;
- ☐ become aware of safety precautions to be taken in the home;
- ☐ become a well-groomed person;
- ☐ reduce dependence upon the caretakers;
- ☐ expedite comprehensive rehabilitation including economic independence; and
- ☐ develop a positive self-image.

Thus activities of daily living include all those activities which people do everyday. Training a visually impaired person in these activities would enable him to become self-reliant, independent and more confident in his routine activities. Although these activities are not an end in itself, these certainly are a very essential means toward complete, meaningful and comprehensive rehabilitation.

2. Training Strategy

Due to lack of visual perception as well as discrimination, it is difficult for a visually impaired person to learn daily living skills on his own. As most skills are of a routine nature, he does not need to learn any special techniques for performing these skills. However, it is essential to train him for the particular procedures involved in performing the activity. In swimming, for example, he has to follow the same steps as a sighted person but may need to be given special training in safety matters.

Many times, special techniques or special equipment or adaptations may help him to perform certain activities more proficiently. These techniques or adaptations make use of

other senses of touch, hearing, taste etc. for his convenience. By using a Talking Clock, for example, he may know the time, day and date as conveniently as a sighted person.

2.1 Procedure for Designing the Daily Living Skills

- a. Observe daily living skills of sighted persons of different age groups (class wise).
- b. Identify the difficulties faced by a visually impaired person in performing such activities and learning the skills.
- c. Develop specific procedures for each skill with suitable modifications.
- d. Consider the following aspects concerning visually impaired persons while evolving the training schedule:
 - ☐ individual felt needs
 - ☐ physical potentials
 - ☐ age (class)
 - ☐ age at the on-set of visual impairment
 - ☐ family background, economic status and occupation
 - ☐ environment, and
 - ☐ past experience
- e. Explain the procedure followed by sighted persons in performing a particular activity to visually impaired persons.
- f. Impart relevant training in orientation and mobility associated with the effective performing of a particular activity.
- g. Supplement the skills with appropriate assistive devices and adaptations.
- h. Incorporate an in-built system of monitoring and evaluation of the training programme.
- i. Adopt a system of follow-up for sustaining the abilities to perform the activities.

2.2 Specific Rules for Teaching Daily Living Skills

- a. Gather the relevant and needed following items before initiating the training:
 - ☐ All materials
 - ☐ Equipment
 - ☐ Special assistive devices and adaptations
 - ☐ Embossed diagrams and tactile adaptations
- b. Perform task analysis for
 - ☐ evolving the proper sequence;
 - ☐ deciding the procedure of performing the activity; and
 - ☐ finalizing the layout and positioning of the material and equipment.
- c. Orient the person regarding
 - ☐ location of the materials;
 - ☐ procedure of taking and replacing the same;
 - ☐ hand co-ordination;

- ☐ sequence of various operations;
- ☐ safety measures;
- ☐ use of equipment and adaptations;

d. Ensure

- ☐ appropriate use;
- ☐ safety of the individual;
- ☐ no damage to equipment; and
- ☐ least possible wastage.

e. Supervise during the performance of the procedure and provide instructions whenever essential.

f. Follow-up, evaluate and appreciate good performance.

2.3 Example: Preparing a Cup of Tea

Step 1. Collecting the Material and Equipment

a. Material

- ☐ milk
- ☐ sugar
- ☐ water
- ☐ tea leaves

b. Equipment

- ☐ stove/cooking gas
- ☐ kettle/utensil, cup, strainer, table spoon

c. Adaptations (optional) for:

- ☐ measuring volume
 - * listed in the chapter on Assistive Devices
 - * can be easily developed locally
 - * kitchen utensils can be used
- ☐ indicating boiling liquid
 - * can be developed on the lines of pressure milk boiling pot
 - by sound
 - sugar measure
 - * Commonly used spoon in the house

Measuring devices are available abroad but are very expensive and not advisable for developing countries. It is best to teach how to use utensils and other items, which are used by the general population. Thus adapting techniques to suit visually impaired person would be necessary.

Most adapted material like measuring and pouring devices (to name a few) are generally expensive and not easily available, the majority of visually impaired persons would have to learn to utilize the existing and available equipment after careful sensory training.

Step 2. Task Analysis for Evolving the Procedure

On task analysis, the activity of preparing a cup of tea can be divided into following tasks:

Pouring Water

1. Lift and scrub kettle/utensil
2. Fetch water
3. Measure water
4. Pour water into kettle/utensil

Making Fire

5. Locate stove/gas stove
6. Lift match box/gas lighter with one hand
7. Hold match box/gas lighter in one hand
8. Pour kerosene by pressure in case of stove or switch on gas stove
9. Strike match or press lighter
10. Make fire by holding match or lighter near the stove/gas stove

Boiling

11. Lift kettle/utensil
12. Position the kettle/utensil on stove/gas stove
13. Cover the kettle/utensil with the lid
14. Lift the container containing tealeaves
15. Open the lid
16. Fill a spoon with tealeaves
17. Remove the lid when water is boiling and add tealeaves
18. Replace the container back to its original position

Adding Sugar

19. Lift sugar measure
- 19a. If it is not available, lift the sugar container
 - b. Fill a spoon with sugar
20. Add sugar by tilting the measure (or from the spoon)
21. Replace the sugar measure (or sugar container) to its original place

Adding Milk

22. Take milk pot
23. Measure the desired quantity using a measure or a cup
24. Pour milk into the utensil/kettle
25. Cover the utensil/kettle
26. Replace the milk pot to its original position

Pouring Tea

27. Wait for the tea to boil
28. Switch off the stove/gas stove to put off fire
29. Wait for two minutes
30. Bring teapot near the stove
31. Remove lid of the teapot
32. Lift strainer and place it on the teapot
33. Remove lid of the kettle/utensil
34. Lift the kettle/utensil off the stove/gas stove using cloth or clamp
35. Pour tea into the teapot through the strainer
36. Cover teapot with lid
37. Place the kettle/utensil, strainer and clamp in the sink for washing
38. TEA is READY for serving.

Serving Tea

39. Hold handle of the teapot in the right hand
40. Touch the cup with left hand and keep first finger on outer side of the top of the cup
41. Lift teapot with right hand and bring the pouring point over the cup.
42. Start pouring till first finger of the left hand feels hot.
43. Leave the teapot back with right hand, lift cup with right hand itself and drink tea.

Step 3. Time Study for Deciding Location of Various Materials and Equipment

Consider the following pre-requisites of efficient production performance while evolving the most appropriate location pattern:

- a. All materials and equipment should be within arm's length
- b. Left hand should move clockwise and right hand anti-clockwise while lifting materials and equipment etc. and in the reverse direction while keeping it back
- c. Positioning should be according to sequence of the tasks to be performed. The kettle/utensil, for example, as required first should be at the left extreme; and water as required next should be on the right extreme
- d. Safety of the person should be ensured while performing the activity
- e. Overlapping and criss-crossing of materials and equipment should be avoided.

Based on time study, task analysis and other principles of production and operations management, the location pattern as given in the figure may be evolved.

Step 4. Orientation

- ☐ explain location of materials and equipment to a visually impaired person
- ☐ enable him to touch all these things
- ☐ explain him the relative positioning of these things in the context of the entire room and his own self.

Step 5. Explaining the Procedure

- ☐ explain the sequence of the tasks

- ☐ explain the need for following the sequence correctly, safety measures and likely eventualities.
- ☐ explain the procedure for measuring water, sugar and tea-leaves
- ☐ explain the procedure of pouring hot liquid

Step 6. Performing the Activity

- ☐ supervise while a person is performing the tasks
- ☐ instruct him as and when required
- ☐ advise him to repeat the task whenever correct sequence is not understood or being followed
- ☐ follow-up the process.

By following the procedure of activities of daily living, self care skills and systems of home economics can be modified suitably to enable a person to perform the same independently.

3. Training Content

To enable a visually impaired person to be independent in the activities of daily living and home economics, training should be imparted in the aspects described below. The activities may be adapted to suit the needs of visually impaired persons of rural and urban areas. The principles are the same but minor modifications may be necessary.

Activities of Daily Living for Class PP

1.1 Personal Care

a. Hygiene

- washing face
- brushing teeth (manage tooth paste)
- bathing
- ☐ washing/care of hands and feet
- ☐ cleaning of ears
- ☐ nail cutting
- ☐ personal hygiene etc

b. Grooming

- ☐ combing and care of hair
- ☐ dressing and undressing (gho/kira)
- ☐ using facial cream
 - using hair oil

C. Social Graces

- table manners, eating habits with fingers, spoon etc.
- wearing footwear

d. Toilet Activities

- Proper use of latrine/toilet/wash room
- Flushing of water etc

Activities of Daily Living for Class. I

1.1 Personal Care

a. Hygiene

- washing face
- brushing teeth (manage tooth paste)
- bathing
- ☒ washing/care of hands and feet
- ☒ cleaning of ears
 - nail cutting
 - personal hygiene etc

b. Grooming

- ☒ combing and care of hair
- ☒ dressing and undressing (gho/kira)
- ☒ using facial cream
 - using hair oil
 - wearing footwear

C. Social Graces

- table manners, eating habits with fingers, spoon etc.
- postures while sitting, standing and talking
- gait

d. Toilet Activities

- Proper use of latrine/toilet/wash room
- Flushing of water etc

Activities of Daily living for Class II

1.1 Personal Care

a. Grooming

- ☒ combing and care of hair
- ☒ dressing and undressing (gho/kira)
- ☒ using facial cream
 - using hair oil
 - wearing footwear
 - polishing and maintaining of shoes

b. Social Graces

- table manners, eating habits with fingers, spoon etc.
- postures while sitting, standing and talking
- gait
- style and mode of dressing
- gestures

c. Toilet Activities

- Proper use of latrine/toilet/wash room
- Flushing of water etc

Activities of Daily Living for Class III

1.1 Personal Care

a. Grooming

- ☐ combing and care of hair
- ☐ dressing and undressing (gho/kira)
- ☐ shaving, using facial cream
 - using hair oil
 - skin care, applying cosmetics
 - female grooming and hygiene
 - polishing and maintaining of shoes

b. Social Graces

- table manners, eating habits with fingers, spoon etc.
- postures while sitting, standing and talking
- gait
- style and mode of dressing
- gestures
- social manners, etiquette, courtesy
- socializing, art of conversation

Toilet Activities

- Proper use of latrine/toilet/wash room
- Flushing of water etc

1.2 Cooking Skills

a. Orientation of

- ☐ kitchen equipment, utensils, knives

- ☐ special adaptations
- ☐ grains, pulses, vegetables, flour, spices and provisions
 - different parts of stove, fuel, fire place
 - gas lighter, matchbox etc

Activities of Daily Living for Class IV

1.1 Personal Care

a. Social Graces

- table manners, eating habits with fingers, spoon etc.
- postures while sitting, standing and talking
- gait
- style and mode of dressing
- gestures
- social manners, etiquette, courtesy
- socializing, art of conversation

1.2 Cooking Skills

a. Orientation of

- ☐ kitchen equipment, utensils, knives
- ☐ special adaptations
- ☐ grains, pulses, vegetables, flour, spices and provisions
 - different parts of stove, fuel, fire place
 - gas lighter, matchbox etc

b. Preparatory Operations

- ☐ cutting, slicing, peeling, pouring
- ☐ grinding, mixing, kneading
- ☐ washing, cleaning, soaking, scrubbing
- ☐ seiving, filtering, straining
- ☐ rolling bread and roasting (*roti* making)
- ☐ boiling, frying
- ☐ making fire, lighting stove or cooking gas
- ☐ operation and care of stove/gas stove
- ☐ steaming and pressure-cooking

c. Serving Food

- ☐ taking out food in serving bowls
- ☐ setting dining table or arranging on floor
- ☐ putting food on dining table/floor
 - following clock-wise method of putting food in plates

- ☐ serving water
- ☐ removing bowls, plates and cleaning table

1.3 House Keeping Skills

a. Cleaning

- ☐ sweeping, dusting
- ☐ washing, scrubbing, mopping floor

b. Care of Furniture

- ☐ dusting
- ☐ wiping of tabletops
- ☐ keeping furniture at fixed locations
- ☐ hanging curtains

c. Laundry

- ☐ sorting, washing, drying
- ☐ folding, ironing, proper stacking
- ☐ mending, stitching, buttoning

d. Washing Utensils

- ☐ sequence in scrubbing and washing
- ☐ use of cleaning powder and scrubber
- ☐ disposing off waste
- ☐ drying utensils
- ☐ replacing utensils at pre-determined locations
- ☐ special care of crockery

e. Bed-making

- ☐ location of cots
- ☐ adjusting of mattresses
- ☐ spreading of bedspreads
 - positioning of pillows, blankets and bed-sheets

Activities of Daily Living for Class V

1.1 Cooking Skills

a. Serving Food

- ☐ taking out food in serving bowls
- ☐ setting dining table or arranging on floor
- ☐ putting food on dining table/floor
- ☐ following clock-wise method of putting food in plates
- ☐ serving water
- ☐ removing bowls, plates and cleaning table

1.2 House Keeping Skills

a. Cleaning

- ☐ sweeping, dusting
- ☐ washing, scrubbing, mopping floor

b. Care of Furniture

- ☐ dusting
- ☐ wiping of tabletops
- ☐ keeping furniture at fixed locations
- ☐ hanging curtains

c. Laundry

- ☐ sorting, washing, drying
- ☐ folding, ironing, proper stacking
- ☐ mending, stitching, buttoning

d. Washing Utensils

- ☐ sequence in scrubbing and washing
- ☐ use of cleaning powder and scrubber
- ☐ disposing off waste
 - drying utensils
- ☐ replacing utensils at pre-determined locations
- ☐ special care of crockery

e. Bed-making

- ☐ location of cots
- ☐ adjusting of mattresses
- ☐ spreading of bedspreads
 - positioning of pillows, blankets and bed-sheets

1.3 Home Economics

a. Money Management

- ☐ currency identification, coin counting
- ☐ safe keeping of money
- ☐ budgeting for the month
- ☐ simple account keeping
- ☐ savings and investment

b. Shopping Techniques

- ☐ quality of products

- ☐ types of shops and their location
- ☐ system, period and frequency of buying
- ☐ benefits of bulk buying
- ☐ consumer rights and responsibilities
- ☐ sequence in stacking of items in the bag

c. Using Appliances

- ☐ electric switches, plugs, fan regulators, electric heaters
- ☐ telephone, fax, Xerox, computers
- ☐ refrigerator, geyser, pressure cooker, rice cooker, curry cooker, water boiler etc
- ☐ cassette player, radio, television
- ☐ shaver

d. Care of the Home

- ☐ sweeping and mopping floors
- ☐ proper placing of furniture, TV, other appliances etc.
- ☐ keeping doors and windows properly closed or opened to avoid protruding shutters
 - Keeping movement areas free of obstructions.

Activities of Daily Living for Class VI

1.1 Home Economics

a. Money Management

- ☐ currency identification, coin counting
- ☐ safe keeping of money
- ☐ budgeting for the month
- ☐ simple account keeping
- ☐ savings and investment

b. Shopping Techniques

- ☐ quality of products
- ☐ types of shops and their location
- ☐ system, period and frequency of buying
- ☐ benefits of bulk buying
- ☐ consumer rights and responsibilities
- ☐ sequence in stacking of items in the bag

c. Using Appliances

- ☐ electric switches, plugs, fan regulators, electric heaters
- ☐ telephone, fax, Xerox, computers
- ☐ refrigerator, geyser, pressure cooker, rice cooker, curry cooker, water boiler etc
- ☐ cassette player, radio, television
- ☐ shaver

d. Care of the Home

- ☐ sweeping and mopping floors
- ☐ proper placing of furniture, TV, other appliances etc.
- ☐ keeping doors and windows properly closed or opened to avoid protruding shutters
 - Keeping movement areas free of obstructions.

1.2 First Aid

- Bandage
- Cotton Swab
- Scissors
- Band-aid
- Apply of simple medicine

1.3 Cooking (Practical)

- a. Preparing Tea/Suja
- b. Preparing rice
- c. Preparing Dhal
- d. Preparing vegetable curry
- e. Boiling/ frying eggs (making omelette)
- f. Preparing porridge (thukpa)
- g. Preparing of Desi

Training in Individual Activities (some of the methods/steps)

1.1 Bathing techniques are the same for both sighted and the visually impaired. However, training in following aspects should be provided:

- ☐ orientation of the bathroom or bathing place, hanging clothes and towel, place for keeping soap, bucket, toothbrush/paste etc.
 - method of fetching water
 - safety precautions
 - steps to be followed.

1.2 Brushing Teeth techniques are the same for both sighted and the visually impaired. The main difficulty may be applying toothpaste on the toothbrush. The following steps may be followed for this purpose:

- ☐ Hold brush in the left hand with bristles upward between the thumb and the forefingers.
- ☐ Open the lid of the toothpaste with the thumb and the first finger while holding the same in the right hand
- ☐ Hold tooth paste tube in right hand and place the opening at end of the bristle
- ☐ Squeeze the tube so that toothpaste comes out and move it along the bristles taking care that the toothpaste does not fall on clothes or the ground.

- ☐ Replace the cap while holding the tube in right hand and replace the toothpaste to its original position.
- ☐ Shift the brush to the right hand and rinse the bristles with water
- ☐ Brush the teeth by moving the bristles up and down over the teeth and gums
- ☐ Wash the brush while holding the same in right hand and replace it to its original position
- ☐ Use left hand for taking water to the mouth for gargling and repeat it twice.

1.3 Shaving technique is the same for both sighted and the visually impaired. However, the latter should be slow, more careful and observe the following precautions:

- ☐ Double-edged safety razor is safer
- ☐ Downward movement of razor is advisable and the same pattern to be followed every time
- ☐ Check with the hand if all areas of the face have been shaved properly
- ☐ Electric shaver is safe and convenient but very expensive

1.4 Washing Clothes

- ☐ Gather material: soap, detergent, tub, brush, dirty clothes etc.
- ☐ Organize the material
 - * place tub in the center
 - * dirty clothes on the left hand side
 - * soap, detergent on the right hand side
 - * source of water supply should be above the tub or nearby
- ☐ Apply soap on clothes, rub gently and soak in the tub
 - Remove soap by rinsing clothes in water
 - Squeeze and wring the clothes to remove water
 - Clothes should be dried by spreading on a clean place or by hanging on a clothes-line

1.5 Identifying Clothes

- ☐ by the material they are made of
 - by design, tailoring style, pattern etc.
 - by special markings in braille or otherwise which can be identified by touch
 - By stacking at a particular place in a particular pattern

1.6 Pouring Liquids

Pouring liquids requires good eye-hand coordination. A visually impaired person needs proper training to overcome the limitation imposed by blindness.

a. Cold Liquids

- ☐ Hold the tumbler near the tip of the jug containing cold liquid
- ☐ Place index finger inside the tumbler
- ☐ Pour liquid slowly till it touches the finger

b. Hot Liquids

- ☐ Hold the cup near the tip of the tea-pot containing tea
- ☐ Place index finger on the rim of the cup
- ☐ Pour liquid slowly till it is sensed that the cup is full:
 - * by feeling the steam on the index finger
 - * by realizing that the outside of the cup is hot
 - * by feeling the difference in the weight of the cup
 - * by hearing the change in sound associated with filling of the cup to the brim

1.7 Making Open Fire

In rural areas, the most common mode of making fire is an Oven or open space covered by bricks (stones) and mud.

- Clean the open space
- Stack small wood pieces over and around the bamboo sticks or a dry wood with air gaps
- Pour kerosene on bamboo sticks or a dry wood
- Light the fire using the matchsticks.
- Remove wood pieces or other like objects from near the fireplace
- Keep on adding wood as required
- after cooking put off fire using water
- Check by moving hand close to ash that no live coal or burning wood is left.
- As far as possible, no inflammable material should be kept near the fireplace

1.8 Lighting a Stove

- ☐ Pour kerosene using a funnel and a standard bottle for measurement.
 - ☐ Difference in sound or weight would indicate when the stove is almost full.
- ☐ Wipe away any spilled oil to make the stove safer.
 - Clean the burner nozzle using the stove pin.
 - Pour kerosene in the cup below the burner
 - Use a safety match for lighting.
 - Use stove lighting ring, which is easily available in the market, for lighting the stove.
 - Operate the pump two minutes after lighting the ring to vaporize the kerosene and activate the burner.
 - Sound of the burner indicates intensity of fire
 - Release pressure to reduce intensity of the fire or to put it off.

1.9 Lighting Gas Stove

For safety, the gas regulator which is mounted on the cooking gas cylinder should always be switched off. The knob of the regulator should be turned anti-clockwise till it touches the lower circle of the regulator.

The following procedure is recommended while lighting the cooking gas stove:

- ❑ Check that the knob of the regulator is in off position
- ❑ Check that the rubber tube is well connected at both the ends, i.e. regulator as well as gas stove ends.
- ❑ Check that the knob of the gas stove is in off position.
- ❑ First of all, twist the knob of the regulator clockwise till there is click sound.
- ❑ Hold the gas lighter in right hand, keep its front part on the gas burner and keep the thumb on the lighter knob
- ❑ With the help of left hand, move the knob of the gas stove clock-wise, only one step to slow position, to start the flow of the gas.
 - simultaneously, ignite the lighter by pushing its knob by the use of thumb of the right hand.
 - Move the left hand little above the gas burner to ascertain where the gas starts burning.
 - There is **“Bhuup”** sound when the gas is lighted.

Precautions:

- ❑ Always keep the lighter on the right side of the gas stove, preferably stuck to the wall at an arm's distance.
- ❑ Keep the regulator in switched off condition when gas stove is not in use.
- ❑ If there is a foul smell which indicates gas leakage, move the knob of the gas stove anti-clockwise and close the regulator also.
- ❑ do not make fire till the smell persists.
- ❑ while lighting the stove, the knob of the gas stove as well as lighter should be operated simultaneously to prevent flow of unburnt gas.

Switching off the Gas Stove: The following procedure is recommended for this purpose:

- Move knob of the gas stove with the right hand anti-clockwise till the lower end.
- Take left hand on the burner to ensure that fire has completely disappeared.
- Move the knob of the regulator anti-clockwise till there is click sound and upper ring of the regulator moves downward.

1.10 Eating

- ❑ Avoid serving food by keeping the meals plate on the ground, if possible
- ❑ If dining table is not available, use a stool or a raised wooden platform
- ❑ It is easier for the visually impaired person to locate food if it is always placed at the same spot and served in familiar utensils
 - It is more convenient and desirable to prepare the plate with rice and curry.
 - Serve food according to the dial of a clock

- It is easy for a person to feel what food he is eating and how much, if he eats food with his finger
 - The proper way to hold and use a spoon and a fork is the same for both the sighted and the visually impaired. **Generally the fork is held in the left hand and spoon in the right.**
- ☐ The system of coordination of fingers is the same for both the sighted and the visually impaired.
- ☐ It is essential to maintain a proper posture while eating.
- ☐ The local manners and customs which are to be observed while eating must be taught to the visually impaired.

1.11 First Aid

- a. **Definition:** It is the first help given to an injured person or to those taken suddenly ill before taking them to a health centre or hospital.
- b. **Objectives :**
- ☐ to save life
 - ☐ to prevent injuries becoming worse
 - ☐ to help recovery
- c. **Importance:** Many a times, while performing activities of daily living, traveling, moving around or in the course of employment, a visually impaired person may injure himself. Particularly when moving in an unknown environment, he may bump into some obstructions, walls, household articles, parked vehicles etc. At such time, immediate medical care may not be available. If he is trained in First Aid, he will be able to take immediate measures and prevent injuries from becoming worse.
- d. **First Aid Kit:** should contain the following:
- ☐ Bandage
 - ☐ Cotton swab
 - ☐ Scissors
 - ☐ Antiseptic material like dettol, safeguard etc.
 - ☐ Band-aid
 - ☐ Burnol
 - ☐ Simple medicine like Analgine, Metacin etc.
- e. **Illustration:** First Aid in case of bleeding
- ☐ Apply steady and very firm pressure directly over the bleeding
 - ☐ Make the injured person lie down
 - ☐ Lift up the injured organ
 - ☐ When the bleeding slows, apply a pressure bandage over a pad
- f. **Training:** During training in Activities of Daily Living, 2-3 lectures on First Aid should also be included. A local qualified health worker may be invited for this purpose. The field staff in turn should train the visually impaired person in First Aid. He should be encouraged to keep a First Aid Kit in the house or at the place of work.

2. Nature of Training in Activities of Daily Living

Irrespective of the age of the person or the different customs or the different economic status a person may come from, there are certain common basic daily activities for everyone. It is possible to do classification according to age groups for providing training in the activities of daily living.

It is, however, essential to consider the following aspects while planning training in activities of daily living:

- ☐ Specific felt needs
- ☐ Family back-ground
- ☐ Past experience
- ☐ Physical potentials, and
- ☐ Educational background of the individuals.

It has been observed that it is essential:

- ☐ to provide training in natural settings as simulating conditions may not be result oriented;
- ☐ to support such training with relevant training in orientation and mobility and sensory perceptions;
- ☐ the training should be considered an integral part of all subjects taught to the visually impaired; and
- ☐ in case of a visually impaired child, it is essential to train the **parents** in basic skills so that they may in turn teach these skills to the child when he is at home Example
 - ☐ polishing and maintaining of shoes
 - ☐ sense of dressing according to the occasion
 - skills of developing inter-personal relations
 - making open fire
 - taking care of the children and the elderly
 - Threading needle, mending of clothes; stitching of mattresses, quilts, pillows etc

a. Shopping Techniques

- ☐ purchasing vegetables and provisions from a nearby market or the weekly rural market
- ☐ verifying quality of vegetables and fruits
- ☐ safe keeping of money at proper place in the house

b. Economic Activities

- ☐ going to farm independently
 - ☐ buying of raw materials and selling of finished products
 - ☐ performing of social obligations
 - ☐ taking care of domestic animals
 - ☐ feeding, grooming, milking and grazing of animals
-
- ☐ method of offering prayer, performing worship at the local temple;
 - ☐ special aspects of toilet training;

3. Special Tips For The Rehabilitation Functionaries

- a. It is necessary to explain the causes of visual impairment to visually impaired person and community to eliminate prevailing superstitions. If the visual impairment is incurable, the person must be informed accordingly. He must be convinced to accept his visual impairment.
- b. Win his confidence, motivate him to take personal and keen interest in the training programme.
- c. Plan training in orientation and mobility and activities of daily living according to :
 - ☐ felt needs of the individual;
 - ☐ his interests and aspirations;
 - ☐ his physical potentials and educational background;
 - ☐ past experience, age at on-set of visual handicap and existing level of performing these activities; and
 - ☐ in consonance with his family background, occupation and economic status.
- d. Have patience and help the visually impaired person to:
 - ☐ touch the materials and equipment;
 - ☐ understand procedures and implications of each task; and
 - ☐ permit him to touch the body of the field staff to understand motion of performing the activity.
- e. Demonstrate to him a particular activity, wearing a blind fold, to convince him regarding:
 - ☐ usefulness of activity;
 - ☐ ease of performance; and
 - ☐ possibility of performing activity in the absence of sight.
- f. Counsel the family in the following respects:
 - ☐ He is normal otherwise
 - ☐ Lend him assistance in performing these activities
 - ☐ Active participation in the training process.
 - ☐ He is not a burden and through proper training he may become independent and contribute towards family earning
 - ☐ His social integration and economic rehabilitation is essential
- g. Encourage fellow students to
 - ☐ accept the visually impaired child;
 - ☐ help him in studies and daily routine;
 - ☐ not patronize or overprotect him;
 - ☐ encourage him to perform daily activities independently; and
 - ☐ participate in school functions and social get-togethers.
- h. Convince the schoolteacher to
 - ☐ pay personal attention to such a student;

- ☐ make him sit in the front row;
- ☐ speak out whatsoever is being written on the black board;
- ☐ encourage his acceptance among fellow students;
- ☐ involve him in all classrooms, sport and other co-curricular activities;
- ☐ make adjustments, be patient, and not get irritated;
- ☐ give him plenty of opportunity to repeat what he has learnt; and
- ☐ encourage him to modify these techniques or activities to suit his requirement.

- i. Consistent follow-up and evaluation is essential for enabling him to internalize the activity in his daily routine.
- j. **Most Important:** The list of activities of daily living planned class wise must not be considered an exhaustive one. It merely provides guidelines to enable the field functionaries to think of many more such activities depending upon the individuals, their needs and the environment. While teaching ADL the methods/steps can be also modified (using modified technique).

Annexure

Preparation

Based on the directive from the Director General, MoE, through phone call at 7:38 AM in the morning, the teachers gathered to discuss pertaining to develop a package on teaching the VI children. The teachers framed the following timetable:

EIE Time Table for MIK Students

Day	Subject	Time							
		09:00- 9:30	10:00- 10:30	11:00- 11:30	12:00- 12:30	01:00- 01:30	02:00- 02:30	03:00- 3:30	04:00- 04:30
Monday	Dzongkha	VI	V	IV	III	II	I	PP	Braille
Tuesday	English	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-
Thursday	Maths	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-
Friday	Science	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-
Saturday	S. Studies	-do-	-do-	-do-	-do-	-do-	-do-	-do-	-do-

Nb:-Activities of daily living (ADL) will be incorporated based on home scenario.

Till date the teachers have been following the e-learning project of BBS TV online classes as per the directives from REC. In line to the classes, adequate adaptations and accommodations were arranged at our capacity and was delivered to the students.

The teachers also discussed the challenges and issues as provided below:

1. Feedback from the parents:
 - a. Kuenden Wangchuk Jangsel of class II parents residing in Khaling/Wamrongare both office goer and are not able to support the child during the day time. They suggested us to teach only one subject in a week. Moreover, the child is totally blind, who needs one to one attention and is not able to use phone independently.
 - b. Guardian of Jigme Kinga Norbu of class 5 (Sarpang) has proposed to conduct online teaching only after 6:30 PM as both are working in the office.
2. The following are the children who could not be contacted:
 - a. EutshoKhendualma of Paro, class I has never responded to phone calls till date.
 - b. Pema Dema of Gasa, class I, has no access to phone and wechat.
 - c. ChengaDorji, Khaling, class II has no access to wechat and phone.
 - d. SangayChoidra, Weringla, class I could not be contacted till date.
 - e. TashiLekphel, of Samtse, class II has provided the wechat ID of her Aunt, however, resides with Grandmother at different location. TashiLekphel is also mild autistic and ADHD who requires one to one attention in the classroom teaching.
 - f. Sonam Tshering of Paro, class IV has wechat contact, but he cannot read and write on his own due to poor finger dexterity, hand coordination and low retention. He has been promoted till date through simplified oral tests.
 - g. LhendupWangmo of Merak, class VI has wechatbut has never responded so far as her father resides away from home.

- h. ChoekiWangmo of Tashiyangtsi, class VI could not be contacted even once till date.
 - i. YeshiLhaden of Zhemgang, class VI has no accessible to wechat.
- 3. Delivery
 - a. Teaching is delivered through wechat in line to the BBS TV e-learning project to those who have access to phone and wechat.
- 4. Assessment
 - a. If we are to assess teaching and learning of the students for promotion, we need to dispatch their textbooks, Braille notebooks, writing devices and abacus for mathematics at the earliest and if possible.
 - b. However, the children mentioned above who could not be contacted cannot be assessed.
 - c. In order to assess, the institute would require clear directives on the subjects to be assessed.
 - d. In case of children with severe disabilities, online teaching may not be effective.
 - e. The online teaching would entirely depend on the support received from the parents as the children would not be able to use the phone independently due to non-availability of screen reader and magnifying apps.
- 5. Teaching Package:

With regards to the teaching package, we will prioritize the online teaching as per the capacity of the children based on our yearly and block plan.