



Bachelor of Education - Special Education (Intellectual Disability) B.Ed. Spl. (ID), Semester - III

Course Code	UE03CDBES24	Title of the Course	LIFE SKILLS ACROSS LIFE SPAN
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. Teaching life skills is essential for fostering independence, social integration, employability, and overall well-being throughout the lifespan of individuals with disability. 2. The skills evolve over a period of time along with the individual with a disability and their environment. 3. Keeping a life span perspective is crucial as it plays a significant role in the holistic development and independence of individuals with special needs throughout their lifespan. 4. It empowers them to lead fulfilling lives and actively participate in their communities.
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Course Content		
Unit	Description	Weightage*(%)
1.	Foundations of Life Skills Education 1.1 Introduction to life skills 1.2 Theoretical frameworks supporting life skills development 1.3 Developmentally appropriate life skills across different life stages 1.4 Relevance of life skills for children with disabilities 1.5 Ethical, inclusive and experiential practices	15
2.	Adapting Life Skills for Diverse Learners 2.1 Adaptive and differentiated instruction in life skills 2.2 Assistive technology, AACs in teaching life skills 2.3 Individualized Education Plans (IEPs) for life skills 2.4 Addressing challenges 2.5 Transition planning for life after school	15
3.	Promoting Social-Emotional Learning (SEL) and Personal Competencies 3.1 Understanding emotions and emotional regulation 3.2 Strategies for emotional regulation and self-management 3.3 Social awareness and empathy 3.4 Parent, caregiver and professional's role in supporting social and emotional learning 3.5 Methods for Influencing the socio-emotional Development of individuals with special Needs: insights from Current Research	15
4.	Teaching Critical Life Skills 4.1. Perspective taking, critical thinking and problem-solving, executive functioning	15





	4.2. Social (interpersonal skills and conflict resolution), Communication skills (Verbal, non-verbal ,AACs) and Emotional Regulation (identification, expression and stress management) 4.3. Self-care, personal hygiene, privacy and sexuality, and independent living 4.4. Financial literacy and functional life skills (home, educational, training and employment setup) 4.5. Leadership and self-advocacy, community participation, rights, leisure and recreation	
5.	Collaborative Approaches in Life Skills Education 5.1 Interdisciplinary collaboration 5.2 Family-professional partnerships 5.3 Community engagement for life skills 5.4 Peer-mediated instruction 5.5 Real-life education through life skills: innovations and best practices in special education	40

Teaching-Learning Methodology	The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials. • Lectures and discussions • Field visits • Hands-on experiential demonstrations • Workshops and seminars • Self-study and use of online resources • Presentations and projects
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Sr. No.	Course Work/ Practical/ Field Engagement
1.	Develop worksheets and TLMs to teach essential life skills years of age essential in inclusive classrooms.
2.	Develop and execute lesson plans to group teach selected life skills to individuals under 10.
3.	Develop and execute lesson plans to group teach selected life skills to individuals over 10 years of age essential in educational settings.
4.	Develop and execute lesson plans to individually teach selected life skills essential in a workplace

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%





2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%
4.		

Course Outcomes: Having completed this course, the learner will be able to

1	Critically evaluate the necessity and relevance of appropriate life skills development
2.	Make individualized adaptations to teach skills across diverse learners
3.	Plan for transitions at various life stages
4.	Understand and implement strategies to promote SEL and other critical life skills in individuals with disabilities

Essential & Suggested References:

S. No.	References
1.	Chung, C. K., Talreja, V., & a Dream, D. (2022). When We Thrive, Our World Thrives: Stories of Young People Growing Up With Adversity. Notion Press.
2.	Ciarrochi, J., Forgas, J. P., & Mayer, J. D. (Eds.). (2013). Emotional intelligence in everyday life. Psychology press.
3.	Elias, M. J. (2003). Academic and social-emotional learning (Vol. 11). Brussels, Belgium: International Academy of Education.
4.	Espelage, D. L., Rose, C. A., & Polanin, J. R. (2016). Social-emotional learning program to promote prosocial and academic skills among middle school students with disabilities.
5.	Humphrey, N., Lendrum, A., Wigelsworth, M., & Greenberg, M. T. (Eds.). (2020). Social and emotional learning. Routledge.
6.	Keenan, S., King, G., Curran, C. J., & McPherson, A. (2014). Effectiveness of experiential life skills coaching for youth with a disability. Physical & occupational therapy in pediatrics, 34(2), 119-131.
7.	Kennedy, F., Pearson, D., Brett-Taylor, L., & Talreja, V. (2014). The life skills assessment scale: measuring life skills of disadvantaged children in the developing world. Social Behavior and Personality: an international journal, 42(2), 197-209.
8.	Life Skills Curriculum in India and research (https://dreamadream.org/life-skills-curriculum/ & https://dreamadream.org/financialtype/research-papers/)





	Mannix, D. (2009). Life skills activities for secondary students with special needs. John Wiley & Sons.
9.	Pearson, D., Kennedy, F. C., Bhat, S., Talreja, V., & Newman-Taylor, K. (2021). Thriving in adversity: Do brief milieu interventions work for young adults in the developing world? A pragmatic randomized controlled trial. <i>Social Behavior and Personality: an international journal</i> , 49(9), 1-8.
10.	Pearson, D., Kennedy, F. C., Talreja, V., Bhat, S., & Newman-Taylor, K. (2021). Thriving in adversity: Do life skills programs work for developing world children? A pragmatic randomized controlled trial. <i>Social Behavior and Personality: an international journal</i> , 49(9), 1-13.
11.	Pearson, D., Kennedy, F., Talreja, V., Bhat, S., & Newman-Taylor, K. (2020). The Life Skills Assessment Scale: Norms for young people aged 17–19 and 20–22 years. <i>Social Behavior and Personality: an international journal</i> , 48(4), 1-15.
12.	Ramaswamy, B., Pushpa, R. S., & Gururaj, M. B. (2018). <i>Skill Development In India (Prabhat Prakashan): Sone ka Nevla: A Treasure Trove of Stories by Sudha Murty</i> . Prabhat Prakashan.
13.	Rani, K. N., Mohanraj, J., Indira, B., & Lakshmi, B. S. (2012). <i>Step by Step: Learning Language and Life Skills</i> . Pearson Education India.
14.	Singhal N. (2022). <i>Independence in Self-Care Routines: A Curriculum for Professionals and Parents of Children with Autism and Developmental Conditions</i> . Developed with support from DST, GOI.
15.	Subasree, R., Nair, A. R., & Ranjan, R. (2014). The Life Skills Assessment Scale: the construction and validation of a new comprehensive scale for measuring Life Skills. <i>IOSR Journal of Humanities and Social Science (IOSR-JHSS)</i> , 19(1), 50-58. https://dreamadream.org/lifeskills-assessment-scale/
16.	Zins, J. E. (Ed.). (2004). <i>Building academic success on social and emotional learning: What does the research say?</i> . Teachers College Press.

On-line resources to be used if available as reference material

On-line Resources





Bachelor of Education - Special Education (Intellectual Disability) B.Ed. Spl. (ID), Semester - III

Course Code	UE03CDBES25	Title of the Course	Supportive Skills for the Education of Children with Disabilities
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. This course is designed to assist the learners in developing the basic skills required for communication and undertaking educational practices for students with disabilities. 2. This course is introduced as a core course so that the learners are equipped with information, fundamentals and essential accommodations for students with different disabilities who have varied learning and communication needs.
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Course Content		
Unit	Description	Weightage*(%)
1.	Welcoming and safe school environment 1.1 Creating positive school climate, inclusive school policy, use of auditory, visual and tactile signage and icons 1.2 Safe corridors, classrooms, windows with grills and student friendly spaces including toilets and drinking water 1.3 Teaching and non-teaching staff displaying positive attitude and using inclusive respectable language 1.4 Creating buddy systems, prevention of bullying, POCSO committee and redressal cell 1.5 The power of embracing mistakes, rectifying and learning from failures	15
2.	Basics of ISL, Tactile signs & Speech reading for students with HI or deaf-blindness or other disabilities 2.1 Finger spelling and signing basic vocabulary of names, numbers, colours, days, months and question forms 2.2 Signing class essentials such as home work, attendance, transport, family members, school subjects and school activities 2.3 Signing essential communications for curricular and cross curricular activities 2.4 Manual alphabets for tactile signs; hand shapes, positions and movement of hands 2.5 Speech/lip reading skills and oral transliteration for educational settings	15
3.	Basics of Braille and mobility orientation for Low vision or VI 3.1 Pre-Braille skills for the development of tactile sense 3.2 Introduction to Braille alphabets in English, Hindi and Braille of regional languages. Numerals, numbers and signs and symbols of basic operation in Braille 3.3 Colour contrasts and large print for low vision. Use of tactile shapes for Denoting various objects for school environment.	15





	3.4 Orientation and mobility instructions and pre cane skills and protective techniques 3.5 Use of Multimedia books, screen readers and magnifiers.	
4.	Adapted communication aids and AAC Methods for students with CP and ASD 4.1 Communication cards, & displays, gupshup books, text to speech and speech to text 4.2 Use of adapted reading and writing instruments and appropriate positioning for students with CP 4.3 Use of structured, visual strategies, for creating sensory friendly and Predictable environment for ASD 4.4 Using interests and motivation, self-stimulatory behavior and echolalia to Promote learning 4.5 Using AACs to foster communication and learning in students with CP and ASD	15
5.	Supporting academic learning for students with ID and SLD 5.1 Support in academics – Literacy and numeracy skills for students with SLD and ID. Use of prior knowledge, colour coding, chunking, graphic organizers and collaborative reading groups for reading 5.2 Use of tablets, laptops, calculators for numeracy. Multimedia books for reading, sketching, pointing and use of transparency and fading strategy for writing and numeracy 5.3 Functional academics for specific students with ID who have difficulty in learning academics: Use of suitable learning and functional aids. Breaking learning tasks into small steps, 5.4 Self-help skills - adaptations in the gadgets used to suit the need of the students. 5.5 Adaptations of tools and instruments, for safety of students with ID in work stations.	40

Teaching-Learning Methodology	Lectures and readings for Unit 1. Demonstration and hands on training for all supportive skills for Units 2, 3, 4 and 5
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Sr. No.	Course Work/ Practical/ Field Engagement
1.	Visit and inclusive school and prepare a report on school climate, ethos and culture
2.	Observation records of supportive skills as videos, photographs with permission
3.	Developing a portfolio based on supportive skills





Evaluation Pattern

Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	Create a welcoming, safe and a barrier free learning environment for students with Disabilities.
2.	Communicate with students using ISL, Tactile signs, speech reading techniques or AAC
3.	Exhibit readiness for use of basics of Braille script and mobility orientation
4.	Use technology for facilitating learning
5.	Describe the basic assistance required for children for overcoming literacy and numeracy issues and functional skills

Essential & Suggested References:

S. No.	References
1.	Advances in Information Communication Technology and Computing: Proceedings of AICTC 2022. (2023). Germany: Springer Nature Singapore.
2.	Aggarwal, K. (2002). Handbook for parents of children with Disabilities. Planning Commission. Govt. of India.
3.	Asmita. H. (2006). Language and Communication. Kanishka Publication, New Delhi.
4.	Bouck, E. C. (2015). Assistive Technology. United States: SAGE Publications.
5.	Children with Visual Impairments: A Parents' Guide. (2006). United States: Woodbine House.
6.	Creating Inclusion and Well-being for Marginalized Students





7.	Dash, M. (2000). Education in India: Problems and Perspectives. India: Atlantic Publishers and Distributors.
8.	Dickinson, C., Hernandez Trillo, A., Crossland, M. (2022). Low Vision - E-Book: Principles and Management. Netherlands: Elsevier Health Sciences.
9.	Dr. Premananda Mishra, K Srinivas Reddy, Dr. K. Sridevi (2021). Introduction to Disabilities. Neelkamal Publishers, Hyd
10.	Dr. Sr. Alice Mathew. Learning Disabilities and Remediation, Neelkamal Publications, Hyd
11.	Elaine Sutherland, Lesley-Anne Barnes Macfarlane (Eds) (2016) Implementing Article 3 of the United Nations Convention on the Rights of the Child, Best Interests, Welfare and Wellbeing. Cambridge University Press
12.	Foundations of Vision Rehabilitation Therapy. (2020). United States: APH Press, American Printing House for the Blind.
13.	Foundations of Vision Rehabilitation Therapy. (2020). United States: APH Press, American Printing House for the Blind.
14.	Garry Hornby James M. Kauffman (eds) (2021). Special and Inclusive Education: Perspectives, Challenges and Prospects. MDPI, Switzerland
15.	Gordon-Gould, P. & Hornby, G. (2023). Inclusive education at the crossroads: Exploring special needs provision in global contexts. Routledge.
16.	Hamblin, T. & Bose, S. (2003). Cognitive Development, IICP, Kolkata
17.	Hamblin, T. & Bose, S. (2003). Motor Development, IICP, Kolkata
18.	Hamblin, T. & Bose, S. (2003). Play, IICP, Kolkata
19.	Hornby, G. & Greaves, D. (2022). Essential evidence-based teaching strategies: Ensuring optimal academic achievement for students. New York: Springer.
20.	Indian Sign Language Class I. (2021). (n.p.): Haryana Welfare Society for Persons with Speech and Hearing Impairment.
21.	□ Judy Sebba, Richard Byers, Richard Rose (1993). Redefining the Whole Curriculum for Pupils with Learning Difficulties Paperback. David Fulton publishers.
22.	Linda Goldman (2017). Whole-School Approaches to Supporting Children's Grief, Loss, and Trauma. Jessica Kingsley Publishers
23.	M. V. Manoj Kumar (ed)(2023). Computer Assistive Technologies for Physically and Cognitively Challenged Users. Bentham Science Publishers
24.	NIMH (2003) Educating children with learning problems inn primary schools. Secunderabad: NIMH





25	Organization, W. H. (2010). Community-based Rehabilitation: CBR Guidelines. Philippines: World Health Organization.
26	Paul, R., Norbury, C. (2012). Language Disorders from Infancy through Adolescence - EBook. United Kingdom: Elsevier Health Sciences.
27	Richard Byers, Richard Rose (2005). Planning the Curriculum for Pupils with Special Educational Needs A Practical Guide. David Fulton Publishers
28	Richard Byers, Richard Rose (2005). Planning the Curriculum for Pupils with Special Educational Needs A Practical Guide. David Fulton Publishers
29	Richard Byers, Richard Rose (2005). Planning the Curriculum for Pupils with Special Educational Needs A Practical Guide. David Fulton Publishers
30	Shantanu Dey (2021). Handbook of E-Pedagogy. Clever Fox Publishing, Chennai
31`	Sibnath Deb (2018). An Empirical Investigation Into Child Abuse and Neglect in India- Burden, Impact and Protective Measures. Springer Nature, Singapore
32	Sibnath Deb (2018). An Empirical Investigation Into Child Abuse and Neglect in India- Burden, Impact and Protective Measures. Springer Nature, Singapore
33	Warrick, A. & Kaul, S. (2002). Everyone is Talking: Making Communication Displays, IICP, Kolkata
34	Warrick, A. & Kaul, S. (2002). Everyone is Talking: Making Communication Displays, IICP, Kolkata
35	https://dsel.education.gov.in/sites/default/files/update/SOP_WASH.pdf
36	https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf
37	https://mdu.ac.in/UpFiles/UpPdfFiles/2022/Jan/4_01-10-2022_16-23-18_Reading-Difficulties-Disabilities.pdf
38	https://mural.maynoothuniversity.ie/2709/1/KD_Exploring_Language_and_Communication.pdf
39	https://niepid.nic.in/LEARNING%20DISABILITIES.pdf
40	https://niepmd.tn.nic.in/documents/Book_on_Deafblindness_040820.pdf
41	https://pubs.asha.org/toc/persp/7/6
42	https://www.apa.org/pi/disability/resources/assessment-disabilities
43	https://www.cbm.org/fileadmin/user_upload/Publications/Guidelines_on_best_practice_for_persons_living_with_deafblindness_EN.pdf





44	https://www.niepid.nic.in/Education%20of%20children%20with%20deafblindness.pdf
45	https://www.researchgate.net/publication/226930226_Learning_Difficulties_Literacy_and_Numeracy_Conversations_Across_the_Fields
46	https://www.unicef.org/india/media/1191/file/Making-Schools-Accessible.pdf
47	https://divyangjan.depwd.gov.in/islrct/

On-line resources to be used if available as reference material
On-line Resources





Bachelor of Education - Special Education (Intellectual Disability) B.Ed. Spl. (ID), Semester – III

Course Code	UE03DSBES25	Title of the Course	Psycho-social and Family Aspects
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. Family and environment play a crucial role in development and education of every child including those with Intellectual Disability. 2. As a learner in the field of special education, one must not only understand and acknowledge the role of context in which the child is growing, but also try to tune it to facilitate age-appropriate activities as a contributing member. 3. This course is expected to draw learner's attention to these factors which are likely to impact education of children with Intellectual Disability, keeping family as the focus.
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Course Content		
Unit	Description	Weightage*(%)
1.	Psychological aspects 1.1 Psychological aspects – definition, meaning and concept 1.2 Myths and misconception related to intellectual disability 1.3 Role of special educator in ensuring psychological wellbeing and promoting self-esteem and self-confidence of students with ID 1.4 Creating an environment of psychological well being 1.5 Use of Positive behaviour intervention support (PBIS)	20
2.	Social Aspects 2.1 Social issues- exploitation, delinquency, child labor and abuse of persons With Intellectual disabilities 2.2 Impact of disability on social development 2.3 Attitude of family, community, peer group, teacher, co workers 2.4 Need for facilitating suitable social environment 2.5 Rights and advocacy, promoting self-advocacy - role of special educator	20
3.	Issues related to families of children with ID 3.1 Counselling and guidance on Issues concerning early identification, diagnosis, assessment and placement 3.2 Issues related to stages of emotions such as shock, guilt, disappointment 3.3 Parent child relationship: Planning for support, safety concerns; overprotection and neglect and its impact 3.4 Social attitude: Neighbourhood, parents of other children, friendship, support, Societal responses, myths and misconceptions 3.5 Role of special educators in supporting the families	20





4.	Empowering Families 4.1 Understanding the concerns of parents 4.2 Family centered practices: family systems programs, Instructional programs 4.3 Parent management training: parent-child interaction therapy, other interventions 4.4 Identification and special services for parents. 4.5 Prevention from abuse: e.g., physical, psychological, sexual, emotional	20
5.	Role of Community 5.1 Concept, Definition and Scope of Community 5.2 Models of community-based rehabilitation (CBR), advantages and disadvantages 5.3 Types of community resources and their mobilization 5.4 Organizing services for person with disability. 5.5 Role of special educator, in promoting institution building and community mobilization.	20

Teaching-Learning Methodology	The course can be delivered in the lecture- discussion mode; the learners can be given opportunities to present in the form of seminar and group discussions. Let the learners explore and find ways and means to help persons with intellectual disabilities to help the families and community to accept and include children with intellectual disability.
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Sr. No.	Course Work/ Practical/ Field Engagement
1.	Help the families of children with intellectual disabilities form a parent group in a community - Submit report
2.	Organise parent training programmes for parent groups on specific theme related to Intellectual Disability – Submit report
3.	Mobilise community resources and carry out a recreation programme/sports event/cultural programme involving children with and without disability – Submit report

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%





Course Outcomes: Having completed this course, the learner will be able to

1.	Explain the meaning of psychosocial aspects and the impact of psychosocial issues on children with ID and their families.
2.	Describe the role of special educator in addressing the various psychosocial issues
3.	Define the role of family support for children with ID and to empower families.
4.	Ensure family involvement in educational programs
5.	Explain the role of special educators in empowering families.

Essential & Suggested References:

S. No.	References
1.	Recommended Readings: Adamson, L.B., Bakeman, R., Deckner, D.F., and Nelson, P.B. (2012). Rating parent-child interactions: Joint engagement, communication dynamics, and shared topics in autism, Down syndrome, and typical development.
2.	Brown, I., & Brown, R. (2000). Quality of Life and Disability. Jessica Kingsley Publishers, London.
3.	Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Harvard Family Research Project, Cambridge.
4.	Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4)
5.	Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children
6.	Manogna.S.R, Susan.B.K & Kumar. R. J (2022). Sexuality Education Needs Assessment Checklist. NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
7.	Manogna.S.R, Susan.B.K & Kumar. R. J (2022). Sexuality Education - a Pictorial guide for teaching adolescents and adults with intellectual disabilities. NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
8.	Manogna.S.R, Susan.B.K & Kumar. R. J (2022). Sexuality Education for adolescents and adults with intellectual disabilities - An instructional guide for parents, teachers and caregivers. NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
9.	Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad





10.	Srinivasulu. G & Mugesh. T. (2020). Comprehensive Assessment Tool for Adults with Intellectual Disabilities. NIEPID, Secunderabad. Retrieved from www.niepid.nic.in/list.php
11.	Taub, D.J. (2006). Understanding the Concerns of Parents of Students with Disabilities: Challenges and Roles for School Counselors. Professional School Counseling Journal, October 2006, 10(1),52-57.
12.	www.mental healthgov.basics.m
13.	www.lmbsorgcommonmisconception
14.	oshwiki.ed.wiki.pshychosocialissues
15.	www.who.int.publications&gt;cb
16.	www.intechoper.com&gt;books
17.	www.predictiveindex.com
18.	www.zapddznz.org
On-line resources to be used if available as reference material	
On-line Resources	





Bachelor of Education - Special Education (Intellectual Disability) B.Ed. Spl. (ID), Semester - III

Supportive Skill Training - Assistive Technology, Other Accessibility

Measures

Course Code: UE03PFBES21

Credits: 04

Hours: 120

Course content:

All the practical work in the area E and the internship in Area F require to have the assistive technology and accessibility measures incorporated suitably. Each learner is expected to identify the accessibility needs of students in the given context. In addition, the assistive devices or the assistive technology to be used while transacting the curricular content have to be identified. This would need the assessment of the students with intellectual disability for the ICT needs. Measures have to be taken to fulfil the needs. Use of technology during group teaching, adoption of teaching used blended mode and simulation of teaching using the technology have to be demonstrated.

Based on such class room experiences and the internet search, develop an illustrative record /folder on assistive technology for persons with intellectual disability and associated conditions. Include information on maintenance of personal assistive devices by the persons with intellectual disability and associated conditions, the schemes by the government of India for availing assistive devices such as \ ADIP and other schemes. In addition, any TLM that you have developed for class room transaction that involved technology may also be included and certified by the respective course coordinator/tutor and submitted during the final practical examination.





Bachelor of Education - Special Education (Intellectual Disability) B.Ed. Spl. (ID), Semester - III

Internship In Disability Specialisation

Course Code: UE03PFBES22

Credits: 10

Hours: 300

Internship involves placement of the B.Ed. student trainee/learner in a special school for students with intellectual disability period of six weeks. During the placement the learner is expected to work in all the classes ranging from early intervention/pre-school to vocational training and placement. The internship should be guided by faculty supervisor.

The student trainee/ learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1. Assessment of students using formal and informal tools and identify the specific learning problems (at least one in each level/class) and write a comprehensive report.
2. Develop an appropriate individualised educational plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation) and implement using appropriate method and material/TLM (at least 7 sessions for each child each session not less than 45 minutes.).

Collaborate with the class teachers and plan group teaching lessons for each class in at least two different areas. After getting the lessons plans approved teach in the respective classes. (At least 4 lessons /class).

3. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher.
4. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.

