

GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION: INCLUSIVE EDUCATION BRANCH
AMRITA SHERGIL SCHOOL BUILDING
BEHIND LADY SHRI RAM COLLEGE,
LAJPAT NAGAR-IV, NEW DELHI-110024

No. F.43/DDE (IEB)/Admn.Cell/2019/8916 - 8924

Dated: 21/10/2019

ORDER

Section 2(m) of the Rights of Persons with Disabilities Act, 2016 provides that "Inclusive education means a system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities".

In order to effectively use the services of Trained Graduate Teacher - Special Education Teachers (TGT-SETs) to facilitate appropriate inclusive education to children with disabilities studying in the Govt. Schools of Directorate of Education (DoE), an illustrative / sample time-table has been developed and given at **Annexure - I**. In this regard, Head of Schools (HOS) of all the Govt. Schools are hereby directed to ensure that the TGT-SETs posted in the concerned school prepare the time-table strictly in accordance with the given sample, with immediate effect. HOS shall also monitor and ensure that the TGT-SETs implement the time-table, thus prepared, in letter and spirit.

Further, guidelines have also been developed with regard to implementation of time table and work allocation for schools having more than one TGT-SETs (**Annexure - II**). Concerned HOS are directed to ensure distribution of work among TGT-SETs based on the guidelines with immediate effect.

HOS must also ensure that the timetable for TGT-SETs will not affect the General Time-Table of the school.


(BINAY BHUSHAN)

DIRECTOR (EDUCATION)

Dated: 22/10/2019

No. F.43/DDE (IEB)/Admn.Cell/2019/8916 - 8924

Copy to:

1. P.S. to Secretary (Education), GNCTD
2. P.S. to Director (Education), Directorate of Education, GNCTD
3. P.A. to Addl.DE (School), Directorate of Education, GNCTD.
4. RDEs/DDEs (District), DoE, GNCTD shall ensure the proper implementation and of time-table developed for TGT-SETs as per guidelines.
5. DDE(Zone) concerned GNCTD shall ensure the proper implementation of time-table developed for TGT-SETs at school level as per guidelines and also submit compliance report to Director (Education) latest by 15th November 2019.
6. P.A. to DDE (IEDSS), Directorate of Education, GNCTD
7. All District Coordinators (IEB), DoE, GNCTD with direction to coordinate with HOS for proper implementation of time-table developed for TGT-SETs.
8. OS, IT for uplinking on the Dep't website.
9. Guard file


(SHINGARE RAMCHANDRA MAHADEV)
DEPUTY DIRECTOR OF EDUCATION (IEDSS)

ANNEXURE-I

Sample/Illustrative Time-Table for TGT-Special Education Teachers

Day	1	2	3	4	5	6	7	8	9
Monday	Planning of the activities	Resource Room Teaching (RRT)	RRT	RRT	Inclusive Classroom teaching	Co-Scholastic Activities with CwDs (Children with Disabilities)	-	-	Coordination with other teachers
	Planning of the activities	RRT (with miscellaneous-category teachers)	RRT	RRT	Inclusive Classroom teaching	-	-	Coordination with other teachers	Co-Scholastic Activities with CwDs
	Planning of the activities	RRT	RRT	RRT	Inclusive Classroom teaching	RRT	-	Counseling of CwDs or Peer groups	-
	Planning of the activities	RRT	RRT	RRT	Counseling of CwDs or Peer groups	-	-	RRT	Inclusive Classroom teaching
	Planning of the activities	RRT (with miscellaneous-category teachers)	RRT	RRT	-	Inclusive Classroom teaching	-	RRT	RRT
Tuesday	Planning of the activities	RRT	-	RRT	Inclusive Classroom teaching	RRT	-	School Club activity	School Club activity
	Planning of the activities	RRT	-	RRT	Inclusive Classroom teaching	RRT	-	School Club activity	School Club activity
Wednesday	Planning of the activities	RRT	-	RRT	Inclusive Classroom teaching	RRT	-	School Club activity	School Club activity
	Planning of the activities	RRT	-	RRT	Inclusive Classroom teaching	RRT	-	School Club activity	School Club activity
Thursday	Planning of the activities	RRT	-	RRT	Inclusive Classroom teaching	RRT	-	School Club activity	School Club activity
	Planning of the activities	RRT	-	RRT	Inclusive Classroom teaching	RRT	-	School Club activity	School Club activity
Friday	Planning of the activities	RRT	-	RRT	Inclusive Classroom teaching	RRT	-	School Club activity	School Club activity
	Planning of the activities	RRT	-	RRT	Inclusive Classroom teaching	RRT	-	School Club activity	School Club activity
Saturday	Parental counselling	Parental counselling	-	RRT	Inclusive Classroom teaching	RRT	-	School Club activity	School Club activity
	Parental counselling	Parental counselling	-	RRT	Inclusive Classroom teaching	RRT	-	School Club activity	School Club activity

M O R N I N G

R E C E S S

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Details of the key-areas given in Sample/illustrative Time-Table

Teaching Periods/Domain of learning	Room	Content	Minimum No. of sessions/classes	Settings/Place of intervention
Resource Teaching(RRT)	Room	<p>Implementation of IEP in Individualized/Group sessions for teaching skills like Academics, ADL, sensory, therapeutic, social behavior modification, and vocational skills. Review of previous / ongoing planned activities for CwDs.</p> <p>The RRT shall also be used for teaching basic skills especially in languages and mathematics; teaching functional skills; teaching plus-curriculum activities; to develop learning strategies among CwDs which can help them to cope up in the inclusive classroom; and clarification of concepts taught by subject teacher in inclusive classroom. (Also refer point 2 in Annexure - II)</p>	As per the strength of CwDs	Resource Room
Inclusive Classroom teaching	Classroom	<ul style="list-style-type: none"> • To facilitate the learning of the CwDs studying in the specific class • To strengthen peer /buddy relations <p>(also refer point 3 in Annexure - II)</p>	Minimum 2 periods in a week	Regular Classroom
Miscellaneous subjects in RRT	Resource Room	During teaching subjects like physical education, drawing, painting, and music in Resource Room, TGT-SET can take the support of concerned subject /miscellaneous teacher. (also refer point 2 f in Annexure - II)	Twice in a week during RRT	Resource Room
Co-Scholastic Activities with CwDs	Resource Room	Activities such as art & craft, games, orientation and mobility etc. in group for CwDs.	Twice in a week	Resource Room
Planning of the activities	Resource Room	Task such as maintenance of TGT-SET Diary, TLM Development, IEP Planning & Reviewing, Assessment, Case-Study, documentation work etc. In those schools where CwDs are not enrolled then this time shall be utilized by the TGT-SET for screening and identification of the students who may have disability.	Once in a day	Resource Room
Counseling of CwDs or Peer groups	Resource Room/Regular Classroom	Individualized and Group counseling sessions as per need.	Twice in a week	Resource Room/Regular Classroom
Parental counseling/ Interaction	Resource Room	Interactions with parents/guardians as per need.	Once in a week	Resource Room
Coordination with other teachers	Staff room/class room	Discussion/sharing of issues pertaining to CwDs and for facilitating & providing academic support to the teachers e.g. help in curriculum adaptation, setting learning outcomes in r/o the CwDs, and curriculum transaction.	Twice a week	Staff room/class room

General Guidelines reg. Preparation of Time-table & Work-Allocation among the TGT-Special Education Teachers in the Govt. Schools

1. In Inclusive Education, children with disabilities study along with children without disabilities in the regular class room/inclusive classroom and spend **most of their time in an inclusive / regular classroom**. Disability specific needs of the children will be catered to in small groups or one to one session (need based) in Resource Room during the Resource Room Teaching (RRT).
2. **Resource Room Teaching (RRT) includes (inter alia) the followings:**
 - a. *Assessment of the need/requirement for RRT:* In the first place, the Trained Graduate Teacher - Special Education Teacher (TGT-SET) shall assess the extent of educational support required through Resource Room Teaching for all the enrolled Children with Disabilities (CwDs). This will depend on the severity of disability and extent of special educational needs of each CwD. Accordingly, TGT-SET(s) shall divide the weekly time table of RRT for each child and inform concerned class teacher and subject teacher in writing. If any change occurs in the time-table of RRT of any CwDs, then TGT-SET (s) shall also inform the subject teacher and the class teacher immediately.
 - b. Implementation of IEP in Individualized/Group sessions for teaching them the skills like Academics, ADL, sensory, therapeutic, social behavior modification, and vocational skills. RRT shall be used for teaching basic skills especially in languages and mathematics; teaching functional skills; teaching plus-curriculum activities; to develop learning strategies of CwDs which can further help them to cope up in the inclusive classroom; and clarification of concepts taught by subject teacher, in inclusive classroom.
 - c. If the school has 07 or more than 07 CwDs and one TGT-SET, then for RRT, grouping (small group of 2-3 CWSN) to be done considering the learning- level of the students.
 - d. *Number of RRT periods per CwD:* For individual or small group instruction at Resource Room, CwDs may be taken out from their class once in a day. Based on the severity of special educational needs, TGT-SET may decide the length of RRT period as one General School Period (GSP) or maximum two General School Periods. **Generally, children with mild and moderate special educational needs are to be given 01 RRT period equal to one General School Period per day whereas in the case of children with severe special educational needs the RRT period shall be maximum of 02 General School Periods per day.** The CwDs shall be taken out from inclusive classroom only in consultation with the class teacher / subject teacher of the child.
 - e. *RRT for CwDs having movement/accessibility issues:* The policy of Inclusive Education is to provide education to CwDs in the regular class room along with children without disabilities. In this line, for the CwDs who do not have any



sensory issues and/or developmental issues and have less special educational needs, like children with Loco-motor disability, Leprosy Cured Person, Dwarfism, Acid Attack Victims, Thalassaemia, Sickle Cell Disease, & Hemophilia, the focus shall be on regular Inclusive Classroom Teaching (ICT). Generally, it is found that, the frequency of individual or small group support required for these children is less in comparison to children with other disabilities. The RRT for these children shall focus on developing their learning strategies and identifying their strengths and needs which can further help them in coping/adjusting in the inclusive classroom. However, the final decision in this regard is to be taken by concerned TGT-SET after considering duly the special educational needs of the child.

f. *Miscellaneous subjects in RRT:* During teaching subjects like Physical Education, Drawing, Painting, and Music in Resource Room, TGT-SET can take the support of concerned subject /miscellaneous teacher. While doing so, the HoS shall make sure that the time table of the miscellaneous-category teacher(s) is not affected.

3. **Inclusive Classroom Teaching with Subject Teachers:** The TGT-SET shall work in collaboration with the concerned Subject Teacher in the inclusive classroom setting to facilitate the learning of the CwDs studying in the specific class by taking into consideration the disability of the students. During this period, the TGT-SET shall facilitate the learning of the CwDs by providing individual support.

Further, based on the observation of the classroom interaction, the TGT-SET shall suggest the appropriate multi-sensory TLM, and inclusive instructional strategies to the concerned subject teacher.

While doing so, HoS shall make sure that the sole responsibility of the classroom is that of the concerned subject teacher whose period it is and the TGT-SET is there only for facilitating CwDs. HoS shall also ensure that whilst conducting Inclusive Classroom Teaching, TGT-SET(s) shall only cover classes having CwDs (on rotation-wise).

In schools where 03 or less than 03 CwDs are enrolled, the concerned TGT-SET(s) shall be allocated more periods for Inclusive Classroom Teaching.

4. **Display of Time-Table in the School:** It is mandatory to display the time-table prepared for TGT-SETs on the notice board in the school. This Time-Table shall also remain available on the main table of the HOS like the general time table.
5. **Monthly Work-Reports to be submitted at District level:** Every month TGT-SETs need to submit their work report in the prescribed format provided by the IEB(HQ) through the HOS. Each and every TGT-SET working in the school shall submit his/her separate work-report reflecting the work done by him/her with each CwD in that particular month.
6. **SET Diary & Maintenance of Records related to Interventions:** Each TGT-SET (working in the school) shall maintain his/her own diary meticulously including the details pertaining to CwDs and record of interventions like parental



counseling/interaction, assessment/distribution camps, disability certificates, IEPs. The same shall be subject to inspections by the higher authorities from time to time.

7. **Responsibility towards Barrier Free Accessibility:** The TGT-SET concerned shall bring to the notice of the HOS, in written about the shortcomings in respect of barrier free environment in school infrastructure as per the guidelines given in the 'Handbook on Barrier Free Access' with regard to ramps/railings/accessible toilets/signage etc.

8. **Work Allocation among TGT-SETs**

a. *On the basis of enrolment of CwDs in the School:* The HoS shall ensure that onus of preparing and implementing educational program for these children shall be shared equally by all the TGT-SET(s) in school. For example, if there are 24 CWSN and 03 TGT-SETs in the school then each shall prepare and implement IEP (Individualized Educational Plan) and monitor the progress of 8 CWSN each. While doing so the following two aspects also need to be taken into consideration:

i. **Gender of the CwDs vis-à-vis TGT-SET:** In the Co-ed Schools, where there is a mix of girls and boys, it is preferable that a female TGT-SET takes care of the needs of the girl CwDs and a male TGT-SET may do the same for boy CwDs. However if only one TGT-SET, male or female, is posted in a Co-ed school then s/he has to teach both the boys and girl CwDs.

ii. **Disability Specialization of TGT-SET:** TGT-SETs are trained professionals who possess disability-specific specialization. Although they ought to take care of the needs of students with all kinds of disability, it is more preferable if the CwDs are provided the services of TGT-SET who is trained to cater to the needs of a particular disability. For instance, in case of CwDs with developmental issues, TGT-SET having specialization in Intellectual Disability or Autism Spectrum Disorder or Specific Learning Disability will be able to better address to the needs. And on the similar lines, if a child is having Visual Impairment then the TGT-SET having specialization in Visual Impairment, will be able to better address to his/her needs.

However, as per the policy of Directorate of Education (DoE), all TGT-SETs are being provided Hands-on Cross Disability Training to address the needs of cross disabilities.

9. **Exemption from Subject-Teaching:** TGT-SET(s) are appointed in DoE to implement Inclusive Education and facilitate CwDs studying in various classes. Their duties involve teaching CwDs in individual or small groups during RRT and inclusive classroom teaching. **Hence HOS shall avoid assigning subject teaching to TGT-SETs.**

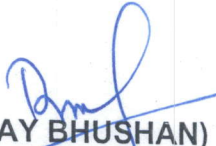
10. **In case no CwDs are enrolled/identified in the School:** In those schools where CwDs are not currently enrolled/identified, the services of the TGT-SET shall be effectively



used for whole day for conducting class-wise and section-wise thorough screening for the identification of students who may have disabilities. As and when the child is identified as having some disability, the activities given in the time-table shall be followed from that academic session itself. Furthermore, the TGT-SET shall also sensitize and create awareness among other students and teachers. The TGT-SET shall maintain record of class wise and section wise screening & identification report and present it to the HOS on weekly basis.

11. **If SET is not posted in the School:** If no TGT-SET is posted in the school then the HoS shall submit the request to the concerned District Coordinator (Inclusive Education) for deputing 01 TGT-SET for the sole purpose of Screening & identification for one day per week. If any child is identified as having disability, then the HoS shall send the requisition for posting of TGT-SET to concerned District Coordinator (Inclusive Education) along with the data of CwDs. District Coordinator (Inclusive Education) shall further forward this request to IEB (HQ) through concerned DDE District.
12. **Overall Purpose of the Time-Table Not to be Undermined:** Any changes (if required) in the periods may be done by HoS as per the needs of the school but it should be ensured that the overall composition of the allocation of total periods as per the sample/illustrative time-table given at **Annexure-I** is not changed. **The 36 periods allotted to the TGT-SETs per week, are for the sole purpose of implementing Inclusive Education to the CwDs in addition to 01 period allotted daily for planning of activities.** The HoS shall also ensure that the Time-Table for TGT-SETs shall not affect the General Time-Table of the school.

After the issue of these guidelines, if it comes to notice that the services of TGT-SET are underutilized or used in some other non-teaching work which goes against the spirit of this order, then both the HOS and TGT-SET shall be held responsible.


(BINAY BHUSHAN)
DIRECTOR (EDUCATION)