

**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.150 /DDE(IEDSS)/Admn.Ce11/2016-17/ 341-346

Dated :05.05.2022

**ORDER**

As per the provisions of **Section 16** (vii) of the RPWD Act, 2016, it is the responsibility of every Govt. establishment to monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability.

Individualized Education Plan (IEP) is to provide a plan to help a student meet individual outcomes or goals beyond his or her current skills. For this reason, an understanding of what a student can and cannot do is essential to the individual education planning process. Each IEP is individual to the student for whom it is designed. IEP is revised at least twice a year or depending on the goals achieved by the child. It is done after evaluation of the progress of the child so that modification in current program may be made or new goals may be set accordingly.

In supersession of all previous orders issued in this regard, the revised formats and instructions for developing IEP and reviewing the IEP are given in **Annexure- I - III**.

Accordingly, all the Heads of schools (Govt. & Govt. Aided) are hereby directed to ensure that the annexed proforma and instructions are to be followed by PGT/TGT-Special Education Teachers (Regular & Guest) for preparing IEPs for CwDs/CWSN of the school and for conducting IEP review meeting.

Further, all DDE (Districts) shall ensure preparation and implementation of IEP as per revised guidelines and formats w.e.f. July 2022 onwards. Non compliance will be viewed seriously.

This issues with the prior approval of Director (Education), GNCTD

  
(RAMACHANDRA SHINGARE)  
JOINT DIRECTOR OF EDUCATION

No.F.150 /DDE(IEDSS)/Admn.Ce11/2016-17/ 341-346

Dated : 05.05.2022

**Copy to:-**

1. P.S. to Pr. Secretary (Education), GNCTD
2. P.S. to Director (Education), GNCTD
3. P.A. to Addl. DE (IEB), Directorate of Education, GNCTD
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(RAMACHANDRA SHINGARE)  
JOINT DIRECTOR OF EDUCATION

**A. Instructions for Preparing Individualised Education Plan**

- 1) The basic Performa for preparing Individualised Education Plan (IEP) — Part A, B & C is given at Annexure-II and sample IEP preparation is given at Annexure III; modifications may be done in this, based on the special needs of the child and the objective selected.
- 2) IEP shall be revised at-least twice a year keeping in mind the short- and long-term goals achieved by the child.
- 3) This Performa has three parts Part A, Part B & Part C.
  - i. **Part A will have basic information of the child.** This is to be filled only while revising the IEP i.e. twice or thrice in an academic year. Annual goals shall be set at the start of the academic year in consultation with parents of CwD and subject teachers concerned. These goals should be in sync with the last year's achievement of the child. Short term goals will be revised after evaluation of previous IEP.
  - ii. **Part B will cover co-curricular activities,** ADL, Therapeutic needs like Occupational Therapy, Speech and Language therapy needs, Pre-Vocational and Vocational, motor skill development, life skills, etc. It will be prepared in collaboration and consultation with Miscellaneous Teacher/s of the school. It will be filled for each short-term goals selected. For example, if three different short-term goals are selected for a student then Part B forms are to be filled separately for these three goals.
  - iii. **Part C will cover academics of the child.** It will be prepared in discussion with Subject Teachers. It should be planned, implemented and evaluated on monthly basis. Considering the Board Examination, it is important to mention here that more emphasis should be given to subject wise planning in secondary and senior secondary classes.

For instance, as per CBSE guidelines there is flexibility in choosing subjects for CWSN in schools of doe like music, drawing, painting, etc. If we provide intervention of subject combination from middle classes itself, the child will get prepared to face CBSE Board Examination fearlessly. Pre vocational skills will also be developed for career growth and development of CWSN.
- 4) For students with high co-curricular needs or ADL, Part B should be focussed while for CWSN with high educational capabilities; Part C should be focussed more.
- 5) Goals shall be selected by keeping the larger objective of education - "overall development of the child" in mind. The strong and weak areas of the student always should be kept in mind while preparing the IEP. This facilitates inclusion of CWSN in the regular classroom in school as well as their transition in the society to prepare the child for leaving school.
- 6) While selecting goals, it is necessary to include plus curriculum (e.g. Braille, Taylor frame, sign language, total communication, orientation and mobility etc.); functional curriculum (e.g., Self help skills, social skills, occupational skills etc.); or any other as per the needs of the child.
- 7) While framing academic goals, minimum learning outcomes of that class should be kept in mind.
- 8) For each CwD, part B of IEPs shall be filled as per the requirement of interventions in different area/domain on which SET is working. e.g. a CwD may need early intervention in pre-writing skills in languages and simultaneously s/he needs training in Plus-curriculum skills. In that situation two different IEPs shall be prepared for that CwD by the SET.
- 9) Part C of IEPs shall be filled as per the requirement of interventions in different subject. This should be in form of remediation of any subject topic where extra



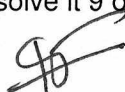
support/modification is required by the CWSN. Most of the part of remediation will take place in inclusive classroom in collaboration with the regular subject teachers. It is necessary to provide additional support to the subject teachers in the form of need based/specialised teaching learning material, flash card, adaptations in the classroom, pictorial and graphical representation, teaching strategies so that a CWSN can easily be incorporated in regular classroom.

- 10) Sometimes there is still a learning gap created due to specific needs of the child which cannot be fulfilled in the regular classroom. To bridge the void created in the classroom due to various needs of the child, he/she will be pulled out to learn in one-to-one mode and additional support will be provided in the resource room by special education teacher.

For instance, there is an ongoing topic in the class – Rivers of India, SET has prepared a specialised TLM and given it to the concerned subject teacher to facilitate the teaching learning process of CWSN in the regular classroom. Still, due to the fast pace of the class, some or the other important information is missed such as while explaining Ganga and its tributaries the child may miss information related to one or two important tributaries, here CWSN needs specific time for bridging the gap of learning. To explain this topic the child may be pulled-out from the class to teach in one-to-one mode for better understanding and keeping the child at par with his/her classmates.

- 11) PGT SETs are posted in two schools and they have to prepare IEP of senior secondary classes in both the schools. In case of their absence or diversion TGT SET will follow up the IEP of senior secondary classes & vice versa. HOS will make necessary arrangement for this.
- 12) While preparing the IEP, it is necessary to keep it in mind that for teaching Primary classes pull-out sessions or Resource room teaching can be increased as per the need of the child but for secondary classes inclusive classroom teaching should be enhanced in support with the subject teacher and these pull-out sessions should be minimized in order to provide additional support. It will also help in making the child self-dependent for his future.
- 13) Core subject teaching should not be done by SET in secondary and senior secondary classes. SET will provide additional support (in form of TLM, short notes, audio recorded classes, videos etc.) inside or outside the classroom to both subject teacher and CWSN.
- 14) In part C, Adolescence Issues should be given utmost priority and should be handled with sensitivity. Counseling, recreational and co-curricular activities also form an integral part of REP.
- 15) Terms used in IEP Performa are explained below:

- a) **Annual goals:** Annual goals are what the child with special needs is expected to achieve by the end of an academic year. It is to be planned by keeping the current functioning level / base line and learning pace of the child. Goals can be selected from areas like specific subject, plus curriculum activities, motor, language & communication, Activities of Daily Living, Occupational, recreation, computer skills, etc.
- b) **Short term goals:** Annual goals are to be broken down into short term goals and detail plan for achieving each short term goal is to be written in Part B and C. These short-term goals may be planned for a period of one week (in case of inclusive classroom teaching- learning process), one month or three months (for extracurricular, plus curriculum, ADL, etc). This duration will depend on the Special Needs of the child and goal selected.
- c) **Specific objective/Behavioural objective:** It should be written using following five components a) Condition b) Person c) Behaviour d) Expected Level of Performance or criteria e) Duration or dead line. Example, Task: Single digit subtraction Specific Objective: when a single digit subtraction problem is given Rahul will solve it 9 out of 10 times correctly within 15 days.



- d) Transition Services: These are the services required to prepare a student for his life after schooling years. Planning of transition services include specific goals like employment and education/training etc. Various activities could be planned to help achieve these goals.  
For example, **self-advocacy training**, social skills training, computer training, assistive technology assessment could apply to both employment and education/training.
- e) Associated Conditions or problems: These are the conditions or problems child has in addition to the primary disability. For example, a child with Intellectual Disability may have associated Speech problem, visual problem, epilepsy or behavioural problem.
- f) Referral to other services: if the child has any associated conditions or problems which require the services like Physio Therapy, Occupational Therapy, Speech Therapy, Behaviour Modification and/or any other, which should be mentioned.
- g) Teaching procedure: Procedure of instruction for short term objectives selected needs to be briefly described here.
- h) Accommodations or Adaptations: Accommodations are any alterations made/done in the way curriculum is transacted or in classroom teaching. Adaptations include modification in the intended goals as well as curriculum transaction. Accommodations /Adaptations are decided based on the strengths and need of the student.
- i) Topic of remediation: The topics in which child may face difficulty, will be discussed with the subject teachers and plan for remediation in inclusive classroom or in resource room (in one-to-one mode) will be prepared in consultation with subject teachers and given to them one week in advance.
- j) TLM: Specialised teaching learning material is made for effective teaching learning of CWSN. Individualised TLM can be prepared for secondary classes.
- k) Evaluation: After evaluation, level of achievement is to be mentioned in this section.



**INDIVIDUALISED EDUCATION PLAN  
PART A**

**Session 20\_\_ - 20\_\_**

Name of Student with ID:

Date of Birth:

Father's/ Mother's Name:

Gender:

School Name and ID:

Class and Section:

Address and Contact no.:

Date of filling up of IEP:

1. Type of Special Need:

2. Degree of Disability(as mentioned in disability certificate):

3. Associated conditions, if any:

4. Mother Tongue/ Languages spoken by the student:

5. Any other significant information about the student:  
(Medical condition/Achievements/Interest areas/adaptation needed/Any other)

6. Special Education and related services:

7. CBSE Relaxations:

8. Annual Goals:

9. Short Term Goals:

**Signature of SET**

**Signature and Stamp of HOS**



**INDIVIDUALISED EDUCATION PLAN  
PART B**

IEP No.:

Date of Planning:

Name of SET:

Date of Evaluation:

1. Area/ Domain:

2. Task/ Skill/ Activity:

3. Present Functioning Level/Current Functioning Level/ Baseline:

4. Specific Objective/ Behavioural Objective:

5. Setting in which objectives to be implemented:  
Inclusive Classroom/Resource Room/Any other (Specify)

6. TLM to be used:

7. Teaching Strategies to be used:

8. Teaching Procedure:

9. Adaptations/accommodations/modifications:  
(in line with CBSE relaxations and guidelines)

10. Evaluation:

**Signature of SET**

**Signature and Stamp of HOS**



**INDIVIDUALISED EDUCATION PLAN  
Part C**

Name of CWSN:

Class & Section:

Subject & Subject Teacher's Name	Topics for Remediation	Adaptations (Accommodations/Modifications)	Teaching Strategies and Resources	TLM to be used	Evaluation

Signature of SET

Signature and Stamp of HOS



**SAMPLE INDIVIDUALISED EDUCATION PLAN**  
**PART A**  
Session 20\_\_ - 20\_\_

Name of Student with ID:ABC

Date of Birth:

Father's/ Mother's Name:

Gender:

School Name and ID:

Class and Section: XI B

Address and Contact no.:

Date of filling up of IEP:

1. Type of Special Need: Autism

2. Degree of Disability (as mentioned in disability certificate): **Moderate (High Functioning Group)**

3. Associated conditions, if any: **Attention Deficit**

4. Mother Tongue/ Languages spoken by the student: **Hindi**

5. Any other significant information about the student : (Medical condition/Achievements/Interest areas/Any other)  
**District Level II prize in painting, Good at drawing- painting, singing,**

6. Special Education and related services: **Communication and Speech Therapy, Behaviour Modification, Occupational Therapy, Counselling.**

7. CBSE Relaxations: **Extra time in examinations, flexibility in choosing subjects, relaxation in attendance (on request), one-word answers, Long answers to be converted in short answers, etc.**

8. Adaptations needed: **Seating arrangement should be away from window (preferably in front row), peer tutoring (peer will sit with CWSN), group learning (playing character in role play, group singing in choir, etc.)**

8. Annual Goals:

9. Short Term Goals:

Signature of SET

Signature and Stamp of HOS





**INDIVIDUALISED EDUCATION PLAN  
PART B**

**IEP No.:**

**Date of Planning:**

**Name of SET:**

**Date of Evaluation:**

1. Area/ Domain:

2. Task/ Skill/ Activity:

3. Present Functioning Level/Current Functioning Level/ Baseline:

4. Specific Objective/ Behavioural Objective:

5. Planning of Transition Services  
(needed to help the child to prepare him/her for leaving school)

5. Setting in which objectives to be implemented:  
Inclusive Classroom /Resource Room/Any other (Specify)

6. TLM to be used:

7. Teaching Strategies to be used:

8. Teaching Procedure:

9. Adaptations/accommodations/modifications:  
(In line with CBSE & DoE relaxations and guidelines)

10. Evaluation:

**Signature of SET**

**Signature and Stamp of HOS**



**INDIVIDUALISED EDUCATION PLAN**  
**Part C**

Name of CWSN:  
Subject:

Class & Section:  
Name of Subject teacher:

Subject	Topics for Remediation	Adaptations (Accommodations/Modifications)	Teaching Strategies and Resources	TLM to be used	Evaluation
राजनीतिक विज्ञान	भारतीयसंविधानमेंअधिकार	<ul style="list-style-type: none"><li>• Extra time in examinations</li><li>• Flexibility in choosing subjects</li><li>• Relaxation in attendance (on request)</li></ul>	<ul style="list-style-type: none"><li>• विनोदपंचायत</li><li>• एकांकीनाटक</li><li>• विद्यार्थियोंद्वाराअधिकारोंकानाट्यरूपांतरण</li></ul>	<ul style="list-style-type: none"><li>• Flash Cards</li><li>• चार्टपरसभीअधिकार लिखितएवंचित्रकेरूपमेंदर्शाना</li></ul>	Short answer type questions, MCQ, etc.

Signature of SET

Signature & Stamp of the HOS

