

**GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION: INCLUSIVE EDUCATION BRANCH
AMRITA SHERGIL SCHOOL BUILDING
LAJPAT NAGAR-IV, NEW DELHI-110024**

No. F.43/DDE (IEB)/Admn.Cell/2019/334-340

Dated: 05.05.2022

ORDER

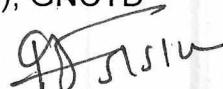
Section 2(m) of Rights of Persons with Disabilities Act, 2016 provides that "Inclusive education means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities". The duties and responsibilities of Post Graduate Teacher - Special Education Teachers (PGT-SETs) was also notified dated 27.07.2021.

In order to effectively use the services of Post Graduate Teacher - Special Education Teachers (PGT-SETs) to facilitate appropriate inclusive education to children with disabilities studying in the Govt. Schools of Directorate of Education (DoE), an illustrative time table has been developed and is given at **Annexure – I**. In this regard, Head of Schools (HOS) of all the Govt. and Govt. Aided Schools of DoE are hereby directed to ensure that the PGT-SETs posted in the concerned school prepare and follow the time-table, based on the given sample, with immediate effect.

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

HOS must also ensure that the timetable for PGT-SETs will not affect the general time-table of the School.

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


(RAMCHANDRA SHINGARE)
JOINT DIRECTOR OF EDUCATION

No. F.43/DDE (IEB)/Admn.Cell/2019/ 334-340

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Copy to:

1. P.S. to Pr. Secretary (Education), GNCTD
2. P.S. to Director (Education), Directorate of Education, GNCTD
3. P.A. to Addl. DE (IEB), Directorate of Education, GNCTD
4. DDEs (District), DoE, GNCTD
5. DDEs (Zone), DoE, GNCTD
6. All District Coordinators (IE), DoE, GNCTD
7. OS, IT for uplinking on the Dep't website.


(RAMCHANDRA SHINGARE)
JOINT DIRECTOR OF EDUCATION

DRAFT SAMPLE PGT TIME TABLE

		1	2	3	4		5	6	7	8	9	
Monday	M O R N I N G	IEP Implementati on (In resource room)	Planning of Activities	Inclusive Classroom teaching (with Subject Teachers)	-	R E C E S S	Transition Services (CWDs/Peer)	-	Inclusive Classroom teaching (Additional Support/TLM)	Parent Interaction	Record Maintenance	
Tuesday		IEP Implementati on (In resource room)	Planning of Activities	Inclusive Classroom teaching (with Subject Teachers)	IEP Implement ation(Grou p Activities)		IEP/Therapy Follow Up/ Co-Scholastic Activities with CWDs	-	Inclusive Classroom teaching (Additional Support/TLM)	Awareness & Sensitization	Record Maintenance	
Wednesday		-	Planning of Activities	Inclusive Classroom teaching (with Subject Teachers)	Inclusive Classroom teaching (with misc. teachers)		-	IEP Implementat ion(Group Activities)	-	Transition Services (CWSN /Peer groups)	Record Maintenance	
Thursday		A S S E M B L Y	IEP Implementati on (In resource room)	Planning of Activities	Inclusive Classroom teaching (with Subject Teachers)		Inclusive Classroom teaching (with misc. teachers)	-	Meeting with Subject Teachers	-	Awareness & Sensitization	Record Maintenance
Friday			-	Planning of Activities	Inclusive Classroom teaching (with Subject Teachers)		-	IEP/Therapy Follow Up/ CO-Scholastic Activities with CWDs	-	Inclusive Classroom teaching (Additional Support/TLM)	-	Record Maintenance
Saturday			IEP Implementati on (In resource room)	Planning of Activities	Inclusive Classroom teaching (with misc. teachers)		Parent Interaction	Faculty meeting of SETs	-	Inclusive Classroom teaching (Additional Support/TLM)	-	Record Maintenance

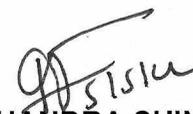
Description of the activity/periods provided in Time-table:

Activity/Periods	Description	Minimum No. of sessions/classes
INDIVIDUAL EDUCATION PLAN (IEP) (In resource room) Implementation	i. To facilitate the Learning of CWDs (XI & XII) ii. Implementation of Individual Education Plan (I.E.P) in group/ individually during Resource Room Teaching iii. Review of previous/ ongoing content iv. IEP may include content adaptation (Accommodation, substitution, omission and modification) based on the need of CWD's v. Explanation of TLM vi. Assistance in note making & projects.	As per the strength of CWDs
Planning of the Activities	i. Content Planning including Teaching Strategies & Adaptations in consultation with subject teachers. ii. Development/ Preparation of TLM. iii. IEP Planning & Reviewing. iv. Study Material/ Sample Papers development etc. v. Screening/ Identification/ Assessment of suspected cases, Development of Case study.	Once in a day
Inclusive Classroom Teaching (with Subject Teachers)	i. SET shall collaborate with subject teachers for better planning and implementation of IEP. ii. However, depending on the availability of the subject teacher, SET may arrange an individualized session for CWSN to clarify the problem areas with her/him. iii. HOS to ensure subject teachers are providing inputs to SETs for proper implementation of IEP.	Twice in a week (minimum one period per school)
Inclusive Classroom Teaching (with Miscellaneous Teachers)	i. To facilitate the learning of the CWD's studying in the class XI&XII. ii. To strengthen Peer / Buddy relations. iii. Arrangement period can be provided to SET as per the availability where CWSN is enrolled. iv. Attachment with Misc. teachers (like Physical Education) for implementation of adaptation in particular subject.	Minimum two periods in a week per school
Inclusive Classroom teaching (Additional Support/TLM)	i. To facilitate the learning of the CWD's studying in the class XI&XII it is necessary to provide additional support/ secondary support to CWSN in the form of TLM, Notes, modified maps, recordings, etc. ii. To smooth the process of teaching learning activities which will help regular teachers accommodate CWSN in general classrooms.	
IEP Implementation (Group Activities)	i. All the CWSN will come in Resource room for a fun group activity like dancing, group singing etc.	

Transition Services (CWDs/Peer)	<ul style="list-style-type: none"> i. To provide guidance and counseling to CWD's of XI & XII class in order to ensure active participation of CWD's and to overcome emotional outbreaks. ii. To create healthy relationship between CWD's and their peer group for effective inclusive environment. iii. Implementation of transition services 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. iv. For example, self-advocacy training, social skills training, computer training, assistive technology assessment could apply to both employment and education/training. 	Twice in a week (minimum one period per school)
Therapy Follow Up/ Co-Scholastic Activities with CWDs	<ul style="list-style-type: none"> i. To strengthen and provide additional support in terms of plus curriculum activities with CWDs at senior secondary level – Braille, Sign language, Speech Therapy, Self Help Skill, otetc as per specific need of the child. ii. To follow up of various therapies suggested by team of professional in resource centre such as physiotherapist, occupational and speech therapist etc. iii. Activities such as art & craft, sports & games, performing art and pre vocational skills such as office skills, time management, self management etc. in one to one or group for CWSN. 	Twice in a week (minimum one period per school)
Parent Interaction	<ul style="list-style-type: none"> i. Interactions with Parents/Guardians for facilitating the Inclusive Education of their wards 	As per the Enrollment and Need of CWDs
Record Maintenance	<ul style="list-style-type: none"> i. To maintain systematic records of all the CwDs studying in Class XI-XII like copy of their medical certificate; contact details in case of emergency; orders/circulars; records of aids and appliances and teaching Learning Material (TLM) provided to CwDs; IEP review meeting records, scholarship and allowances etc; ii. To maintain SET diary with all the relevant information pertaining to CwDs/Special Education; iii. Collection and updation of requisite data for onward submission; iv. Proper utilization and maintenance of teaching learning Materials/Kits/ Assessment tools/Booklets. v. Record of therapy follow up. vi. SET will keep a proper record of meetings conducted with <ul style="list-style-type: none"> a) Parents of CWSN, b) PGT subject teachers and c) Faculty meeting with SETs posted in school. 	Once in a day
Sensitization and Awareness	<p>To spread awareness among all the stakeholders(HOS, TEACHERS, EVGCs , SMC MEMBERS AND OTHER STAFF MEMBERS):</p> <ul style="list-style-type: none"> i. Special Education, Inclusion and Disability Rehabilitation issues; 	

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	<ul style="list-style-type: none"> ii. Curriculum and Evaluation modification as per CBSE and DOE guidelines; iii. Barrier free infrastructure and facilities in the school premises; iv. Enrollment drive, Awareness Drives; v. Create awareness in the school regarding days earmarked for inclusion/disability issues (like Autism awareness day, White cane safety day) at school level through various modes; vi. Regarding admission of CWD without discrimination and other important areas. 	
Meeting with subject teachers	<ul style="list-style-type: none"> i. Coordination with subject teachers for facilitation of inclusion of CWSN in the regular classroom. ii. SET shall support the subject teacher in areas such as curriculum adaptation, setting learning outcomes, and preparation of Special Teaching Learning Materials, demonstrating the inclusive teaching strategies and methods, and curriculum Transaction. 	



(RAMCHANDRA SHINGARE)
JOINT DIRECTOR OF EDUCATION

General guidelines regarding preparation of Time-table & Work-allocation among the PGT-Special Education Teachers in the Govt. Schools of DoE

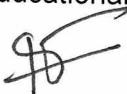
1. In Inclusive Education, Children with disabilities study along with children without disabilities in the regular class room/inclusive classroom and spends most of his/her time in an inclusive or regular classroom. Disability specific needs of the children studying in class XI- XII will be catered in small group or one to one session in (need based) Resource Room/Regular classroom during the IEP Implementation.
2. **Display of Time-table in the School:** It is mandatory to display the time-table prepared for PGT-SETs on the notice board in the school.
3. **Individualized Education Plan (IEP) Implementation:**
 - a. *Assessment of the need/requirement for IEP :* In the first place, the Post Graduate Teacher - Special Education Teacher (PGT-SET) shall assess the extent of educational support required through **Individualized Education Plan** for Children with Disabilities (CwDs) studying in class XI-XII. This will depend on the severity of disability and extent of special educational needs of CwDs. Accordingly; PGT-SET(s) shall divide the weekly time table of IEP Implementation for each child and inform concerned class teacher and subject teacher. If any change occurs in the time table of IEP implementation of any CwDs then PGT-SETs shall also inform the subject teacher and class teacher immediately.

Implementation of IEP (with subject teacher) in classroom- The sessions shall be used for teaching core academic activities by the subject teacher. SET shall discuss and chalk out a plan for the week of subject remediation with the subject teacher. Further, based on the observation of the classroom interaction, the PGT-SET shall suggest the appropriate inclusive instructional strategies to the concerned subject teacher. She should provide appropriate support material such as videos, Notes, Sample Papers, Modified Worksheets etc. IEP should include content adaptations like accommodation, substitution, omission and modification based on the need of CwDs.

- b. 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 PGT-SET is there only for facilitating CwDs. HoS shall also ensure that whilst conducting Inclusive Classroom Teaching PGT-SET(s) shall only cover classes having CwDs (on rotation-wise).
- c. IEP Implementation / Therapy Follow Up / Co-Scholastic Activities: To cover the Disability specific needs of CwDs, PGT-SET shall make IEP and implement the same individually or in group. IEP shall also be used for teaching basic skills especially in teaching languages and mathematics; teaching functional skills and vocational skills; teaching plus-curriculum activities; to develop learning strategies of CwDs which can further help them to cope up in the inclusive classroom.

Children who have therapeutic and are taking therapies from professionals in Resource centre, a period to be given by PGT-SET to do the follow up of the same. Co- Scholastic Activities such as art & craft, sports & games, performing art in one to one or group for CwDs.

- d. *Number of IEP Implementation 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; PGT-SET may decide the length of



Resource Room period as one general school period or maximum two general school periods. Generally, children with mild and moderate special educational needs are to be given 01 Resource Room period equal to one general school period per day whereas in the case of children with severe special educational needs the Resource Room period shall be maximum of 02 periods equal to two 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. If the school has 07 or more than 07 CwDs and one PGT-SET, then for IEP Implementation, grouping (small group of 2-3 CWSN) to be done considering the learning- level of the students.
 - f. *IEP Implementation 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, Thalassemia, Sickle Cell Disease, & Haemophellia, the focus shall be on regular Inclusive Classroom Teaching. 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 IEP Implementation 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 PGT-SET after considering duly the special educational/ academic needs of the child.
4. **Inclusive Classroom Teaching:** The PGT-SET shall work in collaboration with the concerned Subject/ Miscellaneous Teacher in the inclusive classroom setting. During this period, the PGT-SET shall facilitate the learning of the CwDs by providing individual support taking into consideration the disability of the students. Arrangement periods can be given to the PGT SET where CWSN student is enrolled depending upon the availability of PGT SET. Attachment of SET with miscellaneous teachers helps in understanding the learning style of CWSN student and in return, student will also be able to imbibe the concept easily. Moreover, regular students also learn about the strengths of CWSN which helps in building good peer buddy relations.
 5. **Counseling of CWDs/ Peer Group:** PGT-SET shall arrange guidance and counseling session for CWDs / Peer of XI-XII to cope with emotional, social and other needs. PGT-SET will allocate a **peer buddy** for each CWD and facilitate in maintaining a healthy relationship amongst them and other student.
 6. **Transition Services-** Implementation of transition services 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.
 7. **Parental Counseling:** PGT-SET shall conduct parental counseling session regularly to cater to the different needs of CWSN. Parents should become a part of child's education system. These sessions should include exchange of follow up of therapies as received by child in the Resource Centre, completion of home assignments; help the child in transition from one phase to another. These sessions will help the parents to understand the needs of child during transition phase and help them in providing adequate support.

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8. Maintenance of Records:

- **Monthly work-reports to be submitted at District level:** Every month PGT-SETs need to submit their work report in the prescribed format provided by the IE- Branch. Each and every SET working in the School shall submit his/her separate work-report reflecting the work done by him/her with his/her CWSN in that particular month.
- **SET Diary and other documentation related to interventions:** Each PGT-SET (working in the School) shall maintain his/her own Diary, details pertaining to CWSN and record of interventions like Parental Counseling, Follow up of therapies received by CWSN in Resource centres, Assessment/Distribution Camps, Disability certificates, IEPs/ IEPs and the same shall be subject to inspections by the Higher authorities from time to time.

9. Awareness and Sensitization:

To spread awareness among all the stakeholders (HOS, teachers, EVGC , SMC members and other staff members) with regard to:

- Special Education, Inclusion and Disability Rehabilitation issues;
 - Curriculum and Evaluation modification as per CBSE and DOE guidelines;
 - Barrier free infrastructure and facilities in the school premises;
 - Enrollment drive, Awareness Drives;
 - Create awareness in the school regarding days earmarked for inclusion/disability issues (like Autism awareness day, White cane safety day) at school level through various modes;
 - Regarding admission of CwD without discrimination and other important areas.
 - **Responsibility towards Barrier free Accessibility:** The PGT-SET concerned shall bring to the notice of the HoS, in written, regarding the shortcomings in respect of barrier free environment in school infrastructure as per the guidelines with regard to ramp/raining/accessible toilets/signage etc.
10. **Exemption from Subject-Teaching:** PGT-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 group during IEP Implementation and to facilitate inclusive classroom teaching. Hence, HoS shall avoid giving full-time subject teaching to PGT-SETs.
11. **If PGT-SET is allocated additional School:** If PGT-SET is allocated additional school, HoS shall ensure that in absence of PGT-SET, the **TGT-SET will implement IEP and also monitor the progress of CWDs studying in XI-XII.**
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 32 periods allotted to the PGT-SETs are for the sole purpose of implementing inclusive education to the CwDs. 12 periods are allotted for planning of activities (IEP planning and documentation) and record maintenance. The HoS shall also ensure that the time-table for PGT-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 PGT-SET are underutilized or used in some other non teaching work which goes against the spirit of this order, than both the HOS and PGT-SET shall be held responsible.



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