



**CHRIST**  
(DEEMED TO BE UNIVERSITY)  
BANGALORE · INDIA

## Notice for the PhD Viva Voce Examination

Ms Khushi Bhatia (Registration Number: 1530096), PhD scholar at the School of Education, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Thursday, 15 February 2024 at 10.30 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

**Title of the Thesis** : **Design, Training, and Implementation of a New Individualized Education Plan (IEP) Format for Special Educators and Students with Intellectual Disabilities at Selected Special Schools**

**Discipline** : **Education**

**External Examiner** : **Dr G R Angadi**  
(Outside Karnataka, Maharashtra)  
Professor  
Centre for Studies & Research in Education  
School of Education  
Central University of Gujarat  
Sector - 29  
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**External Examiner** : **Dr G Viswanathappa**  
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Professor in Education  
Regional Institute of Education – NCERT  
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**Supervisor** : **Dr Pramod Kumar M P M**  
Assistant Professor  
School of Education  
CHRIST (Deemed to be University)  
Bengaluru 560029  
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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

**Place:** Bengaluru  
**Date:** 05 February 2024

  
**Registrar**

## ABSTRACT

The Individualized Education Program (IEP) is a written plan for students with special needs that is developed by a multidisciplinary team and is critical to providing quality education for students with disabilities. This study aimed to analyze gaps in IEPs from selected special schools in Karnataka based on IDEA (Individuals with Disability Act) and NRC (National Research Council) recommendations, develop an IEP format to fulfil the identified gaps, train 60 Rehabilitation Council of India-certified special education teachers on the new format, and implement it for educational intervention for students with intellectual disabilities.

Results showed that evaluated IEP formats lacked many important domains for intervention. Special education teachers lacked the necessary skills and knowledge to write and implement appropriate IEPs for students with Intellectual disability. The training on IEP writing and implementation enhanced their skills and knowledge. Students who received intervention through the augmented IEP format showed significant improvement in many domains of intervention. The study recommends frequent training on IEPs and related content, a modified special education curriculum including more of practical exposure, and awareness training for all stakeholders to improve the effectiveness of IEPs.

The study has suggested educational implications for special education teachers, policymakers, students with Intellectual disabilities, and other important stakeholders.

*Keywords: Special Education Intervention, Individualized Education Plan, Intellectual Disability, IDEA*

### **Publications:**

1. Bhatia, K., & MPM, P. K. (2023). Special Education Teachers' Skills and Knowledge About Individualized Education Plan (IEP), INDIA. *Rabindra Bharati University Journal of Economics, XVII*.
2. Bhatia, K., & MPM, P. K. (2024). Reimagining IEPS Through the Social Model of Disability. *Journal of the K.R. Cama Oriental Institute, 78*.