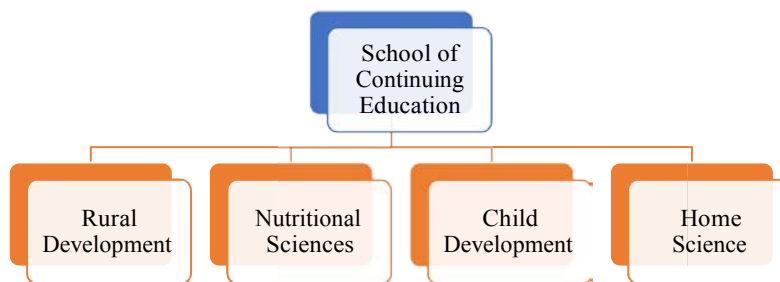

4. THE SCHOOL OF CONTINUING EDUCATION (SOCE) NCDS AND RCI

The School of Continuing Education (SOCE), when conceptualized, started with Programmes in two broad disciplinary areas: Rural Development and Women's Education. In the process of its growth, certain important areas of concern were identified and addressed through a number of Programmes such as Rural Development, Child Development, Disability, Youth and Development Work, Nutrition, Food Safety and Dietetics.

SOCE presently has the following four Disciplines:



The School of Continuing Education also has its social media accounts on Twitter, Facebook and Instagram. You can follow, like and share our posts to be informed with the updates, notices and other information about Courses offered and school activities.

URL link for Twitter: <https://twitter.com/compose/tweet>

URL link for Facebook: IGNOU-117232631247939

<https://www.facebook.com/School-of-Continuing-Education->

Given below are the QR Code for our Social media handles.

QR Code for Twitter



QR Code for Facebook



QR Code for Instagram



The Discipline of Child Development in SOCE is devoted to the study of childhood and human development in the socio-cultural context, with particular focus on the critical early childhood years. The Programmes of study offered in this Discipline provide an understanding of the developmental

challenges and life-cycle issues in a life-span perspective. The focal areas in the Discipline of Child Development for Programme development are the following: Early Childhood Care and Education (ECCE); Foundational Stage Education; Inclusion of Children with Disabilities; Training Parents and Family Members of Children with Disabilities; Early and Middle Childhood, Adolescence and Adulthood; Understanding and Nurturing the Development of the Individual in the Familial and Cultural Context; and Counselling and Family Therapy.

The discipline offers the following Programmes:

Research Degree

- PhD in Child Development

Master's Degree

- Master of Science in Counselling and Family Therapy, M.Sc. (CFT)

Post Graduate and Diploma

- Post Graduate Diploma in Early Childhood and Foundational Stage Education (PGDECFE)
- Post Graduate Diploma in Counselling and Family Therapy (PGDCFT)
- Diploma in Early Childhood Care and Education (DECE)

Certificate

- Certificate in Nutrition and Child Care (CNCC-2)
- Certificate in Early Childhood Special Education Enabling Visual Impairment (CESEIVI)
- Certificate in Early Childhood Special Education Enabling Intellectual Disability (CESEIID)
- Certificate in Early Childhood Special Education Enabling Hearing Impairment (CESEIHI)

Awareness Programme

- Awareness-cum-Training Package for Parents of Children with Disability- Visual Impairment (NCD-102)

NATIONAL CENTRE FOR DISABILITY STUDIES (NCDS)

National Centre for Disability Studies (NCDS) was established to cater to the educational, vocational and rehabilitation needs of persons with disabilities (PwD) through a wide range of activities. NCDS being a nodal educational Centre of IGNOU for persons with disabilities, has a bigger role to play for ensuring mainstreaming and equal participation of PwDs in the society.

- To develop innovative approaches and policies for education, training and rehabilitation of PwDs;
- To conduct research and development activities for educational and vocational development of PwDs;
- To collaborate and co-ordinate with national as well as international agencies/ organizations/ institutions and concerned departments of Central and State Governments for support in implementation of their plans and schemes related to PwDs;
- To identify and develop innovative academic activities as may be useful for implementing the provisions of the Rights of Persons with Disabilities Act, 2016;
- To develop a network of academics and professionals to work in close agreement with cohesive environment for overall development of PwDs.

INTRODUCTION TO THE REHABILITATION COUNCIL OF INDIA

The Rehabilitation Council of India Act, 1992, which took effect on 22nd June 1993 and was later amended in 2000, serves two primary purposes. First, it addresses the pressing need for uniformity and ensures minimum standards and quality of education and training in the field of disability. Second, it aims to monitor and regulate the services provided to individuals with disabilities. To achieve these objectives, the RCI has been entrusted with specific responsibilities. One of the key roles of the RCI is to develop standardized syllabi for various rehabilitation courses, ensuring consistency and excellence in the training of personnel and professionals in the areas of Rehabilitation and Special Education. Furthermore, the council maintains the Central Rehabilitation Register, which includes records of all qualified professionals and personnel working in the field of Rehabilitation and Special Education.

The Act also addresses the issue of unqualified individuals providing services to persons with disabilities. It empowers the RCI to take action against such unauthorized practitioners, safeguarding the interests and well-being of those with disabilities.

In summary, the Rehabilitation Council of India Act has twin objectives:

Standardizing and regulating the training of personnel and professionals in the field of Rehabilitation and Special Education.

Maintaining a Central Rehabilitation Register for registering professionals and personnel involved in the field.

The primary objective of the RCI is to regulate and set training policies and programs in the domain of disability and rehabilitation. It establishes minimum standards of education and training for various categories of professionals dealing with individuals with disabilities. Any training institution offering disability and rehabilitation programs must obtain recognition from the RCI to ensure compliance with these standards. Additionally, it is mandatory for all professionals graduating from RCI recognized training centers to register with the council in order to practice in the field of disability and rehabilitation.

5. INTRODUCTION TO THE CERTIFICATE PROGRAMME IN EARLY CHILDHOOD SPECIAL EDUCATION ENABLING INCLUSION- INTELLECTUAL DISABILITY

5.1 About the Programme

Indira Gandhi National Open University (IGNOU), in collaboration with the Rehabilitation Council of India (RCI), has taken a pioneering step by introducing the Certificate Programmes in Early Childhood Special Education Enabling Inclusion Intellectual Disability. This is a groundbreaking initiative of School of Continuing Education (SOCE), with support of National Centre for Disability Studies (NCDS) IGNOU for its implementation for promoting inclusion at grassroots level i.e., family, school and community. At the heart of this programme lies IGNOU's unwavering commitment to create a positive impact in the lives of children with Intellectual Disability and empower them to thrive in a world that often presents unique challenges. We firmly believe that every child, regardless of their abilities, deserves equal opportunities to learn, grow, and lead fulfilling lives.

This comprehensive Certificate Programme is designed to equip aspiring educators, parents, caregivers, and professionals with the necessary knowledge and skills to support early childhood special education, focusing specifically on Intellectual Disability. With a thoughtful blend of theory, practical training, and hands-on experiences, participants will gain a deeper understanding of the diverse needs of children with Intellectual Disability, as well as effective strategies for fostering their holistic development during early childhood years

IGNOU's collaboration with the Rehabilitation Council of India ensures that the programme adheres to the highest standards of quality and professionalism. By addressing the unique challenges faced by children with Intellectual Disability from a young age, we aim to promote an inclusive society that values diversity and enables every child to reach their full potential. The graduates of this Programme will play a pivotal role in creating nurturing and supportive environments that facilitate learning, independence, and social integration for children with Intellectual Disability.

5.2 Relevance of the Programme

The Certificate Programme in Early Childhood Special Education Enabling Inclusion Intellectual Disability holds immense relevance in the context of the National Education Policy (NEP) 2020, which emphasizes inclusivity and equitable education for all learners. This Programme aligns with the NEP 2020's vision to transform the educational landscape in India, ensuring that no child is left behind, regardless of their abilities.

First and foremost, the NEP 2020 underscores the importance of early childhood care and education, recognizing the critical role of early interventions in a child's development. By focusing

on early childhood special education for children with Intellectual Disability, this Programme addresses the needs of this specific demographic group from the foundational years onwards. Early identification and support for children with Intellectual Disability can significantly impact their cognitive, social, and emotional development, setting the stage for lifelong learning.

Furthermore, the NEP 2020 promotes a multi-disciplinary approach to education, fostering collaboration among various stakeholders, including educators, parents, caregivers, and experts. The collaborative nature of this Certificate Programme, involving the School of Continuing Education (SOCE), the National Centre for Disability Studies (NCDS), and the Rehabilitation Council of India (RCI), exemplifies the NEP 2020 emphasis on partnerships for inclusive education.

Moreover, the NEP 2020 advocates for the integration of special education into mainstream education, promoting inclusive classrooms where students with disabilities can learn alongside their peers without disabilities. By training educators and caregivers in early childhood special education for Intellectual Disability, this programme contributes to building a more inclusive educational system that accommodates the diverse needs of all learners. The graduates of this Programme will be able to provide specialized support to regular teachers to fulfill all the developmental needs of young children in their classrooms.

The NEP 2020 also recognizes the importance of technology in enhancing accessibility and promoting personalized learning experiences. In this regard, the Programme emphasis on practical training and hands-on experiences equips participants with the skills to leverage assistive technologies and innovative teaching methods to create an inclusive and engaging learning environment for children with Intellectual Disability.

5.3 Target Group

Qualification: Any person who has the minimum eligibility of 12th pass to individuals with advanced degrees in in any field including education, psychology, healthcare can apply for the Programme.

Gender: Inclusive and open to learners of all genders.

Age group: 18 Years and above

Employment status: The Programme is appropriate for individuals who are currently employed in the field of education, healthcare, or related sectors, as well as those who are unemployed or seeking new career opportunities.

Area of residence: Both rural and urban areas depending upon the availability of Work Centres.

5.4 Aims and Objectives of the Programme of Study

The aim of this Programme is to enable you to participate in the creation of an inclusive society that facilitates the full participation of children with disabilities and their families through networks and appropriate supports in a barrier-free environment.

The specific objectives of the Programme are:

- To develop a comprehensive understanding of disability and its types as per RPwD Act, 2016.
- To develop a comprehensive understanding of the fundamental concepts and principles of early childhood development

- To develop an understanding about developmental milestones and developmental delays during early childhood years.
- To develop an understanding about disability and an attitude of empathy and sensitivity towards persons with disabilities;
- To be aware of the importance of prevention and early detection of Intellectual Disability and to be able to screen children for disabilities and provide referral;
- To develop the conviction that a child with Intellectual Disability can learn and benefit from early intervention and education;
- To learn the strategies, methods and skills of providing early intervention and early childhood education to children so as to foster children's all round development including development of physical, motor, cognitive, language, socio-emotional and personal care abilities;
- To develop the skills of creating networks and partnerships with families of children with Intellectual Disability and professionals working for them;
- To know the various educational options and to facilitate the inclusion of the children in the home, school and community; and
- To adapt the physical, social and teaching-learning environment so as to provide the required support to the children to develop their potential, acquire concepts and develop abilities.

LEARNING OUTCOMES OF THE PROGRAMME

This Certificate Programmes will equip you with the knowledge, attitudes, strategies and skills to foster the all-round development of young children with Intellectual Disability and have a positive influence on their lives. This Certificate Programme will enable you to work as a member of an interdisciplinary team providing early intervention and early childhood education to children with Intellectual Disability up to the age of 6 years, in a various setting such as inclusive set ups and special schools. **The specific learning needs of the target group that will be addressed through this Programme are as follows:**

Knowledge: Acquire comprehensive understanding of the nature of Intellectual Disability, its impact on child development, and the specific educational strategies and interventions that can support children with Intellectual Disability during the early childhood years.

Attitudes: Develop positive and empathetic attitude towards individuals with Intellectual Disability, promoting inclusion, equality, and respect for their rights and dignity.

Strategies: Learn practical strategies and techniques for addressing the unique learning and developmental needs of children with Intellectual Disability during the early childhood years, including individualized educational plans, assistive technology, and adaptive teaching methodologies.

Skills: Acquire a wide range of skills, including effective communication with children with Intellectual Disability, mobility training, collaboration with families and interdisciplinary teams, assessment and evaluation techniques, and the ability to create inclusive learning environments.

Ethical Standards: Adherence to ethical considerations involved in working with children with Intellectual Disability, such as maintaining confidentiality, respecting cultural diversity, and upholding professional standards of practice.

5.5 Programme Details Offer and Coverage

The CESEIID Programme is offered in July and January sessions of every year. It is offered through RCI approved Work Centres as given in (Annexure 1).

Eligibility for Admission

Anyone who has passed 10+2 or equivalent examination of a Board recognized by IGNOU.

Duration

According to IGNOU'S policy of flexibility the Programme can be completed in a minimum of one year and a maximum period of 3 years, i.e., admission is valid for 3 years.

Medium of Instruction and Examination

Presently CESEIID is offered by the University through the medium of English. At present printed course material and assignments are sent to learner in the medium of English. Later on, it would be translated in Hindi. Learner may submit the assignments and attempt the term-end examination in English and Hindi languages.

Programme Fee

The Programme fee is ₹7800/-. This includes Participation in counselling sessions and the guidance for Project Work that will be provided by the Work Centres.

5.6 Programme Framework and Contents

The Programme comprises three Theory Courses and two Project Work courses. The Programme is of 40 credits. The ratio of Theory Courses and Project Work is 60:40. This works out to 24 credits of theory and 16 credits of Project Work. In terms of hours, it is 720 hours of theory and 480 hours of practicum in the form of Project Work. All Theory Courses and both Project Work courses are compulsory.

Table 5.1 The structure of the Programme and the credit weightage of Courses are as follows:

Code	Name of the Programme	Credits	Code
CESEIID	Certificate in Early Childhood Special Education Enabling Inclusion- Intellectual Disability	40	CESEIID
Course Code	Title of the Course	Type of Course	Credits
BCD-101	Introduction to Disability	Theory	8
BCD-106	Foundations of Early Childhood Development and Education	Theory	8
BCD-107	Early Intervention and Early Childhood Education for Children with Intellectual Disability	Theory	8
BCDP-105	Project Manual-1: Individualized Family Support Plan (Parent- Infant Programme)	Project	8
BCDP-106	Project Manual-2: Individualized Education Plan and Group Teaching (Preschool Programme)	Project	8
Total Credits			40

Course wise Details

Course 1: Introduction to Disability (Theory- 8 Credits)

This is the first theory Course of the Programme titled ‘Certificate in Early Childhood Special Education Enabling Inclusion (Intellectual Disability)’. Its purpose is to develop in you an understanding of the 21 disabilities recognized under RPwD Act, 2016. This course provides a comprehensive understanding of disabilities as outlined by the RPwD Act 2016 and also equips learners with foundational understanding of these diverse conditions, fostering a more inclusive and informed perspective towards individuals with disabilities. Disabilities, as defined by the Rights of Persons with Disabilities (RPwD) Act, 2016 in India, encompass a wide range of conditions that significantly impact individuals' lives. Understanding these definitions and types is vital because it informs policies, support systems, and societal attitudes towards individuals with disabilities. Through this course, divided into five comprehensive blocks, you will explore the evolving perspectives on disability, various sensory, intellectual, mental, and locomotor disabilities, as well as other specific conditions.

Block 1 of the course, “Paradigm Shift in Disability,” describes the evolving perspectives towards disability. It introduces you to the types, causes, and prevention of disabilities and provides an overview of the Rights of Persons with Disabilities (RPwD) Act, 2016 and NCFES 2022. This block helps learner in exploring the significant legislative and social shifts that influence our understanding and approach to disability. Block 2, “Sensory Disabilities,” focuses on disabilities related to the senses. This block covers intellectual disability, low vision, deafness, hard of hearing, and speech and language disabilities. It aims to provide detailed insights into how these sensory impairments affect individuals and the specific needs and interventions required to support them. Block 3, “Intellectual Disability and Mental Illness,” examines conditions that impact cognitive and mental functioning. You will learn about intellectual disability, specific learning disabilities, autism spectrum disorder, and mental illnesses. This block emphasizes understanding the unique challenges faced by individuals with these conditions and the importance of educational and support strategies. Block 4, “Locomotor Disability,” addresses disabilities affecting movement and physical functioning. It includes units on locomotor disability, muscular dystrophy, dwarfism, leprosy-cured individuals, acid attack victims, and cerebral palsy. This block provides comprehensive information on the physical and social impacts of these disabilities and discusses rehabilitation and support mechanisms. Block 5, “Other Disabilities,” covers a range of conditions not classified under the previous blocks. This block includes attention deficit hyperactivity disorder, hemophilia, sickle cell disease, thalassemia, Parkinson’s disease, multiple sclerosis, and multiple disabilities. It aims to broaden your understanding of the diverse nature of disabilities and the various medical, social, and educational interventions necessary for effective support.

Table 5.2: Course 1: Introduction to Disability (Theory- 8 Credits)

Block Title	Unit No.	Unit Title
Block 1- Paradigm Shift in Disability	Unit 1	Changing Perspectives Towards Disability
	Unit 2	Disability- Types causes and Prevention
	Unit 3	National Curricular Framework for Foundational Stage (2022)

	Unit 4	RPwD Act, 2016- An Overview
Block 2- Sensory Disabilities	Unit 5	Visual Impairment
	Unit 6	Low Vision
	Unit 7	Deafness and Hard of Hearing
	Unit 8	Speech and Language Disability
Block 3- Intellectual Disability and Mental Illness	Unit 9	Intellectual Disability
	Unit 10	Specific Learning Disability
	Unit 11	Autism Spectrum Disorder
	Unit 12	Mental Illness
Block 4- Locomotor Disability	Unit 13	Locomotor Disability
	Unit 14	Muscular Dystrophy
	Unit 15	Dwarfism
	Unit 16	Leprosy Cured
	Unit 17	Acid Attack Victims
	Unit 18	Cerebral Palsy
Block 5- Other Disabilities	Unit 19	Attention Deficit and Hyperactivity Disorder
	Unit 20	Hemophilia
	Unit 21	Sickle Cell Disease
	Unit 22	Thalassemia
	Unit 23	Parkinson's Disease
	Unit 24	Multiple Sclerosis
	Unit 25	Multiple Disabilities

Course -2: Foundations of Early Childhood Development and Education (Theory- 8 Credits)

This Course provides a comprehensive understanding of the fundamental concepts and principles related to early childhood development and disabilities. It aims to equip learners with the knowledge and skills necessary to support the development and inclusion of children with disabilities, particularly those with Intellectual Disability, in early childhood settings.

The Course is divided into **five blocks**, each covering specific topics.

Block 1 lays the groundwork for understanding basic concepts of child development. It explains the critical periods in child development, emphasizing their significance in shaping future outcomes.

The block addresses the interplay of heredity and environment, illustrating how both elements contribute to a child's growth and development.

Block 2 focuses on developmental milestones during early childhood, this block provides an in-depth exploration of various dimensions of growth. It examines physical development, tracing the changes in body size and function and discusses fine and gross motor development, emphasizing the progression of movement skills. It covers concept development, investigating how children begin to understand their world and cognitive and language development, respectively, highlighting the emergence of thought processes and communication skills. Lastly the block explores the stages of socio- emotional development, underscoring the importance of emotional regulation and social interactions during this critical phase.

Block 3 emphasizes the role of family and society in the development of children, particularly children with disability. It discusses the fundamental needs and rights of children, advocating for their protection and welfare. It focuses on the unique challenges faced by children with disabilities and their families, exploring how family dynamics and support systems influence development. Finally, block addresses the importance of building positive attitudes toward children, fostering an inclusive environment that recognizes and respects their rights and capabilities.

In **Block 4** is dedicated to the principles and practices of early childhood special education. It introduces the meaning and significance of early childhood special education, highlighting its role in promoting optimal development. It discusses various service delivery models for early intervention, emphasizing the importance of timely support for children with special needs. It explores educational approaches and opportunities available to these children, and focuses on planning for inclusion in preschool settings. Block addresses the significance of play in development and examine factors affecting play, recognizing its vital role in learning and socialization.

Block 5 examines the role of government policies and initiatives in supporting children with disabilities and fostering accessible environments. It reviews education policies, legislations, programmes, and schemes designed to enhance the quality of education for children with disabilities. It outlines specific government-supported schemes, concessions, and entitlements aimed at improving accessibility. It provides insights into the concepts of access, accessibility, and barriers faced by children. it explains different types of barriers as physical, social, psychological, print etc. Finally, block focuses on removing architectural barriers in buildings and making community spaces accessible, highlighting the importance of universal design a barrier-free environment in promoting inclusivity and universal learning design for equal opportunities in education for all children.

Overall, Course-2 provides a solid foundation in early childhood development and disability, equipping learners with the necessary knowledge and understanding to promote inclusive practices in early childhood settings, specifically focusing on Intellectual Disability.

Table 5.3- Course 2: Foundations of Early Childhood Development and Disability (Theory)

Block Title	Unit No.	Unit Title
Block 1- Introduction to Child Development	1.	Basic Concepts in Child Development
	2.	Critical Periods and Principles of Development
	3.	Factors Influencing Development
	4.	Influence of Heredity and Environment on Development
Block 2- Milestones of Development During Early Childhood	5.	Physical Development during Early Childhood
	6.	Motor Development during Early Childhood
	7.	Concept Development during Early Childhood
	8.	Cognitive Development during Early Childhood
	9.	Language Development during Early Childhood
	10.	Stages of Socio-emotional Development during Early Childhood
Block 3- The Child in the family and Society	11.	The Needs and Rights of Children
	12.	The Child with Disability and the Family
	13.	Building Positive Attitudes
Block 4- Early Childhood Special Education	14.	Early Childhood Special Education- Meaning and Significance
	15.	Services Delivery Models for Early Intervention
	16.	Educational Approaches and Opportunities
	17.	Planning for Inclusion in Preschool
	18.	The importance of Play in Development
	19.	Factors Affecting Play and Kinds of Play
Block 5- Government Support for Children with Disabilities and Barrier Free Environment	20.	Education Policies, Legislations, Programmes and Schemes of The Government
	21.	Government Supported Schemes Concessions and Entitlements
	22.	Understanding Access, Accessibility and Barriers
	23.	Removing Barriers in Buildings (Architectural Barriers)
	24.	Making Community Spaces Accessible

Course 3: Enabling Inclusion in Early Childhood for Children with Intellectual disability (Theory- 8 Credits)

The purpose of this Course is to provide a detailed understanding of the disability condition 'Intellectual Disability'. As a teacher/community facilitator working with children with disabilities, you have a crucial role in facilitating their all round development. As a first step in your preparation for this role as a facilitator, you yourself need to be convinced about the potential of children with

disabilities and acknowledge that disability is not a barrier to living a fulfilling and enriched life. Your convictions will help you in spreading awareness and carry out advocacy to remove prejudices. The purpose of this Theory Course 3 – BCD -107, is to equip you to perform the various roles outlined above, so that you may have a positive influence on the lives of those you are associated with. The hope is that this orientation and sensitization would get communicated to all, paving the path for a more inclusive society. This course BCD-107 comprises 4 Blocks. **Block 1** focuses on nature of intellectual disability, prevention, some associated disabilities, assessment, diagnosis and referral ad assessment of Individualized Educational Plan for children with intellectual disability. **Block 2** of the course is dedicated to the learning process, teaching strategies, and methods aimed at promoting the physical development of children with intellectual disabilities. The teaching strategies are examined comprehensively within the frameworks of task analysis and reinforcement. Detailed discussions are provided regarding strategies for enhancing gross and fine motor skills, as well as communication skills. **Block 3** focuses on the promotion of daily living skills, the enhancement of social and personal competencies, functional academics, and cognitive development, all aimed at preparing children with intellectual disabilities for primary school. Cognitive development is explored in depth under the categories of sensory development and concept formation. Additionally, the area of functional academic skills is addressed, with specific examples related to reading, writing, and numeracy. **Block 4** centers on leisure and recreational activities, the integration of Information and Communication Technology (ICT) into the teaching-learning process, and the understanding and management of common challenging behaviors observed in children with intellectual disabilities.

Course 3: Enabling Inclusion in Early Childhood for Children with Intellectual Disability

Course 2: Enabling Inclusion in Early Childhood for Children with Intellectual Disability (Theory- 8 Credits)		
Block	Unit No.	Unit Title
Block 1- Nature and Effect of Intellectual Disability and Cerebral Palsy	1.	Nature and Characteristics of Intellectual Disability
	2.	Causes and Prevention of Intellectual Disability
	3.	Some Associated Disabilities
	4.	Assessment for Diagnosis and Referral
	5.	Assessment for IEP
	6.	Individualized Programme Planning
Block 2- Assessment and Programme Planning	7.	The Process of Learning
	8.	Teaching Strategies: Task Analysis
	9.	Teaching Strategies: Reinforcement
	10.	Fostering Gross Motor Development
	11.	Fostering Fine Motor Development
	12.	Developing Communication Skills
Block 3- Curriculum and Strategies	13.	Training in Daily Living
	14.	Activities for Teaching Daily Living Skills
	15.	Enhancing Social and Personal Skills
	16.	Fostering Cognitive Development: Sensory Development
	17.	Fostering Cognitive Development: Concept Development

	18.	Teaching Functional Academics: Reading and Writing
	19.	Teaching Functional Academics: Numeracy
	20.	Activities to Support Primary Schooling
Block 4- Managing Children with Intellectual Disability	21.	Leisure and Recreational Activities
	22.	ICT in Teaching Learning (New Unit)
	23.	Difficult Behaviours: Causes and Techniques for Management
	24.	Some Types of Difficult Behaviours

Project Work

The Course consists of two Project Manuals: Project Manual-1 and Project Manual-2. Each manual focuses on a specific aspect of Project Work related to early childhood special education and enabling inclusion for children with intellectual disability. For details you may refer to Project Manuals. Through the completion of these Project Work, learners will have the opportunity to apply theoretical knowledge to real-life scenarios. They will develop essential skills in planning, implementing, and evaluating individualized and group-based interventions for children with intellectual disability. This practical experience will enhance their abilities as early childhood special education professionals and enable them to create inclusive and supportive learning environments for children with intellectual disability.

Course -4: Project Manual 1- Individualized Family Support Plan for Children with Intellectual disability (BCDP-105)

This Project Work requires you to work with a child between 1 to 3 years of age and prepare and implement an **Individualized Family Support Plan (IFSP)**. You could work with a child below one year if you are comfortable. This Project Work -A **comprises 10 practical activities**. Each of these has been described in detail further in Part 1 of the Project Manual 1.

Course 4: Project Manual 1: Individualized Family Support Plan (8-Credits)

Practical 1	Collecting Background Information about the Child and the Family
Practical 2	Observing the Child and the Family
Practical 3	Interviewing the Child's Family members
Practical 4	Ecological Assessment
Practical 5	Conducting Functional Assessment of the Child
Practical 6	Developing A Detail Profile of the Child and the Family
Practical 7	Identifying Half-yearly Goals and Developing Objectives
Practical 8	Making Individualized Family Support Plans for Intervention
Practical 9	Scheduling an Activity Plans over the Two-month Duration
Practical 10	Implementing the IFS Plan, Writing Reports of IFSP Sessions and Evaluating the Child's progress

Course -5: Project Manual 2- Individualized Education Plan for and Group Teaching (BCDP-106)

This Project Work requires you to work with a child between 3 to 6 years of age and prepare and implement an **Individualized Education Plan (IEP) and Group Teaching**. In the text we have referred to IEP as “Intervention Plan” and “Teaching Plan” as well. Thus, the terms ‘IEP’ or “Intervention Plan” or “Teaching Plan” mean the same thing. You could work with a child below one year if you are comfortable. This project manual 2 **comprises 10 practical activities**. Each of these has been described in detail further in Part 1 of the Project Manual B.

In Part II of Project Manual 2 you will teach 4-6 children together in the age group 3-6 years using a topic/ theme. Take a group of four children if they are all children with intellectual disability. It can be a group of six children if it is an inclusive group, comprising children with intellectual disability and those without disability. In these practicals, learners will first select topics or themes along with their respective sub-topics or sub-themes. Next, they will develop group activity plans based on the identified sub-themes. Finally, they will implement the group activity plan on a daily basis, monitor and record the children’s progress, and conduct a summative evaluation to assess overall outcomes.

Course 5 : Project Manual 2: Preschool Programme; Individualized Education Plan and Group Teaching (8-Credits) Part -I

Practical 1	Collecting Background Information about the Child and the Family
Practical 2	Observing the Child and the Family
Practical 3	Interviewing the Child’s Family members, Teachers and the Child
Practical 4	Ecological Assessment
Practical 5	Conducting Functional Assessment of the Child
Practical 6	Developing A Detail Profile of the Child and the Family and the School
Practical 7	Identifying Annual Goals and Developing Objectives
Practical 8	Making Individualized Education Plans for Intervention
Practical 9	Scheduling the Teaching Plans/IEP over the Two-month Duration
Practical 10	Implementing the IEP Plans, Writing Reports of IEP Sessions and
	Evaluating the Child’s progress
Part -II	
Practical 11	Selecting Topics/Themes and Sub-topics/Sub-themes
Practical 12	Developing Group Activity Plans for the Activities Identified for the Two Sub-themes
Practical 13	Daily Implementation of Group Activity Plan, recording Children’s progress and Summative Evaluation

Aim of Project Work

The purpose of Project Work is to enable you to acquire skills of working with young children with intellectual disability. You will develop the skills of

1. Identifying themes of teaching-learning, and planning activities based on the theme to achieve four- monthly objectives and, finally, annual goals laid out for each child
2. Implementing these activities among children with intellectual disability
3. Evaluating children's learning and your own teaching strategies.

6. DELIVERY SYSTEM

Registration and Enrolment

For the July & January session, you have to register for the Programme. The Admission Forms can be submitted online through Online Admission System at <https://ignouadmission.samarth.edu.in/> by the Indian Student. Currently, the facility is available for the Programmes offered through Common Prospectus except entrance test based Programmes. The prospective learners are required to create their user ID and password for logging in the system and upload the required documents along with the submission of the Admission Form. There is no need to send the printed copy of the Admission Form to the Regional Centre. The Programme fee can be paid online using payment Gateway through net banking, debit/credit card or UPI. Once the admission form is submitted online, the students can track the progress of their admission. A message is sent on the mobile number and email ID registered with the System once admission is confirmed. In case of any discrepancy in the Admission Form, the prospective students are advised to remove the discrepancy within a stipulated time. Failing to do so will lead to rejection of admission form. The prospective learners submitting the Admission Form through this System can download the Prospectus free from IGNOU website <http://www.ignou.ac.in>. However, fee as prescribed from time to time will be charged as registration fee along with the Programme fee.

IGNOU Admission 2024: Application & Fee

A step-by-step process of filling IGNOU registration form is as follows:

Step 1.1: Visit the official website of IGNOU. Click on 'Register Online' and then on 'Fresh Admission'. IGNOU application process is completely online. Candidates willing to apply must visit the official website and fill out the form.

Step 1.2: Click on For Merit Based Programmes of SOCE (CESEIID).

Step 1.3: Click on New Registration Option.

Step 1.4: Log in using the credentials created during the registration process, fill out the form, pay the registration fee of Rs. 500/- and submit it.

Step 1.5: After the scrutiny of Applications at IGNOU, you will receive Admission Offer Letter.

Step 1.6: After receiving the offer letter, you are required to pay the Admission Fees (Rs. 7,800/-).

Step 1.7: Once the admission process is completed, the selected student will receive admission confirmation via email or on the student portal

List of Documents Required during IGNOU Admission:

The list of documents required during IGNOU admissions is as follows:

- Passport size photograph
- Identity card
- Academic certificate (s)
- Birth certificate or documentary proof of birth
- Experience certificate, if applicable

Dispatch of Printed Study Material

The Material Production and Distribution Division (MPDD) is one of the most important subsystems of the Distance Education and Open Learning System. Material Production & Distribution Division handles the production and distribution of self- instructional material for various Programmes and courses of the University. It is responsible for timely printing and dispatch of study materials to the learners as well as to Regional Centres/Work Centres of IGNOU. It also undertakes the activity of synchronization of production of materials, printing the required number of these materials, storing and inventory control of these materials and dispatching them to the individual learners (course-wise and medium-wise), IGNOU's RCs/SCs through the postal system. By nature the entire task is a complex operation and is compounded by a large number of students changing their addresses, medium of instruction and courses very often.

The University has taken a decision to offer option of e-material to the students. Those students who have opted for e-material will be given discount of 15% on the Programme Fee. This is also a way to encourage the learners towards e-learning.

To Check IGNOU Study Material Status

Candidates need to provide their 9- or 10-digit enrollment number which they received at the time of receiving of admission confirmation message. They need to enter the enrolment number and click on submit to find the current status of study material dispatch from IGNOU.

Digital Study Material and Assignments

The University has a provision to provide soft copy of the self-learning material in place of printed material. A learner opting for the soft copy will be given a discount of 15% in the Programme Fee. The Option to this effect has to be indicated by the learners while filling in the Online Admission Form. Such learners will not be given printed self-learning material. The University has digitized the study material for different programmes. The digitized material is available on e-Gyankosh, the digital repository of the University. The University encourages the use of digital study material. It has been decided that as an incentive 15% concession shall be given to the students who opt for digital study material in place of printed study material. The University sends study material to all the students and if a student does not receive the same for any reason; whatsoever, the University shall not be held responsible for that. Assignments for the current session are made available on the website. Students are advised to download the same. For non-receipt of study material, learners are required to write to the Registrar, Material Production and Distribution Division, IGNOU, Maidan Garhi, New Delhi – 110 068.

7 OPERATIONAL SCHEDULE

Operational Schedule for the Students enrolled for the **July Session**

- **September - October:** Dispatch of the self-learning materials
- **31st March of subsequent year:** Submission of Term-end Examination Form
- (Online) and Assignments (at the Study Centre).
- **June of subsequent year: Term-end Examinations: Completion of the Programme. Issue of Grade Card & Provisional Certificate (GCPC) (by post)**
- Award of Original Diploma (In the Convocation)

Operational Schedule for the Students enrolled for the **January Session**

- **March - April:** Dispatch of the self learning materials to the students.
- **30th September of that year:** Submission of Term-end Examination Form
- (Online) and Assignments (at the Study Centre).
- **December of that year:** Term-end Examinations
- **Completion of the Programme:** Issue of Grade Card & Provisional Certificate (GCPC) (by post)
- Award of Original Diploma (In the Convocation)

This is the schedule if you want to complete the Programme in one year. However, if due to any unavoidable reasons, you are unable to complete the Programme within one year, please do not feel tense and worry about it. You can complete the Programme in a duration of up to 3 years. There is flexibility in assignment submission and taking of term end examination, as explained further, that enables you to complete the programme in the subsequent session(s), but within the maximum period of three years.

If you could not complete assignments or examinations of any Course in one year, then you can complete them in the next session. The assignments for theory Coursers are uploaded once on the University website in January of the particular year and these assignments are valid for the two admission cycles/ admission session of that year – January and July. In case you miss to submit your assignment by the last date of assignment for the session for which you are enrolled, you have to do the assignments meant for the next year. This means that if you are enrolled in July 2024 session and you miss to submit the assignment till 30th March 2025, you would need to take the next assignment for July 2025 session which will be uploaded on the University website in January 2026. Similarly, if you are enrolled in July 2024 session and miss to submit the assignment till 31st March 2025, you would need to take the next assignment for July 2025 session which will be uploaded on the University website in January 2026.

You may appear for term-end examination of one or more Courses at a time. Please note that normally examinations in all the five Courses will be held two times every year - June and December. However, in the first year of admission you can take the examination for any or all Courses only after one year. This means that if you have enrolled for July 2024 session, you can take TEE for the first time in June 2025. After that, you can take the examination in June and/or December of each year, till your registration remains valid. So, in the three year period, which is the maximum duration of the programme, you have 5 opportunities to sit for the examination.

8 EVALUATION

8.1 Evaluation of Theory Courses

The Course 1, 2 and 3 of the Certificate Programme are theory courses. The evaluation for theory courses comprises two aspects:

- Continuous Evaluation – one compulsory assignment for each theory Course
- Term-End Examination (TEE) – one for each theory Course

You are required to score at least 40% marks in both continuous evaluation (assignments) as well as Term End Examination of each Course separately. In the final result all the assignments of a Course carry 30% weightage, while 70% weightage is given for Term End Examination.

Table 8.1: Evaluation Methodology for Theory Courses 1, 2 and 3

Course	Continuous Assessment		Term End Examination	
	Component(s)	Weightage	Component(s)	Weightage
1	Assignment	30%	Term End Examination	70%
2	Assignment	30%	Term End Examination	70%
3	Assignment	30%	Term End Examination	70%

8.2 Evaluation of Project Work

There is one level of evaluation for each component of the Project Work 1 & 2. Supervision: At the Work Centres by the Supervisor

Each Practical Activity of each Project Work, including your interactions with the child and the family, conduct of Activity Sessions/ Teaching Sessions at the child's home or early childhood education centre and the written records you develop for each practical, will be guided by the Supervisor. The Supervisor will provide the project completion certificate that needs to be sent along with project files to the Headquarter. The learner also need to submit the Self Certification of original work along with the project file. Format of both the certificates is provided at the end of Project Manuals.

Project File: All the written records of each practical activity of each Project Work 1, and 2 have to be compiled together as Project File. You will have two Project Files - one each for Project Work 1, and 2. Both the Project Manual 1, and 2 needs to be done under the guidance of the Supervisor at the work centre. After completion of the project send the Project Files at following address stating the name of the Certificate Programme clearly on the cover:

Project Manual 1, and 2 for Certificate in Early Childhood Special Education Enabling Inclusion - Intellectual disability (CESEIID)

Block 3, Room No. 19 Student Evaluation Division

Indira Gandhi National Open University Maidan Garhi

Keep a photocopy of all the Project Files with you before posting them. In case Project File is misplaced, you can submit the photocopy.

Evaluation of the Project

The evaluation of the Project file will be done at IGNOU Headquarter by a panel of experts and they will enter the marks in Annexure A of each project file.

8.3 Marking Scheme

The performance of the students will be assessed under 'Numerical Marking Scheme'. Depending on the percentage of marks secured by a candidate, the divisions will be awarded as follows:

I Division with Distinction (if applicable) 75% and above

I Division - 60% to 74.9%

II Division - 50% to 59.9%

III Division - 40% to 49.9%

Unsuccessful - Below 40%

The notional correlates of the letter grades and percentage of marks are mentioned in Table 2.

Table 2: Correlates of the Letter Grades and Percentage of Marks

Qualitative Value	Letter Grade	Percentage of Marks
Excellent	A	70
Very Good	B	60
Good	C	50
Satisfactory	D	40
Failure	E	Below 40%

9 ASSIGNMENTS

Assignments are an integral and compulsory component of the instructional system and constitute a part of continuous evaluation. The purpose of assignments is to provide you an opportunity of articulating your assimilated knowledge and understanding into written form and also to test your capacity of transferring the theoretical learning from the Courses to practical situations. Thus, the assignments practically enhance your understanding as well as skills of articulation and expression in writing.

You will have to do one assignment for each theory course. Each assignment is of 100 marks and carries 30% weightage towards the final evaluation of the Course. You will have to work on these assignments and should submit the assignment responses to the Coordinator of the allotted Work Centres in accordance with the given assignments' submission schedule. As explained in section titled 'Operational Schedule', irrespective of the year and session of the registration, you need to submit the latest assignments uploaded on the website. You will not be allowed to appear for the Term End Examination (TEE) for any Course if you have not submitted the assignment in time for that Course. If you appear in Term End Examination without submitting the assignments, the result of the TEE would be liable to be cancelled. Therefore, you are advised to take your assignments seriously. All the assignments are Tutor Marked Assignment (TMA) which shall be evaluated by the academic counselor. There will be one assignment for each theory Course.

Assignments are to be downloaded from IGNOU website (www.ignou.ac.in) at student's zone. Normally, the assignment marks are declared along with the Term End Exam results. Link for downloading assignments: <https://webservices.ignou.ac.in/assignments/>

Instructions

- 1) The top of the first page of your response sheet should look like this:
 - Name:
 - Enrollment No.:
 - Programme Title:
 - Course Title:
 - Course Code:
 - Full Address:
 - Assignment Code:
 - Name of your Work Centre:
 - Date:
 - Signature:
- 2) Use A-4 size plain or ruled paper for your responses, write on both sides with margin and tie all the pages carefully Course wise.
- 3) Write the question number with each answer. The assignment responses should be complete in all respects. Before submission you should ensure that you have answered all the questions in all assignments. Incomplete assignments bring you poor grades.
- 4) You should write in your own handwriting and only handwritten assignments are accepted.
- 5) Write each assignment separately. All the assignments should not be written in continuity.
- 6) Last date for submitting the assignments for July Session is 31st March of the next year and for January Session is 30th September.

Guidelines

- 1) **Planning:** Read the assignments carefully. Go through the self-learning material on which they are based. Make some points regarding each question and then rearrange these in a logical order. Do not copy your answers from the Units/Blocks
- 2) **Organization:** Be a little more selective and analytical. Give attention to your introduction and conclusion. The introduction must offer your brief interpretation of the question and how you propose to develop it. The conclusion must summarize your response to the question.

Make sure that your answer

- a) is of the approximate words as stated for each question for each question;
 - b) is logical, coherent and has clear connections between sentences and paragraphs;
 - c) is written correctly giving adequate consideration to your expression, style and presentation;
- 3) **Presentations:** Once you are satisfied with your answers, you can write down the final version for submission, writing each answer neatly and underline the points you wish to emphasize.

- 4) **Submission:** You have to send the assignment-responses to the Work Centres you are attached to as per schedule. The instructions given in the assignments should be kept in mind while you prepare and submit the assignment responses.
- 5) If you do not complete the assignments according to time schedule of the relevant academic session, then you have to attempt the new assignment questions of the next session and submit the assignment responses according to the schedule of that session.
- 6) Do not copy from the response sheets of other learners. If copying is noticed, the assignments of such learners will be rejected.
- 7) Once you get the pass grade in an assignment, you cannot re-submit it for improvement of grade. Assignments are not subject to re-evaluation except for factual errors, if any, committed by the evaluator.

The discrepancy noticed by you in the evaluated assignments should be brought to the notice of the Coordinator of the Work Centre, so that the correct score is forwarded by him to the Student Evaluation Division at Headquarters. Score communicated by the Work Centre through any mode other than the award list will not be acceptable to the University for taking your score of assignments on your record. In case you find that the score indicated in the assignment sheet of your Tutor Marked Assignment has not been correctly reflected or is not entered in your grade card, you are advised to contact the Coordinator of your Work Centre with a request to forward correct award list to the Student Evaluation Division (SED) at the Headquarters.

Do not enclose or express doubts for clarification if any about study material or assignment along with the assignment. Send your doubts in a separate cover to the Programme Coordinator or Director of School of Continuing Education at IGNOU, Maidan Garhi, New Delhi-110068. Give your complete enrolment number, name, address, phone/mobile number, title of the Course, and the number of the Unit or the assignment, etc. on top of your letter.

We strongly advise you not to copy the assignments, Supervised Practicum and Project work from each other's work or to buy these from the Market. Use of any such unfair means will lead to your work being disqualified and you will have to do the assignment again.

10 TERM END EXAMINATION

The Term End Examination (TEE) is a major component of the evaluation system of theory Courses with 70% weightage for each Course in the final result. There is one term-end examination paper for each Course, i.e., you will have to clear all three papers towards completing the certificate Programme. Each paper is of **three hours duration** and will be marked out of 100 Marks which will later be converted into 70% weightage.

The term end written examination may comprise:

- essay-type questions testing analytical and conceptual comprehension.
- case materials/problem-solving activities/practical questions.
- short answer questions and objective questions.

Learners who do not qualify in the Term End Examination can reappear in the next examination. However, you need to successfully complete all the Courses within 3 years of your registration, i.e., during the admission validity period.

The University conducts term-end examination (TEE) twice a year i.e. in June and in December of every year. **Please see the details mentioned in the section on 'Operational Schedule' to appear**

for TEE under each cycle. In case you fail (less than 40%) in the TEE, you will be eligible to reappear in the next TEE for that Course, till the final span of the Programme i. e. prior to completion by you of the maximum duration of 3 years. However, please note that you can appear for examination for the first time only after completion of one year.

Examination date-sheets (schedule which indicate the date and time of examination for each Course) are notified through the IGNOU website.

It is a pre-requisite to submit the online examination form with prescribed fee (revised from time to time) per Course. Only one form is to be submitted for all the Courses you are appearing in TEE. You can choose examination centre anywhere in India from the list of centres notified in the IGNOU website. The code of your chosen centre is to be filled up as Examination Centre Code. The exam centre will be allotted on first come first serve basis. In case the sitting at the centre has exhausted you can select the alternate centre. However, if Examination Centre chosen by you is not activated, you will be allotted to any other Examination Centre under the same Region. Change of Examination Centre, once allotted, is not permissible under any circumstances.

The dates for submission of examination forms are given below.

For June TEE	For December TEE	Fees	Late fee	Mode of submission
1 st March to 31 st March	1 st September to 30 th September	Examination fee @ ₹200/- per Course (revised from time to time)		Online submission www.ignou.ac.in
1 st April to 20 th April	1 st October to 20 th October		₹300/-	
21 st April to 30 th April	21 st October to 31 st October		₹500/-	
1 st May to 15 th May	1 st November to 15 th November		₹1000/-	

Please ensure:

- Assignment(s) as applicable for the Course(s) filled for appearing in the TEE has been submitted.
- Registration for the Course(s) is valid and not time barred.
- Minimum duration (one year) for appearing in Course(s) has been completed.

University uploads Hall Ticket / Examination Intimation Slip of the term-end examination on the University's website: www.ignou.ac.in. Students can download the same for the examination purpose from the website.

11 GENERAL INSTRUCTIONS

- A record of your progress is maintained at IGNOU, New Delhi.
- Please save all the information that University sends you and keep the Programme Guide handy.
- Do write to us if you have any difficulties while working through the Programme. Remember to intimate the relevant authority sufficiently in advance, if there is any change of address. This will help the concerned authority to send you course material, any information and letters promptly, without any delay or the risk of their being lost.

- Please try to attend as many counseling sessions as possible so as to get the best out of the Programme.
- When you receive the study materials, read the Units carefully and note down the important points. You can use the space in the broad margin of the printed pages for making notes and writing your comments.
- Answer 'Check Your Progress' questions and complete 'Activities' given in the study materials. Please remember, the answers to them are not to be sent to us. The purpose is to enable you to evaluate your own performance and keep you on the right track. They will enhance your comprehension of the subject matter. You can compare your answers to Check Your Progress questions with those given at the end of the Unit.

12 ONLINE FACILITIES

Please visit the IGNOU website (www.ignou.ac.in) from time to time for the general updates. A few important links under the site are enlisted here.

- i) **Schools of Studies:** Where you will get the information about the Programme offered by different schools. The CESEIID Programme is offered by the School of Continuing Education (SOCE).
- ii) **Students Support:** Results; download facilities for assignment, old question papers; queries about admission, registration, material despatch details, address checking, convocation; TEE date sheet; examination form; campus placement, prospectus etc.
- iii) **Divisions:** Under this section, there are links for Material Production and Distribution Division, Regional Service Division, Student Registration Division and Student Evaluation Division.
- iv) **Student Registration Division:** This link will give you information about admission.
- v) **Student Evaluation Division:** This link gives information about TEE and results.
- vi) **Electronic Media Production Centre:** You will get the information about the Interactive Radio Counseling and Teleconferencing schedules.

13 SOME FORMS FOR YOUR USE

Annexure I: List of RCI Approved Programme Work Centres

Annexure II: Form for Change/Correction of Address

Annexure III: Form for Non-receipt of Materials

Annexure IV: Form for Early Declaration of Result of Term End Examination

Annexure V: Form for Obtaining Duplicate Grade Card/Mark sheet

Annexure VI: Form for Issue of Migration Certificate

Annexure VII: Form for Issue of Provisional Certificate

Annexure VIII: IGNOU Policy Regarding Sexual Harassment at the Workplace

Annexure IX: Student Satisfaction Survey

Note: 1. Forms for Term End Examination and Re-evaluation of Result of Term End Examination are to be submitted online (www.ignou.ac.in). Please check IGNOU website for change in the format, address, mode of submission and fee (if any) before submission of the form.

List of RCI Approved Work Centres (Annexure 1)

S. No	Regional Centre	Work Centre
1.	<p style="text-align: center;">Lucknow (RC LSC 2700)</p> IGNOU Regional Centre, 5-C/INS-1, Sector – 5, Vrindavan Yojna, Telibagh (Lucknow) Phone : 0522-2442832, E Mail : rlucknow@ignou.ac.in Facebook Page: Ignou RC Lucknow, Twitter : @IGNOULucknow	Suveera Institute for Rehabilitation and Disabilities, 102/83 A Maharishi Nagar Vistar Bhitoli Chauraha, IIM Road, Lucknow 226013 Phone: 9415101769,8935031769 Email: suveerawelfaretrust@gmail.com
2.	<p style="text-align: center;">RC Delhi -1 (RC LSC 4000)</p> IGNOU Regional Centre J-2/1, Block B-1, Mohan Cooperative Industrial Estate, Mathura Road, New Delhi - 110044 Contact No.: 011-46552431 Email: rcdelhi1@ignou.ac.in	Vision institute for Applied Studies, Plot No.: 40, Sector -20 B, H.U.D.A Near Traffic Training Park, Faridabad, Haryana Phone: 0129-2222175, 2222167, 9311305291 Email: director@srde.org , visionfbd@gmail.com
3.	<p style="text-align: center;">Shimla (RC LSC 1100)</p> Regional Director IGNOU Regional Centre Block No. 9, SDA Complex, Kasumpti, Shimla, HP-171009 Phone: +91-0177-2624612 / 2624613 Toll- Free Number - 1800 180 8055 Fax: +91- 0177-2624611 Email: rcshimla@ignou.ac.in	Composite Regional Centre for Skill Development, Rehabilitation & Empowerment of Persons with Disabilities, Sundernagar Near Mahamaya Temple, HP-175018, Phone: 01907-266638, 267638, 9816269638 Email: crcsnr@gmail.com , mssaini6367@gmail.com
4.	<p style="text-align: center;">Karnal (RC LSC 1000)</p> Ignou Regional Centre Plot No. 5, Sector-12 (Part-1), Urban Estate Karnal-132001 Haryana Email: rckarnal@ignou.ac.in	Renu Vidya Mandir Khewra-Meerut Road, Bahalgarh, Sonipat 131021 Phone:0130-6690 1 19 Mob:8572899973 Email: rvmharyana@gmail.com
5.	Saharsa (RC LSC 8600) IGNOU Regional Centre Saharsa Laxmi Niwas, Koshi Chowk, Saharsa – 852201, Bihar, E-mail: rcsaharsa@ignou.ac.in Phone: 06478-219015, 06478-295252	Deepalaya Institute for Mental Health & Rehabilitation Reg Off: Kailash Puri, Srinagar Hata, Purnea, 854301, (Bihar) Administrative Office : NH-31 Bypass Road, East of Newlal Chowk, Madhopara, Puria, Bihar Phone: 06454-240515, 9430059260 Email: deepalaya@wedecpalaya.org
6.	<p style="text-align: center;">Chennai (RC LSC 2500)</p> 84/1, PeriyarThidal, E.V.K. Sampath Salai, Vepery, Chennai - 600 007. Phone : 044 -2661 8338 / 8438 / 8039 / 8040 / 8489 E-mail : rcchennai@ignou.ac.in	Madhuram Narayanan Centre for Exceptional Children 18 Prakasam Street =T Nagar Chennai-600017 Ph.044-28340574 Email-mnc@balamandir.org
7.	<p style="text-align: center;">Jharkhand</p> Ranchi (RC LSC 3200) IGNOU Regional Centre Krishna Mall, 2nd Floor, Ashok Nagar Ranchi - 834002 Jharkhand. Ph No : 0651-2244677 / 2244688 / 2244699 Email rcranchi@ignou.ac.in	Deepshikha Institute for Child Development & Mental Health Ara Gate, Namkum, Ranchi Jharkhand Phone: 0651 - 2306203, 2207161. 2960080, 6570685, Mob: 9334423789 Email: deepshikhainfo@gmail.com deepshikha@inranchi.com
8.	<p style="text-align: center;">RC Delhi-2 (RC LSC 2900)</p> IGNOU Regional Centre Delhi-2 IAEA HOUSE 17-B Indraprastha Estate, Ring Road, New Delhi - 110 002 INDIA E-Mail: rcdelhi2@ignou.ac.in	Manovikas Comprehensive Rehabilitation and Research Centre, 60A Radhey Puri Extn-1, Swami Dayanand Marg, Near Jagat Puri Crossing, Delhi – 110051 Tel. No.: 011 - 49058710, 9911107772 Email: mcs@manovikas.co.in



**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
STUDENT EVALUATION DIVISION**

APPLICATION FORM FOR CHANGE OF ADDRESS/CORRECTION OF NAME

Date: _____

To
Registrar, SRD
IGNOU
Maidan Garhi
New Delhi-110068

<i>Please tick the appropriate box:</i>	
Change/Correction of Address	<input type="checkbox"/>
Correction of Name	<input type="checkbox"/>

THROUGH CONCERNED REGIONAL DIRECTOR

Enrolment No. Programme

Name (in caps)

1. DETAILS FOR CHANGE/CORRECTION OF MAILING ADDRESS

New Address	Old Address
.....
.....
.....
City Pin	City Pin
State	State

2. CORRECTION OF NAME

(For correction in the spelling of name please attach an attested photocopy of 10th class Certificate)

Name as recorded (IN CAPITAL LETTERS)

Correct Name (IN CAPITAL LETTERS)

Signature of Student

Phone/Mobile Number

For Office Use

Control Number Lot No. Date

The Regional Director

.....
.....
.....

Sub : Non-receipt of Study Material & Assignments

Enrolement No.

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Programme

--

Medium of Study

--

I have not received the study Materials/Assignments in respect of the following :

Sl. No.	Course Code	Blocks	Assignments
---------	-------------	--------	-------------

I have remitted all the dues towards the course fee and there is No change is my address given as follows :

Name and Address :
.....
.....
.....

Signature :
Date :

For Official Use

Date of despatch of study material/assignments to students



ignou
THE PEOPLE'S
UNIVERSITY

RULES & REGULATIONS FOR EARLY DECLARATION OF RESULTS

1. Request for early declaration of results will be entertained for final semester/year or maximum of 4 backlog courses only, subject to the following conditions:-
 - i) The student has been selected for higher study/employment and statement of marks/grade card is required to be produced to the institute by a particular date, which is before the prescribed dates of declaration of the University's results.
 - ii) The student has completed all the other prescribed components except the term-end examination of the courses, for which early evaluation has been sought.
2. Application for early declaration, for the reasons such as to apply for recruitment/higher study/post and promotion purpose etc. will not be entertained.
3. Application without enclosing documentary evidence specifying the reason for early declaration will not be entertained.
4. Application form must reach at the following address before the date of the examination for the course (s) for which early evaluation is sought:-

Sl.No.	Address of Evaluation Centre	Jurisdiction of Evaluation Centre
1.	Dy. Registrar Evaluation Centre Block-5, IGNOU, Maidan Garhi New Delhi-110068	All Examination Centres within Delhi-1, Delhi-2, Delhi-3, All Schools and Divisions at Hqs.
2.	Dy. Registrar Evaluation Centre, Periyar Thidal No.50, EVK Sampath Road Vepery Chennai – 600 007	All Examination Centres in Chennai, Hyderabad, Port Blair, Vijayawada, Trivandrum, Cochin, Bangalore, Madurai, Panaji, Nagpur and Sub-RC Vatakara.
3.	Dy. Registrar Evaluation Centre IGNOU Regional Centre 2 nd Floor, Biscomaun Tower W. Gandhi Maidan, Patna -800 001	All Examination Centres in Patna, Raipur, Bhuvneshwar, Koraput, Siliguri and Raghunathganj.
4.	Dy. Registrar Evaluation Centre, IGNOU Regional Centre, B-1/33, Sector-H, Aliganj Lucknow – 226 024	All Examination Centres in Lucknow, Varanasi, Aligarh, Dehradun, Noida, Karnal, Chandigarh, Khanna, Shimla, Jammu and Srinagar,
5.	Dy. Registrar Evaluation Centre, IGNOU Regional Centre, 1 st Floor, MSFC Building 270, Senapati Bapat Road, Pune-411016	All Examination Centres in Pune, Ahmedabad, Bhopal, Jabalpur, Jaipur, Rajkot and Mumbai.
6.	Dy. Registrar Evaluation Centre, IGNOU Regional Centre, H/No.71, GMC Road Christian Basti, Guwahati – 781 005	All Examination Centres in Guwahati, Itanagar, Imphal, Shilong, Agartala, Gangtok, Kohima and Aizwal.
7.	Dy. Registrar Evaluation Centre IGNOU Regional Centre Bikash Bhavan, 4 th Floor, North Block, Bidhan Nagar (Salt Lake City) Kolkata-700091.	All Examination Centres in Kolkata, Darbhanga and Ranchi.



Control No.....

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Maidan Garhi, New Delhi-110 068

APPLICATION FORM FOR OBTAINING DUPLICATE GRADE CARD/MARKSHEET

Name

Enrolment No.

--	--	--	--	--	--	--	--	--	--

Address

.....
.....
.....
.....

Pin

--	--	--	--	--	--

Programme

Month and Year of the Exam

Centre from where appeared at last examination

Bank Draft / IPO No. Dated

for Rs. 200/- in favour of IGNOU, New Delhi

.....

Signature

Dated

Note : Fee for duplicate grade card Rs.200/-. The duplicate grade card/mark sheet will be sent by Registered post.

The filled in form with the requisite fee is to be sent to :

The Registrar (Student Evaluation Division)
Indira Gandhi National Open University
Maidan Garhi,
New Delhi-110 068



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
(To be submitted at the concerned Regional Centre)

Application Form for Issue of Migration Certificate

(To be filled in by the Applicant – Before filling in the form, see instruction on reverse)

1. Name :
2. Father's/Husband's Name :
3. Address Pin
4. Particulars of last examination

Examination Passed (Programme)	Year of Passing	Enrolment No.	Marks Obtained	Grades Obtained

5. Name of the Regional Centre and Study Centre in which the Candidate is attached
6. Name of the University to which the Candidate wants to migrate

Draft Details Amount Rs. _____ D.D. No. _____ Date _____ Bank Name _____ Place of Issue _____

(To be filled in by the Admissions Division)

1. The information furnished by Shri/Smt./Km. _____ is correct as per scholar register.
2. He/She may be issued the Migration Certificate applied for _____
Date _____ Dealing Assistant _____ Section Officer _____

I hereby declare that the information provided is correct to the best of my knowledge and I have paid all fee due to the University. In the event of any of the above information being found incorrect, the Certificate shall be liable to cancellation by the University.

Received the Migration Certificate No. _____ dated _____

Date: _____

Signature of the Applicant

INSTRUCTIONS

1. A fee of Rs. 500/- should be remitted by way of a Demand Draft drawn in favour of IGNOU and payable at concerned Regional Centre/City.
2. At the time of submission of the application for issue of Migration Certificate the student should attach xerox copy of consolidated Statement of Marks of Provisional Certificate issued by this University (duly attested) for verification.
3. Duplicate Migration Certificate can be issued on payment of Rs. 500/- only in case it has been lost, destroyed or mutilated on submission of an Affidavit drawn up on a non-judicial stamp paper of the value of Rs. 10/- to be sworn before a Magistrate on the following format.

“I, _____ Son/daughter/wife of _____ resident of _____ hereby solemnly declare that the Migration Certificate No. _____ dated _____ issued to me by the _____ to enable me to join _____ University has been lost and I did not join any other University on the basis of the same nor have I submitted the same for joining any other University. In case the lost Migration Certificate is found, I shall deposit the same to the University”.



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
Student Evaluation Division
Maidan Garhi, New Delhi-110 068

APPLICATION FORM FOR ISSUE OF PROVISIONAL CERTIFICATE

Enrolment No.

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Programme Title

Regional Centre

Name

Father's Name

Month and year of last examination in which you have completed the Programme

Mailing Address

.....

.....

.....

.....

(Please Enclose a copy of your complete grade card.)

Filled in Application Form should be sent to:

The Registrar (Student Evaluation Division)
IGNOU,
Maidan Garhi,
New Delhi-110068

Date

.....
Signature



ignou
THE PEOPLE'S
UNIVERSITY

IGNOU POLICY FOR PREVENTION, PROHIBITION AND PUNISHMENT OF SEXUAL HARASSMENT OF WOMEN AT THE WORKPLACE

IGNOU has adopted a policy for the prevention, prohibition and punishment of sexual harassment of women at workplace in compliance to the directive of Hon'ble Supreme Court of India.

Information on this policy, rules and procedures can be accessed from the IGNOU website www.ignou.ac.in. Any incident of sexual harassment may be reported to the Regional Director of the Regional Centre, you are attached to or to any of the persons whose contact details are given in the following table.

Regional Centre Committee against Sexual Harassment (RCCASH) has been constituted at each Regional Centre.

For Complaints please write to:

Address at IGNOU (Hqrs.):

Chairperson, RSDCASH, Regional Services Division, Indira Gandhi National Open University, Maidan Garhi, New Delhi-110 068

Email: rsdcash@ignou.ac.in

OR

Address at your Regional Centre:

Chairperson, Regional Centre Committee against Sexual Harassment (RCCASH) (Address of your Regional Centre).

Kind Attention: All Past and Present Students of IGNOU!

Now you rank our Performance...

Dear Student,

As the largest distance education institution in the world. We have always endeavoured to imbibe values and skills for the development of knowledge and competencies. And it is our belief that you as the former or present student are the best person to judge how far we have succeeded in our efforts. To gain your invaluable impression, we present here a short questionnaire. All you have to do is fill it and mail it back to us. You can also fill this questionnaire online by logging on to www.ignou.ac.in. Your invaluable inputs shall guide us towards a direction where we shall improve our services and evolve more student-friendly study programmes.

Vice-Chancellor, IGNOU.

Enrolment No. Name

Gender : M F

Age Group : Below 30 31-40 41-50 Above 51

Programme of Study

Year of Enrolment Year of Completion

Regional Centre State Study Centre

Please Indicate your satisfaction level by putting a tick mark on your choice.

Serial No.	Questions	Very Satisfied	Satisfied	Average	Dissatisfied	Very Dissatisfied
1.	Concepts are clearly explained in the printed learning material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The learning materials were received in time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Supplementary study material (like video/audio) available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Academic counsellors explain the concepts clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The counselling sessions were interactive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Changes in the counselling schedule were communicated to you on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Examination procedures were clearly given to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Personnel in the study centres are helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Academic counselling sessions are well organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Guidance from the Programme Coordinators and Teachers from the School0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Assignments are returned in time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Feedback on the assignments helped in clarifying the concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Project proposals are clearly marked and discussed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Studying in this programme provided the knowledge of the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Results and grade card of the examination were provided on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Overall, I am satisfied with the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After filling cut out this questionnaire and mail it to:
 STRIDE, Block-14, IGNOU, Maidan Garhi, New Delhi-110 068