























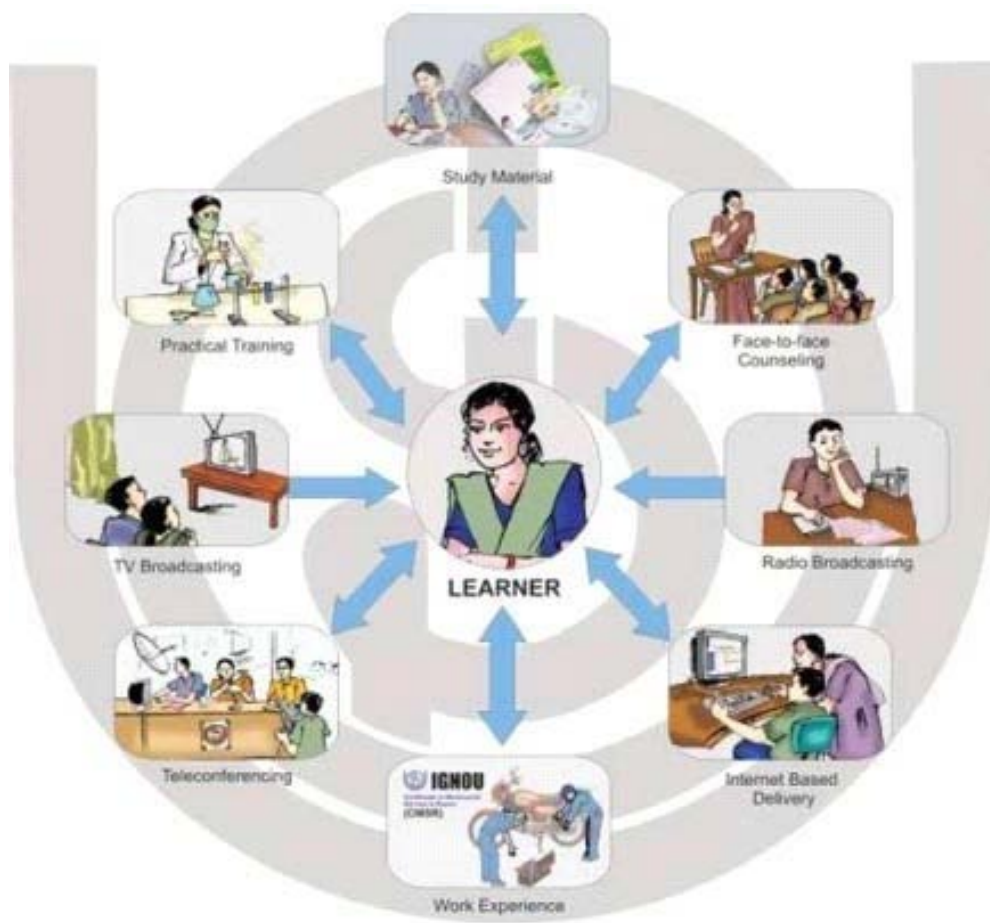


- provides equitable access to resources to learners especially to those in rural and remote places
- facilitates rapid access to information.
- makes learning interactive, participatory and dialogue based.
- facilitates collaborative learning through exchange of information, sharing of resources, team work.
- provides a virtual learning environment when access to real experiences is not feasible.

The schedule of Gyan Darshan is available at <http://ignou.ac.in/ignou/aboutignou/icc/empc/gyantime>

## 2.5 Interactive Radio Counseling / Internet Audio Counseling

Interactive Radio Counseling (IRC) involves live counseling is provided on radio by invited experts from different Gyanvani radio stations in the country. Students can ask questions right from their homes through telephone by availing the facility of toll-free telephone number provided for this purpose from selected cities. Gyandhara is an internet audio counseling service offered by IGNOU. Students can listen to the live discussions by the teachers and experts in the field on the topic of the day and interact with them through telephone and chat modes. Learners can access Gyandhara through mobile devices. The schedule of IRC is available at <http://ignou.ac.in/ignou/aboutignou/icc/empc/irc>.



**The learner-centric instructional system of IGNOU**

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### **3. UNIVERSITY RULES**

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#### **3.1 Open Access**

Access to the Programme is open to all, subject to fulfillment of minimum eligibility criteria.

#### **3.2 Scholarships and Reimbursement of Fee**

Reserved categories, viz., Scheduled Castes, Scheduled Tribes, Other Backward Classes and Physically Handicapped students have to pay the fee at the time of admission to the University along with other students.

Students with Disabilities admitted to IGNOU are eligible for Government of India scholarships. They are advised to collect scholarship forms from the respective State Governments, Directorate of Social Welfare or the office of the Social Welfare Officer and submit the filled-in forms to them through the concerned Regional Director.

Similarly, SC/ST and other Backward Class students have to submit their scholarship forms to the respective State Directorates of Social Welfare or to the Office of the Social Welfare Officer, through the concerned Regional Director of IGNOU for reimbursement of Programme fee.

#### **3.3 Validity of Admission**

Admissions are done twice in a year, i.e., January and July of every year. Candidates who are offered admissions have to join on or before the due dates specified by the University. In case they want to seek admission for the next session, they have to apply afresh and go through the admission process again. Admission for CESEIHI is done in both January and July session.

#### **3.4 Incomplete and Late Applications**

Incomplete and late application forms/re-registration forms and forms furnishing false information can be rejected without any intimation to the candidates. The candidates are, therefore, advised to fill the relevant columns carefully and enclose attested copies of all the necessary certificates asked for, and submit the form on or before the due date.

#### **3.5 Simultaneous Registration**

As per the latest UGC guidelines, you can simultaneously enroll in two academic Programmes at undergraduate/postgraduate levels. For more details refer to <http://www.ignou.ac.in/userfiles/Notification%20Simultaneous%20programs%202-9-2022.pdf>

**Note:** Registration fee once paid will not be refunded under any circumstances. Programme fee may, however, be refunded if admission is not given for any reason.

#### **3.6 IGNOU Website**

You may access all relevant information from the University Website at [www.ignou.ac.in](http://www.ignou.ac.in)

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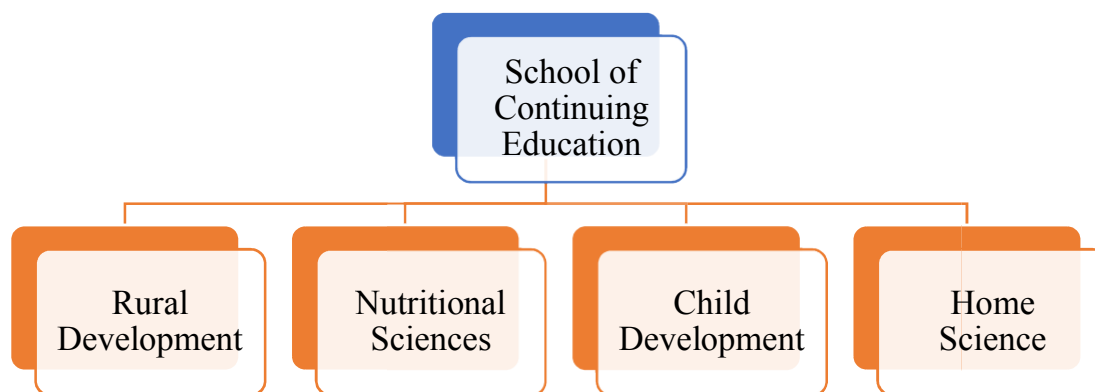
### **4. THE SCHOOL OF CONTINUING EDUCATION (SOCE) NCDS AND RCI**

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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.

<b>QR Code for Twitter</b>	
<b>QR Code for Facebook</b>	
<b>QR Code for Instagram</b>	

**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 Hearing Impairment (CESEIHI)
- Certificate in Early Childhood Special Education Enabling Intellectual Disability (CESEIID)

### **Awareness Programme**

- Awareness Package for parents in Disability- Visual Impairment (NCD-102)
- Awareness Package for parents in Disability- Intellectual Disability (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 22<sup>nd</sup> 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.

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## 5. INTRODUCTION TO THE CERTIFICATE PROGRAMME IN EARLY CHILDHOOD SPECIAL EDUCATION ENABLING INCLUSION

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### 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 Visual Impairment. 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 grassroot level i.e., family, school and community. At the heart of this program lies our unwavering commitment to create a positive impact in the lives of visually impaired children 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 visual impairment. With a thoughtful blend of theory, practical training, and hands-on experiences, participants will gain a deeper understanding of the diverse needs of visually impaired children, as well as effective strategies for fostering their holistic development.

Through the combined expertise of IGNOU's School of Continuing Education and the National Centre for Disability Studies, participants will have access to a wealth of resources and cutting-edge research in the field of special education. Moreover, our collaboration with the Rehabilitation Council of India ensures that the program adheres to the highest standards of quality and professionalism. By addressing the unique challenges faced by children with hearing impairment from a young age, we aim to promote an inclusive society that values diversity and enables every child to reach their full potential. Our graduates will play a pivotal role in creating nurturing and supportive environments that facilitate learning, independence, and social integration for children with hearing impairment.

## **5.2 Relevance of the Programme**

The Certificate Programme in Early Childhood Special Education Enabling Inclusion Hearing Impairment 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 perfectly 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 hearing impairment, this Programme addresses the needs of this specific demographic right from the foundational years. Early identification and support for children with hearing impairment 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 Programmes, 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 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 hearing impairment, this program contributes to building a more inclusive educational system that accommodates the diverse needs of all learners.

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 hearing impairment.

### 5.3 Target Group

**Qualification:** Ranging from minimum eligibility of 12<sup>th</sup> pass to individuals with advanced degrees in different fields as education, psychology, healthcare or any relevant field.

**Gender:** Inclusive and open to learners of all genders.

**Age group:** no bar

**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 Programme Support 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 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 disabilities and to be able to screen children for disabilities and provide referral;
- To develop the conviction that a child with disability can learn and benefit from early intervention and education;
- To learn the strategies, methods and skills of providing early intervention, training and 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 disabilities 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 Programme will equip you with the knowledge, attitudes, strategies, and skills to foster the all-round development of young children with Hearing Impairment 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 education to children with disabilities up to the age of 6 years, in a various setting such as inclusive setups, integrated setups 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 hearing impairment, its impact on child development, and the specific educational strategies and interventions that can support children with hearing impairment.

**Attitudes:** Develop positive and empathetic attitudes towards individuals with hearing impairment, 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 hearing impairment, including individualized educational plans, assistive technology, and adaptive teaching methodologies.

**Skills:** Acquire a wide range of skills, including effective communication with children with hearing impairment, 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 hearing impairment, such as maintaining confidentiality, respecting cultural diversity, and upholding professional standards of practice.

## 5.5 Programme Details

### Offer and Coverage

The CESEIHI Programme is offered in both January and July sessions of every year. It is offered through RCI approved Programme 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 CESEIHI 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 both languages.

### Programme Fee

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

## 5.6 Programme Structure

The Programme comprises three Theory Courses and two Project Works. 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. The theory Courses and Project Work 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
CESEIHI	<b>Certificate in Early Childhood Special Education Enabling Inclusion - Hearing Impairment</b>	<b>40</b>	<b>CESEIHI</b>
Course codes	Title of the Course	Type of course	Course Credit
BCD-101	Introduction to Disability	Theory	08
BCD-104	Foundations of Early Childhood Development and Education	Theory	08
BCD-105	Early Intervention and Early Childhood Education for Children with Hearing Impairment	Theory	08
BCDP-103	Project Manual - 1: Parent -Infant Programme	Project	08
BCDP-104	Project Manual - 2: Individualized and Group Teaching	Project	08
<b>Total</b>			<b>40</b>

## 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 (Hearing Impairment)’. 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 a 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 visual impairment, 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 5.1: Course -1: Introduction to Disability (Theory)**

<b>Block Title</b>	<b>Unit No.</b>	<b>Unit Title</b>
<b>Block 1- Paradigm Shift in Disability</b>	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
<b>Block 2- Sensory Disabilities</b>	Unit 5	Visual Impairment
	Unit 6	Low Vision
	Unit 7	Deafness and Hard of Hearing
	Unit 8	Speech and Language Disability
<b>Block 3- Intellectual Disability and Mental Illness</b>	Unit 9	Intellectual Disability
	Unit 10	Specific Learning Disability
	Unit 11	Autism Spectrum Disorder
	Unit 12	Mental Illness
<b>Block 4- Locomotor Disability</b>	Unit 13	Locomotor Disability
	Unit 14	Muscular Dystrophy
	Unit 15	Dwarfism
	Unit 16	Leprosy Cured
	Unit 17	Acid Attack Victims
	Unit 18	Cerebral Palsy
<b>Block 5- Other Disabilities</b>	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)

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 hearing impairment, in early childhood settings.

The Course is divided into six blocks, each covering specific topics. In Block 1, learners explore basic concepts in child development, including factors influencing development and Block 2 focuses on understanding the development of milestones of physical, language, cognitive, and socio-emotional development. Block 3 delves into early childhood special education, highlighting the significance of service delivery models and the importance of play in a child's development. Learners also gain insights into the factors affecting play and different types of play. Additionally, educational options and planning for inclusion in preschool settings are explored. In Block 4, learners explore government policies and legislation related to disabilities. Block 5 covers the approaches to early childhood education and creation of accessible environments for children with disabilities. Block 6 emphasizes government-supported schemes, concessions, and entitlements for individuals with disabilities.

Overall, Course 1 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 hearing impairment.

**Table 5.2 Course -2: Foundations of Early Childhood Development and Education (Theory)**

	Block Titles	Unit no.	Unit Titles
Block 1	Development of the Young Child	Unit 1	Principles & Stages of Development
		Unit 2	Critical and Sensitive Period of Development & Neuroplasticity
		Unit 3	Factors Affecting Growth and Development
Block 2	Milestones of Development	Unit 4	Milestones of Cognitive Development
		Unit 5	Milestones of Linguistic Development
		Unit 6	Milestones of Socio-emotional Development
		Unit 7	Milestones of Physical & Motor Development
Block 3	Diversity, Disability, Family & Community	Unit 8	Disability- A Human Diversity
		Unit 9	Meaning & Concept of Diversity in Children
		Unit 10	Incorporating Diversity, Equity and Inclusivity in ECCE
		Unit 11	Role of Family and Community
Block 4	National and Global Frameworks, Acts and Policies	Unit 12	International Frameworks for Disability:
		Unit 13	National Commissions and Legislations for Child Rights:
		Unit 14	National Acts & Programmes
		Unit 15	NEP 2020 and SEDGs
		Unit 16	National Curricular Framework for Foundational Stage (2022)

Block 5	Fundamentals of ECCE and EI	Unit 17	Approaches to Early Intervention & Pedagogical Practices
		Unit 18	Approaches to ECCE & Pedagogical Practices
		Unit 19	Importance and Stages of Play
		Unit 20	Play-based Pedagogy for ECCE & EI
		Unit 21	Setting up of Inclusive ECCE
Block 6	Empowerment Measures for Children with Disabilities	Unit 22	Government Schemes for Empowerment of Persons with Disabilities
		Unit 23	Government Concessions & Entitlements for person with disabilities.
		Unit 24	Barrier-Free Physical Environments for Persons with Disabilities

### **Course -3: Early Intervention and Early Childhood Education for Children with Hearing Impairment (Theory)**

This Course focuses on equipping learners with the knowledge and skills necessary to create an inclusive environment and provide effective support for children with hearing impairments in early childhood settings.

The Course is divided into four blocks, each covering specific units. Block 1 addresses the nature of hearing impairment, prevention, and assessment techniques. Learners also gain insights into individualized educational program planning and hearing training for children with hearing impairment. Block 2 emphasizes the learning process and teaching strategies specifically designed for children with hearing impairment. It covers fostering cognitive development, language and communication skills, social skills, and strategies for creating an inclusive and supportive learning environment. Block 3 explores sensory training, fostering physical and motor development, orientation and mobility training, and training in daily living skills. Additionally, the course delves into adapting teaching methodologies and materials to meet the unique learning needs of children with hearing impairment. The use of appropriate technology to enhance learning experiences is also covered in this Block. Block 4 focuses on Inclusive Pedagogical Practices & Assessment.

By the end of Course -3, learners will have gained a comprehensive understanding of the challenges and opportunities in supporting children with hearing impairment in early childhood settings. They will be equipped with effective strategies, techniques, and tools to facilitate inclusive practices and promote the holistic development of children with hearing impairments.

**Table 5.3 Course -3: Early Intervention and Early Childhood Education for Children with Hearing Impairment**

	<b>Block Titles</b>	<b>Unit no.</b>	<b>Unit Titles</b>
Block 1	Understanding Early Childhood Hearing Loss	Unit 1	Importance of Hearing in Young Children
		Unit 2	Implications of Hearing Loss on Development of Children
		Unit 3	Signs and Symptoms of Hearing Loss
		Unit 4	Referrals and Understanding Evaluations

		Unit 5	Amplification Management & Intervention of Hearing Loss
		Unit 6	Management & Auditory Training, Audio Verbal Therapy(AVT), Indian Sign Language(ISL)
Block 2	Fostering Development of Communication and Language	Unit 7	Preventing Language Deprivation in Children with Hearing Impairment
		Unit 8	Using Natural Environment and Family Involvement
		Unit 9	Principles, Methods and Techniques of Developing Communication and Language
		Unit 10	Early Intervention-Activity Based Learning Part 1
		Unit 11	DiActivity Based Learning Part
Block 3	Fostering Domains of Development for School Readiness	Unit 12	Fostering Learning in Domains – Physical & Motor
		Unit 13	Fostering Learning in Domains - Communication Language & Literacy
		Unit 14	Fostering Learning in Domains - Cognitive
		Unit 15	Fostering Learning in Domains - Socio-emotional
Block 4	Inclusive Pedagogical Practices & Assessment	Unit 16	Assessment ‘Of’, ‘For’ & ‘As’ of Learning
		Unit 17	Universal Design of Learning (UDL)
		Unit 18	Differentiated Instructions & Collaborative Learning
		Unit 19	Technology and ICT for Intervention
		Unit 20	Cross Disability Approach
		Unit 21	Goals of FLN, Learning Outcomes and Competencies for School Readiness.
		Unit 22	Transitioning to Inclusive Foundational Preparatory School

### Project Work

The Course consists of three 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 hearing impairments. 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 hearing impairments. 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 hearing impairments.



#### Course -4: Project Manual - 1: Parent -Infant Programme (BCDP-103)

This Project Work requires you to work with a child between 1 to 3 years of age and prepare and implement an Parent -Infant Programme (IEP). If you are comfortable, you could work with a child for under one year. 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 WORK: Facilitating Learning for Children with Hearing Impairment

##### PROJECT WORK – A: Parent-Infant Programme

Practical areas	Titles
Practical 1	Developmentally appropriate practices & Screening for milestones (using developmental checklists of listening, communication and language)
Practical 2	Identifying red flags and referral – apps
Practical 3	Understanding evaluations and interpretations of test results in hearing, communication and language
Practical 4	Understanding the use and functions of various aids and appliances & Dos and Don'ts
Practical 5	Learning basics of ISL
Practical 6	Learning steps of listening skills
Practical 7	Undertaking activities for facilitating communication and language
Practical 8	Undertaking activities for facilitating numeracy skills
Practical 9	Undertaking activities for facilitating foundational literacy skills
Practical 10	Undertaking activities for parent engagement and family involvement

#### Course -5: Project Work B- Project Manual - 2: Individual and Group Teaching (BCDP-104)

This Project Work requires you to work with a child between 3 to 6 years of age and prepare and implement Individualized and Group Teaching. In the text, we have referred to IEP as “Intervention Plan” and “Teaching Plan”. Thus, the terms ‘IEP’ or “Intervention Plan” or “Teaching Plan” mean the same thing. You could work with a child for under one year if you are comfortable. In this Project Work 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 visual impairment. It can be a group of six children

Project Work B- Project Manual - 2: Individual and Group Teaching	
Practical Areas	Titles
<b>Part 1: Individual Teaching</b>	
Practical 1	Identifying need for individualized differentiated instructions
Practical 2	Understanding evaluations of receptive and expressive communication & language skills
Practical 3	Observations for individualized sessions of developing listening skills, Communication & Language (verbal and signing), speech, literacy and numeracy)

Practical 4	Understanding role responsibility accessing in pre and post Cochlear implants and other provisions under ADIP scheme including UDID
Practical 5	Planning and undertaking of individualized lessons using language enhancement techniques such as news conversations, story, poem, directed activity, auditory training, and speech
<b>PART 2: Group Teaching</b>	
Practical 6	Observation of group teaching for various teaching techniques; Planning and undertaking lessons for development of reading comprehension and writing skills using UDL practices
Practical 7	Planning and undertaking lessons developing numeracy skills using UDL practices
Practical 8	School readiness and transitioning to Inclusive educational practices
<b>PART 3: Common Practical for Individual and Group Teaching</b>	
Practical 9	Planning and undertaking cross curricular activities art and craft, dance music, games and sports
Practical 10	Skill development in Indian sign language at word, phrase , sentence level, finger spellings.
Practical 11	Understanding the use of ICT and e-resources and technological applications for enhancing language, speech, signing and literacy skills
Practical 12	Developing multi-purpose low cost and eco-friendly teaching aids and demonstrating its use to parents

If it is an inclusive group, comprising children with hearing impairment and those without disability. This project work -2 **comprises 12 practical activities**. Each of these has been described in detail further in Part 1 of Project Manual 2.

### **Aim of Project Work**

The purpose of Project Work is to enable you to acquire skills of working with young children with hearing impairment. 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 hearing impairment
- 3) Evaluating children’s learning and your own teaching strategies.

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## **6. DELIVERY SYSTEM**

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### **Registration and Enrolment**

For either the July or 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. Foreign student residing in other countries can also join the online Programmes and can submit

their admission form at <https://ignouforeigniop.samarth.edu.in/>. 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 a 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, the 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 (CESEIHI).

**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.

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## **7. OPERATIONAL SCHEDULE**

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

- **September - October:** Dispatch of the self-learning materials
- **31<sup>st</sup> 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.
- **30<sup>th</sup> 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 Courses 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 30<sup>th</sup> 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 31<sup>st</sup> 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.

<b>Course</b>	<b>Continuous Assessment</b>		<b>Term-End Examination</b>	
	<b>Component(s)</b>	<b>Weightage</b>	<b>Component(s)</b>	<b>Weightage</b>
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 - Hearing Impairment (CESEIHI)  
Block 3, Room No 19  
Student Evaluation Division  
Indira Gandhi National Open University Maidan Garhi  
New Delhi- 110068*

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 the '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**

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

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## **9. ASSIGNMENTS**

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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 Programme Study Centre 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 specified number of assignments 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 the 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 Study:
  - 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 31<sup>st</sup> March of the next year and for January Session is 30<sup>th</sup> 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 Study Centre 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 Study Centre, so that the correct score is forwarded by him to the Student Evaluation Division at Headquarters. Score communicated by the Study 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 Study 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.**

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## 10. TERM END EXAMINATION

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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 both 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 terminal 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.

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 <sup>st</sup> March to 31 <sup>st</sup> March	1 <sup>st</sup> September to 30 <sup>th</sup> September	Examination fee @ Rs.200/- per Course (revised from time to time)		Online submission <a href="http://www.ignou.ac.in">www.ignou.ac.in</a>
1 <sup>st</sup> April to 20 <sup>th</sup> April	1 <sup>st</sup> October to 20 <sup>th</sup> October		Rs.300/-	
21 <sup>st</sup> April to 30 <sup>th</sup> April	21 <sup>st</sup> October to 31 <sup>st</sup> October		Rs.500/-	
1 <sup>st</sup> May to 15 <sup>th</sup> May	1 <sup>st</sup> November to 15 <sup>th</sup> November		Rs.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](http://www.ignou.ac.in). Students can download the same for the examination purpose from the website.

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## 11. GENERAL INSTRUCTIONS

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- 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.

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## 12. ONLINE FACILITIES

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Please visit the IGNOU website ([www.ignou.ac.in](http://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 Programmes offered by different schools. The CESEIHI 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.

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## 13. SOME FORMS FOR YOUR USE

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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](http://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 PROGRAMME WORK CENTRES OF IGNOU

Sl.No.	Work Centre	Regional Centre
1.	Suveera Institute for Rehabilitation and Disabilities IIM Road, Lucknow 226013 Phone: 9415101769, 8935031769 Email: suveerawelfaretrust@gmail.com	Regional Centre Work Centre 1. IGNOU Regional Centre, 5-C/INS-1, Sector – 5, Vrindavan Yojna, Telibagh (Lucknow) Phone : 0522-2442832, E Mail : rclucknow@ignou.ac.in
2.	Composite Regional Centre for Skill Development, Rehabilitation & Empowerment of Persons with Disabilities, Sundernagar (RCI Code: HPO01) Near Mahamaya Temple, HP-175018, Phone: 01907-266638, 267638, 9816269638 Email: crcsnr@gmail.com, mssaini6367@gmail.com	IGNOU Regional Centre Block No. 9, SDA Complex, Kasumpti, Shimla, HP-171009 Phone: +91-0177-2624612 / 2624613 Email: rshimla@ignou.ac.in
3.	Renu Vidya Mandir (RCI Code: HR029) Khewra-Meerut Road, Bahalgarh, Sonipat 131021 Phone:0130-6690119 Mob:8572899973 Email: rvmharyana@gmail.com D	IGNOU Regional Centre Plot No. 5, Sector-12 (Part-1), Urban Estate Karnal-132001 Haryana Email: rckarnal@ignou.ac.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 10<sup>th</sup> 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. 

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

Programme 

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Medium of Study 

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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 .....



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

**APPLICATION FORM FOR EARLY DECLARATION OF RESULT OF TERM-END  
EXAMINATION**

(Rules & regulations are mentioned on the reverse side of this form. Please go through them carefully before filling up the form).

1. Name : .....

2. Programme:  Enrolment No:

3. Address: .....

.....

..... Pin

4. Reason for early declaration of result: .....

.....

(enclose a copy of the documentary evidence specifying the reason for early declaration)

5. Courses(s) detail for early evaluation:-

S. No.	Course Code	Date of Examination
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

6. Exam. Centre details, from where you have to appear/appeared at Term-end Examination:-

Exam. Centre Code:  Address of Exam. Centre: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. **Fee detail:**  
 (The fee for early declaration of result is Rs. 1000/- per course, which is to be paid through demand draft drawn in favour of 'IGNOU' & payable at the City of Evaluation Centre)

No. of Course(s): ..... X Rs. 1000/-= Total Amount: .....

Demand Draft No.: ..... Date: .....

Issuing Bank: .....

Date:.....

**(Signature of the student)**

P.T.O.

## **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 <sup>nd</sup> 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 <sup>st</sup> 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 <sup>th</sup> 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.

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Address

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

Pin

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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 .....

.....

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.....

.....

(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](http://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](mailto: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](http://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