

**CESEIHI**

**CERTIFICATE IN EARLY CHILDHOOD SPECIAL  
EDUCATION ENABLING INCLUSION –  
HEARING IMPAIRMENT**

**Assignment 1**

**July2025-January2026**

**BCD-101: Introduction to Disability**

**School of Continuing Education  
Indira Gandhi National Open University  
Maidan Garhi, NewDelhi-110068**



# **Certificate in Early Childhood Special Education Enabling Inclusion – Hearing Impairment (Tutor Marked Assignment)**

Dear Students,

These are three assignments in this Certificate programme, one from each Course. All the assignments are tutor marked. Each Assignment carries 100 marks. The distribution of assignments is as follows:

Assignment 1 (TMA)-based on BCD-101

Assignment 2 (TMA)-based on BCD-104

Assignment 3 (TMA)-based on BCD-105

This particular Assignment is Assignment 1 based on BCD-101

## **INSTRUCTIONS**

Before attempting the assignments please read the following instructions carefully.

1. Read the detailed instructions about assignments given in the Programme Guide.
2. Write your roll number, name, full address and date on the top right corner of the first page of your response sheet(s).
3. Write the course title, assignment number and name of the study centre you are attached to in the centre of the first page of your response sheet(s). The top of the first page of your response sheet should look like this:

	Enrolment No .....
	Name.....
	Address.....
	.....
	Date .....
Course Title	
.....	
Assignment No.....	
Study Centre.....	

4. Use only fool scap size paper for your responses and tie all the pages carefully.
5. Write the question number with each answer.
6. You should write in your own handwriting.
7. **Submission: The completed Assignment should be sent to the Coordinator of the IGNOU Work Centre allotted to you.**

### **SOME DO'S AND DONT'S ABOUT SENDING ASSGNMENTS**

#### **Some Do's**

1. Submit your assignments by the due date to your IGNOU Work Centre.
2. You may have to submit the assignment in hard copy or upload a soft copy as informed you by the Regional Centre or IGNOU Work Centre. Please been in touch with them.
3. Maintain an account of the assignments sent to IGNOU Work Centre. Please keep a Photocopy with yourself. This will help you to maintain the schedule of your work and avoid the possibility of sending the same assignment a second time.
4. Before dispatching your assignment, please make sure you have taken care of the following points: Your roll number, name and address have been written correctly.
  - ✓ The title of the course and assignment number has been written clearly.
  - ✓ Each assignment on each course has been written on separate sheets and pinned properly.
  - ✓ All the questions in the assignments have been answered.
  - ✓ Now read the guidelines before answering questions.

#### **Some Dont's**

1. Do not enclose doubts for clarification along with the assignment.
2. If you want to draw our attention to something of urgent/important nature, write to IGNOU Work Centre separately. Give your roll number, name, address, the title of the Course, the number of the assignment, etc. on top of your letter.

#### **A Note of Caution**

It has been noticed that some students are sending answers to Check Your Progress Exercises to the University for evaluation. Please do not send them to us. These exercises are given to help in judging your own progress. For this purpose, we have provided the answers to these exercises at the end of each Unit. We have already mentioned this in the Programme Guide.

# **Assignment 1**

## **(Tutor Marked Assignment)**

**Course Code: BCD-101**  
**Assignment Code: BCD-101/TMA-1/2025-26**  
**Submission date: 30th March, 2026 for July, 2025 session**  
**30th September, 2026 for January, 2026 session**  
**Total Marks: 100**

**All Three Sections – A, B and C of this Assignment are Compulsory**

### **SECTION A**

**following questions in 800 words Answer any 5 of the each. (12×5=60 Marks)**

1. Discuss the evolution of disability perspectives from the Charity Model to the Human Rights Approach. Explain the significance of the Social Model in promoting inclusion. 4+4+4
2. Define disability and explain various types of disabilities as described in the Rights of Persons with Disabilities Act (RPwD), 2016. 2+10
3. What do you understand by Early Childhood Care and Education (ECCE)? Explain major ECCE policies/frameworks in India and the provisions made for children with disabilities. 2+10.
4. Explain blindness and low vision. Discuss common causes and prevention strategies for children with visual impairment. 4+8
5. Describe hearing impairment and its types. Explain methods of early screening, intervention and classroom strategies for children with hearing disability. 6+6
6. Explain Intellectual Disability and its characteristics. Discuss early identification procedures and strategies for early intervention. 6+6
7. Discuss Autism Spectrum Disorder (ASD) meaning and associated challenges. Explain classroom management strategies and role of family-school partnership. 6+6
8. Describe mental illness in children. Discuss symptoms, causes and stigma reduction strategies to promote wellbeing. 6+6

### **SECTION B**

**Answer any 4 of the following questions in 500 words each. (5×4=20 Marks)**

1. Discuss speech and language disability. List strategies to support speech-language development during early childhood. 2.5+2.5
2. Explain two types of SLDs with appropriate characteristics. 2.5+2.5
3. Explain locomotor disabilities and its causes. 5
4. Discuss educational implications for children with Muscular Dystrophy at pre-primary and primary level. 5
5. Explain challenges related to physical, psychological and social functioning in Dwarfism. 5
6. Write briefly classroom inclusion strategies for children affected with leprosy. 5
7. Explain the physical, psychological, and educational needs of Acid Attack Survivors in relation to the classroom adaptations required to support their inclusion. (5 marks)

## SECTION C

**Write short notes on the following (50–100 words each; 02 marks each)**

1. WHO's International Classification of Functioning (ICF)
2. Four symptoms of multiple sclerosis
3. Expanded Core Curriculum (ECC) for visual impairment
4. Two Assistive and technological devices for low vision
5. Early childhood intervention for hearing impairment
6. Cognitive and academic challenges in ADHD 2
7. Four Symptoms of Cerebral Palsy
8. Two Causes and prevention of Haemophilia
9. Types of Sickle Cell Disease
10. What do you understand by Multiple Disabilities