

CESEIHI

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

Assignment 3

July2025-January2026

**BCD-105: Early Intervention And Early Childhood Education For Children
With Hearing Impairment**

**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 3 based on BCD-105

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 DON T'S ABOUT SENDING ASSIGNMENTS

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 be 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 3 **(Tutor Marked Assignment)**

Course Code: BCD-105
Assignment Code: BCD-105/TMA-3/2025-26
Submission date: 30th March, 2026 for July, 2025 session
30th September, 2026 for January, 2026 session
Total Marks: 100

Assignment-BCD-105 **SECTION A — (800 words × 5 = 60 Marks)**

1. Describe the signs and indicators of hearing loss in newborns and infants. Explain the symptoms of conductive and sensorineural hearing loss in children.
(4 + 4+4)
2. Describe the critical period of language development. Explain how early recognition of hearing loss helps prevent language deprivation.
(6 + 6)
3. Explain the structure and working of cochlear implants. Discuss any two advantages and limitations.
(4 + 4 + 4)
4. Explain the role of music, rhymes, and poems in developing listening, speech, and language skills in deaf children. Discuss the use of action rhymes and finger puppets.
(6 + 6)
5. What is meant by transitioning to inclusive foundational preparatory school? Discuss any two strategies and barriers in transitioning children with hearing impairment.
(4 + 8)

SECTION B **(500 words × 4 = 20 Marks)**

6. Explain the role of families in identifying early signs of hearing and communication delays.
7. Discuss any two activities for enhancing socio emotional skills for children aged 5–6 years.
8. Discuss the benefits and challenges of using natural environments for teaching children with hearing impairment.
9. Describe online resources that facilitate early literacy and phonics development in deaf children.

SECTION C
(100–150 words × 5 = 20 Marks) (Attempt any five)

- a. Importance of early screening
- b. Activity-based learning
- c. Finger puppets
- d. Outdoor learning
- e. Family-centered early intervention
- f. Alerting devices