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**CERTIFICATE IN EARLY CHILDHOOD SPECIAL
EDUCATION ENABLING INCLUSION -
INTELLECTUAL DISABILITY**

Assignment 3

July2025-January2026

**BCD-107: Early Intervention and Early Childhood Education Children With
Intellectual Disability**

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



Certificate in Early Childhood Special Education Enabling Inclusion – Intellectual Disability (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-106

Assignment 3 (TMA)-based on BCD-107

This particular Assignment is Assignment 3 based on BCD-107

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 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)

CourseCode:BCD-107

Assignment Code: BCD-107/TMA-3/2025—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

Answer any 5 of the following question in 800 words each. (12x5= 60 Marks)

1. Explain the nature and definition of Intellectual Disability. Discuss about any two classifications of Intellectual Disability. **4+4+4**
2. Describe the steps involved in developing an Individualized Programme Plan (IPP). Explain the importance of evaluation and record maintenance in IPP. **6+6**
3. Discuss communication difficulties in children with Intellectual Disability. Describe activities for improving language development and explain the role of speech and language therapy. **4+8**
4. Explain sensory development and discuss activities used to stimulate the sense of sight and hearing. Describe the role of memory games and attention-improving strategies. **6+6**
5. Explain educational provisions and strategies for curriculum adaptation. Discuss the role of teaching-learning materials and family involvement in supporting primary schooling. **6+6**
6. Describe different types of behaviour difficulties (temper tantrums, withdrawn behaviour, aggressive behaviour, hyperactivity) and explain strategies to manage them. **8+4**
7. Explain the relevance of ICT in education, especially for children with disabilities. Discuss different types of ICT tools and their applications in developing TLMs, teaching academics, and supporting behaviour. **6+6**

SECTION B

Answer any 4 of the following question in 500 words each. (5 x 4= 20 Marks)

1. Highlight the differences between assessment for screening, identification, diagnosis, and referral. **5**
2. Define task analysis and describe the steps involved in performing task analysis. Explain how task analysis helps in teaching children with Intellectual Disabilities. **2.5+2.5**
3. Discuss the concept of reinforcement. Explain the different types of reinforcers. **2.5+2.5**

4. Describe methods of teaching functional reading using the whole-word approach. 5
5. Discuss the importance of leisure and recreational activities for children with Intellectual Disabilities. 5

SECTION C

Write short notes on the following (50-100 Words each; 2 marks each)

1. List any three indicators of delayed milestones in children with Intellectual Disability.
2. What is meant by “learning proceeds from concrete to abstract”?
3. Modeling in teaching strategies
4. Any two activities for improving eye-hand coordination.
5. Daily living skills
6. Social development of Children with Intellectual Disability
7. Pre-requisite cognitive skills?
8. Pre-number concepts
9. What is self-injurious behaviour?
10. Information and Communication Technology (ICT)