

**Programme Guide
2000**

**CERTIFICATE IN GUIDANCE (CIG)
An IGNOU-NCERT Collaborative Programme**



**School of Education
Indira Gandhi National Open University
New Delhi - 110 068**

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School of Education**

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Further information on the Indira Gandhi National Open University courses may be obtained from the University's Office at Maidan Garhi, New Delhi-110 068.

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Dear Student,

We welcome you to our academic programme — Certificate in Guidance (CIG)

All of us who are associated with this programme and you as one of its participants have surely some interest in dealing with children of age group comprising primary school level. Perhaps, you may be a teacher in the primary school or a social worker or a volunteer or a researcher or a parent or an adult managing/dealing with a child or children of this age group i.e. 5-11 years. One reason or the other, all of you are interested in getting appropriate knowledge and broad understanding of various aspects of children of this group so that you can facilitate their all-round development. We presume that it is this interest of yours that has prompted you to join this Certificate Programme.

The mode of teaching-learning in this programme is very different from that in most of the full-time/formal courses you may have gone through. Here, the teaching-learning takes place through print material which is mailed to you, audio and video programmes which you could watch or listen to on your TV sets, or at the Study Centre located near the place of your residence. Counselling sessions are also organized at the Study Centre. You have to submit your assignments at the Study Centre, you are placed in, from time to time, for which we will give you our feedback. This is what is called the distance mode of learning. Now that you have enrolled yourself in a programme through the distance learning mode, it is quite natural that you have many questions to ask, especially, when you receive a set of learning material. Before you start reading the study material which you will receive from the university, you should have some understanding of this programme offered by IGNOU. Such an understanding will enable you to know what you can expect from this certificate programme, why you may have chosen this programme and how to complete it successfully.

This Programme Guide gives you some general information about the programme, its aims, components, medium of instruction, use of audio-video programmes, duration of the programme, fee, course structure, unit structure and some useful suggestions regarding study material, assignments and counselling sessions. Besides, we shall give you some relevant details about study centres, examinations. etc. To start with, the information given here is enough to prepare you to study the course material and participate in the counselling sessions.

With best wishes

Members of Faculty
School of Education
IGNOU

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1. GENERAL INFORMATION

A Few Common Questions

You may perhaps want to ask a number of queries :

- What certificate is this programme equivalent to?
- How is it going to help primary school teachers or any one dealing with children of the age-group of 5-11 years.?
- What employment opportunities does this certificate provide?
- Is this certificate a recognised one?

Who is CIG Meant For?

The Certificate in Guidance (CIG) is primarily meant for all those who are concerned with understanding of child development.

Teachers working in the primary school are our primary audience. But those who have acquired the minimum qualifications and are interested in understanding more about children comprising primary school age-group, may also join this programme. We identify the following as our main participants on the Programme:

- a) Teachers of a recognised institutions, and
- b) Anyone with a SSC/matriculation with minimum age of 21 years.

Some Answers

Let us now try and answer the above questions in the given order:

IGNOU is now offering a Certificate Programme in Guidance to cater to the needs of Teachers, Parents, Social Workers and others interested in the guiding of children in the age-group of 5-11 years for their better learning and socio-emotional development. This is an awareness programme which will help you in dealing with the problems faced by children. This programme is developed in collaboration with the National Council of Educational Research and Training (NCERT), the apex body concerned with school education in the country. This certificate is unique in itself because its aims and objectives differ from those of other certificates being offered by various educational institutions.

This programme has been specially designed to help you develop understanding of child development. You will know how individual differences play a vital role in the context of child's education. You will know concepts and processes involved in guiding elementary school children for better learning and socio-emotional development. You will be able to identify children with special needs and problems. This programme will suggest you strategies to facilitate all-round development of children.

Those who have the relevant qualifications and who aspire to become teachers in the primary school may also benefit from this programme. There is a possibility that the certificate may receive special weight when people are selected or appointed for the various academic and administrative positions at primary schools, institutions dealing with children of age group 5-11 years and involved in conducting related research studies.

The Indira Gandhi National Open University (IGNOU) came into existence by an Act of Parliament in September 1985. The programme i.e., Degrees, Diplomas, Certificates etc. offered by IGNOU will be treated at par with those offered by any of Central or State Universities of India. So you need not worry about the recognition of the Certificate. Any course launched by IGNOU is a recognised one. As already mentioned, this Certificate Programme has been developed in collaboration with the NCERT, a premier body engaged in school education.

We hope we have answered satisfactorily some of questions you may have had about this Programme. Now, let us turn to some of the specific details regarding the Programme itself.

Medium of Instruction — English and Hindi.

Eligibility

Regular teachers of recognised schools or any individual who has passed SSC or matriculation examination with minimum age of 21 years are eligible for admission to this programme. Preference will be given to primary school teachers.

Duration

Normally, you can complete this certificate in six months, but some of you may need, for some inevitable reasons, more time to complete it. Keeping in view the social constraints which perhaps demand much of your time, we allow you to take one and a half more years. In essence, you can complete your certificate either in six months or upto a maximum period of two years from the date of admission.

However, certificate of completion in one or more successfully completed course(s) may be awarded to students who do not wish or are unable to complete all the four courses required for claiming the certificate within two years as said above.

Fee

If you pay the fee once, you continue to be on our rolls, even if you take more than six months to complete the Certificate. However, the fee is valid only upto two years from the date of admission. It is valid for the Certificate in Guidance Programme only. Fee once paid is not refundable on any account whatsoever, nor it is transferable.

A Demand Draft of Rs. 500/- in favour of "Indira Gandhi National Open University", at the time of submission of application form should be enclosed for the registration fee of Rs. 100/- and the programme fee of Rs. 400/-.

2. COURSE STRUCTURE

The Programme consists of four courses and a few audio and video programmes. The courses are given here under:

Course Code	Course Title
ES 101	Understanding the Elementary School Child
ES 102	Facilitating Growth and Development
ES 103	Guiding Children's Learning
ES 104	Guiding Socio-Emotional Development of Children

ES 101: Understanding the Elementary School Child

This course will provide introduction to guidance and understanding the principles and factors affecting development. It will also include characteristics of child development, and the various dimensions of development and their inter-linkage in the context of child development.

ES 102 : Facilitating Growth and Development

This will include an introduction to integrated human development in understanding problems of children and problems associated with different aspects of developments. It will also include interpersonal relationships as facilitator in effective functioning of the individual and importance of play and other activities in facilitating child development. Lastly, it will cover influence of media on child development and role of teacher and others in helping children to use mass media effectively.

ES 103 : Guiding Children's Learning

This will provide an introduction to learning followed by how a teacher and others can help the child cope with problems associated with learning.

In the last thematic section of each unit, for purposes of recapitulation and ready reference, we summarise what has been said in the whole Unit under the caption "Let Us Sum Up".

Model Answers to Exercises are given at the end of each Block.

However, in some Units you may find sample answers or comments immediately after the questions. In certain other cases we have listed a few activities for you to do, for which answers may not have been provided.

Audio and Video Programmes

The audio and video programmes may not give you any new information, but they will certainly supplement the print material. You will grasp some concepts/ideas given in the print more clearly with the help of the audio/visual media. You may also have the satisfaction of learning through different media and thus get motivated to keep on with your study. If you make use of all these media, you will have less difficulty in writing your assignment-responses and preparing for the final examinations. However, you should not be under the impression that without the help of the audio-video programmes one cannot complete the Certificate Programme. One can complete the programme successfully by studying the printed material. Our audio-video programmes may give you additional help.

Assignments

Assignment is an integral and compulsory component of CIG's instructional system. There are tutor-marked assignments for each course. The students will have to work on at least two assignments per course. There are altogether 8 assignments covering the four courses. The students have to submit all the 8 assignments at the rate of two assignments per course to complete the programme. If you want to sit for the final examination for all the four courses at one time, you should submit all the eight assignments within the stipulated time. The assignment submission schedule is provided in section 8 in the Programme Guide.

The 8 assignments for the courses 1 to 4 of the CIG are given in separately. You can see in the sub-section on evaluation in this Programme Guide to know how the assignments fit into the total evaluation scheme of the CIG. More information about how to work on the assignments is given in Section 6 in this Programme Guide.

Academic Counselling Session

In the distance education mode of learning, face-to-face contact between the learner and their tutors/counsellors, though minimal, is an important activity. The purpose of such a contact is to answer some of your questions and clarify your doubts which may not be possible through any other means of communication, besides giving you an opportunity to meet your peers. The counselling sessions are not compulsory. However, they may be very useful in certain respects: to share your views on the subject with your teachers and fellow participants, comprehend some of the complex ideas or difficult issues, and get clarifications for many of your doubts which you would not otherwise try to raise. Obviously, counselling sessions will be very different from the usual classroom teaching or lectures. Your tutors/counsellors will not be delivering lectures or speeches. They will try to help you overcome your difficulties which you face (academic as well as personal) while studying for the Certificates. In these sessions you must look into the subject-based difficulties and other issues arising out of those difficulties. Besides, some of the audio and video cassettes that are available at that time will be played, and their content could be analysed and discussed.

The counselling sessions will be conducted at your nearest Study Centre. Before you go to attend the counselling session, please go through your course materials. Unless you have gone through the Units/Blocks, there may not be much to discuss. During the counselling sessions try to concentrate on the relevant and the most important issues (it is quite likely that some minor issues may distract your attention and you may not have time to discuss the major ones). Also try to understand each other's points of view, without making the session a seminar or a debate. You may also establish personal contact with your fellow participants to get mutual help for academic purposes. Try to get the maximum possible help from your counsellors/tutors and peers.

Evaluation

Only those candidates who successfully complete all the four courses in CIG, by attaining at least the minimum grade requirement in each course, will be deemed eligible for the award of the Certificate in Guidance. However, certificates will be awarded for the successful completion of each course separately on demand.

The evaluation system of courses in the CIG Programme is based on four components.

- a) Self-evaluation exercise within each unit of study.
- b) Continuous evaluation in the form of periodic assignments, component carries weightage of 30% for each course.
- c) Term-end examination has a weightage of 70% of the total weight for each course.

Examinations are held in the months of June and December every year. The students are at liberty to appear at any of the examinations conducted by the university during the year subject to completing the minimum time framework prescribed for the programme pursued which in the case of CIG is six months. In other words, in the year of his/her admission a student can sit for the term-end examination in June itself.

The University follows a letter grading system of 5 point scale (A, B, C, D & E). You have to required to obtain atleast a "D" grade in assignments and terminal examinations of each course. For this programme, the University has adopted a numerical system of marking, and the table given below shows the qualitative values of letter grades and their equivalent point grades and point grade in continuous evaluation and term-end examination.

Letter Grade	Qualitative Value	Grade Point	Assignment Weightage Range		Direct P.G. in T.E.E.	Point Grade Range	Overall P.G. Range of C.E.&T.E.E.
			15%	30%			
A	Excellent	5	0.75	1.35 & above	3.50	3.15 & above	4.5 & above
B	Very Good	4	0.60	1.05 & below 1.35	2.80	2.45 & below 3.15	3.5 & below 4.5
C	Good	3	0.45	0.75 & below 1.05	2.10	1.05 & below 1.75	2.5 & below 3.5
D	Satisfactory	2	0.30	0.45 & below 0.75	1.40	1.05 & below 1.75	1.5 & below 2.5
E	Unsatisfactory	1	0.15	below 0.45	0.70	below 1.05	below 1.5

If a student misses any Term-end Examination of a course for any reason, he/she may appear for it in the subsequent Term-end Examinations. This facility will be available until a student secures the minimum pass grade, but upto a maximum period of two years from the date of registration.

Letter grade system is used for grading continuous examination and mark system for terminal examination components. These letter grades are:

- A Excellent
- B Very Good
- C Good
- D Satisfactory
- E Unsatisfactory

4. PROGRAMME STRUCTURE AND COURSE COMPONENTS

COURSE: ES 101 - UNDERSTANDING THE ELEMENTARY SCHOOL CHILD

	Print Materials	Audio	Video
Block 1	Guiding Children : Role of Teachers and Parents		
Unit 1	Introduction to Guidance		
Unit 2	Role of Teachers and Parents in Guiding Children		
Block 2	Principles and Factors in Child Development		
Unit 3	Profile of an Elementary School Child		Profile of an Elementary School Child
Unit 4	Principles of Development		
Unit 5	Factors Affecting Development		
Block 3	Dimensions of Development		
Unit 6	Physical and Motor Development		
Unit 7	Cognitive and Language Development		Rohini & Champa
Unit 8	Socio-Emotional and Moral Development		Growing Up

COURSE : ES 102 - FACILITATING GROWTH AND DEVELOPMENT

	Print Materials	Audio	Video
Block 1	Factors Influencing Development		
Unit 1	Integrated Personality Development — An Introduction		
Unit 2	Problems Associated with Different Aspects of Development		
Unit 3	Interpersonal Communication		
Unit 4	Influence of Mass Media on Child Development		
Block 2	Problems Associated with Development		
Unit 5	Problems Arising due to Deprivation		
Unit 6	Problems of Creative and Gifted Children		
Unit 7	Understanding the Problems of Slow Learners		Understanding the Problems of Slow Learners
Unit 8	Play and Other Activities — Role in Facilitating Development	Play and Work in the Middle Childhood	

COURSE : ES 103 - GUIDING CHILDREN'S LEARNING

	Print Materials	Audio	Video
Block 1	Acquisition and Process of Learning		
Unit 1	Factors Affecting Learning		
Unit 2	What is Learning?		

Unit 3	Modes of Effective Communication
Unit 4	Enhancing Learning Skills
Block 2	Dealing with Learning Problems
Unit 5	Learning Disabilities
Unit 6	Attentional Problems
Unit 7	Motivation and Interest
Unit 8	Minimising Impact of Impairment

COURSE : ES 104 - GUIDING SOCIO-EMOTIONAL DEVELOPMENT OF CHILDREN

	Print Materials	Audio	Video
Block 1	Coping with Social-Emotional Problems		
Unit 1	Introduction to Socio-Emotional Development of Children	Rohini & Champa	
Unit 2	Conduct Problems	Behavioural Problems in Children	
Unit 3	Disorder of Emotion		
Unit 4	Anxiety, Fears and Phobias		
Block 2	Dealing with Special Problems		
Unit 5	Speech Problems	Reaching Out	
Unit 6	Socio-Emotional Aspect of Disability		
Unit 7	Problems of Deprived Children (SC/ST, Girls)		
Unit 8	Play and Other Activities as Remedial Measures	Play and Work in the Middle Childhood	

5. STUDY CENTRES

IGNOU has established a number of study centres throughout the country. These centres provide counselling facilities on scheduled days as fixed hours on a regular basis and also act as information centres and as examination centres. 123 study centres are proposed to give counselling facilities for CIG courses. Study centres also have basic library books related to the concerned programmes. Each student is assigned to a study centre where he/she also submits the assignments to study centre co-ordinator. In case a student does not go to his/her study centre in person the assignments can also be mailed to the concerned co-ordinator.

**LIST OF THE ACTIVATED STUDY CENTRES FOR CERTIFICATE IN GUIDANCE (CIG)
(w.e.f. 01.01.2000)**

S.No.	Name of Study Centre
-------	----------------------

Hyderabad Region

- | | |
|----|---|
| 1. | TJPS College, Ring Road, Guntur - 522 006 |
| 2. | Sathya Sai Baba, National Degree College, Anantapur - 515 001 |
| 3. | Dr. L. Bullaya College, Vishakapatnam - 530 013 |
| 4. | V.R. College, Nellore - 524 001 |
| 5. | KBN College, Kothapeta, Vijayawada - 520 001 |

6. Lal Bahadur College, Warangal - 507 607
7. Aurora's Degree College, Hyderabad - 500 020
- Patna Region**
8. Vanijya Mahavidyalaya, Patna University, Patna - 800 005
9. Jamshedpur Woman's College, Jamshedpur - 831 001
10. Bihar University Library, Muzaffarpur - 842 001
11. Psychology Deptt. Bhagalpur University, Bhagalpur - 812 007
12. Rajendra College, Chapra - 841 301
- Delhi Region**
13. Sri Aurobindo Centre, Adchini, Sri Aurobindo Marg, New Delhi - 110 017
- Ahmedabad Region**
14. L.D. Arts College, Navrangpura, Ahmedabad - 380 009
15. General Education Building, MS University, Vadodara - 390 002
16. Saurashtra University, Rajkot - 360 005
17. MTB Arts College, Surat-395 001
18. Samaldas Arts College, Bhavnagar - 364 002
19. SSKS & SOM Arts College, Modasa - 383 315
20. New Progressive Education Trust, Mehsana - 384 002
21. Sardar Patel University, Univ. Health Centre, Vallabh Vidyanagar, Anand - 388 120
22. Govt. Arts and Science College, Sector 15, Gandhinagar - 382 016
23. Navjivan Arts & Commerce College, Dahod - 389 151
24. Anjuman-e-Talime Idara, Court Road, Opp. Treasury, Bharuch - 392 001
25. Govt. Polytechnic, Post Office Bedi, Jamnagar - 361 008
26. Daman Govt. Arts College, Daman & Diu
27. L.J. Commerce College, Vastra Pur, Ahmedabad - 380 015
28. Ankleshwar Indl. Development Society, Sri Gattu Vidyalaya, Plot No. 910, GIDC Estate, Ankleshwar, Gujarat.
- Karnal Region**
29. G.G.D.S.D. College, Sector- 32C, Chandigarh - 160 032
30. Mukundlal National College, Yamuna Nagar - 135 001
31. Chhotu Ram College of Education, Rohtak - 124 001
32. DAV College, Jalandhar, Punjab - 144 008
- Shimla Region**
33. Govt. Degree College, Sanjoli, Shimla - 171 006
34. Government Degree College, Solan - 173 212
35. Govt. Degree College, Dharmashala - 176 215
36. Govt. P.G. College, Mandi - 175 001
37. Govt. Degree College, Hamirpur - 177 005
38. Govt. Degree College, Chamba - 176 310
39. Govt. Degree College, Kullu - 175 101
40. Govt. Degree College, Nahan - 173 001
41. Govt. Degree College, Una, Himachal Pradesh
- Bangalore Region**
42. BES College of Education, Jayanagar IVth Block, Bangalore - 560 011
43. St. Aloysideus College, Mangalore - 575 003
44. JSS College, Dharwad - 580 004
45. Gulbarga University, Gulbarga - 585 106

46. Vidyavardhaka Sangha College of Commerce, Seshadri Iyer Road, Mysore - 570 021
47. BLDE Association College of Education, Bijapur - 586 103
48. RPD College, Belgaum - 590 006
- Cochin Region**
49. Institute of Management in Govt., Vikas Bhavan, Trivandrum - 695 033
50. JDT Islam, Calicut - 673 012
51. Catholicate College, Pathanamthitta - 689 045
52. Sri Narayana College, Kannur - 670 007
53. CMS College, Kottayam - 686 001
54. Sree Kerala Verma College, Trichur - 680 008
55. Newman College, Thodupuzha, Distt. Idukki - 685 585
56. PSMO College, Tiruanguadi, Distt. Mallapuram - 676 306
57. St. Alberts College, Ernakulam - 682 018
58. Sree Narayana College, Kollam - 691 001
59. Jawaharlal Nehru College, Kavarati Lakshadweep - 682 555
60. St. Mary College, Sultan Bathery, P.O., Kuppadi Wayanad Dist. - 673 592
- Bhopal Region**
61. Motilal Vigyan Mahavidyalaya, Bhopal - 462 008
62. Rani Durgawati University, Jabalpur - 482 001
63. Jiwaji University, Gwalior - 474 001
64. Holkar Science College, Indore - 452 001
65. Dr. Hari Singh Gour Vishwavidyalaya, Sagar - 470 003
66. Ravi Shankar University, Raipur - 492 010
- Pune Region**
67. K.J. Somaiya Comprehensive College of Education, Training & Research, Vidya Vihar, Vidyanagar, Ghatkopar (East), Mumbai - 400 077
68. Symbiosis International Cultural Centre, Senapati Bapat Road, Pune - 411 004
69. Rajarshi Chhatrapati Shahu College, Kadamwadi Road, Kolhapur - 416 003
70. Nagpur University, Nagpur - 440 010
71. KTHM College, Shivaji Nagar, Nashik - 422 002
72. Tapovan Campus, Amravati University, Amravati - 444 602
- Shillong Region**
73. Manipur University, Imphal - 795 003
74. Centre for Distance Education, NEHU, Shillong - 793.003
75. Aizwal Govt. College, Aizwal - 796 001
76. Nagaland College of Education, Kohima - 797 001
77. Tripura University, Agartala - 799 004
78. Presidency College, P.O. Motbung, Manipur - 795 107
79. Tirot Singh Memorial College, Meirand Dist., West Kasi Hills, Meghalaya
80. Lunglei Govt. College, P.O. Lunglei, Mizoram - 796 701
- Bhubaneshwar Region**
81. Government College, Rourkela - 769 004
82. Khallikote College, Berhampur - 760 001
83. Fakir Mohan College, Balasore - 756 001
84. Gangadhar Meher College, Sambalpur - 768 004
85. BJB College, Bhubaneshwar - 751 014

Jaipur Region

- 86. University Rajasthan College Campus, Jaipur - 302 004
- 87. Rajasthan Agriculture University, Udaipur - 313 001
- 88. Kota Engineering College, Kota - 324 009
- 89. Onkarmal Somani College of Commerce, Jodhpur - 342 008
- 90. Dayanand College, Ajmer - 305 001

Chennai Region

- 91. DDGD Vaishnav College, 445-EVR Periyar High Road, Arumbakkam, Chennai - 600 106
- 92. Bishop Heber College, Tiruchirapalli - 620 017
- 93. G.R.D. College of Arts & Science, Civil Aerodrome Post, Avanashi Road, Coimbatore - 641 014
- 94. Academic Staff College, TAC Campus, Pondicherry - 605 008

Lucknow Region

- 95. St. John's College, Agra - 282 002
- 96. Allahabad Degree College, 15 Kydganj, Allahabad - 211 003
- 97. Bareilly College, Post Box No. 15, Bareilly - 243 005
- 98. PPN College, 96/12, MG Marg, Kanpur- 208 001
- 99. Udai Pratap Post Graduate College, Varanasi - 221 002
- 100. Gorakhpur University, Gorakhpur - 273 001
- 101. Bipin Bihari PG College, Jhansi - 284 001
- 102. Aligarh Muslim University, Aligarh - 202 001
- 103. Lucknow Christian College, Lucknow - 226 018

Calcutta Region

- 104. Adarsh Mahavidyalaya, Sevoke Road, Siliguri - 734 401
- 105. Govt. Teachers Training College, Malda-732 101
- 106. Maulana Azad College, 8 RA Kidwai Road, Calcutta - 700 013

Guwahati Region

- 107. Govt. College, Itanagar - 791 113
- 108. Guwahati University, Guwahati - 781 014
- 109. Women's College, Durgabari Tinsukia, Assam - 786 125
- 110. Birjhora Mahavidyalaya, Bongaigaon - 783 280
- 111. Sikkim Govt. College, Tadong, Gangtok - 737 102
- 112. Handique Girls College, Pan Bazar, Guwahati

Delhi RC II

- 113. Deptt. of Adult & Continuing Education, Delhi University, Delhi - 110 007

Jammu Region

- 114. University of Jammu, Jammu Tawi - 180 001
- 115. Govt. Degree College, Kathua, J&K
- 116. Govt. Degree College, Rajouri, J&K

Srinagar Region (J&K)

- 117. Amar Singh College, Srinagar
- 118. Govt. Degree College, Leh - 194 101
- 119. Dept. of Commerce, University of Kashmir, Srinagar-190 006
- 120. Govt. Degree College, Sopore
- 121. Govt. Degree College (Boys), Anantnag

Dehradun Region

- 122. DAV PG College, Dehradun - 248 001
- 123. MB Govt. P.G. College, Haldwani - 263 141

6. GENERAL INFORMATION REGARDING ASSIGNMENTS

You must have already gone through the sub-section on assignments in Section 3 in this Programme Guide. You may be anxious to know what is expected of you when you answer the assignments.

Assignments constitute the continuous evaluation component of a course. The assignments of a course carry 30% weightage while 70% weightage is given to the term-end examinations. The marks that you get in your assignments will be counted in our final result. Therefore, you are advised to take your assignments seriously.

You have to attempt the assignments compulsorily. You will not be allowed to appear for the term-end examination for a course if you do not submit the specific number of assignments in time for that course.

The main purpose of assignments is to test your comprehension of the learning material you receive from us and also to help you get through the courses by providing feedback to you. The information given in the printed course material should be sufficient for answering the assignments. Please do not worry about the non-availability of extra reading material for working on the assignments. However, if you have easy access to other books, you may make use of them. But the assignments are designed in such a way as to help you concentrate mainly on the printed course material and exploit your personal experience.

Whenever you receive a set of assignments, check them immediately and ask for missing pages, if any, inform **Director, Material Production & Distribution Division (MPDD), IGNOU Maidan Garhi, New Delhi - 110068** or the Coordinator of your Study Centre.

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 answer sheets brings you poor grades. Please keep a copy of all the assignments with you. Which will help you in preparing for the examination and also in case of non-receipt of assignment responses by the Study Centre.

You must submit your assignments according to the schedule indicated in the assignment itself and also in Section 8 of this Programme Guide.

The University/Co-ordinator of the Study Centre has the right to reject the assignments received after the due date. You are, therefore, advised to submit the assignments before the due date. For your own record, retain a copy of all the assignment responses which you submit to the Coordinator of your Study Centre. If you do not get back your duly evaluated tutor marked assignments within a month after submission, please try to get it from your study centre personally. This may help you to improve upon future assignments. Also maintain an account of all these corrected assignment responses received by you after evaluation. This will help you to represent your case to the University in case any problem arises.

In case you are unable to submit the assignments or unable to score minimum qualifying grade D, you have to wait for the assignments meant for the next batch of students and submit them. The request for the new assignments may be addressed to the **Assistant Registrar, Student Registration & Evaluation Division, Indira Gandhi National Open University, Maidan Garhi, New Delhi - 110 068.**

Once you get the pass grade in an assignment, you cannot resubmit 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/her to the Evaluation Division at the Headquarters

Do not enclose or express doubts for clarification, if any alongwith the assignment. Send your doubts in a separate cover to the **Director, Student Registration & Evaluation Division, IGNOU, Maidan Garhi, New Delhi - 110 068.** When doing so give, your complete enrollment number, name, address, title of the course, and the number of the unit or the assignment, etc., on top of your letter.

Specific Instructions for Tutor Marked Assignments

1. Write your Enrolment Number, Name, Full Address, Signature and Date on the top right hand corner of the first page of your response sheet.
2. Write the Programme Title, Course Code, Course Title, Assignment Code and Name of your Study Centre on the left hand corner of the first page of your response sheet.

8. OPERATIONAL SCHEDULE

Assignment Submission Schedule

Assignments	Receipt of Assignment Responses at the Study Centre
AS-1 (ES 101) } AS-2 (ES 101) }	15th March*/ September**
AS-3 (ES 102) } AS-4 (ES 102) }	30th March*/ September**
AS-5 (ES 103) } AS-6 (ES 103) }	15th April*/ October**
AS-7 (ES 104) } AS-8 (ES 104) }	30th April*/ October**

Note :

*Academic session commences from January.

**Academic session commences from July.

9. COUNSELLING SCHEDULE

Certificate in Guidance (CIG)

Proposed Schedule for Counselling

Days	February	March	April
	Activities	Activities	Activities
St 1	CS 1	CS 5	CS 9
Sn 1	CS 2	CS 6	CS 10
St 3	CS 3	CS 7	CS 11
Sn 3	CS 4	CS 8	CS 12

Note 1: St 1 stands for the first Saturday of each month, and Sn 1 stands for first Sunday, and so on. CS 1 stands for Counselling Session 1, CS 2 for Counselling Session 2 and so on. Viewing and listening to of Video and Audio Programmes (whenever available and relevant) will be a part of the counselling sessions.

Note 2 : It should be noted that different Study Centres may follow different schedules. The purpose of what has been presented above is to serve as a general guideline.

CERTIFICATE IN GUIDANCE (CIG)

Term-End Examination

December, 1996

ES-101 : UNDERSTANDING THE ELEMENTARY SCHOOL CHILD

Time : 3 hours

Maximum Marks : 100
(Weightage 70%)

Note: Attempt all the three questions.

1. Answer *one* of the following in about 1000 words: 30
State five basic principles of child development. Discuss any two of them with suitable examples.

OR

Discuss the role of parents and teachers in guiding children.
2. Answer *one* of the following in about 1000 words : 30
Discuss the mobilisation of the home and community resources for guidance programme.

OR

What are various guidance services in the schools? Discuss any three services in detail.
3. Answer any *four* of the following in about 250 words each : 40
 - (i) Discuss any five qualities that you would like to develop in children for social development.
 - (ii) State different stages of cognitive development by Piaget. Discuss any one of them with examples.
 - (iii) Write a short note on Multilingualism.
 - (iv) What are childhood fears? How will you help the child to overcome his fears?
 - (v) Discuss important factors affecting physical and motor development.
 - (vi) How do sex differences influence development? Illustrate with two situations.

CERTIFICATE IN GUIDANCE (CIG)

Term-End Examination

December, 1996

ES-102 : FACILITATING GROWTH AND DEVELOPMENT

Time : 3 hours

Maximum Marks : 100
(Weightage 70%)

Note: Attempt all the three questions.

1. Answer *one* of the following in about 1000 words:

What are the problems faced by children with special abilities? How can the teachers help them?

15+15

OR

Social and cultural prejudices play a major role in the discrimination against the girl child. Discuss. As parents and teachers what steps will you take to remove this discrimination?

15+15

2. Answer *one* of the following in about 1000 words:

Explain with the help of examples, the importance of emotional well being for the overall development of the child. In what ways, the behaviour of parents and teachers influence the emotional development of children?

15+15

OR

What do you understand by the term 'Integrated Personality'? Discuss how the teachers can help in the development of Integrated Personality.

10+10

3. Write short answers of any *four* of the following in about 250 words each:

40

- (i) Describe the effects of TV viewing on the attitudes and values of children.
- (ii) Explain how deprivation can lead to failure in school.
- (iii) Describe the characteristics of slow learners.
- (iv) Explain the meaning of 'Sex Stereotypes' in play. Are we justified in encouraging them?
- (v) Suggest ways and means of improving the reading skills of children.
- (vi) Explain why co-operation between parents and teachers is essential for the proper development of the child.

CERTIFICATE IN GUIDANCE (CIG)

Term-End Examination

December, 1996

ES-103 : GUIDING CHILDREN'S LEARNING

Time : 3 hours

Maximum Marks : 100
(Weightage 70%)

Note: Attempt all the three questions.

1. Answer *one* of the following in about 1000 words: 30
 Define the term 'learning'. Explain in brief, with appropriate examples, the behaviouristic view on the process of learning.

OR

 How can "I" messages and active listening help in effective communication with children? Give illustrations to support your answer.
2. Answer *one* of the following in about 1000 words: 30
 Discuss the factors responsible for inattentiveness. What steps will you take for promoting attentiveness? Give your answer with suitable examples.

OR

 What are the symptoms of 'visually impaired' children? Discuss the role of teachers and parents in meeting the special needs of such children.
3. Answer any *four* of the following in about 250 words: 40
 - (i) Why is motivation necessary for learning? Explain with examples.
 - (ii) What is the importance of case history method in assessing the learning problems of children?
 - (iii) Discuss the main features of cognitive theory of learning.
 - (iv) Explain with examples the importance of time management in promoting learning.
 - (v) Differentiate between intrinsic and extrinsic motivation. Give illustrations of each type.
 - (vi) How can reading skills be improved in young children?

CERTIFICATE IN GUIDANCE (CIG)

Term-End Examination

December, 1996

ES-104 : GUIDING SOCIO-EMOTIONAL DEVELOPMENT OF CHILDREN

Time : 3 hours

Maximum Marks : 100
(Weightage 70%)

Note: Attempt all the three questions.

1. Answer *one* of the following in about 1000 words: 30
 Discuss the various disadvantaged groups of children and the remedial measures suggested in school and at home for reducing their disadvantage.

OR

 Describe play and other therapeutic activities which could be used with emotionally disturbed children. Mention the basic principles underlying the use of these therapies.
2. Answer *one* of the following in about 1000 words: 30
 Discuss the common characteristics of mentally retarded children, and the role of parents and teachers in managing their special needs.

OR

 What are the various emotional problems that occur among children? Discuss their symptoms along with the therapeutic interventions.
3. Write short answers to any *four* of the following in about 250 words each: 40
 - (i) What are the skills that children should develop by late childhood? What are the problems that would occur if they fail to develop these?
 - (ii) Why do children become aggressive? Discuss the role of parents and teachers in controlling aggression among children.
 - (iii) What is anxiety? Discuss the causes of anxiety briefly.
 - (iv) What are the socio-emotional problems of disabled children?
 - (v) What is truancy? What are the factors that cause truancy among children?
 - (vi) What are speech problems? Discuss any two environmental factors that lead to speech problems.

CERTIFICATE IN GUIDANCE (CIG)**Term-End Examination****June 1997****ES-101 : UNDERSTANDING THE
ELEMENTARY SCHOOL CHILD***Time : 3 hours**Maximum Marks : 100
(Weightage 70%)*

Note: Attempt all the three questions.

1. Answer *one* of the following in about 1000 words: 30
Explain the difference between human growth and development. What are the indicators to measure them?

OR

Development is a continuous process. Discuss with examples.

2. Answer *one* of the following in about 1000 words: 30
What are the different factors affecting physical and motor development of children? Illustrate with suitable examples.

OR

Discuss the ways of strengthening relationship between home and school.

3. Answer any *four* of the following in about 250 words each: 40
- Discuss any two activities for enhancing language development in children.
 - Explain any five reasons for nutritional deficiency in children.
 - Discuss the need of guidance and counselling programme in school.
 - How will you help an emotionally disturbed child?
 - Explain any five factors that help in developing positive self-concept.
 - Explain any three characteristics of a child of pre-operational stage.

CERTIFICATE IN GUIDANCE (CIG)**Term-End Examination****June, 1997****ES-102 : FACILITATING GROWTH AND
DEVELOPMENT***Time : 3 hours**Maximum Marks : 100
(Weightage 70%)*

Note: Attempt all the three questions.

1. Attempt *one* of the following in about 1000 words:

Describe the various factors that influence the development of personality. Also explain how heredity and environment interact to determine the personality of an individual. 20+10

OR

"Hearing is not listening." Discuss with reference to the methods of improving communication skills. Why is it important to recognise and express our own feelings effectively? 20+10

2. Answer *one* of the following in about 1000 words:

Children are not able to discriminate between the good and bad influence of mass media and therefore need adult help. Discuss. 30

OR

Explain how psychological needs of children are as important as their physical needs. How can the teachers help to minimise the negative effects of deprivation? 20+10

3. Write short answers to any *four* of the following in about 250 words each: 40

- (i) Describe the problems faced by slow learners in the school.
- (ii) Explain how play helps in the socio-emotional development of the child.
- (iii) With the help of suitable examples differentiate between 'giftedness' and 'creativity'.
- (iv) Discuss the reasons for poor academic achievement.
- (v) Describe with the help of suitable examples the characteristics of a well integrated personality.
- (iv) What are the responsibilities of teachers towards slow learners?

CERTIFICATE IN GUIDANCE (CIG)**Term-End Examination****June, 1997****ES-103: GUIDING CHILDREN'S LEARNING***Time : 3 hours**Maximum Marks : 100
(Weightage 70%)*

Note: Attempt all the three questions.

1. Answer *one* of the following in about 1000 words: 30
Discuss various factors affecting learning. Suggest important ways in which the teacher can help effective learning.

OR

Why do children fail to perform consistently in their studies? Suggest various methods that can be used for enhancing reading skills.

2. Answer *one* of the following in about 1000 words: 30
Explain in brief different methods for assessing learning problems of a child. Discuss any two methods giving illustrations.

OR

What is motivation? What are the different steps you would like to take for enhancing motivation of children in classroom?

3. Answer any *four* of the following in about 250 words : 40
- (i) What is attention? Suggest any two activities for promoting multiple attention among children.
 - (ii) Explain how excessive motivation is harmful for learning.
 - (iii) What are various causes for impaired vision? Discuss the role of teachers and parents in dealing with visually handicapped children.
 - (iv) How do behaviourists define learning? Differentiate between classical and operant conditioning.
 - (v) Discuss the various forms of learning as proposed by Gagne.
 - (vi) What is an 'I' message? Explain with examples, the importance of I messages in effective communication.

CERTIFICATE IN GUIDANCE (CIG)

Term-End Examination

June, 1997

ES-104 : GUIDING SOCIO-EMOTIONAL DEVELOPMENT OF CHILDREN

Time : 3 hours

*Maximum Marks : 100
(Weightage 70%)*

Note: Attempt all the three questions.

1. Answer *one* of the following in about 1000 words. 30
 Discuss the meaning of anxiety. Mention the symptoms and the causes of anxiety.
- OR**
- Mention the various speech problems occurring among children and also state the steps to be taken for their remediation.
2. Answer *one* of the following in about 1000 words: 30
 What are the various conduct problems among children? Mention the factors that give rise to them and the way these can be controlled.
- OR**
- What is mental retardation? Discuss the causes of mental retardation and the socio-emotional problems of mentally retarded children.
3. Write short answers to any *four* of the following in about 250 words each : 40
- (i) Mention the socio-emotional problems of children along with their causes.
 - (ii) What are the problems of a girl child? Discuss ways in which these problems could be reduced.
 - (iii) Discuss the various therapeutic measures that could be taken to reduce anxiety among children.
 - (iv) What are the behavioural symptoms of withdrawn children? Mention the various causes of withdrawal among children.
 - (v) Mention the steps to be taken up by the parents and teachers to prevent aggressive behaviour among children.
 - (vi) Discuss play therapy. What are the various emotional problems for which it can be used among children ?

CERTIFICATE IN GUIDANCE (CIG)

Term-End Examination

June, 1998

**ES-101 : UNDERSTANDING THE
ELEMENTARY SCHOOL CHILD**

Time : 3 hours

*Maximum Marks : 100
(Weightage 70%)*

Note: Attempt all the three questions.

1. Answer the following in about 1000 words : 30
Describe each of the principles of child development with examples.

OR

Describe the role of parents and teachers in balanced socio-emotional development among children.

2. Answer the following in about 1000 words : 30
Discuss the importance of various guidance services in schools.

OR

List the various non-genetic factors that influence the pre and post natal development of a child. Explain the role of nutrition in child development.

3. Answer any *four* of the following in about 250 words each : 40
- (i) How do physical and motor development affect personality ?
 - (ii) Discuss the significance of school and home environment in the development of children.
 - (iii) Describe the various developmental tasks for children of 6-12 years.
 - (iv) Discuss the role of hereditary factors that influence development.
 - (v) Describe the various factors affecting language development.
 - (vi) Write a note on "Handedness in young children".

CERTIFICATE IN GUIDANCE (CIG)

Term-End Examination

June, 1998

ES-102: FACILITATING GROWTH AND DEVELOPMENT

Time : 3 hours

*Maximum Marks : 100
(Weightage 70%)*

Note: Attempt all the three questions.

1. Answer the following in about 1000 words : 20+10
 Discuss various approaches to interpersonal communication.
 Which approach is the best in your opinion ? Illustrate your answer.

OR

 Examine the emerging role of mass media in educating and entertaining children. Give suitable examples. 20+10
2. Answer the following in about 1000 words : 20+10
 Discuss the role of play in the overall development of a child. Give examples to support your answer.

OR

 Differentiate between slow learners and mentally handicapped children. How can slow learners be helped with the problems they face in the classroom? 10+20
3. Write short answers to any *four* of the following in about 250 words each : 40
 - (i) Describe the characteristics of gifted children.
 - (ii) Describe five play activities which promote logical thinking among children.
 - (iii) How can teachers motivate children to attend school regularly?
 - (iv) Describe with examples various problems associated with emotional development.
 - (v) Discuss the role of a teacher in the development of integrated personality of the child.
 - (vi) Describe how play can serve as a therapy for children with emotional problems.

CERTIFICATE IN GUIDANCE (CIG)**Term-End Examination****June, 1998****ES-103: GUIDING CHILDREN'S LEARNING***Time : 3 hours**Maximum Marks : 100
(Weightage 70%)*

Note: Attempt all the three questions.

1. Answer the following in about 1000 words : 30
Why are reading skills important for a child ? Suggest ways of improving reading skills in children at primary stage.
- OR**
- Define learning. Explain with suitable examples the viewpoint of learning proposed by Gagne.
2. Answer the following in about 1000 words : 30
What is inattentiveness? Discuss the causes of inattentiveness among children. Suggest ways of improving concentration in studies.
- OR**
- Discuss the measures that you would take to help handicapped children overcome social and emotional problems.
3. Answer any *four* of the following in about 250 words : 40
- (i) How do psychological factors influence students' learning ? Discuss with examples.
 - (ii) Discuss the role of teachers in developing motivation among children.
 - (iii) Differentiate between classical conditioning and operant conditioning giving suitable examples.
 - (iv) Explain with examples the role of questioning in effective communication with children.
 - (v) What strategies would you adopt to help children with problems of spellings ?
 - (vi) Discuss the role of parents and teachers in meeting special requirements of speech impaired children.

CERTIFICATE IN GUIDANCE (CIG)**Term-End Examination****June, 1998****ES-104 : GUIDING SOCIO-EMOTIONAL
DEVELOPMENT OF CHILDREN***Time : 3 hours**Maximum Marks : 100
(Weightage 70%)*

Note: Attempt all the three questions.

1. Answer the following in about 1000 words : 30
What are the factors that affect socio-emotional development in children ? Which principles would you keep in view to help children to overcome such developmental problems ?
- OR**
- What is self-esteem ? What are the conditions that promote negative self-esteem among children ? Illustrate your answer.
2. Answer the following in about 1000 words : 30
Discuss various environmental and functional causes leading to speech problems among children. Give suitable examples.
- OR**
- Discuss the basic principles in dealing with a disturbed child in the context of play therapy. Illustrate your answer.
3. Answer any *four* of the following in about 250 words each : 40
- (i) What is 'role play' ? Enumerate the steps involved in role play.
 - (ii) Discuss problems of language and communication of school-going scheduled tribe children.
 - (iii) Discuss briefly the faulty parental attitudes towards disabled children.
 - (iv) Describe basic characteristics of a child suffering from aphasia.
 - (v) Describe in brief the types of articulation problems.
 - (vi) Describe the causes of truancy among children with the help of examples.

कृपया फार्म भरने से पहले अगले पृष्ठ पर दिए गए निर्देशों को पढ़िए।

Please read the instructions overleaf before filling up the form

परीक्षा फार्म जमा कराने के लिये तारीख

1. जून मास में होने वाली परीक्षाओं के लिए १ फरवरी से ३१ मार्च तक
2. दिसम्बर मास में होने वाली परीक्षाओं के लिए १ अगस्त से ३० सितम्बर तक

Dates for submission of Examination Form

1. 1st Feb. to 31st March for June Exams.
2. 1st Aug. to 30th Sept. for Dec. Exams.



इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय, नई दिल्ली

INDIRA GANDHI NATIONAL OPEN UNIVERSITY, NEW DELHI

सत्रांत परीक्षा जून/दिसम्बर 199_ TERM-END EXAMINATION JUNE/DECEMBER 199_

अध्ययन कार्यक्रम

Programme of Study

नामांकन संख्या

Enrolment Number

परीक्षा केंद्र कोड

Exam. Centre Code

नाम : श्री/श्रीमती/कुमारी

NAME: Shri/Smt./Kum.

कृपया सम्पूर्ण पाठ्यक्रम का शीर्षक तथा सही पाठ्यक्रम कोड जिसमें परीक्षा देना चाहते हैं लिखिए। जिन पाठ्यक्रम/पाठ्यक्रमों को आप पहले ही उत्तीर्ण कर चुके हैं उनका उल्लेख न करें।

Please indicate complete course title and correct course code in which you intend to take the examination. The Course(s) which you have already passed should not be mentioned

क्रम सं. Sl. No.	पाठ्यक्रम कोड Course Code	पाठ्यक्रम शीर्षक Course Title
01		
02		
03		
04		
05		
06		
07		
08		
09		
10		

मैं एतद्वारा विधिवत् घोषणा करता हूँ कि उपर्युक्त पाठ्यक्रम/पाठ्यक्रमों के लिए निर्धारित सत्रीय कार्यों को वांछित संख्या विश्वविद्यालय द्वारा निर्धारित अंतिम तारीख के अंदर मूल्यांकन के लिए उपयुक्त अधिकारियों को जमा करा चुका हूँ/जमा करा दूंगा।

मैं भलीभांति जानता हूँ कि सत्रांत परीक्षा देने के लिए इन पाठ्यक्रमों के निर्धारित सत्रीय कार्यों को जमा कराना पहली शर्त है। सत्रीय कार्यों को जमा कराने संबंधी उपर्युक्त कथन असत्य पाए जाने पर विश्वविद्यालय उल्लिखित सत्रांत परीक्षा के परिणाम को रद्द कर सकता है और मैं वचन देता हूँ कि उस बारे में किसी प्रकार का दावा नहीं करूंगा। मैं यह भी वचन देता हूँ कि विश्वविद्यालय के निर्णय, नियमों और विनियमों का पालन करूंगा। मैं आज दिनांक को इस वचन बंधन पर हस्ताक्षर कर रहा हूँ।

I hereby solemnly affirm that I have submitted/will submit all the required number of assignments prescribed for the above course(s) within the deadlines prescribed by the University to the appropriate authority for evaluation.

I am aware that submission of assignments prescribed for these courses is a pre-requisite for taking Term-End Examination. In case my above statement regarding submission of assignments is found to be untrue, the University may cancel the result of my above mentioned Term-End Examination and I undertake that I shall have no claim whatsoever in this regard. I also undertake that I shall abide by the decision, rules and regulations of the University. I have signed this undertaking on this day of 199_

विद्यार्थी के हस्ताक्षर

Signature of Student

नाम :

Name

पत्राचार के

लिए पूरा पता :

Complete

Address for

Correspondence

विलम्ब शुल्क रु. 100/- के साथ आवेदन पत्र जमा करने की तिथि:

1. जून माह की सत्रांत परीक्षा के लिए 1 अप्रैल से 30 अप्रैल तक

2. दिसम्बर माह की सत्रांत परीक्षा के लिए 1 अक्टूबर से 31 अक्टूबर तक

विलम्ब शुल्क रु. 100/- र.गा.रा.मु.वि. के नाम डिमान्ड ड्राफ्ट/पोस्टल आर्डर द्वारा देय है। विद्यार्थी ड्राफ्ट/पोस्टल आर्डर के पीछे अपना नाम, अनुक्रमांक, पाठ्यक्रम कोड लिखना न भूलें।

ड्राफ्ट/पोस्टल आर्डर नं० दिनांक

रकम बैंक/डाकघर का नाम

Late fee: Rs. 100/-

Demand Draft/IPO payable to IGNOU, New Delhi

1) From the 1st April to 30th April, for June Exam.

2) From 1st October to 31st October, for Dec. Exam.

Draft/IPO No. Dated

Am. Bank/P.O.

Please also write your Enrolment No. and Programme on the reverse side of Draft/IPO.

फार्म भरने के लिए निर्देश
INSTRUCTIONS FOR FILLING UP THE FORM

यदि आप इसकी आवश्यकता चाहते हैं तो कृपया स्वयं का पता लिखा पोस्ट कार्ड संलग्न करें।

Please attach a self-addressed post card, if acknowledgement is desired.

यदि एक से अधिक बार आपका परीक्षा फार्म इस कार्यालय में प्राप्त हुआ है तो सबसे बाय में प्राप्त हुआ फार्म ही स्वीकार्य होगा।

In case, more than one exam. forms are received then only the last one will be considered

परीक्षाओं के आरंभ होने से 15 दिन पहले परीक्षा के लिए सूचना पत्र भेज दिया जाएगा। अंतरिम पूछताछ का जवाब नहीं दिया जाएगा।

The intimation slip for taking examination will be sent 15 days before commencement of examinations. *Interim queries will not be entertained.*

यदि आप पिछली परीक्षा में बैठे हैं तथा अभी तक आपका परीक्षा परिणाम घोषित नहीं हुआ हो तो आप परीक्षा परिणाम की प्रतीक्षा किए बिना अपना परीक्षा फॉर्म निर्धारित तिथि तक अवश्य भर दें।

Students are advised to fill-up the examination form within due dates without waiting for the result of the previous exam: if taken by him/her.

यदि आपको परीक्षा सूचना पत्र प्राप्त नहीं होती है तो कृपया अपने परीक्षा केंद्र/अध्ययन केंद्र से सम्पर्क करें और यदि आपका नाम पंजीकृत अभ्यर्थियों की सूची में मौजूद है, ऐसी स्थिति में आप अपना पहचान पत्र दिखाकर परीक्षा दे सकते हैं।

If you do not receive Examination intimation slip, please contact your Examination Centre/Study Centre, and if your name exists in the list of the registered candidates, you can take examination by showing your identity card.

परीक्षा देने के लिए केवल उन्हीं पाठ्यक्रम/पाठ्यक्रमों को भरें जिनमें आप पंजीकृत हैं। इस स्तर पर पाठ्यक्रम में परिवर्तन की अनुमति नहीं है।

For taking examination, fill up only such course(s) for which you have been registered. No change in course is allowed at this stage.

बी.ए./बी.कॉम/बी.एससी. पाठ्यक्रम के विद्यार्थी एक सत्रांत परीक्षा में अड़तालीस (48) क्रेडिट तक के विषयों की परीक्षा में भाग ले सकते हैं।

बी.ए./बी.कॉम./बी.एससी./बीसीए/कार्यक्रमों के प्रथम वर्ष के विद्यार्थी अपने आधारभूत विषयों की परीक्षा जून सत्रांत में परीक्षा में दे सकते हैं।

Students of B.A./B.Com./B.Sc. programmes can take examination for courses worth not more than 48 credits at a time. First year students of B.A./B.Com./B.Sc./BCA programmes can appear in June TEE for their foundation courses only.

प्रबन्ध पाठ्यक्रम के विद्यार्थी एक सत्रांत परीक्षा में अधिक से अधिक आठ विषयों की परीक्षा में भाग ले सकते हैं।

Students of Management Programmes can take examination for a maximum of eight courses at a time.

यदि आपके चुने हुए विषय इस सीमा से अधिक हैं तो प्रथम अंतिम मान्य विषय ही विचारणीय होंगे।

If courses opted are in excess of this limit, then only the first permissible number of courses will be considered.

सामान्यतः अध्ययन केंद्र ही परीक्षा केंद्र होता है। परंतु यदि आपका अध्ययन केंद्र परीक्षा केंद्र घोषित नहीं हुआ हो तो विश्वविद्यालय आपको वैकल्पिक परीक्षा केंद्र आवंटित कर सकता है।

Normally the Study Centre is the examination centre. However, the University can allot you an alternative examination centre if your Study Centre is not declared an examination centre.

यदि आप अपने अध्ययन केंद्र के अतिरिक्त किसी विशिष्ट अध्ययन केंद्र में परीक्षा देना चाहते हैं तो अध्ययन केंद्र के स्थान पर अपने चुने हुए केंद्र (बशर्तें आपका कार्यक्रम संबंधित केंद्र में प्रचलित है) का कोड लिखिए।

In case you wish to take examination at a particular Centre then the code of your chosen centre (Provided it is activated for your programme) be filled up as exam. centre.

यदि आपके द्वारा चुना हुआ परीक्षा केंद्र उक्त कार्यक्रम के लिए प्रचलित नहीं है तो उसी क्षेत्र में प्रचलित परीक्षा केंद्र आपको आवंटित कर दिया जायेगा।

However, if Centre chosen by you is not activated, then you will be allotted another Centre under the same region.

एक बार परीक्षा केंद्र आवंटित करने के बाद उसमें परिवर्तन की अनुमति नहीं है।

Change of examination centre, once allotted, is not permissible.

केवल वही अभ्यर्थी परीक्षा में शामिल हो सकते हैं, जिन्होंने आवश्यक कार्यक्रम शुल्क का भुगतान कर लिया है।

Only such candidates shall be eligible to appear at the examination who have paid necessary programme fee.

कृपया आप कार्यक्रम दर्शिका में उल्लिखित पाठ्यक्रम/पाठ्यक्रमों तथा पाठ्यक्रम कोड/पाठ्यक्रम कोडों के पूरे और सही शीर्षक लिखें। ऐसा करने पर परीक्षा देने के लिए 'सूचना पत्र' में आपका सही पाठ्यक्रम कोड कंप्यूटर द्वारा मुद्रित नहीं किया जा सकेगा।

उदाहरण: ई.सी.ओ - 01 व्यवसाय संगठन
एम.एल. - 02 प्रबंधनीय व्यक्ति

Please write complete and correct title of course (s) and course code (s) as indicated in your Programme Guide tailing which computer will not print your relevant course code in "intimation slip" for taking examination

EXAMPLE: BCO - 01 Business Organisation
MS - 02 Managing Men

इस फार्म की प्रतियों के लिए आप अपने अध्ययन केंद्र के संचालक/अपने क्षेत्र के क्षेत्रीय निदेशक से सम्पर्क करें अथवा आपको पवित्र में इनकी आवश्यकता है तो आप फोटोकॉपी करा सकते हैं।

Contact the Co-ordinator of your Study Centre/Regional Director of your region for copies of this form, or you may have a photocopy made, if needed, in future.

संयुक्त भरे हुए परीक्षा फार्म को केवल इस पते पर भेजें/COMPLETED EXAMINATION FORM SHOULD BE MAILED ONLY TO:

निदेशक (वि.प. और मु.)
इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय
मैदान गढ़ी, नई दिल्ली 110 068

The Director (SR & E)
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