

- Q.3 Discuss the role of language in development of cognition, also discuss the problems of ascertaining cognitive development in children which have limited receptive and expression of language skills. **(8+12)**
- Q.4 Why is it essential that professional working with and test/assessing hearing impaired children should have some knowledge of the 'science' of language. Support your answer with examples. **(15+5)**
- Q.5 a) Discuss the link between perception and short term memory. **(10)**
b) Discuss the role of iconic and echoic memory. **(10)**

ASSIGNMENT No. 2

- Q.1 Many researches stress the social influence and experience in developing memory. Wood, Wood, Griffiths and howarth also stress the same. As a teacher how you will inculcate both in your teaching for developing memory of hearing impaired children? **(20)**
- Q.2 Read the Appendix-A (page-109) carefully, consider the hearing-impairment, maturational level and reading level of 12 years old children. Plan two lessons in a series within the curriculum designed to promote reading and writing skills. **(10+10)**
- Q.3 Discuss the aspects of social maturity. What is the normal behavioural pattern expected of the development normal hearing child and what effect a sensory deprivation has on the progress? **(6+14)**
- Q.4 Discuss impulsiveness, egocentricity and suggestibility, which, added to rigidity, are said to be part of most of hearing impaired children's personal traits. Support your answer with examples. **(20)**
- Q.5 Conduct interview with five hearing impaired children and assess/measure the effect of community attitudes on the self-confidence and acceptance level of these children towards community. **(20)**