ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Department of Special Education)

WARNING
1. PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/CERTIFICATE, IF FOUND AT ANY STAGE.
2. SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE’S OWN WILL BE PENALIZED AS DEFINED IN “AIOU PLAGIARISM POLICY”.

Before attempting the assignment please read the following instructions.
1. All questions are compulsory and carry equal marks but within a question the marks are distributed according to its requirements.
2. Read the question carefully and then answer it according to the requirements of the questions.
3. Please write in your own words after reading the study guide and the related allied material. Also avoid irrelevant discussion/information.
4. Avoid reproducing from books, study guide or allied material.
5. Your own analysis and synthesis will be appreciated.
6. Please keep your assignments with you, after evaluation by the tutors. The department can ask anytime to send the evaluated assignment(s) for re-checking.
7. Write your assignment in legible handwriting. Typed assignments are not acceptable.
8. Give source in case of quoting any material.
9. Use A-4 size paper for writing assignment.
10. Submit the assignment on or before the specified dates.
11. Late assignments will not be accepted in any case.

Programme Coordinator (M.Ed)
(Zahid Majeed)
Assistant Professor
zahidmajeedpak@hotmail.com
051-9057294 or 9250078

Course: Psychology of Deafness & Child Development (681)
Level: MA/M.Ed Special Education
Semester: Autumn, 2012
Total Marks: 100
Pass Marks: 40

ASSIGNMENT No. 1
(Unit 1-4)

Q.1 Discuss normal language development process in normal hearing children. Also compare it with hearing impaired child acquisition of language. Support your answer with examples. (10+8+2)

Q.2 Conrad discussed normal child language development when admitted to school. As a teacher how Conrad’s comments would be helpful for language development of hearing impaired children. Support you answer with some suitable examples. (15+5)
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)