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**MM-1973**

**Sl. No. 0046**

**Total No. of Pages : 2**

**III Semester M.Sc. Examination, February- 2025**

**(Scheme : CBCS)**

**SPEECH LANGUAGE PATHOLOGY**

**APHASIA**

**Time : 2 Hours**

**Max. Marks : 50**

**Instruction : Answer all questions.**

- I. 1)** Explain in detail regarding the re-classification and re-interpretation of aphasia syndromes. **[10]**

**OR**

- 2)** Discuss the contribution of connectionist models in understanding language processing in typical individuals & aphasia. **[10]**

- II. 3) a)** Explain the neural basis of speech perception in relevance to aphasia. **[10]**

- b)** Outline the phonological deficits in individuals with fluent aphasia. **[5]**

**OR**

- 4) a)** Explain the syntactic deficits in Aphasia. **[10]**

- b)** Write a short note on the utility of ERP's in Aphasia. **[5]**

- III. 5)** Explain in detail regarding the formal tests in Aphasia assessments. **[10]**

**OR**

- 6)** Discuss regarding the mechanism of recovery in Aphasia. **[10]**

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- IV. 7) Explain regarding the traditional approaches in aphasia rehabilitation? [15]

OR

- 8) a) Discuss the rights of persons with Aphasia. [10]  
b) Tele-rehabilitation as a mode of service delivery in Aphasia. [5]



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III Semester II M.Sc. Examination, February - 2025

(Scheme : CBCS)

**SPEECH LANGUAGE PATHOLOGY**

**Voice and Its Disorders**

Time : 2 Hours

Max. Marks : 50

*Instruction : Answer all the questions.*

- I. 1. Describe the physiology of Vocal fold vibrations using any one model. Justify your choice of the model. [10]

OR

2. Write short notes on the neurophysiology of the Adult larynx. [10]

- II. 3. a) Brief on the different a laryngeal mode of rehabilitation options for laryngectomee. [10]

- b) Describe the acoustic characteristics of Elderly voice. [5]

OR

4. Compare and contrast : [3 × 5 = 15]

- a) GERD v/s LPR  
b) Vocal nodule v/s vocal polyp  
c) Sulcus vocals v/s laryngeal cleft

- III. 5. Brief on the rationale behind the assessment using : [3 × 5 = 15]

- a) Electroglottogram  
b) Electromyography  
c) Acoustic perturbation measures

OR

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6. Explain the following perceptual assessment scale : [3 × 5 = 15]

- a) CAPE - V
- b) VHI
- c) Buffalo voice assessment scale

IV. 7. Describe the voice Enhancement methods that could be given for Elite professional voice users. [10]

OR

8. Evaluate the use of voice therapy and surgical intervention in hypofunctional voice disorders. [10]

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**III Semester M.Sc. Examination, February - 2025**

**(Scheme : CBCS)**

**SPEECH LANGUAGE PATHOLOGY**

**Speech and Language Processing**

**Time : 2 Hours**

**Max. Marks : 50**

**Instruction : Answer all questions.**

**I. 1. Explain any two theories of speech perception. [10]**

**OR**

**2. Describe perceptual organization in speech. [10]**

**II. 3. a) Describe the salient perceptual cues for vowels? [10]**

**b) What are the cues for different place of articulation with reference to the perception of nasal continuants? [5]**

**OR**

**4. What are the perceptual cues for the following class of sounds? [3 × 5 = 15]**

**a) Fricatives**

**b) Nasals**

**c) Diphthongs**

**III. 5. Describe the following methods used for spoken word recognition research. [3 × 5 = 15]**

**a) Gating paradigm**

**b) Lexical decision**

**c) Word under noise**

**OR**

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6. Describe how event related potentials can be used in sentence comprehension research. Explain with recent studies. [15]

- IV. 7. Describe the speech perceptual deficits reported in the following clinical population : [2 × 5 = 10]

- a) Aphasia
- b) Hearing impairment

OR

8. Elaborate any two methods used in infant speech perception along with merits and demerits. [10]

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III Semester M.Sc. Examination, February - 2025

(Scheme : CBCS)

**SPEECH-LANGUAGE PATHOLOGY**

**Dysphagia**

Time : 2 Hours

Max. Marks : 50

*Instruction : All questions are compulsory.*

- I. 1) Learning to eat parallels general motor and oromotor development. Justify the statement by highlighting the various stages of feeding development. [10]

OR

- 2) Eating and drinking is controlled and regulated by the nervous system. Justify the statement by highlighting the role of various brain structures. [10]

- II. 3) Explain the impact of cardiopulmonary disorders on feeding and swallowing in young children. [10]

OR

- 4) Describe the effect of the following conditions on swallow. [10]  
a) Esophageal rings  
b) Choanal atresia

- III. 5) a) Compare and contrast the Repetitive saliva swallow test with the volume viscosity swallow test. [5]  
b) How would you evaluate the feeding in children? Highlight the major components. [10]

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OR

- 6) a) Describe any two standardized tests used to evaluate dysphagia in adults. [10]
- b) Explain the significance of manometry in the assessment of dysphagia. [5]

IV. 7) Write short notes on : [3 × 5 = 15]

- a) Impact of isometric lingual strength training.
- b) Management of suck-swallow-breathe incoordination.
- c) Expiratory muscle strength training (EMST)

OR

- 8) a) Discuss the intervention protocols used for the management of feeding problems in neonates. [10]
- b) Discuss the utility of Shaker's exercise and its modified version on improving swallow function. [5]

