

LB 010

M.Sc. (II Semester) Examination, May/June 2005  
(Semester Scheme)  
Speech Language Pathology  
Speech Production

Time : 3 Hours

Max. Marks: 80

*Instruction : Answer all questions.*

- unit 1 1. a) Describe the acoustic theory of speech production. 8  
b) What are the source, filter, and radiation characteristics in the production of vowel /u/ ? 8  
OR
2. a) Delineate the acoustic properties of stop consonants. 8  
b) How would you make use of information on acoustic characteristics vowels and fricatives in speech therapy for hearing impaired ? 8
- Unit 2 3. a) Describe the clinical application of spectrograms. 10  
b) How do you identify voicing, frication, and aspiration on a spectrogram ? 6
4. a) Discuss the method of speaker verification using spectrograms. 10  
b) Write spectrograms of 4 vowels and the values of the first three formants of these vowels in adult male, adult female and children. 6
- Unit 3 5. a) Write notes on 8 acoustic parameters that can be measured in infant cry analysis. 8  
b) Delineate the importance of predictive value of acoustic analysis of infant cries and discuss two studies in this area. 8
6. a) Discuss studies on acoustic aspects of cries of glottal and supraglottal origin. 8  
b) Write a note on forensic voice evaluation. 8

- Unit 4 7. a) Describe the function of intrinsic laryngeal muscles. 4
- b) What are the different types of air flows ? What type of airflow is used in speech ? How would you use this information in therapy for stuttering ? 12

OR

8. a) Discuss the frequency changing mechanism in voice production. 5
- b) Describe the vibratory pattern of vocal folds. Describe how you would use this information to help singers who are showing signs of vocal abuse. 11

- Unit 5 9. a) Discuss the types of airflow used in the production of vowels, fricatives and nasal continuants. 8
- b) Describe the instruments used in respiratory measurements. 8
10. a) What is the glottal resistance in the production of stops, fricatives, vowels and whisper ? Illustrate with figures. 8
- b) Describe lower airway and upper airway dynamics in the production of vowels. 8

**LB020**

**M.Sc. (Speech-Language Pathology) (II Semester) Examination,  
May/June 2005  
(Semester Scheme)**

**Maxillofacial Anomalies and Phonological Disorders**

Time : 3 Hours

Max. Marks : 80

0t *Instruction: Answer all questions.*

- I. 1. a) Discuss acoustic methods of measuring coarticulation. 10  
b) Discuss the relevance of a phonologically based model in a syllabic language. 6
2. a) What are the coarticulatory effects of the following features : 8  
(a) Voicing and (b) fronting ? Illustrate.
- b) Write a proposal to study 'nasal coarticulation in Malayalam. 8
- II. 3. a) Discuss metaphone theory. 8  
b) Describe metalinguistic abilities in phonological disorders. 8
- OR
4. "There is uniformity in phonological development across languages." Discuss. 16
- III. 5. a) What are phonological processes ? Is evaluation of phonological processes more advantageous than evaluation of distinctive features ? satisfy your answer. 10  
b) Discuss the phonological processes used by a 4-year old child with congenital high-frequency hearing loss. 6
- OR
6. a) Analyze the following phonological processes: 8  
a) Kak|frak  
b) bu|ba  
c) titi | kitaki  
d) ki:ta | gi:ta  
b) Are these phonological processes normal in a 5-year old child with stuttering ? Discuss. 8

**LB 020**

- IV. 7. a) Describe the physiology of structures in the maxillofacial region. 10  
b) Discuss the possible compensatory articulations in a patient with partial glossectomy. 6
- OR**
8. a) Discuss the different types of velopharyngeal dysfunction. 8  
b) Discuss the instrumental methods of assessing velopharyngeal port closure. 8
- V. 9. a) "Specialized articulation tests are required to assess articulation in patients with cleft palate" Discuss. 10  
b) Discuss the acoustical and perceptual aspects of vowels in the speech of mandibulectomees. 6
- OR**
10. a) Write a therapy plan for improving coarticulation of bilabial and velar phonemes. 8  
b) What are the different prostheses used in the management of maxillofacial anomalies. , 8

LB030

II Semester M.Sc. Examination, May/**June 2005**  
(Semester Scheme)  
(Speech-Language Pathology)  
Language, Cognition and Brain

Time : 3 Hours

Max. Marks : 80

*Instructions: 1) Answer all questions.  
2) All questions carry equal marks.*

- I. 1) "Language and cognition are interrelated" - Support the statement drawing evidences from the models of language and cognition. 16
- OR
- 2) Schematically depict the neuroanatomical relation of linguistic functions. Discuss its clinical significance. 16
- II. 3) Mention the cognitive processes that are most essential for language acquisition. Discuss in brief their significance to language disorders. 16
- 4) "Our understanding of metacognitive processes in language function is still in its infancy". Critically evaluate this statement. 16
- III. 5) Describe the age related changes in cognitive linguistic behaviour with supporting evidence. 16
- OR
- 6) 'Study of aging process is a window into neuro-anatomical/ neurophysiological phenomena'. Discuss. 16
- IV. 7) Define memory and name the types of memory. Describe in brief assessment of memory in children. 16
- OR
- 8) 'Assessment of cognitive processes by a speech-language pathologist has facilitated research and clinical practice'. Discuss. 16
- V. 9) Describe the metacognitive approaches for management of clients with communication disorders. 16
- 10) 'Cognitive-communicative rehabilitation is most effective, when it is coupled with other team members'. Evaluate this statement with reference to adult language disorders. 16

LB040

M.Sc. (II Semester) Examination, May/June 2005  
(Semester Scheme)  
Speech-Language Pathology  
Child Language Disorders

Time: 3 Hours

Max. Marks: 80

*Instruction: Answer any five questions.*

- I, 1. a) "Language and thought are independent." Critically evaluate the statement. 8
- b) Explain the information processing model of language acquisition. 8
- OR
2. Explain the term 'neurolinguistics'. Review any one neurolinguistic model that expounds language organization and processing in the brain. 16
- II. 3. a) What is the link between Autism and Developmental apraxia of speech ? 4
- b) Discuss the pragmatic characteristics of a child with Asperger syndrome. 12
- OR
4. a) "Children with learning disability manifest persisting language deficits even as adolescents". Discuss. 12
- b) .Write a note on "Landan Kleffners syndrome". 4
- III. 5. a) How would you assess and plan for management of echolalia in children with autism ? 12
- b) Describe any one assessment tool that facilitates differentiate diagnosis of autism from other developmental language disorders. 4
- OR
6. a) Discuss the specific assessment procedure for acquired childhood aphasia. 8
- b) Write a note on behavioural counselling for parents and teachers on children with ADHD. 8

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- IV. 7. a) What is PECS ? Describe the different phases of PECS. 8
- b) Explain the role of occupational therapist in the management of children with learning disability. 8
- OR
8. a) Plan a classroom intervention program for children with dyslexia especially in Indian context. 10
- b) Elaborate on the team management for children with seizures. 6
- V. 9. "Investigation of morphosyntactic deficits in children with SLI is a challenge in Indian" context". Discuss. 16
- OR
10. Multilingual and multicultural environment of our set up offers good prospects for the understanding of child language disorders". Comment. 16
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