

LB 010

II Semester M.Sc. (SLP) Examination, May/June 2007  
(Semester Scheme)  
Speech Language Pathology  
Speech Production

Time : 3 Hours

Max. Marks : 80

*Instruction: Answer all questions.*

- I. 1) Describe the major acoustic events that are expected for the phonetic sequence in the word "Speech". 16
- 2) Discuss the acoustic con-elates of the phonetic quality of vowels in your language. 16
- II. 3) Depict the following in a schematic diagram and describe the acoustic-physiologic phenomenon behind such events during speech production :
- a) A burst of noise
- b) Steady states
- c) Transitions offormants
- d) Fills in spectrograms. 16
- OR
- 4) Discuss the applications of :
- aj Analog and digital filters in DSP. 8
- b) Narrow band and broad band spectrograms. 8
- III. 5) Describe the nature of cry in healthy full term bodies. 16
- OR
- 6) Discuss the application of spectrograms in understanding and voice quality. 16
- IV. 7) How do individuals increase their fundamental frequency and voice amplitude ? Explain the ways these two acoustic correlates are related to each other. 16
- OR
- 8) a) Differentiate:
- i) Formant frequencies and Harmonics. 4
- ii) Voiced consonants and voiceless consonants. 4

P.T.O.

b) How do the following articulatory maneuvers affect the values of formants ?

i) Rounding of the lips

ii) Raising of the tongue

iii) Fronting of the tongue

iv) Lowering of the velum.

8

V. 9) Discuss any two major aerodynamic pressure and air flow variables and their functional significance in the study of speech production.

16

**OR**

10) Write notes on :

16

a) Flow glottogram (FLOG)

b) Resting Expiratory Level (REL)

c) Relaxation Pressure Curve

d) Pressure Volume diagram.

LB 020

**II Semester M.Sc. Examination, May/June 2007**  
**(Semester Scheme)**  
**Speech Language Pathology**  
**Maxillofacial Anomalies and Phonological Disorders**

Time : 3 Hours

Max. Marks : 80

*Instruction : Answer all questions.*

- I. 1) Define coarticulation and forward coarticulation. Submit a research proposal to study the forward coarticulation in normal speaking individuals. 16
- OR
- 2) Critically evaluate the models of coarticulation with a note on their clinical implications. 16
- II V) Discuss the linear and non-linear theories of phonological development drawing support from recent studies. 16
- OR
- 4) a) Explain in brief the steps of metaphon therapy. 8
- b) Discuss its application in therapy for correction of phonological disorders. 8
- III. 5) a) Describe the most commonly observed phonological processes. Cite appropriate examples. 8
- b) Discuss the phonological process pattern seen in hearing impaired children. 8
- OR
- 6) Write a research proposal to study the phonological processes in children cleft lip and palate. 16

P.T.O.

- IV. 7) a) Using appropriate illustrations, describe the embryological development of the maxillofacial region. 8
- b) Discuss the theories of the formation of cleft palate, 8
- OR
- 8) a). What's orthognathic surgery and what are its basic goals ? **8**
- b) Discuss the role of professionals involved in orthognathic surgery. 8
- V. 9. a) Discuss the role of a head and neck surgeon in the evaluation and management of glossectomies. 8
- b) Explain the need for prosthetic management in glossectomies. 8
10. Describe in detail the procedures for counselling a laryngectomized person and his/her family before, during and after surgery. 16

EB 030

**II Semester M.Sc. (SLP) Examination, May/June 2007**  
**(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 influence each other" -support this statement with evidence from models of language and cognition. 16
- OR
- 2) Discuss the relationship between brain and language with evidences from their neuroanatomical correlates. 16
- II. 3) **What are the cognitive processes necessary for acquisition, maintenance and use of language ?** 16
- OR
- 4) What is metacognition ? How does it influence language performance along with other higher cognitive-linguistic functions ? Discuss. 16
111. 5) How do you assess reasoning, judgement and metacognition in children and adults with communication disorders. 16
- 6) Describe the age related changes seen in cognitive-linguistic behavior. Justify with evidence. 16

**P.T.O.**

**LB 030**

**IV. 7) What are the different 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 cognitive-linguistic programming for clients with communication disorders. 16**

**OR**

**10) What is multidisciplinary intervention ? Discuss with illustrations, team work in child and adult language disorders. 16**

LB 040

II Semester M.Sc. (SLP) Examination, May/June 2007  
(Semester Scheme)  
Speech Language Pathology  
Child Language Disorders

Time : 3 Hours

Max, Marks : 80

*Instruction : Answer one question from each unit.*

**UNIT-I**

1. Explain the interactionist perspective of normal language development and language disorders. 16

OR

2. Discuss the relationship between language and cognition, linking evidence from normal and disorders of language. 16

**UNIT - II**

3. Compare and contrast the linguistic, pragmatic and behavioural characteristics of children with Down's syndrome and specific language impairment.

OR

4. a) Describe the neurophysiological findings in children with dyslexia. 8  
b) Explain how theory of mind dysfunction leads to pragmatic difficulties in children with autism. 8

**UNIT - III**

5. a) What are the strengths and limitations of standardized tests and developmental scales ? What are the criteria for choosing each of the above ? 8  
b) How do you assess the pragmatic skills of three to six year of old children with communication disorders ? 8

OR

6. What guidelines are followed when assessing children from culturally, linguistically and behaviourally diverse backgrounds ? 16

**P.T.O.**

UNIT - IV

7. Plan an AAC program for a child with speech and communication impairment due to developmental verbal dyspraxia, 16
- OR
8. a) Discuss the principles followed in the rehabilitation of childhood speech, language and communication disorders. 8
- b) Explain "Whole - Language" therapy. 8

UNIT - V

9. Highlight the advances in childhood speech, language and communication assessment and intervention during the past 15 years. Suggest directions for future research and development. 16
- OR
10. Comment on the difficulties and challenges encountered during rehabilitation by speech language pathologists in India. Suggest means of overcoming the challenges. 16
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