

MSCSP/LB 010

II Semester M.Sc. Examination, May/June 2008
(Scheme: ISS)
Speech Language Pathology
Speech Production

Time : 3 Hours

Max. Marks : 80

Instructions : Answer all questions,

- I. 1) a) Discuss the acoustic characteristics of stop consonants. 8
b) Elaborate on the source filter and radiation characteristics in the production of the vowel /i/. 8
- OR
- 2) a) Discuss the acoustic characteristics of voicing and its contrast. 8
b) Discuss the physiological differences in the speech production mechanism of children and adult males and write the acoustical concomitants. 8
- II. 3) a) Critically evaluate the usefulness of spectrography in the differential diagnosis of speech disorders. 10
b) How does spectrograms help in the identification of place and manner of articulation ? 6
- 4) a) Spectrographic analysis alone may not yield complete information on the speech production system". Justify your of this statement. 10
b) Describe the influence of coarticulatory features in effective interpretation of spectrograms. 6
- III. 5) a) Trace the development of technology in the analysis of infant cry highlighting their clinical applications. 10
b) Describe in brief, the role of spectrogram in understanding voice and its disorders. 6
- OR
- 6) a) Discuss the theories of infant cry. 8
b) Elaborate the use of spectrograms in forensic application. 8

P.T.O.

- IV 7) a) "The neuromotor control of laryngeal system is unique in human beings".
Critically evaluate this statement. 10
b) Write a note on the intensity control. 6
- OR
- 8) a) With neat diagrams, describe the muscles and the innervation of movable
articulators. 10
b) Discuss the pitch rising and lowering mechanism in human beings. 6
- V. 9) a) Describe the aerodynamics of vowels. 8
b) Describe the aerodynamics of stop consonants. 8
- OR
- 10) a) Discuss the instruments employed to study the aerodynamics of speech
production. 10
b) With appropriate figures, explain the lower airway mechanism. 6
-

**II Semester M.Sc. (Speech Language Pathology) Examination, May/June 2008
(Scheme : ISS)**

Maxillofacial Anomalies and Phonological Disorders

Time : 3 Hours

Max. Marks : 80

Instruction: Answer all the questions.

- I. 1) Define coarticulation. Write the type of coarticulation and methods for studying the same with clear methodology and other details. 16
- OR
- 2) Discuss any two studies related to the effect of coarticulation and critically comment on the same. 16
- II. 3) Discuss the relevance of studying theories of phonological development. Delineate the trends observed in methodology for studying the same. 16
- OR
- 4) Discuss the philosophy for development of metaphon therapy. Describe the activities of metaphon therapy to teach the correct articulation of /s/ for a child of 6 years of age. 16
- III. 5) a) Phonological process analysis is the best method for analyzing the articulatory errors. Comment. 6
- b) Describe the different types of phonological processes seen in 3-4 year old normal children with clear examples. 10
- OR
- 6) Describe the phonological processes observed in children with cerebral palsy. 16
- IV. 7) a) Write the anomalies related to tongue and the effect of the same on speech. 10
- b) Describe the etiology related to embryological development for cleft lip and palate formation. 6
- OR
- 8) Describe an ideal protocol for the assessment of VPD in detail. 16

P.T.O.

- V. 9) a) Describe the acoustical and perceptual aspects of articulation in glossectomee. 8
- b) Describe the different cleft palate protocols available and comment on the same. 8
- 10) a) Describe the use of palatal appliances in the rehabilitation of cleft lip and palate. 8
- b) Write any two studies related to perceptual aspects of the speech of persons with hearing impairment. 8
-

**II Semester M.Sc. (SLP) Examination, May/June 2008
(Semester Scheme)**

**Speech-Language Pathology
Language, Cognition and Brain**

Time : 3 Hours

Max. Marks : 80

Instruction : Answer all questions.

- I. 1) 'Language and cognition have an intricate relationship with each other'. Support the statement with theories of language acquisition. 16

OR

- 2) 'Speech language pathologists play a crucial role in offering evidences for neuroanatomical correlates of language and cognition'. Discuss with clinical and research evidences. 16

- II. '3) a) Explain with suitable examples the relation among play, language and cognition. 12
b) Outline a broad framework for the assessment of play behavior in children. 4

OR

- 4) a) Describe any four cognitive processes that facilitate language acquisition. 12
b) Discuss any one research study to suggest that impairment in cognitive processes lead to impairment in language acquisition. 4

- III. 5) a) Explain in brief the theories of aging. 12
b) List the features that help in the differentiation of normal aging and pathological aging. 4

OR

- 6) Trace the acquisition and regression of cognitive processes with reference to language function from birth to senescence. 16

P.T.O.

- IV. 7) a) Describe any two formal tests for the assessment of cognitive processes with reference to language function. 12
- b) Suggest a proposal to develop a simple screening measure of cognitive processes for Indian adult population. 4

OR

- 8) 'There is a need to expand the domain of speech language pathologists with the inclusion of cognitive-linguistic tools in clinical practice'. Discuss. 16

- V. 9) a) Differentiate between speech language therapy and cognitive communicative rehabilitation. 8
- b) Elaborate on any one model of cognitive-communicative rehabilitation. 8

OR

- TO) a) Reflect on the strengths of alternate methods of treatment for language impairments. 8
- b) Write in brief on the metacognitive approaches for language impairments. 8

MSCSP/LB 040

II Semester M.Sc. Examination, May/June 2008
(Semester Scheme)
Speech Language Pathology
Child Language Disorders

Time: 3 Hours

Max. Marks : 80

Instruction : Answer one question from each Unit.

- Unit I. 1) a) How would a study of neurolinguistics help in understanding language disorders in children ? 8
b) How would you apply any one model of language acquisition to explain the disordered language ? 8
- OR
- 2) What are the current theories of language acquisition in children ? 16
- Unit II. 3) a) Compare and contrast the linguistic characteristics of any one developmental language disorder with an acquired language disorder. 10
b) Highlight the speech and language problems seen in a child with seizures. 6
- 4) a) What are the overlapping behaviours seen in children with SLI, dyslexia and ADHD ? 12
b) What are the literacy characteristics seen in children diagnosed to have aphasia? 4
- Unit III. 5) a) Differentiate between evaluation and assessment.
b) Write in detail the various categories of communicative functions that you would assess in a 18 month old child. 10
- 6) a) What is developmental norm-based assessment? What are the aspects you would assess in this DBA ? 10
b) Give a detailed description of any one test for Autism. 6

P.T.O.

- Unit IV. 7) a) What is facilitated communication ? 4
- b) Describe in detail the conditions of language disorders in which it is used. (2+10)

OR

- 8) a) Who are the team members in the development of communication in children with hearing impairment ? What is each one's role ? 10
- b) How would you make such a program a big success ? 6

- Unit V. 9) What are the major developments witnessed from 1970-2000 in understanding language disorders in children ? 16

OR

- 10) What are the major philosophical changes that have taken place in recent years in the management of children with language disorders ? 16
-