Reg. No. | | | | | | | | | | | |

AH 301

III Semester M.Sc. (Audiology) Degree Examination, February/March 2025 (Semester Scheme) (2020-22 Batch Onwards) AUDITORY PROCESSING DISORDERS

Time : 3 Hours Max. Marks : 70

UNIT – I

1. Define APD and its various terminologies. Explain the neurobiological and neurochemical mechanism underlying it. **(14×1=14)**

OR

2. What are the subtypes or categories of auditory processing disorder according to Buffalo model ? Describe the problems under each subtype briefly. **(14×1=14)**

UNIT – II

3. Describe the utility of psychoacoustic tests in the assessment of auditory processing disorder. **(14×1=14)**

OR

4. Describe the material and test procedure for dichotic digit and dichotic CV. **(14×1=14)**

UNIT – III

5. Describe the factors influencing assessment of APDs in terms of behavioural and electrophysiological testing. **(14×1=14)**

OR

6. Explain the findings of endogenous potentials in auditory processing disorder. **(14×1=14)**

P.T.O.

UNIT – IV

7. a) Write a note on the role of signal enhancement systems in the management of APD. **(7×1=7)**

   b) Discuss the differences in the management of children and adults with APD. **(7×1=7)**

OR

8. Explain the benefits of meta linguistic and metacognitive approaches in the management of APD with the support of literature evidence. **(14×1=14)**

UNIT – V

9. a) Describe the open source Softwares available for developing intervention modules for APD. **(8×1=8)**

   b) Explain implications of radiological measures in the assessment of APD. **(6×1=6)**

OR

10. a) Describe the development of a linguistic test material for APD. **(10×1=10)**

    b) Differential diagnosis of APD. **(4×1=4)**

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AH 301

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AH 302

III Semester M.Sc. (Audiology) Degree Examination, February/March 2025
(Semester Scheme) (2020 – 22 Batch Onwards)
SPEECH PERCEPTION

Time : 3 Hours Max. Marks : 70

UNIT – I

1. Explain the theories of speech perception. **(14×1=14)**

OR

2. a) Describe speech coding in auditory nerve. **(6×1=6)**

   b) Write a note on normalization of consonants. **(8×1=8)**

UNIT – II

3. Explain consonant perception in individuals with hearing impairment. **(14×1=14)**

OR

4. a) Discuss the effect of number of channels in a cochlear implant on speech perception. **(8×1=8)**

   b) Compare speech perception through auditory brainstem implant and cochlear implant. **(6×1=6)**

UNIT – III

5. Write an essay on major and minor cues for perception of segmental features of speech. **(14×1=14)**

OR

6. a) Explain the effect of coarticulation on speech perception. **(8×1=8)**

   b) What are the acoustic cue for perception of suprasegmental features of speech ? **(6×1=6)**

P.T.O.

UNIT – IV

7. a) Explain the role of memory in speech perception. **(8×1=8)**

   b) Explain music perception through amplification devices. **(6×1=6)**

OR

8. Explain factors affecting dichotic perception. **(14×1=14)**

UNIT – V

9. Critically evaluate theories of infant speech perception. **(14×1=14)**

OR

10. a) Describe the methods to study speech perception. **(8×1=8)**

    b) Explain role of cognition in speech perception. **(6×1=6)**

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AH 302

III Semester M.Sc. (Audiology) Degree Examination, February/March 2025
(Semester Scheme) (2020 – 22 Batch Onwards)
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SLPH 302

III Semester M.Sc. (Speech Language Pathology) Degree Examination, February/March 2025
(Semester Scheme) (2020-22 Batch Onwards)
NEUROGENIC SPEECH DISORDERS

Time : 3 Hours Max. Marks : 70

UNIT – I

1. Discuss early models of speech motor control, including the Closed Loop and Open Loop models and their relevance to neurogenic speech disorders. **(14×1=14)**

OR

2. Explain age-related changes in speech motor control and their implications for intervention in neurogenic speech disorders. **(14×1=14)**

UNIT – II

3. Elaborate on evidence-based perceptual methods for assessing speech parameters in adults with dysarthria, with a focus on comprehensibility and prosody. **(14×1=14)**

OR

4. Plan a comprehensive intervention program for a 45-year-old individual with dysarthria, emphasizing behavioral approaches and acoustic analysis. Support your response with recent evidence. **(14×1=14)**

UNIT – III

5. Describe specific behavioral approaches, such as McDonald's Approach, for managing developmental dysarthria in children. **(14×1=14)**

OR

6. Discuss the assessment of tone, posture and strength in children with developmental dysarthria, providing clinical relevance. **(14×1=14)**

P.T.O.

UNIT – IV

7. Explain the physiological assessment protocol for speech and non-speech apraxia in adults, focusing on acoustic and aerodynamic measures. **(14×1=14)**

OR

8. Discuss the application of motor learning principles in intervention programs for adults with AOS, supported by evidence-based research. **(14×1=14)**

UNIT – V

9. What is CAS ? Discuss its nature as a primary disorder and its occurrence as a comorbid condition in neurodevelopmental disorders. **(14×1=14)**

OR

10. Elaborate on evidence-based intervention approaches for CAS, including motor learning principles and outcome measures. **(14×1=14)**

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SLPH 302

III Semester M.Sc. (Speech Language Pathology) Degree Examination, February/March 2025
(Semester Scheme) (2020-22 Batch Onwards)
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SLPS 303

III Semester M.Sc. (Speech Language Pathology) Degree Examination, February/March 2025
(Semester Scheme) (2020 – 22 Batch Onwards)
AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Time : 3 Hours Max. Marks : 70

UNIT – I

1. Define and classify AAC. Justify the need of AAC in the intervention of communication disorders. **(14×1=14)**

OR

2. Illustrate the different types of aided systems and symbols used in AAC.

UNIT – II

3. Elaborate the formal assessments procedures used in selecting AAC. **(14×1=14)**

OR

4. Critically evaluate the models of assessment in AAC.

UNIT – III

5. Elaborate on selection and decision making with reference to low and high-tech aids and devices. **(14×1=14)**

OR

6. Critically analyze the selection of vocabulary and symbol representation used in AAC.

P.T.O.

UNIT – IV

7. Elaborate on specific intervention strategies used for a 40-year-old with cognitive communicative deficit. **(14×1=14)**

OR

8. Elaborate on specific intervention strategies used for a 3-year-old with cerebral palsy.

UNIT – V

9. Elaborate on current status of AAC in India and scope for research. **(14×1=14)**

OR

10. Enumerate the ways in which adaptation of AAC can be done in different set ups like home, schools or other social situations.

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SLPS 303

III Semester M.Sc. (Speech Language Pathology) Degree Examination, February/March 2025
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SLPH 301

III Semester M.Sc. (Speech Language Pathology) Degree Examination, February/March 2025
(Semester Scheme) (2020 – 22 Batch Onwards)
DISORDERS OF FLUENCY

Time : 3 Hours Max. Marks : 70

UNIT – I

1. Analyse the feedback and feed-forward models of stuttering and explain their relevance in understanding stuttering as a timing disorder. **(14×1=14)**

OR

2. Explain the neuroanatomical and neurophysiological bases of fluency disorders.

UNIT – II

3. Discuss cluttering as a fluency disorder, its distinguishing features and underlying etiologies. **(14×1=14)**

OR

4. Explain psychogenic stuttering, focusing on its characteristics and differential diagnosis from other fluency disorders.

UNIT – III

5. Describe the role of electrophysiological studies in evaluating fluency disorders and their clinical significance. **(14×1=14)**

OR

6. a) Discuss cultural and linguistic considerations in the assessment of fluency disorders. **(7×2=14)**

   b) Perceptual evaluation of stuttering.

P.T.O.

UNIT – IV

7. Describe the role of tele-practice and technology in the assessment and management of fluency disorders with scientific evidences. **(14×1=14)**

OR

8. Discuss evidence-based management approaches for fluency disorders, including workplace and behavioural strategies. Justify your answer with research evidences.

UNIT – V

9. Discuss acoustic aspects of prosody and their significance in the management of stuttering and other speech disorders. **(14×1=14)**

OR

10. Elaborate on the role of suprasegmental features such as rhythm and intonation in the management of stuttering.

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SLPH 301

III Semester M.Sc. (Speech Language Pathology) Degree Examination, February/March 2025
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AS 303

III Semester M.Sc. (Audiology) Degree Examination, February/March 2025
(Semester Scheme) (2020 – 22 Batch Onwards)
VESTIBULAR SYSTEM AND ITS DISORDERS

Time : 3 Hours Max. Marks : 70

UNIT – I

1. Explain the central vestibular pathway (including the cerebellum and cortical tracks) with a block diagram. **(14×1=14)**

OR

2. Explain the Vestibulo-colic reflex and Vestibulo-Spinal reflex with a block diagram. **(14×1=14)**

UNIT – II

3. Write a short note on the following :
   a) Video-Head Impulse test. **(7×1=7)**
   b) Ocular Vestibular evoked myogenic potential. **(7×1=7)**

OR

4. Write a short note on :
   a) Dynamic Posturography. **(7×1=7)**
   b) Rotatory chair test. **(7×1=7)**

UNIT – III

5. Describe the symptoms and pathophysiology of :
   a) Benign Paroxysmal positional vertigo. **(7×1=7)**
   b) Semi-circular canal dehiscence. **(7×1=7)**

OR

6. Explain the symptoms and pathophysiology of different vestibular disorders in children. **(14×1=14)**

P.T.O.

UNIT – IV

7. Describe the vestibular test findings in an individual diagnosed as Auditory neuropathy spectrum disorder. **(14×1=14)**

OR

8. Describe the Quality-of-Life assessment in individuals with vestibular disorders. **(14×1=14)**

UNIT – V

9. Write a note on medical and surgical management for vestibular disorders. **(14×1=14)**

OR

10. Write a note on repositioning maneuver for treating horizontal, posterior and anterior canal BPPV. **(14×1=14)**

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AS 303

III Semester M.Sc. (Audiology) Degree Examination, February/March 2025
(Semester Scheme) (2020 – 22 Batch Onwards)
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