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

AH 301

III Semester M. Sc. (Audiology) Degree Examination, January 2026
(Semester Scheme 2020-22 Batch Onwards)
AUDITORY PROCESSING DISORDERS

Time : 3 Hours Max. Marks : 70

UNIT – I

1. Explain the relationship between neural maturation and auditory processing. **14**

OR

2. Define APD and its various terminologies. Explain the neurobiological and neurochemical mechanism underlying it. **14**

UNIT – II

3. Discuss various screening tests for the evaluation of auditory processing disorders. **14**

OR

4. Describe the monaural tests in the assessment of APD's (linguistic and non linguistic). **14**

UNIT – III

5. Describe the factors influencing assessment of APDs in terms of behavioural and electrophysiological testing. **14**

OR

6. Describe the relationship between behavioural and electrophysiological measures of auditory processing. **14**

P.T.O.

UNIT – IV

7. Elaborate on the direct remediation techniques used for the management of auditory processing disorders. **14**

OR

8. Describe various factors affecting the management of auditory processing disorders. **14**

UNIT – V

9. a) Describe the open source softwares available for developing intervention modules for APD. **8**

   b) Explain implications of radiological measures in the assessment of APD. **6**

OR

10. a) Explain the differential diagnosis of APD and childhood language disorders. **7**

    b) Discuss the implications of imaging and cognitive studies in auditory processing disorders. **7**

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

SLPS 303

III Semester M.Sc. (Speech Language Pathology) Degree Examination, January 2026
(Semester Scheme 2020 – 22 Batch Onwards)
AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Time : 3 Hours | Max. Marks : 70

UNIT – I

1. Team approach in AAC and its types, their roles in the intervention of communication disorders. **14**

OR

2. a) Define AAC and its types. **7**
   b) Types of communication boards and high tech devices. **7**

UNIT – II

3. Explain the formal assessment procedures used in selection of an AAC. **14**

OR

4. Compare and contrast the models of assessment of AAC. **14**

UNIT – III

5. Explain the general principles of using aided and unaided AAC. **14**

OR

6. Write a note on :
   a) Selection of Vocabulary
   b) Symbol representation in AAC. **(7×2=14)**

P.T.O.

UNIT – IV

7. Explain the specific intervention strategies in AAC used for a 56-year-old individual with non-fluent aphasia. **14**

OR

8. Elaborate on evidence based practices in using AAC. **14**

UNIT – V

9. Explain the adaptation of AAC in different set ups like home, schools, clinics or other social situation. **14**

OR

10. Write a note on the current status of AAC in India and its scope for research. **14**

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

AH 302

Third Semester M.Sc. (Audiology) Degree Examination, January 2026
(Semester Scheme) (2020-22 Batch Onwards)
SPEECH PERCEPTION

Time : 3 Hours Max. Marks : 70

UNIT – I

1. Discuss the theories of speech perception, emphasizing dual stream and reverse hierarchy theory. **14**

OR

2. a) Define normalization in speech perception and explain its significance. **8**

   b) Distinguish between categorical and continuous speech perception. **6**

UNIT – II

3. a) Highlight the clinical relevance of fricative and nasal consonant perception. **10**

   b) List major and minor perceptual cues for vowels. **4**

OR

4. Explain how consonants and vowels are perceived in hearing aid and cochlear implant users. **14**

UNIT – III

5. a) What are the effects of co-articulation on speech perception ? **8**

   b) How do normal hearing individuals perceive segmental features ? **6**

OR

6. a) Discuss how normals perceive suprasegmental features. **7**

   b) Explain how the perception of segmental is affected in a patient with severe hearing loss. **7**

P.T.O.

UNIT – IV

7. a) Explain the models of short-term memory. **8**

   b) What are the factors that define dichotic perception ? **6**

OR

8. Describe music perception in individuals with hearing aids and cochlear implants. **14**

UNIT – V

9. a) Explain the methods of studying speech perception in animals. **8**

   b) Highlight the role of cognition in speech perception. **6**

OR

10. a) Compare and contrast the perception of consonants and vowels in infants and adults. **8**

    b) Discuss the merits of using behavioural methods to study speech perception. **6**

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

AH 302

Third Semester M.Sc. (Audiology) Degree Examination, January 2026
(Semester Scheme) (2020-22 Batch Onwards)
SPEECH PERCEPTION

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AH 302

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(Semester Scheme) (2020-22 Batch Onwards)
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AS 303

III Semester M.Sc. (Audiology) Degree Examination, January 2026
(Semester Scheme 2020-22 Batch Onwards)
VESTIBULAR SYSTEM AND ITS DISORDERS

Time : 3 Hours Max. Marks : 70

UNIT – 1

1. With a labelled diagram explain the anatomy of Peripheral vestibular system. **14**

OR

2. Explain the interaction between the proprioceptive, visual and vestibular system in maintaining balance. **14**

UNIT – 2

3. Explain the principle of the following : **(8+6)**

   a) Videonystagmography

   b) Sclera coil search test.

OR

4. What are the screening tests used clinically to detect vestibular disorders. **14**

UNIT – 3

5. Explain the pathophysiology of the following disorders : **(7+7)**

   a) Meniere's Disease

   b) Labyrinthitis.

OR

6. Write a note on the pathophysiology of Cerebro-Vascular accidents involving vestibular cortex and cerebellum. **14**

P.T.O.

UNIT – 4

7. Write a note on differential diagnosis between Meniere's disease, Vestibular Neuritis and Multiple Sclerosis. **14**

OR

8. Write a note on any two questionnaires used in the assessment of quality of life in persons with vestibular disorders. **14**

UNIT – 5

9. Write a note on repositioning manoeuvres for Posterior canal and Lateral canal Bening Paroxysmal Positional Vertigo. **14**

OR

10. What are the considerations for rehabilitation of children with vestibular problems ? **14**

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

AS 303

III Semester M.Sc. (Audiology) Degree Examination, January 2026
(Semester Scheme 2020-22 Batch Onwards)
VESTIBULAR SYSTEM AND ITS DISORDERS

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SLPH 301

III Semester M.Sc. (Speech Language Pathology) Degree Examination, January 2026
(Semester Scheme 2020 – 22 Batch Onwards)
DISORDERS OF FLUENCY

Time : 3 Hours Max. Marks : 70

UNIT – 1

1. Explain the laryngeal and articulatory basis of stuttering. Discuss the temporal characteristics of individuals with stuttering. **(14)**

OR

2. Describe the suprasegmental features in stuttered speech and normal speech. Support your answer with recent studies. **(14)**

UNIT – 2

3. Differentially diagnose normal non-fluency and development stuttering. **(14)**

OR

4. Discuss the assessment and treatment techniques for neurogenic stuttering. **(14)**

UNIT – 3

5. Explain the tools used to measure the quality of life in individuals with stuttering. **(14)**

OR

6. Elaborate on the cognitive dimension of stuttering. **(14)**

P.T.O.

UNIT – 4

7. Discuss the treatment techniques for school age and adults with stuttering. Justify your selection of treatment techniques for these age groups. **(14)**

OR

8. a) Describe Lidcombe program. **(7)**

   b) Discuss the steps involved in GILCU and critically evaluate its effectiveness. **(7)**

UNIT – 5

9. Describe the evidence-based treatment approaches in stuttering. **(14)**

OR

10. Elaborate on the relapse and recovery patterns of stuttering. **(14)**

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SLPH 302

III Semester M.Sc. (Speech Language Pathology) Degree Examination, January 2026
(Semester Scheme 2020-22 Batch Onwards)
NEUROGENIC SPEECH DISORDERS

Time : 3 Hours Max. Marks : 70

UNIT – I

1. Explain the neuroanatomical substrates of speech motor control. Describe the roles of the motor cortex, subcortical structures and cerebellum in speech production. **14**

OR

2. Discuss and compare the early models of speech motor control – Closed loop, Open loop, Task dynamic model and Schema theory. **14**

UNIT – II

3. Explain behavioural approaches and evidence-based practice guidelines for the management of dysarthria in adults. **14**

OR

4. A 70-year-old male with Parkinson's disease reports monotonous, low-pitched speech and reduced loudness :

   a) Identify the type of dysarthria likely present and describe three instrumental assessments (acoustic, aerodynamic or physiological) suitable for this patient. **7**

   b) Suggest two behavioural therapy approaches for improving speech intelligibility. **7**

P.T.O.

UNIT – III

5. Explain in detail McDonald's and Hardin's approaches with examples. **14**

OR

6. A 9-year-old child with spastic cerebral palsy shows limited articulatory precision and poor respiratory control.
   a) Outline sensori-motor treatment techniques suitable for this patient. **7**
   b) Explain behavioral approaches in developmental dysarthria with reference to McDonald's and Hardy's approach. **7**

UNIT – IV

7. Explain motor learning principles and their applications in the intervention of adults with apraxia of speech. **14**

OR

8. A 62-year-old post-stroke patient produces groping articulatory movements and inconsistent speech errors.
   a) Identify the disorder and explain its underlying neurogenic basis. **7**
   b) Discuss two diagnostic tasks for confirming apraxia of speech. **7**

UNIT – V

9. Discuss intervention approaches for children with apraxia of speech and explain the evidence base supporting the use of motor learning principles. **14**

OR

10. A 5-year-old child shows difficulty in sequencing speech sounds and produces inconsistent errors across trials.
    a) Describe the assessment protocol for childhood apraxia of speech, emphasizing differential diagnosis from other speech sound disorders. **7**
    b) Develop a structured intervention plan based on motor programming principles. **7**

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SLPH 302

III Semester M.Sc. (Speech Language Pathology) Degree Examination, January 2026
(Semester Scheme 2020-22 Batch Onwards)
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SLPS 303

III Semester M.Sc. (Speech Language Pathology) Degree Examination, January 2026
(Semester Scheme 2020 – 22 Batch Onwards)
AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

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UNIT – I

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P.T.O.

UNIT – IV

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