

MANIPAL UNIVERSITY**SECOND YEAR M.A.S.L.P. DEGREE EXAMINATION – DECEMBER 2014****SUBJECT: SH 201 - LANGUAGE ACQUISITION AND LANGUAGE DISORDERS IN CHILDREN****(NEW REGULATION)**

Wednesday, December 17, 2014

Time: 10:00 – 13:00 Hrs.

Max. Marks: 80

☞ Answer ALL the questions.

1A. Discuss the linguistic theory of language acquisition.

1B. Explain the types of boot strapping mechanism.

(10+6 = 16 marks)

OR

2. Discuss the neural correlates of language milestones.

(16 marks)

3. Discuss the consequences of congenital hearing impairment in language acquisition.

OR

4. Describe the characteristics of William's syndrome. Discuss the language acquisition in William's syndrome.

(16 marks)

5A. Discuss the recent advances on etiology of Autism.

5B. Discuss the sensory deficits seen in children with Autism.

(12+4 = 16 marks)

OR

6. Discuss SLI as a auditory processing disorder.

(16 marks)

7A. Discuss the narrative assessment in children with SLI.

7B. Describe any one assessment tool to assess the syntax in 9 year old child with SLI.

(8+8 = 16 marks)

OR

8. Discuss the treatment strategies for children with nonverbal autism.

(16 marks)

9A. Describe the different types and characteristics of learning disability.

9B. Write a note on prevalence and incidence of learning disability.

(12+4 = 16 marks)

OR

10. Describe the development of reading and writing.

(16 marks)



MANIPAL UNIVERSITY**SECOND YEAR M.A.S.L.P. DEGREE EXAMINATION – DECEMBER 2014****SUBJECT: SH 203 – CLINICAL PHONOLOGY AND MOTOR SPEECH DISORDERS**

Thursday, December 18, 2014

Time: 10:00 – 13:00 Hrs.

Max. Marks: 80

✍ Answer ALL the questions.

- 1A. Discuss the development of phonological awareness and its implications.
1B. Highlight the assessment procedures of phonological awareness. (10+6 = 16 marks)

OR

2. Describe the phonotactics and metalinguistic abilities in phonological disorders. (16 marks)

- 3A. Discuss in detail any one instrumental approach used to assess coarticulation.
3B. Elaborate on the principles of metaphon therapy. (8+8 = 16 marks)

OR

4. “Phonological theories help in assessing and treating children with phonological disorders”. Critically evaluate the statement with available evidences. (16 marks)

5. The role of cerebellum is not only restricted to balance and equilibrium but also involved in speech motor control. Explain

OR

6. Compare and contrast DIVA model of production from Schema Theory of speech motor control. (16 marks)

- 7A. Describe in detail the dysarthria caused due to Parkinson’s disease.
7B. What are the types of Chorea? What are its effects on speech? (8+8 = 16 marks)

OR

8. Describe in detail the subjective and objective assessment procedure followed for individuals with apraxia of speech. (16 marks)

9. Write short notes on:

- 9A. Supraglottic swallow
9B. Oro motor exercises
9C. Primitive reflexes
9D. Saliva control (4 marks × 4 = 16 marks)

OR

- 10A. The management of dysphagia follows a multidisciplinary approach. Explain.
10B. Highlight the role of cranial nerves in normal swallowing. (8+8 = 16 marks)



MANIPAL UNIVERSITY
SECOND YEAR M.A.S.L.P. DEGREE EXAMINATION – DECEMBER 2014
SUBJECT: SH 204 – SPEECH PERCEPTION AND ITS DISORDERS

Friday, December 19, 2014

Time: 10:00 – 13:00 Hrs.

Max. Marks: 80

✍ **Answer ALL the questions.**

- 1A. Write about analysis of speech in auditory cortex.
 1B. Discuss about neurobiological theory of speech perception. (8+8 = 16 marks)

OR

- 2A. Discuss the anatomy of the auditory system in relation to speech perception at different stages.
 2B. Write about Quantum theory. (12+4 = 16 marks)
3. Write an essay on factors influencing speech intelligibility. (16 marks)

OR

- 4A. Which methods would you prefer in evaluating speech intelligibility? Justify
 4B. Writes notes on perception of segmental cues using visual modality. (8+8 = 16 marks)
- 5A. What are difficulties faced by the individuals with hearing impairment in perception of consonants?
 5B. Effect of configuration of audiogram on perception of vowels. (10+6 = 16 marks)

OR

- 6A. Justify the statement “Signal enhancing features do not increase speech perception”.
 6B. Write about any two methods of speech perception in infants. (8+8 = 16 marks)
7. Write an essay on effect of speech coding strategy on perception of segmental and suprasegmental features in cochlear implantees. (16 marks)

OR

- 8A. Write an essay on perception of segmental features in BAHA.
 8B. Compare and contrast the perception of vowels through middle ear implants and BAHA. (8+8 = 16 marks)
- 9A. What is the effect of different degrees of hearing impairment on speech perception in noise?
 9B. Justify the statement “Reverberation has an effect on speech perception”. (8+8 = 16 marks)

OR

- 10A. Discuss any one theory of short term memory in speech perception.
 10B. Compare the animal V/s human speech perception. (8+8 = 16 marks)



MANIPAL UNIVERSITY

SECOND YEAR M.A.S.L.P. DEGREE EXAMINATION – DECEMBER 2014

SUBJECT: SH 205 – DIAGNOSTIC AUDIOLOGY

Saturday, December 20, 2014

Time: 10:00 – 13:00 Hrs.

Max. Marks: 80

Answer ALL the questions:

- 1A. Elaborate on the techniques employed to enhance signal to noise ratio.
1B. Describe the current processes of procurement and installation of electrophysiological equipment.

(6+10 = 16 marks)

OR

- 2A. Describe in detail the acoustic characteristics of the stimuli used in routine audiometry and immittance.
2B. Explain the process of generation of various acoustic stimuli in ABR.

(8+8 = 16 marks)

- 3A. Discuss the use of ABR and OAE in early identification of hearing impairment programs.
3B. Critically evaluate the National Programme for Prevention and Control of Deafness (NPPCD).

(10+6 = 16 marks)

OR

- 4A. "Contralateral suppression of otoacoustic emissions is an index of the function of the medial olivocochlear system." Discuss with relevance to clinical applications.
4B. Describe the OAE protocol for infants.

(10+6 = 16 marks)

- 5A. Describe the phenomenon of acoustic reflexes with appropriate illustration.
5B. Comment on the acoustic reflexes in specific pathologies encountered clinically.

(6+10 = 16 marks)

OR

6. Define non acoustic reflexes and describe the procedures to assess them. Add a note on its clinical applications and limitations.

(16 marks)

- 7A. Discuss the role of fMRI in audiological practice.
7B. Describe the potentials analysed in ECOCHG and their clinical utility.

(6+10 = 16 marks)

OR

- 8A. Write in brief on SN 10.
8B. Discuss the basics of ASSR and its relevance to assessment of hearing sensitivity. Quote relevant studies.

(6+10 = 16 marks)

- 9A. Discuss the intricacies of audiological practice in a rural setup.
9B. Describe the test protocol for a patient with c/o vertigo associated with moment to one side only. Comment on the possible outcome of the evaluation.

(8+8 = 16 marks)

OR

- 10A. Discuss in detail the pathophysiology and audiological profile in auditory dyssynchrony.
10B. Comment on the recent management strategies for tinnitus.

(10+6 = 16 marks)



MANIPAL UNIVERSITY

SECOND YEAR M.A.S.L.P. DEGREE EXAMINATION – DECEMBER 2014

SUBJECT: SH 207 – ADVANCES IN MANAGEMENT OF PERSONS WITH HEARING DISORDERS

Monday, December 22, 2014

Time: 10:00 – 13:00 Hrs.

Max. Marks: 80

✍ Answer ALL questions.

1. Discuss alternate mode of intervention in management of hearing impairment.

OR

2. Elaborate on role of Audiologist, teacher and Parent in formal education.

(16 marks)

3A. Discuss factor to consider while fitting hearing aids in geriatrics.

3B. Add a note on post fitting hearing aids counseling in geriatrics.

(8+8 = 16 marks)

OR

4. Elaborate on management of children and adults with multiple handicapped.

(16 marks)

5. Discuss neurophysiological model based tinnitus management.

(16 marks)

OR

6A. Explain desensitization for management of hyperacusis.

6B. Explain masking technique for management of tinnitus.

(8+8 = 16 marks)

7A. Write a note on Sarva Shiksha Abhiyan.

7B. Briefly elaborate on international declarations.

(8+8 = 16 marks)

OR

8. Discuss Indian government policies related to education issues of persons with hearing impairment.

(16 marks)

9A. Describe cognitive-language management in individuals with CAPD.

9B. Elaborate on compensatory strategies used for CAPD.

OR

10A. Describe on computer-assisted training for CAPD.

10B. Describe any two metacognitive strategies used in the management of CAPD.

(8+8 = 16 marks)



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