

MANIPAL UNIVERSITY
SECOND YEAR M.A.S.L.P. DEGREE EXAMINATION – JUNE 2014
SUBJECT: SH 202 – ADULT LANGUAGE DISORDERS
(NEW REGULATION)

Wednesday, June 04, 2014

Time: 10:00 – 13:00 Hrs.

Max. Marks: 80

✍ **Answer ALL questions.**

1A. Discuss the functional asymmetry of cerebral hemispheres.

1B. Define neural plasticity and discuss the types of neural plasticity.

(10+6 = 16 marks)

OR

2. Language processing cannot be confined solely to Broca's and Wernicke's areas. Critically evaluate.

(16 marks)

3A. Discuss the factors that you consider while interpreting the scores on aphasia test.

3B. Advantages of non-standardized over standardized tests for aphasia.

(10+6 = 16 marks)

OR

4. **Write brief essays on:**

4A. Aphasia in illiterates

4B. Sign language users

(8+8 = 16 marks)

5A. Discuss the recovery patterns in bilingual aphasia.

5B. A bilingual person with aphasia should be treated in his first language. Critically evaluate this statement.

(8+8 = 16 marks)

OR

6A. Write a brief note on treatment efficiency in aphasia.

6B. Describe any one pragmatic approach to aphasia rehabilitation.

(6+10 = 16 marks)

- 7A. Describe any one model of working memory.
- 7B. Discuss the role of working memory in language processing.

(8+8 =16 marks)

OR

8. Describe the electrophysiological changes in the nervous system subsequent to the ageing process.

(16 marks)

- 9A. Describe the clinical features of subcortical dementias.
- 9B. Types and features of PPA.

(8+8 = 16 marks)

OR

10. **Short notes:**

- 10A. Closed head injury
- 10B. Extra-linguistic deficits in RHD
- 10C. Bedside examination of people with TBI
- 10D. Alzheimer's disease

(4 marks × 4 = 16 marks)



MANIPAL UNIVERSITY

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

SUBJECT: SH 203 – CLINICAL PHONOLOGY AND MOTOR SPEECH DISORDERS
(NEW REGULATION)

Friday, June 06, 2014

Time: 10:00 – 13:00 Hrs.

Max. Marks: 80

✍ Answer ALL questions.

- 1A. Discuss the phonological development seen in children citing studies done on Indian population.
- 1B. Describe the direction effect that affects coarticulation.
- (10+6 = 16 marks)

OR

- 2A. Discuss the types of coarticulation seen with suitable examples from different languages.
- 2B. Highlight the importance of IPA in our field.
- (10+6 = 16 marks)
- 3A. Comment on the application of any one theory of non-linear phonology in the assessment and management of phonological errors.
- 3B. Discuss errors in coarticulation seen in motor speech disorders.
- (10+6 = 16 marks)

OR

- 4A. Briefly describe the objective assessment procedures for individuals with coarticulation errors.
- 4B. Should the management of phonological disorders follow an evidence based approach?
- (10+6 = 16 marks)
- 5A. How can one explain the neural mechanisms that lead to the disorder of apraxia.
- 5B. Speech production is a sensory and motor event. Comment.
- (10+6 = 16 marks)

OR

6. Describe the DIVA model of speech motor control and its applications.
- (16 marks)
- 7A. Discuss the recent advances observed in the management of individuals with apraxia of speech.
- 7B. Describe the approach suggested for the management of resonance errors in children with dysarthria.
- (10+6 = 16 marks)

OR

8A. Explain the objective assessment of an individual with hypokinetic dysarthria.

8B. Comment on the phonological errors seen in children with apraxia.

(12+4 = 16 marks)

9. Describe the subjective and objective assessment of a child with feeding difficulties.

(16 marks)

OR

10A. Discuss the different phases of swallow in adults.

10B. Explain the medical treatment for dysphagia.

(12+4 = 16 marks)



MANIPAL UNIVERSITY**SECOND YEAR M.A.S.L.P. DEGREE EXAMINATION – JUNE 2014****SUBJECT: SH 204 – SPEECH PERCEPTION AND ITS DISORDERS****(NEW REGULATION)**

Monday, June 09, 2014

Time: 10:00 – 13:00 Hrs.

Max. Marks: 80

Answer ALL the questions.

1. Enumerate on speech representation and processing in our lower auditory brainstem.

OR

2. Critically evaluate motor theory of speech perception.

(16 marks)

3A. Subjective methods of measuring speech intelligibility.

3B. Segmental features perception through visual modality.

(8+8 = 16 marks)

OR

4. Enumerate on the objective methods of assessing speech intelligibility.

(16 marks)

5. How do visually impaired perceive consonants? Enumerate with literature studies.

(16 marks)

OR

6A. Dichotic listening Vs Diotic listening.

6B. Compare adult and infant perception of vowels.

(8+8 = 16 marks)

7A. Influence of rate of stimulation on speech perception in Cochlear Implantees.

7B. Perception of speech through middle ear implant.

(8+8 = 16 marks)

OR

8A. Discuss recent developments in Brainstem implant in processing speech.

8B. Compare and contrast any two speech processing strategies in speech perception through cochlear implants.

(8+8 = 16 marks)

9. Discuss the influence of types and degree of hearing loss on perception of speech.

(16 marks)

OR

10A. Different types of memories

10B. Animal Vs human perception

(8+8 = 16 marks)



MANIPAL UNIVERSITY**SECOND YEAR M.A.S.L.P. DEGREE EXAMINATION – JUNE 2014****SUBJECT: SH 205 – DIAGNOSTIC AUDIOLOGY
(NEW REGULATION)**

Wednesday, June 11, 2014

Time: 10:00 – 13:00 Hrs.

Max. Marks: 80

Answer ALL questions:

- 1A. In brief, describe the generation, gating and filtering of acoustic stimuli.
1B. Explain the techniques of signal acquisition from electrodes.
1C. Explain the processes of CMR, Artifact Rejection and Signal Averaging.

(6+4+6 = 16 marks)

OR

- 2A. Justify the need for calibration of audiological equipment and differentiate biological from Electro acoustic calibration.
2B. Describe the calibration process involved in electrophysiological equipment.

(6+10 = 16 marks)

- 3A. Comment on the prevalence of hearing impairment and the legislations governing early identification in the Indian context.
3B. Describe the methods of infant hearing screening and add a note on their sensitivity and specificity.

(8+8 = 16 marks)

OR

- 4A. Explain linear and nonlinear methods of recording TEOAEs, along with merits and demerits. Explain the method preferred for recording contralateral suppression of OAE.
4B. Discuss the analysis and interpretation of various OAEs.

(8+8 = 16 marks)

- 5A. Write a note on acoustic reflex adaptation, reflex averaging and binaural summation of acoustic reflexes.
5B. Discuss application of Electrical ABRs with support from recent studies.

(10+6 = 16 marks)

OR

- 6A. Discuss the role of ASSR in frequency-specific estimation of hearing sensitivity in infancy. Add a note on its application in estimation of bone conduction auditory thresholds.
6B. Add a note on multifrequency tympanogram.

(12+4 = 16 marks)

7A. Describe the test protocol, which you would use to diagnose vestibular disorders.

7B. Describe the various causes of vestibular disorders.

(10+6 = 16 marks)

OR

8A. Describe the characteristics, recording procedure and clinical applications of MMN and P300.

8B. Add a note on the factors affecting the interpretation of LLRs.

(10+6 = 16 marks)

9A. Describe the pathophysiology and audiological profile in Auditory Dyssynchrony.

9B. Justify the role of an audiologist in a hearing assessment team for special population.

(10+6 = 16 marks)

OR

10A. Discuss the contribution of non-audiological tests in the diagnosis of auditory disorders.

10B. Write on audiological practice in ENT and Neurology set-ups.

(8+8 = 16 marks)



MANIPAL UNIVERSITY
SECOND YEAR M.A.S.L.P. DEGREE EXAMINATION – JUNE 2014
SUBJECT: SH 206 – HEARING DEVICES
(NEW REGULATION)

Friday, June 13, 2014

Time: 10:00 – 13:00 Hrs.

Max. Marks: 80

✍ **Answer ALL questions.**

- 1A. Write the procedure involved in pulse width and pulse code modulations and also discuss the applications of these techniques in speech and hearing.
- 1B. Discuss the applications of filters in hearing aids, Cochlear Implants and FM devices.
(8+8 = 16 marks)

OR

2. Elaborate on analogue to digital and digital to analogue converter.
(16 marks)
3. Write an essay on noise reduction strategies in hearing aids.
(16 marks)

OR

- 4A. Write an essay on output limiting techniques available in hearing aids.
- 4B. Discuss various techniques available for feedback cancellation in hearing aid.
(8+8 = 16 marks)
- 5A. Describe the various pre selection factors that should be considered for the appropriate selection of assistive listening device.
- 5B. Write a note on tinnitus masker and there utility.
(8+8 = 16 marks)

OR

6. Discuss the various assistive listening devices that can be used in classroom set up.
(16 marks)
7. Describe the component and working of cochlear implants with a neat block diagram.

OR

8. Discuss the various test procedures employed in the selection of subjects for cochlear implant.
(16 marks)

9A. Elaborate on candidacy assessment for middle ear implant.

9B. Elaborate on component and parts of brainstem implant.

(8+8 = 16 marks)

OR

10A. Describe BAHA in terms of working principle and its outcome.

10B. Add a note on the risk involved in middle ear implant.

(12+4 = 16 marks)



MANIPAL UNIVERSITY**SECOND YEAR M.A.S.L.P. DEGREE EXAMINATION – JUNE 2014****SUBJECT: SH 207 – ADVANCES IN MANAGEMENT OF PERSONS WITH HEARING DISORDERS
(NEW REGULATION)**

Monday, June 16, 2014

Time: 10:00 – 13:00 Hrs.

Max. Marks: 80

- 1A. Write on Individualized education plan (IEP).
1B. Describe the various technological needs in formal education of hearing impaired.
(6+10 = 16 marks)

OR

2. Describe the various facilities provided for persons with hearing impairment in India.
(16 marks)

- 3A. Describe the difficulties experienced by unilateral hearing loss.
3B. Discuss the hearing aids selection procedure and options for individuals with unilateral hearing loss.
(6+10 = 16 marks)

OR

- 4A. Describe the role of caregivers in geriatric population.
4B. Describe the hearing aid options for individuals with sudden hearing loss.
(6+10 = 16 marks)

5. Treatment for tinnitus with hearing loss is same as those experiencing tinnitus without hearing loss. Comment.

OR

6. Describe the various device related management for tinnitus.
(16 marks)

7. Describe any three national schemes or policies related to educational issues in persons with hearing impairment.
(16 marks)

OR

8. **Write short notes on:**

- 8A. National Trust Act
8B. Role of audiologist in policy making
8C. Biwako millennium framework
8D. UNCRPD

(4×4 = 16 marks)

9. Describe the compensatory strategies used for management of APD.

OR

10. Describe the difficulties exhibited in individuals with CAPD. Describe the principle of treatment in CAPD. Add a note on activities to improve any one deficit of CAPD.

(16 marks)



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

Monday, June 02, 2014

Time: 10:00 – 13:00 Hrs.

Max. Marks: 80

1. Describe any one theory of language acquisition and its application to assessment and management of childhood language disorders.

(16 marks)

OR

- 2A. Discuss the neuroanatomical correlates of language acquisition.
2B. Describe the cognitive theory of language acquisition.

(8+8 = 16 marks)

- 3A. Discuss the language development in children with hearing impairment.
3B. Write a note on the language characteristics of children with visual impairment.

(10+6 = 16 marks)

OR

- 4A. Discuss the language development in children with extreme deprivation.
4B. Discuss the language and recovery pattern in children with acquired childhood aphasia with evidences from research.

(8+8 = 16 marks)

5. Discuss the communication deficits in children with Autism Spectrum Disorder. Quote evidences from the recent research.

(16 marks)

OR

- 6A. SLI can be considered as a disorder of temporal processing. Discuss.
6B. Highlight the recent contributions towards understanding the etiology of autism Spectrum disorders.

(10+6 = 16 marks)

- 7A. Elaborate and discuss the importance of Auditory Verbal Therapy in the management of children with hearing impairment.

- 7B. Highlight on assessment in children with Intellectual Disability.

(8+8 = 16 marks)

OR

8. Discuss the assessment and management of acquired childhood aphasia.

(16 marks)

9. How do you go about with the assessment and management of an 8 year old child with academic difficulties?

(16 marks)

OR

10A. Describe the neurobiology of reading and writing.

10B. Discuss the various phonological awareness skills that contribute towards the development of reading and writing.

(8+8 = 16 marks)