

UNIVERSITY OF MYSORE

Established: 1916

Vishwavidyalaya Karyasoudha
Crawford Hall, Mysore-570 005

No.AC.2(S)/151/2021-22

Dated: 18.08.2021

NOTIFICATION

Sub: Correction of typographical error in B.ASLP Speech and Hearing (CB) Syllabus and Regulations 2018.


- Ref:** 1. Decision of Board of Studies in Speech and Hearing (CB) meeting held on 08.12.2020.
2. Decision of the Faculty of Science & Technology Meeting held on 08.02.2021.
3. Decision of the Academic Council meeting held on 07.04.2021.

The Board of Studies in Speech and Hearing (CB) which met on 08.12.2020 has recommended to correct the typographical error in B.ASLP Syllabus and Regulations 2018.

The Faculty of Science and Technology and Academic Council meeting held on 08.02.2021 and 07.04.2021 respectively have approved the above said proposal and the same is hereby notified.

The detailed Syllabus & Regulations is annexed. The contents may be downloaded from the University Website i.e., www.uni-mysore.ac.in.

DRAFT APPROVED BY THE REGISTRAR


DEPUTY REGISTRAR (ACADEMIC)
Deputy Registrar (Academic)
University of Mysore
Mysore-570 005

To:

1. The Registrar (Evaluation), University of Mysore, Mysore.
2. The Dean, Faculty of Science & Technology, DoS in Psychology, MGM.
3. The Chairperson, BoS in Speech and Hearing (CB), Manasagangotri, Mysore.
4. The Director, All India Institute of Speech and Hearing, Manasagangotri, Mysore.
5. The Principal JSS Institute of Speech and Hearing, MG Road, Ramachandra Agrahara, Mysore-04.
6. The Deputy/Assistant Registrar/Superintendent, AB and EB, UOM, Mysore.
7. The P.A. to the Vice-Chancellor/Registrar/Registrar (Evaluation), UOM, Mysore.
8. Office file.

UNIVERSITY OF MYSORE

REGULATIONS AND SYLLABUS



**BACHELOR OF AUDIOLOGY AND SPEECH-
LANGUAGE PATHOLOGY
(B.ASLP)**

SYLLABUS – 2018

This document contains page no. 1 to page no. 114.

BACHELOR IN AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY (B.ASLP)
DEGREE PROGRAMME STRUCTURE (CHOICE BASED CREDIT SYSTEM)
REGULATIONS - 2018

1.0 GENERAL REQUIREMENTS

1.1 Title and commencement:

These regulations shall be called the University of Mysore regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Bachelor in Audiology and Speech-Language Pathology (B.ASLP) program. These Regulations shall come into force from the academic year **2018-19**.

1.2 Duration of the Program:

The B.ASLP program will be of 8 semesters with the last two semesters being internship. Each academic year will consist of two semesters, i.e. one odd and one even semester. A semester will extend over a period of 20 weeks inclusive of the semester and the examination.

1.3 Definitions

Course: Every course offered will have three components associated with the teaching-learning process of the course, namely:

- a) Lecture - L
- b) Tutorial- T
- c) Practicum (Clinical) - P

where,

L stands for Lecture session.

T stands for Tutorial session consisting of the participatory discussion / self-study/ desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.

P stands for Practicum (Clinical) which would involve hands-on experience involving persons with communication disorders in clinical and other setups such as hospitals/clinics/ outreach centers.

A course shall have either or all the above components.

A credit means the unit by which the course work is measured. The total credits earned by a student at the end of the semester upon successfully completing the course are L+T+P. The credit pattern of the course is indicated as L:T:P.

Different courses of study are labelled and defined as follows:

- a) DSC: Discipline Specific Core Course;
- b) AEC: Ability Enhancement Courses
- c) AECC: Ability Enhancement Compulsory Course;
- d) SEC: Skill Enhancement Course;
- e) DSE: Discipline Specific Elective;
- f) GE: Generic Elective.

Definitions

- a. In the Choice Based Credit System – Continuous Assessment Grading Pattern (CBCS-CAGP), program means a degree and a subject means audiology and speech-language pathology.
- b. DSC: Discipline specific core course, which should compulsorily be studied by a candidate.
- c. AEC: These may be of two types:
 - AECC: Ability enhancement compulsory course based upon the content that leads to knowledge enhancement, viz. Environmental Science, Indian Constitution and English/Kannada/Communication skills.
 - SEC: Skill enhancement courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
- d. DSE: Discipline specific elective courses may be offered by the main discipline/subject of study or the University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
- e. GE: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure beyond discipline/subject is called a Generic Elective.

2.0 Eligibility for admission

The Eligibility for Admission is as given in **Annexure - I**

3.0 Attendance

- 3.1 Each course/subject shall be taken as a unit for calculating attendance and a candidate shall be considered to have put in the required attendance for the course, if he/she has attended not less than 80% in theory and 90% in clinical practicum for each course/subject.
- 3.2 A candidate who is having shortage of attendance in clinical practicum is permitted to make up this shortage by attending clinical work during vacation immediately after that semester, before commencement of the next semester. The candidate is permitted to

avail this facility in I, III and V semesters only, with prior permission from the Head of the Institution.

- 3.3 If a candidate represents his/her Institution/ University/ Karnataka State/ Nation in Sports/NCC/NSS/Extension program or any official activities, he/she is permitted to avail a maximum of 15 days in a semester, based on the recommendation and prior permission from the Head of the Institution. These 15 days can be availed by the student in addition to the regular leaves that the students can avail.
- 3.4 A candidate who does not satisfy the requirement of attendance shall not be eligible to take examination of the concerned course for that semester.
- 3.5 A candidate who fails to satisfy the requirement of attendance in a course may repeat that course when offered in the immediate subsequent year (this facility shall be available only for **two** times in the entire programme).

4.0 Medium of Instruction

The medium of instruction shall be English. A candidate shall write the examination in English language only.

5.0 Courses of Study

- 5.1 Courses of study shall be as those shown in the structure of B.ASLP program **Annexure-II**.
- 5.2 The minimum duration for the completion of B.ASLP program is eight semesters (including 2 semesters of internship). As per norms of the University of Mysore, a candidate shall complete the course within a maximum period of sixteen semesters counting from the first semester of the candidate.
- 5.3 VII and VIII semesters taken together shall constitute the **internship year** during which time the candidates may be posted in any speech and hearing or related institutions including the parent institution. The candidates shall abide by the Internship Programme Rules framed by the concerned institution from time to time.
- 5.4 A student must earn 182 credits for the successful completion of the B.ASLP program.

6.0 Change of Course

- 6.1 Once chosen, change of course is not permissible under any circumstances during that or subsequent semesters.

7.0 Appearance for the Examination

A candidate shall apply for one or all the courses of a semester when he/she wants to appear for the examination of that semester for the first time.

8.0 Scheme of Examination

A course of 3-6 credits shall be evaluated for 100 marks. A course of less than 3 credits shall be evaluated for 50 marks.

- 8.1 There shall be an examination at the end of each semester conducted by the University.
- 8.2 Duration of examination per theory course carrying 80 marks, with 3 or more credits, shall be for 3 hours. The duration of the examination per theory course carrying 40 marks, of less than 3 credits, shall be for 2 hours.
- 8.3 The first and the second components, C1 and C2, respectively, will be for 10% each. C1 must be completed by the 8th week of the semester after completion of 50% of the syllabus. C2 will be based on remaining 50% of the syllabus and must be completed during 15th week of the semester.
- 8.4 Every question paper of a theory course shall comprise of FOUR questions with internal choice covering the entire syllabus.
- 8.5 For a theory course carrying 80 marks, each question shall carry marks with internal division as shown in Annexure IIIa. For the theory course of 40 marks, each question shall carry marks with internal division as shown in Annexure IIIb. Maximum number of subdivisions shall be FOUR. Model Question paper is as given in Annexure IIIa and IIIb.
- 8.6 In practical, the C₁ (10 marks) and C₂ (10 marks), student will be assessed for clinical skill repertoire, planning for assessment & management, preparation & maintenance of clinical documents (test protocols, diary, lesson plans and progress report), Efficient use of time/skills in clinical work and Professional attitude/motivation/ aptitude for clinical work.
- 8.7 In practical, C₃ (80 marks) will be based on clinical viva-voce. In **I to V and VII Semesters**, viva-voce shall be conducted by two **internal examiners consisting of clinical staff/faculty**, who shall examine the clinical skills of students (prior to the commencement of the theory examination). In the VI and VIII **Semesters**, viva-voce

will be conducted by one internal faculty and one external faculty to examine the **students'** clinical skills (prior to the commencement of the theory examination).

9.0 Question paper setting, Valuation, etc.:

As per University of Mysore UG-CBCS Regulations-2018.

10.0 Photo copy, Seeing, Retotaling and Revaluation

As per University of Mysore UG-CBCS Regulations-2018.

11.0 Classification of successful candidates

11.1 Passing Criterion: A student is considered to have passed the course, only on securing a minimum of 50% from C1, C2 and C3 put together. A student can take C3 exam irrespective of the marks scored in C1 and C2 for a course. In case a student secures less than 40% in C3 or absent for C3, the student is said to have not completed the course. The student shall complete the course by reappearing only for the C3 component for the course when University conducts the examination. The student carries the marks already awarded in C1 and C2.

11.2 Percentage to grade point: As per University of Mysore UG-CBCS Regulations-2018.

11.3 Class declaration: As per University of Mysore UG-CBCS Regulations-2018.

12.0 Provision for Repeaters

As per University of Mysore UG-CBCS Regulations-2018.

13.0 Declaration of Rank

As per University of Mysore UG-CBCS Regulations-2018.

14.0 Marks Cards

As per University of Mysore UG-CBCS Regulations-2018.

15.0 Barring of Simultaneous Study

As per University of Mysore UG-CBCS Regulations-2018.

16.0 Miscellaneous

- 16.1 These revised regulations will apply to candidates admitted for the academic year 2018-2019 and onwards for the Program mentioned in Regulation No.1.0 above.
- 16.2 Other regulations not specifically mentioned above shall be as per the Regulations of the University as applicable from time to time.
- 16.3 The University shall award the degree to successful candidates only after completion of internship.

Note: Any other issue not envisaged above, shall be resolved by the Vice Chancellor in consultation with the appropriate Bodies of the University, which shall be final and binding.

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VICE CHANCELLOR

Annexure – I
ELIGIBILITY FOR ADMISSION

Bachelor in Audiology and Speech-Language Pathology/ B.ASLP

1. Admission to Bachelor in Audiology and Speech-Language Pathology/B.ASLP is open to candidates who have passed the two-year pre-university examination conducted by the Pre-university Board of Education in the State of Karnataka or any other examination (10+2) considered as equivalent thereto by the University of Mysore.
2. Candidates who have obtained a minimum of 50% (45% in the case of SC/ST candidates) in the PCB group and combinations thereof, in their PUC or qualifying examination are eligible for admission.
3. The applicant/candidate should have studied Physics, Chemistry and Biology/ Mathematics/Computer Science/Statistics/Electronics/Psychology at 10+2 level shall be eligible for admission.
4. In case of a tie between candidates in the marks scored in PC-B/M/CS/S/E/Pgroup and combinations thereof, a candidate who has studied Biology shall have priority for admission. If there is a tie among the biology candidates, then the aggregate marks of the qualifying examination shall be considered for selection.

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Annexure – II

B.ASLP DEGREE PROGRAM STRUCTURE (CHOICE BASED CREDIT SYSTEM)

Sem No.	Course No.	DSC/ AECC/ SEC/ DSE/ GE	Title of the Course	Credits		Hours/ Week L:T:P = Total
				Total	L:T:P	
1	2	3	4	5	6	7
I	1.1	DSC	Communication Sciences-Speech & Language	4	4:0:0	4:0:0=4
	1.2	DSC	Communication Sciences – Audiology	4	4:0:0	4:0:0=4
	1.3	AECC	Anatomy, Physiology and Pathology related to Speech-Language & Hearing	3	3:0:0	3:0:0=3
	1.4	AECC	Clinical Psychology	3	3:0:0	3:0:0=3
	1.5	AECC	Electronics and Acoustics	3	3:0:0	3:0:0=3
	1.6	SEC	Clinicals (Speech-Language Pathology)	4	0:1:3	0:2:6=8
	1.7	SEC	Clinicals (Audiology)	4	0:1:3	0:2:6=8
	1.8	AECC [#]	Indian Constitution	1	1:0:0	2:0:0=2
	1.9	AECC [#]	Basics in Computer Applications	1	1:0:0	2:0:0=2
Total				27		35
II	2.1	DSC	Speech-Language Pathology - Assessment & Management	4	4:0:0	4:0:0=4
	2.2	DSC	Audiological Evaluation	4	4:0:0	4:0:0=4
	2.3	AECC	Linguistics & Phonetics	3	3:0:0	3:0:0=3
	2.4	AECC	Otolaryngology	3	3:0:0	3:0:0=3
	2.5	DSE*	Pediatrics & Genetics/Sign Language/ Community Based Rehabilitation	2	2:0:0	2:0:0=2
	2.6	GE*	Speech and Drama/Clinical Counselling	1	1:0:0	1:0:0=1
	2.7	SEC	Clinicals (Speech-Language Pathology)	4	0:1:3	0:2:6=8
	2.8	SEC	Clinicals (Audiology)	4	0:1:3	0:2:6=8
	2.9	AECC [#]	Environmental Studies	1	1:0:0	2:0:0=2
	2.10	AECC [#]	Any Indian Language	1	1:0:0	2:0:0=2
Total				25		35
III	3.1	DSC	Voice and its Disorders	4	4:0:0	4:0:0=4
	3.2	DSC	Speech Sound Disorders	4	4:0:0	4:0:0=4
	3.3	DSC	Diagnostic Audiology: Behavioral Tests	4	4:0:0	4:0:0=4
	3.4	DSC	Educational Audiology	4	4:0:0	4:0:0=4
	3.5	AECC	Neurology	3	3:0:0	3:0:0=3
	3.6	SEC	Clinicals (Speech-Language Pathology)	4	0:1:3	0:2:6=8
	3.7	SEC	Clinicals (Audiology)	4	0:1:3	0:2:6=8
Total				27		35
IV	4.1	DSC	Fluency and its Disorders	4	4:0:0	4:0:0=4
	4.2	DSC	Child Language Disorders	4	4:0:0	4:0:0=4
	4.3	DSC	Diagnostic Audiology: Physiological Tests	4	4:0:0	4:0:0=4
	4.4	DSC	Rehabilitative Audiology	4	4:0:0	4:0:0=4
	4.5	AECC	Research Methods & Statistics	3	3:0:0	3:0:0=3
	4.6	SEC	Clinicals (Speech-Language Pathology)	4	0:1:3	0:2:6=8
	4.7	SEC	Clinicals (Audiology)	4	0:1:3	0:2:6=8
Total				27		35

V	5.1	DSC	Motor Speech Disorders in children	4	4:0:0	4:0:0=4
	5.2	DSC	Structural Anomalies and Speech Disorders	4	4:0:0	4:0:0=4
	5.3	DSC	Amplification Devices	4	4:0:0	4:0:0=4
	5.4	DSC	Pediatric Audiology	4	4:0:0	4:0:0=4
	5.5	DSE*	Pediatrics & Genetics/Sign Language/ Community Based Rehabilitation	2	2:0:0	2:0:0=2
	5.6	GE*	Public Speaking/Counselling/Performing Arts.	1	1:0:0	1:0:0=1
	5.7	SEC	Clinicals (Speech-Language Pathology)	4	0:1:3	0:2:6=8
	5.8	SEC	Clinicals (Audiology)	4	0:1:3	0:2:6=8
Total				27		35
VI	6.1	DSC	Motor Speech Disorders in Adults	4	4:0:0	4:0:0=4
	6.2	DSC	Language Disorders in Adults	4	4:0:0	4:0:0=4
	6.3	DSC	Environmental Audiology	4	4:0:0	4:0:0=4
	6.4	DSC	Implantable Hearing Devices and Hearing Aid Fitting	4	4:0:0	4:0:0=4
	6.5	AECC	Speech-Language Pathology and Audiology in Practice	3	3:0:0	3:0:0=3
	6.6	SEC	Clinicals (Speech-Language Pathology)	4	0:1:3	0:2:6=8
	6.7	SEC	Clinicals (Audiology)	4	0:1:3	0:2:6=8
Total				27		35
VII	SEC^		Internship: Speech-Language Pathology + Audiology (Internal)	12	0:2:10	0:4:20=24
VIII	SEC^		Internship: Speech-Language Pathology + Audiology (Internal + External)	12	0:2:10	0:4:20=24
Total				24		
Grand Total				182		

#As per RCI regulations, the four AECC courses, i.e. Indian Constitution, Basics in Computer Applications, Environmental Studies and Any Indian Language are not a part of the B.ASLP programme. The credits for these courses shall not be considered in the final marks cards. The syllabus, examination and the criterion for pass for these four courses (Indian Constitution, Basics in Computer Applications, Environmental Studies and Any Indian Language) shall be as per UOM UG-CBCS 2018 regulations.

*If a course in DSE and GE is selected once by a candidate, the same course cannot be selected again by the same candidate in another semester.

^The students of B.ASLP program are also engaged in clinical conference, journal club, workshops, seminars, conferences and camps/screening programs.

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Annexure-IIIa
SAMPLE QUESTION PAPER

Course Title:

Max. Marks: 80

Course Code.....

Duration: 3 hrs.

Proposed Sample Question Paper			
Unit No.	Question Number	Question/s	Marks
I	1(a)	A xxxxxxxxxxxxxxxxxxxxxxxx	10
	(b)	B xxxxxxxxxxxxxxxxxxxxxxxx	10
		OR	
	2 (a)	C xxxxxxxxxxxxxxxxxxxxxxxx	15
	(b)	D xxxxxxxxxxxxxxxxxxxxxxxx	05
II	3 (a)	E xxxxxxxxxxxxxxxxxxxxxxxx	08
	(b)	F xxxxxxxxxxxxxxxxxxxxxxxx	08
	(c)	G xxxxxxxxxxxxxxxxxxxxxxxx	04
		OR	
	4(a)	Hxxxxxxxxxxxxxxxxxxxxxxxxx	08
	(b)	Ixxxxxxxxxxxxxxxxxxxxxxxxx	07
	(c)	Jxxxxxxxxxxxxxxxxxxxxxxxxx	05
III	5 (a)	Kxxxxxxxxxxxxxxxxxxxxxxxxx	07
	(b)	L xxxxxxxxxxxxxxxxxxxxxxxx	07
	(c)	M xxxxxxxxxxxxxxxxxxxxxxxx	06
		OR	
	6 (a)	Nxxxxxxxxxxxxxxxxxxxxxxxxx	08
	(b)	Oxxxxxxxxxxxxxxxxxxxxxxxxx	06
	(c)	P xxxxxxxxxxxxxxxxxxxxxxxx	06
IV	7 (a)	Qxxxxxxxxxxxxxxxxxxxxxxxxx	10
	(b)	Rxxxxxxxxxxxxxxxxxxxxxxxxx	05
	(c)	Sxxxxxxxxxxxxxxxxxxxxxxxxx	05
		OR	
	8 (a)	Txxxxxxxxxxxxxxxxxxxxxxxxx	05
	(b)	Uxxxxxxxxxxxxxxxxxxxxxxxxx	05
	(c)	Vxxxxxxxxxxxxxxxxxxxxxxxxx	05
	(d)	Wxxxxxxxxxxxxxxxxxxxxxxxxx	05

Note:

1. The maximum sub-division in a question shall not be more than FOUR.
2. No sub-division in any question shall carry more than 15 marks.

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Annexure-IIIb

SAMPLE QUESTION PAPER

Course Title:

Max. Marks: 40

Course Code.....

Duration: 2 hrs.

Proposed Sample Question Paper			
Unit No.	Question Number	Question/s	Marks
I	1(a)	A xxxxxxxxxxxxxxxxxxxxxxxx	05
	(b)	B xxxxxxxxxxxxxxxxxxxxxxxx	05
	2 (a)	OR C xxxxxxxxxxxxxxxxxxxxxxxx	10
II	3(a)	Dxxxxxxxxxxxxxxxxxxxxxxxxx	04
	(b)	Exxxxxxxxxxxxxxxxxxxxxxxxx	04
	(c)	Fxxxxxxxxxxxxxxxxxxxxxxxxx	02
	4(a)	OR Gxxxxxxxxxxxxxxxxxxxxxxxxx	04
	(b)	H xxxxxxxxxxxxxxxxxxxxxxxx	03
	(c)	Ixxxxxxxxxxxxxxxxxxxxxxxxx	03
III	5 (a)	Jxxxxxxxxxxxxxxxxxxxxxxxxx	05
	(b)	Kxxxxxxxxxxxxxxxxxxxxxxxxx	03
	(c)	Lxxxxxxxxxxxxxxxxxxxxxxxxx	02
	6 (a)	OR Mxxxxxxxxxxxxxxxxxxxxxxxxx	06
IV	(b)	Nxxxxxxxxxxxxxxxxxxxxxxxxx	04
	7 (a)	Oxxxxxxxxxxxxxxxxxxxxxxxxx	07
	(b)	Pxxxxxxxxxxxxxxxxxxxxxxxxx	03
	8 (a)	OR Qxxxxxxxxxxxxxxxxxxxxxxxxx	08
	(b)	R xxxxxxxxxxxxxxxxxxxxxxxx	02

Note:

1. The maximum sub-division in a question shall not be more than THREE.
2. No division/sub-division in any question shall carry more than 10 marks.

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COURSE SPECIFIC SYLLABUS

SEMESTER I

Course: 1.1 (DSC)

Communication Sciences: Speech and Language

- Objective: After completion of the course students shall have:
- Understanding of the relationship between Communication, Speech and Language
 - Knowledge of physical, biological, social, psychological and linguistic bases of speech
 - Understanding of normal speech and language development
 - Understanding of causes related to speech and language disorders
 - Knowledge of characteristics of speech and language disorders
- Unit 1 **Basic Concepts in Speech, Language and Communication-12 Hrs**
- 1.1 Definitions of communication, speech, language and their components and functions
 - 1.2 Distinctions and similarities between communication, speech and language
 - 1.3 Basic models, levels and modes and functions of speech communication
 - 1.4 Speech chain, biological foundations of speech and language including speech as an overlaid function.
 - 1.5 Characteristics of speech- normal, clear and abnormal
 - 1.6 Bases of speech – anatomical, physiological, neurological, physical, aerodynamic, linguistic, psychological and socio-cultural including genetic bases.
- Unit 2 **Normal Developmental Aspects-12 Hrs**
- 2.1 Normal development of speech and language
 - 2.2 Development of articulation
 - 2.3 Development of voice
 - 2.4 Development of fluency and prosody
 - 2.5 Prerequisites for and factors affecting - speech and language development
- Unit 3 **Basic Concepts Related to Incidence and Causative Factors-14 Hrs**
- 3.1 Definition: Speech –Language Pathology
 - 3.2 History and development of profession of SLP including Indian context
 - 3.3 Role of Speech-Language Pathologists in various settings
 - 3.4 Causes of speech and language disorders
 - 3.5 Basic epidemiologic concepts and principles and data sources and measurements
 - 3.6 Population at risk for hearing loss and communication delay – at risk children, established risk children, high risk checklist.
 - 3.7 Incidence and prevalence of Speech- language and hearing disorders as per different census (NSSO, WHO, different registry for various disorders etc)
- Unit 4 **Introduction to Speech-Language and Swallowing Disorders: Classification and Characteristics-14 Hrs**
- 4.1 Voice disorders- based on Pitch, Loudness and Quality of voice
 - 4.2 Phonological disorders - misarticulation, apraxia and dysarthria
 - 4.3 Fluency disorders - stuttering, cluttering, neurogenic stuttering
 - 4.4 Language disorders – aphasia in children and adults, cerebral palsy, specific language impairment, and hearing impairment, Autism spectrum disorders, Learning disability, Intellectual disability.
 - 4.5 Feeding and swallowing disorders

Practicum

1. Demonstration of different types of wave forms – quasi-periodic, quasi-random, burst and silence
2. Listening to cassettes:
 - a. How they hear
 - b. Stress, rhythm and intonation
 - c. Cardinal vowels
 - d. IPA transcription
 - e. Different speech disorders
 - f. Speech development
3. Measurement of the following in 5 normal subjects:
 - a. Habitual frequency
 - b. Frequency range
 - c. Optimum frequency
 - d. Intensity
 - e. Intensity range
 - f. Rise time
 - g. Fall time
 - h. Vital capacity
 - i. Mean airflow rate
 - j. Phonation duration
4. Recording normal speech samples and analyze the recorded normal sample with respect to: Phonological, morphological and syntactic development
5. Counting syllables in a standard passage
6. Production of various speech sounds and their identification
7. Listening to different pitch and their identification Submission of practical records
8. Oral mechanism examination 5 normal children and 5 normal adults
9. Oral mechanism examination on 2 children with structural oral deficits and 2 adults with structural or neurogenic disorders
10. Perceptual analysis of speech and language parameters in 2 normal children and 2 normal adults
11. Perceptual analysis of speech and language parameters in one sample from articulation, language, fluency and voice disorders
12. Analysis of speech and language behavior of population from diverse cultural background
13. Observation of diagnostics and therapy procedures
14. Report on the available clinical facilities and clinical activities of the institute
15. Prepare a chart and show the developmental stages for speech and language behavior
16. Report on the available audiovisual material in the clinics

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Course: 1.2 (DSC)
Communication Sciences: Audiology

Objective After studying the paper the students are expected to realize the following:

- Explain the origin of audiology
- Take case history and explain the importance of case history in clinical diagnosis
- Explain the physical properties of sound and its psychophysical correlates
- Explain the pathological conditions that would cause hearing loss
- Explain the usefulness of tuning fork tests in identification of different type of hearing loss.

Unit 1 Historical Aspects and Case History-14 Hrs

1.1 Historical aspects

- History of Audiology
- Medical and non-medical fields associated with audiology
- Development of Audiology in INDIA
- Branches of Audiology
- Scope of Audiology

1.2 Case history

- Need for the case history
- Essential factors to be included in the case history form
- Comparison of adults vs. children case history
- Usefulness of the case history

1.3 Early hearing tests

- Nature and properties of tuning fork
- Tuning fork tests: Qualitative tests – Rinne, Weber and Bing
- Quantitative test: Schwabach
- Interpretation, advantages and disadvantages
- Audiometric version of Weber and Bing test.
- Tuning fork tests findings in different degrees and type of hearing loss.

Unit 2 Concept of dB and Threshold Measurements 14 Hrs

2.1 dB concept

- Different aspects of the dB

- Power and pressure formulae, zero dB reference for pressure and power
 - Calculation of dB values from absolute values and vice-versa
 - Calculation of overall dB when two signals are superimposed, hearing level, sensation level
 - Application of dB
- 2.2 Threshold concept
- Threshold of audibility
 - MAP and MAF
 - Threshold of pain
 - Application of MAP and MAF
- Unit 3 **Properties of Sound-12 Hrs**
- 3.1 Frequency: Concept – frequency, octave frequency, Psychophysical correlates, Factors affecting pitch
- 3.2 Intensity: Concept, Psychophysical correlates: Phons and sones – relation between phons and sones, use of phon and sone graph, computation of relative loudness of two given sounds using these graphs.
- 3.3 Duration: Basic concept
- 3.4 Differential sensitivity for intensity, frequency and duration.
- Unit 4 **Causes of Hearing Loss-12Hrs**
- 4.1 Different types of hearing loss, general characteristics of conductive, mixed and sensorineural hearing loss
- 4.2 Classification of causes of hearing loss. Causes of hearing impairment: hereditary hearing loss, congenital hearing loss, acquired hearing loss in children and adults, causes of central auditory disorders.

Practicum

1. Otoscopy of individuals with normal hearing across age groups (Pediatric, adult and older adults) at least 5 in each group.
2. To familiarize with different types of audiometers.
3. To familiarize with different signals/stimuli used for audiometry
4. Generation of simple sine wave
 - a. With different frequencies
 - b. With different amplitudes
 - c. With different phase
5. Administration and interpretation of tuning fork tests on individuals with normal hearing (5 Nos.)
6. Taking case history of 5 normal hearing individuals
7. Measurement of threshold of audibility in individuals with normal hearing using MAP and MAF (5 Nos.)
8. Measurement of DLI, DLF in individuals with normal hearing (5 Nos.) and generation of stimuli for DLI & DLF

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Course: 1.3 (AECC)

Anatomy, Physiology & Pathology of Communication Sciences & Disorders

- Objective After completion of the course students shall have the understanding of:
- Anatomy of speech, language and hearing mechanism
 - Physiological system different systems in speech, language and hearing
 - General pathological conditions causing speech, language and hearing disorders
- Unit 1 **Anatomy and Physiology of Speech Systems-14 Hrs**
- 1.7 Preliminaries – The anatomical position, body planes, general anatomical terms, directions and locations, common anatomical terms
 - 1.8 Overview of embryology of the speech mechanism
 - 1.9 Respiratory system – anatomy of lower airway (trachea, lungs), physiology of breathing, volumes and capacities
 - 1.10 Phonatory system – anatomy of larynx, vocal folds, physiology of larynx, voice production.
 - 1.11 Resonatory and articulatory systems – anatomy of pharynx, oral cavity and nasal cavity, physiology of resonatory and articulatory system – resonance and articulation.
- Unit 2 **Anatomy and Physiology of Auditory System-14 Hrs**
- 2.1 Overview of embryology of the auditory mechanism
 - 2.2 External ear – anatomy and physiology of the pinna, external auditory canal
 - 2.3 Middle ear – anatomy of the tympanic membrane, ossicular chain, Eustachian tube, walls of the tympanic cavity, muscles, ligaments and tendons. Physiology – transformer action of the middle ear. Function of the middle ear muscles and Eustachian tube.
 - 2.4 Inner ear – Anatomy – parts of the inner ear – bony labyrinth and membranous labyrinth, cochlea, semicircular canals, utricles, saccule. Physiology of the cochlea, cochlear microphonics, summating potential theories of hearing in brief, modes of bone conduction, physiology of the SSC, utricles and saccule.
 - 2.5 Auditory pathway and central hearing mechanism: Anatomy of the afferent and efferent auditory pathway, action potential.
 - 2.6 Overview of blood supply for auditory system
- Unit 3 **Anatomy and Physiology of Central Nervous System-12 Hrs**
- 3.1 Anatomy: parts of the brain (CNS, PNS), hemispheres, lobes,
 - 3.2 Physiology: CNS and PNS, functions of different parts of the brain
 - 3.3 Cranial Nerves, cranial nerves important for speech & hearing functions
 - 3.4 Overview of blood supply for brain and spinal cord.
- Unit 4 **General Pathology-12 Hrs**
- 4.1 Introduction to pathology - Normal cell, cell injury and cellular adaptations. etiology of cell injury, pathogenesis of cell injury, pigments, atrophy, hypertrophy, cellular aging.
 - 4.2 Immune pathology - Inflammation and healing – components of immune system, diseases of immunity, inflammation - chemical mediators morphology, regeneration, factors influencing healing
 - 4.3 Infections and parasitic diseases with reference to speech and hearing

systems. Environmental and nutritional diseases.

4.4 Diseases caused by bacteria, fungi and viruses, neoplasia, environmental pollution, chemical and drug injury, essential nutrients, disorders of vitamins, diet and cancer, mendelian disorders.

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Course 1.4 (AECC) **Clinical Psychology**

- Objective After completing this course, the student will be able to understand the
- Scope of clinical psychology and its significance for speech and hearing
 - Concept of normality, abnormality and classification of abnormal behavior
 - Cognitive, motor, emotional and social development
 - Theories of learning and therapy techniques based on learning principles
 - Neuropsychological assessment and rehabilitation
 - Application of neuropsychology in the field of speech and hearing
 - Basics of counselling
- Unit 1 **Basic Concepts in Psychology-12 Hrs**
- 1.1 Introduction to psychology: Definition, history & schools of psychology
 - 1.2 Scope of psychology
 - 1.3 Meaning & definition of clinical psychology
 - 1.4 Historical development, modern history of clinical psychology
 - 1.5 Current status of clinical psychology
 - 1.6 Scope as a specialty (clinical psychology) in health sciences
 - 1.7 Role of clinical psychology in speech and hearing
 - 1.8 Concept of normality
 - 1.9 Concept of abnormality
 - 1.10 Models of mental disorders: Biological, psychological and social models
- Unit 2 **Clinical Methods-14 Hrs**
- 2.1 Methods in clinical psychology
 - Case history
 - Clinical interviewing
 - Clinical observation
 - Definition & types of psychological testing
 - Assessment of cognitive functions
 - Adaptive functions,
 - Personality
 - Behavioural assessment
 - 2.2 Classification of abnormal behavior
 - History, need & rationale of classification
 - 2.3 Current classificatory systems:
 - DSM
 - ICD
- Unit 3 **Developmental Psychology-12 Hrs**

- 3.1 Child & developmental psychology:
 - Meaning, definition & scope
 - Meaning of growth, development & maturation
 - Principles of child development
 - 3.2 Motor development: general principals of motor development
 - Stages in motor development: early motor development, motor development during later childhood and adolescence, decline with age
 - 3.3 Cognitive development: growth from early childhood to adolescence
 - Piaget's theory of cognitive development
 - 3.4 Emotional development
 - 3.5 Social development
 - 3.6 Development of play behaviour
- Unit 4 **Learning, Behaviour Modification and Counselling-14 Hrs**
- 4.1 Learning: Meaning, definition & characteristics
 - 4.2 Theories of learning:
 - Introduction
 - Pavlov's classical conditioning: experiments & principles
 - Skinner's operant conditioning: experiments & principles
 - 4.3 Therapeutic techniques based on learning principles:
 - Skill behavior techniques
 - Problem behaviour techniques
 - 4.4 Counselling: Introduction & definition
 - 4.5 Types of counselling: Directive & non- directive
 - 4.6 Characteristics of a good counsellor
 - 4.7 Documentation in counselling and follow up methods

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Course: 1.5 (AECC)
Electronics and Acoustics

- Objective After completing this course, the student will be able to understand the
- Concept and types of power supply for biomedical instruments
 - Basic aspects of digital signal processing
 - Theoretical basis of acoustics required for audiologists
 - Functioning of computers and computing systems
- Unit 1 **Introduction to Electronics & Signal Processing-14 Hrs**
- 1.1 Basic principle of operation and working of
- Resistors, variable resistor, capacitor inductor, semiconductor and diodes
 - LEDs, seven segment displays, LCDs
 - Introduction to signal processing
 - Amplification concept of gain and bandwidth
 - Frequency response
- 1.2 Power supply
- Block diagram of DC power supply, description and working of each block
 - AC power supply & voltage stabilization and servo controlled method of stabilization
 - UPS and Inverters
 - Isolation transformer, AC power supply grounding
- 1.3 Fundamental of digital signal processing
- Binary number system, logic gates, flip flops and counters
 - Analog signal & digital signal –Representation and comparison
 - Converting analog signal to digital signal
 - Basic structure of a digital processing system
 - Converting digital signal to analog signal
- 1.4 Application of DSP
- Analog signal processing Vs digital signal processing – Comparison, merits and demerits
 - Applications of DSP in communication sciences and disorder.
- Unit 2 **Fundamental of Acoustics-12 Hrs**
- 2.1 Physics of Sound
- Nature and Propagation of sound
 - Sound characteristics such as frequency, wave length , amplitude
 - Pitch and Loudness-Sone, Phon, equal loudness contour
 - Sound pressure level and Sound power level
- 2.2 Quality and properties of sound
- Time domain and frequency domain representation
 - Acoustic Impedance
- 2.3 Acoustic Environment in closed rooms
- Reflection and absorption, reverberation
 - Background noise, speech to noise ratio
 - Techniques to reduce reverberation
 - Acoustically treated rooms – Basic requirements, concept and structure.
- 2.4 Transducers , Sound Measurement, reproduction and recording
- Microphones-Piezoelectric, moving coil, condenser, electret etc

- Loudspeaker and their enclosures
 - Digital recording & audiometric transducers reproduction
 - Sound level meters & acoustic measurements
- Unit 3 **Introduction to Information Technology-12 Hrs**
- 3.1 Introduction to computers
- SMPS, Hardware, Memory devices and types of storage media
 - Specification of personal computers
- 3.2 Software
- Operating systems-Types, comparison and functioning
 - Application software used in Communication Sciences and disorder
 - Mobile Apps-concept & functioning
- 3.3 Structure and functioning of internet and intranet
- Concept of internet and world wide web
 - Local Area Network – structure and components
- 3.4 Basic concept of Tele diagnosis & Tele rehabilitation
- Unit 4 **Instrumentation in Speech, Language and Hearing-14 Hrs**
- 4.1 Introduction to electronic instrumentation
- Pre-amplifiers and Power amplifiers
 - Filters-different types and their frequency response
- 4.2 Principle of operation, block diagram of
- Basic technology of analog and digital hearing aids
 - Audiometers
 - Immittance meters
 - Group amplification and Assistive Listening Devices
 - Speech spectrograph
- 4.3 Calibration of audiometers – Equipment, setup and procedure.

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Course 1.6 (SEC) **Clinicals (Speech-Language Pathology)**

Practical

1. Demonstrate normal aspects of speech and analyse perceptually variations in voice, articulation and fluency in different recorded speech samples of typical individuals at different age groups (children, adults and older adults) and sex.
2. Demonstrate normal aspects of language and analyse perceptually variations in language in different recorded samples of typical individuals at different age groups (children, adults and older adults) and sex.
3. Demonstrate stress, rhythm and intonation and variations in rate of speech and analyse perceptually variations in prosody in different recorded samples of typical individuals at different age groups (children, adults and older adults) and sex.
4. Record a standard passage, count number of syllables and words, identify syllable structure, syntactic structures in the passage.
5. Oral mechanism examination on 5 normal children and 5 normal adults.
6. Prepare a chart and show the developmental stages of speech and language behavior.
7. Administer standardized tests for assessment of delayed speech and language development such as REEL, SECS, LAT, 3DLAT, ALD each on any 2 children.

8. Study the available normative data (Indian/Western) of speech such as respiratory, phonatory, resonatory and articulatory parameters.
9. Measure the following in 5 normal subjects:
 - (a) Habitual frequency
 - (b) Frequency range
 - (c) Intensity
 - (d) Intensity range
 - (e) Phonation duration
 - (f) Rate of speech
 - (g) Alternate Motion Rates and Sequential Motion Rates
 - (h) s/z ratio.

Course 1.7 (SEC)

Clinicals (Audiology)

Practical

Perform the following experiments

1. Measure most comfortable level on 10 participants with normal hearing sensitivity.
2. Measure uncomfortable levels on 10 participants with normal hearing sensitivity.
3. Calculate the sensation levels of MCL and UCLs in above 10 participants.
4. Measure difference limen of intensity, frequency and duration on 10 normal hearing adults and plot it in graphical form and interpret the results.
5. Measure equal loudness level contours at minimum level, 40 dB SPL, 70 dB SPL (1kHz) in 5 normal hearing adults.
6. Take case history on 5 adults and 5 children with hearing problem and correlate the information from case history to results of pure tone audiometry.
7. Administer different tuning fork tests on 5 simulated conductive and 5 sensorineural hearing loss individuals.

Course 1.8 (AECC)

Indian Constitution and Human Rights

Unit -I - 1. Meaning and importance of constitution

2. Making of Indian Constitution
3. Salient Features and the preamble

Unit -II - 1. Fundamental Rights

2. Fundamental Duties

3. Directive Principles

Unit -III - Union Government

1. Lok Sabha and Rajya Sabha (Composition, powers & Functions)

2. President & Prime Minister (Powers, Function, Positions)

3. Supreme Court- Composition, Powers & Functions

Unit - IV- Major Functionaries

1. Union Public Service Commission

2. Election Commission

3. Planning Commission (NITI)

Course 1.9 (AECC)

Basics in Computer Applications

Unit 1:Introduction to Computers: Introduction, types of computer, components of computer, CPU,motherboard, primary storage devices: ROM, RAM, secondary storage: floppy, hard disk and their types, CDROM, pen drive, Input & output devices: keyboard, mouse, scanner, display units, printers (dot matrix, inkjet & laser), multimedia components, liquid crystal display (LCD) projector, modems and network interfacing card.

Unit 2:Windows Operating system: Introduction, loading and starting windows, concept of plug and play, active desktop environment, control panel, adding new programs and hardware, menus, folders, shortcuts, display properties, system tools, multimedia programs, editing pictures using paint.

Unit 3:MS-Office

- a. **MS-Word:** Introduction to MS-office, installing and removing word, running programs and managingfiles, opening, creating and saving documents, templates, navigating and selecting, editing and sorting, checking spelling and grammar, formatting, importing graphics and pictures, tables, long documents, sharing data with other users, security, creating and working with web pages, mail merge, editing equations, printing.
- b. **MS-Excel:** Introduction, creating, opening and saving files, working with workbooks andworksheets, spreadsheets, entering data and selecting cells, editing and formatting worksheets, mathematical functions, statistical functions, trigonometric functions, date and time functions, text functions, financial functions, lookup and reference functions, creation of charts and graphs, automated tasks, macros, switching from other applications, printing.
- c. **MS-PowerPoint:** Introduction, auto-content wizard, design templates, adding andformatting text, making notes and handouts, adding clip arts, drawings and other objects, equations, tables and charts, controlling the slide show, animations, printing presentations and slides.
- d. **MS-Access:** Introduction, databases, data structures, creating tables, importing and linking tables,working with data, working with queries, creating forms and reports, writing expressions, working with macros, modules and events, replication, data access objects, data access methods and properties.

Unit 4:Internet: Introduction, LAN and WAN, dial-up and broadband networking, internet protocols,TCP/IP protocol, Microsoft internet explorer, Netscape navigator, properties and

customization, world wide web, HTML, creation of web page using templates, search engines, chatting, e -mail.

SEMESTER II

Course 2.1 (DSC)

Speech-Language Pathology - Assessment & Management

- Objective: After completing this course, the student will be able to
- Describe normal speech sound development and characterization of individuals with speech sound disorders.
 - Perform phonological analysis and assessment of speech sound disorders.
 - Plan intervention for individuals with speech sound disorders.
- Unit 1 **Overview of Procedures Involved in Speech-Language Diagnostics-12 Hrs**
- 1.1 Case history – need for the case history – essential factors to be included in the case history form – comparison of adults vs. children case history – usefulness of the case history, Case history format for various communication disorders
 - 1.2 Basic terminologies and concepts
 - 1.3 Introduction to diagnostics, Classification of disorders: DSM, ICD, terminologies in the diagnostic process, general principles of diagnosis, diagnostic setup and tools.
 - 1.4 Characteristics of a diagnostic clinician
 - 1.5 Diagnostic setup and tools
- Unit 2 **Diagnostic Models and Approaches-12 Hrs**
- 2.1 Diagnostic models and its application to communication disorders – SLPM, Wepman, Bloom and Lahey
 - 2.2 Types of diagnoses: Concept, application and its relevance to communication disorder – Clinical diagnosis, direct diagnosis, differential diagnosis, diagnosis by treatment, diagnosis by exclusion, team diagnosis, instrumental diagnosis, provocative diagnosis, tentative diagnosis advantage/disadvantages
- Unit 3 **Basic Concepts of Intervention and Procedures Involved in Speech-Language Therapy-14 Hrs**
- 3.1 General principles of speech and language therapy

- 3.2 Models in Therapeutics and its application to Speech-Language Therapy:
Medical model, Behavioural model and Learning Models
- 3.3 Approaches to speech and language therapy – Formal, informal and eclectic approaches; Behaviourist, Linguistic-Cognitive and Social interactionist approach
- 3.4 Strategies for speech and language therapy-Individual Specific and Developmental strategies
- 3.5 Speech therapy set-up
- 3.6 Individual and group therapy
- 3.7 Integrated and Inclusive Education
- 3.8 Telepractice and Apps

Unit 4 Execution of Speech-Language Therapy, Documentation and Professional Codes-14 Hrs

- 4.1 Planning for speech and language therapy – goals, steps, procedures, activities
- 4.2 Techniques for Speech and language therapy for various disorders of speech and language in Children
- 4.3 Importance of behavioural principles in speech and language therapy
- 4.4 Counseling and Guidance -Facilitation of parent participation and transfer of skills
- 4.5 Documentation of clinical records
- 4.6 Evaluation of therapy outcome
- 4.7 Ethics in diagnosis and speech language therapy
- 4.8 Self-appraisal of clinicians
- 4.9 Professional code of conduct for clinicians

Practicum

- 1. List the vowels and consonants in your primary language and provide phonetic and acoustic descriptions for the speech sounds.
- 2. Identify the vowels and consonants of your language on the IPA chart and practice the IPA symbols by transcribing 25 words.
- 3. Make a list of minimal pairs (pairs of words which differ by only one phoneme) in English.
- 4. Make a list of minimal pairs in any language other than English.
- 5. Identify the stages of speech sound acquisition by observations from videos of children from birth to 5 years of age.
- 6. Record the speech of a two year old typically developing child, transcribe and analyze the speech sample.
- 7. Record the speech of one typically developing child from 3-5 years of age (include single word and connected speech samples), transcribe the sample, and perform phonological assessment.
- 8. Analyze transcribed speech samples of typically developing children – practice independent and relational analysis.
- 9. Practice instructions for phonetic placement of selected sounds.
- 10. Develop a home plan with activities for any one section of phonological awareness in English and in one Indian language.

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Course 2.2 (DSC)

Audiological Evaluation

- Objective
- After completing this course, the student will be able to
- Understand and carryout experiments to measure differential sensitivity loudness and pitch
 - Take case history, administer the tuning fork tests and interpret the results
 - Administer pure tone audiometry including masking on clinical population and
 - Appreciate the theoretical back ground of it
 - Carryout different tests involved in speech audiometry appreciate the theoretical background
 - Carryout subjective calibration and daily listening checks of the audiometer
 - Get adequate theoretical information necessary to understand concepts involved in objective calibration

- Unit 1 **Pure tone Audiometry-14 Hrs**
- 1.1 Historical developments, Rationale, Classification of audiometers, Instrumentation, Components and parts of an audiometer, Different types of transducers, their performance and technical specifications – Head phones (such as TDH-39, TDH-49, TDH-50, HDA-200, HDA-500), Bone vibrators (such as B71, B -72, KH 70 & A 20), Loud speakers, Insert ear phones (ER-3A, ER-5A), Microphones (Talk forward & Talk back), VU meter, Ear cushions.
 - 1.2 Standards: National and International standards related to Pure tone Audiometry (ANSI, ISO, IEC, ASHA & IS/BIS), Permissible Ambient Noise levels in audiometric test rooms.
 - 1.3 Audiogram, construction of audiogram, Symbols used, Interpretation of audiogram (degree, type & configuration), Usefulness of Audiogram
 - 1.4 Bone conduction (BC) Audiometry: Importance, challenges in bone conduction testing
 - 1.5 Methods to find threshold (AC & BC): Method of limits, Hughson & Westlake method, Modified Hughson Westlake Method, ASHA guidelines, ANSI guidelines
 - 1.6 Factors affecting AC and BC threshold, Limitations of Pure tone Audiometry
- Unit 2 **Speech Audiometry-12 Hrs**
- 2.1 Historical developments, rationale and objectives
 - 2.2 Different type of speech tests - Speech detection threshold (SDT), Speech recognition threshold (SRT), speech identification scores (SIS) - Definition, Material used, Procedure for obtaining SDT, SRT and SIS, Response mode and their clinical applications. BC speech Audiometry
 - Correlation between PTA and speech audiometry results
 - PIPB function, Articulation Index,
 - National and International standards related to Speech Audiometry (ANSI, ISO, IEC, ASHA & IS/BIS),
 - 2.3 Factors affecting speech audiometry, Limitations of speech Audiometry
 - 2.4 Speech materials available in Indian languages and English for Speech Audiometry (SRT & SIS)
 - 2.5 Loudness based tests - MCL, UCL, Dynamic range - Definition, Materials used, Procedure, and Clinical Applications.
- Unit 3 **Clinical Masking-14 Hrs**
- 3.1 Definition, Terminology related to masking: Test ear, non-test ear, masker, maskee, cross over, cross hearing, shadow curve and central masking.
 - 3.2 Types of masking, Different types of stimuli used as maskers, Critical Band Concept,
 - 3.3 Interaural attenuation (IA), factors affecting IA. Criteria for masking during AC, BC and factors considered.
 - 3.1 Factors determining amount of masking noise- Minimum and Maximum effective masking level for AC and BC, speech.
 - 3.2 Procedures for masking – Methods to find masked threshold and factors to be considered in adequate masking, Naunton's Dilemma, Rainville, SAL tests and Fusion Inferred test (FIT)
- Unit 4 **Calibration-12 Hrs**
- 4.1 Calibration of audiometers:
 - Subjective/real ear calibration methods for AC and BC
 - Electro-acoustic/objective calibration of the output intensity of

- Puretone, NBN, WBN and Speech noise through the headphones, insert receiver loud speaker and bone vibrators and frequency calibration, free field speakers calibration
- 4.2 Calibration of speech stimulus
- 4.3 Daily listening checks, application of correction factors.
- 4.4 Artificial ear, Acoustic couplers and Artificial mastoid

Practicum

1. Daily listening check and trouble shoot of different clinical audiometers
2. Preparation of correction factor chart after biological calibration on individuals with normal hearing
3. Getting familiar with different clinical audiometers, parts of audiometers and their functions
4. Familiarization with different types of transducers – earphones/ear cushion combination, speakers, insert earphones, bone vibrators
5. Appropriate placement of various transducers on clients during Audiometry including masking
6. To get familiar with instructions for carrying out pure tone audiometry, Speech audiometry and masking in 5 different languages at least
7. Familiarization with different types of stimuli used in audiometry
8. Establishment of PT thresholds (AC & BC) using ascending, descending and modified Hughson Westlake procedures in 5 individuals with normal hearing
9. Estimation of bone conduction threshold with forehead and mastoid placements in 5 individuals with normal hearing
10. Familiarization with different symbols used on audiogram for unmasked and masked AC, BC, SRT, and SIS for different transducers for right and left ear.
11. Familiarization with materials used for speech audiometry in different Indian languages and English for adults and children
12. To observe the counselling before and after audiological testing
13. Establishing UCL, MCL, DR, SRT, SDT & SIS on 5 individuals with normal hearing
14. Administration of clinical masking on 5 individuals with normal hearing
15. Familiarization with different equipment used for objective calibration of audiometers
16. Observation of objective calibration procedure for audiometers as per

standards

17. Administration of SAL and Rainville on 5 individuals with normal hearing.

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Course 2.3 (AECC) **Linguistics and Phonetics**

Objective After completing this course, the student will be able to understand

- Different branches and aspects of linguistics
- Characteristics and functions of language
- Different branches of phonetics, applied linguistics, and phonology, morphology, syntax, semantics, pragmatics
- Acquisition of language and factors affecting it
- Bi/multilingualism and related issues

Unit 1 **Language and Linguistics-12 Hrs**

- 1.1 Introduction to Language- Definition, Characteristics of language, Functions of language, Difference between animal communication systems and human language.
- 1.2 An introduction to the language families of India and language families of the world.
- 1.3 Writing systems– History of writing systems, Types of writing systems, Indian writing systems
- 1.4 Introduction to Linguistics – Definition, brief introduction to different branches of linguistics such as Sociolinguistics, Psycholinguistics, Neurolinguistics and Clinical linguistics. Application of linguistics with special reference to communication disorders.
- 1.5 Transcription systems with special emphasis on International Phonetic Alphabet (IPA); Basic Transcription practices.

Unit 2 **Morphology, Syntax, Semantics and Pragmatics-14 Hrs**

- 2.1 Morphology – concepts of morph, allomorph, morpheme, bound and free forms, roots etc. Types of morphemes - inflection and derivation. Concept of word, content and function words, form classes, Processes of word formation, endocentric and exocentric constructions, grammatical categories, paradigmatic and syntagmatic relationship.
- 2.2 Syntax – Concept, Different methods of syntactic analysis – Immediate Constituent (IC) Analysis, Phrase Structure Grammar, Transformational

- Generative Grammar, Introduction to the major types of transformations. Types of Sentences, Notions of competence versus performance, deep structure versus surface structure, acceptability versus grammaticality, langue versus parole.
- 2.3 A brief introduction to Semantics - homonyms, synonyms and antonyms, Semantic Feature Theory.
- 2.4 A brief introduction to Pragmatics – discourse; intent of communication
- Unit 3 **Phonetics and Phonology-12 Hrs**
- 3.1 Introduction to Phonetics and its different branches – articulatory, acoustic, auditory and experimental phonetics, air-stream mechanism, articulatory classification of sounds – segmentals and supra-segmentals, classification description and recognition of vowels and consonants.
- 3.2 Introduction to Phonology, classification of speech sounds on the basis of distinctive features; phonotactics; Principles and practices of phonemic analysis; common phonological processes like- assimilation, dissimilation, metathesis, haplology, epenthesis, spoonerism, vowel harmony, nasalisation, neutralization.
- Unit 4 **Language acquisition and Language Learning-14 Hrs**
- 4.1 Issues in first language acquisition; Stages of language development - prelinguistic stage and linguistic stage, acquisition of phonology, acquisition of morphology, acquisition of syntax, acquisition of semantics, acquisition of pragmatics, language and cognition.
- 4.2 Issues in second language acquisition; differences between first language acquisition and second language acquisition/learning. Bilingualism in children- compound, coordinate, simultaneous, successive
- 4.3 Inter-language theory, Language transfer & Linguistic interference; Factors influencing second language acquisition/ learning

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Course 2.4 (AECC)

Otolaryngology

- Objective After completing this course, the student will be able to understand the
- Causes, signs, symptoms, pathophysiology and management of diseases of external, middle and inner ear leading to hearing loss.
 - Causes, signs, symptoms, pathophysiology and management of diseases of laryngeal and articulatory systems
- Unit 1 **External and Middle Ear and their Disorders-14 Hrs**
- 1.1 Clinical anatomy of the ear
 - 1.2 Congenital anomalies
 - 1.3 Diseases of the external ear
 - 1.4 Perforation and ruptures of tympanic membrane

- 1.5 Eustachian tube dysfunction
- 1.6 Otitis media with effusion
- 1.7 Cholesteatoma and chronic suppurative otitis media
- 1.8 Otosclerosis
- 1.9 Trauma to temporal bone
- 1.10 Facial nerve and its disorder
- Unit 2 **Inner Ear and its Disorders-12 Hrs**
 - 2.1 Congenital anomalies
 - 2.2 Meniere's Disorder
 - 2.3 Ototoxicity
 - 2.4 Presbycusis
 - 2.5 Disorders of vestibular system
 - 2.6 Vestibular Schwannoma
 - 2.7 Tinnitus and medical line of treatment
 - 2.8 Pre-surgical medical and radiological evaluations for implantable hearing devices
 - 2.9 Overview of surgical technique for restoration and preservation of hearing
 - 2.10 Post-surgical care and complication of surgery for cochlear implants
 - 2.11 Overview of surgical technique, post-surgical care and complication of surgeries for
 - 2.12 Implantable bone conducted hearing aids and middle ear implant
- Unit 3 **Oral cavity, Pharynx, Esophagus and their Disorders-14 Hrs**
 - 3.1 Anatomy of the oral cavity
 - 3.2 Common disorders of the oral cavity
 - 3.3 Cleft lip and palate – medical aspects
 - 3.4 Clinical anatomy and physiology of pharynx
 - 3.5 Inflammatory conditions of the pharynx, tonsils and adenoids
 - 3.6 Clinical anatomy and physiology of esophagus
 - 3.7 Clinical examination of esophagus
 - 3.8 Congenital and acquired diseases of esophagus
 - 3.9 Airway management procedures
- Unit 4 **Larynx and its Disorders-12 Hrs**
 - 4.1 Clinical anatomy of larynx
 - 4.2 Difference between adult and infant larynx
 - 4.3 Clinical examination of larynx
 - 4.4 Stroboscopy - technique, procedure, interpretation and precautions
 - 4.5 Congenital laryngeal pathologies
 - 4.6 Inflammatory conditions of the larynx
 - 4.7 Vocal nodule and other disorders of the vocal folds
 - 4.8 Benign and malignant tumors of the larynx
 - 4.9 Laryngectomy – overview of surgical procedure
 - 4.10 Phono surgery and other voice restoration surgeries

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Course 2.5 (DSE¹)
Pediatrics and Genetics

Objectives:

After studying the course, a student will have:

- A basic idea about the role of genetics in Speech-Language and Hearing
- Knowledge about the various concepts related to growth and development in pediatrics

Unit 1: Basic Concepts and Terminologies in Genetics-05 Hrs

- 1.1 Principles of genetics – Genes, human chromosome, cytogenetics, mitosis and meiosis, numerical aberrations, structural aberrations, the sex chromosome anomalies.
- 1.2 Introduction to pedigree construction, traits, environment – genetic interactions influencing fetus.

Unit 2: Genetic Assessment-07 Hrs

- a. Introduction to laboratory techniques
- b. Basic and advanced methods in genetics: cloning, molecular genetics, epigenetics.
- c. Study of DNA.

Unit 3: Genetics in Communication Disorders-08 Hrs

- 2.1 Genetic basis of Speech- Language and Hearing impairment
- 2.2 An overview of various genetic conditions leading to communication disorders
- 2.3 Genetic disorders – genetic counseling, Mendelian disorders, chromosomal disorders, nonmendelian modes of inheritance, management of genetic disorders, gene therapy, human genome mapping project (HGMP).

Unit 4: Basics Concepts in Pediatrics-10 Hrs.

- 3.1 Growth and development – basic concepts, growth from birth to puberty, growth during adolescent period.
- 3.2 Early identification of perinatal pediatric disorders leading to speech and hearing impairment.
- 3.3 Nutritional disorders in children – protein energy malnutrition, water soluble vitamins, fat soluble vitamins, trace elements

Course 2.5 (DSE²)
Indian Sign Language

Objectives

After completing the course, the student should be able to:

- Discuss the two manual options with reference to Indian special schools.
- Discuss the relevant issues like literacy, training with reference to manual options.

- Describe manual options in the light of issues like language, culture and identity.

Unit 1: Understanding Deafness and Manual Option in Indian Scenario-08 Hrs

- 1.1 Basic Awareness of Paradigms of D/Deafness; Communicative challenges / concerns; Deafness with reference to culture, language, identity, minority status, deaf gain, literacy and inclusion
- 1.2 Difference between Indian Sign Language (ISL) and Indian Sign System (ISS); Myths and facts
- 1.3 Use of simultaneous communication (Simcom), Use of bilingualism in India: Current scenario, challenges, prerequisites and fulfilling prerequisites

Unit 2: Evaluation and Guidance of Manual Form of Communication in India-08 Hrs

- 2.1 Monitoring and measuring development of ISL/ ISS in students: Receptive and expressive mode
- 2.2 Training and guidance for families/teachers for tuning home and mainstream school environments: Current scenario and strategies
- 2.3 Manual communication: Do's and don'ts

Unit 3: ISL in Daily Communication & Skill Development Challenges-08 Hrs

- 3.1 Need for 'Motherese' (tuning language to suit young children) and age appropriate discourse with children with appropriate language,
- 3.2 Manual form of communication to express suprasegments and emotions
- 3.3 Measures to be taken to while using manual form of communication in groups.

Unit 4: Method of Teaching ISL and Factors Affecting ISL-06 Hrs

- 4.1 Methods in teaching ISL for different age groups (such as congenital hearing loss during earlier childhood vs adolescents / adults with acquired hearing loss.
- 4.2 Challenges in ISL
- 4.3 Grammatical differences between different spoken Indian languages and ISL.

Course 2.5 (DSE³)

Community Based Rehabilitation

Objectives

After completing this course, the student-teachers will be able to:

- Explain the concept, principles and scope of community-based rehabilitation.
- Learn the strategies for promoting public participation in CBR.
- Apply suitable methods for preparing persons with disability for rehabilitation within the community.
- Provide need-based training to persons with disabilities.
- Develop an understanding of the role of government and global agencies in CBR.
- Learn about the role of media in enhancing community participation

Unit 1: Introduction to Community Based Rehabilitation (CBR)-08 Hrs

- 1.1 Concept and Definition of CBR
- 1.2 Principles of CBR

- 1.3 Difference between CBR and institutional living
- 1.4 Socio-cultural and economic contexts of CBR
- 1.5 Scope and inclusion of CBR in government policies and programs

Unit 2: Preparing Community and Persons with Disability for CBR-06 Hrs

- 2.1 Awareness program: Types and methods
- 2.2 Advocacy: Citizen and self
- 2.3 Focus group discussion
- 2.4 Community based employment and higher education

Unit 3: Preparing Persons with Disability for CBR-08 Hrs

- 3.1 Family counselling and family support groups
- 3.2 CBR and corporate social responsibility
- 3.3 School education: Person centred planning, and peer group support
- 3.4 Transition: Individual transition plan, development of self-determination and self-management skills
- 3.5 Community related vocational training
- 3.6 Skill Training for living within community

Unit 4: Role of Media in Enhancing Community Participation-08 Hrs

- 4.1 Mass media and its role in mobilization of community-based rehabilitation
- 4.2 Strategies for community awareness and participation
- 4.3 Different modes (print, electronic, audio-visuals, word-of-mouth)
- 4.4 Effectiveness of each media for different target groups
- 4.5 Educators' use of mass media for community-based rehabilitation and education

Course Code: 2.6 (GE¹)

Title: Speech and Drama

Unit 1: Field of Speech

- 1.1 Speech Production: Clear speech—voice, articulation, fluency, prosody
- 1.2 Production- components difference between the normal speech and 'Speech' in Drama.
- 1.3 Stage, Radio, Television, Film and other profession use of voice and speech voice projection

Unit 2: 'Speech' in Drama

- 2.1 Use of speech: Modifications.
- 2.2 Training in using various aspects of voice and speech
- 2.3 Use of language: Dialect and other aspects
- 2.4 Use of instruments in training use of clear speech and projection of voice

2.5 Expression of emotions and voice variations and aspects of prosody

Unit 3: Drama

3.1 Drama: Original, Translation, Adaptation.

3.2 Play: Form of Play:

- Indian: Dasharopakas
- Western: Realistic, romantic, epic.

3.3 Poem.

3.4 Short Story

3.5 Novel

Unit 4: Acting, Direction, Designing, Music and Production

4.1 Acting: Preparation, Rasa Siddhanta, Theory of Conflict, Four major Indian Acting Forms, Speech Delivery, Voice Projection, Importance of 'Pause'

4.2 Direction: Play Analysis, Form of the Play, Evaluation of the Scenes, Character Analysis and Casting, Director's Approach

4.3 Designing

4.4 Sets Property Costume Lighting and Audio

4.5 Music

4.6 Make-up

4.7 Production

4.8 Promotion

4.9 Evaluation and Final Performance

Course 2.6 (GE²) Clinical Counselling

Objectives:

- To prepare students in the specific area of clinical counselling as a discipline seeking to understand counsellor-client relationships in the context of training and rehabilitation of individuals with disorders in human communication.
- To train students into practical skills and competencies required for mastering basics of clinical counselling in their practice for identification and management of persons with communication disorders
- To sensitize pupils on the ethical aspects of clinical counselling when dealing with individuals or their families with communication disorders.
- To develop ability for integrating counselling-based aspects in the field of research in communication disorders.

Unit 1: Basics of Clinical Counselling

1.1 Guidance and counselling:

- Meaning
- Nature & Scope of counselling
- Principles and goals of counselling
- Types and Techniques: Individual and Group counselling
- Special focus on clinical counselling: Need and Applications of clinical counselling

- 1.2 Counselling across life span
- 1.3 Counselling across relationships

Unit 2: Professional Counselling: Portrait of effective counsellors

- 2.1 Qualifications and qualities
- 2.2 Micro and macro skills and competencies
- 2.3 Expectations and limitations in professional counselling: Tips for improvement and Ethical issues

Unit 3: Clinical Counselling

- 3.1 Stages in Clinical Counselling
- 3.2 Principles in clinical practice: Directive and non-directive
- 3.3 Approaches and tools for clinical counselling
- 3.4 Do's and don'ts of clinical counselling
- 3.5 Human rights, enablement and empowerment through counselling
- 3.6 Alternate/holistic forms of counselling
- 3.7 Scientific basis, cultural constraints and ethical issues in counselling.

Unit 4: Application of Counselling

- 4.1 Outline of conditions requiring clinical counselling
- 4.2 Organic brain syndromes
- 4.3 Functional disorders
- 4.4 Psychotic and neurotic disorders
- 4.5 Disabilities & impairments: Personality & conduct disorders
Special populations: HIV/AIDS, school dropouts, chronic or terminally ill

Course 2.7 (SEC) **Clinicals (Speech-Language Pathology)**

Practical

- 10. Study the available normative data (Indian/Western) of language such as phonology, semantics, syntax, morphology and pragmatic measures.
- 11. Perceptual analysis of speech and language parameters in normal (2 children and 2 adults) and persons with speech disorders (3 adults + 3 children).
- 12. Prepare a model diagnostic report of a patient with speech and language disorder.
- 13. Prepare a diagnostic and therapy kit.
- 14. Make a list of speech language stimulation techniques and other therapy techniques for various speech disorders.

15. Familiarize with the sources for referral and parent counseling procedures.
16. Prepare a report on the available audiovisual material and printed material/pamphlets relating to speech-language pathology, public education of communication and hearing disorders, etc.
17. Prepare a report on the available clinical facilities and clinical activities of the institute.

Clinical Practicum

1. Observe the evaluation process and counselling of at least 5 different speech and language disorders in children.
2. Observe the evaluation process and counselling of at least 5 different speech and language disorders in adults.
3. Take case history of a minimum of 10 individuals (5 normal & 5 clients with complaints of speech-language problems).
4. Observation of diagnostic procedures.
5. Observe various therapeutic methods carried out with children and adults with speech and language disorders.

Course 2.8 (SEC) **Clinicals (Audiology)**

Practical

1. Calculate the relative intensities with different reference intensities.
2. Calculate decibels when sound intensities are doubled, increased by 4 times
3. Carry out pure tone and speech audiometry on 10 normal hearing individuals.
4. Carry out clinical masking on 10 normal hearing individuals with simulated conductive hearing loss and carry out clinical masking on 5 individuals with conductive hearing loss and 5 individuals with sensori-neural hearing loss.
5. Carry out daily listening checks and subjective calibrations 20 times and observe objective calibration once

6. Perform otoscopy and draw the tympanic membrane of 10 healthy normal individuals
7. Measure difference limen of intensity, frequency and duration on 10 normal hearing adults and plot it in graphical form and interpret the results
8. Measure equal loudness level contours at minimum level, 40 dB SPL, 70 dB SPL (1kHz) in 5 normal hearing adults
9. Take case history on 5 adults and 5 children with hearing problem and correlate the information from case history to results of pure tone audiometry
10. Administer different tuning fork tests on 5 simulated conductive and 5 sensorineural hearing loss individuals

Clinical Practicum

1. Observe case history being taken on 5 adults and 5 children with hearing problem and correlate the information from case history to results of pure tone audiometry.
2. Administer different tuning fork tests on 5 conductive and 5 sensorineural hearing loss individuals.
3. Observe the pure tone audiometry being carried out on 30 clients.
4. Plot the audiogram, calculate the pure tone average and write the provisional diagnosis of observed clients.
5. Perform otoscopy (under supervision) on at least 1 client with following conditions: Tympanic membrane perforation, SOM, CSOM.

Course 2.9 (AECC) Environmental Studies

Unit 1: Introduction to environmental studies and Ecosystems

- Multidisciplinary nature of environmental studies; components of environment-atmosphere, hydrosphere, lithosphere and biosphere
- Scope and importance; concept of sustainability and sustainable development.
- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chain, food web and ecological succession. Case studies of the following ecosystems:
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystem (ponds, streams, lakes, rivers, oceans, estuaries)

Unit 2: Natural resources: Renewable & Non-renewable Resources and Biodiversity & conservation

- Land resources and land use change; land degradation, soil erosion and desertification.

- Deforestation: causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state)
- Heating of earth and circulation of air; air mass formation and precipitation
- Energy resources: Renewable & Non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.
- Levels of biological diversity: genetic species and ecosystem diversity; biogeography zones of India; biodiversity patterns and global biodiversity hot spots.
- India as a mega-biodiversity nations; endangered and endemic species of India
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; conservation of biodiversity: in-situ and ex-situ conservation of biodiversity
- Ecosystem and biodiversity services: ecological, economic, social, ethical, aesthetic and informational value.

Unit 3: Environmental Pollution and Environmental Policies & Practices

- Environmental pollution: types, causes, effects and control; air, water, soil, chemical and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: control measures of urban and industrial waste
- Pollution case studies
- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.
- Environment laws: environment protection act; air (prevention and control of pollution) act; forest conservation act; international agreements; Montreal and Kyoto protocols and conservation on biological diversity (CBD). The chemical weapons convention (CWC)
- Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context.

Unit 4: Human communities and the environment and Field work

- Human population and growth: impacts on environment, human health and welfares.
- Carbon foot-print
- Resettlement and rehabilitation of project affected persons; case studies
- Disaster management: floods, earthquakes, cyclones and landslides
- Environmental movements: Chipko, silent valley, Bishnios of Rajasthan
- Environmental ethics: role of indian and other religions and cultures in environmental conservation
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi)
- Visit to an area to document environment assets; river/forest/flora/fauna, etc
- Visit to local polluted site- urban/rural/industrial/agricultural
- Study of common plants, insects, birds and basic principles of identification
- Study of simple ecosystems- pond, river, Delhi Ridge etc

SEMESTER III

Course 3.1 (DSC) Voice and its Disorders

- Objective After completing this course, the students should be able to
- Describe characteristics of good, normal and abnormal voice and identify voice disorders
 - Explain etiology related to voice problems, and its pathophysiology.
 - Assess good, normal and abnormal voice.
 - Provide counselling and therapy to individuals with voice disorders.
- Unit 1 **Voice Production and Correlates of Voice -12 Hrs**
- 1.1 Review of anatomy of respiratory, laryngeal, resonatory systems and vocal folds (in detail).
 - 1.2 Voice-definition and characteristics.
 - 1.3 Physiology of voice – voice production, Theories of phonation, pitch and loudness change
 - 1.4 Correlates of voice – acoustic, psycho-physical, aerodynamic and physiological correlates
 - 1.5 Changes in voice with age (lifespan) and factors influencing voice development.
- Unit 2 **Assessment of Voice-12 Hrs**
- 2.1 Assessment of voice: Methods
 - 2.2 Qualitative: pitch, loudness, quality assessment, rating scales, protocols (GRBAS, CAPE-V & others)
 - 2.3 Quantitative-Multi dimensional analysis of voice: Acoustic (such as F0, jitter, shimmer, LTAS, optimum pitch, formant frequencies, H/N and S/N ratio), aerodynamic (such as vital capacity, MPD, MAFR, Sub-glottal pressure), laryngeal (Glottogram, Inverse filtering), myographic.
 - 2.4 Measurement of nasality (Objective and subjective)
 - 2.5 Invasive methods: Such as videokymography, videoendoscopy & videostroboscopy.
- Unit 3 **Voice Disorders and its Classification Systems-14 Hrs**
- 3.1 Classification systems of voice disorders and their clinical applications.
 - 3.2 Voice disorders- Organic, Neurological (vocal fold palsies, Spasmodic dysphonia, Essential voice tremor), Psychogenic, functional, mutational falsetto, puberphonia, Endocrinal- causes, signs, symptoms, vocal symptoms
 - 3.3 Congenital conditions of larynx- characteristics, signs, symptoms, vocal symptoms: oral and nasal cavities causing voice disorders – stenosis, web, tracheo-laryngomalacia, hypernasality and hyponasality
 - 3.4 Aging of Voice: characteristics, signs, symptoms, vocal symptoms
 - 3.5 Professional use of voice and its disorders.
- Unit 4 **Management of Voice Disorders-14 Hrs**
- 4.1 Voice therapy techniques/ methods: Facilitating Approaches, Establishing/ Modifying the Pitch, loudness, management of hyperfunctional, hypofunctional voice disorders, hypernasality & hyponasality
 - 4.2 Medical and Surgical Management of voice disorders: Common classes of drugs used and surgical procedures used in treatment of some disorders of voice

Practicum

1. Record phonation and speaking samples (counting numbers) from five children, adult men, adult women, geriatric men and geriatric women. Note recording parameters and differences in material.
2. Make inferences on age and sex differences across the samples obtained in the previous experiment using perceptual voice profiling.
3. Make a note of differences in pitch, loudness, quality and voice control. Explain how voice reflects one's personality and other social aspects.
4. Analyze 5 male and 5 female voice (including your own voice) in terms of acoustic, aerodynamic, laryngeal and psycho-physical aspects, including the measures of MPT and s/z ratio.
5. Analyze the phonation samples of supra normal, normal and abnormal voice and generate a voice report based on these findings. Compare findings between men & women. Listen to the voice sample and identify the pitch and confirm the same by instrumental analysis.
6. Perform the acoustic analysis (in 4 & 5) using at least one software i.e. Praat, Dr. Speech, MDVP, Vaghmi.
7. Observe and document findings from five laryngeal examinations (pre-recorded or live) such as VLS, stroboscopy or any other relevant.
8. Administer a PROM on five individuals.
9. Prepare a vocal hygiene checklist.
10. Demonstrate therapy techniques such as vocal function exercise, resonant voice therapy, digital manipulation, push pull, relaxation exercises.

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Course 3.2 (DSC) **Speech Sound Disorders**

Objective

After completing this course, the student will be able to

- Describe normal speech sound development and characterization of individuals with speech sound disorders.
- Perform phonological analysis and assessment of speech sound disorders.
- Plan intervention for individuals with speech sound disorders.

Unit 1

Basic Concepts of Phonology and Distinctive Features and Acoustic Features-12 Hrs

- 1.1 Fundamentals of articulatory phonetics – phonetic description of vowels & consonants.
- 1.2 Phonology & phonological theories – generative phonology, natural phonology.
- 1.3 Phonology & phonological theories – non-linear phonology, optimality theory.
- 1.4 Methods to study speech sound acquisition – diary studies, cross sectional studies and longitudinal studies.
- 1.5 Speech sound acquisition
 - Birth to one year (development of infant speech perception, early speech production).

- One to two years (consonant inventories, influence of phonological knowledge on vocabulary acquisition).
- Two to five years (growth of phonetic, phonemic, phonotactic inventory – consonants, clusters, phonological patterns).
- Above five years (speech sound mastery and development of literacy – phonological awareness).
- Factors influencing speech sound acquisition

1.6 Acoustics of speech sounds

1.7 Speech intelligibility, factors affecting speech intelligibility, assessment of speech intelligibility

1.8 Co-articulation: types and effect.

1.9 Phonological development in bilingual children-Phonological development in Indian languages.

Unit 2

Assessment of Speech Sound Disorders-14 Hrs

2.1 Current concepts in terminology and classification of speech sound disorders

- Organically-based speech sound disorders, childhood apraxia of speech.
- Speech sound disorders of unknown origin, classification by symptomatology.

2.2 Factors related to speech sound disorders

- Structure and function of speech & hearing and oro-sensory mechanisms.
- Cognitive – linguistic, psychosocial and social factors.
- Metalinguistic factors related to speech sound disorders.

2.3 Introduction to assessment procedures: aims of assessment, screening and comprehensive assessment.

2.4 Speech sound sampling procedures - issues related to single word and connected speech samples; imitation and spontaneous speech samples, contextual testing, recording of speech samples.

2.5 Review of tests in Indian and other languages - Single word articulation tests, deep articulation of articulation, and computerized tests of phonology, Influence of language and dialectal variations in assessment.

2.6 Transcription of speech sample - transcription methods –IPA and extension of IPA; broad and narrow transcription.

2.7 Independent analyses – phonetic inventory, phonemic inventory and phonotactic inventory (utility of independent analysis for analysis of speech of young children and children with severe speech sound disorders).

2.8 Relational analyses – SODA, pattern analysis, (distinctive features, phonological process analysis).

2.9 Speech sound discrimination assessment, phonological contrast testing and stimulability testing.

Unit 3

Management of Speech Sound Disorders-II12 Hrs

3.1 Determining the need for intervention – speech intelligibility and speech severity assessment.

3.2 Factors influencing target selection-stimulability, frequency of occurrence, developmental appropriateness, contextual testing, and phonological process analysis.

3.3 Basic considerations in therapy – target selection, basic framework for therapy, goal attack strategies, organizing therapy sessions, individual

vs. group therapy.

- 3.4 Treatment continuum-establishment, generalization and maintenance; measuring clinical change.
- 3.5 Facilitation of generalization.
- 3.6 Maintenance and termination from therapy.
- 3.7 Motor-based treatment approaches – Principles of motor learning.
- 3.8 Discrimination/ear training and sound contrast training.
- 3.9 Establishing production of target sound – imitation, phonetic placement, successive approximation, context utilization.
- 3.10 Traditional approach, contextual/sensory-motor approaches.
- 3.11 General guidelines for motor-based treatment approaches.
- 3.12 Use of technology in articulation correction.

Unit 4 **Management of Speech Sound Disorders -II 14 Hrs**

- 4.1 Core vocabulary approach.
- 4.2 Introduction to linguistically-based treatment approaches- Distinctive feature therapy.
- 4.3 Minimal pair contrasts therapy.
- 4.4 Metaphon therapy, Cycles approach.
- 4.5 Broad-based language approaches.
- 4.6 General guidelines for linguistically-based approaches.
- 4.7 Phonological awareness and phonological disorders.
- 4.8 Phonological awareness intervention for preschool children.
- 4.9 Adapting intervention approaches to individuals from culturally and linguistically diverse backgrounds.
- 4.10 Role of family in intervention for speech sound disorders.

Practicum

1. List the vowels and consonants in your primary language and provide phonetic and acoustic descriptions for the speech sounds.
2. Identify the vowels and consonants of your language on the IPA chart and practice the IPA symbols by transcribing 25 words.
3. Make a list of minimal pairs (pairs of words which differ by only one phoneme) in English.
4. Make a list of minimal pairs in any language other than English.
5. Identify the stages of speech sound acquisition by observations from videos of children from birth to 5 years of age.
6. Record the speech of a two year old typically developing child, transcribe and analyze the speech sample.
7. Record the speech of one typically developing child from 3-5 years of age (include single word and connected speech samples), transcribe the sample, and perform phonological assessment.
8. Analyze transcribed speech samples of typically developing children – practice independent and relational analysis.
9. Practice instructions for phonetic placement of selected sounds.
10. Develop a home plan with activities for any one section of phonological awareness in English and in one Indian language.

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Course 3.3 (DSC) **Diagnostic Audiology: Behavioral Tests**

- Objective After completing this course, the student will be able to
- Choose individualized test battery for assessing cochlear pathology, retro cochlear pathology, functional hearing loss, CAPD, vestibular dysfunctions, tinnitus and hyperacusis
 - Independently run the tests and interpret the results to identify the above conditions and also use the information for differential diagnosis
 - Make adjustments in the test parameters to improve sensitivity and specificity of tests.
 - Make appropriate diagnosis based on the test results and suggest referrals.
- Unit 1 **Overview of Behavioral Diagnostic Tests-12 Hrs**
- 1.1 Introduction to diagnostic audiology: characteristics of a diagnostic test, difference between screening and diagnostic test, functions of a diagnostic test in Audiology
 - 1.2 Need for test battery approach in auditory diagnosis and integration of results of audiological tests, cross-check principle
 - 1.3 Concept of clinical decision analysis (sensitivity, specificity, true positive, true negative, false positive, false negative, and hit rate)
 - 1.4 Definition of behavioral and physiological tests and their characteristics in diagnostic audiology
 - 1.5 Theories and physiological bases of recruitment
 - 1.6 Theories and Physiological bases of auditory adaptation
 - 1.7 Clinical Indications for administering audiological tests to identify cochlear pathology
 - 1.8 Clinical Indications for administering audiological tests to identify retrocochlear pathology
- Unit 2 **Cochlear, Retrocochlear Pathology and Pseudohypacusis-14 hrs**
- 2.1 Tests to identify cochlear and retrocochlear pathology
 - ABLB, MLB
 - SISI and its variants
 - STAT, TDT and its modification
 - Bekesy audiometry
 - Brief tone audiometry
 - PIPB function
 - HINT, QuickSIN
 - Glycerol test
 - Psychoacoustic tuning curves and TEN test
 - Others
 - 2.2 Tests to diagnose functional hearing loss
 - Behavioral and clinical indicators of functional hearing loss
 - Pure tone tests including tone in noise test, Stenger test, BADGE, Puretone DAF
 - Speech tests including Lombard test, Stenger test, lip-reading test, Low level PB word test, Yes-No test, DAF test.
 - Identification of functional hearing loss in children: such as Swinging story

- test, Pulse tone methods
- 2.3 Psycho-social aspects related to pseudohypacusis
- Unit 3 **Central Auditory Processing Disorders- 14 Hrs**
- 3.1 Central auditory processing: definition, different behavioral processes
- 3.2 Behavioral and clinical indicators of central auditory processing disorders
Bottle neck and subtlety, redundancy principles and their clinical interpretations.
- 3.3 Screening techniques for CAPD
- 3.4 Tests to detect central auditory processing disorders
- Monoaural low redundancy tests - Filtered speech tests, Time compressed speech test, Speech-in-noise test, SSI with ICM,
 - Dichotic speech tests – Dichotic digit test,
 - Staggered spondaic word test, Dichotic CV test, SSI with CCM, Competing sentence test,
 - Binaural interaction tests – RASP, BFT, SWAMI, and MLD
 - Tests of Temporal processing – Pitch pattern test, Duration pattern tests, Gap detection test, TMTF
 - Screening test for auditory processing
 - Overview about CAPD in older adults
 - Review of CAPD tests with reference to site of lesion (Brainstem, cortical, hemispheric and interhemispheric lesion)
- 3.5 Diagnostic criteria for CAPD
- 3.6 Variables influencing the assessment of central auditory processing:
- Procedural variables
 - Subject variables
- Unit 4 **Vestibular and Tinnitus Assessment -12Hrs**
- 4.1 Vestibular assessment
- Overview of balance functioning
 - Overview of nystagmus, giddiness, vertigo
 - Behavioral tests to assess vestibular functioning (Fukuda stepping test, Tandem gait test, Finger nose pointing, Romberg test, sharpened Romberg test, head thrust test and head impulse test)
- 4.2 Tests to assess Tinnitus and Hyperacusis
- Overview of Tinnitus and Hyperacusis
 - Pitch matching,
 - Loudness matching,
 - Residual inhibition,
 - Feldmann masking curves
 - Johnson Hyperacusis Dynamic Range Quotient
- 4.3 Variables influencing the assessment:
- Procedural variable
 - Subject variables

Practicum

1. Administer ABLB, MLB and prepare laddergram (ABLB to be administered by blocking one ear with impression material)
2. Administer classical SISI on 3 individuals and note down the scores
3. Administer tone decay tests (classical and its modifications) and note down the results (at least 3 individuals)
4. Plot PIPB function using standardized lists in any 5 individuals
5. Administer the tests of functional hearing loss (both tone based and speech

- based) by asking subject to malingering and having a yardstick of loudness.
6. Administer CAPD test battery to assess different processes on 3 individuals and note down the scores
 7. Administer Fukuda stepping test, Tandem gait test, Finger nose pointing, Romberg test, Sharpened Romberg test, Dix-Hallpike test, Log-roll test on 5 of the individuals each and note down the observations.
 8. Estimate the pitch and loudness of tinnitus in 2 persons with tinnitus (under supervision). Assess the residual inhibition in them.
 9. Plot Feldman masking curves for a hypothetical case
 10. Administer Johnson Hyperacusis Dynamic Range Quotient on any 2 of the individuals and note down the scores.

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Course 3.4 (DSC) **Educational Audiology**

- Objective
e After studying the paper the students are expected to realize the following:
- Effects of hearing loss on development and learning
 - To analyse the client scenarios and decide what kind of intervention to be provided to the child with hearing loss in the school
 - Become aware of criteria for selection of appropriate educational placement of the child
 - To apply principles of effective management in classroom/school settings
 - Roles of educational agencies and legal agencies for children with disability in India
- Unit 1 **Importance of Early Identification and Different Approaches for Communication-12 Hrs**
- 1.1 Classification of hearing impairment and its importance in educational placement
 - 1.2 Role and responsibilities of Educational Audiologist and team members
 - 1.3 Early identification and its importance in aural rehabilitation.
 - 1.4 Unisensory vs. multisensory approach
 - 1.5 Manual vs. oral form of communication manual communication systems that parallel English (Manual alphabet); interactive systems (cued speech: Rochester method); Those alternative to English (ASL) Indian Sign Language, Contrived system (SEE-I, SEE-II, Signed English)
 - 1.6 Total communication

- Unit 2 **Methods of Teaching Language for Children with Hearing Impairment-14 Hrs**
- 2.1 Methods of teaching language to the hearing impaired and its application in Indian languages
 - 2.2 Natural method: maternal reflective method, Groth's method
 - 2.3 Structured method (grammatical method); Fitzgerald key, box technique APPLE TREE, Patterning
 - 2.4 Combined method (Natural and structured)
- Computer aided method.
- Unit 3 **Educational Placement-12 Hrs**
- 3.1 Educational placement of hearing impaired children: Preschool training, Integration, Partial integration, Segregation: day school vs. residential school, Inclusive vs integrated school.
 - 3.2 Criteria for recommending the various educational placements
 - 3.3 Criteria for selecting the medium of instruction
 - 3.4 Factors affecting their outcome.
 - 3.5 Setting-up classrooms and the modifications for the individuals with hearing impairment: Acoustic, lighting, class strength and amplification and personal and group amplification devices
 - 3.6 Educational problems of the individuals with hearing impairment and the measures taken to overcome the problems in India
- Unit 4 **Educational Problems, Laws and Policies for Educating and Counseling Parents-14 Hrs**
- 4.1 Educational laws and policies with respect to education for children with disability by government and non-government agencies
 - 4.2 Recommendations of PWD and UNCRPD for education, Rehabilitation Council of India Act (1992), Persons with Disabilities Act (1995), Right to Education Act (RTE), IEDC Scheme 1992, DPEP scheme, Salamanca statement and Framework for Action on Special Needs Education (1994), Kothari Commission (1992), Rights of disabled, Sarva Siksha Abhiyan
 - 4.3 Education for children with multiple disabilities
 - 4.4 Counseling the parents, teachers and peers regarding the education of the individuals with hearing impairment in India
 - 4.5 Home training – need, preparation of lessons, long term vs short term plans and activities, correspondence programs, follow-up.

Practicum

1. Prepare schedules for educational placement of 5 children with hearing impairment having different hearing capacities
2. Counsel parents regarding educational placement of the hearing impaired.
3. To prepare a model of an integrated classroom considering the factors affecting integration
4. To visit a school for children with special needs and note down the available facilities and the steps-to be taken to modify the same

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Course 3.5 (AECC)

Neurology

Objective	<p>After completing this course, the student will be able to understand</p> <ul style="list-style-type: none">• Basic concepts, anatomy and physiology of nervous system related to speech and hearing• Neural organization –different structures and functions of various systems neurosensory and neuromotor controls in speech, language and hearing mechanisms• Cerebral plasticity and dominance and its relevance for speech, language and hearing disorders• Various neural diseases, lesions, nutritional and metabolic conditions affecting speech, language and hearing• Basic principles and assessment procedures used in speech, language and hearing disorders associated with neurological conditions• Basic principles and management procedures used in speech, language and hearing disorders associated with neurological conditions
Unit 1	<p>Essential Neurological Concepts & Relationship between Neuroscience and Speech-Language & Hearing-12 Hrs.</p> <p>1.1 Scope of Neuroscience and its branches</p> <p>1.2 Principles governing the human brain</p> <p>1.3 Orientation to technical terminology</p> <p>1.4 Terms related to the Neural structure</p> <p>1.5 Structure of the CNS</p> <p>1.6 Nervous system classification</p> <p>1.7 Techniques for learning Neuroscience</p>
Unit 2	<p>Gross Anatomy and Blood Supply to the Brain-12 hours</p> <p>2.1 Central and peripheral nervous system</p> <p>2.2 Anatomy of the brain</p> <p>2.3 Different lobes and their functions specifically for speech-language and hearing</p> <p>2.4 Spinal cord- structure and functions</p> <p>2.5 Networking of spinal nerves</p> <p>2.6 Meninges of the brain and spinal cord</p> <p>2.7 Autonomic nervous system</p> <p>2.8 Classification of spinal and cranial nerves their numbers and functions</p> <p>2.9 Blood supply to the brain- various arteries supplying blood to various lobes of the brain and importance of Circle of Willis and its importance</p>
Unit 3	<p>Common Causes of Neurological Conditions and Neurological Assessment-14 Hrs</p> <p>3.1 Classification of causes- infections, ageing, metabolic, tumors and technology related</p> <p>3.2 Preventive measures to reduce the neurological conditions</p> <p>3.3 High risk registers for neurological conditions</p> <p>3.4 Introduction to CT scan and MRI.</p>
Unit 4	<p>Common Neurological Conditions Leading to Speech-language and Hearing Disorders – Signs, Symptoms and Behavioral Characteristics-14 hours</p> <p>4.1 Cerebrovascular diseases – ischemic brain damage – hypoxic ischemic encephalopathy, cerebral infarction – intracranial haemorrhage – intracranial, subarachnoid.</p> <p>4.2 Trauma to the CNS – subdural haematoma, epidural haematoma, parenchymal brain damages</p>

4.3 Demyelinating diseases, Degenerative, metabolic and nutritional disorders – multiple sclerosis, Alzheimer’s disease, Parkinsonism

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Course 3.6 (SEC)

Clinicals in Speech Language Pathology

General considerations:

- Exposure is primarily aimed to be linked to the theory courses covered in the semester.
- After completion of clinical postings in Speech –language diagnostics, the student will know (concepts), know how (ability to apply), show (demonstrate in a clinical diary/log book based on clinical reports/recordings, etc), and do (perform on patients/client contacts) the following:

Know:

1. Procedures to obtain a speech language sample for speech & language assessment from children of different age groups such as, pre schoolers, kindergarten, primary school and older age groups.
2. Methods to examine the structures of the oral cavity/organs of speech.
3. The tools to assess language abilities in children (with hearing impairment, specific language impairment & mixed receptive language disorder).
4. Development of speech sounds in vernacular and linguistic nuances of the language.

Know-how:

1. To evaluate speech and language components using informal assessment methods.
2. To administer at least two standard tests for childhood language disorders.

3. To administer at least two standard tests of articulation/ speech sounds.
4. To assess speech intelligibility.

Show:

1. Analysis of language components – Form, content & use – minimum of 2 samples.
2. Analysis of speech sounds at different linguistic levels including phonological processes – minimum of 2 samples.
3. Transcription of speech language samples – minimum of 2 samples.
4. Analyse differences in dialects of the local language.

Do:

1. Case history - minimum of 5 individuals with speech & language disorders.
2. Oral peripheral examination - minimum of 5 individuals.
3. Language evaluation report – minimum of 5.
4. Speech sound evaluation report – minimum of 5.

Course 3.7 (SEC)
Clinicals in Audiology

General considerations:

- Exposure is primarily aimed to be linked to the theory courses covered in the semester, however, not just limited to these areas.
- After completion of clinical postings in auditory diagnostics and auditory rehabilitation, the student will Know (concept), know how (ability to apply), show (demonstrate in a clinical diary/log book), and do (perform on patients/ client contacts) the following:

Know:

1. Methods to calibrate audiometer.
2. Materials commonly employed in speech audiometry.
3. Calculation pure tone average, % of hearing loss, minimum and maximum masking levels.
4. Different types of hearing loss and its common causes

Know-how:

1. To obtain detailed case history from clients or parents/guardians.
2. To carry out commonly used tuning fork tests.
3. To administer pure tone audiometry including appropriate masking techniques on adults using at least techniques.

4. To administer tests to find out speech reception threshold, speech identification scores, most comfortable and uncomfortable levels on adults.

Show:

1. Plotting of audiograms with different degree and type with appropriate symbols- audiograms per degree and type
2. Detailed case history taken and its analysis
3. Calculation degree, type and percentage of hearing loss on 5 sample conditions

Do:

1. Case history on at least 5 adults and 3 children with hearing disorders
2. Tuning fork test on at least 2 individuals with conductive and 2 individuals with sensori-neural hearing loss
3. Pure tone audiometry with appropriate masking on 5 individuals with conductive, 5 individuals SN hearing loss and 3 individuals with unilateral/asymmetric hearing loss.

SEMESTER IV

Course 4.1

Fluency and Its Disorders

Objective	After completion of the course, the student will be able to
e	<ul style="list-style-type: none"> • Understand the characteristics of fluency and its disorders • Evaluate and diagnose fluency disorders • Learn about the techniques for the management of fluency disorders
Unit 1	Introduction to Fluency and Stuttering-14 Hrs <ol style="list-style-type: none"> 1.1 Fluency: definition, dimensions, development, factors influencing fluency <ul style="list-style-type: none"> • Fluency/disfluency/Dysfluency • Stuttering • Definition, epidemiological findings, prevalence and incidence • Stuttering: characteristics 1.2 Nature of Stuttering <ul style="list-style-type: none"> • Consistency, adjecency and Lee effect • situational variability • stuttering and heredity 1.3 Development of stuttering <ul style="list-style-type: none"> • Bloodstein's phases, • Van Riper's tracks, • Conture's classification, • Guitar's classification
Unit 2	Theories and Assessment of Stuttering-14 Hrs <ol style="list-style-type: none"> 2.1 Introduction to theories of stuttering – organic vs. functional <ul style="list-style-type: none"> • Cerebral dominance • Diagnosogenic theory

- Learning theories
- Demands – capacities model
- 2.2 Brief overview of recent theoretical advances
 - Covert repair hypothesis
 - EXPLAN theory
 - Neuroscience model: DIVA model
 - Communication – Emotional model
- 2.3 Assessment of stuttering and associated problems
 - Tools for assessment of stuttering
 - Assessment of stuttering in children
 - Assessment of stuttering in adults
- 2.4 Differential diagnosis of developmental stuttering from other fluency disorders
- Unit 3 **Management of Stuttering-12 hrs**
 - 3.1 Counselling
 - 3.2 Therapy for children who stutter: Direct/Indirect approaches
 - Preventive, Prescriptive and Comprehensive treatmentprogram
 - Use of analogies
 - Time out and Response cost
 - Lidcombe program,
 - Parent – child interaction therapy
 - 3.3 Therapy for adults who stutter: stuttering modification and fluency shaping approaches and their rationale
 - Prolonged speech therapy
 - Airlfow based therapy techniques
 - Shadowing
 - Habit rehearsal techniques
 - DAF
 - Masking
 - Camper-down program
 - Systematic Desensitization
 - cognitive- behavior therapy for adults who stutter
 - 3.4 Steps/Sequence of therapy
 - MIDVAS
 - Establishment, transfer and maintenance
 - 3.5 Relapse and recovery from stuttering
 - 3.6 Measurement of therapy progress & naturalness rating
 - 3.7 Group therapy
- Unit 4 **Other Fluency Disorders -12 Hrs**
 - 4.3 Cluttering: definition, characterisitcs, assessment and management
 - 4.4 Neurogenic stuttering/SAAND: definition, characterisitcs, assessment and management
 - 4.5 Psychogenic stuttering: definition, characterisitcs, assessment and management

Practicum

1. Assess the rate of speech in 5 normal adults.
2. Record and analyse the supra segmental features in typically developing children between 2 and 5 years.
3. Record audio visual sample of 5 typically developing children and 5 adults for fluency analysis.

4. Listen/see samples of normal non fluency and stuttering in children and document the differences.
5. Identify the types of dysfluencies in the recorded samples of adults with stuttering.
6. Instruct and demonstrate the following techniques: Airflow, prolongation, easy onset shadowing techniques.
7. Record 5 speech samples with various delays in auditory feedback and analyse the differences.
8. Administer SPI on 5 typically developing children.
9. Administer SSI on 5 adults with normal fluency.
10. Administer self-rating scale on 10 adults with normal fluency.

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Course 4.2 (DSC) **Child Language Disorders**

- Objective After completing this course, the student will be able to
- Explain the process of acquisition of language and factors that influence its development in children.
 - Identify and assess language delay and deviance in children.
 - Select appropriate strategies for intervention.
 - Counsel and provide guidance to parents/caregivers of children with language disorders.
- Unit 1 **Overview of Theories of Language Acquisition and Neurobiological Correlates of Language Development in Children - 12 Hrs**
- 1.1 Overview of theories of language acquisition in children-Traditional and modern approaches in each
- Biological maturation approaches
 - Cognitive approaches
 - Linguistic approaches
 - Information processing theories
 - Behavior theory
 - Pragmatic approaches
- 1.2 Language acquisition including bilinguals/ multilinguals- types (based on age, manner of acquisition, factors affecting language acquisition).
- 1.3 Role of Psychosocial and environmental factors in language development.
- 1.4 Neurobiological correlates – neuroanatomical, neurophysiological and neurochemical aspects of language development, Neurobiological underpinnings in child language disorders.
- Unit 2 **Assessment of Language Characteristics (Oral and Written) of Developmental and Acquired Language Disorders in Children-12Hrs**
- 2.1 Delayed speech and language development associated with:

- Hearing impairment
- Intellectual disability
- Syndromes associated with child language disorders-Down Syndrome, Fragile X Syndrome, William's Syndrome, Klinefelter's Syndrome
- Autism Spectrum Disorders.
- Developmental dysphasia/specific language impairment
- Acquired dysphasia/ Acquired Childhood Aphasia
- ADD and ADHD
- Language Learning disability/ Dyslexia
- Other conditions
- Co-morbidity in children

Unit 3 Management of development and Acquired Language Disorders in Children - 14 Hrs

- 3.1 Hearing impairment
- 3.2 Intellectual disability
- 3.3 Syndromes associated with child language disorders-Down Syndrome, Fragile X Syndrome, William's Syndrome, Klinefelter's Syndrome
- 3.4 Autism Spectrum Disorders.
- 3.5 Developmental dysphasia/specific language impairment
- 3.6 Acquired dysphasia/ Acquired Childhood Aphasia
- 3.7 ADD and ADHD
- 3.8 Language Learning disability/ Dyslexia

Unit 4 Management of Children with Language Disorders– 14 Hrs

- 4.1 Approaches and techniques for management of language disorders in children – cognitive linguistic, behavioral, play therapy and Augmentative & alternative communication approaches.
- 4.2 Importance of team approach-Other approaches such as medical/surgical/Physiotherapy/ Occupational therapy
- 4.3 Benefits, concessions and rights for children with language disorders

Practicum

1. Record mother-child interaction of one typically developing child in the age range of 0-1, 1-2, 2-4, 4-6 and 6-8 years of age. Compare linguistically the outputs from the mother and the child across the age groups. Make inferences on socio cultural influences in these interactions.
2. Make a list of loan words in two familiar languages based on interaction with 10 typically developing children in the age range of 2-4, 4-6, 6-8 and 8-10 years.
3. Discuss the influence of bi- or multilingualism on vocabulary.
4. Record a conversation and narration sample from 3 children who are in preschool kindergarten, and primary school. Perform a language transcription and analyze for form, content and use.
5. Administer 3D LAT, ALD, LPT, ComDEALL checklist on 2 typically developing children.
6. Draft a diagnostic report and referral letter for a child with language disorder.
7. Demonstrate general language stimulation techniques and discuss the clinical application.
8. Demonstrate specific language stimulation techniques with appropriate materials and discuss its clinical applications.
9. Draft Subjective Objective Assessment Plan (SOAP) for a pre-recorded sample of a 45 minute session of intervention for a child with language

disorder.

10. Draft a lesson plan for a child with language disorder.

11. Draft a discharge summary report for a child with language disorder

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Course 4.3 (DSC)
Diagnostic Audiology: Physiological Tests

Objective	<p>After completing this course, the students will be able to</p> <ul style="list-style-type: none"> Justify the need for using the different physiological tests in the audiological assessment Independently run the tests and interpret the results to detect the middle ear, cochlear and retro cochlear pathologies and also differentially diagnose Design tailor-made test protocols in immittance, AEP's and OAE's as per the clinical need Make appropriate diagnosis based on the test results and suggest referrals.
Unit 1	<p>Immittance Evaluation-12Hrs</p> <p>1.1 Introduction: Definition of a physiological test, List of physiological tests in Audiology, overview of their clinical significance</p> <p>1.2 Principle of immittance evaluation: Concept of impedance and admittance, their components, method to calculate the total impedance/admittance, resonant frequency, concept of acoustic impedance, justification for using admittance in clinical measurements, justification for using 226Hz probe tone</p> <p>1.3 Instrumentation</p> <p>1.4 Tympanometry: definition, measurement procedure, response parameters (tympanometric peak pressure, static admittance, gradient /tympanometric width), their measurement and normative, classification of tympanogram, clinical significance of tympanometry</p> <p>1.5 Esustachian tube functioning tests of tympanometry: overview on pressure equalization function of ET, Valsalva, Toynbee, William's pressure swallow, Inflation-deflation test.</p> <p>1.6 Overview on multicomponent and multi-frequency tympanometry</p> <p>1.7 Reflexometry: Definition, acoustic reflex pathway, measurement procedure, concept of ipsilateral and contralateral acoustic reflexes, Jerger box pattern, clinical applications of acoustic reflexes, Reflex decay test.</p> <p>1.8 Overview on wide band reflectance and wide band tympanometry</p>
Unit 2	<p>Auditory Brainstem Response -14 Hrs</p> <p>2.1 Introduction and classification of AEPs</p> <p>2.2 Instrumentation</p> <p>2.3 Principles of AEP recording techniques: Stimulus related, acquisition related: Near vs far field recording, Electrode Impedance, Electrode montage (Dipole orientation, Scalp distribution), Common mode rejection, Pre-amplification, Filtering, Time locked acquisition, Artifact rejection windowing, Averaging.</p> <p>2.4 Introduction to Auditory brainstem responses (ABR), generators</p> <ul style="list-style-type: none"> Protocol and procedure of recording Auditory brainstem response Factors affecting auditory brainstem responses Analysis of ABR and clinical inferences Clinical applications of ABR
Unit 3	<p>Middle and Long Latency Auditory Evoked Potentials-12 Hrs</p> <p>3.1 Introduction to middle and late latency auditory potentials</p> <ul style="list-style-type: none"> Generators of MLR, ALLR and other late auditory potentials (P300 and MMN, P600, N400, T-complex, CNV) Protocol for recording MLR, ALLR, P300 and MMN Analysis of MLR, LLR, P300 and MMN Factors affecting MLR and ALLR Interpretation of results and their clinical applications of MLR and cortical auditory evoked potentials

Unit 4

Otoacoustic Emissions and Tests of Vestibular functioning - 14 Hrs

4.1 Introduction to Otoacoustic emissions with a brief note on history

- Origin and classification of OAEs

4.2 Instrumentation

- Procedure of OAE measurement: SOAE, TEOAEs, and DPOAEs
- Interpretation of results: SOAE, TEOAEs, and DPOAEs
- Factors affecting OAEs: SOAE, TEOAEs, and DPOAEs
- Clinical applications of OAEs: SOAE, TEOAEs, and DPOAEs
- Contralateral suppression of OAEs and its clinical implications

4.3 Overview on structure and function of vestibular system

- Overview on other systems involved in balance including VOR and VSR
- Signs and Symptoms of vestibular disorders
- Team in the assessment and management of vestibular disorders
- Tests for Assessment
- Electronystagmography and its clinical significance: Measurement procedure and interpretation: tests for peripheral and central vestibular function
- Overview on VNG
- VEMP: c-VEMP and o-VEMP, recording procedure, response interpretation and clinical inferences

Practicum

1. Measure admittance in the calibration cavities of various volumes and note down the observations
2. Calculate Equivalent ear canal volume by measuring static admittance in an uncompensated tympanogram (10 ears)
3. Do tympanogram in the manual mode and measure peak pressure, peak admittance and ear canal volume manually using cursor (10 ears).
4. Measure gradient of the tympanogram (10 ears)
5. Administer Valsalva and Toynbee and William's pressure swallow test(5 ears)
6. Record acoustic reflex thresholds in the ipsi and contra modes, (10 ears)
7. Plot Jerger box pattern for various hypothetical conditions that affect acoustic reflexes and interpret the pattern and the corresponding condition.
8. Carry out Acoustic reflex decay test and quantify the decay manually using cursor (5 individuals).
9. Trace threshold of ABR (in 5 dB nHL steps near the threshold) for clicks and tone bursts of different frequencies (2 persons) and draw latency intensity function.
10. Record ABR using single versus dual channels and, note down the differences
11. Record ABR at different repetition rates in 10/sec step beginning with 10.1/11.1 per second. Latency-repetition rate function needs to be drawn.
12. Record with each of three transducers (HP, insert phones and bone vibrator) and polarities and draw a comparative table of the same. Students should also record with different transducers without changing in the protocol in the instrument and calculate the correction factor required.
13. Record ASSR for stimuli of different frequencies and estimate the thresholds
14. Record TEOAEs and note down the amplitude, SNR, noise floor and reproducibility at octave and mid-octave frequencies. Note down the stimulus stability and the overall SNR (10 ears).

15. Record DPOAEs and note down the amplitude, SNR, noise floor and reproducibility at octave and mid-octave frequencies (10 ears)

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Course 4.4 (DSC) **Rehabilitative Audiology**

- Objective** After completion of this course, candidate should be able to:
- List various types of auditory training approaches available for individuals with hearing impairment.
 - Explain various types of speech reading tests and speech reading training procedures available.
 - Select appropriate management option/s for Tinnitus and Hyperacusis.
 - Select appropriate management technique/s for children with special needs.
 - Select appropriate management strategies for older adults with hearing impairment
- Unit 1 Auditory Learning - 14 Hrs**
- 1.1 Definitions and historical background, Auditory training Vs Auditory learning
 - 1.2 Role of audition in speech and language development in normal children and its application in education of individuals with hearing impairment
 - 1.3 Factors affecting outcome of auditory learning
 - 1.4 Methods of auditory training
 - 1.5 Individual Vs Group auditory training
 - 1.6 Auditory training activities
 - For individuals of different listening abilities / levels
 - Verbal vs. nonverbal material
 - For individuals Vs group activities
 - 1.7 Computer based modules for auditory training
- Unit 2 Speech Reading - 14 Hrs**
- 2.1 Definitions and Need of speech reading
 - 2.2 Visibility of speech sounds – audiovisual perception vs. visual perception
 - 2.3 Visual perception of speech by individuals with hearing impairment
 - 2.4 Overview of speech reading tests, including Indian tests
 - Analytic Vs Synthetic tests
 - Adults Vs Children
 - 2.5 Factors influencing speech reading.
 - 2.6 Methods of speech reading training: analytical vs synthetic (including speech tracking)
 - 2.7 Individual and group speech reading training
 - 2.8 Speech reading activities
 - For adults and children
 - For individual vs. group activities

- Unit 3 **Management of Tinnitus and Hyperacusis-12 Hrs**
 3.1 Audiological management of tinnitus
 - Overview on Models related to tinnitus management
 - TRT, Masking, others
 - Devices used for management
 3.2 Audiological management of hyperacusis
- Unit 4 **Management of Children with Special Needs and Rehabilitation of Older Adults with Hearing Impairment – 12 Hrs**
 4.1 Management of the deaf-blind child
 4.2 Management of other multiple disabilities like hearing loss associated with cognitive problems
 4.3 Overview on management of children with central auditory processing problems
 - Special strategies used for rehabilitation of older adults with hearing impairment
 - Communication strategies
 4.4 Anticipatory strategies
 4.5 Repair strategies

Practicum

1. Evaluation of baseline auditory skills
2. Preparation of lesson plans for home training.
3. Carrying out auditory learning activities on clients with various degrees of hearing impairment
4. Use of communication strategies on clients
5. Observe the speech and language characteristics of individuals with hearing impairment
6. Knowledge on evaluating baseline auditory skills, lesson plan, concise report
7. Role play of auditory learning, speech reading, communication strategies
8. Observation of management of APD and Multiple disability
9. Observation of management of Tinnitus and Hyperacusis

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Course 4.5 (AECC) **Research Methods and Statistics**

- Objective** After completing this course, the student will be able to understand the
- Basic concept of research in the field of audiology and speech-language pathology
 - Design and execution of research
 - Ethical guidelines for conducting research
- Unit 1** **Introduction to Research Methods- 12 Hrs**
- 1.1 Meaning and purpose of research: meaning
 - 1.2 Need for research in audiology and speech-language pathology
 - 1.3 Funds/grants for research
 - 1.4 Steps in research: identification, selection
 - 1.5 Formulation of research questions: aims, objectives, statement of problem,
 - 1.6 hypothesis
 - 1.7 Types of variables; types of sampling procedures (random and non-random);
 - 1.8 Types/ methods of data collection and their advantages and disadvantages
 - 1.9 Reliability and validity (internal and external validity)
- Unit 2** **Research Design in Audiology and Speech-Language Pathology – 14 Hrs**
- 2.1 Types of research: survey, ex-post facto research, normative research, standard-group
 - 2.2 comparison
 - 2.3 Experimental and quasi experimental research: group design & single subject design; Between groups vs. repeated measures design
 - 2.4 Epidemiologic data sources and measurements
 - 2.5 Epidemiologic methods – questionnaire survey, screening, personal survey, testing
 - 2.6 Media - their advantages and disadvantages
 - 2.7 Incidence and prevalence of hearing, speech, language disorders as per different
 - 2.8 census (NSSO, WHO)
 - 2.9 Internal and external validity of research
 - 2.10 Documentation of research: scientific report writing, different formats or styles (APA, AMA and MLA),
 - 2.11 Ethics of research
- Unit 3** **Introduction to Statistics and Data Collection – 12 Hrs**
- 3.1 Application of statistics in the field of Audiology and speech-language pathology.
 - 3.2 Scales of measurement: nominal, ordinal, interval, ratio
 - 3.3 Classification of data: class intervals, continuous and discrete measurement
 - 3.4 Normal distribution: general properties of normal distribution, theory of probability,
 - 3.5 area under normal probability curve
 - 3.6 Variants from the normal distribution: skewness and kurtosis
 - 3.7 Measure of central tendency: mean, median, mode
- Unit 4** **Statistics and Research Designs- 14 Hrs**
- 4.1 Choosing statistics for different research designs
 - 4.2 Correlational techniques: Pearson's Product Moment Correlation

- Coefficient;
- 4.3 Spearman's Rank order correlation coefficient
- 4.4 Statistical inference: concept of standard error and its use; the significance of
- 4.5 statistical measures; testing the significance of difference between two means z-test,
- 4.6 t-test; analysis of variance, post hoc tests,
- 4.7 Non-parametric tests: Chi-square test, Wilcoxon test, Mann-Whitney U test,
- 4.8 Reliability and validity of test scores: reliability and validity, Item analysis
- 4.9 Analysis of qualitative data
- 4.10 Software for statistical analysis

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Course 4.6 (SEC) **Clinicals in Speech-Language Pathology**

General considerations:

- Exposure is primarily aimed to be linked to the theory courses covered in the semester.
- After completion of clinical postings in Speech –language diagnostics, the student will know (concepts), know how (ability to apply), show (demonstrate in a clinical diary/log book based on clinical reports/recordings, etc), and do (perform on patients/client contacts) the following:

Know:

1. Speech & language stimulation techniques.
2. Different samples /procedures required to analyse voice production mechanism (acoustic/ aerodynamic methods / visual examination of larynx/ self evaluation)
3. Different samples /procedures required to analyse speech production mechanism in children with motor speech disorders.

Know-how:

1. To administer at least two more (in addition to earlier semester) standard tests for childhood language disorders.
2. To administer at least two more (in addition to earlier semester) standard tests of articulation/ speech sounds.
3. To set goals for therapy (including AAC) based on assessment/test results for children with language and speech sound disorders.
4. To record a voice sample for acoustic and perceptual analysis.
5. To assess parameters of voice and breathing for speech.
6. Assessment protocol for children with motor speech disorders including reflex profile and swallow skills.
7. Counselling for children with speech-language disorders.

Show:

1. Acoustic analysis of voice – minimum of 2 individuals with voice disorders.
2. Simple aerodynamic analysis - minimum of 2 individuals with voice disorders.
3. Self evaluation of voice – minimum of 2 individuals with voice disorders.
4. Informal assessment of swallowing – minimum of 2 children.
5. Assessment of reflexes and pre linguistic skills - minimum of 2 children.
6. Pre –therapy assessment and lesson plan for children with language and speech sound disorders - minimum of 2 children each.

Do:

1. Case history - minimum of 2 individuals with voice disorders.
2. Case history - minimum of 2 children with motor speech disorders
3. Oral peripheral examination- minimum of 5 children
4. Apply speech language stimulation/therapy techniques on 5 children with language disorders (with hearing impairment, specific language impairment & mixed receptive language disorder)/speech sound disorders – minimum of 5 sessions of therapy for each child.
5. Exit interview and counselling - minimum of 2 individuals with speech language disorders.

Course 4.7 (SEC)
Clinicals in Audiology

General considerations:

- Exposure is primarily aimed to be linked to the theory courses covered in the semester, however, not just limited to these areas.
- After completion of clinical postings in auditory diagnostics and auditory rehabilitation, the student will Know (concept), know how (ability to apply), show (demonstrate in a clinical diary/log book), and do (perform on patients/ client contacts) the following:

Know:

1. Indications to administer special tests
2. Procedures to assess the listening needs
3. National and international standards regarding electroacoustic characteristics of hearing aids

Know-how:

1. To administer at least 1 test for adaptation, recruitment and functional hearing loss.
2. Counsel hearing aid user regarding the use and maintenance hearing aids
3. To troubleshoot common problems with the hearing aids
4. To select test battery for detection of central auditory processing disorders.
5. Select different types of ear moulds depending on type of hearing aid, client, degree, type and configuration of hearing loss

Show:

1. Electroacoustic measurement as per BIS standard on at least 2 hearing aids
2. How to process 2 hard and 2 soft moulds
3. How to preselect hearing aid depending on listening needs and audiological findings on at least 5 clinical situations (case files)
4. How select test battery depending on case history and basic audiological information-3 situations

Do:

1. Tone decay test – 2 individuals with sensori-neural hearing loss
2. Strenger test – 2 individuals with unilateral/asymmetrical hearing loss
3. Dichotic CV/digit, Gap detection test – 2 individuals with learning difficulty or problem in hearing in noise
4. Hearing aid fitment for at least 5 individuals with mild to moderate and 3 individuals with mod-severe to profound

5. Hearing aid selection with real ear measurement system on 3 individuals with hearing impairment

SEMESTER V

Course 5.1 (DSC) **Motor Speech Disorders in Children**

- Objective: After completing this course, the student will be able to
- Describe the characteristics of motor speech disorders in children such as cerebral palsy, childhood apraxia of speech and other childhood dysarthrias
 - Assess the speech and non-speech aspects associated with the above conditions
 - Plan and execute therapy strategies for children with motor speech disorders
- Unit 1 **Introduction to Neuromotor Organization and Sensorimotor Control of Speech and Motor Speech Disorders-12 Hrs**
- 1.1 Central and peripheral nervous system in speech motor control (motor control by cortical, subcortical structures, centrifugal pathways, brainstem, cerebellum and spinal cord)
 - 1.2 Neuromuscular organization and control and sensorimotor integration
 - 1.3 Introduction to motor speech disorders in children
 - Motor speech disorders leading to developmental dysarthria
 - Cerebral palsy - definition, causes, associated problems, and classification
 - Syndromes leading to dysarthria (Juvenile progressive bulbar palsy, Congenital supranuclear palsy, Guillain-Barre syndrome, Worster-drought syndrome, Duchenne Muscular dystrophy)
 - Motor speech disorders leading to developmental apraxia of speech - definition, causes, associated problems, and classification
- Unit 2 **Nature of Motor speech Disorders in Children-12 Hrs**
- 2.1 Neuromuscular development in normals and cerebral palsy
 - 2.2 Reflex profile
 - 2.3 Different types of cerebral palsy
 - Disorders of muscle tone – spasticity, rigidity, flaccidity, atonia
 - Disorders of movement – Hyperkinesias and dyskinesias – Ballismus, tremor, tic disorder, myoclonus, athetosis, chorea, dystonia, hypokinesias
 - Disorders of coordination - Ataxia
 - 2.4 Speech and language problems in cerebral palsy
 - 2.5 Different types of apraxia-verbal and nonverbal apraxia
 - 2.6 Speech and language characteristics in developmental apraxia
- Unit 3 **Assessment of Motor Speech Disorders in Children-14 Hrs**
- 3.1 Assessment of speech (acoustic, respiratory, resonatory, prosodic aspects) in cerebral palsy – objective and subjective methods
 - 3.2 Assessment of oromotor aspects and feeding
 - 3.3 Assessment of speech in developmental apraxia
 - 3.4 Differential diagnosis of motor speech disorders with other developmental

speech disorder

Unit 4

Management of Motor Speech Disorders in Children-14 Hrs

- 4.1 Team approach to rehabilitation and General principles of motor learning
- 4.2 Speech and oromotor rehabilitation in cerebral palsy
 - Approaches to intervention-Behavioural(vegetative exercises, oral sensorimotor facilitation techniques, compensatory and facilitatory techniques for the correction of respiratory, phonatory, resonatory & articulatory errors) and prosthetic
- 4.3 Feeding intervention in cerebral Palsy
- 4.4 Motor approaches: Different approaches in neuromuscular education (such as Bobath, Temple Fay, Phelps)
- 4.5 Medical management of cerebral palsy (pharmacological and neurosurgical)
- 4.6 Management of developmental apraxia of speech: specific speech therapy techniques, other approaches
- 4.7 Augmentative and alternative communication (AAC)- Application of AAC methods in children with motor speech disorders in the Indian context, available AAC options(systems and devices),symbol selection (access methods), assessment for AAC candidacy, AAC intervention (team approach in the advocacy of AAC, instructional strategies)

Practicum

1. With the help of models, charts and software, identify the motor control centers in the brain.
2. Perform oro-motor examination in five children and adults and compare
3. Identify oro-motor reflexes (rooting, suckling, & phase bite) in 5 infants.
4. Demonstrate normal posture and breathing patterns required for varied speech tasks.
5. Alter the postures and breathing patterns and notice changes in speech patterns.
6. Assess DDK rate in five typically developing children.
7. Rate intelligibility of speech in five typically developing children. Discuss factors that influenced speech intelligibility and their ratings.
8. Observe and record (a) physical status, (b) oral sensory motor abilities and vegetative skills, (c) respiration, (d) phonation, (e) resonation, (f) articulation and (g) language abilities in five typically developing children. Compare these with observations made from children with motor speech disorders.
9. Perform oro-motor exercises – isotonic and isometric. Discuss strategies to modify exercises for children.
10. Identify from video the AAC system such as low technology vs high technology systems and different symbol system, that is, Bliss symbols, IICP symbols and different signing systems – Makaton
11. Observe feeding and swallowing skills in different age groups of children: 2 newborns; 2 infants, 2 toddlers, and 2 older children. Identify the differences in feeding methods, food consistencies, texture, quantity, feeding habits, feeding appliances used by these children.

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Course 5.2

Structural Anomalies and Speech Disorders

- Objective After completing the course, the student will be able to
 e
 - Understand the characteristics of disorders with structural anomalies including speech
 - Evaluate and diagnose the speech characteristics seen in these disorders
 - Learn about the techniques for the management of speech disorders in these conditions
- Unit 1 **Introduction to Cleft Lip and Palate and Associated Problems-14 Hrs**
 1.1. Embryology – development of the palate
 1.2. Causes – genetic, environmental and other causes
 1.3. Types of cleft lip and palate and classification of cleft lip and palate
 1.4. Communication disorders : language and hearing
 - Feeding, psychological, and dental problems

- Syndromes associated with cleft lip and palate
- Unit 2 **Velopharyngeal Dysfunction and Assessment-14 Hrs**
- 2.1 Velopharyngeal closure mechanism: Normal Physiology and types of different velopharyngeal closure
- 2.2 Velopharyngeal Dysfunction (VPD)
- Definition, causes and classification
 - Effect of VPD on speech
 - Assessment of VPD: Subjective and objective methods.
- Unit 3 **Assessment and Management of CLP-12 Hrs**
- 3.1. Assessment of cleft lip/palate : Cleft palate Perceptual protocols
- 3.2. Management of cleft lip and palate – surgery, speech therapy, prosthesis
- 3.3. Speech and language therapy for CLP: early intervention, therapy techniques to improve language, speech therapy techniques to reduce compensatory articulation, speech therapy methods to improve resonance and speech intelligibility
- Unit 4 **Types of Oral and Laryngeal Cancer and Management-14 Hrs**
- 4.1 Definition, Causes and symptoms of laryngeal cancers
- 4.2 Total laryngectomy – definition, characteristics, associated problems
- 4.3 Types of glossectomy and mandibulectomy
- 4.4 Assessment of patients with laryngectomy, glossectomy, mandibulectomy
- 4.5 Pre and post-operative counselling
- 4.6 Esophageal speech – anatomy, candidacy, different types of air intake procedure, speech characteristics in esophageal speech
- 4.7 Tracheo esophageal speech – anatomy, candidacy, different types of TEP, fitting of prosthesis, speech characteristics, complications in TEP
- 4.8 Artificial larynx – different types, selection of artificial larynx, ultra-speech, speech characteristics
- 4.9 Gastric pull up – issues and management
- 4.10 Glossectomy, mandibulectomy – management

Practicum

1. Identify the different types of cleft lip and palate by looking at illustrations and images
2. Listen to 10 speech samples of children with cleft lip and palate and rate their nasality/ speech (articulation and cleft type errors) based on universal reporting parameters.
3. Identify the type of closure of velopharyngeal port for 5 normal individuals and 5 individuals with cleft lip and palate using videos of nasoendoscopy/ videofluoroscopy.
4. Perform oral peripheral mechanism examination on 10 individuals and document the structure and functions of the articulators.
5. Analyse the different types of occlusion in 10 individuals.
6. Identify the type of glossectomy by looking at pictures/illustrations.
7. Identify the different types of prosthesis in the management of head and neck cancer.
8. Analyse the speech profile of 5 individuals with laryngectomy.
9. Identify parts of an artificial larynx and explore its use.
10. Prepare a checklist / pamphlet illustrating care of the stoma and T- tubes in vernacular.

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Course 5.3 (DSC) **Amplification Devices**

- Objective After completion of this course the students should be able to
- Identify different types of hearing aids and explain their components
 - Carry out Electro-acoustic measurement and categorize the hearing aids accordingly
 - Describe different signal processing strategies and their relevance in different listening conditions
 - Cross check whether the hearing aids meet the standards
- Unit 1 **Basics and Classifications of Hearing Aids-12 Hrs**
 1.1 Historical development of hearing aids- Mechanical, Analogue, Digital Hearing aid
 1.2 Basic components of hearing aids –microphones, amplifier, receiver/vibrator, cords, volume control, telecoil, and batteries.
 1.3 Body level, ear level hearing aids (BTE, ITE, ITC, CIC, IIC, RIC, RITE)
 1.4 Analogue, Programmable and Digital Hearing aid
 1.5 Binaural, pseudobinaural, monaural
 1.6 Master hearing aids
 1.7 Modular hearing aids
 1.8 Group Amplification - hard wire, induction loop, FM, infrared
- Unit 2 **Signal Processing in Hearing Aids-14 Hrs**
 2.1 Artificial Intelligence in Hearing aids
 2.2 Signal processing in hearing aids - BILL, TILL PILL
 2.3 Signal enhancing technology- Digital Noise reduction, Directionality of Microphones, Speech cue enhancement
- Unit 3 **Compression in Hearing Aids and other Signal Processing- 14 Hrs**
 3.8 Output limiting: peak clipping, compression (Input/output compression, compression ratio, compression knee point, WDRC, Compression limiting, high level compression, low level compression), Expansion Hearing Aid.
 3.9 Extended low frequency amplification, frequency lowering techniques
 3.10 Routing of signals, head shadow/baffle/ diffraction effects
- Unit 4 **Electroacoustic Measurement of Hearing aids - 12 Hrs**

- 4.1 Electro-acoustic measurements for hearing aids Purpose, parameters, instrumentation, procedure (analogue and digital), variables affecting EAM.
- 4.2 Standards on Electro-acoustic measurements of Hearing aids (BIS, IEC and ANSI standards).
- 4.3 Environmental tests for Hearing aids

Practicum

- Listen to the output of different types and classes of hearing aids (monaural, binaural, analog, digital hearing aids), in different settings
- Troubleshoot hearing aids: Check the continuity of the receiver cord using multimeter, measure the voltage of different sized batteries using multi meter, Check voltage of batteries different types and sizes
- Carry out electroacoustic measurements for the body level and ear level hearing aids
- Program the hearing aid for different configuration and degrees of hearing loss (at least 5 different audiograms) using different rescriptive formulae
- Program the hearing aid for different listening situations (at least 3 different situations)
- Vary the compression settings in a digital hearing aid and note down the differences in the output
- Perform real ear insertion measurements using different hearing aids (body level and ear level, hearing aids of different gains)
- Compare speech perception through conventional BTE and RIC hearing aids using a rating scale
- Observe assistive listening devices such as telephone amplifier, vibro-tactile alarms, note down the candidacy and their utility.

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Course 5.4 **Pediatric Audiology**

- Objective After completing this course, the student will be able to
- Describe auditory development
 - List etiologies and relate them to different types of auditory disorders that may arise
 - Explain different hearing screening/identification procedures and their application
 - Elaborate on different aspects of pediatric behavioral and physiological/electrophysiological evaluation
- Unit 1 **Development of Human Auditory System-12 Hrs**
- 1.1 Introduction to paediatric audiology and basic terminologies.
 - 1.2 Embryological development of the human auditory and vestibular systems, and the relevance of this information with special reference to syndromes
 - 1.3 Maturation of the auditory nervous system and its relevance in paediatric hearing
 - 1.4 Development of auditory behaviour – prenatal hearing, newborn hearing, auditory development (minimum response level, localization, perception of speech, need for multiple cues).
- Unit 2 **Early Identification of Hearing Loss and Hearing Screening-12 Hrs**
- 2.1 Need for early identification with special reference to conductive and sensorineural hearing loss, mild hearing losses, sloping hearing losses, fluctuating hearing losses and unilateral hearing loss
 - 2.2 Recommendations of the Joint committee on infant screening- various position statements showing its evolution
 - 2.3 High risk registers and its utility in early identification.
 - Commonly used high risk registers
 - Sensitivity and specificity
 - Relevance in Indian scenario
 - 2.4 Universal newborn hearing screening- concept, history, present scenario and hurdles.
 - 2.5 Behavioral screening tests (awakening test, bottle feeding test, behavioral observation audiometry)- stimuli, procedures, recording of response, interpretation of results.
 - 2.6 Objective screening tests (e.g., Crib-OGram, auditory cradle, accelerometer recording system, reflex inhibition audiometry, immittance, reflectometry, wide-band reflectance, OAE, evoked potentials)

2.7 School screening

- Screening for hearing sensitivity- behavioral and objective tests
- Screening for (C)APD- Need, tests used (checklists & behavioral screening tests)

Unit 3 **Diagnostic Evaluations- Behavioural Tests-14 hrs**

3.1 Behaviour observation audiometry

3.2 Conditioning techniques:

- Visual reinforcement audiometry and its modifications including CORA
- PIWI and peep show audiometry
- TROCA
- Play audiometry

3.3 Modifications required for multiple disabilities

3.4 Speech audiometry

- Modification required while carrying out speech audiometry in children
- Speech detection threshold
- Speech recognition threshold
- Speech recognition scores – PBK, WIPI, NU Chip, Early speech perception test, Ling's six sound tests, auditory number test, tests available in Indian languages
- BC speech audiometry.

3.1 Functional hearing loss- signs & symptoms and tests used

3.2 Balance assessment: need, causes, behavioral tests

Unit 4 **Diagnostic Evaluations- Objective tests-14 hrs**

4.1 Immittance evaluation- including high frequency probe-tone tympanometry, reflexometry, wide-band reflectance

4.2 OAEs (TEAOAE & DPOAE)

4.3 Evoked potentials (ABR, ASSR & ALLR)

4.4 Objective tests for vestibular assessment (cVEMP, oVEMP, vHIT, Calorics & tests for central vestibular assessment)

Practicum

1. Observe a child with normal hearing (0-2 years) in natural settings. Write a report on his/her responses to sound.
2. Observe a child with hearing impairment (0-2 years) in natural settings. Write a report on his/her responses to sound with and without his amplification device
3. Administer HRR on at least 3 newborns and interpret responses
4. Based on the case history, reflect on the possible etiology, type and degree of hearing loss the child may have.
5. Compare ABR wave forms in children of varying ages from birth to 24 months.
6. Observe live or video of BOA/VRA of a child with normal hearing and hearing loss and write a report on the instrumentation, instructions, stimuli used, procedure and interpretation.
7. Observe OAE in a child with normal hearing and a child with hearing loss. Write a report on the instrumentation, protocol used and interpretation
8. Observe ABR in a child with normal hearing and a child with hearing loss. Write down a report on the instrumentation, protocol used and interpretation
9. Observe immittance evaluation in a child with normal hearing and a child

with hearing loss. Write a report on the instrumentation, protocol used and interpretation

10. Using role play demonstrate how the results of audiological assessment are explained to caregiver in children with the following conditions
 - Child referred in screening and has high risk factors in his history
 - Child with chronic middle ear disease
 - Child with CAPD
 - Child with severe bilateral hearing impairment

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Course 5.5 (DSE)
Please refer course 2.5

Course 5.6 (GE)
Please refer course 2.6

Course 5.7 (SEC)
Clinicals in Speech Language Pathology

General considerations:

- Exposure is primarily aimed to be linked to the theory courses covered in the semester.
- After completion of clinical postings in Speech –language diagnostics, the student will know (concepts), know how (ability to apply), show (demonstrate in a clinical diary/log book based on clinical reports/recordings, etc.), and do (perform on patients/ client contacts) the following:

Know:

1. Procedures to assess speech fluency and its parameters using standardized tests for children and adults.
2. Differential diagnosis of motor speech disorders in children.
3. Procedures to assess individuals with cleft lip and palate, and other oro-facial structural abnormalities.
4. Procedures to assess laryngectomy and provide management options.

Know-how:

1. To administer at least two more (in addition to earlier semesters) standard tests for childhood language disorders.
2. To record a speech sample for analysis of fluency skills (including blocks & its frequency, rate of speech, prosody, etc.).
3. To assess posture and breathing for speech in children with motor speech disorders.
4. To consult with inter-disciplinary medical/rehabilitation team and counsel the individual/family regarding management options and prognosis.

Show:

1. Rating of cleft, speech intelligibility and nasality – minimum of 2 individuals with cleft lip and palate.
2. Language assessment - minimum of 2 individuals with cleft lip and palate.
3. Transcription of speech sample and assessment of percentage dis/dysfluency–minimum of 2 individuals with stuttering.
4. Assessment of rate of speech on various speech tasks – at least on 2 children & adults.

Do:

1. Voice assessment report - minimum of 2 individuals with voice disorders.
2. Fluency assessment report - minimum of 2 individuals with fluency disorders.
3. Oral peripheral examination on minimum of 2 individuals with cleft lip and palate.
4. Apply speech language stimulation/therapy techniques on 5 children with language disorders/speech sound disorders/ motor speech disorders – minimum 5 sessions of therapy for each child.

Course 5.8 (SEC)
Clinicals in Audiology

General considerations:

- Exposure is primarily aimed to be linked to the theory courses covered in the semester, however, not just limited to these areas.
- After completion of clinical postings in auditory diagnostics and auditory rehabilitation, the student will Know (concept), know how (ability to apply), show (demonstrate in a clinical diary/log book), and do (perform on patients/ client contacts) the following:

Know:

1. Different protocols in tympanometry and reflexometry.
2. Different protocols used in auditory brainstem responses
3. Protocols for screening and diagnostic otoacoustic emissions
4. Tests to assess vestibular system
5. Different indications for selecting implantable hearing devices
6. Various speech stimulation and auditory training techniques

Know-how:

1. To administer auditory brainstem responses for the purpose of threshold estimation and sight of lesion testing
2. To administer high frequency tympanometry and calculate resonance frequency
3. To administer high risk register
4. To modify the given environment to suit the needs of hearing impairment

Show:

1. Analysis of ABR waveforms – threshold estimation 5 and site of lesion 5
2. Analysis of immittance audiometry and relating to other tests – 5 individuals with conductive and 5 individuals with sensori-neural hearing loss
3. How to formulate select appropriate auditory training technique based on audiological evaluation

Do:

1. Threshold estimation on 5 infants (< 2 years)
2. TEOAE and DPOAE on 5 infants (<2 years)
3. BOA on 5 infants (<2 years)
4. VRA on 2 infants (6 month – 3 year)
5. Conditioned play audiometry – 3 children (3-6 years)
6. Hearing aid fitment on 1 infant (< 3 years) 2 children (3-6 years)
7. Listening age of 3 children with hearing impairment
8. Appropriate auditory training on 5 children with hearing loss

SEMESTER VI

Course 6.1 (DSC)

Motor Speech Disorders in Adults

- | | |
|---------------|--|
| Objectiv
e | <p>After completing the course, the student will be able to</p> <ul style="list-style-type: none"> • Understand the characteristics of acquired motor speech disorders in adults • Evaluate and diagnose speech characteristics in acquired motor speech disorders • Learn about the techniques for the management of speech and related errors in acquired motor speech disorders |
| Unit 1 | <p>Introduction to Motor Speech Disorders in Adults -12 Hrs</p> <p>1.1 Dysarthria in adults:</p> <ul style="list-style-type: none"> • Definition and different classification systems of dysarthria in adults • Types of dysarthria in adults and their neurological bases • Nonspeech and speech characteristics in different types of dysarthria • Acoustic and physiological findings in different types of dysarthria. <p>1.2 Apraxia of speech in adults (AOS):</p> <ul style="list-style-type: none"> • Definition of verbal and nonverbal apraxia of speech. • Different types of apraxia in adults and their neurological bases. • Nonspeech and speech characteristics of AOS. • Acoustic and physiologic findings in AOS. <p>1.3 Physiology of normal swallow and its characteristics in different neurological conditions such as ALS, Parkinson's disease, Huntington's disease, multiple sclerosis, apraxia.</p> |

- Unit 2 **Etiologies of Dysarthria and Apraxia of Speech-12 Hrs**
- 2.1 Common causes leading to any of the dysarthria and apraxia : Traumatic brain injury (TBI), Cerebrovascular accident (CVA), Infections such as meningitis, encephalitis, and HIV, Neoplasms, Toxic agents.
- 2.2 Common neurogenic conditions leading to dysarthria
- Flaccid dysarthria: Muscular dystrophy, polymyositis, myasthenia gravis, poliomyelitis, polyneuritis (Guillain-Barre syndrome)
 - *Ataxic dysarthria*: Ataxic telangiectasia, Von-Hippel Lindau disease, *Freidrich's ataxia*
 - Hypokinetic dysarthria: Parkinson's disease
 - Hyperkinetic dysarthria: Tardive dyskinesia, Huntington's and Sydenham's chorea, Meige syndrome, Tourette's syndrome.
 - Mixed dysarthria: Motor neurone disease [Amyotrophic multiple sclerosis (ALS), Primary lateral sclerosis (PLS), Progressive bulbar and pseudobulbar palsy], Corticobasal Degeneration (CBD), Wilson's disease, Neurosyphilis.
- Unit 3 **Assessment of Dysarthria and Apraxia of Speech-14 Hrs**
- 3.1 Assessment of dysarthria
- Perceptual analysis – examination of the speech systems during speech and nonspeech (oromotor and orosensory) activities, standard tests and methods, speech intelligibility assessment scales.
 - Instrumental analysis-
 - Aerodynamic
 - Electromyographic
 - Kinematic
 - Acoustic
- 3.2 Advantages and disadvantages of instrumental and perceptual analysis of speech.
- 3.3 Assessment of apraxia of speech-standard tests and scales, subjective methods and protocols.
- 3.4 Differential diagnosis of dysarthria from functional articulation disorders, apraxia of speech, aphasia and allied disorders.
- 3.5 Evaluation of swallowing disorders (Dysphagia)- An overview to subjective and objective methods
- Unit 4 **Management of Dysarthria and Apraxia of Speech-14 Hrs**
- 4.1 Management of dysarthria –
- General intervention principles
 - Behavioural approaches (vegetative exercises, oral sensorimotor facilitation techniques, compensatory and facilitatory techniques for the correction of respiratory, phonatory, resonatory, articulatory & prosodic errors)
 - Prosthetic and medical (surgical and pharmacological approaches)
- 4.2 Management of apraxia of speech- principles of motor learning, different behavioral management approaches including articulatory kinematic approaches, rate and /or rhythm approaches.
- 4.3 Application of Augmentative and Alternative Communication (AAC) systems for adult dysarthric and apraxic individuals –assessment for AAC candidacy, choosing an appropriate system and technique, training communication partners, generalization of learning and effective use of AAC in adult

dysarthrics and apraxics.

4.4 Management of swallowing disorders (Dysphagia) – An overview to rehabilitative and compensatory approaches

Practicum

1. Identify the cranial nerves and mention its origin and insertion from a picture/model.
2. Demonstrate methods to assess the cranial nerves.
3. Assess the respiratory system using speech and non-speech tasks in 10 healthy adults.
4. Assess the phonatory system using subjective and acoustic analysis in 10 healthy adults.
5. Looking at a video identify the clinical signs and symptoms of different neurological conditions resulting in Dysarthria.
6. Record the speech sample of 5 normal adults and compare with the audio sample of individuals with Dysarthria.
7. Administer Duffy's intelligibility rating scale on 5 healthy adults.
8. Administer Frenchay's Dysarthria Assessment on 5 healthy adults.
9. Demonstrate activities to improve the functions of speech subsystem.
10. Identify the signs of UMN and LMN based on a video.
11. Prepare a low tech AAC for functional communication for an individual with apraxia.

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Course 6.2 (DSC)

Language Disorders in Adults

- Objective** After completing the course, the student will be able to
- Understand the characteristics of language disorders in adults
 - Evaluate and diagnose speech characteristics in adults with language disorders
 - Learn about the techniques for the management of speech and related errors in language disorders seen in adults
- Unit 1 Neurosciences of Adult Language Disorders & Aphasiology-12 Hrs**
- 1.1 Neuroanatomical, neurophysiological and neurochemical correlates for language function
 - 1.2 Neurolinguistic models and language processes – connectionists, hierarchical, global, process and computational models
 - 1.3 Historical aspects of aphasia
 - 1.4 Definitions, causes, classifications (cortical and subcortical aphasia), approaches to classification systems, types of aphasia- speech, language, behavioral and cognitive characteristics of varieties of aphasia
- Unit 2 Non-Aphasic Language Disorders/ Cognitive Communication Disorders in Adults-12 Hrs**
- 2.1 A brief overview of Speech, language characteristics in
 - TBI (Traumatic Brain Injury)
 - RHD (Right Hemisphere Damage)
 - Dementia
 - PPA (Primary Progressive Aphasia)
 - Schizophrenia
 - Metabolic disorders
 - Alcohol induced disorders
- Unit 3 Assessment of Aphasia and Other Cognitive Communication Disorders -14 Hrs**
- 3.1 Assessment of cognitive-linguistic behavior of adults with aphasia – Screening, Diagnostic and performance assessment tools (Scoring, interpretation and rationale) –BST, WAB, RTT, BAT, LPT, CLAP, CLQT
 - 3.2 Assessment of speech, language, linguistic and cognitive behavior of adults with Non-aphasic language disorders/ Cognitive communication disorders – MMSE, ABCD, CLAP, CLQT
 - 3.3 Reflections on approaches to assessment in bi/multilingual situation
 - 3.4 Theories of spontaneous recovery and prognostic indicators of aphasia and other cognitive-communication disorders
- Unit 4 Intervention Strategies for Aphasia and Cognitive-Communication Disorders -14 Hrs**
- 4.1 Principles of language intervention
 - 4.2 Speech-Language Management Approaches- Deblocking, VCIU, LOT, MAAT, PACE, Stimulation Facilitation Approach, RET, VAT, Semantic

Feature Analysis, TAP, TUF

4.3 Team approach in rehabilitation of adult language disorders

4.4 Counseling and home management for aphasia and other cognitive-communication disorders

4.5 Rights of persons with aphasia

Practicum

1. Identify different lobes of in the brain by looking at a model/ image and label the language areas.
2. Administer a standardized test battery on 3 normal individuals to assess language and cognition.
3. Administer bilingual aphasia test on 3 healthy normal adults.
4. List the language characteristics in different types of aphasia from a video.
5. Analyse the speech, linguistic and non-linguistic features seen in Right hemisphere damaged individual from a video.
6. In a given brain model mark the subcortical structures involved in language processing/ production.
7. Demonstrate various facilitatory and compensatory therapy techniques in the management of aphasia.
8. Formulate activities to assess linguistic abilities in dementia and aphasia.
9. Counsel by a role play for a given profile of an individual with adult language disorder.
10. Prepare a counselling checklist /guideline that can be used with the family members of an individual with aphasia and traumatic brain injury.

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Course 6.3 (DSC) **Environmental Audiology**

- Objective After studying the paper the students are expected to realize the following:
- Explain the effects of noise on various systems in the body, with special reference to auditory system.
 - Select appropriate test/s and assess the effects of occupational noise.
 - Independently assess various kinds of noise in the environment and its possible effects.
 - Identify people at-risk of developing occupational hearing loss and plan effective hearing conservation program.
 - Assess eligibility for compensation in individuals with NIHL.
- Unit 1 **Overview, Types and Effects of Environmental Noise-14 Hrs**
- 1.1 Definition of noise, sources –community, industrial, music, traffic and others, types – steady and non-steady
- 1.2 Effects of noise:
- Auditory effects of noise exposure: Historical aspects, TTS, factors affecting TTS, recovery patterns, PTS, Histopathological changes, Effect on communication, SIL, AI, Noy, PNdB, PNL, EPNL, NC curves, NRR, SNR. Effects on central auditory processing.
- Non-auditory effects of noise exposure: Physiological/somatic including

vestibular effects, Psychological responses, stress and health, sleep, audio-analgesia effects on CNS and other senses, effects on work efficiency and performance.

Unit 2 Audiological Evaluation of Individuals Exposed to Occupational Noise-14 Hrs

2.1 Case history

2.2 Audiometry in NIHL

Pure tone audiometry

- Hearing screening
- Baseline and periodic monitoring tests, brief tone audiometry, correction for presbycusis
- Testing environment
- Extended high frequency audiometry
- Speech audiometry
- Speech perception tests in quiet and in presence of noise

2.3. Other audiological evaluations: immittance evaluation, AEP, OAE, Tests for susceptibility.

Unit 3 Noise and Vibration Measurements-12 Hrs

3.1 Instrumentation

3.2 Procedure for indoor and outdoor measurement of ambient noise, noise survey, traffic noise, aircraft noise, community noise and industrial noise

3.3 Factors affecting noise and vibration measurement

a. Reporting noise measurement including noise mapping.

3.4 DRC – definition, historical aspects, use of TTS and PTS, information in establishing DRC

3.5 CHABA, AFR 160-3, AAOO, damage risk contours, Walsh-Healey Act, OSHA, EPA, Indian noise standards for fire crackers

3.6 Claims for hearing loss: Fletcher point-eight formula, AMA method, AAOO formula, California variation in laws, factors in claim evaluation, variations in laws and regulations, date of injury, evaluation of hearing loss, number of tests

3.7 Indian acts/regulations.

Unit 4 Hearing Conservation-12 Hrs

4.1. Need for hearing conservation program

4.2. Steps in hearing conservation program

4.3. Noise control: Engineering and administrative controls

4.4. Hearing protective device (HPDs)

- Types: ear plugs, ear muffs, helmets, special hearing protectors, merits and demerits of each type
- Properties of HPDs: attenuation, comfort, durability, stability, temperature, tolerance
- Outcome measures and evaluation of attenuation characteristics of HPDs

4.5 Noise conditioning/ Toughening

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Course 6.4 (DSC)

Implantable Hearing Devices and Hearing Aid Fitting

- Objective After studying the paper the students are expected to realize the following:
- Select hearing aids based on pre selection factors and appropriate tests
 - Select different assistive listening devices.
 - Take ear impression and prepare the ear mould.
 - Decide candidacy and select appropriate implantable device
 - Trouble shoot hearing aids and counsel.
- Unit 1 **Hearing Aid Selection and Fitting-12 Hrs**
- 1.1 Pre-selection factors
 - 1.2 Selection and programming of linear and non-linear digital hearing aids using prescriptive and comparative procedures
 - 1.3 Verification using functional gain and insertion gain methods
 - 1.4 Use of impedance, OAEs and AEPs
- Unit 2 **Hearing Aid Fitting in Different Population, Assistive Listening Devices and Outcome Measures-14 Hrs**
- 2.1 Hearing aids for conductive hearing loss
 - 2.2 Hearing aids for children
 - 2.3 Hearing aids for elderly
 - 2.4 Outcome measures of Hearing aid benefits
 - 2.5 Assistive listening devices – types and selection
- Unit 3 **Implantable Hearing Devices -14 Hrs**
- 3.1 Middle ear implants Implantable hearing aids- Types components,
 - Types, components, surgical approaches, risks, complications, candidacy and contraindications
 - 3.2 Implantable bone conduction devices
 - Types, components, surgical approaches, risks, complications, candidacy and contraindications
 - 3.3 Cochlear implants
 - Components, terminology, speech coding strategies, candidacy, contraindications, advantages and complications, Mapping and issues related to CI.
 - 3.4 Overview of Brainstem and Midbrain implants
- Unit 4 **Mechano-Acoustic Couplers, Counselling and Troubleshooting-12 Hrs**
- 4.1 Types of ear moulds
 - 4.2 Various procedures of making different types of ear moulds
 - 4.3 **Various modifications of ear moulds and its effect on acoustic characteristics**
 - 4.4 Counseling on care and Maintenance of ear molds
 - 4.5 Counseling on care, maintenance and troubleshooting of hearing aids and implantable vices
 - 4.6 Troubleshooting of hearing devices

Practicum

1. Administer a questionnaire to assess hearing aid benefit on 2 persons using hearing aids.
2. Carry out a role play activity of counselling a hearing aid user
3. Ear Molds
 - Take impression for the ear mold using different techniques, different methods and using different materials
 - Make hard mold for any 2 ears
 - Make soft mold for any 2 ears
 - Make vent in hard molds you made
4. Watch videos of BAHA, middle ear implant, cochlear implant
5. Create hypothetical cases (at least 5 different cases) who are candidates for cochlear implantation. Make protocol for recording an EABR
6. List down the technological differences across different models of cochlear implants from different companies, their cost
7. Observation of mapping
8. Watching of videos on AVT
9. Watch video on cochlear implant surgery

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Course 6.5 (AECC)

Speech-Language Pathology and Audiology in Practice

- Objective
- After completing the course, the student will be able to
- List and describe the highlights of legislations relating to speech and hearing disabilities
 - Incorporate ethical practices in professional activities.
 - Provide information on the facilities available for the speech and hearing disabled including welfare measures and policies of government.
 - Describe different strategies to create awareness of speech and hearing impairment and facilities available to take care of them.
 - Familiarizing different clinical setups for the rehabilitation of speech and

- hearing disorders, with reference to their requirement, protocols and role and responsibility of the professionals.
- Familiarizing terminology, technology and methods used in public education, clinical practice including tele practice and camps.
 - And their application in speech and hearing service delivery.
- Unit 1 **Introduction to the Speech –Language Pathology and Audiology in Practice-12 Hrs**
- 1.1 Epidemiology of speech and hearing disorders
 - 1.2 Need for rehabilitation and steps involved in rehabilitation.
 - 1.3 ICD and ICF
 - 1.4 Levels of prevention: Primary, secondary and tertiary
 - 1.5 National programs and efforts by the professionals including India in the process of rehabilitation.
 - 1.6 Organizing camps, screening (need, purpose, planning, organizing and conducting including providing remedial measures to the needy)
 - 1.7 Public education and information (media, radio broadcasts, street plays)
 - 1.8 Functions of speech & hearing centers in different set-ups
 - 1.9 Private practice, evidence based practice
 - 1.10 Government organizations, NGOs
 - 1.11 Role of itinerant speech therapist, anganwadis, resource teachers etc.
 - 1.12 Community based rehabilitation and other methods of integration of the disabled in the society.
- Unit 2 **Public Laws Related to Disability-14 Hrs**
- 2.1 Scope of practice in speech and hearing (National & International bodies)
 - 2.2 Professional ethics
 - 2.3 Rehabilitation Council of India and Disability related acts in India
 - 2.4 Consumer protection Act and other public laws.
 - 2.5 Disability related Acts pertaining to Education and welfare of persons with disability in International perspective-UNCRPD.
 - 2.6 Welfare measures available for persons with speech language and hearing disability
 - 2.7 Certification of persons with speech language and hearing disability
 - 2.8 Concept of barrier free access and universal design relating to individuals with speech and hearing impairment
- Unit 3 **Organization and Administration of Speech-Language and Hearing Centers and Public Education-14 Hrs**
- 3.1 Setting up a speech-language and hearing center
 - 3.2 Organization of space, time, personnel and audiometric rooms.
 - 3.3 Budgeting and, financial management
 - 3.4 Purchase formalities
 - 3.5 Recruiting personnel – rules and salary
 - 3.6 Leave rules and other benefits for professionals and personnel
 - 3.7 Documents and record keeping – different types
 - 3.8 Public education methods
 - 3.9 Organizing workshops, seminars and conferences.
- Unit 4 **Scope and Practice of Tele-Assessment & -Rehabilitation-12 Hrs**
- 4.1 Introduction to tele-health: definition, history of tele-health
 - 4.2 Terminologies-tele-health, tele medicine, tele practice
 - 4.3 Connectivity: internet, satellite, mobile data
 - 4.4 Methods of tele-practice-store and forward and real time
 - 4.5 Ethics and Regulations for tele practice
 - 4.6 Requirements/Technology for tele- practice: Web based platforms, Video

- conferencing, infrastructure
- 4.7 Manpower at remote end and speech-language pathologist/audiologist end, training assistants for tele-practice
- 4.8 Audiological screening using tele-technology: new born hearing screening, school screening, community screening, counselling.
- 4.9 Diagnostic services using tele-technology: video otoscopy, pure tone audiometry, speech audiometry, oto acoustic emission, tympanometry, auditory brainstem response.

Practicum

1. Attend camps, seminars, workshops, conferences, school screening, community based screening.
2. Undertake the activities such as ‘Dangerous decibel’ program (www.dangerousdecibels.org)
3. Visit an speech pathologist/audiologist in different practice settings and provide a report
4. Administer ICF protocols for patients with different disorders
5. Explore websites of various institutions, hearing aid companies, NGOs working with disabled and describe the accessibility features and information provided
6. Develop one pamphlet/poster/ in local language that would address some aspect of speech and hearing practice.
7. Perform accessibility ability of your institute/center and prepare a report

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Course 6.6 (SEC) **Clinicals in Speech-Language Pathology**

General considerations:

- Exposure is primarily aimed to be linked to the theory courses covered in the semester.
- After completion of clinical postings in Speech–language diagnostics, the student will know (concepts), know how (ability to apply), show (demonstrate in a clinical diary/log book based on clinical reports/recordings, etc.), and do (perform on patients/ client contacts) the following:

Know:

1. Procedures to assess motor speech disorders in adults.
2. Differential diagnosis of motor speech disorders in adults.
3. Procedures to assess individuals with adult language disorders, and other related abnormalities.

Know-how:

1. To administer at least two standard tests for adult language disorders.
2. To administer at least two standard tests/protocols for motor speech disorders in adults.
3. To record a sample for analysis of language and speech skills in adults with neurocommunication disorders.
4. To assess posture, breathing, speech and swallowing in adults with motor speech disorders.
5. To consult with inter-disciplinary medical/rehabilitation team and counsel the individual/family regarding management options and prognosis.

Show:

1. Language assessment - minimum of 2 individuals after stroke.
2. Associated problems in individuals after stroke and its evaluation.
3. Dysphagia assessment – minimum of 2 children & adults.
4. Goals and activities for therapy (including AAC) based on assessment/test results for adults with neuro-communication disorders.

Do:

1. Voice therapy - Minimum of 2 individuals with voice disorders.
2. Fluency therapy - Minimum of 2 individuals with fluency disorders.

3. Bed side evaluation of individuals with neuro-communication disorders – Minimum of 2 individuals.
4. Apply speech language stimulation/therapy techniques on 5 children with language disorders/speech sound disorders/ motor speech disorders – minimum 5 sessions of therapy for each child.

Course 6.7 (SEC)
Clinicals in Audiology

General considerations:

- Exposure is primarily aimed to be linked to the theory courses covered in the semester, however, not just limited to these areas.
- After completion of clinical postings in auditory diagnostics and auditory rehabilitation, the student will Know (concept), know how (ability to apply), show (demonstrate in a clinical diary/log book), and do (perform on patients/ client contacts) the following:

Know:

1. National and international standards related to noise exposure.
2. Recommend appropriate treatment options such as speech reading, AVT, combined approaches etc.

Know-how:

1. To carryout noise survey in Industry and community
2. To carryout mapping of cochlear implant in infants and children using both objective and subjective procedures
3. To trouble shoot cochlear implant

Show:

1. Analysis of objective responses like compound action potential, stapedial reflexes on at least 3 samples
2. Comprehensive hearing conservation program for at least 1 situation

Do:

1. AVT on at least 1 child with hearing impairment
2. Trouble shooting and fine tuning of hearing aids on at least 5 geriatric clients
3. At least one activity for different stages involved in auditory training

SEMESTER VII & VIII

Course 7 & 8 (SEC)

Clinicals in Speech Language Pathology

General considerations:

Clinical internship aims to provide clinical exposure and experience in different set ups. The students would not only carry out greater quantum of work, but also work varied clinical populations and in different contexts. Internship will provide greater opportunity for the students to liaise with professionals from allied fields. The intern is expected to demonstrate competence and independence in carrying out the following, among others:

General:

1. Diagnosis and management of speech, language, and swallowing disorders across life span.
2. Report evaluation findings, counsel and make appropriate referrals.
3. Plan and execute intervention and rehabilitation programs for persons with speech language, communication, and swallowing disorders
4. Develop and maintain records related to persons with speech-language, communication, and swallowing disorders
5. Engage in community related services such as camps, awareness programs specifically, and community based rehabilitation activities, in general.
6. Make appropriate referrals and liaise with professionals from related fields.
7. Gain experience in different set ups and be able to establish speech centers in different set-ups
8. Demonstrate that the objectives of the B.ASLP program have been achieved.
9. Advise on the welfare measures available for their clinical clientele and their families.
10. Advise and fit appropriate aids and devices for their clinical population.

Course 7 & 8 (SEC)

Clinicals in Audiology

General considerations:

Clinical internship aims to provide clinical exposure and experience in different set ups. The students would not only carry out greater quantum of work, but also work varied clinical

populations and in different contexts. Internship will provide greater opportunity for the students to liaise with professionals from allied fields. The intern is expected to demonstrate competence and independence in carrying out the following, among others:

General:

1. Diagnosis and management of hearing disorders across life span.
2. Report evaluation findings, counsel and make appropriate referrals.
3. Plan and execute intervention and rehabilitation programs for persons with hearing
4. Disorders
5. Develop and maintain records related to persons with hearing disorders
6. Engage in community related services such as camps, awareness programs specifically, and community based rehabilitation activities, in general.
7. Make appropriate referrals and liaise with professionals from related fields.
8. Gain experience in different set ups and be able to establish hearing centres in different set-ups
9. Demonstrate that the objectives of the B.ASLP program have been achieved.
10. Advise on the welfare measures available for their clinical clientele and their families.
11. Advise and fit appropriate aids and devices for their clinical population.