

  
**UNIVERSITY OF MYSORE**  
Estd. 1916

VishwavidyanilayaKaryasoudha  
Crawford Hall, Mysuru- 570 005  
Dated: 20.07.2024

No.AC2(S)/55/2024-25

**Notification**

**Sub:-**Syllabus and Regulations of PG Diploma in Auditory Verbal Therapy (PGD-AVT) with effect from the Academic year 2024-25.

- Ref:-** 1. Decision of Board of Studies in Audiology (PG) meeting held on 21-06-2023.  
2. Decision of the Faculty of Science & Technology meeting held on 19-06-2024.  
3. Decision of the Academic Council meeting held on 28-06-2024.

\*\*\*\*\*

The Board of Studies in Audiology (PG) which met on 21-06-2023 has resolved to recommend & approved the Syllabus, Regulations and Scheme of examinations of PG Diploma in Auditory Verbal Therapy (PGD-AVT) programme with effect from the Academic year 2024-25.

The Faculty of Science & Technology and Academic Council at their meetings held on 19-06-2024 and 28-06-2024 respectively has also approved the above said Syllabus, Regulations and Scheme of examinations hence it is hereby notified.

The Syllabus and Scheme of Examinations content may be downloaded from the University Website i.e., [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in).

  
Registrar  
Registrar  
University of Mysore  
Mysore

**To;**

1. The Registrar (Evaluation), University of Mysore, Mysuru.
2. The Chairman, BOS/DOS in Speech and Hearing Manasagangothri, Mysore.
3. The Dean, Faculty of Science & Technology, DoS in Mathematics, MGM.
4. The Director, Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.
5. The Director, PMEB, Manasagangothri, Mysore.
6. Director, College Development Council, Manasagangothri, Mysore.
7. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
8. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
9. Office Copy.

**POST GRADUATE DIPLOMA PROGRAMME ON AUDITORY VERBAL  
THERAPY (PGD-AVT)**

**Proposed Regulations and Syllabus**

**(2023-24)**

**All India Institute of Speech and Hearing**

**Manasgangothri**

**Mysuru-570006**

## **1. Purpose**

The ratification of the UN Convention on the Rights of Persons with Disabilities (Article 24) in 2007 by the Indian government and the passing of the 'The Right to Education Act (2009)' subsequently has brought a new direction to the field of management of deaf and hard of hearing individuals in the country. Professionals offering services to the deaf and hard of hearing must acquire the skills to adopt and use modern technology for the benefit of persons with hearing impairment. Majority of the training programs tend to focus on disability than on the needs of differently abled children. Post Graduate Diploma Course in Auditory Verbal Therapy for the training professionals in the fields of Speech & Hearing and Special Education highlights the similarities between hearing children and their deaf and hard of hearing peers and therefore uses normal patterns of development on which to base the habilitation of deaf and hard of hearing children. Inclusion / inclusive education lie at the very heart of Auditory Verbal Therapy (AVT) and therefore, the new program is justified.

The purpose of the Post Graduate Diploma Course in Auditory Verbal (PGD-AVT) Therapy is to train and equip professionals in the fields of Speech & Hearing and Special Education with knowledge and skills to practice auditory verbal therapy with young children with deafness and hard of hearing as a part of the early intervention program. The course further aims to facilitate professionals in setting up of early intervention centers staffed by therapists who have the requisite skills to work with deaf and hard of hearing children. The objectives of this program are to impart knowledge in modern technology and its significance in the practice of educating children with hearing impairment, identify the principles and practices of auditory verbal therapy and related services, develop skills and competencies for practicing auditory verbal therapy as a part of the early intervention services for young children with hearing impairment. The program would also promote speech-language development and education of young hearing impaired children, and promote parent - teacher empowerment develop skills and competencies in students for practicing AVT as a part of early intervention for young hearing impaired children, and to teach the need and significance of practice of AVT in India.

## **2. Justification**

It is a known fact that early identification and intervention of children with hearing impairment is very essential. Auditory learning is a crucial part of an intervention program for children with hearing impairment. AVT is one of the methods to teach the children with hearing impairment to develop speech and language through the auditory mode with the use of hearing device(s). This technique has gained a lot of popularity as it has been found to be a successful procedure by many professionals across the world. There are also scientific evidences to prove the efficacy of this method. This method has got specific principles, steps and techniques to be followed by trained professionals.

For successful use of AVT, the speech and hearing professionals / special educators need to undergo specific theoretical and practical training on AVT. The existing B.Sc. (Speech and Hearing) and M.Sc. (Audiology) programmes have got AVT as a small component of rehabilitation of individuals with hearing impairment. However, due to the manifold contents of the syllabus, it is not possible to give extensive and in-depth AVT training in these courses. In addition, many of the audiology clinics prefer the professionals who undergo special AVT training. Further, at our Institute, there has been increase in the number of seekers of auditory learning. This mandates the need for many trained AVT professionals. Hence, there is a requirement of a programme on AVT. The aim of this program would be to produce skilled the speech, hearing and special education professionals who can provide AVT to children with hearing impairment.

**Proposed year of commencement: 2024**

## **3. Preamble**

Systematic and intensive training of the existing re/habilitation professionals is critical if India is to keep pace with international trends in the habilitation of deaf and hard of hearing children. International protocol recommends that training in Auditory Verbal therapy be given only by professionals who are themselves certified as LSLS Cert. AVT® by the A.G. Bell Academy, an international organization. Therefore, this Post Graduate Diploma in Auditory Verbal Therapy should preferably follow the same modules of theory, guided observation and practice of Auditory Verbal Therapy as taught in the training of LSLS Cert. AVT®.

Across the world, all countries are working towards implementing the position statement of the Joint Committee on Infant Hearing, 2007. This 1-3-6 protocol specifies that with the help of universal newborn infant screening babies with hearing loss be identified by one month of age and be appropriately provided amplification facility by three months of age so that effective intervention begins at six months of age at the latest.

One such program for early intervention is the institution of a Post Graduate Diploma Course in Auditory Verbal Therapy for the training professionals in the fields of Speech & Hearing and Special Education. By its very definition, Auditory Verbal Therapy, highlights the similarities between hearing children and their deaf and hard of hearing peers and therefore uses normal patterns of development on which to base the habilitation of deaf and hard of hearing children. Inclusion / inclusive education lie at the very heart of Auditory Verbal Therapy and therefore, the new program is justified.

#### **4. Regulations for *PG Diploma in AVT***

##### **4.1. Programme**

The programme will be called as *PG Diploma in Auditory Verbal Therapy (PGD-AVT)*. A candidate who maintains normal pace of studies requires 2 semesters to earn the stipulated **34** credits for PG Diploma.

##### **4.2. Eligibility, mode of selection and intake**

###### **4.2.1 Intake**

The total intake shall be 10 seats. The programme will be offered if a minimum of 4 candidates are admitted. Reservations will be as per Government of India rules.

###### **4.2.2 Eligibility**

Admission to PGD-AVT is open to candidates who have passed in any of the following exams under the University of Mysore or any other recognised university /institute with a minimum of pass class in the qualifying examinations:

- a) A graduate degree in Audiology /Speech-Language Pathology/Speech and Hearing, or
- b) A Graduate Degree Special Education (Hearing Impairment), or
- c) Equivalent degree from any other University and who is registered with the Rehabilitation Council of India
- d) Foreign nationals should produce evidence of professional registration in their home country.

**Note:** The qualifying marks is defined as the sum of all the marks secured in all semester/annual examinations in the very first attempts during the qualifying degree.

#### **4.2.3 Mode of selection**

- a) The eligible applicants shall be listed in order of merit which is decided based on the marks in the qualifying examination.
- b) The admissions shall be in accordance with the merit cum reservation policy of the Government of India.
- c) Short listed candidates will undergo an interview. The final selection will be based on the discretion of the Head of the Institution.

#### **4.2.4 Duration of the programme**

For a candidate who maintains the normal pace in his studies, this will be a two semester programme of 10 months duration. The calendar of events is given below: which will commence on 1st of August every year:

- I Semester: August to December
- II Semester: January to May

#### **4.2.5 Attendance requirement, Progress and Conduct**

The candidate has to put in a minimum of 75% of the attendance in every course. Condonation of attendance is as per regulations of University of Mysore. The minimum attendance required for crediting is 75%. If the attendance in any course is less than 75%, the candidate is said to have dropped that course and the credits earned in that course by the candidate becomes zero or in other words it becomes equivalent to the withdrawal of registration in that course. However, he/she has to attend the whole semester in the next academic year.

#### **4.2.6 Implementation of credit pattern (for *PG Diploma in Auditory Verbal Therapy*)**

##### **Overall Structure**

One credit is 1 hour of theory / 2 hours of Tutorials/ 3 hours of practicum. A candidate has to earn 34 credits to complete *PG Diploma in Auditory Verbal Therapy*.

Normally a candidate can complete the programme over 2 semesters and he/she is permitted to complete the programme in a period of 4 semesters , beyond which a candidate is said to be ineligible for the degree, which is as per the norms of double the duration to complete a programme.

**4.2.7 Titles of courses, practicals offered for the programme with teaching hours/week**

**PGD-AVT CBCS and CAGP Structure – 2016**

Sem.	Course No.	Credit L:T:P	Total Credits	No. of Hrs (Hr x Cr = Hr)	Credits	No. of Hrs/wk	Total no. of hours /week	HC/SC/OE	Title of the course
I	1.1	3:1:0	18	L=1*3 = 3 T=2*1 = 2	4	5	33	HC	Auditory Verbal Techniques
	1.2	3:1:0		L=1*3 = 3 T=2*1 = 2	4	5		HC	Spoken Language and Communication Development
	1.3	3:1:0		L=1*3 = 3 T=2*1 = 2	4	5		HC	Child Development
	1.4	0: 0: 6		P =3*6 = 18	6	18		HC	Practicum
II	2.1	3:1:0	16	L=1*3 = 3 T=2*1 = 2	4	5	30	HC	Hearing and Amplification Technologies
	2.2	3:1:0		L=1*3 = 3 T=2*1 = 2	4	5		HC	Parent empowerment and curriculum support
	2.3	2:0:0		L=1 * 2 = 2	2	2		SC	Performing and visual arts in education or Visual arts in education or Performing arts in education
	2.4	0: 0: 6		P =3*6 = 18	6	18		HC	Practicum

**Note:**

L: One hour of lecture = 1 credit

T: Two hours of tutorials = 1 credit

P: Three hours of practicum = 1 credit

#### 4.2.8 Scheme of Examination / Evaluation

The teacher who offers a course shall wholly be responsible in assessing a candidate in that course. The evaluation of the candidate shall be based on continuous assessment. The modalities should normally be defined by the teacher himself / herself. A broader structure for evaluation is as follows:

The course shall be evaluated for a maximum of 100 marks made up of the following components.

##### Components

The details of continuous assessment are summarized in the following Table.

<b>Component</b>	<b>Syllabus in a course</b>	<b>Weightage</b>	<b>Period of Continuous assessment</b>
<b>C<sub>1</sub></b>	First 50% (2 units of total units)	<b>25%</b>	First half of the semester. To be consolidated by 8th week
<b>C<sub>2</sub></b>	Remaining 50% (Remaining units of the course)	<b>25%</b>	Second half of the semester. To be consolidated by 16th week
<b>C<sub>3</sub></b>	Semester-end examination (All units of the course)	<b>50%</b>	To be completed during 18th-20th week.
<b>Final grades to be announced latest by 24th week</b>			

The course shall be evaluated for a maximum of 100 marks made-up of the following components:

Components 1 & 2 shall be made-up of tests, seminars, discussions, and presentations made by the candidate, assignments and such similar performance evaluating activities. Component 3 shall be at the end of the semester and shall be based on a written examination. The method followed by a teacher to evaluate his/her candidates shall be uniform to all the candidates and the teacher shall keep the testing mode informed to the candidates at least 5 days in advance.

For the practicum for Component 3 there will be a viva voce for 50% of the marks in the end of the second semester which will be conducted by an internal and an external examiner awarding 25% of the marks.



**4.2.9** In case a candidate secures less than 40% in C<sub>1</sub> and C<sub>2</sub> put together in a course, the candidate is said to have DROPPED that course, and such a candidate is not allowed to appear for C<sub>3</sub> in that course. In case a candidate's class attendance in a course is less than 75% or as stipulated by the University, the candidate is said to have DROPPED that course, and such a candidate is not allowed to appear for C<sub>3</sub> in that course.

Teachers offering the courses will place the above details in the Department Council meeting during the last week of the semester, before the commencement of C<sub>3</sub>, and subsequently a notification pertaining to the above will be brought out by the Chairman of the Department before the commencement of C<sub>3</sub> examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).

In case a candidate secures less than 40% in C<sub>3</sub>, he/she may choose DROP/MAKEUP option. In case a candidate secures more than or equal to 30% in C<sub>3</sub>, but his/her grade (G = 5), then he/she may be declared to have been conditionally successful in this course, provided that such a benefit of conditional clearance based on G = 4 shall not be availed for a maximum of 8 credits for the entire programme of Master's Degree of two years.

In case a candidate secures more than 40% in C<sub>3</sub> but G = 4, then he/she may choose DROP/MAKE-UP option. The candidate has to exercise his/her option immediately within 10 days from the date of notification of results. A MAKE-UP examination will be conducted within 25 days from the date of notification of results. If the candidate still remains unsuccessful after MAKE-UP examination he/she is said to have DROPPED that course.

A candidate has to re-register for the DROPPED course when the course is offered again by the department if it is a hard core course. The candidate may choose the same or an alternate core/elective in case the dropped course is soft core / elective course. A candidate who is said to have DROPPED project work has to re-register for the same subsequently within the stipulated period. The details of any dropped course will not appear in the grade card.

**4.2.10** The grade and the grade point earned by the candidate in the course will be as given below.

P	G	GP = V x G
90-100	10	V X 10
80-89	9	V X 9
70-79	8	V X 8
60-69	7	V X 7
50-59	6	V X 6
40-49	5	V X 5
30-39	4	V X 4
0-<30	0	V X 0

Here, P is the percentage of marks ( $P = [(C1+C2)+M]$ ) secured by a candidate in a course which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

#### **4.2.11 Classification of successful candidates**

The Final Grade awarded to the candidate is based on the Grade Point Average (GPA) secured by the candidates and is given as follows:

<i>GPA</i>	<i>Grade</i>
$8 \geq GPA < 10$	Distinction
$6 \geq GPA < 8$	First Class
$5 \geq GPA < 6$	Second Class
$5 < GPA$	Dropped

### **5. Provision for appeal**

A candidate, if dissatisfied with the grades that he/she has got with a feeling that he/she is unnecessarily penalized, can approach the grievance cell with the written submission together with all facts, factual and all the assignments, test papers etc, which were evaluated. He/she can do so before the semester end examination (based on 3 continuous assessments already made) or after the semester end examination (Within 7 days of the results being announced). The grievance cell is empowered to revise the grades if the case is genuine and is also empowered to penalize the candidate if his/her submission is found to be baseless and unduly motivated. The penalty in such a case could be even up to the expulsion of the candidate from the course. The decision taken by the grievance cell is final.

The Director of the institute will be the Chairperson of the grievance cell. The composition of the grievance cell is as follows:

- 1) Director as the Chairperson
- 2) Two senior faculty members
- 3) Additional lady faculty member (in case not covered by 1, 2 & 3), and
- 4) Additional faculty member from a minority community (in case not covered by 1, 2, 3, & 4
- 5) Additional faculty member from SC/ST category (in case not covered in 1, 2, 3, 4, & 5)
- 6) Teacher /mentor as convenor

The appropriate fee shall be collected from the candidate who goes for an appeal to the grievance cell as fixed by the university.

#### **6. Fee structure**

A fee of Rs. 10,000/- shall be collected once in the beginning of the programme. This will be in addition to the hostel fees and the fees prescribed by the University of Mysore. If the candidate spills beyond the II semester, he/she has to pay the additional fee of Rs. 5,000/- per extra semester.

# Course curriculum for the Post Graduate Diploma in Auditory Verbal Therapy

## Course PGDAVT 1.1 Auditory Verbal Techniques

**Course:** Hard Core

**Credits:** 04 (L:T:P = 3:1:0)

**Contact Hours:** 3L + 2T / week

**Marks:** (25 + 25 + 50) 100

### Objectives

**64 hours**

At the end of the course, students should be able to

1. Describe the history and development of auditory verbal therapy
2. Understand the rationale, principles, strategies, techniques and procedures in auditory verbal method of teaching.
3. Develop skills to practice AVT to facilitate normal integration of hearing impaired children
4. Provide support to parents in an auditory verbal setting
5. Develop skills in writing an auditory verbal treatment plan, and

### Unit 1: History, Philosophy and Principles of AVT

- 1.1 History of Auditory Verbal Practice and contributions of the pioneers
- 1.2 Evidence based practice and professional development requirements
- 1.3 Principles and procedures of Auditory Verbal Training
- 1.4 Pre-requisites of Auditory Verbal Training and the factors that affect the outcomes
- 1.5 Importance and system of documentation of diagnostic, clinical and referral report

### Unit 2: The auditory verbal treatment plan

- 2.1 Base line assessment and short term goals based on normal development
- 2.2 Planning and execution of weekly session plans and recording diagnostic information
- 2.3 Age appropriate activities and instructional material for AVT sessions
- 2.4 Listening strategies and Techniques of AVT
- 2.5 Analysis of language samples to evaluate outcomes

### Unit 3: Listening skills development and assessments

- 3.1 Need and importance of developing auditory skills and guiding and coaching parents to develop auditory skills at home

- 3.2 Stages of auditory hierarchy and sequential planning through hierarchy of listening skills
- 3.3 Importance and need for assessments in four areas of audition, language, speech and cognition
- 3.4 Formal and informal assessment of functional listening skills and the use of six sounds test
- 3.5 Test results to make recommendations to parents about management of their child with deafness/ hard of hearing including development of auditory skills

#### **Unit 4: The role of parents in Auditory Verbal Technique**

- 4.1. The role of parents in auditory verbal plan and the team approach
- 4.2. Sharing goals and diagnostic evaluation with parents in every session
- 4.3. Coaching Parents during the session and to encourage participation
- 4.4. Transfer of goals from therapy to home
- 4.5. Management and realistic expectations of children with additional issues

#### **Practical**

- 1.1.1 Observe and write listening strategies used in one to one session (4 sessions)
- 1.1.2 Write 3-months AVT plan for a child with cochlear implant
- 1.1.3 Plan short term and long term goals for a child (2 children)
- 1.1.4 Role plays of reading stories to children of different age group of 2 years to 5 years (4 children)
- 1.1.5 Observe and record the behavior and language of normal hearing children of the age of 2 to 5 years (4 children)

#### **References**

- 1. Estabrooks, W. (2006). Auditory Verbal Therapy and Practice, AG Bell Association for the Deaf and Hard of Hearing, Inc.
- 2. E. Cole., & C. Flexer. (2007). Children with Hearing :Loss Developing Listening and Talking Birth to Six, Plural Publishing
- 3. Estabrooks, W. (1998). Cochlear Implants for Kids, AG Bell Association for the Deaf and Hard of Hearing, Inc.
- 4. Estabrooks, W., & Marlowe J, The Baby is Listening, A G Bell Association for the Deaf and Hard of Hearing, Inc, Washington DC

5. Pollack, D.(1970). Educational Audiology for the Limited Hearing Infant, Charles C. Thomas Simser, J. (1993). Auditory-Verbal Intervention: Infants and Toddlers, Volta Review 95(3), 217-229
6. D. Ling., & A.G. Bell. (1989). Foundations of Spoken Language for Hearing-Impaired Children
7. D. Ling., A. Ling., & A.G. Bell. (1978). Aural Habilitation: The Verbal Foundations of Learning in Hearing-Impaired Children
8. Estabrooks, W. (1994). Auditory Verbal Therapy for Parents and Professionals, A.G. Bell Association for the deaf and hard hearing
9. Flexer, C. (1994). Facilitating Hearing and Listening in Young Children. Singular Publishing Group, Inc. San Diego

\*Note: The candidates need to score more than 50% in C<sub>3</sub> for this course.

## Course PGDAVT 1.2 Spoken Language and Communication Development

**Course:** Hard Core

**Credits:** 04 (L:T:P = 3:1:0)

**Contact Hours:** 3L + 2T / week

**Marks:** (25 + 25 + 50) 100

### Objectives

**64 hours**

At the end of the course, students should be able to

1. Explain the anatomy of the speech mechanism and its role in the development of age appropriate speech and language
2. Describe the normal development of phonology in hearing babies and young children (birth to age 5 years)
3. Describe normal development of language, hearing, cognition, and pragmatics list and explain the types and stages of play and how to assess play in children
4. Describe the impact of additional difficulties (sensory integration/attention difficulties) on the rate of progress in children with deafness/ hard of hearing.

### Unit 1: Speech and Language Development

- 1.1 Anatomy and physiology of the speech and language mechanism
- 1.2 Speech acoustics and its application: Fundamentals of acoustic phonetics
- 1.3 Emergence of speech sounds and aspects of language (phonology, morphology, syntax, semantics & pragmatics) and theories of language development
- 1.4 Acquisition of spoken language development and typical errors in the emerging speech of hearing children
- 1.5 Factors influencing speech and language development

### Unit 2 Speech and Language Disorders and its Assessment

- 2.1 Characteristics of speech and language disorders
- 2.2 Need, relevance and challenges in the assessment of speech and language
- 2.3 Formal and informal tests of speech, language and communication
- 2.4 Emergent literacy development

### Unit 3 Methods of Developing Language

- 3.1 Principles of language teaching
- 3.2 Methods of language development – natural, structural and combined methods
- 3.3 Techniques and strategies used in the development

- 3.4 Spoken language modelling, prompting techniques, responsive teaching
- 3.5 Teaching meaningful and interactive conversation
- 3.6 Computer aided language teaching techniques

#### **Unit 4: Children with Associated Disorders**

- 4.1.Sensory integration: what it is and its implications
- 4.2.Attention difficulties: what it is and its implications
- 4.3.Perception – Development and disorders
- 4.4.Red flags: what they are, identification, implications and management
- 4.5.The team approach
- 4.6.Case studies

#### **Practicals**

- 1.2.1 Obtain and analyze a language sample
- 1.2.2 Obtain and analyze a speech sample
- 1.2.3 Record the language used in daily routine activities of a family (4 children)
- 1.2.4 Track the progress of a hearing impaired child for six months and language

#### **References**

1. Paul R. (2007). Language disorders from infancy through adolescence. Mosby; Elsevier.
2. Riper C. V. (1996). Speech correction: An introduction to speech language pathology. Allyn and Bacon.
3. Robertson I. (2009). Literacy and deafness. Plural Publishing.
4. Shulman, B. B., & Capone, N. C. (2010). Language development: Foundations, processes and clinical applications. Jones and Barllet Publishers
5. Haynes, W. O. (2008). Diagnosis in Speech-Language Pathology. Pearson Education, Inc.
6. Hulit L. M. (2002). Born to talk : An Introduction to Speech and Language Development. Allyn and Bacon.
7. Mc. Laughlin, S. F. (2006). Introduction to Language Development. Thomson.
8. Riper, C. V. (1996). Speech Correction: An Introduction to Speech Language Pathology. Allyn and Bacon.
9. Zemlin, W. R. (1998). Speech and Hearing Science. Allyn and Bacon.



## Course PGDAVT 1.3 Child Development

**Course:** Hard Core

**Credits:** 04 (L:T:P = 3:1:0)

**Contact Hours:** 3L + 2T / week

**Marks:** (25 + 25 + 50) 100

### Objectives

**64 hours**

At the end of this course, the students should

1. Have knowledge on the normal development in hearing, language (receptive and expressive), cognition, communication or pragmatics,
2. Be able to list and explain the type, stages and assessment of play in children,
3. Be able to understand normal development and its disruption because of hearing impairment
4. Be able to understand the auditory brain development and its implications
5. Know and understand the integration of development in four areas of audition, language, speech and cognition and
6. Should be able to facilitate incidental learning in young children with hearing impairment

### Unit 1: Child development stages and learning style

- 1.1 Developmental milestones (birth to age 5 years) in audition, language (receptive and expressive), cognition and communication in hearing babies and young children
- 1.2 Developmental milestones in cognition and the role of cognition in language development
- 1.3 Influence of associated factors on child development—culture, community, family and associated problems
- 1.4 Theories of learning and factors affecting learning
- 1.5 Multiple Intelligence and learning style of children
- 1.6 Significance of play: Types of play and role of play in child development

### Unit 2: Understanding behavior of children

- 2.1 Techniques and strategies of behavior management
- 2.2 Rules and adaptation for discipline in young children
- 2.3 Parents guidance in behavior management and techniques of behavior modification
- 2.4 The relationship between learning and behaviour

## 2.5 Management of children with delayed milestones

Role of the Auditory Verbal Therapist in developing play in children who are deaf or hard of hearing

### **Unit 3: Children with additional difficulties**

3.1 Sensory integration: what it is and its implications

3.2 Attention deficit, causes and implications

3.3 Conditions related to hearing impairment--sensory integration deficit, autism spectrum and learning disability

3.4 Red flags: What they are, identification, implication and management

3.5 The team approach to help children with additional issues

### **Unit 4: Assessments and procedure**

4.1.Importance and need for assessments

4.2.Informal and formal assessments in language and speech of the children between 0 to 5 years

4.3.Relevant standardized assessments for the children from 0 to 5 years

4.4.Listening: from simple to complex and how to develop it

4.5.Managing disruptive behavior of children in a session

### **Practicals**

1.3.1 A case study: to track the progress of a hearing impaired child for nine months

1.3.2 Write action plan for a Red Flag case

1.3.3 Observe and track development of normal hearing and hearing impaired children

1.3.4 Observe and record the behavior of a 3-years old normal hearing child in a group of hearing impaired children

1.3.5 Write a behaviour modification plan for a child with behaviour issues

1.3.6 Assessment of play in children and role of AVT in developing play in children with hearing impairment

### **References**

1. Cole, E., & Flexer, C. (2007) Children with Hearing Loss Developing Listening and Talking Birth to Six, Plural Publishing

2. Flexer, C. (1994) *Facilitating Hearing and Listening in Young Children*. Singular Publishing Group, Inc. San Diego
3. *Meaningful Auditory Integration Scale (MAIS) and Infant-Toddler Meaningful Auditory Integration Scale (IT-MAIS)*
4. Boehm, A. (1986). *Boehm Test of Basic Concepts–3*; The Psychological Corporation, San Antonio, TX
5. Bracken, B. (1984). *Bracken Basic Concept Scale-revised*. The Psychological Corporation, San Antonio
6. Wadsworth, B. J. (1979) *Piaget's Theory of Cognitive Development*. Longman, NY

## Course PGDAVT 2.1 Hearing and Amplification Technologies

**Course:** Hard Core

**Credits:** 04 (L:T:P = 3:1:0)

**Contact Hours:** 3L + 2T / week

**Marks:** (25 + 25 + 50) 100

### Objectives

**64 hours**

At the end of this course, the students should acquire knowledge of

- 1) The auditory mechanism and its working,
- 2) The audiometric tests and differential diagnosis,
- 3) Implantable and non-implantable devices
- 4) The benefits and limitations of different types of amplification systems,
- 5) Candidate selection and programming,
- 6) Auditory assessment in children for cochlear implantation, and
- 7) The knowledge of the factors that determine the outcome of implantable devices.

### Unit 1: Anatomy and Physiology of Auditory system

1.1 Anatomy of the ear

1.2 Physiology of hearing

1.3 Classification of hearing loss

1.4 Causes of hearing loss (congenital and acquired: Syndromic and non-syndromic)

1.5 Auditory plasticity

### Unit 2: Applied Audiology

2.1 Hearing evaluation (pre and post implantation): Protocol for infant hearing screening (formal as well as informal): High risk register

2.2 Auditory verbal international audiological protocol and techniques for neonatal hearing screening

2.3 Different types of auditory tests: Tympanometry and middle ear acoustic reflex: Evoked potentials in hearing assessment

2.4 Trans tympanic electrically evoked ABR: Oto acoustic emission and new born hearing screening

2.5 Need for test battery approach: Importance and limitations of different tests/approaches of hearing evaluation: Linking audiological findings to management

### **Unit 3: Technology**

- 3.1 Hearing aids: Role of AVT therapist in outcome measures for binaural and bimodal conditions
- 3.2 Technology for hearing restoration using Implantable devices
- 3.3 Surgical issues and methods
- 3.4 Candidacy for cochlear implant and realistic expectations (Pre-lingual and post – lingual)
- 3.5 Overview to CI programming: device activation: Mapping and re-mapping; Care and Maintenance
- 3.6 Benefits and limitations of different amplification options

### **Unit 4: Challenges and issues relating technology**

- 4.1.Challenges and issues related to candidacy and outcome
- 4.2.Medical and radiological
- 4.3.Hard failures and soft failures
- 4.4.Recent advances in hearing restoration (Bilateral hearing, bi-modal hearing, electro acoustic hearing, cochlear implantation in single sided deafness)
- 4.5.Care and maintenance of different systems: Trouble shooting and counselling

### **Practicals**

- 2.1.1 Cochlear Implant Programming (10 sessions)
- 2.1.2 Should prepare a clinical practicum which should include different ways of establishing “T” levels (threshold level) and “M” or “C” levels (comfort levels).
- 2.1.3 Importance of impedance field telemetry / impedance telemetry
- 2.1.4 Care and maintenance of the device
- 2.1.5 Switch on programs and change volume levels.
- 2.1.6 Counseling and decision making session: The students should acquire knowledge on realistic expectation on the outcome of CI relating to bilateral severe to profound sensory neural hearing loss, auditory neuropathy spectrum disorder, single sided deafness, congenital inner ear or auditory nerve anomalies, ski sloping sensory neural hearing loss, subject with congenital atresia
- 2.1.7 Troubleshooting of cochlear implants and hearing aids.

## References

1. Arthur, S. (2008). Digital Hearing Aids. Thieme Publishers
2. Brad, A. S. (1998). Clinical Audiology: An Introduction. Singular
3. Frederick, N. M., & John, G. C.(2014). Introduction to Audiology: Global Edition. Pearson,12 Edition
4. Jace, W., & Erin, S. (2010). Programming Cochlear Implants (Core Clinical Concepts in Audiology). Plural Publishers, California
5. John, K. N. (Editor)(2009). Cochlear Implants: Principles and Practices. LWW.
6. Kompis, M. B., & Caversaccio, M. D.(Editors) (2015). Implantable Bone Conduction Hearing Aids. Karger
7. Michael J. R. (2012). Cochlear Implants and Other Implantable Hearing Devices. Plural Publishers, California
8. Zemlin W. R. (1998). Speech and Hearing Science. Allyn and Bacon.

## Course PGDAVT 2.2 Parent Empowerment and Curricular Support

**Course:** Hard Core

**Credits:** 04 (L:T:P = 3:1:0)

**Contact Hours:** 3L + 2T / week

**Marks:** (25 + 25 + 50) 100

### Objectives

**64 hours**

At the end of the course, students should be able to

- 1) List the factors that determine readiness for inclusive education.
- 2) Develop skills in reading books to babies and young children so as to maximize development of their auditory memory and receptive and expressive language skills.
- 3) Prepare the parents for school readiness and inclusive education
- 4) Guide and coach the parents to develop auditory skills in their children, and
- 5) Be able to facilitate normal integration of hearing impaired children

### Unit 1: School Readiness and Inclusive Education

- 1.1 Concepts of school readiness and transition and the role of transition period in preparation of integration
- 1.2 Recommendations for mainstreaming and the factors influencing recommendations
- 1.3 Parents readiness for integration in regular schools and to develop parents' Advocacy
- 1.4 Formal and informal assessments of child readiness for integration in regular schools
- 1.5 Strategies of pre-teaching and post-teaching language needed for academic assessments

### Unit 2: Integration in Mainstreaming

- 2.1 The importance of reading and strategies for the development of reading
- 2.2 Curricular objectives that meet local standards in areas of instruction
- 2.3 Process of developing individualized educational plans
- 2.4 Development of social interaction skills in children
- 2.5 Importance and development of experience books

### Unit 3: Emergent Literacy

- 3.1 Using language to communicate and developing vocabulary and categories
- 3.2 The role of the Auditory Verbal Therapist in the development of pre-reading skills:  
Techniques of reading to babies and young children
- 3.3 Emergent reading and writing skills

- 3.4 Role of executive functions in reading: Guiding and coaching parents in reading
- 3.5 Phonemic awareness and sight word recognition
- 3.6 Using numbers in daily experiences: Understanding simple mathematical operations

#### **Unit 4: Impact of hearing impairment on family**

- 4.1.The grieving process and stages of grief
- 4.2.Coping mechanism and stress management
- 4.3.Family system and impact of hearing impairment on family
- 4.4.Understanding of the diversity of culture, language and family
- 4.5.Different structures of family system and family counselling techniques
- 4.6.Development of skills of parents as partners in training: Skills of parents in behaviour management techniques; Developing language of their children through daily routine; Planning and execution of auditory verbal techniques by caregivers.

#### **Practicals**

- 2.2.1 Observe role play of parent guidance
- 2.2.2 Undertake field trips for environmental studies and write a report of language & knowledge enhancement opportunities
- 2.2.3 Observe parents guidance sessions
- 2.2.4 Guide and coach the parents in strategies, techniques and procedures in AVT
- 2.2.5 Make the parents understand their role in the education of their children
- 2.2.6 Prepare picture stories for development of verbs – categories
- 2.2.7 Prepare an arithmetic kit for developing mathematical concepts

#### **References**

1. Anderson.P.S & Labb.D (1988) *Language skills in elementary education*. (4th Edition). New York
2. Luterman, D. (2002). *When your Child is Deaf. A Guide for Parents*, New York Press
3. Rossetti, L. (1990). *The Rossetti Infant-Toddler Language Scale: A Measure of Communication and Interaction*. LinguiSystems, Inc., East Moline, IL.
4. Flexer, C. (1994) *Facilitating Hearing and Listening in Young Children*. Singular Publishing Group, Inc. San Diego
5. Madell, J.R. (1998). *Behavioral Evaluation of Hearing in Infants and Young Children* Thieme Medical Publishers, Inc. New York, N.Y.
6. Robertson, L. (2000). *Literacy Learning for Children Who Are Deaf or Hard of Hearing*. The Alexander Graham Bell Association, Washington, DC.



## Course PGDAVT 2.3 Performing and Visual Arts in Education

**Course:** Soft Core

**Credits:** 02 (L:T:P = 2:0:0)

**Contact Hours:** 2L / week

**Marks:** (25 + 25 + 50) 100

### Objectives

**64 hours**

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

- 1) Exhibit Basic understanding in art appreciation, art expression and art education.
- 2) Plan and implement facilitating strategies for students with and without special needs.
- 3) Discuss the adaptive strategies of artistic expression.
- 4) Discuss how art can enhance learning.

### Unit 1: Introduction to Art Education

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: Concept and application to students with and without disabilities
- 1.4 Linking Art education with multiple intelligences
- 1.5 Understanding emerging expression of art by students

### Unit 2: Performing Arts: Dance, Music and Drama

- 2.1 Range of art activities related to dance, music and drama
- 2.2 Experiencing, responding and appreciating dance, music and drama
- 2.3 Exposure to selective basic skills required for dance, music and drama
- 2.4 Dance, music and drama: Facilitating interest among students – planning and implementing activities
- 2.5 Enhancing learning through dance, music and drama for children with and without special needs: Strategies and adaptations

### Unit 3: Visual Arts

- 3.1 Range of art activities in visual arts
- 3.2 Experiencing, responding and appreciating visual art
- 3.3 Exposure to selective basic skills in visual art

- 3.4 Art education: Facilitating interest among students – planning and implementing activities
- 3.5 Enhancing learning through visual art for children with and without special needs: Strategies and adaptation

#### **Unit 4: Media and Electronic Arts**

- 4.1. Range of art activities in media and electronic art forms
- 4.2. Experiencing, responding and appreciating media and electronic arts
- 4.3. Exposure to selective basic skills in media and electronic arts
- 4.4. Media and electronic arts: Facilitating interest among students: planning and implementing activities
- 4.5. Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

#### **Practicals**

- 2.3.1 ‘Hot seating’ activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/ her opinions/ decisions/ thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh, etc.)
- 2.3.2 Portfolio submission of the basic skills exposed in any one of the art forms of choice.
- 2.3.3 Write a self reflective essay on how this course on art will make you a better teacher
- 2.3.4 Learn and briefly explain how music notations are made.
- 2.3.5 Submit a brief report (or) learn and explain the concept of composition in visual art.
- 2.3.6 Submit a brief report (or) make and submit a sample advertisement for a product.
- 2.3.7 Learn Mudras of a classical dance forms (or) hold a session for the students on that submit photo report of the same.
- 2.3.8 Carry out web search on Indian sculpture and submit a brief compilation.
- 2.3.9 Observe an art period in a special school and briefly write your reflections on it.

#### **References**

- 1. Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- 2. Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- 3. Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai

4. Ward, Alan. (1993) *Sound and Music*. Franklin Watts: New York.
5. Baniel, Anat. (2012). *Kids beyond limits*. Perigee Trade: New York
6. Beyer, E. London. (2000). *The arts, popular culture and social change*
7. Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
8. Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8–11
9. Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London
10. Heller, R. (1999). *Effective Leadership*. DK Publishing: New York.
11. Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), *Disability and the teaching of writing: A critical sourcebook*. Boston, MA: Bedford/St. Martin's.
12. Nyman, L. & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142–154). Reston, VA: National Art Education Association.

## Course PGDAVT 2.3 Visual arts in education

**Course:** Soft Core

**Credits:** 02 (L:T:P = 2:0:0)

**Contact Hours:** 2L / week

**Marks:** (25 + 25 + 50) 100

### Objectives

**64 hours**

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

- 1) Exhibit Basic understanding in art appreciation, art expression and art education.
- 2) Plan and implement facilitating strategies for students with and without special needs.
- 3) Discuss the adaptive strategies of artistic expression.
- 4) Discuss how art can enhance learning.

### Unit 1: Introduction to Art Education

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: Concept and application to students with and without disabilities
- 1.4 Linking art education with multiple intelligences
- 1.5 Understanding emerging expression of art by students

### Unit 2: Visual Arts and Its Relevance to Learning

- 2.1 Range of art activities in visual arts
- 2.2 Experiencing, responding and appreciating visual art
- 2.3 Exposure to selective basic skills in visual art
- 2.4 Art education: Facilitating interest among students: planning and implementing activities
- 2.5 Enhancing learning through visual art for children with and without special needs: Strategies and adaptations

### Unit 3: Relevant Varieties of Visual Arts for School-aged Children

- 3.1 Activities for drawing, colouring and printing: Processes, benefits and application in instruction
- 3.2 Paper work and related craft activities: Processes, benefits and application in instruction
- 3.3 Working with clay: Processes, benefits and application in instruction

3.4 Working with fibres, fabrics and other materials: Processes, benefits and application in instruction

3.5 Construction of 3-dimensional products: Processes, benefits and application in instruction

#### **Unit 4: Media and Electronic Arts**

4.1. Range of art activities in media and electronic art forms

4.2. Experiencing, responding and appreciating media and electronic arts

4.3. Exposure to selective basic skills in media and electronic arts

4.4. Media and electronic arts: Facilitating interest among students: planning and implementing activities

4.5. Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

#### **Practicals**

2.3.1 Portfolio submission of the basic skills exposed in any one of the art forms of choice.

2.3.2 Write a self reflective essay on how this course on art will make you a better teacher

2.3.3 Submit a brief report (or) learn and explain the concept of composition in visual art.

2.3.4 Submit a brief report (or) make and submit a sample advertisement for a product.

2.3.5 Carry out web search on Indian sculpture and submit a brief compilation.

2.3.6 Observe an art period in a special school and briefly write your reflections on it.

#### **References**

1. Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
2. Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
3. Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
4. Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
5. Beyer, E. London. (2000). The arts, popular culture and social change
6. Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
7. Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8–11
8. Nyman, L. & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142–154). Reston, VA: National Art Education Association

## **Course PGDAVT 2.3 Performing arts in education**

**Course:** Soft Core

**Credits:** 02 (L:T:P = 2:0:0)

**Contact Hours:** 2L / week

**Marks:** (25 + 25 + 50) 100

### **Objectives**

**64 hours**

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

- 1) Exhibit Basic understanding in art appreciation, art expression and art education.
- 2) Plan and implement facilitating strategies for students with and without special needs.
- 3) Discuss the adaptive strategies of artistic expression.
- 4) Discuss how art can enhance learning.

### **Unit 1: Introduction to Art Education**

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: Concept and application to students with and without disabilities
- 1.4 Linking art education with multiple intelligences
- 1.5 Understanding emerging expression of art by students

### **Unit 2: Performing Arts: Dance and Music**

- 2.1 Range of art activities related to dance and music
- 2.2 Experiencing, responding and appreciating dance and music
- 2.3 Exposure to selective basic skills required for dance and music
- 2.4 Dance and music: Facilitating interest among students: planning and implementing activities
- 2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

### **Unit 3: Performing Arts: Drama**

- 3.1 Range of art activities related to drama
- 3.2 Experiencing, responding and appreciating drama
- 3.3 Exposure to selective basic skills required for drama
- 3.4 Drama: Facilitating interest among students: planning and implementing activities

3.5 Enhancing learning through drama for children with and without special needs:  
Strategies and Adaptations

#### **Unit 4: Media and Electronic Arts**

- 4.1. Range of art activities in media and electronic art forms
- 4.2. Experiencing, responding and appreciating media and electronic arts
- 4.3. Exposure to selective basic skills in media and electronic arts
- 4.4. Media and electronic arts: Facilitating interest among students: planning and implementing activities
- 4.5. Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

#### **Practical**

- 2.3.1 'Hot seating' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/ her opinions/ decisions/ thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh, etc.).
- 2.3.2 Portfolio submission of the basic skills exposed in any one of the art forms of choice.
- 2.3.3 Write a self reflective essay on how this course on art will make you a better teacher
- 2.3.4 Learn and briefly explain how music notations are made.
- 2.3.5 Submit a brief report (or) make and submit a sample advertisement for a product.
- 2.3.6 Learn Mudras of a classical dance forms (or) hold a session for the students on that submit photo report of the same.
- 2.3.7 Observe an art period in a special school and briefly write your reflections on it.

#### **References**

1. Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
2. Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
3. Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
4. Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.
5. Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
6. Beyer, E. London. (2000). The arts, popular culture and social change
7. Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.

8. Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8–11
9. Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London
10. Heller, R. (1999). *Effective Leadership*. DK Publishing: New York.
11. Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), *Disability and the teaching of writing: A critical sourcebook*. Boston, MA: Bedford/St. Martin's.
12. Nyman, L. & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142–154). Reston, VA: National Art Education Association.