

A.No. 2

SYLLABUS

ON

DIPLOMA COURSE IN HEARING LANGUAGE AND SPEECH

REHABILITATION COUNCIL OF INDIA
(Statutory Body under the Ministry of Social Justice and Empowerment)
B-22, Qutub Institutional Area,
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NOMENCLATURE : Diploma Course in Hearing Language & Speech

OBJECTIVES

This course is aimed at training lower level function—arise on a comprehensive and practical oriented programme. The main objective is to generate Speech and Hearing assistants who can take up routine assessment and therapeutic management programmes for various speech, language and hearing disorders at village, taluka and town levels whenever possible they will work under the guidance of a fully trained graduate or a postgraduate clinician. However in the absence of such trained personnel they will be able to execute the routine clinical services. They will be ideally suited to work at rural health centres, special schools for spastics, schools for the mentally retarded and school for the deaf. They shall be designated as “Speech and Hearing Assistants” pay Scale 330—560 (Non revised). The Junior Educators, on the other hand, are trained mainly in Education of the Deaf and would work as teachers of the Deaf.

Duration of the Programme: Shall be one academic session consisting of 10 working months.

ENTRY REQUIREMENTS:

Education: Higher Secondary or 10 + 2 or 12th standard or its equivalent pass with Physics, Chemistry, Biology, & Mathematics

Age: 17 - 25 Years.

Region: Shall be from village & Taluka level, preferably sponsored already employed in Govt. or voluntary, Non Government agencies

Language: Working knowledge of English / Proficiency in regional languages,

Course Content: As given in the syllabus. 40%~ of total No. of working hours shall be for teaching theory & the remaining 60% on practicals & clinical work.

Mode of Teaching: This is a comprehensive practically oriented programme. The mode of teaching will be in the form of classroom Lecturers/Demonstrations, supplemented by handouts, manuals, brochures checklists, Proforma, audiovisuals with supervised clinical practice.

Scheme of examination as in the enclosed - **Appendix 1.**

I. MINIMUM REQUIREMENTS OF STAFF:

Designation	No. of posts	Minimum Qualification
Audiology		
Lecturer	1	M.Sc. (Sp. & Hg.) with 2 years experience
Clinical Asstt.	1	B.Sc. (Sp. & Hg.) with 2 years experience

Speech Pathology

Lecturer	1	M.Sc. (Sp. & Hg.) with 2 years experience
Clinical Asstt.	1	B.Sc. (Sp. & Hg.) with 2 years experience
Steno Typist-cum-Clerk	1	B.Com, B.A.
Peon	1	Xth. Std. Pass.

Visiting Staff

Clinical Psychologist	1	M.A. (Psy) + D.M. & S.P.
Special Education Teacher	1	M.A. (Social Science) + Dip. in Special Education
Pediatrician	1	M.D. (Ped.)
E.N.T. Surgeon	1	M.S. (E.N.T.)
Electronics Engineer	1	B.E. (Elect.)

II SPACE

1. Class Room	1	20' X 15'
2. Audiometric Room	1	10' X 10' (Inner) 10' X 6' (Outer)
3. Staff Room/Office	1	10' X 15'
4. Individual Therapy	2	10' X 8'
5. Group Therapy Room	1	20' X 15'
6. Ear Mould Lab/ Cum-H/aid workshop.	1	20' X 15'
7. Library	1	10' X 15'

III. EQUIPMENT/MATERIAL

1. Audiometer.
2. Hearing Aids. (Of all makes & models)
3. Ear Mould Lab.
4. Speech Trainer.
5. Hearing Aid Repair Kit.
6. Group Hearing Aids.
7. Tape Recorder with Cassettes.
8. Material for therapeutic use such as toys & play materials, toys for informal screening such as bells and noise making toys.
9. Material for auditory training
10. Model of the Ear.
11. Model of the Larynx

IV. LIBRARY:

Basic books on speech language & hearing disorders, instruction manuals.

List of Books:

1. Ricber & Brubaker -Speech Pathology
2. West -Rehabilitation of Speech.
3. Drichl -Introduction to Anatomy & Physiology of Speech Mechanism.
4. Eisension -Basic Speech.
5. Gray & Wise -Bases of Speech
6. Van Riper C. -Speech Correction
7. Johnson & other -Diagnostic Methods Speech Pathology
8. Denes & Pinson - Speech Chain
9. Beagley H.A. and Bernard N.A. - Manual of Audiometric Techniques
10. Cerman Richard - Positive Solutions to Hearing Loss
11. Chole Richard - Color Atlas to Ear Diseases
12. Corlis Edith - Hearing Aids.
13. Davis, H., and Silverman, S. - Hearing and Deafness
14. Emerick, Lon L. - A workbook of Clinical Audiometry
15. Northern, J., and Downs, M. - Hearing in Children
16. Whitehurst, M.W. - Auditory Training for Children
17. Rose. - Audiological Assessment
18. Modgson, W.K. - Basic Audiological Evaluation
19. Newby, H.A. - Audiology
20. Carendish, M. - Illustrated Encyclopedia of Family Health
21. Harlock - Child Development
22. Hetherington. - Child Psychology – A contemporary view point
23. Meadown, K.P. - The Deafness and Child Development
24. Children with Mental Retardation - The Headstart Project
25. Linda Davidoft - Introduction to Psychology
26. Loleman - Abnormal Psychology
27. Good Enough - Psychological Testing
28. Mukhkand A. Ed. - Oral Education Today, T Tomorrow
29. Moors D.F. -Educating the Deaf
30. Conrad R. -Deaf School Child
31. Quigley S.P. and Kritselmal R.E -Education of Deaf Children

- 32. Raymond T. -Principles of Education
- 33. Gronlund -Measurement and Evaluation in the Teaching
- 34. Jean E. Semple -Hearing Impaired Pre-School Child
- 35. Grace Harris -Language for the Pre-School Deaf Child
- 36. Van Uden -A World of Language for Deaf Children
- 37. M.A. Groht -Natural Language for Deaf Children
- 38. D.C.M. Dale -Language Development in Deaf and Partially
Hearing Children
- 39. Bloom & Lahey -Language Development & Language Disorders
- 40. Alice H. Hayden Care - Children with Learning Disabilities
- 41. Johan F. Kerr -John Tracy Clinic Papers
- 42. Winifred H -Language Across the Curriculum
- 43. Northcott -Curriculum Guide: Gearing Impaired
Children, Birth to three-years and
Their parents.

THE DIPLOMA ON MANAGEMENT OF COMMUNICATION DISORDERS.

Audiology - Paper I

Chapter	Topic	Minimum 70 Hrs
1.	What is sound? How is sound produced and transmitted? What are the physical and psychological attributes of sound? What is the range of human hearing?	
2.	What are the different parts of ear? How do we hear ? How does hearing help in learning?	
3.	What is hearing loss? What are its causes? How can hearing loss be prevented?	
4.	How to test hearing? What is an audiometer? What are the different parts of an audiometer? What is an audiogram? How it is obtained?	
5.	What are the factors that affect hearing loss? What is informal testing? Methods of screening and different conditions for hearing testing. How to make use of different stimuli in rural set/ups?	
6.	What are the different types of hearing loss? What are the different types of audiograms? What are the effects of hearing loss? What are the associated problems with hearing loss?	
7.	What behavioural responses to sound occur at various age range. What is early identification and what is its importance?	
8.	What is a hearing aid ? What are the different parts of hearing aid? What are the different types of hearing aids? How are hearing aids selected? Methods of checking hearing aid working. Minor repairs of hearing aids. Use, care and maintenance of hearing aid.	
9.	What are ear moulds? Importance of ear moulds. Custom making of ear moulds. Use and care of ear moulds.	
10.	How to counsel the parents on language and use of hearing aids?	

Speech & Language Pathology -Paper II

Chapter	-	Topics	70 Hours
1.		What is communication? What are its functions?	
2.		What is speech? How do we speak? What are the different characteristics of normal speech? How are different speech sounds produced? What are the various rhythm features of speech—emphasis, intonation and rate?	
3.		How are speech and language acquired? What are the stages and factors influencing them. Delayed Speech and Language a. Hearing loss b. Mental retardation. C. Cerebral palsy & other.	
4.		What are Speech and Hearing disorders? What are their causes? Disorders of articulation, disorders of voice, disorders of fluency and organise speech and language disorders	
5.		Prevention of speech and language disorder.	
6.		Specific Therapy for a) Articulation defects b) Voice defects c) Cerebral Palsy d) Stuttermass e) Delay—In speech & language f) Hard of hearings. g) Deaf.	

Psychology - Paper - III

Chapter	Topics	45 hrs
1.	What is psychology? Psychology and its relevance to speech, hearing and language.	
2.	Child development : motor, emotional, cognitive —intellectual and social, stages & relevance.	
3.	Mental retardation: definition, causes, assessment and psycho/social and educational implications. Developmental skills — helping the child acquire age appropriate developmental skills.	
4.	Psychological problems associated with speech and hearing disorders — temper tantrum, hyperactive behaviour, withdrawal tendency, aggressive behaviour, neuroses like phobia, autistic behaviour.	
5.	Psychological testing — aims, factors affecting testing, developmental schedules, IQ test and their importance.	
6.	Attitude of parents and of the client towards handicap and rehabilitation procedures.	
7.	Behavioural therapy and play therapy.	

Therapeutic Management - Paper- IV

Chapter	Topics	70 Hrs.
1.	What is case history? Why should we take case history? How do we take case history? How to get specific information? How to counter check information gathered? Do's and Don'ts while taking case history. Relevance of information to be included in case history, identification of problems, history of problem and description of problem.	
2.	What is diagnosis? How to coordinate different information to arrive at a diagnosis? What to do when contradictory findings are found? Role of observation therapy. Appropriate referrals when assessment is needed. To whom to refer. How to refer — reporting and requesting. Parent guidance and counselling. Guidelines, do's and don'ts while parent counselling.	
3.	Team approach. Members of the Team Speech and Hearing Professionals — medical specialists, Psychologist, Special educator, regular school teacher, social worker, village leader and prospective employer, institutions. Role of Speech & Hearing Assistant in relation to this team.	
4.	What is Speech Hearing & Language Therapy? How to plan speech therapy programme? (including material and instruments needed? Analysing needs of the patients, planning short term and long term activities of therapy, and seals, assessing progress, imparting guidelines to the parents and therapy and practice of activities at home. — Training parents as equal partners — Importance of speech and language stimulation. — Implications of hearing loss /mental retardation/ cerebral palsy. --- Recognizing small changes in progress. — Reinforcers, methods of reinforcement.	
5.	Selecting appropriate therapeutic techniques of further intervention programmes. How to make child wear hearing aid? How to make the child/client and family to accept the hearing aid?	
6.	Role of parent and family.	
7.	Auditory training: Need for auditory training ---- Importance of auditory training — Steps in auditory training — Material needed for it — Making assessment of auditory performance — Other factors like age of the child, type of hearing loss, intensity of stimuli, recording responses and progress — Games and activities for auditory training: individual and group training.	
8.	Speech reading: — General speech reading	

- Speech reading (cued speech), day to day communication
- Specific planning, lip reading lessons
- Sectors (environment, sneaker, language reader) affecting speech reading.

9. Non/verbal communication, sign language, communication board and Bliss symbols.

- Preparation and use of material for therapy.
- Games and activities for speech therapy.

Education- Paper-V

Chapter	Topics	70 hours
1.	What are the different stages of language development? What are the problems faced delayed speech & language child in language learning? How to overcome these problems What are the different methods in teaching language, speech reading and listening? What are the different approaches to verbal and non-verbal communication? Different methods of teaching language.	
2.	Identification of specific goals for each child.	
3.	What are the different types of programmes available in the country for education of the speech, hearing & language handicapped? How to choose the educational programmes suitable for them? What are the advantages and disadvantages of special schools integrated schools & mainstreaming? Helping the Speech & Language handicapped for meaningful integrated?	
4.	How can the parent help in the home training programme?	
5.	Techniques of sense training and training of basic skills.	
6.	Linking teaching aids and language workbooks.	
7.	Teaching other subjects to communication disordered children.	
8.	Identification of appropriate vocations for them.	

Organisation and planning. Paper-VI

Chapter	Topics	45 hours
1.	That is Diploma Course in Hearing, Speech & Language. Who is a speech and Hearing assistant? Need for speech and hearing-assistant. Role of Speech and Hearing assistant in relation to the school for the deaf/retarded, special schools for spastics speech and hearing units and centres, other rehabilitation centres, P.H.Cs.	
2.	What are the different records (administrative and clinical) that are to be maintained? — What kind of care should be exercised while maintaining the same? How to do it?	
3.	Care and maintenance of Equipment Check list to be prepared and maintained- List of address, list of Special schools for the deaf, list of addresses for referral points, list of equipments, specification for the same. Utilization of available space for maximum efficiency.	
4.	How to organise community awareness programmes? — Organising exhibition and selecting the materials required.	
5.	Organising parent meeting	
6.	How to elicit cooperation from workers for (a) Getting information (b) Early identification (c) Therapy and follow up.	
7.	How to plan available time for home visit and visits to neighboring villages?	
8.	What are the various government schemes available for the welfare of the handicapped? How to organise these schemes for the betterment of the communicatively handicapped?	

PRACTICAL CURRICULUM FOR THE COURSE IN HEARING LANGUAGE & SPEECH

Subject — Audiology

FIRST TERM

1. Pure Tone audiometer and its controls, familiarizing in handling different audiometers.
2. Pure Tone audiometry practice on.
 - a. Normal under supervision
 - b. Clinical practicum under supervision
 - c. Reviewing already taken audiograms and interpreting them.
 - d. Audiograms of 6 adult cases of different types of hearing loss. To maintain records of the same and submit it at the end of the second term. Each student should obtain records for different cases.
3. Methods of testing children — Conditioning for Audiometer
4. Biological calibration of audiometer.
5. Informal testing methods under supervision. Type of responses. How to look for their reliability?
6. To maintain record from case history to audiogram for six children and submit it by the end of second term. Each student should have independent case reports.
7. Hearing Aids:
Identification of different types
 - (a) Hearing aids
 - (b) Different parts of a hearing aid, fault finding and minor repair
 - (c) Group hearing aids & their parts
 - (d) Assembling group hearing aids.
8. Ear moulds:
 - a. Observation of impression taking
 - b. Impression taking on normal
 - c. Plaster casting with arid without flask

SECOND TERM

1. To continue minor repairs of hearing aid.
2. To learn making of custom made full moulds under supervision and later continue to learn to take impression & make moulds for children independently. To make six pairs of mould, three pairs for adults and three pairs for children. Produce it for clinical valuation at the end of term.
3. Hearing aid trial and selection for adults and children. Maintain records of six cases, three children and three adult cases.
4. To maintain the following records with special relevance to rural set up:
 - a) Complete record of case from case history to hearing aid selection for both adults (3 cases) and children (3 cases) and follow up requirements.
 - b) High risk records and plan for follow up.
 - c) Record of hearing aid repair.
 - d) Record of Ear mould.
5. Counselling.
 - a. Preparing parents for accepting a hearing aid.
 - b. Accepting the problem.
 - c. Encourage the child to use the hearing aid.
 - d. Do's and don'ts of hearing aid use.
6. Auditory training:
 - a. Steps in auditory training.
 - b. Conditioning on Audio-visual Stimuli and Auditory Stimuli only.
 - c. Demonstration of group hearing aid and induction loop systems, connecting, dismantling, and trouble shooting and minor repairs of the same.
 - d. Individual auditory trainer.
 - e. Preparing lesson plans with short and long term goals for the same.
 - f. Selection of stimuli.
 - g. Auditory discrimination.
 - h. Assessing improvement.
 - i. Report writing and referral.

Speech and Language Pathology

1. (a) Observation of case history — general and specific to speech and language disorders.
(b) Observation of Speech and Language Valuation.
(c) Observation of Therapy Programs
(d) Recording observation
2. (a) Demonstration with recordings : normal aspects pitch, loudness, normal and abnormal voice qualify.
(b) Demonstration: Face and manner of articulation
(c) Demonstration using recorded tapes, rhythm, rate intonation in speech.
3. (a) Familiarity with speech samples of various speech disorders.
(b) Practice in identifying different speech disorders from recorded samples and cases.
4. Appraisal of Voice
 - Articulation
 - Fluency
 - Intelligibility
 - Language
 - Supra segmental.
5. Report writing and writing of referral notes to other professionals.
6. Demonstration of Therapeutic procedure with:
Hard of Hearing.
Delayed Speech and Language.
Voice Disorders.
Articulation.
Language related disorders
Fluency Disorders.
7. Therapy for cases with: Speech and Language Disorders, Voice Disorders and Articulation Disorders, with Special emphasis on hearing impairment, mental retardation and cerebral palsy. Fluency Disorders
8. Scheduling of Therapy sessions.
Selection and preparation of appropriate materials and activities.
9. Organising Parents Guidance/Counselling programs.
10. Suggesting appropriate activities for Home Training Programmes.
11. Visits to different Speech & Hearing centres/Special Schools.

12. At the end of the first term, students are required to submit the speech and language evaluations of two cases.
13. At the end of the second term, they should submit therapy reports of two cases assigned to them along with material developed.

PSYCHOLOGY

1. Case history taking in the clinic and evaluation with the aid of developmental schedules.
2. Observing and eliciting behaviour with the use of developmental schedules.

3. Understanding psychological evaluation reports that are sent to them for certain cases requiring follow up services.
4. What are the self-help skills and how it can be developed in the child.
5. Selection of play activities/Material appropriate to age.
6. Planning activities and guiding parents with minor behaviour problems under supervision.
7. Counselling and guidance to the parents and the patients whenever necessary.
8. Report writing.
9. Importance of making referrals and how to make a referral.
10. Submission of one complete case report.

Education

1. Visit to schools and observation.
2. Familiarity with the non verbal communication methods.
3. Teaching communication disorders children.

- a) Sense training program.
 - b) Vocabulary building and connected language.
4. Planning home training programs.
 5. Teaching special subjects to Speech & Hearing disordered children.
 6. Guiding communication disorders in vocational placement.
 7. Preparation of teaching aids and material for specific subject training.

APPENDIX 1

SCHEME OF EXAMINATION FOR CERTIFICATE COURSE ON MANAGEMENT OF COMMUNICATION DISORDERS

The following are the tentative examination details for the communication Disorders.

I. Internal Assessment and Final Examination.

The Internal Assessment will carry a maximum of 20 marks in each subject for the theory papers. This would include:

- | | | |
|----|----------------------|-----------|
| a. | Mid-Term examination | 10 marks. |
| b. | One assignment | 5 marks. |
| c. | Two Class Tests. | 5 marks. |

The Internal Assessment for each subject will be added to the Final Theory Examination of the respective subjects.

Final Examination.

Paper	Subject (Theory)	IA Marks	EA Marks	Total	Exam Duration
I	Audiology	20	80	100	3 hrs.
II	Speech & Language Pathology	20	80	100	3 hrs.
III	Clinical Psychology	15	60	75	2 hrs
IV	Therapeutic Management	20	80	100	3 hrs.
V	Education	20	80	100	3 hrs.
VI	Organization & Planning of Speech & Hearing Centres	15	60	75	2 hrs.
Annual Work	Subject (Practical)				
	Audiology	75	-	75	
	Speech & Language Pathology	75	-	75	
	Clinical Psychology	75	-	75	
	Education	75	-	75	
*Final Viva (Practical)	Audiology		75	75	
	Speech & Language Pathology		75	75	

*Final viva for Audiology and Speech & Language Pathology will be conducted by the External and Internal Examiners together. Annual Work to be evaluated by the Institutes internally.

II. MINIMUM FOR PASS AND CLASSIFICATION OF SUCCESSFUL CANDIDATES

Being adopted at NIHH, Bombay which may be redone once a uniform procedure is decided upon by the Council.

III. EXAMINATION REGULATIONS.

1. The trainee with less than 90% attendance of working days will not be allowed to

appear in the final examination.

2. Results will be declared on the basis of marks obtained both in theory and practicals. The aggregate marks of all the subjects will be the basis for declaration of division/class.
3. Those candidates who fail to obtain a minimum of 35% marks in any of the final examination paper (theory & clinical & practicals) will be considered as failed in that paper only and will be allowed to repeat the same in the next year's exams and the internal marks obtained in the previous year will be carried forward.
4. The candidate who fails in any practical subject will be allowed to repeat the practical exam in that subject only.
5. If a candidate fails in any one subject in theory and one in practical, he/she may be allowed to repeat only the subject in which he/she has failed. But those who fail in more than two theory subjects shall have to repeat all the theory and practical papers. Their Internal Assessment marks for theory subjects obtained during the study year will be considered for the subsequent examinations also.
6. Only one chance shall be provided to the failed candidates to repeat the examination on the subsequent years with the permission of Chairman B.O.E.
7. All the candidates repeating the examination either in theory or in practical on the subsequent year will be eligible for declaration of their division based on the aggregate marks.
8. Question papers for theory subjects may be drawn from Internal and External paper setters appointed by the Head of the Institute. The Answer scripts will be examined by an Internal examiner appointed by the Head for each subject.
9. Question papers will be set in English and translated into regional languages at the Regional Centres AYJNIHH.

10. Composition of Question Paper will be as per the attached sample.

11. Those candidates scoring 38.5% marks in any paper will be rounded off to 40% marks and declared as pass in that subject. Similarly, the candidate aggregating 43.5% of marks will be rounded off to 45% while doing the moderation and declared as passed.

IV. AWARD OF CERTIFICATE

A certificate shall be awarded to the candidate after successful completion of the course and passing in all the theory and practical subjects.



DIPLOMA IN HEARING LANGUAGE AND SPEECH

Paper: _____

Time Allotted : 3 Hours

Marks Allotted 80

NOTE: Answer three questions from PART A and all the questions from PART-B. Answer PART

A and PART B in separate Answer Books.

PART – A

Q.1: _____

Q.2: _____

Q.3: _____

Q.4: _____

Q.5: _____

Q.6: _____

PART-B

Q. 7 Write short notes on any four of the following:

Q 8 Objectives type : Instruction, if any

1. -
2. -
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14. -
15. -

Signature of the Paper Setter:

Date:

Address: _____

