



ASSESSMENT REPORT FORMAT

Post Graduate Diploma Course in Auditory Verbal Therapy (PGDAVT)

REHABILITATION COUNCIL OF INDIA

A Statutory Body of Ministry of Social Justice and Empowerment,
DEPwD, Govt. of India
B-22, Qutab Institutional Area, New Delhi-110016

ASSESSMENT REPORT
PGDAVT program (New & Extension proposal)

Note: The neatly handwritten / typed report must be completed jointly by the visiting experts and signed by them on each page. Separate Performa to be used for each course. Additional sheets may be used, if required.

(A) The 'Faculty Development and Research' parameter is not applicable for Diploma Level Courses (B) Curricular Transaction included in the assessment/ inspection process of any extension proposal only and not for any New Proposal.

Section I (General Information)

1. Online Proposal ID No.:

In case of Extension, enclose Previous Approval Status and intake.....

2. Date(s) of Inspection: Time of Inspection:

3. Name of the proposed/*ongoing* Training Course:

4. Name and Address of the Institution (where inspection is carried out):.....

5. Name of the Head of the Institution:

Ph. No: Mob. No.: Fax:

e-mail: Website:.....

6. Name of the informant.....designation.....Mobile no.:

7. Name of the Course Coordinator(from discipline of Audiology /Special Education) (with CRR Number).....

8. Nature of Management: (Please tick)

Central Govt. : ☐ State Govt.: ☐ Govt. University: ☐ Pvt. University: ☐ Society: ☐ Trust : ☐

9. Society/Trust Registration No:Date of Registration:Date of Renewal:

10. State NOC issued in the name of

State NOC issued for Course..... NOC No.Date of Issue

Valid till.....(please attach the copy of State NOC)

11. Registered under PwD Act 1995 / RPwD Act 2016 : (copy enclose)

Certificate issued in the name of.....address.....

Date of Registration Valid upto.....

12. Name of the affiliating University, (applicable for UG, PG and above level courses) :.....
.....(Please enclose copy)

13. Details of the courses being offered (other than the above):

Name of the course Approval status..... Sanctioned Intake.....

14. Name of the other proposed course(s)

15. Registration number of DISE (Unified District Information System for Education):

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

Section II
PGDAVT program

1. Building <i>(Please refer norms as prescribed in the respective syllabus)</i>												
A. Essential												
Sl.	Items	Mention size as per Norm	Actual Size	Points for Matching with the Norm					Raw Score (A)	Weightage (B)	Score (AxB)	
				(4) 100% or above	(3) 80% or above	(2) 60% or above	(1) 40% or above	(0) Less than 40%				
1.1	Classrooms*: (01 Room for 10 students)											
	Classroom 1											
									*Calculate average of the above between 0-4 and put under raw score (A)			
1.2	Office & Room for Administrative Staff									2		
1.3	Room for Teaching Staff									3		
1.4	Separate Toilet for Boys /Girls									3		
1.5	Multipurpose/Seminar hall									3		
1.6	Barrier Free Environment (classroom, toilet, drinking water facility)									3		
1.7	Overall impression of Building with respect to Space, Furniture, Fixture, Lighting, Ventilation			(4) Excellent	(3) Good	(2) Average	(1) Poor			3		
										Total		
Note: Classrooms/rooms include adequate furniture, fixtures lighting facility and ventilation as per requirement. If any inadequacy please make remark below:												
B. Desirable												
Sl.	Items	Actual Size	Points based on the Facility supporting the Course					Raw Score (A)	Weightage (B)	Score (AxB)		
			(4) More than Requirement	(3) As per Requirement	(2) Less than Requirement	(1) Negligible	(0) Not Available					
1.8	Space for Recreation and sports								2			
1.9	Hostel for trainees								2			
1.10	Staff quarters								1			
										Total		
Remarks (specify Sl. No. for which the remark is made)												
Photographs to be Enclosed for: 1.1 & 1.6												

Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

2. Human Resources (Please refer norms as prescribed in the respective syllabus)										
A. Essential										
Sl.	Name & designation	Mention Eligibility/ Experience as per Norm	Actual Qualification/Experience	RCI CRR No. & validity	Scores		Raw Score (A)	Weightage (B)	Score (AxB)	
					(4) (Eligible as per Norm)	(0) (Not Eligible)				
2.1 PR	Full Time Core Faculty* 02 required as prescribed in the Syllabus:									
	Lecturer in Special Education	M.Ed.Spl.Ed. (HI)								
	Audiologist / Speech Language Pathologist	MASLP or MSc (Audi) or M.Sc (SLP)								
	*Calculate average of the above between 0-4 and put under raw score (A)							25		
2.2 PR	Guest Faculty* (GF) 02 required as prescribed in the Syllabus									
	Lecturer in Auditory Verbal Therapy	M.Ed.Spl.Ed. (HI) /MASLP or MSc (Audi) or M.Sc (SLP)								
	Lecturer in Clinical Psychology	M.Phil in Clinical Psychology								
	*Calculate average of the above between 0-4 and put under raw score (A)							12		
2.3	Salary structure and designation of core human resources in par with the UGC norms			Yes (4)		No (0)			3	
	Total									
Remarks (specify Sl. No for which the remark is made) :										
Photograph: Please take (a) group photo of core faculty with visiting experts; (b) group photo of guest faculty with visiting experts; (c) group photo of clinical/technical and admin staff with visiting experts										
B. Desirable										
Sl.	Items	(4) All Faculty	(3) 75% of Faculty	(2) 50% of Faculty	(1) 25% of Faculty	(0) None	Raw Score (A)	Weightage (B)	Score (AxB)	
2.4	Experience of the Core Faculty More than Prescribed years							4		
2.5	Additional Rehabilitation Qualification / Research Qualification of the Core Faculty (M.Phil/Ph.D.)							3		
2.6	Provision for retention and promotional avenues for the Faculty & Staff as per RCI norms.	Yes (4)			No (0)			3		
	Total									

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

3. Clinical Services											
Teacher: Children with cochlear implants 1 : 5											
Teacher: Children with hearing aids 1 : 5											
A. Essential											
Sl.	Items	As per Norm	Actual Status	Points for Matching with the Norm					Raw Score (A)	Weight age (B)	Score (AxB)
				(4) 100% or above	(3) 80% or above	(2) 60% or above	(1) 40% or above	(0) Less than 40%			
3.1	Number of the Clinical Cases (New)									10	
3.2	Therapy Cases/Follow up									10	
3.3	Clinical staff having valid RCI Registration									7	
3.4	Availability of Clinical Test Material / Equipment									4	
3.5	Use of Clinical Test Material / Equipment			(4) *	(3) *	(2) *	(1)*	(0) *		3	
3.6	Accessibility in Clinical Set Up			(4) *	(3) *	(2) *	(1)*	(0) *		3	
* Score 4- As per Requirement, 3- Less then Requirement, 2- Few, 1- Negligible, 0- Not Available											
3.7	Overall impression on Clinical Services				(4) Excellent	(3) Good	(2) Average	(1) Poor		3	
										Total	
Remarks (specify sl. No for which the remark is made) :											
Photographs: Enclose 5 photographs of clinical service set up showing the facilities, activities etc.											
B. Desirable											
Sl.	Items	Actual Status	Points based on the Facility supporting the Clinic					Raw Score (A)	Weight age (B)	Score (AxB)	
			(4) Well facilitated	(3) Facilitated	(2) Less Facilitated	(1) Negligible	(0) Not Available				
3.8	Attached to Hospital/Medical College								5		
3.9	Implementing Agency of Govt. Schemes/ADIP/ Empanelled professional								5		
										Total	
Remarks											

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

4. Clinical Infrastructure (Only for clinical/rehabilitation courses)											
A. Essential											
Sl.	Items	As per Norm	Actual Status	Points for Matching with the Norm					Raw Score (A)	Weightage (B)	Score (AxB)
				(4) 100% or above	(3) 80% or above	(2) 60% or above	(1) 40% or above	(0) Less than 40%			
4.1 PR	Laboratory / Clinic (Min 300 sq.ft.) For detailed specifications, refer the respective syllabus-01	200sft								7	
4.2 PR	Tools & Equipments as prescribed in syllabus									7	
4.3	Test material/Raw Material as prescribed in syllabus									8	
* Score 4- As per Requirement, 3- Less then Requirement, 2- Few, 1- Negligible, 0- Not Available											
4.4	Information, Communication, Technology			(4) *	(3) *	(2) *	(1)*	(0) *		4	
4.5	Accessibility			(4) *	(3) *	(2) *	(1)*	(0) *		4	
Total											
Remarks (specify sl. No for which the remark is made) :											
Photographs: Enclose 5 photographs of clinical infrastructure showing the facilities, activities etc.											
B. Desirable											
Sl.	Items	Actual Status	Points based on the Facility supporting the School			Raw Score (A)	Weightage (B)	Score (AxB)			
			(4) Available & Used	(2) Available but not Used	(0) Not Available						
4.6	Innovation in development own tools/equipment						3				
4.7	Clinical Infrastructure available for other disabilities						2				
Total											

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

5. Library Services											
A.		Essential									
Sl	Items	As per Norm	Actual Status	Points for Matching with the Norm					Raw Score (A)	Weightage (B)	Score (AxB)
				(4) 100% or above	(3) 80% or above	(2) 60% or above	(1) 40% or above	(0) Less than 40%			
5.1 PR	Reference Books (As per Syllabus)									20	
5.2 PR	Computer with Internet			(4) Available and Used		(2) Available but not Used		(0) Not Available		4	
5.3	Professional Management of Library Services			(4) Available and Used		(2) Available but not Used		(0) Not Available		2	
5.4	Maintenance of Records Related to Use of Library Services			(4) Available and Used		(2) Available but not Used		(0) Not Available		2	
5.5	Accessibility			(4) Available and Used		(2) Available but not Used		(0) Not Available		2	
Total											
B.		Desirable									
Sl	Items	Actual Status	Points based on the Facility supporting the Library			Raw Score (A)	Weightage (B)	Score (AxB)			
			(4) Available and Used	(2) Available but not Used	(0) Not Available						
5.6	Photocopy Services						2				
5.7	Reading Room Facility						3				
Total											
Remarks (specify sl. No for which the remark is made) :											
<div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>											
Photographs: Enclose 5 photographs of library resources room showing the facilities, etc.											

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

6. Community Promotional Activities

A.	Essential
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Sl	Items (Must be verified with documentary proof such as Reports, Photographs, News Clippings)	Points for Matching with the Norm					Raw Score (A)	Weightage (B)	Score (AxB)
		(4) 100%	(3) 80%	(2) 50%	(1) 40%	(0) No Activity			
6.1	Sensitization / Awareness program		X		X			10	
6.2	Early identification program / Promotion of Inclusion		X	X	X			5	
6.3	Development of Audio-Visual/Resource Material for Public Education / Parent Empowerment		X	X	X			5	

Total

B.	Desirable
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Items (Must be verified with documentary proof such as Reports, Photographs, News Clippings)

6.4	Community Based Services							5	
6.5	Exhibition							5	

Total

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

7. Faculty Development and Research									
A. Essential									
Sl	Items (Must be verified with documentary proof such as Reports, Photographs, News Clippings, etc.)	Points for Matching with the Percentage of faculty involved					Raw Score (A)	Weightage (B)	Score (AxB)
		(4) 100%	(3) 80% or above	(2) 60% or above	(1) 40% or above	(0) Less than 40%			
7.1	Paper Presentation in National Conferences / Seminars by Core Faculties							10	
7.2	Chapter / Books/Manuals/Articles Published by Core Faculties							5	
7.3	Participation in Workshop / Seminars / Conferences/ Symposium by Core Faculties							6	
7.4	Seminars /Workshops /symposia/CRE Organized by Institute	(4) Organized			(0) Not Organized			6	
7.5	Overall Impression on Institute Participation in Faculty Development and Research Activity	(4) Excellent		(3) Good		(2) Average	(1) Poor	3	
Total									
B. Desirable									
7.6	Publications (National & International) Indexed Journals by Core Faculties		(4) Yes		(0) No			4	
7.7	Writing/Translation of Course Related Materials in Hindi/ Regional Languages		(4) Yes		(0) No			3	
7.8	Projects undertaken by faculty and/or students		(4) Yes		(0) No			3	
Total									
Remarks									

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

8. Curricular Transaction (Only for Extension Proposal)										
A.	Essential									
Sl.	Items (To be assessed based on observation and interaction with students and faculty members as well as verification of records)	Actual Status	Points as per observation & interaction					Raw Score (A)	Weight age (B)	Score (AxB)
			(4) Good	(3) Satisfactory	(2) Poor	(1) Very poor	(0) Not Available			
8.1	Academic calendar and time table								4	
8.2	Attendance of Students and Faculties								4	
8.3	Use of ICT in classroom teaching								4	
8.4	Supervision of practical components, Practical Records								8	
8.5	Field visits & its report								5	
8.6	Assignments / projects / seminar/case conference								5	
8.7	Students Progression : Continuous Assessment, Results (University/NBER) of students								5	
8.8	Overall impression of Curricular Transaction through interaction with students and faculty		(4) Excellent		(3) Good	(2) Average	(1) Poor		5	
									Total	
B.	Desirable									
8.9	Maintenance of Biometric attendance of student and faculty			(4) Yes	(0) No				5	
8.10	Development of A-V/Accessible lessons by the faculty			(4) Yes	(0) No				5	
									Total	
Remarks (specify sl. No for which the remark is made) :										

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

Section III

Verification of Credentials of Training Institution

(Documentary evidences of all above parameters shall be enclosed. Do not give score in case of documentary proof not available)

Sl. No	Credentials	Yes	No	Maximum Score	Score Obtained
1	Experience of the Institute in the area of Disability Rehabilitation more than ten years			2	
2	Experience of the Institute conducting RCI approved courses more than ten years			2	
3	Number of consecutive permanent approval (05 years) from RCI more than two times for a course			3	
4	Achievement of the Institute – State level recognition by Govt.			1	
5	Achievement of the Institute – National Level recognition by Govt.			2	
6	State Level Govt. recognition to any of the Employee working not less than 05 years			1	
7	National Level Govt. recognition to any of the Employee working not less than 05 years			2	
8	International Collaboration			2	
9	Professor Emeritus positions for core faculty			2	
Total					
<p>Note: Maximum Score can be credited: 10 (not 15). If the training institution scores 10 or more, then total score shall be 10 only</p>					
<p>Remarks:</p>					

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

Section IV

Summary of Scores for PGDAVT Programme(New Proposal)

SL	Parameters	Essential (Part A)			Desirable (Part B)		Credentials (Part C)
		Max. Score	Obtained Score	%	Max. Score	Obtained Score	Obtained Score (out of 10)
1	Building	100			20		
2	Human Resources	160			40		
3	Special & Inclusive School OR Clinical Services	160			40		
4	Clinical Infrastructure/ Resource Room	120			20		
5	Library Resources	120			20		
6	Community Promotional Activities	80			40		
7	Faculty Development & Research	120			40		
	Total	860			200		

Summary of Scores for PGDAVT Programme (Extension Proposal)

SL	Parameters	Essential (Part A)			Desirable (Part B)		Credentials (Part C)
		Max. Score	Obtained Score	%	Max. Score	Obtained Score	Obtained Score (out of 10)
1	Building	100			20		
2	Human Resources	160			40		
3	Special & Inclusive School OR Clinical Services	160			40		
4	Clinical Infrastructure/ Resource Room	120			20		
5	Library Resources	120			20		
6	Community Promotional Activities	80			40		
7	Faculty Development &Research	120			40		
8	Curricular Transaction	160			40		
	Total	1020			240		

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

Section V
Summary of Assessment

**Summarize your observation by mentioning 2 strengths and 2 weakness (if has) of the Training Institution.
(Max 250 words)**

Strengths

Weakness

Total Number of Photographs enclosed (Please sign at the backside of each photograph):
Details of Enclosures:

Any other point :

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

Section VI

Declaration

1. I/We hereby declare that the assessment/inspection undertaken by us/me is as per the guidelines and the format. The format is duly filled and complete in all respect.
2. I/We have followed the code and conducts as mentioned by the Council.
3. I/We undertake that if anything is found incomplete or incorrectly filled, then I/we may be removed from the panel of visiting expert or debarred.

Name	Designation & Full Address with Email ID & Contact Numbers	Signature with date

CHECKLIST

Infrastructure requirements for Post Graduate Diploma Course in Auditory Verbal Therapy (PGDAVT)

The following are the minimum requirements for starting/continuing a PGDAVT program. This should be read and interpreted along with the guidelines of RCI for inspectors for inspection of new/existing programs for recognition.

	Yes/No	Remarks
Whether department is an independent		
Whether department is headed by ASLP Faculty		
Whether core staff are full-time		
Salary structure at par with UGC guidelines		
Staff welfare measures adhered (such as PF/NPs / ESC), if applicable		
Filling of ITR in respect of faculty and clinical staff (form 16/Trace 26)		

a) Space: Exclusively for this program

Class room	1 room	15' x10'	150 Sq. ft
Laboratory	1 room	20' x 10'	200 Sq. ft
Therapy rooms	5 rooms	8' x 8' each	320 Sq. ft
Space for staff, library, waiting hall, child care, office & other facilities			~ 500 Sq. ft

b) Staff

Audiologist / Speech Language Pathologist [*]	1	Full time
Lecturer in Special Education [@]	1	Full time
Lecturer in Auditory Verbal Therapy ^{\$}	1	Part time/Full time
Lecturer in Clinical Psychology/Clinical Psychologist [#]	1	Visiting

* MASLP or MSc (Audiology) or M.Sc (Speech-language Pathology), or its equivalent as recognize by RCI

@ Master's Degree in Special Education (HI) or its equivalent as recognized by RCI

\$ a) MASLP or MSc (Audiology), or MSc (Speech-language Pathology), or Master's Degree in Special Education (HI), or M.Ed (Special Education) with LSLS Cert. in AVT, or its equivalent as recognized by RCI

b) Must have worked with 50 children with cochlear implants in the last 5 years.

M.Phil. in Clinical Psychology or its equivalent as recognized by RCI

c) Equipment/ Material

Digital Hearing Aids - Minimum 6 nos.

Therapy material like toys & play materials, toys for informal hearing screening such as bells and noise making toys

Material for auditory verbal training

Models of Ear and cochlear implant

d) Clinical infrastructure

Teacher: Children with cochlear implants 1 : 5

Teacher: Children with hearing aids 1 : 5

e) Library

Books and Journals listed under each paper are essential.

Paper 1.1 Auditory Verbal Techniques

- Estabrooks, W. (2006). Auditory Verbal Therapy and Practice, AG Bell Association for the Deaf and Hard of Hearing, Inc.
- E. Cole., & C. Flexer. (2007). Children with Hearing :Loss Developing Listening and Talking Birth to Six, Plural Publishing
- Estabrooks, W. (1998). Cochlear Implants for Kids, AG Bell Association for the Deaf and Hard of Hearing, Inc.
- Estabrooks, W., & Marlowe J, The Baby is Listening, A G Bell Association for the Deaf and Hard of Hearing, Inc, Washington DC
- 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
- D. Ling., & A.G. Bell. (1989). Foundations of Spoken Language for Hearing-Impaired Children
- D. Ling., A. Ling., & A.G. Bell. (1978). Aural Habilitation: The Verbal Foundations of Learning in Hearing-Impaired Children
- Estabrooks, W. (1994). Auditory Verbal Therapy for Parents and Professionals, A.G. Bell Association for the deaf and hard hearing
- Flexer, C. (1994). Facilitating Hearing and Listening in Young Children. Singular Publishing Group, Inc. San Diego

Paper 1.2 Spoken Language and Communication Development

- Paul R. (2007). Language disorders from infancy through adolescence. Mosby; Elsevier.
- Riper C. V. (1996). Speech correction: An introduction to speech language pathology. Allyn and Bacon.
- Robertson I. (2009). Literacy and deafness. Plural Publishing.
- Shulman, B. B., & Capone, N. C. (2010). Language development: Foundations, processes and clinical applications. Jones and Barllet Publishers
- Haynes, W. O. (2008). Diagnosis in Speech-Language Pathology. Pearson Education, Inc.

- Hulit L. M. (2002). *Born to talk : An Introduction to Speech and Language Development*. Allyn and Bacon.
- Mc. Laughlin, S. F. (2006). *Introduction to Language Development*. Thomson.
- Riper, C. V. (1996). *Speech Correction: An Introduction to Speech Language Pathology*. Allyn and Bacon.
- Zemlin, W. R. (1998). *Speech and Hearing Science*. Allyn and Bacon.

Paper 1.3 Child Development

- Cole, E., & Flexer, C. (2007) *Children with Hearing Loss Developing Listening and Talking Birth to Six*, Plural Publishing
- Flexer, C. (1994) *Facilitating Hearing and Listening in Young Children*. Singular Publishing Group, Inc. San Diego
- Meaningful Auditory Integration Scale (MAIS) and Infant-Toddler Meaningful Auditory Integration Scale (IT-MAIS)
- Boehm, A. (1986). *Boehm Test of Basic Concepts-3*; The Psychological Corporation, San Antonio, TX
- Bracken, B. (1984). *Bracken Basic Concept Scale-revised*. The Psychological Corporation, San Antonio
- TXWadsworth, B. J. (1979) *Piaget's Theory of Cognitive Development*. Longman, NY

Paper 2.1 Hearing and Amplification Technologies

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

Paper 2.2 Parent Empowerment and Curricular Support

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