



ASSESSMENT REPORT FORMAT

Bachelor in Audiology and Speech – Language Pathology (B. ASLP)

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

CONFIDENTIAL

**ASSESSMENT REPORT
B.ASLP (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) 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 Assessment: Time of Assessment:

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 (should be from Audiology and Speech Language Pathology discipline) (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;.....

.....(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)

(Signature of Visiting Expert 1)
Expert 2)

(Signature of Visiting

Section II
BASLP program

1. Building (Please refer norms as prescribed in the respective syllabus)											
A.	Essential										
Sl.	Items	Require ment (Sq.ft)	Available	Points for Matching with the Norm					Raw Score (A)	Weig htage (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: (02Rooms for every 20 students @10 square feet per student-220 sq.ft)										
	Classroom 1	220 sqft									
	Classroom 2										
	Classroom 1										
	Classroom 2										
	*Calculate average of the above between 0-4 and put under raw score (A)										3
1.2	Seminar hall (space to accommodate 50% of total strengths)	600*								1	
1.3	Labs to transact practicals (space to accommodate 50% of total strengths)									1	
1.4	Computer lab/multipurpose hall(space to accommodate 50% of total strengths)									1	
1.5	Library(space to accommodate 50% of total strengths)									2	
1.6	Room for reception where patients are registered.-01	10x10								1	
1.7	Room for case, history, diagnostic room and interviews-02	6x8								1	
1.7	Speech Lab (Quiet Room) for diagnostic purpose.-01	15x20								1	
1.8	Recording room (Sound proof)-01	8x10								1	
1.9	Speech Therapy Rooms/cabins(completely partitioned/sound isolated)-05	6x8								2	
1.10	Two room audiometric suite with control and test room situation. (Sound Proof ANSI 1977)-01	10x16								1	
1.11	Room for hearing fitting-01	10x15								1	
1.12	Earmold lab & hearing aid repairing lab-01	12x12								1	

1.13	Electrophysiological test room-01	10x10								1	
1.14	Staff room-01	15x20								1	
1.15	Individual work space (with provision of storage facility)-01	10x10								1	
1.16	Academic/Administrative office-01	10x10								1	
1.17	Principal's Office room-01	10x10								1	
1.18	Separate Toilet for Boys /Girls									1	
1.19	Barrier Free Environment (classroom, toilet, drinking water facility)									1	
1.20	Overall impression of Building with respect to Space, Furniture, Fixture, Lighting, Ventilation			(4) Excellent	(3) Good	(2) Average	(1) Poor			1	
	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			
1.21	Space for Recreation and sports								2	
1.22	Hostel for trainees								2	
1.23	Staff quarters								1	
Total										

Remarks (specify Sl. No. for which the remark is made)

Photographs to be Enclosed for: 1.1 & 1.6

* 600 sft is only for one programme. If case of additional programme, two programme 1200sft, three programme-1800sft, & so on.

(Signature of Visiting Expert 1)
Expert 2)

(Signature of Visiting

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- 05 for 20 students and 04 clinical staff(core faculty strength should be increased in proportionate as stipulated in BASLP syllabus) :								
	Associate Professor-SLP/Audiology-01								
	Assistant Professor-SLP-01								
	Assistant Professor-SLP-01								
	Assistant Professor-Audiology-01								
	Assistant Professor-Audiology-01								
	Speech Pathologist - Gr. I-01								
	Speech Pathologist - Gr. II-01								
	Audiologist - Gr. I-01								
	Audiologist - Gr. II-01								
	*Calculate average of the above between 0-4 and put under raw score (A)							28	
2.2 PR	Allied Faculty (part time) 06 .(CRR No. is not applicable for allied faculty)								
	Asst. Prof in Cl. Psychology-01								
	Asst. Prof in Electronics-01								
	Asst. Prof in Otolaryngology-01								
	Asst. Prof in Linguistics-01								
	Asst. Prof in Statistics-01								
	Asst. Prof in Neurology-01								
	*Calculate average of the above between 0-4 and put under raw score (A)							3	
2.3 PR	Supporting Staff-Technical-05(CRR No. not required except earmould technician)								
	Earmold technician-01								
	Bio-medical technician-01								
	Computer technician-01								
	Library & Information Officer-01								
	Library Assistant-01								
	*Calculate average of the above between 0-4 and put under raw score (A)							3	
2.4 PR	Administrative Staff :03(CRR No. not required)								
	Secretary – Academics-01								
	Secretary – Clinic-01								
	Secretary – Admin-01								
	*Calculate average of the above between 0-4 and put under raw score (A)							3	

2.5	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)
2.6	Experience of the Core Faculty More than Prescribed years							4	
2.7	Additional Rehabilitation Qualification / Research Qualification of the Core Faculty (Ph.D.)							3	
2.8	Provision for retention and promotional avenues for the Faculty & Staff through as per RCI norms.	Yes (4)			No (0)			3	
Total									

(Signature of Visiting Expert 1)
Expert 2)

(Signature of Visiting

3. Clinical Services {The participating institution must have a clinical load of a minimum of 1280 new and 2560 follow up therapy cases in the first year: 1280 new and 2560 follow up therapy cases in the second year and, in addition to this, 1280 new and 2560 follow up therapy cases in the third year for diagnosis, management and rehabilitation of persons with speech, language, hearing and swallowing disorders in clients of all age group from infancy to geriatrics 8(4 group of clients 4x2)x20(No. of students)x4 (four age group)}

A. Essential											
Sl.	Items	As per Nor m	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)									7	
3.2 PR	Therapy Cases/Follow up									7	
3.3	Clinical staff having valid RCI Registration									8	
3.4 PR	Availability of Clinical Test Material / Equipment									4	
3.5	Variety of Clinical Population			(4)	(3)	(2)	(1)	(0)		4	
3.6	Use of Clinical Test Material / Equipment			(4)	(3)	(2)	(1)	(0)		4	
3.7	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										
3.8	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			
3.9	Attached to Hospital/Medical College								5	
3.10	Implementing Agency of Govt. Schemes/ADIP/ Empanelled professional								5	
	Total									

Remarks

(Signature of Visiting Expert 1)
Visiting Expert 2)

(Signature of

4.Clinical Infrastructure (refer to BASLP syllabus)											
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									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	Development of indigenous products such as tools/ tests/ protocol tools/ equipment						3				
4.7	Clinical Infrastructure available for other disabilities						2				
								Total			

(Signature of Visiting Expert 1)
Expert 2)

(Signature of Visiting

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	Textbooks (As per Syllabus)									15	
5.2 PR	Journals									5	
5.3 PR	Computer with Internet			(4) Available and Used	(2) Available but not Used	(0) Not Available				4	
5.4	Professional Management of Library Services			(4) Available and Used	(2) Available but not Used	(0) Not Available				2	
5.5	Maintenance of Records Related to Use of Library Services			(4) Available and Used	(2) Available but not Used	(0) Not Available				2	
5.6	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						
5.7	Photocopy Services						2				
5.8	Reading Room Facility						3				
Total											
Remarks (specify sl. No for which the remark is made) :											
Photographs: Enclose 5 photographs of library resources room showing the facilities, etc.											

(Signature of Visiting Expert 1)
Expert 2)

(Signature of Visiting

6. Community Promotional Activities										
A.	Essential									
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									
	Items (Must be verified with documentary proof such as Reports, Photographs, News Clippings)									
6.4	Community Based Services							5		
6.5	Exhibition							5		
									Total	
Remarks										

(Signature of Visiting Expert 1)
Expert 2)

(Signature of Visiting

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)
Expert 2)

(Signature of Visiting

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								04	
8.2	Attendance of Students and Faculties								04	
8.3	Use of ICT in classroom teaching								04	
8.4	Supervision of practical components, Practical Records								08	
8.5	Field visits & its report								05	
8.6	Assignments / projects / seminar/case conference								05	
8.7	Students Progression : Continuous Assessment, Results (University/NBER) of students								05	
8.8	Overall impression of Curricular Transaction through interaction with students and faculty		(4) Excellent		(3) Good	(2) Average	(1) Poor		05	
									Total	
B.	Desirable									
8.9	Maintenance of Biometric attendance of student and faculty			(4) Yes	(0) No				05	
8.10	Development of A-V/Accessible lessons by the faculty			(4) Yes	(0) No				05	
									Total	
Remarks (specify sl. No for which the remark is made) :										

(Signature of Visiting Expert 1)
Expert 2)

(Signature of Visiting

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					
Note: Maximum Score can be credited: 10 (not 15). If the training institution scores 10 or more, then total score shall be 10 only					
Remarks:					

(Signature of Visiting Expert 1)
Expert 2)

(Signature of Visiting

Section IV

Summary of Scores for Bachelor (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 Bachelor level (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)
Expert 2)

(Signature of Visiting

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)
Expert 2)

(Signature of Visiting

Section VI

Declaration

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

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

Infrastructure requirements for B.ASLP programs

The following are the minimum requirements for starting/continuing a B.ASLP 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)		
Filling of ITR in respect of faculty and clinical staff (form 16/Trace 26)		

Human Resource Requirement

	B.ASLP* (Intake : 20 / year)	B.ASLP® (Intake : 40 / year)	Available /Not available	Remarks
Core Faculty				
Professor- Speech Pathology & Audiology	--	1		
Associate Professor- Speech Pathology & Audiology	1	2 (1+1)		
Assistant Professor - Speech Pathology	2	2		
Assistant Professor – Audiology	2	2		
Clinical Staff				
Speech Pathologist - Gr. I	1	2		
Speech Pathologist - Gr. II	1	1		
Audiologist - Gr. I	1	2		
Audiologist - Gr. II	1	1		
Allied Faculty (Part time)				
Asst. Prof in Cl. Psychology	1	1		
Asst. Prof in Electronics	1	1		
Asst. Prof in Otolaryngology	1	1		
Asst. Prof in Linguistics	1	1		
Asst. Prof in Statistics	1	1		
Asst. Prof in Neurology	1	1		
Supporting staff – Technical				
Earmold technician	1	1		
Bio-medical technician	1	1		
Computer technician	1	1		
Library & Information Officer	1	1		
Library Assistant	1	1		
Supporting staff – Administrative				
Secretary – Academics	1	1		
Secretary – Clinic	1	1		
Secretary – Admin	1	1		

Faculty and Professional qualification in the core areas

Designation	Qualifications	Pay Scale
Professor	Essential a) M.Sc(Sp & Hg)/MASLP/equivalent and Ph.D (in core areas) b) 10 years teaching experience at PG/UG level c) PhD (in core areas*) d) Minimum of five Publications with cumulative impact factor of 05. e) Valid RCI registration Desirable: Experience of running under-graduate training programs	As per UGC guidelines
Associate Professor	Essential a) M.Sc(Sp & Hg)/M.ASLP/equivalent b) 8 years of teaching experience at graduate/ post graduate level; c) Minimum of five Publications with cumulative impact factor of 05. d) Valid RCI registration Desirable: Ph.D (in core areas*) Experience of running under-graduate training programs	As per UGC guidelines
Assistant Professor-Audiology	Essential a) M.Sc(Sp & Hg)/M.ASLP or its equivalent /M.Sc.(Audiology) b) 2 years teaching/ clinical / research experience c) Valid RCI registration Desirable: a) Ph.D (in core area*) b) Publications	As per UGC guidelines
Assistant Professor-Speech Language Pathology	Essential a) M.Sc(Sp & Hg)/M.ASLP or its equivalent /M.Sc.(Speech Language Pathology) b) 2 years teaching/ clinical / research experience c) Valid RCI registration Desirable: a) Doctorate in the field b) Publications	As per UGC guidelines
Audiologist Grade I	Essential M.Sc(Sp & Hg) / M.ASLP or its equivalent M.Sc.(Audiology) Valid RCI registration Desirable: 1 year experience in the field	As per RCI guidelines
Speech Pathologist Grade I	Essential M.Sc(Sp & Hg) / M.ASLP/ or its equivalent M.Sc.(Speech Language Pathology) Valid RCI registration Desirable: 1 year experience in the field	As per RCI guidelines

	Desirable: 1 year experience in the field	
Speech Pathologist/ Audiologist Grade II	Essential B.Sc (Sp & Hg)/B.ASLP or its equivalent Valid RCI registration	As per RCI guidelines

Clinical

The institution should have facility for diagnosis, management and rehabilitation of all types of speech, language, and swallowing disorders in clinical population across life span.

Size of clinical population: The participating institution must have a clinical load of a minimum of 1920 new and 3840 follow up therapy cases in the first and second semesters: in addition to this, 1920 new and 3840 follow up therapy cases in the third and the fourth semester: and, in addition to this, 1920 new and 3840 follow up therapy cases in the fifth and the sixth semester.

Library

Library should accommodate at least 30% of the staff and students of the institute at any given time. Library should have internet and photocopying facilities.

Books mentioned under 'Recommended reading' under each paper must be available. There shall be addition of a minimum of two books every year for each subject of study.

There should be at least 5 journals (2 each in Speech-language pathology and Audiology, and 1 general) for the B.ASLP program

Space

Sr. No.		Size	Number	Available/ Not available	Remarks
a)	Class Rooms	Space @ 10 sq. ft per student + 20 Sq. ft for the teacher: Room with a minimum area of 220 sq. ft.	2 class rooms for every 20 students		
b)	Seminar hall	Space to accommodate 50% of total student strength	1		
c)	Labs to transact practicals	Space to accommodate 50% of total student strength	2		
d)	Computer lab/multipurpose hall	Space to accommodate 50% of total student strength	1		
e)	Library	Space to accommodate 50% of total student strength	1		
f)	Room for reception where patients are registered.	10' x 10'	1 room for every 20 students		
g)	Room for case history, diagnostic room	6' x 8'	2 rooms for every 20 students		

	and interviews				
h)	Speech Lab (Quiet Room) for diagnostic purposes.	15' x 20'	1 room for every 20 students		
i)	Recording room (Sound proof)	8' x 10'	1 room for every 20 students		
j)	Speech Therapy Rooms/ Cabins (completely partitioned/sound isolated)	6' x 8'	5 rooms for every 20 students		
k)	Two room audiometric suite with control and test room situation. (Sound Proof. ANSI 1977)	10' x 16'	1 for every 20 students		
l)	Room for hearing aid fitting	10' x 15'	1 room for every 20 students		
m)	Earmold Lab & Hearing aid repair lab	12' x 12'	1 room for every 20 students		
n)	Electro physiological test room	10' x 10'	1 room for every 20 students		
o)	Staff Room	15' x 20'	1		
p)	Individual work space (with provision for storage facilities)	10' x 10'	1 room for every 2 faculty/staff members		
q)	Academic/administrative office	10' x 10'	1		
r)	Principal's Office room	10' x 10'	1		
s)	Sanitary facilities	Separate facility for males and females, staff/students and clinical population			
t)	Hostel	Separate hostel for Men and Women with dining facility. Accommodation for at least 50% of the student population.			
u)	Barrier free access				
v)	Space for recreation - both indoor and outdoor				

Equipment - Audiology (Minimum for a batch of 20 students)

Sl. No.	Equipment	For a batch of 20 students (Clinical)	Available/ Not available	Remarks
a)	2 channel diagnostic audiometer with Accessories such as earphone, ear cushion combination with adjustable headband, B.C. vibrator, transducers like microphone and matching loud speakers	1+1 for Lab		
b)	Portable audiometer with provision of A.C. and B.C. testing : desirable screening audiometer	1		
c)	Clinical immittance audiometer (Desk model) with accessories.	1+1 for Lab		
d)	Portable/Screening impedance audiometer	1		
e)	Clinical BSEAR	1+1 for Lab		
f)	Otoacoustic emission	1+1 for Lab		
g)	Calibration equipment for AC, BC and free field (by possession or access)	-		
h)	Different types of Hearing Aids of mild moderate and strong categories body level and ear level, canal and spectacle hearing aid (1 each), FM, Digital, Programmable aids, ILS Assistive listening devices.	A representative sample of hearing aids and assistive devices		
i)	IGO and HAT for hearing aid trial and making electroacoustic measurements.	1		
j)	Stop watch	2		
k)	Otoscope	4		
l)	Auditory training and Screening material			
M	Ear Mould Lab-fully equipped			

Equipment - Speech-language Pathology (Minimum for a batch of 20 students)

Sl. No.	Equipment	For a batch of 20 students	Available/ Not Available	Remarks
a)	Speech and Language Tests (Tests for differential diagnosis) (English and local language)	As per course requirement		
b)	Proformae	As per course requirement		
c)	Speech Therapy material (Indian, Language and English)	As per course requirement		
d)	Toys and Books			
e)	Mirrors - Size 2' x 3'	4		
f)	Speech Trainer	1		
g)	Portable and Digital tape recorders	2		
h)	Hi-Fi Ampli Deck with speakers and good microphone	1		
i)	Spirometer	1 (+1 for lab)		

j)	Computer PC-AT with VGA Color Monitor & printer for clinic administration	1		
k)	Software for diagnostic/therapeutic use and computer with necessary accessories	1 (+1 for lab)		
l)	Stroboscope/VL scope/ FEES (by possession or access)	1		
m)	Electroglottograph	1		
n)	Audio cassettes for training/CDs			
o)	Pitch pipe			
p)	Tongue depressors	3		

Proportionate increase in number of faculties and academic and clinical infrastructure should be made available as per intake capacity.

Audiovisual Instruments, Furniture in class rooms, clinical areas, labs and other administrative areas and internet access: Appropriately

Semester I

B 1.1 Communication Sciences

- Bordon, G J., Harris, K S., & Raphael, L J. (2006). Speech science primer: Physiology, acoustics, & perception of speech. Lippincott-Williams & Wilkins.
- SubbaRao, T A. (1992). Manual for developing communication skills. NIMH. ISBN: 81-86594-03-5
- Speaks, C. E. (1999). Introduction To Sound: Acoustics for the Hearing and Speech Sciences (3 edition). San Diego: Cengage Learning.
- Martin, F. N., & Clark, J. G. (2014). Introduction to Audiology (12 edition). Boston: Pearson.
- Gelfand, S. A. (2009). Hearing: An Introduction to Psychological and Physiological Acoustics (5 edition). London: CRC Press.
- Khara L. Pence, T., Laura M. & Justice (2011). Language Development: From Theory to Practice (2nd Ed.), Allyn & Bacon Communication Sciences and Disorders
- Webb, W. G., & Adler, R. K. (2008). Neurology for the speech-language pathologist (5th ed.). St. Louis, Mo: Mosby/Elsevier.

B1.2 Anatomy and Physiology of Speech and Hearing

- Seikel, J. A., King, D. W., & Drumright, D. G. (2010). Anatomy & Physiology for Speech, Language, and Hearing (4th edition). Delmar, Cengage Learning, Division of Thomson Learning. NY.
- Zemlin, W. R. (2010). Speech and Hearing Science: Anatomy and Physiology: International Edition (4 edition.). Boston: Pearson.
- Chaurasia, B.D (2004). Human Anatomy, vol 3. Head Neck and Brain 4 th Eds, CBS Publishers and Distributors, New Delhi. ISBN 81-239-1157-2.
- Kelley, M., Wu, D., & Fay, R. R. (Eds.). (2005). Development of the Inner Ear (2005 edition.). New York: Springer.

B1.3 Clinical Psychology

- Morgon C.T., King R.A., Robinson N.M. Introduction to Psychology. Tata McGraw Hill Publishing Co.
- Anastasi, A. (1999). Psychological testing, London: Freeman
- Baura, M (2004). Human Development and Psychology, Rehabilitation Council of India, New Delhi. ISBN: 81-7391-868-6
- Coleman J.C. Abnormal Psychology and Modern Life, Taraporevala Sons & Co.
- Gregory, R.J. (2000). Neuropsychological and geriatric assessment in Psychological Testing: History, Principles, and Applications (3rd ed.). New York: Allyn & Bacon.
- Hurlock, E.B. (1981). Child development. (VI Ed.). Mc Graw Hill International Book Co.
- Kline, P. (1993). The Handbook of Psychological Testing. Routledge
- Lezak, M., Loring, D.W., and Hannay, H.J. (2004). Neuropsychological Assessment. Fourth Edition. New York: Oxford University Press
- Siegal M.G. (Ed). (1987). Psychological Testing from Early Childhood Through Adolescence. International Universities Press.

B1.4 Linguistics and Phonetics

- Ball & Martin (1995). Phonetics for speech pathology. Delhi: AITBS Publishes, India.
- Ball, Rahilly & Tench (1996). The phonetic transcription of disordered speech. San Diego: Singular Publishing Group Inc.
- Clark and Yallop (1999). An introduction to phonetics and phonology. Oxford: Blackwell Publishes Inc.
- Karanth, P (2003). Cross-Linguistic study of Acquired Reading Disorders. Sage Publications, New Delhi. ISBN : 0-306-48319-X
- Ladefoged, P. (1982). A course in phonetics. New York: Harcourt Brace Jovanovich Inc.
- Shriberg & Kent (1982). Clinical phonetics. New York: John Wiley & Sons.

B1.5 Electronics and Acoustics

- Haughton, P., & Haughton, P. M. (2002). Acoustics for Audiologists (1st edition.). San Diego, Calif: Emerald Group Publishing Limited.
- Moser, P. (2015). Electronics and Instrumentation for Audiologists. Psychology Press.
- Moser, P. J. (2013). Electronics and Instrumentation for Audiologists. Psychology Press.
- Rout, N and Rajendran, S. (2014). Hearing aid trouble shooting and Maintenance, Published by National Institute for Empowerment of Persons with Multiple Disabilities, Chennai. Freely downloadable from <http://niepmd.tn.nic.in/publication.php>. ISBN 978-81-928032-1-0.
- Speaks, C. E. (1999). Introduction To Sound: Acoustics for the Hearing and Speech Sciences (3 edition.). San Diego: Cengage Learning.
- Villchur, E. (1999). Acoustics for Audiologists (1 edition.). San Diego, Calif: Delmar Cengage Learning.

B1.6 Research Methods and Statistics

- Dane F. C. (2011). Sampling and Measurement. In Evaluating research: Methodology for people who need to read research. New Delhi: SAGE publication.
- Field, A. (n.d.). Discovering Statistics Using IBM SPSS (4th ed.). SAGE Publications.
- Hegde M. N. (2010). A course book on Scientific and professional writing for speech language pathology (4th Edition), Singapore: Delmar publication.
- Hegde, M. N. (2003). Clinical research in communicative disorders: Principles and strategies. (3rd Edition), Austin: Pro-ed

- Hesse-Biber, S. N. & Leavy, P. (2011). The Ethics of social research. In The Practice of qualitative research. (2nd Edition), New Delhi: SAGE publication.
- Jekel, F. J., Katz, L.D., & Elmore, G.J (2001). Basic Epidemiologic Concepts and Principles in epidemiology, Biostatistics, and Preventive Medicine (2nd Edition). Pennsylvania: Saunders
- Meline, T. (2010). A research primer for communication sciences and disorders. Singapore: Pearson publication.

Semester II

B 2.1 Neurology

- Adams, R.D. & Sidman, R.L. (1968). Introduction to neuropathology. New Jersey: McGraw-Hill.
- Bhatnagar, S.C. (2012). Neuroscience for the Study of Communicative Disorders. Lippincott, Williams & Wilkins
- Garden, E. (1968). Fundamental of neurology, V Edn., Philadelphia: Sarenders Co.
- Webb, W. G., & Adler, R. K. (2008). Neurology for the speech-language pathologist (5th ed.). St. Louis, Mo: Mosby/Elsevier.
- Duffy, J. R. (2013). Motor Speech Disorders: Substrates, Differential Diagnosis, and Management (3rd Ed.). University of Michigan, Elsevier Mosby.

B2.2 Otolaryngology

- Chan, Y. and Goddard, J.C. (2015). K J Lee's Essential otolaryngology: head and neck surgery. (11th edition). New Delhi: Atlantic Publisher and Distributers
- Dhingra, P. L. (2013). Diseases of Ear, Nose and Throat (Sixth edition). Elsevier.
- O'Neill, J.P. and Shah, J.P. (2016). Self-assessment in otolaryngology. Amsterdam: Elsevier
- Postic, W.P., Cotton, R.T., Handler, S.D. (1997). Ear trauma. Surgical Pediatric Otolaryngology. New York: Thieme Medical Publisher Inc.
- Wackym, A. and Snow, J.B. (2015). Ballenger's otorhinolaryngology head and neck surgery. (18th edition). United States: McGraw-Hill Medical

B2.3 Speech-Language Pathology

- Owens, Jr, Kimberly, A. Metz, F.E. (2014). 5th Ed. Introduction to Communication Disorders: A life span based Perspective. Pearson Communication Science and Disorders Series.
- Hegde, M. N., & Davis, D. (2005). Clinical methods and practicum in speech- language pathology (4th ed.). Australia; Clifton Park, NY: Thomson Delmar Learning.
- Shipley, K. G., & Roseberry-McKibbin, C. (2006). Interviewing and counselling in communicative disorders : Principles and procedures (3rd ed.). Austin, Tex: Pro-Ed.
- Brookshire, R. H. (2003). Introduction to neurogenic communication disorders (6th ed.). St. Louis, Mo: Mosby.
- Hulit, L.M., Marle. R., Kathleen, R. H., & Fowey (2010). Born to Talk. Pearson Communication Science and Disorders Series 5th Ed.
- Roth, F. P., & Worthington, C. K. (2005). Treatment resource manual for speech language pathology (3rd ed.). Australia; Clifton Park, NY: Thomson Delmar Learning.
- Shipley, K. G., & McAfee, J. G. (2004). Assessment in speech-language pathology: A resource manual (3rd ed.). Australia; Clifton Park, NY: Delmar Learning.
- Ysseldyke, J. E., & Algozzine, R. (2006). Teaching students with communication disorders : A practical guide for every teacher. Thousand Oaks, Calif.: Corwin Press.

B2.4 Audiology

- Durrant, J. D., & Feth, L. L. (2012). *Hearing Sciences: A Foundational Approach* (1 edition.). Boston: Pearson.
- Emanuel, D. C., & Letowski, T. (2008). *Hearing Science* (1 edition.). Philadelphia: Lippincott Williams and Wilkins.
- Gelfand, S. A. (2009). *Hearing: An Introduction to Psychological and Physiological Acoustics* (5 edition.). London: CRC Press.
- Kaplan, H., Gladstone, V. S., & Lloyd, L. L. (1993). *Audiometric Interpretation: A Manual of Basic Audiometry* (2 edition.). Boston: Pearson.
- Katz, J. (2014). *Handbook of Clinical Audiology* (7th International edition edition.). Lippincott Williams and Wilkins.
- Martin, F. N., & Clark, J. G. (2014). *Introduction to Audiology*. Boston: Pearson.
- Silman, S., & Silverman, C. A. (1997). *Auditory Diagnosis: Principles and Applications* (Reissue edition.). San Diego: Singular Publishing Group

Semester III

B3.1 Voice and its Disorders

- Stemple, J. C., Glaze, L. E., & Gerdeman, B. K. (2014). *Clinical voice pathology: Theory & Management* (5th Ed.). San Diego: Plural publishers.
- Aronson, A.E. & Bless, D. M. (2009). *Clinical Voice Disorders*.(4th Ed.). New York: Thieme, Inc.
- Boone, D. R., McFarlane, S. C, Von Berg, S. L. & Zraick, R. I. (2013): *The Voice and Voice Therapy*. (9th Ed.). Englewood Cliffs, Prentice-Hall, Inc. New Jersey.
- Professional Voice: Assessment and Management. Proceedings of the national workshop on “Professional Voice: Assessment and management”, 9-10 Dec 2010. All India Institute of Speech & Hearing, Mysore. 2010.
- Andrews, M. L. (2006). *Manual of Voice treatment: Pediatrics to geriatrics* (3rd Ed.). Thomson Delmar Learning.
- Colton, R. H, Casper, J. K. & Leonard, R. (2006). *Understanding voice problems*. Baltimore: Williams & Wilkins.
- Sapienza, C. M., & Ruddy, B. H. (2013). *Voice Disorders*.(2nd Ed.). San Diego: Plural Publisher.
- Voice: Assessment and Management. Proceedings of the national workshop on “Voice: Assessment and management”, 14-15 Feb 2008. All India Institute of Speech & Hearing, Mysore. 2008.

B3.2 Speech Sound Disorders

- Bernthal, J.E., Bankson, N.W., & Flipsen, P. (2013). *Articulation and phonological disorders*.(7th Ed.). Boston, MA: Pearson.
- Dodd, B. (2013). *Differential diagnosis and treatment of children with speech disorder*.(2nd Ed). NJ: Wiley.
- Rout, N (Ed)., Gayathri, P., Keshree, N and Chowdhury, K (2015). *Phonics and Phonological Processing to Develop Literacy and Articulation; A Novel Protocol*. A publication by NIEPMED, Chennai. Freely downloadable from <http://niepmd.tn.nic.in/publication.php>. ISBN 978-81-928032-9-5
- Vasanta, D. (2014). *Clinical applications of phonetics and phonology*. ISHA Monograph.Vol 14, No. 1.Indian Speech & Hearing Association.

- Velleman, S. L (2003). Resource guide for Childhood Apraxia of Speech. Delmar/Thomson Learning.
- Williams, A., McLeod, S., & McCauley, R. (2010). Interventions for speech sound disorders in children. Baltimore: Brookes.

B3.3 Diagnostic Audiology: Behavioural Tests

- Gelfand, S. A. (2009). Essentials of Audiology. Thieme.
- Hall, J. W., & Mueller, H. G. (1996). Audiologists' Desk Reference: Diagnostic audiology principles, procedures, and protocols. Cengage Learning.
- Jerger, J. (1993). Clinical Audiology: The Jerger Perspective. Singular Publishing Group.
- Katz, J., Medwetsky, L., Burkard, R. F., & Hood, L. J. (Eds.). (2007). Handbook of Clinical Audiology (6th revised North American edition). Philadelphia: Lippincott Williams and Wilkins.
- Martin, F. N., & Clark, J. G. (2014). Introduction to Audiology (12 edition). Boston: Pearson.
- Roeser, R. J., Valente, M., & Hosford-Dunn, H. (2007). Audiology: Diagnosis. Thieme.
- Stach, B. A. (2010). Clinical audiology: an introduction (2nd ed). Clifton Park, NY: Delmar Cengage Learning.

B.3.4 Amplification Devices

- Dillon. (2012). Hearing Aids (2 edition). Thieme Medical and Scientific Publisher.
- Hall, J. W., & Mueller, H. G. (1998). Audiologists' Desk Reference: Audiologic management, rehabilitation, and terminology. Singular Publishing Group.
- Kates, J. M. (2008). Digital Hearing Aids (1 edition). San Diego: Plural Publishing Inc.
- Metz, M. J. (2014). Sandlin's Textbook of Hearing Aid Amplification: Technical and Clinical Considerations. Plural Publishing.
- Mueller, H. G., Hawkins, D. B., & Northern, J. L. (1992). Probe Microphone Measurements: Hearing Aid Selection and Assessment. Singular Publishing Group.
- Mueller, H. G., Ricketts, T. A., & Bentler, R. A. (2007). Modern Hearing Aids: Pre-fitting Testing and Selection Considerations: 1 (1 edition). San Diego, CA: Plural Publishing Inc.
- Sandlin, R. E. (Ed.). (1989). Handbook of Hearing Aid Amplification: Clinical Considerations and Fitting Practices v. 2. Boston: Singular Publishing Group.
- Sandlin, R. E. (Ed.). (1993). Understanding Digitally Programmable Hearing Aids. Boston: Allyn & Bacon.
- Tate, M. (2013). Principles of Hearing Aid Audiology. Springer.
- Taylor, B., & Mueller, H. G. (2011). Fitting and Dispensing Hearing Aids (1 edition). San Diego: Plural Publishing Inc.
- Valente, M. (2002). Hearing Aids: Standards, Options, and Limitations. Thieme.

Semester IV

B.4.1 Motor Speech Disorders in Children

- Arvedson, J.C., and Brodsky, L. (2002) (2nd Ed.). Pediatric swallowing and feeding. San Diego, Singular publishing.
- Caruso, F. J. and Strand, E. A. (1999). Clinical Management of Motor Speech Disorders in Children. New York: Thieme.
- Hardy, J. (1983). Cerebral Palsy. Remediation of Communication Disorder Series by F.N. Martin. Englewood Cliffs, Prentice Hall Inc.
- Love, R.J. (2000) (2nd Ed). Childhood Motor Speech Disorders. Allyn & Bacon.

- Love, R.J. and Webb, W.G. (1993). (2nd ed.) Neurology for the Speech-Language Pathologist. Reed Publishing (USA)
- Rosenthal. S., Shipp and Lotze (1995). Dysphagia and the child with developmental disabilities. Singular Publishing Group.
- Velleman, S. L (2003). Resource guide for Childhood Apraxia of Speech. Delmar/Thomson Learning.

B.4.2 Language Disorders in Children

- Roseberry-McKibbin, C. (2007). Language Disorders in Children: A multicultural and case perspective. Boston: Pearson Education, Inc.
- Paul, R. (2013). Language disorders from infancy through adolescence (4th ed.). St.Louis, MO: Mosby.
- Dwight, D.M. (2006). Here's how to do therapy: Hand-on core skills in speech language pathology. San Diego, CA: Plural Publishing
- Hegde, M.N. (2005). Treatment protocols for language disorders in children – Vol. 1 & 2. San Diego: Plural Publishing
- Owens, R.E. (2008). Language development: An introduction (7th ed.). Boston: Pearsons
- Reed, V.A. (2004). An Introduction to children with language disorders (3rd Ed.) New York: Allyn & Bacon
- Rout, N and Kamraj, P (2014). Developing Communication - An Activity Book, A publication by NIEPMED, Chennai. Freely downloadable from <http://niepmd.tn.nic.in/publication.php>. ISBN 978-81-928032-41.

B.4.3 Diagnostic Audiology: Physiological Tests

- Hall, J. W., & Mueller, H. G. (1996). Audiologists' Desk Reference: Diagnostic audiology principles, procedures, and protocols. Cengage Learning.
- Hood, L. J. (1998). Clinical Applications of the Auditory Brainstem Response. Singular Publishing Group.
- Hunter, L., & Shahnaz, N. (2013). Acoustic Immittance Measures: Basic and Advanced Practice (1 edition). San Diego, CA: Plural Publishing.
- Jacobson, G. P., & Shepard, N. T. (2007). Balance Function Assessment and Management (1 edition). San Diego, CA: Plural Publishing Inc.
- Jacobson, J. T. (1985). The Auditory brainstem response. College-Hill Press.
- Katz, J., Medwetsky, L., Burkard, R. F., & Hood, L. J. (Eds.). (2007). Handbook of Clinical Audiology (6th revised North American ed edition). Philadelphia: Lippincott Williams and Wilkins.
- McCaslin, D. L. (2012). Electronystamography/Videonystagmography (1 edition). San Diego: Plural Publishing.
- Musiek, F. E., Baran, J. A., & Pinheiro, M. L. (1993). Neuroaudiology: Case Studies (1 edition). San Diego, Calif: Singular.
- Robinette, M. S., & Glatke, T. J. (Eds.). (2007). Otoacoustic Emissions: Clinical Applications (3rd edition). New York: Thieme.

B.4.4 Implantable Hearing Devices

- Clark, G., Cowan, R. S. C., & Dowell, R. C. (1997). Cochlear Implantation for Infants and Children: Advances. Singular Publishing Group.
- Cooper, H., & Craddock, L. (2006). Cochlear Implants: A Practical Guide. Wiley.
- Dutt, S. N. (2002). The Birmingham Bone Anchored Hearing Aid Programme: Some Audiological and Quality of Life Outcomes. Den Haag: Print Partners Ipskamp.
- Eisenberg, L. S. (2009). Clinical Management of Children with Cochlear Implants. Plural Publishing.

- Gifford, R. H. (2013). Cochlear Implant Patient Assessment: Evaluation of Candidacy, Performance, and Outcomes. Plural Publishing.
- Hagr, A. (2007). BAHA: Bone-Anchored Hearing Aid. International Journal of Health Sciences, 1(2), 265–276.
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- Kompis, M., & Caversaccio, M.-D. (2011). Implantable Bone Conduction Hearing Aids. Karger Medical and Scientific Publishers.
- Mankekar, G. (2014). Implantable Hearing Devices other than Cochlear Implants. Springer India.
- Møller A.R. (2006). Cochlear and Brainstem Implants (Vol. 64).
- Niparko, J. K. (2009). Cochlear Implants: Principles & Practices. Lippincott Williams & Wilkins.
- Ruckenstein, M.J. (Ed.). (2012). Cochlear Implants and Other Implantable Hearing Devices. Plural.
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- Thoutenhoofd, E. (2005). Paediatric cochlear implantation: evaluating outcomes. Whurr.
- Valente, M. (2002). Strategies for selecting and verifying hearing aid fittings. 2nd Edn. Thieme.

Semester V

B5.1 Structural Anomalies and Speech Disorders

- Berkowitz. S. (2001). Cleft Lip and Palate: Perspectives in Management. Vol II. San Diego, London, Singular Publishing Group Inc.
- Falzone. P., Jones. M. A., & Karnell. M. P. (2010). Cleft Palate Speech. IV Ed., Mosby Inc.
- Ginette, P. (2014). Speech Therapy in Cleft Palate and Velopharyngeal Dysfunction. Guildford, J & R Press Ltd.
- Karlind, M. & Leslie, G. (2009). Cleft Lip and Palate: Interdisciplinary Issues and Treatment. Texas, Pro Ed.
- Kummer, A.W. (2014). Cleft Palate and Craniofacial Anomalies: The Effects on Speech and Resonance. Delmar, Cengage Learning.
- Peterson-Falzone, S. J., Cardomone, J. T., & Karnell, M. P. (2006). The Clinician Guide to Treating Cleft Palate Speech. Mosby, Elsevier.
- Salmon . J & Shriley (1999). Alaryngeal speech rehabilitation for clinicians and by clinicians. ProEd
- Yvonne, E (Ed) (1983). Laryngectomy: Diagnosis to rehabilitation. London: Croom Helm Ltd

B5.2 Fluency and its Disorders

- Assessment and management of fluency disorders. Proceedings of the national workshop on “Assessment and management of fluency disorders”, 25-26 Oct 2007. All India Institute of Speech & Hearing, Mysore. 2007.
- Bloodstein, O., & Ratner, N. B. (2008). A Handbook on Stuttering (6th Ed.). Clifton Park, NY, Thomson Demer Learning.
- Guitar, B. (2014). Stuttering-An Integrated Approach to its Nature and Treatment. 4th Ed. Baltimore, Lippincott Williams & Wilkins.
- Hegde, M. N. (2007). Treatment Protocols for Stuttering. CA Plural Publishing.

- Howell, P. (2011). Recovery from Stuttering. New York, Psychology Press.
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- Rentschler, G. J. (2012). Here's How to Do: Stuttering Therapy. San Diego, Plural Publishing.
- Wall, M. J., & Myers F. L. (1995). Clinical Management of Childhood Stuttering. Texas, PRO-ED, Inc.
- Ward, D. (2006). Stuttering and Cluttering: Frameworks for Understanding & Treatment. NY, Psychology Press.
- Yairi, E., & Seery, C. H. (2015). Stuttering - Foundations and Clinical Applications. 2nd Ed. USA, Pearson Education, Inc.

B5.3 Paediatric Audiology

- Finitzo, T., Sininger, Y., Brookhouser, P., & Village, E. G. (2007). Year 2007 position statement: Principles and guidelines for early hearing detection and intervention programs. Paediatrics, 120(4), 898–921. <http://doi.org/10.1542/peds.2007-2333>
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- Northern, J.L. and Downs, M.P. (2014). Hearing in Children. 6th Ed. San Diego: Plural Publishing.
- Seewald, R., and Thorpe, A.M. (2011). Comprehensive Handbook of Paediatric Audiology, San Diego: Plural Publishing. (core text book)
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B5.4 Aural Rehabilitation in Children

- Fitzpatrick, E.M., and Doucet S.P. (2013) (Eds). Paediatric Audiologic Rehabilitation. Thieme, New York
- Hosford-Dumm, H., Roser, R., & Valente, M. (2007). Audiology Practice Management (2nd edition). New York: Thieme.
- Madell, J., & Flexer, C. (2013). Paediatric Audiology: Diagnosis, Technology, and Management (2nd ed.). New York, NY: Thieme.
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- Schwartz, S., (2007) Choices in Deafness : a Parent's guide to Communication Options , 3rd edition Woodbine house Bethesda
- Status of Disability in India Hearing Impairment (2012) Rehabilitation Council of India, New Delhi
- Tye-Murray, N., (2014) Foundations of Aural Rehabilitation: Children , adults and their family members 4th edition Plural Publishing San Diego

Semester VI

B6.1 Motor Speech Disorders in Adults

- Brookshire, R. H. (2007). Introduction to Neurogenic Communication Disorders. University of Virginia, Mosby.
- Duffy, J. R. (2013). Motor Speech Disorders: Substrates, Differential Diagnosis, and Management (3rd Ed.). University of Michigan, Elsevier Mosby.
- Dworkin, P. J. (1991). Motor Speech Disorders: A Treatment Guide. St. Louis: Mosby.

- Ferrand, C. T., & Bloom, R. L. (1997). Introduction to Organic and Neurogenic Disorders of Communication: Current Scope of Practice. US, Allyn & Bacon.
- Goldenberg, G. (2013). Apraxia: The Cognitive Side of Motor Control. Oxford University Press, UK.
- Lebrun, Y. (1997). From the Brain to the Mouth: Acquired Dysarthria and Dysfluency in Adults. Netherlands, Kluwer Academic Publishers.
- Murdoch, B. E. (2010). Acquired Speech and Language Disorders: A Neuroanatomical and Functional Neurological Approach (2nd Ed.). New Delhi, India: John Wiley & Sons.
- Papathanasiou, I. (2000) (Eds.). Acquired Neurogenic Communication Disorders – A Clinical Perspective, Chapters 5, 6 & 7. London, Whurr Publishers.
- Yorkston, K. M., Beukelman, D. R., Strand, E. A., & Hakel, M. (2010). Management of Motor Speech Disorders in Children and Adults (3rd Ed.). Austin, Texas; Pro-Ed Inc.

B.6.2 Language Disorders in Adults

- Chapey, R. (2008). Language Intervention strategies in aphasia and related neurogenic communication disorders. Philadelphia: Lippincott Williams and Wilkins
- Davis, G. A. (2014). Aphasia and related Communication Disorders. Pearson Education Inc.
- Edwards, S. (2005). Fluent Aphasia. Cambridge University Press.
- Laine, M. & Martin, N. (2006). Anomia: Theoretical and Clinical Aspects. Psychology Press.
- Lapointe, L. L. (2005). Aphasia and related neurogenic language disorders. (3rdEdn.). Thieme.
- Lapointe, L. L., Murdoch, B. E., & Stierwalt, J. A. G. (2010). Brain based Communication Disorders. Plural Publishing Inc.
- Stemmer, B., & Whitaker, H. A. (Eds.). (2008). Handbook of Neuroscience of Language. Elsevier.
- Whitworth, A., Webster, J., & Howard, D. (2005). A cognitive neuropsychological approach to assessment and intervention in aphasia: A clinician's guide. Psychology Press.

B6.3 Aural Rehabilitation in Adults

- Hull, R. H., (2014) ed. Introduction to Aural Rehabilitation 2nd edition Plural Publishing, San Diego Chapters 1, 2, 11 to 20
- Schow, R.L. & Nerbonne, M.A., (2012). Introduction to Audiologic Rehabilitation (6th edition), Allyn & Bacon, Boston.
- Tye-Murray, N., (2014). Foundations of Aural Rehabilitation: Children , adults and their family members 4th edition Plural Publishing San Diego Chapters 5-10

B.6.4 Audiology in Practice

- Audiology Telepractice; Editor in Chief, Catherine V. Palmer, Ph.D.; Guest Editor, Greg D. Givens, Ph.D. Seminars in Hearing, volume 26, number 1, 2005.
- Bergland, B., Lindwall, T., Schwela, D.H., eds (1999). Guidelines on Community noise <http://www.who.int/docstore/peh/noise/guidelines2.html> WHO 1999
- BIS specifications relating to Noise Measurements.- IS:7194-1973 Specification for assessment of noise exposure during work for hearing conservation purposes.
- Census of India information on disability
- Dobie, R. A (2001). Medical legal evaluation of hearing loss, 2nd Ed.
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