



# **ASSESSMENT REPORT FORMAT**

## **M.Sc. (Speech Language Pathology)**

### **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**  
**M.Sc.(SLP) (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)

(Signature of Visiting Expert 2)

**Section II**  
**M.Sc.(SLP) program**

<b>1. Building (Please refer norms as prescribed in the respective syllabus)</b>											
<b>A. Essential</b>											
Sl.	Items	Requirement (Sq.ft)	Available	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	<b>Classrooms: (01Rooms for every 12 students @10 square feet per student. Room with a minimum area of 220 sq. ft.</b>										
	Classroom-01	220									
	Classroom-02										
	*Calculate average of the above between 0-4 and put under raw score (A)									4	
1.2	Seminar hall (Space to accommodate 50% of total student strength )	600								1	
1.3	Computer lab/ multipurpose hall(Space to accommodate 50% of total student strength)									1	
1.4	Room for reception where patients are registered-01	10' x 10'								1	
1.5	Room for case history, diagnostic room and interviews-04	6' x 8'								2	
1.6	Speech Lab (Quiet Room) for diagnostic purposes.-01	15' x 20'								2	
1.7	Recording room (Sound proof)-01	8' x 10'								2	
1.8	Speech Therapy Rooms/ Cabins - (completely partitioned/sound isolated)-04	6' x 8'								4	
1.9	Staff Room -01	15' x 20'								1	
1.10	Individual work space (with provision for storage facilities)-01	10' x 10'								1	
1.11	Academic/administrative office-01	10' x 10'								1	
1.12	Principal's Office room-01	10' x 10'								1	
1.13	<b>Separate Toilet for Boys /Girls</b>									1	
1.14	<b>Barrier Free Environment (classroom, toilet, drinking water facility)</b>									1	
1.15	<b>Overall impression of Building with respect to Space, Furniture, Fixture, Lighting, Ventilation</b>			(4) Excellent	(3) Good	(2) Average	(1) Poor			2	
	<b>Total</b>										
<b>Note:</b> 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			
1.16	Space for Recreation and sports								2	
1.17	Hostel for trainees								2	
1.18	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)

(Signature of Visiting Expert 2)

2. Human Resources									
A. Essential									
Sl.	Name & designation	Required	Available - Qualifica tion/Exp erience	RCI CRR No. & validity	Scores		Raw Score (A)	Weighta ge (B)	Score (AxB)
					(4) (Eligible as per Norm)	(0) (Not Eligible)			
2.1 PR	<b>Full Time Core Faculty- 04 for 12 students and clinical staff-01 for 12 students(core faculty and clinical staff strength should be increased in proportionate as stipulated in M.Sc.(SLP) syllabus :</b>								
	Professor-SLP-	01							
	Associate Professor – SLP-	01							
	Assistant Professor – SLP-	01							
	Assistant Professor- SLP-	01							
	Speech Language Pathologist Gr. I-	01							
	*Calculate average of the above between 0-4 and put under raw score (A)							28	
2.2 PR	<b>Allied Faculty-02 and Allied Clinical Staff -02 (part time) 01 .(CRR No. is not applicable for allied faculty)</b>								
	Asst. Prof in Statistics -								
	Asst. Prof in Linguistics								
	Clinical Psychologist								
	Oto Laryngologist								
	Neurologist								
	* Calculate average of the above between 0-4 and put under raw score (A)							2	
2.3 PR	<b>Supporting Staff-Technical-05 ( CRR No. not required)</b>								
	Electronics Engineer-01								
	Bio-medical / Computer technician-01								
	Library & Information Officer-01								
	Library Assistant-01								
	*Calculate average of the above between 0-4 and put under raw score (A)							4	
2.4 PR	<b>Administrative Staff : 03 ( CRR No. not required )</b>								
	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 at par with the UGC norms		<b>Yes(4)</b>		<b>No(0)</b>			3	
	*Calculate average of the above between 0-4 and put under raw score (A)								
	Total								
Remarks (specify Sl. No for which the remark is made) :									
<b>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>									

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)

(Signature of Visiting Expert 2)

**3. Clinical Services (The participating institution must have a clinical load of a minimum of 960 new and 1920 follow up therapy cases in the first year: and, in addition to this, 960 new and 1920 follow up therapy cases in the second year.)**

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)	960								7	
3.2 PR	Therapy Cases/Follow up	1920								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)

(Signature of Visiting Expert 2)

4.Clinical Infrastructure {refer to M.Sc.(Audiology) 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	300 sq.ft								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	
<b>Total</b>											
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				
<b>Total</b>											

(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	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)

(Signature of Visiting Expert 2)

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)

(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								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)

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

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)

**Section IV**

<b>Summary of Scores for M.Sc.(Speech-Language Pathology ) (New Proposal)</b>							
<b>SL</b>	<b>Parameters</b>	<b>Essential (Part A)</b>			<b>Desirable (Part B)</b>		<b>Credentials (Part C)</b>
		Max. Score	Obtained Score	%	Max. Score	Obtained Score	Obtained Score (out of 10)
1	Building	100			20		
2	Human Resources	160			40		
3	Clinical Services	160			40		
4	Clinical Infrastructure	120			20		
5	Library Resources	120			20		
6	Community Promotional Activities	80			40		
7	Faculty Development & Research	120			40		
	<b>Total</b>	<b>860</b>			<b>200</b>		

<b>Summary of Scores for M.Sc.(Speech-Language Pathology ) (Extension Proposal)</b>							
<b>SL</b>	<b>Parameters</b>	<b>Essential (Part A)</b>			<b>Desirable (Part B)</b>		<b>Credentials (Part C)</b>
		Max. Score	Obtained Score	%	Max. Score	Obtained Score	Obtained Score (out of 10)
1	Building	100			20		
2	Human Resources	160			40		
3	Clinical Services	160			40		
4	Clinical Infrastructure	120			20		
5	Library Resources	120			20		
6	Community Promotional Activities	80			40		
7	Faculty Development & Research	120			40		
8	Curricular Transaction	160			40		
	<b>Total</b>	<b>1020</b>			<b>240</b>		

(Signature of Visiting Expert 1)

(Signature of Visiting Expert 2)



## 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



## CHECKLIST

### Infrastructure requirements for M.Sc. (SLP) program

The following are the minimum requirements for starting/continuing an M.Sc. (SLP) program. This requirement is over and above the stipulated infrastructure (faculty, clinical staff, and physical) for other programs. This should be read and interpreted in conjunction with the guidelines of RCI for recognition 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

Scientific / technical / administrative staff required for M.Sc. (SLP) program with an intake of 12 students per year.

Type	Designation	No.	Available/ Not Available	Remarks
Core Faculty*	Professor - Speech Language Pathology	1		
	Associate Professor - Speech Language Pathology	1		
	Assistant Professor - Speech Language Pathology	2		
Clinical Staff*	Speech-Language Pathologist - Gr. I	1		
Allied Faculty (Part Time)	Asst. Prof in Linguistics	1		
	Asst. Prof in Statistics	1		
Allied Clinical staff	Clinical Psychologist	1		
	Oto Laryngologist	1		
	Neurologist	1		
Supporting staff – Technical	Electronics Engineer	1		
	Bio-medical / Computer technician	1		
	Library & Information Officer	1		
Supporting staff- Admin.	Library Assistant	1		
	Secretary – Academics	1		
	Secretary – Clinic	1		
	Secretary – Admin	1		

\*If an institution is running a B. ASLP program, the core faculty and clinical staff requirements should be calculated over and above those prescribed for B. ASLP program.

Core faculty to student ratio should always be 1:3.

## Faculty and Professional qualification in the core areas

Designation	Qualifications	Pay Scale
Professor	<b>Essential</b> a) M.Sc (Sp-Lang Pathology / M.Sc (Sp & Hg) / MASLP or its equivalent b) Ph.D (in the core area*) b) 10 years teaching experience at PG / UG level c) Minimum five publications with a cumulative impact factor of 5. d) Valid RCI registration <b>Desirable:</b> Experience of running under-graduate training programs	As per UGC guidelines
Associate Professor	<b>Essential</b> a) M.Sc (Sp-Lang. Pathology / M.Sc (Sp & Hg) / MASLP or its equivalent b) 8 years teaching experience at PG/UG level c) Minimum 5 publications with a cumulative impact factor of 5. d) Valid RCI registration <b>Desirable:</b> Ph.D (in the core area*) Experience of running under-graduate training programs	As per UGC guidelines
Assistant Professor-Speech Language Pathology	<b>Essential</b> a) M.Sc (Sp-Lang. Pathology / M.Sc (Sp & Hg) / M.ASLP or its equivalent b) 2 years teaching/ clinical / research experience c) Valid RCI registration <b>Desirable:</b> a) Ph.D (in the core area*) b) Publications	As per UGC guidelines
Speech Pathologist Grade I	<b>Essential</b> a) M.Sc (Sp -Lang Pathology / M.Sc (Sp & Hg) / MASLP or its equivalent b) Valid RCI registration <b>Desirable:</b> 1 year experience in the field	As per RCI guidelines

\* Audiology & Speech Language Pathology

## 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 960 new and 1920 follow up therapy cases in the first and second semesters: and, in addition to this, 960 new and 1920 follow up therapy cases in the third and the fourth 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.

At least 50% of books mentioned under 'Recommended Reading' under each paper must be available. The institution should add minimum one book every year for each subject of study.

There should be active subscription to at least 5 journals (3 international and 2 national journals in the core areas)

### Library Staff\*

a) Library and Information Officer - 1

Qualification: B.LibSci with one year experience in managing a technical library

b) Library Assistant - 1

Qualification: Diploma in Library Science

\* Library staff can be common for all the courses at a given institute/college

### Space

Sr.No.		Size	Number(For a batch of 12 students)	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.	1 class room for a batch of 12 students		
b)	Seminar hall	Space to accommodate 50% of total student strength	1 hall for a batch of 12 students		
c)	Computer lab/multipurpose hall	Space to accommodate 50% of total student strength	1 computer lab for a batch of 12 students		
d)	Room for reception where patients are registered.	10' x 10'	1 room for a batch of 12 students		
e)	Room for case history, diagnostic room and interviews	6' x 8'	4 rooms for a batch of 12 students		
f)	Speech Lab (Quiet Room) for diagnostic purposes.	15' x 20'	1 room for a batch of 12 students		
g)	Recording room (Sound proof)	8' x 10'	1 room for a batch of 12 students		
h)	Speech Therapy Rooms/ Cabins (completely partitioned/sound isolated)	6' x 8'	4 rooms for a batch of 12 students		
i)	Staff Room	15' x 20'	1 room		
j)	Individual work space (with provision for storage facilities)	10' x 10'	1 room for every 2 faculty/staff members		
k)	Academic/administrative office	10' x 10'	1		
l)	Principal's Office room	10' x 10'	1		
m)	Sanitary facilities	Separate facility for males and females, staff/students and clinical population			
n)	Hostel	Separate hostel for			

		Men and Women with dining facility. Accommodation for at least 50% of the student population.			
o)	Barrier free access				
p)	Space for recreation - both indoor and outdoor				

**Equipment - Speech-Language Pathology (Minimum for a batch of 12 students)**

Sl. No.	Equipment	For a batch of 12 students	Available/ not available	Remarks
a)	Speech and Language Tests (English and local languages)(Minimum two original test material per semester must be procured)	As per course requirement - See Table 1 for different tests		
b)	Proformae	As per course requirement		
c)	Speech Therapy material (in local language and English)	As per course requirement		
e)	Digital voice recorders	2		
f)	Video cameras for audio-visual recording	1		
g)	Spirometer	1		
h)	Computer PC-AT with VGA Color Monitor & printer for clinic administration	2		
i)	Software for diagnosis/ therapy work	1		
j)	Stroboscope (by possession in department or by access in the parent institution)	1		
k)	Flexible scope for voice and swallowing assessment (by possession in department or by access in the parent institution)	1		
l)	Electroglottograph	1		
m)	System for aerodynamic assessment	1		
n)	Tools for assessment of swallowing			

**Audio-visual Instruments, Furniture in class rooms, clinical areas, labs and other administrative areas and internet access: Appropriately**

**Table 1 : List of original tests**

- 1) WAB - Western Aphasia battery ( English and Regional language/s)
- 2) BDAE-Boston diagnostic Aphasia Examination ( English and Indian language )
- 3) LPT-Linguistic profile Test- ( English and Regional language/s)
- 4) RTT-Revised Token Test – ( English and Regional language/s)
- 5) MIRBI-Mini- Mini Inventory of Right Brain injured ( English version)
- 6) PICA- Porch Index of communicative ability- ( English and Regional language/s)
- 7) ABCD- Arizona Battery for communication disorders of dementia ( English)
- 8) CLAP- Cognitive linguistic assessment protocol ( English and Indian languages)
- 9) CLIP- Cognitive linguistic intervention program ((English )
- 10) CLQT-Cognitive linguistic quick test
- 11) BAT-Bilingual aphasia test- ((English and Regional language/s)

- 12) SSI- Stuttering severity Instrument
- 13) SPI- Stuttering predication instrument for young children
- 14) ABA- Apraxia Battery for Adult
- 15) FDA- Franchy Dysarthria Assessment
- 16) Perceptual Speech intelligibility rating (AYJNIHH, 2003)
- 17) Perceptual rating scale (SRMC, Chennai)
- 18) Consensus Auditory Perceptual Evolution of voice ( CAPE-V)
- 19) Voice –Disorder Outcome Profile (V-DOP) (English, & Hindi) or Voice Handicap Index (Vernacular)
- 20) Indian Scale for Assessment of Autism (ISAA)
- 21) Early Reading Skills (ERS)
- 22) Reading Acquisition Profile in Kannada (RAP-K);
- 23) Early Literacy Screening Tool (ELST)
- 24) Attention Deficit Hyperactivity Disorder checklist
- 25) Autistic Behavior Composite Checklist Profile (ABCCP)
- 26) MAAT-6: Manual for Adult Aphasia Therapy
- 27) LEAP-IQ- Language Efficiency and Proficiency Indian Questionnaire
- 28) Treatment Manual in English for treatment of dyslexia
- 29) Dyslexia Assessment Profile for Indian Children (DAPIIC)
- 30) Protocol for Appraisal of verbal Praxis in typically developing children
- 31) Comprehensive Language Assessment Tool for children (3-6 Years)
- 32) Articulation Test in regional language/ national language /English

## **Recommended Reading**

### **SLP 101: Research Methods, Statistics& Epidemiology**

- Russell Carter, Jay Lubinsky (2016). Rehabilitation Research: Principles and Applications. Elsevier
- Robert E. Owens Jr., Dale Evan Metz, Kimberly A. Farinella (2014). Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective. Pearson Education
- Laura M. Justice, Erin Redle (2013). Communication Sciences and Disorders: A Clinical Evidence-Based Approach. Pearson Education.
- Robert F. Orlikoff, Nicholas E. Schiavetti, Dale Evan Metz (2014). Evaluating Research in Communication Disorders. Pearson Education
- David L. Irwin, Mary Pannbacker, Norman J. Lass (2013). Clinical Research Methods in Speech-Language Pathology and Audiology. Second Edition. Plural Publishing
- Timothy Meline (2009). A Research Primer for Communication Sciences and Disorders. Pearson Education
- David L. Maxwell, Eiki Satake. (2006) Research and Statistical Methods in Communication Sciences and Disorders. Thomson/Delmar Learning.
- John C Reinard (2006). Communication Research Statistics. SAGE Publications
- Nicholas Schiavetti, Dale Evan Metz (2006). Evaluating Research in Communicative Disorders. Allyn & Bacon
- Tim Pring (2005). Research Methods in Communication Disorders. Wiley
- Donald G. Doehring (2002). Research Strategies in Human Communication Disorders. Pro-Ed
- Carole E. Johnson, Jeffrey L. Danhauer (2002). Handbook of Outcomes Measurement in Audiology. Singular
- David L. Maxwell, Eiki Satake (1997). Research and Statistical Methods in Communication Disorders. Williams & Wilkins

### **SLP 102: Speech Science and Speech Production**

- Borden, G. J., & Harris, K. S. (2011). Speech Science Primer, Philadelphia. Lippincott, William & Wilkins.

- Ferrand, C. T. (2007). Speech Science – An Integrated Approach to Theory and Practice. 2nd Edition, Boston, Allyn & Bacon.
- Hixon, T. J., Weismer, G., & Hoit, J. D. (2014). Preclinical Speech Sciences; Anatomy Physiology Acoustics Perception. San Diego, Plural Publishing.
- Hollien, H. (2002). Forensic Voice Identification. NY, Academic Press Inc.
- Kent, R. D., & Read, C. (2002). The Acoustic Analysis of Speech. New York, Delmar Learning.
- Ladefogd, P. (2001). An Introduction to the Sounds of Languages; Vowels and Consonants. Oxford, Black Well
- Raphael, L. J. (2007). Speech Science Primer. Philadelphia, Lippincott Williams & Wilkins.
- CIIL Publications on the production of sounds in different languages of India

### **SLP 103: Augmentative and Alternative Communication**

- Beukelman, D., & Mirenda, P. (2012). Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs, Fourth Edition. Baltimore: MD. Paul Brookes Publishing.
- Bryant, D. P., & Bryant, B. R. (2011). Assistive technology for people with disabilities. Pearson Higher Ed.
- Light, J. C., Beukelman, D. R., & Reichle, J. (2003). Communicative Competence for Individuals Who Use AAC – From Research to Effective Practice. Baltimore, H. Brookes Publishing Co.
- Lloyd, L., Fuller, D., & Arvidson, H. (1997). Augmentative and alternative communication: Handbook of principles and practices. Boston, MA: Allyn & Bacon.
- McNaughton, D. & Beukelman, D. R. (2010). Transition strategies for adolescents & young adults who use AAC. Baltimore, MD: Paul H. Brookes Publishing Co.
- Reichle, J., Beukelman, D. R., & Light, J. C. (2002). Exemplary practices for beginning communicators: Implications for AAC. Baltimore, MD: Paul H. Brookes Publishing
- Soto, G., & Zangari, C. (2009). Practically Speaking Language Literacy & Academic Development for Students with AAC Needs. Baltimore: MD. Paul Brookes Publishing.
- Mani, M. N. G., Gopalkrishnan, V., & Amaresh, G. (2001). Indian Sign Language Dictionary. Germany, CBM International.
- Vasishta, M., Woodward, J., & Desantu, S. (1980). An Introduction to Indian Sign Language. New Delhi: All India Federation of the Deaf.

### **SLP 104: Neurobiology of Speech-Language and Cognition**

- Arslan, O. E. (2015). Neuroanatomical Basis of Clinical Neurology. 2nd Edition, New York, CRC Press.
- Benarroch, E. E., Daube, R. J., Flemming, D. K. & Westmoreland, F. B. (2008). Mayo Clinic Medical Neurosciences. 5th Edition, USA, Mayo Clinic Scientific Press.
- Bhatnagar, S. C. (2008). Neuroscience for the Study of Communicative Disorders. 3rd Edition, New York, Wolters Kluwer Publisher.
- Duffy, J. R. (2013). Neurological Bases of Motor Speech and its Pathologies, In Motor Speech Disorders: Substrates, Differential Diagnosis and Management. 3rd Edition, Missouri, Mosby Publisher.
- Handy, T. C. (2005). Event-Related Potentials: A Methods Handbook. MIT press, London
- Kemmerer, D. (2015). Cognitive Neuroscience of Language. New York, Psychology Press.
- Zigmond, M. J., Rowland, L. P. & Coyle J. T. (2015). Neurobiology of Brain Disorders: Biological Basis of Neurological and Psychiatric Disorders. Academic Press, New York.

### **SLP 105: Clinical Linguistics and Multilingual Issues**

- Allan, B. (2014). The guidebook to sociolinguistics. UK: Wiley Blackwell.
- Ball, M., J., Perkins, M., R., Müller, N. & Howard, S. (2008). The handbook of clinical linguistics. (Eds). Oxford: Blackwell Publishing.
- Bishop, D. V. M., & Leonard, L. B. (2007). Speech and language impairments in children. USA: Psychology
- Bonvillian, N. (2011). Language, culture and communication. New Jersey: Pearson Education.

- Pressacy, D. P. (2007). The Cambridge handbook of phonology. Cambridge: Cambridge University Press..
- Wei, L. (2014). Applied linguistics. UK: Wiley Blackwell.

### **SLP 201: Advances in 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.
- Vasanta, D. (2014). Clinical applications of phonetics and phonology. ISHAMonograph. 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.

### **SLP202: Voice: Science and Disorders**

- American Speech-Language- Hearing Association. (2004a). Vocal tract visualization and imaging: Position statement. Available from [www.asha.org/policy](http://www.asha.org/policy).
- American Speech-Language- Hearing Association. (2004b). Vocal tract visualization and imaging: Technical report. Available from [www.asha.org/policy](http://www.asha.org/policy).
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- Hixon, T. J., Weismer, G., & Hoit, J. D. (2014). Preclinical Speech Science: Anatomy, Physiology, Acoustics, Perception (2nd Ed.). San Diego: Plural publishers.
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- Sataloff, R. T. (2006). Vocal Health & Pedagogy: Science and Assessment. Vol. I. (2nd Ed.). San Diego: Plural publishers.
- Sataloff, R. T. (2005). Voice Science. San Diego: Plural publishers.
- Scope of practice document – SLPA (2015) – Rehabilitation Council of India
- Stemple, J. C., Glaze, L. E., & Gerdeman, B. K. (2014). Clinical Voice Pathology: Theory & Management (5th Ed.). San Diego: Plural publishers.
- Titze, I. R., & Verdolini Abbott, K. (2012). Vocology: The Science and Practice of Voice Habilitation. Salt Lake City: National Center for Voice and Speech.

### **SLP 203: Disorders of Fluency**

- Bloodstein, O., & Ratner, N. B. (2008). A Handbook on Stuttering (6th Ed.). Clifton Park, NY, Thomson Demer Learning.
- Conture, E., Curlee, R., & Richard F., (2007). Stuttering and Related Disorders of Fluency. 3rd Ed. N Y, Thieme Publishers.
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- Ham, R.E. (1990): Therapy of stuttering pre-school through adolescence. Prentice Hall, Englewood-Cliffs.
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- Rustin, L. and others (1996).Assessment and therapy for young dysfluentchildren.Whurr Publishers, London.
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- Webster, R. L. (2014). From Stuttering to Fluent Speech, 6300 Cases Later: Unlocking Muscle Mischief Create Space. South Carolina, Independent Publishing Platform
- Wells (1987).Stuttering treatment. Prentice-Hall, New Jersey.

#### **SLP 204: Language Disorders in Children**

- Bhatia, T. K. & Ritchie, W. C. (2014).Handbook of Bilingualism and Multilingualism.2nd Ed. East Sussex, Wiley Blackwell.
- Gregg, N. (2009). Adolescence & Adults with Learning Disabilities and ADHD - Assessment and Accommodation. New York, Guilford Publications, Inc.
- Hegde, M. N. (1996). [A Course Book on Language Disorders in Children](#). San Diego, Singular Publishing Group.
- Kaderavek, J. N. (2015). Language Disorders in Children: Fundamental Concepts of Assessment and Intervention. 2nd Ed. USA, Pearson Education Inc
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#### **SLP 301 Neurogenic Speech Disorders**

- Burda, A. N. (2011). Communication and Swallowing Changes in Healthy Aging Adults.Chapter 7 & 8.MA, Jones &Barlett Learning.
- Murdoch, B. E. (2010). Acquired Speech and Language Disorders: A Neuroanatomical and Functional Neurological Approach (2nd Ed.). New Delhi, India: John Wiley
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- Weismer, G. (2007). Motor Speech Disorders: Essays for Ray Kent. San Diego, Plural Publishing Inc.
- 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.

### **SLP 302: Dysphagia**

- Groher, M. E., & Crary, M. A. (2015). Dysphagia: clinical management in adults and children. Elsevier Health Sciences.
- Logemann, J.A. (1998). Evaluation and treatment of swallowing disorders. Second Edition. Pro-Ed. Austin, Tx.
- Fraker, C., & Walbert, L. (2003). Evaluation and treatment of pediatric feeding disorders: From NICU to childhood. Speech Dynamics.
- Cichero, J. A., & Murdoch, B. E. (Eds.). (2006). Dysphagia: foundation, theory and practice. John Wiley & Sons.
- Arvedson, J. C., & Brodsky, L. (2002). Pediatric Swallowing and Feeding: Assessment and Management. (2nd Edition). Canada, Cengage Learning.

### **SLP 303: Aphasia**

- Ardila, A. (2010). A Proposed Reinterpretation and Reclassification of Aphasic Syndromes. *Aphasiology*, 24 (3), 363–394.
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- Ward, J. (2010). The Student's Guide to Cognitive Neuroscience. New York: Psychology Press

### **SLP 304: Language and Literacy Disorders**

- C. A. Stone, E. R. Silliman, B. J. Ehren, & G. P. Wallach (Eds.), (2016). *Handbook of language and literacy: Development and disorders* (2nd ed.), pp. 339-357. New York, NY: Guilford Press.
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- Nag, S., & Snowling, M. J. (2012). School underachievement and specific learning difficulties. *IACAPAP e-Textbook of Child and Adolescent Mental Health*. Geneva: International Association for Children and Adolescent Psychiatry and Allied Professions.
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- Justice, L. M. (2006). *Clinical approaches to emergent literacy intervention*. Plural Publishing.

### **SLP 305: Cognitive-Communication Disorders**

- Chapey, R. (2008). *Language Intervention Strategies in Aphasia and Related Neurogenic Communication Disorders*. Philadelphia, Lippincott Williams & Wilkins.
- Chop, C. W & Robnett, H. R (2015.). *Gerontology for health care professional*. MA: Jones and Bartlett Learning Burlington.
- Gazzaniga, S., Ivry, M. S., Mangun, R. B., & George, R. (2014). [Cognitive Neuroscience: The Biology of the Mind](#). New York, W. W. Norton & Company Inc.
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- Morris, J. C. (1994). *Handbook of Dementic Illnesses*. NY, Marcel Dekker Inc.
- Murray, L.L. & Clark, M.H (2015). *Neuro-genic Disorders of Language and cognition*. Austin, Texas, Pro-Ed Inc.

### **SLP 401: Speech-Language Pathology in Practice**

- Acts relating to disability, particularly hearing, enacted by the Indian Parliament.
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- Sarah Ginsberg; Jennifer Friberg; Collenn F. Visconti (2011). *Scholarship of Teaching and Learning in Speech-Language Pathology and Audiology*
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- Todd K Houston (2013). *Telepractice in Speech-Language Pathology*
- TriciSchraeder (2013). *A Guide to School Services in Speech-Language Pathology 2nd Edition*
- [www.disabilityaffairs.gov.in](http://www.disabilityaffairs.gov.in) (website of Department of Empowerment with Disabilities)
- [www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in) (website of Rehabilitation Council of India)