



மனோன்மணியம் சுந்தரனார் பல்கலைக்கழகம்
MANONMANIAM SUNDARANAR UNIVERSITY

**SYLLABUS FOR DIPLOMA IN SPEECH ASSISTANCE
PROGRAM OFFERED THROUGH DIRECTORATE OF VOCATIONAL
EDUCATION (COMMUNITY COLLEGES AND VOCATIONAL SKILL DEVELOPMENT
CENTRES) FROM 2019 - 2020**



கல்விசார் நிலைக்குழுக் கூட்டம்

**MEETING OF THE STANDING COMMITTEE ON
ACADEMIC AFFAIRS HELD ON WEDNESDAY
THE 22nd JANUARY 2020**

DIPLOMA IN SPEECH ASSISTANCE

பேச்சு உதவியியலில் பட்டயம்

SCHEME OF EXAMINATION

Subject code	Title of the Course	Credit	Hours	Passing Minimum
Semester I				
C19SA11/E19SA01	Introduction to Audiology	6	90	40/100
C19SA12/E19SA02	Speech and language Pathology	6	90	40/100
C19SA13/E19SA03	Basic Psychological processes	6	90	40/100
C19CE10/E19CE10	Communicative English	6	90	40/100
C19SAP1/E19SAP1	Practical I	4	120	40/100
Semester II				
C19SA21/E19SA04	Community based Rehabilitation	6	90	40/100
C19SA22/E19SA05	Psychology of children with special needs	6	90	40/100
C19LS23/E19LS05	Life skill	6	90	40/100
C19SA24/E19SA06	Education for children with special needs	6	90	40/100
C19SAP2/E19SAP2	Practical II and Project	8	120	40/100

Eligibility for admission: Pass in 12thstd examination conducted by the Govt. of Tamil Nadu Board of Secondary Education, Government of Tamil Nadu or any other equivalent examination.

Examination: Passing Minimum for each Course is 40%. Classification will be done on the basis of percentage marks of the total marks obtained in all the Courses and as given below:

- | | |
|-------------------------|----------------|
| 40 % but less than 50 % | - Third class |
| 50 % but less than 60 % | - Second class |
| 60 % and above | - First class |

Theory Paper

Internal Marks-25

External Marks-75

Syllabus**First Semester:-**

- Course I - Introduction to Audiology
- Course II - Speech and language Pathology
- Course III - Basic Psychological processes
- Course IV - Communicative English
- Course V - Practical I

Second Semester:-

- Course VI - Community based Rehabilitation
- Course VII - Psychology of children with special needs
- Course VIII - Life Skill
- Course IX - Education for children with special needs
- Course X - Practical II and Project

***(Semester Pattern for Community College Only)**

Semester I
Course I
(C19SA11/E19SA01)Introduction to Audiology

Unit I **18 Hrs**

Sound and Hearing

Definition of sound-Generation and transmission of sound-Physical and psychological attributes of sound-Range of human hearing-Structure of the ear, different parts of the ear-Age-wise behavioral responses to sound - Description of hearing -Functions of hearing, role of hearing in learning .

Unit II **18 Hrs**

Hearing loss

Definition and meaning of hearing loss-Causes and types of hearing loss-Effects of hearing loss-Signs & symptoms of hearing loss-Prevention of hearing loss-Early identification and its importance-Associated problems.

Unit III **18 Hrs**

Evaluation of Hearing

Methods of testing hearing, tuning fork, audiometry, parts of an audiometer, audiogram-Procedure for obtaining an audiogram, different types of audiograms-Factors that affect hearing evaluation-Informal testing, methods of screening and different conditions for hearing testing, use of different stimuli in rural set/ups.-Care and maintenance of equipment, preparation and maintenance of check list-List of equipment, specifications for the same.

Unit IV **18 Hrs**

Hearing aids & earmolds

Definition of hearing aid-Need for a hearing aid-Different parts of a hearing aid-Different types of hearing aids-Earmold, role of earmold, making custom earmolds -Selection of conventional hearing aids.

Unit V **18 Hrs**

Trouble shooting and rehabilitation

Use, care and maintenance of hearing aid-Trouble shooting and minor repairs of hearing aids-Role of Speech and Hearing technician in relation to the school for the deaf/retarded, special schools for spastics speech and hearing units and centres, other rehabilitationcentres, P.H.Cs.

Reference Books:

- Martin, F.N. (1994). Introduction to Audiology. V ed. NJ: Prentice Hall
- Newby, H.A. &Popelka, G.R. (1992). Audiology. VI ed. NY: Appleton Century crofts
- Yathiraj, A. (2007). Self-Learning Material for Diploma in Hearing, Language and Speech. Course I. Audiology, Mysore; All India Institute of Speech and Hearing.

Course II
(C19SA12/E19SA02)Speech & Language Pathology

Unit I

18 Hrs

Introduction to communication, language & speech

Definitions of communication, language & speech -Interrelation between speech, language & hearing-Prerequisites of communication: speaker, listener, speech chain-Functions of communication-Types of language: Non-verbal: signs, symbols, gesture. Verbal: speech Parameters of language: orientation to phonology, semantics, syntax & pragmatics-Parameters of Speech: voice, articulation, fluency, prosody - Voice: pitch, loudness, quality;-Fluency: rate, continuity, effort; -Prosody: stress, intonation & rhythm

Unit II

18 Hrs

Speech mechanism & speech production

Structure and functions of the speech mechanism - Nervous system - Respiratory system Phonatory system Resonatory system Articulatory system-Description of the speech sounds - Voicing - - Manner of articulation Place of articulation

Unit III

18 Hrs

Acquisition/ Development of Language and speech

Characteristics of normal speech & language and communication-Stages in the development of language and the important milestones-Stages in the acquisition of speech sounds/ phonology & important milestones-Development of communication-Factors affecting the acquisition of speech, language & communication

Unit IV

18 Hrs

Disorders of speech and language

Classification of the disorders Mental retardation-Disorders of language: general behaviors, language characteristics: expressive & receptive Autism Cerebral palsy Childhood aphasia Attention Deficit disorder. Disorders of speech: general characteristics, symptoms - Disorders of voice: pitch, quality - - Disorders of articulation: structural, neurological, environmental Disorders of fluency: NNF, stuttering, neurogenic stuttering, cluttering

Unit V

18 Hrs

Prevention and Early identification of communication disorders

Definition, Types of prevention-General preventive measures 20 Hrs-Checklist/Tools for prevention and Early identification of communication disorders- Guidance to parents- Screening tools/ High Risk Register

Reference Books:

- Anitha. T. (2001). Modified high risk registers (HRR) for professionals and non professionals formulation and its efficacy. Available at AIISH, Mysore.
- RCI (2003). Disability Status India. RCI House, New Delhi.
- Shyamala, K. C., & Savithri, S. R. (2007). SLM for DHLS: Course II-Speech Language Pathology, AIISH, Mysore Jayaram, M. and Savithri, S.R. (2000). Fluency Disorders – ISHA monograph. Manual for training of PHC medical officers. RCI. New Delhi. 2001.
- Shyamala. K. C. (1991). Speech and Language behaviors of the cerebral palsied. Central Institute of Indian Languages, Mysore.
- Shyamala. K. C., (1986). Speech disorders in children. IED Cell, Directorate of Education, Andaman and Nicobar Islands, Port Blair.
- Shyamala. K.C. (1993) Speech Problems in children – 2. Dealing with special problems ES-104, Guiding socio-emotional development of . School of Education, IGNOU.

Course III
(C19SA13/E19SA03)Basic Psychological processes

UNIT I **18 Hrs**

INTRODUCTION

What is psychology? Why to study psychology? Psychology as a science - Methods of Psychology - Experimental method, Systematic Observation, Case Study method, Survey method

UNIT II **18 Hrs**

BIOLOGICAL BASES OF BEHAVIOUR

Brain and its functions – Principles of Heredity – Endocrine system and its functions

UNIT III **18 Hrs**

SENSORY PROCESSES

Some general properties of Senses: Visual sense – Auditory sense – Other senses

UNIT IV **18 Hrs**

ATTENTION & PERCEPTION

Selective attention; physiological correlates of attention; Internal influences on perception- learning – set - motivation & emotion - cognitive styles; External influences on perception- figure and ground separation – movement – organization – illusion;

UNIT V **18 Hrs**

ALTERED STATES OF CONSCIOUSNESS

Consciousness; Stages of sleep; dreams; meditation; hypnosis.

Reference Books:

1. Robert A Baron (2002), Psychology, 5th Edition, Prentice Hall, India.
2. Morgan, C.T. and King, R.A. (1994) introduction to Psychology, Tata McGraw hill co, Ltd, New Delhi. .
3. Ciccarelli, S. & Meyer, G.E. (2006). Psychology. New Delhi: Pearson Education.
4. Zimbardo, P.G. and Weber, A.L. (1997). Psychology. N.Y. Pearson. Edition.

Course IV

(C19CE10/E19CE10)COMMUNICATIVE ENGLISH

1. **Basic Grammar:**

- a. Review of grammar
- b. Remedial study of grammar
- c. Simple sentence
- d. Word passive voice etc.

2. **Bubbling Vocabulary:**

- a. Synonyms
- b. Antonyms
- c. One – work Institution

3. **Reading and Understanding English**

- a. Comprehension passage
- b. Précis – writing
- c. Developing a story from hints.

4. **Writing English**

- a. Writing Business letters.
- b. Paragraph writing
- c. Essay writing
- d. Dialogue writing

5. **Speaking English**

- a. Expressions used under different circumstances
- b. Phonetics

Reference :

1. V.H.Baskaran – “English Made Easy”
2. V.H.Baskaran – “English Composition Made Easy”
(Shakespeare Institute of English Studies, Chennai)
3. N.Krishnaswamy – “Teaching English Grammar”
(T.R.Publication, Chennai)
4. “Life Skill” – P.Ravi, S.Prabakar and T.Tamzil Chelvam,
M.S.University, Tirunelveli.

Course V

(C19SAP1/E19SAP1) Practical - I

1. (a) Observation of case history — general and specific to speech and language disorders. (b) Observation of Speech and Language evaluation. (c) Observation of Therapy Programs (d) Recording observation
2. (a) Demonstration with recordings : normal aspects of pitch, loudness, normal and abnormal voice quality. (b) Demonstration: Place and manner of articulation (c) Demonstration using recorded tapes, rhythm, rate intonation in speech.
3. (a) Familiarity with speech samples of various speech disorders. (b) Practice in identifying different speech disorders from recorded samples and cases.
4. Appraisal of : i. Voice ii. Articulation iii. Fluency iv. Intelligibility v. Language vi. Suprasegmentals
5. Report writing and writing of referral notes to other professionals.
6. Demonstration of therapeutic procedure with: i. Hearing impairment ii. Delayed Speech and Language iii. Voice Disorders iv. Articulation v. Language related disorders

Semester – II
Course VI
(C19SA21/E19SA04)Community Based Rehabilitation

Unit I

18 Hrs

Assessment of communication disorders

Case history - Importance of case history, Procedure for obtaining case history, Methods of gathering information, Specific information to be collected w.r.t various disorders, Relevance of information to be included in case history, Identification, history and description of problem, Counter check of information gathered, Do's and Don'ts while taking case history -
- Arriving at provisional diagnosis by collecting and collating different information, Measures to be taken when contradictory findings are found Making appropriate referrals to other relevant professionals, Ways of referral- reporting & requesting and informing parents/caregivers on diagnosis and prognosis. Role of observation therapy in diagnosis and prognosis

Unit II

18 Hrs

Management of communication disorders

Team approach, Members of the Team: speech and hearing professionals, medical specialists, psychologists, special educators, regular school teachers, social workers, village leader and prospective employer/ institutions, Details of other referral points, Role of speech & hearing technicians in the team. - Bases of speech & language therapy and hearing intervention-common procedures in therapy -Planning speech therapy programme for articulation, voice, fluency, language Deviations and delays (including material and instruments needed), Implications and impact of hearing loss /mental retardation/ cerebral palsy -
- Analysing needs of the patients, planning short term and long term goals, activities & teaching aids for therapy, assessing progress, Recognizing small changes in progress Imparting guidelines to the parents for practice of activities at home, Training parents as equal partners, Importance of speech and language stimulation -Reinforcers, methods of reinforcement - Tips on parent counseling and guidance

Unit III

18 Hrs

Auditory training & speech reading

Acceptance of hearing aid by self and family Auditory training- need and its importance. General principles, steps in auditory training, Materials needed, Assessment of auditory performance, factors affecting auditory training age of the child, type of hearing loss, intensity of stimuli and others. Methods of recording auditory response and progress, Games and activities for individual and group auditory training. - Speech reading, General principles, Methods of speech reading, Speech reading, cued speech, activities for speech reading in day to day communication, Specific planning for speech reading lessons, Factors (environment, speaker, language reader) affecting speech reading.

Unit IV**18 Hrs****Non/verbal communication**

Augmentative and alternative communication (AAC)- Definition - Types of AAC: - Aided- Definition and types of symbols with examples (objects, pictures, orthography, Bliss symbols), Low technology (communication boards, communication wallets, communication books & others) and high technology aids (few softwares), Dedicated and Non dedicated systems, Adaptation of aided systems to individual needs. - - Unaided- Definition and types of symbols with examples (manual signs, pantomime, gestures, facial expressions), Introduction to sign languages: Finger spelling & basic vocabulary in American Sign Language, Indian Sign Language – basic vocabulary. .

Unit V**18 Hrs****Record keeping**

Different records (administrative and clinical) to be maintained, Documentation of diagnostic, clinical & referral reports.

Reference Books:

- Rehabilitation Council of India (2006). Diploma in Special Education (HI) manuals. Delhi; Kanishka Publishers.
- Subbarao, T.A. (1992). Manual on developing communication skills. Secunderabad; NIMH.
- Subbarao, T.A. (2003). A utility guide to the parents on training in communication skills. Secunderabad; NIMH.
- Manjula, R & Jayaram, M (2004). Proceedings of the Continuing Education Program on Augmentative and Alternative Communication. AIISH: Mysore.
- Savithri, S. R. & Yathiraj A. (2007). SLM for DHLS: Course IV-Therapeutic Management, AIISH, Mysore
- Hegde, M. N. (1996). Pocket guide to treatment in Speech-Language Pathology. San Diego. London: Singular Publishing Group, Inc.
- Jyothi, N. (2004). AAC – Issues in the determination of candidacy and issues in intervention. In M. Jayaram & R. Manjula (Eds.). Proceedings of the Continuing Education Program on Augmentative and alternative communication. AIISH: Mysore.

Course VII
(C19SA22/E19SA05)Psychology of Children with special needs

UNIT I

18 Hrs

INTRODUCTION

PRINCIPLES OF DEVELOPMENT: Development involves Change – Early Development is more critical than Later Development – Development is the product of maturation and change – The Developmental pattern is predictable – There are individual differences in Development – There are Periods in the Developmental Pattern – There are social expectations for Early Developmental period – Every area of Development has potential Hazards – Happiness varies at Different periods in Development

UNIT II

18 Hrs

NORMAL & EXCEPTIONAL DEVELOPMENT

Normal or Typical Development – Atypical or Exceptional Development – Children at Developmental Risk

UNIT III

18 Hrs

DEVELOPMENTAL DISABILITIES

CAUSES & CLASSIFICATIONS: Causes of Developmental Differences – Classification of Developmental Disabilities;

SENSORY IMPAIRMENTS: Hearing & Vision: Deafness & Hearing Loss – Blindness & Vision Impairments;

PHYSICAL DISABILITIES & HEALTH PROBLEMS: Physical Disabilities – Health Problems – Health Problems and Classroom Practices

UNIT IV

18 Hrs

LEARNING & BEHAVIOR DISORDERS

Mental Retardation - Attention Deficit Hyperactivity Disorder (ADHD) – Learning Disabilities – Behavior Disorders – Autism Spectrum Disorder – Eating and Elimination Disorders

UNIT V

18 Hrs

EARLY INTERVENTION & PUBLIC POLICY

An Inclusive Approach to Early Education – Early Intervention and Prevention – Inclusive Programs for Young Children: Inclusive Programs for Children Ages 3 to 5 & Children Ages 6 to 8

Reference Books:

1. **The Exceptional Child: Inclusion in Early Childhood Education.** By Eileen K. Allen, Glynnis Edwards Cowdery, Jennifer M. (CON) Johnson. 7th Edition. Cengage Learning. 2011
2. **Child Development.** By Elizabeth B. Hurlock. New Delhi: Tata Mc Graw Hill Co. Ltd. Further Reading:
 1. **Human Development.** Papalia, D.E. & Olds, S.D. New Delhi: Tata Mc Graw Hill Publishing
 2. **Personality Development.** By Elizabeth B. Hurlock. New Delhi: Tata Mc Graw Hill Co. Ltd.
 3. **Abnormal Psychology: the Problem of Maladaptive Behavior.** By Sarason, G. and Sarason, R. New Delhi: Prentice Hall of India, 1988

Course VIII
(C19LS23/E19LS05)Life Skill

I Life Coping or adjustment

- (a) External and internal influence in one's life
- (b) Process of coping or adjustment
- (c) Coping with physical change and sexuality
- (d) Coping with stress, shyness, fear, anger far live and criticism.

II Attitude

- (a) Attitude
- (b) Self acceptance, self – esteem and self actualization
- (c) Positive thinking

III Problem Solving

- (a) Goal Setting
- (b) Decision Making
- (c) Time Management and stress Management.

IV Computers

- (a) Introduction to Computers
- (b) M.S.Office
- (c) Power Point

V Internet

- (a) Introduction to internet
- (b) E – mail
- (c) Browsing

References:

- 1) Life Skill Programme course I & II by Dr. Xavier Alphona MCRDCE Publications. R.K.Mutt Road, Chennai – 28
- 2) ஆளுமை பண்பு வளர்த்தல் மற்றும் தகவல் தொடர்பு by M.Selvaraj Community College, Palayamkottai
- 3) “Life Skill” –P.Ravi, S.Prabahar & T.Tamil Chelvam, M.S. University, Tirunelveli

Course IX
(C19SA24/E19SA06) Education for Children with Special Needs

Unit I

18 Hrs

Introduction to Education of Children with Communication Disorders
Introduction to education-Education of children with special needs-
Educational problems faced by children with -Hearing impairment-Mental
retardation-Other communication disorders-Approaches in teaching
language to children with communication disorders-verbal approaches –
natural and structured methods – unisensory and multisensory methods o
non-verbal approach-Selection of appropriate communicational approaches
for children with communication disorders

Unit II

18 Hrs

Educational Programmes for Children with Communication Disorders -
Preparatory training-Parent-Infant Programme-Early Stimulation
Programme-Mothers' Training Programme-Preschool Programme-Types of
Educational Set-ups-Mainstreaming – inclusive and integrated education o
Segregation: Special day classes, special day schools and special residential
schools-Selection of appropriate educational set-ups for children with
communication disorders-Measures to facilitate mainstreaming of children
with communication disorders – like organising resource room facilities-
Programmes and schemes for promoting mainstreaming of children with
communication disorders – IEDC, DPEP, IEYCD

Unit III

18 Hrs

Curricular Development / Adaptation & Instruction for Children with
Communication Disorders. Identifying specific educational goals, and
planning / implementing individualized educational programmes-Teaching
curricular subjects (other than language) to children with communication
disorders-Parental participation in the educational process through home
training

Unit IV

18 Hrs

Preparation / Use of Teaching Aids and Language Workbooks Teaching aids
– Need, uses and types-Language workbooks – contents, uses and
advantages • Linking language workbooks with other teaching aids

Unit V

18 Hrs

Role of Speech and Hearing Technicians in Education / Training in Children
with Communication Disorders-Role of speech and hearing technicians in
different settings o Facilities for children with MR o Facilities for children
with HI o Facilities for children with CP-Role in identifying and guiding
them for appropriate vocations

Reference Books:

- Yathiraj, A. (2007). Self-Learning Materials for DHLS: Course V – Education. Mysore: AIISH.
- Lokananda Reddy, G., Ramar, R. & Kusuma, A. (2004). Hearing Impairment: An Educational Consideration. New Delhi: Discovery Publishing House.
- Pincus, A. R. H. (2005). 'Teaching Tips: What's a Teacher To Do? Navigating the Worksheet Curriculum'. Reading Teacher, 59(1), 75-79.
- Stewart, D. A. and Kluwin, T. N. (2001). Teaching Deaf and Hard of Hearing Students: Content and Strategies and Curriculum. Boston: Allyn and Bacon. Rehabilitation Council of India (2006).
- Diploma in Special Education (Hearing Impairment) Manuals. Delhi: Kanishka Publishers.
- Subba Rao, T. A. (1992). Manual on Developing Communication Skills. Secunderabad: NIMH.
- Subba Rao, T. A. (2003). Utility Guide to Parents on Training in Communication Skills. Secunderabad: NIMH. 16

Course X

(C19SAP2/E19SAP2) Practical II AND PROJECT

1. Therapy for cases with speech and language disorders: voice disorders and articulation disorders, special emphasis retardation and cerebral palsy, fluency disorders 2. on hearing impairment, mental.
2. Scheduling of therapy sessions. Selection and preparation of appropriate materials and activities.
3. Organizing parent guidance/counselling programs.
4. Suggesting appropriate activities for home training programmes.
5. Visits to different speech & hearing centres/special schools.
