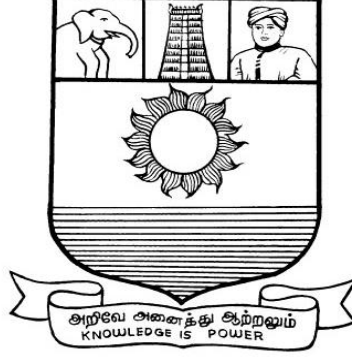


மனோன்மணியம் சுந்தரனார் பல்கலைக்கழகம்
திருநெல்வேலி – 627 012

**Manonmaniam Sundaranar University
Thirunelveli – 627 012.**



கல்விசார் நிலைக்குழுக் கூட்டம்

**MEETING OF THE STANDING COMMITTEE ON
ACADEMIC AFFAIRS HELD ON 09.02.2017**

**syllabus for Diploma in Speech Assistance Course offered
through Directorate of Vocational Education
(Community Colleges and Extension Learning Programme)
from 2017 - 2018**

DIPLOMA IN SPEECH ASSISTANCE
SCHEME OF EXAMINATION

Subject code	Title of the Paper	Credit	Hours	Passing Minimum
Semester I				
C17SA11/E17SA01	Introduction to Audiology	6	90	40/100
C17SA12/E17SA02	Speech and language Pathology	6	90	40/100
C17SA13/E17SA03	Basic Psychological processes	6	90	40/100
C17CE10/E17CE10	Communicative English	6	90	40/100
C17SAP1/E17SAP1	Practical I	6	90	40/100
Semester II				
C17SA 21/E17SA04	Community based Rehabilitation	6	90	40/100
C17SA22/E17SA05	Psychology of children with special needs	6	90	40/100
C17LS23/E17LS05	Life skill	6	90	40/100
C17SA24/E17SA06	Education for children with special needs	6	90	40/100
C17SAP2/C17SAP2	Practical II	6	90	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 paper is 40%. Classification will be done on the basis of percentage marks of the total marks obtained in all the papers and as given below:

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

Syllabus

First Semester:-

- Paper I - Introduction to Audiology
 Paper II - Speech and language Pathology
 Paper III - Basic Psychological processes
 Paper IV - Communicative English
 Paper V - Practical 1

Second Semester:-

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

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

Semester I

(C17SA11/E17SA01)Introduction to Audiology

Unit 1: 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 behavioural responses to sound • Description of hearing • Functions of hearing, role of hearing in learning .

Unit 2: 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 3: 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 4: 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 5: 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 rehabilitation centres, 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.

(C17SA12/E17SA02)Speech & Language Pathology

Unit 1: 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 2: 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 3: 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 4: Disorders of speech and language

- Classification of the disorders Mental retardation • Disorders of language: general behaviours, 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 5: 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.

(C17SA13/E17SA03)Basic Psychological processes

UNIT 1: 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 2: BIOLOGICAL BASES OF BEHAVIOUR

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

UNIT 3: SENSORY PROCESSES

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

UNIT 4: 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 5: 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.

(C17CE10/E17CE10)Communicative English

Unit I: Learning context

Concept of learning – Learning style –Grammatical framework – sentence framing – paragraph and texts

Unit II: Reading

Basic concept – Purposes of reading-Decoding-Reading materials – Barriers of reading

Unit III: Writing

Basic concept-Writing style-Terminology-stages-English spelling and punctuation – Written texts

Unit IV: Speaking

Language functions-Conversation- Features of spoken English – Types of English course: functional English, English literature, advance English – Phonetic

Unit V: Developing Communication Skills

Meaning –Classroom presence- Features of developing learning process- Practical skills and Listening- uses of communicative English

References

1. Raman,m.&S.Sharma (2011) communication skills,OUP,New Delhi: India
2. Lata,P.&S.Kumar(2011) communication skills,OUP,New Delhi: India,
- 3.Leech,G&J.Svartvik(2002) A communicative grammar of English,Pearson,India,
4. Sethi,J. and P.V. Dharmija (2007) A course in Phonetics and spoken English.Second edition, Prentice hall: New Delhi

(C17SAP1/E17SAP1) 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
(C17SA 21/E17SA04)Community Based Rehabilitation

Unit 1 – 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 2- 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 3 - 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 4 - Non/verbal communication

Augmentative and alternative communication (AAC)- Definition - Types of AAC: - Aided- Definition and types of symbols with examples (objects, pictures, orthography, Blissymbols), Low technology (communication boards, communication wallets, communication books & others) and high technology aids (few softwares), Dedicated and Nondedicated 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 5: 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.

(C17SA22/E17SA05)Psychology of Children with special needs

UNIT 1: 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 2: NORMAL & EXCEPTIONAL DEVELOPMENT

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

UNIT 3: 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 4: LEARNING & BEHAVIOR DISORDERS

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

UNIT 5: 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

(C17LS23/E17LS05)LIFE SKILL

(Common to All Courses)

UNIT- I ATTITUDE : Positive thinking – Goal setting – Problem Solving and Decision making – Leadership and Team Work.

UNIT- II COMMUNICATION SKILLS: Oral communication: Concept of English language – Fluency – Verbal communication in official and public situations.

UNIT-III COMMUNICATION SKILLS: Written Communication: Comprehension – Writing a formal letter like application for Job, enquiry, reply, complaint and such others – preparation of Resume, Curriculum Vitae.

UNIT- IV COMPUTING SKILLS – 1: Introduction to Computers, its various components and their respective functions – Memory storage devices – Microsoft (MS) Office – MS Word.

UNIT - V COMPUTING SKILLS – 2 Internet Basics – Origin of Internet – MODEM – ISP – Upload – Download – e-mail – Origin of worldwide web (www) Browsers – Search engines.

Reference books:

Life skill, Manonmaniam Sundaranar University Publications Division (2011)

(C17SA24/E17SA06)Education for Children with Special Needs

Unit 1. Introduction to Education of Children with Communication Disorders

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

Unit 2. Educational Programmes for Children with Communication Disorders

- Preparatory training
 - o Parent-Infant Programme
 - o Early Stimulation Programme
 - o Mothers' Training Programme
 - o Preschool Programme
- Types of Educational Set-ups
 - o 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 3. 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 4. 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 5. 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

(C17SAP2/C17SAP2)Practical II

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.
