



Diploma in Hearing, Language and Speech

D.H.L.S.
May, 2023
(w.e.f. 2023-24)

REHABILITATION COUNCIL OF INDIA
(Statutory Body of the Ministry of Social Justice & Empowerment)
Department of Empowerment of Persons with Disabilities (Divyangjan)
Government of India
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1. Preamble

Aim of the program is to train a class of persons and equip them with basic skills for providing speech-language therapy, for conducting programs for early identification of persons with communication disorders, educating members of the community on prevention of communication disorders, conducting basic audiological testing, and for advising the hearing impaired under the guidance of audiologist and speech language pathologist. They will only work under the guidance of a graduate or a postgraduate Audiologist and Speech Language Pathologist.

2. Nomenclature of Programme: Diploma in Hearing, Language and Speech i.e. D.H.L.S.

Objectives:

The objectives of the course are to train a class of speech and hearing therapists who would

- a. provide basic clinical services - assessment and management - to persons with communication disorders,
- b. carry out basic speech, language and hearing evaluation relevant to management.
- c. educate members of the public on prevention and early identification of persons with communication disabilities
- d. conduct basic hearing testing
- e. advice the hearing impaired on hearing aids and other management options,
- f. provide listening training to persons with hearing impairment, and
- g. who would educate the members of the public on speech & hearing services and refer them to appropriate experts.

3. Duration of the course:

Duration of the programme will be of 1 year with 1200 hours leading to 40 credits (30 hours = 1 credit). The weightage to the programme will be 60% practical and 40% theory. The course work will comprise of 720 hours of practical and 480 hours of theory. The theory hours will also include 60 hours of Employability skills (Soft Skills). The resources for the same are freely downloadable at www.employabilityskills.net This will enable and empower the trainees with readiness for applying, working as professionals in supporting diverse students across different setups. This 2 credit (60 hours) module is appended in annexure. The module will also have a weightage of 60:40 of practical and theory with formative assessment at internal and the final exam.

4. Eligibility:

Candidates with the following are eligible for admission:

A pass with minimum 50% marks in 12th class having opted subjects Physics, Chemistry, Biology/Mathematics/Computer science.

5. Medium of instruction:

English / Hindi or any other regional language

6. Criteria for passing:

As per NBER Scheme of Examination

7. Theory and practical hours:

Theory Papers and practical hours

Paper Code	Title of the papers	Hours	Total Theory/ Practicum	Credit
Theory				
DHLS 1	Introduction to Audiology	90 Hrs +15 Hrs Library	480 Hrs	16
DHLS 2	Introduction to Speech & Language Pathology	90 Hrs +15 Hrs Library		
DHLS 3	Management of Communication Disorders I	90 Hrs +15 Hrs Library		
DHLS 4	Management of Communication Disorders II	90 Hrs +15 Hrs Library		
DHLS 5	Employability Skills (Soft Skills)	60 Hrs + 6 Hrs Library		
Practicum				
DHLS 6	Clinicals: Audiological assessment	180 Hrs	720 Hrs	24
DHLS 7	Clinicals: Audiological management	180 Hrs		
DHLS 8	Clinicals: Speech-language assessment	180 Hrs		
DHLS 9	Clinicals: Speech-language management	180 Hrs		
Total		1200 hrs	1200 Hrs	40 Credit

8. Attendance:

Minimum 80% attendance in theory and 90% in practical classes is required.

9. Examination Pattern: Scheme of Examination

Paper	Title of the paper	No. of hours / week	Marks Final*	IA	Total
DHLS 1	Introduction to Audiology	3	70	30	100
DHLS 2	Introduction to Speech & Language Pathology	3	70	30	100
DHLS 3	Management of Communication Disorders I	3	70	30	100
DHLS 4	Management of Communication Disorders II	3	70	30	100
DHLS 5	Employability Skills (Soft Skills)		70	30	100

DHLS 6	Clinicals: Audiological assessment		50	50	100
DHLS 7	Clinicals: Audiological management		50	50	100
DHLS 8	Clinicals: Speech-language assessment		50	50	100
DHLS 9	Clinicals: Speech-language management		50	50	100
Total			550	350	900

Duration of each examination shall be 3 hours/As per RCI Scheme of Examination.

Internal assessment can be done by two internal examination & two assignments of each paper.

10. Question paper pattern

The following is only an illustration. Important thing to note is that there has to be internal choice for each question.

Unit No.	Question	Sub- question	Marks
I	1 or 2	a.	7
		b.	7
II	3 or 4	a.	6
		b.	4
		c	4
III	5 or 6	A	8
		b	6
IV	7 or 8	a	6
		b	8
V	9 or 10	A	4
		b	4
		c	6

11. Declaration of results and award of Diploma

There will be a uniform pattern of declaration of results as under:

75% and above	-	Distinction
60-74.9%	-	First Division
50-59.9%	-	Second Division
40-49.9%	-	Pass Class

Diploma / certificate will be awarded to the successful candidates by the examining body nominated for this purpose by the Rehabilitation Council of India.

12. Guidelines for special assistance to examinees with disabilities.

Based on the medical certificate issued by the competent authority, and as provided for CBSE /State Governments / UGC and NIOS for students with disabilities, special

provisions are to be given in terms of providing scribes, computers, extra time, separate room and readers to student-trainees.

13. Certification as Registered Personnel

It is mandatory for every rehabilitation professional / personnel to obtain a “Registered Personnel/ Professional Certificate” from the Rehabilitation Council of India to work in the field of disability rehabilitation and special education in India. A Student who has attended the training and completed the requirements for all modules successfully will be qualified as a **Speech and Hearing Technician - Personnel** and be eligible to work in the field of Rehabilitation in India as a **Speech and Hearing Technician**. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge. Each registered professional/personnel will be required to get himself /herself renew his registration periodically. The periodicity will be decided by the council from time to time. The activities for enrichment training programmes in the form of Continuous Rehabilitation Education (CRE) is decided by the RCI.

14. Requirements of Physical Infrastructure and Materials

The following are the specific requirements for starting a Diploma in Hearing, Language and Speech with an intake of 20 students in addition to the general documented by RCI.

The following infrastructure is a must for a batch of 20 students.

1.0 Staff

1.1 Core faculty

- a) Assistant Professor in Audiology. 1
[M. Sc (Audiology)/M.Sc (Sp. & Hg.)/M.ASLP]

or

Tutor (Audiology)

[B.ASLP/B.Sc in Speech & Hearing or an equivalent qualification with 5 Years clinical experience]

- b) Assistant Professor in Speech – Language Pathology 1

[M. Sc. (Speech- Language Pathology) or M.Sc (Sp. & Hg.)/M.ASLP or an equivalent qualification.]

or Tutor (Speech & Language Pathology)

[B.ASLP/B.Sc in Speech & Hearing or an equivalent qualification with 5 Years teaching experience]

- c) Guest faculty (as required)

Course coordinator should be assistant professor in audiology/speech language pathology

1.2 Supporting Professional Staff

- a) Clinical Supervisor Grade II (Audiology) 1
Essential:
B.ASLP/B.Sc in Speech & Hearing or an equivalent qualification
Desirable:
M. Sc (Audiology)/M.Sc (Sp. & Hg.)/M.ASLP
or an equivalent qualification
- b) Clinical Supervisor Grade II (Speech- Language Pathology) 1
Essential:
B.ASLP/B.Sc in Speech & Hearing or an equivalent qualification
Desirable:
M. Sc (Speech- Language Pathology)/M.Sc (Sp. & Hg.)/M.ASLP
or an equivalent qualification

1.3 Supporting Staff

- a) Administrative Assistant 1
b) Library Assistant 1
c) Attenders 2

2.0 Equipment

- a) Clinical audiometer
b) Hearing aids (all models)
c) Ear mould and hearing aid repair Lab
d) Speech trainer
e) Hearing aid repair kit
f) Group hearing aids
g) Sound recorder
h) Therapy material
i) Material for auditory training
j) Models of the ear, larynx, brain etc.

3.0 Space

- | | | |
|--|---|-----------|
| a) Class room | 1 | 20' x 15' |
| b) Audiometric room (2-room set up) | 1 | 10' x 10' |
| c) Staff room/office | 1 | 10' x 15' |
| d) Individual therapy rooms | 4 | 10' x 8' |
| e) Group therapy rooms | 1 | 20' x 15' |
| f) Ear mold & hearing aid repair lab | 1 | 20' x 15' |
| g) Patient waiting hall | 1 | 20' x 15' |
| h) Library | 1 | 20' x 15' |
| i) Play area (Indoor/outdoor) | | |
| j) Hostel (as required) | | |
| k) Disabled friendly toilets (as required) | | |

4.0 Library

The following books are minimum:

- Dhingra, P.L. (1992). Diseases of Ear, Nose & Throat. Churchill Livingstone, New Delhi.
- 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
- Rajeshwari, G., Animesh, B, & Yeshoda, K. (2014). Self-Learning Material for Diploma in Hearing, Language and Speech. Course III. Basic Medical Sciences, Mysore; AIISH.
- Rout, N & 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.
- Rout, N & Rajendran, S. (2015). Hearing aid Counselling and Auditory training Manual, A publication of NIPMED, Chennai. Freely downloadable from <http://niepmd.tn.nic.in/publication.php>. ISBN 978-81-928032-5-8.
- Savithri, S.R. & Shyamala, K.C. (2014). Self-Learning Material for Diploma in Hearing, Language and Speech.
- Shipley, K. G. & McAfee, J. G. (2008). Assessment in Speech-Language Pathology: A Resource Manual . Cengage Learning; 4th edition
- Van Riper, C. (1978). Speech Correction: Principles and Methods. Prentice Hall; 6th edition
- Yathiraj, A. & Vanaja, C.S. (2014). Self-Learning Material for Diploma in Hearing, Language and Speech. Course I. Introduction to Audiology, Mysore; All India Institute of Speech and Hearing.
- Zemlin, W.R. (1981). Speech and Hearing Science: Anatomy and Physiology, (2nd Ed.). Englewood Cliffs, New Jersey: Prentice Hall.

DHLS 1
INTRODUCTION TO AUDIOLOGY

- 90 Hours (3 Credit)

Unit 1: Sound and Hearing

18 Hours

- 1.1 Definition of sound, generation and transmission of sound.
- 1.2 Physical and psychological attributes of sound.
- 1.3 Range of human hearing (Frequency & Intensity Range).
- 1.4 Development of auditory behavior.
- 1.5 Functions of hearing, role of hearing in life and learning.

Unit 2: Anatomy and Physiology of ear

18 Hours

- 2.1 External ear.
- 2.2 Middle ear including Eustachian tube.
- 2.3 Inner ear.
- 2.4 Vestibular system.
- 2.5 Auditory nervous system.

Unit 3: Hearing loss

18 Hours

- 3.1 Nature, type & pattern of hearing loss.
- 3.2 Causes of hearing loss (Congenital & Acquired).
- 3.3 Signs & symptoms of hearing loss.
- 3.4 Prevention of hearing loss.
- 3.5 Effects of hearing loss and associated problems.

Unit 4: Evaluation of hearing

18 Hours

- 4.1 Pure tone audiometer: Types, Parts of audiometer; Methods of testing hearing: tuning fork, pure tone audiometry, Audiogram, symbols used in audiogram, procedure for obtaining an audiogram, different types of audiograms.
- 4.2 Factors affecting hearing evaluation.
- 4.3 Informal testing, methods of screening and different conditions for hearing testing, use of different stimuli in rural set/ups.
- 4.4 Concept of masking in hearing threshold estimation. Criteria of AC & BC masking.
- 4.5 Importance of calibration of audiological equipment.

Unit 5: Early identification and intervention

18 Hours

- 5.1 Early Identification and prevention of hearing loss
- 5.2 Importance and strategies
- 5.3 Hearing screening in school set up
- 5.4 Hearing screening in hospital & camp

5.5 Audiological equipment and their maintenance

References

- Dhingra, P.L. (1992). Diseases of Ear, Nose & Throat. Churchill Livingstone, New Delhi.
- Martin, F.N. (1994). Introduction to Audiology. V ed. NJ: Prentice Hall
- Rajeshwari, G., Animesh, B & Yeshoda, K. (2014). Self-Learning Material for Diploma in Hearing, Language and Speech. Course III. Basic Medical Sciences, Mysore; All India Institute of Speech and Hearing
- Yathiraj, A. & C.S. Vanaja (2014). Self-Learning Material for Diploma in Hearing, Language and Speech. Course I. Introduction to Audiology, Mysore; All India Institute of Speech and Hearing.

DHLS 2

INTRODUCTION TO SPEECH & LANGUAGE PATHOLOGY

90 Hours (3 Credit)

Unit 1: Introduction to communication

18 Hours

- 1.1 Introduction, definitions and interrelation between communication, language, speech & hearing.
- 1.2 Prerequisites and functions of communication: speaker, listener, speech chain.
- 1.3 Types of Communication: Non-verbal: symbols, gestures & Indian sign language, Verbal: speech & factors affecting communication.
- 1.4 Parameters of language & Speech.
- 1.5 Normal acquisition & development of language-speech & factors affecting acquisition of Language-speech.

Unit 2: Anatomy and physiology of speech mechanism

18 Hours

- 2.1 Nervous system: Definition of neuron and synapse, action potential, division and functions of the nervous system, CNS and PNS, Speech and language related area of brain.
- 2.2 Respiratory system: General outline, larynx and nasopharynx, mechanism of respiration; Physiology of respiration and role of respiration in speech.
- 2.3 Phonatory system: Anatomy & Physiology of larynx, physiology of phonation.
- 2.4 Resonatory and Articulatory system: Anatomy & Physiology of pharynx & oro- facial structures.
- 2.5 Speech is an overlaid function.

Unit 3: Disorders of speech and language

18 Hours

- 3.1 Disorders of speech.
- 3.2 Causes, general characteristics & symptoms of speech disorders.
- 3.3 Disorders of voice, articulation, fluency.
- 3.4 Disorders of language.
- 3.5 Organic and functional causes, general characteristics and symptoms of delayed speech and language due to Mental retardation, Autism, Cerebral Palsy.

Unit 4: Assessment of speech disorders

18 Hours

- 4.1 Need for assessment.
- 4.2 Differential diagnosis.
- 4.3 Tools used for assessment of speech disorders.
- 4.4 Screening vs diagnostic assessment & Formal & informal assessment.
- 4.5 Recent advancements in assessment.

Unit 5: Assessment of language disorders

18 Hours

- 5.1 Need for assessment.
- 5.2 Differential diagnosis.
- 5.3 Tools used for assessment of speech disorders.
- 5.4 Screening vs diagnostic assessment & Formal & informal assessment.
- 5.5 Recent advancements in assessment.

References:

- Dhingra, P.L. (1992). Diseases of Ear, Nose & Throat. Churchill Livingstone, New Delhi
- Rajeshwari, G., Animesh, B. & Yeshoda, K. (2014). Self-Learning Material for Diploma in Hearing, Language and Speech. Course III. Basic Medical Sciences, Mysore; All India Institute of Speech and Hearing
- Savithri, S.R. & Shyamala, K.C. (2014). Self-Learning Material for Diploma in Hearing, Language and Speech.
- Shipley, K. G. & McAfee, J. G. (2008). Assessment in Speech-Language Pathology: A Resource Manual. Cengage Learning; 4th edition
- Van Riper, C. (1978). Speech Correction: Principles and Methods. Prentice Hall; 6th edition
- Zemlin, W.R. (1981). Speech and Hearing Science: Anatomy and Physiology, (2ndEd.). Englewood Cliffs, New Jersey: Prentice Hall.

DHLS 3

MANAGEMENT OF COMMUNICATION DISORDERS I

90 Hours (3 Credit)

Unit 1: Hearing aids and earmolds **18 Hours**

- 1.1 Definition, importance, parts and types of hearing aids.
- 1.2 Selection of conventional hearing aids. Assistive listening device to improve signal to noise ratio.
- 1.3 Candidacy of Implantable devices such as Cochlear Implant, BAHA, ABI.
- 1.4 Importance, types, fitting and maintenance of ear mold.
- 1.5 Use, care, maintenance, trouble shooting and minor repairs of hearing aids.

Unit 2: Auditory learning **18 Hours**

- 2.1 Counselling and acceptance of hearing loss and hearing aid, use and care.
- 2.2 Auditory training- need and its importance. General principles and stages of auditory training.
- 2.3 Materials needed and assessment of auditory performance, Factors affecting auditory training.
- 2.4 Methods of recording auditory response and progress.
- 2.5 Games and activities for individual and group auditory training.

Unit 3: Speech reading **18 Hours**

- 3.1 General principles of speech reading.
- 3.2 Methods of speech reading and factors affecting speech reading.
- 3.3 Cued speech.
- 3.4 Activities for speech reading in day-to-day communication.
- 3.5 Specific planning for speech reading lessons.

Unit 4: Education of children with hearing impairment **18 Hours**

- 4.1 Education of children with disabilities in mainstream inclusive and special schools.
- 4.2 Educational problems faced by children with hearing impairment.
- 4.3 Developing foundational literacy in preparatory preschools.
- 4.4 Providing barrier free environment in inclusive schools.
- 4.5 Using local material for developing teaching aids and language work book.

Unit 5: Rehabilitation **18 Hours**

- 5.1 Role of speech and hearing professionals in the education of children with hearing impairment, mental retardation, spastics and multiply disabled.
- 5.2 Organization of speech and hearing units for education
- 5.3 Organization of community awareness programs and exhibitions and selecting the materials required, parent meeting.
- 5.4 Team approach to school education

5.5 Government schemes for the welfare of the disabled

References

- 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. & C.S. Vanaja (2014). Self-Learning Material for Diploma in Hearing, Language and Speech. Course I. Introduction to Audiology, Mysore; All India Institute of Speech and Hearing.
- 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.
- Rout, N and Rajendran, S. (2015). Hearing aid Counselling and Auditory training Manual, A publication of NIPMED, Chennai. Freely downloadable from <http://niepmd.tn.nic.in/publication.php>. ISBN 978-81-928032-5-8.

DHLS 4

MANAGEMENT OF COMMUNICATION DISORDERS II

90 Hours (3 Credit)

Unit 1: Management of language disorders **18 Hours**

- 1.1 General language therapy approaches – rationale, setting goals/planning (short term, long term) steps.
- 1.2 Speech-language stimulation techniques.
- 1.3 Language therapy for children with hearing impairment.
- 1.4 Language therapy for children with Mental retardation.
- 1.5 Language therapy for children with Cerebral palsy.

Unit 2: Management of speech disorders **18 Hours**

- 2.1 General speech therapy approaches.
- 2.2 Setting goals/planning (short term, long term) steps –MIDVAS etc.
- 2.3 Management of Articulation.
- 2.4 Management of Voice disorders.
- 2.5 Management of Fluency disorders.

Unit :3. Disability issues **18 Hours**

- 3.1 Concepts in disability in relation to the current RPwD Act.
- 3.2 Professional and personnel involved in disability.
- 3.3 Attitude of parents, caregivers and clients towards disability and rehabilitation.
- 3.4 Process of issuing disability certificate, UDID and its advantage to the person with disability.
- 3.5 Attitude of clients towards disability and rehabilitation.

Unit 4 : Modes of communication and Indian Sign Language(ISL) **18 Hours**

- 4.1 Oralism, Total communication and educational bilingualism.
- 4.2 ISL and NEP 2020 provisions for ISL.
- 4.3 Ways of catching attention, greeting and responding to deaf in ISL.
- 4.4 Finger spelling, counting, days, months.
- 4.5 Expressing time and directions.

Unit 5 : General issues in management **18 Hours**

- 5.1 Prevention and Early identification of communication disorders.
- 5.2 Record Keeping - Need for record keeping, types of records.
- 5.3 Referrals & Home-based training.
- 5.4 Parent guidance and counselling.

5.5 Involvement of the society as a partner.

References

- Savithri S. R. & Shyamala, K.C. (2014). Self-Learning Material for Diploma in Hearing, Language and Speech. Course II. Introduction to Speech-language pathology, Mysore; All India Institute of Speech and Hearing.
- Van Riper, C. (1978). Speech Correction: Principles and Methods. Prentice Hall; 6th edition.

DHLS 5
MODULE ON EMPLOYABILITY SKILLS

Teaching Hours: 60

Credits: 02

www.employabilityskills.net

DHLS 6
CLINICALS 1
AUDIOLOGICAL ASSESSMENT

181hours (6 Credit)

1. Demonstrating parts and functions of pure tone audiometer and its controls. Familiarizing in handling different audiometers, hand held auditory screeners and screening procedures. Need for calibration of audiological equipment and procedures. Biological calibration of audiometer.
2. Training in doing pure tone, speech and other audiometric procedures Examination of ear for wax, foreign body and other material - 5 subjects. Audiological testing (Pure Tone Audiometry, Tuning Fork test) of individuals not having any complaint of hearing issues under supervision - 10 subjects
3. Audiograms of 15 adult cases of different types of hearing loss and submit it at the end of the term. Reviewing and interpreting 30 audiograms (already taken)
4. Behavior observation and conditioning for audiometry on 10 subjects Observation of methods of testing children - Behavior observation and conditioning for audiometry on 10 subjects. Familiarity with conditioning procedure for audiometry
5. To maintain record from case history to audiogram for 10 children and submit it by the end of the term. Each student should have independent case reports.
6. To participate in at least two school screening and two camps.

DHLS 7
CLINICALS 2
AUDIOLOGICAL MANAGEMENT

180hours (6 Credit)

1. Identification of different types & parts of hearing aids (both individual & group). Assembling and managing them. Identification of faults and undertaking minor repair.
2. Impression taking (children and adults) and making of ear molds. Students to present at least six pairs of ear molds - three pairs for adults and three pairs for children) for clinical examination at the end of term.
3. Fitment of hearing aid in children and adults, and their maintenance. Do's and don'ts of hearing aid use. Maintain records of six clients, three children and three adults, and submit the same for clinical exam.
4. Students should also maintain six records of testing high risk infants / children and submit them during clinical exam.
5. Individual and family counselling relating to hearing impairment as well as hearing aids. Auditory training: Observation of auditory training with 5 clients and provide auditory training for 3 clients. Preparing the students on understanding auditory environment where client lives and selecting auditory stimuli accordingly. Report writing and referral.
6. Preparing lesson plans with short- and long-term goals for two clients.

DHLS 8
CLINICALS 3
SPEECH - LANGUAGE ASSESSMENT

180 (6 Credit)

1. Observation of, and completing, of case history, interviewing and speech language evaluation - minimum of 6 normal and 6 pathological children / adult clients.
2. Observation of speech –language therapy of a minimum of 5 clients - at least a total of 15 sessions and recording observation of all these.
3. Demonstration with recordings: normal aspects of pitch, loudness, normal and abnormal voice quality, place and manner of articulation, rhythm, rate, intonation and fluency/dysfluency of 6 child/adult clients.
4. Practice in identifying different speech-language disorders from audio-video recorded samples and 6 clients in each category.
5. Assessment of voice (perceptual analysis), articulation, and dysfluency, Language – 3D LAT, REEL, SECS.
6. Participation in at least 2 school screening, 2 camps and any other community-based assessment program. Report writing - Maintenance of diary - Writing referral notes to other professionals.

DHLS 9

Clinicals 4

SPEECH - LANGUAGE MANAGEMENT

180 Hrs (6 Credit)

1. Scheduling of therapy sessions, goal setting and termination of therapy. Familiarity with tools used for speech and language therapy. Speech-language therapy, counselling and home training programs for children and adults with hearing impairment, mental retardation and cerebral palsy.
2. Observation, documentation and execution of speech therapeutic procedures for language disorders, voice disorders, articulation disorders, and fluency disorders.
3. Selection and preparation of appropriate materials and activities. Organizing parent guidance/counselling programs. Suggesting appropriate activities for home training.
4. Visits to different speech & hearing centers /special schools. Submit therapy reports of two cases assigned along with material developed.
5. Report writing: Home training, therapy and therapy results, community services.
6. Home training for parents and report writing. Pretherapy report, lesson plan, progress report. Maintenance of diary, pre-therapy report and lesson plans.

Suggestive Reading (Indian Authors)

Sr.No	Title	Author	ISBN
1	Action Research and Grounded Theory: Evidence-Based Practices in Education	Sandeep Kumar	978-81-8457-862-1
2	Administration and Reorganisation of Teacher Education	Maitreya Balsara	978-81-7391-452-4
3	Adulthood, Family and Community Needs	Shikha Pokhriyal	978-93-91450-62-5
4	Assessment and Teaching Methods for Children with ASD	Shikha Pokhriyal	978-93-91450-63-2
5	A S D and Associated Conditions	Shikha Pokhriyal	978-93-91450-68-7
6	Autism Spectrum Disorders: Nature, Needs and Etiology	Shikha Pokhriyal	978-93-91450-53-3
7	Characteristics of Children with Developmental Disabilities	Ranveer Singh Chouhan, Jagat Bahadur Yadav, Abhijeet Kumar Yadav	978-93-91450-54-0
8	Child Development and Learning	Ranveer Singh Chouhan	978-93-91450-55-7
9	Clinical Psychology: Basic and Advanced Aspects	Anjum Mahdi	978-81-8457-445-6
10	Contemporary India and Education (Part 1 and 2) Set	Arun Khurana	978-81-8457-721-1
11	Contemporary India and Education	R.P. Pathak	978-81-8457-845-4
12	Curricular Strategies and Adaptations for Children with Hearing Impairment	Varsha Gathoo	978-81-7391-808-2
13	Curriculum and Educational Programme	Shikha Pokhriyal	978-93-91450-64-9
14	Deaf Education	Alka Saxena, Pawan Kumar Sharma, Ritu Jain	978-93-91450-57-1
15	Development of Independent Living Skills and Teaching-Learning Material (TLM)	Shikha Pokhriyal	978-93-91450-58-8
16	Development of Value Education Curriculum (VEC) for Children with Intellectual Disability (CwID)	Sampurna Guha, Sudha A.	978-93-89484-45-8
17	Dictionary of Information Communication Technology (ICT)	Ismail Thamarasseri	978-81-8457-149-3
18	Dictionary of Special Education	Seema Singh	978-81-7391-904-6
19	Digital Education: Redefine Pedagogy for Sustainable Development	Mary Ann Paul C	978-81-969411-9-2
20	Disability and Special Needs: Dimensions and Perspectives	Dolly Singh	978-81-8457-607-8
21	Disability Development in India	J.P. Singh	978-81-7391-793-0
22	Distance Education and Open Learning: Planning and Management	Madhulika Sharma	978-81-8457-486-9
23	Dyslexia and Other Learning Disabilities: Diagnosis and Treatment	Sarala Ranganathan	978-81-8457-610-8
24	Early Childhood Care and Education: Principles and Practices	Abhiram Kulshreshtha	978-81-8457-780-8
25	Education in the Emerging Indian Society and School Administration	Shikha Pokhriyal	978-93-91450-65-6
26	Education of the Gifted and Talented Children	B.D. Bhatt & S.R. Sharma	978-81-85475-71-7
27	Educational Guidance: Concepts, Elements and Dimensions	Shashi Prabha Sharma	978-81-8457-454-8
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