Curriculum Framework

Master of Science (Audiology) - M.Sc. (Aud)

Norms, Guidelines and Course Content

Based on the recommendations by RCI

Effective from Academic Session 2021-22

Two Years Duration

भारतीय पुनर्वास परिषद

Rehabilitation Council of India B-22,
Qutab Institutional Area,
New Delhi - 110 016

Email: rehabstd@nde.vsnl.net.in, rehcouncil_delhi@bol.net.in

www.rehabcouncil.nic.in

(Dr Savitha) (Dr. KAMAL PANT) (Dr. Ankita Kanchan)

Master of Science (Audiology)

Regulations, Norms, Scheme of Examination and Curriculum – 2021-22 (Semester scheme)

1.0 Name of the course offered

The nomenclature of the program shall be Master of Science (Audiology). M.Sc. (Aud) shall be the short form.

2.0 Objectives of the M.Sc. (Aud) program

The objectives of the M.Sc. (Aud) program are to equip the students with knowledge and skills to

- function as teachers and researchers in institutions of higher learning,
- diagnose and manage disorders of hearing and balance across life span,
- counsel and guide persons with disorders of hearing and balance as well as their family members,
- implement rehabilitation programs for persons with hearing and balance disorders,
- to function as the disability certification authority in the field,
- liaise with professionals in allied fields and other stake holders,
- implement prevention and public education programs,
- undertake advocacy measures on behalf of and for persons with hearing and balance disorders,
- advise government and other institutions on legal and policy issues related to persons with hearing and balance disorders, and
- to establish and administer institutions of higher learning in the area.

3.0 Duration of the program

a) The program shall be of 4 semesters (2 academic years) and should be completed within 4 years from the date of admission.

b) An academic year consists of two semesters, and each semester shall extend over a minimum period of sixteen weeks excluding examination days. The semesters shall be spread out as follows:

Odd semesters – 1 & 3	July – November
Even semesters – 2 & 4	January – May

c) There shall be examination at the end of each semester. There shall be a vacation of minimum 2 weeks after the examinations at the end of odd semesters and 4 weeks after the examinations at the end of even semesters.

4.0 Medium of instruction

Medium of instruction shall be English

5.0 Eligibility for admission

5.1 Candidates with BASLP/B.Sc.(Speech & Hearing) degree of any recognized university by the Rehabilitation Council of India with a minimum of 55% aggregate marks.

5.2 Relaxation in the qualifying marks for designated categories of students shall be as per rules and regulations of respective University / State / Union Territories or the Central Government.

5.3 No age bar.

6.0 Program Structure

Time structure of the program shall be as follows:

Semesters		4	
Weeks per Semester		16	
Days per week		6	80 days per semester
Hours per day		6	560 hours per semester
Semester 1	Theory	5 papers x 60 hours	300hours
	Clinical	240 hours Others	20 hours
Semester 2	Theory	4 papers x 60 hours	240hours
	Clinicals	240 hours Others	80 hours
Semester 3	Theory	5 papers x 60 hours	300 hours
	Clinicals	160 hours Dissertation	
	80 hours Others	20 hours	
Semester 4	Theory	1 paper x 60 hours	60 hours
	Clinicals		160 hours
	Dissertation		320 hours
	Others		20 hours

Theory	300 + 240 + 300 + 60 900 hours
Clinicals	240 + 240 + 160 + 160 800 hours
Dissertation	0 + 0 + 80 + 320 400 hours
Others	20 + 80 + 20 + 20 140 hours
Total	2240 hours

7.0 Attendance

7.1 Minimum attendance shall be as stipulated by the respective University of the students. However, attendance shall not be less than 80% in theory and 90% in Clinicals in each semester for students to be eligible to appear for examination at the end of each semester.

7.2 Candidates who cannot appear for examination for want of attendance will be declared failed and will have to repeat the particular semester to be eligible to appear for exams subsequently.

7.3 Condonation of shortage of attendance in genuine cases to a maximum of 5% shall be from the Vice-Chancellor of the respective University where the candidates are studying.

8.0 Examination Pattern

8.1 The examination pattern and papers shall be as shown in the table below:

	Subject	Marks		
		Exam	IA	Total
A101	Research Methods, Epidemiology and Statistics	80	20	100
A102	Technology in Audiology	80	20	100
A103	Cochlear Physiology	80	20	100
A104	Neurophysiology of Hearing	80	20	100
A105	Hearing Sciences	80	20	100
A106	Clinicals (Internal)	80	20	100
A201	Auditory Perception	80	20	100
A202	Auditory Disorders	80	20	100
A203	Electrophysiological Assessment	80	20	100
A204	Advances in the Management of Hearing Loss	80	20	100
A205	Clinicals (External)	100	00	100
A301	Genetics of Hearing and Pediatric Audiology	80	20	100
A302	Implantable Auditory Devices	80	20	100
A303	Speech Perception	80	20	100
A304	Auditory Processing Disorders	80	20	100
A305	Vestibular system & its disorders	80	20	100
A306	Clinicals (Internal)	80	20	100
A401	Audiology in Practice	80	20	100
A402	Dissertation	80	20	100
A403	Clinicals (External)	100	00	100
		1640	360	2000

8.2 Course content shall be as in **Annexure** 2

8.3 Clinical examinations (for A106 and A306) shall be conducted by the designated internal faculty of the department at the end of 1st and 3rd semester. IA marks shall be awarded by all the faculty of the department on the basis of the assessment of the candidates' work throughout the particular semester.

8.4 Clinical examinations for A 205 and A 403 will be conducted by external examiner(s) at the end of the 2nd and 4th semester, respectively. Clinicalexamination shall be with clinical population like in medical profession. The examiners shall also evaluate records of clinical and practical work of the students.

8.5 An internal faculty member can assist the external examiner(s) in A 205 and A403 Clinicals (External), but shall not award marks.

9.0 Dissertation

9.1 Students shall complete a dissertation in the 3rd and 4th semester of the course and shall submit the same at the end of 4th semester before final examination. An external examiner shall assess the dissertation for 80 marks while the guide shall assess the performance of the candidate for 20 marks (internal assessment). The dissertation will be rated for a total of 100 marks (80 +20). Candidates who fail to submit their dissertation on or before the stipulated date shall not be permitted to appear for the final semester examination.

10.0 Criteria for passing

10.1 The student is required to obtain a minimum of 50% in each of the theory papers, internal assessment, practical and clinical exams, and dissertation for a pass.

10.2 Students will have to pass the clinical examination of the given semester to proceed to the next semester.

10.3 Carry-over of papers: Maximum number of attempts for any paper / clinical practicum / dissertation shall be three inclusive of first attempt. There shall be no supplementary examination.

11.0 Board of Examiners

11.1 There shall be a Board of Examiners for scrutinizing and approving the question papers as well as scheme of valuation

11.2 Fifty percent of the members in the Board of Examiners shall be from outside the institution.

12.0 Award of Degree

The University shall award the degree and issue certificate only after the candidates successfully complete all the examinations stipulated.

13.0 Infrastructure for starting the course

Only institutions who have conducted at least two batches of BASLP programs (5 years) and have the infrastructure as given in **Annexure** 1 shall be permitted hereafter to offer Masters' program in Audiology, after due formalities.

14.0 Others

14.1 On all other issues not mentioned in these rules and regulations like the pattern of question paper, grading, award of grace marks, and declaration of rank, among others, the rules and regulations of the respective University shall prevail.

14.2 These revised regulations will apply to students admitted for the academic year 2021-22 and onwards.

Annexure-1

Infrastructure requirements for M.Sc. (Aud) programs
(Academic year 2021-22 onwards)

The following are the minimum requirements for starting/continuing M.Sc. (Aud) 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.

Human Resource Requirement

Requirement of scientific / technical / administrative staff exclusively for M.Sc (Aud) program with an intake of 12 students per year shall be as follows:

Type	Designation	No.
Core Faculty*	Professor - Audiology	1
	Associate Professor - Audiology	1
	Assistant Professors - Audiology	2
Clinical Staff	Audiologist - Gr. I	1
Allied Faculty	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
	Library Assistant	1
Supporting staff- Administrative	Secretary - Academics	1
	Secretary - Clinic	1
	Secretary - Admin	1

Core faculty to student ratio should always be 1:3 (one faculty member for every 3 students)

Note 1: Allied faculty can be part time functionaries and their appointment can be guided by the requirements in a given semester.Besides, allied faculty can be the same for undergraduate as well as postgraduate courses if the institute also has an undergraduate course.

Note 2: The requirement shown here is exclusively for M.Sc. (Aud) program. Increase in intake should be with proportionate increase in the infrastructure particularly faculty.

Note 3: The M.Sc. (Aud) program can only be conducted by an independent institute/ college/ department in a University / department in a hospital / rehabilitation unit, with a full-time Audiologist, or Audiologist & Speech-Language Pathologist as its head/ coordinator (administrative / academic / clinical). The head of the program should possess a doctorate in the core field.

Faculty and Professional qualification in the core areas

Designation	Qualification	Pay Scale
Professor	**Essential** a) M.Sc (Audiology) / M.Sc (Sp& Hg) / MASLP or its equivalent b) Ph.D (in the core area*) c) 10 years teaching experience at PG / UG level d) Minimum five publications with a cumulative impact factor of 5. e) Valid RCI registration **Desirable:** Experience of running under-graduate training programs	As per UGC norms
Associate Professor	a) M.Sc (Audiology) / 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 **Desirable:** Ph.D (in the core area*) Experience of running under-graduate training programs	As per UGC norms
Assistant Professor-Audiology	**Essential** a) M.Sc (Audiology) / M.Sc (Sp& Hg) / MASLP or its equivalent b) 2 years teaching/ clinical / research experience c) Valid RCI registration **Desirable:** Ph.D (in the core area*) Publications	As per UGC norms
Audiologist Grade I	**Essential** a) M.Sc (Audiology) / M.Sc (Sp& Hg) / MASLP	

	or its equivalent b) Valid RCI registration **Desirable**: 1 year experience in the field	

*Audiology or Speech-Language Pathology & Audiology

Note 1 :Pay and emoluments for all faculty posts shall be on par with UGC norms. RCI norms shall apply for all other clinical and technical posts

Clinical

The institution should have facility for diagnosis, management and rehabilitation of persons with all types of hearingand balance-related problems 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 fourth semesters.

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. Lib Sci 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

Sno		Size	Number (for a batch of 12 Students)
a	Class Room	Space @ 10 sq. ft per student + 20 Sq. ft for the teacher: Room with a minimum area of 220 sq. ft.	1 class rooms 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'	4rooms for a batch of 12 students
f	Therapy Rooms	6' x 8'	2 rooms for a batch of 12 Students
g	Sound treated room for hearing evaluation - twin-room set up	10'x 14'	1 room for a batch of 12 students
h	Sound treated room for immittance testing and EP recording	10' x 10'	1 room for a batch of 12 students
i	Lab for vestibular testing	10' x 10'	1 room for a batch of 12 students
j	staff Room	15' x 20'	01 Room
k	Individual work space (with provision for storage facilities)	10' x 10'	1 room for every 02 faculty / Staff members
l	academic / Administrative office	10' x 10'	01
m	Principal's Office Room	10' x 10'	01

Sno		Size	Number (for a batch of 12 Students)
n	Sanitary facility	Separate facility for males and females, staff/students and clinical population	
o	Hostel	Separate hostel for men and women with dining facility. accommodation for at least 50% of student population.	
p	Barrier free access		
q	Space of recreation-indoor and outdoor		

Equipment - Audiology (Minimum for a batch of 12 students)

Sl. No.	Equipment	For a batch of 12 students
a)	Speech audiometry tests including those for assessment of CAPDs - in different languages	As per course requirement
b)	Diagnostic test material	As per course requirement
c)	Diagnostic/clinical pure tone audiometer	1
d)	Diagnostic immittance audiometer	1
e)	Diagnostic OAE analyzer	1
f)	2-Channel EP System	1
g)	Diagnostic material/equipment for assessment of balance disorders	1
h)	Real ear measuring equipment and hearing aid analyzer	1
h)	Equipment set for making earmolds	1
i)	Hi-Fi Ampli Deck with speakers and good microphone	1
j)	Computer PC-AT with VGA Color Monitor & printer for clinic administration	1
k)	Handheld otoscope	1
l)	Software for signal generation and analysis	

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

Annexure 2

Course Content

M.Sc. (Audiology)

Semester I

A 101: Research Methods, Statistics& Epidemiology

60 hours: 100 marks

Objectives: After completing this course, the student will be able to understand

a) clinical research designs and statistical methods,
b) epidemiological issues and its relevance in hearing research,
c) evidence based practice in Audiology, and
d) ethical practices in research

Unit 1: Experimental Designs and Their Applicability in Hearing Research

a) Types of research- post facto research, normative research, standard group comparison, experimental research, clinical and applied research, sample surveys, evaluation research
b) Methods of observation and measurement, strategies and designs in research
c) Experimental designs, single subject designs and group designs
d) Critical analysis of the research methods employed in hearing research.
e) Documentation and research writing
f) Ethical considerations in research – National and international guidelines

Unit 2: Epidemiology

a) Epidemiology: Definition, basic concepts – scope and function of epidemiology
b) Study designs in epidemiology: Cohort studies, case-control studies, cross-sectional studies, clinical trials
c) Measures in epidemiology – Ratios, proportions, rates, relative risk, odds ratio
c) Identify biases and their consequences in published literature.
d) Describe criteria for characterizing the causality of associations.
e) Application of epidemiology in evaluation and screening procedures employed in Speech-language Pathology
f) Application and impact of epidemiology on national and local policy; influence of epidemiology on ethical and professional issues

Unit 3: Statistical Measures and their Features

a) Review of data description and exploratory data analysis (Numerical summaries and graphical summaries)
b) Probability concepts and models
c) Statistical Inference – Estimation Confidence Intervals
d) Statistical Inference – Basic concepts related to hypothesis testing –null hypothesis, alternative hypothesis, significance level, statistically significant, critical value,

acceptance / rejection region, p-value, power, types of errors: Type I (α), Type II (β), one-sided (one-tailed) test, Two-sided (two-tailed) test

e) Parametric and non-parametric approaches to hypothesis testing
f) Categorical data analysis - contingency tables, Chi-square test for independence of attributes,
g) Measures of association (Contingency coefficient, Cramer's V), Kappa coefficient

Unit 4: Regression, Univariate and Multivariate Analysis

a) Correlation, regression analysis and prediction including multiple regression; logistic regression; path analysis
b) Analysis of Variance (ANOVA)- Basic models, assumptions, one way and two way ANOVA; Consequence of failure of assumptions underlying ANOVA; Tests for additivity, homogeneity, transformation; Post – hoc tests; Analysis of Covariance (ANOCOVA); Repeated measure ANOVA
c) Multivariate analysis: Need for multivariate analysis, various methods including MANOVA, MANCOVA
d) Introduction to principal component analysis, factor analysis, discriminant function, multidimensional scaling
e) Evaluation of application of statistics to different research designs used in different publications
f) Critical analysis of research articles in the field: Analysis of research designs in different areas of Speech-language Pathology

Unit 5: Evidence Based Practice

a) Introduction to Evidence Based Practice (EBP) and Steps to EBP from formulating foreground question, finding best current evidence, critical appraisal of best current evidence, summarizing evidence, integrating evidence and tracking progress.
b) Concepts related to practical significance (effect size) vs. statistical significance, precision of measurement (confidence intervals)
c) Levels of evidence: For experimental and non-experimental designs; treatment efficacy-randomized control study, quasi experimental study, correlation and case study, single subject designs, expert committee report, consensus conference
d) Measures of diagnostic accuracy – positive and negative likelihood ratios; positive predictive value, negative predictive value, diagnostic odds ratio
e) Concepts related to randomized control trials: Comparative groups- allocation concealment / random allocation; importance of participation and follow up in understanding, evaluating and applying randomized controlled trial results
e) Methods of carrying out therapy trials; execution, indexing and reporting of therapy trials – efficacy studies; Conventions to study outcomes - i) Absolute risk reduction, ii) Absolute benefit increase, iii) Absolute risk increase, and iv) Absolute benefit reduction
f) Systematic review and meta-analysis; importance of research publications in terms of systematic review, meta-analysis, clinical practice guidelines, health technology assessments.
g) Challenges in implementation of EBP in Audiology in India and future directions

Recommended Reading

- Russell, C., & Jay, L. (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, EikiSatake. (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, EikiSatake (1997). Research and Statistical Methods in Communication Disorders. Williams & Wilkins

A 102: Technology in Audiology

Hour - 60 : Marks - 100

Objectives: After completing this course, the student will be able to understand

a) advanced aspects of signal acquisition and processing,
b) development and application of software based tools,
c) development and application of tele-technology, and
d) technology of amplification devices

Unit 1: Fundamentals of Digital Signal Processing & Communication Systems

a) Digitization of data and digital systems; Principles and methods of digital signal processing
b) Fundamentals of communication systems – (i) AM & FM transmission & reception (ii) Digital modulation techniques, (iii) Satellite communication
c) Transducers and signal generation
c) Biomedical signals &signal processing: Principles of generation of acoustic stimuli
d) Signal acquisition and processing techniques
e) Working principles of EEG / Magnetoencephalography, event related potentials/ evoked potential.
f) High-fidelity sound reproducing systems: Auditorium acoustics

Unit 2: Techniques of Speech Processing and Analysis

a) Artificial neural networks
b) Speech processing and synthesis models and techniques (linear predictive coding, linear prediction model, LPC-based synthesis) and applications, review of signal processing, Fourier transform and short-time speech analysis(energy, zero-crossing rate, autocorrelation function).
c) Voice response system, speaker recognition system and speech recognition system: Speech synthesis methods, speech recognition, speaker recognition, speech coding, and speech enhancement.
d) Basic principles of cepstral analysis, filtering low-time filtering for formant estimation, high-time filtering for pitch estimation, complex cepstrum

Unit 3: Neuro Imaging

a) Principles of neuro imaging techniques - MRI, fMRI,NIRS, CT, PET, SPECT, TMS and MEG and their technology (working principles, interpretation and implications).
b) Synching various speech stimuli and events for fMRI acquisition and speech perception in fMRI
c) Technology available for intra-operative monitoring of sensory and motor functions

Unit 4: Tele-technology

a) Tele-technology: Definition, applications, technology, resources
b) Transmission of information: transmission of patient images, reports, etc.
c) Remote consultations and databases
d) Distance learning- multimedia meeting room / videoconferencing

Unit 5: Software for Analysis

a) Software packages and applications in hearing diagnostics and research - MATLAB, Adobe audition, Audacity, PRAAT
b) Basics features, vectors and matrices, built-in functions and plotting
c) Editing audio files, applying effects in waveform editor, amplitude compression and modulation effects, filter and equalizer effects, noise reduction/ restoration effects, basic multitrack controls, saving and exporting
d) Computer based assessment and intervention programs relating to hearing
e) Calibration and maintenance of equipment

Recommended Reading

- Moser, P. (2015). Electronics and Instrumentation for Audiologists. Psychology Press.
- Villchur, E. (1999). Acoustics for Audiologists (1 edition.). San Diego, Calif: Delmar Cengage Learning.
- Baber, C. & Noyes, J.M. (1993). Interactive Speech Technology: Human Factors Issues in the Application of Speech Input Output to Computers. London: Taylor and Francis.
- Daniloff, R.G (1985). Speech Sciences: Recent advances. London: Taylor and Francis.
- Gottingen, M.R.S. (Ed.) (1985). Speech and Speaker Recognition. Basel: Kager.
- Haton, J.P. (Eds) (1981). Automatic speech analysis & Recognition. USA, D. Reidel Publishing Company.
- Keller, E. (ed.) (1994). Fundamentals of Speech Synthesis and Speech Recognition: Basic Concepts, State of the art and Future challenges. New York: John Wiley & sons.
- Morgan, D.P. & Scofield, C.L (1991). NeuralNetworks and Speech Processing. Boston, Kluwer Academic Publishers.
- Nakagawa, S. &etal. (1995). Speech, Hearing and Neural Network Models. Oxford: IOS, Press
- Oppenheim & Schafer (1989). Digital signal processing. New Delhi: Prentice Hall of India.
- Boulston, F. R. & Dvorak, J.D (2015). Matlab Primer for Speech Language Pathology and Audiology. San Diego: Plural Publishing Inc
- Silman,S& Emmer, M.B. (2011). Instrumentation in Audiology and Hearing Science: Theroy and Practice. San Diego: Plural Publishing Inc

A 103: Cochlear Physiology

60 hours: 100 marks

Objectives: After completing this course, the student will be able to

a) describe the micro and macro structures of cochlea,
b) explain the physiology of cochlea,
c) explain the physiological basis for generation of OAE,
d) use appropriate protocol for recording OAEs in clinics and for research,
e) use appropriate protocol for recording ECochG in clinics and for research, and
f) understand the research needs in physiological measurements of hearing

Unit 1: Cochlear Anatomy

a) Macro & microanatomy of cochlea
b) Homeostatic mechanisms in cochlea
c) Blood supply to cochlea
d) Innervations of cochlea
e) Cochlear regeneration
f) Evolution of human cochlea

Unit 2: Cochlear Physiology

a) Techniques to study hair cell and basilar membrane physiology
b) Basilar membrane mechanics and non-linearity
c) Outer hair cell physiology – different mechanisms involved in hair cell motility
d) Inner hair cell physiology
e) Cochlear non-linearity

Unit 3: Development of cochlea and top down control of sensory process

a) Efferent control of cochlear hair cells
b) Nutrients related to sensory cell physiology
c) Ontogenetic development of cochlea
d) Phylogentic development of cochlea
e) Developmental changes in the cochlea; effect of advancing age on cochlea
f) Comparative physiology of auditory system in non-mammalian species

Unit 4: Otoacoustic Emissions

a) Classifications of OAEs; mechanism based taxonomy
b) Characteristics of different types of OAEs
c) Instrumentation and techniques for recording different types of OAEs
d) Factors affecting different types of OAEs
d) Fine structure DPOAEs
e) Suppression of OAEs: ipsilateral, contralateral, and bilateral
f) Clinical applications of OAEs

Unit 5: Cochlear Potentials

a) Endocochlear potentials.
b) Electrocochleograhy: Instrumentation and technique
b) Protocol for recording ECochG
c) Interpretation of ECochG
d) Clinical application of ECochG

Recommended Reading

- Altschuler, R. A., & Hoffman, D. W. (1986). Neurobiology of hearing: the cochlea. New York: Raven Press.
- Berlin, C. I. (1996). Hair cells and hearing aids. San Diego: Singular Publishing Group.
- Dallos, P. (1973). Auditory periphery: Biophysics & physiology. New York: Academic Press.
- Dallos, P., Popper, A. N., & Fry, R. R. (1996). The cochlea. New York: Springer.
- De Reuck, A. V. S., & Knight, J. (1968). Hearing mechanisms in vertebrates. London: Churchill.
- Dhar, S and Hall, J.W. (2011). Otoacoustic emissions: Principles, Procedures and Protocols. San Diego: Plural Publishing Inc
- Drescher, D. G. (1985). Auditory biochemistry. Springfield: Charles C. Thomas.
- Flock, A., Ottoson, D., &Ulfendahi, M. (1995). Active hearing. Baltimore: Williams & Wilkins.
- Gelfand, S. A. (2004). Hearing: Introduction to Psychological and Physiological Acoustics. (4thEdn.). New York: Marcel Decker.
- Hall, J.W. (2007). New Handbook of Auditory Evoked Responses. Boston: Pearson.
- Jahn, A. F., & Santos-Sacchi, J. (1989). Physiology of the Ear. New York: Academic Press.
- Kemp, D. T. (1986). Otoacoustic emissions, travelling waves, and cochlear mechanisms. *Hearing Research*. 22, 95-104.
- Moller, A. R. (2000). Hearing: Its physiology and pathology. San Diego: Academic Press.
- Moore, B. C. J. (1995). Hearing. San Diego: Academic Press.
- Musiek, F.E. &Baran, J.A. (2016). Auditory System: Anatomy, Physiology and Clinical Correlates. San Diego: Plural Publishing Inc
- Robinette, M. S., &Glattke, T. J. (1997). Otoacoustic emissions: clinical applications. New York: Thieme Medical Publications.
- Zemlin, W. R. (2010). Speech & Hearing Science: Anatomy & Physiology. Boston: Allyn & Bacon.

A 104: Neurophysiology of Hearing

60 hours: 100 marks

Objectives: After completing this course, the student will be able to

a) explain the anatomy afferent system,
b) describe the neurophysiology of hearing,
c) explain the efferent auditory system,
d) describe the functioning and role of efferent system,
e) understand the neurophysiological basis of the disorders affecting the auditory nervous system, and
f) understand the basis of electrophysiological assessment

Unit 1: Ascending Auditory Pathway: Anatomy

a) Auditory nerve
b) Cochlear nucleus
c) Superior olivary complex
d) Lateral leminiscus
e) Inferior colliculus
f) Medial geniculate body

Unit 2: Functioning of the Auditory Nerve

a) Stimulus coding
   i. Frequency, intensity and temporal coding
   ii. Coding of complex signals
b) Non linearity
c) Action potentials
d) Neurotransmitters and neuromodulators

Unit 3: Physiology of Auditory Brainstem

a) Tonotopic organization of auditory brainstem
   i. Cochlear nucleus
   ii. Superior olivary complex
   iii. Lateral lemniscus
   iv. Inferior colliculus
   v. Medial Geniculate body
b) Coding of simple and complex acoustic signals at auditory brainstem
   i. Cochlear nucleus
   ii. Superior olivary complex
   iii. Lateral lemniscus
   iv. Inferior colliculus
   v. Medial Geniculate body
c) Role of subcortical structures in sound localization

Unit 4: Anatomy and Physiology of Auditory Cortex

a) Anatomy of primary and secondary auditory cortex
b) Tonotopic organization in auditory cortex
c) Coding of signals in the at auditory cortex
   i. Simple and complex signals
   ii. Speech
d) Association of auditory cortex with other structures
e) Role of auditory cortex in sound localization
f) Plasticity of auditory cortex

Unit 5: Efferent Auditory System

a) Efferent auditory pathway: medial and lateral olivo cochlear bundle
b) Functioning of the auditory efferent system
c) Role of auditory efferent system in hearing
d) Protective function of auditory efferent system

Recommended Reading

- Aitkin, L. (1990). The auditory cortex: structural and functional bases of auditory perception. University of Michigen: Chapman and Hall.
- Berlin, C.E. (1999). The efferent auditory system: basic science and clinical applications. USA: Singular Publishing Group.
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- Musiek, F.E., Baran, J.A., Shinn, J., & Raleigh, J. (2012). Disorders of the Auditory System. San Diego: Plural Publishers.
- Pickels, J.O. (2012). An introduction to the physiology of hearing. United Kingdom: Emerald Group Publishing Inc.
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- Ryugo, D.K. (2010). Auditory and Vestibular Efferents. USA: Springer-Verlag.
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- Syka, J., & Merzenich, M.M. (2003). Plasticity and signal representation in the auditory system. USA: Springer Science.
- Tony, L. S., Richard, H. N., &Musiek, F.E. (1997). Efferent auditory system: structure and function. USA: Singular Publishing Group.
- Webster, D.B., Popper A.N., & Fay R.R. (1992). The Mammalian auditory pathway: neuroanatomy. New York: Springer-Verlag.

A 105: Hearing Sciences

Marks -100: Hours - 60

Objectives: After completing this course, the student will be able to

a) understand psychophysical components of sound and their measurement,
b) analyse and critically evaluate the different methods of estimation of thresholds, frequency analysis and application of masking, and
c) conduct experiments to estimate thresholds, measure pitch.

Unit 1: Introduction to Psychoacoustics

a) Physical description and parameters for generation of sounds: Sine wave and complex signals; Analysis of sound: Spectrum and spectrogram, LTASS; Filters and their properties
b) Theory of signal detection: Basic concepts and applications of signal detection
c) Psychophysical methods - Classical and adaptive methods

Unit 2: Thresholds and Loudness

a) Overview of absolute and relative measures: Methods of measuring absolute and relative thresholds; thresholds of audibility (MAP & MAF); Models of loudness.
b) Loudness perception in normal hearing persons
c) Effect of hearing impairment on perception of loudness
d) Dynamic range of hearing, equal loudness contours and loudness scaling.
e) Recruitment and softness imperceptions
f) Consequences of altered loudness perception
g) Factors affecting loudness: Bandwidth, duration, adaptation and masking.
h) DLI

Unit 3: Pitch

a) Theories of pitch perception - simple and complex signals
b) Pitch scales
c) Factors affecting pitch perception
d) Perception of pure-tones by persons with normal hearing and those with hearing impairment
d) Perception of complex signals by persons with normal hearing and those with hearing impairment
e) DLF

Unit 4: Peripheral Masking

a) Critical band concept and power spectrum model
b) Estimating the shape of auditory filter: Psycho-physical tuning curve; Notched noise; Non-simultaneous masking
c) Auditory filter shapes in normal hearing and hearing impaired
d) Masking patterns and excitation patterns in normal hearing and hearing impaired

Unit 5: Non-Peripheral Masking

a) Central masking
b) Informational masking
c) Overshoot phenomena
d) Co-modulation masking release
e) Effect of hearing loss on non-peripheral masking

Recommended Reading

- Brain C.J., Moore (2007). Cochlear Hearing Loss: Physiological, Psychological and
- Technical Issues. England: John Wiley and Sons Ltd.
- Brain, C.J. Moore (1998). Cochlear Hearing Loss. (2nd and 3rd Editions). London: Whurr
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- Moore, B. C. J. (1995). Hearing. San Diego: Academic Press.
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- Stuart Rosen and Deter Howell (1991). Signals and systems for speech and hearing. CA: Academic Press Inc
- Yost, W. A. (1994). Fundamentals of hearing: An introduction. San Diego: Academic Press.
- Zwicker, E., &Fastl, H. (1999). Psychoacoustics-Facts and models. Springer Verlag: Berlin Heidelberg.

Semester II

A 201: Auditory Perception

Marks -100: Hours - 60

Objectives: After completing this course, the student will be able to

a) understand the processes involved in the perception of speech by persons with normal and impaired hearing, and
b) apply principles of speech perception in therapy and research.

Unit 1: Temporal processing

a) Overview of temporal processing: temporal resolution; temporal integration; models of temporal processing
b) Detection and discrimination of gaps in normals and individuals with hearing impairment
c) Temporal modulation transfer function in normals and individuals with hearing impairment
d) Temporal integration in persons with normal hearing and those with hearing impairment
e) Models of temporal processing in persons with normal hearing and those with hearing impairment

Unit 2: Auditory object and pattern perception

a) Basic concepts in auditory object perception
b) Spectral cues for object perception
c) Temporal cues for object perception
d) Auditory pattern perception in individuals with normal hearing and those with hearing impairment
e) Timber perception
f) Time invariant-pattern and time varying pattern perception

Unit 3: Adaptation

a) Adaptation vs. fatigue
b) Methods of studying adaptation
c) Adaptation in in persons with normal hearing and those with hearing impairment
d) Neurophysiological basis of adaptation
e) Factors affecting adaptation

Unit 4: Perception in Space

a) Perception of distance: localization vs. lateralization; localization of pure tones; localization of complex signals
b) Effect of hearing loss on localization
c) Monaural localization
c) Factors affecting localization
d) Neurophysiology of localization

Unit 5: Binaural hearing and Perception of Music

a) Binaural hearing - overview
b) Models of binaural hearing
c) Masking level difference
d) Musical scales/Musical notes
e) Factors affecting perception of music

Recommended Reading

- Brain, C.J. Moore (1986). Frequency selectivity in Hearing. CA: Academic Press Inc.
- Diana Deutsch (2013). The Psychology of Music, Third Edition (Cognition and Perception) 3rd Edition. Academic Press
- Gelfand, S, A. (2005). Introduction to psychological and physiological acoustics. New York: Marcel Dekker.
- Howard, D and Angus, J (2013). Acoustics and Psychacoustics. Oxford: Taylor & Francis
- M. Riess Jones, R.R. Fay, A.N. Popper (2010). Music Perception. Springer
- Oxenham, A., & Bacon, S. (2003). Cochlear Compression: Perceptual Measures and Implications for Normal and Impaired Hearing. Ear and Hearing, 24, 350-366.
- Plack, C.J., Oxenham, A.J., & Fay, R.R. (2005). Pitch: Neural Coding and Perception. New York: Springer.
- Stanley, A. Gelfand (1998). Hearing. New York: Marcel Dekker Inc.
- Warren, R. M. (2008). Auditory Perception: An Analysis and Synthesis. Cambridge: Cambridge University Press.
- Yost, W. A. (1994). Fundamentals of hearing: An introduction. San Diego: Academic Press.
- Zwicker, E., &Fastl, H. (1999). Psychoacoustics-Facts and models. Springer: Verlag Berlin Heidelberg.

A 202: Auditory Disorders

Marks -100: Hours - 60

Objectives: After completing this course, the student will be able to

a) explain the pathophysiology of auditory disorders,
b) diagnose and differentially diagnose auditory disorders, and
c) recommendappropriate management options for the clients with hearing loss .

Unit 1: Disorders of the External and Middle Ear

a) Congenital malformations of external and middle ear
b) Diseases of the external ear: otitis – externa, neoplasms of external ear, cerumen, keratosis obturans, injuries, sebaceous cysts, acquired atresia, stenosis of external auditory canal & malignant otitis externa
c) Diseases of the middle ear cleft: otosclerosis otitis media, non suppurative otitis media, complications of middle ear diseases, neoplasms.
d) Assessment of middle ear functioning: multicomponent tympanometry, multifrequency tympanometry, wide band reflectance/absorbance, reflexometry
d) Reconstruction of external and middle ear hearing mechanisms: reconstructive and rehabilitation procedures

Unit 2: Disorders of the Cochlea

a) Pathophysiology inner ear disorders: ototoxicity, Meniere's, age related hearing loss, Sudden hearing loss, auto immune conditions, hearing loss due to systemic diseases
b) Audiological profile in persons with above inner ear disorders
c) Nonaudiolgical management options

Unit 3: Disorders of the Cochlea– NIHL &Traumatic Injury

a) Pathophysiology inner ear disorders due toNIHL and other traumatic injuries
b) Audiological profile in persons with NIHL and other traumatic injuries
c) Hearing conservation: National and International guidelines
d) Nonaudiolgical management options

Unit 4: Auditory Nerve and Brainstem

a) Pathophysiology of space occupying lesions of auditory nerve and brainstem
b) Audiological profile in persons with space occupying lesions
d) Radiological findings and its correlations with audiological findings
d) Challenges in diagnosis of space occupying lesion
e) Management options for space occupying lesion

Unit 5: Auditory Neuropathy Spectrum Disorders

a) Pathophysiology of ANSD
b) Etiology of ANSD

c) Audiological profile of persons with ANSD and its correlations with pathophysiology
d) Speech perception in persons with ANSD
e) Management of persons with ANSD: Aids strategies

Recommended Reading

- Berlin, C. I., Hood, L. J., & Ricci, A. (2002). Hair Cell Micromechanics and Otoacoustic Emissions. New York: Thomson Learning Inc.
- Chasin, M (2009) Hearing Loss in Musicians: Prevention and Management. San Diego: Plural Publishers
- Hall, J. W. (2000). Handbook of Otoacoustic Emissions. San Diego: Singular Publishing Company.
- Hall, J.W. (2007). New Handbook of Auditory Evoked Responses. Boston: Pearson.
- Hood, L.J. (1998). Clinical applications of auditory brainstem response. San Diego: Singular Publishing Group Inc.
- Moller, A. R. (2000). Hearing: Its physiology and pathology. San Diego: Academic Press.
- Rintleman, W.F. (1991). Hearing Assessment. Boston: Allyn and Bacon.
- Roeser, R. J., Valente, M., & Hosford-Dunn, H. (2007). Audiology: Diagnosis. New York: Thieme Medical Publishers.
- Sanbridge, S.A. (2009). Ear Disorders. San Diego: Plural Publishers
- Sininger, Y& Starr, A (2001). Auditory Neuropathy: A new perspective in hearing disorders
- Standring, S. (2008). Gray's Anatomy: The Anatomical Basis of Clinical Practice, Expert Consult. Livigstone: Churchill publishers.
- Wiley, T.L., & Fowler, C.G. (1997). Acoustic immittance measures in clinical audiology: A primer. San Diego: Singular Publishing Group Inc.

A 203 : Electrophysiological Assessment

60 hours: 100 marks

Objectives: After completing this course, the student will be able to

a) describe and classify auditory evoked potentials,
b) understand the technology for recording auditory evoked potentials,
c) record and interpret exogenous and endogenous potentials,
d) use appropriate protocols for recording exogenous and endogenous potentials for clinical and research purposes, and
e) understand research needs in auditory evoked potentials

Unit 1: Foundations of Auditory Evoked Potentials (AEPs)

a) Introduction and Classification of AEPs
b) Neuroanatomy and neurophysiology related to AEPs; dipole orientation and scalp distribution of AEPs
c) Stimuli for recording AEPs- generation, characteristics and types
d) Electrodes for recording AEPs
e) General principles of recording AEPs
f) Overview to advanced analyses techniques such as independent component and time frequency analyses
g) Maintenance and Calibration of instrumentation

Unit 2: Auditory Brainstem Responses

a) Acquisition and analysis responses for different stimuli -clicks, tone buursts, chirps, complex stimuli such as speech
b) New trends in ABR such as Cochlear Hydrops Analysis Masker Procedure (CHAMP) and stacked ABRs, and ABR for chained stimuli,
c) Factors influencing ABR: Stimuli related, acquisition related, subject related
d) Clinical applications

Unit 3: Middle Latency Auditory Evoked Potentials and Auditory Steady State Responses

a) Acquisition and analysis of middle latency responses,
b) Factors influencing middle latency responses: Stimuli related, acquisition related, subject related
c) Acquisition and analysis of auditory steady state responses (ASSR)
d) Factors influencing ASSR: Stimuli related, acquisition related, subject related
e) Post auricular muscle responses
f) Clinical applications

Unit 4: Cortical Auditory Evoked Potentials

a) Overview of exogenous and endogenous cortical evoked potentials

b) Acquisition and analysis of obligatory cortical auditory evoked potentials, acoustic change complex, T-complex, mismatch negativity, P300, N400, P600, CNV and other endogenous potentials
c) Factors affecting exogenous and endogenous evoked potentials Stimuli related, acquisition related, subject related
d) Clinical applications

Unit 5: Intraoperative monitoring

a) Physiological tests useful in intraoperative monitoring of auditory function
b) Effect of anesthetic agents on electrophysiological responses of the auditory system
c) Recording auditory evoked potentials during surgery; requirements, patient preparation
d) Guidelines for intraoperative monitoring
e) Electroneurenography

Recommended Reading

- Burkard, R.F., Don, M., &Eggermont, J.J. (Eds.) (2007). Auditory Evoked Potentials: Basic Principles & Applications. Baltimore: Lippincott Williams & Wilkins.
- Ferraro, J.A. (1997). Laboratory exercises in auditory evoked potentials. San Diego: Singular Publishing Group Inc.
- Hall, J.W. (1992). Handbook of Auditory Evoked Responses. Massachussetts: Allyn and Bacon.
- Hall, J.W. (2007). New Handbook of Auditory Evoked Responses. Boston: Pearson.
- Hall, J.W., & Mueller, H.G. (1997) Audiologists' Desk Reference. Volume 1: Diagnostic Audiology Principles, Procedures and Protocols. San Diego: Singular Publishing Group.
- Hood, L.J. (1998). Clinical applications of auditory brainstem response. San Diego: Singular Publishing Group Inc.
- Katz, J. (Ed.). (1994). Handbook of Clinical Audiology. Baltimore: Williams and Wilkins.
- Kilney, P.R. (2017). Audiologists handbook of intraoperative neurophysiological monitoring. San Diego: Plural Publishing Group
- McPherson, L.D. (1995). Late potentials of the auditory system. London: Singular Publishing Group.
- Picton, T. (2010). Human Auditory Evoked Potentials. San Diego: Plural Publishing Group.
- Rance, G (2008). Auditory Steady State Responses. San Diego: Plural Publishing Group

A 204: Advances in the Management of Hearing Loss

Hours - 60 : Marks - 100

Objectives: At the end of the course, the students should be able to

a) understand the different amplification/assistive devices and their changing technology
b) explain the strategies of device selection and optimization
c) develop need-based programs and intervention strategies for persons with different types of hearing impairment across age groups, and
d) to list specific needs and know psychosocial and communicative demands and strategies to solve these

Unit 1: Advances in Hearing Aid and Hearing Assistive Technology

a) Application of recent advances in hearing aids and hearing assistive technology : Compression and expansion, directionality, advanced signal processing techniques including noise reduction algorithms, wireless technology, data logging, trainable hearing aids, occlusion reduction, application of nanotechnology in hearing aids, Personal amplification systems
b) Techniques to control acoustic feedback, distortion, circuit noise: Electromagnetic interference – measurement, solutions; techniques to improve compatibility of hearing aids with mobile phones
c) Application of LASER technology in ear mold production, ear mold modifications for enhancing listening comfort – physical and acoustic modifications
d) Electroacoustic measurement of hearing aids: Variables affecting electroacoustic measurements and its implications
f) International and Indian standards/legislations for hearing aids and ALDs.

Unit 2: Selection and Fitting of Hearing Aid and Hearing Assistive Devices

a) Selection, verification and validation of hearing aids and hearing assistive devices: Pre-selection, selection an assessment of listening needs
b) Objective procedures for hearing aid fitting (ABR, ALLR, ASSR and others):
c) Hearing aid programming, optimization, verification and validation
d) Hearing aid fitting for children : pre-selection, selection, verification and validation: Different protocols used
e) Hearing aid fitting for persons with different types of hearing loss (Sudden hearing loss, unilateral hearing loss, High frequency hearing loss, Cochlear dead region)
f) Future trends in hearing aids and HATs: Technology and fitting strategies

Unit 3: Speech Perception Through Hearing Aids

a) Factors affecting speech perception through hearing aids and hearing devices: Auditory plasticity
b) Methods to improve speech perception through hearing aids and hearing devices: Speech cue enhancement – spectral shape, duration, intensity, enhancement of CVR, speech simplification, re-synthesis, enhancement of perception of telephone speech
c) Emerging technology for better speech perception
d) Noise reduction algorithms and nanotechnology in hearing aids

Unit 4: Rehabilitation of Individuals with Hearing Impairment

a) Counseling of users of hearing aid and hearing assistive devices: techniques: Realistic expectations, adjusting to hearing device, other management options
b) Care and maintenance of hearing aid and hearing assistive devices
c) Trouble shooting and fine tuning/optimization of hearing aids and assistive devices
d) Management of children with hearing impairment: Criteria for selecting different auditory listening programs; criteria for transition from one method to the other as a child grows: Adapting AVT techniques for Indian languages and late identified children
e) Providing group listening training activities for children having different listening skills
f) Rehabilitation of adults and older adults: auditory listening / speech reading training for older adults: variables that affect the communication and the role of the communication partner: auditory plasticity: Planning training activities; assertiveness training
g) Quality of life of hearing impaired and its enhancement: Outcomes of different management strategies across age groups: Methods and measures

Unit 5: Management of the children/adult with Multiple Disabilities and other Hearing Related Disorders

a) Management of children and adults with multiply disability: hearing aid fitting considerations, strategies used and the outcome with different strategies for individuals with hearing impairment with visual problems; cognitive problems; neuro-motor problems: educational and vocational placement, role of caregivers and outcome measures
b) Audiological management of tinnitus: characteristics, assessment of tinnitus, basis and theories of tinnitus, models related to tinnitus management: patho-physiological and neurophysiological model: overview to non-audiological management techniques for tinnitus
c) Audiological management techniques for those with normal hearing and different degrees of hearing loss (TRT, counseling, others) and their outcomes
d) Audiological management of persons with hyperacusis: Models related to hyperacusis management; overview to non-audiological management techniques for hyperacusis Audiological management techniques for normal hearing and different degrees of hearing loss and their outcomes

Recommended Reading

- Atcherson, S. R., Franklin, C. A., & Smith-Olinde, L. (2015). Hearing assistive and access technology. San Diego: Plural Publishing Inc.
- Dillon, H. (2012). Hearing Aids. 2nd Edn. Australia: Boomerang Press.
- Martini, A., Mazzoli, M., Read, A., & Stephens, D. (2001). Definitions, Protocols and Guidelines in Genetic Hearing Impairment. England: Whurr Publishers Ltd.
- Metz, M. J. (2014). Sandlin's textbook of hearing aid amplification. 3rd Edn. San Diego: Plural publishing Inc.
- Schaub, A. (2008). Digital hearing aids. New York: Thieme Medical publishers.
- Mueller, H. G., Rickettes, T. A., &Bentler, R. (2014). Modern hearing aids: Pre-fitting Testing and selection considerations. San Diego: Plural Publishing Inc.
- Sandlin, R.E. (1995). Handbook of Hearing aid amplification – clinical consideration and fitting practices. London: Singular Publishing Group.
- Tyler, R.S., &Schum, J. (1995). Assistive devices for persons with hearing impairment.

United States of America: Allyn&Baccon.

- Cole, E.B., & Carol, F. (2007).Children with hearing loss- Developing Listening & Talking. United States of America: Plural Publishing Inc.
- Estabrooks, W. (2006). Auditory Verbal Therapy & Practice. United States: Alexander Graham Bell Association for the Deaf and Hard of Hearing Inc.
- Hull, R. H. (2014). Introduction to aural rehabilitation. 2nd edn. San Diego: Plural publishing Inc.
- Tye-Murray, N. (2015). Foundations of aural rehabilitation-Children, Adults & Their family members. 4th Edn. United States of America: Stamford, Cengage Learning.
- Baguley, D. M., &Andersson, G. (2007). Hyperacusis: Mechanisms, Diagnosis and Therapies. San Diego: Plural Publishing Inc.
- Hersh, M. A., & Johnson, M. A. (2003). Assistive Technology for the hearing-impaired, Deaf and Deaf-blind. Nottingham: Springer-Verlag London Ltd.
- Jastreboff, P.J., &Hazell, J.W.P. (2004). Tinnitus retraining therapy-implementing the Neurophysiological model. United Kingdom: Cambridge University Press.
- Johnson, C. E. (2012). Introduction to auditory rehabilitation: A contemporary issues approach. New Jersy: Pearson Education, Inc.
- Wong, L., &Hickson, L. (2012). Evidence-based practice in audiology: Evalauting interventions for children and adults with hearing impairment. San Diego: Plural Publishing Inc.

A 106 & A 205: Clinicals in Audiology

General considerations:

a) The student should be able to carry out complete audiological evaluation and management of persons with hearing impairment.
b) After completion of clinical postings, the student will have the ability to apply, show(in a clinical diary/log book), and perform the following on patients/clients:

Know-how

a) Make appropriate changes in OAE protocols depending on the clinical / research needs
b) Develop protocol for recording exogenous and endogenous auditory evoked potentials
d) Integrate the results of audiological evaluation and correlate it to the possible pathophysiological/radiological findings
e) Apply the latest technological advances available for persons with hearing impairment.
f) Make appropriate modifications in hearing devices depending on the listening needs.
g) Recommend appropriate aural rehabilitation program for persons with hearing impairment

Demonstrate

a) Recording of exogenous and endogenous potentials
b) Generation of stimuli for recording AEPs
c) Analyze auditory evoked potential waveforms
d) Electroacoustic measurement of different types of hearing aids
e) Carry out ear mold modifications

Do

a) Record OAEs, ABR for different stimuli and cortical auditory potentials on 5 persons with hearing loss
b) Complete audiological evaluation on 5 persons with hearing loss and prepare a detailed report with appropriate recommendations
c) Select and fit appropriate hearing devices to 10 individuals with different degree, configuration and type of hearing loss.
d) Plan and carry out appropriate aural rehabilitation program for five children
e) Evaluate and counsel/carry out appropriate audiological management for 5 persons with tinnitus.
f) Carry out aided AEPs

Evaluation

a) Internal evaluation shall be based on attendance, clinical diary, log book and learning conference.
b) External evaluation: Spot test, OSCE, Record, Viva-voce, case work

Semester III

A 301 : Genetics of Hearing and Pediatric Audiology

Hours - 60 : Marks - 100

Objectives: After completing this course, the student will be able to

a) understand the genetic basis for hearing loss
b) understand the tests/procedures for identifying genes for hearing loss
c) counsel parents or caregivers of children with genetic and non-genetic hearing loss
d) carry out screening programs to identify hearing loss using appropriate protocols, and
e) diagnose and manage hearing loss in children using appropriate tests/protocols and aural management procedures

Unit 1: Molecular Genetics for Audiologists

a) Basic concepts of genetics
b) Genes involved in hearing
c) Gene localization methods, gene mapping

Unit 2: Genetic Hearing Loss

a) Genetics of hearing impairment, gene database for hearing loss
b) Genetic evaluation of persons/families with hearing loss, genetic screening
c) Genotypes and phenotypes of non syndromic hearing loss
d) Genotypes and phenotypes of syndromic hearing loss
e) Genetic counseling

Unit 3: Hearing Screening

a) Neonatal and infant hearing screening, international and national Protocols to identify middle ear disorders; sensory and neural hearing loss
b) Screening for hearing loss in school children
c) Screening for central auditory processing disorders in school children
d) Issues related to hearing screening

Unit 4: Pediatric Hearing Evaluation

a) Etiology of hearing loss in children
b) Behavioral tests of hearing evaluation for children
c) Physiological tests of hearing evaluation for children
d) Assessing hearing in children with associated problems
e) Speech audiometry in children
f) Development of tests for speech audiometry in children
g) Issues related to assessment and diagnosis of hearing loss in children

Unit 5: Team Approach in diagnosis of hearing loss in children

a) Integration of results of behavioral and electrophysiological assessment of hearing

b) Correlating results of audiological evaluation with those of otolaryngological, pediatric, psychological and speech-language evaluation
c) Problems faced by children with hearing loss in preschool and school setup
d) Challenges/problems faced by children with conductive hearing loss and auditory processing problems
e) Counseling parents/caregivers regarding hearing impairment, sequel and management
f) Counseling and management of children with unilateral hearing loss and mild hearing loss

Recommended Reading

- Bess, F.H. & Gravel, J.S. (2006). Foundations of Pediatric Audiology. San Diego: Plural Publishing Inc
- Driscoll, C. & McPherson, B (2010). Newborn Screening Systems: The complete perspective. San Diego: Plural Publishing Inc
- Martini, A, et al.(1996) Genetics and Hearing impairment, London: Whurr Publishers.
- McCreery, R.W. & Walker, E.A. (2017). Pediatric Amplification: Enhancing Auditory Access. San Diego: Plural Publishing Inc
- Northern, J. L. & Downs, M. P. (2014). Hearing in Children. San Diego: Plural Publishing Inc
- Shprintzen, R.J. (1997). Genetic, Syndromes and communication disorders. San Diego: Singular Publishing Group Inc.
- Willems P J. (2004). Genetic Hearing loss. USA: Marcel Deckeer Inc.
- Tharpe, A.M. &Seewald, R. (2016). Comprehensive Handbook of Pediatric Audiology.San Diego: Plural Publishing Inc
- Toriello H V.,& Smith S D. (2013).Hereditary Hearing Loss and Its Syndromes. United Kingdom: Oxford University Press.
- Flexer C A (2008).Pediatric Audiology: Diagnosis, Technology, and Management. New York: Thieme Medical Publishers.

A 302: Implantable Auditory Devices

Hours - 60 : Marks - 100

Objectives: At the end of the course, the student should be able to

a) identify and describe the types of implantable hearing devices,
b) describe the purpose of different components of implantable hearing devices,
c) determine candidacy for implantable hearing devices,
d) assess benefits from implantable hearing devices and guide the clinical population, and
e) understand and contribute to formulation Government policies and schemes relating to implantable hearing devices

Unit 1: Development of Technology, Criteria/ Candidacy and Program

a) Candidacy for bone conduction implantable devices (BCID), middle ear implants (MEI), cochlear implant (CI), auditory brainstem implant (ABI) and mid brain implant (MBI): evidence from research
b) Comprehensive Candidacy Assessment for implantable hearing devices (IHD- Audiological and non-audiological).
c) Safety standards and regulation for IHD.
d) State and central Government schemes for cochlear implants and other implantable devices.
e) Pre-requisite to start aIHD program
f) Comprehensive policy issues relating to IHD

Unit2: Bone Conduction Implantable Devicesand Middle Ear Implants

a) Types of BCID and components (per-cutaneous, trans-cutaneous and intra-oral)
b) Types of MEI and components
c) Intra-operative and post-operative measurements/assessment for device function (troubleshooting) and performance outcomes d) Programming BCID and MEI
e) Contra indications and management of device failures and poor performance.
f) Limitations and future development/requirement

Unit 3: Cochlear Implants

a) Concepts and types of ci : external components (sound processor- body worn, BTE, off the ear); internal component (electrode type/design, MRI compatibility & reliability);totally implantable cochlear implants.
b) Expanding criteria- audiological and non-audiological assessment: single sided deafness, ski sloping SN hearing loss, bilateral asymmetric HL; cochlea/nerve anomaly(classification), auditory neuropathy spectrum disorder (ANSD) and multiple disabilities.
c) Speech/Sound Coding Strategies: Within and across devices; Evidences from research and critical analysis of each strategy; Features for Enhancing Speech and Music perception.
d) Surgical procedures: posterior tympanotomy, varia technique, hearing preservation technique; surgical complications and management

e) Intra-operative measurement: device function (impedance/ voltage/ complaince telemetry); patient function (eCAP, eSRT, eABR and facial nerve monitoring); Special consideration in anomalous cochlear/nerve, ANSD and multiple disabilities.

Unit 4: Programming Cochlear Implants

a) Psychophysics of programming: parameters (pulse width, rate of stimulation, frequency allocation/ re-allocation, map law);pre-requisites for mapping: pre-implant radiological report, post-implant radiological report; discharge report of surgeon; non- physiological objective measures (electrode impedance, compliance, electrode voltage); special considerations in cochlea/nerve anomaly, ANSD, multiple disabilities and SSD; Effect of map parameters on perception of loudness, pitch perception, gap,
b) Programming technique: evidences from research: behavioral maps; objective maps (eCAP, eSRT&eABR based programming); evidence and target based programming (artificial intelligence);self-programming.
c) Measuring performance and MAP optimization: assessment of benefit: speech and non-speech; electrophysiological measures (EABR and other evoked potentials); optimization of: hearing aid in the contralateral ear for bimodal implants; bilateral cochlear implants; electroacoustic stimulation and SSD.
d) Complications: identifying and managing device failures; identifying and managing infection, magnet migration, electrode extrusion; identifying and managing poor performance; decision making in subjects with poor performance; special consideration in revision implantation; outcome audit.
e) Limitations and future developments/requirements (device, techniques and procedures)

Unit 5: Auditory Brainstem Implant (ABI) and Auditory Midbrain Implant (MBI)

a) Pre-op (ABI and MBI): candidacy for children and adult; audiological and non- audiological assessment; evidences from research for predicting outcome; counseling and expectations; device type and components
b) Intra-op (ABI and MBI): Surgical procedures – overview; eABR, cranial nerve monitoring; decision making.
c) Post-op: programming ABI (subjective and objective methods) and technique for pitch ranking, identifying auditory and non-auditory electrodes); MAP optimization (pitch, loudness, auditory and non-auditory sensation); techniques to identify auditory and non- auditory sensation; assessment of benefit: speech and non-speech; role of eABR, aided cortical potentials, PET and fNIRS in programming and monitoring outcomes.
d) Managing and monitoring subject with ABI: rehabilitation strategy; identifying and managing complications (device failure, infection, trauma, device migration, radio imaging); identify poor performance- auditing outcome; decision making in complications and poor performance

Recommended Reading

- Boheim, K. (2010). Active middle ear implants. Basel: Karger.
- Clark, G., (2003). Cochlear implants - fundamentals & Applications. New York: Springer – AIP Press.
- Cooper, H. (1995). Cochlear Implants –A practical guide. Delhi: AITBS Publishers.

- Hughes, M. L. (2013). Objective measures in cochlear implants. San Diego: Plural Publishing Inc.
- Kirwin, S.H. (2014). Cochlear Implants: Technological advances, psychological/social impacts and long-term effectiveness. Ney York: Nova Biomedical.
- Kompis, M., &Caversaccio, M.D. (Eds.). (2011). Implantable Bone Conduction Hearing Aids. (New Delhi) Switzerland: Karger.
- Lim, H. H., Lenarz, M., &Lenarz, T., (2009). Auditory midbrain implant: A review. Trends in Amplification, Sept. 13(3), 149–180.
- Manenkar, G. (2014). Implantable hearing devices other than cochlear implants. New D Suzuki, J.I, Tokyo (1988). Advances in audiology-Middle ear implant: Implantable hearing aids. Switzerland: Karger. Delhi: Springer-Verlag.
- Niparko, J. K. (2009). Cochlear Implants: Principles and practices. 2nd Edn. Philadelphia: Lippincott: Williams & Wilkins.
- Wolfe, J., & Schafer, E. C. (2010). Programming Cochlear Implants. San Diego: Plural Publishing Inc.

A 303: Speech Perception

Marks -100: Hours - 60

Objectives: At the end of the course, the student should be able to

a) explain coding of speech in the auditory pathway in normal hearing and hearing impaired individuals,
b) critically evaluate theories of speech perception and methods to synthesis speech,
c) explain speech perception in relation to short term memory,
d) describe aspects of dichotic speech perception.

Unit 1: Theories of Speech Perception

a) Basic concepts of speech perception; hearing, listening, perception and comprehension; acoustic cues of different classes of speech sounds
b) Definition and concept of categorical and continuous speech perception
b) Normalization in speech perception: Definition and methods used for normalization of vowels and consonants
c) Coding of speech in the auditory pathway - cochlea, auditory nerve and the central auditory pathway
d) Theories of speech perception (acoustic, neurological, auditory, motor, analysis-by-synthesis, dual stream, reverse hierarchy theory)

Unit 2: Perceptual Cues for Vowels and Consonants

a) Perception of vowels and diphthongs in normal - major and minor cues
b) Perception of consonants in normals: Major and minor cues to identify place, manner and voicing features of stops, fricatives, affricates, nasals
c) Perception of vowels and consonants in the persons with hearing impairment
d) Perception of vowels and consonants through amplification and implantable devices.

Unit 3: Speech Perception of Segmental and Suprasegmental Features

a) Effects of co-articulation on speech perception:
b) Perception of segmental features in normal hearing individuals
c) Perception of suprasegmental cues in normal hearing individuals
d) Perception of segmental and suprasegmental cues in persons with hearing impairment

Unit 4: Factors related to Speech Perception

a) Memory and speech perception: Stages of memory, coding and capacity at the different stages; Models of short term memory: Dual coding Model, Modal model, A model for auditory memory and contrast, Working memory model; Role of short term memory in the perception of consonants and vowels
b) Dichotic listening: Theories and physiological bases: Testing of dichotic listening and the clinical significance of the results; Factors influencing dichotic perception
c) Music perception: Methods of study of perception of music; Perception of music through amplification and implantable devices.

Unit 5: General issues related to speech perception

a) Infant perception: theories of infant speech perception (universal theory, attunement theory, perceptual learning theory, maturational theory, perceptual magnetic theory); methods of studying infant speech perception;perception of consonants and vowels in infants, and comparison with adults
b) Speech perception in animals: methods of study of speech perception in animals; perception of consonants and vowels; categorical perception and normalization; animal vs. human perception; need for study of speech perception in animals
c) Methods to study speech perception: EEG/electrophysiological and behavioral methods to study speech perception; study designs; role of cognition in speech perception.

Recommended Reading

- Raphael, L. J., Borden,G. J.,& Harris K. S. (2011). Speech Science Primer: Physiology, Acoustics, and Perception of Speech (Sixth edition). Baltimore, MD: LWW.
- Greenberg, S., Ainsworth, W. A., & Fay, R. R. (Eds.).(2004). Speech Processing in the Auditory System. New York: Springer.
- Mildner, V. (2007).The Cognitive Neuroscience of Human Communication (1 edition). New York: Psychology Press.
- Pickett, J. M. (1998). The Acoustics of Speech Communication: Fundamentals, Speech Perception Theory, and Technology (1 edition). Boston: Pearson
- Pisoni, D. B., &Remez, R. E. (Eds.). (2005). The Handbook of Speech Perception. Blackwell Publishing Ltd.
- Studdert-Kennedy, M., & Mattingly, I. G. (Eds.). (1990). Modularity and the Motor theory of Speech Perception: Proceedings of A Conference ToHonor Alvin M. Liberman (1 edition). Hillsdale, N.J: Psychology Press.
- Sanders, D.A (1977).Auditory perception of speech - an introduction to principle and problems. New Jersey: Prentice Hall
- Tatham, M., & Morton, K. (2011).A Guide to Speech Production and Perception (1 edition). Edinburgh: Edinburgh University Press
- Kent, R. D. (2002). Acoustic Analysis of Speech (2nd Revised edition edition). Australia ; United States: Delmar Cengage Learning.

A 304: Auditory Processing Disorders

60 hours: 100 marks

Objectives: At the end of the course, the students should be able to

a) diagnose and differentially diagnose auditory processing disorders (APDs) and explain their physiological bases,
b) administer different tests for diagnosis and interpret the findings including correlation with findings from imaging and cognitive studies,
c) institute screening and public education programs in different setups on APDs,
d) identify and explain factors influencing assessment of APDs,
e) advise clinical clientele on management of APDS including guidance on aids and appliances, and
f) advise and liaise with members of the management team like neurologists, neurosurgeons on the diagnosis as well as management of APDs.

Unit 1: Introduction to Auditory Processing Disorders (APDs)

a) Terminologies and definitions of APD
b) Underlying neurobilogical and neurochemical (genetic) correlates
c) Relationship between neural maturation - degeneration and auditory processing
d) Models to explain auditory and spoken language processing: Relationship between the two
d) Methods of studying auditory processing - Animal studies
e) Various disorders that lead to APDs (Syndromes, TBIetc): Signs, symptoms and classification
f) Developmental communication disorders and APDs

Unit 2: Assessment of APDs (Behavioral)

a) Overview of behavioral assessment in APDs
b) Screening for APDs: questionnaires, checklists and tests
c) Dichotic test (linguistic and non-linguistic)
d) Monaural tests (linguistic and non-linguistic)
e) Psychoacoustic tests for assessment of APDs

Unit 3: Assessment of APDs (Electrophysiological)

a) Electrophysiological measures and their clinical applications in diagnosing APDs
   i. Endogenous potentials
   ii. Exogenous potentials
b) Correlation between behavioral and electrophysiological measures: implications for diagnosis
c) Factors influencing assessment of APDs: behavioral and electrophysiological

Unit 4: Management of APDs

a) Management of APDs in children and adults
b) Direct remediation techniques and meta-cognitive and meta-linguistic approaches
c) Auditory perceptual training and its methods, applicability and outcome. d) Evidence based approach and treatment efficacy
e) Multidisciplinary approach
f) Signal enhancement and room acoustics
g) Aids and appliances - indication and outcome
h) Factors affecting management of APDs

Unit 5: Team work in the diagnosis and management of APDs

a) Electrophysiological and radiological correlates for APDs: implications in management
b) Imaging and cognitive studies in APDs
c) Diagnosis and differential diagnosis
d) Development of APD test materials (linguistic and non-linguistic)
e) Open source software for developing diagnostic tests and intervention modules

Recommended Reading

- American Speech-Language-Hearing Association. (2005). (Central) auditory processing disorder (technical report) Retrieved from http://www.asha.org/ members/desref- journals/deskref/ default..
- Geffner, D., & Ross-Swain, D. (2013). Auditory Processing Disorders: Assessment, Management, and Treatment. 2nd Edn. San Diego, Plural Publishing Inc.
- Musiek, F. E., Baran, J. A., Shinn, J. B., & Jones, R. O. (2012). Disorders of the Auditory System. San Diego: Plural Publishing Inc.
- Katz J., 7th Edn. Handbook of clinical audiology,(2014) English. K. ,&Chasin M. Williams & Wilkins, Lippincott: Phileadalphia.
- Musiek, F. E., &Chermak, G. D. (2014). Handbook Of Central Auditory Processing Disorder: Auditory Neuroscience And Diagnosis. 2nd Edn, Vol: 1. San Diego: Plural Publishing Group Inc.
- Chermak, G. D., &Musiek, F. E. (2006). Handbook of (Central) Auditory Processing Disorders – Comprehensive Intervention. Vol. II. San Diego: Singular Publishing Group Inc.
- Chermak, G. D., &Musiek, F. E. (2002). Auditory Training: Principles and Approaches for Remediating and Managing Auditory Processing Disorders. Seminars In Hearing,
  23(4), 297-308.

A 305 : Vestibular System and its Disorders

60 hours: 100 marks

Objectives: After completing this course, the student should be able to

a) describe the functioning of the balance and vestibular system
b) explain the disorders of the vestibular system
c) assess vestibular system using appropriate tests/protocols
d) recommend appropriate management option for persons with vestibular dysfunction
e) counsel and guide the clinical clientele with vestibular disorders on quality of life etc.

Unit 1: Anatomy and Physiology of the Vestibular System

a) Peripheral vestibular system including semicircular canals, utricle, saccule and vestibular nerve
b) Central vestibular pathway (brainstem, cerebellum, cortex)
c) Reflexes involving vestibular system like vestibuloocular reflex, vestibulo spinal reflex and vestibulo colic reflexadvise
d) Other systems involved in maintenance of balance like proprioceptive system, visual system etc.

Unit 2: Assessment of the Vestibular System

a) Techniques and Principles of electronystagmography / videonystagmography, Rotatory chair test, Video Head Impulse test, Sclera Coil search test, Vestibular Evoked Myogenic Potentials: cVEMP, oVEMP, Dynamic Posturography, Craniocorpography, Subjective visual vertical horizontal tests, Vestibular autorotation tests
b) Screening for vestibular disorders
c) Questionnaires to assess quality of life in persons with vertigo

Unit 3: Pathophysiology of Vestibular Disorders

a) Peripheral Vestibular Disorders like Benign paroxysmal positional vertigo, Meniere's disease, Vestibular neuritis, Labyrinthitis, Ototoxicity, vestibular neuropathy
b) Perilymph fistula, Superior semicircular canal dehiscence, Auditory neuropathy spectrum disorders, Vestibular schwannomas
c) Central Vestibular disorders like Generalized neuropathy involving multiple systems, Multiple sclerosis, Cranial tumors, Cerebro-vascular accidents involving vestibular cortex and cerebellum, Vertebro-basilar insufficiency, Migraine, Meningitis and encephalitis
d) Vestibular disorders in children
e) Age related changes in vestibular system

Unit 4: Profiling Vestibular Disorders using Audio Vestibular Test Battery

a) Benign paroxysmal positional vertigo, Meniere's disease, Vestibular neuritis, Labyrinthitis, Ototoxicity, Perilymph fistula, Superior semicircular canal dehiscence, Auditory neuropathy spectrum disorders, Vestibular schwannomas, Multiple sclerosis, Cranial tumors, , vestibular neuropathy
b) Quality of life in persons with vestibular disorders

Unit 5: Management of Persons with Vestibular Disorders

a) Medical management
b) Surgical management
c) Vestibular rehabilitation:
   i. Repositioning Maneuvers
   ii. Adaptation Exercises
   iii. Habituation Exercises
   iv. Imbalance Exercises
d) Special considerations for rehabilitation of children with vestibular problems
e) Vestibular implants

Recommended Reading

- Ackley, R. S., Decker, T. N., & Limb, C. J. (2007). An essential guide to hearing and balance disorders. New Jersey: Lawrence Erlbaum Associates Inc.
- Biswas, A. (2009). Clinical audio-vestibulometry for otologists and neurologists. 4th Ed. Mumbai, India: Bhalani Publishing House.
- Desmond, A. L. (2004). Vestibular function: evaluation and treatment. New York: Thieme Medical Publishers Inc.
- Hughes, G. B., &Pensak, M. L. (2007). Clinical Otology. New York: Thieme Publishers, Inc.
- Jackler, R. K., &Brackmann, D. E. (2005). Neurotology. 2nd Ed. Philadelphia: Elsevier Mosby.
- Jacobson, G. P., & Shepard, N. T. (2014). Balance function assessment and management. San Diego: CA: Plural Publishing Inc.
- Kaga, K. (2014). Vertigo and balance disorders in children. Tokyo, Japan: Springer.
- McCaslin, D. L. (2013). Electronystagmography and videonystagmographyENG / VNG. San Diego: Plural Publishing Inc.
- Murofushi, T., &Kaga, K. (2009). Vestibular evoked myogenic potential- its basics and clinical applications. Tokyo, Japan: Springer.
- Myers, B.L. (2011). Vestibular Learning Manual. San Diego: Plural Publishing Inc.
- O'Reille, R.C., Morlet,T&Kushing, S.L (2013). Manual of pediatric balance disorders. San Diego: Plural Publishing Inc.
- Ruckienstien, M & Davis, S. (2014). Rapid interpretation of balance function tests. San Diego: Plural Publishing Inc.
- Shepard, N. T., &Telian, S. A. (1997). Practical management of the balance disorders patient. New York: Thomson Delmar Learning.

A 401 : Audiology in Practice

Marks - 100 : Hours - 60

Objectives: At the end of the course, the students should be able

a) know the role of an audiologist in different set-ups.
b) liaise with other professionals in setting-up an audiologyclinic.
c) audit audiology practices in existing set-ups.
d) implement acts and legislations relating to persons with hearing impairment,
e) advise Governments and other agencies on the formulation of policies and legislative acts relating to hearing disability
f) understand the legal implications of practice in audiology.

Unit 1: Scope of Practice, Laws, Regulations and Professional Ethics

a) Scope of practice in global and Indian scenario
b) Professional ethics
c) Existing acts, legislations, policies related to persons with communication impairment
d) Role of audiologist in the formulation of acts, regulations and policies
e) Implementation of acts, legislations, policies and welfare measures relating to persons with hearing impairment
f) Advocacy groups and rights of citizens
g) National and international standards related to audiology
h) Welfare measures provided by State and Central Government for persons with hearing impairment

Unit 2: Specialized Programs in Audiology

a) Need for specialized programs in audiology: Geriatric and persons with multiple disability
b) Forensic audiology
d) Health, wellness, and health care - Health promotion and disease prevention, quality of life and healthcare finances
e) Disability-friendly environment including public education
f) Prevention and early identification programs including societal participation

Unit 3: Service Delivery Models in Audiology

a) Services in different medical / rehabilitation/ research /educational set ups
b) School based services pertaining to regular and special schools
c) Community based practice in rural and urban areas
d) Family empowerment programs
e) Home based delivery of services
f) Autonomous practice in audiology
g) Apps for hearing screening/assessment

Unit 4: Tele-practice in Audiology

a) Information and communication technology in Audiology practice
b) Infrastructure for video-conferencing and tele-practice in audiology
c) Techniques/principles of remote testing for screening and diagnostic assessment for hearing, intervention and counseling
d) Challenges and limitations of tele-practice in audiology in screening, assessment and evaluation, selection of aids and appliances, therapeutics and counseling.

Unit 5: Issues in Audiology Practice

a) Medico-legal issues,
b) Entrepreneurship and planning to set up private practice/clinic for audiology practice: Clinical ethics
b) Documentation in audiology practice: clinical / demographic data, database management and storage
c) ICF framework for documentation / reports
d) Quality control and auditing in audiology practice
e) Documenting and implementing evidence based practice in audiology
f) Understanding team approach: Work in cohesion with other professionals
g) Information resources in audiology including books and journals, both electronic and print - Databases

Recommended Reading

- College of Audiologists and Speech-Language Pathologists of Ontario.(2004). Use of Telepractice Approaches in Providing Services to Patients/Clients.
- Dobie, R.A (2015). Medico legal evaluation of hearing loss. San Diego: Plural Publishing Inc
- Dunn, H.H., Roeser, R.J., & Valente, M. (2000).Audiology- practice management. New York: Thieme Medical Publishers Inc.
- King, P.F. et al., (1993). Assessment of hearing disability- guidelines for medico-legal practice, London: Whurr Publishers.
- Ramachandran,V&Stach, B.A. (2013). Professional Communication Audiology. San Diego: Plural Publishing Inc
- Resource Guide for Educational/Pediatric Audiologists. Retrieved from http://www.asha.org/aud/pediatric-ed
- Rizzo, S.R., &Trudean, M.D. (1994).Clinical administration in audiology and speech language pathology. San Diego: Singular Publishing Group Inc.
- Rushbrooks, E & Houston, K.T. (2015).Telepractice in Audiology. San Diego: Plural Publishing
- Stephen, R.R., Jr., Trudeau, D.M. (Eds.) (1994). Clinical administration in audiology & speech language pathology. San Diego: Singular Publishing Group Inc.
- Taylor, B. (2015). Marketing in an Audiology practice.San Diego: CA: Plural Publishing Inc.
- www.rehabcouncil.nic.in (website of Rehabilitation Council of India)
- www.disabilityaffairs.gov.in (website of Department of Empowerment with Disabilities
- Acts relating to disability, particularly hearing, enacted by the Indian Parliament.

A 306 & A 403 Clinicals in Audiology

General considerations

a) The student should be able to carry out complete audiological evaluation and management of persons with hearing impairment.
b) After completion of clinical postings, the student will have the ability to apply, show (in a clinical diary/log book), and perform the following on patients/clients:

Know-how

a) Identify, manage and counsel persons with genetic hearing loss
b) Choose/modify appropriate tests/protocols for evaluating children and multiply disabled
c) Choose appropriate tests/protocols for evaluation and management of persons with giddiness
d) Develop language / culture sensitive APD tests
e) Advise clinical clientele on the latest implantable devices available for persons with hearing impairment.
f) Set up audiology clinics / centers in different set ups
g) Procedure for certification of persons with disability
h) Financial planning and insurance policies

Demonstrate

a) Administration of different tests for APD
b) Plan management for 5 persons with APD/at risk for APD
c) Administration of different tests for vestibular assessment
d) Troubleshoot cochlear implants

Do

a) Administer complete audiological test battery, behavioural and electrophysiological tests on 10 children with hearing loss and prepare a report explaining the results of the test and make appropriate recommendations
b) Administer APD test battery on 5 persons with APD symptoms and prepare a report
c) Administer complete vestibular test battery on 5 persons with giddiness
d) Carry out pre-implant counseling for 5 persons with hearing loss
e) Carry out mapping for 5 persons using cochlear implants
f) Counsel 5 persons regarding use and maintenance of cochlear implants

Evaluation

a) Internal evaluation shall be based on attendance, clinical diary, log book and learning conference.
b) External evaluation: Spot test, OSCE, Record, Viva-voce, case work

April 2022