

CRITERION I: CURRICULAR ASPECTS

1.1. Curriculum Planning and Implementation

1.1.1. *State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.*

The All India Institute of Speech and Hearing, Mysore, was instituted on 9th of August 1965, under the aegis of the Ministry of Health & Family Welfare, Government of India. It was later registered as a Society under the Societies Registration Act XXI of 1860 (Punjab Amendment) Act, 1957 on 10th October 1966. The institute has been recognized as a centre of excellence in the area of deafness (WHO), as a centre for advanced research (UGC) and as a Science and Technology Institute (DST).

The vision statement of the institute is to ensure “Effective Communication to One and All”. This vision is met by the following mission objectives:

- Specialized manpower generation in the field of speech and hearing.
- Basic and applied research in speech, language and hearing.
- Clinical services to persons with communication disorders (speech, language and hearing).
- Education to the public on issues related to communication disorders (speech, language and hearing).

The vision and mission is displayed in prominent places within the institute campus for the benefit of students, teachers, staff and all the stakeholders. Vision statement of the institute is presented in most of the public education materials of the institute which is widely disseminated to the public and grass root health workers. Aimed at transparency, many schemes for the benefit of the persons with communication disorders, students and the staff is instituted. A few examples include the following:

- Citizens Charter with 9 Articles creating awareness about their rights amongst the persons seeking rehabilitation.
- Student and Staff Welfare Fund.
- Client Welfare Funds for the Financially Underprivileged.
- Public Grievances Committee.

- Right to Information Act
- Ethical guidelines for bio behavioral research etc.

Academics/Manpower generation:

The academic programmes of the institute ***transcend the border*** to include international students, by creating special quota for foreign candidates. The needs of the professionals from the field and ***allied fields*** who reside within and outside the country and who require to update their knowledge in the field of Speech-Language Pathology and Audiology are offered ***refresher programme and short term training programmes***.

Research:

Institute has maintained the tradition of quality services through ***stringent introspective and review means*** such as process evaluation of all its programmes periodically. ***Self-appraisal probes*** are used as an effort for quality up gradation of faculty and staff which are also used for consideration of promotion in the jobs and for accountability of their work. The ***ethical committee for bio-behavioural research*** looks into ethical issues involving human subjects in the research projects proposed by faculty. Student as well as faculty is encouraged to involve in ***webinars and digital networking via videoconferencing to access advanced resources and for active interactive collaboration***.

Clinical:

The students are provided ***training in the community set up*** by posting them in the Outreach Service Centres of the institute [through the Department of Prevention of Communication Disorder (POCD)] and exposed to the stream of ***tele-diagnostic and tele-rehabilitation*** (through the ‘Centre for Rehabilitation and Education through Distance Mode (CREDM)’ of the institute). All these are carried out to ***establish a match between the objectives set under the mission of the institute and the hands on training*** provided for them. The students also participate in the ***screening programme*** conducted for new born infants in the hospitals, for school children in urban and rural areas and in camps conducted frequently in various states and districts across the country. These are carried out as a part of NSS activity or as sponsored programmes by the NGO’s such as Rotary Club, Lions Club etc. Sensitizing IERT (Inclusive Education Resource Teachers) linked to Sarva Shiksha Abhiyan

has provided a quantum leap to activities related to prevention and early identification and rehabilitation of children with communication disorders in schools.

Public education:

Education of the man on various aspects of communication disorders starting from ***prevention to early identification to rehabilitation*** is carried out using various modes such as ***print, audio-visual, radio talks, street plays, documentaries, orientation and sensitization programmes***. The doors of the institute are open to the public on last Saturday of every month where they get an opportunity to interact and listen to experts on various issues of communication disorders as a part of ***'Public Lecture Series'***.

Wide publicity is given to all the programmes conducted at the institute through TV, Press Release/Articles published in newspapers, Interview / Interaction of the professionals on TV, AIR, etc. that is conducted frequently. The summary of these activities is provided in **Appendix 2**.

1.1.2. *How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).*

- Bachelor's programmes in Speech and Hearing and Special Education focus on the manpower development to address the needs of the community in the nation. The focus of all the courses at undergraduate and post graduate level is to promote professional ***insights into the normal and pathological aspects of various disorders of speech, language and hearing. Simultaneous input is given to the students in clinical practice for these disorders.*** The spotlight of the service delivery model is on promotion of the needs of persons with communication disorders with emphasis on global and regional variations and requirements.
- Promotion of ***multidisciplinary interaction for research and development activities*** is addressed by the newly initiated Post Graduate Diploma Programs in Forensic Speech Science Technology, Neuro Audiology and Clinical Linguistics. A Post-Graduate Diploma in Augmentative and Alternative Communication (PGDAAC) is soon to commence.

- ***Seminars, Symposiums, Conferences and Workshops*** etc are held frequently for self development and to liaison/interact with interdisciplinary and multidisciplinary team members involved in the rehabilitation of persons with communication disorders.
- ***ICT is built into every component of the academic activities*** such as clinical training of the students (computerized modules for assessment and rehabilitation), academic (smart classrooms, video-conferencing facilities) and research (software and advanced statistical packages uploaded into the computerized network for multiple end users including faculty, staff and students).
- ***Global and national demands are met*** by the active participation of faculty, staff and students in international and national seminars and conferences.
- ***Clinical training of the students in the profession of speech-language pathology and audiology has always been dual pronged*** as they are placed in rural and semi urban set ups, thus providing scope for their grooming as independent clinicians so that they are equipped to meet the future needs of the country. These are conducted through internship placement programmes, participation in screening camps for persons with communication disorders, participation in public education programmes conducted as lecture series or street plays etc.
- Faculty nominated as ***mentors***, monitor the attendance of students in theory and practical and also attend to the academic problems / issues of students.
- Academic Section of the institute monitors for ***effective implementation of the curriculum*** by conducting regular meetings with mentors/ students / parents of the students.
- The institute has ***13 special clinics*** promoting innovative practices in the field of speech-language pathology, audiology and allied areas and ***20 special laboratories*** with state-of-the-art technology promoting research and development activities.

1.1.3. *What type of support (procedural and practical) do the teachers receive (from the University and/or Institution) for effectively translating the curriculum and improving teaching practices?*

- University has arranged several programmes to refresh the faculty about the changes in the curricular aspects of various courses. Besides this, resolutions passed via the respective BOS are circulated among the faculty whenever a change is indicated. **Faculty development programmes** are held at the institution to mentor the faculty in teaching methods, examination, assessment and overall quality improvement.
- **Periodic faculty meetings** are held to discuss the curriculum; both theory and practical.
- The faculty teaching post graduate courses (CBCS) scheme are given the **freedom to formulate teaching and assessment methods**.
- The faculty **serve as editors and members of editorial committees of national and international journals** besides being active contributors and reviewers to the same. This is done not only for the home production (Journal of All India Institute of Speech and Hearing) but also for others in the nation and abroad. Proceedings of workshops, seminars and conferences where the plenary talks and guest lectures are compiled are brought out periodically.
- Promotion of academic and research interest of the faculty is boosted by encouraging them to **seek fellowships initiated by WHO and Full bright and apply for extramural grants for research under WHO, DST, UNICEF, ICMR, DOE, DEBEL etc.**

1.1.4. *Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.*

As the curriculum is approved under **Rehabilitation Council of India (RCI), the statutory body**, it essentially has a bearing on thrust areas or issues affecting the national development. For effective delivery and transaction of the curriculum, various **internal monitoring mechanisms such as faculty evaluation by students, monthly meetings by mentors, orientation**

programmes conducted by academic section, internship coordinator and HODs. Feedback from external agencies such as alumni association, stakeholders of the profession etc also help to undertake modifications for effective implementation of the curriculum. Faculty of the institute serve as the *members of the Board of Studies* in Speech & Hearing and provide input for developing/modifying curriculum.

- 1.1.5. *How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?*

The visionary statement of the institute is well translated and reflected in the academic programmes, research and extension activities of the institution. Introduction of various programmes have been planned taking into account the need of the hour in catering to manpower generation and clinical services in speech, language and hearing. *Starting from the most basic, short term certificate courses to more specialized, research focused master's and doctoral programmes, courses have been initiated at various stages in the academic programmes.* The curriculum is modified periodically based on state-of-the-art clinical and research facilities.

The *curriculum formulated by AIISH was adopted by other training institutes including the Rehabilitation Council of India (RCI)*, which was established in 1986 as an apex regulatory body to monitor the training of rehabilitation professionals / personnel across the country.

The curriculum of the undergraduate and postgraduate programmes in the core areas of speech-language pathology and audiology *provide courses to perfect the skills of the students in organization and administration of speech and hearing centers, understanding the constitutional rights, noise auditing in industries, identification and rehabilitation of individuals exposed to high noise levels in industries, effective steps to be taken for controlling noise pollution and its influence on hearing, harmful effects of mobile phone use, testing hearing aids etc. Voice care for professional and non professional is also an important component of the curriculum.*

The *institute interacts with the university for institution and introduction of all new programmes and schemes.* For

example, when the Credit Based Choice Based Scheme (CBCS) was introduced, faculty of the institute attended several meetings and orientation programmes conducted by the university to learn about the details of the CBCS Scheme, the syllabus framework in CBCS, evaluation of components in the syllabus, structuring the courses under hard core, soft core and open electives, pattern of tests, assignments etc to be conducted under CBCS etc.

Diploma, Bachelor and Master programmes in Special Education were initiated to cater to children with communication disorders enrolled in normal and special schools. **Preschool training** for children with various communication problems provides the teacher-trainees enough opportunities to learn and develop individualized instructional programmes. The trainees observe / carry out their practical/group teaching activities on these children in various areas including language, speech, cognitive, communication, social and curricular/extra-curricular skills under the supervision of trained special educators recruited under this programme.

1.1.6. What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc).

- The Director of the institute has been the BOS Chairperson (Speech & Hearing) since its inception and until recently till 2010.
- The Director or Nominee of the institute serves as member/s of the Faculty of Science of University of Mysore to which it is affiliated.
- Further, two-three senior faculty members from the Departments of Speech-Language Pathology, Speech-Language Sciences and Audiology of the institute are represented in the BOS in every newly constituted board from time to time, providing inputs in the curriculum design and development process, providing feedback for appropriate inclusion and revision of syllabus so as to make it suitable to the contemporary focus in the field, which is based on the feedback obtained from the alumni, students and other stakeholders.
- The faculty continue to serve as experts in various committees meant for policy decisions relevant to the

country, making recommendations for the field of speech and hearing at the national level.

- Feedback from students about the curricular structure is obtained informally via the teaching faculty. Student feedback and rating of the faculty is carried out at the end of even semesters.
- Feedback from the alumni is also gathered in the alumni meet.
- Every time the curriculum is prepared, feedback is obtained from employers.
- Feedback is obtained from Academic peers in Board of Studies meetings.
- Feedback from the faculty about the students in the form of theory and clinical marks, class tests and assignments is obtained.
- Feedback is obtained from the coordinators of various centers across the country where the interns from the undergraduate programme of speech and hearing are placed.
- The non institutional members in the BOS who are academic peers provide inputs and suggestions to modify the curriculum as per the needs across the country and with the perspective of multidisciplinary approach.
- Open forum meetings of parents of the students and student groups are regular features where curricular issues are also discussed and inputs/suggestions obtained.

1.1.7. *Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning), and the courses for which the curriculum has been developed.*

AIISH being one of the premiere institution in the country, it has most of the time served as **leader in developing curriculum** time and again and this has often been implemented in other institutions across the country. The Rehabilitation Council of India (RCI), an apex regulatory body to monitor the training of rehabilitation professionals / personnel across the country has endorsed and often looked upon the institution as **trend setter in terms of new programmes proposed** as well as modifications brought about in the existing curriculum based on practical inputs received once the course is run for an academic year.

For instance, the syllabi for the following developed at the institution were in principle *adopted by the RCI* which in turn was implemented in other institutions introducing these programmes across the country:

- Undergraduate (semester scheme) programme in Speech and Hearing/Audiology, Speech and Language.
- Post graduate programmes in Speech and Hearing.
- Post graduate programmes in Speech - Language Pathology and Audiology (specialization programmes).
- Diploma in Hearing Aid and Earmold Technology (DHA&ET).
- Diploma in Teaching Young Deaf and Hard of Hearing (DTYDHH)

Further, curriculum for the following Post Graduate Diploma Programs was developed:

- Post Graduate Diploma in Forensic Speech Sciences and Technology.
- Post Graduate Diploma in Clinical Linguistics.
- Post Graduate Diploma in Neuro Audiology.
- Post Graduate Diploma in Augmentative and Alternative Communication (yet to be initiated).

The introduction and institution of various programmes including Diploma, Post Graduate Diploma and Certificate Programmes are based on the following before its implementation:

- Assessment of demand and supply ratio.
- Vetting and modification of the syllabus by experts in expert committee meetings held.
- Modification as per the suggestions in the BOS, Faculty of Science in the University and other bodies of the University.
- Recognition and recommendations by RCI (when required).
- Approval by the Executive Council of the Institute.

The need assessment of the new programmes initiated and instituted by the institution is based on the interest and requests evinced in the professional groups, students, stakeholders, employers of the graduate, post graduate and diploma students. The design and development of the curriculum is largely due to contribution of the faculty of the institution, but it is modified

after obtaining suggestions from peer groups and experts within and outside the profession and alumni who have and are enrolled in various universities abroad.

1.1.8. *How does institution analyze /ensure that the stated objectives of curriculum are achieved in the course of implementation?*

The stated objectives of the curriculum are achieved and effectively implemented by way of internal control mechanisms which are employed at the institute in various forms. **Feedback obtained through various sources such as students, teachers, parents of the students, mentors of the students is always an ongoing process. Faculty evaluation by students**, scheme adapted by the teachers for internal assessment, clinical practical, tutorial and clinical training are all pre structured with interim reports made available from time to time. Any deviations in the stated objective or in the course of implementation thus can be easily identified.

The **Board of Studies critically reviews the syllabus** and is dynamic in ushering freshness and changes to the existing syllabi. Revisions to the existing syllabi, omission of obsolete themes, restructuring and ordering the content, reviewing marks distribution and question paper patterns and introduction of new programmes are some of the ways by which the Boards of Studies contributes significantly.

1.2. *Academic Flexibility*

1.2.1. *Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.*

The **certificate and diploma programmes developed in the past 5 years are based on the insight gained and growing demand for skilled manpower who can serve in rural and semi urban areas in the country and keeping in line with the national policies of the country.** For example, the Certificate Course for Caregivers of Children with Developmental Communication Disorders (C4D2), Diploma in Hearing, Speech and Language offered through video-conferencing mode, Diploma in Teaching Young Deaf and Hard of Hearing (DTYDHH) and Diploma in Hearing Aid and Earmould Technology (DHA&ET), all aim at capacity building at the grass root level.

- 1.2.2. *Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.*

The institution does not offer facilities for twinning/dual degree. The affiliating university does not provide for dual degree.

- 1.2.3. *Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability.*

The institute offers wide ranging programmes from Certificate, Diploma level to Post-Doctoral Fellowship programmes in the area of communication disorders. The academic programmes offered at the institute have ***multidisciplinary and interdisciplinary underpinnings*** thereby contributing to curricular enrichment. The choices offered under softcore and open elective also renders adequate academic flexibility. For example, under the specialized PG Courses offered, in M.Sc. Audiology, students can opt for 'Speech Production' (which is a course in Speech-language pathology) under softcore and vice versa, in M.Sc Speech-Language Pathology, students can opt for an Audiology course. Open electives have no domain or discipline barrier. A student can choose a course based on his/her own interest from among the range of courses under open electives offered by the university.

Range of Core /Elective options offered by the University and those opted by the college:

The number of ***core courses*** range between 4 and 7 in each semester, besides ***open elective courses*** that may be chosen by the student during the course of the programme out of 60 courses offered by the University of Mysore.

Choice Based Credit System and range of subject options:

The ***Masters programmes follow Choice Based Credit System.*** Both M.Sc. (Audiology) and M.Sc (Speech-Language Pathology) requires the candidates to earn minimum of 76 credits for the successful completion of the programme. The programmes offer choice among theory as well as clinical courses of the allied fields of speech and hearing. The credits of individual courses range from 3 to 6. The core courses are divided into hard core and soft core. The hard core courses are

mainly in the domains of Speech-Language Pathology and Audiology while the softcore courses are in the allied fields like Electronics and Acoustics, Clinical Psychology, Special Education and ENT. The open electives are generally not related to the main domain and may include courses in sports, fashion design, music, arts etc.

The PG Diplomas also follow the CBCS pattern .

Courses offered in modular form:

All the courses offered at the institute are in modular form.

Credit transfer and accumulation facility:

The credits of a course (offered under CBCS pattern) earned under one programme are transferrable across programmes. Within a programme, individual candidate can even accumulate the credits over a maximum duration that is double the duration of the course.

Lateral and vertical mobility within and across programmes and courses:

The present structure of the CBCS-based programmes in Audiology and Speech-Language Pathology does not have vertical and lateral mobility within and across programmes and courses.

Enrichment courses:

The enrichment programmes are conducted on regular basis in the form of in-house/national seminars and workshops, invited talks from experts, clinical conferences and journal clubs.

- 1.2.4. *Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.*

At the entry level, all the programmes of the institute starting from Diploma to Post Graduation offer seat options under 'Self Finance Scheme' for the candidates who apply for these programmes. The fee payment alone is different and is higher than that of candidates selected under general merit category, but there is no difference in the other aspects of the programme, the admission eligibility, curricular input, teacher input and teachers' salary.

1.2.5. *Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.*

The departments and sections of the institute offer short term skill development programmes. The following are the details of the programmes:

<i>Year</i>	<i>Department</i>	<i>Title of the Programme and Date/s</i>	<i>Total No. of Participants</i>
2007-08	Department of Special Education	Practical short term training of Preschool training for Children with Communication Disorders 2 to 6 July 2007	04
2008-09	Department of Audiology	Workshop on Ear Impression Technique. 19 & 20 Jan. 2009	11
	Department of Special Education	Practical short term training of Preschool training for Children with Communication Disorders 8, 9, 10 & 22 Sept. and 5, 6, & 7 Nov. 2008	13
2009-10	Department of Audiology	Workshop on Ear Impression Technique 23 & 24 Apr. 2009 30 & 31 Mar. 2010	22 10
2010-11	Department of Special Education	Practical short term training of Preschool training for Children with Communication Disorders 4 to 30 Jun. 2010 1 to 15 Jul. 2010 Practical short term in preschool training of children with Autism 16 to 30 ^h Jun. 2010 Practical short term of preschool training of children with hearing impairment 2 to 6 Nov. 2010	14 02 02 06

2011-12	Department of Audiology	Workshop on Ear Impression Technique	
		6 & 7 Sept. 2011	15
		Ear Mould Making	
		19 to 28 Jul. 2011	01
		19 Jan. to 9 Feb. 2012	02
		9 to 30 Mar. 2012	03
	Department of Special Education	Practical short term training of Preschool training for Children with Communication Disorders	
		8 to 9 Nov. 2011	19
		28 & 30 Nov. 2011	25
		22 Dec. 2011	40
		20 Jan.2012	30
		13 Feb. 2012	46
		15 Feb. 2012	30
		17 Feb. 2012	04
		23 Feb. 2012	04
		01 Mar. 2012	90
		08Mar. 2012	65
		22 Mar. 2012	100
		29 Mar. 2012	84
		30 Mar. 2012	48

Short Term Training programme offered to ENT doctors of various medical colleges of Karnataka/ India/SAARC countries from 2007 to 2011

<i>Sl. No.</i>	<i>Name of the Student</i>	<i>Name of the College</i>	<i>Duration of the training</i>
1	Dr. Amitha P.	JJM Medical	2 to 13 Jul. 2007
2	Dr. Guhan T.	College, Davanagere	1 to 14 Aug. 2007
3	Dr. Alireza Soleymani Abyaneh		3 to 14 Sept. 2007
4	Dr. Hariharan S.		1 to 15 Oct. 2007
5	Dr. Indu P.		1 to 15 Nov. 2007
6	Dr. Chethan Kumar U.P.		3 to 14 Dec. 2007
7	Dr. Mythri	KIMS, Hubli	1 to 21 Sept. 2007
8	Dr. Nalini P.G.		

9	Dr. Prasanna K.P.		
10	Dr. J.S. Hegde		1 to 16 Dec. 2007
11	Dr. Harsha K.N.		
12	Dr. Pushpalatha N.		
13	Dr. Samatha K.J.	VIMS, Bellary	1 to 15 Oct. 2008
14	Mr. Arash Bayat		18 to 22 Aug. 2008
15	Mr. Mehdi Akbari		
16	Dr. Ramya B.	KIMS, Hubli	16 to 28 Aug. 2008
17	Dr. Karan Singh Yadav		
18	Dr. Srinish G.		16 to 31 Oct. 2008
19	Dr. Sachin M.R.		
20	Ms. Shilpa	Manasagangothri,	1 Sept. 2008 to
21	Ms. Swetha M.	Mysore	28 Jan. 2009
22	Ms. Biju		
23	Dr. Shambhavi C.S.	Mysore Medical	17 to 28 Nov. 2008
24	Dr. Muralidhar Patil	College	
25	Dr. Santosh Garag		1 to 15 Dec. 2008
26	Dr. Mallikarjun Patil		
27	Dr. Kavitha	KIMS, Hubli	16 to 31 Dec. 2008
28	Dr. Divya Upadhya		
29	Ms. Pema Khandu	Bhutan	2 to 27 Mar. 2009
30	Ms. Swe Swe Lwin		13 to 24 Jul. 2009
31	Dr. Maung Maung	Myanmar	18 May to 26 Jun. 2009
32	Dr. Kyaw Khine OO		8 to 12 Jun. 2009
33	Mr. Kyaw Naing		
34	Myint Than		
35	Dr. Ohnmar Myint Then		6 Jul. to 28 Aug. 2009
36	Dr. Usha G.	KIMS, Hubli	16 to 31 Aug. 2009
37	Dr. Kiran Naik		
38	Dr. Leena		16 to 31 Oct. 2009

39	Dr. Vidya Janaki		
40	Dr. Pramod Kharadi	Govt. Medical College, Bhavnagar	1 to 15 Nov. 2009
41	Ms. Crystal Aski B. Marak	Alva's College of Social Work, Moodbidri	29 Sept. to 4 Nov. 2009
42	Dr. Naveen K.	KIMS, Hubli	1 to 15 Dec. 2009
43	Dr. Pallavi Bhandarkar	Mysore Medical College	16 to 31 Dec. 2009
44	Smt. Geetha Rani Bai	BEML, Mysore	14 to 18 Dec. 2009
45	Dr. Elain	Coorg Institute of Dental Sciences, Virajpet	18 to 22 Jan. 2010
46	Dr. Dinesh		
47	Dr. Ashwini V.	Mysore Medical College	1 to 15 Feb. 2010
48	Fleur Verbrugh	University Applied Science, Utrecht, Dutch	12 Jul. to 28 Aug. 2010
49	Astrid Noordermeer		
50	Ellen Sneeboer		
51	Ms. Shama R. Chilakwad	Presentation Secondary School Miltown, County Kerry, Ireland	7 to 11 Jun. 2010
52	Dr. Deepesh S.	Coorg Institute of Dental Sciences, Virajpet	5 to 9 Jul. 2010
53	Dr. Bobby Wilson		
54	Dr. Reshmi Haridar		
55	Dr. Sunil L.A.		
56	Dr. Vivek S.		
57	Dr. Sheen Ann John		26 to 30 Jul. 2010
58	Dr. Devi Prasad		
59	Dr. Soumya T.R.	KIMS, Hubli	18 to 31 Oct. 2010
60	Dr. Shraddha Pai		
61	Dr. Shreeharsha Thulpule		16 to 31 Dec. 2010
62	Dr. Rama Subba Reddy	Sri Devaraj Urs Medical College, Kolar	15 Days
63	Dr. Oommen Modayil G.	Mysore Medical College	15 to 31 Dec. 2010

64	Dr. Winson Idicula		
65	Dr. Mohamed Saheer		
66	Dr. Sreenath Venugopalan Nair		
67	Dr. Parvathi G. Nair		
68	Dr. Nivedita		
69	Mr. Arob Ali Sarder	Dhaka, Bangladesh	15 Days
70	Ms. Selina Ahmed		
71	Ms. Rehana Aktar Chowdhury		
72	Ms. Subrina Sabur		
73	Mr. Md. Mazharul Islam Manik		
74	Ms. Rarhana Sharmin Tanfi		
75	Mr. Md. Tohedul Islam		
76	Dr. Shaeya Bhattacharya	Mysore Medical College	3 to 17 Jan. 2011
77	Dr. Oammen Modayil	Sri. Devaraja Urs Medical College, Kolar	3 to 17 Jan. 2011
78	Dr. Parvathi G. Nair		
79	Dr. Rama Subba Reddy		
80	Dr. Sreenath Venugopalan Nair		
81	Dr. Winson Idicula		
82	Dr. Mohammed Saheer E.K.		
83	Dr. Vanishree	Coorg Institute of Dental Sciences, Virajpet	31 Jan. to 4 Feb. 2011
84	Dr. George Babu		
85	Dr. Jaya Paul		
86	Dr. Vipin Jain K.		
87	Dr. M.J. Mathew		
88	Dr. C.B. Sudeep		
89	Three students	University Applied Science, Utrecht, The Netherlands	5 Days
91			
92			

93	Ms. Sabrina Sabur	SAHIC, Bangladesh	18 Jul. to 26 Aug. 2011
94	Mr. Md. Mazharul Islam Manik		18 Jul. to 5 Aug. 2011
95	Mr. Md. Tohedul Islam		18 Jul. to 5 Aug. 2011
96	Dr. S.M. Annapurna	KVG Medical College, Sullia	1 to 15 Apr. 2011
97	Dr. Kavitha Prakash Palied	KIMS, Hubli	16 to 31 Aug. 2011
98	Dr. Vijalakshmi Naik		
99	Dr. Deepika Deekshith		16 to 30 Sept. 2011
100	Dr. Abhineet Jain		17 to 31 Oct. 2011
101	Dr. Saritha H.M.		
102	Dr. Lakshmi Menon	Sri. Devaraja Urs Medical College, Kolar	1 to 15 Nov. 2011
103	Dr. Shilpa R.		16 to 30 Nov. 2011
104	Dr. Kouser Mohammadi		1 to 15 Dec. 2011
105	Dr. Samadani Nawaz A.		16 to 30 Dec. 2011
106	Dr. Sathish A.	KIMS, Hubli	16 to 30 Dec. 2011
107	Dr. Aroosh T.P.		
108	Dr. Venkatesh Doreiyavar		
109	Dr. Divya H.R.	Mysore Medical College	16 to 30 Dec. 2011

Number of IERT's trained under SSA Karnataka, on sensitization to communication disorders is as follows:

<i>Program</i>	<i>Date</i>	<i>IERT's Trained</i>
I Contact Program	16 to 26 Mar. 2009	40
II Contact Program	13 to 24 Apr. 2009	40
III Contact Program	1 to 12 Jun. 2009	38
IV Contact Program	20 to 31 Jul. 2009	40
V Contact Program	10 to 21 Aug. 2009	38
VI Contact Program	7 to 18 Sept. 2009	40
VII Contact Program	26 Oct. to 6 Nov. 2009	39
VIII Contact Program	30 Nov. to 11 th Dec. 2009	39
IX Contact Program	18 to 29 Jan. 2010	39
X Contact Program	22 Feb. to 5 Mar. 2010	37
XI Contact Program	22 Mar. to 2 Apr. 2010	42
XII Contact Program	31 May to 11 Jun. 2010	34
XIII Contact Program	12 to 23 Jul. 2010	29
XIV Contact Program	16 to 27 Aug. 2010	32
XV Contact Program	8 to 19 Nov. 2010	38
Total		565

1.2.6. *Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If 'yes', how does the institution take advantage of such provision for the benefit of students?*

There is no flexibility of combining the conventional face to face and distance mode of education for the students as per the university regulations.

1.3. Curriculum Enrichment

1.3.1. *Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?*

As the speech-language pathology and audiology programmes are specialized syllabus is prepared by the institute and placed in BOS, and it is ensured that it meets the *institutional goals and objectives pertaining to the interest of persons with communication disorders*.

The curriculum of the various programmes offered not only *focuses on the professional issues in Speech-Language Pathology and Audiology, but also includes allied disciplines* such as medical sciences, acoustics, electronics, linguistics, psychology, neurology and otorhinolaryngology etc., as these are necessary in the multidisciplinary and transdisciplinary approaches for the assessment and rehabilitation of individuals with various communication disorders. Three PG Diploma programmes (PG Diploma in Forensic Speech Science and Technology, PG Diploma in Clinical Linguistics for Speech-Language Pathologists and PG Diploma in Neuro Audiology) have been introduced during the years 2008-10 to students from various allied fields. Yet another PG Diploma in Augmentative and Alternative Communication is being planned for launch in the ensuing academic year.

The *internship postings serve as opportunities for the student-trainees to learn to carryout clinical work in non-institutional based centres*. AIISH is involved in out-reach, *community based services* like conducting *infant screening* programs in hospitals, *school screening* programs, *camps* for early detection and prevention of communication disorders, providing *short term training* and *orientation programs* for allied professionals and public. Currently three outreach service centres are located in the Primary health centres of: Akkihebbalu village, K.R.Pete Taluk, Mandya District; Hullahalli village, Nanjangud Taluk, Mysore District; Gumballi village, Yelandur Taluk, Chamarajanagara District. Infrastructure at the centres located at the Primary Health Centres, are geared-up for screening, diagnosis, counselling, medication and rehabilitation including distribution of hearing aids, taking ear mould impression etc. Periodical consultation is offered by personal interaction or even through video-conferencing. Also, the institute has taken up new born screening at three states (Ajmer, Rajasthan; Cuttack, Odhisha; and Imphal, Manipur) and in 13 hospitals in and around Mysore.

- 1.3.2. *What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?*

All the programmes initiated and run at the institute are career oriented programmes and are meant for promotion of a career. For example, the undergraduate and postgraduate students of Speech and Hearing can practice as independent professionals, viz, Speech-Language Pathologists and Audiologists after the completion of the programme. Similarly, the undergraduate and post graduate students of Special Education (Hearing impairment) can serve as special teachers to cater to the educational needs of children with hearing impairment. The diploma students in Hearing, Language and Speech can serve as Speech and Language Technicians/Assistants. The diploma students in hearing aid and ear mold technology can serve as technicians serving the purpose of hearing aid repairs and maintenance and ear mold making. The students who complete Diploma in Teaching Young Deaf and Hard of Hearing (DTYDHH) can serve as assistants to special teachers for hearing impaired. The students who undertake various post graduate diploma programmes, such as PG Diploma in Forensic Speech Science and Technology, PG Diploma in Clinical Linguistics and PG Diploma in Neuro Audiology can pursue as scientists, researchers or seek entry in main stream courses of the specialty of Speech-Language Pathology and Audiology depending on the specialization. Further, the Ph.D.s and post-doctorates can serve as researchers and faculty. Several students who have completed the programmes at the institute are employed world over and the same is shown in the table below:

Graduates from AIISH in various countries (till 7.2.2003)

<i>Countries</i>	<i>No. of students</i>
Africa	02
Australia	22
Canada	08
India	444
Indonesia	01
Ireland	01
Kuwait	01
Malaysia	03
Mauritius	01
Nepal	08
New Zealand	01
Oman	01

Papua New Guinea	01
Saudi Arabia	04
Singapore	14
UAE	11
Ukraine	01
UK	02
USA	175

1.3.3. *Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?*

Gender : Yes.

Climate Change : Yes.

Environmental Education : Yes.

Human rights : Yes.

ICT : Yes.

All these are addressed suitably and appropriately through special lectures and integrated into the curriculum. The academic programmes offered at the institute transcends the border to include international students by creating special quota for foreign candidates in the academic programmes and for the professionals from abroad through short term training programmes for foreign candidates with or without fellowship.

As per the directives of the University, ***courses on Environmental studies, Constitutional rights and Computer education*** is offered by the institution as an integral part of the undergraduate programme in speech and hearing. This is carried out through special lecture series which is not graded for performance of the students.

1.3.4. *What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?*

Moral and ethical values:

‘AIISH Gymkhana’ is an association for staff and students of the institute to ***promote social, cultural, physical and linguistic interaction***. This forum is very active throughout the year arranging various programmes for the individuals well being. All students are compulsory members of the forum along with

most of the staff members. Series of programmes are arranged for the benefit of staff and students. One such focus is on building the moral and ethical values of the students to promote holistic development. For example, lectures from spiritual leaders and eminent personalities are arranged frequently for the benefit of the staff and students.

Employable and life skills:

Seminars, Symposiums, Conferences and Workshops etc are held frequently for self development as well as to liaison and interact with interdisciplinary and multidisciplinary team members involved in the rehabilitation of persons with communication disorders. Global and national demands are met by the active participation of faculty, staff and students in international and national seminars and conferences.

Better career options:

Meetings and interaction with the prospective employers in the field to facilitate recruitment choices is arranged as and when such opportunities are available. There is a ***placement cell*** constituted at the institute which provides information to the students regarding the jobs called for by various organizations within and outside the country.

Community orientation:

The shortage of manpower required to review clients with communication disorders is met by the institute in many ways:

- a) Placing interns in various rural and semi-urban set ups for training as well as creating scope for them to practice as independent clinicians so that they are equipped to meet the future needs of the country
- b) Placing the students in speech and hearing screening camps
- c) Exposing and training the students for programmes such as school screening, infant screening, industrial screening etc.
- d) Providing employment opportunities to students passing out from master programmes in speech-language pathology and audiology by either placing them in clinical or research activities of the institute or by posting them to other centers within the country on paid salaries for a period of one year on contract.

The institute also addresses the needs of rural and semi urban population through its '**Outreach Service Centres**' [through the Department of Prevention of Communication Disorders (POCD)] and conducting **tele diagnostic and tele rehabilitation in 11 centres across the country through videoconferencing** [through the Centre for Rehabilitation and Education through Distance Mode]. The students are placed for training in all these programmes so that a close match is established between the objectives set under the mission of the institute and the hands on training provided to them. For instance, they participate in the **screening programmes** conducted for new born infants in the hospitals, for school children in urban and rural areas and in **camp conducted frequently** in various states and districts across the country either as an NSS activity or as sponsored programmes. Institute has maintained the tradition of quality services through stringent introspective and review measures such as process evaluation of all its programmes periodically.

Ecological and environmental issues are addressed by focused clinical activities such as **prevention and early identification of persons with communication disorder**. Various programmes are undertaken to sensitize the public, school teachers, health workers, nurses, etc regarding prevention and identification of communication disorders. Hearing impairment caused due to exposure to dangerous levels of noise in the industries and due to impact noise during festivals such as Diwali etc is another thrust area of interest. The institute adheres to the **international norms set for rehabilitation services by the UNCRPD** (United Nations Convention on Rehabilitation of Persons with Disabilities Act) and **Persons with Disabilities (PWD) Act** and follows the pattern of **International Classification of Functioning** (ICF) which address the needs of persons with communication disorders. Screening camps are held within and outside the state of Karnataka to identify persons with various communication disorders. As a proactive scheme, the public monthly lecture series initiated by the institute encourage the participation and interaction of the society at large with the professionals in the field of communication disorders.

The **institute is recognized as a nodal training centre for training and monitoring IERTs (Integrated Education Resource Teachers) under Sarva Shiksha Abhiyan, Karnataka**. From Jan. 2009 to Dec. 2010, training to 15 batches of IERTs from various districts of Karnataka was provided. Totally 564 have been trained in the 1st phase of the SSA Karnataka programme. Sensitization and orientation to the focus areas of

rehabilitation of children with special needs inclusive of speech, language and hearing disorders has taken place in the first phase. The 2nd phase of the SSA Karnataka programme which is soon to be initiated would include practical input to the IERTs trained in the 1st phase. The 2nd phase of SSA Karnataka that is proposed would also include sensitization of teachers of the D.Ed. and B.Ed. programmes towards the disabilities.

The institute has also trained one batch of IERTs of **SSA Lakshadweep** from 19th September to 30th September 2011. There are **requests from the states of Kerala, Chattisgarh and Tamil Nadu** to conduct training of IERTs of these respective states under SSA programmes and the same is under process.

1.3.5. *Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?*

Feedback from students about the curricular structure is obtained informally and in meetings via the teaching faculty. **Student feedback and rating of the faculty** is carried out at the end of even semesters. **Feedback from the alumni** is also gathered in the alumni meet. Every time the curriculum is prepared, feedback is obtained from prospective employers and academic peers. **Open forum meetings of parents of the students and student groups** are regular features where curricular issues are also discussed and inputs/suggestions obtained.

1.3.6. *How does the institution monitor and evaluate the quality of its enrichment programmes?*

The enrichment programmes are conducted at the institute in the form of short term training and refresher programmes varying in time duration from 2 to 3 days to a week or fortnight. The **short term training/refresher programmes** are usually conducted for the benefit of alumni from the field, staff from other disciplines, allied professionals and students. Apart from this, **workshops, seminars and conferences are conducted at national and international levels**, the proceedings of which are often brought out in the print form or in CDs. **In-house training programmes** are conducted by few departments of the institute to educate the staff from peer departments regarding newly procured equipment, its use or any other technical issues. Feedback from individual participant is obtained in every such enrichment programme and this in turn helps in monitoring and evaluating the quality of the programmes offered.

1.4. Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

The institution has always taken an active role in designing and developing curriculum under the broad guidelines provided by the university to which it is affiliated. No curriculum is given by the university and hence ***the institute prepares the curriculum and passes it through various boards of the university***

1.4.2. Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

There are informal mechanisms employed to obtain feedback from students and stakeholders on the curriculum from time to time. If necessary, and if major issues are involved, it is communicated to the university. Internal arrangements and adjustments are made to enrich the curricular input or to strengthen the curricular input.

- Feedback from students about the curricular structure is obtained informally via the teaching faculty. Student feedback and rating of the faculty is carried out at the end of even semesters.
- Feedback from the alumni is gathered in the alumni meet sometimes.
- Every time the curriculum is prepared, feedback is obtained from employers.
- Feedback is obtained from Academic peers in Board of Studies meetings.
- Feedback from the faculty about the students in the form of theory and clinical marks, class tests and assignments is obtained.
- Feedback is obtained from the coordinators of various centers across the country where the interns from the undergraduate programme of speech and hearing are placed.
- The non institutional members in the BOS who are academic peers provide inputs and suggestions to modify the curriculum as per the needs across the country and with the perspective of multidisciplinary approach.

- Open forum meetings of parents of the students and student groups are regular features where curricular issues are also discussed and inputs/suggestions obtained.

1.4.3. *How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?*

Three PG Diploma programmes (PG Diploma in Forensic Speech Science and Technology, PG Diploma in Clinical Linguistics for Speech-Language Pathologists and PG Diploma in Neuro Audiology) have been introduced during the years 2008-10 to students from various allied fields. Yet another PG Diploma in Augmentative and Alternative Communication is being planned for launch in the ensuing academic year. This was undertaken to promote and augment multidisciplinary and transdisciplinary approaches for the assessment and rehabilitation of individuals with various communication disorders and research in the field.

Any other relevant information regarding curricular aspects which the college would like to include.

Structure of the core academic programmes in the institute:

One of the major objectives of the institute is ***to produce trained manpower at various levels such as diploma, undergraduate, postgraduate and doctoral programmes in the core areas of Speech-Language Pathology and Audiology.***

The structure of the programme in the undergraduate and postgraduate programmes which aim to groom and turn out students as independent professionals (Speech-Language Pathologists and Audiologists) ***lays emphasis on academic and clinical training with a 50:50 ratio.*** Hence the students spend 50% of their time in the clinical set ups during the programme. In the clinical set up, the students are trained in the assessment and management of persons (young to old) with a variety of communication disorders and this in fact serves as the bases for their progression as a professional Speech-Language Pathologist and Audiologist. In the post graduate programmes, since the institute offers programs in either of the specialization; Speech-Language Pathology or Audiology, the post graduate students acquire in depth clinical and research skills as Speech-Language Pathologists or Audiologists. Each semester in the undergraduate and post graduate programme includes clinical practicum, the structure of which is based on the theoretical input received in

the semester. During the clinical postings of the students, each student has to attend to stipulated minimum number of clients and has to spend stipulated minimum number of hours in the clinics. In the specialties of Speech-Language Pathology and Audiology, students are posted for equal number of hours in the out-patient services (where they are taught various assessment procedures) and management services (where they are taught various skills required to carry out speech-language therapy and related). 90% attendance in clinics and 75% attendance in theory in mandatory in the undergraduate and post graduate programmes in Speech-Language Pathology and Audiology.

Apart from the regular clinical postings, the undergraduate students (in the third year) get an opportunity to present and discuss the details of a client or group of clients in front of an audience which includes staff, faculty, students and research fellows. This exercise acts as a useful forum to build their confidence in presentation of client details, but also provides an opportunity for them to learn the style and format of clinical reports to be prepared and the critical issues involved in the same. Likewise, the post graduate students (in the first year) are required to choose and present a scientific article selected from a journal in front of staff, students and faculty. The specific focus is on critical evaluation of the article with due consideration for the research design adopted.

Implementation of the core academic programmes of the institute:

A. Speech-Language Diagnostics and Therapeutics:

The students are posted for clinical training in speech-language diagnostics and therapeutics work and learn various clinical skills under the supervision of faculty and clinical staff. The average staff to student ratio maintained in the undergraduate and post graduate programmes is as follows:

	Staff to Student Ratio	
	UG	PG
Diagnostic postings	1.0 : 2.5	1.0 : 1.0
Therapy postings	1.0 : 1.0	1.0 : 1.6

The number of undergraduates, post graduates and the junior research fellows (pursuing doctoral degree in speech-language pathology) who are posted in the clinical services is as shown below:

	Approximate No. Posted Per Day in	
	OPD	Speech-Language Therapy Services
UG	23 to 25	32
PG	8	48
JRF	2 to 4	Nil

Clients from all over the country avail speech-language diagnostic and therapeutic facilities at the institute. On an average approximately 150 to 200 supervised therapy sessions are held per day in the clinic with each lasting for 45 minutes. The average number of clients seen per day for speech-language diagnostic and therapeutic services is as follows:

Average No. of clients seen per day for Speech-Language diagnostic and therapeutic services		
	Fresh	Repeat
Speech-Language Therapy Services	23 to 25	4 to 6
Diagnostic Services	20 to 25	5 to 8

B. Audiological Services

The students who are posted for clinical training in audiological services work and learn various clinical skills under the supervision of faculty and clinical staff. The average staff to student ratio maintained in the undergraduate and post graduate programmes is as follows:

	Staff to student ratio	
	UG	PG
Diagnostic postings	1:1.5	1:1.6
Therapy postings	1:1.5	1:1.6

Eight undergraduates and post graduates are posted in the OPD of audiological services. Clients from all over the country avail audiological services at the institute. The average number of clients seen per day.

<i>Fresh</i>	45
<i>Repeat</i>	15