



Diploma in Teaching Indian Sign Language

D.T.I.S.L.

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REHABILITATION COUNCIL OF INDIA

(Statutory Body of the Ministry of Social Justice & Empowerment)

Department of Empowerment of Persons with Disabilities (Divyangjan)

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1.0 Preamble

The language teacher education programme leading to the Diploma in Teaching of Indian Sign Language (DTISL) aims at preparing Deaf teachers to teach ISL in the institutions of learning across the country. This program is designed to prepare future ISL teachers, who will provide leadership in the sign language teaching field. Trainees will be introduced to key theoretical and methodological issues involved in sign language instruction including language teaching strategies, assessment, and incorporating basic information about Deafness, Deaf community and Deaf culture into the language curriculum.

This program focuses on principled approaches to developing and implementing class room methods and strategies for language teaching. It also looks at linguistic, psychological and attitudinal factors that influence student-teacher interaction in the classroom. The course briefly examines the most important teaching methodologies that have evolved over the years. Trainees will have opportunities to develop lessons.

Trainees will analyze the integration of history and culture in ISL teaching curriculum. Language is often taught with cultural and historical an echo. The history and culture of the Sign Language communities and Deaf people is very rich and diverse.

This program examines factors involved in developing and administering an assessment of trainees' linguistic proficiency and socio-cultural competence. Topics include the role and function of assessment, the use of measurement instruments, and current approaches to assessing language learning. Trainees will develop samples of assessment tools.

The DTISL Program aims to prepare teachers who are able to continuously assess and improve their professional practice as teachers by critically reflecting on it, and who can engage with context and subject matter that they will be teaching.

In the United Nations Convention on the Rights of Persons with Disabilities, Clause 3 (b) of Article 24 on Education says that countries need to take appropriate measures including "Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community". Clause 17(c) of the Rights of Persons with Disabilities Act 2016 says that governments should take measures "to train and employ teachers, including teachers with disability who are qualified in sign language". Education became a fundamental right as per the 86th amendment of Indian Constitution in 2002, which incorporated Article 21 A in the constitution guaranteeing right of compulsory and free education to all children of 6-14 years. In order to implement the constitutional amendment, 'Right of Children of 6-14 years to Free and Compulsory Education Act (RTE Act)' was enacted as a Central Act in 2009. The Act highlights the need and importance of having well qualified and professionally trained teachers to facilitate realization of the goals of RTE. The DTISL programme, which is a teacher preparation programme for ISL education, has the potential to realize the RTE goals which includes providing education of comparable quality to every child.

2.0 Nomenclature

Nomenclature of program will be **Diploma in Teaching Indian Sign Language i.e. D.T.I.S.L.**

3.0 Objectives

- 1). Indian Sign Language is a native language of India. Increasing the number of people who can communicate in sign will create a more inclusive society.
- 2). Increasing your understanding of Indian Sign Language (ISL) and develop the skills you need for teaching the language with Certificate in Deaf Studies – Teaching Indian Sign Language.
- 3). Explore Deaf culture and society and study the structure and use of Indian Sign Language (ISL). Examine the principles of teaching ISL and learn curriculum design. You will also complete a practicum to give your hands on experience in the field.
- 4). To promote the use of Indian Sign Language as educational mode for deaf students at primary, secondary and higher education levels.
- 5). To orient and train various groups, i.e. Government Officials, teachers, professionals, community leaders and the public large for understanding and using Indian Sign Language.

4.0 Scope of the programme

Indian Sign Language is developed primarily to aid deaf people. They use a concurrent and specific combination of hand movements, hand shapes and orientation in order to convey particular information.

5.0 General Framework of the course

a) Duration of the programme

The duration of the programme will be of 2 years. Each year will have 1200 hours leading to 40 credits for each year (30 hours = 1 credit). The weightage to the programme will be 60% practical and 40% theory.

- i) The first year will comprise of 720 hours of practical and 480 hours of theory.
- ii) The second year will also have 1200 hours which will include 720 hours of practical and 480 hours of theory. The theory hours will also include 60 hours of Employability skills. The resources for the separate module are freely downloadable at www.employabilityskills.net. This module will enable and empower the trainees with readiness skills for applying, preparing for interviews and developing soft skills for working as professionals in supporting diverse clients across different setups. The module will comprise of practical and theory and will be assessed formatively for internal marks and summative with a final exam.

b) Eligibility

A candidate should have:

- 1) Certificate of Disability (Deaf)
- 2) Passed class 10+2 (Senior Secondary) or equivalent with minimum 45% marks
- 3) Proficient receptive and productive skills in ISL

The admission process will include:

- 1) Relevant tests to assess ISL skills and written languages skills.
- 2) Interview

c) Medium of instruction

The medium of instruction will be Indian Sign Language and English/Hindi. Regional center instructors if fluent in regional language may use that regional language along with Indian Sign Language.

d) Methodology

The methodology of the programme would include lectures, demonstration, project work, and discussions, exposure visits to different schools / rehabilitation program, participation in community meetings, conference, seminar, practice teaching and internship in the disability intervention programmes at grassroots level.

e) Intake capacity

The intake for each year of the program will be maximum 20 seats.

f) Minimum attendance/working days

Minimum 75% attendance in theory and practical is required as per RCI NBER guidelines. Working days are from Monday to Friday.

g) Semester/Annual programme structure with breakup of hours and credits (Theory/Practical)

S.No.	Components	Hours	Credits
1.	Theory	900	30
2.	Practical	1200	40
3.	Fieldwork	120	4
4.	Internship	120	4
5.	Employability Skills	60	2
	Total	2400	80

h) Examination pattern: Internal/External/Practical/Viva

The total number of courses is 10: six theory courses and four practical courses.

Theory courses–150 hours each:

DTISL T1 Deaf, Deafness and Communication Options

DTISLT2 Deaf Culture, History, Identity and Sign Language

DTISL T3 Interpretation – Principle, Practice and Ethics

DTISLT4 ISL Linguistics

DTISL T5 Basic English –I DTISLT6 Basic English-II

Practical courses–300 hours each:

DTISL P1 Foundations of Language Teaching –

IDTISL P2 Teaching Communication in ISL
 DTISL P3 Foundations in Language Teaching II
 DTISLP4 Teaching Interpretation

S.No.	Components	Hours	Marks		
			Internal	External	Total
1.	Theory	900	360 (60%)	240 (40%)	600
2.	Practical	1200	480 (60%)	320 (40%)	800
3.	Fieldwork	120	100	-	100
4.	Internship	120	100	-	100
5.	Employability Skills	60	60	-	60
	Total	2400	1100	560	1660

The distribution of courses according to semester is as follows:

Course Code	Course Title	Hours	Marks		
			Internal	External	Total
SEMESTER I					
DTISL P1	Foundations of Language Teaching-I	300	120	80	200
DTISL T1	Deaf, Deafness and Communication Options	150	60	40	100
DTISL T5	Basic English- I	150	60	40	100
	<i>Total</i>	<i>600</i>	<i>240</i>	<i>160</i>	<i>400</i>
SEMESTER II					
DTISL P2	Teaching Communication in ISL	300	120	80	200
DTISL T6	Basic English-II	150	60	40	100
	Fieldwork	120	100	-	100
	<i>Total</i>	<i>570</i>	<i>280</i>	<i>120</i>	<i>400</i>
SEMESTER III					
DTISL P3	Foundations in Language Teaching-II	300	120	80	200
DTISLT2	Deaf Culture, History, Identity and Sign Language	150	60	40	100
DTISL T3	ISL Linguistics	150	60	40	100
	<i>Total</i>	<i>600</i>	<i>240</i>	<i>160</i>	<i>400</i>
SEMESTER IV					
DTISL P4	Teaching Interpretation (including field work)	300	120	80	200

DTISL T4	Interpretation–Principle, Practice and Ethics	150	60	40	100
	Employability Skills	60	60	-	60
	Internship	120	100	-	100
	Total	630	340	120	400
	Grand Total of Four Semesters	2400	1100	560	1660

i) Criteria of Passing

Each candidate should obtain minimum 40% marks in theory and 50% marks in practical, separately in internal as well as external examinations, for passing in the programme. The other examination, attendance and rules for completion of the program will follow National Board of Examination in Rehabilitation's (adjunct body of RCI) Scheme of Examination 2023 for Diploma level programmes.

j) Board of Examiners/ Examination Scheme

There will be regular internal assessments and final examination at the end of semester for the courses taught. The internal and external examinations for theory papers shall be conducted in English, Hindi and/or ISL (except courses T5 Basic English I and T6 Basic English II – these examinations will be only in English).

The practical examination shall be to judge the skills in teaching ISL communication and in teaching ISL interpretation.

Internal Assessment may be done in following ways:

- Class Test
- Assignment
- Class Participation (conduct and attendance)
- Mid Term Examination
- Presentation
- Any other method that the teacher decides

Note: Conducting Model Examination for both practical and theory is mandatory. These examination will be considered as internal assessments, accounting for 80 marks for practical and 40 marks for theory.

Credit and Grading System: Scheme of Examination will be as per National Board of Examination in Rehabilitation (NBER).

k) Award of Degree

The Diploma in Teaching Indian Sign Language Teacher (DTISL) will be awarded by NBER-RCI.

l) Registration as Personnel/Professional and Category of Registration

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

6.0 Infrastructure requirements for starting the course

a) Human Resource Requirement

(Core faculty-Teaching staff with one classroom)

1. Sign Language Instructor- 01
2. Master Trainer- 01
3. Sign language interpreter – 01
 - One sign language interpreter is sufficient if two classes are running. If three classes are running, two sign language interpreters are required.
 - ISL will be taught only by the Deaf ISL Master Trainer or Deaf ISL Instructor. It implies diploma and degrees other than those specifically in DTISL may not be permitted to teach ISL.
 - Master Trainer is designated as the Coordinator.
 - Guest faculty may be invited to teach theory and practical courses if required.

(Non-Teaching staff)

1. Peon- 01
2. Multi-Task Staff (for typing record and account) – 01
3. Librarian/Library Assistant- 01

b) Teacher student Ratio

1. One deaf teacher – 20 deaf students

c) Professional Qualifications of Faculty in Core Areas

1. Indian Sign Language Instructor-1 (Deaf): Graduate in any discipline from recognized university /Certificate in C Level /DTISL

2. Indian Sign Language Master Trainer - 1 (Deaf): Graduate in any discipline from recognized university/Certificate in C Level/DTISL with 3 years teaching experience
3. Indian Sign Language Interpreter- 1 Graduate in any discipline from recognized university /Certificate in C/DISLI

d) Library

1. Minimum eighty percent of the prescribed (at least 3 copies each) as mentioned in suggested reading list of each paper, and sixty percent (at least 1 copy each) of the desirable references.
2. Journals (at least 2) peer- reviewed journals on related sign language.

e) Physical Space required (Classrooms/Labs. Rooms/Seminar Halls etc as and when applicable)

1. Classroom - 1 No. (30 sq m)
(Sitting chairs in curve are recommended for deaf students)
2. Staff room - 1 No. (25 sq m)
3. Admin room - 1 No. (15 sq m)
4. Library - 1No. (50 sq m)
5. Video Studio Lab - 1No. (25 sq m)
6. Seminar Hall (Institute decide to do the training program two times in one year)- 60 sq m

**f) Office furniture and equipment
(For Teaching Staff)**

1. Steel Cupboards - 03
2. Computers with webcams/Laptop - 03
3. Printer - 01
4. Smartphone for deaf video calls for office use- 01
5. Chairs and Tables- 04

(For Non-Teaching Staff)

1. Photocopying Machine and Printer- 01
2. Chairs and Tables- 04
3. Telephone- 02 (for office and library room)
4. Steel Cupboard- 03

**g) Equipment required
(For Classroom)**

1. Chairs with writing pads (for students) - 20

2. Projector- 01
3. Whiteboard/Smart board - 01
4. Computer with internet and webcam- 01

(For Video Studio Lab)

1. Whiteboard/Smart board- 01
2. Computer for graphics and editing with webcam and internet- 01
3. Handy camera- 01
4. Full HD- Video camera- 01

7. Programme Content

- i. Paper wise Objectives/ Learning outcomes
 - ii. Units and Chapter details to be mentioned along with credits/marks and number of hours
(Theory /Practical)
 - iii. Paper wise list of Reference Books / Suggested reading
- The above points will be presented for each Theory and Practical papers starting from the next pages onwards.

Theory Courses

Paper Code: DTISL T1

DEAF, DEAFNESS AND COMMUNICATION OPTIONS

Hours: 150

Marks: 100

CREDIT: 5

OBJECTIVES

After completing the course, the learners will be able to:

- Discuss general perspective of deafness and there late terms
- Describe the context in which sign language needs to be understood
- Narrate role of communication and various communication options

UNIT1: Understanding Deafness

14hours

- 1.1 Hearing loss and its implications
- 1.2 Linguistic identity of the DHH
- 1.3 Equality & Equity for DHH
- 1.4 Misconceptions about deafness
- 1.5 Deaf as linguistic minority community

UNIT2: Models of deafness and the associated terminology

14hours

- 2.1 Medical model: Meaning, global and Indian Scenario
- 2.2 Socio-cultural model: Meaning, global and Indian Scenario
- 2.3 Human Rights Model : Meaning, global and Indian Scenario
- 2.4 Participatory Model : Meaning, global and Indian Scenario
- 2.5 Legislations, policies and practices in India

UNIT3: Communication: Meaning, Scope, Types and Options

14 hours

- 3.1 Meaning, definition and scope of communication
- 3.2 Types of communication: Linguistic and non-linguistic communication
- 3.3 Modes of linguistic communication (Aural/oral, Visual/manual, Visual/graphical):Meaning and nature
- 3.4 Communication challenges for the DHH
- 3.5 Technology for communication

UNIT4: Communication Modes and their benefits

14 hours

- 4.1 Oralism, Total Communication, and Educational Bilingualism
- 4.2 Communication philosophies: Contrasting objectives and means
- 4.3 Justifications and challenges for Oralism, Total Communication and Educational Bilingualism
- 4.4 Bimodal and Bicultural Modes
- 4.5 Importance of Informed Choices

UNIT5: Overview & Stages of Language Development

14hours

- 5.1 Receptive and Expressive Language
- 5.2 Stages of Spoken Language development
- 5.3 Stages of Indian Sign Language development
- 5.4 Theories of Language Development
- 5.5 Language Deprivation

References

Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.

Communication Options and Students with Deafness. (2011). Rehabilitation Council of India, New Delhi.

Huddar, A. (2008). Language and Communication. DSE Manuals. Rehabilitation Council of India, New Delhi.

Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.

Moore, D. F. (1997). Educating the deaf, Houghton Mifflin Company

Paper Code: DTISL T2

DEAF CULTURE, HISTORY, IDENTITY AND INDIAN SIGN LANGUAGE

Hours: 150

Marks: 100

CREDIT:5

OBJECTIVES:

After undergoing this course, the learners will be able to:

- ☐ Discuss deafness from a cultural perspective
- ☐ Describe historical developments with regard to deafness and D/deaf people
- ☐ Discuss identity related issues of D/deaf people
- ☐ Explain the components of sign language, significance and role in education
- ☐ Discuss legal issues related to deafness, language and culture

UNIT1: History of deafness

14hours

- 1.1 D/deaf people and education before the 19th century
- 1.2 Modern D/deaf history—19th-20th Century
- 1.3 Historic development in the D/deaf community
- 1.4 Historical comparison and perception of D/deaf communities– India and other countries
- 1.5 Moving from Marginalization to Advocacy and Responsive Policy Making

UNIT2 Concept of Culture and the Deaf communities		14hours
2.1	Meaning & Concept of Culture	
2.2	Culture in various contexts	
2.3	Similarities and difference between Deaf culture and other cultures	
2.4	Deaf culture in India and rest of the world: An over view	
2.5	Audism, Intercultural sensitivity and D/ deaf communities	
UNIT3 Concept of identity and the D/deaf		14hours
3.1	Identity: Concept and its role in life	
3.2	Language, culture and identity	
3.3	The Deaf identity and Deaf hood	
3.4	Bi-cultural Identities	
3.5	Inter sectionalist	
UNIT 4 Sign Languages		14hours
4.1	Myth sand facts about sign languages and D/deaf communities	
4.2	Diversity in sign language communities	
4.3	Sign languages, and literacy	

4.4	Role and significance of technology for communication and learning among Deaf Community	
4.5	Horizontal and Vertical Transmission of Sign Language	
4.6	Preserving Sign Languages	
UNIT 5 Deaf Community and Society		14hours
5.1	State and National Deaf Organizations	
5.2	International Deaf Organizations	
5.3	Participation of Deaf people in education and other spheres	
5.4	Deaf role model and legal rights of the Deaf	

References

Bhattacharya, T., Grover, N. and Randhawa, S. (eds). 2014. The People's Linguistic Survey of India Volume 38: Indian Sign Language(s)

Kyle, J.G. and Woll, B. 1988 Sign Language- The study of deaf people and their language.

Snoddon, K. 2012 American Sign Language and Early Literacy – A Model parent child program.

Jepsen, J.B., Clerck, G., Lutalo-Kiingi, S and MC Gregor, W.B. 2015 Sign Language of the world – A comparative handbook.

Ladd, Paddy. (2003). Understanding Deaf Culture – In search of Deafhood. Multilingual Matters Ltd.

Paper Code: DTISL T3

INDIAN SIGN LANGUAGE LINGUISTICS

Hours: 150

Marks: 100

CREDIT:5

OBJECTIVES

After completing this course, learners will be able to:

- Analyze Indian Sign Language structures at the level of signs, sentences, meaning and discourse
- Compare and contrast structures of ISL and spoken languages
- Describe the neurological basis of Sign languages
- Discuss the social context and use of ISL and spoken languages

UNIT1: Structure of ISL: Basic Components

8hours

- 1.1 Introduction to Linguistics
- 1.2 Features of signs
- 1.3 Sign structure–Compounding, initialized signs, finger spelled signs
- 1.4 Parts of speech in spoken languages/Indian Sign Language
- 1.5 Notations in Indian Sign Language

UNIT2: Time and Space in Indian Sign Language

14hours

- 2.1 Representation of time in space
- 2.2 Indexing and Localization
- 2.3 Verb agreement
- 2.4 Classifiers
- 2.5 Tenses

UNIT3: Structure of Indian Sign Language: Sentences

14hours

- 3.1 Concept of a sentence
- 3.2 Types of sentence
- 3.3 Word/Sign order
- 3.4 Questions
- 3.5 Negations

UNIT4: Other Linguistic Aspects of Indian Sign Language

14hours

- 4.1 Making meaning in sign languages
- 4.2 Features of conversations, texts and stories in ISL
- 4.3 Acquisition of sign languages and the critical period
- 4.4 Sign language in the brain
- 4.5 Indian Sign Language Literature

UNIT5: Sociolinguistics and Multilingualism

14 hours

- 5.1 Variation in ISL and factors affecting variation

- 5.2 Sign language contact and ISL
- 5.3 Bimodal bilingualism
- 5.4 Standardization of ISL and issues involved
- 5.5 Psych geography in ISL

References

- Bhattacharya, T., Grover, N. and Randhawa, S. (eds). 2014. The People's Linguistic Survey of India Volume 38: Indian Sign Language(s)
- Crystal, David. 2010. *The Cambridge encyclopedia of language*. Cambridge, UK: Cambridge University Press.
- Gertz, Genie and Patrick Boudreault. 2016 (eds). *The Sage deaf studies encyclopedia*. Los Angeles, USA: Sage Publications.
- Lucas, Ceil. 2004 (ed). *The sociolinguistics of sign languages*. Cambridge, UK: Cambridge University Press. [Chapters 3, 4, 5]
- Nussbaum, Debra Berlin, Susanne Scott, and Laurene E. Simms. 2012. The 'why and 'how' of an ASL/English bimodal/bilingual program. *Odyssey Spring 2004*: 14-19
- Pfau, Roland, Markus Steinbach, and Bencie Woll. 2012 (eds). *Sign Language: An International Handbook*. Berlin, Germany: De Gruyter Mouton.
- Sutton-Spence, Rachel, and Bencie Woll. 1998. *The Linguistics of British Sign Language: An Introduction*. Cambridge, UK: Cambridge University Press.
- Valli, Clayton, and Ceil Lucas. 2000. *Linguistics of American Sign Language: An Introduction*. Washington, DC, USA: Gallaudet University Press.
- Zeshan, Ulrike. 2000. Sign language in Indo-Pakistan: A description of a signed language. Amsterdam: John Benjamins.

Paper Code: DTISL T4

INTERPRETATION–PRINCIPLE, PRACTICES AND ETHICS

Hours: 150

Marks: 100

CREDIT: 5

OBJECTIVES

After undergoing this course, learners will be able to:

- Gain clarity on the concept of interpreting and the mental process of interpreting.
- Understand the role and responsibilities of an interpreter.
- Understand the importance and need for specialization in sign language interpreting and the various settings in sign language interpreting.
- Understand the need and importance of the ethical code of conduct followed by sign language interpreter's worldwide.
- To gain insight into the social and world over view of sign language interpreting.

UNIT1: Interpreting: The Concept

14hours

- 1.1 Interpreters (CODA/SODA/NERD)
- 1.2 Interpreting-A Mental Process
- 1.3 Translation & Interpreting – Similarities & Differences
- 1.4 Sign language interpreting and Spoken language interpreting: Similarities & Differences
- 1.5 Role of Context in interpreting

UNIT2: Role, Responsibility &Specialization

14 hours

- 2.1 Role of an interpreter
- 2.2 Essential skills sets required in an interpreter
- 2.3 Types of ISL interpreting-Meaning & various professional settings in interpreting
- 2.4 Specialization in ISL interpreting-Importance & need for training
- 2.5 Strategy to deal with regional variation

UNIT3: Code of Ethics

14hours

- 3.1 Code of Ethics: Status in India and developed countries
- 3.2 Do's and Don'ts for interpreters
- 3.3 Awareness about Code of Ethics in Deaf Communities
 - Examples of existing codes of ethics adopted by Sign Language Interpreter Associations at the National Level can be found by referring to the codes of ethics from different countries available on the website of the World Association of Sign Language Interpreters.

UNIT4: Interpreting in India

14hours

- 4.1 Status of interpreting & interpreters in India
- 4.2 Opportunities and future prospects for interpreters in India
- 4.3 Certification and Licensing for Interpreters
- 4.4 National and International Interpretation Organizations -Status, Role & Responsibility
- 4.5 Role of Deaf Interpreters in Legal and Medical Settings and Sign Language Interpreting between ISL and other Sign Languages

UNIT5: Facilitating the Interpretation Process

14 hours

- 5.1 Challenges in Interpreting
- 5.2 Changing role of interpreters
- 5.3 Accessibility & Sensitization
- 5.4 Technological Advances in Interpretation
- 5.5 Way forward for Interpretation

References:

- Cokely, D. 1992. *Interpreting- A Sociolinguistic Model*. Burtonsville, MD: Linstock Press.
- Christina Schaffner. 2004. *Translation Research and Interpreting Research*. Clevedon: Multilingual Matters. [Pages 1-2, 11-14]
- Nicodemus, B & Emmorey, K. 2013. Direction asymmetries in spoken and signed language interpreting. *Biling: Cambridge*. Vol. 16 (3). [Pages 624–636]
- Roy, Cynthia B. 2000. *Innovative practices for Teaching Sign Language Interpreters*. Gallaudet University Press: Washington DC.
- Terry, Janzen. 2005. *Topics in signed language interpreting: Theory and Practice*. Amsterdam: John Benjamins. [Pages 96-99]
- Use of a Certified Deaf Interpreter. RID: Standard Practice Papers

Paper Code: DTISL T5
BASIC ENGLISH I AND BASIC ENGLISH II

Hours: 150

Marks: 100

Credit - 5

OBJECTIVES

After completing courses T5 and T6, the learners will be able to:

Read

- Read with understanding of the intent of the writer, and central idea of the familiar/unfamiliar text material independently.
- Understand details of description/directions and instructions
- Read newspaper, magazines, posters, comic strips and notices and circulars and also any other printed as well as handwritten material with understanding.
- Refer to a dictionary, atlas, maps and any other reference material.
- Puzzle out the word meanings in context
- Read a text to find the relevant information

Write

- Write a sustained piece of writing (controlled as well as free) such as personal and official letters, letters of complaints, applications and paragraph on familiar topics.
- Give factual description of the events, people or places.
- Write original stories or re-write the stories read earlier.
- Report the conversation already heard (in sign), in writing.
- Write brief messages, notices and instructions.
- Write/develop dialogues on familiar/life related to pics and experiences.
- Write short speeches/presentations/lectures for different occasions.
- Write with appropriate punctuation marks such as |!|along with(.)|(“.....”)
- Convey information and ideas on abstract as well as concrete topics.
- Ask about or explain problems in writing.

I. Introduction

The aim of courses T5 and T6 is to develop basic skills in reading and writing English that deaf teachers need to know to be able to communicate effectively with trainees, and other staff, in work related contexts. Another aim is to develop awareness about grammatical rules of English, which will help in teaching ISL grammar to hearing trainees. ISL teachers are also required to give examples of sentences in English, give English translation for a sign, and read written work that trainees do. Therefore, it is essential that ISL teachers develop skills in reading, writing and communicating.

These courses require an integrated approach to teaching the language skills of reading, writing and communicating. Real life activities and situations should be the context for learning English in a function always. The topics are given for the following language is

as: vocabulary, grammar, communication, reading and writing. Apart from this, certain learning strategies like inferring meaning from context, as well as reading and writing skills like skimming, scanning and note-taking that learners need to develop are also given below.

The course does not contain unit-wise topics so that grammar and vocabulary topics can be taught as they arise organically from classroom discussion.

This syllabus is based on the NIOS syllabus of A, B, and C levels and Common European Framework of Reference Levels A1 and A2 for English.

II. Instructions for implementation and teaching this paper

- 1) A list of topics is given below. Teachers can negotiate or discuss with trainees to decide the sequence of teaching, or decide the sequence themselves, based on trainees' English level.
- 2) The topics given are for vocabulary, grammar, and communication skills. However, the topics are not to be taught separately/discretely. The topics are to be taught in an integrative way with a combination of vocabulary, grammar and communicative skills. Grammar should be taught in context, not in isolation. For example, adverbs of frequency could be linked to the topic of sports and hobbies, to discuss how often trainees do particular activities.
- 3) More time needs to be spent on reading and writing activities. Trainees should be encouraged to express themselves in writing and to read material and understand it.
- 4) Trainees should develop reading strategies (eg. inferring meaning from context) and writing strategies (eg. note-taking). These strategies are listed below.
- 5) Reading material should be contributed not just by the teacher but also by the trainees. Trainees should be encouraged to find material that they find interesting and discuss it in class.
- 6) The list of topics given below is the minimum that needs to be done to complete the course. Teachers can and should go beyond the topics below based on trainees' interests and needs.
- 7) The grammar topics mention the entire topic that needs to be covered. But the topics should be taught by breaking them up into smaller pieces. Example, for conjunctions, first *and or* could be taught and then *but* and *because* instead of teaching all four at the same time.

III. Topics and material for Course T5 Basic English I

A. Vocabulary

1)Animals	2)Biographical information
3)Body parts and appearance	4)Calendar items and time –days, months
5)Character	6)Colours
7)Daily routines	8)Education
9)Environment, nature, weather and seasons	10)Family
11)Feelings and emotions	12)Festivals and celebrations
13)Food, meals and cooking	14)Greetings and introductions
15)Health and ailments	16)Home and household
17)Jobs and professions	18)Money
19)Numbers(cardinal/ ordinal)	20)Personality
21)School	22)Size, weight and other measures
23)Social life, interests, sports and activities	24)States, countries and languages
25)Street directions	26)Transport and travel
27)Work-related vocabulary	

B. Grammar

- 1) Adjectives (of quality, size, shape, etc.)
- 2) Adjectives of quality (good, beautiful, etc.), adjectives of size (big, small), adjectives of shape (round, square, etc.)
- 3) Adverbs of frequency (often, rarely, sometimes, always, never, etc.) and manner (fast, slowly, well, etc.)
- 4) Antonyms
- 5) Articles (*a, an, the*)
- 6) *Can*(ability/possibility)
- 7) Conjunctions/linkers: *and/ but/because/or*
- 8) Nouns-Countable/uncountable nouns, collective nouns and material nouns
- 9) Future Simple
- 10) Gender (e g. tiger-tigress)
- 11) Interrogative Pronouns (who, whom, what, which, whose)
- 12) Interrogative sentences with Yes/No answers
- 13) Nouns–Common and proper nouns
- 14) Past Simple
- 15) Prepositions of place, direction (*to, from*) and time (*at, on, in, from, for*)
- 16) PresentContinuousfortemporarysituationsandthingshappeningnowandfuturearrangements
- 17) Present Simple
- 18) Personal pronouns–subject pronouns and object pronouns
- 19) Possessive adjectives and possessive pronouns

- 20) Sentence construction (SVO)(concord)
- 21) Singular and plural, Irregular plurals
- 22) Statements
- 23) Use of capital letters and punctuation (.,? “”)
- 24) Verbs *be* and *have* in present, past and future tense
- 25) Verbs
- 26) Transitive and intransitive verbs
- 27) Interrogative sentences with wh-words (who, what, which, why, how, when, where)

C. Communication skills

- 1) Asking about personal information
- 2) Describing people and objects
- 3) Greeting and Introducing
- 4) Inviting/refusing/accepting/thanking
- 5) Talking about frequency and time duration
- 6) Talking about future arrangements
- 7) Talking about likes and dislikes
- 8) Talking about past experiences
- 9) Talking about routines
- 10) Telling the time

D. Reading comprehension

Reading texts to understand the main concept/idea or facts conveyed in the text, and developing skills to interpret as well infer meaning from text.

- 1) Advertisements
- 2) Prospectuses
- 3) Menus
- 4) Timetables
- 5) Descriptions of people (biographies), buildings, places, etc.
- 6) Passages/essays of social importance
- 7) Stories
- 8) Conversations and Dialogues

E. Writing skills

- 1) Write short, simple notes and messages, for example, thanking someone.
- 2) Filling forms with personal details, for example entering your name, nationality and address on a hotel registration form.
- 3) Write notices.
- 4) Rewriting stories read earlier
- 5) Writing stories based on outline/clues
- 6) Description of event, experience, incidents, etc.
- 7) Personal letters

- 8) Writing guided compositions
- 9) Writing free compositions

F. Material to be used

1) Announcements	2) Biographies	3) Charts
4) Comic strips	5) Informational material and texts from school textbooks, encyclopedias, etc.—example facts about Solar power	6) Interviews
7) Jokes	8) Magazines	9) Maps
10) Newspapers	11) Notices and circulars	12) Official documents
13) Pamphlets	14) Personal letters	15) Posters
16) Road signs	17) Simple stories	

IV.Topics and material for Course T6 Basic English II

A. Vocabulary

- 1) Technical terms: Commerce
- 2) Technical terms: Computer Science
- 3) Technical terms: Corporate
- 4) Technical terms: Government and Legal setup
- 5) Technical terms: High school terms
- 6) Technical terms: Medical terms
- 7) Technical terms: School Subjects
- 8) Technical terms: Telecommunication
- 9) Phrasal verbs

B. Grammar

- 1) *Be like* for descriptions
- 2) *Can/could* for requests
- 3) Conjunctions/linkers: *and/ but/because/or*
- 4) *Going to*(for future plans)
- 5) *Have to/ need to* for obligation
- 6) *How much/how many*
- 7) Imperatives(suggestion/advice/instruction) (present tense)
- 8) Reflexive pronouns
- 9) *Should* for advice
- 10) *will*(offers)
- 11) Adjectives-Comparative and superlative
- 12) *Some, many, any*
- 13) *Too/very*
- 14) Relative Pronouns (*who, whom, whose, which, that*)
- 15) Polysemy and homonymy

C. Communications kills

- 1) Applying for a job
- 2) Asking permission
- 3) Giving instructions
- 4) Giving opinions
- 5) Making suggestions
- 6) Requesting/offering

D. Reading comprehension

Reading texts to understand the main concept/idea or facts conveyed in the text, and developing skills to interpret as well infer meaning from text.

- 1) Descriptions of people (biographies), buildings, places, etc.

- 2) Passages/essays of social importance
- 3) Stories
- 4) Conversations and Dialogues
- 5) Speeches/Presentations/Lectures
- 6) Instructions

E. Writing skills

- 1) Official letters—leave, complaints, requests, enquiry, application, etc.
- 2) Rewriting stories read earlier
- 3) Writing stories based on outline/clues
- 4) Writing speeches/Presentations/Lectures
- 5) Reporting events
- 6) Description of event, experience, incidents, etc.
- 7) Personal letters
- 8) Writing guided compositions
- 9) Writing free compositions
- 10) Writing instructions
- 11) Write opinions about particular events/experiences

F. Material to be used

1) Announcements	2) Biographies	3) Charts
4) Comic strips	5) Informational material and texts from school text books, encyclopedias, etc—example facts About solar power	6) Interviews
7) Jokes	8) Magazines	9) Newspapers
10) Notices and circulars	11) Official documents	12) Pamphlets
13) Personal letters	14) Posters	15) Professional letters
16) Stories	17) Graphic Organizers to help in writing	18) Written instructions

V. Suggested activities for both courses T5 and T6

- 1) Writing short texts, for example, about one self, about daily routine, etc.
- 2) Writing diary entries
- 3) Describing pictures/picture stories in writing
- 4) Translating sign sentences/sign texts to writing and vice versa
- 5) Write at least such as a paragraph on familiar topics, using the guideline offered.
(Guided composition)
- 6) Role plays to practice written communication (eg. doctor-patient, railway station counter, etc.)

VI. Learning/reading/writing strategies and skills that learners should develop in both courses T5 and T6

- 1) Looking up meanings in dictionaries
- 2) Using thesaurus to find synonyms
- 3) Inferring meaning from context
- 4) Skimming
- 5) Scanning
- 6) Note-taking
- 7) Summarizing
- 8) Monitoring comprehension by being aware of what is understood and what is not understood and identifying difficulties
- 9) Comparing and contrasting
- 10) Relating back ground knowledge
- 11) Sequencing
- 12) Previewing
- 13) Asking and answering questions

MODULE ON EMPLOYABILITY SKILLS

Teaching Hours: 60

Credits: 02

English

https://bharatskills.gov.in/pdf/E_Books/CTS/ES/English/ES_60Hour_module_English.pdf

Hindi

https://bharatskills.gov.in/pdf/E_Books/CTS/ES/Hindi/ES_60_Hour%20module_Hindi.pdf

Course Code: DTISL P1
FOUNDATION INDIAN SIGN LANGUAGE TEACHING I

Hours: 300

Marks: 200

Credit: 10

OBJECTIVES

After learning this practicum, the learners will be able to:

- Display basic understanding of the teaching-learning process and roles of teachers and learners
- Explain the learner related factors that have an impact on Indian Sign language learning
- Demonstrate skills in lesson planning and incorporating teaching strategies in lesson plans
- Elucidate the various hypotheses in language teaching and their application to sign language teaching
- Demonstrate ability to teach vocabulary, grammar, communication and composition

INTRODUCTION

This course in combination with course P3 introduces trainees to the basic concepts of teaching and learning in general, and teaching and learning a second language. The objective is that the trainees understand the concepts of teaching and learning and factors involved in successful teaching and learning, and develop skills to apply them in their own teaching. This course aims to prepare teachers who can teach a variety of learners of different backgrounds and profiles, using a range of strategies based on established teaching-learning principles. As teachers, they need to demonstrate skills of lesson planning, incorporating various types of activities and teaching techniques in their teaching, and ability to assess and evaluate learner development and progress, as well as ability to self-reflect and evaluate their own development as a teacher.

UNIT1: Teaching and Learning

30hours

This unit introduces the basic concepts of teaching and learning, what being a teacher means and what makes a good and effective teacher. Trainees understand what the learners do and what the teachers do and their roles. The various contexts and situations in which learners learn languages, including Indian Sign Language, and the aims and purposes of learning the languages are discussed.

1.1 Contexts of teaching and learning Indian Sign Language

- Situations in which learners learn Indian Sign Language –geographical context, global, social context, back ground, etc.
- Purposes for learning and what learners aim to do after learning the language
- Socio-cultural context of Indian Sign Language instruction
- Indian Sign Language as a skill subject rather than knowledge subject

1.2 Role of teacher and role of learners

- Role of a teacher – needs to be an analyst, planner, learning facilitator, material

developer, classroom manager and organizer, motivator, evaluator, mentor, participant, etc.

- Role of an Indian Sign Language teacher– representative of a minority language community and culture
- Role of a learner

1.3 Teachers as professionals :Knowledge and skills required

- Language proficiency
- Knowledge about language
- Knowledge about teaching and learning
- Teaching skills
- Socio-psychological skills–flexibility, judgment skill, creative thinking, planning, adaptability, etc.

1.4 Characteristics of a good teacher

- How would learners define a good teacher?

UNIT2: Learners

40 hours

In this unit, trainees learn about social-psychological factors that can impact learning, learning styles of individual trainees and how to cater to different learning styles. Trainees will learn about learning strategies that successful learners use, and developing ways that encourage learners to become independent learners.

2.1 Attitudes, motivation and anxiety

- Motivation and attitudes towards the language, language learning process, and target language community
- Impact of motivations and attitudes on language learning
- Anxiety and lowering anxiety in the classroom

2.2 Learning styles

- Learning styles–based on sensory perception, visual, aural, verbal, physical, logical, social, solitary, VARK model of Neil Fleming, etc.
- Accommodating learning styles in the classroom

2.3 Learner strategies

- Good language learning strategies - predicting using social and contextual cues, using selective attention, preparing, practicing, monitoring, asking questions, taking notes, using imagery, finding answers in multiple ways, using physical response, playing and experimenting with language, willing to overcome inhibitions in order to learn a language

2.4 Promoting learner autonomy

- Need for learner autonomy
- Ways of promoting learner autonomy
- Language learning outside the classroom –online, clubs, etc.

UNIT3: Lesson Planning and Teaching Strategies

50 hours

Designing lesson plans is an essential skill that teachers need to know. This unit talks about Gagne's 9 stages of instruction applied to lesson planning as well as strategies that can be used at each stage. In this context, Bloom's taxonomy and macro strategies outlined by Kumaravadivelu are also discussed and their application and incorporation in lesson planning.

- 3.1 Overall steps in implementing teaching–assessment/needs analysis, planning teaching, implementation, recapitulation, evaluation
- 3.2 Gagne's 9 events of instruction for lesson planning–steps involved in lesson planning
- 3.3 Bloom's taxonomy and its applications in lesson planning

Unit4: Basic Principles and Hypotheses in Language Teaching 50hours

In this unit, several hypotheses that are used to account for second language learning are discussed. These hypotheses need to be understood and teaching designed to create opportunities for learners to get appropriate input, interaction and produce output.

- 4.1 Distinction between acquisition and learning in put hypothesis and in take
- 4.2 Noticing hypothesis
- 4.3 Interaction hypothesis
- 4.4 Output hypothesis
- 4.5 Focus on form and focus on meaning
- 4.6 Principles and maxims of language teaching

UNIT5: Teaching language skills 80hours

This unit focuses

on understanding what it means to know vocabulary and grammar and what being able to communicate means, and how to teach the specific language abilities.

- 5.1 Teaching vocabulary
 - What does it mean to know a word?
 - Types of vocabulary
 - Ways to improve vocabulary
- 5.2 Teaching grammar
 - Types of grammar (functional vs formal)
 - Discovering grammatical structures
 - Teaching aspects of sign language grammar that are different from spoken languages
- 5.3 Teaching communication and narration
 - Importance of developing communicative skills
 - Ways to develop communicative skills
 - Ways to develop fluency
 - Guided and free narration
- 5.4 Teaching production and comprehension
 - Aspects of overall production and comprehension
 - Ways to teach production and comprehension
 - Issues due to lack of written form of sign languages and solutions

References

- Baker-Shenk, Charlotte, and Dennis Cokely. 1980. *American Sign Language: A teacher's resource text on grammar and culture*. Washington, DC, USA: Gallaudet University Press.
- Cokely, Dennis, and Charlotte Baker-Shenk. 1980. *American Sign Language: A teacher's resource text on curriculum, methods, and evaluation*. Washington, DC, USA: Gallaudet University Press.
- Gagné, R. M., L. J. Briggs, and W.W. Wager. 1992. *Principles of instructional design*. Forth Worth, TX: Harcourt Brace Jovanovich College Publishers.
- Henning, Grant. 1987. *A guide to language testing: Development, evaluation, research*. Heinle & Heinle.
- Kumaravadivellu, B. 2002. *Beyond methods: Macro strategies for language teaching*. New Haven, USA: Yale University Press.
- Napier, Jemina, and Lorraine Leeson. 2016. *Sign language in action*. Hampshire, UK: Palgrave Macmillan. (Chapters 4 and 5)

Paper Code: DTISL P 2

TEACHING COMMUNICATION IN INDIAN SIGN LANGUAGE

Hours: 300

Marks: 200

Credit:10

OBJECTIVES

After learning this practicum, the learners will:

- Become proficient in ISL production and reception
- Describe the grammatical rules of ISL
- Develop a strong base of ISL vocabulary and knowledge about ISL grammatical structures
- Demonstrate skills in teaching ISL to learners based on learners' needs
- Demonstrate ideas and strategies to teach ISL communication, ISL vocabulary and grammar

I. Introduction

Practical paper P2 'Teaching Communication in ISL' will cover the topics of DISLIP1 "Basic Communication" and DISLIP2 "Advanced Communication".

This paper has two parts. Part A corresponds to DISLI P1: Basic Communication and Part B corresponds to DISLI P2: Advanced Communication. Each part is of 150 hours duration and allocated 100 marks. Fieldwork and project will be done in conjunction with the Fieldwork for 150 hours in semester II.

Each part has four units. In each unit, trainees will review the sign vocabulary. The teaching will be designed to help the trainees discover and become aware of the grammatical rules of ISL. An additional component will be about teaching the topic to ISL learners. Trainees will discuss and develop ideas, strategies, material, activities, exercises, etc. to teach the topic.

At the end of the course and field work, as a project, trainees will be required to make lesson plans demonstrating the skills that they have developed and incorporating principles taught in course P1 Foundations of Language Teaching I.

II. Part A: Basic Communication (150 hours, 100 marks)

(corresponding to DISLI P1: Basic Communication)

UNIT DESCRIPTION	HOURS	MARKS
UNIT1: BASIC VISUAL EXPRESSIVE SKILLS	30	25
1.1 Handshapes pictures		
1.2 Greetings and introductions		
1.3 Simple adjectives relating to emotions and feelings, colours and Shapes using pictures		

1.4 Nouns: Household and School [Explanation of pictures]		
1.5 Basic picture stories and sequence		
UNIT 2: BASIC COMMUNICATION SKILLS: Level 1	30	25
2.1 Pronoun, Verbs, sentences		
2.2 Kinship Terms, Body parts, Health and Ailments, Behavior norms		
2.3 English Manual Alphabet (two-handed), Numbers and Numerals		
2.4 Food, Profession, Money, Measures		
2.5 Calendar items, Time, Direction map		
2.6 Interrogatives part 1- (What, Why, Who, Where)		
2.7 Basic direct communication and dialogues		
UNIT 3: BASIC COMMUNICATION SKILLS: Level 2	40	25
3.1 Negation part- 1 (Give command, make request, polite)		
3.2 Festivals		
3.3 Weather, Animals		
3.4 Place names, Languages		
3.5 Transportation		
3.6. Interrogatives part 2- (Which, How, How much, How many)		
UNIT 4: BASIC COMMUNICATION SKILLS: Simple technical terms	50	25
4.1 Simple technical terms: School Subjects		
4.2 Simple technical terms: Telecommunication		
4.3 Simple technical terms: Government and Legal setup		
4.4 Simple technical terms: Medical terms		
4.5 Signing texts on the above topics		
Total	150	100

III. Part B: Advanced Communication (150 hours, 100 marks)

(Corresponding to DISLIP2: Advanced Communication)

UNIT DESCRIPTION	HOURS	MARKS
UNIT 1: ADVANCED COMMUNICATION SKILLS: Grammar	40	25
1.1 English Manual Alphabet (one-handed) for Deaf-blind		
1.2 Degree of colour, size and shape, handling objects		
1.3 Advanced level of picture stories		
1.4 Role play part – 1 (Centre -East, Centre- North etc)		
1.5. Flowcharts and Indexing		
1.6. Possession		
1.7. Negation part – 2		

1.7 Complex sentences (IF clauses, because, but etc.)		
UNIT2: ADVANCED COMMUNICATION SKILLS: Grammar	40	25
2.1 Signing metaphors concepts		
2.2 Locations –spaces		
2.3 Repeated, Alternating and Unrealized actions		
2.4 Plural actions and objects		
2.5 Expressing movement		
2.6 Role play part- 2 (Centre-South east, Centre-North east etc)		
2.7. Polysemy and homonymy		
2.8. Jokes		
UNIT3: ADVANCED COMMUNICATION SKILLS: Technical signs	40	25
3.1 Technical terms: High school terms		
3.2 Technical terms: Computer Science and ITI related terms		
3.3 Technical terms: Commerce		
3.4 Technical terms: Corporate		
UNIT4: ADVANCED COMMUNICATION SKILLS: Regional variations	30	25
4.1Regional variations in Indian Sign Language: Southern regions, Western regions, Northern regions, North-eastern regions		
4.4 Sign switching		
Total	150	100

VI. Material

Videos of various types of ISL texts:

- Conversations
- Interviews
- Stories
- Jokes
- News
- Announcements
- Informative, etc.
- Videos from different parts of India
- Academic texts/class room teaching/class room discussion

Course Code: DTISL P3

FOUNDATION INDIAN SIGN LANGUAGE TEACHING II

Hours:300

Marks: 200

Credit:10

OBJECTIVES

- After learning this practicum, the learners will be able to:
- Demonstrate competence in selecting appropriate assessment tools for assessing various language skills
- Display skills in managing class room and learners and creating a positive learning environment
- Determine the usefulness of various teaching-learning resources and select suitable resources
- Explain the process of curriculum development and design short courses/programs
- Demonstrateskillsinadjustingteachingmethodtocatertotheneedsdifferentgroupsoflearners

INTRODUCTION

This paper in combination with paper IV introduces trainees to the basic concepts of teaching and learning in general, and teaching and learning a second language. The objective is that the trainees understand the concepts of teaching and learning and factors involved in successful teaching and learning, and develop skills to apply them in their own teaching. Paper IV and IX aims to prepare teachers who can teach a variety of learners of different backgrounds and profiles, using a range of strategies based on established teaching-learning principles. As teachers, they need to demonstrate skills of lesson planning, incorporating various types of activities and teaching techniques in their teaching, and ability to assess and evaluate learner development and progress, as well as ability to self-reflect and evaluate their own development as a teacher.

UNIT1: Assessment and Evaluation

50 hours

In this unit, trainees learn about the need for assessment and how to properly evaluate student's language development. The various types of assessment and their use, how to construct tests, how to evaluate the quality of a test will be discussed. Trainees will also gain knowledge about the different kinds of assessment tools and how they can be applied to Indian Sign Language testing.

1.1 Role, function and purpose of assessment and evaluation

1.2 Types of assessment

1.3 Aptitude/achievement,diagnostic,summative/formative,objective/subjective,norm-referenced,criterion-referenced and self-referenced, discrete point/integrative

1.4 Evaluation of test and quality of a good test

- Test validity, reliability, applicability, difficulty, objectivity, reliability, interpretability of scores, economy, availability, acceptability

1.5 Assessment tools and techniques

- Cloze test, questionnaires (open ended questions, close ended questions, MCQs, etc.)

rating scales, portfolios and journals, self and peer evaluation, presentations, projects, essays, interviews, checklists, etc.

- Rubrics: Common European Framework of Reference for Languages (CEFR) based assessment rubrics and rating scales; American Sign Language Proficiency Interview (ASLPI), NCERT guidelines based rubrics.

1.6 Assessing skills

- Comprehension/receptive skill, productive/expressive skill, grammar, vocabulary, communicative competence, sociocultural competence.

UNIT 2: Classroom management, classroom culture and behavior management 40 hours

This unit introduces trainees to techniques for classroom management and for managing student behavior. An important aspect of classroom communication is the amount of time that a teacher speaks and trainees speak and the impact this has on student learning. The type of questions that teachers ask relates to the kind of answers that trainees give and the opportunities that they have to produce language. Teaching should not be restricted to the classroom; real life experience helps connect classroom teaching to life experiences. Ways to give positive feedback will also be discussed.

2.1 Class room and Behavior management

- Organizing the classroom
- Organizing the learners

2.2 Classroom culture/climate, classroom communication and teacher behavior

- Initiation Response Feedback structure(IRF),display and referential questions, teacher talk time, student talk time
- Positive language, scaffolding
- Language teaching outside the classroom

2.3 Giving feedback

- Feedback mechanism – positive and negative feedback, some techniques of giving feedback, etc.

UNIT3: Resources and Materials

40 hours

The resources and material that teachers use to teach and trainees use to learn and how to select appropriate resources will be elaborated in this unit. The types of activities and exercises that teachers can do and that are useful for ISL teaching will be considered.

3.1 Types of resources

- Realia, authentic material, published material, web-based material for teaching sign language

3.2 Selecting resources and materials

3.3 Types of exercises and activities

- Individual, pair and group work

UNIT4: Curriculum design and development

40 hours

4.1 Introduction to curriculum and syllabus

- Types of curriculum and syllabus (grammatical / situational / notional-

functional /negotiated)

4.2 Stages of curriculum development

- Environment and needs analysis
- Principles, goals, content and sequencing
- Monitoring and assessment
- Program evaluation

UNIT5: Teaching different groups of learners

80 hours

In this unit, trainees discuss how to teach groups of learners with a specific background and specific needs, for example, deaf children, hearing children, deaf adults, hearing adults like parents of deaf children, doctors, police, etc. Trainees apply all the concepts and skills that they have developed in papers IV and IX and talk about the syllabus, lesson plans, activities, etc.

5.1 Deaf children

5.2 Deaf adults

5.3 Hearing children

5.4 Hearing adults

5.5 Learners with specific needs–Hearing parents of deaf children, doctors, police, government employees, private companies, etc.

References

Henning, Grant. 1987. *A guide to language testing: Development, evaluation, research*. Heinle & Heinle.

Nation, I.S.P., and John Macalister. 2010. *Language curriculum design*. New York: Routledge.

Bell, Roger T. 1981. *An introduction to applied linguistics: Approaches and methods in language teaching*. Batsford Academic and Educational Limited.

Haug, Tobias and et al (2011): L1 Sign Language Tests and Assessment Procedures and Evaluation

Landa, Rosemary (2019). L2/Ln Sign Language Tests and Assessment Procedures and Evaluation. University of Texas Rio Grande Valley.

NCERT Publication (2019). Guidelines and Rubrics. Teacher's Self Assessment.

Course Code: DTISL P4**TEACHING ISL INTERPRETATION****Hours:300****Marks: 200****Credit: 10****OBJECTIVES****I. Introduction**

This paper will cover the content of DISLIP3“Basic Interpretation” and DISLIP4“Advanced Interpretation”.

This paper has two parts. Part A corresponds to DISLI P3: Basic Interpretation and Part B corresponds to DISLI P4: Advanced Interpretation. Each part is of 140 hours duration and allocated 90marks. Field work and project have been allocated 20hours and 20 marks.

Each part has four units. The teaching will be designed to help the trainees discover the various techniques of developing language skills and interpretation. An additional component of fieldwork will be taken up by the trainees where they will be required to visit the centers where DISLI course is running and they will train the DISLI students on different types of interpreting techniques based on the context and mode.

At the end of the course, as a project, trainees will be required to make lesson plans that focus on developing interpreting skills, demonstrating the skills that they have developed.

II. Part A: Basic Interpretation (100 hours, 90 marks)

(Corresponding to DISLI P3: Basic Interpretation)

UNIT DESCRIPTION	HOURS	MARKS
UNIT 1: LISTENING AND SIGNING COMPREHENSION SKILLS	30	25
1.1 Listening comprehension (Voice):Level1–single participant setting (Story, newspaper articles, etc.)		
1.2 Listening comprehension (Voice):Level2–Multi participant setting (Meetings, dialogues, conversation, etc.)		
1.3 Signing Comprehension (Voice):Level1–single participant setting (Story, newspaper articles, etc.)		
1.4 Signing Comprehension (Voice):Level2–Multi participant setting (Meetings, dialogues, conversation, etc.)		
UNIT2: BASIC SKILLS	15	15
2.2 Expressive skills (spoken and Indian Sign Language fluency)		
2.3 Basic tactile interpreting for Deafblind		
UNIT3: INTERPRETING SKILLS(BASIC)	65	30

3.1 Sign to voice: Short sentences and phrases		
3.2 Voice to sign: Short sentences and phrases		
3.3 Voice to sign: short paragraphs and stories		
3.4 Sign to voice: short paragraphs and stories		

UNIT4: FIELD WORK	30	20
4.1 Teaching interpreting for a deaf family		
4.2 Teaching interpreting in local deaf associations/community		
4.3 Teaching interpreting in a Pre-primary/primary school		
4.4 Teaching interpreting TV News/Shows/Documentaries		
Total	140	90

III. Part B: Advanced Interpretation (140 hours, 90 marks)

(Corresponding to DISLIP4: Advanced Interpretation)

UNIT DESCRIPTION	HOURS	MARKS
UNIT1: ADVANCED INTERPRETING SKILLS	40	25
1.1 Relay Interpreting		
1.2 Telephone interpreting/Video interpreting		
1.3 Team Interpreting		
1.4 Classroom Interpreting		
UNIT2: PROSODY SKILLS	40	25
2.1 Prosody skills while direct interpreting (sign to voice)		
2.2 Prosody skills while reverse interpreting (voice to sign)		
2.3 Prosody skills while relay interpreting		
2.4 Interpreting movies/theatre/poetry		
2.5 Navigating Polysemy and Homonymy in Sign Language Interpretation		
UNIT3: SUPERVISED PRACTICAL SESSIONS	30	20
3.1 Teaching interpreting for secondary schools /university		
3.2 Teaching interpreting for courtrooms		
3.3 Teaching interpreting for hospitals/clinics		
3.4 Teaching corporate interpreting		
UNIT4: INDEPENDENT INTERPRETING SESSIONS	30	20
4.1 Teaching interpreting for secondary schools /university		
4.2 Teaching interpreting of religious talks		
4.3 Teaching interpreting for State/ National/International Deaf Conferences.		
4.4 Teaching interpreting for specialized conferences, training and workshops		
Total	140	90

IV. Field work and Project (20 hours, 20 marks)

Trainees will be required to visit various institutes where ISL is taught to different groups of learners and observe the teaching practices (passive observation).

Institutes can include:

- Institutes where ISL is taught to hearing interpreter trainees (DISLI trainees).
- Any other institute where Indian Sign Language interpreting is taught. (Workshops, NGO's, universities, schools etc.).

Trainees will submit a report/logbook of observations and inferences based on their field work.

For the project, trainees will make lesson plans focusing on teaching interpreting with the teaching and learning content, activities, material, strategies, etc. The project will incorporate what trainees have learnt in this paper as well as principles taught in courses P1 Foundations in Language Teaching I, P2 Teaching Communication in ISL and P3 Foundations in Language Teaching II.

VI. Material

Videos of various types of ISL texts:

- Conversations
- Interviews
- Stories
- Jokes
- News
- Announcements
- Informative, etc.
- Videos from different parts of India
- Academic texts/class room teaching/class room discussion

Other resources:

- Online resources
- Audio material with transcripts for listening skills and note-taking skills

FIELD WORK

Hours: 120

Marks: 100

Credit: 4

Semester II– Fieldwork

Field work will include visits to institutes that teach ISL to do class room observations, analytically document the observations in a portfolio. Trainees will also be required to develop lesson plans and implement them.

Trainees will be required to visit various institutes where ISL is taught to different groups of learners and observe the teaching practices (passive observation).

Institutes can include:

- Deaf schools /NGOs where ISL is taught to deaf children
- Institutes where ISL is taught to hearing interpreter trainees (DISLI trainees)
- Institutes where ISL is taught to deaf adults
- Any other institute where ISL is taught/any sessions where ISL is taught (eg. ISL workshops at universities, schools, companies, NGOs, etc.)

Trainees will submit a portfolio with report/log book of observations and inferences based on their field work.

Trainees will make lesson plans with teaching and learning content, activities, material, strategies, etc. The lesson plans will incorporate what trainees have learnt in courses P2 as well as principles taught in P1 Foundations in Language Teaching I.

The distribution of hours is as follows:

- a) Visits to institutes for class room observations:80
- b) Preparation of lesson plans and implementation:40

The marks distribution is as follows:

Portfolio–20marks

Lesson and actual teaching practice–30marks

INTERNSHIP

Hours: 120

Marks: 100

Credit: 4

Semester IV-Internship

In the Internship, the trainees will be placed at institutions that teach ISL, for example, deaf schools, NGOs, etc. and complete 120 hours. The trainees will be required to teach ISL to different groups like interpreting trainees (DISLI), deaf children, hearing parents with deaf children, corporate employees, etc. The trainees will be expected to apply all the knowledge and skills regarding lesson planning, teaching, managing classes, etc. that they have learnt in the program. The trainees will be required to maintain a daily log of activities/observations/etc. This daily log will be a part of the assessment. In addition, trainees will submit a report of the experience gained. Internship provides ample opportunity for the trainees to apply in real life situations and as simulate what they have learnt during past two years from their courses.