



**Post Graduate Diploma in
Indian Sign Language Interpretation**

**PGD-ISLI
(2025)**

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

To meet the acute need of rehabilitation professionals in India, development of human resources is one of the major objectives of the Rehabilitation Council of India. The Rights of Persons with Disabilities Act, 2016, mandates the provision of accessibility through Indian Sign Language interpretation in various spheres of life such as education, health, legal, public transport, media and news, etc., to promote full and equal participation of persons with hearing disabilities. The **Post Graduate Diploma in Indian Sign Language Interpretation (PGD-ISLI)** is a one-year, comprehensive program designed to equip individuals with the skills and knowledge required to become proficient interpreters in Indian Sign Language (ISL). The program will focus on both the theory and practice of interpreting between Indian Sign Language and spoken languages, specifically targeting Indian languages.

Further, with the implementation of the National Education Policy 2020 envisages inclusive education and the use of ISL in schools, which will require provision of educational ISL interpreters in schools.

Therefore, the **Post Graduate Diploma** in Indian Sign Language Interpretation course is an essential step to meet the growing requirement of ISL interpreters to provide accessibility in all spheres of life. The curriculum consists of **six papers, including two theory and four practical papers, divided across two semesters (three papers per semester)**. The program aims to provide both theoretical insights and practical training in Specialized interpreting between ISL and spoken language.

1.0 Nomenclature of the Programme

Nomenclature of the Programme will be **Post Graduate Diploma in Indian Sign Language Interpretation (PGD-ISLI)**

2.0 Aims /Objectives

The course aims to:

- Meet the growing demand for qualified and specialized ISL interpreters in diverse settings, including educational institutions, medical and legal frameworks.
- Enhance accessibility for the Deaf community by bridging communication gaps.
- Develop professional competencies in interpretation, ethics, and cultural mediation.

3.0 Scope of the Program -**Post Graduate Diploma in Indian Sign Language Interpretation**

The **Post Graduate Diploma in Indian Sign Language Interpretation** (PGD-ISLI) offers numerous opportunities for career growth and development, given the increasing recognition of the Deaf community's rights and the growing demand for skilled and specialized interpreters. The scope of this program is expansive, encompassing various sectors and providing graduates with diverse career avenues. Below is a detailed look at the scope of the PGD-ISLI:

Employment Opportunities in Various Sectors

3.1 Education

- **Schools for the Deaf:** Interpreters are needed in educational settings for Deaf students, helping them access quality education by translating lessons and classroom interactions.
- **Inclusive Education Programs:** Increasingly, mainstream educational institutions are adopting inclusive practices, requiring interpreters for Deaf students in regular classrooms.
- **Higher Education Institutions:** Universities and colleges, especially those with diverse student populations, hire ISL interpreters to support Deaf students' full participation in academic programs.

3.2 Medical

- **Hospitals and Clinics:** Healthcare facilities need ISL interpreters to facilitate communication between medical professionals and Deaf patients, ensuring accurate medical histories, diagnoses, and treatment plans.
- **Mental Health Services:** Specialized interpreters are required in mental health settings to support Deaf individuals dealing with psychological or emotional issues, requiring both language expertise and cultural sensitivity.
- **Telemedicine:** With the rise of telehealth, interpreters are needed to assist in virtual consultations, enabling Deaf patients to access healthcare remotely.

3.3 Legal

- **Government Services:** Many government agencies, including the Ministry of Social Justice and Empowerment, require interpreters for public hearings, official communications, and services for the Deaf community.
- **Court Interpreting:** Legal proceedings require interpreters to ensure Deaf individuals understand and can participate in the judicial process. This is especially relevant in courts, police stations, and legal aid centers.
- **Public Awareness Campaigns:** Government-led campaigns on legal rights, public safety, or social welfare often require sign language interpreters to reach the Deaf community.

4.0 General Frame work of the Course

a) Duration of the program

The duration of the programme will be one academic year (200 days consisting of 1200 hours), distributed over two semesters, to be completed in maximum 2 years from the date of admission to the programme. Each semester has 100 working days with 600 hours, excluding admissions and final semester examinations. Each semester will also have 10 days with 60 hours as Notional Hours. The theory hours will also include 30 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

Applicants must have:

- a) A bachelor's degree (minimum 50% marks)
- b) Admission preference will be given to DISLI, CODA, SODA, family members
- c) Functional hands with normal hearing sensitivity.
- d) Fluency in at least one spoken language and ISL Proficiency test will be conducted.
- e) Proficient receptive and productive skills (70 % above in ISL proficiency test) in Indian Sign Language (ISL) to be assessed before admission. The proficiency test to be developed and conducted by both ISL Master Trainers (Deaf) and Senior ISL Interpreters.
- f) Selection committee includes ISL Master Trainers (Deaf) and Senior ISL Interpreters nominated by ISLRTC.

The reservation and relaxation for SC/ST/OBC/PWD/ EWS and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable. Proficiency test in ISL may be conducted as per instructions and guidelines of RCI/ University (if any)

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 80% 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 ours and credit (Theory/Practical)

S.No.	Components	Hours	Credits
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1.	Theory	180	12
2.	Practical	840	28
3.	Fieldwork	75	2.5
4.	Internship	75	2.5
5.	Employability Skills	30	1
	Total	1200	46

Examination pattern: Internal/External/Practical/Viva

The total number of courses is 6: Four practical courses and two theory courses.

Practical courses – 210 hours each

PGD-ISLI P1 Basic Communication

PGD-ISLI P2 Advanced

Communication

PGD-ISLI P3 Basic Interpreting

PGD-ISLI P4 Advanced Interpreting

Theory courses – 45 hours each

PGD-ISLI T1 Deaf Culture, Communication options and ISL
Linguistics

PGD-ISLI T2 Interpretation –Principle, Practices
and Ethics

The overall distribution of hours and marks is as follows:

S.No.	Components	Hours	Hours		
			Internal	External	Total
1.	Theory	180	108(60%)	72 (40%)	180
2.	Practical	840	504 (60%)	336 (40%)	840
3.	Fieldwork	75	75	-	150
4.	Internship	75	75	-	150
5.	Employability Skills	30	30		30
	Total	1200	792	408	1200

The distribution of courses according to semester is as follows:

Course Code	Course Title	Hours	Marks		
			Internal	External	Total
SEMESTER I					
PGD-ISLI T1	Deaf culture, Communication options and ISL linguistics	90 (70 classroom + 20 self-study)	60	40	100
PGD-ISLI P1	Basic Communication in Indian Sign Language (ISL)	210	60	40	100
PGD-ISLI P2	Advance Communication	210	60	40	100
	Fieldwork	75	25		25
	Employability skills, soft skills	15	15		15
	<i>Total</i>	600	220	120	340
SEMESTER II					
PGD-ISLI T2	Interpretation –Principle, Practices and Ethics	90 (70 classroom + 20 self-study)	60	40	100
PGD-ISLI P3	Basic Interpretation	210	60	40	100
PGD-ISLI P4	Advance Interpretation Elective- Select any one in below mentioned courses:	210	60	40	100
PGD-ISLI P4A	Educational Interpretation				
PGD-ISLI P4B	Medical Interpretation				
PGD-ISLI P4C	Legal Interpretation				

	Internship	75	25	-	25
	Employability skills, Soft skills	15	15		15
	<i>Total</i>	600	220	120	340
	TOTAL (2 semesters)	1200	440	240	680

Fieldwork – Students will be required to visit associations, institutes, NGOs, etc. that work with D/deaf. They will observe the activities that take place and communicate with Deaf people. Students should also attend Deaf programs/events that give them opportunities to interact with Deaf people in real life situations and develop proficiency in signing. Participate in Deaf-led events, workshops, and accessibility initiatives.

Internship - Students will be placed at D/deaf associations, NGOs working with the D/deaf, and other institutions with D/deaf people and complete 75 hours for internship. They will be required to interpret in different situations and maintain a daily log of activities/observations/etc. This daily log will be a part of the assessment. In addition, students will submit a report of the experience gained in particularly in the field of elective subject (educational / medical/legal interpreting). The fieldworks and internships will be managed by the practical paper teachers. Maintain daily logbooks of interpreting observations.

There will be internal assessment and final external examination at the end of each semester for the

Courses taught. The examination for theory papers shall be conducted in English/Hindi. The Practical examination shall be to judge the signing skills in Indian Sign Language and Translation/voicing skills in English/Hindi or at least any other spoken language.

Internal Assessment may be done in following ways:

- Class Test
- Assignment
- Class Participation (conduct and attendance)
- Mid Term Examination
- Any other

Note: Conducting Model Examination for both practical and theory is mandatory. These Examination will be considered as internal assessments. For assessment in practical papers practical methods to incorporate real-time ISL interpretation scenarios etc.

Criteria of Passing

Each candidate should obtain minimum 50% 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 RCI and University norms.

h) Board of Examiners/Examination Scheme

Scheme of Examination in accordance with affiliating University norms.

i) Award of Degree

The Examination Body will award a degree in Post Graduate Diploma in Indian Sign Language Interpretation (PGD-ISLI) recognized by RCI and concerned University

j) Registration as Personnel/Professional and Category of Registration

Interpreter

6.0. Infrastructure requirement for starting the course.

a) Human Resource Requirement

(Core Faculty-Teaching staff with one classroom)

1. Assistant Professor (M.Ed. HI / MA Education/ MA Linguistics + 3 years ISL experience) – 01 ((Its open post, PwD candidates may also be appointed)
2. ISL Master Trainers (Deaf, C-Level/DTISL + 3 years' experience) – 2
3. ISL Interpreter (C-Level/DISLI + 3 years' experience) – 1

- One sign language interpreter needed if two classes are running. If three classes are running, two sign language interpreters are required.
- Practical part of ISL will be taught only by the Deaf ISL Master Trainers.
- Assistant Professor 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 – 30 Students

c) School/ Clinical infrastructure

(No applicable)

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.
3. Indian Sign Language digital / video library with variety of ISL and interpreting related content)

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 hearing students)
2. Staff room - 1 No. (25 sq m)
3. Admin room - 1 No. (15 sq m)
4. Library - 1 No. (50 sq m)
5. Video Studio Lab - 1 No. (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) - 30
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.Course 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

Semester I

Paper Code: PGD-ISLI T1 THEORY COURSE

Deaf culture, Communication options and ISL linguistics

Hours: 90

Marks: 100

Credit: 3

OBJECTIVES

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

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

UNIT 1: Models of deafness and the associated terminology (15 hours & 20Marks)

- 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

UNIT 2: Overview & Stages of Language Development (15 hours & 20Marks)

- 5.1 Models of deafness (Social, Medical, participatory and human right models), Concept of Culture and the Deaf communities
- 5.2 Spoken Language development and Acquisition of sign languages and the critical period
- 5.2 Theories of Language Development
- 5.3 Neurolinguistics of Sign Language Processing
- 5.4 Justifications and challenges for Oralism, Total Communication and Educational Bilingualism

UNIT 3: Research in ISL (20 hours & 20Marks)

- 4.1 Review of Indian Sign Language Literature
- 4.2 Project Proposal Development in ISL
- 4.3 Development of ISL-based Research Tools
- 4.4 Research practices and principles in ISL
- 4.5 Review of Current Literature in Sign Language

UNIT 4: Structure of ISL: Basic Components (20 hours & 20Marks)

- 1.1 Introduction to Linguistics,
- 1.2 Features of signs
- 1.3 Sign structure – Compounding, initialized signs, fingerspelled signs
- 1.4 Parts of speech in spoken languages/ISL
- 1.5 Making meaning in sign languages, Features of conversations, texts and stories in ISL

UNIT 5: Structure of ISL: Sentences & Time and Space in ISL

(20 hours & 20Marks)

- 3.1 Concept of a sentence and types of sentences
- 3.2 Representation of time in space
- 3.3 Word/Sign order, Questions, Negations
- 3.4 Indexing and Localization,
- 3.5 Verb agreement, Classifiers, Tenses

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Practical Course

Paper Code: PGD- ISLI P1

Basic Communication in Indian Sign Language (ISL)

Introduction : The curriculum for Basic Communication in Indian Sign Language (ISL) typically focuses on foundational skills necessary for effective communication within the Deaf community. It encompasses aspects like vocabulary, grammar, cultural understanding, and non-verbal communication techniques.:

The general objectives of the **Basic Communication in Indian Sign Language (ISL)** curriculum content are designed to ensure that learners not only acquire the skills to communicate effectively in ISL but also understand the cultural context and the nuances of communication within the Deaf community. Here are the key objectives:

1. Develop Basic Communication Skills in ISL

- **Objective:** To enable learners to use Indian Sign Language for basic communication with Deaf individuals in everyday situations.
- **Outcome:** Learners should be able to greet, introduce themselves, express basic needs, and engage in simple conversations using ISL.

2. Understand and Master ISL Vocabulary

- **Objective:** To introduce and help learners master the vocabulary used in ISL, including everyday words, family terms, numbers, colors, and common objects.
- **Outcome:** Learners should be able to recognize and sign common vocabulary with clarity and appropriate context.

3. Teach Basic Grammar of ISL

- **Objective:** To provide learners with the foundational grammar rules of ISL, including sentence structure, word order, and the use of facial expressions for communication.
- **Outcome:** Learners should understand and apply basic ISL grammar, enabling them to form simple and coherent sentences.

5. Encourage Expressive and Receptive Skills

- **Objective:** To develop both expressive (signing) and receptive (understanding signs) communication skills in ISL.
- **Outcome:** Learners should be able to not only express themselves in ISL but also accurately understand and respond to ISL signs made by others

8. Promote Practical Usage of ISL in Real-Life Scenarios

- **Objective:** To enable learners to apply their knowledge of ISL in real-world situations, such as providing accessibility a Deaf person with directions, ordering food, or participating in a group conversation.
- **Outcome:** Learners should be able to practically use ISL in various contexts, enhancing their ability to communicate effectively in the Deaf community.

9. Provide a Platform for Social Integration

- **Objective:** To encourage interaction between Deaf and hearing individuals and foster inclusion by equipping learners with the tools needed for meaningful communication.
- **Outcome:** Learners should be able to interact and collaborate with Deaf individuals, contributing to greater social integration and inclusion.

Specific Objectives: On completion of this practicum, the learners will be able to:

1. Describe ways of catching attention, greet and respond to deaf people
2. Express simple actions and feelings
3. Develop skills to express visual features
4. Describe basic pictures and picture stories
5. Describe & demonstrate simple Indian Sign Language grammar
6. Express kinship, household articles, school, food, professional and monetary terms
7. Fingerspell and count
8. Express time and directions
9. Recognize and use vocabulary related to festivals, social life, place and transportation
10. Recognize and use simple technical terms used in school subjects, telecommunication, government and legal setups
11. Demonstrate ways to converse with Deaf people

Develop a strong vocabulary base in ISL for basic communication

Hours:210

Marks: 100

Credit: 7

Unit No.	Unit description	Hours	Marks
UNIT 1: BASIC VISUAL EXPRESSIVE SKILLS		50	25
1.1	Alphabet and Numbers: Learning the ISL alphabet (fingerspelling) and basic numerical signs , Handshapes pictures		
1.2	Common Phrases: Greetings, introductions, and simple conversational phrases		
1.3	Family Members: Words for family relationships like mother, father, brother, sister, etc., Making Friends: How to express friendship and greetings in ISL.		
1.4	Nouns: Household and School [Explanation of pictures],Basic picture stories and sequence		
1.5	Simple adjectives relating to emotions and feelings, colours and Shapes using pictures,		
UNIT 2: Basic Communication Skills and Grammar of ISL		50	25
2.1	Pronouns and Demonstratives: How to use pronouns (I, you, he/she/it, etc.) and demonstratives (this, that).		
2.2	Sentence Structure: Understanding the typical structure of ISL, which differs from spoken languages (Subject-Object-Verb or SOV).		
2.3	English Manual Alphabet (two-handed), Numbers and Numerals, Festivals, Weather, Animals, Place names, Languages, Transportation		
2.4	Verbs, Food, Profession, Money, Measures, Kinship terms, Body parts, Health and Ailments, Behavior norms		

2.5	Basic direct communication and dialogues		
	UNIT 3: Question Formation and use of Facial Expressions	60	25
3.1	How to form yes/no questions and wh-questions (who, what, where, when, why).		
3.2	Time and Tense: Basic signs for past, present, and future tenses and Negation,		
3.3	Use of Facial Expressions: Expressing emotions and intentions through facial expressions		
3.4	Simple Conversations: Role-playing typical situations like introducing oneself, asking about health, and basic small talk.		
3.5.	Requesting and Offering Help: How to ask for assistance and offer help, Negation		
UNIT 4: 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 in sentences on the above topics		

Teaching strategies

1. At the basic level, topics are to be taught without use of written English and more use of visuals like pictures, picture stories, videos, etc. For example, to teach adjectives, pictures of faces with different expressions can be shown and students can be asked to guess how they will sign the expression. Similarly, to teach noun topics like household things, animals, etc., pictures of the objects should be shown and the signs discussed. This will help to reduce reliance on English/ Hindi/ spoken language.
2. To sign sentences also, pictures should be used instead of asking to translate from English to ISL. Students can use sentences to describe the objects in the pictures. Students should also be asked to bring their own pictures which can be used to practice in class.
3. To teach sentences, and grammar, translation activities with written sentences/texts can be used. Students can be asked to create their own simple written texts on various topics (eg. my home, my family, etc.) and then sign the text in class.
4. Teachers should try to develop visual receptive skills in students by asking questions and communicating with them on various topics.
5. Students should be encouraged to develop visual language expressive skills by expressing what they see in the pictures (even if they have not been taught the signs), and by describing picture stories.

6. Learning Resources

- **ISL Dictionaries developed by ISLRTC:** Reference materials for signs.
- **Self-learning Online Courses developed by ISLRTC:** It offers virtual learning modules for practicing ISL.
- **ISLRTC New Delhi You tube Channel:** For watching videos of conversations or short stories in ISL

Practical Course Paper

Paper Code: PGD-ISLI P2

ADVANCED COMMUNICATION

Hours: 210

Marks: 100

Credit: 7

The general objectives of the Advanced Communication in Indian Sign Language (ISL) curriculum are designed to help learners achieve fluency, confidence, and cultural competence in using ISL across various contexts, including professional, academic, and social settings. These objectives focus on enhancing learners' skills in both everyday and specialized communication, ensuring that they are well-prepared to interact effectively with the Deaf community and work in various professional fields. Here are the key objectives:

1. Expand ISL Vocabulary

- **Objective:** To enhance the learner's ISL vocabulary, making it rich and varied enough for sophisticated conversations and professional discussions.
- **Outcome:** Learners should be able to use advanced terms, specialized vocabulary, and idiomatic expressions confidently, enabling them to participate in diverse conversations and understand complex topics.

2. Master Advanced ISL Grammar and Syntax

- **Objective:** To deepen learners' understanding of ISL grammar and sentence structures, allowing them to communicate more effectively and accurately in complex scenarios.
- **Outcome:** Learners will be able to use advanced grammatical structures, including role-shifting, classifiers, and conditional statements, as well as apply non-manual signals for more nuanced communication.

3. Equip Learners with Specialized ISL for Professional Settings

- **Objective:** To provide learners with the specific terminology and communication skills required in professional and specialized fields, such as healthcare, law, education, and government.
- **Outcome:** Learners will be able to function effectively in professional environments, understanding and using specialized vocabulary for tasks such as interpreting in medical, legal, and educational settings.

Specific objectives: On completion of this practicum, the learners will be able to:

1. Demonstrate one-handed English manual alphabet for Deaf-blind individuals
2. Exhibit skills to sign complex and abstract terms
3. Demonstrate skills to sign by changing roles in different contexts
4. Exhibit skills of paraphrasing
5. Demonstrate skills to sign in an expert and professional manner
6. Demonstrate use of advanced terms in Indian Sign Language
7. Identify and interpret the terms used at high school level
8. Identify and interpret technical terms used in computer science, commerce and corporate industry
9. Compare and contrast some of the regional variations of ISL

Unit No.	Unit description	Hours	Marks
	UNIT 1: ADVANCED COMMUNICATION SKILLS: Grammar	50	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, Negations		
1.7	Social Etiquette: Advanced understanding of social conventions, humor, and tone in ISL.		
	UNIT 2: ADVANCED COMMUNICATION SKILLS:	50	25
2.1	Signing metaphor 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), Polysemy and homonymy, Jokes,		
2.8	Debate and Discussion: Advanced conversational structures, including presenting arguments, counterarguments, and rebuttals.		

	UNIT 3: Advanced Vocabulary Development: Specialized ISL for Professional Settings	60	25
3.1	Workplace ISL: Vocabulary and expressions used in different workplace settings, including meetings, instructions, and formal interactions.		
3.2	Medical ISL: Terms related to health, body parts, symptoms, diagnoses, and medical procedures.		
3.3	Educational ISL: Terms and structures for teaching, explaining, and engaging students in educational contexts (e.g., classroom instructions, student interactions). Technical terms: Computer Science and ITI related signs, Commerce		
3.4	Legal ISL: Legal terms, courtroom language, and the role of interpreters in legal contexts.		

3.5	<p>Government and Administrative ISL: Understanding the vocabulary needed for navigating government services, public administration, and legal systems .</p> <p>Signs for complex objects, places, and abstract concepts.</p>		
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UNIT 4: Regional Variations and Signing for Conditionals and hypothetical scenarios		50	25
4.1	Regional variations in Indian Sign Language: Southern regions, Western regions, Northern regions, North-eastern regions		
4.2	English – Idioms & Phrases ,		
4.3	Sign switching.		
4.4	Conditionals and hypothetical scenarios		

Teaching strategies:

1. More complex visual pictures should be shown and practised. Students should develop higher level of description and explanation skills.
2. To practice ISL comprehension skills, students should watch videos by Deaf signers (example, on YouTube, Facebook, Whatsapp, etc.) and then sign what they understood

Learning Resources

- **ISL Dictionaries developed by ISLRTC:** Reference materials for signs.
- **Self-learning Online Courses developed by ISLRTC:** It offers virtual learning modules for practicing ISL.
- **ISLRTC New Delhi You tube Channel:** For watching videos of conversations or short stories in ISL.

Semester II

Paper Code: PGD-ISLI T2 THEORY COURSE INTERPRETATION – PRINCIPLE, PRACTICES AND ETHICS

Hours: 90

Marks: 100

Credit: 3

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 interpreters worldwide.
- To gain insight into the social and world overview of sign language interpreting.

UNIT 1: Interpreting: A Mental Process (15 hours & 20Marks)

- 1.1 Definition, scope of interpretation in ISL and Interpreting Models and Frameworks
- 1.2 Cognitive Processing in Interpretation (mental fatigue, decision-making, memory)
- 1.3 Cognitive science (how Deaf and hearing individuals process language) & Communication sciences.
- 1.4 Translation & Interpreting – Similarities & Differences, Sign language interpreting and Spoken language interpreting: Similarities & Differences
- 1.5 The importance of ISL interpreters in various sectors such as education, healthcare, legal, and community services. Role of Context in interpreting

UNIT 2: Key Principles of Interpretation, Interpretation Practices and Techniques , Role, Responsibility & Specialization (15 hours & 20Marks)

- 2.1 Role of an interpreter and Key Principles of Interpretation (Accuracy, Equivalence, Confidentiality, Clarity and Coherence)
- 2.2 Types of ISL interpreting (Consecutive, simultaneous, and relay interpreting etc.)- Meaning & various professional settings in interpreting
- 2.3 Specialization in ISL interpreting - Importance & need for training
- 2.4 Strategy to deal with regional variation

UNIT 3: Code of Ethics (20 hours & 20Marks)

- 3.1 Code of Ethics: Status in India and developed countries
- 3.2 Do's and Dont's for interpreters
- 3.3 Awareness about Code of Ethics in Deaf Communities

3.4 Interpreters (CODA/SODA/NERD)

- 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.
- 3.5 a. Linguistic and cognitive aspects of sign language interpretation.
b. Neurological aspects of language processing in Deaf individuals.

UNIT 4: Professional Development for ISL Interpreters (20 hours & 20Marks)

- 4.1 Status of interpreting & interpreters in India & overview of the interpreting profession and career opportunities
- 4.2 Building a Career as an Interpreter, Opportunities and future prospects for interpreters in India
- 4.3 Certification and Licensing for Interpreters
- 4.4 Joining Professional Organizations, National and International Interpretation Organizations - Status, Role & Responsibility
- 4.5 Sign Language Interpretation between ISL and Other Verbal Languages

UNIT 5: Technological Advances in Interpretation (20 hours & 20Marks)

- 5.1 Accessibility & Sensitization , Way forward for Interpretation,
- 5.2 Challenges in Interpreting & Changing role of interpreters
- 5.3 AI and ISL Technology (AI-assisted interpretation, digital tools, ISL avatars)
- 5.4 Technological Advances in Interpretation:
 - a. AI and digital tools in ISL interpretation.
 - b. Assistive technology for Deaf individuals.
- 5.5 Sign Language Research and Corpus Development

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.

Practical Course Paper

Paper Code: PGD-ISLI P3 BASIC
INTERPRETATION

Hours: 210

Marks: 100

Credit: 7

Introduction:

Sign language interpreting involves practice of two languages of different modalities, i.e., one is in signed modality and another is in spoken modality.

It is a pre-requisite that trainee interpreter has mastery over at least one spoken language of his/her choice. However, interpreting practical involves adequate hours of practice of interpreting in both language modalities i.e. from sign to spoken modality and vice versa.

The part 'A' of practical module aims at three skill development areas in the trainee interpreter, i.e., receptive skills, listening skills and expressive skills in two language modalities:

1. Receptive skills:

- Reading signs for contextual comprehension of subject matter presented in sign language
- To observe a series of dialogues between Deaf individuals live and pre-recorded videos in ISL and to practice reading ISL for accurate contextual comprehension. Students shall note their reading and this will be evaluated. Feedback will help students to realize their level of understanding of ISL. Students shall be exposed to native signers of different levels.

2. Listening skills:

- Listening speech for Contextual comprehension of subject matter presented in spoken language
- To focus on listening speech for accurate contextual comprehension of subject matter in English/ Hindi/ a local spoken language. Trainee interpreters will practice note-taking points from pre-recorded speech texts of different level of complexities i.e. from beginners' level to semi – advanced level with topics ranging from short stories, news clips, dialogues from television series and audio texts.

The sub-skill sets to be absorbed from the above two skill areas include rephrasing what trainee interpreter has heard/seen, paraphrasing the content, practice the use of appropriate terms and vocabulary, understanding voice / sign modulation (rate of speech/ signing, clarity, volume of speech / signing, use of fillers and the frequency) as well as understanding influence of first language grammatical structure usages in interpretation.

3. Expressive skills:

- Practice in expression of subject matter from sign language to spoken language (sign to voice)
- Practice in expression of subject matter from spoken language to sign language (Voice to sign)
- To practice interpreting in speech and in sign language using the knowledge gained from two areas of skill activities i.e., receptive and listening.

Development of three skill areas mentioned above is best done consecutively in every unit of

practice. Each unit will contain different unique setting of language delivery i.e., monologue, dialogue by two or more persons in different circumstances both formal and informal.

There will be a number of texts both in spoken and signed modalities for interpreting practice. Their interpreting practice will be supervised and assisted by experienced interpreters along with Master trainers/ ISL teachers who are Deaf.

The parts ‘A’ and ‘B’ are not separate parts to be covered one after one. The part ‘B’ is in fact to be used during the practice of three skill development areas covered in the part ‘A’. Markers will be included at appropriate stages to access contents in the part ‘B’.

Internal assessment can be done in several ways. For example, one assignment could require students to observe other seasoned interpreters in action. They could also be assigned mentored interpreting assignments which will provide the opportunity to gain feedback from seasoned interpreters.

Unit No.	Unit description	Hours	Marks
PART A			
Objectives: On completion of this practicum, the learners will be able to: <ol style="list-style-type: none"> 1. Justify the need for good listening skills 2. Develop skills to work on annotation software tools 3. Demonstrate competency in reading and understanding signs 4. Demonstrate basic skills in consecutive and simultaneous sign language interpreting 5. Recognize the basics of reverse interpreting and tactile interpreting 			
	UNIT 1: LISTENING AND SIGNING COMPREHENSION SKILLS	50	25

1.1	Listening comprehension (Voice): Level 1 – Single participant setting (story, newspaper articles, etc.)		
1.2	Listening comprehension (Voice): Level 2 – Multi participant setting (meetings, dialogues, conversation, etc.)		
1.3	Signed Comprehension (Voice): Level 1 – Single participant setting (story, newspaper articles, etc.)		
1.4	Signed Comprehension (Voice): Level 2 – Multi participant setting (meetings, dialogues, conversation, etc.)		

UNIT 2: BASIC SKILLS		50	25
2.1	Expressive skills (Spoken and sign language fluency)		
2.2	Basic tactile interpreting for Deaf-blind		

UNIT 3: INTERPRETING SKILLS (BASIC)		50	25
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		

PART B

Objectives: On completion of this practicum, the learners will be able to:

1. Describe Deaf culture and D/deaf psychology
2. Express in native signing skills
3. Develop & demonstrate interpreting skills required in an education setting
4. Develop & demonstrate competency in listening and comprehending recorded speech
5. Develop & demonstrate competency in interpreting recorded speech

UNIT 4: Interpreting in real setting		60	25
4.1	Interpreting for a Deaf family		
4.2	Interpreting in local Deaf associations / community		
4.3	Interpreting in a Pre-primary / Primary school setting		
4.4	Interpreting TV News / Shows / Documentaries		
4.5	a. Live simulations using AI and virtual ISL labs. b. Case studies of interpreting in high-stakes situations (e.g., medical emergencies, legal depositions).		

Practical Course Paper -Advance Interpretation PGD-ISLI P4 :

Elective- Select any one in below mentioned course Papers :

PGD-ISLI P4 A Educational Interpretation

PGD-ISLI P4 B Medical Interpretation

PGD-ISLI P4 C Legal Interpretation

PGD-ISLI P4 A Educational Interpretation

Hours: 210

Marks: 100

Credit: 7

Introduction

This module is designed to provide advanced-level practical training in educational interpreting using Indian Sign Language (ISL) and spoken language modalities.

Part A of this module will focus on interpreting complex texts in educational settings to develop expressive skills in both signing and voicing. Emphasis will be placed on accurate use of ISL grammar, including placement, directionality, and the movement of classifiers within the signing space. Activities will include storytelling with abstract themes, poetry, and theatrical works, all interpreted into both ISL and spoken language, with an educational context.

Part B will emphasize real-life field experiences. Trainee interpreters will observe experienced educational interpreters and Deaf signers in various academic settings and undertake supervised interpreting assignments. Constructive feedback will be provided for continual skill improvement.

Trainees will interpret in diverse educational contexts to enhance and challenge their receptive, listening, and expressive skills, such as:

- Classroom interpreting in schools and universities
- Interpreting during academic workshops and educational conferences
- Community events related to Deaf education
- Interpreting during Parent-Teacher meetings
- Educational theatre or performances
- Team interpreting within academic contexts

PART A

Objectives: Upon completion of this practicum, learners will be able to:

1. Demonstrate techniques of relay, telephone, and team interpreting

2. Express interpreting skills in relay, telephone, and team interpreting
3. Exhibit competency in tactile interpreting for DeafBlind individuals in educational settings
4. Describe the use of prosody in sign language interpreting
5. Exhibit the metrical aspect of sign language interpreting

UNIT 1: INTERPRETING SKILLS (ADVANCED) 50 Hours 25 Marks

- 1.1 Relay interpreting
- 1.2 Telephone interpreting / Video interpreting
- 1.3 Team interpreting
- 1.4 Individual interpreting

UNIT 2: PROSODY SKILLS 50 Hours 25 Marks

- 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 educational theatre / poetry
- 2.5 Navigating polysemy and homonymy in educational sign language interpretation

PART B

Objectives: Upon completion of this practicum, learners will be able to:

1. Gain exposure to real-time interpreting in educational platforms
2. Demonstrate competency in content-related and contextual signing skills for education
3. Undertake sign language interpreting in academic settings under expert supervision
4. Develop competency in interpreting across various educational domains
5. Build specialization in educational interpreting

UNIT 3: PRACTICAL SESSIONS 60 Hours 25 Marks

- 3.1 Observation and assisting in interpreting in secondary school/university settings
- 3.2 Observation and assisting in interpreting in classrooms and lectures
- 3.3 Observation and assisting in interpreting during academic events and workshops
- 3.4 Observation and assisting in interpreting during parent-teacher interactions

UNIT 4: INDEPENDENT INTERPRETING SESSIONS 50 Hours 25 Marks

- 4.1 Interpreting in secondary school/university settings
- 4.2 Interpreting religious or moral education sessions
- 4.3 Interpreting at state-/national-/international-level academic conferences and seminars
- 4.4 Interpreting for educational media (video lessons, recorded lectures)
- 4.5 Crisis and emergency ISL interpreting in academic contexts (e.g., school safety drills, emergency announcements)

Learning Resources

- **ISL Dictionaries developed by ISLRTC:** Reference materials for signs.
- **Self-learning Online Courses developed by ISLRTC:** It offers virtual learning modules for practicing ISL.
- **ISLRTC New Delhi You tube Channel:** For watching videos of conversations or short stories in ISL.

PGD-ISLI P4 B Medical Interpretation

Hours: 210

Marks: 100

Credit: 7

Introduction

This module offers specialized and advanced-level training in medical interpreting using Indian Sign Language (ISL) and spoken language modalities. It is designed to equip trainee interpreters with essential knowledge and skills for effective communication between medical professionals and Deaf individuals across various healthcare environments.

Part A of the module focuses on developing expressive, receptive, and voicing skills specific to medical settings. Trainees will interpret simulated medical scenarios, explore ISL classifiers used for anatomy and procedures, and learn to express medical terminology with clarity, precision, and empathy. Activities include interpreting healthcare instructions, patient histories, symptoms, diagnoses, and simulated medical dialogues.

Part B emphasizes supervised field experience and independent interpreting in real or mock healthcare settings. Trainees will observe and work under the guidance of experienced medical interpreters and Deaf mentors to enhance their contextual and ethical interpreting skills. Constructive feedback will support their professional development.

Trainees will gain exposure to various medical contexts, including:

- Interpreting during patient check-ups and consultations
- Health education workshops and medical camps
- Physiotherapy, dental, and diagnostic interpreting
- Counseling and mental health sessions
- Emergency and crisis interpreting in healthcare

PART A

Objectives: Upon completion of this practicum, learners will be able to:

1. Demonstrate interpreting techniques relevant to medical environments
2. Apply relay, telephone, and team interpreting techniques in medical contexts
3. Exhibit competency in tactile interpreting for DeafBlind patients in medical scenarios
4. Employ medical vocabulary and classifiers appropriately in ISL
5. Display prosodic and metrical control in interpreting medical dialogues

UNIT 1: INTERPRETING SKILLS (ADVANCED) 50 Hours 25 Marks

- 1.1 Relay interpreting in healthcare contexts
- 1.2 Telephone / Video interpreting in medical settings
- 1.3 Team interpreting in complex medical scenarios
- 1.4 Individual interpreting during patient interactions

UNIT 2: PROSODY SKILLS 50 Hours 25 Marks

- 2.1 Prosody skills for interpreting patient narratives (Sign to voice)
- 2.2 Prosody skills for interpreting doctor instructions (Voice to Sign)
- 2.3 Prosody in relay interpreting with Deaf interpreters

- 2.4 Interpreting mental health dialogues with emotional accuracy
- 2.5 Interpreting anatomical terms, procedures, and symptoms using classifiers

PART B

Objectives: Upon completion of this practicum, learners will be able to:

1. Demonstrate real-time interpreting in healthcare settings
2. Apply content-specific and contextual skills in medical interpreting
3. Interpret effectively in a range of clinical and community healthcare situations
4. Build accuracy, ethics, and professionalism in health-related interpreting
5. Manage communication in high-stress medical and emergency environments

UNIT 3: PRACTICAL SESSIONS 60 Hours 25 Marks

- 3.1 Observation and assisting during general outpatient consultations
- 3.2 Observation and assisting in physiotherapy and rehabilitation sessions
- 3.3 Observation and assisting in dental or diagnostic interpretation
- 3.4 Observation and assisting in mental health and counseling sessions

UNIT 4: INDEPENDENT INTERPRETING SESSIONS 50 Hours 25 Marks

- 4.1 Interpreting during general health check-ups
- 4.2 Interpreting during health education talks and awareness programs
- 4.3 Interpreting during hospital admission and discharge briefings
- 4.4 Interpreting patient consent procedures and care instructions
- 4.5 Interpreting in emergency medical situations (e.g., first aid, triage)

Learning Resources

- **ISL Dictionaries developed by ISLRTC:** Reference materials for signs.
- **Self-learning Online Courses developed by ISLRTC:** It offers virtual learning modules for practicing ISL.
- **ISLRTC New Delhi You tube Channel:** For watching videos of conversations or short stories in ISL.

PGD-ISLI P4 B Legal Interpretation

Hours: 210

Marks: 100

Credit: 7

Introduction

This module provides advanced-level training in legal interpreting using Indian Sign Language (ISL) and spoken language. It aims to prepare trainee interpreters for effective and ethical communication in legal and judicial settings.

Part A of this module focuses on developing interpreting skills in handling legal texts and scenarios. Trainees will work on expressive and receptive skills, voice-over accuracy, and the correct application of ISL grammar, placement, directionality, and classifier usage in legal contexts. Exercises will include interpreting legal discourse such as court proceedings, legal notices, legal vocabulary, and abstract legal concepts.

Part B centers on experiential learning through field visits and supervised interpreting practice in legal environments. Trainees will gain exposure to live or mock courtrooms, legal aid clinics, police stations, and legal awareness workshops. Interpreting assignments will be reviewed and evaluated with constructive feedback.

Trainees will practice interpreting in various legal contexts such as:

- Interpreting in courts and legal hearings
- Interpreting for legal aid and counseling services
- Interpreting police interactions and FIR recordings
- Legal education sessions for the Deaf community
- Rights awareness and civic education campaigns

PART A

Objectives: Upon completion of this practicum, learners will be able to:

1. Demonstrate interpreting techniques applicable in legal environments
2. Apply relay, telephone, and team interpreting techniques in legal settings
3. Exhibit competency in tactile interpreting for Deafblind individuals in legal contexts
4. Interpret legal texts with precision and cultural competence
5. Employ prosodic and metrical features effectively in legal interpreting

UNIT 1: INTERPRETING SKILLS (ADVANCED) 50 Hours 25 Marks

- 1.1 Relay interpreting in legal scenarios
- 1.2 Telephone / Video interpreting in legal consultations
- 1.3 Team interpreting in judicial settings
- 1.4 Individual interpreting in courtroom and legal office interactions

UNIT 2: PROSODY SKILLS 50 Hours 25 Marks

- 2.1 Prosody skills while interpreting legal statements (Sign to voice)
- 2.2 Prosody skills for interpreting legal instructions (Voice to Sign)
- 2.3 Prosody in relay interpreting involving Deaf interpreters
- 2.4 Interpreting legal narratives and witness testimonies
- 2.5 Navigating legal terminology, polysemy, and conceptual accuracy

PART B

Objectives: Upon completion of this practicum, learners will be able to:

1. Demonstrate interpreting in live legal settings
2. Build fluency and precision in interpreting legal content

3. Understand legal procedures and the role of an interpreter in justice systems
4. Apply ethical decision-making in legal interpreting scenarios
5. Collaborate effectively with legal professionals and Deaf clients

UNIT 3: PRACTICAL SESSIONS 60 Hours 25 Marks

- 3.1 Observation and assisting during court proceedings
- 3.2 Observation and assisting in legal aid clinics
- 3.3 Observation and assisting in police interactions with Deaf individuals
- 3.4 Observation and assisting in legal awareness programs

UNIT 4: INDEPENDENT INTERPRETING SESSIONS 50 Hours 25 Marks

- 4.1 Interpreting during mock court sessions or legal hearings
- 4.2 Interpreting during client-lawyer meetings
- 4.3 Interpreting legal rights education for the Deaf community
- 4.4 Interpreting during legal documentation and affidavit sessions
- 4.5 Interpreting in crisis-related legal situations (e.g., arrest, FIR filing)

Learning Resources

- **ISL Dictionaries developed by ISLRTC:** Reference materials for signs.
- **Self-learning Online Courses developed by ISLRTC:** It offers virtual learning modules for practicing ISL.
- **ISLRTC New Delhi You tube Channel:** For watching videos of conversations or short stories in ISL.

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