Postgraduate Diploma in Teaching Indian Sign Language

PG-D.T.I.S.L.
(2025)
Subject to approval of RCI

REHABILITATION COUNCIL OF INDIA
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1.0 Preamble

The Postgraduate Diploma in Teaching Indian Sign Language (PGDTISL) aims to prepare skilled and qualified teachers to provide high-quality instruction in Indian Sign Language (ISL) across diverse educational institutions and early intervention (Deaf kids) in the country. This program is designed to build on the foundational knowledge of ISL and prepare future leaders in the field of sign language education. It focuses on equipping educators with advanced theoretical and practical expertise in ISL teaching methodologies, assessment techniques, early intervention (Deaf kids) and inclusive classroom strategies while incorporating a strong understanding of Deaf culture and the socio-linguistic aspects of ISL.

The program emphasizes a structured approach to designing and implementing classroom teaching strategies, considering linguistic, psychological, and attitudinal factors that influence the student teacher relationship. Trainees will gain expertise in lesson planning, curriculum development, and incorporating the rich cultural and historical legacy of Deaf communities into ISL education. The program also offers hands-on experience in developing language assessments that evaluate both linguistic proficiency and socio-cultural competence, ensuring a holistic approach to teaching ISL.

Aligned with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the Rights of Persons with Disabilities Act, 2016, this program supports the facilitation of sign language learning and the promotion of the linguistic identity of the Deaf community. Clause 3(b) of Article 24 of the UNCRPD supports 'facilitating the learning of sign language and promoting the linguistic identity of the Deaf community.' Likewise, Clause 17(c) of the Rights of Persons with Disabilities Act, 2016, mandates training and employment of teachers, including those with disabilities, who are proficient in sign language.

Further, this program aligns with the Right to Education (RTE) Act, 2009, which guarantees free and compulsory education to all children aged 6–14 years, early intervention (Deaf kids) and highlights the need for well-qualified, professionally trained teachers to ensure the quality of education. The PGDTISL program, with its specialized focus on ISL teacher preparation, contributes to the realization of these national and international commitments by fostering inclusive and equitable education practices.

This program also seeks to empower educators to become reflective practitioners, capable of continuously assessing and improving their professional practices. By critically engaging with the content, pedagogical methods, and the socio-cultural context of their work, trainees will be equipped to make meaningful contributions to ISL education, support the linguistic and cultural identity of Deaf learners, and promote inclusivity in education at large.

2. 0 Nomenclature

The program will be titled Postgraduate Diploma in Teaching Indian Sign Language (PGDTISL).

3. 0 Objectives

The objectives of the Postgraduate Diploma in Teaching Indian Sign Language (PGDTISL) program are:

1. To develop professionally trained educators equipped to teach Indian Sign Language (ISL) and Basic subjects (Hindi, English, Math, Science and personal safety ("no touch") education, etc effectively in educational institutions, thereby creating a more inclusive and accessible society.

2. To enhance understanding of the structure, grammar, and use of ISL, enabling educators to master the theoretical and practical knowledge required for teaching the language.

3. To promote and integrate Deaf culture, history, early intervention (Deaf kids) and identity into ISL teaching, fostering a holistic learning experience for deaf students.

4. To provide trainees with the knowledge and skills to design curriculum, develop teaching methodologies, and implement assessments specific to ISL instruction.

5. To empower educators to advocate for the use of ISL as an educational mode for Deaf students at all levels, from primary to higher education, in alignment with the NEP 2020 and RPwD Act 2016.

6. To enable the orientation and training of diverse groups such as government officials, teachers, professionals, community leaders, and the general public, promoting the widespread use and recognition of ISL.

7. To provide practical experience through a structured teaching practicum, allowing educators to apply their learning in real-world teaching scenarios.

8. To equip teachers with evidence-based instructional techniques.

4.0   Scope of the program

The Postgraduate Diploma in Teaching Indian Sign Language (PGDTISL) is designed to empower educators with specialized knowledge and skills to teach Indian Sign Language (ISL), Basic subjects (Hindi, English, Math, Science, personal safety ("no touch") education, etc) effectively. ISL, a visual-gestural language, is developed to support the communication needs of the Deaf community by utilizing a combination of hand movements, shapes, orientation, facial expressions, and body language to convey specific information.

This program equips educators to promote the use of ISL in various domains, including education, employment, and community engagement, thereby fostering inclusivity and accessibility for the Deaf population across India. It also addresses the growing demand for qualified ISL instructors to meet the linguistic, social, and educational needs of the Deaf community. This program expands on technological advancements in ISL education, such as AI-powered ISL translation, VR-based teaching, and digital accessibility. Below is a detailed look at the scope of the PGD-ISLI:

4.1 Education Sector

PGDTISL graduates can contribute significantly to educational institutions that serve Deaf learners or inclusive classrooms. Specific opportunities include:

- Deaf Schools: Teaching ISL as a first language and academic subjects using ISL.

- Early Intervention Programs: Providing ISL exposure to Deaf children at an early age, ideally led by Deaf educators for linguistic and cultural authenticity.

- Teacher Training Programs: Instructing D.Ed. (HI), B.Ed. (HI), DTISL, and DISLI students in ISL communication and ISL-based teaching methodologies.

- Special Educator Development: Training special educators in Deaf schools to incorporate ISL into their teaching practices.

4.2 Individual and Sector-Specific Training

Trained ISL educators will be able to offer ISL training across diverse domains to promote Deaf inclusion and communication equity. These include:

- **Public Service Staff**:

  - ✓ Metro/train staff
  - ✓ Government employees
  - ✓ Policemen and emergency responders

- **Healthcare Professionals**:

  - ✓ Doctors, nurses, and medical staff to communicate effectively with Deaf patients.

- **Parents of Deaf Children**:

  - ✓ Hearing parents learning ISL to support language development and emotional bonding

- **Corporate and Banking Sector**:

  - ✓ Bank staff, customer service representatives, and company employees to ensure accessibility in service delivery

- **General Public**:

  - ✓ Promoting awareness and communication skills to foster an inclusive society

5.0 General Framework of the course

    a) **Duration of the Program**

The Postgraduate Diploma in Teaching Indian Sign Language (PGDTISL) is a one-year program designed to provide intensive training in both theoretical and practical aspects of Indian Sign Language (ISL) education. The program includes 1200 hours, leading to 40 credits (30 hours = 1 credit). This one year program distributed over two semesters, to be completed in maximum 2 years from the date of admission to the program. Each semester has 100 working days with 600 hours, excluding admissions and final semester examinations. Each semester will also include 10 days (60 hours) designated as Notional Hours.

The 1200 hours will comprise:

i) 720 hours of practical training, including teaching practice, curriculum development, and assessment preparation.

ii) 480 hours of theoretical instruction, which will include 30 hours of a dedicated Employability Skills Module.

Employability Skills Module

The Employability Skills module is a vital component of the program. It focuses on equipping trainees with job readiness skills, including preparing for interviews, developing professional soft skills, and enhancing their ability to work as educators in diverse settings. The resources for this module are freely available at www.employabilityskills.net. The module will be assessed both formatively for internal evaluation and summatively through a final examination.

b) Eligibility

A candidate should have:

1. Certificate of Disability (Deaf)
2. Graduation in any discipline from a recognized university with a minimum of 45% marks.
3. Those graduate candidates with DTISL/ level C certificate will be given preferences in admission.
4. 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 Sign Linguists.
5. Selection committee includes ISL Master Trainers (Deaf) and Sign Linguists nominated by ISLRTC.

The admission process will include:

1. Relevant tests to assess ISL skills and written language skills
2. Interview to evaluate overall aptitude and suitability for the program.

c) Medium of Instruction

The medium of instruction for the program will be Indian Sign Language (ISL) along with English or Hindi. Instructors at regional centers, if proficient in a regional language, may use that regional language in conjunction with Indian Sign Language to facilitate effective communication and understanding.

d) Methodology

The program will employ a variety of teaching methodologies, including lectures, demonstrations, discussions, and project work. Additional activities will include exposure visits to schools and

rehabilitation programs, participation in community meetings, seminars, and conferences. Practice teaching and internships will also be integral components, enabling participants to gain hands-on experience in disability intervention programs at the grassroots level.Intake Capacity

The intake capacity for the program will be limited to a maximum of 20 students per batch, ensuring personalized attention and high-quality training.

e) **Minimum attendance/working days**

Minimum 80% attendance in theory and practical is required. Working days are from Monday to Friday.

f) Semester/Annual program structure with breakup of hours and credits (Theory/Practical)

S. No.	Component	Hours	Credits
1.	Theory	450	30
2.	Practical	600	20
3.	Fieldwork	60	2
4.	Internship	60	2
5.	Employability Skills	30	1
	Total	**1200**	**55**

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

The total number of courses is 5: three theory courses including one elective and two practical courses. Apart from it, there will be fieldwork, internship as well as employability skills.

Theory courses–150 hours each:
- PGDTISL T1 : Foundations of Interpreting Theory and Professional Practice (Adapted for ISL Teaching)
- PGDTISL E1: Pedagogy of ISL Teaching at the Foundational and Primary Levels
- PGDTISL E2 : Pedagogy of ISL Teaching at the Middle and Secondary Levels
- PGDTISL T2 : Early Language Intervention and Curriculum Development for ISL Education

Practical courses–300 hours each:
- PGDTISL P1: Designing Teaching Materials and Thematic Lesson Units in ISL
- PGDTISL P2: Advanced ISL Teaching Practice and Classroom Strategies

S. No.	Component	Hours	Internal (70%)	External (30%)	Total Marks
1.	Theory	450	210	90	300
2.	Practical	600	175	120	400
3.	Fieldwork	60	50	-	50
4.	Internship	60	50	-	50
5.	Employability Skills	30	30	-	30
	Total	**1200**	**620**	**210**	**830**

The distribution of courses according to semester is as follows:

Course Code	Course Title	Hours	Internal (70%)	External (30%)	Total Marks	Semester
PGDTISL T1	Foundations of Interpreting Theory and Professional Practice (Adapted for ISL Teaching)	150	70	30	100	I
PGDTISL E1	Pedagogy of ISL Teaching at the Foundational and Primary Levels	150	70	30	100	I
PGDTISL E2	Pedagogy of ISL Teaching at the Middle and Secondary Levels					
PGDTISL P1	Designing Teaching Materials and Thematic Lesson Units in ISL	300	140	60	200	I
Total		**600**	**280**	**120**	**400**	
PGDTISL T2	Early Language Intervention and Curriculum Development for ISL Education	150	70	30	100	II
PGDTISL P2	Advanced ISL Teaching Practice and Classroom Strategies	300	140	60	200	II
Fieldwork		60	50			II
Internship		60	50			II
Employability Skills		30	30			II
Total		**600**	**340**	**90**	**430**	
Grand Total (Two Semesters)		**1200**	**620**	**210**	**830**	

Note on Elective Paper Selection

Students are required to select one elective paper out of the two offered, based on their academic background, teaching experience, and area of interest. An elective is a course that may be:

- Specialized or advanced in nature
- Supportive to the core discipline
- Focused on specific learner groups or pedagogical needs

- Chosen from a pool of options to allow flexibility in shaping individual learning paths

Elective Paper 1 is recommended for those interested in teaching ISL at the Foundational and Primary Levels, especially early childhood and primary education settings.

Elective Paper 2 is suited for students aiming to teach ISL at Middle and Secondary Levels, focusing on advanced content, advocacy, and preparing Deaf learners for higher education and employment.

h) 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 program. The other examination, attendance and rules for completion of the program will follow concerned affiliating University norms.

i) 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.

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:
   a. Class Test
   b. Assignment
   c. Class Participation(conduct and attendance)
   d. Mid Term Examination
   e. Presentation
   f. 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.

Credit and Grading System: Credit and grading system will be as per concerned affiliating University norms.

j) Award of Degree

The Postgraduate Diploma in Teaching Indian Sign Language (PGDTISL) will be awarded by the concerned affiliating University.

k) Registration as Personnel/Professional and Category of Registration

6.0 Infrastructure requirements for starting the course

a) Human Resource Requirement

<p style="text-align:center">(Core faculty-Teaching staff with one classroom)</p>

1. Assistant Professor (preferably Deaf) – *01*
Preferred to be Deaf; however, if a qualified Deaf candidate is not available, a hearing candidate with strong ISL proficiency may be appointed.

2. ISL Master Trainer (Deaf)- 02
3. Indian Sign language interpreter – 01

- One sign language interpreter, Master Trainer (Deaf), and Assistant professor (Deaf) are adequate 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 and theory papers will be taught by Assistant Professors (preferably Deaf) and/or Master Trainer (Deaf). (interpreters will not be involved in teaching)

- Master Trainer will be designated as the Coordinator.

- Guest faculty may be invited to teach theory and practical courses if required.

(Non-Teaching staff)

1. Peon- 01 (preferably Deaf)

2. Multi-Task Staff (for typing record and account) – 01 (preferably Deaf)

3. Librarian / Library Assistant – 01 (Deaf preferred)

b)   Teacher student Ratio

1. Two Master Trainers (Deaf) and 1 Assistant Professors– 20 deaf students

c)   Professional Qualifications of Faculty in Core Areas

1. Assistant Professor (preferably Deaf) -1: (M.Ed. HI / MA Education/ MA Linguistics/MA Translation Studies/ M.A. in a related field relevant to education or language studies + Mini 5 years experience in the field of ISL/ DITSL/ DISLI) - In cases where a qualified Deaf candidate is not available, a hearing candidate with fluency in ISL and a strong understanding of Deaf culture may be considered.

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

3. Indian Sign Language Interpreter- 1: Graduate in any discipline from recognized university with Certificate in C Level/DISLI with 3 years experience.

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. Kids Classroom -   1 No. (30 sq m)

7. Counselling room (PTM) 1 No. (15sq m)

8. Seminar Hall (Institute decide to do the training program two times in one year)- 60 sq m

✓ Classrooms equipped with visual aids and digital resources.
✓ Dedicated lab/studio for recording and practicing ISL sessions.
✓ Access to ISL dictionaries, textbooks, and research journals.

f) Office furniture and equipments (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. Program 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.

Paper Code: PGDTISL T1

Paper Title: Foundations of Interpreting Theory and Professional Practice (Adapted for ISL Teaching)

Hours: 150 **Marks: 100** **Credits: 5**

Course Objectives:

- To introduce foundational models and theoretical frameworks in interpreting, with a focus on Indian Sign Language (ISL).
- To explore interpreter roles, ethics, and power dynamics in various social and professional contexts.
- To provide a linguistic and cultural understanding of ISL and its community.
- To examine the use of technology and cross-modal comparisons between ISL and spoken languages.
- To familiarize students with research methodologies relevant to interpreting and Deaf studies.

Unit 1: Interpreting Frameworks and the ISL Context

1.1 Gile's Effort Model

1.2 Cokely's Sociolinguistic Model

1.3 Demand-Control Schema

1.4 History and Evolution of ISL

1.5 ISL in the Context of World Sign Languages

Unit 2: Interpreter Roles, Culture, and Community

2.1 Role Boundaries in Interpreting

2.2 Interpreting in Trauma-Informed Settings

2.3 Visibility vs. Neutrality

2.4 Deaf Culture and Community in India

2.5 Myths and Misconceptions about ISL

Unit 3: Ethics, Grammar, and Language Structure

3.1 RID/WASLI Codes of Ethics

3.2 Conflict of Interest in Interpreting Practice

3.3 Cultural and Linguistic Sensitivity

3.4 Grammatical Rules and Syntax in ISL

3.5 Non-Manual Signals and Their Functions

Unit 4: Technology and Linguistic Comparisons

4.1 Remote Platforms and AI in Interpreting

4.2 Digital Accessibility Tools

4.3 Ethical Dilemmas in Online Interpreting

4.4 Visual vs. Auditory Modalities

4.5 Code-Switching and Code-Blending

Unit 5: Research Methodologies in ISL Studies

5.1 Overview of Sign Language Research

5.2 Quantitative and Qualitative Research in Deaf Studies

5.3 Data Collection Techniques

5.4 Ethical Considerations in Deaf Research

5.5 Deaf Leadership & Policy Influence

References:

- Gile, D. (2009). Basic Concepts and Models for Interpreter and Translator Training. John Benjamins Publishing.

- Cokely, D. (1992). Interpretation: A Sociolinguistic Model. Linstok Press.

- Dean, R., & Pollard, R. (2013). The Demand Control Schema: Interpreting as a Practice Profession. CreateSpace Independent Publishing.

- Roy, C. (2000). Innovative Practices for Teaching Sign Language Interpreters. Gallaudet University Press.

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

- Moores, D. F. (1997). Educating the Deaf. Houghton Mifflin Company.

Elective Paper 1
Paper Code: PGDTISL E1
Paper Title: Pedagogy of ISL Teaching at the Foundational and Primary Levels
Hours: 150   Marks: 100   Credits: 5

Course Objectives:
- To provide pedagogical foundations for teaching ISL to Deaf learners at early and primary education levels.
- To develop curriculum design, instructional strategies, and age-appropriate assessment methods.
- To foster effective classroom communication and language development in young Deaf learners.
- To enhance understanding of cognitive, social, and emotional growth during early education stages.

Unit 1: Foundations of ISL Pedagogy
1.1 Understanding Deaf Education and Early Learning
1.2 Developmental Milestones and Early Language Acquisition in ISL
1.3 Curriculum Development for Foundational and Primary ISL Teaching
1.4 Behavioral and Classroom Management Strategies
1.5 Differentiating Instruction for Diverse Learners

Unit 2: Language Development in Early and Primary ISL Teaching
2.1 Phonology, Vocabulary, and Basic Grammar of ISL
2.2 Teaching Strategies for Visual and Gesture-Based Communication
2.3 Storytelling, Play-Based Learning, and Interactive Techniques
2.4 Encouraging Expressive and Receptive Language Use
2.5 Literacy, Pragmatics, and Creative ISL Use

Unit 3: Child Development and Social Interaction
3.1 Cognitive and Social Development of Deaf Children
3.2 Fostering Peer Communication and Collaborative Learning
3.3 Encouraging Independence and Self-Expression
3.4 Building Relationships with Deaf Families and Communities
3.5 Promoting Critical Thinking and Problem-Solving

Unit 4: Teaching Tools and Integration
4.1 Use of Technology and Visual Resources in ISL Classrooms
4.2 Contextualizing ISL in Real-Life Situations
4.3 Integrating Culture and Context in the Curriculum
4.4 Developing Interactive and Multisensory Teaching Materials
4.5 Promoting Routine-Based and Experiential Learning

Unit 5: Assessment and Evaluation in Early ISL Education
5.1 Types of Assessment for Early and Primary Learners

5.2 Observation, Documentation, and Feedback Techniques

5.3 Formative and Summative Evaluation Techniques

5.4 Peer and Self-Assessment Techniques for Young Learners

5.5 Developing and Using Individualized Learning Plans

References:

- Moores, D. F. (2001). Educating the Deaf: Psychology, Principles, and Practices (5th ed.). Houghton Mifflin.

- Schirmer, B. R. (2001). Psychological, Social, and Educational Dimensions of Deafness. Allyn & Bacon.

- Humphries, T., & Allen, B. (2008). Visual Language and Visual Learning: Teaching Deaf Children How to Read. VL2 Research Briefs, Gallaudet University.

- Knoors, H., & Marschark, M. (Eds.). (2015). Educating Deaf Learners: Creating a Global Evidence Base. Oxford University Press.

- Mayer, C., & Leigh, G. (2010). The Changing Context for Sign Bilingual Education Programs: Issues in Language and the Development of Literacy. International Journal of Bilingual Education and Bilingualism, 13(2), 175–186.

Paper Code: PGDTISL E2
Paper Title: Pedagogy of ISL Teaching at the Middle and Secondary Levels

Hours: 150	Marks: 100	Credits: 5

Course Objectives:

- To prepare learners to teach ISL effectively at middle and secondary school levels.
- To integrate ISL grammar, literature, culture, and advocacy into advanced instruction.
- To design assessments for language proficiency, critical thinking, and real-world applications.
- To develop leadership, policy awareness, and teaching skills aligned with Deaf identity and community needs.

Unit 1: Advanced Pedagogy and Curriculum Design

1.1 Curriculum Design and Classroom Strategies for Middle and Secondary Levels

1.2 Differentiated Instruction and Project-Based Learning

1.3 Facilitating Independence and Student-Led Learning

1.4 Engagement, Motivation, and Classroom Management

1.5 Real-World Applications of ISL (Employment, Higher Education)

Unit 2: Language, Literature, and Culture in ISL

2.1 Teaching Complex Grammar, Syntax, and Sentence Structures

2.2 ISL Literature and Textual Interpretation

2.3 Public Speaking, Debate, and Advocacy in ISL

2.4 Cultural and Historical Contexts of ISL

2.5 Language and Identity in the Deaf Community

Unit 3: Cognitive Development and Advanced Learning Strategies

3.1 Developing Analytical and Critical Thinking in ISL

3.2 Promoting Problem-Solving and Reflection

3.3 Collaborative Learning and Peer-to-Peer Teaching

3.4 Conflict Resolution and Leadership Skills

3.5 Encouraging Discourse, Debate, and Deep Engagement

Unit 4: Technology and Instructional Innovation

4.1 Interactive and Multimedia Resources in ISL Classrooms

4.2 ISL-Text Translation and Bilingual Instruction Techniques

4.3 Use of Technology for Vocabulary Retention and Advanced Grammar

4.4 Contextualizing Learning with Real-Life Scenarios and Community Projects

4.5 Integrating Deaf Culture in Classroom Activities and Materials

Unit 5: Assessment and Evaluation in Advanced ISL Education

5.1 Types of Assessments for Middle and Secondary Students

5.2 Rubric-Based Evaluation and Growth Tracking

5.3 Standardized Test Preparation in ISL

5.4 Peer Assessment and Self-Evaluation Strategies

5.5 Final Projects and Long-Term Language Proficiency Evaluation

References:

- Marschark, M., & Hauser, P. C. (2012). How Deaf Children Learn: What Parents and Teachers Need to Know. Oxford University Press.

- Swanwick, R., & Gregory, S. (2007). Sign Bilingual Education: Policy and Practice. Coleford: Douglas McLean.

- Power, D., & Leigh, G. (2000). Principles and Practices of Literacy Development for Deaf Learners: A Historical Overview. Journal of Deaf Studies and Deaf Education, 5(1), 3–8.

- Nover, S. M., Andrews, J. F., & Baker, S. (2002). Staff Development in ASL/English Bilingual Instruction for Deaf Students: Evaluation and Impact Study. Journal of Deaf Studies and Deaf Education, 7(1), 39–57.

- Smith, S. R., & Allman, T. (2010). Developing Literacy in the Secondary Classroom: Instructional Strategies for Deaf Learners. American Annals of the Deaf, 155(5), 486–491.

Paper Code: PGDTISL P1
Paper Title: Designing Teaching Materials and Thematic Lesson Units in ISL
Hours: 300 **Marks: 200** **Credits: 10**

Course Objectives
After completing this course, learners will be able to:

Identify principles of effective teaching material design for visual learners.

Create original ISL teaching materials including flashcards, videos, and interactive tools.

Develop thematic lesson units using structured pedagogical approaches.

Adapt content and lessons for various learner groups (Deaf, CODA, hearing, age-diverse).

Evaluate and revise materials and teaching strategies through feedback and reflection.

Integrate peer observation, classroom management, and collaborative teaching into practice.

Unit 1: Foundations of ISL Material Design and Teaching Practice
1.1 Principles of visual language materials and ISL-specific design
1.2 Material adaptation for Deaf, hearing, and CODA learners
1.3 Accessibility considerations in print and digital formats
1.4 Culturally appropriate and inclusive ISL resources
1.5 Planning and delivering ISL lessons with feedback-based reflection

Unit 2: Creating Instructional Materials and Managing Classrooms
2.1 Designing ISL flashcards, posters, and visual aids
2.2 Interactive tools: matching, sequencing, categorizing, and role-play kits
2.3 Designing worksheets for vocabulary, classifiers, and grammar
2.4 Implementing classroom engagement and discipline strategies
2.5 Adapting materials for diverse learner needs and learning styles

Unit 3: Thematic Unit Planning and Lesson Development
3.1 Selecting real-world themes (e.g., school, health, environment)
3.2 Mapping ISL vocabulary, grammar, and expressions to themes
3.3 Sequencing objectives: concept → language → practice
3.4 Using storytelling, props, and ISL videos for theme-based instruction
3.5 Writing comprehensive lesson plans for various learner groups

Unit 4: Digital Tools, Technology Integration, and Peer Collaboration

4.1 Making and editing ISL video lessons with visual enhancements

4.2 Using subtitles, animations, and multimedia tools ethically

4.3 Integrating ISL content into slides, apps, LMS, and teaching platforms

4.4 Peer observation and collaborative teaching methods

4.5 Exploring interactive digital resources: ISL avatars, games, and quizzes

Unit 5: Assessment, Feedback, and Reflective Practice

5.1 Peer review and microteaching demonstrations of ISL units

5.2 Collecting learner feedback and revising instructional content

5.3 Formative and summative evaluation of lesson effectiveness

5.4 Technology-supported feedback and learner tracking

5.5 Final submission: 2 complete thematic units + reflection and evaluation report

References

Roy, C. (2000). Innovative Practices for Teaching Sign Language Interpreters. Gallaudet University Press.

Enns, C., Zimmer, K., & Boudreault, P. (2021). Handbook of Signed Language Pedagogy. Gallaudet University Press.

UNESCO. (2005). Guidelines for Inclusive Curriculum Design for Learners with Disabilities.

Marschark, M., & Hauser, P. C. (2012). How Deaf Children Learn: What Parents and Teachers Need to Know. Oxford University Press.

Moores, D. F. (2001). Educating the Deaf: Psychology, Principles, and Practices. Houghton Mifflin.

Paper title: Early Language Intervention and Curriculum Development for ISL Education
Hours: 150   Marks: 100   Credits: 5

Course Objectives

After completing this course, learners will be able to:

- Understand the importance of early exposure to ISL for Deaf children.
- Apply language development strategies using ISL in early childhood settings.
- Train and support families, especially hearing parents, in ISL communication.
- Design, implement, and evaluate effective ISL curricula.
- Integrate cultural competence and differentiated instruction strategies into ISL education.
- Assess trends and future directions in ISL curriculum development and early intervention.

Unit 1: Foundations of Early Language Acquisition & Curriculum Development

1.1 Language deprivation vs. language delay in Deaf children

1.2 Critical period and neuroplasticity in language development

1.3 Historical perspectives on curriculum design for ISL

1.4 Visual language development stages and Deaf cultural identity

1.5 Philosophical underpinnings of early language intervention and curriculum design

Unit 2: Designing and Implementing ISL Curriculum for Early Language Learning

2.1 Setting learning objectives and outcomes for early language learners

2.2 Content selection: ISL vocabulary, literacy, and numeracy

2.3 Sequencing and pacing of ISL instruction in early childhood

2.4 Early ISL strategies for Deaf infants (e.g., eye gaze, joint attention, sign routines)

2.5 Integrating cultural competence and bilingual-bimodal exposure (ISL + spoken language)

Unit 3: Family-Centered Approaches to ISL Education and Curriculum Design

3.1 Teaching ISL to hearing parents: methods, challenges, and strategies

3.2 ISL coaching models: home visits, videos, group sessions

3.3 Empowering families to create ISL-rich environments

3.4 Resource allocation and teacher preparation for family-centered ISL education

3.5 Differentiated instruction strategies for diverse learning environments

Unit 4: Using ISL to Teach Foundational Concepts and Subjects

4.1 Early Literacy in ISL: signs for alphabet, stories, and name signs

4.2 Early Numeracy in ISL: numbers, counting, comparisons

4.3 Environmental Studies in ISL: animals, plants, weather, hygiene

4.4 Concept teaching in ISL: using visual and contextual cues for foundational learning

4.5 Classroom implementation techniques: adapting ISL curriculum to individual needs

Unit 5: Evaluating, Revising, and Exploring Trends in ISL Curriculum
5.1 Assessment of curriculum effectiveness: tools and methods for evaluation
5.2 Gathering and analyzing feedback from students and families
5.3 Identifying areas for improvement and curriculum revision
5.4 Innovations in ISL education: integrating technology, policies, and global trends
5.5 Future directions in ISL curriculum development and early intervention

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

- Crystal, D. (2010). The Cambridge Encyclopedia of Language.

- Gertz, G., & Patrick, B. (2016). The Sage Deaf Studies Encyclopedia. Los Angeles, USA: Sage Publications.

- Lucas, C. (2004). The Sociolinguistics of Sign Languages. Cambridge, UK: Cambridge University Press. [Chapters 3, 4, 5]

- Zeshan, U. (2000). Sign Language in Indo-Pakistan: A Description of a Signed Language. Amsterdam: John Benjamins.

- Marschark, M., & Hauser, P. C. (2012). How Deaf Children Learn: What Parents and Teachers Need to Know. Oxford University Press.

- Moores, D. F. (2001). Educating the Deaf: Psychology, Principles, and Practices. Houghton Mifflin.

Paper Code: PGDTISL P2
Paper title: Advanced ISL Teaching Practice and Classroom Strategies

Hours: 300   **Marks: 200**   **Credits: 10**

Course Objectives

After completing this course, learners will be able to:

- Design and deliver effective ISL lessons tailored to diverse learner groups.
- Implement classroom management strategies specific to ISL learners, ensuring active engagement and positive discipline.
- Develop and adapt instructional materials such as flashcards, worksheets, and visual aids to support ISL learning.
- Observe and reflect on peer teaching practices, providing constructive feedback to improve teaching methods.

- Create detailed lesson plans and integrate technology to enhance lesson delivery and student engagement.

Unit 1: Planning, Delivering, and Reflecting on ISL Lessons

60 Hours

1.1 Planning and Delivering ISL Lessons: Trainees will design and deliver ISL lessons for various learner groups, applying instructional strategies tailored to specific needs.

1.2 Feedback and Reflection: Trainees will receive constructive feedback from instructors and peers, helping them refine their teaching strategies and delivery techniques.

1.3 Self-Reflection: Trainees will engage in self-reflection practices, using video recordings and peer observations to critically analyze and improve their teaching methods.

Unit 2: Classroom Management Techniques for ISL Settings

60 Hours

2.1 Student Engagement: Trainees will implement strategies to engage students actively in the learning process, using visual aids, interactive tools, and ISL-specific activities.

2.2 Discipline Management: Trainees will learn how to apply discipline management techniques tailored to the unique needs of ISL learners, ensuring a respectful and productive classroom environment.

2.3 Adaptation for Diverse Learners: Trainees will modify engagement and discipline techniques for different learner groups, including hearing, Deaf, and CODA (Children of Deaf Adults).

Unit 3: Designing and Adapting Instructional Materials for ISL

60 Hours

3.1 Designing ISL Teaching Tools: Trainees will create and customize instructional materials such as flashcards, charts, and visual aids to teach vocabulary, classifiers, and syntax in ISL.

3.2 Adapting Materials for Diverse Learners: Trainees will adapt teaching materials to cater to the needs of various learners, such as young children, Deaf adults, and learners with additional disabilities.

3.3 Integrating Technology in ISL Instruction: Trainees will explore digital tools and software for designing and delivering interactive ISL lessons, including apps, online platforms, and multimedia content.

Unit 4: Peer Observations and Collaborative Teaching Practices
60 Hours

4.1 Peer Observation: Trainees will observe and analyze their peers' teaching methods, focusing on strengths, challenges, and areas for improvement.

4.2 Collaborative Teaching: Trainees will engage in collaborative teaching practices, co-teaching with peers or mentors to enhance learning experiences and teaching techniques.

4.3 Constructive Feedback: Trainees will provide feedback on their peers' teaching practices, offering actionable suggestions for improvement and sharing best practices.

Unit 5: Designing Lesson Plans and Integrating Technology for ISL Instruction
60 Hours

5.1 Creating Detailed Lesson Plans: Trainees will design comprehensive lesson plans that address the specific language skills needed by diverse learner groups, including vocabulary, grammar, and cultural aspects of ISL.

5.2 Integrating Technology into ISL Instruction: Trainees will incorporate technology tools such as Google Slides, LMS platforms, and multimedia resources to enhance lesson delivery and increase student engagement.

5.3 Technology for Assessment and Feedback: Trainees will use digital tools to assess student progress and provide timely, constructive feedback, tracking learner development over time.

References

- Allen, B., & Humphries, T. (2003). Deaf in America: Voices from a Culture. Harvard University Press.

- Roy, C. (2000). Innovative Practices for Teaching Sign Language Interpreters. Gallaudet University Press.

- Johnson, L., & Witter-Merithew, A. (2005). Towards Competent Practice. RID Publications.

- Enns, C., & Zimmer, K. (2021). Handbook of Signed Language Pedagogy. Gallaudet University Press.

- Marschark, M., & Hauser, P. C. (2012). How Deaf Children Learn: What Parents and Teachers Need to Know. Oxford University Press.

- Moores, D. F. (2001). Educating the Deaf: Psychology, Principles, and Practices. Houghton Mifflin.

MODULE ON EMPLOYABILITY SKILLS

Teaching Hours: 30   **Credits: 01**

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

The following topics also needs to be covered apart from the given module.

1. Freelancing & Entrepreneurship in ISL Teaching
2. Guidelines for ISL educators to set up independent sign language training programs.
3. Career Paths in ISL – Beyond Teaching
4. Exploring opportunities in content creation, ISL media, and accessibility consulting.

FIELD WORK

Hours: 60   **Marks: 50**   **Credit: 2**

Semester II– Fieldwork

In the **PGDTISL Program,** fieldwork involves classroom observations across various institutes where ISL is taught to diverse learner groups, including Deaf children, DISLI trainees, Deaf adults, and other community-based settings. Trainees will document their observations analytically in a portfolio, reflecting on teaching strategies, materials used, and learner engagement. This passive observation will help trainees understand different pedagogical approaches and classroom dynamics in ISL education.

Additionally, trainees will develop and implement lesson plans based on their observations, incorporating techniques from PGDTISL **P1:** ISL Teaching Practicum and PGDTISL P2: Advanced ISL Communication and Interpretation. The fieldwork requires 30 hours of classroom observation and 30 hours for lesson planning and implementation. The evaluation will consist of a portfolio submission (20 marks) and the assessment of actual teaching practice (30 marks), focusing on the effectiveness of the lesson delivery and learner interaction.

INTERNSHIP

Hours: 60   **Marks:50**   **Credit:2**

Semester II-Internship

In the **PGDTISL Program,** the internship (Semester II) involves a placement at institutions such as Deaf schools, NGOs, or other organizations teaching ISL, where trainees will complete 60 hours. During the internship, trainees will teach ISL to various groups, including interpreting trainees (DISLI), Deaf children, hearing parents of Deaf children, and corporate employees and also corporate ISL training internships in workplaces adopting ISL for accessibility, community outreach & awareness projects . They will apply the knowledge and skills gained throughout the program, including lesson planning, classroom management, and teaching strategies. The trainees will also be encouraged to design ISL workshops for hearing professionals, medical staff, and public service providers.

Trainees are required to maintain a daily log documenting their activities, observations, and reflections. This log will contribute to the assessment, along with a final report summarizing their experience. The internship offers trainees the opportunity to apply theoretical knowledge in real-life teaching settings, simulating practical scenarios and consolidating their learning. The total marks for the internship are 50, with 2 credits awarded for successful completion.

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