



सत्यमेव जयते



भारतीय पुनर्वास परिषद्

# Diploma in Indian Sign Language Interpretation

**D.I.S.L.I.**

**May, 2023**

**(w.e.f. 2023-24)**

**REHABILITATION COUNCIL OF INDIA**

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

Department of Empowerment of Persons with Disabilities (Divyangjan)

Government of India

**B-22, Qutab Institutional Area**

**New Delhi – 110 016**

**[www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in)**

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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 providing 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.

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 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.

## **2.0 Nomenclature of the Programme**

Nomenclature of the Programme will be **Diploma in Indian Sign Language Interpretation** i.e. **D.I.S.L.I**

## **3.0 Objectives**

- 1) The main objective of the programme is to train Indian Sign Language interpreters to provide communication access to Deaf and Hard of Hearing people in various settings in real life.
- 2) Explore Deaf culture and society and study the structure and use of Indian Sign Language (ISL).
- 3) Increasing understanding of the principle, ethics relating to ISL interpretation in the field.

## **4.0 Scope of the Program**

An Indian Sign Language Interpreter is responsible for helping deaf individuals understand what is being said in a variety of situations. An Indian Sign Language Interpreter must understand the subject matter of discourse so he or she can accurately translate what is being spoken into Indian Sign Language. An Indian sign language interpreter may be present to translate during an office meeting, in a courtroom, or at a political speech. Interpreters may also be used in one-on-one situations to help two parties communicate with each other. Indian Sign Language interpreters might use technology to provide services from a remote location.

Carrying out the interpreter's main duties requires listening, sign language and communication skills. An Indian Sign Language Interpreter may also have to do research if he or she is working in a situation involving highly technical information or complex information to gain an understanding of what will be interpreted. A good memory is also important since an interpreter will need to remember what has been said in order to sign it.

## **5.0 General Frame work of the Course**

### **a) Duration of the program**

The duration of the programme will be two academic years (400 days consisting of 2400 hours), distributed over four semesters, to be completed in maximum 3 years from the date

of admission to the programme. One academic year is divided into two semesters. 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 60 hours of Employability skills. The resources for the separate module are freely downloadable at [www.employabilityskills.net](http://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**

For admission: A Candidate should have:

- a) Senior Secondary (10+2) or equivalent with minimum 50% marks
- b) Functional hands
- c) Fluency in at least one language
- d) Hearing in the normal range

The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

## **c) Medium of instruction**

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

## **d) Methodology**

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

## **e) Intake capacity**

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

## **f) Minimum attendance/ working days.**

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

## **g) Semester /Annual Programme structure with breakup of hours and credit (Theory/Practical)**

S.No.	Components	Hours	Credits
1.	Theory	360	12
2.	Practical	1680	56
3.	Fieldwork	150	5
4.	Internship	150	5
5.	Employability Skills	60	2
	<b>Total</b>	<b>2400</b>	<b>80</b>

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

The total number of courses is 8: Four practical courses and four theory courses.

#### **Practical courses – 420 hours each**

DISLI P1 Basic Communication

DISLI P2 Advanced Communication

DISLI P3 Basic Interpreting

DISLI P4 Advanced Interpreting

#### **Theory courses – 90 hours each**

DISLI T1 Deaf, Deafness and Communication options

DISLI T2 Deaf Culture, History, Identity and Indian Sign Language

DISLI T3 ISL Linguistics

DISLI T4 Interpretation –Principle, Practices and Ethics

The overall distribution of hours and marks is as follows:

S.No.	Components	Hours	Marks		
			Internal	External	Total
1.	Theory	360	240 (60%)	160 (40%)	400
2.	Practical	1680	480 (60%)	320 (40%)	800
3.	Fieldwork	150	100	-	100
4.	Internship	150	100	-	100
5.	Employability Skills	60	60		60
	<b>Total</b>	<b>2400</b>	<b>980</b>	<b>480</b>	<b>1460</b>

The distribution of courses according to semester is as follows:

Course Code	Course Title	Hours	Marks		
			Internal	External	Total
<b>SEMESTER I</b>					
DISLI P1	Basic Communication	420	120	80	200
DISLI T1	Deaf, Deafness and Communication options	90 (70 classroom + 20 self-study)	60	40	100
DISLI T2	Deaf Culture, History, Identity and Sign Language	90 (70 classroom + 20 self-study)	60	40	100
	<i>Total</i>	<i>600</i>	<i>240</i>	<i>160</i>	<i>400</i>
<b>SEMESTER II</b>					
DISLI P2	Advance Communication	420	120	80	200
DISLI T3	Indian Sign Language Linguistics	90 (70 classroom + 20 self-study)	60	40	100
	Fieldwork I	75	50	-	50
	<i>Total</i>	<i>585</i>	<i>230</i>	<i>120</i>	<i>350</i>
<b>SEMESTER III</b>					
DISLI P3	Basic Interpretation	420	120	80	200
DISLI T4	Interpretation –Principle, Practices and Ethics	90 (70 classroom + 20 self-study)	60	40	100
	Fieldwork II	75	50	-	50
	<i>Total</i>	<i>585</i>	<i>230</i>	<i>120</i>	<i>350</i>
<b>SEMESTER IV</b>					
DISLI P4	Advance Interpretation	420	120	80	200
	Internship	150	100	-	100
	Employability skills	60	60	-	60
	<i>Total</i>	<i>630</i>	<i>280</i>	<i>80</i>	<i>360</i>
	<b>TOTAL (4 semesters)</b>	<b>2400</b>	<b>980</b>	<b>480</b>	<b>1460</b>

In semesters II and III, the aim of the fieldwork is for students to gain exposure and experience.

**Semester II Fieldwork I** – 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. The fieldwork can be incorporated with course P2. The assessment of 50 marks can be done on the basis of a portfolio prepared by trainees. The portfolio will contain in report of observations, case study assignment, etc. Teachers can design assessments specific to their situation.

**Semester III Fieldwork II** - Students will observe real-life interpreting in different types of situations and do basic interpreting at associations, NGOs, etc. The assessment of 50 marks would be done on the basis of a portfolio prepared by trainees of reports of observations and experience gained, be in the form of reports of observations and experience gained, or challenges faced in interpreting and possible solutions. The fieldwork can be incorporated with course P3.

**Semester IV Internship** - Students will be placed at D/deaf associations, NGOs working with the D/deaf, and other institutions with D/deaf people and complete 150 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. The fieldworks and internships will be managed by the practical paper teachers.

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:

- a. Class Test
- b. Assignment
- c. Class Participation (conduct and attendance)
- d. Mid Term Examination
- e. Any other

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

### **i) Criteria of Passing**

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

### **j) Board of Examiners/Examination Scheme**

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

### **k) Award of Degree**

The Examination Body will award a degree in Diploma in Indian Sign Language Interpretation (DISLI) recognized by RCI.

### **l) Registration as Personnel/Professional and Category of Registration**

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

## **6.0. Infrastructure requirement for starting the course.**

### **a) Human Resource Requirement**

#### **(Core faculty-Teaching staff with one classroom)**

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

#### **(Non-Teaching staff)**

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

### **b) Teacher student Ratio**

1. One deaf teacher – 20 deaf students

### **c) Professional Qualifications of Faculty in Core Areas**

1. Indian Sign Language Instructor-1 (Deaf): Graduate in any discipline from



recognized university /Certificate in C Level /DTISL

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

**d) School/ Clinical infrastructure**

**(No applicable)**

**e) 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.

**f) 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 - 1No. (50 sq m)
5. Video Studio Lab - 1No. (25 sq m)
6. Seminar Hall (Institute decide to do the training program two times in one year)- 60 sq m

**g) 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

#### **h) 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

#### **7.0. Programme Content**

- i. Paper wise Objectives/ Learning outcomes
- ii. Units and Chapter details to be mentioned along with credits/marks and number of hours (Theory /Practical)
- iii. Paper wise list of Reference Books / Suggested reading

The above points will be presented for each Theory and Practical papers starting from the next pages onwards.

**Practical Courses**  
**Paper Code: DISLI P1**  
**Basic Communication**

**Hours: 420**

**Marks: 200**

**Credit: 14**

Unit No.	Unit description	Hours	Marks
<b>PART A</b>			
<b>Objectives: On completion of this practicum, the learners will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Describe ways of catching attention, greet and respond to deaf people</li> <li>2. Express simple actions and feelings</li> <li>3. Develop skills to express visual features</li> <li>4. Describe basic pictures and picture stories</li> <li>5. Describe &amp; demonstrate simple Indian Sign Language grammar</li> </ol>			
<b>UNIT 1: BASIC VISUAL EXPRESSIVE SKILLS</b>		<b>120</b>	<b>50</b>
1.1	Handshapes pictures		
1.2	Greetings and introductions		
1.3	Simple adjectives relating to emotions and feelings, colours and Shapes using pictures		
1.4	Nouns: Household and School [Explanation of pictures]		
1.5	Basic picture stories and sequence		

<b>PART B</b>			
<b>Objectives: On completion of this practicum, the learners will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Express kinship, household articles, school, food, professional and monetary terms</li> <li>2. Fingerspell and count</li> <li>3. Express time and directions</li> <li>4. Recognize and use vocabulary related to festivals, social life, place and transportation</li> <li>5. Recognize and use simple technical terms used in school subjects, telecommunication, government and legal setups</li> <li>6. Demonstrate ways to converse with Deaf people</li> <li>7. Develop a strong vocabulary base in ISL for basic communication</li> </ol>			
<b>UNIT 2: BASIC COMMUNICATION SKILLS: Level 1</b>		<b>120</b>	<b>50</b>
2.1	Pronoun, Verbs, sentences		
2.2	Kinship terms, Body parts, Health and Ailments, Behavior norms		
2.3	English Manual Alphabet (two-handed), Numbers and Numerals		
2.4	Food, Profession, Money, Measures,		

2.5	Food, Profession and Work terms, Money, Measures		
2.6	Calendar items, Time, Direction map		
2.7	Interrogatives part 1- (What, why, Who, Where)		
2.8	Basic direct communication and dialogues		
	<b>UNIT 3: BASIC COMMUNICATION SKILLS: Level 2</b>	<b>120</b>	<b>50</b>
3.1	Negation part- 1 (Give command, make request, polite)		
3.2	Festivals		
3.3	Weather, Animals		
3.4	Place names, Languages		
3.5	Transportation		
3.6.	Interrogatives part 2- (Which, How, how much, how many)		
	<b>UNIT 4: BASIC COMMUNICATION SKILLS: Simple technical terms</b>	<b>60</b>	<b>50</b>
4.1	Simple technical terms: School Subjects		
4.2	Simple technical terms: Telecommunication		
4.3	Simple technical terms: Government and Legal setup		
4.4	Simple technical terms: Medical terms		
4.5	Signing texts on the above topics		

### 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, and students should try to understand the signs even which they have not been taught.
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. Teachers should use a balance of visual activities and translation activities to teach ISL communication.

**Paper Code: DISLI P2**  
**ADVANCED COMMUNICATION**

**Hours: 420**

**Marks: 200**

**Credit: 14**

Unit No.	Unit description	Hours	Marks
<b>PART A</b>			
<b>Objectives: On completion of this practicum, the learners will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Demonstrate one-handed English manual alphabet for Deaf-blind individuals</li> <li>2. Exhibit skills to sign complex and abstract terms</li> <li>3. Demonstrate skills to sign by changing roles in different contexts</li> <li>4. Exhibit skills of paraphrasing</li> <li>5. Demonstrate skills to sign in an expert and professional manner</li> </ol>			
<b>UNIT 1: ADVANCED COMMUNICATION SKILLS:</b>		<b>120</b>	<b>50</b>
<b>Grammar</b>			
1.1	English Manual Alphabet (one-handed) for Deaf-blind		
1.2	Degree of colour, size and shape, handling objects		
1.3	Advanced level of picture stories		
1.4	Role play part – 1 (Centre -East, Centre- North etc)		
1.5	(Flowcharts) and Indexing		
1.6	Possession		
1.7	Negation part – 2		
<b>UNIT 2: ADVANCED COMMUNICATION SKILLS:</b>		<b>120</b>	<b>50</b>
2.1	Signing metaphors concepts		
2.2	Locations –spaces		
2.3	Repeated, Alternating and Unrealized actions		
2.4	Plural actions and objects		
2.5	Expressing movement		
2.6	Role play part- 2 (Centre-South east, Centre-North east etc)		
2.7	Polysemy and homonymy		
2.8	Jokes		
<b>PART B</b>			
<b>Objectives: On completion of this practicum, the learners will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Demonstrate use of advanced terms in Indian Sign Language</li> <li>2. Identify and interpret the terms used at high school level</li> <li>3. Identify and interpret technical terms used in computer science, commerce and corporate industry</li> </ol>			

4. Compare and contrast some of the regional variations of ISL			
<b>UNIT 3: ADVANCED COMMUNICATION SKILLS: Technical signs</b>		<b>100</b>	<b>50</b>
3.1	Technical terms: High school terms		
3.2	Technical terms: Computer Science and ITI related signs		
3.3	Technical terms: Commerce		
3.4	Technical terms: Corporate		
3.5	English – Idioms & Phrases		

<b>UNIT 4: ADVANCED COMMUNICATION SKILLS: Regional variations</b>		<b>80</b>	<b>50</b>
4.1	Regional variations in Indian Sign Language: Southern regions, Western regions, Northern regions, North-eastern regions		
4.4	Sign switching.		

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.

**Paper Code: DISLI P3**  
**BASIC INTERPRETATION**

**Hours: 420**

**Marks: 200**

**Credit: 14**

**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 shall be 10 such units offering variety of settings to give opportunities for development of three skill sets. Each unit will offer 15 hours of practice for three areas of skill development above. A total of 150 hours will be spent on three areas skill development at this stage.

The part 'B' of practical module will contain 50 hours of introduction and demonstration to different types of interpreting situations in both ways of interpretation i.e., sign to voice and voice to sign:

1. One to One interpreting
2. Consecutive interpreting
3. Simultaneous interpreting
4. Relay interpreting
5. Tactile interpreting – used with Deafblind individuals

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
<b>PART A</b>			
<b>Objectives: On completion of this practicum, the learners will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Justify the need for good listening skills</li> <li>2. Develop skills to work on annotation software tools</li> <li>3. Demonstrate competency in reading and understanding signs</li> <li>4. Demonstrate basic skills in consecutive and simultaneous sign language interpreting</li> <li>5. Recognize the basics of reverse interpreting and tactile interpreting</li> </ol>			
<b>UNIT 1: LISTENING AND SIGNING COMPREHENSION SKILLS</b>		<b>100</b>	<b>50</b>



1.1	Listening comprehension (Voice): Level 1 – Single participant setting (story, newspaper articles, etc.)	25	
1.2	Listening comprehension (Voice): Level 2 – Multi participant setting (meetings, dialogues, conversation, etc.)	25	
1.3	Signing Comprehension (Voice): Level 1 – Single participant setting (story, newspaper articles, etc.)	25	
1.4	Signing Comprehension (Voice): Level 2 – Multi participant setting (meetings, dialogues, conversation, etc.)	25	
<b>UNIT 2: BASIC SKILLS</b>		<b>100</b>	<b>50</b>
2.1	Expressive skills (Spoken and sign language fluency)	50	
2.2	Basic tactile interpreting for Deaf-blind	50	
<b>UNIT 3: INTERPRETING SKILLS (BASIC)</b>		<b>120</b>	<b>50</b>
3.1	Sign to voice: Short sentences and phrases	25	
3.2	Voice to sign: Short sentences and phrases	35	
3.3	Voice to sign: Short paragraphs and stories	35	
3.4	Sign to voice: Short paragraphs and stories	25	

## 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

<b>UNIT 4: FIELD WORK 1</b>		<b>100</b>	<b>50</b>
4.1	Interpreting for a Deaf family	25	
4.2	Interpreting in local Deaf associations / community	25	
4.3	Interpreting in a Pre-primary / Primary school setting	25	
4.4	Interpreting TV News / Shows / Documentaries	25	

**Paper Code: DISLI P4**  
**ADVANCED INTERPRETATION**

**Hours: 420**

**Marks: 200**

**Credit: 14**

**Introduction:**

Part 'A' of this module will consist of more texts of signed and speech modalities of higher level of complexities/ difficulties for observations, imitations and numerous texts for exercise in enhancing and polishing up the expressive skill area for both signing and voicing over.

There will be such 10 units with 10 hours for each. A total of 100 hours will be dedicated to the part 'A' of advanced interpreting practical module. The main focus will be accurate uses of ISL grammar with respect to placement, directions, movement of objects (classifiers) within the signing space.

Range of activities to be included will be story telling (abstract in nature), poetry, theatrical work both interpreted in ISL and in spoken language.

Part 'B' of this module will be dedicated to field work i.e. real-life interpreting experiences observing seasoned interpreters, Deaf signers in various situations / set ups and doing the interpreting assignments under the supervision of seasoned interpreters and Deaf trainers. At the end of each assignment, the trainee will be provided with feedback for further improvement.

Field work and assignments from part 'B' can be distributed throughout practical of part 'A'. Total time of 100 hours will be allotted to field work and assignments. Internal assessment can be done in several ways. For example, students could be given interpreting assignments with experienced interpreters which will provide the opportunity to gain feedback from seasoned interpreters.

Trainee interpreter shall be asked to interpret in the various set ups to gain an experience and to challenge their skills [receptive, listening and expressive skills]

Classroom interpreting / Interpreting in a conference, workshop  
Community interpreting for events organized by Deaf [International Week of the Deaf People Celebrations] religious interpreting, Legal interpreting, Interpreting for a Counseling session, interpreting for a Parent-Teacher meeting, Interpreting for a Business Meeting / Business Review. Medical interpreting- taking a Deaf person for a check-up/ treatment interpreting a movie, Tactile Interpreting, Relay Interpreting – foreign SL to ISL by Deaf signer and this being further interpreted in ISL or voice Team interpreting

Unit No.	Unit description	Hours	Marks
<b>PART A</b>			
<b>Objectives: On completion of this practicum, the learners will be able to:</b>			
1. Display techniques of Relay, Telephone and Team interpreting 2. Express interpreting skills in Relay, Telephone and Team interpreting 3. Exhibit competency in tactile interpreting for the deaf blind 4. Describe the use of prosody in sign language interpreting 5. Exhibit the metrical aspect of sign language interpreting			
<b>UNIT 1: INTERPRETING SKILLS (ADVANCED)</b>		<b>100</b>	<b>50</b>
1.1	Relay interpreting	25	
1.2	Telephone interpreting/Video interpreting	25	
1.3	Team interpreting	25	
1.4	Classroom interpreting	25	
<b>UNIT 2: PROSODY SKILLS</b>		<b>100</b>	<b>50</b>
2.1	Prosody skills while direct interpreting (Sign to voice)	20	
2.2	Prosody skills while reverse interpreting (Voice to Sign)	20	
2.3	Prosody skills while relay interpreting	20	
2.4	Interpreting movies / theatre / poetry	20	
2.5	Navigating Polysemy and Homonymy in Sign Language Interpretation	20	
<b>PART B</b>			
<b>Objectives: On completion of this practicum, the learners will be able to:</b>			
1. Gain exposure to real-time interpreting platforms 2. Demonstrate competency in content-related and contextual signing skills 3. Undertake sign language interpreting in different settings from experts 4. Develop competency in interpreting at different platforms 5. Develop competency in specific professional-related fields			
<b>UNIT 3: SUPERVISED PRACTICAL SESSIONS</b>		<b>120</b>	<b>50</b>
3.1	Supervised Interpreting in a secondary school/ university setting	35	
3.2	Supervised Interpreting at court	25	
3.3	Supervised Interpreting at Hospitals / Clinics	25	
3.4	Supervised Corporate Interpreting	35	
<b>UNIT 4: INDEPENDENT INTERPRETING SESSIONS</b>		<b>100</b>	<b>50</b>
4.1	Interpreting in a secondary school/ university setting	25	
4.2	Interpreting religious talks	25	
4.3	Interpreting at State- / National- / International-level deaf conferences	25	
4.4	Interpreting at professional-level conferences / seminars / workshops	25	

**Paper Code: DISLI T1**  
**THEORY**  
**COURSE**  
**DEAF, DEAFNESS AND COMMUNICATION OPTIONS**

**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** 14 hours

- 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: Understanding the context** 14 hours

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

**UNIT 3: Communication: Meaning, scope, Types and Options** 14 hours

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

**UNIT 4: Communication options and opportunities** 14 hours

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

## **UNIT 5: Overview & Stages of Language Development**

14 hours

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

### **References**

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

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

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

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

Moores, D. F. (1997). Educating the deaf, Houghton Nifflin Compan

**Paper Code: DISLI T2**  
**DEAF CULTURE, HISTORY, IDENTITY AND SIGN**  
**LANGUAGE**

**Hours: 90**

**Marks: 100**

**Credit: 3**

**OBJECTIVES:**

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

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

**UNIT 1: History of deafness**

14 hours

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

**UNIT 2 Concept of Culture and the Deaf communities**

14 hours

- 2.1. Meaning & Concept of Culture
- 2.2. Culture in various contexts
- 2.3. Similarities and difference between Deaf Culture and other cultures.
- 2.4. Deaf Culture in India and rest of the world: An overview
- 2.5. Audism, Intercultural sensitivity and D/deaf communities

**UNIT 3 Concept of identity and the D/deaf**

14 hours

- 3.1 Dentity: Concept and its role in life
- 3.2 Language, culture and identity
- 3.3 The Deaf identity and Deafhood
- 3.4. Bi-cultural Identities
- 3.5. Inter sectionalist

**UNIT 4 Sign Languages**

14 hours

- 4.1 Myths and facts about sign languages and D/deaf communities

- 4.2 Diversity in sign language communities
- 4.3 Sign languages, education and literacy
- 4.4 Role and significance of technology for communication and learning among Deaf Community
- 4.5. Horizontal and Vertical Transmission of Sign Language
- 4.6. Preserving Sign Languages

## **UNIT 5 Deaf Community and Society**

14 hours

- 5.1 State and National Deaf Organization
- 5.2 International Deaf Organization
- 5.3 Participation of D/deaf people in education and other spheres
- 5.4 Deaf role models and legal rights of the Deaf

### **References**

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

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

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

**Paper Code: DISLI T3**  
**INDIAN SIGN LANGUAGE LINGUISTICS**

**Hours: 90**  
**3**

**Marks: 100**

**Credit:**

## **OBJECTIVES**

After completing this course, learners will be able to:

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

### **UNIT 1: Structure of ISL: Basic Components**

14 hours

- 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 Notations in Indian Sign Language

### **UNIT 2: Time and Space in ISL**

14 hours

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

### **UNIT 3: Structure of ISL: Sentences**

14 hours

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

### **UNIT 4: Other Linguistic Aspects of ISL**

14 hours

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



## **UNIT 5: Sociolinguistics and Multilingualism**

14 hours

5.1 Variation in ISL and factors affecting variation

5.2 Sign language contact and ISL

5.3 Bimodal bilingualism

5.4 Standardization of ISL and issues involved

5.5 Psych geography in ISL

### **References**

Bhattacharya, T., Grover, N. and Randhawa, S. (eds). 2014. The People's Linguistic Survey of India Volume 38: Indian Sign Language(s) 21

Crystal, David. 2010. The Cambridge encyclopedia of language. Cambridge, UK: Cambridge University Press. Gertz, Genie and Patrick Boudreault. 2016 (eds). The Sage deaf studies encyclopedia. Los Angeles, USA: Sage Publications.

Lucas, Ceil. 2004 (ed). The sociolinguistics of sign languages. Cambridge, UK: Cambridge University Press. [Chapters 3, 4, 5]

Nussbaum, Debra Berlin, Susanne Scott, and Laurene E. Simms. 2012. The 'why and 'how' of an ASL/English bimodal/bilingual program. Odyssey Spring 2004: 14-19.

Pfau, Roland, Markus Steinbach, and Bencie Woll. 2012 (eds). Sign Language: An International Handbook. Berlin, Germany: De Gruyter Mouton.

Sutton-Spence, Rachel, and Bencie Woll. 1998. The Linguistics of British Sign Language: An Introduction. Cambridge, UK: Cambridge University Press.

Valli, Clayton, and Ceil Lucas. 2000. Linguistics of American Sign Language: An Introduction. Washington, DC, USA: Gallaudet University Press.

Zeshan, Ulrike. 2000. Sign language in Indo-Pakistan: A description of a signed language. Amsterdam: John Benjamins.

**Paper Code: DISLI T4**  
**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: The Concept**

14 hours

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

**UNIT 2: Role, Responsibility & Specialization**

14 hours

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

**UNIT 3: Code of Ethics**

14 hours

- 3.1 Code of Ethics: Status in India and developed countries
- 3.2 Do's and Don't's for interpreters
- 3.3 Awareness about Code of Ethics in Deaf Communities

- Examples of existing codes of ethics adopted by Sign Language Interpreter Associations at the National Level can be found by referring to the codes of ethics from different countries available on the website of the World Association of Sign Language Interpreters.

## **UNIT 4: Interpreting in India**

14 hours

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

## **UNIT 5: Facilitating the Interpretation Process**

14 hours

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

### **References**

Cokely, D. 1992. *Interpreting- A Sociolinguistic Model*. Burtonsville, MD: Linstock Press.

Christina Schaffner. 2004. *Translation Research and Interpreting Research*. Clevedon: Multilingual Matters. [Pages 1-2, 11-14]

Nicodemus, B & Emmorey, K. 2013. Direction asymmetries in spoken and signed language interpreting. *Biling: Cambridge*. Vol. 16 (3). [Pages 624–636]

Roy, Cynthia B. 2000. *Innovative practices for Teaching Sign Language Interpreters*. Gallaudet University Press: Washington DC.

Terry, Janzen. 2005. *Topics in signed language interpreting: Theory and Practice*. Amsterdam: John Benjamins. [Pages 96-99]

Use of a Certified Deaf Interpreter. RID: Standard Practice Papers.

## **MODULE ON EMPLOYABILITY SKILLS**

**Teaching Hours: 60**

**Credits: 02**

### **English**

[https://bharatskills.gov.in/pdf/E\\_Books/CTS/ES/English/ES\\_60Hour\\_module\\_English.pdf](https://bharatskills.gov.in/pdf/E_Books/CTS/ES/English/ES_60Hour_module_English.pdf)

### **Hindi**

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