

Curriculum Framework

Diploma in Indian Sign Language Interpretation-DISLI

Norms, Regulations & Course Content

January, 2018

Two Years Duration (Four semesters)



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Diploma in Indian Sign Language Interpretation

1. Aim

The Diploma in Indian Sign Language Interpretation aims to train professional quality interpreters for people who are Deaf and Hard of Hearing. The diploma will enable the trainees to acquire knowledge, skills and competencies in interpreting Indian Sign Language into other spoken languages and vice versa.

2. Objectives

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.

3. Duration of the programme

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.

4. 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.

5. Criteria for passing

Each candidate should obtain minimum 50% marks in theory and 70% marks in practical, separately in internal as well as external examinations, for passing in the programme. Compared to other diploma courses a higher pass percentage is required in the practical course since DISLI is a skill based course and interpreters need to have a high level of skill and competency to be able to interpret effectively. 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 2016 for Diploma level programmes.

6. Attendance

Minimum 75% attendance in theory and 80% attendance in practical is required. Since DISLI is a skill-based course, a high level of attendance in practical classes is required to develop competency in the skills.

7. Examination

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. In

view of the technical nature of the course and the field, the medium of instruction shall be Indian Sign Language and English. Regional center instructors if fluent in regional language may use that regional language along with Indian Sign Language. 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

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

8. Certificate

Certificates shall be issued by the examining body nominated by the RCI. For the DISLI programme, RCI has nominated Indian Sign Language Research and Training Center (ISLRTC) as the examination body.

9. Theory and Practical hours and Examination Pattern

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 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 | 80 (40%) | 120 (60%) | 200 |
| 2. | Practical | 1680 | 480 (60%) | 320 (40%) | 800 |
| 3. | Fieldwork | 180 | 100 | - | 100 |
| 4. | Internship | 180 | 100 | - | 100 |
| | Total | 2400 | 760 | 440 | 1200 |

The distribution of courses according to semester is as follows:

| Course code | Course Title | Hours | Marks | | |
|---------------------|---|--------------------------------------|------------|------------|-------------|
| | | | Internal | External | Total |
| SEMESTER I | | | | | |
| DISLI P1 | Basic Communication | 420 | 120 | 80 | 200 |
| DISLI TI | Deaf, Deafness and Communication options | 90 (70 classroom + 20 self-study) | 20 | 30 | 50 |
| DISLI T2 | Deaf Culture, History, Identity and Sign Language | 90 (70 classroom + 20 self-study) | 20 | 30 | 50 |
| | <i>Total</i> | <i>600</i> | <i>160</i> | <i>140</i> | <i>300</i> |
| SEMESTER II | | | | | |
| DISLI P2 | Advance Communication | 420 | 120 | 80 | 200 |
| DISLI T3 | Indian Sign Language Linguistics | 90 (70 classroom + 20 self-study) | 20 | 30 | 50 |
| | Fieldwork I | 90 | 50 | - | 50 |
| | <i>Total</i> | <i>600</i> | <i>190</i> | <i>110</i> | <i>300</i> |
| SEMESTER III | | | | | |
| DISLI P3 | Basic Interpretation | 420 | 120 | 80 | 200 |
| DISLI T4 | Interpretation –Principle, Practices and Ethics | 90 (70 classroom + 20 self-study) | 20 | 30 | 50 |
| | Fieldwork II | 90 | 50 | - | 50 |
| | <i>Total</i> | <i>600</i> | <i>190</i> | <i>110</i> | <i>300</i> |
| SEMESTER IV | | | | | |
| DISLI P4 | Advance Interpretation | 420 | 120 | 80 | 200 |
| | Internship | 180 | 100 | - | 100 |
| | <i>Total</i> | <i>600</i> | <i>220</i> | <i>80</i> | <i>300</i> |
| | TOTAL (4 semesters) | 2400 | 760 | 440 | 1200 |

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 180 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.

10. **Intake capacity:** The intake for each year of the program will be 15 to 20 seats.

11. **Certification as Registered Personnel**

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 special education in India. 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. The training institution/ organization should ensure that all passed out students are registered with the Council.

A successful student will be registered as an “Indian Sign Language Interpreter”.

12. **Nomenclature-** Nomenclature of programme will be Diploma in Indian Sign Language Interpretation (DISLI).

13. **Infrastructure**

The following infrastructure is must for a batch of 15 students.

1.0 **Staff**

1.1 **Core faculty:**

- a) Indian Sign Language Master Trainer - 2 (Deaf): Graduate with DISLI/ Certificate in C Level/ DTISL with 4 years experience
- b) Indian Sign Language Instructor - 2 (Deaf): 12th pass with DISLI/ Certificate in C Level/ DTISL
- c) ISL Interpreter – 1: Graduate with DISLI/C level with minimum 4 years interpreting experience. The Interpreter’s responsibilities will be to interpret for the Master

Trainer and Teacher when teaching theory papers and to help develop the students listening, and voicing skills.

- ISL will be taught only by the Deaf ISL Master Trainer or Deaf ISL Instructor.
- To run one batch at a time, one Master Trainer (Deaf), one Instructor and one Interpreter are required.
- If an institute has two batches, i.e. one batch in the second year and one batch in the first year, then two Master Trainers (Deaf), two Instructors and one Interpreter are required.
- The coordinator of the DISLI course will be Master Trainer (Deaf) preferably.
- Guest faculty may be invited to teach theory and practical courses if required.

2.0 Equipment

| S. N. | Items | Quantity |
|-------|--|----------|
| 1 | Video Camera (Professional) | 1 |
| 2 | Video Camera (Handycam) | 2 |
| 3 | TV/ LCD / Projector | 2 |
| 4 | Portable hard drive for data storage (minimum 1 TB capacity) | 1 |
| 5 | Computer with internet and Printer | 2 sets |
| 6 | Classroom furniture for 15-20 students | 2 sets |
| 7 | Office furniture | |

3.0 Space

- a) 20 x 15' Classroom - 2 No.
- b) 12 x 12' Office room - 1 No.
- c) 10' x 15' Library - 1 No.
- d) 12 x 12' Visual Language Lab - 1 No.

The visual language lab will contain:

- i. Minimum 3 computers/laptops with webcam for recording videos.
- ii. Minimum One TV/LED/Projector/Smart board

4.0 Course materials

- Training module for each theory course with written and signed content
- Training module for each practical course with written and signed content

Practical Courses

Basic Communication

Paper Code: DISLI P1

Marks: 200

Hours: 420

| 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. 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 | | | |
| UNIT 1: BASIC VISUAL EXPRESSIVE SKILLS | | 120 | 50 |
| 1.1 | Greetings and introductions | | |
| 1.2 | Simple Adjectives relating to emotions and feelings, colours and shapes using pictures | | |
| 1.3 | Pronouns, and Nouns: Household, School [Explanation of pictures] | | |
| 1.4 | Basic direct communication and dialogues | | |
| 1.5 | Basic picture stories | | |

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

| | | | |
|-----|--|--|--|
| 2.5 | Food, Profession and Work terms, Money, Measures | | |
| 2.6 | Calendar items, Time, Directions | | |
| 2.7 | Short stories | | |
| 2.8 | Interrogatives | | |

| | | | |
|--|----------------------------------|------------|-----------|
| UNIT 3: BASIC COMMUNICATION SKILLS: Level 2 | | 120 | 50 |
| 3.1 | Negation | | |
| 3.2 | Festivals , Social Life | | |
| 3.3 | Nature , Weather , Animals | | |
| 3.4 | Location, Place names, Languages | | |
| 3.5 | Transportation | | |

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|---|--|-----------|-----------|
| UNIT 4: BASIC COMMUNICATION SKILLS: Simple technical terms | | 60 | 50 |
| 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.

Advanced Communication

Paper Code: DISLI P2

Marks: 200

Contact Hours: 420

| 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. 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 | | | |
| UNIT 1: ADVANCED COMMUNICATION SKILLS: | | 120 | 50 |
| Grammar | | | |
| 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 description and picture stories | | |
| 1.4 | Dialogues and role play | | |
| 1.5 | Sign language grammar: Non-manual features, Complex adjectives/ verbs | | |
| 1.6 | IF clauses, and WHEN sentences, possession | | |
| 1.7 | Complex sentences | | |
| 1.8 | Polysemy and homonymy | | |

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|---|--|------------|-----------|
| UNIT 2: ADVANCED COMMUNICATION SKILLS: | | 120 | 50 |
| 2.1 | Signing abstract 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 | | |
| 2.7 | Signing picture stories, jokes | | |
| 2.8 | Sign elocution | | |

| PART B | | | |
|--|--|--|--|
| Objectives: On completion of this practicum, the learners will be able to: | | | |
| <ol style="list-style-type: none"> 1. Demonstrate use of advanced terms in Indian Sign Language 2. Identify and interpret the terms used at high school level 3. Identify and interpret technical terms used in computer science, commerce and corporate industry | | | |

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|---|---|------------|-----------|
| 4. Compare and contrast some of the regional variations of ISL | | | |
| UNIT 3: ADVANCED COMMUNICATION SKILLS: Technical signs | | 100 | 50 |
| 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 | | |

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|---|---|-----------|-----------|
| UNIT 4: ADVANCED COMMUNICATION SKILLS: Regional variations | | 80 | 50 |
| 4.1 | Regional variations in Indian Sign Language: Southern regions, Western regions, Northern regions, North-eastern regions | | |
| 4.2 | Strategy to deal with regional variation | | |
| 4.3 | Mediation during interpreting | | |
| 4.4 | Regional variation and 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.

Basic Interpretation

Paper Code: DISLI P3

Marks: 200

Hours: 420

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 these 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 |
|--|---|------------|-----------|
| PART A | | | |
| Objectives: On completion of this practicum, the learners will be able to: | | | |
| 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 | | 100 | 50 |
| 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 | |
|-----|--|----|--|

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|-----|---|----|--|
| 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 | |
|-----|--|----|--|

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|-----------------------------|--|------------|-----------|
| UNIT 2: BASIC SKILLS | | 100 | 50 |
| 2.1 | Basic annotation of signed data: ID-Glossing | 25 | |
| 2.2 | Expressive skills (Spoken and sign language fluency) | 45 | |
| 2.3 | Basic tactile interpreting for Deaf-blind | 20 | |
| 2.4 | Note-taking | 10 | |

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|--|---|------------|-----------|
| UNIT 3: INTERPRETING SKILLS (BASIC) | | 120 | 50 |
| 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 | | | |
| UNIT 4: FIELD WORK 1 | | 100 | 50 |
| 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 | |

Advanced Interpretation

Paper Code: DISLI P4

Marks: 200

Contact Hours: 420

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

Interpreting for events organized by Deaf [World Deaf Day Celebrations]

Religious interpreting

Legal interpreting

Interpreting for a Counselling 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 |
|---|---|------------|-----------|
| PART A | | | |
| Objectives: On completion of this practicum, the learners will be able to: | | | |
| 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 | | | |
| UNIT 1: INTERPRETING SKILLS (ADVANCED) | | 100 | 50 |
| 1.1 | Relay interpreting | 25 | |
| 1.2 | Telephone interpreting/Video interpreting | 25 | |
| 1.3 | Team interpreting | 25 | |
| 1.4 | Classroom interpreting | 25 | |
| UNIT 2: PROSODY SKILLS | | 100 | 50 |
| 2.1 | Prosody skills while direct interpreting (Sign to voice) | 25 | |
| 2.2 | Prosody skills while reverse interpreting (Voice to Sign) | 25 | |
| 2.3 | Prosody skills while relay interpreting | 25 | |
| 2.4 | Interpreting movies / theatre / poetry | 25 | |
| PART B | | | |
| Objectives: On completion of this practicum, the learners will be able to: | | | |
| 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 | | | |
| UNIT 3: SUPERVISED PRACTICAL SESSIONS | | 120 | 50 |
| 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 | |
| UNIT 4: INDEPENDENT INTERPRETING SESSIONS | | 100 | 50 |
| 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 | |

Theory Courses

Deaf, Deafness and Communication Options

Paper Code: DISLI T1

Marks: 50

Hours: 90

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 Linguistic identity, diversity, equality
- 1.2 Concepts of hearing loss
- 1.3 Misconcepts about deafness
- 1.4 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 Legislations, policies and practice in India
- 2.4 Deafness, ISL and the school systems 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 and sign language use

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

UNIT 5: Overview of Language

14 hours

- 5.1 Communication, Language and Speech
- 5.2 Definition and design features of language and Indian Sign Language
- 5.3 Linguistic theories and sign languages

References

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

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

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

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

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

Deaf Culture, History, Identity and Sign Language

Paper Code: DISLI T2

Marks: 50

Hours: 90

OBJECTIVES:

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

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

UNIT 1: History of deafness

14 hours

- 1.1 D/deaf people and education before the 19th century
- 1.2 Modern D/deaf history—19th-20th 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

UNIT 2 Concept of Culture and the Deaf communities

14 hours

- 2.1 Definition of culture in various contexts
- 2.2 Similarities and difference between Deaf culture and other cultures
- 2.3 Deaf culture in India and rest of the world: An overview
- 2.4 Audism, Intercultural sensitivity and D/deaf communities

UNIT 3 Concept of identity and the D/deaf

14 hours

- 3.1 Identity: Concept and its role in life
- 3.2 Language, culture and identity
- 3.3 The Deaf identity and Deafhood

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

UNIT 5 Deaf Community and Society

14 hours

- 5.1 Legal rights of the D/deaf
- 5.2 Deaf organizations
- 5.3 Participation of D/deaf people in education and other spheres
- 5.4 Deaf role models

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.

Indian Sign Language Linguistics

Paper Code: DISLI T3

**Marks: 50
Hours: 90**

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

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

UNIT 3: Structure of ISL: Sentences 14 hours

- 3.1 Concept of a sentence
- 3.2 Types of sentence
- 3.3 Word/Sign order
- 3.4 Transforming a sentence

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

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

References

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

Crystal, David. 2010. *The Cambridge encyclopedia of language*. Cambridge, UK: Cambridge University Press.

Gertz, Genie and Patrick Boudreault. 2016 (eds). *The Sage deaf studies encyclopedia*. Los Angeles, USA: Sage Publications.

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

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

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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.

Interpretation – Principle, Practices and Ethics

Paper Code: DISLI T4

Marks: 50

Hours: 90

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 Interpreter and Interpreting
- 1.2 Interpreting - A Mental Process
- 1.3 A Comparative Study - Spoken language interpreting, sign language interpreting & translation: Differences and similarities
- 1.4 Role of Context in interpreting

UNIT 2: Role, Responsibility & Specialization

14 hours

- 2.1 Role of an interpreter
- 2.2 Responsibility & essential skills sets required in an interpreter
- 2.3 Specialization in SL interpreting - Meaning & various professional settings in interpreting
- 2.4 Specialization in SL interpreting - Importance & need for training

UNIT 3: Code of Ethics

14 hours

- 3.1 Professionalism in SL interpreting
- 3.2 Code of Ethics
- 3.3 Code of Ethics: Status in India and developed countries
- 3.4 Do's and Dont's for 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 Need for sign language interpreter license, CRE, renewal & cancellation of license: India and international scenario
- 4.4 ISLIA and other interpreter groups - Status, role & responsibility.

UNIT 5: Social Overview

14 hours

- 5.1 CODA & SODA
- 5.2 Changing role of interpreters
- 5.3 Accessibility & Sensitization
- 5.4 Advances in machine translations: Speech to Sign, Sign to Speech, Sign to Text

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]

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

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