

# **Curriculum Framework**

## **Diploma in Indian Sign Language Interpretation-D.I.S.L.I**

### **Norms, Regulations & Course Content**

**January, 2016**

**Effective from Academic Session 2016-17  
One Year Duration**



भारतीय पुनर्वास परिषद

**Rehabilitation Council of India  
B-22, Qutab Institutional Area,  
New Delhi - 110 016**

**Email: [rehabstd@nde.vsnl.net.in](mailto:rehabstd@nde.vsnl.net.in), [rehcouncil\\_delhi@bol.net.in](mailto:rehcouncil_delhi@bol.net.in)  
[www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in)**

# **Diploma in Indian Sign Language Interpretation**

## **1. Aim**

The Diploma in Indian Sign Language Interpretation aims to develop personnel in the field of rehabilitation for persons with hearing impairment. The diploma will enable the trainees to acquire knowledge, skill and competencies in interpreting Indian Sign Language in other verbal languages and vice versa.

## **2. Objectives**

The main objective of the course is to train personnel to take up interpretation of **Indian Sign Language in other verbal languages and vice versa** in classroom and real life.

## **3. Duration of the course**

The duration of the course will be one year (220 days consisting of 1320 hrs), which can be completed in a maximum of two years from the date of admission to the programme.

## **4. Eligibility for admission:** A Candidate should have:

- a) Passed H.S.C. with a minimum 50% marks
- b) Functional hands
- c) Verbal fluency in at least one language
- d) Functional hearing

## **5. Criteria for passing**

50% in theory and 70% in practical examination.

## **6. Attendance**

Minimum 80% attendance in theory and 90% attendance in practical is required. Completion of practical work in each area will be essential for appearing the final examination.

## **7. Examination**

There will be internal assessment and one final examination at the end of the course. The examination for theory papers shall be conducted in English. 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 state language along with Indian Sign Language. The practical examination shall be to judge the signing skills in Indian Sign Language and voicing skills in English/Hindi or at least any other one 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

**Grading: Scheme of Examination will be as per National Board of Examination in Rehabilitation or Examining Body**

<b>Theory</b>	<b>Practical</b>
61-70% grade C	71-80% grade B
71-80% grade B	81-90% grade A
81-90% grade A	91-100% grade A+
91-100% grade A+	

**8. Certificate**

Certificates shall be issued by the examining body nominated by the RCI.

**9. Theory and practical hours**

**Examination Pattern**

<b>Papers</b>	<b>Title of the paper</b>	<b>No. of hours / week</b>	<b>Marks</b>		
			<b>Final* Exam</b>	<b>IA</b>	<b>Total</b>
DISLI 1	Deaf, Deafness and Communication options		40	10	50
DISLI 2	Deaf Culture, History, Identity and Sign Language		40	10	50
DISLI 3	Indian Sign Language Linguistics		40	10	50
DISLI 4	Interpretation –Principle, Practices and Ethics		40	10	50
DISLI 5 Practical	<b>Basic Communication</b>		100	100	200
DISLI 6 Practical	<b>Basic Interpretation</b>		100	100	200
DISLI 7 Practical	<b>Advance Communication</b>		100	100	200
DISLI 8 Practical	<b>Advance Interpretation</b>		100	100	200
<b>Total</b>			<b>560</b>	<b>440</b>	<b>1000</b>

**10. Intake capacity:** The intake for each year of the course will be 15 maximum.

**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.

The successful students will be registered as a Community Based Rehabilitation- Personnel (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) Sign Language Instructor - 1 (Deaf): 12<sup>th</sup> Pass with DISLI/ Certificate in C Level Course
- b) Sign Language Teacher - 1 (Deaf): Graduate with DISLI/Certificate in C Level Course

1.2 **Coordinator – Deaf/ Hearing** Graduate with DISLI with 2years of Experience into teaching ISL.

#### 2.0 Equipment

S. N.	Items	Quantity
1	DVD Player	1
2	Video Camera(Professional)	1
3	Video Camera(Handycam)	1
4	TV	1
5.	Computer with internet and Printer	1 set
6.	Classroom furniture for 15 students	
7.	Office furniture	

#### 3.0 Space

- a) 10 x 15' Classroom - 1 No.
- b) 10 x 10' Office room - 1 No.
- e) 10' x 15' Library - 1 No.

#### 4.0 Course materials

- *Video materials:* © Zeshan, Ulrike (2001): Basic Course in Indian Sign Language (Level A)
- © Zeshan, Ulrike (2002): Advanced Course in Indian Sign Language (Level B)
- © Zeshan, Ulrike (forthcoming): Professional Course in Indian Sign Language (Level C)
- *Printed materials:* © Zeshan, Ulrike (2001): Workbook for the Basic Course in Indian Sign Language (Level A)

- © Zeshan, Ulrike (2002): Workbook for the Advanced Course in Indian Sign Language (Level B)
- © Zeshan, Ulrike (forthcoming): Workbook for the Professional Course in Indian Sign Language (Level C)
- Zeshan, Ulrike (2000): Sign Language in Indo-Pakistan: A Description of a Signed Language. Amsterdam: John Benjamins.
- Ramakrishna Mission Vidyalaya (2001): Indian Sign Language Dictionary. Coimbatore: Sri Ramakrishna Mission Vidyalaya Printing Press.
- Vasishta, Madan, James Woodward & Susan deSantis
- (1950): *An Introduction to Indian Sign Language (Focus on Delhi)*. New Delhi: All India Federation of the Deaf

(ALL THE COURSE MATERIAL MENTIONED ABOVE MAY NOT BE DIRECTLY USEFUL. FOR NEW SYLLABUS NEW MATERIAL WILL NEED TO BE PREPARED)

# Deaf, Deafness and Communication Options

Paper Code: DISLI 1

Marks: 50

Contact Hours: 90

## OBJECTIVES

After learning 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** 18 hours

- 1.1 Key concepts and terminology
- 1.2 Concepts of hearing loss, D/deafness and disability
- 1.3 Hearing sensitivity and its relation with speech
- 1.4 Misconcepts about deafness

### **UNIT 2: Understanding the context** 18 hours

- 2.1 Medical Model: Meaning, global and Indian Scenario
- 2.2 Socio cultural Model: Meaning, global and Indian Scenario
- 2.3 Legislations and certification in India
- 2.4 Deafness, ISL and the school systems in India

### **UNIT 3: Communication: Meaning, scope, Types and Options** 18 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 D/deafness and communication challenges

### **UNIT 4: Communication opportunities (Methods)** 18 hours

- 4.1 Oralism, Total Communication, and Educational Bilingualism
- 4.2 Philosophies: Contrasting objectives and means
- 4.3 Justifications and challenges
- 4.4 Sign systems sign languages, Finger spelling

### **UNIT 5: Overview of Language** 18 hours

- 5.1 Communication, Language and Speech
- 5.2 Definition and design features of language
- 5.3 Similarities and differences between manual and verbal languages
- 5.4 Basics of universal grammar and LAD

# Deaf Culture, History, Identity and Sign Language

Paper Code: DISLI 2

Marks: 50

Contact Hours: 90

## OBJECTIVES:

After undergoing this course the learners will be able to:

- Discuss deafness in cultural perspective
- Describe historical developments with regard to deafness and deaf people
- Discuss identity related issues of deaf people
- Explain what a sign language is and what it is not and its role in education
- Discuss legal issues related to deafness, language and culture

**UNIT 1: History of deafness** 18 hours

- 1.1 Deaf people and education in middle ages
- 1.2 Modern deaf history—19<sup>th</sup>-20<sup>th</sup> Century
- 1.3 Recent historic development in deafness
- 1.4 Historical comparison of deafness and deaf people between India and the West

**UNIT 2 Concept of Culture and the Deaf communities** 18 hours

- 2.1 Definition of culture in various contexts
- 2.2 Similarities and Difference between Deaf culture and other cultures
- 2.3 Present status of deaf culture in West and in India
- 2.4 Research ethics and deaf communities

**UNIT 3 Concept of identity and the D/deaf** 18 hours

- 3.1 Identity: concept and its role in life
- 3.2 Language, culture and identity
- 3.3 The Deaf identity
- 3.4 Deaf communities and minority status

**UNIT 4 Sign Languages** 18 hours

- 4.1 Myths and facts
- 4.2 Functions of a language and sign languages
- 4.3 Sign languages and literacy
- 4.4. Media in sign language

**UNIT 5 Place of deaf people in society** 18 hours

- 5.1 Legal rights of deaf people
- 5.2 Disability laws
- 5.3 Deaf organizations
- 5.4 Participation of deaf people in education and other spheres

# Indian Sign Language Linguistics

Paper Code: DISLI 3

Marks: 50

Contact Hours: 90

## OBJECTIVES

After learning this course, learners will be able to:

- Analyze Indian Sign Language structures at the phonological, morphological, syntactical, semantic and discourse levels
- 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** 18 Hours

- 1.1 Introduction to Linguistics
- 1.2 Phonological Parameters in ISL
- 1.3 Sign Structure – Compounding, Initialized Signs, Finger spelled Signs
- 1.4 Verbs, Adjectives and Adverbs

### **UNIT 2: Space in ISL** 18 Hours

- 2.1 Indexing and Localization
- 2.2 Verb Agreement
- 2.3 Classifiers
- 2.4 Representation of Time in Space

### **UNIT 3: Structure of ISL: Sentences** 18 Hours

- 3.1 Simple and Complex Sentences
- 3.2 Relative Clauses
- 3.3 Questions – Wh-Questions and Yes/No Questions
- 3.4 Negation

### **UNIT 4: Other Linguistic and Neurolinguistic Aspects of ISL** 18 Hours

- 4.1 Semantics and Pragmatics in ISL
- 4.2 Narrative and Discourse in ISL
- 4.3 Acquisition of Sign Language and the Critical Period
- 4.4 Sign Language in the Brain and Sign Language Disorders

### **UNIT5: Sociolinguistics and Multilingualism** 18 Hours

- 5.1 Variation in ISL and Factors Affecting Variation
- 5.2 Contacts with Other Sign Languages
- 5.3 Bimodal Bilingualism - Simultaneous Use of ISL and a Spoken Language
- 5.4 Standardization of ISL and Issues Involved



# Interpretation – Principle, Practices and Ethics

**Paper Code: DISLI 4**

**Marks: 50**  
**Contact Hours: 90**

## OBJECTIVES

After learning 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 of 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** 18 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 Conceptual and Contextual Interpreting

### **UNIT 2: Role, Responsibility & Specialization** 18 hours

- 2.1 Role of an Interpreter
- 2.2 Responsibility & Skills Sets
- 2.3 Specialization in SL interpreting - Meaning & Categories
- 2.4 Specialization in SL interpreting - Importance & Need for Training

### **UNIT 3: Code of Ethics** 18 hours

- 3.1 Professionalism in SL Interpreting
- 3.2 Code of Ethics - Meaning & Importance
- 3.3 Status of Code of Ethics in Developed Countries
- 3.4 Code of Ethics in USA, Canada, Australia, Britain & WASLI

### **UNIT 4: Interpreting in India** 18 hours

- 4.1 Status of Interpreting & Interpreters in India
- 4.2 Code of Ethics in SL Interpreting in India
- 4.3 Licensing to Interpreters & cancellation of Licensing in case of breach of Code of Ethics.
- 4.4 ISLIA and ASLI - Status, Role & Responsibility.

### **UNIT 5: Social Overview** 18 hours

- 5.1 Role of CODA & SODA
- 5.2 Changing Phases worldwide
- 5.3 Accessibility & Sensitization
- 5.4 A Lucrative Business Perspective

# Practical Papers

## Basic Communication

Paper Code: DISLI 5

Marks: 200

Contact Hours: 200

Unit No.	Unit description	Hours	Marks
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### PART A

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

1. Describe ways of catching attention, greet and respond to deaf people
2. Express simple actions and feelings
3. Fingerspell and count
4. Express time and directions
5. Describe & demonstrate simple Indian Sign Language grammar

UNIT 1: BASIC COMMUNICATION SKILLS: Introductory		30	40
1.1	Greetings and introductions, Interrogatives, Assertion / Negation	8	10
1.2	Simple sign language grammar : Non-manual features, Simple adjectives / verbs	12	10
1.3	English Manual Alphabet (two-handed), Numbers and Numerals	4	10
1.4	Calendar items, Time, Directions	6	10

### PART B

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

1. Express kinship, household articles, school, food, professional and monetary terms
2. Recognize and use vocabulary related to festival, social, place and transportation
3. Recognize and use simple technical terms used in school subjects, telecommunication, government and legal setups
4. Demonstrate ways to converse with deaf people
5. Develop a strong vocabulary base in ISL for basic communication

UNIT 2: BASIC COMMUNICATION SKILLS: Level 1		55	50
2.1	Kinship terms	8	10
2.2	Body parts, Health and Ailments, Behaviour norms	10	10
2.3	Household, School, Food	25	15
2.4	Profession and Work terms, Money, Measures	12	15

<b>UNIT 3: BASIC COMMUNICATION SKILLS: Level 2</b>		<b>65</b>	<b>50</b>
3.1	Festivals , Social Life	25	20
3.2	Nature , Weather , Animals	25	10
3.3	Place names, Languages	10	15
3.4	Transportation	5	5

<b>UNIT 4: BASIC COMMUNICATION SKILLS: Simple technical terms</b>		<b>50</b>	<b>60</b>
4.1	Simple technical terms: School Subjects	20	20
4.2	Simple technical terms: Telecommunication	10	20
4.3	Simple technical terms: Government and Legal setup	10	10
4.4	Simple technical terms: Medical terms	10	10

## Basic Interpretation

Paper Code: DISLI 6

Marks: 200

Contact Hours: 200

### 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

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’.

Unit No.	Unit description	Hours	Marks
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### 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

<b>UNIT 1: LISTENING RECEPTIVE SKILLS</b>		<b>40</b>	<b>40</b>
1.1	Listening comprehension (Voice): Level 1 - Informal setting	10	10
1.2	Listening comprehension (Voice): Level 2 - Formal setting	10	10

1.3	Listening comprehension (Voice): Level 3 – Conversations	10	10
1.4	Listening comprehension (Voice): Level 4 – Discourse	10	10

<b>UNIT 2: RECEPTIVE SKILLS (SIGNING)</b>		<b>50</b>	<b>50</b>
2.1	Basic annotation of signed data: ID-Glossing (Using software annotation tools)	10	10
2.2	Basic annotation of signed data: Non-Manual Features (Using software annotation tools)	15	15
2.3	Consecutive Interpreting: Short sentences and phrases	10	10
2.4	Simultaneous Interpreting: Level 1 - Short sentences and phrases	15	15

<b>UNIT 3: INTERPRETING SKILLS (BASIC)</b>		<b>50</b>	<b>50</b>
3.1	Simultaneous Interpreting: Level 2 – Discourse	20	20
3.2	Basic Reverse Interpreting	10	10
3.3	Basic tactile interpreting for Deaf blind	15	15
3.4	Note-taking	5	5

## PART B

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

1. Describe deaf culture and 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>60</b>	<b>60</b>
4.1	Interpreting for a deaf family	20	20
4.2	Interpreting in local deaf associations / community	20	20
4.3	Interpreting in a Pre-primary / Primary school setting	10	10
4.4	Interpreting TV News / Shows / Documentaries	10	10

## Advance Communication

Paper Code: DISLI 7

Marks: 200

Contact Hours: 200

Unit No.	Unit description	Hours	Marks
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### PART A

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

1. Demonstrate one-handed English manual alphabet
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

<b>UNIT 1: ADVANCED COMMUNICATION SKILLS:</b>		<b>30</b>	<b>40</b>
<b>Grammar</b>			
1.1	English Manual Alphabet (one-handed)	2	5
1.2	Sign language grammar: Non-manual features, Complex adjectives/ verbs	12	10
1.3	Polysemy and homonymy	8	10
1.4	Repeated, Alternating and Unrealized actions	8	15

<b>UNIT 2: ADVANCED COMMUNICATION SKILLS:</b>		<b>40</b>	<b>40</b>
2.1	Signing abstract concepts	10	10
2.2	Role play	10	10
2.3	Signing picture stories, jokes	10	10
2.4	Sign elocution	10	10

### PART B

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

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
4. Compare and contrast some of the regional variations of ISL

<b>UNIT 3: ADVANCED COMMUNICATION SKILLS:</b>		<b>90</b>	<b>80</b>
<b>Technical signs</b>			
3.1	Technical terms: High school terms	25	20
3.2	Technical terms: Computer Science	25	20

3.3	Technical terms: Commerce	20	20
3.4	Technical terms: Corporate	20	20

<b>UNIT 4: ADVANCED COMMUNICATION SKILLS: Regional variations</b>		<b>40</b>	<b>40</b>
4.1	Regional variations in Southern regions	10	10
4.2	Regional variations in Western regions	10	10
4.3	Regional variations in Northern regions	10	10
4.4	Regional variations in North-eastern regions	10	10



## **Advance Interpretation**

**Paper Code: DISLI 8**

**Marks: 200**

**Contact Hours: 200**

### **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.

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 Counseling session
- Interpreting for a Parent teacher meeting
- Interpreting for a Business Meeting / Business Review
- Medical interpreting – taking a deaf for a checkup/ treatment
- Interpreting a movie
- Tactile Interpreting
- Relay Interpreting – foreign SL to ISL by Deaf signer and this being further interpreted in ISL or voiced.
- Team interpreting

Unit No.	Unit description	Hours	Marks
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### 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

<b>UNIT 1: INTERPRETING SKILLS (ADVANCED)</b>		<b>40</b>	<b>40</b>
1.1	Relay interpreting	10	10
1.2	Telephone interpreting	10	10
1.3	Team interpreting	10	10
1.4	Advanced tactile interpreting for Deaf blind	10	10

<b>UNIT 2: PROSODY SKILLS</b>		<b>40</b>	<b>40</b>
2.1	Prosody skills while direct interpreting	10	10
2.2	Prosody skills while reverse interpreting	10	10
2.3	Prosody skills while relay interpreting	10	10
2.4	Interpreting movies / theatre / poetry	10	10

### 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

<b>UNIT 3: FIELD WORK 2</b>		<b>40</b>	<b>40</b>
3.1	Supervised Interpreting in a secondary school setting	10	10
3.2	Supervised Interpreting at court	10	10
3.3	Supervised Interpreting at Hospitals / Clinics	10	10
3.4	Supervised Corporate Interpreting	10	10

<b>UNIT 4: FIELD WORK 3</b>		<b>80</b>	<b>80</b>
4.1	Interpreting in a secondary school setting	20	20
4.2	Interpreting religious talks	20	20
4.3	Interpreting at State- / National- / International-level deaf conferences	20	20
4.4	Interpreting at professional-level conferences / seminars / workshops	20	20