230

Secondary Course

Indian Sign Language

2

PRACTICAL MANUAL

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A Word with You

Dear Learner

Congratulations! You have chosen Indian Sign Language as one of the language subjects at the secondary level.

As you know, NIOS has introduced Indian Sign Language as a language subject option for secondary level learners. It is a unique effort and a first in India. Experts have worked hard to make this course simple, interesting, and interactive.

The course on Indian Sign Language includes various modules: 'Understanding Indian Sign Language', 'Sign Language in Society', 'Structure and Grammar of ISL' and 'Creative Expressions in ISL'. This course comprises 17 lessons and presents a well-structured study material comprised of videos and self-learning material in two parts: one is that of theory, and the other is that of practical exercises. The course has been developed in modular form, and every module deals with a separate concept. Each module is interlinked with others and motivates the learners to develop an in-depth understanding about various aspects of Indian Sign Language.

Since it is a course on Indian Sign Language, the main learning material will be the form of videos and books that contain summaries, will complement the learning process. The links of video lessons are also provided in the books for easy access to YouTube video. The YouTube video links for all the practical exercises are also provided for easy access, which will guide you on what to do and how to record your assignments.

During your course of study, you will find number of in-text questions and terminal exercises in the lessons. You, do make a sincere effort to attempt them. The in-text questions, terminal exercise, and Tutor assignment (TMA) will help you to assess the extent of your learning. To support you in preparing well for the examination in Indian Sign Language, a sample question paper has been given at the end of the self-learning material. This is followed by a detailed marking scheme, which will tell you how your answers will be evaluated. Try to answer all the questions and compare them with the answers given in the marking scheme.

We hope the entire course material will create an interest for further study of Indian Sign Language and help you to communicate better with others and understand the Deaf culture and community in a better way.

Your feedback is always welcome. For any kind of suggestion or query, feel free to contact us. We will be more than happy to serve you.

Best wishes

Course Team

NIOS

How to use the Learning Material

Congratulations! You have accepted the challenge to be a self-learner. NIOS is with you at every step and has developed the material in Indian Sign Language with the help of a team of experts, keeping you at the focal point. A format supporting independent learning has followed. You can take the best out of this material if follow the instructions given. The relevant icons used in the material will guide you.

Title: will give you a clear indication of the contents within. Do read it.

Introduction: This will introduce you to the lesson and link it to the previous one.

Outcomes: These are statements of outcome of learning expected from you after studying the lesson. You are expected to achieve them, do read them and check if you have achieved.

Content: Total content has been divided into sections and subsections. Section leads you from one content element to another and subsections help in comprehension of the concept in content elements.

Notes: Each page carries empty space in the side margins, for you to write important points or make notes.

Intext Questions: Very short answer self check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.

What You Have Learnt: This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.

Terminal Exercises: These are long and short questions that provide an opportunity to practice for a clear understanding of the whole topic.

Do You Know: This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.

Answers : These will help you to know how correctly you have answered the questions.

QR Code: QR codes of video lessons are given in the books for an easy access to YouTube video links.

Web site: These websites provide extended learning. Necessary information has been included in the content and you may refer to these for more information.

COURSE OVERVIEW

Book 1

Module	LESSON
Module	**LESSON**
1. Understanding Indian Sign Language	1. Indian Sign Language as a Complete Language: Concept, Characteristics and Common Misunderstandings about Sign Language
	2. The History of ISL: Its Origin, Development, and Relationship with other Signed and Spoken Languages
	3. Deaf Communities and Sign Languages in other Countries, in Comparison to ISL
2. Sign Language in Society	4. The Community of Indian Sign Language Users, their Commonalities and Diversity
	5. Aspects of Deaf Culture and Linguistic Identity
	6. Legislative Provisions for ISL in India
	7. Status of Use of ISL in Deaf Education
3. Structure and Grammar of ISL	8. Manual and Non-Manual Components of ISL
	9. Word-Level Structures
	10. Sentence Types
	11. The Meaning of Signs
4. Creative Expressions in ISL	12. Stories
	13. Poems and Songs
	14. Jokes and Humour
	15. Mime and Drama
	16. Newsreading
	17. Sign Language in Social Media

Book 2

(PRACTICAL MANUAL)

CONTENTS

Bifurcation of Syllabus
Indian Sign Language
Code - 230 at Secondary Level

Module Name	I TMA (40 % of Syllabus) 07 Lessons	II Public Examination (60% of syllabus)	
		A Objective (50%) (No. of Lessons-5)	B Subjective (50%) (No. of Lessons-5)
Module 1 Understanding Indian Sign Language (3 Lessons)	L-1 Sign language as a complete language	L-2 The history of ISL: its origin, development, and relationship with other signed and spoken languages	L-3 Deaf communities and sign languages in other countries, in comparison to ISL
Module 2 Sign Language in Society (4 Lessons)	L-5 Aspects of Deaf Culture and linguistic identity	L-6 Legislative provision for ISL in India	L-4 The community of Indian Sign Language users, their commonalities and diversity L-7 Status of use of ISL in Deaf education
Module 3 Structure and Grammar of ISL (4 Lessons)	L-10 Sentence Types L-11 The meaning of signs	L-8 Manual and non-manual components of ISL	L-9 Word-level structures
Module 4 Creative Expressions in ISL (6 Lessons)	L-14 Jokes and humour L-16 News Reading L-17 Sign Language in social media	L-12 Stories L-13 Poems and Songs	L-15 Mime and Drama

1.1

PRACTICAL

COMPARE LINGUISTICS FEATURES OF SIGNED LANGUAGES AND SPOKEN (WRITTEN) LANGUAGES

Notes

OBJECTIVES: To Compare linguistics features of signed languages and spoken (written) languages.

INTRODUCTION: Sign language is a complete native language which is used for communication as story or passage or news etc. by the deaf community. After completing this practical you will be able to understand the different features of spoken language by going through its written format and then be able to compare with Sign language.

PROCEDURE: Look the number of signs used in Sign Language and in the spoken (written) Language.

Explain: **BLUE PEN.**   {two words in sign language }

    The pen is blue.   {four words in written/spoken English language.}

There is no separate signs for different spoken words in SL like - will, to, is, are, etc.

Examples of statements in sign:

1. BROTHERS FOUR.

2. SCHOOL OPEN APRIL.

3. LAPTOP EXPENSIVE.

4. SISTER BORN GIRL.

5. HE TEACHER.

6. CHILD TIRED.

Notes

7.   SHE TALL.

You can show the total number of signs (count number of signs) used in SL and also number count in spoken language with examples given in the video.

OBSERVATION TABLE: Make notes in your practical diary in the any form which is easy for you to do revision.

Sign Language	spoken (written) languages
1.	
2.	
3.	
4.	
5.	
6.	
7.	

RECORD YOUR FINDINGS AS VIDEO: You observed different sentences in SL and spoken (written) language and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

1.2

Notes

PRACTICAL

REACT TO A SET OF GIVEN STATEMENTS ABOUT SIGN LANGUAGES AND DISTINGUISH FACTS FROM MYTHS IN THESE STATEMENTS

OBJECTIVE: To react to a set of given statements about sign languages and distinguish facts from myths in these statements.

INTRODUCTION: The aim is to understand the basic nature of sign languages. However other sees that ISL has no grammar but only gesture because other believes that ISL is not a complete language.

Example: SHIRT BLACK BEAUTIFUL   {Sign}

However someone thought that sign language does not have sign of 'is' and 'the' etc. therefore s/he may consider sign language as 'gesture' but it is a myth ISL has grammar.

PROCEDURE: Introduce the topic, then show the statements from 1 to 7 and ask learners to decide whether the statement is correct or wrong. For each statement, sign its number first, and then the statement. Explain to learners that they need to create their own answer sheet. For the answer sheet, they should write the number of the statements on the paper, and write "correct" or "wrong" next to it.

Examples of statements:

1.   Deaf person can understand each other anywhere in the world because there is only one sign language internationally.

2.   The sign language in China has its own grammar, which is not similar to the written Chinese language.

3.   Communicating in ASL is easier than Indian Sign Language because ASL has signs symbols of grammar vocabulary.

Notes

4.   Indian Sign language is useful for Indian deaf only.

5.   Signed Hindi or signed English is same as Indian sign language.

6.   If you are Indian deaf fluent in ISL and you visit any other country then you need to learn Sign language of that country to communication in their sign language.

7.   Deaf person brought up in deaf family are highly educated.

You can show the above statement in the video. As his/her answer learners should write the number of the statements on the paper, and write "correct" or "wrong" next to it and its reason in the last column.

OBSERVATION TABLE: Make notes in your practical diary in the any form which is easy for you to do revision.

Statement No.	Right/Wrong	Reason
1.		
2.		
3.		
4.		
5.		
6.		
7.		

RECORD YOUR FINDINGS AS VIDEO: You observed different Myths about sign language and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

1.3

PRACTICAL

IDENTIFY FEATURES OF INDIAN SIGN LANGUAGE IN COMPARISON WITH OTHER SIGN LANGUAGES

Notes

OBJECTIVE: To identify features of Indian Sign Language in comparison with other sign languages.

INTRODUCTION: The aim of this activity is to develop meta-linguistic awareness by comparing ISL with other sign languages.

PROCEDURE: Learner can choose any two languages for the comparison. One is ISL and any other sign languages such as ASL, FSL, BSL, TURKISH SL etc.

Examples:

Relatives:-

- **FEMALE + SIBLING / MALE+ SIBLING** {ISL}

- **SISTER / BROTHER** {BSL}

Statement:-

- **CHILDREN HAPPY NOT / WRITING DIFFICULT NOT / I SEE NOT** {ISL}

- **CHILDREN NOT HAPPY / WRITING NOT DIFFICULT / I NOT SEE** {ASL}

Negative: -

- **NOT/ CAN'T- FAIL** {ISL}

- **NOT / CANNOT** {TURKISH SL }

**Language
Description**

Fingerspelling:-

- W-F-D / U-N-C-R-P-D   {ISL}

- W-F-D / U-N-C-R-P-D   { International Sign }

You can access the internet to find other sign language or deaf friend who can talk to you on video call and discuss about affirmative statement or negative, or fingerspelling or relatives sign and observe their signs and identify the different features. You must understand the difference between both the sign languages and what the reasons of that difference are. Differences could be in the structure of each sign, in the order of signs, or in the non-manual expressions. You may sign word or sentence list in both ISL and other sign languages.

OBSERVATION TABLE:

SN	India sign language	Other sign language
1.		
2.		
3.		
4.		
5.		

RECORD YOUR FINDINGS AS VIDEO: You have observed ISL and other sign language and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

1.4

PRACTICAL

IDENTIFY FEATURES OF INDIAN DEAF COMMUNITIES IN COMPARISON WITH OTHER DEAF COMMUNITIES

Notes

OBJECTIVE: To identify features of Indian deaf communities in comparison with other deaf communities.

INTRODUCTION: The aim of the activity is to compare ISL with other sign languages and understands the Indian deaf communities and other deaf communities from countries like France, America, and Canada etc.

PROCEDURE: To do this activity you may search on the Internet or talk to someone in person around your area who have experience with other deaf communities. Ask them some questions as following:

1.   How big is the deaf community in that other country / how many people?

2.   Are there schools for deaf children, and is sign language available there?

3.   Is sign language interpreting available, and how?

4.   Are there laws about sign language?

5.   Is the sign language documented by research and materials?

You can adds some more related question if you have any.

OBSERVATION TABLE: Make notes in your practical diary in the any form (Pictorial drawing or written) which is easy for you to do revision.

Language Description

Notes

SN	Indian deaf communities	Other deaf communities
1.		
2.		
3.		
4.		
5.		

RECORD YOUR FINDINGS AS VIDEO: You have observed ISL and other sign language and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

1.5

PRACTICAL

ASSIGN A GIVEN SET OF ISL SIGNS TO DIFFERENT TIME PERIODS TO DISTINGUISH OLDER SIGNS FROM MORE RECENTLY EVOLVED SIGNS

Notes

OBJECTIVE: To understand and distinguish older signs from newer or more recently evolved signs.

INTRODUCTION: The aim is to understand about how signs can keep changing with time as older signs fall out of use and newer signs come up. Sometimes it happens because of frequent interaction of users using different sign languages. New signs linked to linguistics and deaf education. After completing this activity learners will be able to understand and explain about various signs, and they may able to guess which sign is newer and which one is older.

PROCEDURE: Steps to be followed to complete this practical are as follows -

● Watch the video (Practical 1.5) and try to identify that which sign is newer and which one is older,

● Now make a list of newer and older signs from the signed video,

● also explain the reason why do you think that the signs are older or newer,

● Then sign a video and explain why they thought the signs are younger or older.

Example:

NO-NO (based on finger spelling used by old deaf); ' (old version of Sign language)

Index and middle finger along with thumb is used for "NO" sign ' (newer version of Sign language as used in ASL).

Notes

You can add your own examples with reason.

You can also add your own examples and reason.

1.	PHONE	2.	WORK
3.	SCHOOL	4.	NEWS
5.	WATER	6.	MOVIE
7.	PENCIL	8.	RAILWAY
9.	CLASS - 3	10.	DIFFICULT

OBSERVATION TABLE: Make notes in your practical diary in the any form which is easy for you to do revision. Write down "older" or "newer" next to the given column.

SN	Sign words	"Older" or "newer"	Reason
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

RECORD YOUR FINDINGS AS VIDEO: You observed different words about older and younger and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain and reason all your points in detail.

2.1

PRACTICAL

IDENTIFY AND DISCUSS DIFFERENT SUB-GROUPS IN THE ISL COMMUNITY

Notes

OBJECTIVE: To identify and discuss different sub-groups within the ISL community.

INTRODUCTION: There is diversity within the ISL community. Some people in the ISL community are deaf, and some are hearing as relatives/CODA/SODA. The aim is to learn about people from these ISL sub-groups.

PROCEDURE: If you can get the help of other learners to explain to each other about the different sub-groups within the ISL community and record this explanation activity as a video.

You should go and meet following people -

1.   a person who was born hearing but became deaf at the age of six because of some illness,

2.   a sign language interpreter having certificate in ISL,

3.   a hearing daughter of deaf parents,

4.   a deaf child of hearing parents with an older deaf brother,

5.   a social worker from an NGO for deaf women.

Some questions to be asked from the below mentioned are as follows -

1.   How did each person learn ISL?

2.   When did they learn ISL?

Notes

3.   Do they also use a spoken language?

4.   Who do they use ISL with?

You may add some more questions about ISL if you have any.

OBSERVATION TABLE: Make notes in your practical diary in the any form which is easy for you to do revision.

1.

2.

3.

4.

5.

RECORD YOUR FINDINGS AS VIDEO: You observed different sub-groups in the ISL community and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

2.2

PRACTICAL

COMPARISON OF ISL ACROSS DIFFERENT AREAS OF THE COUNTRY

Notes

OBJECTIVE: To compare the ISL used across different areas of the country.

INTRODUCTION: There is diversity within the ISL community of India. The aim is to learn about diversity in ISL used across India.

PROCEDURE: Find at least two adult ISL user/deaf ISL users based on following criteria -

1.   Individuals,

2.   From deaf association or

3.   From deaf sports club.

To perform this activity you must look for two adults from two different areas/region only, if there are no adult sign language user found as mentioned, then choose a different exercise.

Some questions to be asked from the below mentioned individuals/group, as follows -

1.   signs for numbers

2.   signs for days of the week

3.   signs for colours (but not white, red, or black)

4.   signs for food that is typical of the area

5.   signs for cultural festivals

Language context

Notes

The signs from above mentioned list are often varies from area to area. Therefore, you are requested to observe and list out these signs and also compare with your local signs. Then record your observation as a video or pictorial format with examples using collected signs.

You may add some more questions about different signs if you have any.

OBSERVATION TABLE:

SIGN WORDS	Your Local area of the country	different areas of the country
1. NUMBER		
2. DAYS OF THE WEEK		
3. COLOR		
4. FOOD		
5. CULTURE FESTIVALS		

RECORD YOUR FINDINGS AS VIDEO: You observed different sub-groups in the ISL community and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

2.3

PRACTICAL

RPWD ACT 2016 AND DISCUSS POINTS RELATED TO DEAF COMMUNITY AND THE LINGUISTIC RIGHTS OF ISL USERS IN INDIA

OBJECTIVE: To Study the RPwD Act and discuss points related to the Deaf community and the linguistic rights of ISL users in India.

INTRODUCTION: The RPWD Act was enacted in December 2016. It promotes and protects the rights and dignity of people with disabilities in various aspects of life - educational, social, legal, economic, cultural and political.

PROCEDURE: Steps to be followed to complete this practical are as follows -

1. first search for "RPwD Act India" on the Internet.

2. search a and download the related document and read it.

3. search the document for keywords:- "deaf", "hard of hearing", "ISL" and "sign language". You can also search more related words.

4. Now read the parts of the document where you have found these keywords.

5. Make a detailed note on rights of deaf persons mentioned in the Act and also note down that how beneficial these rights are for a deaf person.

6. Now record your notes into ISL video.

7. You can also cross check your own recorded signs with your notes for better understanding.

Notes

OBSERVATION TABLE:

1.

2.

3.

4.

5.

RECORD YOUR FINDINGS AS VIDEO: You have read the RPwD Act 2016 in detail and also observed points related to the rights of the Deaf community. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

2.4

PRACTICAL

LANGUAGE SKILLS OF SIGN LANGUAGE INTERPRETERS IN INDIA

Notes

OBJECTIVE: Language skills of Sign Language interpreters in India

INTRODUCTION: An ISL interpreter is a person who is qualified to interpret and facilitate successful communication for both the deaf and hearing person. Sign language interpreting is a highly complex skill.

PROCEDURE: To complete this practical, meet a sign language interpreter and interview his/her views. The interpreter must know and be fluent in at least two languages, his/her first language can be Hindi/English (any spoken language) and second language can be sign language or vice versa. Tell him/her that you are pursuing a course from NIOS and in consonance with this an interview of an interpreter is needed as a practical part of this course. If s/he agrees then go ahead. You may ask following interview questions from interpreter -

1.   How does s/he prepare and receive related information about any pre-planned assignment?

2.   How deaf give feedback for interpretation?

3.   What does interpreter feels about the SL interpreting work?

You may ask more related question. You may interview at least 2 or 3 ISL interpreters from any place of India. For example Noida, Orissa and Maharashtra etc.

OBSERVATION TABLE: See below how to write/draw an answer sheet from this activity.

Language context

Notes

Question	Answer
1.	
2.	
3.	
4.	
5.	

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

Notes

PRACTICAL

CULTURAL ASPECTS OF USING DEAF TEACHERS AND INDIAN SIGN LANGUAGE IN EDUCATION

OBJECTIVE: Status of ISL in Education

INTRODUCTION: As we all know that language and culture are highly interconnected and inter dependent with each other. The aim of this practical is to understand the cultural aspect of a deaf teacher and a hearing teacher those using ISL for teaching/education.

PROCEDURE: Steps to be followed to complete this practical are as follows -

1. You can go and meet deaf person who have learning experience from deaf and hearing teacher those using ISL for teaching.

2. Ask deaf person what their classroom experiences of hearing and deaf teachers are.

3. Do they (deaf person) understand them (teacher) well?

4. Do they were able to understand clearly the lesson paragraph explained by a deaf or hearing teacher?

5. Do they feel that a deaf teacher explains concepts more clearly with more related examples and facial expressions in comparison with a hearing teacher

Or

A hearing teacher who translates only the text as written in books, into sign language without using any facial expressions. Who explains in better way to make concepts clear?

Language context

Notes

6.   Enquire the above same questions from different deaf learners and record their answers as a ISL video.

7.   Now review all the answers of deaf learners and also add your own experiences about the same.

8.   Now, based on the answers recorded from the deaf persons, make a comparative note about the teaching experience of the deaf teacher and the hearing teacher.

OBSERVATION TABLE: See below how to write/draw an answer sheet from this activity.

	Hearing Teacher/s	Deaf Teacher/s
1.		
2.		
3.		
4.		

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

3.1

PRACTICAL

DISTINGUISH BETWEEN CORRECT
AND INCORRECT SAMPLE OF GIVEN SIGN

Notes

OBJECTIVE: To Distinguish between ISL signs and learning materials.

INTRODUCTION: All sign languages have well structured grammar. For better understanding you are requested to explore ISL sentences and grammar like morphology, syntax. There are different signs of words and sentences used in sign language communication. While signing the morphology and syntax of signs may be used in different ways as per its structure. For example -

- I DO NOT GO HOME   {in English}

- I GO HOME NOT   {in ISL}

- VERY WORRIED   {in English}

- WORRIED   {in ISL}

PROCEDURE: To complete this practical activity following steps have to be followed

- Watch the recorded video having 25 sentences, some are correct and some sentences are incorrect,

- Note the correct and incorrect sentences as per your observation

1.	VERY SPEED	2.	VERY ANGRY
3.	SLEEP	4.	VERY DELICIOUS
5.	I DON'T LIKE A SANDWICH	6.	DO YOU LIKE TO PLAY?
7.	DO YOU WANT FOOD?	8.	COME HOME/GO HOME
9.	HE SLEEPS FOR 7 HOURS	10.	LOAN ME

11.   WHY ARE YOU LAUGH?

12.   U PHONE HAVE? HAVE YOU PHONE?

13.   MY BROTHER WORK GO?

14.   HE IS VERY SICK.

15.   BAD FOOD

16.   YOU HAVE CHILDREN

17.   YOUR BIRTHDAY WHEN?

18.   I DON'T RELAX.

19.   I MARRIED FOR 6 YEARS

20.   ANSWER ME

21.   GIFT

22.   CAR HAVE NOTHING

23.   WHAT ARE YOU CLASS?

24.   YOU WILL NOT LATE NIGHT

25.   GRANDMOTHER

OBSERVATION TABLE: See below how to write/draw an answer sheet from this activity.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.
21.	22.
23.	24.
25.	

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

3.2

PRACTICAL

USE LANGUAGE RESOURCES TO SEARCH FOR ISL MATERIALS

Notes

OBJECTIVE: To Use language resources to search for ISL materials, e.g. online ISL dictionary

INTRODUCTION: A successful learning of any subject depends on right choice of resources, tools and methods. Now days there are various online resources to learn ISL as any other spoken language. One of the important helpful resources for a successful ISL learning is online ISL dictionary.

PROCEDURE: There are resources about ISL, just like for spoken languages. If we want to know about ISL signs, we can find online ISL dictionary. It has lists of words with meaning and explanation.

1.   Search available ISL dictionaries on Internet like ISLRTC, NIOS etc.

2.   Spend at least two hours to watch these ISL dictionaries videos.

3.   Then make a video based on your experience with explanation as the answers of following questions -

   ●   What did you see/observed?

   ●   Have you been able to understand the explanation by the signers?

   ●   What types of elements are in the videos? For example - written words, pictures, logo, etc.

   ●   Are these videos helpful for you to know more about ISL, and how?

ISL Grammar and usage

Notes

●   Is it easy to search online for signs?

You can also discuss with other learners on above questions and exchange your views.

OBSERVATION TABLE: See below how to write/draw an answer sheet from this activity.

1. _____

2. _____

3. _____

4. _____

5. _____

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

3.3

PRACTICAL

ISL GRAMMAR AND USAGE

Notes

OBJECTIVE: To Describe the linguistic patterns of Indian Sign Language.

INTRODUCTION: ISL has grammar. Grammar is a set of rules for generating the words and sentences used in communication. All languages have a grammar. Grammar works at the level of structures in words; this is called morphology. Grammar also works at the level of sentences; this is called syntax. There are seven topics in this practical assignment. For each topic, you go through the same process. You will describe the grammar rules for each topic. This practical exercise is for you to do on your own, but you can discuss it with other learners if you like.

To describe linguistic patterns in the following structures:

3.3.1 Non-manual components of ISL

3.3.2 Sentence types: Simple statements, questions, negatives

3.3.3 Describing people and objects (adjectives, opposites)

3.3.4 Pronouns and kinship terms

3.3.5 Expression of time, numbers and measures

3.3.6 Verbs and uses of the sign space

3.3.7 Possession (having and not having)

Notes

3.3.1

PRACTICAL

NON-MANUAL COMPONENTS OF ISL

OBJECTIVE: To describe the Non-manual components of ISL.

INTRODUCTION: Non-Manual components of ISL has various facial-movements and facial-expressions, head and shoulder, lips and cheek, body-movement along with different signs of ISL. If all these expressions and different facial orientations are removed then without these only hands movement will not make any sense. So, both are used altogether and these components of ISL are known as Non-manual components of ISL.

PROCEDURE:

Now, in the given video 7 sentences are signed and learner need to observe and explain whether they are correct or Incorrect. The given statements are as follows –

1.	ENGLISH STUDY WELL?	{ ISL}
2.	YOU HAPPY NOT.	{ ISL}
3.	DRIVE HIGHWAY.	{ ISL}
4.	INFORM NOT.	{ ISL}
5.	BOY BORED.	{ ISL}
6.	YOU GO NOT.	{ ISL}
7.	THANK YOU.	{ ISL}

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

3.3.2

Notes

PRACTICAL

SENTENCE TYPES: SIMPLE STATEMENTS, QUESTIONS, NEGATIVES

OBJECTIVE: To describe the different Sentence types: Simple statements, questions, negatives in ISL.

INTRODUCTION: Sentence structure has three sentence types -

A.   Simple Statements,

B.   Question Statements, and

C.   Negative Statements.

PROCEDURE:

Simple statements -

1.	FOOD GOOD.	{ ISL }
2.	ME TIRED.	{ ISL }
3.	CAR EXPERIENCE.	{ ISL }
4.	SHE BEAUTIFUL.	{ ISL }
5.	MEET SISTER.	{ ISL }
6.	HE TALL.	{ ISL }
7.	EAT FINISH.	{ ISL }

Questions - "what", "where", "why" are Question words. Question words are used at the last in ISL grammar. You can see the seven video statements.

Notes

1.	HOW OLD?	{ ISL }
2.	HOLIDAY WHEN?	{ ISL }
3.	YOU LATE WHY?	{ ISL }
4.	PEN BUY WHERE?	{ ISL }
5.	COMPUTER OPEN HOW?	{ ISL }
6.	YOU LOOK AT ME WHAT?	{ ISL }
7.	TEACHER COME WHAT TIME?	{ ISL }

Negatives - "No", "Not", "Don't", "Never", "Nothing" are Negative words. Just like Question words similarly Negative words are used at the last in ISL grammar. You can see the seven video statements.

1.	DON'T EAT A LOT.	{ ISL }
2.	FOOD GOOD NOT.	{ ISL }
3.	ROOM NOTHING.	{ ISL }
4.	HE FEAR NOT.	{ ISL }
5.	BABY SLEEP NOT.	{ ISL }
6.	MY FRIEND COME NOT.	{ ISL }
7.	WORK DIFFICULT NOT.	{ ISL }

OBSERVATION TABLE:

Simple statements	SN	Right/wrong	Reason
	1.		
	2.		
	3.		
	4.		
	5.		

		6.	
		7.	
Questions	SN	Right/wrong	Reason
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
	7.		
Negatives	SN	Right/wrong	Reason
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
	7.		

Notes

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

Notes

3.3.3

PRACTICAL
DESCRIBING PEOPLE AND OBJECTS (ADJECTIVES AND OPPOSITES)

OBJECTIVE: To describe the people and objects (adjectives, opposites).

INTRODUCTION: In any language, we can describe people and objects; we can do this in ISL too. There are two structures that we use in ISL:

1. To describe that a quality is weaker or stronger, we use changes to the movement and facial expression in signing.

    For example, the difference between **"TIRED" and "VERY-TIRED" and "EXTREMELY-TIRED".**

2. In some signs, to express opposites we use opposite directional movement.

    For example -

    ● HAPPY (up) and SAD (down), or

    ● LARGE (move hands apart) and SMALL (move hands together).

Adjectives are explained below in detail.   {more facial expressions are added in ISL}

● TIRED   -   VERY TIRED

● HARD   -   HARDER

● ANGRY   -   VERY ANGRY

● BEAUTIFUL   -   VERY BEAUTIFULLY

● FAST   -   FASTER

● SLOW   -   SLOWER

● COLD   -   COLDER

Here below the opposites words are explained in detail.

{more facial expressions are added in ISL}

- HAPPY - SAD
- LARGE - SMALL
- TALL - SHORT
- DAY - NIGHT
- PASS - FAIL
- UP - DOWN

For this practical, we are not looking at ISL for correct and wrong examples. Instead, this practical shows examples on the description about ISL. Now, describes how the signs are developed/ built and record the explanation of each sign.

OBSERVATION TABLE:

Adjectives	Observation

Opposites	Observation

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

Notes

3.3.4

PRACTICAL
PRONOUNS AND KINSHIP TERMS

OBJECTIVE: To describe the Pronouns and kinship terms.

INTRODUCTION: This is about signs we used to talk about people. We can use different ways of pointing, or we can use signs for our family relationships. There are also other ways to talk about people, but here we only discuss these two ways.

Choose some examples from these signs:

●   pointing with one index finger

●   using two fingers for BOTH

●   Signs with MALE or FEMALE and then another sign like SIBLING, MARRY etc to sign "brother", "wife" etc.

Explain their situation in detail.

●   BROTHER   -   MALE+ SIBLING

●   WIFE   -   FEMALE+ MARRY

●   SON   -   MALE + BORN

●   GRANDFATHER   -   MALE + OLD

For this practical, we are not looking at ISL for correct and wrong examples. Instead, this practical shows examples on the description about ISL. Now, describes how the signs are developed/ built and record the explanation of each sign.

OBSERVATION TABLE:

FAMILY RELATIONSHIPS	EXPLAINING

Notes

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

Notes

3.3.5

PRACTICAL
EXPRESSION OF TIME, NUMBERS AND MEASURES

OBJECTIVE: To describe the expression of time, numbers and measures.

INTRODUCTION: As in previous practical we understood about different degree of facial expressions. Similarly there are variation in expressing time, numbers and other different measurements.

Like -

- for telling number of years we use both hands together instead of using only one hand for telling number of years,

- for telling months we use only one directional movement like one month, two month, instead of month one, month two etc.,

- for telling hours we use one round movement along with number. Like one hour, two hour instead of hour-one, hour-two etc., and

- for telling money we use rupee one, rupee two, rupee ten in combination with sign and number.

  - Year (Y) + number(1) = 1year (Single sign)

  - Month +1

  - Hour + 1

  - 2 rupees, 3 rupees

  - Two min, five min

  - Class one, class two

Notes

Examples of statements in sign:

1.   HOUSE ROOMS FIVE.

2.   ARRIVE HOUR 3

3.   5 YEAR SCHOOL STAY

4.   DRIVE ONE HOUR

5.   TRAINING THREE MONTHS.

6.   CANDY RS.5/-

7.   TEACHER COMING 5 MINUTE.

Learners will watch sentences and just note on a paper whether they think each sentence is right or wrong.

OBSERVATION TABLE:

	Right/Wrong	**Reason**
1.		
2.		
3.		
4.		
5.		
6.		
7.		

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

Notes

3.3.6

PRACTICAL
VERBS AND USES OF THE SIGN SPACE

OBJECTIVE: To describe the Verbs and uses of the sign space.

INTRODUCTION: We all know that verbs are the action words. And action words are used quite often in communication. In sign language, verbs are used with direction and movement.

Let's see some Examples:

● HELP (verb) - I HELP YOU / YOU HELP ME (both directional movement are different)

This is about verbs where the movement of the sign can change in the direction, like in I-HELP-YOU and YOU-HELP-ME (one sign in ISL with different movement but three words in English) have only difference is of directional movement.

See some more examples -

● TEACH - I teach you / You teach me

● GIVE- I give you/ You give me

● SCOLD- I Scold you/ You scold me.

● TRAIN- I train you/ You train me.

● TELL- I tell you/ You tell me.

When comparing with English, it is important to mention who is helping who, but in ISL - this is clear just by a single sign: help towards the signer or away from the signer (depending on the meaning).

Learners may find which of the signs in each sentence is verb. They should explain why the sign moves from one place to another. Learners can record the explanation.

STORY: See the conversation and find verbs

I am staying at my home watching TV. My friend came and lighted the door-light (doorbell).

When I saw the door-light on , I went near the door , saw my fried and opened the door.

We greeted each other.

Friend: He sat and said that he wants to see my notebook to do his work as last day he was on leave.

Me: I said ok and gave him my notebook.

Friend: He asked - Can he take the notebook to his home?

Me   : I replied that it is ok but when will he return it?

Friend : He said that he will call after he completes his work.

Me   : I said ok.

Friend : Can I get water to drink?

Me   : Yes , sure

Friend : Thank you .Did you understand teacher taught yesterday?

Me   : Yes, I understand it .But the teacher asked about you . I said that you were on leave.

Friend : Yes

Me   : You don't worry, I will come your home to teach you or we will do video call. Is it ok?

Friend : Yes, thank you . I am going home now. Bye

Me : Bye

OBSERVATION TABLE: Find verb from the story mentioned in the practical video.

Notes

SN	Verbs from the STORY signed in practical video	Reason
1.		
2.		
3.		
4.		
5.		
6.		
7.		

See above table to write/draw report sheet of this practical.

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

Notes

3.3.7

PRACTICAL
POSSESSION (HAVING AND NOT HAVING)

OBJECTIVE: To describe the Possession (having and not having).

INTRODUCTION: "Your", "his", "her", "their" etc. are all words used to indicate POSSESSION. "Have" and "Don't have" are also used for showing possession. "Nothing" in ISL shows "don't have".

PROCEDURE: Learner needs to watch statements from practical video and find the right and wrong statement and explain the reason also.

Learners take turns asking each other whether they have got certain things or not.

HAVE   -   [five hand shape sign]

NOT HAVE   -   [zero sign]

Examples of statements in sign:

1.   SISTER HAVE.

2.   MY FRIEND CAR NOTHING

3.   PEN HAVE YOUR?

4.   MY MOBILE.

5.   MONEY KEEP HAVE?

6.   MOTHER MOBILE NOTHING.

7.   STORY BOOK HAVE.

OBSERVATION TABLE: See below how to write/draw a report sheet from this activity.

ISL Grammar and usage

Notes

SN	Right/Wrong	Reason
1.		
2.		
3.		
4.		
5.		
6.		
7.		

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

4

PRACTICAL

CREATIVE LANGUAGE PRODUCTION

Notes

OBJECTIVE: To understand and practice different types of sign language videos, including the following types: stories, jokes, poems, drama/skits, formal presentations and news reading in sign language.

INTRODUCTION: The sign recorded in these videos varies and be visible at different areas i.e. signs, facial expression, speed of signs - slow or fast etc.

PROCEDURE:

1. Story

    ● Invented stories : Story of bear and two friends

    ● Biographies   : Gandhi, Sachin Tendulkar

2. Joke   : Deaf drive

3. Poems   : Rain

4. Drama   : Police, Hospital, teacher

5. Formal presentations : Researcher data

6. News   : ISH news / MBM / Newzhook / India deaf news

First, you select your two favorite videos as mentioned from the above list.

Example: You can choose one Joke and one presentation.

● Now, sign and record the videos with your own ideas. Make sure that you recorded sign not to be an exact copy of sample videos.

● When you feel confident about your own ISL video which you have recorded

Notes

for this practical, share it with people to watch and enjoy it, and give their comments.

● Finally re-record your best signing on the same topics. The length of each video should be 2 minutes.

OBSERVATION TABLE:

Select your two favoritestories, jokes, poems, drama/skits, formal presentations and news

TOPIC 1	TOPIC 2

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now

5.1

PRACTICAL

PERSONAL DIARY IN ISL ABOUT EXAMPLES OF SIGN LANGUAGE

OBJECTIVE: To create a personal diary in ISL about observed examples of sign language use in society in areas such as public transport, railway stations, bus stations, markets/shopping areas, hospitals, police, etc.

INTRODUCTION: If ISL is used in public spaces in the area where you live. In most places, there are at least some deaf person living, but sometimes they are not visible in public life. This practical is for you to become aware of ISL being visible in society.

PROCEDURE: You should do this practical over at least two weeks minimum, and up to one month maximum time. Just follow your usual daily routine, but wherever you go, pay attention whether you see anyone using ISL in public spaces. Public spaces include transport like buses and trains, building train stations and bus stations, markets, malls and shopping areas, hospitals, and public services like police stations or government offices. This also includes seeing ISL on screens. If you have seen people using ISL, return home and write down your comments about what you have seen on following points –

● Who was using ISL?

● Were they deaf or hearing people?

● Was any interpreting happening?

● What attitudes could you observe about ISL?

● How did you feel when you saw ISL being used in public?

Language Production/ Interpersonal Communicative Skills.

Notes

Then record your observation/comments as a video diary.

OBSERVATION TABLE:

Video diary in ISL about observed examples of sign language used in society such as public transport, railway stations, bus stations, markets/shopping areas, hospitals, police station, etc.

1.

2.

3.

4.

5.

6.

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

5.2

Notes

PRACTICAL

MEET A CODA (CHILD OF DEAF ADULT) OR SODA (SIBLING OF DEAF ADULT) AND INTERVIEW THEM

OBJECTIVE: To understand the role/impact of sign language on the life of a CODA (Child of Deaf Adult) and SODA (Sibling of Deaf Adult) by interviewing them.

INTRODUCTION: CODA means Child Of Deaf Adult and SODA means Sibling Of Deaf Adult

PROCEDURE: To complete this practical meet a CODA and SODA. Tell him/her that you are pursuing a course from NIOS and in consonance with this an interview of a CODA and SODA is needed as a practical part of this course. If s/he agrees then go ahead. You may ask following interview questions to them –

● What is the role of ISL in their life?

● Could you identify issues around deaf and hearing culture?

● How they felt during their childhood initial year about ISL?

● How they acquire sign language?

OBSERVATION TABLE:

CODA/SODA	Reason
1.	
2.	

PRACTICAL - 5

**Language Production/
Interpersonal
Communicative Skills.**

Notes

3.

4.

5.

6.

7.

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

5.3

PRACTICAL

HOW TO GIVE A PRESENTATION IN ISL IN LIVE PROGRAMME?

OBJECTIVE: To understand and practice for preparing a presentation in ISL for a live audience.

INTRODUCTION: To present you to the live audience there are different possible ways like PowerPoint presentation, Posters, Banner, Flow-Charts etc. In order to utilise these ways and methods a deaf should also learn how to make a good quality presentation in ISL is a need of the hour.

PROCEDURE: Steps to be followed to complete this practical are as follows –

●   Choose a topic for presentation.

●   Collect related information and prepare yourself and knowledge about the topic.

●   Plan a sequence for explaining all the points to the audience.

●   Prepare PPT or Poster etc. if required to explain your topic better.

●   Confidently perform your presentation.

OBSERVATION TABLE:

Presentation in ISL to a live audience

1.

2.

**Language Production/
Interpersonal
Communicative Skills.**

Notes

3. _____

4. _____

5. _____

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

5.4

PRACTICAL

USE ISL IN A MOCK INTERVIEW SITUATION

OBJECTIVE: To Use ISL in a mock interview situation

INTRODUCTION: The aim of this practical is to understand the different styles of ISL like -using ISL at the work place or ISL at a college etc by passing an interview. Another aim is to become aware how your style of signing is different in a formal situation and at non-formal place with friends. It is just like wearing a nice suit with tie is different from wearing a T-shirt. The best way to do this practical is in a pair or small group of learners.

PROCEDURE: You may work in a team with several members OR alone. Then decide the situation that you will act out,

Example: a job interview. {Act out the situation with questions and answers, and then switch the roles around so that everyone gets a chance to be applicant and the interviewer/panel}

Applicant	:	I gave my documents file/CV to the Interviewer/Boss.
Interviewer	:	He looked at the documents and asked the name.
Applicant	:	I told my name is ABCD.
Interviewer	:	Ok, where are you from?
Applicant	:	I am from Delhi.
Interviewer	:	Are you metric passed?
Applicant	:	…………..

Language Production/ Interpersonal Communicative Skills.

Notes

Interviewer   :   …………..

Applicant   :   …………..
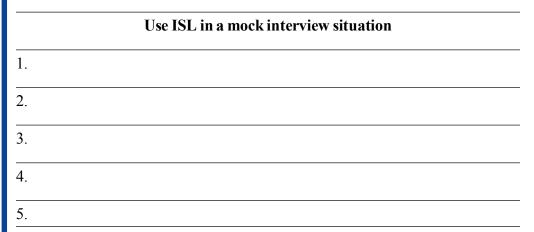
This way you need to act out all the conversation.

When you have practiced the situation, film your conversation, then watch it yourself and then show to your friend.

Take feedback from your friend according to his/her observation about the act-out video. You may add some points accordingly. And then re-shoot the 2nd video with mention of the feedback. And then finally analyze about the feedback given by friend and difference between formal and non-formal sign languages.

OBSERVATION TABLE:

Use ISL in a mock interview situation
1.
2.
3.
4.
5.

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

5.5

Notes

PRACTICAL

USE AN ONLINE CHAT APPLICATION TO HAVE A CONVERSATION WITH ANOTHER ISL USER VIA SIGN LANGUAGE VIDEO

OBJECTIVE: To Use an online chat application to have a conversation with another ISL user via sign language video (live or pre-recorded).

INTRODUCTION: We all are equipped with mobile and new technologies for interpreting services. Use video call to communicate in ISL.

PROCEDURE: If you have internet access on your mobile or computer than you can use different social media application and sites to communicate with each other using text and video chat.

To complete this practical you have to answer following questions –

- How do you place or hold phone or computer during a video chat?

- Do you sign with one hand or two?

- Do you prefer live chat or you prefer sending recorded video to each other?

- How does it feel to you while using video chat in ISL?

OBSERVATION TABLE:

Explaining	Reason
1.	
2.	

**Language Production/
Interpersonal
Communicative Skills.**

Notes

3.

4.

5.

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.

5.6

PRACTICAL

SIGN THE SAME STORY TO A CHILD AND TO AN ADULT. ADJUST YOUR SIGNING STYLE TO SUIT THE CHILD/ADULT

OBJECTIVE: To understand, learn and become aware of different signing styles.

INTRODUCTION: You are aware about how stories are signed for children, with some examples. You also know that signing the same story for adults may be different, for example about biographies and history. After completing this practical you will be able to understand, learn and become aware in detail about different signing styles as per the need.

PROCEDURE: Your task is to sign the same story but change the style so that it will be suitable for young deaf child in one version, and suitable for a deaf adult in another version.

● You need to select a story that you will tell in the two different styles.

● The story would be same for the child and an adult. but the style signing to tell the story would be different for both.

● As mentioned above aim of this practical is to understand the difference in signing styles with some examples. Telling a story to children need to be more expressive and more visual and facial expression with wide sign and place/sign-space. It will help the children to understand it clearly. On the other hand, for adults use of simple sign languages and daily life examples about biographies and history and normal sign-space would be appropriate.

● You need to practice signing, and when you feel confident, record the video of yourself signing both versions of the story.

Notes

OBSERVATION TABLE:

Signing style with Child	Signing style with Adult
1.	
2.	
3.	
4.	
5.	

RECORD YOUR FINDINGS AS VIDEO: You observed the interpreter and discussed points related to the sign language assignment and also found the facts related to it. Now on the basis of information collected by you, make a video clip in which you explain all your points in detail.