Model Curriculum

QP Name: Indian Sign Language Interpreter

QP Code: PWD/Q0103

QP Version: 1.0

NSQF Level: 4

Model Curriculum Version: 1.0

Skill Council for Persons with Disability|| 501, City Centre, 12/5, Dwarka, New Delhi - 110076

Table of Contents

Training Parameters

Sector	Persons with Disability
Sub-Sector	Learning and Development
Occupation	Training Delivery
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015 -2352.0200/ 2353
Minimum Educational Qualification and Experience	10th Class Pass with 2 years of experience Or 10th Class Pass + ITI (1 year after Class 10th) with 1 year Experience OR 10th Class Pass + ITI (2 years after Class 10th) OR 10th Class Pass and pursuing continuous regular schooling OR 3 Year Diploma (After 10th) OR 12th Class Pass with 6 months experience OR Previous relevant Qualification of NSQF Level 3 with 2 years of experience *For 10th class with No experience- OJT/internship of 8 months
Prerequisite License or Training	Basic Knowledge in at least one language
Minimum Job Entry Age	18
Last Reviewed On	16/06/2022
Next Review Date	29/9/2025
NSQC Approval Date	29/9/2022
QP Version	1.0
Model Curriculum Creation Date	05/04/2022
Model Curriculum Valid Up to Date	29/9/2025
Model Curriculum Version	1.0

Minimum Duration of the Course	450 hours
Maximum Duration of the Course	450 hours

Program Overview

This section summarises the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner will be able to:

- Discuss general perspectives of deafness
- Describe the nature of Sign Language
- Discuss deafness in cultural perspectives
- Describe the history of deafness and sign language
- Apply ways of catching attention, greet and respond to deaf people
- Develop skills to express visual features
- Express household articles, school, food
- Recognize and use vocabulary related to festivals
- Express kinship terms, time and direction
- Demonstrate ways to converse with Deaf people
- Develop a Strong vocabulary base in ISL for basic communication
- Describe and demonstrate simple Indian Sign Language grammar
- Fingerspell (two – handed alphabet)
- Recognize and use basic academic, legal, technical and medical terminology in Indian Sign Language

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
PWD/N0111: Orient to the basics of Indian Sign Language NOS Version No. 1 NSQF Level 4	**38:00**	**13:00**	**00:00**	**00:00**	**51:00**
Module 1: Introduction to the basics of Indian Sign Language	*38:00*	*13:00*	*00:00*	*00:00*	*51:00*
PWD/N0112: Use Indian Sign Language level 1 to communicate NOS Version No. 1 NSQF Level 4	**05:00**	**79:00**	**18:00**	**00:00**	**102:00**

Module 2: Use learning of Indian Sign Language level 1 in communication in day- to-day common situations	*05:00*	*79:00*	*18:00*	*00:00*	*102:00*
PWD/N0113: Use Indian Sign Language level 2 to communicate NOS Version No. 1 NSQF Level 4	**05:00**	**85:00**	**20:00**	**00:00**	**110:00**
Module 3: Use learning of Indian Sign Language level 2 in communication	*05:00*	*85:00*	*20:00*	*00:00*	*110:00*
PWD/N0114 Use Indian Sign Language level 3 to communicate NOS Version No. 1 NSQF Level 4	**05:00**	**85:00**	**20:00**	**00:00**	**110:00**
Module 4: Use learning of Indian Sign Language level 3 in communication	*05:00*	*85:00*	*20:00*	*00:00*	*110:00*
PWD/N9901: Follow health, safety and hygiene practices NOS Version No. 1 NSQF Level 4	**04:00**	**04:00**	**01:00**	**00:00**	**09:00**
Module 5: Follow health, safety, and hygiene practices	*04:00*	*04:00*	*01:00*	*00:00*	*09:00*
PWD/N9903: Communicate with others effectively NOS Version No. 1 NSQF Level 4	**03:00**	**04:00**	**01:00**	**00:00**	**08:00**
Module 6: Work effectively with colleagues and superiors	*03:00*	*04:00*	*01:00*	*00:00*	*08:00*

Employability Skills	60:00	00:00	00:00	00:00	60:00
Introduction to Employability Skills	1.5	0:00	0:00	0:00	1.5
Constitutional values - Citizenship	1.5	0:00	0:00	0:00	1.5
Becoming a Professional in the 21st Century	2.5	0:00	0:00	0:00	2.5
Basic English Skills	10	0:00	0:00	0:00	10
Career Development & Goal Setting	2	0:00	0:00	0:00	2
Communication Skills	5	0:00	0:00	0:00	5
Diversity & Inclusion	2.5	0:00	0:00	0:00	2.5
Financial and Legal Literacy	5	0:00	0:00	0:00	5
Essential Digital Skills	10	0:00	0:00	0:00	10
Entrepreneurship	7	0:00	0:00	0:00	7
Customer Service	5	0:00	0:00	0:00	5
Employability Skills	60:00	00:00	00:00	00:00	60:00

Getting ready for apprenticeship & Jobs	8	0:00	0:00	0:00	8
Total Duration	**120:00**	**270:00**	**60:00**	**00:00**	**450:00**

Module Details

Module 1: Introduction to the basics of Indian Sign Language
Mapped to: PWD/N0111

Terminal Outcomes:

- Learn basics of Indian Sign Language

Duration: *38:00*	**Duration**: *13:00*
Theory – Key Learning Outcomes	**Practical – Key learning outcomes**
- Explain the concept of Indian sign language - Define the terms related to deafness - Explain the basic concept of Hearing Loss - Describe linguistic communication - Identify and list the communication opportunities for the hearing-impaired - Outline the components of sign language - Differentiate the myths and facts of sign language - List the characteristics of a good signer - Describe Deaf culture in the society - Explain various aspects of deafness in terms of their communication and culture - Distinguish Deaf identity - Explain the difference between audiological and cultural deaf (D/deaf) - Discuss the history of deafness and deaf education - Discuss about the milestones achieved in the education of deaf in India - Discuss the development and achievements of sign language in India - Define the term interpretation - Explain the role of a good interpreter - Identify the legal rights and policies of hearing-impaired in RPWD act 2016	- Demonstrate ways such as blinking lights, waving hands etc. to catch the attention of the deaf - Demonstrate signs used to give formal and informal introduction - Respond to a question in Indian Sign Languages - Demonstrate signs of different products e.g., basket/ tables/ chairs/ rice/ chapati …etc) - Demonstrate signs of greetings such as good morning, good afternoon / hello / how are you/ etc. - Inquire about personal information in Indian sign language (e.g., where do you live/ where do you work/ how many family members / children etc.) - use simple adjectives signs to construct sentence and communicate - Demonstrate signs related to school terms (e.g., teacher/ study/ exam / report card / principal/ and some abstract nouns like discipline/ focus/ respect), household terms (e.g., kitchen / cook / bedroom/ bathroom/ toilet / cupboard/ lamp/ table), food terms used in daily interaction with deaf rice/ roti/ dal/ bread/ soup/ paratha/ dosa etc. - Demonstrate how to use Indian sign language in different situations such as wishing birthdays, festival etc.
Classroom Aids:	
White board/ black board, marker / chalk, duster, computer or laptop attached to LCD projector	
Tools, Equipment and Other Requirements	
Reference materials	

Module 2: Use learnings of Indian Sign Language level 1 in communication in day-to-day common situations
Mapped to: PWD/ N0112

Terminal Outcomes:

- Apply basic production and comprehension skills for communicating with the hearing-impaired

Duration*: 05:00*	**Duration**: *79:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the use of nouns and pronouns in Indian sign language. - Learn & recognize the signs related to kinship terms, time, direction, body parts, health, ailments, numbers, government, administration, profession and work terms	- Demonstrate signs of kinship terms such as mother, father, brother, sister, grandfather, grandmother, aunt, uncle and cousin etc., - Demonstrate signs of time and direction - Demonstrate signs of body parts, animals, health and ailment in communication - Construct Indian sign language sentences using signs of body parts, animals, health and ailment - Inquire about health in Indian Sign Language - Demonstrate signs of time direction, and number - Demonstrate signs related to government, administration, and work-related terms such as ministry/ minister/ policy / rules/ guidelines etc.
Classroom Aids:	
White board/ black board, marker / chalk, duster, computer or laptop attached to LCD projector	
Tools, Equipment and Other Requirements	
Indian sign language Dictionary /sign Videos	

Module 3: Use learnings of Indian Sign Language level 2 in communication

Mapped to: PWD/ N0113

Terminal Outcomes:

- Demonstrate signs used for communicating with the hearing-impaired

Duration: *05:00*	**Duration**: *85:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the use of interrogatives, negations and verbs in Indian Sign Language - Explain the use of basic grammar in Indian Sign Language	- Fingerspell names of person and place in two handed alphabets - Demonstrate how to sign English alphabets - Demonstrate signs of terms related to nature and weather in communication - Construct Indian sign language sentences related to nature and weather - Demonstrate signs of terms related to social life and transportation - Construct Indian sign language sentences related to social life (e.g., Ram is my best friend / My wife is a school teacher/ Let us go for a movie on Sunday/ Please come to my house today at 4.30 pm) and transportation (e.g., metro/ train/ bus/ car/ cycle/ auto rickshaw/cab / ola etc.) - Demonstrate signs related to money and different units of measurements (e.g., Rs/ US dollars / coins 50/ 100/500/ 1000 Rupees) - Demonstrate signs used to describe picture stories and dialogues - Demonstrate a few signs used to communicate with hearing impaired person in school setting (e.g., Friend/ teacher/ learn/ understand / try/ practice/ help / write etc.)
Classroom Aids:	
White board/ black board, marker / chalk, duster, computer or laptop attached to LCD projector	
Tools, Equipment and Other Requirements	
Indian sign language Dictionary /sign Videos	

Module 4: Use learnings of Indian Sign Language level 3 in communication
Mapped to: PWD/ N0114

Terminal Outcomes:

- Develop basic production and comprehension skills for communicating with the hearing-impaired

Duration: *05:00*	**Duration**: *85:00*
Practical – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Learn and recognize vocabulary, phrases and sentences related to medical, social and legal terms	• Demonstrate signs related to academic terms (e.g., class/books/education etc.), medical terms (e.g., medicines, prescription), technical terms (e.g., information technology, electrical engineer etc.), legal terms (e.g., laws, policies etc.) • Construct sentence related to legal, medical, academic and technical terms (e.g., he is a lawyer/ she went to the hospital etc.) • Communicate with the Deaf people in court, medical setting • Demonstrate signs related to computer terminologies (e.g., keyboard/ mouse/ desktop etc.) • Demonstrate signs related to fashion terminologies • Communicate with the Deaf in professional setting
Classroom Aids:	
White board/ black board, marker / chalk, duster, computer or laptop attached to LCD projector	
Tools, Equipment and Other Requirements	
Indian sign language Dictionary /sign Videos	

Terminal Outcomes:

- Discuss health, hygiene and safety practices.

Duration: *04:00*	**Duration**: *04:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Discuss the health, hygiene and safety requirements for PwD in their surrounding environment as per guidelines. - Discuss the various emergencies that may happen such as fire, accident, fall etc. Describe alternative ways and aids (audio alarms for the blind and visual alarms, simple diagrams or pictures, wheelchair, etc.) to ensure the safety of PwD. - Discuss the process and significance of reporting accidents and hazards. - Explain the importance of maintaining a clean and tidy workplace. - Discuss the significance of maintaining personal hygiene. - Discuss the significance of following health and hygiene practices as per guidelines	- Prepare a summary of health and safety requirements specific to PwD. - Demonstrate safety drills for different emergency situations. - Demonstrate ways to administer basic first aid in different situations to PwD and the correct use of PPE.
Classroom Aids:	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system)	
Tools, Equipment and Other Requirements:	
First aid box (sterile dressings, plasters, disposable sterile gloves, scissors, antiseptic wipes, thermometer), etc., cleanliness and hygiene related material like Soaps, Hand Wash, sanitizersetc.	

Module 6: Work effectively with colleagues and superiors
Mapped to: PWD/N9903, v1.0

Terminal Outcomes:

- Demonstrate acceptance towards a diverse population

Duration: *03:00*	Duration: *04:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain People First Language (PFL). - Explain the significance of disability sensitization. - Explain the challenges faced by a person with Disability - Explain bias-free communication. - Explain gender concepts (gender as a social construct, gender sensitivity, gender equality etc.), issues and applicable legislations. - Explain Prevention of Sexual Harassment Act, 2013. - Differentiate between ethical and unethical behaviour and practices. - Explain the benefits of understanding the socio -economic status, disability, challenges and aspirations of the learners. - Explain the protocols to be followed while dealing with persons with disability, who are at increased risk of sexual abuse as per guidelines	- Compile a list of words and phrases indicating the appropriate use of people first language - Demonstrate bias-free communication while interacting with differently abled students in a classroom environment. - Design sample teaching material/activities to inculcate skills such as peer bonding, confidence, etc. - Demonstrate how to use smart phone features such as messaging, clock, calculator, cameras, etc. Demonstrate how to connect to internet, Bluetooth etc. and create an email ID. - Demonstrate the use of various social media platform and safety and security measures related to it - Demonstrate bias-free communication disability at the workplace and suggest ways to assist them. - Demonstrate workplace harassment, its indicators and the process of reporting it.
Classroom Aids:	
Training kit (Trainer guide, Presentations etc.), White board, Marker, duster, projector, laptop, flip chart, speaker system.	
Tools, Equipment and Other Requirements:	
N/A	

Annexure

Trainer Requirements

Trainer Prerequisites					
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Senior Secondary 12th pass with DISLI C Level certified/ DTISL (Deaf)	Indian Sign Language	3	Indian sign Language teaching/ research	2	Sign Language Teaching	Two Deaf Instructors are required for teaching practical classes (ISL Proficiency test will be included in the selection process)
a) DISLI/C Level certified a) with any master degree (The trainer with B.Ed., (HI) / M.Ed., (HI) will be given preference)	Deaf Education& Indian Sign Language	4	Deaf Education teaching /research	2	Teaching DISLI /DTISL	One Assistant Professor for teaching Theory classes
Graduate with DISLI/C level certified	Sign Language Interpreting	2	Sign Language Interpreting	2	DISLI/DTISL class room Interpretation/ educational interpreting	One Sign Language Interpreter (ISL Proficiency test will be included in the selection process)

Trainer Certification		
Domain Certification	**Platform Certification**	**Disability specific Top Up training**

Certified TOA for Job Role: Facilitating basic communicative need of the hearing-impaired persons mapped to QP: "PWD/Q0103, v1.0". Minimum accepted score as per SSC guidelines is 70%.	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601" with scoring of minimum 80%.	The Inclusive Trainer should be certified in Disability Specific Top Up Training/ PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

Assessor Prerequisites					
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Senior Secondary 12th pass with DISLI C Level certified / DTISL (Deaf)	Indian Sign Language	3	Indian sign Language teaching/ research	2	Sign Language Teaching & Evaluation (External Examiner for DISLI and DTISL)	Two Deaf Instructors are required (ISL Proficiency test will be included in the selection process)
a) DISLI/C Level certified a) with any master degree (The trainer with B.Ed., (HI) / M.Ed., (HI) will be given preference)	Deaf Education & Indian Sign Language	4	Deaf Education teaching /research	2	Teaching DISLI /DTISL	One Assistant Professor

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certified ToA for Job Role: Facilitating basic communicative need of the hearing-impaired persons mapped to QP: "PWD/Q0303, v1.0". Minimum accepted score as per SSC guidelines is 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701" with scoring of minimum 80%.	The Inclusive Assessor should be certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

Assessment Strategy

1. Assessment System Overview:
   - Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
   - Assessment agencies send the assessment confirmation to VTP/TC looping SSC
   - Assessment agency deploys the ToA certified Assessor for executing the assessment
   - SSC monitors the assessment process & records

2. Testing Environment:
   - Confirm that the centre is available at the same address as mentioned on SDMS or SIP
   - Check the duration of the training.
   - Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
   - 2 Assessors are involved for evaluating practical skills.
   - Check that the allotted time to the candidates to complete Theory & Practical Assessment is sufficient.
   - The mode of assessment—Offline.
   - Confirm adequate number of video camera and Hard disk available to execute the Assessment smoothly.

3. Assessment Quality Assurance levels / Framework:
   - Question papers created by the Subject Matter Experts (SME)
   - Question papers created by the SME verified by the other subject Matter Experts
   - Questions are mapped with NOS and PC
   - Question papers are prepared including all the basic communication levels in practical assessment
   - Assessor must be ToA certified & trainer must be ToT Certified
   - Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of Evidence or Evidence-gathering Protocol:
   - Time-stamped & geo-tagged reporting of the assessor from assessment location
   - Centre photographs with signboards and scheme specific branding
   - Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
   - Time-stamped & geo-tagged assessment (Theory + Practical) photographs & videos

5. Method of Verification or Validation:
   - Surprise visit to the assessment location
   - Random audit of the batch
   - Random audit of any candidate

6. Method for Assessment Documentation, Archiving, and Access
   - Hard copies of the theory assessment documents are stored
   - Soft copies of the documents & photographs of the theory assessment and practical assessment videos are uploaded / accessed from Cloud Storage
   - Soft copies of the documents & photographs of the theory assessment and practical assessment videos are stored in the Hard Drives

References

Glossary

Term	Description
Key Learning Outcome	Key learning outcome is the statement of what the learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcomes is specified in terms of knowledge, understanding (theory) and skills (practical application).
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do **upon the completion of the training.**
Terminal Outcome	Training outcome is a statement of what a learner will know, understand and be able to do **upon the completion of a module.** A set of terminal outcomes help to achieve the training outcome.
National Occupational Standards	National Occupational Standard specify the standard of performance an individual must achieve when carrying out a function in the workplace.
Persons with Disability	Persons with Disability are those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on equal basis with others.
Integrated Development Environment	An integrated development environment is a software application that provides comprehensive facilities to computer programmers for software development.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skill Qualification Framework
NSQC	National Skill Qualification Committee
NOS	National Occupational Standards
SSC	Skill Sectors Council
TVET	Technical and Vocational Education and Training
PWD	Persons with Disability
IDE	Integrated Development Environment