230

Secondary Course

Indian Sign Language

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NATIONAL INSTITUTE OF OPEN SCHOOLING

ADVISORY COMMITTEE

Prof. Saroj Sharma
Chairperson
NIOS, NOIDA (UP)

Dr. Rajiv Kumar Singh
Director (Academic)
NIOS, NOIDA (UP)

Dr. Sandhya Kumar
Deputy Director (Academic)
NIOS, NOIDA (UP)

CURRICULUM COMMITTEE

Prof. R.R. Singh
Chairperson, Dr. Shakuntala
Misra National Rehabilitation
University, Lucknow, UP

Prof. Ulrike Zeshan OBE MAE
Co-Director, International
Institute for Sign Language and
Deaf Studies (iSLanDS), University of Central Lancashire, UK

Dr. Rajiv Kumar Singh
Director (Academic)
NIOS

Mr. Sibaji Panda
Director, Happy Hands School
for the Deaf, Odisha

Mr. Anuj Jain
National Association of Deaf
NOIDA

Mr. Nirav Pal
Assistant Director, Happy Hands
School for the Deaf, Odisha

Mr. Ashish Doval
Independent Consultant,
Sign Linguistics

Ms. Andesha Mangla
Assistant Professor
Indian Sign Language Research
and Training Centre (ISLRTC),
Delhi

Ms. Ruma Roka
Founder,
Noida Deaf Society, Noida

Ms. Monica Punjabi
Director, ISL Dept. Indore
Bilingual Academy (IDBA),
Indore

Ms. Pallavi Kulshreshtha
Project Coordinator, Haryana
Welfare Society for Persons with
Speech and Hearing Impairment
(HWSPSHI), Panchkula,
Haryana

Dr. Surinder P.K. Randhawa
Independent Consultant in Deaf
Education, Jalandhar

Mr. Sapan Jain
ISL teacher and Course
Coordinator of DTISL,
HWSPSHI, Panchkula,
Haryana

Ms. Sonu Pandey
Consultant
(Sign Language), NIOS

Dr. Sukanta K. Mahapatra
Assistant Director (Academic),
NIOS

LESSON WRITERS

Mr. Sibaji Panda
Director, Happy Hands School
for the Deaf, Odisha

Prof. Ulrike Zeshan OBE MAE
Co-Director, iSLanDS
University of Central Lancashire,
UK

Mr. Nirav Pal
Assistant Director, Happy Hands
School for the Deaf, Odisha

Mr. Jagdish Choudhary
Peer Tutor
P2PDM, University of Central
Lancashire, UK

Mr. Ankit Vishwakarma
Peer Tutor
P2PDM, University of Central
Lancashire, UK

Mr. Deepu Manavalamamuni
Research Assistant, P2PDM,
University of Central Lancashire,
UK

Ms. Inu Aggarwal
Senior Executive Officer, NIOS

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
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

Note: The syllabus has been bifurcated into two sections -

I. Lessons for the Tutor Marked Assignment (TMA)

II. Lessons for public examination question paper

Lessons in Section (II) are further divided as-

(A) Lessons for objective type Questions only

(B) Lessons for subjective type of questions.

The details of the different sections are on next page.

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

Understanding Indian Sign Language

Dear learner, welcome to the Indian Sign Language course. It is your right as a deaf learner to study your native language. Hopefully, you will enjoy this course and learn a lot about your primary mode of communication, Indian Sign Language.

This module will cover the following lessons:

1. Indian Sign Language as a Complete Language: Concept, Sign Language 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, Incomparison to ISL

Notes

1

INDIAN SIGN LANGUAGE AS A COMPLETE LANGUAGE: CONCEPT, CHARACTERISTICS AND COMMON MISUNDERSTANDINGS ABOUT SIGN LANGUAGE

Sign languages developed wherever there were deaf people, just as spoken languages developed wherever there were hearing people. Research has shown that, like spoken languages, sign languages are also true, complete, alive and active languages. Like spoken languages, sign languages are also not universal. The sign language used by millions of deaf people in India is known as Indian Sign Language (ISL). In this lesson, you will develop an understanding of how Indian Sign Language is a real and complete language like any other spoken or written language. You will also learn about the various building blocks of spoken/written language and signed language. There is also scope for you to get clarity about some common misconceptions about sign language in this lesson.

OUTCOMES

After studying this lesson, learner:

● describes Indian Sign Language as a real and complete language;

● explains the building blocks of spoken/written language and signed language;

● describes common misconceptions about sign language.

1.1 HOW LANGUAGE IS STRUCTURED

Indian Sign Language is a full and complete language that can express concepts as fully and with as much complexity as English, Hindi, or any other spoken or written language. Indian Sign Language fits the definition of a language because it contains all of the elements of a language. Sign languages were first recognised as real and complete human languages in the 1960s, through research done in the USA and the Netherlands. Human language (signed or spoken) has a different structure than animal communication. Two things make human language different:

**Understanding Indian
Sign Language**

Notes

a.   Meaning of words and signs

b.   Structure of words and sentences

a.   The meaning of words and signs

i.   In human language, words and signs have meaning because all the people of the community use them in the same way. We learn from other people what words and signs mean. There is no other reason why a sign such as EASY means the opposite of DIFFICULT in Indian Sign Language. In other sign languages, expressing the same meaning 'easy' looks completely different, for example, in Turkish Sign Language or in British Sign Language.
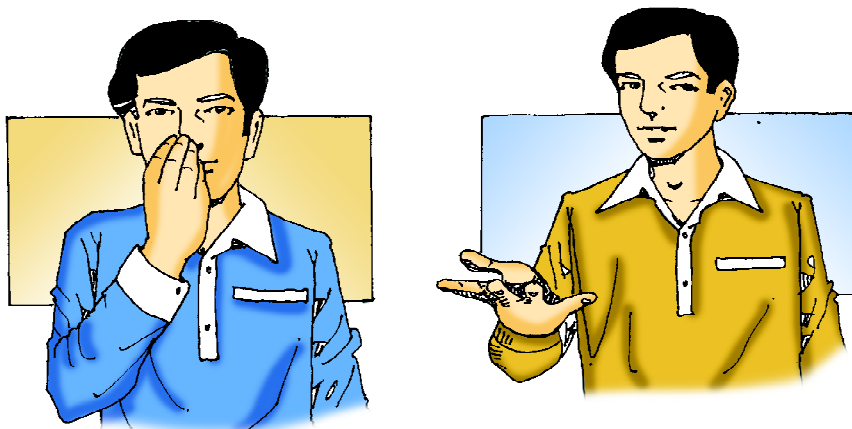
Figure-1.1 : 'Easy' in Indian Sign Language

Figure-1.2 : 'Easy' in Turkish Sign Language
(touch both sides of the nose)

Notes

Figure-1.3 : 'Easy' in British Sign Language (tap on cheek)

ii.   The meanings of signs or words can change over time, and new meanings can be added. Meaning is linked to the culture of each human community. When animals such as dolphins or bees communicate through voice calls or movements, this communication is fixed.

iii. For some signs, there is a connection between the form of the sign and its meaning. For example, the Indian sign WOMAN refers to a woman's nose ring.
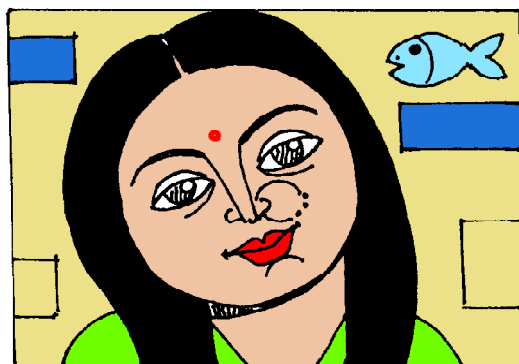
Figure-1.4 : Visual presentation of a woman

Figure-1.5 : 'Woman' in Indian Sign Language

**Understanding Indian
Sign Language**

Notes

(Picture source: Meenakshi Jha)

However, people still need to learn the sign. People from other cultures, where women do not wear nose rings, will not recognise any connection between the sign and the meaning. For other signs such as EASY, there's no clear connection between the form and the meaning.

b.   The structure of words and sentences

In all human languages, words and sentences are made from smaller elements. The language is put together by assembling elements at different levels. At the smallest level, called **phonology**, we find parts of signs that have no meaning on their own.

For example, WOMAN uses an extended index finger, and makes the sign at the side of the nose. The main parts of signs are the handshape, the movement, and the place where the sign is made.

At the next level, called **morphology,** signs or parts of signs can be combined together. For example, we can closely join the signs WOMAN and MARRY, and together, this means 'wife'. Often you may feel that something is just a single sign, but when we look closely, we find that it is put together from several parts.
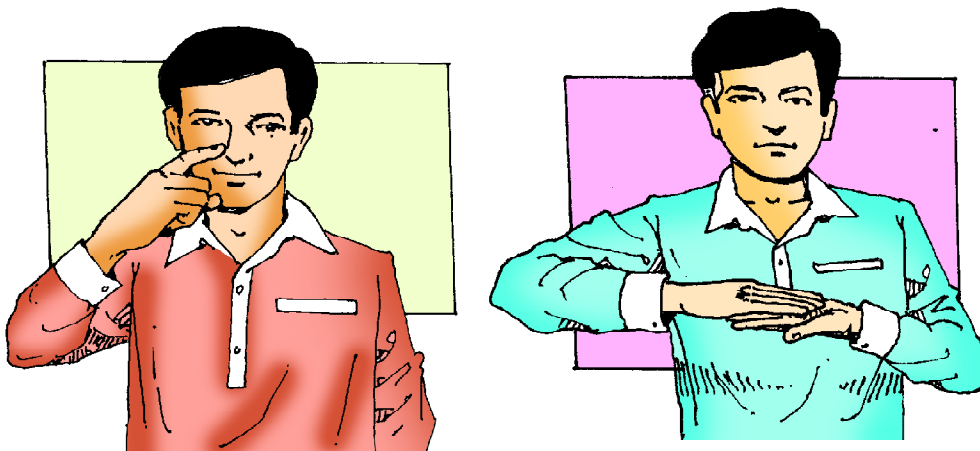
Figure-1.6 : 'Wife' in Indian Sign Language

The most important point about language structure is that we can combine words into longer sentences. This is called *syntax.* When we make sentences, there are rules for how we have to arrange the words or signs.

For example, when signing a question in Indian Sign Language, the general question

sign WHAT has to be placed at the end of the sentence, not at the beginning or in the middle. We can make an unlimited number of sentences because signs can be combined in many different ways to make sentences. Only humans can do this. **Animal communication is limited and does not have rules to create sentences from words.**

INTEXT QUESTIONS 1.1

1. What are the smallest elements of human languages?

2. The smallest level of language is Phonology. Does it apply in sign languages too?

3. At Morphology level, signs or parts of ISL can be combined together. Does it form meaningful words?

4. Which two things make human language different?

5. Sign languages were recognised as real and complete language in which year through research done in USA and Netherland.

1.2 HOW LANGUAGE IS STRUCTURED

Because human language is limitless, we can do for more with it, than any other animal.
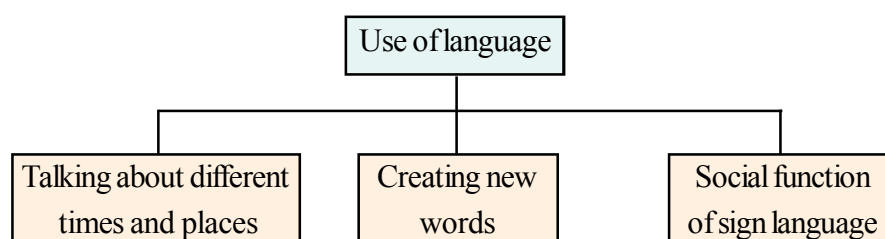
Figure-1.7 : Language Structure

a. Talking about different times and places

We can talk about what we did last week, or make plans for the next 20 years. We can talk about places and objects that are not here at the moment. In fact, we can talk about completely imaginary places and things.

In human language, we can say things like "If you see a snake, you first have to stand still and make no sounds; When the snake has moved away enough, you then run to the house and tell me." Many animals, for example, birds and monkeys,

have voice calls to warn each other about dangerous enemies such as snakes. However, this can only be used for the here and now, like calling out "SNAKE!" when the snake is seen nearby. Animals cannot say more complicated things that are beyond the here and now.

b.   Creating new words

Languages must have creative expression and the capacity to expand as technology and environments change. Sign languages are no different from spoken languages, and new signs are invented all the time. For example, we have signs for 'Wi-Fi', 'computer', and 'WhatsApp'.

These signs were not always a part of Indian Sign Language but have been added as these things became a part of daily life.

Wi-Fi   Computer   WhatsApp

Figure-1.8 : Diffrent Signs

c.   Social functions of language

You may think that language is mainly considered as a medium through which one person can give information to another person. However, there is so much more that we can do with language:

❖   Using language, humans can make promises. Animals cannot make promises.

❖   We can tell lies and give misinformation because in human language, you can talk about what is real and what is not real.

❖   We can also make jokes, and a person from the same language and culture will usually understand our joke.

❖   The aim is not to give information but to manage our relationships with other people.

❖   We can use language to talk about the language itself. This is what we have been doing in this lesson. We are using ISL to talk about ISL and other languages. We have signs to talk about ideas such as words, sentences, meanings, and handshapes, and so we can describe what sign languages are.

INTEXT QUESTIONS 1.2

1   How can human languages be used for different purposes?

2   Can we talk about different times and places in any language?

3   Can we create new words in any language?

4   Can we use language for personal and social functions?

1.3 WRONG BELIEFS ABOUT INDIAN SIGN LANGUAGE

Many people have misconceptions about sign languages. These are misunderstandings, and we need to know clearly what is right and what is wrong.

The most common misconception is that sign languages are not complete languages, that they are similar to the gesturing or miming used by hearing people and have limited ability to express ideas. We have already explained in detail that this is wrong.
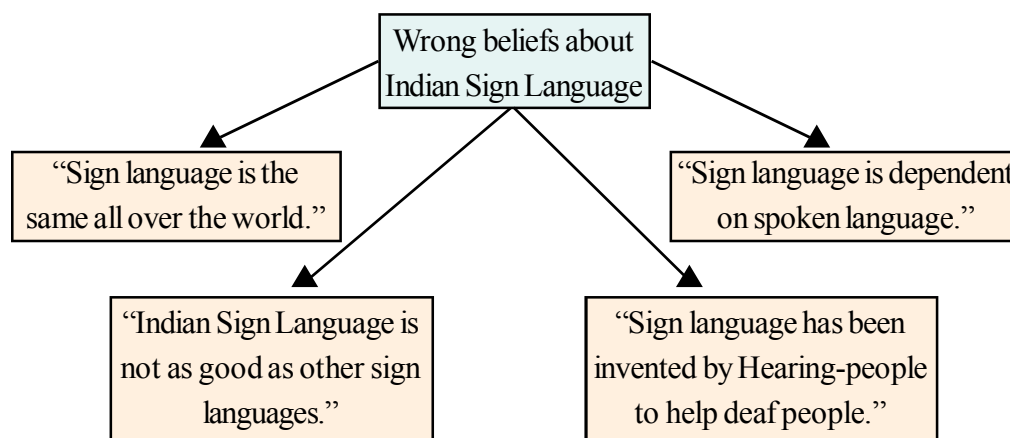
Figure-1.9 : Wrong beliefs about Indian Sign Language

- **Some people believe that "Sign language is the same all over the world."**

  This is wrong!

  ❖ Each country or region has its own sign language, with its own vocabulary and grammar. Deaf people from different countries cannot easily understand each other's sign language. If a hearing person learns sign language in one country, the person cannot easily understand a sign language from another country, but has to learn the other sign language separately. Even within one country, sign language often varies from region to region.

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* Some countries have more than one sign language used within their territory. In India, we have Indian Sign Language in most parts of the country, but American sign Language is also being used in Bangalore, and Alipur Sign Language being used in a village with many deaf people in Karnataka. Also, some sign languages are used in more than one country. For example, American Sign Language is used not only in the USA but also in a large part of Canada.

● **Some people believe that "Sign language is dependent on spoken language; it is a representation of the spoken language on the hands."**

This is wrong!

* Each sign language in each country or region has its own structure. This structure differs significantly from the structure of the spoken language used in the same country. Sign language is not dependent on spoken language in any way. Indian Sign Language (ISL) is not at all similar to Hindi, to English, or to any other spoken language in India. It has its own structure and is not a hand representation of any spoken language.

* We do use fingerspelling in ISL but only to quote words from the written language on occosion. Fingerspelling is only a small part of sign language, and it does not mean that ISL is based an another spoken or written language. ISL has its own identity, that is, independent from any other language in India.

● **Some people believe that "Sign language has been invented by hearing people to help deaf people."**

This is wrong!

* Sign languages have evolved naturally in all places where deaf people have been gathered. Nobody has invented them for deaf people. Deaf people themselves have created sign languages. (We do not know much about the history of Indian Sign Language because there was no video recording when it started, but we do know that it is the invention of deaf people themselves.)

- **Some people believe that "Indian Sign Language is not as good as other sign languages."**

This is wrong!

❖ No sign language is superior to another as deaf people can communicate and express themeselves in any sign language. Many people, including deaf people, believe that Western sign languages, specially American Sign Language, have more or better grammar and are more developed than Indian Sign Language. This is not correct.

❖ As Indian Sign Language expands to new professional contexts, its professional vocabulary also grows. The same process has happened in other sign languages. It is an automatic and natural process, and it does not mean that any sign language is better than another.

INTEXT QUESTIONS 1.3

1. True/False

Wrong beliefs are misconceptions about ISL-

a. Each country has its own sign language. (True/False)

b. Sign Language is very difficult to learn. (True/False)

c, Indian sign language is not good as compared to ASL (True/False)

d. Sign language is invented by other people to help deaf. (True/False)

e. Sign Language is dependent on spoken language. (True/False)

f. Sign Language is same all over the world. (True/False)

g. No sign language is better than any other. (True/False)

h. We use finger spelling for every communication. (True/ False)

i. Sign Language is not dependent on spoken language. (True/False)

Understanding Indian Sign Language

Notes

 WHAT YOU HAVE LEARNT

● There are two main aspects of a language: How language is structured and how language is used.

● Human languages either signed or spoken are different and much more complex than animal communication.

● In human languages, words or signs can be put together (as per the rules known as the grammar or syntax of that language) to make an infinite number of meaningful sentences. Animal communication is very limited.

● Indian Sign Language fits the definition of a language as it contains all the elements of a language.

● While serving the main role of giving information, using ISL, one can talk about past, present and future people, places and events or even talk about abstract things.

● The vocabulary and syntax of different sign languages are different. How we sign something in ISL may be totally different from how it is signed in Turkish sign language or British sign Language.

● Some signs may have connection with the object they represent (Iconic signs e.g. milk or woman in ISL) and others may not match at all (arbitrary signs, e.g. easy in ISL).

● Like any other spoken language, ISL too has phonology, morphology and syntax components.

● Hand shape, location and movement are the main components of a sign language.

● ISL can be used to talk about time and place, for the creation of new signs and for social functions like to making a promise, telling a joke or lying.

● Among the many wrong beliefs people have about ISL, the major one is that it is not a true or complete language, which is totally wrong. Other wrong beliefs include Sign language is the same all over the world; sign languages are dependent on spoken languages, sign languages are invented by hearing people to help deaf people, and Indian Sign Language is not as good as other sign languages.

TERMINAL EXERCISE

1.   Explain Indian Sign Language as a complete entity in its own right, using appropriate examples.

2.   How would you describe the components orbuilding blocks of spoken written language and signed language? How are they different or similar? Present your observation.

3.   How would you explain the misconceptions about sign language? Justify year position with examples.

ANSWERS TO INTEXT QUESTIONS

1.1

1.   Phonology

2.   No, as many smallest parts of signs have no meaning on their own.

3.   Yes, at Morphology level, signs or parts of ISL can be combined together. It forms meaningful words like Woman + Marry= Wife

4.   Two things which make human language different are : 1- Meaning of words and signs ; 2- structure of words and sentences

5.   In 1960s, SL was recognised as real and complete in USA and Netherland.

1.2

1.   Yes, human languages can be used to talk about different times and places for communication for self and for social functions.

2.   Yes, we can talk about different times and places in any language be it sign language or spoken language.

3.   Yes, we can create new words in any language.

4.   Yes, we can use language for self and social function.

**Understanding Indian
Sign Language**

Notes

1.3

True/False

a.   Each country has its own sign language.   (True)

b.   Sign Language is very difficult to learn.   (False)

c.   Indian sign language is not good as compared to ASL.   (False)

d.   Sign language is invented by other people to help deaf.   (False)

e.   Sign Language is dependent on spoken language.   (False)

f.   Sign Language is same all over the world.   (False)

g.   No sign language is better than any other.   (True)

h.   We use finger spelling for every communication.   (False)

i.   Sign Language is not dependent on spoken language.   (True)

2

THE HISTORY OF ISL: ITS ORIGIN, DEVELOPMENT AND RELATIONSHIP WITH OTHER SIGNED AND SPOKEN LANGUAGES

Notes

This lesson helps you to know how Indian Sign Language developed, expanded and established itself over time. You will learn about the role of residential schools in its development and its past and present use in the education of the deaf. You will also learn about the influence other sign languages have had on ISL. The contribution of certain individuals, Institutes, researchers and educators towards the development of ISL are also discussed in this lesson.

OUTCOMES

After studying this lesson, learner:

- describes the history of Indian Sign Language;

- explains the role of other signed and spoken languages in the development of ISL;

- lists some institutions in India which have worked on ISL and describe their contributions.

2.1 HISTORY AND DEVELOPMENT OF INDIAN SIGN LANGUAGE

First deaf schools:

- The first deaf school did not use sign language but had an oral education system.

- This was influenced by the 1880 Milan Conference in Italy where educators of the deaf decided to use speech for teaching the deaf across the world.

- The first deaf school was started in Bombay in 1885 (Check the fact) and second in Kolkota in 1893 (check the year).

Notes

- The first deaf school in Delhi was started in 1931.

- The teachers were all hearing and focus was on speech.

Role of deaf residential schools in the development of ISL:

- Most deaf schools had hostels. The deaf learners used to come from various places and stay in these hostels.

- Naturally, these hostels led to sign language use among deaf learners. They began expressing themselves through novel signs appropriate to the situation. This was an automatic process, and hence signs were created by deaf learners themselves.

- These signs were not taught by any teacher. Most teachers did not even understand these signs.

- This is how sign language evolved in India.

- Many teachers felt it is better to have same sign language across the country. They were confused by the local variations.

- Many hearing people did not fully understand signs.

- Hence deaf people used basic gestures while communicating with hearing people.

- So, it was felt that sign language is only a collection of gestures and not a language.

Indian Sign Language and deaf education:

Mook Badhir Sangathan (MBS) was founded up in Indore in 1974. Indore Deaf Bilingual Academy (IDBA) also funtions under MBS, and it is a bilingual school where sign language is included for learning. While this school offers education in sign language, most other deaf schools have only been following an oral system of education.

It was hoped that the success of bilingual education would influence other deaf schools to do the same. It was also hoped that more deaf teachers would will be employed by the deaf schools. Today, many deaf schools are now open to hiring deaf teachers.

There are about 800 deaf schools in the country, but the teachers are mostly hearing and do not know sign language as it was not part of their training. They often depend on deaf learners and learn a few basic signs from them.

Most teachers in deaf schools claim to follow Total Communication (TC) which means they speak and use manual communication (mostly gestures) at the same time. However, because teachers do not understand sign language even here they rely on deaf learners to assist them with signs language.

Following the year 2000, there was a rapid increase in the number of ISL training facilities related to ISL (Interpreting courses and some ISL training for teacher trainees). However teachers are still struggling to effectively communicate in the classrooms. This is because of lack of quality ISL input during their teacher training courses.

It is hoped that teachers will learn more ISL during their training courses (D.Ed. and B.Ed.), so that they are better able to deliver education to deaf learners.

Influences on ISL:

● ISL has been developed by the Indian deaf community. It has not been borrowed from any other country.

● There are a few similarities with signs from other countries, but that is natural influence. For example, the two-handed fingerspelling is similar to that of British Sign Language (BSL). There are only minor differences such as A, E, I, O, U.

● Because India was raled by British Empire for a long time there were influences in the sign alphabets. Except the fingerspelling, the signs, words and expressions in ISL differ significantly from these in BSL.

● The English alphabet is widely used, but similar fingerspelling in other Indian languages such as Hindi, Tamil, Telegu, Gujarati etc. is not used much by deaf community.

● ISL is different from the other spoken languages in India, it has independent vocabulary and grammar.

● Now, with more and more deaf people travelling to other countries for International Conferences and more sign language video content available from other countries on social media (YouTube, Facebook etc.) – there are influences by International Signs and American Sign Language (ASL) on ISL use by deaf community. **Example:** SHOW, TEAM, FAMILY.

INTEXT QUESTIONS 2.1

1. When was the first deaf school started in India?

2. There are variations in sign language in India.   (True/False)

3. ISL is very similar to BSL   (True/False)

4. The demand to use ISL to teach in schools for the
    deaf is very strong in India   (True/False)

Notes

2.4 HISTORY AND DEVELOPMENT OF INDIAN SIGN LANGUAGE

Sign language linguistics and research:

● Linguistics is a study of language, including the use of words, sentences and grammar.

● In the 1960s, Stokoe published research stating that American Sign Language (ASL) is a complete language with its own grammar and vocabulary. This led to the beginning of sign language linguistics and research into sign languages across different countries.

● In 1978, the researchers Vasishta, Woodward, and Wilson conducted a study on ISL. It was seen that ISL is an independent language and evolved naturally in Indian deaf community. Later they also published the first four ISL dictionaries (Delhi, Bombay, Calcutta and Bangalore variety).

● In 1981 the ISL Delhi variety dictionary published by All India Federation of the Deaf (AIFD) became India's first published ISL dictionary.

● Ulrike Zeshan (1996) conducted research on the linguistic aspects of sign language varieties of India and Pakistan.

● The Ramakrishna Mission Vidyalaya, in Coimbatore, released an Indian Sign Language dictionary in 2001.

ISL Cell:

● In May 2001, the ISL Cell was started at the Ali Yavar Jung National Institute for Hearing Handicapped in Bombay (AYJNIHH) (now known as the Ali Yavar Jung National Institute of Speech and Hearing Disabilities (AYJNISHD).

● The ISL Cell provided three levels of formal ISL training for deaf teachers and hearing interpreters, and developed videos and other learning material for these courses.

● Sibaji Panda was the first deaf teacher to teach these courses. Linguists Ulrike Zeshan and Madan Vasishta were the consultants.

● These courses were approved by the Rehabilitation Council of India (RCI), which is responsible for training professionals in disability-related courses.

● The courses were also expanded to other centres belonging to the institute, in Delhi, Kolkata, Bhubaneshwar, and Secunderabad.

Bachelor of Arts in Applied Sign Language Studies (BAASLS):

BAASLS was a degree programme offered by Indira Gandhi National Open University (IGNOU) from 2009 to 2015, in collaboration with the University of Central Lancashire (UCLan) in the UK. This programme attracted deaf learners from accross. India as well as a large number of international learners.

The course focused on sign language linguistics, bilingual education strategies, and how to create high quality ISl learning content and materials.

Indian Sign Language Research and Training Centre (ISLRTC):

The ISLRTC was founded at IGNOU in 2011 with the goal of conducting research in ISL, training interpreters, and preparing teachers to use a bilingual approach with deaf learners.

The ISLRTC separated from IGNOU and became an autonomous body in 2015.

National Institute of Open Schooling (NIOS):

The National Institute of Open Schooling (NIOS), which was formerly known as the National Open School (NOS) came into existence in November 1989. NIOS has strived to provid inclusive and barrier free educational opportunities to interested learners since its inception in order to achieve the vision of sustainable inclusive learning.

NIOS offers courses at the Open Basic Education, Secondary and Senior Secondary level through open and distance learning (ODL) mode. Towards facilitating education of deaf and hard of hearing learners, NIOS started developing educational resources in Indian sign language in 2016. NIOS, initially began developing an Indian sign language dictionary in order to facilitate communication and education for deat and hard of hearing learners.

In line with the recommendation of New Education Policy (NEP2020), NIOS has taken several initiatives to promote and support the Indian Sign Language. Introduction of ISL as a language subject at secondary level subject is one of the major initiatives that have been taken by NIOS. A deaf and hard of hearing learner can choose it as a language subject at secondary level in lieu of any other language. NIOS has already developed ISL videos for different subjects at secondary and senior secondary levels in supporting educational path of deaf and hard of hearing learners. These videos are available for all on YouTube channel and web portal of NIOS. These videos are also uploaded on Diksha Portal.

NIOS makes extensive use of technology to leverage education and provide easy access to deaf and hard-of-hearing learners. In the year, 2018, on the eve of birth

Notes

anniversary of Mahatma Gandhi, Father of Nation of India, NIOS started NIOS Swayam Prabha at DTH Channel 30: Gyanamrit, which broadcast NIOS educational courses in Sign language and bilingual version at Secondary level. This channel broadcast video lectures with high-quality, visually and graphically enriched content. This is known as the first educational channels in India to broadcast educational content in the sign language 24x7. This channel was run from October 2018 to August 2020. NIOS has also made the provision of live interaction with learners and since September, 2020 and contents in sign language medium are delivered twice a week through live video programme on PM e- Vidya 10 channel.

Figure-2.1 : About NIOS

The works of NIOS has also been recognised at international level. UNESCO awarded NIOS with the prestigious 'King Sejong Literacy Prize 2021' for its programme 'Enabling education of persons with disabilities through the technology-enabled inclusive learning material, with a specific focus on Indian Sign Language (ISL) based content.

INTEXT QUESTIONS 2.2

1. The first dictionary of ISL was published in _____ by _____.

2. The ISL Cell was started in _____ at the Ali Yavar Jung National Institute for Hearing Handicapped in Mumbai.

3. The ISLRTC as an autonomous body was established in which year?

WHAT YOU HAVE LEARNT

● The first school for the deaf in India, the Bombay Institution for Deaf & Mutes, was founded in 1885.

Notes

- Earlier established special schools to teach the deaf did not use sign language to teach.

- Milan conference in 1880 had a huge influence in the propagation of Oral education and use of speech to teach the deaf. For more than hundred years sign languages and deaf people across the world suffered and were oppressed because of this one decision.

- Despite suppression, sign languages flourished in the hostels of deaf schools where deaf learners stayed and used sign language to communicate among themselves.

- Sign language was not taught by teachers but passed on from older deaf learners to younger deaf learners. Teachers were mostly hearing and did not know sign language.

- Deaf learners while talking to teachers and other hearing people used simpler sign language or gestures to communicate leading to misconception in hearing people's mind that sign languages are only collection of gestures with no grammar.

- Though India now has around 800 schools for the deaf but ISL is still not being used as medium of instruction in most schools. However, Mook Badhir Sangathan Indore (MBS) established in 1974 was an exception and was set up by a deaf couple and sign language was used there freely and fluently.

- Teachers in schools are still mostly hearing who are not taught ISL in their teacher training courses.

- After the year 2000, training facilities in ISL have grown rapidly.

- ISL is developed by Indian deaf people and is not borrowed from any foreign sign language. Natural influence of other sign languages like BSL (because of long British Empire in India) is there but minimal, mainly limited to finger spelling.

- ISL is an independent language, not dependent on any spoken language be it English or any regional language.

- English manual alphabets (Finger spelling) are more widely used by the Deaf in India than finger spelling of other spoken languages like Hindi, Telgu and Gujrati. Some schools that use signing systems under Total communication also use manual alphabet of regional languages.

- Because of increased access to International sign language and ASL due to conferences and social media, ISL has started to borrow few signs from other sign languages like ASL.

Notes

- Sign Language Linguistic research of ASL In 1960's by William Stokoe showed that ASL was complete and true language like English.

- In India, MadanVasishta and team were the first researchers to study sign language and its regional variations in India. They found that it is an independent language and termed it as ISL.

- In 1981, the first dictionary of ISL was published by the All India Federation of Deaf (AIFD).

- Ulrike Zeshan (1996) conducted research on the linguistic aspects of sign language varieties of India and Pakistan.

- The Ramakrishna Mission Vidyalaya in Coimbatore, released an Indian Sign Language dictionary in 2001.

- Establishment of ISL cell in 2001, BA in Applied Sign Language studies programme by UCLAN, UK from 2009-2015, and autonomous identity to ISLRTC in 2015 are some of the milestones which helped in the growth and research in ISL, interpreters training and use of sign language to teach deaf learners in higher education.

- NIOS started developing educational resources in Indian sigh languate since 2016, towards facilitating education of Deaf and hard of hearing learners.

TERMINAL EXERCISE

1. When did linguistic researchers show that ASL is the independent, natural language of the deaf community?

   a) the 1960s   b) the 1970s   c) the 1980s   d) the 1990s

2. Which other sign languages have influenced ISL and how?

3. What courses were taught in the 'ISL Cell'?

4. Which alphabet is commonly represented in ISL fingerspelling?

   a) Alphabet of regional languages (Hindi, Tamil, Telugu etc)

   b) Alphabet of English   c) None

ANSWERS TO INTEXT QUESTIONS

2.1 (1) 1885   (2) True   (3) True

2.2 (1) 1981, AIFD   (2) 2001   (3) 2011

Notes

3

DEAF COMMUNITIES AND SIGN LANGUAGES IN OTHER COUNTRIES, IN COMPARISON TO ISL

India has a sizeable deaf population. However, the lives and concerns of deaf people living in Cities are much different than the lives of deaf people living in rural India. Access to education through the use of sign language, especially in the early years, is important but negligible. In this lesson, you will learn how various initiatives by the government and NGOs have played a crucial role in educating, training and establishing deaf identity through the use of sign language and deaf teachers. You will also learn about the status of sign languages, deaf people's lives and their education, and employment and status of interpreting services in advanced countries like the USA, Norway and Denmark in comparison to India.

OUTCOMES

After studying this lesson, learner:

● discusses features of the deaf community in India compared to other deaf communities in the world;

● compares some features of ISL to those of other sign languages;

● demonstrates an awareness of diversity in sign languages and deaf communities around the world

3.1 FEATURES OF THE INDIAN DEAF COMMUNITY

● **Deaf community in India – Cities and villages:**

The population of the deaf community in India is quite huge, compared to deaf communities in other parts of the world. The deaf communities in cities are more

Notes

likely to be involved in activities such as:

- Deaf schools

- Deaf associations

- Festivals

- Religious gatherings

- Training events

Deaf people in cities are more connected to one another, with more gatherings and opportunities for ISL communication.

Deaf people in villages are less connected because there are fewer opportunities to interact with other deaf people. Their access to ISL is also limited.

● **Access to Indian Sign Language**

- Only 5% of deaf learners have access to education in India. Most teachers use the oral method to teach deaf learners.

- Even at home, most deaf children do not have access to sign language.

- It is important to give early sign language input to deaf children at 0-5 years of age. But there are only a few early intervention services in India. These are in Haryana, Punjab, and Kerala (at NISH, the National Institute of Speech and Hearing).

- Parents mostly spend a deaf child's early years hoping that they will speak. But speech is not developed in many deaf children.

- The majority of parents are hearing and do not know sign language .

- As a result, most deaf children are not exposed to sign language until they attend deaf schools. This might be at a late age.

● **Role of NGOs, deaf clubs and deaf associations**

- Deaf learners tend to join short-term training events at various NGOs, which are in ISL.

- They may also join deaf clubs and associations where there is full access to communication and discussion in ISL.

❖ Some deaf people meet regularly when they travel, for example on local trains in Mumbai.

❖ When deaf learners participate in ISL-based programmes, activities and festivals, they get deeper exposure to ISL and improve their ISL skills.

❖ There are also many deaf-led NGOs and institutes that offer personal development and work placement programmes. Examples include the Deaf Enabled Foundation (DEF), and the Noida Deaf Society (NDS).

❖ Hence these NGOs play an important role in deaf communities by providing ISL communication and learning.

❖ Many deaf people feel that they have a deaf identity (often signed as DEAF DEAF SAME) and a sense of community.

● **Deaf events, programmes and festivals**

Deaf people from various places get to interact at events, programmes and festivals. This has resulted in a well connected deaf community in India.

Examples are Deaf Expo and sports events organised by the All India Sports Council of Deaf (AISCD). At Deaf Expo, there are dramatic performances, modelling, deaf lectures, art events, and stand-up comedy.

The deaf participants at sports and cultural events come from different parts of the country but they all communicate in ISL, share their experiences and have a good time together.

● **International Week of the Deaf and International Day of Sign Languages**

Every year, the last week in the month of September is celebrated as the International Week of the Deaf (IWD), and the International Day of Sign Languages (IDSL) is held on 23rd September. Deaf people of all ages participate in the festivities. The festivities include art and culture programmes, lectures on sign language and deaf history, and awareness sessions. This is an important day in the lives of deaf people.

● **Indian Sign Language interpreters**

Unfortunately, though the deaf community in India is large, the number of sign language interpreters is quite small. There has not been many efforts towards encouraging sign language interpreter's training.

Notes

The limited number of interpreters poses accessibility challenges for many deaf people, especially at workplace meetings and in education and training courses.

However, compared to the past, due to some Government initiatives, the situation of access to information and communication is better now. In recent years, with the establishment of ISLRTC and also due to RPwD 2016, many centres have started two year Diploma in Indian Sign Language interpreting (DISLI) course to meet the demand for interpreters. Many higher education institutes too provide interpreters to their deaf learners. Many public functions and events also to have ISL access.

● **The Rights of Persons with Disabilities Act 2016 (RPWD)**

Mentions the right to equal access, which is important for good education and the development of the deaf community. The Rights of Persons with Disabilities Act, 2016 (RPWD Act, 2016) was passed by both houses of Parliament of India after a series of consultation meetings and drafting processes. After receiving presidential assent, it was notified on December 28, 2016. According to the RPWD Act of 2016, "the appropriate Government shall ensure that the PWD enjoys the right to equality, life with dignity, and respect for his or her own integrity on an equal footing with others." The RPWD Act of 2016 increased the number of disabilities from seven to twenty-one.

INTEXT QUESTIONS 3.1

1. How do deaf people in cities get connected with each other?

2. Why deaf from villages have limited access to ISL?

3. Write the full form of - AIFD, ISLRTC, RPwD, DISLI.

3.2 DEAF COMMUNITY IN INDIA COMPARED TO OTHERS AROUND THE WORLD

● There is much progress in the USA in terms of bilingual-bicultural deaf education. In this type of education, deaf learners have full access to American Sign Language (ASL) to support their learning of written English. The parents, who are mostly hearing, receive information about both ASL and speech development options. Then the parents are able to decide what is best for their child. These best practices for deaf education are missing in India. Here, parents are not

Notes

informed about sign language as a viable option along with speech. Also, access to bilingual education through ISL is mostly not available.

In many parts of the world, deaf learners are mainstreamed with hearing learners. This means that the deaf learners have to:

❖ Depend on writing back and forth

❖ Read lips in order to communicate

❖ Use sign language interpreters and/or live captions (these are only available in developed settings)

When there is more mainstreaming in deaf education, there is less interaction among the deaf people. The deaf communities in such places are smaller and more scattered. In European countries such as Norway and the Netherlands, the deaf communities are quite small because of mainstreaming.

In Denmark and Australia, there is more cochlear implantation and a focus on speech. As a result, deaf communities are contracting. The deaf communities in these areas are worried about the future of their existence. In India, in comparison, deaf communities are very large and active, with a lot of interaction with each other.

● **International deaf events**

❖ There are international gatherings and festivals where deaf people from across the world come together.

❖ For example, the Clin d'Oeil Festival in France is an international deaf festival. Many deaf people come from various countries to enjoy several events such as: Lectures, Art, Jokes, Modelling, Dance, Drama and so on. Through deaf culture, the interactions among deaf people from different part of the world build a sense of connection and community.

❖ Similar to this, India also has international deaf programmes. For example, the India International Deaf Film Festival (IIDFF).

❖ Such events build and reinforce the connections in the deaf community through shared language and culture.

❖ However, the international programmes can be expensive, so the deaf people also tend to choose events based on their interest and aptitude.

Notes

❖ In India, however most deaf events are affordably priced, so most deaf people are easily able to participate. Hence deaf community ties tend to be stronger.

❖ These events provide exposure to the services and success in other parts of the world. Many deaf people, who go for such events, come back with greater motivation and ideas for better work.

● **Deaf community connections**

❖ In the USA, there are deaf business owners who are part of the deaf ecosystem. They are well connected, and they support each other. They serve as inspiring role models for other deaf people.

❖ Similar to India, there is a large deaf community in China that is strongly connected. But there are certain differences between the two such as the accessibility options, quality of education and number of deaf colleges

● **Interpreting services across the world**

❖ In Europe, there are various national sign languages, so interpreters are required to get trained in many sign languages. There are interpreting agencies who provide these services when required by their deaf and hearing clients.

❖ Similarly, many countries in Asia and Africa have good interpreting services available for communication access.

● **Sign language recognition**

❖ **Uganda** was the first country to have the sign language recognised by its government. Later, many other countries in Europe also recognised their sign languages.

❖ **Brazil** has excellent government policies related to sign language. Many deaf professionals there get good job opportunities. There are many deaf teachers and academics.

❖ In **India**, sign language is not officially recognised yet, although it is mentioned in some laws related to disability.

● **Sign languages across the world**

❖ ISL is completely different from other sign languages.

Notes

- ❖ Some sign languages, such as those from Mexico and Japan, have unusual and complex signs that are not easy to understand for a non-native.

- ❖ ISL has developed through the interactions of the Indian deaf community. The fingerspelling is influenced by British Sign Language (BSL), but most of the signs are not influenced by other sign languages. The vocabulary is unique to ISL.

- ❖ Some ISL expressions resemble hearing gestures, such as the signs WHAT and NO, are similar to hearing gostures.

- ❖ The sign for 'hearing (person)' in ISL signifies hearing near the ear and has mouthing influence of 'normal' as most hearing people use this to identify themselves when meeting a deaf person. The sign for 'hearing (person)' in ASL is related to talking.

- ❖ Some signs are similar between sign languages. For example, the sign for 'good' in BSL is the same as that in ISL.

- ❖ There are some similarities in signs from Japan and South Korea, e.g. 'man' and 'woman'.

- ❖ Signs for questions and negatives have different head movements in India and Turkey. In India, raised eyebrows and head back/chin up means WHAT. In Turkey, raised eyebrows and head back/chin up means NO.

- ● **What does the Indian deaf community need?**

  - ❖ Quality bilingual education

  - ❖ Better access to communication and information – the RPWD Act mandates equal access for all persons with disabilities.

  - ❖ A deaf university, to create a pool of deaf professionals and more job opportunities for deaf people in sign language work.

INTEXT QUESTIONS 3.2

1. Why are deaf children not exposed to Sign language?

2. How people can improve their ISL skills.

3. When is IWD celebrated?

4. When is IDSL celebrated every year?

5. In which two countries is there more focus on cochlear implant and speech?

6. Which two European countries have small deaf communities?

7. What is one similar point in chinese and Indian deaf communities?

8. Which country has more deaf business owners?

9. Name some International Deaf Events.

10. Name two European countries with good interpreting services available for communication access.

11. Which country got first SL recognized by its Government?

12. Which country has the best government policies in relation to about SL?

WHAT YOU HAVE LEARNT

● India has a very large deaf population as compared to other countries in the world.

● Deaf people in the cities are better connected because of Deaf schools, Deaf clubs, Deaf associations, Festival, Religious gatherings and Training events. However, deaf people in villages do not get such opportunities, hence they are less connected.

● Most deaf children are born to hearing parents and deaf kids face isolation in homes and at schools where teachers are hearing and do not use sign language.

● Early intervention in bilingual mode with deaf adults as language role model is important but is available only at very few places like the Haryana Welfare Society, NISH (Kerala). At all other places the Oral approach dominates.

● Deaf kids get exposure to ISL only when they join a special school for the deaf which usually is quite late.

● Many deaf people join NGOs for short training courses or deaf clubs and deaf associations where they have full access to information, discussions and entertainment through ISL. These clubs help them to establish their Deaf identity too. Deaf programmes, events, festivals, art events and sports etc. further deepen their bonding, sense of shared experiences and belongingness to the deaf community.

Notes

● Every year, the last week in the month of September is celebrated as the International Week of the Deaf (IWD), and the International Day of Sign Languages (IDSL) is held on 23 September. In India too many awareness programmes and events are held both at Govt. and NGO levels.

● As compared to the large number of deaf people, number of qualified and skilled Interpreters in India is very less and thus, it is very challenging to meet interpreting services though RPWD act (2016) mentions equal and full access.

● In many advanced countries like Norway and Netherland, deaf communities are shrinking because more and more deaf are getting cochlear implant and studying in mainstream schools and get to interact less with the other deaf.

● Though, in India, some learners, study in mainstream schools and face lot of communication barrier and also social isolation; however, India has huge deaf population and there is lot of interaction among the deaf people.

● Deaf people have their own identity and culture and to celebrate deaf talent and deafhood. They hold national and international festivals. Clind'Oeil Festival in France and India International Deaf Film Festival (IIDFF) are two such examples.

● Like India, China too has large deaf population and lot of interaction but here is less freedom in China. However, quality of education of the deaf is better there. There is a deaf college too. In the USA, deaf business owners have a collective and they support each other.

● Talking of sign language across the world, we find that ISL is unique and different from other sign languages of the world. Though it has some influence of BSL in finger spelling but vocabulary is totally different. Some signs of ISL like 'what' and 'no' resemble gestures of hearing people. Within India too, there are regional variations in signs.

● Some sign languages like Mexican sign language and Japanese sign language are quite complex and unusual.

● There may be some similarities between different sign languages, however, every sign language is unique in terms of vocabulary and grammar.

● For further development of ISL and the deaf community, India needs better bilingual education for the deaf, better interpreting services and better educational and employment opportunities for the deaf to become teachers and professionals.

**Understanding Indian
Sign Language**

Notes

TERMINAL EXERCISE

1. In India, who has more opportunities to use ISL: deaf people living in cities or deaf people living in villages? Explain your answer.

2. Why do deaf children have less access to education compared to hearing children? Give three reasons.

3. Two examples of international deaf events are the Clin d'Oeil Festival in France and the International Deaf Film Festival in India. What other examples can you find? Do some research online and describe two more international deaf events, including their aim, location, who organises them, how often they happen, and how many deaf people attend.

4. What is Deaf Identity?

5. How can India's deaf community become more connected?

6. For what reason RPWD is important for deaf community?

7. What is bilingual education?

8. In India, what challenges do deaf people face when they try to access communication?

    (Tick mark the correct answers)

    a) There aren't enough interpreters available

    b) The government does not always fund interpreter costs

    c) Many interpreters are not trained

    d) All of the above

ANSWERS TO INTEXT QUESTIONS

3.1

1. Through various activities & events for deaf, they get opportunities for communities in ISL.

2. Villages have few or less opportunity to interact with deaf peers.

3. AIFD - All India Federation of the Deaf, ISLRTC - Indian Sign Language Research and Training Center, RPwD - Rights for Persons with Disabilities, DISLI - Diploma in Indian Sign Language Interpreting

3.2

1. Hearing parents themselves not know SL.

2. When deaf learners, participate in ISL based programmes, activities & festivals. They get deeper exposure to ISL & improve their ISL skill.

3. Every year, the last week in September is celebrated as International Week of the Deaf (IWD).

4. 23rd September

5. Denmark and Australia

6. Norway and Netherlands

7. Similar to India, China has a large deaf community.

8. USA

9. a. Clin d' Oeil Festival in France

    b. India International Deaf Film Festival

10. Asia and Africa

11. Uganda

12. Brazil

MODULE -2

Sign Language in Society

As you learnt in the previous module, India has a large deaf population. This module provides a basic overview of the status of ISL in deaf education and its importance and awareness among society and helps to identify the different sub-group and structure of deaf.

This module will cover the following lessons:

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

4

THE COMMUNITY OF INDIAN SIGN LANGUAGE USERS, THEIR COMMONALITIES AND DIVERSITY

In this lesson, you will learn that there is a lot of variation in the deaf community, and they get exposure to sign language at different ages. Some children may be born to signing deaf parents and hence get a rich linguistic environment from day one, whereas some deaf children may get exposure to sign language quite late in life. Similarly, there is variation in the sign language used by deaf people in urban and rural areas and among various geographical areas. You will also learn that, apart from the deaf, there are some groups of hearing people who use Indian Sign language.
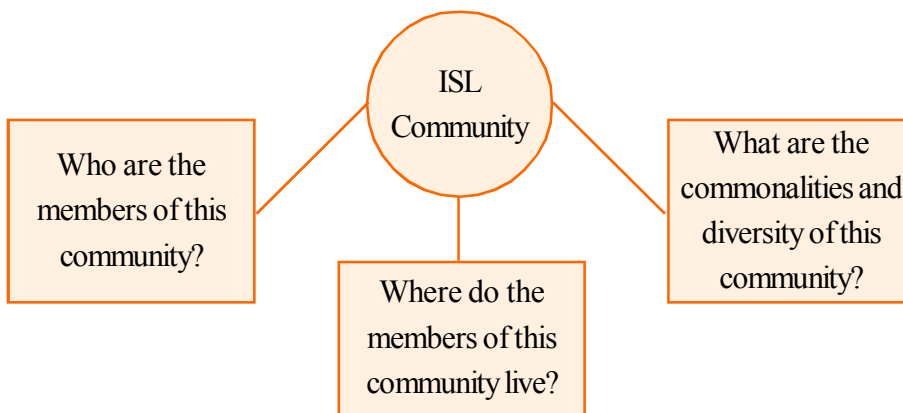

Figure- 4.1 : ISL Community

OUTCOMES

After studying this lesson, learner:

● identifies different sub-groups of people in the Indian Sign Language community

● explains the size and structure of this community

Notes

- compares the situation of rural and urban sign language users and their sign language varieties in India

- demonstrates an awareness of variation and diversity among Indian deaf communities.

4.1 DIFFERENT PATHS TO SIGN LANGUAGE FOR DEAF CHILDREN

- A deaf child born into a hearing non-signing family does not get language input in their early life. They have to wait until they get enrolled in a deaf school and then start learning sign language.

- A deaf child may grow up with oral language, without any sign language input, and then join a deaf association as a young adult. Some deaf people are introduced late to sign language later in life.

- Deaf children with deaf parents or other deaf relatives can learn sign language from birth.

INTEXT QUESTIONS 4.1

1. How do deaf children with hearing parents learn sign language?

2. Why some deaf people are introduced late to sign language?

4.2 STRUCTURE AND SUB-GROUPS OF THE ISL COMMUNITY

- **Deaf signers:** Within the deaf signing community in India, we have individuals who are from a deaf family with deaf parents or a deaf elder sibling. It is also possible that the family has relatives who are deaf or perhaps a neighbour who is deaf. The deaf child is exposed to sign language input from a very young age and becomes a native user of ISL.

The second largest group of deaf signing individuals are those who have been profoundly deaf since birth or early childhood, and have hearing, non-signing parents. They often join a deaf school and their strong visual skills ensure that they start picking up sign language quickly from the school environment.

We have another sub-group of people who are born hearing and use spoken language for the first years of their lives, until they lose their hearing. Their cognitive processes of language functions are good and they can have near-native fluency in sign language.

There is yet another group of deaf signers, who learn sign language later in their lives. They may join a deaf school late, or perhaps they are schooled orally and finally meet deaf people outside school. Then, they start learning sign language as teenagers or young adults.

Not all deaf people have the same experiences!

- **Hearing signers:** This group includes:

  ❖ Parents of deaf children (if they take some ISL training and start using sign language)

  ❖ People at NGOs, colleges and other institutes linked with the ISL community

  ❖ Hearing children of deaf adults (CODAs) – they learn sign language as their first language and identify themselves as people with a deep deaf community connection.

  ❖ Sign language interpreters (some interpreters are CODAs)

  ❖ Some friends, relatives, neighbors of a deaf person also develop near native fluency in ISL

The ISL community is large and diverse!

INTEXT QUESTIONS 4.2

1. Who is CODA?

2. Who is SODA?

4.3 THE NUMBER OF ISL USERS

It is difficult to know the exact number of ISL users. Why?

The Government of India census 2011:

  ❖ Counts the numbers of people in different groups, for example men and women

  ❖ Counts the numbers of people in spoken language groups

  ❖ Counts persons with disabilities, including deaf BUT: does not count the number of ISL users

Notes

❖ Census of India 2011 estimate total deaf population in india as 50 lakhs. Other estimates (for example, by India's National Association of the Deaf one of the NGOs in Delhi) say there are 18 million deaf people in India.

● It is observed that the number of sign language users in Western countries is decreasing because of advanced medical services, lower rate of birth of deaf child and early cochlear implanting but in India, the number of sign language users is increasing due to higher rate of birth of deaf children, higher population and not enough medical interventions. Also it is only recent that deaf have become more and more aware of their language rights and technology has also helped the deaf to connect with each other through video calling.

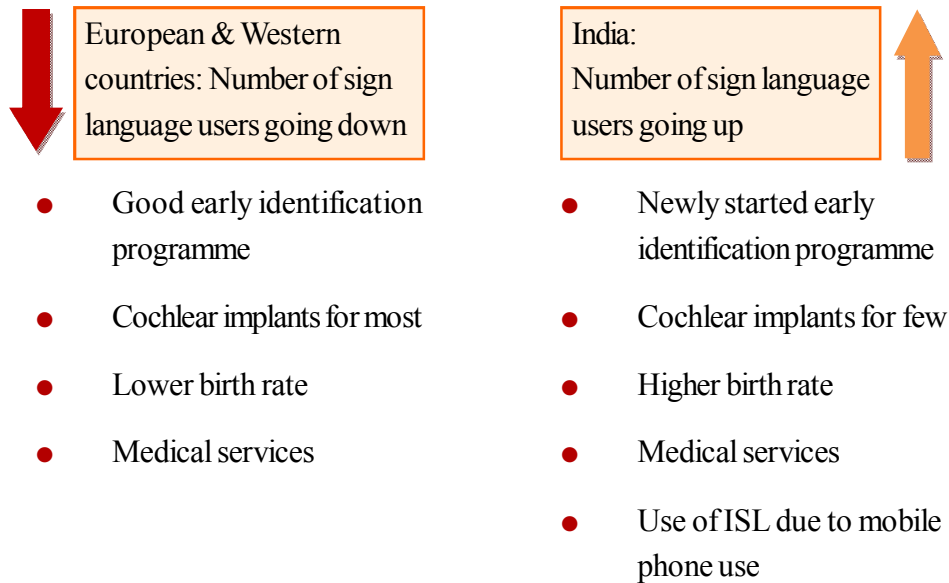| European & Western countries: Number of sign language users going down	India: Number of sign language users going up
● Good early identification programme	● Newly started early identification programme
● Cochlear implants for most	● Cochlear implants for few
● Lower birth rate	● Higher birth rate
● Medical services	● Medical services
	● Use of ISL due to mobile phone use

Figure-4.2 : Status of Sign Language users

INTEXT QUESTIONS 4.3

1.   Who counts number of deaf people in India?

2.   Who said there are 18 million deaf people in India.

4.4 REGIONAL VARIATION IN INDIAN SIGN LANGUAGE

Dialect = Variation of a language linked to its location

✔ spoken languages   ✔ sign languages

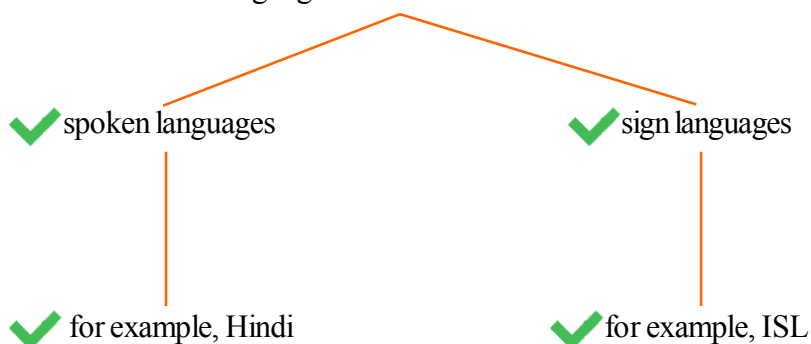✔ for example, Hindi   ✔ for example, ISL

Figure-4.3 : Regional Variation in ISL

Regional variations do not pose communication challenges among deaf people. Researches on regional variation in ISL is documented in the years given below by various researchers.

1968-70   1984   2001   2008
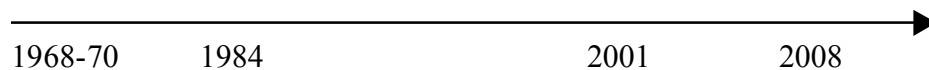
The above research concluded that:

● About 25% of the lexicon has regional differences

● Mobility, digital communication, and sharing platforms like YouTube changes the effect of regional differences in ISL

● Variation in language, culture and customs is beautiful and accepted

INTEXT QUESTIONS 4.4

1.   Variation in language should not be accepted.   (True/False)

2.   There are 40% variations among ISL dialects.   (True/False)

4.5 STANDARDISATION OF ISL

Standardisation of Indian Sign Language

Let us first understand the process of language standardisation.

All languages in the world are split up into a number of dialects. Having dialects is the normal state of all languages. In addition, some languages have a standard form. When

Notes

a standard form of a language develops or is created, this is called language standardisation. Language standardisation can happen as a natural process, and we may also see language policies and language planning for standardisation.

People have different views about language standardisation; some support it for their language and some do not see it as necessary. In any case, it is important to understand how language standardisation can happen. So let us look at a few questions.

Can we standardise a language by creating a dictionary?

The answer is no. Language standardisation is not a product. Creating a language resource such as a dictionary does not mean that we have standardised a language. Instead, language standardisation is a process that takes time. It can take any time between one generation and hundreds of years for a language to evolve a standardised variety.

Do dialects die out when a standard language has evolved?

Again, the answer is no. Even after successful evolution of a standard variety, dialects do not automatically disappear. They usually continue to be used alongside the standard variety. Most people just become fluent in two language varieties, their own dialect and the standard variety.

Is it enough to declare officially that a language has become standardised?

No. Standardisation of a language does not happen by simply declaring something to be a standard. When a standard variety evolves, the language community adopts new linguistic practices and habits to use the standard. Without the language community, top-down declarations have no effect.

How can language standardisation actually happen?

The success of language standardisation efforts depends on two important factors, which are the same for spoken languages and sign languages:

1. Speakers/signers of the language must have ACCESS to the standard variety. If people do not know what the standard forms are, they cannot use them. People will use the standard forms only if they see them frequently at school, in teaching materials, in stories, on television, and so on. The standard variety must be an actually existing variety, not an artificial collection without natural users.

2.   Speakers/signers must have the MOTIVATION to use the standard variety. If people know the potential standard forms but do not want to use them, the standard will not spread. People may adopt forms as a standard if there are some role models (at school, on television, on popular videos, etc.) so that they feel motivated to imitate the role models' use of the variety. The more popular the material is that people can access, the more motivated they will be to adopt a potential standard variety.

Access to a language variety and motivation to use it means that people may accept this variety as a standard over time. Without acceptance by the language community, standardisation will not happen. This is because the living language of a community is made from millions of linguistic interactions between people that cannot be controlled. Acceptance can be improved by supporting the aspirations of the language community, for example, widespread access to quality materials in the language.

Standardisation of sign languages: Comparing different situations

The Netherlands

Standardisation of sign language in connection with language policy was done in the Netherlands. The deaf community and researchers put in years of effort to document Sign Language of the Netherlands in the country.

A standard form of sign language was linked to official recognition of the sign language. The Netherlands is a very small country with a small deaf population, and language policy is easier to manage on a small scale.

India

As far as Indian Sign Language (ISL) is concerned, it currently has no official status (e.g. as a scheduled language) and insufficient official recognition, while the deaf community in India is very large, with millions of sign language users. National Education Policy, 2020 recommends that the Indian Sign Language (ISL) will be standardised across the country, and National and State curriculum materials developed, for use by learners with hearing impairment.

Indian Sign Language has no written form, so the spread of potential standard forms would have to happen through other media, notably via videos on television and the internet, as well as face to face communication.

Notes

Dissemination of standard varieties is usually closely linked with formal education. However, most schools for the deaf in India are still not using Indian Sign Language for education, so they will not be able to support a sign language standardisation process. This can only happen when education through sign language becomes widely available.

For the Indian Deaf Community, use of sign language in education, wide dissemination and availability of high-quality materials in ISL, and official recognition of ISL are matters of priority.

INTEXT QUESTIONS 4.5

1. What are the main challenges to Standardisation of ISL as per your opinion? Write at least three points?

2. In which cuntry, standardisation was done through a policy and adopted?

4.6 WORKING WITH ISL DIALECTS

The organic way is to have continuous education and training in ISL, including different dialects. As schools, organisations, and print and digital media continue to promote ISL content, there will be more uniformity over time. Full standardisation cannot be guaranteed, but this is a natural process.

Dialects are a beautiful part of language, and increase the richness of ISL. Deaf people frequently communicate across dialects. For example, travelling to Gujarat and learning their signs for days of the week are a nice experience. Natural dialects should be allowed to blossom.

Examples of regional signs:

●   Days of the week

●   Colours

●   Months of the year

●·   Food

INTEXT QUESTIONS 4.6

i.   Not all deaf have same experience   (True/False)

ii.   ISL community is small   (True/False)

iii.   CODA have deaf parents   (True/False)

iv.   ISL has no regional variation   (True/False)

v.   All deaf understand spoken languages   (True/False)

vi.   Hearing parents of Deaf know ISL   (True/False)

WHAT YOU HAVE LEARNT

● Not all the deaf have the same experience sign language with and there are many sub-groups of sign language users.

● Many deaf children are born to hearing parents. These deaf children can only learn sign language when they enroll in a special school for the deaf which can take as long. as late as 8-9 years.

● Some deaf children study in regular schools where only speech is used to teach and do not get exposure to proper Indian Sign Language until they join a deaf club or an association which could be as late as adulthood.

● Deaf kids born to deaf signing parents or in a family with an older signing deaf sibling or relative acquire sign language as their mother tongue and are native signers of ISL.

● There are other deaf people who are born hearing and develop a spoken language but lose their hearing later. These people may also become part of the sign language community.

● There are some hearing people too who use sign language. These include hearing children born to deaf parents (known as CODAs), hearing siblings of deaf persons (SODAs), parents of deaf children who learn sign language for better communication with their deaf child and then there are Interpreters who learn

Notes

sign language for professional purpose. As a result, the sign language using community is large and diverse.

- Because there is no census data collected on ISL users, it is difficult to know the exact number of sign language users in India. Estimates are very different from one to another.

- It is observed that the number of sign language users in Western countries is going down because of advanced medical services, a lower birth rate of deaf people and early cochlear implanting but in India, the number of sign language users is increasing as it is only recently that deaf people have become more and more aware of their language rights and technology has also helped the deaf connect with each other through video calling.

- Like in spoken languages, there are regional variations known as dialects of Indian Sign language. Languae research showed that the grammar is same but the there is around 25% variation in the vocabulary of ISL in different regions of India.

- With greater mobility and use of social media platforms variations in ISL used across India is becoming less but regional differences based on culture and customs is beautiful and need respect.

- Standardization of ISL is a debatable issue and there are arguments for and against it. Creating one standard ISL including regional variations would be a huge task as India is a very big country.

- Most deaf people are not pro standardization of ISL but govt. is keen on this issue and has started the process. Otherwise, as ISL use and promotion through different media especially digital media for different purposes like education, entertainment and information increase, as a natural process some uniformity of signing across country is bound to happen.

- Regional variation in signs is usually found in the signs of Days of the week, Colours, Months of the year and signs related to food.

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TERMINAL EXERCISE

1. 'All deaf children learn sign language from their parents' – is this true or false? Give reasons for your answer.

2. What is a CODA?

3. 'ISL should be standardised, so that all deaf people in India use the same signs' – do you agree or disagree? Why?

4. For each category, give a specific example of something that is signed differently in ISL in two different regions. (For example, 'Monday' is signed differently in Delhi vs Gujarat.)

   a. Colour signs

   b. Food signs

   c. Calendar/date signs (days or months)

Long Questions

1. Describe ISL community.

2. What do you think about standardization of ISL. Express your views?

3. Is there any risk of ISL standardization? What's your view?

4. What do you think about working with ISL dialects?

ANSWERS TO INTEXT QUESTIONS

4.1

1. A deaf child with hearing parents has to wait until they get enrolled in a deaf school and start Learning ISL.

2. Many deaf children with hearing parents are exposed to sign language later in life, mostly after entering a school for the deaf. In such situations, they lack immediate sign language exposure following birth, and it becomes reason for a late introduction to sign language for them.

Notes

4.2

1. Child of Deaf Adult

2. Sibling of Deaf Adult

4.4

1. False

2. False

5

ASPECTS OFF DEAF CULTURE AND LINGUISTIC IDENTITY

This is an interesting lesson where you will learn how deaf culture is different from culture of hearing people, what comprises deaf culture, and why deaf people feel proud to associate themselves with deaf culture. You will also learn about deaf arts, theatre, films, sports, and other social life events of deaf people in India and other nation

OUTCOMES

After studying this lesson, learner:

● explains the concept of deaf culture

● demonstrates appropriate knowledge of deaf culture including history, social interactions, beliefs, values and the arts

● explains the relationships between deaf culture and linguistic identity

● describes how other deaf cultures compare to India's

5.1 DEAF CULTURE AS A CONCEPT RELATED TO LINGUISTIC

How is deaf culture passed down to deaf children?

Deaf parents can pass on deaf culture to their children.

However, 90% of deaf children are born to hearing parents. These hearing parents are not familier with sign language. As a result, these parents are unable to pass on deaf culture to their deaf children.

Sign Language in Society

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Those born to hearing parents are often exposed to deaf culture through deaf associations, deaf schools, and deaf hostels where they all sign and pass down their culture.

Culture and identity markers

Across the world, various communities have their own distinct identity markers, which give them pride and a sense of belonging, as well as a sense of sameness. This is true of both deaf and hearing people.

The deaf communities have identity markers too. Examples are seen in the Spanish sign PI SOURD and the ASL sign DEAF BING. The same concept may go by different names in different countries.

Such identity markers are a source of pride.

The deaf way: different from the hearing way

Deaf culture has many features that are different from the way hearing people communicate, such as the following:

● Visual-gestural communication mode

● Getting attention by tapping on the shoulder, tapping the floor, or flipping a light switch

● If someone is far away, the attention by throwing paper or a small stone

Communication Technology

● Video chats on mobile phones – this often means signing with one hand, adapting the fingerspelling and signs, and finding creative ways to use the limited signing space

● Earlier, writing back and forth on paper was common, but due to technology this is now slowly declining

● Photos, typed messages, and Google Translate can be used for ad hoc communication with people such as shopkeepers

● Google, WhatsApp, and various other apps can also aid communication

Technology in deaf homes

● In the past, there were many challenges for deaf people at home but with new technology, things have improved:

- Flashing doorbells – when someone presses the button, lights flash in all of the rooms and deaf people know someone is at the door

- Vibrating alarm clocks help deaf people wake up on time

- Smart watches, Mobile Apps etc.

INTEXT QUESTIONS 5.1

1. How can a hearing parent's deaf child exposed to deaf culture?

2. What distinguisher deaf culture from hearing cultur?

3. How has technologi improved various aspects of life for the deaf?

5.2 DEAF ART, DRAMA, FILM, SPORT AND SOCIAL LIFE

Deaf art

There are many deaf artists, with impressive work and exhibitions. They have created a lot of artwork related to deaf culture and identity. Deaf art is still new in India, but we have many powerful and creative examples from other countries, e.g. the USA, of art that expresses ideas about deaf life, deaf culture, visual communication, sign language, and deaf identity.
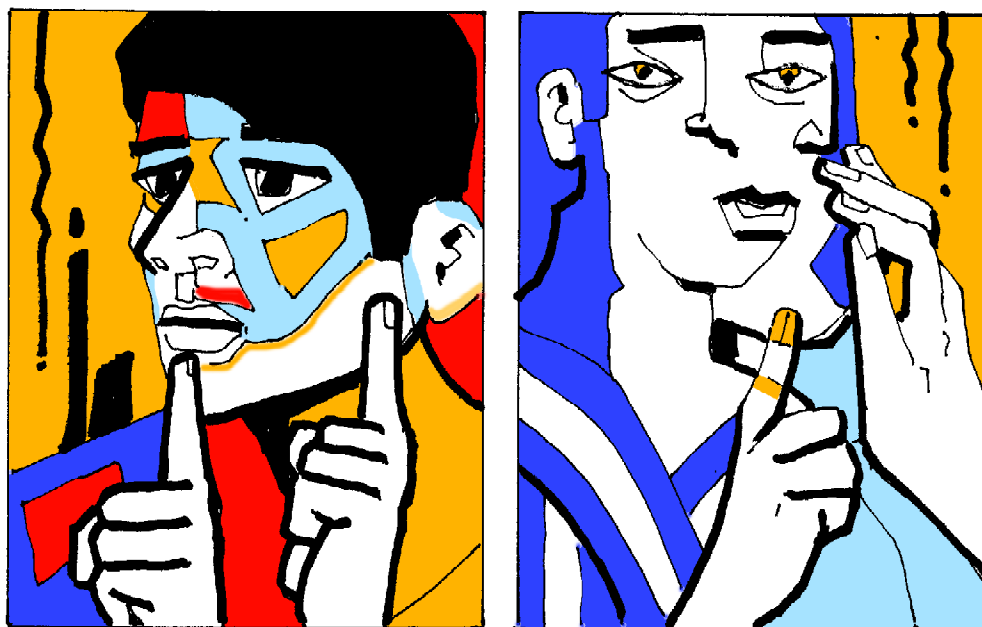

Figure-5.1: Deaf Art

Sign Language in
Society

Notes

Figure-5.2 : Deaf Art

De'VIA (Deaf View/Image Art)

One example of how deaf art has been promoted comes from a workshop held in the USA in 1989, where artists created a philosophy called De'VIA, which stands for 'Deaf View/Image Art.

The aim of De'VIA was to showcase deaf culture through art. The deaf community wanted to change the negative view of deafness, and this was an attempt to show deaf pride through visual language and art. Many deaf artists have participated through the years to create awareness.

One famous deaf artist, Nancy Rourke, used only three colours in her multiple art works – red, blue and yellow. This helped many hearing people identify it as deaf art, and created awareness about deaf culture and how sign language and visual communication are different from speech.

A colour created by a German artist became characteristic of deaf art. It is a mix of green and blue, first popular in Europe and later accepted and identified across the world as a 'deaf colour'.

Colours and Their Use

Until sometime in 2011, Rourke occasionally used green in her work. She made a conscious decision to stop the use of green and remain only with the three primary

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colours, black and white. While any colour can be made with these, she is careful to use only two shades of each primary colour. When colours are next to each other in a piece, she often will place a contrasting colour next to the one she has just used for visual interest.

Black/Gray is negative in most of Rourke's artwork. It often refers to oralism, audism and the Mask of Benevolence. Black can also be used positively to represent diversity.

Black, gray and white can be used neutrally as a reinforcement to provide contrast in a piece between two primary colours to make them stand out. These are also employed when the same colour appears in two areas and would otherwise contact itself.

White refers to positive or neutral feelings in her work. It is a representation of light. Rourke also often uses white for lettering or to outline other elements in her work.

Blue has two tones in Rourke's work. Light blue is overwhelmingly positive and means happiness and the Deafhood journey.

Darker blue refers to oralism, audism and the Mask of Benevolence. A darker blue sometimes looks lighter when it is used for blue tape.

Red refers to power and occasionally refers to love and positive emotions. It often appears in work depicting empowerment or taking a stand for justice.

Yellow means hope - for the future and hope for improvement in life. It also refers to light as Deaf.

People require the ability to see in order to understand language. This is a powerful and important aspect to many pieces of her artwork. The need for light in the darkness is not just a metaphor - Deaf people must literally see to understand information. Light, therefore, becomes a critical aspect of life.

Deaf performing arts – Theatre, music, and mime

Deaf performing artists actively promote deaf theatre, music and mime.

One type of deaf performance is called visual vernacular (VV). It started in the USA. The idea of VV is to focus on the visual sense to express ideas, feelings, poems, music, and art.

Notes

VV is a way of celebrating deaf people's own unique way of artistic expression.

Now, there are many VV artists across the world who can be found on social media sites such as Facebook and Instagram. Some artists work individually, while others are part of a group.

Figure-5.3 : Visual Vernacular in sign language

Deaf film and arts festivals

There are international deaf film festivals as well as national deaf film events are held annually, e.g. in Europe and North America, where filmmakers showcase their movies. Their films are often deeply linked to deaf culture, sign language, and deaf identity. In India, we have the IIDF (India International Deaf Film) Festival, which features many films with deaf actors and stories about deaf life and culture.
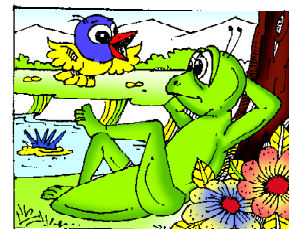
Figure-5.4 : arts festivals

Clin d'Oeil is a famous sign language arts festival held every two years in France. It is recognised as a major event in the deaf community. Every year, thousands of deaf artists and people attend, camp out for a week and enjoy deaf culture, music, drama, comedy and activities.

Deaf Sports

In 1924, Deaflympics was started. It is held every four years in a different country each time, just like the regular Olympics. Many Deaf sportspersons participate in various competitions and win medals. Many Indian athletes have won medals at international deaf sports events. Virender Singh, a deaf wrestler from Haryana, has won several gold medals.

Figure-5.5

Deaf associations

The All-India Sports Council of the Deaf (AISCD) and many state-level sports

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associations in India support talented deaf athletes and organise sports competitions.

These events do not only promote sports. As deaf people from different regions come together there is also an exchange of information, culture and language. There is also an All-India Deaf Arts and Cultural Society (AIDACS) which promotes performing deaf arts, theatre, and cultural activities in India through annual programmes.

Deaf culture in India

Deaf people feel alone in their hearing families because their family members do not sign. It is important for them to go to deaf schools and associations to get exposure to sign language and deaf culture.

India's first school for the deaf was founded in Mumbai, and then a second school was started in Kolkata. Later, similar deaf schools were set up across India. But these were mostly oral schools that did not use or raise awareness of sign language. Most of the teachers were hearing and could not sign.

A book written in 1949 by Mr. Banerjee, from Kolkata, said that he noticed deaf children using gestures and hand movements. That means there was signing going on at the schools during those periods, because it was not possible for deaf children to strictly follow oral methods.

It is possible that with the founding of deaf schools, sign language and deaf culture started developing in. India now has 700-800 deaf schools, including schools run by NGOs and the government. Though most hearing teachers still do not sign, deaf children communicate and converse fluently with each other in sign language.

Research on Indian Sign Language (ISL) has been limited. We do know that deaf people in India use ISL, and the grammar is largely the same across the country but there are some minor word-level (lexical) variations across regions. These variations are not really a barrier for deaf people when they come together for sports and other events.

We do not have BA or MA courses in ISL. There is only one two-year ISL training course for teachers and interpreters.

There is an urgent need for further research and for the creation of ISL courses and resources. This is important to support our understanding of deaf culture. Just as hearing people take have pride in their cultures and spoken languages, deaf communities take pride in their sign languages, values, knowledge and deaf culture.

Sign Language in Society

Notes

INTEXT QUESTIONS 5.2

1. What is DeVIA?

2. What is VV and where it started?

3. How frequent Clin diOeid is held?

4. In which year Deaf Olympic started?

5. Who is the deaf sportsman, who won several gold medals at an international deaf sports event?

6. What is full form of AISCD?

WHAT YOU HAVE LEARNT

● Concept of Deaf culture is related to the linguistic identity of deaf people as they are mainly visual people who use sign language for communication.

● Unlike hearing children, who acquire the cultural values of their families from their parents, deaf culture usually does not pass down from parents to deaf children as more than 90 % of deaf babies are born to hearing parents who do not know sign language or understand deaf culture.

● Deaf culture usually passes down from older deaf children to younger deaf children in schools for the deaf, hostels and deaf clubs and through deaf events.

● Like hearing people, deaf people too have their cultural identity markers that they are proud of it because it gives them a sense of belonging and sameness.

● Deaf way of using visual language i.e. sign language for communication is the major difference deaf people have from hearing people who use an aural-oral language.

● Deaf people attract the attention of others by tapping on their shoulders.

● Having a sign name is also a distinct feature of deaf culture.

● Advances in technology have greatly facilitated communication among and with the deaf. Whatsapp chatting and video calling have bridged communication gaps.

● Deaf art has progressed a lot. There are many famous deaf artists whose work

depicts deaf life, deaf culture, visual communication, sign language, and deaf identity.

- De'VIA (Deaf View/Image Art) is a form of art that started after a workshop in the USA in 1989. De'VIA's aim is to show deaf culture through art and dispel negative attitudes towards deafness.

- Famous deaf artist, Nancy Rourke, uses only three colour red, blue and yellow and black and white to create her multiple art works.

- A mix of green and blue colours first created by a German artist has become characteristic of deaf art. It is now identified across the world as a 'deaf colour'.

- Visual vernacular (VV), which started in the USA is a form of performing arts and the idea of VV is to focus on the visual sense to express ideas, feelings, poems, music, and art. VV is way of celebrating deaf people's own unique way of artistic expression. There are many famous VV artists active on social media.

- Clind'Oeil is a famous sign language arts festival held every two years in France, attended by thousands of deaf artists and people to enjoy deaf culture, music, drama, comedy and activities.

- In India, we have the IIDF (India International Deaf Film) Festival, which features many films with deaf actors and stories about deaf life and culture.

- The Deaflympics was started in 1924 and it is held every four years.

- Many Indian athletes have won medals at international deaf sports events.

- Virender Singh, a deaf wrestler from Haryana, has won several gold medals.

- The All-India Sports Council of the Deaf (AISCD) and many state-level sports associations in India support talented deaf athletes and organise sports competitions.

- All India Deaf Arts and Cultural Society (AIDACS) promotes performing deaf arts, theatre, and cultural activities in India through annual programmes.

- In India, Deaf culture thrives in deaf clubs and deaf associations but the majority of schools still do not use or promote ISL. In more than 700 schools, the majority of teachers are still hearing and neither know sign language nor understand deaf culture and as a result, many deaf still feel isolated and deprived.

- India urgently needs more widespread use of ISL, especially in education.

Sign Language in Society

Notes

1. Give an example of how a deaf signer communicates with a non-signing hearing person. Explain the situation in the past, compared to now?

2. Choose a deaf actor, deaf sportsperson, deaf artist or deaf filmmaker who you admire. Explain what this person does and why you admire him/her.

3. Give two examples of deaf cultural festivals.

4. In what year did the Deaflympics start?

   a) 1906   b) 1924

   c) 1951   d) 1978

Long answer questions

1. What do you understand by Deaf Culture?

2. What do you think about relationship of deaf culture and linguistic identify?

3. Describe all important aspects of deaf culture of India.

ANSWERS TO INTEXT QUESTIONS

5.2

1. 'De' VIA (Deaf/view Image Art) in a form of art that started after a workshop in the USA 1989.

2. Visual Vernacular (vv), which started in the USA, in a form of performing arts.

3. Clin d'Qeil is a famous sign language arts festival feld every two years in france.

4. The Deaflympics were started in 1924 and are held every four years.

5. Virender Singh, a deaf wrestler from Haryana, has won several gold medals.

6. The All-India Sports Council of the Deaf (AISCD) support talented deaf athletes and organise sports competitions.

6

LEGISLATIVE PROVISIONS FOR ISL IN INDIA

Notes

Any language spoken or signed requires the legislative support of groups. India is a large country with many different spoken languages. There is also a sizable deaf community that uses Indian sign language as its primary language for communication. However, it is only recently that Indian sign language has started to get legal provisions and opportunities for its use, growth, and research. In this lesson, you will learn the history of legislative support for Indian sign language, its present official status, and what needs to be done at policy level for its further growth so that the deaf community gets full access to education, information, and entertainment by using sign language as their linguistic right.

OUTCOMES

After studying this lesson, learner:

● demonstrates an understanding of legislative provisions for supporting and protecting sign language and deaf communities in India

● explains the policies, regulations, statutory bodies and programmes related to ISL in India

● demonstrates an awareness of stages and developments leading to legal provisions for ISL in India

Notes

6.1 BACKGROUND

We did not have ISL related laws about 30 years ago, we would not find any laws related to ISL, but now we do. There has been significant progress in a short span of time.

India gained its independence in 1947. The Constitution of India has specific laws related to languages. There are hundreds of spoken languages in India, but they do not have equal status.

There are 22 official languages in India, as per the Constitution of India.

These languages have power. They can be promoted through schools, TV, media, and official government communication.

ISL is not recognised as an official language yet.

Why is ISL not officially recognised yet?

There has been little awareness about ISL so far. After years of advocacy, we have some laws and step by step, we are making progress.

What about other countries?

In many other countries too, sign language recognition is still limited. Deaf communities across the world are fighting for sign language rights. With their efforts, some countries have officially recognised their sign languages as equal to spoken languages.

6.2 UNDERSTANDING THE STATUS OF ISL

After independence in 1947, the Constitution was created as a body of laws and rules to govern the country. This also included language laws.

India is a land of many spoken languages, but only **22 official languages** have been recognised. These 22 languages enjoy greater power compared to other languages.

Other languages are also respected, but they are not officially part of scheduled languages.

6.3 BENEFITS OF ISL RECOGNITION

There are many benefits to getting ISL recognised as an official language –

- It will allow ISL to be taught in classrooms.

- It will ensure better access to TV news.

- It will increase the number of sign language interpreters.

There are many deaf organisations advocating for ISL recognition, demanding that the government grants ISL, a status equal to spoken languages.

6.4 HOW DID OTHER SIGN LANGUAGES GET RECOGNITION?

In the 1960s, the first research was conducted in the USA, which confirmed that American Sign Language (ASL) is a true language.

This was a major eye-opener for everyone. Deaf people realised that it was their own language and must be equal to spoken language.

International organisations such as the World Federation of the Deaf (WFD) have had discussions with the United Nations (UN), and many governments are gradually accepting sign languages.

The number of sign languages being recognised by governments is increasing every year.

One example is New Zealand: New Zealand Sign Language (NZSL) is considered equal to the spoken language.

Similarly, respective sign languages are officially recognised in South Africa, Uganda, and European countries, including Germany, Belgium, and the Netherlands.

Notes

INTEXT QUESTIONS 6.1

1. In which year does India get independence?

2. How many official languages are there in India as per Indian Constitution?

3. Explain the benefits of ISL recognition?

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6.5 MINORITY LANGUAGES

India has many spoken languages. Although many languages do not have the same official or legal status like some of the other languages and these other minority languages also have rights.

Minorities have the right to protect their language and promote it.

This same concept can be applied to the deaf community and ISL. Because the deaf community is a minority group, it has the right to defend and promote ISL.

Nobody can deny these rights. There are laws to protect minority languages.

Figure-6.1 : Law

6.6 LAWS: FROM PWD ACT 1995 TO RPWD ACT 2016

The Rights of Persons with Disabilities (RPWD) Act was passed in 2016. But even before that, we had the Persons with Disabilities (PWD) Act 1995.

In the PWD Act 1995, there was no mention of sign language

Deafness and hearing impairment were mentioned, but not sign language, because there was not much awareness during that time. There was also not much work happening in the field of ISL related to research, published books, training, or interpreters in those years.

UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) already recognised the importance of sign language. Thanks to constant advocacy by the WFD, the UNCRPD mentioned deaf children's need to learn sign language and the importance of access through sign language interpreters.

Many countries accepted and signed the UNCRPD. **India signed it in 2007.**

When the PWD Act 1995 was being changed into the RPWD Act, deaf leaders demanded that it include UNCRPD provisions related to sign language.

This included positive points such as:

- **Access to interpreters**

- **Sign language in schools**

- **Deaf teachers**

By 2016, India already had sign language courses, interpreter training, qualified deaf teachers, sign language videos, websites, books and material on ISL. So the government accepted the deaf community's demands for sign language provisions in the RPWD Act 2016.

From no mention of sign language in the PWD Act of 1995 to sign language access in the RPWD Act of 2016 – there has been a lot of development.

This is true for other countries too; however development has been slow but steady.

Monitoring and implementation agencies

The RPWD 2016 was passed, but who will implement it?

- Who is responsible for ISL development?

- Who will support the ISL?

- Who will support deaf people?

- How will ISL be used in schools?

The Rehabilitation Council of India (RCI) is the agency responsible for courses and training related to ISL

RCI had earlier started ISL courses with the Ali Yavar Jung National Institute for the Speech and Hearing Disabilities (AYJNISHD), Mumbai.

Rehabilitation Council of India

Figure-6.2 : Logo of RCI

Sign Language in Society

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Now RCI is working with the Indian Sign Language Research and Training Center (ISLRTC), New Delhi, for the ISL and interpreting courses.

RPWD 2016 asks for more and more deaf teachers and interpreters.

Now, we have two RCI courses: one for the hearing interpreters and the other for the deaf ISL teachers.

There are also short term courses in ISL.

RCI is responsible for making and running these courses. It has now extended the duration of the interpretation course (DISLI) to two years. It has also started a two year DTISL course for deaf trainees. The number of hours to learn ISL in D.Ed. and B.Ed. courses have also increased.

Who is responsible for access in TV, news and media?

The **Ministry of Information and Broadcasting** (**MIB)** is responsible for giving access to news and other TV programmes, through captions and ISL interpretation.

MIB is responsible for the quality of ISL interpreter and access.

So, when equal access to information is not there, we can complain and ask for better quality from MIB.

Now, we see some news channels and other programmes have started providing access. This is a really positive development.

ISL is not yet officially recognised, but there are laws for protecting and promoting it.

The RPWD Act 2016 mentions that equal access, sign language for deaf education, and equal opportunities for hearing and deaf people are important. It is a good and positive begining for years to come.

The Indian Constitution gives the 'Right to Equality' to all citizens – deaf or hearing. It means equal opportunities for education and work should be there with full access and no discrimination. Access is important.

New Education policy (NEP2020) too has given boost to ISL promotion. Prime minister of India announced introduction of ISL as a school subject. NIOS had already taken steps to introduce ISL at secondary level and also developed ISL videos in different subjects at secondary and senior secondary levels. As a path forward, NIOS is working to introduce ISL as a language subject at the senior secondary level.

INTEXT QUESTIONS 6.2

1. In which year India signed UNCRPD?

2. Which government agency is responsible for courses related to ISL?

3. Why is RPWD important for ISL?

4. Which Ministry is responsible for providing access to news and other TV programme?

WHAT YOU HAVE LEARNT

- Till 30 years ago, there were no legal provisions related to Indian sign language but there are now.

- Despite the fact that there are hundreds of spoken languages in India, there are only 22 official languages are in India. Official status gives power to a language and it can be promoted through schools, TV, media, and official government communication.

- ISL is not recognised as an official language yet. In fact, it is only in recent years that there have been good legal provisions related to ISL and lot of advocacy is now going on for its official status.

- There are only few countries where their National sign language has official status. New Zealand Sign Language (NZSL), and sign languages of South Africa, Uganda, and European countries including Germany, Belgium, and the Netherlands and now sign language og Italy are recognised and have official status in their countries. However, in most countries deaf are still fighting for their language rights.

- Official recognition of sign languages started after 1960s, Stokoe's research showed that ASL is a true language meaning that linguistically, sign languages were equal to spoken languages.

- Official status to ISL would mean its increased use in classroom teaching, increased access to TV news and programmes and increased interpreting services.

- In fact deaf people are like a minority community and ISL is like a minority language and like spoken minority languages, deaf have the right to ask for

Notes

protection and legal provisions for ISL.

● Due to lack of awareness, PWD act 1995 did not have any mention of Indian Sign Language.

● India signed UNCRPD in 2007 in which full communication access was mandated. UNCRPD mentioned deaf children needing to learn sign language and the importance of access through sign language interpreters. Advocacy by WFD played a major role.

● RPWD act was enacted in 2016. It mentions equal access, sign language for deaf education, and equal opportunities for hearing and deaf.

● By 2016 India already had sign language courses, interpreter training, qualified deaf teachers, sign language videos, websites, books and material on ISL.

● Even after five years of RPWD, deaf are wondering who is responsible for its implementation to promote increased use of ISL in education, training and media.

● RCI has started two courses: one for hearing people to become interpreters and one for the deaf to become ISL teachers.

● RCI first worked with First AYJNISHD and now with ISLRTC to create courses related to ISL.

● Ministry of Information and Broadcasting (MIB) is responsible for giving access to news and other TV programmes, through captions and ISL interpretation.

TERMINAL EXERCISE

1. Imagine that you are a language policy advisor, and a government official asks you: 'Should the Indian government recognise ISL as an official language of India?' Explain how you would respond and what reasons would you give to justifiy your arguments.

2. In India, who is responsible for making sure there are ISL interpreters on TV programmes? (Tick the correct option.)

   a) The Indian Sign Language Research and Training Centre

   b) The Ministry of Information and Broadcasting

Notes

c)   The National Institute for Communication Access

d)   The All-India Federation of the Deaf

3.   The first Indian legislation to mention sign language was –

a)   The Persons with Disabilities Act 1995

b)   The Rehabilitation Council of India Act 2001

c)   The Right to Education Act 2009

d)   The Rights of Persons with Disabilities Act 2016

4.   Which of the following is a sign language provision that the UNCRPD recommends is included in national laws? (Tick the correct option.)

a)   sign language videos at the doctor's office

b)   deaf art exhibitions featuring sign language

c)   use of sign language in schools

d)   none of the above

5.   What do you understand by Legislative provisions for deaf communities in India?

6.   How would you like to use ISL for the betterment of deaf communities?

7.   What are the legal provisions for ISL in India?

8.   Share your views on Equal opportunities & Equal Access.

ANSWERS TO INTEXT QUESTIONS

6.1

1.   1947

2.   22 official languages.

3.   So far there is very little awareness.

4.   i.   It will allow ISL to be taught in classroom.

Notes

ii.   It will ensure better access to TV News.

iii.   It will increase no. of interpreters

6.2

1.   2007

2.   RCI

3.   RPWD 2016 asks for more & more deaf teachers & interpreters.

4.   MIB – Ministry of Information and Broadcasting

7

STATUS OF USE OF ISL IN DEAF EDUCATION

In the 1880s, when the first deaf schools in India were established, schools all over the world had begun to choose an oral approach to teaching the deaf, which unfortunately still continues in India. In this lesson, you will learn how deaf children's language, literacy and academic success suffers due to a lack of early access to sign language. You will also learn about the benefits of a sign-bilingual approach to teaching the deaf and its importance of deaf teachers.

OUTCOMES

After studying this lesson, learner:

● explains the importance of using ISL for deaf and hard-of-hearing learners and how this relates to the current situation in deaf education

● demonstrates an understanding of the various benefits of learning ISL in different educational situations

● demonstrates an awareness of educational policies relating to ISL

7.1 BACKGROUND: CHALLENGES IN DEAF EDUCATION

1. Most deaf children are born to hearing parents who do not know sign language.

2. As a result, most deaf children do not get any exposure to sign language in the early years (0-6 years)

3. These deaf children get late exposure to sign language, mostly through deaf schools.

4. Some deaf children in villages never get the opportunity to go to a deaf school. They spend their entire lives using basic gestures, without any knowledge of sign language. Their communication is highly limited.

5. In deaf schools, most teachers teach using oralism, and do not sign.

6. There are many challenges in deaf education, that result in a lower quality of life for deaf people.

7. This means that deaf people's education levels remain low.

8. Therefore, their socio-economic levels also remain low.

9. Their lack of access to education means that their career options are limited to menial labour and other low paying jobs.

10. This is primarily due to the lack of sign language in deaf education.

7.2 DEAF EDUCATION IN INDIA

The Rehabilitation Council of India (RCI) which runs the teacher training courses, allows for three methodologies in the area of deaf education:

● Sign bilingualism,

● Total Communication

● Oralism

They also promote the use of various techniques in teaching deaf children, e.g. drama, mime and writing.

It has been found that the purely oral method of education is not successful with most deaf children. As a result, sign bilingualism and Total Communication were introduced in teacher training courses along side other literacy-improving techniques.

It is observed that deaf children are unable to understand if only speech is used. The use of sign language allows for better comprehension.

It is hoped that with the establishment of the Indian Sign Language and Research and Training Centre (ISLRTC) in 2011, and the passing of the Rights for Persons with Disabilities Act (RPWD) 2016, there will be stronger support for promoting the role of ISL in deaf education. There also needs to be greater research and awareness on the topic.

Figure-7.1 : RPwD Act

Notes

7.3 SIGN LANGUAGE RIGHTS IN DEAF EDUCATION

The RPWD Act 2016 provides rights for equal access to education for persons with disabilities, and Chapter III (point 17) of the Act states that the government and local authorities must:

a) train and employ teachers, including teachers with disabilities who are qualified in sign language and Braille and also teachers who are trained in teaching children with intellectual disabilities.

b) promote the use of appropriate augmentative and alternative modes including means and formats of communication, Braille and sign language to supplement the use of one's own speech to fulfil the daily communication needs of persons with speech, communication or language disabilities and enables them to participate in and contribute to their community and society.

The ISLRTC is mandated to develop manpower for using Indian Sign Language (ISL) – interpreters and deaf teachers.

Figure-7.2 : ISLRTC

The RCI is responsible for creating and running courses for professionals including teachers in deaf schools.

The Right to Education (RTE) Act makes education a fundamental right of every child between the ages of 6 and 14.

Notes

The right to education of persons with disabilities under the 18 years of age is laid down in separate legislation - the **Persons with Disabilities (PWD) Act**. This Act says that:

The appropriate government and local authorities shall ensure that every child with a benchmark disability has access to free education in an appropriate environment until he attains the age of 18 years in a special school or inclusive neighbourhood schools as per his choice.

INTEXT QUESTIONS 7.1

1. Name the methodologies allowed by RCI for teacher training courses in deaf education?

2. What is the main job of RCI?

3. What is the full form of the RTE Act 2009?

7.4 BENEFITS OF ISL IN DEAF EDUCATION

1. The connection between teacher and student is stronger.

    Deaf children are not able to connect with teachers who only use minimal gestures. Teachers who are fluent in ISL are able to connect better with deaf learners.

2. Students can express their ideas.

    The learners are able to express themselves and share their experiences on varied topics through ISL. In classrooms with no sign language, communication and expression are often limited.

3. The learners and teachers are able to communicate from a distance.

    ISL users are able to communicate over long distances, even across classrooms. Often, this is not possible with spoken language.

4. The learners can convey private messages without disturbing the class.

    Using ISL, learners can convey their messages to each other without disturbing the entire class. This is often not possible with speech.

Notes

7.5 DEAF PERSPECTIVE

The challenges faced by deaf learners in education are unique and complicated and often not understood by their families. Hence, sometimes when a hearing family member tries to give advice or explain something to a deaf student, they are unable to connect with them.

However, when a deaf adult or deaf teacher tries to explain something, the deaf student is more likely to be able to understand. This is due to their shared experiences and challenges.

7.6 EASE OF LEARNING

Most deaf people go through an education system where oralism is forced upon them. However, majority of them are aware that they are unable to understand spoken language or speak in the same way as their hearing peers. Their speech is often limited to a few words.

After struggling with speech for a long time, deaf learners tend to find sign language later in their lives, e.g., through various NGOs such as the Deaf Enabled Foundation, Ishara Trust, or Noida Deaf Society. These NGOs provide short-term training courses where deaf people often experience rapid growth in their learning, as the teachers use sign language.

7.7 BILINGUALISM

ISL is a complete language in itself. It can be used to teach any other language.

Deaf children can learn multiple languages through ISL. However, deaf children are not provided with a foundation for ISL, because most parents are hearing and do not uses sign language. This means that deaf children lose their chance to learn language during the important early years.

Deaf children of deaf parents who have access to ISL from birth are able to do much better in life.

7.8 STATE LANGUAGES

In India, the language medium in schools is decided by the state, e.g. South India, Maharashtra, Gujarat, or Orissa. But deaf children are mostly unable to understand these languages.

Notes

In some deaf schools, the teachers focus on English, because many deaf people find it easier to learn English through ISL. Knowing English is also connected with job success.

7.9 INTERPRETERS

In India, we do not have many sign language interpreters in schools. Most of the teachers and staff in deaf schools are not skilled at sign language. There is a need to change and improve the existing system.

7.10 DEAF TEACHERS

Sometimes, deaf people are discouraged from taking up training and jobs in the field of teaching. As a result, deaf children do not have deaf teachers in their lives to look up to as role models. If there were many deaf teachers, it would surely inspire deaf learners.

It is important to implement policies and laws, such as the RPWD Act and RTE Act, that encourage accessible education. There are 5% reserved seats for learners with disabilities at higher education levels as well.

7.11 CONCLUSION

It is extremely important that all deaf children get the opportunity to develop a foundation of language in their early years, so they can succeed in learning other languages later. Unfortunately, bilingual education is only offered at very few schools in India such as:

● Indore Deaf Bilingual Academy (IDBA), Madhya Pradesh

● Happy Hands School for the Deaf, Odisha

● Bajaj Institute of Learning Dehradun

● The Haryana Welfare Society for Persons with Speech and Hearing Impairment has decided to implement Sign bilingual approach in its eight centres across Haryana and has hired many deaf teachers too. Early intervention centres too have deaf teachers.

● Two schools in Punjab one in Patiala and another in Amritsar, they have started following Bilingual approach to teaching.

 In most other schools, there is no bilingual education that meets the needs of deaf children. It is important to have deaf teachers in schools, because many successful deaf people credit their success to deaf mentors and teachers. When

we are able to provide a learning environment that meets the needs of deaf learners, deaf education will truly thrive.

INTEXT QUESTIONS 7.2

1. Which method of education is not very successful in deaf education?

2. What is expected to be strong support for ISL in deaf education?

3. True/False

   a. ISL is of no use.   (True/ False)

   b. Deaf learners can also share their ideas very well.   (True/ False)

   c. Sign Language communication is possible from a distance. (True/ False)

   d. Oralism is not good for all deaf.   (True/ False)

   e. Educated & skilled deaf can become teachers.   (True/ False)

WHAT YOU HAVE LEARNT

- More than 90% of deaf children are born to hearing parents who do not know sign language.

- Early intervention centres and schools for the deaf still mostly follow an oral approach.

- Lack of early access to sign language, which deaf children can acquire easily and fluently in homes and schools, has a lifelong negative impact.

- In RCI's teacher training courses, three approaches to teaching the deaf are prescribed: Oral approach, total communication and bilingual approach.

- Only the Oral approach to teaching the deaf kids has not shown the desired results and literacy and academic success remain poor. It is a big challenge.

- Use of sign language in bilingual approach can give better results as there will be no communication barriers between teacher and learners.

- It is hoped that the ISLRTC and RPWD Act will support the promotion of ISL in education.

Notes

- ISLRTC develops manpower by running RCI approved courses to produce deaf teachers and ISL interpreters.

- The Right to Education (RTE) Act establishes education as a fundamental right for all children aged of 6 to 14 whereas the RPWD mandates free education for people with disabilities until the age of 18 years.

- RPWD also mandates to train persons with disabilities to become teachers.

- Trained deaf teachers would be a boon to the deaf learners as deaf teachers will have the deaf perspective, there will be no communication gap and learners will express themselves and learn better.

- At present, many deaf learners and adults join NGOs like the Deaf Enabled Foundation, Ishara Foundation, or Noida Deaf Society to learn and get training from deaf teachers who use sign language.

- Learners fail to learn in schools where hearing teachers only speak.

- Indore Deaf Bilingual Academy (IDBA), Madhya Pradesh, Happy Hands School for the Deaf, Odisha, Bajaj Institute of Learning, Dehradun and a few schools in Haryana and Punjab use bilingual approach and teachers use sign language to teach. Such schools are few in number.

- In Bilingual approach, ISL is used to teach as a second language and other school subjects. ISL is a complete language and can be used to teach any subject.

- In most states of India, schools prefer to use state language like Gujrati, Marathi or Hindi but most deaf people find it easier to learn English. Knowledge of English is also helpful in higher education, training and jobs.

- In India, there is no provision for using to use interpreters in schools. Hence, the majority of learners continue to suffer as teachers don't sign and there are no interpreters.

- Early intervention with deaf adults as language role models, more deaf teachers, more ISL training to hearing teachers and more use of bilingual approach to teaching deaf children can improve quality of education.

TERMINAL EXERCISE

1. 'The best method for teaching deaf children is oralism' – do you agree or disagree? Why?

Notes

2. What does the Right to Education (RTE) Act say? (Tick the correct option.)

   a. In India, every child aged 5 to 13 has the fundamental right to education

   b. In India, every child aged 7 to 16 has the fundamental right to education

   c. In India, every child aged 5 to 15 has the fundamental right to education

   d. In India, every child aged 6 to 14 has the fundamental right to education

3. What does 'late exposure to sign language' mean? Explain what this is and how it affects deaf children.

4. You are a deaf fluent ISL user who has just completed a teaching course. You are applying for a teaching position at a school for deaf children. This school has never hired a signing deaf teacher before. Explain to the school board why it will be advantageous for them to hire you.

5. Explain your views about the importance of ISL for deaf education?

6. Express your understanding about the RPWD Act 2016.

7. List the benefits of deaf teachers in schools.

8. What are the challenges faced by deaf learners during their education?

ANSWERS TO INTEXT QUESTIONS

7.1

1. a. Sign Bilingualism

   b. Total Communication

   c. Oralism

2. RCI is responsible for creating and running courses for professionals including teachers in deaf schools.

3. The Right to Education Act 2009.

7.2

4. Pure method of oral education is found not successful for deaf Education.

Structure and Grammar of ISL

You are now aware that research has proved that sign languages are as true languages as spoken languages, which means that they are governed by their own grammar rules and are not dependent on any spoken language. You are also aware that sign languages are not universal with each country having its own sign language. As a result, each sign language has its own vocabulary and grammar. In this module, you will learn about the structure and grammar of Indian sign language.

This module will cover the following lessons:

8.   Manual and non-manual components of ISL

9.   Word-level structures

10.   Sentence types

11.   The meaning of signs

8

MANUAL AND NON-MANUAL COMPONENTS OF ISL

You all have been signing naturally, but in this lesson, you will learn how these signs are formed. Both manual (related to hands) and non-manual (not made with hands) components of a sign together make a sign meaningful.

OUTCOMES

After studying this lesson, learner:

● demonstrates an awareness of manual and non-manual components in ISL

● lists examples of the use of manual and non-manual components in ISL

8.1 MANUAL COMPONENTS OF SIGNS

A sign has several components or parts. We need to understand the structure of signs and how these parts work together in signs. All signs have three main components:

● **Handshape**: This is the form of the hand, for example, a fist, a flat hand, a thumb-up, or showing all five fingers.

● **Place of articulation**: This means the place on the body or in the space around the body that we use for signing.

● **Movement**: This means how we move our hands, for example, right or left, fast or slow, or repeatedly.

Notes

Figure-8.1 : India in ISL

Example: INDIA

- Handshape: Thumb-up

- Place of articulation: Forehead

- Movement: Up

These three parts are the manual components of signs. They are called manual because they are made with the hands.

INTEXT QUESTIONS 8.1

1.   Explian difference between manual and non-manual components of signs?

2.   Discribe the three manual components of the sign 'MOTHER'?

3.   True/ False

    a.   Manual components are related to hands.   (True/False)

    b.   Movement describes the place of the sign on the body or the space around the body.   (True/False)

8.2 MINIMAL PAIRS

Some signs are minimal pairs. Let's compare some signs. Our aim is to compare handshapes, places of articulation, and movements in these signs.

Some signs have the same articulation and movement, but different handshapes.

Example: EXPLAIN vs. WALK-PAST-EACH-OTHER

Some signs have the same hand shape and the same movement, but different places of articulation.

Example: HAPPY vs. FLOWER

Some signs have the same hand shape and the same place of articulation, but different movements.

Example: DIFFICULT vs. COLD

These signs are called minimal pairs because they are only different in one part of the sign. When you change one part of a sign, we get a new sign with a different meaning.

Minimal pairs are not always two signs. Sometimes there are several signs that are all minimal pairs with each other.

Example: DIFFICULT – RUN – FRIDGE – SIT – COLD

INTEXT QUESTIONS 8.2

1. Give two examples of minimal pairs.

8.3 NON-MANUAL PARTS OF SIGNS

In some signs, the three manual components are not enough. We also need the face, and/or the upper body, so that the sign is complete.

Examples:

SURPRISE: you must open your eyes wide with this sign.

ANGRY: you must frown when you make this sign.

NAMASTE: you must bow down when you make this sign.

SLEEP: you must tilt your head to the side with this sign.

These parts of signs are called non-manual components. Non-manual means "not made with the hands". It is important to remember that only the hands are not enough for signing.

Notes

INTEXT QUESTIONS 8.3

1.   What is the meaning of non-manual components of a sign? Give two examples.

8.4 SIGN COMPONENTS AND GRAMMAR

We need the manual and non-manual components to make signs so that we can express what we want to say. But sometimes, this is also part of the grammatical rules.

Some rules in the grammar are about changing the form of a sign, for example:

Figure-8.2 : SPICY

Figure-8.3 : VERY- SPICY

Figure-8.4 : EXTREMELY-SPICY

The movement and facial expression is stronger when we want to say "very" or "extremely" in signs.

Some other rules are about using the hand and face or head together in the right way. For example

●   When signing NOT, shake your head simultaneously.

●   When signing I-F, use a facial expression and make a pause at the end.

Using components of signs together in the right way is important both in each sign, and in sentences. We apply the rules of grammar to know how to put all the components together.

INTEXT QUESTIONS 8.4

1.   How do we say 'Very' or 'Extremely' in ISL?

2.   True/False

    a.   Both manual and non manual components are important to make a sign. (True/ False)

    b.   ISL components have no role in ISL grammar.   (True/ False)

    c.   Face expressions are not part of ISL grammar.   (True/ False)

d.   If we change the ISL components, the meaning of sign will change.   (True/ False)

 WHAT YOU HAVE LEARNT

- Signs have manual (related to hands) and non-manual (not made by hands) components.

- Manual components are:

  a)   Handshape: refers to how the hand is formed, for example, a fist, a flat hand, thumbs up, or showing all five fingers.

  b)   Place of articulation: the place on the body or in the space around the body that we use for signing.

  c)   Movement: this means how we move our hands, for example right or left, fast or slow, or repeated.

- Some signs are classified as minimal pairs. If out of the above three components, two are the same and one is different, they make minimal pairs.

- Non-manual components: sometimes for some signs, the three components are not enough. We also need the face, or the upper body, so that the sign is complete. e.g. SURPRISE: we must open your eyes wide; and for SLEEP: we must tilt your head.

- In ISL grammar, the movement and facial expression is stronger when we want to say "very" or "extremely" in signs.

· The hand, face and head need to move together in the right way, e.g. shake head while signing NOT.

 TERMINAL EXERCISE

1.   What are the three main manual components of signs?

2.   Explain what minimal pairs are and give two examples of minimal pairs.

3.   Choose the correct option:

  i.   The form of the hand is called:

Notes

    a)   Handshape

    b)   Non-manual

    c)   Movement

ii.   What do we call the place on the body or in space where the sign is made?

    a)   Movement

    b)   Manual

    c)   Place of articulation

iii.   Give examples of signs where the hands move in this way:

    a)   In a straight line

    b)   Repeatedly

    c)   One hand touching the other hand

4.   What have you understood about the manual and non-manual components of ISL.

5.   Give five examples of minimal pairs.

7.   What are Non-manual components of signs? Explain with at least 3 examples.

8.   Give two examples from your own understanding of how grammer can be shown in ISL.

ANSWERS TO INTEXT QUESTIONS

8.1

1.   Manual components are related to hands, non manual components are not related to hands.

2.   MOTHER

    Handshape: One finger

    Place of articulation: Nose

    Movement: Outwards

Structure and Grammar of ISL

Notes

3.   a. T and b. F

8.2

1.   i.   Explain – Walk past each other

     ii.   Happy - Flower

     iii.   Difficult – Cold

8.3

1.   Non-manual components are the components that are "not made with the hands".

     Examples:

     SURPRISE: you must open your eyes wide with this sign.

     ANGRY: you must frown when you make this sign.

8.4

1.   The movement and facial expression is stronger when we want to say "very" or "extremely" in signs.

2.   a.   True

     b.   False

     c.   False

     d.   True

9

WORD-LEVEL STRUCTURES

Notes

In the previous lesson, you learned about the manual and non-manual components of a sign. In this lesson, you will learn how signs can be combined in different ways to make new signs with new meaning. This lesson will also provide you with the scope to understand why it is important to know the ISL grammar rules to combine signs to make a new sign meaningful.

OUTCOMES

After studying this lesson, learner:

●   demonstrates an awareness of complex structures within ISL signs

●   identifies word-level components of ISL signs

●   list some examples of different types of word-level structures in ISL

9.1 WAYS TO COMBINE ISL SIGN

There are many ways through which ISL signs combine to create a new word with a new meaning.

1.   **Combination**

    E.g. THREE (3) + YEAR (Y) = 3 Y (1 SIGN)

2.   **Repetition of sign ⟹ Meaning changes**

    F (1 time) is 'F' Alphabet

    F (2 times) is 'Friday'

Structure and Grammar of ISL

Notes

3. **Use of fingerspelling alphabet and a sign**

PM + BOSS is 'Prime Minister'

CM + BOSS is 'Chief Minister'

Now, we will see how ISL word structure works and how signs combine to create new words. This is part of ISL grammar.

If signs are not combined properly as per ISL rules, they will not make any sense.

For any learner of ISL, it is important to understand how ISL signs can be combined meaningfully to create new words.

It is not enough to only learn ISL vocabulary; it is essential to learn how to make new words in ISL as per the ISL grammar rules.

Hopefully as you get better at this, you will realise how equal ISL is to any spoken language.

INTEXT QUESTIONS 9.1

1. Give two examples the of combination of two signs to create a new sign.

2. Cite two examples where repetition of a sign changes its meaning.

3. Give three examples of the use of finger spelling in signs.

9.2 ISL WORD-LEVEL STRUCTURES

We will look at three examples the of ISL word-level structures

1. Sign families

2. Question signs

3. Time signs

9.3 SIGN FAMILIES

There are male and female related signs.

E.g. FEMALE + SIBLING = SISTER

MALE + SIBLING = BROTHER

FEMALE + BORN = DAUGHTER

MALE + BORN = SON

MALE + MARRY = HUSBAND

When we compare with English, we see that in English there is only one word. In ISL, two signs are combined.
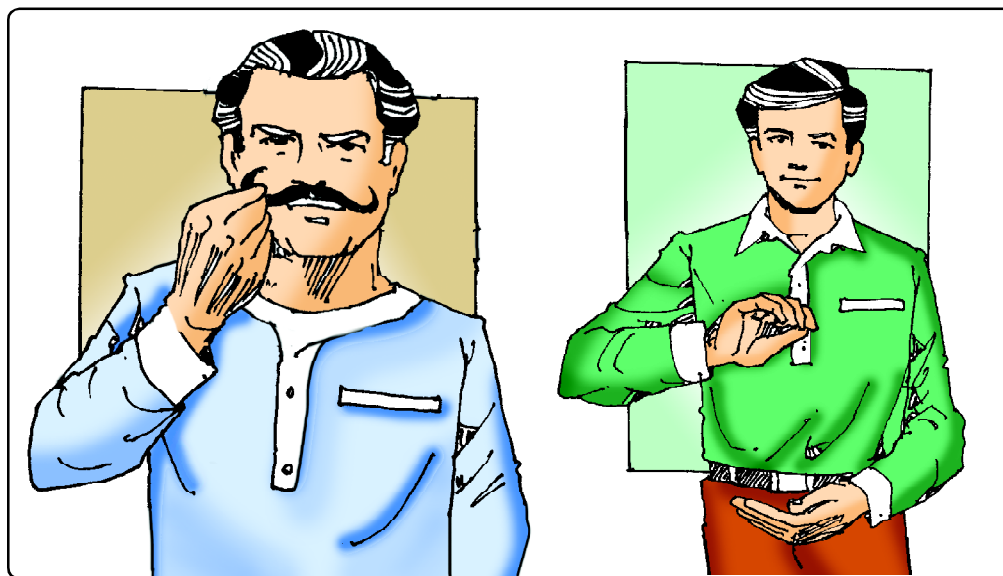

Figure-9.1: MALE + BORN = SON

9.4 QUESTION SIGNS

Face + Question = WHO

Place + Question = WHERE

Time + Question = WHAT TIME (WHEN)

Day + Question = WHAT DAY (WHEN)

When we compare with ASL (American Sign Language), WHO/WHERE etc. have a single sign, but in ISL we have two signs combined.

INTEXT QUESTIONS 9.2

1.   Fill up the blanks -

    a.   Female + Sibling =

Notes

b.   Male + Sibling =

c.   Face + Question =

d.   Day + Question =

e.   Place + Question =

9.5 TIME SIGNS

Number + Year

3 + Year = 3-Years (Single Sign)

Number + Month

4 + Month = 4-Months (Single Sign)

Number + Hour

2 + Hour = 2-Hours (Single Sign)

9.6 CHANGE THE MEANING OF A SIGN

It is possible to change the meaning of the signs, by changing:

● Towards / away from

● Repetition

● Movement

Moving Towards / away from –

HELP – I help you / You help me

TEACH – I teach you /You teach 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).

Repetition–

FRIDAY++ : When we sign 'F' again and again, it refers to every Friday.

ASSOCIATION GO FRIDAY++ (I go to association every Friday)

CLASS GO FRIDAY++ (I go to class every Friday)

PASS++

12th PASS

COMPETITION PASS

SEE++

MOVIE SEE++: I have seen this movie many times.

DEAF MEET SEE++: I have met this deaf person multiple times.

CHILD++ (Children)

CLASS CHILD++: Students

TEACHER TEACH CHILD++: Teacher is teaching learners

Movement

Opposites:

PASS vs. FAIL

GO vs. COME

LIGHT ON vs. OFF

Here, the handshape is the same but with the change in movement, the meaning is opposite.

9.7 SIGNS COMBINED WITH FINGERSPELLING

1.   Related to time

2.   Fingerspelled letter plus another sign

3.   Signs with a fingerspelled letter as the handshape

1.   Related to time

A + HOT = APRIL

D + COLD = DECEMBER

S + CLOSED = SUNDAY

**Structure and
Grammar of ISL**
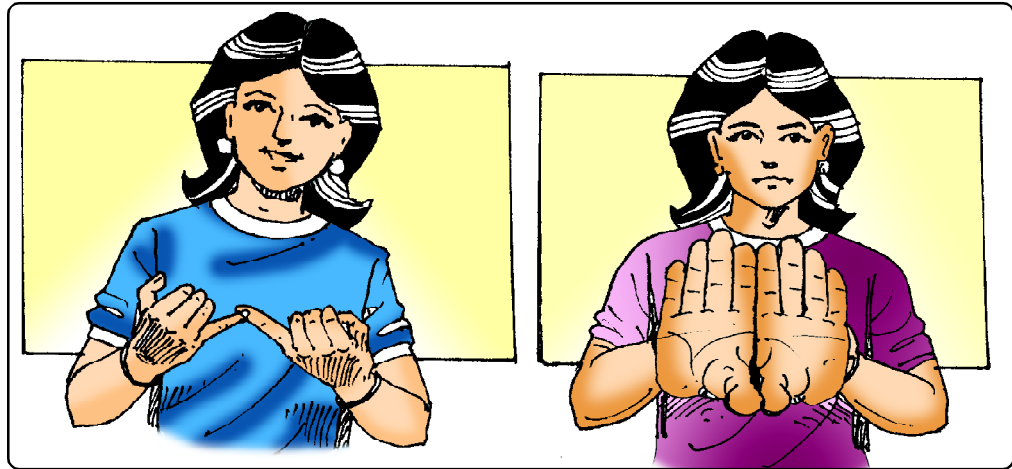
Figure-9.2 : S+Closed = Sunday

2. Fingerspelled letter plus another sign

P + TOP = PRINCIPAL   T + TEACH = TRAINING

L + BOOK = LIBRARY   M + BOSS = MINISTER
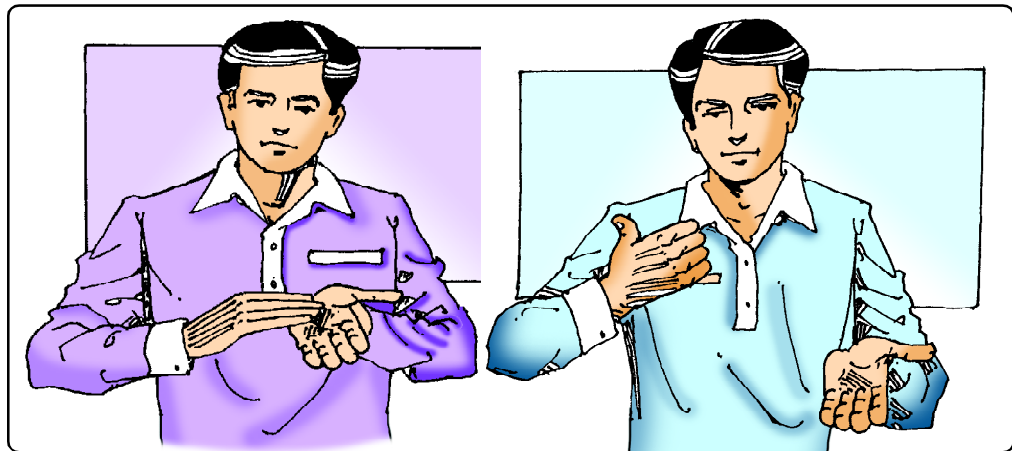
Figure-9.3 : M + Boss = Minister

3. Signs with a fingerspelled letter as the handshape

LANGUAGE	LOGIC	LESSON	LOAN
COLLEGE	COMPLAIN	URGENT	USE

INTEXT QUESTIONS 9.3

1. True/False

    a. It is possible to change meaning of the sign by changing movements.

(True/ False)

b.   Handshape is not important in ISL.   (True/ False)

c.   Fingerspelling is very important in ISL.   (True/False)

d.   ISL grammar has various components.   (True/ False)

e.   Learning only ISL vocabulary is enough.   (True/ False)

WHAT YOU HAVE LEARNT

- There are many ways through which ISL signs combine to create a new word with a new meaning.

- Signs can be **combined, repeated or finger spelled along with a sign** to create new signs.

- Family related signs, question signs and time signs can also be created by meaningfully combining two signs. They may look like a single sign but in fact are two signs.

- ASL usually has one sign for these words. E.g. brother, sister, where, who, three years, four months etc.

- Meaning of signs can also be changed by changing the movement of the sign towards or away from the body (I help you/you help me). Repeating the same sign can also change the meaning. Alphabet F repeated twice becomes Friday. Similarly a Sign's upward or downward movement too changes the meaning e.g. upward Thumb is Pass and downward thumb is fail.

- New signs can also be created by combining a finger spelled letter with a sign. E.g. A (finger spelled)+Hot= April, M+Boss=Minister

- Signs of certain words LIKE LANGUAGE, LOAN, COMPLAINT and USE are made by using the fingerspelled first alphabet as a handshape.

TERMINAL EXERCISE

1.   List three ways how new words can be created in ISL.

2.   Give one example each:

a)   Combination of signs

b)   Repetition of a sign

c)   Sign Families

Notes

3. What are question signs?

4. How does the meaning of signs change when we change the following (explain with example):

    a. Moving towards/ away from

    b. Repetition of the movement

    c. Opposite movement

5. Share at least 3 examples of signs combined with fingerspelling.

6. ISL signs can be created in many ways what is your understanding about this statement?

7. How would you explain the word-level components of ISL signs?

8. How would you justify the awareness and your understanding about complex structures within ISL Signs?

9. What is finger spelling? Give some examples of Signs combined with finger spelling.

ANSWERS TO INTEXT QUESTIONS

1. FIVE YEARS ; TWO HOURS

2. 'M' & 'MONDAY' ; 'G' & 'GOVERNMENT'

3. D + BOSS = Director ; A + HOT = April ; M + BOSS = Minister

4. Fill up the blanks

a. Sister	b.	Brother
c. Who	d.	When
e. Where		

5. True/False

a. True	b.	False
c. False	d.	True
e. False		

10

SENTENCE TYPES

Notes

In the previous lesson, you learned how there are grammar rules to join words to make meaningful sentences in a spoken language. Similarly, there are grammar rules to follow to join the signs of sentences to make a meaningful signed sentence. In this lesson, you will also learn different types of signed sentences and become aware of the importance of using space while signing in.

OUTCOMES

After studying this lesson, learner:

- explains several types of sentence structure in ISL

- identifies sentence types in given ISL material

- demonstrates an awareness of how the signing space is used in ISL

10.1 ISL GRAMMAR AND WORD ORDER

ISL grammar is the set of rules related to ISL sentences, that guide the right word order.

When the word order is wrong or the grammar rules are broken, it leads to grammatical mistakes in ISL.

Let's see a few examples:

**Structure and
Grammar of ISL**

Notes

1. **BROTHER/SISTER HAVE? (Do you have a brother/sister?)**

   ISL grammar rules:

   ❖ 'HAVE' at the end of the sentence

   ❖ Correct facial expressions

   If the word order is changed to 'HAVE BROTHER/SISTER?' (wrong ISL word order), it will be a grammatical mistake.

2. **MORNING SLEEP LATE LIKE NOT (I don't like sleeping till late in morning.)**

   ISL grammar rules:

   ❖ 'NOT' at the end of the sentence

   If 'NOT' is used in a different word order – MORNING LIKE NOT SLEEP LATE (wrong word order), it is a grammatical mistake.

INTEXT QUESTIONS 10.1

1. Give two examples of grammatical mistakes in ISL.

2. Fill in the blanks:

   a. HAVE is used at the ………. of the sentence in ISL.

   b. NOT is used in the ………..of the sentences in ISL.

10.2 TYPES OF SENTENCES IN ISL

We will discuss four important sentence types in ISL:

1. Simple sentences – used to inform, tell

2. Order / command – e.g. EAT NOT, SMOKE NOT

3. Interrogatives (questions) – e.g. FOOD WHERE? ; FOOD FINISH?

4. Negation (NOT)
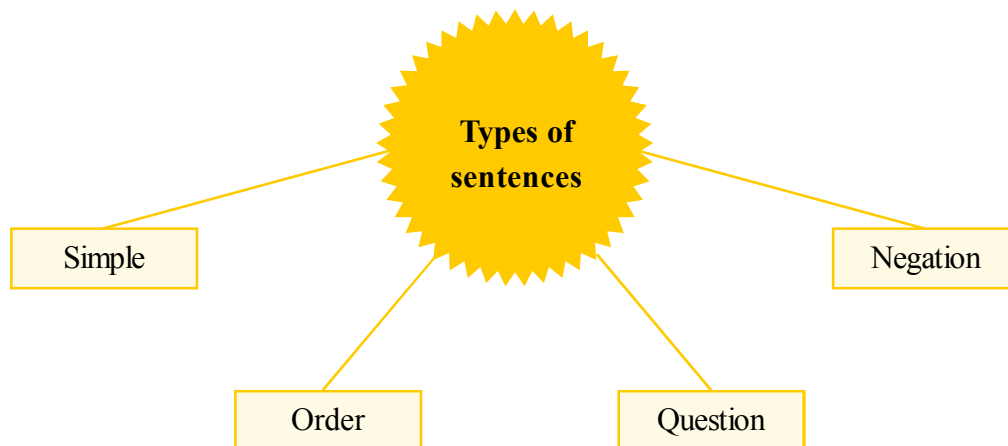
Notes

Figure-10.1 : Type of Sentences

We will look at each sentence type and understand the grammar rules.

Let's see some examples:

1. **Simple sentence -**

    I TONIGHT HOME GO LATE (I will go home late tonight.)

    It is a simple sentence, as simply informing/telling.

2. **Order/command -**

    TONIGHT HOME LATE NOT. TIME GOOD. (Don't be late coming home tonight. Be back on time.)

    It is an order / command to come back on time.

3. **Interrogatives (questions) -**

    TONIGHT HOME LATE YOU? (Will you be late coming home tonight?)

    Or TONIGHT HOME TIME GOOD YOU? (Would you come back on time tonight?)

    This is a question.

4. **Negation (not) -**

    TONIGHT HOME COME NOT. (I will not come home tonight.)

    This is a negative sentence.

Structure and Grammar of ISL

Notes

You can see how by changing words order and expressions, sentence types can change. You can also identify the ISL sentence types. Let's look at these sentence types in detail.

DIFFERENCE BETWEEN SIMPLE SENTENCES AND ORDER/ COMMAND

Simple Sentences:

The sentences used for simply informing / telling information are simple sentences. E.g. when you tell your friend that: I 10 PASS (I passed Class X)

or HOME RAIN HEAVY (It is raining heavily in my home area)

or CLASS STUDENTS SIT (There are students sitting in the class)

These are simple sentences.

Order/Command:

These sentences include giving any order or command.

E.g.

CLASS STUDENTS SIT MUST (Students must sit in the class)

Hence, simple sentences and order / command are different.

E.g.

I PLAN DELHI TRAIN GO (I plan to go to Delhi by train.) => Simple sentence

YOU DELHI TRAIN TICKET MUST (You must take ticket for Delhi Train.) => Order/command

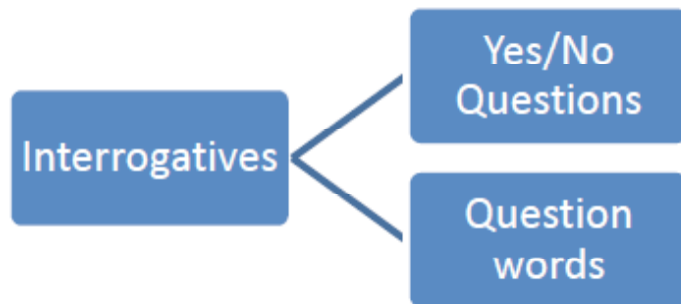### INTERROGATIVES (QUESTIONS)

Figure-10.2 : Interrogative Sentences

Examples of Yes/No questions

BROTHER/SISTER HAVE? (Do you have a brother/sister?)

YOU FOOD FINISH? (Have you finished your food?)

QUESTION WORDS – PLACE, PERSON, TIME, ETC.

YOU GO WHERE? (Where are you going?)

The question word must come at the end of the sentence.

WHO = Face + Question

WHERE = Place + Question

WHAT TIME = Time + Question

NEGATION (NOT)

These are the negative or NOT sentences.

The sign 'NOT' and the negative facial expression are important. There are many signs related to negation:

1.   DON'T WANT

2.   NO / DON'T

3.   NOT POSSIBLE

4.   NOTHING

5.   NONE

The negative sign will come at the end of the sentence.

COMPLEX SENTENCES

ISL sentences can be short or long. Like spoken languages, ISL can have long and complex sentences.

Two or more simple sentences can be combined to make complex sentences.

IF

(IF) RAIN, SCHOOL GO NOT (If it rains, I will not go to school)

It is not required to put 'IF'. We can show 'if' through facial expressions.

Notes

**Structure and
Grammar of ISL**

Notes

There is a short pause between two clauses, the same as a comma in a written sentence.

WHILE

When doing two or more tasks at the same time, we can use 'while'.

E.g. WHEN RAIN, WALK (one hand) + UMBRELLA (other hand): (When it rains, walk while holding umbrella.)

In sign language, we can show two tasks being done at the same time using both hands. This is not possible in spoken languages.

E.g. DRIVE (one hand) + EYES SLEEPY (other hand): (Feeling sleepy while driving)

SLEEP (one hand) + LIGHT NOT (other hand) : (Don't turn on the light while sleeping)

You see, in ISL we can compress signs and show two tasks at the same time using both hands.

INTEXT QUESTIONS 10.2

1.   Explain the difference between simple sentences and complex sentences?

2.   Describe different ways of signing negative sentences in ISL?

3.   True / False

    a.   We can show two tasks at same time using both hands in ISL.

    b.   There are no complex sentences in ISL.

    c.   There is only one way of signing negative sentences.

    d.   Question words in ISL are used in beginning of sentence.

4.   Identify the sentences : (Simple/ Order / Question / Negative)

    a.   HOME WORK FINISH NOT.
       ……………….

    b.   I STUDY CLASS X NIOS.
       ……………….

    c.   YOU EXAM PASS?
       ……………….

d.   TOMORROW LEAVE NOT. COME MUST.

…………………

10.3 USE OF SPACE AND DIRECTION IN ISL

There are grammar rules related to signing space. If they are not followed, the signing looks unclear.

For sign to be clear, it is important to use the signing space, eye movement, and pointing –
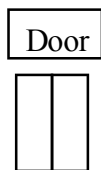
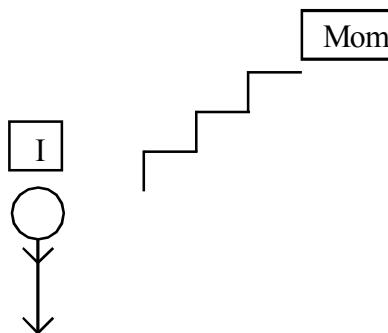Figure-10.3 : Use of Space   Figure-10.4 : Use of Direction

HOME STAY (I was staying at home)

STAIRS UP MOM CALL (Left Up) (Mom called me upstairs)

FRIEND DOOR BELL (Right Down) (My friend rang the doorbell)

I SEE (From left up to right down) (I saw my friend)

DOOR OPEN WALK GIFT GIVE ME BOX TABLE KEEP (The door opened, and my friend walked in and gave me a gift box which I kept on the table.)

With the signing space defined clearly, you would be able to understand this easily in ISL – with the right placement of stairs, door, mother, gift and table.

If there are errors in the signing space, it will not make any sense.

We need to ensure the following so that proper meaning is conveyed using signing space.

●   Locations needs to be defined and followed in signing space.

●   Movement and orientation are also very important and they change the meaning of the sentences.

Notes

● The movement of the sign needs to match the location defined earlier.

I.   QUESTION, (YOU) ANSWER

Here, movement will decide the meaning of who is questioning and who will answer.

If these rules are not followed, ISL will not be clear and there will be confusion. Using the signing space and ISL grammar is extremely important.

INTEXT QUESTIONS 10.3

1.   True / False

a.   There are ISL grammar rules related to signing space.   (True/ False)

b.   Location needs to be defined and followed in signing space. (True/ False)

c.   The movement of the sign need not match the location
defined earlier.   (True/ False)

WHAT YOU HAVE LEARNT

● It is important to know ISL grammar rules to make meaningful and correct signed sentences.

● 'HAVE' and 'NOT' are signed at the end of a signed sentence with proper facial expressions.

● Signed sentences can be of four types: Simple sentences, Order or command giving sentences, Interrogative sentences and sentences denoting Negation (not).

● Interrogative sentences can be Yes/No or Question word (Where, Who, What time) sentences. In Yes/No answer, question sentences, proper facial expression is important and in question word sentences, the rule is sign the question word (where, who, when etc.) at the end of the sentence.

● Negation can be of many types: DON'T WANT; NO / DON'T; NOT POSSIBLE; NOTHING; NONE. And each of negations is signed differently with different facial expressions too.

● Remember that the negative sign will come at the end of the sentence.

Notes

- Like in spoken language, ISL too we have short and long sentences and two sentences can be joined to form a complex sentence. However, there are rules and ways to sign these combined sentences. E.g. in a sentence. 'If it rains, I will not go.' There is no need to sign 'If' but show facial expression and for a comma, give a little pause between the clauses.

- Simultaneity is a beautiful feature of sign languages which is not possible in spoken languages. In ISL, both hands can be simultaneously used to show two different signs at the same time.E.g. WHEN RAIN, WALK (one hand)+UMBRELLA (other hand).

- There are grammar rules related to signing space too. If they are not followed, the signing looks unclear. In a long sentence there could be many characters, locations and actions, so it is important to assign a fixed spot to everyone in the signing space. Orientation and movement also need to be taken care of, otherwise the whole signed sentence becomes a mess and meaningless.

- While signing a conversation, movement in the signing space will decide who is asking and who is answering.

- All ISL grammar rules must be followed to sign clearly and meaningfully.

TERMINAL EXERCISE

1. ISL grammar is same as English grammar.

   a) This is true   b) This is false

2. Where do we use 'HAVE' in ISL sentences –

   a) At the beginning.   b) At the end.

   c) In the middle.   d) It can be used anywhere.

3. Give examples of using 'NOT' in ISL sentences and explain the position of NOT in the sentence.

4. Which of these are important in using the signing space properly in ISL?

   a) Pointing   b) Handshape

   c) Location and movement of signs

5. Give examples of following sentences in ISL:

a) Simple sentences

b) Order /Command

c) Questions

d) Negative sentences

e) Complex sentences

ANSWERS TO INTEXT QUESTIONS

Notes

10.1

1. HAVE BROTHER/SISTER (HAVE in the beginning)

   MORNING LIKE NOT SLEEP LATE (NOT in the middle)

2. b.   end

10.2

1. The sentences used for simply informing / telling information are simple sentences.

   Two or more simple sentences can be combined to make complex sentences.

2. There are many signs related to negation:

   i.   DON'T WANT

   ii.   NO / DON'T

   iii. NOT POSSIBLE

   iv.   NOTHING

   v.   NONE

3. a.   True

   b.   False

   c.   False

   d.   False

4. a.   Negative

   b.   Simple

   c.   Question

   d.   Order

10.3

7. a.   True

   b.   True

   c.   False

11

THE MEANING OF SIGNS

As you progress in ISL use and learn its grammar and structure, you will begin to figure out the meaning of signs in comparison to spoken language words. In this lesson, You will also learn how to categorise signs such as thinking, feeling, or money signs. In this lesson, we will also discuss the process that the deaf community uses to create new signs.

OUTCOMES

After studying this lesson, learner:

● identifies the meanings of signs and compare them with words from a spoken language;

● list signs into families, e.g. money signs, thinking signs, and feeling signs;

● describes how new signs are created by the deaf community.

11.1 FORM AND MEANING : ICONIC AND NON-ICONIC SIGNS

Some signs are iconic, i.e. their form is the same as their meaning. For example, the sign CAR is iconic.

Other signs are abstract, and not iconic. This means that their form is not the same as their meaning. For example, the sign POSSIBLE is not iconic.

● Examples of signs where form is related to meaning (Iconic):

  ❖ SNAKE

Notes

- ❖ LAPTOP

- ❖ TREE

- ❖ CHESS

Figure-11.1 : Laptop

● Examples of signs where form is unrelated to meaning (Non-iconic):

   ❖ IMPOSSIBLE

   ❖ EASY

Signs which cannot be translated into a single word.

Some ISL signs have complicated meanings and cannot be translated with one word.

There are some signs that cannot be translated directly into one single English or Hindi word, and need a description. Examples:

● GET-STUCK-WITH-SOMETHING

● TWIST-A-STORY

● MAKE-UP-SOMETHING-UNFOUNDED

Group discussion activity

There are many more such signs, which are difficult to translate into one single word. Working with your peers, find more such signs and write their glosses below:

_____

_____

_____

INTEXT QUESTIONS 11.1

1.   What is the difference between Iconic and Non-iconic signs?

2.   Give four examples of Iconic signs.

3.   Give four examples of Non-iconic signs.

4.   Give two examples of signs in ISL which cannot be translated into a single word in English.

5.   Identify if the following are Iconic or Non-iconic signs.

    a.   GRAMMER

    b.   BOTTLE

    c.   CHALK

    d.   BOOK

    e.   EXAMPLE

    f.   UNDERSTAND

11.2 SIGN FAMILIES

Signs can be classified on the basis of their location or position on the body. Examples:

Signs related to thinking (head level)

●   FORGET

●   THINK

●   REMEMBER

●   WORRY

Figure-11.2 : Remember

Notes

Figure-11.3 : Worry

Signs related to feeling (chest level)

- HAPPY

- SAD

- ENJOY

- SHOCK

Signs related to communication (mouth level)

- INFORM

- TELL

- COMPLAIN

- SING

Signs related to money

- RICH

- PAY

- EXPENSIVE

- CHEAP

Group discussion activity

Discuss this with your peers and think of more sign families.

INTEXT QUESTIONS 11.2

1.   Circle the odd one out based on sign families:

a.   HAPPY, SAD, FORGET, ANGRY

b.   RICH, THINK, REMEMBER, WORRY

c.   SAY, TELL, COMPLAIN, PAY

d.   CHEAP, SHOCK, EXPENSIVE, MONEY

11.3 CREATING NEW SIGNS

New signs are constantly being created by deaf people and introduced into the deaf community. There are four different processes they can use:

1.   Explain the meaning

One process of creating new signs is through explaining the meaning.

1.   WATER + RISE UP = FLOOD

2.   WATER+SUN+RISE = EVAPORATION

2.   Describe the shape or the action

Another way of creating new signs is by describing the shape of the object or the action it involves.

1.   MOUSE

2.   HEARING-AID

3.   TRIPOD

4.   MIC

5.   CCTV-CAMERA

3.   General concept + specific concept

The third process for creating new signs is to combine the sign for a general concept (e.g. 'world') with a sign for a specific concept ('places in the world').
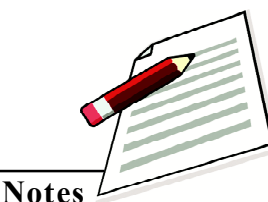
Structure and Grammar of ISL

Notes

1.   WORLD + PLACES = COUNTRIES

2.   INDIA + PLACES = STATES

3.   LAW + PLACE = COURT

4.   Fingerspelled letter + sign

Sometimes, a new sign is created by fingerspelling the initial letter of a word.

1.   AMAZON

2.   NETFLIX

3.   YOUTUBE

Figure-11.4   A MAZON

Figure-11.5   YOUTUBE

ISL is a beautiful and creative language that is comtantly evolving all the time, e.g. to

express concepts related to new technology. Earlier, many signs were based on gestures and lengthy explanations. We are seeing shorter signs. This is a natural process in any spoken or signed language.

It is not reasonable to believe that English, Hindi, or other spoken languages are superior to or more rich than ISL. As we have seen there are some terms in ISL that are not found in English or Hindi.

It is not a good idea to say that one language is better than another language. All languages are equal, and have their own development process. Both spoken and signed languages have the ability to carry abstract concepts and express complex ideas.

INTEXT QUESTIONS 11.3

7. Match the following ways of creating new signs with the signs.

    a. Explain the meaning   i.   AMAZON

    b. Describe the shape or the action   ii. COUNTRIES

    c. General concept + specific concept   iii. FLOOD

    d. Fingerspelled letter + sign   iv. CCTV camera

WHAT YOU HAVE LEARNT

● Some signs are iconic (e.g. CAR, SLEEP, TREE : form of the sign resembles the meaning) and some signs of ISL are abstract or non-iconic (e.g. EASY, IMPOSSIBLE)

● In ISL, there are certain signs that cannot be translated into a single English or Hindi word and need explanation e.g. TWIST IN STORY

● Based on the location or position on the body, signs can be classified into: Thinking signs like WORRY, THINK, FORGET (head level). Signs like HAPPY, SAD, ENJOY related to feelings and emotions(at chest level) and signs related to communication e.g. INFORM, TELL, COMPLAIN etc.(mouth level)

● Deaf people use many strategies to create new signs. One approach is to explain meaning: signs of FLOOD (WATER+ RISE UP) and EVAPORATION (WATER+SUN+RISE) are created like this.

Notes

- Shape of the object or action involved can also be used to create new signs. E.g. MIC, MOUSE, HEARING AID etc.

- Signs of words like COUNTRIES (WORLD+ PLACES), STATES (INDIA+ PLACES) or COURT (LAW+PLACE) are created by combining a general concept with a specific concept.

- Some new signs are created by using the first finger spelled letter of word. E.g. AMAZON, YOUTUBE etc.

- The same way new words are added to spoken languages overtime, new signs are being added to ISL.

- All languages are equal and it is wrong to say English/Hindi is better than ISL or ASL is better than ISL.

TERMINAL EXERCISE

1. Give two examples each of iconic and non-iconic signs.

2. Think of one example of a sign that cannot be translated in a single word.

3. Provide two examples of following sign families:

    a) Signs related to thinking (head level)

    b) Signs related to feeling (chest level)

    c) Signs related to communication (mouth level)

    d) Signs related to money

4. Illustrate how we create new signs by:

    a) Explaining the meaning

    b) Describing shape / action

    c) General concept + specific concept

    d) Fingerspelled letter + Sign

5. Explain the concept of sign families. Give four examples of sign families.

6. Explain any three processes to create new sign with examples.

ANSWERS TO INTEXT QUESTIONS

Notes

11.1

1. Iconic Signs: When form is the same as their meaning.

   Non Iconic Signs: When form is not the same as their meaning and signs are abstract.

2. SNAKE, LAPTOP, TREE, APPLE

3. POSSIBLE, EXAMPLE, EXPLAIN, EASY

4. GET-STUCK-WITH-SOMETHING ; TWIST-A-STORY

5. a. Non-Iconic

   b. Iconic

   c. Iconic

   d. Iconic

   e. Non-iconic

   f. Non-iconic

11.2

1. a. FORGET

   b. RICH

   c. PAY

   d. SHOCK

2. a. - iii

   b. - iv

   c. - ii

   d. - i

MODULE -4

Creative Expressions in ISL

This interesting module will make you feel proud to be deaf. How creative, talented and expressive you and your other deaf friends may be. Talking about ISL stories, jokes, poems, theatre, mime and drama will help you to know and develop your own specific talent and skill. We have world famous deaf artists and as opportunities and awareness grow, very soon Indian deaf artists, story tellers, actors, poets and dancers will rise and shine. This module will help you know and understand details about these creative expressions and also develop your skills.

This module will cover the following lessons:

12. Stories

13. Poems and songs

14. Jokes and humour

15. Mime and drama

16. Newsreading

17. Sign language in social media

12

STORIES

This lesson helps you understand the importance of fictional and biographical stories. You will also learn how to make the signing of these two types of stories interesting and effective.In this lesson, we discuss stories. They can be fictional stories based on people's lives; real or biographies based on real people's lives.
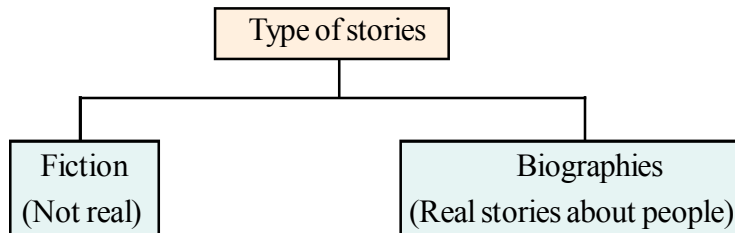
```
                    ┌──────────────────┐
                    │ Type of stories  │
                    └──────────────────┘
              ┌──────────────┴──────────────────┐
       ┌─────────────┐              ┌───────────────────────────┐
       │   Fiction   │              │       Biographies         │
       │  (Not real) │              │ (Real stories about people)│
       └─────────────┘              └───────────────────────────┘
```

Figure-12.1 : Type of stories

OUTCOMES

After studying this lesson, learner:

● appreciates stories in ISL.

● list and appriciates deaf people in India and abroad as Role Models.

● describes enhanced creative imagination.

Creative Expressions
in ISL

Notes

- explains abstract concepts, philosophy/thoughts based on stories.

- describes values, respect, and positive emotions in stories.

12. 1 MORAL STORIES/FABLES

Many ISL stories are aimed at young children and among these stories, moral stories and fables, which teach the basic truth about life, are some of the most popular. This is also true for hearing children in India. These stories are good for promoting important social values.
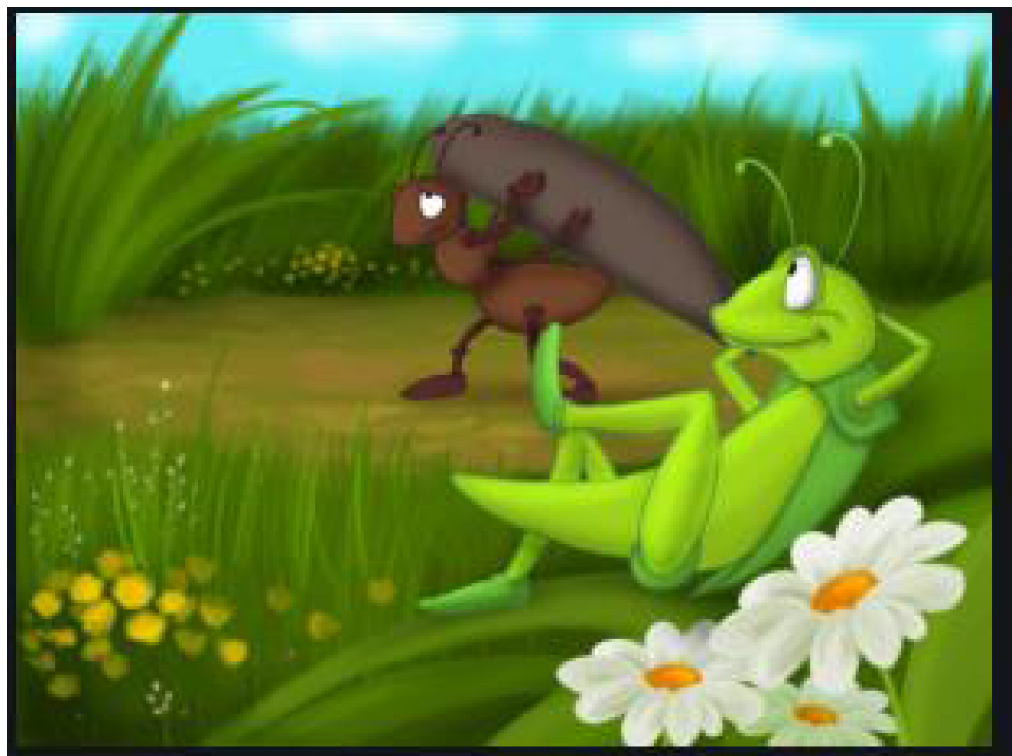

Figure-12.2 : Moral Stories

As you can see,

❖ Stories for children usually have a bright visual background with cartoon drawings

❖ Signers in these stories often use exaggerated signs i.e. they use more space and sign more slowly

❖ Sometimes signers also interact with the characters drawn in the drawings

❖ We can see very expressive 'role shift' between characters (that is, the signer acts like the ant or the grasshopper with their own body)

❖ Little to no fingerspelling is used.

12.2 BIOGRAPHIES

An example of a story for older children or for adults is a biography (a story about a person's life). By reading these non-fiction stories, deaf people learn about history and culture. Example: Gandhi's biography.
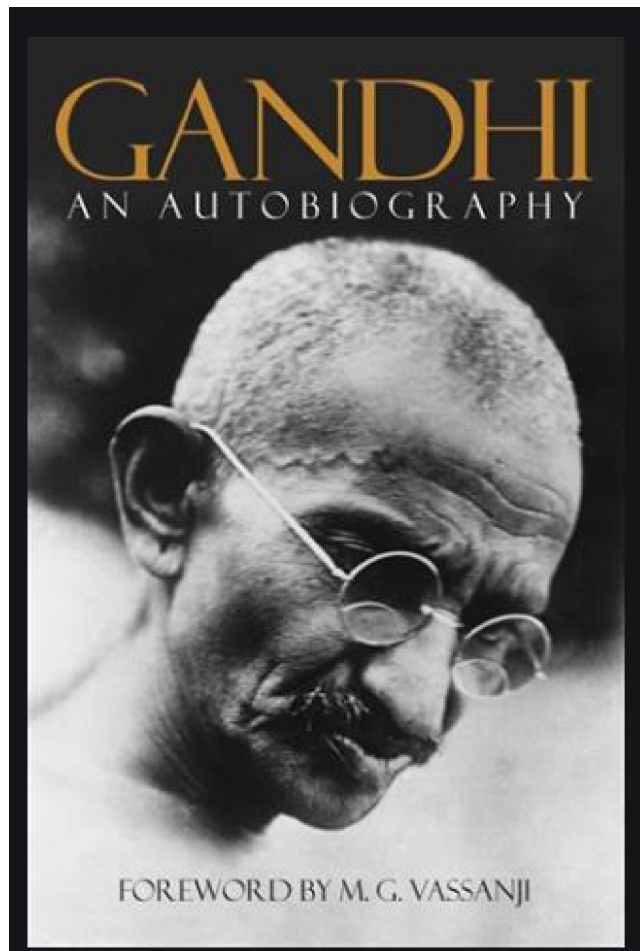

Figure-12.3 : Biography

**Creative Expressions
in ISL**

Notes

- Here, the signing is faster.

- The background is simple.

- Some supporting images are used on the screen to the left of the signer.

- More fingerspelling is used for clarity because older deaf people can read some fingerspelling, unlike young children.

- Numbers are used to convey more precise dates in history.

For the deaf community, it is also important to tell stories about famous deaf people, whether from India or other countries. This makes deaf people feel proud.

Both story types, children's stories and biographies, are narratives, which mean they want to involve the viewer in something that people or animals are doing, and characters acting in the story are important. Stories are also told in time order where actions and scenes follow each other. Many stories follow a time-based order in which one thing happens after another. It is important that the details of the story are told in the right order, or the story will not make sense.

INTEXT QUESTIONS 12.1

1. What is aim of ISL moral stories?

2. What is Biography?

3. How deaf may feel pride of themselves?

4. True/False

    a. It is okay to use a lot of fingerspelling in ISL stories for kids. (True/False)

    b. Signing is faster in moral stories and slow in biographies.   (True/False)

    c. Biographies usually have a bright visual background with
       cartoon drawings.   (True/False)

    d. Background should be simple in ISL stories for
       deaf children.   (True/False)

Creative Expressions
in ISL

WHAT YOU HAVE LEARNT

- Stories can be made–up (fictional) or biographical (life stories of real people). Both these stories involve the viewers what the characters; people or animals in the stories are doing.

- Moral stories have a lesson at the end and help pass on social values to children. These stories are called fables and are for both hearing and deaf kids.

- Stories for children are signed differently. Signing is slow, large and signers do 'role shift'. No or very little fingerspelling is used.

- Visually these stories have bright coloured backgrounds and cartoon drawings.

- Through non-fiction or biographical stories, children learn history, culture and life stories of famous deaf and hearing people. Deaf people feel proud and inspired knowing the life stories of famous deaf people.

- Non-fiction stories are signed a little fast, more finger spelling and a simple background. Some visual images are used to support the facts. Numbers are used to tell the time and dates of events.

Notes

TERMINAL EXERCISE

1. What do stories for children typically look like?

2. What is the difference between ISL moral stories and biography?

3. Why is it important to tell stories about famous deaf people?

4. What is 'role shift' between characters when signing stories? Give an example.

5. According to your understanding describe the use of ISL stories.

6. Explain all the important points about signing biographies in ISL for the deaf community?

Creative Expressions
in ISL

Notes

ANSWERS TO INTEXT QUESTIONS

12.1

1. To teach the basic truths life and to promote important social values.

2. Biography is a real story about a person's life.

3. To tell stories about famous deaf makes them feel pride of deaf community/ themselves.

4. a. False

    b. False

    c. False

    d. False

13

SONGS AND POEMS

Notes

This lesson is about poems and songs in ISL. It is not only spoken languages that can have songs and poetry. Sign languages have these too. Songs and poems are a beautiful and expressive form of a language, and can also be expressed in sign language. In this lesson you will learn the correct use of sign forms and sign space while signing songs and poems as well as how to have creative ideas. They are beautiful examples of creative signing. The national anthem of India in Indian Sign Language is a good example of a signed song.

OUTCOMES

After studying this lesson, learner:

● demonstrates poems and songs in ISL.

● explains sign poetry.

● uses sign forms and sign space creatively.

13.1 FETURES OF SONG AND POEM IN ISL

❖ Songs are a type of group signing where people are expected to sign the same thing at the same time as a group. This may sometimes happen in drama as well but it is less frequent.

❖ People must practise with each other when they sign a song in a group to make it flow nicely.

Notes

❖ Sometimes when songs are performed, one person stands in front to lead the song and the group follows the leader's signing. When the anthem is performed, often the music and Hindi song are played along with the signing, so the speed of the song should match.

❖ Songs can also be performed by a single person.

❖ ISL does not follow the text exately word by word. This is because ISL and Hindi have different grammar and literature. The ISL text maps onto the original Hindi as closely as possible, but it is signed differently so that it can be understood clearly in ISL.

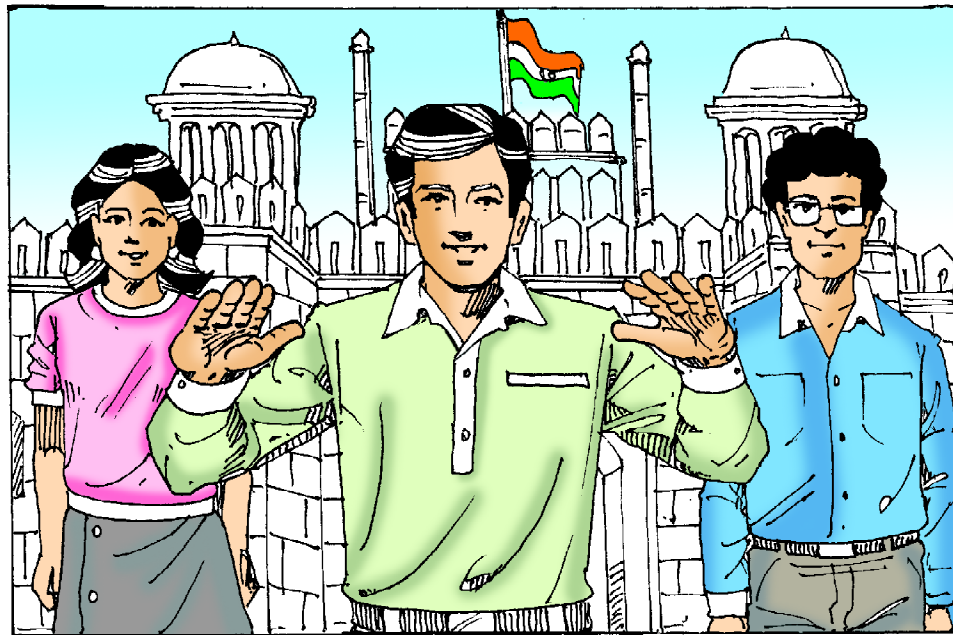❖ The signing has a regularly flowing rhythm because this is a song.

Figure-13.1 : National Anthem in ISL

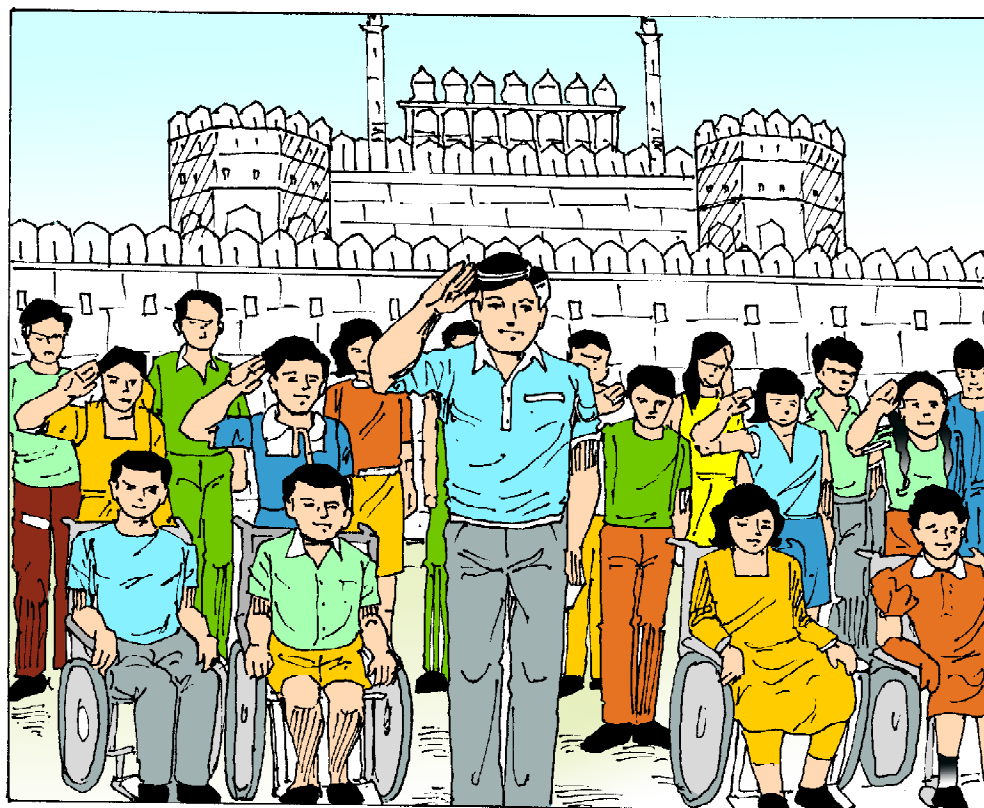❖ The signer does not move too much but makes head and body movements where necessary in ISL.

Figure-13.2 : National Anthem in ISL

13.2 TEAM

The next example "Team" is an original ISL creation and not translated from another language. We can see it as a poem, but we can also see it as a song because it has dance-like movements and rhythm.
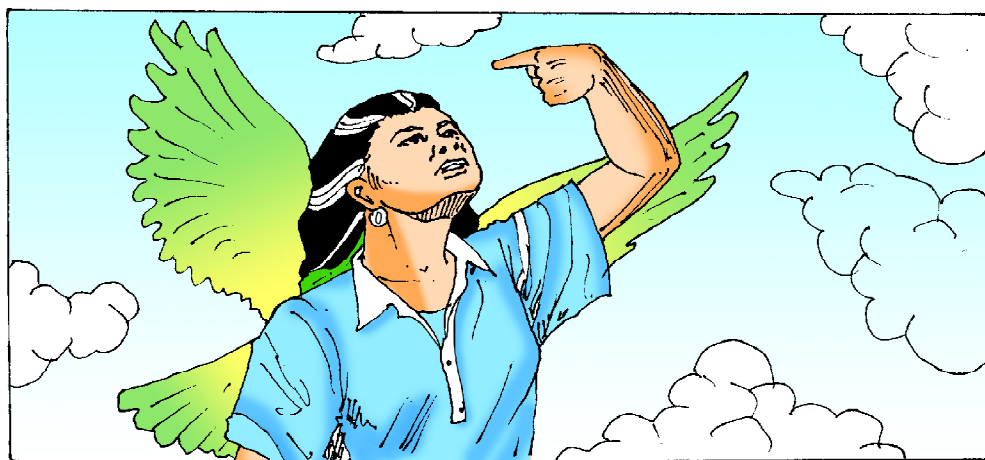

Figure-13.3 : Song

Creative Expressions
in ISL

Notes

❖ The signer moves her body in a dancing way while signing.

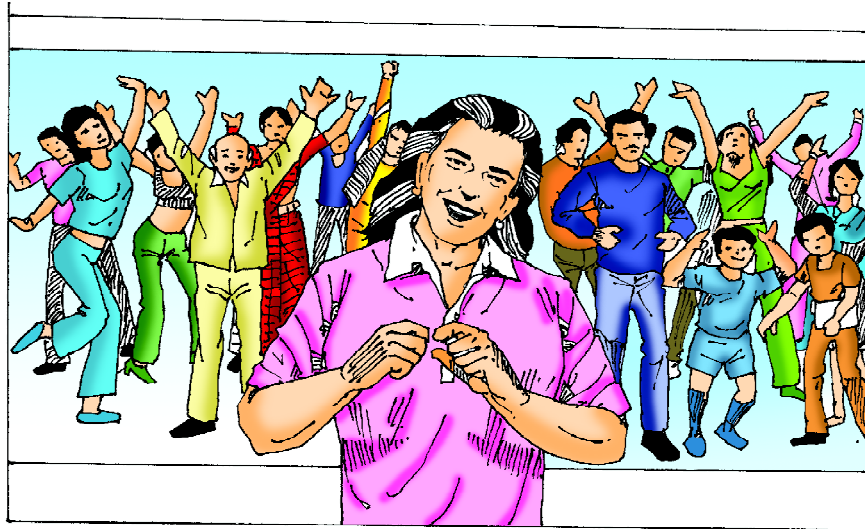❖ The video is divided up into regular parts. Each part ends with signing TEAM.

Figure-13.4 : Song

❖ The movement of some signs is different from normal signing. Some signs are slower than normal, and some are repeated to create a clearer impression. There are pauses to create the regular flow of signing.

❖ Pictures are used to create a visual impression along with the signing. This is very creative. For example, when signing about 'dark' and 'light', the picture in the background has a dark side and a light side, and the signing is also on these same two sides. When there is a tree in the background, the sign for 'tree' is made exactly in front of picture so that they match.
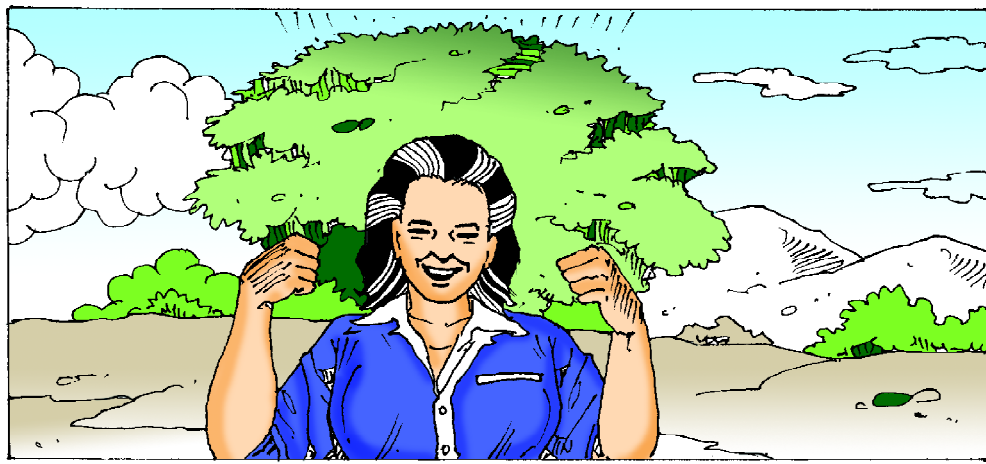

Figure-13.5 : Song

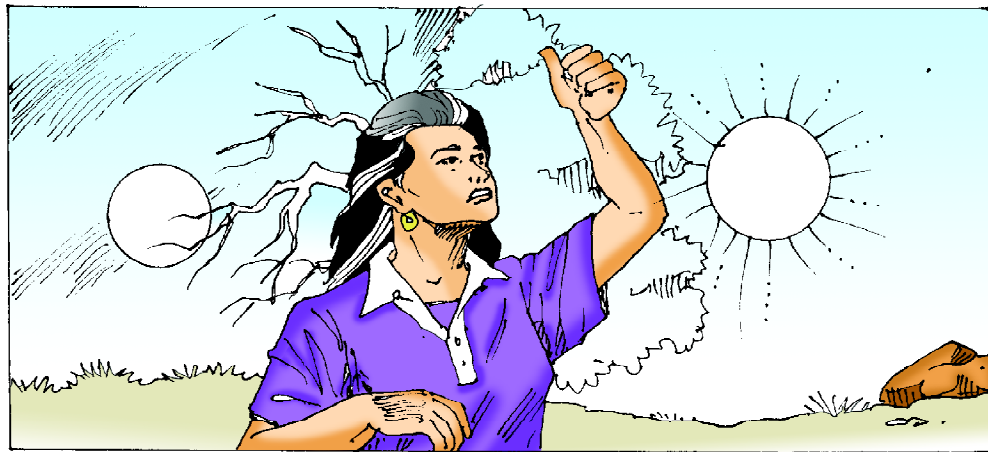❖   The signer also interacts with the pictures in other ways, for example through eye gaze, direction and pointing.

Figure-13.6 : Song

13.3 DUST OF SNOW

Like the national anthem, which is a translation into ISL, some poems are also interpreted into ISL by deaf community members. The following example is an ISL translation of a poem by the writer Robert Frost, called 'Dust of Snow'. However, it is actually more than a translation because other things are added to the ISL poem that are not in the written version. There is a lot of creativity in the translation, so that it makes sense to ISL users and is beautiful to watch.

❖   The original poem's text is put on screen and the background picture matches the story in the poem.

Dust of Snow
Robert Frost

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
and saved some part
of a day I had rued.

Figure-13.7 : Poem

Creative Expressions in ISL

Notes

❖ There are repeated forms, for example the flowing signs with wiggling fingers e.g. in the signs SNOW and INSPIRED

Dust of Snow
Robert Frost

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
and saved some part
of a day I had rued.

Figure-13.8 : Poem

❖ This poem is about emotions. So the signer's facial expressions are very strong, showing the different emotions from stress to surprise to inspiration to happiness. Expressing emotions is common in poetry.

Dust of Snow
Robert Frost

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
and saved some part
of a day I had rued.

Figure-13.9 : Poem

13.4 AMANDA POEM

Let's see one more example. The next example looks like a poem but it is also similar to a story because it explains what happens step by step. But the signing is different from just telling a story, so we can also include it here as a poem. Watch and observe the signer's movements, facial expressions, and emotions. The signer shifts between acting in different roles.

Notes

Figure-13.10 : Poem

Figure-13.11 : Poem

Creative Expressions in ISL

Notes

Both songs and poems share these points:

❖ They are very creative and use the beauty of signing. They sometimes combine with other visual elements such as pictures on screen.

❖ They have a different speed and rhythm in the whole poem/song, as well a different way of making individual signs.

❖ Many songs or poems have repeated elements. In spoken language this is called "rhyme". In signing, this can be repeated words or handshapes that come up throughout the signing.

Poems and songs are perfect for expressing emotions, and enjoyable to watch and perform, alone or as a group.

INTEXT QUESTIONS 13.1

1. Give one well known example of a song in ISL.

2. Give an example of ISL creative work.

3. How are pictures and images used in Poem and Songs?

4. How important the flow of signs in Poems/songs?

5. What is important for a signer whyle signing a poem/songs?

6. What does rhyme means in ISL?

WHAT YOU HAVE LEARNT

● Poems and songs are perfect for expressing emotions, and are enjoyable to watch and perform alone or with a group.

● In a group song, one person can lead and others follow but all the signers must sign the same thing at the same time, so good coordination is required.

● The ISL version of the National Anthem is a good example of a signed song.

● Signed songs can be original ISL signed songs with or without music or popular Hindi or other language songs can also be signed in ISL. Signing has to match the speed of the lyrics if in background spoken form of the song is being played.

Notes

- 'Team' is an example of an original ISL song/poem. At the end of each part the signer signs 'Team'.

- The ISL version of Hindi songs is not word to word translation but creative interpretation of the song. Repeated words of the song is shown through a repeated handshape or a sign.

- Signed songs have a flow and rhythm.

- While signing songs, some signs would be slow, some fast and some repeated.

- Visuals may be used to enhance the experience of a signed song. The signer may even interact with the visuals by eye gaze or pointing.

- Through the signing of classic songs like 'Dust of Snow', signer can beautifully express all the emotions expressed in the song. Matching visuals and lyrics shown on the background screen enhance the experience and create magic.

- While signing songs, a signer may also engage in some acting to create impact.

TERMINAL EXERCISE

1. How are stories different from songs? Give any two differences.

2. Choose one example of a poem or song translated from a spoken language and explain what you know about it.

3. Choose one example of a poem or song originally created in ISL. and explain what you know about it.

4. Does ISL have a rhyme? How do we rhyme in sign language?

5. Describe the creativity options in ISL for signing poetry.

ANSWERS TO INTEXT QUESTIONS

13.1

1. National anthem in ISL.

2. Poem or songs, because it has dance like movement and rhythm.

3. They are used to create visual impression together with signing.

**Creative Expressions
in ISL**

4.   There are pauses or slow/fast signing to create the regular flow of signing.

5.   The Signer does not move too much but make Head & body movement where necessary in ISL.

6.   In ISL, signing can be repeated words or handshakes that come up throughout the signing.

14

JOKES AND HUMOUR

Deaf people are very funny too. Jokes and humour are an integral part of deaf culture. Some deaf people are especially good at cracking jokes. Their jokes are a little different than those of hearing people, as they are based on their life experiences as deaf people in a world where the majority of people are hearing. In this lesson, you will learn the sign forms and use of sign space while telling a joke.

OUTCOMES

After studying this lesson, learner:

- relates to the expression of emotions in jokes and humour;

- uses creative sign forms e.g. the body/handshapes/non-manuals in jokes and humour;

- discusses about jokes and humour as part of the cultural expression of the Indian deaf community.

14.1 JOKES AND HUMOUR

This lesson is about jokes and general talks in a funny way. This is very important in ISL. Like other deaf communities, the Indian deaf community also likes to have a good time together and laugh. We will look in some detail at what it means to talk in funny ways or tell jokes in ISL.

**Creative Expressions
in ISL**

Notes

JOKE GOOD is an important compliment. If someone is known to be a JOKE GOOD signer, people like to watch and have a good time. The ISL sign for JOKE is different from what we mean by a joke in English. It does not only mean a fixed funny story but also includes talking in a funny way.

There is often situational comedy (that is, talking about a funny situation that someone has experienced). This may relate to some common specific themes, such as 'travelling' or 'oral education', or it may just be any situation told in a funny way.

Figure-14.1 : Joke

It is also popular to act like someone else, either hearing or deaf, for a joke. People may act out someone's signing style, or act as a deaf foreigner using another sign language, or act as a hearing person who is either speaking or trying to sign.

Figure-14.2 : Joke

As you can see,

❖ A feature of jokes is exaggerated facial expressions.

❖ The signer may act shocked or surprised to create the mood.

❖ Expressing emotions is particularly important in jokes.

In jokes, comparison may be important and the signer may use different parts of the space or different character expressions to demonstrate.

Other aspects of storytelling and poetry, overlap, such as the use of role shift (that is, acting out one of the characters in the story).

Figure-14.3   Joke   Figure-14.4

In the joke, the signer acts as different characters, and you can also see exaggerated, slow and large movements which make the signing funnier.

INTEXT QUESTIONS 14.1

1.   True / False

a.   All deaf people are equally funny.

b.   It is very difficult to crack jokes in ISL.

c.   Sometimes deaf people use exaggerated movements and expressions to make their jokes funnier.

d.   Comparison is important in jokes, and the signer may use different parts of the space or different character expressions to show comparison.

e.   Jokes and humour are integral parts of deaf culture.

WHAT YOU HAVE LEARNT

● Deaf people also like to have a good time and enjoy talking talking and laughing together.

● GOOD JOKE is considered an important compliment. It does not mean that a person tells great jokes, like jokes in English, but it means that the person talks in a funny way and people like to watch and enjoy.

● There is a lot of 'situational comedy' in deaf talks, where someone may narrate incidents from travel or the 'Oral education classroom' in a funny way.

**Creative Expressions
in ISL**

Notes

- Mimicking a hearing person or another deaf person or joking about someone's talking or signing style are also popular themes.

- A person telling a joke or talking funny, uses exaggerated expressions, and to create the mood over expresses emotions like surprise or shock.

- The signer talking funny does a lot of role shifting, means plays different characters in the story and uses signing space and movements accordingly. A signer may fast or slow or pause to create impact.

TERMINAL EXERCISE

1. What does JOKE GOOD mean in ISL?

2. Give an example of a joke in ISL and discuss what makes a joke funny.

3. Give two examples of common themes of jokes in ISL.

4. Compare jokes in hearing culture and deaf culture.

5. Which of these are important in jokes?

   a. Expressing emotions   b.   Giving correct facts and information

   c. Acting as someone else   d.   Using role shift.

6. Describe your own understanding about the creative use of sign language in Jokes and Humour.

ANSWERS TO INTEXT QUESTIONS

14.1

1. a. False   b. False   c. True   d. True   e. True

15

MIME AND DRAMA

Many deaf people excel in mime and drama. There is a difference between mime and ISL. In this lesson, you will learn the importance of working in unison while performing with others.

OUTCOMES

After studying this lesson, learner:

- appreciate performances of mime and drama;

- compare and contrast the commonalities and differences between mime and ISL;

- discuss importance of learning to work in unity on a common performance.

Drama means a skit or theatre performed by a group of signers on a stage for an audience. It is important to know that mime is different from drama and theatre. Drama is a type of content that spreads online, like on YouTube, and is staged for the audience

In a drama act, the characters should wear special types of clothes that are appropriate for their roles and are easily recognizable to the audience. For example, if a character is playing the role of a police officer, they should wear a police uniform

Drama
Skits are performed in ISL by signers.

Figure-15.1 : Mime

Mime
Stories are enacted with the performer's whole body.

Figure-15.1 : Drama

Creative Expressions in ISL

Notes

❖ In mime, a story is acted out with the whole body movement, and both deaf and hearing people use mime. Mime can use gestures to help people understand the story

❖ There is no use of fluent ISL, and the actors do not sign complete sentences in ISL. The meaning should be clear to anyone who is watching the actors' bodies.
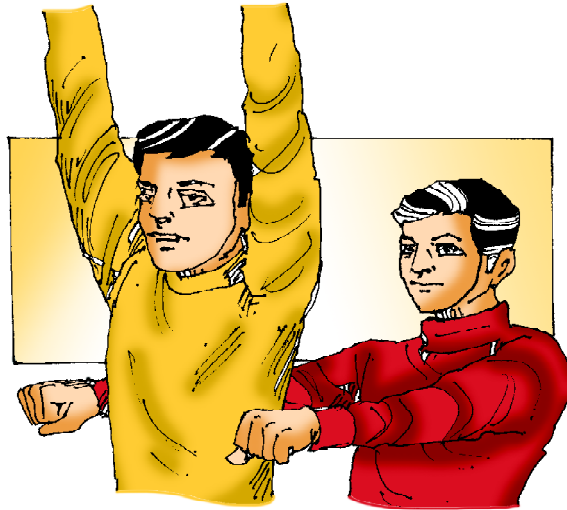
Figure-15.3 : Mime

Here, you can see the special costumes of the signers. They are dressed in black with white make up on the to whole face. They are acting out a few scenes. They do not talk to each other or to the audience in ISL sentences. Some of them act as objects. While they act out these experiences, there are some ISL signs, for example the sign of BANANA and TELEPHONE. Such signs are easy to understand even if people do not know ISL.

Figure-15.4 : Mime

An ISL drama/theatre performance is quite different from miming:

❖ In drama, signers use actual ISL to talk to each other on stage or to the audience.

❖ Sometimes, the actors may change the way something is signed, for special effect; this also happens in poetry.

Miming and signing are different because:
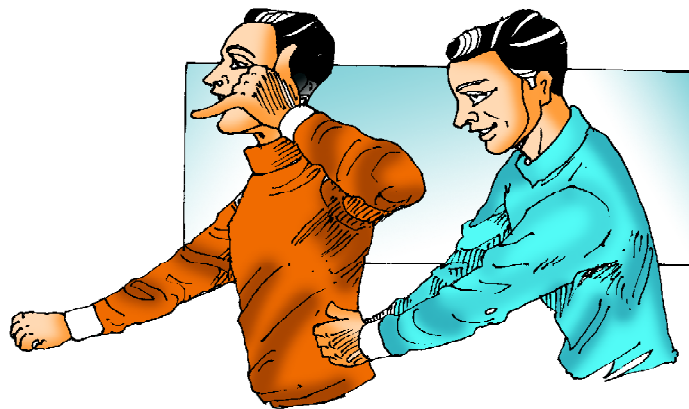
❖ Mime involves the entire body for acting out, but ISL has a standard smaller space around the upper body used for signing

❖ Mime is generally understood by everyone, but limits the amount of detail that can be expressed. For example, in mime, performers can show that someone throws a banana peel in the trash but they cannot show what the person is thinking.

❖ In mime, understanding the performance depends on the context of shared experiences, but in ISL, anything can be explained whether shared experience or not.

Notes

INTEXT QUESTIONS 15.1

1. Who uses mime?

   a. Deaf people only.

   b. Hearing people only.

   c. Both deaf and hearing people.

2. True / False

   a. Mime can also be understood by people who
      don't know ISL.   (True / False)

   b. ISL drama cannot be understood without knowing
      ISL or use of interpreter.   (True / False)

   c. The amount of detail we can express is limited in ISL.   (True / False)

   d. Mime uses the whole body.   (True / False)

   e. ISL is same as Mime.   (True / False)

Notes

WHAT YOU HAVE LEARNT

- Mime is different from drama and theatre.

- Drama means a skit or theatre performed by a group of signers on a stage for an audience.

- In mime, a story is acted out with the whole body with minimal signing. Just watching the actors makes the meaning clear.

- some actors may act as objects.

- Both deaf and hearing people use mime.

- Mime actors dress in black and do white make up on face.

- Miming is different than talking in ISL as in mime, whole body is used whereas while talking in ISL it's the hands and upper body used.

- In ISL, anything can be talked about and explained where as in mime, understanding depends upon shared experience.

- In Drama, actors use actual ISL to talk to each other or the audience.

- In Drama, actors may change the style of signing to create impact in a drama.

TERMINAL EXERCISE

1. Discuss and provide at least two differences between ISL drama and mime.

2. What is dress code of mime?

3. What according to your understanding are the commonalities between mime and ISL? Explain with examples.

4. What is the importance of "learning to work in Unity" during common performance? Explain by giving suitable example.

ANSWERS TO INTEXT QUESTIONS

1. c

2. a. True

   b. True

   c. False

Notes

16

NEWS-READING

Access to information is a basic human right, and for some time now, apart from news Channels on TV and private online channels set up by deaf people themselves have started giving news in ISL. However, news reading in ISL is much different than the creative expressions described in the previous four lessons. This lesson describes the kind of formal settings needed for ISL news reading. You will learn to use ISL for new reading. You will also understand the importance of respecting ethics while reading news reading in ISL.

OUTCOMES

After studying this lesson, learner:

- lists the formal setup of news reading in ISL.

- describes the use of ISL for expressing and understanding current news, politics, general knowledge, weather, etc.

- explains the need for professionals to respect and follow the ethics of ISL news reading.

16.1 FORMAT AND STYLE OF ISL NEWSREADING

In this lesson, we will learn about the use of Indian Sign Language for signing the news.

This signing is all about communicating facts, signing clearly about what happened, and informing the viewer. Let's start by watching one example of signed news:

as you can see,

**Creative Expressions
in ISL**

Notes

* In many ways, this kind of signing is different from jokes, poems and drama. Emotional, storytelling and creative aspects of signing appear less in news reading.

* The signer often has a rather neutral/serious facial expression, though grammatical facial expressions will be fully present.

* The signer tends to squarely face forward. There is some upper body movement where it is needed for grammar.

Figure-16.1 : News

```
          Newsreading in
          sign language
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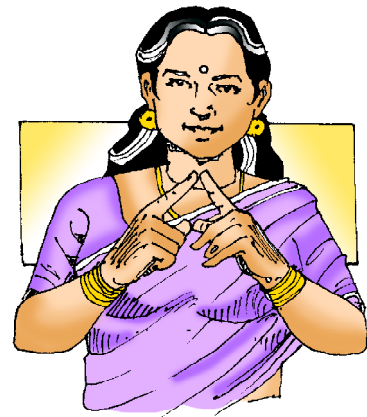
| Short clips of latest information | Use of fingerspelling to indicate facts | Less emotional and creative signs | Neutral facial expressions |
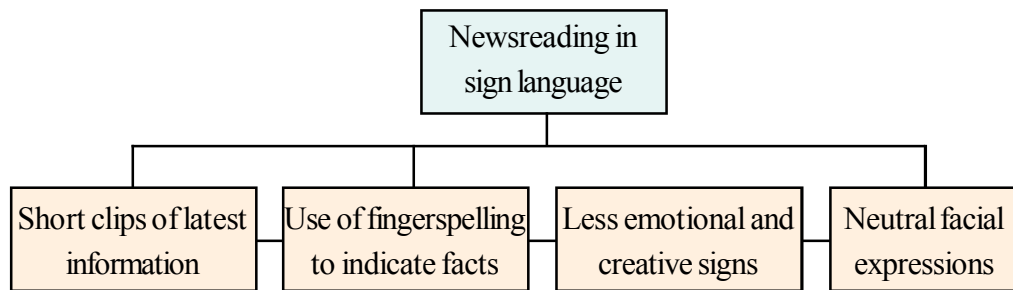
Figure-16.2 : Newsreading in sign language

Some ISL newsreaders may use mouth movements derived from the words of a spoken language (mouthing) more.

* In the news, there will be a bit of fingerspelling, as well as proper names and numbers, because it is all about facts.

* If the news is about people, the signing style overlaps with biographical storytelling. Also, the news is mostly about the latest happenings, not about historical events or people.

* In news reading, there are often several short clips of information. They are not linked to make a story, because their only shared logic is that they are happening at the moment and are part of the news.

PG Sale
highest
in 80 years
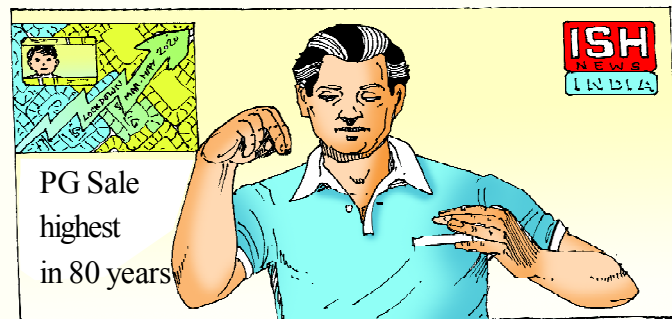
Figure-16.3 : News

Other than the signing style, some general points about news reading in ISL are:

❖ The ISL news reading programmes that are more formal have a series of broadcasts, e.g. weekly, and a kind of brand recognition (that is, the same time slot, colours, screen set-up, and logos each time).

❖ Often there is a logo in the corner to remind you what you are watching, and there are other things on the screen, for example, pictures and written titles that match the news.

❖ Some people share news on social media, where it may look less formal.

❖ News reading is different from news interpreting. In news reading, the signer takes up the largest space on screen.

16.2 EXAMPLES OF NEWSREADING AND INTERPRETED NEWS ON DIFFERENT PROGRAMMES

Figure-16.4 : News

Figure-16.5 : News

These news reading programmes are done by deaf people. News interpreting is organised by some mainstream TV channels. Examples are:

Creative Expressions in ISL

Doordarshan (DD) –

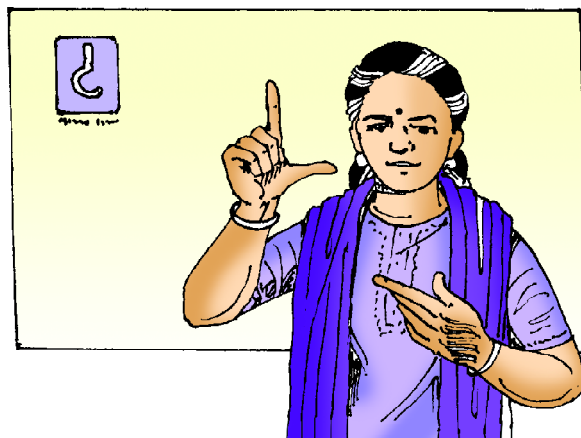Interpreted news has a split screen so that the English speaking news anchor and the ISL interpreter both share the screen. The interpreter simply interprets everything the news anchor is saying.
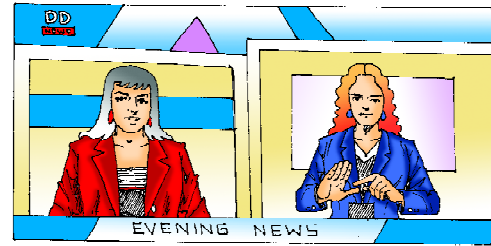
Figure-16.6 : News

Badhir News –

Badhir News is a special section of Zee News for deaf people which are specially designed to keep the deaf informed. The news anchor speaks in Hindi while an interpreter interprets the news into ISL. The news is split with a speaking host on the left and an interpreter on the right. The video window for each person is larger than on DD news. There are headlines that comes at the bottom of the screen and a background that fills the space between the windows.

Figure-16.7 : News

16.3 ETHICS OF NEWSREADING

As ISL is a full and complete language, the Indian deaf community has a right to use and be informed through ISL.

If you want to create news yourself, you should be aware of the ethics of creating news. There are four major ethical consideration in news reporting:

Ethics of News reporting

| Seek truth and report it | Minimise harm | Act independently | Be accountable and transparent |

Figure-16.8 : Ethics of News reporting

1. Seek the truth and report it: Ethical journalism should be accurate and fair. Journalists should be honest and courageous in gathering, reporting and interpreting information.

Notes

2.   Minimise harm: Ethical journalism treats sources, subjects, colleagues and members of the public as human beings, who deserves respect.

3.   Act independently: The highest and primary obligation of ethical journalism is to serve the public.

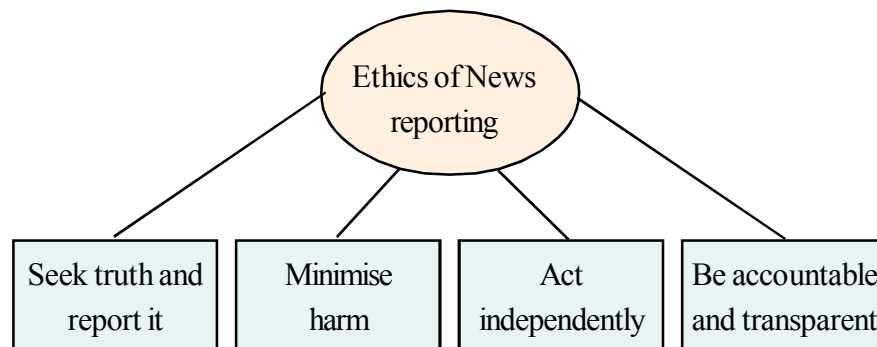4.   Be accountable and transparent: Ethical journalism means taking responsibility for one's work and explaining one's decisions to the public.

INTEXT QUESTIONS 16.1

1.   Fill in the blanks: (DD & Zee News / Fingerspelling /latest / Neutral/ facts / ISH & MBM)

   a.   News reading is all about communicating ……….

   b.   ………….. expressions are used in ISL news reading.

   c.   ………………….. is used to give proper names of people and places.

   d.   The news channels with news interpreting are ……….…………..

   e.   The news channels with new reading in ISL are ……….………….

   f.   News is about ……… happenings not historical events.

WHAT YOU HAVE LEARNT

●   Signing news is all about communicating facts. Informing the viewers about what happened and when it happened.

●   The signing of news is not like the signing of songs and jokes. News reading signing is less emotional. Expressions are mostly neutral.

●   Some newsreaders do mouthing of corresponding spoken language words.

●   Fingerspelling is used to give proper names to people and places.

●   Clips of information related to the news are also shown.

●   Formal news reading programmes are scheduled on fixed timings, daily or weekly and at the same fixed time slot. These channels show their logo too on the screen.

●   Pictures and written text matching to the news is also shared on the screen.

●   News reading in ISL is different than News interpreting in ISL. In ISL news

Creative Expressions
in ISL

Notes

reading signer will occupy largest space on the screen where as in interpretation, person speaking the news and the hearing interpreter share split screen.

● News reading is done by deaf people. For eg., ISH news, MBM news. News interpreting is done on mainstream TV channels like Doordarshan and other news channels.

● There are four ethics of creating news: Seeking truth and reporting it, doing minimal harm, acting independently and maintaining keeping accountability and transparency.

● Some news sharing is done on social media too.

TERMINAL EXERCISE

1. Explain how the signing style in ISL news reading different from that in ISL drama and poetry? Give at least two examples.

2. What is the difference between news reading and news interpreting?

3. Give some examples of news reading and interpreted news in the media in India.

4. What are ethics of news reading? Give at least two points and explain them.

5. Explain in your own way, what you have understood about different types of formal and informal setups for about news sharing in ISL. Add adequate examples to justify your understanding.

ANSWERS TO INTEXT QUESTIONS

16.1

1. a. facts

 b. Neutral

 c. Fingerspelling

 d. DD & Zee News

 e. ISH & MBM

 f. latest

17

SIGN LANGUAGE IN SOCIAL MEDIA

With advances in digital technology and the popularity of social media, more and more Deaf people are creating content for ISL for social media posts. This lesson describes some technical aspects of creating videos in ISL and also describes the ethics to be followed while posting content on social media.

OUTCOMES

After studying this lesson, learner:

- lists some technical aspects of using ISL in social media, such as video recording, editing, and video background,

- appreciates the need for ethics, respect for the laws, and respect for specific societal groups (women, elders, all disabilities) in relation to sign language content on social media.

17.1 SOCIAL MEDIA

Social media means websites and applications where users create and share content or do social networking, for example, Facebook or Instagram. There are also communication Apps e.g., WhatsApp that can act as social networking tools.

Examples of social media:

Figure-17.1 : Social Media

Notes

Social media has changed how people are in contact, and deaf people have benefited from more options to communicate.

17.2 SOCIAL MEDIA WITH VIDEO

● There are different kinds of social media that exist. Some platforms host one kind of media such as video as we see with YouTube and Vimeo. YouTube is mostly used to share longer videos. Channels are often set up with themes, and you can subscribe to them if you like the topic. See this example of a channel called "India Deaf Can TV":

Example: YouTube video 'India Deaf Can TV'
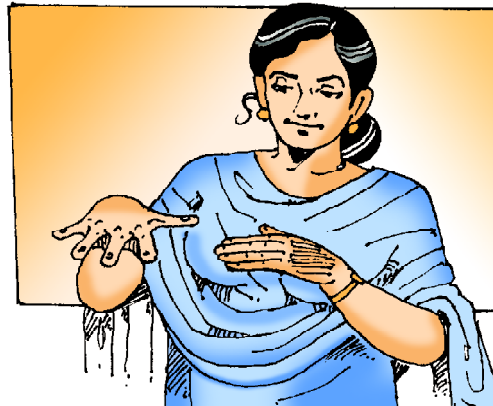
Figure-17.2 : India Deaf Can TV

● YouTube now works like mass media, as an alternative to TV. Organisations such as the NIOS and ISLRTC also use YouTube and Vimeo to share their own learning materials.

Example: ISLRTC video
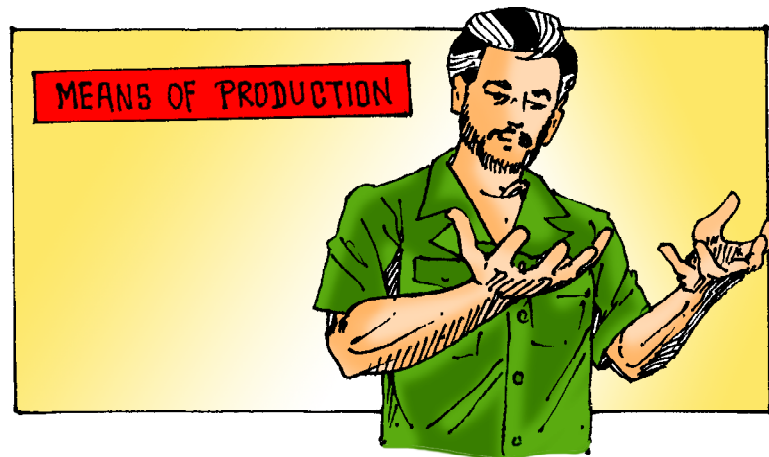
Figure-17.3 : Means of Production

● Vimeo is a little different from YouTube. People use it to post fewer videos but of higher quality. For example filmmakers use it as an online video portfolio.

17.3 SOCIAL MEDIA FOR PICTURES AND VIDEOS

● Instagram is newer than YouTube. It also uses a hashtag search function. When Instagram started, it was only for posting pictures, but now it also includes short video clips and 'IG TV'.

● Instagram stories allow for 15-second clips, but several can be joined together to make longer videos up to 60 seconds. Instagram also has longer videos, up to 60 minutes, through the IG TV option. People can follow your account to follow the videos or photos you post.

Example: Child labour video

Notes

Figure-17.4 : Instagram stories

Example: Deaf Social Awareness (new)
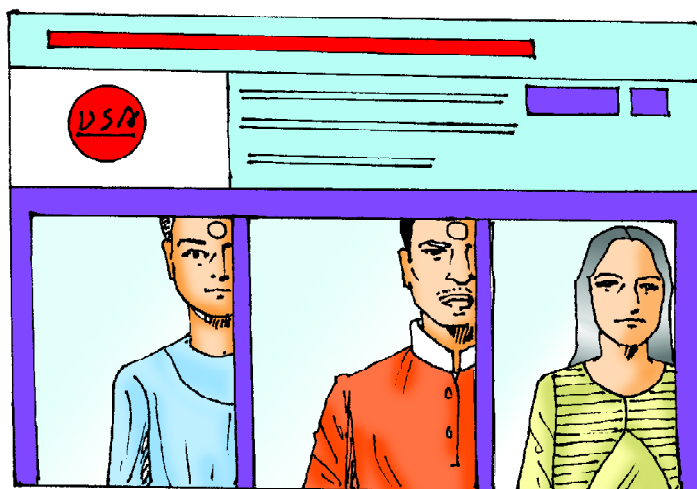
Figure-17.5 : Instagram stories

Notes

Young deaf people can connect from anywhere in the world using Instagram. There are hashtags on Instagram for #indiansignlanguage and for #indiansignlanguageinschools. This hashtag is also on Twitter. Twitter is mostly text based, but photos and videos can also be shared.

17.4 SOCIAL MEDIA FOR PICTURES, VIDEOS, TEXT AND MORE...

- Facebook is the one of the most famous social networking platform, and many deaf people use it. On Facebook, people join specific groups based on their interests. Media can be shared and re-shared on Facebook to reach more people.

Figure-17.6 : https://www.facebook.com/SignLanguageofthedeaf
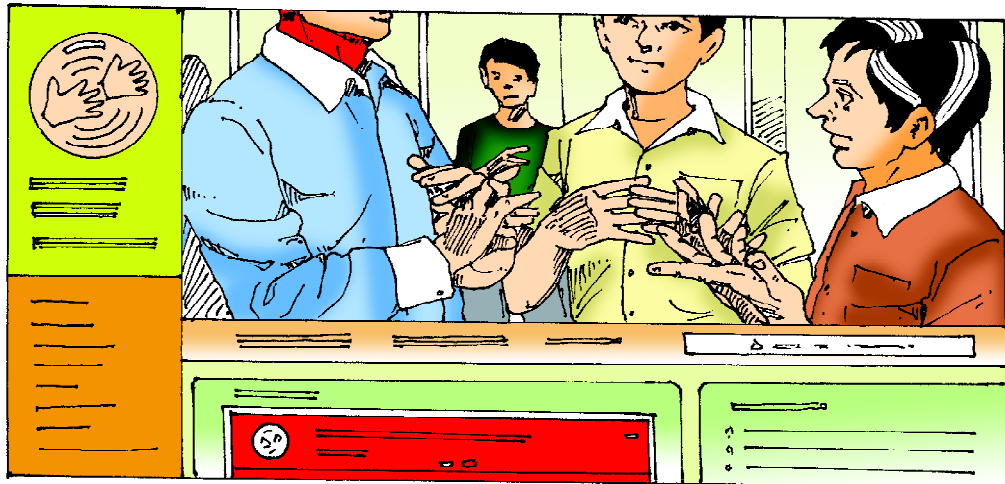
On this page, people can share, comment and like videos.

People on Facebook can also create public events and ask people to join. Facebook can be used to call for support for lobbying, strikes and demonstrations in the deaf community.

17.5 COMMUNICATION MEDIA

- The communication media are similar to the other media, but they have different features. For example, WhatsApp is a multifunction messaging app that lets you communicate directly with your contacts. WhatsApp is not a social networking app, but it helps group communicate in multimedia ways.

- In WhatsApp you can add contacts and create private messaging groups. In the WhatsApp group, you can communicate with a group of people at the same time.

- This is also possible with Facebook Messenger, but to use Facebook Messenger, you must sign up with Facebook. For WhatsApp you only need a phone number.

- There is also Skype, Zoom and FaceTime. These are not social networking platforms, but you can use them for video meetings for free.

17.6 SOCIAL MEDIA ETHICS

- When posting on social media, it's important to think about what we say and how others will see us. Also remember that when you post something, many other people can copy and share it.

- Being careful means that we must be respectful toward all groups such as women, elders, and people with all types of disabilities. You should never post things that will upset other people. For example, it is wrong to make bad jokes about any person or group, or to show too much of your own or anyone else's private life or body. If you do this, you break trust, and it is unethical.

- Do not post anything with bad intentions about any person or group. It is important to keep a positive environment when using social media.

17.7 SOCIAL MEDIA TIPS

When you make videos for social media, here are some helpful tips:

- Select the best app aligned with your aims, and think about who will see your post with this app.

- Wear plain clothing with good colour contrast.

- Put a light in front of your face. Natural light through a window is better than yellow light from lamps.

- The background should be very plain, such as a blank wall. For professional videos, some people use a green screen because the then the background can be changed in editing.

- Your message should be short and simple so everyone can understand.

- If you are posting openly to many people, remember to explain personal names, and place names, so that everyone can understand.

- Think about adding more options, for example a call to action, or a hashtag.

**Creative Expressions
in ISL**

Notes

1. What is Social media?

2. How is Social media used for Sign Language?

3. Name some popular social media app for video sharing and information sharing.

4. What are some tips to keep in mind while making videos for social media?

WHAT YOU HAVE LEARNT

- Social media means websites and applications where users create and share content or do social networking, for example on Facebook or Instagram.

- There are also communication apps e.g. WhatsApp which can act as social networking tools.

- Social media platform like YouTube and Vimeo host only one kind of media i.e. videos. Longer videos are posted on YouTube. Many deaf organisations have their own YouTube channels. In this time of pandemic, many webinars have been live streamed on YouTube. India Deaf Can TV and ISLRTC, SIGN LIBRARY, EARLY INTERVENTION PROJECT, and other channels post ISL videos regularly.

- Instagram uses a hashtag search function. Previously one could only share pictures but now short videos can also be posted.

- Deaf people can connect from anywhere in the world using Instagram.

- There are hashtags on Instagram for #indiansignlanguage and for #indiansignlanguageinschools.

- Facebook is one of the most famous social networking platform, and many deaf people use it.

- On Facebook, people join specific groups based on their interests. Media can be shared and re-shared on Facebook to reach more people.

- People on Facebook can also create public events and ask others to join. Facebook can be used to call for support for lobbying, strikes and demonstrations in the deaf community.

- WhatsApp is a communication media but not a social networking app. It is a multifunction messaging app that lets you communicate directly with your contacts.

- Skype, Zoom and Facetime are not social networking sites but one can video chat for free on them.

- It is your responsibility to follow ethics while posting on social media. Content should not be disrespectful to anyone. Don't post about personal lives and don't post with bad intentions.

- Remember your posts can be copied and shared so be careful what you post.

- While creating videos for social media, first choose the most suitable app. Keep the background simple or green. Wear simple plain clothes and make short videos with clear signing. Natural light from the front is the best option.

TERMINAL EXERCISE

1. Provide examples of popular social media for video sharing, and explain how they are similar to each other and different from each other.

2. Discuss social media ethics. Give at least two points and explain them.

3. What are some technical tips to keep in mind while creating videos for social media? Give at least two examples.

4. Explain what you understand by Ethics for social media. Explain with good examples.

ANSWERS TO INTEXT QUESTIONS

17.1

1. Social media means websites and applications where users create and share content or do social networking. For example-Facebook, Instagram.

2. Sign Language video sharing is easy on various social media platforms.

3. Facebook, Instagram etc.

Notes

4. Some tips –

    a.   Wear plain clothing with good colour contrast.

    b.   Plain background

    c.   Put light properly.

    d.   Message should be short and simple so everyone can understand.

GLOSSARY OF TERMS

ASL = American Sign Language

AYJNISHD = Ali Yavar Jung National Institute for the Speech and Hearing Disabilities, an organisation in Mumbai

Bilingualism = Knowing and using two languages

BSL = British Sign Language, the language of the deaf community in the United Kingdom

CODAs = Hearing children of deaf adults

Communication = Imparting or exchanging information by speaking, writing, or using some other medium.

Creativity = Being able to use imagination or original ideas to make or invent something

Deaf community = A group of deaf person who share a language and culture

Deaf culture = The way that deaf person live, including their shared beliefs, values, history, art, drama, poetry etc

Dialect = A variety of a language, used in a specific place or by a specific group of people

Ethics = Rules for behaviour, e.g. being honest and fair toward other people

Grammar = The rules in language about how the words and sentences are put together

Handshape = Form of the hand in a sign (thumb-up, first, etc)

Iconicity = A relationship of resemblance or similarity between the two aspects of a sign: its form and its meaning

Interrogative = An interrogative clause is a clause whose form is typically associated with question-like meanings.

ISL = Indian Sign Language, the language of the deaf community in India

ISLRTC = The Indian Sign Language Research and Training Centre in New Delhi

Manual components = Parts of signs made with the hands

Monolingualism = Knowing and using one language

Morphology = Study of words and how words are formed

Multilingualism = Knowing and using more than two languages

NAD = The National Association of the Deaf, the main deaf organisation in India

NGO = Non-governmental organization

Non-manual components = Parts of sign language other than the hands, e.g. the face and upper body

Oralism = A teaching method in deaf education that focuses on speech, lipreading and spoken language

Phonology = Study of units of language smaller than a word or sign (e.g. handshapes, sounds)

Possession or possessive = Words, signs and language structures related to having or owning something

PWD Act = The Persons with Disabilities Act 1995, a law in India that preceded the RPWD Act

RCI = Rehabilitation Council of India, government institution in charge of regulation and accreditation of disability rehabilitation professionals

RPWD Act = The Rights of Persons with Disabilities Act 2016, a law in India

Rural = In the countryside or small villages

Sign bilingualism = a teaching method in deaf education that uses sign language (as a first language) and written language (as a second language)

Sign language recognition = When a government passes a law to give sign language an official status in a country

Social media = Websites for socialising with and connecting to other people, e.g. Facebook, Twitter, Instagram

Syntax = Grammar and sentence order

Total Communication = A teaching method that uses signing and speech at the same time

UNCRPD = The United Nations Convention on the Rights of Persons with Disabilities

Urban = In cities

Variation = Differences, showing diversity

WFD = The World Federation of the Deaf, an international organisation of deaf persons and communities across the globe

INDIAN SIGN LANGUAGE CURRICULUM

1. RATIONALE

Indian Sign Language (ISL) is the natural language used by the deaf communities in India. It is a full-fledged language on par with spoken languages, and has its own vocabulary and grammatical structures that are different from all other spoken languages used in India. The learning of and about sign language is useful for both deaf and hearing people. For hearing people, knowing ISL gives them an insight into the workings of a visual language and allows them to communicate with deaf persons they come into contact with. For deaf learners, it is essential to understand the status and nature of their first and preferred language, and to become confident in expressing themselves fully in sign language. Likewise, they need to be able to understand complex information presented in ISL and appreciate the linguistic creativity in sign language.

2. OBJECTIVES

The objectives of this course are to:

- describe Indian Sign Language as a real and complete language and explain the building blocks of spoken/written language and signed language, along with common misconceptions about sign language.

- identify different sub-groups of people in the Indian Sign Language community and discuss the size and structure of this community and its diversity; the concept of deaf culture; the understanding of legislative provisions for supporting and protecting sign language and deaf communities in India; and the importance, status, and awareness of using ISL in deaf education.

- know, understand, and use the structure and grammar of Indian sign language.

- groom the deaf learners as proud members of the deaf community and help them know, understand, and develop different creative expressions and skills.

3. COURSE STRUCTURE

The curriculum has been divided into two sections:

1.   Core Modules

2.   Practical

4. CORE MODULES

Module 1.   Understanding Indian Sign Language

Module 2.   Sign Language in Society

Module 3.   Structure and Grammar of ISL

Module 4.   Creative Expressions in ISL

5. COURSE DESCRIPTION

5.1 Understanding Indian Sign Language

Approach: This module develops the basic understanding of Indian Sign Language and explains how it is a full and complete language that can express concepts as fully and with as much complexity as English, Hindi, or any other spoken or written language. It also describes common misconceptions about ISL.

Objectives: The objective of this module is to describe Indian Sign Language as a real and complete language, explain the building blocks of spoken/written language, and signed language with common misconceptions about sign language.

This module has been segmented as:

Unit   1.   Indian Sign Language as a complete language: concept, characteristics, and common misunderstandings about sign language

Unit   2.   The history of ISL: its origin, development, and relationship with other signed and spoken languages

Unit   3.   Deaf communities and sign languages in other countries, in comparison to ISL

5.2 Sign Language in Society

Approach: This module provides a basic overview of the status of ISL in deaf education and its importance and awareness among society, while also helping to identify the different subgroups and structures of the deaf.

Objectives: The objective of this module is to identify different sub-groups of people in the Indian Sign Language community and discuss the size and structure of this community and its diversity, the concept of deaf culture, the understanding of legislative provisions for supporting and protecting sign language and deaf communities in India, and the importance, status, and awareness of using ISL in deaf education.

This module has been segmented as:

Unit 1. The community of Indian Sign Language users, their commonalities and diversity

Unit 2. Aspects of deaf culture and linguistic identity

Unit 3. Legislative provisions for ISL in India

Unit-4: Status of use of ISL in deaf education

5.3 Structure and Grammar of ISL

Approach: Research has proven that sign languages are as true languages as spoken languages, which also means they are ruled by their own grammar rules and are not dependent on any spoken language. We also know that sign languages are not universal and that every country has its own sign language; hence, every sign language has its own vocabulary and grammar. In this module, you will study the structure and grammar of Indian sign language.

Objectives: The objective of this module is to know, understand and use the structure and grammar of Indian sign language.

This module has been segmented as:

Unit 1. Manual and non-manual components of ISL

Unit 2. Word-level structures

Unit 3. Sentence types

Unit 4. The meaning of signs

5.4 Creative Expressions in ISL

Approach: This interesting module will make you feel proud to be deaf. How creative, talented, and expressive you and your other deaf friends may be talking about ISL stories, jokes, poems, theatre, mime, and drama will help you know and develop your own specific talent and skill. We have world-famous deaf artists, and as opportunities and awareness grow, very soon Indian deaf artists, storytellers, actors, poets, and dancers will rise and shine. This module will help you know and understand details about these creative expressions and also develop skills.

Objectives: The objective of this module is to groom the deaf learners as a proud member of the deaf community and help them to know, understand and develop different creative expression and skills.

This module has been segmented as:

Unit 1. Stories

Unit 2. Poems and songs

Unit 3. Jokes and humour

Unit 4. Mime and drama

Unit 5. Newsreading

Unit 6. Sign language in social media

6. DISTRIBUTION OF MARKS

6.1 Core Modules

Name of the Module	Name of the Unit	Study hrs	Marks Allotted
Module 1.	Understanding Indian Sign Language	14	06
Module 2.	Sign Language in Society	38	16
Module 3.	Structure and Grammar of ISL	24	10
Module 4.	Creative Expressions in ISL	20	08

6.2 Practical

Name of the Module	Study hrs	Marks Allotted
All Practical works	144	60

6.3 Tutor Mark Assignment (TMA)

7. EVALUATION SCHEME

7.1 Pattern of Examination

Examination		Paper	Marks	Duration
(a)	Theory	1	40	2:00 hrs
(b)	Practical	1	60	3:00 hrs
(a)	TMA		20	

7.2 Practical Evaluation

Based on formative and Summative assessment   60 Marks

QUESTION PAPER DESIGN

Subject: ISL (230)   **Course:** Secondary

Marks: 40   **Duration:** 2 hours

1.   Weightage by Objectives

Objectives	Marks (Core)	% of the total Marks
Knowledge	10	25
Understanding	18	45
Application	08	20
Skill	04	10
Total	40	100

2.   Weightage to Forms of Questions

Forms of Questions	Marks	No. of Question	Total
MCQ	01	08	08
VSA	02	04	08
SA	04	03	12
LA	06	02	12
	Total	17	40

3.   Weightage to Content Areas

Module	Unit/Sub Unit	Marks
1.	Understanding Indian Sign Language	07
2.	Sign Language in Society	10
3.	Structure and Grammar of ISL	10
4.	Creative Expressions in ISL	13
	Total	**40**

4.   Difficulty level of Question Paper

Level	Marks	% of marks given
DIFFICULT	12	30%
AVERAGE	18	45%
EASY	10	25%
Total	**40**	**100**

SAMPLE QUESTION PAPER
(THEORY)

Time: Two Hours   **Maximum Marks: 40**

General Instruction:

1.   Write your Roll Number on the first page of the question paper.

2.   Please check the question paper to verify that the total pages and total number of questions contained in the question paper are the same as those printed on the top of the first page. Also check that the questions are in sequential order.

3.   Making any identification mark in the answer book or writing the roll number anywhere other than the specified places may lead you to disqualification.

4.   In case of multiple choice questions and TRUE/FALSE questions, write only the correct answer from the choices given and indicate it in your answer book by writing (A), (B), (C), or (D) as the case may be. DO NOT write the statement or the word chosen by you.

5.   Read or watch all the options before starting to answer.

6.   For answers of questions from Part – B videotape your answers.

Part – A   **1*8 = 8**

Sr No. Question   **Lesson**

1.   The first deaf school did not use sign language but used _____ approach to teach the deaf.   2

   A) Visual

   B) Oral

   C) Written

   D) None of the above

2.   What is Biography?   12

   A) Biography is a fiction story.

   B) Biography is a real story about a person's life.

   C) Biography is a real story about only a person's life who is no more.

   D) None of the above.

3. Sign language was first recognised as language in _____ 6

    A) Sarva Siksha Abhiyan

    B) PwD Act 1995

    C) RPwD Act 2016

    D) UNCRPD

4. Repetition of sign "F (2 time)" denotes _____ 6

    A) First Day

    B) Fourth Day

    C) Fun Day

    D) Friday

5. When we study the smallest units of signs in ISL, e.g. handshape and movement, that means we are studying _____ 8

    A) Morphology

    B) Syntax

    C) Phonology

    D) Vocabulary

6. Which of these are important in using the signing space properly in ISL? 8

    A) Pointing

    B) Handshape

    C) Location and movement of signs

    D) None of the above

7. What is the full form of CODA? **4**

    A) Children of Dumb Adult

    B) Children of Deaf Adult

    C) Child of Different Attitude

    D) None of the above

8.   DeVIA is celebrated in _____   12

   A)   India

   B)   Sri Lanka

   C)   Singapore

   D)   USA

Part – B

Questions with very short answers (VSA)   **2*4= 8**

Sr No.	Question	Lesson
1.	What is the full form of ISLRTC and RCI?	3
2.	What do you understand by "standardisation of ISL"? explain with example.	4
3.	Explain the difference between children born to deaf parents and born to hearing parents.	7
4.	Name any two features of a mime artist.	15

Short answer questions   **4*3= 12**

Sr No.	Question	Lesson
5.	Why do deaf children have less access to education compared to hearing children? Give any four reasons.	3
6.	New signs can also be created by combining a finger spelled letter with a sign. Explain with four examples.	9
7.	Describe the two benefits of ISL for deaf learners with appropriate examples.	7

Long answer questions   **6*2 = 12**

Sr No.	Question	Lesson
8.	Explain how does the meaning of signs change when we change the following (explain with example):	
	A) Moving towards/ away from	
	B) Repetition of the movement	
	C) Opposite movement	9
9.	What according to your understanding are the differences between mime and ISL? Explain with examples.	15

Marking Scheme

Q. No.	Expected Value points for each step	Lesson No.	Distribution of Marks	Total Marks
	Part - A			
1.	B	2	1	1
2.	B	12	1	1
3.	D	6	1	1
4.	D	6	1	1
5.	C	8	1	1
6.	C	8	1	1
7.	B	4	1	1
8.	D	12	1	1

Part - B

1.	• Indian Sign Language Research and Training Center			
	• Rehabilitation Council of India	3	1×2	2
2.	• Standardisation means promoting only one specific kind of signing all over the country.			
	• For example, standardisation says the ISL variations for the sign MONDAY will not be acknowledged and we should use only one sign.	4	1×2	2
3.	• Hearing parent does not have any prior knowledge of deafness and unique communication needs of a deaf child.			
	• Deaf children of deaf parent may develop language from birth so there is no language deprivation.	7	1×2	2
4.	• The person has to be very expressive.			

- The person has to wear black dress and white
  makeup on the face while performing.   15   1×2   2

5.   - Lack of early identification and intervention.

   - Deaf kids face isolation in homes.

   - Deaf kids at their earlier age, in general study at
     schools where teachers are hearing and do not
     use sign language.

   - Deaf kids get exposure to ISL only when they join
     a special school for the deaf which usually is quite late. 3   1×4   4

6.   Combination

   - E.g. THREE (3) + YEAR (Y) = 3 Y (1 SIGN)

     Repetition of sign   Meaning changes

   - F (1 time) is 'F' Alphabet

   - F (2 times) is 'Friday'

     Use of fingerspelling alphabet and a sign

   - PM + BOSS is 'Prime Minister'

   - CM + BOSS is 'Chief Minister'   9   1×4   4

7.   The connection between the teacher and student is stronger.

   - The teachers or a learner who are fluent in ISL are
     able to connect better with each other.

     Students can express their ideas.

   - The students are able to express themselves and
     share their experiences on varied topics through ISL. 7   2×2   4

8.   Moving Towards / away from

   - HELP - I help you / You help me

   - TEACH - I teach you / You teach me

     Repetition of the movement

- FRIDAY++ : When we sign 'F' again and again, it refers to every Friday.

- ASSOCIATION GO FRIDAY++ (I go to association every Friday)

Opposite movement

- GO vs. COME   9   2×3   6

9.
- Mime involves the entire body for acting out, but ISL has a standard smaller space around the upper body used for signing.

- In mime, understanding the performance depends on the context of shared experiences, but in ISL, anything can be explained whether shared experience or not.

- Mime can also be understood by people who don't know ISL.   15   2×3   6

Feed back on Lesson 1-17

Lesson No.	Lesson Name	Was the content		Was the language		Were the Illustrations		What you have learnt is		
		Easy / Difficult	Interesting / Confusing	Simple	Complex	Useful	Not Useful	Very helpful	Somewhat helpful	Not helpful
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										

Secondary Course