**B.Ed. Special Education ID&VI**

**B11: Skill based optional courses (Disability specialization)**

**C: Communication options Manual (Indian Sign Language)**

**(Semester: IV)**

**Credits: 2**

**MM: 50 (External: 35 Internal: 15)**

**Contact Week 15**

**Introduction of the Course**

Communication, language and speech have always been at the centre stage when education of children with hearing impairment is being discussed. In compliance with the NEP, 2020 which recognizes the significance of Indian Sign Language and puts emphasis on developing curriculum material in Indian Sign Language for teaching children with hearing impairment this course intends to expose the prospective teachers to the manual mode of communication options for children with hearing impairment. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers to understand the sign language as a communication option for deaf children and its’ importance in their life. It will provide an opportunity to the prospective teachers develop basic signing skills. Moreover, learning this optional course is also expected to encourage the prospective teachers to take wider Career Choices in future.

**Learning Outcomes**

After completion of the course student will be able to: (Number is not fixed)

1. Discuss various manual mode of communication for children with hearing impairment.
2. Discuss the relevant issues like literacy, inclusion and training with reference to manual options of communication.
3. Describe the manual modes of communication in the light of issues like language, culture and identity.
4. Develop basic level of sign language skills.

**Unit I: Understanding Deafness**  (10 hours)

1. Models of deafness
2. Deafness with Reference to Culture, Language, Identity.
3. Understanding Deaf culture: Values, social rules, norms, behaviors, and traditions of Deaf people
4. Deaf community: Meaning and Factors that determine membership in the Deaf community/culture

**Unit 2: Manual mode of communication options** (10 hours)

1. Introduction to manual modes of communication
2. Oralism Vs manualism debate
3. Use of Simcom and Sign Bilingualism in Indian Schools: Current Scenario
4. Challenges, Prerequisites and Fulfilling Prerequisites for incorporating manual modes of communication in Indian schools
5. Basic Awareness of Difference between ISL and ISS; Myths and Facts

**Unit 3: ISL Skill development** (10 hours)

* 1. Fingerspelling
  2. Practicing “words” in ISL (numbers, weeks, months, states, countries, festivals, colours, fruits, vegetables etc); Appropriate Language, Turn Taking and  
     Eye Contact
  3. Practicing Natural Signing in Short Common Conversations
  4. Practicing Natural Signing in Stories/Poems/Narrations/Jokes
  5. Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current  
     Affairs

**Practicum/ Suggested Projects / Assignments (Any Two)**

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| --- |
| * Watching Videos of Individual Sessions and Classroom Teaching of Signing II. Role Play and Dramatization in ISL * Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition * Recording Self Narrated Stories/ Poems and Writing Reflection * Interacting with Deaf for Practicing Expansion of Ideas * Field visit to AYJNISHD and ISLRTC |

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

**Essential/ Recommended Readings**

**Essential Readings**

* *Communication Options and Students with Deafness.* (2010). Rehabilitation Council  
  of India, New Delhi.
* Heller, R. (1999). *Managing Change.* DK Publishing: New York.
* ISS Learning Material and Dictionaries
* Paul, P. V. (2009). *Language and Deafness.* Jones And Bartlett: Boston.
* *Teaching Learning ISL Material Developed* at AYJNIHH, Mumbai, SRKV,  
  Coimbatore and NISH, Trivandrum

• Zeshan, U. (2000). *Sign Language in Indo-Pakistan.* John Benjamins Pub. Co,  
Philadelphia.

**Suggested Readings**

* Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables:Using ASL summaries to improve reading comprehension. *American Annals of the Deaf, 139(3),* 378-386.
* Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S).* Orient BlackSwan, Hyderabad.
* *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India.*(2000), AYJNIHH Publication.
* Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University,  
  Washington, D.C.
* Evans, L. (1982). Total Communication, Structure and Strategy. Washington D.C.:  
  Gallaudet College Press.
* Frank, S. (1985). Reading Without Nonsense.: Teachers College Press, New York.
* Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.
* Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf.  
  Unpublished Report of RCI, New Delhi.
* Heller, Robert (1999). Effective Leadership. Dk Publishing: New York.
* Huddar, A. (2008).*Language and Communication.* DSE Manuals. Rehabilitation Council of India, New Delhi.
* Improve Reading Comprehension. *American Annals of the Deaf, 139,* 378-386.
* Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya,Coimbatore.
* Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf, 132,* 46-51.
* Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms.* Prentice Hall Inc. New Jersy.

**Teaching Learning Process**

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

**Key words: Finger Spelling,Communication,SIMCOM**