

Report on 5-Day Indian Sign Language (ISL) Self-Study Course

Zainab Memorial B.Ed Centre, Cherkala

A five-day self-study course on Indian Sign Language (ISL) was organized at Zainab Memorial B.Ed Centre, Cherkala, from 16th to 20th February 2026. The sessions were conducted daily from 9:10 a.m. to 9:50 a.m. in the General Hall. Teacher trainees assembled each morning with punctuality and enthusiasm, completing the programme successfully.

The course introduced learners to Deaf culture and the social significance of Indian Sign Language. It emphasized the rights of Deaf individuals as equal and integral members of society. Participants were oriented to the linguistic identity of the Deaf community and the need for inclusive communication practices in educational and public spaces.

Day 1: Initiating Conversation in ISL

Students learned basic greetings and introductory expressions. They practiced signs for "Hello," "Welcome," and "Thank you," along with simple conversational starters. Pair activities helped them build confidence in face-to-face signing.

Day 2: Surroundings in ISL

Learners explored vocabulary related to classroom objects, home items, food, and everyday surroundings. They were introduced to signs for common objects and places, enabling them to describe familiar environments.

Day 3: Sustaining Conversation in ISL

The focus shifted to maintaining short conversations. Students practiced sharing daily routines, identifying people and relationships, and asking simple questions. Emphasis was placed on facial expressions and body language as essential components of ISL grammar.

Day 4: Sharing More

Participants learned to describe colour, shape, and size of objects. Activities included describing items without speaking, encouraging clarity and expressive signing. This session strengthened observational skills and non-verbal communication.

Day 5: Wrapping-Up and Quiz

The final day consolidated learning through revision and a short quiz. Students demonstrated their understanding through practical signing tasks. The interactive evaluation created a sense of achievement and collective learning.

Beyond vocabulary acquisition, the programme fostered awareness about integrating ISL into mainstream education, workplaces, and public services. Discussions highlighted the responsibility of future teachers to create inclusive classrooms where communication barriers are reduced. The course also motivated participants to continue learning ISL beyond the foundational level.

The early morning gatherings reflected discipline and commitment. The shared learning atmosphere in the General Hall strengthened peer collaboration and mutual respect. By the end of the five days, participants displayed noticeable improvement in confidence and clarity while signing.

The ISL self-study course proved to be a meaningful initiative, equipping teacher trainees with foundational skills and sensitizing them to inclusive educational practices.



