

disability constructions differently, especially taking into consideration factors such as colonialism, neoliberalism, development, and internal conflict.

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The field of deaf education is mired in debates and confusion over the best option for communication for deaf students. Schools and teachers often lack clarity on the theoretical foundations of the three main communication options—oralism, total communication, and educational bilingualism—and how to implement them. The Rehabilitation Council of India (RCI) has therefore developed this manual on communication options, to guide the schools and teachers in choosing the appropriate communication method for their students and implementing it effectively.

Chapters one to five by Asmita Huddar, Prabha Ghate, and R. Rangasayee provide the necessary background for the topic of communication options for students with deafness by describing the key concepts as well as by providing a review of the special education school system for deaf students. A brief introduction to the three communication options

has also been given along with the difference between sign languages and sign systems.

The next three chapters describe each of the three methods in detail. In chapter six, Sister Rita Mary and Saraswathi Narayanaswami focus on oralism, in chapter seven Prabha Ghate and Nisha Grover look at total communication and chapter eight on educational bilingualism has contributions by Surinder Randhawa, Sibaji Panda, and Monica Punjabi Verma.

Each chapter is similarly structured, with the meaning and scope of the method explained first, followed by its strengths and challenges. The prerequisites for the success of the method and how to make schools more conducive to a particular method have also been addressed. If these prerequisites are not met with, the chosen method cannot produce good results. For example, oralism cannot work if appropriate amplification is not provided, and educational bilingualism cannot work if the teachers are not trained in Indian Sign Language. The final part of each chapter gives the training avenues available to the students.

Chapter nine goes on to list some do's and don'ts related to communication options, literacy development, language assessment and subject teaching for schools and teachers. For example, teachers are advised to avoid content reduction while teaching subjects as it may adversely affect educational development. In Chapter ten, there is some more advice to schools on taking decisions and improving their implementation.

This manual is useful for anyone working with deaf children as it provides a balanced view of all three communication methods and how they can be implemented effectively. For each method, the theoretical and practical reasoning has also been explained. The manual emphasizes that no one method is appropriate for all deaf children and each method has its strengths and weaknesses.