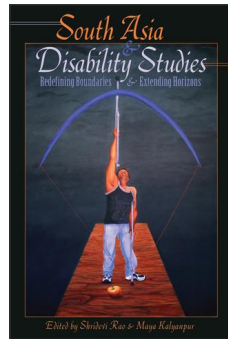


Suggested Readings

South Asia Disability Studies: Redefining Boundaries and Extending Horizons.

Disability Studies in Education, Vol 15.
Moosstrasse: Peter lang.
(311 pages).



Rao, Shridevi and Kalyanpur, Maya (Eds.).
(2015).

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South Asia Disability Studies is the 15th volume of the series “Disability Studies in Education”. It is a new and a welcome addition to the growing knowledge base of disability studies in South Asia. The editors of this volume, Shridevi Rao and Maya Kalyanpur, both have PhDs in special education from Syracuse University, which has a well known programme in Disability Studies as well as Inclusive Education, and is known to have produced a fair number of graduates in disability issues from South Asia in general. The book has a South Asian flavour owing to contributions from Fiona Kumari Campbell on Sri Lanka, Chitra Gurung on Nepal, Tehmina Hammad and Nidhi Singal on Pakistan, and M. Miles on all regions of South Asia. The remaining chapters authored by the two editors and Shilpaa Anand focus on India.

On the whole, the book deals with the social, economic, cultural, and historical perspectives of the experience of disability in South Asia. It focuses on the lived experience of people with disabilities and its intersection with caste, class and gender that impact their educational

opportunities. In terms of its theoretical stance, the volume is situated at the intersection of disability studies and disability studies in education. Disability studies in education examines how dominant constructions of disability that are entrenched in educational practices, facilitate marginalization of children with disabilities.

The thirteen chapters of the book are distributed under five sections. Section I is entitled “Introduction” and has two chapters which have been penned by the editors jointly (Chapter 1) and Shridevi Rao (Chapter 2). Together, these chapters provide a comprehensive overview of what disability studies can do for disability in south Asia and conversely, how the disability experiences of South Asia can inform and broaden the framework of disability studies in general.

Section II is entitled “South Asia and Disability Policy” and comprises three chapters on how disability in south Asia is framed within the context of policy, development, provisions, and the aid agenda.

Section III is about understanding the historical and cultural contexts of disability in South Asia and the different ways in which they influence disability and its interpretations. The role of local languages in these contexts has been discussed in detail. It comprises three chapters.

Section IV is devoted to the much discussed notion of the identity of PwDs in South Asia, and focuses on women with disabilities and families of children with disabilities; it comprises four chapters.

Section V includes the concluding chapter written by the editors, who argue that the social model of disability may conflict with the contextual realities of South Asia which define

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

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Communication Options and Students with Deafness.

Delhi: Rehabilitation Council of India. (103 pages).

Rehabilitation Council of India. (2011).

No ISBN number



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.