

THE POLICIES AND PRACTICES FOR INCLUSION OF CHILDREN WITH SPECIFIC LEARNING DISABILITY (SPLD) IN INDIA

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ABSTRACT

This article reviews existing educational policies in India to find out the extent and gaps in inclusion of children with SPLD. It finds that policies and programmes are inadequate. As a result only 0.1 percent SPLD children are being identified though the number could go up to 20 percent of the total enrolment that comes to approximately forty million children in the elementary level. The gap is very significant to be addressed by educational policy planners. The article argues the need to formulate policy and

Procedures as found in other developed countries. The gap, if addressed would help in resolving the crisis of 'quality of education' that is being faced in India.

KEYWORDS: Dyslexia, Specific Learning Disability, Policy for Inclusion