

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

INTRODUCTION

Quality of education is a major concern for educational planners after the expansion of educational facilities in India. The national survey on learning levels by ASER (Pratham, 2013) points out that 46.8 percent children in class V were able to read only at the level of a class II level text book. The reason for this shortfall in learning outcomes is mostly attributed to a shortage of infrastructural facilities or a lack of qualified teachers. Little attention is paid to developmental delays in children as a reason for low performance. The article brings into focus that, besides the external variables, there could be internal variables responsible for low levels of achievement. These could be developmental delays in the children. These developmental delays and learning difficulties also need to be considered by educational planners. Policies are the instruments for institutionalisation of a theory or practice. The paper examines the extent to which a solid conceptual understanding of Specific Learning Difficulties is evident in policy documents in India.

During a review of the documents, it is found that different documents are using different terms. These are 'dyslexia', 'learning disability' and 'specific learning disability'. However all the three terms refer to similar conditions such as: poor reading; poor handwriting, known as Dysgraphia; poor movement coordination, known as Aspraxia; poor mathematical ability, known as Dyscalculia; and poor attention span known as Attention Deficit Hyperactivity Disorder or ADHD. Dyslexia word is used by JPDAS 1998, Sally Shaywitz 2004, and Abigail Marshall 2009. It is referred as Learning Disability by NUEPA 2011, 2012, 2013 DISE, Canada Columbia manual 2011, RCI manual, and as Specific Learning Disability in SSA 2013, PWD bill 2012, Los Angeles 2007. In this article, the term SPLD is used irrespective of the term used dyslexia or LD in the referred documents.

What is SPLD

The knowledge of SPLD dates back to 1676, when a German physician Dr. Johann Schmidt published his observations on a patient who had once read normally but after an accident could not read. After that in 1887 German

physician Rudolf Berlin of Stuttgart described the same phenomenon in a monograph, and Dr. Morgan in 1896 reported another case in the British Medical Journal (Shaywitz, 2004). Knowledge of SPLD has thus progressed over the years. However, a detailed and authentic account of how it has progressed is not available. Nonetheless, a few important milestones in the development of the knowledge of SPLD are US Acts: namely, the Public Law 94-142 of 1967 and 1975 and now the Individual With Disability Education Act (IDEA) 2004.

SPLD is caused by differences in how the brain processes information. It is said that SPLDs are “right-brained” children. They rely on visual-spatial strategies. They depend on imagination and intuitive thought processes so much that they fail to develop thinking pathways dependent on sound (Marshall, 2009). Therefore, they fail miserably in the education system where reading is dependent on phoneme awareness. Yet they excel in many other fields where academically brilliant people may fail. Many of the world’s most brilliant scientists (Alexander Graham Bell), artists (Leonardo da Vinci), entrepreneurs (Richard Branson), politicians, sport persons (Michael Phelps) and writers (F Scott Fitzgerald) are known cases of SPLD.

The studies on symptoms and causes of SPLD have helped in defining it. The definition of SPLD in India is as given by US federal govt. It reads as “*Specific Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, and spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, or mental retardation, emotional disturbances or environmental, cultural or economic disadvantages.*” (Federal Register, 1977, p. 65083) (RCI, No date)

At present the needs of SPLD children are being served by non government efforts in India. There are many NGOs working in the area of SPLD: the Maharashtra Dyslexia Association, founded in 1996; the Madras Dyslexia Association, Chennai, founded in 1992; Action Dyslexia Delhi– Beyond Education; The Educare Charitable Trust Delhi; Orkid Multi Disciplinary Clinic, and the Dyslexia Association of India etc. Their nurturing efforts have been successful in collating knowledge on symptoms, diagnosis, assessment and intervention for SPLD. The symptoms of SPLD are extremely variable. They vary from child to child. And at times, they also vary in the same child. This may lead to a mistaken impression that the child is careless. Therefore, identifying SPLD is a difficult task. Due to non-identification, children with SPLD suffer mental, social and emotional turmoil. The Sarva Shiksha Abhiyan has published the following guidelines for identification of the SPLD child in the school (SSA, 2013): “*difficulty in maintaining attention and completing the task while performing a given task without getting distracted when unsupervised, leaves letters or words while reading a line, uses finger for tracking while reading, Has difficulty organizing things for example by shape, colour or size such as placing books in a school bag systematically by size or arranging cloths on a rack in categories of size and use, difficulty in copying from black board without missing letters or words, difficulty in using mathematical symbols and understanding relation between numbers, difficulty in differentiating letter such as ‘b’ and ‘d’, or numbers like ‘9’ and ‘6’, difficulty in maintaining a straight line or leaving appropriate space between words, difficulty in understanding use of punctuations while reading and writing, difficulty in comprehending word problems and understanding the meaning and relationship between numbers and sentences, difficulty in selecting or filtering specific details to answer a question from a story, passage or a narration of an incident, difficulty in locating an object when given specific sequence of instruction for example: “look for a green book on right side of the table on the top corner”, difficulty in associating sound with alphabet, difficulty in locating specific alphabet or numbers within prescribed text, difficulty in articulating his/her views or ideas,*

thus landing in a quarrel or breaking a friendship, difficulty in discussing a central theme on a given topic unless reminded or assisted, difficulty in comprehending or explaining concepts in subjects like language, science or social studies in his/her own words, tendency of displaying short span of attention across his/her performance within home/school or during play with neighbourhood children, difficulty in following the rules of common games popular among the peer group”.

The guideline issued by SSA is helpful but not sufficient. It is not clear from the guidelines that how many symptoms make a child SPLD. What is the frequency of these symptoms? Teachers are confused. The mere presence of any one or more symptom does not qualify a child to be called SPLD. A professional is required to assess, certify and provide intervention to a SPLD. A clear basis for diagnosing SPLD can only occur when there is a prescription by government in the form of policies, rules, a manual of procedures etc. In this article, a brief account of Indian policies is given where SPLD has been included.

Policies and Programmes on SPLD in India

- **The Right to Free and Compulsory Education Act [2010]:** (RtE) provides free and compulsory education to all children aged 6-14. It also provides for ‘special training’ for the child who is not admitted and if admitted not able to complete elementary education. Such a child is entitled for the admission in a class which is appropriate to his age. The clause no. 4 and 9(g) makes it obligatory on local government to provide education to children (RtE, 2010). This clause is helpful in the context of SPLD children. The RtE piggy backs on the category of disabled children, defined in the Person With Disability Act (PWD) of 1995, which only mentions seven disabilities. SPLD is not one of the seven disabilities mentioned therein. As a result, SPLD children fall into the “general” category and are not given the facilities required for their education. The amendment to PWD Act of 1995 is required to define SPLD and other CWSN categories explicitly.
- **The Rights of Persons with Disabilities Bill 2012:** The PWD Act of 1995 is being revised by the ministry of social welfare. The new bill has included SPLD / Learning disability in its ambit (Bill, 2012). It has also defined it as “*Specific Learning Disabilities’ refers to a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia.*”

This is the first time that SPLD has found place in national draft policy. The bill is yet to be passed by the parliament. There is hope from the amendment in PWD Act.

- **Government Programme:** As discussed, policy is not as yet available on SPLD in India. But there are a few government schemes for disable children. These are Sarva Shiksha Abhiyan (SSA 2003) and Inclusive Education for Disabled at Secondary Stage (IEDSS 2009). These two are national level programmes of government of India. Though both the schemes cover disabilities as given under PWD, as SPLD is not part of the PWD Act 1995, IEDSS does not cover it. Unlike IEDSS, SSA covers it partially.

SSA adopted zero rejection policy so that no child is left out of the education system. It also supported a wide range of approaches, options and strategies for education of children with special needs. SSA provides up to Rs. 3000/- per child for the inclusion of disabled children, as per specific proposal, per year.

The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource support, removal of architectural barriers, research, monitoring and evaluation and a special focus on girls with special needs.

SSA has included SPLD in its training manuals. It has provided guidelines for the assessment of SPLD. It publishes analytical reviews on inclusive education but it does not include SPLD for funding purposes at present. The SPLD is one of the categories of Child With Special Needs (CWSN) under SSA and District Information System of Education (DISE). As a result these are being identified but there is no further monitoring with respect to their education. It needs to lay down procedures to be adopted for assessment, certification and educational intervention and evaluation of the child at school and district level. For example, in USA, the Los Angeles District Board of Education has published a manual (Board, 2007) consisting of policies and procedures to be adopted by schools to search and serve SPLDs. Similarly In Canada, the British Columbia Ministry of Education has published a manual (Education, 2011) on special education services. The manual includes policies and operative procedures and tools. A similar kind of exercise is required in India. Because a programme is not sufficient, it also needs to be strengthened by policy.

The UK Special Educational Needs Code of Practice 2014 recognises a gradual shift of emphasis from mere formal diagnostic assessment to the ongoing holistic monitoring of a child's "history of need" and to the importance of SEN-friendly teaching strategies and classroom differentiation. Critically, the new Code of Practice states that the quality of teaching for pupils with Special Education Needs (SEN), and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff (Department for Education, 2014) (SEN Code of Practice 2014, p. 93, para 6.4). It also recognises the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions (SEN Code of Practice 2014, p. 10, para 1.1).

- **Examination Bye-Laws:** Many examination boards have provided provisions for the SPLD in their examination byelaws. The CBSE bye-laws (CBSE, 2009) provides that the Blind, Physically Handicapped, **Dyslexic**, Autistic, and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 appearing for the Secondary School Examination or Senior School Certificate Examination may be permitted to use an amanuensis. These Children shall be allowed an additional time up to extra one hour if the papers of three hour duration. These children have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four subjects out of the subjects offered by the board are to be studied. It is also found that in spite of slated provisions, the benefit is hard to reach to the SPLD in the absence of standard operating instructions (Gupta, 2009).

In the UK, all examination boards providing the General Certificate of Secondary Education (GCSE) and the General Certificate of Education (GCE) are governed by the regulations of the Joint Council for Qualifications (JCQ). JCQ have become increasingly rigorous over recent years in requiring, not only a formal diagnostic assessment, but also detailed documentation of a child's history of need in any case where Examination Access Arrangements (additional time allowance, reader, amanuensis etc) are applied for. Schools are now routinely required to present to JCQ Inspectors, not just formal diagnostic evidence, but also evidence that a pupil's subject teachers have been consulted extensively on the proposed Access Arrangements, and that these arrangements have been implemented as the pupil's "normal way of

working” in internal testing and in the classroom generally. Access Arrangements for SEN (including SPLD) students are not a special dispensation for public examinations, but rather a “reasonable adjustment” implemented in line with the Equalities Act 2010 that permeates all areas of a SPLD child’s schooling.

- **Rehabilitation Council of India (RCI):** Is a statutory body to provide training and license to professionals working in the areas of disability. The RCI offers bachelor and master degree for teacher training in Learning Disability. It has also brought out one manual on Special Learning Disability (RCI, No date). The manual is comprehensive in its coverage. It provides historical background, assessment procedures, certification and educational interventions needed. The RCI being regulatory body, it may publish rules and standard operating procedures for identification assessment, certification and educational interventions for SPLD. It would help state governments to adopt the same.

In the UK, the SPLD Assessment Standards Committee (SASC) is responsible for implementing the training recommendations of the SPLD Working Group 2005 and the Department for Education and Skills Guidelines, enforcing and advancing standards of SPLD assessment through professional bodies such as the Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS), the Dyslexia Guild and the British Dyslexia Association. One of its roles is to help ensure and enforce the Continual Professional Development (CPD) of Educational Psychologists and Specialist Teachers who assess for SPLD.

- **Data on SPLD- District Information System in Education (DISE):** DISE is official statistics of India (NUEPA, 2011,2012,2013). It has started bringing out data on identified dyslexics in elementary education since 2010. The data reveals that incidence of SPLD has started being reported as given in the table -1, 2, 3, and 4. It is found that in India, the reporting of CWSN in school is not as per the census. The Census 2011 reports that CWSN are 2.21percent of the population. But total CWSN are less than two percent of the enrollment (0.77, 0.86, and 1.18 respectively in tables 1, 2, and 3). It means that many disabled are either not identified or not enrolled in the schools. The census only includes five types of disabilities, and SPLD is not one of these. If all types of disabilities are included as per PWD bill of 2012, which totals to nineteen types, the actual number could go up to much higher.

As per the research on prevalence of SPLD in the population, (Dilshad, 2006) and Washington summit on SPLD in 1994 (RCI, No date) has found that 10 to 30 percent children are L D in any school going population. In the light of the research finding, identification of SPLD in India in relation to total enrolment is quite dismal. In USA, SPLD constitutes more than 30 percent population under CWSN category (DOE, 2010). The number correlates with the findings of research conducted by Sion Hospital in Mumbai. A study was conducted on the prevalence of SPLD at the L.T.M.G. Hospital, Sion, and Mumbai. It revealed that out of the total number of 2,225 children visiting the hospital for certification of any kind of disability, 640 were diagnosed as having a Specific Learning Disability. These children came from the lower, middle and upper middle socio-economic strata of society. Referral was due to theirpoor school performance (RCI, No date). But in India, as evident from the tables, the Number of SPLD to total CWSN is very low. Only in four states namely Nagaland, Lakshadweep, Himachal Pradesh and Goa, it is reaching near to 30 percent of CWSN.

The DISE data publishes percentages of SPLD in elementary stage class wise. The number of SPLD in classes Ist and VIIIth is given in table-4. It is evident from the data that number of children is less in class VIIIth compared to the number of children in class Ist in the year 2011-13. As the data is of three year i.e. 2011, 2012 and of 2013, it is not possible to decipher the dropout of SPLD year wise. The reason of drop out of SPLD could be presumed as inadequate intervention

provided in the school. The data for all the years, cohort wise, along with the data on interventions given, is required to be studied in order to study continuity of SPLD in School. It could not be studied as the data on SPLD has been started being collated from the year 2010 only.

The DISE data provides number of SPLD from class Ist on wards. However the literature on SPLD states that learning disability can be found out from class IInd onwards when a child is expected to read and write (Marshall, 2009). It is also recommended that early identification is better so as intervention could start early. It also prevents compulsory solutions to get fixed in the psychological structure of the child. The question arises that in the absence of any policy prescription of Standard Operating Procedures, what is the mechanism adopted by the schools for identification of SPLDs. There is need to study procedures being followed in the schools. It is understood that NGOs have evolved some procedures. These procedures operative in the field need to be collated and may be used in the policy formulation.

The table 5 highlights the gap in identification of SPLD in the population. At present only 0.1 percent students are being identified though the number could be 20 percent. The expected number of SPLD could be approximately 40 million. It is a very large population to be ignored.

Practices to Identify, Assess, Certify and Educational Provisions To SPLD in Schools

The RCI and manual prepared by All India Association of Psychologist ((IACP), 2011) provide detailed account on identification method of SPLD. The identification and certification process of SPLD involves psychological testing through standardized testing of cognitive ability, information processing, achievement of reading, writing, mathematical ability, behavioural adjustment, and elimination of other impairments related to eye, ear, mental or physical or environmental impediments. The assessment is carried out by a certified clinical psychologist. The certification report includes results of various tests administered. These could be the Wechsler Intelligence Scale for Children, Wechsler Objective Reading Dimensions, Phonological Processing skills, WRAT-3 Math, the Diagnostic Achievement Battery, the Brown Attention Deficit Disorder Scale etc. The report also includes summary of abilities, pattern of strengths and weakness, attainment, conclusion and recommendation.

The recommendations of the clinical psychologist are important for interventions to be provided in the school. These interventions could be preparation of an Individualised Education Plan, Accommodation and Modification of Curriculum, the Use of aids and appliances and progress monitoring.

SPLD are diagnosed in India through school referrals or on the initiative of parents. Sheila Sravanabhavan (Sravanabhavan & Sravanabhavan, 2010) found that awareness among pre service and in-service teachers about SPLD is limited. She recommended that an awareness survey among professionals such as school counsellors, clinical psychologists, paediatricians and special educators also needs to be conducted besides teachers. In the absence of awareness among teachers, the referral on SPLDs is limited. Are there documented procedures available with the teachers to determine which children should be considered candidates for referral? There is need to study how SPLD are being diagnosed in the schools and being sent for clinical assessment. SSA has not laid down any procedure for the referrals of SPLD. It has prescribed grade level assessment, which is not in conjunction with the knowledge on SPLD. Grade level assessment is not the scientific method to identify SPLD. It may best identify poor learners. In an informal communication with an official, it is communicated that the government data on SPLD is not being relied for release of grant by MHRD due to its non authenticity. It is a very important aspect for the policy makers. In the absence of standardized procedure, the interests of those with SPLD should not suffer.

There are a few SPLDs who are afforded provisions at the time of exams. The available data from CBSE is given in table -6. The number is very dismal. It is only 04 and 06 percent of the students appearing in public examinations (Question, 2010) and (CBSE, Annual report, 2011).

Table – 6 and 7 shows that the number of children is decreasing in class XII. There were 149 children in class X in 2011 but only 111 children appeared in class XII in 2013. There is a dropout of 38 SPLD in the intervening years. 25 percent of SPLDs could not migrate from class Xth to class XIIth. It is a big educational loss. There is a need to study the phenomena of educational interventions at the time of examination as well as at the time of educational instructions to SPLDs.

Primary data needs to be collected on the number of Examination Boards permitting provisions of SPLD, number of children availing and type of provisions being given, the type of assessment reports being accepted to qualify for the provisions etc. It is informed by one of the official of Council of Boards of Secondary Education (COBSE) that only seven boards namely CBSE, Maharashtra, Karnataka, Kerala, Tamil Nadu, NIOs, and ICSE are giving provisions for SPLDs at the time of examination. There is need to collect data from all the boards on numbers of SPLDs, provisions made available and procedure adopted for granting permission. At present no such data is available in public domain.

CONCLUSIONS

It is evident from the discussion that in spite of awareness about the learning difficulties faced by children, educational policies are not sufficiently formulated to cover all the disabilities. However, beginning has been made. For the first time, Specific Learning Disabilities (SPLD) have been identified as a disability by The Right of People With Disabilities Bill 2012. This mirrors a process in the United Kingdom, which recognised SPLD as a disability in the Special Educational Needs and Disability Act 2001 and reaffirmed this in the Disability Discrimination Act 2005 and the Equalities Act 2010.

The discussion points out that there is limited awareness regarding SPLD in the functionaries of education system. There is inadequate coverage in policy level documents. In the absence of awareness and coverage, it is benefiting a very miniscule number of children. The SPLD population is approximately ten to twenty percent of the population. At present India have 199.7 million children in the elementary stage (NUEPA, State Report Cards 2011-12, 2012). It means approximately 39 million children could be SPLD and could be suffering in the classes. According to the annual survey (Pratham, Annual Status of Education Report 2010, 2013) conducted by Pratham, 46.8 percent children in class V were able to read class II level text book and 50 percent were able to solve two digit mathematical problem. What is the reason for such a status? There is need to study the reasons for low levels of learning in a systematic way. India has national surveys on enrolment i.e. DISE and on learning levels i.e. ASER but there is no survey on reasons for low levels of learning. The survey on low levels would help in pinpointing the problem and address it too. One of the reasons could be non identification of SPLDs in schools.

In order to raise the levels of learning, it is important that such a large segment of school going population is addressed in a meaningful manner. It cannot be left to the initiative taken by well meaning individuals and NGOs alone. The partnership with the government is mandatory. The Government needs to define SPLDs in the policy documents such as educational codes and performance appraisal of teachers, diaries and lesson plans. The rules and standard operating procedures are required to be formulated for identification, assessment and on intervention to be given to SPLD. The comprehensive and continuous evaluation manuals need to mention the provisions for SPLDs clearly.

Besides that, as the study has also found the inadequacy of data available on SPLD, there is a need to conduct researches to generate more data, to analyse available data and also to conduct qualitative researches. The best practices could be collated and made available to be used by teachers, counsellors and policy makers for formulation and implementation of policy. Government must initiate and provide incentives for the concentrated researches in this area. These research findings would provide evidences for formulation of a clear, comprehensive policy on SPLD in India. This could put the missing piece of the puzzle in place on low levels of learning. It is therefore pertinent to generate data and conduct researches to formulate evidenced based policies on SPLDS by the educational planners in order to achieve inclusive and quality of education. Both these goals will lead the country to fulfill its constitutional commitment of right to education in its true sense.

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APPENDICES

Table 1: Enrolment of SPLD in India in 2010-11 in Classes Ist to Viiith

S.N.	State	Total Enrolment	Total CWSN	% of CWSN to Total Enrolment	Number of SPLD in CWSN	SPLD % to CWSN
1	Andaman & Nicobar	53353	386	0.72	9	2.33
2	Andhra Pradesh	11272063	68132	0.60	12037	17.67
3	Arunachal Pradesh	332065	11528	3.47	6611	57.35
4	Assam	5822163	55353	0.95	11953	21.59
5	Bihar	19974702	112377	0.56	3834	3.41
6	Chandigarh	149002	808	0.54	49	6.06
7	Chhattisgarh	4637444	29953	0.65	3929	13.12
8	D & N Haveli	59064	192	0.33	5	2.60
9	Daman and Diu	26143	176	0.67	58	32.95
10	Delhi	2710483	11198	0.41	1803	16.10
11	Goa	181923	1141	0.63	504	44.17
12	Gujarat	8147024	93073	1.14	11512	12.37
13	Haryana	3475846	6631	0.19	618	9.32
14	Himachal Pradesh	1035627	11159	1.08	3247	29.10
15	Jammu & Kashmir	1998138	19258	0.96	3316	17.22
16	Jharkhand	6840744	42726	0.62	1540	3.60
17	Karnataka	7670556	85355	1.11	13842	16.22
18	Kerala	3438905	125357	3.65	11849	9.45
19	Lakshadweep	10285	407	3.96	117	28.75
20	Madhya Pradesh	15493689	86323	0.56	1436	1.66
21	Maharashtra	16081769	187139	1.16	21448	11.46
22	Manipur	503682	3889	0.77	268	6.89
23	Meghalaya	660129	2652	0.40	392	14.78
24	Mizoram	235327	6821	2.90	498	7.30
25	Nagaland	411383	4289	1.04	1611	37.56
26	Odisha	6540780	89416	1.37	34983	39.12
27	Puducherry	182627	1489	0.82	162	10.88
28	Punjab	3964427	28051	0.71	4537	16.17
29	Rajasthan	12003827	77247	0.64	19311	25.00
30	Sikkim	126542	610	0.48	104	17.05
31	Tamil Nadu	9797264	79709	0.81	4302	5.40
32	Tripura	610098	2988	0.49	142	4.75
33	Uttar Pradesh	32019087	86491	0.27	8405	9.72
34	Uttarakhand	1638492	6866	0.42	1444	21.03
35	West Bengal	14931765	140558	0.94	13311	9.47
	All India	193036418	1479748	0.77	199187	13.46

Source: Data is culled out from database of DISE

Table 2: Enrolment of SPLD in India in 2011-12 in Classes Ist to Viiith

S.N.	State	Total Enrolment	Total CWSN	% of CWSN to Total Enrolment	Number of Ld	Ld % to CWSN
1	Andaman & Nicobar	53332	542	1.02	0	0
2	Andhra Pradesh	11251101	94,087	0.84	27480	7.5
3	Arunachal Pradesh	341311	8,771	2.57	2627	29.95
4	Assam	5760967	62,325	1.08	11306	18.14
5	Bihar	20850545	1,27,270	0.61	4090	3.21
6	Chandigarh	156869	1,347	0.86	72	5.35

Table 2: Contd.,

7	Chhattisgarh	4743043	45,261	0.95	5326	11.77
8	D & N Haveli	59994	296	0.49	5	1.69
9	Daman and Diu	26459	0.44	1.17	19	16.24
10	Delhi	2818457	16,258	0.58	3710	22.82
11	Goa	186005	1,276	0.69	580	45.45
12	Gujarat	8376967	93,979	1.12	10674	11.36
13	Haryana	3724481	21,763	0.58	2300	10.57
14	Himachal Pradesh	1005942	11,787	1.17	3921	33.27
15	Jammu & Kashmir	1908230	18,646	0.98	3278	17.58
16	Jharkhand	6660259	45,242	0.68	1313	2.9
17	Karnataka	8424857	88,842	1.05	11479	12.92
18	Kerala	3819863	1,34,072	3.51	17918	13.36
19	Lakshadweep	10165	389	3.83	138	35.48
20	Madhya Pradesh	15317828	81,797	0.53	1606	1.96
21	Maharashtra	16185891	240023	1.48	30359	12.65
22	Manipur	508064	6,295	1.24	941	14.95
23	Meghalaya	705616	2,980	0.42	367	12.32
24	Mizoram	258653	7,615	2.94	551	7.24
25	Nagaland	414405	5761	1.39	1846	32.04
26	Odisha	6520130	86467	1.33	18574	21.48
27	Puducherry	180992	1321	0.73	146	11.05
28	Punjab	3989063	31877	0.8	1360	4.27
29	Rajasthan	12397172	70992	0.57	19389	27.31
30	Sikkim	125618	1253	1	323	25.8
31	Tamil Nadu	9776252	82208	0.84	4911	5.97
32	Tripura	603580	2990	0.5	153	5.1
33	Uttar Pradesh	35404745	100278	0.28	10543	10.5
34	Uttarakhand	1658918	7528	0.45	1609	21.4
35	West Bengal	14827957	175274	1.18	16168	9.2
	Totals	199053731	1706909	0.86	210175	12.31

Source: Data is culled out from database of DISE

Table 3: Enrolment of SPLD in India in 2012-13 in Classes Ist to VIIIth

S.N.	State	Total Enrolment	Total CWSN	% of CWSN to Total Enrolment	Number of SpLD	SpLD % to CWSN
1	Andaman & Nicobar	52397	530	1.01	9	1.7
2	Andhra Pradesh	11097614	181573	1.64	19782	10.89
3	Arunachal Pradesh	333415	14735	4.42	3736	25.35
4	Assam	5704044	83478	1.46	9149	10.96
5	Bihar	19292951	151694	0.79	8479	5.59
6	Chandigarh	158892	4312	2.71	395	9.16
7	Chhattisgarh	4752539	46329	0.97	3829	8.26
8	D & N Haveli	58067	343	0.59	2	0.58
9	Daman and Diu	26758	161	0.6	28	17.39
10	Delhi	2870582	18278	0.64	3465	18.96
11	Goa	197221	2412	1.22	1522	63.1
12	Gujarat	9220204	99980	1.08	8933	8.93
13	Haryana	3924337	34449	0.88	4939	14.34
14	Himachal Pradesh	984898	11990	1.22	2548	21.25
15	Jammu & Kashmir	1859101	19949	1.07	2967	14.87
16	Jharkhand	6618450	66068	1	4212	6.38
17	Karnataka	8396731	129002	1.54	9596	7.44
18	Kerala	4091835	175342	4.29	22401	12.78
19	Lakshadweep	9747	501	5.14	238	47.5
20	Madhya Pradesh	15065533	74258	0.49	1512	2.04
21	Maharashtra	16226543	308034	1.9	39373	12.78

Table 3: Contd.,

22	Manipur	540035	6886	1.28	197	2.86
23	Meghalaya	712715	7308	1.03	749	10.25
24	Mizoram	254713	6425	2.52	444	6.91
25	Nagaland	417791	9478	2.27	1810	19.1
26	Odisha	6422415	124955	1.95	17638	14.12
27	Puducherry	178307	1492	0.84	115	7.71
28	Punjab	4043626	113543	2.81	27333	24.07
29	Rajasthan	12542412	72634	0.58	13630	18.77
30	Sikkim	125330	1476	1.18	250	16.94
31	Tamil Nadu	9678476	109510	1.13	7003	6.39
32	Tripura	606030	2971	0.49	78	2.63
33	Uttar Pradesh	37098290	276901	0.75	24483	8.84
34	Uttarakhand	1668463	9142	0.55	1907	20.86
35	West Bengal	14480781	184074	1.27	14264	7.75
	Totals	199711243	2350213	1.18	257016	10.94

Source: data is culled out from database of DISE

Table 4: Enrolment Percentage of SPLD in Classes I and VIII to Total CWSN in the Year 2011-2013

S.N.	State	2011		2012		2013	
		Class 1st	Class 8th	Class 1st	Class 8th	Class 1st	Class 8 th
1	Andaman & Nicobar	0	1	0	0	1	0
2	Andhra Pradesh	1786	405	4182	1040	2234	1035
3	Arunachal Pradesh	1588	418	699	113	682	197
4	Assam	2206	208	1638	463	1288	385
5	Bihar	799	177	730	152	2006	204
6	Chandigarh	6	7	8	10	9	34
7	Chhattisgarh	684	195	740	367	405	346
8	D & N Haveli	0	0	0	0	0	0
9	Daman and Diu	14	0	4	0	0	5
10	Delhi	139	201	180	284	214	354
11	Goa	29	66	18	82	59	228
12	Gujarat	1660	176	1236	301	674	537
13	Haryana	66	39	287	126	278	386
14	Himachal Pradesh	306	320	242	398	140	278
15	Jammu & Kashmir	407	271	436	325	418	290
16	Jharkhand	247	69	227	74	686	146
17	Karnataka	1244	271	912	1250	905	763
18	Kerala	864	1374	1202	2165	1304	3010
19	Lakshadweep	14	5	16	1	22	40
20	Madhya Pradesh	264	98	212	103	173	120
21	Maharashtra	2938	1097	3577	1481	3340	2072
22	Manipur	51	12	177	37	42	8
23	Meghalaya	107	17	90	11	199	36
24	Mizoram	87	1	93	34	168	7
25	Nagaland	383	83	383	154	296	85
26	Odisha	5276	1171	2354	881	2273	671
27	Puducherry	21	10	9	21	13	11
28	Punjab	825	205	170	72	3312	879
29	Rajasthan	3797	982	2951	1076	1851	782
30	Sikkim	50	1	91	4	39	11
31	Tamil Nadu	412	462	0	3	531	948
32	Tripura	25	4	24	20	19	1
33	Uttar Pradesh	1061	387	994	472	2765	1757
34	Uttarakhand	153	72	156	106	182	150
35	West Bengal	2895	634	3324	790	2728	701
	Totals	30404	9439	27362	12416	29256	16477

Source: Data is culled out from the database of DISE

Table 5: Gap in Observed Number and Expected Number of SPLD in Population

Year	Observed Number in the Total Population as per DISE Data*	Observed % of the Total Population	Expected Number if 20 % of the Total Population is SPLD**
2010-2011	199187	.10%	38607283.6
2011-2012	210175	.10%	39810746.2
2012-2013	257016	.12%	39942248.6

Source: DISE * figure taken from column 5 and row 36 of table -1, 2 and 3** It calculated 20 % of the column 2, row 36 of tables 1, 2, and 3

Table 6: Provisions Given to SPLD by Central Board of Secondary Education 2010

S.No	Class	Total Students*	Number of Dyslexic**	Observed Percentage	Expected Number as Per 20%
1.	X	886338	538	06%	177267.6
2.	XII	672917	296	04%	134583.4

Source: *Reply to Rs question No. 568 FOR 12.11.2010**CBSE Annual report 2011

Table 7: Number of SPLD Being Given Provision at the Time of Examination by Regional Office Delhi, CBSE

Classes	2011	2012	2013
Xth	149	181	181
XIIth	100	137	111

Source: Regional Office Delhi CBSE



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