



NATIONAL EDUCATION POLICY 2020 AND STUDENTS WITH IMPAIRMENT AND DISABILITIES

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Abstract

Impairment/Disabilities might be one of the most ostracizing aspects of a child's experience. In schools, districts, regions and countries with limited resources, finding strategies to address the needs of children with disabilities can be difficult. Discrimination against disabled children occurs regularly, they are being mistreated and bullied and as a result, many of these children are left out of society's mainstream. When a person in a position of power intentionally intimidates, abuses or coerces another person with the aim of harming that person physically or psychologically, that person is being bullied and disabled children usually becomes the victim of bullying. The National Education Policy, 2020 was introduced to combat this exclusion and prejudice. Even in the face of ongoing obstacles to fully establishing inclusive education systems, it has shown exceptionally effective in helping all children to learn. This includes children with impairments or other learning issues. It is the goal of this paper to determine how much the National Education Policy will help children with impairments and how much must be done to ensure an inclusive environment for these children.

Keywords: Disability, Students, Impairment, Higher Education, Inclusive Education, NEP 2020.

Introduction

A large percentage of the global population is comprised of individuals who have disabilities. In order to have a clear picture of how many people disabilities have, it is necessary to consider the various definitions of impairment in different countries and cultures (Moore, 2003). Moreover 650 million individuals or 10% of the worldwide population, have some kind of disability according to estimates, almost 80 percent of the world's disabled population was estimated in developing nations. (Prince,2003). As the world's population grows older, accidents happen more frequently, starvation is rampant, wars rage and more people get infected with HIV/AIDS, the prevalence of disability and impairment is predicted to rise globally (Thomas, 2005). It is impossible to generalize about what it is like to be a person with a disability because everyone's situation is unique.

1.1 Disability/Impairment

The definition of disability given by Disability Discrimination Act (DDA) is as follows:

- Disabled people, according to the Disability Discrimination Act (DDA), are those whose daily activities are significantly and long-term adversely affected by a physical or mental handicap.

Impairment indicates the state of having physical or mental condition which means that part of the body or brain does not work properly.

- Impaired people are those who suffer from mental or physical impairments.
- They are unable to go about their daily lives as usual because of the handicap.
- Significant and long-term detrimental effects have been observed (lasting at least 12 months or maybe for the rest of the person's life) (Woodhams, 2003, p. 159).

1.1.1 Identification of Children with Disabilities/Impairment

Numerous criteria can be used to determine which students have the needs of special education. A child's particular learning requirements can often be determined by talking to their parents or a child's doctor. Children with disabilities may be difficult to accurately identify in nations where the general public has misconceptions about them, limited resources are available for check - ups and evaluations and only a small number of experts are ready to perform comprehensive diagnostic evaluations. Even though children

with mild to moderate disabilities, such as poor eyesight and hearing functional limitations, learning difficulties and autism spectrum disorders, may not be noticed until they've been in school for a few years, it is not unusual for only the most severely disabled to be identified before entering pre-or primary school (Wirz, Edwards, Flower, and Yousafzai, 2005).

Though in the United States, less than one in every five children is thoroughly examined and diagnosed as having probable special needs before school even begins (Data Resource Center for Child & Adolescent Health, 2009). In order to have a better long-term success rate, therapies that are started earlier in life have a greater success rate than those that are started later in life. Preventative measures such as early intervention can lead to better academic records, higher graduation rates and a lower likelihood of criminal activity (Fernald, 2009).

Similar to students with disabilities are a growing population in higher education institutions, and their perspectives and experiences of post-secondary learning are inevitably shaped by their intercultural experiences, the existence of the surroundings and the availability of specific facilities needed by the students themselves. Students with impairments continue to face challenges completing their degrees despite significant advancements in policy and legislation for these learners at colleges and universities. In India, there was also a paucity of research (Heckman, 2005).

It is becoming more popular to encourage pupils in conventional schools to do their best work. Against this environment, vulnerable populations including students with disabilities have experienced tremendous prejudice, unfairness and marginalization (Sharma, 2017, p. 730). As a global movement, there has been a push for countries to implement inclusive education more rapidly. There are a number of international frameworks that have been cited as significant in the education of children with disabilities in ordinary schools, such as UNCRPD and the Salamanca Conference on the Education of Children with Special Needs (UNESCO, 2007). The practice of inclusive education for all pupils is, however, being met with resistance in many educational institutions (Mantey, 2017). There has been a lack of resources that are essential to the successful implementation of inclusive education. Many studies have examined related to attitudes, self-efficacy and concerns of stakeholders about inclusive practices, but few have been looked at the resources that are readily available to conduct inclusive education. The experiences of kids in inclusive

classrooms have a little attention in Ghanaian research, despite the fact that numerous stakeholders' perspectives on inclusive education have been examined (Ferlin, 2011, p.17).

1.1.2 Disability/Impairment Studies

People are born with disabilities. At some point in their lives, everyone is likely to be affected by it, whether permanently or momentarily. A person's impairment isn't what defines them. If you have a disability, you may be able to tell if it is apparent or invisible, and the onset can be at any age, from birth to old age.

The final draft of the UN Convention on the Rights of Persons with Disabilities will shortly be submitted to the UN General Assembly for approval and the concept of disability has been discussed. According to World Health Organization guidelines, global research on disability and rehabilitative services must be completed by 2009 in order to compile the most comprehensive data on disability prevalence, diffusion and trends worldwide.

There has been extensive collaboration and field testing for nearly a decade and all member states have endorsed the ICF. Disabilities are not limited to a previously established threshold of functioning in the ICF definition (panel). Depending on the aim of the description, there may be a threshold that is too high or too low (e.g., to assess research enrolment or eligibility for benefits). The International Classification of Functioning (ICF) definition does not specify a specific source of disability (Ustun, 2003, p. 565).

In the context of one's surroundings, this reduced functioning is perceived as a disability, an activity restriction or a participation restriction. It might be caused by sickness, disorder, accident or other health issues. It is possible to examine health therapies that enhance functioning and environmental interventions that increase participation for individuals with impairments when both health and environmental components of impairment are considered.

When interpreting the term "impairment," it is critical to distinguish between objective descriptions of impairment and an individual's pleasure of that experience. Despite their relevance, disability data are based on objective descriptions rather than subjective judgements. Personal well-being and contentment with life are important for making health and policy decisions. However, these variables may not be predicted by the presence or severity of a health condition. Because of these issues and the pressing necessity clarity in the meaning of the term, our suggested definition is built on the ICF conceptualization.

All aspects of disability are reflected in this definition; it demonstrates the dynamic nature of disabilities and it recognizes that health and environment play equally important roles in producing and mediating disability experiences.

Equitable participation in society is now within reach thanks to our ICF-based definition. It is only through comparing those who benefit from society's structure to those who do not that inequality can be identified. Inequality will result if there is no consensus on how to identify persons who are disadvantaged as a result of their disability. It is an interdisciplinary field that investigates paradigm shifts in disability policy, attitudes, research and practice's ontological and epistemological basis (Goodley and Van, 2005). Disability studies are dedicated to promoting knowledge among lawmakers and experts in the disability service industry so that they can assist handicapped people in their fight for full equality and social inclusion (Oliver 1992).

1.1.3 The situation of college students with disabilities/Impairments

Impaired people in India have been made invisible to the rest of society due to a lack of interest on the part of the government, campaigners and academics. Only rehabilitation professionals and treatment facilities are considered disabled in the bureaucratic regime. Conditions include blindness, low eyesight, hearing loss, a lack of coordination, mental disease, leprosy and other mental health issues are all covered. Autism and other spectrum illnesses; hemophilia; thalassemia; many facial disfigurements; and those with more minor impairments are excluded because of the Act's strict and restrictive categories of disability and its 40% threshold for inclusion. P. Thomas (2005). As a result, it has been difficult to estimate the number of disabled people in India because of a variety of circumstances. Many people with disabilities are marginalized and excluded as a result of long-standing social stigma and a lack of acceptable disability definitions (Hiranandani, 2010). Both the Census and the National Sample Survey Organization (NSSO) provide data on disability in India. According to the NSS, a person is considered disabled if he/she is unable to execute an activity in the same way that a "regular" human being is able to. As a result, the NSS defines disability as a restriction on one's ability to engage in any kind of gainful employment (Registrar General of India 2001). India's handicapped population has been decimated as a result, resulting in a state of extreme disarray. RGI found 21.9 million people with disabilities in India, whereas the National Sample Survey Organization found 18.5 million people with impairments (NSSO, 2003).

Anyone who has a disability in any of these areas is included. According to the data, 75% of disabled people reside in rural areas, 49% of the impaired population is literate and only 34% of the disabled population is working in various sectors (GoI, 1966). To gauge the hardships faced by people with impairments in Indian states, Mishra and Gupta devised a "Disability Index" (DI). It is based on data from the NSSO and the Census and incorporates the Human Development Report's human poverty index. Deprivation was assessed in terms of three key areas: educational chances, skill development opportunities and employment prospects. Both Orissa and Himachal Pradesh have DI scores of 73.92 and 80.39, respectively, showing considerable levels of inequality for individuals with disabilities in both states. Mentally impaired people have DI score 92.89 and those living in rural regions had the highest rates of deprivation, the study also showed (Mishra and Gupta, 2006). Non-governmental organizations (NGOs) and the government both have major limitations when it comes to rehabilitation, underscoring the importance of coordinating institutional efforts in health, education and skill development for people with disabilities.

1. National Education Policy 2020

This is the third educational policy to be produced in 34 years, the National Education Policy 2020 (NEP 2020). Kothari Commission's studies and recommendations were the foundation for both of the country's first and second education policies (Schuelka, 2012). The Union Cabinet of India has approved the inclusion of "a barrier-free access to education for all children with disabilities" in the New Education Policy 2020.

Provide barrier-free education for children with disabilities in accordance with the 2016 Rehabilitation for Persons with Disabilities Act. There will be materials available in both the NEP's native language and those that are linguistically appropriate for this new addition in the NEP. High-quality modules for teaching Indian Sign Language and other fundamental subjects in Indian Sign Language would be beneficial to NIOS as well. In accordance with the RPWD Act of 2016, children with severe or multiple disabilities will be able to attend regular or special schools and resource centers will be established to suit their rehabilitation and educational needs. It is the goal of the NEP 2020 to provide more resources and highly educated instructors to classrooms so that they can better serve children with disabilities. States will be given the money they need to make the necessary adjustments and improvements for the benefit of female and transgender students (such as making toilets, cleanliness, bicycles, and subjected cash transfers). Students with

disabilities will be thrilled to learn about these new NEP protections, but much work remains, particularly in higher education.

Although there are countless policy recommendations, it is only those that are successfully implemented that benefit society. It is discouraging that just 1, 20,781 of India's 26.8 million disabled people are special educators. Of India's 26.8 million people with disabilities, 7.62 percent were youngsters or roughly 2.04 million. It follows that special educator, a vital resource, are under constant pressure to grow their numbers in order to accommodate an ever-increasing enrollment. Many students with disabilities drop out for many reasons, including lack of accessibility, cultural and social discrimination and a deficiency in critical resources, such as man-made or human resources. To put it another way, we are convinced that NEP's policies will be implemented soon and for the benefit of our community. The NEP 2020 presents a radical new take on how we should approach education. To emphasize universities' multidisciplinary and multimodal nature, this comprehensive policy calls attention to technology-enabled education. The NEP 1968 recommended a 6 percent increase in education spending, which this plan included. The Indian government currently spends less than 3% of its budget on education. One concern is how the federal and state governments would implement it.

In order to better comprehend our country's future education strategy, we can use the NEP 2020. It doesn't just talk about theories; it also points up new approaches to achieving educational equity. "Ensure inclusive and equitable quality education and promote opportunities for lifelong learning for everyone," is what the NEP 2020 aims to achieve by 2030. This idealistic goal contrasts starkly with India's persistently dismal learning outcomes. The issue of inclusive and equitable education has received a lot of attention as a result of this. "Inclusion" is defined by UNESCO as "a process which focuses on the identification and removal of educational obstacles in order to ensure the presence, participation and accomplishment of every student with their unique differences" in its Guidelines for Inclusion. Even though inclusive education has been a part of previous educational initiatives, there is still a dearth of in-depth research into its origins, meanings and uses in India.

The NEP 2020's list of Socio-Economically Marginalized People now includes persons and crucial intersection like migrants, transgender people, students in rural areas and ambition districts (SEDGs). With regard to NEP 2020's inclusion of refugees, pupils from LGBTQTI communities, or internally displaced

people, the grouping of the various groups is putting the inclusion in jeopardy. An important policy document like the National Education Policy (NEP) has to be examined from a distinct perspective because it has a direct impact on our educational discourse. Examining education policy critically and searching through too ambitious requirements, this paper reveals what it means to be inclusive in the education sector for children with disabilities in its original form. Following are the policies framed by NEP 2020 for disabled children:

3.1 The choice of the school

The National Education Program for People with Disabilities (NEP) has eliminated any misunderstandings about how impaired children can receive education. RTE Act and the Rights of Persons with Disabilities Act, 2016 ("RPWD Act") were the first two laws to provide children with three options for how they may get their education: school, home or a combination of school and home.

- **Home Schooling**

There are three alternatives for students to pursue their education under the National Education Program (NEP). Despite this, there are still some issues that need to be solved. In order to assess the quality of the education supplied to children through homeschooling, as well as the efficiency and efficacy of this method of delivering instruction, it is critical that this be done. In terms of auditing home-based education, the 2020 National Policy adheres to the RPWD Act's standards.

- **Special Schools**

NEP, in accordance with the RPWD Act, sees special schools as a realistic option for children with benchmark impairments. It is not clear if special schools will fall under the Ministry of Social Justice, or if they will instead be treated as regular schools, according to the new policy's guidelines. Aside from that, there are no specific standards for the quality, licensing, or curriculum of these special schools under the policy. Flexibility is often a good thing, but the lack of these guidelines suggests a casual approach by the politicians. Teachers at schools for deaf children prefer to use speech and language therapy and lip reading rather than sign language, but a new guideline suggests utilizing Indian Sign Language to educate deaf children. There are a number of reasons why the regulatory structure does not adequately regulate special

schools for children with disabilities, let alone create the conditions necessary to create an inclusive environment. NEP's flaws actually support the assumption that normal schools are the only "vibrant institutions of excellence" in the country.

3.2 Special Educators

Additional special educators for children with impairments are urgently needed, according to the National Education Program (NEP). However, it doesn't explain why so few people show up for appointments. Problems include inadequate funding; lengthy payment delays and unfavorable working circumstances plague special educators. The text makes no mention of how to address long wait times for salary payments or poor working conditions already in place. Special educators with cross-disability training will be hired; however the policy doesn't specify whether they will be trained in specialist institutions or just as part of their regular training course. A separate cadre of special educators for children with various disabilities should have been established with extensive training and adequate compensation, so that there would be no shortage of special educators.

As a result of "residential form of training sessions, limited seats and geographical locations," the renewal process for 'Continuous Rehabilitation Education (CRE)' certification from the Rehabilitation Council of India (RCI) can be both expensive and cumbersome for special educators. When considering how to educate students with disabilities, "inclusiveness" should consider not only the students themselves but also special educators who enable that very inclusiveness in the first place.

3.3 Economic and social structure

It is NEP's pledge of inclusive education that every school will have access to the infrastructural hurdles from 'pre-school to grade 12'. Some secondary and primary schools would be placed in a limited territory (5–10 kilometers) in order to pool their resources. There are concerns that this paradigm could result in children with disabilities being taught in a separate classroom or special school which could lead to segregation or exclusion. Children with disabilities would have easier access to educational resources with the development of a "Digital Infrastructure for Knowledge Sharing (DIKSHA)." But it must be understood that the target section's optimal usage of these resources is incomplete until they are fully aware of it and have the necessary technological gadgets for their access.

- **Assessments and curriculum**

It has been shown that students are unable to comprehend 'grade-level literature' as a result of a lack of 'foundational literacy and numeracy' (FLN). There are numerous official and non-governmental surveys that support these conclusions. However, the inclusion of children with disabilities is a concern in many of these polls. Unfortunately, statistics on children with disabilities are not included in surveys like the Annual Survey of Education Report (ASER), which has drawn attention to the crisis in children's basic education due to a lack of resources and time. The National Evaluation Centre proposes PARAKH as a kind of assessment that is fair to all children, regardless of their socioeconomic status. PARAKH will also release recommendations for the evaluation of youngsters with learning challenges. In this case, the ambiguity caused by the wording of the bill shows that children with learning difficulties could include children with intellectual disabilities and cognitive disorders, despite the fact that they are distinct. In addition, there is a concern over FLN's evaluation standards, which could result in students being branded as learning challenged or recommended for special education.

- **Training for Teachers**

Nowhere in NEP does it mention how teachers would be trained to identify children with intellectual and other cognitive disabilities at the foundation learning stage in order to use the 'most recent techniques in pedagogy'. Since many children with intellectual or cognitive problems go unrecognized during their formative years, adding a training module to the B.Ed. degree has not yielded the anticipated results (Dixit, 2020, p. 120).

- **Segregation of the educational system**

The "Socio-Economically Disadvantaged" group, which includes children with disabilities as well as other socially deprived and minority groups, is the focus of NEP's "special education zones." If the 'Socio-Economically Disadvantaged' group in the future receives a set percentage of reservations or benefits under the policy, this grouping of disabled children with other groups will make them compete with other disadvantaged groups, contradicting the policy's goal of inclusive education. As a result of the establishment of special education zones, students from socially disadvantaged groups would be separated from the rest of

their peers and taught separately. The introduction of this extra-constitutional category then could have the unintended consequence of worsening the country's social and economic disparities.

3.4 UGC schemes for SWDs in universities/colleges

In addition, the UGC has made the Disability (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 available to institutions, pushing them to adhere carefully to its terms. Students with disabilities deserve equal educational opportunities and full involvement in higher education, which is why the researcher discussed some of the University Grants Commission's initiatives in light of the study's setting. Listed here are the specifics:

There will be a 3% reservation for students with disabilities in all courses of study offered by higher education institutions under the PWD Act, 1995 which the Commission has studied and approved. There's also a recommendation that students with disabilities should be able to use all university buildings and facilities, including classrooms and labs, etc. In light of the concerns raised by students with disabilities, the Commission has decided to modify the upper age restriction for admission to certain programmes at all of the nation's colleges and universities by a maximum of five years. Access to tape recorders for children with visual impairments: All higher education institutions have received financial aid from the Commission for the purchasing of library books and journals during each Plan Period. There was also a proposal that all universities and colleges use library grant money to purchase particular equipment for students with visual impairments such as Braille typewriter/dictionary, tape-recorders and tape cassettes etc.

The HEPSN (Higher Education for Persons with Special Needs) Scheme is: During the Ninth Five-Year Plan, the UGC began the HEPSN programme to aid universities and colleges around the country. Accessibility for students with disabilities is the primary goal of the HEPSN programme, which aims to improve educational and learning environments for disabled students at higher education institutions. People with learning disabilities in institutions of higher learning are served by a three-component system. This unit is called the Enabling Unit. An Enabling Unit should be established at all universities to raise knowledge of the importance of students with disabilities, as well as to aid and counseling for those students who need it. Creating an accessible environment is the primary goal of this component, and it accomplishes this by making particular accommodations in the environment to meet the various needs of those who use it.

Extending educational opportunities for children with impairments by providing specialized tools and resources (Jameel, 2011, p. 3).

A non-discrimination measure emphasized in the statute was barrier free access (Narayan, John 2017). In terms of schooling, all of the recommendations made by the RPWD Act 2016 are confirmed by NEP 2020. Children with disabilities should be able to attend school on a regular basis, from pre-kindergarten through post-graduate levels, according to policy. There will be a choice between ordinary and special education for children with moderate to severe disabilities (NEP 2020, Part-I, Section 6.10). The Complex of the School There will be a resource center within the complex as well as other resources for the school complex. In addition, the school must make certain that special educators are hired who have received cross-disability training. Individualized accommodations and support mechanisms will be provided by the school to meet the needs of students with disabilities and enable barrier-free access to education (NEP 2020, Part-I, Section 6.11 b) Instructional Materials, Equipment and Technology Expert groups like DEPWD will be involved in the development of a national curricular framework by NCERT (NEP 2020, Part-I, Section 6.10). The National Institute of Open Schooling (NIOS) is in charge of creating high-quality modules to teach Indian Sign Language and other fundamental courses. Children will be able to work at their own pace because the curriculum will be tailored to their abilities. Assistive aids, such as big print textbooks and Braille, as well as teaching-learning materials that are suitable and language-appropriate, will be made available at school to help the children participate in classroom activities (NEP 2020, Part-I, Section 6.11).

NEP 2020 focuses on reforming teacher education programmes. Teaching children with disabilities requires unique pedagogy, such as sensitivity training, early intervention and other forms of assistance (NEP 2020, Part-I, Section 6.14) Guidelines and recommended tools for assessing children with disabilities will be developed by the National Assessment Center. Everything from foundational to collegiate tests will be included in this plan (NEP 2020, Part-I, Section 6.13). Home Education For children with severe and profound disabilities, the option of home-schooling will be offered again, as before. Support for homeschooling will be available from the local resource centres and special educators. All guidelines and standards for home-schooling will be prepared in accordance with the RPWD Act 2016 recommendations. To help parents better understand their child's unique educational needs, we'll use a technology-based

approach to help parents better understand their child's needs (NEP 2020, Part-I, Section 6.12). All aspects of education are addressed in the New Education Policy. Children with disabilities will be able to participate fully in their schools if all of these issues are addressed. The following mentioned points are an attempt to organize all of the NEP 2020.

Attitude of Optimism One of the most major obstacles to inclusion is a person's attitude. Students' attitudes toward inclusive education can be positively influenced by teachers, who serve as a backbone of the educational system. As a result, teachers must be educated on the importance of diversity and inclusion, as well as properly taught in how to implement it. NEP 2020 discusses changes to teacher preparation programmes to better prepare future educators to provide all students with an equal opportunity to succeed in school. Preparation for School For inclusive education to succeed, the school must be prepared to meet the unique needs of students with disabilities. School readiness is a top priority for NEP 2020. It is important for schools to have a resource centre in each building, as well as to recruit special educators and provide specific assistance programmes for students with disabilities. Support and Resources Individuals with special needs should have access to a variety of resources, including assistive technology and other forms of help, at their school.

There is an extensive plan in place to support NEP 2020. Home-schooling parents are also supported by the resource Centre. To provide high-quality instruction, the state must provide financial assistance to both the school and the parents. It also includes orientation seminars for parents who are educating their children at home and offer specialized educational plans tailored to their unique needs. NEP 2020 also mentions PARAKH, a modular curriculum it further stated that NCERT and PEDWD will collaborate on the establishment of the national curriculum framework by Concluding **"We all are unique in our own way."**

However, we all have an equal opportunity to grow in our abilities. The late Dr. A.P.J. Abdul Kalam Only the placement of the disabled child will not assist. As a country, we have a moral obligation to ensure that all children, regardless of their impairment, have equal access to school. When it comes to India's variety, the country always sees it as an opportunity. Now is the time for people to adjust their mindset and recognize each impairment as a unique ability. Instead of focusing on what these children can't do, teachers should help them to discover their strengths. There are several obstacles to overcome in India's inclusive

education system as it moves from segregation to inclusion. It took a shift of perspective to see the impairment as a gift. Finally, the Indian government came up with such a policy. The New Education Policy 2020 will serve as a catalyst for more equitable educational opportunities for all students. As a result, inclusive education will undergo a paradigm shift. All of the above mentioned factors work together to ensure that children with disabilities receive an education that is both efficient and of high quality. This will assist in bridging the gap between what people expect from inclusive education and what actually happens.

4. Conclusion

National Education Policy, even though has a noble purpose, appears to have a weak grip of reality. There are many names used to reflect society's illogical view of disability, including "inclusion," "integration," and "children with special needs." An important part of the National Education Policy is its emphasis on private philanthropy as an approach to improving the quality of higher education. Students with disabilities have traditionally been denied access to higher education, but the recent entry of for-profit universities and colleges into the higher education sector may change that. All of these actions, along with others, can contribute to a more inclusive society by increasing government funding for special education and other forms of support for disabled students and their families, as well as enhancing working conditions for general education teachers and other special educators. It must be done in order to create an inclusionary and equal society.

Policy and best-practice legislative frameworks to support inclusive education systems are becoming more common in countries around the world. Although there have been many successes in this subject, there are still considerable implementation challenges. Even in cases where quality inclusive education law is in place, the gap between practices and policies is typically large. Programs that foster equal access to education for all pupils could be hampered in some cases by a lack of general education funding. As a result of persistent biases or doubts about the value of inclusive education, policy and practice might be inconsistent. "The notion and practice of inclusive education" have gained considerable interest. The Committee on the Rights of Persons with Disabilities (CRPD) has declared that inclusive education is the best way for States to guarantee universal and quasi in the right to education. There are challenges to implementing inclusive education reform, although they are not overwhelming. In fact, the educational system will be stronger if it caters to the needs of all students.

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