

# NEP2020 And Mental Health Of Children With Disabilities

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## Abstract:

*This paper discusses the NEP 2020 and the Mental Health of Children with Disabilities. The area of research is the study of the mental health of children with disabilities who are selected from Kokrajhar district, Assam. The five objectives are taken. The first is to study the difficulties children with disabilities face in schools. The second is to study the government support for infrastructural facilities and technological support for the schools of children with disabilities, and the third is to study the availability of trained teachers who have received training for children with disability. The fourth objective is to study the awareness of government policies for children with disabilities. The fifth objective is to study the particular case studies of children with disabilities. Random sampling is considered for the selection of schools for children with disability. The data were collected from 45 schools, and different types of schools were visited for data collection. A Google form is used, and it is sent to the CRC of different schools in 5 blocks. The 45 schools, including Lower Primary, ME, and High schools and Higher Secondary Schools, responded by the head of the institutions and have filled the forms. By visiting different schools, interviews are conducted for a case study of children who have a disability. Information is gathered from multiple sources. In this paper, quantitative methods with statistics are used with the qualitative data and the paper is completed with a discussion, recommendations, and acknowledgements.*

**Keywords:** NEP2020, mental health with disability, personalized support, and government Support

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## I. Introduction:

On 29th July 2020, the Union Cabinet in India started a National Policy of Education, which outlines the new vision in the education system of India. Before the new Education Policy 2020, there was another policy that was named the National Policy of Education. One of the important changes is seen in the 2020 New Education Policy regarding the structure that transforms into 5+3+3+4 from the 10+2+3 pattern of the 1986 policy. Among the different steps of NEP2020, a significant step has been taken towards the needs of the mental health of children with disabilities. (NEP, 2020)<sup>1</sup>

## II. The Provision Of NEP 2020 For Children With Disabilities

- i. **Inclusive Education:** For the students with disabilities, provisions of a more supportive environment are introduced. Some Key Provision of mental health ensures and emphasise inclusive education for students who have access to quality education regardless of their abilities. It can help the students eliminate the feeling of exclusion and isolation and reduce mental health problems.
- ii. **Support of Mental Health:** NEP2020 introduces and recommends the importance of inclusion of professionals in the field of mental health in institutions. It can help children with disabilities receive support services and access counseling.
- iii. **Teacher Training:** The NEP 2020 recommends providing the training of teachers for the awareness of supporting the needs of mental health of children with disabilities
- iv. **Holistic Development:** The Policy focuses on the well-being of social, mental, physical, and emotional aspects that can help in developing the mechanism of mental health.
- v. **Early Intervention:** The mitigation of the issues of mental health is emphasized through early intervention in this policy. It is a prominent positive step in the effective implementation of considering appropriate funds, social attitudes, and the availability of trained professionals, which will play an important role.

### III. Personalized Support For Children With Disabilities Under NEP2020:

It means unique needs and learning mechanisms for each student. It covers Plans for individualized education, inclusive classrooms, specially qualified educators, assistive technology, barrier-free environment, parent involvement, and professional development.

- vi. **Individualized Education Plans:** The NEP2020 emphasizes outlining the child's specific goals, support services, and accommodations for developing and helping personalized plans for each student's learning.
- vii. **Inclusive classrooms:** Children with disabilities are integrated into the regular classrooms with proper support, including social inclusion and giving equal opportunities.
- viii. **Qualified special teachers:** Providing adequate, specially trained teachers to support the Students with disabilities (Agarwala, S.2023)2.
- ix. **Barrier-free environment:** Barrier-free environment is required for the child that ensures physical accessibility. This environment is the latest provision of the NEP 2020, which was approved by the Indian Union Cabinet. The New Education reformed and modified the education of children with disabilities whose socio-economic backgrounds are disadvantaged (NEP, 2020, Sec. 6.11, pp-26)3
- x. **Assistive technology:** providing assistive technology and devices to students with disabilities that can help in accessing education in the classroom.
- xi. **Parent involvement:** For making some decisions for the child with disabilities, parent involvement is required in the process of education and needs.
- Vii. **Professional development:** Giving ongoing training to the teachers of professional development for understanding skills in teaching children with disabilities. Personalized support aims to create a full potential learning environment for the child with disabilities. (NEP, 2020. pp 24-28)4. Johansson S.T et al.(2021)5 A study on the children with disabilities and It is said that children should be taught in the special school that have special intellectual disabilities, visual impairment and multiple disabilities because there taught some regular schools, which lack infrastructural facilities, instructional material and adequate professional training. (Devi,Kankee, 2024)6 mentioned the identification of the problems which have been facing by the CWSN in the secondary schools, due to the dropout students, lack of availability of physical facilities, provision in respect of co-curricular facilities, scope of skill development and satisfaction level for the CWSN on different levels.

### IV. The Mental Health Of The Person:

Mental health means being free from mental illness that may include psychological, emotional, and overall behavioral mental state. In the Indian concept, the absence of the three guns Sattva, Raja, and Tamas is considered an imbalance disorder. Susrut Sarak Samhita described mental health, which is similar to the Atharvaveda. Mental ill health can be said as the absence of positive mental health and qualities (Sharma, P., Das and Deka, P.P.2024)7. Mental illness is documented and considered a driver of various costs in the public sector. It is reported that in Canada, the expenditure of the public and private sectors was \$ 6. 6 billion in 2003/ 2004. Here, 5.5 billion was caused by the sources of public (Jacobsetal, 2016)8. The services of mental health require knowledge of financial utilization and the fulfillment of the needs of Canadians. That must be assessed accurately. The importance of educating students' mental health with disabilities has a significant impact on different aspects of the International Policy. The study of disability was carried out by (Nanik Suwaryani, 2008)9, (Gilsen and Depoy, 2000, p.207)10, and (Hughes, 2003, p. 58)11 that disability can be understood with some problems, sickness, disability and invalid people. Technical intervention is another treatment for children with a disability that is linked to the illness of the children.(Mr Ansul Sing and Rakesh Kumar Sharma, 2020)12 stated the importance of regular schools for children with disability.

**Mainstreaming:** Mainstreaming in the neighborhood school, increasing the enrolment of Students with disability benefit all Indian students ensuring providing foundational literacy with numeracy.

**Financial support:** Financial support for children with disabilities according to NEP 2020 covers educational investment, ensuring adequate resources, ensuring the expansion of education, improving, developing the skills of learners, etc.

As per SSA policy, all children should be enrolled in school from the age of 6 to 14 years to acquire education and adopt the slogan of zero rejection. One of the main objectives was that 100% enrolment should be achieved and rehabilitation for the children with disability. Again, supporting service, empowering parents and teachers, engaging resource persons in the block- level resource centre's, and providing necessary access for children with disability. There are some components of the SSA program. For example, an identification which can be undertaken by the ECCE, ICDS, and PHC centres, Formal and functional assessment, Aids and their appliances, Educational placement, support service, Resource support, Teachers' training, Community mobilization, Parental training, Planning and its management, removal of some architectural barriers, Monitoring and its evaluation. The UN Convention in 1989 gave importance to the rights of children without

discrimination. According to the UNESCO 1994 Salamanca Statement it should be accepted the principle of 'Inclusive schooling' and these children must be accessed in the regular schools (M.R.Umadevi,p 17 -19 and 27) 13.

There are some disabilities which are Visual impairment, Hearing impairment, Speech disorder/language disorder, Physiological, Emotional disorder, Social disorder, Trainable mental disorder, and severe handicaps.

- xii. **Visual impairment:** It means the inability to see with normal vision. It may be partially or totally without vision. It can be known by reading letters from a distance of 20 feet. Visual impairment is characterized by academic, physical, cognitive, communication, and behavioral issues. Identification of Visual impairments includes watery eyes, jumpy eye movements, red and inflamed eyes, and difficulty reading small letters.
- xiii. **Hearing impairment:** It is one type of disability that needs help from other devices and adversely affects educational performance in gaining different performances. It has two types. One is heard in hearing, and the other is deaf. It may be caused due to heredity, maternal rubella, premature complications, and meningitis.
- xiv. **Speech disorder/language disorder:** It is part of a communication disorder. When some problems arise in making (articulating) sounds, controlling sounds is known as speech impairment. On the other hand, language disorder is the problem of morphology, phonology, and syntax. Communication disorders may be stuttering, a voice disorder that is due to cerebral palsy, late intellectual development, impaired hearing, absence of some teeth, paralysis that affects speech muscles, craniofacial abnormalities, neurological impairment, etc. Again, language disorder may be an expressive and receptive disorder.
- xv. **Physiological disabilities:** Physiological disabilities are covered by orthopedic impairment, which may be different illnesses caused by stress, sickness, malnutrition, various problems, and injuries arising due to accidents. These deficiencies are turned into orthopedic impairment.
- xvi. **Emotional disorder:** This type of disorder affects a child's depression, anxiety, stress, and mood
- xvii. **Social disorder:** Disorderly and immoral conduct occurring sometimes. It may be due to peer pressure negatively done, prejudice, and traumatic experiences.
- xviii. **Trainable mental disorder:** It is the category of students for whom the system is designed to make semi-independence at home, school, and community.
- xix. **Severe handicapped:** It is one category whose rate of learning reflects in reduction in respect to adoptive and intellectual behavior (M.R.Umadevi, 2014)13

**Significance of the study:** The study has significant importance because children with disability have been facing different problems in studying regularly in the general schools. They have problems, but are not checked by the doctors. As a result, problems are growing more. They have trained teachers for teaching with the specific techniques and a supportive system if the children need. Government support is very important for assisting care of their children. There are many students who have multiple difficulties like auditory problems, visual problems, and pain in hands, legs, body and malfunction of different organs. As a human being, he has the willingness to come to the schools and acquiring knowledge.

### V. Delimitation Of The Study:

- 1. The study was delimited to the mental health of disabled children with a qualitative study.
- 2. The study is delimited to primary and secondary school students with a case study.
- 3. The study is delimited to primary, secondary, and higher secondary school teachers' of the Kokrajhar district, constituting blocks.

The study is delimited with government support for infrastructural facilities, technological support, teacher training, and awareness of the government policies.

### VI. Objectives Of The Study:

- xx. To study the type of difficulties of children with disabilities in the schools
- xxi. To study the government support for infrastructural facilities and technological support for the schools of children with disabilities
- xxii. To study the availability of trained teachers who have taken training
- xxiii. To study the awareness about the Government policies for children with disabilities
- xxiv. To study the particular case studies of children with disabilities.

### VII. Hypothesis Of The Study:

- 1. There is no significant difference in the difficulties of children with disabilities in the schools.
- 2. There is no significant difference in the government support for infrastructural facilities and technological

support for the schools of children with disabilities.

3. There is no significant difference in the availability of trained teachers who have taken training.
4. There is no significant difference in bringing awareness about the Government policies for children.

### VIII. Methodology Of The Study:

Educational research is a systematic process of inquiry designed to understand and improve educational practices. It involves collecting, analyzing, and interpreting data related to teaching, learning, and other educational phenomena. Here, Methodology is the study of all methods of research design, collection of data, techniques, analysis of data, etc. There are two methods, qualitative and quantitative methods are used in the research. But in the present study quantitative method is used to know about the status of disabled students, teacher training, and personalized support system of disabled students by using the Google form for collecting data from different schools under different Blocks, which include Kokrajhar, Gossaigaon, Kachugaon, Dotma block and Parbatjhora. In the research methodology descriptive survey method is used for the present study, besides the case study of the students.

Besides these, qualitative research is done with respect to knowing case studies of the students.

#### Quantitative Research:

**Experimental Research:** This method involves manipulating independent variables to observe its cause-and-effect relationship with a dependent variable. Randomized controlled trials (RCTs) are a common experimental design in the present research. Three types of research designs are found generally. They are quasi-experimental research designs, true experimental and pre-experimental designs.

**Quasi-Experimental Research:** Similar to experiment a research, but lacks random assignment to treatment and control groups. Quasi is considered in a field setting where random is not required. In the field of psychology, Experimental research is more valuable for developing new treatments and identifying potential for finding new ways in the research.

**Correlation Research:** This method examines the relationship between two or more variables, without manipulating any variables.

**Survey Research:** This involves collecting data from a large sample through questionnaires or interviews.

#### Qualitative Research:

**Case Study Research:** This method involves an in-depth investigation of a specific case or phenomenon. It is the system of collecting qualitative data and getting a comprehensive understanding of the phenomena by knowing the insight of real life, involving an in-depth investigation of the group or individuals (Coombs, 2022), 14. Here, the 30 students have been found in the school for taking case study. Techniques such as thematic analysis, content analysis, and narrative analysis are used to analyze non-numerical data.

**Ethnographic Research:** This method involves immersing oneself in a particular culture or community to understand their beliefs, values, and practices.

**Grounded Theory:** This method involves generating a theory from data collected through observations and interviews.

**Phenomenological Research:** This method focuses on understanding the subjective experiences of individuals.

**Sample of the study:** The Google form is sent to fifty schools of different blocks of Kokrajhar district. The names of the blocks are Gossaigaon, Kokrajhar, Kachugaon, Dotma and Parbatjhora. In the sample of the study (N= 45), schools have responded from different blocks where there are disabled students. The Head teachers have responded to the questionnaire.

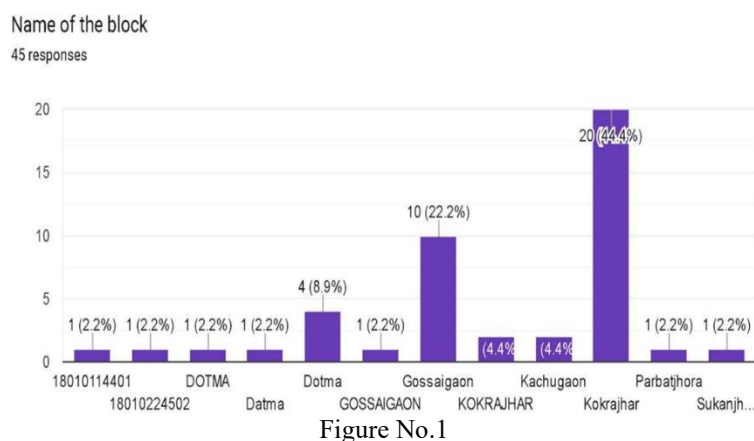
**Variables of the study:** There are two variables in the study. One is the dependent variable, and another is the independent variable. Here, the children with disabilities are independent variable and NEP 2020 is the dependent variable.

**Tools of the study:** There are different tools, like Questionnaires, Interview schedules, and observation methods. In collecting the data, the three tools are used. The questionnaire method is used concerning the Headmaster. A case study is taken with observation by using a structured interview scheduled with respect to children with disability. Here, the number of disabled students is 30.

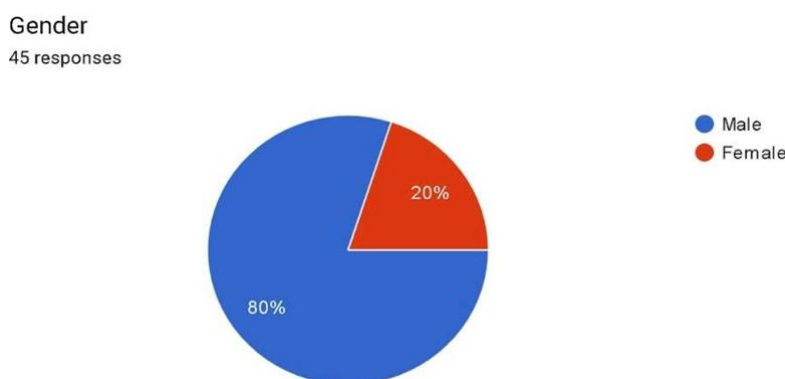
**Sources of study:** There are two sources of data. One is primary sources, and another is secondary sources. In collecting the data, a primary source questionnaire and an interview schedule are used, and for the secondary sources, thesis information, printed books, E- e-books, Journals, E- e-journals and office documents are taken for the study.

There are 5 blocks in the Kokrajhar district. From five blocks, the head teacher's responses are collected. The responses of 5 blocks and the percentage of male and female teachers are shown in the following. Number of responses of Head teachers for Children with disabilities from 5 Blocks

## A. Number of responses of Head teachers for Children with disabilities from 5 Blocks



This figure indicates that responses have been found from 5 blocks. They are Gossaigaon, Kachugaon, Dotma, Kokrajhar and Parbatjhora block. The highest responses have been found from Kokrajhar block than other blocks.



The above figure No. 2 reveals that out of 45 responses of headmasters and principal's female teacher's responses have been found 20% and male teacher's responses 80%.

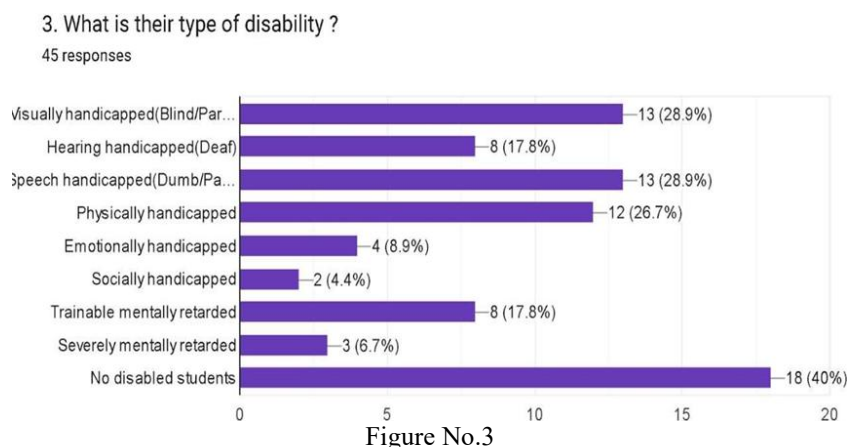
### IX. Analysis Of The Results And Discussion:

After collecting data it is tabulated with figures and analysis are done according to step by step.

#### Objective No-1

1. To study the type of difficulties of children with disabilities in the schools

Figure No. 3 (Total students=63) Number of children faced different types of disabilities 63



Here the  $df=(r-1)(c-1)=(2-1)(8-1)=1 \times 7=7$ , and  $\chi^2$  is  $\sum [(fo - fe)^2/fe] = 18.05$ .

If the  $df$  is 7, the calculated value is larger at the 05 level and smaller at the 01 level. The table value at the 05 level is 14.067 and 18.475 at the 01 level. So the null hypothesis is accepted at the 01 level. It can be said that there is no significant difference in the types of students' disabilities at the 01 level, but significant differences in the types of disabilities at the 05 levels. In this respect, the alternative hypothesis is accepted. Again, Objective No. 1, Figure No.3, it can be revealed that the total students with disabilities is shown as 63. Here visual handicapped children with disabilities are 13(28.9%), Hearing handicapped are 8(17.8%), Speech handicapped children with disabilities in the schools are 13 (28.9%), physically handicapped children with disabilities are 12(26.7%), emotionally handicapped children are 4(8.9%), Socially handicapped children are 2(4.4%), Trainable mentally retarded 8(17.8%) and Severely mentally retarded are 3(6.7%). The teaching-learning process is affected by the difficulties of the children, like reading, writing, solution of problems, communicating with teachers and friends, and adjusting to the environment. So it has a relation with the disabilities and mental health of the children, and the necessity of NEP2020.

## Objective No.2

To study the government support for financial help for infrastructural facilities and technological support for the schools of children with disabilities

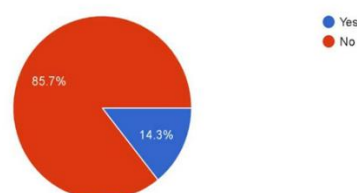
Table No. 1.  
Responses of financial help for infrastructural facilities (Total responses)

Type	Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe	$\chi^2$
yes	6	21	-15	225	10.71	$\chi^2=21.42$
No	36	21	15	225	10.71	
Total	42		$\chi^2 = \sum [(fo - fe)^2/fe] =$ $df=(r-1)(c-i)$			$\Sigma=21.42$

Figure.4

16. Do your school get financial help for the disable students in respect of infrastructural facilities ?

42 responses



FigureNo.4

From the above objective No.2, TableNo.1has revealed that the  $\chi^2=21.42$  and  $df=1$ . Now, the table values are at a 1% and 5% level. If  $df$  is 1, the table value of  $\chi^2$  is 3.841 at a 5% level, and at a 1% level of significance, it will be 6.635. As if the calculated value is  $\chi^2=21.42$ , it is larger than the 5% and 1% level of significance. So the alternative hypothesis is accepted, and it can be said there is significant difference in relation between the results of yes and no responses concerning financial help for infrastructural facilities from the government. This can be applied by a 2x2 fold table and chi-square formula  $\chi^2 = \frac{2(fo-fe)^2}{fe}$  (Garrett, Henry E. 1981, pages 257 and 258)15.

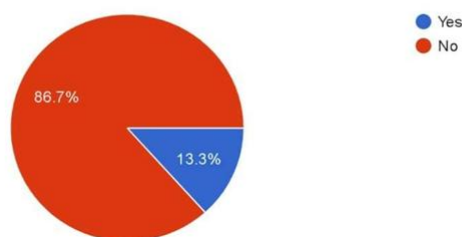
Again from Figure 4, it can be known that 85% of the responses of head teachers showed that there is no financial help for the infrastructural facilities for the development of the mental health of children with disabilities. Only 14 % have shown yes responses in respect of financial help from the government. Government financial help is very important for the development of infrastructural facilities and can bring attention to education.

Table No. 2.  
Responses of head of the institutions in respect of technological support

Type	Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe	$\chi^2$
yes	6	22.5	-16.5	272.25	12.1	24.2
No	39	22.5	16.5	272.25	12.1	
Total	45		$\chi^2 = \sum [(fo - fe)^2/fe] =$ $df=(r-1)(c-i)$ $ifdf=(2-1)(2-1)=Now 1 \times 1=1$			$\Sigma=24.2$

12. Does your school provide suitable technological support facilities for the children with disabilities?

45 responses



FigureNo.5

From Table No.2, it can be known that the  $X^2=24.2$  and  $df=1$ . So, the table values are at a 1% and 5% level. If  $df$  is 1, the table value of  $x^2$  is 3.841 at a 5% level and 6.635 is at a 1% level of significance. As if the calculated value is  $x^2=24.2$ , it is larger than the 5% and 1% level of significance. So the alternative hypothesis is accepted, and it can be said that there is a significant difference in the relation between the results of yes and no responses concerning technological support from the schools and the policy of NEP2020. Again, Figure No.5 revealed that out of 45 responses, 86.7% showed that the school cannot provide technological support for the development of mental health of the children with disability, and only 13.3% showed that they provide technological support for the development of mental health of the children because it has a relation with the improvement of children's progress.

### ObjectiveNo.3

To study the availability of trained teachers with taking training for children with disability Table No.3

Number of responses about the trained teachers

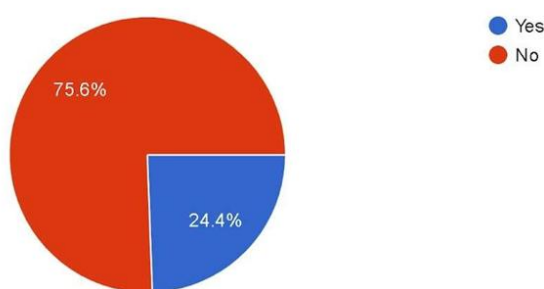
Type	Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe	$x^2$
Yes	11	22.5	-11.5	132.25	5.86	11.72
No	34	22.5	11.5	132.25	5.86	
Total	45	$x^2 = \sum [(fo-fe)^2/fe] =$			$\Sigma = 11.72$	

$$df = (r-1)(c-1)$$

$$if df = (2-1)(2-1) = 1 \times 1 = 1$$

9. Do you have trained teachers in your school who can teach the disabled students?

45 responses



FigureNo.6

From the above Objective No. 3, Table No. 3, it can be known that the  $X^2=11.72$  and  $df=1$ . So, the table values are at a 1% and 5% level. If  $df$  is 1, the table value of  $x^2$  is 3.841 at a 5% level and 6.635 is at a 1% level of significance. As if the calculated value is  $x^2=11.72$ , it is larger than the 5% and 1% level of significance. So the alternative hypothesis is accepted, and it can be said that there is a significant difference in the relation between the results of yes and no responses concerning having trained teachers and the policy of NEP2020. Again, the Figure 6, it is seen that in the institution, there are no (75.6%) trained teachers in the institution for teaching children with disability, and only 24.4% of responses have shown that teachers have training in teaching the mental health of children with disability. Teachers' training is very important in developing the skills and learning process of the students.

**ObjectiveNo.4**

To study the awareness about the Government policies for the children with disabilities

TableNo.4  
Awareness of policies including 2020 by the teachers Number of responses about the trained teachers

Type	Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	(Fo-Fe) <sup>2</sup> /Fe	x <sup>2</sup>
yes	29	22.5	6.5	39.06	1.73	3.46
No	16	22.5	6.5	39.06	1.73	
Total	45	$x^2 = \sum [(fo-fe)^2 / fe] =$			$\Sigma = 3.46$	

$$df = (r-1)(c-i)$$

$$ifdf = (2-1)(2-1) = \text{Now } 1 \times 1 = 1$$

$$ifdf = (2-1)(2-1) = \text{Now } 1 \times 1 = 1$$

6. Are you aware of the various Government policies and schemes for the children with disabilities including NEP 2020?  
45 responses

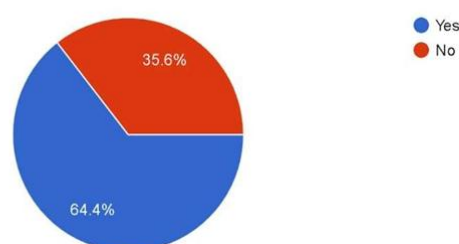


Figure no.7.

From the above Objective No.4, TableNo.4, it can be known that the  $X^2 = 3.46$  and  $df = 1$ . So, the table values are at a 1% and 5% level. If  $df$  is 1, the table value of  $x^2$  is 3.841 at a 5% level, and 6.635 will be at 1% level of significance. As if the calculated value is  $x^2 = 3.46$ , it is smaller than the table value of 5% and 1% level of significance. So it can be said that there is no significant difference in relation in respect of yes and no responses in the awareness about the Government policies for children with disabilities. From this point of view, the null hypothesis is accepted. Again, from Figure No. 7, it can be revealed that out of 45 responses, 64.4% have awareness about the government policies, and 35.6% have no awareness about the NEP of 2020.

**Objective no.5****To study the particular case studies of children with disabilities**

From the above record of objective no. 5 from the collected case study of the students with disabilities, it can be known that more students are suffering from multiple disorders. The challenges are loco motor, body pain, low vision, stammering, language problem/ speech problem, Physical handicapped problem, mental retarded, intellectual disability, auditory problem, and hands without wrist. Some students have been suffering multiple difficulties. It is challenging for them to adjust to different situations. Particular students responded that friends have come forward to help them. Again, there are students with disabilities who are interested in music, dancing, painting, and drawing. All the children with disabilities have been getting satisfaction in coming to the school when asked. Even teachers of the concerned school have said that these types of students try to come.

Some respondents do not benefit from government policy. Again, wheel chairs and auditory machines are necessary for the students who are affected by these problems. Again, health checkups related to eye problems, motor problems, and the checking of the nervous system are very important. Most of the students' socioeconomic conditions are not good. They do not get proper nutrients in the home, and better treatment for their children.

**X. Discussion:**

There are different types of disabilities shown, they are visually handicapped, hearing handicapped, Speech handicapped, physically handicapped, emotionally handicapped, socially handicapped, Trainable mentally retarded, and severely mentally retarded. The major obstacle is seen concerning visual and speech handicaps. In both categories, responses are 13(28.9%). In the hearing handicapped it is found are 8(17.8%) out of 63 children. A larger number of students who have hearing problems do not get hearing aids. They do not benefit from the government's help policy.



Infrastructural facilities are very important for children with disability they may include facilities for tape/easy water, barrier-free environment, separate space or room for keeping the applicable aids for the child, play facilities, wheel share, audio machine, sufficient desk benches, library facilities which are followed by the paper (Prabesh, Km. and Vaishali, February 19, 2023)<sup>16</sup> and (Tripathi, Preeti, and UV, Kiran January 2012)<sup>17</sup>.

In this paper, trained teachers or training in teaching children is very important, which is discussed in the paper of Crispel, Orly, and Kasperski, Ronen, April 2019, 18. Here, it is mentioned that some change can be brought by adopting and applying the strategy of instruments and methodology for children with disability in the classroom. With the help of training, especially concerning language problems, children's teachers can use metaphorical language because it is an important rhetorical device and is considered a great deal in social sciences mentioned in the paper (Taylor, 1995)<sup>19</sup> and (Richardson, 2000)<sup>20</sup>. In the application of statistics, it is followed by the rules mentioned in the book (Saha, K. 2012, and Pp. 258)<sup>21</sup> in respect of using a simple test of chi-square. Some students who have visionary disabilities can sing perfectly. They can concentrate more on that organ and listen carefully. In this respect, musical aspects can benefit more.

### **XI. Acknowledgement:**

The researcher is grateful to Dr. Dayananda Sansanwal, Former HoD and Dean, SOE, Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh, India for his guidance and Dr. R.K. Dash chairman of the Research India Foundation for consulting different issues related to children with disabilities, District Mission Coordinator, SSA, District: Kokrajhar, BTR, Assam, Programmed Officer, and all the Head teachers, Teachers, CRC of different schools in collecting data. Again, in taking case studies, the researcher is grateful for students with disabilities from different schools that come forward to give interviews.

### **XII. Conclusion And Recommendations:**

There are some provisions for children with disabilities. The choice of school is a recent provision of NEP 2020, like home school, Neighborhood Schools, and special schools with support, infrastructural facilities, and additional specially trained teachers for the children with disabilities to make the schools more accessible in the growth of development of the national curricular framework for children with disabilities. Again, the government should think about the future provision of children with disability who have major difficulties of the children.

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