

## REVIEWER'S REPORT

Manuscript No.:IJAR- **54928**

**Title:** Implementation of NEP 2020 and the RPwD Act (2016) in Promoting Inclusive Sports in India

### Recommendation:

Accept as it is .....

**√Accept after minor revision.....**

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		√		
Techn. Quality		√		
Clarity			√	
Significance		√		

Reviewer Name: **Dr. Touseef Malik**

### Reviewer's Comment for Publication.

A clearly structured and policy-oriented manuscript that critically explores how NEP 2020 and the Rights of Persons with Disabilities Act (2016) intersect to advance inclusive sports in India. The study establishes a strong conceptual foundation, drawing on credible national and international policy sources, and presents a coherent narrative linking legal mandates, institutional mechanisms, and programme-level implementation. The discussion of initiatives such as Khelo India, SAI, PCI, and related schemes adds depth and strengthens the manuscript's practical relevance. However, certain sections, particularly the literature review and programme descriptions, would benefit from concise restructuring for smoother flow. Minor issues related to formatting, sequencing, and citation consistency should also be corrected.

**Recommendation:** Accept after minor revision.

## Detailed Reviewer's Report

### STRENGTHS

1. Offers a robust conceptual and policy-oriented analysis of inclusive sports, effectively connecting NEP 2020 with the RPwD Act (2016).
2. Provides comprehensive integration of national initiatives such as Khelo India, SAI programmes, and PCI activities, demonstrating strong institutional alignment.
3. Draws on updated and credible references, including Government of India documents, UN frameworks, and peer-reviewed studies, which strengthen academic credibility.
4. Clearly outlines strengths, existing gaps, and implementation challenges, enabling a nuanced understanding of policy execution.

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5. Presents specific and actionable recommendations aligned with adaptive physical education, accessibility audits, and teacher capacity-building.

## **WEAKNESSES**

1. Certain policy explanations, particularly those related to NEP 2020 and the RPwD Act, are repeated across sections and should be streamlined to avoid redundancy.
2. Parts of the implementation discussion tend to be descriptive rather than analytical; deeper critical engagement would improve academic depth.
3. Several paragraphs are text-heavy and would benefit from clearer subheadings or thematic breaks.
4. Minor formatting inconsistencies appear in section numbering, spacing, and table alignment, which need correction before publication.
5. The conclusion, though comprehensive, is slightly long and could be made more focused through concise summarization.