Synopsis on "A Study on the Role of Government Policies and Schemes for Supporting Inclusive Education among Primary School Students from Assam"

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# Introduction...

# 1.1 Introduction

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Inclusive education has emerged as a pivotal element in the global discourse on education, advocating for equitable access to learning opportunities for all, irrespective of individual differences. In Assam, a state rich in cultural and ethnic diversity, the implementation of inclusive education is particularly significant for fostering social equity and cohesion. UNESCO. (2020)

Inclusive education in Assam faces specific challenges, including a lack of trained educators, inadequate infrastructure, and insufficient awareness among communities. The terrain and remoteness of certain areas exacerbate these issues, making it difficult to implement inclusive policies uniformly across the state. (Sarmah & Das, 2022).

The National Education Policy (NEP) 2020 has provided a renewed focus on inclusive education by emphasizing the importance of teacher training, early childhood education, and the integration of technology in classrooms. The policy envisions creating an educational ecosystem that accommodates diversity and ensures that no child is left behind. (NEP, 2020).

# Inclusive education refers to the practice of integrating students with disabilities into general education settings and ensuring they receive the support they need to thrive **Rationale** academically and socially. In the context of Assam, a state characterized by a diverse of the Study demographic and geographic landscape, inclusive education remains a critical area of focus, especially for students with physical and intellectual disabilities.



- **2. Government Schemes and Legal Framework**
- **3.Lack of Empirical Studies**
- **4. Socio-Cultural Barriers**
- **5. Educational Infrastructure and Resource Allocation**

# • 1.3 Significance of the Study

• Inclusive education has emerged as a global priority, aimed at ensuring equitable access to quality education for all children, irrespective of their abilities, socioeconomic status, or cultural backgrounds. This study, titled "A Study on the Role of Government Policies and Schemes for Supporting Inclusive Education among Primary School Students from Assam," holds profound significance in multiple dimensions, addressing the challenges and opportunities associated with implementing inclusive education in a region marked by socio-cultural diversity and economic disparities.

1	Addressing Educational Inequalities
2	Contribution to Policy Evaluation and Improvement
3	• Empowering Marginalized Communities
4	• Supporting Children with Disabilities
5.	.Enhancing Teachers' Capacity and Awareness

#### 1.4 Statement of the Problem

The present study is entitled as "A Study on the Role of Government Policies and Schemes for Supporting Inclusive Education among Primary School Students from Assam"

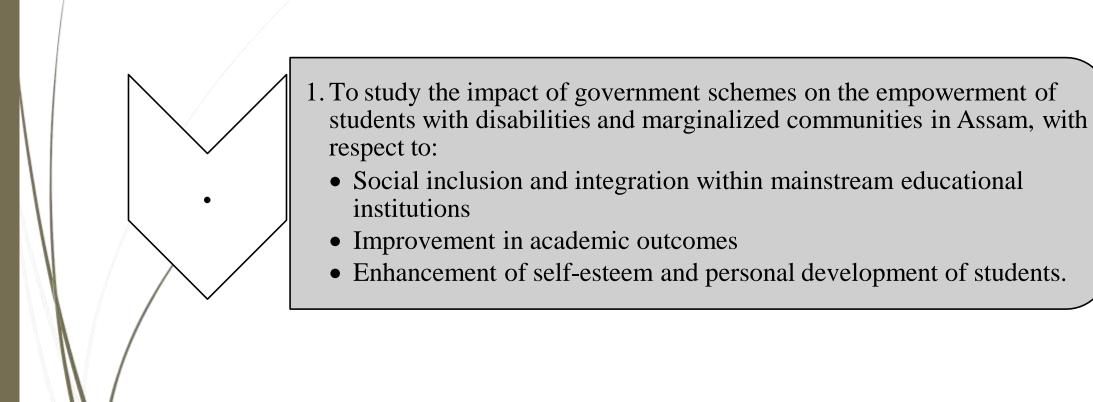
## 1.5 Objectives of the Study

1. To study the current state of inclusive education in Assam and the level of support provided by government policies and schemes. With regards to Gender. (Male/Female).

- To study the significance of government schemes in promoting inclusive education for students with disabilities in Assam, with respect to:
  - Accessibility to educational institutions
  - Availability of specialized resources and support services
  - Awareness and training of educators
- 1. To Study the effectiveness of policies in addressing the educational needs of marginalized communities in Assam, with respect to:
  - Enrolment rates of students from economically disadvantaged backgrounds
  - Retention rates among students with disabilities
  - Academic performance of students from marginalized groups

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#### 1.6 Hypotheses of the Study

#### • With respect to Objective 1:

• There is no significant difference in the level of support provided by government policies for inclusive education between urban and rural areas of Assam.

#### • With respect to Objective 2:

- There is no significant impact of government schemes on improving accessibility to educational institutions for students with disabilities in Assam.
- There is no significant difference in the availability of specialized resources and support services between government and private educational institutions in Assam.
- There is no significant improvement in the awareness and training levels of educators due to government policies in Assam.

#### • With respect to Objective 3:

- There is no significant difference in enrolment rates of students from economically disadvantaged backgrounds before and after the implementation of government schemes in Assam.
- There is no significant impact of government schemes on retention rates of students with disabilities in Assam.
- There is no significant difference in academic performance of students from marginalized groups in schools with and without government support.

#### • With respect to Objective 4:

- There is no significant improvement in social inclusion and integration of students with disabilities within mainstream educational institutions due to government schemes in Assam.
- There is no significant impact of government schemes on the academic outcomes of students with disabilities and marginalized communities.
- There is no significant enhancement of self-esteem and personal development of students with disabilities and marginalized groups due to government policies in Assam.

# 1.7 Operational Definition

Inclusive Education:	Inclusive education refers to a system of education that ensures equal access to quality education for all learners, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. It particularly emphasizes the education of marginalized groups such as children with disabilities and those from disadvantaged communities. According to UNESCO (2009), inclusive education aims to "eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity."
Government Policies:	Government policies in this context are the formal plans and strategies developed and implemented by the Government of India and the Government of Assam to promote inclusive education. These policies include guidelines under the Right to Education Act (2009), the National Education Policy (2020), and specific programs designed to ensure equitable learning opportunities for children with disabilities and other disadvantaged groups (MHRD, 2020).

Schemes for Inclusive Education:	Schemes for inclusive education refer to specific programs initiated by the government to provide financial, infrastructural, and educational support for students requiring special attention. Key examples include the Samagra Shiksha Abhiyan (SSA), which focuses on children with special needs (CWSN), and the Scholarship Scheme for Students with Disabilities by the Ministry of Social Justice and Empowerment (MSJE, 2022).
Physically Handicapped:	Physically handicapped individuals are those who have significant physical impairments that affect their mobility, strength, or dexterity. According to the Rights of Persons with Disabilities Act (2016), physical disability includes locomotor disabilities, cerebral palsy, dwarfism, muscular dystrophy, and other chronic conditions that limit functional abilities (RPwD Act, 2016).
Primary School Students:	Primary school students are children typically aged 6 to 11 years who are enrolled in classes I to V in government, government-aided, or private schools. This group represents the foundational stage of education, focusing on the development of basic literacy, numeracy, and socio-emotional skills. For this study, the term specifically pertains to students attending schools in Assam.

#### **1.8 Delimitations of the Study**

- 1. This study is delimited only government-supported schools and does not include private or unaided educational institutions in Assam.
- 2. This study is delimited only the implementation of government policies and schemes supporting inclusive education within the geographical boundaries of Assam.
- 3. This study focus only the study is restricted to secondary school students, particularly those with physical disabilities, who are beneficiaries of inclusive education policies and schemes in Assam.

#### 2.1 Review of Related Literature

#### **International Studies**

Ainscow, M., Booth, T., and Dyson, A. (2006)	Mitchell, D. (2014),	UNESCO (2020),	Slee, R. (2011),	Loreman, T., Deppeler, J., & Harvey, D. (2010),
Conducted this study on Improving Schools, Developing Inclusion explored inclusive education practices globally, emphasizing the importance of government policies in promoting inclusivity.	The study highlighted that for inclusive education to succeed, teachers must be equipped with the skills and knowledge to address the diverse needs of all students, including those with disabilities. This requires comprehensive teacher training programs that focus on differentiated instruction, behavior management, and inclusive pedagogies.	The study highlighted that despite the global commitment to inclusive education, many children with disabilities continue to face barriers to accessing quality education. These barriers include inadequate infrastructure, a lack of trained teachers, and insufficient support services	The study identified key infrastructural and social barriers, such as inadequate school facilities, lack of specialized resources, and cultural attitudes that stigmatize marginalized groups, including children with disabilities. Slee argued that these barriers prevent the effective implementation of inclusive education and contribute to the exclusion of vulnerable students.	The study found that inclusive education policies were more successful when governments provided adequate resources, including funding, accessible infrastructure, and specialized teaching materials. It also emphasized the importance of teacher training to equip educators with the necessary skills and knowledge to address the diverse needs of students in inclusive classrooms.

#### **2.1 Review of Related Literature**

#### **Indian Studies**

Jha, M. M. (2002),	Sharma, U., & Das, A. K. (2015)	Singal, N. (2008),	Aggarwal, Y. P. (2017),	Kumar, R., & Kumar, R. (2020)
The research highlighted the significant role of the Sarva Shiksha Abhiyan (SSA), a flagship program launched by the Indian government, in promoting inclusive education across the country. SSA aimed to provide universal elementary education and improve access to quality education for all children, including those with disabilities.	The study emphasized that while government initiatives like the Right to Education Act were crucial in influencing teachers' perceptions, further efforts were needed in providing ongoing support, training, and resources to ensure successful inclusion in classrooms across India.	The study revealed that while inclusive education is a national priority, its effective implementation in rural settings faces unique challenges. These include a lack of infrastructure, limited access to trained teachers, cultural barriers, and inadequate support systems for children with disabilities.	The study highlighted that policies like the NEP have played a crucial role in promoting inclusive education by setting frameworks that emphasize equal educational opportunities for all children, including those with disabilities. Aggarwal examined how the policy has led to changes in curriculum design, teacher training,	The research identified significant gaps in policy execution, including inconsistent application of inclusive practices across different regions, especially in rural and underserved areas. It highlighted the lack of proper monitoring and evaluation mechanisms, which hindered the effective implementation of policies meant to promote inclusion. The study stressed the need for stronger oversight and better tracking systems to ensure that policies reach their intended goals.

#### **2.1 Review of Related Literature**

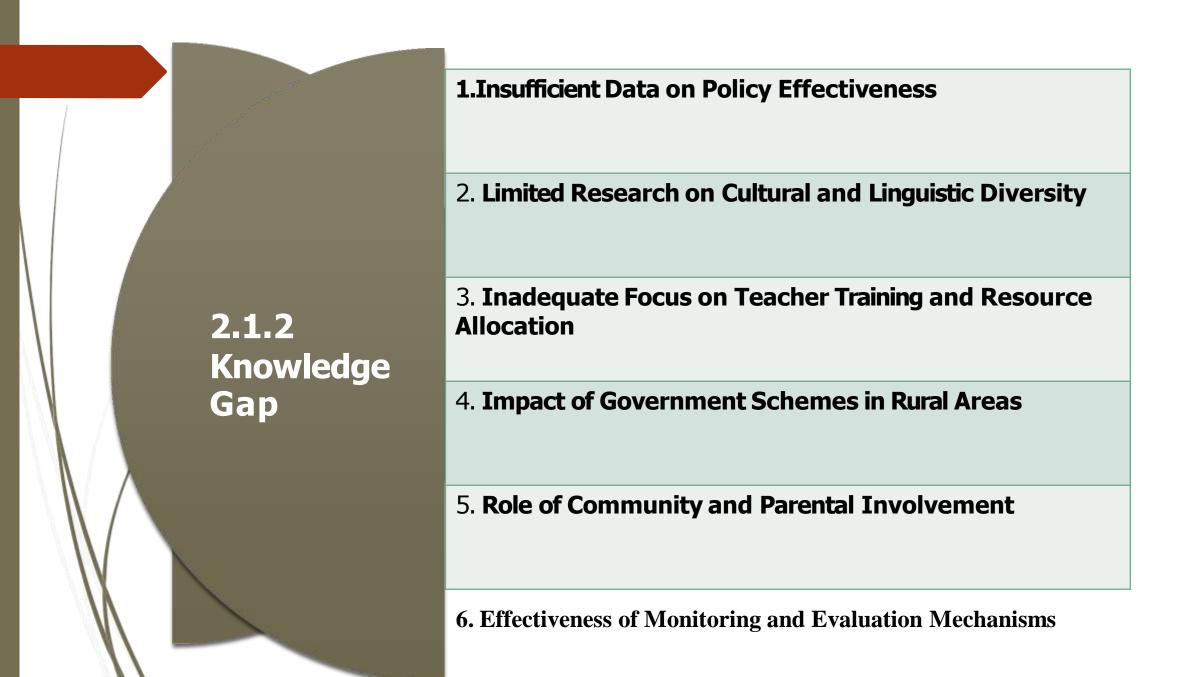
## **Regional Studies**

Regional Statics				
Nath, R., & Goswami, M. (2019),	Baruah, B. (2018)	Das, P., & Das, B. (2021)	Deka, J. (2020),	Saikia, K., & Hazarika, D. (2022),
The study found that while the policies were well-designed and aligned with the goals of inclusive education, their implementation faced significant challenges, particularly in rural areas. Key issues included inadequate infrastructure, insufficient trained teachers, and a lack of awareness about inclusive education in remote communities.	The research explored how the region's cultural diversity influenced the implementation of inclusive education policies. Assam, with its rich ethnic, linguistic, and cultural diversity, presents both unique opportunities and challenges for inclusive education. The study highlighted that while cultural diversity could enrich the learning environment by promoting respect for different backgrounds,	conducted a study on Barriers to Inclusive Education in Assam, which examined the key obstacles hindering the effective implementation of inclusive education policies in the region. The findings revealed that inadequate infrastructure and the lack of trained teachers were significant barriers to the success of these policies. Many schools in Assam, especially in rural areas.	The study found that while the SSA had made significant strides in promoting inclusive education by improving infrastructure, providing learning resources, and supporting teacher training, its impact on the ground was uneven. The program's success was often hindered by challenges such as insufficient funding, gaps in the implementation process.	The study found that while policies aimed at promoting inclusive education were well-received by teachers, the lack of resources posed a significant barrier to their successful implementation.  Teachers in rural areas reported difficulties in adapting their classrooms to accommodate students with diverse needs due to insufficient learning materials.

2.1.1 Overview of the Review of Related Literature

The literature review highlights the complexities challenges associated with the implementation of inclusive education, both globally and within India, particularly in the state of Assam. International studies, such as those by Ainscow et al. (2006) and Mitchell (2014), emphasize the importance of government policies, teacher training, and adequate resources in creating inclusive educational environments. UNESCO's (2020) Global Education Monitoring Report and Slee's (2011) work further underline the systemic barriers, including inadequate infrastructure, lack of trained teachers, and cultural attitudes that hinder the full participation of students with disabilities in education. Loreman et al. (2010) and Mitchell (2014) stress the need for well-supported teachers who are equipped to address the diverse needs of students in inclusive settings.

In the Indian context, studies such as those by Jha (2002) and Cont... Sharma & Das (2015) illustrate the role of government initiatives like Sarva Shiksha Abhiyan (SSA) and the Right to Education Act (2009) in fostering inclusive education, but they also point out the gaps in policy execution, particularly in rural areas. Singal (2008) and Aggarwal (2017) highlight the challenges of implementing inclusive policies in rural India, where inadequate resources and local barriers impede progress. Furthermore, studies by Kumar & Kumar (2020) and Singh (2008) call for better monitoring mechanisms and localized interventions to address challenges.



Area of the study

The study focuses on the state of Assam, located in the northeastern region of India, with a specific emphasis on the primary education system. Assam is known for its diverse population comprising various ethnic, linguistic, and sociocultural groups. The state's educational landscape reflects these complexities, as it deals with challenges such as economic disparities, limited infrastructure in rural areas, and diverse cultural and linguistic needs. The study primarily explores the implementation and impact of government policies and schemes aimed at fostering inclusive education among primary school students.

## 3.1 Research Methodology

Sl. No.	Туре	Sources
1	Nature of Research	Descriptive Survey Research
2	Independent Variable	Independent Variable: Government Policies and Schemes for Inclusive
		Education.
	Dependent Variable	Dependent Variable: Inclusion of Primary School Students in Educational
		Systems in Assam.
3	Population	Primary school students from Assam, including both rural and urban areas,
		enrolled in government and government-aided schools.
4	Sample	The sample of the present study will consist of primary school student
		(classes I to V) from Assam.
5	Tools and Techniques	A self-constructed Questionnaire developed by the researcher with the help of
\		Research guide.
6	Sources of Data	Primary Sources: These will consist of the first-hand data that will be
		collected by the researcher by herself by visiting the Institute.
		Secondary Sources: These will consist of the books, journals, theses,
		encyclopaedias, etc that will be collected by the researcher for the study.

7	Sample Technique	Stratified Random Sampling Technique to ensure representation from various	
		socio-economic backgrounds, urban and rural locations, and different school	
		types (government, aided, etc.).	
8	Sub Classification	1. Male and Female Students	
		2. Students from Government and Government-aided Schools	
		3. Rural and Urban Areas	
9	Statistical Technique	For Objective 1, Descriptive Statistics: will be calculated.	
		Mean, median, mode, standard deviation, skewness, and kurtosis will be	
		calculated.	
		For Objective 2 Z-Test will be calculated.	
		For Objective 3 Descriptive Statistics and Z-Test will be calculated.	
		For Objective 4 Descriptive Statistics and Z-Test: will be calculated.	

#### Conclusion

This study on the role of government policies and schemes in supporting inclusive education among primary school students in Assam highlights the critical intersection of policy interventions and educational equity. Inclusive education, as a transformative approach, seeks to ensure that all children, regardless of their abilities or socio-economic backgrounds, receive quality education in a supportive and enabling environment. The findings reveal that while several government initiatives, such as the *Samagra Shiksha Abhiyan*, scholarships for students with disabilities, and infrastructural support programs, have made significant strides toward fostering inclusivity, challenges such as inadequate implementation, lack of trained personnel, and insufficient awareness among stakeholders persist.



#### **Suggestions for Future Research**

• Exploring the Role of Teacher Training in Inclusive Education

• Impact of Technology in Promoting Inclusive Education

• Cultural and Linguistic Barriers in Inclusive Education

• Longitudinal Impact of Inclusive Education Policies

## List of schemes and policies

	Policy/Scheme	Description	Relevance to Inclusive Education in Assam
	Sarva Shiksha Abhiyan (SSA)	A flagship program for universalizing elementary education and addressing the needs of children with disabilities.	Provides resources like special educators, aids, and inclusive classrooms for primary school students in Assam.
	Right to Education (RTE) Act, 2009	Guarantees free and compulsory education to all children aged 6-14 years, with provisions for children with disabilities.	
	National Education Policy (NEP) 2020	Emphasizes inclusive education, focusing on reducing disparities in education access for all groups.	Advocates for infrastructure upgrades, training for teachers, and integration of differently-abled students into mainstream schools.
1	Inclusive Education for Disabled at Secondary Stage (IEDSS)	Provides financial assistance for the education of students with disabilities in secondary education.	Though focused on secondary education, it inspires efforts to address inclusive education at the primary level in Assam.
1	Samagra Shiksha Abhiyan	Integrated scheme covering pre-primary to higher secondary education with a focus on equity and inclusion.	Focuses on inclusive practices, providing facilities like ramps, resource rooms, and assistive devices for primary schools in Assam.

Mid-Day Meal Scheme	Provides free nutritious meals to children in government and	Encourages attendance and retention among
(MDMS)	government-aided schools.	marginalized and disadvantaged groups in
		Assam.
Accessible India Campaign	Focuses on creating an inclusive environment by improving	Promotes accessible school infrastructure for
(Sugamya Bharat Abhiyan)	accessibility in schools, including infrastructure.	children with disabilities in Assam.
Kasturba Gandhi Balika	Residential schools for girls belonging to marginalized groups,	Addresses the educational needs of girls from
Vidyalaya (KGBV)	including SC/ST and children with disabilities.	disadvantaged communities in rural Assam.
Deen Dayal Divyangjan Sahajya	A state-specific scheme providing financial support to	Aids students with disabilities in Assam,
Achoni (Assam)	individuals with disabilities.	promoting their access to education.
National Institute for Open	Offers flexible learning opportunities for children who cannot	Benefits children with disabilities or those from
Schooling (NIOS)	attend regular schools.	remote areas in Assam, ensuring continuity of
		primary education.
<b>Schemes under the Department</b>	Includes scholarships, aids, and rehabilitation programs for	Supports children with disabilities in Assam
of Empowerment of Persons	differently-abled students.	through scholarships and learning aids.
with Disabilities (Divyangjan)		
V		
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Thank you...