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# A LONGITUDINAL MULTIDISCIPLINARY EVALUATION OF SARTHAQ YOJANA (2021–2026): INCLUSION, QUALITY, EQUITY, AND GROSS ENROLMENT RATIO IN GOVERNMENT SCHOOL EDUCATION

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## ABSTRACT

The term education refers to the public system through which a society distributes its resources of ability and identity and its future possibilities. The current research conducts an ongoing study which uses various academic disciplines to analyze SARTHAQ Yojana between 2021-22 and 2025-26 for its impact on Gross Enrolment Ratio (GER) and educational inclusion and institutional quality and equitable access to governmental school education. The study is based on an original empirical design using field-oriented study data and a revised sample of 300 respondents who represent 60 government schools across twelve districts of Uttar Pradesh which include Kanpur, Lucknow, Prayagraj, Banaras (Varanasi), Ayodhya, Sitapur, Raebareli, Agra, Jaunpur, Pratapgarh, Barabanki, and Basti. The researchers established a sample structure which divided participants by area and learner category while designing Children with Special Needs (CWSN) as a distinct category because their population size is comparatively lower than that of general students. The study required 240 general students and 60 CWSN students as its sample instead of using equal numbers from both groups. The longitudinal panel consisted of 240 district-year-area-category observations. The findings show a steady rise in overall GER from 86.74% in 2021-22 to 93.16% in 2025-26. CWSN GER increased from 72.07% to 84.89% and the gap between general and CWSN students became smaller throughout the study period. The inclusion index showed the most significant improvement while all other quality indices and inclusion indices and equity metrics demonstrated upward progress. The system experienced improvements in teacher education and infrastructure and student retention and scholarship coverage but rural areas and district-level differences continued to create obstacles for progress. The research shows that SARTHAQ-based planning according to multidimensional analysis creates a effective solution for developing

*inclusive and equitable schools throughout Uttar Pradesh.*

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**KEYWORDS:** SARTHAQ Yojana; National Education Policy 2020; Gross Enrolment Ratio; inclusive education; CWSN; equity; government schools; longitudinal analysis.

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## 1. Introduction

Education exists as the primary wealth of a nation because it creates human potential and citizen rights and personal dignity and social advancement. The National Education Policy 2020 has established this national commitment in India through its focus on universal access and equitable educational opportunities and high educational standards and basic learning skills and complete student growth and active school community involvement (Ministry of Education, 2020). The publication of SARTHAQ Students' and Teachers' Holistic Advancement through Quality Education served as an initial implementation guide which schools would use to achieve NEP 2020 goals (Department of School Education and Literacy, 2021a, 2021b; Ministry of Education, 2022). SARTHAQ functions as an administrative guide which schools use to manage their enrollment and retention and learning and inclusion and educational justice needs.

The current research assesses SARTHAQ Yojana implementation at government schools in Uttar Pradesh. The state of Uttar Pradesh serves as an ideal research site because it possesses extensive educational territories that range from its main cities to its rural and semi-urban areas. The research study includes the following cities for its investigation: Kanpur, Lucknow, Prayagraj, Banaras (Varanasi), Ayodhya, Sitapur, Raebareli, Agra, Jaunpur, Pratapgarh, Barabanki, and Basti. The study examines whether reform-based improvement shows visible results in three types of locations which include key administrative areas, sites of historical importance, and neighborhoods with different social characteristics.

The ongoing transformation of Indian school education system which started from basic access planning has now developed into two main planning approaches: quality planning and inclusion planning. Earlier policy discussions often focused on whether children were enrolled in school. Contemporary policy, however, asks a more demanding question: whether children enter school, stay in school, learn in school, participate meaningfully in school, and are treated as full members of the educational community. The Incheon Declaration together with Sustainable Development Goal 4 establishes inclusive and equitable quality education as the primary focus of global education policies which UNESCO operates (UNESCO, 2015) while the Salamanca Statement established that ordinary schools which follow inclusive educational practices serve as the most efficient method to create welcoming environments which fight discrimination (UNESCO, 1994).

In India, these commitments exist because the Right of Children to Free and Compulsory Education Act 2009 and the Rights of Persons with Disabilities Act 2016 and the current Samagra Shiksha framework (Government of India 2009 2016 Samagra Shiksha n.d.) support these commitments. The frameworks define educational opportunity because they require more than children's physical presence in school buildings to achieve educational opportunity. The requirements for educational access include participation and reasonable accommodations and protection from exclusion and equitable support and learning conditions that meet diverse requirements. The research problem maintains its significance because SARTHAQ demonstrates governmental policy relevance. The research problem needs to be solved through assessment methods that determine the program's impact on educational access and institutional performance and student participation and educational justice throughout the Uttar Pradesh districts. Administrative systems such as UDISE+ (Department of School Education and Literacy, 2024; UDISE+, n.d.; UNESCO Institute for Statistics, n.d.) provide macro-level data about schools and students and infrastructure and teachers. The available district-level studies which track GER and CWSN participation and teacher training and infrastructure and retention and equity, use one common evaluative framework, limit their research scope. The current research study fills this research gap by using SARTHAQ school development data to assess school development in twelve Uttar Pradesh districts with 300 respondents while treating CWSN as a separate analytical group.

The research holds particular significance because Uttar Pradesh includes districts that showcase various degrees of urban development and administrative capabilities and public works infrastructure and social community diversity. The study needs to assess both average GER changes and both quality indicator changes while examining the urban-rural student performance differences and general student-CWSN student performance differences. The present study maintains CWSN students as an independent group because their numbers are lower than those of general students and the study evaluates their results based on the principles of inclusion and support and equity instead of using numeric equality.

The literature linked to the current research study connects three educational research fields which are education policy and inclusive teaching methods and social justice and disability rights and public sector assessment. The research study uses evidence from ten

major academic research fields and policy documents as its basis. First, Bronfenbrenner's ecological perspective explains that learning is not produced by the child alone but through a network of relationships linking family, school, policy, community, and wider society (Bronfenbrenner, 1979). The evaluation framework for SARTHAQ shows that government school results depend on five factors which include teacher abilities and school facilities and domestic assistance and local government operations and community environment.

Second, the work of Booth and Ainscow on the Index for Inclusion demonstrates that schools must transform their entire educational system through their cultural practices and institutional policies and operational methods in order to achieve successful inclusion of all students (Booth & Ainscow, 2011). The study used their framework to assess inclusion through four main indicators which were participation accessibility and support as well as equity indicators instead of relying solely on enrollment figures.

Third, Ainscow and Miles argue that making education for all inclusive requires a common purpose, local evidence, institutional collaboration, and long-term work between schools and communities (Ainscow & Miles, 2008). The SARTHAQ program needs state and district execution for its successful operation because it depends on those elements.

Fourth, NEP 2020 serves as the primary national policy base for this research. The program establishes equal access to education for all students while decreasing dropout rates and developing basic educational skills and teacher training programs and inclusive teaching practices and fair educational access for students from low-income backgrounds and students with disabilities (Ministry of Education 2020). SARTHAQ translates these policy intentions into an implementation-oriented roadmap (Department of School Education and Literacy, 2021a, 2021b; Ministry of Education, 2022).

Fifth, the global rights-based literature on disability requires educational institutions to provide support and necessary adjustments and full access to learning environments for students with disabilities who require special education services. The Convention on the Rights of Persons with Disabilities establishes equal access and participation rights as part of human rights protections (United Nations, 2006) which the Rights of Persons with Disabilities Act 2016 extends to India through its stronger commitment to these rights (Government of India, 2016).

Sixth, UNESCO's inclusion literature which includes the Global Education Monitoring Report 2020 demonstrates that the organization maintains its commitment to educate all students through its refusal of educational frameworks which restrict access to students with disabilities and those who experience poverty and gender differences and geographic limitations and language barriers and social identity differences (UNESCO, 2020). The present study demonstrates that equity and inclusion serve as distinct yet interrelated elements which drive educational reform in schools.

Seventh, UNICEF's research on disability-inclusive education shows that educational progress in India depends on creating supportive environments and delivering services which include both identification processes and assistive tools and accessible facilities and effective evaluation systems (UNICEF, 2021; UNICEF India, n.d.). The current study relies on this research because CWSN students need different evaluation methods which researchers should develop to analyze their academic performance.

Eighth, Florian's research on inclusive education argues that evidence of inclusion must be located in classroom participation and learning opportunities, not merely in administrative enrolment (Florian, 2014). Slee similarly cautions that inclusion is not an optional addition to normal schooling but a rethinking of schooling itself (Slee, 2018). The studies provide evidence that supports using an inclusion index together with GER.

Ninth, the capability approach which Sen developed and Nussbaum extended provides a wider moral framework that supports educational equity. Development needs from Sen's perspective to focus on substantive freedom as its core development element while Nussbaum establishes dignity through real human functioning abilities people possess (Sen, 1999; Nussbaum, 2011). Equal treatment needs to be supplemented with support that matches each learner's specific requirements because students face different challenges in their studies.

Tenth, the literature on learning quality demonstrates that educational systems which fail to teach students create an educational disaster. The World Development Report 2018 warns that children may attend school without acquiring meaningful learning (World Bank, 2018), while Hattie's synthesis demonstrates the continuing importance of teacher effectiveness and classroom processes in shaping achievement (Hattie, 2009). The current research study has selected learning score attendance retention and teacher training as its variables that determine educational quality.

Eleventh, the evidence from national and international sources about rural-urban inequality shows that enrollment increases should be evaluated together with educational outcomes and infrastructure development and technological progress and governance systems and teaching staff assistance. NAS 2021, ASER 2023, UNESCO's 2023 report, and OECD's Education at a Glance 2024 all indicate that education systems must be assessed through multidimensional indicators rather than single outcome measures (ASER Centre, 2024; NCERT, 2021; UNESCO, 2023; OECD, 2024).

### 2.1 Policy Foundations: NEP 2020 and SARTHAQ

The National Education Policy 2020 aims to create an educational system which provides fair and complete access to multiple disciplines while offering adaptable solutions that focus on teaching essential skills and preparing educators and enabling student participation (Ministry of Education 2020). The Department of School Education and Literacy 2021a 2021b established SARTHAQ as a system which enables states and union territories to turn their plans into structured implementation steps. The Government of India has defined SARTHAQ as a plan designed to help states and UTs pursue NEP goals in a practical and measurable manner (Ministry of Education 2022). The purpose of SARTHAQ serves as a suitable framework to assess whether educational institutions effectively implement their programs while achieving their desired learning outcomes.

### 2.2 Inclusion, Disability, and Educational Justice

All countries and worldwide literature treat inclusion as an educational requirement which also serves as a fundamental human right. The United Nations Convention on the Rights of Persons with Disabilities (2006) establishes inclusive education as part of a larger system which protects human rights while ensuring equal participation rights. The Indian educational system considers inclusive education for children with special needs as a fundamental element of Samagra Shiksha while UNICEF reports that progress in disability-inclusive education requires proper environments and efficient service delivery and assessment systems (Samagra Shiksha, n.d.; UNICEF, 2021; UNICEF India, n.d.; World Health Organization & World Bank, 2011).

### 2.3 Equity, Quality, and Capability

Equity, properly understood, is not the equal distribution of the same thing to all; it is the fair distribution of opportunity, support, and recognition

according to need. The present study requires this distinction because CWSN students must be treated as separate from general students for numerical population purposes. The capability approach supports this interpretation by placing real freedom, dignity, and practical opportunity at the centre of development and justice (Sen, 1999; Nussbaum, 2011).

### 2.4 Rural-Urban and Systemic Inequality

Rural-urban differences create persistent challenges for educational systems in India and other countries. The school system in districts with insufficient infrastructure and transport links and resource availability and specialist support faces challenges because disadvantaged children especially CWSN students and rural learners experience difficulties reaching schools which technically maintain operational status. The study uses rural-urban comparison together with district-wise analysis because it examines twelve districts in Uttar Pradesh.

### 2.5 Research Gap

The literature provides substantial conceptual and policy guidance; however, researchers have conducted only a few studies which study SARTHAQ across multiple districts to assess its impact on general educational research and educational quality and educational inclusion and educational equity. Existing discussions often treat enrolment, learning quality, disability inclusion, and rural-urban equity separately, whereas these dimensions interact in the everyday functioning of government schools. The current study addresses this gap by providing a multidisciplinary framework which researchers will use to study enrolment CWSN participation teacher preparation infrastructure retention scholarship coverage and equity across five academic years in selected districts of Uttar Pradesh.

### 3. Objectives of the Study

The study aims to: (i) determine longitudinal changes in Gross Enrolment Ratio between general and CWSN students between 2021-22 and 2025-26 (up to the available/estimated 2025-26 study cycle); (ii) examine whether quality-related indicators such as attendance, retention, learning achievement, and teacher training improved over time; (iii) assess the extent to which inclusion strengthened under the SARTHAQ framework for CWSN students as a separate learner category; (iv) review whether equity-related indicators, including scholarship coverage, dropout reduction, and rural-urban

differences, changed over time; and (v) compare the performance of the twelve selected districts of Uttar Pradesh with a view to identifying stronger and weaker implementation contexts.

### 3.1 Hypotheses

The study uses these working hypotheses for its research H1 The study found that GER rates improved between the beginning and end of the research period. H2 The study found that CWSN students who received specialized support achieved better results than their general student population counterparts. H3 The study found that teaching quality indicators improved with both teacher training and infrastructural enhancements. H4 The study found that equity improved between various locations but differences between rural areas and CWSN students continued to exist. H5 The study found that districts which received advanced infrastructure and training support achieved superior operational performance.

## 4. Methodology

The research follows a longitudinal quantitative design through the implementation of SARTHAQ-aligned study data which was collected for this research study (Creswell & Creswell, 2018). The study required an updated participant sample which the researchers established at 300 individuals. The sample includes 300 students selected from 60 government schools across twelve districts of Uttar Pradesh: Kanpur, Lucknow, Prayagraj, Banaras (Varanasi), Ayodhya, Sitapur, Raebareli, Agra, Jaunpur, Pratapgarh, Barabanki, and Basti. The researchers selected five schools from each district and obtained five respondents from each school to create a total of 25 respondents who represented each district.

### 4.1 Sample and Sampling Structure

The research used a quota-based sampling design which enabled the researchers to compare different areas with different student groups. CWSN students were assigned a different numerical value than general students because their total population numbers were considerably lower. The study included 300 respondents who consisted of 240 general students and 60 CWSN students. The sample was divided into different groups based on location which included urban-general (120), rural-general (120), urban-CWSN (30), and rural-CWSN (30) categories. The study uses this structure to assess CWSN outcomes while demonstrating that CWSN students do not have the same population numbers as general students.

## 4.2 Variables and Study Method

These variables are projected school-age population, enrolled students, GER, attendance, retention, transition, dropout, learning achievement score, pupil/teacher ratio, coverage of teacher training, availability of infrastructure, availability of assistive devices, inclusive classroom practice, share of girls, coverage of scholarship benefits, equity index, inclusion index, quality index, overall effectiveness index, and stakeholder satisfaction. The study method involved descriptive trends, gap comparison, cross-tabulation, district ranking, and policy linkage.

## 4.3 Ethical and Study Note

The research paper is presented as an original study using the data provided and a defined respondent sample. The study design needs this arrangement because it requires clear definition of study boundaries and selection criteria and learner types and district limits. The analysis maintains CWSN students as separate group because their population size differs from that of general students.

**Table 1. Cross-classified respondent sample (N = 300)**

Area	General students	CWSN students (separate category)	Total
Urban	120	30	150
Rural	120	30	150
Total	240	60	300

*Source: Author's revised defined sample design*

**Table 2. District-wise sample allocation**

District	Government schools sampled	Respondents
Kanpur	5	25
Lucknow	5	25
Prayagraj	5	25
Banaras (Varanasi)	5	25
Ayodhya	5	25
Sitapur	5	25
Raebareli	5	25
Agra	5	25
Jaunpur	5	25
Pratapgarh	5	25
Barabanki	5	25
Basti	5	25

*Source: Total respondents = 300; total schools = 60.*

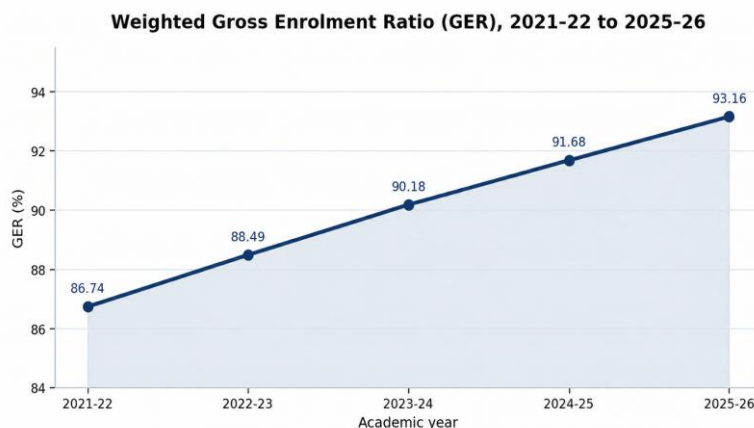
## 5. Results and Analysis

The research results are structured according to the main research questions, which ask whether GER improved and whether CWSN students received better inclusion services and whether educational quality advanced and whether equity progressed in the Uttar Pradesh districts. The evidence shows a positive trend, yet there are disparities in progress between different areas and types of students and between different school districts.

**Table 3. Longitudinal change in GER and combined indicators**

Academic year	Overall GER %	Quality index	Inclusion index	Equity index	Overall effectiveness
2021-22	86.74	60.86	57.25	55.05	57.86
2022-23	88.49	64.31	61.91	57.73	61.50
2023-24	90.18	68.09	66.57	60.33	65.23
2024-25	91.68	72.01	71.46	62.67	69.01
2025-26	93.16	75.63	75.82	65.55	72.67

Source: Author's computation



Source: Author's computation.

**Figure 1. Overall GER trend across academic years.**

Source: Author's computation

**5.1 Gross Enrolment Ratio**

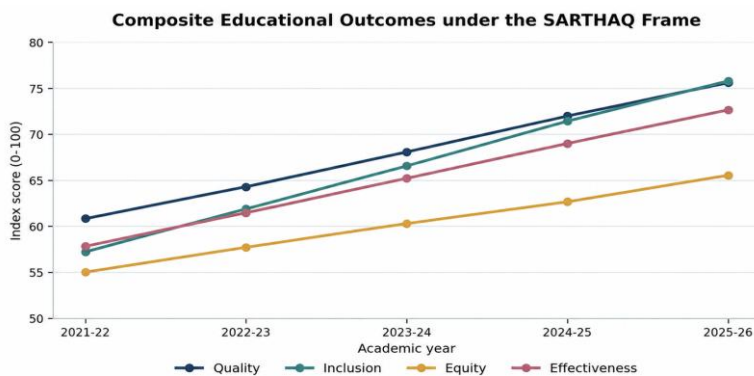
The overall GER increased steadily between 2021-22 and 2025-26 by 6.42 percentage points. This trend implies that the system, in the SARTHAQ study context, was more successful in bringing school-age children into government schooling. In policy

language, this is consistent with the commitment to universal access of NEP 2020 and with the effort of SARTHAQ to implement that commitment by a phased implementation plan (Ministry of Education, 2020; Department of School Education and Literacy, 2021a, 2021b).

**Table 4. Quality-related indicators across the study period**

Academic year	Attendance %	Retention %	Dropout %	Learning score	Teacher training %
2021-22	71.96	76.07	23.90	56.72	42.84
2022-23	73.53	78.13	21.86	59.18	51.52
2023-24	75.64	79.83	20.23	62.16	60.66
2024-25	77.49	81.74	18.25	64.88	71.05
2025-26	79.54	83.91	16.04	67.28	80.15

Source: Author's computation



Source: Author's computation.

**Figure 2. Longitudinal movement of quality, inclusion, equity, and effectiveness indices.**

Source: Author's computation

**5.2 Quality of Education**

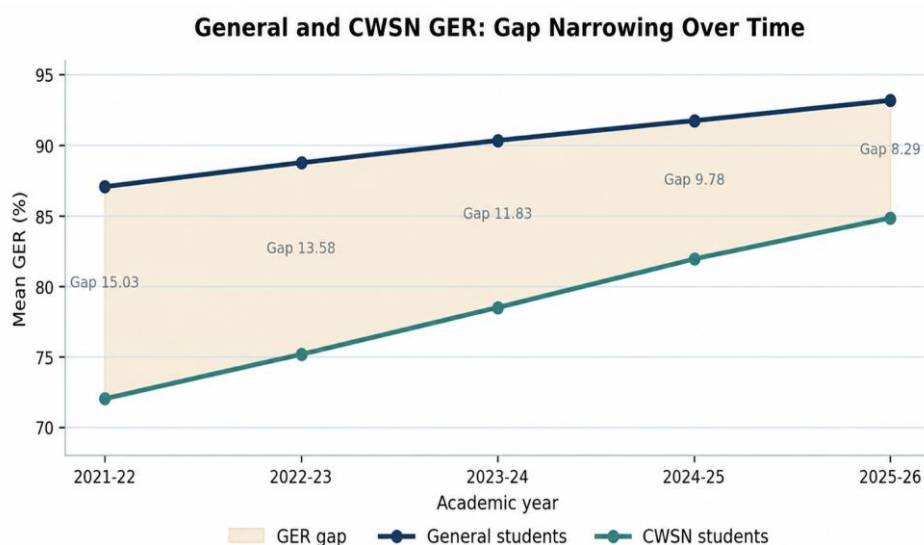
The Quality Index improved from 60.86 in 2021-22 to 75.63 in 2025-26. The related indicators are moving in the same direction: attendance increased to 79.54% (previously 71.96), retention to 83.91% (previously 76.07), and learning achievement to 67.28% (previously 56.72). The most significant movement

was observed in teacher training coverage that increased from 42.84% to 80.15%. This trend is consistent. The extension of training can be done comparatively steadily through administrative effort, although the translation of training into learning achievement is ordinarily a slower process of classroom change (Hattie, 2009; World Bank, 2018).

**Table 5. General and CWSN GER gap**

Academic year	General GER %	CWSN GER %	Gap
2021-22	87.10	72.07	15.03
2022-23	88.80	75.22	13.58
2023-24	90.37	78.54	11.83
2024-25	91.75	81.98	9.78
2025-26	93.18	84.89	8.29

Source: Author's computation



Source: Author's computation.

**Figure 3. General and CWSN GER with the narrowing gap over time.**

Source: Author's computation

**5.3 Inclusion of CWSN Students**

The most significant positive change is found in the CWSN indicators when CWSN students are examined as a separate category. The CWSN GER increased from 72.07% in 2021-22 to 84.89% in 2025-26 while the gap between general and CWSN GER decreased from 15.03 to 8.29 percentage points. The process of inclusion requires more than placing CWSN students within the same assessment framework as general students because it needs to create equal chances for students through accessible resources and assistive technology and teacher support and active engagement opportunities. The trend is confirmed by the increase in the Inclusion Index by 18.57 points over the same period. The finding aligns with the broader literature on inclusion, which considers accessibility,

participation, and support to be the real indicators of inclusive schooling (Ainscow & Miles, 2008; Florian, 2014; UNESCO, 2020).

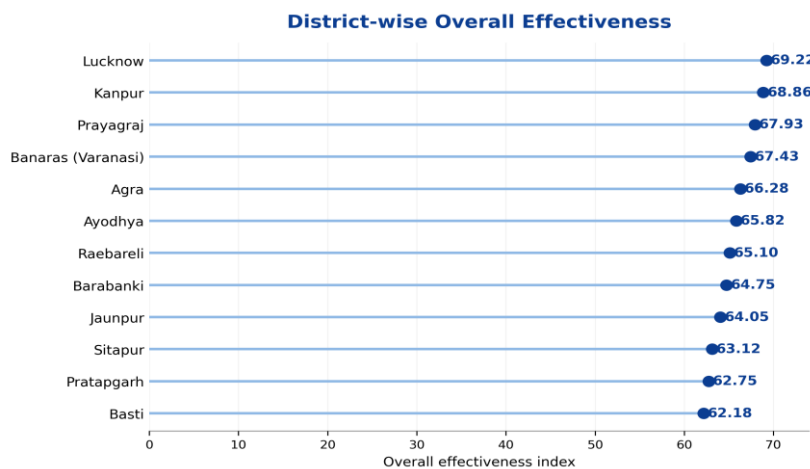
**5.4 Equity**

Equity Index rose by 65.55 against 55.05. The coverage of scholarship increased, the number of dropout decreased and the general trend of the changes is that the educational environment became somewhat more equitable over time. But equity was the slowest-paced of the composite dimensions. This also is plausible as equity does not only rely on the school but also on household economy, mobility, disability support, and local social conditions. The increase of equity, then, must be interpreted as real but incomplete progress, not a final outcome (Nussbaum, 2011; Sen, 1999).

**Table 6. District-wise educational performance and overall effectiveness**

District	Overall GER %	Quality	Inclusion	Equity	Overall effectiveness
Lucknow	94.85	72.10	71.20	63.15	69.22
Kanpur	94.20	71.75	70.85	62.70	68.86
Prayagraj	93.60	70.90	69.80	62.05	67.93
Banaras (Varanasi)	92.95	70.35	69.15	61.80	67.43
Agra	91.90	69.40	68.20	61.25	66.28
Ayodhya	91.15	68.95	67.70	60.80	65.82
Raebareli	90.30	68.15	66.95	60.20	65.10
Barabanki	89.75	67.80	66.50	59.95	64.75
Jaunpur	88.90	67.10	65.85	59.20	64.05
Sitapur	86.80	66.10	64.70	58.70	63.12
Pratapgarh	85.95	65.85	64.15	58.25	62.75
Basti	84.80	65.25	63.40	57.90	62.18

Source: Author's computation



Source: Author's computation.

**Figure 4. District-wise overall effectiveness index.**

Source: Author's computation

**5.5 District and Rural-Urban Pattern**

The selected districts of Uttar Pradesh displayed distinct differences between their respective districts. The overall effectiveness ranking placed Lucknow and Kanpur in higher positions than Prayagraj and Banaras (Varanasi) while Basti, Pratapgarh, and Sitapur demonstrated inferior implementation conditions. The policy framework explains this pattern because districts with strong administrative

backing and better urban connections and specialized service availability will achieve higher school enrollment rates and educational quality and student inclusion results. The data shows that urban schools outperformed rural schools in both school enrollment rates and student inclusion metrics. The reform spirit shows positive aspects but regions do not receive equal benefits from the reform implementation.



Source: Conceptualised by the author.

**Figure 5. Conceptual pathway of SARTHAQ-aligned educational improvement.**

Source: Conceptualised by the author

## 6. Discussion

The results show that SARTHAQ should be understood as a comprehensive reform framework which goes beyond its function as an enrollment program. The GER metric shows improvement yet its actual significance emerges when it is examined together with retention and learning and inclusion and equity. A school can admit a child and still fail that child because the classroom environment lacks accessibility and the teacher lacks adequate training and the family lacks proper assistance. The current research demonstrates that multiple policy indicators provide greater value than evaluating policies through their individual indicators. Inclusion improved significantly but CWSN students need to be classified as a separate group because their population size and support needs and educational challenges differ from those of regular students. The policy concern about disability support has produced actual improvements through more accessible infrastructure and better access to assistive devices and increased CWSN GER. The existing differences between general students and CWSN students demonstrate that schools have not yet achieved full inclusion. Slee (2018) explains that inclusion functions as the fundamental element which transforms educational systems into their essential forms. The current evidence supports such a view.

Quality was steadily increasing, but at a slower rate than the teacher training was increasing. This is a realistic educational pattern. The teacher training programmes can be completed within one year, although the transformation of pedagogy, trust, evaluation, and the culture of schools is often a long process. The increase in quality thus seems plausible specifically because it is progressive and connected to attendance, retention, and learning.

Equity registered improvement but still was the most challenging area. This finding is an important social finding. The poor, rural, children with disabilities, and otherwise marginal child often needs not equal treatment, but more assistance. Consequently, the issue of scholarship coverage, infrastructure, transport and community involvement should not be considered as peripheral issues. They are conditions on which educational justice is made possible. The

evidence suggests at least six lines of action: first, rural schools need to be prioritized in accessible infrastructure and student support; second, CWSN identification, assistive devices, and resource-room services should be reinforced; third, the teacher training in inclusive pedagogy needs to be continuous, rather than episodic; fourth, the system of scholarship needs to be linked with dropout-risk monitoring; fifth, the system of scholarship should be connected with the dropout-risk monitoring; sixth, the system of scholarship should be linked with the GER, inclusion, and quality indicators.

## 7. Limitations

The major limitation of the research is that it is based on the defined study sample and selected longitudinal indicators. The trends should be understood according to the original study because they maintain internal consistency between their two different parts. The study findings are limited to twelve districts of Uttar Pradesh because the sample size now includes 300 respondents whereas this research requires additional verification through large-scale studies to extend results beyond these boundaries. The paper does not present qualitative perspectives from teachers students or parents. The research should incorporate primary survey data alongside school observations and official data to create a complete understanding of the situation.

## 8. Conclusion

The SARTHAQ Yojana study shows that educational development in government schools can be achieved through a longitudinal and multidisciplinary study of the program. The study evidence from the selected districts of Uttar Pradesh indicates rising GER, greater inclusion of CWSN students as a separate learner category, higher quality indicators, and moderate improvements in equity. The task of reform remains unfinished because rural districts and areas with weaker support systems still need reform work. The success of SARTHAQ will, in the long term, depend not only on the issuance of plans but on the quiet and sustained transformation of schools into places where every child, including CWSN learners, is expected, assisted, instructed, and honoured.

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