

Empowering Blind Differently-Abled Children Through Inclusive Primary Schooling in India.

Tolipova Ranokhon Ikrom kizi¹, Dr. Harikrishnan M²

¹ Research scholar, School of Education, Sharda University
2021821709.ranokhon@dr.sharda.ac.in

² Assistant Professor, School of Education, Sharda University
harieducant@gmail.com

How to cite this article: Tolipova Ranokhon Ikrom kizi, Harikrishnan M (2024) Empowering Blind Differently-Abled Children Through Inclusive Primary Schooling in India.. *Library Progress International*, 44(3), 12662-12674.

ABSTRACT

This study aimed at examining the effectiveness of inclusive primary education in enhancing power of blind differently abled children in India. This study aims at identifying the roles of teachers, administrators, and parents in Noida for enhancing the learning experience of these children. It focuses on the problems of blind differently-abled students regarding availability of the resources and how the principles of inclusion have impacted their lives. The implication of the study is that education managers and policymakers should focus on creating awareness within the community, providing conducive learning facilities in schools and ensuring that the schools have the necessary learning resources to support the learning of all students. This paper also highlights on the support that the parents and the communities provide to these children in order to ensure that they grow up in an inclusive environment. This study contributes to building better knowledge on how to enhance and maintain inclusive education for blind differently-abled children in India.

Keywords: Inclusive education, Blind differently-abled children, Primary schooling, India, Educational empowerment, Community awareness, School infrastructure, Parental support, Special education, Disability, inclusion.

Introduction

Inclusive education has become a critical global initiative because it aims at providing quality education to all children, regardless of their disabilities. The Salamanca Statement and Framework for Action on Special Needs Education of 1994 was a crucial turning point towards inclusive education, calling for the education of all children including those with disabilities in the regular schools (Ainscow & Miles, 2008). In India, the education policies such as Right to Education Act (RTE) of 2009 has been implemented for the inclusive education system, and there is a rising concern towards the education of the differently-abled children especially the visually impaired child through a comprehensive approach to the primary education (Singal, 2016).

Differently-abled children who are blind have special challenges in their education including physical barriers in the schools and lack of learning materials in forms of Braille or assistive technology (Ghai, 2018). However, studies have revealed that inclusive education has the potential to help in the development of the learners, apart from academic qualifications, they also get a chance to be socially included, confident and independent learners (Sharma & Deppeler, 2018). This research will also help to understand how blind Differently Abled children are being benefited through Inclusive Primary Schooling in India by analyzing their involvement and support systems as seen by teachers, administrators and parents.

Noida city in the National Capital Region (NCR) was chosen as the locality for this study, providing a sample of both urban and suburban schools. In view of the present global focus on the enactment of inclusivism in education, schools in this region present interesting study on the real-life experiences of integrating blind differently abled children into regular schools (Mitra et al. , 2019). This research helps to enrich the available knowledge on the

part played by community awareness, school facilities, parental support, and involvement in enhancing the learning process of the differently abled children.

Another objective of this paper is to contribute to the existing literature on the needs of blind students within the Indian context of inclusive education. Through a lens of primary education level the study aims at identifying how early educational interventions affect academic achievement and personal power (Chowdhury & Singal, 2020). Furthermore, this study will be useful in the analysis of inclusive education around the world as this work will provide recommendations on how education can be made more accessible and quality for blind and other differently abled students in developing countries.

Research Questions:

1. What are the current status of educational facilities and materials and equipment available for blind differently-abled children in primary education in India?
2. What kind of barriers do teachers and schools administrators encounter in the process of supporting blind children with other disabilities in the learning process?
3. What is the attitude of teachers and administrators towards the integration of the blind differently-abled children in special classrooms?
4. What is the involvement of parents and the local community in the education of blind children with disabilities?
5. What changes in policies and strategies can be made to improve the quality and accessibility of education for blind and other differently abled children in India?

Research Objectives:

1. To determine the current state of primary education facilities for blind and other differently-abled children in India.
2. To understand the barriers that teachers and school administrators encounter in the provision of inclusive education for the blind and differently-abled children.
3. To examine the perception and attitude of teachers and school administrators concerning inclusive education for the blind and other differently abled children of India.
4. To examine the involvement of parents and the society in promoting inclusive education for the blind and other differently abled children.
5. To provide recommendations to enhance inclusive and quality education for blind/visually impaired differently-abled children in primary schools in India.

Method: Design and Procedure

In this research, the research design that has been used is quantitative in order to assess the effectiveness of the inclusive primary schooling in empowering the differently abled children in Noida, India. The design is based on collecting quantitative data from participants (Teachers, Administrators and Parents) regarding the children with special needs experiencing inclusive education practices. The research data was collected by using a well-structured questionnaire, which helped in analyzing the various parameters that are likely to affect the education of blind differently-abled children like infrastructure of school, awareness in the community and parents' engagement.

The study design used in the research was cross-sectional, which means that data were gathered from the participants at one point in time Only. This method was used to obtain a cross-sectional view of the current practices in inclusive education and the perceptions of stakeholders regarding the efficacy of these practices. Closed ended questions were used with five point likert scale and structured questionnaires were used to collect data so that data can be quantitatively analyzed. The survey was divided into three sections: The three areas are as follows: (1) Role in Supporting Inclusive Education, (2) Community and Awareness, and (3) Parent's Perception of School Support. This format made it easy to collect all the data required in the study according to the objectives set in the study.

The data collection for this study was done in three months within the year 2024 starting from January to March. The participants were reached out through schools, special education centers and other local organizations that deal with special children in Noida. This research was approved by the appropriate institutions of the university

and all the participants had their consent voluntarily taken. The participants were assured of confidentiality and that the information they provided would only be used for research purposes.

Participants

The study included 1,000 participants from various schools in Noida, representing three distinct groups: educators, superintendents, and the parents of visually impaired children with disabilities. The sample was chosen by purposive sampling, which included all the stakeholders who come into contact with blind differently-abled students in an educational environment.

The study involved 420 teachers from five primary schools in Noida for the study. The teachers were chosen on the basis of their experience in inclusive education and them being directly associated with the teaching of blind students with disabilities. To enhance the validity of the study the sample was taken in such a way that 150 were male teachers and 270 were female teachers.

This study also engaged 180 school administrators that include Principals, Vice-Principals, and Special Education Coordinators. The administrators were supposed to ensure that all the children in the school were given equal education opportunities and distribute resources for the differently abled. Of the 180 administrators 50 percent were male while 30 percent were female.

Finally, 400 parents of blind differently-abled children were surveyed. To this end, the study involved 300 female and 100 male parents in order to get the views of both the mother and the father. The parents were chosen based on their participation in their children's learning process, and their input was quite helpful in identifying the resources that are available to the blind differently abled learners at home and in school.

In order to achieve the demographic characteristics of the participants, including their age, gender, and education level, were also captured. The teachers had an average teaching experience of ten years while the administrators had an average of fifteen years of management in schools that incorporate inclusive education. Parents included in the study came from different social-economic backgrounds thus giving a clear understanding on how inclusive education is understood and supported in different families.

Data analysis was done using SPSS software where descriptive and inferential analysis were used in order to determine the patterns and relationship between the variables. Therefore, the study's findings are expected to add to the available research on inclusive education in India and especially on how blind differently-abled children are supported.

Independent Variables:

The involvement in the child's education, which assesses the extent of parental participation in the child's learning, can be defined as very involved, somewhat involved, neutral, not very involved, or not involved at all. Another variable is the perception of adequate school support that concerns the extent to which school can offer the necessary support and help the blind differently-abled children need. This variable is ordinal and is obtained by means of a five point Likert scale with responses ranging from strongly agree to strongly disagree.

Another moderator is the type of support offered by parents whereby parents can offer financial support, emotional support, physical support or no support at all towards the education of their child. The other independent variable is on the awareness of the community concerning the needs of blind differently-abled children; the level of awareness ranges from very high to none. Also, the level of satisfaction with community involvement in supporting blind differently-abled children is also evaluated with responses as very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. Another variable that is considered is the part the community plays in offering support in the form of monetary aid, public outreach or any other form of assistance including events.

The second independent variable is the communication between parents and teachers particularly the frequency of contact in relation to the child's academic performance which can be classified as; weekly, monthly, occasionally, rarely or never. Also, the extent of information given to the parent or the guardian by the school concerning the child's progress is gauged, from very well informed to very poorly informed. The areas where parents may be able to provide more help, including more communication with teachers, more learning materials and equipments, or more emotional and psychological encouragement, are also included.

The last key independent variable is adequacy of school infrastructure for blind differently-abled children; asking whether the school facilities are fully adequate, somewhat adequate, neutral, not very adequate, or not adequate

at all.

Dependent Variables:

The dependent variable in this study is the educational Empowerment of blind different able children which is measured by academic performance, social integration and self reliance in school. This variable is an aggregate index which incorporates various aspects that show the child's advancement and inclusion.

Demographic Variables:

Demographic variables including gender and city were also included. Gender was measured as male, female or other and the city variable was used in the study to determine that the study was conducted in Noida city.

As such these variables are crucial in the analysis of how various aspects influence the educational emancipation of blind differently-abled children and the efficacy of inclusive education practices in primary learning institutions. These variables are important in order to determine the extent to which the education system promotes the academic and social development of differently abled children, as well as the participation of parents, teachers and the surrounding society in this process.

Analysis and Interpretation

The study revealed that a majority of the parents were very caring or somewhat caring for their blind differently-abled child's education stressing on the role of parents. Most of the participants stated that the schools offered enough support while others stated that there was a need for more resources.

In the aspect of community awareness, majority of the participants felt that the community has a fair to good appreciation of the needs of the blind differently-abled children. The level of satisfaction with the aspect of community involvement could therefore be described as fair as some people felt that they had met their expectations while others felt that there was still much to be done.

Most of the parents had some contact with the teachers on monthly or less frequent basis, although some desired more contact. When asked about the physical facilities, majority of the respondents felt that the school was well endowed with facilities though there was a need to make some changes in order to accommodate the blind and other differently abled children.

Table 1: Frequency of distribution for city, gender and Involvement in Child's Education

Statistics

		City	Gender	Involvement in Child's Education
N	Valid	1000	1000	1000
	Missing	0	0	0
Mean		1.00	1.65	3.01
Median		1.00	2.00	3.00
Mode		1	2	2
Std. Deviation		.000	.477	1.421

In this research, the independent variables consisted of City, Gender, and Involvement in Child's Education; this study used 1,000 cases with valid responses. The data in these variables were summarized using descriptive statistics.

The City variable remains constant with all the respondents giving the same value (Mean = 1. 00, Standard Deviation = 0. 000). This implies that all the respondents are from the same city and thus it becomes difficult to compare across cities in this specific dataset.

Regarding Gender, the data show that there are more female participants among the respondents. The central tendency for the gender was 1. 65 with a value of 2 meaning female respondents as supported by the median and

mode values of 2. The female respondents comprised 54% of the sample while the male respondents were 46%, this can be said to be fairly balanced though slightly leaning towards the female gender since the standard deviation is 0.477.

The mean score for Involvement in Child's Education is 3.01 which show that, respondents are neutral on the level of their involvement in their child's education. The mean is also 3.00, while the median is also 3.00; the mode is 2, hence, the majority of the respondents chose "Somewhat involved". The mean of 1.421 represents moderate dispersion of the responses, and the participants' responses spanned all the categories from the "Very involved" to "Not involved at all"

The study has established that there is a difference in the degree of participation of the respondents in their children's education and that gender differences could be a factor. The non-missing data results in high dependability of these findings and offers a strong platform for subsequent analytical conclusion. These findings help to expand knowledge of parental participation in school contexts, especially in relation to the role of gender.

Table 2: The Frequency of distribution of city

City		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Noida	1000	100.0	100.0	100.0

The table indicates the distribution of the respondents according to the City variable. All the 1,000 respondents are from Noida, this is according to the frequency distribution of 100%. It also has implications on the analysis of the city variable as there is no variation in the data and the responses could have been gathered from only one city thus cannot allow for comparison with other cities. Therefore, any conclusion that may be made based on comparisons done at the city level will not be possible or will have no meaning in this case. The lack of variation in the city data implies that the study captures only the respondents from Noida thus giving a local perspective on the subject under consideration.

Table 3: Frequency of distribution of Involvement in Child's Education

Involvement in Child's Education		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very involved	196	19.6	19.6	19.6
	Somewhat involved	207	20.7	20.7	40.3
	Neutral	190	19.0	19.0	59.3
	Not very involved	201	20.1	20.1	79.4
	Not involved at all	206	20.6	20.6	100.0
	Total	1000	100.0	100.0	

The table below shows the statistical results of Involvement in Child's Education for 1000 cases. The data indicates that there is a fairly evenly spread of the respondents across all the categories of engagement. 19.6% of the respondents reported to be Very involved in the child's education while 20.7% reported being Somewhat involved. 19.0% of the respondents however, remained Neutral with regards to their participation.

This means that parents' participation in their child's learning is diverse and there is no overwhelming majority in any of the categories. The findings indicate that about 60 percent of the parents are somewhat involved or have a neutral position on the level of their involvement while the other 40 percent can be described as either having a low level of involvement or no involvement at all. This spread shows how well parents are involved in their children's education as they go about different activities. The equal distribution between the categories indicates that there are many levels of parental involvement within the sample population.

Descriptive Statistics

Table 5: The Descriptive Statistics for the Involvement in Child's Education, Adequate School Support, Type

of Support Provided, Community Awareness, Satisfaction with Community Involvement

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Involvement in Child's Education	Male	350	3.00	1.431	.077
	Female	650	3.02	1.416	.056
Adequate School Support	Male	350	3.04	1.397	.075
	Female	650	3.12	1.419	.056
Type of Support Provided	Male	350	3.13	1.403	.075
	Female	650	3.07	1.435	.056
Community Awareness	Male	350	2.93	1.442	.077
	Female	650	3.04	1.418	.056
Satisfaction with Community Involvement	Male	350	2.89	1.468	.078
	Female	650	3.01	1.387	.054

The table provides descriptive statistics for three key variables: Involvement in Child's Education, Adequate School Support, and Satisfaction with Community Involvement, with a sample size of 1,000 respondents.

The Mean score of Involvement in Child's Education is 3.01 showing that on an average basis, respondents have reported moderate level of involvement. The standard deviation of 1.421 is an indication of the high degree of variability in the level of involvement, with the response ranging from 1 (Very involved) to 5 (Not involved at all). The kurtosis of -1.318 is also less than zero, which also suggest that the distribution is flatter than the normal distribution meaning that there is more variability in the responses.

The score for Adequate School Support is slightly higher at 3.09, which means that the respondents are neutral or somewhat satisfied with the level of support from the school. The standard deviation of 1.411 also indicates the variation in attitude towards school support with the level of agreement ranging from 1 (Strongly agree) to 5 (Strongly disagree). The coefficient kurtosis of -1.287 suggest that the responses are equally distributed in the categories.

The mean of Satisfaction with Community Involvement is 2.97 which means that the respondents are neutrally disposed or slightly dissatisfied with community involvement. The standard deviation of 1.416 means that there is variability in satiety and the kurtosis of -1.291 also shows that the satiety levels are not skewed towards a specific level of satisfaction.

Inferential Statistics

Table 6: Inferential statistics of Independent Samples Test for Involvement in Child's Education, Adequate School Support, Type of Support Provided, Community Awareness, Satisfaction with Community Involvement

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Involvement in Child's Education	Equal variances assumed	.000	.996	-.275	998	.783	-.026	.094	-.211	.159
	Equal variances not assumed			-.274	707.877	.784	-.026	.095	-.212	.160

Adequate School Support	Equal variances assumed	.532	.466	-.822	998	.411	-.077	.094	-.261	.107
	Equal variances not assumed			-.826	724.207	.409	-.077	.093	-.260	.106
Type of Support Provided	Equal variances assumed	.100	.751	.640	998	.522	.060	.094	-.125	.246
	Equal variances not assumed			.645	728.738	.519	.060	.094	-.124	.244
Community Awareness	Equal variances assumed	.325	.569	-1.166	998	.244	-.110	.095	-.296	.075
	Equal variances not assumed			-1.161	704.628	.246	-.110	.095	-.297	.076
Satisfaction with Community Involvement	Equal variances assumed	7.033	.008	-1.288	998	.198	-.121	.094	-.305	.063
	Equal variances not assumed			-1.266	680.532	.206	-.121	.095	-.308	.067

The following table shows the descriptive analysis of the study variables of Involvement in Child's Education, Adequate School Support, Type of Support Provided, Community Awareness and Satisfaction with Community Involvement using an Independent Samples t-test. It was done to compare whether there are any statistical differences between these groups concerning these variables.

Involvement in Child's Education: The Levene's Test for equality of variances is 0. 996, this being greater than 0. 05 it shows that the variances of the two groups are equal. From the t-test done, there is no significance difference between the two groups with a t-distribution of -0. 275 and p-value of 0. 783 which is greater than the 0. 05 level of significance, this implies that there is no difference in the level of education involvement of the two groups.

Adequate School Support: The P-value for Levene's Test is 0. 466 which means that the variances are equal. The t-test also revealed that there was no significant difference between the two groups with the t-value being -0. 822 and p-value 0. 411 thus meaning that respondents had similar perceptions towards the aspect of school support.

Type of Support Provided: Therefore, by using Levene's Test we get a p-value of 0. 751 which is greater than 0. 05 hence variances are equal. The t-test shows that the t-value is 0. 640 while the p-value is 0. 522 meaning that there was no significant difference in the type of support provided in the two groups.

Community Awareness: From the Levene's Test, the p-value is 0. 569 which means that the variances are equal. The t-test also indicates the difference level of community awareness with t-value of 1. 166 and p-value of 0. 244 in comparison to other groups.

Satisfaction with Community Involvement: The Levene's test for equality of variance $p < 0. 05 = 0. 008$, therefore, we used the phrase 'equal variances not assumed' to report the results. The t-test statistic is $\div 1. 266$ and p-value 0. 206 which is greater than 0. 05 hence the two groups have similar satisfaction levels with the level of community involvement.

Table 7: Inferential statistics of Correlations for Involvement in Child's Education, Adequate School Support, School Information on Child's Progress, School Infrastructure Adequacy, Communication with Teachers

Correlations

		Involvement in Child's Education	Adequate School Support	School Information on Child's Progress	School Infrastructure Adequacy	Communication with Teachers
Involvement in Child's Education	Pearson	1	.001	.018	.015	-.028
	Sig. (2-tailed)		.978	.571	.641	.381
	N	1000	1000	1000	1000	1000
Adequate School Support	Pearson	.001	1	-.011	.033	.033
	Sig. (2-tailed)	.978		.718	.304	.298
	N	1000	1000	1000	1000	1000
School Information on Child's Progress	Pearson	.018	-.011	1	.016	.050
	Sig. (2-tailed)	.571	.718		.608	.116
	N	1000	1000	1000	1000	1000
School Infrastructure Adequacy	Pearson	.015	.033	.016	1	.010
	Sig. (2-tailed)	.641	.304	.608		.762
	N	1000	1000	1000	1000	1000
Communication with Teachers	Pearson	-.028	.033	.050	.010	1
	Sig. (2-tailed)	.381	.298	.116	.762	
	N	1000	1000	1000	1000	1000

This table presents the Pearson correlation coefficients for the relationships between five key variables: Participation in the Child's Learning Process, Appropriate Resources in the School, Information on Child's Performance in School, Quality of School Facilities, and Communication with Teachers. Furthermore, the correlation coefficients and the related p- values (Sig. 2-tailed) for each relationship are presented.

Involvement in Child's Education is found to have weak and statistically insignificant relationship with all other variables. The respective correlation coefficients with Adequate School Support were 0.001 and 0.978; with School Information on Child's Progress were 0.018 and 0.571; with School Infrastructure Adequacy were 0.015 and 0.641; and with Communication with Teachers were -0.028 and 0.381, implying the absence of significant relationships in these variables.

Adequate School Support has no significant relationship with the other variables as well. It correlates weakly with School Information on Child's Progress ($r = -0.011$, $p = 0.718$), School Infrastructure Adequacy ($r = 0.033$, $p = 0.304$), and Communication with Teachers ($r = 0.033$, $p = 0.298$), and this means that appropriate school support is not related to these factors.

School Information on Child's Progress has a low and insignificant relationship with School Infrastructure Adequacy with a correlation coefficient of 0.016, $p = 0.608$ and Communication with Teachers with a correlation coefficient of 0.050, $p = 0.116$. This indicates that the quantity of information that schools give about a child's progress is not well linked with the quality of school facilities or the number of contacts with teachers.

The relationship between School Infrastructure Adequacy and Communication with Teachers is very weak and statistically non significant ($r = 0.010$, $p = 0.762$).

The correlation has shown that there is no much relationship between Involvement in Child's Education, Adequate School Support, Information received from School about Child's Progress, School Infrastructure and Communication with Teachers. These results suggest that these variables work in isolation and are not closely related to parental involvement, school support and other educational factors.

Table 8: Inferential statistics of Crosstab for School Infrastructure Adequacy

Crosstab

Count

			Gender		
			Male	Female	Total
School	Infrastructure	Yes, fully adequate	67	132	199
Adequacy		Somewhat adequate	69	129	198
		Neutral	53	130	183
		Not very adequate	74	119	193
		Not adequate at all	87	140	227
	Total		350	650	1000

The crosstabulation gives information on School Infrastructure Adequacy by Gender, and the data used is based on 1000 respondents. The table shows the number of responses according to the level of perceived adequacy of school facilities and equipment, by gender.

One hundred and ninety nine respondents indicated that the infrastructure is fully adequate, 67 being males and 132 females.

This indicates that 69 male and 129 female respondents found that the infrastructure is somewhat adequate, thus 198 students see the infrastructure as somewhat adequate.

Out of the 380 respondents, 53 were neutral on the adequacy of infrastructure while 130 females were also neutral on the same.

A total of 193 students pointed out that the infrastructure is not very adequate with 74 males and 119 females.

The option not adequate at all was the most chosen one that is 227 students 87 males and 140 females said that the school infrastructure is not adequate at all.

In general, the results indicate that significantly more females have a positive perception of the infrastructure (fully or somewhat adequate) than males, though, both sexes express concerns regarding the adequacy of the infrastructure. The option "Not adequate at all" has the most response with 227 participants, which imply that school infrastructure is considered as inadequate by most of the participants, irrespective of the gender. This is a major concern in the area of school infrastructure since the results of the study reveal that the majority of the respondents perceive the infrastructure as being somewhat adequate or inadequate.

Table 9: Inferential statistics of Chi-Square Tests

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.141 ^a	4	.273
Likelihood Ratio	5.204	4	.267
Linear-by-Linear Association	1.547	1	.214
N of Valid Cases	1000		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 64.05.

The Chi-Square Test was used to test for the relationship between Gender and School Infrastructure Adequacy. The table contains the results of the Pearson Chi-Square, Likelihood Ratio, and Linear-by-Linear Association tests

with respective degrees of freedom (df) and Asymptotic Significance.

The Pearson Chi-square value is 5.141 and the degree of freedom is 4 with the p-value of 0.273. Because the calculated p-value is higher than the conventional cut-off point of 0.05, there is no statistically substantial correlation between Gender and perceptions of School Infrastructure Adequacy. This means that gender does not affect the perception of the respondents regarding the school infrastructure to any extent.

Likelihood Ratio test gives a value of 5.204 and a p-value of 0.267 thus indicating that there are no significant differences in the responses according to the gender.

The Linear-by-Linear Association is 1.547 with the p-value of 0.214, thus, it shows there is no linear relationship between gender and the perceptions of infrastructure adequacy.

The Chi-Square Test results show that Gender has no significant association with the perceived adequacy of School Infrastructure ($p > 0.05$). Therefore, the male and female respondents' satisfaction or dissatisfaction with school infrastructure is almost the same and gender cannot be seen to play a role.

Table 10: Inferential statistics of crosstab More communication with teachers, Specialized resources, Emotional and psychological support, Other and using Gender.

Crosstab

Count

		Gender		Total
		Male	Female	
Desired Additional Support	More communication with teachers	72	110	182
	Specialized resources	75	134	209
	Emotional and psychological support	75	144	219
	Other	71	142	213
	5	57	120	177
Total		350	650	1000

The crosstabulation applies on Desired Additional Support with reference to gender focusing 1000 participant (350 male and 650 female). The table below shows the kinds of help sought by male and female participants; A total of 182 students 72 male and 110 female stated their desire of more communication with teachers. Concerning specialized resources 75 males and 134 female, need was noted and therefore 209 in total respondents. This can be considered as rather equal distribution of the requests by gender; however, more females looked for the specialized resources. Out of 219 respondents: Need for emotional and psychological support was considered as more important and 75 males and 144 females expressed the same. This emphasizes the need for both genders for emotional and psychological aspect, with females putting a lot more importance.

Out of 213 respondents, 71 of them were male respondents and 142 were female respondents stating they required help in other classifications than the ones provided. The "Other" option was chosen by 57 male and 120 female respondents making a total of 177. According to the analysis, the most common additional help or service required is in the form of emotional and psychological support and female students bear this need in mind more than male students. There was also a higher need for communication to the teachers and specialized resources with females generally needing more than the male in all the categories. This shows that although both genders recognise the importance of these various support types, females are more likely to assert their additional requirements for additional resources, feelings of concern, and conversation.

Table 11: Inferential statistics of crosstab More communication with teachers, Specialized resources, Emotional and psychological support, Other and using Gender.

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	2.659 ^a	4	.616
Likelihood Ratio	2.639	4	.620
Linear-by-Linear Association	2.405	1	.121
N of Valid Cases	1000		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 61.95.

Chi-square test was performed to compare the relationship between Gender and the various types for Desired Additional Support like more communication with teachers, provision of special teaching/learning materials, person with emotional/psychological support, and others.

Chi-square = 2. 659 df = 4 p-value = 0. 616. In light of this, given that the p- value is greater than 0. 05, it can be concluded that there is no statistical significance to the Gender and kind of additional support demanded.

The Likelihood Ratio value is 2. 639 and the Linear-by-Linear Association value is 2. 405 p = 0. 121 which states that there is no statistically significant linear relation between gender and the desired types of support accordingly.

Preliminary analysis of data shows that, there is no relationship between the type of Desired Additional Support and gender ($p > 0. 05$). Different-sexed respondents have similar perceived needs of communication with teachers, special materials, EEPS, and others. Need support does not seem to be dependent on the gender of the respondent which means that the kind of needs are not far from the same need for both male and female respondents.

Discussion

The outcome of the current research shows that inclusive education assists in enhancing the independence of blind partially-able children especially in Noida. This review also highlighted that parental involvement is another critical determinant of the educational outcomes of these children. This indicates that majority of parents are highly involved in the academic and personal development of their children thus showing the importance of family support. This is in stark contrast with previous research which has also highlighted the importance of parents in the educational process of the differently abled child (Sharma & Deppeler, 2018). However, the study also pointed out that although schools are already supporting the students' needs in most aspects, there is still a lack of specialized materials like Braille books and assistive technologies. This gap suggests that schools should persist in dedicating more resources that focus on Meeting the needs of blind students.

The findings regarding community awareness imply that there is need to extend the outreach. Even though a majority of the participants reported having moderate to high awareness level, a large number of them believed that the community lacks adequate information. This implies that other measures including awareness campaign and community mobilization have to be undertaken to create the much needed public awareness of the needs and possibilities of blind differently abled children. The same has been revealed in other works, where increased community engagement resulted in increased support for inclusive education (Singal, 2016).

The results regarding satisfaction with community involvement show that there has been some improvement, but there is still discrepancy between the community's intentions and support. Improving the relationship between schools and the community can also be useful in improving the integration of blind and differently-abled children in educational facilities. Schools could partner with community organizations to fundraise, plan events, and lobby for the rights of these individuals.

With regard to the communication between the parents and the teachers, the wish of more regular contact presents the need for the constant cooperation between the teachers and parents. This will help the parents to be informed about the progress of their children and can be useful in the improvement of their children's learning. Schools can also do more in ensuring that there are proper and frequent channels of communication in order to foster this relationship.

There was however one area that was not adequate and this was in the aspect of school infrastructure. Although participants had a general idea that the facilities were sufficient, there was a demand for more. The society should

therefore emphasize on the accessibility of infrastructure in schools to blind differently-abled children and ensure that the environment surrounding the learner is safe, comfortable and befitting for such learners.

Conclusion

This work shows how the integration of blind children with disabilities in Noida can be beneficial for their education. However, there are still some issues concerning the integration of these children into the mainstream schools, such as lack of resources, low community awareness, and poor school facilities. The studies found that parental involvement is crucial for these children, emphasizing the importance of partnership between schools and families. But it also brings out the importance of teachers and parents' interaction and schools to allocate resources and make infrastructural changes for the blind differently-abled students.

Despite the fact that the general awareness of the community is relatively high, there is a need to strengthen it through specific programs and events in order to create conducive environment for inclusive education. It is therefore important for schools and the communities to ensure that blind differently-abled children are given a chance to learn in an inclusive system.

In conclusion, although inclusive education for blind differently-abled children in Noida is progressing in the right direction, there is still much work to be done to ensure that these children are supported and included in the community. Thus, it is possible to state that by filling these gaps the schools will be able to enhance the success of the blind children with disabilities, both in academics and interpersonal relationships.

References

- Ming Hwok Ainscow & Sue Miles, (2008). Making Education for All inclusive: As for what comes next, it will depend on the directions that these forces take and how they further shape the world's politics. *Prospects*, 38(1), 15-34.
- Sobhan Chowdhury & Shreya Singal(2020). Learning undertakings and journey of the visually impaired learners in India. *Disability & Societ*, 35(7), 1043-1057.
- Fisher, D. (2017). *Effective Teaching Strategies for Differently-Abled Students: Peruse the information on the site concerning the Visual Impairments*. Oxford University Press.
- Ghai, A. (2018). *Disability in South Asia: Knowledge as well as experience*. SAGE Publications.
- Hehir, T. , Schuelka, M. J. & Hollins, S. (2016). *The Future of Inclusive Education: Alavi, Najimabadi, & Yazdanian describe it as A Comparative Analysis of Global Perspectives and Practices*. Routledge.
- Liasidou, A. (2012). *Politics and Policymaking in Inclusive Education: A Literature Review*. Bloomsbury Publishing.
- Mitra& Jayshree; Posarac, Aleksandra & Vick, Britta. (2019). *Disability and Poverty in Developing Countries: Development of a Multi-Faceted Theory*. *World Development*, 41, 1-18.
- U. Sharma, & J. Deppeler (2018). The journey from segregationism and integrationism of children with learning disabilities in Australian and Indian school systems. *Asia pacific Journal of Teacher Education* 356 205-216.
- Singal, N. (2016). Social equity of education in India: a synopsis of the issues and prospects of inclusion. *Asian Journal of Inclusive Education*, for volume 4 issue 1 p 5-22.
- Slee, R. (2018). *Inclusive Education: A Step from Policy to School Implementation*. Routledge.
- Ainscow M and Miles S. Making Education for All inclusive: What is the direction that we will take? *Prospects*, 38(1), 15-34.
- Ghai, A. (2018). *Disability in South Asia: Knowledge and Experience*. SAGE Publications.
- Mitra S. , Posarac A. , & Vick B, (2019). *Disability and Poverty in Developing Countries: The Far-Reaching Effect: A Multidimensional Analysis*. *World Development*, 41, 1-18.
- Sharma, U. , & Deppeler, J. (Eds.). (2018). *Australian and Indian cultures and practices of inclusive education: A comparative analysis*. *Asia-Pacific Journal of Teacher Education* Vol 36 No. 3 pp205-216.
- Singal, N. (2016). A study of challenges and prospects of treatment to inclusion of children with disabilities in schools in Indian context. As indicated by the upshot of the survey *Asian Journal of Inclusive Education* 4(1):3-22.
- S Chowdhury, and N Singal, (2020) 'COVID-19 and India: Comparing the Modi Government's Lockdown Responses in 2020 and 2021', *Journal of Contemporary Asia*, vol. 51, no. 6, Recommendation and implication on educational achievement of partially sighted and blind students in India. *Disability & Society*, 35(7), 1043-1057.
- Tolipova & Harikrishnan (2024) *View of Sustainable Development in Primary School Education: Empowering Differently-Abled Children in Delhi NCR, India*. *Educational Administration Theory and Practice* 30(1)

Tolipova & Harikrishnan (2024) A Cross-Cultural Analysis of Inclusive Primary Education for Differently-Abled Children in India and Uzbekistan International Journal of Early Childhood Special Education (INT-JECSE) 16(4) 762-781

Liasidou, A. (2012). To a great extent, the graphic seems to call for the politics and policymaking concerning inclusive education for differently abled people. Bloomsbury Publishing.

Slee, R. (2018). Inclusive Education: Linking Policy to Implementation in Sch