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Research Article

Sustainable Development in Primary School Education: Empowering Differently-Abled Children in Delhi NCR, India

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ABSTRACT

The aims of this study is to find out the effectiveness of inclusive primary education for the development of children with disabilities in India especially the blind. It will explain the role of teachers, principals, and parents in Delhi NCR to enhance the achievement of these children. This research work sought to establish the problems of availability of resources and the impact of the principles of inclusive education for the blind disabled students. The following conclusions can be drawn from the study: education managers and policymakers should embrace community mobilization, develop positive learning environment and ensure that schools are ready to meet the needs of all learners. In addition, this paper also embraces the part played by parents and the community in promoting the welfare of children with special needs with a view of improving on their standards of living. This study is helpful to understand the ways and means of enhancing and sustaining inclusive education for disabled children in India and it offers recommendations for future education policy.

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

Introduction

Inclusion is one of the most important concepts that enable the child to get quality education regardless of their situation. Attempts have been made in the recent past to make sure that children with disabilities are included in the normal education system in lieu with goals of sustainable development that are being integrated into the education systems across the globe. The United Nations Sustainable Development Goals 4 deals with the issue of quality education and training for children to ensure their learning and development. In India, where specially children with disabilities especially the visually impaired have a very hard time in getting into quality education system, inclusive primary education has become a priority. Despite the efforts made towards the implementation of inclusive education in India some barriers are seen to include; resource factor, teacher factor, and community factor (Singal, 2016).

This paper aims to evaluate how sustainable development can be achieved for children with disabilities in India and particularly in Delhi NCR by looking at inclusive primary education for the blind. The problem with integrating sustainability into education is not merely a matter of offering education but of offering education that can sustain the subject and empower the individual. This means that there should be the necessary materials to educate the public on the situation, and educate teachers and other officials in the schools on the difficulties that these children may have. Also, sustainability in education also encompass the part played by parents and other stakeholders who are in charge of those children as they grow up in an environment of equity.

This research will establish the functions that teachers, principals, and parents play in the education of blind children. It will also focus on these students especially the issue of resource and how the Inclusive education practices have affected their lives. Thus, the research seeks to build on these factors to help explain how sustainable educational practices can be put in place for the differently-abled children. The implications of the findings will be useful to policymakers, education managers and communities on the need to ensure that every learner is supported to grow and develop in school. This research enriches the literature on how best to create and sustain quality, inclusive education for children with disabilities in India.

Research Questions:

1. What are the current status of sustainable development educational facilities and materials and equipment available for blind differently-abled children in primary education in India?
2. What kind of barriers sustainable developments 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 disabled children in India?

Research Objectives:

1. To determine the current state of sustainable development primary education facilities for blind and other differently-abled children in India.
2. To identify the barriers that teachers and school administrators face in achieving sustainable development in the provision of inclusive education for the differently-abled children
3. To examine the perception and attitude of teachers and school administrators concerning inclusive education and role of sustainable development 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 disabled 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 blind children in Delhi NCR, 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 Delhi NCR. 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 Delhi NCR, 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 Delhi NCR 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 disabled. 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 disabled 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 five years while the administrators had an average of ten 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 first independent variable is the involvement in the child's education, this variable is used in an attempt to determine the level of engagement of the parents in the education system of the child. This variable is measured on the scale from very involved, somewhat involved, neutral, not very involved, and not involved. As a result, parental involvement has a significant impact on the sustainable development of blind disabled children through proper academic and emotional support that leads to future independence.

Another variable is perception of adequate school support, which is an attempt to determine the extent of support that a school is in a position to provide for the blind children. This variable is a five point Likert scale with response format in the form of agreement and disagreement from strongly agree to strongly disagree. Due to this, appropriate school support is important in the enhancement of the effectiveness of education system that is required for the education of children with disabilities.

A control variable in the study is the kind of support offered by the parents which may be; financial, emotional, physical or no support at all. The kind of support that parents offer is crucial in the total growth of the child and assists in creation of chances required by the child for growth in the academic and other aspects of life.
The study also seeks to find out how the community views the needs of the blind children with disabilities. This variable varies between high and very high to none at all. Public awareness and participation are important determinants of whether inclusive education for blind will be sustained since they are an indication of the population's preparedness to support children with disabilities.
The other independent variable is the **satisfaction with community** participation, and it is a five point scale from very satisfactory to very unsatisfactory. This variable captures the degree of assistance offered to the blind disabled children in the community in terms of monitory, exposure and occasions. This paper has also pointed out the role of communities in sustainable development as it makes the environment that these children will grow in to be more better.

The frequency of **communication teachers is a fourth independent variable** and is further subdivided into weekly, monthly, occasional, and rare. The aims at coming up with ways on how to inform the parents about their children's performance in school so that they can make contribution towards the development of their children education. Furthermore, the school's communication on the child's performance is quantified according to the adequacy of information on a very good to very poor scale.
The last essential independent variable is the availability of school facilities for blind differently-abled children. It includes whether the resources available in the school are sufficient and sufficient to help these children in a safe environment to learn and develop.

Dependent Variables:

The key outcome measure in this study is the **educational self- efficacy** of blind children with disabilities. This is done by assessing the general performance of a student in academic, social aspect and independence in the school environment. The Index of child education and social status is the indicator of the child's educational attainment and social capital within the school system and is constructed out of several components of sustainable education.

Demographic Variables

Gender and city are added as demographic variables in the study. Gender is divided into male, female, and other; city refers to the base of the study which is Delhi NCR. The following demographic variables provide additional information on various ways in which gender, age, and location may influence education for blind children with disabilities.

Results

The study revealed that a majority of the parents were very 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 disabled 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 demographic location.

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	Delhi NCR	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 Delhi NCR, 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 Delhi NCR 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
Inferential Statistics

Table 5: The Inferential 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. 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.

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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.

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						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error 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 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 ÷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 Correlation	1	.001	.018	.015	-.028
	Sig. (2-tailed)		.978	.571	.641	.381
	N	1000	1000	1000	1000	1000
Adequate School Support	Pearson Correlation	.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 Correlation	.018	-.011	1	.016	.050
	Sig. (2-tailed)	.571	.718		.608	.116
	N	1000	1000	1000	1000	1000
	Pearson Correlation	.015	.033	.016	1	.010

School Infrastructure Adequacy	Sig. (2-tailed)	.641	.304	.608		.762
	N	1000	1000	1000	1000	1000
Communication with Teachers	Pearson Correlation	-.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 correlate 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 Adequacy	Yes, fully adequate	67	132	199
	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 cross tabulation 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 a 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		
		Male	Female	Total
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.

Hosmer & Lemeshow test: 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 current study offers important implications for enhancing the independence of blind and differently-abled children through inclusive education in Delhi NCR. Among the identified outcomes is the role of inclusive education in the improvement of the level of independence among blind students as one of the aspects of sustainable development. Therefore, the students who are provided with the skills for autonomy are contributing to the principle of sustainable development known as long term capability. This is in harmony with the other education related global goals of the United Nations Sustainable Development Goal 4 which seeks to ensure quality education for all (United Nations, 2015).

The study also find parental involvement as another factor that greatly influence the education of the disabled students. It is clear from the participation of parents in the academic and personal aspect of these children that family support plays a significant role in the growth of these children. This finding is in agreement with previous works that have emphasized on the role of parents in the education of children with disability (Sharma & Deppeler, 2018). This is because, such children's parents have to be well involved in their learning process up to the time they complete their education in order to

However, there is still a lack of specialized materials and technologies, including Braille books and other tools, the study reveals. These resources are very crucial to the development of the blind students in particular as they are the only method through which such students are able to enhance their learning process and skills. The lack thereof means that schools should offer more resources and ensure that the procured materials are suitable for blind/ disabled children. This research gap becomes pertinent in order to make sure that inclusive education is sustainable in the future.

The results on community awareness are in accord with the recommendations to increase awareness and extend the outreach efforts. While most participants rated their own awareness as moderate to high, a large

number of them also expressed the view that the community has insufficient information about the needs of blind children. This implies that there is need to continue with public awareness and community mobilization that would ensure that there is support and appreciation of inclusive education. This is important for sustainable development because it promotes active participation of communities in the protection of rights of children with disabilities (Singal, 2016). Thus, school and the community can play a vital role in increasing the awareness of these children and can thus help in integrating these children into society in terms of social and educational status.

The community participation findings have slightly improved but still illustrate the discrepancy between the community's perceived involvement and the actual support provided. Hence there is a call to strengthen the relationship between schools and communities in order to foster better partnership for the well being of children with disabilities. Schools can work with other institutions to receive funds, plan activities and campaigns for the rights of children with disabilities. This is not only helpful in an assessment of the education system as to whether it is delivering on its set goals and objectives, but also plays part in encouraging and support the growth and development of This conclusion also agrees with the argument that parents and teachers should communicate often.

Most of the parents indicated that they wanted to be updated more often on their child's performance. This is to mean that teachers and parents/guardians should collaborate in order to make sure that children with disabilities have the right learning and development. Thus, schools can contribute to sustainable development of these children with the help of clear and frequent communication channels for mutual cooperation.

The final problem area identified was the school infrastructure. However, although the majority of the participants acknowledged that the facilities are adequate to some extent, they called for more development. This paper therefore supports the argument that accessibility and comfortability of the schools for the blind and the differently-abled children should be a key agenda in order to achieve quality education for these children. The future generations of children who live with these kinds of conditions also require that the schools and policymakers direct their resources and funding to the infrastructure that will benefit these children in the short-run and in the future.

Conclusion

This work shows how the inclusion of blind differently-abled children in mainstream schools in Delhi NCR can lead to improvements in their education and therefore their sustainable development. However, there are several barriers to the integration of these children such as; limited resources, low community knowledge, and unsupportive educational systems. These barriers therefore make it difficult to embrace inclusive education which is very important in order to help children with disability to have the best opportunity of growing up and be self reliant. The study also emphasizes on role of parents and how schools should involve parents in order to make learning environment welcoming for the students. Furthermore, the study identifies the areas of teacher- parent relationships, adequate resources and school infrastructure as far as blind children are concerned.

The general community appreciation regarding the needs of the differently-abled children is relatively high and therefore, it is important to continue on enhancing community participation through specific programmes, campaigns and events to support inclusive education. These are great efforts towards creating a self sufficient system for blind children who can help them to achieve their academic and social goals. Sustainability in education therefore entails development of conditions by schools and communities to enable children to learn and also get equal chances to learn.

But when it comes to inclusive education of blind and other disabled children in Delhi NCR, there is much that is yet to be done to advocate for their cause fully. It is therefore crucial that the child is provided with better materials and facilities and also the community should be informed on children's matters Such areas, the schools and the policymakers can make the learning experience of the visually impaired differently-abled children better to enable them become independent learners in inclusive and sustainable education systems.

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