



GENERAL



Impact Assessment Report

Supporting Inclusive Education of Children with Disabilities

Project no: 10462

Project title: Supporting Inclusive Education of Children with Disabilities

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Funder: Bajaj General Insurance Limited

Implementation Agency: Royal Commonwealth Society of Blind

Impact Assessment Conducted by: Renalysis Consultants Pvt Ltd (CSRBOX)



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Abbreviations

Abbreviations	Details
SDG	Sustainable Development Goals
CSR	Corporate Social Responsibility
LV	Low Vision
PwD	Person with Disabilities
BRC	Block Resource Centres
CVI	Children with Visual Impairments
ICT	Information, communication, and technology
UDISE	Unified District Information System for Education
RPwD	The Rights of Persons with Disabilities
UDL	Universal Design for Learning



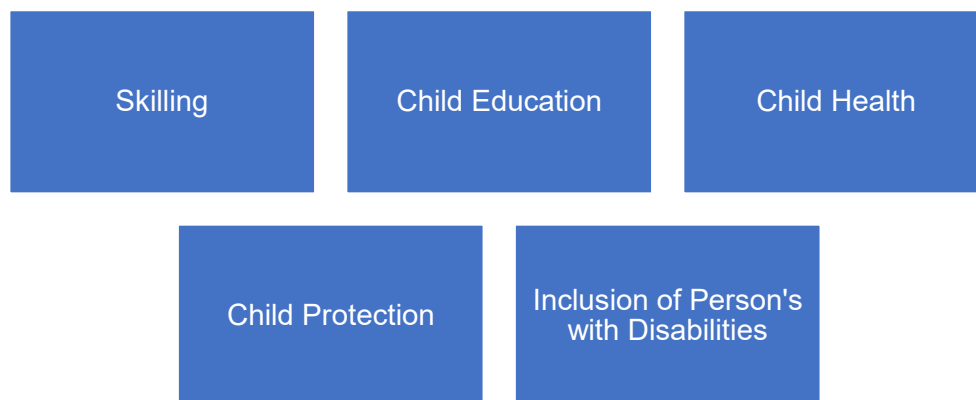
Chapter 1

Introduction

1. Introduction

1.1 Background:

Bajaj's social investments are strategically directed towards areas of Skilling, Child Education, Child Health, Child Protection and Inclusion for Persons with Disabilities. It collaborates with several not-for-profit organisations, governments, hospitals, institutions, and training partners to implement programmes and drive ground-level interventions. Alongside targeted projects, Bajaj focuses on several strategic ones with select partners to maximise the impact.



India has expressed a strong commitment to building inclusive, community-based interventions to preserve equitable access to education for persons with disabilities, especially children. The Right to Education Act (2009) and the National Education Policy (NEP) 2020 reaffirm these commitments through the promotion of Universal Design for Learning (UDL). The Rights of Persons with Disabilities (RPwD) Act, 2016, further reinforces this by outlining the duties of educational institutions to provide inclusive education and an environment conducive to learning. These national frameworks align with global goals under the 2030 Agenda for Sustainable Development, which emphasise the rights, perspectives, and well-being of persons with disabilities.¹

According to the Unified District Information System for Education (UDISE) 2023–2024, only 0.7% of children with disabilities are enrolled in schools nationwide, and of these, merely 0.1% are children with blindness or low vision. These numbers reflect the widespread inaccessibility faced by children with disabilities in accessing education. This highlights the urgent need for assistive technology and systemic inclusion to make learning accessible for all. Moreover, children with disabilities are 10 times less likely to attend school, and even when they do, they tend to achieve lower levels of education compared to their peers. Their school completion rates are also lower than those of other marginalised groups.²

During the COVID-19 pandemic, the shift to online learning further widened this gap. Children with visual impairments were particularly disadvantaged—43% reported considering dropping out, and 77% feared falling behind in their studies.³ To successfully integrate these children into the education system, interventions must adopt a holistic approach that addresses not only the child's needs but

¹ Rakhi Dandona et al., "India's Disability Estimates: Limitations and Way Forward," *PLOS ONE* 14, no. 9 (September 6, 2019): e0222159, <https://doi.org/10.1371/journal.pone.0222159>.

² Dr Nidhi Singal, "Education of Children with Disabilities in India and Pakistan: An Analysis of Developments since 2000," n.d.

³ PTI, "43% Children with Disabilities Planning to Drop out Due to Difficulties Faced in E-Education: Survey," *The Hindu*, July 18, 2020, sec. India, <https://www.thehindu.com/news/national/43-children-with-disabilities-planning-to-drop-out-due-to-difficulties-faced-in-e-education-survey/article32121145.ece>.

also involves peers, teachers, caregivers, and the broader community. Providing one resource in isolation is insufficient to overcome the barriers to education for children with visual impairments.

Bajaj's CSR initiative **"Supporting Inclusive Education of Children with Disabilities"** aims to address this issue comprehensively. It ensures that every child with a visual impairment receives the support and technology required to access and engage meaningfully in their education. The project also emphasises early intervention and community engagement, ensuring that children feel supported throughout their educational journey. By providing technological support through assistive devices and implementing a curriculum tailored to enhance learning abilities, the project aims to strengthen both the education system and the individual capabilities of children with visual impairments. It also involves the local government in identifying eligible children, raising awareness about the programme, and training educators and community stakeholders.

1.2 Project Context

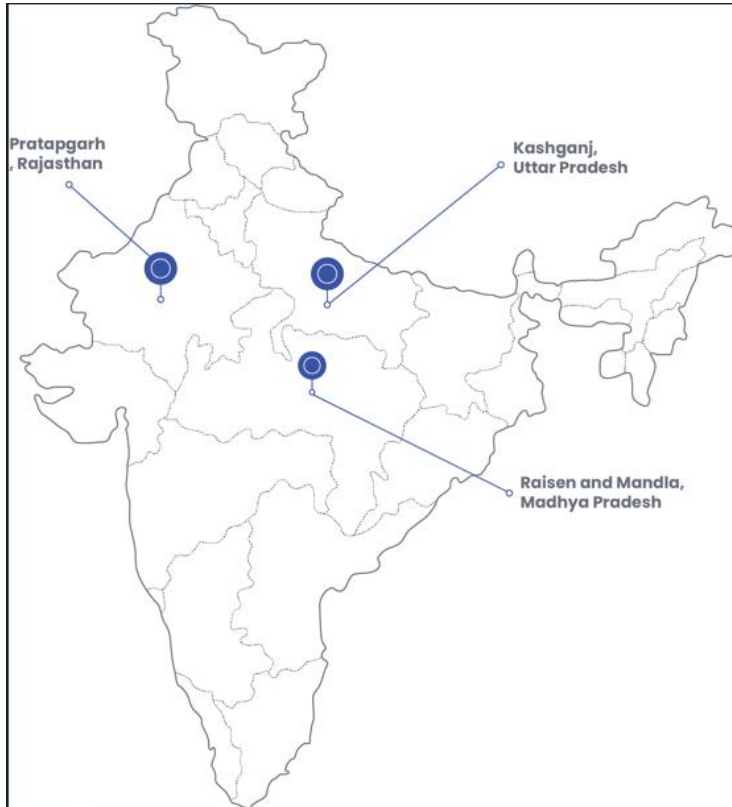
Sightsavers, a grassroots-level organisation, works to ensure that children with blindness or visual impairment are effectively included in mainstream education. This is achieved through multiple levels of support, including the Provision of assistive devices, Training teachers in the Plus Curriculum, Facilitating the use of ICT tools, and Mobilising support from local governments to strengthen inclusive education systems.

CSRBOX will be assessing the impact of BAGIC's project for the year 2022-2023. The objectives of this impact assessment study are as follows:

- Evaluate the effectiveness of the project in promoting inclusive learning environments in government schools for children with visual impairments.
- Assess the extent to which the project has enhanced the capacity of general and special educators in inclusive pedagogy, ICT tools, and disability-responsive teaching practices.
- Measure the impact of Plus Curriculum training on the academic performance and life skills development of children with visual impairments (CVIs).
- Examine the role of model Block Resource Centres (BRCs) in institutionalising inclusive education practices across schools.
- Evaluate the success of the project in raising community and parental awareness of the rights and educational needs of children with disabilities.

Geographic Coverage of the Project

Location	District
Rajasthan	Pratapgarh
Madhya Pradesh	Mandla and Raisen
Uttar Pradesh	Kashganj






1.3 Alignment with Schedule VII

Schedule VII (Section 135) of the Companies Act, 2013 specifies the list of activities that may be included by the company in its CSR Policy. The table below indicates the activities included by BAGIC.

Sub-Section	Activities	Alignment
(i)	Promoting education, including special education and employment-enhancing vocational skills, especially among children, women, the elderly, and the differently-abled, and livelihood enhancement projects	Completely

1.4 Alignment with SDG Goals

The table below mentions the SDGs in alignment with the Construction of the school building Project:




SDG Goals	Target	Alignment
	<p>Target 4.5:</p> <p>Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities.</p>	<p>The project promotes inclusive education by providing assistive technologies and a tailored curriculum for children with visual impairments, ensuring equal access to quality education.</p>
	<p>Target 10.2:</p> <p>Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p>	<p>By supporting education for children with disabilities, the project fosters social inclusion and empowers them to participate fully in society.</p>
	<p>Target 17.17:</p> <p>Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships.</p>	<p>The initiative involves collaboration with local government, educators, and community stakeholders, embodying strong cross-sector partnerships to achieve sustainable impact.</p>

1.5 Alignment with ESG

Principle 4: Business should respect the interests of and be responsive to all its stakeholders.

Principle 8: Businesses should promote inclusive growth and equitable development.

1.6 Alignment with National Policies

National Policies	Objectives and Strategies	Alignment
<p>Sarva Shiksha Abhiyan (2001)</p> 	<p>To ensure that every child in India can access free and compulsory elementary education.</p>	<p>The initiative aligns by contributing to universal elementary education for children with visual impairments and supporting capacity building for teachers through training and the use of assistive technology.</p>
<p>Sugamya Bharat Abhiyan (2015)</p> 	<p>To improve accessibility in physical infrastructure and ICT for persons with disabilities.</p>	<p>Through the provision of assistive technology and curriculum adaptation, the project supports digital accessibility and inclusive infrastructure in educational settings.</p>
<p>Rights of Persons with Disabilities Act, 2016</p> 	<p>To empower persons with disabilities and allow them to lead a life of dignity and independence.</p>	<p>This initiative ensures the provision of inclusive education and empowers children with visual impairments to learn with dignity and independence.</p>
<p>National Education Policy (NEP) 2020</p>	<p>To bring transformative reforms by enhancing access, equity, quality, and development from school to higher education.</p>	<p>The initiative directly supports NEP 2020 by integrating visually impaired children into mainstream education through assistive technology, early intervention, and personalised learning strategies.</p>



Chapter 2

Analysis of Key Programme Activities

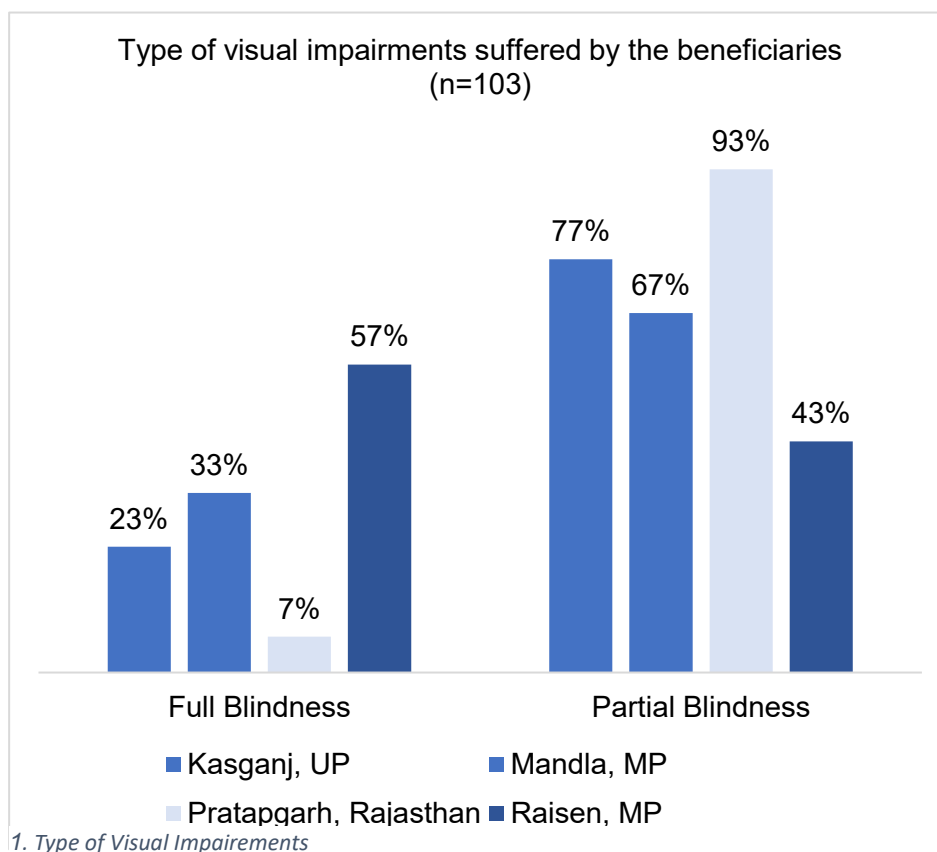
Chapter 2: Analysis of Key Programme Activities

Under the inclusive education programme, the following are the main components:



2.1. Identification and Assessment of Children with Visual Impairments

The project began with a strong focus on identifying children with visual impairments across intervention areas. This process ensured that children who could benefit from inclusive education and assistive technologies were systematically recognised and reached. The district teams worked closely with schools, local systems, and families to create an accurate list of children, followed by functional and low-vision assessments. These assessments helped to understand each child's unique needs and the kind of support required for their educational journey.



The distribution of assistive technologies was tailored to the specific needs of each district, recognising the varying prevalence of different types of visual impairments. The data indicate that **partial blindness** is more common than **full blindness** across all regions.

For instance, in Pratapgarh, where **93%** of beneficiaries have partial blindness, assistive technologies were likely focused on low-vision aids. In

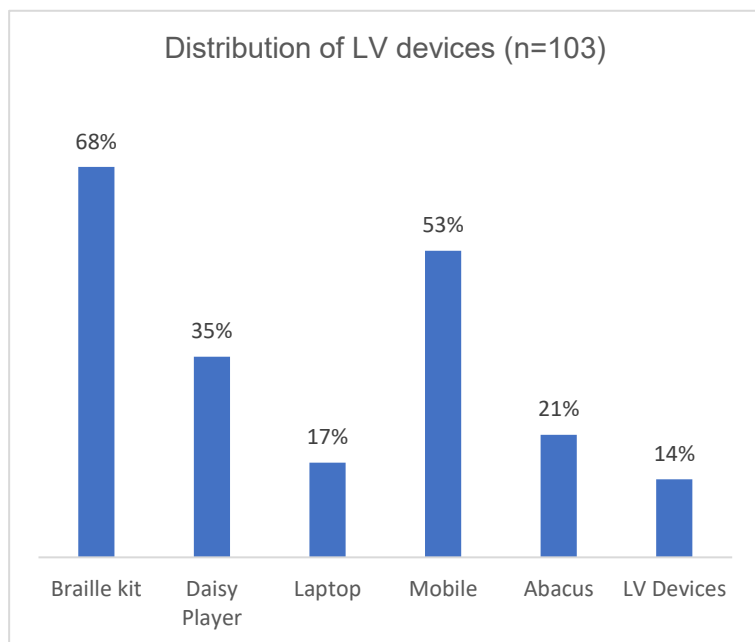
contrast, districts like Mandla, with a higher percentage of **full blindness** at **33%**, likely received a greater allocation of technologies like Braille materials and abacuses. This targeted approach ensured that the support provided was directly aligned with the most common needs in each area, maximising the impact of the intervention.

Key Focus areas:

- Building an evidence-based list of children who required educational support.
- Conducting assessments that focused not just on impairment, but on functional ability and educational needs.
- Encouraging families to see education as a realistic pathway for their children.
- Creating stronger linkages between community-level identification and specialist-led assessments.

2.2. Provision of Assistive Devices and Educational Support

Following the identification, the project placed equal emphasis on ensuring that children received the right educational tools and support to continue learning with dignity. Assistive devices such as Braille kits, mobility aids, low vision devices, and ICT tools were provided to children based on their assessed needs. Importantly, this was not a one-time distribution but accompanied by training and handholding, so that children could effectively use these devices in classrooms and at home.



The distribution of low vision (LV) devices reflects a balanced approach between traditional aids and emerging digital tools. Braille kits and mobile phones emerged as the most widely provided devices, supporting basic literacy and accessible communication for a large proportion of children. **Braille kits** reached **68%** of children, underlining the centrality of Braille in building foundational literacy. In comparison, **Daisy players** were distributed to **35%** of children, providing auditory support, while the **abacus** reached **21%**, strengthening numeracy skills. In contrast, advanced tools such as

2. Type of LV Device distributed

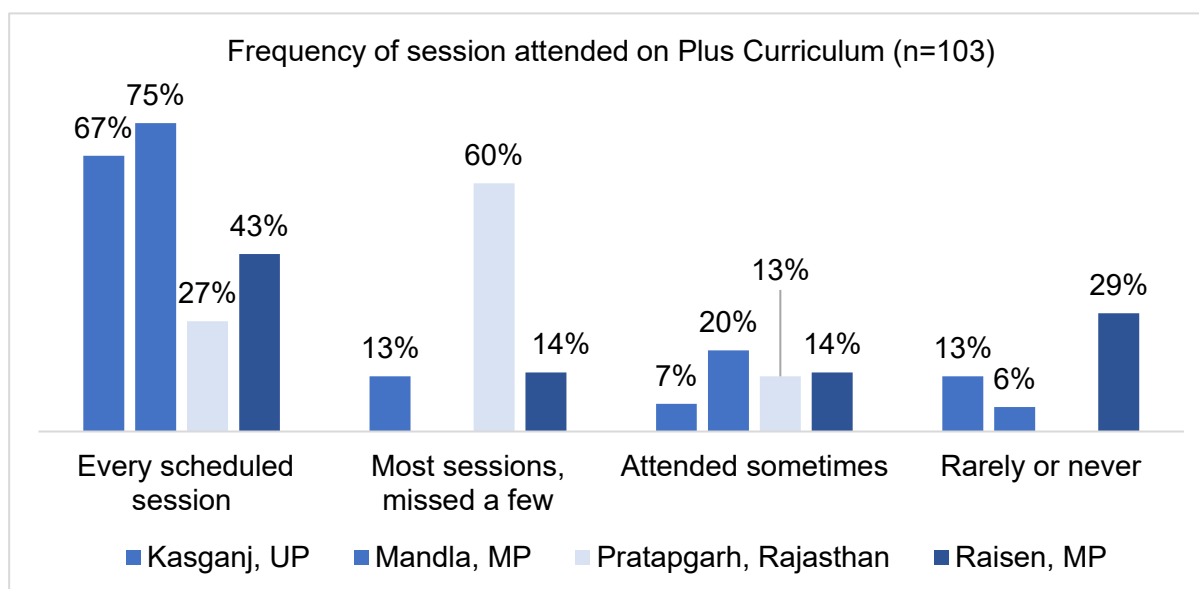
laptops and specialised LV devices were provided to a smaller group of children, mostly those in higher grades, where the need for independent learning, digital access, and advanced academic support is greater. This indicates a strategic effort to match the type of device with the child's stage of education and learning needs.

The provision of devices and skill-based training allowed children to participate in education with greater independence and confidence. The Plus Curriculum, focusing on sensory training, daily living skills, Braille, abacus, and orientation, was designed to make learning holistic and relevant. The training also ensured that children could integrate these skills into both classroom learning and day-to-day life.

Some of the core aspects of this activity included:

- Braille reading and writing, enabling them to engage with educational content on par with their peers.
- Orientation and mobility skills, ensuring they could navigate their environment confidently.
- Daily living skills and social skills, building self-reliance and confidence in interacting with others.
- ICT-based learning tools such as DAISY players, smartphones, and laptops, making digital learning accessible.

The integration of devices with skill-building made learning more inclusive and practical. Children were supported by facilitators and teachers continuously, ensuring that learning did not stop once devices were handed over. This approach created an enabling environment where children could continue their education alongside peers in mainstream settings, with increased confidence and independence.



The

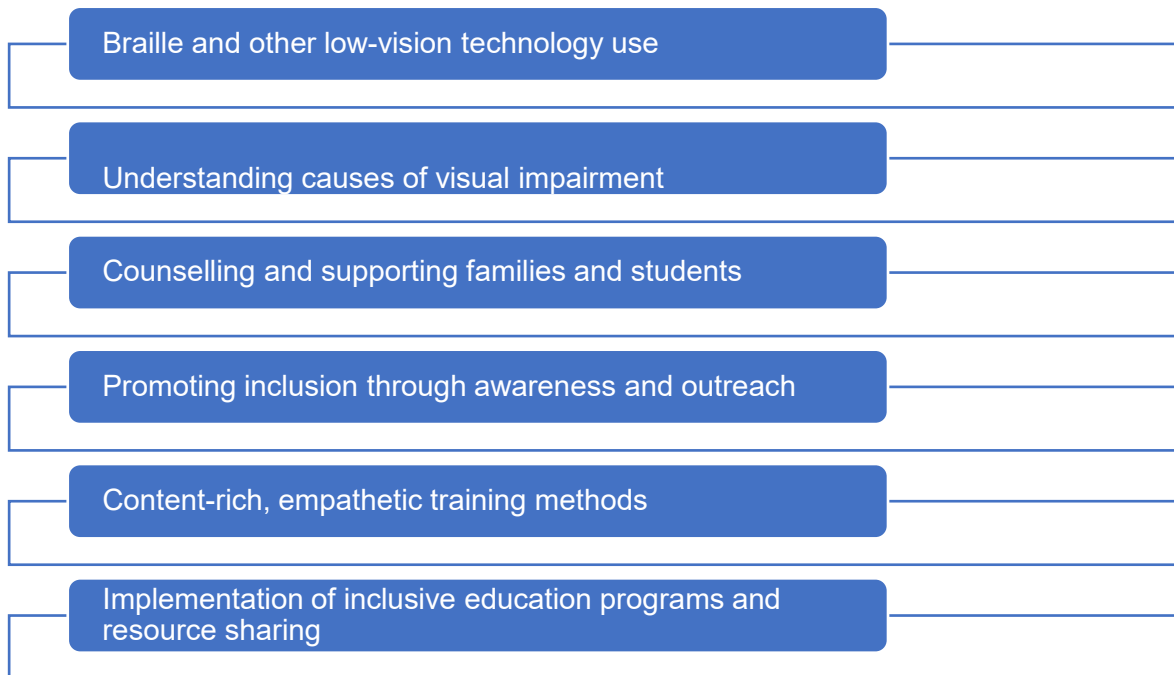
3.Attendance Of sessions on Plus Curriculum

attendance patterns for the Plus Curriculum sessions reveal significant variations across the districts. In Mandla and Kasganj, there is a high level of consistent participation, with 75% of students in Mandla and 67% in Kasganj attending all scheduled sessions. This suggests that in these areas, the curriculum has been successfully integrated into the students' routines, and the support systems are robust. Conversely, participation in Pratapgarh is less consistent, with 60% of students missing some sessions.

Along with the CVIs, **social animators** were also an important element of the programme, where close kin of the child are given training on the devices and other aspects of disability inclusion activities. Through interactions with social animators, it was observed that the training had a significant impact on both children with visual impairments (CVIs) and their families. Animators reported attending sessions up to four times, with occasional involvement in parental counselling and education department events. They highlighted that the training provided practical solutions and guidance in situations where no other support was available, enabling them to assist children effectively at home and support their learning. Many animators also actively spread awareness to parents of other children with disabilities, creating a ripple effect in the community. Overall, the training strengthened the capacity of animators to provide direct educational support, promote

inclusive practices, and enhance community-level understanding and empathy toward children with visual impairments.

The major topics covered during the training included:



2.3. Capacity Building of Educators and Stakeholders

In parallel with sensitisation of families and communities, the project placed significant emphasis on strengthening the capacities of educators, school management committees, and other relevant stakeholders. The objective was to ensure that those directly engaged in the education system are equipped with the skills, knowledge, and orientation necessary to effectively support children with visual impairments within mainstream settings.

The capacity-building sessions were designed to familiarise educators with inclusive education principles, classroom adaptations, and techniques for supporting children with low vision and blindness in day-to-day learning. In addition, teachers and stakeholders were oriented on key legal provisions such as the Right to Education (RTE) Act and the Rights of Persons with Disabilities (RPwD) Act, highlighting their responsibilities in enabling access to education and safeguarding the rights of children with disabilities.

This process contributed to building a supportive school environment that not only recognised the potential of children with visual impairments but also addressed systemic and attitudinal barriers. Stakeholders were encouraged to see inclusion as an achievable goal within their own schools and communities, rather than something limited to specialised institutions.

Key areas of focus included:

- Strengthening the role of teachers in adapting pedagogy to meet diverse learning needs.
- Enabling School Management Committees and administrators to monitor and promote inclusive practices.
- Creating awareness among stakeholders to remove misconceptions and foster positive attitudes towards children with disabilities.

- Reinforcing collaboration among teachers, parents, and local governance structures to ensure continuity of support.
- Building a shared understanding that inclusive education is both a right and a practical approach to ensuring equal opportunities for all children.

Through these efforts, the project created an enabling environment in which educators and stakeholders were better positioned to address the specific needs of children with visual impairments and to sustain inclusive education practices in the long term.

Through interactions with teachers, it was observed that the training enhanced their understanding of the challenges faced by children with visual impairments (CVIs) and the practical strategies to support them. Teachers reported that the equipment and assistive devices provided helped children engage more actively in learning and daily activities. They also noted improvements in students' confidence, social participation, and motivation to study. Furthermore, teachers appreciated learning about awareness, sensitisation, and mainstreaming approaches, as well as relevant schemes and support pathways, which enabled them to better guide CVIs and create a more inclusive classroom environment. The major topics discussed during the training included

Mainstreaming of CVIs

Government Schemes associated with CVIs

Awareness and Sensitization around Disability

Equipment Support

Pathways to Support CwSNs

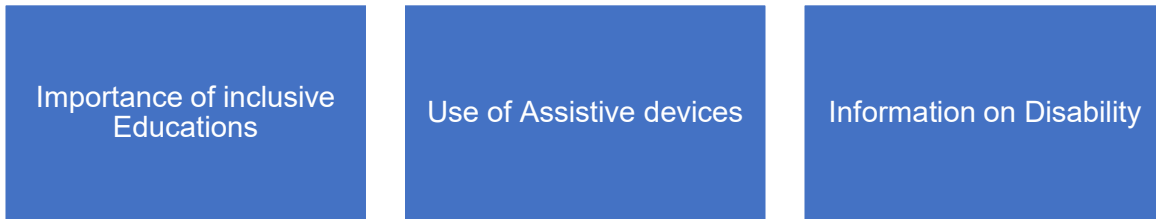
2.4. Institutional Strengthening

A critical aspect of promoting inclusive education is to ensure that government systems and institutions themselves are adequately sensitised and equipped to sustain the change. The project therefore invested in institutional strengthening by working closely with district administrations, education departments, and other government stakeholders. This ensured that inclusive education did not remain limited to project activities, but was embedded within existing structures and policies at the district and state levels.

The process began with formal launch events and continued engagement with district officials to secure their support in implementing inclusive education activities. These interactions created visibility for the project and brought together senior officials from multiple departments, such as education, social justice, and health, enabling cross-sectoral commitment to the cause. Regular liaison with district administrations helped to establish formal orders and directives that facilitated the conduct of assessments, training programmes, and the provision of assistive devices for children with visual impairments.

Alongside this, structured training sessions were organised for teachers, government officers, and education personnel to build an understanding of inclusive pedagogy, disability rights, and classroom practices that support children with visual impairments. The major topics included in the sessions were

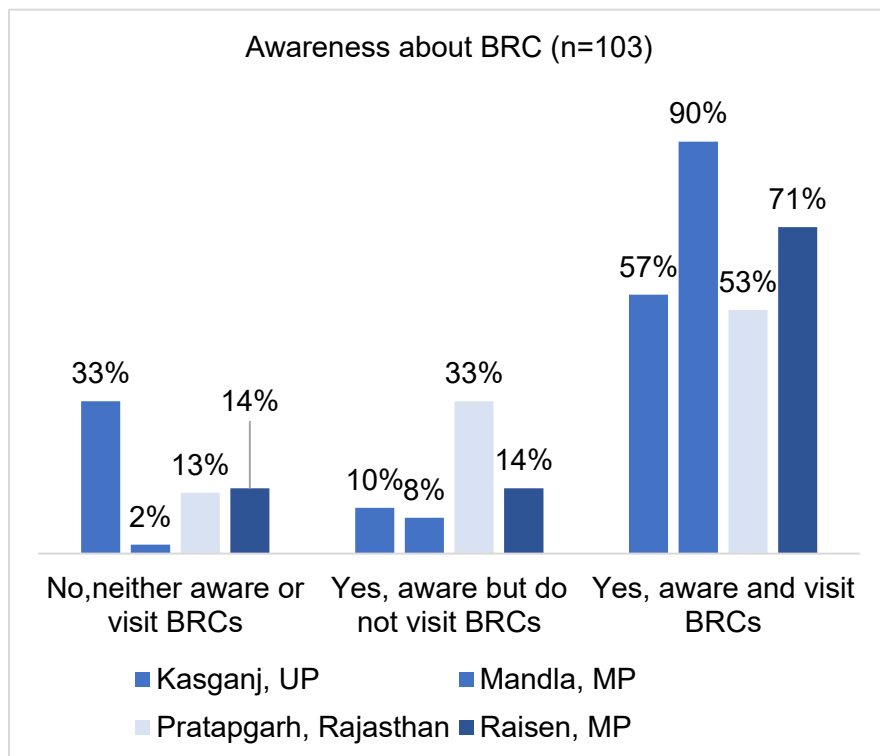
By focusing on building capacity within government systems, the project enabled officials and educators to take ownership of inclusive practices and to replicate them beyond project-supported locations.



Alongside, the project systematically developed Block Resource Centres as crucial hubs for providing educational support, training, and innovative resources for children with disabilities. These centres were designed to bridge the gap in education for CwDs. As part of this effort, three model BRCs were established, including one in Kasganj, which was officially inaugurated in the presence of key government officials. These centres are well-equipped with useful technology and training materials, serving as a physical manifestation of the project's investment in government infrastructure.

We wanted to help children with disabilities, but we didn't know how to plan effectively or support them in schools. Sightsavers made our thoughts into outcomes

- Government Official, Mandla



The data reveals significant variations in the level of awareness and engagement with Block Resource Centres (BRCs) across the districts. Mandla shows exceptional awareness and utilisation, with a remarkable **90%** of respondents reporting that they are both aware of and visit BRCs. Similarly, Raisen demonstrates high engagement, with **71%** of people visiting these centres.

4. Awareness among BRC among identified BRC

Key focus areas under this activity included:

- Building awareness among district and state government officials on disability rights and inclusive education frameworks.

- Training teachers, resource persons, and administrators on inclusive pedagogy, ICT-enabled learning, and the Plus Curriculum.
- Strengthening collaboration between education departments and other line departments to ensure coordinated support for children with disabilities.
- Embedding inclusive practices into existing government structures, thereby reducing dependency on external support.
- Creating a pool of sensitised government personnel who can advocate for and sustain inclusive education initiatives within their own systems.

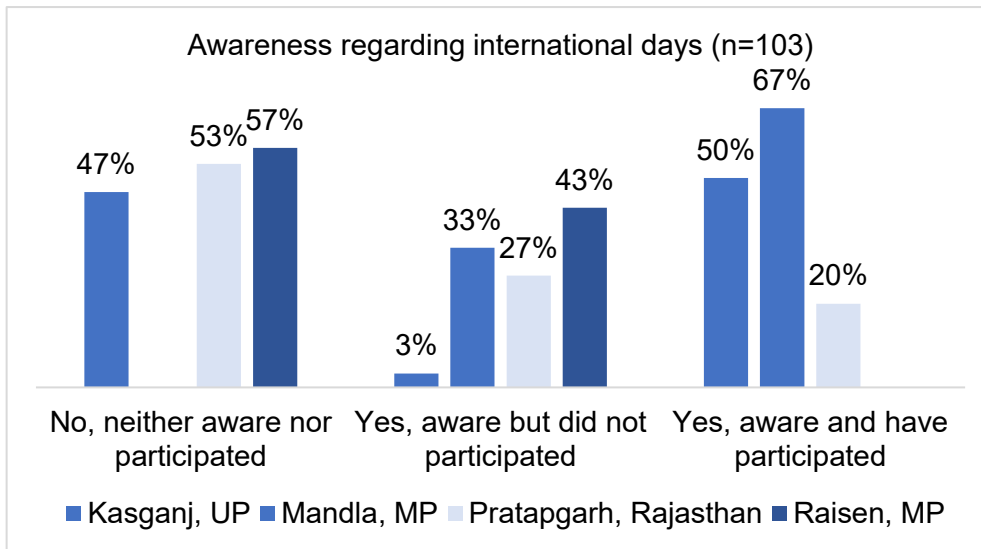
Detailed Interactions with Government officials highlighted a significant shift in perceptions, noting that children with visual impairments are equally capable of learning when supported with devices and inclusive practices. They observed that students, once passive in classrooms, are now more active in academics and social activities, with peer-to-peer learning fostering collaboration. At the same time, officials stressed the need to scale up efforts, pointing to gaps in infrastructure and teacher preparedness. They emphasized that regular, compulsory training for teachers and investments in digital resources such as smart TVs and e-libraries would be essential to sustain progress. Several officials also expressed their commitment to advocating for stronger systemic support, indicating recognition of the programme's impact but also of the need for broader implementation.

Through these efforts, the project contributed to building an enabling institutional environment where inclusive education is not seen as an external intervention, but as an integral responsibility of government schools and education systems.

2.5. Community Engagement and Awareness

Community engagement was a central component of the project, designed to create awareness, dispel misconceptions, and build supportive attitudes towards the education of children with visual impairments. Activities were organised at the district level to bring together families, community stakeholders, and children in inclusive spaces where disability was not seen as a limitation but as part of the social fabric.

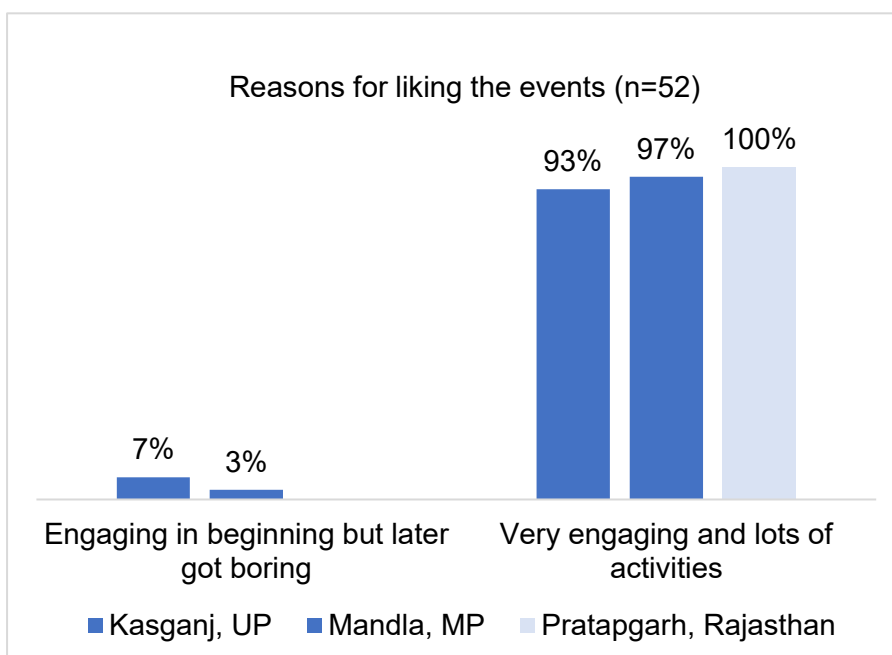
Interactions with stakeholders revealed that events such as World Sight Day and World Disability Day created powerful opportunities for visibility and inclusion. Teachers and parents noted that when children with visual impairments participated in inclusive sports and cultural activities, it not only boosted the children's confidence but also changed community attitudes. Many parents shared that seeing their children perform alongside peers helped challenge the perception of "disability" and replaced it with a sense of pride and capability. Officials also highlighted that these occasions provided a platform to demonstrate the effectiveness of assistive devices in real-life settings, making the interventions more tangible for the broader community.



5. Awareness about International Days

The level of awareness of these international days is uneven across districts. In places like Mandla, where 90% of respondents reported awareness, officials attributed the success to strong campaigning, school-led activities, and active community participation.

By contrast, in districts such as Pratapgarh, low awareness meant fewer opportunities for families to engage meaningfully with these events. Teachers from these regions expressed that while some information reaches the community, it does not always translate into participation, suggesting the need for more localized outreach and consistent mobilisation.



6. Feedback on the Events

The majority of the respondents across all the districts who participated in the International Day celebrations stated that the events were very engaging and were thoroughly enjoyed by the participants.

Alongside these public events, more focused sensitisation programmes were conducted at the community level. Through direct engagement with parents, teachers, and School Management Committees (SMCs), families were counselled on

how to support children at home and ensure continuity of education. Stakeholders were also made aware of the legal entitlements under the Right to Education (RTE) and the Rights of Persons with Disabilities (RPwD) Act, equipping them with knowledge to advocate for children's rights within the system.

Key aspects of these efforts included:

- Organising inclusive games and sports events to create visibility and promote social inclusion of children with disabilities.
- Observing international and national disability days as platforms to sensitise a broader audience.
- Conducting parent and SMC sessions on disability awareness, inclusive education practices, and legal entitlements.
- Counselling families to overcome myths and misconceptions around disability and to build confidence in their children's abilities.
- Strengthening partnerships between schools, families, and communities to create an enabling environment for children with visual impairments.



7. Data collection at Mandla



Chapter 3

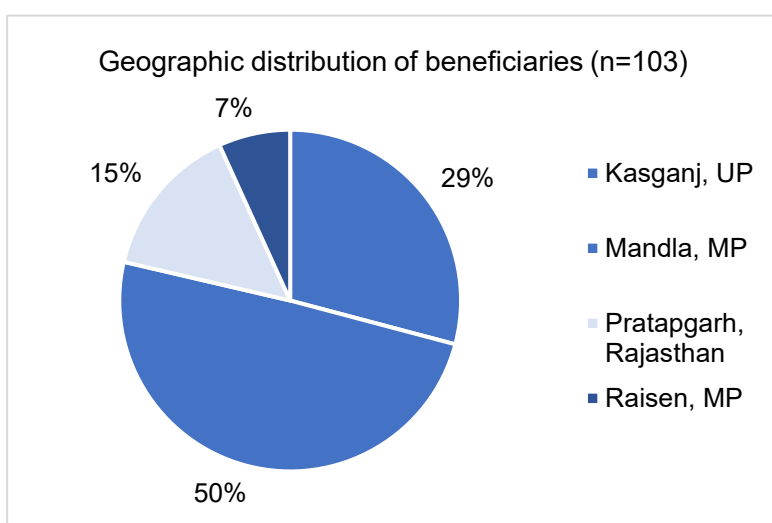
Impact Findings

Chapter 3: Key Impact Findings

The following chapter explores how the provision of assistive devices, coupled with structured training, has created opportunities for children with visual impairments to strengthen their foundational skills and progress in their studies. The findings highlight not only measurable improvements in academic scores but also meaningful changes in classroom engagement, confidence, and independence. By examining both quantitative data and qualitative insights from teachers and students, the chapter illustrates how the programme has enabled children to overcome barriers, actively participate in learning activities, and gradually achieve greater proficiency in core subjects.

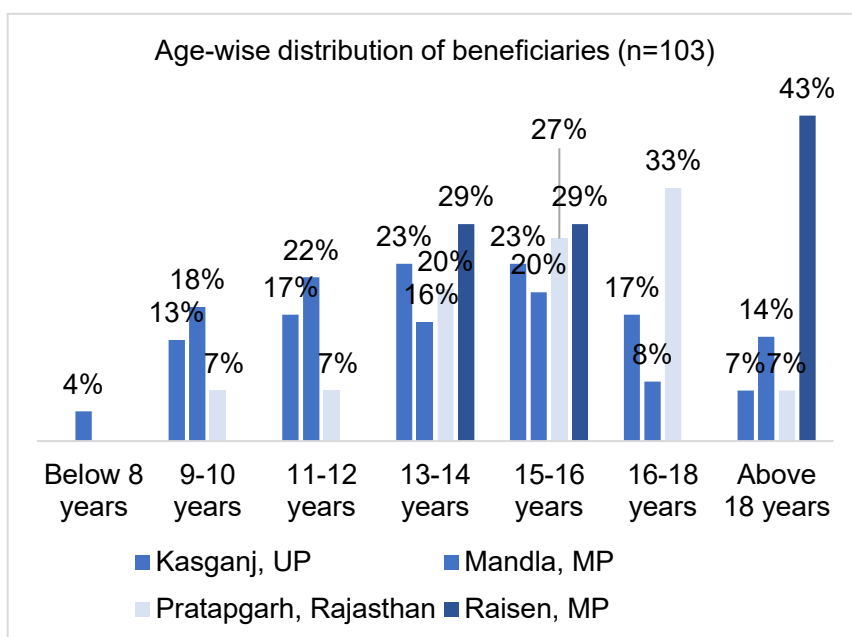
3.1. Utilisation of Assistive Devices and Training

3.1.1 Socio-Demographic Profile



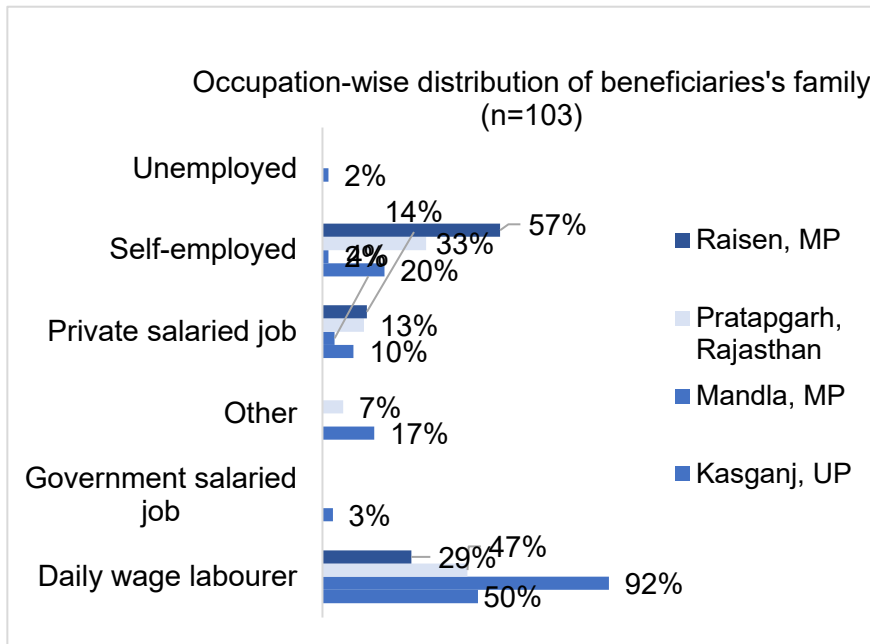
50% of the sample was covered from Mandla, given its bigger universe

8. Location of the Sampled Beneficiaries



The age distribution of the sampled beneficiaries varies from 8 years to 18 years. However, keeping in consideration the authenticity of the data, the survey included respondents above grade V, who would provide better insights on the programme activities and their impacts.

9. Age Distribution of Beneficiaries



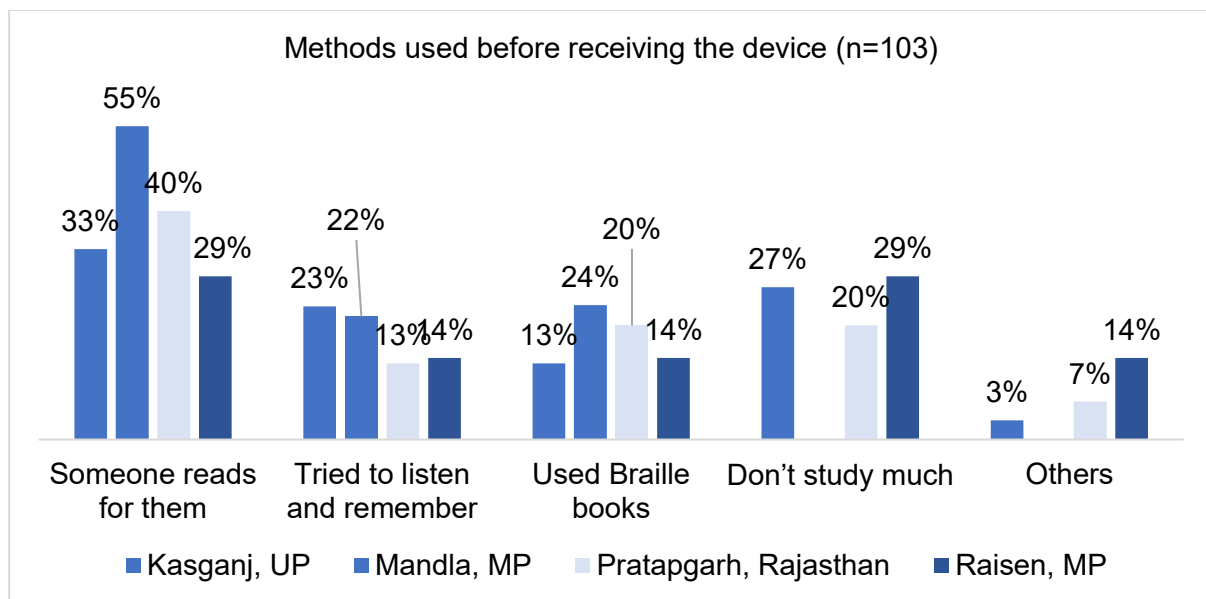
10. Primary Occupation of Households

The socio-economic profile of the surveyed households indicates that a majority rely on daily wage labour, reflecting instability in income and limited livelihood options. This economic vulnerability creates additional challenges for children with special needs (CWSNs), particularly in accessing and sustaining special education and training. As a result, many CWSNs face barriers that hinder their ability to pursue consistent education or develop future livelihood skills. In this

context, Sight Savers plays a pivotal role in promoting the inclusion of children with visual impairments. Through targeted interventions, the organisation not only facilitates access to education and assistive devices but also generates community awareness about the importance of supporting CWSNs in their learning journeys. By engaging families and local stakeholders, Sight Savers helps create an enabling environment where children with visual impairments can access educational opportunities, develop essential skills, and gradually overcome the socio-economic barriers that might otherwise limit their potential.

3.1.2 Physical Health

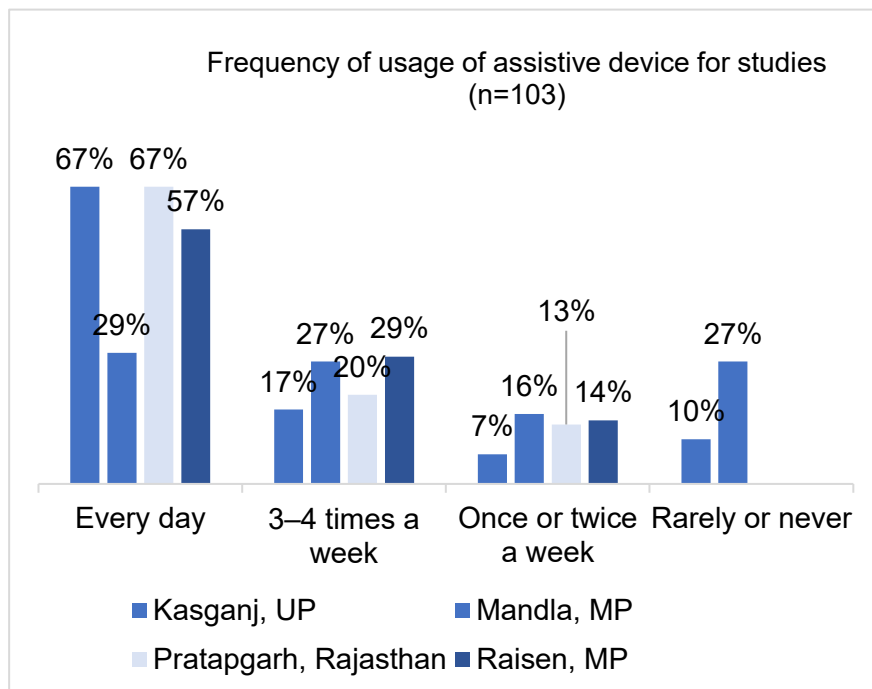
This parameter assesses how the provision of assistive devices has influenced beneficiaries' energy, mobility, and overall health in the learning environment.



11. Methods of Learning Before receiving the devices

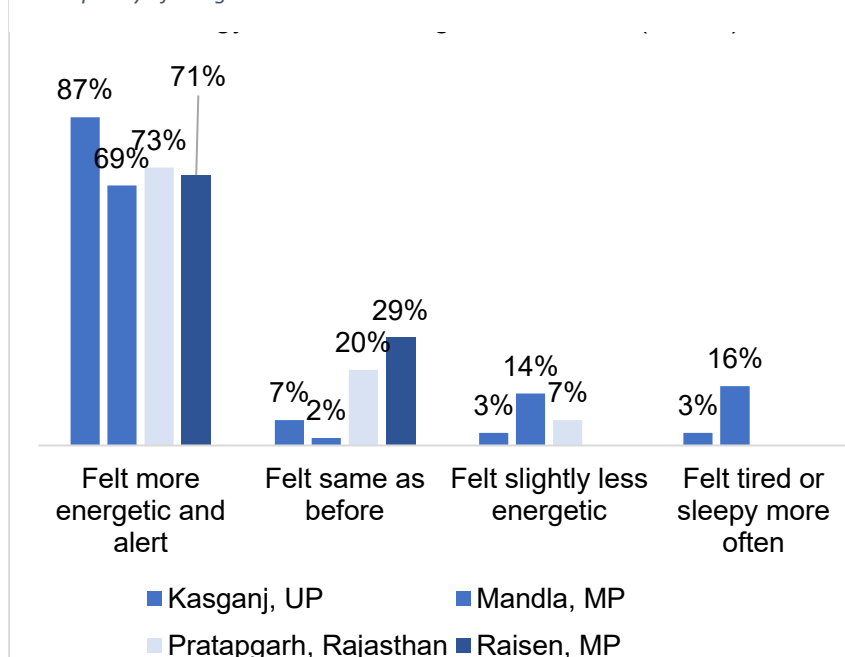
Across the surveyed districts, the predominant approach involved having someone read the material for them, with this reliance being particularly pronounced in Mandla (55%) and Pratapgarh (40%). Such patterns underscore a substantial barrier to independent learning, highlighting the children's dependence on family members, peers, or teachers to access educational content.

In addition, a notable proportion of beneficiaries reported minimal engagement with study activities, with Raisen (29%) and Kasganj (27%) exhibiting the highest figures. This suggests that the absence of suitable learning tools significantly limited children's ability to interact effectively with educational materials. Collectively, these findings emphasise the critical role of assistive devices in promoting autonomy, facilitating meaningful engagement with learning, and reducing dependence on external support. By providing the CVIs with the tools to study independently, these devices not only enhance academic participation but also foster confidence and self-reliance.



Data on assistive device usage indicates a strong daily integration of these tools in Kasganj and Pratapgarh, with 67% of beneficiaries in each district incorporating them into their regular study routines. In contrast, Mandla shows considerably lower daily usage, with only 29% of beneficiaries reporting consistent use, highlighting variation in adoption and the potential need for additional support or follow-up in certain areas.

12. Frequency of using the device



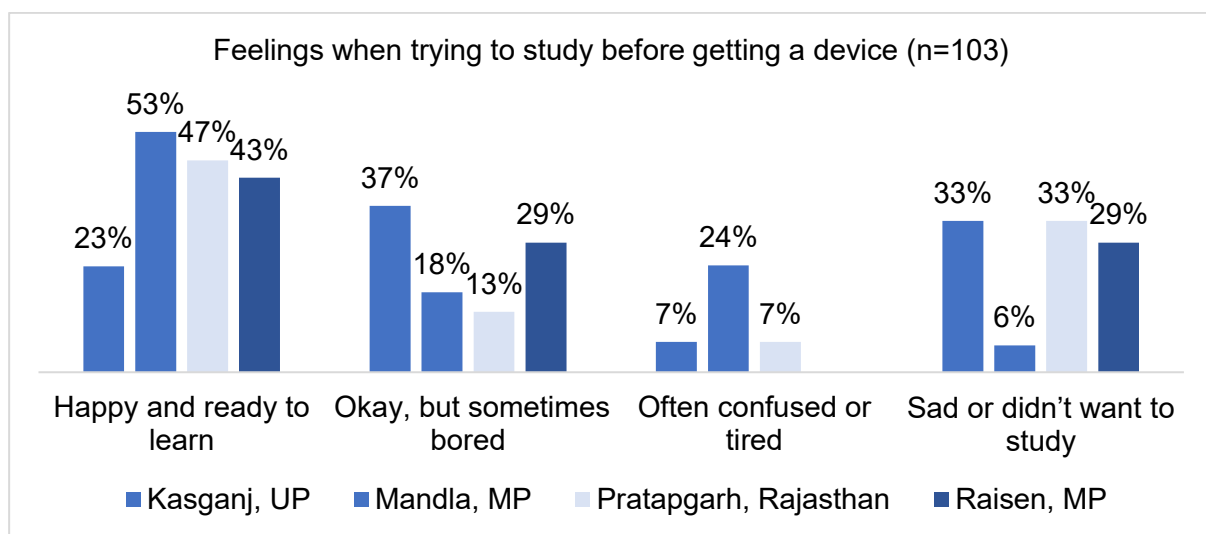
The data on students' energy levels highlights a positive outcome of the programme's interventions. A majority of beneficiaries across all districts, notably in Kasganj (87%) and Raisen (71%), reported feeling more energetic and alert. This pattern indicates that the combination of assistive devices, targeted training, and holistic support has contributed to enhanced well-being, enabling students to engage more actively and effectively with their education.

13. Change in Energy Level Post using Devices

A majority of respondents (**61%**) reported experiencing no adverse side effects that could affect their physical health, suggesting that the devices are generally safe for regular use. A small proportion of participants noted mild headaches when using the devices for extended periods without breaks, highlighting the need for awareness regarding appropriate usage duration. Importantly, most beneficiaries indicated that the devices have alleviated eye strain and improved their ability to concentrate during studies. This suggests that beyond enabling access to educational material, the devices contribute to overall comfort and sustained engagement in learning activities. The findings underscore the value of integrating assistive technology in a structured manner, with guidance on optimal usage, to maximise both health and educational benefits for children with visual impairments.

3.1.3. Psychological Wellbeing

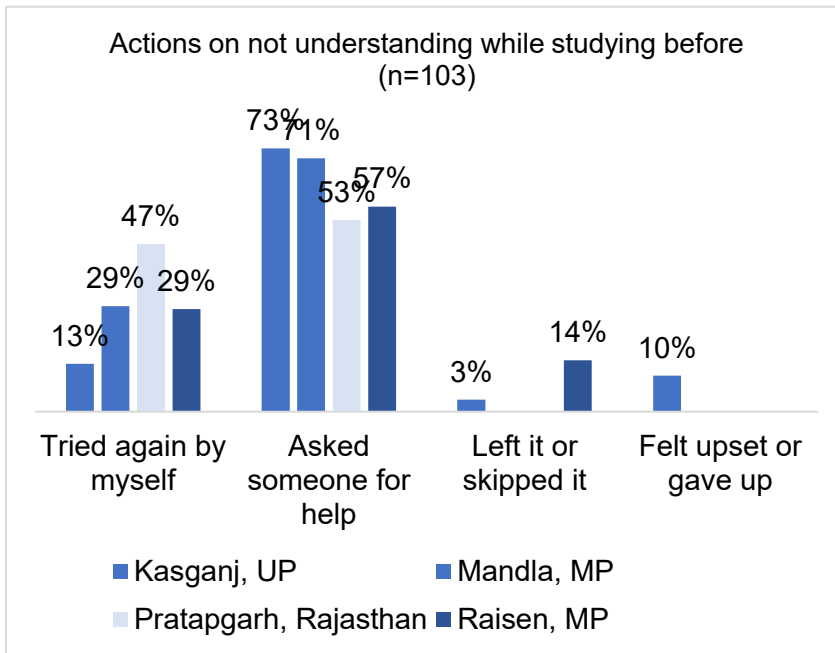
This parameter evaluates the impact of the programme on beneficiaries' confidence, motivation, and emotional resilience during educational activities.



14. Feelings while studying before receiving the devices

Before receiving assistive devices, many students exhibited negative emotions toward studying, reflecting the challenges they faced in engaging with educational material. While a segment of beneficiaries in Mandla (over half) reported feeling motivated and ready to learn—indicating resilience despite limited resources—students in other districts experienced more discouragement. For instance, in Kasganj and Raisen, approximately one-third of students expressed feelings of sadness or reluctance to study. Additionally, a notable portion of students in Mandla reported confusion or fatigue, highlighting the mental and physical strain associated with trying to study without appropriate tools.

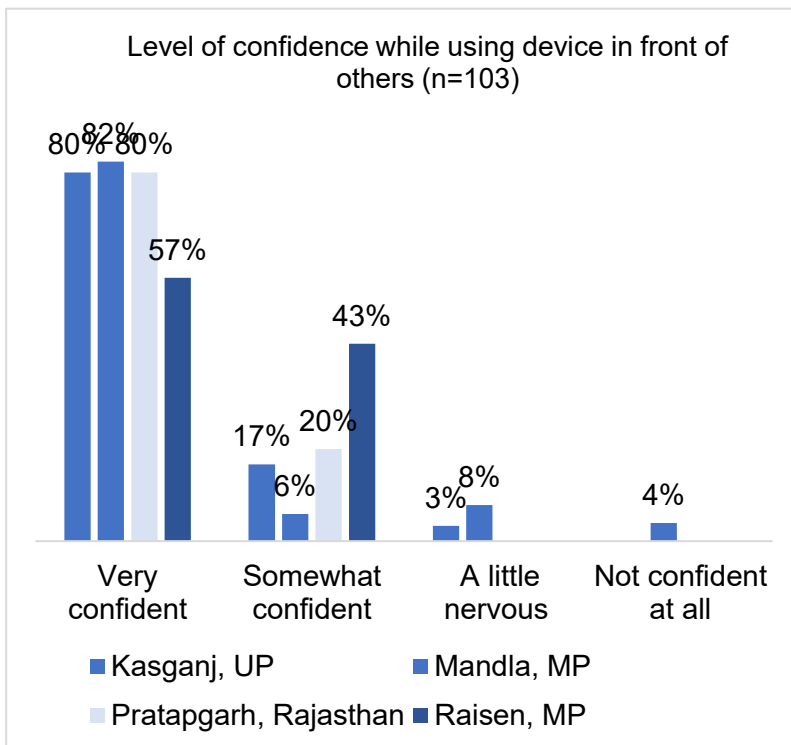
These patterns suggest that the absence of assistive devices not only impeded academic participation but also contributed to frustration, disengagement, and a generally negative learning experience. The findings underscore the importance of providing tailored assistive technology to enhance both educational access and emotional well-being among children with visual impairments.



15. Actions while difficulties in studies prior receiving the devices

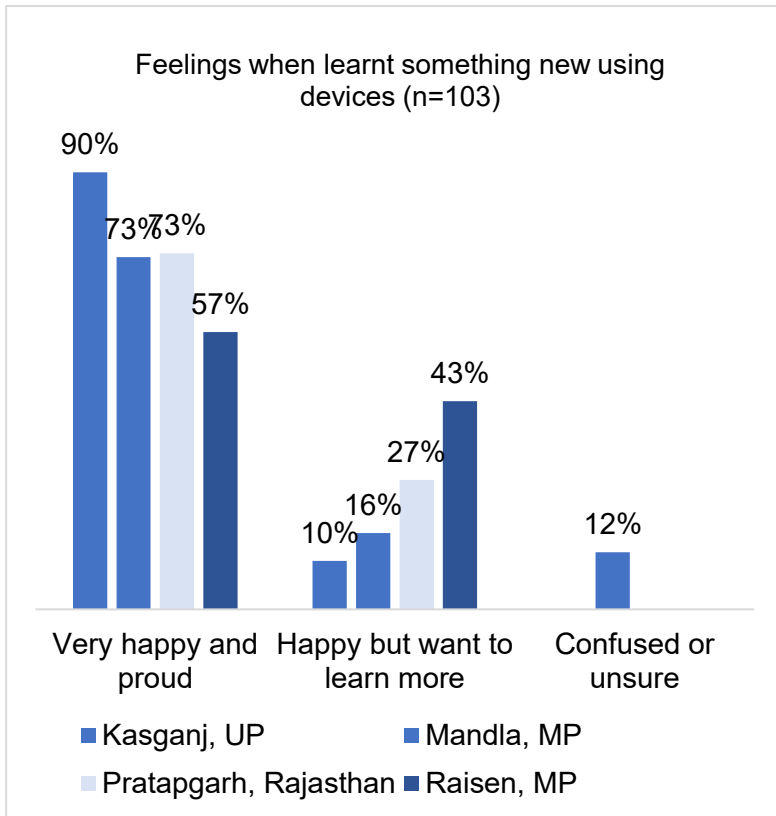
Before receiving assistive devices, many beneficiaries exhibited a marked dependence on external support for their learning, often resulting in frustration and a sense of helplessness. In Kasganj, for example, over 70% of students reported seeking help from family, peers, or teachers when they did not understand study material, rather than attempting independent problem-solving. A smaller portion also reported feeling discouraged or giving up entirely. These patterns highlight how the absence of appropriate tools limited both academic engagement and students' confidence, emphasising the need for interventions that foster autonomy and emotional resilience.

confidence, emphasising the need for interventions that foster autonomy and emotional resilience.



16. Level on Confidence while using the device

The introduction of assistive devices has had a profound impact on students' confidence and overall sense of resilience. A majority of beneficiaries reported feeling self-assured while using the devices, demonstrating comfort and independence even in the presence of peers or teachers. This indicates that the intervention has gone beyond merely facilitating access to educational material; it has also contributed significantly to emotional well-being, enhancing self-esteem and fostering a positive self-image.



Following the introduction of assistive devices, the majority of children reported that learning had become a fresh and exciting experience. Across locations, students described feelings of happiness and pride when they were able to discover or understand new concepts independently. The devices not only enabled them to access learning materials more effectively but also sparked curiosity and motivation, as many expressed a strong desire to continue exploring and acquiring new knowledge. The ability to engage actively with educational content has instilled confidence, fostered enthusiasm, and created a more positive outlook toward education among children with visual impairments.

17. Feelings when learnt something new with the device

“He is now happy & eager to study, learn more things & generally study. He uses assistive devices such as the tools, the Daisy player, which he has for learning new things. He is a lot more confident now.

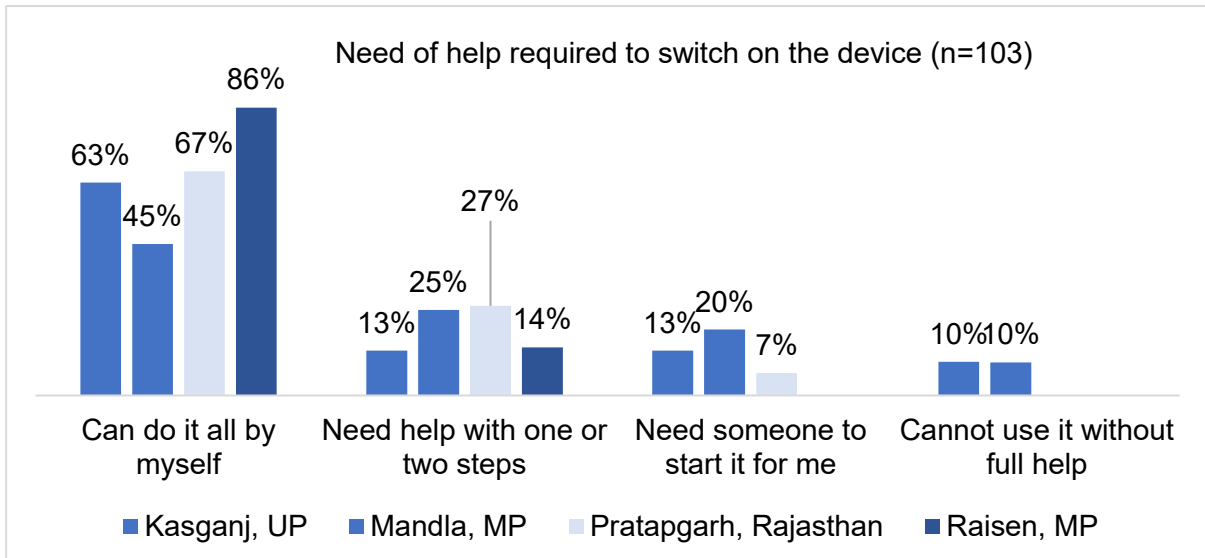
Guddu Devi, Mother, Kashganj



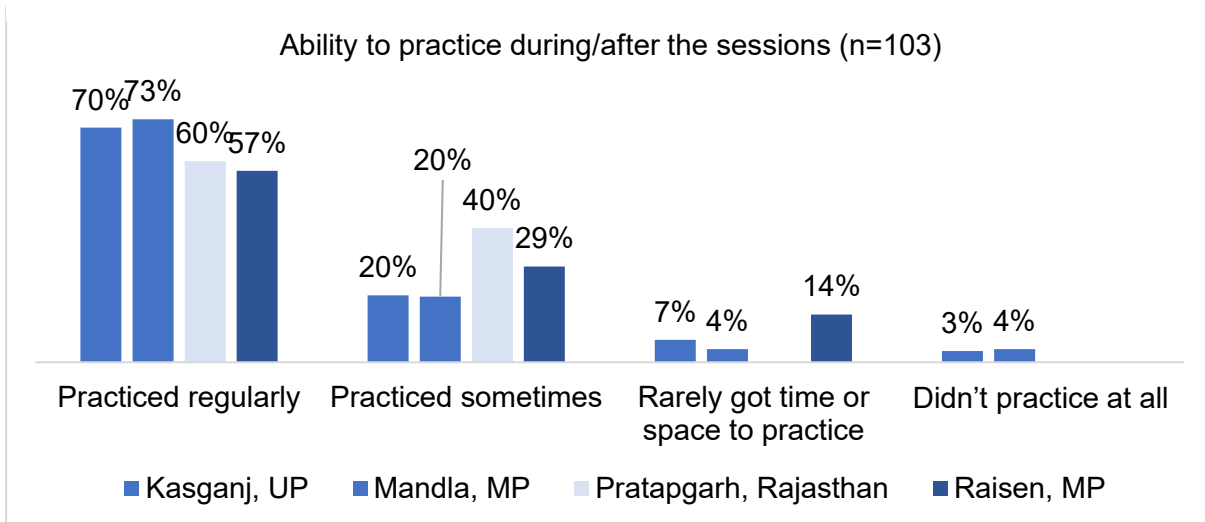
18. During FGD at Kashganj

3.1.4. Level of Independence

This parameter measures the extent to which beneficiaries can engage in learning and problem-solving autonomously with the help of assistive devices



19. Assistance required on switching on the device



20. Ability to practice with the device

Extent of Engagement with the Devices:

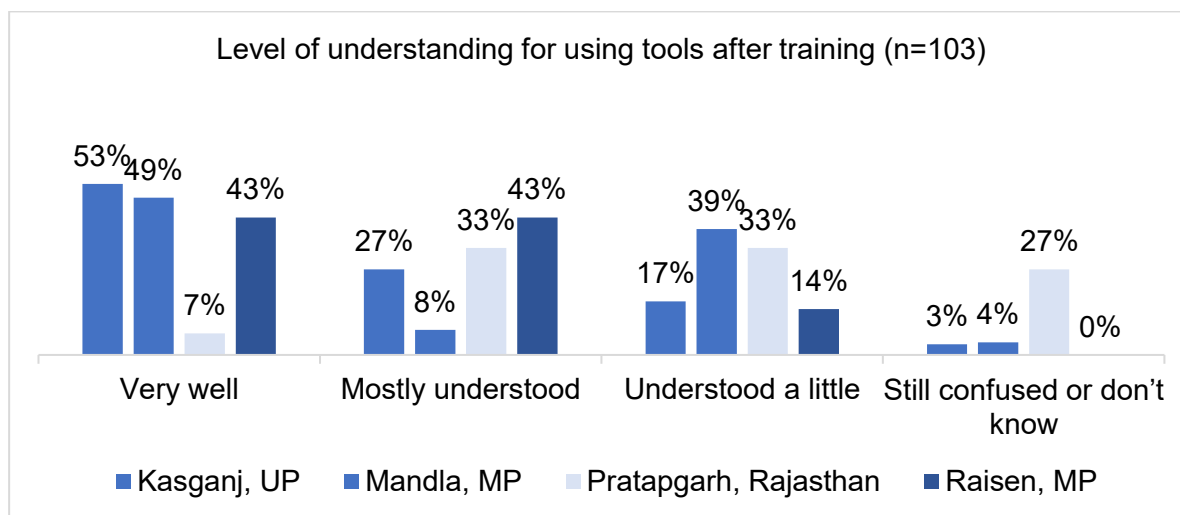
The three graphs above illustrate the extent of independence achieved by children with visual impairments (CVIs) following the receipt and use of assistive devices.

A majority of respondents shared that they are now able to operate the assistive devices independently, requiring help from adults only in specific situations. Tasks such as switching the device on or off, navigating its functions, accessing study materials, and maintaining the equipment are managed confidently by the children themselves. Beyond basic usage, many students reported that they are able to locate specific chapters or lessons on their devices and practice independently after formal lessons, allowing them to reinforce and consolidate their learning at their own pace. This ability to revisit lessons, explore content, and practice autonomously demonstrates a deeper level of engagement with the technology and highlights how the intervention has empowered children to take ownership of their learning.

These sessions were designed to be practical, accessible, and user-friendly, enabling children with visual impairments (CVIs) to quickly adapt to the technology. Beyond technical training, the programme has focused on instilling confidence in the children, encouraging them to take ownership

of their learning process. Such exposure has reduced dependence on external support and replaced it with a sense of self-reliance and agency.

Social animators and close family members, who act as the children’s immediate support system, were also trained in handling and troubleshooting the devices. Interactions with **social animators** revealed that the training significantly enhanced their understanding of inclusive education and the challenges faced by children with visual impairments. They reported that the devices, such as mobiles and laptops, enabled children to participate more actively in learning activities and improved their engagement with academic and daily tasks. Animators highlighted that counselling families, supporting teachers, and demonstrating assistive tools were key in fostering confidence and independence among children. Their efforts also strengthened linkages between schools, families, and communities, promoting awareness, empathy, and a more inclusive environment. Through this integrated model, SightSavers is building more than individual capacity—it is cultivating an ecosystem that supports continuous learning and progress. Children are not only able to use the devices independently but are also surrounded by an enabling environment that motivates and guides them in moments of difficulty.

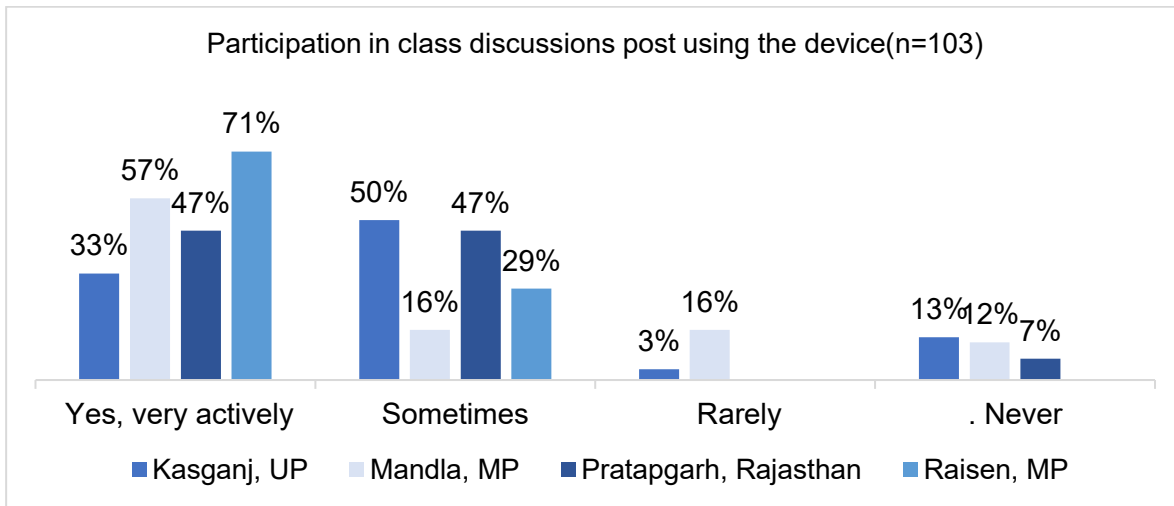


21. Understanding Level achieved with the working of the devices

The training sessions on the usage of assistive devices, conducted with both children and social animators, were largely perceived as comprehensive, well-structured, and easy to follow. Respondents across most locations shared that the sessions enabled them to clearly understand the functioning and application of the devices, allowing for confident usage in daily learning. However, in Pratapgarh, a small proportion of participants reported experiencing some confusion, suggesting that while the overall design of the training was effective, there remains a need for periodic reinforcement or follow-up support in certain areas. This finding highlights the strength of the programme in making technology accessible to CVIs and their immediate support systems, while also underscoring the importance of tailoring refresher sessions to address district-specific challenges and ensure consistent understanding across all locations.

3.1.5. Social Relationships

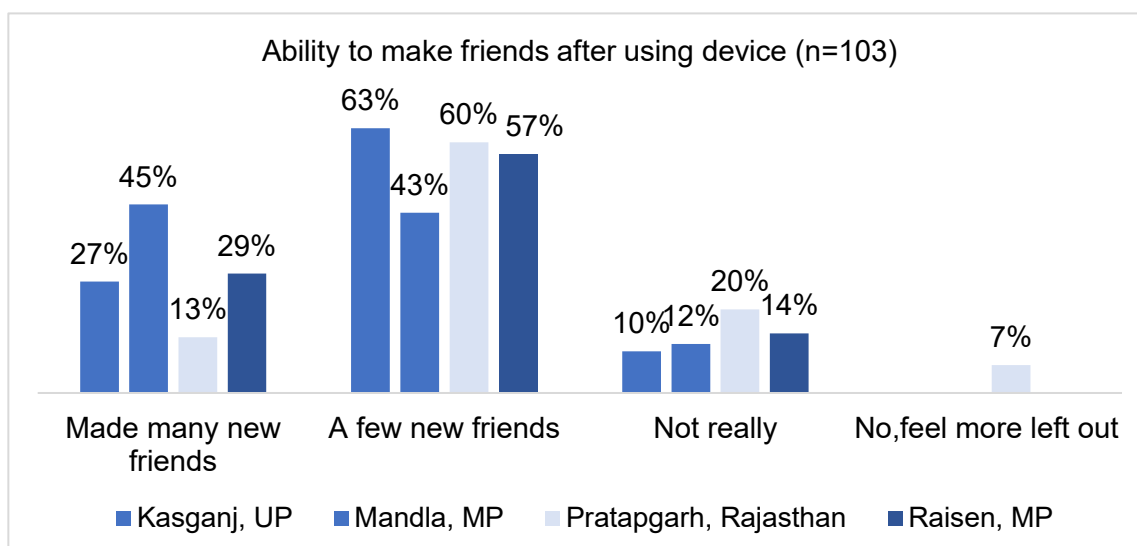
This parameter examines how the use of assistive devices has supported beneficiaries in forming friendships and enhancing social integration



22. Participation in the Classroom discussion post receiving the devices

Before the introduction of assistive devices, most children with visual impairments often relied on others for support in their studies, with a significant proportion requiring assistance either frequently or occasionally. This consistent dependence across locations highlights the lack of autonomy and the challenges faced in engaging with learning tasks. The findings underline the critical role of assistive devices in reducing such dependency, enabling children to participate in education with greater confidence and self-reliance findings highlight a clear shift in confidence and participation among children with visual impairments after receiving assistive devices. Earlier, a large proportion of children frequently needed help, assistance many times before learning to use the device. However, post-training, this dependence reduced significantly, and children began managing tasks such as navigating functions, accessing study materials, and maintaining their devices more independently. This independence translated into greater classroom participation, with 71% of students in Raisen and 57% in Mandla actively contributing to discussions.

Teachers also reported that structured group tasks combining children with and without visual impairments further enhanced inclusion, building peer bonds and reducing hesitation. With the introduction of devices, students became more open, confident, and proactive, indicating that the intervention not only improved functional learning but also fostered social integration and emotional well-being.



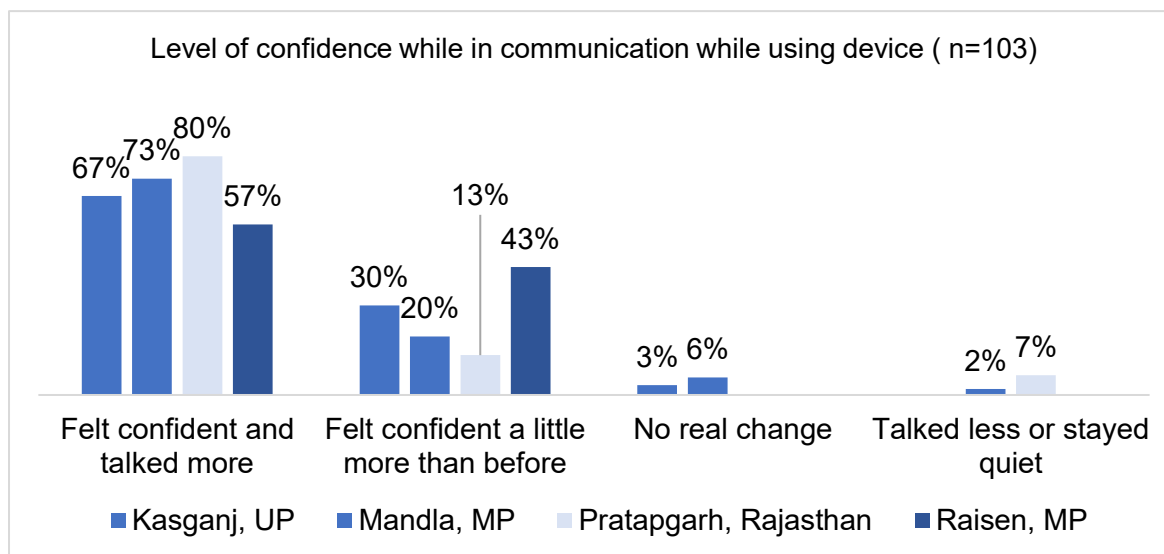
23. Impact on Social Relationships after using the devices

The provision of assistive devices has shown a meaningful impact on the social integration of beneficiaries. In Kasganj, 63% of children reported forming a few new friendships after receiving the device, while in Pratapgarh, 60% experienced a similar social expansion. These findings suggest that access to assistive technology not only facilitates learning and daily functioning but also significantly enhances confidence and willingness to interact with peers. The data underscore the programme's effectiveness in promoting inclusion, fostering a sense of belonging, and mitigating social isolation among children.

"I used to keep my book close to my eye and read, because of that eye irritation, and often I experience a headache. Sitting longer hours hurts by back, however, mobile phones and a daisy player helped me a lot, I can record lectures on a daisy player, listen to audio chapters uploaded in the e-pathshala app. This helped me a lot physically, back pain and eye irritation have reduced."

- Sumit, Class IX, Pratapgarh

Parents reported noticeable positive changes in their children following the BRC training. They expressed gratitude for the support provided, observing that their children are happier, more enthusiastic about learning, and actively engaged in studies. Additionally, children have become more social and confident, indicating that the training not only enhanced academic participation but also contributed to their overall emotional and social development.



The

24. Impact on communication skill post receiving the devices

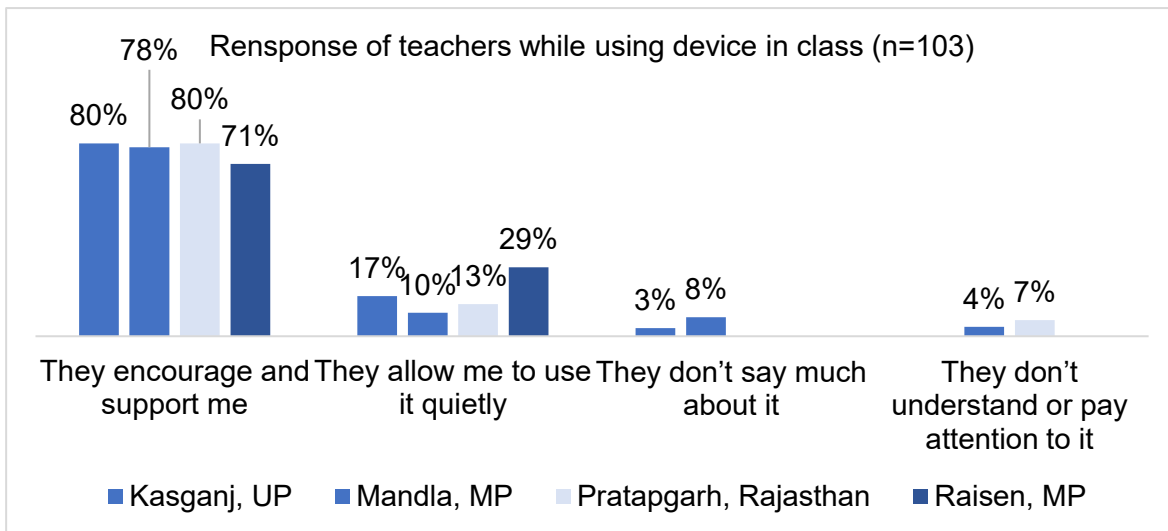
programme has significantly enhanced beneficiaries' self-confidence, particularly in their communication and social interactions. Across all districts, a majority of children reported feeling more assured in expressing themselves, with the effect most pronounced in Pratapgarh, where 80% of respondents indicated increased confidence and greater participation in conversations. Qualitative insights from teacher interactions highlight that the assistive devices, combined with skill-based training, encouraged children to actively participate in group discussions, collaborate with peers, and voice their opinions more openly in class. Teachers observed that children who were previously hesitant or withdrawn became more willing to engage with both visually impaired and sighted peers, demonstrating a marked shift in classroom dynamics.



25. Data collection with CVI in Mandla



26. Data collection with CVI in Kasganj



27. Assistance of teachers on device usage

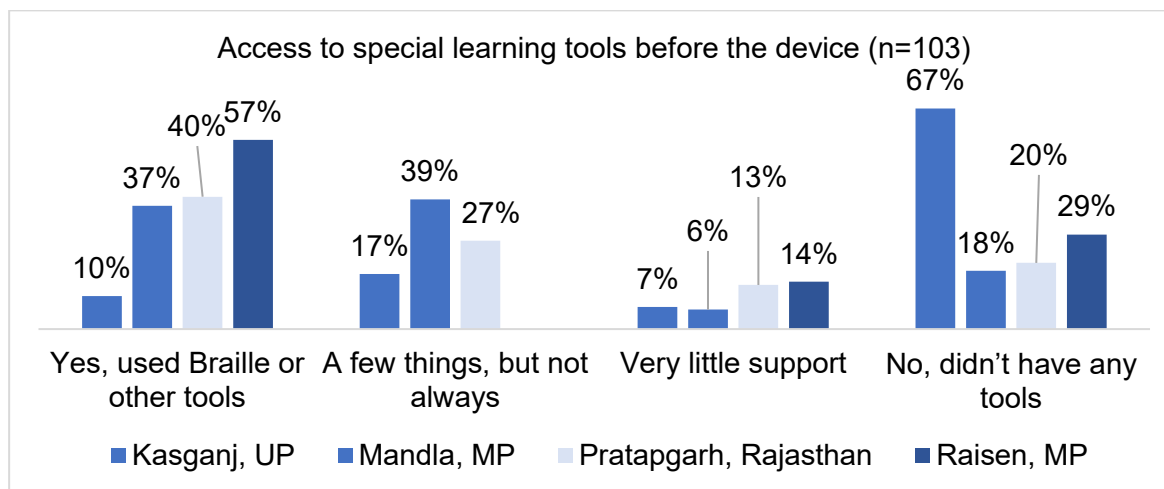
I first learn the chapters myself and then help my sister understand them, especially in subjects like math. I have also noticed my sister is much better at recognising letters and phrases compared to other students who struggle.

Social Animator, Pratapgarh

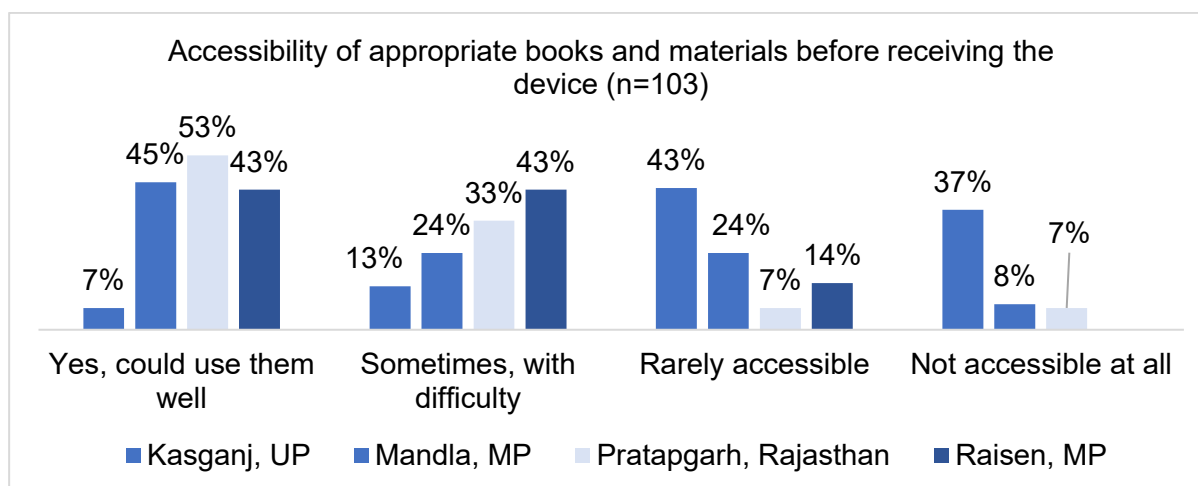
The programme has elicited a positive response from teachers regarding the use of assistive devices in the classroom. Across all districts, a substantial majority of beneficiaries, between 71% and 80%, reported that their teachers actively encourage and support them in using the devices. This indicates that the programme has successfully fostered a supportive learning environment, which is critical for effective integration of assistive technology. Teachers' engagement goes beyond mere supervision; they provide guidance, create opportunities for children to participate fully in class activities, and ensure that both visually impaired and sighted students can collaborate.

3.1.6. Environment

This parameter evaluates the supportiveness of home and school settings, including teacher and assistant involvement, in enabling effective use of devices and inclusive learning.



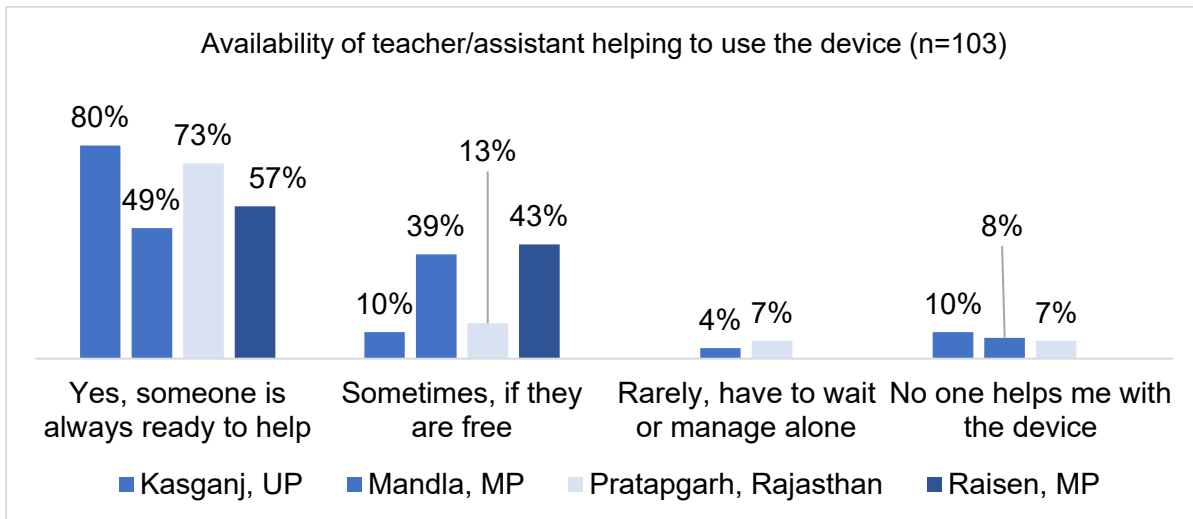
28. Accessibility of special learning tools before receiving the devices



29. Accessibility of Learning Materials before receiving the devices

Access to resources before receiving the devices:

Prior to the introduction of assistive devices, many beneficiaries faced significant challenges due to the lack of essential learning resources. In Raisen, the absence of specialised tools was particularly pronounced, leaving students without even basic supports such as Braille or other aids for visual impairment. This situation placed them at a distinct disadvantage in pursuing independent learning. Other districts showed a mixed picture, where some students had limited access to certain tools, but availability was often irregular or insufficient. This inconsistent provision of resources contributed to a high reliance on teachers, family members, or peers for completing academic tasks, highlighting a structural barrier to equitable education for children with visual impairments. The availability of appropriate reading materials also posed a major obstacle before programme intervention. Across districts, many students reported difficulties in accessing books and learning resources in formats suitable for their needs. In Kasganj, a large proportion of beneficiaries faced frequent or complete inaccessibility, indicating a substantial gap in educational support. The critical need for interventions that provide both assistive tools and compatible educational resources.



30. Assistance received from teachers on handling the devices

Teacher and Assistant Support

Beneficiaries generally receive consistent guidance and assistance from teachers and classroom aides, which plays a crucial role in the effective use of assistive devices. In districts such as Kasganj and Pratapgarh, a large majority of students reported that support is readily available, reflecting the presence of a positive and encouraging learning environment. Complementing this, the Plus Curriculum training provided to educators emphasises awareness around disabilities, strategies for inclusive teaching, and practical guidance on supporting children with visual impairments. By combining device provision with targeted capacity-building for teachers, the programme strengthens both the technical and social scaffolding necessary for children to engage confidently and independently in classroom activities.

Qualitative interactions **with teachers** further reinforce these findings. Many educators shared that after receiving Plus Curriculum training, they feel more confident in integrating assistive devices into daily lessons and in adapting teaching strategies to meet diverse learning needs. Teachers reported that children who were initially hesitant to use the devices now actively ask for guidance and even assist peers, showing both growing confidence and peer-to-peer learning. Classroom aides also described how small group tasks—such as pairing CVIs with non-CVIs—help reduce hesitation, foster collaboration, and normalize device use within the classroom setting.



3.2. Impact Findings: Learning Levels of the CVIs

This chapter examines the learning levels of children in key academic areas- Language and Mathematics, while assessing the extent to which assistive devices and the accompanying training have contributed to improvements in both their scores and overall learning outcomes. Below shows a summary of the table of Hindi: Reading and Writing Competency levels of the CVIs:

Hindi Reading Competency (Identifying Letters)				Hindi Writing Competency (Identifying Letters)				
Competency Level	Kashganj	Mandla	Raisen	Pratapgarh	Kashganj	Mandla	Pratapgarh	Raisen
Level 1	30%	21%		7%	10%	27%	13%	14%
Level2	20%	52%		40%	40%	35%	33%	43%
Level 3	13%	8%	43%	7%	27%	25%	33%	43%
Level 4	10%	13%	43%	20%	23%	13%	20%	0%
Level 5	27%	6%	14%	27%				

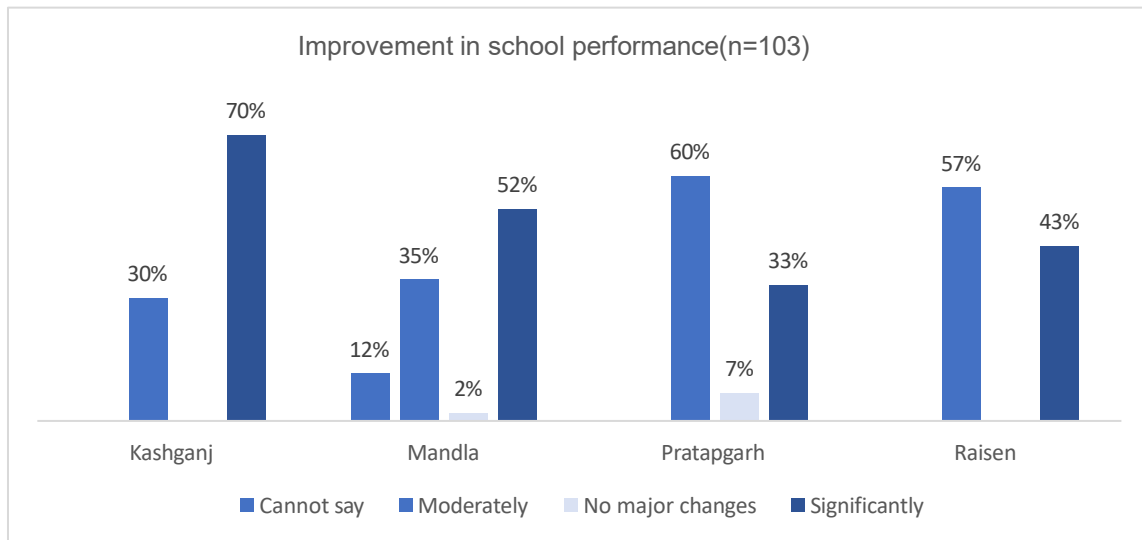
Hindi Reading Competency (Identifying Familiar Words)					Hindi Writing Competency (Familiar Words)			
Competency Level	Kashganj	Mandla	Raisen	Pratapgarh	Kashganj	Mandla	Pratapgarh	Raisen
Level 1	33%	27%	13%		20%	44%	13%	0%
Level2	30%	42%	33%		30%	25%	33%	57%
Level 3	7%	8%	20%	29%	27%	21%	27%	43%
Level 4	7%	15%	13%	57%	23%	10%	27%	0%
Level 5	23%	8%	20%	14%				

Hindi Reading Competency (Identifying Complex Words)					Hindi Writing Competency (Complex Words)			
Competency Level	Kashganj	Mandla	Raisen	Pratapgarh	Kashganj	Mandla	Pratapgarh	Raisen
Level 1	23%	35%	20%		30%	40%	13%	57%
Level2	30%	42%	27%	29%	37%	25%	47%	29%
Level 3	23%		33%	57%	20%	21%	20%	14%
Level 4	7%	17%	13%	14%	13%	13%	20%	0%
Level 5	17%	6%	7%					

Hindi Reading Competency (Identifying Sentences)					Hindi Writing Competency (Identifying Sentences)			
Location	Kashganj	Mandla	Raisen	Pratapgarh	Kashganj	Mandla	Pratapgarh	Raisen
Level 1	27%	38%	7%		23%	35%	0%	14%
Level2	20%	37%	40%	14%	37%	31%	47%	71%
Level 3	17%	10%	20%	57%	30%	23%	33%	14%
Level 4	10%	10%	20%	14%	10%	12%	20%	0%
Level 5	27%	6%	13%	14%				

Below shows a summary of the table of Competency Level of Mathematical Calculations of the CVIs

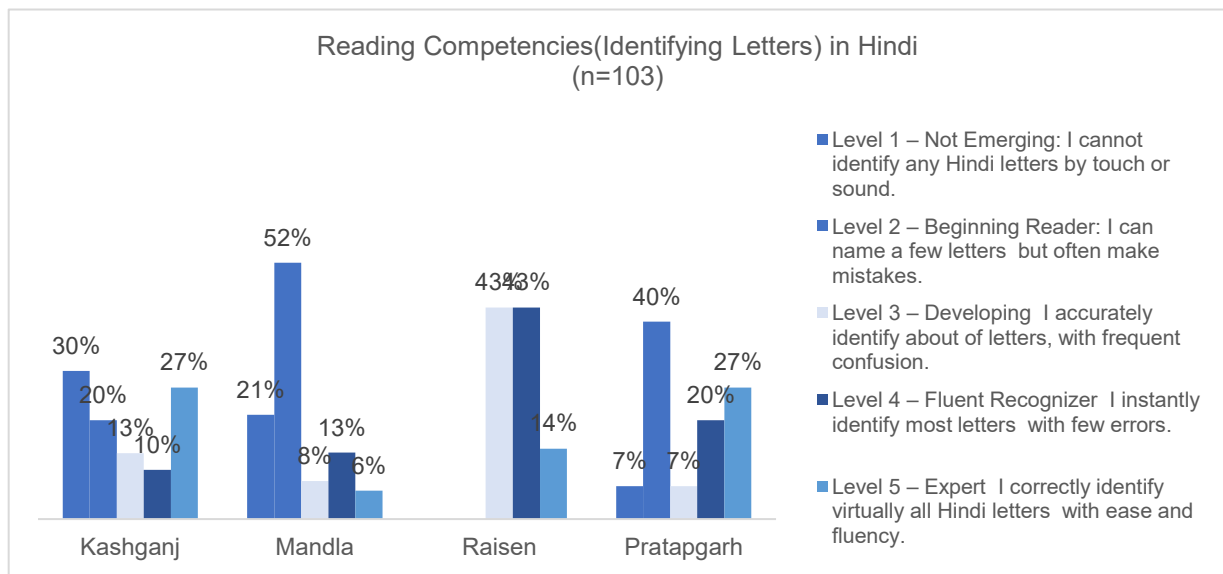
Location	Addition	Subtraction	Multiplication	Division	Decimals
Raisen	71%	86%	86%	14%	29%
Mandla	63%	58%	44%	37%	29%
Kashganj	83%	80%	50%	40%	30%
Pratapgarh	73%	87%	47%	73%	20%



31. Overall change in school performance after using the device

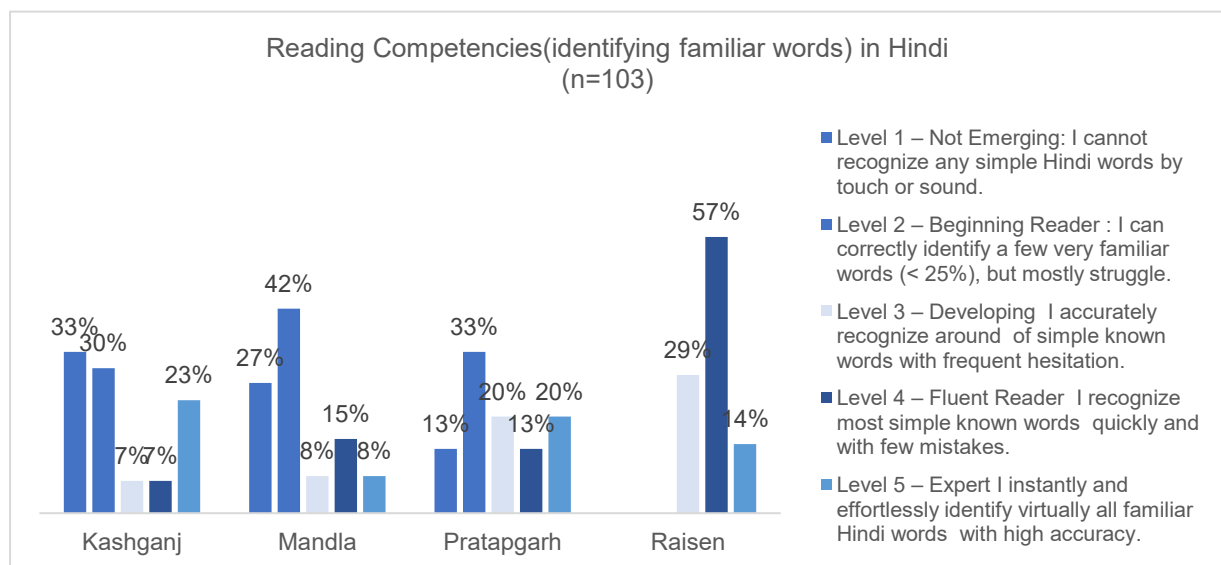
The feedback on the impact of devices on academic performance was predominantly positive across all locations. In Kasganj, 70% of respondents reported significant improvement, reflecting strong outcomes in terms of student engagement, confidence, and classroom participation. While in Mandla, the figure was slightly lower at 52%, still indicating that more than half of the respondents perceived meaningful improvement. Less than 10 percent of participants across all districts reported no major change, underscoring the effectiveness of assistive devices in enhancing learning. These findings suggest that the introduction of devices has been instrumental in bridging learning gaps and fostering greater participation, with the experience in Kasganj highlighting the potential for replication in other districts.

3.2.1. Hindi Reading Competencies



32. Reading Competencies (Identifying Letters) in Hindi

The findings from the assessment of Hindi reading competencies among children with visual impairment highlight both progress and persistent challenges. Many children are still at the early stages of identifying letters, often making mistakes or struggling to recognise them by touch or sound. This indicates the need for more intensive foundational support, especially in districts where children are concentrated at the beginner levels. At the same time, there are encouraging signs, with some children demonstrating fluency and accuracy in letter recognition, showing that with the right training and assistive support, children with visual impairment can build strong literacy skills.

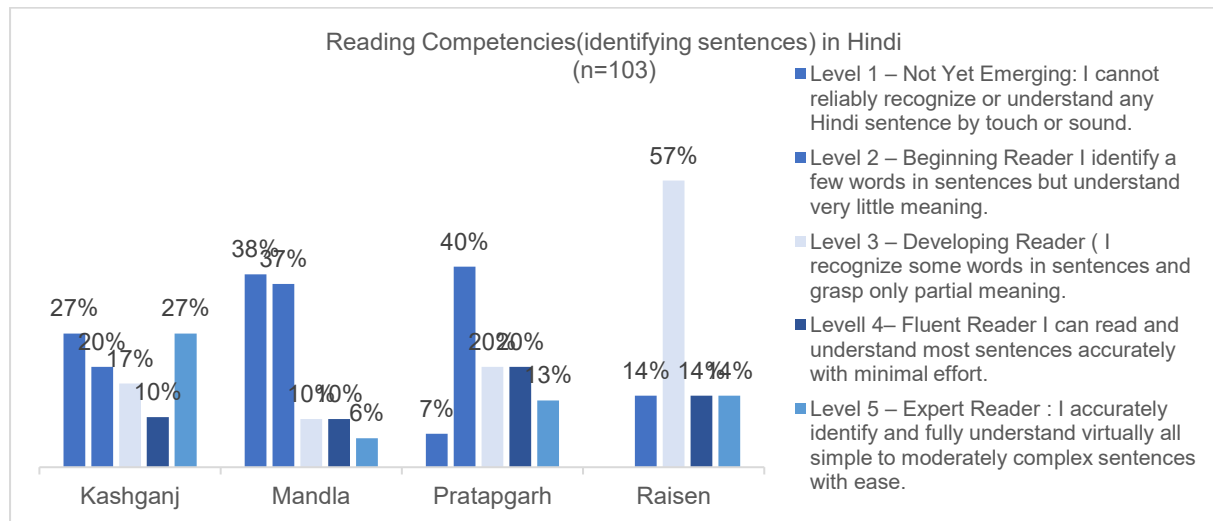


33. Reading Competencies (identifying familiar words) in Hindi

The

assessment of Hindi word recognition among children with visual impairment shows that a large proportion are still at the beginning stages, able to identify only a few very familiar words, while often struggling with fluency. This reflects the ongoing challenges in building foundational

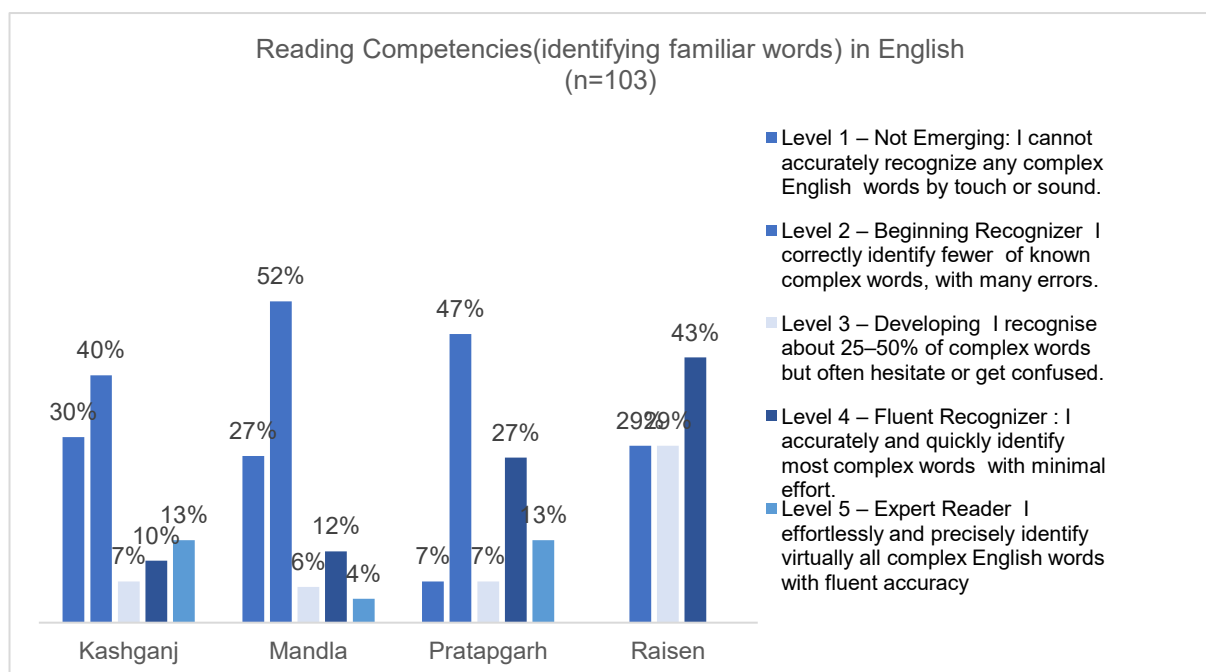
reading skills. However, there are encouraging patterns as well—particularly in districts like Raisen, where many children demonstrated stronger recognition abilities and could read familiar words with relative ease.



34. Reading Competencies (identifying sentences) in Hindi

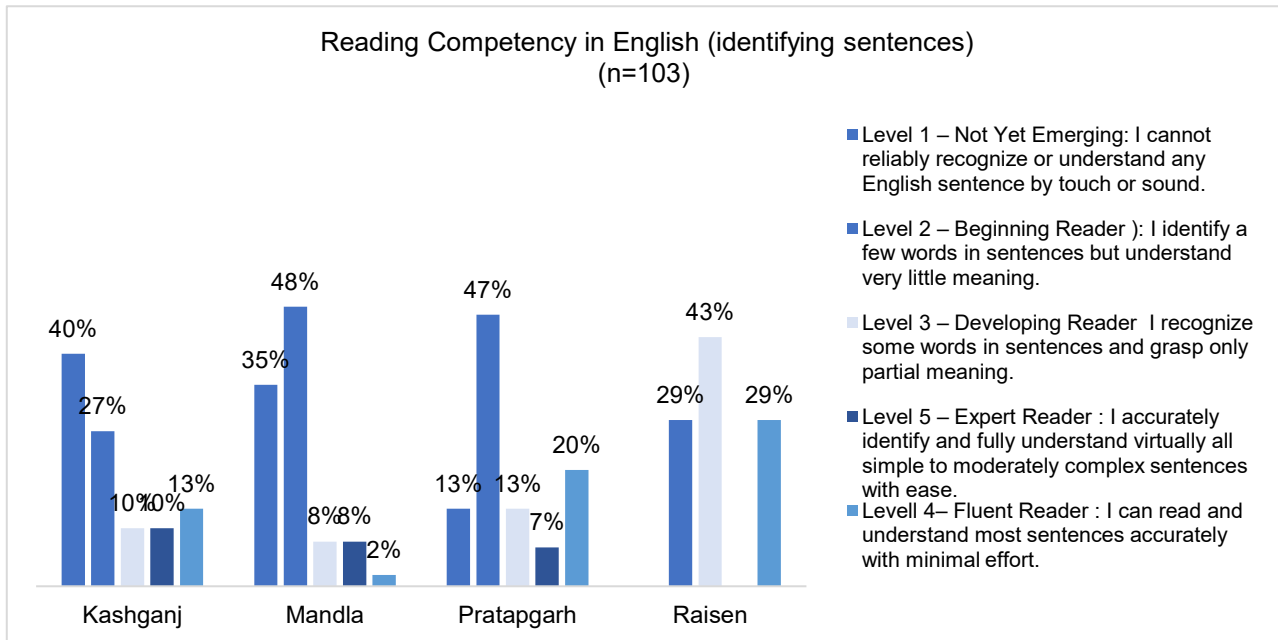
The assessment of Hindi reading skills indicates that children with visual impairment are gradually progressing, though many still find it difficult to move beyond recognising words to understanding full sentences. In Mandla, several children were observed to be at the early stages of reading development, where they could pick out familiar words but not yet grasp complete meaning. In contrast, children in Raisen showed relatively stronger outcomes, with many beginning to interpret parts of sentences and demonstrate some level of comprehension.

3.2.2. English Reading Competencies



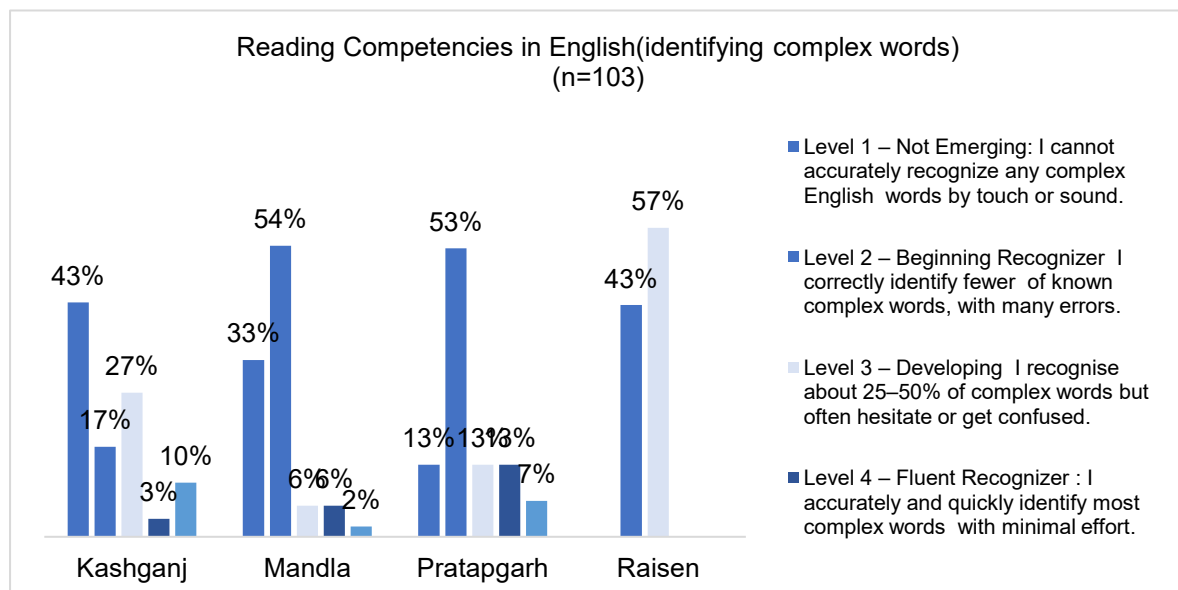
35. Reading Competencies (identifying familiar words) in English

Majority of the individuals surveyed have at least a basic ability to recognize words, indicating that initial educational efforts have been effective in establishing a fundamental skill set. The remarkable performance in one of the regions, where a large portion of the population demonstrates a high level of reading fluency, serves as a powerful model. This success story proves that advanced proficiency is attainable and provides a clear benchmark for what can be achieved with effective strategies.



37. Reading Competency in English (identifying sentences)

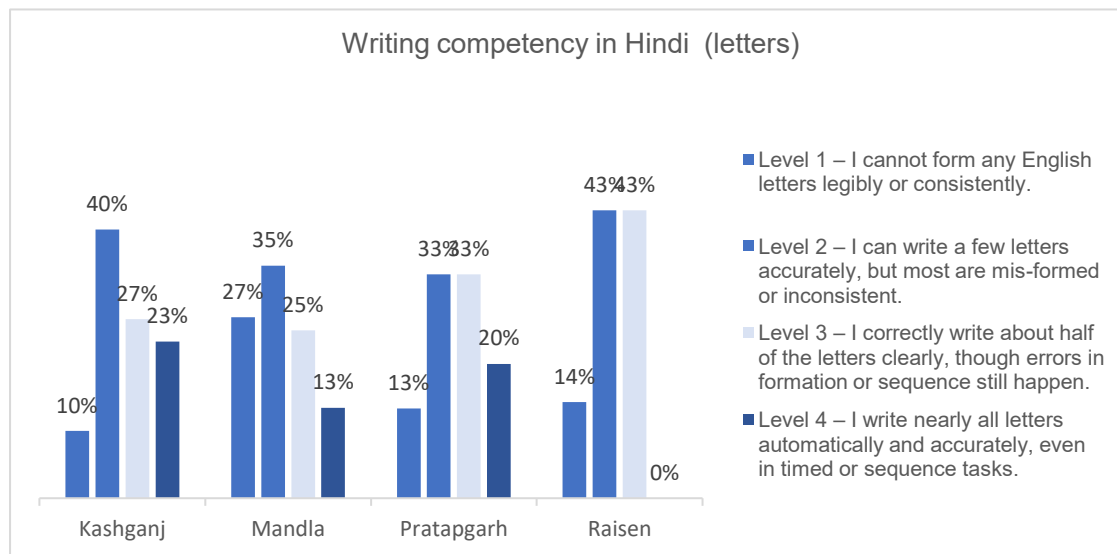
Focusing on Kashganj and Mandla, the data reveals a compelling opportunity for educational progress. In Kashganj, the positive takeaway is the existence of a high-achieving segment of the population, with a small group of "Expert Readers" who demonstrate that the highest levels of proficiency are not only possible but are already being realized by some. In Mandla, the most promising insight is that the majority of the population has already crossed the initial hurdle of being non-readers.



36. Reading Competencies in English (identifying complex words)

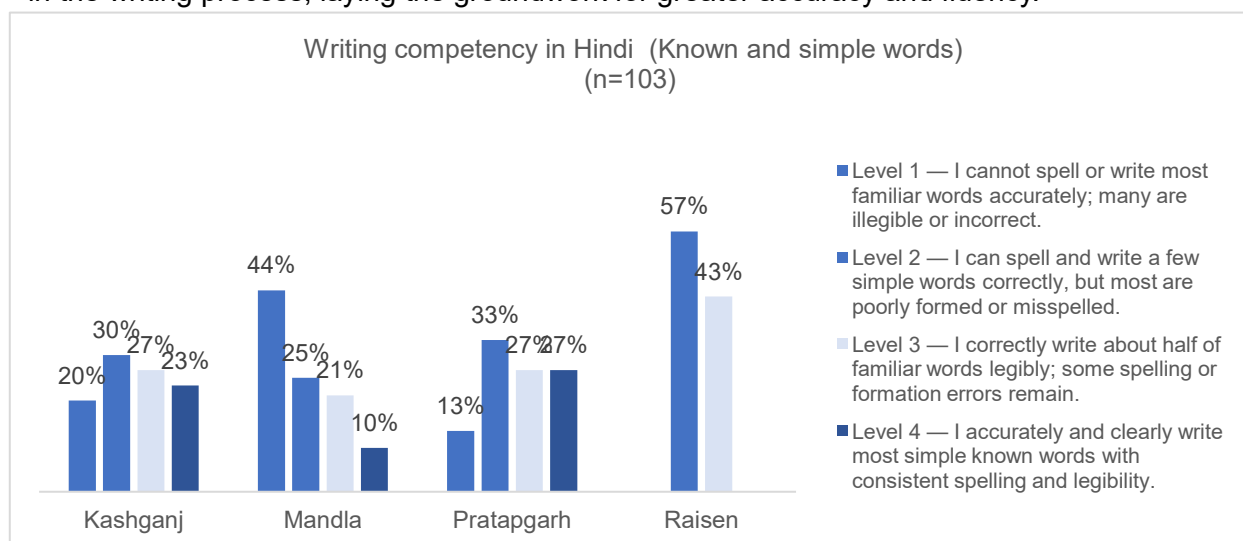
The data on English reading competencies, specifically the ability to identify complex words, shows that most children with visual impairments are still at the early stages of recognition, with many clustered around the “Beginning Recognizer” level. For instance, more than half the students in Mandla (54%) and Pratapgarh (53%) can only identify a limited set of words, often with errors, indicating the need for more structured phonetic and tactile practice. Teacher observations suggest that students often manage familiar words but struggle with new or irregular spellings, pointing to the importance of regular exposure, guided practice, and strategies like peer reading or audio-based reinforcement to build fluency and confidence in reading complex English words.

3.2.3. Writing Competency in Hindi



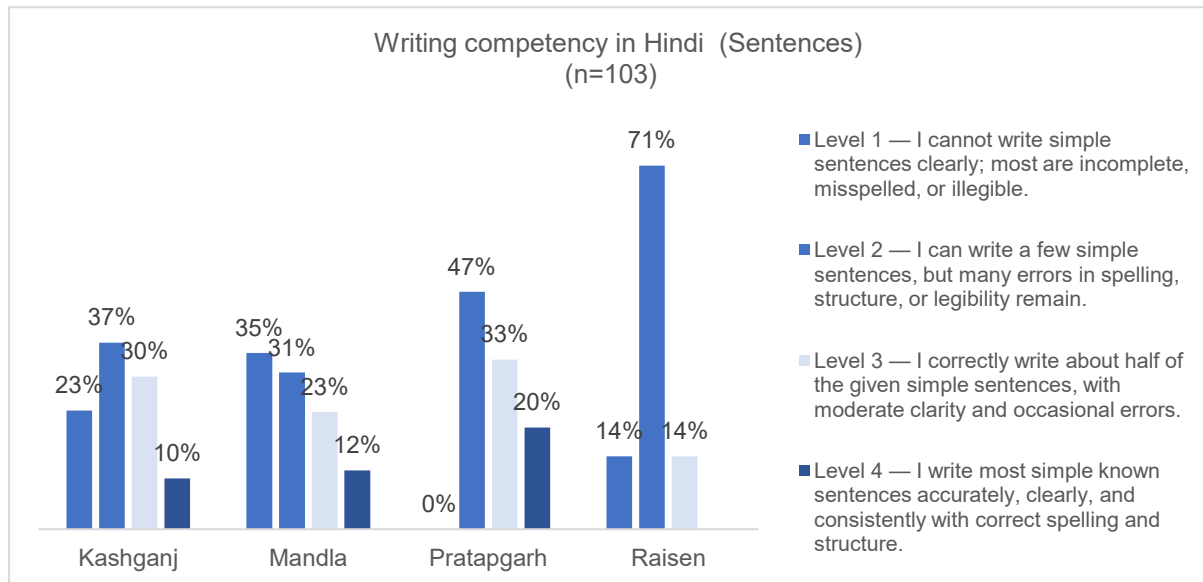
38. Writing competency in Hindi (letters)

The data indicate that a large portion of the population across all districts has moved beyond the most basic stage of not being able to write letters at all. For example, in Kashganj, **37%** of the population is at a developing stage, able to correctly form about half of the letters, indicating significant progress from the beginner level. Similarly, the high concentration of individuals at **Level 2** in all locations means a majority of learners are already actively engaged in the writing process, laying the groundwork for greater accuracy and fluency.



39. Writing Competency in Hindi (known and simple words)

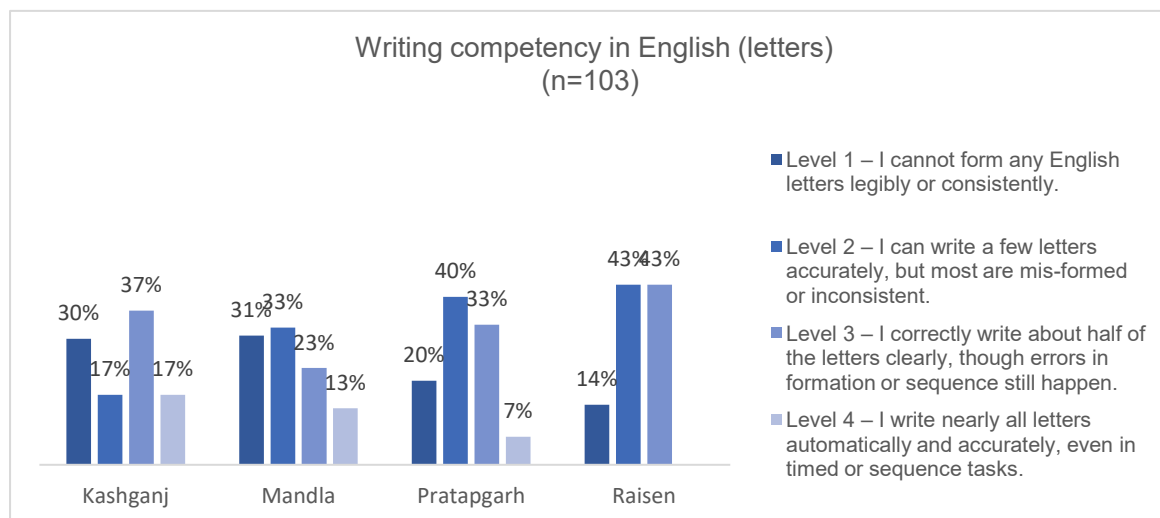
The assessment of writing in known and simple words highlights encouraging progress among learners, as a large proportion are able to spell and write familiar vocabulary with greater ease and accuracy. Many children demonstrate confidence in forming simple words, and the steady movement of learners into higher levels of proficiency reflects the impact of continuous practice and supportive teaching methods. Even where challenges remain, the foundation in basic word writing provides a strong platform for advancing to more complex tasks.



41. Writing competency in Hindi (sentences)

The assessment of Hindi sentence writing skills across the four districts reflects encouraging progress, with many learners demonstrating the ability to move beyond word recognition and begin forming sentences with clarity. In Kashganj and Mandla, the relatively balanced distribution across mid-level competencies indicates that students are developing foundational skills in structuring sentences, even if occasional errors remain. Pratapgarh also shows promise, with a sizeable proportion of learners demonstrating moderate proficiency, suggesting that sentence construction is steadily improving with practice.

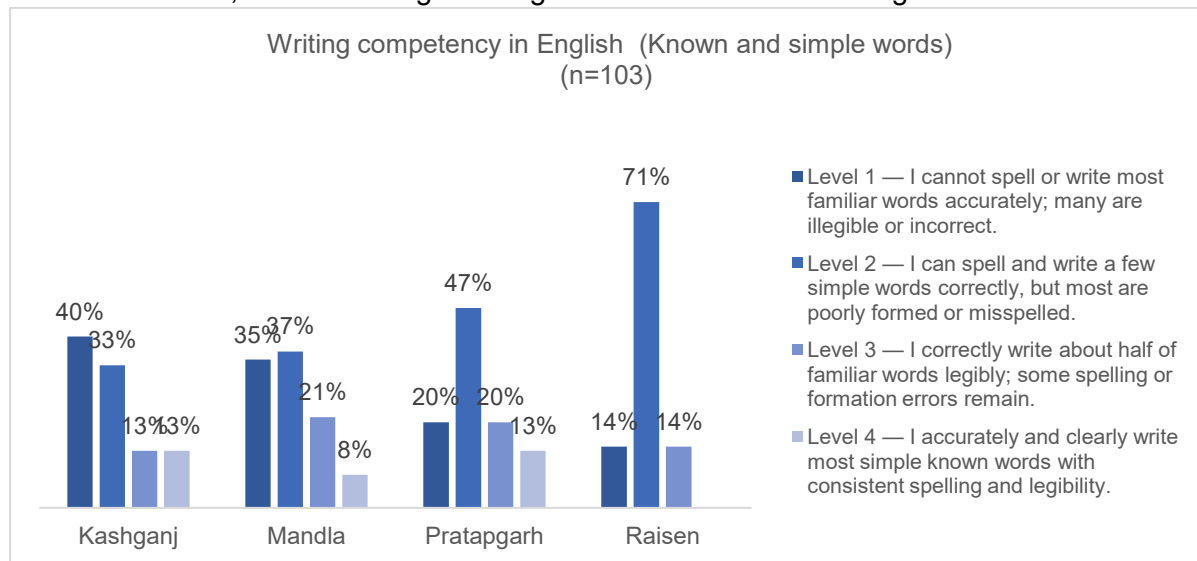
3.2.4. Writing Competency in English



42. Writing competency in English (Letters)

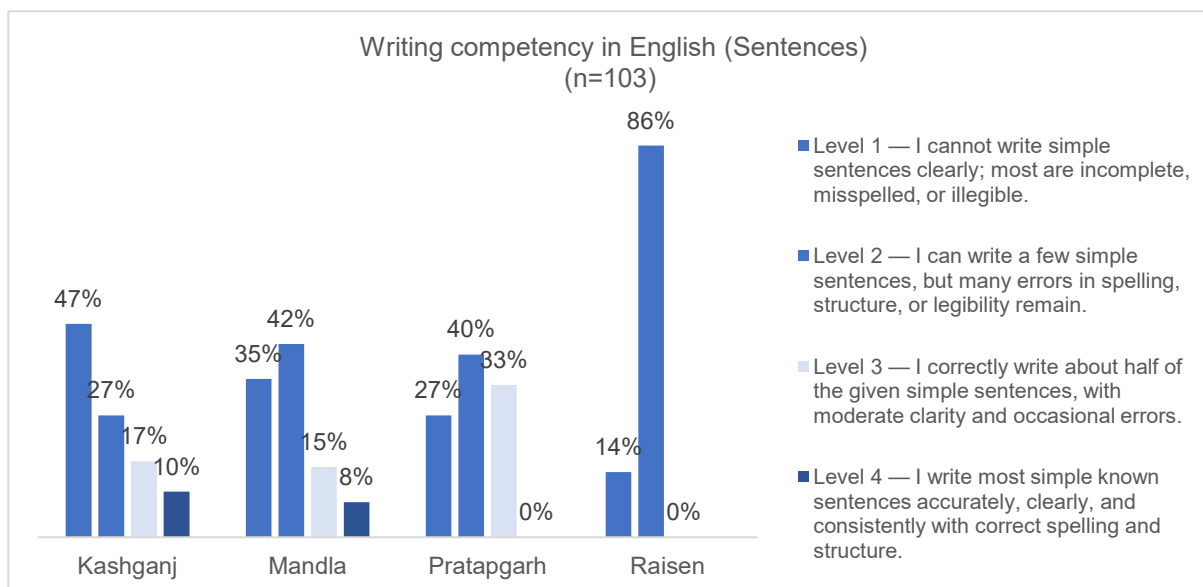
The data indicates that a substantial portion of the population is making progress in their journey to master the English alphabet. For example, in Kashganj, an impressive **37%** of the

population has reached a developing skill level, showing they can accurately write a good number of letters, demonstrating a strong base for continued learning.



43. Writing competency in English (Known and simple words)

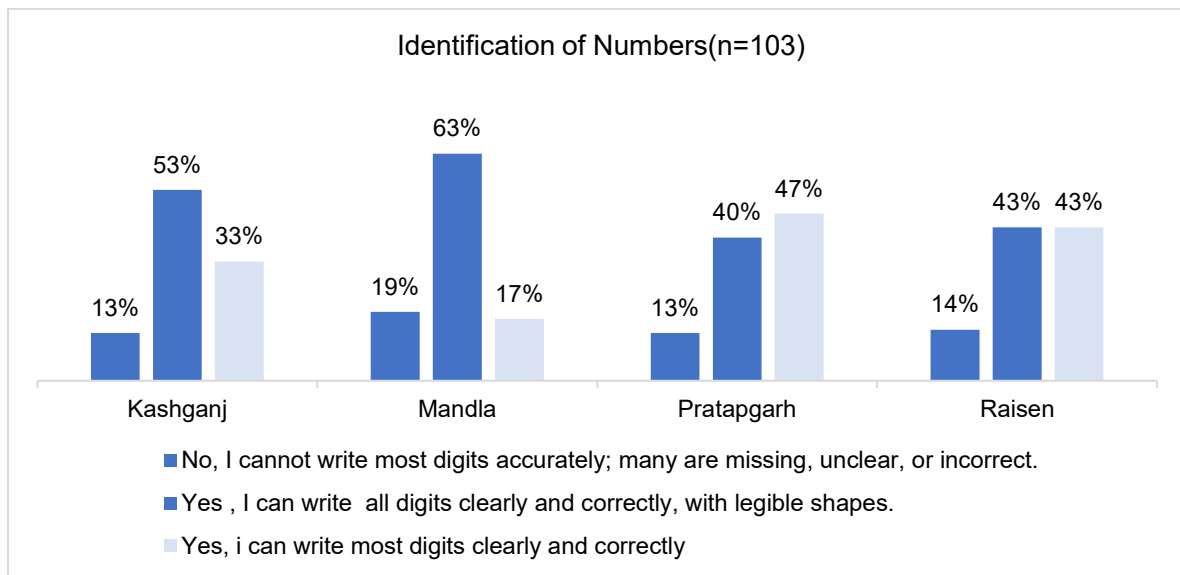
The data on writing competency in English shows that while many students are still developing their foundational skills, there is clear potential for growth with the right support. In Kashganj, for instance, 40% of students are at an early stage, which highlights an opportunity to strengthen basic spelling and word formation. Similarly, in Raisen, where 71% of students are able to write a few simple words correctly, the foundation has already been laid for them to progress further with targeted guidance.



44. Writing competency in English (Sentences)

. In Raisen, a large majority (86%) can construct a few simple sentences, though spelling and structural errors remain common. By contrast, in Kashganj and Mandla, a sizeable proportion of students (47% and 35% respectively) are still unable to write even basic sentences clearly, pointing to foundational challenges in written expression. Pratapgarh shows a more balanced picture, with 33% reaching the stage of writing about half the given sentences with moderate clarity.

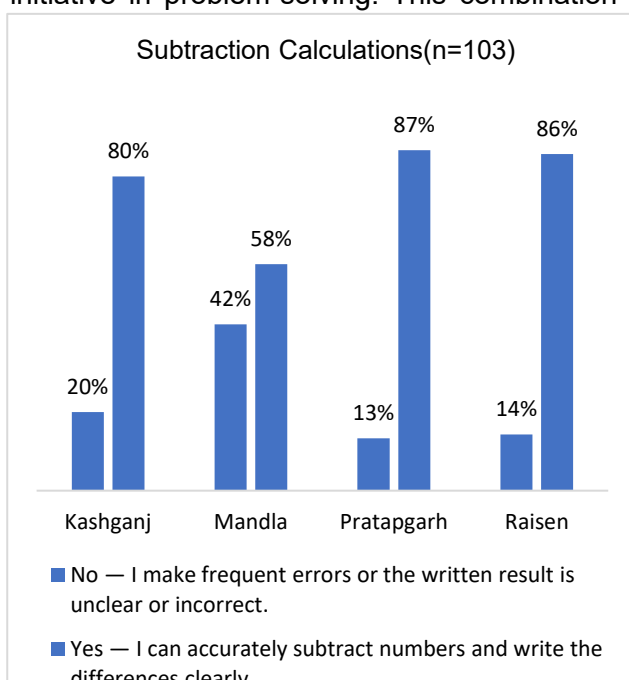
3.2.5 Mathematics Competency



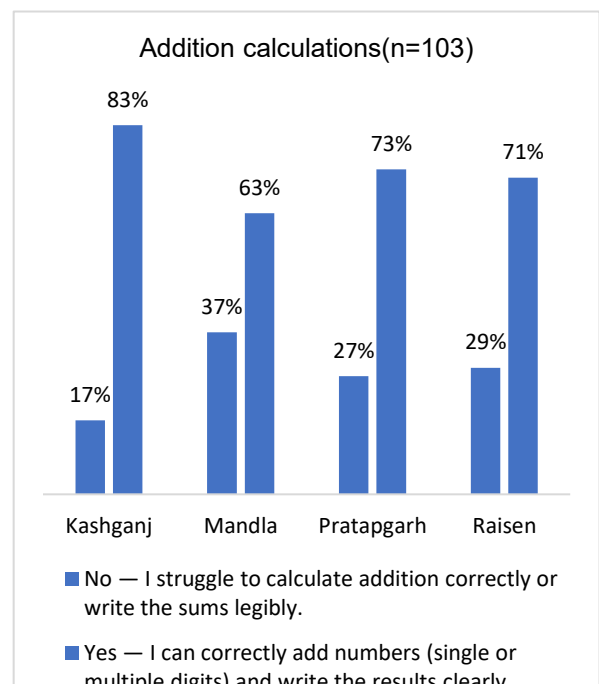
45. Identification of Numbers

In Mandla, nearly two-thirds of students demonstrate the ability to write all digits accurately, indicating a strong grasp of foundational numeracy skills. This level of competency reflects that many children already possess the clarity and precision needed to build further mathematical knowledge with confidence. In Pratapgarh and Raisen, a substantial share of students can write most digits correctly, which, while not yet at full proficiency, signals steady progress and readiness for the next stage of learning.

The introduction of assistive devices and specialised training plays a pivotal role in this journey. Teachers report that the devices not only support accuracy in writing numbers but also encourage students to engage more actively in class, overcome hesitation, and take initiative in problem-solving. This combination of

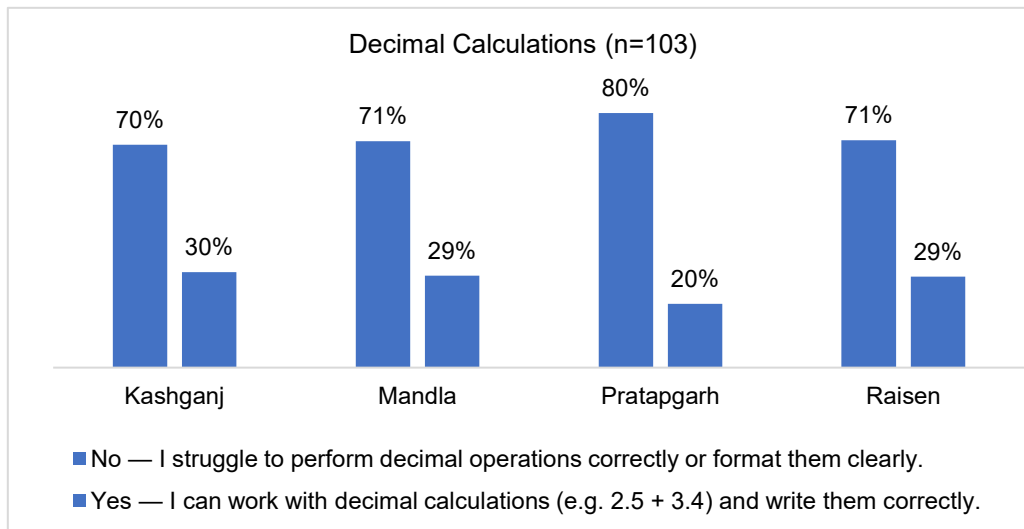


46. Subtraction Calculations

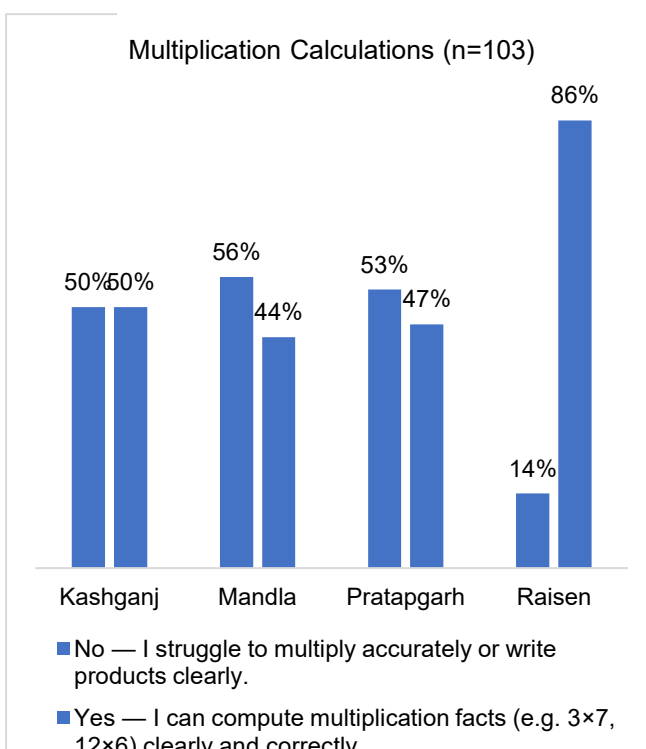


47. Addition Calculations

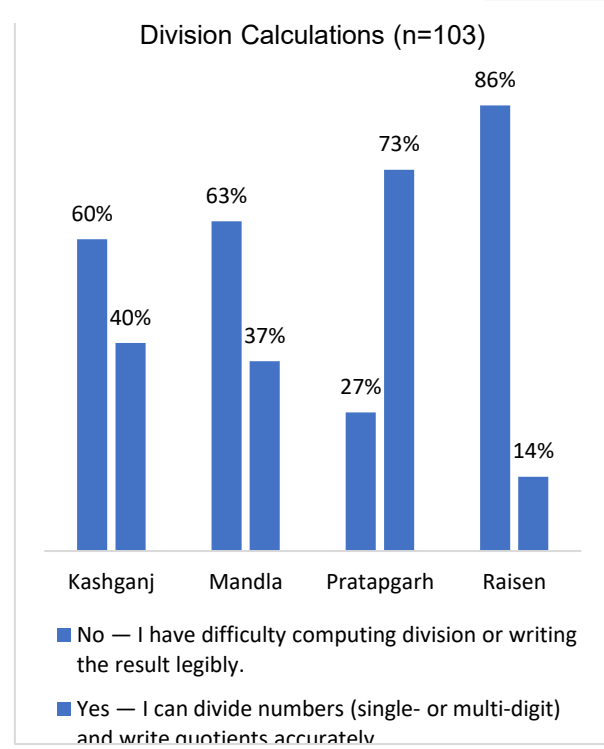
technological support and structured pedagogy creates an enabling environment where children are no longer limited by their impairments but are instead empowered to participate more fully in mathematical learning.



48. Decimal Calculations



50. Multiplication Calculations



49. Division Calculations

Overall Analysis of Mathematical Competencies

The integration of assistive devices and structured training has brought about a clear shift in the mathematical competencies of children with visual impairments (CVIs). Foundational operations such as addition and subtraction are areas of notable strength, with districts like Pratapgarh and Raisen recording over 85% accuracy in subtraction and Kashganj achieving more than 80% accuracy in addition. These outcomes demonstrate that once students are

equipped with appropriate tools, they can independently and confidently perform essential mathematical tasks. In multiplication, too, progress is visible, particularly in Raisen, where over 85% of students compute products correctly. For instance, while subtraction accuracy is as high as 87% in Pratapgarh, only about 29–30% of students across districts could handle decimal calculations effectively. This contrast highlights that while basic numeracy has been strengthened, higher-order concepts require continued reinforcement and practice.

Qualitative insights from teachers provide further depth to this progress. They report that students have become more confident in approaching mathematical problems, showing greater clarity and neatness in their written work. The introduction of assistive devices has reduced hesitation, with many children now volunteering answers in class and taking initiative in group activities. Teachers also note improved peer interactions, as CVIs collaborate with non-CVI students in group exercises, fostering inclusion and shared learning. Importantly, children who previously struggled with even simple number recognition are now able to attempt multi-step calculations, reflecting a significant shift in their learning trajectory.

Overall, the intervention has not only improved academic performance but also built confidence and independence among CVIs. The evidence suggests that with sustained exposure to devices, targeted training, and ongoing teacher support, the current gains in foundational skills can be extended to more advanced areas, ensuring comprehensive mathematical development.

Impact Stories

Pioneering Success through Assistive Support

Aditya Kumar, a Class 11 student from the Gandwaraganj block, exemplifies how assistive devices can change educational outcomes for children with visual impairments. With the support of these tools and consistent guidance, he became the first child with a disability in his block to complete Class 10, achieving 78%, a milestone that reflects both his determination and the effectiveness of inclusive interventions.

Aditya has a strong interest in Mathematics and, despite the challenges associated with visual impairment, has consistently performed well. Currently in the Arts stream, he continues to pursue his studies with focus and ambition. He aspires to become an IAS officer, demonstrating both confidence in his abilities and a commitment to contribute meaningfully to society.

The provision of assistive devices has played a pivotal role in enabling Aditya to study independently, participate in classroom discussions, and engage confidently with peers and teachers. His progress highlights how accessible tools, when paired with tailored mentoring, not only improve academic performance but also build independence, self-belief, and long-term aspirations.

Aditya's journey is a clear illustration of how targeted interventions can bridge systemic gaps and create pathways for children with disabilities to thrive. His success stands as an inspiring example for families, educators, and communities, reaffirming the importance of inclusive education in fostering equity and opportunity.

Enhancing Independence through Assistive Support

Ramlal Meena, a student with partial blindness, reflects on how timely interventions can transform learning experiences for children with visual impairments. Before the SightSaver programme, Ramlal depended heavily on his brother and occasional teacher support for studying. His condition forced him to hold books extremely close to his eyes, causing constant physical strain and limiting his ability to engage fully in academic activities.

With the introduction of the SightSaver programme, Ramlal received comprehensive support that transformed his educational journey. Training in Braille, the abacus, and the use of a Daisy player provided him with essential tools to study independently. A seven-day residential training in Pratapgarh, fully supported by the programme, played a crucial role in boosting his confidence and offering practical strategies to handle daily academic tasks effectively.

The consistent involvement of teachers and programme staff, particularly Ram Singh, ensured the smooth integration of assistive devices into his routine. Beyond technical guidance, their administrative and emotional support helped Ramlal adapt quickly and develop a sense of ownership over his learning process. Today, he can study without strain, participate more actively in class, and engage with learning materials at the same level as his peers.

Ramlal's journey underscores the importance of structured training, personalised mentorship, and access to assistive technology in creating meaningful change. His transformation from dependency to independence highlights how targeted interventions can reduce physical discomfort, enhance classroom participation, and build long-term educational confidence for children with visual impairments.

Empowering Sibling Support through Training

Anuradha, a 15-year-old student, has emerged as an important support system for her visually impaired sister, who is currently in Class 10. Recognising the role siblings can play in creating an enabling environment, the programme provided her with basic training on laptop use, Braille, and counselling approaches. Although her participation in training sessions was intermittent and without a fixed schedule, Anuradha acquired essential skills that allowed her to assist her sister in both academics and daily activities.

She applies these skills in practical and meaningful ways. For example, in mathematics, Anuradha first learns the concepts herself and then explains them in simpler forms to her sister. She also supports her sister outside the classroom by accompanying her to markets and hospitals, ensuring she can navigate everyday life with greater independence. Her consistent support has directly contributed to her sister's academic progress, most notably in recognising letters and understanding phrases, improvements that Anuradha observes are more advanced than those of her peers.

Anuradha's experience illustrates how even **basic training for siblings** can create a ripple effect, strengthening learning outcomes and confidence for children with visual impairments. While the programme offered general guidance rather than in-depth interventions for social animators, her commitment demonstrates how equipping family members with practical skills fosters a supportive home environment, bridging formal training with everyday reinforcement and enabling visually impaired children to thrive academically and socially.

Translating Training into Inclusive Classroom Practices

Alim Raza, a dedicated special education teacher, reflects on the value of a training session organised by the SightSavers team that focused on children with visual impairments (CVIs). The training provided him with a deeper understanding of the specific challenges CVI students face, along with practical strategies to make learning more accessible. For Alim, this was not just an academic exercise but a turning point in how he approached classroom dynamics, equipping him with tools to address both learning needs and social inclusion.

Drawing on the training, Alim introduced an innovative group-learning method where CVI and non-CVI students work together, with the outcome of tasks depending on the contribution of each member. This approach encouraged active participation from CVI students, who gained the confidence to express themselves more freely, while their non-disabled peers developed empathy, patience, and a stronger sense of responsibility. The strategy not only improved collaboration but also reduced hesitation and apprehension between the two groups, fostering meaningful peer-to-peer connections.

Alim notes that the training enhanced his confidence as a teacher and expanded his ability to create inclusive classrooms. His experience illustrates how **capacity-building interventions for educators** can directly influence both academic engagement and social cohesion. By equipping teachers with practical methods, such trainings ensure that inclusion is not just a policy goal but a lived classroom reality, where children with and without disabilities learn, grow, and succeed together.

A Father's Journey of Change

Pahelsingh Aarmo, a farmer from Moibilad village in Mandla and father of four, shares the challenges his family faced in supporting his child with vision impairment. With no structured system in place, Pahelsingh often had to miss work to assist his child in studies and daily tasks. Despite their best efforts, learning remained a struggle, and the child's confidence was noticeably low, making it difficult to build friendships or fully participate in school life.

The turning point came when Pahelsingh was introduced to the SightSavers programme through the local Block Resource Centre and school. Following assessments and training, his child received an assistive device that opened new possibilities. Pahelsingh describes the sessions as "very good," appreciating the way NGO staff and teachers provided both technical guidance and emotional support to the family. Equipped with the device, his child quickly gained independence—completing homework, following lectures, and even accessing online content without constant help.

This change has been transformative not only for the child but for the family as well. Once withdrawn, the child is now confident, active, and socially connected with peers and relatives, while teachers note his improved participation in class. For Pahelsingh, the impact is clear: "I am satisfied with the support. These devices should be given to every child with vision impairment." His story underscores the power of timely interventions and inclusive technology in reducing family burden, strengthening education, and fostering confidence for children with disabilities.

Changing Perspectives and Promoting Inclusive Education

Krishna Kumar, a 40-year-old APC, had been working in government education since 2005. Prior to attending Sightsavers' training sessions, his understanding of disability and inclusive education was limited. Attending the training sessions transformed his perspective. Krishna learned about the importance of inclusive education, the use of assistive devices, and the broader social and educational needs of children with visual impairments. He reflected, "I realized that these children are just like any other child, with the capacity to achieve anything. It changed my whole perspective."

He observed tangible improvements in school environments following the introduction of assistive devices. Children who were previously hesitant or less engaged became more active in classrooms and social activities. Teachers began using inclusive teaching-learning materials more effectively, though Krishna emphasized that continued training is necessary for all educators to fully implement inclusive practices.

Inspired by the impact, Krishna actively shared his learnings with colleagues and requested similar training sessions for them. He also advocated for stronger support systems, including improved infrastructure, policies, funding, and technical resources, to strengthen inclusive education efforts. While he acknowledges that there is still work to be done, Krishna is now confident and committed to supporting children with visual impairments and ensuring that inclusive education becomes a practiced reality, not just a concept.



Chapter 4

Recommendations

Chapter 4: Recommendations

The following table presents an overview of the current areas of improvement of the project in the context of inclusive education, alongside actionable recommendations to address these challenges. The insights are drawn from the impact assessment of the provision of assistive devices and skill-based training, which aimed to enhance students' learning, independence, and participation in classroom and social activities. The challenges reflect both structural and pedagogical barriers, while the recommendations focus on targeted interventions to optimise the use of devices, strengthen teacher support, and foster an inclusive and enabling learning environment.

Challenges	Proposed Recommendations
<p>Uneven Access to Support Systems</p> <p>Significant gaps in awareness of and access to Block Resource Centres (BRCs) and other community resources (e.g., International Days). This leads to an inconsistent support network for beneficiaries.</p>	<p>Enhanced Outreach & Awareness</p> <p>Implement targeted, community-wide campaigns to raise awareness of BRCs and other resources. Utilise local trusted figures, like teachers, as ambassadors to bridge information gaps and ensure all families are reached.</p>
<p>Inconsistent Programme Engagement</p> <p>Participation in core programme activities like the Plus Curriculum varies widely. While some areas have high attendance, others show a high rate of missed sessions, suggesting underlying barriers to consistent engagement.</p>	<p>Strengthened Programme Delivery:</p> <p>Address logistical barriers to participation by exploring solutions such as flexible scheduling, mobile support teams, or establishing more localised sub-centres to improve accessibility for all beneficiaries.</p>
<p>Lack of Social Integration:</p> <p>Limited engagement of CVIs in group activities, leading to the possibility of social isolation</p>	<p>Organise structured group activities:</p> <p>Pairing children with and without visual impairments. Conduct regular social skills workshops to build confidence and peer interaction.</p>
<p>Teacher Support & Encouragement</p> <p>While many teachers actively support device use, assistance is sometimes inconsistent, particularly in districts with lower percentages of constant support.</p>	<p>Teacher's Training</p> <p>Conduct refresher training for teachers on inclusive classroom strategies. Strengthen monitoring to ensure regular, consistent support for all beneficiaries.</p>
<p>Sustained Motivation & Engagement</p>	<p>Introduce recognition programmes</p>

<p>Beneficiaries' motivation to use devices and participate may decline without continuous support.</p>	<p>(certificates, showcases) for participation and achievements. Conduct periodic follow-ups to assess engagement and address challenges.</p>
<p>Pre-existing Helplessness</p> <p>Before the programme, many beneficiaries felt dependent on others for basic tasks, leading to feelings of frustration and a lack of motivation to study.</p>	<p>Promote Independence & Confidence</p> <p>The programme should build on its success in boosting student confidence. Continue to focus on training that fosters independent problem-solving and self-reliance, which will further reduce the emotional and academic dependence on others.</p>

Sightsavers
India



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Annexures

Annexures

6.1 Scope and Methodology

The evaluation was done using the **quality-of-life framework**. The **Quality of Life (QoL) Framework** is a multidimensional approach used to assess and improve the well-being of individuals, particularly those with disabilities. This framework extends beyond economic factors to encompass various personal and environmental aspects that impact an individual's ability to lead a fulfilling life. By utilising the Quality-of-life framework's domain, the evaluation will comprehensively gauge the client's contributions to the outcomes, considering the diverse array of factors that may influence the overall results.

Quality-of-life framework hinges on the following pillars:



6.2. Theory of Change

Activities	Outputs	Outcomes	Impact
Low Vision Assessment and Training	LV assessments were conducted in 4 locations	Increased learning abilities of the CVIs using the assistive devices	Heightened educational inclusion and functional independence of children with visual impairment (CVIs) through access to assistive technologies, low vision
	353 LV devices were procured		
	389 children have one through the assessment		
	42 children were referred to further assessment and surgery		

	252 children with visual impairment received LV devices and training on the Plus curriculum and ICT		assessments, and Curriculum training. Sustainable and systemic capacity building achieved by training educators and government officials, resulting in better implementation of inclusive practices in mainstream classrooms.
Sensitisation programmes	Awareness programme on the education of blind and low-vision children	Enhanced level of awareness regarding the importance of inclusive education of CVIs	
	98 parents/guardians/special educators were sensitised		
Capacity building of government officials and teachers on disability education	319 teachers/educators were trained	Improved spread of knowledge and skills regarding inclusive education through capacity-building sessions	Strengthened institutional frameworks for inclusive education via the development of resource-rich Block Resource Centres (BRCs), fostering long-term support for CVIs and continuous stakeholder engagement.
	Training focused on various inclusive pedagogical methods, inclusive evaluation, and classroom management. TLM development, RTE, RPWD Act, 21 types of disabilities and usage of devices that makes teaching styles inclusive for children with visual impairment.		
	227 teachers were trained as master trainers who would go ahead and train other resources in inclusive education		
Strengthening of Block resource centres	One BRC in each of the three locations has been developed as a model block resource centre, which is used for training children with visual impairment and to sensitise various stakeholders.	Developed infrastructure for disability education	
	The BRCs are equipped with useful technology for CVIs, assistive devices, training materials and are linked with online libraries.		

Celebration of special days	World Sight Day, World Disability Day, celebrated in different project locations.	Inclusive participation and acknowledgement of international days	
	Around 600 people participated in such events.		

6.3 Sampling Strategy

The tables below give details of the primary and secondary stakeholders that will be interviewed.

Primary Stakeholders				
Stakeholder Group	Location	Universe	Sample Size	Rationale
Children with Disabilities	Raisen, MP	75	8	95% CL, 7.5 MoE
	Kasganj, UP	75	30	
	Pratapgarh, Rajasthan	36	15	
	Mandla, MP	66	50	
Total		252	103	

Secondary Stakeholders					
Stakeholder Group	Location	Data Tool	Collection	No. of Interactions	Mode of Interaction
Govt education offices	All locations	KII		2	Physical
Parents		IDI		4	Physical
Teachers		IDI		4	Physical
NGOs		IDI		2	Physical
Social Animator		IDI		4	Physical

- The CSRBOX team considered the representation of both genders in the data collection with children with disabilities

- The CSRBOX team considered the representation of both genders in the data collection with the parents and teachers.
- The target population considered by the CSRBOX team were children aged between 5 and 18 years. However, for data collection, the sampling strategy was focused on children enrolled in Grade V and above, as this cohort is better positioned to comprehend and respond meaningfully to the assessment questions, thereby ensuring the reliability and depth of insights gathered.

6.4 Challenges in data collection:

- **Absence of Consolidated Baseline Data:** Progress data was not recorded in the STAR app during the funding period, resulting in a lack of baseline data. This limits the ability to triangulate and compare with current impact findings.
- **Logistical Challenges in Mobilisation:** As the children are enrolled in different schools, bringing them together at a single location may pose logistical difficulties, requiring additional time and coordination efforts.
- **Recall Bias:** As the programme concluded two years ago, there is a potential risk of recall bias, particularly given the young age of the respondents. Children may have difficulty accurately remembering and articulating details about the pre- and post-intervention scenarios.

6.5 Ethical Considerations

- Team members ensured ethical conduct during virtual/physical data collection by obtaining participant consent, providing information about the study's purpose, and outlining data collection outcomes.
- All team members ensured a safe environment and privacy for respondents.
- Respondents were assured of the confidentiality of their personal information, with a commitment that the collected data would be used exclusively for research purposes.

6.6 Acknowledgement

CSRBOX conducted the Impact Assessment of the project “Supporting Inclusive Education of Children with Disabilities” implemented by Sightsavers, an NGO for children with blindness or impairment, and effectively including them in mainstream education with the funding support from BAGIC during the FY 2022- 2023. We extend our heartfelt gratitude to Bajaj Finserv for their unwavering support and guidance throughout the assessment process. We also deeply appreciate Sightsavers' cooperation in ensuring a smooth process of data collection. Lastly, we thank all the children with disabilities, government education officers, school management committee members, parents and teachers who took out time to interact with us. Their valuable insights have been instrumental in understanding the ground-level realities and a holistic understanding of the programme.

6.7 Disclaimer for the Impact Assessment Report

- This report has been prepared solely for the purpose set out in the Memorandum of Understanding (MoU) signed between Reanalysis Consultants Pvt. Ltd. (CSRBOX) and Bajaj Allianz) to undertake the Impact Assessment of their CSR programme.
- This impact assessment is under the Companies (Corporate Social Responsibility Policy) Amendment Rules 2021, notification dated 22nd January 2021.
- This report shall be disclosed to those authorised in its entirety only without removing the disclaimers.
- CSRBOX has not performed an audit and does not express an opinion or any other form of assurance. Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.
- This report contains an analysis by CSRBOX considering the publications available from secondary sources and inputs gathered through interactions with the leadership team of BAGIC project beneficiaries, and various knowledge partners. While the information obtained from the public domain has not been verified for authenticity, CSRBOX has taken due care to obtain information from sources generally considered to be reliable.
- Specific to the Impact Assessment of the “Supporting Inclusive Education of Children with Disabilities”, whose funding came from BAGIC CSRBOX has used and relied on data shared by the BAGIC s CSR team, implementing agencies, secondary research through the internet, research reports, and project target beneficiaries.

With Specific to Impact Assessment of Sightsavers;

- CSRBOX has neither conducted an audit nor due diligence nor validated the financial statements and projections provided by the BAGIC team.
- Wherever information was not available in the public domain, suitable assumptions were made to extrapolate values for the same.
- CSRBOX must emphasise that the realisation of the benefits/improvements accruing out of the recommendations set out within this report (based on secondary sources) is dependent on the continuing validity of the assumptions on which it is based. The assumptions will need to be reviewed and revised to reflect such changes in business trends, regulatory requirements, or the direction of the business as further clarity emerges. CSRBOX accepts no responsibility for the realisation of the projected benefits.



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