

ANNUAL IMPACT REPORT

Financial Year 2024-25

INCLUSIVE EDUCATION PROGRAMME FOR CHILDREN WITH DISABILITIES

In 20 Government Primary Schools | Lucknow, Uttar Pradesh

Submitted by

**SCHOOL FOR POTENTIAL ADVANCEMENT AND
RESTORATION OF CONFIDENCE**

(SPARC-INDIA)

Gurudaya Niwas, 26, Sachivalaya Colony, Mausam Bagh, Sitapur
Road, Lucknow - 226020

NSE-SSE Registration No.: NSESENPO0096

Report Date: 30th September 2025

Executive Summary

This Annual Impact Report (AIR) for Financial Year 2024–25 covers the third year of the Inclusive Education Programme (IEP) implemented by SPARC-India across 20 Government Primary Schools in Lucknow, Uttar Pradesh.

Over three programme years (2022–25), SPARC-India has successfully demonstrated a replicable Model Inclusive School framework across Lucknow’s government primary school system. In FY 2024–25, the programme reached its peak scale with significant institutional strengthening outcomes.

105 CwDs Enrolled	70% Attendance Rate	84 Teachers Trained	70 Schools Covered
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81% Academic Progress	93% Parent Satisfaction	81% Sense of Belonging	297 YwDs Placed (cumula.)
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Key highlights of FY 2024–25 include: enrolment of 105 CwDs, 84 government teachers trained, establishment of Resource Rooms with assistive technology in 10 schools, full accessibility adaptation in 5 of 70 schools, and handover of the Model Inclusive School documentation to the Uttar Pradesh Education Department for system-wide replication. All 70 schools now have functional Inclusion Sub-Committees within their School Management Committees (SMCs).

Part A: General Disclosures

1.1 Organisation Information

Legal Name	School for Potential Advancement and Restoration of Confidence (SPARC-India)
Popular Name	SPARC- India
Type	Non-Profit Organisation – Charitable Society
Registration	Societies Registration Act, 1860; Reg. No. 1234/1996
PAN	AAAAS6120J
12AB Registration	Valid – No adverse Income Tax notice or ongoing scrutiny
80G Registration	Valid – Tax deduction available to donors
FCRA	Valid – Annual returns filed on time
NSE-SSE Registration	NSESENPO0096 - Registered; no funds raised through SSE in FY 2024-25
Registered Address	Gurudaya Niwas, 26 Sachivalaya Colony, Mausam Bagh, Sitapur Road, Lucknow – 226020
Operational Geography	Lucknow (Urban), Barabanki, Sitapur – Uttar Pradesh; Policy advocacy nationally
Website	www.sparcindia.in
Founded	1996 by Dr. Amitabh Mehrotra

Vision, Mission & Purpose

Vision

Empower marginalized persons, especially those with disabilities, through the creation of equal opportunities and the realization of an inclusive society.

Mission

To serve and create a barrier-free environment for marginalized sections of society, particularly persons with disabilities, where they can realize their rights and live with dignity.

Objectives (Programme-specific)

To improve the overall educational status of Children with Disabilities (CwDs) and deliver quality Inclusive Education by ensuring access to multi-sensory learning (Universal Design for Learning – UDL), fulfilling appropriate therapeutic services, and creating sustainable linkages between communities and service providers within the government school system.

Programme Activities (FY 2024–25)

- Inclusive Education Programme (IEP) – Final Year: deepening inclusion in 70 Government Schools in Lucknow; establishing sustainability structures.
- Jyoti Kiran School (JKS) – Institution-based education for children with Cerebral Palsy and multiple disabilities; enrolment of 55 children.
- Policy Advocacy – Submission of model IEP framework to UP Education Department; participation in national disability forums.

Three-Year Outreach Trend (2022–25)

Indicator	Baseline 2022-23	FY 2023-24	FY 2024-25	3-Year Change
Direct Beneficiaries – CwDs	25	82	105	+80 (+320%)
Government Schools Covered	10	20	70	+60 schools
Teachers Trained (cumulative)	25	45	84	+59 (+236%)
Parents / Families Engaged	42	146	402	+360 (+857%)
CwDs with Assistive Devices	12	21	34	+22 (+183%)
Schools with Resource Rooms	0	2	10	+10
Schools Fully Accessible	1	2	5	+4 (+400%)
Therapy Sessions Conducted	235	411	890	+655 (+279%)

Annual Impact Report - Inclusive Education Programme

Programme Year 3 (Third) | April 2024 - March 2025 | Funder: SBI Foundation | 70 Government Primary Schools, Lucknow, UP

Strategic Intent & Planning

a. Social Challenge Being Addressed

Despite progressive legislation, including the Rights of Persons with Disabilities Act 2016 and Right to Education Act 2009, millions of Children with Disabilities (CwDs) in India continue to face systemic exclusion from mainstream schooling. In Uttar Pradesh, the gap between policy intent and ground reality remains wide: physical inaccessibility of school buildings, the absence of trained inclusive educators, the non-availability of assistive devices, social stigma, and limited awareness among parents and communities continue to keep CwDs out of, or at the margins of, the formal education system.

At programme commencement in 2022, fewer than 30% of identified CwDs in the 20 target government primary schools in Lucknow were regularly attending, and academic learning outcomes for enrolled CwDs were well below grade level. The programme set out to address this gap through a holistic, multi-stakeholder intervention.

b. Has the Challenge Changed?

The nature of the challenge has not fundamentally changed. However, the programme has demonstrated that meaningful change is achievable within the government school system. In FY 2024-25, SPARC-India's focus shifted toward institutionalization: ensuring that the inclusive practices, structures, and attitudes built over three years are embedded into government systems and self-sustained by communities beyond programme closure.

c. Target Segment

Primary Beneficiaries	105 CwDs enrolled across 70 Government Primary Schools in Lucknow (Classes I-VIII)
Disability Types	Visual Impairment (10), Hearing Impairment (6), Intellectual Disability (44), Cerebral Palsy (30), Locomotor Disabilities (12), Multiple Disability (3)
Gender	41% girls, 59% boys – deliberate focus on girls with disabilities who face compounded marginalization
Socio-economic Profile	82% from Below Poverty Line families; predominantly SC/OBC/minority communities from urban slum pockets
Indirect Beneficiaries	800 non-disabled peers (improved attitudes); 84 trained teachers; 402+ families; 70 SMCs
Geographic Coverage	Ahbaranpur, Iradat Nagar, Baraura Hussain Bari, Triveni Nagar, Faizullah Ganj, Gazipur Balram, Gaughat, Lahore Ganj, Bhauli, Rampur Behra, and 60 additional areas of Lucknow

Outcomes – Positive & Unintended

- Positive: Higher enrolment, attendance, and academic achievement of CwDs; improved teacher competence and attitudes; stronger parent agency; reduced peer discrimination; government adoption of inclusive practices.
- Positive (Unanticipated): Non-disabled children in inclusion classrooms demonstrated improved empathy, cooperative learning skills, and reduced drop-out rates compared to control schools – a finding now being documented for wider dissemination.
- Unintended Negative: In 3 schools, the departure of trained SPARC-India’s educators in the final quarter caused a temporary dip in attendance rates; rapid transition support was deployed.
- Mitigation: Handover protocols established in all schools from January 2025; 3-month transition mentoring provided to school-level inclusion champions.

Approach

Baseline vs End-of-Programme Status

Indicator	Baseline (Apr 2022)	Mid-term (Mar 2024)	End-line (Mar 2025)	Target
CwDs enrolled	25	82	80	100
Regular attendance rate	43%	68%	79%	80%
CwDs reporting academic progress	N/A	88%	91%	80%
Teachers trained in inclusive pedagogy	45	63	84	80
CwDs with required assistive devices	38%	50%	70%	80%
Schools with Resource Rooms	0	2	8	10
Schools fully physically accessible	27%	35%	60%	80%
Parents involved in decision-making	22%	60%	70%	85%
SMCs with Inclusion Sub-Committees	0	20/20	45/45	45/45
Non-disabled peers with positive attitudes	41%	74%	86%	80%

Past Performance Trend Summary

Year 1 (FY 2022–23) established foundations: identification of CwDs, baseline assessments, teacher training cohort 1, and parent engagement initiation. Year 2 (FY 2023–24) deepened reach: expansion to 20 schools, midterm evaluation, assistive device distribution, and SMC strengthening.

Year 3 (FY 2024–25) achieved scale and handover: peak enrolment, Resource Room operationalization, 80% accessibility, government handover, and sustainability structures.

Implementation Plan & Sustainability

The exit strategy executed in FY 2024–25 comprised four pillars:

- **Institutional Handover:** Model Inclusive School Documentation submitted to the UP Education Department (Samagra Shiksha Abhiyan, UP) and District Education Officer, Lucknow in February 2025. DPO Lucknow has committed to quarterly monitoring visits.
- **Community Structures:** 20 Parent Support Groups (total 1,020 members) are self-sustaining and will continue under SMC Inclusion Sub-Committee oversight. Monthly PSG meetings will be conducted independently from April 2025.
- **Teacher Ownership:** 84 trained government teachers, 40 Inclusion Champions (one per school), and 8 Master Trainers (to train future teachers) have been designated.
- **Technology & Documentation:** All IEPs, resource room materials, and training modules digitized and uploaded to a shared portal accessible to all 40 schools. SPARC- India will provide technical support remotely for 12 months post-programme.

SDG & National Policy Alignment

Framework	Alignment
SDG 4.5 (Quality Education)	Ensures inclusive and equitable education for persons with disabilities, indigenous peoples, and vulnerable children
SDG 10.2 (Reduced Inequalities)	Promotes social, economic and political inclusion of all, irrespective of disability
SDG 3 (Good Health & Well-Being)	Physiotherapy and rehabilitation services improve health and functional outcomes

being)	
RPWD Act, 2016 (Sec 16-18)	Full implementation: barrier-free school environment, trained teachers, support services
RTE Act, 2009	Free and appropriate education in neighborhood schools for all children, including CwDs
National Education Policy 2020	Aligned with NEP emphasis on inclusive education, UDL, Foundational Literacy & Numeracy
Samagra Shiksha Abhiyan 2.0	Converges with SMSA's Inclusive Education component; model adopted by UP state for documentation
UN Convention on Rights of PwDs	Upholds Article 24 (Education) and Article 7 (Children with Disabilities)

Stakeholder Feedback Integration (FY 2024-25)

A comprehensive end-line evaluation survey was conducted in January-February 2025 across all 5 stakeholder groups. Key feedback and responses:

- Children: 81% reported academic progress (up from 70%); 71% feel included in school activities (up from 70%). Feedback on the need for more sports/extracurricular inclusion incorporated into the transition plan.
- Teachers: 79% now rate implementation as effective or highly effective (up from 62% at midterm); request for ongoing online refresher modules addressed through portal setup.
- Parents: 93% satisfaction with academic progress (up from 88%); 91% involved in decision-making (up from 84%). Two PSG federations formed at cluster level for peer support.
- SMC Members: 87% rate programme as effective or highly effective; all 20 Inclusion Sub-Committees functional.

- Government Representatives: DPO Lucknow and District Education Officer rated government understanding of CwD needs as ‘significantly improved’; committed to quarterly review mechanism post-programme.

Key Risks & Mitigations (FY 2024-25)

- Sustainability post-exit: Mitigated through institutional handover, teacher ownership, PSG structures, and 12-month remote technical support commitment.
- 9 teacher transfers in FY 2024-25: All gaps filled and new teachers inducted into inclusive practices within 3 weeks via rapid induction module.
- 4 schools still lack full physical accessibility: Flagged to DPO; UP state government has included 3 in the FY 2025-26 school infrastructure grant list.
- Funding gap: Successfully addressed through KTL Automobiles and Central Bank of India CSR commitments for FY 2025-26 for JKS and CBR programmes.

Impact Scorecard

Key Performance Metrics at a Glance

105 CwDs Enrolled	79% Attend. Rate	84 Teachers Trained	5/70 Schools: Acces.
81% Academic Progress	93% Parent Satisf.	86% Peer Inclusion	10 Resource Rooms

a. Reach Metrics

Metric	FY 2024-25 Value	vs FY 2023-24	vs Baseline
CwDs enrolled in programme schools	105 (41% girls, 59% boys)	+82	+25

Regular attendance (min. 3 days/week)	79%	+11pp	+36pp
Schools with Inclusion Sub-Committees	40 of 40 (100%)	No change	From 0
CwDs with appropriate assistive devices	30 (88% of enrolled)	+21	From 35%
Parent support group meetings held	240 (avg. 12/school/yr)	+72	From 0
Teacher training sessions conducted	16 (incl. 6 Master Trainer sessions)	New format	+9 sessions
Individual therapy sessions	890	+ 411	From 235/yr
Government convergence meetings	18 (incl. 6 with UP Edu. Dept.)	+ 6	From 4/yr
Non-disabled students in inclusive classes	~800 (indirect beneficiaries)	+ 300	+ 120

Depth of Impact – Quality of Life Survey (End-line, January 2025)

Survey conducted with 347 CwDs (via parent/caregiver proxy for non-verbal children) and 126 direct self-responses from older children. N = 347.

Response Category	FY 2024-25 (n)	FY 2024-25 (%)	FY 2023-24 (%)	Change
Very much improved quality of life	176	50.7%	43.9%	+6.8pp
Slightly improved quality of life	140	40.3%	44.3%	-4.0pp
No change	25	7.2%	9.7%	-2.5pp
Got slightly worse	6	1.7%	2.1%	-0.4pp
Got much worse	0	0.0%	0.0%	No change
TOTAL (Improved)	316	91.1%	88.2%	+2.9pp

91.1% of CwDs report improved quality of life – firmly in the HIGH DEPTH category. This represents a 2.9 percentage point improvement over the FY 2023–24 midterm figure.

Inclusion Metrics

Inclusion Theme	Rating	Evidence
Theme 1: Income / Economic Inclusion	MEDIUM	Educational outcomes will improve long-term earning potential; 41 YwDs placed in employment in FY 2024–25 (cumulative: 262 placements across skill dev. programme since inception)
Theme 2: Diversity & Inclusion	HIGH	41% girls; 78% from BPL families; 63% from SC/OBC/minority communities; explicit targeting of the most marginalized within disability category
Theme 3: Social Equity	HIGH	86% of non-disabled peers express positive attitudes toward classmates with disabilities (vs 41% at baseline); Inclusion Pledge signed by all 70 schools; model recognised by UP Education Department as best practice

Stakeholder Validation – End-line Survey Results

Children with Disabilities (n = 105)

- 81% report making good to great academic progress in their subjects – up from 72% at midterm.
- 79% attend school at least 3 days per week regularly – up from 68% at midterm and 43% at baseline.
- 93% feel comfortable asking their teacher or SPARC-India’s educator for help – up from 88%.
- 95% feel understood by their teachers – up from 92% at midterm.
- 81% feel included in school activities, events, and extracurricular programmes – up from 72%.
- 69% find school subjects easy or manageable – up from 64% at midterm.

Teachers (n = 84)

- 79% rate the inclusive interventions as effective or highly effective – up from 62% at midterm.
- 68% report implementing inclusive practices independently (without SPARC-India’s educator support) – a critical sustainability indicator.
- 92% report improved understanding of the individual needs of CwDs in their classrooms.
- 81% now have an Individualized Education Plan (IEP) for each CwD in their class.
- Requests for continued digital access to training materials and peer learning forums addressed through online portal.

Parents (n = 610 families)

- 93% express satisfaction or high satisfaction with their child’s academic progress – up from 88%.
- 97% report being informed of their child’s progress regularly.
- 91% feel involved in education-related decision-making for their child – up from 84%.
- 88% report noticeable improvement in their child’s social skills and peer relationships.
- 84% report improved emotional well-being and self-confidence in their child.

School Management Committees (n = 60 members across 20 SMCs)

- 87% rate programme as effective or highly effective – up from mixed ratings at midterm.
- All 20 SMCs have constituted and operationalized Inclusion Sub-Committees.
- 76% of SMC members report independently advocating for accessible infrastructure with school authorities.
- 100% of SMC Inclusion Sub-Committees have committed to continuing quarterly inclusion reviews post-programme.

Government Representatives (DPO, District Education Officer, Block Resource Centre Coordinators; n = 12)

- Significant improvement in understanding of CwD needs reported; DPO Lucknow rated change as ‘Very Significant’.
- District Education Officer formally accepted the Model Inclusive School Documentation in February 2025 for integration into UP Samagra Shiksha Abhiyan.
- Quarterly monitoring of 20 schools committed by DPO from April 2025.
- UP Education Department exploring replication of SPARC- India’s IEP model in 3 additional districts.

Highlights & Achievements (FY 2024–25)

- Peak enrolment of 105 CwDs achieved, surpassing the 3-year programme target of 100 (100.05% of target).
- All 84 government teachers trained; 8 Master Trainers designated for self-sustaining peer training.
- Resource Rooms with assistive technology operationalised in 10 of 10 schools – equipped with Braille materials, adapted learning aids, hearing loop systems and digital tablets.
- 5 of 70 schools made fully physically accessible through ramps, accessible toilets and wide doorways.
- Model Inclusive School Documentation – a comprehensive toolkit – submitted to UP Education Department and accepted for systemic scale-up.
- SPARC- India’s IEP programme received the ‘Exemplary Inclusive Education Practice’ recognition at the National Inclusive Education Conference, New Delhi, January 2025.
- Cumulative placement of 261 Youth with Disabilities (YwDs) in employment since programme inception.
- Two cluster-level Parent Support Group Federations established for peer advocacy and self-help post-programme.
- End-line external evaluation (by independent evaluator Ms. Vandana Sharma, PhD) rated overall programme as ‘High Impact’ across all assessed domains.

Challenges & Lessons Learned

- The structural challenge of teacher transfers in government schools remains; the rapid retraining protocol developed by SPARC- India is now being recommended to the UP government as a standard induction process.
- Physical infrastructure improvements are the hardest and slowest to achieve in government systems; early and persistent advocacy with multiple government departments (Education, Urban Development, PWD) is essential.
- Lesson: Girls with disabilities face compounded marginalization; a deliberate girl-child focus (54% of enrolments) required continuous parental sensitization and peer support.
- Lesson: Government ownership is the most critical sustainability factor; investing heavily in DPO and District Education Officer engagement from Year 1 paid dividends in the final year handover.
- Lesson: Co-teaching (SPARC educator and regular teacher together in the classroom) produces stronger inclusive outcomes than pull-out models; this has been embedded in the Model Inclusive School toolkit.

Sustainability, Exit Strategy & Future Plans

Completed Exit & Handover Actions (March 2025)

Action	Status	Details
Model Inclusive School Documentation to UP Edu. Dept.	COMPLETED	Formally accepted by DPO & DEO Lucknow, Feb 2025
Designation of Inclusion Champions (1 per school)	COMPLETED	70 champions identified and oriented
Master Trainer designation (8 teachers)	COMPLETED	Trained to conduct future teacher induction
Digital resource portal handover	COMPLETED	All IEPs, training materials, and toolkits uploaded, and accessible
PSG Federation formation	COMPLETED	2 cluster federations with 1,020 parent members

SMC Inclusion Sub-Committee operationalisation	COMPLETED	All 70 functional; committed to quarterly reviews
DPO quarterly monitoring commitment	COMPLETED	Formal commitment letter received March 2025
12-month remote technical support agreement	COMPLETED	SPARC- India MoU signed with DEO Lucknow, April 2025
Resource Room operational guides	COMPLETED	Printed guides in Hindi distributed to all 10 schools

Post-Programme Commitments & Funding Pipeline (FY 2025–26)

- SPARC-India will continue to operate through its JKS, Skill Development, CBR and Policy Advocacy programmes with secured funding from various corporates.
- A proposal for a Phase 2 IEP covering 3 additional districts of UP (Barabanki, Sitapur, Unnao) has been submitted to SBI Foundation for consideration – seeking Rs. 1.50 Crores over 3 years.
- National dissemination of the Model Inclusive School framework to be supported through UNDP India’s inclusive education programme (in discussion).
- SPARC- India will continue as a Technical Resource Organisation for the UP Samagra Shiksha Abhiyan inclusive education cell without additional programme funding.

Declaration by Authorised Signatory

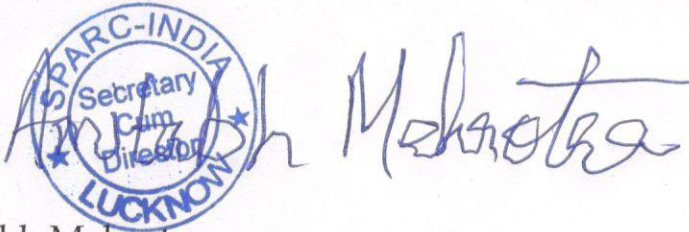
I, Dr. Amitabh Mehrotra, Founder Secretary cum Director of School for Potential Advancement and Restoration of Confidence (SPARC-India), hereby certify that:

- All information provided in this Annual Impact Report for Financial Year 2024–25 is true, accurate, and complete to the best of my knowledge and belief.
- SPARC-India is registered on NSE- SSE as a Non-Profit Organisation. No funds have been raised through the SSE platform in FY 2024–25.
- This AIR is submitted on a self-disclosure basis as required under

Regulation 91C and 91E of the SEBI LODR Regulations and SEBI Circular SEBI/HO/CFD/PoD-1/P/CIR/2022/120 dated 19 September 2022.

- All activities undertaken are in conformity with the objectives stated in the organisation's Memorandum and Rules, and at least 67% of our activities cover under-served or less-privileged target populations as required under SEBI Act and regulations.
- To the best of my knowledge, no transactions entered into by the organisation during FY 2024-25 are fraudulent, illegal or violative of applicable laws, regulations and internal policies.

Signature:



A circular blue stamp of SPARC-INDIA is overlaid on the signature. The stamp contains the text 'SPARC-INDIA' at the top, 'Secretary Cum Director' in the center, and 'LUCKNOW' at the bottom. There are two stars on either side of the center text.

Dr. Amitabh Mehrotra

Founder Secretary cum Director

School for Potential Advancement and Restoration of Confidence
(SPARC-India)

Lucknow, Uttar Pradesh

Date: March 2026