



Sri Aurobindo Society
Creating the Next Future

Impact Assessment Report of Rupantar Program

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Section 1: Context and Background

1.1 Overview

Rupantar, launched by the Sri Aurobindo Society in 2015, is a nationwide initiative aimed at transforming the quality of education in government schools across India. The program is rooted in the belief that education is a powerful lever for societal change and national progress. Rather than introducing new administrative systems, Rupantar focuses on harnessing the power of people and optimizing existing resources, creating a synergistic ecosystem where multiple stakeholders teachers, students, parents, and the community: collaborate for holistic educational improvement.

1.2 Genesis and Rationale

Sri Aurobindo Society, established in 1960 and headquartered in Puducherry, is a cultural, spiritual, and not-for-profit organization with a longstanding commitment to educational reform. Over the decades, the Society has worked with teachers, students, and administrators in government educational institutions to uplift the entire education ecosystem in India. Rupantar was conceived as a multi-dimensional program to advance individual excellence among all stakeholders in educational institutions, aligning with the evolving needs of Indian society and the vision of the National Education Policy (NEP) 2020.

1.3 Key Features and Initiatives

Rupantar and its initiative operate across 30+ States and Union Territories, aiming to transform 10,000 government schools into NEP 2020-ready Role Model Schools.

Rupantar, the education arm of Sri Aurobindo Society (SAS) aims to revolutionize education by equipping teachers with innovative pedagogical tools and ensuring inclusive education practices in schools across the country. By involving all the stakeholders, it ensures that the transformation is grassroots, systemic revolution that leaves an indelible mark on the educational landscape, making it not just impactful but profoundly enduring and sustainable.

The goal of the program is to:

- **Transform Education Through Innovation:** Establish innovation as a standard practice in education across the country
- **Align with National and Global Frameworks:** Operate under the ethos of NEP 2020 and contribute towards achieving SDG 4 targets.
- **Foster Holistic, Systemic Educational Reform:** Drive a grassroots revolution that sustainably impacts all education stakeholders: students, teachers, parents, and communities.
- **Improve Learning Outcomes:** Cultivate integral and experiential learning to raise academic performance and merit among K12 students.

Its objective is to:

- **Empower Teachers and Educators:** Train and support teachers in adopting experiential and competency-based pedagogies.
- **Enable Student-Centered Learning:** Promote self-assessment and self-motivated learning among students to instil ownership of their education.
- **Support Education Officers:** Build the capacities of education officers through professional development and training.
- **Ensure Inclusive and Equitable Education:** Address the diverse needs of learners to ensure no child is left behind.

Its approach is multi-faceted, encompassing several flagship initiatives:

- **Competency Based Education:** Competency Based Education shifts the focus from rote memorization to the development and demonstration of specific skills, knowledge, and abilities required for success in the 21st century.
- **Project Inclusion:** Trains teachers to create inclusive classrooms, especially for children with special needs and learning challenges.
- **Project Based Learning:** PBL emphasizes the application of knowledge to practical situations, helping students develop deeper understanding and long-term retention of concepts.
- **Auro Scholar Program:** Offers micro-scholarships to motivate students and support their academic pursuits.

1.4 Need for Impact Assessment

SAS through Mazars has conducted a comprehensive Impact Evaluation Study to assess the effectiveness of educational interventions supported by REC Foundation in selected Kendriya Vidyalaya's across Jammu, Raipur, and Silchar. This study is part of a broader effort to understand how targeted initiatives can enhance the quality of education in government schools by strengthening teachers' capacity to implement project-based and competency-based approaches in the classroom, and to identify and support students facing learning challenges.

The evaluation focuses on measuring the impact of the interventions on teaching practices, student learning outcomes, and alignment with the goals of the National Education Policy (NEP) 2020. It adopts an evaluation approach, ensuring real-time feedback and continuous learning to improve program delivery.

Through systematic data collection and feedback mechanisms involving teachers, school leaders, and other key stakeholders, Mazars aims to capture insights into how the SAS interventions are transforming classroom practices and educational experiences. These insights are being analysed to inform strategic refinements, ensuring that the model remains dynamic, responsive, and contextually relevant.

The initiative, backed by the REC Foundation, is contributing meaningfully to India's educational transformation by demonstrating how public sector support and evidence-based interventions can lead to sustainable improvements in government schooling.

Section 2: Executive Summary

The **Rupantar Project**, spearheaded by the Sri Aurobindo Society (SAS) and supported by the REC Foundation, represents one of the largest educational transformation initiatives in India. Rooted in the philosophy of Integral Education, Rupantar is dedicated to building joyful, inclusive, and meaningful learning experiences in government schools. This Impact Assessment, conducted by Forvis Mazars, assesses the effectiveness, relevance, and sustainability of key interventions implemented across Kendriya Vidyalaya's (KVs) in Jammu, Raipur, and Silchar.

The evaluation focused on five core initiatives under Rupantar: Project Inclusion, Project-Based Learning (PBL), Competency-Based Education (CBE), the Auro Scholar Program, and broader teacher capacity-building programs. These initiatives were examined for their influence on teaching practices, student learning outcomes, and alignment with the National Education Policy (NEP) 2020.

2.1 Key Highlights:

- **Scale and Reach:** The program currently operates in 1,280+ Kendriya Vidyalaya's across 25 regions, having trained over 28,000 teachers and directly impacted lakhs of students.
- **Teacher Empowerment:** 90% of teachers reported high satisfaction with the orientation and training programs. Teachers observed significant improvements in student engagement, independent learning habits, and classroom participation.
- **Inclusivity and Equity:** Project Inclusion enabled teachers to adopt individual education plans (IEPs) and screening tools for children with special needs. While 75% completed the training, further support is required to improve implementation consistency.
- **Student-Centered Learning:** The Auro Scholar Program and PBL initiatives were particularly effective in fostering self-learning, creativity, collaboration, and curriculum-linked engagement. 85% of students found project activities enjoyable and educationally beneficial.
- **Leadership and Institutional Response:** Principals reported visible changes in teacher motivation, assessment practices, and student performance. Over 80% endorsed the initiatives as relevant, effective, and sustainable.
- **Outcome Indicators:** The evaluation adopted the REESIE+E framework (Relevance, Effectiveness, Efficiency, Sustainability, Impact, Equity) to assess program performance across various dimensions and stakeholder experiences.

2.2 Recommendations:

- Strengthen technical and pedagogical support for teachers in using digital tools and inclusive education resources.
- Scale up continuous professional development through blended (online + offline) modes.
- Institutionalize assessment and feedback loops to foster long-term sustainability and evidence-based refinement.
- Enhance parent and community engagement to reinforce systemic change at the grassroots level.

The Rupantar initiative in Kendriya Vidyalayas demonstrates a successful model of scalable, systemic, and sustainable education reform. By integrating national policy priorities with grassroots innovation, it has improved learning outcomes and equity across diverse geographies. Continued commitment, capacity-building, and adaptive learning will be essential to sustain and expand this transformative momentum in Indian school education.

Section 3: Rupantar in Kendriya Vidyalaya's: A National Movement for Educational Transformation

Rupantar is the flagship initiative of the Sri Aurobindo Society (SAS), launched in 2015 with a vision to transform the quality of school education in India, rooted in the principles of Integral Education as envisioned by Sri Aurobindo and The Mother. Building on this philosophy, Rupantar seeks to promote an educational environment where children can learn joyfully, holistically, and meaningfully.

In partnership with the Kendriya Vidyalaya Sangathan (KVS), SAS is currently working across 25 regions and over 1,280 Kendriya Vidyalaya's nationwide. This collaboration aims to strengthen teacher capacity, enhance classroom practices, and improve student learning outcomes in alignment with the progressive vision of the National Education Policy (NEP) 2020.

All five core initiatives of Rupantar are being implemented across these schools, focusing on areas such as teacher empowerment, value-based education, innovation in pedagogy, school leadership development, and community engagement. The partnership represents a significant step toward creating scalable and sustainable models of excellence in school education within the central government school system.

By embedding the principles of Integral Education into mainstream education and supporting systemic improvements in teacher development, the Rupantar initiative in Kendriya Vidyalayas is playing a transformative role in India's educational landscape.

3.1 Impact so far:

Progress of Rupantar in 25 regions of Kendriya Vidyalaya's (April 2024 – May 2025)

Rupantar has achieved remarkable progress in transforming teaching and learning approaches in 25 regions of Kendriya Vidyalaya. The program aimed at empowering teachers, improving student participation, and establishing inclusive competency-based education systems. The major accomplishments during the period are:

- **Capacity Building of Teachers:** Training was provided to over 30,000 teachers in experiential learning, competency-based pedagogies, and inclusive education practices that prepared them with the tools to initiate meaningful classroom changes.
- **Teacher-Driven Competency-based Resource Development:** 17,000+ competency-based learning resources were created by teachers, indicating the impact of training in actual classroom settings.
- **Student-Centered Learning:** 1.6 lakh+ students participated actively with student project booklets, leading to deeper learning through inquiry and hands-on activities.
- **Screening for Learning Disabilities:** 78,000+ students with learning difficulties were screened by teachers, facilitating timely interventions and support.
- **Specific Support through Intervention Plans:** 1 lakh+ Individualized intervention plans were created and provided to 11,000+ teachers, benefiting 37,000+ students with varying learning needs.
- **Incentivizing Performance and Encouraging Self-Learning:** 18,000+ students used the Auro Scholar app, taking over 77,000 quizzes and earning a sum of INR 3.63 lakh in scholarships for achieving benchmark learning performance.

These outcomes indicate the growing impact of Rupantar in making KVs more inclusive, engaging, and outcome-oriented education system.

Progress of Rupantar in Jammu, Raipur and Silchar regions (April 2024 – May 2025)

- **2,800+ teachers** trained in experiential, competency-based pedagogies and inclusive education practices.
- **3,500+ competency-based resources** developed by teachers showing the effectiveness of training session.
- **18,000+ students engaged** through student project booklets.
- **4,000+ students screened by teachers** for learning difficulties.
- **7,000+ individualized intervention plans provided** to 750+ teachers, supporting 2,300+ students with diverse learning need.
- **1.23 lakh+ students registered on the Auro Scholar app across the country**, attempting more than 10.39 lakh+ quizzes and earning INR 60 lakh+ in scholarships for achieving benchmark performance.

3.2 Vision:

The overarching vision of Rupantar is to create a sustainable, scalable, and replicable model of excellence in education, ensuring that every child in India receives meaningful, joyful, and holistic learning opportunities.

Rupantar is recognized as one of the world's largest education transformation programs, operating across multiple states and union territories. It has received support from government bodies and partnership with REC Foundation. Notably, its initiatives have been launched in states like Puducherry to make government schools models of quality and innovation.

Section 4: Approach & Methodology for Assessment

The assessment of the Rupantar Project by Sri Aurobindo Society employs a robust, impact assessment framework. This approach is designed to measure both the implementation process and the outcomes of various educational interventions, ensuring alignment with the National Education Policy (NEP) 2020 and advancing continuous improvement.

4.1 Mixed Method Research Design

The assessment utilizes a mixed-method approach, combining both qualitative and quantitative research methods to capture a comprehensive view of the project's impact and processes.

- **Quantitative method** includes structured surveys on learning outcome measurements.
- **Qualitative method** involves personal and telephonic interviews and participatory evaluation with stakeholders such as teachers, administrators, and students.

4.2 Sampling

Sampling has been done for the primary data collection keeping in mind the extensive coverage of the program across three locations namely Jammu, Raipur and Silchar. The in-depth interviews have been conducted for different stakeholders i.e. teachers, principals, administrative officers and students. Here is the location wise sampling:

Region	Teachers	Principals	Students
Jammu	62	5	22
Raipur	77	5	6
Silchar	62	5	18
Total	201	15	46

4.3 Research Framework

The evaluation is structured around a **Theory of Change** using outcome indicators and a research framework (REESI+E) to systematically track progress and impact.

The assessment covers five key domains:

- Empowered and motivated teachers
- Community and parent participation
- Integral and inclusive education
- Improved learning outcomes
- Collaborative platforms for teachers

Application of REESIE Criteria

Criterion	Assessment Focus
Relevance	Evaluates how well Rupantar's interventions align with NEP 2020 and stakeholder needs
Effectiveness	Measures achievement of project outcomes (e.g., teacher empowerment, inclusive education, improved learning)
Efficiency	Assesses cost-effectiveness and resource optimization in delivering interventions
Sustainability	Examines the potential for long-term continuation of benefits and institutionalization of practices
Impact	Evaluates broader systemic changes (e.g., school transformation, community engagement, student achievement)
Equity	Reviews inclusiveness, particularly for disadvantaged and special-needs groups



4.4 Data Analysis and Reporting

- **Quantitative Analysis:** Statistical analysis of survey data to measure changes in attendance, enrolment, retention, and learning outcomes
- **Qualitative Analysis:** Thematic analysis of interviews to understand stakeholder experiences and perceptions
- **Triangulation:** Integrated findings from interviews, and secondary sources for impact assessment

4.5 Quality Assurance

- **Internal Quality Controls:** Regular internal reviews, random call-backs to respondents for data validation, and secure data storage protocols.
- **Confidentiality:** Ensured data privacy and ethical handling of all respondent information.

4.6 Reporting and Recommendations

- **Comprehensive Reporting:** The final report included findings on project relevance, effectiveness, efficiency, sustainability, impact, and equity, along with actionable recommendations for future implementation.

Section 5: Findings

5.1 Findings from Teachers

Mazars team have captured insights from 201 teachers from Jammu, Raipur and Silchar regions. Here are the details of data captured:

Regions	No. of Teachers Interviewed	Gender		Caste				Type of Employment	
		Male	Female	SC	ST	OB C	General	Contractual	Permanent
Jammu	62	12	50	10	5	12	35	12	50
Raipur	77	21	56	8	4	27	38	0	77
Silchar	62	20	42	11	7	17	27	16	46
Total	201	53	148	29	16	56	100	28	173

5.1.1 On inquiring teachers on the overall satisfaction on the learning outcomes of the students with reference to the training/orientation provided to them?

Relevance:

A satisfaction rate of 90% indicates that the learning outcomes are highly relevant to the needs and expectations of the stakeholders (teachers, students, and possibly parents). This indicates that the Rupantar Scheme aligns well with educational goals and curriculum needs.

Effectiveness:

A 90% positive response signifies strong effectiveness in achieving intended learning outcomes. This indicates that the teaching methodologies and educational interventions under the Rupantar scheme are successful in improving student learning.

Efficiency:

Although not directly measurable from satisfaction alone, a high satisfaction rate suggests a perception of efficient delivery of the orientation session. Inputs (e.g., teacher training, teaching aids) are likely yielding good returns in terms of student performance.

Sustainability:

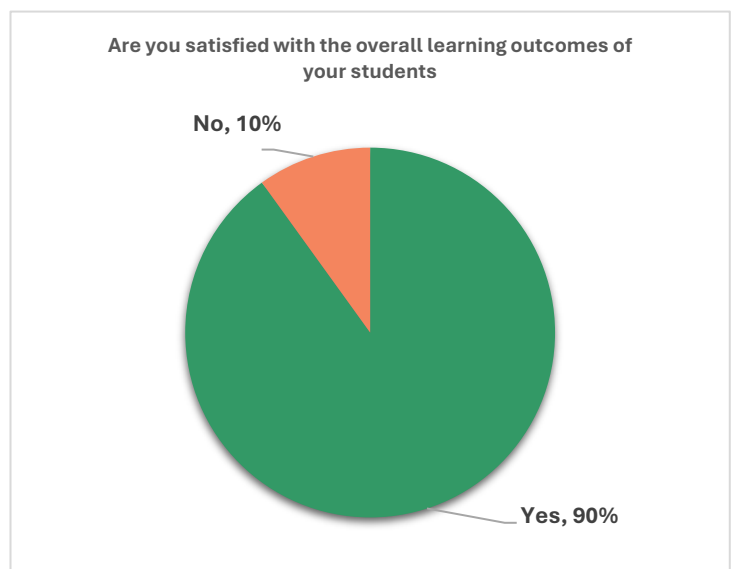
High satisfaction indicates stakeholder commitment, which is essential for the sustainability of the program.

Impact:

The scheme has made a significant impact on educational outcomes, as evidenced by the high satisfaction rate. Positive perceptions reflect improvements in both cognitive and non-cognitive domains of student development.

Equity:

While overall equity appears strong, focused attention on the 10% will ensure inclusive progress.



5.1.1.1 Training Program: Competency Based Learning (CBL/CBA)

Location	No. of Teachers Interviewed	Gender		Caste				Type of Employment	
		Male	Female	SC	ST	OBC	General	Contractual	Permanent
Jammu	27	6	21	3	4	8	12	0	27
Raipur	23	5	18	1	2	6	14	0	23
Silchar	28	13	15	6	5	8	9	5	23
Total	78	24	54	10	11	22	35	5	73

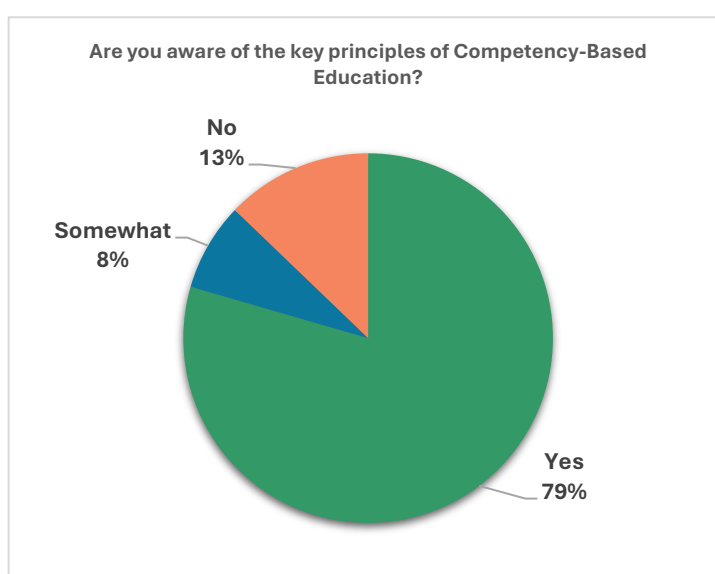
• Awareness of Key Principles

Relevance:

Competency-Based Education (CBE) is a critical reform aligned with NEP 2020, focusing on mastery of learning outcomes over rote learning. The reported high awareness (79%) indicates strong alignment of the Rupantar Scheme with national priorities and its relevance among educators.

Efficiency:

The relatively low percentage of respondents reporting “Somewhat” (8%) or “No” awareness (13%) suggests that dissemination and sensitization efforts have been largely efficient. However, there remains a small segment that requires further orientation to ensure full program penetration.



Effectiveness:

The program has been effective in building awareness, with nearly four out of five respondents confirming familiarity with CBE principles. This level of understanding is a strong foundation for the successful implementation of competency-focused teaching practices.

Sustainability:

Widespread awareness among teachers forms the basis for the institutionalization of CBE practices. Continued professional development and peer learning mechanisms will be essential to sustain and deepen this understanding over time.

Impact:

With such a high level of awareness, the groundwork for transforming pedagogical approaches towards competency-based learning is already in place. This can positively impact curriculum planning, classroom assessment, and student learning outcomes.

Equity:

The 13% of respondents unaware of CBE principles indicate an existing knowledge gap that could lead to uneven implementation across schools or regions. Targeted support and training for these educators will help promote equitable capacity-building and instructional quality.

- **Impact on Teaching Practices**

- The changes reported by teachers—such as aligning teaching with learning outcomes, using real-life scenarios, and emphasizing skill-based assessment—reflect strong alignment with the goals of Competency-Based Education as outlined in NEP 2020. This demonstrates the relevance of CBE training and its applicability in real classroom settings.
- A majority of respondents reported multiple improvements in their pedagogical approaches:
 1. Alignment with specific learning outcomes and competencies
 2. Use of real-life and scenario-based tasks
 3. Greater focus on skill application over rote learning
 4. More detailed and actionable student feedback

This indicates that the CBE intervention under Rupantar has been effective in shifting teaching practices toward a more student-centric, outcomes-driven approach.

- The breadth of impact (multiple dimensions of pedagogy being influenced) suggests that the training and materials provided under the scheme were well-designed and efficiently delivered. Minimal mention of resource constraints or implementation barriers indicates a generally smooth rollout.
- Given the deep integration of CBE strategies into daily classroom practices—as seen in repeated mentions of outcome alignment and real-world application—the changes are likely to be sustainable. However, sustainability can be further ensured by ongoing support, periodic refresher training, and peer-learning platforms.
- The cumulative changes reflect a paradigm shift in teaching—from content delivery to competency development. This is expected to enhance not just academic achievement, but also the real-world readiness of students. Teachers also reported providing more actionable feedback, indicating improved formative assessment practices.

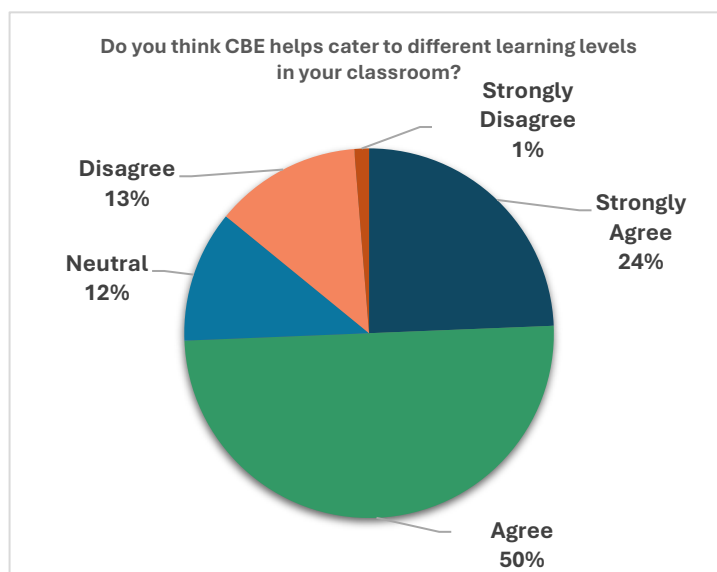
- **Different Learning Levels**

Relevance:

The core tenet of CBE is to tailor instruction to meet learners at their individual competency levels. The overwhelmingly positive response—**74% of teachers (24% strongly agree + 50% agree)** affirming that CBE supports differentiated learning—indicates the approach is highly relevant to heterogeneous classroom environments, especially in government schools with wide learning gaps.

Efficiency:

The high rate of agreement among teachers suggests that the mechanisms introduced under the CBE framework (lesson planning, assessments, feedback loops, etc.) have been efficiently adopted and integrated into routine classroom practices. This effectiveness has been achieved without extensive resistance, indicating good cost-effectiveness in training and implementation.



Effectiveness:

With nearly **three-fourths** of teachers validating the role of CBE in addressing varied learning levels, the intervention has proven effective in equipping educators to adapt instruction for diverse learners. This supports the broader CBE aim of “personalized pace and path,” ensuring students are not left behind due to a one-size-fits-all teaching model.

Sustainability:

The perceived value of CBE in managing classroom diversity increases the likelihood that teachers will continue to use these practices beyond the initial intervention period. It also sets a strong foundation for institutionalizing such approaches in school-level planning and academic monitoring systems.

Impact:

By catering to multiple learning levels, CBE enhances inclusion and improves the probability of academic success for both high-performing and struggling students. This directly contributes to bridging learning gaps and promoting holistic student development—key goals of the NEP 2020 and the Rupantar initiative.

Equity:

The positive perception reflects that CBE is creating more **equitable learning environments**, where learners with varying abilities can thrive. However, the **13% who disagreed and 1% who strongly disagreed** point to a small cohort of teachers who may require additional support, contextual customization, or handholding to fully realize the equity promise of CBE.

5.1.1.2 Training Program: Project Inclusion

Location	No. of Teachers Interviewed	Gender		Caste				Type of Employment	
		Male	Female	SC	ST	OBC	General	Contractual	Permanent
Jammu	43	8	35	7	3	7	26	9	34
Raipur	55	11	44	8	1	19	27	0	55
Silchar	31	13	18	6	5	7	13	5	26
Total	129	32	97	21	9	33	66	14	115

• Completion of Course Via APP:

Relevance:

The fact that 78% of teachers have completed all 17 modules of the Project Inclusion course reflects the strong perceived relevance of the course content. The high completion rate suggests that the course addresses practical needs and aligns well with teachers' professional development goals.

Efficiency:

That such a large proportion of teachers completed the course via an app demonstrates the efficiency of the digital delivery mechanism. It implies that the mobile app was accessible, user-friendly, and conducive to self-paced learning without heavy dependencies on external facilitation.

Effectiveness:

A completion rate of 78% is a strong indicator of the course's effectiveness in terms of design, engagement, and content delivery. It shows that the digital platform and learning experience successfully retained user interest and motivation through all modules.

Sustainability:

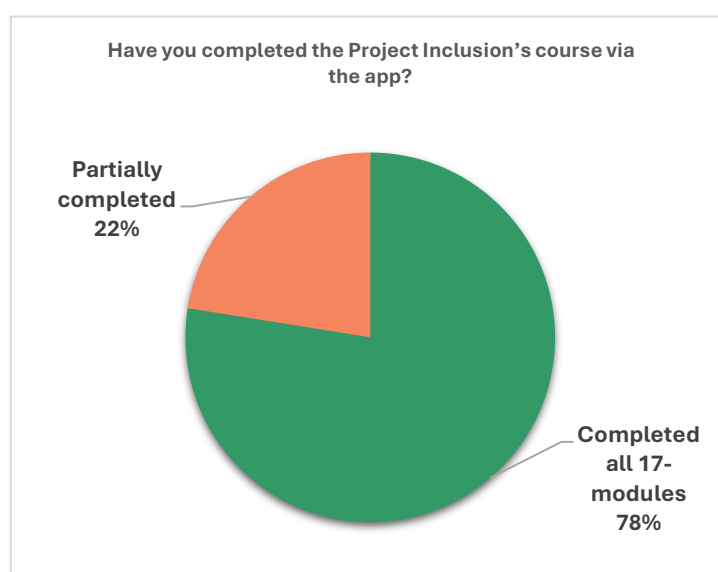
A majority of fully trained teachers creates a strong foundation for sustaining inclusive teaching practices within classrooms. The app-based model also offers scalable potential for refresher trainings or future upskilling initiatives, making it a sustainable investment.

Impact:

The high uptake and completion of the course strongly suggest a growing pool of sensitized and trained teachers capable of implementing inclusive practices. This foundational shift in teacher mindset and capability is likely to translate into improved classroom inclusivity and student engagement.

Equity:

Since 22% of teachers have only partially completed the course, there may be barriers for a subset of users (e.g., digital access, time constraints, language support). Addressing these will be key to ensuring equitable learning outcomes across all users.



- **Use of Screening Tools:**

Relevance:

With 79% of teachers reporting the use of screening tools, it is evident that these tools are seen as highly relevant for classroom needs. Their application reflects alignment with inclusive education goals and early identification strategies promoted under Project Inclusion of the Rupantar scheme.

Efficiency:

The wide-scale use of the tools (by nearly 4 in 5 teachers) points to their efficient integration into classroom workflows. This suggests that the tools are simple, user-friendly, and not resource-intensive, allowing for adoption without disrupting regular teaching schedules.

Effectiveness:

The high usage rate suggests that teachers find the screening tools practical and effective in identifying students with learning difficulties. This contributes to early intervention, differentiated instruction, and inclusive pedagogy—key outcomes envisioned by the program.

Sustainability:

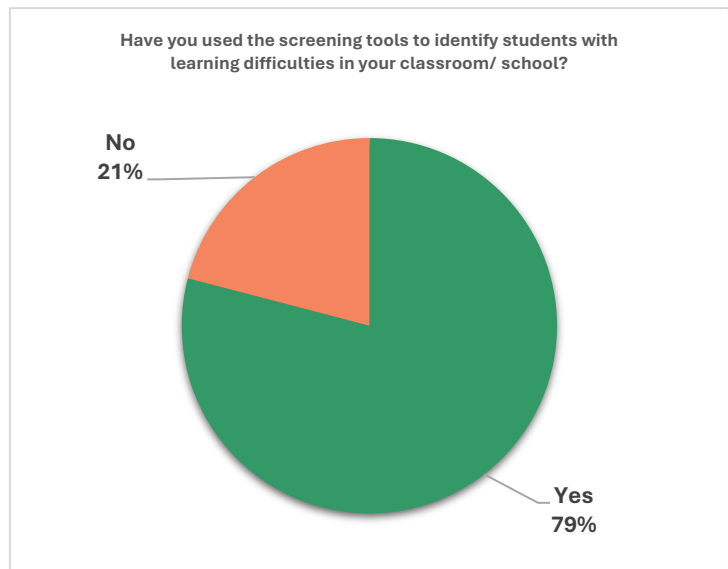
The consistent use of these tools indicates potential for their institutionalization within school systems. Once embedded in teacher practice, these tools can ensure sustained attention to learning difficulties over time, even after project support ends.

Impact:

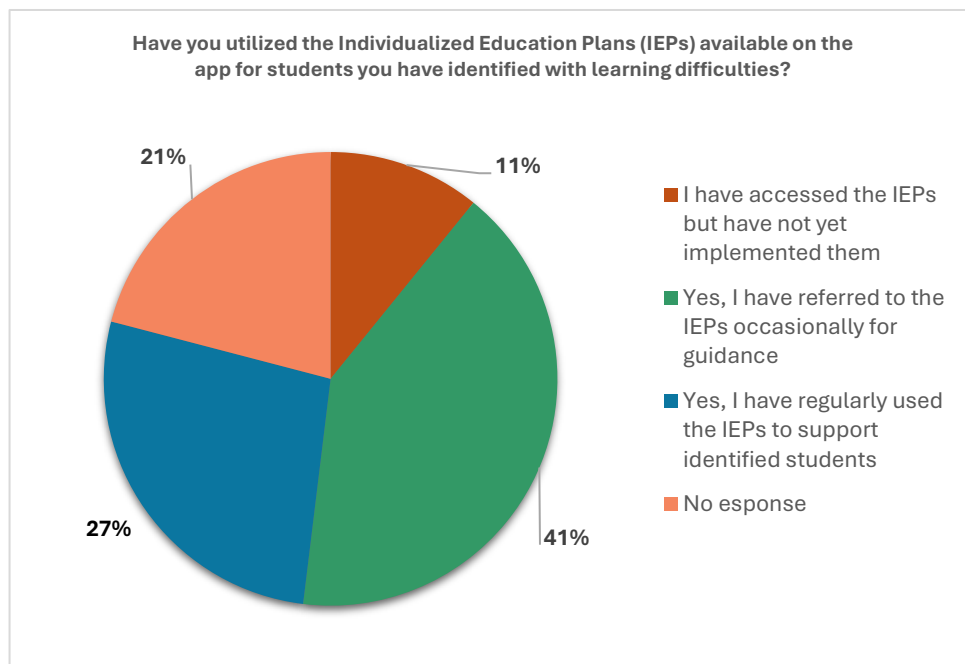
Widespread tool usage directly supports improved learning outcomes by enabling early detection and support for students facing learning challenges. This enhances classroom inclusivity and reduces the risk of students being left behind academically.

Equity:

The 21% of respondents who have not used the screening tools represent a critical equity gap. These may include teachers in under-resourced settings or those with limited access to training. Addressing this gap is essential to ensure that all students, regardless of context, receive the support they need.



- **Utilization of Individual Education Plan:**



Relevance:

The fact that 79% of teachers have either accessed, occasionally referred to, or regularly used IEPs reflects the high relevance of this resource for supporting students with learning difficulties. The IEPs clearly address a need in the inclusive education process introduced through the Rupantar scheme.

Efficiency:

The availability of IEPs through the app enhances accessibility and allows teachers to integrate them flexibly into their practice. However, the 11% who accessed but didn't implement them points to minor bottlenecks in the transition from access to action—possibly due to lack of time, training, or confidence.

Effectiveness:

A combined 68% of teachers are actively using the IEPs either occasionally (41%) or regularly (27%). This indicates that the IEPs are an effective support mechanism for differentiated instruction and individual student planning.

Sustainability:

The regular use of IEPs by over a quarter of respondents suggests potential for institutionalizing personalized learning approaches. As familiarity and comfort grow among educators, IEPs could become a sustained component of inclusive teaching.

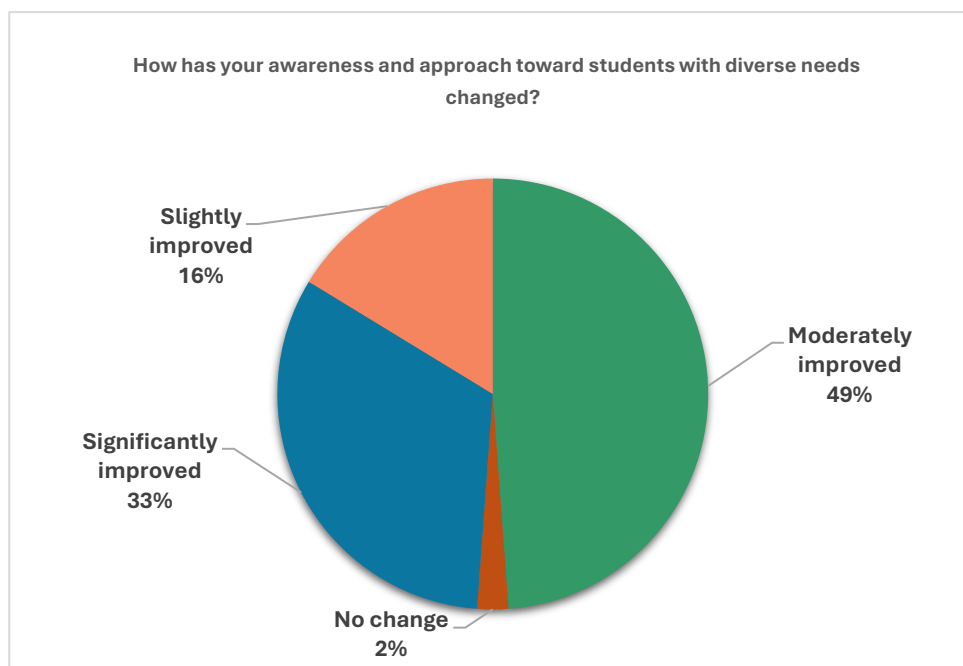
Impact:

By facilitating need-based, student-specific interventions, the IEPs are likely contributing to improved academic and social outcomes for children with learning difficulties. This promotes inclusive growth within the learning ecosystem fostered by the scheme.

Equity:

The use of IEPs across varying levels shows that the tools are reaching a wide range of educators. However, the 21% non-response may represent either unawareness, access issues, or lack of engagement, which presents an equity gap needing targeted outreach or support.

- **Awareness and approach toward students with diverse needs**



Relevance:

An overwhelming 98% of teachers reported improvement—moderate (49%), significant (33%), or slight (16%)—in their awareness and approach toward students with diverse needs. This clearly establishes the content and interventions under Rupantar as highly relevant to inclusive education.

Efficiency:

Achieving such broad attitudinal and behavioural change with minimal reports of “no change” (just 2%) suggests that the resources (such as PBL, IEPs, and training modules) were efficiently delivered and well-utilized within the time and resource constraints typical of in-service professional development programs.

Effectiveness:

With 82% of respondents indicating *moderate to significant improvement*, the interventions under the scheme have proven highly effective in shifting teacher mindset and practices toward better inclusivity and sensitivity.

Sustainability:

The shift in awareness and approach is foundational for long-term sustainable change in classroom practice. Once these attitudes are embedded, they are likely to influence teaching practices and peer culture well beyond the life of the program.

Impact:

The enhanced teacher awareness directly contributes to a more inclusive, responsive, and equitable learning environment for students with diverse learning needs, fostering both academic and emotional growth.

Equity:

That nearly all teachers reported improvement indicates wide, equitable impact across the respondent base. However, continued support should be extended to ensure the 2% with no reported change are brought along, especially if they face systemic or contextual barriers.

5.1.1.3 Training Program: Project Based Learning (PBL)

Location	No. of Teachers Interviewed	Gender		Caste				Type of Employment	
		Male	Female	SC	ST	OBC	General	Contractual	Permanent
Jammu	35	8	27	1	1	2	31	0	35
Raipur	59	16	43	6	3	24	26	0	59
Silchar	32	6	26	5	3	9	15	13	19
Total	126	30	96	12	7	35	72	13	113

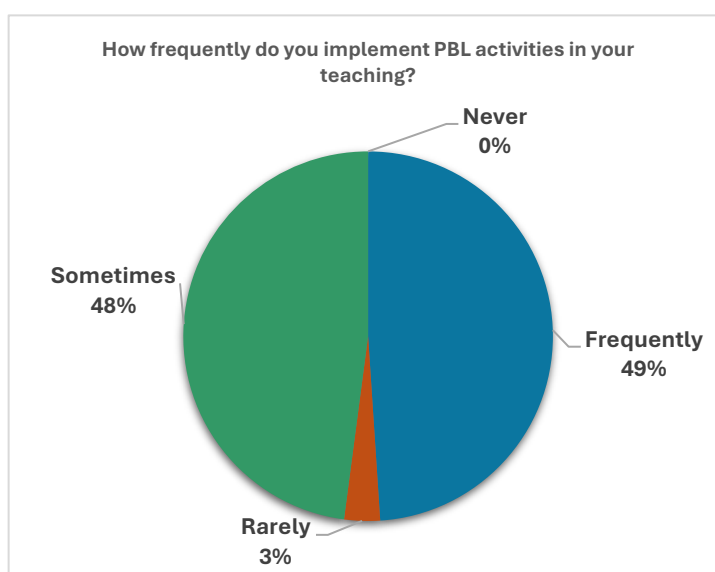
• Implementation of PBL Activities

Relevance:

The high proportion of teachers implementing Project-Based Learning (PBL) frequently (49%) and sometimes (48%) underscores the strong relevance of the Rupantar scheme's emphasis on experiential and competency-based pedagogies. This suggests that PBL aligns well with classroom needs and teaching priorities under the scheme.

Efficiency:

With minimal respondents (3%) indicating rare use of PBL, it can be inferred that training and support mechanisms provided under the scheme are largely efficient in enabling implementation without substantial delays or barriers.



Effectiveness:

The near-universal adoption of PBL (97% implementing it either frequently or sometimes) indicates that the scheme has been effective in promoting progressive teaching practices. The complete absence of "Never" responses reflects a broad acceptance and integration of PBL among educators.

Sustainability:

The widespread and consistent use of PBL suggests potential sustainability of the approach beyond the immediate intervention. As nearly half of the respondents implement it frequently, this points to institutionalization of PBL in regular teaching practices.

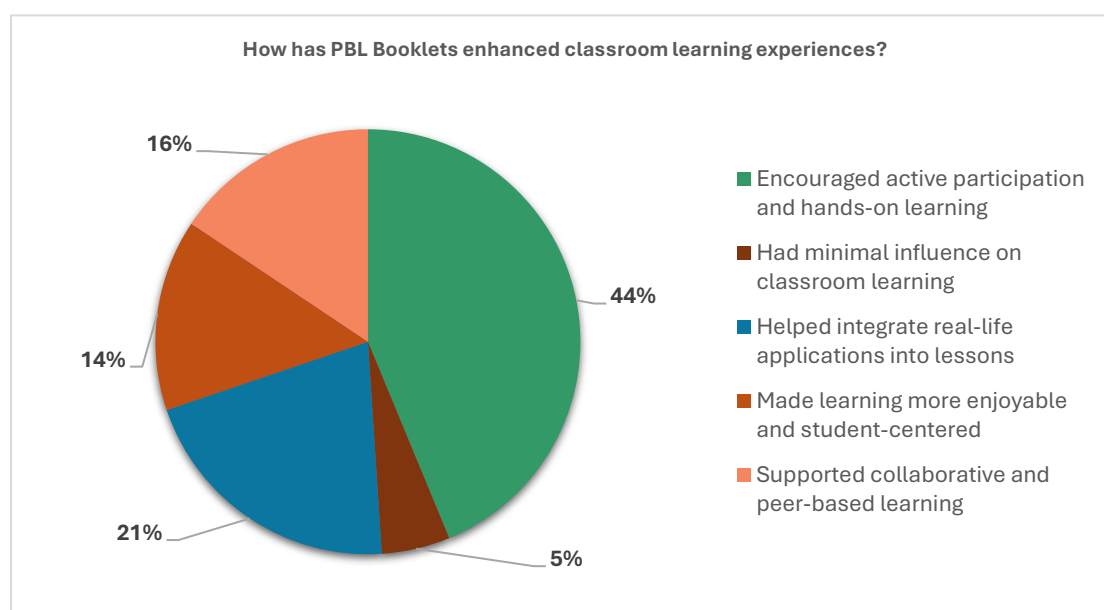
Impact:

The diffusion of PBL across classrooms likely contributes to student engagement, active learning, and deeper understanding. The data reflects a shift in pedagogical approach, reinforcing the impact of Rupantar on classroom-level instructional transformation.

Equity:

Since almost all teachers (regardless of location or context) are using PBL to some extent, it suggests equitable access to pedagogical tools and capacity-building under the scheme. However, further disaggregated analysis (e.g., rural vs. urban) would be needed to confirm this fully.

- **Enhancement of Classroom Learning Through PBL Booklets**



Relevance:

A majority of respondents (44%) noted that the PBL Booklets encouraged active participation and hands-on learning, demonstrating the material's alignment with the experiential learning goals of the Rupantar scheme. This indicates that the content is contextually relevant and resonates with the teaching-learning environment.

Efficiency:

The broad spectrum of impacts achieved—from real-life integration to improved engagement—implies that the booklet-based intervention delivers multi-dimensional benefits with likely efficient use of time and resources. Its printed and structured format allows for scalable and quick classroom adoption.

Effectiveness:

Only 5% of respondents reported minimal influence of the booklets, while the rest highlighted multiple positive outcomes, such as integration of real-life applications (21%), enhanced enjoyment and student-centric learning (15%), and support for collaboration (16%). This suggests high effectiveness in achieving its intended pedagogical objectives.

Sustainability:

The hands-on, participatory nature of PBL Booklets, as experienced by nearly half the teachers, indicates the potential for sustained use beyond the project cycle. When resources foster intrinsic motivation (joyful, engaging learning), they are more likely to be retained in classroom routines.

Impact:

The data reflects strong intermediate outcomes such as increased participation, enjoyment, real-world relevance, and peer-based learning. These are precursors to improved learning outcomes and signal the broader pedagogical impact of the PBL initiative under Rupantar.

Equity:

The diverse benefits noted by different proportions of teachers (ranging from 15% to 44%) suggest that the PBL Booklets offer varied entry points to meet different classroom contexts and student needs. The small percentage reporting minimal influence may point to isolated cases needing targeted support, but overall access and benefit appear fairly equitable.

5.1.1.4 Training Program: Auro scholar

Location	No. of Teachers Interviewed	Gender		Caste				Type of Employment	
		Male	Female	SC	ST	OBC	General	Contractual	Permanent
Jammu	10	2	8	1	0	2	7	4	6
Raipur	25	6	19	3	1	11	10	0	25
Silchar	17	6	11	2	4	2	9	3	14
Total	52	14	38	6	5	15	26	7	45

• Students Participation

Relevance:

The Auro Scholar program remains a relevant intervention under the Rupantar Scheme, aligning well with the goal of improving learning outcomes and incentivizing self-learning among students.

Efficiency:

While participation is high, the fact that only one-third of the students engage regularly may indicate scope for improving the program's operational efficiency—perhaps by addressing logistical, motivational, or technological barriers to more consistent participation.

Effectiveness:

The program shows strong reach and effectiveness, with 93% of respondents reporting some level of student participation (33% regularly and 60% occasionally). This indicates that the majority of schools are engaging with the program, suggesting that its objectives are being met to a substantial extent.

Sustainability:

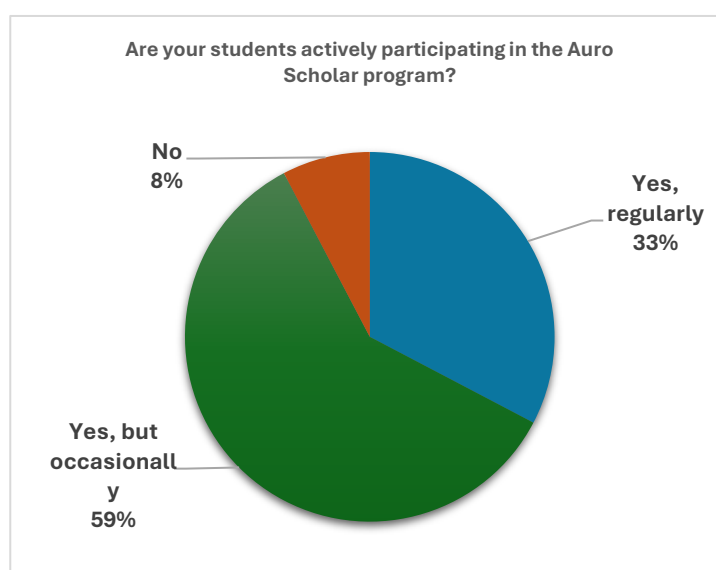
The high level of occasional participation suggests potential for converting irregular users into regular participants, contributing to the long-term sustainability of the program. Ensuring continuous awareness, training, and support could improve consistency over time.

Impact:

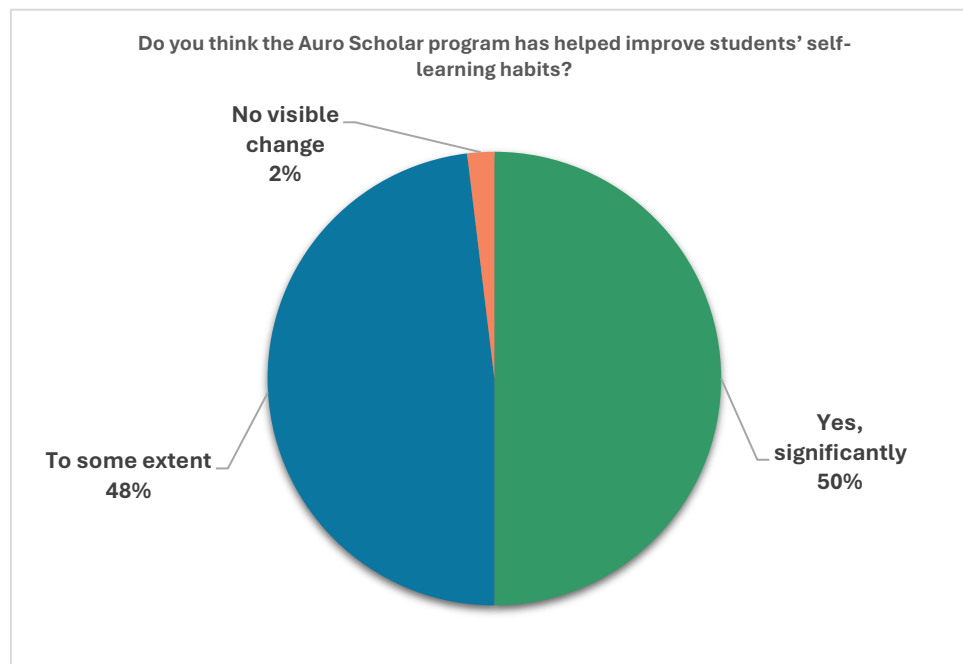
Regular engagement by 33% of students suggests a positive and potentially transformational effect on a significant segment of learners. The 60% occasional users represent an important intermediate group where impact may be emerging but not yet maximized.

Equity:

With only 8% of teachers reporting no participation, the program appears to be reaching a wide spectrum of students. However, attention should be paid to the specific barriers faced by the non-participating segment to ensure inclusive access and equitable benefits across all demographics and geographies.



- **Students Self-Learning Habits**



Relevance:

Promoting self-learning among students is a key educational priority, especially in today's digital and blended learning context. The Auro Scholar program directly supports this goal, making it highly relevant to the broader educational transformation agenda of the Rupantar Scheme.

Efficiency:

Given the very low percentage of respondents (only 2%) who observed no visible change, the intervention demonstrates strong efficiency in converting inputs (quizzes, micro-scholarships) into behavioural shifts (self-learning). This suggests well-targeted program design and delivery mechanisms.

Effectiveness:

The program has been highly effective in promoting self-learning, with 98% of respondents acknowledging improvement in students' habits—50% reporting significant change and 48% reporting some extent of change. This highlights the program's ability to meaningfully influence student behaviour in line with its objectives.

Sustainability:

With half the respondents noting *significant* improvement, these behavioural changes indicate the potential for long-term, self-sustained learning practices among students—critical for sustaining learning outcomes beyond formal instruction.

Impact:

The high level of positive feedback signals substantial impact on students' learning motivation and discipline. If these trends persist, the program could catalyse broader improvements in academic performance and learner autonomy.

Equity:

The minimal percentage (2%) reporting no change suggests the program is inclusively benefitting most students, irrespective of their background. Continued monitoring is, however, essential to identify and support any subgroups that might be less responsive.

- **Support provided to students in use of Auro Scholar platform**

- The role of teachers in motivating and guiding students is crucial for the effective adoption of digital platforms like Auro Scholar. The responses reflect that teachers understand and embrace this supportive role, which aligns with the foundational goals of the program.
- The data indicates that a large majority of teachers actively support students through motivation, guidance, and in some cases, technical assistance. Repeated mentions of “motivation,” “guidance,” and “help” show that teachers are effectively facilitating engagement with the platform, thus boosting its utility and impact.
- Teachers’ proactive role in encouraging students, solving doubts, and guiding platform usage significantly enhances the likelihood of improved student participation and self-learning—core objectives of the program.

5.2 Findings from Principal

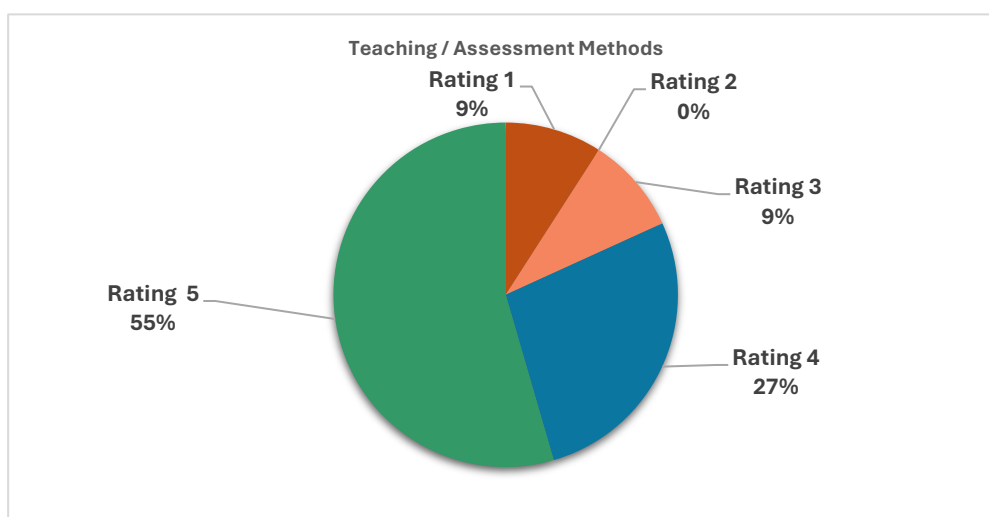
Mazars team have captured insights from 20 Principals from Assam, Jammu, Raipur and Silchar. Here are the details of data captured:

Location	No. of Principals Interviewed	Gender		Type of Employment	
		Male	Female	Contractual	Permanent
Jammu	5	5	0	0	5
Raipur	5	4	1	0	5
Silchar	5	5	0	0	5
Total	15	14	1	0	15

5.2.1 Competency Based Education (CBL & CBA)

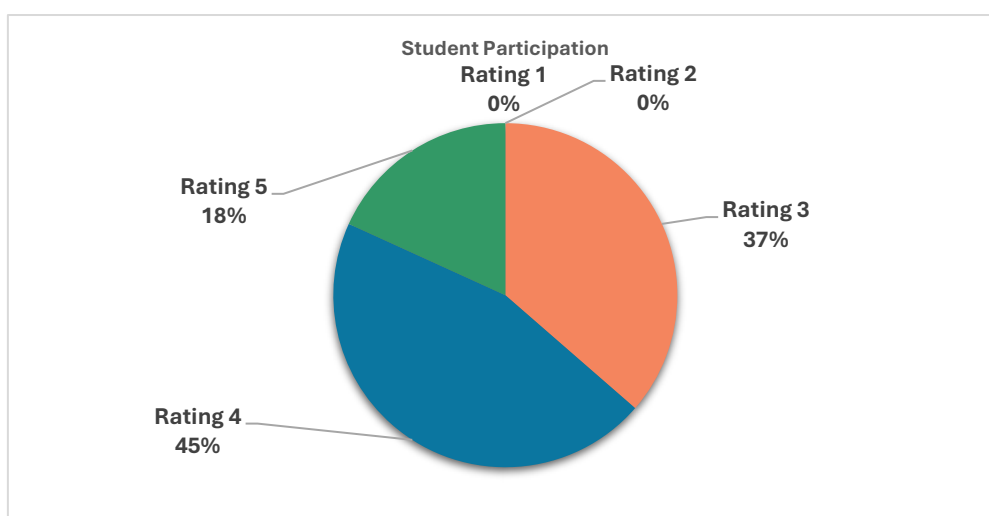
- **Teaching / Assessment Methods**

Over 80% of respondents rated this aspect as either 4 or 5, indicating that the majority observed significant positive changes in teaching and assessment methods as a result of CBL & CBA implementation.



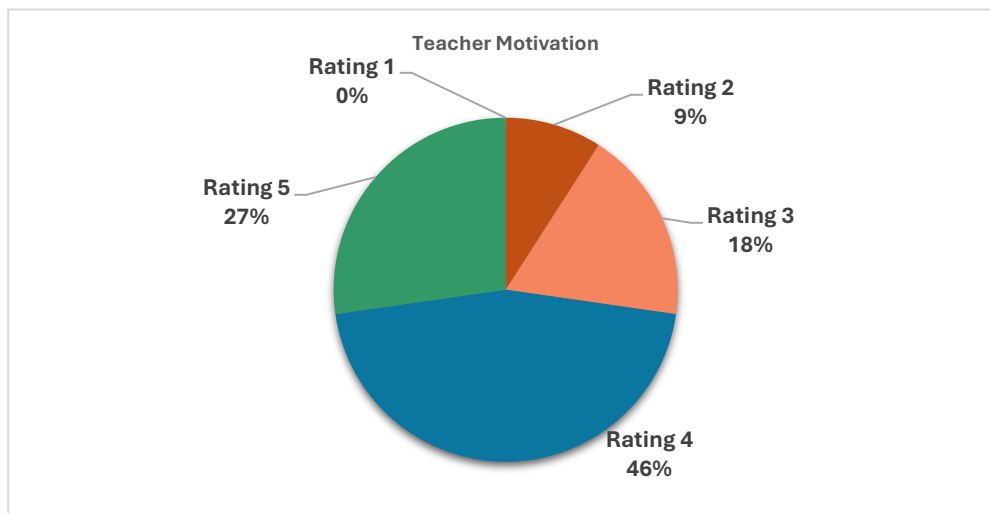
- **Student Participation**

More than 60% of respondents rated student participation as 4 or 5, reflecting a noticeable increase in student engagement and involvement in the classroom.



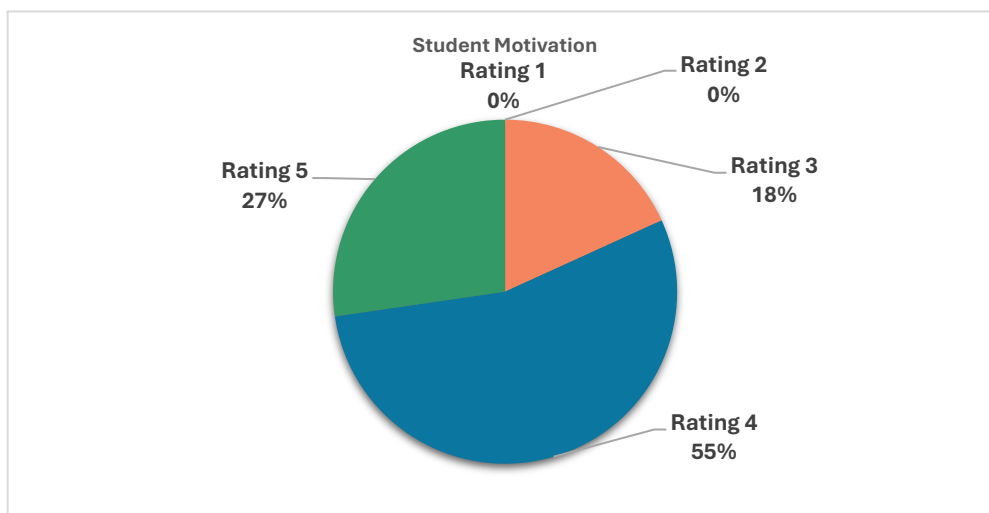
- **Teacher Motivation**

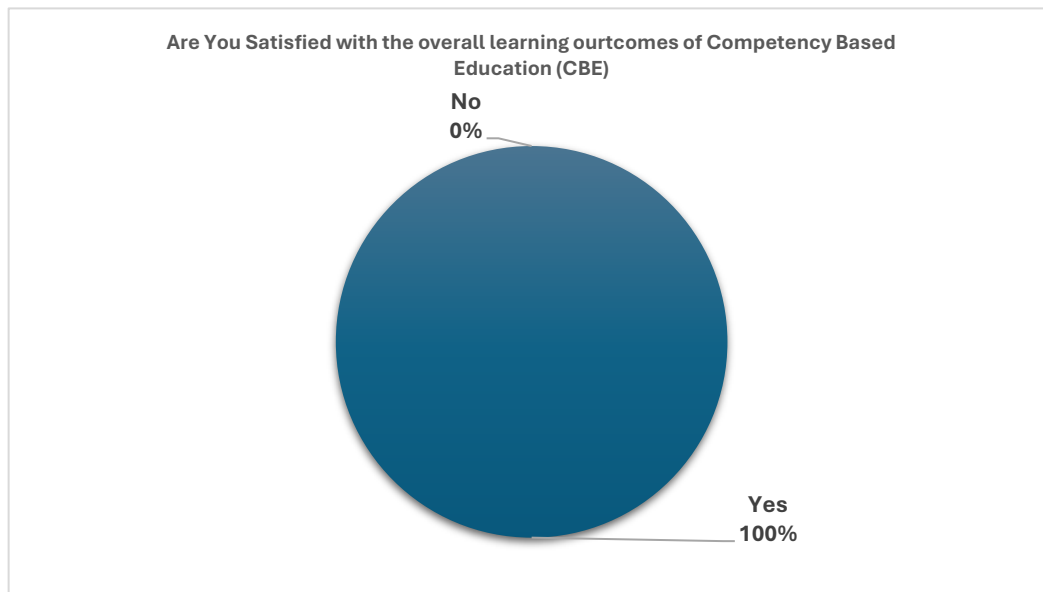
A combined 72.7% of respondents rated teacher motivation as 4 or 5, suggesting that teachers feel more motivated and encouraged in the new competency-based environment.



- **Student Motivation**

Over 80% of respondents gave a rating of 4 or 5, highlighting a strong positive trend in student motivation following the adoption of CBL & CBA practices.





Relevance

Competency Based Education (CBE) has proven to be highly relevant in today's educational landscape. According to the data, 100% of responding principals affirmed that teachers are able to understand and effectively integrate CBE principles into their teaching practices, reflecting strong alignment with the program's goals.

Efficiency

A significant majority—90%—of principals indicated that teachers are effectively using competency frameworks for lesson planning and assessment, reflecting a high level of adoption and integration in daily teaching practices. Also, there is enthusiasm for even more interactive and frequent training opportunities to further enhance teachers' skills and keep them updated with best practices.

Effectiveness

An impressive 87% observed that students have shown improved understanding and mastery of concepts as a direct result of CBE implementation. As a result, students are not only grasping subjects more thoroughly but are also experiencing reduced exam-related stress. These outcomes highlight how CBE is fostering a more engaging and meaningful educational experience for both students and teachers, supporting long-term academic growth and well-being.

Sustainability

The sustainability of Competency Based Education (CBE) in schools is showing strong promise, thanks to the ongoing training sessions and workshops that have been integrated into school practices. Many schools have highlighted the positive momentum generated by these efforts, with teachers feeling well-supported and confident in adapting to new teaching methods. To further strengthen this progress, some schools have expressed the need for additional support and more frequent training sessions.

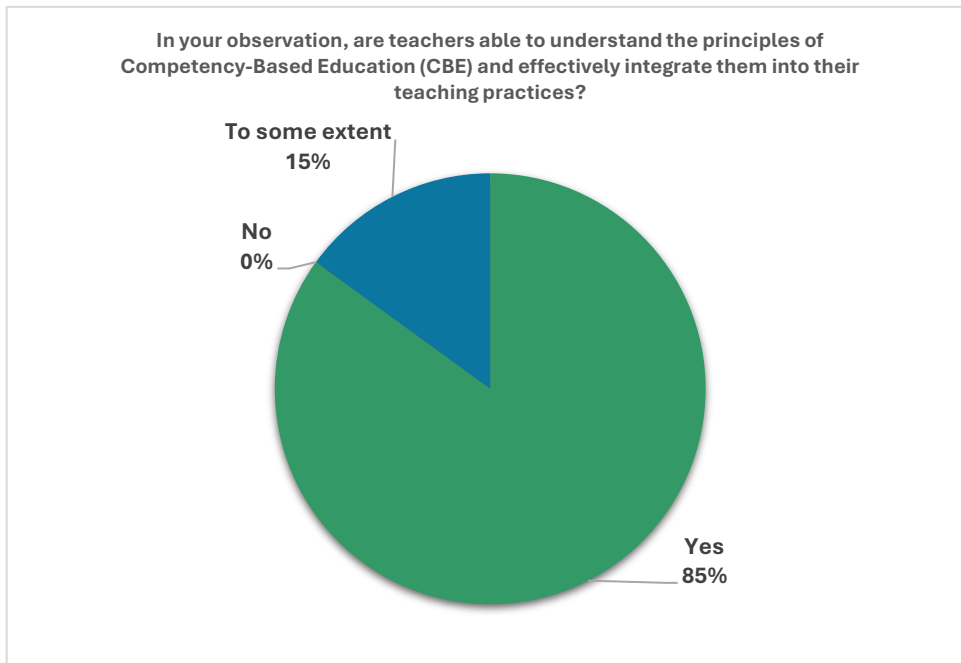
Impact

There is a clearly positive impact of the Competency Based Education (CBE) program on both teaching practices and student outcomes, as evidenced by 85% of respondents reporting significant improvements in teaching and assessment methods as well as increased student participation.

Equity

Competency Based Education (CBE) is designed to be inclusive and aims to provide equitable learning opportunities for all students. The program ensures that every learner, regardless of their background, can progress at their own pace and achieve mastery of essential skills and concepts. Many schools have reported that teachers are able to understand and integrate CBE principles effectively into their classrooms, which has resulted in positive changes in teaching and learning practices.

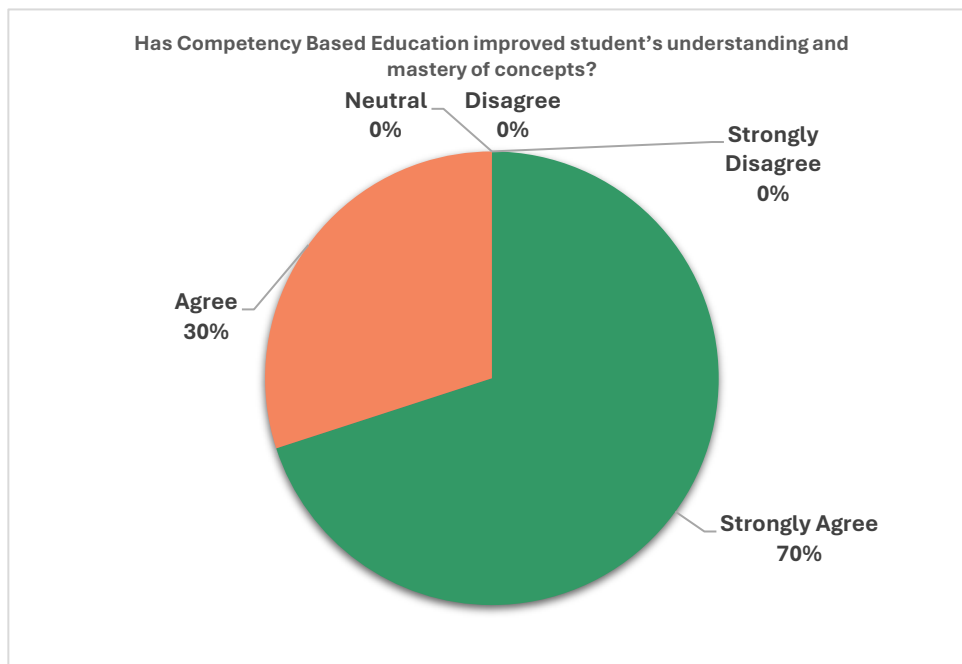
5.2.1.1 On asking are teachers able to understand the principles of Competency-Based Education (CBE) and effectively integrate them into their teaching practices?



- 85% of respondents observed that teachers are able to understand and effectively integrate CBE principles into their teaching practices.
- 15% reported that this is happening to some extent, indicating partial implementation or a learning curve in some cases.
- Importantly, less than 1% stated that teachers are not able to implement CBE at all, demonstrating a baseline familiarity and uptake across the board.

These findings highlight a strong positive shift in pedagogical practices, with a large majority of teachers embracing Competency-Based Education. The absence of negative responses signals that CBE concepts have been successfully introduced and adopted.

5.2.1.2 On asking has Competency Based Education improved student's understanding and mastery of concepts?

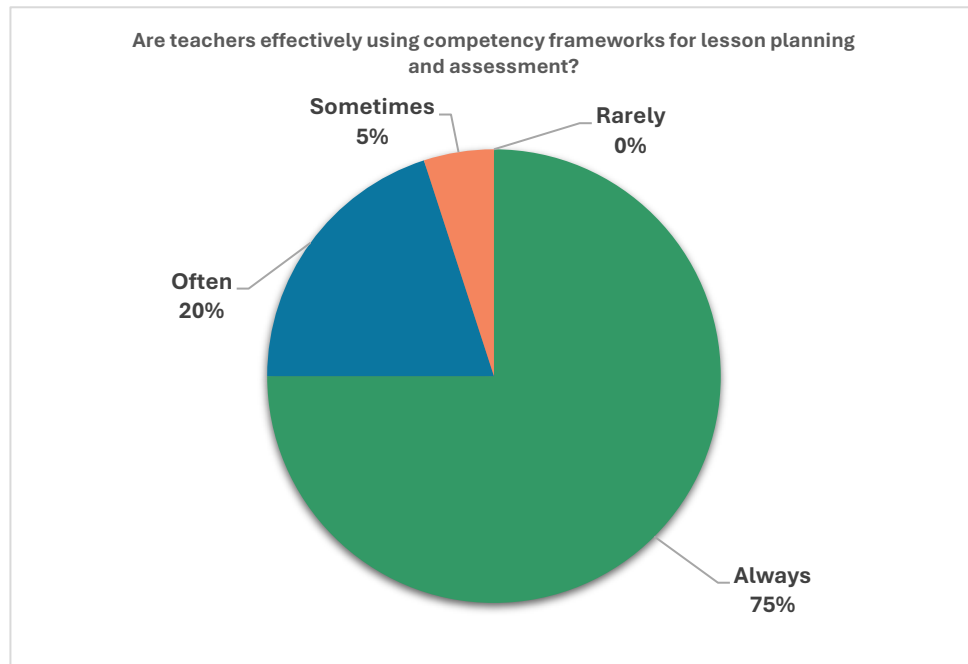


70% of respondents strongly agreed that CBE has improved students' conceptual understanding and mastery.

- 30% agreed, reinforcing the overall positive perception of CBE's effectiveness.
- Notably, less than 1% reported neutrality or disagreement, reflecting unanimous endorsement of CBE as a transformative approach to learning.

This finding is a strong endorsement of CBE, indicating that the approach has not only been implemented but is also delivering tangible learning benefits. The absence of dissent highlights broad-based satisfaction among stakeholders.

5.2.1.3 On asking are teachers effectively using competency frameworks for lesson planning and assessment.



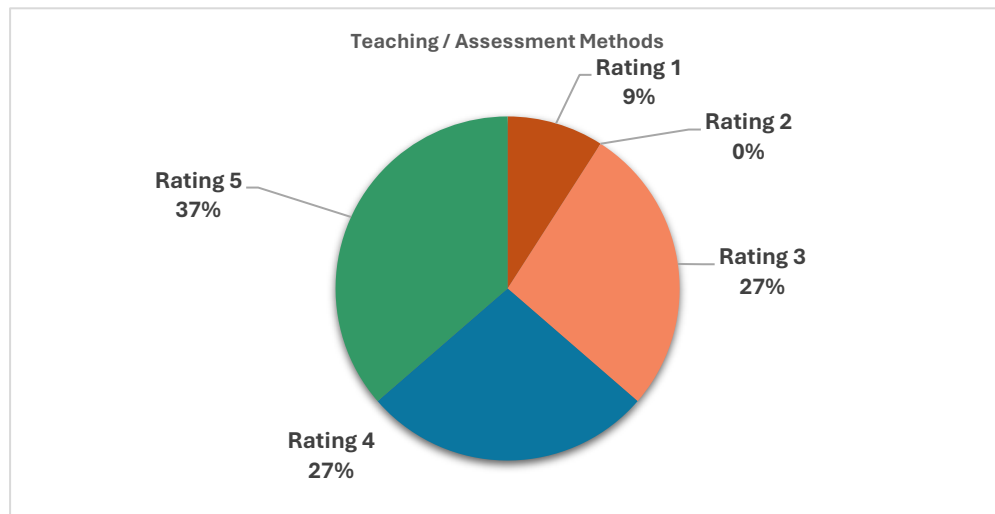
- 75% of respondents stated that teachers always use competency frameworks effectively.
- 20% reported that teachers often use them, indicating consistent but not universal integration.
- 5% observed usage sometimes, showing occasional gaps in implementation.
- 0% reported “rarely,” reflecting no significant resistance or neglect in adopting the framework.

This data clearly reflects a high degree of alignment with Competency-Based Education (CBE) principles in day-to-day classroom practices. With 95% (always + often) of responses affirming regular use, it indicates that CBE is deeply embedded in pedagogical routines.

5.2.2 Project Inclusion

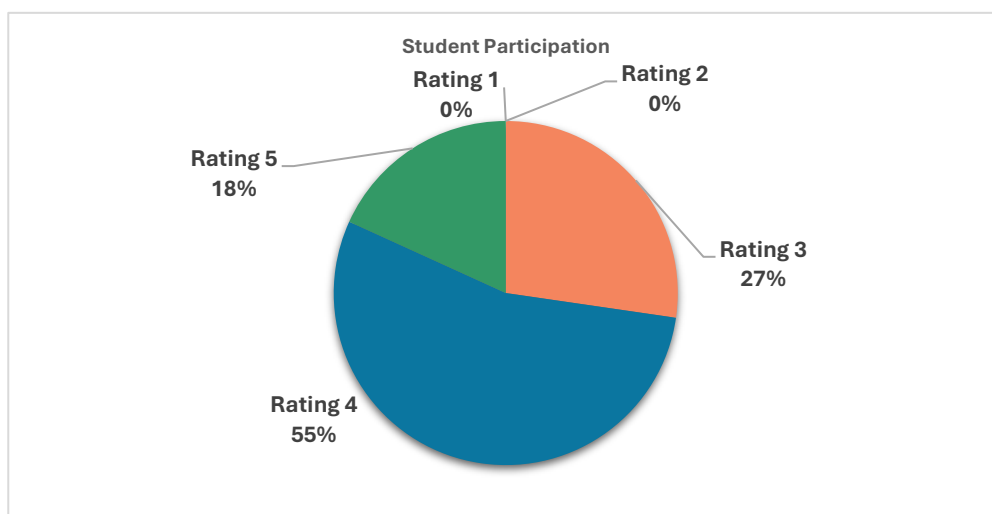
- **Teaching / Assessment Methods**

63.6% of respondents observed significant positive changes (ratings 4 and 5) in teaching and assessment methods. This indicates a strong positive impact of the Project Inclusion initiative in this area.



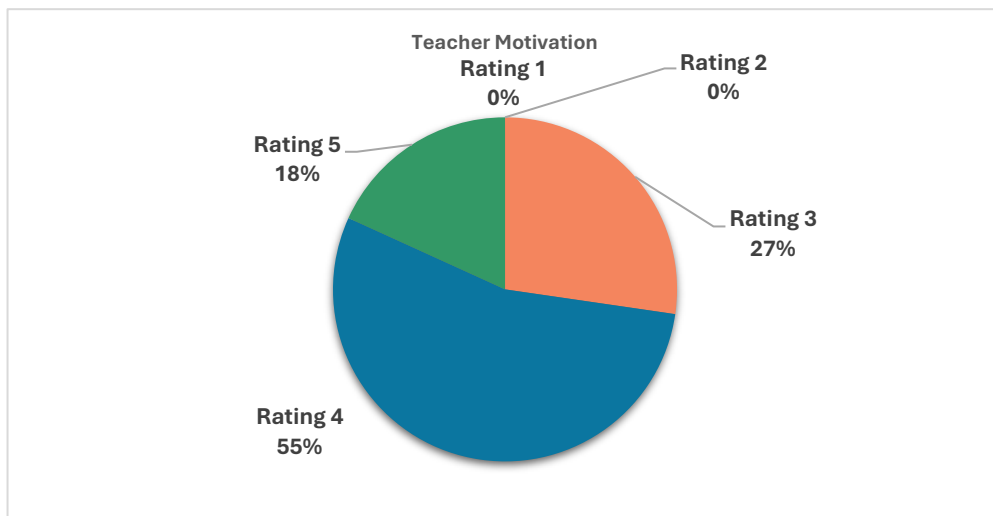
- **Student Participation**

72.7% of respondents observed significant positive changes (ratings 4 and 5) in student participation. This reflects a notable improvement in how students are engaging in the classroom environment.



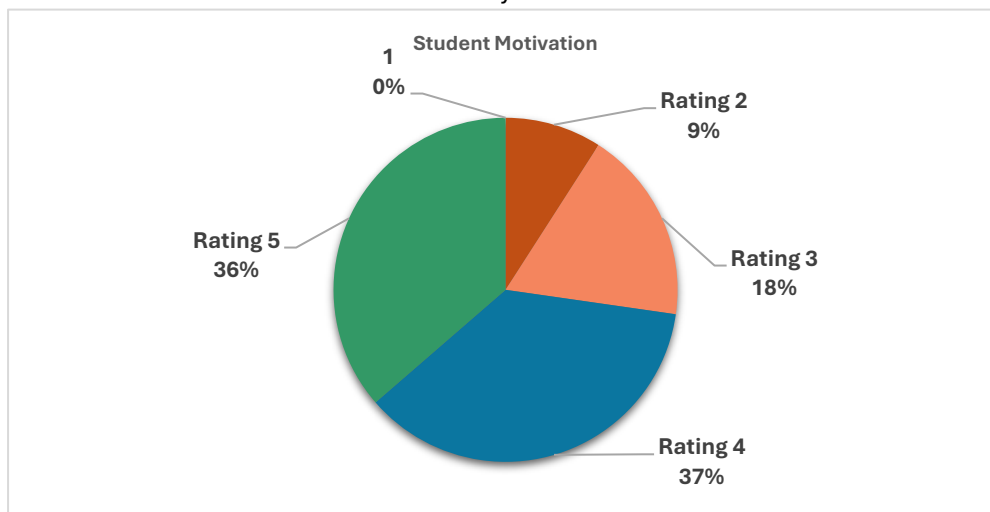
- **Teacher Motivation**

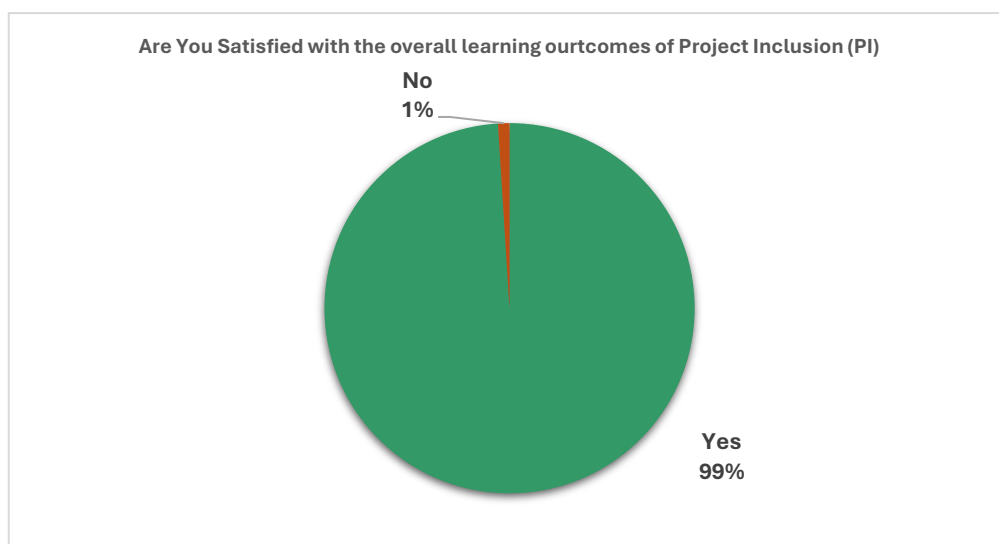
72.7% of respondents observed significant positive changes (ratings 4 and 5) in teacher motivation. This suggests that Project Inclusion has been highly effective in boosting teachers' enthusiasm and commitment.



- **Student Motivation**

72.7% of respondents observed significant positive changes (ratings 4 and 5) in student motivation. This demonstrates that the initiative has successfully enhanced students' drive and interest in learning.





Relevance:

Project Inclusion (PI) has proven to be highly relevant in today's educational landscape, with 99% of respondents affirming its importance in promoting equal and quality education for all, especially for children with special needs. The program directly addresses a critical gap by equipping teachers with the awareness and practical skills needed to identify and support students with learning difficulties, including those with hidden disabilities.

Efficiency:

Project Inclusion (PI) has demonstrated strong efficiency in equipping teachers with the necessary skills and approaches to support students with special needs. An impressive 94% of respondents reported that the PI training was effective in developing new skills and strategies for understanding and addressing the learning needs of these children.

Effectiveness:

An impressive 95% of principals observed noticeable improvements in classroom inclusivity after the implementation of PI. Teachers are now more aware and responsive to the diverse learning needs of their students, and they are better equipped to adapt their teaching methods to ensure that every child feels included and supported.

Sustainability:

Project Inclusion is notably strengthened by the strong collaboration and networking among teachers, parents, and community members. This collective approach creates a supportive and inclusive environment where everyone works together to address the needs of children with learning difficulties. By sharing experiences, success stories, and resources, stakeholders are able to reinforce each other's efforts and ensure that inclusive practices are consistently implemented across the school community.

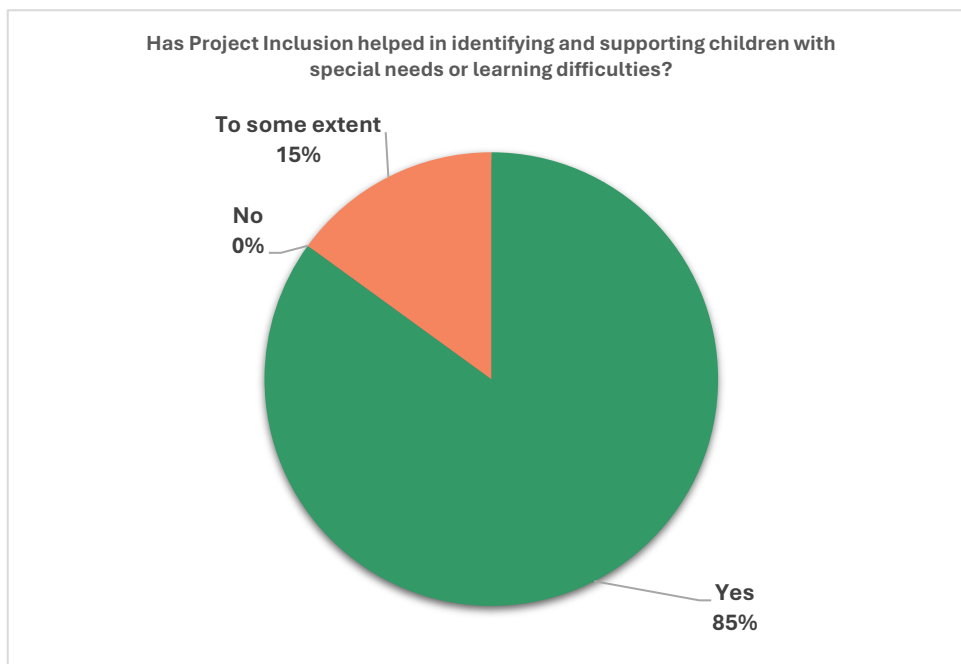
Impact:

The program has empowered teachers with the skills and awareness needed to identify and support children with learning difficulties, leading to tangible improvements in both school culture and student outcomes. 98% of teachers reported a change in their perspective towards children with learning difficulties, and over 93% found the training effective in developing new skills and approaches for working with these students.

Equity:

Project Inclusion (PI) is making a significant positive contribution to equity in schools by ensuring that children with learning difficulties receive the support they need to thrive. Through targeted teacher training and increased awareness, the program has enabled educators to better identify and assist students with special needs, fostering a more inclusive and supportive classroom environment. Many principals have observed that this initiative has led to improved participation and engagement among all students, especially those who previously faced barriers to learning.

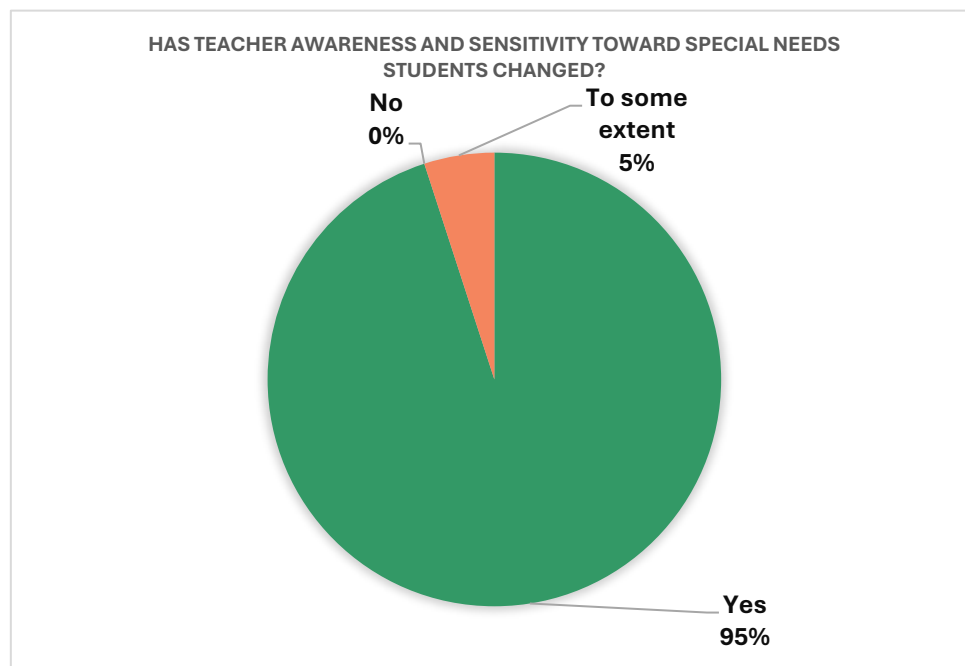
5.2.2.1 On asking has Project Inclusion helped in identifying and supporting children with special needs or learning difficulties?



- A Significant 85% of respondents affirmed that Project Inclusion has effectively helped in identifying and supporting children with special needs or learning difficulties.
- 15% felt that the project has helped to some extent, suggesting partial benefits or scope for improvement.
- Notably, less than 1% reported that the project has not been helpful, indicating universal recognition of its value to some degree.

These findings strongly suggest that Project Inclusion has had a substantial positive impact in terms of early identification and support mechanisms for children with special needs. The complete absence of negative responses reinforces the perceived relevance and effectiveness of the intervention.

5.2.2.2 On asking has teacher awareness and sensitivity toward special needs students changed.



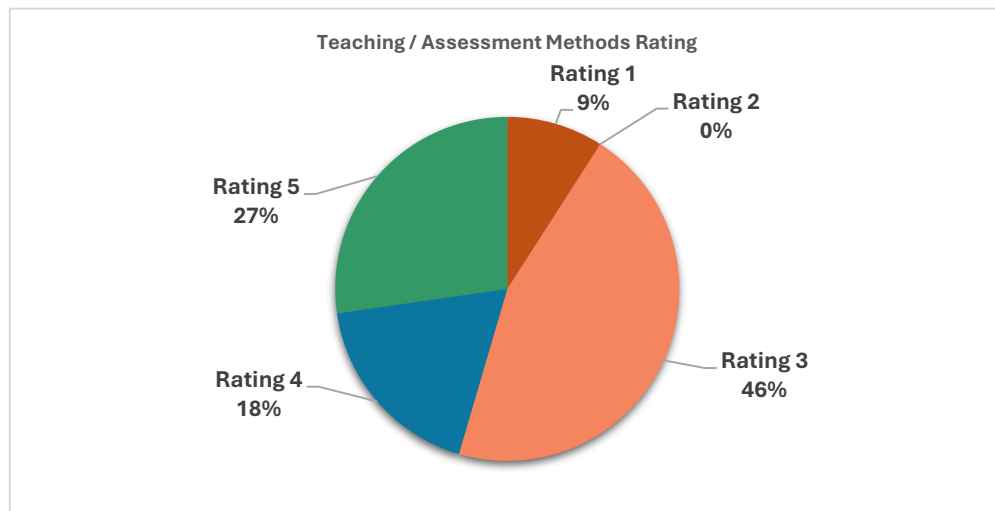
- A remarkable 95% of respondents reported that teacher awareness and sensitivity toward students with special needs has improved due to the project.
- 5% felt this change has occurred to some extent, pointing to room for deeper engagement in specific contexts.
- Less than 1% reported no change, which is a strong indicator of the overall effectiveness and positive shift in teacher behaviour and mindset.

This overwhelming consensus reflects that Project Inclusion has successfully built teacher capacity, nurturing a more inclusive and supportive learning environment. The high level of impact in this area signals a strong institutional shift in school culture.

5.2.3 Project Based Learning (PBL)

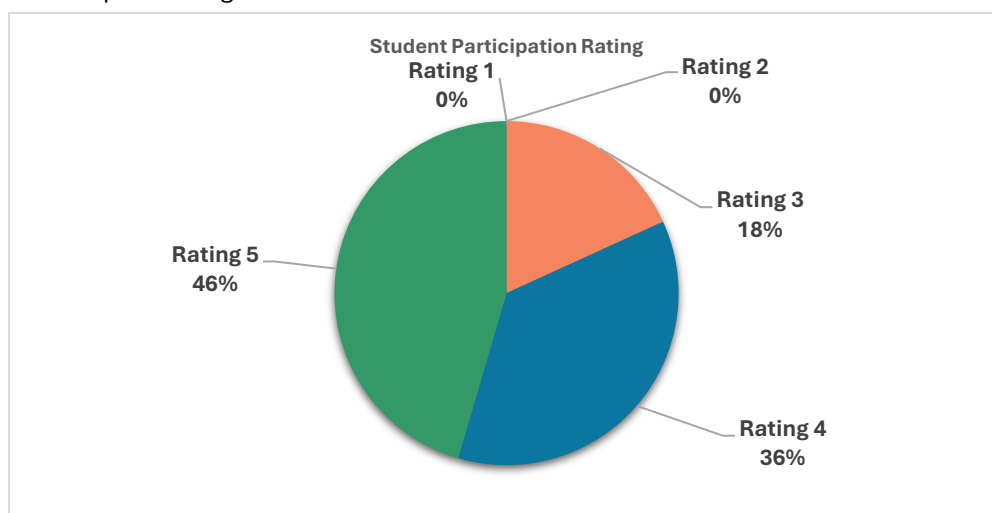
- **Teaching / Assessment Methods**

The most common rating was 3 (45.45%), reflecting a moderate positive change experienced by many participants. Additionally, a substantial portion (27.27%) rated the change as significant (rating 5), which demonstrates that for a notable number of respondents, PBL has had a strong positive influence on teaching and assessment practices.



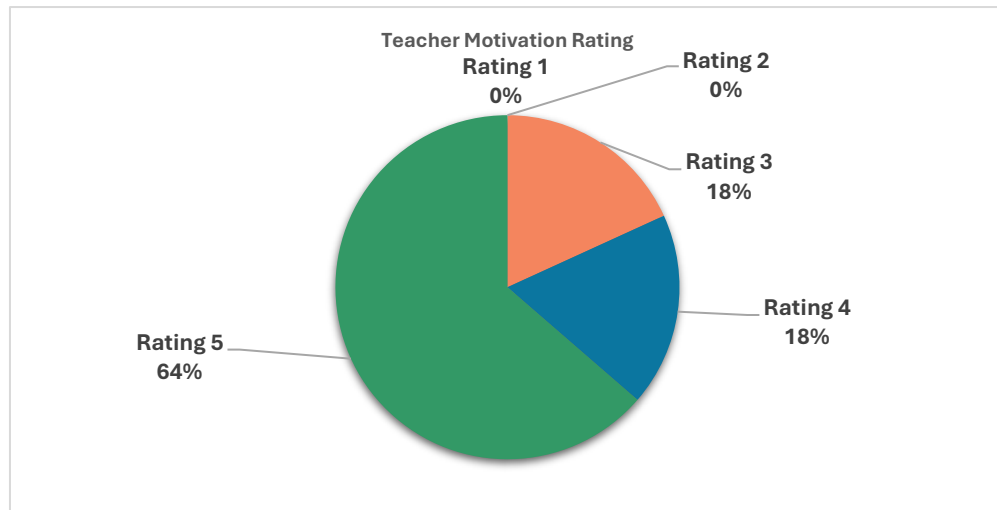
- **Student Participation**

The highest percentage of respondents (45.45%) gave a rating of 5, indicating a significant boost in student participation. Importantly, no respondents reported no change (ratings 1 or 2), and the majority (81.81%) rated the change as either 4 or 5. This overall pattern reflects a strong positive shift in student engagement as a result of implementing PBL.



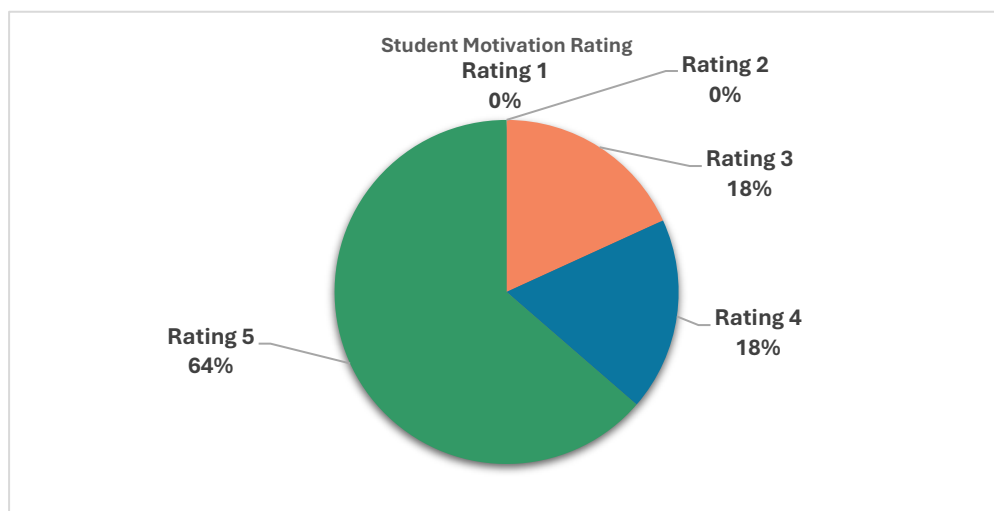
- **Teacher Motivation**

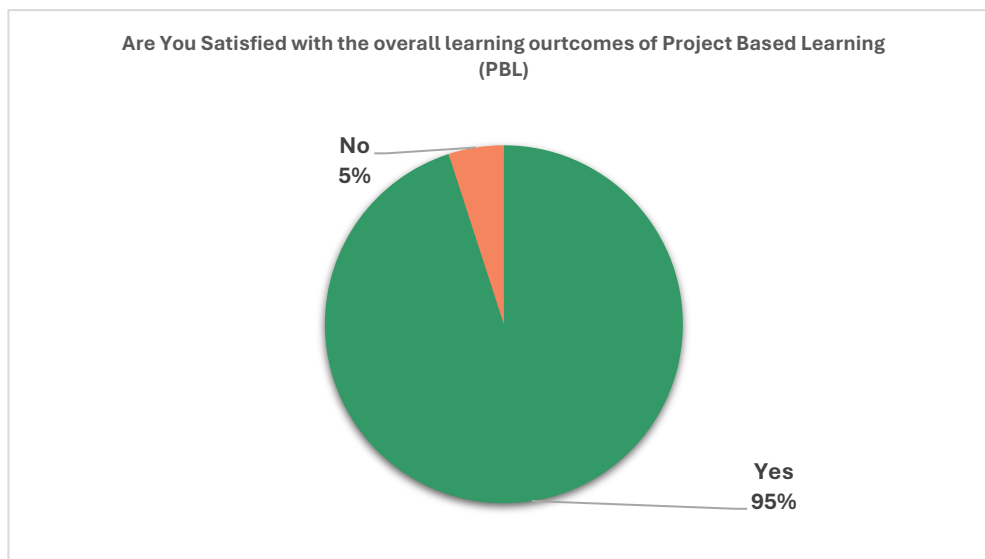
The majority of respondents (63.64%) rated the change at the highest level (5), suggesting that most teachers feel greatly motivated as a result of PBL. Notably, there were no responses indicating no change (ratings 1 or 2), and only a small percentage (18.18%) rated the change as moderate (rating 3). Overall, these results show that PBL has contributed to a widespread increase in teacher enthusiasm and commitment in the classroom.



- **Student Motivation**

Most respondents (63.64%) rated the change at the highest level (5), indicating a significant increase in how motivated students feel. There were no negative ratings reported, and the majority of responses were in the highest category. This clearly suggests that PBL is very effective in increasing student motivation and enthusiasm for learning.





Relevance: Project Based Learning (PBL) has emerged as a highly relevant approach in the current educational landscape. According to the data collected from participating schools, every principal who implemented PBL reported that the program is directly applicable to real-world learning needs. 95% of respondents rated the content relevance of PBL as either 4 or 5 on a 5-point scale, indicating that nearly all principals found the training and materials to be highly suited to their educational context.

Efficiency: The implementation of Project Based Learning (PBL) in schools has proven to be highly efficient. According to the latest data, 90% of schools have successfully distributed the PBL booklets and are actively using them in their classrooms. Teachers consistently report that these booklets are valuable tools, as they help make learning more student-centered and interactive.

Effectiveness: PBL contributes noticeably to improvements in students' academic achievement, development of thinking skills, and positive attitudes towards learning. PBL's student-centered approach encourages learners to engage with real-world problems, work collaboratively, and apply their knowledge in practical contexts. 88% of principals reported observing significant positive changes in teaching methods, student participation, and motivation.

Sustainability: Project Based Learning (PBL), demonstrated remarkable adaptability and commitment, gradually becoming more confident and effective in facilitating student-centered and hands-on learning experiences. This positive transition highlights the strong potential for long-term sustainability of the PBL approach within schools. Many teachers have expressed a desire for more interactive and offline training sessions, which reflects their enthusiasm for continuous professional development and their willingness to further enhance their skills.

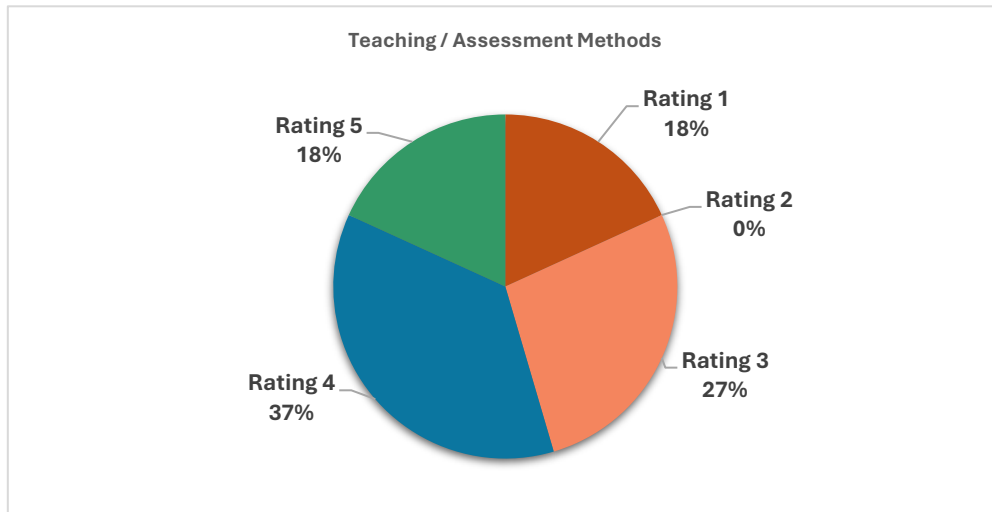
Impact: Project Based Learning (PBL) has made a distinctly positive impact on students by significantly enhancing their higher-order thinking, collaboration, and creative skills. According to the data, 90% of respondents reported noticeable improvements in students' critical thinking and problem-solving abilities after the implementation of PBL.

Equity: Project Based Learning (PBL) is designed to be accessible and beneficial for a wide range of students, promoting hands-on, collaborative, and real-world learning experiences. Across most schools, PBL has been implemented successfully, with teachers finding the approach effective in making learning more student-centered and interactive. Importantly, many schools—including those in rural areas—have demonstrated a strong commitment to adopting PBL, and teachers have shown adaptability and enthusiasm in integrating these methods into their classrooms.

5.2.4 Auro Scholar Program

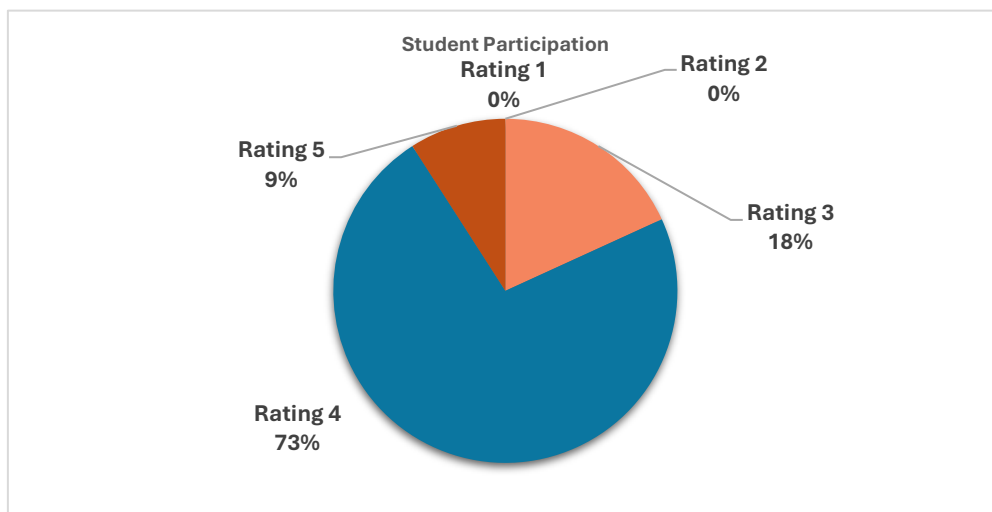
- **Teaching / Assessment Methods**

Over half of the respondents (54.54%) rated this area as 4 or 5, indicating that the Auro Scholar Program has led to clear positive changes in teaching and assessment methods.



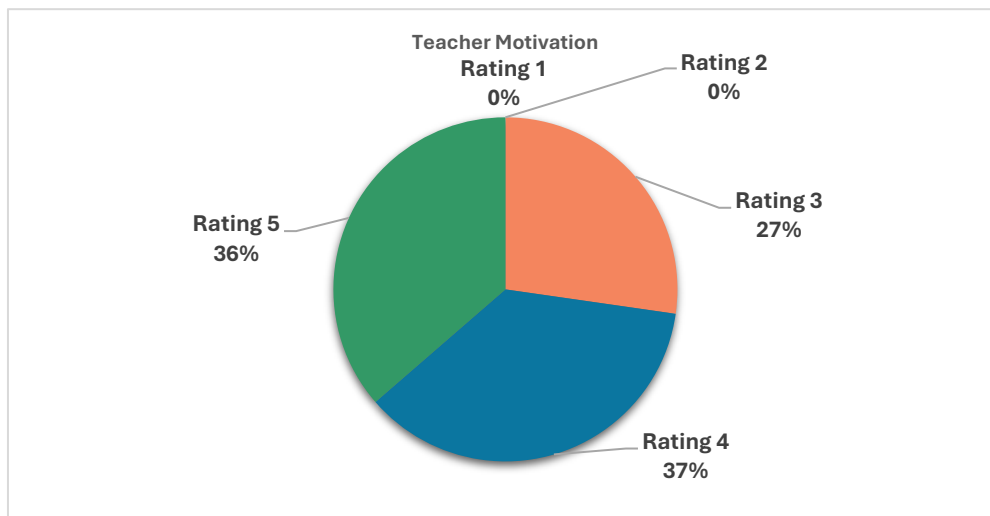
- **Student Participation**

An overwhelming majority (81.82%) rated student participation as 4, highlighting a strong improvement and increased engagement among students.



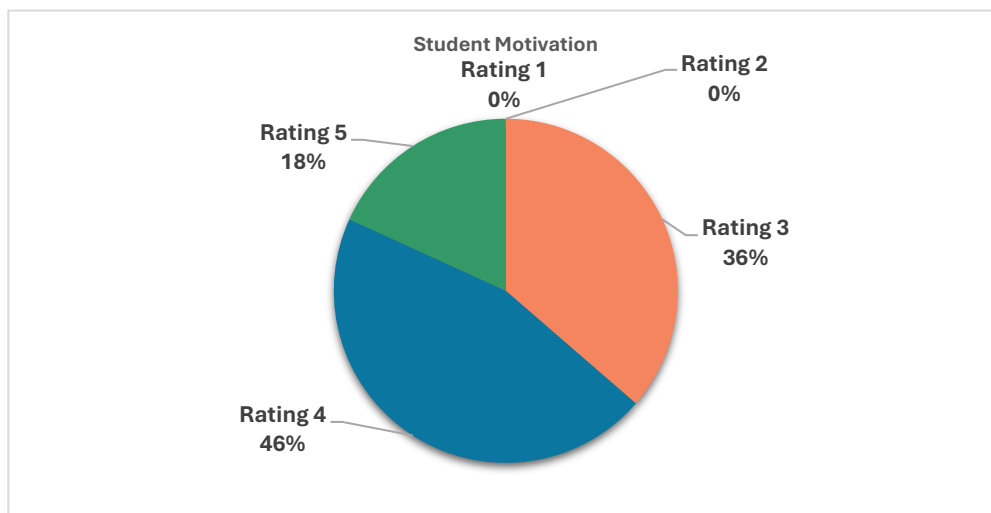
- **Teacher Motivation**

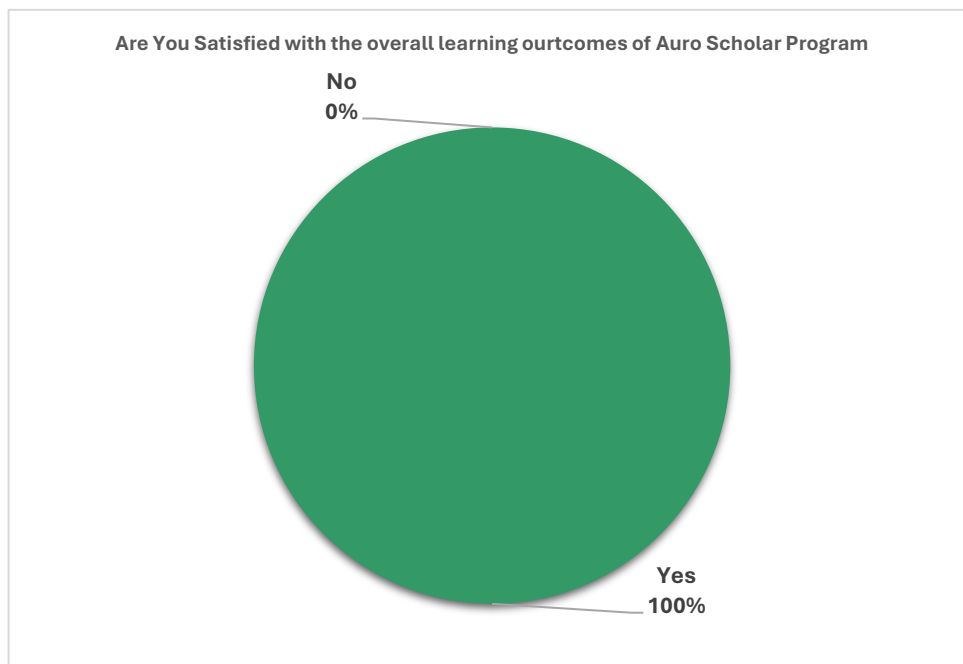
Most respondents (72.72%) gave a rating of 4 or 5, reflecting a notable boost in teacher motivation as a result of the program.



- **Student Motivation**

A significant portion (63.64%) rated student motivation as 4 or 5, suggesting that the program has effectively enhanced students' motivation to participate and learn.





Relevance: The program stands out for its widespread adoption, with 100% of participating schools reporting either active or partial use of the Auro Scholar app. By offering curriculum-aligned quizzes and instant micro-scholarships, Auro Scholar not only incentivizes regular learning but also makes academic progress more rewarding and visible for students.

Efficiency: The Auro Scholar Program is exceptionally relevant in the current educational context, as it directly addresses the need to motivate students and foster greater parental involvement in the learning process. According to the latest principal feedback, 100% of participating schools have reported either active or partial use of the Auro Scholar app, reflecting the program's widespread acceptance and integration into school routines

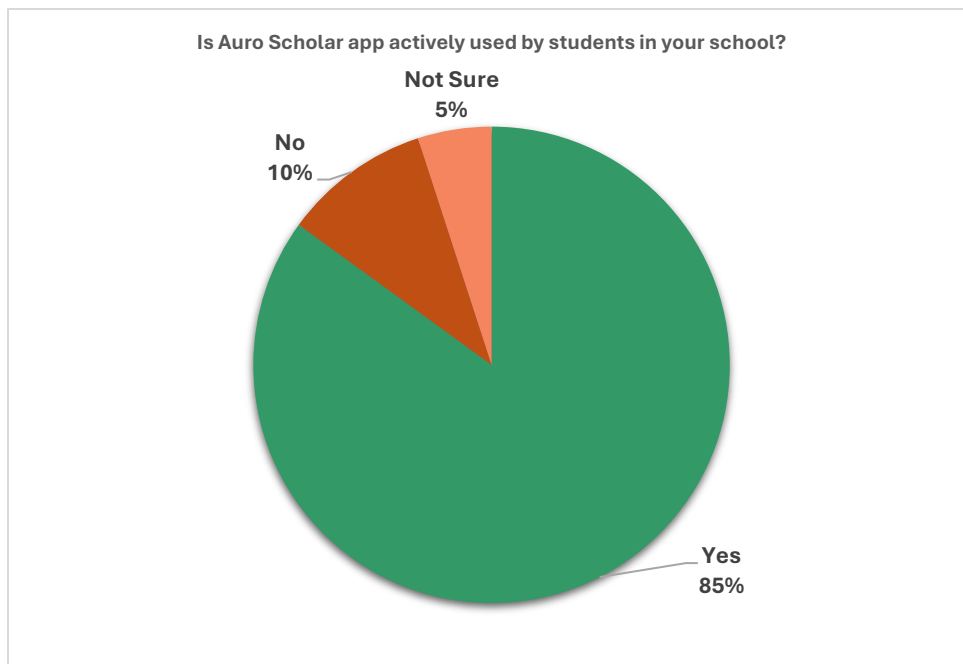
Effectiveness: The Auro Scholar Program has demonstrated strong effectiveness in schools, as highlighted by positive feedback from principals and teachers. Approximately 80% of principals observed a noticeable shift in student motivation—from being driven primarily by external rewards to developing genuine, intrinsic motivation for learning. This change reflects a deeper engagement with studies and a more self-directed approach among students

Sustainability: The Auro Scholar Program is thoughtfully designed to promote long-term sustainability by directly linking incentives to student learning and actively involving parents in the educational process. Through its innovative micro-scholarship model, students receive financial rewards for achieving benchmark performance in curriculum-aligned assessments on the Auro Scholar app.

Impact: The Auro Scholar Program has made a significant positive impact on schools by helping to reduce dropout rates and boost daily student attendance. According to the data, 75% of principals have observed noticeable improvements in student retention and greater involvement from parents, which highlights the program's effectiveness in keeping students engaged and supported throughout their educational journey.

Equity: The Auro Scholar Program is making significant strides in promoting equity in education by offering direct financial incentives to students, especially those from underserved communities. This approach not only motivates learners but also helps bridge the gap for students who may face economic barriers to accessing quality educational opportunities. By targeting support where it is needed most, the program ensures that more students can participate actively in their learning journeys and benefit from digital resources.

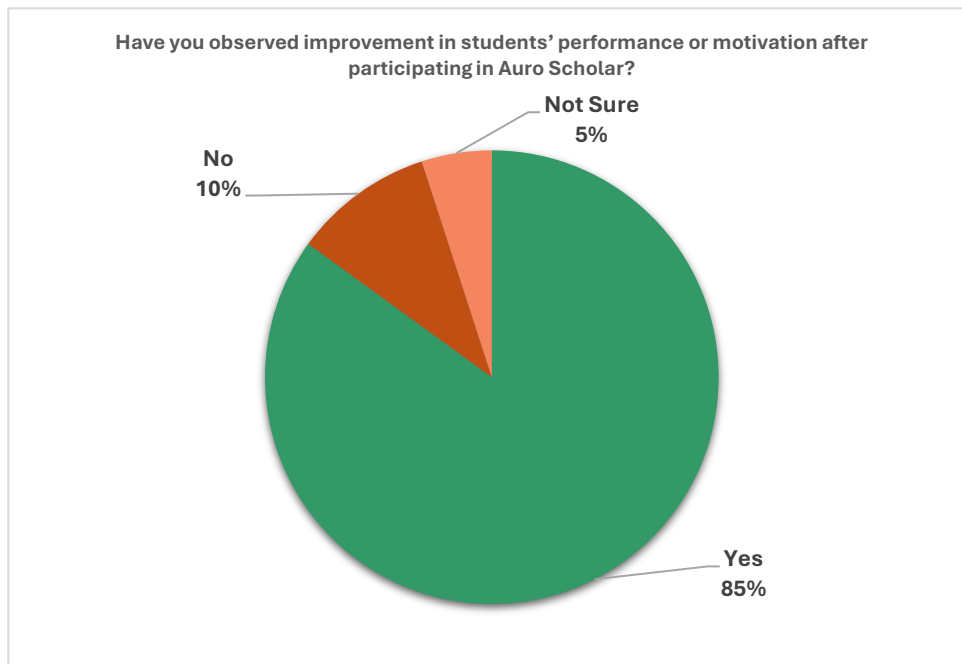
5.2.4.1 On asking whether Auro Scholar app actively used by students in your school?



- 85% of respondents confirmed that students actively use the Auro Scholar app in their school.
- 10% stated that the app is not being used, pointing to possible awareness or access issues.
- 5% were not sure, indicating a minor information gap among respondents.

The data shows high adoption and engagement levels with the Auro Scholar app, suggesting that the platform is playing a meaningful role in supporting student learning. However, the 10% non-usage and 5% uncertainty signal a need for improved communication and technical facilitation.

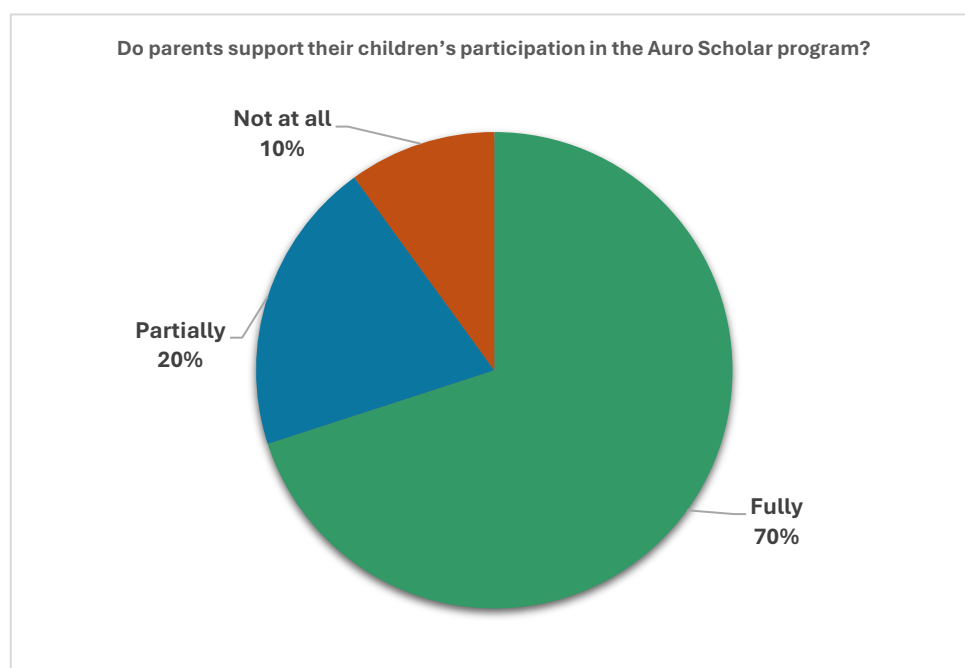
5.2.4.2 On asking whether you observed improvement in students' performance or motivation after participating in Auro Scholar?



- 85% of respondents reported a positive improvement in students' performance or motivation after using Auro Scholar.
- 10% observed no improvement, suggesting that the app's benefits may not be uniform across contexts or user profiles.
- 5% were not sure, indicating a minor data visibility or follow-up issue.

This high level of positive response highlights the effectiveness of Auro Scholar in engaging and motivating students, likely through incentives and learning reinforcement. However, a small but notable share of respondents saw no impact, calling for targeted analysis of differential outcomes.

5.2.4.3 On asking whether parents support their children's participation in the Auro Scholar program?



- 70% of respondents indicated that parents fully support their children's participation in the program.
- 20% mentioned partial support, suggesting either limited understanding or selective encouragement.
- 10% reported no parental support, pointing to barriers such as lack of awareness, digital limitations, or competing priorities at home.

While the majority of parents are supportive, the findings reveal that 30% of parents are either disengaged or only somewhat involved, which can affect student participation and motivation.

5.2.4.4 Some of the challenges indicated by principals are:

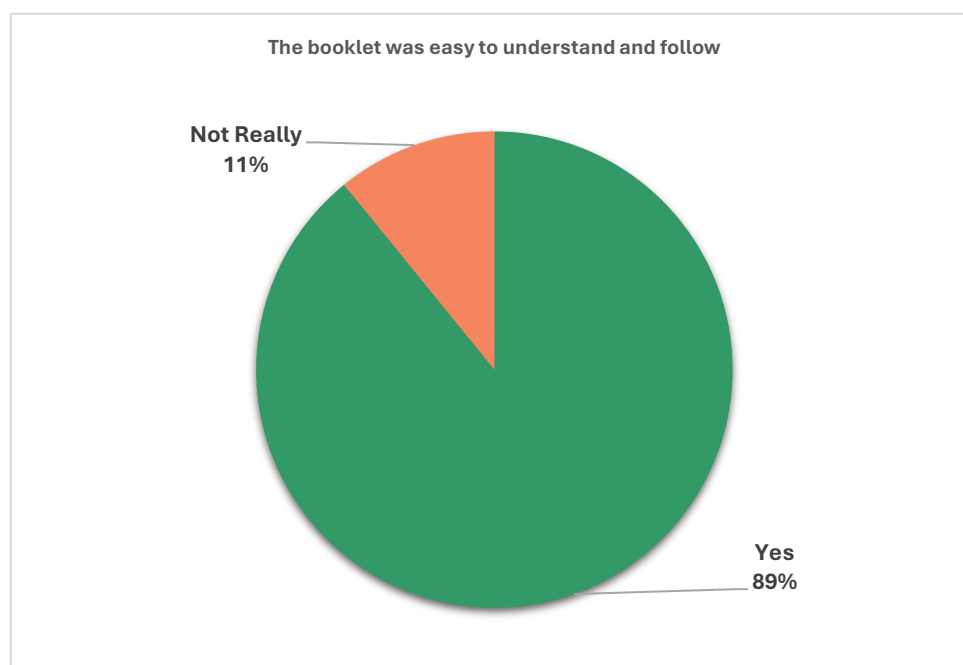
Digital Access Issues

- Students without smartphones at home hindered their participation in digital activities like Auro Scholar.
- Training Gaps
- Delayed training schedules, with some subjects (notably mathematics) still uncovered.
- Offline sessions were suggested to complement or replace online-only formats.
- Teacher Awareness and Capacity Constraints
- Lack of awareness among teachers on the program and its tools.
- Repetitive trainings and shortage of regular teachers affected implementation consistency.
- Technical & Infrastructure Barriers
- Slow site performance limited accessibility and efficiency.
- Lesson planning emerged as a concern for a few respondents.

5.3 Findings from Students

The insights from 46 students of grade 1 to 5 have been taken for the overall feedback of the Rupantar program by Sri Aurobindo Society. The students were inquired on following points to assess the impact of the program.

5.3.1 The students were inquired whether the booklet was easy to understand and follow.



Based on the response from 46 students of Grades 1 to 5 under the Rupantar Program of Sri Aurobindo Society, where 89% found the booklet easy to understand and follow, and 11% did not, here is the analysis using the REESIE Framework:

Relevance: The high positive response (89%) suggests that the booklet is age-appropriate and contextually relevant for young learners. This indicates that the content aligns with students' comprehension levels and supports foundational learning.

Effectiveness: Ease of understanding directly contributes to the effective use of learning material. An 89% success rate indicates that the booklet is facilitating learning as intended. This indicates that the instructional design and layout is well-structured to promote engagement and understanding.

Efficiency: Most students find the material easy to follow, teachers likely spend less time explaining, making classroom processes more efficient. This indicates that the booklet supports self-learning and reduces teacher intervention time, enhancing classroom efficiency.

Sustainability: Materials that are easy to use and understandable by children promotes repeated and independent usage, improving long-term outcomes. High usability contributes to the continued relevance and application of the program, even without intensive external support.

Impact: Understanding and following the booklet is foundational to achieving learning outcomes. High ease-of-use contributes to positive educational impact. The booklet is likely contributing meaningfully to improved learning behaviour and outcomes among early graders.

Equity: The 11% who found it not easy may represent inclusive education for children, so it is important to identify and support these learners to ensure inclusive access to learning materials.

5.3.2 The students were inquired whether they had fun doing the project.

A large majority (85%) of students reported enjoying the project activities under the Rupantar program, indicating strong engagement and a positive experiential impact at the primary level.

Relevance:

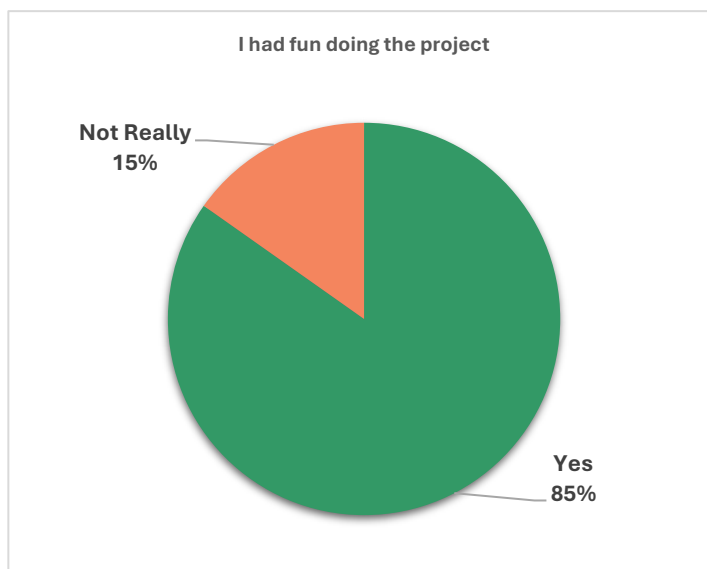
The high positive response (85%) indicates that the project content and activities were appropriate and meaningful for the age group (Grades 1–5).

Effectiveness:

A high enjoyment rate indicates successful delivery of intended learning and engagement outcomes.

Impact:

The high positive response (85%) reflects a positive emotional and cognitive response, indicating a likely lasting impression.



5.3.3 The students were inquired whether they had learned new things through the project.

The above chart indicates the following:

Relevance:

High percentage indicates that the learning content resonated with students' needs and developmental levels.

Effectiveness:

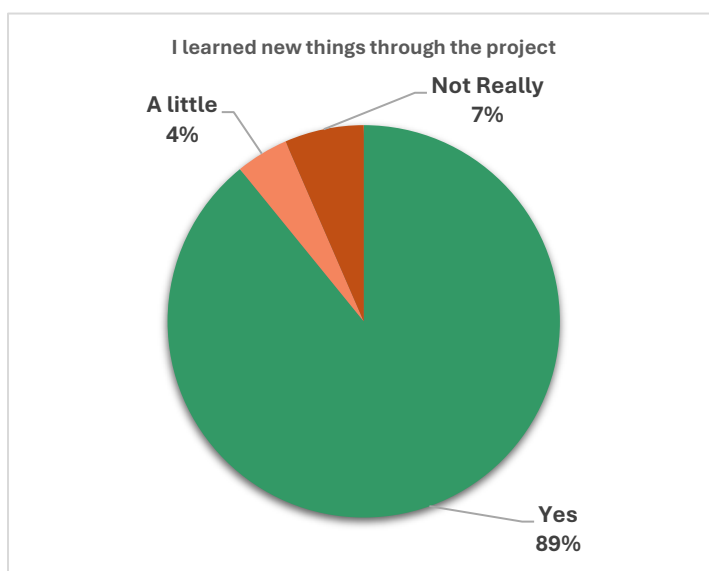
89% of students acknowledging new learning reflects the program's success in achieving its educational objectives.

Sustainability:

When students learn meaningfully, they are more likely to retain knowledge and apply it over time, supporting long-term impact.

Impact:

The data indicates clear evidence of cognitive development and knowledge gain among the majority of students.



5.3.4 The students were inquired whether the project helped them understand their school subjects better.

The above chart indicates the following:

Relevance:

89% of students acknowledging that the project helped students understand the school subjects better indicates that the project aligns well with students' academic curriculum and learning needs.

Effectiveness:

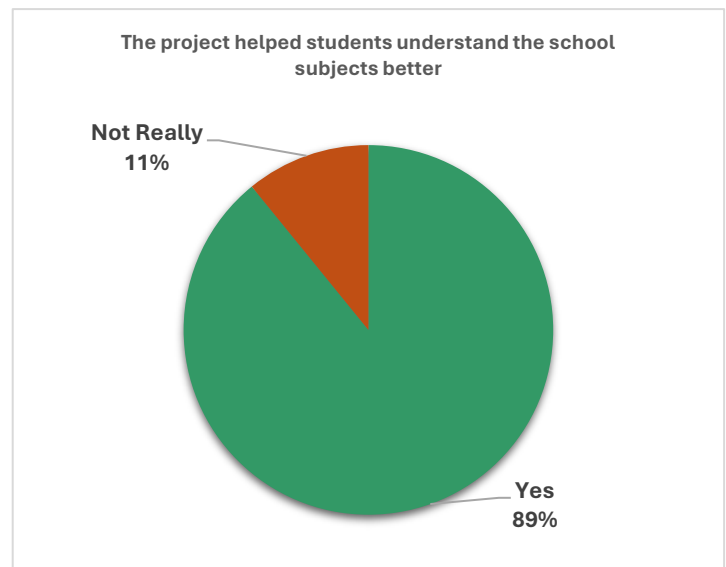
A high agreement rate (89%) indicates that the program effectively enhanced students' understanding of academic content.

Sustainability:

Improved understanding of school subjects builds a strong foundation for future learning, indicating potential long-term benefits.

Impact:

Strong academic reinforcement reflects clear educational gains, contributing to improved learning outcomes.



5.3.5 The students were inquired whether they came up with their own ideas while doing the project.

The above chart indicates the following:

Relevance:

The project content encouraged individual thought and creativity, which is highly relevant for early learners.

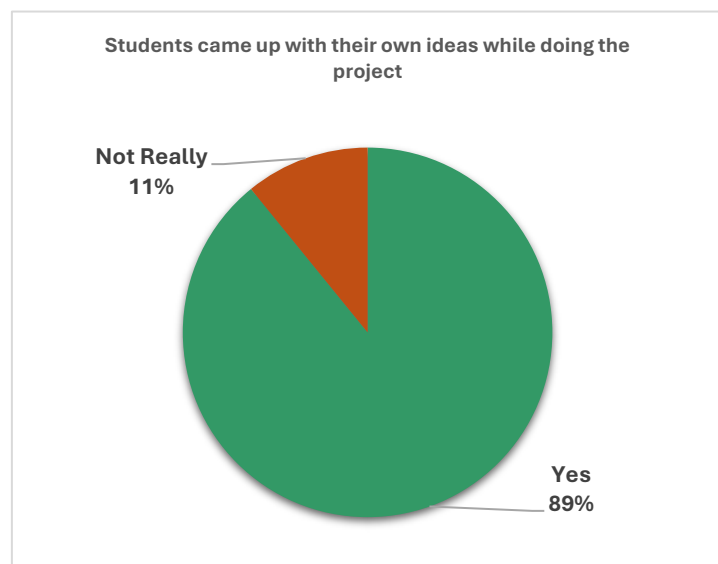
Effectiveness:

Encouraging students to generate their own ideas reflects successful promotion of creativity and engagement.

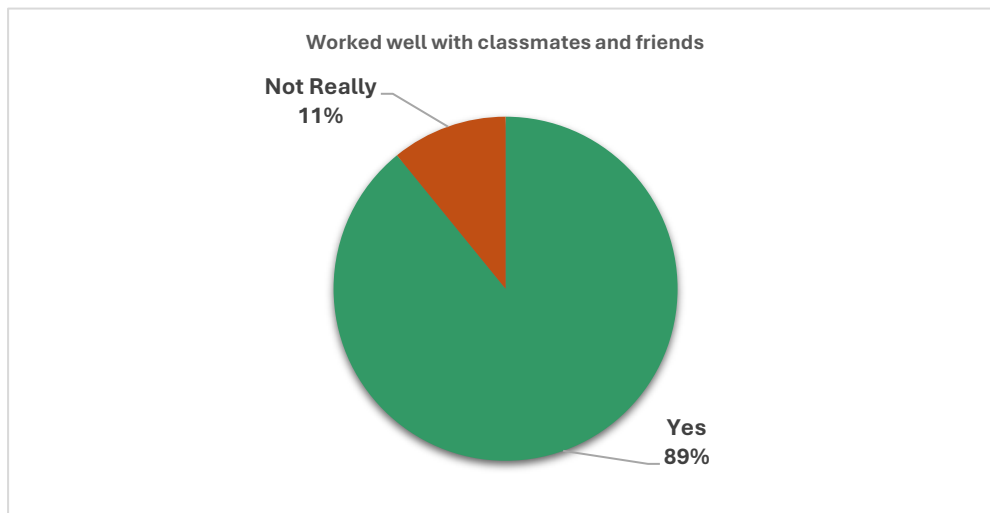
Sustainability:

Encouraging independent thinking at a young age supports sustained curiosity and innovation in future learning.

Impact: High rate of original idea generation suggests significant personal and cognitive development among students.

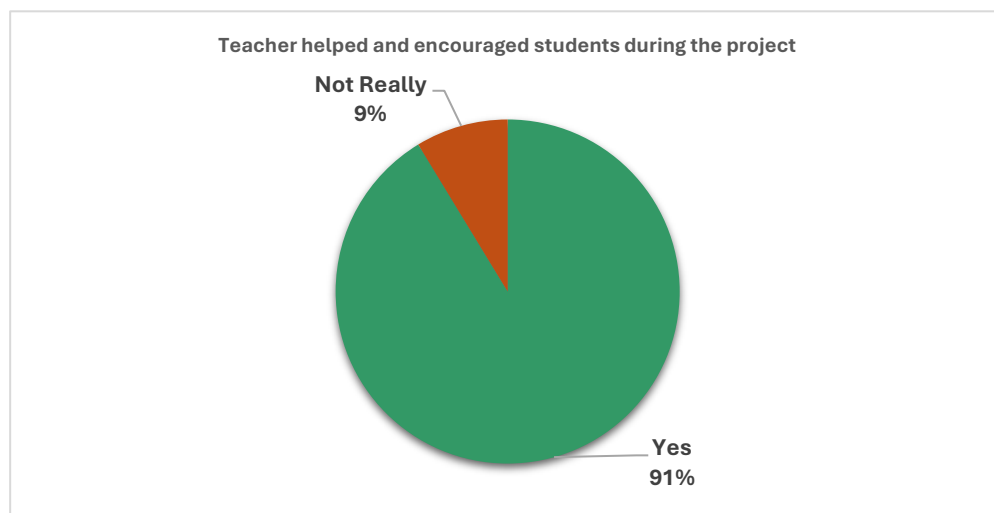


5.3.6 The students were inquired whether they worked well with their classmates or friends.



A significant majority of students (89%) reported positive peer collaboration, indicating that the Rupantar program has been effective in fostering teamwork, cooperation, and interpersonal relationships among children in early grades. Only a small portion (11%) felt they did not work well with others, which suggests a potential area for minor improvement or further support in social-emotional development for a few.

5.3.7 The students were inquired whether their teacher helped and encouraged them during the project.



An overwhelming majority of students (91%) felt supported and encouraged by their teachers during the project, reflecting strong teacher engagement and mentorship as a part of the Rupantar program. This indicates that the program is successful in creating a positive and motivating learning environment. The 9% who responded "Not Really" may benefit from more individualized attention or structured teacher-student interaction in future program cycles.

5.4 Findings from Administrator

Mazars team have captured insights from Administrators from Jammu, Raipur and Silchar regions. Here are the details of data captured:

Familiarity with the Objectives of the Rupantar Programme

- **100% of the system administrators** confirmed their awareness and understanding of the objectives of the Rupantar Programme.
- This indicates effective communication and sensitization efforts regarding the program's goals at the administrative level.

Ease of Integration into the Existing System

- A majority (67%) of respondents rated the integration of Rupantar programmes as "Easy", reflecting a smooth and compatible incorporation with existing administrative and educational systems.
- The remaining 33% expressed a "Neutral" stance, implying that although the process was manageable, it didn't significantly enhance or simplify existing mechanisms.
- No respondent found integration difficult, suggesting that the programme's design was largely in harmony with pre-existing institutional structures and workflows.

Alignment with NEP 2020 Goals

- All respondents (100%) affirmed that the Rupantar Programme is well aligned with the National Education Policy (NEP) 2020.
- The alignment was particularly noted in key areas such as:
 - Holistic and multidisciplinary learning
 - Integration of technology in education
 - Promotion of competency-based learning approaches
- This reflects a strong institutional endorsement of the program's relevance to the broader national educational reforms.

5.5 Consolidated Findings

Relevance

- All four core interventions—Project Inclusion, Project-Based Learning (PBL), Competency-Based Education (CBE), Auro Scholar Program—were highly aligned with the goals of NEP 2020.
- 100% of system administrators confirmed alignment with NEP 2020 goals.
- Teachers and principals found these initiatives contextually appropriate, promoting real-life learning, inclusivity, and self-directed education.

Effectiveness

- 90% of teachers expressed satisfaction with training and reported positive changes in student learning outcomes.
- CBE and PBL significantly improved teaching practices and student engagement.
- The Auro Scholar Program helped inculcate self-learning habits in 98% of participating students.
- 95% of teachers reported improved awareness and sensitivity toward children with special needs.

Efficiency

- The digital delivery model, particularly for Auro Scholar and Inclusion courses via app, proved time- and cost-efficient.
- PBL booklets and IEP tools were easily deployable in classrooms with minimal resource input, enabling swift teacher uptake.
- Most interventions achieved high penetration without intensive resource use; only minor challenges like tech glitches or incomplete training in some areas were noted.

Sustainability

- Widespread adoption and repeated application of CBE and PBL point to a strong likelihood of long-term integration into school systems.
- Teacher motivation and student enthusiasm provide a solid foundation for sustainability.
- Schools expressed desire for ongoing training and institutional support, such as resource persons and budgetary provision for future program cycles.

Impact

- Significant improvements in:
 - Student participation and motivation (up to 89%)
 - Development of critical thinking and collaboration
 - Early identification and support for children with learning challenges
- Principals observed transformative changes in school culture, teaching strategies, and student performance, especially under PBL and Inclusion.

Equity

- Project Inclusion and Auro Scholar targeted children with special needs and underserved groups through tools like IEPs, screening, and micro-scholarships.
- While most schools implemented interventions equitably, a small proportion of teachers (8–13%) needed additional support to ensure uniform adoption.
- Parents' engagement varied, with 70% fully supporting Auro Scholar—highlighting the need for deeper community involvement.

Recommendation

Based on the findings of the Impact Assessment Report for the Rupantar Project, the following recommendations are proposed by Mazars to Sri Aurobindo Society (SAS) for further strengthening, sustaining, and scaling the initiative:

Competency Based Education:

- Conduct refresher training and advanced modules to deepen understanding of CBE strategies.
- Institutionalise peer-mentoring systems among teachers for sustained knowledge sharing.
- Introduce competency-mapping dashboards for tracking student progress aligned to CBE.

Project Inclusion:

- Ensure universal coverage and follow-up support for teachers who haven't completed the training.
- Develop an offline version of the inclusion training app to address digital barriers.
- Institutionalize the use of IEPs and screening tools by integrating them into teacher appraisal and planning frameworks.

Project Based Learning:

- Develop subject-specific PBL modules, especially in Maths and Science, to cover identified training gaps.
- Expand hands-on workshops and school-level PBL showcases to increase student engagement.
- Integrate peer-review and feedback loops to refine student-led projects and ensure deeper learning.

Auro Scholar:

- Strengthen technical infrastructure and platform support, especially in low-connectivity areas.
- Conduct digital literacy workshops for parents and students to boost consistent app usage.
- Introduce gamification elements or peer leaderboards to drive sustained student motivation.

Appendix I

Glimpse of Primary Interviews

