An Evaluation Study of Zero Investment Innovations For Education Initiatives (ZIIEI)

&

Teacher's Perception about NEP 2020 Ready Rupantar Role Model School

September 2023

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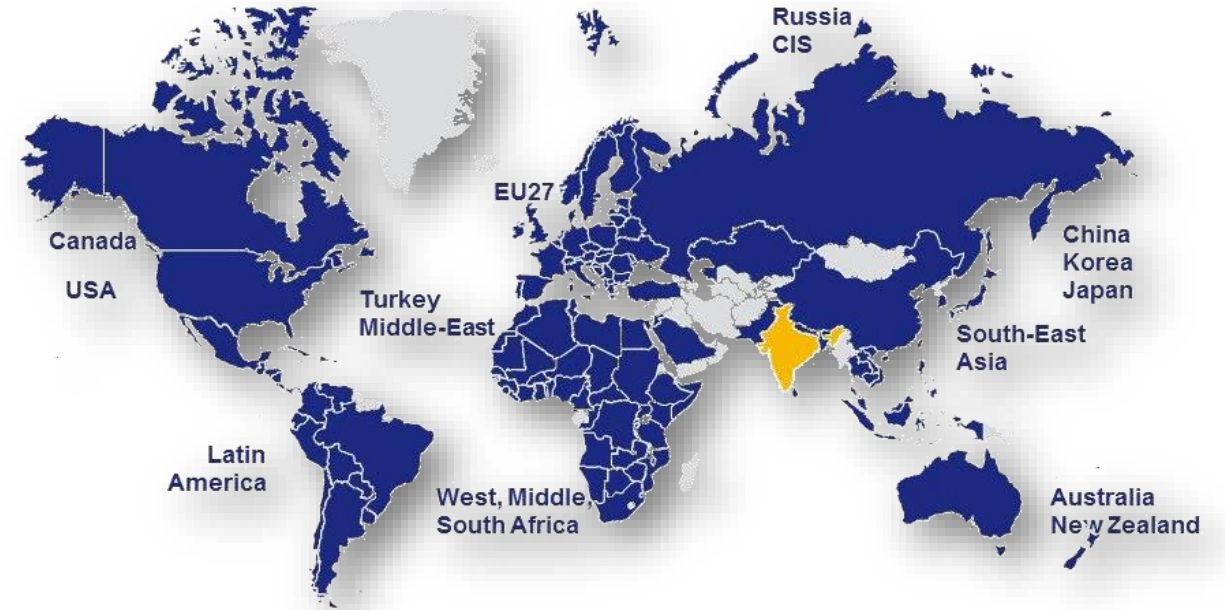
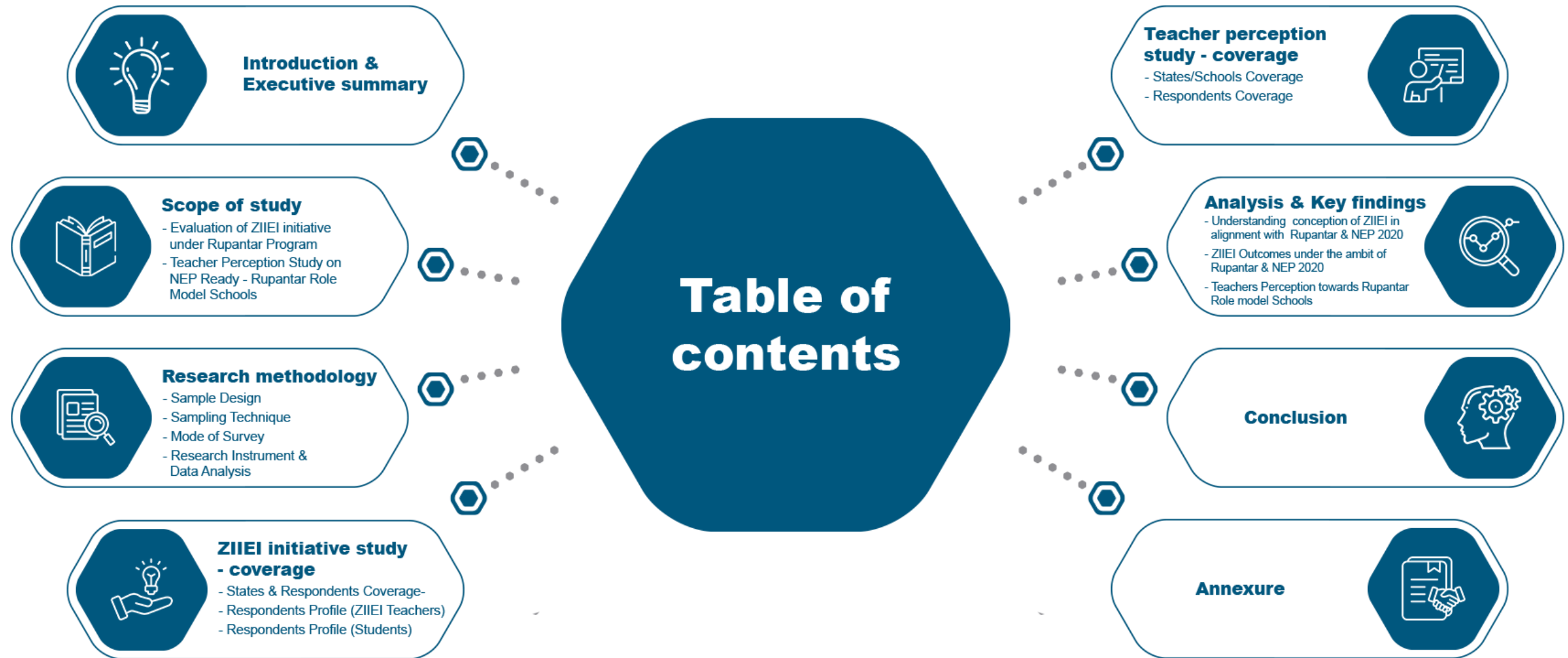| Big 8 of the World, 300+ Offices | Advisory, Research & Analysis Provider Globally | Government and Multilateral Agencies Advisory | Global Information & Technology Services |

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01

Introduction and Executive summary

Introduction
Background

Sri Aurobindo Society founded in 1960 is a cultural, spiritual, and not-for-profit organisation headquartered in Puducherry operating with its 350 centres and branches across the world. In the last six decades the organisation is continuously working with multiple stakeholders like teachers, students, school administration of government educational institutions for the improvement and reforming of entire education ecosystem in India. Sri Aurobindo Society launched a multi-dimensional program in the name of Rupantar for individual excellence of multiple stakeholders of Educational Institutions. The program is spread across 30 States/Union Territories of India and endeavors to transform 10000 Government Schools to NEP 2020 ready Role Model Schools. Several initiatives are run under the umbrella of this program related to education like Zero Investment Innovations For Education Initiatives (ZIIEI), Innovative Pathshala-designing and providing of experiential learning curriculum to teachers, Project Inclusion- a program training of teachers specifically to deal with children with special needs, Auro Scholar program that provides micro scholarships to students.

Introduction
Project Context

The educational landscape in India is undergoing a major transformation, driven by technological advancements, evolving societal aspirations, and a renewed commitment to holistic education. The National Education Policy (NEP) 2020 is a visionary framework that advocates experiential learning, multidisciplinary education, and a learner-centric approach. To ensure that these ideals are realized, it is essential to evaluate the impact of on-ground initiatives that are aligned with the policy's guidelines.

This evaluation will measure the efficacy of these initiatives in supporting teachers and learners and will provide insights into how they are resonating with the stakeholders. The report sheds light on a third-party evaluation of Rupantar Initiatives' programs, which are specifically designed to implement the NEP 2020's vision. Our objective is to gain insights that comprehensively illustrate the effectiveness of the ZIIEI program and how RMS resonates with teachers under the ethos of NEP 2020.

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Zero Investment Innovations for Education Initiatives (ZIIEI) – Rupantar
(A contribution of Sri Aurobindo Society towards making Schools NEP 2020 Ready)

National Education Policy 2020

- ECCE - The foundation of learning

- FLN - An urgent & prerequisite to learning

- Ensuring - Universal Access to Education at all levels

- Curriculum & pedagogy in schools

- Teachers

- Equitable & Inclusive Education

- Efficient resourcing & effective governance

- Standards setting & accreditation for school education

ZIIEI

ZIIEI

Rupantar – Role Model School

- Empowered and motivated teachers

- Community and parent participation

- Integral and inclusive education

- Improved learning outcome

- Collaborative platform for teachers

Executive summary

School and respondent's profile

10 States/UTs were covered under ZIIEI evaluation study conducting 1906 surveys featuring 99.7% co-educational schools and 94% (73% (P) + 21% (M)) schools till elementary stage. 10 States/UTs were covered under the "Teacher's Perception Study" conducted for Rupantar Role Model Schools conducting 322 surveys. The key statistics of the profile sampled for the ZIIEI study featured respondents with 92% teachers having qualifications Graduation/Masters, 65% teacher respondents gendered as male, 59% student respondents gendered as female.

92%

59%

65%

Graduation/masters

Female respondents

Male respondents
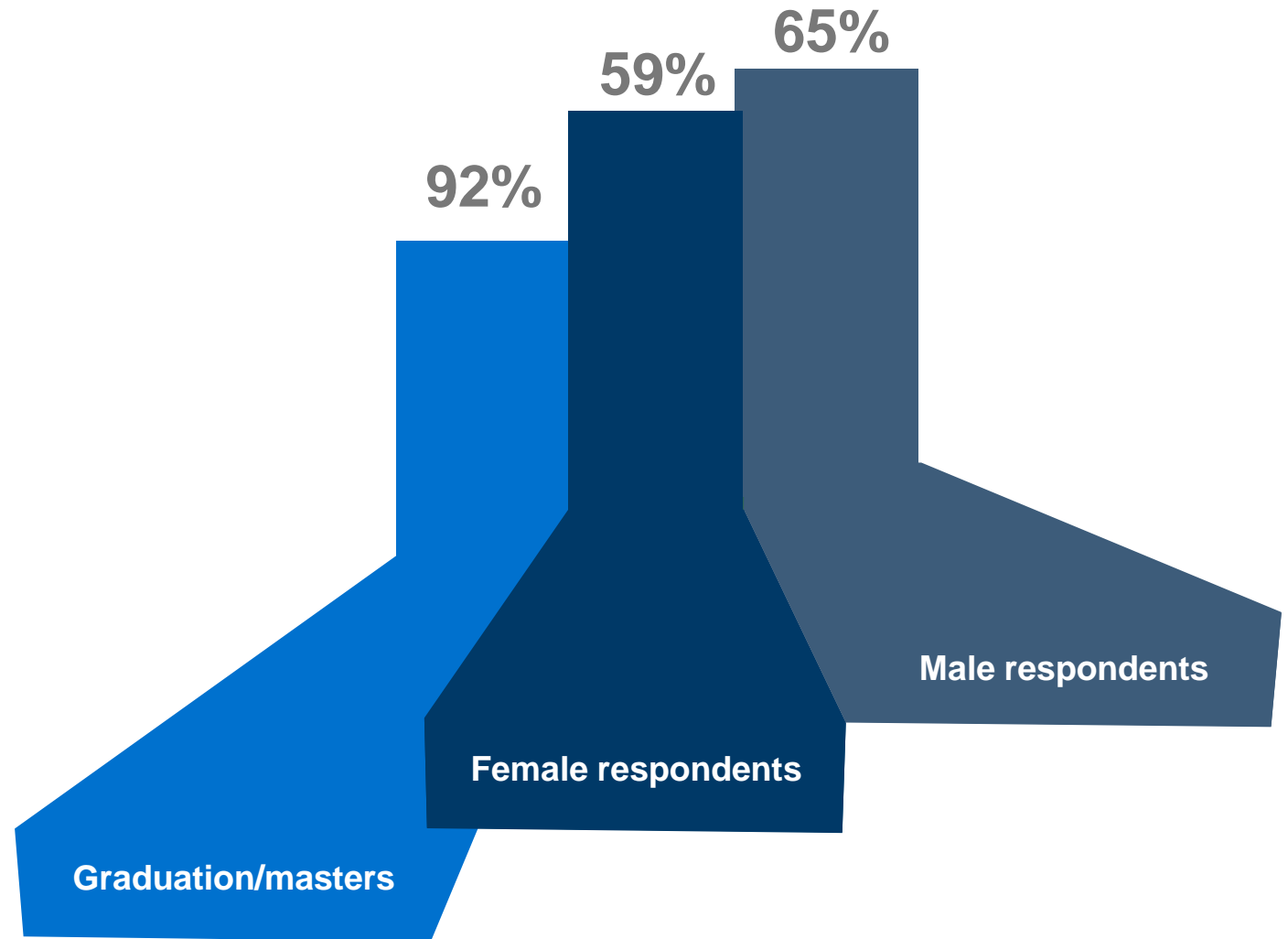
Executive summary

Key program outcome

At least 90% of ZIIEI Teachers found to have : -

- Increase in motivation to innovate
- Improved teaching and learning environment
- Increase in teaching effectiveness
- Increase in capacity of other stakeholders to support teaching learning environment
- Increase in student motivation and performance

Perception of teachers towards Rupantar Role Model School -

- Empowered & motivated teachers - 8.2*
- Community & parent participation - 8.8*
- Integral and inclusive education – 7.1*
- Improved learning outcome – 8.35*
- Collaborative platform for teachers – 7.3*

Journey – ZIIEI To Rupantar RMS

ZIIEI

IP- AAC

RMS

2015 **2018** **2020** **2021** **2023**

IP

PBL and CBL
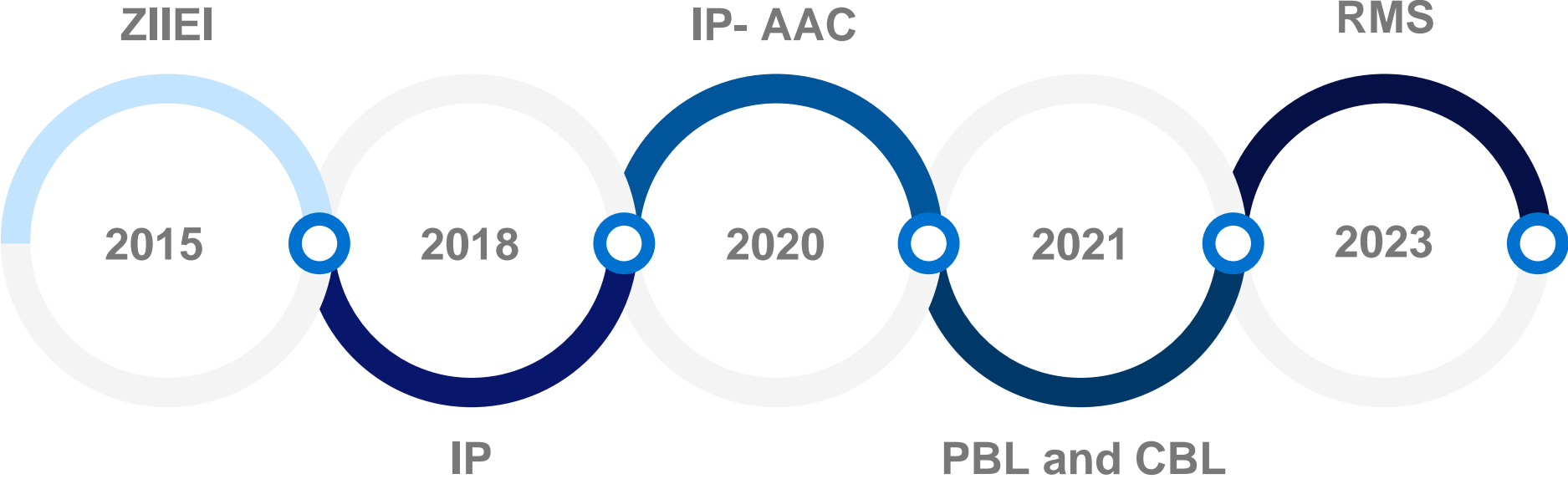
Rupantar RMS Ecosystem

02

Scope of study

Scope of study

The research study is scoped under two phases. The first phase is an evaluation study of ZIIEI initiative (Zero Investment Innovations for Education Initiatives) under the ambit of Rupantar program. The 2nd phase aims at understanding the Teachers perception about NEP ready Rupantar Role Model Schools.

Rupantar Role Model School

04

03   **Innovative Pathshala**

**AuroPBL,
Competency Based Learning**

02

01   **ZIIEI
(Zero Investment Innovations
for Education Initiatives)**

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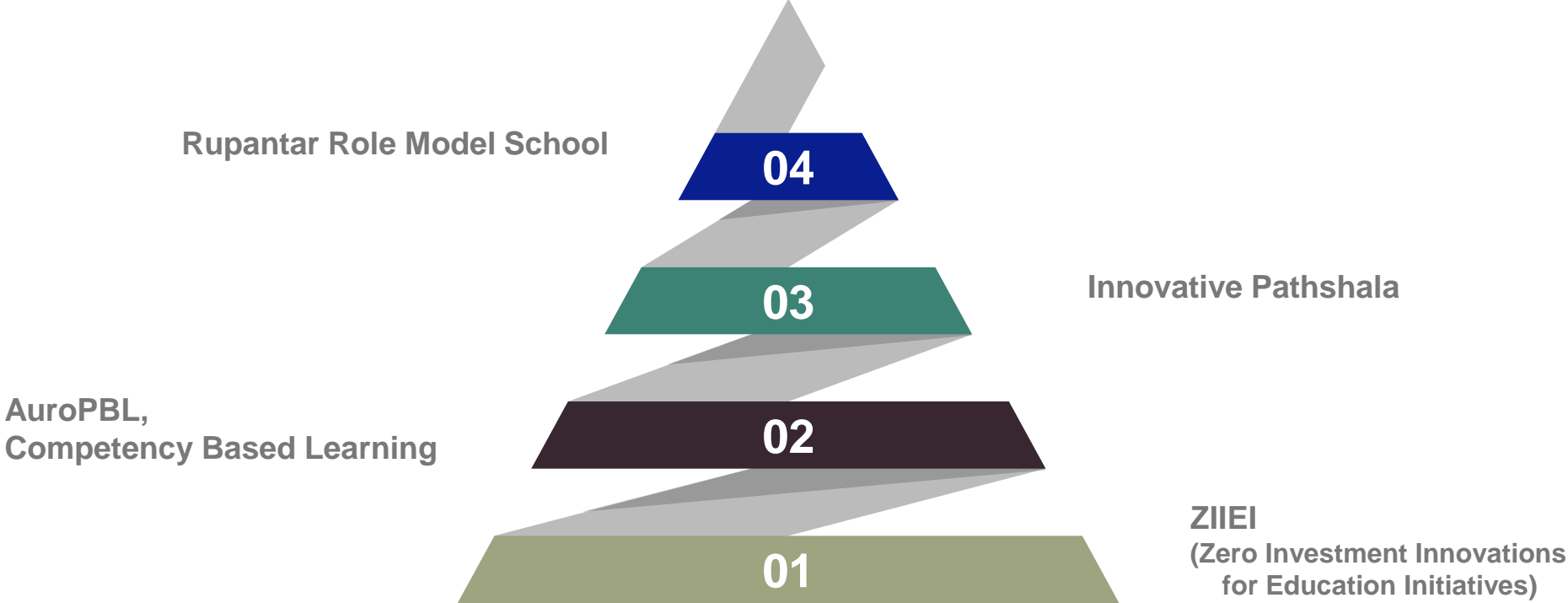
03

Research and methodology

Research & Methodology

Research methodology

Study Design

- Mixed method research
- Qualitative
- Quantitative

Sample Design/Technique

- Stratified Sampling – Basis States/ UT's , Category of Schools, type of schools

- Sample Size :- Sample size drawn using Yamane's formula & coherence formula (Confidence level,= 95% ; Margin of Error = 3% & 5%)

Mode of survey

- Physical Survey
- Personal Interview
- Telephonic Interview

Research instrument and data analysis

- Research Framework (Theory of Change using Outcome Indicators & REESI+EC)
- Questionnaire using CAPI

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Research Methodology > Research Study Framework

Rupantar Vision (NEP 2020 Ready Schools)	ZIIEI Initiative@Rupantar				Teachers Perception Study on Rupantar Role Model Schools				
	Outcomes across stakeholders				Domain 1	Domain2	Domain 3	Domain 4	Domain 5
	ZIIEI Teacher	Parents /Community	Students	Administration	Empowered & Motivated Teachers	Community and Parent Participation	Integral and Inclusive Education	Improved Learning Outcome	Collaborative Platform for Teachers
NEP 2020 Perspectives									
Rupantar Domains					NA				

ZIIEI Initiative@Rupantar : -
Using Bottom-up approach research study aims to find the ZIIEI outcomes interacting with relevant stakeholders in the field, understand the mapping relationship between Rupantar domains and NEP 2020 and validate the ZIIEI outcomes against NEP 2020 expectations.

Teachers Perception Study on Rupantar Role Model Schools : -
Using Top-down approach research study aims to understand the given Rupantar domains featuring NEP 2020 attributes and capture the perception of the Teachers about its implementation in Rupantar Role Model Schools.
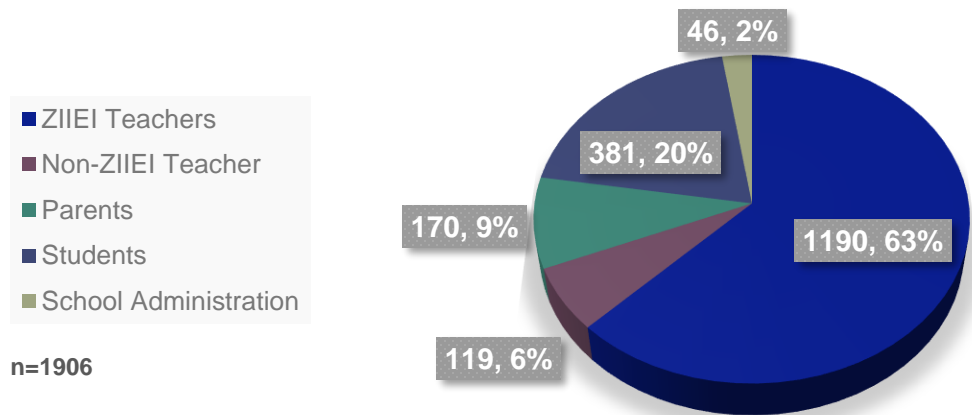
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ZIIEI Initiative Study > States & Respondents Coverage

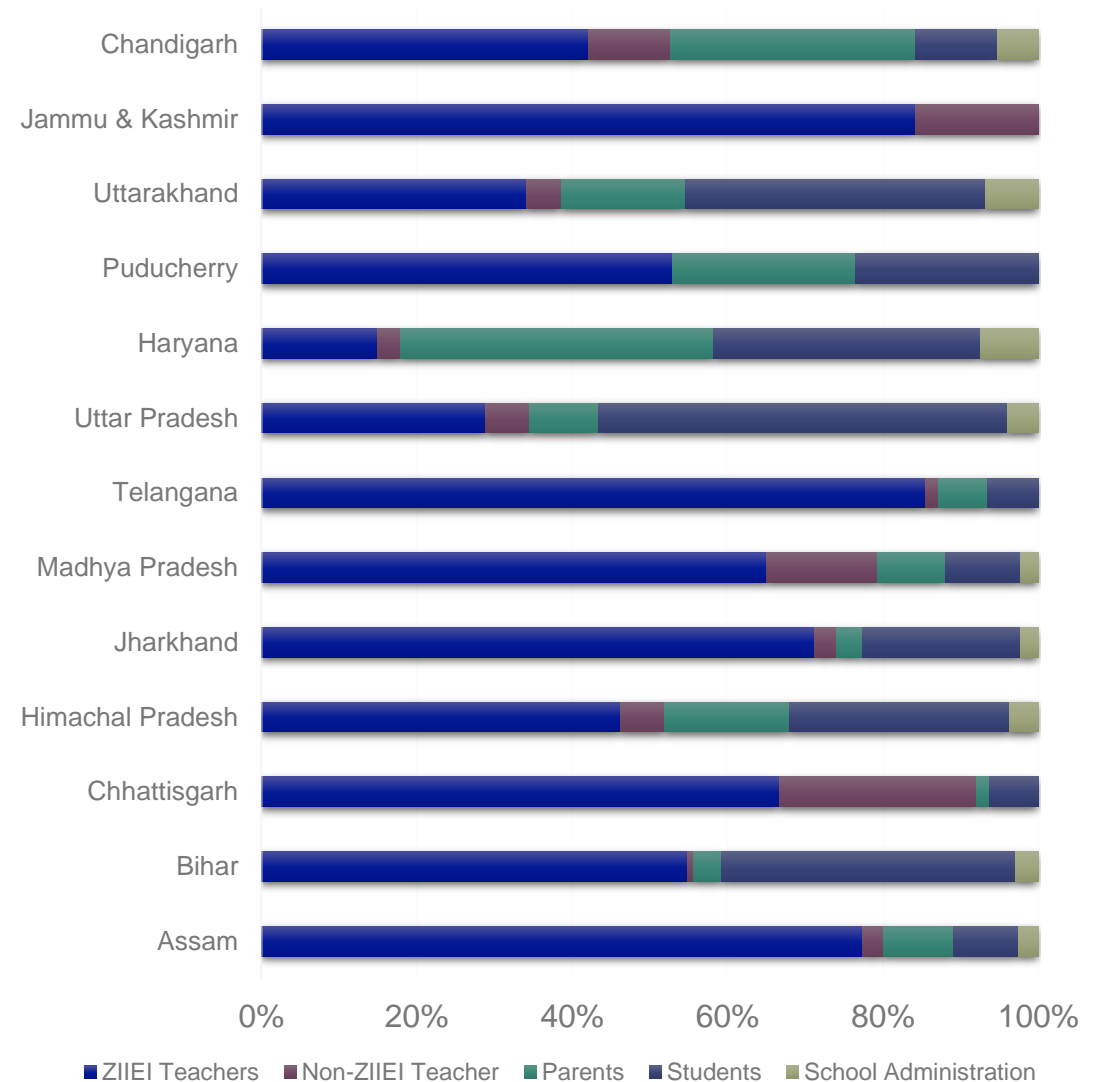# ZIIEI Initiative Study > States & Respondents Coverage
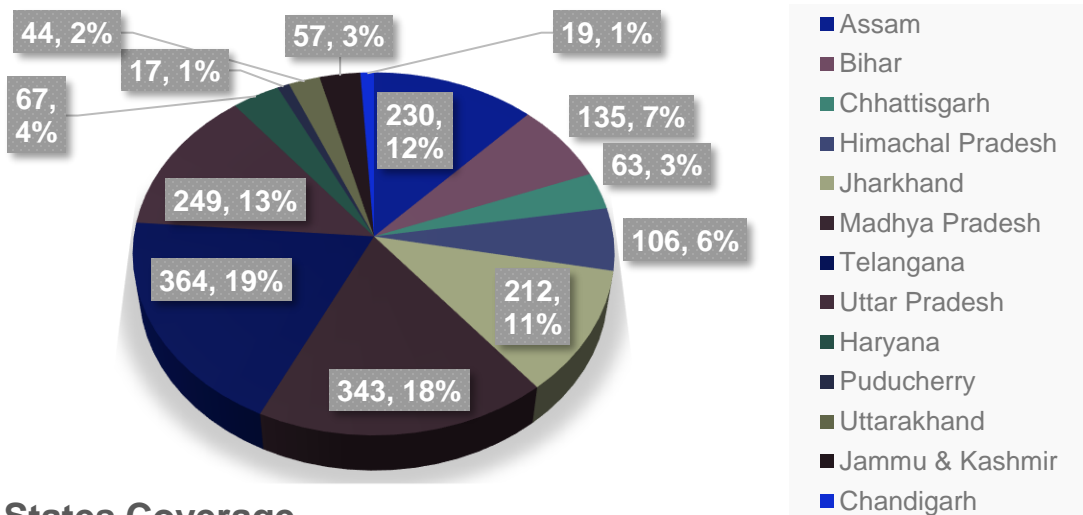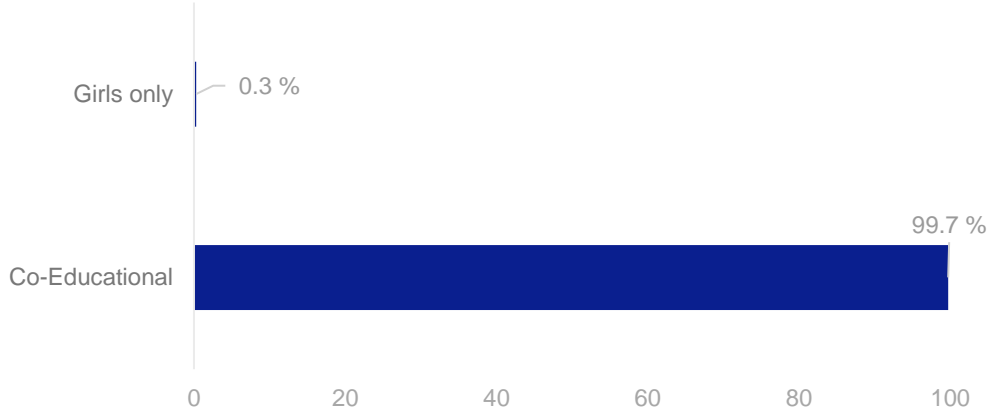

States Coverage

State	Count	%
Assam	230	12%
Bihar	135	7%
Chhattisgarh	63	3%
Himachal Pradesh	106	6%
Jharkhand	212	11%
Madhya Pradesh	343	18%
Telangana	364	19%
Uttar Pradesh	249	13%
Haryana	67	4%
Puducherry	17	1%
Uttarakhand	44	2%
Jammu & Kashmir	57	3%
Chandigarh	19	1%

State count = 10   Respondents =1906

Respondents Type (Overall)

- ZIIEI Teachers — 1190, 63%
- Non-ZIIEI Teacher — 119, 6%
- Parents — 170, 9%
- Students — 381, 20%
- School Administration — 46, 2%

n=1906

ZIIEI Initiative Study > States & Respondents Coverage

Type of School

- Girls only: 0.3 %
- Co-Educational: 99.7 %

(x-axis: 0, 20, 40, 60, 80, 100)

Social Group

- Others: 6
- OBC: 36
- Gen: 33
- ST: 14
- SC: 11

(x-axis: 0, 5, 10, 15, 20, 25, 30, 35, 40)

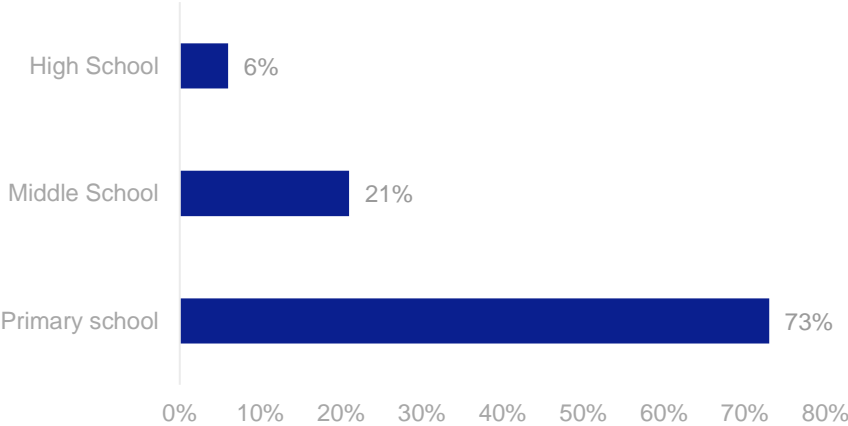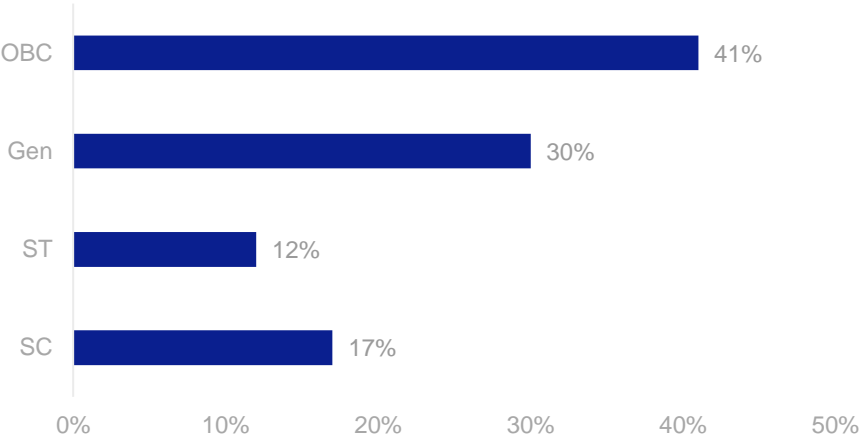## Gender Profile

- Girls: 59
- Boys: 41

(x-axis: 0, 10, 20, 30, 40, 50, 60, 70)

Inferences :
- The analysis shows the relative distribution of the respondents with respect to Type of School, Social Group, Gender Profile who participated in the interview process.

- The pattern reflects relatively higher proportion of the student respondents segregated with the attributes : Type of School (Co-Educational), Social Group mapped to OBC, gendered as Girls
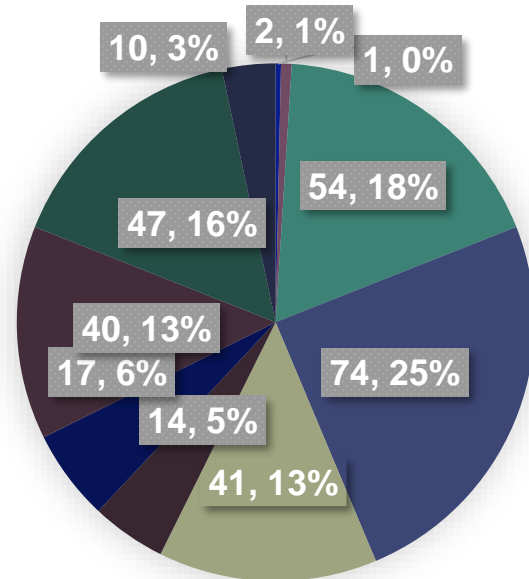
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ZIIEI Initiative Study > Respondents Profile (ZIIEI Teachers)

Type of School

Category	Value
High School	6%
Middle School	21%
Primary school	73%

Social Group

Category	Value
OBC	41%
Gen	30%
ST	12%
SC	17%

Gender Profile

Category	Value
Female	35%
Male	65%

Qualifications

Category	Value
No response	2%
Others	5%
Doctorate	1%
Graduate	29%
Masters	63%

Inferences :
- The analysis shows the relative distribution of the respondents with respect to Type of School employed, Social Group, Gender Profile , Qualifications who participated in the interview process.

- The pattern reflects relatively higher proportion of the respondents segregated with the attributes : Type of school as primary school , social group mapped to OBC, gendered as male , Teacher academic Qualifications as Masters.
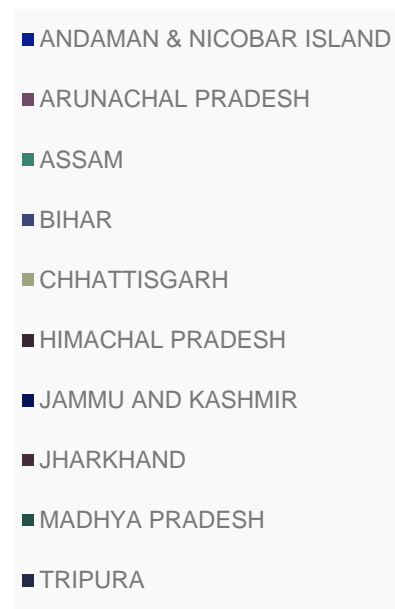
**Teachers' Perception Study (Rupantar) >
States & Respondents**

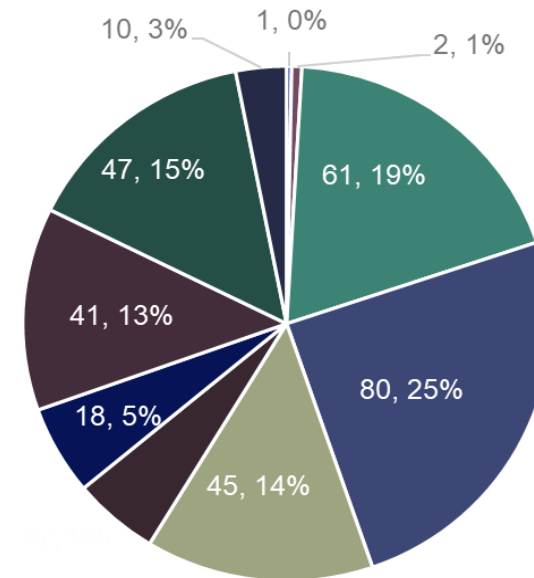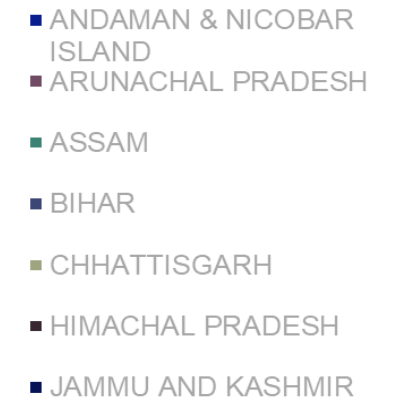# Teachers' Perception Study (Rupantar) > States & Respondents

States/School Coverage

n=300

|	
■	ANDAMAN & NICOBAR ISLAND
■	ARUNACHAL PRADESH
■	ASSAM
■	BIHAR
■	CHHATTISGARH
■	HIMACHAL PRADESH
■	JAMMU AND KASHMIR
■	JHARKHAND
■	MADHYA PRADESH
■	TRIPURA

Respondent Coverage

n=322

Inferences:

- The "Teachers' Perception study" conducted on "Rupantar Role model schools" provided coverage of co-educational schools from 10 states with school count (%) : Assam (54, 18%) , Bihar (74, 24.7%) , Chhattisgarh (41, 13.7%), Himachal Pradesh (14 , 4.7%) , Jammu & Kashmir (17 , 5.7%) , Jharkhand (40, 13.3%), Madhya Pradesh (47 , 15.7%) & Tripura (10,3.3%) , A&N(0.3%), Arunachal Pradesh (0.7%)

- The study covered teacher respondents from 10 states (teachers who completed ZIIEI training) with respondent's response (%) : Assam (61, 20.3%) , Bihar (80, 26.7%) , Chhattisgarh (45, 15%), Himachal Pradesh (17 , 5.7%) , Jammu & Kashmir (18 , 6%) , Jharkhand (41, 13.3%), Madhya Pradesh (47 , 15.7%) & Tripura (10, 3.3%), A&N (1, 0.3%) , Arunachal Pradesh (2, 0.7%)

06

Analysis & research findings

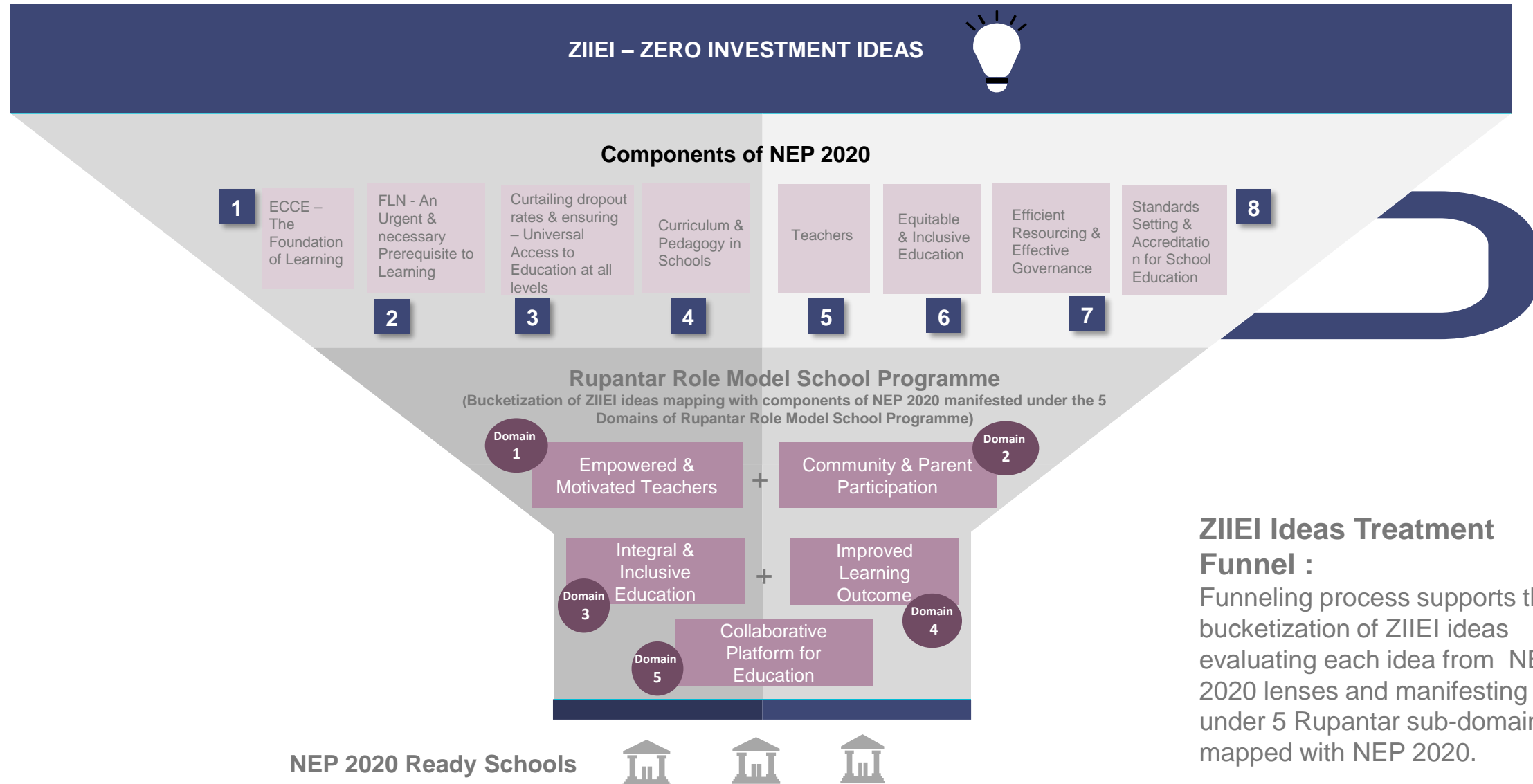# Analysis & research findings
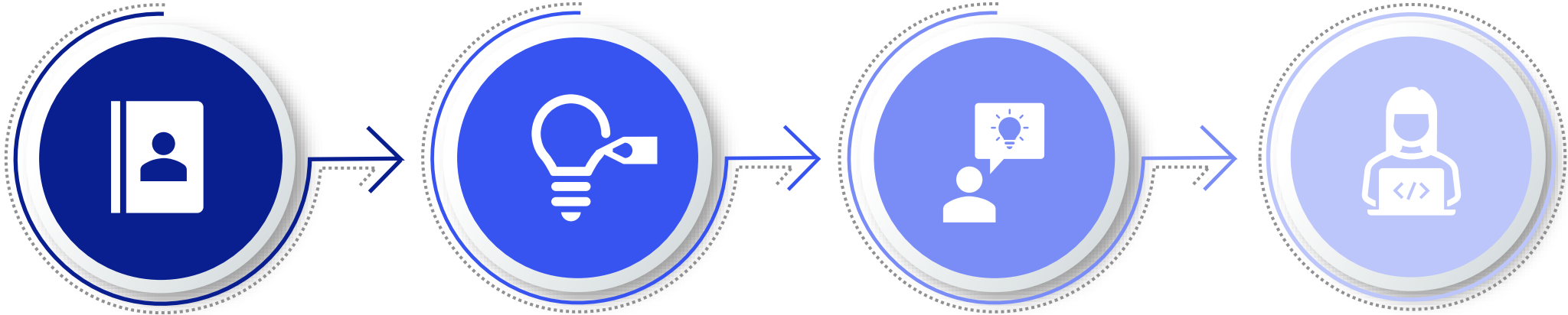
Understanding conception of ZIIEI in alignment with Rupantar & NEP 2020

ZIIEI Outcomes under the ambit of Rupantar & NEP 2020

Teachers Perception towards NEP 2020 ready Rupantar Role Model schools

Recommendations

Analysis & Research Findings > Funneling Process

ZIIEI – ZERO INVESTMENT IDEAS

Components of NEP 2020

| 1 | ECCE – The Foundation of Learning | 2 FLN - An Urgent & necessary Prerequisite to Learning | 3 Curtailing dropout rates & ensuring – Universal Access to Education at all levels | 4 Curriculum & Pedagogy in Schools | 5 Teachers | 6 Equitable & Inclusive Education | 7 Efficient Resourcing & Effective Governance | Standards Setting & Accreditation for School Education | 8 |

Rupantar Role Model School Programme
(Bucketization of ZIIEI ideas mapping with components of NEP 2020 manifested under the 5 Domains of Rupantar Role Model School Programme)

Domain 1 Empowered & Motivated Teachers + **Domain 2** Community & Parent Participation

Domain 3 Integral & Inclusive Education + Improved Learning Outcome **Domain 4**

Domain 5 Collaborative Platform for Education

NEP 2020 Ready Schools

ZIIEI Ideas Treatment Funnel :
Funneling process supports the bucketization of ZIIEI ideas evaluating each idea from NEP 2020 lenses and manifesting them under 5 Rupantar sub-domains mapped with NEP 2020.
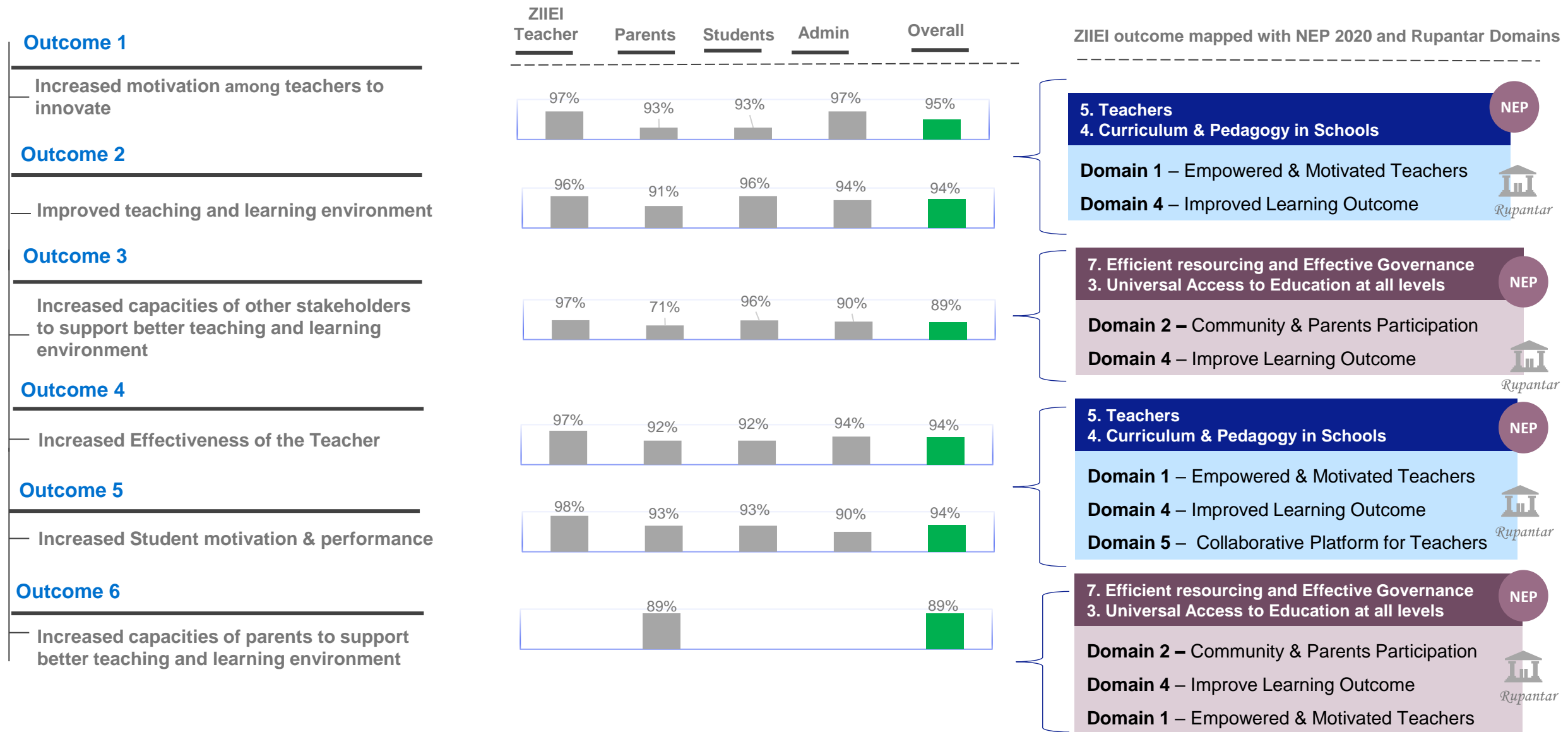
High

IMPACT

((fit))

Low

ZIIEI - ZERO Investment Ideas
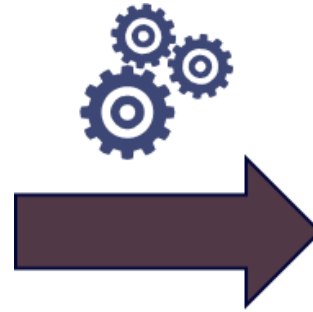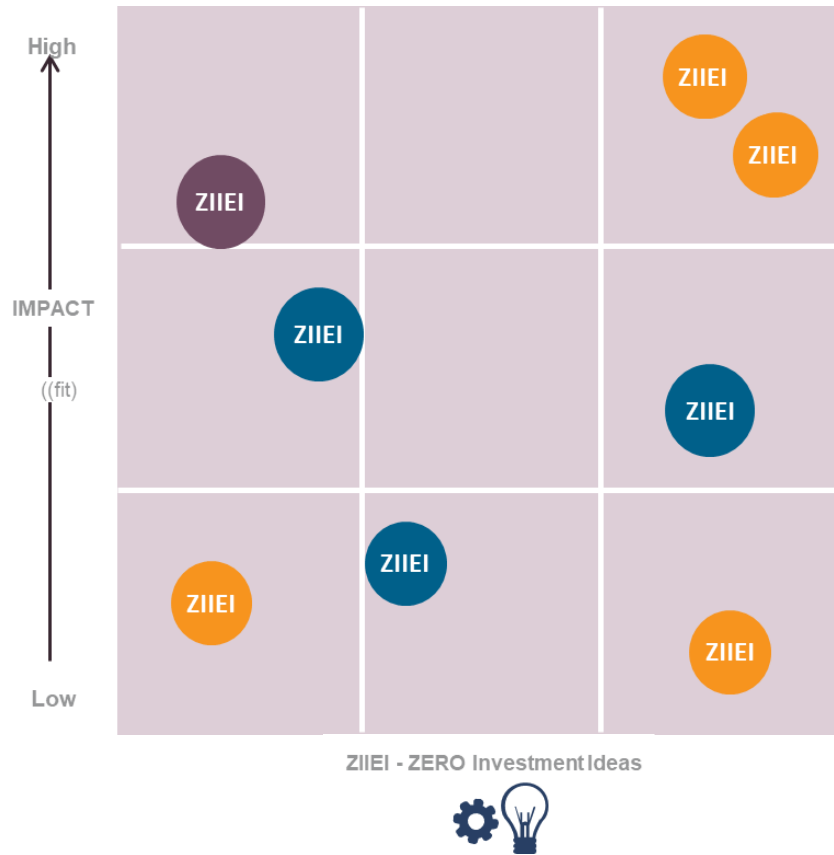
1	ECCE – The Foundation of Learning	NEP
	Domain 4 – Improve Learning Outcome	
2	FLN - An Urgent & Prerequisite to Learning	NEP
	Domain 2 – Community & Parents Participation	
	Domain 4 – Improved Learning Outcome	Rupantar
3	Universal Access to Education at all levels	NEP
	Domain 2 – Community & Parents Participation	
	Domain 4 – Improved Learning Outcome	Rupantar
4	Curriculum & Pedagogy in Schools	NEP
	Domain 4 – Improve Learning Outcome	
5	Teachers	NEP
	Domain 1 – Empowered & Motivated Teachers	
	Domain 5 – Collaborative Platform for Teachers	Rupantar
6	Equitable & Inclusive Education	NEP
	Domain 3 – Integral & Inclusive Education	
7	Efficient resourcing and Effective Governance	NEP
	Domain 2 – Community & Parents Participation	Rupantar
8	Standards Settings & Accreditation for School Education	NEP
	All 5 Domains	

Rupantar Domains objectively mapped with NEP 2020 components depicting the categories under which ZIIEI ideas are being profiled . Profiling of ideas is an incremental and continuous process under ZIIEI initiative.

ZIIEI outcome mapped with NEP 2020 and Rupantar Domains

	ZIIEI Teacher	Parents	Students	Admin	Overall

Outcome 1

Increased motivation among teachers to innovate

| 97% | 93% | 93% | 97% | 95% |

Outcome 2

Improved teaching and learning environment

| 96% | 91% | 96% | 94% | 94% |

5. Teachers
4. Curriculum & Pedagogy in Schools — NEP

Domain 1 – Empowered & Motivated Teachers
Domain 4 – Improved Learning Outcome

Rupantar

Outcome 3

Increased capacities of other stakeholders to support better teaching and learning environment

| 97% | 71% | 96% | 90% | 89% |

7. Efficient resourcing and Effective Governance
3. Universal Access to Education at all levels — NEP

Domain 2 – Community & Parents Participation
Domain 4 – Improve Learning Outcome

Rupantar

Outcome 4

Increased Effectiveness of the Teacher

| 97% | 92% | 92% | 94% | 94% |

Outcome 5

Increased Student motivation & performance

| 98% | 93% | 93% | 90% | 94% |

5. Teachers
4. Curriculum & Pedagogy in Schools — NEP

Domain 1 – Empowered & Motivated Teachers
Domain 4 – Improved Learning Outcome
Domain 5 – Collaborative Platform for Teachers

Rupantar

Outcome 6

Increased capacities of parents to support better teaching and learning environment

| | 89% | | | 89% |

7. Efficient resourcing and Effective Governance
3. Universal Access to Education at all levels — NEP

Domain 2 – Community & Parents Participation
Domain 4 – Improve Learning Outcome
Domain 1 – Empowered & Motivated Teachers

Rupantar

Analysis & Research Findings > ZIIEI Outcomes > Composite Score Computations

S.No.	Stakeholders	Computations to arrive at the Composite Score (Outcome Level)
1	Teachers	(Number of interviewed Teachers preferred to choose "Agree" or "Strongly Agree" on the Outcome / Total number of Teachers interviewed)* 100
2	Parents	(Number of interviewed Parents preferred to choose "Agree" or "Strongly Agree" on the Outcome / Total number of Teachers interviewed)* 100
3	Students	(Number of interviewed Parents preferred to choose "Agree" or "Strongly Agree" on the Outcome / Total number of Teachers interviewed)* 100
4	Education Officers/ Administrators	(Number of interviewed Administrators preferred to choose "Agree" or "Strongly Agree" on the Outcome / Total number of Teachers interviewed)* 100
5	Overall (Outcome Level)	Average of composite score at each Outcome level

ZIIEI Teachers
97% of the ZIIEI teachers agree that the initiative helped them to make a lot of changes in their teaching methodology. Most of the teachers have said that Navachar Pustika have been the effective source for them to conclude the innovative ideas with optimum utilisation of resources.

Parents
93% of parents agree that ZIIEI initiative have been the great initiative, as it is the need of government schools because the traditional teaching pedagogy is not that effective, so the programme have played the vital role for implementing the innovative teaching pedagogy.

Students
93% of students agree that their teacher have changed the teaching methods and now it is resulting that they are able to grasp most of the concepts taught in the class, the learning is enjoyable, and students have also observed that now their teachers are encouraging more of them to participate in all classroom activities.

Administration
97% of the administration agree that ZIIEI initiative have motivated teachers to come forward with the innovative ideas of teaching.

Key Stakeholders (%age) - Outcome 1
(Increased Motivation among Teachers to Innovate)

	ZIIEI Teachers	Parents	Students	Admininstration
	97%	93%	93%	97%
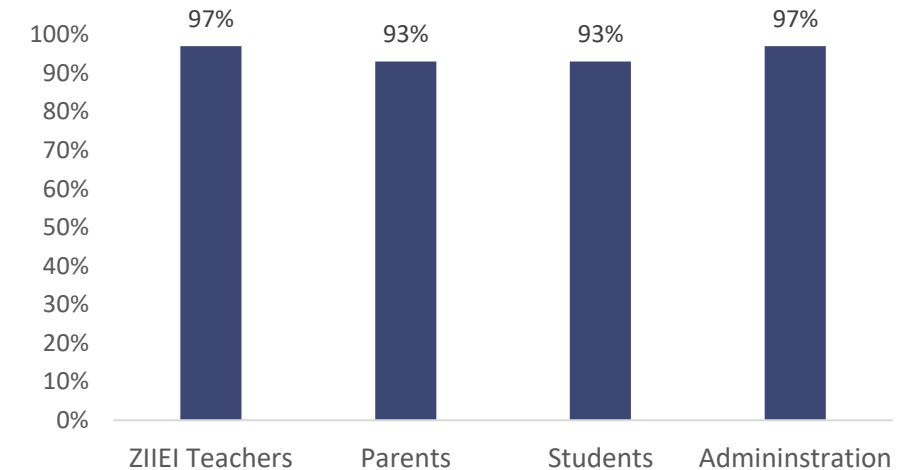
ZIIEI Outcomes > Outcome1 > Increased motivation among teachers to innovate

Curriculum & Pedagogy in Schools (NEP 2020)

Teachers (NEP 2020)

ZIIEI Outcome #1

Increased Motivation among Teachers to Innovate

Empowered & Motivated Teachers (Domain 1 : Rupantar)

Improved Learning Outcome (Domain 4 : Rupantar)

Overall percentage 95% of the respondents reported that the ZIIEI initiative have been the great step for encouraging the teachers to include the innovative practices in their curriculum to teach the students in a more adequate and effective way.

This is in inline with the expectations listed in NEP 2020 (Chapter 4 : Curriculum and Pedagogy in Schools, Chapter 5 : Teachers) met by ZIIEI initiative mapped under the Rupantar Domains (Domain 1 : Empowered & Motivated Teachers , Domain 2 : Improved Learning Outcome) and contributing towards accomplishing NEP 2020 goals.

ZIIEI Outcomes > Outcome 2 > Improved Teaching & Learning Environment

ZIIEI Teachers
96% of the teachers responded that the initiative has helped them in achieving the targeted outcomes as the training enabled them to create positive learning environment for the students, it helped students to develop higher order thinking skills. Inclusion of project based learning and real-life case study has helped them to develop adulthood in the students.

Parents
91% of the parents reports that ZIIEI training helped the schools to enhance the teaching and learning environment, many parents also reported that after ZIIEI their child does not require any kind of tuitions. It is also reported that equal participation of the students is also encouraged by the teachers in the class.

Students
96% of the students agree that their teachers have adopted changes in the teaching pedagogy, many students also reported that after changing the teaching method their CGPA got improved, and teachers encourage them to programmed participate in the classroom activities. Students also reported that their teachers have designed the activities for improving their communication skill and have also encouraged them to interact with other classmates.

Administration
94% of the administration agree that the initiative has improved the enrolment of the students and has led to improvement in the teaching environment.

Key Stakeholders (%age) - Outcome 2
(Improved Teaching & Learning Environment)

Stakeholder	Percentage
ZIIEI Teachers	96%
Parents	91%
Students	96%
Admininstration	94%

ZIIEI Outcomes > Outcome 2 > Improved Teaching & Learning Environment

ZIIEI Outcome #2

Improved teaching and learning environment

- Curriculum & Pedagogy in Schools (NEP 2020)
- Teachers (NEP 2020)
- Empowered & Motivated Teachers (Domain 1 : Rupantar)
- Improved Learning Outcome (Domain 4 : Rupantar)
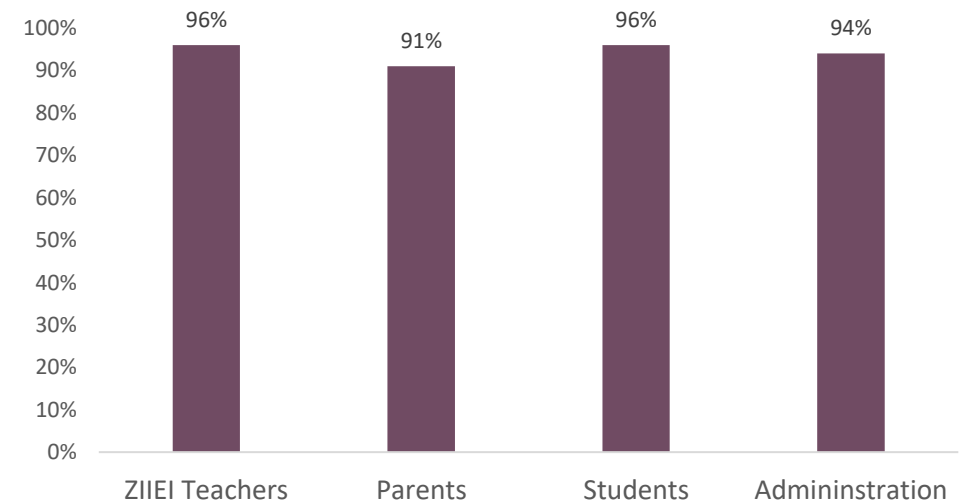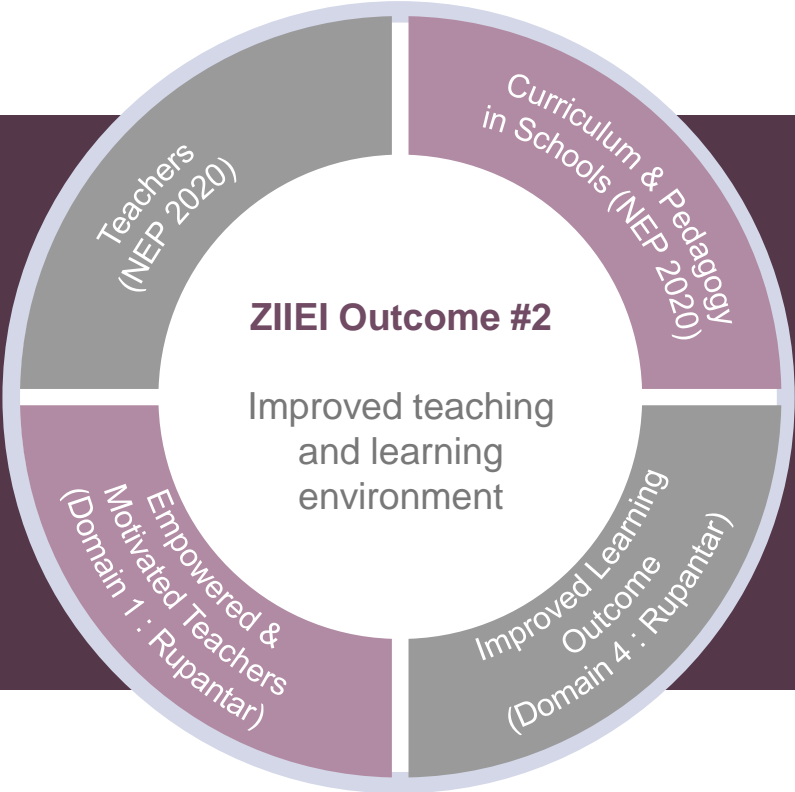
94% of the total respondents have opinion that the ZIIEI initiative has contributed at large to overall improvement in the teaching-learning environment. Participation of students has increased due to adoption of innovative pedagogies of project-based learning. This led to improvement in CGPA & enrollment of students.

This is in inline with the expectations listed in NEP 2020 (Chapter 4 : Curriculum and Pedagogy in Schools, Chapter 5 : Teachers) met by ZIIEI initiative mapped under the Rupantar Domains (Domain 1 : Empowered & Motivated Teachers , Domain 2 : Improved Learning Outcome) and contributing towards accomplishing NEP 2020 goals.

ZIIEI Outcomes > Outcome 3 > Increased Capacities of other Stakeholders

ZIIEI Teachers
97% of the teachers admits that after the implementation of the ZIIEI initiative support system has been strengthened leading to more conducive teaching and learning environment in the school. Periodical meetings with the education officers being conducted are leading to improved coordination. The initiative will be recommended further to other stakeholders like Principals, BEO, and DEO to attend the ZIIEI training.

Parents
71% of the parents agree that they also have been the part of the programme in some or the other way, and it helped them to increase their capacity to support the teaching learning environment. Many of the parents have reported that there are other initiatives also which aims to improve the education in the country.

Students
96% of the students observes that other stakeholders are also helping them to improve the betterment of the learning environment. They also reported that now their teachers are encouraging them more to participate in all of the activities

Administration
90% of the administration expresses that after the implementation of the initiative other staffs are supporting to enhance the environment of the school. Local government has also admitted that the initiative has benefited the schools and it is aligned with the priorities of government. Also, the drop-out rates are reduced and support from school management, and administration got enhanced. It is also recorded that the initiative has helped in enhancing the attendance of the students

Key Stakeholders (%age) - Outcome 3
(Increased Capacities of Other Stakeholders)

	ZIIEI Teachers	Parents	Students	Administration
	97%	71%	96%	90%

ZIIEI Outcome #3

Increased capacities
of other stakeholders

Universal Access to Education at all Levels (NEP 2020)

Efficient Resourcing & Effective Governance (NEP 2020)

Communities & Parents Participation (Domain 2 : Rupantar)

Improved Learning Outcome (Domain 4 : Rupantar)
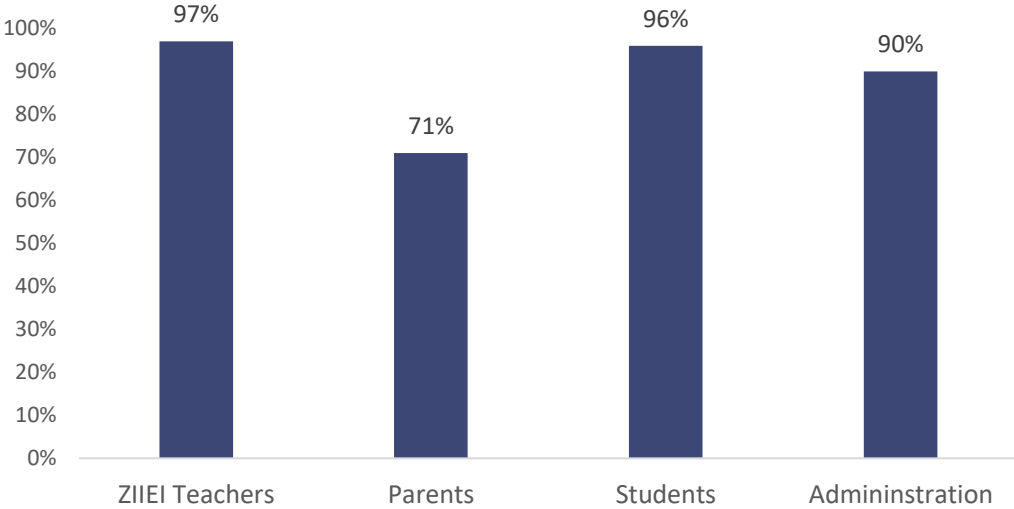
89% of the total respondents observed that the ZIIEI initiative has helped to improve the support system extended on behalf of other stakeholders, resulting in improved teaching and learning environment of the schools, decrease in the drop-out rates of girl students and increase in attendance of the students in the school.

This is in inline with the expectations listed in NEP 2020 (Chapter 3 : Universal Access to Education at all Levels, Chapter 7 : Efficient Resourcing & Effective Governance) met by ZIIEI initiative mapped under the Rupantar Domains (Domain 4 : Improved Learning Outcome, Domain 2 : Communities & Parents Participation) and contributing towards accomplishing NEP 2020 goals.

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ZIIEI Teachers
97% of the teachers expresses that they have started incorporating the research in the academic tasks, and promotes peer presentations, talk & learn, value-based projects, music and dance learning project, health and wellness projects, environmental learning which results in improved understanding, attendance, reduction in drop-out rates & vocabulary enrichment.

Parents
92% of the parents agree that the teacher's effectiveness is now increased as the programme has helped teachers to improve their knowledge. Parents also expresses that their students don't require any tuition after the teaching at school; it completely shows the effectiveness of the teachers

Students
92% of the students expresses that their teachers are always available for them to resolve their doubts and queries and assist them in goal setting.

Administration
94% of the Administration department also observes and acknowledges the effectiveness enhancement of teachers and recommended that more teachers should opt for ZIIEI training

Key Stakeholders (%age) - Outcome 4
(Increased Effectiveness of the Teachers)

Stakeholder	Percentage
ZIIEI Teachers	97%
Parents	92%
Students	92%
Admininstration	94%

ZIIEI Outcome #4

Increased effectiveness of the teacher

- Teachers (NEP 2020)
- Empowered & motivated Teaches Rupantar : Domain 1
- Improved Learning Outcome Rupantar : Domain 4
- Collaborative Platform for Teachers Rupantar : Domain 5
- Curriculum & Pedagogy in Schools (NEP 2020)
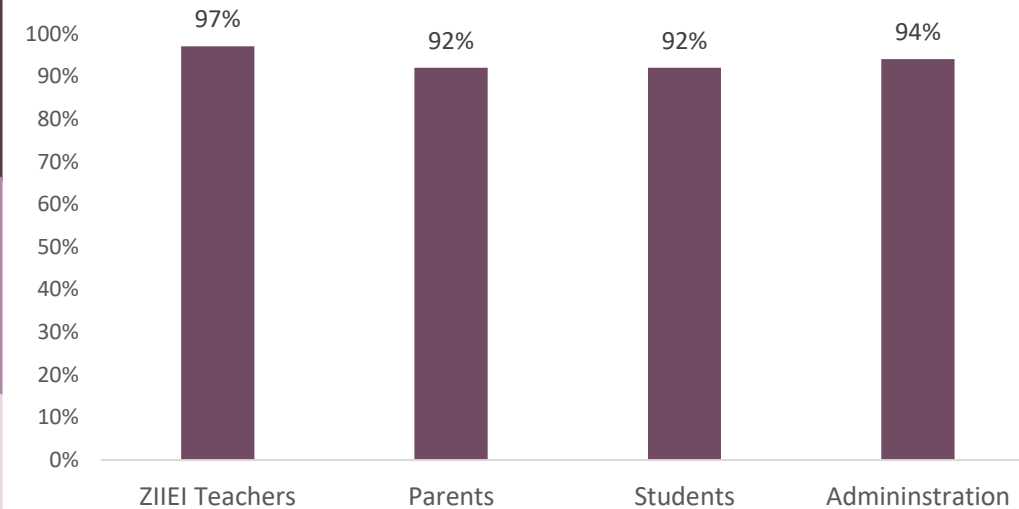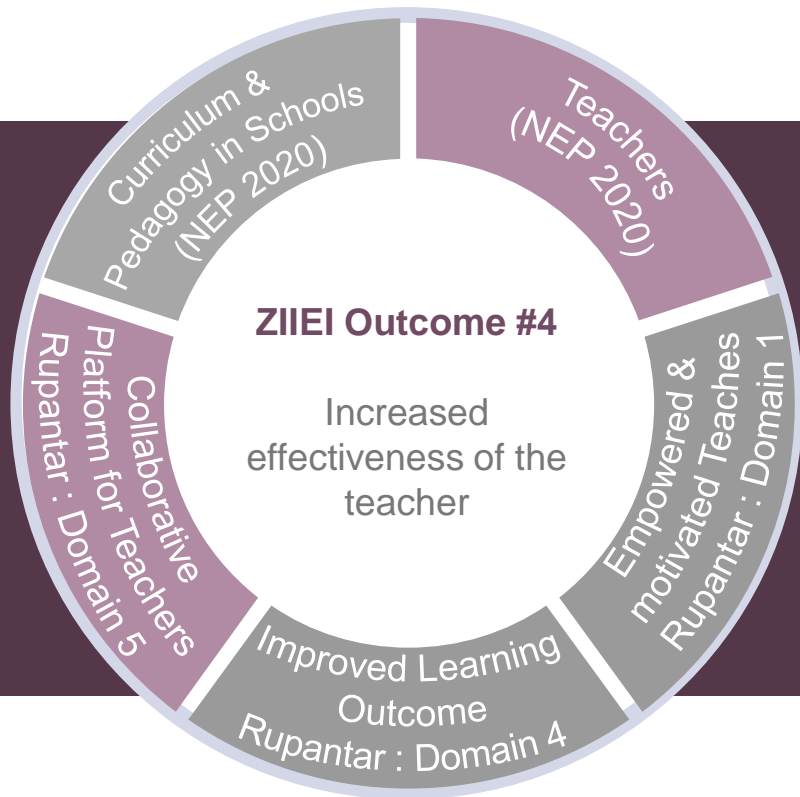
Overall, 94% of the respondents acknowledged improvement & inclusion of new teaching methods (e.g., project-based learning) in teaching learning process resulting in increasing the effectiveness of teachers, reduction in drop-out rates of the students, better understanding of concepts & improved knowledge among students.

This is in inline with the expectations listed in NEP 2020 (Chapter 4 : Curriculum and Pedagogy in Schools, Chapter 5 : Teachers) met by ZIIEI initiative & mapped under the Rupantar Domains (Domain 1 : Empowered & Motivated Teachers , Domain 4 : Improved Learning Outcome, Domain 5 : Collaborative Platform for Teachers) and contributing towards accomplishing NEP 2020 goals.

ZIIEI Teachers
98% of the teachers admit that the initiative enabled the learners to improve their motivation level and performance. Project-based teaching helped to develop scientific temper and skill among the learners. Students have started coming regularly to the schools and there is a shift in the drop-out ratio

Parents
96% of the parents responded that ZIIEI enabled the children to achieve the targeted learning outcomes and their children are able to link the concepts with real life surroundings. The program has contributed to overall personality development and now their children enjoy schoolwork and complete that passionately.

Students
95% of the students responded that now their motivation of going to school has got increased, and their score in different subjects has got improved, now they are able to prepare for the test easily and their teachers, principal have acknowledged the same. 94% of the students agreed that the initiative has enabled them to improve self-awareness and supported in developing communication skills while 84% reported improvement in socio emotional aspects. Most of the students have also admitted that they don't require any tuition after this training, they have also got to know about the technology demand for future.

Administration
95% of the administration responded that ZIIEI have motivated the students to perform well in academics, and contributed to overall personality development, the initiative helped in developing the communication skills, critical thinking, problem solving, and interpersonal skill in the students.

Key Stakeholders (%age) - Outcome 5
(Increased Student Motivation & Performance)

ZIIEI Teachers	98%
Parents	96%
Students	95%
Admininstration	95%

ZIIEI Outcome #5

Increased student motivation and performance

- Teachers (NEP 2020)
- Curriculum & Pedagogy in Schools (NEP 2020)
- Collaborative Platform for Teachers Rupantar : Domain 5
- Improved Learning Outcome Rupantar : Domain 4
- Empowered & motivated Teaches Rupantar : Domain 1
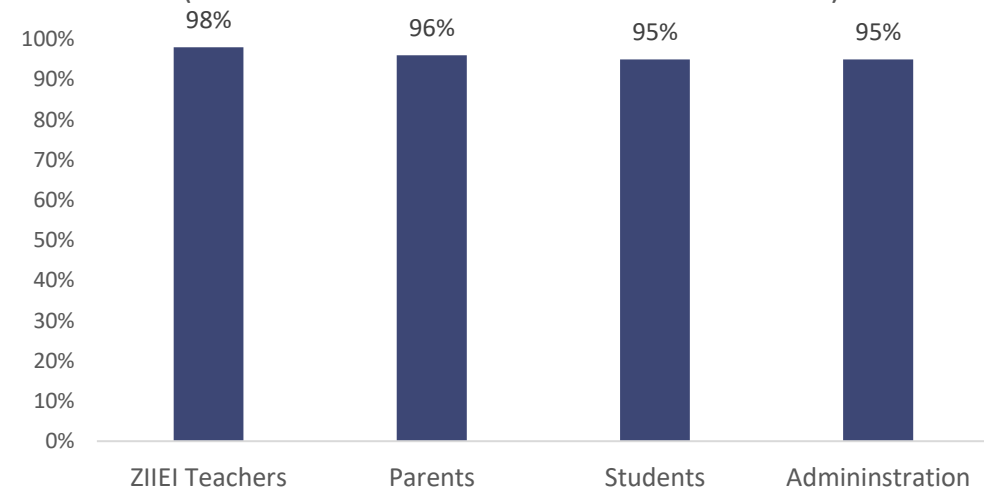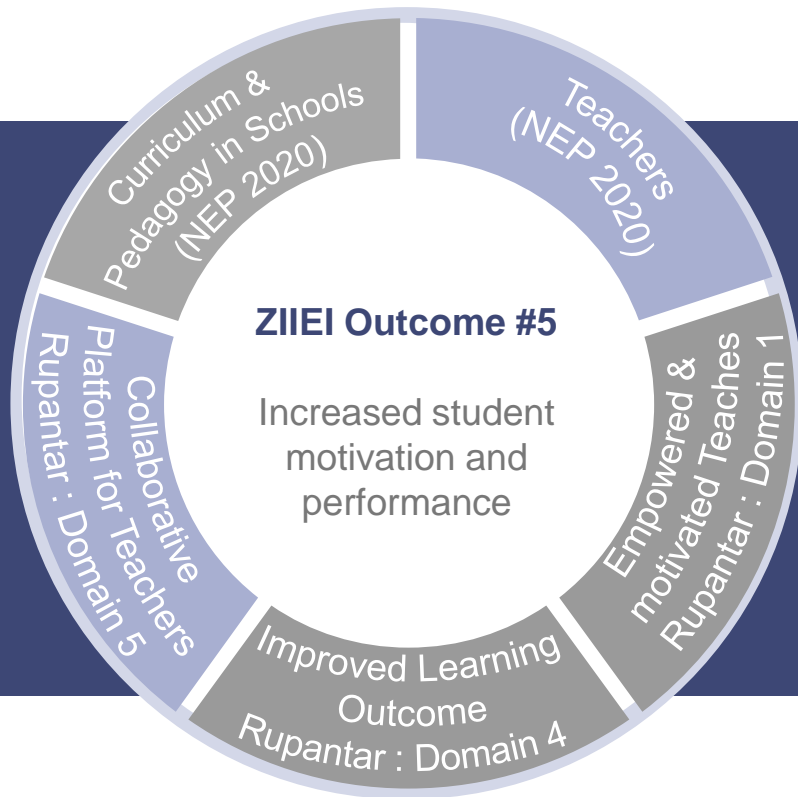
Overall, 94% of the stakeholders expressed that the initiative has developed many skills among the students which resulted in enhanced performance and motivation among the students.

This is in inline with the expectations listed in NEP 2020 (Chapter 4 : Curriculum and Pedagogy in Schools, Chapter 5 : Teachers) met by ZIIEI initiative mapped under the Rupantar Domains (Domain 1 : Empowered & Motivated Teachers , Domain 2 : Community & Parents Participation, Domain 4 : Improved Learning Outcome) and contributing towards accomplishing NEP 2020 goals.

Parents
96% of the parents are satisfied with the learning outcomes of their child and they also observed the improved academic performance. 84% of the parents have said that learning through games has improved their child's performance and the awareness of the ZIIEI initiative was done by teachers during PTM.

A significant 98% of the parents feels about shift in their perspectives towards their role which they now feel is not limited up to providing resource support only.

Parents seems to be convinced about the importance of their role in the child academic journey and agreeing to collaborate more with teachers and the child to find the child's need timely to support the learning

Parents attitudinal shift is helping in bringing increased focus towards the child's growth and overall development recommending the ZIIEI initiatives to other parents as well.

Outcome 6
Increased Capacities of Parents to extend Support
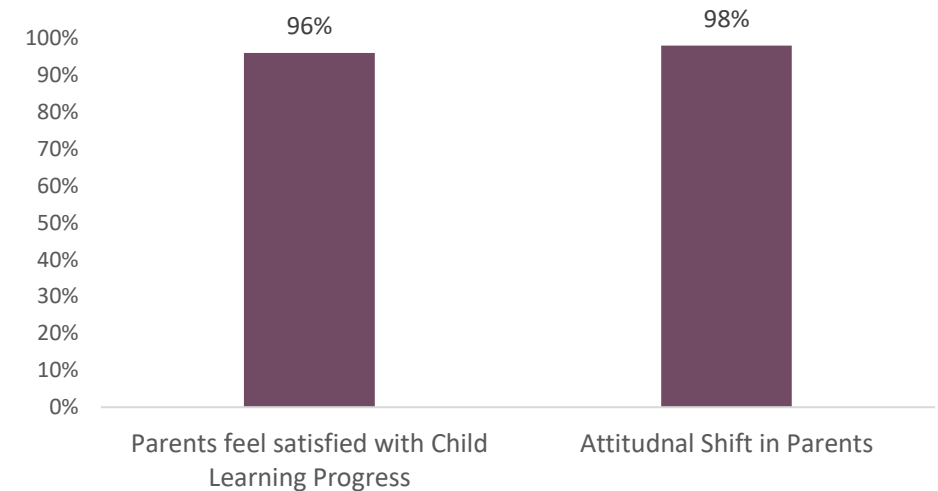
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ZIIEI Outcome #4

Increased effectiveness of the teacher

- Universal Access to Education at all Levels (NEP 2020)
- Efficient Resourcing & Effective Governance (NEP 2020)
- Empowered & motivated Teaches Rupantar : Domain 1
- Improved Learning Outcome Rupantar : Domain 4
- Community & Parents Participation Rupantar : Domain 2
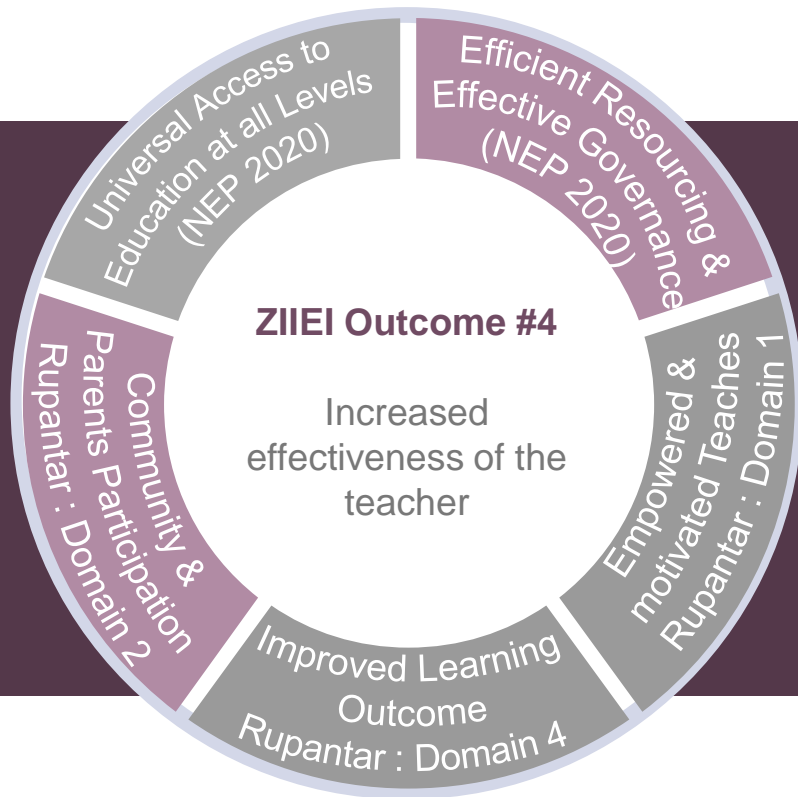
89% Parents admitted that initiative enabled them to enhance their capacities , collaborate better with the teachers to support the child learning needs , staying proactive and motivated and contribute to the creation of better teaching and learning environment.

This is in inline with the expectations listed in NEP 2020 (Chapter 3 : Universal Access to Education at all Levels , Chapter 7 : Efficient resourcing and effective governance) met by ZIIEI initiative mapped under the Rupantar Domains (Domain 1 : Empowered & Motivated Teachers , Domain 2 : Community & Parents Participation, Domain 4 : Improved Learning Outcome) and contributing towards accomplishing NEP 2020 goals.

ZIIEI from REESIE + C Framework Lense

REESIE+C Framework findings				
Category	**Indicators**	**Total Count**	**% Cases**	**Performance**
Relevance	Satisfaction with learning outcomes	1171	98%	
	Awareness of ZIIEI components	1165	98%	
	Involvement of new teaching methods	363	95%	
	ZIIEI alignment with government priorities	44	96%	
Efficiency	Mentoring students to adopt to new skills	1167	98%	
	Realization of role towards child's education	167	97%	
	Adoption of project-based learning	163	96%	
Effectiveness	Effectiveness of ZIIEI	1070	90%	
	Self-awareness of students	166	98%	
	ZIIEI role in improvement of academic performance	45	98%	
Sustainability	Further adoption of ZIIEI	1165	98%	
	Further recommendation	162	95%	
	Motivation among stakeholder even after ZIIEI concludes	44	96%	
Impact	Enrolment of students	1151	97%	
	Improvement in teaching and learning environment	44	96%	
Coherence	ZIIEI motivation to develop skills among students	161	95%	
Equity	Involvement of all categories	161	95%	

Legend	High	Medium	Low

The study has analyzed the ZIIEI initiative using the REESIE+C framework which will further help us to evaluate the initiative effectively.

As per the analysis, if >60% of the responses are in favor of listed subcomponents , the performance is reported as "high", if 30-60% of sampled units responded is in favor of the subcomponent,

the performance is reported as "medium", and if <30% replied is in favor of the subcomponent, performance is reported as "low".

All the 17 indicators mapped to the 7 categories captured the performance as "High" which validates that ZIIEI is functioning in High performance zone

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ZIIEI from REESIE + C Framework Lense

97%

S. No.	Parameter	Key Enquiry Areas	Findings/ Observations
1	Relevance	The extent to which the intervention objectives and design respond to beneficiaries, country, and partner/institution needs, policies, and priorities	Zero Investment Innovations for Education Initiatives (ZIIEI) encourages teachers at various government schools to come up with simple and innovative ideas for teaching students in the classroom in the most effective and efficient manner.
			It is reported that a million plus ideas are shared by the teachers in the program and 98% of the teachers covered under the study found zero investment innovative ideas helpful in improving learning outcomes of the students.
			Positive change in pedagogy through integration of project-based learning is also acknowledged by the students. Students found improvement in classroom environment experiencing an increase in opportunities for engagement through various activities.
			Focus of the intervention found to be beyond infrastructure development i.e., motivation of teachers for experimenting, learning from experiences of others and implementation of ideas in the classroom with students and encouraging them to participate and enhancing learning outcomes. This aligns with policy goals of Providing Quality and Inclusive education under the ambit of National Education Policy 2020 framework.
			In general, a unanimous consensus from teachers, students, parents, and school administrative officials has been reported on the need of the program and it is also advised that the program should be extended to all the schools across the country.

ZIIEI from REESIE + C Framework Lense

97%

S. No.	Parameter	Key Enquiry Areas	Findings/ Observations
2	Efficiency	The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.	Implementation of zero investment innovation in education does not require investment in infrastructure development rather focusing on change in teaching methodology through experiential learning (experience of self as well as ideas and experiences of others). Simply, the motivated teachers are in turn motivating learners for adopting new skills and transforming / trying to transform themselves as learning facilitators, mentors and change makers. It is reported by the parents that the adoption of PBL and change in teaching methods are helping children in making them self-sufficient in studies and dependency on tuition has reduced significantly. The intervention found to deliver the result economically considering the below (i) The implementation or integration of ZIIE ideas does not depend upon the need of additional infrastructure while supporting the learning needs of students (ii) Economically unburdening the parents while support performance improvement of students by reduction in the dependence on tuitions.

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ZIIEI from REESIE + C Framework Lense

S. No.	Parameter	Key Enquiry Areas	Findings/ Observations
3	Sustainability	The extent to which the net benefits of the intervention continue or are likely to continue.	One of the aims of the intervention is focusing on change in Knowledge, Aptitude and Practice. The skills once acquired or adopted practices will remain with the teachers and most of them have expressed that they will continue with the change and further they are willing to recommend to others for engaging with ZIIE and advised to extent the interventions for all the schools and teachers. It is envisaged that with expansion of the program, recognition and adoption of new ideas and enabling policy framework especially NEP-2020, the intervention is continuing to help the entire education delivery system in the Government Schools
4	Impact	The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.	Improvement in student retention rate and attendance of the students school is one of the indictors for improvement in the teaching – learning environment at the school. Analysis of the findings clearly indicate that the intervention has contributed positively to both the parameters.
5	Coherence	The compatibility of the intervention with other interventions in a country, sector or institution	The Outcome of the intervention found aligned with the most of the sectoral policy objectives in education.

95%

96%

95%

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ZIIEI from REESIE + C Framework Lense

S. No.	Parameter	Key Enquiry Areas	Findings/ Observations
6	Effectiveness	The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.	Improvement in academic performance of the students and better awareness about surrounding are among the key objectives of the education related interventions. As reported from the study that the intervention helping the school, teachers, students, and parents in overall improvement in environment and performance.
7	Equity	The extent to which the intervention is inclusive for all categories	The intervention found to be supporting the learning outcomes in an equitable manner. It is unanimously reported that all the students regardless of their caste, social groups, equally participate in various project-based learning activities. All students especially girls are encouraged to participate in various interactive activities.

95%

95%

Rupantar Role Model School
(NEP 2020 Ready)

Domain 1

Domain 2

Domain 3

Domain 4

Domain 5

Empowered & Motivated Teachers

Community & Parents Participation

Integral & Inclusive Education

Improved Learning Outcome

Collaborative Platform for Teachers

National Education Policy 2020
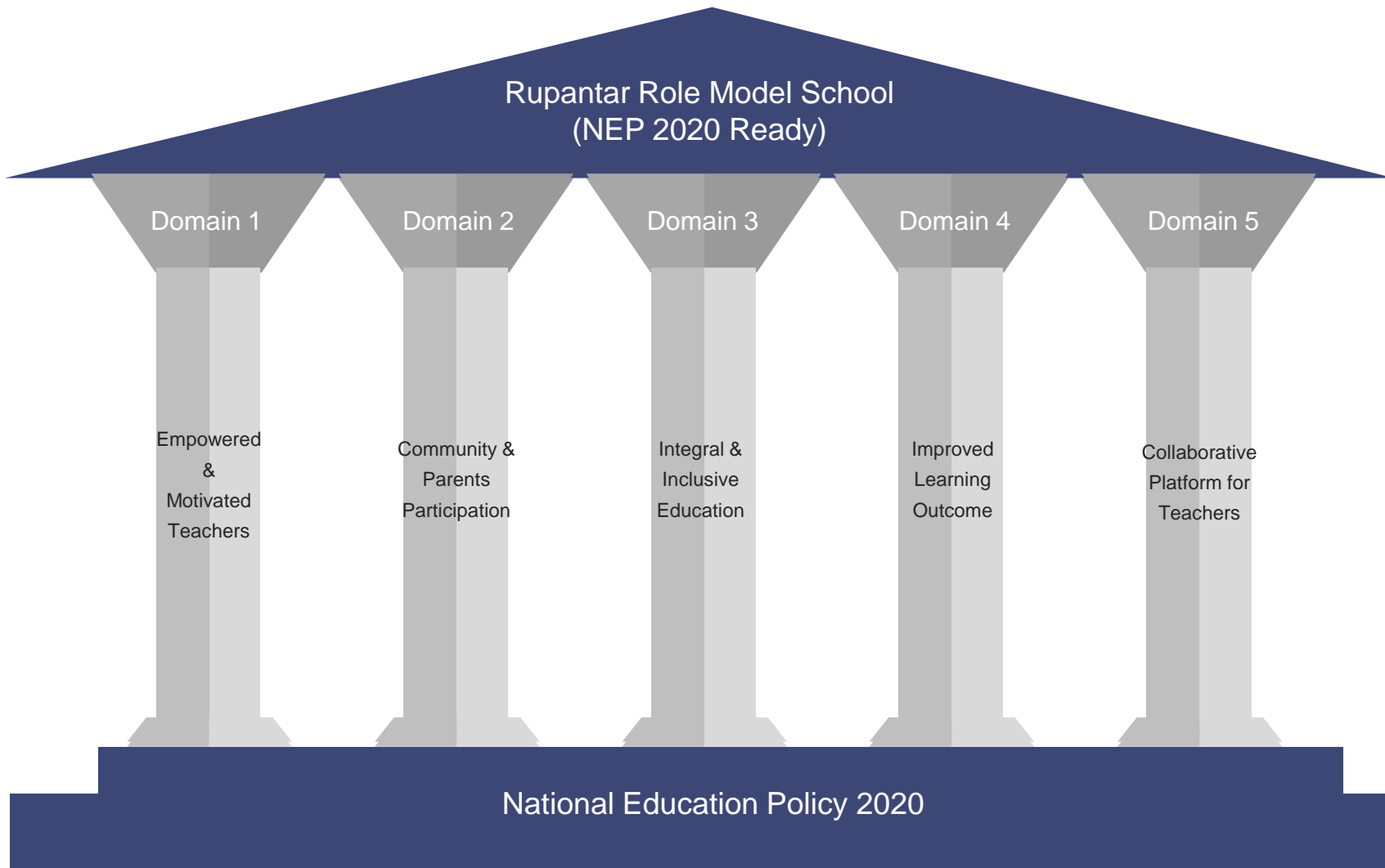
Sri Aurobindo Society envisions creating NEP 2020 ready 10000 Role Model Schools through a multidimensional Rupantar program.

Basis Desk review, it was found that several initiatives are running under the umbrella of Rupantar program. These initiatives span across five Rupantar domains at varied length.

To understand the Teachers perception about Rupantar Role Model Schools a telephonic survey was conducted with teachers aware about the Rupantar program. Survey covered a sample of 8 states and 322 teachers. Teachers' perception was captured and rationalized on a scale of 1 to 10 under 5 Rupantar domains.

Teachers Perceptions Analysis > Rupantar Domain 1> "Motivating and Empowering Teachers"

Motivation & Empowerment
Majority of respondent Teachers perceive that Rupantar initiatives are empowering and have an inherent pull factor to support quality teaching. The study conducted on a sample of 322 teachers to understand their perception about Rupantar initiatives towards "Motivating and Empowering Teachers" rated an average score of 8.2 (rationalized on a scale of 1 to 10)

93% of the Teachers mentioned that school prepares scholastic and co-scholastic calendars . 82% of Teachers mentioned the usage of online course to keep themselves updated on different pedagogies and skill enhancement. 75% respondent teachers agreed the usage of ICT tools and experiential learning activities to promote holistic education leading to the child's overall development. 90% respondent teacher mentioned to create academic lesson plans based on the guidelines and principles of National Curriculum Framework and NEP 2020.

94% of the respondent teachers fully agreed to use innovative teaching learning processes in the classroom to make learning experiential and joyful. 99% of the teachers mentioned to make their own Teaching Learning materials to make classroom engaging and interesting. The positive engagement of teachers in various classroom and school processes signifies their positive attitude and high level of motivation towards their profession which seems to be empowering and is a key ask of NEP 2020.

Motivation & Empowerment

Category	Value
Scholastic & Co-scholastic Calendars	93%
Usage of Online Course	82%
Usage of ICT Tool & Experiential Learning activities	75%
Academic lesson plan as per NEP 2020	90%
Innovative Teaching Learning Processes	94%
Teacher prepare Teacher Learning Materials	99%
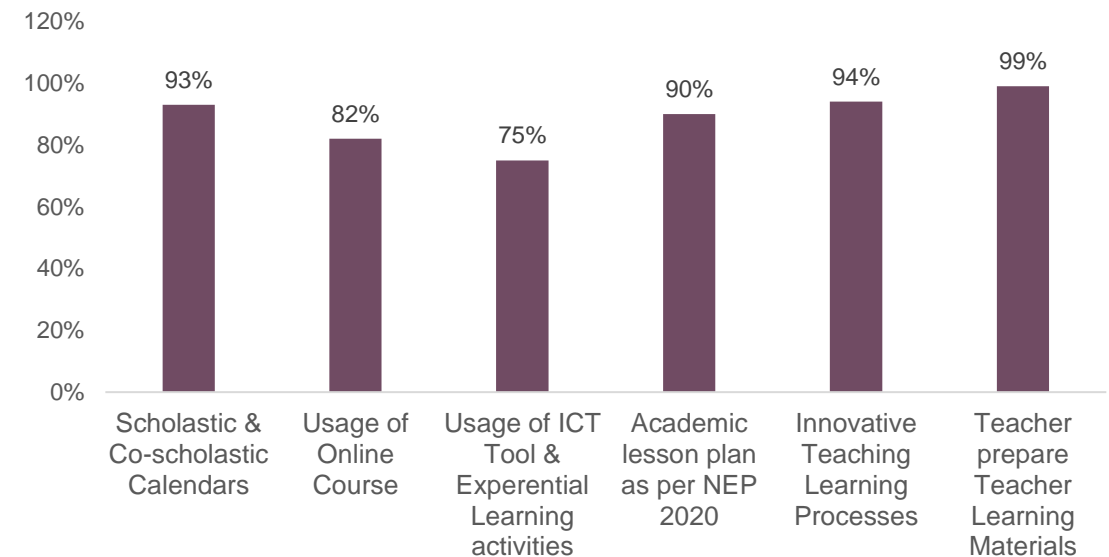
Teachers Perceptions Analysis > Rupantar Domain 2 > Community & Parents Participation

Community & Parents Participation
Majority of the respondent Teachers perceive that Rupantar initiatives are acting as an enabler in enhancing community and parents' participation. The perception study conducted on a sample of 322 teachers' respondents to understand their perception about Rupantar initiatives towards "Community and Parents Participation" rated an average score of 8.8 (rationalized on a scale of 1 to 10).

92% of the respondent teachers mentioned to counsel and involve parents and the community in the school and student developmental processes monthly or at least quarterly basis. 94% of teachers mentioned that school has formed a committee of parents (SMDC) which works in collaboration to improve students' learning levels. 95% of teachers agreed to organize Parents Teachers meeting monthly or at least quarterly.

Using the forums of Counselling, School Management Development Committee, Parents Teachers Meeting importance of collaboration with parents and communities in supporting child learning needs is being ensured which is a sign of enabling learning environment and aligns with NEP 2020.

Community & Parents Participation

	Counsel and involve parents and the community in the school	SMDC Formation	Parents Teacher Meeting
	92%	94%	95%
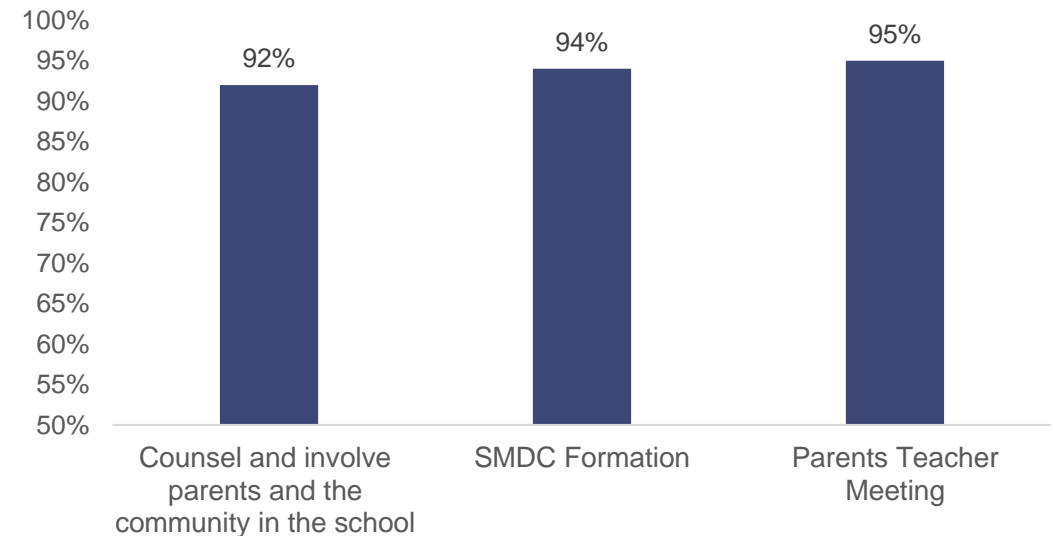
Teachers Perceptions Analysis > Rupantar Domain 3 > "Integral and Inclusive Education"

Integral and Inclusive Education
Majority of the respondent Teachers perceive that Rupantar initiatives are supportive towards the implementation of "Integral & Inclusive Education". The perception study conducted on a sample of 322 teachers to understand their perception about Rupantar initiatives towards "Integral and Inclusive Education " rated an average score of 7.1 (rationalized on a scale of 1 to 10).

Integral Education
71% of the respondent teachers mentioned the implementation of AuroPBL projects in the school. 90% of the respondents expressed their awareness about competency-based education. A significant 98% of respondents mentioned that they promote life skills, and moral and value-based education in the school..

Inclusive Education
92% of the respondents mentioned to download the "Project Inclusion Application" on their mobile device which offers interactive course modules on Inclusive Education. 74% of the respondents mentioned the usage of screening tools to find the learning disabilities amongst the learners.

Integral & Inclusive Education

Category	Percentage
AuroPBL Projects Implementation	71%
Competency Based Education	90%
Promote Life Skills & moral value based education	98%
Project Inclusion App download	92%
Usage of Screening Tools	74%
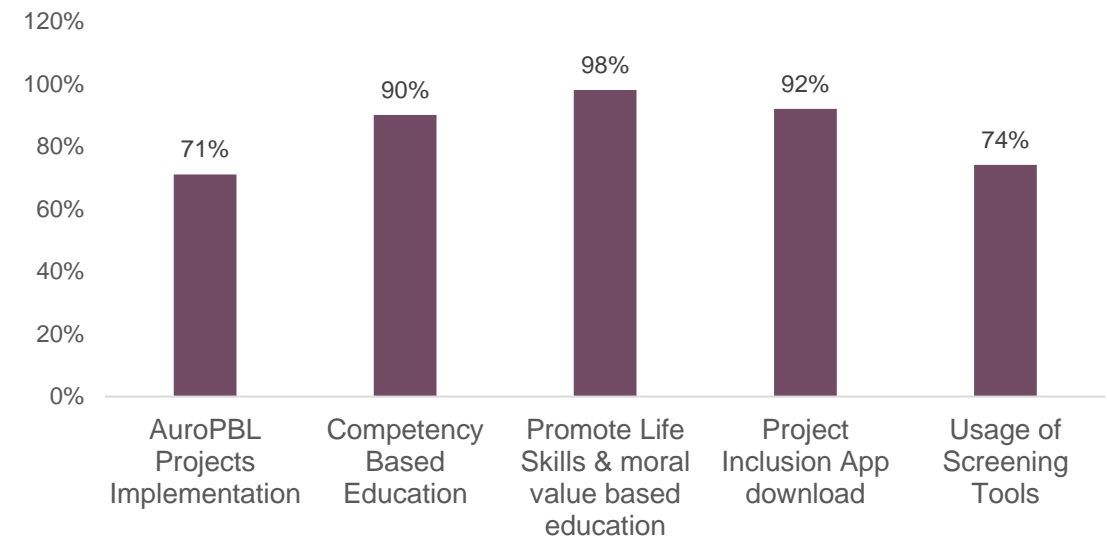
Teachers Perceptions Analysis > Rupantar Domain 4 > "Improved Learning Outcome"

Improved Learning Outcome
Majority of the respondent Teachers perceive that Rupantar initiatives are supportive towards improving "Learning Outcome". The perception study conducted on a sample of 322 teachers to understand their perception about Rupantar initiatives towards "Improved Learning Outcome" rated an average score of 8.35 (rationalized on a scale of 1 to 10).

Attendance, Enrollment & Retention
A significant 95% of the teacher respondents mentioned that attendance of students has improved post the implementation of Rupantar initiatives (ZIIEI, PBL and others). It has also contributed to the retention of students. 92% of teachers feels that enrollment of students has also improved post the implementation of Rupantar initiatives.

95% of the respondents feel the importance of revision and remediation for improving the students' learning levels. An improvement in attendance, enrollment and retention is an indirect indicator of improved learning outcome. An overall 98% of the teachers feels that learning outcomes of learners improved post the implementation of initiatives under the Rupantar programme

Improved Learning Outcome

Attendance Rate Improvement	Increase in enrollment of Students	Importance of revision and remediation
95%	92%	95%

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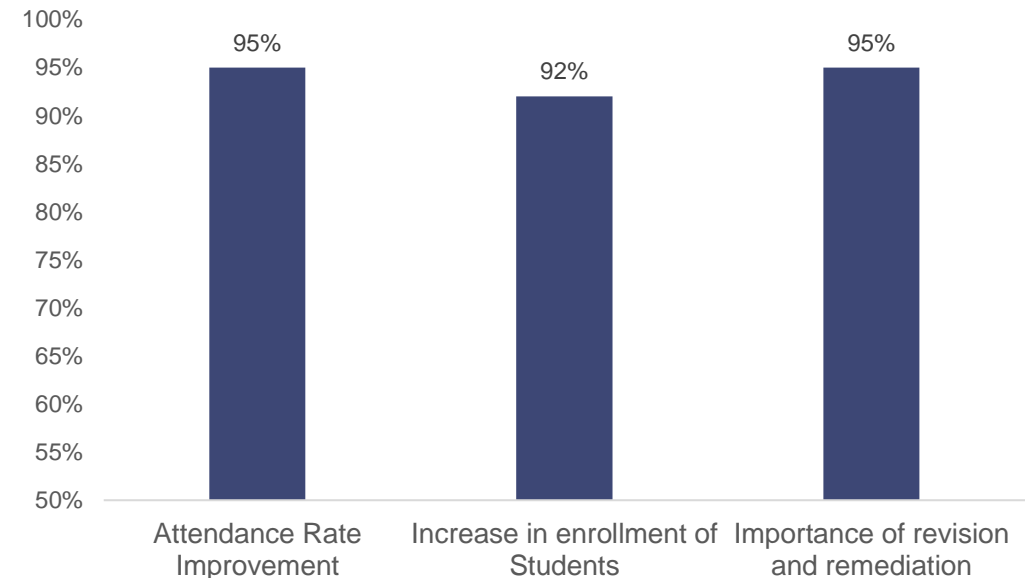
Teachers Perceptions Analysis > Rupantar Domain 5 > "Collaborative Platform for Teachers"

Collaborative Platform for Teachers
Majority of the respondent Teachers perceive that Rupantar initiatives are supportive towards the implementation of Collaborative Platform for Teachers. The perception study conducted on a sample of 322 teachers to understand their perception about Rupantar initiatives towards "Collaborative Platform for Teachers" rated an average score of 7.2 (rationalized on a scale of 1 to 10).

A significant 94% of the respondent teachers mentioned the implementation of ZIIEI innovative ideas in the school at a weekly/fortnightly or at least monthly frequency. 70% of the teacher respondents mentioned about organizing intra-school competitions in school cluster/complexes and equal number of teachers mentioned about participating in TLM E-exhibitions organized by the Sri Aurobindo Society or any other organisation/department

Respondent Teachers feel that Rupantar initiatives are providing platform for collaboration and knowledge sharing strengthening the peer support system.

Collaborative Platform for Teachers

Category	Percentage
Impelementatin of ZIIEI Innovative Ideas	94%
Organization of intra-school competitions in school cluster/complexes	70%
Participation in TLM E-exhibitions	70%
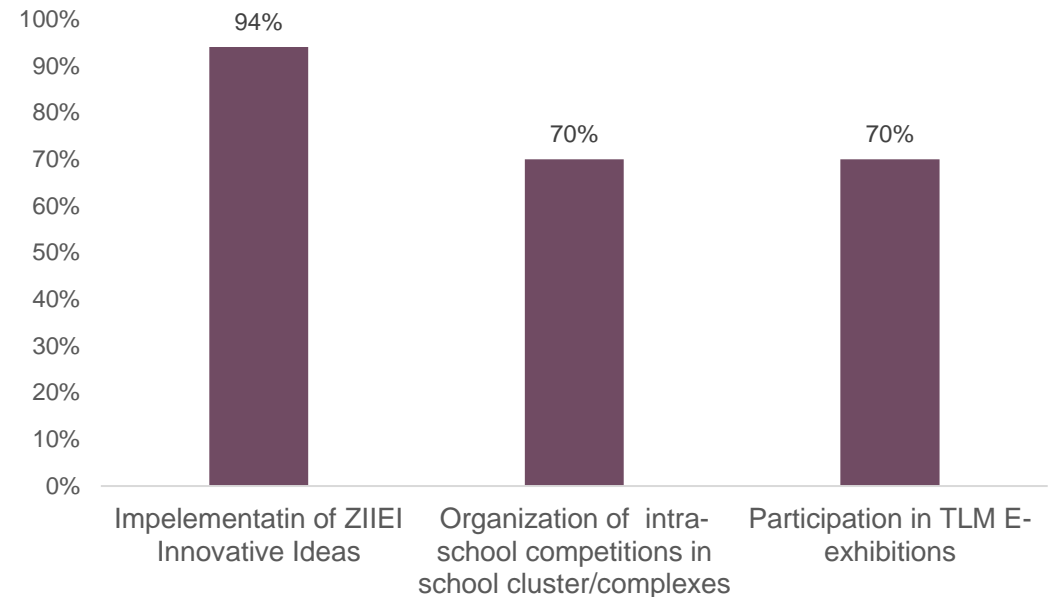
Analysis & Research Findings > Recommendations

Enablement through Infrastructural Support
Infrastructure constraints for the program have been reported by the stakeholders. It is also reported that hiring more teachers can help in efficient implementation of the initiative. Once these limitations are addressed it can potentially contribute to the optimal functioning of the Rupantar initiatives. Currently it is recommended to keep continuation of the Rupantar initiatives as per existing available infrastructure considering the positive outcomes while the initiatives like ZIIEI have no infra/resource dependence and working reasonably well under resource constraints.

Awareness about other Educational Initiatives/Schemes
On the program awareness front ZIIEI initiative awareness relatively found high among the stakeholders which is quite noteworthy. 44% of the respondents reported to be aware about other educational initiatives as well. Increase in awareness level about other impactful educational initiatives can offer more contextual choices and empower the teachers. It can also help to avoid reinventing the wheel.

Parents/Community
76% of the parents reported that they are part of the ZIIEI initiative. Continuous engagement with parents can spread more awareness about the initiative. Encourage collaboration and networking among teachers, parents, and community members involved in the program which can foster a supportive and inclusive learning environment. Creating platforms for sharing experiences, success stories, and resources can strengthen the collective efforts towards addressing learning difficulties.

07

Conclusion

Conclusion

The overall efforts of ZIIEI Initiative and Rupantar Role Model school program in transforming the schools into NEP 2020 ready schools appears to be significant and noteworthy. Initial perception about the Role Model School program and its domains is found positive among Teachers with relatively higher positive inclination towards "Empowering & Motivating Teachers", "Community & Parent participation" and "Improving Learning Outcome". The two domains "Integral and Inclusive Education" and "Collaborative Platform for Teachers" found to be doing fairly and seems to be catching up with rest of the domains. The close alignment between ZIIEI outcomes and NEP 2020 components found evident substantiating the ZIIEI efforts towards NEP 2020 goals. For deeper actionable insights more in-depth study is recommended on the Rupantar Role model school program in the near future.

08

Annexure

References

1 NEP 2020 | National Education Policy 2020
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

2 RPwD Act 2016 | The Rights of Persons with Disabilities Act, 2016
https://disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf

3 Rupantar Transforming Education
https://rupantar.in

4 Zero Investment Innovations For Education Initiatives | ZIIEI
https://rupantar.in/ziiei/www.ziiei.com

Framework of analysis

Parameter	Stakeholder and Respective Question Number			
	Teacher	Parent	Student	Admin official
Relevance	1.4.1 to 1.4.13	1.4.1 to 1.4.13	1.4.1 to 1.4.13	1.4.1 to 1.4.11
Efficiency	1.5.1 to 1.5.15	1.5.1 to 1.5.17	1.5.1 to 1.5.17	1.5.1 to 1.5.11
Effectiveness	1.6.1 to 1.6.12	1.6.1 to 1.6.14	1.6.1 to 1.6.13	1.6.1 to 1.6.8
Sustainability	1.7.1 to 1.7.12	1.7.1 to 1.7.6	1.7.1 to 1.7.9	1.7.1 to 1.7.8
Impact	1.8.1 to 1.8.13	1.8.1 to 1.8.7	1.8.1 to 1.8.9	1.8.1 to 1.8.6
Equity	1.9.1 to 1.9.4	1.9.1 to 1.9.4	1.9.1 to 1.9.9	1.9.1 to 1.9.5
Coherence	1.10.1 to 1.10.4	1.10.1 to 1.10.7	1.10.1 to 1.10.3	1.10.1 to 1.10.5
Outcome 1	1.6.12, 1.7.4, 1.7.6, 1.8.1, 1.8.10, 1.9.1,	1.4.10. 1.4.11, 1.10.6	1.4.5, 1.7.6, 1.9.3	1.4.4, 1.4.7, 1.5.5, 1.7.2, 1.7.3, 1.7.5, 1.8.5
Outcome 2	1.4.5, 1.4.6, 1.4.13, 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.6.1, 1.7.1, 1.7.2, 1.7.3, 1.7.5, 1.10.1	1.4.1, 1.4.12, 1.5.10, 1.5.11, 1.6.11, 1.7.5, 1.9.2, 1.9.3, 1.9.4	1.4.6, 1.4.7, 1.4.9, 1.5.6, 1.5.7, 1.5.8, 1.5.9, 1.5.10, 1.5.11, 1.5.14, 1.8.1, 1.9.1, 1.9.2, 1.9.4	1.4.2, 1.4.3, 1.5.2, 1.5.3, 1.5.4, 1.5.10, 1.5.11, 1.8.2, 1.8.3
Outcome 3	1.5.14, 1.5.15, 1.8.4, 1.8.11, 1.8.12,	1.4.2, 1.10.1, 1.10.2, 1.10.3	1.5.1, 1.5.3, 1.5.4	1.4.10, 1.4.11, 1.5.6, 1.5.7, 1.5.8, 1.6.6, 1.6.7, 1.6.8, 1.7.4, 1.7.6, 1.7.7,1.7.8, 1.8.6, 1.10.1, 1.10.2
Outcome 4	1.4.2, 1.4.3, 1.4.9, 1.4.10, 1.5.5, 1.5.6, 1.5.7, 1.5.8, 1.6.2, 1.6.3, 1.6.4, 1.6.5, 1.6.6, 1.6.7, 1.6.8, 1.6.9, 1.6.10, 1.6.11, 1.7.9, 1.7.10, 1.7.11, 1.8.3	1.4.13, 1.6.1, 1.8.6	1.5.5, 1.5.17	1.4.5, 1.4.9, 1.5.9
Outcome 5	1.4.4, 1.4.12, 1.5.9, 1.5.10, 1.5.11, 1.5.12, 1.7.7, 1.7.8, 1.8.2, 1.8.13, 1.9.2, 1.9.3, 1.9.4	1.4.4, 14.5, 1.4.8, 1.4.9, 1.5.1, 1.5.7, 1.6.4, 1.6.5, 1.8.1, 1.8.2, 1.8.3, 1.8.4, 1.8.5, 1.10.4	1.4.1, 1.4.2, 1.4.3, 1.4.8, 1.4.9, 1.4.11, 1.4.12, 1.5.12, 1.5.13, 1.5.15, 1.5.16, 1.6.1, 1.6.2, 1.6.3, 1.6.4, 1.6.5, 1.6.6, 1.6.7, 1.6.8, 1.6.9, 1.6.10, 1.6.11, 1.6.12, 1.6.13, 1.7.1, 1.7.2, 1.7.3, 1.7.4, 1.7.5, 1.8.2, 1.8.3, 1.8.4, 1.8.5, 1.8.6, 1.8.7, 1.8.8, 1.9.5, 1.10.1	1.4.8, 1.6.1, 1.6.2, 1.6.3, 1.6.4, 1.9.1, 1.9.3

Framework of analysis

Parameter	Stakeholder and Respective Question Number			
	Teacher	Parent	Student	Admin official
Outcome 6		1.4.3, 1.4.6, 1.4.7, 1.5.4, 1.5.5. 1.5.8, 1.5.9, 1.5.15, 1.5.16, 1.5.17, 1.6.6, 1.7.1, 1.7.2, 1.7.3, 1.7.6, 1.8.7, 1.10.5, 1.10.7		

Outcome 1 - Increased motivation among teachers to innovate

Teachers Perspectives

I would continue using the teaching methods from ZIIEI even after the intervention concludes

98%

1.2%
0.8%

■ Agree ■ Disagree ■ Neither agree nor disagree ■ No Response

Navashar Pushtika are effective in improving the learning environment?

98.3%

0.8%
0.9%
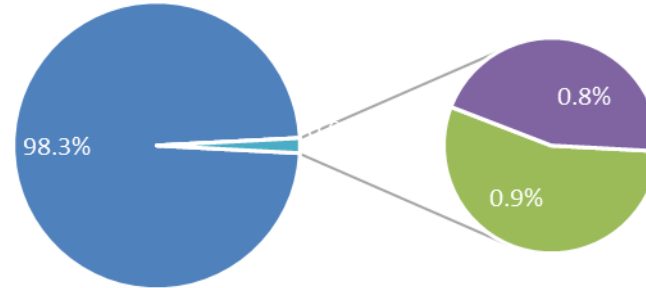
■ Agree ■ Disagree ■ Neither agree nor disagree ■ No Response

After ZIIEI training, I ensure equal participation of each student in my classroom in all participatory and innovative learning activities

96.9% 2.9%

1.3%
1.6%

■ Agree ■ Disagree ■ Neither agree nor disagree ■ No Response
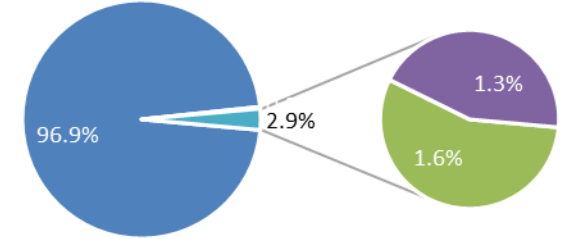
Parents Perspectives

ZIIEI program was needed in government schools in India

3.5%

96.5%
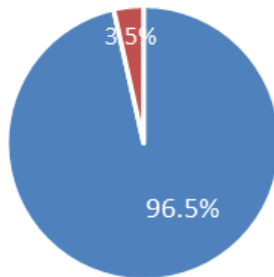
■ Agree or Strongly Agree ■ Neither agree nor disagree

Do you support implementing of Innovative Pathshala/Navchar Pushtika by the teachers?

10%

90%
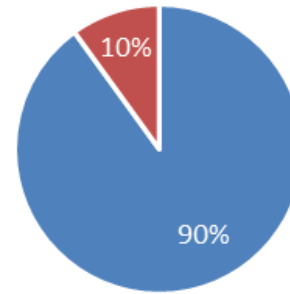
■ Yes
■ No

Teachers in government schools should modify their teaching methods

92.4%

5.3%
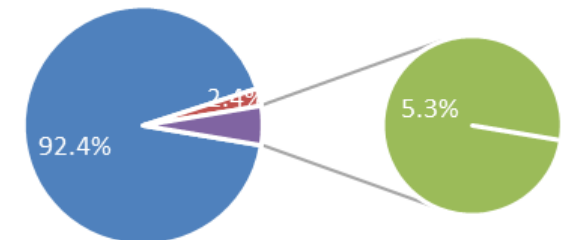
■ Agree ■ Disagree ■ Neither agree nor disagree

Outcome 1 - Increased motivation among teachers to innovate

Students Perspectives

Teaching methods of my teachers have changed

95.3%
1.0%
3.7%
3.7%

- Agree or Strongly Agree ■ Disagree or Stronly Disagree ■ Neither agree nor disagree
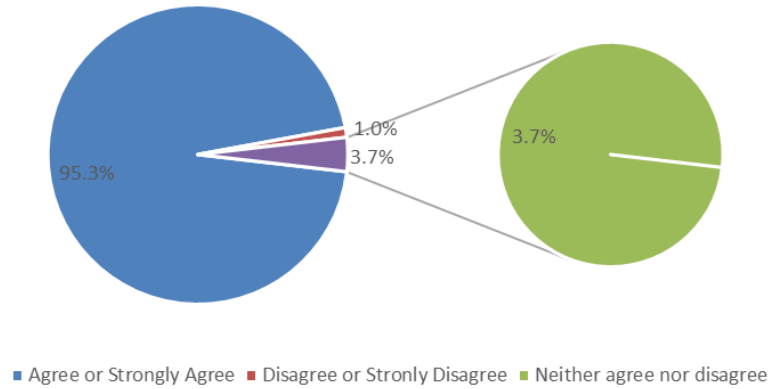
I will always be able to remember the concepts taught in various projects in my class

95.5%
1.8%
2.6%
2.6%

- Agree ■ Disagree ■ Neither agree nor disagree

Admin Perspectives
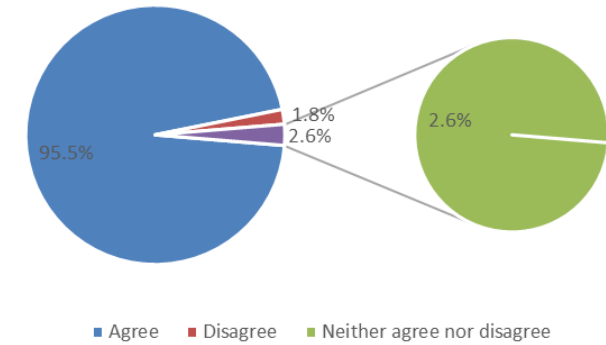
Do you agree that ZIIEI encourages teachers adequately

50.0% 50.0%

- Agree ■ Strongly Agree
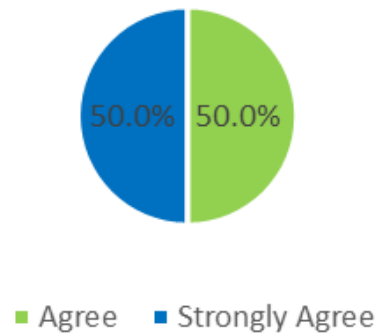
ZIIEI motivated teachers to come forward with ideas for innovative teaching methods

2.17 2.17
95.65

- Agree ■ Neither Agree nor Disagree ■ No Response

Are teachers ?

32.6%
56.5%
10.9%

- Adopting
- Attending felicitation events
- Participating in idea submission process
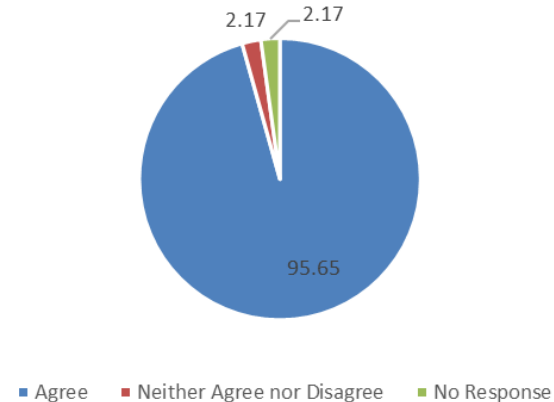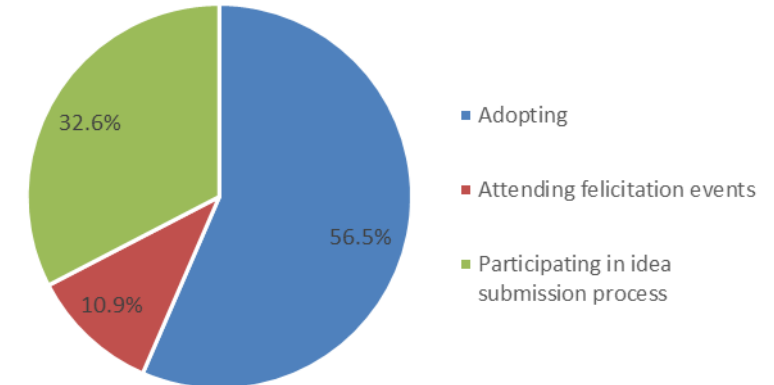
Outcome 2 - Improved Teaching & Learning Environment

Teachers Perspectives

ZIIEI helped me in achieving the target learning outcomes

1.2% 1.2%
11.3%
0.7%
86.9%
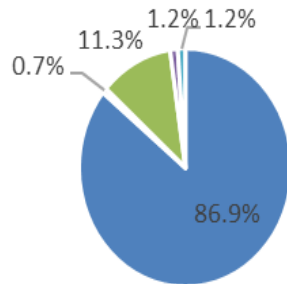
■ Agree ■ Disagree ■ Neither agree nor disagree ■ Strongly Agree ■ Not Disclosed

ZIIEI training leads to good teaching environment in class which is conducive to enhanced learning of the student

1% 1%
98%
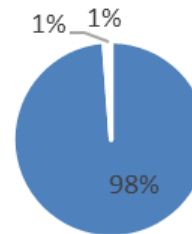
■ Agree ■ Neither agree nor disagree ■ No Response

Students are given reflective questions after each activity as it enables higher order thinking

0.8% 1.6%
97.6%

■ Agree ■ Neither agree nor disagree ■ No Response
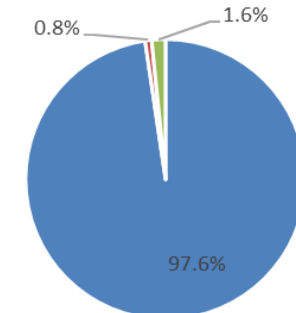
Parents Perspectives

ZIIEI trainings will also help the teachers improve their teaching methodology and environment in their classrooms

4%
96%
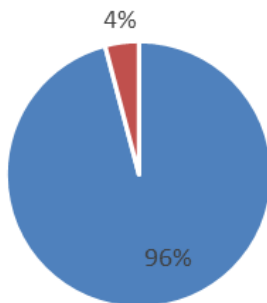
■ Agree ■ Neither agree nor disagree

ZIIEI encourages equal participation of girl students in all its activities

0.59% 6.47%
92.94%
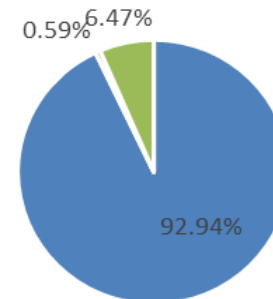
■ Agree ■ Disagree ■ Neither agree nor disagree

After ZIIEI, I don't think my child will need a tuition

5.9% 6.5%
87.6%
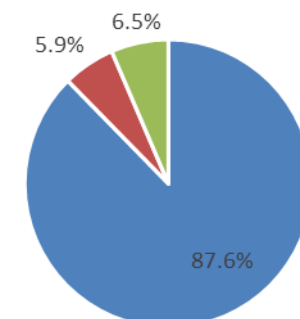
■ Agree ■ Disagree ■ Neither agree nor disagree

Outcome 2 - Improved Teaching & Learning Environment

Students Perspectives

My teacher's current teaching methods help me learn better in class

- 0.26%
- 9.97%
- 89.76%
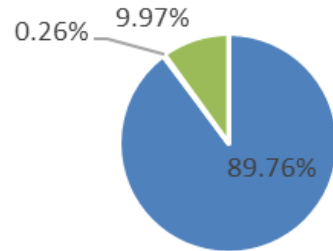
■ Agree ■ Disagree ■ Neither agree nor disagree

My overall CGPA/Grade has improved after my teacher changed her teaching methods

- 0.26%
- 2.10%
- 97.64%
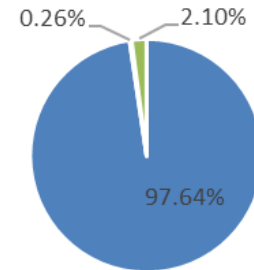
■ Agree ■ Disagree ■ Neither agree nor disagree

My teacher divides the class into groups for various activities

- 0.52%
- 1.57%
- 97.90%
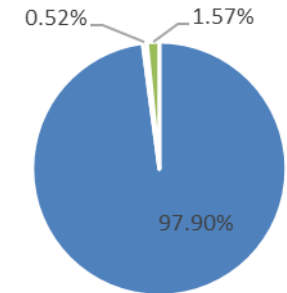
■ Agree ■ Disagree ■ Neither agree nor disagree

Admin Perspectives

Do you see any changes in student enrolment since the implementation of the programme?

- 6.5%
- 2.2%
- 91.3%
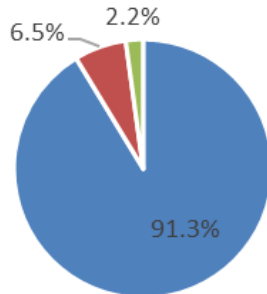
■ Yes ■ No ■ No Response

Do you see any changes in enrolment of female students?

- 6.5%
- 2.2%
- 91.3%
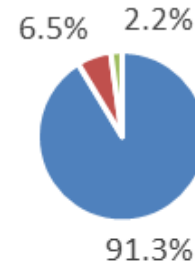
■ Yes ■ No ■ No Response

The teaching environment improved after ZIIEI

- 4.3%
- 95.7%
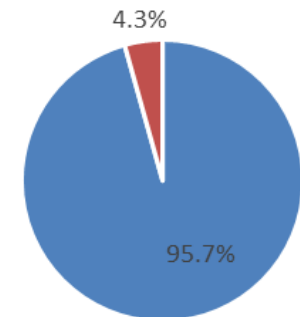
■ Agree ■ Neither Agree nor Disagree

Outcome 3 - Increased Capacities of other Stakeholders

Teachers Perspectives

I coordinate with Educational Officer"s periodically

1% 1%

97%

- Agree
- Neither agree nor disagree
- No Response
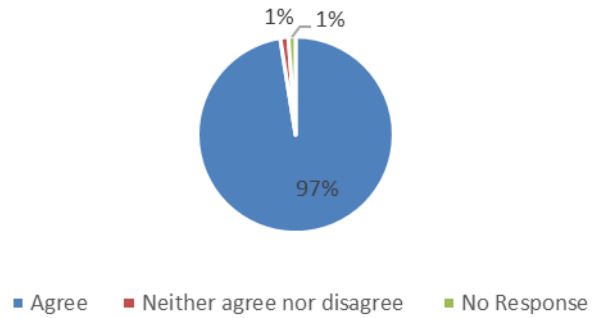
Would you recommend other teachers too for ZIIEI orientation?

1% 1%

98%

- Recommend
- No at all
- Not Disclosed
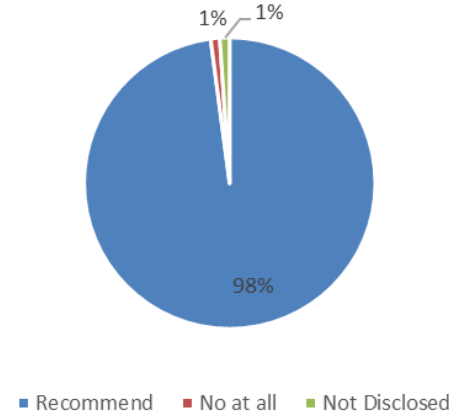
Would you recommend other stakeholders such as Principals, BEOs and DEO to attend ZIIEI orientation programme to learn about joyful teaching and learning?

1% 2%

97%

- Recommend
- No at all
- Not Disclosed

Parents Perspectives
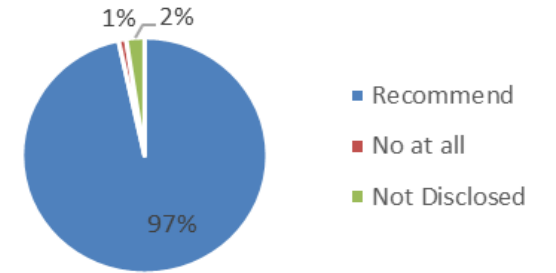
Have you been part of the ZIIEI programme in any way?

4.1%

20.0%

75.9%

- Yes
- No
- No Response
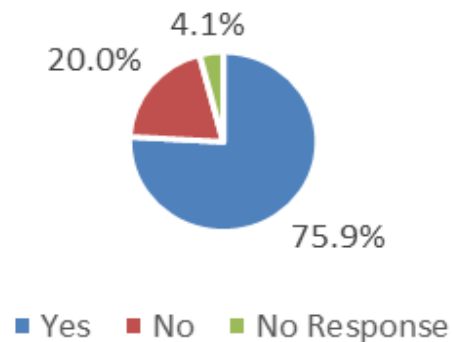
Are you aware of other government programs aimed at improving education in schools in India?

43.5%

56.5%

- Yes
- No
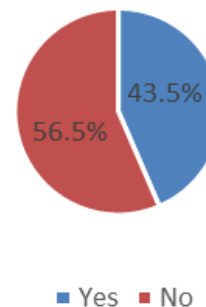
ZIIEI supports the other government programs in achieving better education status of the country

0.6% 5.3%

94.1%

- Agree
- Disagree
- Neither agree nor disagree
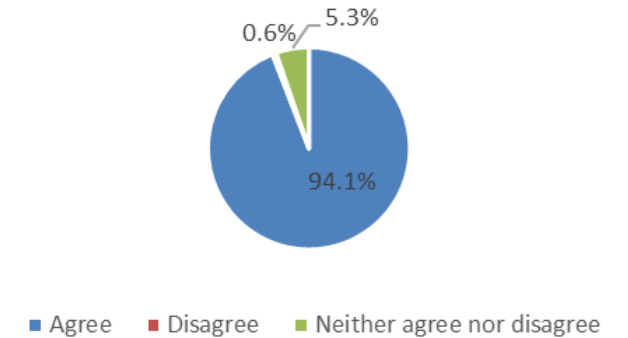
Outcome 3 - Increased Capacities of other Stakeholders

Students Perspectives

My teacher encourages me to participate in all class activities

- 2.4%
- 1.6%
- 96.1%

■ Agree   ■ Disagree   ■ Neither agree nor disagree
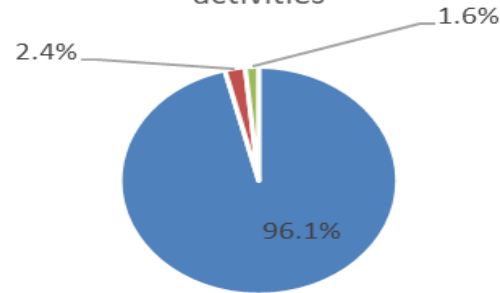
Admin Perspectives

The local government has observed and acknowledged the benefits of ZIIEI

- 4.3%
- 95.7%
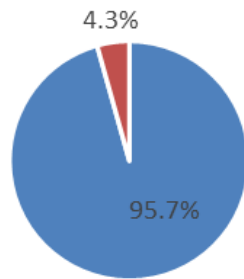
■ Agree   ■ Neither Agree nor Disagree

Do you think ZIIEI needs enhanced infrastructure in schools to be efficiently implemented

- 21.7%
- 10.9%
- 67.4%
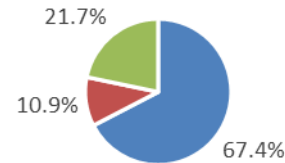
■ Agree   ■ Disagree   ■ Neither Agree nor Disagree

Do you think Schools need to recruit more teachers for efficient implementation of ZIIEI

- 2.17%
- 10.87%
- 2.17%
- 84.78%
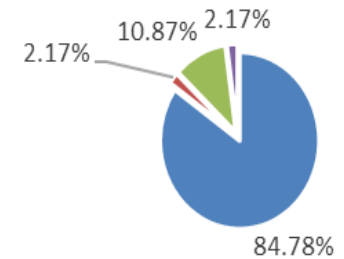
■ Agree   ■ Disagree   ■ Neither Agree nor Disagree   ■ No response

Outcome 4 - Increased Effectiveness of the Teacher

Teachers Perspectives

Under ZIIEI program, my role is that of a co-worker and/or facilitator

1.6% 0.2% 1.6%
96.6%

■ Agree ■ Disagree ■ Neither agree nor disagree ■ No Response
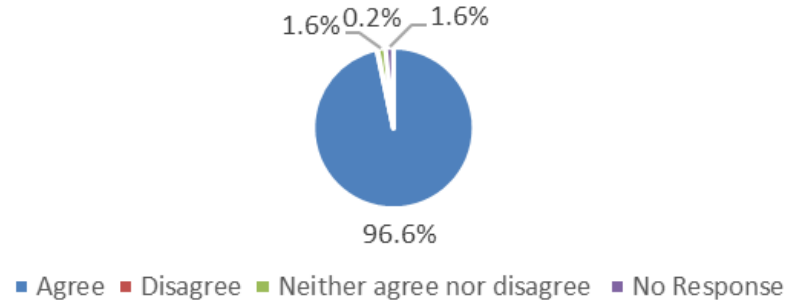
I try to incorporate research into the academic tasks assigned to my students

1% 1%
97%

■ Agree ■ Neither agree nor disagree ■ No Response
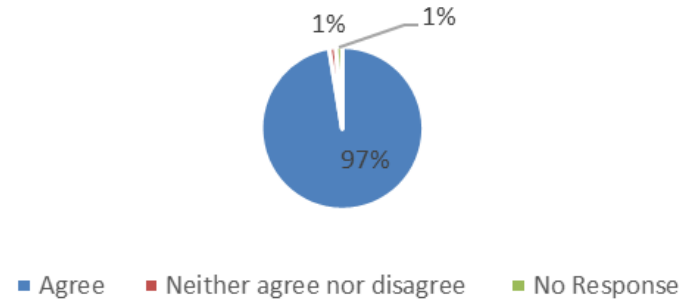
I make peer-groups and encourage peer-counselling for completion of tasks in my classroom

1% 1%
98%

■ Agree
■ Neither agree nor disagree
■ No Response

Parents Perspectives
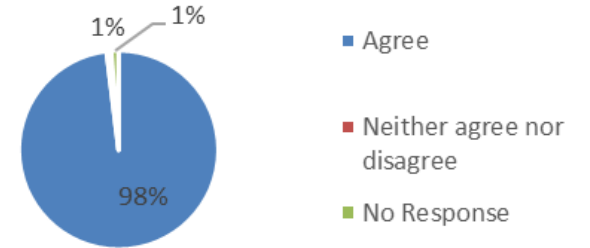
Teachers should undergo more trainings under ZIIEI for better results

0.6% 5.9%
93.5%

■ Agree ■ Disagree ■ Neither agree nor disagree
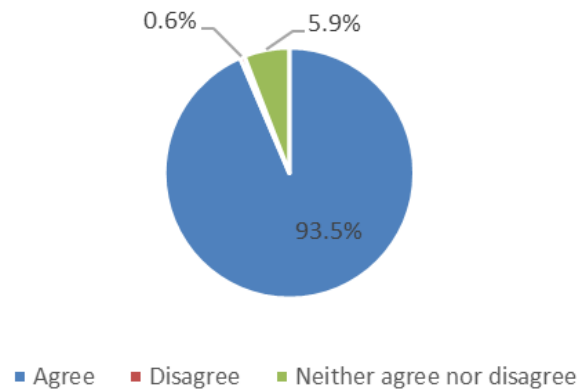
How effective do you think the ZIIEI programme has been in improving knowledge about the role of teachers as important changes agents in the society?

8.8% 1.2%
90.0%

■ Effective ■ Somewhat effective ■ Not at all effective
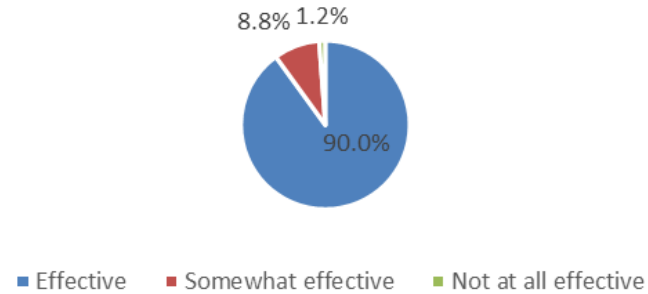
After ZIIEI, my child does not go for tuitions

2.9% 4.7%
92.4%

■ Agree ■ Disagree ■ Neither agree nor disagree
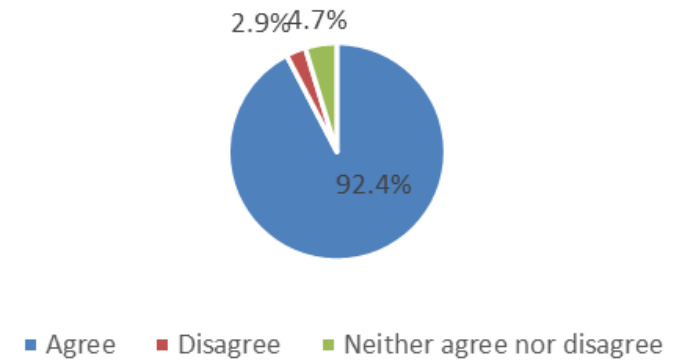
Outcome 4 - Increased Effectiveness of the Teacher

Students Perspectives

My teacher is always available for doubts/questions I or my friends may have
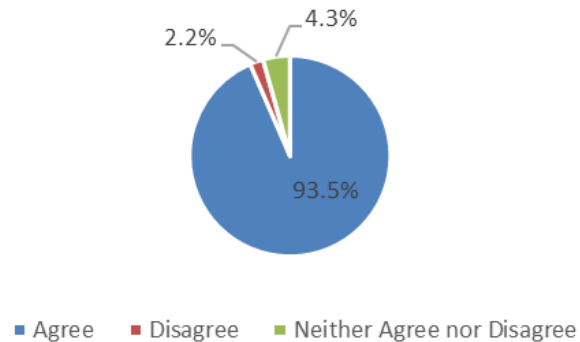
0.79% — 1.31%

97.90%

■ Agree ■ Disagree ■ Neither agree nor disagree
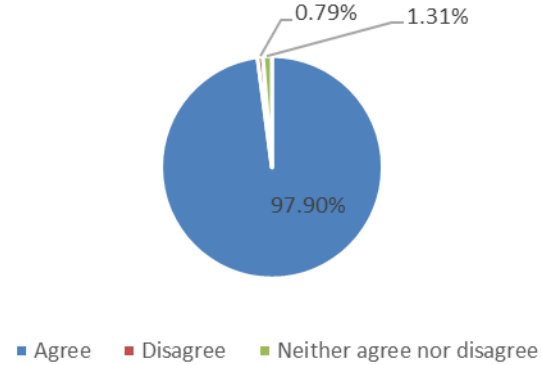
How easy of difficult is it for you to set goals for yourself?

13.6%

86.4%

■ Easy ■ Difficult
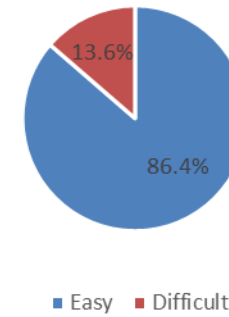
Admin Perspectives

I was satisfied with the learning outcomes in students before ZIIEI

2.2% — 4.3%

93.5%

■ Agree ■ Disagree ■ Neither Agree nor Disagree

Do you think Student-to-teacher ratio in schools is suitable for efficient implementation of ZIIEI in schools

4.3% 2.2% 2.2%

91.3%

■ Agree ■ Disagree ■ Neither Agree nor Disagree ■ No Response
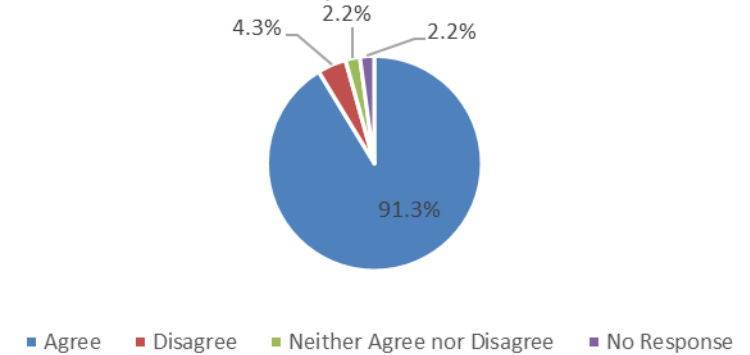
Outcome 5 - Increased Student Motivation & Performance

Teachers Perspectives

**After ZIIEI, I am satisfied with the learning outcomes of students in my school/classroom**

- 98.4%
- 1.0%
- 0.6%
- 0.9%
- 0.1%
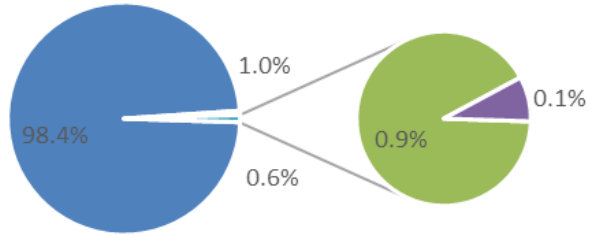
Legend: ■ Agree ■ Neither agree nor disagree ■ No Response ■ Disagree
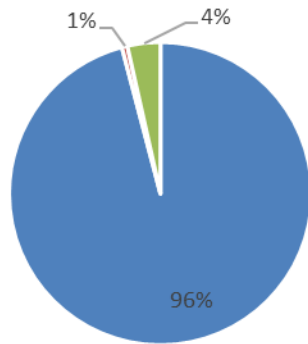
I help and assist my students whenever required

- 98%
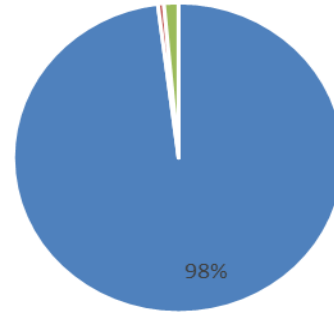
Legend: ■ Agree ■ Neither agree nor disagree ■ No Response

I timely give feedback to my students and consult with them frequently

- 98%
- 1%
- 1%

Legend: ■ Agree ■ Neither agree nor disagree ■ No Response ■ Disagree
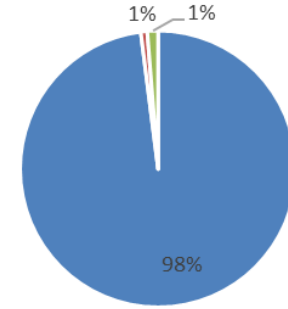
Parents Perspectives

ZIIEI helped my child/children in achieving the target learning outcomes

- 96%
- 1%
- 4%

Legend: ■ Agree ■ Disagree ■ Neither agree nor disagree

Child has improved communication skills in English and Hindi Language

- 96%
- 1%
- 3%
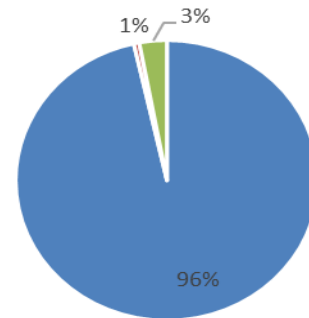
Legend: ■ Agree ■ Disagree ■ Neither agree nor disagree

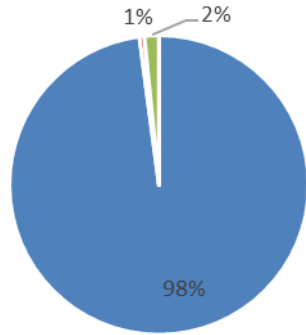**Do you think education contributes to your child's growth and development?**

- 98%
- 2%
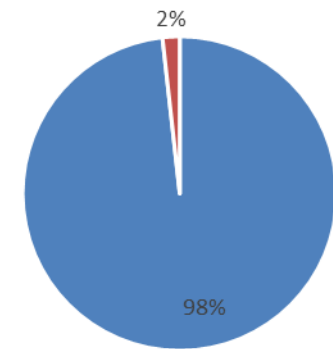
Legend: ■ Yes ■ No

Outcome 5 - Increased Student Motivation & Performance
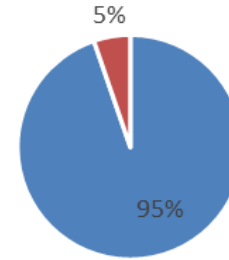
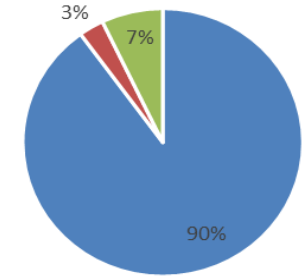## Student Perspectives

My score in different subjects has improved

1% 2%

98%

- Agree
- Disagree
- Neither agree nor disagree

I like coming to school every day
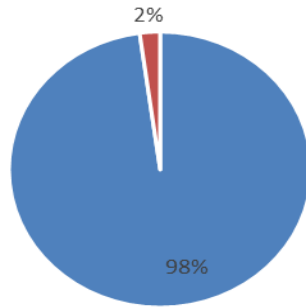
5%

95%

- Agree
- Neither agree nor disagree

On account of my good academic standing, I have been given scholarship at my school

3% 7%

90%
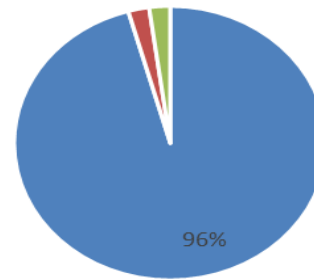
- Agree
- Disagree
- Neither agree nor disagree

Admin Perspectives

Do you think ZIIEI motivates students to perform well academically
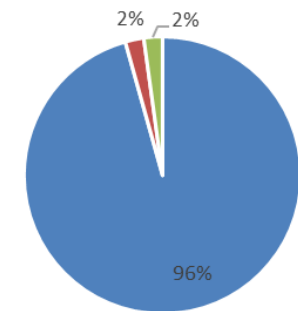
2%

98%

- Agree
- No Response

Do you think ZIIEI has helped students in overall personality development

96%

- Agree
- Neither Agree nor Disagree
- No Response

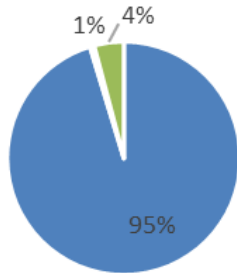**Do you think ZIIEI has been able to provide a platform of recognition for teachers and students**

2% 2%

96%

- Agree
- Neither Agree nor Disagree
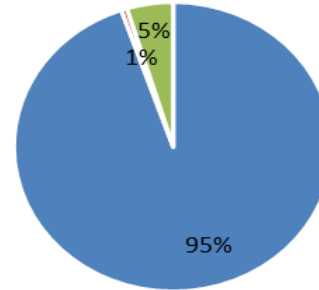- No Response

Outcome 6 - Increased capacities of Parents to extend support

Parents Perspectives

After ZIIEI, I am satisfied with the learning outcomes of my child/children

- 95% — Agree
- 1%
- 4%

■ Agree ■ Disagree ■ Neither agree nor disagree

ZIIEI was discussed with me during PTMs

- 95% — Agree
- 1%
- 5%

■ Agree ■ Disagree ■ Neither agree nor disagree

ZIIEI was discussed with me outside of PTMs also

- 42% — Agree
- 14% — Disagree
- 44% — Neither agree nor disagree
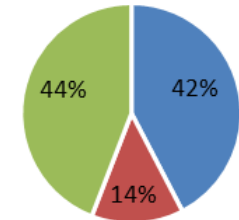
■ Agree ■ Disagree ■ Neither agree nor disagree

Would you recommend other parents to participate in the ZIIEI programme/workshops?

- 95% — Agree
- 5%
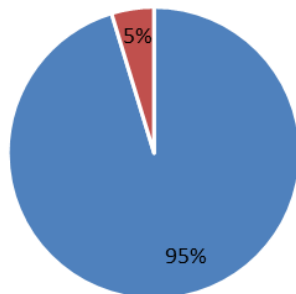
■ Agree ■ Neither agree nor disagree

After ZIIEI, I will always help my child with his homework

- 93% — Agree
- 7%
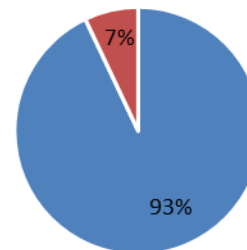
■ Agree ■ Neither agree nor disagree

Did the ZIIEI workshop enhance your awareness about their role in their child's education?

- 84% — Yes
- 16% — No
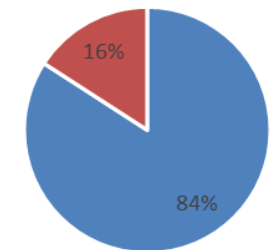
■ Yes ■ No

District Level Data

State	District	No. of Teachers Oriented under ZIIEI	Proportionate %	Bifurcation of Teachers		Parents	Students	School Administration
				ZIIEI Teachers	Non-ZIIEI Teachers			
Assam	Kamrup Metro	105	34%	36	4	5	10	2
	Goalpara	102	33%	35	4	5	10	2
	Sonitpur	101	33%	35	3	5	10	2
	Total	308		106	11	15	30	6
Bihar	Saran	106	37%	36	4	5	10	2
	Katihar	100	35%	34	3	5	10	2
	Khagaria	80	28%	27	3	5	10	2
	Total	286		98	10	15	30	6
Chhattisgarh	GPM	81	39%	28	3	5	10	2
	Raipur	65	31%	23	2	5	10	2
	Sukma	62	30%	22	2	5	10	2
	Total	208		73	7	15	30	6
Himachal Pradesh	Hamirpur	121	38%	18	2	5	10	2
	Mandi	99	31%	15	2	5	10	2
	Solan	102	32%	16	2	5	10	2
	Total	322		49	5	15	30	6
Jharkhand	Giridih	98	38%	22	2	5	10	2
	Gumla	80	31%	18	2	5	10	2
	Koderma	78	30%	17	2	5	10	2
	Total	256		57	6	15	30	6
Madhya Pradesh	Bhind	104	32%	57	6	5	10	2
	Datia	111	34%	61	6	5	10	2
	Dhar	112	34%	61	6	5	10	2
	Total	327		179	18	15	30	6
Telangana	Adilabad	56	31%	18	2	5	10	2
	Karimnagar	69	38%	22	2	5	10	2
	Mahbubnagar	56	31%	18	2	5	10	2
		181		57	6	15	30	6

District Level Data

State	District	No.of Teachers	Proportionate %	Bifurcation of Teachers		Parents	Students	School Administration
				ZIIEI Teachers	Non-ZIIEI Teachers			
Uttar Pradesh	Santikabir Nagar	324	62%	134	13	5	10	2
	Shahjahanpur	79	17%	33	3	5	10	2
	Varanasi	67	13%	28	3	5	10	2
	Total	470		195	20	15	30	6
Haryana	Bhiwani	28	33%	22	2	5	10	2
	Karnal	31	36%	24	2	5	10	2
	Panchkula	27	31%	21	2	5	10	2
	Total	86		67	7	15	30	6
Pondicherry	Pondicherry			48	5	5	10	2
Uttarakhand	Haridwar	99	38%	32	3	5	10	2
	Dehradun	91	35%	29	3	5	10	2
	Rudraprayag	72	27%	23	2	5	10	2
	Total	262		84	8	15	30	6
Jammu & Kashmir	Baramulla	111	41%	30	3	5	10	2
	Budgam	78	29%	21	2	5	10	2
	Kupwara	80	30%	21	2	5	10	2
	Total	269		72	7	15	30	6
Chandigarh				15	2	5	10	2
			Total	**1100**	**110**	**175**	**350**	**70**

Glimpse of Teachers In-Depth Interview

Anwara Begum from Assam

Samita Dev from Assam

Md. Rafi from Bihar

Pramod Prabhakar from Bihar

Vidya Devi from Chandigarh

Renu Dogra from Chandigarh

Glimpse of Teachers In-Depth Interview

Usha Sahu from Chhattisgarh

Anita Tondon from Chhattisgarh

Uttam from Himachal Pradesh

Smita Kumari from Jharkhand

Kanti Kushwaha from MP

Asma Siddiqui from Uttarakhand

Glimpse of Parents In-Depth Interview

Asha from Chandigarh

Laxmi from Chandigarh

Neemlal from Chhattisgarh

Ramchandra from Chhattisgarh

Reena from Himachal Pradesh

Birbal from Himachal Pradesh

Glimpse of Students In-Depth Interview

Glory Kashyap from Assam

Kaushik from Assam

Sushmita Roy from Assam

Gunjan from Bihar

Jaya from Bihar

Kirti from Chandigarh

Glimpse of Administration In-Depth Interview

Amlawati from Uttar Pradesh

Md. Suleman from Uttarakhand

Satbir from Madhya Pradesh

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