Rupantar by Sri Aurobindo Society is a program to transform government schools by harnessing the power of the people and grassroots local best practices.
Organisations, however vast and complex they may be, can achieve nothing permanent unless a new force, more divine and all-powerful, expresses itself through a perfected human instrument.

― Sri Aurobindo

Every one has in him something divine, something his own, a chance of strength and perfection in however small a sphere, which God offers him to take or refuse. The task is to find it, develop it, use it. The chief aim of education should be to help the growing soul to draw out that in itself which is best and make it perfect for a noble use.

― Sri Aurobindo

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Ram Nath Kovind, The President of India

“The implementation of this program in every school would lead to a brighter education set up and would prove to be an Agent of change for the problems that have been plaguing us since ages”

Pranab Mukherjee, Ex-President of India

“I hope the content of this book [ZIIEI Navachar Pustika] is enlightening and useful for its readers”

Sumitra Mahajan, Speaker Lok Sabha

“The awareness towards Practical knowledge, social concern and commitment towards the nation is what this program looks forward to”

Prakash Javedkar, Cabinet Minister, Human Resources development, Government of India

“I hope the chosen innovators would go on to inspire the teachers who have been innovatively teaching just a single school till now”

Raghubar Das, Chief Minister, Jharkhand

“Keeping in view the ethics of teaching, let us all come forward and participate in this program to and disperse the knowledge till our grassroots”

Raman Singh, Chief Minister, Chhatisgarh

“Keeping in view the ethics of teaching, let us all come forward and participate in this program to and disperse the knowledge till our grassroots”

Akhilesh Yadav, Ex-Chief Minister, Uttar Pradesh

“It is a matter of immense pride for me that ZIIEI began from the state of Uttar Pradesh and is inspiring teachers all across the nation”

Amit Swaroop, Cabinet Secretary, Human Resources Development

“The ease with which this program is being implemented is altogether credited to its simple but effective framework”

Paresh Sukhthankar, Assistant Managing Director, H.D.F.C Bank

“This Program would prove to be a milestone in improving the quality and level of education”
The program Rupantar by Sri Aurobindo Society is a journey, a movement of individual excellence for every education stakeholder, where they are inspired from within to realise their highest potential and offer their best self to the community, the nation and the world.

Launched in 2015, today Rupantar is fast on its way to becoming one of the world’s largest ever programs to transform government schools by harnessing the power of the people and existing resources. This multidimensional program has led to several large scale innovative projects to empower teachers, gear up education officers, support students, increase parents’ and community’s participation, and technology enablement — all aimed to bring about mass-scale improvement in the quality and reach of education.

Rupantar is based on our 57 years of experience of working for social change and transformation across all walks of life. Including Education, Women and Youth Empowerment, Health, Development of Children with Special Needs, Palliative care, Leadership and Management, Indian Culture, Sustainable Development and Renewable Energy. We are also working on Integral Rural Development (SARVAM) in several villages in Puducherry and Tamil Nadu. These are part of our Action Research to develop innovative models of excellence which are sustainable, replicable and scalable, and based on Values and Inner Change.

Welcome to Rupantar

Empower Teachers
Zero Investment Innovation platform to identify and scale grass root best practices, and integral education training

Empower Education Officers
Leadership by Consciousness Workshops to enhance their leadership, decision-making skills and understanding of the significance of their work.

Bring Inclusivity in Classrooms
Special Education training for teachers to identify and support children with hidden disabilities

Innovate Curriculum
Create new ways of teaching-learning to make curriculum more values-based, relevant and joyful, for better learning and retention.

Impact Education Policy
Participating in policy-making workshops by MHRD, and advise various government bodies on harnessing people power and existing resources.

360º Rupantar of Schools
Transformation of Government Schools - one in every district of the country - as role models of harnessing existing resources.
Transformation Footprint

- 6,50,000 Teachers oriented to innovation in education.
- 1,50,000 Schools in India implementing zero investment ideas.
- 24,000 RMSA teachers motivated through Integral Education Based Transformational Training.
- 1,250 Teachers trained to identify and support children with hidden disabilities.
- 10,000 Education officers geared up to lead the change.
- 12 states implementing Rupantar projects in 2017-18.

Rupantar Highlight

During Q1 & Q2 of 2017-18, The Ministry of Human Resource Development (MHRD) of India has invited Sri Aurobindo Society to several important decision-making workshops and conferences, where Rupantar programs have been appreciated as an exemplary solution to empower teachers and transform education in India. As these workshops are helping increase visibility and credibility of Sri Aurobindo Society, several new states have invited us to start Rupantar program for their schools.

OCT 2017: J&K Education Department Conference. Sri Aurobindo Society was invited for a special conference to advise on solutions for improving the state of education in the state.

NOV 2017: CHINTAN SHIVIR held in New Delhi, where our suggestions were accepted for the new National Policy on Education (NPE).

APR-JUN 2017: REGIONAL WORKSHOPS held in Rai Pur, Chandigarh, Bangalore, Pune, and Guwahati. These were to facilitate ideas exchange and connect exemplary project teams to other states of the country. Attended by State Education Secretaries and dignitaries, NGOs, and MHRD officials.

Impacting National Policies and Programs
1. Zero Investment Innovations for Education Initiatives (ZIIEI)

This year, 2017-18, is the year when ZIIEI quantitative and qualitative impacts are becoming more visible to the entire country. More improved schools, more grassroots innovation heroes, better education leaders — all endorsing the effectiveness of simple, replicable ideas. The program is gradually also building credibility and demonstrating thought leadership as the world’s largest program for innovation in education.

Importantly, in the first two quarters, ZIIEI has spread its wings to six more states of India.

ZIIEI project status across states of India

<table>
<thead>
<tr>
<th>State</th>
<th>ZIIEI Launch</th>
<th>Orientation of Teachers (no of teachers approx)</th>
<th>Senior Officials Training (no of officials approx)</th>
<th>Schools implementing ZIIEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>UP</td>
<td>April 2017</td>
<td>60,000</td>
<td>10,000</td>
<td>1,00,000</td>
</tr>
<tr>
<td>Jharkhand</td>
<td>May 2017</td>
<td>50,000</td>
<td>500</td>
<td>20,000</td>
</tr>
<tr>
<td>Bihar</td>
<td>MoU in Final Stage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chattisgarh</td>
<td>July 2017</td>
<td>1,20,000</td>
<td>2,250</td>
<td>30,000</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>August 2017</td>
<td>1,75,000</td>
<td>3,650</td>
<td></td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>May 2017</td>
<td>3,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uttarakhand</td>
<td>September 2017</td>
<td>15,000</td>
<td>50</td>
<td>500</td>
</tr>
<tr>
<td>Haryana</td>
<td>November 2017</td>
<td>5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Odisha</td>
<td>MoU in Final Stage</td>
<td></td>
<td></td>
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<tr>
<td>Puducherry</td>
<td>December 2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>October 2017</td>
<td>25,000</td>
<td></td>
<td>500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11 States</td>
<td>4,53,200</td>
<td>16450</td>
<td>1,51,000</td>
</tr>
</tbody>
</table>

ZIIEI Exhibition Series in Uttar Pradesh

- District and Division level events organised as a platform for teachers to exhibit their zero-investment solutions to the local leaders and teaching fraternity.

- Aim
  - To enrol, motivate and recognise teachers at the local level, especially those who could not make it to state level.
  - To create an ideas exchange platform, initiate a dialogue not only among the teachers in the district but also with the local education officers, anchayats and political leaders.
  - To increase engagement with the brand and increase its credibility, working towards greater participation in 2018-19 cycle of ZIIEI.

- Exhibitions already held in Barabanki, Farrukhabad and Agra districts, where in total 400 teachers have exhibited their zero-investment ideas to 4,000 people.
2. Innovative Curriculum to Make Learning Joyful and Relevant

Through Zero-Investment innovations, teachers are exploring new ways of delivering the curriculum within their specific classroom context (including constraints of space, large numbers, and absence of teaching aids, diversity in the student body, the compulsions of examinations, and so on).

We find that many of these efforts are pragmatic, creative and ingenious, but these are by and large invisible to the school and the larger teaching community, and are usually not valued by teachers themselves.

Thus, through our new book series ‘Innovative Pathshaala’, we are converting teachers’ best practices into an evolving Experiential Learning Content. Through the use of this tool, teachers can deliver the entire syllabus of any state board, of any class through innovative zero-investment ideas.

Innovative Pathshaala book series is being made available to teachers in both Hindi and English versions, and has been highly appreciated by MHRD.

Facebook page created to gain traction for ZIIEI Exhibitions in Uttar Pradesh. More than 15,000 people have viewed or commented on posts.
This integral education based motivational training is conducted to empower in-service teachers of the National Mission for Secondary Education (Rashtriya Madhyamik Shiksha Abhiyan RMSA). Titled A Meeting with Your Self (आपका आपसे साक्षात्कार), this training enables teachers to discover their individual strengths and develop effective teaching techniques that can make education a constructive process based on deeper human values.

Since 2015, 24,000 teachers were trained in Uttar Pradesh, and in 2017-18, the initiatives has reached Jharkhand State where newly recruited teachers attended 10-days of this transformational training in April 2017. Held across 24 districts, the training was conducted in batches of average 60 attendees.

“We’ve schools and teachers but what is lacking is motivation. We were looking forward for a kind of training through which the teachers could be encouraged to give their best,” says Jayant Mishra, District Education Officer, Gumla, Jharkhand.

Earlier in February 2017, 90 key education officers like Jayant Mishra had attended Sri Aurobindo Society’s Leadership by Consciousness training to hone their leadership and decision making skills and better align with the state-wide education transformation projects. With this background, the officials took keen interest in the teachers training and helped ensured its close monitoring, feedback and completion. As a result, in addition to the registered 1602 participants, many others teachers who were not enlisted in the participants list also took out time to attend the training, making total participants over 1,700.

5,000 Teachers Celebrate Teachers’ Day With Sri Aurobindo Society

On September 5, 2017, the Chhattisgarh State Government organised a grand 2-day motivational event at Ranchi stadium to celebrate teachers day. Sri Aurobindo Society was specially invited to address a gathering of 5,000 teachers and state officials, where we introduced the teachers to Integral Education and how they can manifest their best self into their work and life. An experiential learning workshop was also conducted by us to demonstrate creation of a more joyful classroom.

The link (https://www.youtube.com/watch?v=JpKstmXLjP4) provides a video snippet of the coverage by a news channel.

CMHE project is to create an empathy-based support mechanism in the system for children with ‘hidden disabilities’, i.e. neurodevelopment disorders (NDD). In India, not only retention in school of children with NDD is an issue, there is dearth of reliable nationwide data. But one study estimates that 10-18% of children aged 2-9 years have one or more NDD, i.e. about 1.5-3 crores.

Through CMHE program, we are “educating” regular school teachers about these hidden abilities, training them to identify such children in classrooms using simple checklists, and then enabling them to practice an empathetic and sensitive approach towards these children. Where possible, special educators help teachers along with the parents and siblings of these children to practice the techniques to support the child’s learning inside and outside the school.

While in 2016-17, teachers from 397 schools of Ghaziabad district were trained. Of all the students reported by teachers as possible cases of neurodevelopment disorders, 88 percent were found to be rightly diagnosed after assessment by clinical psychologists, proving the effectiveness of our trainings.

In 2017-18, state governments of Jharkhand, Chhattisgarh and Uttarakhand have also invited CMHE. Currently, and the trainings of education officers and teachers are currently going on in all these states and a total of 2,500 participants have completed the phase 1 of the learning curve.

Seeing out work, in October 2017, Sri Aurobindo Society was also specially invited by the Chhattisgarh State Government to provide psychometric training to selected students of the Ranchi Institute of Neuro-Psychiatry & Allied Sciences (RINPAS), which is prestigious institution in the mental healthcare field.
“Making it right”

Abida Hassan,  
Teacher, Ranchi, UP

She describes how the 10 day training session has not just inspired her to lead a change but also come across her new Inner self.

“At the School, I take it upon me to motivate my colleagues so that together as a team we can take it forward”.

I have always been apprehensive of any training that has taken place till now as they turn out to be mere formalities only and a training that too for ten days was making me give it a second thought many a times. But to my pleasant surprise all through this period of 10 days, I got to learn a lot of new things.

I have never ever given it a thought that the identity of a teacher is strong enough to initiate a change but now I believe that I can mentor my students towards being the leaders of a new era.

The most amazing topic that I found during our sessions was A Meeting with Your Self (Aapka Aapsay Sakshatkar). Topics like “Rise of new age teacher” have made me realise that transformation is important for a teacher as well. It was at the training that I realized that a new age teacher can be complete only when he can empathize with his students.

Once back to the school, I came up with Bal Sansad, an innovation that had caught my attention at our training. Not only it improved the school management, it did wonders for the students also. The students were more confident now and felt that they could deliver on the responsibilities assigned to them. They were the leaders and the participants at the same time.

At the school, I take it upon me to motivate my colleagues so that together as a team we can take it forward. I firmly believe anything new assimilated and thus implemented from the training would benefit students, teachers and school.

I think this training has changed me as a person as well, while I have implemented new things in school topics like empathy are close to my heart especially. Empathy is a way towards a better world and the sooner we realise this the better it would be for all of us.

Such trainings should be more often as it is very important to make every teacher realise his importance and how he can contribute to the society.

“Making it right”

Pratap Narayan Singh,  
BSA, Barabanki, UP

“Teachers either owned the ideas or could relate with the ideas as they knew the innovators. This sense of belongingness played a crucial role in successful roll out of ZIIEI in all 2,957 Government Schools of Barabanki.”

Broadly, we come across two types of people in our day to day life. The first type goes on complaining regarding the vicious circle of problems, unavailability of opportunity and the whole world being unfair to them. The second type believes in action. They use power of ideas and innovation to leverage the existing resources available and turn challenges to opportunities. By doing so, they become role models and a source of inspiration for others. Pratap Narayan Singh is one such role model of ZIIEI. Here is his experiences in his own words...

I appreciate action-oriented people who try to bring change in those who go on complaining about things around them. So, during my visits to schools, I had been coming across several teachers who were creative and applying innovative methods at their schools. However, such innovations were limited only to the schools where these teachers were posted. I had mixed feelings for the situation — while I was happy that teachers were coming up with several effective ideas, I also saw the lack of sharing of ideas with other schools.

Then, when I attended the ‘Leadership by Consciousness’ training of ZIIEI, I realised that there is a way to scale up the innovative ideas to a greater level. Two things that I liked the most about ZIIEI are the program’s ‘simplicity’ and ‘doable approach’, which takes away the need of huge financial investment.

The major boost came when five ideas from our district found their place in the top thirty ideas! It was a great achievement for all of us in the district. Teachers either owned the ideas or could relate with the ideas as they knew the innovators. This sense of belongingness played a crucial role in successful roll out of ZIIEI in all 2,957 Government Schools of Barabanki. I too had regular meetings and interactions with teaching fraternity and motivated them in this direction.
After the Comprehensive Mental Health Education training in Modinagar in December 2016, a teacher assessed Diya and Siya of std. III and IV to have a learning disability. They said 87, but wrote 78. Their written Hindi vowel sounds were mixed up. Both exhibited academic failure, and it was certain they were going to drop out of school after std. VIII since they would have to pass exams then. The teacher also observed signs of lack of self-esteem, depression, and withdrawal.

When a clinical psychologist from the Rupantar team conducted intelligence tests with them, it was found that the girls know things like the entire state’s administrative structure and hierarchy. Their oral mathematical calculations are swift and accurate. Turns out, their IQ score is 120 — meaning they are more intelligent than 91% people on this planet! Further tests revealed that sisters have dyslexia and dysgraphia, two hidden learning disabilities.

As part of this program, first their parents and teachers were counselled by our psychologist and sensitised about their gifted abilities as well as handicap, and how they need to be supported. Now, from Jan to Jun 2017, special educators from Rupantar team will visit their school every fortnight for 6 months to handhold their teachers with the suitable tools and techniques to facilitate Diya and Siya’s education journey.

After completion of teachers’ trainings in one of the blocks of Ghaziabad, nearly 25% participants brought back suspected cases of neurodevelopmental disorders from their classroom. When the team of psychologists was assessing each individual student’s case through one-to-one meetings with students and their parents, seeing the effectiveness of the sessions, many teachers were motivated to bring in more case studies, increasing the participants’ response to 33%.

One teacher, however, brought the child himself. He had an eerie laugh, and he laughed constantly. Earlier the teacher had thought that he was just one of the delinquents, but after the training she suspected a neurodevelopmental disorder.

The clinical psychologists immediately saw that the child was more likely to have some organic disorder, perhaps psychosis or schizophrenia. The child’s parents have been sensitised, and he has now been referred to specialists for further assessment and treatment — something that would not have happened if his teacher was not sensitised.

He is one of the many cases that are coming to light through the training program. Most of these children have family history of alcohol addictions, substance abuse, or sometimes advanced age pregnancy where parents are above the age of 50.