

Impact Assessment Summary Report

FY 2022-23

**Model School – Government
Higher Primary School, Hejjala**

Project Duration:
2019-20 to 2020-21

Report Submission Date:
10-03-2023

Executive Summary

The National Achievement Survey (NAS)¹ conducted in 2021 to evaluate students' progress and learning competencies across 720 districts across India found an overall depreciation in the learning outcomes of students. While this can be attributed to the prolonged closure of the schools induced by COVID -19 pandemic, the findings from the NAS report published in 2017 reflected the plummeting trend. The report showed that half of primary school-going children, constituting nearly 50 million children, were not achieving grade-appropriate learning levels².

In Karnataka, 55% of the enrolment is in schools funded by the department of education³ i.e., both government and government-aided schools. Considering the report suggests that most of the enrolment in government schools are from the poor socio-economic backgrounds, the need for quality government schools is crucial. On the contrary, we have been privy to the plight of government schools with poor school infrastructure including the lack of advanced learning facilities such as smart classrooms, science labs, etc. As a result, parents from poor socioeconomic group opt for budget private schools with the aspiration of quality education for their children.

Model School: Government Higher Primary School (GHPS)

Toyota Kirloskar Motor Pvt Ltd (TKM) identified the above-mentioned challenge during the baseline survey conducted in Bidadi, Ramanagara taluk in 2017-18. The survey was specifically conducted with the intention to unveil and bring to the fore the findings on the perception and expectations of the immediate community surrounding the Government Higher Primary School (GHPS), Hejjala. Garnering a contextual understanding of the community was important in conceptualizing the 'Model School' blueprint for the 360-degree transformation of GHPS Hejjala.

An independent assessment of the intervention was conducted in the school to find out the effect of the project intervention, post its completion in 2020-21. The assessment was carried for the financial year 2022-23 as per the Companies Act 2013. The project intervention carried out by TKM falls under Schedule VII activity (ii) of the Companies Act. The total project cost was INR 15.6 million. The primary objective of the impact assessment was to assess the relevance, effectiveness, and efficiency of the intervention.

A total of 150 samples was collected for the impact assessment. Figure 1 illustrates the break-up of the total sample size.

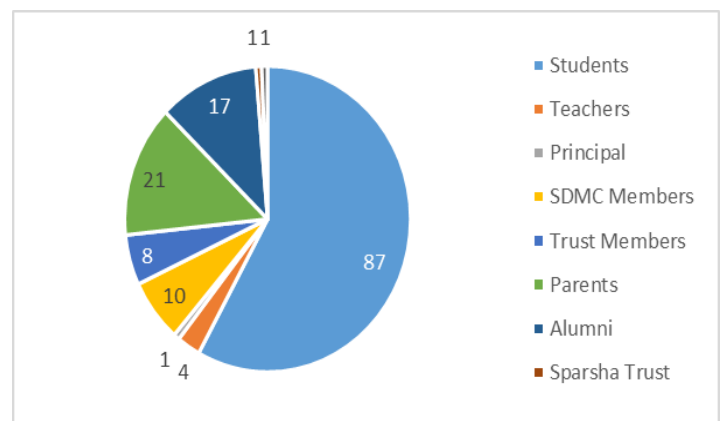


Figure 1: Break-up of Sample Size

¹ <https://nas.gov.in/report-card/nas-2021>

² <https://www.unicef.org/india/what-we-do/education>

⁴ https://schooleducation.kar.nic.in/databank/GoKReport1819Final_230919.pdf

Established in 1943, GHPS was a government primary school until 2018 and served approximately 80-90 students year-on-year. However, due to dilapidated school infrastructure which included inadequate teachers, poor classroom infrastructure, and lack of toilets and water supply, parents were reluctant to send their children to the school and instead opted for budget private schools. This resulted in a decreasing enrolment rate of the school. Prior to the intervention by TKM in 2016, the total strength of the school comprised of 25 students. Thus, as part from the transformation plan, TKM intended to create GHPS, Hejjala as a self-sustaining government school that offers a quality education at par with private schools. Diagram 1 illustrates the areas of intervention carried out by TKM towards the transformation of GHPS, Hejjala into a 'Model School'.

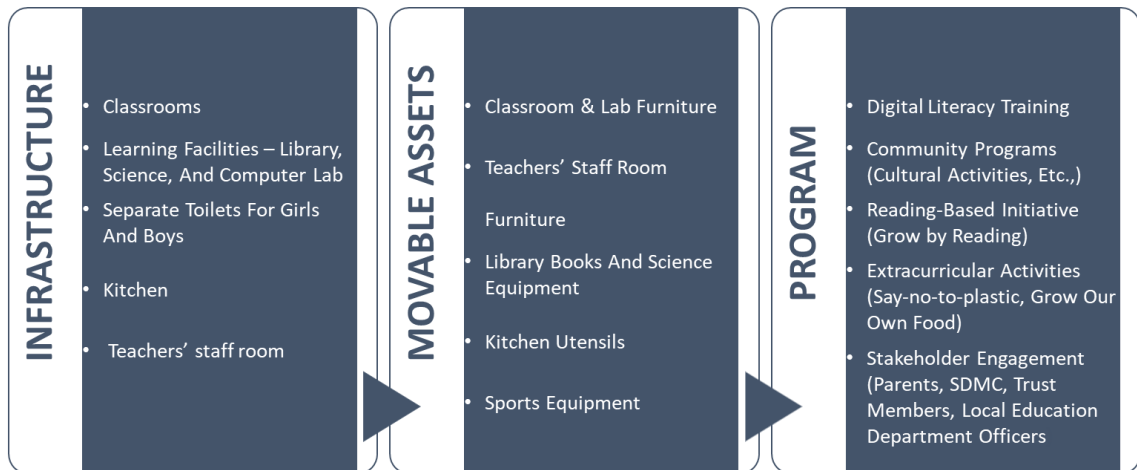
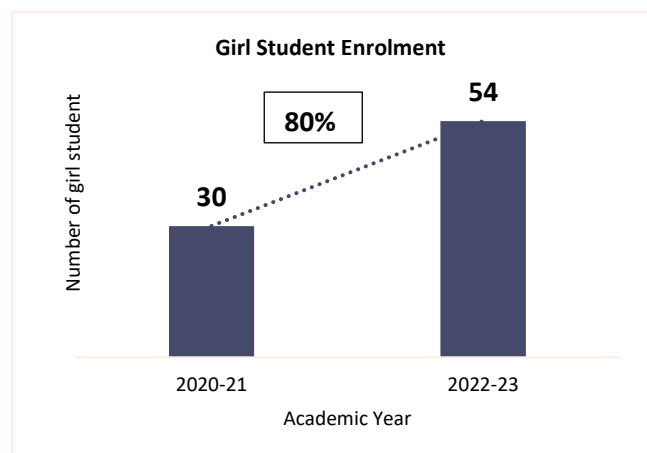
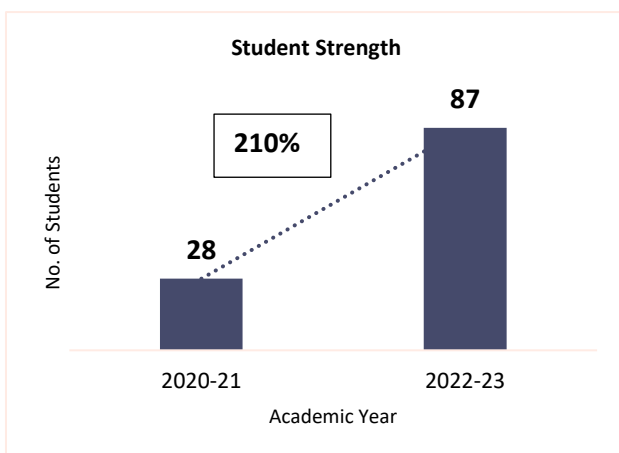


Diagram 1: TKM Intervention

Key Findings

The newly constructed school infrastructure has created a safe learning environment for students acting as the primary driver in aiding the other half of programmatic interventions in improving the teaching-learning classroom environment. For example, the new school infrastructure has created a smart classroom space for teachers to adapt to blended learning.



Other findings

- 82.7% students using the library
- 95% increase in attendance

Recommendations:

The intervention has achieved the intended objective of creating a quality school educational environment at GHPS, Hejjala. The intervention has adoption of multimedia teaching tools, inculcating the habit of reading among students with a well curated library as well as strengthening the SDMC towards the long-term upkeep of the school.

In the light of the foregoing outcomes and conclusions, the following are recommended:

- TKM to encourage and demonstrate the advantage of teaching all the subjects using audio-visual aids and should not be restricted to English, Science, and Math.
- TKM to conduct refresher training to alumni and trust members for sustenance.
- Proper knowledge transfer to be given on digital teaching methodology to newly joined teachers.
- Education Department to conduct audit to check the utilization of digital contents.
- The concerned education departments should ensure that the shortage of teaching staff is duly filled.
- The SDMC and GHPS Trust should maintain a strong relationship with the education department both at the district and state level towards operations and maintenance of the school.

THANK YOU

Impact Assessment
Study Conducted



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