



Summary Impact Report 2022

Independent Impact Assessment by



Name of the program

School Adoption Program

Program duration

November 2016 to April 2021

Capgemini Technology Services India Ltd (Capgemini) implemented a School Adoption Program. Capgemini partnered with SRF Foundation to implement the program at the ground level.



GBHSS: Government Boys' Higher Secondary School
 GGHSS: Government Girls' Higher Secondary School
 GHPS: Government Higher Primary School
 GHS: Government High School
 GHSS: Government Higher Secondary School
 GJCHS: Government Junior College & High School
 GMPS: Government Middle Primary School

● Model Schools

GMPS Kadugodi
GHS Garudacharpalya
GHS Kannamangala
 GJCHS Kadugodi
 GJCHS Hoodi
 GHPS Kaverinagar
 GMPS Garudacharpalya
 GHS Doddanekkundi
 GMPS Doddanekkundi
 GHS Immadihalli

GGHSS Nandhivaram
GHS Kandigai
GGHSS Thiruporur
 GBHSS Nandhivaram
 GBHSS Thiruporur
 GHSS Mambakkam
 GHSS Kelambakkam
 GHSS Nellikuppam
 GHSS Maraimalai Nagar
 GHSS Anjur

Beneficiaries

9878

Students, teachers and school management committee members

9648 Students 4828 4820

80 Teachers

150 School Management Committee Members

Sampling size

1756

(The sample drawn covered nearly 18% of the total population of beneficiaries)

1664 Students 928 736

50 Teachers

42 School Management Committee Members

Social Return on Investment (SRoI)



ie, for every rupee invested/spent by Capgemini for the School Adoption Program, INR 9.49 worth of social value is generated.

Key interventions

- Basic infrastructure development activities like drinking **water stations, renovation of toilets, provisions of sanitary dispensers, the establishment of the waste management system, Swachh Vidyalaya Committees for school maintenance, provision of CCTVs and renovation of the staffrooms.**
- Creation of **InnoSTE(A)M laboratories. Augmentation of the school libraries. Organizing science exhibitions** to enable students to display their InnoSTE(A)M products.
- Improvement of **sports infrastructure** by improving the playgrounds and providing sports equipment.
- Providing **green boards and cupboards** for the classrooms. Installing **smart boards** and providing **e-learning** facilities.
- Soft interventions for students include training them on **life skill activities** and initiating them to the **Green School** concept.
- Capacity building** of the teachers, headmasters, and the School Management Committees members.
- Arranging for **Community Interface Programs.**
- Arranging for exposure visits for teachers and students. A team of teachers and students from **GHS Kandigai, Bengaluru, was sent to Japan** to participate in the Sakura Science Project.

Lesson learned

Drinking water remained an issue of concern in the adopted schools. Although drinking water facilities were set up in the schools, in some cases the water was not fit for drinking. Installation of filtration systems of water in schools would have been a step in the right direction in this regard.

Key findings

Schools

GHS Garudacharpalya has shown the **sharpest increase** (132%) in enrollment since 2016-17 – in total number of students and also the number of girls.

Out of the seven schools in Chennai (leaving the three boys' schools), **three schools have shown increased enrollment of girls.**

GHS and GMPS Doddanekundi schools have shown a near **90% growth** in the number of students securing **A+ and A grades since 2016-17.**

In 2018-19 (exams did not take place in 2019-20 and 2020-21 due to the Covid19 pandemic), **44% of the students** in the 20 adopted schools secured **A+ and A grades.**

Students

65% of the students loved their schools. In the cases of **model schools, 70% of the students** loved them. The majority of the rest scored a 4 out of 5.

They liked their teachers, the STE(A)M labs and the sports facilities the most.

83% of the students thought that the InnoSTE(A)M labs have helped them immensely. Learning fast in a fun way is what they like about it.

98% of them find that their teachers have become more regular in taking classes since the intervention.

53% of the students absolutely agreed and 47% somewhat agreed that there has been a change for better in their teachers since the rolling out of the School Adoption Program.

65% of the girls found the number of toilets in their schools sufficient.

Teachers

77% of the teachers were extremely happy about the School Adoption Program. The rest praised the Program but thought that the interventions could be improved.

87% of them thought that the InnoSTE(A)M labs were helping the students.

96% of the teacher thought that the reading habit of their students improved because of the augmented libraries.

91% of the teachers thought that the computer training has honed their teaching skills.

96% of the teachers observed that the girl students were coming to the school during their menstrual periods.

Members of the School Management Committees

75% of the SMC members thought that the quality of the training imparted by the schools was excellent.

19% of them attended six or more meetings in 2021-22, while **33% attended** one to five meetings. **48% did not participate** in any meetings. These were typically the parents of the children for whom, due to their socio-economic profile, attending meetings had a high opportunity cost.