Impact Assessment of Infrastructure/Facilities Created in Government Schools by Bharat Electronics Limited (BEL) Under Corporate Social Responsibility (CSR) Across Various States of India

Sponsored by

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EXECUTIVE SUMMARY

Since the application of mandatory Corporate Social Responsibility (CSR) provision in 2014, CSR spending by Corporate India has increased significantly. Along with increasing their CSR spending, the companies are also taking up innovative projects and demonstrating innovative ways of addressing social issues. BEL, being a responsible public-sector enterprise, has taken this opportunity to integrate CSR into its strategy. CSR forms an integral part of BEL's culture. BEL as a company strives to achieve a balance between the need for economic growth, environmental protection, and social imperatives like good quality education to poor children.

About the Project:

Under the Impact Assessment of Infrastructure/Facilities created in Government Schools across India by Bharat Electronics Limited (BEL) under Corporate Social Responsibility (CSR)., at various locations in Seven States across India. To examine the utility, effectiveness, sustenance and impact of the intervention in tangible and intangible terms. The facilities created by Bharat Electronics Limited in the Government schools are broadly given below:

Civil infrastructure comprising of: School Building with Class rooms, Compound Wall/Gate, Kitchen & Store Room, Paver blocks flooring in prayer area, Toilet block with Pipes & Sanitary fixtures (Commode, Flush Tank, Taps, Stop-cocks, Wash-basin etc.), Door & Windows, Lighting fixtures, Exhaust Fan, Mirror, Septic Tank, Soak Pit, Water facilities, Mesh windows etc., Furniture (i.e. Dual Desk, Bench & Desk, Office Table, Chairs, Ceiling Fans, Cupboard etc.) Library / Sports Facilities, Drinking Water, Hand Washing Facilities, Smart Classroom, IT Infrastructure, Others – Rainwater Harvesting, PVC Shed etc.

The Key Beneficiaries of this CSR activities are the Students and Staff of the Government Schools. Other stakeholders are Parents, Local Administration, Education Department. The Scope of work includes, Preparation of Questionnaire in English and

Local languages (viz. Kannada, Tamil, Hindi, Telugu, Marathi), Interaction with stakeholders concerned by administering Questionnaires, Focused Group Discussions etc.,

Objectives: The major objectives of the present study are as follows**:** To carry out an impact assessment of the infrastructure/ facilities created in government schools by Bharat Electronics Limited (BEL) under Corporate Social Responsibility (CSR) at various locations in seven Indian states:

1. To examine the utility, effectiveness, sustenance and impact of the intervention in tangible & intangible terms.

2. To know the impacts of the facilities created by BEL in the government schools, especially in terms of the following:

Civil infrastructure comprising of: School Buildings with classrooms, Compound Wall/Gate, Kitchen & Store Room, Paver blocks flooring in the prayer area, Toilet block with Pipes & Sanitary fixtures (Commode, Flush Tank, Taps, Stop-cocks, Wash-basin etc.), Door & Windows, Lighting fixtures, Exhaust Fan, Mirror, Septic Tank, Soak Pit, Water facilities, Mesh Windows etc., Furniture (i.e. Dual Desk, Bench & Desk, Office Table, Chairs, Ceiling Fans, Cupboard etc.), Library/ Sports Facilities, Drinking Water, Hand Washing Facilities, Smart Classroom, IT Infrastructure, Others-Rainwater Harvesting, PVC Shed etc.

3. To measure the implementation and impact of BEL assessment of infrastructure over the life of key beneficiaries i.e. students and staff of the Government Schools. And finally

4. To assess the impact of BEL initiatives on the life of Parents, Local Administration and Education Department.

To achieve the above objectives of the study, the present study has collected a sample of 150 schools from seven states, like Karnataka (134), Andhra Pradesh (7), Tamil Nadu (1), Uttarakhand (5), Uttar Pradesh (1), Haryana (1), and Maharashtra (1), where the BEL has spent around ₹ 20 Crore of their funds under CSR policy to create Infrastructure / Facilities in Government Schools. 5 of these Schools have an expenditure of more than ₹ 1.0 Crore individually. We have collected the information through 6 questionnaires and FGD. The

questionnaires are (1) Schools (2) Students (3) Teachers (4) Parents (5) Education Department Officials and (6) Panchayati Raj Representatives.

The Methodology which we have followed in this study is, as per the nature of the study, it is preferably quantitative as compared to the qualitative method, although the qualitative method has also been used as required. The quantitative method targeted mainly the civil infrastructure and quality change that happened due to initiatives led by BEL under CSR funds while the qualitative method has been used to outline key beneficiaries' (Students & Govt. School Staff) and stakeholders' (Parents, Local Administration & Education Department) views towards BEL's initiatives to government schools. For the evaluation sample from various Government School sites were collected on the basis of structured questionnaires. We are using secondary and primary data to achieve the above objectives of this study. We have measured the impact assessment through given five indicators, namely, Relevance of the infrastructure/facilities to the stakeholders, Utility of the infrastructure/facilities by the stakeholders, Operation and maintenance of the created infrastructure/facilities in the Government schools, Effectiveness of the infrastructure/facilities created in the School and Impact of the infrastructure/facilities created in the schools. While measuring the impact results we have used the Likert scale under five levels (Excellent (E) - Above 80 percent; Very Good (V) - 71 - 80 percent; Good (G) - 61 - 70 percent; Satisfactory (S) - 50 - 60 percent; Bad (B) - Below 50 percent) for each indicator.

Impact Assessment: This study of Impact Assessment of Infrastructure / Facilities created in Government Schools by Bharat Electronics Limited under Corporate Social Responsibility funds. We have arrived the broad conclusions under five heads, like Relevance, Utility, Operation and Maintenance, Effectiveness and Impact, which are as follows:

Relevance: Whether the CSR intervention of creating Infrastructure / Facilities in Government Schools across different States to meet the needs of the beneficiary Institution. And also explored the views about the infrastructure and facilities provided by the BEL in the school is relevant for the stakeholders and awareness about the infrastructure / facilities to the different stakeholders. In case of Relevance, except in Hassan District of Karnataka, all the other 149 schools on an average they have recorded **excellent** in relevance of the infrastructure / facilities created by the BEL in various states schools.

Utility: Utility of Infrastructure / Facilities created in Government Schools by BEL under CSR grants to what extent they have been utilising regularly in the schools. And also, the inherent limitations about the partial/not in use of the Infrastructure / Facilities created in the schools. In view of this the following responses recorded across the sample states schools and among the various stakeholders.

In case of Utility, in Uttarakhand very low utilisation has recorded in 5 schools of Pauri Garhwal district. As compared with other districts, Hassan District of Karnataka, Ghaziabad in Uttar Pradesh recorded to some extent good in utilisation of the created infrastructure / facilities. The remaining schools like 143 schools on an average they have recorded **excellent** in utilisation of the infrastructure / facilities created by the BEL in various states schools.

Operation and Maintenance: Creation of Infrastructure / Facilities is an easy task. But operating and maintenance of Information Technology related infrastructure is a big task to the Government Schools. Availability of the technical know how people are very scarce in several places. Hence, the operation and maintenance of the created infrastructure / facilities in the Government Schools and availability of running water in Toilets and Hand-wash facilities in the respective schools across different states is an important activity in each and every school. In view of this we have collected the responses from the school authorities, students, teachers, parents, education department officials and panchayati raj representatives.

In case of the operation and maintenance, and availability of running water in Toilets and Hand wash facilities in almost all the sample surveyed government school's responses recorded are **good** and above in created infrastructure / facilities by the BEL in various states schools.

Effectiveness: It is very difficult to measure effectiveness especially the intangible outcome of the school education system. In this study we want to measure the effectiveness through conducive learning environment for students, increase in student enrolments, increase in student attendance, prudent utilisation of the facilities provided and sustenance of the facilities created by BEL, over a period of time in the Government Schools where the infrastructure / facilities created. In view of this we have collected the responses from the school authorities, students, teachers, parents, education department officials and panchayati raj representatives.

In case of effectiveness, Maharashtra has recorded very poor effectiveness; subsequently in Uttar Pradesh and Uttarakhand also recorded satisfactory performance in the effectiveness of the created infrastructure / facilities. The remaining schools like 143 schools on an average they have recorded **excellent** in effectiveness of the infrastructure / facilities created by the BEL in various states schools.

Impact: Measuring the Impact of the created infrastructure / facilities in Government Schools by BEL under CSR is a qualitative phenomenon. We have tried to measure the impact through, Tangible and Intangible benefits, whether the project achieve the overall objective of creating a conducive learning environment in Government Schools? and the infrastructure / facilities created by BEL elevate the status of the Government School by way of recognition by the Education Department to play additional roles such as Board examination centre etc., and also perception of BEL as a Socially Responsible Company. In view of this we have collected the responses from the school authorities, students, teachers, parents, education department officials and panchayati raj representatives.

In case of Impact, Kolar, Hassan in Karnataka, in Uttarakhand and also in Uttar Pradesh the impact responses are good to some extent has recorded in 5 schools of Pauri Garhwal district, 2 schools in Kolar and one in district of Hassan and Uttar Pradesh. As compared with other districts, the remaining schools like 141 schools on an average they have recorded **excellent** impact of the infrastructure / facilities created by the BEL in various states schools.

However, there is a large scope for achieving effectiveness and excellent impact of created infrastructure in the above-mentioned schools of the states. Effectiveness is a long-term process, because of that its achievement in some of the schools are below the excellent level as compared to the impact of the created infrastructure/facilities in the Government Schools of the sample studied in different states.

Outcomes: The major outcomes of the study have been observed and while conducting the discussions with the stakeholders at the time of survey are as follows:

1. First of all, the attendance of the school children has increased in majority of the schools;

2. Students have started taking interest to attend the classes;

3. Teaching learning technique has been improved;

4. Parents have also shown their interest to admit their children in Government Schools;

5. Skill development opportunities have started enhancing;

6. Job opportunities will be bright for these students in coming future;

7. Infrastructure/facilities have been increased in all the surveyed schools;

8. Students and teachers are feeling happy about the infrastructure/facilities created in their schools;

9. Where ever the sufficient infrastructure/facilities have been created in the schools, there the facility of Board Examination centres has come up in several schools;

10. Social mobility has also increased in several schools and gender discrimination have started reducing in majority of the schools.

Conclusion:

Measuring the Impact of the created infrastructure / facilities in Government Schools by BEL under CSR is a qualitative phenomenon. We have tried to measure the impact through, Tangible and Intangible benefits, whether the project achieve the overall objective of creating a conducive learning environment in Government Schools, and the infrastructure / facilities created by BEL elevate the status of the Government School by way of recognition by the Education Department to play additional roles such as Board examination centre etc., and also perception of BEL as a Socially Responsible Company. In view of this we have collected the responses from the school authorities, students, teachers, parents, education department officials and panchayati raj representatives.

However, Kolar, Hassan in Karnataka, in Uttarakhand and also in Uttar Pradesh the impact responses are good to some extent which has recorded in 5 schools of Pauri Garhwal district, 2 schools in Kolar and one in district of Hassan and Uttar Pradesh. As compared with other districts, the remaining schools like 141 schools on an average they have recorded excellent impact of the infrastructure / facilities created by the BEL in various states schools. In addition to the above, in Tamil Nadu, after the BEL intervention in infrastructure, they have got the Board Examination Centre.

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In Tumkur Block, Karnataka, after BEL constructed the school building, private colleges admission levels have dropped and Government school admission have increased. This government college authorities have asked computer lab for their students.

In Hasan Block, Karnataka, after BEL intervention, admission have been increased at a greater level. This school authority has asked computer lab for their students.

Finally, the smart class room impact is very much higher in almost all the 122 schools. Their examination results percentage has increased, understanding level has increased, absenteeism has reduced and interest has increased for the children to attend the classes regularly.

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CHAPTER I

INTRODUCTION

BEL is one of the leading companies among the defence Public Sector Undertakings in the Corporate Social Responsibility scope. In this project BEL has focused towards initiatives related to the public sphere, mainly encompassing holistic community development, institution making and sustainability-related efforts. This company has a major motto to contribute to inclusive progress especially in the socio-cultural aspects throughout society by focusing on issues of empowerment of the weaker and underprivileged social groups or communities etc., with the aim to all of these, as mentioned above, BEL has targeted the areas of improvement achieved with reference to health infrastructure, preventive healthcare, supporting education and vocational skill development, rural development, environmental and sustainable development.

BEL intends to carry out third party impact assessment of Infrastructure/ Facilities created in government schools by the Company under CSR.

1.1 BEL Units (7) Contribution by State-wise Under CSR:

- Haryana: Panchkula: Mandhana (1 school): In this school the BEL has utilised its CSR Funds in construction of 6 class rooms, 220 student desks, 30 chairs and 13 tables, one toilet for boys and one toilet for girls, handwashing facility, kitchen and store room, drinking water, compound wall/gate.

- Maharashtra : Pune : Satara (1 school) : In this school 40 computer chairs, 1 office chair; IT infrastructure – 30 Desktop PCs, 1 Laptop, 32 UPS, 1 Projector, 1 Printer.

- Uttar Pradesh : Ghaziabad : Maharajpur (1 school): In this school BEL has constructed 10 class rooms, 60 student desk cum bench, 1 personal computer, 1 printer, 2 toilets for boys, 2 toilets for girls, handwashing facility, kitchen and store room, library/sports facility, 1 water cooler, 1 RO filtration system, compound wall/gate.

- Tamil Nadu : Chennai: Thiruvannamalai district : Vembakkam Taluq (1 school) : In this school BEL has constructed 5 class rooms, 1 headmaster room, 72 student desks,

25 chairs, 10 tables, 1 computer table, Handwashing facility, Paver Block flooring in Prayer area.

- Andhra Pradesh: Krishna District: Machilipatnam (7 schools): In these schools, BEL has utilised its CSR Funds in constructing 4 class rooms, 280 deal desks, 16 office tables, 20 ceiling fans, 10 cup boards, 4 boys toilets, 4 girls toilets, 9 water purifiers, 4 overhead tanks, 1 pvc shed.

- Karnataka: Yadgir, Banagalor, Hassan, Shimoga, Chikbalpur, Uttara Kannada, Tumkur, Kolar, Ramanagara districts, BEL has utilised its CSR Funds in constructing 70 class rooms, 514 student desks, 83 chairs, 62 tables, 5 furnture to staff, 12 boy's toilets, 12 girl's toilet, 3 pwd toilets, 11 handwashing facilities, 3 kitchens cum store rooms, 5 drinking water facility, 5 compound wall/gate and 122 smart class rooms.

In total, sample size of 150 schools is considered where the BEL spent around ₹ 20 Crore of their funds under CSR policy to create Infrastructure / Facilities in Government Schools. 5 of these Schools have an expenditure of more than ₹ 1.0 Crore individually.

1.2   Objectives of the Present Study:

As mentioned above that this project has focused on the impact assessment of infrastructure/facilities created in government schools by Bharat Electronics Limited (BEL) under Corporate Social Responsibility (CSR), in view of all this, the following specific research objectives of the proposed study have been included.

1. To carry out an impact assessment of the infrastructure/ facilities created in government schools by Bharat Electronics Limited (BEL) under Corporate Social Responsibility (CSR) at various locations in seven Indian states,

2. To examine the utility, effectiveness, sustenance and impact of the intervention in tangible & intangible terms.

3. To know the impacts of the facilities created by BEL in the government schools, especially in terms of the following:

- Civil infrastructure comprising of: School Buildings with classrooms; Compound Wall/Gate; kitchen and Store Room; Paver blocks flooring in the prayer area; Toilet block with Pipes and Sanitary fixtures (Commode, Flush Tank, Taps, Stop-cocks,

Wash-basin etc.), Door and Windows, Lighting fixtures, Exhaust Fan, Mirror, Septic Tank, Soak Pit, Water facilities, Mesh Windows etc.,

- Furniture (i.e. Dual Desk, Bench & Desk, Office Table, Chairs, Ceiling Fans, Cupboard etc.); Library/ Sports Facilities; Drinking Water; Hand Washing Facilities; Smart Classroom; IT Infrastructure and Others-Rainwater Harvesting, PVC Shed etc.

4. To measure the implementation and impact of BEL assessment of infrastructure over the life of key beneficiaries i.e. students & staff of the Government Schools.

5. To assess the impact of BEL initiatives on the life of Parents, Local Administration and Education Department.

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Chapter-II

METHODOLOGY, RESEARCH DESIGN & SAMPLING PLAN

This study is mainly based on field surveys, beside this, secondary data has also been used with the aim to select samples. The detailed methodology has been discussed below.

2.1   Methodology of the Study:

As per the nature of the study, it is preferably quantitative as compared to the qualitative method, although the qualitative method has also been used as required. The quantitative method targeted mainly the civil infrastructure and quality change that happened due to initiatives led by BEL under CSR funds while the qualitative method has been used to outline key beneficiaries' (Students & Govt. School Staff) and stakeholders' (Parents, Local Administration & Education Department) views towards BEL's initiatives to government schools. For the evaluation sample from various Government School sites were collected on the basis of structured questionnaires. We are using secondary and primary data to achieve the above objectives of this study.

2.2   Assessment Parameters:

Relevance: Did the CSR intervention of creating Infrastructure / Facilities in Government Schools across the States to meet the needs of the beneficiary Institutions?

Utility: Extent of Utility (Partial/Full/Not in use) with justification

Operation & Maintenance:

- Maintenance of the infrastructure / facilities created in the Government Schools
- Availability of running water in Toilets & Handwash facility

Effectiveness:

- Conducive learning environment for students
- Increase in student enrolments
- Increase in student attendance
- Prudent utilisation of the facilities provided
- Sustenance of the facilities created by BEL, over a period of time

Impact:

- Tangible and Intangible benefits
- Did the Project achieve the overall objective of creating a conducive learning environment in Government Schools?
- Did the infrastructure / facilities created by BEL, elevate the status of the Government School by way of recognition by the Education Department to play additional roles such as Board examination centre etc.
- Perception of BEL as a socially responsible company.

Based on the above results average score can be calculated and categorised on a 5-point (indicate name of Scale) scale is called as Likert scale. Likert scale is a rating scale used to measure opinions, attitudes or behaviours. It consists of a statement or a question followed by a series of five answers statements in this study. Respondents rating has grouped under these five heads.

1. Excellent (E) - Above 80 percent
2. Very Good (V) - 71 - 80 percent
3. Good (G)   - 61 - 70 percent
4. Satisfactory (S)   - 50   -   60 percent
5. Bad (B) -   Below 50 percent.

Respondents choose the option that best correspondence they how feel about the statements or questions. Because respondents are presented with a range of answers, Likert scales are great for capturing the level of agreement or their feelings regarding the topic in a more nuanced way. However, Likert scales are: prone to response bias, where respondents disagree with all the statements due to fatigue or social desirability or have extreme responding towards assets creation or other demand characteristics like required facilities etc.

2.3   Sample Size of the Study:

The sample size of this study is depending upon the BEL activities in Government schools of the state. The details are as follows:

Table 1.1: Sample Size of Study

Sl. No.	Name of States	No. of Schools and Beneficiaries to be Assessed						
		No. of Schools	No. of Students	No. of Staffs of the School	No. of Parents of the School	No. of Representatives of Panchayat	No. of Official from Education Department	Total Sample
1.	Tamil Nadu	1	100	2	8	2	2	115
2.	Uttar Pradesh	1	100	2	8	2	2	115
3.	Andhra Pradesh	7	595	14	56	14	14	700
4.	Maharashtra	1	100	2	8	2	2	115
5.	Haryana	1	100	2	8	2	2	115
6.	Uttarakhand	5	331	10	40	10	10	406
7.	Karnataka	134	11,769	268	1,072	268	268	13,792
All States		**150**	**13,095**	**300**	**1200**	**300**	**300**	**15,345**

Source: Assistant Manager (F&S), Bharat Electronics Ltd.

CHAPTER III

ASSESSMENT RESULTS

3.1   Relevance:

Whether the CSR intervention of creating Infrastructure / Facilities in Government Schools across different States to meet the needs of the beneficiary Institution? And also explored the views about the infrastructure and facilities provided by the BEL in the school is relevant for the stakeholders and awareness about the infrastructure / facilities to the different stakeholders. In response to this issue we have collected the information from School authorities, Students, Teachers, Parents, Education department officials and Panchayati Raj Representatives from all the sample surveyed states.

- In Andhra Pradesh, on an average, 97.62 percent responses recorded by all types of stakeholders positively about the relevance of the infrastructure / facilities created by the BEL in the Machilipatnam Schools. It means an excellent response recorded in Andhra Pradesh. (See Annexure-I, Table 1.6)

- In Karnataka, on an average, 89.47 percent in Shahpur Taluq, Shorapur Taluq has recorded 96.72 percent, and 95.80 percent recorded in Yadgir Taluq of Yadgir district; subsequently in Bangalore district, Hoskote Taluq, Hebel Taluq and Nelamangala Taluq recorded 97.78 percent; in Shimoga district the responses recorded 100 percent; in Kolar district 94.62 percent; in Ramnagar district 98.36 percent; in Chikbalapur district 100 percent; in Tumkur district also 100 percent; in Uttara Kannada district again 100 percent; and finally in Hassan district of Karnataka state recorded 70.59 percent only. Except Hassan district, the other districts responses are excellent (which means all the responses are above 80 percent) regarding relevance of the BEL activities towards creation of infrastructure / facilities created in Government Schools of different districts of Karnataka State. (See Annexure-I, Table 1.8-1.18)

- In Tamil Nadu, on an average, 91.30 percent responses recorded by all types of stakeholders positively about the relevance of the infrastructure / facilities created by the BEL in Vembakkam Taluq of Thiruvannamalai District School. It means an excellent response recorded in Tamil Nadu. (See Annexure-I, Table 1.7)

- In Uttarakhand, on an average, 90.69 percent responses recorded by all types of stakeholders positively about the relevance of the infrastructure / facilities created by the BEL in the Kotdwara, Pauri Garhwal Schools. It means an excellent response recorded in Uttarakhand. (See Annexure-I, Table 1.5)

- In Uttar Pradesh, on an average, 98.26 percent responses recorded by all types of stakeholders positively about the relevance of the infrastructure / facilities created by the BEL in the Maharajpur, Ghaziabad district School. It means an excellent response recorded in Uttar Pradesh. (See Annexure-I, Table 1.4)

- In Haryana, on an average, 100 percent responses recorded by all types of stakeholders positively about the relevance of the infrastructure / facilities created by the BEL in the Mandhana, Panchkula district School. It means an excellent response recorded in Haryana. (See Annexure-I, Table 1.2)

- Finally In Maharashtra, on an average, 97.39 percent responses recorded by all types of stakeholders positively about the relevance of the infrastructure / facilities created by the BEL in Satara, Pune District School. It means an excellent response recorded in Maharashtra. (See Annexure-I, Table 1.3)

  However, except in Hassan District of Karnataka, all the other 149 schools on an average they have recorded excellent in relevance of the infrastructure / facilities created by the BEL in various states schools.

3.2 Utility:

Utility of Infrastructure / Facilities created in Government Schools by BEL under CSR grants to what extent they have been utilising regularly in the schools. And also the inherent limitations about the partial/not in use of the Infrastructure / Facilities created in the Schools. In view of this the following responses recorded across the sample states schools and among the various stakeholders.

- In Andhra Pradesh, on an average, 73.49 percent responses recorded by all types of stakeholders positively about the utility of the infrastructure / facilities created by the BEL in the Machilipatnam Schools. It means very good response recorded in Andhra Pradesh. (See Annexure-I, Table 1.6)

- In Karnataka, on an average, 86.67 percent in Shahpur Taluq, Shorapur Taluq has recorded 90.80 percent, and 88.83 percent recorded in Yadgir Taluq of Yadgir district; subsequently in Bangalore district, Hoskote Taluq, Hebel Taluq and Nelamangala Taluq recorded 97.78 percent; in Shimoga district the responses recorded 96.77 percent; in Kolar district 93.55 percent; in Ramnagar district 96.72 percent; in Chikbalapur district 97.39 percent; in Tumkur district also 97.65 percent; in Uttara Kannada district again 97.14 percent; and finally in Hassan district of Karnataka state responses recorded 69.41 percent only. Except Hassan district, the other districts utility of infrastructure / facilities created in Government Schools are excellent (which means all the responses are above 80 percent) regarding the BEL activities in Government Schools of different districts of Karnataka State. (See Annexure-I, Table 1.8-1.18)

- In Tamil Nadu, on an average, 98.26 percent responses recorded by all types of stakeholders positively about the utility of the infrastructure / facilities created by the BEL in Vembakkam Taluq of Thiruvannamalai District School. It means an excellent response recorded in Tamil Nadu. (See Annexure-I, Table 1.7)

- In Uttarakhand, on an average, 46.08 percent responses recorded by all types of stakeholders positively about the utility of the infrastructure / facilities created by the BEL in the Kotdwara, Pauri Garhwal Schools. It means very low utility has recorded in Uttarakhand. (See Annexure-I, Table 1.5)

- In Uttar Pradesh, on an average, 68.70 percent responses recorded by all types of stakeholders positively about the utility of the infrastructure / facilities created by the BEL in the Maharajpur, Ghaziabad district School. It means the utility is good to some extent in Uttar Pradesh. (See Annexure-I, Table 1.4)

- In Haryana, on an average, 100 percent responses recorded by all types of stakeholders positively about the utility of the infrastructure / facilities created by the BEL in the Mandhana, Panchkula district School. It means an excellent response recorded in Haryana. (See Annexure-I, Table 1.2)

- Finally In Maharashtra, on an average, 99.13 percent responses recorded by all types of stakeholders positively about the utility of the infrastructure / facilities created by

the BEL in Satara, Pune District School. It means an excellent response recorded in Maharashtra. (See Annexure-I, Table 1.3)

However, in Uttarakhand very low utilisation has recorded in 5 schools of Pauri Garhwal district. As compared with other districts, Hassan District of Karnataka, Ghaziabad in Uttar Pradesh recorded to some extent good in utilisation of the created infrastructure / facilities. The remaining schools like 143 schools on an average they have recorded excellent in utilisation of the infrastructure / facilities created by the BEL in various states schools.

3.3   Operation and Maintenance:

Creation of Infrastructure / Facilities is an easy task. But operating and maintenance of Information Technology related infrastructure is a big task to the Government Schools. Availability of the technical know how people are very scarce in several places. Hence, the operation and maintenance of the created infrastructure / facilities in the Government Schools and availability of running water in Toilets and Hand-wash facilities in the respective schools across different states is an important activity in each and every school. In view of this we have collected the responses from the school authorities, students, teachers, parents, education department officials and panchayati raj representatives.

- In Andhra Pradesh, on an average, 95.23 percent responses recorded by all types of stakeholders positively about the operation and maintenance, and availability of running water in Toilets and Hand wash facilities of infrastructure / facilities created by the BEL in the Machilipatnam Schools. It means excellent response recorded in Andhra Pradesh. (See Annexure-I, Table 1.6)

- In Karnataka, on an average, 79.60 percent in Shahpur Taluq, Shorapur Taluq has recorded 84.63 percent, and 85.85 percent recorded in Yadgir Taluq of Yadgir district; subsequently in Bangalore district, Hoskote Taluq, Hebel Taluq and Nelamangala Taluq recorded 82.54 percent; in Shimoga district the responses recorded 95.16 percent; in Kolar district 83.87 percent; in Ramnagar district 77.05 percent; in Chikbalapur district 95.65 percent; in Tumkur district also 95.29 percent; in Uttara Kannada district again 86.67 percent; and finally in Hassan district of Karnataka state responses recorded 61.18 percent only. Except Hassan district, the other districts utility of infrastructure / facilities created in Government Schools are more or less

excellent (which means all the responses are above 80 percent) regarding the BEL activities in operation and maintenance, and availability of running water in Toilets and Hand wash facilities of Government Schools in different districts of Karnataka State. (See Annexure-I, Table 1.8-1.18)

- In Tamil Nadu, on an average, 70.43 percent responses recorded by all types of stakeholders positively about the operation and maintenance, and availability of running water in Toilets and Hand wash facilities of the infrastructure / facilities created by the BEL in Vembakkam Taluq of Thiruvannamalai District School. It means to some extent good response recorded in Tamil Nadu. (See Annexure-I, Table 1.7)

- In Uttarakhand, on an average, 71.57 percent responses recorded by all types of stakeholders positively about the operation and maintenance, and availability of running water in Toilets and Hand wash facilities of the infrastructure / facilities created by the BEL in the Kotdwara, Pauri Garhwal Schools. It means good response has recorded in Uttarakhand. (See Annexure-I, Table 1.5)

- In Uttar Pradesh, on an average, 87.83 percent responses recorded by all types of stakeholders positively about the operation and maintenance, and availability of running water in Toilets and Hand wash facilities of the infrastructure / facilities created by the BEL in the Maharajpur, Ghaziabad district School. It means excellent response recorded in Uttar Pradesh. (See Annexure-I, Table 1.4)

- In Haryana, on an average, 100 percent responses recorded by all types of stakeholders positively about the operation and maintenance, and availability of running water in Toilets and Hand wash facilities of the infrastructure / facilities created by the BEL in the Mandhana, Panchkula district School. It means an excellent response recorded in Haryana. (See Annexure-I, Table 1.2)

- Finally In Maharashtra, on an average, 95.65 percent responses recorded by all types of stakeholders positively about the operation and maintenance, and availability of running water in Toilets and Hand wash facilities of the infrastructure / facilities created by the BEL in Satara, Pune District School. It means an excellent response recorded in Maharashtra. (See Annexure-I, Table 1.3)

However, the operation and maintenance, and availability of running water in Toilets and Hand wash facilities in almost all the sample surveyed government schools responses recorded are good and above in created infrastructure / facilities by the BEL in various states schools.

3.4   Effectiveness:

It is very difficult to measure effectiveness especially the intangible outcome of the school education system.   In this study we want to measure the effectiveness through conducive learning environment for students, increase in student enrolments, increase in student attendance, prudent utilisation of the facilities provided and sustenance of the facilities created by BEL, over a period of time in the Government Schools where the infrastructure / facilities created.   In view of this we have collected the responses from the school authorities, students, teachers, parents, education department officials and panchayati raj representatives.

- In Andhra Pradesh, on an average, 60.73 percent responses recorded by all types of stakeholders positively about the effectiveness of the infrastructure / facilities created by the BEL in the Machilipatnam Schools. It means the response recorded is good to some extent in Andhra Pradesh. (See Annexure-I, Table 1.6)

- In Karnataka, on an average, 94.19 percent in Shahpur Taluq, Shorapur Taluq has recorded 88.96 percent, and 90.99 percent recorded in Yadgir Taluq of Yadgir district; subsequently in Bangalore district, Hoskote Taluq, Hebel Taluq and Nelamangala Taluq recorded 93.33 percent; in Shimoga district the responses recorded 93.55 percent; in Kolar district 76.34 percent; in Ramnagar district 86.89 percent; in Chikbalapur district 98.26 percent; in Tumkur district also 96.47 percent; in Uttara Kannada district again 87.62 percent; and finally in Hassan district of Karnataka state responses recorded 61.18 percent only. Except Hassan district, the other districts effectiveness of infrastructure / facilities created in Government Schools are excellent (which means all the responses are above 80 percent) regarding the BEL activities in Government Schools of different districts of Karnataka State. (See Annexure-I, Table 1.8-1.18)

- In Tamil Nadu, on an average, 80.87 percent responses recorded by all types of stakeholders positively about the effectiveness of the infrastructure / facilities created

by the BEL in Vembakkam Taluq of Thiruvannamalai District School. It means an excellent response recorded in Tamil Nadu. (See Annexure-I, Table 1.7)

- In Uttarakhand, on an average, 58.09 percent responses recorded by all types of stakeholders positively about the effectiveness of the infrastructure / facilities created by the BEL in the Kotdwara, Pauri Garhwal Schools. It means the effectiveness is satisfactory only has recorded in Uttarakhand. (See Annexure-I, Table 1.5)

- In Uttar Pradesh, on an average, 50.43 percent responses recorded by all types of stakeholders positively about the effectiveness of the infrastructure / facilities created by the BEL in the Maharajpur, Ghaziabad district School. It means the effectiveness is satisfactory only in Uttar Pradesh. (See Annexure-I, Table 1.4)

- In Haryana, on an average, 84.35 percent responses recorded by all types of stakeholders positively about the effectiveness of the infrastructure / facilities created by the BEL in the Mandhana, Panchkula district School. It means an excellent response recorded in Haryana. (See Annexure-I, Table 1.2)

- Finally In Maharashtra, on an average, 13.91 percent responses recorded by all types of stakeholders positively about the effectiveness of the infrastructure / facilities created by the BEL in Satara, Pune District School. It means very poor effectiveness has been recorded because this school is not accessible to the public (it is a Sainik School) in Maharashtra. (See Annexure-I, Table 1.3)

However, in Maharashtra very poor effectiveness has recorded; subsequently in Uttar Pradesh and Uttarakhand also recorded satisfactory performance in the effectiveness of the created infrastructure / facilities. The remaining schools like 143 schools on an average they have recorded excellent in effectiveness of the infrastructure / facilities created by the BEL in various states schools.

3.5   Impact:

Measuring the Impact of the created infrastructure / facilities in Government Schools by BEL under CSR is a qualitative phenomenon. We have tried to measure the impact through, Tangible and Intangible benefits, whether the project achieve the overall objective of creating a conducive learning environment in Government Schools? and the infrastructure / facilities created by BEL elevate the status of the Government School by way of recognition

by the Education Department to play additional roles such as Board examination centre etc., and also perception of BEL as a Socially Responsible Company. In view of this we have collected the responses from the school authorities, students, teachers, parents, education department officials and panchayati raj representatives.

In case of Impact, Kolar, Hassan in Karnataka, in Uttarakhand and also in Uttar Pradesh the impact responses are good to some extent has recorded in 5 schools of Pauri Garhwal district, 2 schools in Kolar and one in district of Hassan and Uttar Pradesh. As compared with other districts, the remaining schools like 141 schools on an average they have recorded **excellent** impact of the infrastructure / facilities created by the BEL in various states schools.

(Dr. K.S. Rao)

Chapter-IV

OVERALL IMPACT OF THE SCHEME

4.1   Long term, Short Term, Tangible and Intangible benefits:

Measuring the Impact of the created infrastructure / facilities in Government Schools by BEL under CSR is a qualitative phenomenon. We have tried to measure the impact through, Tangible and Intangible benefits, whether the project achieve the overall objective of creating a conducive learning environment in Government Schools?, and the infrastructure / facilities created by BEL elevate the status of the Government School by way of recognition by the Education Department to play additional roles such as Board examination centre etc., and also perception of BEL as a Socially Responsible Company. In view of this we have collected the responses from the school authorities, students, teachers, parents, education department officials and panchayati raj representatives.

- In Andhra Pradesh, on an average, 94.53 percent responses recorded by all types of stakeholders positively about the impact of the infrastructure / facilities created by the BEL in the Machilipatnam Schools. It means excellent response recorded in Andhra Pradesh. (See Annexure-I, Table 1.6)

- In Karnataka, on an average, 94.69 percent in Shahpur Taluq, Shorapur Taluq has recorded 84.95 percent, and 85.95 percent recorded in Yadgir Taluq of Yadgir district; subsequently in Bangalore district, Hoskote Taluq, Hebel Taluq and Nelamangala Taluq recorded 80.63 percent; in Shimoga district the responses recorded 85.48 percent; in Kolar district 64.52 percent; in Ramnagar district 70.49 percent; in Chikbalapur district 87.83 percent; in Tumkur district also 84.71 percent; in Uttara Kannada district again 88.57 percent; and finally in Hassan district of Karnataka state responses recorded 62.35 percent only. Except Hassan and Kolar districts, the other districts responses recorded towards Impact of infrastructure / facilities created in Government Schools are good, very good and excellent (which means all the responses are above 80 percent) regarding the BEL activity in Government Schools of different districts of Karnataka State. (See Annexure-I, Table 1.8-1.18)

- In Tamil Nadu, on an average, 72.17 percent responses recorded by all types of stakeholders positively about the impact of the infrastructure / facilities created by the BEL in Vembakkam Taluq of Thiruvannamalai District School. It means very good responses recorded in Tamil Nadu. (See Annexure-I, Table 1.7)

- In Uttarakhand, on an average, 67.16 percent responses recorded by all types of stakeholders positively about the impact of the infrastructure / facilities created by the BEL in the Kotdwara, Pauri Garhwal Schools. It means good impact has recorded in Uttarakhand. (See Annexure-I, Table 1.5)

- In Uttar Pradesh, on an average, 61.74 percent responses recorded by all types of stakeholders positively about the impact of the infrastructure / facilities created by the BEL in the Maharajpur, Ghaziabad district School. It means good impact has recorded in Uttar Pradesh. (See Annexure-I, Table 1.4)

- In Haryana, on an average, 95.65 percent responses recorded by all types of stakeholders positively about the impact of the infrastructure / facilities created by the BEL in the Mandhana, Panchkula district School. It means an excellent response recorded in Haryana. (See Annexure-I, Table 1.2)

- Finally In Maharashtra, on an average, 95.65 percent responses recorded by all types of stakeholders positively about the utility of the infrastructure / facilities created by the BEL in Satara, Pune District School. It means an excellent response recorded in Maharashtra. (See Annexure-I, Table 1.3)

However, Kolar, Hassan in Karnataka, in Uttarakhand and also in Uttar Pradesh the impact responses are good to some extent has recorded in 5 schools of Pauri Garhwal district, 2 schools in Kolar and one in district of Hassan and Uttar Pradesh. As compared with other districts, the remaining schools like 141 schools on an average they have recorded excellent impact of the infrastructure / facilities created by the BEL in various states schools.

4.2   Limitations of the Study:

- Main inherent limitation of the study is in Maharashtra State, Sainik School is the Sample School. It is a restricted school to Public Officials and Local Public

Representatives for whom the school authorities do not want to share their information.

- In Karnataka, Yadgiri district there are two schools where they have received infrastructure from BEL very recently. So far they have not arranged the infrastructure in the schools. In view of this the impact is not in a position to assess.

4.3   Short -term Impact:

- Present students get benefit immediately from the IT infrastructure like Smart Class Rooms, Computers, Laptops, and other infrastructure.

- The present students get good marks obviously.

- Enrolment increased

- Attendance increased

- Interest on studies increases

- Cost of Education for parents will be decreased due to government schools equipped with good infrastructure (smart room, computers, etc.,).

- Parents attention will be diverted towards Government Schools.

4.4   Long-term Impact:

- Quality of Education will be improved

- Due to IT Infrastructure, majority of the students get immediate employment after completion of their studies\

- School name will be popular

- Education quality will be improved

- Teachers quality will also be improved

- Conducive environment will be persisted

- Board and other competitive exams will start in these schools.

- Health conditions will be improved due to good drinking water facility

- Good hygienic conditions will be flourished due to good toilets

- Children health and communicable diseases will be declined

- Parents feel happy and satisfaction

- In the long-run students get quality jobs and parents income will grow enormously

- Standard of Living will be improved

- Livelihood conditions of the Society will be improved

4.5   Intangible Benefits:

- Present expenditure of the parents will be future incomes of the parents

- Maximum number of people get benefited through good infrastructure and facilities Government Schools

- Parents encouragement will be there

- Children satisfaction will be there

- Competition among the students and across the schools will takes place.

- Society standards and their living conditions will be improved

- School environment will be smoothened

(Adv. K. S. Rao)

Chapter-V

SUMMARY AND CONCLUSIONS

The impact assessment of the infrastructure/ facilities created in government schools by Bharat Electronics Limited (BEL) under Corporate Social Responsibility (CSR) at various locations in seven Indian states. To examine the utility, effectiveness, sustenance and impact of the intervention in tangible & intangible terms. To know the impacts of the facilities created by BEL in the government schools, especially in terms of the following: Civil infrastructure comprising of: School Buildings with classrooms; Compound Wall/Gate; Kitchen & Store Room; Paver blocks flooring in the prayer area; Toilet block with Pipes & Sanitary fixtures (Commode, Flush Tank, Taps, Stop-cocks, Wash-basin etc.), Door & Windows, Lighting fixtures, Exhaust Fan, Mirror, Septic Tank, Soak Pit, Water facilities, Mesh Windows etc., Furniture (i.e. Dual Desk, Bench & Desk, Office Table, Chairs, Ceiling Fans, Cupboard etc.), Library/ Sports Facilities, Drinking Water, Hand Washing Facilities, Smart Classroom, IT Infrastructure, Others-Rainwater Harvesting, PVC Shed etc. To measure the implementation and impact of BEL assessment of infrastructure over the life of key beneficiaries i.e. students & staff of the Government Schools and finally to assess the impact of BEL initiatives on the life of Parents, Local Administration and Education Department.

The quantitative method targeted mainly the civil infrastructure and quality change that happened due to initiatives led by BEL under CSR funds while the qualitative method has been used to outline key beneficiaries' (Students & Govt. School Staff) & stakeholders' (Parents, Local Administration & Education Department) views towards BEL's initiatives to government schools.

The present study has collected the sample survey in 150 schools of seven states, Karnataka (134), Andhra Pradesh (7), Tamil Nadu (1), Uttarakhand (5), Uttar Pradesh (1), Haryana (1), and Maharashtra (1), where the BEL has utilised its CSR Funds to create Infrastructure / Facilities in Government Schools. We have collected the information through 6 questionnaires and FGD. The questionnaires are (1) School (2) Students (3) Teachers (4) Parents (5) Education Department Officials and (6) Panchayati Raj Representatives.

This study of Impact Assessment of Infrastructure / Facilities created in Government Schools by Bharat Electronics Limited under Corporate Social Responsibility funds we have arrive

the broad conclusions under five heads, like Relevance, Utility, Operation and Maintenance, Effectiveness and Impact, which are as follows:

5.1   Relevance:

Whether the CSR intervention of creating Infrastructure / Facilities in Government Schools across different States to meet the needs of the beneficiary Institution? And also explored the views about the infrastructure and facilities provided by the BEL in the school is relevant for the stakeholders and awareness about the infrastructure / facilities to the different stakeholders. In response to this issue we have collected the information from School authorities, Students, Teachers, Parents, Education department officials and Panchayati Raj Representatives from all the sample surveyed states. However, except in Hassan District of Karnataka, all the other 149 schools on an average they have recorded excellent in relevance of the infrastructure / facilities created by the BEL in various states schools.

5.2   Utility:

Utility of Infrastructure / Facilities created in Government Schools by BEL under CSR grants to what extent they have been utilising regularly in the schools. And also the inherent limitations about the partial/not in use of the Infrastructure / Facilities created in the Schools. In view of this the following responses recorded across the sample states schools and among the various stakeholders. However, in Uttarakhand very low utilisation has recorded in 5 schools of Pauri Garhwal district. As compared with other districts, Hassan District of Karnataka, Ghaziabad in Uttar Pradesh recorded to some extent good in utilisation of the created infrastructure / facilities. The remaining schools like 143 schools on an average they have recorded excellent in utilisation of the infrastructure / facilities created by the BEL in various states schools.

5.3   Operation and Maintenance:

Creation of Infrastructure / Facilities is an easy task. But operating and maintenance of Information Technology related infrastructure is a big task to the Government Schools. Availability of the technical know how people are very scarce in several places. Hence, the operation and maintenance of the created infrastructure / facilities in the Government Schools and availability of running water in Toilets and Hand-wash facilities in the respective schools across different states is an important activity in each and every school. In view of this we have collected the responses from the school authorities, students, teachers, parents,

education department officials and panchayati raj representatives. However, the operation and maintenance, and availability of running water in Toilets and Hand wash facilities in almost all the sample surveyed government schools responses recorded are good and above in created infrastructure / facilities by the BEL in various states schools.

5.4   Effectiveness:

It is very difficult to measure effectiveness especially the intangible outcome of the school education system.   In this study we want to measure the effectiveness through conducive learning environment for students, increase in student enrolments, increase in student attendance, prudent utilisation of the facilities provided and sustenance of the facilities created by BEL, over a period of time in the Government Schools where the infrastructure / facilities created.   In view of this we have collected the responses from the school authorities, students, teachers, parents, education department officials and panchayati raj representatives. However, in Maharashtra very poor effectiveness has recorded; subsequently in Uttar Pradesh and Uttarakhand also recorded satisfactory performance in the effectiveness of the created infrastructure / facilities.   The remaining schools like 143 schools on an average they have recorded excellent in effectiveness of the infrastructure / facilities created by the BEL in various states schools.

5.5   Impact:

Measuring the Impact of the created infrastructure / facilities in Government Schools by BEL under CSR is a qualitative phenomenon.   We have tried to measure the impact through, Tangible and Intangible benefits, whether the project achieve the overall objective of creating a conducive learning environment in Government Schools?, and the infrastructure / facilities created by BEL elevate the status of the Government School by way of recognition by the Education Department to play additional roles such as Board examination centre etc., and also perception of BEL as a Socially Responsible Company.   In view of this we have collected the responses from the school authorities, students, teachers, parents, education department officials and panchayati raj representatives. However, Kolar, Hassan in Karnataka, in Uttarakhand and also in Uttar Pradesh the impact responses are good to some extent has recorded in 5 schools of Pauri Garhwal district, 2 schools in Kolar and one in district of Hassan and Uttar Pradesh. As compared with other districts, the remaining schools like 141 schools on an average they have recorded excellent impact of the infrastructure / facilities created by the BEL in various states schools.

5.6 Suggestions:

- Additional school buildings should be constructed with the cooperation of the government funds so that the maximum number of the poor students can also get benefit from this type of specific education.

- The buildings of the schools should be renovated and modern education should be made available to the students.

- The BEL should be provided a greater number of various opportunities to the students by organizing different competitions and scholarship programmes

- The majority of the school feels there is an urgent need of CCTV Cameras which helps to observe the students closely. It is also necessary for the safety and security of the school as the danger of theft and stolen of things also prevails which can be controlled and removed.

- The computer education is essential and must for all school going students.

- There is a dire need of computer teachers in majority of the schools, if not regular, at least some part time teachers should be arranged in the required schools through BEL Funding.

- In order to get regular information model software should be developed.

- The transport facility should be facilitated for the interior area of the students in the schools of basic education.

- The Uttar Pradesh is a biggest state, and its literacy levels are comparatively low as compared with majority of the states, where BEL should allocate more CSR funds in the Government Schools in rural areas of Uttar Pradesh while creating smart class rooms.

- Precautionary measures should be taken into consideration of implementation of the given infrastructure/facilities could be operated and maintained by the schools timely. For ex: in Yadgir one school, we found that they have not opened the BEL infrastructure arranged to them.

(Dr. K. S. Rao)

Sample Stakeholders and State wise Indicators for measuring the Impact of BEL Interventions in Government Schools (Table 1.1 -1.7)
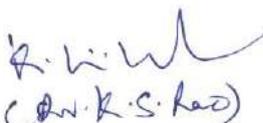
Table 1.2 No. of Positive Response of Respondents regarding Various Activities

Name of State: Haryana

Sl. No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	1 (100)	1 (100)	1 (100)	1 (100)	1 (100)	1 (100)
2	Students	100 (100)	100 (100)	100 (100)	82 (82.00)	95 (95.00)	100 (100.00)
3	Teachers	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)
4	Parents	8 (100)	8 (100)	8 (100)	8 (100)	8 (100)	8 (100)
5	Panchayat Representatives	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)
6	Government Officers	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)
	Total %age	**115 (100)**	**115 (100)**	**115 (100)**	**97 (84.35)**	**110 (95.65)**	**115 (100)**

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 1-Percentage of Positive Response of Respondents in Haryana
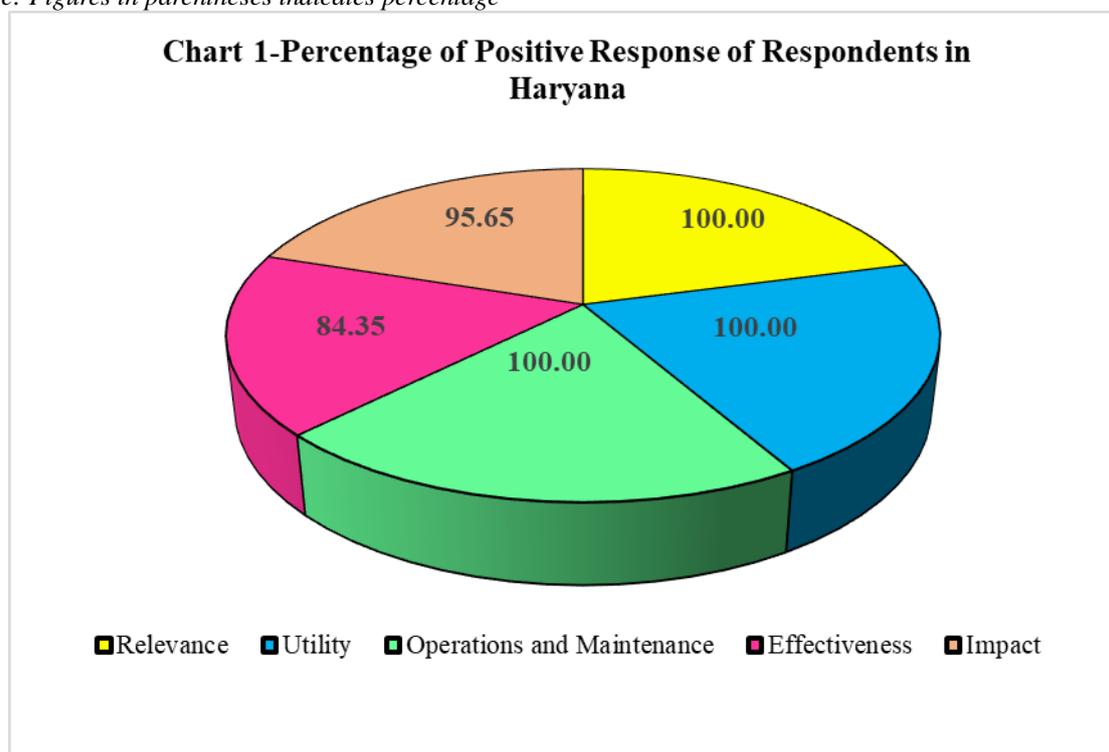
Table 1.3 No. of Positive Response of Respondents regarding Various Activities

Name of State: Maharashtra

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	1 (100)	1 (100)	1 (100)	1 (100)	1 (100)	1 (100)
2	Students	100 (100)	100 (100)	95 (95.00)	1 (1.00)	98 (98.00)	100 (100)
3	Teachers	2 (100)	1 (50.00)	2 (100)	2 (100)	2 (100)	2 (100)
4	Parents	7 (88.00)	8 (100)	8 (100)	8 (100)	5 (63.00)	8 (100)
5	Panchayat Representatives	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)
6	Government Officers	0 (0.00)	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)
	Total %age	112 (97.39)	114 (99.13)	110 (95.65)	16 (13.91)	110 (95.65)	115 (100)

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 2-Percentage of Positive Response of Respondents in Maharashtra
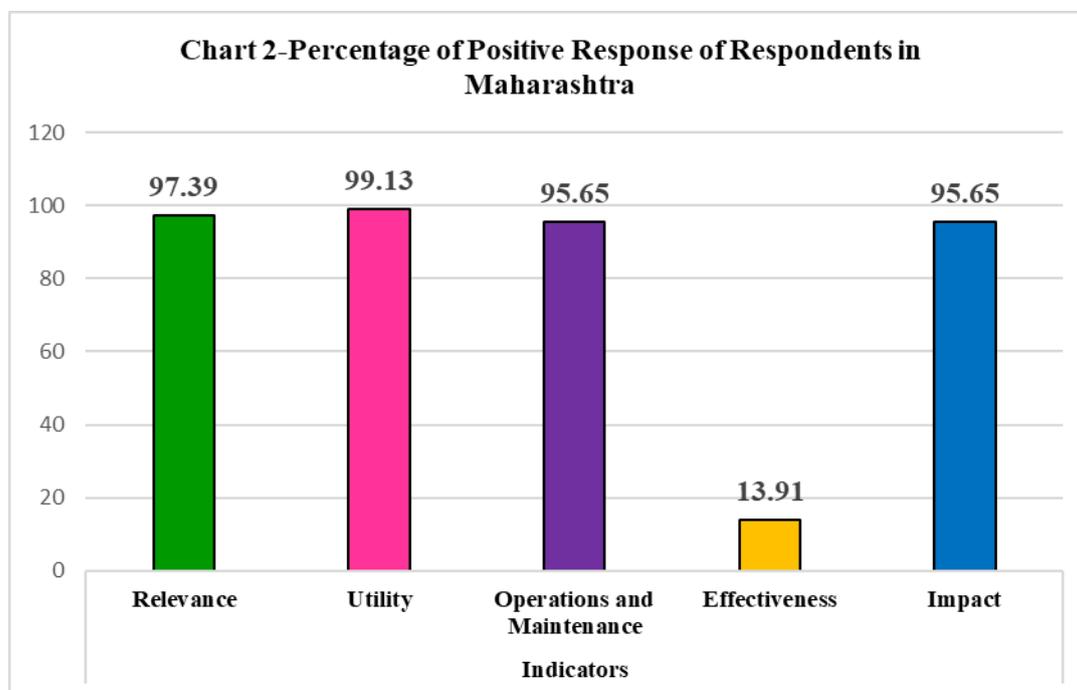
Table 1.4 No. of Positive Response of Respondents regarding Various Activities

Name of State: Uttar Pradesh

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	1 (100)	1 (100)	1 (100)	1 (100)	1 (100)	1 (100)
2	Students	99 (99.00)	65 (65.00)	86 (86.00)	43 (43.00)	60 (60.00)	100 (100)
3	Teachers	1 (50.00)	1 (50.00)	2 (100)	2 (100)	1 (50.00)	2 (100)
4	Parents	8 (100)	8 (100)	8 (100)	8 (100)	5 (62.50)	8 (100)
5	Panchayat Representatives	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)
6	Government Officers	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)	2 (100)
	Total	**113**	**79**	**101**	**58**	**71**	**115**
	%age	**(98.26)**	**(68.70)**	**(87.83)**	**(50.43)**	**(61.74)**	**(100)**

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 3- Percentage of Positive Response of Respondents in Uttar Pradesh
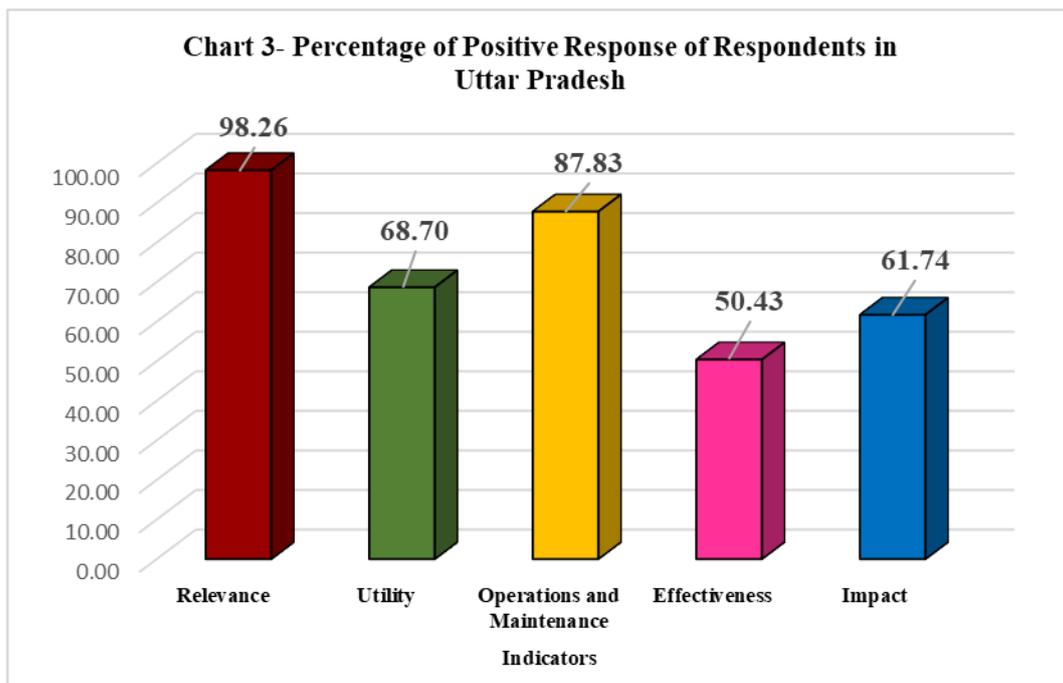
Table 1.5 No. of Positive Response of Respondents regarding Various Activities

Name of State: Uttarakhand

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	5 (100)	5 (100)	5 (100)	5 (100)	5 (100)	5 (100)
2	Students	299 (89.79)	122 (36.64)	217 (65.17)	164 (49.25)	201 (60.36)	333 (100)
3	Teachers	10 (100)	5 (50.00)	10 (100)	8 (80.00)	8 (80.00)	10 (100)
4	Parents	40 (100)	40 (100)	40 (100)	40 (100)	40 (100)	40 (100)
5	Panchayat Representatives	10 (100)	10 (100)	10 (100)	10 (100)	10 (100)	10 (100)
6	Government Officers	6 (60.00)	6 (60.00)	10 (100)	10 (100)	10 (100)	10 (100)
	Total %age	**370 (90.69)**	**188 (46.08)**	**292 (71.57)**	**237 (58.09)**	**274 (67.16)**	**408 (100)**

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 4- Percentage of Positive Response of Respondents in Uttarakhand
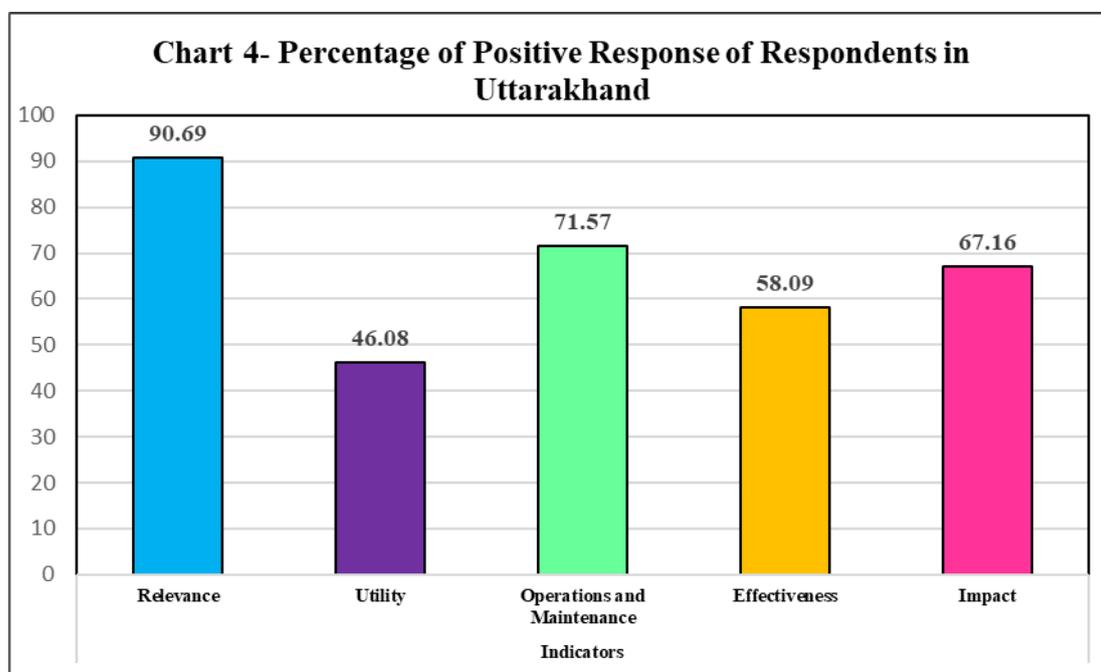
Table 1.6 No. of Positive Response of Respondents regarding Various Activities

Name of State: Andhra Pradesh

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	7 (100)	6 (85.71)	6 (85.71)	6 (85.71)	6 (85.71)	7 (100)
2	Students	595 (97.86)	428 (70.39)	580 (95.39)	331 (54.44)	574 (94.41)	608 (100)
3	Teachers	10 (71.43)	10 (71.43)	11 (78.57)	12 (85.71)	14 (100)	14 (100)
4	Parents	56 (100)	52 (92.86)	55 (98.21)	56 (100)	52 (92.86)	56 (100)
5	Panchayat Representatives	14 (100)	14 (100)	13 (92.86)	14 (100)	14 (100)	14 (100)
6	Government Officers	14 (100)	14 (100)	14 (100)	14 (100)	14 (100)	14 (100)
	Total	**696**	**524**	**679**	**433**	**674**	**713**
	%age	**(97.62)**	**(73.49)**	**(95.23)**	**(60.73)**	**(94.53)**	**(100)**

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 5- Percentage of Positive Response of Respondents in Andhra Pradesh
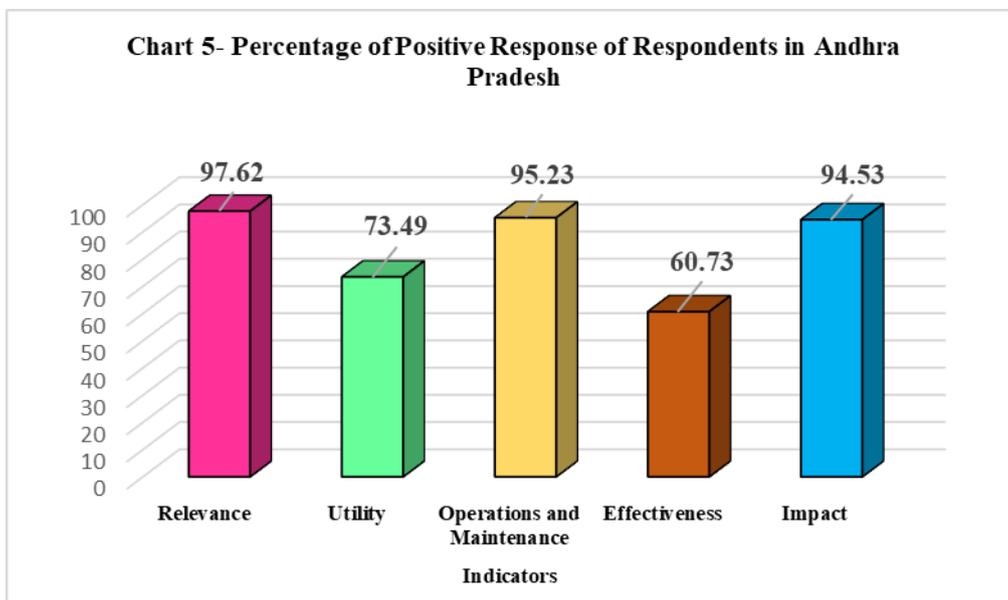
Table 1.7 No. of Positive Response of Respondents regarding Various Activities

Name of State: Tamil Nadu

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)
2	Students	90 (90.00)	100 (100.00)	70 (70.00)	80 (80.00)	70 (70.00)	100 (100.00)
3	Teachers	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
4	Parents	8 (100.00)	6 (75.00)	5 (62.50)	6 (75.00)	6 (75.00)	8 (100.00)
5	Panchayat Representatives	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
6	Government Officers	2 (100.00)	2 (100.00)	1 (50.00)	2 (100.00)	2 (100.00)	2 (100.00)
	Total %age	**105 (91.30)**	**113 (98.26)**	**81 (70.43)**	**93 (80.87)**	**83 (72.17)**	**115 (100.00)**

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 6- Percentage of Positive Response of Respondents in Tamil Nadu
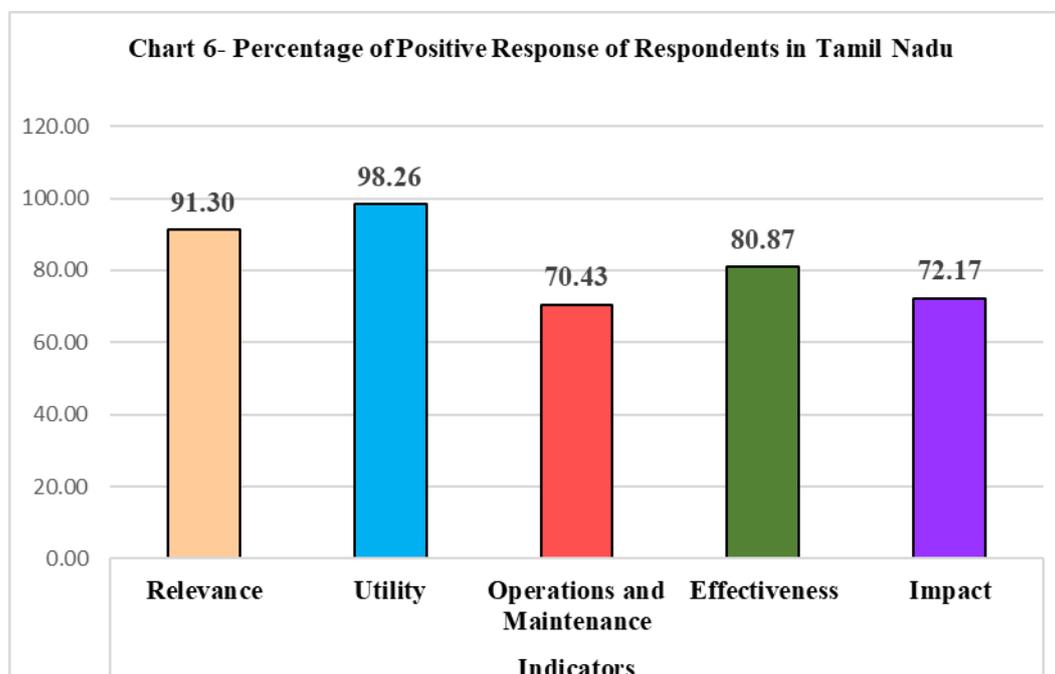
Table 1.8 No. of Positive Response of Respondents regarding Various Activities
Name of State: Karnataka

1.Name of Block: Shahapur

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	38 (100.00)	38 (100.00)	38 (100.00)	38 (100.00)	38 (100.00)	38 (100.00)
2	Students	3100 (90.64)	3300 (96.49)	3000 (87.72)	3400 (99.42)	3400 (99.42)	3420 (100.00)
3	Teachers	62 (81.58)	70 (92.11)	68 (89.47)	70 (92.11)	70 (92.11)	76 (100.00)
4	Parents	250 (82.24)	20 (6.58)	10 (3.29)	160 (52.63)	180 (59.21)	304 (100.00)
5	Panchayat Representatives	60 (78.95)	10 (13.16)	30 (39.47)	40 (52.63)	50 (65.79)	76 (100.00)
6	Government Officers	60 (78.95)	20 (26.32)	30 (39.47)	50 (65.79)	40 (52.63)	76 (100.00)
	Total %age	3570 (89.47)	3458 (86.67)	3176 (79.60)	3758 (94.19)	3778 (94.69)	3990 (100.00)

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 7 (i) – Percentage of Positive Response of Respondents in Block: Shahapur in Karnataka
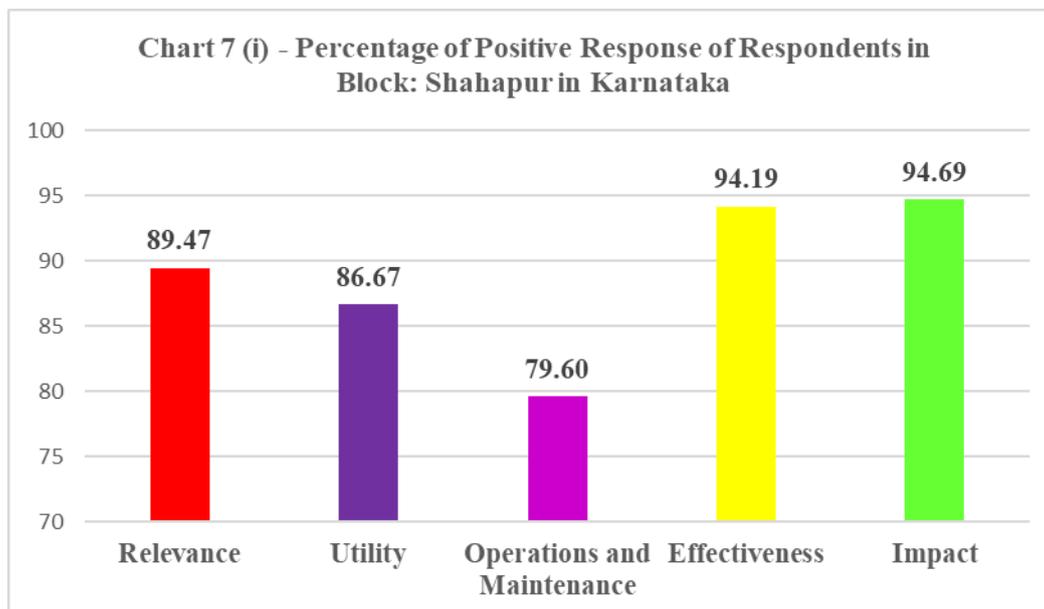
Table 1.9 Name of State: Karnataka

2.Block: Shorapur

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	45 (100.00)	45 (100.00)	38 (84.44)	38 (84.44)	38 (84.44)	45 (100.00)
2	Students	4000 (98.64)	3900 (96.18)	3700 (91.25)	3800 (93.71)	3600 (88.78)	4055 (100.00)
3	Teachers	80 (88.89)	70 (77.78)	75 (83.33)	70 (77.78)	60 (66.67)	90 (100.00)
4	Parents	300 (83.33)	180 (50.00)	100 (27.78)	180 (50.00)	200 (55.56)	360 (100.00)
5	Panchayat Representatives	70 (77.78)	40 (44.44)	40 (44.44)	60 (66.67)	60 (66.67)	90 (100.00)
6	Government Officers	80 (88.89)	60 (66.67)	50 (55.56)	60 (66.67)	60 (66.67)	90 (100.00)
	Total %age	4575 (96.72)	4295 (90.80)	4003 (84.63)	4208 (88.96)	4018 (84.95)	4730 (100.00)

Source: Primary Data Base

Note: Figures in parentheses indicates percentage

Chart 7 (ii) - Percentage of Positive Response of Respondents in Block: Shorapur in Karnataka
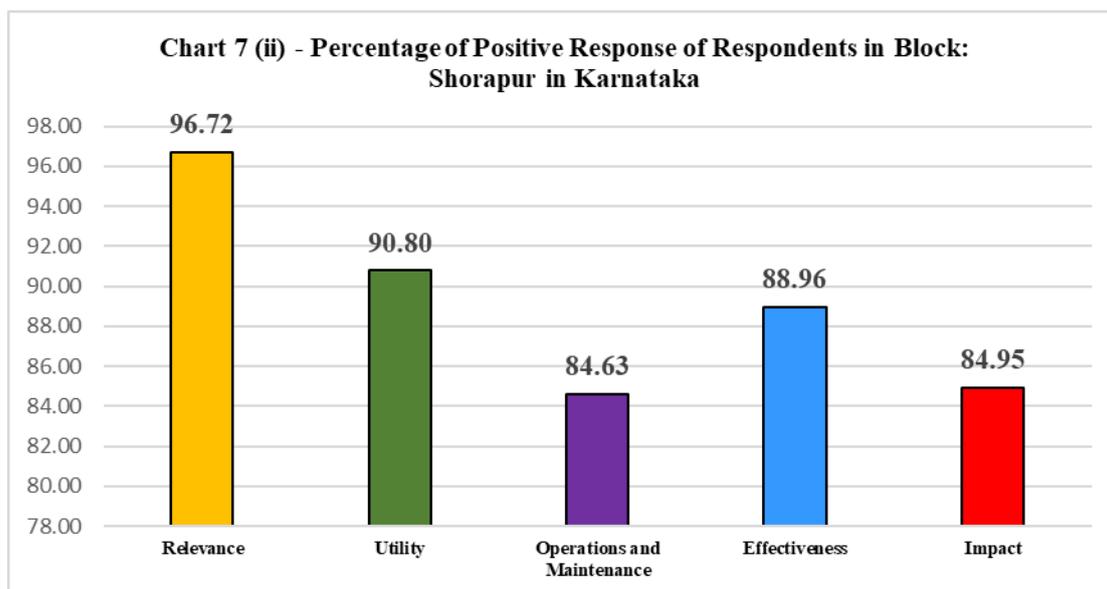
Table 1.10 Name of State: Karnataka

3.Block: Yadgir

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	38 (97.44)	38 (97.44)	38 (97.44)	38 (97.44)	38 (97.44)	39 (100.00)
2	Students	3500 (97.82)	3400 (95.03)	3300 (92.23)	3400 (95.03)	3200 (89.44)	3578 (100.00)
3	Teachers	70 (89.74)	60 (76.92)	76 (97.44)	60 (76.92)	50 (64.10)	78 (100.00)
4	Parents	250 (80.13)	120 (38.46)	70 (22.44)	180 (57.69)	200 (64.10)	312 (100.00)
5	Panchayat Representatives	60 (76.92)	40 (51.28)	40 (51.28)	50 (64.10)	40 (51.28)	78 (100.00)
6	Government Officers	70 (89.74)	40 (51.28)	50 (64.10)	60 (76.92)	50 (64.10)	78 (100.00)
	Total **%age**	**3988** **(95.80)**	**3698** **(88.83)**	**3574** **(85.85)**	**3788** **(90.99)**	**3578** **(85.95)**	**4163** **(100.00)**

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 7 (iii)- Percentage of Positive Response of Respondents in Block: Yadgir in Karnataka

35
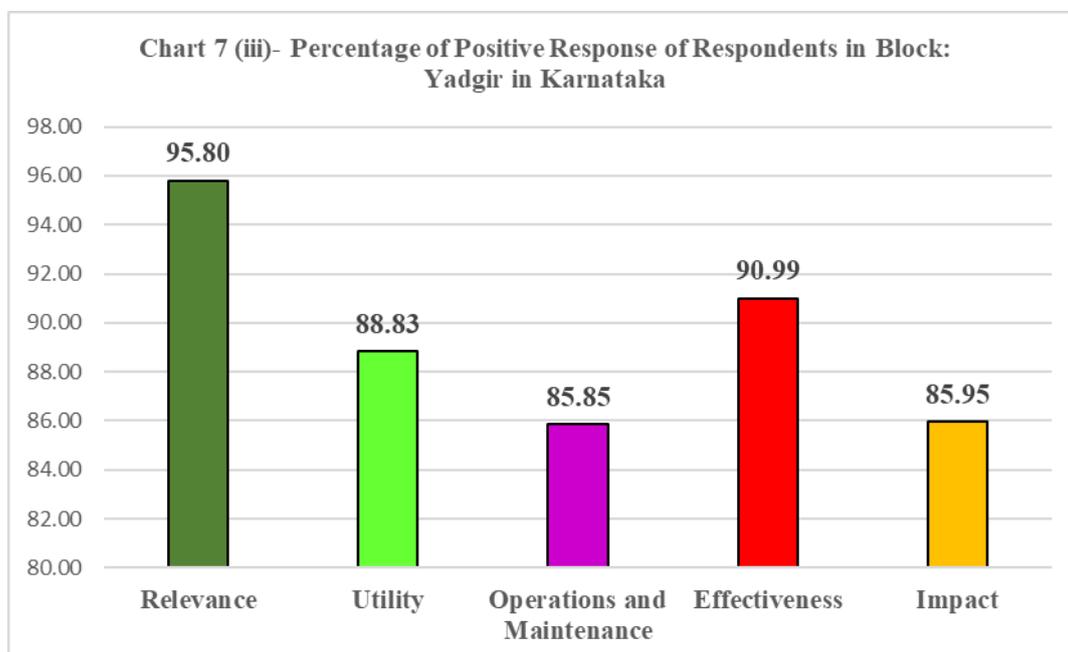
Table 1.11 Name of State: Karnataka

Bangalore district

4. Block: Hoskote, 5. Hebbal & 6. Nelamangala

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	4 (100.00)	4 (100.00)	4 (100.00)	4 (100.00)	4 (100.00)	4 (100.00)
2	Students	250 (98.04)	255 (100.00)	220 (86.27)	240 (94.12)	200 (78.43)	255 (100.00)
3	Teachers	8 (100.00)	8 (100.00)	4 (50.00)	4 (50.00)	4 (50.00)	8 (100.00)
4	Parents	30 (93.75)	30 (93.75)	20 (62.50)	30 (93.75)	30 (93.75)	32 (100.00)
5	Panchayat Representatives	8 (100.00)	6 (75.00)	6 (75.00)	8 (100.00)	8 (100.00)	8 (100.00)
6	Government Officers	8 (100.00)	5 (62.50)	6 (75.00)	8 (100.00)	8 (100.00)	8 (100.00)
	Total %age	308 (97.78)	308 (97.78)	260 (82.54)	294 (93.33)	254 (80.63)	315 (100.00)

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 7 (iv)- Percentage of Positive Response of Respondents in Block: Hoskote, Hebbal & Nelamangala in Karnataka
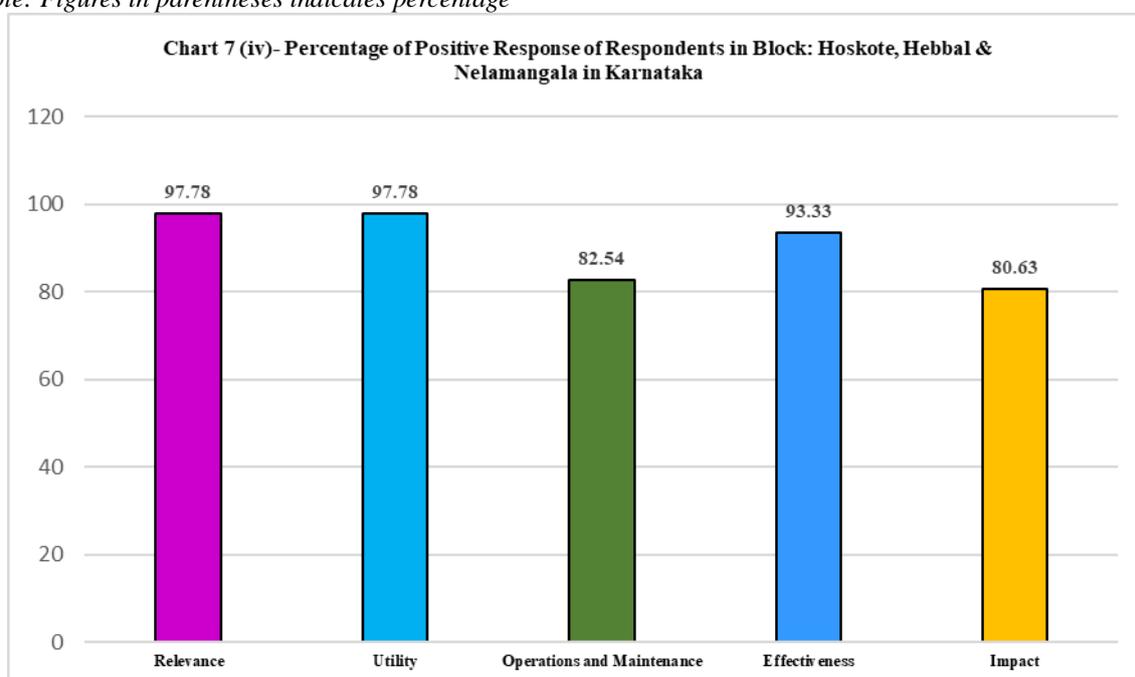
Table 1.12 Name of State: Karnataka

7. Block: Shimoga

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)
2	Students	47 (100.00)	47 (100.00)	47 (100.00)	45 (95.74)	40 (85.11)	47 (100.00)
3	Teachers	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
4	Parents	8 (100.00)	6 (75.00)	5 (62.50)	6 (75.00)	6 (75.00)	8 (100.00)
5	Panchayat Representatives	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
6	Government Officers	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
	Total %age	62 (100.00)	60 (96.77)	59 (95.16)	58 (93.55)	53 (85.48)	62 (100.00)

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 7 (v)- Percentage of Positive Response of Respondents in Block: Shimoga in Karnataka
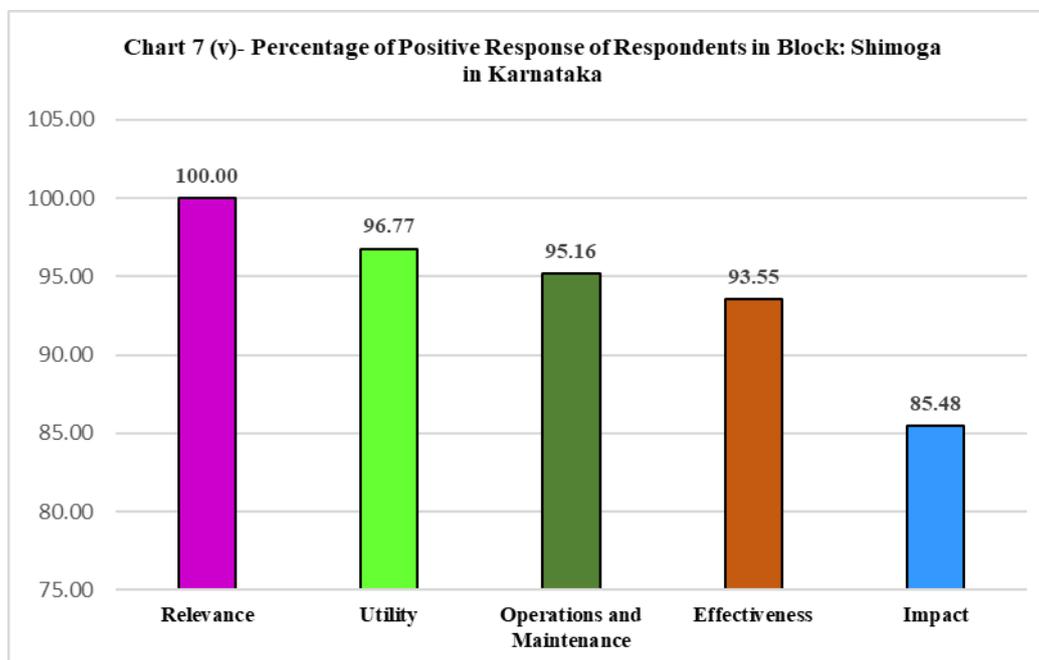
Table 1.13 Name of State: Karnataka

8. Block: Kolar

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
2	Students	60 (95.24)	63 (100.00)	60 (95.24)	50 (79.37)	40 (63.49)	63 (100.00)
3	Teachers	4 (100.00)	4 (100.00)	4 (100.00)	4 (100.00)	4 (100.00)	4 (100.00)
4	Parents	14 (87.50)	10 (62.50)	6 (37.50)	8 (50.00)	8 (50.00)	16 (100.00)
5	Panchayat Representatives	4 (100.00)	4 (100.00)	4 (100.00)	4 (100.00)	4 (100.00)	4 (100.00)
6	Government Officers	4 (100.00)	4 (100.00)	2 (50.00)	3 (75.00)	2 (50.00)	4 (100.00)
	Total %age	88 (94.62)	87 (93.55)	78 (83.87)	71 (76.34)	60 (64.52)	93 (100.00)

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 7 (vi)- Percentage of Positive Response of Respondents in Block: Kolar in Karnataka
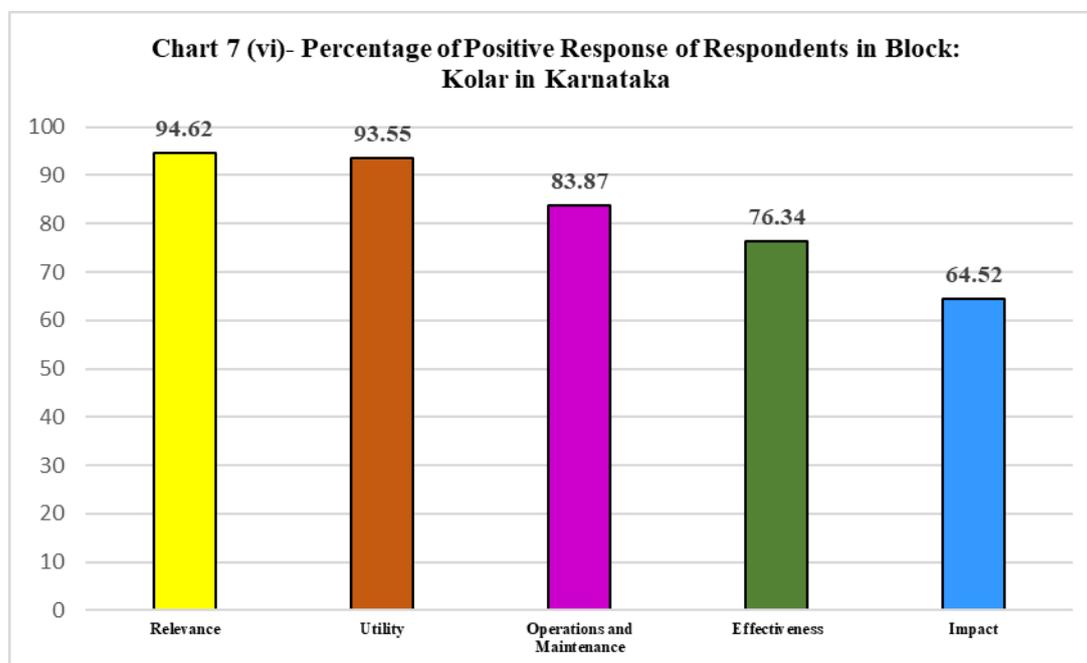
Table 1.14 Name of State: Karnataka

9. Block: Ramnagar

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)
2	Students	45 (97.83)	46 (100.00)	35 (76.09)	40 (86.96)	30 (65.22)	46 (100.00)
3	Teachers	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
4	Parents	8 (100.00)	6 (75.00)	5 (62.50)	6 (75.00)	6 (75.00)	8 (100.00)
5	Panchayat Representatives	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
6	Government Officers	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
	Total %age	**60 (98.36)**	**59 (96.72)**	**47 (77.05)**	**53 (86.89)**	**43 (70.49)**	**61 (100.00)**

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 7 (vii)- Percentage of Positive Response of Respondents in Block: Ramnagar in Karnataka
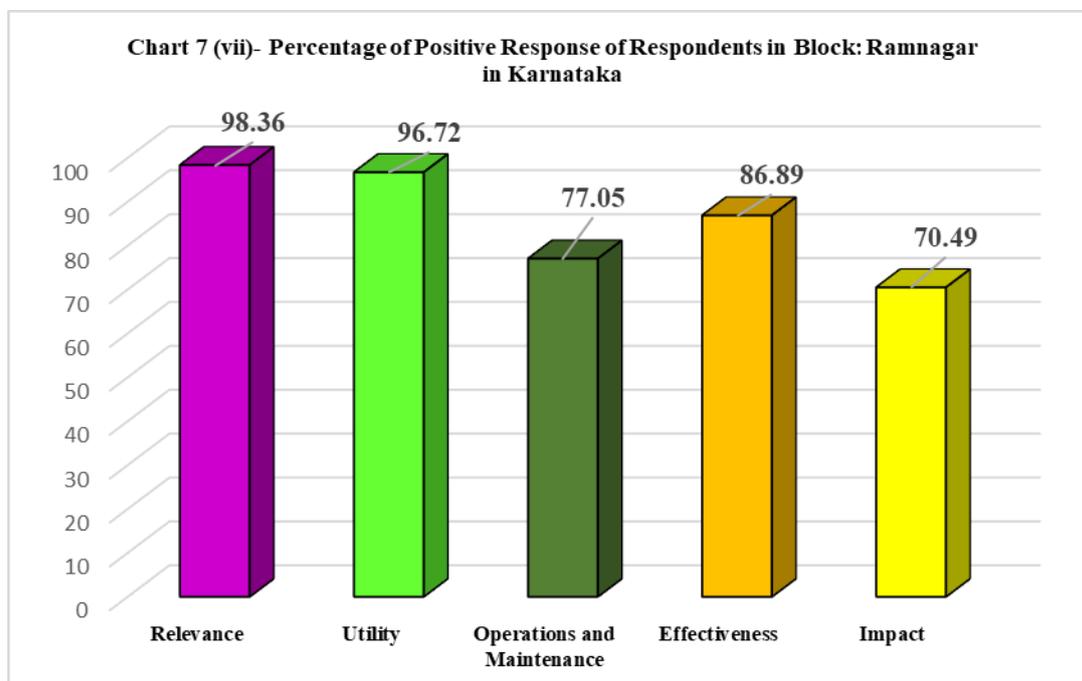
Table 1.15 Name of State: Karnataka

10. Block: Chikbalapur

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)
2	Students	100 (100.00)	100 (100.00)	100 (100.00)	100 (100.00)	90 (90.00)	100 (100.00)
3	Teachers	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
4	Parents	8 (100.00)	5 (62.50)	4 (50.00)	6 (75.00)	5 (62.50)	8 (100.00)
5	Panchayat Representatives	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
6	Government Officers	2 (100.00)	2 (100.00)	1 (50.00)	2 (100.00)	1 (50.00)	2 (100.00)
	Total %age	115 (100.00)	112 (97.39)	110 (95.65)	113 (98.26)	101 (87.83)	115 (100.00)

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 7 (Viii)- Percentage of Positive Response of Respondents in Block: Chikbalapur in Karnataka
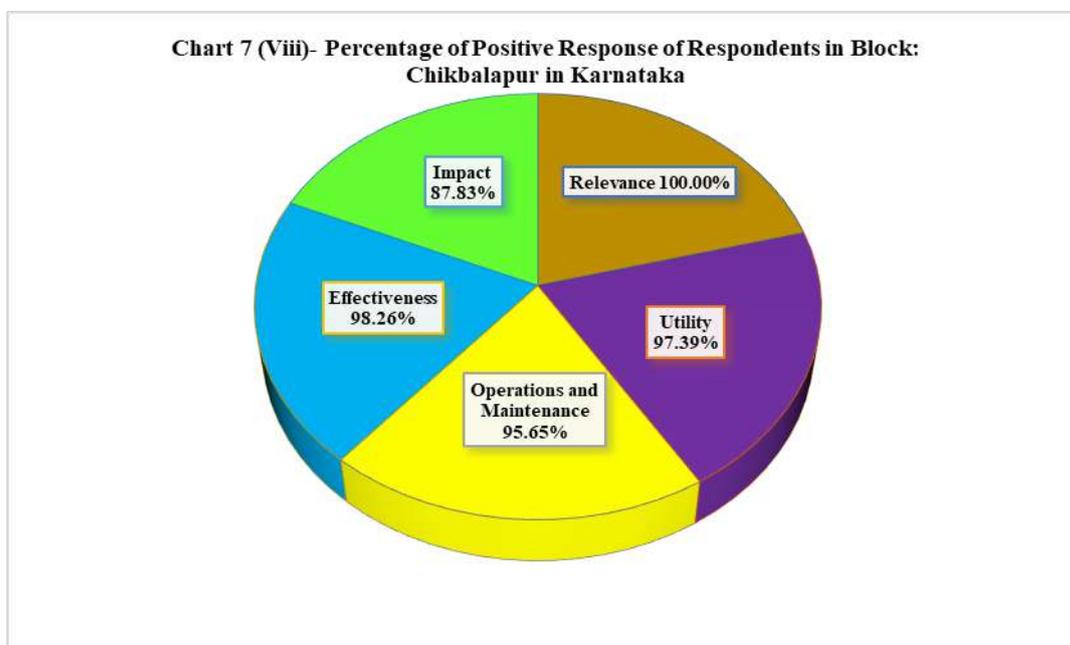
Table 1.16 Name of State: Karnataka

11. Block: Thumkur

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)
2	Students	70 (100.00)	70 (100.00)	70 (100.00)	70 (100.00)	60 (85.71)	70 (100.00)
3	Teachers	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
4	Parents	8 (100.00)	6 (75.00)	5 (62.50)	5 (62.50)	6 (75.00)	8 (100.00)
5	Panchayat Representatives	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
6	Government Officers	2 (100.00)	2 (100.00)	1 (50.00)	2 (100.00)	1 (50.00)	2 (100.00)
	Total %age	85 (100.00)	83 (97.65)	81 (95.29)	82 (96.47)	72 (84.71)	85 (100.00)

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 7 (ix)- Percentage of Positive Response of Respondents in Block: Thumkur in Karnataka
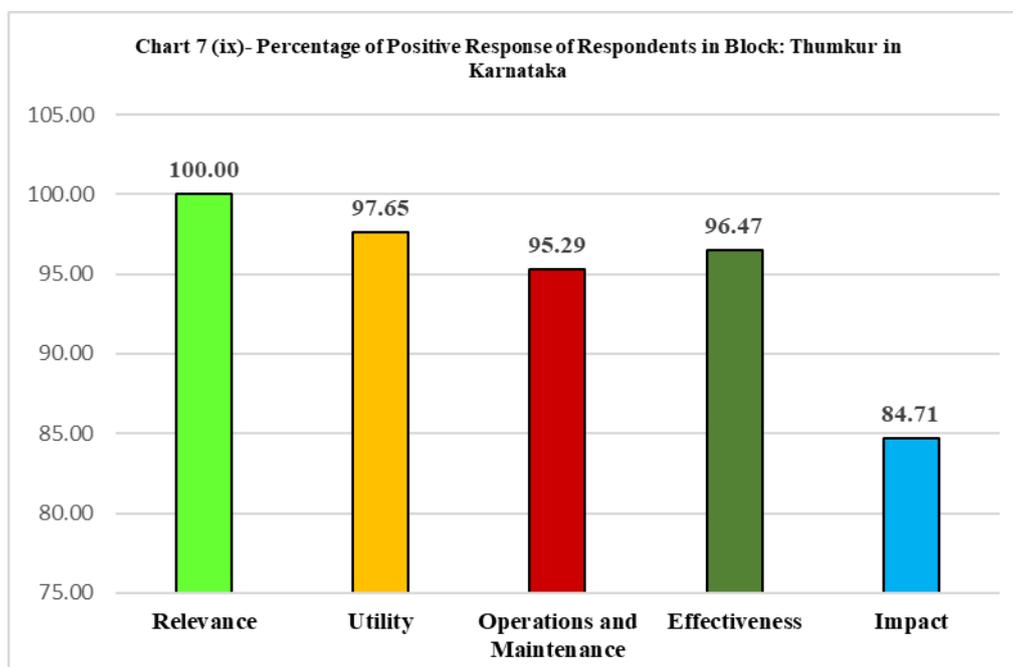
Table 1.17 Name of State: Karnataka

12. Block: Hassan

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)
2	Students	45 (100.00)	45 (100.00)	40 (88.89)	40 (88.89)	40 (88.89)	45 (100.00)
3	Teachers	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
4	Parents	8 (100.00)	8 (100.00)	6 (75.00)	5 (62.50)	6 (75.00)	8 (100.00)
5	Panchayat Representatives	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
6	Government Officers	2 (100.00)	1 (50.00)	1 (50.00)	2 (100.00)	2 (100.00)	2 (100.00)
	Total %age	60 (70.59)	59 (69.41)	52 (61.18)	52 (61.18)	53 (62.35)	85 (100.00)

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 7 (x)- Percentage of Positive Response of Respondents in Block: Hassan in Karnataka
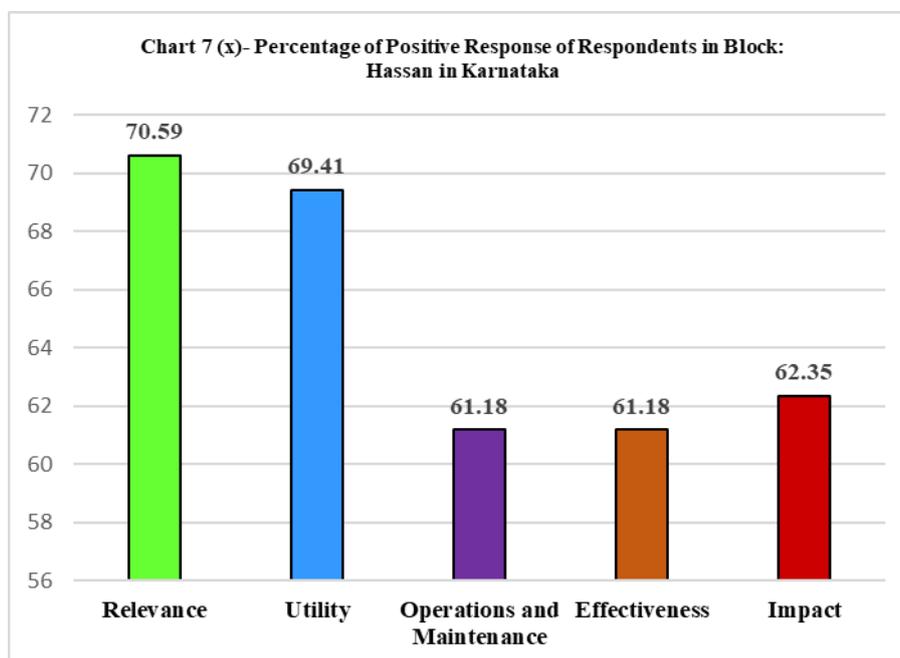
Table 1.18 Name of State: Karnataka

13. Block: Uttara Kannada

Sl.No.	Name of Sample Representatives	Indicators/No. of Respondents					
		Relevance	Utility	Operations and Maintenance	Effectiveness	Impact	Total
1	Schools	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)	1 (100.00)
2	Students	90 (100.00)	90 (100.00)	80 (88.89)	80 (88.89)	80 (88.89)	90 (100.00)
3	Teachers	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
4	Parents	8 (100.00)	6 (75.00)	5 (62.50)	5 (62.50)	6 (75.00)	8 (100.00)
5	Panchayat Representatives	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)	2 (100.00)
6	Government Officers	2 (100.00)	1 (50.00)	1 (50.00)	2 (100.00)	2 (100.00)	2 (100.00)
	Total %age	105 (100.00)	102 (97.14)	91 (86.67)	92 (87.62)	93 (88.57)	105 (100.00)

Source: Primary Data Base
Note: Figures in parentheses indicates percentage

Chart 7 (xi)- Percentage of Positive Response of Respondents in Block: Uttara Kannada In Karnataka

Impact, 88.57 %
Relevance, 100.00%
Utility, 97.14%
Operations and Maintenance, 86.67%
Effectiveness, 87.62%

Chart 8- Percentage of Positive Response of Respondents in Karnataka (All Blocks)

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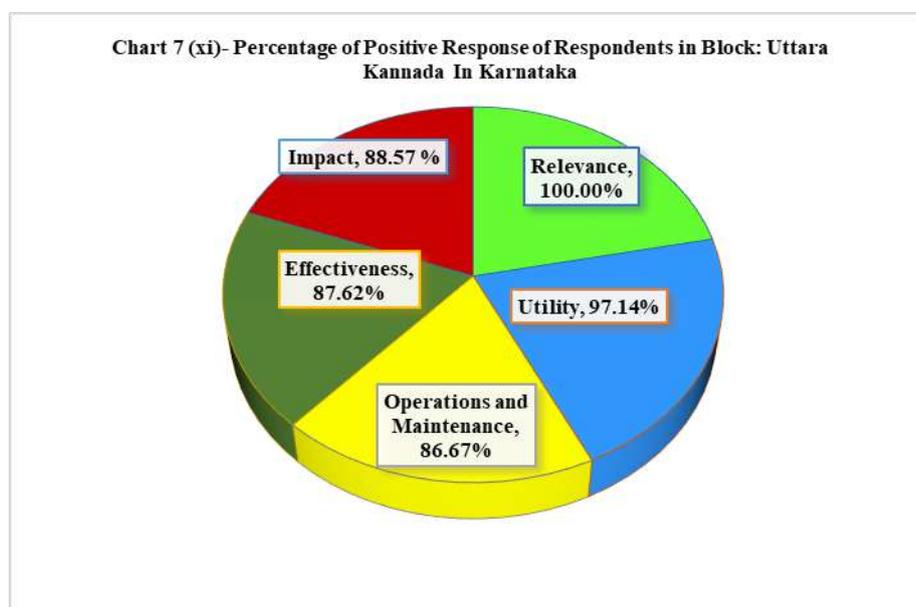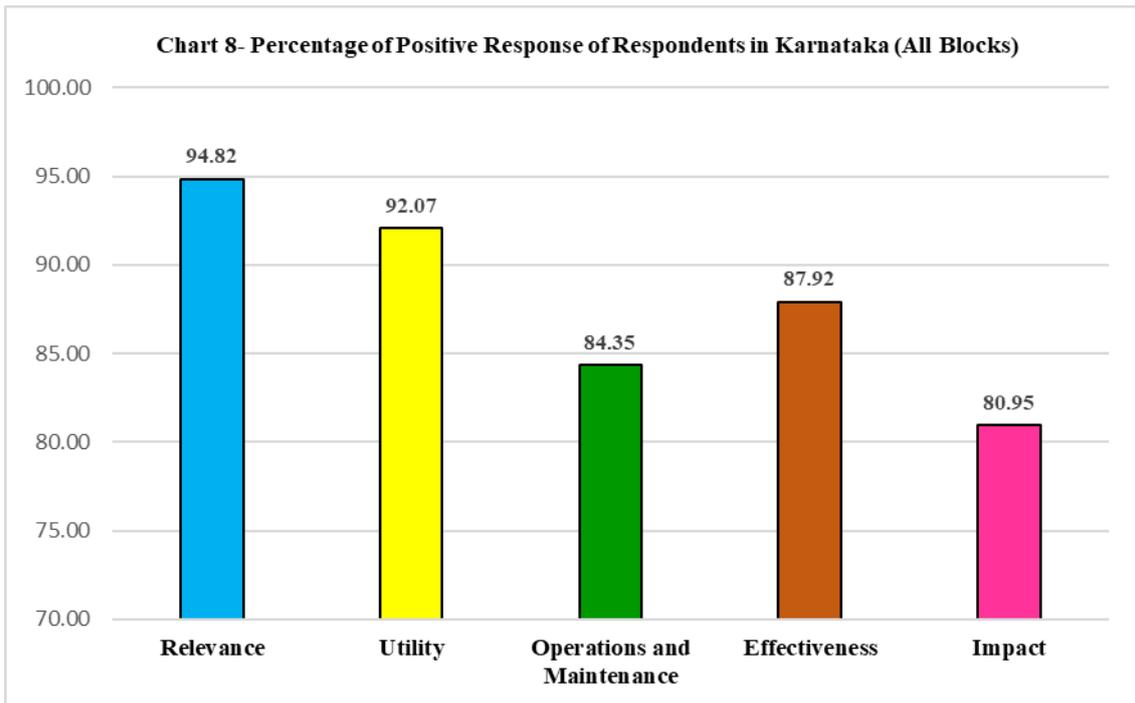
Photographs

Name of State: Maharashtra

(Adv. K. S. Rao)

2023/3/3 14:39

50

2023/3/6 11:01

2023/3/4 10:46

2023/3/6 11:56

2023/3/6 12:54

52

53

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(Dr. K. S. Rao)

58
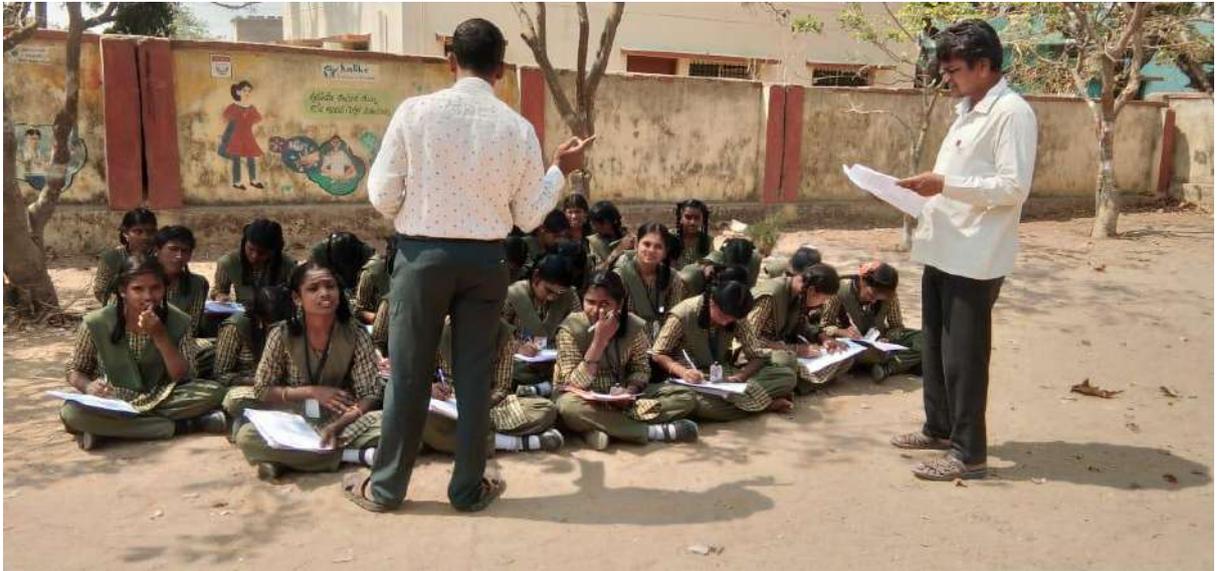
(Adv. K. S. Rao)

Name of State: Andhra Pradesh

Name of State: Tamil Nadu

Name of State: Uttarakhand

Name of State: Uttar Pradesh

(Adv. K. S. Rao)

Questionnaires (1 - 6 & Checklist for FGDs)

GIRI INSTITUTE OF DEVELOPMENT STUDIES

Sector – O, Aliganj, Lucknow, Uttar Pradesh

Impact Assessment of Infrastructure / Facilities created in Government Schools by Bharat Electronics Limited (BEL) under Corporate Social Responsibility (CSR)

Questionnaire for the School

State   Districts   Block

I. General Information about School

S. No.		
1	**Name of the Gram Panchayat**	
2	**Name of the School**	
3	**Type of school**	**1. Primary 2. Upper Primary 3. Secondary**
4	**No. of total students in the School**	**Girls- Boys- Total--**
5	**No. of Students Presents in the school at the time of survey**	**Girls- Boys- Total--**
6	**Total No. of Teacher in the school**	**Head Teacher-** **Assistant Teacher-** **Shiksha Mitra-** **Others-**
7	**Total no. of staff (other than teachers)**	**Clerk-** **Peon-** **Sweeper-** **MDM staff-**
8	**No. of Teachers Presents in the school at the time of survey**	**Head Teacher-** **Assistant Teacher-** **Shiksha Mitra-** **Others-**
9	**No. of Staff Presents in the school at the time of survey**	**Clerk-** **Peon-** **Sweeper-** **MDM staff-**
10		

II. BEL Initiative under CSR

Q2.1 How BEL Identify the school for their CSR Activities---

Q.2.2 When they contact the school authorities for interventions---------------------------------

Q2.3   Who decide the Activities to be done…………………………………………………..

Q2.4. On what basis work/activities has been chosen…………………………………..

Q2.5. Did the CSR intervention of creating Infrastructure / Facilities created by the BEL in the School is meeting the needs of the Institution?   Yes   No

III. Extent of utility

Q3.1. The Infrastructure / Facilities created by the BEL in the School are in use

        (Partial/Full/Not in use) with Justification

Q3.2. How will school ensure sustainability of the work done by the BEL?

Q3.3. Who will do the maintenance of the infrastructure / facilities created by the BEL in the School?

Q3.4. List out all the BEL CSR activities (To determine the nature and purpose of each and every program as provided under the listed activities i.e. if drinking water – then specify whether it is an overhead tank or solar water dispenser or piped mode of water dispersal; if sports then whether sports equipment's were distributed among children of a certain age group or whether a sports camp was organised and so on and so forth for every activity)	3.4a Activity Name.. 3.4b Description of the work... 3.4c Date and time of the work/activity…………………………………………………… 3. 5a Activity .... 3.5b Description of the work .... 3.5c Date and time of the work/activity…………………………………………………… 3.6a Activity Name .... 3.6b Description of the work.. 3.6c Date and time of the work/activity……………………………………………………

IV. Infrastructure related questions

4.1 School Building

School Building	Before BEL intervention	BEL contribution	Total
Total No. of Rooms			
Boundary wall			
Painting in the school			
Others repairs and maintenance work in the school			
Others			

4.2. Facilities and infrastructure for Teacher & staff

Infrastructure	Availability			Impact	
	Before BEL intervention	BEL contribution	Total	Before BEL intervention 1. very less 2. Less 3. Adequate but need more 4 Adequate and no need	BEL contribution 1. Less 2.Need more 3. Adequate but need more 4. Adequate and no need
No. of Rooms					
Staff Room					
Headmaster Room					
No. of furniture					
Chair					
Table					
Cupboard					
Fans					
Cooler					
Computer					
Printer					
Office table					
Others					
No. of bathroom/toilets					
Working with running water					
Working without water					
Not working					
Others					

4.3. Facilities and infrastructure for Students

Infrastructure	Availability			Impact	
	Before BEL intervention	BEL contribution	Total	Before BEL intervention 1. very less 2. Less 3. Adequate but need more 4 Adequate and no need	BEL contribution 1. Less 2.Need more 3. Adequate but need more 4. Adequate and no need
No. of Rooms					
Normal class room					
Smart Class room					
No. of classroom with Furniture					
No. of classroom without Furniture					
No. of. Computer Room					
Total no. of furniture					
No. of benches					
No. of Chairs					
No. of tables					
Computer desk					
Computer chair					
No. of computer/desktop					
No. of laptop					
No. of printer					
No. of fans					
No. of coolers					
No. of cupboard					
Projectors					
others					
No. of bathroom/toilets					
Working with running water					
Working without water					
Not working					
Library					

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No. of teaching materials					
Books					
Stationary					
Black board					
others					
Playground					
Indoor games places					
Assembly Place					
Drinking water facilities					
No. of hand pump					
No. of water tap					
No. of water cooler					
Water purifier system					
Ro. Filtration system					
Overhead Tank					
Is electricity available					
Adequate electricity facilities is available					
Others					

V. Impact of BEL Contribution

5.1 Question related to Impact on the students directly or indirectly after BEL contribution

S. No.	Question	Decreased	Increased	No impact
1	**Enrollment**			
2	**Attendance**			
3	**Interest Studies**			
4	**Health condition**			
5	**Educational environment**			
6	**Sports activities**			
7	**Other curriculum activities**			
8	**Any other specific things**			
9				
10				

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Q5.2 Did the project achieve the overall objective of creating a conducive learning environment in Government Schools?

Q. 5.3 Did the infrastructure / facilities created by BEL, elevate the status of the school by way of recognition by the Education Department to play additional roles such as Board examination centre etc.

Q5.4. Perception of BEL as a socially responsible company:

Q5.5. Are School satisfy with the facilities created by the BEL?

(Dr. K.S. Rao)

GIRI INSTITUTE OF DEVELOPMENT STUDIES

Sector – O, Aliganj, Lucknow, Uttar Pradesh

IMPACT ASSESSMENT OF INFRASTRUCTURE /FACILITIES IN GOVERNMENT SCHOOLS BY BHARAT ELECTRONICS LIMITED UNDER CSR FUNDS

Questionnaire for Student's

Name of the student -	Ward-
Class-	District-
School-	State-
Gender-	Date-
Age -	

I. **Awareness regarding Infrastructure Facilities created in the school**

Q1.1. Are the following available at your school (if yes put a tick if no put across against the item)

1.	School Building		14.	Hand Washing Facility	
2.	Classrooms		15.	Sports Facility	
3.	Desk		16.	Drinking Water (RO)	
4.	Dual Desk		17.	Water cooler	
5.	Chairs		18.	Compound Wall	
6.	Library		19.	Smart Classrooms	
7.	Lab		20.	Projector	
8.	Lab Equipment		21.	Computer	
9.	Prayer Block		22.	Boys Toilet	
10.	Tables		23.	Girls Toilet	
11.	Computer Table		24.	Internet Facility	
12.	Printer		25.	Gate	
13.	Ceiling Fans		26.	Printer	

II. Effectiveness-Conducive Learning Environment for students' Prudent utilization of the facilities provided by BEL

Q2.1. Are there enough chairs & desks for every student?

     Yes   No

Q2.2. Does your classroom have enough light?

     Yes   No

Q2.3. Does your classroom ceiling fans work?

     Yes   No

Q2.4. Do you get opportunity to play sports?

     Yes   No

Q2.5. What sports do you play? Mention below

Q2.6. Are the classes conducted in the smart classrooms also?	Yes	No
Q2.7. Do all students get the opportunity to do practical on computer?	Yes	No
Q2.8. Do you have access to the library books?	Yes	No
Q2.9. Do you get the opportunity to do practical's in the Science Labs?	Yes	No
Q2.10. Do you have functional lab equipment's?	Yes	No
Q2.11. Do you have filtered drinking water facility in your school?	Yes	No
Q2.12. Do you use water cooler facility during summers?	Yes	No

III Operation-Availability of running water Toilets & Handwash facility

Q3.1. Do you have fully functional toilets?	Yes	No
Q3.2. Do you have running water available all the time to wash your hands? Yes		No

IV. Impact of the CSR Intervention by BEL

Q4.1 Do you think smart class is helpful tool in learning?	Yes	No
Q4.2. Do you enjoy learning by doing practical in lab?	Yes	No
Q4.3. Do you think computer classes helps in learning fast?	Yes	No
Q4.4. Do you enjoy coming to school now?	Yes	No

Q4.5. Do you think your performance has improved while learning in this new educational setup?   Yes   No

Q4.6. Do you think the educational set up is much more helpful than before with the smart classrooms, computers and laboratory, if yes or no please elaborate?

Before	After

GIRI INSTITUTE OF DEVELOPMENT STUDIES

Sector – O, Aliganj, Lucknow, Uttar Pradesh

Impact Assessment of Infrastructure / Facilities created in Government Schools by Bharat Electronics Limited (BEL) under Corporate Social Responsibility (CSR)

Questionnaire for the Parents

State   Districts   Block   Name of the Gram

Panchayat

I. General Information about Respondent

S. No.		
1	Name of the parent	
2	Gender	
3	Age	
4	Education Qualification	
5	Marital Status	
6	Occupation	
7	No. of Children	Total Girls Boys
8	Name of the School	
9	Type of school	1. Primary 2. Upper Primary 3. Secondary
10	How many children go to school	
11	Class of the Children	
12	Name of the Class teacher	
13	Name of the Principal	
14		
15		

II. Awareness regarding Infrastructure /facilities created in the School

Q2.1. Are you aware about some Infrastructure /facilities created in the School?

   1. Yes   2. No

Q2.2. If yes, who created, name of the Agency?

   1. School 2. Panchayat 3. Government 4. Any agency 5. Do not know

Q2.3. How was the condition of the school before intervention?

    1. very bad 2. Bad 3. Good 4. Very Good

Q2.4. How is the condition now?

    1. very bad 2. Bad 3. Good 4. Very Good

Q. 2.5 The status of school as compared to other private school in the area is

    1. very bad 2. Bad 3. Good 4. Very Good

Q2.6. The level of education in the school as compared other private school in the area is

    1. very bad 2. Bad 3. Good 4. Very Good

III. Impact of BEL Contribution

3.1 Question related to Impact on the students directly or indirectly after BEL contribution

S. No.	Question	Very Good	Good	Not Good	No impact
1	**Condition of school**				
2	School environment				
3	**Your child Interest on Studies**				
4	**Health & hygiene issues**				
5	**Drinking water facilities**				
6	**Toilets/Bathroom conditions**				
7	**Exam Results**				
8	**Sports activities**				
9	**Other curriculum activities**				
10	**Any other specific things**				

IV. Relevance of BEL Initiative

Q4.1 Did the CSR intervention of creating Infrastructure / Facilities in Government Schools across India meet the needs of the beneficiary Institution?

Q4.2 Did the project achieve the overall objective of creating a conducive learning environment in Government Schools?

Q. 4.3 Did the infrastructure / facilities created by BEL, elevate the status of the School by way of recognition by the Education Department to play additional roles such as Board examination centre etc.

Q4.4. Perception of BEL as a socially responsible company

Q4.5. Are you satisfy with the facilities created by the BEL in the school

Q4.6. any other suggestions for the improvement in the school

(Adv.K.S.Rao)

GIRI INSTITUTE OF DEVELOPMENT STUDIES

Sector – O, Aliganj, Lucknow – 226024, Uttar Pradesh

Impact Assessment of Infrastructure /Facilities in Government Schools by Bharat Electronics Limited under CSR Funds

Questionnaire for Teachers

Name -	Ward-
What classes do you take-	District-
Education-	State-
Gender-	Date-
Age -	Work Experience (Year)-

I. Awareness regarding the infrastructure / facilities created in the school

Q1.1. Do you know what educational infrastructure means? Yes   No

Q1.2. Is your school infrastructure in good condition in terms of security, adequacy, modernity and quality? Yes   No

Please Explain

II. Relevance & Utility

Q2.1. Is your school infrastructure good enough to sustain the number of students after the intervention project?

     Yes   No

Q2.2. Is your school educational infrastructure enough to facilitate a proficient learning experience for students after the intervention project?

     Yes   No

III. Effectiveness & Utilization of the infrastructure and facilities

Q3.1. In your opinion are the classrooms located in a conducive environment after the intervention? Yes   No

Q3.2. Has the teaching experience improvised with the new smart classrooms, computers and lab equipment's? Yes /No Please elaborate

Before	After

Q3.3. Do teachers have staffroom space and cupboards?   Yes   No

Q3.4. How frequently do the smart classes take place?

(i)Very Frequently   (ii) Frequently (iii) Once a month   (iv) Never

Q3.5. Were you trained effectively use digital devices? Yes   No

Q3.6. Does the school have sufficient internet bandwidth speed? Yes   No

IV. Impact -Increase in students' attendance and enrolment and performance

Q4.1. Attendance of the students has increased? Yes   No

Q4.2. Has there been any increase in the number of student enrolment?

   Yes   No

Q4.3. In your opinion how would you rate the overall performance of the school in reference to the existing physical facilities after the intervention?

(i) Excellent   (ii) Good   (iii) Average   (iv) Poor

Q4.4. In your opinion how would you rate the overall performance of the school in reference to the educational infrastructure?

(i) Excellent   (ii) Good   (iii) Average   (iv) Poor

Q4.5. What is your opinion on co-curricular activities in the school, do you think that they affect the overall performance of students? Explain

| |
| |

Q4.6. How often do the students participate in the co-curricular activities?

(i) Very Often (ii) Often   (iii) Regular   (iv) Rarely (v) Not at all

Q4.7. Do you think the library has sufficient books for students? If Not then please share what genre of books are lacking?

| |
| |

Q4.8. What is your opinion on the staff rooms are they spacious with adequate light and air?

Before	After

V . Impact – Perception of BEL as a socially responsible company

 Q5.1. Do you think the infrastructure /facilities created by BEL, has helped in enriching the teaching experience of teachers if yes please explain?

Before	After

Q5.2. What is your opinion about BEL (Bharat Electronic Limited), how would you rate their work under the CSR Fund?

(i) Excellent   (ii) Very Good   (iii) Good   (iv) Average

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(Adv. K.S. Rao)

GIRI INSTITUTE OF DEVELOPMENT STUDIES

Sector – O, Aliganj, Lucknow, Uttar Pradesh

Impact Assessment of Infrastructure /Facilities in Government Schools by Bharat Electronics Limited under CSR Funds

Questionnaire for Government Officials

Personal Information

Name -	Ward
Designation	District
Contact no.-	State-
Email id-	

I. Awareness regarding infrastructure /facilities created in the school

Q1.1 Are you aware about the infrastructure/facilities created in the school?

    Yes   No

Q1.2. Were you consulted before the project?

    Yes   No

Q1.3. Has the project has followed the mandate mentioned in the government guidelines in providing the schools with physical and educational infrastructure?

    Yes   No

Q1.4 Did you visit the site to monitor the progress?

    Yes   No

II. Relevance – Did the CSR intervention meet the need of the beneficiary organization

Q2.1 Did the CSR Intervention of creating the infrastructure/faculties in Government Schools meet the need of the beneficiary institution?

Yes or No please explain

Yes	No

Q2.2. Do you think the current educational infrastructure (smart class

    rooms, computer, lab and lab equipment's) is enough as per the need?

    (i)Agree   (ii)Strongly Agree   (iii) Disagree (iv) Strongly Disagree

III. Impact of the intervention

Q3.1. Do you think the teachers are performing more efficiently now?

   (i)Agree (ii) Strongly (iii)Disagree (iv)Strongly Disagree

Q3.2. What changes positive or negative did you observe during your visits to the   school premises after the renovation of the physical infrastructure and upgrade in educational infrastructure?

Before	After

Q3.3. Do you think that the education department will consider the school to be recognized as Board Examination Center?

      Yes /No

Q3.4. Improved infrastructure has helped in improving student's performance, do you agree or disagree, explain?

Q3.5. Do you think the infrastructure /facilities created by BEL have elevated the status of Government Schools? Yes / No Pease explain how?

Q3.6. Do you think that the education department will consider the school to be recognized as Board Examination Center?

      Yes /No

IV. Perception of BEL as a socially responsible company

Q4.1. Are you satisfied with the educational and physical infrastructure strengthening done under the CSR funding?

 Q4.2. Rate the work done by BEL under this CSR project

    (i) Excellent   (ii) Very Good (iii) Good (iv) Bad

GIRI INSTITUTE OF DEVELOPMENT STUDIES

Sector – O, Aliganj, Lucknow, Uttar Pradesh

Impact Assessment of Infrastructure / Facilities created in Government Schools by Bharat Electronics Limited (BEL) under Corporate Social Responsibility (CSR)

Questionnaire for the Panchayat Representatives

State   Districts   Block   Name of the Gram

Panchayat

I. General Information about Respondent

S. No.		
1	Name of the Respondent	
2	Gender	
3	Age	
4	Education Qualification	
5	Marital Status	
6	Occupation	
7	Status in the Panchayat office	
8	Name of the Gram Pardhan/Sarpanch	
9	No. of the members in the panchayat	
10	No. of School in the village	1. Primary 2. Upper Primary 3. Secondary
11	Type of school	1. Primary 2. Upper Primary 3. Secondary
12	How many children go to school	1. Primary 2. Upper Primary 3. Secondary
13	Name of the teachers	
14	Name of the Principal	
15	Details of other staff	

II. Role of the Panchayat in the school management

2.1. What is the Role of the Panchayat in Schools Management?

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Q2.2. What is the role of the panchayat in the construction in the schools?

Q2.3. What is the Role of the Panchayat in the Repair and maintenance of the school?

Q2.4. What is the Role of the Panchayat in the overall school functions?

III. Awareness regarding Infrastructure /facilities created in the School

Q3.1. Are you aware about some Infrastructure /facilities created in the School?

    1. Yes   2. No

Q3.2. If yes, who created, name of the Agency?

    1. School 2. Punchyat 3. Government 4. Any agency 5. Do not know

Q3.3. Who initiated the work related to infrastructure and facilities created in the school

    1. School 2. Punchyat 3. Government 4. Any agency 5. Do not know

Q3.4. Who suggest the name of the village and schools to the company for work?

    1. School 2. Punchyat 3. Government 4. Any agency 5. Do not know

IV. BEL Initiative under CSR

Q4.1 How BEL Identify the school for their CSR Activities--

Q.4.2 When they contact the school authorities for intervention.

Q4.3   Who decide the Activities to be done….

Q4.4. On what basis work/activities has been chosen.

Q4.5. Did the CSR intervention of creating Infrastructure / Facilities created by the BEL in the School is meet the needs of the Institution?

Q4.6. The Infrastructure / Facilities created by the BEL in the School are in use

    (Partial/Full/Not in use) with Justification

Q4.7. How will school ensure sustainability of the work done by the BEL?

Q4.8. Who will do the maintenance of the infrastructure / facilities created by the BEL in the School?

V. Impact of BEL Contribution on School condition

Q5.1. How was the condition of the school before intervention?

    1. very bad 2. Bad 3. Good 4. Very Good

Q5.2. How is the condition now?

    1. very bad   2. Bad 3. Good 4. Very Good

Q5.3. The status of school as compared to other private school in the area is

    1. very bad   2. Bad 3. Good 4. Very Good

Q5.4. The level of education in the school as compared other private school in the area is

    1. very bad   2. Bad 3. Good 4. Very Good

VI. Impact of BEL Contribution on School Environment

**6.1 Question related to Impact on the students directly or indirectly after BEL contribution**

S. No.	Question	Very Good	Good	Not Good	No impact
1	**Condition of school**				
2	School environment				
3	**Your child Interest on Studies**				
4	**Health & hygiene issues**				
5	**Drinking water facilities**				
6	**Toilets/Bathroom conditions**				
7	**Exam Results**				
8	**Sports activities**				
9	**Other curriculum activities**				
10	**Any other specific things**				

VII. Relevance of BEL Initiative

Q4.1 Did the CSR intervention of creating Infrastructure / Facilities in Government Schools across India meet the needs of the beneficiary Institution?

Q4.2 Did the project achieve the overall objective of creating a conducive learning environment in Government Schools?

(Dr. K. S. Rao)

Q. 4.3 Did the infrastructure / facilities created by BEL, elevate the status of the School by way of recognition by the Education Department to play additional roles such as Board examination centre etc.

Q4.4. Perception of BEL as a socially responsible company

Q4.5. Are you satisfy with the facilities created by the BEL in the school

Q4.6. any other suggestions for the improvement in the school

(Av. K.S. Rao)

GIRI INSTITUTE OF DEVELOPMENT STUDIES

Sector -O, Aliganj, Lucknow, Uttar Pradesh

FGDs among School teachers, Panchayat representatives & Parents

1. Do you think the infrastructure facilities created in your school is sufficient or not? Please mention the reasons: -

   Before: _____

   After: _____

2. Does the Infrastructure facilities created in your school is useful or not? Share your opinion:-

   Before: _____

   After: _____

3. What is the effectiveness of the Infrastructure in your school?

   Before: _____

   After: _____

4. What is the status of maintenance about created infrastructure facilities in your school?
   Before: _____

   After: _____

5. In your view what is the impact of infrastructure/facilities created in your school?

   Before: _____

   After: _____

6. What are the visible benefits after creation of Infrastructure/facilities in your school?

   Before: _____

   After: _____

(Dr. K.S. Rao)

7. In your opinion what are the indirect benefits about the infrastructure/facilities created in your school?

Before: _____

After: _____

8. Did the project achieve the overall objective of creating a conductive learning environment in Government Schools?

_____
_____
_____

9. Did the Infrastructure/facilities created by BEL, elevate the status of the Government School by way of recognition by the Education Department to play additional roles such as Board examination Centre etc.

_____
_____
_____

10. Perception of BEL as a socially responsible company.

_____
_____
_____

(Dr. K. S. Rao)