



Impact Assessment Report

Integrated Development of Communities in District Gadchiroli in Maharashtra

Implementing Partner: Tata Education and Development Trust (TEDT)

CONTENTS

Chapter 1 Executive Summary	01 - 05
Project Background	01
Project Details	01
Project Activities	02
Key Findings	03 - 05
Key Impacts	03 - 05
Chapter 2 Overview of the Project	06
Background and need of the program	06
About Bharat Petroleum Corporation Limited (BPCL)	06
About NGO Partner: Tata Education and Development Trust	06
Chapter 3 Research Methodology	07 - 08
Objectives of the study	07
Research Design	07
Application of Quantitative Techniques	07
Application of Qualitative Techniques	07
Ensuring Triangulation	07
Sampling Framework	08
Data Collection	08
Study Location	08
Stakeholders	08
Commitment to Research Ethics	08
Chapter 4 Key Findings	9 - 44
Chapter 5 OECD Framework	45
Chapter 6 Conclusion	46
Chapter 7 Study Tools	47 - 93
Abbreviations	94

01. EXECUTIVE SUMMARY

Project Background

The integrated development project in Gadchiroli District, Maharashtra, focuses on enhancing community welfare through a multifaceted approach that includes Water, Sanitation, and Hygiene (WASH), the Parag Library initiative, the Lakhpati Kisan program, Rice Fortification for Anaemia free district and water harvesting activities. By improving access to safe drinking water and sanitation facilities, the WASH component fosters better hygiene practices among community members. The Parag Library project promotes literacy and education by encouraging reading habits among children, while the Lakhpati Kisan program empowers local farmers to enhance agricultural practices and increase income-generating opportunities. Additionally, water harvesting activities optimise water usage, ensuring sustainable agricultural practices. Together, these initiatives work synergistically to uplift the community and promote socio-economic development in Gadchiroli.

Project Details



Implementation year

FY 2019-20



Assessment year

FY 2024-25



Implementing partner

Tata Education and Development Trust (TEDT)



Project Budget as per MOU

₹ 28,81,38,810/-



Cumulative Project Expenditure

₹ 13,24,43,187/-



Beneficiaries

Lakhpati Kisan - 1000 Farmers
Water Harvesting Activity - 5000 Ha of Farmer's land
WASH - 50 Govt Schools
Parag Libraries - 50 Govt Schools



Project Location

Gadchiroli, Maharashtra



Sample Size

Lakhpati Kisan - 100 Farmers
Water Harvesting Activity - 50 Farmer
WASH - 100 Beneficiaries
Parag Libraries - 100 Beneficiaries



SDG Goals



Project Activities



WASH PROJECT

- Conducted hygiene education and awareness sessions.
- Installed handwashing stations at key locations.
- Distributed sanitary products to promote menstrual hygiene.
- Organised community clean-up drives.
- Engaged schools with hygiene promotion programs.



PARAG LIBRARY PROJECT

- Set up a well-stocked school library with diverse genres.
- Facilitated regular reading and storytelling sessions.
- Organised student reading clubs and discussion groups.
- Introduced workshops on improving reading comprehension.
- Promoted book borrowing for home reading.



LAKHPATI KISAN PROJECT

- Provided training on sustainable agricultural practices.
- Supported goat rearing and lac cultivation as secondary livelihoods.
- Assisted farmers with access to quality seeds and fertilisers.
- Formed and trained water user groups for efficient irrigation.
- Facilitated access to loans and crop insurance.



WATER HARVESTING PROJECT

- Desilted water tanks to increase storage capacity.
- Established water user committees for sustainable irrigation management.
- Promoted community involvement through financial and labour contributions.
- Supported multi-crop cultivation through improved water access.
- Conducted training in water management and irrigation techniques.



SPEAKING WITH THE PANCHAYAT

Key Outcomes

WASH PROJECT



92.0%

of the respondents reported increase adopting handwashing habits, and regular hygiene practices.



85.0%

of the participants now have access to improved sanitation facilities.



78.0%

of community-led health awareness increased



88.0%

of the participants reported fewer waterborne illnesses post-intervention.



95.0%

of benefactrices reported improved access to clean water in schools

PARAG LIBRARY PROJECT



95.0%

of the students shown improvement reading skills



90.0%

of the students now access a variety of books weekly.



87.0%

of the students participate in book discussions regularly.

Key Impacts

WASH PROJECT



90.0%

of the community reported improvement in health conditions improved



87.0%

of the families report better overall cleanliness.



82.0%

of school attendance improvement seen due to improved hygiene.



80.0%

of reduction in waterborne diseases.



85.0%

of enhanced community collaboration in health practices

PARAG LIBRARY PROJECT



95.0%

of the students report a greater interest in reading.



59.0%

of students shown moderate improvement in academic scores



65.0%

of student reported a vocabulary expanded

Key Outcomes



91.0%

of the students find the book content easier to understand post-program.



88.0%

of the students now frequently borrow books from the library.

LAKHPATI KISAN PROJECT



92.0%

of male participation in farming activities.



65.0%

of the participants belong to the ST category.



100.0%

are primary engagement in agriculture post-intervention.



98.0%

of the small farmers participate in the program.



41.0%

of the participants are trained in lac cultivation techniques.

Key Impacts



80.0%

of the children now actively participate in library activities.



76.0%

of the students express increased confidence in reading aloud.

LAKHPATI KISAN PROJECT



73.0%

of the female family members are involved in goat rearing.



92.0%

of the participants report consistent irrigation support from the Water User Committee.



88.0%

of the participants shown income levels increased



80.0%

of the participants report significant improvements in crop yield.



94.0%

of the participants utilising groundwater irrigation leading to land productivity increased.

Key Outcomes

WATER HARVESTING ACTIVITY PROJECT



94.0%

of the participants rely on groundwater for irrigation post-intervention.



80.0%

of the respondents report receiving adequate water supply.



98.0%

of the respondents own individual land holdings post-intervention.



92.0%

of the respondents contribute financially to the Water User Committee.



100.0%

of the respondents engage in rice and vegetable cultivation year-round.

Key Impacts

WATER HARVESTING ACTIVITY PROJECT



64.0%

of the respondents report improved knowledge of multi-crop cultivation.



68.0%

of the respondents received better loan support for farming activities.



90.0%

of the participants have access to quality seeds



100.0%

of the respondents cultivate multiple crops across the Kharif and Rabi seasons.



92.0%

of the respondents report enhanced irrigation efficiency post-tank desilting.

CHAPTER 2

OVERVIEW OF THE PROJECT

BACKGROUND AND NEED OF THE PROGRAM

The Integrated Development of Communities initiative is a holistic program aimed at improving the quality of life across rural and semi-urban areas through targeted interventions in education, agriculture, water management, and hygiene. The WASH project promotes sanitation and hygiene practices, ensuring access to clean water and improved health. The Parag Library project fosters a reading culture among schoolchildren, enhancing literacy and comprehension skills. The Lakhpatti Kisan project empowers farmers by providing training on sustainable agricultural practices, alternative livelihoods like goat rearing, and access to resources like quality seeds and crop insurance. Complementing this, the Water Tank project revitalises local water bodies through desilting and efficient irrigation systems, ensuring water availability for farming year-round. Together, these initiatives work to create sustainable, self-reliant communities with enhanced livelihoods, education, and health outcomes.

ABOUT BHARAT PETROLEUM CORPORATION LTD. (BPCL)

Bharat Petroleum Corporation Ltd. (BPCL) is a leading integrated oil and gas company in India, engaged in the entire spectrum of activities from exploration and production of oil and natural gas to refining crude oil and distributing petroleum products. Headquartered in Mumbai, Maharashtra, BPCL operates refineries across Maharashtra, Kerala and Madhya Pradesh. The company's diverse portfolio includes a focus on renewable energy alongside its production of oil products such as light and middle distillates. BPCL markets its products through a vast network of retail outlets, dealers, and distributors under well-known brands like Mak, Speed, and Bharat Gas. Additionally, BPCL plays a crucial role in supplying fuel to both domestic and international airlines, contributing significantly to India's energy sector and economy.

ABOUT NGO PARTNER: TATA EDUCATION AND DEVELOPMENT TRUST

The Tata Education and Development Trust, a cornerstone of the Tata Trusts, operates under the Maharashtra Public Trusts Act, 1950, with its headquarters at Bombay House, Mumbai. Established in line with the visionary ideals of Jamshedji Tata, the Trust is dedicated to fostering community development and has successfully executed numerous impactful projects across India. It continues to embody Jamshedji Tata's ethos of empowering the nation's brightest minds for the service and upliftment of society. Renowned for its humanitarian initiatives, the Trust plays a pivotal role in advancing social and economic development through innovative programs and partnerships. From the historic JN Tata Endowment for higher education established in 1892 to pioneering workplace benefits such as healthcare and childcare, the Trust exemplifies a commitment to employee welfare and societal progress. Jamshedji Tata's enduring legacy underscores the Trust's ongoing dedication to excellence and transformative impact in India.



**WOMEN BENEFICIARIES
OF LAKHPATTI KISAN**

CHAPTER 4

RESEARCH METHODOLOGY

This chapter outlines the research methodology adopted to evaluate the impact of various community development projects implemented by Tata Education and Development Trust (TEDT) in collaboration with the CSR partner Bharat Petroleum Corporation Ltd. (BPCL) in Gadchiroli District, Maharashtra. The projects encompass multiple areas, including Water, Sanitation, and Hygiene (WASH) programs, the Parag Library initiative, the Lakhpati Kisan project, and water tank installations. This study aims to assess the impact of these interventions on community well-being, education, livelihood, and agricultural development in the region.

OBJECTIVES OF THE STUDY

The primary objective of the study is to comprehensively assess the effects of the integrated development projects in Gadchiroli District on key community indicators, including health and sanitation practices, educational outcomes, agricultural productivity, and socio-economic development. Specifically, the study seeks to:



Analyse the impact of improved sanitation facilities (WASH) on public health and hygiene.



Evaluate the contribution of the Parag Library to enhancing educational opportunities for students.



Assess the effectiveness of the Lakhpati Kisan initiative in increasing agricultural productivity and improving the economic well-being of farmers.



Understand the impact of water tank installations on access to clean water and its effects on community health and agriculture.

RESEARCH DESIGN

This study employs a **Mixed-Method Approach** that integrates both quantitative and qualitative research methods. The combination of these techniques provides a holistic understanding of the projects' outcomes from various perspectives, including those of beneficiaries, local leaders, and other key stakeholders involved in the implementation process.

APPLICATION OF QUANTITATIVE TECHNIQUES

Quantitative data is gathered through structured surveys administered to a sample of **350 beneficiaries**, selected through **simple random sampling**. The survey captures data on key performance indicators across the different project areas, including WASH, educational progress, and agricultural income. This method ensures that the data collected is representative and enables statistical analysis of the overall effectiveness of TEDT and BPCL interventions.

APPLICATION OF QUALITATIVE TECHNIQUES

Qualitative data is collected through 15 in-depth interviews with key stakeholders, including local community leaders, teachers, project administrators, and farmers involved in the Lakhpati Kisan initiative. These interviews offer nuanced insights into the implementation process, challenges faced, community perceptions, and the socio-economic changes resulting from the interventions. The qualitative approach complements the quantitative findings by providing context and a deeper understanding of the community's experiences and outcomes.

ENSURING TRIANGULATION

To enhance the reliability and validity of the research findings, the study employs triangulation by integrating data from both quantitative surveys and qualitative interviews. This approach enables a thorough validation of results and offers a well-rounded assessment of the impact of the development projects on the community. The triangulation method ensures that the study's conclusions are supported by evidence from multiple data sources.

SAMPLING FRAMEWORK

The research employs a **simple random sampling** technique to select **350 beneficiaries** for the quantitative survey. This sampling method captures the diverse socio-economic and demographic backgrounds of the population in Gadchiroli, ensuring a representative sample. Additionally, **15 in-depth interviews** are conducted with key stakeholders from different project areas. These stakeholders include community leaders, school principals, farmers, and local authorities. This sampling framework enables the research to reflect the varied impacts of the integrated development initiatives across the region.

DATA COLLECTION

Primary data collection is conducted through face-to-face structured surveys and in-depth interviews. The surveys capture quantitative information from project beneficiaries, while the interviews provide qualitative insights from key stakeholders. The data collection process is designed to ensure accuracy and authenticity, allowing real-time insights into the implementation and effects of TEDT's projects in the field.

STUDY LOCATION

The study is conducted in **Gadchiroli District, Maharashtra**, an underdeveloped area with significant socio-economic challenges. The district is a focus of development efforts, making it a critical location for evaluating the impact of community interventions aimed at improving health, education, and livelihoods.

STAKEHOLDERS

Key stakeholders involved in this study include Tata Education and Development Trust (TEDT), Bharat Petroleum Corporation Ltd. (BPCL), local community leaders, school teachers, project beneficiaries (farmers, students, households), and government authorities in Gadchiroli. Each of these stakeholders provides important perspectives that contribute to understanding the projects' impacts and identifying areas for improvement.

COMMITMENT TO RESEARCH ETHICS

This study adheres to strict ethical guidelines to ensure participant confidentiality, informed consent, and data security. Ethical considerations are prioritised to protect the rights and privacy of all research participants. The research team is committed to maintaining the integrity of the data and ensuring transparency throughout the research process, in alignment with both TEDT and BPCL's ethical standards.

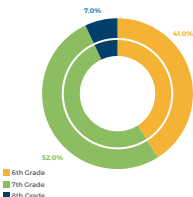


CHAPTER 5

KEY FINDINGS

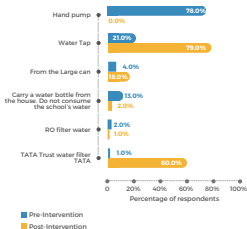
WASH PROGRAM

CHART 1: GRADE-WISE DISTRIBUTION OF RESPONDENTS



The data indicates that the highest engagement in the WASH project comes from students in the 7th grade, followed closely by 6th graders. There is significantly lower participation from 8th-grade students.

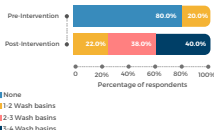
CHART 2: TYPE OF DRINKING WATER SOURCES



The data indicates a substantial improvement in drinking water sources following the intervention. The reliance on hand pumps has been eliminated, with water taps becoming the primary source.

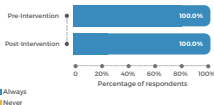
The use of TATA Trust water filters has also risen significantly, while fewer respondents are now carrying water from home. This reflects enhanced access to safe drinking water in the community.

CHART 3: TOTAL NUMBER OF FUNCTIONAL WASH BASINS

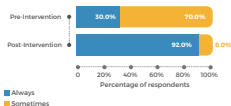
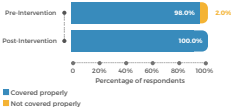


The data shows a dramatic increase in the availability of functional wash basins after the intervention. Prior to the intervention, the majority of the respondents reported having no wash basins. Post-intervention, there is a notable presence of multiple wash basins, with many respondents indicating access to several units.

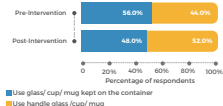
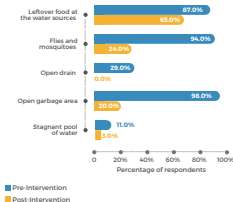
CHART 4: AVAILABILITY OF SAFE WATER IN THE SCHOOL



The data indicates consistent availability of safe water in the school, both before and after the intervention. All respondents reported that safe water was always available, demonstrating a stable and reliable supply throughout the year. This suggests that the intervention has successfully maintained or reinforced access to safe drinking water for the students.

CHART 5(A): CLEANLINESS OF DRINKING WATER CONTAINER**CHART 5(B): STATUS OF THE WATER CONTAINER**

The data reflects a significant improvement in the cleanliness of drinking water containers after the intervention, with most respondents now reporting that the containers are always clean. Additionally, the intervention has ensured that all water containers are properly covered, addressing any previous concerns about exposure. This suggests enhanced hygiene practices around water storage post-intervention.

CHART 6(A): WAYS WATER IS DRAWN FROM THE CONTAINER**CHART 6(B): STATUS OF CLEANLINESS IN THE AREAS AROUND THE WATER SOURCES IN THE SCHOOL**

The data shows an encouraging shift in the way water is drawn from containers, with an increase in the use of handled cups or mugs, promoting better hygiene. Additionally, the cleanliness around water sources has significantly improved post-intervention. There is a notable reduction in issues like leftover food, flies, open drains, garbage, and stagnant water, indicating enhanced sanitary conditions around the water sources. This suggests the intervention has successfully addressed both water hygiene and the overall cleanliness of the school environment.

**HAND WASH STATION**

CHART 7(A): TYPES OF TOILETS

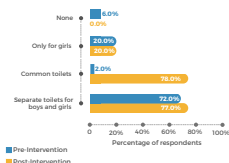
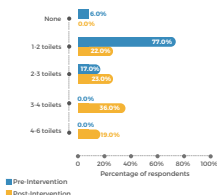


CHART 7(B): TOTAL NUMBER OF FUNCTIONAL TOILETS



The data highlights significant improvements in toilet facilities post-intervention. Initially, a few of the respondents reported there were no toilets, but this issue has been completely resolved. There has been a substantial increase in the availability of common and functional toilets, with more schools now having multiple units. Additionally, separate toilets for boys and girls remain prevalent, ensuring privacy while improving access to sanitation for all students. This reflects the intervention's success in enhancing both the quantity and quality of toilet facilities in the schools.

CHART 8(A): AVAILABILITY OF WATER

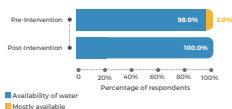
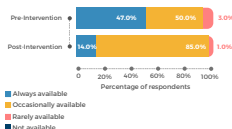


CHART 8(B): RUNNING WATER AVAILABILITY IN THE TOILET



The data reveals that water availability has become more consistent post-intervention, with water now always available for all of the respondents. Additionally, there has been a significant improvement in the availability of running water in toilets. While previously it was rarely available, it is now mostly accessible, with a few instances of constant availability. This indicates a marked enhancement in water infrastructure, particularly in toilet facilities, ensuring better hygiene and convenience for students.

CHART 9(A): CLEANLINESS IN TOILETS

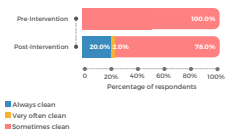
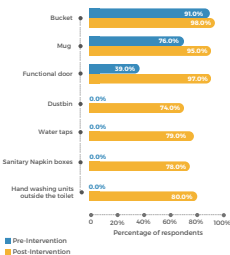


CHART 9(B): AVAILABILITY OF ESSENTIAL FACILITIES



The data indicates a notable improvement in toilet cleanliness post-intervention, with a portion of the respondents now reporting that the toilets are always clean. Previously, cleanliness was only occasional. Essential facilities in the toilets, such as buckets, mugs, and functional doors, have also improved significantly. The addition of previously unavailable amenities like dustbins, water taps, sanitary napkin boxes, and handwashing units outside the toilets further enhances the hygiene and convenience of these spaces. This reflects the intervention's effectiveness in improving both the cleanliness and functionality of the toilet facilities.

CHART 10(A): CONDITION OF THE PASSAGES OR SURROUNDINGS OF THE TOILETS

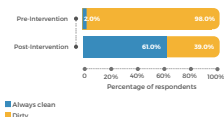
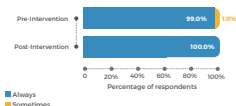


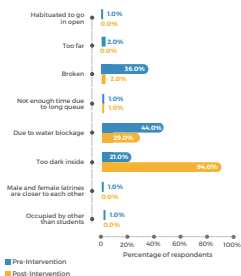
CHART 10(B): TOILETS ARE ALWAYS OPEN DURING SCHOOL HOURS



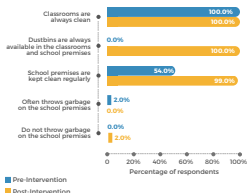
The data shows a significant improvement in the cleanliness of the areas surrounding the toilets post-intervention. While almost all of the respondents previously reported dirty passages, the majority now report consistently clean surroundings. Additionally, the toilets are now always open during school hours for all respondents, ensuring better access to sanitation facilities throughout the day. This reflects the intervention's success in maintaining cleaner and more accessible toilet facilities for students.



**WASH PROGRAM
TOILET**

CHART 11: REASONS FOR NOT USING TOILETS DURING SCHOOL HOURS

The data highlights a significant reduction in barriers to using school toilets post-intervention. Issues like broken toilets, water blockages, and proximity concerns have decreased notably. While the problem of darkness inside the toilets remains prevalent, other challenges, such as open defecation and toilets being occupied by non-students, have been eliminated. This suggests that while the intervention has resolved several key issues, further improvements are needed to address lighting and lingering water blockage problems in the toilets.

CHART 12: CLEANLINESS OF THE CLASSROOMS AND SCHOOL PREMISES

The data indicates that classrooms have consistently remained clean both before and after the intervention. However, post-intervention, there has been a significant improvement in the availability of dustbins and overall cleanliness of the school premises. Littering on school grounds has been virtually eliminated, showing a positive shift in behaviour and maintenance. This reflects the intervention's success in fostering cleaner environments within the classrooms and school premises.



TOILET CONSTRUCTION UNDER THE WASH PROGRAM

CHART 13(A): WHETHER REGULARLY PARTICIPATE IN THE CLASSROOM AND SCHOOL CLEANING PROGRAM

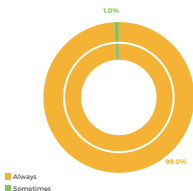
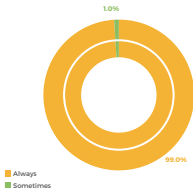
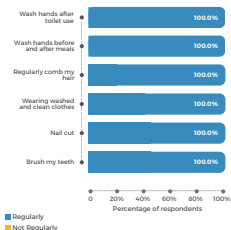


CHART 13(B): WHETHER PARTICIPATE IN THE HAND WASHING WEEK AND WORLD ENVIRONMENT DAY



The data suggests a high level of active participation in both classroom and school cleaning programs, as well as in events like Hand Washing Week and World Environment Day. Nearly all of the respondents consistently engage in these activities, indicating strong involvement in cleanliness and environmental awareness initiatives. This reflects a culture of responsibility and commitment to maintaining hygiene and promoting environmental stewardship among students.

CHART 14: HYGIENE PRACTICES ADAPTED AFTER THE WASH PROGRAM IN THE SCHOOL

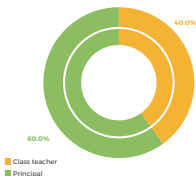
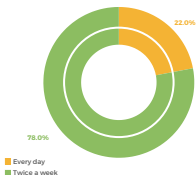


The data shows that following the WASH program, all respondents have fully adopted essential hygiene practices. These include washing hands after using the toilet, before and after meals, regularly combing hair, wearing clean clothes, cutting nails, and brushing teeth. This demonstrates the program's success in instilling consistent and comprehensive personal hygiene habits among students, contributing to improved overall health and cleanliness in the school environment.

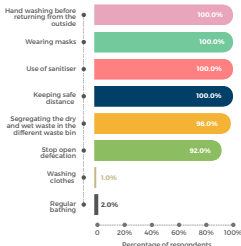


SPEAKING WITH THE PRINCIPAL OF Z.P. KENDRIYA UPPER PRM. SCHOOL, MURUMGAON

Shot on Redmi 5

CHART 15(A): PERSON CHECKING THE HYGIENE PRACTICES**CHART 15(B): FREQUENCY OF HYGIENE CHECKS IN THE SCHOOL**

The data indicates that hygiene practices in the school are primarily monitored by the principal and followed closely by class teachers. Hygiene checks occur frequently, with the majority happening twice a week. This structured approach to monitoring emphasises the school's commitment to maintaining hygiene standards and ensuring accountability among students, which is essential for sustaining the positive impacts of the WASH program.

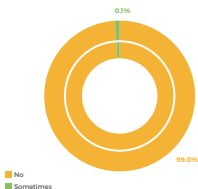
CHART 16: PRACTICES LEARNT THROUGH THE ONLINE SESSION

The data reveals that respondents have effectively learned several important hygiene practices through online sessions. All of the participants reported understanding the significance of handwashing, wearing masks, using sanitiser, and maintaining safe distances. Additionally, a high percentage recognised the importance of waste segregation and reducing open defecation. This suggests a strong grasp of fundamental hygiene practices while highlighting opportunities for further education on personal hygiene habits.



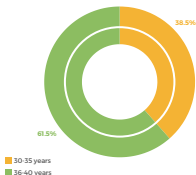
**SPEAKING WITH THE
PRINCIPAL OF Z.P. UPPER
PRM. SCHOOL, KOTGAL**

CHART 17: WHETHER THE WASH GROUP REGULARLY MONITORED THE HYGIENE HABITS DURING THE COVID PERIOD



The data indicates that the WASH group did not regularly monitor hygiene habits during the COVID period, with nearly all of the respondents reporting no such monitoring. This suggests a lack of consistent oversight during a critical time for hygiene and health practices, highlighting a potential area for improvement in future interventions to ensure ongoing support and accountability for hygiene standards, especially during public health crises.

CHART 18: AGE GROUP WISE DISTRIBUTION OF RESPONDENTS



The data shows that the majority of the respondents in the parent group fall within the 36-40 age range, with a smaller portion in the 30-35 age group. This suggests that the primary parental engagement in the WASH project comes from slightly older parents.

CHART 19(A): FAMILY INCOME

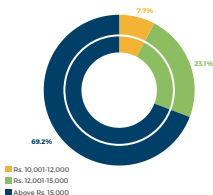
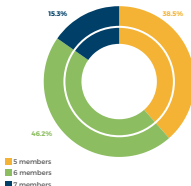
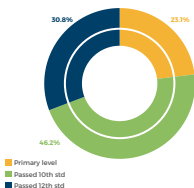
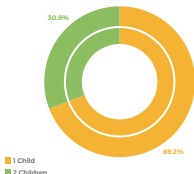


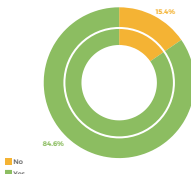
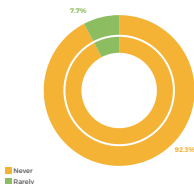
CHART 19(B): TOTAL NUMBER OF FAMILY MEMBERS



The data indicates that the majority of the respondents have a family income above Rs. 15,000, with a smaller portion of earnings between Rs. 10,001 and Rs. 15,000. Most families have either five or six members, with a few having seven members. This suggests that the participating families generally fall into a moderate-income bracket, with relatively larger household sizes.

CHART 20(A): EDUCATION STATUS OF THE RESPONDENT**CHART 20(B): NO. OF CHILDREN COMING TO THIS SCHOOL PRESENTLY**

The data shows that most of the respondents have completed either the 10th or 12th standard, with a smaller group having education up to the primary level. This indicates a moderate level of educational attainment among the parents. Additionally, the majority of the families have one child attending school, while a smaller portion has two children enrolled.

CHART 21(A): WHETHER AWARE OF THE SCHOOL'S DRINKING WATER FACILITIES AND NEWLY CONSTRUCTED TOILETS**CHART 21(B): WHETHER THE CHILD USED TO FREQUENTLY FALL SICK AFTER DRINKING WATER FROM THE SCHOOL SOURCES (PRE-INTERVENTION)**

The data shows that most of the parents are aware of the school's drinking water facilities and newly constructed toilets, reflecting strong communication or visibility of these improvements. Additionally, nearly all of the parents reported that their children never fell sick from drinking water at school prior to the intervention, with only a very small number indicating rare instances of illness. This suggests that water-related health issues are not a significant concern for most families.

CHART 22(A): WHETHER THE CHILD USED TO OFTEN SUFFER FROM VARIOUS DISEASES DUE TO THE NON-AVAILABILITY OF TOILETS IN THE SCHOOL (PRE-INTERVENTION)

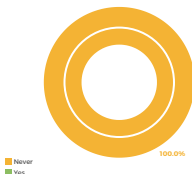
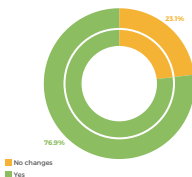
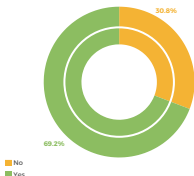


CHART 22(B): WHETHER NOTICED ANY IMPROVEMENTS IN THE CHILD'S HEALTH SINCE THE INTERVENTION



The data indicates that none of the children suffered from diseases due to the non-availability of toilets prior to the intervention, suggesting that while sanitation facilities were lacking, health issues related to this were minimal. However, since the intervention, the majority of parents have noticed improvements in their children's health, demonstrating the positive impact of the newly implemented WASH facilities on overall well-being, even if no major health issues were reported previously.

CHART 23: WHETHER THE CHILD DISCUSSES HEALTH AND HYGIENE TOPICS WITH THE FAMILY MEMBERS



The data shows that a significant majority of the children engage in discussions about health and hygiene topics with their family members, reflecting the impact of the WASH program in promoting awareness and knowledge transfer from school to home.



FGD WITH STUDENTS

PARAG LIBRARY PROJECT

CHART 24(A): GRADE WISE DISTRIBUTION OF RESPONDENTS

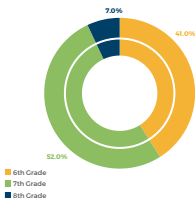
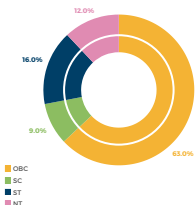


CHART 24(B): SOCIAL CLASS-WISE DISTRIBUTION OF RESPONDENTS



The data reveals that the majority of the respondents are from the 6th and 7th grades, with a smaller portion in the 8th grade. In terms of social classification, the largest group belongs to the OBC category, followed by smaller groups from the ST, NT, and SC categories. This distribution suggests a diverse group of students in the Parag Library Project, with a significant representation from the OBC community.

CHART 25(A): ACCESSIBILITY OF THE LIBRARY



CHART 25(B): FREQUENCY OF ATTENDING THE LIBRARY CLASSES

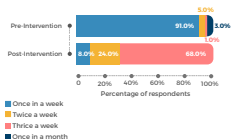
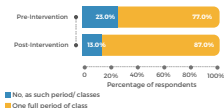
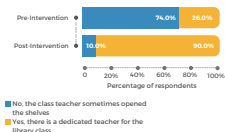
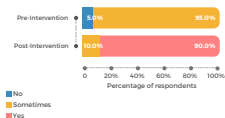


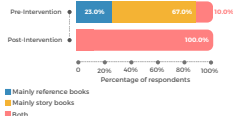
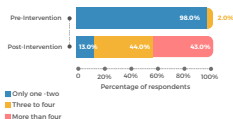
CHART 25(C): DURATION OF THE LIBRARY CLASSES



The data indicates significant improvements in the accessibility of the library post-intervention. There has been a notable increase in the availability of a separate library space and designated bookshelves, making the library more structured and user-friendly. Additionally, books that were previously locked are now more accessible, though students can no longer access them without teacher supervision. The frequency of library classes has also seen a positive shift, with more students attending classes multiple times a week and experiencing longer, dedicated periods for library use. These changes suggest enhanced library engagement and accessibility for students.

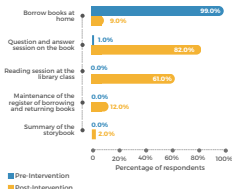
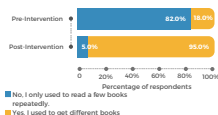
CHART 26(A): SUPPORT BY TEACHERS TO GET THE BOOKS**CHART 26(B): AVAILABILITY OF ENOUGH BOOKS IN THE LIBRARY**

The data shows a significant improvement in teacher involvement and support for accessing books post-intervention. Before the intervention, class teachers occasionally managed the library, but now a dedicated library teacher is in place, greatly enhancing the students' experience. Additionally, there has been a marked improvement in the availability of books, with most respondents now reporting a well-stocked library, whereas previously, only a few students felt there were enough books. This suggests a major enhancement in both library management and resource availability after the intervention.

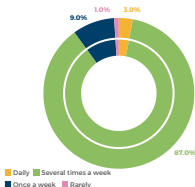
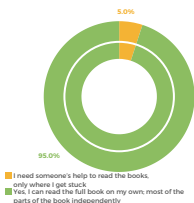
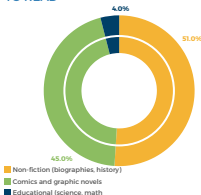
CHART 27(A): TYPE OF BOOKS AVAILABLE IN THE LIBRARY**CHART 27(B): NO. OF BOOKS ACCESSED IN THE WEEK**

The intervention has led to a significant shift in the variety and access to books in the library. Initially, students mainly had access to either reference or story books, but after the intervention, a balanced collection of both types has become available, benefiting all students. Moreover, the number of books accessed weekly has dramatically increased, with many students now reading three or more books per week, compared to the previous scenario where nearly all students were limited to one or two books. This reflects enhanced library resources and a greater emphasis on reading habits among students.

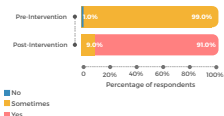
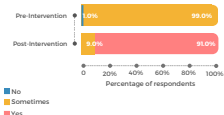


CHART 28(A): ACTIVITIES IN THE LIBRARY CLASSES**CHART 28(B): AVAILABILITY OF A VARIETY OF BOOKS AT SCHOOL**

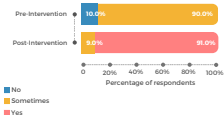
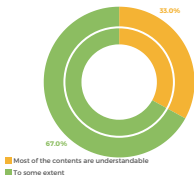
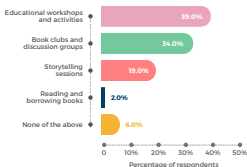
The library classes have significantly improved post-intervention, shifting from mainly borrowing books to engaging activities like reading sessions and question-and-answer discussions. There is now a wider variety of books available, encouraging students to explore different titles instead of reading the same few. This change reflects a growing enthusiasm for reading and a more interactive library experience.

CHART 29(A): FREQUENCY OF READING BOOKS OTHER THAN SCHOOL TEXTBOOKS**CHART 29(B): WHETHER THE READING HAS IMPROVED FROM EARLIER****CHART 29(C): TYPE OF BOOKS PREFER TO READ**

Post-intervention, there has been a notable increase in students' reading frequency, with the majority engaging in reading several times a week. Most of the students now feel confident reading independently, suggesting enhanced literacy skills. Preferences have also diversified, with non-fiction and graphic novels becoming popular choices, indicating a broadening interest in different genres and topics.

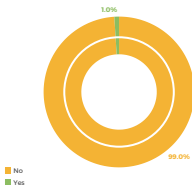
CHART 30(A): EASY TO UNDERSTAND THE CONTENTS**CHART 30(B): GOOD PAPER QUALITY**

Following the intervention, students have expressed a significant improvement in their understanding of the reading materials, with most now finding the content easy to comprehend. Additionally, the perception of paper quality has also enhanced, indicating that the new resources are not only more accessible but also better in terms of material quality. This improvement likely contributes to a more engaging and effective reading experience for the students.

CHART 31(A): RELEVANT IMAGES**CHART 31(B): WHETHER THE BOOKS SEEM UNDERSTANDABLE FOR THE GRADE LEVEL****CHART 31(C): FAVOURITE ACTIVITY OF THE RESPONDENTS IN THE LIBRARY CLASS**

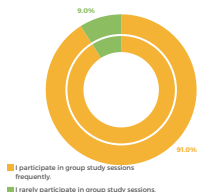
The data reflects positive changes in students' library experiences after the intervention. The inclusion of relevant images in the books has greatly improved, leading to a notable enhancement in students' understanding of the materials suited for their grade levels. The favourite activities in library classes indicate a strong preference for educational workshops and discussions, highlighting an engaged student body eager to learn and participate in interactive sessions.

CHART 32: WHETHER EVER DISPLAYED CRAFT/ DRAWING ON THE LIBRARY WALL



The data indicates that almost all of the respondents have never displayed crafts or drawings on the library wall, with only 1.0% having done so. This suggests a potential area for improvement in encouraging student participation in showcasing their creative work within the library space.

CHART 33(B): FREQUENCY OF PARTICIPATING IN GROUP STUDY SESSIONS IN THE LIBRARY CLASSES



The data indicates that most of the respondents frequently use the library for school projects and homework. Additionally, a significant portion participates regularly in group study sessions, showcasing strong engagement in collaborative learning within the library.

CHART 33(A): FREQUENCY OF USING THE LIBRARY FOR SCHOOL PROJECTS AND HOMEWORK

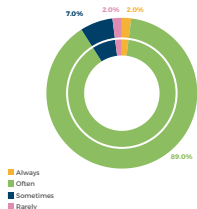
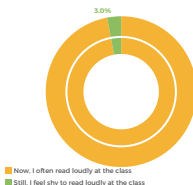
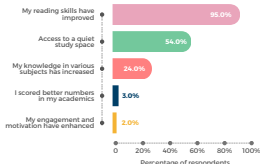


CHART 34: WHETHER FEEL CONFIDENT ENOUGH TO READ OUT LOUD IN CLASS

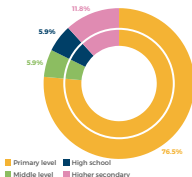
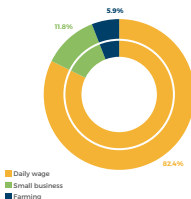
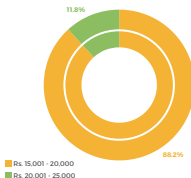


The data suggests a significant improvement in students' confidence in reading aloud in class, indicating that the library program has effectively enhanced their reading skills and overall self-esteem.

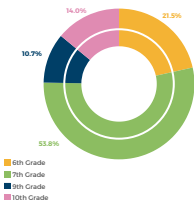
CHART 35: BIGGEST BENEFITS OF HAVING A LIBRARY AT YOUR SCHOOL

The data indicates that the most significant benefit of having a library at school is the improvement in reading skills, as reported by the vast majority of respondents. Additionally, access to a quiet study space is also valued, highlighting the library's role as a conducive environment for learning.

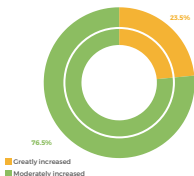
PARENTS ANALYSIS FOR PARAG LIBRARY

CHART 36(A): EDUCATION QUALIFICATION**CHART 36(B): PRIMARY OCCUPATION****CHART 36(C): FAMILY INCOME**

The data reveals that a significant majority of the respondents have only primary-level education, indicating a potential barrier to higher-paying job opportunities and further education. Most of the respondents are engaged in daily wage work, highlighting economic vulnerability. Family income data shows that most families earn between Rs. 15,001 and 20,000, suggesting financial limitations that may affect access to resources and opportunities.

CHART 37: GRADE OF THE CHILD

The data shows that the majority of the respondents are from the 7th grade, indicating a strong representation from this grade level. The presence of students in the 6th and 9th grades is lower, while only one respondent is from the 10th grade. This distribution suggests that programs or resources targeting the 7th grade could have a significant impact.

CHART 38(B): THE EXTENT TO WHICH THE CHILD'S INTEREST IN READING CHANGED SINCE PARTICIPATING IN THE LIBRARY PROGRAM

The data suggests that while discussions about borrowed books occur occasionally among parents and children, there has been a notable increase in children's interest in reading since the library program's implementation. This indicates that the program has positively influenced reading engagement.

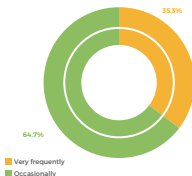
CHART 38(A): FREQUENCY OF DISCUSSING THE BOOKS THE CHILD BORROWED FROM THE LIBRARY**DISCUSSION WITH THE HEADMASTER Z.P. UPPER PRM. SCHOOL, AMIRZA**

CHART 39(A): TYPES OF BOOKS DOES THE CHILD PREFER TO BORROW FROM THE LIBRARY

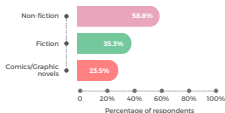
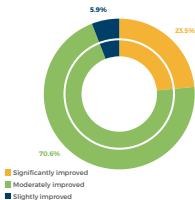


CHART 39(B): THE EXTENT TO WHICH THE CHILD'S ABILITY TO UNDERSTAND AND DISCUSS BOOK CONTENT HAS IMPROVED SINCE JOINING THE LIBRARY PROGRAM



The data indicates that children primarily prefer to borrow non-fiction books, suggesting a growing interest in factual and educational content. Additionally, there has been a moderate to significant improvement in their ability to understand and discuss book content since joining the library program, reflecting its effectiveness in enhancing literacy skills and comprehension.

CHART 40(A): AMOUNT OF TIME SPENT BY THE CHILD READING BOOKS BORROWED FROM THE LIBRARY EACH WEEK

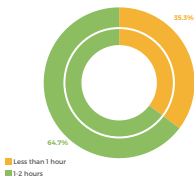
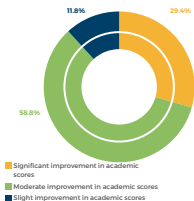


CHART 40(B): THE EXTENT TO WHICH THE LIBRARY PROGRAM HAS AFFECTED THE CHILD'S ACADEMIC PERFORMANCE



The data reveals that most children spend one to two hours each week reading library books, indicating a positive engagement with reading materials. Furthermore, the library program has contributed to moderate improvements in academic performance for the majority, suggesting that increased reading correlates with enhanced learning outcomes.

CHART 41(A): THE EXTENT TO WHICH THE CHILD'S VOCABULARY AND USE OF NEW WORDS HAS CHANGED DUE TO THE LIBRARY PROGRAM

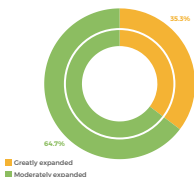
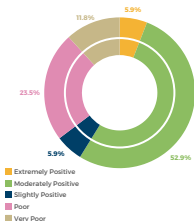
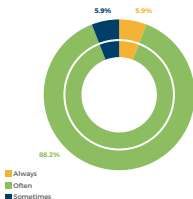


CHART 41(B): OVERALL IMPACT OF THE LIBRARY PROGRAM ON THE CHILD'S DEVELOPMENT



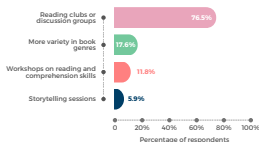
The data suggests that the library program has significantly contributed to the expansion of children's vocabulary, with most of the respondents reporting a moderate increase in their use of new words. However, the overall impact of the program appears mixed, as many parents perceive its effects on child development as only moderately positive.

CHART 42: FREQUENCY OF CHILD'S PARTICIPATION IN LIBRARY-RELATED ACTIVITIES OR EVENTS



The data indicates that children frequently engage in library-related activities, with most of the respondents reporting consistent participation. This suggests a strong interest and commitment to utilising the library's resources, which may enhance their overall learning experience.

CHART 43: ADDITIONAL RESOURCES OR SUPPORT WOULD LIKE TO SEE FROM THE LIBRARY PROGRAM TO BENEFIT THE CHILDREN



The data reflects strong demand for reading clubs or discussion groups, indicating that parents value collaborative learning experiences for their children. While there is also interest in expanding book genres and offering workshops, the primary focus remains on enhancing interactive and social reading opportunities.

LAKHPATI KISHAN PROJECT

CHART 44(A): GENDER-WISE DISTRIBUTION OF RESPONDENTS

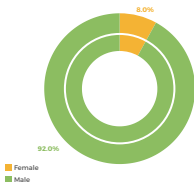
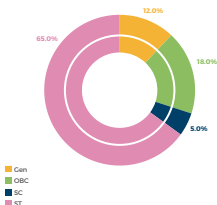


CHART 44(B): SOCIAL CATEGORY-WISE DISTRIBUTION OF RESPONDENTS



The Lakhpati Kishan project data shows that the majority of the participants are male, and a significant portion belong to the ST category, indicating a focus on tribal communities. Other social categories, such as OBC and General, are represented to a lesser extent, with minimal SC participation.

CHART 45(A): OCCUPATION PATTERN - AGRICULTURE

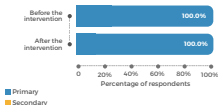


CHART 45(B): GOAT REARING AND OCCUPATION PATTERN - LAC CULTIVATION

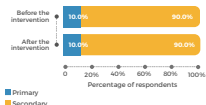
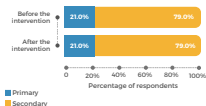
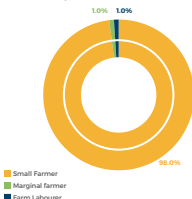


CHART 45(C): OCCUPATION PATTERN - LAC CULTIVATION

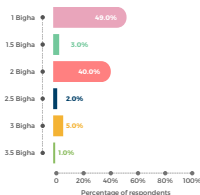


The occupation patterns in the Lakhpati Kishan project reveal that agriculture remains the primary occupation for all of the respondents both before and after the intervention. Goat rearing and lac cultivation continue to serve as secondary occupations for the majority, with only a small percentage relying on them as their primary means of livelihood. The intervention has not shifted these occupational roles.

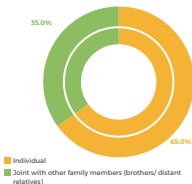
**CHART 46(A): TYPE OF FARMER
(DEPENDING ON THE LAND HOLDING
CAPACITY)**



**CHART 46(B): INDIVIDUAL
LANDHOLDING CAPACITY**



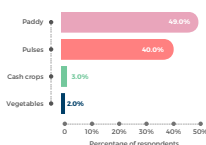
**CHART 46(C): OWNERSHIP OF THE
LAND**



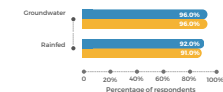
The data shows that most of the respondents in the Lakhpati Kishan project are small farmers, with landholding capacities varying between 1 and 2 bighas.

A majority have individual ownership of their land, while a smaller portion shares land ownership with family members. This suggests that land distribution is modest, with limited large landholdings influencing farming practices and productivity.

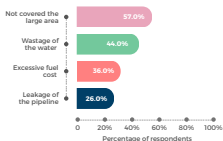
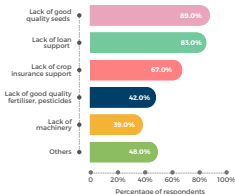
**CHART 47(A): TYPES OF PRIMARY
CROPS CULTIVATED**



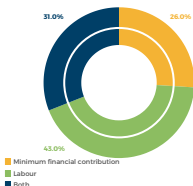
**CHART 47(B): SOURCES OF
IRRIGATION**



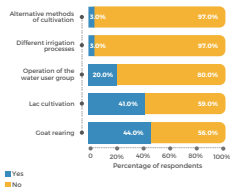
The data reveals that paddy and pulses are the dominant crops cultivated by farmers, with minimal cultivation of cash crops and vegetables. Groundwater remains the primary source of irrigation, with little change before and after intervention, while a significant reliance on rainfed irrigation also persists. This suggests limited diversification in crop types and a continued dependency on natural water sources for farming.

CHART 48(A): CHALLENGES FACED DUE TO TRADITIONAL PRACTICES**CHART 48(B): OTHER CHALLENGES FACED EARLIER**

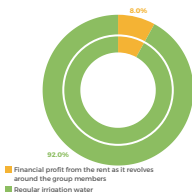
The challenges faced by farmers due to traditional practices include limited coverage of large areas, water wastage, high fuel costs, and pipeline leakages. Additional difficulties such as poor-quality seeds, insufficient loan and crop insurance support, and lack of quality fertilisers, pesticides, and machinery further hinder their progress. Issues like inadequate irrigation, knowledge gaps in multi-crop cultivation, lack of market linkage, and mono-crop dependency add to their struggles, especially during dry seasons.

CHART 49: CONTRIBUTION DURING THE EXCAVATION OF THE WELL

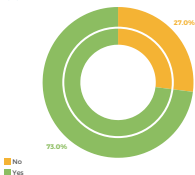
During the well excavation, contributions varied, with some providing only financial support, others contributing through labour, and a portion offering both financial and labour assistance. This reflects a diverse level of involvement from the community in supporting the project.

CHART 50: WHETHER UNDERGONE THE TATA TRUST UNIT TRAINING FOR DIFFERENT ACTIVITIES

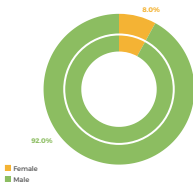
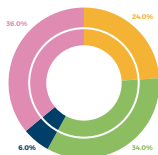
A significant number of the respondents have not undergone training provided by TATA Trust for alternative cultivation methods or irrigation processes. However, a more considerable portion has received training in areas like goat rearing and lac cultivation, indicating a focus on livestock and niche agricultural activities.

CHART 51: SUPPORT RECEIVED FROM THE WATER USER COMMITTEE

Most of the respondents received consistent irrigation water support from the Water User Committee, while only a few benefited from the financial profits generated through the group's rental system.

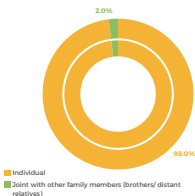
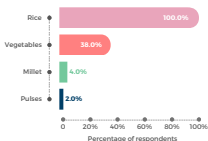
CHART 52: WHETHER ANY FEMALE MEMBER OF THE FAMILY PRACTICES GOATRY

A significant portion of families have female members involved in goat rearing, indicating active participation in this livelihood activity.

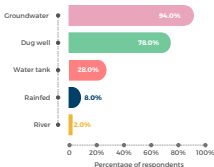
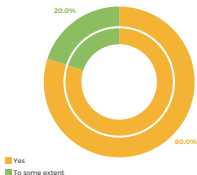
WATER HARVESTING PROJECT**CHART 53(A): GENDER-WISE DISTRIBUTION OF RESPONDENTS****CHART 53(B): SOCIAL CATEGORY-WISE DISTRIBUTION OF RESPONDENTS**

The data shows that the majority of the participants in the Desilting the Water Tank Project are male, with representation from various social categories, predominantly OBC and ST groups.

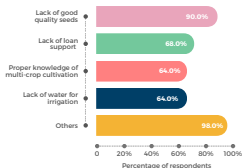
**SPEAKING WITH WOMEN BENEFICIARIES OF THE GOAT REARING**

CHART 54(A): OWNERSHIP OF THE LAND**CHART 54(B): TYPES OF PRIMARY CROPS CULTIVATED**

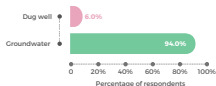
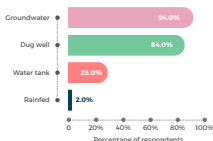
Most of the landowners in the desilting project hold individual ownership, with rice being the primary crop cultivated by all, followed by vegetables. Other crops like millet and pulses are less common.

CHART 55(A): PREVIOUS SOURCES OF IRRIGATION**CHART 55(B): WHETHER RECEIVED AN ADEQUATE WATER SUPPLY FOR IRRIGATION**

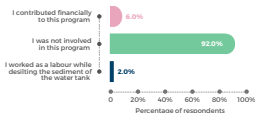
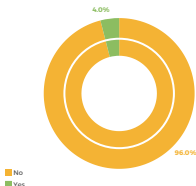
Most of the respondents relied on groundwater and dug wells for irrigation before the Water Harvesting Project, with a smaller number using water tanks. While the majority received adequate water supply for irrigation, some reported only partial sufficiency.

CHART 56: CHALLENGES FACED EARLIER

Before the intervention, farmers faced multiple challenges, with the most common being the lack of good quality seeds, loan support, and sufficient water for irrigation. Additionally, many struggled with a lack of proper knowledge on multi-crop cultivation, machinery, and market access, alongside inadequate fertilisers, pesticides, and crop insurance support.

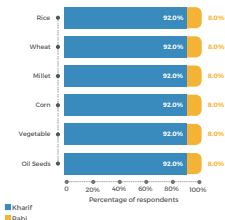
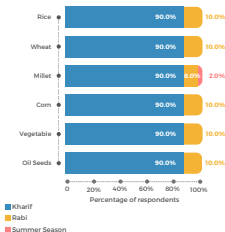
CHART 57(A): PRIMARY IRRIGATION SOURCE AFTER THE INTERVENTION

CHART 57(B): OTHER SOURCES USED FOR IRRIGATION AS ADDITIONAL OPTIONS


After the intervention, groundwater remains the primary irrigation source for most of the respondents, with some also using dug wells. Additionally, water tanks have become a supplemental source for a few, although rainfed options are rarely relied upon.

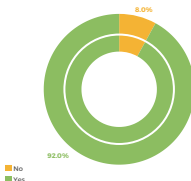
CHART 58(A): WAYS IN WHICH GOT INVOLVED IN THE WATER HARVESTING PROGRAM

CHART 58(B): WHETHER A MEMBER OF THE WATER USER GROUP


Most of the respondents were not actively involved in the Water Harvesting Project, with only a small number contributing financially or through labour. Additionally, only a few are members of the water user group.


WATER USER GROUP INTERVIEW

CHART 59(A): SEASON-WISE CROP CULTIVATION BEFORE INTERVENTION**CHART 59(B): SEASON-WISE CROP CULTIVATION AFTER INTERVENTION**

The crop cultivation patterns before and after the intervention show minimal changes. Rice, wheat, and vegetables remain the dominant crops, with slight adjustments in the cultivation of millet and oilseeds across seasons. Summer season cultivation remains limited.

CHART 60: WHETHER NEED TO PAY ANY AMOUNT TO WATER USER COMMITTEE

The majority of the respondents report having to pay an amount to the Water User Committee, indicating a structured financial contribution system for irrigation services.



**WATER USER GROUP
INTERVIEW**

**Case Study 1**

Name- Deepali Rajiv Kulmethe
Designation- Principal, Kasturba Gandhi
Balika Vidhyalay, Dhanora

Under the Parag Library Project implemented by Tata Education and Development Trust (TEDT) in partnership with BPCL, Kasturba Gandhi Balika Vidhyalay, Dhanora has witnessed significant improvements in its library infrastructure and the reading habits of its students. Previously, the school had no dedicated reading space, and books were kept on benches with limited resources for students to explore beyond the regular curriculum. Historical and storybooks were available, but students had no formal space or library periods to engage in structured reading activities. Despite these limitations, the school staff maintained a register to track borrowed books, and students would voluntarily ask for books. However, the infrastructure and resources were not sufficient to fully encourage a culture of reading.

Post-intervention, the school received 150 new books, including a variety of comics, historical, and storybooks, along with a dedicated library room and furniture. This transformation has encouraged students to borrow books more frequently, with some students borrowing books two to three times a week. The library now also hosts activities like collective reading and storytelling sessions, further boosting students' engagement. Teachers have received training in library management, which has helped improve the organisation of the library and tracking of borrowed books. As a result, students' reading habits, comprehension, and vocabulary have improved significantly, with noticeable positive changes in their academic performance and participation in group activities.





Case Study- 2
Name- Alka Pandurang Juware
Designation- Principal, Jilha Parishad
Higher Primary School, Kolgal

The Jilha Parishad Higher Primary School in Kolgal has significantly benefited from the Parag Library Project initiated by Tata Education and Development Trust (TEDT) in partnership with BPCL. Prior to the intervention, the school had a functional library with around 250 books, including storybooks and novels, but lacked dedicated library management and infrastructure. Books were stored on benches without any shelves, and while there was a reading space, the absence of a library teacher limited student engagement. Following the intervention, the school received 450 new books, including historical texts and novels, along with essential furniture and dedicated library space. The introduction of library periods has enabled students from 2nd to 7th grades to engage in structured reading activities, fostering a culture of literacy within the school.

Post-intervention, the library program has led to remarkable improvements in student engagement and academic performance. The establishment of a Library Point teacher has facilitated various activities such as story writing, picture reading, and drawing, enhancing the students' creativity and comprehension skills. Students now borrow books two to three times a week and actively participate in managing library resources, demonstrating a newfound sense of responsibility. The training received by teachers on library management has proven beneficial in maintaining an organised library system and encouraging self-reading among students. Overall, the Parag Library Project has successfully transformed the library experience at Jilha Parishad Higher Primary School, significantly improving students' reading habits, participation in group activities, and academic performance.





Case Study - 3
Name- Rinkoo Vipin Meshram
Designation- Librarian at Jilha Parishad
Higher Primary School, Kolgal

Rinkoo Vipin Meshram has been a pivotal figure in the Parag Library Project at Jilha Parishad Higher Primary School in Kolgal for the past five years. With a bachelor's degree in education and arts, Rinkoo's primary responsibilities involve managing the library and organising various engaging activities for students, such as storytelling, group reading, and aloud reading sessions conducted once a week. Under her stewardship, the school has received 450 diverse books, including fiction, non-fiction, textbooks, and reference materials. The library is well-maintained, with all books available for borrowing and in good condition, indicating the success of the program in enhancing library infrastructure. The introduction of structured library classes has transformed the students' reading habits, with frequent borrowing patterns indicating a thriving engagement with reading materials.

The positive impact of the library program is evident in the students' participation and academic performance. Rinkoo has successfully involved teachers in implementing library activities, which have fostered a collaborative environment and enriched the students' learning experience. Observations indicate significant improvements in students' reading habits, self-reading, and overall comprehension skills. There has also been a notable increase in students' willingness to read aloud and their involvement in group activities. Furthermore, students show a marked improvement in writing skills and vocabulary utilisation. Rinkoo's dedication, coupled with the robust support from the Parag Library Project, has not only enhanced the library's functionality but has also instilled a love for reading among the students, thereby contributing positively to their academic growth and overall development.





Case Study- 4
Name- Ashish Ashok Yellewar
Designation- Librarian at Jilha Parishad
Higher Primary School, Navegaon

Ashish Ashok Yellewar has been instrumental in enhancing the library program at Jilha Parishad Higher Primary School in Navegaon for the past five years. With a D.Ed., B.Ed., and an MA degree, Ashish's responsibilities include arranging books, conducting daily library classes, and engaging students through various activities such as aloud reading, picture reading, and creating book cover pages. The school has received 350 books, spanning fiction and non-fiction, textbooks, and reference materials, which have been meticulously maintained in excellent condition. Under Ashish's guidance, the library has become a vibrant hub of learning, with all books available for borrowing and a consistent frequency of student engagement that highlights a well-integrated reading culture.

The impact of the library initiative has been profound, evidenced by significant improvements in students' reading habits and academic performance. Ashish has successfully involved teachers in implementing library activities, fostering collaboration, and enhancing the overall educational environment. Students are now more willing to participate in group activities and show a marked increase in their willingness to read aloud. Observations reveal excellent improvements in self-reading, comprehension, writing skills, and vocabulary utilisation. The structured daily library sessions, coupled with the support from the Parag Library Project, have empowered students to develop a passion for reading, thereby contributing positively to their learning experience and academic achievements. Ashish's commitment to nurturing a love for books and reading among his students exemplifies the transformative power of effective library programs in educational settings.





Case Study 5

Name- Pandurang Dadaji Udan Designation- Teacher at Jilla Parishad Higher Primary School, Navegaon

Pandurang Dadaji Udan, a dedicated teacher at Jilla Parishad Higher Primary School in Navegaon, has observed a remarkable transformation in students' reading habits and academic performance since the implementation of the library program. He notes that students are significantly more interested in reading, which has led to a very effective improvement in their reading habits and comprehension abilities. Popular book genres among the students include fiction, non-fiction, and educational materials, which have become invaluable resources for assignments and projects. The increased frequency of library visits, now several times a week, reflects students' engagement with the library. Furthermore, the program has positively influenced students' participation in class discussions and their ability to work independently, contributing to their overall academic performance.

The library program has not only benefited students but has also supported Pandurang in achieving his instructional goals. The program provides additional resources for lesson planning and enhances students' research skills, which he finds essential for fostering a deeper understanding of subjects. He has seen a significant improvement in students' academic performance, largely attributed to their effective use of new vocabulary from library books in their daily work. While Pandurang is pleased with the program's progress, he has expressed a desire for more subject-specific resources and training sessions to maximise the library's potential in the classroom. Overall, the library initiative has been a vital asset in nurturing a culture of reading and learning at school, showcasing the transformative impact of well-implemented educational programs.



**Case Study -6****Name- Deepali Rajiv Kulmethe
Designation - Principal at Kasturba Gandhi
Balika Vidhyalay, Dhanora**

Deepali Rajiv Kulmethe, the principal of Kasturba Gandhi Balika Vidhyalay, has observed significant improvements in the school's water and sanitation conditions following the intervention of the WASH program. The school received essential support in the form of reverse osmosis (RO) water filters and washbasins, greatly enhancing students' access to safe drinking water. Before the intervention, the school relied on a boring machine for water, which posed limitations. After the installation of the RO filter, although currently non-functional, it provided a more reliable source of clean drinking water, contributing to better hygiene practices among students. Additionally, the introduction of handwashing units outside the toilets has reinforced the importance of personal hygiene. Deepali notes that the availability of water for various school activities- drinking, handwashing, toilet use, and cleaning—has improved, enabling a cleaner school environment, and promoting healthy habits among students.

In terms of sanitation, the school maintains a positive environment, with the toilets being cleaned regularly and soap and water consistently available. Despite having no separate facilities for teachers, the overall sanitation conditions have been maintained well, contributing to a more hygienic atmosphere. Deepali reports that students engage actively in maintaining cleanliness within the school premises, with a helper responsible for toilet upkeep. Although the program has not led to a significant increase in student attendance or admissions, it has positively impacted students' academic performance by ensuring they have access to clean facilities, allowing them to focus on their studies without the distraction of health hazards. While Deepali expresses moderate satisfaction with the program, she acknowledges the need for ongoing support and resources to ensure the sustainability of these improvements. The school's commitment to hygiene and sanitation exemplifies the transformative impact of effective water and sanitation programs in educational settings.





Case study 7
Name- Alka Pandurang Juware
Designation- Principal at ZP School, Kotgal

Alka Pandurang Juware, the principal of ZP School, Kotgal, highlighted the positive effects of the WASH program on the school's water and sanitation facilities. Prior to the intervention, the school relied on a hand pump for its water supply. The WASH program brought in an RO water filter and washbasins, ensuring a steady supply of clean drinking water and better hygiene practices for both students and staff. While the school had not faced a severe water crisis before, the introduction of RO-filtered water marked an improvement in the quality of drinking water. Additionally, the installation of handwashing units reinforced hygiene habits among the students. With 217 students and seven staff members, the regular availability of water for drinking, handwashing, cooking, and cleaning has had a significant impact on daily school operations.

In terms of sanitation, the school had functional toilets before the intervention, but the program has further improved cleanliness. Students are now more actively involved in maintaining the cleanliness of the school premises, which are cleaned daily, while a staff member is responsible for cleaning the toilets twice a week. The initiative has also contributed to behaviour change, with students now using toilets instead of defecating in the open. However, Alka expressed concerns over the malfunctioning RO filter and emphasised the need for its repair. Although the program has not led to an increase in attendance or enrollment, it has enhanced the school's hygiene standards, contributing to improved academic performance by reducing health risks and allowing students to focus on their studies.



**Case Study- 8****Name- Tanaji Jankiram Bhandekar
Designation- Principal at Jilha Parishad
Higher Primary School, Navegaon**

Tanaji Jankiram Bhandekar, the principal of Jilha Parishad Higher Primary School in Navegaon, has shared the benefits his school experienced due to the WASH program. Prior to the intervention, the school relied on a hand pump and well for water supply, and though there was no major water crisis, the quality and availability of water for drinking and hygiene were improved after the installation of the RO water filter and the construction of washbasins. With 237 students and committed staff, the school has been able to maintain a steady supply of water for activities such as drinking, handwashing, and cleaning. The improved water facilities have made a noticeable impact on the school environment, increasing cleanliness and hygiene standards.

The intervention has also enhanced the sanitation facilities, with students now using the four available toilets regularly. Though there is no separate toilet for teachers, the overall cleanliness of the school has improved significantly. The students actively participate in maintaining the cleanliness of the school premises daily, which is further supported by the efforts of the school's cook, who cleans the toilets twice a week. However, Tanaji expressed concern over the malfunctioning RO water filter, urging that it be repaired to sustain the progress made. While the program has not affected student attendance or admissions, it has contributed to better academic performance by reducing health hazards related to water and sanitation.



**Case Study- 9****Name- Jyotsna Pramanand Dhudhe**
Designation- Principal at Jilha Parishad
Higher Primary School, Shivani

Jyotsna Pramanand Dhudhe, the principal of Jilha Parishad Higher Primary School in Shivani, shared the school's experience under the BPCL WASH program. With 214 students, the school received essential support through the construction of a wash basin and the installation of an RO water filter. Prior to the intervention, the school relied on a hand pump, but the addition of the RO filter greatly improved the quality of drinking water. Students now bring their own water bottles, and water from the filter is also stored in containers and cleaned daily. The intervention positively impacted hygiene and cleanliness, with students using the three toilets regularly and participating in daily cleaning activities.

Despite the improvements, there are challenges. The RO filter has stopped working, which is affecting the program's sustainability. The school has no separate toilets for teachers, and there is no dedicated cleaning staff, so the cleaning duties fall to a school cook and the students. Although the sanitation facilities have improved, and the school's premises are cleaner than before, there has been no noticeable change in student attendance, admission rates, or dropout rates. However, academic performance has improved as students no longer miss classes due to water-related issues. Jyotsna remains moderately satisfied with the program and recommends repairing the RO filter to maintain the progress achieved.





Case Study- 10 **Vasant Ramaji Sahare, Principal at Z.P** **School, Taloshi**

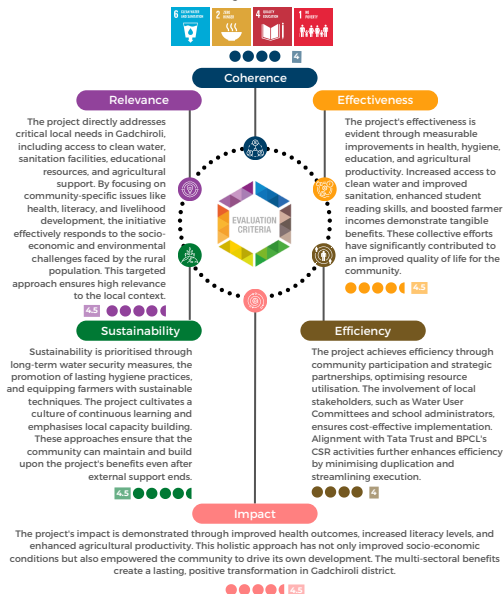
Vasant Ramaji Sahare, the principal of ZP School in Taloshi, shared the school's experience under the BPCL WASH program, which included the installation of an RO water filter and a wash basin. With 210 students, the school previously relied on a hand pump for drinking water. After the intervention, the installation of the RO water filter initially provided safe drinking water, improving the students' health and hygiene conditions. Students now use stored water, and mugs and glasses are cleaned daily. However, the RO filter is no longer functional, and the school has reverted to using the hand pump.

The program has had a positive impact on the school's sanitation facilities. Although the number of toilets remains limited, the cleanliness of the school premises has improved, with daily cleaning carried out by the students under the supervision of the staff. The toilets are cleaned twice a week, and soap and water are consistently available. Despite these improvements, there has been no significant change in the overall student attendance or admission rates. The principal is very satisfied with the program, particularly its contribution to academic performance, but requests that the RO filter be repaired to sustain the benefits of clean drinking water.



05. OECD FRAMEWORK

The Gadchiroli integrated development project aligns with multiple UN SDGs, including Clean Water and Sanitation, Zero Hunger, Quality Education, and No Poverty. Its various components, such as WASH initiatives, the Parag Library Project, and the Lakhpati Kisan program, work together synergistically. This interconnectedness ensures that each intervention supports and enhances the others, contributing to sustainable growth in the district.



Relevance

Coherence

Effectiveness

Efficiency

Impact

Sustainability

CHAPTER 6

CONCLUSION

The Integrated Development of Communities initiative implemented by Tata Education and Development Trust (TEDT) in collaboration with CSR partner BPCL is a comprehensive program designed to uplift underprivileged rural communities by addressing critical areas of development. Through targeted interventions in agriculture, education, water resource management, and hygiene, this initiative has created a sustainable model for community empowerment. The Lakhpati Kisan project has focused on increasing farmers' income by introducing improved agricultural techniques and diversifying income sources through goat rearing and lac cultivation. Simultaneously, the Water Harvesting Project has enhanced irrigation capacity, ensuring better water management and availability for agriculture, thus improving productivity and sustainability.

The Parag Library project has contributed to improving the quality of education in rural areas by fostering a reading culture among children. By providing access to diverse learning materials and engaging students in library activities, the project has helped improve literacy levels and academic performance. Additionally, the WASH project has played a vital role in improving community health and hygiene by focusing on access to clean water, sanitation facilities, and awareness programs around hygiene practices. These projects collectively have contributed to the socio-economic upliftment of the communities, addressing immediate needs while building long-term resilience.

In conclusion, the partnership between TEDT and BPCL has demonstrated how an integrated, multi-sectoral approach can generate meaningful and sustainable development. By addressing key areas such as agriculture, education, water management, and health, this initiative not only improves the quality of life in these communities but also builds a foundation for future growth and self-sufficiency.

STUDY TOOLS

QUESTIONNAIRE, INTERVIEW SCHEDULE, FGD POINTS

BPCL_WASH PROGRAM _STUDENT TOOL

1	Name of the student			
2	Name of the School			
3	Class			
4	Type of drinking water sources	Types of the sources	Pre	Post
		Hand pump		
		Water Tap		
		From the Large can		
		Carry a water bottle from the house. Do not consume the school's water		
		RO filter water		
		TATA Trust water filter		
5	Changes in Drinking water facility	Total number of functional sources	Pre	Post
		None		
		Only one		
		1-2 outlets		
		2-3 outlets		
		3-4 outlet		
		4-6 outlets		
		More than six outlets		
		Total number of functional wash basin	Pre-intervention	Post
		None		
		1 -2 wash basins		
		2-3 wash basins		

	3-4 wash basins		
	Availability of safe water in the school	Pre	Post
	Always		
	Never		
	Sometimes		
	Availability of water throughout the year in the school	Pre	Post
	Always, throughout the school hours		
	For a few days a week for a few hours	Pre	Post
	Not available during summer		
	Cleanliness of the drinking water container	Pre	Post
	Always		
	Never		
	Sometimes		
	No container available		
	Status of the water container	Pre	Post
	Covered properly		
	Not covered properly		
	Open		
	Ways water is drawn from the container	Pre	Post
	Use handle glass /cup/ mug		
	Use glass/ cup/ mug kept on the container		
	From the tap of the container		
	Put hands into the water		

		Status of cleanliness in the areas around the water sources in the school	Pre	Post
		Open drain		
		Stagnant pool of water		
		Open garbage area		
		Leftover food at the water sources		
		Flies and mosquitoes		
6.	Status in sanitation practices	Types of toilets	Pre	Post
		Only for Boys		
		Only for girls		
		Separate toilets for boys and girls	Pre	Post
		Common toilets		
		None		
		Total number of functional toilets	Pre	Post
		None		
		1-2 toilets	Pre	Post
		2-3 toilets		
		3-4 toilets		
		4-6 toilets		
		More than six toilets		
		Students go to defecate during school hours	Pre	Post
		Often, they go to bush/field or school grounds		
		Sometimes, they go to the bush/ field or school grounds		
		Latrine at home or go to the villager's house		
		Long hours do not go for defecation		

		Never go for open defecation		
		Availability of water	Pre	Post
		Always available		
		Mostly available		
		Running Water availability in the toilet	Pre	Post
		Always available		
		Occasionally available		
		Rarely available		
		Cleanliness in toilets	Pre	Post
		Always clean		
		Very often clean		
		Sometimes clean		
		Never clean		
		Availability of the essential facilities	Pre	Post
		Bucket	Pre	Post
		Shop		
		Mug		
		Light		
		Functional door		
		Inside Door lock	Pre	Post
		Outside door lock		
		Flush		
		Mirror		
		Dustbin		
		Water taps		
		Sanitary Napkin boxes		
		Hand washing units outside the toilet		
		Condition of the passages or surroundings of the toilets	Pre	Post
		Always clean		

		Dirty		
		Difficult to walk		
		Toilets are always open during school hours	Pre	Post
		Always		
		Sometimes		
		Never		
7.	Reasons for not using toilets during school hours apart from the reasons mentioned above	Reasons	Pre	Post
		Habituated to go in open		
		Too far	Pre	Post
		Broken		
		Not enough time due to long queue		
		Due to water blockage		
		Too dark inside		
		Male and female latrines are closer to each other		
		Occupied by other than students		
8.	Cleanliness of the classrooms and school premises	Issues	Pre	Post
		Classrooms are always clean		
		Dustbins are always available in the classrooms and school premises		
		School premises are kept clean regularly		
		Often throws garbage on the school premises	Pre	Post
		Do not throw garbage on the school premises		
9.	Do you regularly participate in the classroom and school cleaning program?	a. Yes b. No c. Sometimes		

	If no, reasons for the same	a. No such program takes place in the school. b. Not all the students included in the program				
10.	Do you participate in the hand washing week and World Environment Day?	a. Yes b. No c. Sometimes d. Rarely				
11.	Hygiene practices adapted after the WASH program in the school	Perceptions Wash hands after toilet use Wash hands before and after meals. Regularly comb my hair. Wearing washed and clean clothes Nail cut Brush my teeth	Regularly	Sometimes	Rarely	Never
12.	Who checks the hygiene practices?	a. Class teacher b. Principal c. Class monitor d. Student WASH committee				
13.	How frequently hygiene check takes place in the school?	a. Every day b. Twice a week c. Thrice a week d. Fortnightly e. Monthly f. Quarterly g. Half-yearly				
14.	Did you regularly participate in an online awareness program during the COVID period?	a. Yes b. No c. Sometimes				

15.	What practices did you learn through the online session?	a. Hand washing after toilet use. b. Hand washing before returning from the outside. c. Washing clothes. d. Regular bathing. e. Segregating the dry and wet waste in the different waste bin. f. Stop open defecation. g. Wearing masks. h. Use of sanitiser. i. Keeping safe distance
16.	Did you understand the concept of the virtual program?	a. Yes b. Did not understand most of the contents c. Did not understand a few contents
17.	What practices did you practice regularly?	a. Hand washing after toilet use b. Hand washing before returning from the outside c. Washing clothes d. Regular bathing e. Segregating the dry and wet waste in the different waste bin f. Stop open defecation g. Wearing masks h. Use of sanitiser i. Keeping safe distance
18.	Which of the practices do you still follow?	a. Hand washing after toilet use b. Hand washing before returning from the outside c. Washing clothes d. Regular bathing e. Segregating the dry and wet waste in the different waste bin f. Stop open defecation g. Wearing masks h. Use of sanitiser i. Keeping safe distance
19.	Did you encourage other family members to practice hygiene habits?	a. Yes, and most of the family members practised most of the habits b. No
20.	Did the WASH group regularly monitor your hygiene habits during the COVID period?	a. Yes b. No c. Sometimes
21.	How did they track the habit checks?	Text fill

22.	Presently, what challenges are you facing in your school regarding the maintenance of drinking water, clean toilets, and cleanliness in and around the school premises?	Text fill
-----	---	-----------

**BPCL_WASH_STAKEHOLDER TOOL FOR THE
TEACHERS/ PRINCIPAL/ SCHOOL (FGD GUIDELINES)**

1.	Name of the student	
2.	Name of the respondents	
3.	Designation	
4.	Contact Numbers	
5.	Category of the school	1.Primary Level 2.Middle School 3.High school 4. Higher secondary school
6.	What kind of support did the school receive under this program?	
7.	Total numbers of the students -boys and girls	
8.	Total numbers of teaching and non-teaching staff	

		Sources of water	Hand Pump	Panchayat Pipeline connection	Over tank supply	Lifted water from nearby sources	Packaged water	RO Filter water
9.	Sources of drinking water (Pre-intervention)	Drinking water						
		Handwashing						
		Toilet use						
		Cooking						
		Cleaning						
		Washing mid-day meal utensils						
		Kitchen Gardening, if any						
1.		Sources of water	Hand Pump	Panchayat Pipeline connection	Over tank supply	Lifted water from nearby sources	RO Plant	TATA Water Filter
		Drinking water						
		Handwashing						
		Toilet use						
		Cooking						
		Cleaning						
		Washing mid-day meal utensils						
		Kitchen Gardening, if any						
1.	Adequate water supply for the activities in the school	Availability of adequate water for the following activities	Adequate supply		No supply		Minimum supply	
		Drinking water						
		Handwashing						
		Toilet use						
		Cooking						
		Cleaning						

		Washing mid-day meal utensils						
		Kitchen Gardening, if any						
1.	Adequate water supply in the school	a. Always throughout the school hours b. For some hours c. For a few days, for few hours d. Severe water crisis during the summer						
1.	What is the procedure for water storage, and how are the containers utilised? How often is cleaning carried out?	Field Notes						
1.	How do the children access the water, and how frequently are the glasses and mugs cleaned?	Field notes						
1.	How did the students and teachers experience hardship due to the water crisis before the intervention?	Field notes						
1.	What was the previous condition of the drinking water areas?	Field notes						
1.	What changes were made after the implementation?	Field notes						

1.	How does the safe drinking water activity impact the program?	Field Notes
1.	What strategies have been taken to maintain the water filters?	Field notes
1.	What is the present status of the TATA water filters? How many of them are still functioning?	
2.	Presently, how many toilets for boys and girls separately? What were the previous sanitation conditions in the school?	Field notes
2.	How many toilets are there for the teachers and other staff?	Field notes
2.	What facilities have been provided in the toilets under the school transformation program? Describe the toilet block and sanitation activities and facilities under this project. How does the maintenance take place?	Field notes
2.	What was the condition of the toilet premise before intervention?	Field notes
2.	How was the cleaning of the school and classrooms managed?	Field notes

2.	After the intervention, how clean are the toilet premises compared to before?	Field Notes
2.	How is the process for cleaning the school premises and classrooms carried out now?	Field notes
2.	Who cleans the toilets?	
2.	How does toilet cleaning frequently take place?	Field notes
3.	Are the soap and water always available in or outside the toilet?	Field notes
3.	Do you keep all the toilets open for the students throughout the school hours?	
3.	Is there any arrangement for keeping sanitary napkins for the girls in an emergency?	
3.	How often do you inspect the availability of cleaning agents, handwash, other necessities, and the functionality of taps and pipeline connections?	Field notes
3.	How does the school manage the operational cost (salary of the cleaning staff and agents)	Field notes

3.	How frequently does the school and classroom cleaning take place?	Field Notes
3.	How does the school engage the children in the different school and classroom activities?	Field notes
3.	How has the training on personal hygiene, sanitation practices, and menstruation hygiene contributed to the student's well-being during the COVID period?	Field notes
3.	How did you conduct different awareness program virtually?	Field notes
3.	Have you noticed any changes in students' behaviour regarding avoiding open defecation?	Field notes
4.	If the open defecation practices among the students persist, give the reasons for the same.	
4.	How frequently does the hygiene check take place in the school?	
4.	Do you engage the class monitor to perform the task?	

4.	How has the school conducted the different days' celebrations like hand washing day and World Environment Day? What support has been received from the program team?	Field Notes
4.	Has the overall students' attendance increased?	Field notes
4.	Has the school admission rate increased?	Field notes
4.	Has the overall dropout rate been reduced compared to earlier?	Field notes
4.	Has the dropout rate among the girls reduced?	Field notes
4.	Has there been an improvement in students' academic performance since they no longer miss classes due to long distances and queues for toilets and drinking water?	Field Notes
4.	Did incidents of health hazards related to consuming water and using toilets occur in the school before the intervention?	Field Notes
5.	Have there been any reported incidents of health hazards among the students and teachers post intervention?	Field Notes

5.	Are you satisfied with the program?	a. Very much satisfied as my knowledge and skill have increased a lot b. Moderately satisfied c. Not satisfied
5.	If not, reasons for the same.	Field notes
5.	Are you aware of the Indo Count Initiative for this program?	<ul style="list-style-type: none">• Yes• No
5.	Do you have any recommendations for the betterment of the program?	Field notes

BPCL_WASH_PARENTS_TOOL (BOTH QUANTITATIVE AND QUALITATIVE)

1.	Name of the student	
2.	Age	
3.	Contact Number -	
4.	Occupation	1. Daily wage labour 2. Driver 3. House maid 4. Job holder (govt) 5. Job holder (Pvt) 6. Skill-based work at different shops/brokers/agencies (plumber, carpenter, Mason etc.) 7. Small entrepreneur/ hawker 8. Both parents are unemployed
5.	Family income	1. Less than 5000/- 2. 5001-7000/- 3. 7001-10,000/- 4. 10,001- 12,000/- 5. 12,001 - 15,000/- 6. Above 15,000/-
6.	Total number of family members	1. Male (adult) - 2. Female (adult) - 3. Male (child) 4. Female (child)
7.	Education status of the respondent -	1. Can't read and write 2. Can sign name only 3. Primary level 4. Upper primary level 5. Passed 8th std 6. Passed 10th std 7. Passed 12th std 8. Undergraduate 9. Graduate 10. Postgraduate
8.	Presently, how many of your children are coming to this school?	Field notes
9.	Were you aware of the school's drinking water facilities and newly constructed toilets?	1. Yes 2. No
10.	Previously, did your child frequently fall sick after drinking water from the school sources? (before the intervention)	1. Yes, frequently 2. Sometimes 3. Rarely 4. Never

	If yes, answer the following three questions	5.
11.	What symptoms did your child typically experience after drinking the water?	1. Frequent Stomach-ache 2. Frequent Diarrhoea 3. Jaundice, Typhoid 4. Frequent nausea 5. Skin rashes 6. Stain in the teeth
12.	How often did these sicknesses occur before the intervention?	Field notes
13.	Did you seek medical attention for these illnesses?	1. Yes 2. Sometimes 3. No
14.	Previously, did your child often suffer from various diseases due to the non-availability of toilets in the school?	1. Yes, frequently 2. Sometimes 3. Rarely 4. No, never
15.	What symptoms did your child typically experience due to open defecation or using dirty toilets?	Field notes
16.	How often did these sicknesses occur before the intervention?	1. Yes 2. Sometimes 3. No
17.	Did you seek medical attention for these illnesses?	1. Yes 2. No
18.	If no,	
19.	Did your child experience any other health issues related to the school environment?	Field notes
20.	Have you noticed any improvements in your child's health since the intervention?	1. Yes 2. No changes 3. Not applicable (since the children no longer attend the school)
21.	Did your child discuss health and hygiene topics with the family members?	1. Yes 2. No
22.	Did you practice any of these practices?	
23.	Do you have any recommendations for the betterment of the program?	Field Notes

BPCL_PARAG LIBRARY_STUDENT TOOL

1.	Name			
2.	Name of the school			
3.	Grade			
4.	Social Class			
5.	Accessibility of the Library (before and after) (Put Yes and No)	Status	Before	After
		Availability of the separate library space during school hours		
		Separate bookshelves for the books		
		Did/do the books kept under lock and key?		
		Did/do the books kept under lock and key?		
6.	How frequently did you attend the library classes before the intervention?	a. Once in a week b. Twice a week c. Thrice a week d. Once in a month e. No such classes		
7.	How frequently do you attend the library classes currently?	a. Once in a week b. Twice a week c. Thrice a week d. Once in a month e. No such classes		
8.	What was the duration of the library classes earlier?	a. One full period of class b. No, as such period/ classes		
9.	What is the duration of the library classes after the intervention?	a. One full period of class b. No, as such period/ classes		
10.	Was there a teacher who helped you get the books?	a. Yes b. No, the class teacher sometimes opened the shelves		
11.	Is there any teacher who can help you get the books?	a. Yes, there is a dedicated teacher for the library class b. No, the class teacher sometimes opens the shelves		

		Status	Before	After
12.	Availability of the books (Yes - No- sometimes-)	Did/do you have enough books available in the library?		
13.	What types of books did you get from the library before the program?	a. Mainly story books b. Mainly reference books c. Both		
14.	What types of books do you get from the library before the program?	a. Mainly story books b. Mainly reference books c. Both		
15.	How many books did you access earlier in the week?	a. Only one -two b. Three to four c. More than four d. None		
16.	How many books do you currently have access to this week?	a. Only one -two b. Three to four c. More than four d. None		
17.	Activities in the library classes (Yes, No)	Activities	Before	After
		Borrow books at home.		
		Reading session at the library class		
		Question and answer session on the book		
		Summary of the storybook		
		Maintenance of the register of borrowing and returning books		
		Maintenance of the books in case of any damage		
18.	Did you get a variety of books at school?	a. Yes, I used to get different books b. No, I only used to read a few books repeatedly.		
19.	Do you currently get a variety of books at school?	a. Yes, I get different books b. No, I only read a few books repeatedly.		
20.	How often do you read books outside of your school textbooks?	a. Daily b. Several times a week c. Once a week d. Rarely e. Never		

21.	Name the five books you have recently taken from the library or read at the library.	Text fill
22.	How many books have you read thoroughly in recent times?	Text fill
23.	Has your reading improved from earlier?	a. Yes, I can read the full book on my own; most of the parts of the book independently b. I need someone's help to read the books, only where I get stuck c. Most of the time, I get stuck and need help.
24.	What types of books do you prefer to read?	a. Non-fiction (biographies, history) b. Educational (science, math) c. Comics and graphic novels d. Magazines and newspaper
25.	Which of your favourite books have you read recently from the library?	Text Fill
26.	Which is your favourite activity in the library class?	a. Reading and borrowing books b. Storytelling sessions c. Book clubs and discussion groups d. Educational workshops and activities e. None of the above
27.	How often do you use the library for school projects and homework?	a. Always b. Often c. Sometimes d. Rarely e. Never
28.	How often do you participate in group study sessions in the library classes?	a. I rarely participate in group study sessions. b. I participate in group study sessions frequently. c. I participate in group study sessions occasionally
29.	Do you feel confident enough to read out loud in class?	a. Now, I often read loudly at the class b. Still, I feel shy to read loudly at the class
30.	What are the biggest benefits of having a library at your school? (multiple options)	a. My reading skills have improved b. I scored better numbers in my academics c. My knowledge in various subjects has increased d. My engagement and motivation have enhanced e. Access to a quiet study space

BPCL_PARAG LIBRARY_IMPLEMENTING AGENCY TOOL

1	Name of the respondent	
2	Contact Number	
3	Designation	
4	How many schools have benefitted from this program?	
5	How did you mobilise the schools?	
6	What were the school selection criteria?	
7	What support has been provided to the schools?	
8	How do you monitor the program?	
9	What is the library Point Teacher's role?	
10	How have the performances of the students been measured? (share the before and after performances of the students)	
11	What is the program monitoring process?	
12	What is the status of the books and the infrastructure?	
13	What types of training are being provided to the principal and Library Point Managers	
14	Give the details of the training- Duration of the training Frequency of the training Course contents	
15	How has the library program enhanced the student's academic performance?	
16	Did you face any challenges while executing the program?	
17	Do you have recommendations for the program?	

BPCL_PARAG LIBRARY_LIBRAY POINT TEACHERS' TOOL

1	Name of the respondent	
2	Designation	
3	Contact Number	
4	Name of the school	
5	Qualification	
6	How long have you been associating with this program?	
7	How long have you been associating with this school?	
8	What training have you received under this program?	
9	What are your roles and responsibilities under this program?	
10	How have you conducted the library classes in the school?	
11	What was the previous status of the library classes at the school?	
12	How have you engaged students in different activities?	
13	What support has been provided to the school?	
14	How have you engaged the teachers in this program?	
15	How many books have been received under this program? Number of Books Received A. Less than 100 B. 100-200 C. 201-300 D. More than 300	
16	What types of books have been received? Types of Books received A. Fiction B. Non-fiction C. Textbooks D. Reference books E. All of the above	
17	What is the present status of the books? Condition of the Books A. Excellent B. Good C. Fair D. Poor	

18	<p>Availability of the Books</p> <p>A. All books are available for borrowing</p> <p>B. Some books are being repaired</p> <p>C. Some books are lost/missing</p> <p>D. All books are accounted for and properly shelved</p>	
19	<p>How frequently do the students borrow the books? (% of the trend)</p>	<p>Frequency of Borrowing</p> <p>A. Daily</p> <p>B. Weekly</p> <p>C. Bi-weekly</p> <p>D. Monthly</p>
20	<p>Borrowing Pattern (% of the trend)</p>	<p>A. High during exam periods</p> <p>B. Consistent throughout the year</p> <p>C. Infrequent</p> <p>D. Only during holidays</p>
21	<p>Student Involvement in Managing Books (% of the trend)</p>	<p>A. Always</p> <p>B. Often</p> <p>C. Sometimes</p> <p>D. Never</p>
22	<p>What documents are kept to maintain the information related to the books?</p>	<p>Types of Documents Maintained</p> <p>A. Borrowing registers</p> <p>B. Damage reports</p> <p>C. Inventory lists</p> <p>D. All of the above</p>
23	<p>Mode of Documentation</p>	<p>A. Paper-based</p> <p>B. Digital</p> <p>C. Both paper-based and digital</p> <p>D. No formal documentation</p>
24	<p>Changes observed among the students (% of the trend of the following questions)</p> <p>Reading Habit</p> <p>A. Significantly improved</p> <p>B. Somewhat improved</p> <p>C. No change</p>	
25	<p>Improvement in Reading and Comprehending Paragraphs and Contents</p> <p>A. Excellent improvement</p> <p>B. Good improvement</p> <p>C. Moderate improvement</p> <p>D. Little to no improvement</p> <p>E. Not applicable (no oral tests conducted)</p>	
26	<p>Participation in Different Group Activities</p> <p>A. Actively participate</p> <p>B. Occasionally participation</p> <p>C. Rarely participate</p> <p>D. Do not participate</p>	
27	<p>Willingness to Read Aloud</p> <p>A. Very willing</p> <p>B. Somewhat willing</p> <p>C. Reluctant</p> <p>D. Very reluctant</p>	

28	<p>Improvement in Writing Skills</p> <p>A. Significant improvement</p> <p>B. Moderate improvement</p> <p>C. Slight improvement</p> <p>D. No improvement</p>	
29	<p>Improvement in Finding and Utilizing New Words</p> <p>A. Excellent at finding and using new words (e.g., frequently uses newly learned vocabulary in writing)</p> <p>B. Good at finding and using new words (e.g., occasionally uses new vocabulary in writing)</p> <p>C. Moderate at finding and using new words (e.g., needs encouragement to use new vocabulary)</p> <p>D. Poor at finding and using new words (e.g., rarely uses new vocabulary)</p>	
30	<p>Academic Scores (Share the Before and After Intervention Results)</p> <p>A. Significant improvement in scores</p> <p>B. Moderate improvement in scores</p> <p>C. Slight improvement in score</p> <p>D. No improvement in scores</p> <p>Scores have declined</p>	
31	<p>Participation in different group activities</p> <p>A. Willingness to read aloud</p> <p>B. Improvement in writing skills</p> <p>C. Improvement in finding and utilising new words (please provide examples)</p> <p>D. Academic scores (share the before and after intervention results)</p>	
32	How do you provide updates to your core team regarding your regular activities?	
33	How often have you received training?	
34	Recommendations, if any, for the betterment of the project	

BPCL_PARAG_LIBRARY_PARENTS TOOL

1	Name of the respondent	
2	Location	
3	Contact Number	
4	Education Qualification	A. Primary level B. Middle level C. High school D. Higher Secondary E. Graduation F. Post graduation
5	Primary occupation	A. Farming B. Daily wage C. Small business D. Technical job
6	Family income	A. Less than 10,000/- B. 10,001-15,000/- C. 15,001-20,000/- D. 20,001-25,000/- E. More than 25,000/-
7	Which class is your child in?	Text fill
8	How often does your child talk about the books they borrow from the library?	A. Very frequently B. Occasionally C. Rarely D. Never
9	How has your child's interest in reading changed since participating in the library program?	A. Greatly increased B. Moderately increased C. Slightly increased D. No change E. Decreased
10	What types of books does your child prefer to borrow from the library?	A. Fiction B. Non-fiction C. Comics/Graphic novels D. Educational/Reference books E. Magazines/Newspapers F. Other (please specify)
11	How has your child's ability to understand and discuss book content improved since joining the library program?	A. Significantly improved B. Moderately improved C. Slightly improved D. No improvement
12	How much time does your child spend reading books borrowed from the library each week?	A. Less than 1 hour B. 1-2 hours C. 2-3 hours D. More than 3 hours
13	In what ways has the library program affected your child's academic performance?	A. Significant improvement in academic scores B. Moderate improvement in academic scores C. Slight improvement in academic scores D. No noticeable change in academic scores E. Decline in academic scores

14	How has your child's vocabulary and use of new words changed due to the library program?	A. Greatly expanded B. Moderately expanded C. Slightly expanded D. No change
15	Location	
16	How would you rate the overall impact of the library program on your child's development?	A. Extremely positive B. Quite positive C. Neutral D. Somewhat negative E. Very negative
17	How often does your child participate in library-related activities or events?	A. Always B. Often C. Sometimes D. Rarely E. Never
18	What additional resources or support would you like to see from the library program to benefit your child?	A. More variety in book genres B. Reading clubs or discussion groups C. Workshops on reading and comprehension skills D. Digital resources and e-books E. Storytelling sessions F. Other (please specify)
19	Do you have any recommendations for the betterment of the project	

BPCL_PARAG_SCHOOL PRINCIPAL

1	Name of the respondent	
2	Name of the School	
3	Designation	
4	Contact number	
5	Type of the school	A. Primary school (1st to 5th std or 7th std) B. Middle school (5th to 8th std) C. High school (6th to 10th std) D. Higher Secondary school (up to 12th)
6	Building type	A. Single storied B. Two storied C. Three storied
7	Building condition	A. Satisfactory condition B. Partially broken C. Completely broken
8	Infrastructure details - Reference points for discussion - (previous status) Total numbers of the functional classes Class-wise furniture for the students Functional toilets (boys, girls and teachers' toilets)	
9	Infrastructure details - Reference points for discussion - (post-intervention status) Total numbers of the functional classes Class-wise furniture for the students Functional toilets (boys, girls and teachers' toilets)	
10	Was there any functional library in the school?	
11	Was there any library class in the school timetable?	
12	What types of books were available earlier in the school for the children?	
13	Which grade students used to access the library books?	
14	Were there any dedicated teachers for library classes?	
15	How did you keep the books?	
16	How many books were accessible to the students?	
17	How was the quality of the books?	

18	Were there any bookshelves and reading space?	
19	What was the status of the books, and how do you maintain them in case of any damage?	
20	How have you been keeping the register up to date to track information about borrowed books before the intervention?	
21	On average, how many times did the students borrow books at home or at school?	
22	Did the students voluntarily come to the library and ask for the books?	
23	How did the students perform in the following activities- Reading independently Interest in reading books Academic scores Participation in different group activities Learning the new words Comprehending the content	
24	Did you or any of the teachers ever receive any training on library management?	
After the intervention-		
25	How is the library infrastructure at your school? Is there a specific room or separate space dedicated to the library, or is it integrated into the common classrooms?	
26	How many classes are held for the library period in a week?	
27	Which grade students can access the library?	
28	Is there any dedicated teacher for the library class?	
29	How does the Library Point teacher contribute to managing the library program?	
30	Who appoints the LPT, the school or the NGO? And who is responsible for providing the remuneration?	
31	What activities are taking place during library classes?	
32	How did your school get involved in this program?	

33	<p>What support has the school received under this program?</p> <p>Reference points for the discussion -</p> <p>Books</p> <p>Furniture</p> <p>Teaching support</p> <p>Other materials</p>	
34	<p>How many books have been received under this program, and what types of books have been received?</p>	
35	<p>What is the present status of the books?</p>	
36	<p>How frequently do the students borrow the books?</p>	
37	<p>Are the students voluntarily involved in managing the books in case of damage and maintaining the registers?</p>	
38	<p>What documents are kept to maintain the information related to the books?</p>	
39	<p>Changes observed among the students:</p> <p>Please take note of the following points for the discussion</p> <p>Reading habit</p> <p>Self-reading</p> <p>Improvement in reading and comprehending paragraphs and contents (please share any database results if oral tests have been conducted)</p> <p>Participation in different group activities</p> <p>A. Willingness to read aloud</p> <p>B. Improvement in writing skills</p> <p>C. Improvement in finding and utilising new words (please provide examples)</p> <p>D. Academic scores (share the before and after intervention results)</p>	
40	<p>What kinds of training have you and other teachers received under this program?</p> <p>Please explain how you incorporate such training in the library program. (Give the details of the training and the usages of it?)</p>	
41	<p>Do you have any recommendations for the betterment of the project?</p>	

BPCL_PARAG LIBRARY_SCHOOL TEACHER'S TOOL

Name of the respondent	
Name of the School	
Location	
Contact number	
How has the library program affected students' interest in reading?	A. Students are significantly more interested in reading B. Students are somewhat more interested in reading C. No noticeable change in students' interest Students are less interested in reading
How effective do you think the library program has been in improving students' reading habits?	1. Extremely effective - noticeable improvement in most students 2. Very effective - improvement seen in a majority of students 3. Somewhat effective - improvement seen in some students 4. Not effective - little to no improvement in student
What changes have you observed in students' reading comprehension abilities since the library program started?	A. Significant improvement in reading comprehension B. Moderate improvement in reading comprehension C. Slight improvement in reading comprehension No improvement in reading comprehension
What types of books are most popular among the students?	A. Fiction (novels, stories, etc.) B. Non-fiction (biographies, informational texts, etc.) C. Educational (textbooks, reference books, etc.) D. Graphic novels and comics E. Magazines and periodicals F. Other (please specify)
How often do students use the library resources for their assignments and projects?	A. Very frequently B. Frequently C. Occasionally D. Rarely E. Never
In what ways has the library program influenced students' participation in class discussions?	A. Students participate much more actively in class discussions B. Students participate slightly more in class discussions C. No change in students' participation in class discussions D. Students participate less in class discussions
How has the library program impacted students' ability to work independently?	A. Students are much more capable of working independently B. Students are somewhat more capable of working independently C. No noticeable change in students' independent work capabilities Students are less capable of working independently

What effect has the library program had on students' academic performance in general?	<p>A. Significant improvement in academic performance</p> <p>B. Moderate improvement in academic performance</p> <p>C. Slight improvement in academic performance</p> <p>D. No improvement in academic performance</p>
How effectively do students find and use new vocabulary from library books in their daily work?	<p>1. Students effectively incorporate new vocabulary from library books in their daily work.</p> <p>2. Students occasionally use new vocabulary from library books.</p> <p>3. Students rarely use new vocabulary from library books.</p> <p>4. Students do not use new vocabulary from library books</p>
What is the frequency of students visiting the library?	<ul style="list-style-type: none"> • Daily • Several times a week • Once a week • Rarely • Never
In what ways has the library program supported teachers in their instructional goals?	<p>1. Provided additional resources for lesson planning and teaching</p> <p>2. Enhanced students' research skills for projects and assignments</p> <p>3. Encouraged students to read more outside of class</p> <p>4. Offered a quiet space for students to study</p> <p>5. Other (please specify)</p>
What changes have you observed in students' academic performance since the library program began?	<p>1. Students' academic performance has significantly improved.</p> <p>2. Students' academic performance has moderately improved.</p> <p>3. Students' academic performance has slightly improved.</p> <p>4. There is no noticeable change in students' academic performance</p>
What additional support or resources would you like to see from the library program to assist your teaching better?	<ul style="list-style-type: none"> • More subject-specific books and materials • Training sessions on how to effectively use library resources • More digital resources and e-books • Collaborative projects and activities involving the library • Other (please specify)

BPCL_LAKHPATI KISHAN _TATA TRUST FARMER TOOL

GENERAL INFORMATION				
1.	BPCL_parag library_school Teacher's tool			
2.	Gender	A. Male B. Female C. Others		
3.	Contact Number			
4.	Village			
5.	Social Category	A. SC B. ST C. OBC D. Gen		
6.	Occupation pattern before the intervention	Occupation pattern	Primary	Secondary
		Agriculture		
		Goat rearing		
		Lac cultivation		
7.	Occupation Pattern after the intervention	Occupation pattern	Primary	Secondary
		Agriculture		
		Goat rearing		
		Lac cultivation		
8.	Type of farmer (depending on the land holding capacity)	A. Small Farmer B. Marginal farmer C. Farm Labourer		
9.	Individual land-holding capacity			
10.	Ownership of the land	A. Individual B. Joint with other family members (brothers/ distant relatives)		
11.	What types of primary crops do you cultivate? (multiple options)	A. Rice B. Pulses C. Wheat D. Millet E. Vegetables F. Cash crops		
12.	Sources of irrigation	Sources of irrigation	Before	After

		River		
		Check Dam		
		Groundwater		
		Rainfed		
		Water tank		
		Dug well		
		Well		
13.	Occupation pattern before the intervention	Irrigation Method	Before	After
		Lifting groundwater through the pump		
		Mlunch		
		Drip irrigation		
		Farm pond		
14.	Expenditure on the irrigation Individual land-holding capacity	Amount spent on irrigation	Before	After
			Text fill	Text fill
15.	What challenges were faced due to the traditional practices?	A. Wastage of the water B. Not covered the large area C. Excessive fuel cost D. Leakage of the pipeline E. Damage of the crop due to water force		
16.	What other challenges did you face earlier? (Multiple options)	A. Lack of good quality seeds B. Lack of crop insurance support C. Lack of loan support D. Lack of good quality fertiliser, pesticides E. Lack of machinery F. Proper knowledge of multi-crop cultivation G. Lack of water for irrigation H. Lack of market I. Mono crop cultivation J. No work and cultivation during dry seasons		
17.	Are you a member of the group well water user group?	A. Yes B. No		
18.	What was your contribution during the excavation of the well?	A. Labour B. Minimum financial contribution C. Both		

19.	How much do you pay to access water from the group well?				
20.	How many group wells are functional presently?				
	Input-related indicator questions				
21.	Have you undergone the TATA Trust unit training for the following activities?	Name of the training	Yes	No	
		Alternative methods of cultivation			
		Different irrigation processes			
		Operation of the water user group			
		Lac cultivation			
		Goat rearing			
	Process-indicator related questions				
22.	How many times did you cultivate earlier?	A. B. Rabi C. Kharip D. Both the seasons			
23.	Season-wise crop cultivation before the intervention	Crops	Rabi	Kharif	Summer seasons
		Rice			
		Wheat			
		Millet			
		Corn			
		Tomatoes			
		Ladies finger			
		Green chilli			
		Brinjal			
		Bitter gourd			

24.	Please specify if there are any others.				
25.	How many times do you cultivate after the intervention?				
26.	Season-wise crop cultivation	Crops	Rabi	Kharif	Summer seasons
		Rice			
		Wheat			
		Millet			
		Corn			
		Tomatoes			
		Ladies finger			
		Green chilli			
		Coriander			
		Brinjal			
		Brinjal			
27.	What support do you get from the Water User Committee?	A. Regular irrigation water B. Financial profit from the rent as it revolves around the group members			
28.	Do you need to pay any amount?	Text fill			
29.	How much amount have you spent on different services?	A. Yes B. No			
30	What was the average quantity of production in different seasons before the program?	Cultivation season	Land coverage for the cultivation	Total amount earned	

		Rabi		
		Kharif		
		Summer Season		
31.	What is the average quantity of production in different seasons before the program? Do you need to pay any amount?	Cultivation season	Land coverage for the cultivation	Total amount earned
		Rabi		
		Kharif		
		Summer season		
32.	Is there any difference in the input cost compared to before?	Text fill		
Impact Indicator Related questions				
33.	Income	Cultivation season	Before	After
		Rabi		
		Kharif		
		Summer season		
34.	Profit	Cultivation season	Before	After
		Rabi		
		Kharif		
		Summer season		
35.	Does any of the female member of your family practice goatry			
36.	What challenges have you faced so far?	Text fill		
37.	Recommendation, if any	Text fill		

BPCL_LAKHPATI KISHAN _WOMEN FOCUS GROUP FOR THE GOAT REARING PRACTICES

Name of the respondent	
Contact Number	
Location	
How has goat rearing affected your household income and financial stability?	Field Notes
What challenges do you face in goat rearing on a daily basis?	Field Notes
What type of training or knowledge have you received for goat rearing?	Field Notes
How has this training helped you improve your practices?	Field Notes
What additional training or information do you need to enhance your goat-rearing skills?	
How do you ensure the health and well-being of your goats?	
What are the common health issues your goats face, and how do you address them?	
How do you find markets for selling goat products like milk, meat, and manure?	
What challenges do you face in accessing these markets?	
What strategies do you use to get better prices for your goat products?	
How much, on average, do you earn from the goat rearing practices?	
Please share your experience with goat-rearing practices while earning a regular income.	

TOOL FOR THE IMPLEMENTING AGENCY _TATA TRUST _LAKHPATI KISHAN PROGRAM

1.	Name of the respondent	
2.	Contact number	
3.	When did the program start?	
4.	Presently, how many farmers are involved in this program?	Field notes
5.	How did you conduct the training for different stakeholders?	Field notes
6.	How many Water User groups have been formed so far?	Field notes
7.	What support are you providing to the Water Users' Committee?	Field notes
8.	What kind of support was provided to the beneficiaries?	
9.	What is the average team size for this program? Do you track the activities? Do you face challenges in tracking and documenting the data or reports?	Field notes
10.	What changes have you observed so far? (increase production quantity, quality of production, profit, regular meetings of the WUS?)	Field notes
11.	How has handholding support been provided to the WUGs for the regular operation of the groups?	Field notes
12.	How has handholding support been provided to farmers for different cultivation practices?	Field notes
13.	Do you think the supported farmers earn a higher profit range than before?	Field notes
14.	Explain how the program has yielded the crops.	Field notes
15.	How many farming seasons are currently being cultivated?	Field notes
16.	What are the challenges you face in executing the program?	Field notes
17.	What is the sustainable strategy for this program?	Field notes
18.	Do you have any recommendations for the betterment of the program?	Field notes

TOOL FOR THE PANCHAYAT_TATA TRUST_LAKHPATI KISHAN PROGRAM

1.	Name of the respondent	
2.	Contact number	
3.	How has the program impacted the overall income level of the farmers?	
4.	How has the panchayat been involved in this program?	
5.	Any recommendations	

BPCL_LAKHPATI KISHAN_GROUP WELLWATER USER COMMITTEE

Name of the respondent	
Contact number	
Location	
How many members are there in the Water User Group?	Field Notes
When was the group formed?	Field Notes
What are the primary activities of these WUGs?	Field Notes
How many wells were excavated?	Field Notes
How many wells are functional?	
How will the group well program affect the water quantity available for irrigation?	Field Notes
What impact has been observed so far on crop yields due to increased water availability? (total cultivation period, types of crops, average quantity, profit, which have increased significantly than before)	Field Notes
What is the depth of the wells?	Field Notes
What was the previous condition of the wells?	Field Notes
What is the present condition of the wells?	Field Notes
For what purposes is the water being used by the community?	Field Notes
Are the villagers required to make any contributions to the WUS? If yes, mention the amount and the purpose of the payment.	
Who is responsible for maintaining the accounts in the WUS?	

What documents are being kept in the group?	
How often are the meetings being held?	
How many users are taking benefits from this	Field Notes
How will the community be involved in the planning and executing this project?	Field Notes
How are the wells being monitored?	Field Notes
How have local farmers and other stakeholders consulted in planning or decision-making processes?	Field Notes
How will the group contribute well to the long-term sustainability of water resources for agriculture?	Field Notes
What would be sustainable strategies for periodic maintenance of the wells?	Field Notes

BPCL_DESLITING_WATER_USER COMMITTEE

Name of the respondent	
Contact Number	
Location	
How many members are there in the Water User Group?	Field Notes
When was the group formed?	Field Notes
What are the primary activities of these WUCs?	Field Notes
How many water tanks have been desilted so far?	Field Notes
How will desilting affect the water quality available for irrigation?	Field Notes
How will desilting affect the water quantity available for irrigation?	Field Notes
How will the management of removed sediment prevent erosion and sedimentation in other areas?	Field Notes
How will desilting improve water availability for irrigation during dry seasons?	Field Notes
Can the desilted materials (sediment) be used to improve soil fertility in nearby agricultural fields?	Field Notes
What impact has been observed so far on crop yields due to increased water availability? (total cultivation period, types of crops, average quantity, profit, which have increased significantly than before)	Field Notes
How will desilting improve the efficiency of the existing water tank?	Field Notes

What is the capacity of the water tank?	Field Notes
What was the previous condition of the water tank? How much water used to be stored in the water tank?	Field Notes
What is the present condition of the water tank? How much water is stored in the tanks?	Field Notes
For what purposes is the water being used by the community?	Field Notes
Are the villagers required to make any contributions to the WUS? If yes, mention the amount and the purpose of the payment.	
Who is responsible for maintaining the accounts in the WUS?	
What documents are being kept in the group?	
How often are the meetings being held?	
How many users are taking benefits from this	Field Notes
How will the community be involved in the planning and executing this project?	Field Notes
How are the tanks being monitored?	Field Notes
How have local farmers and other stakeholders consulted in planning or decision-making processes?	Field Notes
How will desilting contribute to the long-term sustainability of water resources for agriculture?	Field Notes
What would be sustainable strategies for periodic maintenance of the water tank?	Field Notes

TOOL FOR THE IMPLEMENTING AGENCY _TATA TRUST _DESLITING PROGRAM

1.	Name of the respondent	
2.	Contact number	
3.	When did the program start?	
4.	How many tanks were restored?	Field notes
5.	Presently, how many farmers are involved in this program?	Field notes
6.	What is the present condition of the water tanks?	Field notes
7.	How many Water User groups have been formed so far?	Field notes
8.	What support are you providing to the Water Users' Committee?	Field notes
9.	What is the average team size for this program? Do you track the activities? Do you face challenges in tracking and documenting the data or reports?	Field notes
10.	What changes have you observed so far? (increase production quantity, quality of production, profit, regular meetings of the WUS?	Field notes
11.	How has handholding support been provided to the WUGs for the regular operation of the groups?	Field notes
12.	How has handholding support been provided to farmers for different cultivation practices?	Field notes
13.	Do you think the supported farmers earn a higher profit range than before?	Field notes
14.	Explain how the program has yielded the crops.	Field notes
15.	How many farming seasons are currently being cultivated?	Field notes
16.	What are the challenges you face in executing the program?	Field notes
17.	What is the sustainable strategy for this program?	Field notes
18.	Do you have any recommendations for the betterment of the program?	Field notes

TOOL FOR THE PANCHAYAT_TATA TRUST_DESLITING PROGRAM

1.	Name of the respondent	
2.	Contact number	
3.	How has the program impacted the overall irrigation system in the peripheral areas?	
4.	How has the panchayat been involved in this program?	
5.	Is the panchayat part of the Water User Group?	
6.	How has the Panchayat involved in the regular maintenance of the water tanks?	
7.	Any recommendations	

STUDY TOOLS

ANNEXURES

LIST OF FIGURES

WASH PROJECT

Chart 1	Grade
Chart 2	Type of drinking water sources
Chart 3	Total number of functional wash basins
Chart 4	Availability of safe water in the school
Chart 5	Cleanliness of the drinking water container and Status of the water container
Chart 6	Ways water is drawn from the container and the Status of cleanliness in the areas around the water sources in the school
Chart 7	Types of toilets and Total number of functional toilets
Chart 8	Availability of water and Running Water availability in the toilet
Chart 9	Cleanliness in toilets and Availability of essential facilities
Chart 10	Condition of the passages or surroundings of the toilets and Toilets are always open during school hours
Chart 11	Reasons for not using toilets during school hours
Chart 12	Cleanliness of the classrooms and school premises
Chart 13	Whether regularly participate in the classroom and school cleaning program and Whether participate in the hand washing week and World Environment Day
Chart 14	Hygiene practices adapted after the WASH program in the school
Chart 15	Person checking the hygiene practices and Frequency of hygiene checks in the school
Chart 16	Practices learnt through the online session
Chart 17	Whether the WASH group regularly monitored the hygiene habits during the COVID period

PARENTS

Chart 18	Age Group
Chart 19	Family Income and Total number of family members
Chart 20	Education status of the respondent and No. of children coming to this school presently
Chart 21	Whether aware of the school's drinking water facilities and newly constructed toilets and Whether the child used to frequently fall sick after drinking water from the school sources (Pre-Intervention)
Chart 22	Whether the child used to often suffer from various diseases due to the non-availability of toilets in the school (Pre-Intervention) and Whether noticed any improvements in the child's health since the intervention
Chart 23	Whether the child discusses health and hygiene topics with the family members

PARAG LIBRARY PROJECT

Chart 24	Grade and Social Class
Chart 25	Accessibility of the Library and Frequency of attending the Library Classes and Duration of the Library classes
Chart 26	Support by teachers to get the books and Availability of enough books in the library
Chart 27	Type of books available in the library and No. of books accessed in the week
Chart 28	Activities in the library classes and Availability of a variety of books at school
Chart 29	Frequency of reading books other than school textbooks and Whether the reading has improved from earlier and Type of books preferred to read
Chart 30	Easy to understand the contents and Good Paper quality
Chart 31	Relevant images and Whether the books seem understandable for the grade level and Favorite activity of the respondents in the library class
Chart 32	Whether ever displayed craft/ drawing on the library wall
Chart 33	Frequency of using the library for school projects and homework and Frequency of participating in group study sessions in the library classes
Chart 34	Whether feel confident enough to read out loud in class

Chart 35	Biggest benefits of having a library at your school
Chart 36	Education Qualification and Primary Occupation and Family Income
Chart 37	Grade of the child
Chart 38	Frequency of discussing the books the child borrowed from the library and the extent to which the child's interest in reading changed since participating in the library program
Chart 39	Types of books does the child prefer to borrow from the library and Extent to which the child's ability to understand and discuss book content improved since joining the library program
Chart 40	Amount of time spent by the child in reading books borrowed from the library each week and the extent to which the library program has affected the child's academic performance
Chart 41	The extent to which the child's vocabulary and use of new words has changed due to the library program and the Overall impact of the library program on the child's development
Chart 42	Frequency of child's participation in library-related activities or events
Chart 43	Additional resources or support would like to see from the library program to benefit the children

LAKHPATI KISHAN PROJECT

Chart 44	Gender and Social Category
Chart 45	Occupation pattern - Agriculture and Occupation pattern - Goat Rearing and Occupation pattern - Lac cultivation
Chart 46	Type of farmer (depending on the land-holding capacity) and Individual land-holding capacity and Ownership of the land
Chart 47	Types of primary crops cultivated and Sources of irrigation
Chart 48	Challenges faced due to traditional practices and Other challenges faced earlier
Chart 49	Contribution during the excavation of the well
Chart 50	Whether undergone the TATA Trust unit training for different activities

Chart 51	Support received from the Water User Committee
Chart 52	Whether any female member of the family practices goatry

WATER HARVESTING PROJECT

Chart 53	Gender and Social Category
Chart 54	Ownership of the land and Types of primary crops cultivated
Chart 55	Previous sources of irrigation and Whether received an adequate water supply for irrigation
Chart 56	Challenges faced earlier
Chart 57	Primary irrigation source after the intervention and Other sources used for irrigation as additional options
Chart 58	Ways in which got involved in the program while desilting the water tank and Whether a member of the water user group
Chart 59	Season-wise crop cultivation
Chart 60	Whether need to pay any amount to Water User Committee

ABBREVIATIONS

BPCL	Bharat Petroleum Corporation Limited
TEDT	Tata Education and Development Trust
WASH	Water, Sanitation, and Hygiene
CSR	Corporate Social Responsibility
NT	Nomadic Tribes
OBC	Other Backward Classes
SC	Scheduled Castes
ST	Scheduled Tribes
Kisan	Farmer (in Hindi)
Lakhpati	Millionaire (in Hindi, often used for farmers achieving a significant income)
Pagar	Wage (in Hindi)
LMC	Local Monitoring Committee
SOP	Standard Operating Procedures
IEC	Information, Education, and Communication
MHM	Menstrual Hygiene Management
HH	Household
FGD	Focus Group Discussion
SDGs	Sustainable Development Goals