



Impact Assessment Report

Support for the Construction of
80 additional classrooms with
required facilities in 30
Government Primary Schools,
Darrang - District, Assam

Implementing Partner: Deputy Commissioner, Darrang Mangaldai,
Assam

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01. EXECUTIVE SUMMARY

Project Background

The project involved the construction of 80 additional classrooms across 30 government schools in Darrang, Assam, with the collaboration of the Deputy Commissioner, Darrang, Assam, and Bharat Petroleum Corporation Ltd. (BPCL) as the CSR partner. This initiative aimed to address the shortage of classroom space, improve learning environments, and enhance educational outcomes for students. The project also included the provision of new furniture, improved sanitation facilities, and other infrastructure enhancements, significantly impacting the overall school experience for both students and teachers.

Project Details



Implementation year

FY 2019-20



Assessment year

FY 2024-25



Implementing partner

Deputy Commissioner, Darrang
Mangaldai, Assam



Project Budget as per MOU

₹4,83,62,240/-



Cumulative Project Expenditure

₹3,81,59,311/-



Beneficiaries

3200 students of 30 government LPS school



Project Location

Darrang, Assam



Sample Size

250 Students



SDG Goals



Project Activities



New classrooms with modern furniture were constructed.



Separate toilet blocks were added for boys and girls.



Enhanced classroom conditions with ample windows and space.



Upgraded educational resources, including improved blackboards and cupboards.



Implemented a comprehensive program to increase student motivation and learning progress.

Key Findings



96.0%

of the students report a good overall school experience.



Math scores improved significantly, with a majority achieving higher grades.



Science performance saw a major boost, with more students reaching 'Grade-A' and 'Grade-A+'.



Attendance increased dramatically, with most students now attending five days a week.



High motivation levels among students, with 92.0% feeling greatly motivated.

Key Impacts



80.0%

of the students are very satisfied with the program, feeling a substantial increase in their knowledge and skills.



Furniture condition and classroom setup enhanced, benefiting 71.0% of the students in concentration and comfort.



Teachers provide more effective support, as noted by 84.0% of the respondents.



Significant progress in learning, with 88.0% of the students observing great improvements.



All of the respondents observed positive changes in the school environment, including new classrooms and well-maintained furniture.

CHAPTER 2

OVERVIEW OF THE PROJECT

BACKGROUND AND NEED OF THE PROGRAM

The project aims to enhance educational infrastructure in Darrang, Assam, by constructing 80 additional classrooms across 30 government schools, addressing the critical need for expanded learning spaces. Each new classroom will be equipped with essential furnishings and fixtures, including benches, desks, tables, chairs, fans, tube lights, and dust bins, ensuring a conducive learning environment. The implementation will be managed through the Sarva Shiksha Abhiyan (SSA) program, adhering to established SSA norms for construction and procurement. Fund allocation and monitoring will be overseen by BPCL, with oversight from the Deputy Commissioner of Darrang and the SSA, ensuring adherence to approved budgets and project specifications. The project's success will be measured by periodic progress reports, utilisation certificates, and final completion documentation, demonstrating its positive impact on educational facilities and benefiting students for years to come.

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: DEPUTY COMMISSIONER, DARRANG MANGALDAI, ASSAM

The project implementation partner is the Deputy Commissioner (DC) of Darrang District, located in Mangaldai, Assam. The DC will play a critical role in overseeing and managing the project, including the allocation of funds to the Sarva Shiksha Abhiyan (SSA) program, which will handle the construction of the additional classrooms and the procurement of necessary furniture and fixtures. The DC will ensure that the project adheres to approved estimates and SSA norms and will be responsible for coordinating with various stakeholders to ensure smooth execution. Regular monitoring and reporting to Bharat Petroleum Corporation Limited (BPCL) will be facilitated by the DC, ensuring that all aspects of the project are completed efficiently and in accordance with the planned schedule.



**OJAGAON PACHIM
CHUBA LP SCHOOL**

CHAPTER 3

RESEARCH METHODOLOGY

This chapter outlines the research methodology employed to evaluate the impact of constructing 80 additional classrooms across 30 identified Government Primary schools located in the Dalgaon and Kalaigaon blocks of Darrang District. The project was implemented by the Deputy Commissioner of Darrang in collaboration with Bharat Petroleum Corporation Ltd. (BPCL) as the CSR partner. The study focuses on assessing the project's impact on the educational environment, student performance, and overall school infrastructure in the Darrang district.

OBJECTIVES OF THE STUDY

The primary objective of this study is to quantitatively evaluate the impact of the newly constructed classrooms on improving the educational outcomes and learning environment in the selected government schools. Specifically, the research seeks to measure the effectiveness of the infrastructure enhancements in increasing student attendance, participation, and academic performance, as well as their influence on the overall quality of education.

RESEARCH DESIGN

This study adopts a quantitative research design to provide a detailed and statistically significant understanding of the project's outcomes. The quantitative approach is chosen to systematically collect and analyse numerical data from a large sample of beneficiaries, ensuring a comprehensive assessment of the project's effectiveness across the 30 schools involved.

APPLICATION OF QUANTITATIVE TECHNIQUES

The quantitative methodology involves administering structured surveys to a sample of 250 beneficiaries, including students, teachers, and school administrators. These surveys are designed to collect data on various aspects, such as changes in student attendance, academic performance, classroom environment, and overall satisfaction with the new infrastructure. The data gathered will be analysed using statistical methods to determine the impact of classroom construction on educational outcomes.

SAMPLING FRAMEWORK

The sampling framework involves selecting 250 beneficiaries through simple random sampling.

This method ensures that the sample is representative of the diverse student population across the 30 schools in the Darrang district, reflecting various socio-economic backgrounds and educational levels. The random sampling technique helps in minimising bias and increases the reliability of the study's findings.

DATA COLLECTION

Primary data collection is conducted through structured surveys administered in person to the selected sample of 250 respondents. The survey includes a series of closed-ended questions designed to quantify the impact of the new classrooms on key indicators such as student attendance, academic achievement, classroom comfort, and overall school experience. The data collection process is carefully monitored to ensure accuracy and consistency in responses.

STAKEHOLDERS

Key stakeholders in this study include the Deputy Commissioner of Darrang, BPCL, as the CSR partner, school administrators, teachers, students, and their families. The perspectives of these stakeholders, particularly those of the students and teachers who directly interact with the new classrooms, are crucial in understanding the real-world effects of the project on educational outcomes in the district.

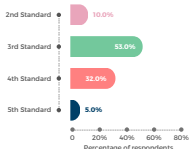
COMMITMENT TO RESEARCH ETHICS

The research adheres to strict ethical guidelines, ensuring the confidentiality of all survey respondents and obtaining informed consent prior to data collection. The study respects the privacy of participants and maintains the integrity of the research process by upholding ethical standards in data handling, analysis, and reporting.

CHAPTER 4

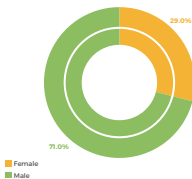
KEY FINDINGS

CHART 1: GRADE-WISE DISTRIBUTION OF RESPONDENTS



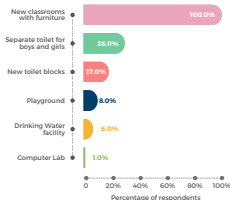
The study suggests that the majority of the respondents are in the 3rd Standard, indicating a significant concentration of students at this grade level. This distribution highlights a particular focus or engagement with students primarily in the middle grades, with fewer respondents in the lower and upper ends of the grade spectrum.

CHART 2: GENDER-WISE DISTRIBUTION OF RESPONDENTS



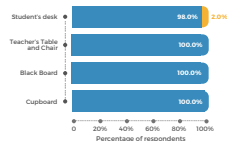
The study covered a higher proportion of boys (71.0%) compared to girls (29.0%) across schools.

CHART 3: CHANGES OBSERVED IN SCHOOL CONDITIONS



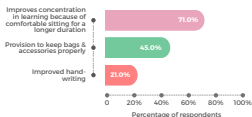
The new classrooms with furniture are universally acknowledged, while other improvements, such as separate toilets and playgrounds, are also reported. This highlights a primary focus on enhancing classroom infrastructure, with other changes according to the needs of the schools.

CHART 4: CONDITION OF NEW CLASSROOM FURNITURE

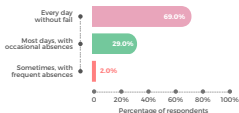


■ Good Condition
■ Partially Broken

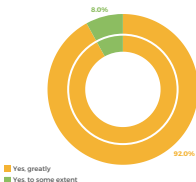
The study finds that all new classroom furniture, including students' desks, teachers' tables and chairs, blackboards, and cupboards, is in excellent condition, with no reports of damage or issues. This indicates a high standard of maintenance and quality for the new furnishings.

CHART 5: IMPROVEMENTS ACHIEVED FROM DESK & BENCH SUPPORT

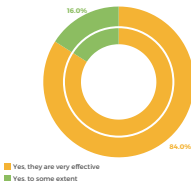
The majority of the students (71.0%) reported that the most significant improvement is enhanced concentration in their learning, attributed to the increased comfort provided by the new desks and benches. Additionally, there is a notable benefit in organising bags and accessories, while improvements in handwriting are also reported. This indicates that the primary impact of the new furniture is on comfort and improvement of learning.

CHART 6: FREQUENCY OF SCHOOL ATTENDANCE AND TIMELINESS

The study indicates that the majority of the respondents attend school every day without fail, suggesting a strong commitment to regular attendance. A smaller group attends most days with occasional absences, while a very few have frequent absences. This highlights a generally high level of punctuality and consistency in school attendance among the respondents.

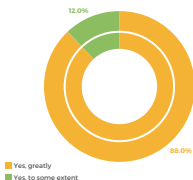
CHART 7: MOTIVATION LEVELS FOR LEARNING AND CLASS PARTICIPATION

The study shows that most of the respondents feel greatly motivated to learn and participate in class activities, indicating a strong positive impact on their engagement. A small minority feel motivated to some extent, suggesting that while the majority are highly motivated, there is still a minor group with a more moderate level of motivation.

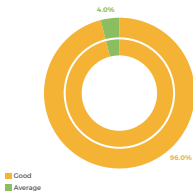
CHART 8: TEACHER SUPPORT EFFECTIVENESS COMPARED TO BEFORE

The study indicates that most of the respondents believe teachers are now very effective in supporting learning, reflecting a significant improvement in teaching effectiveness. A smaller group feels the support is effective to some extent, suggesting that while there is widespread recognition of enhanced teacher support, there are still some who experience only partial improvement.

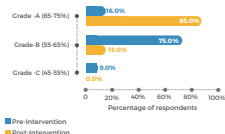


CHART 9: PROGRESS IN LEARNING COMPARED TO BEFORE

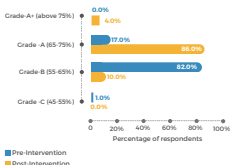
The study suggests that a significant majority of the respondents feel they are making great progress in their learning, indicating a substantial positive impact. A smaller proportion feels they are making progress to some extent, highlighting that while most experience significant improvement, there are some who see more modest gains.

CHART 10: OVERALL SCHOOL EXPERIENCE

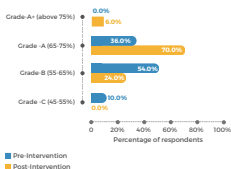
The study indicates that nearly all of the respondents have a good overall experience at school, suggesting a high level of satisfaction. A very small number rate their experience as average, indicating that while the general sentiment is positive, there are a few with a more neutral view.

CHART 11: AVERAGE SCORE RANGE IN MATHEMATICS EXAMS

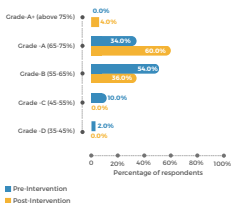
The study suggests a significant improvement in math exam scores post-intervention. Before the intervention, most of the respondents were in the Grade B range, while after the intervention, the majority moved up to Grade A. This indicates a notable enhancement in math performance as a result of the intervention.

CHART 12: AVERAGE SCORE RANGE IN SCIENCE EXAMS

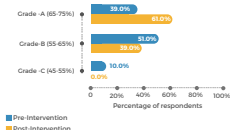
The study indicates a significant improvement in science exam scores following the intervention. Initially, most of the respondents were in the Grade B range, but post-intervention, the majority advanced to Grade A, with some achieving Grade A+. This reflects a substantial positive impact on science performance as a result of the intervention.

CHART 13: AVERAGE SCORE RANGE IN SOCIAL SCIENCE EXAMS

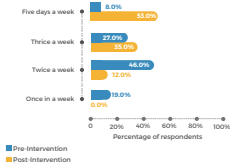
The study shows a notable improvement in Social Science exam scores after the intervention. Initially, most of the respondents were in the Grade B range, but post-intervention, the majority moved to Grade A, with some reaching Grade A+. This suggests a significant enhancement in Social Science performance due to the intervention.

CHART 14: AVERAGE SCORE RANGE IN ENGLISH EXAMS

The study reveals a substantial improvement in English exam scores following the intervention. While most of the respondents were in the Grade B range before the intervention, a significant shift occurred, with the majority moving to Grade A and some achieving Grade A+. This indicates a strong positive impact on English performance due to the intervention.

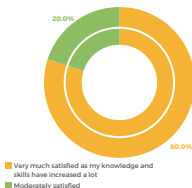
CHART 15: AVERAGE SCORE RANGE IN VERNACULAR LANGUAGE EXAMS

The study indicates a notable improvement in Vernacular language exam scores post-intervention. Initially, the majority of the respondents were in the Grade B range, but post-intervention, most moved up to Grade A, with no respondents remaining in the Grade C range. This suggests a significant enhancement in Vernacular language performance as a result of the intervention.

CHART 16: SCHOOL ATTENDANCE RATES

The study shows a significant improvement in school attendance following the intervention. Initially, most of the respondents attended school twice a week, but post-intervention, the majority now attend five days a week, with fewer attending less frequently. This indicates that the intervention has led to a substantial increase in regular school attendance.

CHART 17: SATISFACTION WITH THE PROGRAM



The study suggests that most of the respondents are very satisfied with the program, citing significant increases in their knowledge and skills. A smaller group is moderately satisfied, indicating that while the program is well-received overall, there are varying levels of satisfaction among participants.



With the support provided by BPCL, three new rooms were created. The school management committee and staff judiciously decided to convert these rooms into a classroom, a community hall for holding meetings, and a staff room. Earlier, the staff faced hardships in a cramped, makeshift hospital. The community's parents have become aware of the importance of education, so they motivate their children to regularly come to school. Teachers and staff work at their best in providing a conducive environment to the children. Classrooms, staff rooms, and community halls are well maintained, lending a touch of home to the learning environment. All these efforts made the children's registration much better this year.

Mr. Naushad Ali, the Head Teacher of Bologara L.P.S.



The influence of the classroom BPCL transcends mere bricks and mortar. In tune with the community's heartbeat, two of the newly designated rooms have been transformed into classrooms, fostering an environment where learning can flourish. The third room, now a lively community hall, serves as a venue for meetings that will determine the school's future. The appreciation expressed by the school authority and management committee is limitless; they wholeheartedly credit BPCL for its significant enhancement of the school's infrastructure.

Mr. Abdus Samad, the Head Teacher of Dalgona Block L.P.S.



BOLOGARA L.P.S.



“

We gratefully acknowledge the intervention of BPCL in our school. During the financial year 2022-23, BPCL developed two important rooms: a classroom and a separate library room. Significantly, there has been no dropout except for two students whose parents migrated in search of livelihoods. Enrolment has risen in the last two years as parents are seen to be sending their children to the school with renewed interest. The establishment of the library has evinced new-found interest in reading among students and is enriching their vocabulary. Overall, it is a much-wanted infrastructural development. The school authority is grateful, and so is its management committee.

Mrs. Fulesha Begum, head teacher at Kharupetia L.P.S



”

CHAPTER 5

RECOMMENDATIONS



While new classrooms and furniture have been well-received, respondents have suggested that further improvements in facilities such as computer labs and playgrounds would be beneficial. Expanding access to drinking water and improving sanitation facilities were also mentioned as areas for improvement.



Although the current level of teacher support has been effective, respondents recommended additional training for teachers to further enhance their ability to utilise new resources and methodologies, which could help in better supporting student learning.



Respondents highlighted the importance of regular monitoring and maintenance of the new infrastructure to ensure its longevity and effectiveness. This includes keeping furniture in good condition and ensuring that classrooms remain conducive to learning.



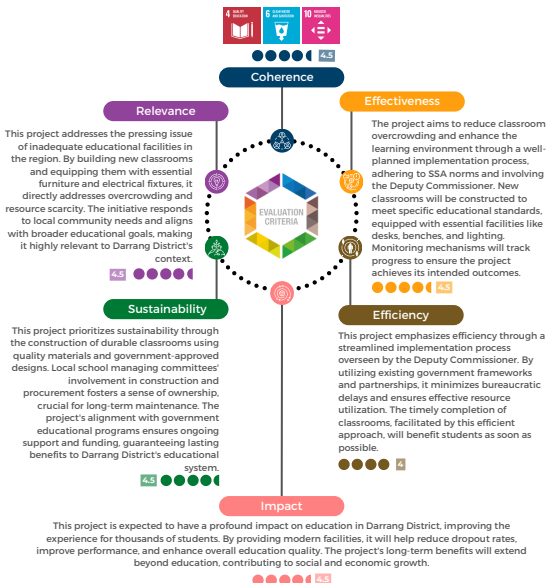
To address absenteeism, some respondents suggested initiatives to further motivate students to attend school regularly, such as introducing more engaging extracurricular activities or rewards for consistent attendance.



Respondents recommended providing more learning resources, such as supplementary textbooks, educational materials, and tools for improving digital literacy to enhance the overall educational experience.

06. OECD FRAMEWORK

The project to construct 80 additional classrooms across 30 government schools in Darrang District, Assam, demonstrates strong coherence with several Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 9 (Industry, Innovation, and Infrastructure). By enhancing educational infrastructure, the project directly contributes to improving the quality of education, ensuring inclusive and equitable access for all students. The alignment with government policies and the Sarva Shiksha Abhiyan (SSA) program further strengthens the project's coherence, as it adheres to national educational goals and standards.



Relevance



Coherence



Effectiveness



Efficiency



Impact



Sustainability

CHAPTER 7

CONCLUSION

The project to construct 80 additional classrooms across 30 government schools, spearheaded by the Deputy Commissioner of Darrang District and supported by BPCL, represents a significant investment in the educational infrastructure of Assam. This initiative addresses critical gaps in classroom availability, directly impacting the quality of education by reducing overcrowding and creating an environment conducive to learning. By providing modern, well-equipped classrooms, the project aims to enhance student engagement and educational outcomes, fostering a better learning experience for children in the region. The inclusion of essential facilities such as desks, benches, and electrical fittings ensures that the new classrooms are not only functional but also supportive of a positive and productive educational environment.

The collaborative effort between the Deputy Commissioner and BPCL has established a framework for the successful implementation of the project. The Deputy Commissioner's role in managing fund allocation, overseeing construction, and ensuring adherence to Sarva Shiksha Abhiyan (SSA) norms is crucial in maintaining project integrity and compliance. BPCL's support through financial assistance and monitoring ensures that the project aligns with corporate social responsibility goals, and their involvement adds a layer of accountability and oversight. The construction of 80 classrooms across 30 government schools signifies a transformative step towards improving educational access and quality in Darrang District. This project not only enhances physical infrastructure but also contributes to the broader educational development goals of the region.

STUDY TOOLS

QUESTIONNAIRE, INTERVIEW SCHEDULE, FGD POINTS

BPCL INFRASTRUCTURAL DEVELOPMENT IN SCHOOLS_STUDENT'S TOOL

A. GENERAL INFORMATION		
1	School	
2	Grade	
3	Gender	
4	Location	
5	What changes do you see in your school? Please tick whichever is applicable [Multiple answers possible]	a. New classrooms with furniture b. Separate toilet for boys and girls c. New toilet blocks d. Science Lab e. Playground f. Computer Lab g. Drinking Water facility h. Other, specify
6	Do you feel your school has become better now?	a. Yes b. No
B. QUESTIONS RELATED TO "CONSTRUCTION OF NEW CLASSROOMS"		
7	Are there enough windows in the classroom now to allow fresh air?	a. Yes b. No
8	Is there enough space for everyone to sit comfortably in the classroom now?	a. Yes b. No
9	What is the condition of the new furniture in the classroom?	
	Student's desk (Tick only one option)	a. Good Condition b. Partially Broken c. Fully Broken
	Teacher's Table and Chair (Tick only one option)	a. Good Condition b. Partially Broken c. Fully Broken
	Black Board (Tick only one option)	a. Good Condition b. Partially Broken c. Fully Broken
	Cupboard (Tick only one option)	a. Good Condition b. Partially Broken c. Fully Broken

10	What are the aspects of improvement/ change attained from desk and bench support?	a. Improves concentration in learning because of comfortable sitting for a longer duration b. Provision to keep bags and accessories properly c. Improved handwriting d. Clothes do not get dirty compared to earlier							
C. IMPACT RELATED QUESTIONS									
11	How often do you attend school regularly and on time?	a. Every day without fail b. Most days, with occasional absences c. Sometimes, with frequent absences d. Rarely, with significant absences							
12	Do you feel more motivated to learn and participate in class activities now?	a. Yes, greatly b. Yes, to some extent c. No. Not really							
13	Compared to before, do you feel that your teachers are now able to support you better in learning?	a. Yes, they are very effective b. Yes, to some extent c. No, they are not very effective d. Not sure							
14	Do you feel you are making better progress in learning now?	a. Yes, greatly b. Yes, to some extent c. No. Not really							
15	How would you rate your overall experience at school?	a. Poor b. Average c. Good							
16									
16.1	Frequency of attending all the subject classes?	Frequency of attending all the subject classes					Before	After	
		Regularly							
		Rarely							
		Sometimes							
16.2	Frequency of attending combined classes with the other grade students	Frequency of attending combined classes					Before	After	
		Regularly							
		Rarely							
		Sometimes							
16.3	What is the average score range of students in the exams before the program?	Subjects	Class	Grade E (below 35%)	Grade D (35-45%)	Grade C (45-55%)	Grade B (55-65%)	Grade A (65-75%)	Grade A+ above 75%
		Math							
		Science							
		Social science							
		English							
		Vernacular language							

		Subjects	Class	Grade E (below 35%)	Grade D (35-45%)	Grade C (45-55%)	Grade B (55-65%)	Grade A (65-75%)	GradeA+ above 75%
16.4	What is your average score range in the exams after the program ?	Math							
		Science							
		Social science							
		English							
		Vernacular language							
16.5	Are you satisfied with the program?			1. Very much satisfied as my knowledge and skills have increased a lot 2. Moderately satisfied 3. Not satisfied					
16.6	If not, specify the reasons for the same.								
16.7	Attendance in the school			Frequency of attendance		Before	After		
				Five days a week					
				Once in a week					
				Twice a week					
				Thrice a week					
17	Do you have any suggestions for further improvement?								

BPCL_INFRASTRUCTURAL DEVELOPMENT IN SCHOOLS_PARENT'S TOOL

A. GENERAL INFORMATION		
1	Name	
2	Age	
3	Relationship with child	
4	Gender of the Child	a. Male b. Female
5	Occupation	
6	Are you aware of the changes made to your child's school?	a. Yes b. No
7	What challenges was your child facing before these changes were made? [Please tick all that apply]	a. Lack of proper toilets e. Lack of space in the classroom b. Lack of toilets for girls f. Poor condition of the school building c. Lack of proper classrooms g. Others, specify _____ d. Lack of furniture
8	1.How would you rate the current condition of the classrooms in terms of attractiveness and functionality? (Skip if not applicable)	a. Good b. Average c. Poor
9	How important do you consider the improvement of classrooms in terms of improving your child's performance in school? (Skip if not applicable)	a. Very Important b. Neutral c. Not important
10	How satisfied are you with the changes made to the school so far?	a. Very Satisfied b. Neutral c. Dissatisfied
11	If dissatisfied, Give reasons	
12	Has your child's motivation to go to school increased after the infrastructure improvements	a. Yes, significantly b. Yes, somewhat c. No, it has stayed the same
13	15.Have you noticed an improvement in your child's attendance since the infrastructure improvements	a. Yes, there is a significant improvement b. Yes, there is a slight improvement c. No, there is no noticeable change

14	Have you observed any positive changes in your child's academic performance since the infrastructure improvements?	a. Yes, there is a significant improvement b. Yes, there is a slight improvement c. No, there is no noticeable change
15	Are there any specific infrastructure improvements you would like to see in the future?	
16	Is there any other feedback or suggestions you would like to provide regarding the school's infrastructure program?	

BPCL_INFRASTRUCTURAL DEVELOPMENT IN SCHOOLS- TEACHERS/ PRINCIPAL'S TOOL

1	Date	
2	Village	
3	Gram Panchayat/ Block/ District	
SECTION I (BASIC INFORMATION)		
4	Name of the school	
5	Name of the Principal	
6	Contact No	
7	Name of the Respondent	
8	Designation	
9	Contact Details	
10	Type of school	a. Primary School c. High School b. Middle School d. Higher Secondary
11	No of enrolled students	
	Total Students	
	Boys	
	Girls	
12	No. of Teachers	
	Total Teachers	
	Male	
	Female	

13	What is the teacher and student ratio for each class?			
14	Type of the infrastructure	a. Single	b. Double	c. Triple storied building
SECTION 1 (IMPLEMENTATION OVERALL CONSTRUCTION WORK (INFRASTRUCTURE DEVELOPMENT))				
15	Has the school received any infrastructural development/ facility support from this project?	a. Yes b. No		
16	If yes, what developments have been made:	a. Construction of the new classrooms b. Renovation of the classrooms c. Benches for the students d. Chair, table for the teachers e. Fan, light f. Electrical fixtures g. Large Dustbin		
17	If others, specify			
18	Kindly mention the total numbers of the above-mentioned support	Items	Total in numbers	Fully/ partially Supported by the agency (BPCL/ Panchayat/ School authority/ other funding agency)
		Construction of the New classrooms		
		Renovation of the classrooms		
		Fans		
		Tube lights		
		Electrical fixtures		
		Total benches		
		Total chair		
		Total tables		
		Blackboard		
		Whiteboard		
		Window		
		Doors		
		Dustbin		
19	When was this development done?			

STATUS BEFORE SUPPORT						
		Infrastructure	Good Condition	Partially damaged	Completely damaged	Not Available
20	What was the previous condition of the school infrastructure? [Please tick whichever is applicable for each infrastructure development]	Classrooms				
		Toilets				
		Water Points				
		Science Lab				
		Computer Lab				
		Playground				
		Benches				
		Chair				
		Table				
		Blackboard				
		Whiteboard				
		TLM				
		Window				
		Door				
		Play materials				
		Playground				
		Boundary wall				
		Kitchen				
Dining hall						
21	How did the students manage the lack of proper facilities (e.g., broken toilets, lack of adequate classrooms, benches, water points, etc.)?					
22	Had that affected the overall attendance of students? (Particularly for girls before the construction)	a. To a great extent b. To some extent c. Not at all				
23	Had that affected the attainment of the all-subject classes due to the lack of classrooms and benches?					
24	Had that affected the overall academic performances of the students?					
25	Did the students need to attend the combined classes or sit on the floor? How were their self-esteem and academics affected?					

PARTICIPATION & CONTRIBUTION		
26	Did the school administration financially contribute to any of the activities?	a. Yes b. No
	If yes, how much has been contributed?	
27	To whom the school had submitted the amount?	
28	Was the School Management Committee aware of the program?	a. Yes b. No
29	Did the school face any challenges from the School Management Committee while executing the activities under the BPCL project?	a. Yes b. No
SELECTION CRITERIA FOR THE SCHOOL		
30	How is the quality of the development?	a. Excellent b. Good c. Moderate d. Poor e. Don't know/ Can't say
31	How was the school selected for this infrastructural development? (criteria)	a. Status Checking b. Govt. Schools c. On Request d. Others
32	Did you face any challenges during the infrastructure development program?	a. Villagers: b. School Committee: c. Parents: d. Construction agency - e. Others
CHANGE/ IMPROVEMENTS		
33	Were the students able to use this newly developed facility?	a. Yes b. No
34	Presently, has the attendance rate of students increased?	a. Yes, significantly b. Increased to some extent c. Not at all
35	Have you observed reduced absenteeism since the provision of separate classrooms, benches, chairs, and tables?	a. Yes, significantly b. Decreased to some extent c. Not at all
36	What is the infrastructure status of the classrooms, furniture, electrical fittings and others (physical verification)	

37	Is there any damage where the new construction is carried out?	a. Yes b. No							
	If yes, Kindly mention								
38	Does the other damage take place in the school infrastructure?								
	If yes, Kindly mention								
NEW CLASSROOMS									
39	How is the quality of the development?	a. Excellent b. Good c. Moderate d. Poor e. Don't know/ Can't say							
40	What is the present status of the newly constructed classrooms?	a. In good condition b. Partially damaged c. Completely damaged							
41	Is there enough space for the seating arrangements of students and teachers?	a. Yes b. No							
42	Currently, how many students are accommodated on one bench?								
43	Currently, how many students are accommodated in one classroom?								
44	Does the school still conduct combined classes?								
45	What is the average score range of students in the exams after the program ?	Subjects	Class	Grade E (below 35%)	Grade D (35-45%)	Grade C (45-55%)	Grade B (55-65%)	Grade A (65-75%)	GradeA+ above 75%
46	What is your average score range in the exams after the program ?	Subjects	Class	Grade E (below 35%)	Grade D (35-45%)	Grade C (45-55%)	Grade B (55-65%)	Grade A (65-75%)	GradeA+ above 75%

47	Are you satisfied with the program?	a. Very much satisfied as my knowledge and skills have increased a lot b. Moderately satisfied c. Not satisfied
48	If not, specify the reasons for the same.	

OVERALL IMPACT			
How would you rate the impact of the infrastructure improvements on the following parameters:			
Parameters	Ratings		
[Please tick the relevant option for each parameter]	Minimal impact	Moderate Impact	Significant Impact
The overall learning environment in your school			
The overall motivation and interest of the students			
The overall learning outcomes of the students			
The attendance of students in your school			
The enrolment of students in your school			
Improvement in student retention rates			
Improvement of the attendance			

ANNEXURES

LIST OF FIGURES

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- Chart 11: Average Score Range in Mathematics Exams
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ABBREVIATIONS

BPCL	Bharat Petroleum Corporation Limited
CSR	Corporate Social Responsibility
DC	Deputy Commissioner
DET	Directorate of Employment and Training
ITI	Industrial Training Institute
NSQF	National Skills Qualifications Framework
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
SDGs	Sustainable Development Goals