



Social Impact Assessment Report for Projects
"Providing Desktop Computer, Printer, Provision of
Safe Drinking Water and Roof Top Solar Panels in
Government Schools"

PROJECT LOCATION:
KISHANGARH

Submitted by
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Introduction

With the growing recognition that all sectors of society are interconnected and influence each other, there is a realization among corporate concerns that they too have a responsibility towards society.

There has been a growing belief and recognition that companies and businesses are social institutions caught in societal networks. With the role of business in society so perceived, social expectations of what business should be doing for society increase. Given the complexities involved in assessment of Impact of CSR interventions on a community, it is very important for the Companies to have a comprehensive study by an external agency to obtain necessary information about the Impact that their CSR activities has done on the communities.

As part of the corporate social responsibility program, Airport Authority of India (AAI) had implemented several projects in the field of Education and Infrastructure Development, for which it has approached the Centre for Excellence in CSR at the Tata Institute of Social Sciences (TISS) to conduct Impact Assessment.

About the Study Area

Kishangarh is approximately 100 kilometres (62 miles) from the state capital, Jaipur. It is situated in the Ajmer district of the state. It is well-connected by road and rail to other major cities in Rajasthan. The city is known for its rich cultural heritage, especially for its contribution to art and culture. It is renowned for the Kishangarh style of painting, which is a distinctive form of Indian miniature painting that emerged in the 18th century. Apart from an airport, Kishangarh has its own railway station, which is well-connected to major cities in India. It is also easily accessible by road, with good connectivity to Jaipur and other nearby cities. Kishangarh is famous for its marble industry. It is known for producing high-quality marble, and marble mining and processing are significant economic activities in the region. Apart from the marble industry, Kishangarh's economy includes agriculture, trade, and commerce. The city has also seen growth in recent years due to its proximity to Jaipur and the development of infrastructure in the region.



Field Visits to various schools in Kishangarh

Objectives

- Assess the benefits and impacts of each of the Projects on the beneficiaries and stakeholders
- Identify the gaps (if any) in the implementation of the Projects and emerging needs of the community
- Draw lessons from the implementation of CSR projects and provide recommendations/suggestions for increasing greater impact and ensuring sustainability of the Projects

Projects under focus



- Providing Desktop Computers and Printers of 12 Govt. Schools Near Kishangarh (Ajmer) Airport under CSR Work.(Year 2018-19)



- Provision of Drinking Water in 20 Govt. Schools of the Kishangarh, Distt. – Ajmer (Rajasthan) under CSR Programme for Swachh Bharat Vidyalay Campaign



- Providing roof top solar Panel in Government schools near Kishangarh Airport , Ajmer under CSR Schemes Phase –I, II, III

Methodology

Key informant interviews were conducted with teachers and principals of educational institutions as part of social impact assessment of this project. In addition, group discussions were carried out with students, wherever possible, to understand their views towards the CSR projects. The study encompassed all stakeholders involved with the project, including both direct and indirect beneficiaries, as well as the hospital staff. Various tools for data collection like interview schedules and key informants interviews were used, with selected respondents depending upon their engagements with the project.

The necessary data from the sample respondents were collected by trained field investigators with the help of a structured interview schedule. The interview schedule developed by TISS was finalized after getting inputs from Airports Authority of India. The field visits were carried out during 10th to 13th October, 2023 with support from AAI Kishangarh staff. On the last day of field visits, 13th October, government declared holiday to schools to allow the teachers to participate in teacher training programme, due to which the Principals were not available for interviews.



Key informant interviews with Principal and Teachers

Sample distribution***Providing Desktop Computers and Printers of 12 Govt. Schools Near Kishangarh (Ajmer) Airport under CSR Work**

S.No	School Name
1	Govt. Girls Shardul Senior Secondary School, Krishnapuri-Kishangarh, Ajmer
2	Govt.Senior Secondary School, Khatoli, Ajmer
3	Govt.Senior Secondary School, Harmada, Ajmer
4	Govt. Senior Secondary School, Bubani, Ajmer
5	Govt. Girls Senior secondary School, Kishangarh, Ajmer

Provision of Drinking Water in 20 Govt. Schools of the Kishangarh, Distt. - Ajmer (Rajasthan) under CSR Programme for Swachh Bharat Vidyalay Campaign

S.No	School Name
1	Govt. Sr. Secondary School, Khatoli (Ajmer)
2	Govt. Sr. Secondary School, Sursura (Ajmer)

Providing roof top solar Panel in Government schools near Kishangarh Airport , Ajmer under CSR Schemes Phase -I, II, III

Sr. No.	Name of Place
1	Govt. Sr. Sec. School, Kishangarh (Ajmer)
2	G.G. Shardul, Girls Sen. School Krishnapuri, Kishangarh (Ajmer)
3	Govt. Sr. Sec. School, Sursura (Ajmer)
4	Govt. Sr. Sec. School, Harmada (Ajmer)
5	Govt. Girls Sr. Sec. School, Kishangarh (Ajmer)
6	Govt. Sr. Sec. School, Bubani (Ajmer)
7	Govt. High Sec. School, Harmara (Ajmer)
8	Govt. Senior Secondary School, Buharu, Ajmer

* Note – The schools which were found to be closed during the visit on 13th October 2023 are not included in the above list.

(A) Provision of Desktop Computers and Printers in Govt. Schools

Computer literacy among school students offers numerous benefits, as it equips them with essential skills and knowledge required in today's digital age. Computer literacy allows students to access a vast amount of information and educational resources online. They can explore various subjects, watch educational videos, and engage in interactive learning activities. Using computers and digital tools can help students develop critical thinking and problem-solving abilities. They learn to troubleshoot technical issues and find solutions independently. Students become proficient in using email, social media, and various digital communication platforms, helping them build effective written and verbal communication skills.



In today's job market, computer literacy is often a prerequisite for many jobs. By learning these skills in school, students are better prepared for future career opportunities. Students learn how to evaluate the credibility of online sources, distinguish between reliable and unreliable information, and avoid plagiarism. Computers and software tools provide students with opportunities to express their creativity through graphic design, multimedia projects, and programming.



Digital resources reduce the need for physical textbooks and materials, which can be more cost-effective and environmentally friendly. Computers can be customized to accommodate students with disabilities, making learning more inclusive and accessible to all. Students can learn basic data analysis and visualization skills, which are increasingly valuable in various fields, from science to business. Learning to code and program encourages logical thinking and problem-solving, and these skills are in high demand in many industries. Computer literacy can instill responsible and ethical online behavior, such as respecting privacy, avoiding cyberbullying, and protecting personal information. Students can develop efficient search and information retrieval skills, helping them find answers to their questions quickly.

Computer literacy allows students to access online courses and resources, which can supplement their traditional education and enable self-paced learning. Using digital tools can help students better manage their schedules, assignments, and tasks, fostering organizational skills. Through the internet, students can connect with peers from around the world, promoting cross-cultural understanding and global awareness. Computer literacy fosters adaptability as students become comfortable with rapidly changing technology and are more prepared to embrace new tools and software.



Discussion with student beneficiaries

All of the students with whom the TISS research staff interacted were satisfied with the support received from AAI to setup their school's ICT lab. They mentioned that the computers help them in e-learning and learning various software like python. They are able to access the internet with the help of these desktop computers and gain additional information about the subjects that they are taught as part of their curriculum. Some of the student felt that the number of desktops can be increased as presently with higher number of students, they have to wait long period for their turn to use the desktop computer. Overall, they expressed their full satisfaction towards the provision of desktop computers and development ICT labs through AAI CSR.



Major findings

- All of the desktop computers provided as part of the CSR project by AAI are functional, except for the computers in Govt. Girls Senior secondary School, Kishangarh, which

has no separate room for office of Principal, administration and staff room due to increase in student strength, due to which the ICT lab is repurposed accordingly.

- The school administration had approached AAI with a demand letter highlighting the need of the project for the school.
- The government of Rajasthan has appointed computer instructors in recent years, who have been instrumental in upkeep and basic maintenance of ICT labs across schools.
- All of the key informants mentioned that the AAI staff and the agency which looks after maintenance of the equipment visit the school premises at regular intervals as well as and when requested by the school administration.
- Almost all of the schools reported, that the printer stopped working within one – two years. The problem is that the brand/model of printer provided by AAI doesn't have a service centre in Kishangarh or Ajmer and hence in case of any major repair or refilling of ink cartridges support is sought from service centre in Jaipur.
- The main impacts of the projects have been multifaceted. It is beneficial to the students to familiarise themselves with computers, access the internet to increase their knowledge, study different software, take benefit of e-learning. For teachers it was especially helpful during the COVID19 pandemic, to conduct online classes and reach to maximum number of students.
- Though AAI has provided computer tables, chairs, fan and lights, the school administration suggested that if the ICT labs can be made air conditioned then the longevity of the equipment would increase. Additional solar panels may also be required to support the air conditioning unit.
- Though the hardware of desktop computers is working fine, software upgradation and installation of new software is required, for which the school administration is not able to allocate money from the school funds. Due to which the desktop computers are not updated.
- None of the schools have faced any challenges in implementation of the project so far.

Overall, computer literacy is an essential skill in the modern world, and it empowers students to excel academically, be competitive in the job market, and become responsible, informed,

and engaged citizens. Hence the CSR project is of utmost importance, especially for school students in rural communities, which are often deprived of infrastructural support for education.

(B) Provision of drinking water facility in Govt. Schools

Safe drinking water is of paramount importance for school children for several reasons. Safe drinking water is essential for the health and well-being of school children. Contaminated water can carry waterborne diseases like cholera, dysentery, and typhoid, which can lead to serious illnesses, hospitalization, and even death. By providing safe water, schools can help ensure that students stay healthy and can attend classes regularly. Clean water is essential for proper hygiene. School children need clean water to wash their hands, clean their school supplies, and maintain good personal hygiene. This reduces the risk of spreading illnesses and improves the overall cleanliness of the school environment. Proper hydration is crucial for cognitive function. Dehydration can lead to decreased concentration and attention, making it harder for students to focus on their studies. Access to clean water throughout the school day can help children stay alert and engaged in their lessons. Safe water is also needed for preparing and cooking food in school cafeterias. Without clean water, the risk of food contamination increases, which can have a detrimental impact on the nutritional intake of school children.



When students have access to safe drinking water, they are less likely to fall ill, and as a result, absenteeism decreases. This leads to a higher attendance rate, better educational outcomes, and increased opportunities for success. Access to clean water is a basic human right. Ensuring that school children have safe drinking water reinforces the principles of equality, inclusivity, and human dignity. It sends a message that every child's well-being is valued and that they deserve access to basic necessities. By ensuring safe drinking water at school, we can also educate

children about the importance of clean water and hygiene practices. This knowledge can help prevent water-related health crises in the future.



Providing safe water in schools is an opportunity to teach children about the environment, conservation, and the importance of preserving water resources. This education can help create a generation of environmentally conscious individuals. Schools often serve as community centers. Access to safe water in schools can benefit not only the students but also the surrounding community, especially in regions where clean water sources are scarce.



Discussion with student beneficiaries

The TISS researcher interacted with the student beneficiaries in the school premises in absence of school authorities and AAI officials, regarding their views about the CSR project of distribution of drinking water facility. All of the student beneficiaries were aware about the drinking water facility installed in their school and attributed the benefits to AAI. They mentioned that they regularly use the drinking water facility. All of the students mentioned that the drinking water facility is in working condition. A few of the students mentioned that they have observed some personnel visiting the school premises to check the water hut. The student

beneficiaries felt that the present number of taps are not sufficient and can be increased, otherwise the water purifier is sufficient and proving beneficial to the students.



Major findings

- The drinking water facility provided under CSR included provision of 4 water taps, 1 water tank, 1 motorised pump, 1 water filter. All the drinking water facilities in the schools verified during field visits were functional.
- The school administration had approached AAI with a demand letter highlighting the need of the project for the school.
- The maintenance and upkeep of the drinking water facility is done through school funds.
- All of the key informants mentioned that the AAI staff visit the school premises at regular intervals as well as and when requested by the school administration.
- Some of the schools suggested that in order to improve the project, water hut repairs and increasing the number of water taps can be undertaken by AAI.
- All of the key informant expressed their satisfaction towards the drinking water facility installed under CSR project of AAI. None of the schools have faced any challenges in implementation of the project so far.

In summary, the provision of safe drinking water in schools is not just a matter of convenience but a critical component of ensuring the health, well-being, and educational success of school children. It also contributes to their awareness of broader global issues related to water quality and sustainability, fostering responsible citizenship.

(C) Provision of Roof Top Solar Panels in Govt. Schools

Solar energy can play a significant role in powering educational institutes, such as schools, colleges, and universities. Solar energy is a clean and renewable source of power. By harnessing energy from the sun, educational institutions can significantly reduce their carbon footprint and help combat climate change. This demonstrates a commitment to environmental stewardship and sustainability, setting a positive example for students and the community.



Educational institutions often have substantial energy bills due to lighting, heating, cooling, and other operational needs. By investing in solar panels, these institutions can generate their electricity, reducing their reliance on grid electricity. Over time, this can lead to substantial cost savings, allowing more resources to be directed towards education and other essential services. Solar installations can be integrated into the educational curriculum. Students can learn about solar energy production, sustainability, and environmental science through hands-on experience with solar panels. This practical knowledge can be valuable for future career opportunities and fostering a sense of responsibility towards the environment.



Solar energy can provide a degree of energy independence for educational institutions. They become less susceptible to energy price fluctuations and power outages. In areas with unreliable grid infrastructure, solar power can serve as a reliable source of energy. Solar panel installations are a long-term investment. Once installed, they typically have a lifespan of 25-30 years or more with minimal maintenance costs. This stability ensures a consistent energy source for educational institutions, enhancing their long-term planning and financial stability. Educational institutions often play a central role in their communities. By adopting solar energy, they can engage with the community, raise awareness about renewable energy, and even share excess electricity with the grid, contributing to the local power supply. Many governments offer incentives, tax credits, and rebates to promote the adoption of solar energy. Educational institutions can take advantage of these incentives to offset the initial costs of solar installations.





In the event of natural disasters or other emergencies, solar power can provide a reliable source of electricity. This is especially important for educational institutions that may serve as emergency shelters or community hubs during crises. By adopting solar energy, educational institutions can demonstrate leadership and a commitment to sustainable practices. This not only influences students but also encourages other organizations to follow suit. Solar energy is an investment in the future. As energy prices rise and environmental concerns become more pressing, educational institutions that utilize solar power will be better prepared for the challenges of the future.

Discussion with student beneficiaries

The TISS researcher independently interacted with the student beneficiaries in the school premises regarding their views about the CSR project. All of the student beneficiaries were aware about the solar panels installed on the roof top of their school and attributed the benefits to AAI. They mentioned that the electricity generated through the use of solar is utilized for providing electricity to fans, lights and computers in their school. All of the students mentioned that the solar panels are in working conditions as they have not faced any power cuts. A few of the students mentioned that they have observed some personnel visiting the school premises to

check the solar panels and batteries. The student beneficiaries felt that the present solar panels are sufficient at this stage, but as the school premises expands, more solar panels need to be installed to generate additional electricity.



Major findings

- Majority of the schools reported that they run their lights, fans, computer labs and office computers on the electricity generated by the help of roof top solar panels. It is beneficial to the students as well as school administration as it helps in limited electricity bills from other sources and saves the school funds.
- The school administration had approached AAI with a demand letter highlighting the need of the project for the school.
- The AAI staff visits are as and when required but the agency which was awarded the work at least makes two –three visits per year in order to check and replace battery water and look after any other maintenance issues. In case of any emergency requirement, the agency staff visits when called.
- As the CSR project has completed nearly five years, majority of the batteries across schools need to be replaced, as some of them have stopped functioning, while some are not able to store the required electricity load. As cost of one battery is approximately Rs. 2.5 lacs, the school administration informed their inability to divert school funds for the same.
- Several schools have expanded their classrooms in last five years, hence the new classrooms require additional electricity, which is not possible in the limited number of solar panels currently available.
- In case of few schools, due to lack of space, the batteries were kept on the back side of the classroom or in storage rooms, which can be a fire hazard.

- It was observed that in case of almost all of the schools, the solar panels were dusty. When inquired the main reason was cited as lack of access to the roof tops, as none of the schools of permanent staircase to reach the roof top, and are not in favour of constructing the same due to the fear of theft of solar panels. This seems to be leading to less electricity generation.
- All of the key informant expressed their satisfaction towards the provision of solar panels installed under CSR project of AAI. None of the schools have faced any major challenges, other than the battery issue, in implementation of the project so far.



In conclusion, the adoption of solar energy in educational institutions is not only economically beneficial but also has aligned with educational and environmental goals. It demonstrates a commitment to sustainability, provides educational opportunities, and enhances the resilience and independence of these institutions in an ever-changing world.

(D) Interview with Airport Director, Kishangarh



Initiating the CSR projects

The local communities often approach AAI Kishangarh office with a list of needs felt by them. According to the feasibility of the demands made and allocation of CSR funds, three type of CSR projects were considered for implementation viz., Provision of Desktop Computers and Printers, provision of drinking water facility and provision of roof top solar panels in Govt. Schools. After visiting the schools and gathering necessary baseline information, the AAI floated a tender for the project requirements and accordingly the projects were undertaken.

Implementation process

The Airport Authority of India implements its own CSR projects. The work is awarded to a agency after tendering process. As per the work order, required material is provided. The AAI engineers monitor construction, installation etc. and supervise the agency undertaking the work, on day to day basis. All execution of the awarded work is done under the guidance of AAI team.

Role of AAI team

The AAI Kishangarh does not have a separate CSR team. The Assistant Managers & Managers from Engineering, Civil and Electrical Department is involved in execution of all three projects, under the supervision of higher officials. Their role largely involves execution, supervision, testing, quality control, time management, technical specification verification etc.

Baseline assessment and its findings

AAI officials visited rural and urban communities located near to the Kishangarh airport and interacted with the community members to understand the support nature of support which needs to be provided in the region. Detailed discussions were carried out with various stakeholders like local self government i.e. Grampanchayats, school authorities, senior community members etc. to understand the various needs of the communities. The feasibility of these needs as compared to the funding available for CSR projects was assessed before finalizing the CSR projects. Once the CSR projects were initiated, AAI's willingness to support educational institutes spread across the region and more educational institutions came forward with their requirements and started submitting their demand letters.

Process of monitoring the CSR projects

Regular visits were made initially for one year after installation of CSR project facilities, as part of the defect liability period. 10 percent of the project cost was retained for a period of one year. Post one year, AAI visits were made as and when required. The agencies awarded the work, continued with regular visits and reported to the AAI team accordingly.

Challenges in implementing the projects

Multiple projects were executed at the same time, with limited staff strength. The distance between far away villages became a major challenge during the execution period, as staff had to continuously travel between multiple project sites i.e. schools. Also, as the schools operate on a specific time schedule, the AAI staff had to plan their visits accordingly. Electricity supply was often interrupted in the rural area, due to which the project work used to get stalled for a period of time. These project sites of schools being located in rural areas, no work could be undertaken during evening or night. AAI team overcame all these challenges to successfully implement the CSR projects.

Recommendation for further improvement

1. Separate CSR Team

As the activities of AAI increase in Kishangarh, a separate CSR team, with additional manpower support, can be created for Kishangarh Airport. This will help in implementation and monitoring of CSR projects through a dedicated team. It will also ease the work of already limited engineering staff, who are looking after core activities of the airport as well.

2. Stakeholder Engagement

In order to make the CSR projects sustainable over longer period of time, stakeholder engagement needs to be developed to a great extent. Stakeholder like Grampanchayat, Public Works Department, Education Department, Panchayati Raj Department, local community based organisations i.e. community bases organisation as well as non-governmental organisations can be engaged to support for regular maintenance and major repair of equipment and structures provided by AAI as part of the CSR projects. Also, there is a need may be to increase funding for Annual Maintenance Contracts / Comprehensive Maintenance Contracts beyond the period of 3-5 years to 10- 15 years period.

Conclusion

Education is a key driver of economic growth. A well-educated population is more likely to contribute to a country's economic development. By supporting school infrastructure, corporations indirectly contribute to economic growth, which can benefit their own operations. By investing in school infrastructure, corporations can help ensure that students have access to a safe and conducive learning environment. This directly contributes to the goal of providing quality education to all, regardless of their socio-economic background. Schools are often at the heart of communities. When corporations support school infrastructure, they not only improve educational facilities but also contribute to the overall development of the community. This can lead to increased community engagement and cohesion. Improving school infrastructure has a long-term impact. It not only benefits current students but also generations to come. This kind of lasting impact can be a source of pride for a corporation and its employees.

AAI's Corporate Social Responsibility (CSR) support for school infrastructure has had a great impact on improving the quality of education in the schools around Kishangarh airport. AAI's

CSR support for school infrastructure aligns with the United Nations Sustainable Development Goal (SDG) 4, which focuses on quality education for all. Corporations that invest in education contribute to the achievement of this global goal, demonstrating their commitment to sustainable development. CSR initiatives, especially those related to education, can significantly enhance a corporation's reputation, AAI's branding in form of plaques, sign board, wall writings was observed during the field visits, due to which all the CSR activities have high visibility among the beneficiaries. When a company is seen as actively investing in the betterment of society, it is more likely to be viewed positively by customers, investors, and other stakeholders.

All of the CSR projects of AAI in Kishangarh region are highly appreciated by the beneficiaries and stakeholders alike. The positive impact created by the CSR projects goes beyond one batch of students and will be felt across the years. The regular monitoring by AAI team and support by maintenance agencies have helped the school administration to sustain the projects so far. Going beyond the immediate impact of electricity generation, provision of safe drinking water and access to computers for students, the projects have helped in creating interest in education among rural children and have supported school administration in rural and semi urban communities, which already have very limited means to provide good quality education to its students. The dedication of AAI team towards CSR is admirable and well appreciated by all the school principals during the field visits.

CSR initiatives often involve collaboration with local governments, non-profit organizations, and other stakeholders. This fosters a sense of partnership and cooperation, which can lead to more comprehensive and sustainable solutions for community development. In case of all three projects, AAI can carry out stakeholder mapping and engage with the most suitable local stakeholder in order to make the projects sustainable.

In conclusion, corporate social responsibility support of AAI, for school infrastructure is not only a CSR activity but also a strategic decision for creating positive impact among the educational institutions in need. It has a positive impact on the education system, teachers, students, communities, and the company staff itself, demonstrating a commitment to social development and sustainability.

Annexure A:
Model Interview Schedules

Questionnaire for Airport Director (APD) Kishangarh



Name-

Designation-

Contact no.-

Email Id-

1. Please provide a brief history of how and when these CSR projects started. The projects are as follows:

- 1) Providing Desktop Computers and Printers of 12 Govt. Schools Near Kishangarh (Ajmer) Airport under CSR Work.(Year 2018-19)
- 2) Provision of Drinking Water in 20 Govt. Schools of the Kishangarh, Distt. – Ajmer (Rajasthan) under CSR Programme for Swachh Bharat Vidyalay Campaign
- 3) Providing roof top solar Panel in Government schools near Kishangarh Airport , Ajmer under CSR Schemes Phase –I
- 4) Providing roof top solar Panel in Government schools near Kishangarh Airport , Ajmer under CSR Schemes Phase –II
- 5) Providing roof top solar Panel in Government schools near Kishangarh Airport , Ajmer under CSR Schemes Phase -III

(Try to probe if the airport suggested these projects or it came to them from their CSR department/HQ)

2. Who are the implementers of these projects?

- a. Airport Authority of India
- b. Any other organization/individual

Please explain

3. If the answer to above question is b., do you have any criteria for selection of Implementation Agency for conducting your CSR Activities? If yes, briefly mention the criteria.
4. If the answer to Q. no. 2 is a., was there any specific team completely dedicated to these projects? What was their role?
5. Was any baseline study done before implementing these projects? If yes, what were the major findings of the study? (*Please check for supporting documents*)
6. Did you monitor the projects on a regular basis? How? (*Please try to see if there are any supporting documents/reports etc.*)
7. What were the challenges in implementing the projects in these years?
8. Any recommendation for further improvement of the projects?
9. How do you plan to make these projects sustainable in the long run?

Providing Desktop Computers and Printers to 12 Govt. Schools



For School Head/Principal/Senior Teacher(Interview)	
Name-	
Designation-	Contact-
School's name-	
Location-	
Date-	
1. Was any Desktop Computer and/or Printer provided to the school by AAI in the year 2018? a. Yes b. No	
2. If Yes, what was provided? a. Desktop Computer b. Printer c. Both d. Other (<i>Explain</i>) <i>(Please tick the applicable)</i> Please also mention the number/quantity of the articles.	
3. Is it still functional? a. Yes b. No Please Explain	
4. Whom did you approach for this project? Or did someone approach you? (<i>Investigators should try to understand the brief history of project as in how and why did it start from their point of view</i>)	
5. Did AAI monitor this project? If yes, how and how often?	

6. How do you ensure maintenance of Computers and Printers? *(Investigators need to ask for bills/docs if they have purchased any parts or done any repairing)*

7. What do you think are the main effects or impact of this project?

8. Approximately how many beneficiaries have been impacted by this project?

Total-	General-	SC-	ST-	OBC-
Male-				
Female-				

9. How do you think this project can be further improved? *(Investigators need to guide the respondents for their feedback in terms of Sustainability of the project.)*

10. Any challenges that you faced in implementing the project?

For Children in case of school (Group Interview)- 6th standard and above – In one school Boys and in another Girls i.e a total of 5 Group Interview with boys and 5 Group Interviews with Girls- Minimum 5 & Maximum 12 in number

1. Do you learn/use computer in school?
- Yes
 - No

2. If yes, what all have you learned till date?

3. If yes Q no. 1, Is the computer and printer working?
- Yes
 - No

Please Explain

4. If it stops working, who repairs it?

5. Are the computers/printers sufficient for the entire school?
- Yes
 - No

Please explain

- **Investigators are requested to interact with children in absence of School Administration and AAI officials**
- **Investigators needs to click clear pics of Water Facility and their interaction with children and School Staff.**

For Investigators – (Investigators need to physically verify the following)

1. Are the computers/printers there in school? – Yes/No

2. If yes to above, does it have any tag/mark of AAI?
- Yes
 - No

(Please click pic of the same)

3. Is it functional – Yes/ No (If no, what is the issue?)

4. Does the school have any evidence of maintenance of computer/s and/or printer/s?

5. Any other observation-

Distribution of Drinking Water in 20 Govt. Schools



For School Head/Principial/Senior Teacher (Interview)	
Name-	
Designation-	Contact-
School's name-	
Location-	
Date-	
11. Was any Drinking Water Facility provided to the school by AAI in the year 2018? c. Yes d. No	
12. If Yes, what was the facility? e. Drinking Water Tap f. Water Tank g. Hand Pump h. RO/Water Filter i. Other (<i>Explain</i>) <i>(Please tick the applicable)</i> Please also mention the number/quantity of the facility.	
13. Is it still functional? c. Yes d. No Please Explain	
14. Whom did you approach for this project? Or did someone approach you? (<i>Investigators should try to understand the brief history of project as in how and why did it start from their point of view</i>)	
15. Did AAI monitor this project? If yes, how and how often?	

16. How do you ensure maintenance and cleaning of the Drinking Water Facility?
(Investigators need to ask for bills/docs if they have purchased any parts or done any repairing)

17. What do you think are the main effects or impact of this project?

18. Approximately how many beneficiaries have been impacted by this project?

Total-	General-	SC-	ST-	OBC-
Male-				
Female-				

19. How do you think this project can be further improved? *(Investigators need to guide the respondents for their feedback in terms of Sustainability of the project.)*

20. Any challenges that you faced in implementing the project?

For Children in case of school (Group Interview)- 6th standard and above – In one school Boys and in another Girls i.e a total of 5 Group Interview with boys and 5 Group Interviews with Girls- Minimum 5 & Maximum 12 in number

6. What is your source of drinking water in school?

7. Is the drinking water facility working?

- a. Yes
- b. No

8. Is the Drinking Water Facility clean and free of smell?

- a. Yes
- b. No

If yes, who cleans it and how often?

9. Is the drinking water facility sufficient for the entire school?

- a. Yes
- b. No

Please explain

- **Investigators are requested to interact with children in absence of School Administration and AAI officials**
- **Investigators needs to click clear pics of Water Facility and their interaction with children and School Staff.**

For Investigators – (Investigators need to physically verify the following)

6. Is the Water facility installed – Yes/No

7. Is the water Facility functional – Yes/ No (If no, what is the issue?)

8. Does the school have any evidence of maintenance of Water Facility?

9. Is the water free of any smell and clean?

10. Any other observation-

Providing Roof Top Solar Panels in Govt. Schools



For School Head/Principal/Senior Teacher (Interview)	
Name-	
Designation-	Contact-
School's name-	
Location-	
Date-	
21. Was any Roof Top Solar Panel Installed in the school by AAI in the year 2018? e. Yes f. No Please also mention the number/quantity of the facility.	
22. If Yes, what was it for?	
23. Is it still functional? e. Yes f. No Please Explain	
24. Whom did you approach for this project? Or did someone approach you? (<i>Investigators should try to understand the brief history of project as in how and why did it start from their point of view</i>)	
25. Did AAI monitor this project? If yes, how and how often?	
26. How do you ensure maintenance of the Solar Panels? (<i>Investigators need to ask for bills/docs if they have purchased any parts or done any repairing</i>)	

27. What do you think are the main effects or impact of this project?

28. Approximately how many beneficiaries have been impacted by this project?

Total-
Male-
Female-

General-

SC-

ST-

OBC-

29. How do you think this project can be further improved? *(Investigators need to guide the respondents for their feedback in terms of Sustainability of the project.)*

30. Any challenges that you faced in implementing the project?

For Children in case of school (Group Interview)- 6th standard and above – In one school Boys and in another Girls i.e a total of 5 Group Interview with boys and 5 Group Interviews with Girls- Minimum 5 & Maximum 12 in number

10. Are there any Roof Top Solar panels installed in your school?

- a. Yes
- b. No

11. If yes, do you know what is its use?

12. Are the panels working?

- a. Yes
- b. No
- c. Don't Know

13. Does anyone visit the school to repair or maintain it?

- a. Yes
- b. No
- c. Don't Know

14. Are the Solar panels sufficient for the entire school?

- a. Yes
- b. No

Please explain

- **Investigators are requested to interact with children in absence of School Administration and AAI officials**
- **Investigators needs to click clear pics of Solar panels and their interaction with children and School Staff.**

For Investigators – (Investigators need to physically verify the following)

11. Is the Solar panel/s installed – Yes/No

12. Is it functional – Yes/ No (If no, what is the issue?)

13. Does the school have any evidence of maintenance of Solar Panels?

14. Any other observation-

Annexure B :
Supporting Documents related to CSR
projects