

Impact Assessment Report of GAIL CSR Projects for FY 2012-13

Submitted to: GAIL (India) Limited, New Delhi

Project 1:

**GAIL Utkarsh Special Super 100 – Specialized Coaching for
IIT/JEE examination**



National Corporate Social Responsibility (NCSR) Hub

Tata Institute of Social Sciences

Mumbai

June 2013

This report has been prepared in adherence to “Revised Guidelines on Corporate Social Responsibility and Sustainability for Central Public Sector Enterprises” (released on 31st December, 2012 and effected from 1st April, 2013) issued by Department of Public Sector Enterprises, Ministry of Heavy Industries & Public Enterprises, Government of India, as a part of collaboration between National CSR Hub and GAIL (India) Limited.

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Postal Address:

National Corporate Social Responsibility Hub,
New campus, 10th Floor, New Academic Building,
Tata Institute of Social Sciences, Deonar, Mumbai – 400088.

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Mr. Susanta Datta

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Prof. B. Venkatesh Kumar
Director, National CSR Hub
Tata institute of Social Sciences, Mumbai

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Research Team

Project Director

Prof. B. Venkatesh Kumar

Principal Research Coordinator

Mr. Susanta Datta

Joint Research Coordinator & In-charge, Field Operation

Ms. Sharvari Joshi

Communication Coordinator

Ms. Dilnavaz Munshi

Documentation

Ms. Sharvari Joshi

Data Collection, Data Cleaning, Analysis & Report Writing

Mr. Susanta Datta

Ms. Sharvari Joshi

Secretarial Assistance

Ms. Vaishali Gajbiye

Ms. Rajisha Vineet

Ms. Susma Ravi Kir

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Chapter 1

Need for Impact Assessment

1.1 Fulfilment of DPE Guideline

1.1.1 Guidelines on CSR for CPSEs (Released on 9th April, 2010)

In order to move towards more responsible business by Central Public Sector Enterprises (CPSEs) under the new regime of Corporate Governance system with the help of Result Documentation Framework, Department of Public Enterprises (DPE), Ministry of Heavy Industries and Public Enterprises, Government of India, has circulated the “Guidelines on Corporate Social Responsibility for Central Public Sector Enterprises” vide F.No.15 (3)/2007 -DPE (GM) - GL-99, 9th April, 2010 for all CPSEs concern. According to this guideline, it is ensured that, CSR activities should not be limited to charity or done on donation basis, rather it should be visible and make social changes via creating sustainable resource base. The CSR activities should be based on short term, medium term and long term goals so that the impact of the programme can be visible clearly. To ensure consistency in the process of project implementation together with fulfilment of stated objectives, assessment is supposed to be a compulsory ingredient to ensure impact of the ongoing CSR projects.

1.1.2 Revised DPE Guidelines on CSR (released on 31st December, 2012)

DPE has since revised its CSR guidelines which are effective from 1st April 2013. There is infusion of policy content in a large measure in the revised guidelines. The expectations of the key stakeholders, including the government, constitute the policy decision on CSR and Sustainability. Under the revised guidelines, major changes are highlighted below:

- ❖ CPSEs are expected to formulate their policies with a balanced emphasis on all aspects of CSR and Sustainability – equally with regards to their internal operations, activities and processes, as well as in their response to externalities. The earlier guidelines focused mainly on CSR activities for external stakeholders. As has been mentioned in clause 1.3.18, “*Central Public Sector Enterprises should formulate policies which meet the expectations of the stakeholders, within their organizational resource capability.*”
- ❖ The thrust of CSR and Sustainability is on capacity building, empowerment of communities, inclusive socio-economic growth, environment protection, promotion of green and energy efficient technologies, development of backward regions, and upliftment of the marginalized and under-privileged sections of the society. In the revised guidelines, CPSEs are to take up

at least one major project mandatorily for development of a backward district. This will go a long way in the socio-economic development of the country. Clause 1.4.9 states “*Although CPSEs may select their CSR and Sustainability projects from a vast range of available options, priority should be accorded to activities pertaining to: i) inclusive growth of society, with special attention to the development of weaker sections of society and the backward districts of the country, and ii) environment sustainability. Hence, it will be mandatory for all CPSEs to select one project in each of the two categories of CSR and Sustainability activities mentioned above.*”

- ❖ CPSEs are expected to act in a socially responsible manner at all times. Even in their normal business activities, CPSEs should try to conduct business in a manner that is beneficial to both, business and society.
- ❖ The two tier structure, comprising of Board level committee and a group of officials headed by a senior executive of not less than one rank below the Board level – which the CPSEs are mandated to create, is expected to have the authority and influence to be able to steer the CSR and sustainability agenda of the CPSE. Other key stakeholders like central/state governments, district administration, village level leaders should also be consulted while assessing needs of the intended beneficiaries. CPSEs should also conduct a study to realistically assess the requirements at the grass root level.
- ❖ CPSEs will have to disclose the reasons for not fully utilizing the budget allocated for CSR and Sustainability activities for a year.
- ❖ Emphasis is now placed on the scalability of CSR and Sustainability projects, in terms of their size and impact, rather than on their numbers.
- ❖ The revised guidelines allow the employees to avail the infrastructure facilities created by the Company from its CSR and Sustainability budget, provided the facilities are originally created essentially for the external stakeholders, and the use of these facilities by the CPSEs employees (internal stakeholders) is only incidental and confined to less than 25% of the total number of beneficiaries.
- ❖ For all CPSEs, having Profit after Tax (PAT) above 500 crores in the previous year, the range of budgetary allocation for CSR and Sustainability activities has been raised to 1%-2% from the earlier range of 0.5%-2%. Further, for CPSEs having PAT of 100 to 500 crores in the previous year, the minimum budget requirement of 3 crores for CSR has been removed.

For the purposes of MoU Evaluation, there are certain key performance indicators that the CPSEs will be assessed on. Clause 1.10.2 details these criteria as follows:

- i. *The degree of involvement of the employees and the top management in internalizing the CSR and Sustainability agenda within the organization; (GAIL CSR Team Structure)*

- ii. *The degree of success in implementing the CSR and Sustainability projects they undertake during the year; (Impact of the Projects)*
- iii. *The expenditure they incur on these activities (vis-à-vis the annual budgetary allocation); (Budget of the project)*
- iv. *The efforts made and the success achieved in the engagement of key stakeholders through adoption of a good corporate communication strategy ;(External Stakeholder Involvement)*
- v. *The adoption of sustainability reporting and disclosure procedures and practices.(official database maintained by CSRL, in this case)*

The weight age assigned to each of these non-functional performance indicators of companies would be decided during the MoU task force meeting.

The DPE guidelines are in line with the Companies Bill, 2012 which is awaiting parliamentary approval. That would ensure policy continuity for CPSEs after the new company law comes into force.

1.2 Need for Impact Assessment

According to the revised guidelines,

“The ultimate test of the success of any CSR and Sustainability activity / project is the social, economic or environmental impact thereof. Every such activity is planned and implemented with some anticipated impact on society or environment. It is against such perception and expectation of impact that the completed activity / project should be measured to ascertain the degree of its success, or failure.” [Clause 1.8.1]

“While achievement of targets and expected outcomes can be a source of satisfaction, public sector companies should get an assessment done of the social / economic / environmental impact of their CSR and Sustainability activities after the same are completed.” [Clause 1.8.3]

1.3 New Companies Bill 2012

The Companies Bill 2012, which envisages a slew of changes to rules governing the functioning as well as social responsibilities of corporates, is awaiting Rajya Sabha nod. In the wake of repeated adjournments, the bill is yet to be taken up by the Upper House even though it was cleared by the Lok Sabha in December, 2012. Once in place, the new legislation would replace the Companies Act, 1956.

Spending towards Corporate Social Responsibility (CSR) activities, more responsibility on independent directors and setting up of National Financial Reporting Authority (NFRA), are among the major features of the proposed legislation. As per the proposal, companies have to shell out two

percent of their three-year average profit towards CSR activities and in case they are unable to spend the money, they have to provide explanations.

1.4 Collaboration with the NCSR Hub

National Corporate Social Responsibility Hub (NCSRH) was created by the DPE under the guidelines for CSR in Tata Institute of Social Sciences (TISS), Mumbai. TISS, a pioneer educational institution in social sciences, was chosen to establish NCSRH by the DPE for its 75 years of experience and expertise of teaching, research, advocacy, capacity building, publications, documentation, and field interventions. The Hub is created to carry out the following tasks:

- ❖ Preparation of panels of Agencies for CSR Activity
- ❖ Nation-wide compilation, documentation, and creation of database;
- ❖ Training and Competency building
- ❖ Advocacy; and Research;
- ❖ Think Tank; Conferences and Seminars
- ❖ Promotional Activities and Dissemination

The NCSRH comprises of a dedicated team working closely and dealing with CPSEs approaching the Hub for the shelf of activities as per the DPE Guidelines on CSR. The major activities are related to Research in which the Hub conducts Need Assessment Studies and recommends the possible areas of interventions to the CPSEs based on the findings thereof. After receiving recommendations from the Hub, the CPSEs choose from the possible areas of interventions and implement those activities in accordance with their CSR policy and CSR budget allotted for the year. For implementation of the activities, the CPSEs require credible partners in the form of Non-governmental Organizations (NGOs), Trusts, Community-based Organizations etc. For this task, the hub is engaged in a continuous process of empanelling organizations from different states spread across the country. For the purpose, the Hub has an independent team consisting of the faculty from TISS, engaged in scrutinizing the applications of these implementing organizations and shortlist credible organizations on the basis of designed parameters. The Hub also undertakes the Impact Assessment and Evaluation studies for the CPSEs' CSR activities that are undergoing or have been completed even prior to the DPE Guidelines being implemented. The Hub then scrutinizes on-field implementation, effect, benefits and gaps in the programmes and recommends improvements thereof for effectively achieving the programme objectives.

GAIL has signed a MoU with National CSR Hub on 23rd August 2010 with specific terms and conditions for the next 2 financial years from 2010-2011 to 2011-2012. The MoU was further

extended for a period of 6 months from 01.01.2013 to 30.06.2013 for a total financial commitment of 50 lakhs.

As part of the deliverables, it is clearly mentioned in the annexure 'A' of the extended MoU that impact assessment will be carried out for 5 flagship projects of GAIL - Project Padho aur Badho, Project GAIL Utkarsh, Project Mobile Medical Units, Project GAIL – IL&FS Skill Schools, Total Sanitation Campaign 5 villages covering individual houses.

In this report, we have conducted Impact Assessment Study for “GAIL Utkarsh Super 100 – Specialized Coaching for IIT/JEE entrance examination for underprivileged children in Kanpur, UP.” (Henceforth, this will be referred as GAIL Utkarsh Project)

1.4.1 GAIL India

GAIL (India) Ltd was incorporated in August 1984 as a Central Public Sector Undertaking (PSU) under the Ministry of Petroleum & Natural Gas (MoPNG). It has grown organically by building large network of Natural Gas Pipelines and has succeeded in reaping benefits from opportunities arising out of New Exploration Licensing Policy (NELP) of Government of India. GAIL has ventured in other areas like pioneering the City Gas Distribution, building a network of Optic Fibre Cable and a portfolio of renewable businesses for reducing the carbon footprint and ensuring sustainable growth.

GAIL also has a significant global presence with two wholly-owned subsidiaries in Singapore and USA and a representative office in Cairo, Egypt to pursue business opportunities in Africa and Middle East. It is also a part of a consortium in two offshore E&P blocks in Myanmar and equity partner in gas and CNG companies in Egypt and China respectively.

GAIL has consistently shown excellent financial track record and aspires to become a hydrocarbon major by 2020. For the same, it also developed a corporate growth for 2011-20.

1.4.2 GAIL CSR Policy & Implementation

Like many other Public Sector Companies, GAIL identifies itself strongly as a responsible corporate citizen and understands its commitment towards all its stakeholders. In the course of fulfilling its social obligations, GAIL operates to enhance value creation in the society as a whole and particularly in the communities where it works. It plays an active role to promote sustained growth along with a broad objective of improving the quality of life of the people it works with and works for.

The objective of GAIL CSR Policy is to:

- Ensure an increased commitment at all levels in the organization, to operate its business in an economically, socially & environmentally sustainable manner, while recognizing the interests of all its stakeholders.
- To directly or indirectly take up programmes that benefit the communities in & around its work centers and results, over a period of time, in enhancing the quality of life & economic well-being of the local populace.
- To generate, through its CSR initiatives, a community goodwill for GAIL and help reinforce a positive & socially responsible image of GAIL as a corporate entity.

For achieving its CSR objectives through implementation of meaningful & sustainable CSR programmes, GAIL will allocate 2% of its previous year's Profit after Tax (PAT), as its *Annual CSR Budget*. Allocation of the Annual Budget for CSR activities in any given year will not be less than the CSR allocation for the previous year.

The implementation of CSR projects is done through various NGOs and PIAs. Being serious towards its CSR projects, GAIL has chosen such implementing agencies that are reliable and have expertise in their own field of operation. Fund support is provided to each implementing partner on the basis of the scale of the project and the requirement as per the nature of project. GAIL also has a dedicated CSR team which undertakes the monitoring of such projects on a regular basis.

1.5 CSR Intervention in Education

The objective of any CSR activity is to create a level playing field for those who do not have access to opportunities for upward social mobility and thereby empower communities to achieve both development and prosperity. Any educational initiative in this respect should be such where the pupil is inspired and motivated to put in meaningful efforts so that the objective of the program is achieved.

Many companies, both from the private and public sector, have engaged in several CSR initiatives in the education sector. These initiatives range from direct and indirect support for primary education, secondary and education. It includes fund and infrastructure support as well as capacity building for institutions and individuals. Some initiatives show immediate tangible results where as some have long gestation periods to showcase their outcome.

Higher education still lacks much support in comparison to primary and secondary education. Most companies provide financial assistance in terms of scholarships or sponsorships to deserving students belonging to underprivileged backgrounds and willing to take up courses in higher education institutions. Another way of providing support to students interested in higher education is by giving

grants for research in specific areas to higher educational institutions and indirectly motivating students.

The model of GAIL Utkarsh is unique and novel where in students are selected to provide coaching with residential facilities at no cost. This fund support is both direct and indirect. Students benefit as they receive coaching and are better prepared to appear for various entrance exams for engineering colleges but do not receive any cash in hand. Since the implementing agency is directly responsible for the result after the coaching, accountability is built in the process. This ensures that the funds are utilised scrupulously and no misuse of funds takes place for other purposes than that intended.

1.6 Plan of Study

This study is basically divided into five chapters.

Chapter 1 will provide context of this study in terms of different statutory requirement viz. Revised CSR guideline, GAIL MOU target with DPE, Companies Bill (awaiting clearance from the Rajyasabha), and collaboration with National CSR Hub etc. It will ultimately provide the necessary justification of conducting this impact assessment study. On the basis of this foundation, at the next level, Chapter 2 will provide details information about the project in a comprehensive way in order to understand different components of the project, which is much more important to understand dynamics of the project. Chapter 3 mainly focus on research methodology of this report. Both qualitative as well as quantitative techniques have been used in this study in accordance to answer all the sated research questions discussed in Chapter 3. While chapter 4 provides details analytical results as well as significant findings along with explaining the reason, Chapter 5 points out the scope of quality improvement and about scope of scaling up.

Chapter 2

GAIL Utkarsh Super 100

2.1 Rationale for selection of project/ Project Formulation

As per the CSR guidelines issued by the Department of Public Enterprises, GAIL has allocated 2% of its annual 'Profit After Tax' (PAT) for CSR activities that create value and promote sustained growth in society. It has taken up programmes for implementation under the seven thrust areas, which include Community Development, Infrastructure, Healthcare/Medical, Skill Development/Empowerment, Educational Aids, Environment Protection, Drinking Water/Sanitation. The GAIL Utkarsh Super 100 is an initiative under the Educational and literacy enhancement programmes of GAIL's CSR umbrella. The implementing partner for this programme is the Centre for Social Responsibility and Leadership, which has an extensive experience in the field of educational and training programs.

Through this program the company wants to create a level playing field for the underprivileged yet talented students to compete for IITs/NITs. It gives them a platform to prepare for the engineering competitive exams without any anxiety or pressure that students might face due to poor economic conditions of their families. Their success in turn brings better future to them and their families and strong brand image in social responsibility to the company. While the sponsors can directly see the impact in terms of increase in number of successful students placed in IIT and other reputed institutions, the economic value or rate of return on investment is higher compared to other CSR programs. The program being time-bound, the results are immediately visible on ground and both the funding and implementing partner can share the same with pride and satisfaction.

2.2 Brief Description of the Project

Under this flagship programme, GAIL sponsors 100 meritorious but underprivileged students hailing from Uttar Pradesh and Madhya Pradesh to prepare for the coveted IIT/JEE and other Engineering Entrance Examinations for National and State level institutions. The programme entails free fooding, boarding and coaching for a period of 10 months by academically reputed and experienced faculty, and expert guidance under the mentorship of Shri Abhayanand, DGP Bihar, who is the founder of the Super-30 concept. Furthermore, 50 per cent of the seats have been allocate for SC/ST/OBC and physically handicapped students.

The basic concept of the programme is to keep the students focussed and develop a result oriented approach in preparing for the exam. Being a residential learning centre, the students are able to focus

on their studies by keeping away distracting factors like domestic and other issues and adopt the art of peer learning, which is an important lesson for their future academic life.

2.3 Governance Statement

The GAIL Utkarsh Super 100 project has been in implementation for over three years. A Memorandum of Understanding (MoU) is signed on a yearly basis between The Centre for Social Responsibility and Leadership (CSRL) and GAIL (India) Limited for the implementation of the GAIL Utkarsh project at Kanpur.

The objectives of the GAIL Utkarsh project mentioned in the MoU are as follows:

- 1) Coaching for IIT/JEE, AIEEE and other engineering examination for underprivileged children at Kanpur, UP.
- 2) To transform the lives of the 100 students who have the merit in them but not the means of getting into the engineering colleges.

Expected Deliverables of the project by the GAIL (India) Limited:

- 1) Selection of 100 beneficiaries with parental income of less than Rs. 1.25 lacs per annum and representation of candidates from various social groups
- 2) Providing training and coaching and conducting tests for the selected candidates

The project cost is Rs. One Crore Twenty One Lacs. The funding from GAIL is received in instalments in the following manner: 20% on signing MoU, 30% in after the batch starts (Aug-Sept), 30% in January and 20% in the concluding months of the ongoing batch. The financial breakup of the cost is done under the heads of operational costs (rent for Centre, payments to other partners like Dynamic Computers), manpower costs (salaries to faculty, project officers and other human resources), infrastructure costs (maintenance and repair expenditures), and management costs to CSRL (15-16%).

2.4 Stakeholder Mapping

Stakeholder mapping is the most crucial part for conducting any project. Identification of credible stakeholders is not only important for smooth running of the project but also helps to ensure scalability as well as impact on sustainable basis. Roles and responsibilities should be defined properly in order to reduce conflict during implementing the project. In this project, there are two stakeholders –Internal stakeholder and External stakeholder-. The roles of internal stakeholder are monitoring, feedback, corrections and the roles of external stakeholders are to implement the

program. GAIL's project implementation unit CSR Coordination Committee assesses the progress of the project and its proper implementation in the form of regular and/or surprise visits.

2.4.1 Internal Stakeholder: GAIL

2.4.1.1 Perception

GAIL has been always been engaged in several education related programmes as part of its CSR interventions. However, a first of its kind for GAIL, the company has enthusiastically taken up the initiative to uplift the weaker sections of society through education and empowerment by means of specialized coaching with free residential facilities. It was inspired by the concept of Super 30 conceived by Mr. Abhyanand who specifically chose deserving students belonging to underprivileged backgrounds to prepare for entrances of the prestigious engineering institutions. While being a special program for the economically weak, it gives equal importance to the merit-based criteria to select students. Thus the program does not function from a charity perspective but more from a capacity-building perspective. As a pioneer in this type of activity, GAIL intends to take this thrust forward by way of increasing sponsorships to more students and especially belonging to socially backward groups.

2.4.1.2 Expectation from Project

Being a flagship program, serious attention has been given to increase outreach and improve quality for each consecutive batch. The project aims to tap potential students at multiple levels like at Jawahar Navoday Vidyalay, private and Government aided schools in UP and MP. Regular monitoring of the program by GAIL CSR Coordinating team is carried out along with direct participation in the selection process at the interview level which provides a constant idea about the progress of the program and to get feedback for course correction.

2.4.2 External Stakeholder: CSRL

2.4.2.1 Perception

The project has a broad aim to support talented students hailing from economically backward backgrounds. Students from such families find themselves unequipped to prepare for these competitive exams for engineering due to lack of financial capacity. The program bridges this gap by giving an opportunity to deserving students by providing coaching and residential

facilities free of cost. The objective of social justice is sought through empowerment, where potential students can build their capacities to appear for engineering entrance exams and succeed by securing admissions in such premier institutions. Besides welfare it also brings with it peace and social stability as it absorbs talented but underprivileged students into the formal system of higher education who may fall astray otherwise and engage in anti-social activities. Such fund support builds the confidence of social groups that may feel the lack of opportunities due to financial constraints.

2.4.2.2 Process of Implementation

This project is unique in its nature of implementation where students are selected for one year coaching with residential facilities and all provided free of cost. Each year the implementing partner has to repeat the entire gamut of activities for each batch of students. These are as follows:

1. Selection of students
2. Creation and maintenance of infrastructure at the Centre
3. Selection of faculties and day to day coordination
4. Selection of other staff
5. Preparation of academic calendar and test planner and their implementation
6. Management of classes, tests and doubt sessions
7. Performance management and monitoring
8. Management of students' conduct, attention, focus, stress and health
9. Day to day mess management
10. Documentation, report preparation, presentation etc to sponsors

Process of Selection

There are two stages in the process of selection of eligible candidates for the residential coaching.

Eligibility:

- Students should have cleared Class 12th (Science) with minimum 75% at the time of enrolment in the coaching.
- The family annual income of the parents/guardian should not be more than Rs. 1.25 lakhs

- The students should be eligible to appear for the upcoming IIT/JEE exam. (Students get only 2 attempts to appear for the exam, one along with their HSC and one in the subsequent year)

STEP 1: Written entrance conducted separately for each JNV across districts in UP and MP as well as for government and private schools (from October to February) and then a (common) open entrance (end of May or early June) for all other students who miss the opportunity of appearing for school entrance tests.

The question papers are set by special faculty who teach at IITs and such other reputed institutions. The paper comprises of 100 questions for 300 marks covering maths, chemistry, physics and aptitude having 25 questions in each subject. It tests the conceptual clarity of the student based on the syllabus of 10th, 11th and some portion of 12th.

STEP 2: All students who qualify the written entrance will be called for a Personal Interview with the faculties and experts. Interviews for students selected from school written tests are held in the month of April and for those selected from the open entrance are held after mid-June.

The interviews are conducted in three levels:

Level I interviews are taken by past students of the GAIL Utkarsh program who are currently pursuing their studies at some of the reputed Engineering Colleges like IIST, IITs, NITs etc. They check the basic conceptual clarity and elementary knowledge of all the three subjects. This helps the new students to become comfortable to the process of interview and also instills confidence to reply without any hesitation or inhibition. Those students who clear Level I interviews are sent to the next level of interview.

Level II interviews are taken by junior faculties who test the new students' analytical skills, subject knowledge and presence of mind. Since these faculty members have a rich academic background, they are not only well versed with their respect subject knowledge but also understand the requirements of the exam. Students who clear this level are sent to the next level of interview.

Level III interviews are conducted by senior faculty that has rich academic background along with a long teaching experience. At this level, the style of testing is different as the faculty

not only tests the depth of subject knowledge, perseverance and analytical skills but also their team spirit and attitude towards studies among other things.

The final list of successful candidates is declared after compiling the scores of written test and interview.

Process of Coaching

The students selected from the above process undergo a rigorous training for 10 to 11 months. Classroom teaching is done for a period of six months and tests are conducted in the next four months. Classes for maths, physics and chemistry are held once, once and twice in the week respectively, by experienced faculty. Students are provided with detailed self-study material for all the three subjects, which includes the notes from other coaching institutes as well. The course is covered topic by topic with students being provided with ample amount of question sets for practice after class teaching. Students help each other to solve problems that they are unable to solve by themselves. This reinforces the concept or peer learning where students help each other by explaining concepts or difficult questions. Faculty is present to solve such other problems that the students find difficult to work out. Abhayanand Sir's classes are conducted via video conferencing for the students at the centre.

Weekly topic wise tests are conducted by the faculty at the Centre to assess the understanding and improvement in subject knowledge of the student. The tests also help the students to manage their time effectively while solving each question in the exam, without letting the pressure build on. Tests of other reputed coaching institutes are also conducted regularly to help students prepare for all kinds of questions and difficulty levels. A computerised system is applied in assessing students' answer papers and detailed records are maintained about each student's performance in consecutive tests. CSRL has partnered with Dynamic Computers (Patna) to manage the correction of papers and entry of data relating to students' test scores.

Students also receive motivational lectures by the faculty and Abhayanand Sir regularly which helps to keep their spirits high to inspire and encourage students to improve their performance by maintaining their tempo in studies and developing their potential. Students are also encouraged to share their problems and difficulties with faculty and fellow students to help them cope with the stress that the preparation for the exam puts on the students. The

healthy competition and collective study environment helps students to boost each others' morale and the cohesive force pushes students towards collective problem solving.

Students of past batches who are currently pursuing their B.Tech or other degrees at reputed national and/or state institutions also visit the Centre to give guidance to the students of the present batch in various topics that they have command over or have interest in. Informal discussions are also conducted where in students can share their problems and difficulties without hesitating or being worried.

2.5 Outreach

The following are the details of the batches conducted so far at the GAIL Utkarsh Centre:

Batch	2009-10	2010-11	2011-12	2012-13
Details				
Batch Strength	23	54	98	102
Number of students placed	16	54	80	Exam yet to be conducted
Number of students not placed	07	--	14	Exam yet to be conducted
Number of students removed for disciplinary action	--	--	04	--

2.6 Roles & Responsibilities of the Stakeholders

2.6.1 CSRL Management

CSRL has been involved with the project from its inception. GAIL decided to implement the Utkarsh project in Kanpur after getting to know the concept of Super-30 at the Doners & Doers event in 2009, organised by CSRL. The location for the project was decided by the company, that being their area of operation. The close association and confidence between the three partners GAIL, CSRL and Mr. Abhayanand has led to the successful running of the Centre for four consecutive batches, which has encouraged them to engage in the project for the coming years and the process of signing the MoU for three years is in progress.

2.6.2 Centre Staff

The Centre Manager's job is to keep a track of the day to day activities at the Centre, be there to resolve issues that may come up with students and/or faculty and also coordinate with Project Officers during the period of conducting entrance tests in JNVs and otherwise. Currently the Centre Manager is also the faculty for organic chemistry. Hence his responsibilities are doubled as he has to handle administrative as well as academic matters.

Project Officers are given the responsibility to do the leg work to find such deserving and meritorious students through entrance tests in JNVs and otherwise. Their role is of utmost importance in the achievement of final results. They travel through each district and liaise with the school principals in JNVs and other government schools, making them understand the concept and then conducting the test. They also approach private schools where they feel that they might find students fitting in their criteria.

2.6.3 Teachers

The Centre currently has four faculty members one for Mathematics, one for Physics, and two for Chemistry -one for physical and one for organic-. The faculty plays a major role in training and preparing the students for the exam and ensuring better results. Each faculty provides printed material to the students for a ready reference along with a practice set of questions for self-study. The faculty teaches the student to study on their own by handholding through each topic of every subject. Being a part time faculty, the teachers visit the Centre during the days of their classes as per the time-table but are also available to students outside this time on phone and other means of communication.

The faculty also plays the role of a counsellor to motivate the students to perform their best and sustain such performance. They also have to share the responsibility of the Centre Manager in maintaining discipline among the students. They also take the place of parents for some students and continue to encourage them and boost up their morale.

2.6.4 Parents

The parents of the students are ones that share the most minimum responsibility as stakeholders of the project. However the responsibility of parents does not end with only admitting their children in this residential coaching but continues to give their children the moral support and motivation required to endure and perform without being nervous or depressed. This has resulted from the clarity that parents have about the intension of the program. The parents have also seen a sea change in their child's aspirations and ambitions due to the exposure and confidence that they have received through this program. Each student has grown as an individual become self responsible and self dependent. The course also teaches and inculcates a kind of discipline in the students which will help them in their future academic life and otherwise. The program unconsciously ensures overall personality development of the student.

The parents are also relieved as the admission of their child helps them to save on the finances that they would have otherwise spent on the coaching and tuitions. These resources can now be utilised for the paying the admission fees after being placed in any of the institutions for engineering and others. At the same time, the project also assists such parents who are in situations of acute poverty or face

such financial challenges to pay the admission charges as may be required, from friends as well from banks in the form of loans. The parents' belief in the quality of teaching as well as the objective of the faculty and the other people at the Centre has provided them the confidence to believe that their child is moving towards a bright future.

2.6.5 Students

The Kanpur Centre of GAIL Utkarsh has so far churned out three successful batches, namely the Super 30, Super 60 and Super 100, and the second batch of the Super 100 is underway. Students are the most important stakeholders of this project being the beneficiaries. All the students belong to underprivileged backgrounds and have been a victim of deprivation in some form or the other. Thus the opportunity provided by the GAIL Utkarsh project is immense.

The batches of past students have shown their calibre and proven their worth for deserving the opportunity to be trained through this program. The credit of their placements goes not only to their hard work and dedicated effort but equally to the teaching and mentoring at the Centre. The coaching has also induced awareness creation among these students about the available opportunities by broadening their horizon and learning about other fields. The cohesive force of the students which comes from the fact that each one of them has the same goal at the end of one year of coaching and that is to get into the IITs, helps students to keep a focussed approach. Coordination and cooperation among them to help each other clear doubts results in an environment of healthy competition. They also learn to think more deeply and handle issues more maturely. Small number of students in the batch gives faculty the opportunity to know each and every student in terms of his/her academic capability as well endurance capacity. Detailed evaluation by faculty enables students to understand their strengths and weaknesses so that they can work on their weak areas accordingly. Faculty also encourages them to do a self-assessment constantly throughout the course of time. The coaching not only helps them academically but also gives them some kind of grooming for life after being at an IIT. Thus even if students might find a few difficulties in coping up with various factors during the one year of coaching, they definitely come to value the opportunity provided to them later.

The benefits that students feel of being in this program are that there is very good student teacher interaction unlike in private coaching institutes which run separate batches for students with different levels and capacities for success. Secondly the utilisation of time is done in the best way being a residential coaching institute where students can keep all other distractions away. They also get a chance to improve their command over specific subjects of their interest as they understand different ways of approaching the same questions. Helping out each other in each other's' respective weak areas develops a strong sense of peer learning. Furthermore these students also go back to their own alma maters and teach their juniors by conducting classes in their areas of expertise.

With all these positive aspects, the students feel that the achievement of the dreams, once which seemed impossible, has now become a reality.

Chapter 3

Research Methodology

This basic objective of writing this chapter is to elaborate the methodological process which has been followed in this study. While doing so, we have initially documented project documents in terms of respective governance statements like MOU between different stakeholders, official records etc. Based on this foundation, we have formulated basic objectives for this study and accordingly derived the research questions, in order to fulfil the basic requirement to proceed further.

3.1 Objectives & Research Questions:

The objectives of this study and respective research questions are mentioned as follows:

Objective 1:

“To assess the impact of the program in terms of outreach and performance”

Research Questions:

For Outreach related:

- 1.1) What is the temporal change in terms of intake, outturn and placement?
- 1.2) What is the distribution in terms of gender and social group?

For Performance related:

- 1.3) How to assess performance of different categories of students; remarks vis-à-vis placements?
- 1.4) How to categorize candidates in order to assess performance related impact?

Objective 2:

“To assess the process of service delivery in terms of infrastructure, teaching, consistency of curriculum and teaching, and counselling and support and to identify the major problems for better service delivery”

Research Questions:

2.1) What are the views of different stakeholders; viz. Centre staff, teachers, parents w.r.t quality of service delivery?

2.2) What is the student perception?

2.3) Which are the major problems faced by students during the course of coaching?

Objective 3:

“To identify pre-conditions to ensure the quality improvement in the short term and scaling up of this program in order to visualise long-term impact”

Research Questions:

3.1) What has been the student’s aspiration prior to GAIL Utkarsh?

3.2) What, according to the students, are the parameters required to be satisfied to clear the exam for their desired institute?

3.3) What is their feeling after completing training and being placed?

3.2 Research Methodology

Research Methodology is a crucial part in any research study in order to meet the desired level of outcome pertaining to existing research problem. It starts with identification of research problem based on objective of the study followed by other methodological processes like identification of data sources, collection of data in terms of qualitative and quantitative, data cleaning, data entry, data analysis, and deriving the significant findings.

3.3 Sources of data

3.3.1 Secondary Data

While we conduct any study, we first focus on the data available at the secondary level – from governance statement, office noting sheet, published reports and documents available under official recording system-. Analysing that data gives you basic findings about the overall aspects of the program like total intake, total outturn, number of students placed in different institutes, socio-economic background of the student, which can help us to categorize for further analysis.

In this study, we have used secondary data in order to answer the four research questions under Objective 1, viz, temporal changes, distribution across gender and social group, category-wise performance of students, further categorization for assessment of impact.

However, secondary data is not sufficient to provide information pertaining to quality of service delivery and issues related to the scope of scaling up. In order to bridge that gap, research team has decided to carry out a stakeholder interaction and sample survey to collect the information at the primary level.

3.3.2 Primary Data

3.3.2.1 Interaction with stakeholder

A hierarchy was followed while carrying out a detailed interaction with various stakeholders viz, GAIL officials, Program Coordinator (CSRL), Centre staff, teachers and parents, after verifying the responsibility of each. This helped to get a detailed picture of the perceptions. Theme-based unstructured interviews were carried out with each stakeholder.

The discussion with Centre staff revolved around processes of service delivery and the challenges faced at each stage. The teachers have discussed the process of curricular development, day to day challenges in teaching and also provided suggestive measures for quality improvement and scaling up of the program. Parents focussed on the drastic improvement in their child's ambitions and the motivation to achieve the same.

After that we have carried out sample survey on some selected categories of student group followed by interaction with the current batch of students in order to validate their response regarding the existing problem.

3.3.2.2 Questionnaire interview

With the help of questionnaire survey, we have answered partly Objective 2 and Objective 3

Question 1 deals with the preparation requirements for the exam during the course of coaching, pertaining to Time Management, Use of study material and other resources, Self-Study, Grasping Ability, Dedication and Hard Work, Discipline and Honesty.

Question 2 deals with the aspiration of students before joining the coaching at GAIL Utarksh Super 100.

Question 3 deals with the institution that students had targeted prior to the coaching, considering their own preparation.

Question 4 deals with issues related to service delivery, like, Quality of Infrastructure, Quality of Teaching, Consistency of Teaching & Curriculum, Counselling and Support using likert scale consisting of the following five options: Very Good, Good, Ok, Bad, Very Bad

Question 5 deals with the issue of students facing a language barrier.

Question 6 deals with the ways in which alumni can contribute to the program, to improve the quality of impact.

Question 7 deals with the major problems faced by students that affect quality of outcome along with suggestive measures.

3.4 Methodology of Sample Survey

We have conducted sample survey based on the selected 80 students (treated as ‘Population’ of the Study) who have been placed in different institutes after completing training at GAIL Utkarsh. Based on the detailed information provided on 80 placed students in terms of -their name, father’s occupation, social group, their initial remarks (during the interview panellists have categorized students depending on their potential to clear either IIT/ISAT, AIEEE or UPTU/MPPET exams), actual placement, name of present institute and its location, selected engineering branch/trade and contact number-, we have categorise them into different stratum.

3.4.1 Preparation of sampling frame

Based on the available information of 80 placed candidates, we have categorized the students in three different groups:

Placed at (ex-post)	IIT /ISAT	NIT	UPTU/MPPET	Remarks
Categories Selected for (ex-ante)				
IIT-JEE/ISAT	A (07)	B (01)	C (01)	Not place anywhere (14) Disciplinary Action (04)
AIEEE/NIT	D (12)	E (10)	F (07)	
UPTU/MPPET	G (01)	H (15)	I (26)	
Total	(20)	(26)	(34)	Batch Total: 98

*Numbers in brackets show the number of placed students from that group

3.4.2 Sampling Techniques used:

We have used ‘Stratified random sampling’ for this study. So we have nine different sub-stratums which ultimately boils down to three different stratums as follows, based on our ex-ante and ex-post analysis:

Stratum-1: Maintaining their base status

- A – Selected for and placed in IIT/ISAT
- E – Selected for and placed in NIT
- I – Selected and placed in UPTU/ MPPET

Stratum-2: Improvement from base status

- D – Selected for AIEEE/NIT and placed in IIT/ISAT
- G – Selected for UPTU/ MPPET and placed in IIT/ISAT
- H – Selected for UPTU/ MPPET and placed in NIT

Stratum-3: Degrade from their base status

- B – Selected for IIT-JEE/ISAT and placed in NIT
- C – Selected for IIT-JEE/ISAT and placed in UPTU/MPPET
- F – Selected for AIEEE/NIT and placed in UPTU/ MPPET

However, it is important to note that we have a very ‘thin’ population for the Stratum 3.

The process of categorizing students as per their potential for clearing the engineering entrances at the National and State level was followed by CSRL at the time of selecting students for the GAIL Utkarsh coaching. Three categories were created, viz. IIT/JEE, AIEEE and UPTU. We have used the same categories for assessing impact by comparing the pre-coaching status (as per remarks given by interview panellists) and post-coaching placement at the various engineering colleges after clearing respective examinations.

Stratum 1 includes the candidates who were selected for a particular group of institutions and have maintained their status post-placement.

Stratum 2 includes the candidates who were selected for a particular group of institutions and have improved from this group to the higher group of institutions.

Stratum 3 includes the candidates who were selected for a particular group of institutions and have degraded from this status to a lower group of institutions.

3.4.3 Determination of sample size

We have chosen 40% of the total population. We have tried to maintain proportional representation from each stratum. However, due to unequal distribution of population and availability of a thin sample size both within and across the strata, we have slightly deviated from following a strict and equal representation in all strata (especially for stratum 3).

Strata Definition	Distribution within stratum	Population size	sample taken	Sample Representation
Maintaining their base status	A(7)+E(10)+I(26)	43	A(2)+E(5)+I(10)	17
Improvement from base status	D(12)+G(1)+H(15)	28	D(5)+G(1)+H(4)	10
Degrade from their base status	B(1)+C(1)+F(7)	9	B(1)+C(1)+F(3)	5
	Placed total	80		32 (40%)

3.4.4: Data Analysis:

We have analysed both quantitative and qualitative data, the significant findings of which has been depicted in chapter 4.

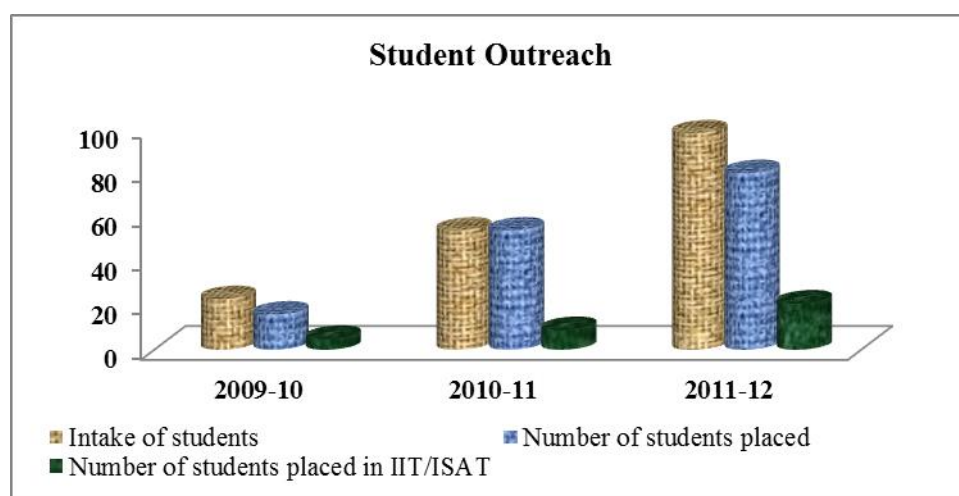
Chapter 4

Significant Findings & Observations

The significant findings of the Impact Assessment Study have been collated in this chapter. The pattern followed for the documenting the findings and observations is in alignment with the objectives of the study and the research questions posed thereof.

4.1 Impact Assessment in terms of outreach and performance

R.Q 1.1: Temporal change in terms of student intake, outturn and placement.



Source: Authors calculation based on CSRL MIS data

The batch strength of GAIL Utkarsh has been increasing significantly with every consecutive batch which provides evidence of the increasing outreach of the program. Student success is defined by their selection in engineering colleges after completing training and coaching at GAIL Utkarsh, the increase in number of placements from each batch stands proof of this improving success rate of the coaching. The progress in terms of improvement in the number of students getting placed at the reputed IITs and clearing ISAT has also constantly gone up from the first to the third batch.

R.Q. 1.2 & 1.3: The following tables present the distribution of students in terms of gender and social groups for the 3 stratum of students.

Stratum-1: Maintaining their base status

Selected for	Placed at	GEN Total	OBC Total	SC Total	GEN		OBC		SC		ST	Grand Total
					Female	Male	Female	Male	Female	Male	Male	
IIT/JEE	IIT / JEE/ISAT		6	1			1	5		1		7
AIEEE	AIEEE	4	3	3		4		3	1	2		10
UPTU	UPTU/ MPPET	12	12	2	7	5	2	10		2		26

Source: Authors calculation based on CSRL MIS data

Of the 80 placed students, the number of students that have maintained their status of clearing entrance examinations that they were selected for during the process of interview at GAIL Utkarsh is 43. Out of these students, 27 students belong to the backward social groups like OBC and SC. Thus the objective of GAIL Utkarsh of providing coaching to students from underprivileged backgrounds has shown a major impact.

The number of female students being selected at the various institutions and having maintained their base status is 11. Out of these, maximum number of the female students, i.e. 9 is in the third category (UPTU to UPTU/MPPET). Female students from the general category have performed better than female students from other social category.

Strata-2: Improvement from base status

Selected for	Placed at	GEN Total	GEN (PH)	OBC Total	SC Total	ST Total	GEN		GEN (PH)		OBC	SC	ST	Grand Total
							Female	Male	Male	Male				
AIEEE	IIT / JEE/ISAT	3	-	1	7	1	-	3	-	1	7	1	12	
UPTU	IIT / JEE	-	-	-	-	1	-	-	-	-	-	1	1	
UPTU	AIEEE	4	1	6	3	1	1	3	1	6	3	1	15	

Source: Authors calculation based on CSRL MIS data

The students having improved their post-coaching placement status in comparison to their pre-coaching status is 28. Out of these students, 20 students belong to the backward social groups like OBC, SC and ST. Thus the objective of GAIL Utkarsh of providing coaching to students from underprivileged backgrounds has shown a major impact.

The number of female students being selected at the various institutions and having improved their base status is 1 and belongs to the general category. The program requires to be improved largely in terms increasing the number of female students in this stratum.

It is the number of these cases that have to be improved in order to improve the overall performance of the program, by increasing such cases.

Strata-3: Degrade from their base status

Selected for	Placed at	GEN Total	OBC Total	GEN		OBC Male	Grand Total
				Female	Male		
AIEEE	UPTU	6	1	1	5	1	7
IIT/JEE	AIEEE	1	-	-	1	-	1
IIT/JEE	M.P.P.E.T	1	-	-	1	-	1

Source: Authors calculation based on CSRL MIS data

The students having declined from their pre-coaching placement status to the post-coaching placement status is 9. Out of these students, 8 students belong to the general category. Thus it is found that students from backward social groups have shown fewer trends of declining performance as compared to the general category. Only 1 female student has declined from her pre-coaching assigned group of institutions to the institution currently placed in. It is these cases that have to be paid more attention to in order to improve the overall performance of the program, by reducing such cases.

R.Q. 1.4: The following tables present the number of candidates as per their performance with respect to the pre-coaching remarks and post-coaching placement.

Stratum 1 (Maintaining base status)	Selected for and placed in IIT/ISAT	No. of placed students: 43
	Selected for and placed in NIT	
	Selected and placed in UPTU/MPPET	
Stratum 2 (Improvement from base status)	Selected for AIEEE/NIT and placed in IIT/ISAT	No. of placed students: 28
	Selected for UPTU/MPPET and placed in IIT/ISAT	
	Selected for UPTU/MPPET and placed in NIT	
Stratum 3 (Degrade from base status)	Selected for IIT-JEE/ISAT and placed in NIT	No. of placed students: 9
	Selected for IIT-JEE/ISAT and placed in UPTU/MPPET	
	Selected for AIEEE/NIT and placed in UPTU/MPPET	

Source: Authors calculation based on CSRL MIS data

The table clearly reflects the success of this program where in 71 out of the 80 placed students can be clubbed under a group that has either improved its base status or has maintained its base status. The number of cases where performance has declined even after receiving coaching is small. However, further efforts to reduce this number are required through quality improvement so that the overall success and benefit of the program can be enhanced.

4.2 Impact Assessment in terms of the process of service delivery and its components

R.Q. 2.1 & 2.2: The views of different stakeholders are as follows:

4.2.1 CSRL Management: The responsibility of the management is to make provision of the infrastructure like residential facilities and teaching/coaching facilities. It is difficult to get full-time faculty for a small batch of 100 students and hence one has to make do with part-time faculties who are readily available at other times for communication. It is also not easy to find dedicated a Centre Manager to look after the day to day running of the Centre. It involves a major responsibility of

students in the adolescent age group and also resolving infrastructural and other issues on a daily basis. Thus the management has realised that running this initiative is a serious and challenging business. The management has so far made efforts to make available most of the facilities for comfortable residence of the students and to also provide them a good study environment. However being a free of cost residential facility, it is not possible to provide students with over and above the minimum.

The major challenge faced by the management was to find deserving yet meritorious students and also faculty that can align with the cause of teaching underprivileged students under a CSR initiative. This was tackled by faculty thoroughly interviewing students and in turn students making their decision after being given demo classes by each faculty, maintaining balance between students and faculty. Also the priority was to find such faculty who would be able to counsel and support students whenever required as the course of preparation for the exam can be mentally and physically stressful.

4.2.2 Centre Staff: The staff at the Centre consists of the Centre Manager, the Project Officers and the Mess staff. The main responsibility of the Centre is on the Manager including both residential and teaching. The Centre Manager's major challenges come from infrastructural issues like unavailability of 24 hours electricity and also a separate study room for students. Secondly maintaining discipline also form a major part of the Centre Manager's profile as a caretaker of the students which is handled by providing counselling and guiding them through such situations.

The Project Officers' main responsibility lies outside the Centre and prior to the process of coaching. The main challenges that they face is that they have to approach all the schools in the limited period between October to February, which puts excessive pressure on the limited human resources. However, after their timelines are complete, they also help the Centre Manager in carrying out various day-to-day responsibilities at the Centre.

4.2.3 Teachers: Teachers for the core of this project in terms of service delivery. The major reason for the faculty to give their best to this project is because there is a very good understanding between the management and the faculty that ensures smooth functioning of the Centre and the teaching/coaching process. The management organises a conference once in a year for the faculty, Centre Managers and Management. This provides for a channel to vent out issues if any and also includes a brain storming session where in all three stakeholders decide the agenda for improving performance of the students.

Teachers also help to counsel and support students whenever required to ensure that students are able to concentrate on their studies without getting nervous and bogged down by the pressure to perform well.

4.2.4 Parents: Parents mainly shoulder the responsibility to emotionally support their children and boost their morale helping them to focus on their target and achieve it without getting stressed. The Centre staff has also kept the confidence of the parents, whereby they are relieved to send their children for residential coaching. At the same time, the amount of attention and academic support provided by the faculty has assured the parents that the students are in the best hands and will achieve their goals. Since all parents are economically weak, the free coaching with residential facilities has been a significant support system for them and they cannot thank CSRL and GAIL enough for providing their children with this golden opportunity.

4.2.5 Students:

Following are the observations as reflected in our sample survey of placed students.

R.Q. 2.3: The major problems faced by students are as follows:

The major problems faced by students can be categorised in two sections – 1) Residential related, 2) Academic/teaching related and 3) Attitudinal Problems

4.2.5.1 Residential facilities and infrastructure

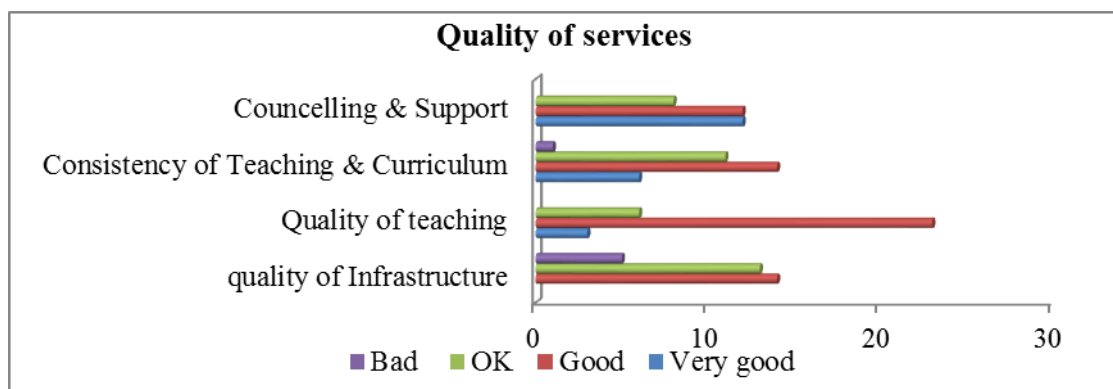
These include water problems, poor quality of food, unavailability of 24 hours electricity, lack of cleanliness and hygiene and requirement of proper reading space. Students have to make do with contaminated water for drinking and other purposes and also the quality of food provided is not that good which affects the overall health of the students in turn affecting their ability to concentrate on their studies. Maintenance of cleanliness and hygiene has also not been observed diligently like presence of drainage water, mosquitoes etc. causing health issues. The main problem has been that of frequent power cuts and electricity shortage which hampers the ability of students to study. Students are unable to focus on their studies in case of extreme seasonal temperatures or even if they want to study in late night hours. Though the CSRL management has made efforts to install several generator sets, they are futile since they are not charged adequately due to constant voltage fluctuation and absence of current for long durations. The second major challenge that the students face is that of unavailability of adequate and appropriate place for studying purposes. Students have to study in their own residential halls, which does not create a proper study environment. Disturbance might be caused as each student follows a different schedule and also might have a different style of studying.

4.2.5.2 Teaching/Coaching related problems

These include duration of coaching and time allocation, availability of teachers and conducting of classes, conceptual clarification and feedback etc. Few students are of the opinion that the duration of coaching is insufficient to complete the course curriculum and for adequate amount of preparation for the exam. At the same the allocation of time between different subjects is unequal resulting in more focus given to a specific subject and less concentration on the other subjects. Since it is a residential coaching Centre, the allocation of time between classes and tests is also not balanced. Non-maintenance of a regular schedule of classes due to unavailability of full time teachers results in a situation where classes are conducted at the availability of teachers. Thus tests are conducted are not in alignment with the pace at which the syllabus is covered in class. Frequent changing of teachers affects the continuity of course and consistency of teaching and in most situations leads to incompleteness and/or repetition of coursework. Few students have a weak foundation of the core subjects and may need better support and guidance. Lack of review of topics already taught and lesser interaction with teachers makes the student fall back in the course of preparation. Study material not being available on time, either at the time of the topics being taught or immediately after the class, results in students burdened with a lot of study material at once and pressed with time, and causing a recall lapse. Lack of fulltime faculty also causes several other problems where faculty may not be available for students for constant interaction, discussion and feedback. Thus clarification of conceptual issues is delayed resulting in piling up doubts and questions.

4.2.5.3 Attitudinal Issues

Students are judged by their performance in tests conducted regularly during classes as well as the All India Test Series (AITS). Those students who do not perform well may have to face a negative attitude of teachers. At times certain level of partiality or favouritism may also happen where by weaker students may not get enough attention by teachers resulting in the lowering of morale of such students. The following diagram represents the responses of students received through sample survey:



Source: Primary Survey

In spite of having several teaching and academic related issues, students are satisfied with the quality of teaching provided at GAIL Utkarsh. Most of them have provided several constructive suggestions to improve teaching facilities which will be discussed in the next chapter. Consistency of teaching and curriculum is also maintained except in few cases like that of the Physics faculty. Students have most benefitted with the counselling and support provided to them at the Centre. The quality of infrastructure in spite of challenges faced by students is also of better than average quality.

4.3 To identify pre-conditions for scaling up of GAIL Utkarsh

R.Q. 3.1: Most of the students selected for GAIL Utkarsh have been aspiring for Engineering since their high school days. However due to financial constraints faced by each, they had given up on their aspirations to follow their dreams to study engineering. GAIL Utkarsh has been a meaningful intervention for these students who would have otherwise changed tracks and pursued general bachelor courses.

R.Q. 3.2: The parameters that students find of importance during preparation for the exam are as follows:

Category	Estimated average value out 5 marks for each category				Ranking based on the estimated average value			
	General Perception	Stratum 1- Remaining the same	Stratum 2- Improvement From base	Stratum 3- Declining From base	General Perception	Stratum 1- Remaining the same	Stratum 2- Improvement From base	Stratum 3- Declining From base
Self-study	4.79	4.85	4.70	4.75	1	1	1	3
Dedication & hard-work	4.48	4.50	4.20	5.00	2	2	2	1
Discipline & Honesty	4.41	4.47	4.10	4.80	3	3	3	2
Time management	4.20	4.38	4.10	3.80	4	4	4	5
Grasping ability	3.73	3.85	3.30	4.20	5	5	6	4
Study resource	3.61	3.59	3.60	3.70	6	6	5	6

Source: Authors calculation based on primary survey

Students have several requirements while preparing for the engineering entrances, which have been listed above. While the average values show that self-study is given highest priority by students, followed by dedication and discipline, time management is thought to be equally important. Grasping ability and study resources are ranked relatively lower compared to the other parameters. Comparing across stratum, most of the parameters have been ranked similarly. The major difference is the ranking of self study where the group that has declined from its pre-coaching status has ranked self-study lower than dedication and hard-work which is more important for this group.

R.Q. 3.3: Role of alumni in terms of contribution towards GAIL Utkarsh

Being beneficiary and alumni of the reputed CSR initiative like GAIL Utkarsh, students have a strong sense of their responsibility towards the society. Students are interested in teaching and/or providing guidance to such deprived students and those coming from similar backgrounds. Some students are also currently engaged in such social activities that provide academic support to underprivileged and needy students. The major responsibility that the students have already taken up is that of spreading awareness and publicity about GAIL Utkarsh. Most students do things filling up of forms for such students who are deserving and are require financial support and also teach students who need help.

Chapter 5

Scope for Improvement

5.1 Quality of service delivery

Identifying the problem/ Probable solution in existing setup

- ❖ *Provide solar panels as a solution to the present power cut problem.*

Frequent power cuts adversely affect the study schedule of the students and reduce the time available to them after classes like late in the night or early morning.

- ❖ *Provide reading room/library and create a study environment separately from their residential place.*

Students are presently compelled to conduct self-study in their residential rooms. A separate room would help individual students carry out their own routines/schedules of study without being disturbed by others students. Likewise, if the study material is provided to students at the time of class or at least immediately after class, it will help student students to prepare better, avoiding recall lapse.

- ❖ *Special help for girl student's with respect to health facilities, also provide for a warden on urgent basis.*

Girl students need more assistance and providing a warden would ensure that they can share their problems, those which cannot be shared with other authorities like health issues etc.

- ❖ *More special support/guidance required for weak students w.r.t conceptual foundation for different subjects, periodic revision required.*

Some students, either coming from State board schools or otherwise may have a weaker conceptual foundation requiring more attention and assistance. It would also to help have more frequent and regular revisions so that they are better equipped to perform academically.

- ❖ *Test feedback & review mechanism should be developed.*

A formal mechanism should be put in place to record the feedback and reviews on all tests for all subjects conducted so that students are able to understand their strengths, weaknesses and progress.

- ❖ *Hire good and fulltime faculty, especially on residential basis.*

Having faculty on fulltime and residential basis will give students more time to interact with them and resolve difficulties and queries related to the different subjects.

❖ *Provide some activities for leisure and/or to refresh the students' mind.*

Being in the academic routine continuously, students feel the need to refresh their minds so that they are able to concentrate on their preparation again. Having some leisure activities like few indoor games etc. would help to refresh and focus again on their studies.

5.2 Scope for Scaling up

Suggestive Measures should be taken to scale up the project to reach out to more beneficiaries.

❖ *Diversification of training in more socially relevant sectors*

The training provided by GAIL Utkarsh to prepare students for competitive examinations in the engineering stream can and should be expanded to professions that are more socially relevant. The rationale for a CSR program is to empower the community to take charge of its own development and create a level playing field for them. The program is worthwhile if the benefits are returned to the community. This program has had a positive impact in terms of elevating the social and/or financial position of the particular students and their families on an immediate basis. But the larger community may remain elusive of this benefit if the individuals, who get this opportunity now, do not contribute to its community's well-being. For instance, if the student passing out with a B. Tech from IIT accepts a corporate job then he may not be able to directly contribute to the community. However, if a similar program is initiated for professionals that directly work in the community development field e.g. health, social welfare, natural resource management, agriculture allied activities etc. Thus GAIL can continue its financial support towards the Utkarsh project and venture in other areas of training for creating community development practitioners.

❖ *Scope for networking*

It is necessary to ensure future networking of passed out students in order to reap the benefits with a multiplier effect for creating awareness, and increasing publicity and outreach of the programme. Programmes like Me & My Nation organised by CSRL

should be conducted on a regular basis to increase interaction among the student, both past and present, and share their experiences. A web portal of the GAIL Utkarsh Alumni could also be maintained to create an interactive platform for students to connect and exchange ideas to spread the word about the programme and organize themselves if needed.

Some specific location where concentration of passed student is much higher can be selected so that those students can participate in taking new initiative. For Example, students who are studying in IIT BHU are interested to teach local needy candidate, so only logistic support is required to them. Passed out students, especially those presently studying in Kanpur can be called over to the Centre to provide teaching assistance to the faculty, in subjects that they are expert in. In this way the faculty can be relieved of some burden and also students can discuss their doubts more freely and obtain guidance and tips/strategies for better productivity from their seniors. These students can be provided certain TA/DA or a minimum honorarium for providing their services. This will also benefit the students as they can include this experience in their Resume and earn better credentials.

The above initiatives will require sufficient financial allocation for carrying out the different activities as well as providing the logistic support. At the same time, there will be a need to provide mentorship to the students either helping with the academic or networking aspects. Both CSRL and GAIL can together share these responsibilities.

❖ *Campaigning*

In the first four months, the Project Officers (POs) do the legwork of going to individual JNVs and other schools to conduct the entrance exams. Passed out students of GAIL Utkarsh can participate in this publicity and outreach process by accompanying the Project Officers during their visit to JNVs and other schools so that new students can see the transformation from a common aspirant to an IITian in front of them. This will help them to understand for themselves the scope and strength of this program. It will also help to cultivate aspirations in more students to take up higher education rather than dropping out after HSC itself.

❖ *Inclusion of deprived/weaker section*

There has to be a special focus on students passed out from local UP Board/MP Board. These students may have a weaker conceptual foundation, making them feel less confident about their level of preparation, fearing the competition. It will therefore help to provide more attention on these students to boost their confidence, both academically and morally.

Since most of the students are taken from JNV and rest from common entrance test, there is a high chance to exclude needy and bright students located either in remote places or backward areas, not having access to newspaper, cable TV or internet, and studying in Government Schools apart from JNVs. Since selection process involves several logistic arrangements with respect to limited available time, the programme tends to give preference to JNV students who are readily available, both in numbers and in academic preparation. Being familiar to the residential mode of study it also reduces the risk of drop out of candidate during the course of training. Therefore special efforts to reach out to deserving and talented students have to be made. Particular provision should also be made for representation of such candidates based on consistency in their academic performance.

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CSRL	: http://www.csrl.in/
DPE	: http://dpe.nic.in/
GAIL (India) Ltd	: http://www.gail.nic.in/final_site/index.html
National CSR Hub	: http://www.tisscsrhub.org/

Appendix- I

Questionnaire for Students of GAIL Utkarsh Super 100 (for telephonic interviews)

1. What are the preparation requirements for the exam during the course of coaching?
Mark/Value the following in terms of value between 1 to 5 (where 1 is lowest and 5 is highest)
Time Management
Use of study material and other resources
Self Study
Grasping Ability
Dedication and Hard Work
Discipline and Honesty
2. What was your aspiration before joining the coaching at GAIL Utkarsh Super 100?
3. What was your target institution prior to this coaching, considering your own preparation?
4. In terms of service delivery, rate the following.

	Very Good	Good	OK	Bad	Very Bad
Quality of Infrastructure					
Quality of Teaching					
Consistency of Teaching & Curriculum					
Counselling and Support					

5. Did you face any language barrier during the course of coaching at GAIL Utkarsh?
6. What role can be played by alumni in contributing to the program to improve quality if impact?
7. Specify three major problems with solutions that affect quality of outcome.