GAIL (India) Limited

Impact Assessment Report on GAIL Utkarsh Super 100 – Support for specialized residential coaching for Engineering entrance at

(i) Dwarahat, Uttarakhand- 40 beneficiaries

(ii) Srinagar, Uttarakhand- 40 beneficiaries (FY 20-21)

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1.1 Executive Summary

Since gaining independence, India has expedited its journey to being a worldwide leader in both thought and action. With one-sixth of the world's population, India has the ability to offer the pivotal traction required to achieve the 2030 Agenda. India's alignment with the national development agenda, as shown by the motto "Sabka Saath Sabka Vikas" (common efforts for inclusive growth), underlines the country's commitment to the SDGs (SDGs).

The country has effectively lifted more than 271 million people out of multidimensional poverty through economic growth and empowerment.[1] Housing, nutrition, child health, education, sanitation, drinking water, and power inequalities have all reduced due to improved access.[2] India achieved 100 percent rural sanitation and a significant reduction in stunting among children and maternal mortality rates[3] through a cross-country initiative launched by the Clean India Campaign and the National Nutrition Mission.

Higher education is regarded as a facilitator for growth for any society. According to UNESCO Report, in the 21st century, higher education is the mandate to bridge the knowledge gap between countries and communities enriching dialogues between people, culture, international living and networking of ideas, research and technologies.

In today's day and age, the premise that quality higher education is crucial for sustainable human development is undeniable. Higher education leads to acquiring analytical and problem-solving skills, ultimately helping humans to develop intellectual curiosity and character. It pushes the students to identify and set career goals that make them ready for professional setups. Therefore, a refined higher education enables economic, physical and social well-being to a student.

India has one of the largest higher education systems in the world that stands second in terms of the higher education network. With the expansion of the education sector, with increased importance of higher education, coaching for getting enrolled into higher education institutes with focus on premier engineering and medical colleges has taken precedence among students across the country. The coaching industry alone contributes approximately 3.5 billion USD to the share in the education sector, which is huge considering there are various types of educational institutes in the country including schools, colleges etc.

Most parents understand the crucial role of coaching in their children's future. They feel that it helps their children in solidifying their knowledge which is not possible by schools alone. Coaching institutions also enhance the conceptual learning of the students which is very crucial for their selection to prestigious institutes like IITs, AIIMS or IIMs. Coaching institution as an industry is witnessing massive expansion. Data from the National Sample Survey Office's 71st round survey reveal that more than a quarter of Indian students, over 70 million, take private coaching, and around 12 per cent of a family's expenses go towards private coaching.

Despite the need and growing demand of private coaching centers, these centers have also been seen to add to the cost of education which in turns puts economic pressure on the parents. This puts a financial burden on the students as well as the parents belonging

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[1] Sashakt Bharat- Sabal Bharat (Empowered and Resilient India)- Voluntary National Disclosure :2020
[2] Ibid.
[3] Voluntary National Review: 2020. India.:. Sustainable Development Knowledge Platform (un.org)

to economically weaker sections of the society who are unable to afford sending their children to the top coaching institutes.

In order to bridge this gap with regards to higher education between urban and rural India and to provide an equal opportunity to students across the country to be able to aspire for getting enrolled into prestigious engineering colleges without the financial burden, GAIL (India) Limited collaborated with Centre for Social Responsibility and Leadership (CSRL) to fund its Super 30 programme linked to transforming lives of engineering aspirants by providing them with one year of free residential coaching and mentorship for admission to IITs, NITs, etc. Over time, the enrollment of the number of students in the centre increased and currently GAIL is supporting a batch of 100 students under the programme each year.

As part of the GAIL Utkarsh project in Uttarakhand, GAIL (India) Limited has been supporting students of districts of Dwarahat and Srinagar who belong to the lowest strata of the society in achieving their dream of being able to pursue higher education in premier institutes like IITs and NITs by receiving free of cost residential coaching. Currently, the center at Uttarakhand is located at Haldwani as the center at Dwarahat was shifted to Haldwani post the COVID – 19 pandemic. The center at Srinagar has also presently closed down. During FY 20-21, 40 students from Dwarahat & Srinagar respectively were enrolled into the programme.

GAIL (India) Limited enlisted KPMG to carry out an impact assessment study in order to assess the project's impact and comprehend the perception of the stakeholders. To understand the goal and scope of the project, stakeholder consultations and a review of the team's documents and data were conducted. Following a desk review, the programme team helped identify and finalise key performance indicators. The OECD-DAC (Organisation for Economic Co-operation and Development- Development Assistance Committee) framework was utilised for developing research tools (questionnaires for qualitative surveys) and evaluating the impact created for this study.

100% of the beneficiaries found the project to be relevant and were satisfied with the support provided as part of the project. They were also satisfied with the boarding and lodging facility provided at the center. Academic support provided helped them prepare for the entrance examinations and regular mock tests helped to improve their performance and instilled confidence in them.

1.2   Introduction

1.2.1   CSR at GAIL

GAIL (India) Limited, conferred with the status of Maharatna in 2013, is India's leading natural gas company with diversified interests across the natural gas value chain of trading, transmission, LPG production, LNG- regasification, petrochemicals, city gas, etc. It owns and operates a network of around 14617 km of natural gas pipelines spread across the length and breadth of country. GAIL firmly believes that meeting people's needs, enhancing communities, and safeguarding the environment will ultimately determine how long progress can be sustained.

Pursuant to the provisions of the Companies Act, 2013 and rules made thereunder including the statutory modifications/ amendments from time to time as notified by the Government of India, GAIL (India) Limited earmarks two percent of its average net profit of the preceding three financial years towards achieving its CSR objectives through implementation of meaningful and sustainable CSR programmes.

1.2.1.1   GAIL CSR Vision

GAIL, through its CSR initiatives, will continue to enhance value creation in the society and in the community in which it operates, through its services, conduct & initiatives, so as to promote sustained growth for the society and community, in fulfillment its role as a Socially Responsible Corporate, with environmental concern.

1.2.1.2   GAIL CSR Objectives

- 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 centres 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, goodwill, and pride for GAIL among stakeholders and help reinforce a positive & socially responsible image of GAIL as a corporate entity.

1.2.1   About the programme/Project

Nelson Mandela famously said, "Education is the most powerful weapon which you can use to change the world." For ages, education has been the only reliable way out of poverty. Around the world, education for underprivileged children has a disproportionate benefit, both to the child and the society at large. The United Nations regards education as a worldwide "passport to human development". Children's education needs to be prioritized to secure a nation's future.

Higher education is regarded as a facilitator for growth for any society. According to UNESCO Report, in the 21st century, higher education is the mandate to bridge the

knowledge gap between countries and communities enriching dialogues between people, culture, international living and networking of ideas, research and technologies[4].

In today's day and age, the premise that quality higher education is crucial for sustainable human development is undeniable. Higher education leads to acquiring analytical and problem-solving skills, ultimately helping humans to develop intellectual curiosity and character. It pushes the students to identify and set career goals that make them ready for professional setups. Therefore, a refined higher education enables economic, physical and social well-being to a student.

India has one of the largest higher education systems in the world that stands second in terms of the higher education network[5]. The term 'higher education' with respect to India denotes the tertiary level education that is imparted after 12 years of schooling (10 years of primary education and 2 years of secondary education). The entire higher education ecosystem in India comprises around 1000+ universities and 42,000+ colleges imparting education across different streams and courses. The number of institutions has expanded by more than 400 percent since 2001, with much of the growth taking place in the private education sector, according to a major 2019 report from the Brookings Institution[6]. The structure of Indian Higher Education is three-layered, consisting of Universities, Colleges and Courses. The universities and colleges work in unison with regulatory as well as accreditation bodies to deliver standardized education[7].

With the expansion of the education sector, with increased importance of higher education, coaching for getting enrolled into higher education institutes with focus on premier engineering and medical colleges has taken precedence among students across the country[8]. The coaching industry alone contributes approximately 3.5 billion USD to the share in the education sector, which is huge considering there are various types of educational institutes in the country including schools, colleges etc.

Most parents understand the crucial role of coaching in their children's future. They feel that it helps their children in solidifying their knowledge which is not possible by schools alone. Coaching institutions also enhance the conceptual learning of the students which is very crucial for their selection to prestigious institutes like IITs, AIIMS or IIMs[9]. It is the trust of parents who are willing to pay exorbitant amounts of fees for their child's education, coaching institution as an industry is witnessing massive expansion[10]. Data from the National Sample Survey Office's 71st round survey reveal that more than a quarter of Indian students, over 70 million, take private coaching, and around 12 per cent of a family's expenses go towards private coaching[11].

Even as the world grappled with the Covid-19 pandemic and schools and colleges remain closed, coaching for entrances continued in the digital space. Industry observers said that the growth of online coaching is likely to emerge from Tier 2 and 3 cities. Rapid rise in internet infrastructure, driven by smartphones and cheaper data plans, along with wide acceptance of digital payments contributed to the growth of online coaching.

Despite the benefits of going to coaching institutes, it has been noted that students are preparing along with hundreds of students in order to clear the competitive exams, and they compete among themselves to analyze their preparation level. Such an environment

[4] ResearchGate
[5] Indian Higher Education (studyinindia.gov.in)
[6] India's Higher Education Landscape | NAFSA
[7] Indian Higher Education (studyinindia.gov.in)
[8] The coaching game - India Today
[9] The coaching game - India Today
[10] The Growth Of Coaching Institutes In India [Case Study] (startuptalky.com)
[11] The coaching game - India Today

develops anxiety and exam stress in students. Lack of ability to cope with the excessive stress and anxiety among students leads them to undertake drastic steps such as physically harming themselves or taking their lives. According to the NCRB's Accidental Deaths and Suicides in India (ADSI) report, 2020, around 8.2% of students in the country died by suicide. The report also notes that 64,114 people under 30 years of age took their own lives in 2020. Given this scenario of pressure surrounding the students, inability to access these facilities like a good coaching institute and proper guidance puts additional pressure on students belonging to economically weaker sections of the society, which in turn may impact their overall mental and physical wellbeing.

Despite the need and growing demand of private coaching centers, these centers have also been seen to add to the cost of education which in turns puts economic pressure on the parents. As per a study by India Today, the following table highlights the average fees charged by the top coaching institutes for offline classes:

Nature of course	Fees in top 5 coaching institutes (INR)	Fees in top 3 coaching institutes (INR)
Coaching for JEE (2 year full – time classroom)	2,63,600/-	2,82,333/-
Coaching for NEET (2 year full – time classroom)	2,45,480/-	2,93,800/-
Coaching for CAT (18-20 months full – time classroom)	66,390/-	67,317

Table 1: Annual fees charged by coaching institutes

This puts a financial burden on the students as well as the parents belonging to economically weaker sections of the society who are unable to afford sending their children to the top coaching institutes. Additionally, coaching institutes aims to train students specifically for examination and hence, they prepare them extensively for gaining a competitive edge. As per the 75th NSS survey in India on education, it was noted that nearly 13% of males and 19% females aged 3-35 years in rural areas, compared to 7% among males and 10% among females in the same ages in urban areas never enrolled in any educational institution[12]. Additionally, in rural areas, only 5.7% had a graduation degree, while in urban areas, the number was around 21.7%. The gross enrollment rate for people in post higher secondary level in rural areas was 18.6% compared to 34% in urban areas[13].

In order to bridge this gap with regards to higher education between urban and rural India and to provide an equal opportunity to students across the country to be able to aspire for getting enrolled into prestigious engineering colleges without the financial burden, GAIL (India) Limited collaborated with Centre for Social Responsibility and Leadership (CSRL) to fund its Super 30 programme linked to transforming lives of engineering aspirants by providing them with one year of free residential coaching and mentorship for admission to IITs, NITs, etc.

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[12] Education — 'The Great Equaliser', Yet Rural/Urban Divide Persists In India (feminisminindia.com)
[13] Education — 'The Great Equaliser', Yet Rural/Urban Divide Persists In India (feminisminindia.com)

Figure 1: GAIL Utkarsh center

As part of the GAIL Utkarsh project in Uttarakhand, GAIL (India) Limited has been supporting students of districts of Dwarahat and Srinagar in Uttarakhand who belong to the lowest strata of the society in achieving their dream of being able to pursue higher education in premier institutes like IITs and NITs by receiving free of cost residential coaching. Currently, the center at Uttarakhand is located at Haldwani as the center at Dwarahat was shifted to Haldwani post the COVID – 19 pandemic. The center at Srinagar has also presently closed down. During FY 20-21, 40 students from Dwarahat & Srinagar respectively were enrolled into the programme in FY 20-21.

Majority of the students enrolled into the project belonged to socially weaker sections of the society. For example, out of the 80 students enrolled into the programme in Uttarakhand in FY 2020-21, 18.75% of the students were SC, 20% were OBC whereas 10% were ST. 42.5% of the students belonged to Economically Weaker Sections (EWS). Additionally, for a majority of 55% of the students, agriculture or labour was the primary source of income for their families. Thus, the project was relevant for them given their socio – economic background and need for the support so that even they can gain access to higher education.

1.2.2   About the Implementing Agency

Founded in the year 2008, Centre for Social Responsibility and Leadership (CSRL) primarily works towards social upliftment. The organization was founded in Delhi mainly to address the issue of lack of opportunities to the underprivileged but talented students. The parents of these students could not afford the financial support needed for shaping their careers. CSRL works with large scale Corporates and Organizations to execute CSR programmes in the education and skill development sectors and focuses on life transformation for deserving candidates.

The vision of CSRL is to be focused and determined in transforming lives and bridging the socio – economic disparity of the society. Their mission is to clear the pebbles of financial stress and carve the path to success for the blessed minds and nurture a sense of leadership by promoting sense of social responsibility.

The focus area of CSRL is to work towards giving back to the society, nurturing talent, supporting the underprivileged through education and enabling them to compete for the elite and prestigious institutes for engineering in India. The organization has been actively involved in educating students coming from the underprivileged section of the

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society through its various projects being executed pan India. Presently, CSRL is managing centers at 23 locations spread across states like New Delhi, Assam, Uttar Pradesh, Jammu Kashmir, Assam, Maharashtra, etc. with the sole objective of reaching out to the most deserving ones and bridging the socio-economic gap existing in our society[14].

One of the flagship projects of CSRL is Super 30, which was launched in 2009 in Kanpur. The aim of the project was to transform lives of engineering aspirants by providing them with one year of free residential coaching and mentorship for admission to IITs, NITs, etc. The well thought out system of residential mentoring focuses on a one – to – one relationship with students and concentrates on providing them with the adequate academic support along with their overall development[15].

1.3 Methodology and Approach

GAIL has been implementing successful CSR initiatives based on community needs. A third-party evaluation of the results attained is essential given the dynamic nature of the social development programmes deployed. This impact assessment aims to explain what has been done well and what can be done moving forward. It will not only assist in determining the significance of the project, including the efficiency of project design and interventions, sustainability of results, and impact of the intervention on the target community, but it will also provide guidance for expanding or replicating the successful initiatives while redesigning or ending the projects/initiatives that were unable to have the intended impact.

The impact assessment is intended to provide key insights on the following questions:
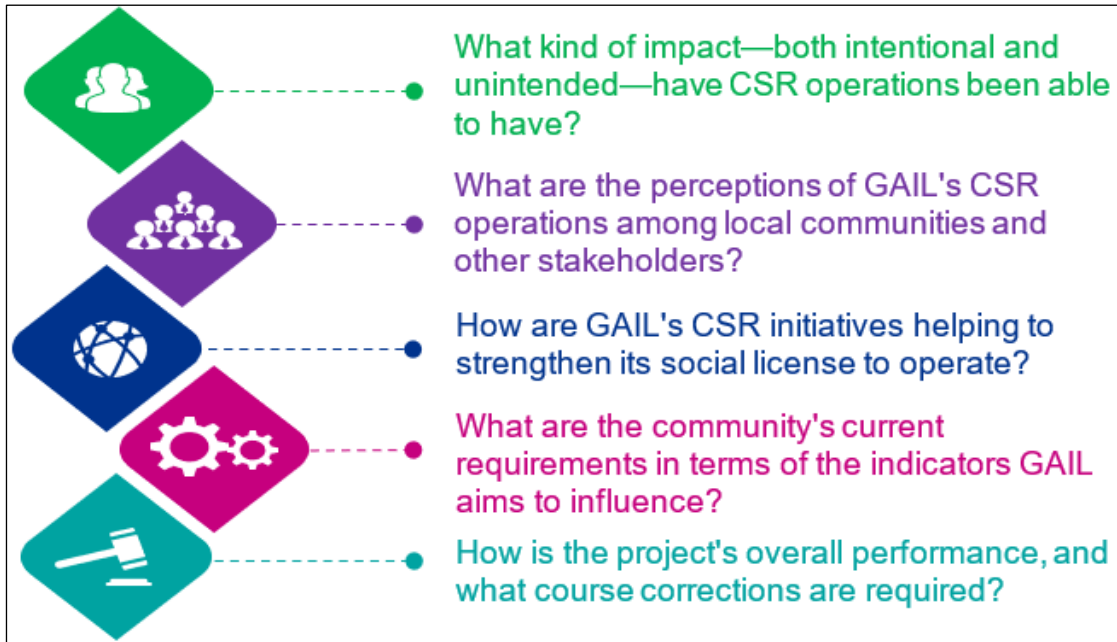

What kind of impact—both intentional and unintended—have CSR operations been able to have?

What are the perceptions of GAIL's CSR operations among local communities and other stakeholders?

How are GAIL's CSR initiatives helping to strengthen its social license to operate?

What are the community's current requirements in terms of the indicators GAIL aims to influence?

How is the project's overall performance, and what course corrections are required?

Figure 2: Research questions

The study was conducted through a combination of qualitative and quantitative data collection techniques. These include in-depth interviews and focus group discussions

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[14] CSR in India | Best NGO for Education | CSR Project Super 30 (csrl.in)
[15] Real Abhayanand Super 30 | Free Coaching for IIT JEE (csrl.in)

with beneficiaries and key stakeholders, as well as secondary research in the multiple thematic areas for a baseline perspective.

1.3.1 OECD DAC: Evaluation Criteria

Given the fundamental approach for conducting an impact study, the OECD-DAC (Development Assistance Committee) Evaluation Network's framework is well regarded for assessing the efficacy of development programmes. In response to the need for a method through which bilateral development agencies could monitor the financing supplied to multilateral organisations for various development initiatives, the DAC Evaluation Network developed a set of evaluation criteria for measuring the performance of any development project (UNICEF, 2012).

In 1991, the OECD Development Assistance Committee (DAC) devised the criteria for assessing international development cooperation. They are now widely used beyond the DAC and have established themselves as a cornerstone of evaluation methodology. These standards have routinely been used for international donors, including UN agencies (OECD, 2020).

The OECD DAC Network has identified six evaluation criteria and two principles for their application: relevance, coherence, effectiveness, efficiency, impact, and sustainability. These criteria are meant to help facilitate evaluations. They were revised in 2019 to improve the accuracy and utility of assessment and to strengthen evaluation's contribution to sustainable development (OECD, 2020).
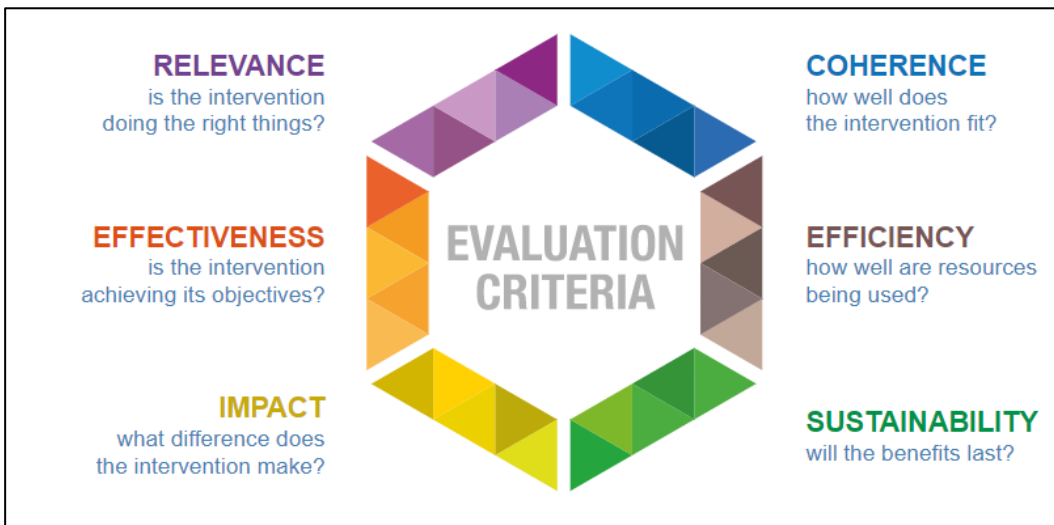
1.3.2 Geographical Scope

The impact assessment for this project involved 1 state and 2 districts.

	State	Districts
Under GAIL CSR Initiative	Uttarakhand	Haldwani*
Although the project was implemented in Dwarahat and Srinagar, Field visit for data collection was conducted in Haldwani as the operation center is Uttarakhand is in Haldwani. Students from Dwarahat have been shifted to Haldwani post the Covid – 19 pandemic and the Srinagar center has closed down.		

Table 2: Geographical scope

1.3.3 Sampling strategy

The sample size for this study has been calculated using purposive sampling methodology. Out of the total population of 80 beneficiaries, a sample size of 30 (more than 25%) was planned for the study. This was done keeping in mind the beneficiary spread as well as collecting data from diverse stakeholders. The sample size achieved for the study was 36. Duplication of responses were also avoided to ensure opinion of all stakeholders is covered adequately.

1.3.4 Sample Coverage

An actual sample of 36 was covered from the state of Uttarakhand. The sample was covered from the center located in the Haldwani district which included students from Dwarahat center, which is no longer functional. Additionally, the Srinagar center has closed down post the pandemic.
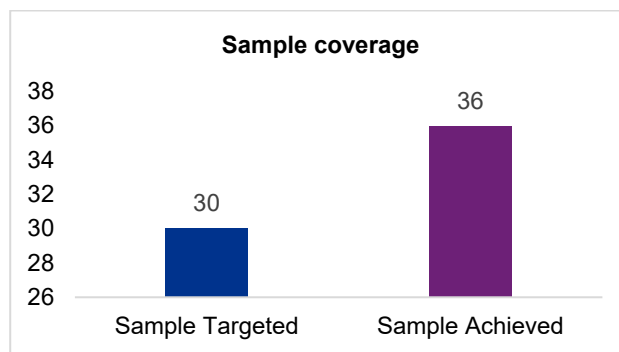

Figure 4: Sample Coverage

1.3.5 Data Collection and Analysis

In Uttarakhand, KPMG carried out the data collection exercise on ground with assistance from GAIL CSR SPOCS as well as CSRL SPOCS.

In-depth interviews and focused group discussions were conducted with the relevant stakeholders, with the help of pre-designed questionnaires, through face-to-face interviews for data collection. The data was later updated and translated into excel sheets. Following data collection and cleaning, the data was analyzed, and the outcomes were utilized to assess the project's impact.

1.3.5.1 Stakeholder Map

Stakeholders play an imperative role in project implementation on the ground. Stakeholder involvement can offer insightful information that aids in making critical decisions for the organization. They can aid in designing improved guidelines, processes, and systems, as well as future communications and plans. Institutions and stakeholders taking part in the exercise include:

Project	Type of Stakeholder	Number of stakeholders
GAIL Utkarsh Super 100 – Support for specialized residential coaching for Engineering entrance at (i)Dwarahat, Uttarakhand- 40 beneficiaries (ii)Srinagar, Uttarakhand- 40 beneficiaries (FY 20-21)	Students	33
	GAIL Utkarsh Haldwani Project Head	1
	GAIL Utkarsh Haldwani subject teacher *Note: Dwarahat centre has shifted to Haldwani & Srinagar centre is not operational anymore*	1
	GAIL CSR project SPOC	1

Table 3: Stakeholders involved in the sampling

1.3.6 Impact Map

Thematic Area	Location	Project Name	Implementing Agency	Overall Objective	Key Activities	Key Outputs	Key Outcomes	Impact
Promoting Education [(item no. ii), Schedule VII, Companies Act 2013]	Haldwani, Uttarakhand	**Project 3**: GAIL Utkarsh Super 100 – Support for specialized residential coaching for Engineering entrance at (i)Dwarahat, Uttarakhand- 40 beneficiaries (ii)Srinagar, Uttarakhand- 40 beneficiaries (FY 20-21)	Centre for Social Responsibility and Leadership	Providing specialized coaching/online for IIT/JEE, and other engineering entrance examinations for underprivileged children at Dwarahat and Srinagar, Uttarakhand	•Selection of students based on eligibility criteria •Providing classroom/online coaching and training to the selected candidates along with boarding and lodging •Conducting mock tests and other preparatory tests Supporting students for entrance exams of various engineering institutions like IIT/JEE, AIEE & others.	• No. of students enrolled in the project • No. of students from low-income groups receiving free of cost coaching • No. of students who sat for the entrance exams •No. of students who successfully cleared the entrance exams	•Increased access to higher education from premier institutes	•Improvement in access to higher education •Reduced financial burden on parents for higher education cost •Improvement in the living standard of family by reducing inequality in the social strata

Table 4: Impact map from the project

1.4   Scoring Matrix

A scoring guideline was designed where OECD DAC parameters were scored and bundled basis our understanding of GAIL Utkarsh project and availability of information. Weights were assigned to the bundled OECD DAC parameters. Also, a parameter on Branding was included to understand the community's awareness on the project. Various components within the parameters have been assigned scores. Weights and scores have been used to compute the overall score for the location.

The following scoring matrix was developed to rate the performance of the project:

OECD Parameters	Indicators	Weightage	Combined Weightage
Relevance	Needs Assessment Report	20%	W1: 40%
	Relevance to target beneficiaries	50%	
	Alignment to SDGs	30%	
Coherence	Alignment with national policy	50%	
	Alignment with GAIL CSR policy	50%	
Efficiency	Timeline Adherence: Project Completion	40%	W2: 40%
	Duplication	20%	
	Adherence: Budget	40%	
Effectiveness	Identification of problem	25%	
	Process driven implementation strategy	25%	
	Qualified implementation team	25%	
	Targeted beneficiaries	25%	
Impact	Improvement in performance while giving mock tests	25%	
	Satisfaction with the boarding & lodging facility	25%	
	Improvement in confidence for giving entrance exam	25%	
	Improved access to coaching and preparation for entrance exams	25%	
Branding	Visibility	100%	W3: 10%
Sustainability	Sustainability Mechanism, Convergence	100%	W4: 10%
Score= W1*Average (Relevance, Coherence) + W2*Average (Efficiency, Effectiveness, Impact) + W3* (Branding) + W4* (Sustainability)			

Table 5: Scoring Matrix

1.5 Impact Assessment

1.5.1 Relevance of Intervention

Relevance is a measure of how much the intervention objectives and design respond to the needs, beliefs, and priorities of the beneficiaries and continue to do so even if circumstances change.

Relevance measures how effectively a programme is aligned with the goals and policies of the Government in which it is implemented. It also aims to know if the programme is relevant to the needs of the beneficiaries. The program's relevance is understood in this context in terms of community needs as well as linkages to existing Government operations.

Coaching classes have gained immense popularity in the metropolitan cities of India in recent times. There are classes catering to diverse needs in terms of different courses, varying timings and locations and course material. Several coaching centers, popularly known as tutorials or tuitions have sprung up all over the India and are a big part of the nation's educational system. They have come to be a mainstay and with the kind of competition faced by students these days at every stage, coaching classes have become a very popular parallel education system. This parallel education system supports the huge chaotic and overburdened formal education system. Classes providing guidance on every course and field of study are now available to students with great facilities in terms of locations, timings and method of instruction based on their needs and wants.

The growing competition and increasing expectations from students across different schools of study in India, has given rise to a steady growth in coaching classes. This has led to immense pressure on the parents of specially under privileged students when it comes to enrollment into coaching classes. The aspiration of getting enrolled into prestigious institutes like IITs and NIITs is often countered by the increased fees charged by the private coaching classes which becomes difficult for the students coming from lower income families to achieve.

The project focused on aiding provision of free of cost coaching with boarding and lodging facility to such students belonging to economically backward families. All stakeholders deemed this project as relevant as it helped in ensuring access to means of receiving higher education by getting support in terms of free of cost coaching and study material to be able to apply to premier engineering colleges such as IITs & NIITs. This would subsequently aid the students to secure an effective career path for themselves and go on to gain employment in suitable jobs which would in turn help in their economic wellbeing.

1.5.2 Coherence of Intervention

Coherence refers to the compatibility of the intervention with other interventions in a country, sector, or institution.

It measures the extent to which other interventions (particularly policies) support or undermine the intervention, and vice versa.

I. Alignment of the programme with National Priorities - Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs), commonly recognized as the global goals, were established in 2015 by all United Nations members with the purpose of eradicating poverty, protecting the environment, and ensuring that everyone lives in peace and prosperity by 2030. India was a significant contributor to the development of the SDGs and is committed to achieving them by 2030.

SDG Goal	Target	Sub-targets[16]	Relevance
GOAL 4	*Quality Education*	*4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university* *4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy*	The project's aim was to improve the access to coaching for students belonging to economically weaker sections of the society so that they can receive free of cost residential coaching and aspire to sit in engineering entrance exams. This would enable them to gain admission into the top engineering colleges in the country so that they can receive quality higher education and secure a career for themselves for gainful employment opportunities in the future.

Table 6: Coherence with SDGs

II. Coherence with national priorities:

The project is further aligned with the national and state government goals, policies, and initiatives, as listed below:

Project	Description	Coherence
National Education Policy (2020)	The National Education Policy 2020 was approved by the Union Cabinet in July 2020. It proposes various measures to improve gross enrollment ratio at all levels of education such as providing universal access and opportunity to all children, effective and sufficient infrastructure, safe conveyances and hostels, especially for the girl children,	In line with the vision and objectives of the policy, the project activities aim at contributing towards giving access to higher education from premier institutes to children belonging to economically weaker sections of the society by providing

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[16] https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals

	children who are dropping out of school are brought back into mainstream education, enhancing access by establishing more high-quality educational institutions in aspirational districts, integration of vocational Education with School and Higher Education, Scholarship / Fellowships for SEDGs/Girls/Divyangs, etc.	free of cost residential coaching so they can appear for the entrance exams.
Naya Savera – Free coaching & Allied scheme	The scheme aims to empower the students belonging to minority communities and prepare them for competitive examinations, so that their participation in government and private jobs improves. The scheme provides financial support for free coaching to notified minority students in selected coaching institutions.	The project aims at providing free of cost residential coaching to underprivileged students so that they can sit for competitive exams and get admissions into top engineering colleges which in turn will enhance their income generating opportunities.
Central Sector Scheme of Free Coaching for SC & OBC Students	The Central Sector Scheme of Free Coaching for SC and OBC Students is started by central government (Ministry of Social Justice and Empowerment) department of disability affairs of OBC and SC students who belong to the economically weaker family to assist them financially and enhance their skills. The objective of the Scheme is to provide coaching of good quality for economically disadvantaged Scheduled Castes (SC) and Other Backward Classes (OBC) candidates to enable them to appear in Competitive examination and succeed in obtaining an appropriate job in Public/Private sector.	The project aims at providing free of cost residential coaching to underprivileged students so that they can sit for competitive exams and get admissions into top engineering colleges which in turn will enhance their income generating opportunities.

Table 7: Coherence with national priorities

1.5.3   Effectiveness of Intervention

Effectiveness is defined as an assessment of the factors influencing progress toward outcomes for each stakeholder as well as validation of the robustness of systems and processes.

It aids in ensuring that the implementation and monitoring processes are sturdy in order to achieve the greatest possible social impact. The efficacy of the programme is established by examining how well the program's activities were carried out as well as the efficiency with which the program's systems and processes were implemented.

The project's goal was to provide free of cost coaching along with boarding and lodging to economically underprivileged students so they can gain admission into the country's

top engineering institutes. Therefore, to successfully attain these outcomes, the project adopted the following measures:

I. **Identification of the problem**: The project's main objective was to solve the issue of difficulty in accessing proper coaching for underprivileged students who aspire to join premier engineering colleges like IITs. Due to the lack of financial means to enroll themselves into private coaching institutes, these students are unable to fulfill their dream of getting educated from the country's top colleges. To be able to deliver the best results for such students and stakeholders involved, the issue was identified, and the project was effectively developed.

    100% of the beneficiaries interacted with agreed that the programme had helped to solve the challenge of getting adequate coaching for being able to compete in entrance examinations of top engineering colleges. Majority of these beneficiaries aspired to enter into IITs and NIITs but did not have the required means to fulfill their dream. Support provided by GAIL helped to curb this challenge effectively.

II. **Process driven implementation strategy**: The project employed a process-driven implementation strategy that includes fundamental market research to ensure a context-specific initiative, standardised activities with a set timeframe to assure quality, and pre-determined KPIs to ensure consistency.

III. **Qualified implementation team**- The implementing agency deployed a qualified team with previous expertise managing similar tasks. The implementing agency is well equipped in providing support as part of this project and has been involved in end – to – end management and monitoring of the project. This contributed to the preservation of implementation quality and ensured successful admission of multiple batches of students across the years into top engineering colleges of India.

IV. **Targeted beneficiary mobilization:** The core of the project is to provide the students with free of cost residential coaching so that they can appear for competitive exams and get admission into premier engineering colleges of their choice. The implementing agency is responsible for proper mobilization of the beneficiaries and a set selection criterion is followed to ensure beneficiaries belonging to the economically and socially weaker sections of the society are taken for the project.

    For effective project implementation, the implementing agency has a mobilization process in place. A mobilization team on behalf of the implementing agency and GAIL (India) Limited visits Government schools as well as localities and villages in all the districts of Uttarakhand to spread awareness regarding the programme. As part of their school – to – school visit programme, the team visits Government schools to onboard students for this project. Apart from this, they are also involved in spreading awareness about the programme through advertisements, newspaper articles, on their website, through posters and pamphlets etc.

    Due to this mobilization process, a majority of 70% of the beneficiaries received awareness about the programme through their school management as part of the school – to – school visit programme.

1.5.4 Efficiency of Intervention

The efficiency criterion seeks to determine whether the project was completed in a cost-effective and timely way.

The purpose is to establish whether the inputs—funds, knowledge, time, etc.—were effectively employed to create the intervention outcomes. This evaluation criterion attempts to determine whether the programme was completed on schedule and within budget.

The project has been efficiently implemented in the target districts with the support of key stakeholders.

I.   ***Timeliness of delivery or implementation of project interventions***
The programme was implemented within the given time period by CSRL with support from GAIL CSR team in the target districts.

II. ***Cost efficiency of project activities***
Interaction with the GAIL CSR and CSRL team members also revealed that there was no budget overflow and that all the activities were successfully carried out within the allotted budget. Payment milestones were clearly defined as such, and interventions were implemented in the districts in consultation with the key stakeholders.

III. ***Duplication/ overlap of project activities***
Duplication of effort arises when similar interventions are needlessly undertaken within the same community/ location due to poor knowledge management and inadequate coordination of projects, thereby resulting in fund and resource inefficiency. In this case, it was discovered that no similar activity was being carried out in the district. As a result, students from different parts of the country came to the center to receive the coaching support. This project contributed to expanding the reach of the intervention and avoiding duplication or overlap of project activities in the target districts.

### 1.5.5 Visibility of GAIL/Branding:

The center at Uttarakhand showcases adequate branding and visibility of GAIL (India) Limited. The center has a GAIL branded board at the entrance along with mention of GAIL on the notice boards. Additional GAIL branding has been provided on the course material, T-shirts and sweatshirts shared with the students so that they are aware that the project is being funded by GAIL (India) Limited.

1.5.6 Impact of Intervention

Impact has been measured in terms of the proportion of respondents who reported having a significant change in their lives due to the initiation of the project.

The goal of measuring the impact is to determine the project's primary or secondary long-term impacts. This could be direct or indirect, intentional, or unintentional. The unintended consequences of an intervention can be favorable or harmful.

I. Improved awareness, access and systematic mobilization

Beneficiary social category

- General
- General (EWS)
- OBC
- OBC/NCL
- SC
- ST
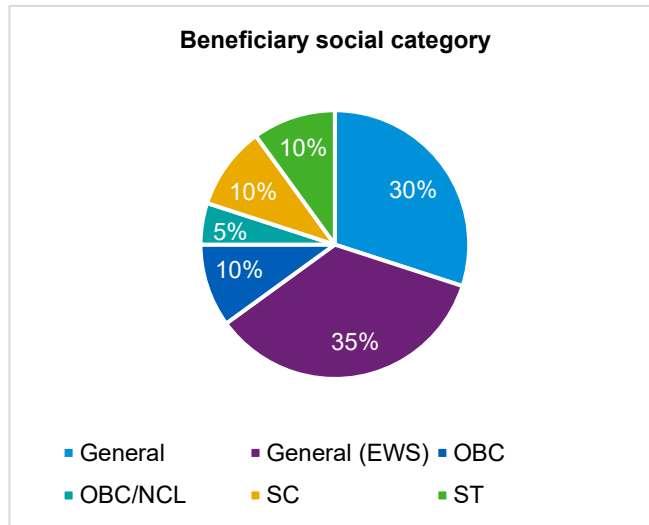
The GAIL Utkarsh center at Uttarakhand was established with the aim of providing free of cost residential coaching to children belonging to economically weaker sections of the society. Out of the total beneficiaries interacted with (n=20), 35% of the beneficiaries belonged to socially weaker sections of the society like Other Backward Classes (OBC), Scheduled Caste (SC), Scheduled Tribe (ST). 40% of the beneficiaries interacted with were females whereas 60% of beneficiaries were male. Children with families having an annual income of below INR 2.5 Lakh were initially considered for the programme as they were seen to be unable to afford private coaching and higher education in the long run. Subsequently, this criterion was revised to include children with families having an annual income of INR 4 Lakh or below. The table below highlights the annual income of the childrens' families that were selected for the project:

Annual Income (INR)	Percentage of beneficiaries
Less than 40,000/-	25%
40,000/- to 60,000/-	40%
70,000/- to 90,000/-	15%
1,00,000/- to 3,00,000/-	20%

Table 8: Annual income of beneficiaries

As part of the mobilization process, a mobilization team on behalf of the implementing agency and GAIL India Limited visits Government schools as well as localities and villages in all the districts of Uttarakhand to spread awareness regarding the programme. As part of their school – to – school visit programme, the team visits Government schools to onboard students for this project. All the students selected for the programme have completed their senior secondary education and are 12th class pass outs.
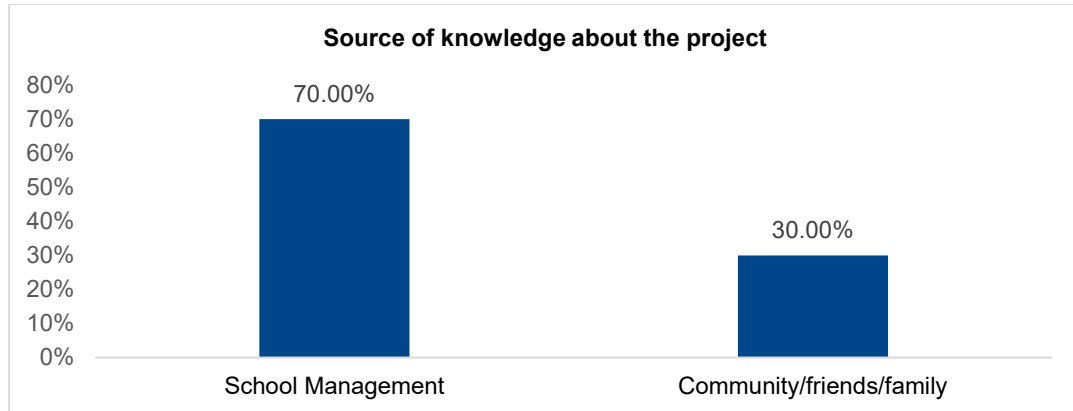
Source of knowledge about the project

A majority of 70% of the beneficiaries received awareness about the programme through their school management as part of the school – to – school visit programme. Apart from the above-mentioned source, some students may also get to know about the programme from other sources such as newspaper articles, friends or community members or directly from the implementing agency's website. This helped to increase the awareness of the students regarding such a programme. As part of the mobilization and selection process, a written test is conducted for the students in the subjects of Physics, Chemistry, Mathematics and Aptitude. The duration of the test is 2-3 hours and, on an average, around 2,000 – 3,000 students appear for the test every year. A face – to – face interview is then conducted for the students who successfully clear the written test. Post the interview process, a batch of 80 students is selected for the programme each year.

For all the beneficiaries interacted with, their aspiration for attaining higher education and dream to enter into premier engineering colleges of India like IITs and NIITs encouraged them to join the center and the programme. Additionally, as majority of the children came from remote locations, access to a reliable coaching center was a challenge for them. This led them to join the GAIL Utkarsh project.

100% (20 out of 20) of the beneficiaries interacted with felt that their access to private coaching to prepare for competitive exams had improved due to the intervention by GAIL.

II.   Reduced economic expenditure due to residential coaching facility

The GAIL Utkarsh coaching programme is an eleven-month free of cost residential coaching programme. The coaching center has classroom for teaching, one computer lab, self – study room and dormitories. The center also has one dining hall where all the children have their meals.
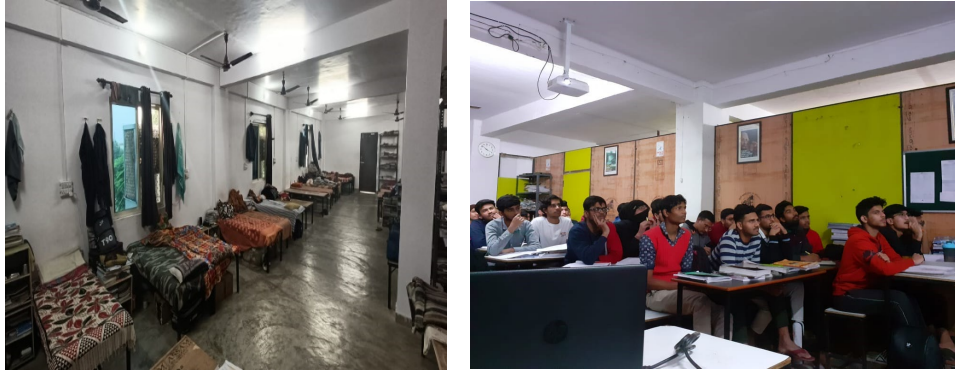
Figure 5 & 6: GAIL Utkarsh classroom & dormitory

Figure 7 & 8: GAIL Utkarsh computer lab

Being a residential coaching center, the day starts for the students at 6 A.M. in the morning. The first class for the students starts at 7:30 A.M in the morning. The students take their breakfast at 9:30 A.M post completion of the first class. The students are involved in subject wise classes from 10 A.M to 2 P.M every day. The lunch break takes place at 2:30 P.M. The students are also involved in self- study as well as completion of their assignments throughout the evening. They are also provided with a tea break in the evening and dinner at night.

The students are provided with nutritive and healthy food by ensuring that they receive a balanced diet rich in vitamins, minerals, protein and all other nutrients required for them to keep their bodies and minds healthy and work hard to excel. 100% of the beneficiaries interacted with found the food supply to be adequate for them at the center.

With regards to the lodging facilities, the students are provided with an independent bed, blanket, mattress, pillow, wooden rack, bucket, mug, plate for food etc. All the beneficiaries were satisfied with the boarding and lodging facility available at the center. The center was also considered safe and secure for all the female students. The center had proper security and a warden available for safety. Additionally, CCTV cameras were also installed in the premises for surveillance. 100% of the beneficiaries including the female beneficiaries found the center to be safe and secure for female students.

Being a residential coaching center has been highly beneficial for the students as they get an opportunity to meet children belonging to different regions of the country under one roof. This not only helps forge stronger bonds of friendship but is also a

tool for improving one's inter – personal skills, communication skills and ability to interact with people of different backgrounds. The facilities provided at the coaching center also enable the students to study together by aiding and assisting one and another with regards to doubt clarifications, group study sessions etc. which is essential while preparing for any competitive exam. Additionally, a fully residential coaching center helps to reduce and save the time that a student might spend in traveling from his home to a coaching center which is a tiring and cumbersome process. Travelling, especially for longer distances may also reduce the time available to the child for self – study.

While all the beneficiaries agreed on the occasional provision of extra – curricular or leisure activities from time to time, the frequency of conducting such activities is limited. Activities such as birthdays of the students as well as festivals are celebrated at the center every month. Apart from these activities, Due to the schedule as well as the study curriculum of students, extracurricular activities like sports are conducted on an occasional basis. The implementing agency may incorporate more extra – curricular activities from time to time to ensure relaxation of the students.

III.   Improved academic performance and increased interest in studies

The primary aim of the coaching institute is to provide academic support to the students so that they get the required guidance and support in order to clear entrance exams required to pursue higher education. To this benefit, the center has appointed a dedicated faculty who are subject matter experts and have tremendous experience in teaching students over the years. The center has separate teachers for Physics, Chemistry and Mathematics who have experience of teaching at premier educational institutes.

These teachers not only conducted classes but also helped in clearing subject matter specific doubts for the students and help in providing conceptual clarity. As agreed by all the beneficiaries, when they joined the center, the subject matter as well as concepts were difficult to comprehend. But consistent support from the teachers helped the beneficiaries to understand the concepts and enhanced their confidence.

100% • Beneficiaries took regular mock tests
• Beneficiaries found improvement in their scores due to mock tests
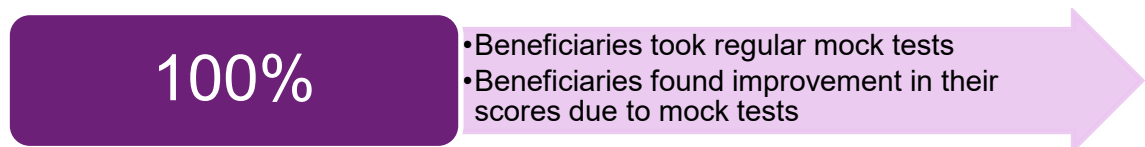
The teachers also conducted regular mock tests for the students as part of the curriculum. At the beginning of the course, Combined Mains Tests (CMTs) are conducted for the students. As the course module progresses, different kinds of mock tests are conducted for the students to gauge their understanding of the subject matter. These tests are extremely beneficial for the students as they aid in ensuring regular practice for the students who plan to sit for the entrance exams. The tests also help the students to identify the strengths as well as areas of improvement with regards to the course content which helps them plan their self – study schedule. According to the beneficiaries, 3 – 4 mock tests are conducted every month. Coaching is primarily provided to clear JEE – Mains and JEE - Advance examination which makes the students eligible to apply to engineering colleges across the country.

The following table highlights the details regarding number of students in FY2020 – 21 who sat for JEE – Mains as well as JEE – Advanced examination along with the number of students who qualified both to get admission into engineering colleges across India:

No. of students in FY2020-21	No. of students who appeared for JEE - Mains	No. of students who qualified JEE - Mains	No. of students who appeared for JEE - Advanced	No. of students who qualified JEE - Advanced
80	80	67	55	17

Table 9: Qualification results of batch of FY 2020-21, source: CSRL

The students are also provided with free of cost study material, books, stationary, bags, uniform and track – suits with adequate GAIL branding to ensure access to all study related requirements.
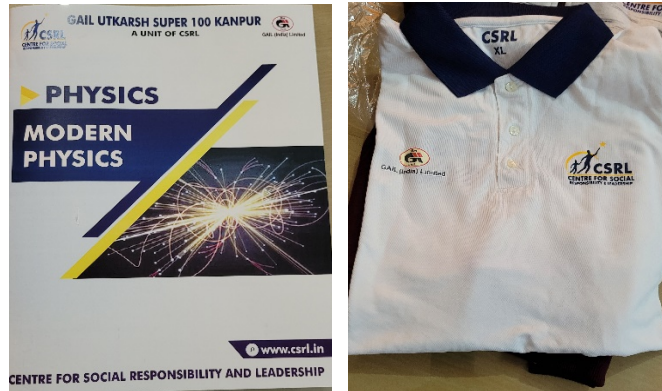

Figure 9 & 10: Study material & GAIL branded T-shirts

Figure 11 & 12: GAIL branded sweatshirts & GAIL center

Residential coaching was also beneficial for the students who were part of the programme during the out – break of the COVID – 19 pandemic. The closure of educational institutions and coaching centers during the pandemic had significantly affected students, especially those belonging to the Economically Weaker Section

(EWS) of the society. Buddy4Study.com, a technology platform supporting students with scholarship related assistance and mentoring solutions, conducted a survey of school students across the country to understand the impact of ongoing lockdown on their studies and the challenges they are facing towards exploring alternate ways of learning. More than 75% students reported severe impact on their education due to COVID 19 crisis. More than 75% of students said they found it difficult to pursue an online course as they have never done it before[17].

While students across the country faced difficulties in studying, GAIL Utkarsh Center, being residential in nature, was functional during the COVID – 19 pandemic as well. The students as well as the teachers and support staff were made to stay at the center with all required facilities to ensure minimum exposure and proper isolation. Adequate steps were taken to sanitize the surroundings and ensure proper cleanliness and hygiene for the students.

IV.   Overall impact of the project

Overall, all the beneficiaries found the support provided by GAIL to be beneficial for them. They were satisfied with the different facilities available at the center. Provision of free of cost coaching with boarding lodging facilities has ensured that the students belonging to economically weaker sections of the society are able to receive the adequate support required to fulfill their aspiration of attaining higher education and forming a successful career for themselves, thus attaining economic self – sufficiency. The following figure represents the level of satisfaction of the beneficiaries on various aspects of the skill center on a scale of 1 to 5 with 1 being least satisfied and 5 being most satisfied:

Quality of teachers: 4/5	Quality of mock tests: 4/5	Study Material: 4/5
Classroom Infrastructure 4/5	Administration 5/5	Boarding & Lodging 4/5
Cleanliness & hygiene: 4/5	Food: 4/5	Leisure activities: 3/5

Figure 13: Beneficiary rating on GAIL Utkarsh facilities

All the beneficiaries were satisfied with all the facilities available at the skill development center due to which they rated the facilities as either 4 out of 5 or 5 out of 5. The component on leisure activities was rated as 3 out of 5 due to the lack of leisure activities being conducted at the center. The implementing agency may incorporate few more extra-curricular activities to ensure relaxation for students which will be beneficial for their overall mental and physical well – being.

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[17] Lockdown Hits Poor Students Hard, 86% Unable to Explore Online Learning: Survey (ndtv.com)

1.5.7 Sustainability of Intervention

Sustainability assesses how well the programme secures the long-term viability of its outcomes and influence.

The continuation of a positive effect after development or aid has stopped is referred to as sustainability. This evaluation criterion contains key elements concerning the likelihood of continuous long-term benefits and risk tolerance. To achieve sustainability, a governing framework, financial model, and operating system must be established.

Although the project provides one year support in terms of residential coaching to the students, it currently focuses on ensuring that the students are well prepared for the entrance examinations and helps them in selecting the adequate colleges basis their ranks. The project does not have a formal system of regularly following – up with the students once they get admission in the colleges of their choice or otherwise. Following up would have helped them in understanding the retention rate of the children post admission as well as reasons for them dropping out of the colleges or any form of stress or tension that the students have been experiencing post joining the college. Developing such a mechanism into the project structure would ensure long term sustainability of the project by capturing the retention rate of the project.

Additionally, a well-developed alumni network of students who have previously studied at the center and went on to take admission into India's premier engineering colleges as well as students who have successfully been placed in their career and have become financially independent, would aid the current students in reaching out and interacting with them to gain motivation. An understanding of the scenario post coaching and how should one go about it is necessary.

Regular alumni meets and guest lectures would help the students to gain firsthand experience of hearing students who were in their shoes in the past and how they coped with the stress and pressure and excelled in their career.

1.5.8 Overall rating of the project

The scoring matrix was used to evaluate and score performance of the project across districts of Uttarakhand. The following table provides the district-wise rating across the defined parameters:

Location	Relevance	Coherence	Efficiency	Effectiveness	Impact	Sustainability	Branding	Total Score
Uttarakhand	80%	100%	100%	100%	100%	80%	100%	94%

Table 10: Overall scoring of project

The GAIL Utkarsh project implemented in Uttarakhand scored an average of 94%. The project was aligned to GAIL's CSR policy and SDGs and were relevant to the needs of the community. The project was efficiently executed across the selected districts within the allocated budget and timelines. The completion rate was 100% for the project and 100% of the beneficiaries surveyed were satisfied with the support being provided. Majority of the beneficiaries were also satisfied with the boarding and lodging facility provided at the center along with academic support provided by the teachers. Sustainability of the project is at 80% as more frequent follow – ups can be conducted

with the students who have gotten admission into the colleges. Development of a strong alumni network would be beneficial for the students in the long run.

The total score of the GAIL Utkarsh Project in Uttarakhand came to 94% due to which this project can be rated as **"Highly Impactful"** in nature.

1.6 Case Study

Story of Kalawati – A Himalayan IITian dreamer

It is beautifully said by Swami Vivekananda that "The gift of knowledge is the highest gift in the world".

Kalawati, a Himalayan girl from Pithoragarh, Uttarakhand who is passionate about her career inspired us through her journey to **IIT Dhanbad**. Kalawati is a talented student who had a clear vision towards her life. Being a student at a Hindi medium Government school, it was not easy to dream to be a part of prestigious college like IIT, but her hard work and dedication towards studies got her name enrolled in the list of meritorious children for "GAIL Utkarsh Super 100' programme. It is the programme together started by GAIL (India) Limited and Centre for Social Responsibility and Leadership (CSRL).

GAIL (India) Limited, the country's premier natural gas company, has actively implemented a slew of CSR initiatives in Uttarakhand. The two centres were established under GAIL's Project Utkarsh which is a flagship CSR programme of GAIL aimed at providing coaching to students to free from marginalized communities. Fifty students are provided training in each of the two centres in Kumaon and Garhwal regions of Uttarakhand. The programme covers all expenses of the students along with providing them residential facility and intensive mentoring so that they can compete for engineering entrance examinations at Indian Institute of Technology, Joint Entrance Examination at Uttar Pradesh Technical University, etc.

Kalawati after being selected in the merit list for GAIL Utkarsh Super 100', also cleared the interview which is a part of the selection process for this programme. She had never imagined that she would clear such a stringent selection process. It was like a life changing achievement to her. She also got permission from her family to move to Institute at Haldwani, Uttarakhand.

This programme provided free coaching along with food and accommodation. With this facility, she got a very disciplined environment which was free from any stress and tension. Apart from getting the academic knowledge of Physics, Chemistry and Mathematics through highly qualified faculty she was also able to understand and adopt the art of peer learning. This is what gave her an edge over the lakhs of aspirants preparing for IIT-JEE from all over India. The group studies over there contributed even more in this. Although initially she was facing problems due to language barrier but with time, she started adapted herself. Additionally, the institute also offered motivational and leadership development classes which helped her in developing a wider perspective and an ability to think that nothing seems impossible or difficult.

These centres have a modern computer lab, and the students are also provided with academic materials, like books and magazines free of cost. Despite all these facilities Kalawati had to face many problems, staying away from home was not easy for her. Things got harder when covid hit India, language was a secondary barrier, but Kalawati

set an example for others as she never gave up. She consistently worked hard and pass both the IIT Mains and advance test which got her selected for **IIT Dhanbad**. This 11-month programme transformed Kalawati into an ambitious and self-motivated personality. Now, Kalawati wants to make change in other student's lives with her learnings.

1.7   Conclusion and Way Forward

The coaching industry is rapidly growing. Data from the National Sample Survey Office's 71st round reveal that more than a quarter of Indian students (a stupendous 7.1 crore) take private coaching. Around 12% of a family's expenses go towards private coaching, across rich and poor families alike. A majority of the middle-class parents have been spending one-third of their monthly income on private tuitions for their wards to do better in their examinations and prepare them for competitive entrance exams for professional courses.

According to a report by the Associated Chambers of Commerce and Industry of India, because of a "desire to stay ahead in the global economy and the failing quality of mainstream education system, a whopping 87% of primary school children and up to 95% students in high schools receive private tutoring in metros.

Most students who plan on attending the IITs start preparing for the national level entrance exam (JEE-Advanced) at the higher secondary education level (Grade 11/12), The exam is held annually in May or June, and over 150,000 students appear for it every year. To prepare for the JEE-Advanced, children begin preparations early by joining the coaching centres. The average age of students enrolling for these coaching centres ranges between 15-17 years and it takes a minimum of about 2 to 3 years of preparation.

Students belonging to economically weaker sections of the society find it difficult to gain access to private coaching to the exorbitant fees charged and lack of affordability. This hinders their aspiration of being able to attain higher education and to make a mark for themselves by receiving equal opportunity of being able to study in some of the premier colleges of the country.

GAIL Utkarsh Super 100 project has helped to realize this dream of thousands of young aspirants who did not have the economic support and means to take admission into private coaching institutes. The project, through its free of cost boarding and lodging facilities has aided the children belonging to weaker sections of the society to study in a healthy environment with all their needs being met along with support from experienced faculty members.

In order to make the project more robust and long lasting, GAIL (India) Limited and the implementing agency may consider looking at the following challenges and way forward:

- **Provision of more extra – curricular activities/leisure activities:** As per discussion with various stakeholders, it was noted that while birthdays and festivals are celebrated from time to time at the center, there are no fixed extra – curricular activities or leisure activities designed for the students within the curriculum. Due to the hectic schedule of the students, they do not get enough time to play any sport or engage in physical activities which are equally important for a healthy mind and body. GAIL and the implementing agency may redesign the curriculum in such a way so that students are given a designated time for

extra – curricular activities during the day. This would help them to manage the stress more effectively.

- **Provision of counselling sessions for the students:** The students residing in the centers are part of a competitive environment and are subject to multiple study schedules, deadlines and mock tests from time to time. They come from economically weaker sections of the society and right out of school into a new environment and a completely different schedule. This leads them to take some time to adjust and cope to their new surroundings and requirements of the course. Given this scenario, regular counselling sessions from a trained professional will help the children to discuss their fears and apprehensions more openly and help them adjust better in the future.

- **Provision of guest lectures on a regular basis:** While interacting with the beneficiaries, it was suggested that the center may also organize guest lectures of the center alumni. Such guest lectures from time to time would help motivate the students and ensure their perseverance is maintained to reach their goal. Additionally, interacting with past alumni of the center would help them better understand basis a first-hand experience on how to effectively prepare for the examination.

- **Provision of medical professional at the center:** Detailed discussion with the stakeholders at the coaching center revealed that for any type of major medical need, students have access to the nearby hospitals and the center also informs the parents. Although the center has provision of medicines for general medical needs like cough and cold, GAIL and the implementing agency may explore to bring in a medical professional 2-3 times a week or get the center affiliated with a hospital in the city at subsidized rates for any kind of emergency and easy access to medical facilities.

- **Provision of additional infrastructure for teaching:** Some of the students as well as teachers and staff at the center expressed the need for provision of a smart class along with projector and mic facility for teaching. This would aid in making the classes more interesting and help in the explanation of concepts in an easier manner with the help of visual aid.

![KPMG logo]

Thank you

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