



Final Impact Assessment Study Report

GAIL Utkarsh Super 100, Uttarakhand

GAIL (India) Limited

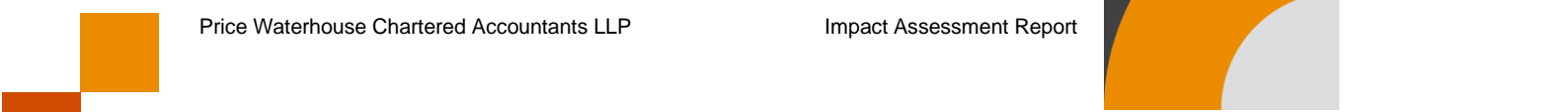
March 2025

Price Waterhouse Chartered Accountants LLP



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List of Abbreviations

Abbreviation	Full Form
BAMS	Bachelor of Ayurvedic Medicine and Surgery
CBSE	Central Board of Secondary Education
CSRL	Centre for Social Responsibility and Leadership
CSR	Corporate Social Responsibility
EWS	Economically Weaker Section
FGD	Focus Group Discussion
FY	Financial Year
IDI	In-depth interview
IRECS	Inclusiveness, Relevance, Effectiveness & Efficiency, Convergence and Sustainability
JEE	Joint Entrance Examination
MBBS	Bachelor of Medicine, Bachelor of Surgery
MMU	Mobile Medical Unit
MOA	Memorandum of Agreement
NEET	National Eligibility cum Entrance Test
OBC	Other Backward Class
PCM	Physics, Chemistry and Math
PSU	Public Sector Undertaking
PWCALLP	Price Waterhouse Chartered Accountants LLP
SC	Scheduled Castes
SDG	Sustainable Development Goals
ST	Scheduled Tribes
STEM	Science, Technology, Engineering and Mathematics
SSRP	School-to-School reach programme

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1. Executive Summary

Executive Summary:

About the Project: GAIL (India) Ltd (GAIL) is a Central Public Sector Undertaking (PSU) that started its operations in 1984. It implements CSR projects across various sectors and is committed to conducting impact evaluations of its projects. One of these projects is the 'GAIL Utkarsh Super 100, Uttarakhand,' which aim to transform the lives of students by enhancing their academic performance through **residential coaching in Haldwani (50 students) and Srinagar (50 students), preparing them for engineering (JEE) college entrance examinations**. This project was implemented by the Centre for Social Responsibility and Leadership (CSRL) with CSR funding support from GAIL.



GAIL engaged Price Waterhouse Chartered Accountants LLP (PWCALLP) to conduct the impact assessment of this CSR project. **The scope of work included the desk review of the project, research tools development, field data collection and providing management with key findings and recommendations for their consideration.**



The impact assessment study utilised a **mixed method approach** (quantitative and qualitative). While the quantitative interactions were carried out with a survey sample of 41 students, team also carried out the qualitative interactions with various other project stakeholders such as GAIL Project Nodal Officer, CSRL Project Lead, Teacher / Administrative staff Centres, Parents and Students.



Beneficiary Profile:

83% (N=41) respondents were male and remaining 17% were female. Respondents were predominantly (31.7%) from Scheduled Caste category, followed by Economically Weaker Section (29.3%), Other Backward Class (29.5%), and categories such as Scheduled Tribe (19.5%). Further, the primary occupation of the family of majority respondents was non-agricultural labour work (41.5%).



Key Impact Findings:

Access to Free Quality Education:

- **98% respondents felt that they should join because they had the opportunity to access coaching facilities for free**, while a little over half (51%) valued the experience of learning outside of their homes.
- **All respondents felt that the coaching facility reduced the financial burden for their families and 66% believing that it provided them an opportunity for socio-economic upliftment.**
- Respondents felt that if this coaching facility was unavailable to them, they might have had to **explore alternate higher education courses, competitive exams; or drop an additional year** for the JEE exams.

Access to a Holistic Learning Environment:

- **All respondents found their experience at the residential facility to be good** and rated overall amenities 2.73 (on a scale of 1 to 3).
- **100% respondents agreed that the residential facility led to peer learning**, and close to all respondents felt that it provided them an insight on different methods of learning.
- Respondents felt that sessions beyond classes helped them learn new techniques to improve study efficiency (time management, stress management, etc.), aided in personal growth, and provided exposure to available market opportunities.

Opportunity of Becoming Changemakers:

- Close to 10% parents were apprehensive in sending their children to a residential coaching facility. It was majorly due to reasons such as safety, distance from home, and the young age of the child. However, close to all respondents stated that their parents were proud of their academic progress at the centre, after they had joined.
- Close to all respondents stated their **active involvement in at least one community support activity, showcasing their strong commitment to making a positive difference in society.**



Recommendations:

- Based on the feedback from students, there is need to **increasing the frequency of toilet cleaning, reducing the number of students in one dormitory, and improving the management of meals.**



- **There is also a requirement of having provision of additional team of faculty who could assist students, providing support to the main faculty by conducting doubt-clearing sessions and extra classes** when necessary. This shall help such students who lacked a strong grasp of the concepts taught in their 11th and 12th-grade coursework found it challenging to keep up with the coaching.
- **Gender sensitisation trainings are particularly important in a residential co-educational facility, especially with a low female to male student proportion** to help faculty and staff improve their interactions with the students.





2. Introduction

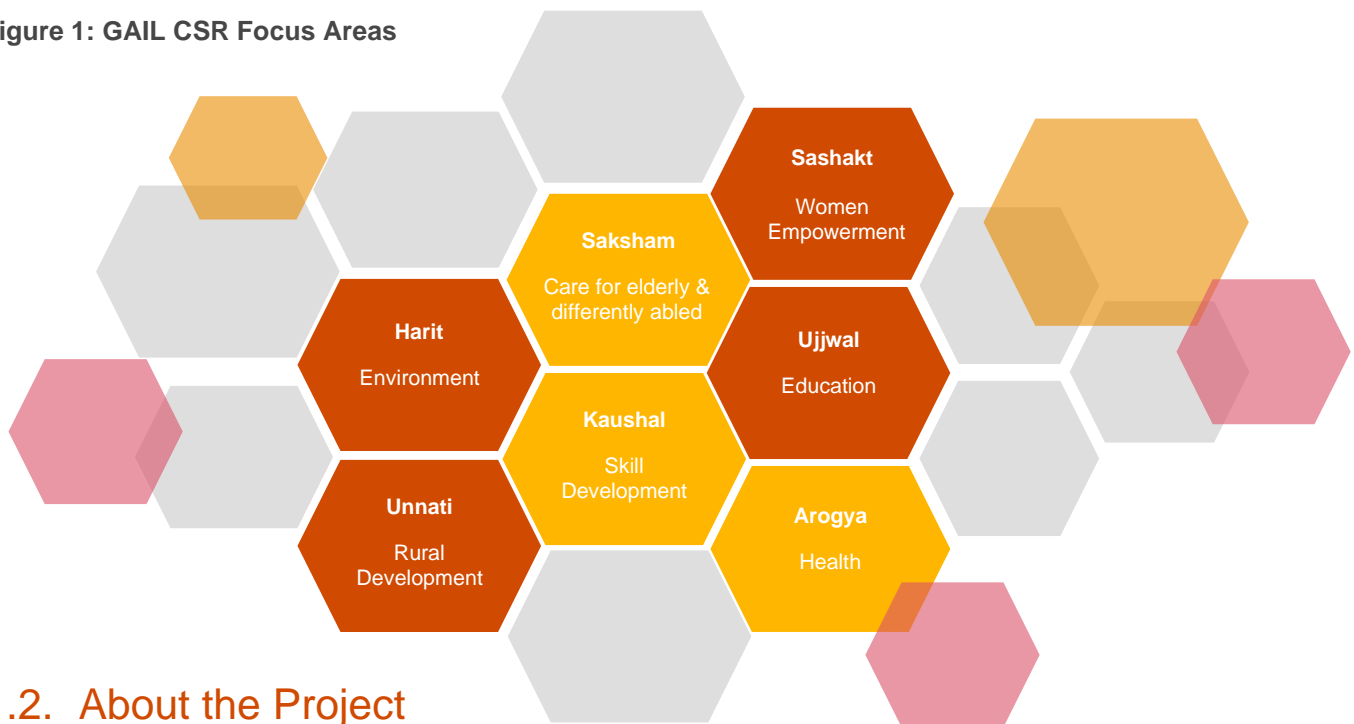
1.1. CSR at GAIL (India) Limited

GAIL (India) Ltd (GAIL) started its operations as a Central Public Sector Undertaking (PSU) in 1984. It was established under the Ministry of Petroleum and Natural Gas, Government of India. It is India's leading natural gas company with ownership and network of over 15,500 kms of natural gas pipelines across the country. It holds **~70% market share in gas transmission** and accounts for **over ~ 50% of gas trading** in India.¹

In line with the company's vision, GAIL continues to enhance value creation in the society and in the communities in which it operates. The company aims to fulfil its role as a socially responsible corporate entity with environmental concerns with an objective to promote sustained growth for the society and the community.² The goal is to ensure an increased commitment at all levels in the organisation to operate business in an economically, socially & environmentally sustainable manner, while recognising the interests of all its stakeholders.

Corporate Social Responsibility (CSR) projects at GAIL encompass a wide range of welfare and developmental activities that extend across various focus areas, primarily conducted in and around its business operations. The company has identified **seven focus areas** which remain at the heart of all GAIL's CSR projects and have been appropriately termed as '**GAIL Hriday**', as depicted in the figure below.³

Figure 1: GAIL CSR Focus Areas



1.2. About the Project

1.2.1. Context

Students face challenges in accessing quality Science, Technology, Engineering and Mathematics (STEM), crucial to Indian workforce. These challenges include affordability, infrastructure, and geographical location. Competitive exams like the Joint Entrance Examination (JEE) for engineering under such circumstances are difficult to crack, especially for economically disadvantaged students. Amidst these challenges, various initiatives and opportunities have emerged to support and empower underprivileged students through financial assistance, coaching, and study materials.

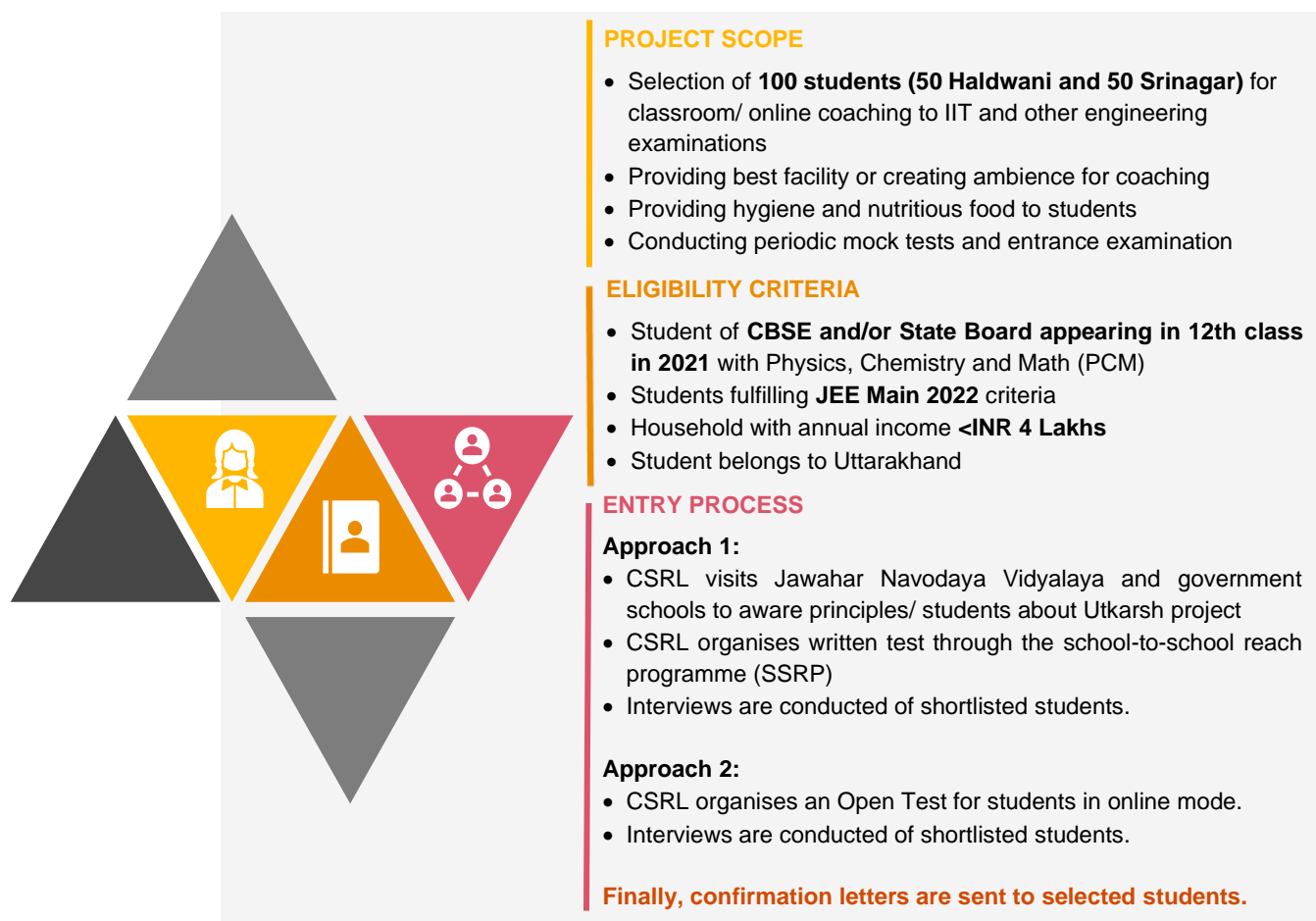
¹ <https://www.gailonline.com/ABGailstory.html>

² <https://www.gailonline.com/CSRPolicy.html>

³ <https://www.gailonline.com/CSRHriday.html>

'GAIL Utkarsh Super 100, Uttarakhand' is a part of GAIL's flagship Utkarsh projects, which aim to transform the lives of students by enhancing their academic performance through **residential coaching and preparing them for engineering (JEE) college entrance examinations**. This project was conceptualised and implemented by the **Centre for Social Responsibility and Leadership (CSRL)** with the CSR funding support of GAIL. Below figure provides a Bird's-eye view of GAIL Utkarsh Super 100, Uttarakhand project across two centres in Haldwani and Srinagar, respectively:⁴

Figure 2: Project Details for GAIL Utkarsh Super 100, Uttarakhand



The impact assessment study will focus on the **academic year 2021-22** for GAIL Utkarsh Super 100, Uttarakhand. The total funding for this project period by GAIL is **INR 3 Crores. 70% students from Haldwani centre, and 74% from Srinagar centre qualified for the JEE Mains. Out of these students, 34% from Haldwani centre, and 22% from Srinagar centre qualified the JEE Advanced examination.**⁵

1.2.2. About the Implementing Partner

Centre for Social Responsibility and Leadership (CSRL) was established in the year 2007 with an aim to promote social upliftment through educational projects. CSRL is a registered society that primarily operates in the education and leadership sector. The organisation has been actively involved in providing coaching to **underprivileged children of the society through similar projects** across India.⁶

⁴ Information provided as per project progress reports shared by GAIL.

⁵ Information as per project progress report. The information has not been validated by the PW team.

⁶ <https://www.csrl.in/about-csrl-in-india>



2. Approach and Methodology

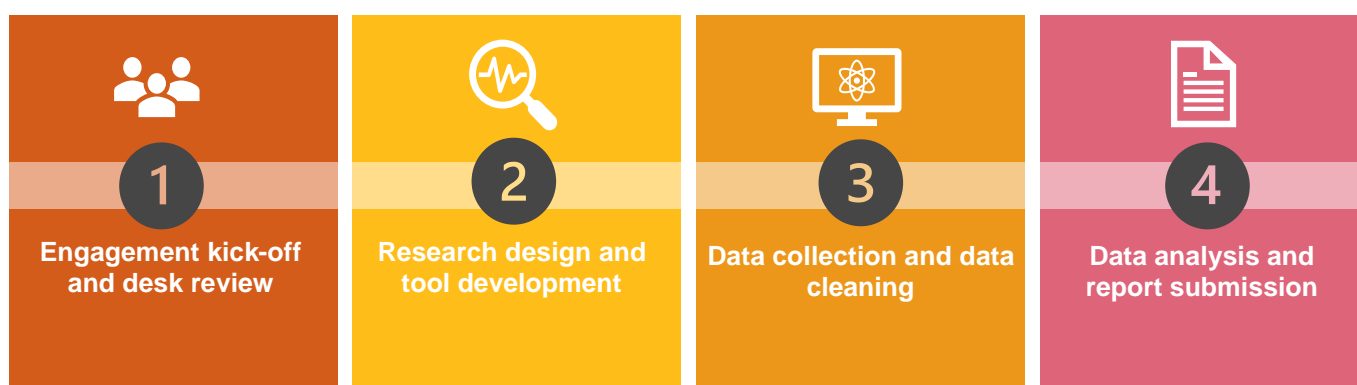
2.1. Purpose and Scope of the Study

GAIL (India) Limited (GAIL) engaged Price Waterhouse Chartered Accountants LLP (PWCALLP) to conduct an impact assessment of its CSR projects. The study aims to assess the overall impact on the community with an objective to bring transparency and provide management with the feedback and recommendations to improve the delivery processes of the CSR projects at GAIL.

2.2. Detailed Methodology

The impact assessment study utilised an **integrated and cohesive approach** (as depicted in below Figure) which enabled the research team to evaluate the impact of the project on the lives of the beneficiaries:

Figure 3: Step-by-Step Approach for Assessing the Impact of the CSR project



Step 1: Engagement kick-off and desk review

The impact assessment began with a kick-off meeting with the project team from GAIL to discuss the overall scope of work, gain a detailed understanding of the project and further, align on the expectations of the GAIL from the impact assessment. Following the meeting, PW team prepared and shared a list of documents required for initiating the impact assessment. Once the documents were received from GAIL, the team initiated the desk review of the documents. Following documents were received from GAIL to initiate the desk review:

- MoA with the implementing agency
- Project- specific progress reports as per each payment instalment

Step 2: Research design and tool development

Team reviewed and understood the monitoring and implementation processes for this CSR project. The impact assessment study was guided by the **IRECS assessment framework** which was used to provide overall feedback on the efficacy of implementation as well, as its efficiency in terms of achievement of the desired project outputs with reference to inputs (refer Figure 4).

Post finalising the assessment framework in consultation with GAIL team, PW team initiated the mapping of the stakeholders for this CSR project and drew the sample size for the purpose of impact assessment. Key stakeholders were identified for the project to undertake the quantitative and qualitative interactions with the related project stakeholders.

Figure 4: IRECS Assessment Framework





Inclusiveness (I)

Ability of different stakeholders, particularly poorest and most marginalised - to access the benefits of activities, be part of institutions (healthcare / education committees) and derive equitable benefits from assets created.



Relevance (R)

Are the services /inputs /institutions facilitated in the project able to meet community priorities? How was the planning done? Was it participatory? How were the success indicators developed? Was the community involved in development of project indicators?



Effectiveness (E)

Have the activities been able to effectively address community expectations? If the project is completed within the finalised time duration How efficiently have the resources been deployed, monitored, and utilised? If there is a potential to replicate the solution in other states or districts?



Convergence (C)

Degree of convergence with government/other partnerships; relationship between individuals, community, institutions, and other stakeholders.



Sustainability (S)

Do communities feel ownership over the assets created by the activities and/or will the Project initiated community interventions sustain even after the exit of the funding agency? Are the institutions strengthened adequately to effectively manage and sustain the activities after the completion of project? Has an exit strategy been drafted?

Basis the review of the projects, each project has been assessed on the above key parameters and further categorised into High/ Medium/ Low basis the impact generated:

Table 1: Description of Categories for Bifurcating Projects based on their Impact Generated

Colour Code	Rating Categories	Description
Green	High	This category highlights that the project has been able to meet the key evaluation parameters of impact within the said IRECS framework.
Yellow	Medium	This category highlights that the project has been able to partially meet the key evaluation parameters of impact within the said IRECS framework.
Red	Low	This category highlights that the project has yet to meet the key evaluation parameters of impact within the said IRECS framework.

After mapping key stakeholder groups in consultation with the GAIL team, the team started developing the research tools for data collection. The assessment for 'GAIL Utkarsh Super 100, Uttarakhand' project adopted the **mixed method approach (mix of quantitative and qualitative research)**. For the quantitative interactions, the sample size was calculated keeping in mind statistical measures to draw inferences from the sample that could be extrapolated for the larger universe of beneficiaries. The **Cochran's Formula** was used to calculate the sample size for quantitative interactions. The formula is mentioned below:

$$n' = n/1 + \{[z^2 * p (1-p)]/m^2 * N\}$$

n' – sample



Z is z score depending on Confidence Interval (in this case CI = 90% and z = 1.96)

$$n = z^2 * p(1-p)/m^2$$

N = population size (depending on individual projects as obtained from each project MOA)

M = margin of error (10%)

p = population proportion (considered as 50%,0.5)

The below table indicates the sample size of quantitative research and stakeholders mapped for the qualitative interactions for this CSR project:

Table 2: Mapping of Qualitative and Quantitative Interactions for GAIL Utkarsh Super 100, Uttarakhand Project

Quantitative Sample			Qualitative Sample		
Universe Size (beneficiaries)	Sample Size for Quantitative Research	Mode of Quantitative Research	Stakeholders Covered under Qualitative interactions		Mode of Qualitative Research
98 students	41 Students	Virtual survey	<ul style="list-style-type: none"> • GAIL Project Nodal Officer • CSRL Project Lead • Teacher / Administrative staff at Haldwani and Srinagar Centres • Parents of students from Haldwani and Srinagar Centres • Students who Qualified JEE Mains • Students who did not Qualify JEE Mains 	1 1 2 6 3 3	Virtual in-depth interviews (IDIs)

The team conducted qualitative interviews with several students to gain insights into their experiences following their participation in the GAIL Utkarsh project. The purpose was to ascertain whether they successfully enrolled in college and adapted well to their new environment, or if they chose to pursue different academic paths.

Step 3: Data collection & data cleaning

PW team also ensured sensitising the implementing agency, CSRL and GAIL project team on the requirements from impact assessment study. Post finalisation of the data collection plan, the research team from PW was oriented on the research tools (quantitative and qualitative) and dos and don'ts during data collection. Once the quantitative and qualitative data was collected virtually, data entry and cleaning were carried out.

Step 4: Data analysis & report submission

After the data entry and data cleaning, the analysis was carried out to arrive at the insightful and overarching findings for this project. The draft report was prepared accordingly and shared with GAIL for review and inputs. PW submitted the final report to GAIL for management's consideration post incorporating the inputs received from the team.





3. Programmatic Findings

3.1. Analysis of Collected Data for the Impact Assessment

3.1.1. Beneficiary Profile

This section discusses the key findings emerged from our interactions with 41 students (N=41) to understand the impact for this CSR project. The sample was further equally bifurcated based on the number of centres in Uttarakhand. 21 respondents were selected from the Haldwani centre, and 20 respondents were selected from the Srinagar centre. Please note that while Haldwani centre is still operational through the CSR funding support from GAIL and continues to impart free coaching, but the Srinagar centre is not operational currently due to logistic and operational reasons as cited by GAIL and CSRL teams.



83% (N=41) respondents were male and remaining 17% were female. Based on the applications received and the selection criteria, the female students were all placed in the Haldwani centre, and Srinagar centre catered only to male students. Hence, all female responses as a part of the survey are from the Haldwani centre.



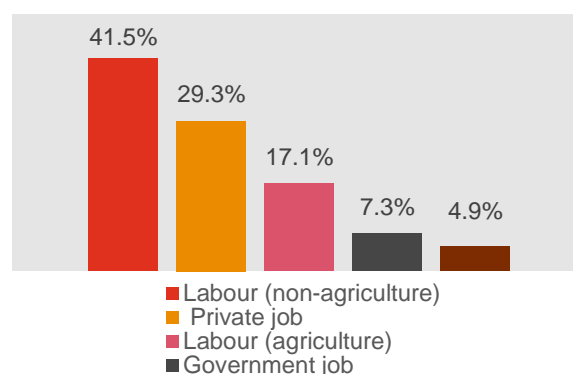
These respondents were **within the age group of 16 to 19 years** at the time of joining the centre. (46% were 18 years old, 39% were 19 years old and rest 15% were between the age group of 17.)



31.7% of the respondents were from **Scheduled Caste category**, followed by Economically Weaker Section (29.3%), Other Backward Class (29.5%), and other categories such as Scheduled Tribe (19.5%).

- Further, **primary occupation of the family of these respondents was non-agricultural labour work (41.5%)**, followed by private job work (29.3%) (refer Error! Reference source not found.).
- 61% respondents** reported a household income between **INR 50,001/- and 150,000/- annually**, while 22% reported household income less than INR 50,000/-. All respondents from the GAIL Utkarsh Super 100, Uttarakhand project had an **annual household income of less than INR 4,00,000/-**, aligning with the set eligibility criteria.
- It was observed among 93% respondents that the annual income supported households with 4 to 6 family members. **5% of respondents mentioned having households with over 7 to 9 members.** 2% reported households with 3 or fewer members.

Figure 5: Primary Occupation of Respondent Household, N=41



Respondents (N=41) scored an average of **83.16% in 12th Class** at the Uttarakhand Centres



100% respondents at the Uttarakhand centres were aware of **GAIL as the funding partner for this project**



The survey was conducted with students who cleared the JEE Mains exam.

Out of the respondents (N=41):



54% (N=41) respondents joined through SSRP, 34% got to know of the project from family and friends, while 12% knew through social media and branding material.



63% students got to know of GAIL through CSRL, 37% got to know from hoardings and other branding materials prepared by CSRL

- 68% who appeared for JEE Advanced, were unable to clear it after clearing the JEE Mains examination
- 32% cleared the JEE Advanced examination
- 100% survey respondents were enrolled in higher education institutions and pursuing engineering courses

3.1.2. Summary of the Impact by the Project

- **Access to Free of Cost Quality Education**



GAIL's senior management team has been actively involved under this project through the discussion and decision-making support on geography, and selection criteria of students, while allowing CSRL the freedom to execute the project effectively. The centres offer **free of cost coaching facilities** to the students with set process for selection of teaching faculty who teach a pre-decided curriculum based on JEE requirements. The teaching plans and class scheduled are developed and updated regularly by the academic team of CSRL.

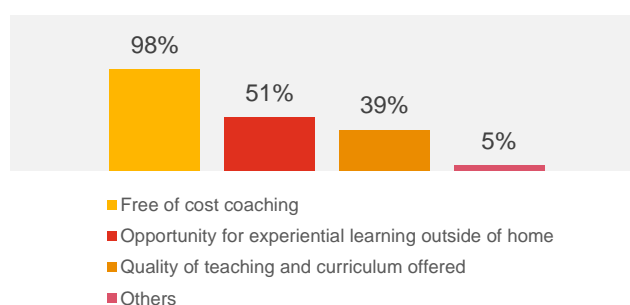


73% found the selection process moderately difficult, while 22% stated that this process was easy. Only 5% found it to be difficult. **78% of respondents only needed to review their regular coursework from school to qualify for the selection process**, while 17% stated that they did not need to do any additional studying. Only 5% responded that they needed to learn new concepts to prepare for the examinations (N=41).



98% respondents joined because they had the opportunity to access coaching facilities for free. 51% valued the experience of learning outside of their homes, and 39% joined because of the quality of teaching and the offered curriculum. This was further explained by another 5% of the respondents, who were keen to join due to the reduced distractions in a residential course with a dedicated facility for coaching (refer Figure 6).⁷

Figure 6: Reasons for Joining the Coaching Centre, N=41 (Multiple coding)



On probing further on the importance of this coaching among respondents, team noted following reasons:

- **100%** felt that the coaching facility **reduced the financial burden for their families.**
- **66%** believed that it **provided an opportunity for socio-economic upliftment**, and
- **34%** agreed that it gave them access to quality teaching/ learning.



If this coaching facility was unavailable to the respondents, they might have had to **explore alternate higher education courses, or competitive exams; or drop an additional year** for taking JEE with the support of other offline coaching facilities costing more than INR 1,00,000/-.



Respondents felt that **with limited preparation, they might have had to take admissions in private colleges with higher tuition fees.** This would have led to increased financial burden for their family.



Respondents believed that **they fared well in the entrance exams** owing to **regular doubt solving sessions (95%)** related to specific topics followed by **course curriculum (90%)**. Respondents also highlighted that the **regular tests and feedback sessions (85%)** on their performance in classes and mock tests regular classes (78%), and teaching pedagogies (63%) also contributed to the success. On a scale of 1 to 3, the respondents rated the teaching pedagogies at 2.78 and the curriculum design at 2.85.

⁷ Multiple choice question, hence total of responses will not add up to 100%.



Case Story 1



My husband is a school bus driver, and I am a housewife. When the idea of sending our daughter for residential coaching came up, we were initially apprehensive about the potential additional expenses. We were uncertain whether the coaching centre would ask for any fee, considering the quality of education provided by trained faculty and their impressive track record of getting students admitted into prestigious institutes. Upon visiting the facility and personally understanding the offerings, we were pleasantly surprised to learn that everything was being provided to our child free of charge. We recognised the tremendous value that this arrangement presented for our daughter's future.

- Parent of a Student, GAIL Utkarsh Super 100, Uttarakhand

Respondents suggested that to improve the rate of qualified students in the entrance examinations, even though doubt sessions are being held in ample quantity, they should be slightly more focused on each topic (83%). 54% felt that additional teaching staff is required at the centre, and the teaching pedagogies could be improved with more real-life examples, case stories, etc. (32%) in the curriculum. These **can be considered for improvement within the execution of the project**. Respondents highlighted that Covid-19 posed a challenge to the quality of teaching, given that classes were shifted to online mode as lockdowns were implemented in the state. Respondents stated that in addition to this issue, permanent on-campus faculty would have been helpful for them. A student from the Srinagar centre quoted that “occasionally, teachers visited in rotation with other centres, sometimes classes were also conducted online, which caused us issues in our flow of learning.” Additionally, respondents stated that promoting physical activities among student beyond monotonous classroom teaching would also help facilitate improved health and learning outcomes.

Respondents reported facing common challenges, including the educational gap they experienced by them if they attended regional or Hindi medium schools. This made it difficult for them to understand English STEM terminology. “My confidence was low which hampered my preparation for JEE Advanced exam. It was engrained in me that since I am from a Hindi medium school, such opportunities are out of reach for me”, said a student. Faculty added, “there are some children who are unable to clear the exam is because of their low preparation during their boards. Students from remote regions often struggle in this regard because of the lack of resources in their schools at the time.”

• Access to a Holistic Learning Environment



Two centres in Uttarakhand provide a range of residential amenities to the students, which includes 24/7 academic and emotional support provided by on-site faculty and staff. Each student is accommodated in a fully furnished dormitory with a cot, mattress, bed sheets, and basic supplies, along with access to shared bathroom facilities. Students are provided with three daily meals. The institute also boasts modern classrooms and computer labs. Additionally, students are also given free healthcare services to address any medical needs.



The project encourages collaborative learning through peer learning groups, offers online educational resources, and supplies assessment materials to challenge students and improve their abilities for better outcomes. Furthermore, students are offered support in developing soft skills, managing stress and time, and planning for their future careers with the support of on-campus staff. They also have the chance to connect with college peers through alumni workshops.

100% respondents found their experience at the residential facility to be good. They rated the overall amenities at the centre as 2.73 (on a scale of 1 to 3). When asked about what they liked at the centre, 97% respondents stated that it was the safety and security, followed by 88% mentioning dormitories and 75% mentioning classrooms and computer labs.⁸

⁸ N=32, only asked to select respondents who rated the facility as excellent. Multiple choice question, hence total of responses will not add up to 100%.

▶ During discussions, various stakeholders emphasised that the GAIL Utkarsh Super 100 project distinguishes itself from other coaching projects due to its residential facility, which contributes to the cultivation of academic discipline among students. It acts as an attribute to the reputed coaching services offered to the students. **95% respondents indicated that the residential facility provided them with an opportunity to acquire soft skills** that may not have been feasible in any other coaching facility. Moreover, **51% acknowledged that the residential facility offered an environment conducive to enhanced focus on studies**, and 7% expressed that while there is room for improvement in meals, they contributed to maintaining a healthy diet.⁹

▶ According to respondents, in addition to soft skills and personal development counselling sessions (68%) and alumni meetings (56%), they also engage in activities such as playing games, and celebrating festivals (39%) (refer Figure 8).¹⁰ Respondents felt that these additional sessions, meetings, and events helped them during coaching, and during their journey in higher education. They stated that these sessions helped them learn new techniques to improve study efficiency (time management, stress management, etc.), aided in personal growth, and provided exposure to available market opportunities, especially through alumni meetings.

Figure 7: Facilities Liked by the Respondents at the Centre, N=32 (Multiple coding)

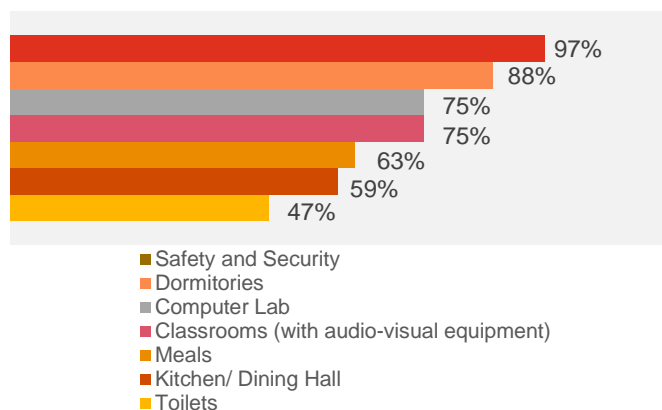


Figure 8: Events Held Beyond Academic Classes, N=41 (Multiple coding)

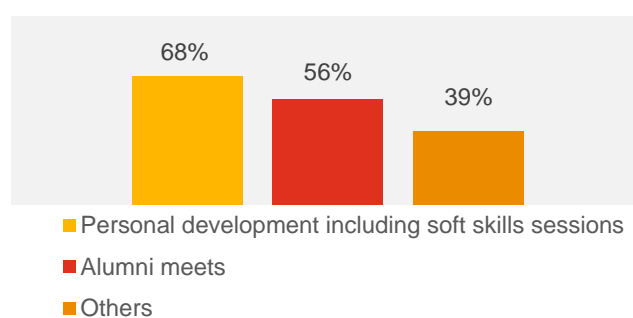
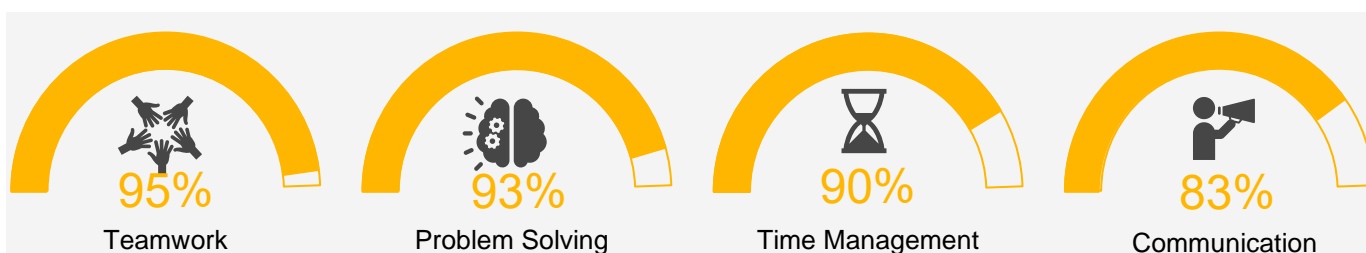


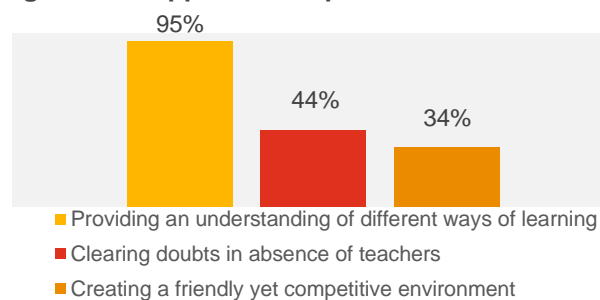
Figure 9: Percentage of Top 4 Soft Skills in which Respondents Reported an Improvement (N=41)



On the contrary, soft skills least developed by respondents included leadership and creativity.

▶ **100% respondents agreed that the residential facility led to peer learning.** 95% respondents said it provided an insight on different methods of learning. For 44%, it helped them clear doubts in absence of teachers, and for 34% create a friendly yet competitive environment for learning.¹¹ However, a student added that “mixed study groups with students of different calibres were necessary since top-performing students tended to study together. This meant that those who were not in the same academic range missed out on valuable learning opportunities.”

Figure 10: Support to Respondents from Peer



⁹ N=33, Multiple choice question, hence total of responses will not add up to 100%.

¹⁰ Ibid.

¹¹ Ibid.



Case Story 2



We are two daughters of a single mother who is a labourer. Sending my sister to a residential coaching at the time was difficult, but today seems to have been the best decision we took for her. We saw ample change in her since she joined the GAIL Utkarsh centre. She is now mature, confident, and more disciplined about her academic schedule. The experience she had at the centre, shaped her as a person and made her more secure about her academic skills. Today she is in a reputed premier institute, which was unimaginable for any of us, even among our distant relatives.

- **Guardian of Student, GAIL Utkarsh Super 100, Uttarakhand**

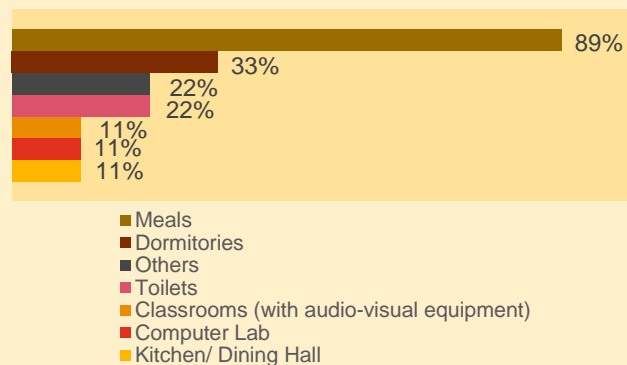
When asked what they would like to improve in the residential facility,

- **89% of the respondents suggested that the meals could be better.**
- **33% suggested the need for improved dormitories and**
- **22% wanted an improvement in the toilet facilities with a focus on more hygiene and regular cleaning.**

Respondents also called out other requirements at the centre, such as a dedicated medical room (refer

Figure 11).¹² Respondents also cited water shortage as an issue at the centres. Additionally, while faculty was provided with training on course curriculum, teaching pedagogies and more, there were no training specific to gender sensitisation, given the few numbers of girls at the Haldwani centre who might require special attention.

Figure 11: Areas of Improvement in the Residential Facility, N=9 (Multiple coding)



• Opportunity of Becoming Changemakers

After initial apprehension, parents come to understand the significance of enrolling their child in the GAIL Utkarsh Super 100 coaching centres in Uttarakhand. They acknowledge the importance of coaching and how it can help their child in getting into a premier higher educational institute. To them, it is crucial for their child's social and economic advancement and can transform the future of their entire family. "There are many such humbling stories of students at the centre", said a faculty. "An example of this is a girl who had lost her parents and was being supported by her relatives. She had no means of preparing for such competitive exams but, today she is studying in the Indian Institute of Technology."



The interactions with respondents highlighted the transformative impact of receiving coaching and gaining access to a leading higher education institute. This empowerment enabled them to serve as ambassadors for promoting the values of hard work and education within their community. Furthermore, the respondents expressed a strong sense of duty to give back to society through projects like the GAIL Utkarsh Super 60, particularly once they commence earning from their placements.

Pride Among Parents:

12% of respondents mentioned that their parents initially had concerns about sending them to the centre. It took some time for their parents to feel comfortable with the decision to enrol them in the GAIL Utkarsh Super 100, Uttarakhand centres. This apprehension was higher among parents of girl children.

¹² N=9, only asked to select respondents who rated the facility as average or below. Multiple choice question, hence total of responses will not add up to 100%.

The main reasons for their concerns were safety (60%), the distance of the centre from home (60%), and the young age of the child (60%). Additional reasons for the scepticism included lack of awareness among parents regarding GAIL CSRL Super 100 centres.¹³

CSRL ensured parental buy-in by offering counselling (if needed) and allowing parents to visit the centre before classes commenced to check the facilities and arrangements for their child. Faculty at the centre added, “Parents are provided the avenue to ensure their child’s safety and the quality education s/he would be provided by visiting the centre at the start of the project, it is imperative for parents to be comfortable with the decision of sending their child to the centre.”

When asked about their parents' feelings upon joining the coaching, **93% of respondents said their parents were proud of their academic progress at the centre.** 32% of respondents mentioned that their parents had a feeling of satisfaction with the safety and quality of teachers. Additionally, 22% agreed that their parents were proud to see them managing well on their own.¹⁴ “We trusted our child and his decision”, added a parent, but we also did our check by visiting the centre, speaking with alumni, and searching the internet.

Case Story 3



As a teacher at a government school, I have faced health challenges for many years. Affording medical treatment has been a struggle for my family, let alone the expenses of sending our son to a residential coaching facility. Initially, we had little understanding of such opportunities. Despite the hardships, I am filled with immense pride when I think about the support we received from GAIL. Thanks to their assistance, our son was able to study for free. Today, he is thriving at a prestigious engineering college, and I am confident that he will secure a promising career in the future.

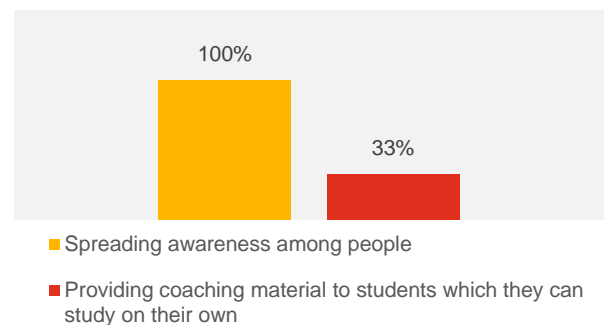
- Parent of Student, GAIL Utarksh Super 100, Uttarakhand

Community Trailblazers:

The survey uncovered the effectiveness of alumni engagement with the respondents. Feedback revealed that this interaction served as a source of inspiration for students, motivating them to actively contribute to their community by supporting and encouraging other students to join the GAIL Utarksh Super 100 centre or prepare for competitive entrance examinations. **98% respondents are actively involved in at least one community support activity, showcasing their strong commitment to making a positive difference in society.**¹⁵

100% of the respondents confirmed that they are contributing to their community by raising awareness among friends, family, and schools in their village regarding the project. Additionally, 33% are providing coaching material to students which they can study on their own.¹⁶ “I want to become a faculty member in CSRL. I would like to pursue this because I have been taught so much at the centre. Those experiences such as living in a hostel, engaging in group studies, and solving problems at the age of 18, are things I had never experienced, along with communication skills, maintaining a positive mindset, and learning how to deal with various situations,” added a student.

Figure 12: Support provided to the Community by Respondents, N=40 (Multiple coding)



¹³ N=5, only asked to select respondents whose parents had apprehensions in sending them to the centre. Multiple choice question, hence total of responses will not add up to 100%.

¹⁴ N=41, Multiple choice question, hence total of responses will not add up to 100%.

¹⁵ N=40

¹⁶ N=40, Multiple choice question, hence total of responses will not add up to 100%.



3.1.3. Life After Coaching at GAIL Utkarsh Super 100, Uttarakhand

After completing the entrance examination, students can choose to join available colleges based on their ranks. Alternatively, they may opt to defer admission for a year to achieve a higher rank. This case of additionally dropping a year was rarely noted among respondents since they took admission in colleges, private or government in most cases even if they did not qualify for JEE Advanced examination.

However, the support from GAIL (through CSRL) is limited for students who drop an additional year after the coaching. Students tend to turn to online coaching or revising their old notes to assist their preparation. It was also noted that an exit strategy for the project is not devised in case GAIL stops funding the project during the course of implementation or in case there are additional sources of funding being explored (for example, through alumni networks) for sustaining the project under such circumstances. It is suggested that GAIL and CSRL can consider developing an exit strategy to explore the potential CSR funding / other donors who can take up going forward in case the project is closed due to unavailability of the CSR funding from GAIL.



After attending coaching, students reported receiving scholarships from GAIL Trust, other government platforms, or other partners of CSRL. Some took the education loans. CSRL has partnerships with other companies to provide additional scholarship support if needed.



The students have made a smooth transition to their colleges, overcoming initial challenges, particularly if their college was located far from their hometowns. Some students faced difficulties with the English medium of education, especially if they came from Hindi or regional language schools. CSRL stepped in to support these students by facilitating connections with other students on their campus through their project networks. This assistance proved invaluable in helping the students acclimate to college life. Furthermore, faculty and students emphasized the importance of staying connected through social media and phone calls to provide ongoing support.



Students were counselled by CSRL in case they chose to drop a year. In such cases, they were asked to take admissions in colleges offered to them the same year. For example, a student reported that he planned to drop a year but eventually took admission in the same college which he was being offered the previous year since that was the best offer for him at the time. CSRL provided students with adequate knowledge on alternate colleges they could explore besides Indian Institute of Technology, such as the Indian Institute of Science Education and Research.

3.2. IRECS Analysis

Parameter	Rating Category	Assessment from Study
Inclusiveness	High	<ul style="list-style-type: none"> The project aims to transform the lives of underprivileged students by providing residential coaching to enhance their academic performance for engineering (JEE) college entrance examinations. The project saw representation from both girls and boys during the different course offered by two centres under this project. The study also ensured both set of students to understand the impact created under this project. 31.7% of the respondents were from Scheduled Caste category, followed by Economically Weaker Section (29.3%), Other Backward Class (29.5%), and other categories such as Scheduled Tribe (19.5%). 61% respondents reported a household income between INR 50,001 and 150,000 annually. While all respondents had an annual income less than INR 4,00,000 per the eligibility criteria.
Relevance	High	<ul style="list-style-type: none"> 100% respondents felt that the coaching facility reduced the financial burden for their families. 98% respondents felt that they should join because they had the opportunity to access coaching facilities for free. 66% believed that it provided an opportunity for socio-economic upliftment. Additionally, 34% agreed that it granted them access to quality teaching and learning. Without this project, respondents said they would have had to explore other options such as online coaching, self-study, or applying for other projects. Many respondents also mentioned that they would have had to resort to offline coaching facilities costing upwards of INR 1,00,000/-. Respondents felt that with limited preparation, they might have had to take admissions in private colleges with higher tuition fees. This would have led to increased financial burden for their family.
Effectiveness	High	<ul style="list-style-type: none"> 95% respondents indicated that the residential facility provided them with an opportunity to acquire soft skills that may not have been feasible in any other coaching facility. Moreover, 51% acknowledged that the residential facility offered an environment conducive to enhanced focus on studies. The respondents felt that the additional sessions, meetings, and events held at the centre besides regular classes helped them learn new techniques to improve study efficiency (time management, stress management, etc.), aided in personal growth, and provided exposure to available market opportunities. 100% of the respondents agreed that the residential facility led to peer learning. This opportunity is also transformative for the respondent's family. The respondents highlighted the impact of receiving coaching and gaining access to a leading higher education institute. This empowerment enabled them to serve as changemakers for promoting the values of hard work and education within their community.



Parameter	Rating Category	Assessment from Study
Convergence	Medium	<ul style="list-style-type: none"> The project is funded by GAIL and implemented by CSRL. As a part of post-coaching completion, CSRL has a network of other entities who support students with scholarships. However, no other convergences were noted during the study.
Sustainability	Medium	<ul style="list-style-type: none"> The project is based on a longstanding relationship between GAIL and CSRL. The centre is solely funded by GAIL and in case the funding is not provided, the centre will not be able to be financial independent to meet the provide free coaching facilities to students. There are no exit strategies devised currently. GAIL and CSRL can consider developing an exit strategy to explore the potential CSR funding / other donors who can take up going forward in case the project is closed due to unavailability of the CSR funding from GAIL.

3.3. Alignments to GAIL's CSR Policy and UN SDGs

The project is aligned with GAIL (India) Limited's CSR policy which includes education, community development as the key CSR focus area for GAIL Limited. The project is also aligned with Sustainable development Goals.¹⁷

- SDG 1 emphasises ending poverty in all its forms.** The project provides free coaching to underprivileged girls, aiding in poverty alleviation by offering them opportunities to access quality education and potentially break the cycle of poverty.
- SDG 4 aims to ensure inclusive and equitable quality education,** whilst promoting lifelong learning opportunities for all through comprehensive coaching and study materials provided to students. This enhances educational outcomes.
- SDG 10 focuses on reducing inequalities in income as well as those based on age, sex, disability, race, ethnicity, origin, religion or economic or other status within a country.** By targeting underprivileged students and providing them with resources and support to excel in competitive exams, the project helps reduce socio-economic inequalities and ensures equal opportunities for success regardless of background.
- SDG 17 aims to strengthen the means of implementation and revitalise global partnerships for sustainable development.** The collaboration between GAIL India Limited and CSRL for the Utkarsh Super 100 project exemplifies this, pooling resources, and expertise to address social issues and achieve sustainable development objectives.



3.4. Study Limitations

- Data collection:** The data was collected through virtual interaction with stakeholders for the impact assessment study. The team experienced limitations in gathering data through virtual modes as students were either unable at a given time or were unable to allocate sufficient time in some cases due to their academic and/ or personal commitments.
- Unavailability of Baseline Report:** There was no baseline report available for desk review as a part of the project. Having this baseline data, including key project indicators, would have been helpful for evaluating the impact of the project and tracking its progress over time.

¹⁷ <https://sdgs.un.org/goals>





4. Recommendations

Based on the impact assessment study, the following **way forward and recommendations** are suggested for GAIL's management consideration:

1. Defined Framework for Monitoring Projects:

GAIL and CSRL have documentation (like project progress reports) in place for most of the CSR projects. However, there are some key documents that need to be prepared while moving ahead. These include development of M&E framework/s for individual projects and clear identification of outputs, outcomes and intended impact over a period. The outputs and outcomes should be measured on a quarterly basis against a benchmark (baseline status) so that status of the project could be tracked. This will enable incorporation of mid-term correctives during Project monitoring and enable GAIL to report more vividly on their CSR achievements. **An online platform or dashboard for tracking of key indicators could also be considered for tracking purposes for multiple CSR project management.**

2. Enhancing Residential Facility Services:

Facilities which secured low scores as per the impact assessment study can be improved at the centre to enhance focus of the students on their studies. The facilities which scored low included, meals, dormitories, and toilets. Respondents also emphasised on the need for hygiene in the toilets. Hence, measures such as increasing the frequency of toilet cleaning, reducing the number of students in one dormitory, and improving the management of meals can be explored as options at the centre.

3. Improving on Lagging Soft Skills such as Leadership and Critical thinking:

During the interactions, students expressed their difficulties in understanding English terminology, especially if they came from regional and Hindi medium schools. Students can leverage soft skills to improve their overall confidence and the chances of securing a placement after college. These skills will also foster emotional wellbeing among students. Additional sessions, if possible, from external expert should be held besides coursework to support the personal growth of students to ensure a well-rounded output of the centre activities. Tie-ups with third party agencies for professional emotional and professional counselling, can also be explored to build awareness among students.

4. Increasing Faculty at the Centre:

As described by respondents during interactions, students who lacked a strong grasp of the concepts taught in their 11th and 12th-grade coursework found it challenging to keep up with the coaching. To address these issues, an additional team of faculty could assist students, providing support to the main faculty by conducting doubt-clearing sessions and extra classes when necessary.

5. Explore Opportunities for Supporting Drop-Year Students:

In case where students plan to drop a year for additional preparation and taking the JEE exam, they should have options of continued support from CSRL in such cases, either online or through offline doubt classes with the faculty (if feasible) to help them secure a position in a college and course of their choice. With prolonged contact, CSRL can also solve for issues faced personally by each child in pursuing their higher educational journey.

6. Providing Gender-Sensitisation Training for Faculty and Administrative Staff:

Gender sensitisation trainings are important in case of managing girl children or co-educational facilities, especially with a low ratio of female to male students at the Haldwani centre. Such training will help the faculty and staff improve their interactions with the students and enhance the student experience at the residence. It will help spread awareness on typical challenges of female students and sensitise staff on their daily needs and requirements. CSRL could look at online platforms, or any other external agencies proficient in delivery such organisation-wide sessions.





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