



Final Impact Assessment Study Report

GAIL Utkarsh Super 100, Kanpur

GAIL (India) Limited

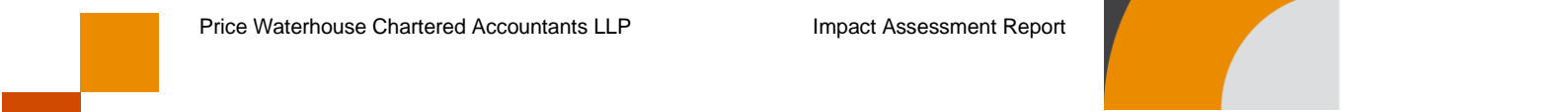
March 2025

Price Waterhouse Chartered Accountants LLP



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List of Abbreviations

Abbreviation	Full Form
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
IIT	Indian Institute of Technology
IRECS	Inclusiveness, Relevance, Effectiveness & Efficiency, Convergence and Sustainability
JEE	Joint Entrance Examination
MOA	Memorandum of Agreement
NIT	National Institutes of Technology
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, Kanpur,' 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 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 at Kanpur Centre, Parents of students, Students etc.



Beneficiary Profile:

GAIL Utkarsh Kanpur centre only catered to male students who either belonged to either Uttar Pradesh (66%) or Madhya Pradesh (34%). The respondents were within the age group of 17 and 21 years. 44.0 % of the respondents were from the Other Backward Class category, Scheduled Caste (43.9%), Economically Weaker Section (7.3%), and Scheduled Tribe (2.4%). The primary occupation of the family of these respondents was non-agricultural labour work (39.0%).



Key Impact Findings:

Access to Free Quality Education:

- **88% respondents joined the course as an opportunity to access coaching facilities for free.** 76% joined because of the quality of teaching and the curriculum offered,
- 85 % believed that the **coaching facility reduced the financial burden for their families**, and ~80% felt that it gave them an opportunity for economic upliftment.
- Respondents felt that if this coaching facility was unavailable to them, they might have had to explore alternate coaching options affecting their chances of admission. They might have to look at alternate higher education courses, or competitive exams.

Access to a Holistic Learning Environment:

- **All respondents found their experience at the residential facility to be good** and rated overall amenities 2.66 (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 contributed to creating a friendly yet competitive learning environment.
- 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:

- Nearly all respondents stated that their parents had no major concerns about sending them to the centre only 2% mentioned that their parents initially had concerns. This was because many students had previously lived in hostels during school, and because name of GAIL Utkarsh Super 100 was familiar to parents.
- 95% respondents stated their **active involvement in at least one community support activity, highlighting their strong commitment to making a positive difference in society**. Majority were contributing to their community by raising awareness among friends, family, and schools in their community.



Recommendations:



- **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.
- **Lagging soft skills can be improved among students** with the support of additional sessions or sessions from experts to ensure holistic development of the students.
- 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.**





2. Introduction

1.1. CSR at GAIL (India) Limited

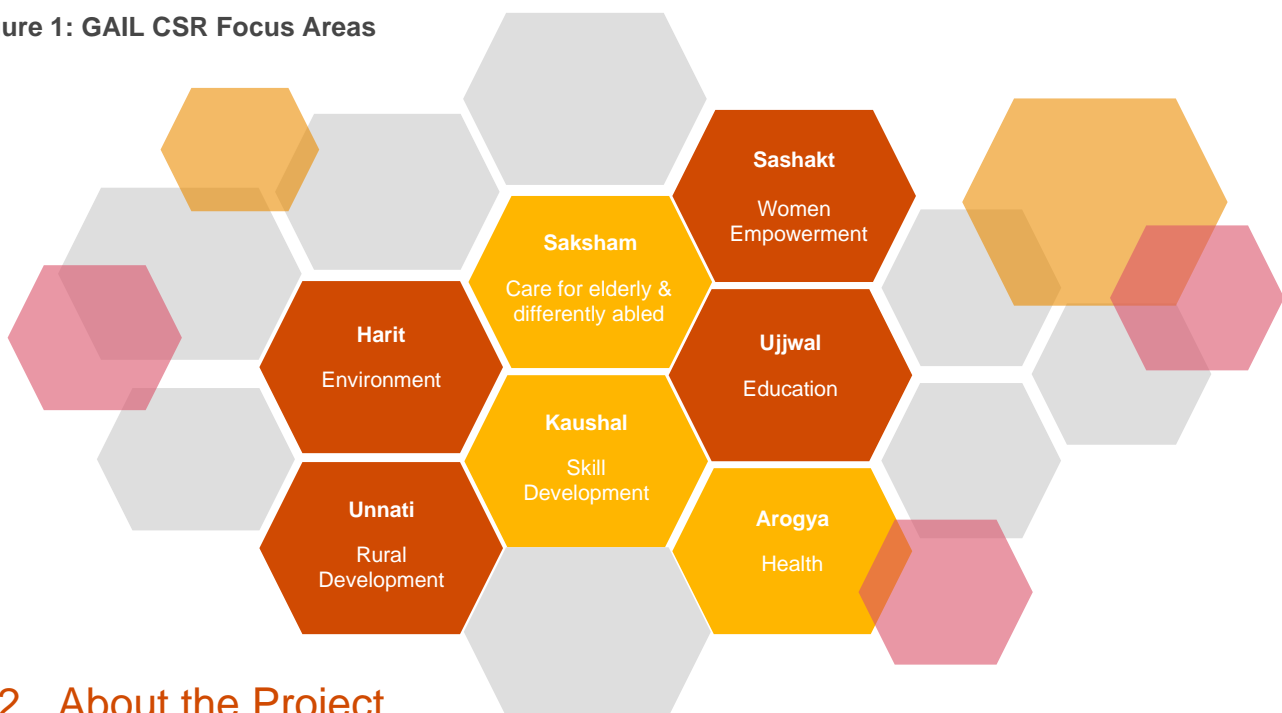


GAIL (India) Ltd (GAIL) started its operations as a **Central Public Sector Undertaking (PSU)** in 1984. It was established under the Ministry of Petroleum and Natural Gas, Government of India. It is India's leading natural gas company with ownership and network of over 15,500 kms of natural gas pipelines 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

Pursuing higher education in the field of Science, Technology, Engineering, and Mathematics (STEM) often entails clearing competitive entrance exams such as the Joint Entrance Examination (JEE) for engineering courses. This creates significant challenges for students, especially those from economically weaker households as preparation for such exams can be financially burdensome and may lead to disparities in access to resources. However, various initiatives have emerged to address these challenges by providing financial assistance, coaching, and study materials to empower underprivileged students.

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

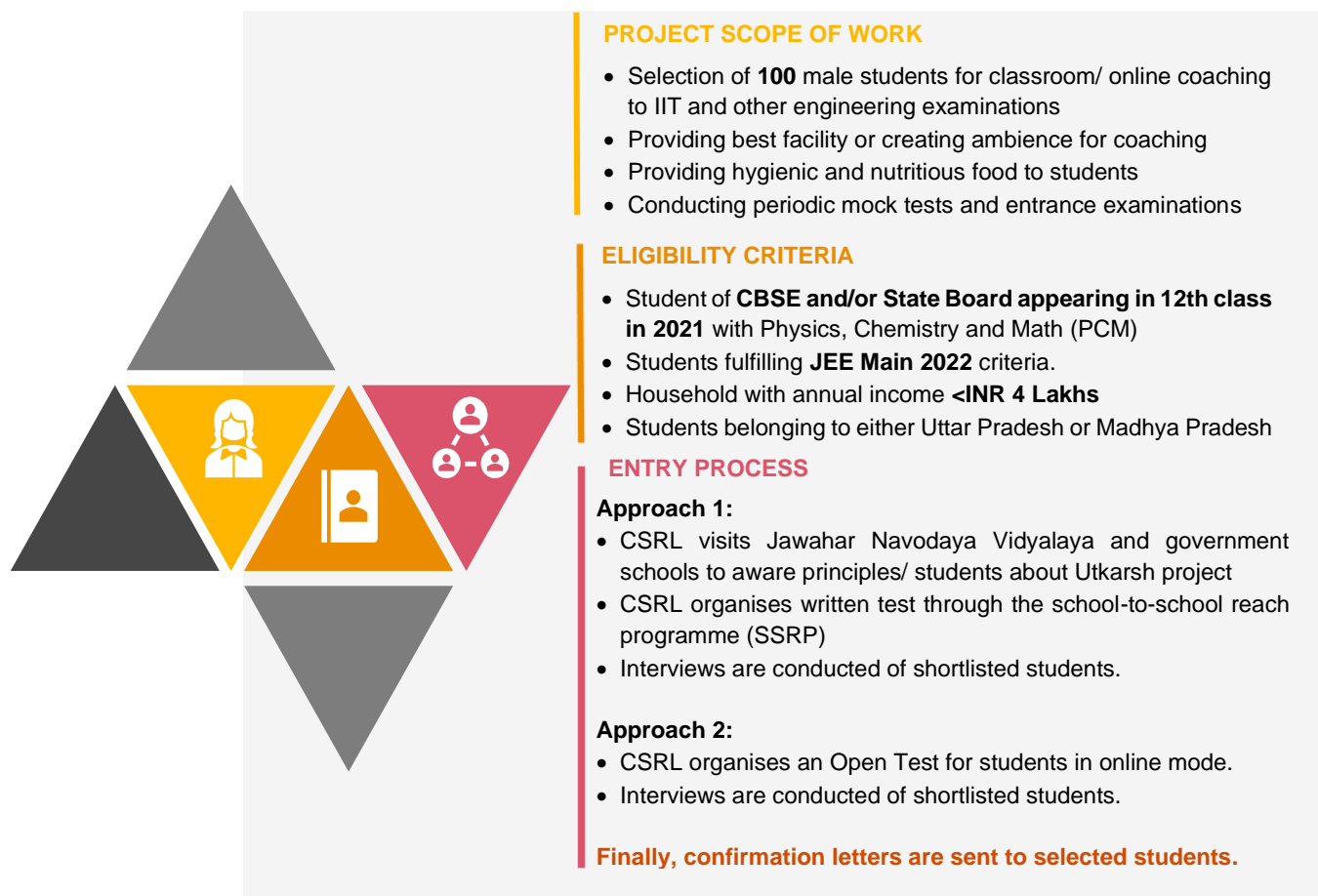
² <https://www.gailonline.com/CSRPolicy.html>

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



'GAIL Utkarsh Super 100, Kanpur' 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, Kanpur project.⁴

Figure 2: Project Specifics for GAIL Utkarsh Super 100, Kanpur



The impact assessment study will focus on the **academic year 2021-22** for GAIL Utkarsh Super 100, Kanpur. The total funding for this project period by GAIL is **INR 3.38 Crores**. As per reports shared by CSRL, **100% of the students qualified JEE Mains, out of which 67% students cleared the JEE Advanced examination**.⁵

1.2.2. About the Implementing Partner

The 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 its 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 performance of the project according to the predetermined targets outlined in the agreement with the Implementing Partner, as well as its overall impact on the community. It seeks to enhance transparency and improve the delivery processes of the CSR projects at GAIL. Additionally, the study aims to collect feedback to integrate into future project continuations or similar implementations.

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 projects and further, align on the expectations of the GAIL from the 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

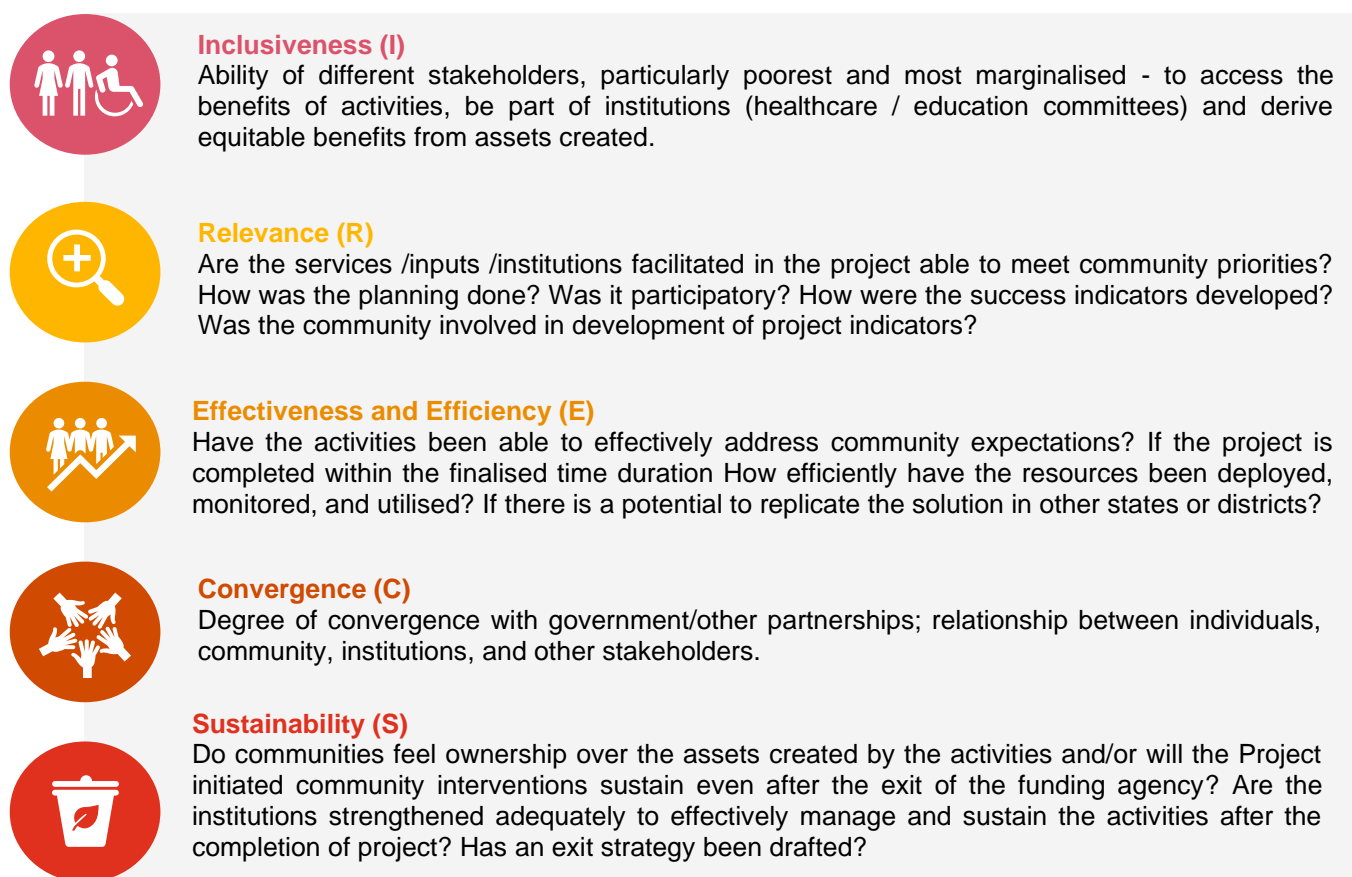
Step 2: Research design and tool development

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



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, Kanpur' 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, Kanpur 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
100 students	41 Students	Virtual survey	<ul style="list-style-type: none"> GAIL Project Nodal Officer CSRL Project Lead Teacher / Administrative staff at Kanpur Centre Parents of students Students who Qualified JEE Mains Students who did not Qualify JEE Mains Current Students at the Centre 	1 1 2 3 3 3 1^	Virtual in-depth interviews (IDIs) and in-person IDIs/ FGDs

^Includes 1 FGD with 8 students currently studying at the center.

The team conducted qualitative interviews with 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 virtual 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.



GAIL Utkarsh Kanpur centre is co-education but during the assessment period there were only **male students enrolled** in the programme. The respondents belonged to either **Uttar Pradesh (66%) or Madhya Pradesh (34%)**, as specified in the eligibility criteria of the project.



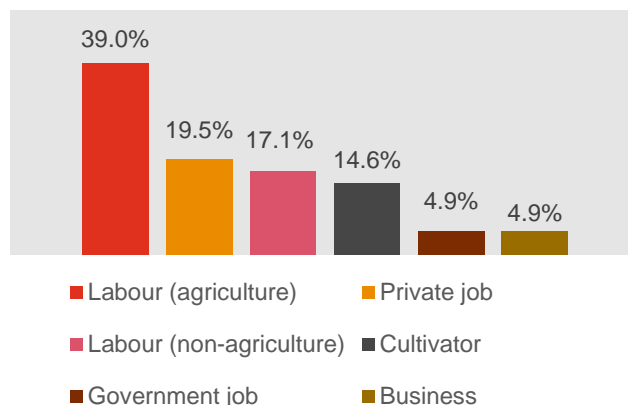
The respondents were within the **age group of 17 and 21 years** at the time of the joining the centre (~59% were 18 years ~20% were 19 years old and ~17% were 17 years old). The remaining respondents were 20 years old (2%) and 21 years old (2%).



44.0 % of the respondents were from the **Other Backward Class category**, followed by Scheduled Caste (43.9%), Economically Weaker Section (7.3%), and other categories such as Scheduled Tribe (2.4%).

- The **primary occupation of the family of these respondents was non-agricultural labour work (39.0%)**, followed by private jobs (19.5%) (refer Error! Reference source not found.).
- 54 % respondents** reported a household income between **INR 50,001/- and 150,000/-** annually. 39% reported household income less than INR 50,000. All respondents from the GAIL Utkarsh Super 100, Kanpur project had an annual household income of less than INR 4,00,000, aligning with the set eligibility criteria.
- It was noted that this **annual income catered to 4 to 6 family members in a household** (80% of the respondents). In 15% of the cases, the household of the respondent had 7 to 9 members, and in 5% responses was 10 members or more.

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



Respondents (N=41) scored an average of 89.51% in 12th Class at the Kanpur Centre



98% of the respondents at the centre were aware of **GAIL as the funding partner** at the time of joining



JEE Aspirants: 100% respondents (N=41) appeared for JEE Advanced and had cleared it.



56% (N=41) respondents joined through SSRP, 37% through friends/ family and 5% got to know of the programme from YouTube



67.5% (N=41) respondents got to know of GAIL through hoardings/branding, 20.0% got to know from CSRL and 10.0% from other online

Admission: Out of the 41 respondents, 78% have taken admission in IITs, 17% have taken admission in NIT and 5% have taken in some other private/ government universities.



3.1.2. Summary of the Impact by the Project

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



The GAIL Utkarsh Super 100 centers in Kanpur offer **free coaching facilities for JEE exams**. They have a team of experienced teachers who are selected carefully. These teachers follow a curriculum designed by CSRL, which is updated regularly to match the latest exam requirements for JEE. This ensures that students receive the most relevant and effective lectures.



According to the survey with students, **90% found the selection process moderately difficult, while 7% considered it to be difficult to qualify**. Only 3 % stated that it was easy. However, 46% stated that they did not need to do any additional studying, while 39% of respondents only needed to review their regular coursework from school to qualify for the selection process. Only 15% responded that they needed to learn new concepts to prepare for the examinations (N=41).

▶ **On probing the reason to join the course, 88% responded said that they had the opportunity to access coaching facilities for free.** 76% joined because of the quality of teaching and the curriculum offered, and 49% valued the experience of learning outside of their homes. This was further explained by another 10% of the respondents, who felt that the programme was beneficial due to its formidable reputation and would be less distractions in a residential course with a dedicated facility for coaching (refer Figure 6).⁷

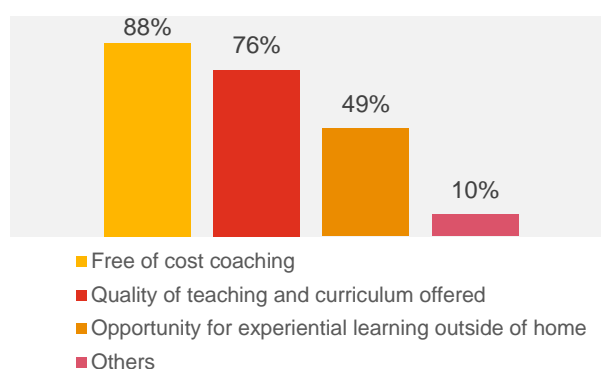
▶ On probing further on the importance of this coaching among respondents, team noted following reasons:

- **98% respondents felt that** it gave them access to quality teaching/ learning
- 85 % believed **that the coaching facility reduced the financial burden for their families, and**
- 78% agreed it **provided an opportunity for socio-economic upliftment** (refer Figure 7).⁸

▶ Without the coaching facility, respondents may have pursued alternate higher education paths. A few might have invested in costlier offline coaching, while others could have chosen cheaper online options, affecting their chances of clearing the IIT. The respondents stated that they would have taken online coaching, costing around less than INR 10,000, but not more. However, a student quoted that any such residential coaching facility would cost no less than INR 1,00,000/- for a year.

▶ **95% respondents believed that they fared well in the entrance exams owing to teaching pedagogies.** Regular classes were highlighted by 90% as a key factor, while 85% pointed towards the importance of regular testing and feedback. Additionally, 80% praised the course curriculum, and 71% found the doubt-solving sessions to be highly beneficial. On a scale of 1 to 3, the teaching pedagogies were rated an average of 2.98, and the curriculum design received a rating of 2.93. “The impact of the project has been very fruitful, and the target number of students clearing the JEE Mains to qualify for JEE Advanced examination is being achieved consistently every year”, stated a faculty member.

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



⁷ N=41, Multiple choice question, hence total of responses will not add up to 100%.

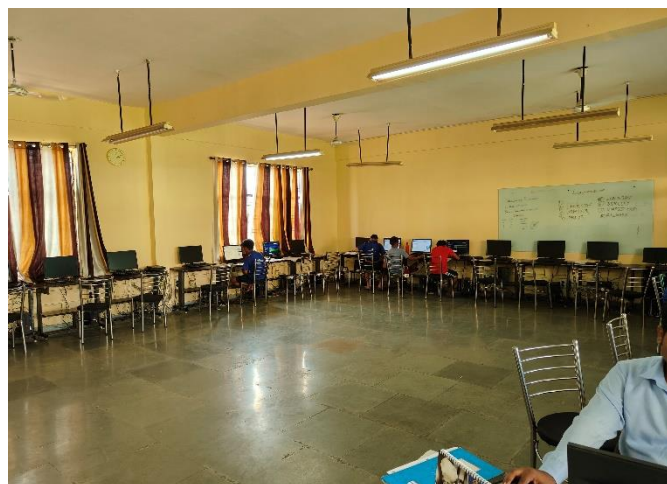
⁸ Ibid.



Image 2: Classroom for Students



Image 1: Computer Lab at the Centre



Case Story 1



I am a farmer, and we have a family of six people. To imagine my son getting admission in such a premier institute, getting the kind of exposure that he is getting, and for him to be able to live up to his potential seems unreal. This was all possible only because this opportunity came our way from GAIL and CSRL free of cost. We could have never been able to afford such quality coaching to help him prepare for JEE. It is truly a blessing for our family, and we are incredibly grateful for the support that has made such a difference in our son's life. Not only did this opportunity provide him the platform for availing admissions in good institutes but also prepared him for employment in the future.

- Parent of Student, GAIL Utkarsh Super 100, Kanpur

Respondents have suggested that to improve the rate of qualified students in entrance examinations, the doubt sessions are helpful, but targeted doubt sessions catering to specific topics would be even more relevant (49%). While teachers should focus on more practical or mock exams ahead of the entrance examinations (34%). They also recommend that teachers should incorporate real-life examples and case studies into the curriculum. Additionally, they believe that having additional teachers for the number of children in a batch would be useful (17%).⁹ Faculty added that, “teacher to student ratio should be improved and subject-wise academic monitoring and coordination should be increased for better results”. These **can be considered for improvement within the execution of the project**. Students also stated that there was an additional disadvantage to students from local/regional language schools taking the JEE examination and could use additional preparation support.

Faculty also highlighted that during the second wave of Covid-19, the coaching programme was disrupted, forcing classes to transition online for one month for the 2021-2022 batch. Consequently, the start of the residential programme for this batch was delayed by a few months, commencing in October instead of July. While the offline batch of 2020-2021 continued their classes uninterrupted during the second wave, the 2021-2022 batch encountered difficulties. “Attendance during the July-October online classes was ~85%, with ~15% of students facing issues. These issues primarily revolved around internet connectivity and device accessibility, hindering their participation in online learning activities”, added the faculty. Covid-19 also led to disturbed education of students (then in school), and low concept clarity during classes XI and XII.

⁹ N=41



- **Access to a Holistic Learning Environment**



GAIL Utkarsh Super 100 in Kanpur offers free residential facilities, ensuring a nurturing environment for students to thrive. Dedicated staff provide 24/7 academic and emotional support. Each student gets a dormitory with essential amenities, and shared toilets are kept clean. Three nutritious meals are provided daily. The institute prides itself on its exceptional learning infrastructure, featuring state-of-the-art smart classrooms and personalised computer labs. Furthermore, students have access to free healthcare facilities, ensuring their well-being is prioritised throughout the execution of the project.



The project promotes collaborative learning via peer groups, providing online resources and assessment materials to enhance student skills and outcomes. Additionally, on-campus staff support students in developing soft skills, managing stress, and planning future careers. Students can also engage with college peers through alumni workshops, fostering networking and mentorship opportunities.

100% respondents found their experience at the residential facility to be good. The overall amenities at the centre received a rating of 2.66 on a scale of (1 to 3). When asked about what they liked at the centre, 60% respondents stated that it was the classroom, followed by 40% computer lab, and more (refer Figure 8).¹⁰

▶ During interviews, multiple stakeholders emphasised the effectiveness and success of the GAIL Utkarsh Super 100 project, highlighting that it consistently meets its objectives each year. Respondents agreed that the **coaching distinguishes itself from other coaching projects due to its residential facility**, which contributes to the cultivation of academic discipline among them. 73% indicated that an environment conducive to improved focus on studies was provided by the residential coaching facility. Similarly, 73% agreed that their soft skills were developed with its aid. Additionally, 3% expressed that they ate properly, but they were unsure if the meals were nutritious or not.¹¹ “

▶ **According to respondents, coaching at the Kanpur centre extends beyond academics.** The most participated activities were alumni meetings (100%) and soft skills and personal development counselling sessions (80%). Furthermore, respondents engage in digital learning (56%) while (5%) also participated in events like the GAIL Foundation Day. Respondents believe that these additional sessions, meetings, and events contributed to enhancing study efficiency, personal growth, and exposure to market opportunities (refer Figure 8).¹²

Figure 7: Facilities Liked by the Respondents at the Centre, N=5 (Multiple coding)

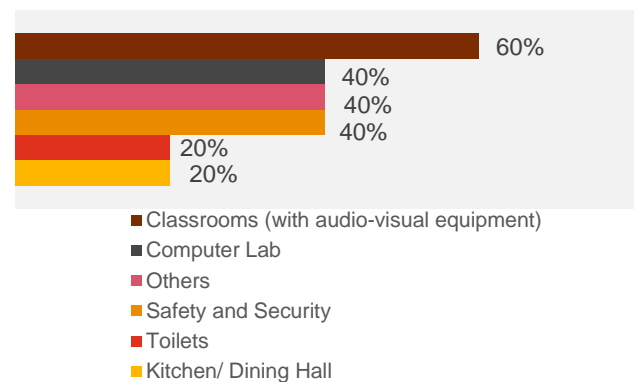
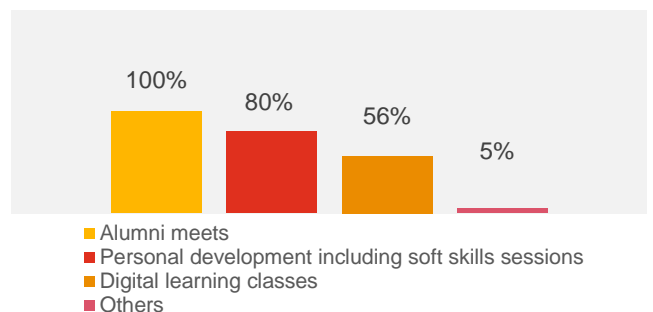


Figure 8: Events Held Beyond Academic Classes, N=41 (Multiple coding)



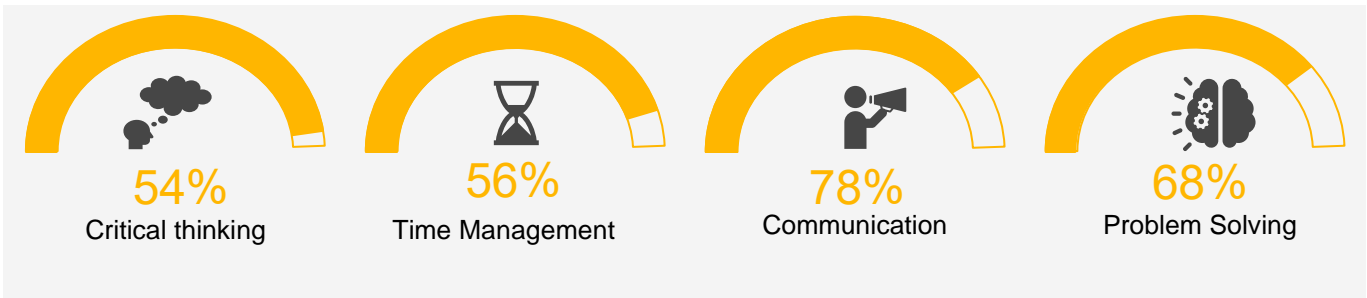
¹⁰ N=5, only asked to select respondents who rated the facility as excellent. Multiple choice question, hence total of responses will not add up to 100%.

¹¹ N=41, Multiple choice question, hence total of responses will not add up to 100%.

¹² Ibid.



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 creativity and adaptability.

▶ **100% respondents agreed that the residential facility led to peer learning.** Additionally, 95% highlighted its role in clearing doubts in the absence of teachers, while 93% appreciated its contribution to creating a friendly yet competitive learning environment. 85% found it insightful for different learning methods. Another 5% stated that it fostered a supportive environment and provided valuable insights and perspectives from peers (refer Figure 10).¹³

Figure 10: Support to Respondents from Peer Learning, N=41 (Multiple coding)

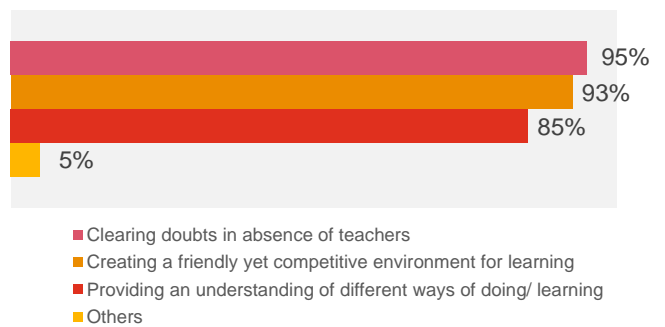


Image 3: Dormitory for Students



Image 4: Centre Library



Case Story 2



It seems difficult at first, but we only come to realise at the coaching centre because it is necessary for the project to be residential and not online/ at home. My parents were initially apprehensive in sending me to the coaching centre given that we would not be able to meet often, but soon we realised that it is important to cut distractions to be able to give it our best for such a competitive examination. The results that Kanpur centre boasts off, cannot be achieved if it were not a residential centre, and did not have the kind of faculty and curriculum design.

- Student at GAIL Utkarsh Super 100, Kanpur

¹³ Ibid.

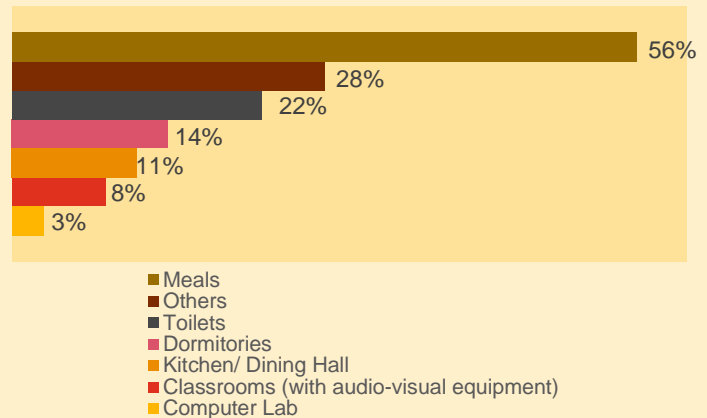


Faculty added that residential facility is key as it helps regular monitoring of the performance report of students. Struggling students are then provided vernacular material and targeted approach for improvement. The approach changes after JEE Mains held in January and the students who did not perform well are provided with extra support to make sure they clear the exam in the second attempt for JEE Mains held in April.

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

- **56% of respondents suggested enhancements in meal quality.**
- **28% expressed a desire for improvements in other facilities, particularly addressing issues such as water shortage and the need for air conditioning.**
- **22% emphasised the necessity for upgrades in toilet facilities to ensure better hygiene standards,**
- **14% suggested for improvements in dormitories (refer Figure 11).¹⁴**

Figure 11: Areas of Improvement in the Residential Facility, N=36 (Multiple coding)



A respondent however added that even though there is scope for improvement in the residential facility, they do not feel the need for it given the quality of education imparted at the centre. “We are there to study, and that is of primary importance, but in case facilities are made better, that would be an added advantage”, he said.

• Opportunity of Becoming Changemakers



Respondents unanimously believed that securing admission to a prestigious college is a milestone for uplifting their family's socio-economic status. Some respondents expressed the sentiment that their time at the centre would contribute to their personal growth, regardless of their success in the entrance exam. One of the respondents stated that “even if they did not clear the entrance exam, they believed they would leave the facility as better human being”.

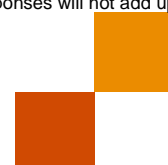


The interactions with respondents highlighted the transformative impact of receiving coaching and gaining access to a leading higher education institute. This empowerment enabled them to serve as ambassadors for promoting the values of hard work and education within their community. Furthermore, the respondents expressed a keen sense of duty to give back to society through programmes like the GAIL Utkarsh Super 100, particularly once they commence earning from their placements.

Pride Among Parents:

According to the survey, 98% of respondents stated that their parents had no major concerns about sending them to the centre only 2% mentioned that their parents initially had concerns. Students had experience living in hostels, which made them feel comfortable. Additionally, the name of GAIL Utkarsh Super 100 was familiar to parents, which added to their confidence in the centre. CSRL ensured parental buy-in by offering counseling if needed and allowing parents to visit the center before classes commenced to check the facilities and arrangements for their child. This proactive approach aimed to address any concerns parents may have had and reassure them about their child's well-being at the center.

¹⁴ N=36, 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%.



When asked about their parents' feelings upon joining the coaching, **95% of respondents said their parents were proud of their academic progress at the centre.** 46% agreed that their parents were proud to see them managing well on their own. Additionally, 20% of respondents mentioned that their parents had a feeling of satisfaction with the safety and quality of teachers.¹⁵

Image 5: Photographs of the Centre Building



Case Story 3



I have a shop, and my wife is a homemaker. Our son is the first in our family to secure a position in a prestigious and academically rigorous higher education programme and institution. We were aware of the GAIL project because of its reputation and its alumni who were known to us, but we had not imagined that we too would experience the pride of sending our child to the same coaching centre, which would turn his and our lives around. Many people ask us how our son reached such a good college, and we fill with pride telling people it was with the support of GAIL and CSRL.

- Parent, GAIL Utkarsh Super 100, Kanpur

Community Trailblazers:

The survey highlighted the impact of alumni engagement on respondents, serving as a source of inspiration for students. This interaction motivated them to actively engage in community support activities, including encouraging others to join the GAIL Utkarsh Super 100 centre or prepare for competitive exams. **93% respondents are actively involved in at least one community support activity, demonstrating their commitment to giving back to society.**¹⁶

¹⁵ N=41, Multiple choice question, hence total of responses will not add up to 100%.

¹⁶ N=41



95% of the respondents are contributing to their community by raising awareness among friends, family, and schools in their community. While 13% are offering free or low-cost coaching to students preparing for 12th board exams or entrance examinations and 8% are providing coaching materials to students preparing for entrance examinations.¹⁷ "After I start working, I would like to give back to our centres. For example, I would want to donate a generator to keep the lights on during power outages. I'd pay for it with my salary", stated by one of the students during the survey.

Figure 12: Support provided to the Community by Respondents, N=38 (Multiple coding)



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

After taking the entrance examination, students have the option to join available colleges based on their ranks or defer admission for a year to improve their rank. In Kanpur, it was not common for students to take a year off for additional exam preparation since they usually enrolled in colleges, whether private or government, immediately after completing their coaching. According to CSRL, all the respondents successfully cleared the JEE Mains exam and qualified for JEE Advanced.

Students mentioned that they received ongoing support from GAIL and CSRL in various forms, such as through WhatsApp groups, alumni support, which created a strong connection beyond just the coaching period. However, a clear exit strategy for the project is not devised in case GAIL stops funding the project during implementation or in case there are additional sources of funding being explored (for example, through alumni networks) for sustaining the project under such circumstances.



After attending coaching, students reported receiving scholarships from GAIL Trust, other government platforms, or other partners of CSRL. Some took on education loans. CSRL has partnerships with other companies to provide additional scholarship support if needed. Faculty also mentioned that in cases where parents are financially burdened with expenses such as travel and registration costs, CSRL employees may personally contribute to support the students.

The Chief Project Manager stated, "A student who cleared IIT Kanpur could not freeze his seat due to financial constraints as he is from a labour background. The faculty provided the financial backing of INR 15,000 at the admission time and further after the students' education loan was approved, the student returned the amount. This exemplifies the centre's commitment to ensuring that financial constraints do not hinder students from pursuing their academic aspirations.



Students reported to have settled well in their colleges, in some cases after facing an initial struggle if their college was far from their hometowns. CSRL supported the students by providing them with contact information of other students on their campus from within their programme networks. This helped students initially to find their feet in the college. Faculty and students also stated that they also stay in touch through social media or over phone calls. Some students even claimed to have supported CSRL in conducting the entrance tests in their school or village.

A student stated, "I was added on to a group with a senior batch of GAIL supported students at CSRL, and there were many students on the group who were from the college I was planning on joining. They supported me through the initial admission processes and provided me with the guidance I needed when I joined the college."

¹⁷ N=41, Multiple choice question, hence total of responses will not add up to 100%.



3.2. IRECS Analysis

Parameter	Rating Category	Assessment from Study
Inclusiveness	High	<ul style="list-style-type: none"> The project's objective is to uplift the lives of disadvantaged students through residential coaching, aimed at improving their academic performance for engineering (JEE) college entrance examinations. According to the survey results, 44% of respondents hailed from the Other Backward Class (OBC), while 44.3% were from the Scheduled Caste (SC), 7.3% from the Economically Weaker Section (EWS), and 2.4% from the Scheduled Tribe (ST). Furthermore, 54% of respondents primarily belonged to households with an annual income ranging between INR 50,001/- and 150,000/-, while all respondents met the eligibility criteria of having an annual income less than INR 4,00,000.
Relevance	High	<ul style="list-style-type: none"> 88% cited the opportunity to access free coaching facilities as the main reason to join the course. 85% believed that the coaching facility reduced the financial burden for their families. 78% agreed it provided an opportunity for socio-economic upliftment. Additionally, 76% agreed that it granted them access to quality teaching and learning. Without this programme, respondents said they would have had to explore other options such as online coaching, self-study, or applying for other programmes that might not have yielded the same results. They may have pursued alternate higher education paths. Some might have invested in costlier offline coaching, while others could have chosen cheaper online options, affecting their chances of clearing the JEE Mains or Advanced.
Effectiveness	High	<ul style="list-style-type: none"> 73% of respondents indicated that an environment conducive to improved focus on studies was provided by the residential coaching facility. Similarly, it was agreed by 73% that their soft skills were developed with its aid. The respondents found that apart from regular classes, the extra sessions and events held at the centre were valuable. These activities helped them learn new study techniques, grow personally, and explore market opportunities. All respondents agreed that the residential facility led to peer learning. 78% reported an improvement in their communication skills, attributing this progress to the comprehensive learning environment provided by the programme. Similarly, 68% reported enhancements in their problem-solving abilities. 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	Low	<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.¹⁸ **SDG 1 “No poverty”, SDG 4 “Quality Education”, SDG 10 “Reduced Inequality” and SDG 17 “Partnership for the Goals”.**



- **SDG 1 emphasises ending poverty in all its forms.** The project provides free coaching to underprivileged students, 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 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.

¹⁸ <https://sdgs.un.org/goals>



- **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.





4. Recommendations

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

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.**

Increasing Faculty at the Centre:

During interactions, it was highlighted that there is scope for improving the student to teacher ratio at the centre to help enhance the results of the centre. Additionally, students who had previously studied in local/ regional languages and/ or lacked a strong grasp of the concepts taught in their 11th and 12th-grade coursework found it challenging to keep up with the coaching programme. 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.

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

Students can leverage soft skills to improve their overall confidence and the chances of securing a placement after college. However, as noted, students did not develop certain skills such as creativity or adaptability at the centre.

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.

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 items rated low were the meals, toilets, and dormitories, along with other concerns such as the need for air conditioning or water shortage during summers. Students also emphasised on the need for hygiene in the toilets. 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.





Data Classification: DC2 (Confidential)

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