

**Ministry of Social Justice & Empowerment  
Government of India**



सत्यमेव जयते

Evaluation Study  
**Free Coaching Scheme for SC and  
OBC Students**

**TRUAGRICO**



Evaluation Study

**Free Coaching Scheme for SC and OBC  
Students**

# **EVALUATION REPORT**

MARCH 2022

**TRUAGRICO**

**TransRural Agri Consulting Services Pvt. Ltd.**

# Contents

1. Executive Summary	5
2. Overview of the Scheme	9
2.1. Background of the scheme	9
a. Brief write up on the scheme including Objectives, Implementation Mechanism, Scheme architecture / design	9
b. Year of commencement of scheme	14
c. Sustainable Development Goals (SDG) Served	14
d. Performance of the scheme based on the Output / Outcome indicators	14
e. Present status with coverage of scheme	14
f. Coverage of beneficiaries	16
g. Information Education Communication (IEC) Activities	18
2.2. Budgetary allocation and expenditure pattern of the scheme	18
2.3. Summary of past evaluation since inception of scheme	18
2.4. Need for Evaluation Study/ Outcome Review	18
2.5. Basis for this Report	19
3. Objectives and Methodology	20
3.1. Objectives of the Evaluation Study	20
3.2. Approach and Methodology to the Study	20
3.3. Sampling Methodology	22
a. Sample size and sample selection process,	22
b. Tools used for survey and data analysis	23
4. Observations & Recommendations	24
4.1. Observations based on the survey of Coaching Institutes	24
4.2. Observations based on the survey of Beneficiary Students	44
5. Conclusion	51
5.1. Issues & challenges	51
5.2. Recommendation for the scheme with reasons	55
6. Appendices	57

# List of Tables

Table 2.1: List of agencies empanelled for implementation of the scheme.....	10
Table 2.2: State-wise Beneficiaries under the scheme .....	15
Table 2.3: State-wise, gender-wise and category-wise classification of beneficiaries.....	16
Table 2.4: Budgetary allocation and expenditure pattern under the scheme .....	18
Table 3.1: Beneficiaries and Samples for the study .....	23
Table 4.1: Profile of coaching institutes .....	24
Table 4.2: Year-wise average number of sponsored students per coaching institute.....	24
Table 4.3: Capacity and Experience of Coaching Institute .....	25
Table 4.4: Students Joined Coaching Institute and Appeared in exams .....	25
Table 4.5: Performance of the Students of the Coaching Institute .....	26
Table 4.6: Capacity and Experience of Coaching Institutes for Civil Services Exam .....	27
Table 4.7: Students Joined Coaching Institute and Appeared in exams .....	27
Table 4.8: Performance of the Students of the Coaching Institute .....	28
Table 4.9: Capacity and Experience of Coaching Institute .....	30
Table 4.10: Students Joined Coaching Institute and Appeared in exams .....	30
Table 4.11: Performance of the Students.....	32
Table 4.12: Capacity and Experience of Coaching Institute .....	33
Table 4.13: Students Joined Coaching Institute and Appeared in exams .....	33
Table 4.14: Performance of the Students.....	34
Table 4.15: Capacity and Experience of Coaching Institute .....	35
Table 4.16: Students Joined Coaching Institute and Appeared in exams .....	35
Table 4.17: Performance of the Students.....	36
Table 4.18: Capacity and Experience of Coaching Institute .....	37
Table 4.19: Students Joined Coaching Institute and Appeared in exams .....	37
Table 4.20: Performance of the Students.....	39
Table 4.21: Financial assistance received by the coaching institutes .....	43
Table 4.22: Results and achievements of the students .....	46

# List of Figures

Figure 1: State-wise approved slots under the scheme .....	15
Figure 2: State-wise participation of students in the scheme.....	17
Figure 3: Average number of students in a batch during different years.....	24
Figure 4: Students joined classes and appeared in the examination .....	26
Figure 5: Success rate of those students who appeared in the exam .....	26
Figure 6: Students joined classes and appeared in the examination .....	28
Figure 7: Success rate of those students who appeared in the exam .....	29
Figure 8: Students joined classes and appeared in the examination .....	31
Figure 9: Success rate of those students who appeared in the exam .....	32
Figure 10: Students joined classes and appeared in the examinations.....	34
Figure 11: Success rate of those students who appeared in the exam .....	34
Figure 12: Students joined classes and appeared in the examination .....	36
Figure 13: Success rate of those students who appeared in the exam .....	36
Figure 14: Students joined classes and appeared in the examination .....	38
Figure 15: Success rate of those students who appeared in the exam .....	39
Figure 16: Availability of basic amenities with a coaching institute.....	40
Figure 17: Availability of teaching aid related facilities .....	40
Figure 18: Adequacy of safety measures in coaching institute.....	41
Figure 19: Student mobilization by the coaching institute.....	41
Figure 20: Criteria for selection of students for the coaching classes .....	41
Figure 21: Attendance of students in coaching classes.....	42
Figure 22: Rate of drop-out students from coaching institutes .....	42
Figure 23: Availability of faculty with coaching institutes .....	43
Figure 24: Grievances redressal mechanism followed .....	43
Figure 25: General profile of students.....	44
Figure 26: Occupation and Income Classification of the parents of the students .....	44
Figure 27: Educational background of the students .....	45
Figure 28: Percentage of respondents from various courses .....	45
Figure 29: Sources of awareness about the coaching classes .....	46
Figure 30: Reasons for stopping the preparation for exams .....	47
Figure 31: Impact of coaching classes on various aspects .....	47
Figure 32: Importance of various factors in achieving the success .....	48
Figure 33: Availability and usefulness of facilities.....	48
Figure 34: Evaluation of Coaching Institute on various parameters .....	49

# 1. Executive Summary

Since independence, the empowerment of the weaker sections of the society has been a priority area of the welfare state. Several plans and programmes are being implemented for assisting the marginalized section of the society in enhancing their skills and capabilities to ensure rapid economic development and their integration in the national mainstream. Among different programmes of the government, “Coaching and Allied Assistance for Weaker Sections” including Scheduled Castes, Other Backward Classes and minorities were introduced with effect from September 2001. This Centrally sponsored scheme was revamped and renamed as the Central Sector Scheme of “Free Coaching for SC and OBC Students” with effective from April 2007.

To assess the outcomes of the intervention and to improve the efficiencies and effectiveness of the programmes, the Ministry of Social Justice and Empowerment organises evaluation and impact assessment studies of its schemes. Also, the ministry treats evaluation of its policies, programmes, schemes, projects and interventions as an instrument of accountability. Considering the size and scope of the programme implementation, the policymakers and implementers must know the benefits and impacts of such development intervention. Further, issues and challenges limiting the effective implementation of the programme at the grass-root level can be diagnosed through a detailed micro-level data analysis and corrective measures can be outlined, accordingly.

**1. Objectives of the Evaluation Study:** The overall objective of the current study is to diagnose and aim to identify the factors contributing to success/ or failure of various interventions under the scheme and deriving lessons for improving the performance through mid-course corrections and better design of future programs.

**2. Methodology:** To meet the ultimate objectives of the study, the methodology such selection of beneficiaries and coaching institutes has been followed as prescribed in ToR. As per given ToR, the selection of target groups includes coaching institutes and ultimate beneficiaries have been made. Survey and participatory methods are followed for the collection of data by using a structured questionnaire for separately coaching institutes and beneficiaries. To analyze the collected information, excel based statistical tools (Average, Frequency, Percentage Analysis etc.) were used along with the graphical presentation of data for proper visualization of the results.

**3. Major Observations:** These observations are based on a survey of Coaching Institutes and beneficiaries

## 3.1 Summary of findings about Coaching Institutes

The institutes empanelled with MoSJ&E are providing coaching for different examinations such as Chartered Accountancy (CA), Civil Services, Engineering and Medical, Management and miscellaneous exams like banks, SSC, PSUs and so on. As per guidelines of the program, the empanelled institutes have the sufficient expertise to run the programmes relating to coaching classes. These institutes have taken up the special program relating to free coaching to students belonging to marginal section of the

society. Out of available options of coaching, the students/ beneficiaries prefer coaching in the area of engineering & medical and civil services in larger extents. It can also be stated that there are substantial number of students belong to SCs and OBCs. But the sponsorship was available to limited number of students. Thus, there is scope for bringing more eligible students under sponsorship.

With certain exceptions, it can be concluded that the participation as well as rate of appearance in various examinations was considerably higher for non-sponsored students as compared to sponsored students. The success rate in sponsored candidates belongs to SCs and OBCs was also noticeable. Thus, it can be inferred that sponsorship has played an important role in bringing the marginalised section of the society into the mainstream considerably.

There are also substantial proportion of the sponsored students in both categories as SCs and OBCs who belong to farming family or from the family of daily wage earners. Monthly stipend as sponsored by the ministry plays an important role in attracting these students towards the coaching institute. However, it was found that the release of stipend to sponsored candidates was not in time. Under such circumstances, it becomes very difficult for these students to meet their daily expenses requirement. This kind of financial crunch also results in poor attention towards studies.

The study highlights that the coaching institutes were well equipped with basic amenities include electricity, drinking water and toilet facilities, furniture, library IT infrastructure A/V aids in each classroom.

The coaching institutes are using multiple means for mobilizing the students such as pamphlets, advertisement on website, social media and other source including seminars in school and colleges. The method and mode of advertisement for mobilization of student is the major reason most of the students are from urban area.

At the time of selection of students, first come first serve is the major criteria followed by merit in qualifying examination as well as screening test. It can be stated that criteria for the selection of the candidates vary across the coaching institutes and depends upon institutes' policy as well as demand for the enrolment in the classes.

### **3.2 Summary of findings from survey of Beneficiary Students**

The study shows that the participation of male candidates was higher at 65 percent as compared to female counterparts that constituted only 35 percent. It was also observed that the sponsored candidates were belonging to farming and labour communities in a larger extent that is more than two-fifths and one-fourth respectively. The monthly income of these families was also very limited i.e. eight and nine thousand respectively. The students were also belonging to household having small enterprise, private and government services with the proportion of 14, 13 and 7 percent respectively. Whereas educational qualification of the candidates is concerned, about half of them were graduate and more than one-third were post-graduate and remaining were intermediate only.

Students' perceptions regarding the impact of the scheme show that majority of students i.e. 86 to 96 percent believe that the coaching helped a lot in clearing not only desired exams but also other exams (if not qualified in the desired exam), built confidence and improving analytical skill among them. More



than half of them realised that their soft skill has improved. Slightly less than half of the beneficiaries expressed that coaching helped in leading a better life, enhancing social status, communication skill and decision-making ability. It can be inferred that apart from helping in preparing for competitive examinations, the program played an important role in the overall personality development of the students as well.

The study also highlights that the sponsorship program of the ministry along with the efforts of the candidates and their family's support contributed a lot in attaining the success in the examinations. Besides, the social environment, the family background also plays an important role in attaining to the success to some extent. The availability of basic amenities and other infrastructure facilities and their adequacy also play an important role in making the program successful.

It can also be stated that the assessment of the status of services provided by the coaching institutes was adequate. It has been found that the services including competent and skilled faculty, problem-solving approach clarification of concepts, coverage of syllabus and quality of material circulated to the beneficiaries were very good standard as reported by 25 to 36 percent students, and reported just good by next 20 to 37 percent students. The services include infrastructure, administrative, the regularity of classes and tests, designing of teaching modules, coaching compatibility with exams, quality of reading material was fair standard as one-third to half of the students reported.

The system of taking attendance through Biometric means was confirmed only in 35 percent cases. In most of the cases, the attendance was taken using paper based registers. In around 5 percent cases, it was reported by the students that there was not a system of taking attendances.

Around 38 percent students reported that the batches for sponsored students were run separately. However, in remaining cases, most of the students indicated the batch was comprising of both sponsored and non-sponsored candidates.

The ministry sponsors 100 percent of the coaching fee of the students and students are not expected to pay any amount. Also, the scheme allows a student to enroll for the program for a maximum of 2 times. Around 4.2 percent students have opted for re-admission in the coaching institute.

The scheme has a provision of a monthly stipend to the students enrolled for the program. Majority of the students have not received a stipend. Only 29 percent students have reported receiving a stipend either partially or in full.

While conducting the telephonic verification of the students, around 5 percent students denied taking admission to the coaching. It has also been reported by around 2 percent students that the coaching institutes have charged them amounts ranging from Rs. 15,000/- to Rs.200,000/-. Such a serious allegation requires proper investigation to avoid misuse of funding under the scheme.

#### **4. Recommendations**

Based on the availability of students belong to SC and OBC categories, the different option of coaching on the one hand and their performance in terms of success rate, it can be proposed that the schemes

should be extended with certain improvement/ reforms in the process of sponsorship. The following improvement can be followed to make the programme more successful.

- Efforts should be made to bring more and more student under the scheme especially student belonging to the rural setup. Thus, proper advertisement is required in rural areas. It can be done through mass media.
- The system of taking attendance through Biometric means can be made mandatory for the coaching institutes to record the attendance of both students and faculties.
- The participation of female students was found to be limited. It can be because of social and cultural restrictions. Efforts can be made to make it compulsory for the coaching institutes to arrange for girls' hostel facilities with a secure environment.
- It is found that the release of stipend to the student was not in the time that compels them to drop in between. Since the students belong to already resource-poor families, it becomes difficult for some to stay in the absence of financial support on time. Therefore, the timely release of the stipend is suggested strongly. Certainly, it will help them in making life smooth and concentrating on the study.
- No. of sponsoring students should be increased so that the benefits of the schemes can be reached to a maximum and the possible number of marginalised students.
- While conducting the telephonic verification of the students, around 5 percent students denied taking admission to the coaching. Such a serious allegation requires proper investigation to avoid misuse of funding under the scheme.
- While result achievement is the ultimate parameter with which the efficiency of the scheme/ coaching institute could be assessed. However, equal consideration must be given to the fact that most of these students are targeting for highly competitive exams where seats are limited. Under such circumstances, the ministry may consider judging the performance of the students in not only clearing the targeted exam but in related lower level exams as well.





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