



MID-TERM EVALUATION

PROTSAAHAN

FY 2016-17

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Prof. B. Venkatesh Kumar
Director
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LIST OF ABBREVIATIONS

NCSR Hub	NATIONAL CORPORATE SOCIAL RESPONSIBILITY HUB
MSIL	MARUTI SUZUKI INDIA LIMITED
ANM	AUXILIARY NURSE MID-WIFE
APL	ABOVE POVERTY LINE
BPL	BELOW POVERTY LINE
CPSE	CENTRE PUBLIC SECTOR ENTERPRISE
DAAD	DEUTSCHER AKADEMISCHER AUSTAUSHDIENST GERMAN ACADEMIC EXCHANGE SERVICE
DPE	DEPARTMENT OF PUBLIC ENTERPRISE
E&Y	ERNST AND YOUNG
GOI	GOVERNMENT OF INDIA
GSEB	GUJARAT STATE EDUCATION BOARD
HBSE	HARYANA BOARD OF SCHOOL EDUCATION
IL&FS	INFRASTRUCTURE LEASING & FINANCIAL SERVICES
IMT	INDUSTRIAL MODERN TOWNSHIP
ITI	INDUSTRIAL TRAINING INSTITUTE
JBT	JUNIOR BASIC TRAINING
MCD	MUNICIPAL CORPORATION DEVELOPMENT
NGO	NON-GOVERNMENT ORGANIZATION
NOC	NO OBJECTION CERTIFICATE
RCC	REINFORCED CEMENT CONCRETE
SC	SCHEDULE CASTE
ST	SCHEDULE TRIBE
SPSS	STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

TABLE OF CONTENT

CHAPTER 1 - INTRODUCTION	12-13
1.1 THE NATIONAL CSR HUB AT TISS	14
1.2 CSR POLICY OF MARUTI SUZUKI INDIA LIMITED	14
1.3 PURPOSE OF SCHOLARSHIP SCHEMES	14
1.4 OVERVIEW OF PROJECT PROTSAAHAN	20
CHAPTER 2 - RESEARCH METHODOLOGY	22-23
2.1 RATIONALE OF THE STUDY	24
2.2 OBJECTIVES OF THE STUDY	24
2.3 RESEARCH DESIGN	24
2.4 RESEARCH METHODS: DATA COLLECTION METHODS	25
2.5 PARTICIPANTS OF DATA COLLECTION	25
2.6 LOCATION OF THE STUDY	26
2.7 SAMPLING METHOD	27
2.8 DATA ANALYSIS	27
2.9 CHALLENGES FACED	27
2.10 LIMITATION OF THE STUDY	27
CHAPTER 3 - DATA ANALYSIS	28-29
SECTION 1 - QUANTITATIVE DATA ANALYSIS	30
3.1 OBJECTIVE 1 - TO EVALUATE WHETHER DESERVING BENEFICIARIES HAVE BEEN SELECTED FOR THE SCHOLARSHIP PROJECT	31
3.2 OBJECTIVE 2 - TO EVALUATE WHETHER BENEFICIARIES HAVE BENEFITED FROM THE SCHOLARSHIP PROJECT	43
3.3 OBJECTIVE 3 - TO ASSESS WHETHER THE INTENDED AND INTEGRAL PURPOSE OF SCHOLARSHIP PROJECT HAVE BEEN ACHIEVED	50
3.4 OBJECTIVE 4 - TO EXPLORE THE BENEFICIARIES' PERCEPTION AND TO ASSESS THE EXTENT OF THEIR SATISFACTION WITH THE SCHOLARSHIP PROJECT.	56
3.5 OBJECTIVE 5 - TO PROVIDE RECOMMENDATIONS FOR THE IMPROVEMENT OF THE PROJECT DESIGN AND IMPLEMENTATION	62
SECTION 2 - STAKEHOLDERS' VIEWS ABOUT EFFECTIVENESS OF SCHOLARSHIP	72
SECTION 3 - CASE STUDIES	81
CHAPTER 4 - RECOMMENDATIONS	88-89
CHAPTER 5 - CONCLUSION	96-97
QUESTIONNAIRE FOR BENEFICIARIES	99

TABLE OF FIGURES

FIGURE 1	MARKS OBTAINED BY THE BENEFICIARIES	31
FIGURE 2	ANNUAL INCOME OF THE BENEFICIARIES AS IN THE CERTIFICATION FORM	33
FIGURE 3	BENEFICIARY SELECTION PROCESS FOR THE MSIL SCHOLARSHIP SCHEME	34
FIGURE 4	AMBIGUITY OBSERVED W.R.T. INCOME STATUS AND THE TYPE OF HOUSE OF THE BENEFICIARIES	35
FIGURE 5	SOURCES OF KNOWLEDGE ABOUT THE SCHOLARSHIP SCHEME	43
FIGURE 6	BIFURCATION OF THE ANNUAL EXPENDITURE UNDER ITI	46
FIGURE 7	BIFURCATION OF THE ANNUAL EXPENDITURE UNDER ENGINEERING	47
FIGURE 8	BIFURCATION OF THE ANNUAL EXPENDITURE UNDER POLYTECHNIC	48
FIGURE 9	BENEFITS AVAILED BY THE BENEFICIARIES FROM THE SCHOLARSHIP AMOUNT	49
FIGURE 10	EXPECTATIONS MET FROM THE SCHOLARSHIP SCHEME	50
FIGURE 11	OVERALL ASSESSMENT OF THE SCHOLARSHIP SCHEME	50
FIGURE 12	DEVELOPMENT OF SOFT SKILLS AND PRACTICAL KNOWLEDGE AMONG THE BENEFICIARIES	51
FIGURE 13	EDUCATION EXPERIENCE OF THE BENEFICIARIES DURING THE ACADEMIC YEAR	52
FIGURE 14	SATISFACTION WITH THE APPLICATION PROCEDURE	56
FIGURE 15	SATISFACTION WITH THE 60% MARKS CRITERIA FOR THE APPLICATION PROCESS	57
FIGURE 16	SATISFACTION WITH THE 3 LAKH INCOME CEILING CRITERIA FOR THE APPLICATION PROCESS	58
FIGURE 17	FEEDBACK OF THE BENEFICIARIES ON THE MSIL OFFICIALS' VISIT	60
FIGURE 18	FEEDBACK OF THE BENEFICIARIES ON THE SEEDS'S REPRESENTATIVES' VISIT	60
FIGURE 19	SEEDS'S INVOLVEMENT IN THE DISBURSEMENT AND RENEWAL OF SCHOLARSHIPS	61
FIGURE 20	RELATIONSHIP BETWEEN CASTE AND PDS CARD OF THE BENEFICIARIES	64
FIGURE 21	RELATIONSHIP BETWEEN CASTE AND ANNUAL INCOME OF THE BENEFICIARIES	64
FIGURE 22	RELATIONSHIP BETWEEN CASTE AND OCCUPATION OF THE BENEFICIARIES	65
FIGURE 23	RELATIONSHIP BETWEEN CASTE AND LAND HOLDING OF THE BENEFICIARIES	65
FIGURE 24	RELATIONSHIP BETWEEN THE CASTE OF THE BENEFICIARIES AND THEIR TYPE OF SCHOOL	67
FIGURE 25	RELATIONSHIP BETWEEN CASTE OF THE BENEFICIARY AND MARKS OBTAINED	67
FIGURE 26	RELATION BETWEEN THE SCHOLARSHIP GRANT AND EXPENDITURE INCLUDING OTHER ITEMS	69
FIGURE 27	RELATION BETWEEN THE SCHOLARSHIP GRANT AND EXPENDITURE EXCLUDING OTHER ITEMS	69
FIGURE 28	SCHOLARSHIP BENEFICIARY RATIO: MALE-FEMALE	71

LIST OF TABLES

TABLE 1	WELFARE SCHEMES OF THE CENTRAL GOVERNMENT	15
TABLE 2	PREVALENT SCHOLARSHIPS IN HARYANA AND GUJARAT	16
TABLE 3	NUMBER OF STUDENTS IN EACH COURSE FOR 2014-2015 AND 2015-2016	21
TABLE 4	VILLAGE PROFILE	26
TABLE 5	BENEFICIARIES WHO AVAILED THE SCHOLARSHIP OUTSIDE THE ELIGIBILITY CRITERIA	32
TABLE 6	DISCREPANCY NOTED ON EACH ELIGIBILITY CRITERIA	34
TABLE 7	AVAILABLE SCORE CARD FOR BENEFICIARY SELECTION	41
TABLE 8	PROPOSED SCORE CARD FOR BENEFICIARY IDENTIFICATION	42
TABLE 9	STAKEHOLDERS' INVOLVEMENT IN THE APPLICATION PROCESS	44
TABLE 10	TIMING OF ANNUAL SCHOLARSHIP RENEWABLE	45
TABLE 11	THE NOTICEABLE DROPOUT PATTERN FOR TWO COURSES	53
TABLE 12	RECOMMENDED BEST PRACTICE TO OBTAIN BETTER RESULT FROM THE SCHOLARSHIP SCHEME	54
TABLE 13	ANALYSIS BETWEEN THE DROPOUT RATE AND THE PLACEMENT STATUS	54
TABLE 14	BENEFICIARIES' OPINION ON THE SELECTION PROCESS	59
TABLE 15	SUGGESTIONS FOR COURSE CORRECTION	68
TABLE 16	BIFURCATION OF THE TOTAL SCHOLARSHIP AMOUNT FOR EACH COURSE	70
TABLE 17	DISCREPANCY BETWEEN THE ANNUAL INCOME AND THE OCCUPATION OF THE BENEFICIARIES	70
TABLE 18	OPINIONS OF THE EDUCATION INSTITUTES ON THE SCHOLARSHIP SCHEME	77
TABLE 19	PROPOSED SCORE CARD FOR IDENTIFICATION OF BENEFICIARIES	91
TABLE 20	RECOMMENDED RELAXATION ON MARKS ON THE BASIS OF SOCIO-ECONOMIC BACKGROUNDS OF THE BENEFICIARIES	92
TABLE 21	RECOMMENDATION ON THE RENEWAL OF SCHOLARSHIPS	93



EXECUTIVE SUMMARY



Car manufacturing giant -Maruti Suzuki India Limited's (MSIL) business policies have always been pro-people and pro-planet; it takes responsibility for the well-being of the people directly and indirectly impacted by its operations, products and services. The company considers the local community as its most significant stakeholder group. Additionally, its CSR policy focuses on the specific needs of this stakeholder group.

MSIL had commissioned a rapid needs assessment study in year 2014 to gain an understanding of community needs in its operational areas. Low aspiration and motivation, lack of ability, low access to higher education and meagre opportunities for the youth were identified as critical problems needing intervention through the rapid need assessment by MSIL. A need was felt to make the local youth more self-reliant and to generate awareness amongst the youth about potential career opportunities that exist beyond getting a job in MSIL. It was with such an end in mind that MSIL took up its "Protsaahan" scholarship scheme.

This report presents the end to end analysis of the Merit-cum-Means scholarship scheme "Protsaahan" of MSIL, which was taken up to encourage economically disadvantaged village youth to pursue job-oriented technical courses at ITIs, Polytechnics and Engineering. This project was launched in 2014-15, initially with 27 beneficiaries, followed by the addition of 82 beneficiaries in 2015-16, in the villages of Manesar, Rohtak and Gujarat.

The objective of this midterm evaluation study is to i) evaluate whether deserving beneficiaries have been selected for the scholarship project, ii) whether beneficiaries have benefited from the scholarship project iii) to assess whether the integral and intended purpose of scholarship project have been achieved, iv) to explore the beneficiaries' perception of the scholarship project and to assess the extent of beneficiary satisfaction with the scholarship project and lastly, v) to provide recommendations for the improvement of the project design and implementation.

The research design used for Mid-Term

Evaluation is "Evaluation Research". The methods used during data collection are; transect walk, semi-structured interview (using questionnaire), review of project reports and direct observation (home visits). Secondary data was also used to substantiate the primary data. Entire (107) beneficiaries were interviewed through "census method" of data collection. Further, the data was analyzed using SPSS software.

The implementing partner for this project was SEEDS wherein SEEDS' role has been to identify the beneficiaries by merit and means criteria. SEEDS, in consultation with Gram panchayats, schools and technical institutions like polytechnics, ITI's and engineering colleges, identified the beneficiaries who were already enrolled in colleges. This study focuses on the benefits of scholarship for the beneficiaries during their learning cycle and their satisfaction with the application and selection process.

In MSIL's proposal document detailing the terms of scholarship, it was mentioned that 50% weightage would be given to merit, and 30% and 20% weightages were to be given to means and interview respectively. Questions arise about the veracity of the income levels declared in the proofs of income furnished by the beneficiaries, on the basis of the research team's observations about the economic status of the beneficiaries (made during the visits to the beneficiaries' homes). In addition to this, no interview was conducted for the selection process; hence 20% weightage for interview was not followed.

In investigating the extent and nature of utilization of scholarship funds by beneficiaries, it was observed that the major portion of scholarship grant was utilized by beneficiaries for commuting to their colleges as the colleges were distantly located. As far as the extent of utilization is concerned, only engineering students utilize fully while as for ITI and polytechnic the amount of grant was seen to be very high as compared with their annual expenditure incurred on the course, with the result that a good amount from the grant is unutilized for education-related purposes and is diverted by beneficiaries for miscellaneous purposes.

During the field visit, it was found that the beneficiaries from less privileged sections such

It was seen in the study that maximum drop outs were from polytechnic and engineering courses as these courses are for 3 or more than 3 years, and as compartment/failing in one subject only leads to discontinuation of scholarship.



as the scheduled castes were relatively more economically backward, with no land holdings, being majorly BPL card holders, having studied in government schools and with annual family income less than Rs. 1 lakh. No preference or relaxation (in marks) was given to them in the scholarship scheme. In addition to this, the representation of girls among the beneficiaries was found to be very low, as the number of girls in technical courses is low compared to boys. The scholarship scheme does not have a provision of special consideration for female beneficiaries.

In examining whether the scholarship scheme is achieving its integral impact, it has to be seen whether the beneficiaries are able to complete their courses of study, which would be a pathway for them to find employment. It was seen in the study that maximum drop outs were from polytechnic and engineering courses as these courses are for 3 or more than 3 years, and as compartment/failing in one subject only leads to discontinuation of scholarship. The high dropout rate from the scheme is not conducive to the achievement of the goals of the Protsaahan project (financial assistance in completing the technical courses). Lastly, no placement was

seen in the case of the 1 year ITI course, which leads to questions about whether this course should be supported, given its limited prospects of employability.

The main suggestions and recommendations for refining the scholarship scheme are as follows: i) a robust mechanism for selection of beneficiaries should be adopted. Equal weightage to merit (40%) and means (40%), with 20% weightage to personal interview should be followed. ii) Relaxation in percentages (academic performance/merit requirements) for SC/ST/PWD/Women Headed families/girls should be given. iii) Home visits and personal interview are strongly recommended for identification of the right (needy) beneficiaries. iv) In order to reduce the dropout from the schemes, a student should be given one chance to pass/clear that subject, before being removed from the scholarship, but the scholarship should be given as per the marks obtained. v) To deal with the possible discrepancies in the income certificate, salary slip of both private and government employees who work in the formal/organized sector should be made a requirement.



CHAPTER 1

INTRODUCTION



Businesses are the most powerful constituents of the society and they do not operate in isolation; there is an increased realization that not only can companies affect society at large, but they are also in a unique position to influence society and make positive impact.

‘The Organization for Economic Co-operation and Development’¹ (OECD) established a set of guidelines for multinational enterprises in 1976, and was thus a pioneer in developing the concept of CSR. The purpose of these guidelines was to improve the ‘investment’ climate and encourage the positive contribution multinational enterprises can make to economic and social progress”.

1.1 THE NATIONAL CSR HUB AT TISS

CSR practice has both ethical and philosophical dimensions, particularly in India where there exists a wide gap between sections of people in terms of income and standards as well socio-economic status.

The Tata Institute of Social Sciences (TISS) in 2010 was invited by the Department of Public Enterprises to set up the National CSR Hub to advice and modulate the CSR activities of the Central Public-Sector Enterprises (CPSEs). Henceforth its inception in 2011, the Hub has been undertaking projects to enable to CPSEs, the Corporate and the Not-for-Profits to define, design and implement holistic CSR initiatives that are integral to its organisation’s vision, values and goals. TISS has continually been responding to changes in social realities through development and application of knowledge with Research as its thrust.

1.2 CSR POLICY OF MARUTI SUZUKI INDIA LIMITED

The Maruti Suzuki India Limited’s (MSIL) business commitment to create value through innovation, quality, creativity, partnerships, openness and learning transits to its CSR activities too. The Company’s CSR² work is quite formalised with projects being implemented like any other business activity, in a time-bound manner, with clear objectives and robust monitoring. Collaboration with the government and the Not for profits has enabled scaling up of its social initiatives. MSIL has taken significant steps in the areas of Vocational Education, Road Safety, Community Development and Employee Engagement.

The key focus areas of the Company’s CSR direction resonate with national goals like Swachh Bharat Abhiyan (Clean India Campaign), Skill India, school upgradation (especially toilets for girls), and road safety. MSIL’s social performance has been augmenting to develop scalable, sustainable and impactful social programmes in a partnership mode. CSR is an integral part of their business and the CSR programmes are periodically reviewed by the management.



1.3 PURPOSE OF SCHOLARSHIP SCHEMES

EQUALITY VS EQUITY IN EDUCATIONAL OPPORTUNITY

Equality of educational opportunities - merely avoiding discrimination (at the admission level) - may not suffice to allow pupils who make an ‘unequal start’ to achieve results. Therefore, equity differs from equality³. Equity amounts to treating pupil in an unequal way precisely because they are unequal (notably because they

face unequal starting conditions). In other words, equity refers to the current concept of equality of opportunity, which is supposed to justify later inequalities of performance at school and reward in adult life.

Thomas Jefferson, the third U.S. president wrote, “the children of the poor must be thus educated at common expense.” Many scholarship and grant programs target those students in extreme, or unique, personal circumstances. Still other programs are designed to help students from “at risk” and “low income” communities, and children aging out of the foster care system.

Government of India provides financial assistance through Scheme of Merit cum Means Based Scholarship for Students Belonging to the Minority Communities⁴ to pursue graduate level and postgraduate level technical and professional courses from a recognized institution. Currently, 6000 scholarships are available for students of minority communities in States and Union Territories (UT) throughout the country, spread across based on the State/UT-wise population of these communities. Minimum of 30% scholarships earmarked for girl students of each minority community in that State/UT which is transferable to male students of that community in case of non-availability of girl students in that community of the State/UT.

Some of the welfare schemes of the Central Government are as following:

TABLE 1: WELFARE SCHEMES OF THE CENTRAL GOVERNMENT

SCHOLARSHIP SCHEME	BENEFICIARY PROFILE	NATURE
Dr Ambedkar Post Metric Scholarship For EBC Students ⁵	The income ceiling of parents/ guardians for eligibility is Rs 1 lac per annum (including self income if employed)	Provide support for college Fees and Maintenance allowance Rs 260- Rs 750 per month for Hostellers and Rs 160- Rs 350 per month for Day Scholars
Central Sector Scheme of Up gradation of Merit of SC/ST students	SC/ ST students taking coaching/remedial classes for post-matric course	A package grant of Rs 15000 per year per student
Post Matric Scholarship for Other Backward Classes studying in India	Candidates belonging to OBC category who have passed class 10 th higher secondary or higher examination from a recognised university or board of secondary education with family annual income not exceeding RS 1 lac	Course fees plus additional allowance for books, textbooks etc.

1. www.oecd.org/about

2. <http://www.marutisuzuki.com/our-policies.aspx>

3. Perceptions on Inequality, Harvard Educational Review

4. http://scholarships.gov.in/public/schemeGuidelines/MOMA_MCM-guidelines.pdf

5. <https://factly.in/here-are-two-schemes-for-the-economically-backward-classes-ebcs/>

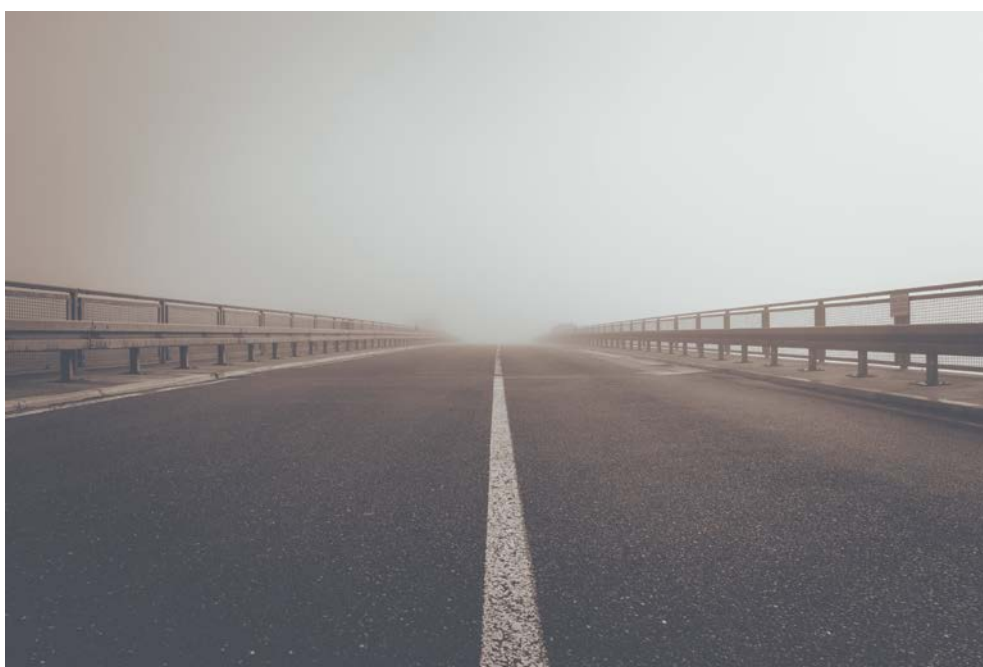
Since the scope of this research study is limited to two states, viz. Haryana and Gujarat, the following section focuses on a detailed study on the prevalent scholarship programmes in these two states:

TABLE 2: PRELEVANT SCHOLARSHIPS IN HARYANA AND GUJARAT

	SCHOLARSHIP SCHEME	BENEFICIARY PROFILE	NATURE
SCHOLARSHIP SCHEMES OF HARYANA ⁶	Post Metric Scholarship for SC students	SC students of Haryana domicile with an income ceiling of Rs 2.5 lac per annum	The students are reimbursed compulsory non-refundable fees.
	Post- Metric Scholarship for OBC students	The student should be a domicile of Haryana and the annual income of the parent/guardian should be not more than Rs 1 lac per annum	Providing books to SC students of government colleges, for Students belonging to the Minority Communities
	Scheme of Hostels for OBC boys and girls	Students belonging to Other Backward Class	This is a 50:50 sharing basis scheme of Government of India and the State Government
	Merit Scholarship to undergraduate girl students	10 topper girl students who passed 10+2 to class with 60% marks from government college.	To enable meritorious girl students of Haryana to pursue Higher Education
	Haryana State Meritorious Incentive Scheme	Students of Haryana domicile belonging to Backward Classes (BC)	Stipend and reimbursement of tuition fee and examination fee to those BC students whose parent's/guardian's annual income from all sources is Rs. 2.50 lac for SC and ST and 1 lac for OBC at present as per the guidelines of the social welfare department the eligible students are given only maintenance allowance
SCHOLARSHIP SCHEMES OF GT ⁷	Chief Minister's Scholarship Scheme	Meritorious HSC students taking admission in undergraduate courses, including technical subjects.	Scholarship amount will range from Rs 5000 to Rs 2 lacs directly credited to student's accounts
	Post Matric Scholarship	ST students whose family income is less than Rs 2.50 lakh will be eligible	Post Matric Scholarship has three components namely, reimbursement of tuition fee, maintenance allowance, and other compulsory non-refundable fee not covered in tuition fee
	Scholarship for meritorious HSC students	Students from HSC (Science) who figure in top four percentile and take admission in BSC or technical courses. In commerce, students in only top percentile will be eligible.	Relaxation in criteria for students from districts which have literacy rate of less than 50%. For such districts, there would be no income criteria; students from these areas would need to have secured more than 50% marks

6. http://haryanascbc.gov.in/post_matric_scholarship_scheme.htm

7. <https://comm-tribal.gujarat.gov.in/umbrella-schemes>



INTERNATIONAL BENCHMARKING OF PROJECT 'PROTSAAHAN'

Benchmarking of a programme with appropriate listings, at a national or international level, enables comparison to evaluate its performance and, in so doing, monitor standards to make value enhancements.

This assessment of Maruti Suzuki's Merit cum Means Scholarship programme with the other scholarship programmes aims to identify gaps between current practice and 'good practice' thereby providing an opportunity for improvement. However, in doing so, the objectives and the scale of the projects being assessed should be considered.

The international scholarship programmes are mostly merit based grants for global educational exchange for students, teachers, professionals, scientists and artists. These scholarships aim to support education and research at international universities. It encourages students with demonstrable potential to become future leaders, decision-makers and opinion formers across a wide range of fields, including politics, business, the media, civil society, religion, and academia. Whereas, the Merit cum Means Scholarship grant aims to provide financial assistance to the poor and meritorious students belonging to minority communities to enable them to pursue professional and technical courses. The programme promotes access to opportunities for the underprivileged population.

The notable aspect of the operation of the international scholarship programmes is their Strategic Outreach Alliances or collaborations with a number of universities, governments and private sector organisation from around the globe to support and enhance the experience of the students and the alumni. For example, The European Commission is responsible for the running of the Erasmus Mundus Programme. It manages the budget and sets priorities, targets and criteria for the programme. Furthermore, it guides and monitors the general implementation, follow-up and evaluation of the programme at the European level. The Education, Audio-visual and Culture Executive Agency (EACEA) is responsible for the implementation of the Erasmus Mundus Programme. A Chevening Partnership is a formal agreement between an organisation and Chevening (represented by the FCO in London or a British Embassy or High Commission overseas).

In the following table, MSIL's Project Protsaahan is evaluated along eight international scholarships namely, Fullbright, Chevening, Erasmus Mundus, Marshall Scholarship, Rhodes, Charles Wallace, DAAD and Commonwealth under five major parameters, viz. Sponsoring Agency, Expenses Covered, Mandatory Requirements, Processes and Outreach. These five categories are further sub-divided into components for extensive evaluation of the programmes.

The benchmarking table strives to bring in an external focus for an internal review of the project. The process aims to improve decision-making through referencing comparative data that can lead to identification of new ideas and innovative approaches.

CATEGORY		
Sponsoring Agency		State Sponsored
		Private Sponsored
		Not for Profit
		Public- Private Sponsored
Expenses Covered		Tuition fee
		Living Costs
		Travel allowance
		Medical Insurance
		Grant for Books
Mandatory Requirements	Subject	Science and Technology
		Social Sciences
		Business
		Art and Heritage Studies
		Media
	Level	Undergraduate
		Postgraduate
		Postdoc
		Age
	Nationality	Developed
		Developing
		Under -developed
	Work Experience	2 years
		<2 years
Processes	Implementing Agency	Not for Profit
		Academic partnerships w/ institutions where scholarship focused
		Government agencies focused on education
		For profit organisations
	Application	Statement of Purpose
		Official Transcripts
		Letters of Recommendation
		Curriculum Vitae
		Income certificate
		Supplementary certificates focusing on past achievements
	Evaluation	Academic Merit
		Potential for leadership
		Past achievements
		Interviews
Outreach	Digital	Scholarship Website
		Presentations at Institutions
		Adverts on academic portals
		Webinars
	Face to Face	Public Events
		Presentations at Host Institutions

	Fulbright	Chevening	Erasmus Mundus	Marshall	Rhodes	Charles Wallace	DAAD	Commonwealth	Maruti Suzuki
	✓	✓	✓	✓	✗	✗	✓	✓	✗
	✗	✗	✗	✗	✗	✗	✗	✗	✓
	✗	✗	✗	✗	✓	✓	✗	✗	✗
	✗	✗	✗	✗	✗	✗	✗	✗	✗
	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✗	✓	✓	✓	✗	✓	✓	✓	✓
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	✓	✗	✗	✓	✓	✗	✗	✗	✓
	✗	✓	✗	✗	✗	✗	✓	✓	✗
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	✓	✓	✓	✓	✓	✓	✓	✓	✗
	✓	✓	✓	✓	✓	✓	✓	✓	✗
	✓	✓	✓	✓	✓	✓	✓	✓	✗
	✗	✓	✗	✗	✗	✗	✗	✓	✗
	✓	✗	✗	✗	✗	✗	✗	✗	✗
	✓	✓	✗	✗	✗	✗	✗	✗	✓
	✓	✗	✓	✗	✗	✗	✓	✗	✗
	✓	✗	✗	✗	✗	✗	✗	✗	✗
	✓	✗	✗	✗	✗	✗	✗	✓	✗
	✓	✗	✗	✗	✗	✗	✗	✗	✓

1.4 OVERVIEW OF PROJECT PROTSAAHAN

MSIL runs a nationwide skill development and road safety programme. Its community development programmes cater to the communities located around the company's facilities. The company has dedicated resources for engaging with the communities and implementation of the social initiatives based on the needs assessment.

Given the need to reduce dependence of the village youth on MSIL for employment opportunities and the need to generate awareness amongst the youth about potential career opportunities that exist beyond getting a job in MSIL, E&Y was selected as a knowledge partner for identifying possible interventions. The E&Y report on Rapid Needs Assessment (2014-2015) conducted with the school principals and teachers, community influencers, village leaders and the youth from the project areas (Rohtak and Manesar) reported low aspiration and motivation, lack of ability and access to higher education and meagre opportunities for the youth.

Maruti Suzuki India Limited (MSIL) had initiated scholarship programme with a vision to create better economic opportunities for the youth, around the catchment areas of its plants, by enabling access for them to pursue higher education in professional and vocational courses



GEOGRAPHIC COVERAGE

Rohtak (57 nos.)
Manesar (46 nos.)
Gujarat (4 in nos.)

The scholarship holders are selected based on their merit cum means which is identified through a rigorous screening process.



TABLE 3: NUMBER OF STUDENTS IN EACH COURSE OVER 2014-16

2014-2015	
ITI	20
POLYTECHNIC	5
ENGINEERING	1
2015-2016	
ITI	61
POLYTECHNIC	17
ENGINEERING	3
TOTAL	107

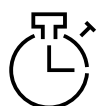
ELIGIBILITY CRITERIA FOR SELECTION PROCESS

MERIT	50%
MEANS	30%
OTHERS (Aspiration, Motivation, Confidence and Ability demonstrated during personal interviews)	20%

**OBJECTIVE OF THE PROJECT**

The objective of the scheme is to provide financial assistance to the underprivileged, yet meritorious students belonging to the defined communities to enable them to pursue professional and vocational courses.

Budget: Rs. 43, 53,560 annually (Scholarship amount: Rs. 3,553,560, Project Implementation cost: Rs. 800,000).

**IMPLEMENTING AGENCY**

The project implementation was done by Social Empowerment and Economic Development Society (SEEDS) for Rohtak and Manesar location. SEEDS is pioneered with a vision to bring about social change for a more equitable society and provide improved access to opportunities for growth. The focus areas have been Education, Livelihoods, Vocational Skills and Sustainable agriculture.

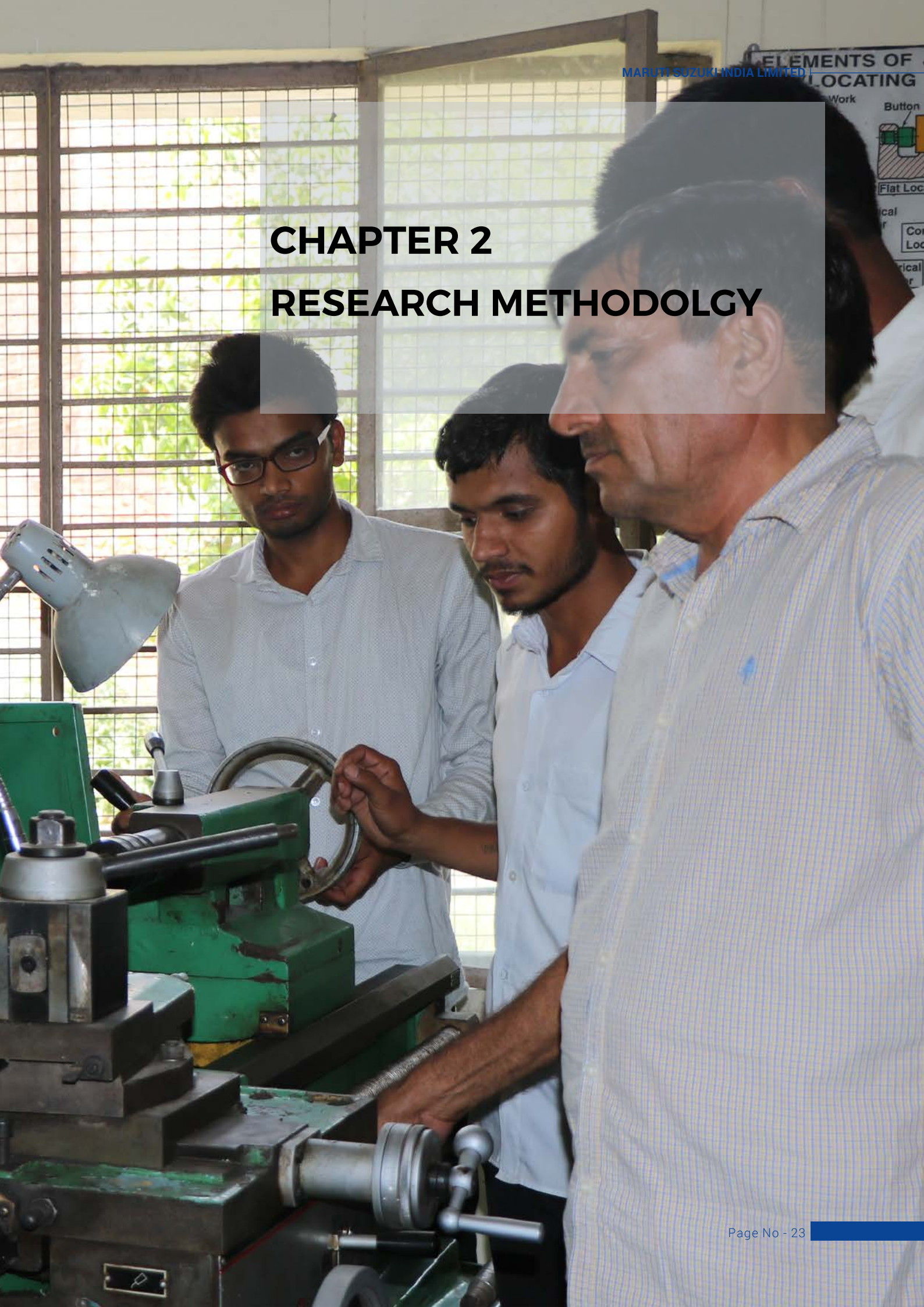
A SEED is responsible for monitoring and supervision of the project. MSIL in partnership with SEEDS implemented Prohotsaan Project enabled more than 100+ students to pursue their fields, focusing on higher education in vocational and technical courses.

IL&FS Education and Technology Services Limited (IL&FS Education) is the Implementation partner to SEEDS for this project. IL&FS Education is the social infrastructure arm of Infrastructure Leasing & Financial Services Ltd (IL&FS), and seeks to provide innovative solutions in education, skill development and social entrepreneurship.



CHAPTER 2

RESEARCH METHODOLOGY



This is a Mid Term Evaluation Study conducted by a team of three research professionals from National CSR Hub, TISS, Mumbai to evaluate the project on merit cum means scholarship scheme “Protsaahan” undertaken under CSR for FY 2014- 15 and 2015 - 16 in the project villages (Manesar, Rohtak and Gujarat) of Maruti Suzuki India Limited (MSIL) with a scientific approach.

Before resuming the study, available secondary information and data were collected from MSIL. The list of beneficiaries was collected, which comprised the names, academic details, and income details of the families and other details of the beneficiaries pertaining to the project. On field, with SEEDS’ cooperation, all interviews were arranged with beneficiaries and their parents/guardians and other stakeholders at community level.

2.1 RATIONALE OF THE STUDY

The rationale of this study is to do an end to end analysis of entire scholarship scheme “Protsaahan” and to evaluate the impact of the scholarship scheme (FY 2014-2015 and 2015-16) on the beneficiaries, by understanding the process of the implementation of the project, its ability to achieve the objectives and benefits to the beneficiaries; and to make suggestions with respect to the future course of the project.

2.2 OBJECTIVES OF THE STUDY

The study’s objectives were:

- To evaluate whether deserving beneficiaries have been selected for the scholarship project.
- To evaluate whether beneficiaries have benefited from the scholarship project.
- To assess whether the integral and intended purpose of scholarship project have been achieved.
- To explore the beneficiaries’ perception of the scholarship project and to assess the extent of beneficiary satisfaction with the scholarship project.
- To provide recommendations for the improvement of the project design and implementation.

2.3 RESEARCH DESIGN

This study is an Evaluation research study as it is designed to assess the outcomes of an intervention, so that the findings will provide insights useful for the organizations that have funded and implemented the project. The study is a mid-term and not an endline evaluation study, which implies that the findings would be especially useful for mid-course correction in the project’s execution. This study employs a mixture of Quantitative and Qualitative research methods to evaluate the key aspects of the scholarship project. The study has attempted not just to generate summary statistics that reveal the overall performance of the project, but has also attempted to delve into the individual stories, histories, life experiences and psyche of the beneficiaries through intensive beneficiary-specific case studies (of selected beneficiaries). The research methods (data collection and data analysis) are described below.

QUANTITATIVE VS QUALITATIVE

50%

2.4 RESEARCH METHODS: DATA COLLECTION METHODS

The primary data was collected using the following methods, selected as per the above-explained research design:

- ✓ Survey of beneficiary through questionnaire
- ✓ Semi structured interview (using interview schedule) and In-depth interviews. The in-depth interviews were open-ended with complete scope for probing and getting detailed information from the participants
- ✓ Participatory research methods such as transect walk
- ✓ Document analysis (review of project reports)
- ✓ Direct observation (home visit, village/town visit and institution visit)

SECONDARY DATA

Secondary data, wherever made available by the implementing and funding agencies, was obtained to supplement the primary data to get an overview of all the indicators.



2.5 PARTICIPANTS OF DATA COLLECTION

This study emphasizes the obtaining of perspectives from multiple stakeholders. Accordingly the following participants and stakeholders were covered through the data collection done in this study:

- Beneficiaries i.e. students availing the scholarship
- Parents/ Guardians of the Beneficiaries
- Higher authorities in Educational Institutions; Government Schools, ITIs, Polytechnic Institutions and Engineering College.
- Village level stakeholders (Community Leaders); Sarpanch, ward members and former Sarpanch
- Project Leader appointed by MSIL (CSR officials) – the monitoring authority involved in the project
- Project Leader from SEEDs and SEEDs staff involved on field

2.6 LOCATION OF THE STUDY

TABLE 4: VILLAGE PROFILE

ROHTAK (HARYANA)					
SNO	VILLAGE	PANCHAYAT	BLOCK/TEHSIL	BENEFICIARY COUNT	TOTAL
1	BHALAUT	BHALAUT	ROHTAK	3	57
2	KHEDI SADH	WARD 8	SAMPLA	6	
3	BOHAR	WARD 7	ROHTAK	21	
4	BALIANA	WARD 8	SAMPLA	27	
MANESAR (HARYANA)					
1	BASS HARIYA	BAS HARIYA	GURUGRAM	5	48
2	BASS KHUSLA	BASS KHULSA	GURUGRAM	3	
3	BHANGROLA	BHANGROLA	GURUGRAM	7	
4	KASAN	KASAN	MANESAR	9	
5	DHANA	DHANA	GURUGRAM	3	
6	KANKROLA	KANKROLA	GURUGRAM	6	
7	KHOH	KHOH	MANESAR	4	
8	MANESAR	MANESAR	MANESAR	4	
9	NAHARPUR	NAHARPUR	MANESAR	3	
10	NAKHROLA	NAKHROLA	MANESAR	4	
GUJARAT					
1	SITAPUR	SITAPUR	MANDAL	1	4
2	URARDI	URARDI	MANDAL	1	
3	UKROIPURA	UKROIPURA	MANDAL	1	
4	HANSALPUR	HANSALPUR	MANDAL	1	
				TOTAL	109

2.7 SAMPLING METHOD

A crucial feature of this study is that all the 109 beneficiaries of the scholarship project for the three locations Manesar, Rohtak and Gujarat were covered through the study. Therefore the Census method (covering 100% beneficiaries) was used⁸

2.8 DATA ANALYSIS

As previously mentioned, this study employs a mixture of qualitative and quantitative methods. Accordingly, SPSS was used for the quantitative data analysis of the study (such as the analysis of the responses of closed ended questions in the questionnaires). The responses from the in-depth interviews and the other qualitative data were subjected to coding for detecting patterns. The data from interviews and discussions was analysed thematically and the data from all the sources was integrated as per the responses to understand, assess and evaluate the entire process of implementation. This being a qualitative study, there is an emphasis on understanding and analyzing the perceptions, views and experiences of the beneficiaries and other key stakeholders with respect to the scholarship project.

2.9 CHALLENGES FACED

IDENTIFYING BENEFICIARIES HOUSE: On field, it was difficult to identify the houses of beneficiaries for home verification. Out of 48 beneficiaries in Manesar, 47 beneficiaries' house visits and in-depth interview were conducted. In Rohtak, out of 57 beneficiaries, 56 were interviewed.

LANGUAGE BARRIER: In Rohtak, most of the beneficiaries and parents/ guardians were able to communicate only in their mother tongue (Haryanvi). This constraint was observed in field.

2.10 LIMITATIONS OF THE STUDY

- The unavailability of baseline data has been a major constraint in this study. The baseline data not being available has had the following implications:
 - a. In assessing whether the selected beneficiaries were deserving at the outset of the scholarship project (in the year 2014), the study has had to rely on current data about their socio-economic condition, and has had to assume that the condition of the beneficiaries when the project started was the same.
 - b. Midline-baseline comparison which would show the change on various relevant outcome parameters could not be done.
- The unavailability of two beneficiaries for personal interview (Though their homes were visited and parents were interviewed).
- Because of the unavailability of data from different time periods⁹, a temporal comparison with respect to the beneficiaries' conditions and the performance of the project could not be done.
- The detailed project proposal of the scholarship project was not available to the researchers before the commencement of data collection. This has constrained the scope of data collection to some extent,¹⁰ though this study has endeavoured to be as comprehensive as possible.

⁸During the field study 2 beneficiaries were unavailable and could not be personally interviewed, however the research team obtained information about the concerned beneficiaries by interviewing their parents by visiting their home, hence data collected was for 107 beneficiaries.

⁹One reason for this is the lack of data from monitoring of the project, which could have been done on annual, half yearly or quarterly basis.

¹⁰For example, data on the scholarship amounts for different courses and the scoring system used for identification of beneficiaries were not made available to the researchers before or during the data collection.



ROLL
NAME

CHAPTER 3

DATA ANALYSIS

No ⇒ 33, 34
TRAHUL, RITESH

SECTION 1 - QUANTITATIVE DATA ANALYSIS



The data analysis has been done as per the objectives of the study. This chapter has two objectives sections:

Section 1 - The first part consists of the largely quantitative data analysis

Section 2 - The second part presents the qualitative insights in the form of the different stakeholder perspectives' on scholarship project.

Section 3 - Case Study

The details of socio economic and demographic profile of all the three locations can be referred to Annexure I attached at the end of this report.

The TISS research team looked into one of the major and core objectives of the mid-term evaluation study i.e. Selection of right beneficiaries for the project "Protsaahan". The scholarship scheme is based on "Merit - cum- Means". In selecting beneficiaries, MSIL's scholarship project evaluated both merit (weightage -50%) and means (weightage - 30%); the conditions laid down were marks obtained (60% and above) and annual income below 3 lakhs respectively. Lastly, to gauge Aspiration, Motivation, Confidence and Ability, personal interview/ written exam (weightage-20%) were also defined as a criterion for selection, as per the scheme's terms and conditions..

3.1 OBJECTIVE 1: TO EVALUATE WHETHER DESERVING STUDENTSHAVEBEENSELECTEDFORTHESCHOLARSHIP PROJECT

The purpose of this study is to identify whether the right beneficiaries were selected or not? Therefore, two approaches were adopted to understand this objective of the study: The first approach was based on the “records” where documents were cross checked via income certificate and mark sheets obtained in the document. The second approach was based on “observation” of research team through home visit.

A. Evaluating selection of beneficiaries on the basis of records

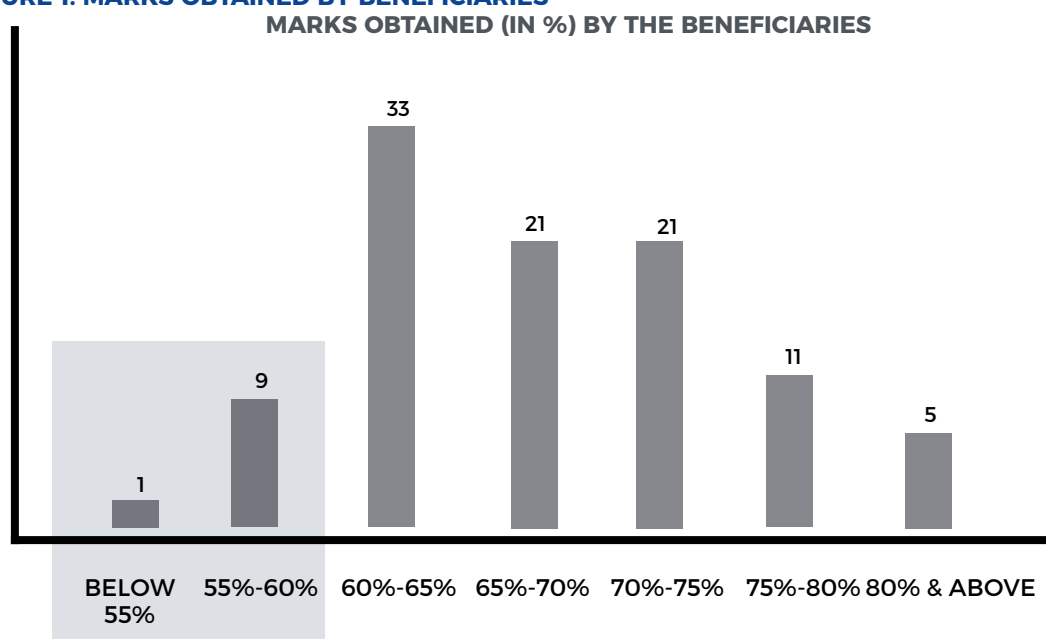
Following are the eligibility criteria laid down by MSIL for selecting the beneficiaries:

1. Permanent resident
2. Government College
3. Statement of acceptance from the college/Institute
4. Secured 60% marks
5. Income less than Rs. 3 Lakhs per annum

Documents pertaining to the first three criteria (permanent resident, Government College and statement of acceptance from the college/Institute) were cross checked on the field while conducting the interviews. The findings regarding the suitability of the beneficiaries with respect to the last two eligibility criterion are presented below, which is followed by an analysis on the personal interview criterion.

I THE APPLICANT MUST HAVE SECURED AT LEAST 60% IN THE 10TH AND 12TH STANDARD (AS PER THE COURSE) AND SECURED ADMISSION IN PROFESSIONAL OR VOCATIONAL COURSE. (WEIGHTAGE - 50%)

FIGURE 1: MARKS OBTAINED BY BENEFICIARIES



One of the eligibility criteria for the selection process was that a candidate should have secured 60% and above in 10th and 12th standard (as per the course). As seen from the above figure, out of 107, 10 beneficiaries have secured less than 60% marks but still they were considered for scholarship. Two specific observations need to be noticed in this regard.



OBSERVATION 1

Out of 10, 6 beneficiaries have secured below 60% in senior secondary (10th Std.) and more than 60% in higher secondary (12th Std.).

Following is the list of beneficiaries (10) who are not fulfilling the eligibility criteria of scholarship, as described above.



OBSERVATION 2:

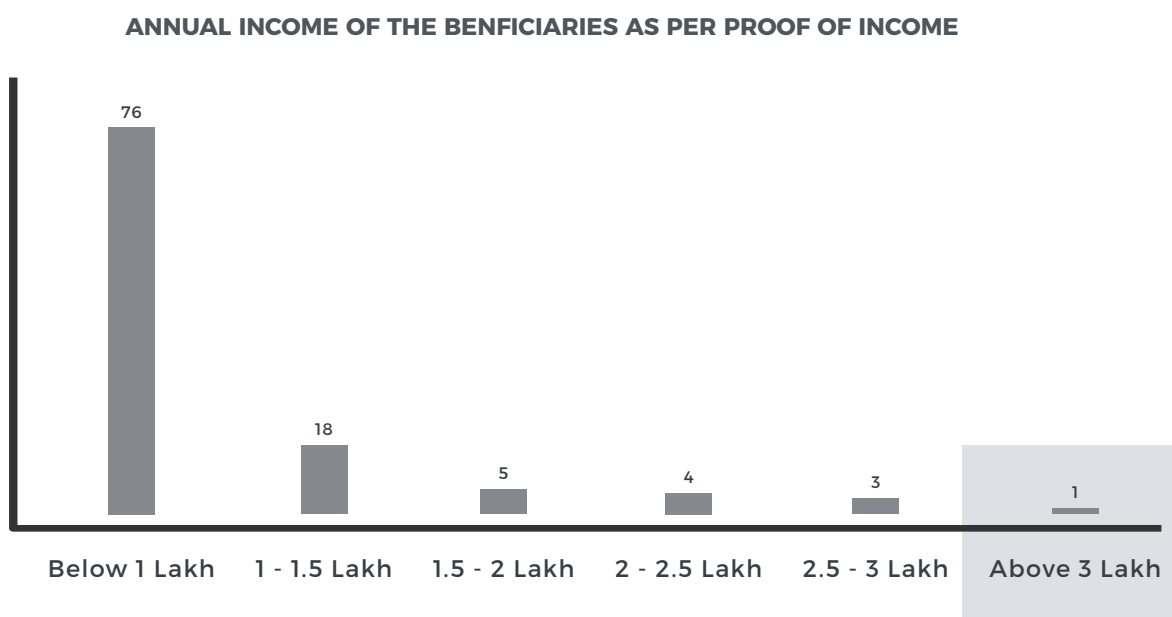
Out of 10, 4 beneficiaries were from socially and economically backward classes (women and SC-1, SC-2, OBC-1).

TABLE 5: BENEFICIARIES WHO AVAILED THE SCHOLARSHIP OUTSIDE THE ELIGIBILITY CRITERIA

SN 1	NAME OF BENEFICIARIES VILLAGE	VILLAGE	CATEGORY	X MARKS (IN %)	XII MARKS (IN %)	COURSE
SCORE BELOW 60% IN 10TH STD. AND ABOVE 60% IN 12TH STD.						
1	DAN SINGH	KASAN (MANESAR)	GEN	58	61	ITI
2	RAHUL	BAS KHOSLA (MANESAR)	OBC	59	62	ITI
3	AASHISH	BHALAUT (ROHTAK)	SC	59	80	ITI
4	SANDEEP	BOHAR (ROHTAK)	OBC	58	62	ITI
5	SUNIL	BOHAR (ROHTAK)	OBC	59	64	ITI
6	DEEPAK	BALIANA (ROHTAK)	SC	57	64	ITI
SOCIALLY AND ECONOMICALLY BACKWARD CLASSES SECURING BELOW 60%						
1	AMARDEEP	DHANA (MANESAR)	SC	59	-	ITI
2	SAPNA	DHANA (MANESAR)	SC	45	-	ITI
3	VISHAL	NAKHROLA (MANESAR)	SC	59	-	ITI
4	PANKAJ	BALIANA (ROHTAK)	OBC	59	-	ITI

II THE APPLICANT'S TOTAL FAMILY INCOME MUST BE LESS THAN INR 3 LAKHS PER ANNUM (WEIGHTAGE - 30%)

FIGURE 2: ANNUAL INCOME OF THE BENEFICIARIES AS MENTIONED IN THE CERTIFICATION FORM



The beneficiaries have submitted “proof of income” in the form of income certificate and affidavit. The proof of income certificate produced by the beneficiary shows that out of 107, 76 beneficiaries (71%) falls under the bracket of annual income of below 1 lakh where only one beneficiary falls under the income group of above 3 Lakhs, which is exceeding the income ceiling bracket fixed by MSIL as a one of the criterion for availing scholarship.

This chart summarizes the extent of discrepancy on each eligibility criteria found during our study (on and off field).

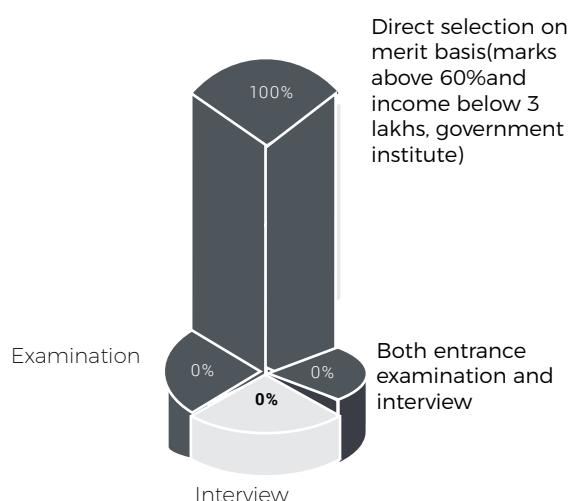
TABLE 6: DISCREPANCY NOTED ON EACH ELIGIBILITY CRITERIA

SNO	LIST OF ELIGIBILITY CRITERIA	EXTENT OF DISCREPANCY (IN NO. OF BENEFICIARIES) AS PER ELIGIBILITY CRITERIA
1	PERMANENT RESIDENT	0
2	INCOME LESS THAN RS. 3 LAKHS PER ANNUM	1
3	SECURED AT LEAST 60%	10
4	GOVERNMENT COLLEGE	0
5	STATEMENT OF ACCEPTANCE FROM THE COLLEGE/ INSTITUTE	0

Observation - Total 11 beneficiaries (10%) were identified not to be satisfying the eligibility criteria as per merit and means criteria adopted in the selection process of MSIL

III EVALUATING THE RIGHT BENEFICIARIES ON THE BASIS OF PERSONAL INTERVIEW (WEIGHTAGE - 20%)

FIGURE 3: BENEFICIARY SELECTION PROCESS FOR THE MSIL SCHOLARSHIP SCHEME



After merit and means, personal interview has been laid down as the third and last major factor for the selection process of needy beneficiaries. Personal interview is required in order to identify the right beneficiary on the basis of aspiration, motivation, confidence, capacity and ability, which accounts for 20% weightage.

When the research team collected information on the process of selection for the scholarship, it was found that all the beneficiaries (100%) were selected directly on merit basis as one of the eligibility criteria of the scheme. In addition to this, none of the beneficiaries stated that personal interview was conducted after shortlisting as a part of selection process. But as per the project proposal, personal interview was also one of the essential selection criteria.

Hence it is also seen as one of the major gaps in the selection process that no personal interview/ exam was conducted for the selection of the right beneficiary.

B. EVALUATING THE SELECTION OF BENEFICIARIES ON THE BASIS OF OBSERVATION DONE BY THE TISS RESEARCH TEAM

The “observation method” was applied during the home visits and in-depth interview to gauge the suitability of beneficiaries in a more nuanced way. This has been a more subjective approach towards evaluating the beneficiaries. Knowing that the only “means” factor considered by MSIL to select the right beneficiary is “income certificate”,

TISS researchers analyzed that addition of more socio-economic variables would have helped in identifying the right beneficiary. These factors were

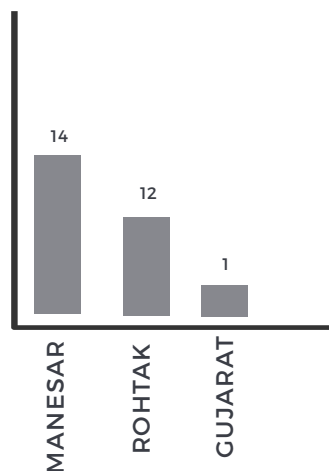
type of house, primary income, income certificate produced by beneficiaries and their valuable assets. As per the TISS team’s observations (made according to the observation method described above), the suitability of 27 beneficiaries were found under doubt, as it was difficult to relate the income declared in the income certificate with the beneficiaries’ type of house. When type of house was compared with income certificate produced by the beneficiaries, it was found that out of 107, the deservedness of 27 beneficiaries on the “means”

criteria was in doubt.

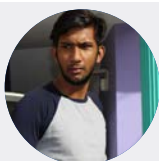
For e.g. the income stated by some of the beneficiaries was below Rs.3 lakh, but their type of house was RCC and multistoried along with valuable household assets. Identifying the deserving beneficiary on the grounds of means through home visit would have made the selection process more rigorous. The TISS team has identified some notable cases of such ambiguity that are highlighted below (the rest of the cases can be referred to Annexure.

FIGURE 4: AMBIGUITY OBSERVED W.R.T. INCOME STATUS AND THE TYPE OF HOUSE OF THE BENEFICIARIES

AMBIGUITY W.R.T. INCOME VS TYPE OF HOUSE



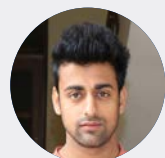
MANESAR



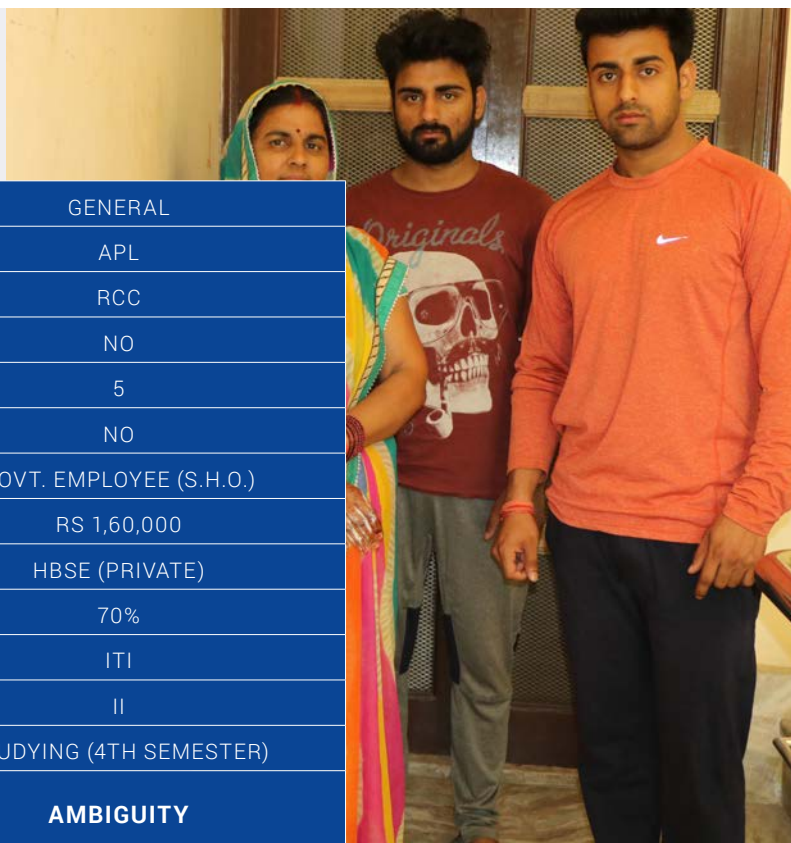
NAVEEN



CASTE	GENERAL
PDS CARD	APL
HOUSE	RCC
LAND HOLDING	NO
FAMILY SIZE	5
LOAN AVAILED	NO
FATHER'S OCCUPATION	BUSINESS
FAMILY ANNUAL INCOME	RS 1,60,000
TYPE OF BOARD/SCHOOL	CBSE (PRIVATE)
MARKS IN CLASS X	87%
COURSE	POLYTECHNIC
SCHOLARSHIP ROUND	I
CURRENT STATUS	DROPOUT FROM COLLEGE
REMARKS BY TISS RESEARCH TEAM	AMBIGUITY



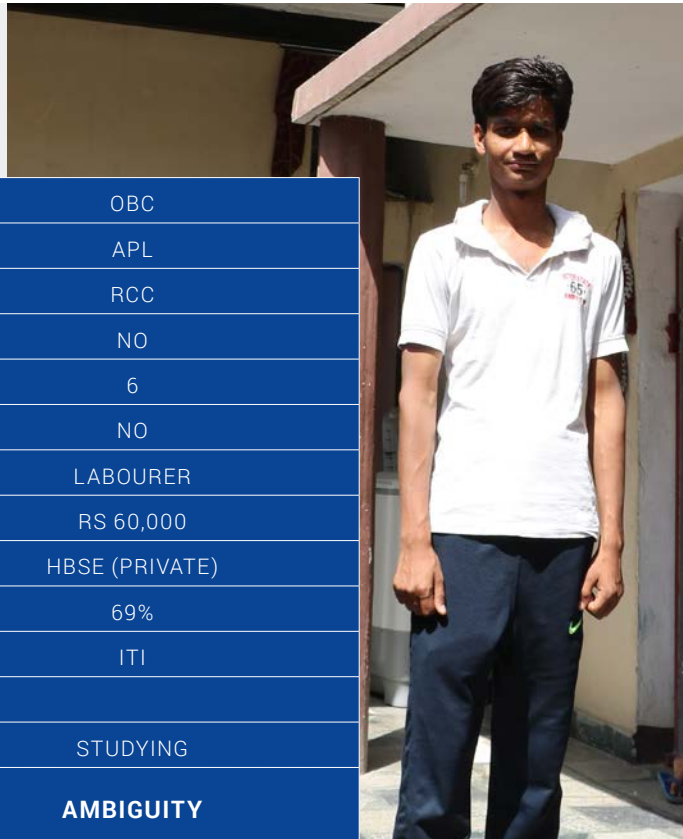
RAHUL



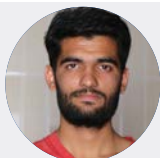
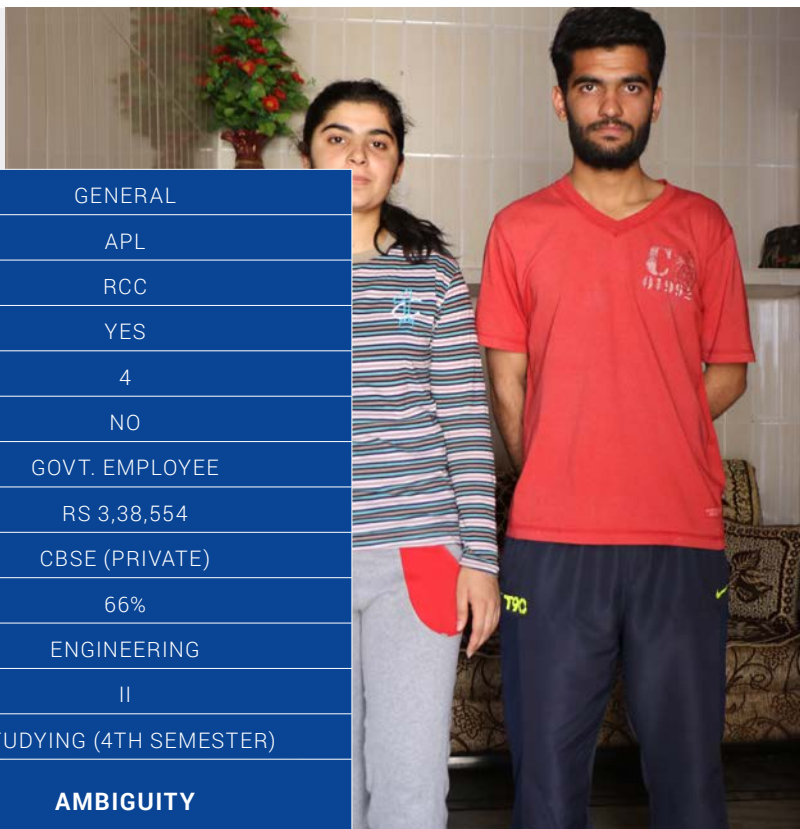
CASTE	GENERAL
PDS CARD	APL
HOUSE	RCC
LAND HOLDING	NO
FAMILY SIZE	5
LOAN AVAILED	NO
FATHER'S OCCUPATION	GOVT. EMPLOYEE (S.H.O.)
FAMILY ANNUAL INCOME	RS 1,60,000
TYPE OF BOARD/SCHOOL	HBSE (PRIVATE)
MARKS IN CLASS X	70%
COURSE	ITI
SCHOLARSHIP ROUND	II
CURRENT STATUS	STUDYING (4TH SEMESTER)
REMARKS BY TISS RESEARCH TEAM	AMBIGUITY

**VIKASH**

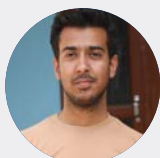
CASTE	OBC
PDS CARD	APL
HOUSE	RCC
LAND HOLDING	NO
FAMILY SIZE	6
LOAN AVAILED	NO
FATHER'S OCCUPATION	LABOURER
FAMILY ANNUAL INCOME	RS 60,000
TYPE OF BOARD/SCHOOL	HBSE (PRIVATE)
MARKS IN CLASS X	69%
COURSE	ITI
SCHOLARSHIP ROUND	
CURRENT STATUS	STUDYING
REMARKS BY TISS RESEARCH TEAM	AMBIGUITY



ROHTAK

**SAHIL**

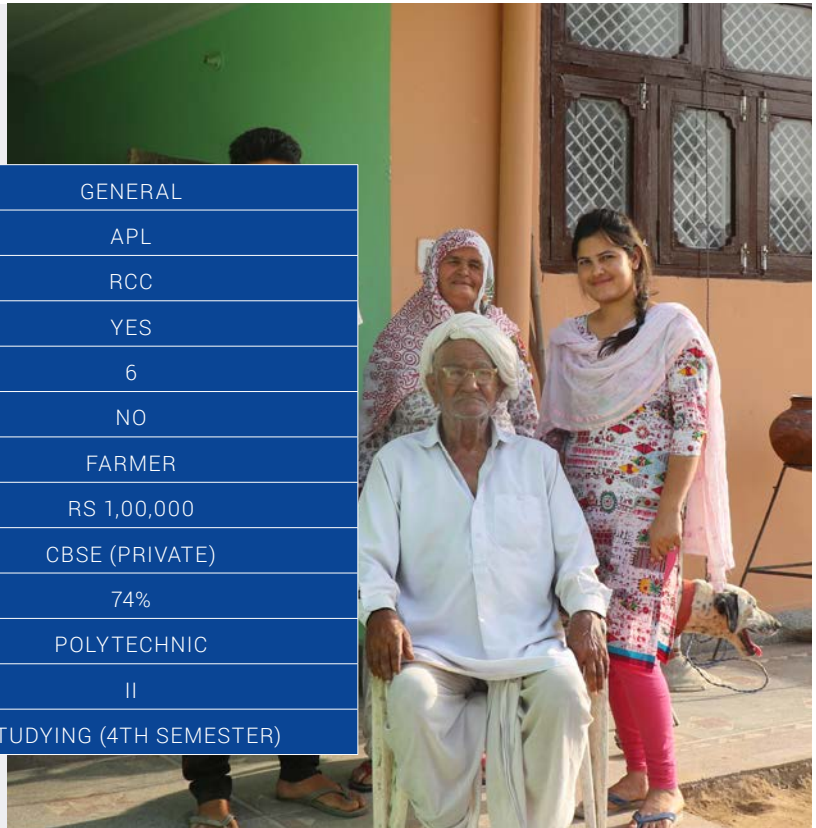
CASTE	GENERAL
PDS CARD	APL
HOUSE	RCC
LAND HOLDING	YES
FAMILY SIZE	4
LOAN AVAILED	NO
FATHER'S OCCUPATION	GOVT. EMPLOYEE
FAMILY ANNUAL INCOME	RS 3,38,554
TYPE OF BOARD/SCHOOL	CBSE (PRIVATE)
MARKS IN CLASS X	66%
COURSE	ENGINEERING
SCHOLARSHIP ROUND	II
CURRENT STATUS	STUDYING (4TH SEMESTER)
REMARKS BY TISS RESEARCH TEAM	AMBIGUITY

**AMIT**

CASTE	GENERAL
PDS CARD	APL
HOUSE	PUCCA
LAND HOLDING	NO
FAMILY SIZE	4
LOAN AVAILED	NO
FATHER'S OCCUPATION	GOVT.EMPLOYEE
FAMILY ANNUAL INCOME	RS 1,92,000
TYPE OF BOARD/SCHOOL	CBSE (OTHERS)KV.
MARKS IN CLASS X	89%
COURSE	ENGINEERING
SCHOLARSHIP ROUND	I (DROPOUT)
CURRENT STATUS	STUDYING(4TH SEMESTER)
REMARKS BY TISS RESEARCH TEAM	AMBIGUITY

**AMIT**

CASTE	GENERAL
PDS CARD	APL
HOUSE	RCC
LAND HOLDING	YES
FAMILY SIZE	6
LOAN AVAILED	NO
FATHER'S OCCUPATION	FARMER
FAMILY ANNUAL INCOME	RS 1,00,000
TYPE OF BOARD/SCHOOL	CBSE (PRIVATE)
MARKS IN CLASS X	74%
COURSE	POLYTECHNIC
SCHOLARSHIP ROUND	II
CURRENT STATUS	STUDYING (4TH SEMESTER)



ROHTAK

SUGGESTIONS FOR COURSE CORRECTION



Equal weightage to merit and means – there is requirement of revision of Weightage for selection process; the revised weightages suggested are: Merit – 40%, Means – 40%, Personal Interview – 20%



Restructuring of Merit score card: - The discrepancies were seen in the scholarship scheme's score card (Please refer table 7) for selecting beneficiaries on merit which are as follows:

- a. In case of serial no. 1 and 2, there is no clarity on what score should be given if the beneficiary secures marks between 60% to 74%
- b. In case of serial no. 2, there is no clarity on what should be the evaluation grounds if the beneficiary has only completed 10th standard and has not passed 12th standard. Since, the minimum qualification for ITI and Polytechnic is 10th std., beneficiaries, beneficiaries without 12th std. won't be able to obtain any points on serial no. 2.

c. In case of serial no. 4, there is ambiguity for the courses like ITI and polytechnic (lateral entries) as in case of ITI, trades are offered on merit basis and there is no entrance examination. Also, in case of polytechnic there are cases of lateral entries where proof of percentile of entrance examination is not applicable.

Hence, there is requirement of restructuring the score card for merit (as per the course) (Table 7)



It is suggested that a robust mechanism for selecting the deserving candidate on grounds of means should be developed. TISS Research team has tried to develop a score card for identification of right beneficiaries on means ground; this is Wpresented below. It can be seen that the proposed score card emphasizes social parameters such as SC/ST status and gender, which are objective and convincing indicators of vulnerability and educational deprivation, especially given the feudal and patriarchal social contexts. The logic behind this proposed scoring model is that beneficiaries lying in multiple categories of socio-economic vulnerability should have a greater likelihood of being selected under the means dimension. (Table 8)

Hence, there is requirement of restructuring the score card for merit (as per the course)

Table 7 Available score card for beneficiary selection

SNO	PARAMETER	MARKS
1	MARKS IN 10TH BOARDS BETWEEN 75% TO 85% BETWEEN 85% TO 95% ABOVE 95%	10 15 20
2	MARKS IN 10TH BOARDS BETWEEN 75% TO 85% BETWEEN 85% TO 95% ABOVE 95%	10 15 20
3	FATHER'S INCOME BETWEEN RS 1000,000 TO RS. 3000,000 PER ANNUM BELOW 100,000 PER ANNUM	15 20
4	ENTRANCE EXAMINATION PRESCRIBED BY THE INSTITUTE BETWEEN 70 TO 80 PERCENTILE BETWEEN 80 TO 90 PERCENTILE ABOVE 90 PERCENTILE	10 15 20
5	PERSONAL INTERVIEW/WRITTEN TEST (ASPIRATION/MOTIVATION, CONFIDENCE/ABILITY)	20
	MAXIMUM MARKS	100

SOURCE: Project proposal of SEEDS

TABLE 8: PROPOSED SCORE CARD FOR BENEFICIARY IDENTIFICATION

PROPOSED SCORE CARD FOR IDENTIFICATION OF BENEFICIARIES BY MEAN FACTOR						
SNo	OPTIONS	4	3	2	1	MAX MARKS
1	TYPE OF HOUSE	KUCHHA = 4	SEMIPUC-CA=3	PUCCA =2	RCC=1	4
2	CATEGORY (SC/ST)	YES=8; NO=0				8
3	GENDER	WOMAN/THIRD GENDER=8; MALE=0				8
4	DISABILITY	DISABLED=2; NOT DISABLED=0				2
5	WOMAN-HEADED HOUSEHOLD	YES=2; NO=0				2
6	LAND HOLDING	LANDLESS=1.5	LESS THAN 2HAC=1	2-5HAC=0.5	OVER 5 HAC=0	1.5
7	ANNUAL INCOME	BELOW 50000 = 4	50000-1 Lakhs = 3	1 - 1.5 = 2	ABOVE 1.5 LAKHS = 1	4
8	EDUCATION OF PAR-ENTS/ FIRST GENERA-TION LEARNER	ILLITERATE = 2	PRIMARY TO UPPER PRI-MARY = 1.5	SSC to HSC = 1	GRADUA-TION AND ABOVE = 0	2
9	LOAN STATUS	ABOVE 100000 = 1.5	50000 to 100000 = 1	25000 to 50000 = 0.5	0 to 25000 = 0	1.5
10	TYPE OF SCHOOLING	GOVERN-MENT = 4	Semi Govt. = 3	PRIVATE = 2	CONVENT = 1	4
11	VEHICLE POSSESSION	NONE/ CYCLE = 1.5	ORDI-NARY TWO WHEELER = 1	TWO WHEEL-ER - COSTING MORE THAN 60000 = 0.5	FOUR WHEELER = 0	1.5
12	HOUSEHOLD ASSETS ANY 3 OR LESS ASSETS = 1.5, ANY 4 ASSET = 1, ANY 5 ASSET OR MORE = 0					
12.1	FRIDGE					
12.2	WASHING MACHINE					
12.3	TELEVISION					
12.4	INVERTER					
12.5	AIR CONDITIONER					
					TOTAL	40

3.2 OBJECTIVE 2 - TO EVALUATE WHETHER BENEFICIARIES HAVE BENEFITED FROM THE SCHOLARSHIP PROJECT

The purpose of the objective 2 is to check the awareness level at community towards the scholarship project, and evaluate the execution process and outreach of the project. In its assessment of the extent to which this objective has been achieved, TISS research team has covered the mechanism of disbursement of scholarship, interval of disbursement, how the scholarship has benefited the beneficiary and to what extent the beneficiary was benefitted.

I. MECHANISM OF DISBURSEMENT OF SCHOLARSHIP

This section deals with awareness about the scholarship, Process of application and interval of scholarship disbursement

1. AWARENESS ABOUT THE SCHOLARSHIP PROJECT

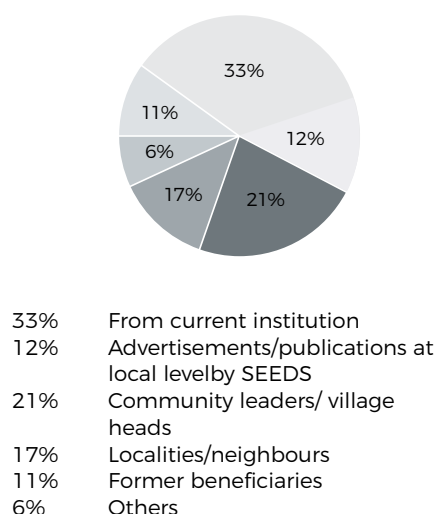
For awareness generation, various sources were involved. MSIL tried to make the application forms accessible through various stakeholders/ sources in order to avoid any gap in procurement of application forms.

Following graphs show the awareness level of the beneficiaries about the Protsaahan project:

This figure 5 gives information about the various sources of information among beneficiaries through which they heard about the scholarship scheme by MSIL for the first time. 33% beneficiaries came to know about the scholarship for the first time from current institution where they are studying with the help of fellow students and sometimes announcement in Morning Assembly, followed by 17% who got information from their localities/ neighborhood. 21% beneficiaries came to know about the scholarship from community leaders/ village heads while 11% came to know from former beneficiaries. 12% of the beneficiaries came to know about the scholarship scheme for the first time from advertisements/publications at local level by SEEDS/MSIL and other sources.

FIGURE 5: SOURCES OF KNOWLEDGE ABOUT THE SCHOLARSHIP SCHEME

FIRST HEARD ABOUT THE SCHOLARSHIP



It can be interpreted that the information about the scholarship project was channelized through different stakeholders like community leaders ((Sarpanch and ward members), school's principal, technical institutions and former beneficiaries. It can be clearly seen that participatory approach for awareness about the scholarship project was used, which is a positive feature of the scheme's execution.

2. THE APPLICATION PROCESS

The below table shows that the involvement of all the stakeholders likes local schools, technical institute, community leaders, former beneficiaries and SEEDS's representative were seen in the processes of collection and submission of application forms in Rohtak. But in case of Manesar, involvement of only local schools, community leaders and SEEDS's representative was seen. Since execution in Gujarat is in the pilot phase, the employees of MSIL are directly involved in the application and selection process.

Following table shows the extent to which the different stakeholders were involved in the collection and submission processes for application forms for three locations for the Protsaahan project:-

TABLE 9: STAKEHOLDERS' INVOLVEMENT IN THE APPLICATION PROCESS

SOURCE	APPLICATION FORMS COLLECTED FROM			APPLICATION FORMS SUBMITTED TO		
	ROHTAK	MANESAR	GUJARAT	ROHTAK	MANESAR	GUJARAT
LOCAL SCHOOLS	42%	-	-	30%	-	-
COLLEGE	9%	8%	-	-	6%	-
COMMUNITY LEADER	19%	60%	-	23%	19%	-
FORMER BENEFICIARY	19%	-	-	-	-	-
SEEDS/MSIL REPRESENTATIVE	11%	32%	100%	47%	75%	100%

In the above table it can be seen that in Rohtak involvement of SEED's representative is seen to a lesser extent (Application form collection - 11% and Application form submission - 47%) compared to Manesar (Application form collection - 32% and Application form submission - 75%)

It is suggested that the number of resource persons should be increased and Rohtak and Manesar should have one resource person each to execute the project efficiently.

3. INTERVAL OF RENEWAL

TABLE 10: TIMING OF ANNUAL SCHOLARSHIP RENEWABLE

GRANT GIVEN (ANNUALLY)			TIMING OF ANNUAL SCHOLARSHIP RENEWAL (TIME GAP BETWEEN DECLARATION OF ANNUAL EXAM RESULT AND SCHOLARSHIP RENEWAL FOR NEXT ACADEMIC YEAR)			
ITI (Rs)	POLYTECHNIC (Rs)	ENGINEERING (Rs)	LESS THAN 1 MONTH	BETWEEN 1-3 MONTHS	BETWEEN 3-6 MONTHS	MORE THAN 6 MONTHS
26,720	32,300	70,300	2	8	57	1

Date of disbursement – Rohtak - May 2015, June 2016, Manesar - March 2015, March 2016, Gujarat - Sep 2015, Jan 2016

From the above table 10 it can be seen that the annual grants for ITI, Polytechnic and Engineering are Rs. 26,720, Rs. 32,300 and Rs. 70,300 respectively. The qualification for the next round of scholarship is passing in all subjects with 60% and above in the consecutive year. The beneficiaries are debarred from scholarship if failed/received compartment in any subject.

During the interview with beneficiaries, it was found that the fresh beneficiaries as well as the beneficiaries with renewal of scholarship are given the scholarship amount once a year through felicitation ceremony. Due to which, the amount is being disbursed late to the beneficiaries

whose scholarship is being renewed. From the above table it can be seen that 57 beneficiaries were given the next round of scholarship at the interval of 3-6 months from the declaration of result of annual examination and only 8 beneficiaries were able to avail renewed scholarship with three month of the declaration of result of annual examination. It can be interpreted that the delay in scholarship causes financial constraints to the beneficiaries at the start of the new academic year.

It is suggested that the renewal of scholarship for the new academic year should be given within three month of time of the declaration of annual exam results for the

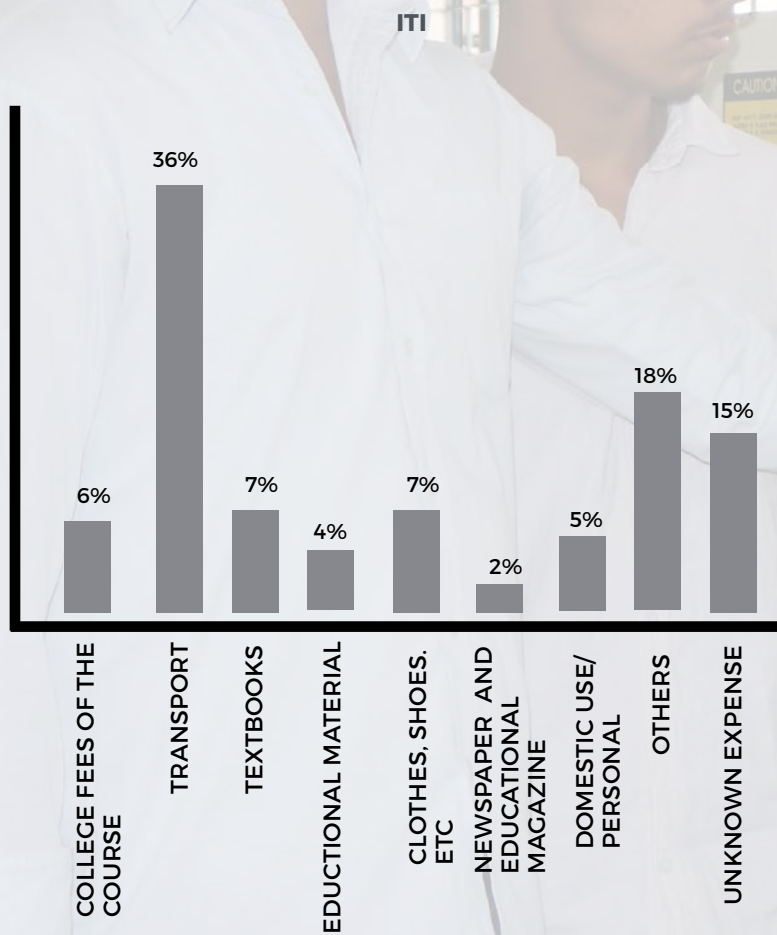
previous academic year. The beneficiaries due for renewal should not be required to wait for the felicitating ceremony to avail the grant. The renewed scholarship can be given to the beneficiaries directly, immediately after passing the last semester.

Benefit to the beneficiaries: Section II deals with an evaluation of the benefits of scholarship and of the extent of benefit to the beneficiaries.

4. ANNUAL ESTIMATED EXPENSE OF BENEFICIARIES ON EDUCATION

The amount of scholarship granted to the beneficiaries students varies as per the course. The grant is provided to support tuition fee, transport, text books, Education material, Cloths, Shoes etc., News Paper, and other items.

FIGURE 6: BIFURCATION OF THE ANNUAL EXPENDITURE UNDER ITI



Following diagram shows the estimated proportions of annual expenditure on various heads for the three courses across three locations:-

From the rapid need assessment, it was found that the students have to travel far and the cost incurred on transportation is too high.(refer figure 6).From the primary data obtained from this study, it can be said that major benefit has been seen in the case of coverage of expenditure on transportation for beneficiaries studying in ITI (36%) and Polytechnic (29%), whereas in case of Engineering, beneficiaries are benefitted in largely in terms of coverage of tuition fees (56%).

FIGURE 7: BIFURCATION OF THE ANNUAL EXPENDITURE UNDER ENGINEERING

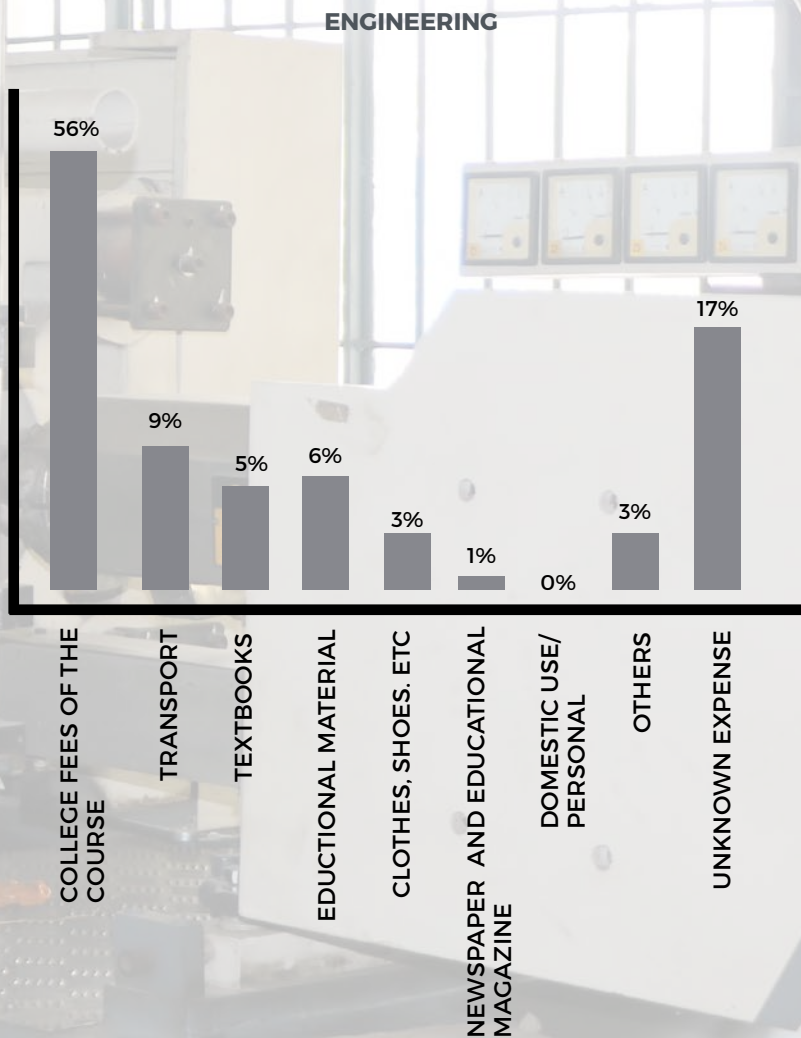
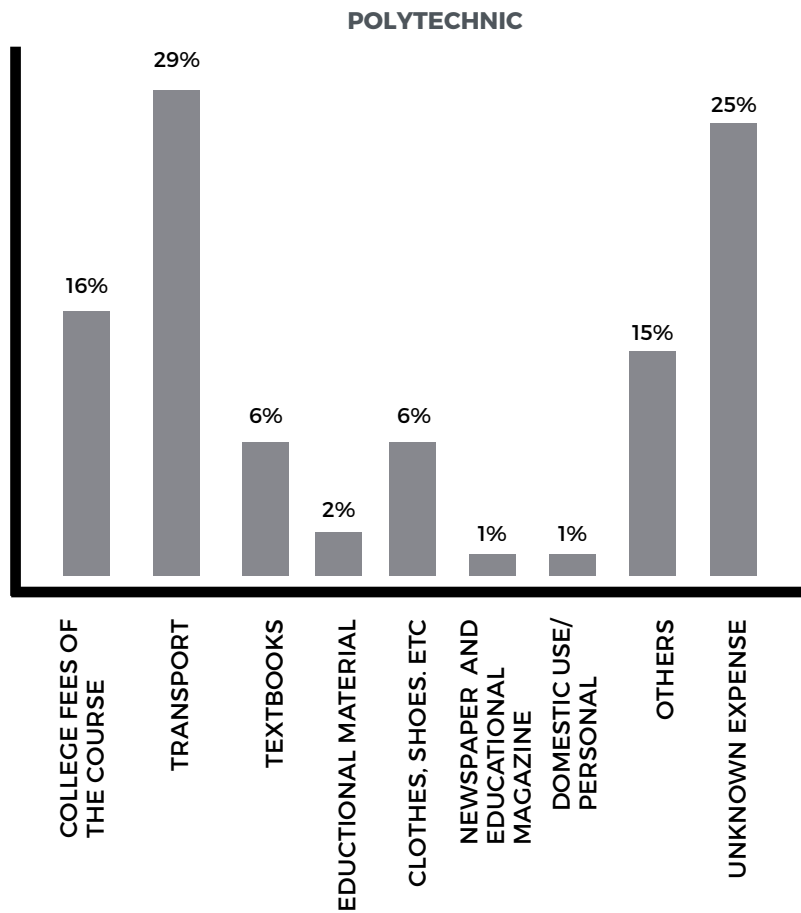
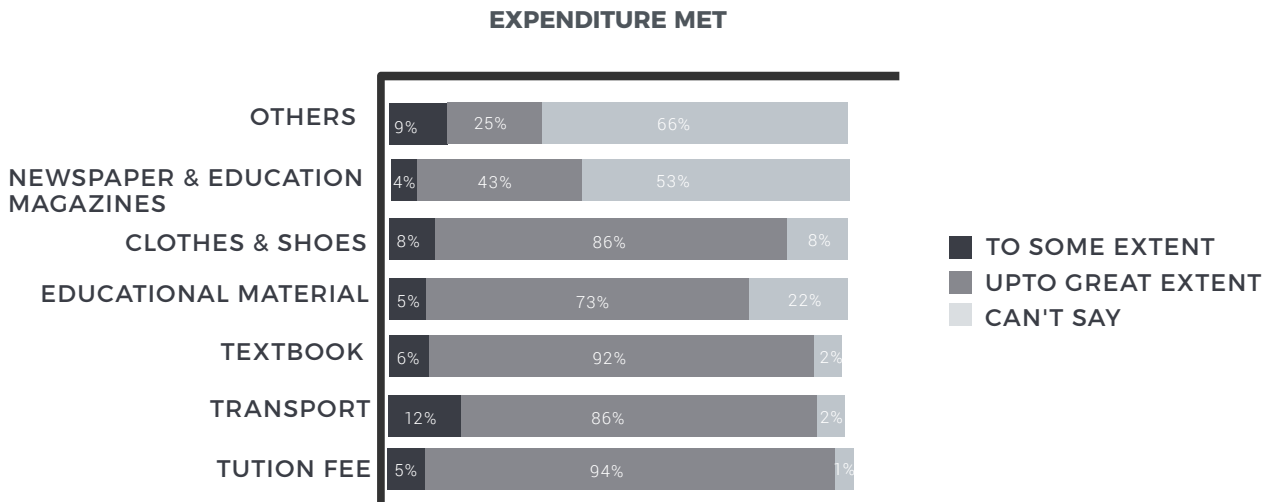


FIGURE 8: BIFURCATION OF THE ANNUAL EXPENDITURE UNDER POYTECHNIC



5. EXTENT OF BENEFIT AVAILED BY BENEFICIARIES

FIGURE 9: BENEFITS AVAILED BY THE BENEFICIARIES FROM THE SCHOLARSHIP AMOUNT



The above figure 9, presents the extent to which the scholarship has been successful in covering the expenses on different items, as per the perception of the beneficiaries.. From the figure, it can be seen that 94% of beneficiaries stated that the expenditure of tuition fees has been met to a great extent followed by 86% towards transportation, followed by text books as 92%, education material as 73%, uniform as 86%, newspaper as 43% and lastly, 25% on other living expenses.



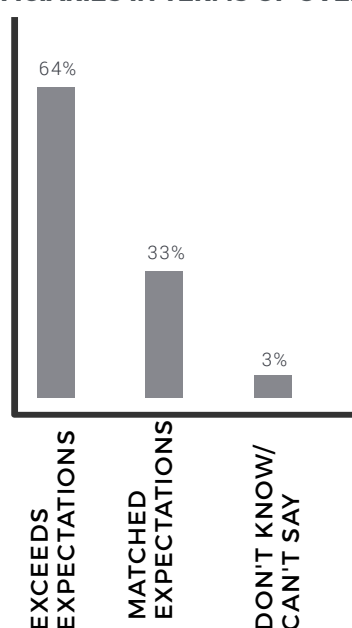
It can be interpreted that the required expenditures were met to a great extent under each head, from the grant given by MSIL.

3.3 OBJECTIVE 3: TO ASSESS WHETHER THE INTENDED AND INTEGRAL PURPOSE OF THE SCHOLARSHIP HAVE BEEN ACHIEVED

1. EXTENT OF FULFILMENT OF THE EXPECTATION OF BENEFICIARIES IN TERMS OF OVERALL FINANCIAL HELP

FIGURE 10: EXPECTATIONS MET FROM THE SCHOLARSHIP SCHEME

THE EXTENT OF THE FULFILMENT OF THE EXPECTATION OF THE BENEFICIARIES IN TERMS OF OVERALL FINANCIAL HELP



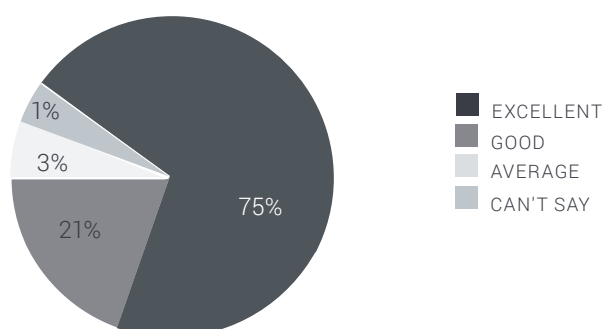
This objective summarizes about the intended purpose and integral purpose of scholarship. Through this objective we will be able to know how the objective of the project was fulfilled. This section also reveals some of the gaps in achieving the objectives. Following is the analysis with respect to the intended purposes of the scholarship:-

The figure 10 shows the extent of the fulfillment of the expectation of beneficiaries with respect to overall financial help. 64% beneficiaries said that the overall financial help provided by MSIL "exceeded" their expectations, while 33% beneficiaries expressed that the financial help of MSIL scholarship "matched" their expectations. It can be interpreted that the grant provided exceeded the expectations of the majority of the beneficiaries' (64%).

2. OVERALL RATING OF THE QUALITY OF SCHOLARSHIP BY MSIL BY THE BENEFICIARIES

FIGURE 11: OVERALL ASSESSMENT OF THE SCHOLARSHIP SCHEME

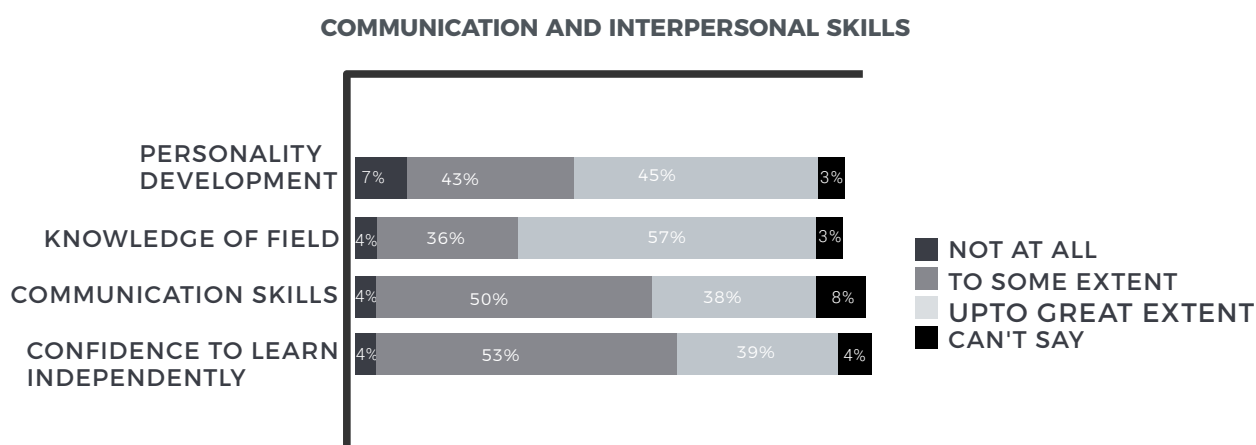
OVERALL RATING THE QUALITY OF SCHOLARSHIP BY MSIL PROVIDED BY THE BENEFICIARIES



The figure 11 shows the overall rating on quality of scholarship provided by MSIL, from the beneficiaries' perspective. 75% beneficiaries rated the overall quality of scholarship as excellent and 21% beneficiaries rated the overall quality of scholarship by MSIL as good.

3. PERCEIVED ENHANCEMENT OF COMMUNICATION AND INTERPERSONAL SKILLS, FIELD KNOWLEDGE AND PERSONALITY DEVELOPMENT

FIGURE 12: DEVELOPMENT OF SOFT SKILLS AND PRACTICAL KNOWLEDGE AMONG THE BENEFICIARIES



In figure 12 the extent of enhancement of communication and interpersonal skills and personality development of the beneficiaries (as per beneficiaries' own perception) has been analyzed. 45% of the beneficiaries stated that they felt enhancement of personality development to a great extent, while 45% said that they have felt the enhancement of personality development to some extent and 7% said they felt no enhancement in personality development during their study in the technical education institutions.

57% of the beneficiaries stated that they have gained knowledge of field where they are studying to a great extent, followed by 36% who felt that they have gained knowledge of field to some extent, and lastly, 4% did not feel that they have gained much knowledge about the field they are studying. Communication skill is one of the most important things needed for a student during the placement process. 38% of beneficiaries said that they have realized improvement in communication skill to great extent, followed by 50% who said that they have realized improvement in communication skill to some extent, and lastly only 4% said they did not find any improvement in communication school during the academic sessions in their respective technical institute.

Lastly, the perceived enhancement in confidence level of the beneficiaries to learn independently was found to be to a great extent in case of 39% of the beneficiaries, followed by 53% who perceived their confidence level to learn independently to be enhanced to some extent, whereas only 4% said there is no enhancement in their confidence to learn independently developed in their academic session.

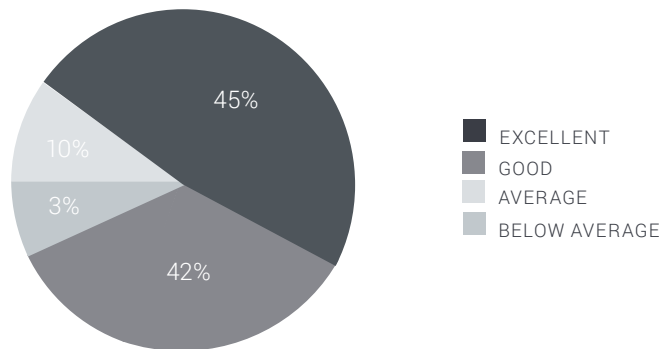


It can be interpreted that beneficiaries have gained most significantly on the technical knowledge of the trade that they are studying, but have not seen the same level of enhancements in personality, communication skill and confidence.

4. EDUCATION EXPERIENCE DURING THE ACADEMIC YEAR

FIGURE 13: EDUCATION EXPERIENCE OF THE BENEFICIARIES DURING THE ACADEMIC YEAR

QUALITY OF THE EDUCATIONAL EXPERIENCE



The figure 13 shows the overall beneficiary rating on quality of entire educational experience. 45% beneficiaries rated the quality of educational experience as excellent and 42% beneficiaries rated the overall quality of educational experience as good. It can be interpreted that beneficiaries feel largely satisfied with the quality of their entire education experience in their academic year.

With reference to above mentioned graphs (based on the beneficiaries expressed perceptions) it can be said that the intended purpose of MSIL is achieved to a large extent.

II. EXTENT OF ACHIEVEMENT OF THE INTEGRAL PURPOSE OF SCHOLARSHIPS

The following analysis highlights the gaps seen in achieving the integral purpose of the project (going beyond the intended purposes); it thus presents a more complete picture about the impact of the scholarship on the beneficiaries' education, careers/prospective careers and life.

1. DROPOUT FROM SCHEME

TABLE 11: THE NOTICEABLE DROPOUT PATTERN FOR TWO COURSES

COURSE	TOTAL	AVAILED MORE THAN ONE SCHOLARSHIP	DROOUT FROM SCHEME	SCHEME DROPOUT PERCENT
ITI (1&2 YEARS)	81	58	17	21%
POLYTECHNIC	22	5	16	73%
ENGINEERING	4	2	2	50%

SUGGESTIONS FOR COURSE CORRECTION:

As per the rules of MSIL scholarship, the renewal of scholarship required attendance above 80% (as per institute norms) and the beneficiaries were required to score more than 60% marks in consecutive year for the renewal of the scholarship. Out of 107, 45 beneficiaries dropped out from the scheme. The scheme retention rate is 58% only. The above table 11 shows that the dropout percentage is seen maximum in case of polytechnic (73%). The number of beneficiaries is only four in case of engineering, of which 2 had dropped out from the scheme due to compartment in their first year. In case of ITI, dropout is 21%.

The endeavor of the Protsaahan project to assist the scholars to complete their education to explore good opportunities gets disrupted when the beneficiaries dropout from the scheme. In order to keep the beneficiary associated with the scheme, MSIL should re-structure the scholarship renewal mechanism

To reduce the dropout from the Scholarships, the disbursement of scholarship should be as per Marks Obtained in a semester. In case the beneficiary fails in only one subject, then s/he should be considered for renewal of the scholarship after completion of one year so that the beneficiaries can resume the scholarship. At least one chance should be given to the beneficiaries who are unable to score pass marks in only one paper but are able to overall score more than 60%. This should especially be applied for the courses of Polytechnic and Engineering, as heavy expenditures are incurred in these courses due to course duration of 3 and 4 years respectively.

FOLLOWING TABLE SHOW THE RECOMMENDED BEST PRACTICE TO BE ADOPTED IN ORDER TO MEET THE GOAL OF SCHOLARSHIP TO ALLOW THE BENEFICIARY TO CONTINUE THE TECHNICAL EDUCATION.

TABLE 12: RECOMMENDED BEST PRACTICE TO OBTAIN BETTER RESULT FROM THE SCHOLARSHIP SCHEME

ANNUAL DISBURSEMENT (3 YEARS)	RS 32,300	PERCENTAGE SCORE	AMOUNT	POLYTECHNIC
		60%-70%	25%	RS 8,075
		70% AND ABOVE	50%	RS 16,150
ANNUAL DISBURSEMENT (4 YEARS)	RS 70,300	PERCENTAGE SCORE	AMOUNT	ENGINEERING
		60%-70%	25%	RS 17,575
		70% AND ABOVE	50%	RS 35150

The above table explains, the beneficiaries failed in one subject for the first time, the scholarship should be renewed as per the marks obtained. If, they secure marks between (60% to 70%), only 25% of the scholarship amount should be awarded followed by 50% amount for securing 70% and above marks. Through this process, the beneficiaries can resume next round of scholarship. This will ensure continuity of scholarship and students will not be completely debarred from scholarship. For second and subsequent failure in any class the student shall bear his/her own expenses until he/she secures promotion to the next higher class.

2. PLACEMENT RATE AND EXTENT OF DROP OUTS FROM COURSE

TABLE 13: ANALYSIS OF DROPOUT RATE AND THE PLACEMENT STATUS

COURSE	PASSED & PLACED	PASSED, NOT PLACED	STUDYING	DROPPED OUT OF COLLEGE	TOTAL	NOT PLACED (%)
ITI (1 YEAR)	2	21	0	0	23	91%
ITI (2 YEARS)	10	11	34	3	58	19%
POLYTECHNIC	0	1	21	3	25	0
ENGINEERING	0	0	1	0	1	-
TOTAL	12	33	56	6	107	31%

In table 13, the course dropout rate and placement status have been analyzed. Most unsatisfactory placement can be seen in case of ITI one year course. During the interaction with the beneficiaries by the research team, it was found that a very large percentage (91%) of the beneficiaries with ITI one year course does not get placed.

As far as drop out cases are concerned, 6 beneficiaries out of 107 (12%) dropped out from their courses. 3 cases of drop out were seen from beneficiaries studying in polytechnic. The major reason for drop out from the course was low interest in the subject and failing in more than 2 papers leading to low interest to continue the course.

SUGGESTIONS FOR COURSE CORRECTION:



The one year course of ITI should be discontinued as no significance result/outcome is seen.



Mentoring, coaching, and career counselling should supplement monetary support to boost beneficiaries' motivation to continue their study.

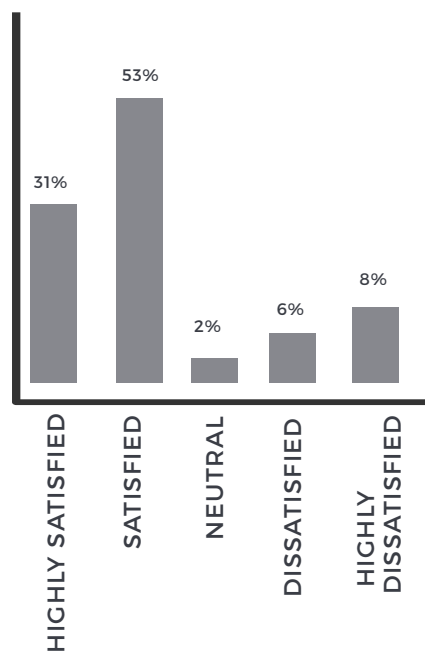
3.4 OBJECTIVE 4: TO EXPLORE BENEFICIARIES' PERCEPTION OF THE SCHOLARSHIP PROJECT AND TO ASSESS THE EXTENT OF BENEFICIARY SATISFACTION WITH THE SCHOLARSHIP PROJECT.

This section presents the perception of beneficiaries towards the project. It also focuses on satisfaction level of the beneficiaries towards application process, towards the scheme's execution, and towards scholarship's amount disbursement. Beneficiary feedback regarding involvement of implementing agency and the funder is also presented.

Following are the graphs showing beneficiary satisfaction level towards the project:

1. SATISFACTION LEVEL WITH SCHOLARSHIP APPLICATION PROCESS.

FIGURE 14: SATISFACTION WITH THE APPLICATION PROCEDURE
GRADING YOUR SATISFACTION WITH SCHOLARSHIP APPLICATION PROCEDURE



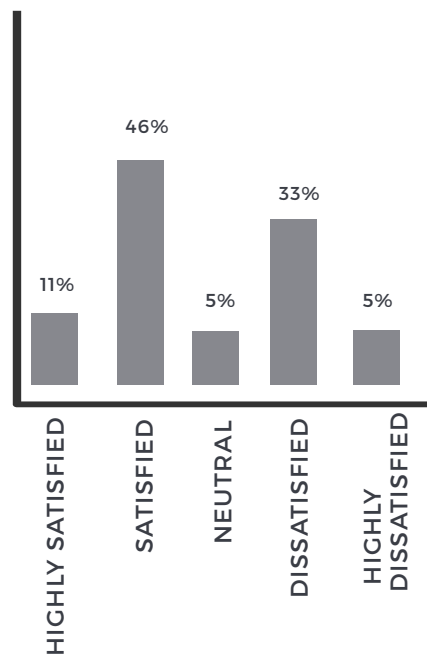
IT CAN BE INTERPRETED THAT MAJORITY OF THE BENEFICIARIES (84%) ARE SATISFIED WITH APPLICATION PROCEDURE.

The above figure 14 shows the beneficiary satisfaction levels with scholarship application procedure. 53% beneficiaries were satisfied with application procedure of scholarship, while 31% beneficiaries were highly satisfied with the scholarship application procedure. 8% and 6% beneficiaries were highly dissatisfied and dissatisfied respectively with the application procedure of scholarship.

2. SATISFACTION WITH 60% MARKS AS ONE OF THE ELIGIBILITY CRITERIA FIXED FOR APPLICATION PROCEDURE

FIGURE 15: SATISFACTION WITH THE 60% MARKS CRITERIA FOR THE APPLICATION PROCESS

**SATISFACTION WITH 60% MARKS AS ONE OF THE ELIGIBILITY CRITERIA
FIXED FOR APPLICATION PROCEDURE**



This figure 15 shows the satisfaction of beneficiaries with 60% marks as one of the eligibility criteria. 46% beneficiaries were satisfied and 11% were highly satisfied with keeping 60% marks as one of the eligibility criteria, while 33% beneficiaries were dissatisfied and 5% are highly dissatisfied with keeping 60% marks as one of the eligibility criteria. Only 5% beneficiaries were neutral on this



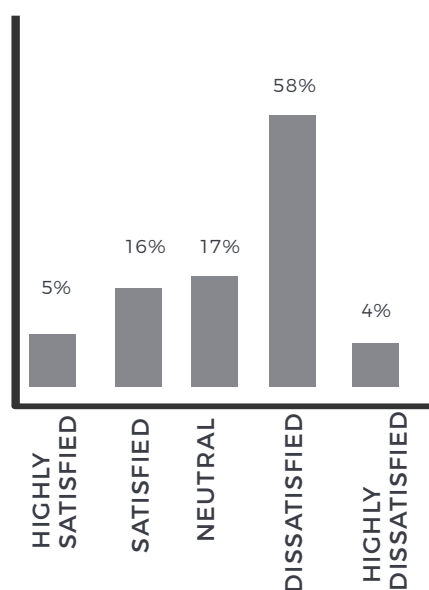
It can be interpreted that majority of the beneficiaries (57%) are satisfied with eligibility criteria of 60% marks

3. SATISFACTION WITH INCOME CEILING OF BELOW 3 LAKHS PER YEAR AS ONE OF THE ELIGIBILITY CRITERIA FIXED FOR APPLICATION PROCEDURE

The figure 16 shows the satisfaction level among beneficiaries with income ceiling below Rs. 3 lakhs per year. Majority of the beneficiaries that is 58% were dissatisfied with this income ceiling of Rs. 3 lakhs and only 16% beneficiaries were satisfied with this income ceiling. It can be interpreted from the figure that the income ceiling should be reduced since majority of the beneficiaries are dissatisfied with this income ceiling.

FIGURE 16: SATISFACTION WITH THE 3 LAKH INCOME CEILING CRITERIA FOR THE APPLICATION PROCESS

SATISFACTION WITH INCOME CEILING OF BELOW RS. 3 LAKHS PER YEAR



It can be interpreted that majority of the beneficiaries (62%) were were dissatisfied or highly dissatisfied with income of 3 lakhs as one of the eligibility criteria.

TABLE 14: BENEFICIARIES' OPINION ON THE SELECTION PROCESS

BENEFICIARIES' PERCEPTION REGARDING MARKS AND INCOME CEILING FOR THE SELECTION PROCESS							
MARKS ELIGIBILITY CRITERIA				INCOME CEILING ELIGIBILITY CRITERIA			
	ROHTAK	MANESAR	TOTAL		ROHTAK	MANESAR	TOTAL
BELOW 50%	2	0	2	BELOW 1 LAKH	17	2	19
50%-55%	5	14	19	1-1.5 LAKH	7	12	19
55%-60%	5	3	8	1.5-2 LAKH	12	6	18
60%-65%	1	1	2	2-2.5 LAKH	1	1	2
65%-70%	1	3	4	2.5-3 LAKH	0	0	0
ABOVE 70%	2	0	2				
CAN'T SAY	0	3	3				

IT CAN BE INTERPRETED THAT MAJORITY (48%) OF THE BENEFICIARIES BELIEVES THAT THE MARKS FOR SELECTION PROCESS SHOULD BE BETWEEN 50% TO 55% WHEREAS INCOME CEILING SHOULD BE BELOW 1.5 LAKHS, AS STATED BY 57% OF BENEFICIARIES.

The table 14 shows beneficiaries' perception about the eligibility criteria and income ceiling for the selection process. These suggestions were from 40 beneficiaries (from a total of 107 beneficiaries) who are not satisfied with marks and 58 beneficiaries who were not satisfied with income ceiling of 3 lakhs. Out of these 40 beneficiaries, 19 and 8 stated that the marks based eligibility criteria should be 55% - 60% and 50% - 55% respectively. 19 % of the beneficiaries perceive that the income ceiling should be below 1 lakh and 19% of beneficiaries feel that income ceiling should be between 1 lakh and 1.5 lakhs

4 FEEDBACK OF BENEFICIARIES REGARDING SEEDS' AND MSIL'S INVOLVEMENT

FIGURE 17 FEEDBACK OF THE BENEFICIARIES ON THE MSIL OFFICIALS' VISIT

VISIT BY MSIL OFFICIALS

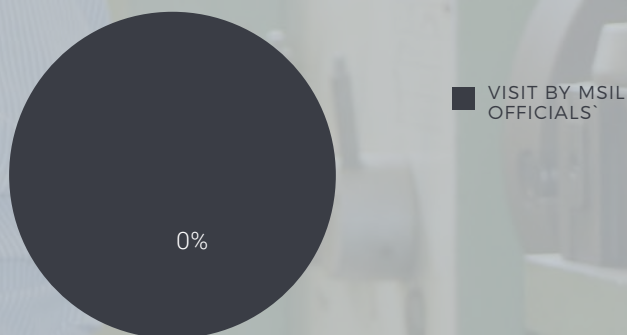
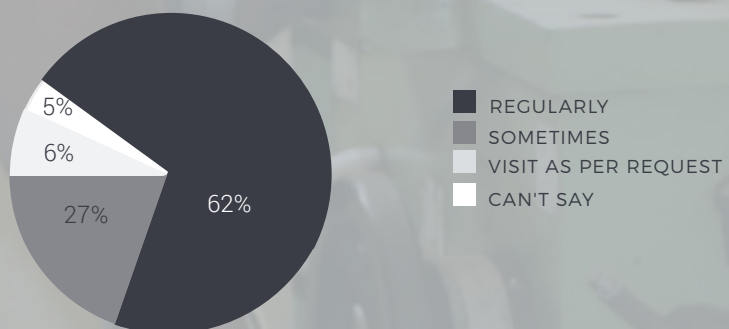


FIGURE 18 FEEDBACK OF THE BENEFICIARIES ON THE SEEDS'S REPRESENTATIVES' VISIT

SEEDS' REPRESENTATIVE VISIT

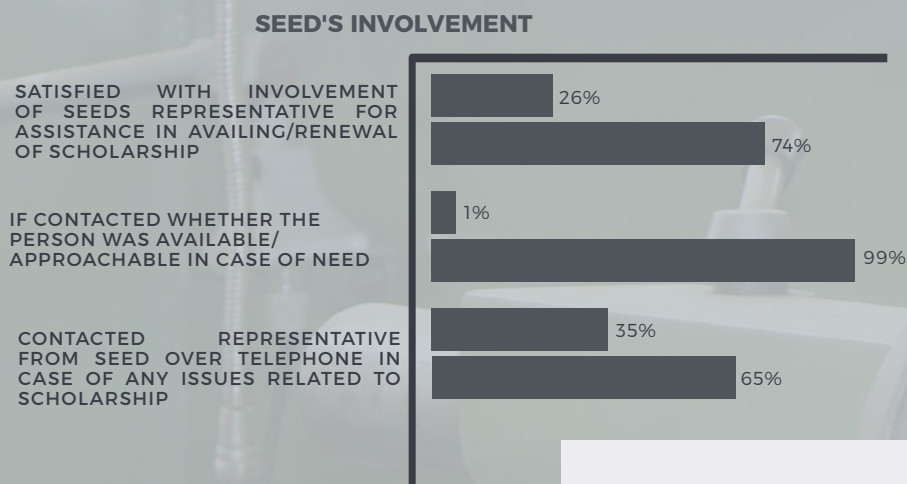


IT CAN BE INTERPRETED THAT MORE VISITS OF SEEDS' REPRESENTATIVE IS REQUIRED IN ROHTAK LOCATION. ALSO, NO VISITS OF MSIL OFFICIALS WERE FOUND AS STATED BY THE BENEFICIARIES.

The above figure 17 and figure 18 show the visits made by SEEDs representatives. 62% beneficiaries said SEEDs representatives visited regularly and 27% beneficiaries said they visited them some times. Also 6% beneficiaries said SEEDs' representatives visited them on request.

As far as visit of MSIL officials are concerned, it was found that none of the beneficiaries reported that they had a chance to interact with them during the project cycle and none of the officials visited them.

FIGURE 19: SEEDS'S INVOLVEMENT IN THE DISBURSEMENT AND RENEWAL OF SCHOLARSHIPS



69%
CONTACT OVER PHONE

74%
SATISFIED WITH
ASSISTANCE

99%
REPRESENTATIVE ALWAYS
AVAILABLE

Figure 19 shows the level of involvement of SEEDs, 65% stated that they contacted SEEDs over telephone in case of issues/queries. 99% beneficiaries stated that when contacted, the concerned SEEDs person was available. 74% stated that they were satisfied with the assistance of SEEDs in availing/renewal of scholarship.

IT CAN BE STATED THAT MAJORITY OF THE BENEFICIARIES, (74% BENEFICIARIES) ARE SATISFIED WITH THE INVOLVEMENT OF SEEDS' ASSISTANCE IN AVAILING/RENEWING THE SCHOLARSHIP.

3.5 OBJECTIVE 5 - TO PROVIDE RECOMMENDATIONS FOR THE IMPROVEMENT OF THE PROJECT DESIGN AND IMPLEMENTATION

1. DOCUMENTS FOR APPLICATION -

Following were the documents asked by MSIL along with the application form:

- ✓ Copy of proof of address
- ✓ Copy of proof of income
- ✓ Age of proof
- ✓ **Caste Certificate**
- ✓ **Copy of entrance examination**
- ✓ Copy of current studying semester fee receipt

It has been observed that there is no entrance test conducted in ITIs as the selection in ITIs is done on the basis of merit only, while entrance exams are conducted by Polytechnic. Also there is a provision of lateral entry in polytechnic and engineering colleges where there is no entrance test conducted, so the relevance of entrance test in this case becomes insignificant in these cases. Entrance tests are thus largely significant for Engineering colleges only. Also as per the scholarship scheme of MSIL, there is no preference or relaxation for socially or economically backward classes of society (ST, SC, OBC, PWD, Women) but caste certificates for the reserved category are asked, so there is no relevance of asking for caste certificate from the beneficiaries in the context of the present design of the scheme.



Way of Life

Pratnaahar

General Information and Rules**Background**

In the year 2014, Maruti Suzuki India Limited (MSIL) initiated project "Pratnaahar" to make the youth of the country self-reliant and productive members of society by providing them an opportunity to pursue their further studies irrespective of any financial constraints. Maruti Suzuki scholarship for further studies will benefit deserving candidates to pursue job oriented courses.

Applicability

The applicant must pursue a job oriented course in any following institute (Government)

Industrial Training Institutes (ITI)

Polytechnic

Engineering College

Renewal

- The scholarship would be renewed on a yearly basis. The renewal would be dependent on satisfactory academic performance during the previous year/semester. The minimum academic performance to be maintained during the course would be discussed with the selected students.

Eligibility to apply

- The applicant must be a Permanent resident of his or her village
- The applicant's total family income must be less than INR 3lacs per annum
- The applicant must have secured at least 60% in the 10th or 12th standard (as per the course) and secured admission in professional or vocational course
- The applicant must pursue vocational trainings at Government ITI, Polytechnics or Engineering college/institute.
- The applicant must submit a statement of acceptance from the college/institute

Other financial aid

- Applicant must disclose the sources and amount of financial aid / scholarship / fee waiver / reward being received at the time of application or whenever he receives it.
- House visits of shortlisted candidates will be conducted
- Decision about candidates receiving financial aid / scholarship / fee waiver for pursuing the course would be made on case-to case basis

Disqualification / discontinuation of scholarship support. The scholarship may be withdrawn in case of the following situations:

- If the selected candidate misrepresents / falsifies any documents during the application procedure
- If the selected candidate has not disclosed any other source of financial aid that he/she is receiving
- If the selected candidate fails to maintain the minimum required academic performance
- If there has been any disciplinary action taken by the college / institute against the selected candidate during the course of the study
- If the selected candidate leaves the village for over a month during the course of his/her study without informing the implementation partner or without valid reason
- If the selected candidate has been involved in any behavioral misconduct during the course of the study, including:
 - Irregularity in attendance without permission
 - Obtaining scholarship by false statements
 - Resorting to or participating in strikes
 - Violation of criminal laws
- If the scholar's attendance is below 80% in an academic semester/year (dependant on the institute type)

Other terms and conditions

- Applicants should NOT attach any original documents with the form, MSIL will not be liable for any loss if original certificates / documents
- Only selected applicants would be informed, MSIL will not be able to entertain individual request to explain the reasons for not awarding scholarship
- MSIL staff or the staff of the agency working on behalf of MSIL may visit the candidates address (as provided in this form) to verify key details and assess his/her family income
- If any applicant falsifies or misrepresents any information provided in this form, he or she would be barred from applying to the scholarship scheme in the future
- Final decision for awarding the scholarship would be that of Maruti Suzuki India Limited (MSIL)
- MSIL reserves the right to withdraw or bring changes to the scheme at any time without prior notice
- MSIL reserves the right to withdraw or bring changes to the scheme at any time without prior notice

I acknowledge that I have read, understood and agreed to the aforementioned rules and regulations.

(signature of the candidate)

Date:

2. NO PREFERENCE AND RELAXATION (IN MARKS) FOR SOCIALLY AND ECONOMICALLY CLASS OF SOCIETY (BOTH BY MEANS AND MERIT)

FIGURE 20: RELATIONSHIP BETWEEN CASTE AND PDS CARD OF THE BENEFICIARIES

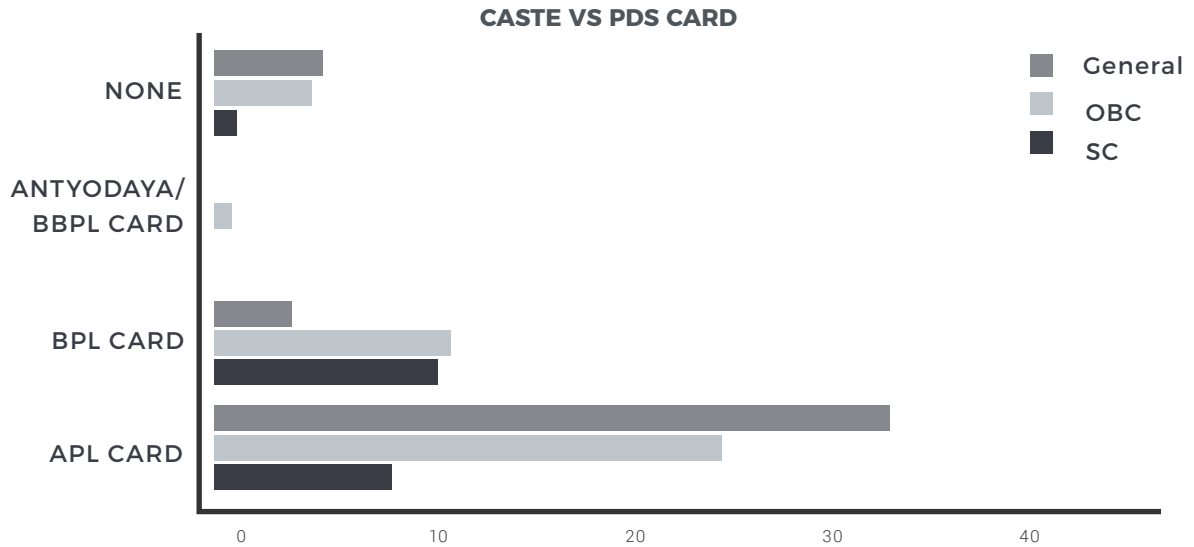


FIGURE 21: RELATIONSHIP BETWEEN CASTE AND ANNUAL INCOME OF THE BENEFICIARIES

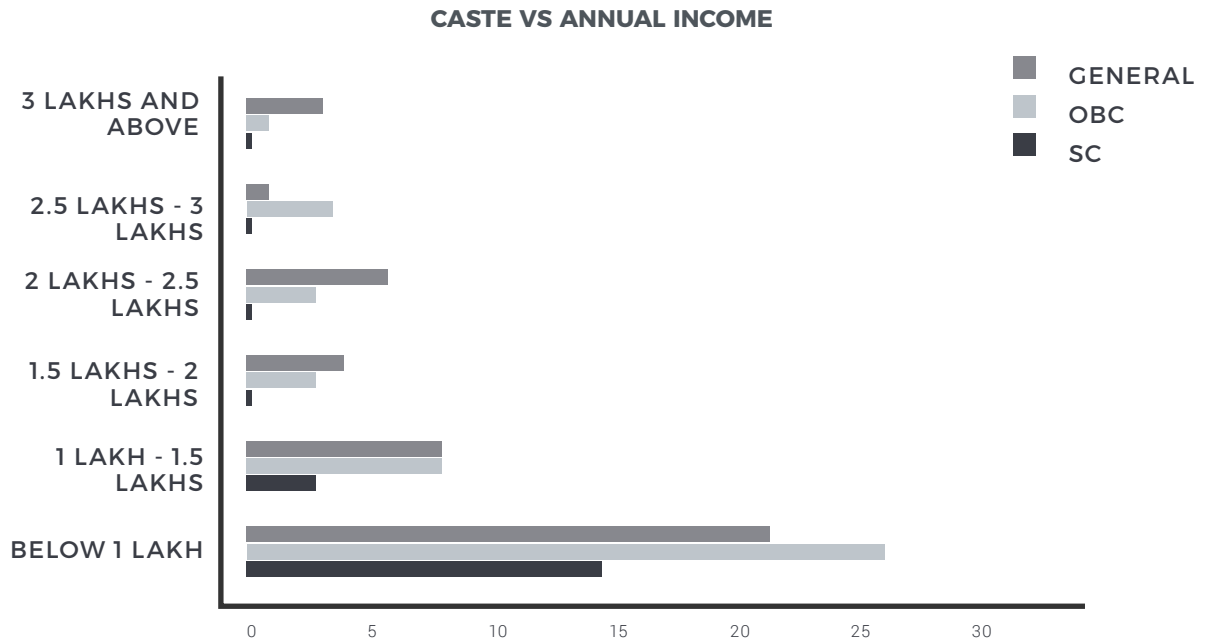
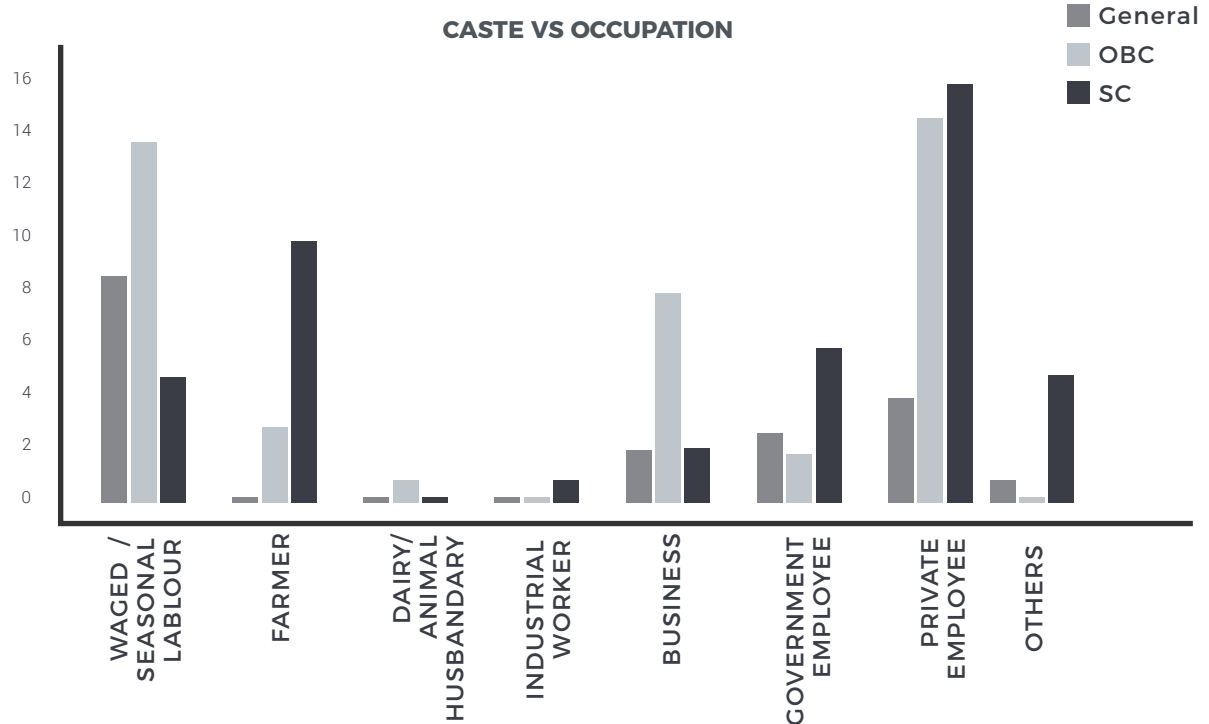
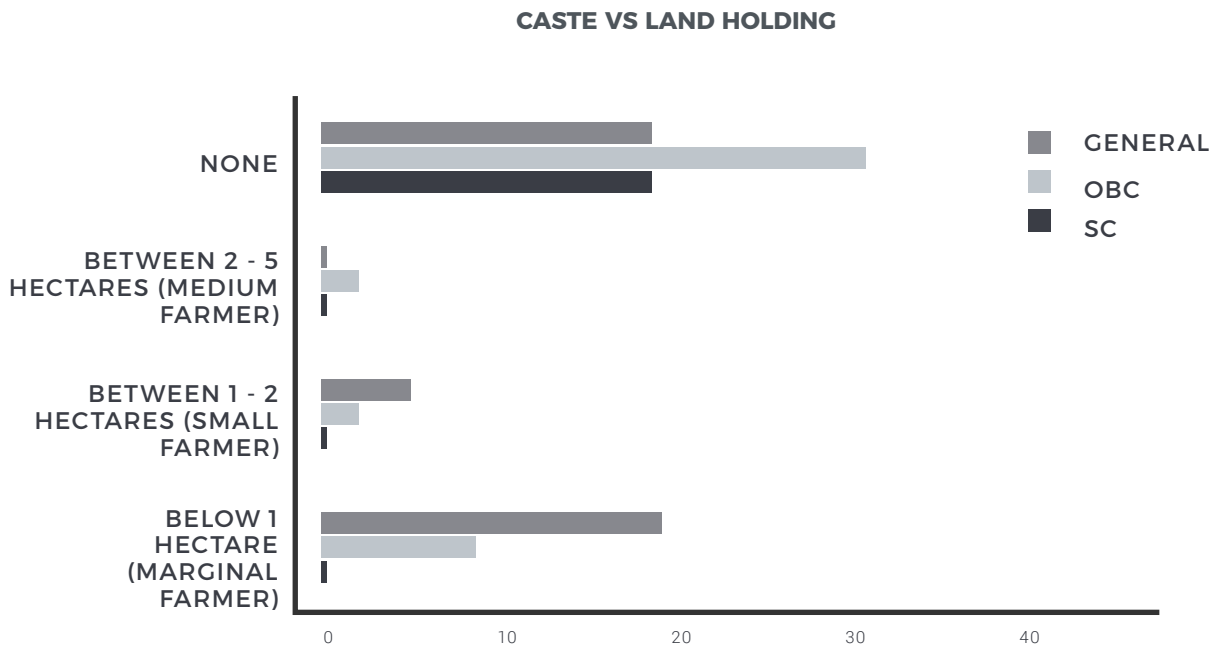


FIGURE 22: RELATIONSHIP BETWEEN CASTE AND OCCUPATION OF THE BENEFICIARIES**FIGURE 23: RELATIONSHIP BETWEEN CASTE AND LAND HOLDING OF THE BENEFICIARIES**

During the home visit by the TISS research team, it was observed that the beneficiaries from marginalized sections (SC/ST/OBC/PWD) were found to be economically weaker. In order to understand the need of the family, the evaluator has to consider various factors (social indicators) and keep one indicator (caste) as constant factor to analyze the needs. Here, the evaluator has narrowed down it to four major social indicators and cross tabulated it with constant factor caste. The four major social indicators taken here are - PDS, Annual Income, Primary Occupation and Land Holdings as per the situation of the project village. When these cross tabulations were done, interesting findings were derived.



Neelam is a resident of Baliana village of Rohtak and also the beneficiary of MSIL scholarship scheme. The research study evaluates that the scholarship scheme of Maruti Suzuki Ltd. should give more weightage to the socio-economic backward communities.

When the data of caste was compared against the PDS cards as well as with annual income, interesting facts were observed. In figure 20, out of 19 beneficiaries from SC community, 11 fall in the category of BPL (57%) and their number (8 out of 19; 42%) was seen less in APL. In figure 21 out of 19 beneficiaries from SC community, it can be clearly observed that, 15 of them (79%) were found to be in the income group below one lakhs. Followed to this, if we analyze the primary occupation of all the beneficiaries from figure 22, out of 19 beneficiaries from SC, for 9 beneficiaries (47%) family primary occupation is waged or seasonal labour, followed by 4 beneficiaries (21%) in private job majorly in the profession of auto driver, home guard, watchman etc. A most important observation was seen in case of landholdings. In figure 23 clearly indicates that the beneficiaries from community belongs to SC do not possess any land. The landlessness is found to be 100%.

This clearly indicates that the community from Schedule Caste was found to be backward socially and economically.

The Protsaahan scheme nowhere states about the preferences to be given for the marginalized section like SC/ST/OBC/PWD/Women. The gap in the project can be seen clearly though the above facts about the economic backwardness of the marginalized section of the society. MSIL should give preference to the weaker section of society while selecting the beneficiaries on means basis. More weightage should be given to them.

FIGURE 24: RELATIONSHIP BETWEEN THE CASTE OF THE BENEFICIARIES AND THEIR TYPE OF SCHOOL

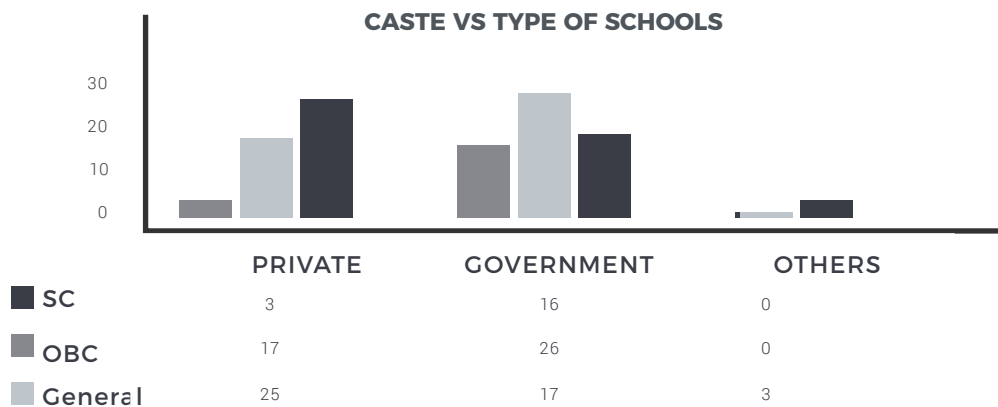
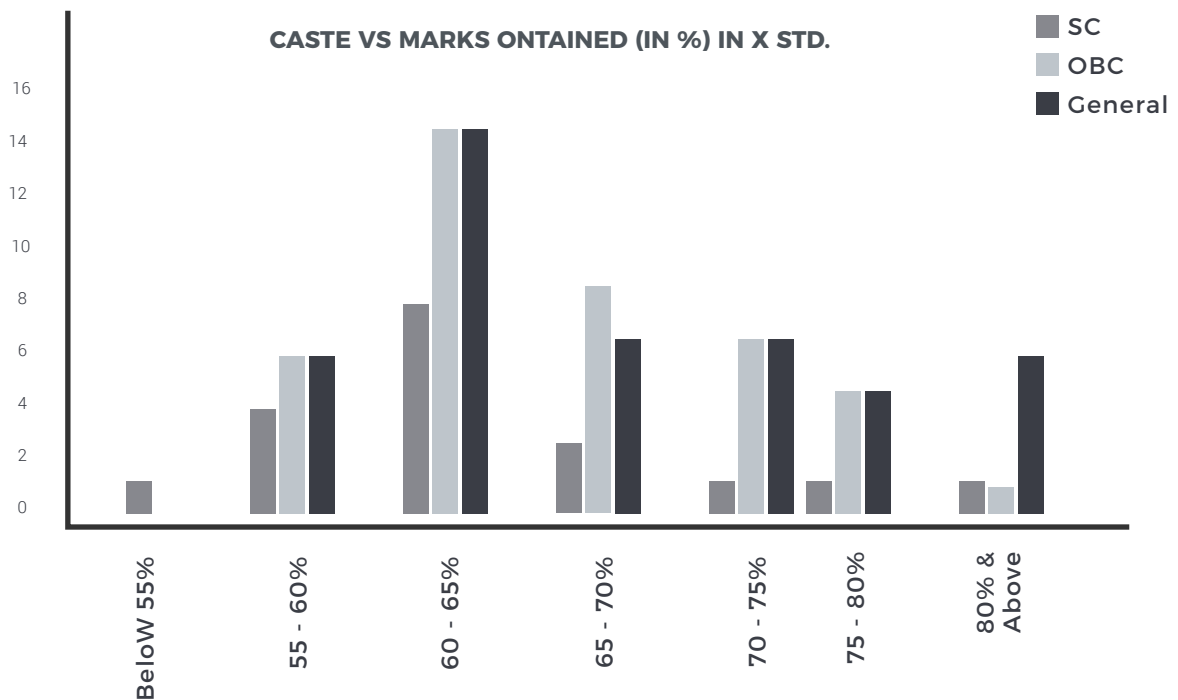


FIGURE 25: RELATIONSHIP BETWEEN CASTE OF THE BENEFICIARY AND MARKS OBTAINED



As far as a selection criterion on merit ground is concern, 60% marks is required for availing the scholarship amount. During the evaluation process, the research team tried to analyze the marks achieved by the beneficiaries in their X standard. Figure 24 depicts that out of 19 beneficiaries from SC, majority (89%) of them studied in government school, while only a few (3 out of 19; 15%) studied in private schools. It can be noted that the fee structure of private schools compared to government school is high. While in case of OBC, out of 43 beneficiaries, 26 (60%) studied in government schools and 17 (40%) in private schools. In general category, out of 45 beneficiaries, 17 (31%) studied in government schools and 25 (55%) studied in private schools.

If we see the marks obtained by the beneficiaries, the beneficiaries from the SC community were found to be scoring largely (36%) in the range of 60 – 65%. Since the benchmarking was 60%, therefore beneficiaries from SC community were seen in the 60-65% range. Only one beneficiary was found scoring 70% or above. This shows that less number of beneficiaries score above 70% and above in the SC category. In addition to this, 10 beneficiaries were found to score below 60%. Out of these 10 beneficiaries, 5 were from SC category. This shows that less resources and low socio – economic background of the beneficiary directly or indirectly affects the score. In support to this, almost all the schemes functioning under GoI (either “means cum merit” or “merit cum means”) give preference for marginalized section of society by relaxation in marks and special seats are reserved for them. (Refer Chapter 1 – Introduction)

SUGGESTIONS FOR COURSE CORRECTION:

Weightage for socio economic parameter should be laid down for identification of needy beneficiaries. (More weightage should be given to SC community). OBC who are found to be extremely needy with respect to means should also be given marks relaxation of 2%. Whatsoever be the percentage allotted for selection criteria minimum 5% relaxation should be given to SC and women candidate to enhance the participation. If currently, the marks (in %) for selection criteria is 60%, following practices can be adopted.

TABLE 15: SUGGESTIONS FOR COURSE CORRECTION

SN	STREAM	DURATION OF COURSE	QUALIFYING EXAMINATION	MINIMUM ELIGIBILITY MARKS IN QUALIFYING EXAM	
				GEN & OBC	SC/ST/GIRLS
1	ITI	2 Years only	10th	60%	55%
2	Polytechnic	3 Years	10th , 10+2 (PCM)	60%	55%
3	Engineering	4 years	10+2	60%	55%

3. AMOUNT OF GRANT

FIGURE 26: RELATION BETWEEN THE SCHOLARSHIP GRANT AND EXPENDITURE INCLUDING OTHER ITEMS

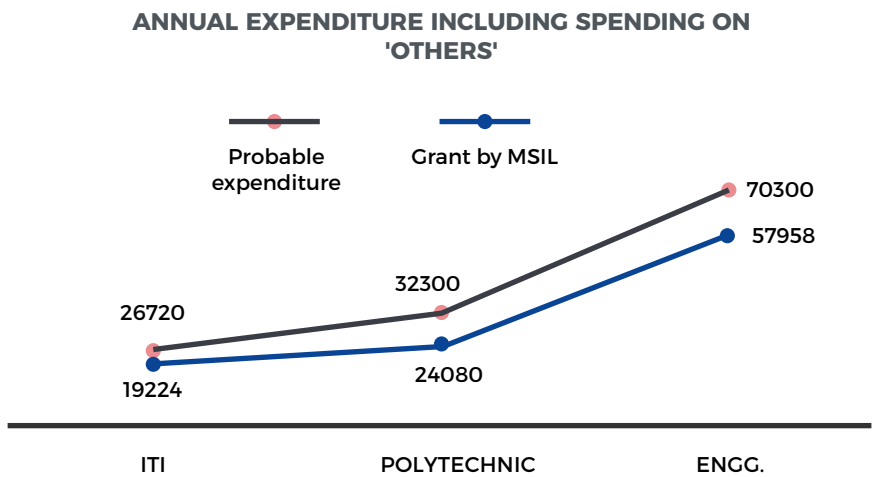


FIGURE 27: RELATION BETWEEN THE SCHOLARSHIP GRANT AND EXPENDITURE EXCLUDING OTHER ITEMS

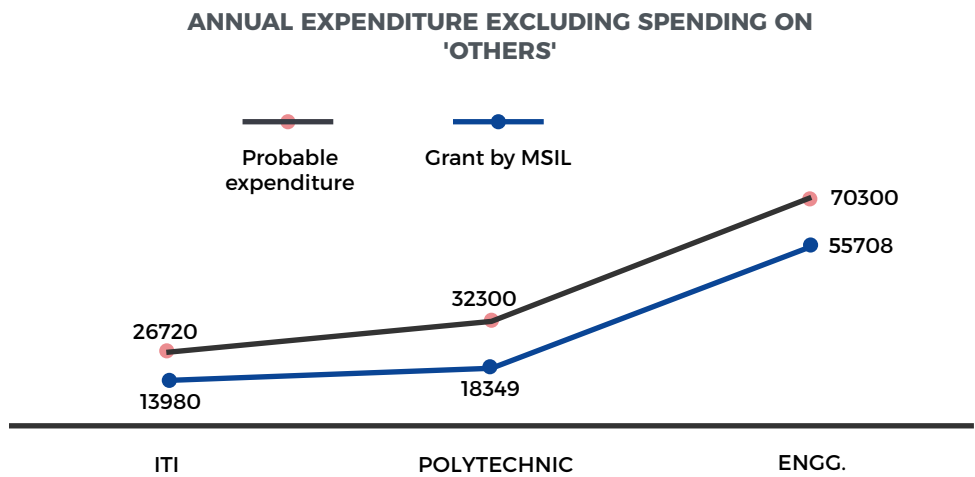


TABLE 16: BIFURCATION OF THE TOTAL SCHOLARSHIP AMOUNT FOR EACH COURSE

	College fees of the course (Rs.)	TRANSPORT (RS.)	TEXT BOOKS (RS.)	EDUCATION MATERIAL (RS.)	CLOTHES, SHOES ETC. (RS.)	NEWSPAPER AND EDUCATION MAGAZINES (RS.)	DOMESTIC USE/ PERSONAL USE/MEDICAL EXPENSES ETC. (RS.)	OTHERS (RS.)	UNKNOWN EXPENDITURE-(RS.)	TOTAL GRANT (RS.)
ITI	1357	8249	1657	897	1691	129	1160	4084	7496	26720
Polytechnic	5051	8373	2078	532	1965	350	783	4948	8220	32300
Engg.	39083	6400	3700	4000	1750	775	0	2250	12342	70300

The amount of scholarship granted to the beneficiaries students varies as per the course. The grant is provided to support tuition fee, transport, text books, education material, clothes, shoes etc., newspaper, and others. From primary data, it can be said that the larger share of beneficiaries' estimated annual expenditure is incurred towards transportation. However, other expenditures which covers miscellenous expnditures and unknown expenditure are also high .

If the miscellaneous and unknown expenditute are analalysed, it can be observed that approx. 43% expenditures are spend in miscellaneous and unknown expenditure for ITI followed by 40% for Polytechnic and 21% for Engineering courses.

This show that out of the grant provided, actual expenditure on education incurred is only 57% for ITI, 60% for polytechnic, and 79% in Engineering.

4. DISCREPANCY IN THE ANNUAL INCOME VS OCCUPATION

TABLE 17: DISCREPANCY BETWEEN THE ANNUAL INCOME AND THE OCCUPATION OF THE BENEFICIARIES

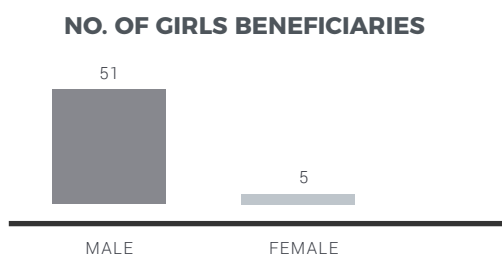
OCCUPATION	0 - 50000	50000 - 1 LAKH	1 - 1.5 LAKH	1.5 - 2 LAKH	2 - 2.5 LAKH	2.5 - 3 LAKH	ABOVE 3 LAKHS	TOTAL
Waged/seasonal labour	5	21	3					29
Farmer		8	4			1		13
Dairy/Animal Husbandry								0
Industrial worker								0
Business		5	3	4				12
Government employee		3	1	1	1	2	1	9
Private employee	1	29	5		3			28
Others	1	3	2					6
Total	7	69	18	5	4	3	1	107

The primary occupation of beneficiaries are shown above in table 17. It was found that out of 107 beneficiaries, 10 beneficiaries' parents/father had primary occupation of government job.

For the government and private salaried employee, salary slip should be made mandatory for application. Any other proof of income like affidavit or income certificate by gram panchayat for such employee should not be entertained. Also, affidavit should not be entertained for non-salaried beneficiaries.

5. LOW REPRESENTATION OF GIRLS WAS OBSERVED

FIGURE 28: SCHOLARSHIP BENEFICIARY RATIO: MALE-FEMALE



Low representation of girls among the beneficiaries was observed. MSIL should give preference to women candidates.

SUGGESTIONS FOR COURSE CORRECTION:

Considering the lower inclination of women towards pursuing technical courses/programmes, it is recommended that MSIL introduces additional course such as B.SC nursing, ANM, Bachelors of Physiotherapy (BPT), Computer education etc. to attract increased participation of women beneficiaries.

SECTION 2 - STAKEHOLDERS' VIEWS ABOUT EFFECTIVENESS OF SCHOLARSHIP



1. PARENTS VIEW



a. (Haryana)

Total 42 parents from four villages were interviewed across Manesar and Rohtak. During the interview with parents, it was found that the major source of information about the scholarship scheme of MSIL was obtained from their respective children, who have heard about the information majorly from their respective college followed by information from community leaders. When parents were enquired about the difficulties they faced during application/selection process like procuring the application form/filling of application form/submission of application form/arranging documents like income certificate/NOC from college, it was found that none of the parents faced any difficulty in any of the process mentioned above.

“

The scholarship helped us when we were in great need of financial support. We had heavy debt on banks for the Venture loan. Thanks to MSIL scholarship, both our children are studying in technical institutions today. After availing scholarship from MSIL for our son, it has encouraged us to give technical education to our daughter too”.

- Mrs. Suneeta Deswal, Baliana, Rohtak (Mother of Ankit Deswal)



Due to low literacy rate of the parents, the awareness about career option post Matriculation/ Intermediate found to be low. They enrolled their children in ITI/Polytechnic/Engineering course as per their children's interest. According to parents, the scheme has helped to a “great extent” in overcoming financial problem of the family. **The scholarship not only helped them financially, but also helped them in augmenting their confidence and morale.** Parents are now assured and carefree about the annual expenditure involved in education of their children. Initially parents had difficulty in paying the fees for the private tuition/coaching classes. With the scholarship amount of MSIL, the beneficiaries are able to afford for private tuition/coaching classes, especially for competitive examinations of Banking, Delhi/Haryana police, basic computer education etc

In some cases, it was also found that the scheme has supported the travel expenditures of beneficiaries to a great extent. The parents highly appreciated this scholarship and many of them said they cannot continue their child's education without this financial support. **All of them strongly felt that it should be continued for needy and meritorious candidates.**

“

“The scholarship scheme of MSIL has supported my girl child for studying polytechnic (Electrical). It has motivated a family to encourage girls to pursue technical education”

---Mrs. Sunita Rajbeer, Baliana, Rohtak (Mother of Pooja)



“

“Along with studies my son had done computer course from scholarship amount received from Maruti”

- “Puran Singh” Father of Jitendra- Khoh

“

Maruti Scholarship scheme is very good; it has helped my son in managing his expenses, majorly towards transportation”

- “Puran Singh” Father of Jitendra- Khoh

“

Scholarship is great financial support for single parents (destitute mother) to afford technical education for her child. Scholarship scheme of MSIL was an unexpected financial support which happened which to us”



- Mother of Sunil, Bohar Rohtak

b. (Gujarat)



While interviewing the parents of the beneficiaries, a consensus over no difficulties faced during the applying for the scholarship scheme was observed. The Scholarship Scheme was a blessing in disguise for the families, alleviating them from the financial burden of educating their child. When parents were enquired about difficulties faced during the procurement of the application form, arranging supporting documents such as Income Certificates, Residential Proof and No Objection Certificate (NOC) from the college, they shared that the community leaders were quite supportive. There was no perceived pressure from the parents to opt for a course, but the mere interest of the child and the notion that ITI, Polytechnic and Engineering draw good employment opportunities motivated the parents to send their children to such technical institutes.

Some parent expressed concern over 60% marks as one of the criteria to avail the benefits of the scholarship. According to them there are needy children in their villages but they couldn't qualify the 60% marks benchmark. However, some of them were quite supportive of the idea.

“

We don't have enough money to encourage our children for a course of longer duration.

- Ravi Kumar's mother. Ravi Kumar, beneficiary studied ITI from Government ITI, Kadi

“

I like the 60% marks as one of the scholarship criteria as this will encourage our children to study hard to avail the scholarship benefit.

- Patel Bhautik Kumar Kirti's mother. (Patel Bhautik Kumar Kirti is a second-year engineering student.)

2. COMMUNITY LEADERS VIEW

a. Haryana

All the community leaders from these project area villages were interviewed by the TISS research team. During the interview, the Sarpanch and the ward members explained, how the MSIL worked in close coordination with Community leaders? According to all the community leaders, MSIL briefed about scholarship scheme to these leaders. The information about the scheme was disbursed to the villagers through local means of announcement commonly called “Dhindhora” where, announcement were done by the watchman of each villages about the scholarship scheme. In village Baliana, mike announcement was done through the local temple. Apart from this, information was also given in village meeting (Gram Sabha) by the leaders. The pamphlets of scholarship schemes were posted in village common point for advertisement. The application forms were also procured from the community leaders along with the pamphlets.



“

MSIL should also extend the scholarship to encourage girls studying courses like Nursing (B.Sc and Diploma), Bachelors in Physiotherapy (BPT), Computer, sports etc.

- Adv Suresh Nanda, Community leader, Rohtak Municipal Corporation



Community leaders not only assisted MSIL in process of application but also in identification of needy and meritorious beneficiaries studying in technical institute in their respective village. Also, all the application forms were then collected with close coordination with implementing agency SEEDS assigned by MSIL.

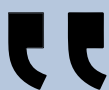
The selected beneficiaries were awarded with the scholarship amount as per their course in felicitation programme in the presence of the community leaders. All the beneficiaries were given cheques from the hand of MSIL officials and the respective community leaders.

It was informed that Rohtak has developed into industrial hub in the past few years due to which the market value of land has raised. Locals had sold their land to industries in return of compensation. Industries surrounding these four villages are Maruti Suzuki, Asian Paints, Lotto etc. Some of land was also acquired for infrastructures like highway and housing by Haryana Government of Haryana and Haryana Urban Development Authority (HUDA) respectively.

Due to expansion of industries in nearby villages, the requirement of industrial technical skilled laborers has increased. As per the community leaders, the scholarship has encouraged the students to opt for technical courses in order to get job in the nearby industries.

In recent time, Manesar and Rohtak got a huge number of technical institutes both government and private opened offering courses like ITI, Polytechnic and Engineering Colleges. They are known for their education hubs. Due to ample number of private education institute which charge higher fees, all families can't afford the higher education. So, the families have to opt for government institutes. MSIL scholarship has helped beneficiaries not only in expenditures of tuition fees of college but transportation, education material, uniform and shoes.

During the interview the research team wanted to know about the effectiveness of the Protsaahan project on the community. It was informed by the community leaders that there were 4-5 such families, in almost all villages, who belonged to low income group. It was observed that these beneficiaries excelled in studies due to scholarship. They strongly feel the scholarship should be continued in future. Also, MSIL should also think of extending the scheme to courses like GNM, ANM, B.Sc Nursing, BPT and Computer education for girls. Since the participants are increasing year after year, all the leaders have strongly recommended that selection of beneficiaries should be through entrance examination so that deserving beneficiaries can get the benefit.



The Scholarship scheme has created sense of healthy completion among the children to score high and to avail the scholarship throughout the academic session

- Balbir Singh, Sarpanch, Bhalot, Rohtak

b. Gujarat

The village Sarpanch (village head) told how Maruti Suzuki approached with the idea of assisting students to complete their education. They wanted to support the 'bright' students of the village, who drop out from the formal education system because of poor financial conditions at home. The village has only limited colleges for higher education and no schools for 11th and 12th standard. Less employment opportunities for the youth is the major concern for people in the villages. The companies in the area are reluctant to hire students from the village.



More courses which entice girl students should be supported by the donor company. Here, girl students are not interested in studying ITI, Polytechnic course and engineering

-Village Head, Sitarpur Village

3. VIEWS OF ITI AND POLYTECHNIC

TABLE 18: OPINIONS OF THE EDUCATION INSTITUTES ON THE SCHOLARSHIP SCHEME

SN.	Name of Institute	Name of Respondent	Designation
1	Government ITI, Kilo, Rohtak	Mr. Pradeep Kumar	Wireman Instructor
2	Chhotu Ram Polytechnic, Rohtak	Mr. Huda	Principal
3	Government Polytechnic, Manesar	Mr. T.R. Narula	HoD, Appl. Science



The TISS research team visited these institutions to understand the perception towards this project.

During the interview with key person from ITI, Kilo, it was found that the information about the Scholarship scheme of MSIL was disseminated through the former students and the fellow students and through announcement in morning assembly however, Information mostly relays from former students of the ITI. The ITI was only responsible for providing bonafide to the beneficiaries as part of allocation process. As per college authority, there are various scholarship schemes disbursed at college level like Social welfare (SC and BC), ex-service man (Zila sainik board) – Dependents – Rs100/month. According to them, the scholarship provided by government is too low to manage the daily expenses. According to government polytechnic, Manesar and Rohtak for second round of scholarship, requiring scoring of 60% is alright but sometimes change in medium of instruction results in failure of student in first year. The initiative of MSIL is good initiative to overcome the challenges of students in completing the technical education.

“

Awareness level should be increased in schools and community

- Principal, Mr. Huda, – CR Polytechnic, Rohtak

4. VIEWS OF SCHOOL



Maruti had initiated their CSR intervention in Kheri Sadh government school. The total strength of school is 465 and school is running from 1st to 12th standard. Through collaboration with SEEDS, application forms were kept in school premises for students. The process of providing and submitting form was done in this school. The awareness was generated through morning assemblies about MSIL Prohatsaan project.

The school principal was actively involved in MSIL CSR project. Also, she expected that the MSIL should add more courses to their project, to increase the girls participation across Rohtak.

“

“The economic profiles of students are low in this school”

– Kheri Sadh, Principal: Mrs. Huda

5. BENEFICIARIES POINT OF VIEW

“

Entrance Exam can be conducted for fair results

– Bharat Yadav, Manesar

“

The application form was obtained from sar-panch office

–Rahul, Bhangrola

“

MSIL had exceeded expectation of mine in terms of overall financial help

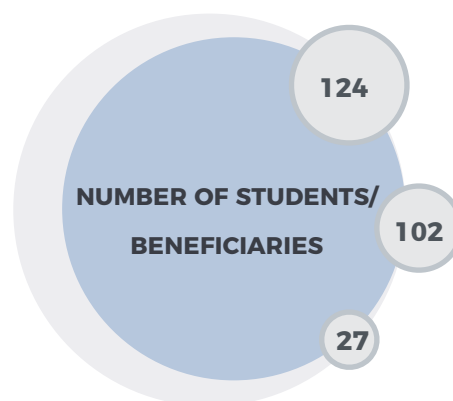
– Deepak , Manesar



6. IMPLEMENTING AGENCY VIEW

SEEDS is the implementing agency for this project. The project was initiated in 2014; through awareness and communication in colleges, schools and communities were informed about Protsaahan project. The awareness was generated at every stakeholder level for dispersing the information pertaining to project. The selection of beneficiaries, home verifications and meticulous application process is the procedure followed by SEEDS to implement project. Knowing the fact that, the number of students/beneficiaries is increasing in every session – 27 (2014-15), 102 (2015-16), 124 (2016-17).

The objective of the project is to provide scholarship to students on “merit cum means” basis and to encourage students for technical courses. As implementing agency, SEEDS felt certain challenges that were faced by their team during implementation:



SEAT ALLOCATION PROCESS

There is no fixed number of seats allocated to each village. Even seats are not divided as per population or number of students studying in technical course. There is ambiguity in the seat allocation process.



GETTING ACCEPTANCE CERTIFICATE FROM SCHOOL HIGHER AUTHORITY

As students face this problem quite often, getting acceptance letter as a proof of document for students is one major challenge at student level.



CONSIDERATION FOR GIRLS

Technical courses are mostly preferred by boys. In a way girls/women directly get surpassed from the scholarship grant. Also, having 60% as merit criteria also constrained women's participation. To encourage girl child there must be special consideration and percentage relaxation for them.



PREFERENCE FOR MARGINALIZED SECTION

SC/ST/OBC and girls should get percentage relaxation to justify “merit cum means scholarship”.



INVOLVEMENT OF MSIL IN EDUCATIONAL INSTITUTIONS

At Maruti's level, their team should establish communication with respective ITI, Polytechnic and Engineering colleges to aware colleges about Protsaahan project.

“

The numbers of applicants are increasing year after year for the scholarship

- Om Prakash, Field coordinator

“

Girls and the deprived should be preferred

- Mr. Suresh, Project coordinator, SEEDS

SECTION 3 – CASE STUDIES



NAME	ASHISH
FATHER'S NAME	JITENDRA
AGE	20 YEARS
MARITAL STATUS	UNMARRIED
Education Status	12th
FAMILY SIZE	5
COURSE	ITI, WELDER
CASTE	SCHEDULE CASTE
RELIGION	HINDU
VILLAGE	BHALAUT
BLOCK/TEHSIL	ROHTAK
DISTT.	ROHTAK
CURRENT STATUS	PASS OUT
FAMILY SIZE	5 (FATHER, MOTHER, BROTHER AND SISTER)



Ashish is a resident of Bhalaut village, Rohtak. He had perusing his ITI, technical education from ITI, Kilo in "Welder" trade. He started his course training in 2015-16, as this trade is offered for 1 year.

Family: Ashish is staying in a nuclear family; and his siblings are studying currently. The family has always promoted and encouraged their children to study and complete their education in their area of interest. He belongs to Schedule Caste, residing in semi-pucca house and having access to all basic facilities. His family does not hold any land as it was acquired by several companies and holds APL ration card. His father is working as a daily waged labour and annual income is below 50,000 per annum.

His father is higher secondary passed and mother is illiterate. His financial constraints have made him strong since inception, whereas, he has been always contributing money to his family by working as a part timer and being associated with small projects and get nominally paid. Ashish is currently passed out student in second year and had received scholarship successfully. The amount received was Rs. 26,720/annum. His reason for opting for ITI is that its course is low budget as ITI college fee is nominal.

The scholarship grant had played an important role in Ashish's life. His friends/former beneficiary told him about MSIL Scholarship and he got selected for this. All his expenditures were done from this grant and he has also prepared for competitive exams to get better job opportunities. Currently working as an intern in a welding workshop, his present interest shows that he wants to pursue job and want to do advance course. Aspirations: He is confident and he is also interested in continuing higher education and learning new skills.



Deepak is a resident of Boar village. He is from a landless and BPL family and has studied from government school in his 10th standard as well as 12th standard. Since belonging to backward caste and BPL family, he was getting scholarship from government @ Rs 200/month.

NAME	DEEPAK
FATHER'S NAME	JITENDRA
AGE	20 YEARS
MARITAL STATUS	UNMARRIED
Education Status	12th
FAMILY SIZE	5
COURSE	ITI, (1YEAR)
COLLEGE	ITI, ROHTAK
TRADE	COPA
CASTE	BC
RELIGION	HINDU
VILLAGE	BOHAR
BLOCK/TEHSIL	WARD NO - 7
DISTT.	ROHTAK
CURRENT STATUS	PASS OUT
FAMILY SIZE	5 (FATHER, MOTHER, AND TWO SISTER)
YEAR OF SCHOLARSHIP	2015-16

His economic condition is very poor. The type of house Deepak living is a semi pucca house with pit toilet. Due to low economic status he used to go to college by walking. His Father, Mr. Prem Singh is an auto driver. He earns a monthly income of Rs. 5000. He had always encouraged his children to study and tries his level best to continue the education of his children by all means and effort.

He heard about the scholarship scheme of MSIL from college assembly and collected form from the college itself and submitted to community leaders. The scholarship scheme has helped him a lot in overcoming the challenge of financial problem in education. Initially he used to go by cycle to his college, but after availing the scholarship, he could afford using public transport regularly. The scheme has not only helped the family financially but also encouraged his younger sister Aarti (Age 18 years) to opt for technical course in ITI, Rohtak in the trade of Draftsman mechanical.

His parents are every happy and satisfied with the initiative of scholarship scheme of MSIL and believe that it had somewhere boosted their confidence to overcome the challenge of finance for educating their children. They are happy that their daughter is also availing the scholarship and completing her education in ITI, Rohtak.



Patel Ravi Kumar stays with his grandfather in Hansalpur village of Ahmedabad and studied ITI in 2015-2016 but couldn't get placed with a job of his liking after completing his course. His grandfather says that they wanted Ravi to pursue ITI since it ensures ample job opportunities at the time of completion of the course. However, job at ITI was not able to satisfy Ravi's salary expectation and therefore he didn't take the job and instead bought some General Knowledge books from the scholarship money and is now preparing to sit for an entrance exam for Police Constable's job.



Zala Shakti Sihna resident of Sitapur village did his ITI in 2015-2016. Zala Shakti started working for Honda after few months of the completion of his course. Through his salary, he supports his younger sister's education which otherwise wouldn't have been possible for the family.



NAME	SAPNA
FATHER'S NAME	PRATAP SINGH
AGE	22 YEARS
MARITAL STATUS	UNMARRIED
Education Status	12th
FAMILY SIZE	5
COURSE	ITI, DRAFTMAN CIVIL
COLLEGE	ITI, ROHTK
CASTE	SCHEDULE CASTE
RELIGION	HINDU
VILLAGE	NAKHROLA
BLOCK/TEHSIL	MANESAR
DISTT.	GURGAON
CURRENT STATUS	CURRENTLY STUDYING
FAMILY SIZE	6 (GRANDPARENTS, FATHER, SIBLINGS)



Sapna is a resident of Nakhrola village, Manesar. She had completed her ITI from Women government ITI in "Draftman Civil" trade.

Family: Sapna is currently working in apprenticeship and earning Rs. 8000/- monthly with Danso, (manufactures Maruti car parts) and supporting her family in every possible way. Also, her household expenditures are managed by pension amount received every month. Her family does not hold any land and is a BPL ration cardholder. Further, her house is also semi pucca and they have access to pit toilet. Knowing the fact that in Manesar, only Sapna has opted for technical courses; Sapna had set an example for other girls and women who can willingly pursue their interest as per their choice. She enthusiastically wants to pursue advanced courses to enhance her skills.

Aspiration: She is interested in continuing higher education and learning more skills. This Scholarship scheme has helped her to overcome her financial problems. Her ITI experience has helped her in acquiring trade knowledge and skills.

“

Girls should be encouraged and should be given opportunities to move ahead



Tejpal of Kasan stays with his mother only as he lost his father at a very early age. They live in a 2 room kuccha house with no toilet and electricity facility.

His mother is working as a seasonal labourer in the agricultural fields of others as they do not have any land holding and earns Rs. 5000 a month only. His mother is upper primary pass and she desired that her only son gets a good education. Tejpal is from a very poor family belonging to OBC having BPL card. Since his childhood, he studied in a nearby government school as he could not afford studying in a private school. In 10th standard he got 71% marks and was given a scholarship of Rs. 1800 by government. Tejpal's mother toiled hard for his studies.

He was interested in polytechnic course but could not afford to take admission in the polytechnic college as the fees are high as compared to ITI, so he took admission in government ITI Gurgaon. Also MSIL distributed scholarship at the time when Tejpal had already enrolled himself in ITI. He is from the first batch (2014-15) when MSIL started giving scholarships.

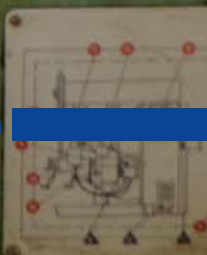


According to Tejpal, the scholarship provided by MSIL proved to be very beneficial for him as he could use the scholarship amount for college fees and the transportation charges from his house to ITI which is roughly about Rs. 200 a day. This has lessened the burden on his mother as she used to worry all the time about collecting money for his education.

Tejpal completed his ITI course by the scholarship provided by MSIL. He is pass out now and is doing apprenticeship in a company where he will be adjusted as an employee after completing 1 year. He is also given monthly remuneration of Rs. 8500.



CHAPTER 4 RECOMMENDATIONS

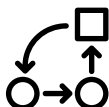


This chapter looks at recommendations for the next phase of programme implementation that emerged from the midterm evaluation. Following are the recommendation as per the gap/s identified:



REVISION OF ACCORDED WEIGHTAGE TO THE CRITERIA OF SELECTION:

It is recommended that equal weightage be accorded to 'Merit' and 'Means' as criteria for selection of beneficiaries; the revised weightage should be: Merit - 40%, Means - 40%, Personal Interview - 20%.



RESTRUCTURING OF SCORECARD:

It is recommended that the scorecards for both 'merit' and 'means' be restructured; furthermore, home visits and personal interview are strongly recommended for identification of the right (needy) beneficiaries.

Following table shows recommendation.

TABLE 19: PROPOSED SCORECARD FOR IDENTIFICATION OF BENEFICIARIES

PROPOSED SCORECARD FOR IDENTIFICATION OF BENEFICIARIES BY MEAN FACTOR						
SN	OPTIONS	4	3	2	1	MAX MARKS
1	TYPE OF HOUSE	KUCHHA = 4	SEMIPUCCA = 3	PUCCA = 2	RCC = 1	4
2	CATEGORY (SC/ST)	YES =8, NO =0				8
3	GENDER	WOMEN/3RD GENDER= 8, MALE =0				8
4	DISABILITY	DISABLED =2, NOT DISABLED =0				2
5	WOMEN HEADED HOUSEHOLD	YES =2, NO = 0				2
6	LAND HOLDING	LANDLESS = 1.5	LESS THAN 2 HA = 1	2-5 HA = 0.5	ABOVE 5 HA = 0	1.5
7	ANNUAL INCOME	BELOW 50000 = 4	50000-1 LAKHS = 3	1 - 1.5 = 2	ABOVE 1.5 LAKHS = 1	4
8	EDUCATION OF PARENTS/ FIRST GENERATION LEARNERS	ILLITERATE = 2	PRIMARY TO UPPER PRIMARY = 1.5	SSC to HSC = 1	GRADUATION AND ABOVE = 0	2
9	LOAN STATUS	Above 100000 = 1.5	50000 to 100000 = 1	25000 to 50000 = 0.5	0 to 25000 = 0	1.5
10	TYPE OF SCHOOLING	GOVERNMENT = 4	SEMI GOVT. = 3	PRIVATE = 2	CONVENT = 1	4
11	VEHICLE POSSESSION	NONE/ CYCLE = 1.5	ORDINARY TWO WHEELER = 1	TWO WHEELER - COSTING MORE THAN 60000 = 0.5	FOUR WHEELER = 0	1.5



1. NEEDS ASSESSMENT STUDY:

MSIL is recommended to conduct a separate needs assessment study to have thorough information and gauge in-depth dynamics of the community. The assessment should cover socio - economic parameters which pertain to the need of the beneficiaries. It should cover parameters like affinity for course/subjects of the students, especially the girl students so that the project can be designed accordingly.



2. VERIFICATION OF FAMILY INCOME:

It is recommended that for salaried/organized sector employees, salary slips/ pay slips should be considered as proof of family income instead of income certificate/ affidavit for the purpose of verification. This should be applicable for both private and government employees.



3. RELAXATION ON MARKS/ SCORES:

It is recommended, in compliance with the inclusivity clause as per GOI norms, that an additional relaxation of marks (5%) be considered for beneficiaries belonging to disadvantaged socio-economic backgrounds such as SC/ST/PWD and Women applicants.

Following table shows recommendation:

TABLE 20: RECOMMENDED RELAXATION ON MARKS ON THE BASIS OF SOCIO-ECONOMIC BACKGROUNDS OF THE BENEFICIARIES

SNO	STREAM	DURATION OF COURSE	QUALIFYING EXAM	MINIMUM ELIGIBILITY MARKS IN QUALIFYING EXAMINATION	
				GEN & OBC	SC/ST GIRLS
1	ITI	2 YEARS ONLY	10TH	60%	55%
2	POLYTECHNIC	3 YERAS	10TH, 10+2 (PCM)	60%	55%
3	ENGINEERING	4 YEARS	10+2	60%	55%



4. PROJECT MONITORING AND EVALUATION:

It is advisable that an additional SEEDS representative be deputed at the project locations (Rohtak, Manesar and Gujarat) for efficient tracking and execution of the project.



5. TIMELY DISBURSEMENT OF SCHOLARSHIP AMOUNT:

It is recommended that in case of renewal of scholarships, the amount should be disbursed to the beneficiary account immediately after the completion of the semester (instead of disbursement of the scholarship amount post the felicitation ceremony). Beneficiaries who have qualified for renewal of scholarship should be asked to join felicitation for experience sharing and for motivating freshers.



6. RE-STRUCTURING OF THE RENEWAL MECHANISM:

It is recommended that the renewal mechanism be restructured; the renewal of scholarship should be based on the marks obtained by the beneficiary, and beneficiaries should not be removed from scheme if they have merely failed one paper. This would help address the issue of dropouts from long duration course such as Polytechnic and Engineering. Following tables shows recommendation.

TABLE 21: RECOMMENDATION ON THE RENEWAL OF SCHOLARSHIPS

ANNUAL DISBURSEMENT (3YEARS)	Rs. 32,300/-	PERCENTAGE SCORE	AMOUNT	POLYTECHNIC
		60-70%	25%	Rs. 8,075
		70% and above	50%	Rs. 16,150
ANNUAL DISBURSEMENT (4YEARS)	Rs. 70,300/-	PERCENTAGE SCORE	AMOUNT	ENGINEERING
		60-70%	25%	Rs.17,575
		70% and above	50%	Rs.35,150



7. DISCONTINUATION OF THE ITI PROGRAMME:

It is recommended that financial support for the one year ITI programme be discontinued, since it has failed to demonstrate significant results/outputs.



8. PROVISIONING FOR ADDITIONAL SUPPORT FACILITIES:

Apart from providing the monetary aid in terms of scholarship, it is advisable that MSIL provides for additional support facilities such as coaching, mentoring, career counselling and the like to further motivate and build the capacity of the beneficiaries to pursue the respective programmes/ courses.



9. PERIODIC MSIL OFFICIAL VISITS:

It is recommended that MSIL official/s periodically visit the project locations and interact with students for motivation and inspiration.



10. BILINGUAL APPLICATION FORM:

It is recommended that the application form be bilingual. Additionally, the section on general instructions in the application form (with reference to the last page of the application form) should be clear and readable.



11. RECONSIDERATION OF THE SCHOLARSHIP AMOUNT:


As reflected in the report, the beneficiaries have also apparently spent the scholarship amount for domestic and miscellaneous expenses, apart from educational purposes. Thereby it is recommended that MSIL rework their scholarship amount, such that it is sufficient towards meeting educational requirements of the beneficiaries (without leaving extra amount that can be used to cover domestic/ miscellaneous expenditures).



12. REWARDS FOR BEST PERFORMING STUDENTS:

It is recommended that the efforts of the best performing students (top 5/10 students per academic year) be rewarded with cash prizes/ gifts (electronic gadgets such as laptop/ tablets etc.) or be provided apprenticeship opportunities with MSIL or other allied industrial partners.





CHAPTER 5 CONCLUSION

CSR Practices of MSIL: “Long term sustainability” of any Company requires that it should always operate in a manner that meets the changing needs of its customers, and of society, in the best possible manner. The Company has to remain close to the users of its products, and also look after the interests of all stakeholders in a fair and equitable manner. The implementation of CSR project “Protsaahan” by MSIL is in accordance with Schedule VII of Companies Act 2013 (‘promoting education’ clause). The MSIL scholarship scheme has been appreciated by all the communities across all three locations during interview and group interactions. The MSIL initiatives are applauded by the beneficiaries, their parents, local leaders and schools/colleges.

The project execution, implementation and monitoring and evaluation by MSIL and SEEDS have successfully entered in their third year of the project. Apart from monetary support, there is a need of major focus on placements and creating job opportunities for beneficiaries. Sessions on communication and interpersonal skill through coaching, mentoring, capacity building should be introduced to further enhance the educational experience and employment prospects of the beneficiaries and to make the project more outcome driven. In addition to this, there is also requirement of mentoring by MSIL officials for motivating the beneficiaries and also for tracking their progress.

MSIL should show openness for new ideas and novel approaches and willingness and flexibility towards adaptability and change in strategy as and when required, according to constantly changing surroundings and results. Exploring new courses, adding women oriented courses and greater focus on employability aspects would be of help to beneficiaries for their livelihood.

The suggestions and recommendations should be incorporated in the project to ensure inclusiveness. Knowing the fact that government is promoting higher education and technical education, further, providing scholarships for underprivileged section and minority’s with relaxation of marks for their representation and participation. The “scholarship project” should focus towards this section of society to ensure right selection of beneficiary on grounds of “means” factor. Also a robust monitoring and tracking mechanism should be developed to make the project stronger and more efficient.

To have thorough information and knowledge of in-depth dynamics of the community, MSIL should conduct a rigorous need assessment survey that would give insights into the views and perception of the community.

For long term sustainability, it is essential that the scholarship should be holistic in nature, focusing on overall development of the beneficiaries. Along with monetary assistance, MSIL should bring in innovative components that would shape beneficiaries’ careers.

QUESTIONNAIRE FOR BENEFICIARIES

Date of interview: __/__/20__

Start Time: _____ End Time: _____

Name of the Beneficiary: _____

Gender: ☐ Male ☐ Female

SECTION 1: BENEFICIARY'S PROFILE	
1.1	Location of the beneficiaries <input type="checkbox"/> 1. Rohtak <input type="checkbox"/> 2. Manesar <input type="checkbox"/> 3. Gujarat <input type="checkbox"/> 4. Others_____
1.2	Village
1.3	Panchayat
1.4	Tehsil
1.5	District
1.6	State
1.7	Contact No.
1.8	Year of Scholarship: <input type="checkbox"/> 1. 2014 - 15 <input type="checkbox"/> 2. 2015-16
1.9	Name of the Course and Name of the institute - _____ <input type="checkbox"/> 1. ITI <input type="checkbox"/> 2. Polytechnic <input type="checkbox"/> 3. Engineering
1.10	Name of the Branch/trade _____
1.11	Status of student <input type="checkbox"/> 1. Pass out and placed <input type="checkbox"/> 2. Pass out and not placed <input type="checkbox"/> 3. Studying <input type="checkbox"/> 4. Failed but studying <input type="checkbox"/> 5. Drop out
1.12	If yes for option 3 and 4, what is the year of academic session? <input type="checkbox"/> 1. First <input type="checkbox"/> 2. Second <input type="checkbox"/> 3. Third <input type="checkbox"/> 4. Fourth
1.13	What is your religion? <input type="checkbox"/> 1 - Hindu <input type="checkbox"/> 2 - Islam <input type="checkbox"/> 3 - Christian <input type="checkbox"/> 4 - Sikh <input type="checkbox"/> 5 - Buddhist <input type="checkbox"/> 6 - Jain <input type="checkbox"/> 7-Other
1.14	What is your caste? <input type="checkbox"/> 1 - SC <input type="checkbox"/> 2 - ST <input type="checkbox"/> 3 - OBC <input type="checkbox"/> 4 - General <input type="checkbox"/> 5 - Other <input type="checkbox"/> 6 - Don't Know
1.15	Type Of House <input type="checkbox"/> 1 - RCC <input type="checkbox"/> 2 - Pucca <input type="checkbox"/> 3- Semi <input type="checkbox"/> 4- Pucca <input type="checkbox"/> 5- Kuchcha <input type="checkbox"/> 6 - Hut <input type="checkbox"/> 7 - Tent
1.16	House Electrified? <input type="checkbox"/> 1 -Yes <input type="checkbox"/> 2- No
1.17	What Type Of Toilet Facility Do You Have? <input type="checkbox"/> 1- Flush Toilet (Own) <input type="checkbox"/> 2 - Pit Toilet(Own) <input type="checkbox"/> 3 - Flush Toilet (Community) <input type="checkbox"/> 4 - Pit Toilet (Community) <input type="checkbox"/> 5 - Other, None/Open Defecation
1.18	How much land holding you have? (Note - 1 Hectare = 2.47 Acres) <input type="checkbox"/> 1- Below 1 Hectare (Marginal Farmer) <input type="checkbox"/> 2- Between 1- 2 Hectares (Small Farmer) <input type="checkbox"/> 3 - Between 2-5 Hectares (medium Farmer) <input type="checkbox"/> 4 - Above 5 Hectares (Large Farmer) <input type="checkbox"/> 5 - None

1.19	Status of livestock you have <input type="checkbox"/> 1-Cow _____ <input type="checkbox"/> 2- Buffalo _____ <input type="checkbox"/> 3- Ox_____ <input type="checkbox"/> 4 - Goat/Sheep_____ <input type="checkbox"/> 5 -Other_____							
1.20	What type of PDS/Ration card does your household possess? <input type="checkbox"/> 1-APL Card <input type="checkbox"/> 2- BPL Card <input type="checkbox"/> 3- Antyodaya/BBPL Card <input type="checkbox"/> 4- None							
1.21	Please give details of loans availed since April 2014 and loans outstanding (among loans availed anytime in the past)							
	Source of credit	Month & year of loan	Amount borrowed	Interest rate % per year	Assets mortgaged	Purpose of loan	Principal & interest paid so far	Current balance on loan
	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
a.								
b.								
c.								
d.	Total			Total				
Col (3) Source of Credit: 1 - Bank, 2 - Cooperative Society, 3 - SHG, 4 - NGO, 5 -Trader/Employer, 6 -Relative/Friends, 7 -Money lender, 8 - Consumption loan from Govt. - Other. Col (7) Asset mortgaged: 1 - None, 2 - Own land/house doc, 3 - Other's land/house doc, 4 - Own jewels, 5 - Other's jewels, 6 - Own durable goods, 7 - Other's durable goods, 8 - Personal security, 9 - Against deposit, 10 - Other Col (8) Purpose of loan: Reason(s) for taking loan. 1 - Farming activity, 2 - Land/farm improvement, 3 - Irrigation facilities (dug well/bore well, farm pond, etc), 4 - Petty trade/business; 5 - Medical expenses, 6 - Education, 7- Dowry/Marriage/Post marriage expenses, 8-Other Family function/ceremonies, 9- House construction/purchase/repair, 10- Purchase of land, K Purchase of Jewelry/durable goods, 11- To buy animals, 12- Settle/pay for another loan/loan interest, 13- Family consumption (food/non-food items), 14 - Delivery related expenses, 15 - Death related expenses, 16 - Other.								
1.22	Family Size: _____							
1.23	Education status of family	Parents				(c) Sibling (highest education only, except respondent)		
		(a) Mother		(b) Father				
Education: 1- Primary (1st - 5th Std), 2 - Upper primary (6th – 8th Std), 3 - Senior Secondary (9th – 10th Std), 4 – Higher Secondary (11th – 12th), 5 – Graduate, 6 - Post graduate & Above, 5-Others (diploma, ITI, etc.)6--Illiterate.7-None								
1.24	Income Status of Family	Primary occupation	Annual Income from Primary Occupation	Secondary Occupation	Annual Income from Secondary occupation	Tertiary Occupation	Annual Income from tertiary occupation	
	Occupation: 1-Waged/seasonal Labor;2-Farmer; 3 - Dairy/Animal Husbandry 4-Industrial worker; 5-Business; 6-Government employee; 7-Private employee; 8-student, 9- Others							

SECTION 2: PRE - SCHOLARSHIP AND SCHOLARSHIP DETAILS								
2.1	Education details in Class X and XII							
	2.1 (a) Class X				2.1 (b) Class XII			
	Type of school	Name of board	Division obtained	Availed pre-matric scholarship	Type of school	Name of board	Division obtained	Availed post-matric scholarship (Till class XII)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Col (1) & (5) Type of school: 1 – Private 2- Government 3 – Others Col (2) & (6) Type of school: 1 – HBSE 2- CBSE 3 – ICSE 4 – NOS 5- Other Col (3) & (7) Division obtained: 1– First Division (60% and above) 2 - Second Division (50 % - 59%) 3 – Third Division (40% - 49%) 4 – Fail(Below 40%) Col (4) & (8) Pre and post Matric scholarship: 1 – Yes 2 – No							
2.2	Are you aware of the sponsoring agency? (Get the response and then mark the answer)							
	<input type="checkbox"/> 1 – Yes <input type="checkbox"/> 2 – No							
2.3	Where did you first hear about the scholarship scheme? <input type="checkbox"/> 1-From current institution where student is studying. <input type="checkbox"/> 2- Website of MSIL <input type="checkbox"/> 3-Advertisement / Publications at local level <input type="checkbox"/> 4-Gram Panchayat/Gram Sabha <input type="checkbox"/> 5-Other, (please specify)_____							
2.4	What is the process of application for the MSIL scholarship? (Probe the student, from where they collected/obtained the application form, where they submitted the form etc.)							
2.5	What is the process of selection for the MSIL scholarship? <input type="checkbox"/> 1 - Entrance examination <input type="checkbox"/> 2 – Interview <input type="checkbox"/> 3 - Both entrance and examination and Interview <input type="checkbox"/> 4 – Direct selection on merit basis (above 60 %)							
2.6	Are you availing any other scholarship? (if by chance, in case of SC/ST /OBC or GOI scholarship entitled student) <input type="checkbox"/> 1 – Yes <input type="checkbox"/> 2 – No							
2.7	If yes, which scholarship and its amount? _____							
2.8	How many round you have availed the scholarship by MSIL? <input type="checkbox"/> 1- Only one <input type="checkbox"/> 2- Two <input type="checkbox"/> 3- More than two							
2.9	If more than one year, how long it took to avail renewed scholarship after completion of previous academic session? <input type="checkbox"/> 1- Less than a month <input type="checkbox"/> 2- Between 1-3 months <input type="checkbox"/> 3 - Between 3- 6 months <input type="checkbox"/> 4 - More than 6 months							
2.10	What is amount of scholarship you receive annually? 2014 – 15: Rs._____ 2015-16: Rs._____ 2016-17: Rs._____							
2.11	Can you brief about rough annual expenditure of your scholarship from below components							Amount (in Rs)
a.	Tuition Fees of the course							
b.	Transport							
c.	Text books							
d.	Education Material							
e.	Clothes, shoes etc.							
f.	Newspaper and Education Magazines							
g.	Others							

SECTION 3- IMPACT OF SCHEME DURING LEARNING AND POST COMPLETION OF THE LEARNING	
3.1	How did you get into your education institute? <input type="checkbox"/> 1-Entrance exam <input type="checkbox"/> 2-Direct admission <input type="checkbox"/> 3-other (Please specify)_____
3.2	Why you selected this institute only for study? <input type="checkbox"/> 1-Due to placement history <input type="checkbox"/> 2-Due to friends/neighbor influence <input type="checkbox"/> 3-Close to home <input type="checkbox"/> 4-Any other reason. Please specify_____
3.3	Why you opted for ITI/Polytechnic/Engineering courses? Why not other courses?
3.4	If at any time, does the scholarship scheme by MSIL attract you to opt for Industrial training courses? (Probe from students of 2015-16 batch) <input type="checkbox"/> 1- Upto a great extent <input type="checkbox"/> 2- Moderately <input type="checkbox"/> 3- Some Extent <input type="checkbox"/> 4- Not at all <input type="checkbox"/> 5- Don't Know/Can't Say
3.5	To what extent the scholarship encouraged the female candidate to apply for industrial training courses? (Probe this question exclusively for female beneficiaries student) <input type="checkbox"/> 1-Upto a great extent <input type="checkbox"/> 2-Moderately <input type="checkbox"/> 3-Some Extent <input type="checkbox"/> 4-Not at all <input type="checkbox"/> 5-Don't Know/Can't Say
3.6	If yes for option 1, 2 and 3 of 3.5, please highlight the challenge female candidates faced before and benefit after the scholarship.
3.7	What mode of transportation you use for commuting to your institute? <input type="checkbox"/> 1- Own vehicle <input type="checkbox"/> 2-Public transport <input type="checkbox"/> 3 -Vehicle provided by the institute <input type="checkbox"/> 4 - Walking
3.8	Do you find any difficulty in reaching your institute? (Probe the students about the distance from resident to institute, daily expenses incurred on travel)
3.9	Please brief the schedule of training/classes Number of days per week - _____ Number of hours per day: (Theory_____), Number of hours per day: (Practical/workshop_____)
3.10	What is/was teaching methods followed in your institute? <input type="checkbox"/> 1- Explained study material adequately <input type="checkbox"/> 2- Explained only some portions of the material supplied <input type="checkbox"/> 3- Did not explain the material <input type="checkbox"/> 4- Other methods (Specify)
3.11	What is/was the regularity of classes for both theory and practical's (Probe the no. of classes per week or no. of classes per month) <input type="checkbox"/> 1-Always Regular <input type="checkbox"/> 2- Fairly Regular <input type="checkbox"/> 3- Mostly Irregular <input type="checkbox"/> 4- Always Irregular

For student who failed but continuing study/ dropout (Question no – 3.12 to 3.14)					
3.12	Reason for low score/failing/dropout (probe whether student find difficulty in understanding the subject/ joined ITI just for scholarship - low interest of subject/poor quality teaching/ irregular classes/Low interest in the trade) etc.				
3.13	Were there any remedial classes for low scorer students during the training? <input type="checkbox"/> 1 – Yes <input type="checkbox"/> 2 – No				
3.14	Can you suggest what measure should be adopted to reduce dropouts/failing of candidates?				
Please deal Question no – (3.15 to 3.22) – SENSITIVELY (*) in order to avoid any expectation of employability from MARUTI SUZUKI's end					
3.15*	Does/Did your Institute provide placement support to you? <input type="checkbox"/> 1 – Yes <input type="checkbox"/> 2 – No				
3.16*	If yes, whether Placement interviews training conducted? <input type="checkbox"/> 1- Trained with mock interviews <input type="checkbox"/> 2- Some training <input type="checkbox"/> 3- No training <input type="checkbox"/> 4- Other(Specify)				
3.17*	Were you selected through campus placement? (for pass out candidates only). If yes, go to 3.18 else skip to 3.19 <input type="checkbox"/> 1- Yes <input type="checkbox"/> 2 – No				
3.18*	What was your level of satisfaction with the salary offered? <input type="checkbox"/> 1-Below the expectation <input type="checkbox"/> 2-Below the market standard <input type="checkbox"/> 3- Satisfactory <input type="checkbox"/> 4-As per the expectation				
3.19*	If No, how did you manage to get job off campus?				
3.20*	After completion of course, how much are you confident to secure a livelihood for yourself? <input type="checkbox"/> 1-Surely secure a job <input type="checkbox"/> 2-High Chance <input type="checkbox"/> 3-May or May not be <input type="checkbox"/> 4-Won't get <input type="checkbox"/> 5-Not sure/Don't know				
3.21*	What is your salary expectation after completion of course? <input type="checkbox"/> 1-Rs (2000 – 5000)/Month <input type="checkbox"/> 2- Rs (5000 – 10,000)/Month <input type="checkbox"/> 3- Rs (10,000- 15,000)/Month <input type="checkbox"/> 4- Above Rs.15,000				
3.22*	Where do you find yourself 5 years down the line? <input type="checkbox"/> 1- Getting a job in a company <input type="checkbox"/> 2- Start own venture/garage <input type="checkbox"/> 3- Pursuing higher education <input type="checkbox"/> 4- Don't know <input type="checkbox"/> 5- Others (please specify_ _ _ _ _)				
3.23	To what extent has your course developed your: (Please tick mark)	Not at all	Moderately	Some extent	Up to a great extent
a.	Confidence to learn independently				
b.	Written communication skills				
c.	Spoken communication skills				
d.	Knowledge of the field(s) you are studying				
e.	Knowledge of the field(s) you are studying				
f.	Personality Development				
3.24	Overall how would you rate the quality of your entire educational experience this year? <input type="checkbox"/> 1-Excellent <input type="checkbox"/> 2- Good <input type="checkbox"/> 3-Average <input type="checkbox"/> 4-Below Average <input type="checkbox"/> 5 – Poor				
3.25	If you were not selected for this scholarship scheme from MSIL, how would you have managed the expenditure and how it could have affected you in continuing your study??				

SECTION 4 – BENEFICIARIES PERCEPTION TOWARDS THE SCHOLARSHIP SCHEME AND SCOPE OF IMPROVEMENT

4.1	How would you like to grade your satisfaction with scholarship application procedure? <input type="checkbox"/> 1-Highly Dissatisfied <input type="checkbox"/> 2-Dissatisfied <input type="checkbox"/> 3-Neutral <input type="checkbox"/> 4-Satisfied <input type="checkbox"/> 5-Highly Satisfied				
4.2	If "option 1 and 2", please brief reason for highly dissatisfaction/Dissatisfaction? (Probe the applicant about the difficulty they faced during application process)				
4.3	If "option 1 and 2", please suggest how the application procedure can be improved?				
4.4	If "option 4 and 5", please brief reason for satisfied and highly satisfied?				
4.5	How would you like to grade your satisfaction with marks above 60% as one of the eligibility criteria fixed for application procedure? <input type="checkbox"/> 1- Highly Dissatisfied <input type="checkbox"/> 2- Dissatisfied <input type="checkbox"/> 3- Neutral <input type="checkbox"/> 4- Satisfied <input type="checkbox"/> 5- Highly Satisfied				
4.6	If "option 1 and 2", please suggest what you think, should be marks (in %) as eligibility criteria for Application? _____				
4.7	Why you think the marks (in %) which you suggested, should be the eligibility criteria for application?				
4.8	How would you like to grade your satisfaction with income ceiling of below Rs. 3.00 lakh per annum as one of the eligibility criteria fixed for application procedure? <input type="checkbox"/> 1- Highly Dissatisfied <input type="checkbox"/> 2- Dissatisfied <input type="checkbox"/> 3- Neutral <input type="checkbox"/> 4- Satisfied <input type="checkbox"/> 5- Highly Satisfied				
4.9	If "option 1 and 2", please suggest what you think should be income ceiling for application procedure				
4.10	Why you think the income ceiling, which you suggested, should be the eligibility criteria for application?				
4.11	To what extent are you able to meet the expenditure under the following head?(tick mark)	Not at all	Moderately	Some extent	Up to a great extent
a.	Tuition Fees of the course				
b.	Transport				
c.	Text books				
d.	Education Material				
e.	Clothes, shoes etc.				
f.	Newspaper and Education Magazines				
g.	Others (Specify_____)				

4.12	<p>To what extent the scholarship scheme by MSIL match the expectation of the beneficiaries in terms of overall financial help?</p> <p> <input type="checkbox"/> 1-Exceeded Expectations <input type="checkbox"/> 2-Matched Expectations <input type="checkbox"/> 3-Less than Expectations <input type="checkbox"/> 4- Don't Know/Can't Say </p>
4.13	<p>If option 3, Please suggest how the expectation can be matched?</p>
4.14	<p>How well did the scholarship scheme support the learning outcomes of your ITI/Polytechnic/Engineering programme?</p> <p> <input type="checkbox"/> 1-Upto a great extent <input type="checkbox"/> 2-Moderately <input type="checkbox"/> 3-Some Extent <input type="checkbox"/> 4-Not Helpful <input type="checkbox"/> 5-Don't Know/Can't Say </p>
4.15	<p>Do you find any disadvantages with the scholarship?</p> <p> <input type="checkbox"/> 1 – Yes <input type="checkbox"/> 2 – No </p>
4.16	<p>If yes, please highlight</p>
4.17	<p>Does the representative from SEEDS visited/ approached you for any feedback /any issues related to scholarships? How often</p> <p> <input type="checkbox"/> 1 – Weekly <input type="checkbox"/> 2 – Fortnightly <input type="checkbox"/> 3 – Monthly <input type="checkbox"/> 4 – Quarterly <input type="checkbox"/> 5– Half yearly <input type="checkbox"/> 6 – Annually <input type="checkbox"/> 7 – Visit as per request <input type="checkbox"/> 8 – required but never visited after the selection <input type="checkbox"/> 9 – Visit not required </p>
4.18	<p>If yes for option 1-7, Please share the reasons for visit</p>
4.19	<p>Have you contacted/tried to contact representative from SEEDS over telephone in case of any issues related to scholarship?</p> <p> <input type="checkbox"/> 1 – Yes <input type="checkbox"/> 2 – No </p>
4.20	<p>If yes, whether the contact person was available/ approachable in case of need?</p>
4.21	<p>Did Sponsoring Agency (MSIL) ever approached you for any feedback /any issues related to scholarships If Yes, how often? When was the last visit? Reason of visit? Please brief.</p>
4.22	<p>Are you satisfied with involvement of SEEDS representative for assistance in availing/ renewal of scholarship?</p> <p> <input type="checkbox"/> 1 – Yes <input type="checkbox"/> 2 – No </p>
4.26	<p>Would you encourage other students to take up scholarship?</p> <p> <input type="checkbox"/> 1 – Yes <input type="checkbox"/> 2 – No </p>
4.27	<p>If yes, Why you would like to recommend?</p>

4.28	If No, Why wouldn't you like to recommend?
4.29	<p>Overall how would you rate the quality of scholarship by MSIL provided to you?</p> <p> <input type="checkbox"/> 1-Excellent <input type="checkbox"/> 2- Good <input type="checkbox"/> 3-Average <input type="checkbox"/> 4-Below Average <input type="checkbox"/> 5 – Poor </p>
4.30	Any other suggestion for improvement of the scholarship scheme

• **Thanks for your valuable time** •

Special remark by TISS research team, if any:

[illegible]

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