

**THIRD-PARTY EVALUATION REPORT
OF
NAYA SAVERA: FREE COACHING AND ALLIED
SCHEME FOR THE CANDIDATES/STUDENTS
BELONGING TO MINORITY COMMUNITIES**



**MINISTRY OF MINORITY AFFAIRS
GOVERNMENT OF INDIA**



**Submitted by
Indian Institute of Public Administration
New Delhi-110002.
October 20, 2020**

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We hope that the study report would meet all the requirements envisaged in the approved inception report of the evaluation study, giving a more effective direction to the scheme guidelines.

Prof. C Sheela Reddy and Dr. Saket Bihari

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IIPA, New Delhi

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1. EXECUTIVE SUMMARY

1. The Scheme of Naya Savera: Free Coaching and Allied Scheme for the Candidates/Students belonging to Minority Communities is implemented by the Ministry of Minority Affairs through the various institutions like universities, colleges, autonomous bodies, professional coaching centres, trusts, companies, and partnership firms, etc. The scheme aims to empower the students belonging to minority communities and prepare them for competitive examinations so that their participation in government and private jobs improves. The scheme provides financial support for free coaching to notified minority students in selected coaching institutions. Thus, the scheme aims at empowering the students belonging to minority communities. The categorical objectives of the scheme are to assist students belonging to the notified minority communities by way of providing special coaching for qualifying examinations for admissions in technical/ professional courses such as engineering, medical, law, management, information technology, etc. and language/aptitude examinations for seeking admission to foreign universities and competitive examinations for recruitment to Group 'A', 'B' and 'C' services and other equivalent posts under the Central and State governments including public sector undertakings, banks, insurance companies as well as autonomous bodies.

2. The type of organizations eligible for receiving financial assistance under this scheme are: (a) All institutes in the government sector, including universities and autonomous bodies, engaged in professional coaching for competitive examinations, (b) universities/colleges in the Private Sector engaged in professional coaching activities, including deemed universities, and (c) trusts, companies, partnership firms, or societies registered under Societies Registration Act, 1860 and engaged in professional coaching. The scheme is implemented across 29 States and UTs.

3. The scheme is applicable for minority community students preparing for Government/ Private sector jobs or admission to a foreign university. The major components under the scheme are (i) Residential Coaching for minority community students preparing for composite preparation of civil service examinations; (ii) Coaching program for minority community students preparing for Group A, Group B, Group C service examinations; (iii) Coaching program for minority community students preparing for technical/professional entrance examinations; (iv) Coaching program for minority community students preparing for Foreign University entrance

examinations; and (v) Two years focused coaching for science students of class XI & XII; and (6) One year focused coaching for students passed 12th class with science subjects.

4. The scheme of Naya Savera: Free Coaching and Allied Scheme for the Candidates/Students belonging to Minority Community is currently functional and assists the minority community students in the States and UTs, at the empanelled coaching centres. As per the information furnished by the Ministry to the study team, the coverage of the scheme has been recognized in 29 States/ UTs namely: 1) Andhra Pradesh, 2) Assam, 3) Chandigarh, 4) Chhattisgarh, 5) Delhi, 6) Haryana, 7) Himachal Pradesh, 8) Gujarat, 9) Goa, 10) Jammu & Kashmir, 11) Jharkhand, 12) Karnataka, 13) Kerala, 14) Madhya Pradesh, 15) Maharashtra, 16) Meghalaya, 17) Manipur, 18) Mizoram, 19) Nagaland, 20) Odisha, 21) Punjab, 22) Rajasthan, 23) Telangana, 24) Tamil Nadu, 25) Tripura, 26) Uttar Pradesh, 27) Uttarakhand, 28) West Bengal, 29) Bihar.

5. The scheme provides financial support for free coaching to notified minority students in selected coaching institutions. Under the scheme, several coaching centres are empanelled throughout the country. Interested candidates are required to enroll at the empanelled coaching centres to avail the opportunities. The eligibility criterion includes: only candidates belonging to the notified Minority Communities having total family income from all sources not exceeding Rs.6.00 lakhs per annum are eligible under the Scheme. Benefits of coaching under the scheme can be availed by a particular student only once (except residential coaching programme for the preparation of Civil Service exams) irrespective of the number of chances he/she may be entitled to in a particular Competitive Examination. The coaching institutions take an affidavit from the student that he/she has not taken any benefit under the scheme. In respect of residential coaching for the preparation of Civil Services exams, the benefit of the scheme can be availed by a particular student maximum of two times. However, only 50% of coaching fees prescribed for the course are granted to the organizations/institutions in respect of repeater students.

6. Students/ Candidates covered under the scheme shall have to attend all classes. In the event of any student remaining absent for more than 15 days, without any valid reason or leaving the coaching midway, the entire expenditure incurred on the candidate is recovered from the institute/student/candidate concerned. 30% of sanctioned seats in the coaching institutions are earmarked for girl candidates. In case, a sufficient number of female candidates/students are not available the remaining slots are filled-in by male candidates with prior permission/intimation to the Ministry.

7. The eligibility criteria for the empanelment of coaching centres under the scheme are: the institute should be a registered body. The registration for at least three years is required in respect of the organizations that desired to apply for empanelment as on date of notification inviting applications from States/ UT's /Coaching institutions. The Institute/Centre should have been fully functional for a minimum period of 3 years at the time of applying under this scheme and having a minimum enrolment of 100 students in the courses for the last three years. The institutes should have the required number of qualified faculty members either on their payroll on a part-time basis. The institutes should have the necessary infrastructure to run the coaching classes in the courses applied for.

8. Coaching institutes should have a minimum success rate of 15% in the coaching courses applied for. Their past performances vis-a-vis intake and success rate are taken into consideration for the selection. The institutes are monitored by the Ministry of Minority Affairs (MoMA) and the State Government/UT administration or as decided by the MoMA. The institutes submit information on the success rate of the candidates coached by them to the Ministry. The institutes are inspected by the officers of the Central Government/ State Government/UT Administration or any authorized independent agencies/officers. The institute has to maintain its website and furnish the website address to the Ministry. The year-wise and centre-wise photographs of the coaching program are uploaded by the institutes on their website for ready reference. The scheme provides support of up to 1 lakh for a residential coaching program for composite preparation of Civil Service Exams.

9. The Ministry gives a maximum fee of 50,000/- for group 'A' services examination preparation per student, 30,000/- for group 'B' services examination preparation per student, and 25,000/- for group 'C' services examination preparation per student. The minimum duration of the coaching program for the preparation of these exams is 6 months, 4 months, 3 months, respectively.

10. Under coaching for technical/professional entrance, the scheme provides assistance up to Rs 50,000/- per student. The minimum duration of the coaching program for the course is 6 months. An amount of Rs. 2500/- per month is paid to all the students who take coaching under the scheme subject to fulfillment as laid down terms and conditions. Stipend for last month may be released to the students after submission of the result by the student to the organizations/ coaching institutions.

11. The scheme is aligned with SDG sub-goal number 4.2 which states that equal access for all women and men is to be ensured by 2030. Also, sub-goal no. 4.5 includes efforts to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations. By providing financial assistance through the coaching centres, the scheme aims to bring equity in education and employment opportunities to the socially backward communities. SDG goal no. 8 is about decent work & economic growth by promoting inclusive and sustainable economic growth, full and productive employment for all. The scheme is in line with sub-goal no. 8.6 that targets substantially reducing the proportion of youth not in employment, education, or training. By providing coaching facilities for the highest scale jobs, the coaching ensures the employability of the beneficiaries in the present prevailing system thus reducing unemployment. Sub Goal no. 10.2 further aims to empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, or economic or another status, by 2030. The scheme is an initiative in the same direction. The scheme upholds the crux of SDG-10 by providing opportunities to students of minorities with lower income. The scheme is pro-poor, pre-emptive, and graded initiative in the same direction.

12. The vision of the 12th five-year plan mentions that the development of the country should be inclusive and ensure broad improvements in the living standards of all classes and sections of the people. The scheme follows the broad idea of national development, by fostering equity in the availability of resources for preparing for the most prestigious examinations conducted by the government for recruitment. It also assists entrance to technical/professional courses, strengthening the idea of the "Skill India" mission. This triggers a chain reaction, generating employability among the youth belonging to minority communities. Significantly, the values of nation-building through inclusive growth and equitable access to opportunity was also envisaged in the Mandal Commission Report or the SEBC (Socially and Educationally Backward Classes Commission), constituted in 1979.

13. The analysis of budgetary allocation and expenditure pattern of the scheme in the last five years ranging from 2015-16 to 2019-20 shows that with regard to budget estimates, the revised estimate is the same across the years. In the year 2017-18, the actual expenditure has grown. However, the number of beneficiaries covered remains low, as compared to the year 2015-16.

From the year 2017-18 to 2019, the actual expenditure and the number of beneficiaries covered are scaling down. The financial information also informs the difference between revised expenditure and actual expenditure. It looks substantially high in the year 2019-20. Overall, the required coverage looks dismal so far as the number of beneficiaries and actual expenditure are concerned. The scheme is based on student beneficiaries' inflow to the coaching centres, the beneficiaries in sufficient number have not turned up to the coaching centres. This seems one of the instrumental reasons behind the underperformance of the scheme with regard to budgetary allocation and expenditure pattern. However, the demographic profile of our country informs that there is perceptible growth in the population share of minorities, particularly Muslims and Christians. The analysis of the number of beneficiaries covered during the last five years ranging from 2015-16 to 2019-20 and the actual expenditure pattern shows that the budgeted expenditure (BE) for the scheme Naya Savera remained constant at 45 Crores for 2015-16 & 2016-17. It increased marginally to 48 Crores for the FY 2017-18 and a recession in 2017-18. However, the maximum numbers of beneficiaries have been covered in the year 2015-16, as compared to later years. The actual expenditure (AE) of the scheme reduced from 44.87 Crores in FY 2015-16 to 40 Crores in the FY 2016-17. The AE again jumped to 45.59 Crores for the FY 2017-18, before coming down marginally in FY 2018-19. For the year 2019-20, AE falls substantially to 13.97 Crores.

14. The approach for the study took cognizance of the objectives, processes, and outcomes of the scheme. When it comes to the objectives of the scheme, i.e. to assist students belonging to the notified minority communities by way of special coaching to qualify examinations for admission in technical and professional courses, the identified courses are engineering, medical, law management, information technology, etc. and language/aptitude examinations for seeking admission to foreign universities. It also provides coaching for competitive examination for recruitment to Group 'A', 'B' and 'C' services and other equivalent posts under the central and state governments including public sector undertaking, banks, insurance companies as well as autonomous bodies. Parameters were designed to quantitatively and qualitatively assess the objectives of the scheme. The objective-based approach measured if the initially set goals of the scheme were duly met. Apart from the evaluation of the objectives of the scheme, its process, and its outcomes were also studied.

15. The evaluation strategy made use of both primary and secondary data for the assessment of the scheme's goals, processes, and outcomes. Secondary information in the form of Scheme Budget (particularly in terms of revised and disbursed amounts) has been obtained from the Ministry of Minority Affairs. The sample under study was selected based on the total number of beneficiaries covered. The total number of beneficiaries was statistically put to 95% of confidence level and 5% margin of error. Based on this, a total of 383 beneficiaries were worked out to be the sample size for the study. The measure of central tendency has been used to find the quantitative value of indicators. We have also assessed the scheme to know the extent to which it has increased the employability of beneficiaries. Most significantly, to arrive at the unbiased and actual impact of the scheme on the beneficiaries, Randomised Control Trial (RCT) has also been applied by taking up the same number of non-beneficiaries with the identical socio-economic background as the controlled group.

16. The methodology under the study was designed in such a way that it takes the sample size representative of the population (universe). The NSSO classified six zones were considered while selecting the states. One state from each of the six zones has been selected based on the maximum number of beneficiary students covered under Scheme. From the same states, non-beneficiaries were purposively selected as the controlled group. The selected states for the study were: Uttar Pradesh from central, Manipur from northeast, West Bengal from east, Delhi from the north, Maharashtra from the west, and Andhra Pradesh from south zones.

17. The objectives of the study were: (i) to examine the mechanism through which potential beneficiaries are identified under the scheme; (ii) to assess whether the present income ceiling of the beneficiary household as one of the eligibility criteria is appropriate for consideration under the scheme; (iii) to study the success rate of assisted students belonging to notified minority communities by way of special coaching for qualifying examinations for admission in technical/professional courses; (iv) to study the success rate of assisted students belonging to notified minority communities by way of special coaching for qualifying competitive examinations for recruitment to Group-A, Group-B, Group-C, and other equivalent posts under public sector; (v) to assess the effectiveness of remedial coaching for technical and professional courses at the undergraduate level to improve academic knowledge and accomplishment of the course at par with the rest of the class; (vi) to identify the induction rate of beneficiary women in the coaching institutions; (vii) to ascertain the representation of Divyangjan by minority

communities in coaching institutions; (viii) to investigate the extent to which the conducive ecosystem is provided to beneficiary women viz. social security, separate toilet facility, hostel facility, and individual career guidance facility; (ix) to examine the infrastructure available at the coaching centres; (x) to evaluate the competency level of faculty involved in imparting coaching; (xi) to see the effectiveness of libraries with required books etc.; (xii) to list down the reasons that hinder the outreach of the scheme leading to insufficient number in coaching institutes; (xiii) to identify if there is an overlap of the scheme with other existing schemes; and (xiv) to recommend measures to improve both the effectiveness and outreach of the scheme.

18. Performance of the scheme based on Output/Outcome indicators were considered as: (i) Mechanisms used to identify the potential beneficiaries; (ii) Present income ceiling of the beneficiary households; (iii) The success rate of assisted students for technical and professional courses; (iv) The success rate of assisted students for qualifying Group-A, Group-B, Group-C, and other equivalent examinations; (v) Effectiveness of coaching centres for technical and professional courses at the undergraduate level; (vi) Induction rate of women beneficiary in the coaching centres; (vii) Representation of Divyangjan in coaching centres; (viii) Social security, separate toilet facility, hostel facility, and individual career guidance facility provided to beneficiary women; (ix) Infrastructure facilities at the coaching centres; (x) Footfalls in the library; and (xi) Any overlap with the other schemes.

19. The mechanism used by coaching centres to identify potential beneficiaries under the scheme was through Media, Pamphlets, Persuasions, and Notice boards. It was found that the maximum number of coaching institutions have been contacted in the state of Uttar Pradesh (48.4%). Out of the total beneficiaries contacted across the states, media platforms were used by the maximum percentage of coaching centres, as compared to pamphlets, persuasions, and notice boards. It was found more in the state of Uttar Pradesh (43.8%), followed by 12.5% each in Andhra Pradesh, Maharashtra, Manipur, and West Bengal. The identification of beneficiaries through media was done in Delhi (6.3%) Pamphlets were used as an instrumental mechanism to identify beneficiaries in the State of Uttar Pradesh (66.7%), followed by 11.1% each in Andhra Pradesh, Maharashtra, and West Bengal. The identification of beneficiaries was also done by persuasions. This has been reported being done in Maharashtra, Manipur, and Uttar Pradesh. Overall, the maximum share is occupied by media in the beneficiary identification followed by pamphlets, persuasions, and notice boards. However, the scheme guidelines mention that as soon

as a sanction is issued, the institute is required to place an advertisement in the local newspaper preferably in the local language, cable TV Channels, etc. inviting applications from eligible students/candidates from the minority communities. The institution would also make special efforts by female staff to mobilize minority girl students. The name of students selected for coaching along with details like address, community, gender, and annual income should be submitted directly to the Ministry within 45 days in the prescribed format.

20. The scheme under the eligibility criteria for candidates/students stipulates that only candidates belonging to the notified Minority Communities, having total family income from all sources not exceeding Rs. 6 lakh per annum, are eligible. The organization/implementing agency needs to obtain an income certificate from the concerned students/candidates issued by the competent authorities in the respective States/UTs. To find the actual income of the beneficiary households, the monthly income levels of the households were asked and responses, received. Though most of the beneficiary students have been found favoring the income ceiling of Rs. 6 lakh, the study team found that the income ceiling may be revised keeping in view the Market Price Index (MPI).

21. One of the objectives of the scheme is to assist students belonging to the notified minority communities by way of providing special coaching for admission in technical and professional courses such as engineering, medical, law, management, information technology, etc. It further prescribes that the minimum success rate under the coaching programme for the component has to be 30%. Out of the total qualifying students for Engg./Medical entrance examination, at least 5% of the total students may get qualified for admission in government colleges or government seats in reputed private colleges/institutions. In case the success rate is less than the prescribed, the amount of grant-in aid to be released as the final installment of the 12th class will be reduced on a pro-rata basis and no further allocations would be made to the organization.

22. In the backdrop, the effectiveness of the coaching for technical and professional courses at the undergraduate level was assessed. The highest success rate was found in the coaching centres of Andhra Pradesh (37%), followed by Manipur (33.3%), Maharashtra (23.20%), and Uttar Pradesh (5.92%). The success rate for the above courses has been found zero in the case of coaching centres of Delhi and West Bengal. Overall, a 9.09% success rate has been achieved across the states. In the range of 37, the mean value calculated for the success rate is 16.5 with a

standard error of 6.8 and a standard deviation of 16.7. The kurtosis is -2.5 which shows an asymmetrical success rate with skewness of 0.20 across the sampled states.

23. The scheme objectives prescribe to assist students belonging to the notified minority communities by way of providing special coaching to qualify competitive examinations for recruitment to Group 'A', 'B' and 'C' services and other equivalent posts under the central and state governments including public sector undertakings, banks, insurance companies as well as autonomous bodies. The overall success rate of 10% has been accounted for the courses. The success rate is the highest in Uttar Pradesh (10.9%) as compared to other states. The mean success rate is 3.8 with a standard error of 1.8. However, the standard deviation for the success rate is 4.5 in the success rate calculated. It is interesting to note that the faculty across the sampled states has responded that their students attain the success rate of 20% which have been found incorrect as per the information collected from the coaching centres other than Uttar Pradesh.

24. The eligibility criteria for applying for the empanelment of coaching institutions have also been laid down in the scheme guidelines. One of the eligibility criteria for receiving financial assistance under the scheme is -the school/college/institute should have a minimum success rate of 15% in coaching for admission to professional/technical courses. The information relating to the success rate was asked to the coaching centres. The coaching centres during the in-depth interviews informed that they fulfilled the success rate of 15%. The success rate is largely dependent on the role played by coaching centres in grasping the subject matter by the beneficiary students. The views received from the beneficiary students on the different indicators have been assessed through the rating scale (Likert Scale of 1 to 5 where the rating is in the ascending order). 2.5 is the average rating that the components should attain. The responses from the beneficiary students were asked on six indicators of the coaching centres to assess their effectiveness. Visit to the library scored an average of 3.0 which is slightly better on the rating scale. The overall effectiveness of the coaching has been rated as 4.1 which is on the higher side. The rating of faculty has scored 4.3 which is better than the other indicators studied. By joining coaching, the beneficiary students had an enriching experience has scores of 4.0. On the facilities of the coaching intuitions, the average has been 4.2. The refreshment facility rating has been calculated as 3.6 on the rating scale. By order, the maximum rating has been scored by faculty

(4.3), followed by facilities available at the coaching centres (4.2), the effectiveness of coaching (4.1), enriching experience (4.0), quality of refreshment (3.6), and library (3.0).

25. Visit to library has poorly scored in the coaching institutions of Uttar Pradesh (1.9). The better score on the same indicator was noticed in Andhra Pradesh (4.2), followed by Maharashtra (3.8), West Bengal (3.0), Manipur (2.7), and Delhi (2.1).

26. The effectiveness of the coaching institutions has been rated maximum in the state of Maharashtra (4.4) and West Bengal (4.4), followed by Manipur (4.1), Delhi (3.7), and Uttar Pradesh (3.7). The rating of faculty has scored more in the coaching institutions of Maharashtra (4.5) and Andhra Pradesh (4.5), followed by each 4.3 in Manipur and West Bengal and each 4.1 in Uttar Pradesh and Delhi. The enriching experience has scored the maximum in West Bengal (4.8), followed by Andhra Pradesh (4.4), Maharashtra (4.2), Manipur (3.7), Delhi (3.6), and Uttar Pradesh (3.1). The facilities available at the coaching centres have scored the highest in West Bengal (4.7), followed by Maharashtra (4.5), Andhra Pradesh (4.4), Manipur (4.2) Uttar Pradesh (3.9), and Delhi (3.6).

27. The quality of refreshment ranges from 4.2 to 3.0 across the sampled states. The highest score has been obtained by coaching institutions from the state of Manipur (4.2), followed by Maharashtra (4.1), Delhi (3.8), Uttar Pradesh (3.4), and Andhra Pradesh (3.0). Overall, the highest score on the effectiveness of the coaching was found in Maharashtra (4.2), followed by Andhra Pradesh (4.1), West Bengal (4.0), Manipur (3.9), Delhi (3.5), and Uttar Pradesh (3.3.).

28. The induction rate of women both as teachers and students have been found out in the data garnered. The maximum women representation as faculty was found in the state of Manipur (60%), followed by Andhra Pradesh (42%), Maharashtra (33%), Uttar Pradesh (19%), and West Bengal (19%). The representation of women was not found in Delhi. At the same time, the women beneficiary students have been found maximum in Manipur (73%), followed by Andhra Pradesh (60%), Maharashtra (48%), West Bengal (39%), and Delhi (21%). the coaching centres with the maximum percentage of women faculty seem to have attracted more women students. The scheme guidelines also vouch for institutions to make special efforts by inviting female staff to mobilize minority girl students.

29. To develop awareness in the higher education system and also to provide necessary guidance and counselling to differently-abled persons, it is expected that the Institutes facilitate admission of differently-abled persons in various courses; provide guidance and counselling to

differently-abled persons, create awareness about the needs of differently-abled persons, and other general issues concerning their learning. It is important to assist differently-abled persons to gain successful employment in the public as well as private sectors. The distribution of Divyangjan among the sampled beneficiaries was accounted for approximately 3% of the sample size undertaken in the evaluation study. Out of the total Divyangjan in the sample states 6.2% in Maharashtra, 3.8% in Uttar Pradesh, and 3% in West Bengal were found. However, no Divyangjan was reported in the states of Delhi, Andhra Pradesh, and Manipur.

30. For institutions to receive financial assistance under the scheme, one of the laid down criteria in the guidelines is that Institutes should have residential facilities with separate hostels for boys and girls equipped with security guards. Female security guards and staff should be posted in girls' hostels. Separate toilets for women have positively been expressed in Delhi, Manipur and West Bengal whereas, in Uttar Pradesh, Andhra Pradesh, and Maharashtra some of the women candidates have registered their voice against the availability of separate toilets.

31. The Facilities related to security guards have been assented by the highest percentage of women beneficiaries in West Bengal (80%), followed by beneficiaries from Maharashtra (53%), Delhi(40%), Manipur (35%), Uttar Pradesh (31%) and Andhra Pradesh (18.5%). All beneficiaries in the coaching centres of Delhi and Manipur have received separate career guidance whereas, on the same indicators coaching institutions from states like Uttar Pradesh, Andhra Pradesh, West Bengal, and Maharashtra are underperforming.

32. The separate hostel for beneficiary women has not been found in Andhra Pradesh, whereas merely 10% of women respondents have assented from the state of Uttar Pradesh on the same component. The same has been found relatively effective in the state of Maharashtra (52%), followed by Delhi (40%) and Manipur (35%). Overall, the maximum facilities for beneficiary women were found available in the state of West Bengal (86%), followed by Maharashtra (73%), Delhi (70%), Manipur (67.5%), Andhra Pradesh (47%), and Uttar Pradesh (46.3%).

33. The eligibility criteria for applying for the empanelment of coaching institutions mentions that the institute should have necessary infrastructure such as premises, library, requisite equipment, etc. to run the coaching classes in the courses applied for. For the study of infrastructure, digital contents, computer-aided learning, and teaching, 32 inch LED, CCTV camera including DVR, converter, online support system, real-life examples, and daily performance report were considered. The maximum digital contents were found in the coaching

institutions of Andhra Pradesh, followed by West Bengal (96%), Maharashtra (65%), Manipur (52%), Uttar Pradesh (19.3%), and Delhi (13%). The maximum computer-aided learning was recognized in Andhra Pradesh, followed by West Bengal (93%), Maharashtra (76%), Manipur (73%), Uttar Pradesh (24.8%), and Delhi (21%).

34. The maximum 32 inches LED was found in the coaching Institutions of Andhra Pradesh, followed by Maharashtra (55%), Manipur (26%), and Delhi (26%), and Uttar Pradesh (14.7%). The maximum CCTV camera including DVR were found in the coaching institutions of Andhra Pradesh, followed by West Bengal (96%), Maharashtra (80%), Manipur (31%), Uttar Pradesh (26%), and Delhi (19.5%).

35. The maximum Convertors were found in the coaching institutions of Andhra Pradesh, followed by Maharashtra (62%), West Bengal (58%), Manipur (26%), Uttar Pradesh (13.9%), and Delhi (13%). The maximum Online Support System was found in the coaching institutions of Andhra Pradesh, followed by West Bengal (96%), Maharashtra (65%), Manipur (52%), Delhi (21.7%), and Uttar Pradesh (14.7%). The maximum Real-Life example based classes were conducted in the coaching institutions of West Bengal, followed by Andhra Pradesh (84%), Maharashtra (62%), Delhi (15.2%), Uttar Pradesh (14.7%), and Manipur (10.5%). Most institutions with daily performance report evaluation systems were found in West Bengal (85%), followed by Maharashtra (52%), Delhi (13%), Manipur (52%), Andhra Pradesh (8.8%), and Uttar Pradesh (7.7%).

36. The library is the basic infrastructure that facilitates candidates to consult books for better understanding. Though libraries across sampled states were found smaller, some of the libraries attracted good footfalls. The number of footfalls informs about the usefulness of the library. A total of 31 responses were registered on the indicators. Four categories of footfalls were created. It consisted of (1) 1000 to 1500, (2) 1500-3000, (3) Less than 1000, and (4) more than 3000. The maximum numbers of footfalls in the library have been reported in the state of Andhra Pradesh and Maharashtra. Less number of footfalls in the library have been reported in Manipur (66%), followed by Uttar Pradesh (12.5%). In the range of 1500 to 3000, the maximum footfalls have been found out in Delhi followed by West Bengal (66%), Maharashtra (25%), and Uttar Pradesh (12.5%). In the less than 1000 footfalls, the maximum percentage is evident in Andhra Pradesh (75%), followed by Uttar Pradesh (68%), Maharashtra (50%), Manipur (33%), and West Bengal (33%). More than 3000 footfalls were found more in Andhra Pradesh (25%) and Maharashtra

(25%), followed by Uttar Pradesh (6.2%). Overall, less than 1000 footfalls have been reported from the coaching centres across the sampled states.

37. The maximum number of beneficiary students in the rural area have been found in the state of West Bengal (62), followed by Uttar Pradesh (59), 30 each in Andhra Pradesh and Maharashtra, Delhi (23), and Manipur (19). The highest number of respondents in urban areas were found in Uttar Pradesh (70), followed by Andhra Pradesh (59), Maharashtra (50), Delhi (23), and West Bengal (1). Around 52% of beneficiaries have been found in rural areas whereas, 48% in urban areas.

38. The 'Randomized Control Trial (RCT)' was applied to see the real impact of the intervention on the beneficiary students. In the evaluation study, the RCT has been applied for beneficiaries (treatment group) and non-beneficiaries (control group). The household monthly incomes of the beneficiaries and non-beneficiaries have been compared; number of non-beneficiaries' households are almost the same as the number of the beneficiary in all the states except for Uttar Pradesh in the low income group i.e less than Rs. 20,000. The number of non-beneficiary households having income more than Rs.20,000 and less than Rs. 40,000 are almost the same in Delhi, Maharashtra and Manipur but in West Bengal and Andhra Pradesh.

39. Three ranges of expenditure patterns were given to the beneficiaries and non-beneficiaries to receive their responses. The three alternatives were: (1) household expenditure level less than Rs. 20,000, (2) Household expenditure level between Rs. 20000 and Rs. 40000, and (3) Household expenditure above Rs. 40000. The number of beneficiary households is almost the same as the number of the non-beneficiary households except for the highest expenditure group where the number of beneficiary is larger than non-beneficiary in Maharashtra.

40. Number of non-beneficiary candidates who studied less than 4 hours are more than the numbers of beneficiary in every state except for West Bengal. Beneficiary candidates who studied 4 to 6 hours were more than that of non-beneficiary candidates who studied 4 to 6 hours in every state. Whereas beneficiary candidates who studied more than 6 hours were more in every state except for west Bengal where non-beneficiary studied more.

41. The success rate of beneficiaries and non-beneficiaries for Group A, B, and C services and technical and professional courses for the treatment group was compared with the success rate of the controlled group. Underperformance of the controlled group is visible in three states, namely Andhra Pradesh, Manipur, and Uttar Pradesh. In other sampled states the performance of the

controlled group is relatively better than the treatment group. It further informs that the kind of impact that has been expected from the scheme is not being translated on the ground. In the state of Maharashtra and Delhi, the performance of the controlled group is astoundingly higher as compared to the treatment group in the sampled states. A similar performance is noticeable in the State of West Bengal. Overall, the controlled group has achieved a success rate of 12% in sharp contrast with the treatment group i.e. 9.5%.

42. Out of the total candidates selected for the scheme, 84% of the candidate found coaching to be beneficial and for 16 %, it was not beneficial. West Bengal has the maximum percentage of Candidates (100%) who found coaching to be beneficial followed by Andhra Pradesh (93.3%), Uttar Pradesh (89%), Delhi (73.9%), Manipur (68.5%), and Maharashtra (61.25%). It shows that there is a demand for the scheme. Out of the total candidates, only 34 % of the candidates received their stipend on time. The maximum number of candidates from Maharashtra received the stipend in time (63.75%), followed by Uttar Pradesh (63.6%), Manipur (15.8%), Delhi (10.9%), West Bengal (4.8%), and Andhra Pradesh (0%). Out of the total candidate, almost half of the candidates were satisfied with the amount of stipend. Most of the candidates in Uttar Pradesh (65.2%) were satisfied with the amount of stipend, followed by Andhra Pradesh (64.1%), Maharashtra (63.75%), Manipur (47.3%), Delhi (15.2%), and West Bengal (4.8%).

43. Out of the total candidates, most of the candidates were preparing for the professional examination and the least were preparing for the Group C recruitment examination. Most of the candidates from Delhi and Manipur were found preparing for technical examination whereas, the maximum number of candidates were preparing for the professional examination in Andhra Pradesh and Maharashtra. In Uttar Pradesh, most of the candidates were preparing for the Recruitment (Group B) examination. Beneficiary candidates preparing for professional examination were in maximum from the state of West Bengal (87%), followed by Andhra Pradesh (85.3%), Maharashtra(72.5%), Manipur(43%), Uttar Pradesh(24%), and Delhi(15.2%). For Recruitment (group A), the maximum candidates were from Uttar Pradesh (10%) followed by Maharashtra (5%) and the rest of the sampled states' candidates were not preparing for this examination. For Recruitment (Group B) maximum candidates were from Uttar Pradesh (42%) followed by West Bengal (13%), Delhi (2.17%), Maharashtra (1.2%), Andhra Pradesh (0%) and Manipur (0%). Only beneficiary candidates from Uttar Pradesh were preparing for (Group C) Recruitment. The maximum beneficiary candidates preparing for technical exams were from

Delhi (82.6) followed by Manipur (57%), Maharashtra (21.3%), Uttar Pradesh (21%), and Andhra Pradesh (21%). Only in Uttar Pradesh, the candidates were found preparing for all the examinations.

44. Out of the total candidates, most of the candidates (64.7%) prefer to study in the reading room. In the state of Uttar Pradesh and Manipur, most of the candidates preferred to study in the library whereas, in the state of West Bengal, Andhra Pradesh, Delhi, and Maharashtra most of the candidates opted to study in the reading room. Candidates preferring to study at home were maximum in Uttar Pradesh (24.8%) followed by Maharashtra (16.25%), Andhra Pradesh (15.9%), Delhi (10.8%), and Manipur (5.2%). Similarly, Candidates preferring to study in Library were maximum in Manipur (57.8%) followed by Uttar Pradesh (41.8%), Delhi (21.7%), Maharashtra (7.5%), Andhra Pradesh (4.4%), and West Bengal (1.6%). Candidates preferring to study in the reading room were maximum in West Bengal (98.4%) followed by Andhra Pradesh (79.7%), Maharashtra (76.25%), Delhi (67.5%), Manipur (36.8%), and Uttar Pradesh (33.4%).

45. Before the coverage under the scheme, 74.2 % of families had income less than Rs. 20,000, 18.1 % of families had an income of Rs. 20,000 to 40,000 and 7.7 % of families had income more than Rs. 40,000 but after the coverage under the scheme, the household income for the slab has decreased by 73.9% of beneficiary respondents. The family with an income range of more than Rs. 40,000 decreased to 7.5% and family income with a range of Rs. 20,000 to Rs. 40,000 increased to 18.5%. This implies that family with the low-income group started working harder after getting the benefits of the scheme whereas family in the high-income group started working less.

46. Before the coverage under the scheme, 82.6 % of the family had expenditure less than Rs. 20,000, 12 % of families had expenditure Rs. 20,000 to Rs. 40,000 and 5.4 % of families had expenditure more than Rs. 40,000 but after the implementation of the scheme family with expenditure less than Rs. 20,000 decreased to 81.5%, family with expenditure more than Rs. 40,000 increased to 5.6% and family with expenditure Rs. 20,000 to Rs. 40,000 increased to 12.9%. This implies that in post-scheme, the household expenditure has increased.

47. After the implementation of the scheme family size (0-4 members) has increased from 32.6 % to 33.6% whereas households with family size 4-6 and 6-8 decreased from 46.9 % and 20.4 % to 46.7% and 19.7%, respectively. This implies that family members started separating after getting the benefits of the scheme.

48. After the implementation scheme, the number of married candidates increased from 2.3 % to 2.6 %. This implies that financial burden may be a reason for married persons for not preparing the exam earlier. The percentage of candidate studying 0 to 3 hours and 3 to 6 hours have decreased from 25.6% to 20.9% and 45.3% to 21.1%, respectively whereas the percentage of people studying 6-8, 8-10 and more than 10 hours has increased from 24.4% to 26.3%, 4.2% to 20.4% and 0.5% to 11.3%, respectively after the coverage under the scheme. This implies that candidates started putting up more efforts after getting the assistance of the scheme.

49. After the implementation of the scheme percentage of candidates spending less than Rs. 5000 and more than Rs. 2000 on books has decreased from 59.62% to 42.02% and 2.11% to 0.94% respectively, whereas for expenditure Rs.5000- Rs.8000, Rs. 8000- Rs. 10000 and Rs.10000- Rs. 12000 on books, percentage of candidates increased from 26.76% to 30.75%, 9.15% to 19.95% and 2.35% to 6.34 respectively. This implies candidates are spending on an average higher amount than Rs. 5000 and less than Rs. 10000 on books now as compared to earlier.

50. The major gaps that have identified in the implementation of the scheme are: (i) The coverage of the scheme across the sampled states was not found satisfactory. The scheme has only been implemented by coaching institutions registered under the Society Registration Act. The participation of colleges and universities was found almost excluded from the scheme implementation. (ii) The infrastructure of coaching centres viz. classroom, library, toilets, and overall facilities were found unhygienic, and labs and nodes outdated. The hostel facilities available with the coaching centres were found to be used for other purposes. The library was very small in size and the footfalls in the library went unrecorded. (iii) The faculty involved with the coaching centres was near kith and kin of coaching heads. The faculty seemed to have not undergone any capacity building for knowledge update. Though the name of faculty was found on the record, they were hardly available to interact with the study team. (iv) The coaching centres were found being not selected on the actionable criteria so that they can deliver the desired results. (v) It was found that the District Minority Officer used the same type of routine language for all the coaching institutions to receive the final installment. (vi) The number of beneficiaries covered under the scheme was found insufficient. The publicity mechanisms used by the coaching centres were not found appropriate.

51. The key bottlenecks of the scheme are: (i) there should be an effective mechanism in the selection of the coaching centres so that they can be both beneficiary centric and result oriented. The coaching centres empanelled were found being jumbled up. In one place, several coaching institutions were found. Instead, the coaching centres should have been located in those areas where the concentration of minority is high. (ii) The identification of meritorious students under the scheme is also a major challenge. The appropriate and customized means should be used to publicize the scheme among the potential beneficiary students. (iii) One of the courses mentioned in the scheme's objectives was to assist students belonging to the notified minority communities by providing special coaching to language aptitude examinations for seeking admission to foreign university. However, this sort of assistance was not extended by any coaching centre in the sampled states. (iv) The success rate of the scheme has been found insignificant, through the scheme addresses the educational needs of the beneficiaries covered. (v) The issue of absenteeism was reported as one of the major bottlenecks in conducting the classes as scheduled in the coaching centres. (v) The monitoring and grievance-redressal mechanism were not found effective during the evaluation of the scheme. The coaching centres expressed the inability and disinterestedness of the Ministry officials to speak to them on the issues and challenges that they were facing.

52. The Input use Efficiency indicates that the scheme expenditure jumped in the FY 2016-17 to 49,223/- per beneficiary from 27,315/- per beneficiary in the year 2015-16. However, it reduced to 38,434/- per beneficiary in FY 2017-18 but then jumped up to 44181/- per beneficiary during 2018-19. The expenditure per beneficiary inflated to 78395/- per beneficiary for the FY 2019-20 as only 1782 beneficiaries were enrolled.

Recommendations with reasons

It was found during the study that Naya Savera: Free Coaching and Allied Scheme for the Candidates/Students belonging to Minority Communities is one of its kinds. There is no similar scheme which can provide such facilities to minority candidates. It has also been informed that the inbuilt stipend is the oxygen of the scheme. It helps poor households to meet their opportunity costs by way of sparing their children to go to coaching centres for learning. In otherwise case, the parents would have deputed them for some remunerative jobs. The scheme with its welfare agenda is a sparkling morning in the deplorable life of minority candidates. Keeping in view the demand for the scheme by beneficiary students from notified minority

communities and 84% responses that the coaching scheme was beneficial, **the study team recommends the scheme to be continued.** The adherence to the recommendations given below would help the Ministry to improve the effectiveness of the scheme. These are as under:

1. The scheme requires improved monitoring mechanism to increase its bandwidth and effectiveness. The monitoring system requires to be devised at the level of scheme implementers viz. the coaching institutions, the Ministry and the District Minority Officers (DMO). A dedicated team comprising experts from academia having acclaimed research expertise in social and minority related issues. Such a team would provide the needful insights for required mid-term correctional measures to improve outcomes.
2. The scheme guidelines prescribe three categories of the institutions to implement the scheme. In the study, it was found that most of the implementing agencies were coaching centres registered under the society registration act. Universities/colleges in the government sector and the private sector should also be integrated into the scheme. The Ministry may nominate some government Institutions to partner as implementing agencies.
3. The empanelment of coaching centres/institutions in minority locations needs to be prioritized along with their proven track record. Empanelment of coaching centres with such traits would provide easy access to the potential beneficiaries.
4. The success rate to be achieved by the Institutions as laid down in the scheme guidelines requires reconsideration to provide a realistic target. The success rate informed to the Ministry by coaching centres requires a mandatory physical verification before releasing the II instalment. It was observed that students clearing examinations were not necessarily from the empanelled coaching centres that the coaching centres showcased in their success rate.
5. The empanelled coaching centres should be given one-time grant-in-aid (non-recurring) for infrastructure development. The coaching classrooms, toilets, seating arrangements, etc. were found deficient. Thus, quality based periodic monitoring of coaching centres' infrastructure may also be in place.
6. The coaching centres should be asked to provide a copy of their class schedule to the Ministry which would be checked by the Ministry representative or any state official entrusted by the competent authority of the Ministry at any time.

7. The course duration for the coaching under the scheme needs to be extended from six months to eight months. This was desired by most of the students receiving coaching under the scheme.

8. It was emphasized that the stipend amount after the first installment gets delayed creating problems for the students to meet their contingent expenses. It is advised that the stipend should directly be remitted from the Ministry to the beneficiaries' accounts without any delay.

9. For the selection of meritorious students, the Ministry may like to conduct an entrance test through an institution like National Testing Agency (NTA). It would help the meritorious students to get the benefit of free coaching under the scheme. To ensure the appropriate induction of meritorious students in the coaching across and within the minority communities, the deprivation point system may be introduced in the selection process. The deprivation points need to be awarded on a scale of one to five based on the backwardness of the schools that the student has studied in. In deprivation point system, the most deprived people among and within the communities may be allotted quartile one (highly backward) and the next level i.e. quartile two (moderately backward) and so on. This may be worked out through the different research studies conducted on the indicators of backwardness. As such, the scheme would become more inclusive to dovetail the needy and meritorious students. The pro-poor, graded and proactive assistance through the scheme would augment the acceptability of the scheme among and within the minority communities.

10. The publicity of the scheme appeared very bleak. All possible media platforms, Ministry websites, and websites of the state governments may be used as publicity platform to increase the pool of potential beneficiaries.

11. The coaching fee across examinations varies. It requires to be brought to parity. This also requires to be brought in the range of prevailing market rates so that quality teachers can be hired for providing better guidance to beneficiary students.

2. OVERVIEW OF THE SCHEME

The Scheme of Naya Savera: Free Coaching and Allied Scheme for the Candidates/Students belonging to Minority Communities is implemented by the Ministry of Minority Affairs through the various institutions like universities, colleges, autonomous bodies, professional coaching centres, trusts, companies, and partnership firms, etc. The scheme aims to empower the students belonging to minority communities and prepare them for competitive examinations so that their participation in government and private jobs improves. The scheme provides financial support for free coaching to notified minority students in selected coaching institutions. Thus, the scheme aims at empowering the students belonging to minority communities. The categorical objectives of the scheme are to assist students belonging to the notified minority communities by way of special coaching for qualifying examinations for admissions in technical/ professional courses such as engineering, medical, law, management, information technology, etc. and language/ aptitude examinations for seeking admission to foreign universities, and competitive examinations for recruitment to Group 'A', 'B' and 'C' services and other equivalent posts under the Central and State governments including public sector undertakings, banks, insurance companies as well as autonomous bodies. The type of organizations eligible for receiving financial assistance under this scheme is: (1) All institutes in the government sector, including universities and autonomous bodies, engaged in professional coaching for competitive examinations, (2) universities/colleges in the Private Sector engaged in professional coaching activities, including deemed universities, and (3) trusts, companies, partnership firms, or societies registered under Societies Registration Act, 1860 and engaged in professional coaching. The scheme is implemented across 29 States and UTs.

2.1 Background of the Scheme

The Ministry of Minority Affairs, Government of India has implemented 'Free Coaching and Allied Scheme' for candidates/students belonging to minority communities. It was meant to empower minority communities. It was considered that minority communities are relatively disadvantaged section devoid of required skills and capabilities to employ them in industries, services society, by assisting them as well as those institutions working for them, towards in-resilience to adapt itself to the market dynamics continuously so that the target groups are not deprived of the professional acumen demanded by the enhancing and business sectors in addition to the government sector. It has the built changing/emerging market needs and opportunities for

employment at domestic as well as international levels. Under the 6th Five Year Plan, separate schemes for providing coaching to students belonging to scheduled caste, minority communities, and backward classes were being implemented. These separate schemes were amalgamated with effect from September 2001 into a combined Scheme of Coaching and Allied Assistance for Weaker Sections including Scheduled Castes, Other Backward Classes, and Minorities. However, after the creation of the Ministry of Minority Affairs (MoMA), the scheme was captioned as “Free Coaching and Allied Scheme” for candidates belonging to the minority communities. The latest revision in the scheme has been brought out w.e.f. December 7, 2017. The scheme is currently known as ‘Naya Savera: Free Coaching and Allied Scheme for the Candidates/Students belonging to Minority Communities’. The scheme has been made more comprehensive keeping in view the emerging trends of employment fueled by economic reforms, liberalization, and globalization. The scheme with its innovative prescription is bringing desirable changes in the lives of minority communities. This the brief background within which the scheme has articulated its meaning and deserved importance.

a) Brief Introduction about the Objectives, Implementation Mechanism, Design of the scheme

The scheme of Naya Savera: Free Coaching and Allied Scheme for the Candidates/Students belonging to Minority Communities is an ambitious scheme of the Ministry of Minority Affairs Government of India. The quintessential objective of the scheme is to improve the participation of the minority community students in government/ private jobs by assisting them in preparation for qualifying examinations for admissions in technical/ professional courses such as engineering, medical, law, management, information technology, etc. and language/ aptitude examinations for seeking admission to foreign universities and Competitive examinations for recruitment to Group 'A', 'B' and 'C' services and other equivalent posts under the Central and State governments including public sector undertakings, banks, insurance companies as well as autonomous bodies.

The scheme provides financial support for free coaching to notified minority community students in selected coaching institutions. The Ministry of Minority Affairs (MoMA) funds the entire expenditure of the coaching provided under the scheme. The grants are provided to the coaching institutes on a per-student cost basis. The amount of coaching fee for the program awarded to the institution is released to the coaching institution in two equal installments every year.

The first installment including 50% of coaching fees and 50% of the stipend is released to the institutes immediately after their empanelment and after receiving the list of students and other documents/information required as per scheme guidelines/allocation letter.

The second and final installment of grant-in-aid including 50% of coaching fees and 50% of the stipend is released (in the shape of reimbursement) to the coaching institutes on the production of utilization certificate, audited statement of accounts, receipts, and payments details certified by a chartered accountant on the panel of CAG and outcome of the coaching program. The coaching institution is also expected to submit rank card/proof of qualifying the exams students in support of the outcome of the coaching program.

As per the scheme guidelines, the coaching institutes have to maintain the prescribed success rate. After completion of the 1st year, coaching centres can start the coaching program for the next year at the appropriate time keeping in view the date of entrance examinations. I installment of the subsequent year is released only after the settlement of accounts of the previous years coaching program. After completion of the first year, the performance of the institutions covered under the scheme is assessed before releasing the fund for next year.

If the minimum success rate prescribed by the Ministry of Minority Affairs is declined or not achieved, the grant in aid as the 1st installment for the subsequent year is reduced proportionally and no further allocation is made to the concerned implementing institution. The stipend amount of Rs. 2500/- per month per student (in case of non-residential coaching institutes only) is also released by the concerned coaching institutions directly into the account of students through the PFMS (Public Financial Management System) portal monthly as per the instructions laid down in the scheme.

b) Components of the Scheme

The scheme is applicable for minority community students preparing for Government/ Private sector jobs or admission to a foreign university. The major components under the scheme are as under:

1. Residential Coaching for minority community students preparing for composite preparation of civil service examinations;
2. Coaching program for minority community students preparing for Group A, Group B, Group C service examinations;

3. Coaching program for minority community students preparing for technical/professional entrance examinations;
4. Coaching program for minority community students preparing for Foreign University entrance examinations;
5. Two years focused coaching for science students of class XI & XII; and
6. One year focused coaching for students passed 12th class with science subjects.

c) Year of Commencement of the Scheme

The 6th five-year plan (1980-85) implemented separate schemes for providing coaching to students belonging to scheduled caste, minority communities, and backward classes. These separate schemes were rationalized with effect from September 2001 into a scheme of "Coaching and Allied Assistance" for Weaker Sections including Scheduled Castes, Other Backward Classes, and Minorities. However, after the creation of the Ministry of Minority Affairs, the present structure of the scheme was formed and termed as "Free Coaching and Allied Scheme" for candidates belonging to the minority communities. As per the latest revision w.e.f December 7, 2017, the nomenclature of the scheme has been changed to- Naya Savera: Free Coaching and Allied Scheme for the Candidates/Students belonging to Minority Communities.

d) Present Status & Coverage of the Scheme

The scheme of Naya Savera: Free Coaching and Allied Scheme for the Candidates/Students belonging to Minority Community is currently active and assists the minority community students in the states and UTs, at the empaneled coaching centres. As per the information furnished by the ministry to the study team, the scheme covers 29 states & UTs namely: 1) Andhra Pradesh, 2) Assam, 3) Chandigarh, 4) Chhattisgarh, 5) Delhi, 6) Haryana, 7) Himachal Pradesh, 8) Gujarat, 9) Goa, 10) Jammu & Kashmir, 11) Jharkhand, 12) Karnataka, 13) Kerala, 14) Madhya Pradesh, 15) Maharashtra, 16) Meghalaya, 17) Manipur, 18) Mizoram, 19) Nagaland, 20) Odisha, 21) Punjab, 22) Rajasthan, 23) Telangana, 24) Tamil Nadu, 25) Tripura, 26) Uttar Pradesh, 27) Uttarakhand, 28) West Bengal, 29) Bihar.

The scheme provides financial support for free coaching to notified minority students in selected coaching institutions. The scheme aims to target and thereby benefit candidates belonging to minority communities who aspire to work in Union Public Service Commission (UPSC), Group A/B/C services, State Service Commission (SSC), Public State Service Commission (PSSC). The scheme also assists entrance to technical/professional courses, and entrance to the foreign

university. Under the scheme, several coaching centres are empanelled throughout the country. Interested candidates are required to enroll at the empanelled coaching centres to avail of the opportunities. The eligibility criterion includes the following: only candidates belonging to the notified Minority Communities having total family income from all sources not exceeding Rs.6.00 lakhs per annum are eligible under the Scheme. Benefits of coaching under the scheme can be availed by a particular student only once (except residential coaching programme for the preparation of Civil Service exams) irrespective of the number of chances he/she may be entitled to in a particular Competitive Examination. The coaching institutions will take an affidavit from the student that he/she has not taken any benefit under the scheme. In respect of residential coaching for the preparation of Civil Services exams, the benefit of the scheme can be availed by a particular student maximum of two times. However, only 50% of coaching fees prescribed for the course will be granted to the organizations/institutions in respect of repeaters students. Students who have taken residential coaching for the composite preparation Civil Services exam will not be eligible to get benefit under the "Nai Udaan" Scheme of the Ministry. Students/ Candidates covered under the scheme shall have to attend all classes. In the event of any student remaining absent for more than 15 days, without any valid reason or leaving the coaching midway, the entire expenditure incurred on the candidate will be recovered from the institute/student/candidate concerned. 30% of the numbers sanctioned for coaching shall be earmarked for girl students/ candidates. In case, a sufficient number of female candidates/students are not available the remaining slots will be filled by male students/candidates with prior permission/intimation to the Ministry.

The eligibility criteria for the empanelment of coaching centres under the scheme are as follows: The institute should be a registered body. The registration for at least three years will be required in respect of the organizations that desired to apply for empanelment as on date of notification inviting applications from States/ UT's /Coaching institutions. The Institute/Centre should have been fully functional for a minimum period of 3 years at the time of applying under this scheme and having a minimum enrolment of 100 students in the courses for the last three years. The institutes should have the required number of qualified faculty members either on their payroll on a part-time basis. The institutes should have the necessary infrastructure to run the coaching classes in the courses applied for. Coaching institutes should have a minimum success rate of

15% in the coaching courses applied for. Its past performance vis-a-vis intake and success rate will be taken into consideration in the selection.

The institute shall be monitored by the Ministry of Minority Affairs (MoMA) and the State Government/UT administration or as decided by the MoMA. The institute shall submit information on the success rate of the candidates coached by them to the ministry. The institute will be inspected by the officers of the Central Government/ State Government/UT Administration for authorized independent agencies/officers. The institute shall maintain its website and furnish the website address to the Ministry. The year-wise and centre-wise photographs of the coaching program shall be uploaded by the institute on their website for ready reference.

The scheme provides support of up to 1 lakh for a residential coaching program for composite preparation of Civil Service Exams. The minimum coaching duration is for 9 months. The Ministry gives a maximum fee of 50,000/- for group A services examination preparation per student, 30,000/- for group B services examination preparation per student, and 25,000/- for group C services examination preparation per student. The minimum duration of the coaching program for the preparation of these exams is 6 months, 4 months, 3 months respectively. Under coaching for technical/professional entrance, the scheme provides assistance up to Rs 50,000/- per student. The minimum duration of the coaching program for this course is 6 months.

An amount of Rs. 2500/- per month is being paid to all the students who will be taking coaching under the scheme subject to fulfilling the other terms and conditions. Stipend for last month may be released to the students after submission of the result by the student to the organizations/coaching institutions.

e) Sustainable Development Goals (SDG) Served

As per the UN agenda for Sustainable Development, SDG goals were set-up to be attained by 2030. The scheme is aligned with SDG sub-goal number 4.2 which states that equal access for all women and men is to be ensured. Also, sub-goal no. 4.5 includes efforts to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations. By providing financial assistance through the coaching centres, the scheme aims to bring equity in education and employment opportunities to the socially backward communities.

SDG goal no. 8 is about decent work & economic growth by promoting inclusive and sustainable economic growth, full and productive employment for all. The scheme is in line with subgoal no. 8.6 that targets substantially reducing the proportion of youth not in employment, education, or training. By providing coaching facilities for the highest scale jobs, the coaching ensures the employability of the beneficiaries in the present prevailing system thus reducing unemployment. Sub Goal no. 10.2 further aims to empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, or economic or another status, by 2030. The scheme is an initiative in the same direction. The scheme upholds the crux of SDG-10 by providing opportunities to students of minorities with lower income. The scheme is pro-poor, pre-emptive, and graded initiative in the same direction.

f) National Development Plan Served

The vision of the 12th five-year plan mentions that the development of the country should be inclusive and ensure broad improvements in the living standards of all classes and sections of the people. The scheme follows the broad idea of national development, by fostering equity in the availability of resources for preparing for the most prestigious examinations conducted by the government for recruitment. It also assists entrance to technical/professional courses, strengthening the idea of the "Skill India" mission. This triggers a chain reaction, generating employability among the youth belonging to minority communities. Significantly, the values of nation-building through inclusive growth and equitable access to opportunity was also envisaged in the Mandal Commission Report or the SEBC (Socially and Educationally Backward Classes Commission), constituted in 1979.

2.2 Budgetary allocation and expenditure pattern of the scheme

Table 2.1: Budgetary Allocation and Expenditure Pattern of the Scheme in the last Five Years

Year	Budget Estimate	Revised Estimate	Actual Expenditure	Beneficiaries Covered
In ₹ crore				
2015-16	45	45	44.87	16427
2016-17	45	45	40	8110
2017-18	48	48	45.59	11862
2018-19	74	74	44.61	10097
2019-20	75	75	13.97	1782

The table above shows the budgetary allocation and expenditure pattern of the scheme in the last five years ranging from 2015-16 to 2019-20. With regard to budget estimates, the revised estimate is the same across the years. In the year 2017-18, the actual expenditure has grown. However, the number of beneficiaries covered remains low, as compared to the year 2015-16. Moreover, looking at the different directions within the number of beneficiaries being covered, the scheme does not portray its increased outreach over the years. From the year 2017-18 to 2019, the actual expenditure and the number of beneficiaries covered are scaling down. The financial information depicted in the tabular form also informs the difference between revised expenditure and actual expenditure. It looks substantially high in the year 2019-20. Overall, the required coverage looks dismal so far as the number of beneficiaries and actual expenditure are concerned. The scheme is based on beneficiary students inflow to the coaching centres, the beneficiaries in sufficient number have not turned up to the coaching centres. This seems one of the instrumental reasons behind the underperformance of the scheme with regard to budgetary allocation and expenditure pattern of the scheme. However, the demographic profile of our country informs that there is perceptible growth in the population share of minorities, particularly Muslims and Christians.

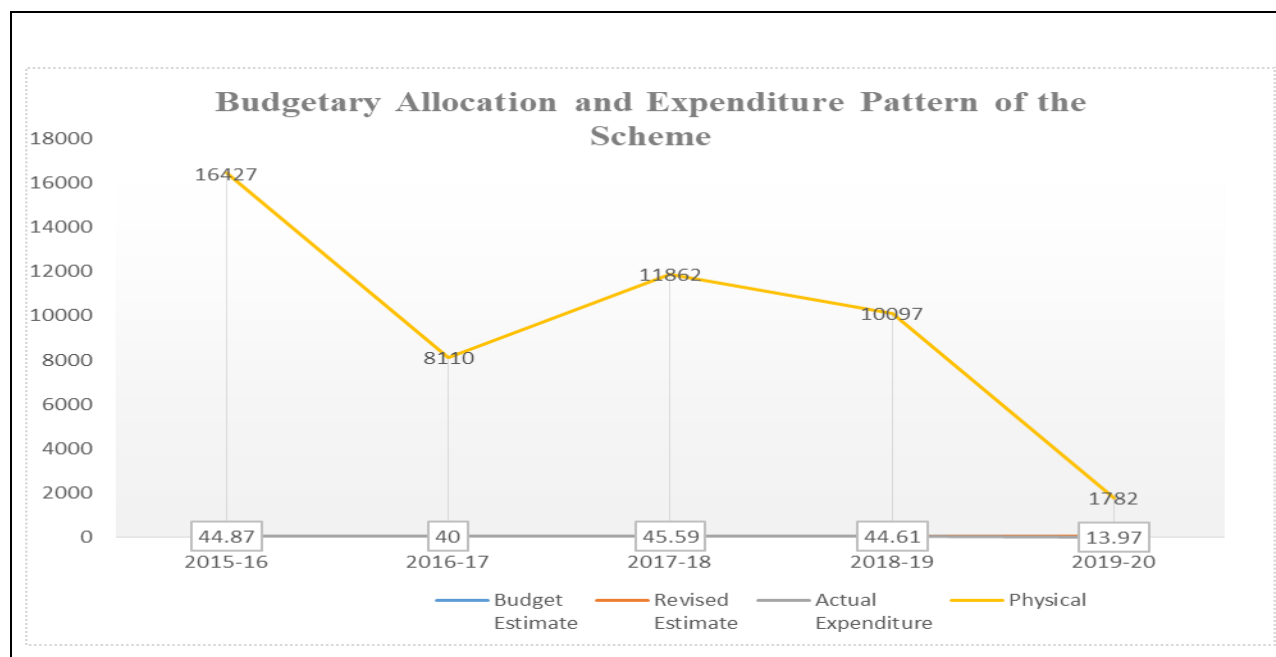


Figure 2.1: Budgetary allocation and Expenditure Pattern of the Scheme in the last five years

The line curve shows the number of beneficiaries covered during the last five years ranging from 2015-16 to 2019-20. The horizontal particularly portrays the actual expenditure pattern. The budgeted expenditure (BE) for the scheme Naya Savera remained constant at ₹ 45 crores for 2015-16 & 2016-17. It increased marginally to ₹ 48 crores for the FY 2017-18. The line curve shows a recession from 2017-18. However, the maximum number of beneficiaries have been covered in the year 2015-16, as compared to later years. The actual expenditure (AE) of the scheme reduced from ₹ 44.87 crores in FY 2015-16 to ₹ 40 crores in the FY 2016-17. The AE again jumped to ₹ 45.59 crores for the FY 2017-18, before coming down marginally in FY 2018-19. For the year 2019-20, AE falls substantially to ₹ 13.97 crores.

2.3 Summary of the past evaluation since the inception of the scheme

i. Suggestions for Implementing Agencies(IAs)

- a) While empanelling IAs the track record in terms of past success rate achieved by them should also be considered as one of the criteria.
- b) MoMA should consider the release of the installments of grant-in-aid within a reasonable time after getting the completed documents in all respects by the IAs.
- c) MoMA may consider developing a dedicated web portal for ensuring transparency as well as the promotion of scheme besides enabling IAs to submit the mandatory documents/information/videos expeditiously.

ii. Suggestions for Student Allocation under the Scheme

- a) The empanelment of IAs and student allocation may be done considering the minority population of the respective state to distribute the benefit of the scheme equitably across all the states.

iii. Suggestions for Scheme Guidelines

To enhance the effectiveness of the implementation of the scheme and ensuring a better outcome of the scheme, the suggested provisions below may be made in the scheme guidelines.

- a) Criteria for treating students/candidates as local & outstation.

- b) Minimum space requirement for the coaching centre for the conduct of coaching/training program besides availability of infrastructure facilities such as a computer, printer, scanner, internet, CCTV, biometric system, etc.
- c) Course-wise, the minimum size of classrooms and laboratory facilities commensurate to the number of students allocated.
- d) Course duration and minimum number of hours per day of coaching classes
- e) Minimum number of faculty required per course and batch size, their educational qualifications, and experience.
- f) Remunerations to be paid to faculty.
- g) Development of Standard Operating Procedure (SOP) for uniform project execution.
- h) Number of inspections per coaching centre and their stages.

iv. Suggestions for Mobilization of Candidates

Publicizing the scheme through advertisements at the national/regional level using various multi-channel digital platforms, such as social media, a dedicated portal for disseminating the information vide video content, info-graphics, and interactive mobile apps.

v. Suggestions for Eligibility Criteria and Selection of Beneficiary Students

Eligibility criteria of total family income from all sources may be enhanced from the prescribed limit of Rs 3 lakh per annum to Rs. 6 lakh per annum.

In case of any shortfall in the number of applications received and the number of students allocated by MoMA, to promote inter-community solidarity MoMA may also consider the inclusion of candidates belonging to BPL families of non-minority communities to bridge the shortfalls for coaching/training under Free Coaching & Allied Scheme.

vi. Suggestions for Criteria for Treating Students/Candidates as Local & Outstation

MoMA may prescribe a limit of 50 KMs radius as the distance between the permanent address of the students and the location of the IAs for consideration under the local category for students/candidates. Students residing beyond 50 KMs radius may be considered as outstation candidates.

vii. Suggestions for Schedule & Duration of the Coaching Program

- a) The schedule and duration of the coaching program should be standardized for different courses:

Suggestions for Schedule & Duration of the Coaching Program

S. No.	Activity	Proposed calendar for activities		
		Qualifying examinations for admission in technical/ professional courses	Competitive examinations for recruitment to group A Services	Competitive examinations for recruitment to Group B & C Services
1.	Issue of allotment letter to IAs	June	July	September
2.	Mobilization and submission of list of selected students to MoMA	July	September	December
3.	Release of 1st Installment	July	September	December
4.	Commencement of Coaching/Training Program	August	October	January
5.	Completion of Coaching/Training Program	January	March	April
6.	Coaching Duration in month	6	6	4
7.	Submission of utilization certificate, audited accounts certified by chartered accountant and income & expenditure account/balance etc.	June	July	August
8.	Release of 2nd Installment	July	August	September

- b) Standardize the coaching/training calendar to be administered by IAs considering the constraints reported by IAs in respect of short time available for mobilization of candidates, schedule of various competitive & board examination conducted by states besides ensuring effective coaching/training for enhancing the success rate.

viii. Suggestions for Monitoring & Inspection

MoMA may review the requirement of inspection by state/UT government administrations. The inspection should be carried out in three stages.

- i. The first stage: at the time of the empanelment of IA and shall be conducted by an agency empanelled by MoMA.
- ii. The second stage: during the conduct of a coaching program by an agency empanelled by MoMA.
- iii. The third stage: After the completion of the coaching program by IA.
 - a) MoMA may consider utilizing an integrated mobile and web-based application. Such applications can provide real-time information in pictorial and documented forms concurrent to the conduct of coaching.

ix. Suggestions for Impact of Regular & New Component for Admission to Medical/Engineering

MoMA may consider expanding the scale of implementation of the New Component to the entire country.

x. Suggestions for Disbursement of Stipend

- a) Students should be given stipend within one week of completion of the coaching program as a single installment instead of monthly disbursement.
- b) The amount of stipend may be revised to Rs 2,500/- for local students and Rs 5,000/ for outstation students per month per student. It is also be considered to release the stipend amount directly to the students by MoMA to avoid any delay.

xi. Suggestions for Disbursement of Coaching Fee

Coaching fees may be considered for revision to bring it in the range of the prevailing market rates/fees charged by coaching/training institutes.

xii. Suggestions for Post Coaching Tracking

To ensure an effective tracking mechanism, the provision of certain incentives to the candidates for self-reporting of their status as regards employment/admission to technical/professional courses may be considered.

As per the information shared with IIPA, all recommendations were received after the modification of the scheme of the Ministry. As such, these recommendations were not categorically accepted by the Ministry.

3. METHODOLOGY

The approach for the study took cognizance of the objectives, processes, and outcomes of the scheme. When it comes to the objectives of the scheme, i.e. to assist students belonging to the notified minority communities by way of special coaching to qualify examinations for admission in technical and professional courses, the identified courses are engineering, medical, law management, information technology, etc. and language/aptitude examinations for seeking admission to foreign universities. It also provides coaching for competitive examination for recruitment to Group 'A', 'B' and 'C' services and other equivalent posts under the central and state governments including public sector undertaking, banks, insurance companies as well as autonomous bodies. Parameters were designed to quantitatively and qualitatively assess the aforesaid objectives of the scheme. The objective-based approach measured if the initially set goals of the scheme were duly met with. Apart from the evaluation of the objectives of the scheme, its process, and its outcomes were also studied. The strengths and weaknesses of the scheme were viewed in light of whether the process of the scheme has been instrumental in achieving the desired objectives. Finally, the outcomes of the scheme, in addition to the aforementioned objectives are evaluated to understand the impact of the scheme on the minority community students. The evaluation strategy made use of both primary and secondary data for the assessment of the scheme's goals, processes, and outcomes. Secondary information in the form of Scheme Budget (particularly in terms of revised and disbursed amounts) has been obtained from the Ministry of Minority Affairs. One of the instruments for obtaining primary data was questionnaires. They were made available to the direct beneficiaries of the scheme to understand the effectiveness and gauge the overall success of the scheme. Overall, the impact assessment involved a holistic approach to evaluate the benefits of the scheme and collate suggestions and recommendations received in the form of responses obtained from the candidates who availed of scheme benefits.

The selection of samples under any study is crucial for the evaluation strategy. The sample under study was selected based on the total number of beneficiaries covered. The total number of beneficiaries was statistically put to 95% of confidence level and 5% margin of error. Based on this, a total of 383 beneficiaries were worked out to be the sample size of the study.

In accordance with the provision and guidelines set out by the Ministry for conducting the evaluation study taking into account the set of key objectives of the scheme, structured

questionnaires were prepared by the study team. The questionnaires were duly sent to the Ministry for approval before being administered to the beneficiaries and other stakeholders of the scheme.

Subsequent telephonic follow-ups were conducted with the beneficiaries at several stages of the evaluation study to mitigate concerns of attrition bias- a typical factor that tends to undermine scheme evaluation study. The coaching centres, student beneficiaries, and faculty were contacted and questionnaires, administered. The several interaction rounds proved to be significantly effective in obtaining the feedback in terms of existential challenges faced by the stakeholders of the scheme under study. Telephonic conversation and video conferencing were commenced with many beneficiaries to arrive at objective findings. While interacting with the beneficiary students, the observation was also applied. As such, the study has used research tools like observation, questionnaires, in-depth interviews, and focus group discussions (FGDs) with the coaching heads, students, and faculty involved. The collected information in the excel sheet was sorted and objective-based findings were brought out. The measure of central tendency has been used to find the quantitative value of indicators with regard to the findings. We have also assessed the scheme to know the extent to which it has increased the employability of beneficiaries. Most significantly, to arrive at the unbiased and actual impact of the scheme on the beneficiaries, Randomised Control Trial (RCT) has also been applied by taking up the same number of non-beneficiaries with an identical socio-economic background as the controlled group.

3.1 Approach (Methodology Adopted), Division of Country into 6 Geographical Regions as Classified By NSSO

With the comprehensive methodology, and pragmatic approach the study was conducted. The methodology under the study was designed in such a way that it takes the sample size representative of the population (universe). The NSSO classified six zones that were considered while selecting the states. One state from each of the six zones has been selected based on the maximum number of beneficiary students covered under the same. From the same states, non-beneficiaries have purposively been selected as the controlled group. The selection of States/UTs by NSSO zone is as under:

Table 3.1: Selection of Sample States/UTs as Classified by NSSO

S. No.	NSSO Classified Zones	State/s	Districts
1.	Northeast	Manipur	(1)Imphal West (2) Chandel (3) Thoubal
2.	East	West Bengal	(1) Howrah (2) Murshidabad
3.	West	Maharashtra	(1) Nagpur (2) Nanded (3) Latur
4.	North	Delhi	(1) South Delhi
5.	South	Andhra Pradesh	(1) Nellore (2) Prakasham (3) Kurnool
6.	Central	Uttar Pradesh	(1) Lucknow

The selection of states has been done based on NSSO classified zones. Uttar Pradesh from central, Manipur from the northeast, West Bengal from east, Delhi from the north, Maharashtra from the west, and Andhra Pradesh from south zones have been selected.

3.2 Sample Size and sample selection process, tools used

The study has followed a multistage sampling technique. In the first stage, one state/UT from each of the NSSO zones with the highest number of beneficiaries was selected. This included Uttar Pradesh from the central zone, Maharashtra from the western zone, West Bengal from the eastern zone, Manipur from the northeastern zone, Andhra Pradesh from the southern zone, and Delhi from the northern zone.

In the second stage, districts from each of the selected states with the highest number of coaching centres/Institutes were selected to collect information from the beneficiary respondents to meet the study sample. Attempts were made to select at least one district where a larger population proportion of notified minority community people reside. Further, in each selected district, coaching centres/institutions were purposively selected for the survey. The study has attempted to include at least one residential coaching centre/Institute from each of the States. Thus, the study has consisted a total of 6 states, 13 districts, and 31 coaching centres/institutions.

To select the resource persons, it was decided to include 2 faculty members at random from each of the selected coaching centres. Instead of 62 responses to be obtained from faculty, a total of 69 responses were received. Seven responses from Andhra Pradesh, 46 from Uttar Pradesh, five from Manipur, 3 from Maharashtra, 7 from West Bengal, and one from Delhi were received.

For shortlisting beneficiaries to be included in the sample, data provided by the Ministry was used. As per the information shared by the Ministry of Minority Affairs, a total of 1, 01,695

beneficiaries were covered under the scheme during the years 2006-07 to 2019-20. By applying the confidence level of 95% and 5% margin of error, the sample size of the study for beneficiaries was calculated. Based on the coverage of the scheme by state, the sample size was worked out proportionally. To evaluate the accurate performance of the scheme, with an identical background of beneficiaries, a similar number of non-beneficiaries were proposed to be purposively selected and processed through Randomized Controlled Trial (RCT). A total of 383 sample beneficiary students were proposed to be covered. Thus, the proposed sample size constituted a total of 766 respondents including beneficiaries and non-beneficiaries.

A total of 383 sample beneficiary students were proposed to be covered. However, a total of 952 samples have been collected and results, interpreted for the scheme evaluation.

Table 3.2: Sample-size used in the Evaluation Study

S. No.	State	Sample size Proposed	Sample size Covered (Treatment Group)	The sample size for Non-Beneficiaries (Control Group)	Faculty	Coaching Heads
1.	Uttar Pradesh	107	129	129	46	15
2.	Manipur	18	19	19	5	3
3.	West Bengal	60	63	63	7	4
4.	Delhi	43	46	46	1	1
5.	Maharashtra	78	80	80	3	4
6.	Andhra Pradesh	77	89	89	7	4
7.	Total	383	426	426	69	31

Table 3.3: Research tools used for data collection from various stakeholders

Beneficiaries	<ul style="list-style-type: none"> • Questionnaire • Focus Group Discussion • Observation
Faculty	<ul style="list-style-type: none"> • In-depth interview
Coaching Centers	<ul style="list-style-type: none"> • Interview Schedule • Observation
MoMA	<ul style="list-style-type: none"> • In-depth discussion

a. Questionnaire

The beneficiary questionnaire consisted of 57 questions. With 8 open-ended questions; the questionnaire was divided into 4 sections, namely basic details, thematic details, and pre and after coverage under the scheme. The first section deals with the personal details of the beneficiary. The thematic section incorporates questions focusing on the coaching centres and the faculty at the coaching centres, duration of coaching, and effectiveness. Pre Scheme section focuses on the scenario of the beneficiary before receiving the benefits of this scheme, garnering information with respect to family income (Monthly), family expenditure (Monthly), household size, latest qualification, etc.

Post Scheme section has similar questions as that of the pre-scheme section, this part deals to assure as to whether the benefits received after being enrolled has brought any change in the socio-economic conditions of the beneficiary students.

b. In-depth Interview

The study team individually interacted with coaching heads (directors), faculty, and Ministry to elicit responses relating to the overall functioning of the scheme. The instrument provided qualitative information to the study team.

c. Focus Group Discussions (FGDs)

The focus group discussion involved different stakeholders. The focus group discussions involved gathering people from different capacities relating to the scheme. The different nuances of the schemes were discussed to arrive at the precision. The perceptions of both demand and supply-side stakeholders were asked and responses were documented in the research dairy. The participants were given full freedom to explain the issues and concerns in detail. It is a

discussion under FGD that was moderated by the study team. One of the objectives of the FGDs was to cross-check the claims of the institutes and faculty about the facilities and services being provided.

d. Observation

Observation as a tool was used in understanding the issues and challenges of the scheme. It involved three processes, i.e. (i) sensation (ii) attention (iii) perception. The sensation was gained through the idea of pre-conceived through secondary information. The attention was paid to the way stakeholders were found responding. The perception comprises the interpretation of benefits vis-à-vis supply of the subsidized mobility. Thus, observation served the purpose of (i) studying collective behavior and complex situations; (ii) following up of individual units composing the situations; (iii) understanding the whole and the parts in their interrelation; (iv) getting the out of the way details of the situation.

The coverage of the scheme has provided the basic foundation for the sample selection. As per the information (Lok Sabha Unstarred Question No. 3004, dated on 12.03.2020) available, the coverage of the scheme by the NSSO zone is as under:

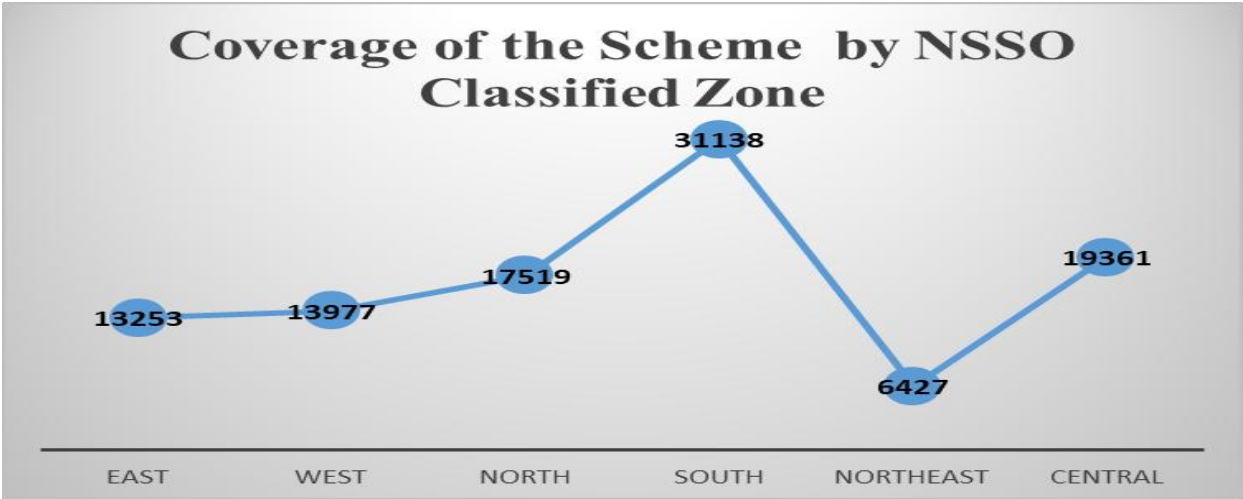


Figure 3.1: Coverage of the Scheme by NSSO Classified Zone

The line graph above shows the coverage of the scheme by NSSO classified zones. The lowest coverage of beneficiaries is evident in the northeast zone as compared to other zones. The highest coverage of the beneficiary students under the scheme looks elevated in the southern zone. However, in the east, west, and central zones, the line graph shows little fluctuation in terms of its outreach.

4. OBJECTIVES OF THE STUDY

- 1 To examine the mechanism through which potential beneficiaries are identified under the scheme;
- 2 To assess whether the present income ceiling of the beneficiary household as one of the eligibility criteria is appropriate for consideration under the scheme;
- 3 To study the success rate of assisted students belonging to notified minority communities by way of special coaching for qualifying examinations for admission in technical/professional courses;
- 4 To study the success rate of assisted students belonging to notified minority communities by way of special coaching for qualifying competitive examinations for recruitment to (i) Group-A, (ii) Group-B, (iii) Group C, (iv) other equivalent posts under public sector;
- 5 To assess the effectiveness of remedial coaching for technical and professional courses at the undergraduate level to improve academic knowledge and accomplishment of the course at par with the rest of the class;
- 6 To identify the induction rate of beneficiary women in the coaching institutions;
- 7 To ascertain the representation of Divyangjan by minority communities in coaching institutions.
- 8 To investigate the extent to which the conducive ecosystem is provided to beneficiary women viz. social security, separate toilet facility, hostel facility, and individual career guidance facility;
- 9 To examine the infrastructure available at the coaching centres;
- 10 To evaluate the competency level of faculty involved in imparting coaching;
- 11 To see the effectiveness of libraries with required books etc.;
- 12 To list out the reasons that hinder the outreach of the scheme leading to insufficient number in coaching institutes;
- 13 To identify if there is an overlap of the scheme with other existing schemes;
- 14 To recommend measures to improve both the effectiveness and outreach of the scheme.

Table 4.1: Distribution of Target Group in Sampled States by Minority Community

States	Buddhist	Christians	Jains	Muslim	Sikh	Grand Total
Uttar Pradesh	0	0	0	128(99)	1(01)	129(100)
Andhra Pradesh	0	0	0	89(100)	0	89(100)
Delhi	0	3(07)	2(04)	41(89)	0	46(100)
Maharashtra	11(14)	0	13(16)	55(69)	1(01)	80(100)
Manipur	3(16)	13(68)	0	3(16)	0	19(100)
West Bengal	0	0	0	63(100)	0	63(100)
Grand Total	14(3.25)	16(3.75)	15(3.5)	379(89)	2(0.5)	426(100)

Out of the total minority candidates, most of the candidates belong to the Muslim community in every state. The maximum number of Muslim beneficiary candidates were found in West Bengal and Andhra Pradesh (100%), followed by Uttar Pradesh (99%), Delhi (89%), Maharashtra (69%), and Manipur (16%). The maximum Christian beneficiaries were in the state of Maharashtra (68%), followed by Delhi (7%). Few Sikh beneficiaries were in Uttar Pradesh and Maharashtra (1%). Similarly, maximum Jains were from Maharashtra (16%) followed by Delhi (4%). Similarly, maximum Buddhists were from Manipur (16%) followed by Maharashtra (14%).

4.1 Performance of the Scheme based on Output/Outcome indicators

1. Mechanisms used to identify the potential beneficiaries;
2. Present income ceiling of the beneficiary households;
3. The success rate of assisted students for technical and professional courses;
4. The success rate of assisted students for qualifying Group-A, Group-B, Group C, and other equivalent examinations;
5. Effectiveness of coaching centers for technical and professional courses at the undergraduate level;
6. Induction rate of beneficiary women in the coaching centers;
7. Representation of Divyangjan in coaching centers;

8. Social security, separate toilet facility, hostel facility, and individual career guidance facility provided to beneficiary women;
9. Infrastructure facilities at the coaching centers;
10. Footfalls in the library; and
11. Overlap with the other schemes.

1 Mechanism Used to identify potential beneficiaries

Based on the information received from 31 coaching institutions, the mechanism to identify the beneficiaries has been shared. The details are as under:

Table 4.2: Mechanism Used to identify beneficiaries by State

States	Media	Pamphlets	Persuasion	Notice board	Total
Andhra Pradesh	2 (12.5)	1 (11.1)	1 (33.3)	0 (0.0)	4 (12.9)
Delhi	1 (6.3)	0 (0.0)	0 (0.0)	0 (0.0)	1 (3.2)
Maharashtra	2 (12.5)	1 (11.1)	0 (0.0)	1 (33.3)	4 (12.9)
Manipur	2 (12.5)	0 (0.0)	0 (0.0)	1 (33.3)	3 (9.7)
Uttar Pradesh	7 (43.8)	6 (66.7)	1 (33.3)	1 (33.3)	15 (48.4)
West Bengal	2 (12.5)	1 (11.1)	1 (33.3)	0 (0.0)	4 (12.9)
Grand Total	16 (100.0)	9 (100.0)	3 (100.0)	3 (0.0)	31 (100.0)

The table above shows the mechanism used by coaching centres to identify potential beneficiaries under the scheme. It has been found that the maximum number of coaching institutions have been contacted in the state of Uttar Pradesh (48.4%). Out of the total beneficiaries contacted across the states, media portals are used by the maximum percentage of coaching centres, as compared to pamphlets, persuasions, and notice boards. It has been found more in the state of Uttar Pradesh (43.8%), followed by 12.5% each in Andhra Pradesh, Maharashtra, Manipur, and West Bengal. The identification of beneficiaries through media is done in Delhi by 6.3%. Pamphlets are used by an instrumental mechanism to identify beneficiaries in the State Uttar Pradesh (66.7%), followed by 11.1% each in Andhra Pradesh, Maharashtra, and West Bengal. The identification of beneficiaries is also done by persuasions. This has been reported being done in Maharashtra, Manipur, and Uttar Pradesh. Overall, the maximum share is occupied by media in the beneficiary identification followed by pamphlets, persuasions, and notice boards. However, the scheme guidelines mention that as soon as a sanction is issued, the institute is required to place an advertisement in the local newspaper preferably in the local language, cable TV Channels, etc. inviting applications from eligible students/candidates from the minority communities. The institution would also make special

efforts by female staff to mobilize Minority girl students. The name of students selected for coaching along with details like address, community, gender, and annual income should be submitted directly to the Ministry within 45 days in the prescribed format.

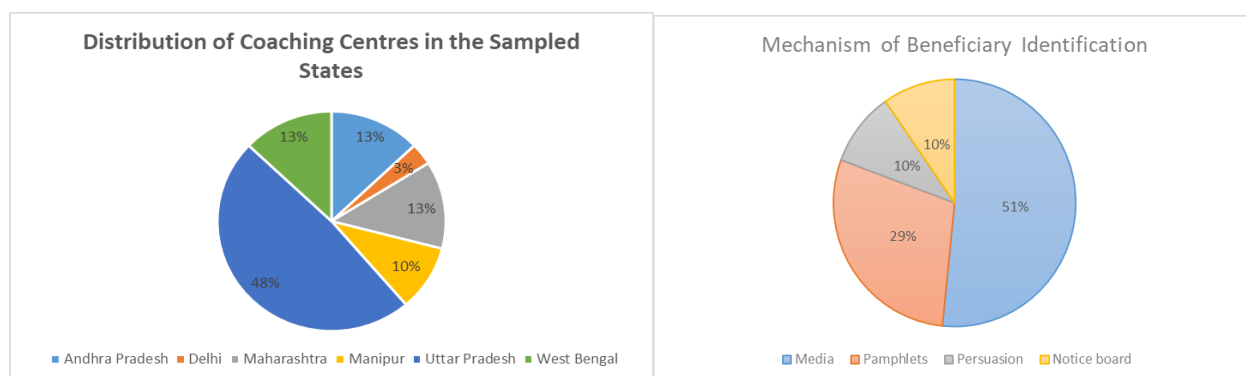


Figure 4.1: Mechanism of Beneficiary Identification and Distribution of Coaching Centres

The first pie chart informs the selection of coaching centres in the sampled states. The maximum number of coaching centres have been selected from the state of Uttar Pradesh (48%), followed by Maharashtra, West Bengal, Andhra Pradesh, Manipur, and Delhi. The pie chart on the right shows the instruments that the coaching centres in the sampled states have used for the beneficiary identification. It indicates that the maximum number of beneficiaries have been identified through Media platforms, followed by pamphlets, persuasions, and notice board. Overall, the main instrument used by coaching centres across the sampled states is media. This implicitly informs that if the media does not penetrate in the rural areas or areas where its outreach is dismal, the information about the scheme would proportionally be accessible/inaccessible.

Table 4.3: Regression Analysis for Publicity and Enrollment

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	0.240023	0.077427	3.099997	0.198652
Media	-0.13204	0.07116	-1.85558	0.314677
Pamphlets	0.143192	0.061033	2.346154	0.256501
Persuasion	0.059272	0.067809	0.874107	0.542701
Notice board	0.068662	0.077427	0.886796	0.53815

In the above table, the result of regression of various means of advertisement on enrollment ratio shows that the advertisement by media has negative impact on enrollment whereas advertisement by pamphlets, persuasion and Notice board has positive impact on enrollment. All these

variables are insignificant as p values are very high. So we can say that advertisement by media, pamphlets, persuasion and Notice board do not impact enrollment.

2 Present Income ceiling of the beneficiary households

The scheme under the eligibility criteria for candidates/students stipulates that only candidates belonging to the notified Minority Communities, having total family income from all sources not exceeding ₹ 6 lakh per annum, will be eligible. The organization/implementing agency needs to obtain an income certificate from the concerned students/candidates issued by the competent authorities in the respective States/UTs. To find the actual income of the beneficiary household, the monthly income levels of the households have been asked and responses received. The responses on the income ceiling of ₹ 6 lakh were received from the beneficiary students. Though most of the beneficiary students have been found favoring the income ceiling of ₹ 6 lakh, the study team feels that the income ceiling may be revised keeping in view the Market Price Index (MPI). The responses on the component are as under:

Table 4.4: Responses on the Income Ceiling of ₹ 6 lakh by Target Group

State	Male		Female		Total		Total
	Yes	No	Yes	No	Yes	No	
Andhra Pradesh	33	2	52	2	85 (95.0)	4 (5.0)	89 (100)
Delhi	24	12	6	4	30 (65.0)	16 (35.0)	46 (100)
Maharashtra	40	1	34	5	74 (92.0)	6 (8.0)	80 (100)
Manipur	2	3	12	2	14 (73.0)	5 (27.0)	19 (100)
West Bengal	25	13	16	9	41 (65.0)	22 (35.0)	63 (100)
Uttar Pradesh	60	1	63	5	123 (95.0)	6 (5.0)	129 (100)
Total	184	32	183	27	367 (86.1)	59 (13.9)	426 (100)

The table above presents the views received by the beneficiary students on the laid down income ceiling of ₹ 6 lakh in the scheme guidelines. 86.1% of the beneficiary students expressed that they did not have any issue with the income ceiling. However, 13.9% of the respondents wanted to increase the ceiling limit. Such responses were found mostly in West Bengal, followed by Delhi, Maharashtra, Uttar Pradesh, Manipur, and Andhra Pradesh. However, the same may be revised keeping in view the MPI index.

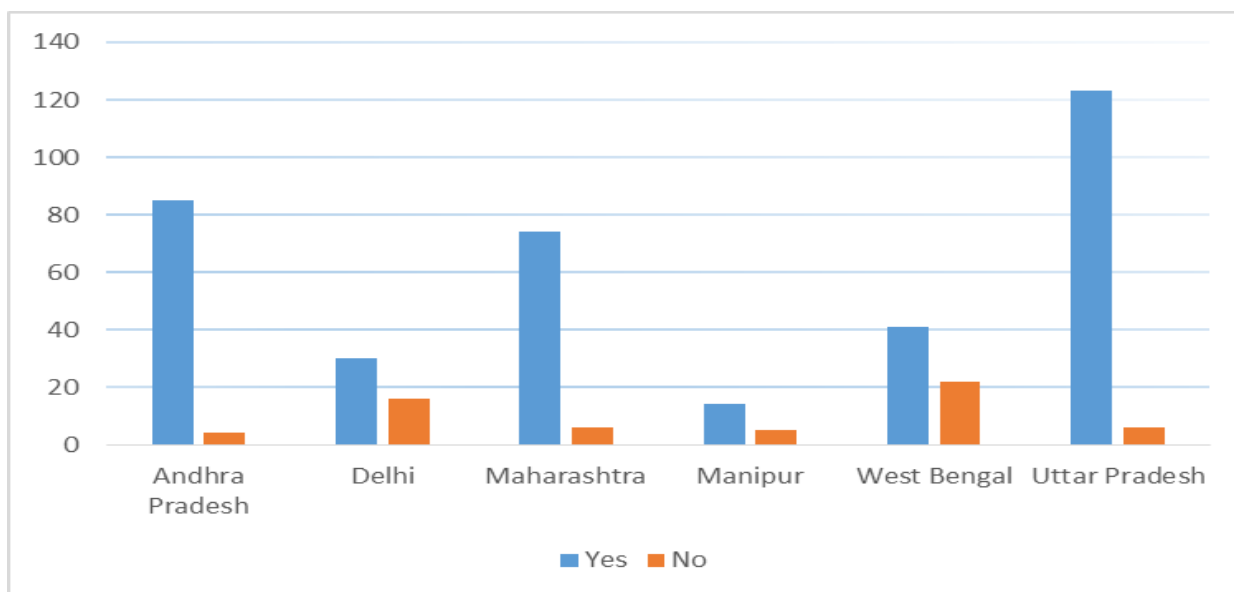


Figure 4.2: Responses on the Income Ceiling of ₹ 6 Lakh

The bar graph shows the views of beneficiaries on the income ceiling of ₹ 6 lakh. Looking at the total number of affirmations, the views for the revision was received more in West Bengal, followed by Delhi and other sampled states.

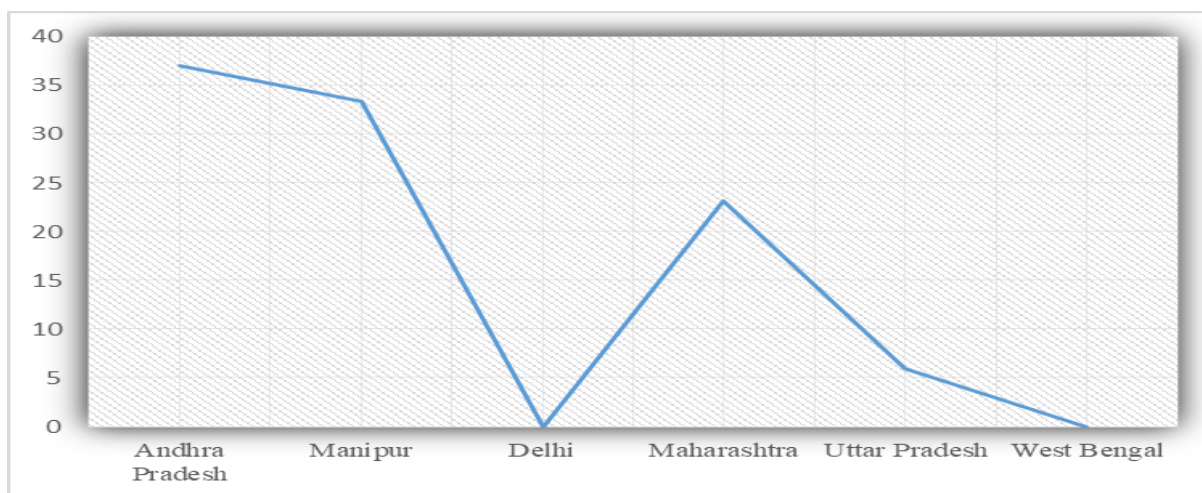
3 The success rate of assisted students for technical and professional courses

One of the objectives of the scheme is to assist students belonging to the notified minority communities by way of providing special coaching for admission in technical and professional courses such as engineering, medical, law, management, information technology, etc. It further prescribes that the minimum success rate under the coaching programme for the component has to be 30%. Out of the total qualifying students for Engg./Medical entrance examination, at least 5% of the total students may get qualified for admission in government colleges or government seats in reputed private colleges/institutions. In case the success rate is less than the prescribed, the amount of grants in aid to be released as the final installment of the 12th class will be reduced on a pro-rata basis and no further allocations would be made to the organization of the concern. In the backdrop, the effectiveness of the coaching for technical and professional courses at the undergraduate level was assessed. The responses are given as under:

Table 4.5: Success Rate of Technical Professional Examinations

State	Registration in Technical/Professional Courses	Cleared Entrance of Technical/Professional Courses	Success Rate
Andhra Pradesh	300	111	37
Manipur	150	50	33.3
Delhi	50	0	0
Maharashtra	194	45	23.20
Uttar Pradesh	2383	141	5.92
West Bengal	740	0	0
Grand Total	3817	347	9.09

The table above presents the number of beneficiary students registered for technical/professional courses and cleared the entrance examination. The highest success rate is evident in the coaching centres of Andhra Pradesh (37%), followed by Manipur (33.3%), Maharashtra (23.20%), and Uttar Pradesh (5.92%). The success rate for the above courses has been found zero in the case of coaching centres of Delhi and West Bengal. Overall, a 9.09% success rate has been achieved across the states. In the range of 37, the mean value calculated for the success rate is 16.5 with a standard error of 6.8 and a standard deviation of 16.7. The kurtosis is -2.5 which shows an asymmetrical success rate with skewness of 0.20 across the sampled states. However, the positivity in the skewness also informs that the success rate is potentially significant. The success rate can also be explained through the line graph drawn below:

**Figure 4.3: Success Rate in Professional and Technical Courses**

The line graph presents the success rate in professional and technical courses across the sampled states. The slope of the line graph seems to be descending upto Delhi and takes upturn upto Maharashtra and descends significantly at West Bengal. This implies that the success rate is the highest in Andhra Pradesh, followed by Manipur, Maharashtra, and Uttar Pradesh.

4 The success rate of assisted students for qualifying Group A, Group B, Group C, and Other Equivalent Examinations

The scheme objectives prescribe to assist students belonging to the notified minority communities by way of providing special coaching to qualify competitive examinations for recruitment to Group 'A', 'B' and 'C' services and other equivalent posts under the central and state governments including public sector undertakings, banks, insurance companies as well as autonomous bodies. The responses of the coaching centres were found on the component. It is represented in the tabular form as under:

Table 4.6: Success Rate in Group 'A', 'B', & 'C' Services

State	Registered for Group 'A', 'B', & 'C' Services	Cleared Group 'A', 'B', & 'C' Services	Success Rate
Andhra Pradesh	0	0	0
Manipur	0	0	0
Delhi	50	3	6
Maharashtra	50	3	6
Uttar Pradesh	1050	114	10.9
West Bengal	50	0	0
Grand Total	1200	120	10

The table above shows the success rate for group A, B, and C services across sampled states. The overall success rate has been accounted for 10%. The success rate is the highest in Uttar Pradesh (10.9%) as compared to other states. The mean success rate is 3.8 with a standard error of 1.8. However, the standard deviation for the success rate is 4.5 in the success rate calculated. The success rate by the state is evident in the diagram below:

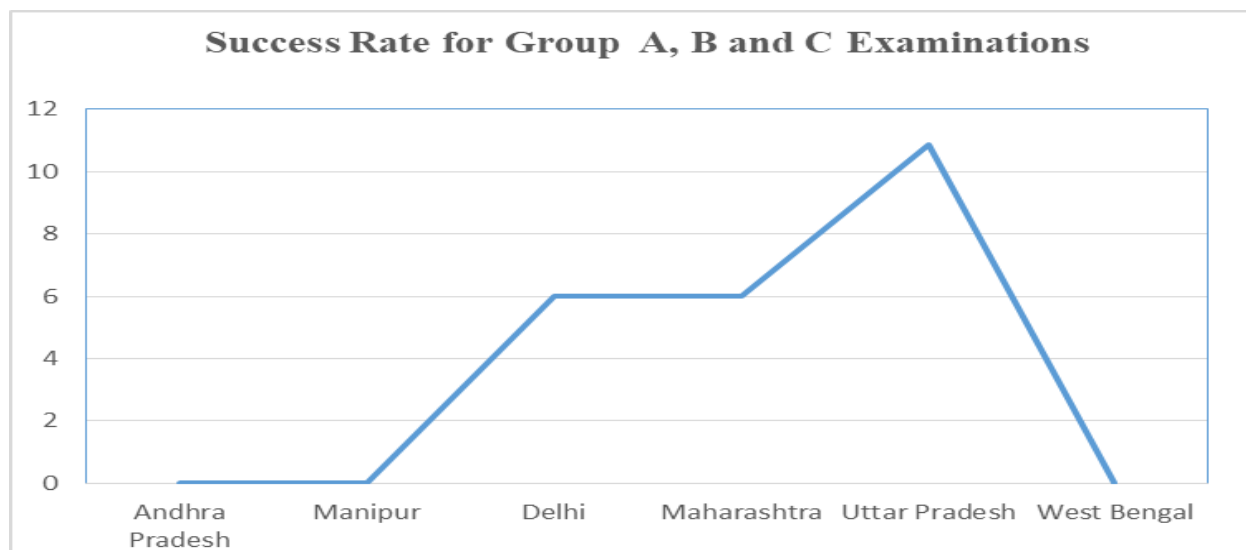


Figure 4.4: Success Rate in Group A, B, and C Examinations

The line graph drawn above shows that the success rate for Group A, B, and C services is under-performing. The success rate in the state of Uttar Pradesh, Maharashtra, and Delhi are relatively better. However, except for coaching centres in Uttar Pradesh, coaching centres from other sampled states have not met the success rate of 10%. It is interesting to note that the faculty across the sampled states have responded that their students attain the success rate of 20% which have been found incorrect as per the information collected from the coaching centres other than Uttar Pradesh. Overall, the existing success rate has been computed as 10%, as per the target success rate given in the scheme guidelines.

5 Effectiveness of coaching centres for Technical and Professional Courses at Undergraduate Level

The eligibility criteria for applying for the empanelment of coaching institutions have also been laid down in the scheme guidelines. One of the eligibility criteria for receiving financial assistance under the scheme is -the school/college/institute should have a minimum success rate of 15% in coaching for admission to professional/technical courses. The information relating to the success rate was asked to the coaching centres. The coaching centres during the in-depth interviews informed that they fulfilled the criterion of achieving a success rate of 15%. The success rate is largely dependent on the role played by coaching centres in grasping the subject matter by the beneficiary students. The views received from the beneficiary students on the different indicators have been assessed through the rating scale (Likert Scale of 1 to 5 where the

rating is in the ascending order). 2.5 is the average rating that the components should attain. The views expressed by beneficiary students on the components are as under:

Table 4.7: Effectiveness of Coaching Centres in the Sampled States

State	Visit to Library	Effectiveness of coaching	Rating of faculty	Enriching Experience	Facilities available at coaching	Quality of Refreshment	Total
Uttar Pradesh	1.9	3.7	4.1	3.1	3.9	3.4	3.3
Andhra Pradesh	4.2	4.2	4.5	4.4	4.4	3.0	4.1
Delhi	2.1	3.7	4.1	3.6	3.6	3.8	3.5
Maharashtra	3.8	4.4	4.5	4.2	4.5	4.1	4.2
Manipur	2.7	4.1	4.3	3.7	4.2	4.2	3.9
West Bengal	3.0	4.4	4.3	4.8	4.7	3.0	4.0
Mean Value	3.0	4.1	4.3	4.0	4.2	3.6	3.9

The responses from the beneficiary students were asked on six indicators of the coaching centres to assess their effectiveness. Visit to the library scored an average of 3.0 which is slightly better on the rating scale. The overall effectiveness of the coaching has been rated as 4.1 which is on the higher side. The rating of faculty has scored 4.3 which is better than the indicators. By joining coaching, the beneficiary students had an enriching experience has scores of 4.0. On the facilities of the coaching intuitions, the average has been scored as 4.2. The refreshment facility rating has been calculated as 3.6 on the rating scale. By order, the maximum rating has been scored by faculty (4.3), followed by facilities available at the coaching centers (4.2), the effectiveness of coaching (4.1), enriching experience (4.0), quality of refreshment (3.6), and library (3.0). Visit the library has poorly scored in the coaching institutions of Uttar Pradesh (1.9). The better score on the same indicator is evident in Andhra Pradesh (4.2), followed by Maharashtra (3.8), West Bengal (3.0), Manipur (2.7), and Delhi (2.1). The effectiveness of the coaching institutions has been rated maximum in the state of Maharashtra (4.4) and West Bengal (4.4), followed by Manipur (4.1), Delhi (3.7), and Uttar Pradesh 93.7). The rating of faculty has scored more in the coaching institutions of Maharashtra (4.5) and Andhra Pradesh (4.5), followed by each 4.3 in Manipur and West Bengal and each 4.1 in Uttar Pradesh and Delhi. The enriching experience has been scored the maximum in West Bengal 94.8), followed by Andhra Pradesh (4.4), Maharashtra (4.2), Manipur (3.7), Delhi (3.6), and Uttar Pradesh (3.1). The

facilities available at the coaching centres have scored the highest in West Bengal (4.7), followed by Maharashtra (4.5), Andhra Pradesh (4.4), Manipur (4.2) Uttar Pradesh (3.9), and Delhi (3.6). The quality of refreshment ranges from 4.2 to 3.0 across the sampled states. The highest score has been obtained by coaching institutions from the state of Manipur (4.2), followed by Maharashtra (4.1), Delhi (3.8), Uttar Pradesh (3.4), and Andhra Pradesh (3.0). Overall, the highest score on the effectiveness of the coaching is evident in Maharashtra (4.2), followed by Andhra Pradesh (4.1), West Bengal (4.0), Manipur (3.9), Delhi (3.5), and Uttar Pradesh (3.3.). The overall trend of the coaching effectiveness is drawn through the line diagram which is as under:

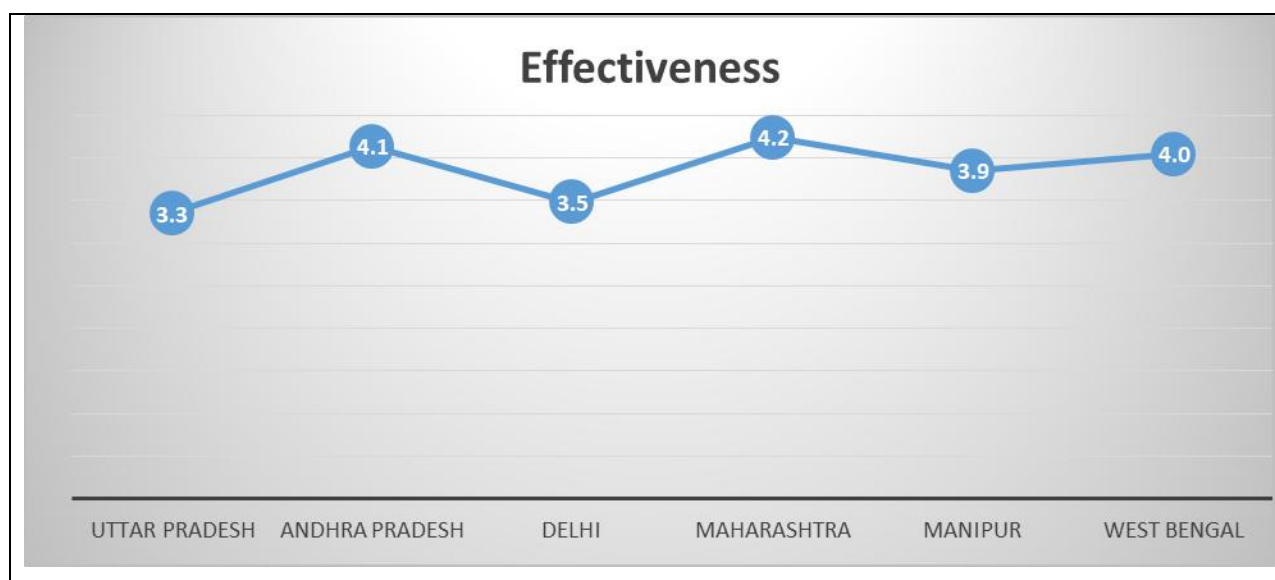


Figure 4.5: Effectiveness of the Coaching Centres in the Sampled States

The diagram shows the highest elevation of the line graph in the state of Maharashtra, followed by Andhra Pradesh, West Bengal, Manipur, Delhi, and Uttar Pradesh.

6 Induction Rate of Beneficiary women in the Coaching Centres

Education systems emphasize the responsibility of teachers both males and females to educate and mold the students and guarantee their attendance in coaching centres. The importance of women as teachers reveals a lot of facts and helps determine their influence on education, especially girls' attendance at coaching centres. Irrespective of the percentage of women teachers in the coaching centres, we ought to value their role as educators. When we succeed in inducting women teachers, the working conditions of institutions improve and contribute to the development of the community as a whole. For the educational programs to be efficient, the

quality of teachers is highly essential. More than delivering the lessons, every teacher has a crucial role in front of them in treating the boys and girls with patience, giving them care and affection they duly deserve, prepare them for a useful vocation in life to earn their daily bread, and reinforce some social role models for promoting gender equality. The traditional family responsibilities that women hold in families and their motherhood makes it easy for them to relate to students in coaching centres. This is undoubtedly a significant advantage that facilitates teaching. More than this, professional training is highly essential for women so that they are made capable to perform the required roles. The induction rate of women both as teachers and students have been found out in the data garnered. The details are presented in the tabular form as under:

Table 4.8: Induction rate of beneficiary women in sampled states

State	Induction rate of women Beneficiary in the Coaching Centres in the sampled states	
	Female faculty in Percentage	Women Beneficiary in Percentage
Andhra Pradesh	42	60
Delhi	0	21
Maharashtra	33	48
Manipur	60	73
West Bengal	14	39
Uttar Pradesh	19	52

The table above informs that maximum women representation as faculty is evident in the state of Manipur (60%), followed by Andhra Pradesh (42%), Maharashtra (33%), Uttar Pradesh (19%), and West Bengal (19%). The representation of women has not been found in Delhi. At the same time, the women beneficiary students have been found maximum in Manipur (73%), followed by Andhra Pradesh (60%), Maharashtra (48%), West Bengal (39%), and Delhi (21%). The women induction rate may well be depicted through the graph given below:



Figure 4.6: Women representation across the sampled States.

The line graphs show the women representation across the sampled states. The lower graph represents women faculty whereas the above line graph depicts women beneficiary students in the coaching centres across the states. However, the coaching centres with the maximum percentage of women faculty seem to have attracted more women students. Overall, the line graph shows the direct linkage of women faculty with women students. The scheme guidelines also vouch for institutions to make special efforts by inviting female staff to mobilize minority girl students.

7 Representation of Divyangjan in Coaching Centres

To develop awareness in the higher education system and also to provide necessary guidance and counseling to differently-abled persons, it is expected that the Institutes facilitate admission of differently-abled persons in various courses; provide guidance and counseling to differently-abled persons, create awareness about the needs of differently-abled persons, and other general issues concerning their learning. It is important to assist differently-abled persons to gain successful employment in the public as well as private sectors. The information pertaining to the component is as under:

Table 4.9: Divyangjan among beneficiary Students in Sampled States

State	Divyangjan
Uttar Pradesh	5(3.8)
Andhra Pradesh	0(0)
Delhi	0(0)
Maharashtra	5(6.2)
Manipur	0(0)
West Bengal	2(3)
Total	12 (2.8%)

The distribution of Divyangjan among the sampled beneficiaries has been accounted for approximately 3% of the sample size undertaken in the evaluation study. The state-wise distribution of Divyangjan is evident in the table above.

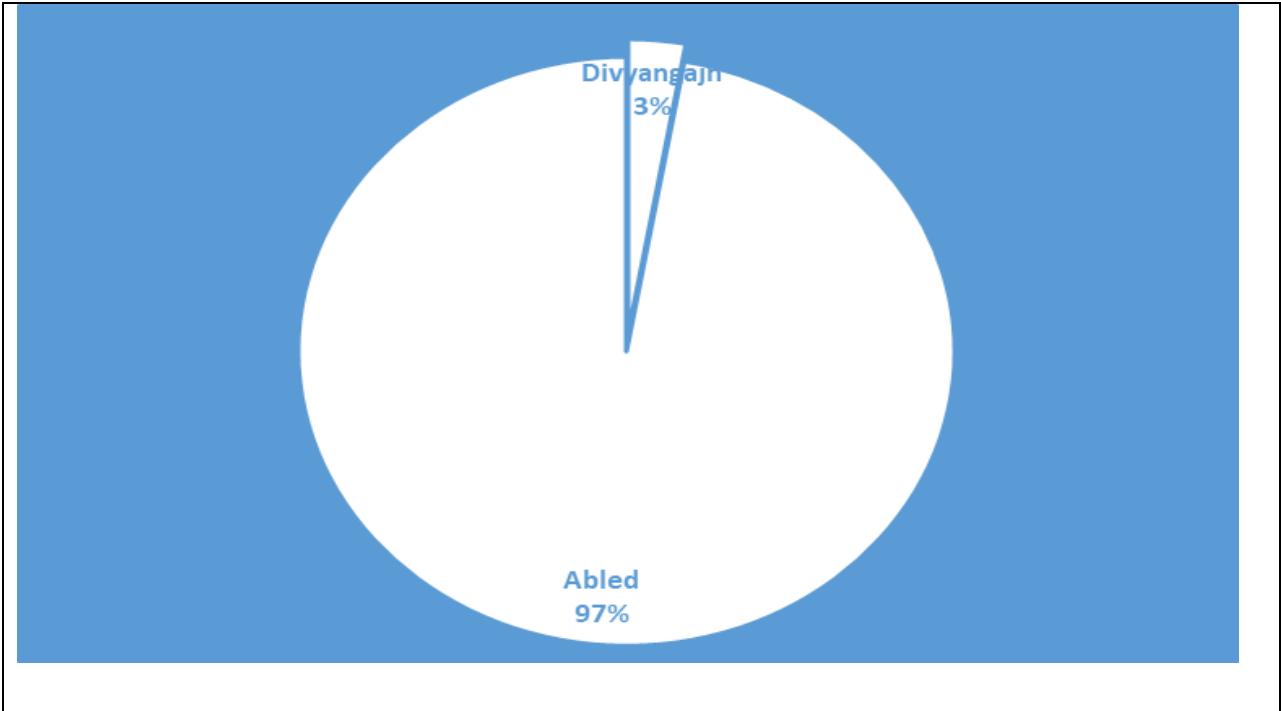


Figure 4.7: Distribution of Divyangjan across Sampled States

The pie chart indicates insignificant coverage of Divyangjan among the target group. It shows that the intervention has not necessarily included the potential candidates from Divyangjan in the beneficiary pool. Out of the total Divyangjan in the sample states 6.2% in Maharashtra, 3.8% in

Uttar Pradesh, and 3% in West Bengal were found. However, no Divyangjan was reported in the states of Delhi, Andhra Pradesh, and Manipur.

8 Social Security, Separate toilet Facilities, Hostel Facilities, and individual career guidance provided to beneficiary women

For institutions to receive financial assistance under the scheme one of the laid down criteria in the guidelines is that Institutes should have residential facilities with separate hostels for boys and girls equipped with security guards. Female security guards and staff should be posted in girls' hostels. The affirmative responses of women were documented and converted into percentage points. The details are as under:

Table 4.10: Specific facilities available to Beneficiary Women (%)

State	Separate Toilet	Guards	Separate Career Guidance	Separate Hostel
Uttar Pradesh	94	11	70	10
Andhra Pradesh	99	1.85	87	0
Delhi	100	40	100	40
Maharashtra	98	53	89	52
Manipur	100	35	100	35
West Bengal	100	80	84	80

The table above represents the percentage of beneficiaries women expressed about the required facilities. Separate toilets for women have been expressed in Delhi, Manipur and West Bengal whereas, in Uttar Pradesh, Andhra Pradesh, and Maharashtra some of the women candidates have registered their voice against the availability of separate toilets. The Facility related to security guards have been assented by the highest percentage of women beneficiaries in West Bengal (80%), followed by beneficiaries from Maharashtra (53%), Delhi(40%), Manipur (35%), Uttar Pradesh 911%) and Andhra Pradesh (1.85%). All beneficiaries in the coaching centres of Delhi and Manipur have received separate career guidance whereas, on the same indicators coaching institutions from states like Uttar Pradesh, Andhra Pradesh, West Bengal, and Maharashtra are underperforming. The separate hostel for beneficiary women has not been found in Andhra Pradesh, whereas merely 10% of women respondents have assented from the state of Uttar Pradesh. The same has been found relatively effective in the state of Maharashtra (52%),

followed by Delhi (40%) and Manipur (35%). The same can also be shown through the diagram given below:

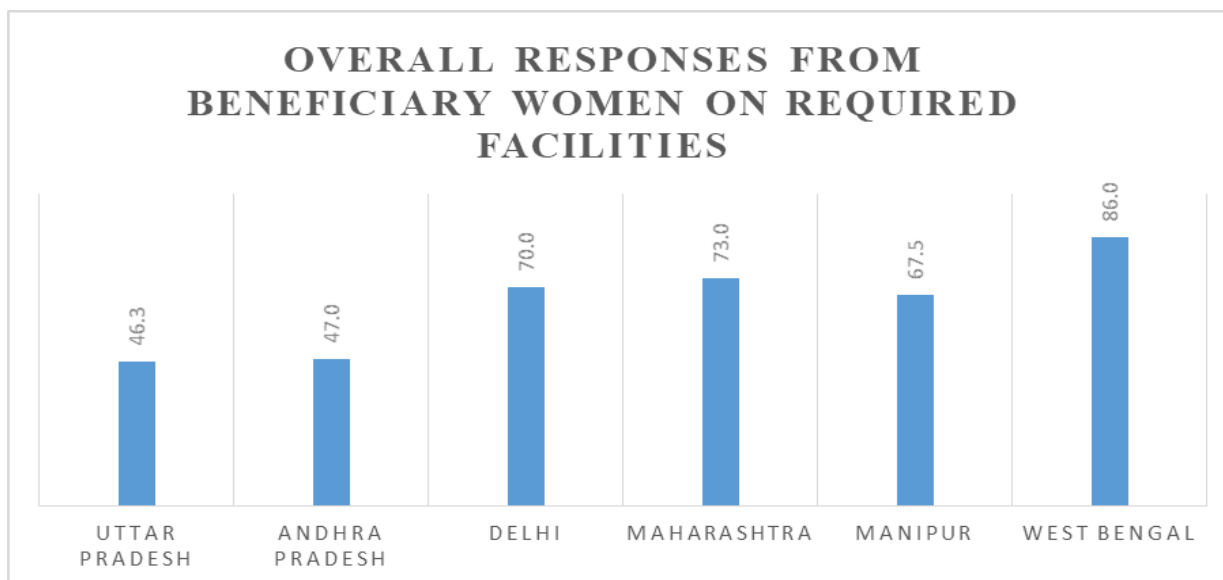


Figure 4.8: Overall Facilities Expressed by Percentage of Beneficiary Women

Overall, the maximum facilities for beneficiary women were found available in the state of West Bengal (86%), followed by Maharashtra (73%), Delhi (70%), Manipur (67.5%), Andhra Pradesh (47%), and Uttar Pradesh (46.3%).

9 Infrastructure facilities at the Coaching Centres

The eligibility criteria for applying for the empanelment of coaching institutions mentions that the institute should have necessary infrastructure such as premises, library, requisite equipment, etc. to run the coaching classes in the courses applied for.

Table 4.11: Infrastructure available at the coaching centres across the sampled states

State	Digital Content	Computer-aided Learning & Teaching	32 inch LED	CCTV Camera includes . DVR	Converter	Online Support System	Real-Life Examples	Daily Performance Report Evaluation	Total
Andhra Pradesh	89(100)	89(100)	87(97)	89(100)	68(76)	87(97)	75(84)	8(8.8)	89
Delhi	6(13)	10(21)	12(26)	9(19.5)	6(13)	10(21.7)	7(15.2)	6(13.0)	46
Maharashtra	52(65)	61(76)	44(55)	64(80)	42(52)	50(62)	50(62)	42(52)	80
Manipur	10(52)	14(73)	5(26)	6(31)	5(26)	10(52)	2(10.5)	0(0)	19

Uttar Pradesh	25(19.3)	32(24.8)	19(14.7)	34(26)	18(13.9)	19(14.7)	19(14.7)	10(7.7)	129
West Bengal	61(96)	59(93)	0(0)	61(96)	0(0)	37(58)	56(88)	54(85)	63

For the study of infrastructure, digital contents, computer-aided learning, and leaching, 32 inch LED, CCTV camera including DVR, converter, online support system, real-life examples, and daily performance report were considered. The maximum digital contents were found in the coaching institutions of Andhra Pradesh, followed by West Bengal (96%), Maharashtra (65%), Manipur (52%), Uttar Pradesh (19.3%), and Delhi (13%). The maximum computer-aided learning was evident in Andhra Pradesh, followed by West Bengal (93%), Maharashtra (76%), Manipur (73%), Uttar Pradesh (24.8%), and Delhi (21%). The maximum 32 inches LED was found in the coaching Institutions of Andhra Pradesh, followed by Maharashtra (55%), Manipur (26%), and Delhi (26%), and Uttar Pradesh (14.7%). The maximum CCTV camera including DVR were found in the coaching institutions of Andhra Pradesh, followed by West Bengal (96%), Maharashtra (80%), Manipur (31%), Uttar Pradesh (26%), and Delhi (19.5%). The maximum Convertors were found in the coaching institutions of Andhra Pradesh, followed by Maharashtra (62%), West Bengal (58%), Manipur (26%), Uttar Pradesh (13.9%), and Delhi (13%). The maximum Online Support System was found in the coaching institutions of Andhra Pradesh, followed by West Bengal (96%), Maharashtra (65%), Manipur (52%), Delhi (21.7%), and Uttar Pradesh (14.7%). The maximum Real-Life example based classes were conducted in the coaching institutions of West Bengal, followed by Andhra Pradesh (84%), Maharashtra (62%), Delhi (15.2%), Uttar Pradesh (14.7%), and Manipur (10.5%). Most institutions with daily performance report evaluation systems were found in West Bengal (85%), followed by Maharashtra (52%), Delhi (13%), Manipur (52%), Andhra Pradesh (8.8%), and Uttar Pradesh (7.7%).

10 Footfalls in the library

The library is the basic infrastructure that facilitates candidates to consult books for better understanding. Though libraries across sampled states were found smaller, some of the libraries attracted good footfalls. The number of footfalls informs about the usefulness of the library. The details provided by the coaching institutions are as under:

Table 4.12: Footfall in the Libraries of the Coaching Centres by State

State	1000 to 1500	1500 to 3000	Less than 1000	More than 3000	Grand Total
Andhra Pradesh	0(0)	0(0)	3(75)	1(25)	4
Manipur	2(66)	0(0)	6(33)	0(0)	3
Maharashtra	0(0)	1(25)	2(50)	1(25)	4
Uttar Pradesh	2(12.5)	2(12.5)	11(68)	1(6.2)	16
Delhi	0(0)	1(100)	0(0)	0(0)	1
West Bengal	0(0)	2(66)	1(33)	0(0)	3
Grand Total	2(8.3)	1(4.1)	18(75)	3(12.3)	31

A total of 31 responses were registered on the indicators. Four categories of footfalls were created. It consisted of (1) 1000 to 1500, (2) 1500-3000, (3) Less than 1000, and (4) more than 3000. The maximum number of footfalls in the library have been reported in the state of Andhra Pradesh and Maharashtra. Less number of footfalls in the library have been reported in Manipur (66%), followed by Uttar Pradesh (12.5%). In the range of 1500 to 3000, the maximum footfalls have been found out in Delhi followed by West Bengal (66%), Maharashtra (25%), and Uttar Pradesh (12.5%). In the less than 1000 footfalls, the maximum percentage is evident in Andhra Pradesh (75%), followed by Uttar Pradesh (68%), Maharashtra (50%), Manipur (33%), and West Bengal (33%). More than 3000 footfalls were found more in Andhra Pradesh (25%) and Maharashtra (25%), followed by Uttar Pradesh (6.2%). Overall, less than 1000 footfalls have been reported from the coaching centres across the sampled states.

11 Overlap with Other schemes

It was found during the study that Naya Savera: Free Coaching and Allied Scheme for the Candidates/Students belonging to Minority Communities is one of its kind. There is no similar scheme which can provide such facilities to minority candidates. It has also been informed that the stipend inbuilt in the scheme is an unequivocally integral part of it. It helps poor households to meet their opportunity costs by way of sparing their children to go to coaching centres for learning. In otherwise case, the parents would have deputed them for some remunerative jobs. The scheme with its welfarist agenda is a sparkling morning in the deplorable life of minority candidates.

4.2 Additional parameters

Table 4.13: Coverage of Beneficiaries in the Sampled States

State	Rural			Urban			Grand Total
	Male	Female	Total	Male	Female	Total	
Uttar Pradesh	31	28	59	30	40	70	129
Andhra Pradesh	15	15	30	20	39	59	89
Delhi	19	4	23	17	6	23	46
Maharashtra	17	13	30	24	26	50	80
Manipur	5	14	19	0	0	0	19
West Bengal	38	24	62	0	1	1	63
Total	125	98	223	91	112	203	426

The table above shows the distribution of the target group in the sampled states. The maximum number of beneficiary students in the rural area have been found in the state of West Bengal (62), followed by Uttar Pradesh (59), 30 each in Andhra Pradesh and Maharashtra, Delhi (23), and Manipur (19). The highest number of respondents in urban areas were found in Uttar Pradesh (70), followed by Andhra Pradesh (59), Maharashtra (50), Delhi (23), and West Bengal (1). The distribution of the target group by rural-urban location can be shown as under:

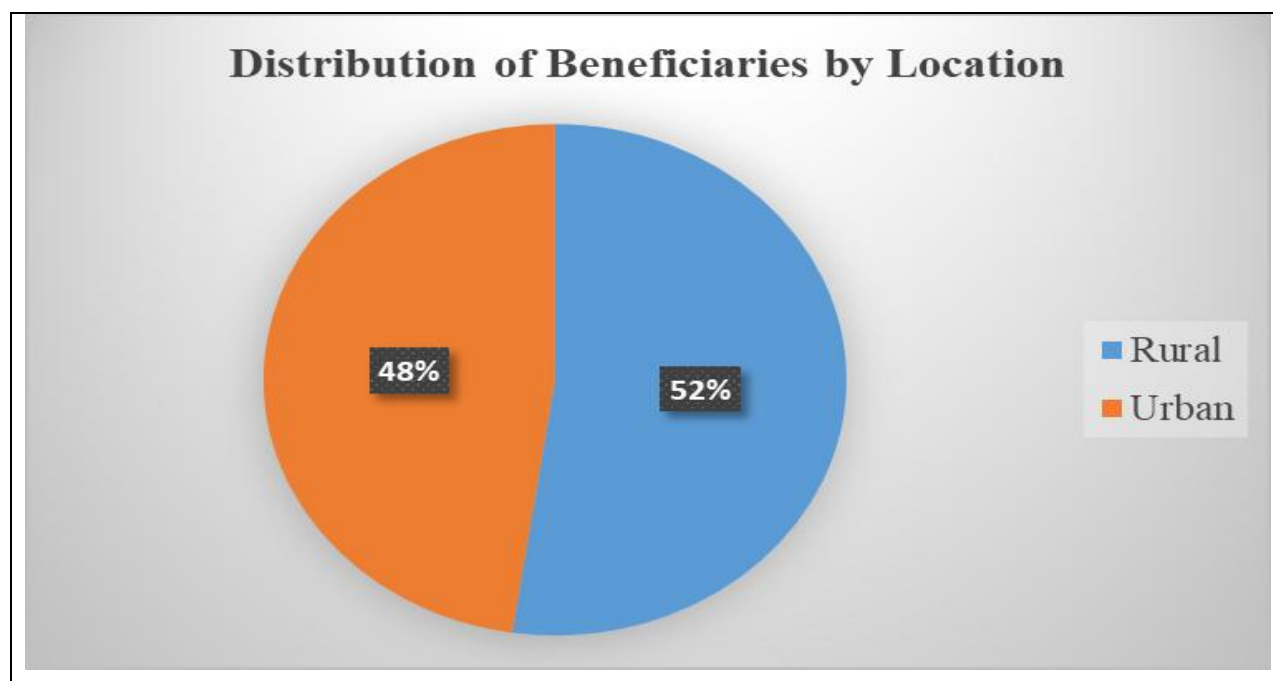


Figure 4.9: Coverage of Target Group in Rural and Urban Areas

The pie chart shows the distribution of beneficiaries in rural and urban locations. Around 52% of beneficiaries have been found in rural areas whereas, 48% in urban areas. The distribution stands for the target group. For the controlled group, the location of the non-beneficiaries are as under:

Table 4.14: Distribution of Non-beneficiaries across sampled States

States	Rural	Urban	Grand Total
Andhra Pradesh	24	65	89
Delhi	22	24	46
Maharashtra	27	53	80
Manipur	9	10	19
Uttar Pradesh	89	40	129
West Bengal	52	11	63
Grand Total	223	203	426

The table above shows the distribution of non-beneficiaries in the sampled states by location which is identical.

4.3 Randomized Control Trial (RCT) of the Scheme

Randomized Control Trial (RCT) is a scientific experiment that aims to reduce certain sources of bias when testing the effectiveness of new treatments; this is accomplished by randomly allocating subjects to two or more groups, treating them differently, and then comparing them with respect to a measured response. One group—the experimental group (Treatment Group) — receives the intervention being assessed, while the other—usually called the control group—receive no intervention. The groups are monitored under conditions of the trial design to determine the effectiveness of the experimental intervention, and efficacy is assessed in comparison to the control. There may be more than one treatment group or more than one control group. In the evaluation study, the RCT has been applied for beneficiaries (treatment group) and non-beneficiaries (control group).

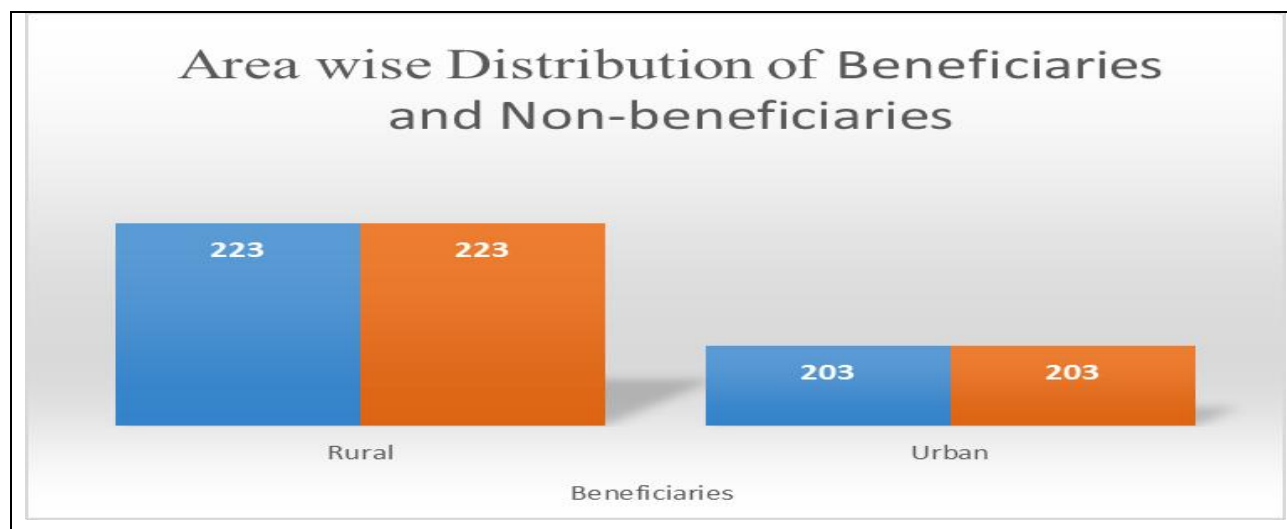


Figure 4.10: Identical Locations of treatment and control groups in the Sampled States

The bar diagram shows a comparative position of beneficiaries and non-beneficiaries in the sampled states which is identical. The randomized beneficiaries as well as non-beneficiaries have been drawn equally from the same locations. It is clear from the diagram that every 223 beneficiaries and non-beneficiaries have drawn from rural areas. Similarly, 203 beneficiaries and non-beneficiaries have randomly been selected from the urban areas in the sampled states. As such, location-wise beneficiary and non-beneficiaries have been selected equally from urban and rural areas.

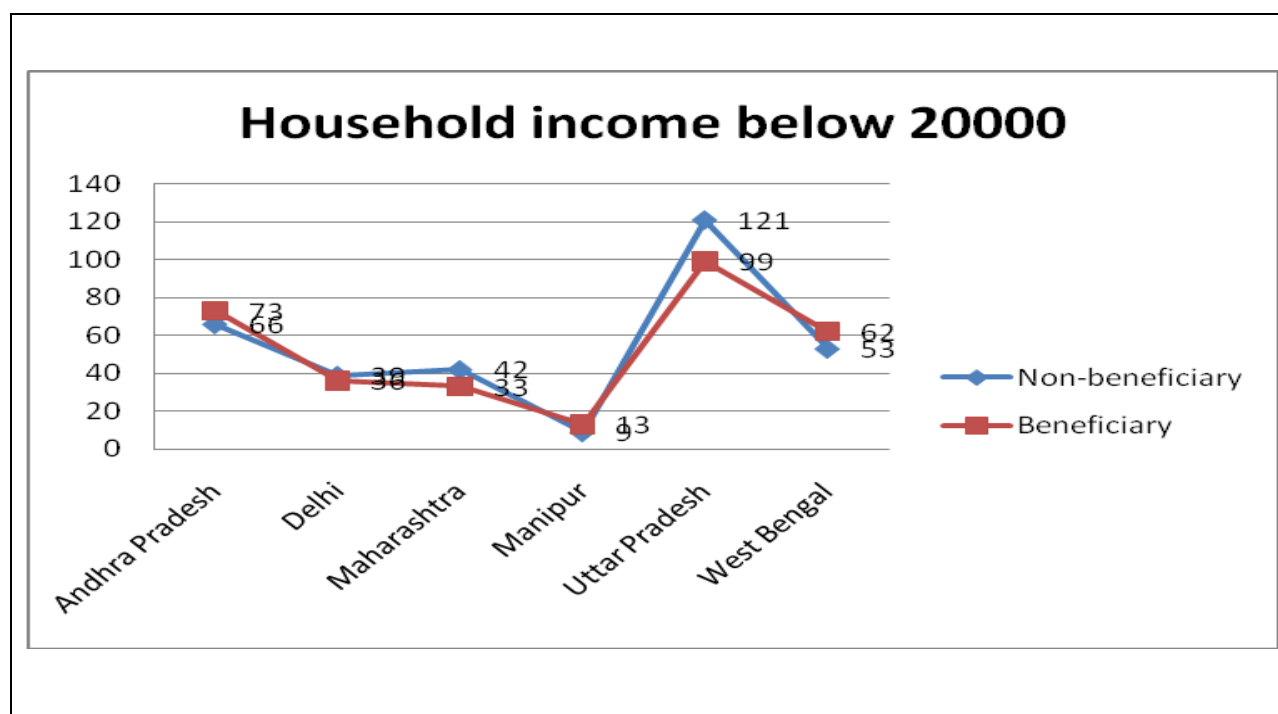
Table 4.15: Two sample t-Test Analysis

	<i>Non Beneficiary</i>	<i>Beneficiary</i>
Mean	17.1592353	10.19333333
Variance	243.4988522	57.78726667
Observations	6	6
Pooled Variance	150.6430594	
Hypothesized Mean Difference	0	
df	10	
t Stat	0.983022417	
P(T<=t) one-tail	0.174390788	
t Critical one-tail	1.812461102	
P(T<=t) two-tail	0.348781576	
t Critical two-tail	2.228138842	

The above table shows the two sample t-test analysis of the mean of success ratio for the control group and treatment group. The result of analysis shows that the p value for two tail test is 0.34 which is much above the threshold level of 0.05 (5% confidence level). It can be concluded that there is no significant difference in the mean success ratio of beneficiary and non-beneficiary group. So, we can say that the scheme does not have any positive impact on the result of the beneficiary candidate.

1 Household Monthly Income of treatment and control groups

The household monthly incomes of the beneficiaries and non-beneficiaries have been compared through the diagram below:



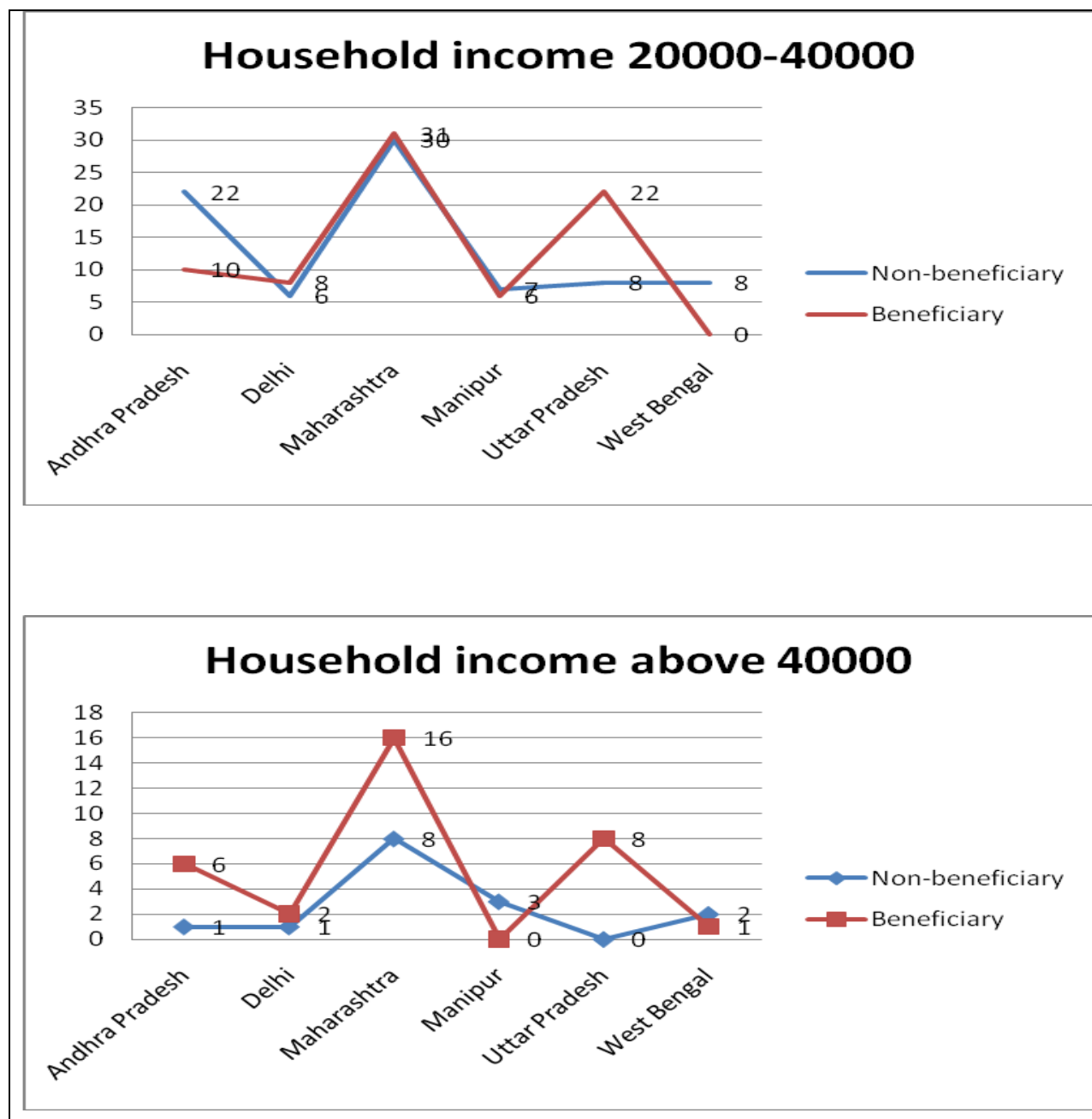


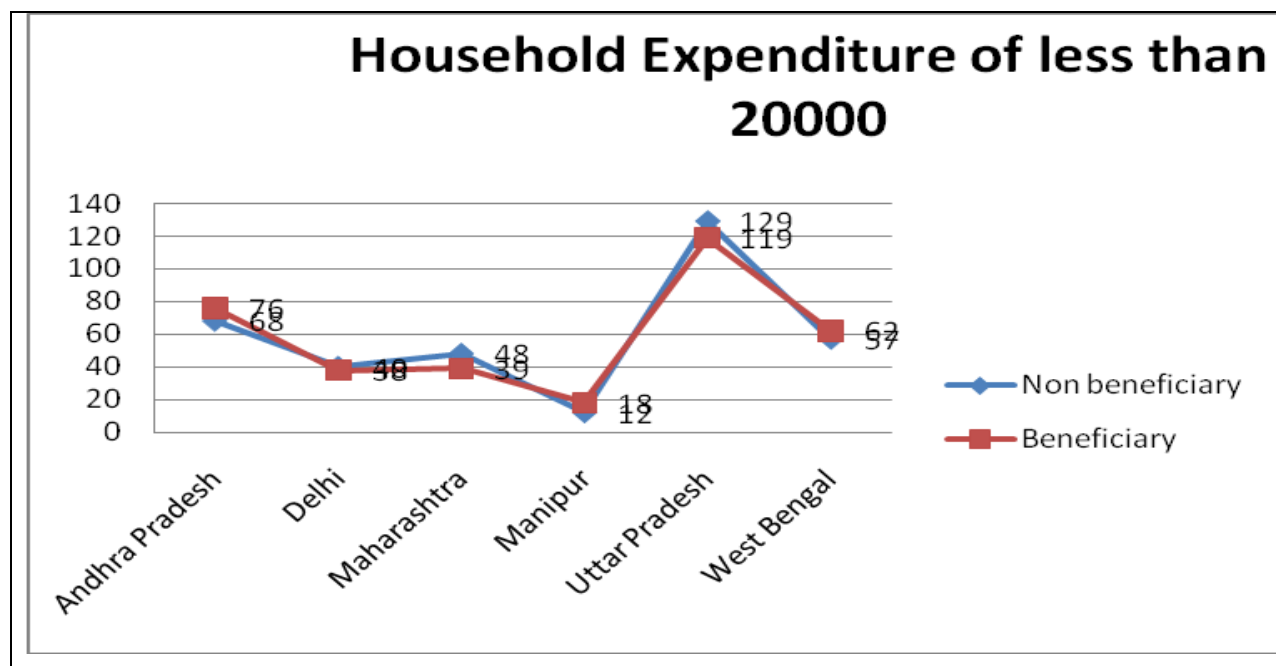
Figure 4.11: Comparative Status of Household Income of Beneficiaries Vs Non-Beneficiaries

Graph (i) of figure 3:11 shows the number of non-beneficiaries' households having income less than 20,000 are almost the same as the number of the beneficiary in all the states except for Uttar Pradesh where the number of non-beneficiary are slightly higher. Graph (ii) of figure 3:11 shows the number of non-beneficiary's household having income more than 20,000 and less than 40,000 are almost the same in Delhi, Maharashtra and Manipur but in West Bengal and Andhra

Pradesh number of the beneficiary are lower than the number of non-beneficiary whereas the number of the beneficiary is higher than non-beneficiary in the case of Uttar Pradesh. Graph (iii) of the figure shows the number of beneficiary households having income more than 40,000 is higher than the number of non-beneficiary households except in Manipur. This shows that most of the beneficiaries are likely to come from a higher-income household.

2 Household Monthly Expenditure of the Treatment and Control Groups

The household expenditure of the treatment group and the control group has been shown through the line diagram below. Three ranges of expenditure patterns were given to the beneficiaries and non-beneficiaries to receive their responses. The three alternatives were: (1) household expenditure level less than Rs. 20,000, (2) Household expenditure level between Rs. 20000 and Rs. 40000, and (3) Household expenditure above Rs. 40000.



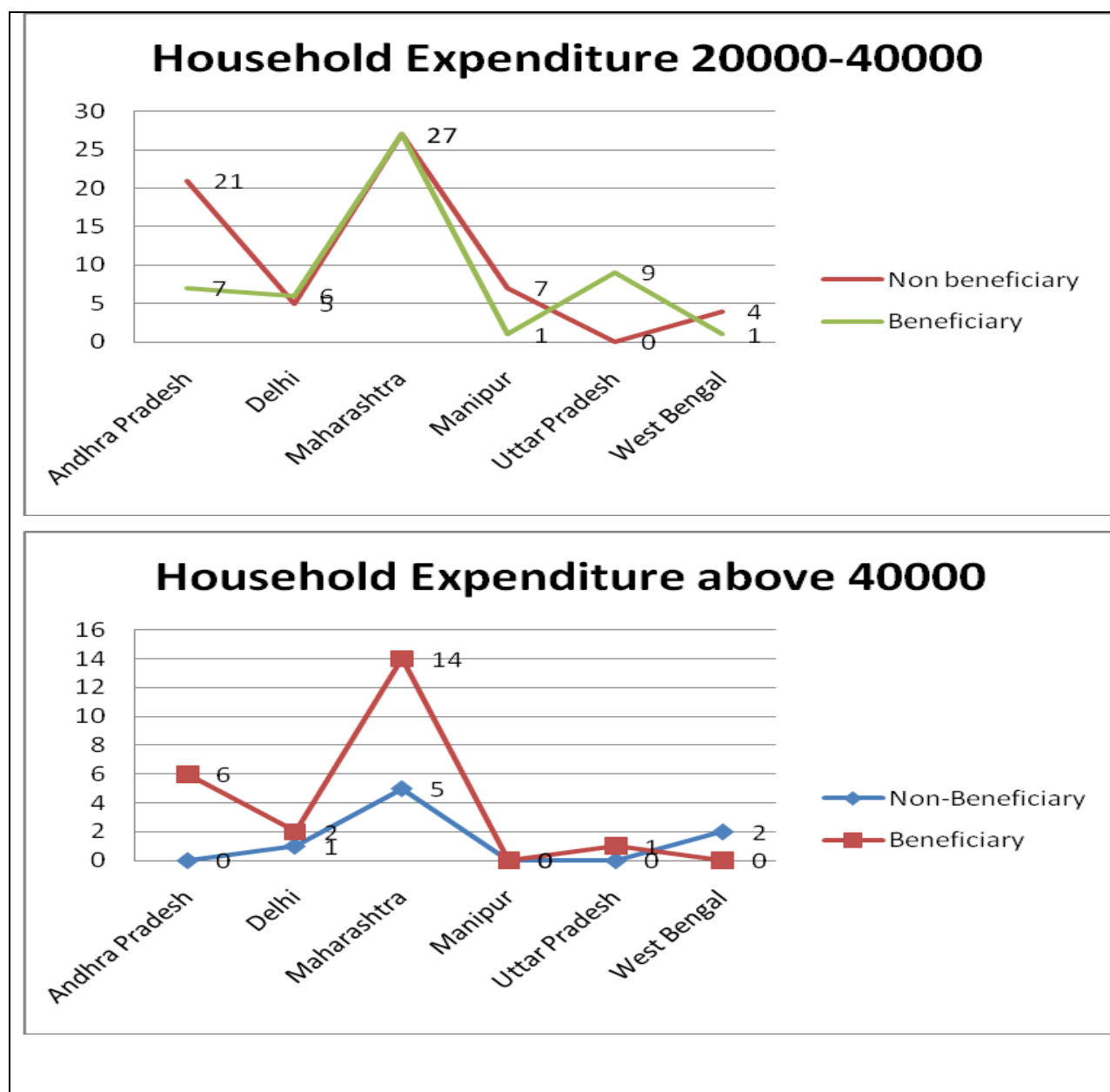


Figure 4.12: Comparative Status of Household Expenditure of Beneficiaries Vs Non-Beneficiaries

Graph (i) of figure 3:12 shows households with expenditure less than 20,000, the number of beneficiaries' households is almost the same as the number of non-beneficiary households.

Graph (ii) households with expenditure more than 20,000 and less than 40,000, number of beneficiary's household is almost the same as the number of the non-beneficiary household except for Andhra Pradesh where the number of non-beneficiary households is more in this expenditure group.

Graph (iii) shows households with expenditure more than 40,000, the number of beneficiaries' households greater than the number of non-beneficiary households.

Marital Status of Treatment and Control Groups

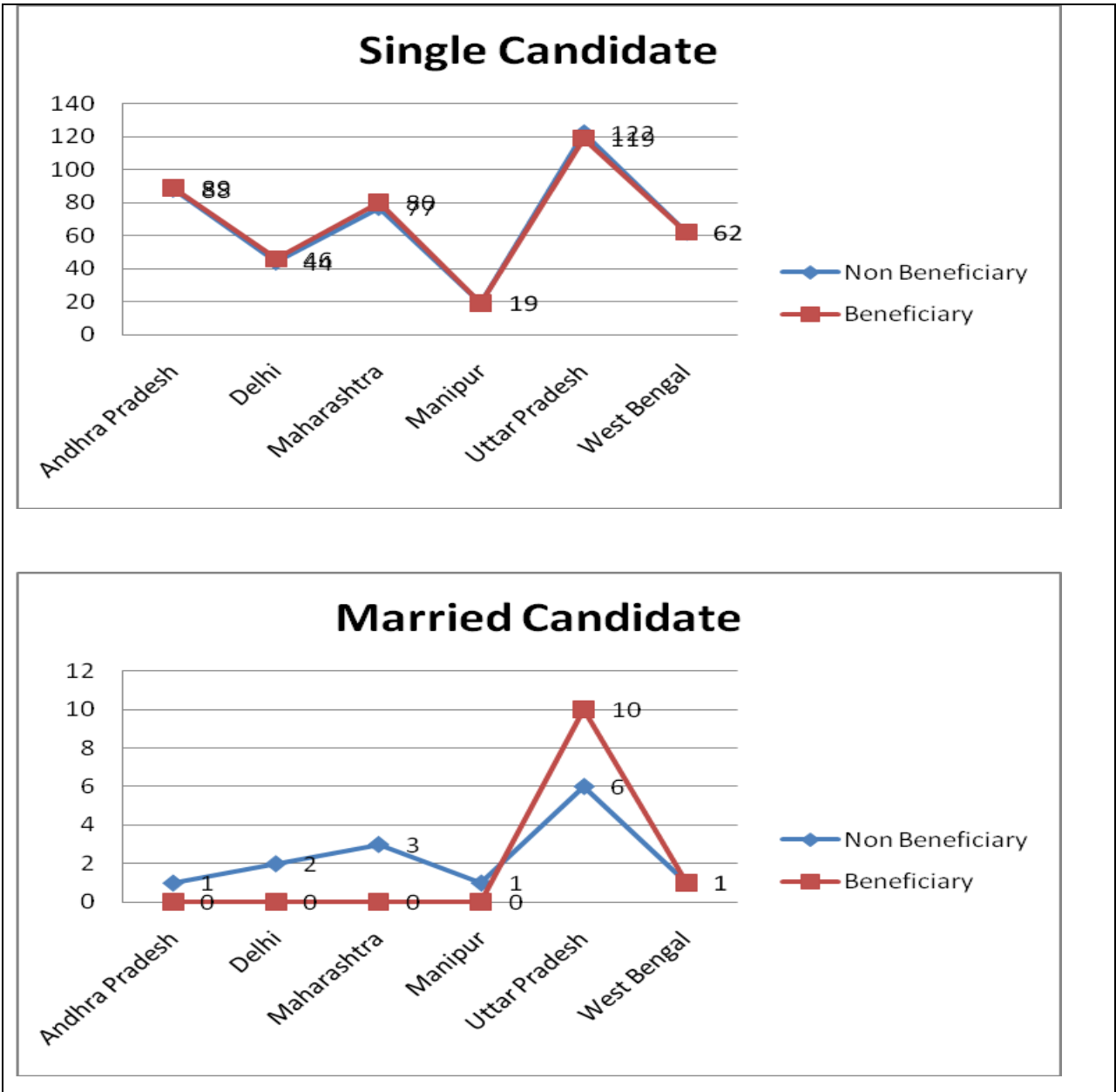
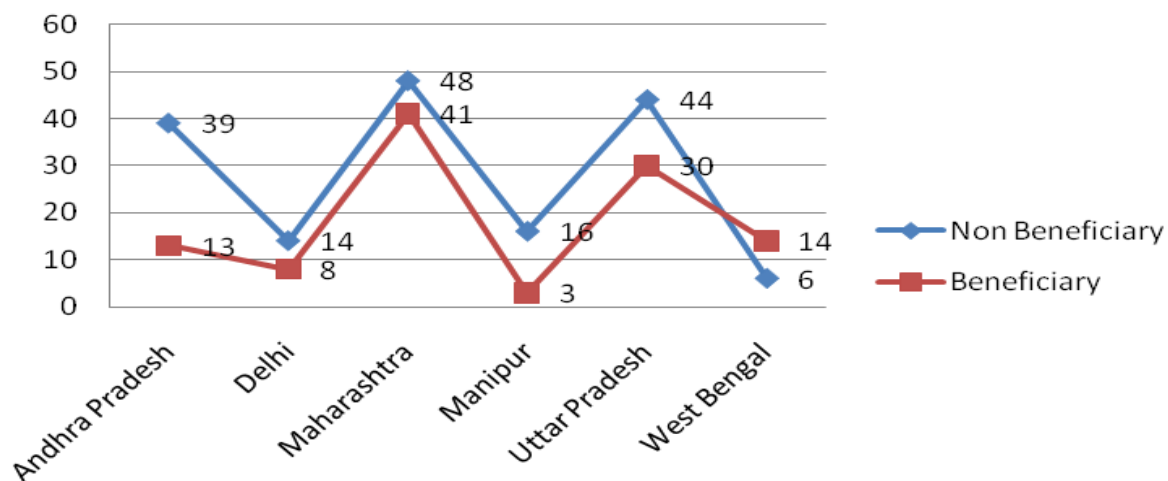


Figure 4.13 Marital Status of Treatment and Control Groups

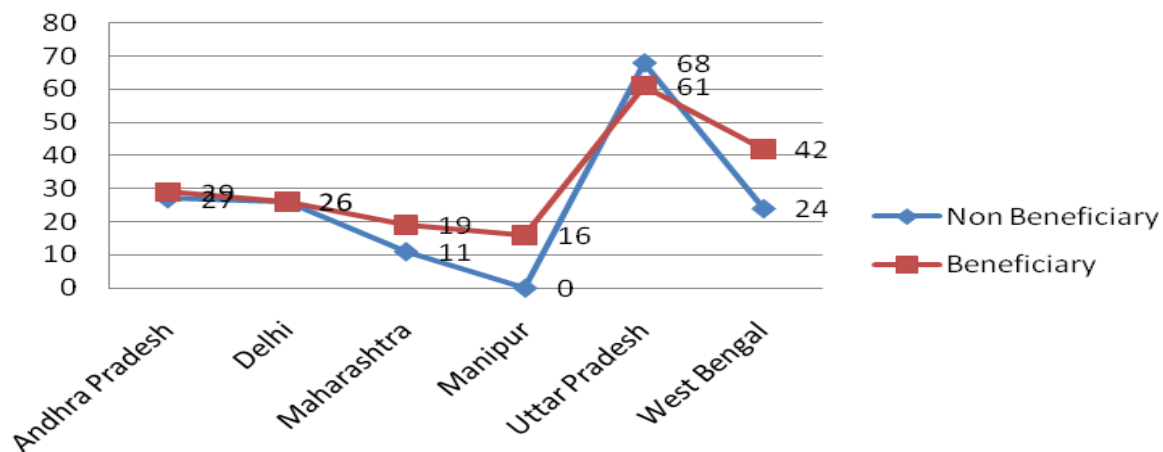
The marital status of treatment and control groups has been described in the graph below in two stages, namely single and married.

Graph (i) of figure 3:13 shows the number of non-beneficiary candidates whose marital status is single is almost the same as the number of single beneficiary candidates. Graph (ii) of figure 3:13 shows the number of married beneficiary candidates is 0 in every state except for Uttar Pradesh where the number of married beneficiaries is more than married non-beneficiary.

0-4 Hours of Study



4-6 Hours of Study



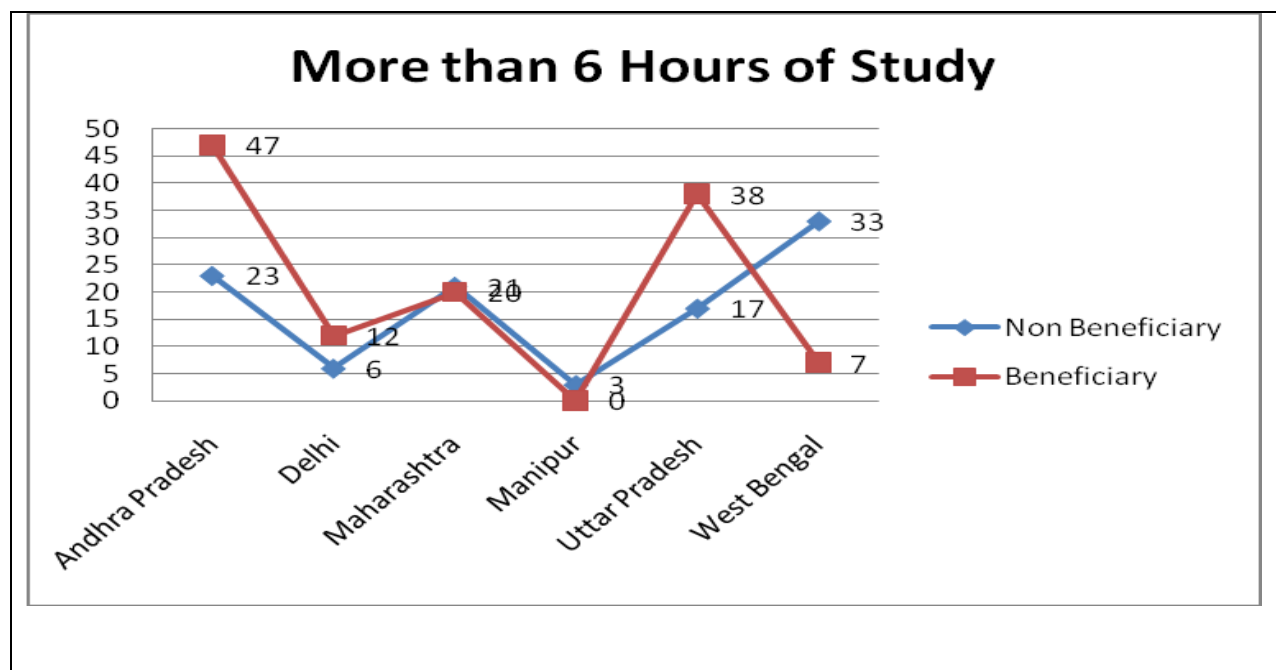


Figure 4.14: Hours Spent on Studies by Beneficiaries and Non-Beneficiaries

Graph (i) of the above figure shows that non-beneficiary candidates who studied less than 4 hours are more than the numbers of beneficiary candidates who studied less than 4 hours in every state except for West Bengal. Graph (ii) of the above figure shows the number of beneficiary candidates who studied 4 to 6 hours are more than the numbers of non-beneficiary candidates who studied 4 to 6 hours in every state. Graph (iii) shows that the number of beneficiary candidates who studied more than 6 hours are more in every state except in west Bengal where non-beneficiary studied more.

Table 4.16: Regression Result of hours studied and success Ratio

Intercept	Coefficients	Standard Error	t Stat	P-value
	-31.167	62.16118	-0.50139	0.704126
0 to 3	-0.76005	1.10542	-0.68757	0.616544
3 to 6	2.504223	3.794348	0.659988	0.628619
6 to 8	0.338702	0.389823	0.86886	0.544599
8 to 10	0.388825	0.792933	0.490363	0.70976

The above table shows the result of regression of hours of studies on success ratio. 0-3 hours of study has negative impact on success ratio whereas study above 3 hours has positive impact on

success ratio. But all these values are insignificant as p value is very high. We can conclude that success is not dependent on number of hours studied.

3 Comparative Success Rates of Treatment and Control Groups

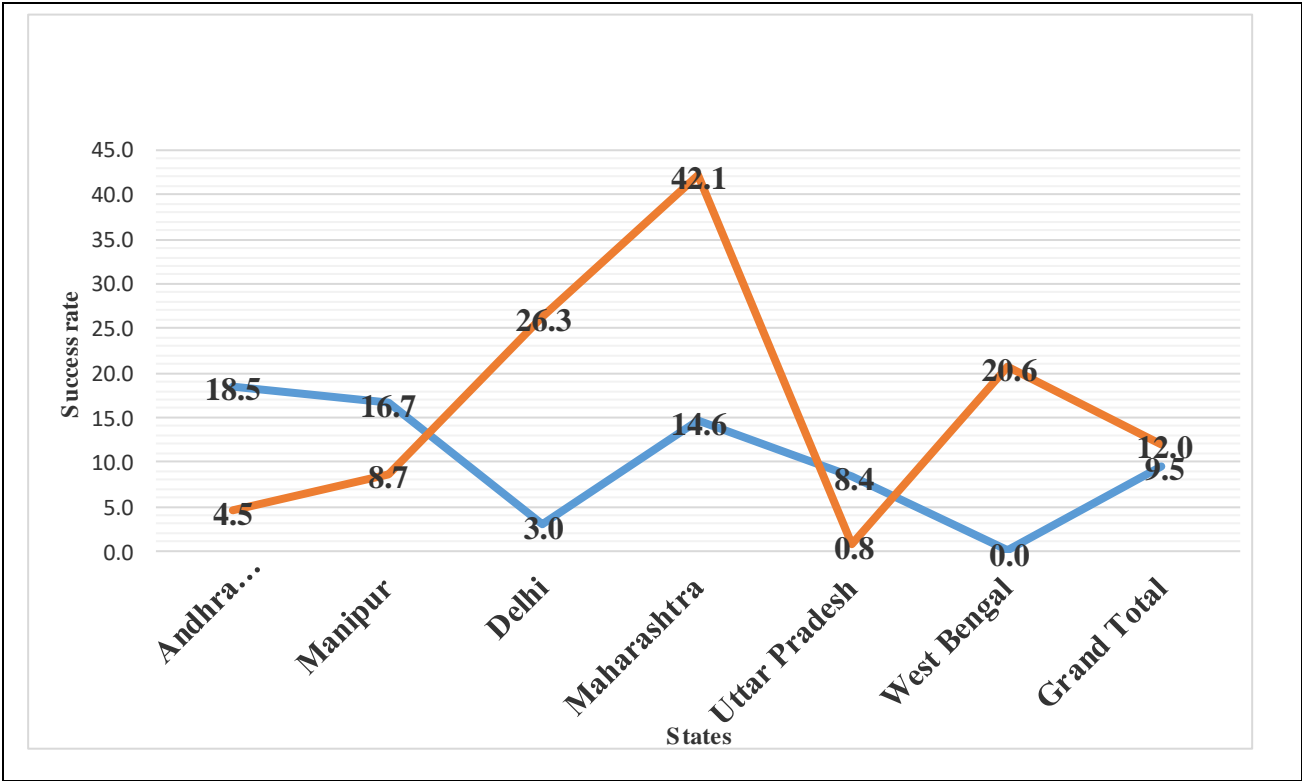


Figure 4.15: Success Rate of Beneficiaries and non-Beneficiaries in Sampled States (RCT)

The line graph drawn above shows the success rate of beneficiaries and non-beneficiaries. We took the average of the success rate for Group A, B, and C services and technical and professional courses for the treatment group and compared the success rate with the control group. The graph indicates that the underperformance of the control group is visible in three states, namely Andhra Pradesh, Manipur, and Uttar Pradesh. In other sampled states the performance of the control group is relatively better than the treatment group. It further informs that the kind of impact that has been expected from the scheme is not being translated on the ground. In the state of Maharashtra and Delhi, the performance of the control group is astoundingly higher as compared to the treatment group in the sampled states. A similar

performance is noticeable in the State of West Bengal. Overall, the performance of the control group has achieved a success rate of 12% in sharp contrast with the treatment group i.e. 9.5%.

4.4 Beneficiaries' Concerns on the Scheme

Table 4.17: Responses of Beneficiaries on the Usefulness of the Coaching Institutions

States	Not Beneficial	Beneficial	Total
Uttar Pradesh	14(11)	115(89)	129(100)
Andhra Pradesh	5(5.7)	84(93.3)	89(100)
Delhi	12(26.1)	34(73.9)	46(100)
Maharashtra	31(38.75)	49(61.25)	80(100)
Manipur	6(31.5)	13(68.5)	19(100)
West Bengal	0(0)	63(100)	63(100)
Grand Total	68(16)	358(84)	426(100)

Out of the total candidates selected for the scheme, 84% of the candidate found coaching to be beneficial and for 16 %, it was not beneficial. West Bengal has the maximum percentage of Candidates (100%) who found coaching to be beneficial followed by Andhra Pradesh (93.3%), Uttar Pradesh (89%), Delhi (73.9%), Manipur (68.5%), and Maharashtra (61.25%). It shows that there is a demand for the scheme.

Table 4.18: Stipend Remittance in Sampled States

States	Not received on Time	Received on Time	Total
Uttar Pradesh	47(36.4)	82(63.6)	129(100)
Andhra Pradesh	89(100)	0(0)	89(100)
Delhi	41(89.1)	5(10.9)	46(100)
Maharashtra	29(36.25)	51(63.75)	80(100)
Manipur	16(84.2)	3(15.8)	19(100)
West Bengal	60(95.2)	3(4.8)	63(100)
Total	282(66)	144(34)	426 (100)

Out of the total candidates, only 34 % of the candidates received their stipend on time. The maximum number of candidates from Maharashtra received the stipend in time (63.75%), followed by Uttar Pradesh (63.6%), Manipur (15.8%), Delhi (10.9), West Bengal (4.8%), and Andhra Pradesh (0%).

Table 4.19: Responses of Beneficiaries on the appropriateness of Stipend

States	Not Sufficient	Sufficient	Total
Uttar Pradesh	45(34.8)	84(65.2)	129(100)
Andhra Pradesh	32(35.9)	57(64.1)	89(100)
Delhi	39(84.8)	7(15.2)	46(100)
Maharashtra	29(36.25)	51(63.75)	80(100)
Manipur	10(52.6)	9(47.3)	19(100)
West Bengal	60(95.2)	3(4.8)	63(100)
Grand Total	215(50.6)	211(49.4)	426(100)

Out of the total candidate, almost half of the candidates were satisfied with the amount of stipend. Most of the Candidates in Uttar Pradesh (65.2%) were satisfied with the amount of stipend, followed by Andhra Pradesh (64.1%), Maharashtra (63.75%), Manipur (47.3%), Delhi (15.2%), and West Bengal (4.8%).

Table 4.20: Distribution of Sampled Beneficiaries preparing for different Examinations

States	Professional	Recruitment (group A)	Recruitment (group B)	Recruitment (group C)	Technical	Grand Total
Uttar Pradesh	31(24)	13(10)	55(42)	3(2)	27(21)	129(100)
Andhra Pradesh	76(85.3)	0(0)	0(0)	0(0)	13(14.6)	89(100)
Delhi	7(15.2)	0(0)	1(2.17)	0(0)	38(82.6)	46(100)
Maharashtra	58(72.5)	3(5)	1(1.2)	0(0)	18(21.3)	80(100)
Manipur	8(43)	0(0)	0(0)	0(0)	11(57)	19(100)
West Bengal	55(87)	0(0)	8(13)	0(0)	0(0)	63(100)
Grand Total	235(55)	16(3.7)	65(15.2)	3(0.9)	107(25.2)	426(100)

Out of the total candidates, most of the candidates were preparing for the professional examination and the least were preparing for the Group C recruitment examination. Most of the candidates from Delhi and Manipur were found preparing for technical examination whereas, the maximum number of candidates were preparing for the professional examination in Andhra Pradesh and Maharashtra. In Uttar Pradesh, most of the candidates were preparing for the Recruitment (group B) examination. Beneficiary candidates preparing for professional examination were in maximum from the state of West Bengal (87%), followed by Andhra Pradesh (85.3%), Maharashtra(72.5%), Manipur(43%), Uttar Pradesh(24%), and Delhi(15.2%). For Recruitment (group A), the maximum candidates were from Uttar Pradesh (10%) followed by Maharashtra (5%) and the rest of the sampled states' candidates were not preparing for this

examination. For Recruitment (group B) maximum candidates were from Uttar Pradesh (42%) followed by West Bengal (13%), Delhi (2.17%), Maharashtra (1.2%) , Andhra Pradesh (0%) and Manipur(0%). Only beneficiary candidates from Uttar Pradesh were preparing for (group C) Recruitment. The maximum beneficiary candidates preparing for technical exams were from Delhi (82.6) followed by Manipur (57%), Maharashtra (21.3%), Uttar Pradesh (21%), and Andhra Pradesh (21%). Only in Uttar Pradesh, the candidates were found preparing for all the examinations.

Table 4.21: Preference of the target group for the Study place

States	Hostel/Home	Library	Reading Room	Grand Total
Uttar Pradesh	32(24.8)	54(41.8)	43(33.4)	129(100)
Andhra Pradesh	14(15.9)	4(4.4)	71(79.7)	89(100)
Delhi	5(10.8)	10(21.7)	31(67.5)	46(100)
Maharashtra	13(16.25)	6(7.5)	61(76.25)	80(100)
Manipur	1(5.2)	11(57.8)	7(36.8)	19(100)
West Bengal	0(0)	1(1.6)	62(98.4)	63(100)
Total	65(15.2)	86(20.1)	275(64.7)	426(100)

Out of the total candidates, most of the candidates (64.7%) prefer to study in the reading room. In the state of Uttar Pradesh and Manipur, most of the candidates prefer to study in the library whereas in the state of West Bengal, Andhra Pradesh, Delhi, and Maharashtra most of the candidates prefer to study in the reading room. Candidates preferring to study at home were maximum in Uttar Pradesh (24.8%) followed by Maharashtra (16.25%), Andhra Pradesh (15.9%), Delhi (10.8%), and Manipur (5.2%). Similarly, Candidates preferring to study in Library were maximum in Manipur (57.8%) followed by Uttar Pradesh (41.8%), Delhi (21.7%), Maharashtra (7.5%), Andhra Pradesh (4.4%), and West Bengal (1.6%). Candidates preferring to study in the reading room were maximum in West Bengal (98.4%) followed by Andhra Pradesh (79.7%), Maharashtra (76.25%), Delhi (67.5%), Manipur (36.8%), and Uttar Pradesh (33.4%).

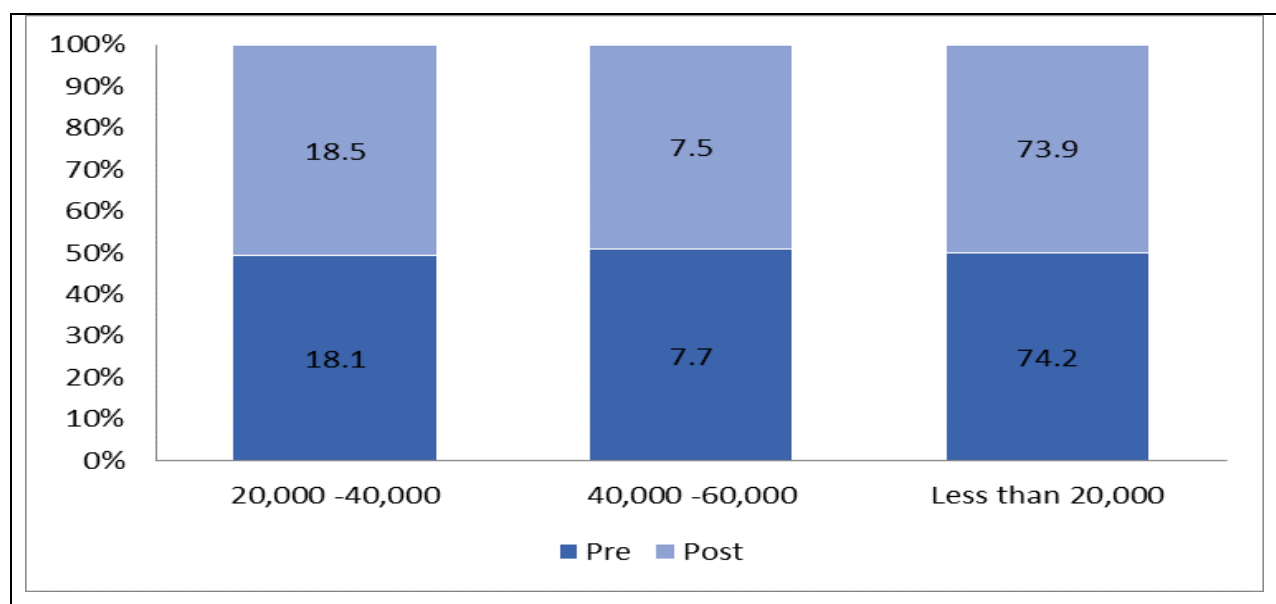


Figure 4.16: Impact of the Scheme on the Monthly Household Income

Before the implementation of the scheme, 74.2 % of families had income less than Rs. 20,000, 18.1 % of families had an income of Rs. 20,000 to 40,000 and 7.7 % of families had income more than 40,000 but after the coverage under the scheme, the household income for the slab has decreased by 73.9% of beneficiary respondents. The family with an income range of more than 40,000 decreased to 7.5% and family income with a range of Rs. 20,000 to Rs. 40,000 increased to 18.5%. This implies that family with the low-income group started working hard after getting the benefits of the scheme whereas family in the high-income group started working less.

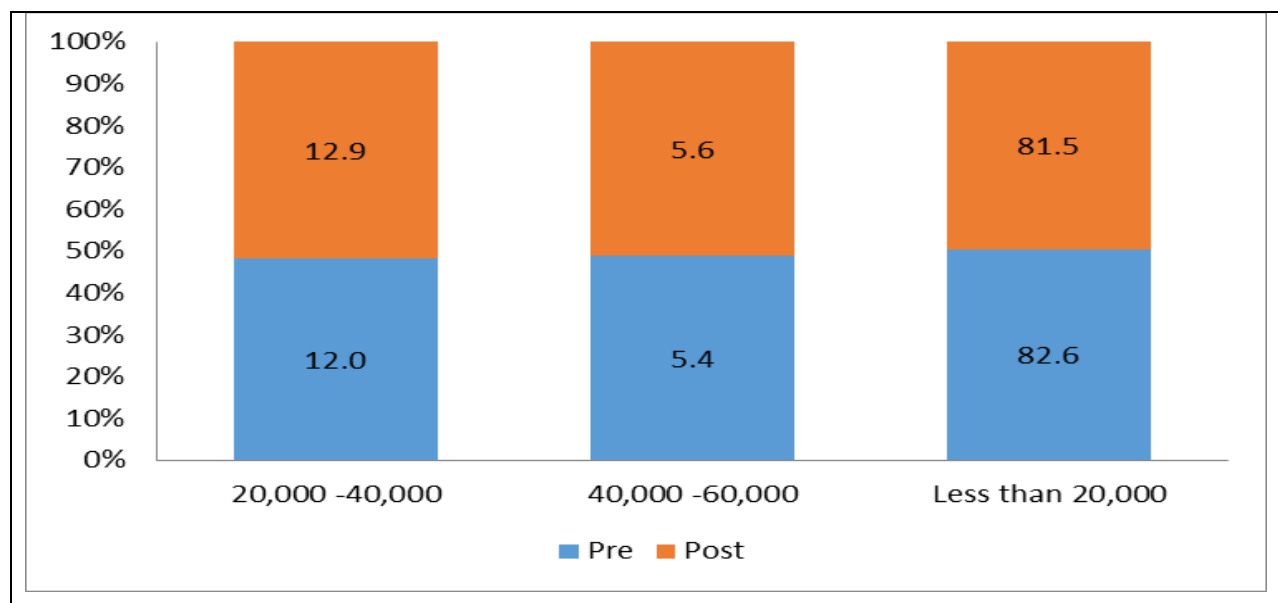


Figure 4.17: Impact of the Scheme on Monthly Family Expenditure

Before the implementation of the scheme, 82.6 % of the family had expenditure less than Rs. 20,000, 12 % of families had expenditure Rs. 20,000 to Rs. 40,000 and 5.4 % of families had expenditure more than Rs. 40,000 but after the implementation of the scheme family with expenditure less than Rs. 20,000 decreased to 81.5%, family with expenditure more than Rs. 40,000 increased to 5.6% and family with expenditure Rs. 20,000 to Rs. 40,000 increased to 12.9%. This implies that post-implementation of the scheme, family expenditure has increased.

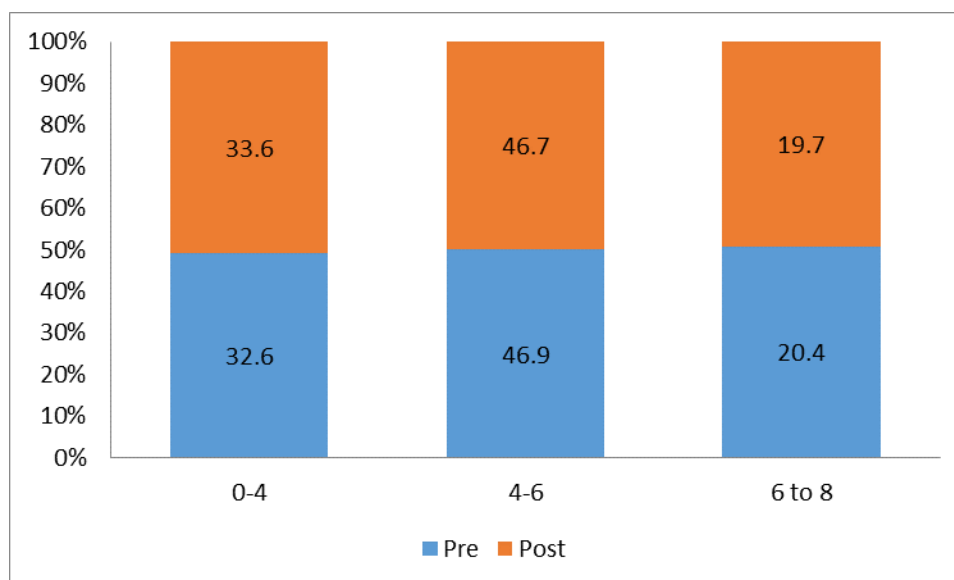


Figure 4.18 Household Size of the Family

After the implementation of the scheme, family size (0-4 members) has increased from 32.6 % to 33.6% whereas households with family size 4-6 and 6-8 decreased from 46.9 % and 20.4 % to 46.7% and 19.7%, respectively. This implies that family members started separating after getting the benefits of the scheme.

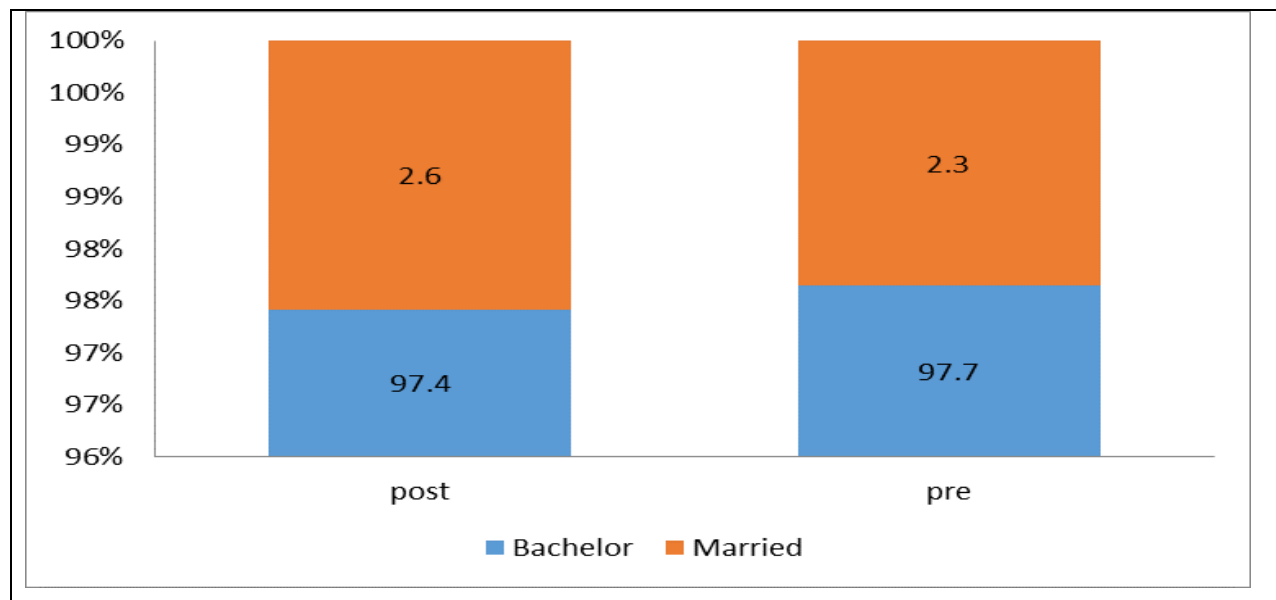


Figure 4.19: Marital Status of Beneficiaries' Household

After the implementation of the scheme, the number of married candidates increased from 2.3 % to 2.6 %. This implies that financial burden may be a reason for married persons not preparing for an exam earlier.

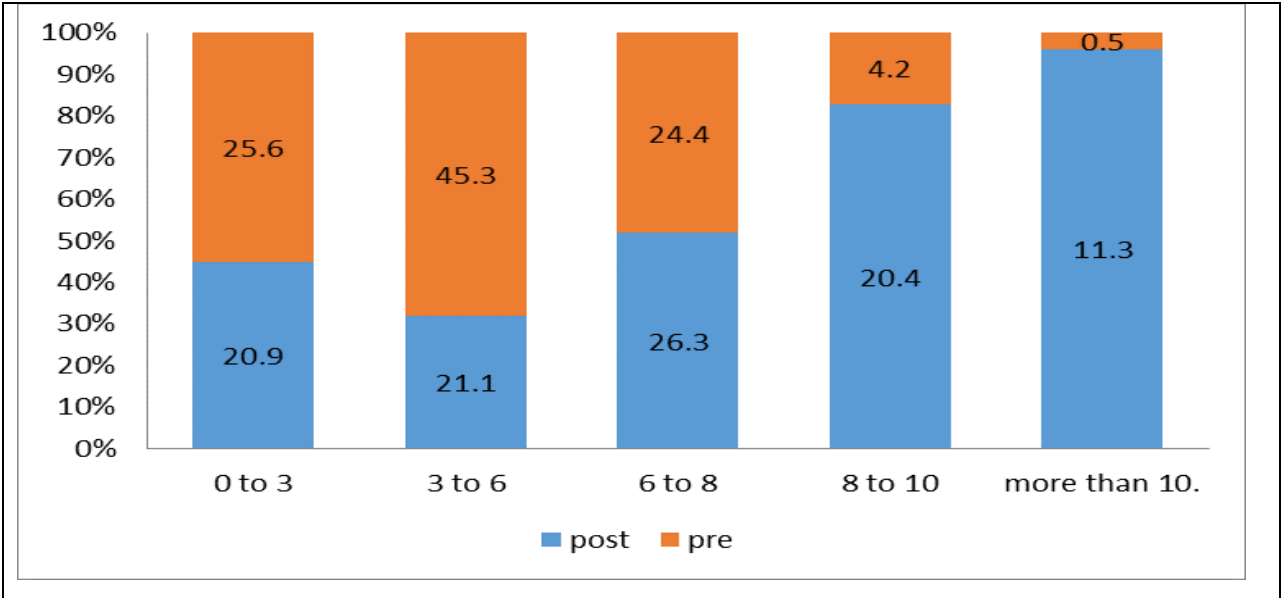


Figure 4.20: Impact of Study on Hours Spent on Studies

The percentage of candidate studying 0 to 3 hours and 3 to 6 hours have decreased from 25.6% to 20.9% and 45.3% to 21.1%, respectively whereas the percentage of people studying 6-8, 8-10 and more than 10 hours has increased from 24.4% to 26.3%, 4.2% to 20.4% and 0.5% to 11.3%, respectively after the coverage under the scheme. This implies that candidates started putting up more effort after getting the assistance of the scheme.

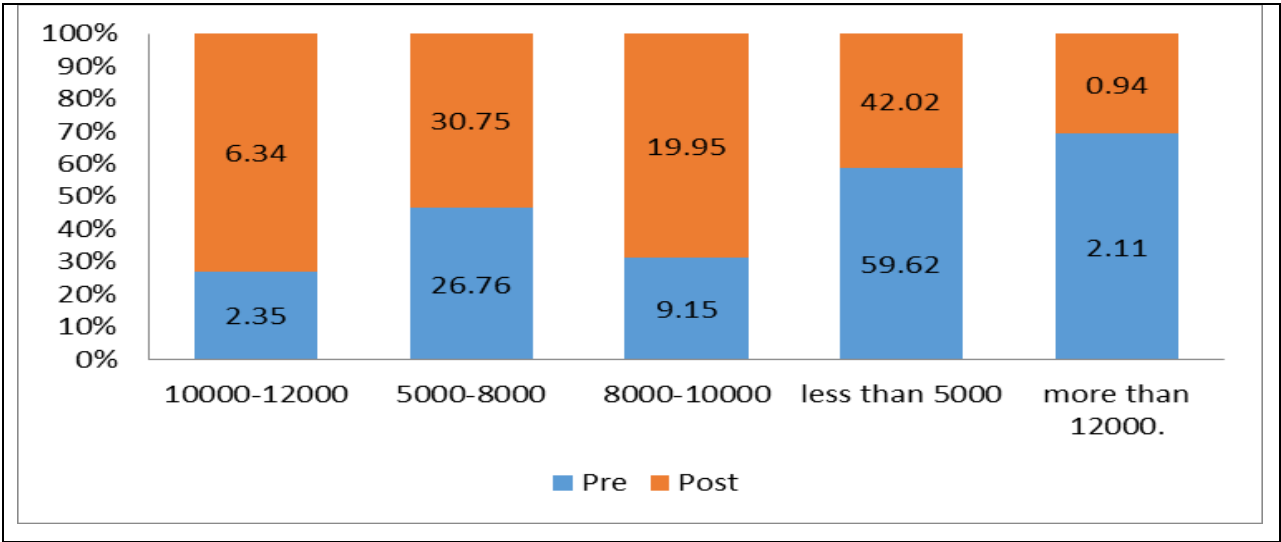


Figure 4.21: Impact of the Scheme on Book Expenditure

After the implementation of the scheme percentage of candidates spending less than Rs. 5000 and more than Rs. 2000 on books has decreased from 59.62% to 42.02% and 2.11% to 0.94%

respectively, whereas for expenditure 5000-8000 ,8000-10000 and 10000-12000 on books percentage of candidates has increased from 26.76% to 30.75%, 9.15% to 19.95% and 2.35% to 6.34 respectively. This implies candidates are spending on an average higher amount than Rs. 5000 and less than Rs. 10000 on books now as compared to earlier.

4.3 Gaps in the achievement of outcomes

The identified gaps in the achievement of outcomes are as under:

1. The coverage of the scheme across the sampled states was not found satisfactory. The scheme has only been implemented by coaching institutions registered under the Society Registration Act. The colleges and universities were found to be excluded from the scheme implementation.
2. The infrastructure of coaching centres viz. classroom, library, toilets, and overall facilities were found unhygienic, and labs and nodes outdated. The hostel facilities available with the coaching centres were found to be used for other purposes. The library was very small in size and the footfalls in the library went unrecorded.
3. The faculty involved with the coaching centres were near kith and kin of coaching heads. The faculty seemed to have not undergone any capacity building for their knowledge update. Though the name of faculty were found on the record, they were hardly available to interact with the study team.
4. The coaching centres were found being not selected on the actionable criteria so that they can deliver the required job. It was found that the DMO using the same set language for all the coaching institutions to receive the final installment.
5. The number of beneficiaries covered under the scheme was found insufficient. The publicity mechanism used by the coaching centres was not found appropriate.

4.4 Key Bottlenecks & Challenges

The key bottlenecks of the scheme are as under:

1. The selection of the coaching centres requires an effective mechanism so that they can be both beneficiary centric and result oriented. The coaching centres empanelled were found being jumbled up. In one place, several coaching institutions were found. Instead, the coaching centres would be located in those areas where minority community people are more in numbers.

2. The identification of meritorious students under the scheme is also a major challenge before the right bandwidth of the scheme. The appropriate and customized means should be used to publicize the scheme among the potential beneficiary students.
3. One of the courses mentioned in the scheme's objectives was to assist students belonging to the notified minority communities by providing special coaching to language aptitude examinations for seeking admission to foreign university was not found anywhere in the sampled states.
4. The success rate of the scheme has been insignificant, through the scheme addresses the educational needs of the beneficiaries covered.
5. The issue of absenteeism was reported as one of the major bottlenecks in conducting the classes as scheduled in the coaching centres.
6. The monitoring and grievance-redressal mechanism were not found effective during the evaluation of the scheme. The coaching centres expressed the inability of the Ministry to talk to them on the various issues.

4.5 Input Use Efficiency

Table 4.22 Input Use Efficiency

Year	No. of Beneficiaries	Actual Expenditure (₹ Crore)	Total Expenditure per Beneficiary(₹)
2015-16	16427	44.87	27314.79
2016-17	8110	40	49321.82
2017-18	11862	45.59	38433.65
2018-19	10097	44.61	44181
2019-20	1782	13.97	78395

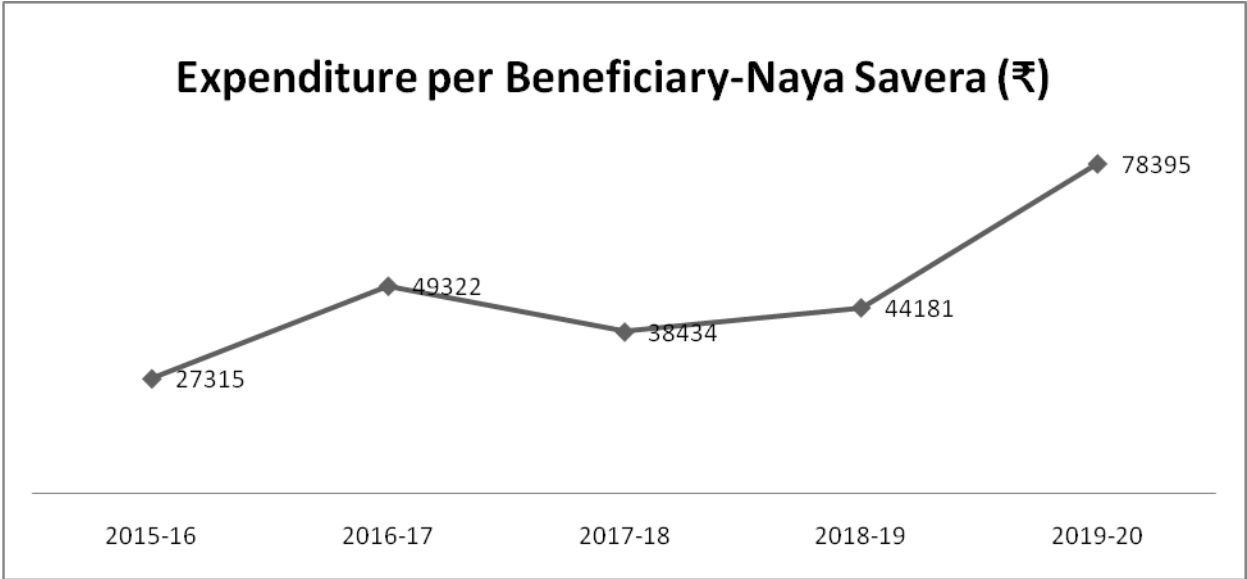


Figure 4.22 Input Use Efficiency Curve

The Input use Efficiency curve indicates the expenditure made by the MoMA per beneficiary during the period 2015-16 to 2019-20, under the scheme Naya Savera. We can see from the chart that the scheme expenditure jumped in the FY 2016-17 to ₹ 49,223/- per beneficiary from ₹ 27,315/- per beneficiary in the year 2015-16. However, it reduced to ₹ 38,434/- per beneficiary in FY 2017-18 but then jumped up to ₹ 44181/- per beneficiary during 2018-19. The expenditure per beneficiary inflated to ₹ 78395/- per beneficiary for the FY 2019-20 as only 1782 beneficiaries were enrolled.

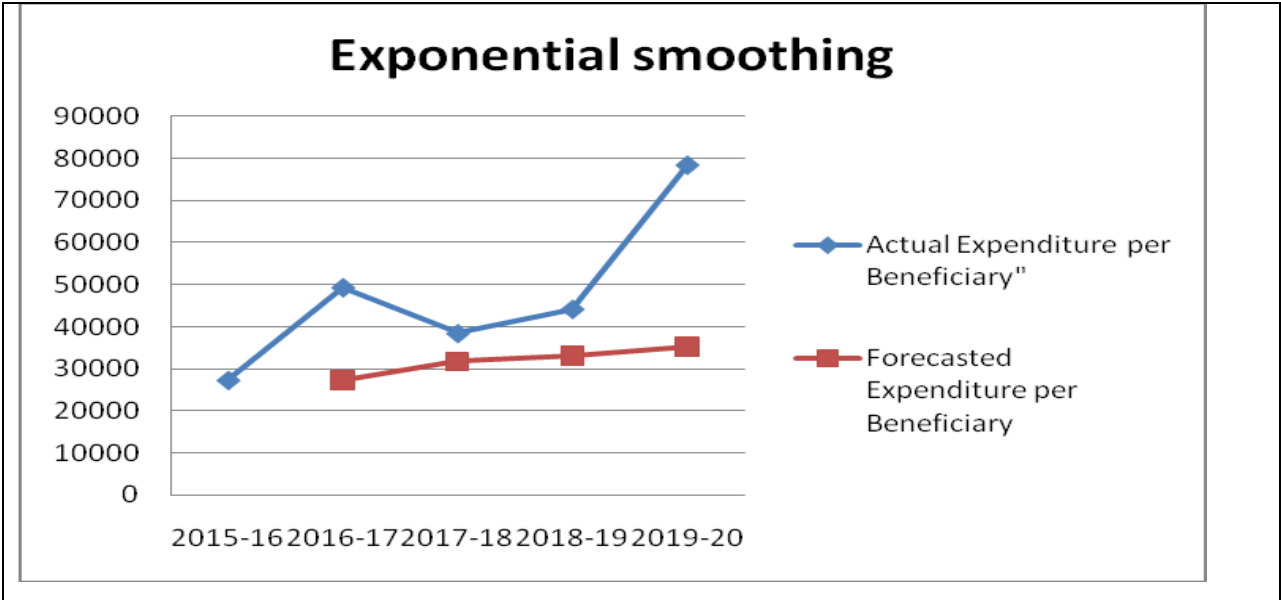


Figure 4.23: Expenditure forecast and actual expenditure

The above figure shows the trends of actual expenditure per beneficiary and forecasted expenditure per beneficiary. It is clearly evident from the figure that the graph of forecast values and actual values are rising but the actual expenditure has increased significantly much more than the forecasted expenditure per beneficiary. We can conclude that over the years financial burden of government has increased but the outcome is not on the expected lines.

5. OBSERVATIONS AND RECOMMENDATIONS

5.1 Thematic Assessment

Mechanisms used to identify the potential beneficiaries

The coaching centers employed different modes of mass media to attract potential beneficiary students from minority communities. During the in-depth discussion with the coaching centers, it was highlighted that various other mediums such as social media and print media, were also being used. One of the requisites of the scheme was that the coaching centers were required to publish the advertisements in local newspapers to rope in a sufficient number of applications from the target group. It was found that Coaching centers relied on leading newspapers like Times of India, Hindustan Times, Dainik Jagran, etc, to spread awareness about the scheme. Other than the newspaper, the coaching centers also distributed pamphlets, installed hoardings, visited school campuses to create consciousness about the benefits being provided under the scheme. To attract the maximum number of beneficiary women to benefit from the minority community's special focus was given to all-girls' schools and colleges. The local religious leaders were also pursued to send the message among the minority communities. For example, in Lucknow, many coaching centers focused on Friday prayers at the mosques to spread information about the scheme and its benefits.

Present income ceiling of the beneficiary households

The scheme guidelines mention Rs. 6 Lakhs as the maximum limit of household income to avail of benefits under the scheme. The beneficiaries were required to produce an income certificate issued by local district authorities while applying for admission to the coaching centers. The coaching centers while accepting the applications have to make sure that a copy of the income proof is attached along with other required documents. During the in-depth discussion with the

students regarding the admission process, all the students admitted to submitting the income certificate during the admission process. However, it was realized based on primary observations that a handful of students possessing the latest gadgets and trendy attires were also receiving benefits under the scheme. From this observation, it was felt that few students belonging to a higher income category might be taking benefits under the scheme.

The success rate of assisted students for technical/professional courses

According to the scheme guidelines, the coaching centers are required to maintain a minimum success ratio of 30%, to continue with the empanelment under the scheme. Every coaching center is required to submit results, utilization certificates, along with roll numbers of successful candidates to the Ministry. Most of the coaching centers are achieving results higher than the said ratio. However, the faculty of the coaching center mentioned that the bar set by the Ministry is unrealistically high. Even the best coaching centers of the country are not achieving a success rate of more than 10%. This raised doubts on the authenticity of the success rate data that is being furnished by the coaching centers to the Ministry.

The success rate of assisted students for qualifying Group A, Group B, Group C, and other equivalent examinations.

The scheme guidelines require the coaching centers to maintain a minimum success ratio of 15% in Group A services and 20% in Group B and Group C services examinations, to continue with the empanelment under the scheme. Every coaching center is required to submit results, utilization certificates, along with roll numbers of successful candidates. Most of the coaching centers are achieving results higher than the said ratio. However, the faculty of the coaching center mentioned that the bar set by the Ministry is unrealistically high. Even the best coaching centers of the country are not achieving a success rate of more than 5%, not to leave out the fees that are being charged by them. This raises apprehension about the validity of the success rate data that is being provided by the coaching center to the Ministry.

Effectiveness of coaching centers for technical and professional courses at the undergraduate level

The beneficiary students were of the view that services provided by the coaching center were highly effective. They stated that the faculty hired by the coaching centers in highly productive and efficient, and works on improving the knowledge base of the students as a whole. The students also seemed satisfied with other services like frequent feedback based on class tests,

revision batches in place, and time spent on covering each topic. The faculty provides all support required by the students, enriching their learning experience. Also, other facilities like career guidance, social security, and separate washrooms create a highly effective environment for the students for their better growth.

Induction rate of beneficiary women in coaching centers

The scheme guidelines are very specific about the minimum number of seats that are to be allotted to women beneficiaries by each coaching center. Minimum 30% of seats at each coaching center are reserved for women candidates from minority communities. To maintain the aforesaid ratio, the coaching center makes extra efforts by making visits with faculty to all-girls' schools and colleges during the process of mobilizing the beneficiaries. The parents of potential women beneficiaries were approached and provided extensive knowledge about the scheme. Also, the coaching centers with the help of female candidates taking benefits of the scheme in the current batch by pursuing their junior batch students at schools, colleges, neighborhoods, etc, tried to improve the induction rate of beneficiary women covered under the scheme. The coaching center management was of the view that female beneficiaries are far more serious in studies as compared to their male counterparts. This motivates the coaching center to put in extra efforts to rope in a higher number of female candidates in each subsequent year.

Representation of Divyangjan in coaching centers

The coaching centers provide decent facilities for Divyangjan minority community students. Separate toilets for Divyangjan, ramps, lifts, etc are being provided to facilitate Divyangjan minority community students. However, there was very little representation of Divyangjan in the coaching centers. The coaching centers did not make any special efforts to attract more number of Divyangjan minority community students. Many coaching centers that the study team visited had zero representation of Divyangjan from minority communities.

Social security, separate toilet facility, and individual career guidance facility provided to beneficiary women

As per the scheme guidelines, the coaching centers are bound to provide several benefits including Social security, separate toilet facility, and individual career guidance, etc, specifically to beneficiary women candidates. Social security includes the appointment of watchmen/guards wherever felt needed. Separate toilets for male students and female students are to be provided. The guidelines of the scheme also mention that individual one to one career guidance should be

provided to the female beneficiaries. Although, these factors are of high importance in the residential coaching centers the non-residential coaching centers are also expected to follow the same pattern. The coaching centers' management and women beneficiaries were in sync and agreed on the satisfactory provision of the aforementioned facilities. These facilities helped in the creation of a safe and sound environment for female beneficiaries.

Infrastructure facilities at the coaching centers

To compete with the best coaching institutes of the country, the coaching centers empanelled under the scheme are required to have the latest and the best infrastructure facilities available in the market. However, the coaching centers the study team visited were equipped with very basic facilities like smart boards, projectors, CCTV cameras, biometric attendance systems, online support system, digital content, etc. The buildings were in satisfactory conditions, with clean toilets, classrooms with good ventilation. However, the seating capacity of the classrooms was less than what was being claimed. The desks and tables were also below the expected mark. The coaching centers also had clean canteens where refreshments were being served after long classes.

Footfalls in the library

The coaching centers, as per the scheme guidelines were required to have an on-campus library to inculcate reading habits among the beneficiary students to improve the success rate. The coaching centers were also expected to maintain a well-equipped library with a qualified librarian to facilitate the smooth functioning of the library and better reading experience of the beneficiary students. Most of the coaching centers have a separate library for the students with a sufficient number of books and digital content. However, on the visit to the coaching centers, it was found that no coaching center has a qualified librarian. The faculty of the coaching center looks after the proper functioning of the library. The register with footfall in the library was not maintained when the study team visited the coaching centers.

Overlap with other schemes

The scheme Naya Savera aims to empower the students belonging to minority communities and prepare them for competitive examinations so that their participation in government and private jobs improves. The scheme provides financial support for free coaching to notified minority students in selected coaching institutions. The scheme is very unique and distinct. Although, the scheme is similar to the Nai Udaan scheme of MoMA, both the schemes have the same target

groups, but the scheme of Naya Savera has many more components as compared to Nai Udaan. Hence, we can say that the scheme has no overlaps.

5.2 Externalities

Lack of Communication

One of the most common reasons for discontent among the management of several coaching centers was lack of communication. The managements were highly unsatisfied with the structure of the scheme. They thought that since there was no direct communication between the Ministry and the coaching centers, so it was difficult to address the complex issues. The coaching center has direct contact with the district nodal officers and the local authorities; however, they have no direct contact with the Ministry of Minority Affairs. The coaching centers have no window to address their doubts/grievances about the scheme. The official channel takes a lot of time and thereby results in improper utilization of resources as well as missed opportunities in many cases. This lack of communication ultimately leads to low morale among the management of the coaching centers. This also leads to negativity, mistrust, and lack of confidence among the management. The management was of the view that the Ministry should assign a person to coordinate and communicate with all the coaching centers to reduce the complications from the process.

Delay in reimbursement

The scheme guidelines mention that half of the funds to the coaching center will be given after the empanelment, and the remaining half will be reimbursed after the completion of the academic year. However, the management of the coaching centers was highly unsatisfied with the procedure of the Funds Transfer by the Ministry. Since the scheme guidelines also indicate that funds for a year will be allocated only after clearing accounts for previous years, the management mentioned that the Ministry delaying transfers for one financial year, and then expecting the coaching centers to bear the expenditures of the next academic year is unrealistic. In such cases many coaching centers had to raise funds through taking loans from banks, moneylenders, friends/relatives, etc, thereby increasing the cost of running the program at the coaching center. Another important point that was observed that in case of delayed stipend the beneficiaries accuse the coaching centers of indulging in malpractices and not forwarding the benefits received from the government in the name of beneficiaries. This leads to low morale and a lack of interest among the management of the coaching centers. The management was of the

view that the Ministry should assign a person to coordinate with all the coaching centers for the smooth functioning of the payment process.

Low-grade faculty

Another major challenge that the scheme faces is the hiring of low-grade resource persons to teach the beneficiary students. The scheme guidelines do not mention the minimum qualifications or experience that is required by a resource person to be eligible to teach at a coaching center covered under the scheme. Various coaching centers, to reduce their costs hire fresh graduates or previously unsuccessful candidates with zero or low experience, impacting the beneficiaries negatively. The inexperienced faculty reduces the effectiveness of the benefits that the Ministry intends to provide to the beneficiaries. This gives results that are not in sync with the objectives of the scheme as an incompetent resource person is unable to bring out the best in the beneficiary candidates, thereby negatively influencing their employability. During the in-depth discussion with the coaching centers, the study team observed that several teachers were fresh graduates and lacked the expertise required for teaching.

Problems in identifying the beneficiaries

The coaching centers were of the view that identifying the beneficiaries is a very complicated task. The coaching centers employed different modes of mass media to attract potential beneficiary students from minority communities. During the in-depth discussion with the coaching centers, it was highlighted that various other mediums such as social media and print media, were also being used. One of the requisites of the scheme was that the coaching centers were required to publish the advertisements in local newspapers to rope-in a sufficient number of applications from the target group. The managements were of the view that due to the conservative behavior of some communities, it is a tedious task to convince them and send the female students of their families to the coaching centers. Also, due to the geographical concentration of coaching centers in the urban areas result in potential beneficiaries from rural and backward areas are missing out on the benefits of the scheme.

6. CONCLUSION

The scheme aims at empowering the students belonging to minority communities. The objectives of the scheme are to assist students belonging to the notified minority communities by way of special coaching for qualifying examinations for admissions in technical/ professional courses such as engineering, medical, law, management, information technology, etc. The analysis of

budgetary allocation and expenditure pattern of the scheme in the last five years shows that with regard to budget estimates, the revised estimate is the same across the years. In the year 2017-18, the actual expenditure has grown. From the year 2017-18 to 2019, the actual expenditure and the number of beneficiaries covered are scaling down. Overall, the required coverage looks dismal so far as the number of beneficiaries and actual expenditure is concerned. The scheme is based on beneficiary student's inflow to the coaching centres; the beneficiaries in sufficient number have not turned up to the coaching centres. This seems one of the instrumental reasons behind the underperformance of the scheme with regard to budgetary allocation and expenditure pattern of the scheme. However, the demographic profile of our country informs that there is perceptible growth in the population share of minorities, particularly Muslims and Christians.

The mechanism used by coaching centres to identify potential beneficiaries under the scheme was through Media, Pamphlets, Persuasions, and Notice boards. It has been found that the maximum number of coaching institutions have been contacted in the state of Uttar Pradesh. The maximum share is occupied by media in the beneficiary identification followed by pamphlets, persuasions, and notice boards. However, the scheme guidelines mention that as soon as a sanction is issued, the institute is required to place an advertisement in the local newspaper preferably in the local language, cable TV Channels, etc. inviting applications from eligible students/candidates from the minority communities.

It further prescribes that the minimum success rate under the coaching programme for the component has to be 30%. The success rate is the highest in Uttar Pradesh (10.9%) as compared to other states. The maximum women representation as faculty is evident in the state of Manipur. The representation of women has not been found in Delhi. The coaching centres with the maximum percentage of women faculty seem to have attracted more women students. The scheme guidelines also vouch for institutions to make special efforts by inviting female staff to mobilize minority girl students. It is important to assist differently-abled persons to gain successful employment in the public as well as private sectors. The distribution of Divyangjan among the sampled beneficiaries has been accounted for approximately 3% of the sample size undertaken in the evaluation study. The eligibility criteria for applying for the empanelment of coaching institutions mention that the institute should have necessary infrastructure such as premises, library, requisite equipment, etc. to run the coaching classes in the courses applied for. The maximum digital contents were found in the coaching institutions of Andhra Pradesh.

A total of 383 beneficiaries were worked out to be the sample size of the study. Most significantly, to arrive at the unbiased and actual impact of the scheme on the beneficiaries, Randomised Control Trial (RCT) was conducted by taking up the same number of non-beneficiaries with an identical socio-economic background as the controlled group.

The household monthly incomes of the beneficiaries and non-beneficiaries have been compared; and it was evident from data that most of the beneficiaries were from a higher-income household whereas in the low monthly income groups number of the beneficiaries and non-beneficiaries were almost same. The number of beneficiary's household is almost the same as the number of the non-beneficiary household except in highest expenditure group where the number of beneficiary is larger than non-beneficiary in Maharashtra. Beneficiary candidates whose marital status is single is almost the same as the number of single beneficiary candidates in every state whereas number of married beneficiaries are more than married non-beneficiary in Uttar Pradesh. More beneficiary candidates studied more than 6 hours in every state except in West Bengal whereas number of non-beneficiary candidates who studied less than 4 hours is more than the numbers of beneficiary candidates in every state except for West Bengal. Underperformance of the control group is visible in three states, namely Andhra Pradesh, Manipur, and Uttar Pradesh. In other sampled states the performance of the control group is relatively better than the treatment group. It further informs that the kind of impact that has been expected from the scheme is not being translated on the ground. In the state of Maharashtra and Delhi, the performance of the control group is astoundingly higher as compared to the treatment group in the sampled states.

Out of the total candidates selected for the scheme, 84% of the candidate found coaching to be beneficial; only 34 % of the candidates received their stipend on time and almost half of the candidates were satisfied with the amount of stipend. Most of the candidates were preparing for the professional examination and the least were preparing for the Group C recruitment examination. Most of the candidates from Delhi and Manipur were found preparing for technical examination whereas, the maximum number of candidates were preparing for the professional examination in Andhra Pradesh and Maharashtra. In Uttar Pradesh, most of the candidates were preparing for the Recruitment (group B) examination. Most of the candidates prefer to study in the reading room.

Post implementation impact of the scheme; shows that that family with the low-income group started working hard after getting the benefits of the scheme whereas family in the high-income group started working less; family expenditure has increased in every expenditure group, family size decreased ; the number of married candidates has increased; candidates started putting up more effort after getting the assistance of the scheme and candidates are spending on an average higher amount than Rs. 5000 and less than Rs. 10000 on books.

Thus, the study team strongly recommends the Ministry to take a serious call on its implementation through a dedicated team: it was found that most of the implementing agencies were coaching centres registered under the society registration act. Universities/colleges in the government sector and the private sector should also have been integrated with the scheme. The success rate to be achieved by the institutions as laid down in the scheme guidelines requires reconsideration and verification; empanelled coaching centres should be given one-time grant-in-aid for infrastructure development. The coaching centres should be asked to provide a copy of their class schedule to the Ministry which would be subject to inspection; course duration for the coaching under the scheme needs to be extended from six months to eight months. Publicity of the scheme appeared very bleak. All possible media platforms, Ministry websites may put up the advertisement periodically so that the required number of the potential beneficiary pool may easily be generate. And for the selection of meritorious students, the Ministry may like to conduct an entrance test by NTA like institution. It would help the meritorious students to get the benefit of free coaching under the scheme .

6.1 Issues and challenges

1. No opportunities for students from arts/commerce streams on the higher secondary level. The scheme emphasizes on encouraging minority community students from Science subjects for preparation of prestigious entrance examinations like IIT-JEE, NEET, etc, but no such opportunity has been provided for students enrolled in arts/commerce streams for exams like CA-CPT, CUCET, etc.
2. No standard procedure for coaching institutes to hire efficient faculty. No uniformity in the process of hiring may lead to malpractices on the part of the coaching centre by hiring inefficient and/or ineffective faculty. Coaching centre might indulge in malpractices of hiring somebody in the same social circle.

3. The scheme provides no concrete plan of action to ensure the selection of deserving candidates from the pool of students applying for the benefit, the coaching centre might indulge in the malpractice of admitting students with prior contacts and/or against benefits.
4. Partial support (50% of the fees) only to the repeater students of civil services is discriminatory. Similar partial support to other competitive examinations (services Group A, services group B, services group C) can improve the result of subsequent years exponentially.
5. The scheme covers only boarding and lodging fees for residential coaching centre students but misses out on any kind of compensation for books/stationery. This may result in sufficient books/stationery not being available for them, in case they aren't able to afford them.
6. The stipend is to be paid by the coaching centre directly to the beneficiary in their bank account; however, no measure has been listed for ensuring that the beneficiary has a bank account. The coaching centre must be asked to submit the account details of all registered students to make sure no dereliction of duty is done.
7. The scheme is oriented towards results but misses out on Value-Based Education, the scheme overlooks on the part of inculcating values in the beneficiaries, to reap the benefits of the scheme exponentially.
8. The scheme does not ensure enough efforts on the part of the coaching institutes to register the said number of minimum woman beneficiaries. Incentivizing more number of registration from female candidates could result in higher registration from woman beneficiaries of minority communities.
9. The complete focus of the scheme is on candidates belonging to notified minority communities, completely overlooking the un-notified minorities. The scheme is missing out on highly deserving candidates from the un-notified minorities.
10. The population of minorities varies across the states, and the same amount for all states might result in lesser funds in proportion to the minority community population of the state. The Ministry must ensure that the larger benefit is provided to states with higher minority communities populations.

6.2 Vision for the future

The vision of the scheme may be classified into three parts, namely short term, medium term, and long term. In the short term, the scheme should immediately be modified in such a way that it caters to the meritorious students of notified minorities resulting in a target success rate. The

identification of the beneficiaries should be done systematically, preferably through holding an entrance examination with an increased amount of stipend. The number of all the six notified minorities, particularly girls should be made the beneficiaries of the scheme even on the lower score in the entrance test.

In the medium term, the successful beneficiaries may be requested through an undertaking that they would be sharing their success story with the beneficiaries selected under the scheme. Some of the special classes may be assigned to them. To increase the bandwidth of the scheme, the coaching centres located in remotely located areas should be given the preference. The reasons for non-participation of government institutions may be listed and separate procedures may be evolved to attract them.

In the long run, the Ministry may apply procedures to enable the notified minorities in such a way that they can be put to a comprehensive capacity building programme for both skilling and preparing for competitive examinations.

6.2 Recommendation for scheme with reasons

It was found during the study that Naya Savera: Free Coaching and Allied Scheme for the Candidates/Students belonging to Minority Communities is one of its kind. There is no similar scheme which can provide such facilities to minority candidates. It has also been informed that the inbuilt stipend is the oxygen of the scheme. It helps poor households to meet their opportunity costs by way of sparing their children to go to coaching centres for learning. In otherwise case, the parents would have deputed them for some remunerative jobs. The scheme with its welfare agenda is a sparkling morning in the deplorable life of minority candidates. Keeping in view the demand for the scheme by beneficiary students from notified minority communities and 84% responses that the coaching scheme was beneficial, **the study team recommends the scheme to be continued.** The adherence to the recommendations given below would help the Ministry to improve the effectiveness of the scheme. These are as under:

1. The scheme requires improved monitoring mechanism to increase its bandwidth and effectiveness. The monitoring system requires to be devised at the level of scheme implementers viz. the coaching institutions, the Ministry and the District Minority Officers (DMO). A dedicated team comprising experts from academia having acclaimed research expertise in social and minority related issues. Such a team would provide the needful insights for required mid-term correctional measures to improve outcomes.

2. The scheme guidelines prescribe three categories of the institutions to implement the scheme. In the study, it was found that most of the implementing agencies were coaching centres registered under the society registration act. Universities/colleges in the government sector and the private sector should also be integrated into the scheme. The ministry may nominate some government Institutions to partner as implementing agencies.
3. The empanelment of coaching centres/institutions in minority locations needs to be prioritized along with their proven track record. Empanelment of coaching centres with such traits would provide easy access to the potential beneficiaries.
4. The success rate to be achieved by the Institutions as laid down in the scheme guidelines requires reconsideration to provide a realistic target. The success rate informed to the Ministry by coaching centres requires a mandatory physical verification before releasing the II instalment. It was observed that students clearing examinations were not necessarily from the empanelled coaching centres that the coaching centres showcased in their success rate.
5. The empanelled coaching centres should be given one-time grant-in-aid (non-recurring) for infrastructure development. The coaching classrooms, toilets, seating arrangements, etc. were found deficient. Thus, quality based periodic monitoring of coaching centres' infrastructure may also be in place.
6. The coaching centres should be asked to provide a copy of their class schedule to the Ministry which would be checked by the Ministry representative or any state official entrusted by the competent authority of the Ministry at any time.
7. The course duration for the coaching under the scheme needs to be extended from six months to eight months. This was desired by most of the students receiving coaching under the scheme.
8. It was emphasized that the stipend amount after the first installment gets delayed creating problems for the students to meet their contingent expenses. It is advised that the stipend should directly be remitted from the Ministry to the beneficiaries' accounts without any delay.
9. **For the selection of meritorious students, the Ministry may like to conduct an entrance test through an institution like National Testing Agency (NTA). It would help the meritorious students to get the benefit of free coaching under the scheme. To ensure the appropriate induction of meritorious students in the coaching across and within the minority communities, the deprivation point system may be introduced in the selection**

process. The deprivation points need to be awarded on a scale of one to five based on the backwardness of the schools that the student has studied in. In deprivation point system, the most deprived people among and within the communities may be allotted quartile one (highly backward) and the next level i.e. quartile two (moderately backward) and so on. This may be worked out through the different research studies conducted on the indicators of backwardness. As such, the scheme would become more inclusive to dovetail the needy and meritorious students. The pro-poor, graded and proactive assistance through the scheme would augment the acceptability of the scheme among and within the minority communities.

10. The publicity of the scheme appeared very bleak. All possible media platforms, Ministry websites, and websites of the state governments may be used as publicity platform to increase the pool of potential beneficiaries.

11. The coaching fee across examinations varies. It requires to be brought to parity. This also requires to be brought in the range of prevailing market rates so that quality teachers can be hired for providing better guidance to beneficiary students.

RESEARCH TOOLS

Questionnaire for Beneficiary

Indian Institute for Public Administration, New Delhi

Project: Evaluation of Scheme of Naya Savera

Commissioned by: Ministry of Minority Affairs, Govt. of India.

INTERVIEW SCHEDULE FOR BENEFICIARY

Section 1- Basic Details

1. Full Name
2. Date of Birth
3. Mobile No.
4. E-mail ID
5. Complete postal Address
6. State
7. District
8. Physical Status
 - a) Able
 - b) Divyangjan
9. Type of minority community-----
 - a) Muslim
 - b) Christian
 - c) Sikh
 - d) Buddhists
 - e) Jain
 - f) Parsi
10. Occupation of father
 - a) Informal labor
 - b) Private Employee

- c) Agriculture & Livestock
- d) Self Employed or Entrepreneur
- e) Government Employee
- f) If other, please specify

11. Occupation of Mother

- a) Informal labor
- b) Private Employee
- c) Agriculture & Livestock
- d) Self Employed or Entrepreneur
- e) Government Employee
- f) Home-maker

12. Educational qualification of father

- a) Illiterate
- b) Primary
- c) Upper Primary
- d) Secondary
- e) Higher Secondary
- f) Graduate and above

13. Educational qualification of Mother

- a) Illiterate
- b) Primary
- c) Upper Primary
- d) Secondary
- e) Higher Secondary
- f) Graduate and above

14. Name of the coaching centre you're enrolled with

Section 2-Thematic issues

15. Gender

- a) Male
- b) Female
- c) Transgender

If female,

- Whether separate toilets are provided?
 - a) Yes
 - b) No
- Whether a separate hostel facility is provided?
 - a) Yes
 - b) No
- Whether security guards are provided at the hostels?
 - a) Yes
 - b) No
- Whether individual career guidance is provided?
 - a) Yes
 - b) No

16. Which examination are you preparing for?

- a) Recruitment (group A)
- b) Recruitment (group B)
- c) Recruitment (group C)
- d) Technical
- e) Professional
- f) Foreign university entrance

17. What is the duration of the course?

18. Do you find the duration sufficient to prepare for the examination?

19. Have you cleared any of the examination?

- a) Yes
- b) No

If yes, which exam?

20. Does the coaching centre provide any study material for you?

a)Yes

b)No

21. How will you rate the effectiveness of the coaching classes? (On a scale of 1 to 5, 5 being the highest and 1 being the lowest)

1-2-3-4-5

22. Are you satisfied with the resource person in the coaching institute?

a) Yes

b) No

23. How will you rate the teaching of resource person? (On a scale of 1 to 5, 5 being the highest and 1 being the lowest)

1-2-3-4-5

24. What are the three strengths of resource person?

1

2.

3.

25. What do you expect from the resource person for effective coaching?

a. Advanced information about the content

b. Focusing more on one to one interaction

c. Resource persons from reputed coaching institutes

d. Capacity to dispense extra time with slow learners

26. Whether refreshment is being served to the students after long sessions?

a) Yes

b) No

If yes, then

27. How will you rate the quality of the refreshment?(On a scale of 1 to 5, 5 being the highest and 1 being the lowest)

1-2-3-4-5

28. Were you able to get a seat in all the sessions of the coaching classes?

- a) Yes
- b) No

29. How frequently do you use library of coaching institute?

- a) Never
- b) Occasionally
- c) Sometimes
- d) Mostly
- e) Daily

30. Do you access newspaper regularly?

- a) Yes
- b) No

If yes, then

- How many newspapers/ magazines are available in the library?

31. Whether reading room facility is available?

- a) Yes
- b) No

If yes, then

- Where do you prefer to study?
- a) Hostel/Home
- b) Reading Room
- c) Library

32. Whether smart class facilities (i.e. overhead projector), are being used by the coaching centre?

- a) Yes
- b) No

If Yes, then

- Which of the following equipments are being used?

S. No.	Item	Available	Not Available
1	Digital Content		
2	Computer-aided Learning & Teaching		
3	32 inch LED		
4	CCTV Camera including DVR		
5	Converter		
6	Online Support System		
7	Real-Life Examples		
8	Daily performance Report Evaluation		

33. Whether online classes are available?

- a) Yes
- b) No

34. Does faculty entertain doubt clearing sessions when required?

- a) Yes
- b) No

35. Type of institute

- a) Residential
- b) Non-Residential

If residential

- Is separate hostel facility available?
- a) Yes
 - b) No
- Is mess facility available?
- a) Yes
 - b) No
- Is 24*7 water & electricity available?
- a) Yes

- b) No
36. How satisfied are you with the overall services of the institute? (On a scale of 1 to 5, 5 being highly satisfied and 1 being not satisfied at all)
- 1-2-3-4-5.
37. Do you receive any incentive to attend the coaching?
- a) Yes
- b) No
38. To what extent the coaching centre enriches your experience of learning?
- a) Not at all
- b) To a limited extent
- c) To some extent
- d) To considerable extent
- e) To a great extent
39. Have you attended any other coaching institute?
- a) Yes
- b) No
33. Do you find coaching centre under the scheme beneficial to you?
- a) Yes
- b) No
34. Have you applied for any other similar scheme?
- a) Yes
- b) No
- If yes, name the scheme.
35. Are you receiving the stipend timely?
- a) Yes
- b) No

36. Is the stipend sufficient for you?
- a) Yes
 - b) No
37. How did you get to know about the scheme?
- a) Print Media
 - b) Website of Ministry
 - c) Government Website
 - d) State Government Website
 - e) College Notice Board
 - f) Any Other, please specify.

Section 4- Pre Scheme

38. Family Income (Monthly)
- a) Less than 20,000
 - b) 20,000 -40,000
 - c) 40,000 -60,000
 - d) Above 60,000
39. Family Expenditure (Monthly)
- a) Less than 20,000
 - b) 20,000 -40,000
 - c) 40,000 -60,000
 - d) Above 60,000
40. Marital Status
- a) Married
 - b) Bachelor
 - c) Separated
 - d) Widow/Widowed
41. Household size
- a) Less than 4
 - b) 4-6
 - c) 6 and above
42. Location

- a) Urban
 - b) Rural
43. Qualification
- a) Graduate
 - b) Post Graduate
 - c) Any Other
44. Please specify the qualification.
45. How much amount did you spend on books purchased for the preparation of the exam?
- a) Less than 5000
 - b) More than 5000, less than 8000.
 - c) More than 8000, less than 10000.
 - d) More than 10000, less than 12000.
 - e) More than 12000.
46. How many hours did you study daily while preparing for the exam, on average basis?
- a) Up to 3.
 - b) More than 3, less than 6.
 - c) More than 6, less than 8.
 - d) More than 8, less than 10.
 - e) More than 10.
47. On a scale of 1 to 5, 5 being highly confident and 1 being not at all confident, How confident were you with the preparation?
- 1-2-3-4-5.

Section 4-Post Scheme

48. Family Income(Monthly)
- a) Less than 20,000
 - b) 20,000 -40,000
 - c) 40,000 -60,000
 - d) Above 60,000
49. Family Expenditure(Monthly)

- a) Less than 20,000
 - b) 20,000 -40,000
 - c) 40,000 -60,000
 - d) Above 60,000
50. Marital Status
- a) Married
 - b) Bachelor
 - c) Separated
 - d) Widow/Widowed
51. Household size
- a) Less than 4
 - b) 4-6
 - c) 6 and above
52. Location
- a) Urban
 - b) Rural
53. Qualification
- a) Graduate
 - b) Post Graduate
 - c) Any Other
54. Please specify the qualification
55. How much amount do you spend on books purchased for the preparation of the exam?
- a) Less than 5000
 - b) More than 5000, less than 8000.
 - c) More than 8000, less than 10000.
 - d) More than 10000, less than 12000.
 - e) More than 12000.
56. How many hours do you study daily while preparing for the exam, on average basis?
- a) Up to 3.
 - b) More than 3, less than 6.

- c) More than 6, less than 8.
 - d) More than 8, less than 10.
 - e) More than 10.
57. On a scale of 1 to 5, 5 being highly confident and 1 being not at all confident, How confident were you with the preparation?
- 1-2-3-4-5.

Questionnaire for Non-Beneficiary**Indian Institute Public Administration, New Delhi****Project: Evaluation of Scheme of Naya Savera****Commissioned by: Ministry of Minority Affairs, Govt. of India.****INTERVIEW SCHEDULE FOR NON-BENEFICIARY****Section 1- Basic Details**

1. Full Name
2. Date of Birth
3. Mobile No.
4. E-mail ID
5. Complete postal Address
6. State
7. District
8. Physical Status
 - a) Able
 - b) Divyangjan
9. Religion
 - a) Hindu Caste_____
 - b) Muslim
 - c) Christian
 - d) Sikh
 - e) Buddhists
 - f) Jain
 - g) Parsi
10. Occupation of Father
 - a) Informal labor
 - b) Private Employee
 - c) Agriculture & Livestock
 - d) Self Employed or Entrepreneur
 - e) Government Employee
 - f) If other, please specify

11. Occupation of Mother

- a) Informal labor
- b) Private Employee
- c) Agriculture & Livestock
- d) Self Employed or Entrepreneur
- e) Government Employee
- f) Home-maker

12. Educational qualification of Father

- a) Illiterate
- b) Primary
- c) Upper Primary
- d) Secondary
- e) Higher Secondary
- f) Graduate and above

13. Educational qualification of Mother

- a) Illiterate
- b) Primary
- c) Upper Primary
- d) Secondary
- e) Higher Secondary
- f) Graduate and above

Section 2-Thematic issues

14. Which examination are you preparing for?

- a) Recruitment (group A)
- b) Recruitment (group B)
- c) Recruitment (group C)
- d) Technical
- e) Professional
- f) Foreign university entrance

15. Have you cleared any of the exams?

- a) Yes

b) No

If yes, which examination?

16. Have you ever thought of receiving coaching?

a) Yes

b) No

If no, state the reason for not attending.

Section 3- Other Questions

17. Family Income (Monthly)

a) Less than 20,000

b) 20,000 -40,000

c) 40,000 -60,000

d) Above 60,000

18. Family Expenditure (Monthly)

a) Less than 20,000

b) 20,000 -40,000

c) 40,000 -60,000

d) Above 60,000

19. Marital Status

a) Married

b) Bachelor

c) Separated

d) Widow/Widowed

20. Household size

a) Less than 4

b) 4-6

c) 6 and above

21. Location

c) Urban

d) Rural

22. Qualification (Graduate, Post Graduate, any other), Please specify the qualification.

23. How much do you spend on books, other reading materials, stationary etc. for the preparation of the examination?
- a) Less than 5000
 - b) More than 5000, less than 8000.
 - c) More than 8000, less than 10000.
 - d) More than 10000, less than 12000.
 - e) More than 12000.
24. How many hours did you study daily while preparing for the examination, on an average basis?
- a) Up to 3.
 - b) More than 3, less than 6.
 - c) More than 6, less than 8.
 - d) More than 8, less than 10.
 - e) More than 10.
25. How confident were you with the preparation for the examination? (On a scale of 1 to 5, 5 being highly confident and 1 being not at all confident)
- 1-2-3-4-5.
26. To what extent do you believe that Government sponsored coaching institutions are meeting their set goals?
- a) Not at all
 - b) To a limited extent
 - c) To some extent
 - d) To considerable extent
 - e) To a great extent
27. To what extent the coaching institutions sponsored by Government are appropriately guiding the students?
- a) Not at all
 - b) To a limited extent
 - c) To some extent
 - d) To considerable extent
 - e) To a great extent

28. Do you believe that providing sponsored mobility through coaching centers ensures social justice and equitable growth?

- a) Yes
- b) No

Questionnaire for Faculty**Indian Institute of Public Administration, New Delhi****Project: Evaluation of Scheme of Naya Savera****Commissioned by: Ministry of Minority Affairs, Govt. of India.****INTERVIEW SCHEDULE FOR FACULTY**

1. Name:
2. Contact Number:
3. Gender:
 - a) Male
 - b) Female
 - c) Transgender
4. Highest Qualification:
5. Name of the Coaching Centre:
6. Complete Address of the Coaching Centre:
7. State
8. District
9. Location
 - a) Rural
 - b) Urban
10. Religion
 - a) Hindu
 - b) Muslim
 - c) Sikh
 - d) Christian
 - e) Jain
 - f) Parsi
 - g) Buddhist
11. Social Category -----
12. Courses taught
 - a) Recruitment (group A)
 - b) Recruitment (group B)

- c) Recruitment (group C)
 - d) Technical
 - e) Professional
 - f) Foreign university entrance
13. What is the duration of the course?
14. Do you find the duration sufficient to prepare for the examination?
15. Are you in any way related to the coaching institute's management?
- a) Yes
 - b) No
16. Years of experience in teaching
17. Remuneration claimed to be paid by the Coaching Centre (in rupees):
18. Remuneration actually being received (in rupees)
19. Have you attended any orientation/faculty development program? Yes/no
- If yes, which program, please tell in detail.
20. How many students did you teach in the last 3 years(approximate)?
21. What percentage of students cleared the exam in the last 3 years(approximate)?
22. Out of the total students cleared the examination, what percentage belonged to minority communities?
23. Out of the total minority community students cleared the examination, what percentage were females?
24. Specify the innovative methods used in teaching students?
25. Any special observations about students belonging to the minority communities?
- a) Yes
 - b) No
- If yes, please specify?
26. Are you satisfied with the infrastructural facilities provided at the coaching center?
- a) Yes
 - b) No
27. Are you involved in faculty induction process of the coaching center?
- a) Yes
 - b) No

28. Do you recommend giving stipend to students?
- a) Yes
 - b) No
29. Whether regular motivational talks/ evening talks are being organized (for residential coaching centre)?
- a) Yes
 - b) No
 - c) NA
30. What are the challenges encountered in mobilizing the minority community students to join the Coaching Centre?
31. What are your suggestions for mobilizing the maximum number of minority community students?
32. Do you find any problem with the entry behavior of the students?
- a) Yes
 - b) No
- If Yes, Please Specify.
33. What motivates you to be a faculty of the coaching institute?
34. How can the success rate of the minority community students be improved?
35. What measures need to be adapted to increase the bandwidth of the scheme-Naya Savera?

Questionnaire for Coaching Centres**Indian Institute of Public Administration, New Delhi****Project: Evaluation of Scheme of Naya Savera****Commissioned by: Ministry of Minority Affairs, Govt. of India.****INTERVIEW SCHEDULE FOR COACHING CENTRE**

1. Name of the Coaching Centre:
2. Contact Number of the Coaching Institute:
3. Complete Postal Address of the Coaching Centre:
4. State
5. District
6. Location
 - a) Rural
 - b) Urban
7. Year of establishment
8. Year of empanelment in the scheme- Naya Savera:
9. Courses offered
 - g) Recruitment (group A)
 - h) Recruitment (group B)
 - i) Recruitment (group C)
 - j) Technical
 - k) Professional
 - l) Foreign university entrance
10. Total number of students registered in a session?
11. Did the Coaching Centre collect Aadhar number from all the students?
 - a) Yes
 - b) No

If No, Whether Coaching centre has facilitated the procurement of Aadhar number for the students?

12. Out of the total students registered, how many belong to the minority communities?
13. Out of the total students belonging to minority communities, how many female students were registered?
14. Total number of Divyangjan students belonging to minority communities?
15. Total number of students enrolled in Courses for recruitment (group A)?
16. Total number of students clearing recruitment (group A) exams?
17. Total number of students enrolled in Courses for recruitment (group B)?
18. Total number of students clearing recruitment (group B) exams?
19. Total number of students enrolled in Courses for recruitment (group C)?
20. Total number of students clearing recruitment (group C) exams?
21. Total number of students enrolled in professional courses?
22. Total number of students qualifying for professional courses?
23. Total number of students enrolled in technical courses?
24. Total number of students qualifying for technical courses?
25. Total number of students enrolled in coaching for Foreign University entrance?
26. Total number of students qualifying for Foreign University entrance from the coaching centre?
27. Total students registered for all courses in the year 2017-18?
28. Total students registered for all courses in the year 2018-19?
29. Total students registered for all courses in the year 2019-20?
30. Total number of registered students belonging to minority communities 2017-18?
31. Total number of registered students belonging to minority communities 2018-19?
32. Total number of registered students belonging to minority communities 2019-20?
33. Total number of selections in the last 3 years from your coaching centre?
34. The total number of selections from students belonging to minority communities in the year 2017-18 by service?
35. The total number of selections from students belonging to minority communities in the year 2018-19 by service?
36. The total number of selections from students belonging to minority communities in the year 2019-20 by service?
37. On what basis do you engage the faculty at your coaching centre?
 - a) Full Time Basis

b) Part Time Basis

38. Do you invite local authorities (IAS/IPS) for guest sessions at your institute?

a) Yes

b) No

39. Are selected IAS/IPS (from own institute) invited for sessions?

a) Yes

b) No

40. Does the institute maintain its website and has furnished the address of the same to the Ministry?

a) Yes

b) No

If yes, Has the coaching centre uploaded centre wise photographs of the coaching programs on the website?

a) Yes

b) No

41. Whether the Coaching Centre maintains a separate bank account catering for "Naya Savera" Scheme specifically?

a) Yes

b) No

If Yes,

- Whether all the receipts and expenditures relating to the scheme are done through the specified bank account? Yes/No.
- Did you make any payment above Rs 5000/- (in cash) from the specified bank account? Yes/No.

42. Are internal examinations held regularly?

a) Yes

b) No

43. How satisfied are you with the progress of the students?

(on a scale of 1 to 5, 5 being highly satisfied, and 1 being not satisfied at all)

1-2-3-4-5

44. Are students given regular feedback about their performance in writing?
- a) Yes
 - b) No
45. How do you ensure the inflow of considerably meritorious students in the coaching center?
- a) Entrance Exam
 - b) Assessing the past performance of the students
 - c) Preference to specified subjects
 - d) Considering candidates from families who have entered any service
 - e) Community based assessment of a student
46. Total number of students registered in a batch by course?
47. Is there sufficient space available according to the batch size?
- a) Yes
 - b) No
48. Is there sufficient furniture available according to the batch size?
- a) Yes
 - b) No
49. Whether smart class facilities (i.e. overhead projector), are being used by the coaching centre?
- a) Yes
 - b) No

If Yes, then

50. Whether the equipments are used at the coaching centre while conducting the classes?

S. No.	Item	Available	Not Available
1	Digital Content		
2	Computer aided Learning & Teaching		
3	32 inch LED		
4	CCTV Camera including DVR		
5	Converter		
6	Online Support System		

7	Real Life Examples		
8	Daily performance Report Evaluation		

51. Whether refreshment is served to the students after long sessions?

- a) Yes
- b) No

52. Is library facility available?

- a) Yes
- b) No

If yes, then

- What is the footfall in the library in the last 90 days?
- How many newspapers/ magazines are available in the library?
- Is library having a qualified librarian?

53. Is reading room facility available?

- a) Yes
- b) No

54. Are online classes available?

- a) Yes
- b) No.

55. Type of institute

Residential

Non-Residential

If residential

- Is separate hostel facility available for boys & girls?
Yes/No
- Is mess facility available for all?
Yes/No
- Is 24*7 water & electricity available?
Yes/No

56. Whether separate toilets are being provided for students?

a) Yes

b) No

57. Do you face any hindrances in the registration process?

a) Yes

b) No

If yes, then please specify.

58. Do you adhere to the guidelines of the scheme?

a) Yes

b) No

59. Whether additional incentives are being provided to the students to boost morale?

a) Yes

b) No

If yes, then please specify.

60. When was the utilization certificate for the year 2017-18 submitted to the Ministry?

61. When was the utilization certificate for the year 2018-19 submitted to the Ministry?

62. When was the utilization certificate for the year 2019-20 submitted to the Ministry?

63. How do you mobilize the potential beneficiaries?

a) Media

b) Persuasion of Community Leaders

c) Organizing workshops

d) Providing Top Ups

e) Circulating pamphlets

f) Setting Desks at local Melas/ Bazaars

g) Any other (please specify)

64. Any specific suggestions/recommendations to improve the effectiveness and bandwidth of the scheme.

SCHEME GUIDELINES

**NAYA SAVERA: FREE COACHING AND ALLIED
SCHEME FOR THE CANDIDATES/STUDENTS
BELONGING TO MINORITY COMMUNITIES**

(Revised with effect from 07th December, 2017)



सत्यमेव जयते

Government Of India

MINISTRY OF MINORITY AFFAIRS
NAYA SAVERA: FREE COACHING AND ALLIED SCHEME
FOR THE CANDIDATES/STUDENTS BELONGING TO
MINORITY COMMUNITIES

1. The scheme aims to empower the students belonging to minority communities and prepare them for competitive examinations, so that their participation in government and private jobs improves. The scheme provides financial support for free coaching to notified minority students in selected coaching institutions.

2. **OBJECTIVES**

The objectives of the scheme are to assist students belonging to the notified minority communities by way of special coaching for the following:-

- i. Qualifying examinations for admissions in technical/ professional courses such as engineering, medical, law, management, information technology etc. and language/ aptitude examinations for seeking admission to foreign universities and
- ii. Competitive examinations for recruitment to Group 'A' , 'B' and 'C' services and other equivalent posts under the Central and State governments including public sector undertakings, banks, insurance companies as well as autonomous bodies.

3. **COURSES FOR COACHING**

The courses for which the coaching will be imparted shall be as follows:

- i. Competitive examinations conducted by the Union Public Service Commission (UPSC) , State Public Service Commissions, the Staff Selection Commission(SSC), and the various recruitment agencies like Railway Recruitment Boards (RRBs) , Banking Services Recruitment Boards etc for group A, B and C posts.
- ii. Officers' Grade examinations conducted by Banks, Insurance companies and Public Sector Undertakings(PSUs);
- iii. Entrance Examinations for admission in Engineering/ Medical courses, Professional courses like CAT, CLAT, MBA etc and any other such disciplines as Ministry may decide from time to time.

4. **IMPLEMENTING AGENCIES AND ELIGIBILITY**

The following types of organizations will be eligible for receiving financial assistance under this scheme:-

- i. All institutes in the government sector, including universities and autonomous bodies, engaged in professional coaching for competitive examinations;
- ii. Universities/colleges in the Private Sector engaged in professional coaching activities, including deemed Universities.
- iii. Trusts, Companies, Partnership Firms, or Societies registered under Societies Registration Act, 1860 and engaged in professional coaching.

5. ELIGIBILITY CRITERIA FOR APPLYING FOR EMPANELMENT OF COACHING INSTITUTIONS

- i. The institute should be a registered body or run by any organization registered under the Societies Registration Act, 1860 / Companies Act, 2014 or any other relevant / act of the State / union territory.
- ii. The registration for at least three years will be required in respect of the organizations/ implementing agency that desired to apply for empanelment as on date of notification inviting applications from States/ UT's /Coaching institutions.
- iii. The Institute/Centre should have been fully functional for a minimum period of 3 years at the time of applying under this scheme and having a minimum enrolment of 100 students in the courses as indicated at Para 3 here-in-above each year for the last three years, immediately prior to the year in which applied for empanelment.
- iv. The institutes should have the required number of qualified faculty members either on its payroll on a part-time basis.
- v. The institutes should have necessary infrastructure such as premises, library, requisite equipment etc. to run the coaching classes in the courses applied for.
- vi. Coaching institutes should have a minimum success rate of 15% in the coaching courses applied for. Its past performance vis-a-vis intake and success rate will be taken into consideration in the selection.
- vii. The Implementing Agencies must have been registered on the NITI Aayog portal i.e. <http://ngodarpan.gov.in> or as the case may be.
- viii. The institution/ organization should not have been declared bankrupt at any point of time.
- ix. The institutions/organization should have not been blacklisted by any department or body of the government at any point of time.

6. **DETAILS OF PROCEDURE :-**

- i. The ministry of Minority Affairs will advertise the details of the scheme and invite proposals from the coaching Institutes/ Organizations.
- ii. While the Institutes in the Government Sector/ Public Sector can send proposals in the prescribed proforma, directly to the Ministry of Minority Affairs, the Organizations in the Private Sector, including Non-Governmental organizations (NGOs) should submit their proposals through the State Government/ UT Administration concerned in the prescribed format (**Annexure 1**).
- iii. All proposals be it government institution or private institutions, will be screened by the Program Division and placed before the Selection Committee for its consideration and empanelment of the institutions under the scheme. The Institutes selected for 2017-18 will be empanelled for a period of three (03) years i.e. upto 2019-20.
- iv. The composition of the Selection Committee will be as follows:
 - a) Additional Secretary/ Joint Secretary concerned, Ministry of Minority Affairs - Chairperson
 - b) JS & FA, MoMA or his/her representative - Member
 - c) A representative from the Ministry of HRD - Member
 - d) A representative from UGC - Member
 - e) A Representative from Education Institutions- Co-opted Member
 - f) Director/Deputy Secretary, Ministry of Minority Affairs- Convener
- v. Once a proposal is rejected by the Ministry, no further correspondence will be entertained by the Ministry in that regard.

7. **ELIGIBILITY CRITERIA FOR CANDIDATES STUDENTS**

- i. Candidates must have secured the requisite percentage of marks in the qualifying examination prescribed for admission into the desired courses/ recruitment examinations.
- ii. Only candidates belonging to the notified Minority Communities having total family income from all sources not exceeding Rs.6.00 lakh per annum, will be eligible under the Scheme. The organization/implementing agency need to obtain

- income certificate from the concerned student/candidate issued by the competent authorities in the respective States/UTs.
- iii. Benefits of coaching under the scheme can be availed by a particular student only once (except residential coaching program for the preparation of Civil Service Exams) irrespective of the number of chances he/she may be entitled to in a particular Competitive Examination. The coaching institution will take an Affidavit from the Student that he/she has not taken any benefit under this scheme.
 - iv. In respect of residential coaching for preparation of Civil Service Exams, benefit of the scheme can be availed by a particular student maximum two times. However, only 50% coaching fees prescribed for the course will be granted to the organizations/institutions in respect of repeater students.
 - v. Students who have taken residential coaching for the composite preparation Civil Services exam will not be eligible to get benefit under the "Nai Udaan" Scheme of the ministry.
 - vi. Students/Candidates covered under the scheme shall have to attend all classes. In the event of any student remaining absent for more than 15 days, without any valid reasons or leaving the coaching midway, the entire expenditure incurred on the candidate will be recovered from the institute/student/candidate concerned.
 - vii. 30% of the numbers sanctioned for coaching shall be earmarked for girl students/candidates. In case, the sufficient number of female candidate/students are not available the remaining slots will be filled by male students/candidates with prior permission /intimation to the ministry.

8. **FUNDING**

- i. The Ministry of Minority Affairs will fund the entire expenditure of the coaching provided to selected minority students as per the terms and conditions of the scheme.
- ii. The grants will be provided on per student cost basis.
- iii. The amount of coaching fee for the program awarded to the institution/organization will be released to the coaching institution organizations/organization in two installments every year.

- iv. The first installment including 50% of coaching fees and 50% of Stipend will be released to the institutes immediately after their empanelment and after receiving the list of students and other documents/information required as per scheme guidelines/allocation letter.
- v. The remaining second installment of grant-in-aid including 50% of coaching fees and 50% of stipend will be released (in the shape of reimbursement) to the coaching institutes on the production of Utilization Certificate, Audited statement of accounts, receipts, and payments details certified by a Chartered Accountant on the panel of CAG and outcome of the coaching program. The coaching institution will submit rank card/proof of qualifying the exams students in support of the outcome of the coaching program.
- vi. After completion of 1st year in the subsequent year they can start the coaching program at the appropriate time keeping in view of the date of entrance examinations. 1st installment of the subsequent year will be released only after the settlement of accounts of previous years coaching program. After completion of the first year, performance of institution will be assessed before releasing the fund for subsequent year. If the minimum success rate prescribed by the Ministry of Minority Affairs is declined or not achieved, the grant in aid as the 1st installment for the subsequent year will be reduced proportionally and no further allocation would be made to the concern Organization/Implementing agency.
- vii. The stipend amount will be released by the concerned coaching institutions/organizations directly into the account of students through the PFMS portal on a monthly basis or as decided by the Ministry.
- viii. Physical inspection of the coaching program may be conducted by State Government/District Authority, Officers, of MoMA, or any other inspecting authorities decided by the Ministry. Only one inspection in a financial year will be conducted. However, if required, concurrent monitoring of the coaching program can also be conducted through a third party.
- ix. As soon as coaching institutions start coaching program, they should inform the center-wise dates of commencement and termination to the District Authorities about the projects and request them to inspect it immediately. The District

Authority shall inspect the project before the last fortnight of the completion date of coaching programs.

- x. In case, even after the advance intimation of Coaching Institutions, the inspection is not conducted by District Authority the Ministry would send Ministry's officials/authorized agencies to inspect the coaching programs.
- xi. The grant-in-aid shall be released as per norms prescribed in the General Financial Rules and guidelines of the Scheme. The organization/institution will be made expenditure under the scheme through the EAT module of PFMS.
- xii. The Government of India reserves the right to be release funds in subsequent years after inspection of the organization by the Central Government/State Government/UT Administration or any other agency designated by the Ministry. The Government of India reserves this right exclusively to get inspection conducted in subsequent years.

9. (A) QUANTUM OF COACHING FEE AND STIPEND AMOUNT AND MINIMUM SUCCESS RATE OF THE COACHING PROGRAM

Program wise, the quantum of fee, duration of the coaching program, amount of stipend to be paid to the students and required minimum success rate of the coaching program are given in the table below:

S no.	Type of Coaching	Coaching fee per candidate	Amount of Stipend per Month per student	Duration	Minimum Success rate of the coaching program
1.	Residential coaching program for composite preparation of Civil Service	As fixed by the Institute subject to a maximum of Rs. 1.0 lakh	No stipend to be paid. Residential program with free boarding and	9 months (minimum)	Average of success rate of last three years achieved by coaching

	Exams		lodging		institution/ organization
2.	Group 'A' Services	As fixed by the institute, subject to a maximum ceiling of Rs.50,000/-	Rs. 2500/- per month	6 months (minimum)	Civil Service Exams, Pre): 10%, Others: 15%
3.	Entrance examination for technical /professional Courses	As fixed by the institute, subject to a maximum ceiling of Rs. 50,000/-	-Do-	6 months (minimum)	20%
4.	Group 'B' services	As fixed by the institute, subject to a maximum ceiling of Rs. 30,000/-	-Do-	4 months (minimum)	15%
5.	Group 'C' services	As fixed by the institute, subject to a maximum ceiling of Rs. 20,000/-	-Do-	3 months (minimum)	15%

If the success rate is not achieved, the amount of grants in aid to be released would be reduced in proportion and no further allocation would be made to the concerned Organization/Implementing agency.

(B) STIPEND

An amount of Rs. 2500/- per month will be paid to all the students who will be taking coaching under the scheme subject to fulfilling the other terms and conditions. Stipend for last month may be released to the students after submission of the result by the student to the organizations/ coaching institutions.

10. TERMS AND CONDITIONS TO BE COMPLIED WITH BY THE COACHING INSTITUTES

- i. As soon as sanction is issued, the institute will be required to place an advertisement in the local newspaper preferably in local language, cable TV channels etc inviting applications from eligible students/candidates from the minority communities. The institution shall make special efforts by inviting female staff to mobilize Minority girl students. The name of students selected for coaching along with details like address, community, gender, and annual income should be submitted directly to the Ministry within 45 days in prescribed format.
- ii. The institute shall maintain Management Information System (MIS) with full details of name, address, telephone number, or e-mail i.d. (if available) etc. of the candidates enrolled for coaching program and furnish this information to the Ministry. The institute shall maintain full records of each candidate admitted like Photo of candidate, age, gender, educational qualifications, Income certificate, Bank account number etc. Aadhaar Number of each students/candidates may also be obtained. In this regard, Notification S.O.2408(E) dated 14th June 2017, under Section-7 of Aadhaar (Targeted Delivery of Financial and Other Subsidies, Benefits and Services) Act, 2016 (18 of 2016) with respect to the scheme, publication in the Gazette of India dated 31 July, 2017, may be referred.
- iii. Separate account will be maintained by the institute for the funds released by the Ministry and the same will be made available to the Ministry of Minority Affairs as and when requisitioned for inspection.
- iv. The institutes shall utilize the funds for specified purpose only. The grantee institute shall give an undertaking that in the event of acting in contravention of this condition, it will refund the amount received with **10%** penal interest and other any other action, as deemed proper by the Government.

- v. The coaching institution will also be required to take an affidavit from the Student that they have not taken benefit earlier under this scheme or any other similar scheme funded by the Government.
- vi. The President/Secretary/Chairman of the institution shall submit a certificate accepting the terms and conditions laid down by the Ministry of Minority Affairs and furnish a bond with two sureties in the name of the competent authority responsible for actual implementation of the scheme and also responsible for furnishing of accounts of the grant sanctioned.
- vii. The institute shall be solely responsible for ensuring that only students of meritorious standing are admitted for coaching.
- viii. For enabling E-payment directly into the account of societies/NGOs/institutions/ etc. through PFMS portal, an authorization letter from the payee, with full details of e-payment i.e. name of payee, bank IFSC code number, bank branch number, bank branch name, bank branch address etc. should be provided. The authorization letter must be counter-signed by the manager of the respective bank branch to avoid wrong account number. Only one authorization letter is required for the entire financial year or till the account number is changed during the year of proforma of the authorization is annexed. (**Annexure II**).
- ix. The selected institute should be willing to mobilize its own resources for smooth conduct of the approved program. They shall be duty bound to ensure that the coaching program is not suffer due to delay, if any, in release of funds by the Ministry.
- x. After completion of the coaching program, the institute shall immediately submit the details of candidates in prescribed format, utilization certificate and audited accounts certified by a Chartered Accountant who is on the panel of Comptroller and Auditor General of India (C&AG), to the Ministry of Minority Affairs, along with the following documents:-
 - a) Auditor's Reports, Income and Expenditure account/balance sheet for the year, including receipt & payment account of the institute, in respect of funds received during the year.

- b) A certificate to the effect that institution has not received any other grant for the same purpose from any other Ministry/Department of the Government of India, State/UT Government and any other Government/Non- Government organisation.
- c) The institute shall furnish a utilization certificate in the prescribed proforma (GFR-19A or as revised by Ministry of Finance from time to time), running or final as the case may be, along with the application for release of second installment for the year concerned or fresh application for another year.
- d) The institute will upload daily progress, relevant visuals etc. of coaching classes on website/portal of the Ministry.

11. **MONITORING**

Monitoring of the progress made by grantee institutes will be carried out as follows;

- i. The institute shall be monitored by Ministry of Minority Affairs and the State Government/UT administration or was decided by the MoMA.
- ii. The institute shall submit information of success rate of the candidates coached by them along with documentary proof.
- iii. The institute will be inspected by the officers of Central Government/ State Government/UT Administration for authorized independent agencies/officers.
- iv. The institute shall maintain its website and furnish website address to the Ministry. The year-wise and centre-wise photographs of coaching program shall be uploaded by the institute on their website for ready reference.
- v. The Institution will collect Aadhaar number of every student. In case, a student does not have Aadhaar number the Institution/ organisation is required to offer Aadhaar enrolment facilities for such beneficiaries. In this regard, Notification S.O.2408(E) dated 14th June 2017 under section-7 of Aadhaar (Targeted Delivery of Financial and Other Subsidies, Benefits and Services) Act, 2016 (18 of 2016) with respect to the scheme publication in the Gazette of India dated 31 July, 2017, may be referred.
- vi. The coaching organisation should maintain a separate Bank account in respect of this Scheme and make all expenditure relating to this coaching program from this account only. All the expenditure under the scheme will be made through PFMS-EAT module. No payments of above Rs. 5000/- should be made in cash.

12. **NEW COMPONENT: Residential Coaching program for focused preparation of Medical/Engineering entrance exams**

The new component of the scheme was launched on pilot basis for about 1000 students @ 100 or more students per centre in 10 states/UTs, viz Uttar Pradesh, Bihar, Assam, West Bengal, Maharashtra, Karnataka, Tamilnadu, Andhra Pradesh, Kerala, and Delhi during 2013-14. It was decided that more States/UTs would be covered in later years as per scheme guidelines and availability of funds. Now the New component of the Free Coaching and Allied Scheme will be implemented across the country and all the states would be covered subject to availability of eligible institutions/organizations and sufficient funds.

i. **New component 1: Two years Focused Coaching for science students of class XI and XII.**

The new component 1 is a two-year residential Focused Coaching for science students of class XI and XII for preparation of Medical/Engineering entrance exams. The rate of financial support for a selected students under this component is upto Rs. 1,00,000/- (Rs. one lakh only) per academic year which will be payable to the Institute. Minimum duration of coaching program for 11th class will be 8 months and for 12th class it will be 10 months.

ii. **New component 2: One year Focused Coaching for students passed 12th class with Science Subjects**

Under this component one year residential coaching program for preparation of Medical/Engineering entrance exams will also be conducted for the minority students who have passed 12th class with minimum 75% marks with Science subjects. However, students who have availed the benefit under any component of Free Coaching and Allied Scheme will not be eligible for this program. The rate of financial support for a selected student under this component is upto Rs. 1.00 lakh for one year coaching program which will be payable to the institution. Minimum duration of coaching program under this program will be 10 months.

iii. The Ministry of Minority Affairs may advertise the details of the Scheme and invite proposals from Schools/Colleges/Institutes having the facility of Hostel accommodation separately for Boys and Girls and running regular classes of XIth

and XIIth with Science depending on the need for inclusion of more Schools/Colleges or States/UTs for this component from time to time.

(iv) ELIGIBILITY CRITERIA FOR APPLYING FOR EMPANELMENT OF COACHING INSTITUTIONS

The following will be the eligibility criteria for receiving financial assistance under this Scheme:-

- a) The institute should be registered body or run by any organisation registered under the Societies Registration Act, 1860/Companies Act, 2014 or any other relevant act of the State/Union Territory.
- b) The School/College institutes should have required number of qualified faculty members either on its pay roll or on part-time basis.
- c) The School/College/institutes should have necessary infrastructure such as premises, library, requisite equipment etc. to run the coaching classes.
- d) The institution should have residential facility with separate hostels for boys and girls equipped with security guards. Female security guards and staff should be posted in girls hostel.
- e) Hostels must have proper Mess facility, electricity, drinking water and sufficient number of toilets/bathrooms etc.
- f) The School/College/institutes should have minimum three years experience of imparting coaching for relevant Course.
- g) The School/ College / institute Coaching institutes should have a minimum success rate of 15% in coaching for admission to professional/technical courses.
- h) The institutes/Schools/Colleges should be affiliated with CBSE/ICSE or State Education Boards to be eligible for this component and should have been fully functional for a minimum period of three years at the time of applying under this scheme.
- i) The institution/organisation must have been registered on NITI Aayog Portal i.e. <http://ngodarpan.gov.in>
- j) The institution/organisation should not have been declared bankrupt at any point of time.

- k) The institution/ organisation should have not been blacklisted by any department or body of the government at any point of time.

(v) DETAILS OF PROCEDURE

- a) The Ministry of Minority Affairs will advertise the details of the scheme and invite proposals from the coaching/training Institutes.
 - b) While the institutes in Government Sector can send proposals in the prescribed proforma, directly to the Ministry of Minority Affairs, the Organizations in the private sector, including Non Governmental Organizations (NGOs) should submit their proposals through the State Government/UT Administration concerned in the prescribed format. (**Annexure I A**).
 - c) All proposals be it government institution or private institutions, will be screened by Program Division and placed before the Selection Committee for its consideration and empanelment of the institutions under the scheme. If considered necessary, the institution will also be called for making presentation before the Selection Committee. The Institutes selected for 2017-18 will be empanelled for a period of three(03) years i.e. upto 2019-20.
- (vi)** The selection of Institutions/Schools/Colleges will be made by the Selection Committee consisting of following:
- a) Additional Secretary/ Joint Secretary concerned, Ministry of Minority Affairs - Chairperson
 - b) JS & FA, MoMA or his/her representative - Member
 - c) A representative from the Ministry of HRD - Member
 - d) A representative from UGC - Member
 - e) A Representative from Education Institutions- Co-opted Member
 - f) Director/Deputy Secretary, Ministry of Minority Affairs- Convener
- (vii)** Recommendations of the State Govt./UT Administration in respect of finally selected Institute/College/School will be obtained only once. Subsequent inspection of the institute will be conducted by the Ministry through its officers or any other inspecting authority as decided by the Ministry.
- (viii)** Ministry may also conduct mid-term inspection.

- (ix) The selection of students will be done by the selected Institutes/Schools/Colleges from students belonging to the notified minority communities. The students will be selected by the concerned Institutes/Schools/Colleges on merit. Merit list will be prepared from eligible students of notified minority communities on the basis of merit (% of marks or CGPA). The selection would be made starting from the highest % of marks or CGPA from the merit list, and, in any case the students shall not be selected below 75% of marks or equivalent grade subject to total number of allotted students. The students who are selected for focused coaching must be willing to undergo Engineering Degree/Medical Degree after completion of course.
- (x) For one year coaching program for the students who have passed 12th class with science subjects, the minimum duration of the coaching program will be ten months. In case duration is less than the prescribed duration, grants will be reduced proportionately. However, the institution will take necessary measures to complete the course/syllabus in time.

(xi) FUNDING

i. Two years Focused Coaching for Science students of class XI & XII

(a) 1st year (11th class) coaching program: 1st installment (50% of sanctioned amount) of 11th class will be released to the institutions after allocation of the coaching program and as soon as the list of students is received alongwith the required undertakings etc. 2nd installment of the 11th class will be released after receiving the inspection report from the State Government/District Authority as the case may be and receipt of utilization certificate of the released amount on completion of course.

(b) 2nd year (12th class) coaching program: 1st installment (50% of sanctioned amount) of 12th class will be released as soon as a result of 11th class is received. 2nd and final installment of class 12th of the coaching program will be released after getting inspection report from the offices of Ministry or the designated authority, outcome of the coaching program and submission of UC and other documents required.

ii. One year Focused Coaching for students passed 12th class with Science Subjects

1st installment (50% of sanctioned amount) will be released to the institutions after allocation of the coaching program and as soon as the list of students is received along with the required undertakings etc. 2nd installment will be released after receiving of inspection report from State Government/District Authority as the case may be, submission utilization certificate and outcome of the coaching program on completion of the course.

(xii) SUCCESS RATE

The institutions will ensure the success rate of coaching program as given below:

The Minimum success rate under the coaching program of new Component will be 30%. Out of the total qualifying students for Engg/Medical entrance exams at least 5% of the total students may got qualified for admission in Government Colleges or government seats in reputed private colleges/ institutions.

In case the success rate is less than the prescribed as above, the amount of grants in it to be released as final installment of 12th class will be reduced in proportion and no for the allocation would be made to the concern Organization/Implementing agency.

13. MINOR MODIFICATION WITHOUT ANY FINANCIAL IMPLICATION

Minor modification in the Scheme without any financial implication may be effected by the Ministry without seeking recourse to SFC/EFC.

14. MID TERM APPRAISAL AND EVALUATION OF THE SCHEME

Mid Term Appraisal of the scheme may be conducted and the recommendations will be implemented in the form Mid Term corrections with approval of the competent authority. The Scheme will be further evaluated by an independent agency assess its impact after the end of the 14th Finance Commission Period i.e. 2019-20.

Format of authorization letter for sending funds directly into the bank account

(I/we_____ (Organization Name) would like to receive the sums disbursed by the Ministry of Minority Affairs to me/us electronically to our bank account detailed below. The account number duly verified by the bank on their letter head and seal is enclosed.

Payee's Particulars	
S. No	
Name of payee as in Bank's A/C	
Address	
District	
State	
Pin Code	
Telephone No. with STD code	
Fax No.	
E-mail Address	
Name of the Bank	
Bank Branch(Full address & telephone number)	
Bank A/c No	
Type of A/c	
Modes of electronic transfer available in bank branch (RTGS/NEFT/ECS/CBS)	
IFSC Code	
MICR Code	

Signature (Name)_____

Organisation_____