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Date: **12 August 2026**

To
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Subject: **Submission of Impact Assessment Report for the CSR Project of Patanjali Kanya Gurukulam, Haridwar**

Dear Sir,

We are pleased to submit herewith the Impact Assessment Report for the CSR Project of Patanjali Kanya Gurukulam, Haridwar, undertaken for Patanjali Foods Limited.

We take this opportunity to express our sincere appreciation to Mr. Kumar Rajesh, Chief Financial Officer; Mr. R. L. Gupta, Company Secretary; and the entire Patanjali Foods Limited team for their valuable support, cooperation, and assistance extended to us throughout the course of this assignment.

Please feel free to contact us should you require any clarification or further information in relation to the report.

Thanking you,

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Stamp of the Company



Enclosure: Impact Assessment Report dated 12 August 2026 for the CSR Project of Patanjali Kanya Gurukulam, Haridwar, undertaken for Patanjali Foods Limited.

CSRBOX, Renalysis Consultants Pvt. Ltd.

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Impact Assessment Report of CSR Project
Patanjali Kanya Gurukulam

Project Completed in FY 2024-25



Submitted to:
Patanjali Foods Limited

Submitted On:
12th August 2026
By Renalysis Consultants Pvt Ltd
commonly known as CSRBOX

Disclaimer

The Impact Assessment Study of Patanjali Kanya Gurukulam has been conducted by Renalysis Consultants Private Limited, commonly known as CSRBOX, in accordance with the requirements of the Companies Act, 2013, and the Companies (Corporate Social Responsibility Policy) Rules, 2014, as amended, and is compliant with the applicable legal provisions for the CSR-supported intervention of Patanjali Foods Limited.

This report is intended for disclosure to authorised stakeholders only and must be read in its entirety, without removal or modification of this disclaimer. CSRBOX has not undertaken a statutory audit and does not express any opinion or provide any form of assurance. The observations, analysis, and findings presented in this report are based on evaluation evidence and should not be interpreted as legal advice or opinion.

This report contains an independent analysis undertaken by CSRBOX, based on a field visit undertaken from 30 June 2026 to 1 July 2026, a review of available programme information, secondary research, and inputs gathered through primary interactions with relevant stakeholders, including representatives of Patanjali Foods Limited, Patanjali Yogpeeth Nyas, institutional stakeholders, and beneficiaries. Information obtained from publicly available sources has not been independently verified for authenticity.

CSRBOX has exercised due professional care in obtaining information from sources generally considered to be reliable. In preparing this report, CSRBOX has relied upon data and materials gathered through stakeholder consultations, available records, field observations, and internal analytical processes. While reasonable efforts have been made to ensure accuracy and completeness, CSRBOX does not guarantee the accuracy, adequacy, or completeness of the information relied upon and shall not be held responsible for any decisions made based on this report.

With specific reference to the Impact Assessment, CSRBOX:

- Has neither conducted an audit nor due diligence, nor validated any financial information related to the project;
- Has relied on available information and stakeholder inputs, and wherever required, applied reasonable assumptions for analytical purposes;
- Notes that the realisation of outcomes associated with the project is dependent on multiple external and contextual factors, and therefore does not assume responsibility for future outcomes;
- Emphasises that the assessment is based on project objectives and indicative outcome areas as understood during the course of the study, and the analysis has been aligned accordingly.

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List of Abbreviations

S. No.	Abbreviation	Full Form
1	ADP	Aspirational District Programme
2	BSB	Bharatiya Shiksha Board
3	CCTV	Closed-Circuit Television
4	CSR	Corporate Social Responsibility
5	FGD	Focus Group Discussion
6	FY	Financial Year
7	KII	Key Informant Interview
8	NCF	National Curriculum Framework
9	NEP	National Education Policy
10	NITI	National Institution for Transforming India
11	OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
12	SDG	Sustainable Development Goal
13	STP	Sewage Treatment Plant

Executive Summary



Executive Summary

This Impact Assessment evaluates the CSR-supported intervention undertaken by Patanjali Foods Limited, under which financial assistance of ₹20,65,93,982 was provided to Patanjali Yogpeeth Nyas for the establishment and strengthening of Kanya Gurukulam, a residential educational institution for girl students in Haridwar, Uttarakhand, which is an Aspirational District¹ under the Aspirational Districts Programme. The institution currently offers education from Classes I to XII. The intervention supports an integrated residential education model that combines formal academics with yoga, Sanskrit education, Indian knowledge systems, value-based learning, co-curricular activities, and structured residential living to promote the holistic development of girl students.



Figure 1: Common Gathering Space within the Kanya Gurukulam campus

The assessment examined the extent to which the intervention contributed towards improving access to quality residential education, strengthening institutional capacity, and supporting students' educational, behavioural, and personal development. The study adopted the OECD-DAC evaluation framework, integrating quantitative student surveys, stakeholder consultations, field observations, and documentary review to develop an evidence-based assessment of programme performance.

Programme Snapshot

Parameter	Details
Programme Description	Establishment and strengthening of Kanya Gurukulam, affiliated with the Bhartiya Shiksha Board, as an integrated residential educational institution for girl students, currently providing education to 600+ students from Classes I to XII.
Implementing Partner	Patanjali Yogpeeth Nyas
Corporate Entity	Patanjali Foods Limited
Overall Budget	₹20,65,93,982; Project completed in FY 2024-25.
Geography	Haridwar, Uttarakhand
Primary Beneficiaries	Girl students enrolled in the residential Gurukulam
Institutional Focus	Integrated residential education combining academics, yoga, Sanskrit, Indian knowledge systems, value-based education and holistic development
Policy Alignment	Schedule VII, Companies Act 2013; SDG 3, SDG 4 & SDG 5; National Education Policy 2020; National Curriculum Framework 2023; Beti Bachao Beti Padhao; Promotion of Indian Knowledge Systems; Aspirational District Programme

Table 1: Programme Snapshot

¹ <https://www.niti.gov.in/sites/default/files/2022-09/List-of-Aspirational-Districts.pdf>

The intervention followed a comprehensive institutional strengthening approach by establishing a residential education ecosystem designed to improve educational access while fostering students' academic, personal, cultural, and physical development.

Dimension	Key Outcome	Observed Contribution
Educational Access	Improved access to quality residential education	Enabled students from multiple states to access an integrated residential learning environment from Classes I to XII.
Holistic Development	Enhanced confidence, discipline and life skills	Students consistently reported improvements in communication, leadership, self-discipline, confidence and personal development.
Institutional Capacity	Strengthened residential education ecosystem	Established academic, residential and student support systems enabling holistic education delivery.
Learning Environment	Structured and inclusive educational experience	High levels of satisfaction with teaching, hostel life, campus facilities and institutional support systems.
Long-term Sustainability	Strong institutional ownership	Established governance systems, trained faculty, residential management processes and student support mechanisms supporting long-term continuity.

Table 2: Programme's Multi-Dimensional Impact

The assessment found that the Kanya Gurukulam has successfully established a distinctive residential education model centred on integrated learning. Students reported high levels of satisfaction across teaching, hostel facilities, discipline, peer relationships, and overall institutional experience. The assessment also found consistent evidence of improvements in students' confidence, communication skills, discipline, cultural awareness, leadership, and self-reliance, supported by the institution's structured residential environment.

An important finding of the assessment relates to the programme's strategic contribution within Haridwar, an Aspirational District identified under NITI Aayog's Aspirational District Programme (ADP). Education remains one of the core thematic pillars under the ADP, with emphasis on improving access, participation, retention, learning outcomes, and gender equity.

By strengthening a residential institution dedicated to girls' education, the intervention complements these district development priorities through an institutional model that expands access to quality education while supporting holistic development and women's empowerment. In this context, the programme contributes not only to institutional strengthening but also to broader aspirations of improving educational outcomes in one of the country's priority development districts.

Summary of Observed Outcomes

The stakeholder experiences indicate the following outcomes associated with the intervention:

- Holistic Student Development:** Students reported improvements in confidence, communication, leadership, discipline, and self-reliance alongside formal education.
- Value-Based Residential Learning:** The Gurukulam's residential ecosystem provides continuous opportunities for students to develop responsibility, teamwork, cultural awareness, and life skills beyond the classroom.
- Supportive Institutional Environment:** Students, parents, teachers, and school leadership consistently described the institution as a safe, disciplined, and supportive learning environment that encourages both academic engagement and personal growth.
- Long-Term Character Building:** The integration of academics with Indian knowledge systems, Sanskrit, yoga, and value-based education has contributed towards nurturing confident, culturally aware, and socially responsible young individuals.

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While the assessment found the intervention to be highly relevant and effective in achieving its intended vision, stakeholder consultations identified opportunities to further strengthen academic learning outcomes, improve communication with parents regarding higher education pathways, continue investing in faculty continuity, and plan phased expansion of hostel infrastructure to support future enrolment. These observations represent opportunities for strengthening an already well-functioning institutional model rather than limitations in programme implementation.

Strategic Way Forward

The intervention has established a strong institutional foundation for delivering holistic residential education. The next phase should focus on strengthening educational quality, institutional capacity, and long-term sustainability through the following priorities:

1. Strengthening Academic Excellence

- Strengthen academic mentoring and remedial learning support.
- Periodically review learning outcomes alongside holistic development indicators.
- Continue balancing value-based education with academic preparedness for higher education.

2. Strengthening Parent Engagement

- Organise structured orientation programmes on post-class X pathways and higher education options.
- Improve communication regarding subject choices, transition opportunities, and career pathways.
- Strengthen regular academic engagement between parents and the institution.

3. Strengthening Institutional Capacity

- Continue faculty development through periodic pedagogical training.
- Explore measures to improve teacher continuity and academic mentoring.
- Institutionalise structured academic handover systems during faculty transitions.

4. Planning for Sustainable Growth

- Prepare phased expansion of hostel infrastructure aligned with future enrolment.
- Strengthen supporting campus infrastructure and utility systems.
- Continue strengthening governance systems supporting residential education.

The assessment suggests that the Kanya Gurukulam has established a sustainable and distinctive residential education model that combines academic learning with values, discipline, yoga, and Indian knowledge systems. By expanding access to quality education for girls while contributing to the educational priorities of the Aspirational District Programme, the intervention represents a significant institutional investment in long-term human development. Continued investments in academic excellence, stakeholder engagement, faculty capacity, and infrastructure expansion will further strengthen the Gurukulam's contribution towards empowering young women through holistic education.

Chapter 1

Introduction



1. Introduction

1.1 Setting the Context

Access to quality education extends beyond classroom instruction and encompasses the availability of a safe, inclusive, and enabling learning environment that supports the holistic development of students. For girls, particularly those from socio-economically vulnerable backgrounds, residential educational institutions can play an important role in reducing barriers to education by providing continuity in learning, structured academic support, and a secure environment conducive to personal growth. Educational institutions that integrate academics with co-curricular engagement, life skills, and value-based learning can contribute towards strengthening students' confidence, well-being, and preparedness for future opportunities.

Within institutional ecosystems such as Patanjali Yogpeeth, education is envisioned as a holistic process that combines formal academic instruction with yoga, cultural education, discipline, and Indian knowledge systems. Residential learning environments such as the Kanya Gurukulam provide opportunities for students to participate in structured daily routines encompassing classroom learning, physical fitness, co-curricular activities, and character development. Such integrated educational models seek to create an environment where academic achievement is complemented by physical well-being, cultural awareness, leadership, and social responsibility.

Against this backdrop, strengthening access to holistic residential education for girl students emerges as an important approach towards promoting educational continuity, personal development, and long-term empowerment. Investments in integrated residential learning ecosystems contribute towards creating supportive institutional environments that not only improve access to quality education but also foster confidence, resilience, and life skills among students, thereby supporting their overall educational and developmental outcomes.

1.2 About Patanjali Foods Limited's CSR Efforts

Patanjali Foods Limited integrates Corporate Social Responsibility (CSR) into its broader commitment towards sustainable development, community well-being, and nation-building. The Company's CSR philosophy is guided by the objective of creating meaningful social impact through interventions that improve access to quality healthcare, education, and community development while promoting holistic well-being and environmental stewardship. CSR initiatives are implemented in alignment with the provisions of Schedule VII of the Companies Act, 2013, and are supported through a structured governance framework.

The Company's CSR portfolio focuses on strengthening institutions and community assets that contribute to long-term social development. Particular emphasis is placed on promoting healthcare, education, yoga, and holistic wellness, while supporting initiatives that enhance institutional capacity, improve access to quality education, and create enabling environments for the holistic development of children and young people.

Within the education domain, the Company supports initiatives aimed at strengthening institutional ecosystems that facilitate inclusive, value-based, and holistic learning. Through investments in educational infrastructure, residential learning environments, and programmes that integrate academic excellence with physical well-being, cultural education, and character development, Patanjali Foods Limited seeks to contribute towards improving educational opportunities and empowering future generations through sustainable community-oriented interventions.²

1.3 Programme Response

In response to the need for expanding access to quality residential education for girl students, **Patanjali Foods Limited, under its Corporate Social Responsibility (CSR) initiatives, extended financial support of ₹20,65,93,982 to Patanjali Yogpeeth Nyas for the establishment and strengthening of the Kanya Gurukulam in Haridwar, Uttarakhand.** The project was completed during FY 2024-25.

² <https://www.patanjalifoods.com/community-initiatives/>

The intervention focused on establishing a dedicated residential educational institution that provides an integrated learning environment combining formal academics with yoga, value-based education, cultural learning, physical education, and structured residential living. The investment supported the development of academic and residential infrastructure, enabling the institution to deliver holistic education within a safe, disciplined, and student-centric campus ecosystem.

The key components of the intervention included:

1. Construction and operationalisation of the Kanya Gurukulam campus, including academic buildings, residential hostels, and associated institutional infrastructure.
2. Development of learning and residential facilities comprising classrooms, libraries, laboratories, dining facilities, study spaces, sanitation infrastructure, sports facilities, and student amenities.
3. Provision of furniture, fixtures, institutional assets, and other infrastructure required for the effective functioning of the residential educational institution.
4. Establishment of a residential learning ecosystem integrating formal academics with yoga, Sanskrit education, value-based learning, co-curricular activities, and personality development.
5. Operationalisation of institutional systems supporting residential education, student welfare, academic mentoring, and holistic development within a safe and structured campus environment.

The intervention aligns with Patanjali Foods Limited's broader commitment towards promoting quality education, women's empowerment, and holistic development by strengthening institutional capacity to deliver integrated residential education that supports the long-term educational, personal, and social development of girl students.

1.4 About the Implementing Partner

Patanjali Yogpeeth Nyas is a charitable trust headquartered in Haridwar, Uttarakhand, dedicated to the promotion of yoga, Ayurveda, holistic healthcare, education, research, and community welfare. Established with the objective of propagating the principles of yoga and traditional Indian systems of knowledge, the institution has developed into one of India's leading centres for yoga education, wellness, research, and integrated healthcare.³

The organisation manages a comprehensive institutional ecosystem comprising yoga and meditation facilities, Ayurveda hospitals, wellness centres, educational institutions, research facilities, and training infrastructure. These institutions collectively support a diverse range of activities including yoga and meditation programmes, formal education, therapeutic interventions, research, skill development, and public outreach initiatives aimed at promoting holistic development and social well-being.⁴

As part of this ecosystem, the Kanya Gurukulam serves as a dedicated residential educational institution for girl students, offering an integrated learning model that combines formal academics with yoga, Sanskrit education, value-based learning, cultural activities, physical education, and structured residential living. The institution provides a supportive environment where students receive academic instruction alongside opportunities for personal development, leadership, discipline, and character building through a carefully designed residential ecosystem.⁵

Through its integrated approach to education, yoga, Indian knowledge systems, and community service, Patanjali Yogpeeth Nyas continues to strengthen institutional capacity for delivering holistic education that nurtures academic excellence, physical well-being, cultural rootedness, and responsible citizenship. By creating an enabling environment for the comprehensive development of girl students, the institution contributes towards expanding access to quality education while supporting broader societal objectives of women's empowerment and nation-building.⁶

³ <https://divyayoga.com/>

⁴ <https://divyayoga.com/>

⁵ <https://divyayoga.com/>

⁶ <https://divyayoga.com/>

1.5 Theory of Change

The project is based on an integrated results framework linking the establishment of the Kanya Gurukulam residential education initiative to improved educational access, holistic student development, and long-term empowerment of girl students. By strengthening the residential learning ecosystem, the intervention seeks to create an enabling environment that promotes academic excellence, personal growth, physical well-being, and value-based education through a structured residential model.

Inputs	Activities	Outputs	Outcomes	Impact
CSR funding support from Patanjali Foods Limited (₹20,65,93,982) towards establishment of the Kanya Gurukulam residential education initiative	Construction and operationalisation of the Kanya Gurukulam campus, including academic, residential, and student support infrastructure	Residential educational institution established and fully operational	Improved access to safe, structured, and quality residential education for girl students	Strengthened institutional capacity of Patanjali Yogpeeth Nyas to deliver holistic residential education for girls
Residential campus comprising classrooms, hostels, libraries, laboratories, dining facilities, sports infrastructure, and student amenities	Provision of residential schooling, academic instruction, learning resources, and student support services	Functional residential learning ecosystem supporting academic and co-curricular development	Enhanced educational continuity, student participation, and learning engagement	Improved educational attainment and long-term learning opportunities for girl students
Teachers, wardens, counsellors, yoga instructors, academic resources, and institutional leadership	Delivery of formal academics, yoga, value-based education, cultural learning, sports, mentoring, and personality development activities	Integrated academic and holistic education programme delivered through a structured residential model	Improved academic performance, confidence, discipline, communication skills, leadership, and physical well-being among students	Development of confident, culturally rooted, socially responsible, and empowered young women
Institutional management systems, health and nutrition support, monitoring mechanisms, parent engagement, and community linkages	Student mentoring, health and nutrition services, attendance monitoring, counselling, parent engagement, and institutional coordination	Comprehensive student support and institutional governance systems established	Improved student retention, well-being, safety, parental engagement, and responsiveness of institutional systems	Sustained educational outcomes and long-term social empowerment of girl students through a resilient residential education ecosystem

Table 3: Programme's Theory of Change

This results framework reflects the underlying assumption that an integrated residential learning ecosystem strengthens educational access, continuity, and holistic student development by providing a

safe, structured, and supportive environment for learning. Through the combined provision of formal academics, residential care, yoga, value-based education, and student support systems, the programme is expected to improve learning outcomes, personal development, and educational progression while strengthening the institutional capacity of Patanjali Yogpeeth Nyas to deliver holistic education for girl students.

1.6 Programme Alignment with Various Policies

1.6.1 Alignment with Section 135 of the Companies Act, 2013⁷

Provision	Alignment Level	Rationale
Schedule VII, Item (ii): Promoting education, including special education and employment enhancing vocation skills especially among children, women, elderly and the differently abled, and livelihood enhancement projects	Complete Alignment	The intervention supports residential education for girl students through an integrated learning model combining formal academics, yoga, value-based education, cultural learning, and holistic development. By strengthening access to quality education and promoting the overall development of girls, the programme aligns with the education mandate under Schedule VII, Item (ii) of the Companies Act, 2013.

Table 4: Programme Alignment with Schedule VII of the Companies Act, 2013

1.6.2 Alignment with United Nations Sustainable Development Goals (SDGs)⁸

SDG	Target / Indicator	Alignment	Rationale
SDG 3: Good Health and Well-being	Target 3.4: By 2030, reduce premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.	Partial Alignment	Through the integration of yoga, sports, physical education, health monitoring, and structured residential living, the programme contributes towards promoting students' physical and emotional well-being as an integral component of holistic education.
SDG 4: Quality Education	Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	Complete Alignment	The intervention promotes access to quality residential education for girl students by integrating formal academics with holistic learning, co-curricular activities, and structured student support systems, thereby contributing towards improved educational participation and learning opportunities.
SDG 5: Gender Equality	Target 5.1: End all forms of discrimination against women and girls everywhere.	Complete Alignment	By providing safe residential education and promoting equitable access to academic and personal development opportunities for girl students, the programme contributes towards advancing gender-responsive education and women's empowerment.

Table 5: Programme Alignment with United Nations Sustainable Development Goals

1.6.3 Alignment with National Policies and Initiatives

Policy / Initiative	Alignment Level	Rationale
<u>National Education Policy (NEP), 2020</u>	Complete Alignment	The programme reflects the principles of NEP 2020 by promoting holistic and multidisciplinary education, experiential learning, Indian knowledge systems, multilingual education, value-based learning, physical education, and the overall development of learners within a residential educational ecosystem.

⁷ <https://ca2013.com/135-corporate-social-responsibility/>

⁸ <https://sdgs.un.org/goals>

Policy / Initiative	Alignment Level	Rationale
National Curriculum Framework (NCF), 2023	Complete Alignment	The integrated educational approach adopted by the Gurukulam supports competency-based learning, experiential pedagogy, character development, and holistic student development, consistent with the objectives of the National Curriculum Framework.
Beti Bachao Beti Padhao	Complete Alignment	By improving access to quality residential education for girl students and supporting their academic, personal, and leadership development, the programme reinforces national efforts aimed at promoting girls' education, gender equality, and women's empowerment.
Promotion of Indian Knowledge Systems (Ministry of Education)	Complete Alignment	The programme integrates Sanskrit education, yoga, value-based learning, and traditional Indian knowledge systems alongside formal academics, thereby supporting national efforts to promote Indian knowledge traditions and culturally rooted education within the formal schooling system.
Aspirational District Programme (NITI Aayog)	Complete Alignment	The intervention is implemented in Haridwar, an Aspirational District identified under NITI Aayog's Aspirational District Programme. By strengthening access to quality residential education for girl students through a holistic learning model, the programme contributes towards key education priorities under the Aspirational District Programme, including improving educational participation, student retention, learning outcomes, and gender equity in education.

Table 6: Programme Alignment with National Policies and Initiatives

1.6.3.1 Alignment with the Aspirational District Programme (NITI Aayog)

The **Kanya Gurukulam initiative is implemented in Haridwar district, Uttarakhand, which has been identified as one of the Aspirational Districts under the Government of India's Aspirational District Programme (ADP) led by NITI Aayog⁹**. The district had achieved the *best* position in the country in 2022 in the ranking of aspirational districts released by NITI Aayog¹⁰.

The programme seeks to accelerate socio-economic development in selected districts through a data-driven governance framework, with focused interventions across key sectors including Health & Nutrition, Education, Agriculture & Water Resources, Financial Inclusion & Skill Development, and Basic Infrastructure.

Education constitutes one of the core thematic pillars of the Aspirational District Programme. Under the programme, district performance is monitored using outcome-oriented indicators¹¹ relating to enrolment, retention, transition, dropout, foundational learning, subject-wise learning proficiency, and gender equity. These indicators are periodically benchmarked against state and national performance to encourage continuous improvement and evidence-based decision-making.

⁹ <https://www.niti.gov.in/sites/default/files/2022-09/List-of-Aspirational-Districts.pdf>

¹⁰ <https://garhwalpost.in/udham-singh-nagar-haridwar-awarded-under-the-aspirational-district-programme/>

¹¹ <https://niti.gov.in/sites/default/files/2018-12/Transformation-of-AspirationalDistricts-Primer-A-New-India2022.pdf>

The Kanya Gurukulam initiative demonstrates complete strategic alignment with these priorities through its integrated residential education model for girl students:

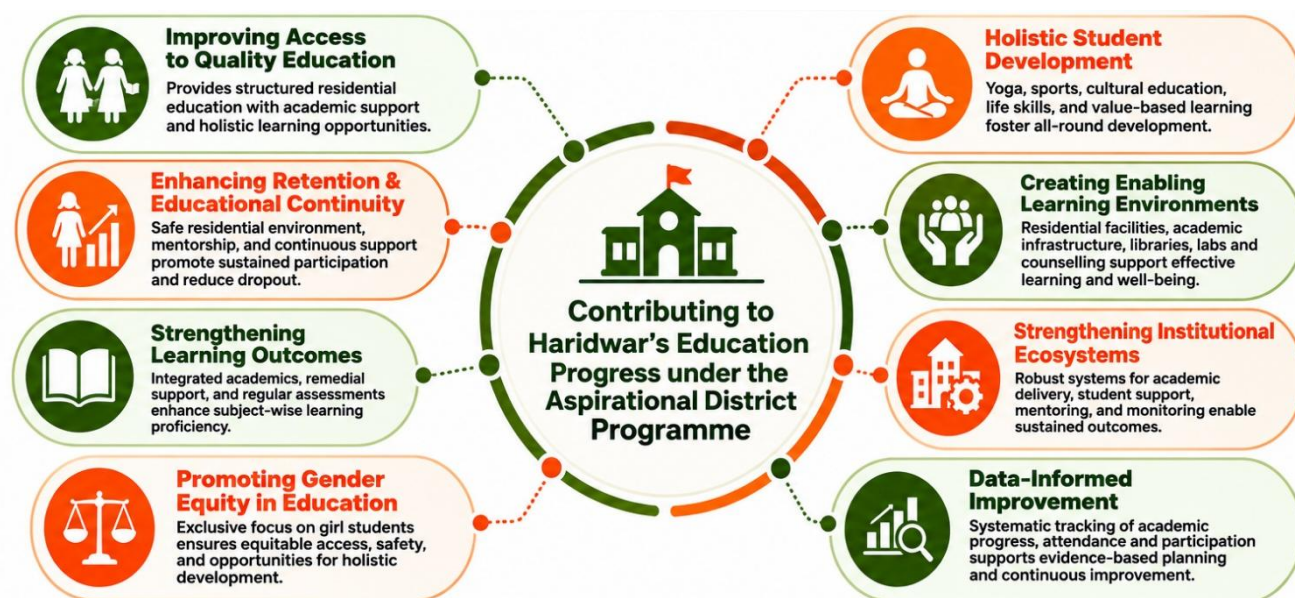


Figure 2: Alignment with the Aspirational District Programme (NITI Aayog)

In the backdrop of Haridwar's status as an Aspirational District, **the Kanya Gurukulam initiative represents an institution-level educational intervention that complements the district's broader developmental priorities by strengthening access to quality, holistic, and inclusive education for girl students.** The programme reflects the principles of targeted educational improvement, evidence-informed institutional strengthening, and gender-responsive education that underpin the Aspirational District Programme's vision of achieving sustained improvements in human development outcomes.

Chapter 2

Approach & Methodology



2. Approach & Methodology

2.1 Research Design

The study adopts a mixed-methods, retrospective research design to assess the contribution of the CSR-supported Kanya Gurukulam initiative towards improving access to quality residential education and promoting the holistic development of girl students. Considering the integrated nature of the intervention and the limited availability of baseline or longitudinal datasets, the assessment combines quantitative and qualitative methods to examine educational outcomes, student experiences, institutional processes, and stakeholder perceptions.

The study applies a contribution-based analytical lens, wherein students, teachers, parents, and institutional representatives reflect on changes observed during students' association with the Gurukulam. The assessment examines perceived changes across academic learning, educational continuity, confidence, communication skills, discipline, physical well-being, participation in co-curricular activities, and overall personality development within the residential learning ecosystem.

To strengthen the robustness of the findings, the study adopts a triangulation approach by integrating evidence from quantitative surveys, qualitative consultations, field observations and secondary information. This enables validation of findings across multiple stakeholder groups while providing a comprehensive understanding of programme implementation and outcomes.

2.2 Study Objectives

The study is guided by a set of clearly defined objectives that focus on understanding the contribution of the Kanya Gurukulam initiative towards strengthening educational access, holistic student development, and institutional effectiveness. These objectives provide the foundation for the design of research tools, stakeholder consultations, and the analytical framework. The study objectives were as follows:

1. To assess the relevance of the Kanya Gurukulam model in addressing the educational and developmental needs of girl students.
2. To examine the effectiveness of the residential learning ecosystem in supporting academic learning, holistic development, and student well-being.
3. To analyse the perceived outcomes of the intervention across educational, behavioural, physical, and socio-emotional dimensions.
4. To assess the sustainability of the intervention, including institutional systems, residential management, academic processes, and long-term programme continuity.

2.3 Analysis Framework

The study is anchored in the OECD-DAC evaluation framework, enabling a structured assessment across key dimensions of programme performance. The framework has been contextualised for assessing holistic residential education interventions supporting girl students.

S. No.	Criterion	Focus Area in this Study
1	Relevance	Alignment of the residential education model with the educational, developmental, and socio-cultural needs of girl students
2	Coherence	Integration of academics, residential care, yoga, value-based education, and co-curricular learning within the Gurukulam ecosystem
3	Effectiveness	Educational processes, student engagement, learning outcomes, holistic development, and institutional support systems
4	Efficiency	Utilisation of academic, residential, and institutional resources supporting programme delivery
5	Impact	Observed and perceived changes in educational participation, learning, confidence, well-being, leadership, and overall personality development
6	Sustainability	Institutional capacity, governance systems, residential management, teacher engagement, and long-term continuity of the Gurukulam model

Table 7: Analysis Framework

Each criterion has been examined through primary field research, stakeholder consultations and campus observations to develop an evidence-based assessment of programme performance.

2.4 Approach

The overall approach to the study was designed to ensure systematic data collection, validation, and analysis across multiple stakeholder groups while remaining aligned with the study objectives and analytical framework. The process involved four key stages covering study design, field implementation, analysis, and reporting.

2.4.1 Design

The overall approach to the study was designed to ensure systematic data collection, validation, and analysis across multiple stakeholder groups while remaining aligned with the study objectives and analytical framework. The process involved four key stages covering study design, field implementation, analysis, and reporting.

S.No.	Component	Description
1	Stakeholders Covered	Students, Teachers, Parents, School Management, Patanjali CSR Team
2	Tools Used	Structured student questionnaire, Key Informant Interview schedules and Focus Group Discussion guide
3	Framework Alignment	All tools aligned with OECD-DAC criteria for structured analysis

Table 8: Study Design

2.4.2 Data Collection

Primary data collection comprised quantitative surveys, qualitative consultations, and campus observations.

S.No.	Stakeholder Name	Tool	Sample
1	Students	Structured Survey	65
2	School Management	In-depth Interview	2
3	Teachers	Key Informant Interview	3
4	Parents	Key Informant Interview	3
5	Students	Focus Group Discussion	1
6	Patanjali CSR Team	Key Informant Interview	1
Total			Quantitative: 65 Qualitative: 10

Table 9: Primary Data Collection

2.4.3 Analysis

The analysis follows a mixed-methods synthesis approach, integrating quantitative and qualitative evidence.

S.No.	Step	Description
1	Quantitative Analysis	Analysis of student survey responses across key educational and developmental indicators
2	Qualitative Analysis	Thematic coding of interviews, FGDs, and stakeholder consultations
3	Triangulation	Cross-validation using observations and multiple stakeholder perspectives
4	Synthesis	Identification of patterns, emerging themes, and programme outcomes mapped against OECD-DAC criteria

Table 10: Study Analysis

2.4.4 Reporting

The findings are presented in a criterion-wise format integrating quantitative evidence, qualitative insights, institutional observations, and documentary review.

S.No.	Reporting Element	Focus
1	Educational Outcomes	Learning experiences, educational participation, and student development
2	Stakeholder Perspectives	Experiences and perceptions across students, teachers, parents, and management
3	Institutional Systems	Residential ecosystem, governance, and implementation processes
4	Emerging Patterns	Cross-cutting findings, contextual observations, and programme contribution

Table 11: Study Reporting

The analysis is descriptive, evidence-based, and aligned with statutory CSR Impact Assessment requirements.

2.4.5 Limitations and Ethical Considerations

While the study has been designed to ensure a comprehensive and balanced assessment, certain methodological considerations are inherent given the nature of the intervention and the available programme evidence. At the same time, appropriate ethical protocols were followed throughout the study to ensure the integrity, objectivity, and credibility of the findings.

2.4.5.1 Limitations

The following considerations were acknowledged during the course of the assessment:

- Nature of Study:** The assessment adopts a mixed-methods, retrospective approach combining stakeholder consultations, quantitative evidence, field observations, and institutional records. The findings are therefore interpretive and contextual in nature.
- Scope of the CSR Intervention:** The CSR support assessed under this study constituted one component of the broader Kanya Gurukulam initiative, which has evolved through substantial institutional investments over time. Accordingly, the assessment examines the contribution of the CSR intervention within the broader institutional ecosystem and does not attribute all observed outcomes solely to the CSR funding.
- Absence of Baseline Data:** In the absence of comprehensive baseline and longitudinal datasets for several outcome indicators, the assessment relies on retrospective stakeholder reflections, institutional records, and available secondary information.
- Contribution versus Attribution:** Student development is influenced by multiple factors, including family environment, prior educational background, duration of enrolment, and individual motivation. Accordingly, the assessment focuses on programme contribution rather than direct attribution.
- Programme Vision:** As confirmed by the institutional leadership, the Kanya Gurukulam is not designed solely to improve academic or professional performance. The programme follows a broader Gurukul philosophy integrating formal academics with yoga, Sanskrit, Indian knowledge systems, Shastra Vidya, value-based education, and character development. The assessment therefore adopts a holistic lens that considers educational, behavioural, physical, cultural, and socio-emotional outcomes with adequate acknowledgement of academic progression.
- Scope of Assessment:** The findings are based on consultations with students, teachers, parents, institutional representatives, and the CSR team, complemented by campus observations and review of available programme records.

2.4.5.2 Ethical Considerations

The following ethical considerations were observed during the field visit and primary data collection:

- Consent:** All stakeholder interactions were conducted with informed and voluntary participation. Student interactions were undertaken with the knowledge and facilitation of the institution.
- Confidentiality:** Responses were anonymised and presented in an aggregated manner to protect participant privacy. No personally identifiable information has been disclosed in this report.

3. **Neutrality:** An independent, objective, and non-evaluative approach was maintained throughout the assessment to ensure impartiality in data collection, analysis, and interpretation.
4. **Respect for Institutional Processes:** Stakeholder consultations and field observations were conducted in coordination with Patanjali Yogpeeth Nyas and in a manner that did not disrupt academic activities or residential routines.

In view of the above, the findings are intended to present a contextual and evidence-based understanding of the intervention, reflecting stakeholder perspectives, quantitative evidence, field observations, and available programme information within the defined scope of the assessment.

Chapter 3

Key Findings, Outcomes & Impact



3. Key Findings, Outcomes & Impact

This chapter presents the findings of the assessment based on primary interactions with students, school leadership, teachers, parents, and other key stakeholders associated with Kanya Gurukulam. The findings have been triangulated with field observations, stakeholder consultations, student survey responses, and a review of available programme information to present a balanced and evidence-based assessment.



Figure 3: Interaction with Student Respondent using Survey Questionnaire

The analysis has been structured in alignment with the OECD-DAC evaluation framework and interpreted through the programme's Theory of Change. This enabled an assessment of how the CSR-supported residential education initiative has contributed towards improving access to quality education, strengthening the residential learning environment, supporting holistic student development, and enhancing institutional capacity.

3.1 Demographic Profile of Student Respondents

3.1.1 Age Profile of Student Respondents

A total of 65 students participated in the primary survey conducted as part of the assessment. **The respondents represented different age groups, grade levels, and geographical regions, providing perspectives from students with varying durations of association with the Gurukulam.**

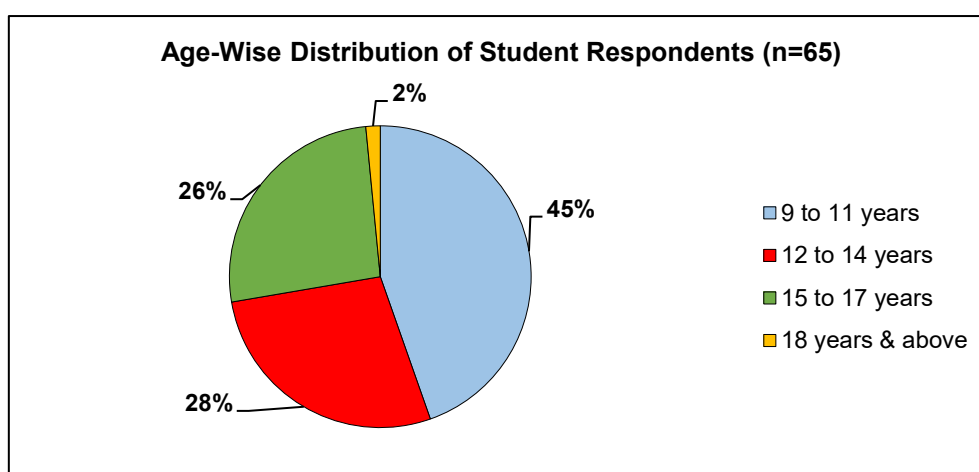


Figure 4: Age Profile of Student Respondents

The age profile indicates that 45% of respondents belonged to the 9-11 years age group, followed by 12-14 years (28%) and 15-17 years (26%), while 2% were aged 18 years and above.

3.1.2 Class-Wise Distribution of Student Respondents

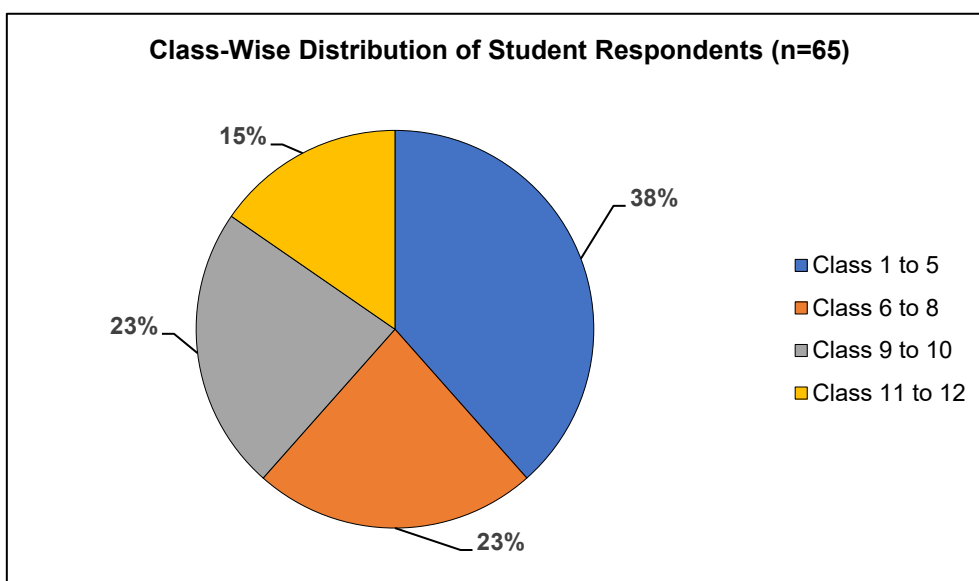


Figure 5: Class-Wise Distribution of Student Respondents

Similarly, 38% of respondents were studying in Classes I to V, 23% each in Classes VI to VIII and Classes IX to X, while the remaining 15% were enrolled in Classes XI and XII. **This distribution enabled the assessment to capture student experiences across different stages of schooling and residential life.**

3.1.3 Region Wise Distribution of Student Respondents

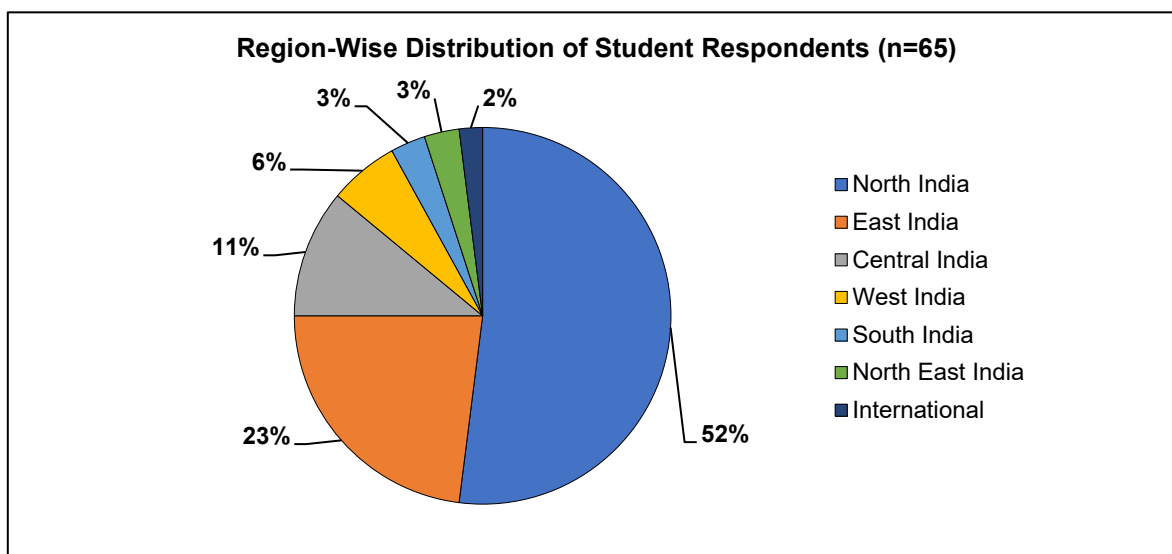


Figure 6: Region Wise Distribution of Student Respondents

The respondent profile also reflected the national outreach of Kanya Gurukulam. More than half of the respondents (52%) were from North India, followed by East India (23%), Central India (11%), West India (6%), South India (3%), North East India (3%), and Nepal (2%).

Region	States Included
North India	Uttar Pradesh, Uttarakhand, Haryana, Delhi (NCT)
East India	Bihar, Jharkhand, Odisha, West Bengal

Region	States Included
Central India	Madhya Pradesh
West India	Rajasthan, Gujarat, Maharashtra
South India	Karnataka, Telangana
North East India	Assam, Tripura
International	Nepal

Table 12: Region Wise Distribution of Student Respondents

The geographical diversity corresponds with the residential nature of the institution, which attracts students from different parts of the country and provides opportunities for learning within a culturally diverse environment. **The respondent profile provided perspectives on academic learning, residential life, co-curricular participation, institutional support systems, and overall student development.** These insights have been supplemented through interactions with school leadership, teachers, parents, and other institutional stakeholders to develop a comprehensive understanding of the intervention's outcomes and impact.

3.2 Relevance

The Relevance criterion examines the extent to which the intervention addresses the educational needs, priorities, and aspirations of its intended beneficiaries while remaining aligned with its stated objectives. In the context of Kanya Gurukulam, the assessment focuses on whether the residential education model, curriculum, learning environment, and institutional support systems correspond with students' expectations and contribute towards meaningful educational and personal development. The analysis presented below draws upon student survey responses and has been triangulated with stakeholder consultations and field observations.

It is pertinent to note that, as consistently confirmed by the school management, faculty members, and students, the Gurukulam follows a highly structured residential model in which students adhere to a predetermined daily schedule from early morning until night. The daily routine includes yoga and meditation, academic instruction, supervised study periods, meals, sports and physical activities, cultural and co-curricular engagements, prayer sessions, and hostel routines, with comparatively limited discretionary time available for students to independently choose or pursue activities outside the prescribed schedule. Accordingly, students' perceptions regarding the relevance and usefulness of the programme should be interpreted within the context of this structured educational environment, where learning experiences are intentionally designed and institutionally curated.

3.2.1 Perceived Relevance of Learning Opportunities

Students were asked whether the Gurukulam provides learning opportunities that are useful for their future. Nearly three-fourths of the respondents (72%) stated that such opportunities were always available, while another 22% reported that this was often the case. Only a small proportion indicated that these opportunities were available sometimes (5%) or rarely (2%).

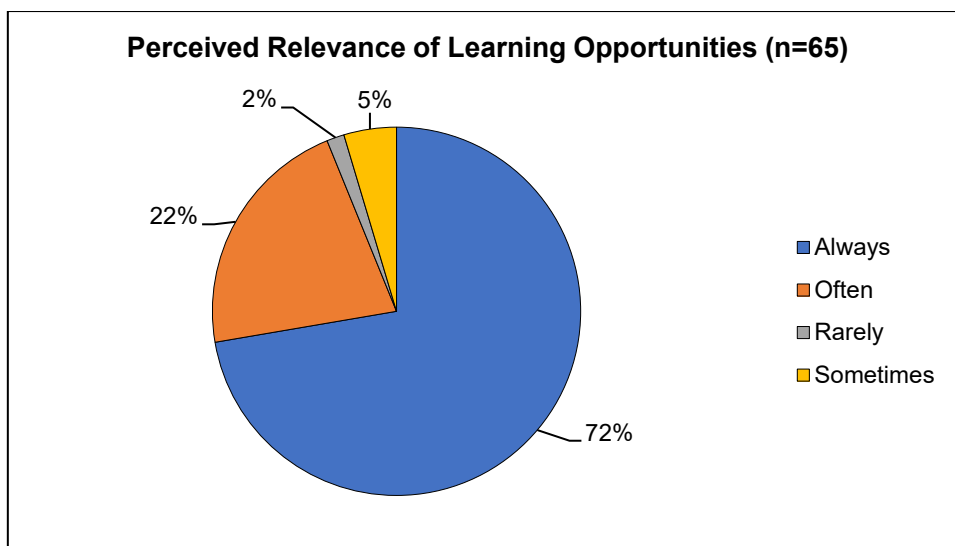


Figure 7: Perceived Relevance of Learning Opportunities

These findings correspond with consultations held with the school leadership and teachers, who explained that the institution seeks to combine formal academics with Indian knowledge systems, Sanskrit education, yoga, discipline, and value-based learning to support students' long-term educational and personal development. Students participating in the focus group discussion also shared that the Gurukulam had improved their confidence, communication skills, leadership abilities, and preparedness for future education and life.

Overall, the findings suggest that students perceive the Gurukulam as offering learning opportunities that extend beyond conventional classroom education and contribute towards their future development.

3.2.2 Alignment of Activities and Facilities with Student Needs

Students were asked whether the activities and facilities provided by the Gurukulam were aligned with their interests and needs. Around 72% of respondents stated that they were completely aligned, while 26% reported that they were mostly aligned. Only 2% felt that the alignment was very limited.

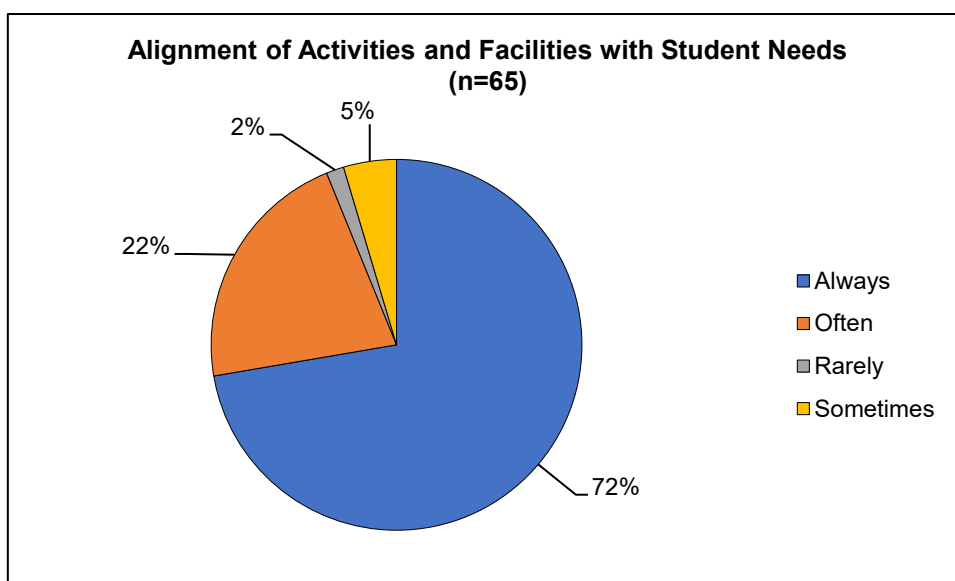


Figure 8: Alignment of Activities and Facilities with Student Needs

These responses are consistent with stakeholder consultations, during which teachers and school management described the Gurukulam as an integrated residential learning ecosystem combining

academics, sports, yoga, cultural activities, residential care, and value-based education. Teachers also explained that the Bharatiya Shiksha Board curriculum incorporates activity-based pedagogy and experiential learning, enabling students to participate in both academic and co-curricular development.



Figure 9: Kanya Gurukulam is affiliated to Bharatiya Shiksha Board

The findings indicate that the programme design is broadly aligned with the interests and learning needs of the students enrolled at the Gurukulam.

3.2.3 Access to New Opportunities

Students were asked whether studying at the Gurukulam had provided them with opportunities that were not available before joining the institution. A substantial 83% reported that the Gurukulam had significantly expanded such opportunities, while the remaining 17% indicated that it had done so to some extent.

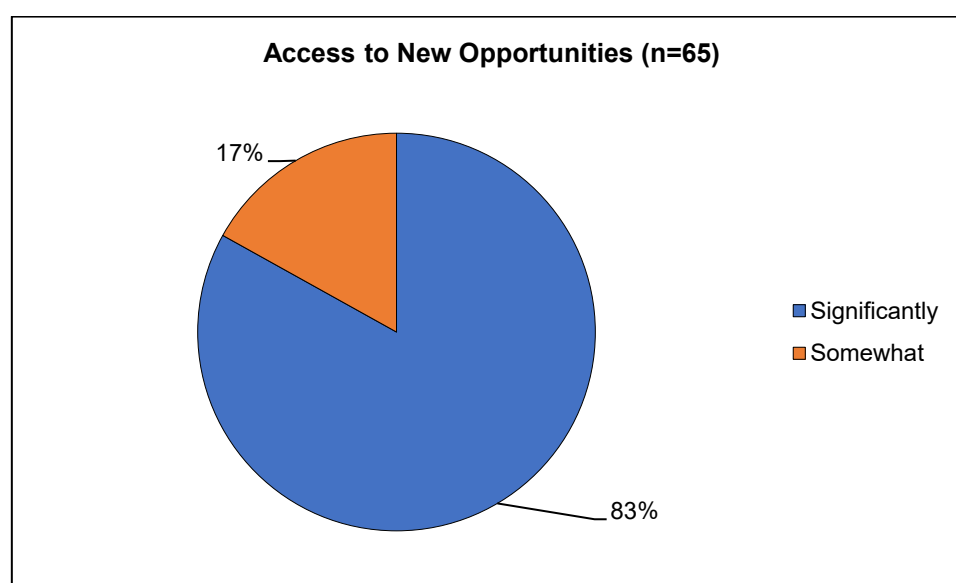


Figure 10: Access to New Opportunities

School leadership explained that the residential model enables students from different parts of the country to access an educational ecosystem that integrates academics with Sanskrit learning, yoga, cultural exposure, leadership opportunities, and structured residential support. The respondent profile, which includes students from multiple regions of India and Nepal, further reflects the institution's broad geographic reach and the diversity of experiences available within the Gurukulam.

Taken together, the findings suggest that the Gurukulam has expanded students' access to educational and developmental opportunities that many perceived to be unavailable in their previous learning environments.

3.3 Coherence

The Coherence criterion examines the extent to which the intervention is internally consistent and complements its broader educational philosophy and institutional objectives. For Kanya Gurukulam, the assessment considers whether the residential environment, student interactions, and institutional practices create a cohesive learning ecosystem that supports the programme's emphasis on integrated education, discipline, cultural diversity, and social harmony. The analysis presented below is based on student survey responses and has been triangulated with stakeholder consultations and field observations.

3.3.1 Comfort within the Hostel Environment

Students were asked how comfortable they felt within the hostel environment. A majority of respondents (60%) reported feeling comfortable, while the remaining 40% stated that they felt very comfortable. No respondent indicated feeling uncomfortable with the residential environment.

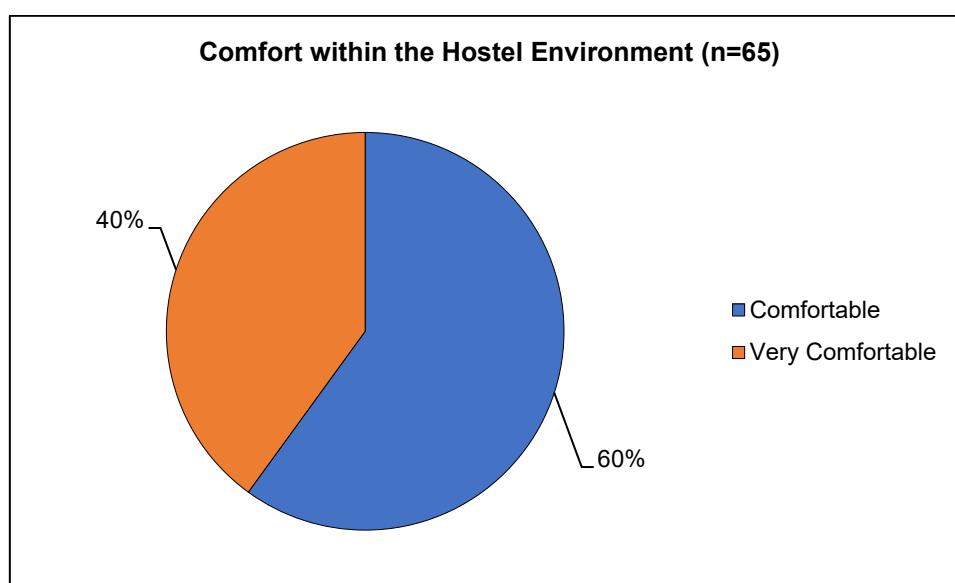


Figure 11: Comfort within the Hostel Environment

The findings correspond with consultations held with school leadership and teachers, who explained that the residential model is designed to provide continuous academic, emotional, and pastoral support through wardens, teachers, and counsellors. During the focus group discussion, students also described the hostel environment as safe and supportive, noting that they generally did not experience major difficulties in adjusting to hostel life. Teachers, however, observed that homesickness is common among newly admitted students, particularly during the initial stages of residential adjustment, although most students gradually adapt to the institutional routine.

Overall, the findings suggest that the residential ecosystem has been successful in providing a supportive living environment that is consistent with the objectives of the Gurukulam model.

3.3.2 Student Relationships within the Gurukulam

Students were asked to describe their relationship with fellow students. Nearly two-thirds (65%) characterised these relationships as very positive, while 34% described them as positive. Only 2% reported experiencing slight difficulties in peer relationships.

These responses align with stakeholder consultations, during which both school management and students explained that the residential setting encourages interaction across different age groups and cultural backgrounds. The Vice Principal noted that students living together in dormitories naturally develop mutual care, mentorship, and shared responsibility, while participants in the focus group discussion described teamwork, cooperation, and healthy interactions between junior and senior students as important features of campus life.

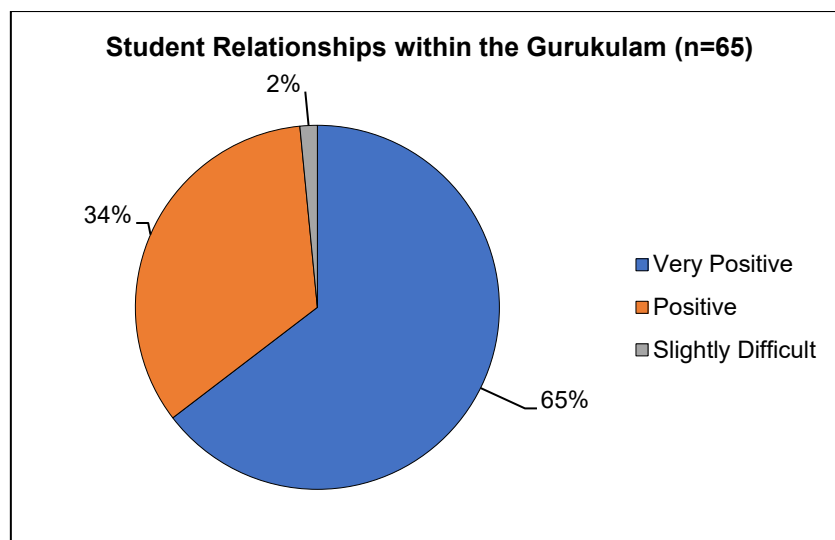


Figure 12: Student Relationships within the Gurukulam

The findings indicate that the residential environment promotes positive peer relationships, contributing to a collaborative and supportive learning ecosystem.

3.3.3 Interaction among Students from Different Backgrounds

Students were asked whether learners from different backgrounds interact and participate equally within the Gurukulam. Nearly half of the respondents (49%) stated that this always occurs, while 43% believed this happens mostly. Only 8% felt that such interaction occurs only sometimes.

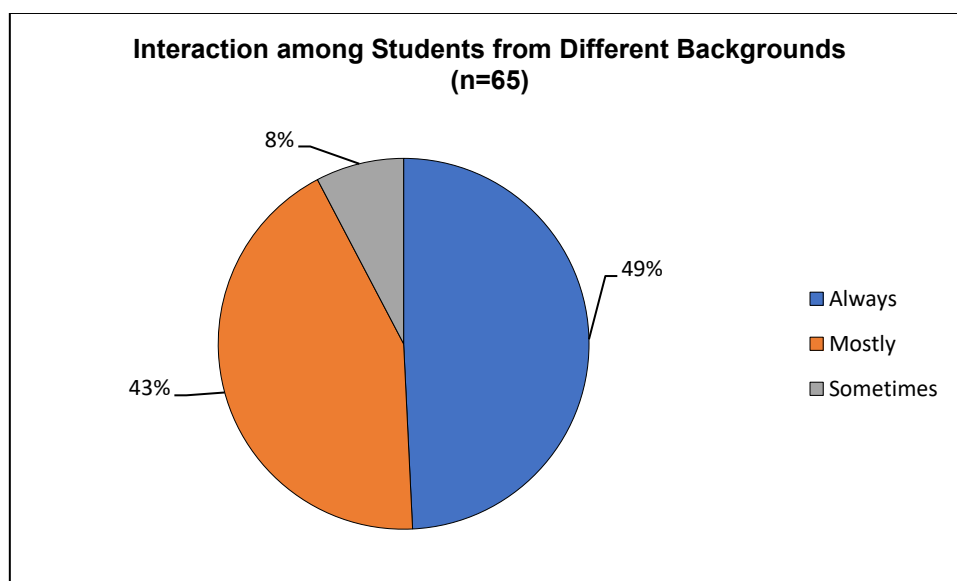


Figure 13: Interaction among Students from Different Backgrounds

These findings correspond with consultations held with the school leadership, which indicated that the admission process does not discriminate on the basis of caste, religion, or similar social identities, and that students from different parts of the country study and reside together within the same residential environment. The principal also explained that exposure to diverse regional cultures, traditions, and perspectives forms an integral part of the Gurukulam's educational philosophy. Students participating in the focus group similarly shared that the institution encourages respect for different cultures and religions while providing opportunities for interaction across diverse backgrounds.

Taken together, the findings suggest that the Gurukulam has established an inclusive residential environment that facilitates interaction, participation, and social cohesion among students from diverse geographical and cultural backgrounds, consistent with the broader objectives of the institution's integrated education model.

3.4 Effectiveness

Effectiveness examines the extent to which the intervention has achieved its intended objectives and produced the expected outputs and outcomes. For the Kanya Gurukulam initiative, this assessment focuses on whether the residential education model, academic support systems, and institutional environment are contributing towards meaningful improvements in students' learning experiences, personal development, discipline, and preparedness for future education and life. Given that the Gurukulam follows an integrated educational philosophy, effectiveness has been assessed not only through conventional academic indicators but also through broader developmental outcomes envisaged by the institution.

As confirmed by the school management, teachers, and students, the Gurukulam follows a highly structured residential routine beginning at approximately 4:30-5:00 a.m. and continuing throughout the day. Students participate in yoga, prayers, academic classes, supervised study periods, Sanskrit learning, co-curricular activities, sports, cultural programmes, hostel responsibilities, and evening study sessions within a structured timetable. Consequently, students have relatively limited discretion in independently choosing activities, and therefore responses relating to participation, discipline, and institutional engagement should be interpreted within the context of this organised residential ecosystem.

3.4.1 Effectiveness of Classroom Teaching

Students were asked whether teachers explain concepts in a manner that they are able to understand. A majority of respondents (80%) reported that teachers always explain concepts clearly, while the remaining 20% stated that this occurs often, indicating consistently positive perceptions regarding classroom instruction.

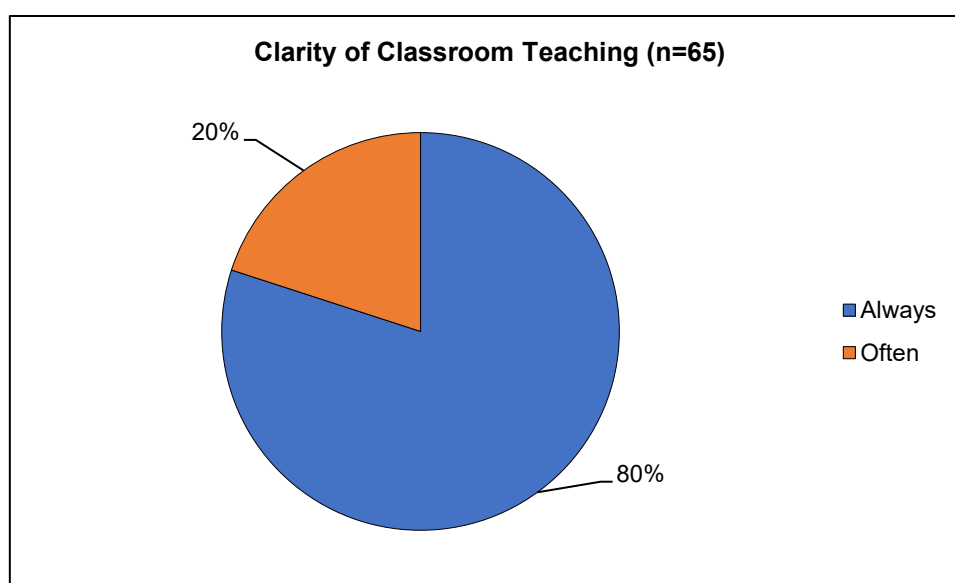


Figure 14: Effectiveness of Classroom Teaching

These findings are consistent with consultations held with teachers and the school management. Teachers explained that the Bharatiya Shiksha Board curriculum places considerable emphasis on activity-based learning by integrating practical exercises, audiovisual resources, flashcards, demonstrations, and classroom discussions to improve conceptual understanding. Teachers also shared that remedial classes are conducted after regular school hours for all students initially, with additional support continuing on a need basis for students requiring further academic assistance. The school management further stated that faculty members undergo structured induction programmes and periodic curriculum-specific training to familiarise themselves with the Bharatiya Shiksha Board's pedagogical approach and instructional methods.

At the same time, perspectives from parents highlighted certain areas requiring continued attention. A parent noted that although the Gurukulam has been highly successful in nurturing discipline, values, personality development, and cultural grounding, greater emphasis may be required on improving academic performance and learning outcomes alongside these broader developmental objectives. The parent observed that his daughter's academic marks had gradually declined over the past three to five

years and felt that, given the residential nature of the institution, the school bears a significant responsibility for supporting students' academic progression since parents have only limited opportunities to provide regular academic guidance.

It was also separately highlighted that frequent teacher turnover affects continuity in students' learning. According to the parent, some teachers leave the institution after clearing government examinations or pursuing higher studies, resulting in changes in faculty that may influence consistency in classroom instruction. The parent felt that longer teacher retention would further strengthen academic continuity.

Overall, the findings indicate that students perceive classroom teaching to be effective and well supported through structured pedagogical practices. However, stakeholder consultations suggest opportunities to further strengthen academic continuity and learning outcomes by improving faculty retention and maintaining continued attention to students' academic progression alongside the institution's broader educational vision.

3.4.2 Improvement in Reading and Writing Skills

Students were asked whether their reading and writing abilities had improved after joining the Gurukulam. Nearly all respondents reported positive changes, with 65% indicating that their abilities had improved, 34% reporting significant improvement, and only 2% indicating slight improvement.

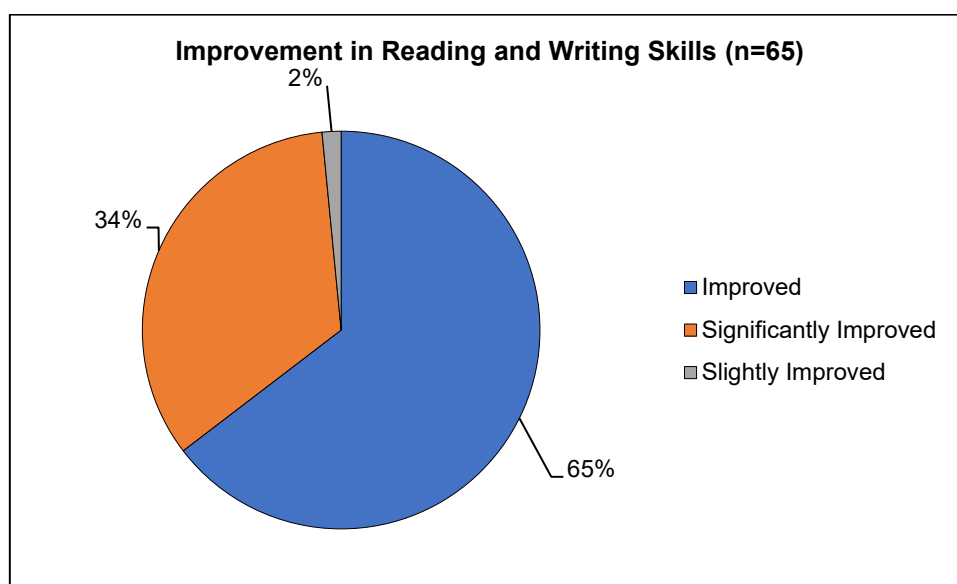


Figure 15: Improvement in Reading and Writing Skills

The findings correspond with teachers' observations that the Bharatiya Shiksha Board curriculum integrates classroom instruction with regular reading, writing, activity-based learning, and continuous assessment. Teachers explained that students are regularly encouraged to participate in discussions, written exercises, presentations, and practical learning activities that gradually strengthen language and communication abilities. The residential environment further enables structured study hours and sustained academic engagement beyond regular classroom teaching.

School management also observed that students gradually develop greater refinement in language, communication, and expression as they progress through the Gurukulam. According to institutional stakeholders, the combination of classroom instruction, supervised study routines, and value-based education contributes to this gradual improvement.

While these findings indicate positive perceived learning gains, consultations with one parent suggest that continued attention towards measurable academic outcomes remains important. The parent expressed concern that although behavioural development has been substantial, academic performance should continue receiving equal emphasis to ensure students remain competitive in mainstream higher education pathways.

Overall, the findings suggest that students perceive noticeable improvements in their foundational learning abilities, supported by structured pedagogy, continuous academic engagement, and the residential learning environment.

3.4.3 Improvement in Discipline and Daily Routine

Students were asked whether studying at the Gurukulam had helped improve their discipline and daily routine. More than half of the respondents (51%) reported significant improvement, while the remaining 49% reported some improvement, indicating unanimous positive perceptions regarding this aspect.

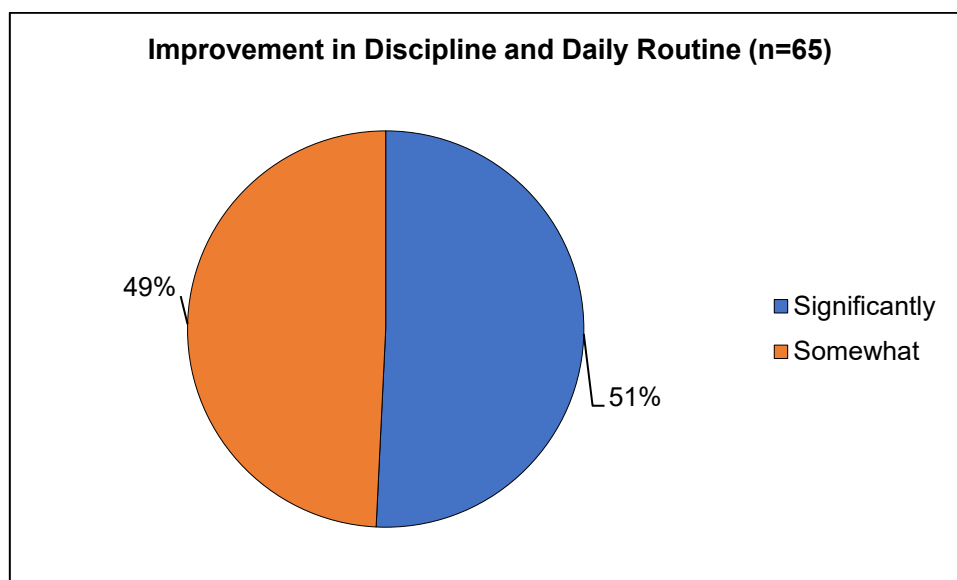


Figure 16: Improvement in Discipline and Daily Routine

This finding closely aligns with observations made across almost every stakeholder group consulted during the assessment. The Pradhan Acharya explained that students gradually adapt to a disciplined lifestyle characterised by early waking hours, fixed meal timings, structured academic schedules, yoga, and clearly defined daily routines. Teachers similarly observed that discipline becomes an integral part of students' everyday lives, with hard work, time management, and responsibility becoming habitual over time.

Parents consistently highlighted discipline as one of the institution's strongest outcomes. Several parents observed that their daughters had become more self-reliant, responsible, culturally rooted, and respectful after joining the Gurukulam. They also reported improvements in etiquette, family values, minimalistic lifestyles, resilience, and confidence. Focus group discussions with students further confirmed that the structured residential environment helps them develop self-discipline, complete tasks independently, manage time effectively, and participate confidently in school activities.

The Vice Principal similarly noted that students often report feeling that they have "surplus time" by the time they reach senior classes because the structured routine enables them to manage their daily responsibilities efficiently. Institutional stakeholders also attributed improvements in discipline partly to restricted access to mobile phones and social media, which they believe reduces distractions and encourages greater focus on academics, co-curricular activities, and interpersonal relationships.

Overall, the findings indicate that the Gurukulam has been particularly effective in achieving its objective of fostering discipline, structured living, and holistic personal development among students. Across institutional stakeholders, parents, teachers, and students, this emerged as one of the most consistently observed outcomes of the residential Gurukulam model.

3.5 Efficiency

Efficiency assesses the extent to which programme resources, infrastructure, systems, and institutional processes have been utilised to deliver intended services in a timely, organised, and resource-efficient manner. For the Kanya Gurukulam, this assessment examines the adequacy of residential and academic infrastructure, operational management of daily routines, and the quality of the learning environment supporting students' overall experience.

As highlighted by the school management, the Gurukulam functions through a highly structured residential model where academic instruction, yoga, hostel management, meals, co-curricular activities, and student supervision are coordinated within a fixed daily schedule. The findings therefore reflect students' perceptions regarding the efficiency with which these institutional systems are managed.

3.5.1 Cleanliness and Hygiene

Students were asked to rate the cleanliness and hygiene arrangements within the Gurukulam. Nearly all respondents (94%) rated the arrangements as Very Good, while the remaining 6% rated them as Good.

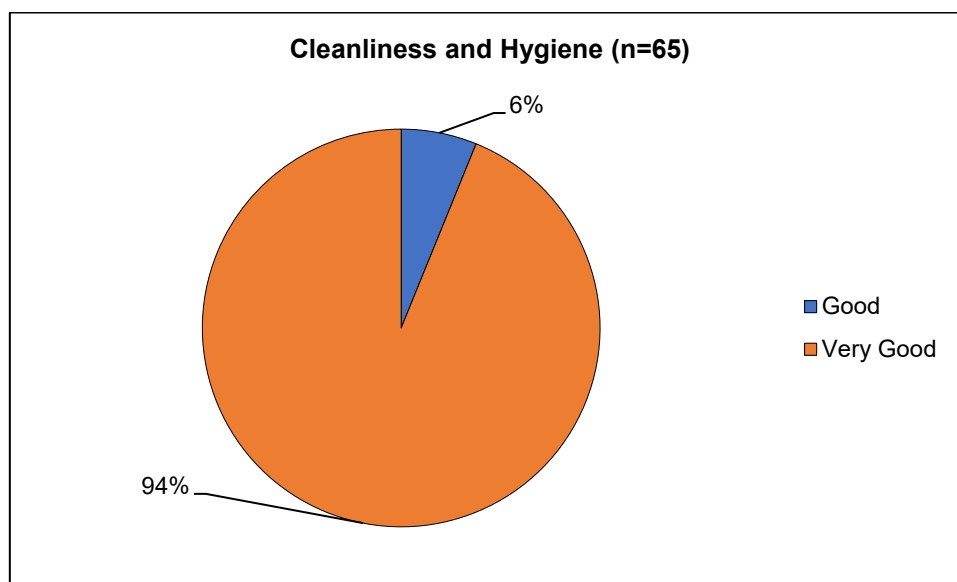


Figure 17: Cleanliness and Hygiene

The findings indicate consistently positive perceptions regarding campus cleanliness across academic, residential, and common facilities. During field observations, classrooms, hostel premises, sanitation facilities, dining areas, and common spaces were observed to be clean and well maintained, reflecting established housekeeping and maintenance practices.

Parents also expressed satisfaction with the overall quality of facilities available within the campus, including the residential environment and food arrangements. Similarly, students participating in the focus group discussions described the campus as clean, safe, and conducive to learning.

Overall, the findings suggest that institutional systems for campus maintenance and hygiene are functioning efficiently and contribute positively to students' residential experience.

3.5.2 Management of Daily Routine

Students were asked whether classes, meals, and daily routines are managed properly and on time. More than three-fourths of respondents (77%) reported that these activities are always managed on schedule, while the remaining 23% indicated that this occurs often.

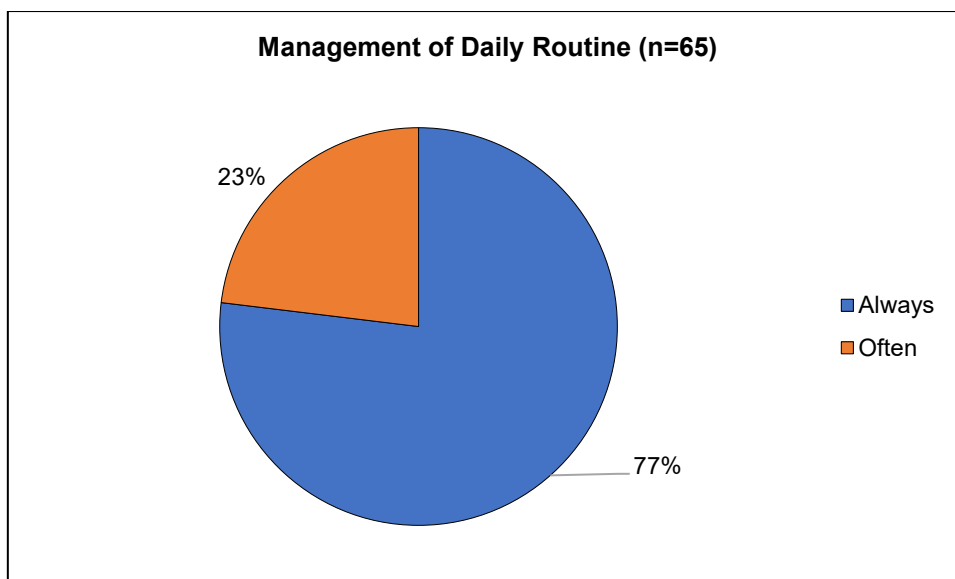


Figure 18: Management of Daily Routine

These findings are consistent with consultations across stakeholder groups. The Pradhan Acharya explained that students follow a structured daily routine beginning early in the morning and continuing through academic classes, yoga, supervised study sessions, meals, cultural activities, and hostel responsibilities according to predetermined schedules. Teachers similarly observed that students gradually develop effective time management habits because of the disciplined institutional routine.

The Vice Principal also noted that many senior students become highly organised in managing their time and responsibilities, enabling them to independently organise events, performances, and other institutional activities within short timelines. Students participating in the focus group discussions similarly reported that the structured environment helped them become more disciplined, organised, and capable of managing their daily responsibilities independently.

Overall, the findings indicate that the Gurukulam has established effective operational systems that enable timely delivery of academic, residential, and co-curricular activities.

3.5.3 Adequacy of Institutional Infrastructure

Students were asked whether classrooms, hostel facilities, and sanitation infrastructure are adequate and usable. More than half of the respondents (52%) considered the available infrastructure to be Mostly Adequate, while 48% rated it as Completely Adequate.

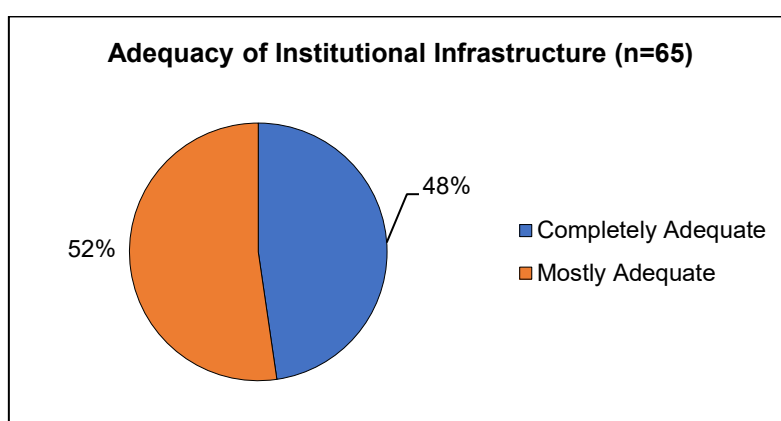


Figure 19: Adequacy of Institutional Infrastructure

The findings suggest that students are generally satisfied with the infrastructure currently available to support the residential learning environment. Field observations also indicated that classrooms, hostel facilities, sanitation infrastructure, dining spaces, and common areas were functional and appropriately maintained for day-to-day operations.

However, consultations with the Vice Principal highlighted an important operational consideration. While the existing academic infrastructure can comfortably accommodate approximately 1,100 to 1,200 students, the current hostel infrastructure has a capacity of only around 600 to 700 students. According to the management, any future expansion in student enrolment under the residential model would therefore require corresponding expansion of hostel facilities. The Vice Principal also noted that, over the longer term, supporting infrastructure such as the campus sewage treatment plant may require augmentation if institutional capacity is expanded further.



Figure 20: Dedicated Store Room for All Student Supplies

Overall, the findings indicate that the existing infrastructure is functioning efficiently for the current level of operations. At the same time, institutional stakeholders have identified residential infrastructure expansion as an important consideration for supporting future growth while maintaining the quality of the residential learning environment.

3.6 Impact

Impact examines the broader changes that have emerged as a result of the intervention beyond its immediate outputs and outcomes. For the Kanya Gurukulam, the assessment focuses on students' confidence, communication, personal development, aspirations, and preparedness for future education and life. Given the institution's distinctive educational philosophy, the assessment also considers whether these longer-term changes align with the Gurukulam's intended vision and how they relate to students' future academic and career pathways.

Unlike conventional schools, Kanya Gurukulam does not position itself solely as an institution for improving examination scores or maximising academic performance. As consistently articulated by the school management, teachers, and students, the institution's vision centres on integrated education that combines formal academics with Sanskrit learning, Indian knowledge systems, value-based education, discipline, yoga, and holistic personality development. Consequently, the impact of the intervention should be interpreted within this broader educational philosophy rather than through academic outcomes alone.

3.6.1 Improvement in Confidence and Communication

Students were asked whether they had observed improvements in their confidence and communication skills after joining the Gurukulam. A majority (71%) reported that these had improved, while 28% reported significant improvement and 2% reported slight improvement.

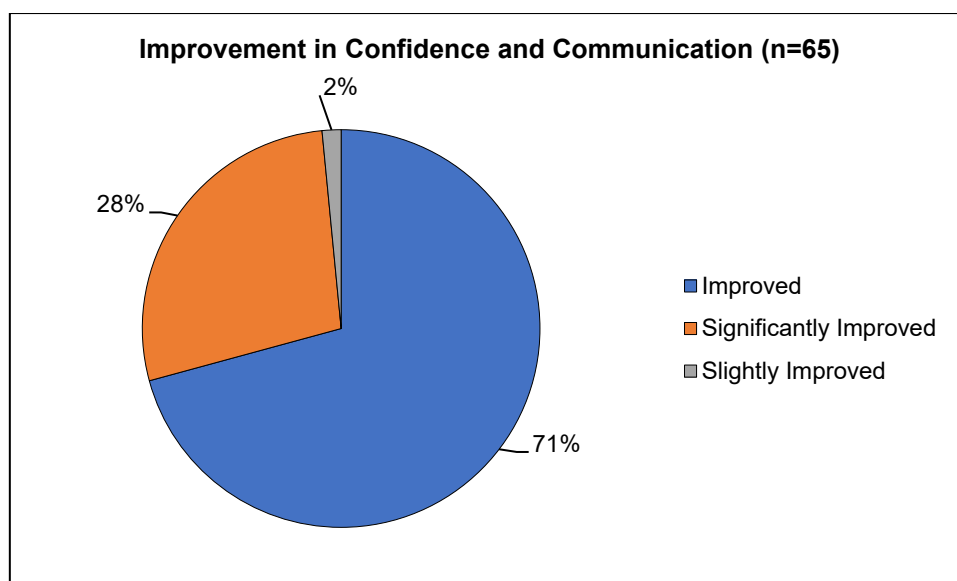


Figure 21: Improvement in Confidence and Communication

These findings closely align with stakeholder consultations. The Pradhan Acharya observed that students gradually become more refined in their communication, develop confidence in expressing themselves, and become accustomed to interacting within a disciplined institutional environment. Teachers similarly highlighted improvements in students' participation, classroom engagement, ownership of learning, and public speaking abilities.

Students participating in the focus group discussions also shared that the Gurukulam regularly provides opportunities to host programmes, participate in cultural activities, lead events, and interact with students from diverse regions, all of which contribute to greater confidence and stronger communication skills. Parents likewise reported noticeable improvements in confidence, resilience, etiquette, and interpersonal behaviour among their daughters after joining the institution.

Overall, the findings suggest that one of the most visible impacts of the Gurukulam model lies in students' personal development, particularly in confidence, communication, discipline, and social maturity.

3.6.2 Progress Towards Future Goals

Students were asked whether they believe the Gurukulam is helping them move closer to their future educational, professional, and personal goals. Nearly three-fourths (72%) responded Strongly Yes, while 25% responded Yes Slightly and 3% felt that it contributed Not Much.

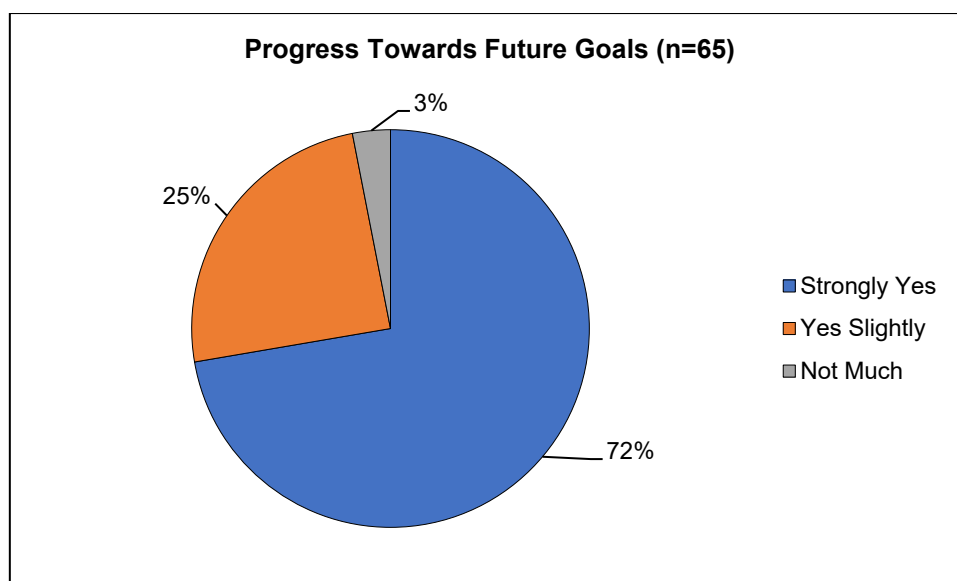


Figure 22: Progress Towards Future Goals

The responses indicate that students generally perceive the Gurukulam as contributing positively towards their aspirations. Institutional stakeholders explained that the objective of the Gurukulam extends beyond academic achievement to preparing students for disciplined living, responsible citizenship, leadership, and lifelong learning rooted in Indian knowledge systems.

At the same time, stakeholder consultations highlighted an important perspective regarding future pathways. One parent expressed concern that while the Gurukulam has been highly successful in developing personality, discipline, culture, and values, greater clarity is required regarding students' academic progression and transition into higher education. The parent stated that he was unaware that students wishing to pursue Science or Commerce after Class X are required to apply separately to Acharya Kulam through an independent entrance examination. He had assumed that students would automatically continue into higher secondary education within the Gurukulam itself.

Another parent similarly observed that although the institution's emphasis on culture and values is appreciated, students ultimately compete within mainstream higher education systems and labour markets. From this perspective, parents felt that academic preparedness and future educational pathways require continued attention alongside the institution's broader developmental objectives.

These observations do not necessarily indicate dissatisfaction with the Gurukulam model. Rather, they reflect the need for continued communication with parents regarding progression pathways, available academic options after Class X, and how the Gurukulam's educational philosophy connects with conventional higher education and career opportunities.

3.6.3 Preparedness for Future Education and Life

Students were asked whether they feel the Gurukulam is preparing them well for future education and life. A majority (69%) responded Strongly Yes, while the remaining 31% responded Yes Slightly, indicating unanimously positive perceptions.

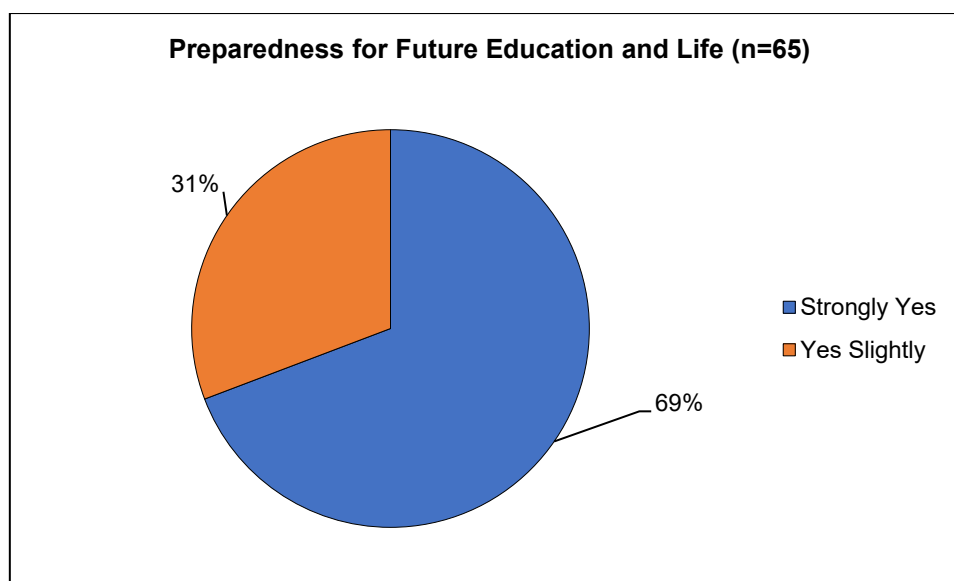


Figure 23: Preparedness for Future Education and Life

Consultations across stakeholder groups provide important context for these findings. School management consistently described the Gurukulam as an institution that seeks to develop disciplined, culturally grounded, socially responsible, and self-reliant individuals rather than focusing exclusively on academic achievement. Teachers similarly observed improvements in students' organisational abilities, leadership, teamwork, time management, resilience, and independent decision-making. Focus group discussions further highlighted students' perceptions that the Gurukulam prepares them for life through structured routines, collaboration, mutual support, and exposure to diverse cultures and traditions.

However, the assessment also indicates that the Gurukulam's definition of "preparedness" is broader than what many parents may conventionally associate with educational success. Interviews suggest that many families choose the institution primarily because of its emphasis on values, discipline, Sanskrit, Indian culture, and holistic development rather than purely academic considerations. Nevertheless, some parents also expect these broader developmental outcomes to be complemented by strong academic performance and clearly articulated pathways into higher education and professional careers.

Taken together, the findings suggest that the Gurukulam has generated substantial impacts in areas that constitute its core institutional vision, including confidence, discipline, cultural identity, communication, leadership, and personal development. At the same time, strengthening communication around post-school academic pathways and helping parents better understand how students transition into conventional higher education systems could further enhance confidence in the long-term outcomes of the Gurukulam model.

3.7 Sustainability

Sustainability examines the extent to which the benefits of the intervention are likely to continue over time through institutional ownership, stakeholder confidence, responsive governance, and continued utilisation. For Kanya Gurukulam, sustainability has been assessed by examining students' confidence in institutional responsiveness, their overall satisfaction with the Gurukulam, and suggestions for future improvements. These findings have been triangulated with consultations held with school management, teachers, parents, and students.

3.7.1 Responsiveness to Student Concerns

Students were asked whether they believe the Gurukulam management listens to students' concerns and takes appropriate action. More than half of the respondents (52%) reported that the management always responds to students' concerns, while 46% felt this occurs mostly, and only 2% indicated that this happens sometimes.

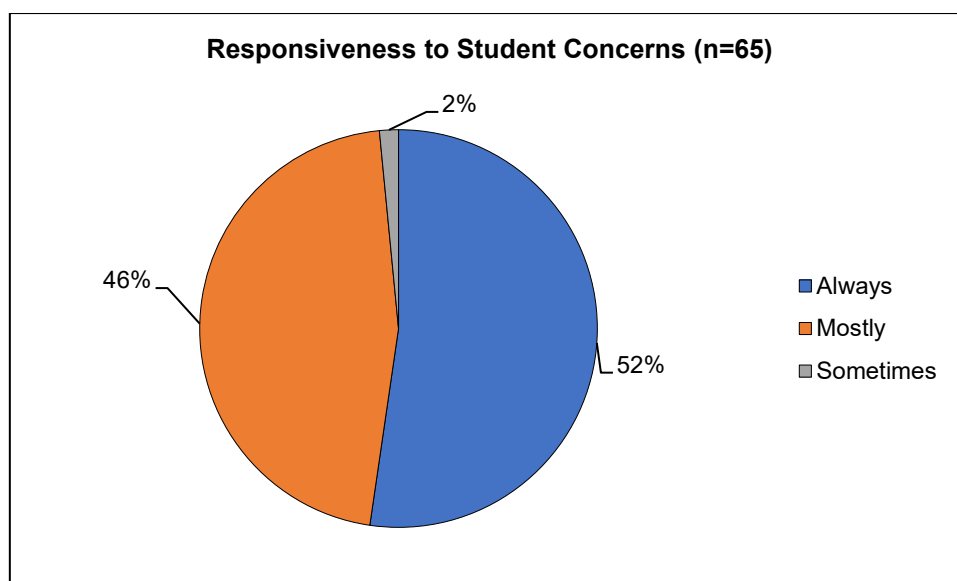


Figure 24: Responsiveness to Student Concerns

These findings align with consultations conducted during the assessment. The Vice Principal explained that whenever disciplinary or behavioural issues arise, the institution's first response is counselling rather than punitive action. Students are encouraged to discuss their concerns with teachers, wardens, and the management, while the residential environment enables regular interaction between students and institutional staff.

Focus group discussions similarly indicated that students feel comfortable approaching teachers and the management whenever required and perceive the campus as a supportive environment. Collectively, these findings suggest that the Gurukulam has established institutional mechanisms that encourage dialogue, student support, and responsive administration, which are important for the long-term sustainability of a residential educational institution.

3.7.2 Overall Student Satisfaction

Students were asked to rate their overall experience at the Gurukulam. Nearly two-thirds (63%) reported being Satisfied, while the remaining 37% reported being Very Satisfied, indicating universally positive levels of satisfaction.

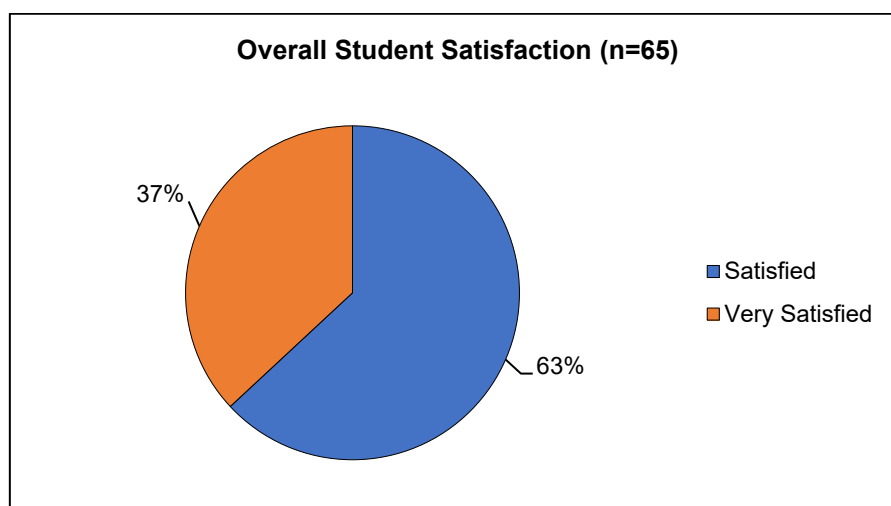


Figure 25: Overall Student Satisfaction

These findings are consistent with observations across stakeholder groups. Students highlighted the structured routine, supportive peer environment, opportunities for cultural and co-curricular participation, discipline, and residential learning experience as important strengths of the institution. Parents similarly appreciated the emphasis on values, cultural grounding, discipline, self-reliance, and

personality development, while teachers and school management viewed these as core outcomes of the Gurukulam model.



Figure 26: As reported by parents and students alike, safety systems including a central control room, with CCTV coverage across all points in the campus premises ensure that girls feel safe at all times.

At the same time, stakeholder consultations indicate that sustaining these positive perceptions will require continued attention to areas such as academic progression, teacher continuity, communication with parents regarding higher education pathways, and future expansion of residential infrastructure as enrolment increases.

Overall, the findings indicate strong institutional acceptance among students, providing a favourable foundation for the continued sustainability of the Gurukulam model.

3.7.3 Student Suggestions for Improvement

Students' suggestions for improvement were relatively limited and largely focused on enriching the overall campus experience rather than addressing fundamental concerns with the Gurukulam. The suggestions included:

1. Appointment of dedicated coaches for basketball, badminton, and other outdoor sports to strengthen sports training and participation.
2. Organisation of annual educational or exposure visits to broaden students' learning experiences beyond the campus.
3. Improvement and decoration of the dance, music, and art rooms to create more attractive and engaging spaces for co-curricular activities.
4. Development of a swimming pool to expand sports and recreational facilities.
5. Introduction of greater variety in the Sunday meal menu.
6. Further improvements in campus management to enhance students' overall residential experience.

Overall, these suggestions reflect a high level of satisfaction with the existing residential and academic environment, with students primarily seeking incremental enhancements to sports, recreational facilities, co-curricular spaces, and campus amenities.

3.8 Cross Cutting Observations

Across stakeholder groups, several consistent patterns emerged during the assessment:

1. The Gurukulam is widely recognised as an institution that prioritises integrated education, combining formal academics with Sanskrit learning, Indian knowledge systems, value-based education, yoga, discipline, and holistic personality development.
2. The residential model was consistently identified as one of the institution's greatest strengths, providing students with a structured environment that promotes discipline, self-reliance, time management, leadership, and peer learning alongside academic instruction.
3. Students, teachers, and parents consistently reported positive changes in students' confidence, communication skills, cultural awareness, discipline, and overall personal development after joining the Gurukulam.

4. The institution attracts students from across the country, creating a diverse learning environment that promotes cultural exchange, social inclusion, and interaction among students from varied geographical and socio-cultural backgrounds.
5. While stakeholders expressed high levels of satisfaction with the Gurukulam's broader educational philosophy, some parents highlighted the need for greater emphasis on academic performance, improved continuity in teaching staff, and clearer communication regarding higher education pathways, particularly after Class X.

3.9 Overall Assessment

The assessment indicates that Kanya Gurukulam has been effective in delivering its stated vision of integrated residential education centred on discipline, Indian knowledge systems, Sanskrit learning, value-based education, and holistic student development. The residential ecosystem, structured daily routine, and emphasis on cultural and personal development have contributed to positive outcomes across multiple dimensions, including confidence, communication, discipline, leadership, and social development.

Students reported high levels of satisfaction with the learning environment, institutional facilities, and overall educational experience. These findings were corroborated through consultations with teachers, school leadership, parents, and focus group discussions, which consistently highlighted the institution's contribution towards shaping students' behaviour, values, self-reliance, and personal growth.

At the same time, the assessment identified opportunities to further strengthen the model. These include continued attention to academic learning outcomes, improved teacher retention, clearer communication with parents regarding higher education pathways and post-Class X transition options, and phased expansion of residential infrastructure to support future growth.

Overall, the assessment finds that the Gurukulam has successfully established a distinctive educational model that extends beyond conventional schooling. While continued strengthening of certain academic and institutional dimensions would further enhance its effectiveness, the intervention has created a sustainable residential learning ecosystem that is valued by students, parents, teachers, and the institution alike.

Chapter 4

Key Barriers & Blind Spots



4. Key Barriers & Blind Spots

The assessment indicates that Kanya Gurukulam has established a well-functioning residential education ecosystem aligned with its vision of integrated education, value-based learning, and holistic student development. While the programme has demonstrated positive outcomes across multiple dimensions, the assessment also identified a few areas that present opportunities for further strengthening its effectiveness and long-term sustainability. These observations primarily relate to academic progression, stakeholder communication, institutional capacity, and future planning.

4.1 Strengthening Academic Progression within the Integrated Education Model

The Gurukulam has been successful in nurturing discipline, confidence, cultural awareness, values, and holistic personality development, which consistently emerged as its defining strengths across stakeholder consultations. However, some parents expressed the need for greater emphasis on measurable academic learning outcomes alongside these broader developmental objectives.

One parent specifically shared that although his daughter had become more disciplined and culturally grounded after joining the Gurukulam, her academic marks had gradually declined over the past three to five years. Given the residential nature of the institution, he felt that the school carries a significant responsibility for supporting students' academic progression, as parents have only limited opportunities to provide regular academic guidance.

Strengthening academic support mechanisms while preserving the institution's integrated educational philosophy could further enhance students' preparedness for higher education.

4.2 Improving Communication on Future Academic Pathways

The Gurukulam follows a distinctive educational model under the Bharatiya Shiksha Board, which differs from conventional schooling. While parents generally appreciated this philosophy, consultations indicated that future academic pathways are not always clearly understood.

One parent shared that he was unaware students wishing to pursue Science or Commerce after Class X are required to apply separately to Acharya Kulam through an independent entrance process. His understanding had been that students would automatically continue into higher secondary education within the Gurukulam itself.

Providing structured orientation sessions and clearer communication on subject options, transition pathways, higher education opportunities, and career trajectories would help parents make informed decisions and strengthen confidence in students' long-term educational progression.

4.3 Faculty Continuity and Academic Consistency

Students consistently reported positive classroom experiences and appreciated the support provided by teachers. However, parents observed that some teachers leave the institution after qualifying for government services or pursuing higher education opportunities, resulting in periodic changes in faculty.

Although such transitions are understandable, greater continuity in teaching staff would help strengthen consistency in classroom instruction, academic mentoring, and long-term student learning.

4.4 Planning for Future Residential Infrastructure

The existing campus infrastructure adequately supports current operations and provides a safe residential learning environment. However, institutional leadership highlighted that while the academic infrastructure can accommodate a substantially larger number of students, hostel capacity currently limits future expansion of the residential model. School management also noted that supporting infrastructure, including utility systems such as the sewage treatment plant, may require augmentation as utilisation increases over time.

Planning phased infrastructure expansion in line with future enrolment would enable the institution to maintain the quality of the residential learning environment while accommodating growing demand.

Summary Perspective

The assessment indicates that Kanya Gurukulam has successfully established a distinctive residential education model centred on integrated learning, discipline, Indian knowledge systems, and holistic student development. The observations presented above do not relate to fundamental weaknesses in programme implementation; rather, they identify opportunities to further strengthen academic progression, stakeholder communication, faculty continuity, and future institutional planning. Addressing these areas would further enhance the long-term effectiveness, sustainability, and scalability of the Gurukulam while preserving the educational philosophy that distinguishes the institution.

Chapter 5

Impact Stories



5. Impact Stories

The Kanya Gurukulam model seeks to provide students with an integrated residential education that combines formal academics with Sanskrit learning, Indian knowledge systems, value-based education, yoga, discipline, and holistic personality development. Across stakeholder consultations, students, teachers, parents, and school leadership consistently highlighted that the programme's influence extends beyond classroom learning to shaping students' confidence, behaviour, self-reliance, and outlook towards life.

The following experiences illustrate the diverse ways in which stakeholders perceive the contribution of the Gurukulam.

5.1 Building Confidence through a Structured Residential Environment

Student Focus Group Discussion

Students described the residential environment as one of the strongest contributors to their personal growth.



Figure 27: FGD with Select Student Respondents

Regular opportunities to participate in cultural programmes, anchor institutional events, interact with peers from different parts of the country, and live independently have helped them become more confident and socially aware.

"Earlier we hesitated to speak in front of others. Now we are able to host programmes, participate confidently, and interact with people from different states."

"Living together has taught us teamwork, responsibility and discipline. We learn from both our teachers and our seniors every day."

The students also shared that the structured routine and supportive peer environment have strengthened communication skills, leadership, and self-confidence while helping them become more independent in managing their daily responsibilities.

5.2 Values Beyond the Classroom

Parent

A parent explained that the decision to enrol their child in the Gurukulam was influenced primarily by the institution's emphasis on values, discipline, and Indian culture rather than conventional academics alone. The parent observed noticeable improvements in confidence, etiquette, self-reliance, and overall behaviour after joining the institution.

"The biggest change I have seen is in discipline and values. My child has become more confident, respectful, and independent."

The parent felt that these behavioural and personality-related changes represent one of the Gurukulam's most significant contributions and distinguish it from conventional schooling.

5.3 An Education Beyond Academics

School Leadership

School leadership described the Gurukulam's philosophy as one that seeks to integrate academics with Sanskrit, Indian knowledge systems, discipline, and value-based education. According to the institution, the objective is not merely academic achievement but the holistic development of students through a structured residential ecosystem.

"Our objective is to combine academics with Indian knowledge systems, Sanskrit, discipline, and value-based education so that students develop into responsible individuals."

The leadership further observed that students gradually become more disciplined, confident, and socially aware as they adapt to the Gurukulam's structured daily routine, while parents frequently acknowledge these positive behavioural changes.

5.4 Observed Outcomes

The stakeholder experiences indicate the following outcomes associated with the intervention:

5. **Holistic Student Development:** Students reported improvements in confidence, communication, leadership, discipline, and self-reliance alongside formal education.
6. **Value-Based Residential Learning:** The Gurukulam's residential ecosystem provides continuous opportunities for students to develop responsibility, teamwork, cultural awareness, and life skills beyond the classroom.
7. **Supportive Institutional Environment:** Students, parents, teachers, and school leadership consistently described the institution as a safe, disciplined, and supportive learning environment that encourages both academic engagement and personal growth.
8. **Long-Term Character Building:** The integration of academics with Indian knowledge systems, Sanskrit, yoga, and value-based education has contributed towards nurturing confident, culturally aware, and socially responsible young individuals.

Chapter 6

Recommendations



6. Recommendations

Building on the findings of the assessment and the key barriers identified, the following recommendations are proposed to further strengthen the effectiveness, sustainability, and long-term impact of the Kanya Gurukulam. The assessment indicates that the institution has successfully established a distinctive residential education model centred on integrated learning, discipline, Indian knowledge systems, and holistic student development. The next phase should focus on strengthening academic progression, enhancing stakeholder communication, building institutional capacity, and supporting future expansion while preserving the Gurukulam's unique educational philosophy.

S. No.	Recommendation Area	Observation	Recommended Action
1	Strengthening Academic Learning Outcomes	While stakeholders consistently appreciated improvements in discipline, values, and personality development, some parents expressed the need for greater emphasis on measurable academic progression alongside the institution's broader educational objectives.	- Strengthen academic mentoring and remedial support for students requiring additional assistance. - Periodically review learning outcomes alongside holistic development indicators. - Continue balancing the Gurukulam's integrated educational philosophy with strong academic preparedness for higher education.
2	Parent Engagement and Academic Pathway Awareness	Consultations indicated that some parents were not fully aware of post-Class X academic pathways, including transition opportunities to institutions such as Acharya Kulam for Science and Commerce education.	- Organise structured orientation sessions for parents on higher education pathways and career options. - Develop information material explaining subject choices, transition processes, and future educational opportunities. - Strengthen regular communication between the institution and parents regarding students' long-term academic progression.
3	Faculty Development and Continuity	Students appreciated teacher support; however, parents observed that periodic faculty turnover may affect continuity in learning and mentoring.	- Continue investing in teacher capacity building through regular pedagogical training. - Explore measures to strengthen faculty retention and institutional continuity wherever feasible. - Institutionalise structured academic handover mechanisms to minimise disruption arising from faculty transitions.
4	Future Infrastructure and Capacity Planning	School leadership indicated that hostel capacity currently limits future expansion despite the availability of larger academic infrastructure. Long-term growth may also require augmentation of supporting infrastructure.	- Prepare a phased infrastructure expansion plan aligned with projected student enrolment. - Prioritise expansion of hostel facilities to support the residential education model. - Periodically assess supporting infrastructure, including utilities and campus services, to ensure readiness for future growth.

Table 13: Recommendations

Chapter 7

Conclusions & Way Forward



7. Conclusion & Way Forward

The assessment found that the Kanya Gurukulam has established a distinctive residential education model that combines formal academics with Indian knowledge systems, Sanskrit education, discipline, and value-based learning. Evidence from student surveys, stakeholder consultations, and field observations indicates that the institution has been successful in creating a structured learning environment that supports students' holistic development while providing access to residential education for learners from diverse regions of the country.

Students reported high levels of satisfaction with teaching, campus facilities, discipline, hostel life, and overall learning experience. Stakeholder interactions further indicated improvements in students' confidence, communication skills, self-discipline, cultural awareness, and interpersonal development. At the same time, consultations also highlighted opportunities to strengthen academic learning outcomes, improve communication with parents regarding future academic pathways, and continue investing in faculty continuity and infrastructure expansion.

Overall, the assessment finds the intervention to be relevant, coherent, effective, efficient, impactful, and sustainable in achieving its intended vision of delivering an integrated residential education model. Continued attention to academic progression, stakeholder engagement, and institutional capacity will further strengthen the long-term value of the Gurukulam.

7.1 Way Forward

Building on the programme's strengths, future programme efforts may focus on academic quality, institutional capacity, and planned infrastructure expansion.

S. No.	Strategic Priority	Key Actions
1	Academic Excellence	Strengthen academic mentoring, remedial support, and periodic learning assessments alongside holistic development.
2	Parent Engagement	Improve communication on academic pathways, higher education options, and student progression after Class X.
3	Faculty Capacity	Continue teacher training while exploring measures to strengthen faculty retention and continuity.
4	Infrastructure Expansion	Plan phased expansion of hostel and supporting infrastructure to accommodate future growth.
5	Continuous Improvement	Institutionalise periodic feedback from students, parents, and faculty to guide ongoing improvements.

Table 14: Strategic Priorities for Way Forward

By building on its existing strengths while addressing these areas, Kanya Gurukulam can further strengthen its integrated education model and continue providing students with a learning environment that supports their academic, personal, and value-based development.



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