Impact Assessment

Gandhi Vidya Mandir Sardarshahr

Celebrating 75 Years of Social Service (1950-2025)

Prime Charity Foundation

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Chapter 1. Executive Summary

About Organization

Gandhi Vidya Mandir (GVM) is a nonprofit institution located at Sardarshahr in the heart of Rajasthan's Thar Desert—an oasis of learning, service, and transformation.

Established in 1950 on 1,200 acres of arid, drought-prone land, GVM arose in one of India's most challenging terrains, long marked by scarcity, epidemics, and extreme climate. Since its inception, it has worked to overcome backwardness through holistic initiatives in education, healthcare, environmental sustainability, rural development, women's empowerment, employment generation, and animal welfare.

The institution was founded by Shri Kanhaiyalal Dugar, who later renounced worldly life as Swami Shri Ramsharanji, a spiritual visionary and symbol of universal humanism. Through the devotion of countless social workers and philanthropists, GVM evolved into a living embodiment of service-driven excellence—dedicated entirely to education and the upliftment of the marginalized.

True to its ethos, GVM welcomes all without distinction of caste, creed, class, or ideology. Its academic, social, and community initiatives draw inspiration from India's cultural heritage and Gandhian values of nonviolence (Ahimsa), universal upliftment (Sarvodaya), and brotherhood.

Vision & Mission

"कुछ ना चाहो, काम आ जाओ — कोई और नहीं, कोई ग़ैर नहीं"

"Seek nothing, but be of service — No one is another, no one is stranger"

Gandhi Vidya Mandir represents an educational sanctum devoted to nurturing the seed of humanism within every individual. It promotes a way of life that is purposeful, compassionate, and harmonious—one that binds humanity through the enduring bond of love despite differences in thought, environment, and aptitude.

GVM strives to prevent the decline of moral and social values by providing equitable and high-quality education across diverse disciplines. It emphasizes rural empowerment, character building, self-purification, and the creation of a healthy, addiction-free society.
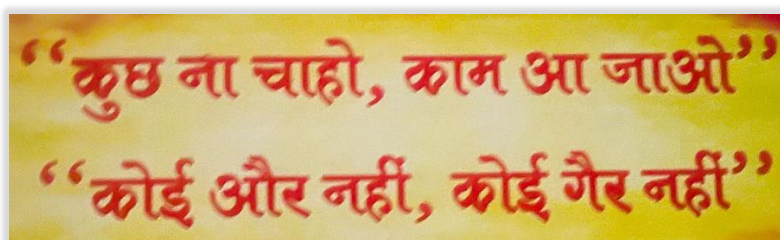
Guided by principle of *"think no ill, do no ill"* and philosophy of *"Seek nothing, but be of service — No one is another, no one is stranger"*

GVM inspires a collective commitment to meet the basic needs of society through service, compassion, and selfless action. This, in essence, is Gandhi Vidya—and its true sanctum is Mandir, the temple of learning and humanity.

In pursuit of its mission, GVM strives to:

- Provide equitable, quality education across diverse disciplines.
- Foster rural development and community empowerment.
- Cultivate character, moral integrity, and self-discipline.
- Promote health, hygiene, and an addiction-free lifestyle.
- Inspire individuals to extend a helping hand to those in need.

Thematic Areas

	Gandhi Vidya Mandir	Thematic Area	Since
	GVM - Parent Entity	Education, Healthcare, Environment, Rural Upliftment, Employment, Women Empowerment, Animal Welfare	1950
1	Balbari School Hindi	Primary & Secondary Education	1953
2	Balbari School English	Primary & Secondary Education	2012
3	Meera Niketan School	Primary & Secondary Education	1957
4	Basic Public School	Primary & Secondary Education	2010
5	Prerna Vidyalaya School	Primary & Secondary Education	2017
6	IASE University - Regular	Higher Education & Research	2002
7	IASE University - Distance	Higher Distance Education	2002
8	SBLD Ayurveda College	Traditional Medicine & Education	1957
9	SBLD Ayurveda Hospital	Healthcare & Community Service	1955
10	Balgriha - Orphanage	Child Welfare & Development	1976
11	KVK Farmers Training	Agricultural & Rural Upliftment	1993
12	Gaushala Cowshed	Animal Welfare & Rural Economy	1952
13	Skilling Centre	Vocational Training & Employment	2020
14	SSR Pharmacy College	Higher Education & Research	2024
15	Prannath Hospital	Healthcare & Wellbeing	2026e

Gandhi Vidya Mandir (GVM) Welcomed First President of India at Campus

Under the presence of GVM founder Shri Kanhaiyalal Dugar (Swami Ji), the foundation stone of the GVM's University building was laid by Dr. Rajendra Prasad, President of Republic of India on August 28, 1955

Gandhi Vidya Mandir (GVM) Honoured with National Recognition

President of GVM, Shri Kanak Mal Dugar, receiving the 16th Bhagwan Mahaveer Foundation Award from the Hon'ble Vice-President of India, Shri M. Hamid Ansari, at New Delhi, on June 4, 2013

Outreach Activities

Gandhi Vidya Mandir (GVM) extends its mission of service beyond its core institutional framework through a broad range of community outreach and welfare initiatives. These programs embody its holistic approach to human development, addressing the interlinked needs of health, education, recreation, disaster resilience, and economic empowerment across rural and underserved populations.

Community Health and Wellness
- Organizes regular health education and sanitation awareness campaigns to strengthen preventive healthcare practices.
- Operates a mobile medical clinic that delivers essential healthcare services to surrounding villages and marginalized groups.
- Established a dedicated COVID-19 relief centre during the pandemic to provide medical assistance, food, and shelter to affected families.
- Contributed substantially to public health promotion by distributing Kadha (a traditional immunity-boosting drink) during major gatherings such as the Kumbh Mela.

Infrastructure and Public Amenities
- Provides access to Ram Manch and Sohan Sabhagar, a multipurpose auditorium, for community events, cultural programs, and public functions.
- Maintains a sports playground with gymnasium and stadium facilities, encouraging physical fitness, youth participation, and community engagement.

Educational Outreach
- Operates mobile library programs tailored for new literates, fostering continued learning and reading habits in remote and rural areas.

Disaster Relief and Emergency Response
- Organizes relief camps during natural disasters, offering immediate support, medical aid, and temporary shelter to affected populations.

Livelihood and Economic Empowerment
- Promotes the formation and capacity building of Self-Help Groups (SHGs) to foster women's entrepreneurship and strengthen community-based financial inclusion.

GVM's Relief camps and immediate support during natural disasters

Medical aid by GVM during flood in Punjab, August - September of 2025

Public using GVM's indoor sports facility, Photo clicked during field observations on September 11, 2025

Parameter	Description	Quantitative Data	Remarks
Institutional Establishment	Year of Inception	1950	Founded by Shri Kanhaiyalal Dugar (Swami Ramsharanji)
Campus Area	Land under GVM administration	1,200 acres	Sardarshahar, Churu District, Rajasthan
Institutional Divisions	Education, Healthcare, Environment, Rural Upliftment, and Welfare units	15 divisions	Schools, Colleges, University, Hospitals, Orphanage, Farmers Training, Gaushala, Skilling,
Staff Strength	Permanent + Contractual	593 staff members	GVM HR Records
Total Beneficiaries Served (since Inception)	Combined Direct Beneficiaries	3,357,000+	GVM Secretariat Oct 2025
Annual Beneficiaries (FY 2024–25)	Directly served in FY 2024–25	412,000+	Students, Patients, Farmers, Trainees etc.
Education Outreach	Students (school + university + distance learning)	279,739 learners	54,045 on-campus + 225,694 distance
Healthcare Outreach	Patients treated (Ayurveda)	3.24 million	SBLD Ayurveda Hospital & health camps
Rural Development Outreach	Farmers trained under KVK + SHGs	54,192 farmers	Krishi Vigyan Kendra records
Child Welfare & Protection	Children under care (Since 1976)	1,782 children	Balgriha Orphanage records
Women Empowerment & Skilling	Vocational trainees + SHG women	351 trainees; 600+ SHG members	GVM Skilling Centre & KVK programs
Institutional Recognition	National honours and affiliations	Multiple awards	Bhagwan Mahaveer Foundation Award (2013), NAAC B+ affiliation

Chapter 2. Divisional Snapshot

Divisional Overview

Project	Primary Focus	Target Beneficiaries	Key Services	Geographic Coverage	Infrastructure
GVM Schools	Primary to higher secondary education	Students from local and surrounding areas	Hindi and English medium education, co-curricular activities, hostel facilities	Local and regional	Multiple campuses, separate boys/girls facilities, sports grounds
IASE University	Higher education and teacher training	Students of tertiary education	Undergraduate, Postgraduate, Ph.D., Research	National and International	200+-acre campus, hostels for students, libraries, auditoriums
SBLD Ayurvedic College & Hospital	Traditional ayurvedic education and healthcare	Ayurvedic medicine students and patients	BAMS degree, hospital services, research, herbal medicine	Rajasthan	100+ bed teaching hospital, herbal garden
Balgriha	Orphanage and rehabilitation for destitute children	Orphaned and disabled children	Shelter, education, healthcare, character building	Sardarshahr and surrounding areas	8 halls, 16 rooms, computer room, sports facilities
Krishi Vigyan Kendra (KVK)	Agricultural extension and farmer training	Farmers, farm women, rural youth	On-farm trials, demonstrations, training programs, seed distribution	Churu district and adjoining areas	Demonstration farms, training facilities, laboratories
Gaushala	Cow protection and dairy development	Local cattle breeders and dairy farmers	Cattle treatment, breeding, milk production, Gaushudha medicine	Sardarshahr, extending to other regions	Cattle sheds, treatment facilities, laboratory, fodder banks

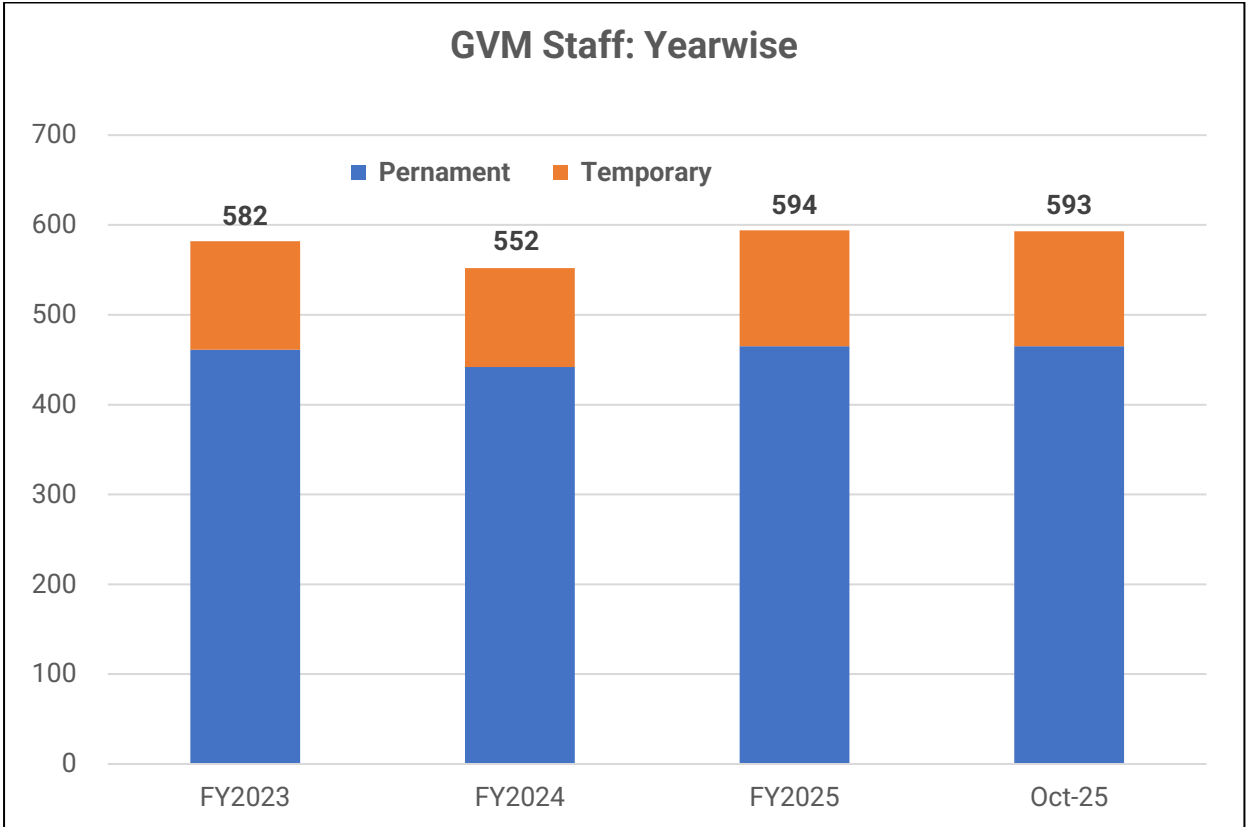|	Vocational and skill development training	Rural youth and unemployed individuals	Vocational training, employment generation	Rajasthan state	Training centres, equipment,
Skilling Centre					
Prannath Hospital	Multi-specialty healthcare services	Rural and semi-urban population of Sardarshahar tehsil	Allopathy, Ayurveda, Panchakarma, emergency services	Sardarshahar tehsil and adjoining regions (5+ lakh)	250-bed (first phase 150-bed) multi-specialty facility

Division	Key Goals
GVM Schools	Provide equitable, quality education to children from diverse backgrounds with emphasis on character building, humanism, and rural upliftment. Cultivate addiction free, healthy, and socially responsible youth.
IASE University	Offer quality higher education across disciplines to nurture knowledgeable and socially responsible graduates, postgraduates & researchers. Promote research that addresses rural challenges and contributes to community development.
SBLD Ayurvedic College & Hospital	Educate students in Ayurvedic medicine and provide holistic healthcare services. Preserve and promote traditional healing knowledge alongside modern healthcare practices.
Balgriha - Orphanage	Provide safe shelter and a nurturing environment for underprivileged children, ensuring their holistic growth through education, nutrition, and care. Promote child rights and empower children to become responsible societal members.
Krishi Vigyan Kendra – Farmers Training	Provide farmers with advanced agricultural techniques and innovations. Enhance productivity, sustainability, and income through training programs and demonstration projects.
Gaushala - Cowshed	Care for and protect cows, preserving indigenous breeds. Support sustainable rural livelihoods through dairy and organic farming, promoting ecofriendly agricultural practices.
Skilling Centre	Equip youth and adults with practical skills aligned to industry needs to enhance employability. Encourage self-reliance, entrepreneurship, and rural economic development.
Prannath Hospital	Deliver accessible and affordable healthcare services to rural and underserved populations. Promote health awareness, preventive care, and traditional healing systems.

Gandhi Vidya Mandir (GVM) has evolved from a rural education initiative into a multi-sector social ecosystem impacting more than 3.3 million lives through 15 institutional divisions.

	GVM Division	Total Beneficiaries*	No. of Staff	Web link
	GVM-Parent Entity		106	www.gandhividyamandir.org/
1	Balbari School Hindi	13,083	16	
2	Balbari School English	2,968	10	
3	Meera Niketan School	6,882	28	www.gvm.iaseuniversityonline.org/school/meera-niketan-girls
4	Basic Public School	3,570	40	www.gvm.iaseuniversityonline.org/school/bps
5	Prerna Vidyalaya School	562	61	www.preranavidyalaya.in/
6	IASE University - Regular	11,365	136	www.iaseuniversity.org.in/
7	IASE University - Distance	225,694		
8	SBLD Ayurveda College	15,615	146	www.ayurvishvabharti.iaseuniversityonline.org/
9	SBLD Ayurveda Hospital	3,242,524		
10	Balgriha - Orphanage	1,782	4	www.balgriha.iaseuniversityonline.org/
11	KVK Farmers Training	54,192	14	www.churu1.kvk2.in
12	Gaushala Cowshed	2,224	14	www.gandhividyamandir.org/gaushala
13	Skilling Centre	351	4	www.gvm.iaseuniversityonline.org/college/sdp/about-skill-center
14	SSR Pharmacy College	31	14	
15	Prannath Hospital			www.prannath.in

Since inception of the division

Number of Staff

GVM Staff: Division wise

GVM Staff: Yearwise
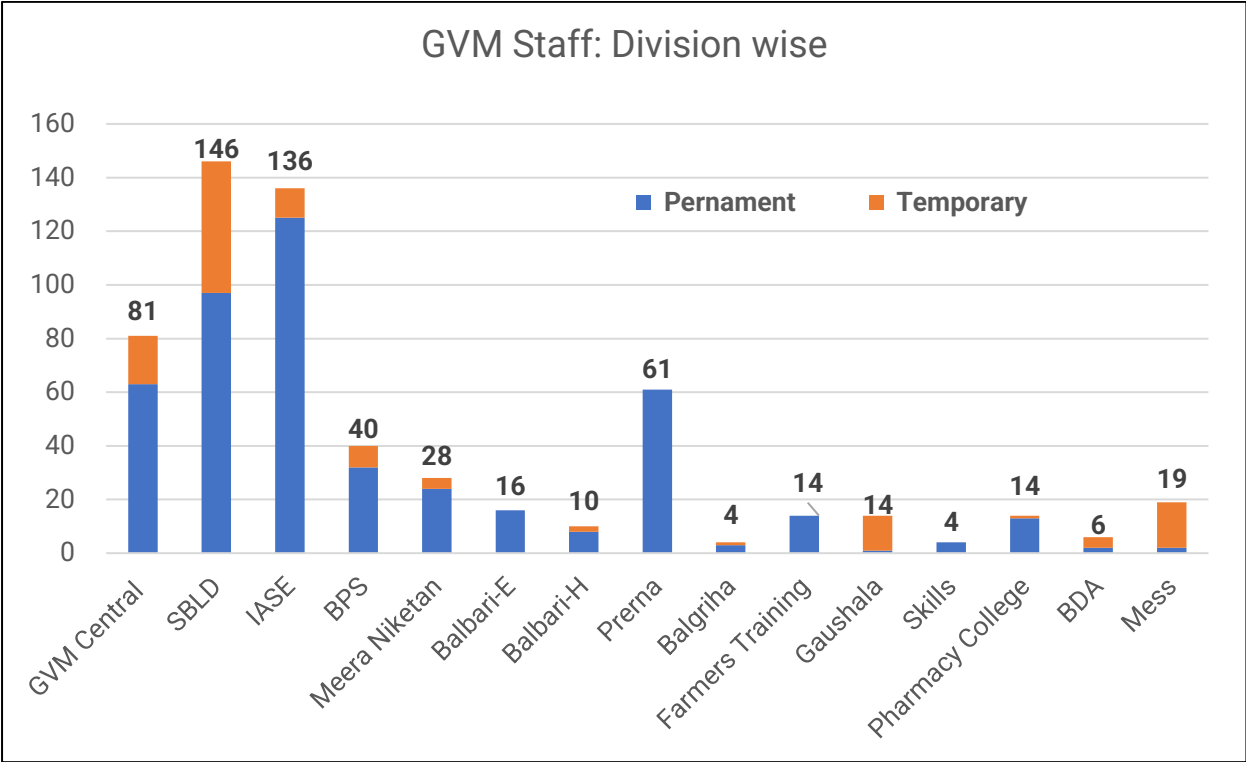
Number of Beneficiaries

GVM Schools

Legend: Balbari Hindi, Balbari English, Meera Niketan, BPS, Prerna Vidyalaya

IASE University

Legend: IASE-Regular (LHS), IASE- Distance (RHS)

SBLD Ayurveda

Balgriha (Orphanage)

Agriculture

New Units
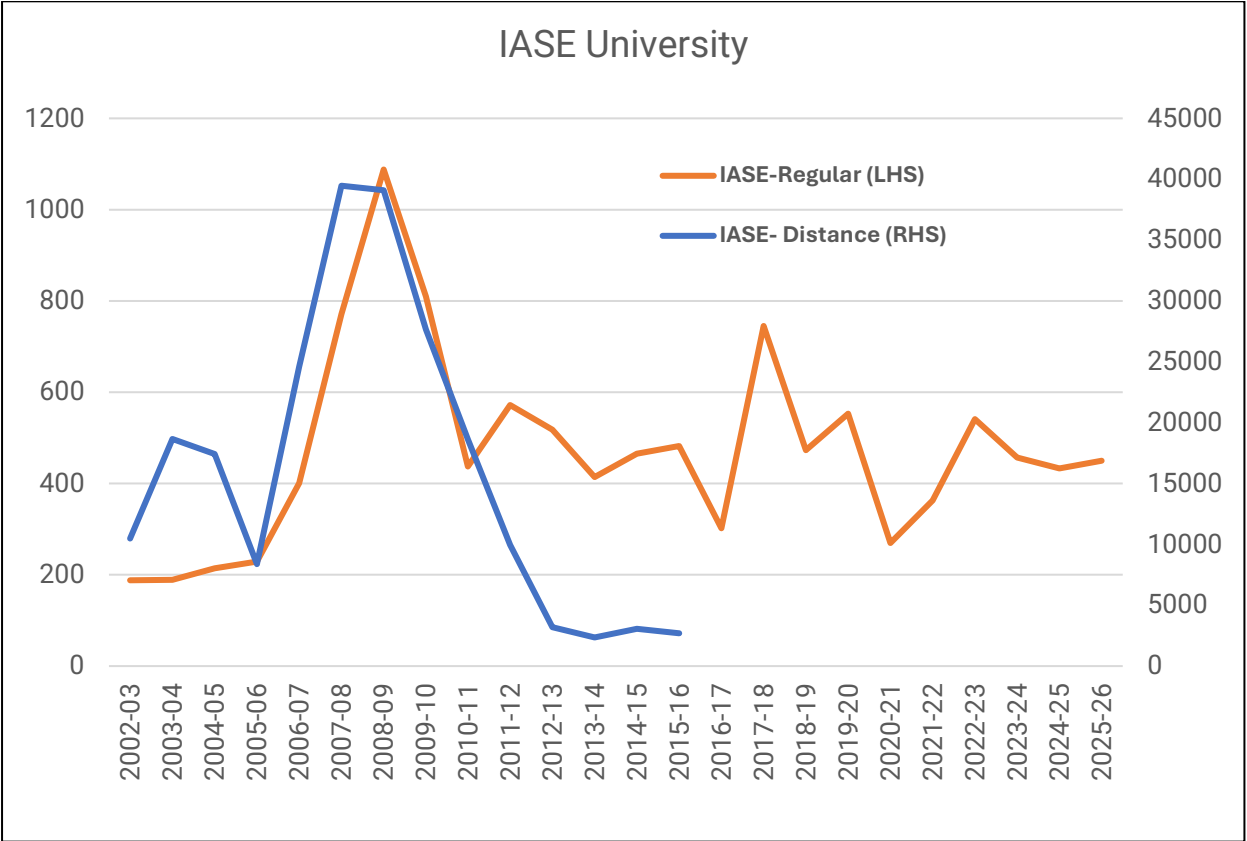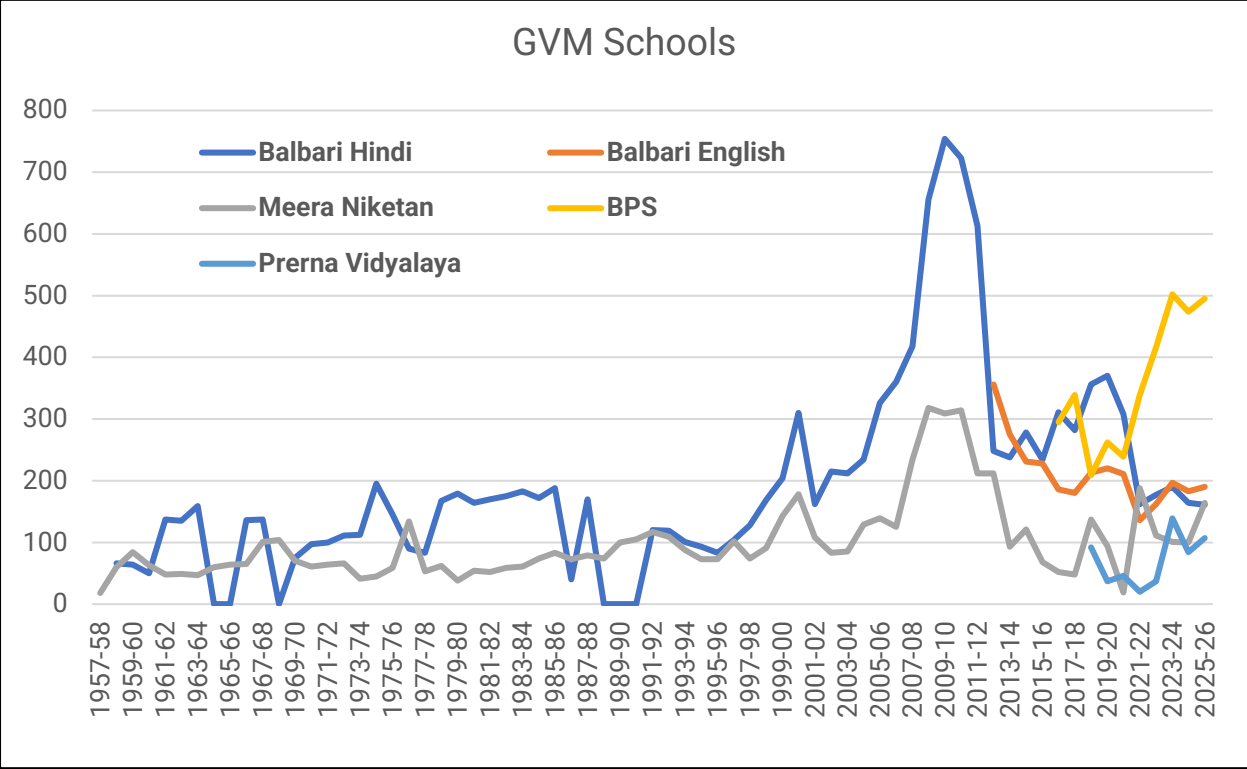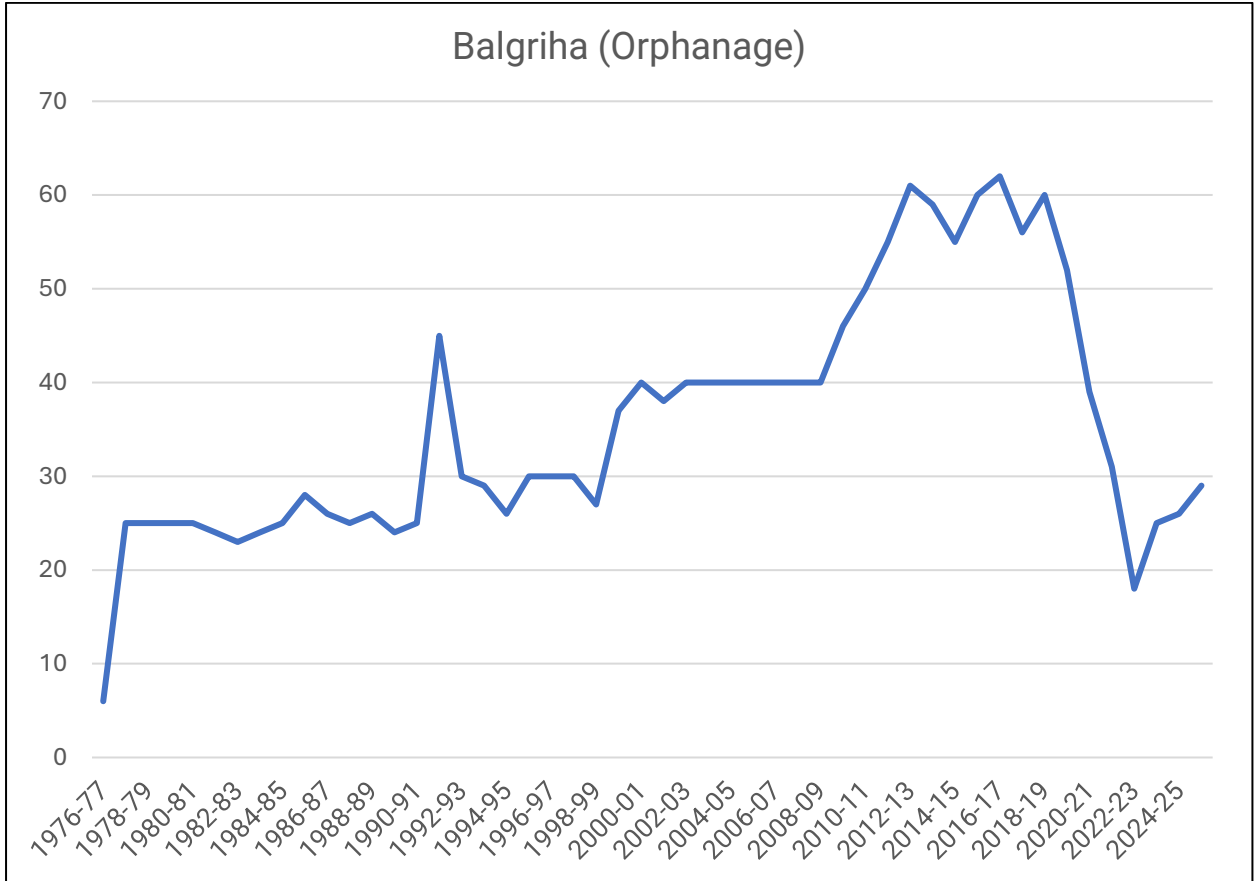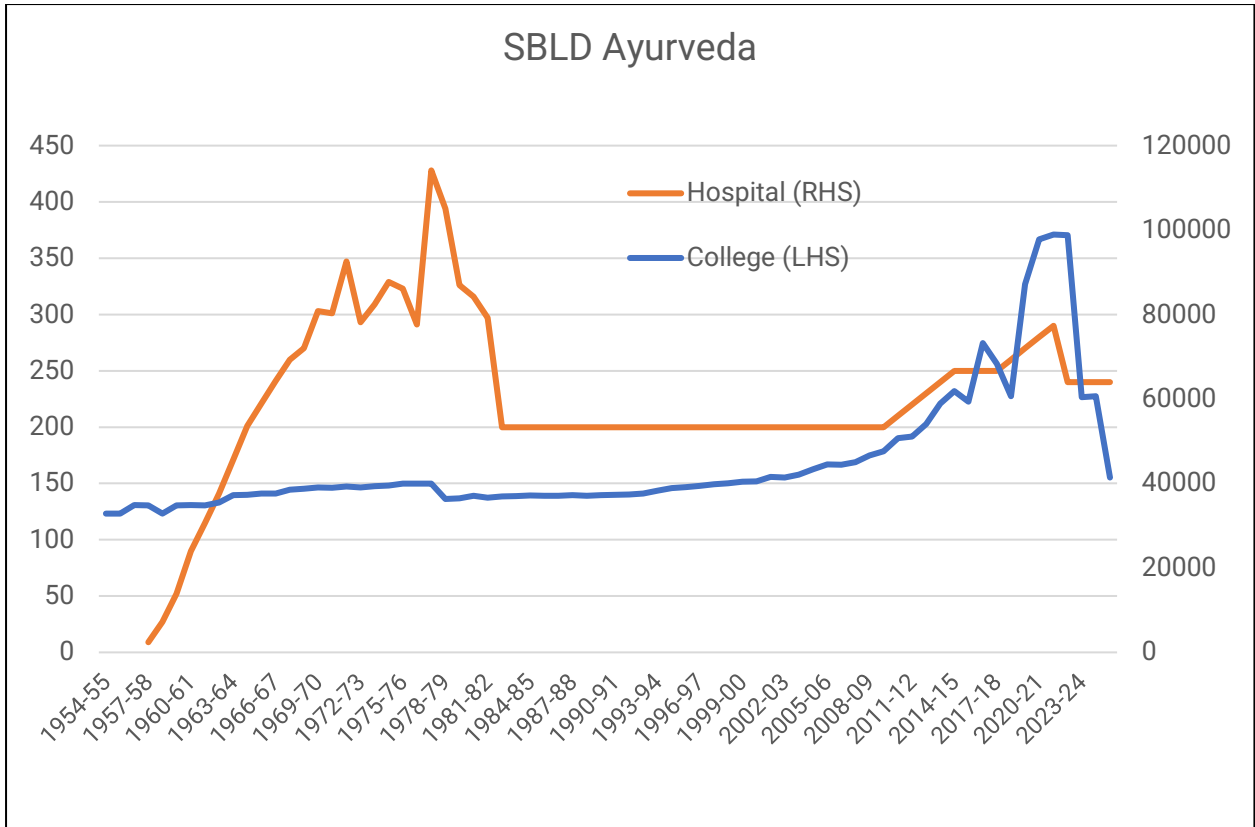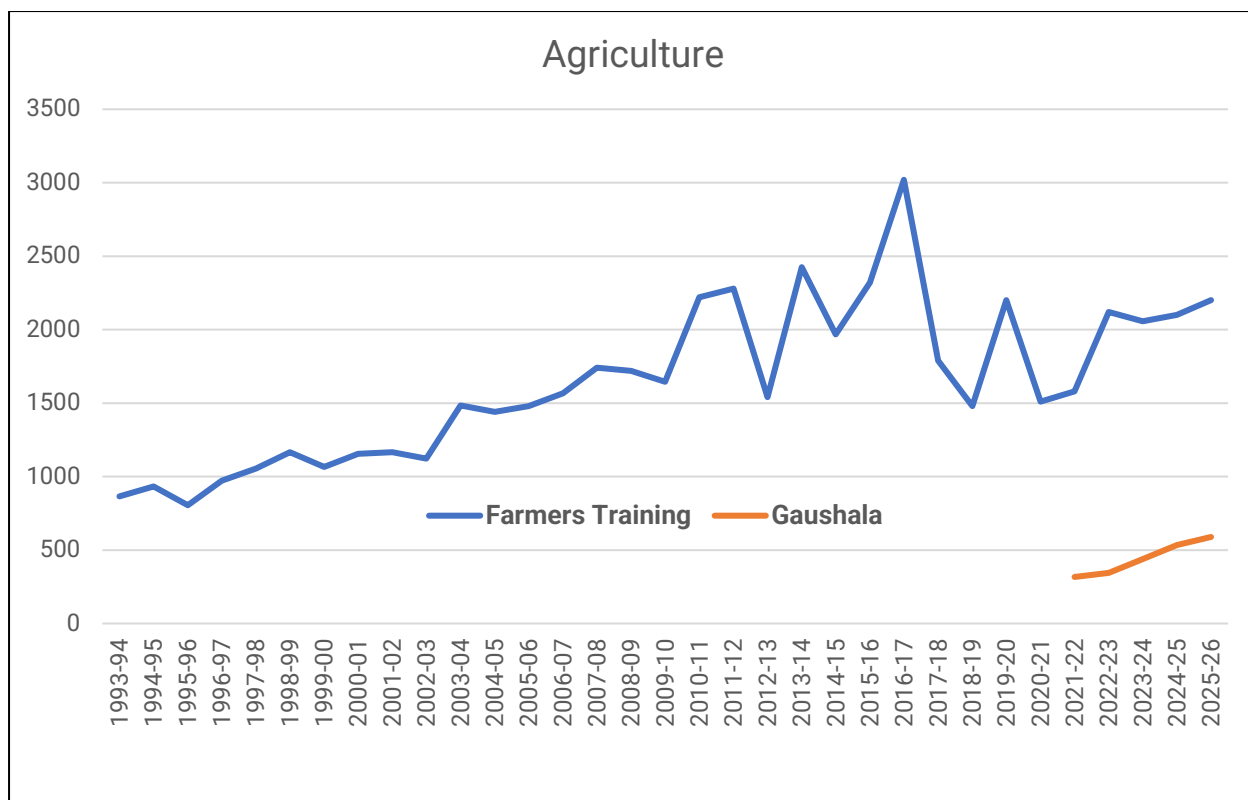
Alignment with SDGs

The United Nations Sustainable Development Goals (SDGs) were introduced in 2015 as part of the 2030 Agenda for Sustainable Development, a universal call to action aiming to end poverty, protect the planet, and ensure prosperity for all. All UN Member States adopted these 17 interconnected goals to guide development efforts worldwide by addressing social, economic, and environmental challenges in an integrated way. The purpose behind the SDGs is to build a better future by promoting peace, equality, justice, and environmental sustainability, ensuring that no one is left behind.
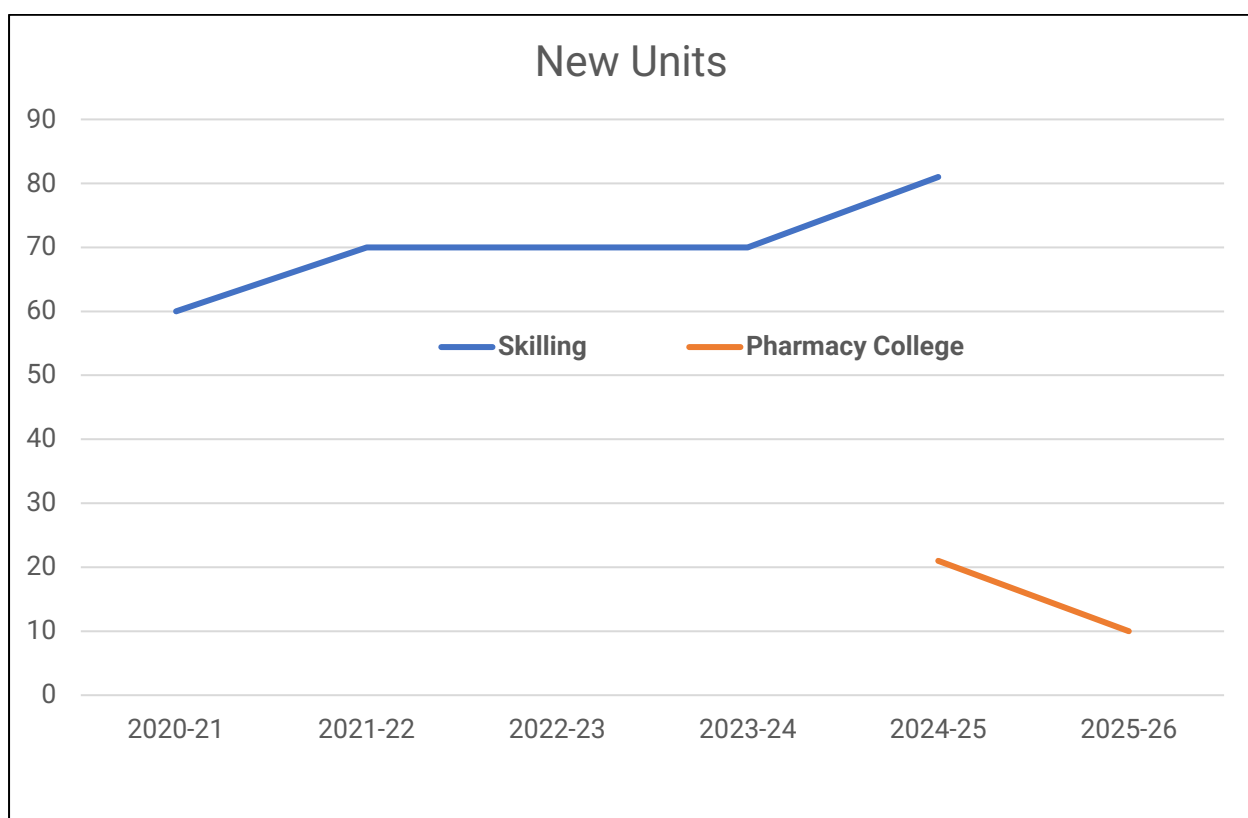
GVM aligns its projects and programs with the SDGs to ensure that GVM efforts contribute meaningfully to these global development priorities. This alignment provides a recognized framework that guides the design, implementation, and evaluation of GVM initiatives, ensuring they address critical social, economic, and environmental challenges. It also encourages an integrated approach, addressing interconnected development issues holistically for broader, sustainable impacts.

Project Name	SDG Alignment - Direct	SDG Alignment - Indirect
GVM Schools	SDG 4 (Quality Education)	SDG 1, SDG 5, SDG 10
IASE University	SDG 4 (Quality Education)	SDG 1, SDG 5, SDG 9, SDG 10, SDG 17
SBLD Ayurveda College	SDG 4 (Quality Education)	SDG 3, SDG 6, SDG 10, SDG 15, SDG 17
SBLD Ayurveda Hospital	SDG 3 (Good Health and Wellbeing)	SDG 4, SDG 5, SDG 9, SDG 15
Balgriha - Orphanage	SDG 2 (Zero Hunger), SDG 4	SDG 1, SDG 4, SDG 5, SDG 10
KVK Farmers Training	SDG 8 (Decent Work and Economic Growth)	SDG 1, SDG4, SDG 5, SDG 9, SDG 10, SDG 13, SDG 15
Gaushala Cowshed	SDG 15 (Life on Land)	SDG 13
Skilling Centre	SDG 9 (Industry, Innovation, and Infrastructure), SDG 4	SDG 1, SDG 4, SDG 5, SDG 8, SDG 10, SDG 17
SSR Pharmacy College	SDG 4 (Quality Education), SDG 3	SDG 3, SDG 5, SDG 9, SDG 17
Prannath Hospital	SDG 3 (Good Health and Wellbeing)	SDG 4, SDG 5, SDG 7, SDG 10, SDG 13, SDG 17

Alignment with National Policies

Gandhi Vidya Mandir's (GVM) initiatives are thoughtfully aligned with India's national development priorities while remaining firmly anchored in its own enduring philosophy of humanism, equity, and service. This alignment ensures that GVM's efforts not only resonate with the country's broader policy framework but also stay rooted in its founding values of compassion, rural empowerment, inclusive education, and holistic wellbeing.

By integrating key national directives—such as the National Education Policy and the National Health Policy—GVM ensures that all its projects are relevant, impactful, and resource-efficient. These frameworks guide our approach to designing initiatives that respond effectively to contemporary challenges while upholding Gandhian principles.

GVM's distinctive focus on love, moral character, self-discipline, and collective progress forms the ethical foundation of its work. This synthesis of policy alignment and value-based action creates a strong and sustainable model for community development.

The convergence of national goals and GVM's vision strengthens its ability to plan, implement, and evaluate initiatives with accountability and integrity. It fosters trust among stakeholders, encourages meaningful collaborations, and drives positive, enduring transformation in the communities it serves.

Some of the Educational Units of Gandhi Vidya Mandir

Division Name	Key Goals Aligned with National Policies
GVM Schools	Complies with the Right to Education Act (RTE), National Education Policy (NEP) 2020, and the Sarva Shiksha Abhiyan (SSA) by providing inclusive and quality education focused on character building and holistic development.
IASE University	Aligns with the National Education Policy (NEP) 2020 by offering quality higher education that integrates multidisciplinary research focused on rural development and social transformation.
SBLD Ayurvedic College & Hospital	Aligns with National AYUSH Policy (2014) and National Education Policy (NEP) 2020 by promoting Ayurvedic education and delivering integrative health services to preserve traditional knowledge.
Balgriha (Orphanage)	Aligned with the National Policy for Children (2013), Integrated Child Protection Scheme (ICPS), and the Right to Education Act (RTE) by providing shelter, nutrition, education, and protection to vulnerable children for their overall development.
Krishi Vigyan Kendra (Farmers Training Centre)	Advances the National Agriculture Policy (NAP) and the Parampara at Krishi Vikas Yojana (PKVY) by empowering farmers with sustainable and modern agricultural techniques to improve productivity and income.
Gaushala (Cowshed)	Supports the National Policy on Animal Welfare (2017) and National Livestock Policy (2013) through the protection of indigenous cattle, promotion of sustainable dairy farming, and enhancement of rural livelihoods.
GVM Skilling Unit	Aligns with the Skill India Mission and Pradhan Mantri Kaushal Vikas Yojana (PMKVY) by equipping youth with vocational skills for employment, entrepreneurship, and economic empowerment.
SSR Pharmacy College	Aligns with the National Health Policy (2014) and National Education Policy (NEP) 2020 by promoting pharmacy education and knowledge.
Prannath Hospital	Supports the National Health Policy (NHP) 2017 and Ayushman Bharat initiative by providing accessible, affordable healthcare and promoting preventive health and wellness in rural areas.

Gandhi Vidya Mandir represents a unique model of integrated education, healthcare, and social welfare. Its Gandhian vision, community-based approach, and diversified institutions have created lasting social impact in the society.

"अतीत के झरोखे" — Glimpses of the Past

A collection of rare photographs capturing Gandhi Vidya Mandir (GVM)'s historic journey, its visionaries, milestones, and enduring commitment to Gandhian ideals, social upliftment, and community transformation

With strategic partnerships, philanthropic investments, and institutional strengthening, GVM can scale its transformative work to benefit even larger communities in years ahead.

Chapter 3: Programs Analysis

The analysis of Gandhi Vidya Mandir's (GVM) initiatives and programs is systematically conducted using the REEIS Framework, which provides a comprehensive lens to evaluate divisional performance and social impact. This approach ensures that every program is analysed not only for its immediate outcomes but also for its long-term alignment with GVM's mission and India's developmental priorities. The analysis of Gandhi Vidya Mandir's various program is reviewed under REEIS Framework:

Relevance

This dimension examines how well each program aligns with community needs, national policies, and GVM's core values. It assesses whether the design and objectives of the initiatives address real social challenges in a manner consistent with the priorities of both local populations and broader national agendas.

Effectiveness

Effectiveness evaluates the extent to which intended goals and outcomes are achieved. It focuses on the success of GVM's divisions in delivering tangible benefits to target groups, improving service quality, and meeting planned objectives.

Efficiency

This aspect analyses how resources—financial, human, and infrastructural—are utilized to achieve results. It assesses whether GVM's divisions maximize output relative to the inputs invested, and whether administrative and operational systems ensure prudent use of funds while maintaining high implementation standards.

Impact

Impact evaluation looks beyond immediate outputs to determine the broader and long-term changes attributable to GVM's interventions. This includes assessing shifts in community wellbeing, social inclusion, education outcomes, health standards, and empowerment metrics.

Sustainability

Sustainability assesses the durability and continuity of program outcomes after external support declines. It evaluates whether GVM's initiatives have built local capacity, fostered community ownership, and established mechanisms for continued growth and self-reliance.

The following dashboard presents a comparative overview of REEIS scores across all major institutional divisions, enabling stakeholders to evaluate relative strengths and improvement areas at a glance.

Division	Relevance	Effectiveness	Efficiency	Impact	Sustainability
GVM Schools	9.0	8.7	8.5	9.1	8.9
IASE University	9.5	9.3	9.0	9.4	9.2
SBLD Ayurvedic College & Hospital	9.2	9.0	8.8	9.3	9.1
Balgriha Orphanage	8.8	8.6	8.3	8.7	8.5
Krishi Vigyan Kendra (KVK)	9.1	9.1	8.9	9.2	9.0
Gaushala	8.7	8.4	8.2	8.8	8.6
Skilling Centre	8.9	8.8	8.6	8.9	8.7
Prannath Hospital	9.4	9.5	9.2	9.5	9.3

REEIS Score Insights:

- REEIS performance across all divisions shows strong alignment with organizational goals, with overall scores 8.9/10 in all categories.
- IASE University and Prannath Hospital demonstrate highest effectiveness and impact scores.
- SBLD Ayurvedic College shows balanced performance across all dimensions.
- Gaushala, Balgriha, and GVM Schools have larger scope of improvement in operational efficiency.
- Continuous investment in training and infrastructure can strengthen sustainability metrics.

REEIS Average Score across all divisions

Relevance	Effectiveness	Efficiency	Impact	Sustainability
9.1	8.9	8.7	9.1	8.9
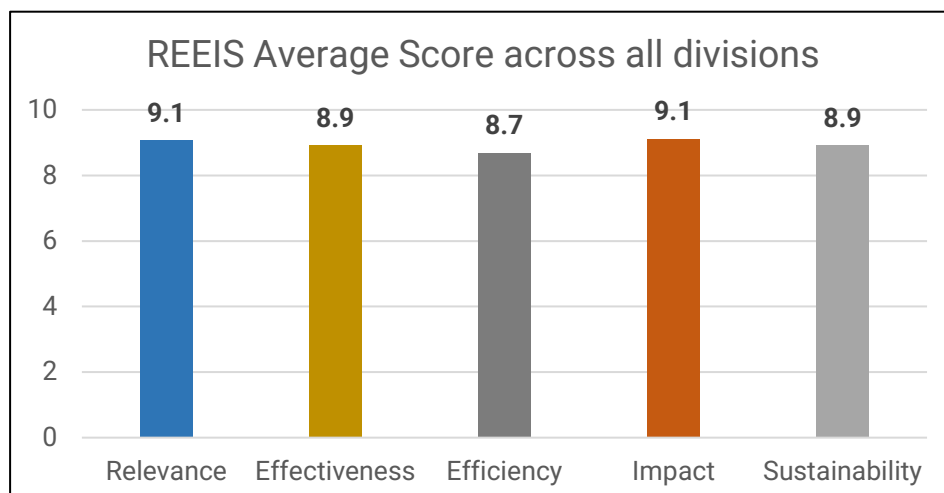
GVM Schools

The vision of GVM Schools centres on nurturing ethically grounded and socially responsible individuals who embody humanistic values and contribute meaningfully to society. Rooted in Gandhian philosophy, the schools emphasize moral education alongside academic excellence to create a balanced learning environment that shapes both intellect and character.

Guided by the motto "Gyan-bhanur-bhasatam" — "May the Sun of Knowledge Shine" — and the watchword "Service with Sincerity," GVM Schools uphold the belief that education is both a right and a responsibility toward humanity. GVM Schools aim to instil virtues of character building, self-discipline, addiction-free living, health awareness, and social commitment among students, teachers, and the wider community.

Currently, five notable schools' function under the GVM umbrella: Balbari School (Hindi Medium), Balbari School (English Medium), Meera Niketan School, Basic Public School, and Prerna Vidyalaya at Kathiya Chhattisgarh. Together, they extend quality education that blends academic rigor with value-based learning, thereby fostering holistic growth in students from early childhood to higher secondary levels.

Basic Public School building and students performing on 'Children's Talent Show'

Students at Balbari School and Meera Niketan School at Sardarshahr

A) Balbari School's Strategic Charter

Objective

- To provide primary education through well-supported teachers and inclusive learning environments focusing on foundational skill-building, improving literacy, and nurturing holistic development among rural children.
- To enable rural children to access effective primary education with supportive teachers and modern resources, helping them gain essential literacy and skills for lifelong learning and community upliftment.

Problem

- **Weak Early Childhood Education in Rural Areas**
  - In Sardarsahar and surrounding villages, children enter primary school without strong foundations in literacy, numeracy, or social skills.
  - Lack of structured pre-primary learning impacts long-term academic performance.
- **Socio-Economic Barriers to Schooling**
  - Many families live in poverty, prioritizing labour and household support over education.
  - Parental illiteracy reduces awareness of the importance of early childhood education, leading to irregular attendance.
- **Limited Access to Modern Learning Resources**
  - Rural schools often lack age-appropriate learning aids, digital classrooms, and teaching materials.
  - Children miss out on play-based, experiential, and interactive learning that supports holistic development.
- **Nutritional and Health Concerns**
  - Malnutrition, poor hygiene, and inadequate healthcare affect children's ability to concentrate and learn effectively.
- **Gender and Social Gaps**
  - Girls and children from marginalized communities face additional challenges in accessing consistent and quality education.
- **Insufficient Teacher Training for Early Education**
  - Teachers in rural settings often lack training in inclusive, child-cantered, and activity-based pedagogy.
  - This leads to rote-learning rather than creativity and critical thinking at the foundational stage

Solution

- **Foundational Skill Development**
  - Balbari School provides structured pre-primary education focusing on literacy, numeracy, communication, and social skills.
  - Play-based and activity-oriented teaching methods help children develop curiosity and confidence.

- **Inclusive & Accessible Education**
  - Special focus on enrolling children from marginalized families and creating a supportive environment for both boys and girls.
  - Community outreach and parental awareness campaigns encourage regular attendance and reduce dropouts.

- **Modern Learning Infrastructure**
  - Classrooms are being equipped with digital and audio-visual tools, age-appropriate educational toys, and interactive learning aids.
  - This help bridge the rural-urban gap in access to quality learning resources.

- **Health, Nutrition & Well-being**
  - GVM supports mid-day meals, hygiene awareness, and basic health checkups to ensure children are healthy and able to learn.
  - Nutritional support reduces malnourishment and improves concentration.

- **Teacher Capacity Building**
  - Regular teacher training workshops emphasize inclusive pedagogy, smart-class usage, and innovative teaching techniques.
  - Teachers are supported with continuous monitoring, peer learning, and resource-sharing.

- **Community Engagement & Sustainability**
  - Parental literacy drives and awareness sessions highlight the importance of early childhood education.
  - GVM leverages its donor and institutional network to ensure steady funding for educational materials, digital infrastructure, and teacher support.

B) Basic Public School's Strategic Charter

Objective

- To deliver quality primary education to children with a focus on foundational skill-building, inclusive teaching methodologies, and a supportive learning environment.
- To provide accessible, value-based education that nurtures academic excellence, character development, and socio-economic upliftment of regional communities.

Problem

- **Poverty and Socio-Economic Hardship**
  Sardarsahar is situated in one of the state's most challenging terrains, which is historically susceptible to drought and backwardness. Families rely heavily on seasonal agriculture, and economic instability often forces children, particularly from marginalized communities, to engage in child labor to support the household. This economic pressure directly translates into high dropout rates and irregular student attendance, particularly at the primary level.

- **Low Literacy and Foundational Skill Deficit**
  The rural literacy rate in this region is significantly lower than the national and state urban average. Many children enter school with weak foundational skills due to low parental educational backgrounds and the poor quality of existing educational infrastructure. The existing system often fails to provide the basic skills of reading, writing, and numeracy necessary for future development.

- **Gender Disparity and Social Barriers**
  Deeply ingrained patriarchal social norms and cultural practices, such as the prevalence of early marriage, result in girls' education being viewed as secondary to boys'. This leads to a severe gender gap in education, with girls having some of the highest dropout rates in Rajasthan.

- **Lack of Quality, Modern Infrastructure, and Teachers**
  Many rural schools suffer from a chronic shortage of qualified and trained teachers for subjects like Science, Mathematics, and English. Furthermore, the region lacks access to quality English Medium education, which is essential for students to compete in today's professional landscape and access higher education. The existing environment also presents limitations in digital infrastructure and modern teaching aids.

Solution

- **GVM's BPS**

  The GVM Basic Public School (BPS) is established to address critical, macro-level socio-educational challenges prevalent in the region. GVM provides a comprehensive, integrated solution through the BPS, focusing on both academic excellence and socio-economic upliftment in line with its mission.

- **Modern and Inclusive Learning Infrastructure**

  The BPS operates from a High-Tech Futuristic Building. GVM ensures that the school upgrades classroom infrastructure with smart boards, computers, and internet connectivity to bridge the digital divide and provide students with modern educational aids. This infrastructure is supported by consistent funding from the GVM donor network.

- **Elevating Teaching Quality and Methodology**

  The school employs highly qualified & experienced staff and maintains a focus on inclusive education and advanced pedagogy. Solutions include providing continuous teacher training, which emphasizes digital tools, innovative teaching methodologies, and interactive learning to directly address the shortage of skilled educators.

- **Holistic Development and Value-Based Education**

  To create self-reliant individuals, BPS provides a curriculum that is not only knowledge-based but also skills-based and value-based. This is supplemented by regular classes, workshops, and camps focusing on personality development, spoken English, Art & Craft, Yoga, and Sports, offering essential co-curricular options missing in most schools.

- **Community and Parental Engagement**

  GVM's integrated approach involves the community to tackle the root causes of absenteeism and dropouts. BPS organizes parent-school workshops and regular meetings to actively involve parents, educating them on the importance of education and helping them support their children's learning outside of school hours.

- **Ensuring Accessibility**

  GVM manages financial funding to provide essential support services. This includes increasing funding for transport facilities, ensuring that geographical barriers do not prevent children, especially girls, from attending school regularly.

C) Meera Niketan School's Strategic Charter

Objective

- To provide quality primary and secondary education to female students with emphasis on inclusive learning, safety, teacher support, and access to resources, focusing on addressing rural educational challenges.
- To nurture academically competent, socially responsible young girls by creating a safe, motivating, and resourceful learning environment, supported by committed educators and community involvement.

Problem

- **Gender Disparities & Safety Concerns**
  - Girls face higher risk of dropping out due to lack of safe, supportive school environments and insufficient sanitation facilities.
  - Social barriers restrict equal opportunities for girls' education in the region.
- **High Stress & Limited Career Guidance**
  - Students preparing for board exams face stress due to lack of counselling, mentoring, and structured career guidance.
  - Diverse learner abilities, particularly slow learners, remain underserved in traditional classroom models.
- **Limited Access to Modern Learning Resources**
  - Most rural schools lack smart classrooms, labs, libraries, and internet access.
  - Students miss exposure to digital education and practical learning, putting them at a disadvantage compared to urban peers.
- **Socio-Economic Barriers & Dropouts**
  - Poverty and economic pressures often force children, especially from marginalized communities, to discontinue schooling.
  - Limited awareness about scholarships and financial aid options reduces access to continued education.
- **Weak Extracurricular & Holistic Development Opportunities**
  - Rural children have limited opportunities for sports, arts, and extracurricular activities due to lack of infrastructure and trained staff.
  - This affects all-round personality development and confidence-building.
- **Educational Gaps in Sardarshahr**
  - Children in Sardarsahar face weak foundational learning due to poverty, parental illiteracy, and lack of early educational support.
  - Many rural schools are under-resourced, with overcrowded classrooms and outdated teaching methods

Solution

- **Accessible & Inclusive Quality Education**
  o Meera Niketan School provides primary and secondary education with a focus on inclusivity, ensuring girls enrolment specially from disadvantaged backgrounds.
  o Value-based education integrates academics with social responsibility and life skills.

- **Safe & Supportive Learning Environment for Girls**
  o Meera Niketan School has prioritized separate sanitation facilities, safe classrooms, and secure school infrastructure to encourage girls' education.
  o Special awareness drives and community outreach motivate families to continue girls' schooling.

- **Scholarships & Financial Aid**
  o GVM facilitates scholarships, fee concessions, and financial support for economically weaker families.
  o Awareness campaigns and support in applications help maximize scholarship uptake.

- **Counselling, Mentorship & Career Guidance**
  o Structured counselling sessions, stress management workshops, and career guidance programs help students cope with exam pressure and plan their future.
  o Teachers provide personalized attention and differentiated learning support for slow learners.

- **Extracurricular & Holistic Development**
  o Investments in sports, arts, and cultural programs ensure well-rounded student development.
  o Qualified coaches and activity staff help students develop confidence, leadership, and creativity.

- **Teacher Development & Continuous Training**
  o Regular teacher training workshops focus on inclusive pedagogy, use of technology, and child-centric learning.
  o Feedback systems ensure teachers adapt to student needs and community expectations.

GVM Schools' Evaluation under REEIS Framework

- **Relevance**

GVM Schools address comprehensive educational needs spanning pre-primary to senior secondary levels, especially for rural and disadvantaged populations. The Schools fulfil vital regional educational requirements, promoting inclusivity and equal access to learning opportunities.

- **Effectiveness**

The schools demonstrate strong educational outcomes through bilingual learning environments (Hindi and English), diverse co-curricular programs, and a learning-by-doing pedagogy. Their emphasis on personality development, creativity, and social awareness ensures that education contributes to holistic personal growth rather than rote learning.

- **Efficiency**

Resource utilization across GVM Schools is optimized through shared campus facilities, skilled faculty, and synergy with IASE University's academic infrastructure. This integration allows for improved curriculum management, teacher training, and the efficient use of human and material resources.

- **Impact**

The schools have made a transformative impact in rural education by extending formal schooling to over 10 villages and supporting non-formal learning centres in more than 35 villages. Through these efforts, GVM Schools have significantly improved literacy rates, gender parity in education, and overall educational accessibility in the region.

- **Sustainability**

Sustainability is anchored in institutional governance, government recognition, and a steady pipeline of trained educators through teacher training programs under GVM. The schools' long-standing reputation, community trust, and alignment with both national priorities and Gandhian principles ensure the continuity and long-term success of their educational mission.

IASE University

IASE University, officially known as the Institute of Advanced Studies in Education (Deemed to be University), began as a modest educational initiative amidst the challenging terrain of the Thar Desert. Over the decades, it has evolved into a renowned centre of learning, offering a seamless continuum of education—from the primary level to post-doctoral research. Situated in the heart of rural Rajasthan, IASE stands as a beacon of academic excellence, innovation, and social commitment, dedicated to promoting lifelong learning and societal upliftment.

Recognized as a Deemed-to-be University in 2002 under the UGC Act, IASE remains deeply rooted in the ideals of Gandhi Vidya Mandir (GVM). Its guiding philosophy emphasizes value-based education, holistic development, and humanistic growth. The university empowers students through rigorous academic training, critical inquiry, and social responsibility, grounded in Gandhian principles of non-violence (Ahimsa), universal brotherhood (Sarvodaya), and service to humanity (Seva).

IASE University Main Campus

IASE University Library

IASE University's Strategic Charter

Objective

- To provide high-quality, inclusive tertiary education and research opportunities with a focus on career advancement, employment, and entrepreneurship.
- To be a leading institution nurturing future leaders with values of social responsibility, inclusivity, and academic excellence, contributing to educational upliftment at all levels.

Problem

- **Geographical & Regional Backwardness**
  - Churu district lies in the arid desert belt of Rajasthan, with historically limited access to higher education.
  - Students often migrate long distances to cities for university education, leading to high costs and increased dropouts.
- **Low Gross Enrolment in Higher Education**
  - Rural families, especially from marginalized communities, cannot afford higher studies, leading to low enrolment ratios.
  - Women face additional social and cultural barriers in accessing university-level education.
- **Shortage of Trained Teachers & Professionals**
  - Schools in rural Rajasthan suffer from teacher shortages and lack of trained educators, weakening the entire education pipeline.
  - Limited local institutions for teacher training restricts professional development opportunities.
- **Inadequate Infrastructure & Technology Gaps**
  - Most rural colleges lack modern teaching facilities, libraries, research infrastructure, and ICT-enabled learning tools.
  - Students from remote villages remain excluded from the digital transformation in higher education.
- **Gender Disparities & Safety Concerns**
  - Girls face higher risk of dropping out due to lack of safe, supportive environments and insufficient sanitation facilities.
  - Social barriers restrict equal opportunities for girls' education in the region.
- **Brain Drain & Limited Local Opportunities**
  - Talented students leave for Jaipur, Delhi, or other metros due to lack of local opportunities, causing regional brain-drain.
  - Absence of career guidance, entrepreneurship support, and research opportunities makes higher education less impactful locally.

Solution

- **Accessible Higher Education in Rural Rajasthan**
  - With a deemed-to-be university in Sardarshahr, IASE brings higher education directly to a rural desert region where no such facility previously existed.
  - This reduces migration, lowers education costs, and makes university-level learning accessible to first-generation learners.
- **Inclusive Education & Scholarships**
  - IASE University provides scholarships and financial aid, particularly for deserving and marginalized groups, enabling equitable access.
  - Special outreach programs encourage rural families to send children, especially daughters, to pursue higher education.
- **Teacher Training & Professional Development**
  - As a specialized Institute of Advanced Studies in Education, IASE produces trained teachers, researchers, and education professionals who directly strengthen the schooling system of Rajasthan.
  - Regular faculty training, pedagogy innovation, and research initiatives ensure a strong teacher workforce for the region.
- **Modern Infrastructure & ICT Integration**
  - The university is developing e-learning tools, modern laboratories, and libraries to bridge the digital divide.
  - Remote learning and digital resources allow students from scattered rural areas to access high-quality education.
- **Skill Development, Employability & Entrepreneurship**
  - Career services, skill-building courses, and entrepreneurship cells equip students for employability beyond traditional teaching roles.
  - Linkages with industries, NGOs, and government agencies provide internships and placements.
- **Women Empowerment & Rural Upliftment**
  - GVM runs community outreach programs focusing on women's literacy, empowerment, and higher education participation.
  - University graduates serve as role models and resource persons for rural schools and communities, creating a cycle of upliftment.
- **Value-Based & Sustainable Education**
  - True to Gandhi Vidya Mandir's mission, the university integrates values, ethics, and social responsibility into higher education.
  - Students are encouraged to contribute to rural development, health, environment, and social reforms, making education socially meaningful

IASE University's Evaluation under REEIS Framework

- **Relevance**

Since its inception, IASE University has addressed India's pressing need for quality teacher education and rural-oriented higher learning. By offering programs at undergraduate, postgraduate, and doctoral levels, it contributes to national education priorities and aligns with Sustainable Development Goal (SDG) 4: Quality Education.

- **Effectiveness**

IASE demonstrates notable effectiveness through its diverse academic structure, comprising the Faculty of Education, Faculty of Science, and Faculty of Arts and Social Sciences. The university's strong research culture is reflected in its doctoral programs, educational research projects funded by the MHRD and Government of India, and its commitment to innovations that enhance teaching and learning quality.

- **Efficiency**

Operational efficiency is evident in the 200-acre integrated campus, which supports multiple educational levels and includes residential hostels, research facilities, and shared academic infrastructure. Accreditation by NAAC with a "B+" grade validates the university's adherence to high standards in academic management, quality assurance, and resource utilization.

- **Impact**

IASE has made a transformative national impact by producing thousands of trained teachers serving across India. As the first rural university model in the country, it has advanced educational access in underserved regions, fostered community-cantered adult learning programs, and contributed to educational policy research and teacher capacity building at a national level.

- **Sustainability**

IASE's sustainability is reinforced by UGC recognition, government funding, and a diversified academic portfolio spanning multiple disciplines. With an institutional legacy of over 75 years, the institution's integration within the Gandhi Vidya Mandir framework ensures long-term stability, academic continuity, and commitment to the cause of rural development and inclusive education.

SBLD Ayurvedic Medical College & Hospital

SBLD Ayurvedic Medical College & Hospital, established under the aegis of Gandhi Vidya Mandir (GVM), is dedicated to preserving, promoting, and advancing the ancient science of Ayurveda through excellence in education, research, and healthcare services.

Founded in 1955, the institution seeks to harmonize classical Ayurvedic knowledge with modern scientific understanding, cultivating practitioners who embody holistic healing, professionalism, and compassion.

With a firm foundation in ethical values, academic rigor, and patient-cantered care, SBLD Ayurvedic Medical College & Hospital stands as a living expression of GVM's vision—serving humanity by fostering health, wellness, and sustainable community development.

SBLD Ayurvedic Medical College & Hospital Sardarshahr Building

Laboratory Products: Sarv, Saffron, Kridajadi (Cordyceps Militaris)

SBLD College's Strategic Charter

Objective

- To provide quality Ayurvedic education, healthcare services, and research that promote traditional healing with modern integration, focusing on student skill development, patient care, and faculty excellence.
- To be a leading Ayurvedic institution blending classical knowledge and current scientific methods, educating competent practitioners, providing compassionate healthcare, and advancing research for community wellbeing.

Problem

- **Limited Access to Quality Medical Services**
  A significant shortage of both infrastructure and skilled personnel, making it difficult for residents in rural and low-income areas, to receive adequate medical attention.

- **Medical Education Gap**
  A lack of medical education programs that effectively integrate and align with traditional Indian medicinal systems creates a shortage of practitioners who can provide culturally relevant care.

- **High Cost and Affordability Gap**
  Affordable healthcare remains elusive for many, forcing low-income families to forego necessary treatment or incur crippling debt. This highlights a critical need for subsidized or low-cost options.

- **Lack of Preventive Care Awareness**
  The community has a low level of awareness regarding basic preventive health measures, including the importance of regular check-ups, early disease detection, and simple lifestyle adjustments.

- **Hygiene and Nutrition Deficits**
  Insufficient knowledge about proper hygiene and balanced nutrition is a significant contributing factor to prevalent health issues and poor long-term well-being.

- **Demand for Accessible Traditional Practices**
  There is a pronounced need for healthcare options that are affordable, accessible, and deeply rooted in traditional Indian systems of medicine (like Ayurveda or Unani). These systems often resonate more with local communities and can be more sustainable.

Solution

- **GVM's SBLD Ayurvedic College & Hospital**
  The Shri Bhanwar Lal Dugar Ayurved Vishva Bharti (SBLD Ayurveda College and Hospital) was established to address macro-level challenges in ayurvedic education and the healthcare sector by providing a holistic approach to health and wellness. It has a longstanding reputation for Ayurvedic education and healthcare in the region, anchored in traditional values integrated with modern pedagogical practices.

- **Quality Medical Education**
  As a unit of GVM, the college provides quality Ayurvedic education to create competent practitioners who can serve the community. It offers undergraduate programs Bachelor of Ayurvedic Medicine and Surgery (BAMS) and has well-qualified and experienced staff. The institution also focuses on research and integrates modern diagnostic facilities into its curriculum to provide students with a comprehensive education.

- **Affordable and Accessible Healthcare**
  The hospital provides free and subsidized treatments to benefit low-income populations. Through its well-equipped facility, it offers various services, including a 100-bed hospital and outpatient department. It also runs a mobile medical unit to serve adjoining villages and conducts regular medical camps to provide health services at the grassroots level.

- **Accreditations and Registrations:**
  The institution holds necessary government registrations and complies with national standards such as NAAC and NABH accreditation frameworks, which are actively pursued for quality improvement.

- **Community Health and Education**
  GVM, in association with the college, organizes monthly health awareness camps to educate the public on disease prevention and health maintenance based on Ayurvedic principles. The hospital's staff also educates community members on hygiene, family planning, and nutrition.

- **Preservation and Advancement of Ayurveda**
  SBLD Ayurveda College and Hospital is committed to preserving and advancing Ayurvedic knowledge. The college operates a GMP-certified pharmacy that manufactures over 100 different Ayurvedic formulations, ensuring the availability of quality traditional medicines for the hospital and practitioners. Students are given practical training in the pharmacy, providing them with hands-on experience. The institution also has a large herbal garden with more than 300 species of medicinal plants for practical demonstration and research.

SBLD Ayurvedic Medical College & Hospital's Evaluation under REEIS Framework

- **Relevance**

SBLD Ayurvedic Medical College & Hospital plays a pivotal role in the preservation, education, and promotion of traditional Indian medicine systems. With an annual intake of 60 students in the Bachelor of Ayurvedic Medicine and Surgery (BAMS) program and affiliation to Dr. Sarvepalli Radhakrishnan Rajasthan Ayurved University, the institution contributes meaningfully to the national AYUSH mission and the development of India's indigenous healthcare sector.

- **Effectiveness**

The college demonstrates strong academic and clinical effectiveness through its 4.5-year BAMS program, a fully functional 100-bed teaching hospital, and an herbal garden cultivating over 300 medicinal plant species. It consistently produces academically distinguished graduates, including gold medallists, and holds recognition from the Central Council of Indian Medicine (CCIM)—affirming its high educational standards.

- **Efficiency**

Operational efficiency is achieved by integrating education, healthcare services, and research within a shared campus ecosystem supported by GVM's infrastructure. The institution also manages in-house Ayurvedic medicine production, including formulations such as *Sarvjvarhar Churn*, while conducting community health outreach programs that optimize resource utilization and practical learning.

- **Impact**

The college has made a significant regional and social impact by safeguarding traditional Ayurvedic knowledge, training a large number of qualified practitioners, and ensuring accessible, affordable healthcare for rural and underserved populations. Through regular medical camps, awareness programs, and AYUSH promotional activities, it advances natural healing practices and supports community wellness.

- **Sustainability**

Sustainability is reinforced by government recognition, a legacy of trust as Rajasthan's oldest Ayurvedic institution, and integration within GVM's comprehensive educational framework. Its robust alumni network, ongoing institutional collaborations, and research initiatives ensure continued growth and relevance in India's evolving healthcare landscape.

Balgriha Orphanage

The Balgriha of Gandhi Vidya Mandir (GVM) was established in 1976 with only two destitute children, embodying GVM's enduring commitment to compassion and social responsibility. Within the same year, it grew rapidly to accommodate 37 children and received a dedicated building through the generous support of donors and well-wishers.

Since then, the institution has evolved into a safe, nurturing, and value-based home guided by GVM's philosophy of universal brotherhood and human welfare. Balgriha provides a balanced environment that promotes moral development, self-reliance, and academic progress. Beyond child welfare, the institution contributes to the broader community by extending voluntary support and services during festivals, pilgrimages, and public welfare events.

A dedicated Project Management Unit (PMU) oversees the daily operations of the home. The PMU coordinates closely with community leaders, government departments, and partner NGOs to ensure effective management, compliance with child welfare standards, and consistent resource mobilization for better living conditions and long-term sustainability.

The beneficiary profile of the Balgriha includes both boys and girls from Lower Kindergarten to Class XII, representing children from economically disadvantaged, socially marginalized, and vulnerable backgrounds—including orphans, semi-orphans, and children lacking safe family environments. Ongoing support from donors, volunteers, and institutional resources ensures sustained care for every child.

Balgriha Destitute Children's Home Sardarshahr

Balgriha Orphanage's Strategic Charter

Objective

- To create a safe, nurturing home environment for underprivileged children that fosters their holistic growth—physically, mentally, and educationally—preparing them to become responsible and empowered citizens.

Problem

- **Poverty-Induced Insecurity**
  Widespread poverty creates an environment of pervasive insecurity, directly impacting well-being and future prospects of the children at Sardarshahr and nearby areas.

- **Inadequate Basic Necessities**
  Vulnerable children routinely face lack of secure living environments including absence of safe and stable shelter.

- **Insufficient Nutrition and Poor Hygiene Facilities**
  Chronic inadequate access to necessary dietary needs and substandard or non-existent sanitation and hygiene resources.

- **Deficiencies in Child Protection and Support**
  Many children are left without primary caregivers due to severe illness, disability, abandonment, or family breakdown, placing them at immediate risk. These unprotected children are highly susceptible to neglect and exploitation. Lack of supervision leads to increased vulnerability to abuse.

- **Social Exclusion**
  Many children are marginalized from community life and resources. There are a critical shortage of both formalized educational support and the essential emotional care needed for healthy psychological development.

- **Systemic Service Gaps and Needs**
  Existing government infrastructure and socio-economic support systems often fail to adequately deliver essential services to the most at-risk children.

- **Crucial Need for Residential Care**
  There is a pronounced need for safe residential care units that can offer a secure and protective environment along with integrated support for holistic growth.

Solution

- **GVM's Balgriha Destitute Children Home**
  GVM's Balgriha in Sardarsahar, Churu, directly addresses regional vulnerabilities through a comprehensive, child-centered residential care program. The initiative is designed to provide security, education, and emotional support in a nurturing, family-like setting.

- **Foundational Care and Well-being**
  Balgriha provides fundamental security through safety, nutritious meals, clean clothing, and structured hygiene practices. The quality of these provisions is systematically monitored.

- **Health and Medical Access**
  Children receive regular medical check-ups and free essential medicines. The facility ensures access to professional health experts through collaboration with Ayurved Vishwa Bharti, integrating traditional and modern healthcare.

- **Emotional and Psychological Support**
  Social well-being is fostered by employing trusted caregivers, organizing structured recreational activities, and incorporating Yoga and psychological support to ensure emotional needs are met.

- **Education and Skill Development**
  Education is a core focus, beginning with mandatory school enrolment. This is supplemented by personalized mentoring to help overcome academic barriers resulting from deprived backgrounds.

- **Modern Learning Resources**
  Children benefit from access to modern educational tools, including a dedicated computer lab, libraries, and reading rooms, promoting literacy and technical skills.

- **Value and Creative Skill Building**
  The initiative hosts value-education camps and encourages participation in cultural events, helping children develop strong moral character, creative abilities, and essential professional skills.

- **Continuous Improvement**
  The program actively solicits feedback from the children themselves and collaborates with donors and educational partners. This process allows Balgriha to continuously evolve its services, ensuring it remains an empowering, discrimination-free, and nurturing environment for the region's most vulnerable children.

Balgriaha Orphanage's Evaluation under REEIS Framework

- **Relevance**

Balgriha directly addresses the pressing social challenge of child neglect and destitution in rural Rajasthan. It provides comprehensive care and protection for orphaned, disabled, and vulnerable children, aligning closely with India's National Child Protection Policy and Juvenile Justice framework, as well as SDG 1 (No Poverty), SDG 2 (Zero Hunger), and SDG 4 (Quality Education).

- **Effectiveness**

The institution demonstrates strong effectiveness through its integrated model of care, combining education, nutrition, healthcare, and character development. Key facilities include recreation and sports areas, computer labs, and specialized services for physically challenged children. Education is complemented with life skills training, moral education, and spiritual guidance, ensuring the overall well-being and capacity development of each child.

- **Efficiency**

Balgriha efficiently utilizes resources through institutional backing from GVM's shared campus infrastructure. Medical services are supported by SBLD Ayurvedic Medical College and Hospital, while administrative and educational resources are coordinated through GVM's network. The facility, comprising 8 halls and 16 rooms, is equipped with essential amenities that maximize cost-effectiveness and deliver comprehensive care.

- **Impact**

The Balgriha has a transformative social impact, enabling children from vulnerable backgrounds to integrate successfully into mainstream society as educated, skilled, and self-reliant individuals. Its long-term outcomes include breaking intergenerational cycles of poverty, reducing social exclusion, and fostering responsible citizenship.

- **Sustainability**

A strong sustainability framework underpins the Balgriha's operations through institutional governance, transparent donor engagement, and integration with GVM's educational ecosystem. The combination of an established infrastructure, community trust, and ethical stewardship ensures the program's continuity, credibility, and long-term social relevance.

Krishi Vigyan Kendra (KVK)

Gandhi Vidya Mandir's Krishi Vigyan Kendra (KVK) is a district-level Farm Science Centre committed to advancing agricultural development, farmer training, and rural innovation. The KVK serves as a dynamic hub for technology transfer, scientific farming practices, and sustainable livelihood enhancement.

Established in 1993 under the mandate of the Indian Council of Agricultural Research (ICAR), the Centre bridges the gap between research, extension, and practice. Through training programs, field demonstrations, on-farm trials, and capacity building, it empowers farmers to adopt improved agricultural methods suited to the region's arid and drought-prone conditions.

Beyond productivity enhancement, the KVK plays a critical role in educating farmers on crop diversification, water and soil conservation, integrated pest management, and efficient resource utilization. It also facilitates innovation-led agrarian growth while promoting eco-friendly and climate-resilient agriculture, aligning closely with GVM's vision of integrated rural development and self-reliance.

Inauguration plaque of Krishi Vigyan Kendra (KVK) building

Farmer Awareness and Training Session at Krishi Vigyan Kendra

Krishi Vigyan Kendra's Strategic Charter

Objective

- To provide farmers and villagers with practical skills, improved technologies, and targeted interventions that increase crop yields, household incomes, and local quality of life, with a special focus on empowering women through skill development and enterprise formation
- To enable equitable, sustainable rural development by integrating agriculture, livelihood training, and social outreach for Sardarshahar and surrounding regions

Problem

- **Low Agricultural Productivity & Drought Conditions**
  - Desert climate of Churu leads to frequent droughts, water scarcity, poor soil fertility.
  - Farmers rely on traditional practices with limited exposure to improved seeds, irrigation methods, and crop diversification. This results low crop yields, poor fodder availability, and food insecurity.
- **Economic Instability & Migration**
  - With agriculture as the primary livelihood, income instability forces youth to migrate to cities for work.
  - Seasonal migration disrupts families and weakens rural social structure.
- **Limited Awareness of Modern Technology & Sustainable Practices**
  - Farmers have inadequate access to updated knowledge on micro-irrigation, integrated nutrient management, pest control, and climate-resilient crops.
  - Lack of mechanization further reduces productivity.
- **Gap in Extension Services & Government Scheme Utilization**
  - Many farmers remain unaware of government subsidies, crop insurance, or schemes that could improve their economic stability.
  - Weak institutional outreach leaves these benefits underutilized.
- **Weak Women's Participation in Livelihoods**
  - Despite their active role in agriculture, women often lack access to training, skills, and markets.
  - Cultural barriers and limited chances keep women outside formal economic activity.
- **Poor Market Linkages & Value Addition**
  - Farmers lack collective bargaining power and access to better markets.
  - Absence of value addition (processing, packaging) reduces income potential from crops and household enterprises.

Solution

- **GVM's Krishi Vigyan Kendra (KVK)**
  - KVK offers holistic rural development through agricultural innovation, women's economic empowerment, and capacity building.
  - KVK reaches local farmers and SHGs (Self Help Groups) via participatory training, technology demonstrations (e.g., micro-irrigation, INM, nutritional gardens), and follow-ups using digital channels.

- **Agricultural Training & Demonstration**
  - KVK provides hands-on training in seed treatment, crop diversification, soil health management, and micro-irrigation.
  - Demonstration plots show farmers the practical benefits of improved practices in real conditions.

- **Water & Climate Resilience**
  - Promotion of water-saving methods (drip irrigation, sprinklers, rainwater harvesting).
  - Training on drought-resistant crops, organic farming, and sustainable nutrient management.

- **Women's Empowerment & SHGs**
  - KVK conducts skill development for women in food processing, stitching, pickling, nutritional gardens, and Self-Help Group (SHG) formation.
  - Women's enterprises are supported with market linkages and micro-finance opportunities.

- **Market Linkages & Value Addition**
  - GVM's KVK connects farmers and SHGs with cooperatives, local markets, and government procurement systems.
  - Training in packaging, branding, and small-scale processing increases profitability.

- **Digital & Continuous Support**
  - Farmers and women are connected through WhatsApp and SMS groups for regular advisories, seasonal guidance, and quick troubleshooting.
  - This ensures year-round support, not just during training sessions.

- **Government Scheme Facilitation**
  - The KVK helps farmers access subsidies for micro-irrigation kits, improved seeds, solar pumps, and crop insurance.
  - Guidance is provided for documentation and follow-up to ensure schemes reach the beneficiaries.

Krishi Vigyan Kendra's Evaluation under REEIS Framework

- **Relevance**

KVK responds directly to the agricultural productivity and resource management challenges faced by the drought-prone regions of Churu district. By focusing on technology dissemination, sustainable farming systems, and farmer education, it actively supports national priorities in food security, rural livelihood enhancement, and climate resilience under the ICAR framework.

- **Effectiveness**

The Centre demonstrates strong effectiveness through its comprehensive outreach model that includes on-farm trials, front-line demonstrations, and capacity-building programs for farmers, rural youth, and farm women. It also provides quality seeds, planting materials, bio-fertilizers, and organizes awareness campaigns on soil health, water conservation, and food security during key observances such as World Food Day.

- **Efficiency**

With integrated demonstration farms, training facilities, and laboratories, the KVK ensures efficient operations through joint efforts of scientists, extension personnel, and farmer networks. Its convergence-based approach enhances cost-effectiveness while delivering wide geographic coverage across the Churu district.

- **Impact**

The KVK has made a substantial impact by improving crop yields, increasing adoption of modern techniques, and building the capacity of rural communities to manage agricultural risks effectively. It has become a trusted knowledge and resource centre for sustainable agriculture, contributing to higher incomes, better nutrition, and environmental stewardship among local farming families.

- **Sustainability**

The long-term sustainability of the KVK is ensured by ICAR funding, institutional support from Gandhi Vidya Mandir, and strategic partnerships with government departments and agricultural universities. Its continued integration with national agricultural development schemes and strong farmer linkages guarantee enduring viability and consistent regional impact.

Gaushala Cowshed

Established in 1952, Gandhi Vidya Mandir's Gaushala serves as a dedicated sanctuary for the protection, care, and rehabilitation of cows, upholding India's cultural values of compassion and sustainability.

Located in the heart of the Thar Desert, the Gaushala provides a lifeline to sick, injured, and abandoned cattle, particularly in times of crisis such as the Lumpy Skin Disease (LSD) outbreak, which has affected thousands of animals across Rajasthan and Gujarat.

Supported by a team of dedicated staff and veterinary supervision, the Gaushala provides round-the-clock shelter services, nutritional, and medical care, combining allopathic treatments with Ayurvedic formulations, including its own effective in-house remedy for hundreds of animals.

By ensuring animal welfare and promoting sustainable dairy practices, the Gaushala supports both cultural heritage and rural economic resilience. The program aligns with SDG 15 – Life on Land. It also supports SDG 2, SDG 8, SG13.

Historically, the Gaushala received encouragement from national leaders such as Prime Minister Jawaharlal Nehru and Lal Bahadur Shastri, each contributing financial aid of ₹50,000—a legacy that underlines long-standing institutional integrity. Over the years, it has evolved from a cattle shelter into a centre for animal welfare, indigenous breed preservation, and rural resilience—an embodiment of GVM's holistic vision of service to life in all forms.

Gaushala's Strategic Charter

Objective

- To shelter and care for cows (589 as per latest data) ensuring good health, proper fodder, and veterinary care while producing milk, curd, and ghee that supports the institution's central kitchen and activities.
- To provide humane and sustainable care to cattle, supporting social and environmental well-being, and contributing to the nutritional needs of Gandhi Vidya Mandir institutions through high-quality dairy products.

Problem

- **Abandoned & Stray Cattle**
  - In the arid region of Churu, farmers often abandon non-milking or aging cows due to economic hardship.
  - Stray cattle wander in towns and fields, leading to traffic hazards, crop destruction, and animal suffering.

- **Drought & Scarcity of Fodder**
  - The desert climate and frequent droughts in the region limit green fodder availability.
  - During lean seasons, cattle face acute food shortages, leading to malnutrition, poor health, and lower productivity.

- **Lack of Veterinary Care & Shelter**
  - Villages lack adequate veterinary infrastructure and emergency services.
  - Injured, diseased, or weak cattle remain untreated, leading to high mortality rates.

- **Cultural & Religious Responsibility**
  - Cows hold deep cultural and spiritual significance in Rajasthan, yet many are neglected due to poverty and lack of resources.
  - Communities feel a moral duty to protect cows but lack organized facilities.

- **Environmental & Social Concerns**
  - Stray cattle overgraze scarce land resources, aggravating desertification.
  - Without proper Gaushalas, the region faces both ecological imbalance and social disputes over cattle management.

Solution

- **GVM's Gaushala (Cowshed)**
  - The Gaushala is a critical part of Gandhi Vidya Mandir operations, with a history since 1952.

- **Shelter & Care for Abandoned Cattle**
  - GVM's Gaushala provides permanent shelter for nearly 600 cows, protecting them from abandonment, starvation, and accidents.
  - Special segregation is done for healthy, sick, and aged cattle to ensure focused care.

- **Fodder & Nutrition Security**
  - The Gaushala ensures supply of balanced fodder — dry, green, and nutritious supplements.
  - Collaboration with Krishi Vigyan Kendra (KVK) supports improved fodder production and feeding practices.

- **Veterinary & Emergency Services**
  - Regular health checkups by veterinarians and para-vets are conducted to reduce disease spread.
  - Emergency care (ambulance, medical kits, vaccinations) is being developed to strengthen animal welfare.

- **Sustainable Dairy Integration**
  - Milk, curd, and ghee from healthy cows are supplied to Gandhi Vidya Mandir's central kitchens, supporting hundreds of students and staff.
  - This creates a self-sustaining food ecosystem, where animal care directly supports human nutrition.

- **Environmental Sustainability**
  - Use of biogas and solar energy reduces operational costs and promotes eco-friendly Gaushala management.
  - Organic manure from cattle is recycled into agriculture, improving soil health and reducing chemical fertilizer dependence.

- **Community Education & Value Preservation**
  - The Gaushala demonstrates humane cattle management to surrounding villages, inspiring better practices.
  - It preserves the cultural ethos of cow protection while combining modern scientific management

Gaushala Cowshed's Evaluation under REEIS Framework

- **Relevance**

The Gaushala plays a vital role in livestock protection, rural livelihoods, and cultural preservation. At a time when the Lumpy virus epidemic affected over 30,000 cattle in Rajasthan and Gujarat, its relevance became even more pronounced. The initiative contributes simultaneously to animal welfare, economic stability for rural families, and the promotion of traditional Indian values through sustainable dairy activities and indigenous cattle conservation.

- **Effectiveness**

The Gaushala demonstrates strong operational effectiveness through a comprehensive care model—providing treatment to over 1,000 infected cows during the Lumpi outbreak, formulating Gaushudha (a cow-based natural medicine), and maintaining high-performing Raathi cows capable of yielding up to 25 litres of milk per day.

- **Efficiency**

Operational efficiency is ensured through in-house breeding programs, Ayurvedic medicine production in collaboration with SBLD Ayurvedic Medical College & Hospital, and value-added processing, such as the conversion of milk into ghee and other dairy products. The Gaushala also serves as a training and demonstration centre for sustainable animal husbandry, with successful model replication efforts in other regions, including Kiritpur (Chhattisgarh).

- **Impact**

The Gaushala has made a transformative regional impact by saving cattle lives during disease outbreaks, supporting local dairy-based livelihoods, and preserving indigenous Raathi breed renowned for their resilience. The production of Gaushudha and related herbal remedies provides affordable and accessible treatment options for nearby farming communities, while the distribution of milk and dairy products supports the nutritional needs of students, staff, and community programs under Gandhi Vidya Mandir.

- **Sustainability**

The project's sustainability is secured through diversified income streams, including the sale of milk products, ghee, and breeding services, combined with continued government recognition and community support. Integration with GVM's Ayurvedic research and agricultural ecosystem further ensures the Gaushala's self-reliance, continuity, and social relevance.

Skilling Unit

The Skilling Unit of Gandhi Vidya Mandir (GVM) stands as a cornerstone initiative dedicated to advancing skill-based education and workforce readiness. Designed to bridge the gap between education and employability, the unit strengthens youth capabilities through the strategic integration of technology, training innovation, and programmatic excellence.

Aligned with the Government of India's Skill India Mission, the Skilling Unit focuses on empowering youth from rural and semi-urban areas with industry-relevant technical and vocational skills. Its programs build lifelong competencies that enable trainees to thrive in a fast-changing employment landscape while supporting inclusive economic growth and sustainable livelihoods.

The unit actively implements national flagship programs such as the Deen Dayal Upadhyay Grameen Kaushal Yojana (DDUGKY), in collaboration with the Ministry of Rural Development (MoRD) and the Rajasthan Skill and Livelihoods Development Corporation (RSLDC). Through these partnerships, GVM's Skilling Unit trains hundreds of beneficiaries across Rajasthan, fostering economic mobility and local empowerment.

Serving as a catalyst for transformation, the Skilling Unit cultivates practical expertise, problem-solving ability, and adaptability among rural youth—helping them meet the challenges of the modern workforce while contributing to India's vision of self-reliant communities.

Training and Residential Facilities for Trainees at Skill Unit

Skilling Unit's Strategic Charter

Objective

- To empower rural youth by providing certified vocational and technical skills training that enhances employability, entrepreneurial ability, and self-confidence.
- To bridge the employability gap in rural Rajasthan through inclusive, industry-relevant skill development, focusing on marginalized groups, especially women, to foster economic independence and social upliftment.

Problem

- **Pervasive Employability Gap**
  A major issue is the widespread lack of certified vocational and technical skills. This directly hinders the economic independence and social progress of the local population.

- **Infrastructure Deficiencies**
  The region suffers from an absence of quality skill training infrastructure equipped with modern, relevant equipment necessary for contemporary job markets.

- **Insufficient Practical Experience**
  There is a compounding problem due to a lack of robust placement and internship opportunities, which are essential for trainees to gain real-world experience and secure employment.

- **Barriers to Participation and Completion**
  Disadvantaged youth and women often face difficulty participating in and completing training programs due to the lack of adequate financial assistance, such as low or absent stipends, making sustained enrolment unaffordable.

- **Critical Need for a Skill Development Centre**
  A dedicated Skill Development Centre is critically needed to provide structured training that directly addresses the current market demand.

- **Fostering Self-Reliance:**
  The primary goal of such a centre must be to foster self-confidence and self-reliance among the rural population, transforming them into economically productive members of the community.

Solution

- **GVM's Skilling Unit**

  o GVM's Skill Development Centre provides a holistic approach to vocational training.
  o It has successfully focused on empowering rural youth and women with vocational skills addressing local market demands, such as tailoring, computer applications, ICT, and home industry skills.

- **Strengthening Employability and Entrepreneurship:**

  o The centre focuses on providing market-relevant, hands-on training to rural youth and women in areas such as tailoring, computer applications, and home industry skills.
  o It works to strengthen partnerships with employers and organizes job fairs to improve placement linkages and internship opportunities.
  o The centre also aims to develop longer, advanced modules and specialized courses to meet evolving industry needs and enhance entrepreneurial skills.

- **Gender Equity:**

  o The centre's focus on gender-inclusive training has resulted in notable female participation, promoting social equity and empowerment
  o To address the issue of low stipend support, GVM plans to increase financial aid and scholarships to attract and retain more disadvantaged trainees.

- **Continuous Improvement and Accountability:**

  o The centre uses an approach of continuous feedback and alumni tracking to ensure the program remains relevant and effective.
  o By implementing alumni tracking systems and establishing a career counselling cell, the Centre can monitor long-term outcomes and maintain strong community linkages.

- **Infrastructure Modernization:**

  o GVM is committed to upgrading its training infrastructure by incorporating modern labs and ICT tools to ensure that trainees learn with up-to-date equipment.
  o The centre plans to expand this by adding smart labs and digital kiosks to enhance the learning environment.

Skilling Unit's Evaluation under REEIS Framework

- **Relevance**

The Skilling Unit directly addresses India's pressing skill development and rural employment challenges, complementing the Skill India Mission and National Rural Livelihoods framework. It targets skill gaps among youth and supports pathways to dignified employment in both formal and informal sectors.

- **Effectiveness**

The Unit demonstrates strong effectiveness through structured, industry-aligned training programs focused on skill proficiency, job readiness, and enterprise development. With a mandate to train under DDUGKY in Rajasthan, it prioritizes hands-on learning, employability, and digital competency, ensuring trainees are fully equipped for sustained career progression.

- **Efficiency**

Efficiency is achieved through effective utilization of government funding, institutional infrastructure, and technology-enabled management systems. The Skilling Unit operates in partnership with RSLDC and national agencies, ensuring accountability, performance monitoring, and optimal resource deployment for training delivery.

- **Impact**

The Unit generates skilled manpower, reduces unemployment in rural areas, and stimulates local economic development. By addressing the imbalance between skill supply and industry demand, GVM's Skilling Unit enhances income generation, entrepreneurial capacity, and community resilience, contributing directly to India's socio-economic progress.

- **Sustainability**

Sustainability is rooted in strong government and institutional support, continuous policy alignment, and a curriculum cantered on employable and market-relevant skills. The program's integration within GVM's long-standing education and development ecosystem ensures consistent impact, scalability, and long-term relevance to India's evolving workforce needs.

Prannath Hospital Sardarshahr

Prannath Hospital, located within the Gandhi Vidya Mandir (GVM)'s SBLD College & Hospital campus in Sardarshahar, Rajasthan, stands as a cornerstone of GVM's healthcare mission—dedicated to delivering compassionate, ethical, and high-quality medical care to the local community and surrounding rural regions. The hospital is in final stages of it launch that is scheduled in early 2026.

Its blended allopathy–Ayurveda model introduces an innovative healthcare continuum that harmonizes traditional healing wisdom with modern medical science, promoting trust and long-term wellness in the community. Guided by the values of service, empathy, and social responsibility, the hospital will provide a comprehensive range of healthcare facilities, including primary treatment, emergency response, diagnostic services, and specialty care.

The project's focus on addressing road accident injuries, maternal health issues, and the growing burden of lifestyle diseases underscores its critical regional importance. Its mobile medical clinic services further extend primary care to remote and rural populations, enhancing preventive and promotive healthcare delivery.

With its commitment to patient-cantered care, the hospital aims to serve people from all backgrounds—particularly those in rural and underserved populations—in alignment with GVM's vision of inclusive and affordable healthcare for all.

Note: A detailed Impact Assessment of Prannath Hospital Sardarshahr is conducted separately by the Prime Charity Foundation.

Prannath Hospital Sardarshahr Architectural Drawing

Prannath Hospital's Evaluation under REEIS Framework

- **Relevance**

Prannath Hospital directly addresses the healthcare access gap in Sardarshahar tehsil, a region of over 500,000 people where medical infrastructure remains limited. The planned 250-bed multi-specialty hospital (150 beds in Phase I) responds to WHO-recommended standards for hospital-bed-to-population ratios.

- **Effectiveness**

The hospital demonstrates high effectiveness through its integrated medical approach, offering both allopathic and Ayurvedic healthcare services under one roof. Equipped with modern diagnostic technology, specialized clinical departments, and a round-the-clock emergency response unit, the institution ensures holistic, accessible, and timely medical intervention.

- **Efficiency**

Operational efficiency is anchored in a no-profit service model, balancing affordable healthcare for underprivileged communities with selective premium services that strengthen financial sustainability. The synergy between Prannath Hospital and the SBLD Ayurvedic Medical College optimizes shared infrastructure, equipment, and staff expertise—ensuring high-quality treatment while maximizing institutional resources.

- **Impact**

Prannath Hospital has the potential to create wide-reaching community impact by reducing preventable deaths, addressing emergency care deficits, and improving maternal and child health outcomes. Its blended allopathy–Ayurveda model introduces an innovative healthcare continuum that harmonizes traditional healing wisdom with modern medical science, promoting trust and long-term wellness in the community.

- **Sustainability**

The hospital's sustainability framework integrates diversified service delivery, state backing under various public schemes, and collaboration with medical education and allied health programs. Through this model—offering basic care for economically weaker sections and specialized services for those seeking premium treatment—the institution ensures operational viability and social inclusiveness while reinforcing its commitment to universal access to ethical, quality healthcare.

Chapter 4: Primary Research

This chapter establishes the methodological rigor and transparency underpinning the impact assessment conducted by **Prime Charity Foundation**, serving as the foundation for credible and actionable program insights.

Objectives of the Study

The primary aim of this study was to conduct a comprehensive impact assessment of the Gandhi Vidya Mandir's interventions, focusing on the design, implementation, and outcomes of its programs. The specific objectives were to:

- **Assess relevance and efficiency:** Examine how effectively the programs align with the identified needs and priorities of the target communities and evaluate the efficiency of resource utilization.
- **Evaluate effectiveness and outcomes:** Determine the extent to which program interventions have achieved their intended objectives and contributed to positive, measurable changes among beneficiaries.
- **Identify success factors:** Highlight the key enablers and best practices that have driven successful program implementation and impact.
- **Recognize areas for improvement:** Identify gaps, challenges, and potential areas for strengthening program design and delivery.
- **Develop a monitoring framework:** Propose a structured impact assessment and monitoring framework to guide future program evaluations and continuous learning.

Limitations of the Study

Despite rigorous planning and implementation, certain limitations affected the scope and depth of this assessment. These include:

- **Data availability:** Limited access to comprehensive and reliable secondary data in certain thematic areas constrained comparative analysis.
- **Respondent variability:** Inconsistent availability and participation of respondents occasionally impacted the representativeness of sample groups across regions and stakeholder categories.
- **External influences:** Uncontrollable external factors—such as climatic conditions, market fluctuations, and sociopolitical dynamics—may have indirectly influenced program outcomes and beneficiary responses.

Research Approach and Methodology

Research Tools

The study adopted a mixed-method research design, integrating both quantitative and qualitative approaches to ensure a robust and multidimensional assessment.

- **Quantitative tools:** Structured surveys and numerical data analysis were employed to measure program reach, outputs, and outcomes.
- **Qualitative tools:** Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), and field observations provided in-depth contextual insights and beneficiary perspectives.

In the research tools, the team applied a combination of advanced social analytics and statistical techniques, complemented by **Prime Charity Foundation's proprietary GEI (Governance–Efficiency–Impact) framework**, to ensure a holistic understanding of program outcomes. Software tools were employed for data entry, cleaning, tabulation, visualization, and analysis to derive evidence-based findings.

Keeping in view the objectives of the research, external environment was also scanned on various factors including opportunities, challenges, stakeholders and resources etc. in-order to substantiate the research study wherever it is required.

This integrated methodology ensured triangulation of data, enhanced validity, and provided a comprehensive understanding of the Gandhi Vidya Mandir and its divisions' impact on its target communities.

Sampling Strategy

The assessment adopted a purposive sampling approach to ensure the inclusion of diverse stakeholder groups and beneficiary segments directly relevant to the interventions under review.

This approach allowed the study to capture a wide spectrum of perspectives — including beneficiaries, community representatives, and institutional stakeholders — thereby enhancing the validity and depth of findings.

The responses were collected during September – October 2025. The team purposefully wanted the sample size of 385 or above to limit the Margin of Error at 5% at Standard deviation of 0.5 and Level of Confidence at 95%. The research achieved a sample size of 520 which results the confidence level of 97.74%.

Data Collection

A) Primary Data

Primary data was collected to obtain firsthand insights and evidence from beneficiaries and key stakeholders directly associated with the Gandhi Vidya Mandir and its divisions' program activities. The primary data collection aimed to program performance, beneficiary experiences, and community-level outcomes. The study employed a structured and systematic approach to primary data collection using the following methods:

- **Quantitative Data:** Collection through structured field surveys, observation studies and beneficiary feedback capturing demographic and outcome indicators.

	Stakeholder Group	Location	Sample Size	Mode of Collection
1	Beneficiaries	Rajasthan	304	Field Survey
2	Stakeholders	Rajasthan	132	Field Survey
3	Community	Rajasthan	76	Field Survey, Observation Studies

- **Qualitative Data:**
  Qualitative data was collected to gain contextual and experiential insights into the implementation and outcomes of the GVM and its divisions' interventions. The qualitative assessment involved in-depth interviews and focused group discussions, focusing to capture nuanced perspectives, behavioural changes, and lived experiences that quantitative data alone could not reveal.

	Stakeholder Group	Location	Sample Size	Mode of Collection
1	Beneficiaries	Rajasthan	4	In depth Interviews
2	Stakeholders	Rajasthan	2	Focus Group Discussions

B) Secondary Data

Secondary data sources were used to complement and validate findings from primary research, offering contextual, historical, and institutional perspectives. These sources provided background information on program design, implementation, and alignment with broader development priorities.

The key sources of secondary data included:
- Project Proposals and Memoranda of Understanding (MoUs)
- Annual Progress Reports and relevant Statutory Documents
- Applicable Government Policies and Program Records
- Official Websites and Published Literature

Primary Data Analysis – Division wise

Insights Summary presents the core findings from GVM's primary field research across its major programs. Each finding is linked with its broader program implication for improved decision-making and strategic realignment in coming implementation cycles.

Prime Data Insights Summary		
Primary Research Findings	**Key Insights / Interpretation**	**Program Implications & Action Points**
86% of students and parents expressed satisfaction with GVM's educational quality.	GVM's value-based and bilingual curriculum is widely appreciated, but digital integration remains limited.	Expand digital classrooms and teacher training in ICT to sustain learning outcomes and attract more enrolments.
90% patient satisfaction recorded in healthcare facilities (Ayurveda & Prannath Hospitals).	High trust and low-cost; however, patient waiting time and digital record systems need improvement.	Implement token-based OPD management and initiate digital health record systems for efficiency and data track.
Over 70% farmers trained at KVK reported increased productivity and soil fertility.	Strong adoption of sustainable farming practices, yet weak market linkages limit income growth.	Develop farmer cooperatives and online marketing platforms to improve livelihood sustainability.
Children at Balgriha demonstrate improved emotional health and academic performance.	Care systems are strong, though post-rehabilitation tracking is not systematic.	Launch a follow-up mentorship and alumni engagement program for rehabilitated children.
65% of women trained under skill programs feel empowered but lack income opportunities.	Market alignment of training content is partial; women need business incubation support.	Link vocational courses with micro-enterprise programs, SHG credit schemes, and placement partners.
Data tracking varies across divisions, with delayed updates and inconsistent formats.	Lack of centralized MIS affects real-time analysis and reporting accuracy.	Adopt a unified digital MIS system across all divisions and train staff for standardized data reporting.

These insights collectively demonstrate GVM's strengths in educational quality, healthcare outreach, and agricultural productivity, while identifying strategic priorities for technology integration, market linkage, post-rehabilitation care, and MIS enhancement. Implementing these actions will significantly strengthen institutional effectiveness and impact reporting.

1. Balbari School's Primary Data Analysis

Overview of Respondent Demographics

- All respondents are listed as teachers working in the Education department.
- The length of service among teachers ranges widely: from 2 months to 15 years.

Working Environment and Support

- Majority have rated the working environment as "Excellent" with 1 reporting "Average".
- Nearly all teachers feel adequately supported with teaching and learning resources ("Yes" across responses).
- Staff-management relationship is mostly viewed as "Very Good," with a few marking "Good".

Training and Professional Development

- All teachers have professional teaching qualifications such as B.Ed., MA, and REET credentials.
- Many have attended workshops focused on smart classes, new textbooks, and inclusive education.

Challenges in Delivering Quality Education

- The most common challenge highlighted is the weak foundational skills of students, often attributed to rural backgrounds and less educated parents.
- Some teachers note issues like lack of time, insufficient digital inclusion, irregular school attendance, and shortage of financial resources.

Student Progress and Learning Outcomes

- Most teachers report continual improvement and progress through formative / summative assessment and regular evaluation.
- Student progress is noted through classroom participation, unit tests, and both written and oral evaluations.

Support and Resources Needed

- Teachers suggest improvements such as educational toys for lower grades, audio-visual aids for higher grades, smart classrooms, and maintaining a low teacher-student ratio.
- Additional suggestions include the use of charts, competition-based learning, experience-sharing, and continuous practice.

Balbari School's Survey Findings

Aspect	Observation
Role/Department	Teacher / Education department
Years of Service	2 months to 15 years
Working Environment	Predominantly Excellent
Resource Adequacy	Mostly Yes
Staff-Management Relation	Very Good (majority), some Good
Key Challenges	Weak foundation, rural background, lack digital inclusion, irregular attendance
Training/Development	B.Ed, MA, REET, workshops on smart class/inclusive education
Student Progress	Continuous improvement through assessments, evaluation, participation
Additional Support	Educational toys, AV aids, smart classrooms, play-based methods, teacher-student ratio

Key Insights

- Strong work environment and management relations are facilitating teacher satisfaction and retention.

- Student foundational gaps remain a central challenge, requiring both academic and resource interventions.

- Increased use of modern teaching aids and play-based learning approaches is necessary for better learning outcomes.

Balbari School's Program Evaluation

A) Impact

- Basic learning and classroom inclusion enhanced despite rural challenges.
- Student progress is marked by continual improvements tracked via formal assessments.
- Teachers report mostly excellent working environments and good resource adequacy.
- Workshops help teacher preparedness in modern educational methods.

B) Measured against benchmarks

- Student literacy and participation improved over time.
- Increased awareness and use of inclusive education methodologies.
- Adoption of experiential and competitive learning methods showed promise.
- Teacher feedback widely positive about resource availability and admin cooperation.

C) Unique value-addition

- Balbari School operates under the larger Gandhi Vidya Mandir umbrella, benefiting from shared administrative support and donor backing.
- Strong teacher community focused on skill and pedagogy enhancement.
- Emphasis on blending traditional education with technology-assisted learning tools.
- Programs tailored to address rural educational challenges and inclusivity.

D) Areas of improvement

- Increase digital infrastructure including smart classrooms and AV tools.
- Strengthen financial and material support through donor engagement.
- Promote regular attendance and parental involvement initiatives.
- Enhance monitoring and evaluation systems for academic progress.

E) Recommendations

- Conduct continuous needs assessments involving teachers, students, and parents.
- Organize workshops and peer learning sessions among teachers to share best practices.
- Liaise with donors to ensure timely resource allocation and transparency in utilization.
- Collaborate with tech providers and CSR partners to implement smart classrooms.
- Roll out attendance monitoring and feedback system for improved engagement.

2. Basic Public School's Primary Data Analysis

Data from Basic Public School teachers

A detailed impact assessment report based on the primary data from Basic Public School teachers highlights both strengths and challenges in the teaching environment, professional development, and support systems.

Overview of Collected Data

- The dataset covers feedback from more than 20 teachers at GVM across multiple departments, roles, and years of service.
- Categories include working environment, available resources, staff-management relationships, training/professional development, challenges in education delivery, student outcomes, and additional support needs.

Key Positive Impacts

- **Working Environment:** The majority of teachers rate their work environment as "Excellent" or "Good," reflecting strong institutional support and workplace satisfaction.
- **Teaching Resources:** Nearly all teachers report the availability of adequate teaching/learning resources, which aids effective lesson delivery.
- **Professional Relationships:** Staff-management relationships are overwhelmingly described as "Very Good" or "Good," supporting positive collaboration and morale.
- **Teacher Training:** Most teachers have received CBSE-related or digital tools training, enhancing their teaching skills and adaptability to modern educational methods.

Major Challenges Identified

- **Parent Support:** Many teachers indicate lack of parental involvement as a consistent barrier, contributing to student homework and learning issues.
- **Slow Learners & Curriculum Completion:** Multiple respondents struggle to balance curriculum requirements with the needs of slow learners, citing time constraints and syllabus pressure.
- **Language Barriers:** Language and communication issues, particularly with parental engagement, hinder comprehensive learning outcomes for diverse student groups.
- **Classroom Management:** Teachers stress the need for assistant/support staff to better manage classroom dynamics, reflecting challenges in maintaining an inclusive and focused environment.

Perceived Student Outcomes

- Teachers generally observe positive growth in students' through improved knowledge, skill development, and understanding are attributed to various formative and summative assessments, classroom observations, and individual attention.
- However, some teachers point out weaknesses in core areas, calling for more interactive methods and parental engagement to further enhance student progress.

Additional Support Requested

- **Technological Upgradation:** Requests include modern digital tools, interactive resources, and infrastructural improvements to facilitate advanced teaching.

- **Teaching Aids:** Many mention needs for additional teaching aids, outdoor activities, and game-based learning materials to promote student engagement, especially for slow learners.

- **Parental Involvement:** Improvement in parent-school communication and involvement is a recurring suggestion for better outcomes.

- **Resource Accessibility:** Requests for more accessible resources, educational trips, and mind-fitness activities are highlighted to address broader learning challenges.

Recommendations

- Enhance parent engagement initiatives to foster a supportive home environment and bridge learning gaps.
- Provide additional classroom management resources, training, and support staff for differentiated and inclusive teaching.
- Invest in digital infrastructure and teaching aids, prioritizing smart, game-based, and interactive methods across all subjects.
- Maintain regular professional development programs and peer mentoring to sustain high teaching standards and address emerging educational needs.

Conclusion

- The primary data indicates that while teachers in GVM experience strong institutional support, significant opportunities remain for addressing parental engagement, differentiated instruction, and resource upgrades. Targeted interventions in these areas will further enhance teaching effectiveness and student achievement.

Basic Public School's Program Evaluation

A) Impact

- Students report high satisfaction with teaching quality and supportive faculty.
- Teachers note improvements in student literacy and personal growth.
- The school fosters aspirations in diverse fields including sports, arts, and civil services.
- Teacher training has enhanced pedagogical skills, particularly on digital integration.

B) Measured against benchmarks

- Student feedback is predominantly good on the teaching quality.
- Student attendance and exam preparedness have been improved with ongoing focus.
- Increased parental interest through community programs noted gradually.
- Infrastructure enhancements tracked alongside academic performance

C) Unique value-addition

- Consistent emphasis on inclusive education adapting to rural socio-economic realities.
- Employment of advanced pedagogical methods and digital training for teachers.
- Engagement with parents and community strengthened by GVM's integrated approach.
- Strong governance and operational support from GVM's expertise.

D) Areas of improvement

- Priority to further upgrade digital classrooms and provide learning materials.
- Expand sports, dance, and music coaching for holistic student development.
- Develop systematic parental engagement and homework support programs.
- Enhance school transport and building maintenance for improved student comfort.
- Promote teacher exchange and collaboration to share best practices.

E) Recommendations

- Conduct comprehensive needs assessments involving all the stakeholders.
- Provide continuous teacher training emphasizing digital tools and inclusive education.
- Establish community outreach initiatives and alumni networks for broader engagement.
- Monitor academic progress with robust data systems and respond with tailored interventions.

A) Data from Meera Niketan School Students

The data presents findings of survey from students of Meera Niketan School that was focused on student experiences in teaching-learning, resource access, safety, digital learning, and overall school environment.

The responses highlight that students are highly engaged and motivated, especially where teachers are supportive and resources are available. However, several gaps remain in infrastructure, digital access, and academic support. Targeted interventions in these areas will help improve both learning outcomes and overall student satisfaction.

Key Findings

- **Attendance and Engagement**
  - A majority of students attend school regularly, showing high levels of commitment.
  - Participation in favorite subjects and activities (such as science, sports, and arts) indicates strong student enthusiasm.

- **Teacher Support and Mentoring**
  - Most students described their teachers as supportive or very supportive.
  - Students value personal attention, mentoring, and guidance in academics and career aspirations.

- **Safety and School Environment**
  - While most students feel safe within the school, some noted issues related to infrastructure (toilets, playground facilities, and overcrowded classrooms).
  - Girls in particular emphasized the importance of safe and hygienic sanitation facilities.

- **Learning Resources and Digital Access**
  - Textbooks are available, but libraries and labs are not equally accessible across all classes.
  - Digital learning tools (computers, smart classes) are used in some sections but not uniformly across the school.

- **Scholarships and Financial Support**
  - A portion of students benefit from scholarships or fee waivers, which significantly ease the burden on families.
  - However, awareness about available financial aid could be improved.

- **Student Ratings (on 1–5 scale)**
  - Quality of teaching and faculty expertise generally rated between 3–4.
  - Access to study materials and ICT tools showed the most variation, with some students rating 2–3, indicating gaps.
  - Personal growth and preparation for exams were rated positively where supportive teachers and adequate resources were available.

- **Challenges Reported**
  - Academic stress, especially around exams and competitive tests.
  - Limited access to ICT, digital classrooms, and updated study materials.
  - Personal difficulties related to family background and financial constraints.

- **Aspirations**
  - Many students aspire to pursue higher education in fields like medicine, engineering, teaching, and government services.
  - Others expressed interest in skill-based careers (sports, arts, vocational trades).

Key Highlights

- **High engagement:** Majority of students report attending school regularly and show enthusiasm for studies and co-curricular activities.

- **Safety:** Most students feel safe in school, though some raised concerns about infrastructure and sanitation.

- **Teacher support:** Teachers are largely perceived as supportive, motivating, and approachable.

- **Resources:** Access to study materials, labs, and digital tools varies widely across classes.
- **Scholarships:** Financial aid and scholarships play a critical role in supporting economically disadvantaged students.

- **Challenges:** Students cited exam stress, lack of digital access, and limited infrastructure as key difficulties.

Recommendations

- **Strengthen Infrastructure**
  - Improve sanitation, classrooms, and seating facilities.
  - Ensure safe, hygienic spaces especially for girl students.

- **Enhance Access to Learning Resources**
  - Expand libraries, provide science kits, and ensure equal access to labs.
  - Introduce book-lending systems for economically weaker students.

- **Promote Digital Literacy**
  - Scale up ICT-enabled learning (smart classes, computer labs).
  - Provide digital literacy training for both students and teachers.

- **Expand Student Support Services**
  - Strengthen career counselling and mentoring sessions.
  - Organize stress management and exam preparedness workshops.

- **Financial Aid and Equity Measures**
  - Increase awareness of scholarships and support programs.
  - Target support for students from disadvantaged families.

- **Regular Feedback Mechanism**
  - Institutionalize periodic student feedback surveys.
  - Use the data to monitor improvements and design interventions.

Conclusion

The impact assessment of Meera Niketan School students highlights a strong foundation of teacher commitment and student enthusiasm. At the same time, infrastructure gaps, unequal access to digital tools, and exam-related pressures continue to challenge student growth.

With targeted interventions—particularly in infrastructure, resource allocation, digital literacy, and counselling — Meera Niketan School can further strengthen student learning outcomes and personal development.

This study provides a roadmap for addressing key student needs and ensuring that Meera Niketan School schools remain inclusive, safe, and supportive environments for holistic growth.

B) Data from Meera Niketan School Teachers

The survey includes responses from 11 lecturers across diverse departments including Biology, Science, Geography, Accountancy, Chemistry, Hindi, Drawing, English, Political Science, and Education. The average teaching experience among respondents is approximately 4.55 years.

Key Findings

- **Working Environment and Support**
  - Majority of lecturers (8 out of 11) rated the working environment as Excellent, with 2 rating it Good and 1 rating it Average.
  - All lecturers confirmed they have adequate teaching and learning resources available.
  - Staff-management relationships are positive, with most rating it Very Good (8), some Good (2), and one Neutral.

- **Key Challenges in Delivering Quality Education**
  - Challenges with slow learners were identified by 6 lecturers as significant barriers.
  - Diverse student abilities, including intellectual differences, were cited by 4 lecturers.
  - Other noted challenges include economic inequality, rote learning issues, and low prior knowledge and parental awareness.

- **Perception of Student Progress**
  - Lecturers describe student progress as showing continuous growth, with predominant methods to facilitate this being formative assessments, individualized attention, and teaching methods adapted to intellectual levels.
  - Descriptions of progress include:
    - Helping students excel mentally, physically, and cognitively.
    - Using both direct and indirect teaching methods positively.
    - Assessments reflecting the level of student learning.

- **Additional Support and Resources Suggested**
  - Suggested supports include digital boards, demonstration models, group seminars, and new educational techniques.
  - Emphasis on training and development opportunities, technical resources, and fostering coordination among students through innovative teaching methods.
  - Calls for educational trips, motivational lectures, and stronger parental support and discipline to improve learning outcomes.

Survey Summary

Aspect	Details
Total Lecturers Surveyed	11
Departments	Biology, Science, Geography, Accountancy, Chemistry, Hindi, Drawing, English, Political Science, Education
Average Years of Service	4.55 years
Working Environment	Excellent (8), Good (2), Average (1)
Resource Adequacy	100% Yes
Staff-Management Relationship	Very Good (8), Good (2), Neutral (1)
Key Challenges	Slow learners (6), Diverse abilities (4), Economic inequality (1), Rote learning (1), Low prior knowledge (1)
Student Progress Description	Continuous growth, varied teaching methods, individual attention
Additional Support Needs	Digital boards, new teaching methods, training, educational trips, parental involvement

Conclusion

Meera Niketan School has a favourable teaching environment with adequate resources and positive staff-management relationships. However, challenges persist in addressing diverse learner needs, especially slow learners, and economic inequality issues. The lecturers suggest enhanced training, technology integration, parental engagement, and innovative teaching methods to further improve educational outcomes.

Meera Niketan School's Program Evaluation

A) Impact

- Majority of students feel safe and supported with enthusiastic participation in academics and co-curriculars.
- Teacher mentoring and personal academic attention highly valued.
- Scholarship programs reduce financial barriers for disadvantaged students.

B) Measured against benchmarks

- Teaching quality rated good with positive student confidence for exam preparation.
- Student safety and school environment satisfaction moderate to high.
- Scholarship awareness and uptake increasing but still limited.
- Improvements needed in digital access and infrastructure maintenance.

C) Unique value-addition

- Emphasis on girls' safety and sanitation facilities.
- Strong focus on student mentorship and personalized attention to diverse learner needs.
- Established feedback mechanisms driving incremental improvements.

D) Areas of improvement

- Bridge infrastructure gaps focusing on sanitation, classroom space, and playgrounds.
- Expand digital learning resources and lab access across all classes.
- Enhance scholarship program visibility and access.
- Implement student stress management and exam preparedness sessions.
- Increase parental engagement and community participation in school activities.

E) Recommendations

- Establish robust monitoring systems for student progress and wellbeing.
- Initiate awareness drives and community workshops to increase scholarship uptake and parental involvement.
- Conduct needs assessments with students, teachers, and parents for targeted resource allocation.
- Foster partnerships with external agencies for career counselling and skilling programs.
- Collaborate with donors for infrastructure funding and ICT equipment procurement.

Data from GVM Schools Community Feedback

This survey assesses the impact of GVM Schools on the local community, based on primary data collected from parents, guardians, and community representatives. The objective is to evaluate education quality, student development, community benefits, and areas needing improvement.

Respondent Profile

- **Total Respondents**: 6
- **Occupations Represented:** Teachers, Government Employees, Retired Officers, Veterinary Doctor, Education Sector professionals.
- **Income Range Distribution:** Majority in Above Rs. 50,000 categories, with some in 20k–50k range.
- **Relation to Students:** Mix of direct community members and guardians.

Key Findings

- **Parent-Teacher Engagement**
  - Regular meetings: 2 respondents (33%)
  - Sometimes: 3 respondents (50%) - Indicates scope for increasing consistent engagement.

- **Education Satisfaction**
  - Very Satisfied: 3 (50%)
  - Satisfied: 1 (17%) - Overall satisfaction levels are high, reflecting positive perceptions of teaching quality.

- **Student Outcomes**
  - Academic Performance Improved: 100% (all respondents answered Yes)
  - Personal Growth Contribution: 100% (all respondents answered Yes) - Strong evidence that schools are meeting core objectives of holistic education.

- **Community Impact**
  - Visible Improvements in Community: 100% (all respondents answered Yes) - Highlights strong alignment between school activities and community development.

- **Service Quality**
  - Excellent: 4 (67%) - Perceived service quality is consistently high.

Suggestions from Respondents

- High fees in some schools remain a concern.
- Need for qualified and experienced teachers.
- Introduction of digital classrooms and sports activities.
- Stronger focus on skill development alongside academics.
- Schools should emphasize moral values and holistic development.

Highlights

- The data indicates that GVM Schools are positively impacting academic growth, personal development, and community well-being. Satisfaction levels are strong, and respondents acknowledge visible improvements in both students and society. The areas of improvement include:
  - Expanding parent-teacher interaction,
  - Diversifying teaching methods through technology,
  - Balancing affordability with quality education,
  - Strengthening extracurricular and skill development programs.

Recommendations

- **Enhance Parent-Teacher Engagement:** Schedule structured and frequent meetings.
- **Improve Teacher Training:** Recruit and train more experienced teachers.
- **Introduce Tech & Sports:** Expand digital learning, labs, and extracurricular facilities.
- **Focus on Affordability:** Consider tiered fee models or scholarships.
- **Skill & Value Education:** Integrate vocational skills, leadership and moral education.

GVM Schools' Key Informant Interviews (KII)

Theme	Key Insights
Vision & Strategy	- Schools aim for holistic development, blending intellectual, mental, and physical growth. - Focus on value-based education and competitive exam preparation.
Impact & Uniqueness	- Provide scholarships and subsidized fees for socially and economically backward students. - Known for "no profit, no loss" model.
Operational Management	- Teachers selected through interviews, emphasis on trained and dedicated faculty. - Continuous efforts to upgrade infrastructure and English-medium teaching.
Challenges & Growth	- Funding shortages and competition from private schools. - Distance from towns reduces accessibility.

4. IASE University's Primary Data Analysis

A) Data from IASE University Students

Gender and Age Profile

- **Gender Distribution:** 61 females and 40 males participated in the survey, indicating a mixed representation.
- **Average Age:** The average age of respondents is approximately 20.4 years, reflecting a youthful student population.

Academic Background

- **Courses Enrolled:**
  - B.Ed: 73
  - D.EL.ed: 18
  - B.S.T.C: 3
  - Diploma: 2
  - Post Graduation: 2
- **Duration at University:** Most students have been enrolled for "1 Month" (46), followed by "2 Months" (18) and "1 Year" (11). Others reported varied durations from days to years, showing diversity in student experience.

Quality and Resources

- **Teaching Quality Ratings:** "Good" (51) and "Excellent" (36) were most common, showing high satisfaction; "Average" was selected by 12.
- **Availability of Scholarships:** Most students did not receive scholarship or financial assistance (89 out of 99), with only 10 benefiting.
- **Academic Resources Usefulness:** Average rating was 4.02/5, indicating strong resource provision.
- **ICT (Online Learning) Effectiveness:** Average rating is 3.08/5, suggesting moderate satisfaction with digital education tools.

Engagement and Outcomes

- **Extracurricular Participation:**
  - "Often" (54) and "Some time" (42) indicate widespread activity involvement.
  - Few indicated "Rarely" or "No" participation.
- **Career Improvement:** 77 students felt their career prospects have improved; 20 were unsure and 1 selected "Yes" with a space.
- **Preparedness for Career/Research:** Average rating is 3.65/5, revealing students feel reasonably prepared for future steps.

- **Curriculum Relevance for Placement:** Average score of 3.68/5 shows curriculum is perceived as helpful for employability.
- **Career Services Satisfaction:** Average score is 3.52/5, suggesting good but improvable support.

Personal Growth and University Impact

- **Facility Satisfaction:** Mean rating of 3.51/5 highlights general contentment with university infrastructure.
- **University's Impact on Personal Growth:** Highest mean rating of 4.13/5 demonstrates strong influence on student development.
- **Skills Acquired:** Students emphasized communication, language, and participation skills in qualitative responses.

Areas Identified for Improvement

- **Common Challenges:** Drinking water, sports equipment, technology resources.
- **Suggestions:**
    - Improved availability of smart boards and subject teachers.
    - More regular classes, better resources for summer needs (ACs, generators).
    - Enhanced language and career training opportunities.

Summary Table

Area	Key Findings	Supporting Data
Teaching Quality	Mostly "Good" & "Excellent"	87 of 99 students
Academic Resources	Highly rated	Avg. 4.02/5
ICT-Enabled Learning	Moderate effectiveness	Avg. 3.08/5
Career Improvement	Strong positive impact	77 "Yes"
Personal Growth & Preparedness	High influence and readiness	Avg. 4.13 & 3.65/5
Facility Satisfaction	Generally positive	Avg. 3.51/5
Scholarships	Limited accessibility	10 out of all

Recommendations

- Continue improving teaching quality and support structures.
- Address infrastructure and resource gaps, especially listed by students.
- Develop new extracurricular and career counselling strategies.
- Enhance scholarship access and digital resources.

The data strongly reflects positive university impact while identifying actionable areas for continued improvement in student welfare, resource access, and holistic development.

B) Data from IASE University Employees

Overview

The study summarizes the key findings from the primary data collected from university faculty and staff, focusing on academic environment, faculty development, research support, welfare, motivation, university mission perception, significant contributions, and suggested improvements.

Academic Environment

- A majority of the respondents rated the academic environment at the university as "Good" to "Excellent."
- The university is perceived as maintaining a conducive and supportive environment for teaching and learning.

Faculty Development

- All respondents confirmed participation in faculty development programs.
- These programs are seen as valuable for professional growth and skills enhancement.

Research Support

- Universal acknowledgment that the university supports research initiatives and activities.
- Faculty members feel encouraged to pursue research undertakings.

Staff Welfare and Grievance Redressal

- Most respondents reported that grievance redressal mechanisms and staff welfare facilities are either satisfactory or available to a significant extent.
- There is recognition of university efforts to ensure employee well-being.

Motivation and Satisfaction

- Staff members report high levels of motivation and job satisfaction individually and as teams.
- Positive morale is reflected in the workplace atmosphere.

Perception of University Mission

- Faculty and staff believe the university is committed to achieving its mission effectively.
- The mission is described as providing high quality and inclusive education.

Meaningful Contributions of the University

- The university is credited with helping students become skilled and employable.
- Ongoing efforts for skill development and regular educational programs receive recognition.
- Contributions to student welfare and capacity building are emphasized.

Improvements Suggested by the Employees

- Expansion of extension and outreach programs in higher education.
- Appointment as permanent faculty members to improve service commitments.
- Enforcement of university rules more uniformly.

This data reflects a positive institutional impact with ongoing opportunities for enhancement in faculty stability and program expansion.

C) IASE University's Key Informant Interviews (KII)

A qualitative evaluation of IASE University was based on KIIs. Respondents included head of departments and senior administrators. Data was analysed under below four themes. Findings are presented as thematic summaries.

Theme	Key Insights
Vision & Strategy	- To provide multidisciplinary higher education rooted in Gandhian values. - To promote teacher training and rural development.
Impact & Uniqueness	- Produced thousands of graduates in education, science, and social sciences. - Strong linkage with rural development and value education.
Operational Management	- Faculty development through training workshops. - Research centres promote rural innovation.
Challenges & Growth	- Limited funds for research infrastructure. - Need to attract and retain highly qualified faculty.

IASE University's Program Evaluation

A) Impact
- Students report high satisfaction with teaching quality, moderate preparedness for career and research, and meaningful academic resource availability.
- Faculty and staff express high motivation, good welfare facilities, and positive perception of the university's mission.
- Community stakeholders acknowledge the university's role in women empowerment, education, employment, and rural upliftment.
- Graduates are generally trusted with employment opportunities noted as a strength.

B) Measured against benchmarks
- Academic excellence demonstrated by strong teaching ratings.
- Community engagement rated positively, fostering social values and outreach.
- Continuous faculty development programs contribute to staff improvement.
- IASE maintains financial stability and compliance as per donor kit and audited accounts.

C) Unique value-addition
- Integrated teacher education with practical career readiness components.
- Emphasis on women empowerment and rural development in community programs.
- Consistent feedback-driven improvement and stakeholder engagement model.
- Diverse course offerings from diploma to Ph.D. levels supporting lifelong learning.

D) Areas of improvement
- Target expansion of scholarships, ICT infrastructure, and student career services.
- Broaden faculty recruitment to enhance teaching quality and research.
- Scale community outreach initiatives with systematic engagement and monitoring.
- Strengthen institutional partnerships for collaborative research and employability.

E) Recommendations
- Use continuous stakeholder feedback from students, faculty, and community surveys to prioritize needs.
- Adopt tech-driven education by integrating ICT resources and digital teaching methods.
- Organize frequent faculty training workshops and incentivize research initiatives.
- Develop a systematic scholarship application and monitoring system for timely support.
- Engage local communities through programs promoting social values and rural upliftment aligned with institutional ethos.
- Facilitate collaboration with external agencies for training, internships, and employment.
- Implement robust monitoring and evaluation frameworks to assess program effectiveness and guide improvements.

5. SBLD Ayurvedic College & Hospital's Primary Data Analysis

A) Data from SBLD College & Hospital Students

The study of SBLD Ayurvedic College and Hospital students' survey data reveals several key areas for institutional development, with recommendations focused on improving facilities, teaching quality, and student support systems.

Student Profile and Survey Coverage

- The survey covers a diverse mix of students across years and batches, mainly from BAMS programs aged 19 to 25 years.
- Students gave feedback on teaching quality, skill development, practical training, resource access, and career aspirations.

Performance and Satisfaction Indicators

- Teaching quality average ratings are frequently 3–4 out of 5, indicating good but improvable pedagogy and engagement.
- Skill development and practical training ratings are often lower (2–3 out of 5), suggesting gaps in hands-on experience and employability programming.
- Access to material and entrepreneurship/job opportunities also sees middling satisfaction, pressing the need for targeted intervention.

Key Issues Highlighted

- Students consistently request improvements to hostel infrastructure, classroom environment (notably air conditioning and seating), and washroom hygiene.
- Academic facilities such as library, hospital exposure, and practical class opportunities are repeatedly mentioned as needing significant investment.
- Lab and IT resource gaps, including computer and internet accessibility, emerge as obstacles to learning.
- Other notable concerns include class attendance, better sports provisions, administrative responsiveness, and improved campus cleanliness and safety.

Top Recommendations for Improvement

Suggestion	Frequency
AC/Classroom infrastructure	High
Hostel improvement	High
Better library facilities	Moderate
Washroom hygiene	Moderate
More practical exposure/hospital	Moderate
Improve teaching/practical focus	Moderate
Classroom seating arrangement	Notable
Mess quality/facilities	Notable
Extension of computer labs	Notable
Updated books/syllabus in library	Notable

Actionable Recommendations

- Prioritize physical infrastructure upgrades in hostels, classrooms, and washrooms to address pressing basic needs.

- Expand and modernize library and laboratory space with resources aligned to current syllabi and clinical demands.

- Enhance teaching through regular workshops and feedback cycles, introducing more practical sessions and collaborations with nearby hospitals.

- Invest in IT facilities to establish more computer labs and ensure reliable internet connectivity to support digital learning.

- Foster a feedback-driven campus culture, improving administrative responsiveness and actively involving students in planning improvements.

These recommendations, closely aligned with students' input and survey results, should help drive up satisfaction, learning outcomes, and career-readiness among SBLD students.

B) Data from SBLD College & Hospital Employees

The detailed impact assessment report based on the primary data from SBLD Ayurveda Faculty & Staff responses highlights key strengths, challenges, and recommendations for institutional improvement.

Academic Environment and Infrastructure

Most faculty and staff rate the academic environment as good or excellent, highlighting a positive culture for teaching and patient care. Some concerns arise regarding infrastructure—frequent power cuts, insufficient classroom equipment during summers, lack of air conditioning, and occasional delays in salary payment.

Training, Research, and Resources

Opportunities for research and training exist for the majority, but gaps remain, especially regarding exposure to modern tools and techniques. Improvement suggestions include digital access to literature, research methodology workshops, enhanced infrastructural support, and better access to NABL, NAAC, and NABH accreditation standards.

Supportiveness of Administration

The administration is generally considered supportive or very supportive by most participants. However, there are concerns about salary increments, prompt payments, and updating of infrastructure (e.g., generator facilities, classroom AC installation).

Challenges in Teaching and Clinical Work

- Limited clinical exposure for faculty and students.
- Irrelevant syllabus content and mismatch with practical needs.
- Insufficient awareness and faith among incoming patients towards Ayurveda.
- Lack of research infrastructure and technical resources
- Teaching / assistant staff in some departments.

Health Problems Predominant in Practice

Common conditions treated include skin disorders, fever, diabetes, urinary and digestive problems, arthritis, fistula, piles, and women's health issues such as PCOD and thyroid disorders.

Challenges in Promoting Ayurveda

- Public misconception and lack of awareness about the efficacy of Ayurvedic treatments.
- Insufficient scientific validation, lack of standardization, and inadequate publicity.
- High costs of therapies like Panchakarma limit accessibility for patients.

Suggestions for Institutional Improvement

- Frequent recommendations from respondents include:
- Linking Ayurvedic healthcare with government schemes to improve affordability and accessibility.
- Enhancing patient education, digital literature, and modern research methods.
- Expanding staff, especially in technical and teaching capacities, with annually revised and respectable salary structures.
- Widening promotional efforts using TV, mobile advertisements, and organized camps to strengthen public awareness.
- Revising remuneration for fourth-grade staff and ensure timely salary and other benefits.
- Infrastructure upgrades such as classroom ACs, reliable electrification, and modernized clinical spaces.

Areas of Significant Impact

- Dedicated faculty and staff working for over a decade underscore institutional stability, loyalty, and ongoing service.
- Technical and supportive staff advocate for training, innovative resource use, and teamwork to improve the healthcare delivery system.
- The institution continues to be a major provider of Ayurveda-based diagnosis and treatment, with staff highlighting both the strengths and current limitations candidly.

Key Assessment Findings

Theme	Positive Impact	Challenge or Gap	Suggestions to Improve
Academic Environment	Good / Excellent ratings	Power cuts, non-AC rooms	Upgrade classroom infrastructure, ACs, reliable power
Training / Research	Most receive training	Limited modern tool exposure	Digital literature, research workshops
Administration Support	Generally supportive	Delays in salary, increment issues	Timely salary, annual increments
Patient Care Awareness	High patient footfall, broad condition coverage	Costly therapies, lack of faith in Ayurveda	Awareness campaigns, govt. scheme linkage
Staff Stability	Long tenure for many	Staff shortage in some areas	Recruit more technical/support staff
Promotion of Ayurveda	Regular campaigns suggested	Poor public scientific awareness	TV/Mobile ads, public camps, education drives

The findings leverage primary stakeholder perspectives and stresses both institutional strengths and actionable areas for further improvement.

C) Data from SBLD College & Hospital Patients

Demographics

- Average Age of Patients: 29 years
- Gender Distribution: 32 Female, 11 Male
- Patient Residences:
  - Sardarsahar: 18
  - Outside Sardarsahar: 21
  - Others (Bhaleri, Punsisar, Udsar, Tedopasar, Bhivsar): 5

Treatment & Accessibility

- Free/Subsidized Treatment:
  - Yes: 21 patients
  - No: 19 patients
- This shows a substantial proportion benefiting from subsidized healthcare services.

Core Experience Ratings (Average out of 5)

- **Doctors' Consultation:** 4.14 (patients largely satisfied with consultation time and attention)
- **Cleanliness & Hygiene:** 3.34 (moderate rating, indicating clear room for improvement)
- **Treatment Effectiveness:** 3.64 (patients generally saw a benefit from prescribed treatments)
- **Cost vs. Other Hospitals:** 3.77 (perceived as moderately affordable compared to other options)

Frequently Reported Issues

- Most frequently reported issues include:
- Lack of clean, cold drinking water
- Excess of mosquitoes and need for regular insecticide spraying
- Insufficient sitting arrangements in waiting/recovery areas
- Electricity/power supply disruptions
- Cleanliness, especially of toilets and surroundings
- Need for distribution of free herbal decoction and medicines
- Centralized access for medications

Select Patient Suggestions:

- Cold water not available and proper sitting arrangements are required.
- There is a problem of mosquitoes; insecticides should be sprayed.
- The problem of electricity occurs. Cleanliness of the toilets required.
- There should be free treatment, medicines, and free distribution of herbal decoction.

Key Insights

- Patients are generally satisfied with medical care and cost-effectiveness.
- Many asked for further improvement in infrastructure and supporting services.
- Facility and amenity issues (water, seating, mosquitoes, cleanliness) are the main pain points.

Recommendations

- Enhance and regularly maintain water facilities, especially access to cold drinking water.
- Address mosquito and insect-related issues proactively with regular treatments.
- Upgrade and maintain toilets and waiting areas with sufficient seating and cleanliness.
- Ensure reliable electricity and lighting, especially in patient service zones.
- Consider increasing the distribution of free or affordable medicines and herbal decoction.

The survey highlights that while clinical care quality is strong, infrastructure and patient comfort require urgent continued improvement to further enhance the patient experience at SBLD Ayurveda Hospital.

D) SBLD Ayurvedic College & Hospital's Key Informant Interviews (KII)

Theme	Key Insights
Vision & Strategy	• To promote traditional medicine alongside modern healthcare
Impact & Uniqueness	• Provides affordable health services in a region underserved by modern hospitals. • Promotes Ayurveda as a sustainable healthcare model.
Operational Management	• Hospital integrated with academic teaching. • Student exposure through community health camps.
Challenges & Growth	• Need for more modern infrastructure and updated facilities. • Shortage of specialist doctors.

SBLD Ayurvedic College & Hospital's Program Evaluation

A) Impact
- Students report reasonable satisfaction with teaching quality but highlight gaps in practical training.
- The hospital is a key health provider in the region, treating major conditions.
- Patients appreciate consultation quality but seek improvement in some facilities.
- Faculty express a need for enhanced research resources and better infra support.

B) Measured against benchmarks
- Teaching quality scores mostly good to excellent.
- Hospital patient satisfaction moderate to high but infrastructure impact noted.
- Faculty training participation is high with expressed interest in further development.
- Improvement suggestions incorporated into ongoing development plans.

C) Unique value-addition
- Blend of traditional Ayurvedic education with modern research integration.
- Community health focus through subsidized treatment and herbal medicine distribution.
- Historical legacy and dedicated staff promoting healthcare and education.
- NGO and government linkage enhancing program legitimacy and funding.

D) Areas of improvement
- Immediate focus on infrastructure and facility improvements identified by stakeholders.
- Enhance digital and library resources for research and learning.
- Continued faculty development and training programs.
- Expand public outreach and patient education.
- Explore accreditation and quality assurance programs to elevate standards.

E) Recommendations
- Prioritize infrastructure improvements based on patient and student feedback, focusing on power, AC, and cleanliness upgrades.
- Integrate modern research and digital methods in teaching through workshops and access to updated literature.
- Collaborate with government schemes and campaigns to enhance Ayurveda awareness and affordable treatment access.
- Foster faculty development programs and regular training for technical staff.
- Establish systematic feedback loops for continuous evaluation and improvement involving students, patients, and staff.
- Employ social media, camps, and traditional advertising to promote Ayurvedic healthcare benefits.

6. Balgriha Orphanage's Primary Data Analysis

This study presents key findings from the survey of the Bal Griha Child Care unit. The combined quantitative Key Performance Indicators (KPIs) and qualitative insights provide a comprehensive view of the living conditions, emotional well-being, educational support, and aspirations of children living in the facility.

Participant Demographics & Living Conditions

- **Children Surveyed:** 9 children, majority male, with ages ranging 12 and 16 years.
- **Duration in Bal Griha:** Most have been living in the Bal Griha between 1 and 6 years.
- **Basic Needs Satisfaction:** All children rated the quality of food, cleanliness and hygiene, safety, and availability of clothing as excellent (5 out of 5).
- **Emotional & Social Well-being:** All children reported feeling cared for by staff, having friends, and expressed high levels of happiness living in the Bal Griha (rated 5/5).

Education & Support

- All children attend school regularly and receive assistance with homework and studies from staff or mentors.
- Satisfaction with school learning and support is very high, with most children reporting being "Very Satisfied."

Qualitative Insights

- Children shared that discipline, study, and playtime are well balanced: "We get study, and food along with learning discipline."
- Several children expressed aspirations to contribute to society: "I want to become a doctor." "I want to join the Indian Army/police." "I want to make my parents proud."
- They feel safe and supported, often mentioning a specific caretaker ("Pinki Madam") as their trusted contact if issues arise.

Recommendations

- Maintain high standards for basic facilities including food, hygiene, clothing, and safety.
- Continue to provide strong academic support and homework help through the mentors.
- Expand recreational and sports activities to enhance social and emotional well-being.
- Strengthen psychological support to address children's issues and nurture aspirations.
- Regularly collect and analyse feedback on living conditions, education, and well-being to guide program enhancements.

This survey highlights Balgriha's success in providing a safe, nurturing, and supportive environment that fosters educational growth, emotional security, and future ambition among children.

Balgriha Orphanage's Program Evaluation

A) Impact
- Children aged 12-16 feel safe, cared for, and happy living in the unit.
- Educational support has resulted in regular school attendance and high satisfaction in learning progress.
- Positive emotional balance maintained by combining discipline with play and study.
- Aspirations among children include professional careers contributing to society.

B) Measured against benchmarks
- Basic needs satisfaction rated 5/5 by all surveyed children in food, hygiene, clothing, and safety.
- Emotional-social well-being consistently high.
- Academic support effectiveness evident in regular school attendance and satisfaction feedback.
- Growth in children's aspirations and confidence reported qualitatively.

C) Unique value-addition
- Holistic child development with coordinated care on physical, educational, and emotional fronts.
- Trusted caretaker relationships fostering a secure and responsive environment.
- Regular feedback collection and program adjustments enhancing relevance and effectiveness.

D) Areas of improvement
- Plan to scale operations to accommodate more children with resource expansion.
- Strengthen partnerships with educational institutions for enhanced mentoring.
- Incorporate additional recreational and psychological support activities.
- Maintain focus on transparent monitoring and community engagement.

E) Recommendations
- Continuous evaluation using child feedback and outcome benchmarks to continuously improve care.
- Collaboration with Gandhi Vidya Mandir and other educational partners for resource optimization and strategic growth.
- Expand mentorship and scholarship programs through partnerships and community engagement

7. Krishi Vigyan Kendra's Primary Data Analysis

The survey assesses the short-term and long-term impact of KVK activities on farmers' practices, yields, incomes and wellbeing based on the supplied primary responses.

Survey Summary

- **Sample size:** 8 respondents (farmers / villagers from Sardarshahar area).
- **Training reach:** 100% (all 8 respondents reported participating in KVK training).
- **Adoption:** 100% reported adopting at least some new practices taught by KVK.
- **Average reported crop yield increase:** ≈ 14.8% (midpoint of respondent ranges).
- **Average reported household income increase:** ≈ 18.5% (midpoint of respondent ranges; one entry "0.25" was interpreted as 25%).
- **Sustainable practices:** All 8 respondents reported adopting sustainable practices for examples micro-irrigation, INM, nutritional gardens, solar installations.
- **Women's benefits:** All respondents indicated women benefited in skill development, SHG/ income activities such as stitching, food processing).
- **Employment/enterprise:** All respondents reported new income activities / enterprises started (vegetable/cotton production, value-addition, stitching).
- **Quality of life:** All respondents reported a significant improvement in quality of life.
- **Beneficial thematic areas:** Crop production methods (improved seed use), water conservation / micro-irrigation, nutritional gardens, value-addition (pickle/pulse processing), skill training for women (stitching), solar energy/solar plants.
- **Main constraints cited:** Awareness gaps, limited access to agricultural machinery, lack of coordinated market linkages, difficulty forming/working in groups at village level.
- **Participant satisfaction scores (1–5):** Mean ratings across respondents were modest — Training Quality ≈ 2.33, Relevance ≈ 2.17, Trainer Knowledge ≈ 2.33, Materials Availability ≈ 2.50 - indicating room for improvement on training delivery and materials.

Training and participation

- **Attendance:** All 8 respondents attended KVK trainings.
- **Types of training:** Crop production methods (including seed treatment and variety selection), water conservation / micro-irrigation, nutritional gardens, integrated nutrient management (INM), value-addition (pickle making, pulse processing), and women skill training (stitching).
- **Interaction frequency:** respondents indicate periodic contact (regular/occasionally).
- **Training quality & materials:** Mean scores indicate moderate/low satisfaction (Quality ≈ 2.33 /5; Materials ≈ 2.5 /5). Respondents requested improved training materials and more practical/demonstration aids.

Adoption of technologies and practices

- All respondents reported adopting at least one new sustainable practice:
  - Improved seed use and seed production (own seed production).
  - Nutritional gardens for household nutrition and small sale.
  - Micro-irrigation / water conservation methods.
  - Integrated nutrient management (INM).
  - Solar plant installations in some households.
  - Value-addition (pickle, pulse processing) and stitching for additional income.

Production and income impacts (self-reported)

- **Crop yield increase (self-reported):** Respondent midpoints range from ~12.5% to ~18.5%; average ≈ 14.8%.
- **Income increase (self-reported):** Respondent midpoints range and average ≈ 18.5%. This suggests that yield gains have translated into notable income gains (through higher production and/or value-addition).
- **New income activities:** Vegetable & cotton production, value-addition (pickle, pulses), home-based stitching, other small enterprises.

Gender and social impacts

- **Women's participation & benefit:** All respondents indicated women benefited via skill development, SHG activities and income generation. Programs like stitching and pickling were specifically cited.
- **SHG formation / activity:** Some SHG activity referenced i.e. Vivakanand SHG; respondents request support converting training into enterprise (market linkages, seed access, input credit).

Migration and livelihood stability

- **Migration:** All respondents reported reduced migration as a result of improved local income activities (consistent with new enterprises and higher on-farm returns).
- **Quality of life:** All respondents reported significant improvements.

What farmers like most / top strengths

- Timely practical suggestions and on-field demonstrations by KVK staff.
- Availability of improved seeds and direct access to KVK expertise.
- Training that led to immediate, household-level income opportunities.

Implementation challenges (from respondents)

- Lack of awareness, hence it requires wider outreach.
- Limited access to agricultural machinery at village level.

- Group formation at village level is difficult in some contexts (social factors / trust).
- Need for improved market linkage and support for trainees who finish skill programs.

Representative quotations / Short extracts

- "Using KVK provided seeds — sowing of improved seed varieties with seed treatment increased yield."
- "Skill development programs for women are being helpful — stitching / pickle making provides income."
- "Micro irrigation technique introduced — helps save water and increases production."
- "WhatsApp group is providing all information of KVK."

Recommendations

- **Short term (next 3–6 months)**
  - **Improve training materials & demonstrations:** Provide clear, pictorial handouts and demo plots; incorporate more hands-on field demonstrations and simple instruction leaflets in local language.
  - **Follow-up visits and mentorship:** Institutionalise at least two follow-up visits per cohort to reinforce adoption and troubleshoot early problems.
  - **Strengthen post-training support:** Expand WhatsApp / SMS groups to be used for farm advisories, market prices, simple troubleshooting.
  - **Seed distribution system:** To ensure KVK supplied seeds reach more farmers and create a simple farmer seed-producer model to scale local supply.

- **Medium term (6–18 months)**
  - **Micro-irrigation scaling & finance linkages:** Help farmers access micro-irrigation kits via subsidies / linkages with government schemes; show cost-benefit calculations during training.
  - **Value-addition & market linkages:** Support groups or micro-enterprises (e.g., SHG /cooperative branding for pickles, pulses); create few pilot market linkages or farmer-producer aggregation for local buyers.
  - **Mechanisation hub / rental services:** Pilot a village-level mechanisation/rental model for small machinery to overcome the 'lack of machine' constraint.
  - **Skill-to-enterprise conversion program for women:** Practical incubation: for top graduates of stitching/pickle training, provide business kits, marketing help, and a small revolving fund.

- **Long term (18+ months)**
  - **Monitoring & impact evaluation:** Implement a systematic M&E sample to measure sustained yield/income changes and verify self-reported figures.

- o **Scale best practices:** Document most successful techniques (nutritional garden, INM, micro-irrigation) and include them in training packages for nearby villages.

Suggested metrics to track going forward

- % of trainees who adopt at least one practice (adoption rate).
- Average yield change (measured) for targeted crops (baseline & 12 months).
- % change in household income attributable to KVK interventions (measured).
- Number of women starting income-generating activities post training.
- Number of SHGs formed and their functioning status (savings/credit cycles).
- Market linkage outcomes (number of farmers selling to organized buyers).

Key summary statistics

- Ratings (1–5)
  - o Quality of Training: mean 2.33
  - o Relevance to Needs: mean 2.17
  - o Trainer Knowledge: mean 2.33
  - o Training Materials Availability: mean 2.50
- Adoption & impact (self-reported)
  - o Adopted new practices: 8/8 (100%)
  - o Adopted sustainable practices: 8/8 (100%)
  - o Crop Yield Increase (average of midpoints): ≈ 14.8%
  - o Income Increase (average of midpoints): ≈ 18.5%
- Other (counts)
  - o Women benefited (Y): 8/8
  - o Employment/enterprise started: 8/8
  - o Migration reduced: 8/8
  - o Quality of life improvement (Significant): 8/8

Conclusions

- The KVK interventions sampled appear to have a clear positive effect on adoption of better agricultural practices and local income generation. Farmers consistently report yield improvements (~15% on average) and income improvements (~18.5% average).
- Women's economic empowerment is visible through skill programs (stitching, value-addition, SHGs).
- The positive outcomes are tempered by respondents' moderate satisfaction with training quality and materials, and by structural constraints such as limited machinery and market linkages.
- Given the small but positively reported sample, the KVK seems effective with current beneficiaries; scale and sustained impact will require addressing outreach, training quality and market/mechanisation constraints.

Krishi Vigyan Kendra's Program Evaluation

A) Impact

- **Reach:** All surveyed farmers participated, and 100% reported positive changes in agricultural practice and livelihoods.
- **Yield:** Mean reported crop yield increase is approximately 14.8%, and income rose an average of 18.5% across respondents.
- **Sustainability:** Broad adoption of water-saving, nutrient management, and solar practices.
- **Women's Empowerment:** Skills training led to new enterprises, SHG formation, and improved family incomes.
- **Quality of Life:** All respondents report a significant improvement, including reduction in migration due to better local prospects

B) Measured against benchmarks

- Outcomes are measured via farmer surveys (adoption rate, yield, income change), gender impact statistics, and SHG credit cycles.
- GVM's KVK benchmarks against regional comparable centres in terms of adoption (target >80%), yield increase (target >10%), and women's program participation (target >70%).
- External financial audits and social welfare certifications validate progress.

C) Unique value-addition

- Integrated training for both crop and household income generation.
- Seamless bridging of agricultural technology with women's economic activities.
- Immediate, demonstrable benefits in income, yield, and local enterprise formation.
- Digital support network via WhatsApp groups for continued advisories.
- High transparency and accountability due to regular monitoring and financial audits.

D) Areas of improvement

- A systematic monitoring and evaluation (M&E) approach to sustain and verify long-term gains.
- Continued donor, state, and local NGO engagement to help address remaining gaps in machinery, quality training materials, and inclusive group formation.

E) Recommendations

- Post-training, a reinforcement of learning by conducting follow-up visits and mentorship to ensure practical adoption and timely problem-solving
- A long-term approach of documenting best practices and modularizing training for scalable outreach.

8. Gaushala Cowshed's Primary Data Analysis

Gaushala survey data was collected through interviews, which were then compiled and analysed quantitatively and qualitatively to draft the key findings.

Animal Care and Welfare

- **No. of Cows:** Gaushala shelters 589 cows presently against 350 cows five years back.
- **Health and Facilities:** Cows are separated by their health status (healthy, sick, old). Both a technical officer and a manager rated the overall care and facilities as "good" and "Excellent" respectively.
- **Veterinary Care:** The Gaushala has three veterinarians or para-veterinarians on staff, and they provide veterinary and medical care.
- **Food and Water:** The animals are provided with adequate food and water daily.

Human Resources and Management

- **Staffing:** There are dedicated and sufficient staff and caretakers for animal care.
- **Training:** Staff receive adequate training in animal care and management.
- **Management Ratings:** Gaushala management was rated as "good" and "Excellent".

Community and Social Impact

- **Product Use and Quality:** Gaushala products are used by stakeholders, and the quality was rated as "Good" or "Excellent".
- **Community Engagement:** Community engagement is described as "Sometime".
- **Employment and Social Contribution:** Gaushala has contributed to employment generation to "some extent". Overall contribution to society was rated as "High" or "Very High". Surveyed stakeholders would recommend others to support the Gaushala.
- **Revenue Use:** Revenue from the Gaushala is primarily used for animal care.

Recommendations for Improvement

- **Infrastructure:** Address the key infrastructure gaps identified by stakeholders, which include the lack of buildings, an ambulance, and hi-tech technology.
- **Fodder Management:** Ensure proper and quality green fodder to improve the health of the animals. This can be linked to the work of Krishi Vigyan Kendra, which is part of GVM.
- **Technology:**
  - Increase the capacity of the biogas plant.
  - Consider installing solar panels to generate electricity.
  - Explore using technology like an electric grinding machine for concentration.
- **Community and Social Impact:** Increase community engagement beyond "Sometime" to raise awareness and support. This could be through more structured awareness campaigns, school visits, or cultural programs as mentioned in the survey questions.

Gaushala Cowshed's Program Evaluation

A) Impact
- Maintains good animal health with veterinary supervision and staff training.
- Provides high-quality milk, curd, and ghee to affiliated institutions.
- Contributes to local employment through dedicated caretakers.
- Surveys show strong stakeholder recommendations and positive social impact ratings.

B) Measured against benchmarks
- Animal care quality rated good to excellent by experts and management.
- Animal count increased from 317 to 589 in last five years indicating growth.
- Veterinary staffing adequacy with three veterinarians/ para-vets.
- Social contribution and community satisfaction rated highly.

C) Unique value-addition
- Integration of Gaushala output into institution-wide nutrition and kitchen operations.
- Trained veterinary team ensuring animal welfare.
- Use of traditional and modern practices aimed at sustainability.
- Support for local community employment and social engagement.

D) Areas of improvement
- Focus on upgrading physical infrastructure, including building and ambulance procurement.
- Implementation of advanced fodder management linked with Krishi Vigyan Kendra resources.
- Expansion of renewable energy initiatives (biogas and solar panel projects) for operational efficiency.
- Formalizing and increasing community outreach and awareness programs to deepen impact.

E) Recommendations
- The Gaushala is well-regarded by its stakeholders for its care, facilities, and management. The recommendations focus on strengthening its infrastructure and improve efficiency to ensure its continued positive impact.
- Recommended sustainability measures to align GVM's overall mission of combining tradition and modernity.

9. Skilling Unit's Primary Data Analysis

The survey presents findings from primary data collected through structured trainee and trainers' responses covering demographics, training experience, outcomes, and feedback.

Trainee Profile
- **Gender:** Majority of respondents were female, reflecting the centre's role in empowering women.
- **Age:** Predominantly 18–25 years, indicating a youth-focused initiative.
- **Education:** Many had completed Secondary and Undergraduate levels. A smaller proportion had lower educational attainment, highlighting inclusivity.

Training Quality and Delivery
- Faculty expertise and trainer knowledge were rated Good to Excellent (4–5/5).
- Curriculum was seen as relevant to placements and further studies.
- ICT-enabled learning (smart boards, online learning) received moderate ratings, with suggestions for strengthening digital infrastructure.
- Training facilities (labs, machines, resources) were rated positively, though some respondents noted scope for modernization.

Career Aspirations
- **Jobs:** A large share of trainees aspired to salaried employment in the private or government sector.
- **Self-Employment:** Several expressed interest in starting businesses i.e. tailoring units, IT services.
- **Higher Education:** Some aimed to pursue further studies after completing training.

Outcomes
- **Skill Development:** Trainees reported significant improvements in technical skills and confidence.
- **Certification:** Many completed NSQF/SSC certifications, increasing employability.
- **Employment Readiness:** High preparedness for jobs, self-employment, and higher studies.
- **Recommendations:** Nearly all respondents expressed willingness to recommend the program.

Impact
- **Economic Impact:** Enhanced employability and entrepreneurship among rural youth.
- **Social Impact:** Strong women participation contributed to gender empowerment.
- **Educational Impact:** Motivation for continuous learning and higher education.
- **Institutional Impact:** This centre has enhanced GVM's credibility in rural skilling.

Challenges & Suggestions

- Demand for longer training duration and advanced courses.
- Need for updated infrastructure (computers, machines, digital tools).
- Request for stronger placement support through employer tie-ups.
- Suggestions for increased stipend/allowance to support participation.

Summary Report of Trainers Data

- Total Trainers: 3
- Qualifications: MCA (1), Postgraduate (1), 1 not specified
- Sector Skill Specialization: Computer Networking (1), Computer Trainer (MIS) (1), 1 not specified
- Years of Service: Average 9.3 years (range 5 to 13 years)
- Motivation Level of Trainees: All reported as Excellent
- ToT Faculty Support: All trainers confirmed ToT (Training of Trainers)
- Grievance & Staff Welfare Effectiveness: Mostly Yes, one some extent
- Motivation & Satisfaction: All yes
- Major Challenges: Lack of education and village environment; connecting youth with technology; promoting computer education among rural youth
- Centre Mission Perception: Providing employment skills; inculcating computer education; making youth independent
- Meaningful Career Contribution: Making youth independent and providing equal employment opportunities; providing best computer education; training on new technologies
- Suggested Improvements: Staff training on regular intervals; introduce new technologies for villagers and youth; impart skill development knowledge among rural youth.

Key Observations

- Trainers are highly motivated and believe the trainees are motivated too.
- Challenges mainly relate to rural environment and educational barriers.
- Centre is perceived positively for its role in youth employment and independence.
- Continuous staff training and introduction of new technologies for improvement.

Recommendations

- **Introduce Advanced Modules:** Extend training duration and offer specialized courses.
- **Strengthen Placement Linkages:** Build industry partnerships and organize job fairs.
- **Upgrade Infrastructure:** Modernize labs, computers, and ICT facilities.
- **Enhance Financial Support:** Expand stipend/allowance options for needy trainees.
- **Alumni Tracking:** Implement alumni monitoring and follow-up to measure outcomes.

Skilling Unit's Program Evaluation

A) Impact
- High confidence and improved employability skills among trainees.
- Many trainees aspire to salaried employment or self-employment in diverse sectors.
- Notable female participation promoting social equity and empowerment.
- Positive reputation for providing meaningful vocational education in the community.

B) Measured against benchmarks
- Achieved NSQF-SSC certification rates increasing.
- Trainee satisfaction ratings primarily Good to Excellent.
- Employment readiness and entrepreneurial interest enhanced demonstrably.
- Increased community confidence in GVM's skill programs.

C) Unique value-addition
- Focus on marginalized rural youth with gender-inclusive training models.
- Strong trainer motivation ensuring quality delivery and personal mentoring.
- Alumni engagement and continuous feedback loops driving program relevance.
- Integration of traditional teaching with modern ICT tools.

D) Areas of improvement
- Deepen industry linkages and introduce broader placement and internship drives.
- Develop longer, advanced modules for specialized technical skills.
- Increase stipend and financial aid to attract and retain more disadvantaged trainees.
- Expand infrastructure modernization including smart labs and digital kiosks.

E) Recommendations
- Solutions to address the challenges around infrastructure limitations, keeping pace with evolving industry requirements, and strengthening sustainable placement connections with employers and community linkage.
- Continuous feedback, alumni tracking, and community linkages can ensure lasting impact and program improvement.
- The Skill Development Centre of Gandhi Vidya Mandir has made a significant impact by providing rural youth and women with employable skills, confidence, and career pathways. The survey highlighted strong trainee satisfaction, improved confidence in employment/self-employment, and significant participation of women. By addressing infrastructure, placement, and advanced training needs, GVM can strengthen its role as a model of rural skill empowerment in Rajasthan.

10. A brief of all GVM Divisions' Primary Data Analysis

Impact

- Expanding **access to quality education** in rural Rajasthan.
- Delivering **affordable healthcare** through Ayurveda and allied sciences.
- Supporting **orphans and vulnerable children** with holistic care.
- Promoting **sustainable agriculture** through farmer training and gaushala.
- Advancing **social and gender equality** across all divisions.

Challenges

- Funding and financial sustainability.
- Retaining skilled and passionate staff.
- Infrastructure modernization.
- Competition from better resourced institutions.

Opportunities

- Develop allopathy healthcare facility.
- Strengthen CSR and donor partnerships.
- Enhance visibility through outreach and publicity.
- Expand access to digital solutions.

Recommendations

- Modernize infrastructure, particularly in health and higher education.
- Invest in staff capacity building and incentives for retention.
- Strengthen resource mobilization and CSR linkages.
- Establish robust monitoring, evaluation, and learning (MEL) systems.
- Scale healthcare outreach in rural Rajasthan.
- Expand digital learning and e-governance.

Chapter 5: Impact Assessment

Project Implementation Steps

Project implementation involves the systematic execution of planned activities by Gandhi Vidya Mandir (GVM)'s various divisions to achieve defined social objectives. Key steps include situational analysis, stakeholder consultation, resource mobilization, implementation scheduling, and continuous monitoring. Each phase ensures alignment between project goals, community needs, and measurable outcomes while maintaining transparency and accountability throughout the process.

Staff Roles & Responsibilities

Effective social impact initiatives rely on clearly defined roles and collaborative teamwork. GVM's Division heads provide strategic guidance and oversight, coordinators manage day-to-day field operations, and monitoring officers track progress and document results. Support staff, including trainers, evaluators, and community mobilizers, ensure that interventions are inclusive, responsive, and well-executed across all target groups.

Theory of Change

The Theory of Change (ToC) outlines the underlying logic of how and why a division's interventions are expected to produce desired social outcomes. It defines the link between inputs, activities, outputs, and long-term impacts, highlighting key assumptions and contextual factors. A robust ToC provides a foundation for evidence-based planning and helps stakeholders visualize pathways to sustainable change.

Logical Framework

The Logical Framework (LogFrame) serves as a structured tool for the divisions' planning, monitoring, and evaluation. It articulates the hierarchy of objectives—from goals and purposes to outputs and activities—along with measurable indicators, means of verification, and risk assumptions. The LogFrame enables systematic tracking of performance and supports results-based management across all project stages.

SWOT Analysis

The SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) provides a critical snapshot of internal capacities and external conditions affecting success of each division of Gandhi Vidya Mandir. It helps identify strengths to leverage, weaknesses to address, opportunities to seize, and risks to mitigate. This analysis informs strategic decision-making and strengthens project resilience and adaptability.

GVM's Overall Impact Summary Matrix

The matrix summarizes Gandhi Vidya Mandir's measurable impact through a structured Input–Output–Outcome–Impact structure. The matrix demonstrates how GVM effectively transforms inputs and operational resources into tangible, scalable social impact outcomes through integrated program delivery across multiple thematic sectors.

Inputs	Outputs	Outcomes	Impact
Financial resources (Earned income, grants, CSR funds, donations)	Operational and Capital expenses on all programs and operations	Efficient fund utilization across education, health, and livelihood projects	Enhanced institutional efficiency and financial sustainability
Human resources (582 staff members) across 15 divisions	Implementation of programs reaching over 3.5 million people	Increased outreach and service coverage across region	Creation of sustained social welfare in rural areas
Infrastructure & assets (hospitals, schools, KVK, Gaushala, etc.)	Functional facilities for education, healthcare, and other programs	Improved access to quality services for marginalized communities	Long-term improvement in education, health and other indicators
Community participation and partnerships	Active engagement of thousands community members	Empowered and self-reliant rural communities	Reduction in gender gaps and improved community resilience
Technology and knowledge systems	Digital MIS setup and staff capacity building	Real-time data-driven decision-making	Transparency, accountability, and measurable social outcomes

GVM's development model has also been designed for long-term sustainability and scalability with key measures including:

- Institutional sustainability through diversified funding (earned, CSR, philanthropy).
- Human resource sustainability via in-house capacity-building programs.
- Environmental sustainability by solar power, organic farming, and water harvesting.
- Operational sustainability with digital MIS and transparent reporting mechanisms.
- Integrated model has proven feasibility to adapt and replicate across multiple regions.

1. GVM SCHOOLS

Project Implementation Steps for GVM Schools

- **Planning and Preparation:**
  - Define academic calendar and curriculum priorities.
  - Recruit and train teaching and support staff.
  - Prepare infrastructure and learning materials.

- **Curriculum Delivery:**
  - Conduct daily classes with balanced academic and value-based education.
  - Implement extracurricular activities for holistic development.
  - Monitor student progress regularly through evaluations and feedback.

- **Community Outreach:**
  - Run nonformal education and adult literacy programs in villages.
  - Engage parents and communities in school activities.
  - Utilize mobile libraries and reading programs to expand education reach.

- **Monitoring and Evaluation:**
  - Conduct periodic reviews with teachers and management.
  - Use student performance data to tailor instructional methods.
  - Collect community feedback to improve nonformal education centres.

Staff Roles & Responsibilities for GVM Schools

Role	Responsibilities
Principal / Headmaster	• Overall administration and academic leadership • Staff management and coordination • Liaison with GVM authorities and education boards
Teachers	• Deliver lessons in respective subjects. • Assess and support student learning. • Participate in extracurricular, sports, and cultural activities
Counsellors / Student Welfare Officers	• Address student emotional and psychological needs. • Provide career guidance and counselling. • Support attendance and discipline efforts

Administrative Staff	- Maintain school records, manage admissions and schedule. - Coordinate parent and community communications. - Oversee logistics and facility maintenance
Sports and Cultural Coordinators	- Organize sports and cultural events. - Develop student talents in arts, music, and sports. - Facilitate participation in external competitions and camps
Support Staff	- Ensure cleanliness and maintenance of facilities! - Assist in classroom and school event setup. - Manage student transportation and hostel services

Theory of Change for GVM Schools

Assumptions	- Continued funding and community support. - Teachers' commitment. - Positive student and parent engagement.
Inputs / Resources	- Qualified teachers and support staff. - Educational materials and infrastructure. - Community participation. - Cultural and sports facilities
Activities / Interventions	- Deliver curriculum aligned with ethical and academic standards. - Organize value-based education, sports, and arts programs. - Engage in community literacy and adult education outreach.
Outputs	- Number of students enrolled. - Regular academic assessments. - Cultural and sports events conducted.
Short term Outcomes	- Increased student enrolment and retention. - Improved attendance and participation in cultural and sports activities.
Medium term Outcomes	- Improved academic achievement and holistic development of students. - Enhanced community engagement and literacy rates.
Longterm Impact (Vision)	Students become well rounded individuals equipped with quality education, strong ethics, and humanistic values who contribute positively to society.

Logical Framework for GVM Schools

Project Hierarchy	Narrative Summary	Objectively Verifiable Indicators (OVIs)	Means of Verification (MoV)	Assumptions
Goal (Longterm Impact)	• Development of well-educated socially responsible youth contributing to community upliftment.	• Increased graduation rates • Improved social indicators in communities served by schools	• Education board records • Community surveys	• Continued funding and community engagement • Stable sociopolitical environment
Purpose (Medium term Outcomes)	• Students demonstrate strong academic and ethical foundation; Expanding literacy and cultural awareness in rural communities.	• Improved academic performance. • Increased participation in cultural and sports events • Expansion of adult literacy centres	• School report cards • Event attendance records • Field monitoring reports	• Stable curriculum standards • Supportive local community and families
Outputs (Short term Outcomes)	• Effective delivery of national and value-based curriculum. • Operation of primary, secondary, and adult education centres • Regular sports and cultural activities conducted	• Number of students enrolled and regularly attending. • Number of adult education centres operating • Number and variety of extracurricular events	• Attendance registers • Program logs • Community feedback	• Adequate teaching and support staff • Infrastructure maintained properly

Activities	• Conduct classroom teaching and value education. • Organize sports, cultural programs, and awareness campaigns. • Run nonformal and adult education initiatives in villages. • Manage school infrastructure and student welfare services	• Lesson plans and timetables adhered to • Event calendars executed • Adult education session counts • Maintenance checklists	• Observation reports • Internal audits • Activity documentation	• Commitment of staff • Active community participation • Resource availability

SWOT Analysis for GVM Schools

	Strengths	Weaknesses
Internal Factors	• Solid foundation in moral and value-based education aligned with Gandhian principles. • Comprehensive education programs from Montessori to senior secondary levels. • Robust infrastructure including libraries, sports grounds, and hostels. • Extensive outreach through rural and adult education centres. • Experienced teaching and administrative staff dedicated to holistic development.	• Limited resources for expanding infrastructure to match growing demand. • Challenges in integrating modern teaching technologies uniformly. • Parental illiteracy and rural poverty affect education. • Potential gaps in training for teaching staff on innovative pedagogy.
	Opportunities	Threats
External Factors	• Growing emphasis on quality education and ethical values in curriculum nationally. • Expansion possibilities through government and private partnerships. • Increasing awareness of adult education and skill development in rural areas. • Digital learning adoption accelerating educational reach. • Community support for education boosting enrolment and participation.	• Competition from private and international schools. • Policy changes affecting funding and curriculum standards. • Economic downturns impacting donation inflows. • Sociocultural resistance in some rural areas. • Technological challenges in rural outreach and distance education.
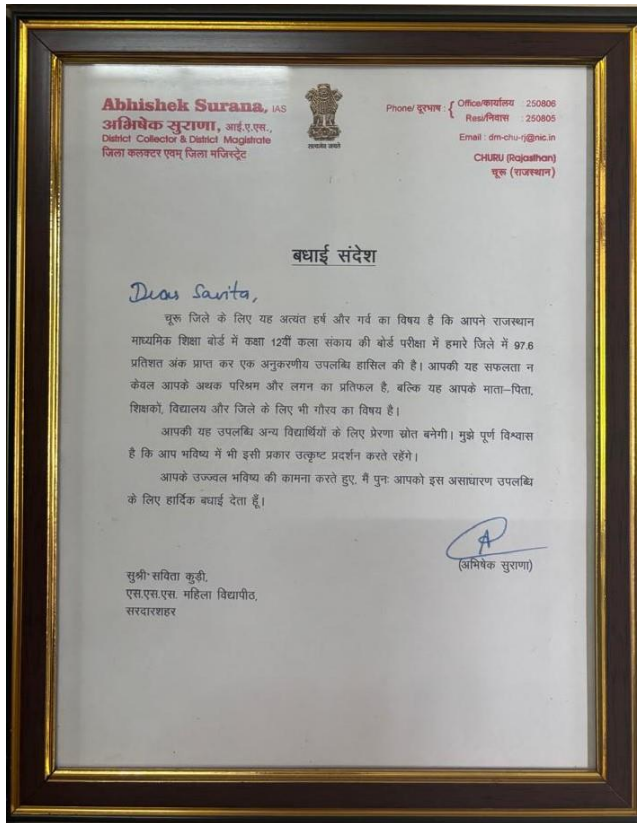
GVM Schools Appreciations and Awards

Meeting with the Principal of GVM Schools during the Impact Assessment visit

Interaction with Faculties and Students during the Impact Assessment

2. IASE UNIVERSITY

Project Implementation Steps for IASE University

- **Planning:** Conduct baseline assessments to identify training needs of teacher candidates; align resources and academic calendar.

- **Curriculum Development:** Develop and revise curricula based on national education standards and research findings.

- **Program Delivery:** Conduct regular classes, including theoretical and practical training; implement distance learning for wider access.

- **Research Activities:** Carry out educational research projects; disseminate findings through publications and seminars.

- **Extension & Outreach:** Operate rural schools, adult education centres, and vocational training; run literacy and total literacy programs across villages.

- **Facilities Management:** Provide adequate hostel, sports, and library facilities; maintain infrastructure to support learning.

- **Monitoring & Evaluation:** Continuous assessment of teaching effectiveness, student progress, research output, and outreach impact with periodic reporting.

Staff Roles & Responsibilities for IASE University

Role	Responsibilities
Project Director/Head	- Oversee academic and administrative management, ensure project goals are met, and lead coordination with the university and external bodies.
Academic Coordinators	- Curriculum design, program delivery oversight, workshop and seminar organization, faculty guidance and quality assurance.
Research Supervisors	- Plan and supervise research projects, facilitate data collection and analysis, mentor research scholars.

Distance Education Administrator	• Manage online and distance learning platforms, coordinate study materials distribution, student support.
Student Affairs Officer	• Manage student hostels, welfare activities, organize cultural and sports events, ensure student discipline and support.
Faculty Members/Trainers	• Teach courses, conduct practical training sessions, participate in community-based extension programs.
Administrative Staff	• Maintain records, handle communications/logistics, coordinate events, manage finances and documentation.
Extension Workers	• Support rural education programs, literacy drives, adult education centres, and vocational training initiatives in villages.

Theory of Change for IASE University

Assumptions	• Faculty remain committed; adequate funding sustained; students enrolled and engaged; technology accessible • Research findings utilized for policy and practice • Community participation sustained; supportive local governance
Inputs / Resources	• Trained faculty; academic infrastructure; digital platforms; research funding; community partnerships • Research staff, funding support, and academic collaboration networks • Extension workers; training materials; transport and logistics; village community support
Activities / Interventions	• Deliver blended curriculum; conduct research projects; provide practical training and extension activities • Conduct educational research; mentor scholars; host seminars; collaborate with education bodies • Implement literacy programs; organize vocation training; run mobile libraries
Outputs	• Successful completion of teacher training programs (STC, NTT, B.Ed..., M.Ed.., M.Phil.., Ph.D..); operation of distance education unit • Number of research projects completed, publications, and conferences organized • Operation of primary schools and adult education centres; training programs in villages
Short term Outcomes	• Improved student engagement and academic performance in training programs • Completion and dissemination of research studies; increased researcher participation • Enhanced literacy rates and vocational skills in targeted villages

Medium term Outcomes	• Graduates demonstrate effective teaching skills and research abilities; increased access to education through distance learning • Strengthened research culture promoting educational innovation and policy development • Expanded outreach and rural education supporting literacy and vocational skills
Longterm Impact (Vision)	• High quality teacher education producing skilled educators who improve educational standards nationally and contribute to rural and urban development

Logical Framework for IASE University

Project Hierarchy	Narrative Summary	Objectively Verifiable Indicators (OVIs)	Means of Verification (MoV)	Assumptions
Goal (Longterm Impact)	• Improve quality of education through skilled teacher training and research, contributing to rural and national development.	• Increased employment and impact of trained teachers. • Improvement in learning outcomes in affiliated schools. • Positive policy influence from research.	• Graduate tracking reports. • School performance records. • Research citation and policy documents.	• Sustained student enrolment and faculty commitment. • Availability of funding for program continuation.
Purpose (Medium term Outcomes)	• Graduates demonstrate effective teaching skills and research abilities; rural communities benefit from literacy and vocational programs.	• Percent of graduates meeting competency standards. • Number of rural literacy centres operational. • Research projects completed and disseminated.	• Academic assessments. • Field reports. • Research publications.	• Access to adequate resources and training materials. • Community participation in outreach programs.

Outputs (Short term Outcomes)	• Teacher training programs delivered. • Distance Education operational. • Research projects and seminars conducted. • Rural education and vocational training programs running.	• Enrolment figures. • Distance education participation. • Research outputs. • Number of outreach centres established.	• Enrolment records. • Distance education data. • Research reports. • Field program logs.	• Efficient coordination between units. • Timely delivery of training and materials.
Activities	• Develop curriculum and deliver teacher training. • Conduct research projects. • Facilitate distance education. • Implement literacy and vocational programs in rural areas. • Provide student welfare and hostel facilities.	• Course completion statistics. • Research milestones achieved. • Rural program activity schedules. • Facility maintenance logs.	• Training completion certificates. • Research monitoring. • Field visits and reports. • Facility inspection records.	• Skilled faculty and staff recruited. • Community support for rural programs. • Infrastructure maintained adequately.

ORGANIC FARMING BY IASE (Deemed to be University) Gandhi Vidya Mandir Sardarshahr, Churu, Rajasthan
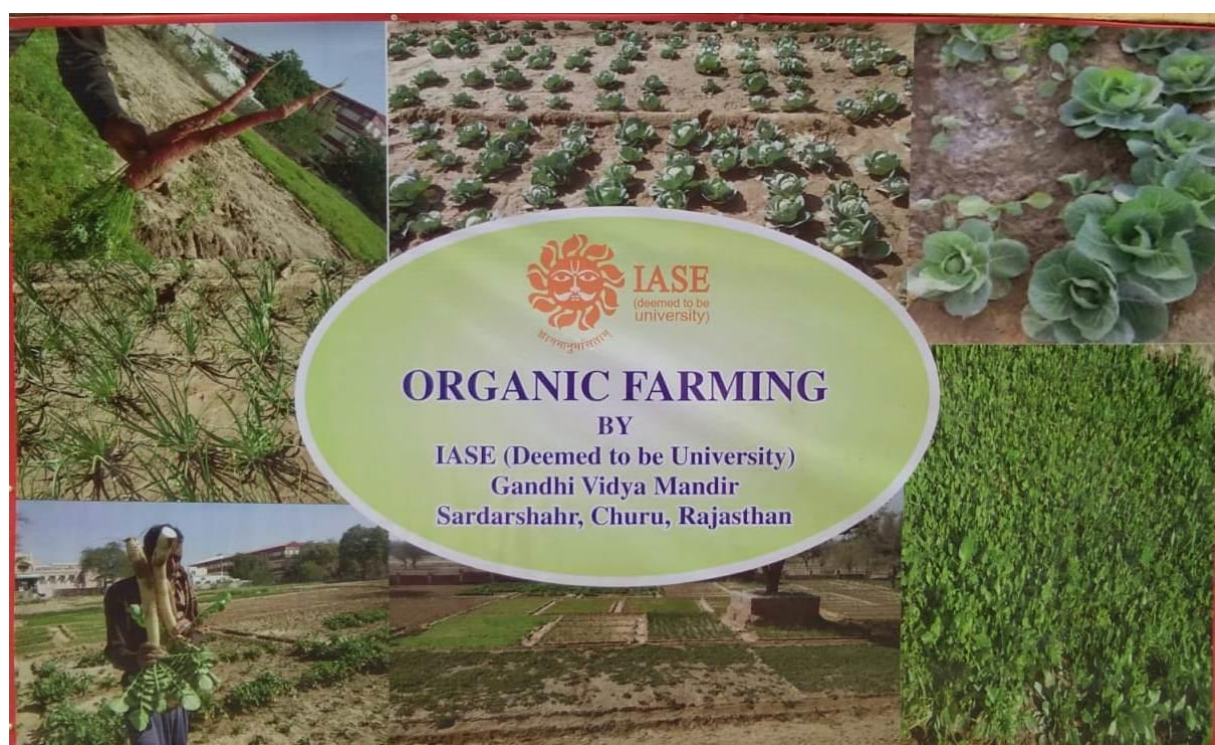
SWOT Analysis for IASE University

	Strengths	Weaknesses
Internal Factors	• Diverse academic programs from basic training to Ph.D. levels enhancing teacher quality. • Strong research culture with ongoing projects and doctoral scholars. • Comprehensive infrastructure including hostels, libraries, sports facilities, and distance education. • Extensive rural outreach through primary schools, adult education, and literacy programs. • Experienced faculty and administrative staff supporting multifaceted education and training. • Positive community perception and broad social impact.	• Dependency on government and external funding for research and extension activities. • Potential gaps in digital infrastructure for expanding distance learning. • Managing coordination among multiple faculties and diverse programs can be complex. • Resource constraints limiting capacity expansion, especially in rural outreach. • Need for continuous faculty upskilling to keep pace with evolving educational methodologies. • Scope for more quality assurance mechanisms.
	Opportunities	**Threats**
External Factors	• Growing emphasis on quality teacher education nationally creating demand for skilled educators. • Potential partnerships with government, NGOs, and international agencies for funding and collaboration. • Digital education growth enabling wider reach for distance learning. • Increasing rural focus creating scope for expansion of outreach and literacy programs. • Rising awareness of adult education and skill development enhancing community engagement. • Development of entrepreneurship hubs and career counseling.	• Changing education policies requiring quick adaptation. • Competition from better-resourced private universities. • Economic hardships folding into low educational priorities. • Rapid technological changes requiring ongoing infrastructure investment. • Social and cultural barriers in rural areas potentially limiting program impact. • Retaining qualified and permanent faculty.

Stakeholder consultation meeting during the Impact Assessment

Interaction with Students at IASE campus

Interaction sessions with Faculty and Management at IASE

3. SBLD AYURVEDIC MEDICAL COLLEGE & HOSPITAL

Project Implementation Steps for SBLD Ayurvedic Medical College & Hospital

- **Planning and Resource Mobilization**
  - Develop academic and clinical training curriculum aligned with Ayurvedic Council guidelines.
  - Allocate infrastructure for classrooms, clinical wards, and herbal gardens.
  - Recruit qualified teaching and medical staff.

- **Academic and Clinical Training Delivery**
  - Provide theoretical coursework and hands on clinical exposure to students.
  - Conduct health camps and community outreach using Ayurvedic practices.
  - Integrate research with teaching to promote evidence-based Ayurveda.

- **Healthcare Services**
  - Deliver outpatient and inpatient services using traditional Ayurvedic treatments.
  - Employ integrated treatment approaches combining Ayurveda with supportive care.
  - Employ specialized treatments for chronic diseases, lifestyle disorders, and preventive care.

- **Research and Development**
  - Conduct research on medicinal plants, herbal formulations, and treatment efficacy.
  - Collaborate with other institutes for innovation in Ayurvedic medicine.
  - Publish findings and contribute to Ayurvedic knowledge growth.

- **Monitoring and Evaluation**
  - Continuous assessment of academic performance and patient care outcomes.
  - Regular review of research progress and community impact.
  - Feedback mechanisms for staff, students, and patients to improve quality.

Staff Roles & Responsibilities for SBLD Ayurvedic Medical College & Hospital

Role	Responsibilities
Medical Director/Principal	• Overall supervision and management of hospital and college. • Ensure compliance with health regulations and academic standards. • Lead strategic planning and resource allocation.
Senior Ayurvedic Physicians	• Diagnose and treat patients using Ayurvedic methods. • Oversee clinical training of students. • Guide research and development in Ayurvedic practices.
Medical Officers/Instructors	• Conduct outpatient and inpatient care. • Teach practical and theoretical Ayurvedic medicine. • Participate in community health programs and medical camps.
Nursing Staff	• Provide nursing and supportive care to patients. • Assist physicians during treatments. • Maintain hygiene and patient comfort standards.
Pharmacists	• Prepare and manage Ayurvedic medicines. • Ensure quality control of herbal medicines. • Support research in herbal formulations.
Laboratory Technicians	• Conduct clinical tests. • Assist in medicinal plant research. • Maintain laboratory equipment and supplies.
Administrative Staff	• Manage records, scheduling, and patient services. • Coordinate educational program logistics. • Liaise with regulatory bodies and funding agencies.
Support Staff	• Maintain cleanliness and hospital environment. • Support patient transportation and facility maintenance.

Theory of Change for SBLD Ayurvedic Medical College & Hospital

Assumptions	• Government and regulatory support sustained. • Continuous funding available. • Students enrol sufficiently. • Community embraces Ayurvedic methodologies
Inputs / Resources	• Qualified faculty and medical staff. • Clinical facilities. • Research laboratories. • Herbal gardens. • Community networks.
Activities / Interventions	• Deliver comprehensive medical education. • Provide clinical services. • Conduct outreach health programs. • Undertake research on Ayurvedic treatments and medicinal plants
Outputs	• Number of graduates; Patient treatment records. • Research publications. • Community health camps conducted
Short term Outcomes	• Increased number of qualified Ayurvedic practitioners. • Growing number of patients receiving effective treatment. • Enhanced research outputs on medicinal plants and therapies
Medium term Outcomes	• Graduates are skilled practitioners delivering quality Ayurvedic healthcare. • Research advances improve treatment efficacy. • Community access to effective Ayurvedic treatments increases
Longterm Impact (Vision)	• Improved community health through the widespread adoption of authentic, evidence based Ayurvedic medical education and healthcare service

Logical Framework for SBLD Ayurvedic Medical College & Hospital

Project Hierarchy	Narrative Summary	Objectively Verifiable Indicators (OVIs)	Means of Verification (MoV)	Assumptions
Goal (Longterm Impact)	• To improve community health through effective Ayurvedic medical education, healthcare, and research	• Increased number of qualified Ayurvedic practitioners • Improved patient health outcomes	• Graduate employment records • Patient health statistics • Community health surveys	• Sustained government and community support • Continuous funding availability

Purpose (Medium term Outcomes)	• Skilled graduates providing quality Ayurvedic care. • Enhanced research output and community outreach	• Number of graduates deployed in healthcare. • Number of research projects completed and published. • Health camps conducted in communities	• Academic records • Research publications • Health camp reports	• Faculty maintain quality standards. • Research findings disseminated effectively
Outputs (Short term Outcomes)	• Curriculum developed and delivered. • Clinical training programs conducted. • Research projects initiated • Community health services operational	• Course completion rates • Number of clinical students trained. • Research progress reports. • Number of patients treated in camps	• Course records • Clinical training logs • Research monitoring • Medical service statistics	• Adequate faculty and resources are available. • Community participation in health programs
Activities	• Deliver medical education and training. • Conduct clinical treatments. • Undertake research on Ayurvedic medicines and therapies. • Organize community health outreach and camps	• Classes and training schedules implemented. • Research protocols followed • Health camp schedules maintained	• Academic timetables • Research documentation • Outreach program reports	• Qualified faculty and staff available • Research infrastructure maintained

SWOT Analysis for SBLD Ayurvedic Medical College & Hospital

	Strengths	Weaknesses
Internal Factors	• Established institution with comprehensive Ayurvedic education and healthcare services. • Strong integration of education, clinical services, and research. • Qualified faculty and experienced medical practitioners. • Access to herbal gardens and research labs supporting practical learning. • Community outreach programs enhancing public health awareness. • Strong patient satisfaction on medical care.	• Dependence on traditional medicine perception might limit patient inflow. • Limited funding for advanced research and infrastructure upgrading. • Challenges in integrating modern technology in curriculum and practice. • Potential shortage of highly specialized research personnel. • Administrative complexities in managing a multifaceted institution. • Infrastructure gaps: power cuts, equipment shortages, clean water
	Opportunities	**Threats**
External Factors	• Growing global interest in alternative medicine and Ayurveda. • Government support and schemes promoting AYUSH systems. • Potential partnerships with research organizations for innovation. • Expanding community health needs suitable for Ayurvedic intervention. • Increasing demand for wellness and preventive healthcare.	• Competition from modern medical institutions. • Regulatory changes impacting Ayurveda practice. • Misconceptions about Ayurveda affecting public trust. • Economic fluctuations reducing funding and donations. • Rapid advancements in biomedical sciences requiring adaptation.

Students Interaction Session during Impact Assessment at SBLD campus

4. BALGRIHA ORPHANAGE

Project Implementation Steps for Balgriha Orphanage

- **Identification and Enrolment of Beneficiaries:** Children in need, primarily those from disadvantaged or vulnerable backgrounds, are identified through community outreach, referrals by local authorities, and collaboration with other social welfare agencies. Their enrolment is based on thorough assessment of need and eligibility criteria consistent with the program's goals.

- **Provision of Shelter and Basic Needs:** Selected beneficiaries are provided with safe residential facilities that assure shelter, nutritious meals, health care, and hygiene services.

- **Health and Psychosocial Support:** Continuous monitoring and intervention ensure children receive the necessary medical care, immunizations, and psychological counselling. Wellness and hygiene awareness programs further support their overall health.

- **Educational and Character-Building Activities:** Balgriha emphasizes holistic development through quality education tailored to the diverse age and developmental needs of children. The curriculum includes formal schooling, life skills training, moral education, and extracurricular activities promoting character building and social responsibility.

Staff Roles & Responsibilities for Balgriha Orphanage

Staff Position	Responsibilities
Orphanage Manager/Superintendent	- Oversee daily operations. - Manage resources and staff. - Ensure child safety and discipline
Residential Caregivers	- Supervise and assist children. - Foster emotional support - Maintain a family like environment
Special Educators	- Teach disabled children. - Implement individualized education plans. - Conduct extra classes
Subject Teachers	- Teach academic subjects. - Organize library activities. - Promote value education
Medical Staff (Doctor, Nurse)	- Conduct health checkups. - Administer medicines. - Address emergencies

Physiotherapist/Yoga Instructor	• Guide physical exercises and yoga. • Facilitate sports. • Support rehabilitation
Counsellor/Psychologist	• Provide counselling. • Support emotional wellbeing. • Facilitate social integration
Cultural Activities Coordinator	• Organize cultural events. • Run arts/music/painting workshops. • Arrange tours
IT/Computer Instructor	• Teach computer literacy. • Provide access to digital learning. • Enhance education and entertainment
Housekeeping Staff	• Maintain cleanliness and hygiene. • Orderly upkeep of premises • Support daily routines
Cooks/Food Service Staff	• Prepare nutritious meals. • Manage meal routines. • Ensure food hygiene
Security Personnel	• Safeguard children and staff. • Manage gate and visitor access. • Respond to emergencies
Maintenance Staff	• Upkeep infrastructure and gardens. • Repair equipment • Support building maintenance
Administrative Staff	• Record keeping • Admissions and budgeting • Communicate with donors and authorities

Theory of Change for Balgriha Orphanage

Assumptions	• Children respond positively to family like care • A structured environment promotes discipline • Quality education can overcome learning barriers. • Technology enhances learning for disabled children • Value-based education shapes character • Cultural activities build identity and confidence • Regular healthcare prevents serious health issues. • Physical activity improves overall development • Handson experience builds confidence. • Practical skills lead to employment opportunities • Community exposure reduces isolation • Service to others builds social connections

Inputs / Resources	• 8 halls, 16 rooms, housing facility • Residential caregivers and house parents • Pooja Griha for spiritual development • Special education teachers • Subject teachers and qualified instructors • Library, computer room, LCD TV facilities • Cultural activities coordinator educational materials on Indian culture • Entertainment and Cultural facilities • Medical staff (doctors, nurses) • Ayurved specialists and free medicines • Kitchen facilities and • Nutritious food supply • Vocational training resources • Kitchen garden and sports ground • Skilled instructors for practical training • Transportation for tours • Community outreach resources • Guest accommodation facilities
Activities / Interventions	• Provide residential care in a discrimination-free environment • Implement daily prayer and value-based routines • Foster family atmosphere through caregiving • Provide special education for disabled children • Organize Extra classes by qualified teachers. • Facilitate access to educational resources and technology • Organize value education camps regularly • Conduct Cultural programs in music, painting, and arts • Provide exposure to Indian culture through Library resources • Conduct Regular medical examinations • Provide yoga, Physical exercise, and sports facilities • Ensure balanced nutrition through Structured meals • Provide training in the Cottage industry and gardening • Implement Shramdaan (voluntary work) programs • Develop interest in practical skills and crafts • Organize tours to build social exposure. • Provide services to pilgrims and Community members • Engage with the local Community through various programs

Outputs	• Hundreds of housed and cared for
	• Daily structured routines established
	• Family-like environment created
	• Specialized education programs delivered
	• Extra classes are conducted for difficult subjects
	• Library and reading facilities utilized
	• Value education camps conducted
	• Cultural events organized
	• Indian culture and traditions promoted
	• Regular medical checkups completed
	• Nutritious meals are provided daily
	• Physical fitness programs implemented
	• Professional skills training delivered
	• Cottage industry exposure
	• Selfcare & independence demonstrated
	• Educational and religious tours organized
	• Community service activities conducted
	• Positive Community relationships built
Short term Outcomes	• Improved self-confidence and social skills among children
	• Enhanced academic performance and learning outcomes
	• Demonstration of improved moral behavior and ethical decision-making
	• Improved health indicators and wellness measures
	• Acquisition of practical life skills and work readiness
	• Reduced stigma and increased community support
Medium term Outcomes	• Children develop comprehensive life skills and independence
	• Children achieve educational milestones appropriate to their abilities
	• Children develop strong moral characters and human values
	• Children maintain good physical and mental health
	• Children develop vocational skills and self-reliance
	• Community acceptance and social integration achieved
Longterm Impact (Vision)	• Destitute children become productive, self-respecting citizens integrated into mainstream society

Logical Framework for Balgriha Orphanage

Project Hierarchy	Narrative Summary	Objectively Verifiable Indicators (OVIs)	Means of Verification (Move)	Assumptions
Goal (Long-term Impact)	• Disabled and destitute children become productive, self-respecting citizens integrated into mainstream society.	• By 5 years post departure, at least 70% of former residents are employed, in higher education, or self-sufficient. • At least 80% of former residents report positive social integration and wellbeing.	• Alumni tracer studies and surveys. Employment records. • Community feedback reports.	• The external socioeconomic environment provides opportunities for employment and social integration. • Former residents remain connected for follow-up.
Purpose (Medium-term Outcomes)	• Children at Balgriha develop comprehensive life skills, achieve educational milestones, maintain good health, and are prepared for social integration.	• 85% of children demonstrate grade appropriate academic levels or achieve individualized education plan (IEP) goals annually. • 90% of children demonstrate proficiency in daily life skills and selfcare routines. • Incidence of preventable illness is reduced by 95% annually.	• School records and teacher assessments. • Caregiver observation reports and skills checklists. • Annual health screening reports and medical records.	• Children have the capacity and willingness to learn and develop when provided with a supportive environment. • Qualified staff remain committed to the institution's mission.

Outputs (Short term Outcomes)	Enhanced residential care and holistic development environment established. Improved educational and vocational outcomes. Improved physical and mental health. Strengthened cultural and moral values.	Hundreds of children receive shelter, nutrition, and care annually. 100% of school aged children are enrolled in formal education or specialized programs. At least 4 vocational skills training modules are completed by eligible children yearly. At least 12 cultural events and 4 value education camps are conducted annually.	Daily attendance and meal logs. School enrolment records. Training completion certificates. Event calendars and reports.	Resources and facilities are maintained in good condition. Donor funding remains stable and sufficient to cover operational costs. Staff have the required expertise to deliver all programs.
Activities	Provide comprehensive residential care. Deliver mainstream education with extra academic support. Conduct medical checkups and facilitate physical fitness through yoga and sports. Organize vocational Training, cultural events	Number of staff hired and trained. Schedule of Daily routines, classes, and activities. Budget allocation and expenditure per program area. Quantity of educational and medical supplies procured.	Staff contracts and Training records. Published schedules and activity logs. Financial statements and audits. Procurement records.	Qualified professionals are available for recruitment. No major disruptions to the supply chain for essential goods. Community remains supportive of the orphanage's activities.

Key Informant Interview during Impact Assessment at Balgrih Office

SWOT Analysis for Balgriha Orphanage

	Strengths	Weaknesses
Internal Factors	• **Strong Founding Philosophy:** Grounded in the Karm yogi philosophy of selfless service, providing a clear and noble mission. • **Holistic Development Model:** Comprehensive care that includes education, healthcare, vocational training, and moral development. • **Specialized Care:** Focus on disabled and destitute children, filling a critical niche in social welfare. • **Established Infrastructure:** Well, maintained facilities including housing, educational spaces, and recreational areas like gardens and sports grounds. • **Dedicated Staff and Management:** A structured team of qualified professionals committed to the children's wellbeing. • **Strong Reputation:** Longstanding history (since 1950) and a positive track record of social service.	• **Dependence on Donor Funding:** Heavy reliance on donations makes the organization vulnerable to economic downturns or shifts in donor priorities. • **High Operational Costs:** Providing specialized care, education, and comprehensive facilities is resource intensive. • **Staff Retention Challenges:** Balgriha, being a nonprofit can offer lower compensation, leading to potential difficulties in retaining highly qualified staff. • **Limited Scalability:** The current capacity is fixed and expansion is dependent on significant new funding and resources. • **Complexity of Care:** Managing the diverse needs of disabled children requires highly specialized expertise, which can be difficult to source and fund. • **Limited Scale:** Currently supporting a small number of children.
	Opportunities	Threats
External Factors	• **Growing Corporate Social Responsibility (CSR):** An Increasing number of corporations are looking for reputable NGOs to partner with for CSR initiatives. • **Digital Fundraising Platforms:** Ability to reach a global audience of potential donors through online campaigns and social media. • **Government Grants and Schemes:** Potential to secure government funding for programs related to child welfare and disability support. • **Community Engagement:** Opportunities to build stronger local partnerships for volunteering, in kind donations, and community integration programs. • **Public Awareness:** Growing public consciousness about the needs of disabled and orphaned children can lead to increased support.	• **Economic Instability:** A recession or economic downturn could lead to a significant decrease in donations from individuals and corporations. • **Changing Regulations:** Shifts in government policies regarding child welfare, compliance, and NGO operations could increase administrative burdens or costs. • Competition for Funding: Many nonprofits compete for a limited pool of donor funds. • **Public Scrutiny and Reputational Risk:** Any negative incident or perceived mismanagement could quickly damage the orphanage's reputation and donor trust. • **Health Crises:** Pandemics or local health emergencies could pose a significant risk to the vulnerable population of children and strain resources. • **Socio-Economic Challenges:** Children's families may get influence on this.

5. KRISHI VIGYAN KENDRA

Project Implementation Steps for Krishi Vigyan Kendra

- **Needs Assessment:** Identify farmer training needs based on local agricultural challenges.
- **Planning:** Develop annual training and demonstration programs; allocate resources.
- **Resource Mobilization:** Equip farm with necessary tools, seeds, and inputs.
- **Training & Outreach:** Conduct workshops, field visits, on farm demonstrations, and advisory sessions.
- **Monitoring & Evaluation:** Track attendance, collect impact data, and refine program based on feedback.
- **Collaboration:** Partner with research institutes and government agricultural programs for updated knowledge and support.

Staff Roles & Responsibilities for Krishi Vigyan Kendra

Role	Responsibilities
Project Coordinator/Head	• Plan, organize, and supervise all KVK activities. • Liaise with government bodies, agricultural institutes, and stakeholders. • Monitor project progress and prepare reports.
Subject Matter Specialists (Agronomy, Horticulture, Plant Protection, Animal Science, etc.)	• Design and deliver technical training and demonstrations. • Conduct field trials and demonstrations. • Provide expert advisory services to farmers.
Training and Extension Officers	• Organize and facilitate farmer training camps and workshops. • Conduct awareness and outreach programs. • Collect feedback and assess impact of training.
Farm Manager/Field Supervisor	• Manage onsite farm activities, demonstrations, and trials. • Maintain experimental plots and associated infrastructure. • Support hands on training sessions.
Administrative Staff	• Maintain records, manage communication and logistics. • Organize events, coordinate with stakeholders. • Assist in documentation and reporting.

Support Staff	• Maintain cleanliness and upkeep of farm and office facilities. • Assist with logistics such as materials procurement and transport.

Theory of Change for Krishi Vigyan Kendra

| Assumptions	• Willingness of farmers to adopt innovations. • Continued technical and financial support. • Environmental conditions conducive to farming.
Inputs / Resources	• Qualified agricultural experts; Training materials. • Demonstration farm facilities. • Extension infrastructure.
Activities / Interventions	• Conduct farmer training sessions, field demonstrations, on farm trials. • Disseminate research based agricultural practices. • Provide advisory services.
Outputs	• Number of farmers trained and adopting practices. • Demonstration plots established. • Farmer feedback collected
Short term Outcomes	• Increased participation of farmers in training and demonstrations. • Adoption of new crop varieties and pest management techniques.
Medium term Outcomes	• Farmers adopt improved farming practices and technologies. • Increased crop productivity and income. • Enhanced knowledge and skills among farming communities.
Longterm Impact (Vision)	• Sustainable agricultural development leading to improved farmer livelihoods, food security, and environmental conservation in the region.

Farmers Training Session during Impact Assessment dated 10 September 2025

Logical Framework for Krishi Vigyan Kendra

Project Hierarchy	Narrative Summary	Objectively Verifiable Indicators (OVIs)	Means of Verification (MoV)	Assumptions
Goal (Longterm Impact)	• Sustainable agricultural development and improved livelihoods of farmers in the region.	• Increase in average crop productivity. • Increase in farmer incomes	• Agricultural statistics reports • Household income surveys	• Farmers willing to adopt new practices. • Favourable climatic conditions
Purpose (Medium term Outcomes)	• Farmers adopt improved agronomic practices and technologies leading to increased productivity and sustainability.	• Percentage of farmers adopting recommended practices • Reduced incidence of crop pests and diseases	• Field surveys • Extension worker reports	• Adequate extension and training outreach • Access to necessary inputs
Outputs (Short term Outcomes)	• Training programs and field demonstrations conducted. • On farm trials and technology transfer activities completed	• Number of training sessions held. • Number of demonstration plots established. • Number of farmers attending activities	• Training attendance records • Demonstration site monitoring	• Qualified staff available • Participation from farmers
Activities	• Conduct farmer training workshops and field days. • Organize on farm trials and demonstrations. • Provide advisory and consultancy services	• Schedule of training and demonstration activities • Advisory reports and consultations	• Activity schedules • Extension service documentation	• Timely availability of inputs and resources • Continuous funding and support

SWOT Analysis for Krishi Vigyan Kendra

	Strengths	Weaknesses
Internal Factors	• Experienced agricultural experts and extension workers. • Strong linkage with research institutes and government agencies. • Infrastructure for on farm demonstrations and training. Strong Women's programs. • Wide range of training and advisory services tailored to local needs.	• Limited funding may restrict expansion and modernization. • Dependence on government programs and grants. • Challenges in reaching remote farmers regularly. • Limited adoption of advanced ICT tools for wider outreach.
	Opportunities	**Threats**
External Factors	• Growing government focus on sustainable agriculture and farmer welfare. • Opportunities for partnerships with private sector and NGOs. • Increasing farmer awareness and demand for scientific interventions. • Potential to adopt digital platforms for knowledge dissemination.	• Climate change impacting agricultural productivity. • Market fluctuations affecting farmer income. • Resistance to adopting new technologies among traditional farmers. • Policy changes affecting funding and program continuity.
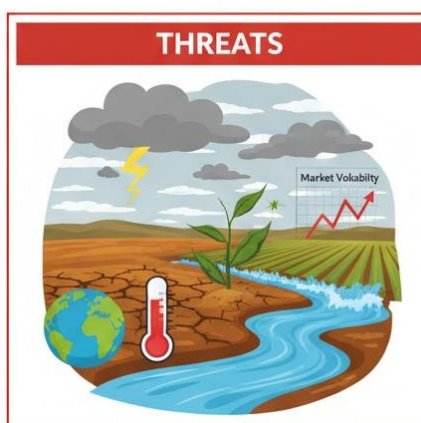
6. GAUSHALA COWSHED

Project Implementation Steps for Gaushala Cowshed

- **Infrastructure Development:** Construct or renovate cow shelters with hygienic pens, feeding stations, and water supply.
- **Animal Care and Veterinary Services:** Arrange regular veterinary check-ups, vaccination drives, and treatment for sick or injured cows.
- **Feeding and Nutrition:** Procure and provide nutritious fodder, including green grass, dry fodder, and concentrate feed; develop kitchen gardens for organic feed supply.
- **Waste Management:** Implement systematic waste collection and composting of cow dung for organic manure production
- **Dairy and Product Utilization:** If applicable, process cow milk for local use and sale, ensuring economic sustainability.
- **Community Involvement:** Organize awareness camps about cow protection, organic farming, and sustainable rural livelihoods.
- **Staffing and Training:** Recruit knowledgeable caretakers and veterinarians; train staff and volunteers in animal welfare practices.
- **Record Keeping:** Maintain detailed registers for each animal's health, feeding, and milking information.

Staff Roles & Responsibilities for Gaushala Cowshed

Role	Responsibilities
Project Manager	• Overall coordination of all activities and resources • Resource management • Reporting to GVM leadership
Veterinarian	• Conduct regular health checkups • Provide treatment to sick or injured cows • Monitor the Overall welfare of cows
Caretakers	• Daily feeding of cows • Cleaning and maintaining the shelter • General animal care and monitoring
Agricultural Specialist	• Oversee organic fodder cultivation • Manage manure composting • Ensure sustainable farming practices
Community Liaison	• Engage with local community and donors • Conduct awareness and outreach programs • Promote involvement and support

Theory of Change for Gaushala Cowshed

Assumptions	• Gaushala medicine proves effective • Early detection and treatment prevent spread • Community cooperates with preventive measures • Sufficient resources and staff capacity available • Government support sustained for vaccination and monitoring
Inputs / Resources	• Medical staff including veterinarians and caregivers • Medicines: Allopathic, Ayurvedic, Gaushala • Facilities for isolation and treatment • SBLD lab supplying Gaushala. • Support from local authorities and community
Activities / Interventions	• Provide 24hour treatment and care with allopathic and Ayurvedic medicines • Use Gaushala medicine prepared at SBLD lab • Vaccinate healthy cattle in collaboration with authorities • Educate locals on prevention methods
Outputs	• Hundreds of cows admitted and treated at Gaushala • Continuous 24hour monitoring • Gaushala administered effectively
Short term Outcomes	• Infected cows receive timely treatment and recover • Gaushala staff effectively manage infection
Medium term Outcomes	• Effective containment and treatment of Lampi virus in Gaushala and local cattle population
Longterm Impact (Vision)	• Cows in the region are protected from Lampi virus, maintaining healthy populations and supporting rural livelihoods and ecological balance

Cattle care and feeding area at the GVM Gaushala

Logical Framework for Gaushala Cowshed

Project Hierarchy	Narrative Summary	Objectively Verifiable Indicators (OVIs)	Means of Verification (MoV)	Assumptions
Goal (Longterm Impact)	• Reduction in mortality and morbidity of cattle due to Lampi virus across Rajasthan and Gujarat, sustaining healthy cattle populations for rural livelihoods	• Mortality rate among cattle reduced by 70% in affected regions over 3 years. • Recovery rate of treated cattle at Gaushala exceeds 80%	• Government livestock health reports • Gaushala medical records	• Continued government and community support for interventions • Vaccine availability and effectiveness
Purpose (Medium term Outcomes)	• Infected cattle receive effective allopathic and Ayurvedic treatment leading to improved health outcomes	• Hundreds of cows successfully treated and recovering at Gaushala. • Increased local usage of Gaushala medicine	• Gaushala treatment records • SBLD lab supply data • Local community surveys	• Gaushala medicine proves effective. • Sufficient staffing and resources at Gaushala
Outputs (Short term Outcomes)	• Hundreds of cows admitted, provided 24hour care and medication. • Gaushala produced and distributed for local treatment. • Trained staff delivering combined allopathic and Ayurvedic treatments	• Number of cows admitted and treated daily. • Quantity of Gaushala produced and sold. • Staff attendance and shift records	• Gaushala admission logs • Medicine production logs • Staff rosters	• Continuous supply of medicines and skilled staff availability

Activities	• Admit and isolate infected cows. • Administer allopathic and Ayurvedic medicines including Gaushala. • Provide continuous monitoring and supportive care. • Coordinate with SBLD lab for Gaushala production and distribution. • Engage with local communities for awareness and preventive measures	• Daily medication schedules followed. • Gaushala production targets met. • Community outreach programs conducted regularly	• Treatment charts • Production records • Community activity reports	• Owner cooperation in reporting and treating cattle. • No major supply chain disruptions

SWOT Analysis for Gaushala Cowshed

	Strengths	Weaknesses
Internal Factors	• **Integrated Medical Approach:** Utilizes both Allopathic and Ayurvedic medicines, including the locally produced Gaushala, offering a unique and potentially more effective treatment protocol. • **Dedicated Resources:** A team of 14 staff members provides 24hour dedicated care and treatment, ensuring continuous monitoring and rapid response. • **Specialized Infrastructure:** Operates a dedicated lab (SBLD lab) for producing Gaushala products, enabling quality control and a steady supply. • **Immediate Response Capability:** Has the capacity to admit and care for a significant number of affected cattle, acting as a crucial emergency response centre. • **Skilled Manpower:** The GVM Gaushala has qualified and experienced veterinary staff and caretaker. • **Integration with GVM Units:** Dairy products of Gaushala meet the needs of other units.	• **High Operational Cost:** Providing 24hour care with a large staff and specialized medicines is extremely resource intensive and may be financially unsustainable without continuous, largescale funding. • **Limited Capacity:** While admitting 500+ cows is substantial, it is a small fraction of the 50,000+ infected cattle, limiting the overall impact on the regional outbreak. • **Dependence on Medicinal Efficacy:** The success of the treatment heavily relies on the effectiveness of the medicines which may not have undergone extensive scientific validation. • **Potential for Internal Outbreak:** Housing a large number of infected animals in one location creates a high-risk environment for disease transmission among the admitted cattle and to the staff.

	Opportunities	Threats
External Factors	• **Showcase Innovative Treatment:** Success in treating Lampi virus with Gaushala can position GVM as a leader in innovative veterinary care, attracting more funding, research partnerships, and government support. • **Community Trust and Support:** By providing effective treatment and making Gaushala available at base rates, the Gaushala can build significant goodwill and trust within the local community, leading to increased donations and support. • **Collaboration and Knowledge Sharing:** The crisis provides an opportunity to collaborate with veterinary institutions and government bodies to study the effectiveness of the integrated treatment model and share findings. • **Economic Sustainability:** If Gaushala proves highly effective, its production and sale could become a sustainable revenue stream for the Gaushala, reducing reliance on donations.	• **Overwhelming Scale of the Outbreak:** With over 30,000 deaths and 50,000 infections, the sheer scale of the Lampi virus epidemic could overwhelm the Gaushala's resources and capacity. • **High Rate of Virus Spread:** The virus has already spread to nine districts, indicating rapid transmission that could outpace treatment and containment efforts. • **Supply Chain Disruptions:** A widespread crisis could lead to shortages of essential allopathic medicines, fodder, and other supplies needed for care. • **Regulatory Scrutiny:** The use and distribution of a new, locally produced medicine like Gaushala could attract scrutiny from veterinary and drug control authorities if not properly documented and validated.

STRENGTHS
- Integrated Medical Approach
- Dedicated Resources (24/7 Care)
- Immediate Response (500+ Cattle Capacity)
- Specialized Infrastructure

WEAKNISSES
- High Operational Cost
- Limited Capacity (vs 5,000+ Infected)
- Dependence an Efficacy
- Potential for Internal Oubbreak

OPPORTUNITIES
- Showase Innovative Treatment
- Gatushal & Medicine
- Community Trust & Support
- Colaboration & Inasharing

THREATS
- Overchlvuling Scale (3,000+ Deaths)
- High Rate of Virus Spread
- Supply Chain Distuptions
- Regulatory Scrutiny

Impact Assessment of Gandhi Vidya Mandir by Prime Charity Foundation

7. SKILLING UNIT

Project Implementation Steps for Skilling Unit

- Assessment & Planning:
  - Conduct skills demand assessment in target areas.
  - Design training curriculum and resource allocation plans.
- Resource Mobilization:
  - Recruit qualified trainers and staff.
  - Procure necessary tools, equipment, and materials.
- Training Delivery:
  - Implement training programs in batches.
  - Conduct practical sessions, workshops, and entrepreneurship mentoring.
- Placement & Entrepreneurship Support:
  - Connect trainees with local employment opportunities.
  - Support startups with mentorship and linkages to finance.
- Monitoring & Evaluation:
  - Track trainee progress and success indicators.
  - Collect feedback for curriculum improvement.

Staff Roles & Responsibilities for Skilling Unit

Role	Responsibilities
Project Manager	- Plan and coordinate overall skill development programs - Liaise with funding bodies, government and industry - Monitor project progress and prepare reports
Training Coordinators	- Develop course modules and schedules - Organize training sessions and workshops - Assess trainee progress and provide feedback
Trainers/Instructors	- Deliver specialized vocational training. - Demonstrate practical skills and supervise hands on activities. - Motivate trainees and conduct assessments
Placement Officer	- Facilitate employment and entrepreneurship opportunities for trainees. - Build network with local employers and industries. - Organize job fairs and placement drives

Administrative Support	• Manage trainee records, attendance, and certification. • Coordinate logistics and training materials. • Support communication with trainees and stakeholders
Community Mobilizers	• Engage local communities and encourage participation. • Identify target groups and facilitate outreach. • Organize awareness campaigns and pretraining orientations

Theory of Change for Skilling Unit

Assumptions	• Sustainable job market and entrepreneurial ecosystem. • Continued funding and stakeholder commitment. • Willingness of community to participate.
Inputs / Resources	• Skilled trainers and staff. • Training infrastructure and equipment. • Partnerships with industry and local businesses. • Community support networks.
Activities / Interventions	• Conduct demand driven vocational training. • Provide hands-on workshops. • Facilitate placements and entrepreneurship support. • Engage community for outreach and mobilization.
Outputs	• Number of trainees enrolled and certified. • Successful placements and startups initiated; Community engagement activities conducted.
Short term Outcomes	• Improved technical and soft skills of trainees. • Increased participation in training programs. • Greater awareness of livelihood opportunities.
Medium term Outcomes	• Increased employability, entrepreneurial skills, and income generation among trainees. • Enhanced local economic activity.
Longterm Impact (Vision)	• Empowered and economically self-reliant youth and marginalized groups contribute to sustainable rural and regional development.

Logical Framework for Skilling Unit

Project Hierarchy	Narrative Summary	Objectively Verifiable Indicators (OVIs)	Means of Verification (MoV)	Assumptions
Goal (Longterm Impact)	• Economically empowered youth and marginalized groups are contributing to sustainable regional development.	• Increase in employment or entrepreneurship rates among trainees. • Improved socioeconomic indicators in target communities.	• Employment records, income surveys, community feedback.	• Sustained demand for skilled labourr. • Supportive local economy.
Purpose (Medium term Outcomes)	• Trainees acquire relevant skills and successfully transition into jobs or self-employment.	• Percentage of trainees obtaining employment or launching businesses. • Positive feedback from employers and trainees.	• Placement records, follow up surveys, employer feedback.	• Training quality meets market demands. • Availability of job opportunities.
Outputs (Short term Outcomes)	• Vocational training programs designed and delivered. • Trainees complete certification. • Placement and entrepreneurship support provided. • Outreach and mobilization in communities increased.	• Number of training batches conducted. • Number of trainees certified. • Number of placements and startups facilitated. • Number of community mobilization activities.	• Training logs, certification records, placement reports, outreach documentation.	• Adequate trainer availability. • Community participation. • Resource availability maintained.

Activities	• Conduct skills demand assessment. • Develop curriculum and training modules. • Deliver hands on training and workshops. • Facilitate job placement and entrepreneurship. • Conduct community mobilization and awareness.	• Training schedules adhered to. • Curriculum updates documented. • Placement events organized. • Mobilization campaign records.	• Activity reports, training attendance, event documentation.	• Timely funding and logistical support. • Effective stakeholder collaboration.

SWOT Analysis for Skilling Unit

	Strengths	Weaknesses
Internal factors	• Diverse, demand driven vocational training programs. • Experienced trainers and committed staff. • Strong community mobilization and outreach. • Integration with local industries for placements. • Focus on marginalized and underprivileged groups. • Strong trainee satisfaction & motivation.	• Limited infrastructure capacity restricting number of trainees. • Dependence on external funding sources. • Variable access to modern training technologies. • Administrative challenges in managing decentralized training sites. • Need for continuous skill updating to keep pace with market changes.
	Opportunities	**Threats**
External Factors	• Increasing government and NGO focus on skill development and employment. • Potential partnerships with industry and commerce. • Rural economic development creating demand for skilled labour. • Introduction of specialized courses and adoption of digital learning expanding reach. • Growing interest in entrepreneurship and self-employment regions.	• Economic downturns affecting funding and job availability. • Competition from other skill training providers. • Rapid technological change requiring continual curriculum updates. • Social and cultural barriers impacting female and marginalized participation. • Unpredictable policy environment affecting program continuity.

8. PRANNATH HOSPITAL

Project Implementation Steps for Prannath Hospital

- **Infrastructure Development:** Construct hospital buildings and equip clinical and therapy centres with necessary facilities.
- **Staff Recruitment and Training:** Hire multidisciplinary medical, nursing, and support personnel; provide orientation and ongoing education.
- **Service Integration:** Implement coordinated protocols to deliver allopathic and Ayurvedic care within a unified system.
- **Community Outreach:** Deploy mobile medical clinics to extend diagnostic and therapeutic services to remote villages.
- **Monitoring & Evaluation:** Collect data on clinical outcomes, patient satisfaction, and operational performance to drive continuous improvement.
- **Donor Engagement:** Conduct donation campaigns, offer naming opportunities, and maintain regular communication with benefactors.

Staff Roles & Responsibilities for Prannath Hospital

Role	Responsibilities
Hospital Director/CEO	• Overall operational management and strategic leadership. • Ensure compliance with healthcare standards. • Coordinate funding, donor relations, and community outreach.
Medical Superintendent	• Supervise clinical operations across departments. • Facilitate integration of allopathic and Ayurvedic services. • Monitor treatment quality and patient safety.
Chief Ayurvedic Physician	• Lead Ayurvedic and Panchakarma treatment protocols. • Train Ayurvedic practitioners and staff. • Oversee herbal pharmacy and therapy centers.
Chief Allopathic Physician	• Oversee medical specialties and surgical services. • Ensure use of cutting-edge medical technology. • Provide leadership for clinical teams.
Nursing Director	• Manage nursing staff deployment and training. • Maintain standards of patient care and safety. • Coordinate nursing schedules across shifts.
Paramedical and Support Staff Heads	• Manage radiology, laboratory, pharmacy, and ambulance services. • Ensure timely diagnosis and medication availability. • Oversee sanitation and facility management.

Mobile Clinic Coordinator	• Organize and schedule mobile health camps. • Coordinate diagnostics and treatments at community locations. • Liaise with local health workers and stakeholders.
Administrative Officer	• Manage hospital records, finances, and reporting. • Facilitate communication between departments and external agencies. • Support HR and procurement processes.
Volunteer and Fundraising Coordinator	• Engage donors and community supporters. • Organize fundraising and awareness campaigns. • Manage donor benefits and recognition programs.

Theory of Change for Prannath Hospital

Assumptions	• Continued financial and community support. • Collaboration between allopathic and Ayurvedic practitioners. • Positive patient acceptance of integrated care.
Inputs / Resources	• Qualified doctors, therapists, nurses, and paramedics. • Healthcare infrastructure and equipment. • Community engagement networks. • Fee Income, Donor support and Grants.
Activities / Interventions	• Build and operate multispecialty facilities. • Recruit and train multidisciplinary medical staff. • Conduct community health camps and mobile services. • Monitor and improve clinical quality.
Outputs	• Number of patients treated. • Mobile clinic outreach statistics. • Number of trained staff; Patient satisfaction surveys
Short term Outcomes	• Established multispecialty hospital services. • Functional mobile health clinics providing doorstep diagnostics and care. • Skilled workforce delivering quality healthcare
Medium term Outcomes	• Enhanced health seeking behaviour. • Increased access to multidisciplinary medical care. • Reduced disease burden in target communities.
Longterm Impact (Vision)	• Improved health and wellbeing of rural and semiurban populations through accessible, affordable, and integrated allopathic, Ayurvedic, and Panchkarma healthcare services.

Logical Framework for Prannath Hospital

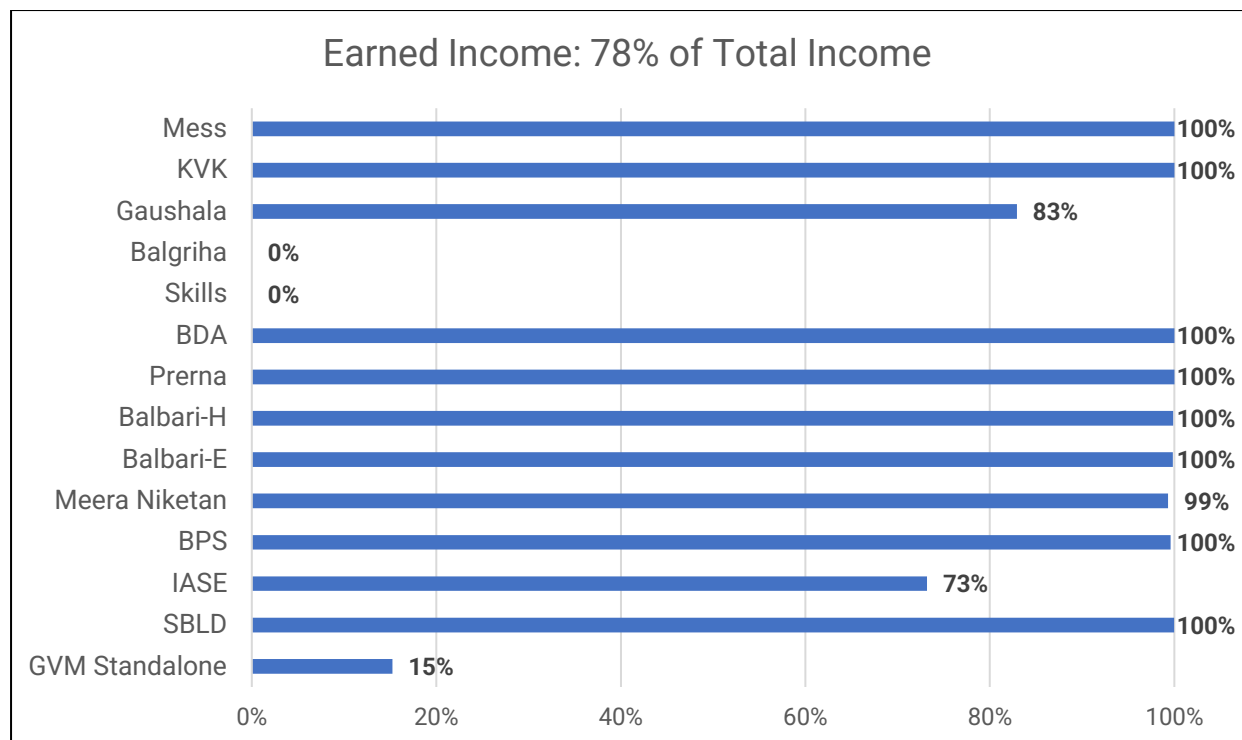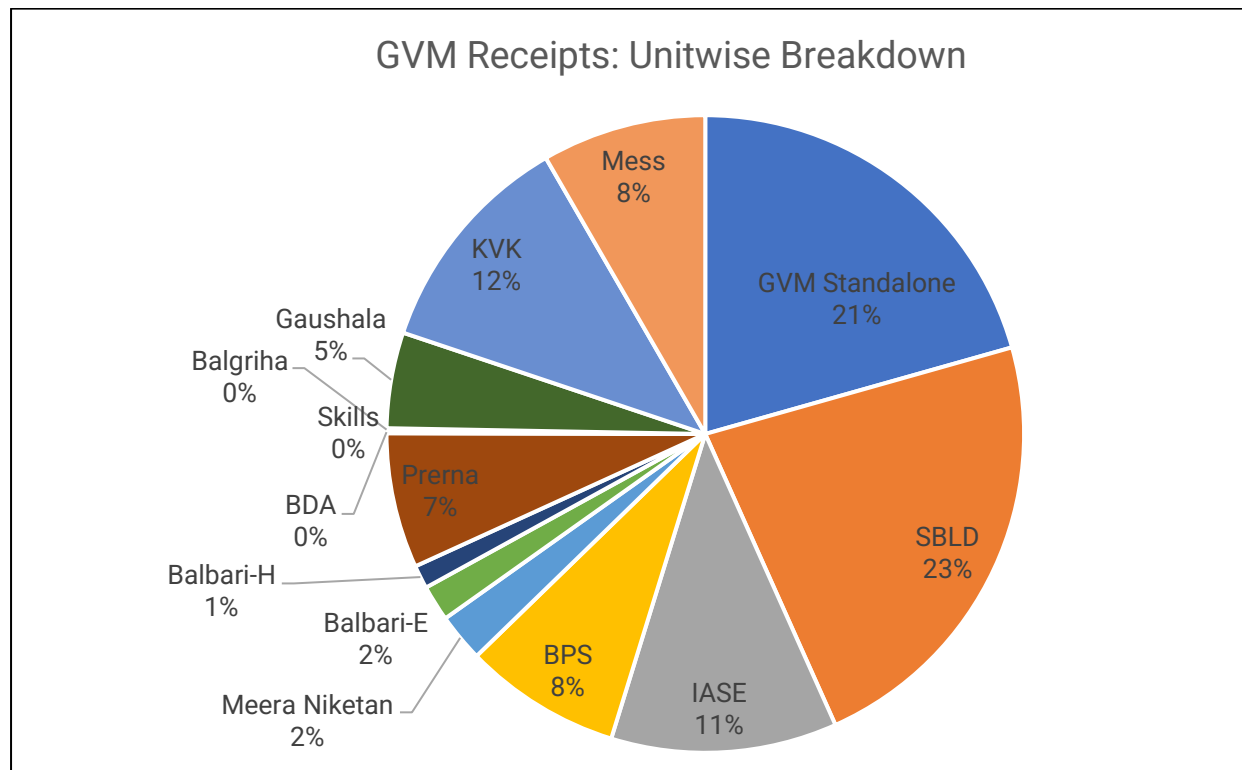| Project Hierarchy	Narrative Summary	Objectively Verifiable Indicators (OVIs)	Means of Verification (MoV)	Assumptions
Goal (Longterm Impact)	• Improved health and wellbeing of rural and semiurban populations through integrated Allopathic, Ayurvedic, and Panchakarma services.	• Reduction in disease prevalence. • Improved patient health outcomes. • Increased healthcare access in underserved areas.	• Health surveys. • Hospital records. • Community feedback.	• Sustained community trust and financial support.
Purpose (Medium-term Outcomes)	• Functional multispecialty hospital and mobile health clinics delivering quality integrated healthcare.	• Number of patients treated monthly. • Number of successful mobile clinic visits. • Patient satisfaction scores	• Hospital statistics. • Mobile clinic reports. • Patient surveys	• Continued funding and collaboration between medical disciplines.
Outputs (Short term Outcomes)	• Hospital infrastructure established. • Staff recruited and trained. • Mobile clinics operational. • Treatment protocols developed for integrated care.	• Infrastructure completion certificates. • Staff attendance and training records. • Mobile clinic schedules • Clinical guidelines documents.	• Inspection reports. • Human resource records. • Activity logs.	• Availability of qualified staff and equipment.
Activities	• Construct hospital and therapy centres. • Recruit and train multidisciplinary staff. • Implement allopathic, Ayurvedic, and Panchakarma services. • Conduct mobile health outreach. • Monitor and evaluate healthcare delivery.	• Construction progress reports. • Training program reports. • Medical service delivery logs. • Monitoring and evaluation reports.	• Project management documentation. • Training records	• Timely procurement and effective project management.

SWOT Analysis for Prannath Hospital

	Strengths	Weaknesses
Internal Factors	• Integrated healthcare services combining allopathy, Ayurveda, and Panchakarma under one roof. • 250-bed (first phase 150-bed) multispecialty facility serving underserved rural areas. • Experienced medical and executive staff. • Ethical nonprofit model prioritizing affordable care. • Mobile clinics extending care to remote communities.	• High capital and operational costs for running multispecialty services. • Complexity in managing integrated traditional and modern medical systems. • Difficulties in recruiting and retaining specialized staff in rural settings. • Partial dependence on govt. schemes and donor funding. • Ongoing infrastructure development and maintenance demands.
	Opportunities	Threats
External Factors	• Growing demand for holistic healthcare integrating traditional and modern medicine. • Potential support from government and NGOs for rural health projects. • Growing health awareness among rural populations. • Opportunities for partnerships with educational and research institutions. • Expansion potential in preventive and lifestyle disease management clinics.	• Regulatory challenges around integrated medical practices. • Economic fluctuations affect funding and community affordability. • Social skepticism toward traditional medicine in certain segments. • Competition from marketing driven healthcare providers. • Risks from pandemics or health crises disrupt services and funding.

Chapter 6: Financial Analysis

Receipts and Earned Income

GVM Receipts: Unitwise Breakdown

- GVM Standalone 21%
- SBLD 23%
- IASE 11%
- BPS 8%
- Meera Niketan 2%
- Balbari-E 2%
- Balbari-H 1%
- BDA 0%
- Prerna 7%
- Skills 0%
- Balgriha 0%
- Gaushala 5%
- KVK 12%
- Mess 8%

Earned Income: 78% of Total Income

Unit	Percentage
Mess	100%
KVK	100%
Gaushala	83%
Balgriha	0%
Skills	0%
BDA	100%
Prerna	100%
Balbari-H	100%
Balbari-E	100%
Meera Niketan	99%
BPS	100%
IASE	73%
SBLD	100%
GVM Standalone	15%

Expenses and Efficiency

Admin Expenses: 9% of Total Expenses

Unit	Admin Expense %
Mess	3%
KVK	3%
Gaushala	2%
Balgriha	3%
Skills	0%
BDA	3%
Prerna	16%
Balbari-H	2%
Balbari-E	2%
Meera Niketan	1%
BPS	3%
IASE	10%
SBLD	12%
GVM	12%

Surplus or Deficit (₹): Unitwise for last 3 years

Balance Sheet

GVM Balance Sheet: % of Total Assets/Liabilities

Legend:
- Fixed Assets (% of Total Assets)
- Reserves (% of Total Liabilities)

	FY2023	FY2024	FY2025
Reserves (% of Total Liabilities)	91%	86%	78%
Fixed Assets (% of Total Assets)	73%	77%	79%

Current Assets / Current Liabilities Ratio

FY2023	FY2024	FY2025
0.82	0.82	1.12

Financial Summary

A) Receipts

Over the past three years, Gandhi Vidya Mandir (GVM) has recorded an average annual receipt of approximately ₹20 crore. A notable feature of GVM's revenue stream is its high degree of self-sustainability, with 78% of total receipts derived from earned income.

- **Earned Income Generators:** The highest revenue-generating divisions are the schools, college, and universities.
- **Donations:** The parent entity receives the maximum amount of donations.
- **Grants:** The Krishi Vigyan Kendra (KVK) and Gaushala (Cowshed) are the primary units receiving external grants.

B) Operating Results

GVM's average annual deficit over the last three years stands at around ₹50 lakh. While some divisions operate with a surplus, others face short-term financial gaps that vary annually due to multiple factors.

- **Cost Efficiency:** GVM maintains a highly efficient expenditure structure, with only 9% of total expenses related to administrative costs. The remaining 91% are dedicated to program expenses and institutional activities, demonstrating efficient fund utilization and underscores a strong focus on mission delivery.

C) Balance Sheet

GVM's balance sheet is valued at approximately ₹200 Crores, reflecting a strong and conservative financial structure.

- **Assets:** The majority of assets consist of fixed assets, primarily land and buildings held historically. The ratio of Current Assets to Current Liability is improved to >1.
- **Liabilities:** On the liabilities side, GVM operates with zero external borrowings. Current liabilities are largely provisions for staff provident funds.
- **Net Worth:** The most striking feature is that reserves constitute nearly 80% of the total balance sheet size, underscoring GVM's strong financial foundation and long-term stability.

Chapter 7: Recommendations

Based on the Impact Assessment through field-level findings, REEIS & SWOT analysis, Logical & GEI framework, and Financials review, the following strategic recommendations are proposed to enhance the effectiveness, efficiency, and sustainability of Gandhi Vidya Mandir's (GVM) thematic programs.

These recommendations aim to strengthen institutional systems, deepen community impact, align with national development priorities and Sustainable Development Goals (SDGs), and ensure long-term sustainability of GVM's multifaceted initiatives. Implementing them will further strengthen GVM's position as a model institution for integrated rural development and community transformation in India.

📊 **Strengthen Data-Driven Monitoring:**

Establish a centralized impact measurement and monitoring system across all divisions of GVM to track progress, assess outcomes, and identify areas for course correction. This initiative will enhance transparency, enable evidence-based decision-making, and support the scaling of high-impact models institution-wide.

🤝 **Enhance Community Participation:**

Foster greater community engagement in program planning, implementation, and evaluation by creating structured beneficiary feedback loops and community monitoring mechanisms. Promote co-creation of interventions—especially in education, healthcare, skilling, and livelihoods—to ensure programs are locally relevant and owned by the communities they serve.

💰 **Diversify Funding Streams:**

Develop new innovative and sustainable income-generating activities, such as organic value-added dairy products at Gaushala, ayurveda-based wellness products through SBLD College, and fee-based vocational training at Skilling Unit. This diversification will strengthen GVM's financial resilience and support long-term institutional sustainability.

🔗 **Facilitate Cross-Program Synergy:**

Encourage collaboration across sectors and GVM divisions by integrating education, health, and livelihood initiatives—for example, aligning skilling programs with school-level vocational education or linking hospital and college resources for community outreach and applied research to optimize capacities and create multipliers of impact.

🏫 Upgrade Infrastructure and Technology:

Invest in modernizing physical and digital infrastructure across GVM institutions. Priority areas include e-learning platforms for schools, telemedicine for healthcare outreach, and lab upgrades for higher education institutions. These improvements will strengthen institutional capacity and expand access for underserved beneficiaries.

🗄 Strengthen Faculty and Staff Capacity:

Develop a structured capacity-building program for teachers, healthcare professionals, and field extension staff. Training should cover digital pedagogy and blended learning, applied research and data analysis, and community engagement & holistic care practices. Continuous professional development will enhance service quality and motivate staff through career progression opportunities.

🤝 Develop Strategic Partnerships:

Forge collaborations with government departments, private sector organizations, and academic/research institutions to access technical expertise, funding, and innovative models. Strategic alliances—particularly under national programs will align GVM's work with relevant public policy agendas while facilitating successful interventions.

📢 Advance Policy Advocacy:

Utilize evidence generated from impact assessment to inform and influence public policy in areas like education, healthcare, child protection, and livestock management. By participating in policy dialogues and multi-stakeholder forums, GVM can expand its leadership footprint and contribute to shaping national development agendas.

🎯 Target the Underserved:

Reinforce GVM's commitment to equity and inclusion by prioritizing outreach to marginalized populations, including women and adolescent girls, persons with disabilities, rural poor, and unemployed youth. Targeted inclusion strategies will ensure that all programs contribute to social justice and equitable development.

💡 Foster Innovation and Research:

Encourage innovation and experimentation through pilot projects and applied research in key domains such as sustainable agriculture, traditional medicine, renewable energy, and social entrepreneurship. Creating an internal Innovation and Knowledge Hub can facilitate idea incubation, data sharing, and cross-sectoral learning, positioning GVM as a thought leader in rural development.

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Message

For 75 years, Gandhi Vidya Mandir has brought hope and opportunity to one of India's harshest terrains, transforming lives through education, healthcare, and compassionate service. Today, GVM's educational and social initiatives span from pre-primary to doctoral studies, complemented by healthcare, agricultural, environmental, and social welfare programs for rural upliftment, human development, and sustainable progress.

This legacy of service and transformation has been possible the generosity of our supporters who believe in our mission: "Service with Sincerity" and philosophy of " कुछ ना चाहो, काम आ जाओ " and " कोई और नहीं, कोई गैर नहीं ". Every contribution lights the way ensuring that the Sun of Knowledge " ज्ञानभानुर्भासिताम " continues to shine for generations to come.

At GVM, we strive to help even more families overcome adversity, break the cycle of poverty, and build a brighter future. Join us in our movement to promote well-being, prosperity and dignity of the people and planet.

Himanshu Dugar
President, Gandhi Vidya Mandir

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