infoedge

impactDash

# IMPACT ASSESSMENT REPORT

## OF STUDENT RESIDENCES AT NORTH CAMPUS, ASHOKA UNIVERSITY

**MARCH 2026**

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| | |
|---|---|
| ADP | Academic Development Programme |
| AISHE | All India Survey on Higher Education |
| CIPP | Context, Input, Process, Product |
| FGD | Focus Group Discussion |
| GER | Gross Enrolment Ratio |
| HRMS | Human Resource Management System |
| IDI | In-Depth Interview |
| KII | Key Informant Interview |
| NCR | National Capital Region |
| NEP | National Education Policy |
| OECD-DAC | Organisation for Economic Co-operation and Development – Development Assistance Committee |
| RH | Residence Hostel |
| SDG | Sustainable Development Goals |
| SLA | Service Level Agreement |
| UG | Undergraduate |

# EXECUTIVE SUMMARY

## About Project

Info Edge India Ltd. supported the construction of new student residential halls at Ashoka University's North Campus, Sonipat, Haryana — an investment designed to house approximately 800 students and enable inclusive, academically conducive residential living. The project, spanning the financial years 2021–22 to 2023–24, contributed approximately ₹2.85 crores toward two residential blocks, forming part of a broader North Campus expansion supported by multiple donors.

## Methodology

The impact assessment employed a cross-sectional mixed-methods design utilising OECD-DAC and CIPP frameworks. Data collection encompassed quantitative surveys (n=57), focus group discussions, key informant interviews with stakeholders, and document analysis. Systematic qualitative coding and descriptive statistical analysis were employed to assess intervention effectiveness across the frameworks used.

## Key Findings

**Relevance**

- An overwhelming 89.5% of resident students confirmed that on-campus housing fully met residential demand, validating the contextual necessity of the Info Edge infrastructure investment
- The residences demonstrated strong alignment with student safety and affordability needs, with 91.2% of respondents confirming both dimensions were fully addressed
- The residential environment was characterised as fully inclusive and supportive by 77.2% of respondents, with a further 21.1% noting mostly inclusive conditions with minor gaps

**Efficiency & Effectiveness**

- Room design was rated as supportive of studying and focus by 78.9% of respondents, reflecting strong alignment between physical design and academic needs

- Dining halls were rated as fully functional by 80.7% of respondents, though qualitative evidence documented a perceptible decline in core mess food quality alongside operational logistics gaps around breakfast timing, queue management, and early-morning food availability
- 69.4% reported studying more hours daily as a direct result of residential living, with 63.2% attributing 6–10 additional academic hours per week to their residential situation
- Campus participation increased for 82.5% of respondents, with the residential environment enabling a balanced academic-social rhythm that off-campus arrangements could not have supported
- Overall satisfaction with learning outcomes was high, with 66.7% of respondents expressing very high satisfaction and 28.1% expressing satisfaction, yielding a combined positive rate of 94.8%

**Output and Early Impact**

- The residential model demonstrated measurable early impact across academic engagement, community formation, and student wellbeing — with 71.9% of respondents strongly agreeing that residential life contributed to community building
- For first-generation learners — who constituted 38.6% of the surveyed population — and for the 47.4% of respondents receiving financial aid, on-campus residence provided safety, peer exposure, and institutional support that off-campus alternatives could not have replicated
- Mental health support services, particularly YourDost, were positively rated by students, with peer support networks and senior mentoring described as accessible and effective
- The opening of RH9 and RH10 produced a concrete infrastructural relief in the form of gym decrowding, with first-generation learners increasingly pursuing postgraduate opportunities — reflecting the aspirational impact of a quality residential learning environment

**Coherence- Equity, Gender, and Inclusion**

- Room allocation was perceived as equitable by 87.7% of respondents, and 93 % affirmed that residential operations promoted inclusion and safety.
- Adjustment challenges were identified among students from conservative or rural backgrounds, suggesting a need for targeted pastoral care programming beyond existing mental health infrastructure.

**Sustainability**

- Long-term design sustainability was affirmed by 92.9% of respondents, and 89.4% expressed confidence in the model's scalability for future residential expansion
- Maintenance responsiveness for straightforward issues was positively rated, but a critical gap was identified between responsive resolution and quality of resolution for structural, recurring problems — including mould recurrence and selective washroom coverage
- Among respondents identifying sustainability improvements needed, 22.8% prioritised enhanced accessibility features, 22.8% called for expanded capacity, 15.8% identified eco-friendly materials as a priority, and 14.0% flagged better waste management, with only 24.6% indicating no changes were required

## Recommendations

- **Close the Disability and Mobility Inclusion Gap:** Designate dedicated disability-accommodation units across residence halls and embed room-level accessibility standards into all future residential building designs.
- **Formalise Student-to-Design Feedback Channels:** Establish a structured student design consultation process ahead of each future residential building phase to ensure student insights reach architectural planning teams.
- **Scale Housekeeping Staffing Proportionally:** Bring third-party housekeeping arrangements within a formal institutional accountability framework to ensure consistent service quality across all residential halls as enrolment grows.

## Conclusion

The Info Edge residential investment at Ashoka University's North Campus delivered measurable, student-centred outcomes across all evaluation dimensions — strengthening academic engagement, campus participation, wellbeing, and inclusive access. With 94.8% of students satisfied with their learning outcomes, the investment demonstrated clear, well-evidenced value as a transformative contribution to quality higher education infrastructure.

## 1.1. BACKGROUND

Higher education systems worldwide have undergone rapid and sustained expansion over the past two decades. The global tertiary gross enrolment ratio approximately doubled between 2000 and 2020, reaching nearly 40% — yet supporting infrastructure, particularly safe and affordable student housing, has consistently struggled to keep pace with this growth (UNESCO Institute for Statistics, 2020; World Bank, 2020). This gap between enrolment expansion and the availability of residential infrastructure has emerged as a significant constraint on access, persistence, and learning quality in higher education systems worldwide. Evidence syntheses have consistently established that on-campus residence is associated with improved first-year academic performance, higher retention rates, and enhanced student well-being — with particularly pronounced benefits for first-generation learners and women students (OECD, 2019; World Bank, 2017).

India mirrors this global trajectory. The National Education Policy 2020 has set an ambitious target of achieving a 50% GER by 2035, signalling a continued acceleration in institutional growth across the country (AISHE, 2023; Ministry of Education, 2020). Within this context, the rapid expansion of higher education institutions in the National Capital Region and Sonipat has intensified demand for proximate, safe, and affordable student accommodation. Off-campus rental arrangements frequently entail long commutes, elevated living costs, and heightened safety concerns — factors that erode study time, reduce campus engagement, and disproportionately disadvantage women students and out-of-state learners (AISHE, 2023; OECD, 2019).

It is within this national and institutional context that Info Edge India Ltd. supported the construction of new student residential halls at Ashoka University's North Campus, Sonipat, Haryana — an investment designed to house approximately 800 students and enable inclusive, academically conducive residential living. The project, spanning the financial years 2021–22 to 2023–24, contributed approximately ₹2.85 crores toward two residential blocks, designated RH9 and RH10, forming part of a broader North Campus expansion supported by multiple donors. This report presents the findings of the impact assessment of this residential infrastructure investment, conducted using a mixed-methods evaluation framework anchored in OECD-DAC criteria and the CIPP evaluation model.

**About the Program**

Info Edge India Ltd., one of India's leading internet and technology companies, has maintained a long-standing philanthropic partnership with Ashoka University since the University's founding. This partnership has steadily expanded over the years to encompass infrastructure development and support for academic initiatives, reflecting Info Edge's sustained commitment to advancing quality higher education in India.

The current CSR intervention — spanning the financial years 2021–22 to 2023–24 — focused on addressing a critical residential infrastructure gap at Ashoka University's North Campus in Sonipat, Haryana. Info Edge contributed approximately ₹2.85 crores toward the construction of two student residential blocks, designated RH9 and RH10, as part of the University's broader North Campus residential expansion programme. These blocks were developed alongside RH6 and RH7 under a unified construction and design standard, with all four blocks sharing identical infrastructural specifications, room configurations, amenity provisions, and operational systems. Collectively, the newly constructed residential halls significantly augmented the University's on-campus residential capacity amid accelerating enrolment growth, accommodating approximately 800 students across the new campus blocks. The investment carried particular strategic significance for the University's equity and inclusion commitments, providing safe, affordable, and high-quality residential living for a diverse student cohort that includes first-generation learners, scholarship recipients, and women students. With a projected operational lifespan of 20 to 25 years, the Info Edge-supported residential infrastructure represented a durable, long-term investment in student welfare, academic excellence, and equitable access at one of India's foremost liberal arts universities.

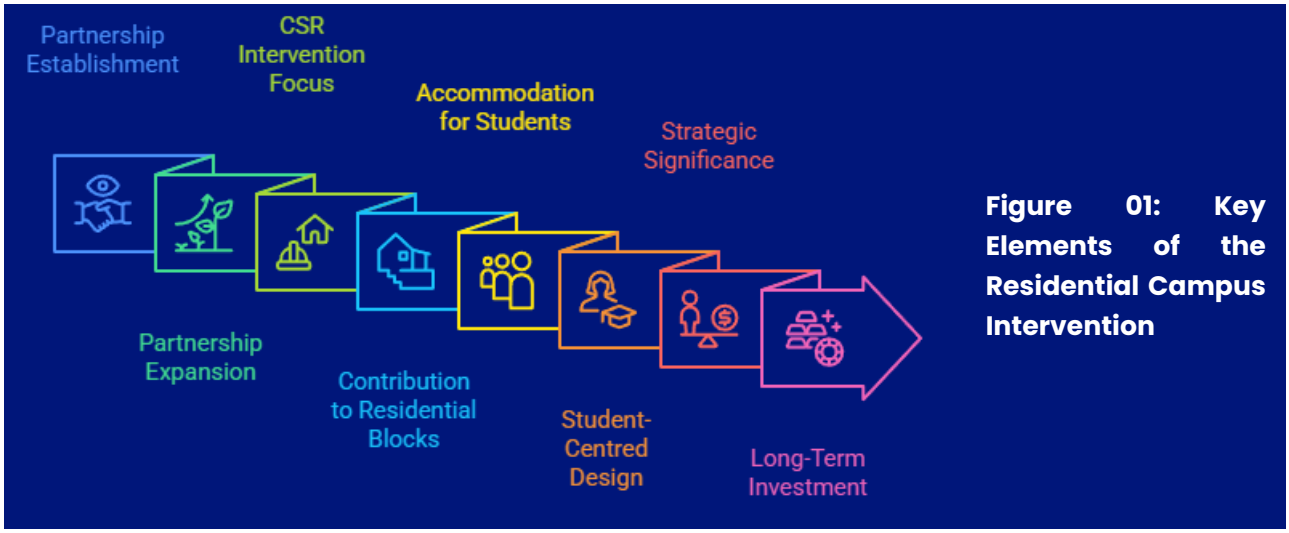



**Figure 01: Key Elements of the Residential Campus Intervention**

## 1.2. RATIONALE OF THE STUDY

This comprehensive impact evaluation of Info Edge's CSR investment in student residential infrastructure at Ashoka University's North Campus is warranted for several compelling reasons, aligned with both organisational learning needs and broader development practice contributions.

- **Accountability and Transparency:** As corporate CSR expenditures face increasing scrutiny from stakeholders — including shareholders, employees, and regulatory bodies — rigorous impact evaluation demonstrates responsible resource stewardship and validates investment effectiveness. Info Edge's contribution of approximately ₹2.85 crores toward the construction of residential blocks RH9 and RH10 represents a significant long-term commitment, and systematic evaluation provides evidence of the value generated through this investment for the University.

- **Evidence-Based Decision Making:** Systematic evaluation generates actionable insights informing future infrastructure and programming decisions. Understanding what works, what requires improvement, and why enables Info Edge and Ashoka University to optimise resource allocation and strengthen residential design in subsequent campus development phases — particularly relevant as the University scales toward 5,000 to 5,500 students and plans additional residential halls.

- **Model Validation and Learning:** The residential model at Ashoka University — integrating physical infrastructure with programmatic support systems, including the RA network and ADP Bridge Programme — represents an innovative approach to CSR-supported higher education infrastructure. Evaluation findings contribute to the knowledge base on effective CSR strategies, providing insights into student-centred residential design, the relationship between housing quality and academic outcomes, and effective corporate-institutional partnership models.

- **Student-Centred Assessment**: Most fundamentally, this evaluation centred student voices and lived experiences — examining whether and how the residential infrastructure improved academic engagement, wellbeing, and belonging. This beneficiary-focused approach ensured accountability to the primary stakeholders the investment was designed to serve, generating a holistic and actionable evidence base for future residential development at Ashoka University's North Campus.

## 1.3. ASSESSMENT OBJECTIVES

- To assess the extent to which the construction of student residences at Ashoka University's North Campus addressed the University's housing needs, aligned with student priorities, and responded to the geographic and institutional context of the North Campus.
- To examine the relationship between resources invested and results achieved — evaluating the quality of residential infrastructure delivered, the efficiency of design and operational systems, and the alignment of physical outputs with intended specifications.
- To determine the measurable and perceived changes experienced by resident students, including improvements in academic engagement, study time, campus participation, sense of belonging, and overall wellbeing as a result of on-campus residential living.
- To evaluate the accessibility and inclusivity of the residential model for diverse student cohorts — including first-generation learners, women students, scholarship recipients, and students with mobility needs — and the extent to which the infrastructure advanced the University's equity and inclusion commitments.
- To assess the long-term operational sustainability of the residential infrastructure, including the adequacy of maintenance systems, institutional feedback and learning mechanisms, and the scalability of the residential model for future campus expansion.
- To provide actionable, evidence-informed recommendations for improving residential design, service delivery, and student support systems — informing Info Edge's ongoing CSR engagement with Ashoka University and contributing to broader learning on effective corporate investment in higher education infrastructure.

## 1.4. ASSESSMENT FRAMEWORK

| Framework Component | Description | Application in Evaluation |
|---|---|---|
| OECD-DAC: Relevance | Assesses whether the intervention addresses the right issues and responds to beneficiary needs and priorities. | Did the construction of residential halls at North Campus address the University's housing demand? Did the infrastructure respond to the safety, affordability and academic needs of resident students? |
| OECD-DAC: Coherence | Examines internal consistency and compatibility with other initiatives and policy frameworks. | How does the residential infrastructure complement Ashoka University's broader academic mission and campus expansion strategy? |
| OECD-DAC: Effectiveness & Efficiency | Measures the extent to which objectives are achieved, including intended and unintended outcomes. | Did the residences deliver the intended housing capacity and utilisation? Did on-campus living contribute to improved study environments, academic engagement, and campus participation among resident students? |
| OECD-DAC: Impact | Focuses on higher-level effects, transformative changes, and contribution to broader development goals. | What early changes were observed in student academic engagement, wellbeing, and sense of belonging as a result of on-campus residence? |
| OECD-DAC: Sustainability | Evaluates whether benefits continue after funding ends and examines capacity for continued benefit delivery. | Are the design and operational systems of the residential model positioned for long-term, durable use? Is the model scalable for future residential expansion? |
| CIPP (Context) | Examines the contextual conditions, needs, and problems that the intervention was designed to address. | How did enrolment growth, geographic isolation, and student diversity shape the residential infrastructure requirement? |

| Framework Component | Description | Application in Evaluation |
|---|---|---|
| CIPP (Input) | Evaluates the resources, design decisions, and programmatic structures deployed to deliver the intervention. | Were the design inputs — including room specifications, accessibility features, recreational infrastructure, and support programmes such as the RA system and ADP Bridge Programme — sufficient and appropriate for intended residential outcomes? |
| CIPP (Process) | Assesses how the intervention was implemented, managed, and monitored during delivery. | Was the construction and operationalisation of residential halls delivered to standard? Are residence life operations — including complaint management, feedback systems, housekeeping, and community programming — functioning effectively to support student experience? |
| CIPP (Product) | Examines the outcomes and results of the intervention relative to the intended goals. | Examines the outcomes and results of the intervention relative to the intended goals. What observable outcomes were produced by the residential infrastructure — and how do these align with the goals of the Info Edge CSR investment? |

**Table 01: Assessment Indicators**

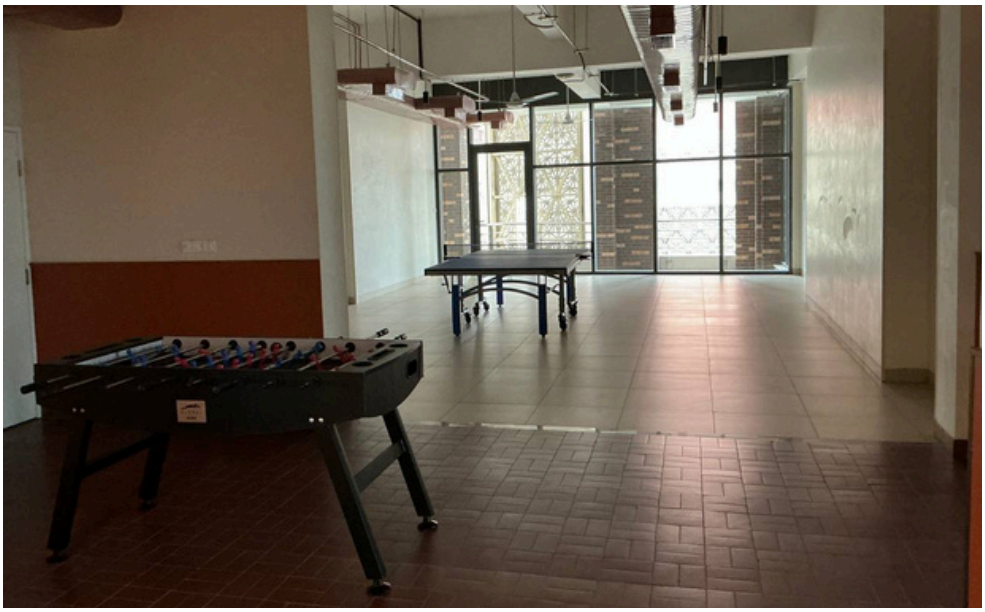


**Image 01: Recreational Facilities at the New Campus**

## 1.5. ASSESSMENT METHODOLOGY

The study followed a cross-sectional, mixed-methods design integrating structured student surveys with qualitative Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) to balance breadth of measurement with explanatory depth. Evaluation criteria and analysis were anchored in an integrated framework combining OECD-DAC dimensions with the CIPP (Context, Input, Process, Product) evaluation model.

### Universe of the study

Info Edge India Ltd.'s CSR contribution specifically funded the construction of residential halls RH9 and RH10 at Ashoka University's North Campus, Sonipat, Haryana. These halls form part of a broader North Campus residential expansion in which all newly constructed blocks — including RH6, RH7, RH9, and RH10 — were developed under a unified design and construction standard, sharing identical infrastructural specifications, room configurations, amenity provisions, and operational systems. Key institutional stakeholders — including University leadership, administrative and operations personnel, and residence life staff — also constituted part of the assessment universe.

### Rationale for Proxy Sample

At the time of qualitative data collection, students residing in RH9 and RH10 were not available due to scheduling and access constraints. Given that RH6 and RH7 are structurally and operationally identical to RH9 and RH10 — built to the same specifications, equipped with the same facilities, and managed under the same residential operations framework — students from RH6 and RH7 were engaged as a comparable proxy population. Their perceptions of residential design quality, service delivery, and residential outcomes are directly applicable to the Info Edge-funded blocks, and this equivalence was confirmed through stakeholder interviews with institutional leadership and facilities management personnel.

### Sampling

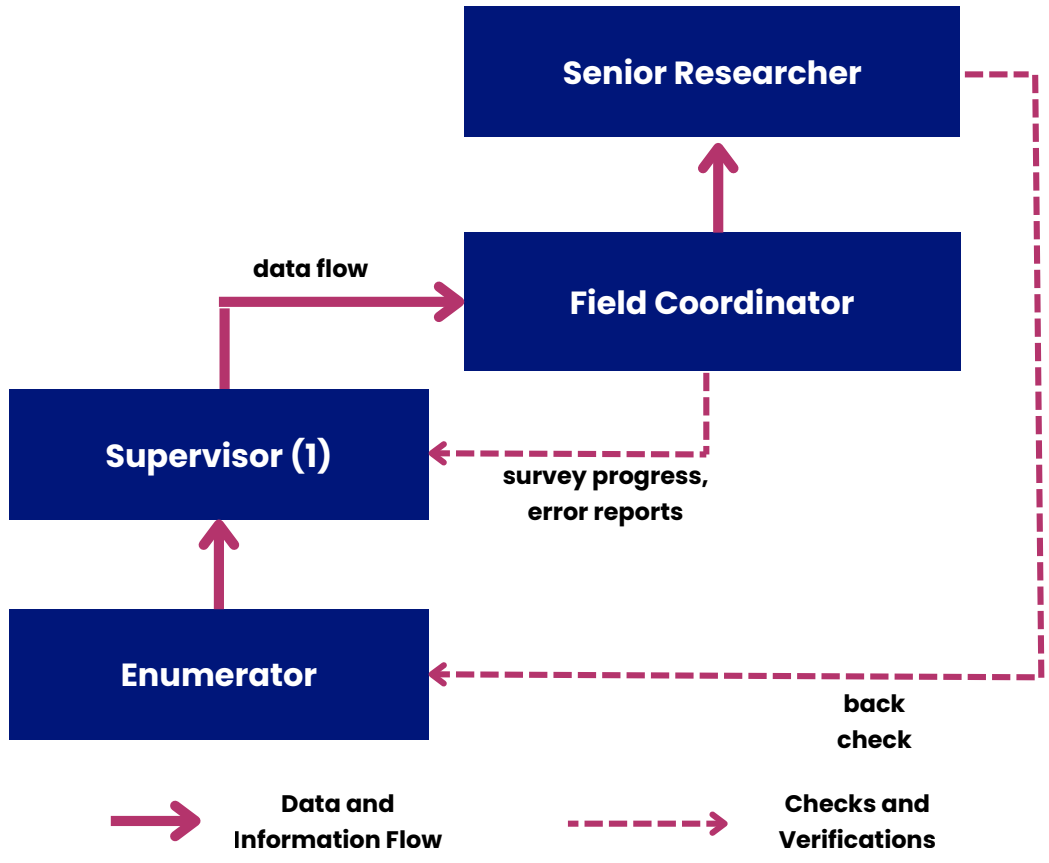
Primary quantitative data were collected through a self-administered online survey via Google Forms, distributed to students residing in the new campus during February 2026. Given the tight academic schedules of student participants and campus access constraints, the survey was administered digitally rather than through supervised in-person administration. Qualitative interactions — including FGDs and KIIs — were audio-recorded with informed consent, transcribed verbatim, and anonymised to protect participant identities and ensure analytic rigour.

## Sample Size

| Sl. | Methodology | Stakeholder | Research tool | Total sample size |
|---|---|---|---|---|
| 1 | Quantitative sample | Students (Residents of North Campus) | Survey | **57** |
| 2 | Qualitative samples | Students (Residents of North Campus) | FGD | **1 (6 students)** |
| 3 | | Leadership Personnel | KII | **2** |
| 4 | | Administrative /Operations Team | KII | **2** |

**Table 02: Sample Plan**

## Field-level Data Quality Control



## Data Analysis

### Quantitative Analysis
### Descriptive and Comparative Analysis

Descriptive statistical analysis was employed to summarise the socio-demographic characteristics of resident students and generate frequency distributions across key outcome indicators spanning relevance, efficiency, effectiveness, equity, and sustainability. Cross-tabulations were undertaken to examine associations between core variables — such as housing adequacy, study time, campus engagement, and wellbeing outcomes — across student subgroups, including academic year, financial aid status, and first-generation learner status. Likert-scale items were analysed to generate frequency distributions and central tendency measures for community-building, equity, and sustainability indicators. These analyses enabled the identification of patterns and associations potentially related to the residential infrastructure, though the cross-sectional design and convenience sample preclude causal attribution.

### Qualitative Analysis

Qualitative data were analysed primarily through thematic analysis. Transcripts were independently coded by the research team using an inductive-deductive approach, drawing on both a priori evaluation framework categories (OECD-DAC and CIPP dimensions) and themes emerging directly from participant accounts. Codes were reviewed and consolidated into overarching thematic clusters through iterative discussion among the research team. While the qualitative sample was purposively designed to capture variation across student profiles and institutional roles, the limited number of participants — one FGD and four KIIs — means that thematic saturation cannot be confirmed.

Findings are therefore presented as illustrative and contextually grounded rather than exhaustive. Illustrative quotes were systematically integrated into the reporting to give voice to primary stakeholders, and qualitative findings were triangulated against quantitative patterns to strengthen interpretive rigour.

**Data Management**

A trained field team conducted mixed-methods data collection using Google Forms, given its ability to store data offline on tablets within a secure and comparable platform. Qualitative data, including KIIs, FGDs, and IDIs, were audio-recorded with informed consent, transcribed, and analysed. Transcripts and field notes were stored securely and were accessible only to the core research team. Daily debriefs and back-checks were undertaken to ensure data quality, while field supervisors monitored progress and flagged anomalies through live dashboards. All data were anonymised, cleaned, and stored in compliance with ethical research standards. Before final reporting, validation sessions were held with the Info Edge Ltd team and implementation partners to verify findings and strengthen interpretation.

**Ethical Consideration**

| Principle | Pattern followed |
|---|---|
| Informed Consent | Verbal or written consent obtained; assent from minors with parental consent where applicable |
| Privacy and Confidentiality | Unique IDs used; data stored securely and accessible only to authorized research team members |
| Voluntary Participation | Participants could decline or withdraw at any stage without any negative consequences |
| Data Security | Role-based access control, password protection, and device-level encryption enabled |
| Non-Maleficence | Sensitive topics were handled carefully; distress protocols followed if needed |
| Cultural Sensitivity | Use of local investigators, translation into regional languages, gender-matched facilitation where relevant |
| Beneficiary Respect | Participatory facilitation techniques, equitable representation in FGDs/interviews |

**Limitation**

The findings of this assessment must be interpreted within the context of several methodological and contextual constraints.

**Inherent Study Design Constraints**

- **Self-administered survey format:** Due to the tight academic schedules of student participants, the quantitative survey was administered online via Google Forms without direct researcher supervision. This limited the research team's ability to provide real-time clarification of survey questions, monitor response quality, or probe ambiguous answers — potentially leading to inconsistent responses across the sample.

- **Cross-sectional design:** The assessment captured student perceptions and outcomes at a single point in time during active residential occupation. It did not assess longitudinal changes in academic performance, wellbeing, or residential satisfaction across academic years, limiting the strength of causal claims regarding long-term residential impact.

- **Self-selection bias:** Voluntary participation in the survey may have resulted in systematic differences between participating and non-participating students, with more engaged or satisfied residents potentially more inclined to respond, which could introduce an upward bias in satisfaction-related indicators.

**Contextual Attribution Challenges**

- **Multi-factor residential environment:** Student outcomes — including academic performance, campus engagement, and wellbeing — are influenced by a range of institutional factors beyond residential infrastructure alone, including course structure, peer networks, etc. This complexity limits the extent to which observed outcomes can be attributed exclusively to the Info Edge-funded residential investment.

- **Sample Representativeness:** The quantitative sample of 57 respondents constitutes approximately 7% of the broader residential population of ~800 students. As participation was voluntary and the survey was self-administered, the findings represent exploratory perceptions and cannot be considered statistically representative of the full resident student

population. This limitation is further compounded by the underrepresentation of women respondents (26.3%) relative to their likely share of the overall student body, which may, in particular, constrain the generalisability of gender-disaggregated findings.

**Qualitative Scope Constraints**

- **Limited qualitative sample:** The qualitative component comprised one FGD and four KIIs, providing rich but necessarily selective insights into residential experience and institutional operations. Perspectives from certain student subgroups — including international students, students with disabilities, and students from specific regional backgrounds — may be underrepresented in the qualitative findings.

- **Institutional perception gap:** A notable divergence was observed between administrative accounts of operational quality and student-reported experiences — particularly regarding maintenance resolution, fire alarm reliability, and washroom coverage. This gap suggests that institutional self-reporting alone may not fully capture on-the-ground service quality, and future assessments would benefit from more structured operational audits alongside stakeholder interviews.

**Image 02: Gym Facilities at the New Campus**

# CHAPTER 3- FINDINGS

**1. Socio-demographic profile of respondents:**

The survey covered 57 students residing at Ashoka University's North Campus residential halls. The gender distribution showed a predominance of male respondents: 42 (73.7%) male students and 15 (26.3%) female students participated in the assessment. This distribution indicates that male residents accounted for the larger share of survey respondents.

**Female 26.3%**

**Male 73.7%**

The quantitative survey captured responses from 57 resident students across all undergraduate years. First-year students constituted the largest cohort at 43.9%, followed by third-year (28.1%), fourth-year (19.3%), and second-year students (8.8%), indicating broad cross-sectional representation across the undergraduate lifecycle.

**Nearly two in five respondents (38.6%) identified as first-generation learners — students whose parents had no prior experience of higher education** — underscoring the University's role in facilitating first-time access to tertiary education. Financial aid uptake further reflected this profile: 47.4% of respondents reported receiving financial assistance, while 12.3% preferred not to disclose their aid status. Collectively, these figures confirmed that **on-campus residences served a substantively diverse and economically heterogeneous student population, reinforcing the equity dimensions central to this assessment.**

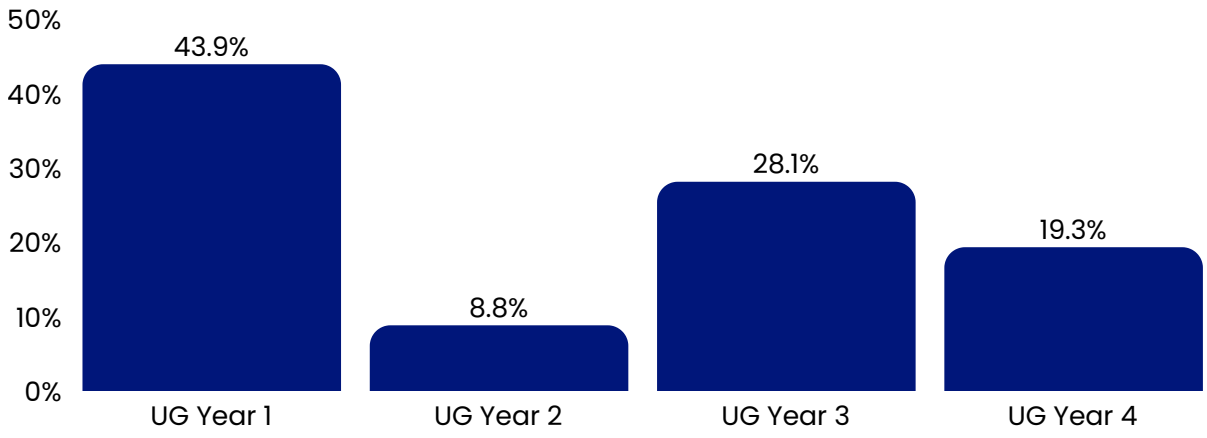



**Figure 02: Distribution of Respondents Across Academic Years (N=57)**

## 2. Relevance and Coherence

### Geographic Rationale

The construction of student residences at Ashoka University's North Campus addressed a clearly articulated institutional and contextual need. The University's geographic location in Sonipat — removed from major urban centres — made on-campus housing not merely a convenience but a structural necessity for sustaining a high-quality residential learning environment.

> *Sonipat is a little away from everything. So if it were a day-scholar kind of setup, commuting would be a little challenging. And if students take housing nearby, yes, I think there is a safety concern. Getting the real on-campus experience makes a lot of difference*
>
> *~Leadership Personnel, KII*

This institutional conviction was equally reflected in how the University prioritised residential infrastructure above all other development needs.

### 2.2 Student-Centric Design Philosophy

The relevance of residential infrastructure extended beyond geographic necessity to encompass the quality and intentionality of its design. The institution adopted an explicitly student-centred approach to every facility decision — from adjustable office-style study chairs and bedside reading lamps to charging points, accessible ramps, air conditioning, fire safety systems, and storage solutions. Students themselves validated this orientation, with several noting that the residential quality compared favourably with prior institutional experiences, including public university hostels and B.Tech residential facilities.

> *We keep students at the heart of any decision we want to take. The designing of the rooms from putting charging points next to their beds to small lights are done with this in mind*
>
> *~Operations Team, KII 2*

**Campus as an Experiential and Cultural Space**

Beyond functional utility, the residential infrastructure was framed by institutional leadership as a site of lasting memory, cultural formation, and peer-based identity development. Students corroborated this experiential dimension, describing the campus as a place of comfort, belonging, and daily sensory richness that discouraged frequent departures home.

Survey data strongly corroborated the relevance assessment. **The majority of respondents (50.9%) had resided on campus for three to six months, with 24.6% having stayed beyond twelve months — reflecting meaningful residential continuity. An overwhelming 89.5% indicated that housing capacity fully met residential demand. Safety and affordability were comprehensively addressed according to 91.2% of respondents, and 77.2% characterised the residential environment as fully.** inclusive and supportive — with a further 21.1% noting mostly inclusive conditions with only minor gaps.

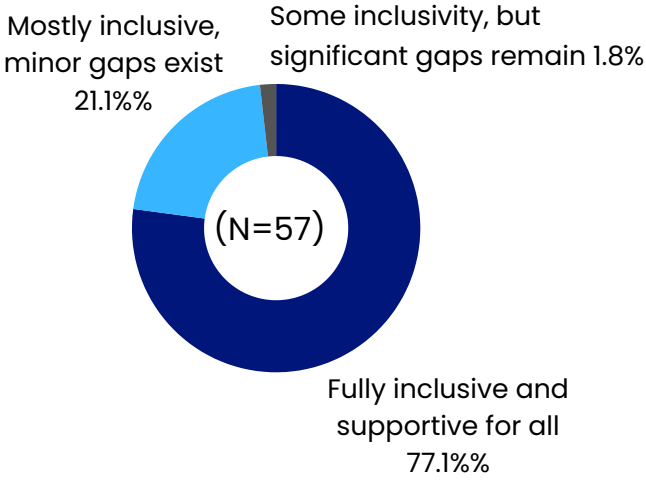



**Figure 03: Students' Perception of Campus Inclusivity (N=57)**

**Taken together, the quantitative and qualitative evidence firmly established that the Info Edge-supported residences were contextually necessary, thoughtfully designed, and strategically aligned with the University's educational and inclusion objectives.**

**Relevance of the Programme** ★★★★½

**Elements of Measurement**

**89.5% of respondents mentioned housing capacity to be adequate**

**91.2% mentioned that safety and affordability needs were met**

**77.2 % of respondents mentioned that new campus is fully inclusive**

## 3. Efficiency and Effectiveness of Residential Infrastructure

The efficiency of the Info Edge-supported residential infrastructure was assessed across four principal dimensions: room design, dining functionality, recreational facilities, and study and social spaces. Evidence drawn from across the study found that the residences delivered strong functional value across most domains, while simultaneously revealing a set of discrete operational and design inefficiencies warranting targeted remediation.

**Room Design and Physical Infrastructure**

Room design emerged as a significant strength of the newly constructed blocks. **Survey data indicated that 78.9% of respondents found their rooms supportive of studying and focus, with a further 14.0% reporting that the design supported comfort and rest.** Only 1.8% stated that the design did not meet their needs. Qualitative accounts corroborated these findings, with students noting the thoughtfulness embedded in design choices — from reading lamps that enable low-light study to adjustable office-style chairs that support extended academic work. As one student observed, careful consideration has been given to making students feel comfortable, particularly the chairs, lights and all of that are created with the intention of increasing the comfort of the students." (FGD, UG Student – T3)

However, physical design shortfalls were also mentioned. Elevator design was identified as a functional bottleneck, particularly during high-traffic periods such as move-in days. Similarly, room size disparity across residence halls also surfaced as a concern, with students in the newer blocks (RH9 and RH10) noting that shared room dimensions were comparatively smaller, prompting a preference for older blocks.

> *One major thing: the dining area does not have air conditioning or heating, which could be better. In heavy winters, it is difficult with the breeze coming in, and during heavy summers there is no air conditioning — only fans.*
>
> *~ Operations Team, KII 1*

**Dining and Pantry Infrastructure**

The dining system presented a mixed efficiency profile. Quantitatively, 80.7% of respondents rated dining halls as fully functional, with the remaining 19.3% reporting mostly functional operations with minor issues. The institutional expansion of dining options — including the Healthy Nook, which offers nutritious, budget-friendly meals — was well received, with students noting improvements in the ordering system over time. Yet qualitative evidence documented a perceptible decline in the quality of mess food, with respondents noting that meals had become repetitive and blander than in prior academic years.

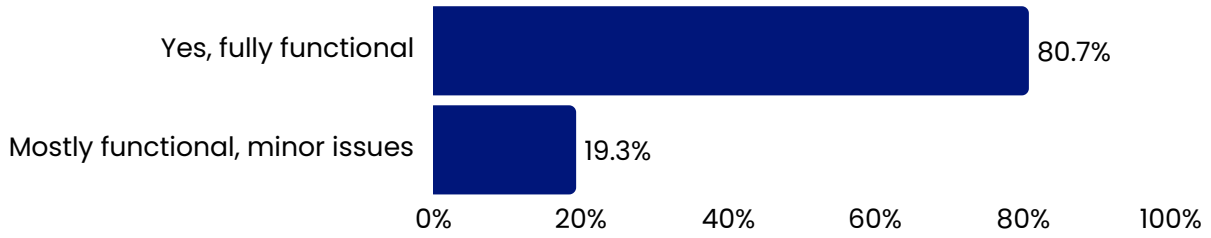



**Figure 04: Students Perception on Functionality of Dining halls (N=57)**

Operational logistics further constrained efficiency: breakfast was unavailable on the ground-floor dining level, directing students to the first floor during morning rush hours, and no food was accessible before 8:00 AM, presenting particular hardship for student athletes required to depart campus for early-morning tournaments. The absence of an effective feedback mechanism to route these concerns to relevant decision-makers compounded the friction. Nutritional adequacy was also flagged, with limited protein variety posing challenges for students with dietary restrictions.

> *I've lived in RH4, and now I'm in RH2. The pantry areas are just very small and cramped. In RH2, the pantry is right against the wall, which is very inconvenient. The tap is quite high up, and the water comes out with some force, so it splashes — and splashing near electrical equipment like the kettle is always a concern. Compare that to RH3, RH6 & RH7, which are designed so much better — you have a slab space and tables where you can sit around. When you cook, you mostly cook with friends, so you need space to arrange things, have people around you, talk and have a conversation.*
>
> *~ Students', FGD*

## Recreational Facilities

Recreational infrastructure demonstrated the highest satisfaction levels across all efficiency indicators. A substantial 86.0% of respondents reported that gym and yoga studio facilities fully met their expectations, with only 8.8% indicating partial fulfilment. These findings reflected the institution's deliberate investment in holistic student wellbeing infrastructure within the residential blocks.

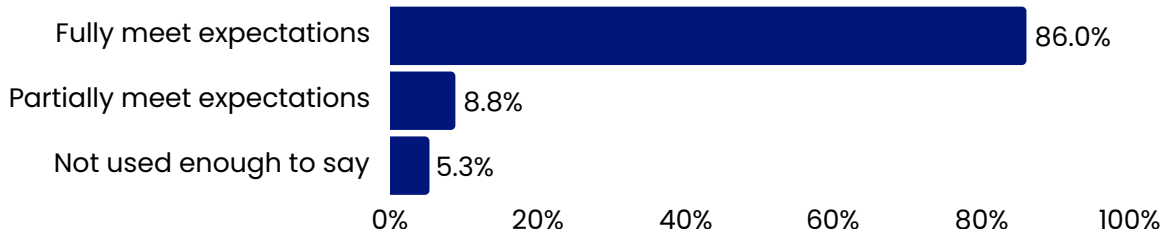



**Figure 05: Students' Perception of Gym and Yoga Studio Facilities (N=57)**

## Study, Social, and Common Spaces

Study, recreational, and common spaces delivered strong functional value across the residential campus. Survey data indicated that 82.5% of respondents found study, television, and gaming room spaces fully adequate, with 14.0% reporting partial adequacy and only 1.8% rating them as inadequate. Shared facilities — including study rooms, kitchen areas, and laundry infrastructure — met the needs of 82.5% of respondents, with the remaining 17.5% reporting partial adequacy, suggesting that while the core provision was sound, incremental improvements in shared facility capacity remained actionable.

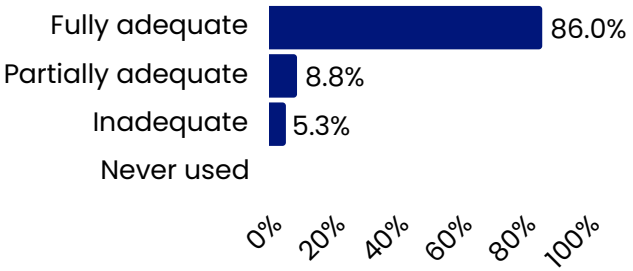



**Figure 06: Students' Perceptions of Gaming Room Facilities (N=57)**

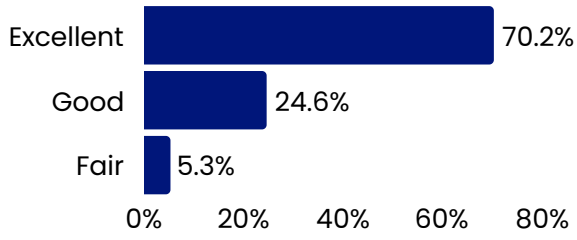



**Figure 07: Students' Perceptions of Construction and Infrastructure Quality (N=57)**

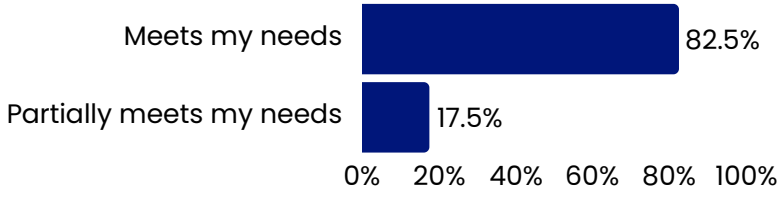



**Figure 08: Students' Perception of Study Room, Kitchen, and Laundry Facility Adequacy (N=57)**

Construction and infrastructure quality received a notably strong endorsement. A combined 94.8% of respondents rated the overall construction quality as either excellent (70.2%) or good (24.6%), with no respondent rating the infrastructure as poor. **This finding reflected the institution's sustained commitment to building standards and corroborated qualitative accounts that described the residential environment as among the best available in the Indian higher education context.**

Proximity to academic facilities ranked among the highest-rated dimensions in the efficiency assessment. An overwhelming 93.0% of respondents confirmed that residential halls were very conveniently located relative to academic buildings, with the remaining 7.0% describing access as somewhat convenient. This near-universal satisfaction with locational efficiency validated the North Campus planning rationale and underscored the role of residential proximity in enabling the academic-residential integration that students consistently described as central to their learning experience.

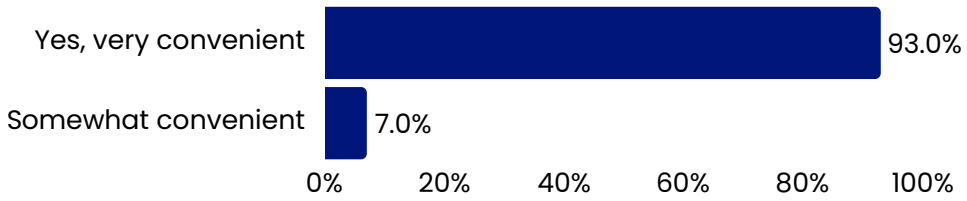



**Figure 09: Students' Perception on location convenience of the academic building (N=57)**

Taken together, these indicators confirmed that the **Info Edge-funded infrastructure delivered substantive spatial and locational value, supporting both academic engagement and daily residential life across the student cohort.**

## Efficiency and Effectiveness of the Programme

**78.9% rooms support studying & focus**

**86.0% mentioned gym and facilities fully meet expectations**

**82.5% mentioned study rooms, kitchen and laundry fully adequate or meet needs**

**94.8% of respondents mentioned that infrastructure quality is excellent**

**93.0% find location very convenient**

## 4. Early Outcomes and Impact of the Residential Infrastructure

The Info Edge-supported residential infrastructure at Ashoka University's North Campus generated substantive early outcomes across four interconnected dimensions: academic engagement, campus participation, student wellbeing, and community formation.

### Academic Engagement and Study Time

Residential proximity to academic resources was associated with measurable gains in study time. The availability of a 24/7 library, floor-level reading rooms, and quiet residential spaces contributed to this outcome. Quantitatively, 63.2% of respondents attributed 6–10 additional academic hours per week to their residential situation, with an additional 17.5% reporting gains exceeding 10 hours per week. Qualitative testimony reinforced these patterns — students described peer-based group study as their primary academic mode, with the residential environment enabling the spontaneous, late-night collaborative learning that institutional leadership had identified as central to the University's educational philosophy.

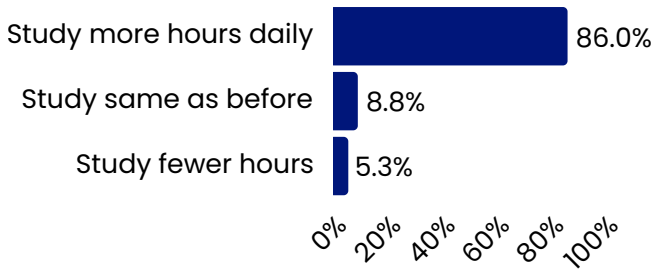



**Figure 10: Perceived Impact of Residential Facilities on Study Time (N=57)**

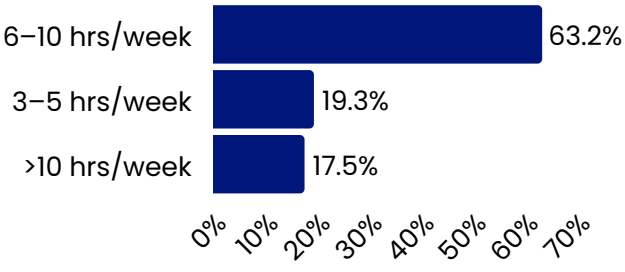



**Figure 11: Students'-Reported Improvement in Study Time (N=49)**

### Students' Wellbeing

Residential amenities — encompassing gym facilities, yoga studios, common areas, and recreational spaces — demonstrated a pronounced positive effect on students' wellbeing. Survey data indicated that **78.9% of respondents felt these amenities significantly enhanced their wellbeing, with a further 15.8% reporting moderate support. Amenity usage was notably consistent across the student population: 73.7% of respondents engaged with non-academic amenities between two and six times per week,** reflecting routine integration of wellness practices into student life.

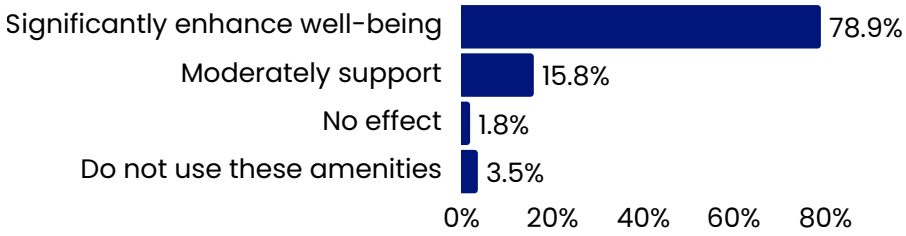



**Figure 12: Students' Perceived Impact of Campus Amenities on Well-Being (N=57)**

Satisfaction with overall learning outcomes was correspondingly high — **66.7% of respondents reported very high satisfaction, and a further 28.1% reported satisfaction,** yielding a combined positive satisfaction rate of 94.8%.

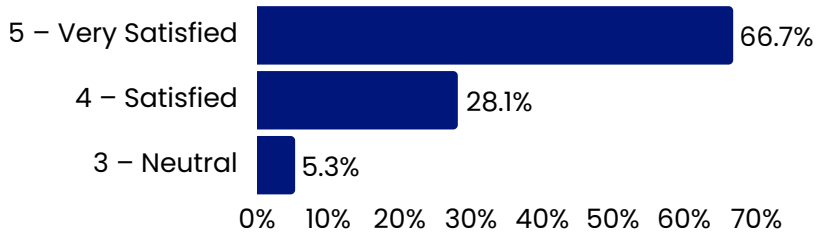



**Figure 13: Students' Satisfaction with Campus Support for Learning Outcomes (N=57)**

### Campus Participation and Engagement

The residential model also produced notable gains in campus participation. An overwhelming **82.5% of respondents reported participating in campus activities more frequently as a result of living on campus,** with only 3.5% reporting reduced participation. This finding was corroborated qualitatively, with students describing the residential environment as enabling a rhythm of academic intensity balanced with social and recreational engagement — a balance that off-campus arrangements would have structurally constrained.

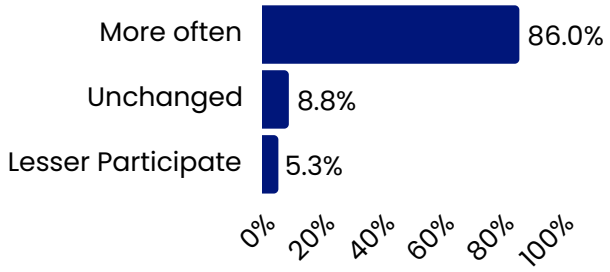



**Figure 14: Enhancement in Students' Engagement Attributed to New Campus Facilities (N=57)**

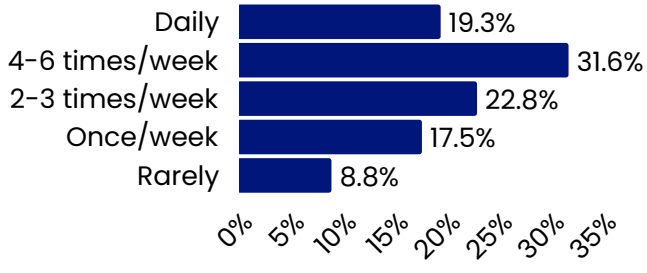



**Figure 15: Hours of Daily Amenity Usage for Non-Academic Activities (N=57)**

**Community Building and Belongingness**

Community building emerged as one of the most affirmatively rated impact dimensions. A substantial 71.9% of respondents strongly agreed that residential life contributed to community formation, with a further 14.0% in agreement.

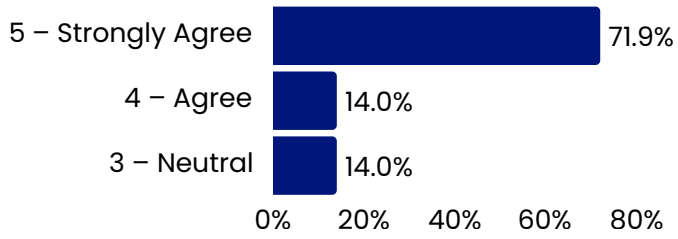



**Figure 16: Perceived Impact of New Campus on Community Building (N=57)**

Qualitative accounts described residential communities as characterised by accessibility and peer support. **For scholarship and first-generation students in particular, the residential model offered social exposure and institutional support that would have been substantially more difficult to access in off-campus arrangements.**

> *First-generation learners are the biggest beneficiaries of peer learning because they haven't been exposed to these kinds of peer learning residential experiences before.*
>
> *~ IDI, Dheeraj – T4*

Collectively, the early outcome evidence affirmed that the Info Edge residential investment translated into meaningful, student-level benefits — strengthening academic engagement, broadening campus participation, supporting wellbeing, and fostering an inclusive residential community that aligned closely with the University's broader educational mission.

**Early Outcomes and Impact of the Programme**

**Elements of Measurement**

- **69.4% study more hours**
- **82.5% more active in non academic activities since moving in**
- **78.9% mentioned new facilities significantly enhanced wellbeing**
- **63.2% gain 6-10 of additional study time hrs; 17.5% gain >10 hrs additional study time**
- **71.9% strongly agrees that new facilities have improved feeling of belongingness**

**5. Coherence- Equity, Gender, and Inclusion**

The residential infrastructure demonstrated a strong commitment to equity and inclusion across multiple student cohorts, as reflected in quantitative data showing broadly positive perceptions. At the same time, qualitative evidence surfaced critical gaps requiring institutional attention.

Survey data indicated that 87.7% of respondents viewed room allocation as equitable (strongly agree or agree), and 93.0% affirmed that residential operations promoted inclusion and safety. Similarly, 91.2% of respondents felt that the residential model actively supported the University's diversity goals — a finding consistent with the institution's deliberate investment in scholarship provision, the Academic Development Programme (ADP) Bridge initiative, and culturally specific support structures such as the Northeast Collective.

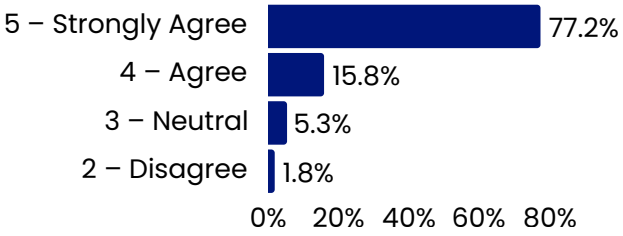



**Figure 17: Perceived Impact of Intervention on Campus Equity(N=57)**

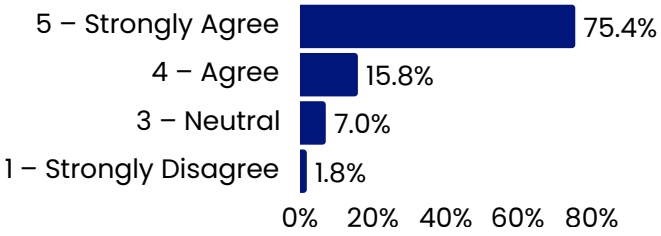



**Figure 18: Perceived Alignment of Intervention with Diversity Goals (N=57)**

**For first-generation learners and women students in particular, on-campus residence addressed safety and exposure needs that off-campus alternatives could not replicate.** As one senior administrator stated, for women, staying outside the campus is a real safety concern, so this is addressed by the residential facilities provided. Similarly, first-generation learners are reported to benefit largely from peer learning within a residential facility (IDI, Dheeraj – T4).

However, **the assessment identified a significant gap in disability and mobility inclusion.** Despite accessibility features in RH9 and RH10 — ramps, lifts, and designated pathways — being better than those on the old campus, **room dimensions proved inadequate for students with mobility needs.** A specific case documented a wheelchair-using student unable to perform prescribed physiotherapy exercises within her room, with no single-room accommodation available to address the need. This gap highlights further areas for improvement in structural accessibility compliance and the lived accessibility experience.

*I was in the infirmary once, and there was a student there — a girl in a wheelchair — who needed to do certain exercises that her physiotherapist had recommended. But because the room in RH6 is so small, she couldn't do them. This was something she needed to do regularly, and it was also taking up space meant for two people, so her roommate was always inconvenienced. She was requesting a different or single room as a result. The rooms are just too small for that kind of mobility*

*~ Students', FGD*

*In general, when students get seriously injured, and their mobility is affected— and I know people who play sports get a lot of injuries — you need someone else helping you, and you really cannot manoeuvre around inside the residence hall on your own without assistance. The wheelchairs are very difficult to move around inside the rooms and the hallways. That's something that still needs to be addressed.*

*-Students', FGD*

**Coherence and Inclusion of the Programme**

**Elements of Measurement**

**87.7% say housing supports academic life very well**

**75.4% strongly agrees that equity is ensured during room allocation**

**75.4% strongly agrees that new facilities are created in alignment with diversity goals.**

**77.2% strongly agrees that operational inclusion was maintained during construction**

## 6. Sustainability of the Residential Infrastructure Model

The long-term sustainability of the Info Edge-supported residential infrastructure was assessed across four dimensions: physical design durability, maintenance system effectiveness, institutional feedback and learning mechanisms, and scalability for future expansion. Evidence drawn from quantitative survey data and qualitative accounts indicated a sustainable operational model underpinned by strong institutional intent, while simultaneously identifying discrete gaps that warranted structural attention to safeguard long-term residential quality.

### Design Durability and Long-term Viability

Students' perceptions of the residential infrastructure's long-term sustainability were strongly affirmative. Survey data indicated that 92.9% of respondents agreed or strongly agreed that the residential design was sustainable for long-term use, while only 3.5% disagreed. Showing the perception of the quality and long-term durability of the new campus, which has been created.

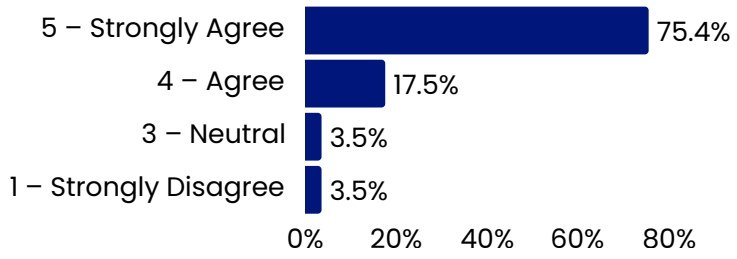



**Figure 19: Students' Perceptions of New Facility Sustainability (N=57)**

### Maintenance Architecture and Quality Gaps

The maintenance system combined preventive and reactive tiers, supported by the complaint management software and structured SLA-based ticket closure. A dedicated summer preventive maintenance cycle covered all residential halls systematically. However, qualitative evidence identified a recurring quality gap between the responsive resolution of visible, straightforward issues and the treatment of complex, structural problems. Mould recurrence — addressed through cosmetic scraping and repainting rather than root-cause remediation — typified this limitation, as did the absence of routine washing machine self-cleaning protocols. Left unaddressed, these patterns risked incremental infrastructure degradation that reactive maintenance alone could not prevent.

> *We made an interactive board. We gave them chits, and the wall was divided into three sections: what is it that you like in the menu, what is it that you don't like, and what is it that you would like to eat next week. We started curating menus based on that feedback. The chits were there, the pen was there — so if today you hadn't liked anything, it went up on the sticky wall. You start seeing the patterns of what is happening.*
>
> *— Operations Team, KII 23*
>
> *Maintenance is usually lights, mould, paint, and the vents — the vents keep falling off. Those come up like once or twice every other week, so they're pretty common. With housekeeping, the complaint is that they only come to clean on a few days. Given the number of people using them, they need to be cleaned more frequently.*
>
> *— Students', FGD*

**Feedback Culture and Continuous Improvement**

The institution demonstrated a distinctively adaptive feedback culture, reflected in innovative mechanisms such as the interactive dining sticky-note board, structured into three sections, which capture student preferences in real time. As the administrator responsible for this initiative explained, until you have feedback, you actually cannot improve. (Operations Team, KII 2) Weekly meetings between institutional leadership and student representatives further embedded feedback into governance practice. However, this culture functioned most effectively for day-to-day service improvements. It appeared less effective as an escalation pathway for recurring infrastructure concerns, suggesting that feedback channels needed strengthening for complex, persistent issues.

**Scalability and Design Learning for Future Expansion**

The residential model demonstrated clear scalability potential. Survey data indicated that 89.4% of respondents agreed or strongly agreed that the model was scalable for future residence halls.

The design-learning loop was already operational — operational learnings from current infrastructure development, including elevator layout inefficiencies, storage limitations, and laundry room requirements, had been formally communicated to the project's team for incorporation into the design of future residential halls. However, the assessment identified a gap at the student-to-design interface. While staff-level learnings were systematically fed back, student-generated design insights lacked a formal channel to reach architectural planning teams.

Regarding sustainability improvements, 22.8% of respondents prioritised enhanced accessibility features; an equal proportion called for expanded capacity; 15.8% identified the need for more eco-friendly materials; and 14.0% flagged better waste management as a priority, with only 24.6% indicating no changes were needed.

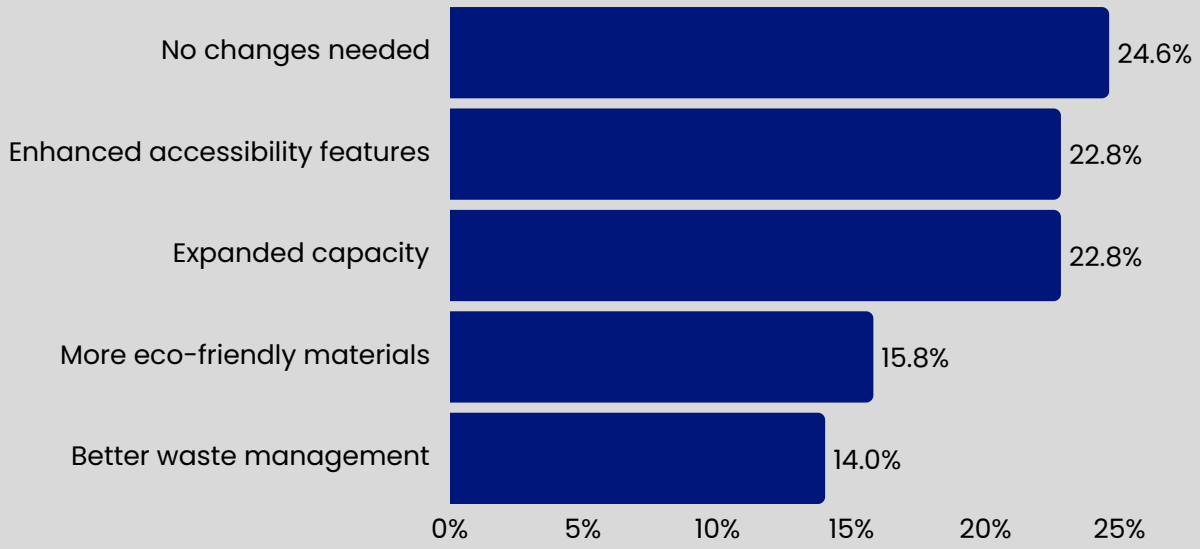



**Figure 20: Enhancements needed in the campus (N=57)**

Taken together, the sustainability evidence affirmed that the Info Edge residential model rested on durable institutional foundations, with strong student confidence in its long-term viability and demonstrated capacity for design learning and adaptive improvement — while underscoring the need for more systematic maintenance, quality assurance, and inclusive design integration in future residential development.

## 7.Total Score Card

| Indicator | Key Evidence | Status |
|---|---|---|
| **1. RELEVANCE** | | |
| Housing demand adequacy | 89.5% report housing fully meets demand | Strong |
| Safety & affordability for diverse students | 91.2% report fully addressed | Strong |
| Inclusive promise fulfilment | 77.2% fully inclusive; 22.8% report minor-to-significant gaps | Moderate+ |
| Duration relevance (long-stay residents) | 85.5% staying 3+ months; 24.6% >12 months | Strong |
| **2. EFFICIENCY & EFFECTIVENESS** | | |
| Room design utilisation | 78.9% rooms support studying & focus | Moderate+ |
| Dining/food facility operations | 80.7% fully functional; 19.3% minor issues | Strong |
| Gym & wellness facility efficiency | 86.0% fully meet expectations | Strong |
| Study rooms, kitchen, laundry adequacy | 82.5% fully adequate or meet needs | Strong |
| Proximity to academic facilities | 93.0% find location very convenient | Strong |
| **3. EARLY OUTCOMES** | | |
| Academic study time improvement | 69.4% study more hours (of those who answered) | Strong |
| Campus engagement enhancement | 82.5% more active since moving in | Strong |
| Wellbeing & academic focus boost | 78.9% significantly enhanced wellbeing | Strong |

| Indicator | Key Evidence | Total Score |
|---|---|---|
| Community & social network formation | 71.9% strongly agree housing fosters community | Moderate+ |
| Additional academic hours/week | 63.2% gain 6-10 hrs; 17.5% gain >10 hrs | Strong |
| Overall learning outcome satisfaction | 94.7% satisfied/very satisfied (avg ~4.6/5) | Strong |
| **4. COHESION- EQUITY & INCLUSION** | | |
| Equal support for scholarship students | 87.7% say housing supports academic life very well | Strong |
| Perceived parity – scholarship vs. non-scholarship | 80.7% strongly agree parity exists (avg ~4.7/5) | Strong |
| Room allocation equity | 75.4% strongly agree; 3.5% strongly disagree | Moderate+ |
| Operational inclusion & safety | 77.2% strongly agree; 1.8% disagree | Moderate+ |
| Alignment with diversity goals | 75.4% strongly agree; 1.8% strongly disagree | Moderate+ |
| **5. SUSTAINABILITY & SCALABILITY** | | |
| Design sustainability for long-term use | 75.4% strongly agree; 3.5% strongly disagree | Strong |
| Scalability of model | 75.4% strongly agree model is replicable | Strong |
| Need for sustainability improvements | 47.4% desire changes (capacity/accessibility top asks) | Moderate+ |

**Table 03: OECD Score Card**

# CIPP Analysis of Program

## Context

The contextual conditions underlying residential investment were both compelling and well-documented. Ashoka University's planned enrolment expansion — from approximately 3,400 students to 5,000–5,500 over five years — created an urgent structural demand for additional residential capacity. The University's geographic location in Sonipat further intensified this need, rendering off-campus alternatives logistically inconvenient and safety-compromised. As one senior administrator articulated, "the student hostel is the biggest need of all, because without student hostels you can't take admission." (IDI, Dheeraj – T4) Survey data validated this contextual framing: **89.5% of respondents confirmed that the current housing capacity fully met residential demand. In comparison,** the student population's composition — with 38.6% first-generation learners and 47.4% financial aid recipients — confirmed that the residential model served a substantively diverse and high-need cohort.

## Input

Inputs to the residential model were well-conceived, reflecting the deliberate integration of service planning with physical construction. Design decisions were embedded with student-centricity as a guiding principle — encompassing room furniture quality, accessibility infrastructure, recreational facilities, and digital connectivity. Programmatic inputs included the RA peer-support system, the ADP Bridge Programme for first-generation and transitioning students, and culturally responsive support structures such as the Northeast Collective.

**78.9% of respondents found room design supportive of studying and focus, and 86.0% reported that gym and wellness facilities fully met their expectations.** A primary input gap, however, was identified in human resource adequacy — staffing levels in areas such as housekeeping and dining had not yet scaled proportionally with the growth in student numbers, creating service delivery pressures at the operational level.

## Process

Process-level implementation reflected notable innovation in governance, feedback, and community management. The institution deployed an interactive, real-time dining feedback mechanism, among others. Weekly meetings between institutional leadership and student representatives embedded feedback into governance practice. The RA-led floor bonding programme, encompassing structured community events and accessible peer support, represented a meaningful investment at the process level in the formation of residential communities.

**93.0% of respondents affirmed that residential operations promoted inclusion and safety, while 91.2% felt the model actively supported diversity goals — reflecting strong alignment at the process level with institutional intent.**

## Product

Product-level outcomes were most strongly evidenced through student engagement and wellbeing indicators. **69.4% of respondents reported increased daily study hours as a result of residential living, and 82.5% reported enhanced campus participation. Satisfaction with learning outcomes was high, with 94.8% of respondents expressing satisfaction or very high satisfaction.** Community formation, as rated on the Likert scale, was affirmed by 85.9% of respondents. Institutionally, the opening of RH9 and RH10 produced a concrete, observable result: gym decrowding — a direct infrastructural relief for a facility that had been overstretched.

Taken together, the CIPP analysis confirmed that the residential intervention rested on strong contextual justification, largely sound inputs, innovative process design, and measurable early products — while surfacing targeted gaps in staffing adequacy, maintenance quality, and student-to-design feedback integration as priorities for the next phase of residential development.

# Recommendation

The following recommendations were derived from the integrated findings of the assessment, drawing on quantitative survey data, qualitative stakeholder accounts, and the CIPP and OECD-DAC analytical frameworks.

**- Resolve Structural Maintenance Issues Through Root-Cause Intervention (Priority- High) :** The institution is recommended to commission a structural audit of all residence halls to identify and remediate root causes of recurring infrastructure failures, including mould, misaligned drain pipes in laundry areas, and non-functional fire alarm inconsistencies. A preventive maintenance checklist specifically targeting complex, recurring issues should be developed alongside the existing summer maintenance schedule to ensure that high-frequency complaints do not persist unresolved.

**- Strengthening Disability and Mobility Inclusion (Priority- Medium)**
The assessment identified a gap between structural accessibility compliance and students with mobility needs' lived accessibility experience. While RH9 and RH10 incorporate ramps, lifts, and designated pathways, which represent an improvement over older campus blocks, it may be worth considering whether the room dimensions adequately support students with mobility requirements. As the University continues to expand its residential infrastructure, it could consider designating a small number of single rooms across residence halls as disability-accommodation units, available upon medical request. Additionally, the previously discussed procurement of an automatic wheelchair for inter-building movement on the North Campus may be worth revisiting.

**- Establish a Dedicated Washing Machine Maintenance Protocol (Priority- High):**
Laundry infrastructure emerged as the most unanimously dysfunctional service across respondent accounts. The institution is recommended to assign a dedicated maintenance responsibility for washing machine upkeep, including routine self-cleaning cycles, drainpipe integrity checks, and drying rack cleaning schedules. Given that some students had already reverted to paid external laundry services due to machine unavailability and unreliability, timely remediation of this service gap would meaningfully improve residential quality and reduce out-of-pocket costs for financially constrained students.

**- Formalise a Student-to-Design Feedback Channel for Future Buildings (Priority: Medium):** While the assessment found an effective staff-level design learning loop — with operational inputs from RH9 and RH10 already communicated to the project's team for future works — no formal mechanism existed for student-generated design insights to reach architectural planning teams. Given that students offered specific, actionable recommendations, including room size, pantry layouts, early breakfast infrastructure, and accessible single-room provision, the institution is recommended to establish a structured student design consultation process ahead of each new residential building phase.

**-Strengthen Dining Operations Through Targeted Logistical Reforms (Priority: High):** A three-tier mechanism is being recommended to solve the issues.

-First, breakfast service should be activated simultaneously on both dining floors to eliminate the morning rush bottleneck.

-Second, pre-8:00 AM access to basic food options — such as cereals and hot beverages — should be provided to accommodate student athletes and the early-departure cohort.

-Third, additionally, protein diversity in the core menu warrants review, particularly for students with dietary restrictions who currently report reliance on carbohydrates as a default.

**-Scale Housekeeping Staffing Proportionally with Enrolment Growth (Priority: Medium)**

As the University moves toward its target of 5,500 students, housekeeping staffing levels must be reviewed and scaled proportionally. The current third-party housekeeping arrangement — which operates outside the institutional HRMS attendance-tracking system — should be brought into a formal accountability framework to ensure quality assurance at scale, consistent with the institution's stated principle that growth must be accompanied by tech-enabled efficiency.

# Conclusion

The impact assessment of Info Edge's CSR investment in student residential infrastructure at Ashoka University's North Campus yielded substantively affirmative evidence across all evaluation dimensions.

The residences demonstrated strong contextual relevance, with the University's geographic location in Sonipat rendering on-campus housing a structural necessity rather than a supplementary provision. Student survey data confirmed this emphatically — 89.5% of respondents indicated that housing capacity fully met residential demand, and 91.2% affirmed that safety and affordability needs were comprehensively addressed.

Early outcome indicators were equally compelling. Nearly seven in ten respondents reported increased daily study hours associated with residential living, 82.5% reported enhanced campus participation, and 94.8% expressed satisfaction with their overall learning outcomes. For first-generation learners, women students, and scholarship recipients — who together constituted a substantial proportion of the resident population — on-campus housing provided safety, institutional support, and peer exposure that off-campus alternatives could not have replicated.

Sustainability indicators further confirmed the investment's durability, with 92.9% of respondents affirming the long-term viability of the residential design and 89.4% expressing confidence in the model's scalability for future residential expansion. Targeted gaps — in maintenance quality, disability inclusion, dining logistics, and laundry infrastructure — were identified through the assessment and translated into a structured set of actionable recommendations. These gaps, while meaningful, did not diminish the overall strength of the evidence base.

In sum, the Info Edge residential investment demonstrated a clear and well-evidenced return — not only in the physical infrastructure delivered, but also in the measurable improvement in student experience, academic engagement, and inclusive access that the residences enabled across the North Campus community.

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